

Final Research Infrastructure Survey

Dear UNM Main Campus Faculty Member,

This survey provides an opportunity for research-active faculty members to provide their opinions and perspectives on UNMs Main Campus research infrastructure. We estimate that it will take 10-20 minutes to complete, but it may take longer if you choose to provide detailed comments. You may save your answers and continue at a later time by using a return link that will be provided.

We are a working group of faculty, staff, and administrators who are developing a strategic plan for research infrastructure at the University of New Mexico, Main Campus. Our effort is part of the Research Strategic Planning process initiated by the Vice President for Research. The primary goal of this survey is to learn what faculty members perceive to be the strengths, weaknesses, and opportunities for improvement in our research infrastructure. Secondary goals include learning about interactions with the Health Sciences Center (HSC), student involvement in research, and incentives for research productivity.

We define research as systematic investigation that generates, develops, or validates new knowledge, creative works, or solutions. We define research infrastructure as major equipment, instruments, technologies, administrative support units, and facilities whose primary purpose is to provide or enhance research capability or capacity. For the purposes of this survey, we are interested in components of infrastructure that are shared among labs, departments, or colleges. Examples of research infrastructure include facilities for DNA sequencing, microscopy, computing, or mass spectrometry, as well as libraries, museum collections, research stations, service centers, and administrative units that facilitate research.

We pledge to treat survey data as anonymous, even though the identities of respondents will be technically discoverable. Demographic information that is potentially identifying, such as affiliation and rank, are only intended to guide our interpretation of the aggregated results. In any report emanating from this survey, we will not associate demographic information with survey responses unless groups are sufficiently large to preserve anonymity. At the end of the survey, you will have an opportunity to voluntarily provide your name and contact information in order that our committee can contact you with followup questions.

We will take your input seriously as we help to develop UNMs Research Strategic Plan. We thank you for your time.

Sincerely,

The Working Group on Research Infrastructure

Christopher Witt, Chair

Theodore Jojola, Associate Chair

Karl Benedict

Katie Witkiewitz

Joel Straquadine

Abhaya Datye

Steve Cabaniss

Kathryn Jacobson

Linda Petree

Jennifer Kavka

Mary Jo Daniel

DEMOGRAPHIC INFORMATION

The purpose of this section is to provide context for interpreting the results of this survey. For example, we will evaluate survey responses separately by college and department. We will also use this section to identify chairs and directors. The answers of the chair and directors should attempt to accurately represent the research activities and needs of their units.

Q1:

With what Main Campus department(s) are you affiliated?

Primary Affiliation (required):

Secondary Affiliation:

Tertiary Affiliation:

Q2: Please select your campus

- UNM Main Campus
- UNM Branch Campuses (Taos, Gallup, Valencia, Los Alamos)

Q3: What type of faculty position do you have? (required)

- Chair
- Director
- Assistant Professor (tenure-track)
- Associate Professor (tenured or tenure-track)
- Full Professor, Distinguished Professor, or Regents' Professor
- Research Professor (any rank) or Post-doc
- Adjunct (any rank)
- Lecturer (any rank)
- Emeritus Professor
- Other

If you have chosen "other", please specify:

Q4: What are your major funding sources for research? (Select all that apply)

- Federal
- Foundation
- Corporate
- Internal
- Other
- State
- Community
- Private (non Foundation)
- I conduct research that does not need funding

If you have chosen "other", please specify:

Q5: How would you characterize your level of involvement in research and scholarship? (For chairs and directors, characterize the level of activity in your unit)

- Not Active Somewhat Active Active Very Active

PERCEPTIONS OF INFRASTRUCTURE COMPONENTS

The purpose of this section is to help our committee assess perceptions of key support units, shared equipment, and service centers that support research. Respondents are asked to select the components of research infrastructure that they use, then to rate those components according to their level of importance to users, the quality of service provided, and comparison to analogous components at peer institutions.

Optionally list additional components in the space provided in the next section of the survey.

Q6: OFFICE OF THE VICE PRESIDENT FOR RESEARCH SERVICES OR CENTERS With which of the following Office of the Vice President for Research services or centers have you interacted? For chairs and directors, with which of the following have members of your unit interacted?

- Office of the Vice President for Research (OVPR)
- Center on Alcoholism Substance Abuse and Addiction (CASAA)
- Center for Advanced Research Computing (CARC)
- Office of Research Compliance (COMP)
- Center for MicroEngineered Materials (CMEM)
- Faculty Research Development Office (FRDO)
- Center for Education Policy Research (CEPR)
- Office of Institutional Review Board (OIRB)
- NM EPSCoR
- Conflict of Interest/Research Integrity (COI)
- Center for High Technology Materials (CHTM)
- Land Grant Council (LGC)
- Southwest Hispanic Research Institute (SHRI)
- Data Observation Network for Earth (DATAONE)
- Bureau of Business & Economic Research (BBER)
- Geospatial & Population Studies (GPS)

Q7: OTHER UNM SERVICES OR RESOURCES With which of the following UNM services or resources have you interacted? For chairs and directors, with which of the following have members of your unit interacted?

- Office of Sponsored Projects (OSP)
- Safety and Risk Services (SRS)
- Human Resources (HR)
- Purchasing Department (PUR)
- Office of Contract and Grant Accounting (CGA)
- University Communication and Marketing (UCAM)
- Facilities Development: Planning, Design, & Construction & Physical Plant (PDC & PPD)
- Information Technology (IT)
- Library Research Support: Reference & research data management services at the four Main Campus libraries (Centennial Science & Engineering, Fine Arts & Design, Parish Memorial, & Zimmerman) (LRS)
- Library Collections: Books, journals & databases at the four Main Campus libraries (LC)
- Library Spaces: Spaces & furnishings at the four Main Campus libraries (LS)
- Library Technology: Computers, software & other technologies at the four Main Campus libraries (LT)
- Library Instruction: Research, information literacy, & data management classes & training sessions at the four Main Campus libraries (LI)
- Center for Southwest Research and Special Collections (CSWR)
- Center for Regional Studies (CRS)
- Institute for Social Research (ISR)
- RWJF Center for Health Policy (RWJF)
- Office of Government and Community Relations (OGCR)
- UNM Foundation (UNMF)
- UNM Press (UNMP)
- STC.UNM
- Export Control & Industrial Security (ECISD)
- Office of Institutional Animal Care and Use Committee (IACUC)
- Responsible Conduct of Research Training Program (RCR)
- Latin American & Iberian Institute (LAI)

Q8: COLLEGE AND DEPARTMENTAL RESOURCES OR SERVICES With which of the following College and Departmental services and facilities have you interacted? For chairs and directors, with which of the following have members of your unit interacted?

- Museum of Southwestern Biology (MSB)
- Psychology Animal Research Facility (PARF)
- Molecular Biology Core Facility (Biology Dept)
- Cell Biology Core Facility (Biology Dept)
- Center for Stable Isotopes (CSI)
- Sevilleta Field Station (SFS)
- Hypobaric Chamber of the Department of Exercise Science Center (HB)
- Institute for Meteoritics (IM)
- Maxwell Museum of Anthropology (Maxwell)
- Castetter Animal Research Facility (CARF: Biology Dept)
- Castetter Hall Greenhouses (Biology Dept)
- Earth Data Analysis Center (EDAC)
- Chemistry and Chemical Biology Dept. Analytical Facility (CCAF)
- Alfonso Ortiz Center for Intercultural Studies
- Building Plans for Physics, Astronomy, and Interdisciplinary Science Bldg. (PAIS)
- Feminist Research Institute (FRI)
- Geology Museum collections (GMC)
- Institute of Medieval Studies (IMS)
- PILOT research funding system (PRFS)
- UNM Statistics Consulting Clinic (UNMSCC)
- Health, Exercise & Sports Sciences Dept. Johnson Center Facilities (HESS)
- Manufacturing Training & Technology Center (MTTC)
- Configurable Space Microsystems Innovations and Applications Center (COSMIAC)
- Center for Biomedical Engineering (CBME)
- Institute for Space & Nuclear Power Studies (ISNPS)
- Center for Water and Environment (CWE)
- Center for Emerging Energy (CEET)
- Center for Evolutionary & Theoretical Immunology (CETI)

Q9: [OPTIONAL] Are there components of UNMs Main Campus research infrastructure that are important to you but were not encompassed by the list that we provided? If so, list them and/or tell us about them here.

Limit 2500 characters (approx. 250 words)

Infrastructure Rating

Note: if you have NOT answered/chosen at least one of the following items: [1] in question 7, skip the following question

Q10: Office of Sponsored Projects (OSP) Rating Scale: 1- 5- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.**5-** high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Office of Sponsored Projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Office of Sponsored Projects in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Office of Sponsored Projects to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)



Note: if you have NOT answered/chosen at least one of the following items: [20] in question 8, skip the following question

Q11: UNM Statistics Consulting Clinic Rating Scale: 1- 5 1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the UNM Statistics Consulting Clinic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the UNM Statistics Consulting Clinic in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the UNM Statistics Consulting Clinic to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [21] in question 7, skip the following question

Q12: STC.UNM (formerly Science and Technology Corporation @ UNM) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by STC.UNM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of STC.UNM in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare STC.UNM to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [9] in question 8, skip the following question

Q13: Maxwell Museum collections Rating Scale: 1- 5 1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Maxwell Museum collections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Maxwell Museum collections in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Maxwell Museum collections to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Q14: Logan Hall Animal Research Facility (Psychology Dept.) Rating Scale: 1- 5
 1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.
 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by Logan Hall Animal Research Facility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of Logan Hall Animal Research Facility in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare Logan Hall Animal Research Facility to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [9] in question 6, skip the following question

Q15: NM EPSCOR Rating Scale: 1- 5 1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by NM EPSCOR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of NM EPSCOR in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare NM EPSCOR to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [8] in question 8, skip the following question

Q16: Institute of Meteoritics Rating Scale: 1- 5
1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.
5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Institute of Meteoritics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Institute of Meteoritics in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Institute of Meteoritics to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [13] in question 6, skip the following question

Q17: Southwest Hispanic Research Institute (SHRI) Rating Scale: 1- 5
1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.
5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by SHRI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of SHRI in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare SHRI to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [21] in question 8, skip the following question

Q18: Health, Exercise and Sports Sciences Dept. facilities (HESS) Rating Scale: 1- 5
1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.
5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by HESS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of HESS in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare HESS to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [15] in question 6, skip the following question

Q19: Bureau of Business and Economic Development (BBER) Rating Scale: 1- 5
1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.
5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Bureau of Business and Economic Development (BBER)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of BBER in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare BBER to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [12] in question 8, skip the following question

Q20: Earth and Data Analysis Center (EDAC) Rating Scale: 1- 5
1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.
5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by EDAC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of EDAC in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare EDAC to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [14] in question 6, skip the following question

Q21: Data Observation Network for Earth (DataONE) Rating Scale: 1- 5
1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.
5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by DataONE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of DataONE in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare DataONE to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [13] in question 8, skip the following question

Q22: Chemistry and Chemical Biology Dept. analytical facilities Rating Scale: 1- 5 1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Chemistry and Chemical Biology Dept. analytical facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Chemistry and Chemical Biology Dept. analytical facilities in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Compare the Chemistry and Chemical Biology Dept. analytical facilities to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [4] in question 8, skip the following question

Q23: Cell Biology Facility of the Biology Dept. Rating Scale: 1- 5
1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.
5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Cell Biology Facility of the Biology Dept.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate the importance of the Cell Biology Facility of the Biology Dept. in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Cell Biology Facility of the Biology Dept. to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [1] in question 6, skip the following question

Q24: Office of the Vice President for Research (OVPR) Rating Scale: 1- 5
1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.
5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
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Rate quality of support, service, and research capacity that is provided by the Office of the Vice President for Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Office of the Vice President for Research in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Office of the Vice President for Research to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [11] in question 8, skip the following question

Q25: Castetter Hall Greenhouses (Biology Dept.) Rating Scale: 1- 5
 1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.
 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by Casterter Hall Greenhouses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of Casterter Hall Greenhouses in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare Casterter Hall Greenhouses to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [7] in question 6, skip the following question

Q26: Center for Education Policy Research (CEPR) Rating Scale: 1- 5 1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Center for Education Policy Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Center for Education Policy Research in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Center for Education Policy Research to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [24] in question 7, skip the following question

Q27: Responsible Conduct of Research Training Program (RCR) Rating Scale: 1- 5 1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Responsible Conduct of Research Training Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Responsible Conduct of Research Training Program in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Compare the Responsible Conduct of Research Training Program to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [5] in question 7, skip the following question

Q28: Contract and Grant Accounting (CGA) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Office of Contract and Grant Accounting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate the importance of the Office of Contract and Grant Accounting in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Office of Contract and Grant Accounting to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [6] in question 6, skip the following question

Q29: Faculty Research and Development Office (FRDO) Rating Scale: 1- 5- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA

Rate quality of support, service, and research capacity that is provided by the Faculty Support and Development Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Faculty Support and Development Office in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Faculty Support and Development Office to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [10] in question 6, skip the following question

Q30: Conflict of Interest (COI) Rating Scale: 1- 5 1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Office of Conflict of Interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Office of Conflict of Interest in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Office of Conflict of Interest to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [4] in question 6, skip the following question

Q31: Office of Research Compliance (COMP) Rating Scale: 1- 5 1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Office of Research Compliance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Office of Research Compliance in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Office of Research Compliance to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [4] in question 7, skip the following question

Q32: Purchasing Department (PUR) Rating Scale: 1- 5 1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Purchasing Department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Purchasing Department in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Purchasing Department to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [3] in question 7, skip the following question

Q33: Human Resources (HR) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by HR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of HR in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare HR to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [22] in question 7, skip the following question

Q34: Export Control and Industrial Security (ECISD) Rating Scale: 1- 5 1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Office of Export Control & Industrial Security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Office of Export Control & Industrial Security in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Office of Export Control & Industrial Security to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [7] in question 7, skip the following question

Q35: Facilities development: Planning, Design, and Construction, and Physical Plant (PDC and PPD) Rating Scale: 1- 5
1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.
5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by PDC & PPD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of PDC & PPD in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare PDC & PPD to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [6] in question 7, skip the following question

Q36: Communication and Marketing (UCAM) Rating Scale: 1- 5 1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by Communication and Marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of Communication and Marketing in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Compare Communication and Marketing to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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On what evidence did you base your ratings? (Optional; up to 250 words)

Q37: Chemical and Research Laboratory Supplier (CRLS) Rating Scale: 1- 5- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by CRLS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of CRLS in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Compare CRLS to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [8] in question 6, skip the following question

Q38: Office of Institutional Review Board (OIRB) Rating Scale: 1- 5
1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.
5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Office of Institutional Review Board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Office of Institutional Review Board in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Compare the Office of Institutional Review Board at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [23] in question 7, skip the following question

Q39: Office of Institutional Animal Care and Use Committee (IACUC) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Office of Institutional Animal Care and Use Committee.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate the importance of the Office of Institutional Animal Care and Use Committee in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the office of IACUC to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [3] in question 6, skip the following question

Q40: Center for Advanced Research Computing (CARC) Rating Scale: 1- 5 1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
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Rate quality of support, service, and research capacity that is provided by the Center for High Performance Research Computing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Center for High Performance Research Computing in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Center for High Performance Research Computing to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [1] in question 8, skip the following question
Note: if you have NOT {a}, skip the following question
Note: if you have NOT {a}, skip the following question

Q41: Museum of Southwestern Biology (MSB) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Museum of Southwestern Biology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Museum of Southwestern Biology in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Museum of Southwestern Biology to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [10] in question 8, skip the following question

Q42: Castetter Animal Research Facility (CARF) Rating Scale: 1- 5- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Castetter Animal Research Facility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Castetter Animal Research Facility in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare Castetter Animal Research Facility at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [2] in question 8, skip the following question

Q43: Psychology Animal Research Facility (PARF) Rating Scale: 1- 5 1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Psychology Animal Research Facility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Psychology Animal Research Facility in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Psychology Animal Research Facility to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [2] in question 7, skip the following question

Q44: Safety and Risk Services (SRS) Rating Scale: 1- 5 1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by Safety and Risk Services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of Safety and Risk Services in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare Safety and Risk Services to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

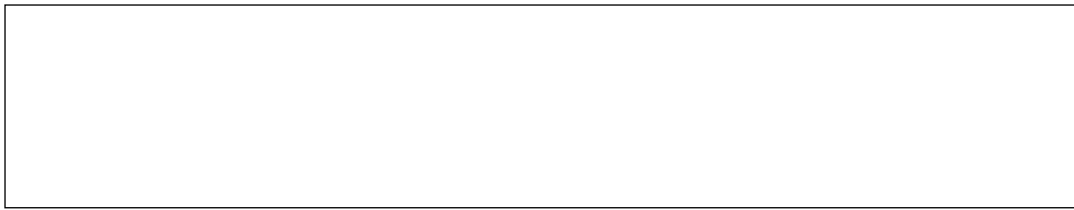
Note: if you have NOT answered/chosen at least one of the following items: [3] in question 8, skip the following question

Note: if you have NOT {a}, skip the following question

Q45: Molecular Biology Core (Biology Dept) Rating Scale: 1- 5
1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.
5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Molecular Biology Core	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate Molecular Biology Core in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare Molecular Biology Core to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

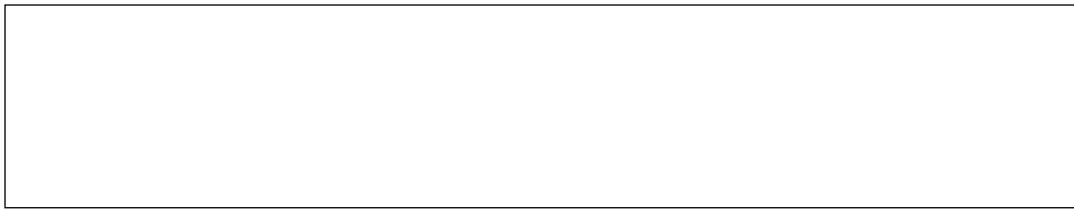
On what evidence did you base your ratings? (Optional; up to 250 words)



Q46: Cell Biology Core (Biology Dept) Rating Scale: 1- 5 1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by Cell Biology Core	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of Cell Biology Core in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare Cell Biology Core to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)



Note: if you have NOT answered/chosen at least one of the following items: [5] in question 8, skip the following question

Note: if you have NOT (a), skip the following question

Q47: Center for Stable Isotopes (CSI) Rating Scale: 1- 5 1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Center for Stable Isotopes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Center for Stable Isotopes in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Center for Stable Isotopes to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [6] in question 8, skip the following question

Q48: Sevilleta Field Station Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Sevilleta Field Station.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of Sevilleta Field Station in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare each of Sevilleta Field Station to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [7] in question 8, skip the following question

Note: if you have NOT [a], skip the following question

Q49: Hypobaric Chamber of the Health, Exercise, and Sports Sciences Department (Hypo) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Hypobaric Chamber.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance the Hypobaric Chamber in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Hypobaric Chamber to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [11] in question 6, skip the following question

Q50: Center for High Technology Materials (CHTM) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Center for High Technology Materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Center for High Technology Materials in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Compare each of the Center for High Technology Materials to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [2] in question 6, skip the following question

Q51: Center on Alcoholism, Substance Abuse And Addiction (CASAA) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by CASAA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of CASAA in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Compare CASAA to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [5] in question 6, skip the following question

Q52: Center for MicroEngineered Materials (CMEM) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Center for MicroEngineered Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate the importance of the Center for MicroEngineered Materials in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Center for MicroEngineered Materials to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Q53: Center for Education Policy Research (CEPR) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
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Rate quality of support, service, and research capacity that is provided by the Center for Education Policy Research (CEPR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Center for Education Policy Research (CEPR) in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Center for Education Policy Research (CEPR) to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [8] in question 7, skip the following question

Q54: UNM Central Information Technology (UNM IT) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by UNM Central Information Technology (UNM IT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of UNM IT in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the UNM IT to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [12] in question 6, skip the following question

Q55: New Mexico Land Grant Council (LGC) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the New Mexico Land Grant Council (LGC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of LGC in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare LGC to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [14] in question 8, skip the following question

Q56: Alfonso Ortiz Center for Intercultural Studies (AOCIS) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Alfonso Ortiz Center for Intercultural Studies (AOCIS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the AOCIS in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the AOCIS to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [15] in question 8, skip the following question

Q57: Building Plans for Physics, Astronomy, and Interdisciplinary Science Bldg. (PAIS) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by PAIS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Center for MicroEngineered Materials in terms of the degree to which research capacity and research excellence would suffer if it became unavailable. Compare PAIS to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Q58: Center for Southwest Research and Special Collections (CSRSC) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Center for Southwest Research and Special Collections (CSRSC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the CSRSC in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the CSRSC to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [16] in question 8, skip the following question

Q59: Feminist Research Institute (FRI) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Feminist Research Institute (FRI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the FRI in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the FRI to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [17] in question 8, skip the following question

Q60: Geology Museum collections (GMC) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Geology Museum collections (GMC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the GMC in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the GMC to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [19] in question 8, skip the following question

Q61: PILOT research funding system(PRFS) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the PILOT research funding system(PRFS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the PRFS in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the PRFS to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Q62: UNM Statistics Consulting Clinic (UNMSCC) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the UNM Statistics Consulting Clinic (UNMSCC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the UNMSCC in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the UNMSCC to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [10] in question 7, skip the following question

Q63: Library Collections: Books, journals and databases at the four Main Campus libraries (LC) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by Library Collections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of Library Collections in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare Library Collections to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [11] in question 7, skip the following question

Q64: Library Spaces: Spaces and furnishings in support of student and faculty research at the four Main Campus libraries (LS) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Library Spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of Library Spaces in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare tLibrary Spaces to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [16] in question 7, skip the following question

Q65: Institute for Social Research (ISR) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Institute for Social Research (ISR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the ISR in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the ISR to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

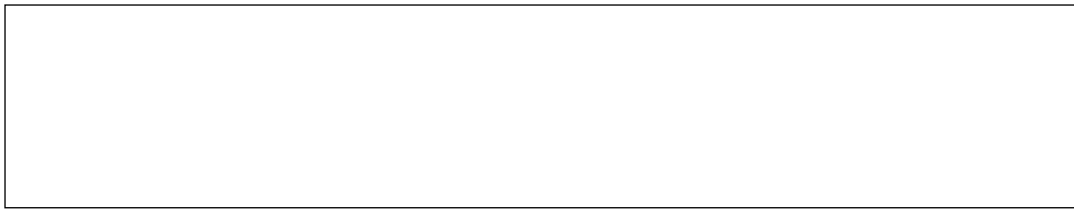
On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [12] in question 7, skip the following question

Q66: Library Technology: Includes computers, software and other technologies in support of student and faculty research at the four Main Campus libraries (LT) Rating Scale: 1- 5 1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by Library Technology (LT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of Library Technology in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare Library Technology to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)



Note: if you have NOT answered/chosen at least one of the following items: [18] in question 7, skip the following question

Q67: Office of Government and Community Relations (OGCR) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Office of Government and Community Relations (OGCR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Office of Government and Community Relations (OGCR) in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Compare the Office of Government and Community Relations (OGCR) to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [9] in question 7, skip the following question

Q68: Library Research Support: Reference and research data management services at the four Main Campus libraries (LRS) Rating Scale: 1- 5- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by Library Research Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate the importance of Library Research Support in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare Library Research Support to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [17] in question 7, skip the following question

Q69: RWJF Center for Health Policy (RWJF) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the RWJF Center for Health Policy (RWJF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate the importance of the RWJF Center for Health Policy (RWJF) in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the RWJF Center for Health Policy (RWJF) to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [19] in question 7, skip the following question

Q70: UNM Foundation (UNMF) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the UNM Foundation (UNMF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate the importance of the UNM Foundation (UNMF) in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the UNM Foundation (UNMF) to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [20] in question 7, skip the following question

Q71: UNM Press (UNMP) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the UNM Press (UNMP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate the importance of the UNM Press (UNMP) in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the UNM Press (UNMP) to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [13] in question 7, skip the following question

Q72: Library Instruction: Research, information literacy, and data management classes and training sessions at the four Main Campus libraries (LI) Rating Scale: 1- 5 1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
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Rate quality of support, service, and research capacity that is provided by Library Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of Library Instruction in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare Library Instruction to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [18] in question 8, skip the following question

Q73: Institute of Medieval Studies (IMS) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Institute of Medieval Studies (IMS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Institute of Medieval Studies (IMS) in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Institute of Medieval Studies (IMS) to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [15] in question 7, skip the following question

Q74: Center for Regional Studies (CRS) Rating Scale: 1- 5 1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Center for Regional Studies (CRS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Center for Regional Studies (CRS) in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Center for Regional Studies (CRS) to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [25] in question 7, skip the following question

Q75: Latin American and Iberian Institute (LAI) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Latin American & Iberian Institute (LAI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of LAI in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Latin American & Iberian Institute (LAI) to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [27] in question 8, skip the following question

Q76: Center for Emerging Energy (CEET) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Center for Emerging Energy (CEET)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Center for Emerging Energy (CEET) in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Center for Emerging Energy (CEET) to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [14] in question 7, skip the following question

Q77: Center for SouthWest Research Library (CSWL) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Center for SouthWest Research Library (CSWL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Center for SouthWest Research Library (CSWL) in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Compare the Center for SouthWest Research Library (CSWL) to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [22] in question 8, skip the following question

Q78: Manufacturing Training and Technology Center (MTTC) Rating Scale: 1- 5- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Manufacturing Training & Technology Center (MTTC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate the importance of the Manufacturing Training & Technology Center (MTTC) in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Manufacturing Training & Technology Center (MTTC) to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Q79: Center for Biomedical Engineering (CBME) Rating Scale: 1- 5 1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA

Rate quality of support, service, and research capacity that is provided by the CBME	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the CBME in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the CBME to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [23] in question 8, skip the following question

Q80: Configurable Space Microsystems Innovations and Applications Center (COSMIAC) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA

Rate quality of support, service, and research capacity that is provided by COSMIAC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of COSMIAC in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare COSMIAC to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [24] in question 8, skip the following question

Q81: Center for Biomedical Engineering (CBME) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA

Rate quality of support, service, and research capacity that is provided by the CBME	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the CBME in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare CBME to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [25] in question 8, skip the following question

Q82: Institute for Space and Nuclear Power Studies (ISNPS) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Institute for Space & Nuclear Power Studies (ISNPS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Institute for Space & Nuclear Power Studies (ISNPS) in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Institute for Space & Nuclear Power Studies (ISNPS) to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [26] in question 8, skip the following question

Q83: Center for Water and Environment (CWE) Rating Scale: 1- 5]- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Center for Water and Environment (CWE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the Center for Water and Environment (CWE) in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the Center for Water and Environment (CWE) to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [28] in question 8, skip the following question

Q84: Center for Evolutionary and Theoretical Immunology (CETI) Rating Scale: 1- 5 1- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success. 5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by CETI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of CETI in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare CETI to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Note: if you have NOT answered/chosen at least one of the following items: [16] in question 6, skip the following question

Q85: Geospatial and Population Studies (GPS) Rating Scale: 1- 51- low quality, low importance, low ranking relative to peers: would indicate this entity is a hindrance to research success.5- high quality, high importance, high ranking relative to peers: would indicate this entity is a benefit to research success.

	Low 1	2	3	4	High 5	NA
Rate quality of support, service, and research capacity that is provided by the Center for GeoSpatial Population Studies (GPS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate the importance of the GeoSpatial Population Studies (GPS) in terms of the degree to which research capacity and research excellence would suffer if it became unavailable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the GeoSpatial Population Studies (GPS) to the analogous components at peer institutions, based on your knowledge of research infrastructure at comparable state flagship universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what evidence did you base your ratings? (Optional; up to 250 words)

Q86: Does your research utilize or depend on infrastructure that is not part of UNM Main Campus? (select all that apply)

- | | |
|--|---|
| <input type="checkbox"/> No, it doesn't. | <input type="checkbox"/> UNM Health Science Center (HSC) |
| <input type="checkbox"/> Sandia National Laboratories (SNL) | <input type="checkbox"/> Air Force Research Laboratory (AFRL) |
| <input type="checkbox"/> Los Alamos National Laboratories (LANL) | <input type="checkbox"/> Other in-state or out-of-state institutions. |

Optionally list other in-state or out-of-state institutions here.

RESEARCH SPACE

Q87: How well does the space available to you meet your needs for research? (rate on 1-5 scale, or N/A for each aspect of space)

	Poor : 1	2	3	4	Excellent: 5	NA
Quantity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suitability/Appropriateness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Condition/Level of repair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HSC/UNMH COLLABORATIONS

Q88: Do you have collaborations with individuals or departments at the Health Sciences Center (HSC) and/or UNM Hospital (UNMH)?

- Yes No

HSC and/or UNM/H

Note: if you have NOT answered/chosen item [1] in question 88, skip the following question

Q89: To what extent does UNM Main Campus hinder or support collaborations with HSC and/or UNMH? (1 = major hindrance, 5 = high support)

- 1 (major hindrance)
 2
 3
 4
 5 (high support)

Note: if you have NOT answered/chosen item [1] in question 88, skip the following question

Q90: What barriers hinder effective collaboration between Main Campus and HSC/UNMH? Conversely, what support measures exist that facilitate collaborations? (optional, text response)

Limit: 250 words (approx. 1000 characters)

QUALITATIVE ASSESSMENT OF KEY STRENGTHS AND WEAKNESSES

Q91: What do you think are key STRENGTHS of UNM's present research infrastructure from the perspective of your research program or the research in your unit? Your response will be used to determine what components should be highlighted in the strategic planning report.

250 words

Q92: What WEAKNESSES in UNM's current research infrastructure do you believe need to be addressed? These could include any aspect of the institution that hinders your research productivity. Your response may be used to determine what remedial action will be recommended in the strategic planning report.

250 words

Q93: What OPPORTUNITIES do you see for new infrastructure, or improvements to existing infrastructure, that would provide long-term positive impacts on research success at UNM? Your response may be used to determine what investments will be recommended in the strategic planning report.

250 words

Q94: Is there anything else you would like our committee to know before we write our report?

250 words

HUMAN CAPITAL

Q95: Should UNM provide its faculty with more incentives for research involvement and productivity?

Yes No

Please elaborate on your response (optional; 250 words)

Q96: Should UNM do more to encourage unfunded research?

Yes No

Please elaborate on your response (optional; 250 words)

Q97: Do aspects of your current research involve undergraduate or graduate students? (select all that apply)

Undergraduate students Graduate students
 No student participation in my research

What specific barriers prevent inclusion of more students in your research? (Limit 250 words)

Q98: Do new junior faculty in your unit receive sufficient support for research, including startup funds?

Yes No

Optional comment (Limit 250 words)

Q99: Should UNM pursue more cross-departmental faculty appointments?

Yes No

Elaborate on your answer (Limit 250 words)

VOLUNTEER SOLICITATION FOR FOLLOWUP INTERVIEWS

Q100:

If you are willing to be contacted so that we may ask you more detailed follow-up questions, please provide your name and email address below.

Full Name:

Email: