

Higher Education Research Institute (HERI) 2004-2005 Faculty Survey: Final Activity and Rank Comparison Report

Executive Summary

The HERI Faculty Survey was conducted at RU during the Fall 2005 and Spring 2005 semesters. At the end of the first survey mailing cut-off date 146 Radford University faculty members responded to the request (36.3%). The second request for participation elicited an additional 39 respondents for a total of 185 returned instruments (46.0% response rate). The final data contained responses from 135 full-time undergraduate faculty members, 19 part-time undergraduate faculty, 15 graduate faculty, and 7 others (including research, service, and client/patient) types of Radford University faculty members. Additional responses came from 31 Radford University administrators (please note: these individuals could also be included full-time or part-time undergraduate faculty or graduate-only faculty categories). For this report respondents were then categorized into four main areas: administrator, teaching professor, teaching – associate professor, and teaching assistant professor / instructor (171 respondents were classified into one of these four categories).

Overall, about an equal number of male and female faculty members responded to the initial request for participation and the majority of the respondents in three of the four categories have tenure. The College of Arts and Sciences had the greatest number of respondents. However, this is as could be expected since this College also has the greatest number of faculty.

The majority of responding faculty members stated that their primary interests lie either “heavily in teaching” or “in both (teaching and research), but leaning towards teaching” (83.1%). This interest in teaching is seen through the activity faculty have engaged in over the past year. For example, 50.0% or more of the respondents in each of the four subcategories stated that they “worked with undergraduates on research projects” and “placed or collected assignments on the Internet.” The most widely used technique by faculty in all categories was class discussions. Other activities used frequently included: cooperative learning, extensive lecturing, and student presentations.

Not surprisingly, administrators spent the majority of their time in meetings or in other administrative work, whereas faculty stated that they spent their time in “scheduled teaching activities” and “preparing for teaching.” Interestingly, all three categories reported spending a good deal of time “communicating via email.”

Interestingly, nearly 60.0% of professors and 35.5% of associate professors have held an academic administrative position and a large percentage of respondents in each of the activity / rank categories have received an outstanding teaching award and used scholarship to address local community needs. On a less positive note, a large percentage of faculty at all four levels stated that during the past two years they had considered leaving academia and that they considered leaving Radford University for other institutions.

All respondents to the 2004-2005 HERI Faculty Survey were also asked, “If you were to begin your career again, would you still want to be a college professor?” Most respondents indicated that they probably would or definitely would choose the same career path. The administrators had the largest percentage of respondents in these categories (85.2%) followed closely by Associate Professors (85.0%).

Areas in which faculty members stated that they had some or extensive stress were (Response scale: 1 = Not at all, 2 = Somewhat, 3 = Extensive):

- Institutional procedures and “red tape” (Administrator = 2.23, Professor = 2.14, Associate professor = 2.23)
- Teaching load (Professor = 2.02, Associate professor = 2.13, Assistant professor = 2.11)
- Lack of personal time (Administrator = 2.07, Associate professor = 2.00, Assistant professor = 2.24)
- Self imposed high expectations (Administrator = 2.13, Professor = 2.13, Assistant professor = 2.27)

However, there were also many areas in which faculty members stated that they were satisfied. Some of the areas of highest satisfaction for each of the 4 faculty groups were (Response scale: 2 = Not satisfied, 3 = Marginally satisfied, 4 = Satisfied, 5 = Very satisfied):

- Autonomy and Independence (Administrator = 4.40, Professor = 4.13, Associate Professor = 3.97, Assistant Professor = 4.20)
- Professional Relations with other faculty (Administrator = 4.20, Professor = 3.86, Associate Professor = 4.29, Assistant Professor = 4.09)
- Competency of colleagues (Administrator = 4.17, Professor = 3.95, Associate Professor = 4.26, Assistant Professor = 4.00)

Overall, there are a number of things that are important to Radford University faculty. However, there were three areas that stood out. Faculty rated the items, “being a good colleague,” “being a good teacher,” and “serve as a role model to students” as

being very important or essential. Faculty were asked to rate how descriptive a number of items were of Radford University. Overall, faculty believe that “it is easy for students to see faculty outside of regular office hours” and “faculty here respect each other.”

Similar to the items discussed above, faculty were given a number of institutional characteristics and asked the degree to which they agree with each. Some areas that were most strongly agreed with were:

- Faculty are interested in students’ personal problems
- Faculty here are strongly interested in the academic problems of undergraduates
- My teaching is valued by faculty in my department
- There is adequate support for integrating technology in my teaching
- The criteria for advancement and promotion decisions are clear

Generally, faculty rate many aspects of working and teaching at RU as very positive. Some positive areas included the attention given to students, the quality of their colleagues, and relations with other members of the RU community. However, there are areas that could be improved upon. These include institutional procedures and red tape and the stated lack of personal time stated by the majority of the respondents.

Methodology

The HERI Faculty Survey was conducted at RU during the Fall 2005 and Spring 2005 semesters. During each participation request faculty were given two cover letters (one from HERI and one from Radford University) explaining the survey and requesting their participation. Survey respondents sent the survey directly back to HERI in a pre-paid envelope. Initially, faculty were contacted during the Fall 2004 semester. Then, non-respondents were contacted with a follow-up participation invitation in the Spring of 2005.

At the end of the first survey mailing cut-off date 146 Radford University faculty members responded to the request (36.3%). The second request for participation elicited an additional 39 respondents for a total of 185 returned instruments (46.0% response rate). The final data contained responses from 135 full-time undergraduate faculty members, 19 part-time undergraduate faculty, 15 graduate faculty, and 7 others (including research, service, and client/patient) types of Radford University faculty members. Additional responses came from 31 Radford University administrators (please note: these individuals could also be included full-time or part-time undergraduate faculty or graduate-only faculty categories)

The 185 total respondents were categorized into four main areas: administrator, teaching professor, teaching – associate professor, and teaching- assistant professor / instructor (171 respondents were classified into one of these four categories). Of these respondents 18.1% (31 respondents) indicated that their primary activity at the institution was administrative and 81.9% (140 respondents) indicated that their primary activity was teaching.

The respondents in the category representing that their primary activity was teaching were subdivided into three categories based on their academic rank: professor (64 respondents), associate professor (31 respondents), and assistant professor or instructor (45 respondents). The following report represents the findings from these 4 categories of respondents.

Demographics

Overall, about an equal number of male and female faculty members responded to the initial request for participation. Table 1 shows the breakdown by the activity / rank factor.

Table 1: Gender by Activity / Rank

		Activity and Rank				Total
		Administrator	Teaching - Professor	Teaching - Associate Professor	Teaching - Assistant Professor / Instructor	
Male	Count	14	42	14	22	92
	% within Activity and Rank	45.2	65.6	45.2	48.9	53.8
Female	Count	17	22	17	23	79
	% within Activity and Rank	54.8	34.4	54.8	51.1	46.2
Total	Count	31	64	31	45	171

The majority of the respondents in three of the four categories have tenure. The only exception is for the category of assistant professor / instructor in which only 2.2% were tenured but 73.3% were on a tenure track. Table 2 shows the breakdown of responses.

Table 2: Tenure by Activity / Rank

		Activity and Rank				Total
		Administrator	Teaching - Professor	Teaching - Associate Professor	Teaching - Assistant Professor / Instructor	
Tenured	Count	17	63	29	1	110
	% within Activity and Rank	54.8	98.4	93.5	2.2	64.3
On tenure track	Count	1	1	2	33	37
	% within Activity and Rank	3.2	1.6	6.5	73.3	21.6
Not on tenure track	Count	13	0	0	11	24
	% within Activity and Rank	41.9	0.0	0.0	24.4	14.0
Total	Count	31	64	31	45	171

Table 3 below gives the number of respondents from 6 of the colleges on campus (College of Graduate and Extended Education was excluded).

Table 3: College of Current Appointment by Activity / Rank

		Activity and Rank				Total
		Admin.	Teaching – Prof.	Teaching – Assoc. Prof.	Teaching – Assist. Prof. / Instructor	Total Number in College and Percent of all Faculty
College of Arts and Sciences	Count	6	32	10	17	65
	% within Activity/Rank	27.3	52.5	33.3	38.6	41.4
College of Business and Economics	Count	1	7	3	6	17
	% within Activity/Rank	4.5	11.5	10.0	13.6	10.8
College of Education and Human Development	Count	2	11	3	5	21
	% within Activity/Rank	9.1	18.0	10.0	11.4	13.4
Waldron College of Health and Human Services	Count	4	3	6	4	17
	% within Activity/Rank	18.2	4.9	20.0	9.1	10.8
College of Visual and Performing Arts	Count	3	5	3	5	16
	% within Activity/Rank	13.3	8.2	10.0	11.4	10.2
College of Information Science and Technology	Count	1	1	2	4	8
	% within Activity/Rank	4.5	1.6	6.7	9.1	5.1
Other (Unsure)	Count	5	2	3	3	13
	% within Activity/Rank	22.7	3.3	10.0	6.8	8.3
Total	Count	22	61	30	44	157

Most responding faculty and administrators have completed terminal degrees with others completing Masters Degrees. Table 4 shows the breakdown of responses to this item.

Table 4: Highest Degree Earned by Activity / Rank

		Activity and Rank				Total
		Administrator	Teaching - Professor	Teaching - Associate Professor	Teaching - Assistant Professor / Instructor	
MA, MS, etc	Count	11	2	3	13	29
	% within Activity and Rank	36.7	3.1	10.0	28.9	17.2
EdD	Count	3	8	4	2	17
	% within Activity and Rank	10.0	12.5	13.3	4.4	10.1
PhD	Count	15	53	22	29	119
	% within Activity and Rank	50.0	82.8	73.3	64.4	70.4
Other	Count	1	1	1	1	4
	% within Activity and Rank	3.3	1.6	3.3	2.2	2.4
Total	Count	30	64	30	45	169

The HERI 2004 Faculty Survey also asked faculty to indicate the dollar value of their base salary to the nearest \$1000. The reported salaries varied a great deal and the table below is a breakdown of the reported incomes by activity/ rank and contract length.

Table 5: Reported Income by Activity / Rank and Contract Length

		Activity and Rank				Total
		Administrator	Teaching - Professor	Teaching - Associate Professor	Teaching - Assist. Prof. / Instructor	
9 / 10 month contracts						
Under \$40,000	Count	0	0	0	5	5
	% within Activity and Rank	0.0	0.0	0.0	14.3	4.0
\$40,000 to \$60,000	Count	0	20	22	22	64
	% within Activity and Rank	0.0	37.0	78.5	62.9	51.6
\$61,000 to \$80,000	Count	4	25	5	3	37
	% within Activity and Rank	57.2	46.3	17.9	8.6	29.9
\$81,000 to \$100,000	Count	2	9	1	5	17
	% within Activity and Rank	28.6	16.7	3.6	14.3	13.7
Over \$100,000	Count	1	0	0	0	1
	% within Activity and Rank	14.3	0.0	0.0	0.0	0.8
Total	Count	7	54	28	35	124
11 / 12 month contracts						
Under \$40,000	Count	2	0	0	5	7
	% within Activity and Rank	8.7	0.0	0.0	55.5	16.7
\$40,000 to \$60,000	Count	5	5	1	4	15
	% within Activity and Rank	21.7	62.5	50.0	44.4	35.7
\$61,000 to \$80,000	Count	7	2	1	0	10
	% within Activity and Rank	30.4	25.0	50.0	0.0	23.8
\$81,000 to \$100,000	Count	4	1	0	0	5
	% within Activity and Rank	17.4	12.5	0.0	0.0	11.9
Over \$100,000	Count	5	0	0	0	5
	% within Activity and Rank	21.7	0.0	0.0	0.0	11.9
Total	Count	23	8	2	9	42

Teaching Activities

The majority of responding faculty members stated that their primary interests lie either “heavily in teaching” or “in both (teaching and research), but leaning towards teaching” (83.1%). Table 6 below presents the breakdown of responses by the faculty members’ activity / rank.

Table 6: Primary Interest by Activity / Rank

		Activity and Rank				Total
		Administrator	Teaching - Professor	Teaching - Associate Professor	Teaching - Assistant Professor / Instructor	
Heavily teaching	Count	5	22	12	15	54
	% within Activity and Rank	19.2	34.4	38.7	33.3	32.5
Toward teaching	Count	15	30	15	24	84
	% within Activity and Rank	57.7	46.9	48.4	53.3	50.6
Toward Research	Count	5	12	4	6	27
	% within Activity and Rank	19.2	18.8	12.9	13.3	16.3
Heavily research	Count	1	0	0	0	1
	% within Activity and Rank	3.8	0.0	0.0	0.0	0.6
Total	Count	26	64	31	45	166

One item on the HERI 2004 Faculty Survey asked respondents about activities they engaged in during the past two years. Table 7 below presents the percentage of respondents from each activity / rank category that reported that they had engaged in the stated activity. For the following items, at least 50.0% or more of the respondents in one of the categories stated that they had engaged in the activity (percentages of groups over 50% are provided).

- Worked with undergraduates on research projects (Admin. 51.9%, Professor 60.0%, Assoc. Prof. 55.2%, and Assist. Prof. / Instructor 71.1%)
- Placed or collected assignments on the Internet (Admin. 67.9%, Professor 72.9%, Assoc. Prof. 79.2%, and Assist. Prof. / Instructor 86.7%)
- Participated in faculty development programs (Admin. 89.7%, Professor 84.5%, Assoc. Prof. 90.0%, Assist. Prof. / Instructor 82.2%)
- Advised student groups involved in service / volunteer work (Admin. 50.0%, Assoc. Prof. 55.2%)
- Collaborated with the local community in research / teaching (Admin. 52.0%, Assist. Prof. / Instructor 56.8%)
- Developed a new course (Professor 60.3%, Assoc. Prof. 60.0%, and Assist. Prof. / Instructor 68.9%).

(Please note: The text only discusses the activities in which 50% or more of the responding faculty in each category reported participating in the activity over the past two years.)

Table 7: During the past two years, have you engaged in any of the following activities? by Activity / Rank

		Activity and Rank			
		Admin.	Teaching - Professor	Teaching - Associate Professor	Teaching - Assistant Professor / Instructor
During the past two years, have you engaged in any of the following activities? (Mark Yes or No)					
Taught an Honors Course	Count	1	10	4	6
	% within Activity and Rank (that responded)	4.2	17.5	13.8	13.6
Taught an Interdisciplinary Course	Count	9	10	8	14
	% within Activity and Rank	37.5	17.5	27.6	31.1
Taught an Ethnic Studies Course	Count	3	8	2	3
	% within Activity and Rank	12.0	14.5	6.9	6.8
Taught a Women's Studies Course	Count	1	3	3	3
	% within Activity and Rank	4.2	5.6	10.7	6.8
Team-taught a Course	Count	9	15	8	17
	% within Activity and Rank	34.6	26.3	27.6	37.8
Taught a Service-learning Course	Count	7	7	5	13
	% within Activity and Rank	26.9	13.0	17.9	30.2
Worked with undergraduates on Research Project	Count	14	36	16	32
	% within Activity and Rank	51.9	60.0	55.2	71.1
Placed or collected assignments on the Internet	Count	19	43	23	39
	% within Activity and Rank	67.9	72.9	79.2	86.7
Taught Course Exclusively on Internet	Count	5	1	1	1
	% within Activity and Rank	20.0	1.9	3.6	2.3
Participated in Faculty Development Program	Count	26	49	27	37
	% within Activity and Rank	89.7	84.5	90.0	82.2
Advised student groups involved in service / volunteer work	Count	13	24	15	21
	% within Activity and Rank	50.0	42.9	55.2	46.7
Collaborated with the local community in research / teaching	Count	13	22	12	25
	% within Activity and Rank	52.0	39.3	42.9	56.8
Developed a New Course	Count	6	38	18	31
	% within Activity and Rank	22.2	60.3	60.0	68.9
Conducted research or writing focused on: International / global issues	Count	5	17	3	11
	% within Activity and Rank	20.0	30.9	11.1	25.6
Conducted research or writing focused on racial or ethnic minorities	Count	5	12	3	5
	% within Activity and Rank	20.0	22.6	10.7	11.4
Conducted research or writing focused on: Women and gender issues	Count	2	8	6	12
	% within Activity and Rank	8.3	15.1	20.7	27.3
Taught a First-year Seminar	Count	8	10	5	6
	% within Activity and Rank	32.0	19.2	17.2	14.0

Item number 18 on the HERI Faculty Survey asked faculty about the number of courses they were teaching in various areas. Table 8 gives the faculty responses by activity / rank. Overall, as can be expected, most administrators teach very few courses. Generally, administrators teach two classes at the most. Faculty at Radford University seem to share the teaching load with most faculty reporting teaching similar numbers of courses.

Table 8: Course Taught this Term by Activity / Rank.

How many of the following courses are you teaching this term?		Activity and Rank			
		Administrator	Teaching - Professor	Teaching - Associate Professor	Teaching - Assistant Professor / Instructor
General Education courses	None	22 (88.0%)	24 (46.2%)	17 (58.6%)	22 (57.9%)
	One	3 (12.0%)	13 (25.0%)	5 (17.2%)	4 (10.5%)
	Two	0 (0.0%)	3 (5.8%)	1 (3.4%)	6 (15.8%)
	Three	0 (0.0%)	7 (13.5%)	6 (30.7%)	4 (10.5%)
	Four	0 (0.0%)	4 (7.7%)	0 (0.0%)	2 (5.3%)
	Five or More	0 (0.0%)	1 (1.9%)	0 (0.0%)	0 (0.0%)
Developmental / remedial courses	None	21 (91.3%)	39 (97.5%)	26 (92.9%)	33 (91.7%)
	One	2 (8.7%)	0 (0.0%)	2 (7.1%)	2 (5.6%)
	Two or More	0 (0.0%)	1 (2.5%)	0 (0.0%)	1 (2.8%)
Other undergraduate credit courses	None	17 (63.0%)	8 (13.6%)	1 (3.2%)	7 (18.9%)
	One	8 (29.6%)	19 (32.2%)	12 (38.7%)	5 (13.5%)
	Two	2 (7.4%)	18 (30.5%)	7 (22.6%)	5 (13.5%)
	Three	0 (0.0%)	9 (15.3%)	5 (16.1%)	16 (43.2%)
	Four	0 (0.0%)	4 (6.8%)	2 (6.5%)	4 (10.8%)
	Five or More	0 (0.0%)	1 (1.7%)	4 (12.9%)	0 (0.0%)
Graduate courses	None	17 (68.0%)	25 (50.0%)	23 (79.3%)	26 (68.4%)
	One	6 (24.0%)	14 (28.0%)	1 (3.4%)	9 (23.7%)
	Two	2 (8.0%)	8 (16.0%)	3 (10.3%)	2 (5.3%)
	Three	0 (0.0%)	2 (4.0%)	1 (3.4%)	0 (0.0%)
	Four	0 (0.0%)	1 (2.0%)	1 (3.4%)	1 (2.6%)
	Five or More	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Vocational or technical courses	None	23 (100.0%)	42 (100.0%)	26 (96.3%)	34 (97.1%)
	Three or Four	0 (0.0%)	0 (0.0%)	1 (3.7%)	1 (2.9%)
Other Non-credit courses (other than above)	None	22 (95.7%)	39 (88.6%)	26 (96.3%)	31 (91.2%)
	One	0 (0.0%)	5 (11.4%)	1 (3.7%)	1 (2.9%)
	Three	1 (4.3%)	0 (0.0%)	0 (0.0%)	2 (5.9%)

The following table (Table 9) presents the responses of faculty when they were asked about the activities and techniques they used in their courses when they teach. The most widely used technique by faculty in all categories was class discussions. Other activities used frequently included: cooperative learning, extensive lecturing, and student presentations

Table 9: Teaching Techniques by Activity / Rank

Response Scale: 1 = None, 2 = Some, 3 = Most, 4 = All	Activity and Rank			
	Administrator	Teaching - Professor	Teaching - Associate Professor	Teaching - Assistant Professor / Instructor
In how many of the courses that you teach do you use each of the following?				
Class Discussions	3.62	3.52	3.42	3.49
Community Service as part of Coursework	1.73	1.45	1.55	1.44
Cooperative Learning (small groups)	3.00	2.61	2.71	2.89
Essay Mid-terms/Finals	2.65	2.67	2.35	2.87
Extensive Lecturing	1.65	2.84	2.97	2.53
Grading on a Curve	1.38	1.83	1.45	1.53
Group Projects	2.88	2.38	2.39	2.56
Multiple-Choice Mid-terms/Finals	1.88	2.42	2.24	2.11
Multiple Drafts of Written Work	2.19	1.97	2.03	2.40
On-line Instruction	1.92	1.48	1.52	1.89
Readings on Racial/Ethnic Issues	2.38	1.88	1.71	1.91
Readings on Women/Gender Issues	1.81	1.69	1.58	1.85
Recitals/Demonstrations	1.96	1.84	1.71	1.73
Reflective Writing/Journaling	2.65	2.05	1.70	2.24
Short-answer Mid-terms/Finals	2.31	2.27	2.19	2.47
Student Evaluations of Each Other's Work	1.88	1.64	1.77	2.11
Student Evaluations of Own Work	1.92	1.66	1.87	2.24
Student Presentations	2.96	2.53	2.55	2.76
Student-selected topics for course content	2.35	1.66	1.58	1.96
Teaching Assistants	1.58	1.41	1.26	1.56
Term/Research Papers	2.31	2.08	2.13	2.09

Other Activities and Demographic Characteristics

One item on the 2004 HERI Faculty Survey asks faculty about the number of hours they spent on average in various activities. Table 10 below presents the breakdown of responses by activity / rank. The scale for this item is as follows: 1 = None, 2 = 1-4, 3 = 5-8, 4 = 9-12, 5 = 13-16, 6 = 17-20, 7 = 21-34, 8 = 35-44, 9 = 45+. Administrators spent most of their time on committee work / meeting or in other administration work. In addition, in all ranks, faculty work-related activities included “scheduled teaching activities” and “preparing for teaching.” Interestingly, all three categories reported spending a good deal of time “communicating via email.” For all but one group, the mean responses were over a 3.0 indicating 5-8 hours per week or more.

Table 10: Activity Hrs/Week by Activity / Rank

During the present term, how many hours per week on average do you actually spend on each of the following activities?	Activity and Rank			
	Administrator	Teaching - Professor	Teaching - Associate Professor	Teaching - Assistant Professor / Instructor
HRS/WEEK: Scheduled Teaching	1.82	4.15	4.52	4.08
HRS/WEEK: Preparing for Teaching	2.00	4.42	4.61	4.60
HRS/WEEK: Advising/Counseling Students	2.54	2.49	2.55	2.30
HRS/WEEK: Committee Work/Meetings	3.62	2.74	2.39	2.25
HRS/WEEK: Other Administration	5.59	2.25	1.96	1.63
HRS/WEEK: Research and Scholarly Writing	2.15	2.69	1.97	2.28
HRS/WEEK: Creative Products/Performances	1.50	1.39	1.69	1.74
HRS/WEEK: Consultation w Clients/Patients	1.50	1.29	1.32	1.24
HRS/WEEK: Community/Public Service	1.69	1.73	1.74	1.63
HRS/WEEK: Outside Consulting/Freelance	1.27	1.32	1.48	1.21
HRS/WEEK: Household/Child Care Duties	3.52	3.26	4.21	3.67
HRS/WEEK: Communicating via E-mail	3.39	3.00	3.10	2.85

Questions 21, 22, and 23 on the 2004 HERI Faculty Survey asked faculty about publications, performance, or professional writings they have done. The results for these items are presented in Table 11 below.

Table 11: Professional Activities by Activity / Rank

Response scale: 1 = None, 2 = 1-2, 3 = 3-4, 4 = 5-10, 5 = 11-20, 6 = 21-50, 7 = 50+.	Activity and Rank			
How many of the following have you published?	Administrator	Teaching - Professor	Teaching - Associate Professor	Teaching - Assistant Professor / Instructor
Articles in Acad/Prof Journals	3.10	3.79	3.16	2.34
Chapters in Edited Volumes	1.80	2.19	1.57	1.33
Books, Manuals, Monographs	1.62	1.93	1.48	1.23
Other (patents, software products)	1.35	1.37	1.11	1.20
How many exhibitions or performance in the fine or applied arts have you presented?	1.59	1.64	1.81	1.81
How many of your professional writings have been published or accepted for publication in the last two years?	1.73	2.00	1.97	2.05

In the next series of questions faculty were asked about other work-related activities and situations. Interestingly, nearly 60.0% of professors and 35.5% of associate professors have held an academic administrative position and a large percentage of respondents in each of the activity / rank categories have received an outstanding teaching award and used scholarship to address local community needs. (Please see Table 12 for percentages.)

On a less positive note, a large percentage of faculty at all four levels stated that during the past two years they had considered leaving academia and that they considered leaving Radford University for other institutions. Table 12 contains the percentages for these items.

Table 12: Activity or Situation by Activity / Rank

Percent of faculty responding “yes” to the items presented.		Activity and Rank			
		Admin.	Teaching – Prof.	Teaching – Assoc. Prof.	Teaching – Assist. Prof. / Instr.
Have you ever held an academic administrative post?	Count	29	38	11	6
	% within Activity and Rank	96.7	59.4	35.5	13.6
Have you ever received an award for outstanding teaching?	Count	10	26	16	14
	% within Activity and Rank	33.3	40.6	51.6	31.8
Do you commute a long distance to work?	Count	10	14	5	8
	% within Activity and Rank	32.3	21.9	16.1	18.2
Does your spouse / partner work in the same / nearby city?	Count	20	38	17	24
	% within Activity and Rank	66.7	64.4	63.0	57.1
Is your spouse/ partner an academic?	Count	10	25	13	13
	% within Activity and Rank	34.5	42.4	50.0	31.0
Were you born in the U.S.A.?	Count	31	58	28	41
	% within Activity and Rank	100.0	90.6	90.3	95.3
Are you a U.S. Citizen?	Count	31	63	31	44
	% within Activity and Rank	100.0	98.4	100.0	100.0
Have you been sexually harassed at this Institution?	Count	0	2	1	2
	% within Activity and Rank	0.0	3.1	3.2	4.5
Are you a member of a faculty union?	Count	0	2	0	1
	% within Activity and Rank	0.0	3.1	0.0	2.3
Do you plan to Retire within Next Three Years?	Count	6	19	4	4
	% within Activity and Rank	19.4	30.6	12.9	9.1
Do you use your scholarship to address local community needs?	Count	13	31	19	28
	% within Activity and Rank	41.9	48.4	61.3	63.6
Have you published Op-ed Pieces or Editorials	Count	5	24	6	7
	% within Activity and Rank	16.1	37.5	20.0	15.9
During the past two years, have you:					
Received at Least One Firm Job Offer	Count	6	6	3	19
	% within Activity and Rank	19.4	9.4	9.7	43.2
Considered Early Retirement	Count	8	31	11	7
	% within Activity and Rank	25.8	48.4	35.	15.9
Considered Leaving Academe	Count	10	18	10	25
	% within Activity and Rank	32.3	28.1	32.3	56.8
Considered Leaving This Inst for Another	Count	15	23	14	26
	% within Activity and Rank	48.4	35.9	45.2	59.1

		Activity and Rank			
Percent of faculty responding “yes” to the items presented.		Admin.	Teaching – Prof.	Teaching – Assoc. Prof.	Teaching – Assist. Prof. / Instr.
Changed Academic Institutions	Count	1	1	2	8
	% within Activity and Rank	3.2	1.6	6.5	18.2
Taught at more Than One Inst in Same Term	Count	2	4	0	5
	% within Activity and Rank	6.7	3.3	0.0	11.4
Requested/Sought Early Promotion	Count	0	2	0	4
	% within Activity and Rank	0.0	3.1	0.0	9.1
Did Paid Consulting Outside Institution	Count	10	25	11	16
	% within Activity and Rank	32.3	39.1	35.5	36.4
Did Pub Svc/Prof Consulting w/o Pay	Count	19	38	14	24
	% within Activity and Rank	61.3	59.4	45.2	54.5
Received Funding from Foundations	Count	10	12	12	10
	% within Activity and Rank	32.3	18.8	38.7	22.7
Received Funding from State/Fed Gov't	Count	10	12	9	9
	% within Activity and Rank	32.3	19.0	29.0	20.5
Received Funding from Business/Industry	Count	4	9	2	6
	% within Activity and Rank	13.3	14.3	6.5	13.6

For item 26, faculty were asked to respond to a series of items based on the extent to which they engaged in a given activity. Generally, the ratings across the four faculty categories were similar with the highest rating being given to the following areas:

- Experience Joy in Your Work
- Feel good about the direction in which your life is headed
- Engage in Self-reflection
- Feel that work adds meaning to your life.

The mean responses for each of these items by the activity / rank are presented in Table 13 below.

Table 13: Activity Engagement Extent by Activity / Rank

Response scale: 1 = Not at all, 2 = To some extent, 3 = To a great extent	Activity and Rank			
Please indicate the extent to which you:	Administrator	Teaching - Professor	Teaching - Associate Professor	Teaching – Assist. Prof. / Instructor
Engage in academic work that spans multiple disciplines	2.35	2.27	2.03	2.14
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor	2.48	2.31	2.42	2.33
Experience Joy in Your Work	2.84	2.48	2.55	2.65
Feel good about the direction in which your life is headed	2.84	2.45	2.55	2.56
Engage in Self-reflection	2.68	2.66	2.52	2.79
Achieve a healthy balance between your personal life and your professional life	2.35	2.34	2.23	2.14
Feel that work adds meaning to your life	2.77	2.56	2.58	2.60
Consider Yourself Religious Person	1.94	1.92	2.23	1.95
Consider yourself Spiritual Person	2.45	2.27	2.55	2.40
Engage in Regular Exercise	2.19	2.31	2.29	2.12
Eat a Well-balanced Diet	2.35	2.48	2.48	2.14

Response scale: 1 = Not at all, 2 = To some extent, 3 = To a great extent	Activity and Rank			
Please indicate the extent to which you:	Administrator	Teaching - Professor	Teaching - Associate Professor	Teaching - Assistant Professor / Instructor
Get Adequate Amounts of Sleep	2.20	2.27	2.29	2.09
Engage on Prayer/Meditation	1.86	1.86	2.00	1.86
Experience close alignment between your work and your personal values	2.63	2.53	2.61	2.51
Seek opportunities to grow spiritually	1.93	1.98	2.13	2.00
Fell that you have to work harder than your colleagues to be perceived as a legitimate scholar	1.66	1.78	1.84	2.02

All respondents to the 2004 HERI Faculty Survey were also asked, “If you were to begin your career again, would you still want to be a college professor?” Most respondents indicated that they probably would or definitely would choose the same career path. The administrators had the largest percentage of respondents in these categories (85.2%) followed closely by Associate Professors (85.0%).

Table 14: Career Choice by Activity / Rank

Response scale: 1 = Definitely no, 2 = Probably no, 3 = Not sure, 4 = Probably yes, 5 = Definitely yes	Activity and Rank			
	Administrator	Teaching - Professor	Teaching - Associate Professor	Teaching - Assistant Professor / Instructor
If you were to begin your career again, would you still want to be a college professor?	4.52	4.27	4.39	4.21
Definitely yes	70.4	55.0	58.1	42.9
Probably yes	14.8	30.0	25.8	40.5
Not sure	11.1	6.7	12.9	11.9
Probably no	3.7	3.3	3.2	4.8
Definitely no	0.0	5.0	0.0	0.0

Another area of the survey asked faculty members the extent to which certain things have caused them stress during the last two years. Some of the items included were personal issues while others related to work activities. The respondents were asked to rate each item on a three point scale with 1 representing no stress to 3 which represented extensive stress.

Interestingly, assistant professor / instructors reported the greatest number of somewhat or extensively stressful areas in their life. Items with a mean rating of 2.0 or higher (indicating somewhat to extensive stress) were:

- Managing household responsibilities (Assistant professor = 2.18)
- Review or promotion process (Assistant professor = 2.07)
- Personal finances (Assistant professor = 2.09)
- Institutional procedures and “red tape” (Administrator = 2.23, Professor = 2.14, Associate professor = 2.23)
- Teaching load (Professor = 2.02, Associate professor = 2.13, Assistant professor = 2.11)
- Lack of personal time (Administrator = 2.07, Associate professor = 2.00, Assistant professor = 2.24)
- Self imposed high expectations (Administrator = 2.13, Professor = 2.13, Assistant professor = 2.27)

Table 15: Personal Stress by Activity / Rank

Response Scale: 1 = Not at all, 2 = Somewhat, 3= Extensive	Activity and Rank			
Please indicate the extent to which each of the following has been a source of stress for you during the last two years.	Administrator	Teaching - Professor	Teaching - Associate Professor	Teaching - Assistant Professor / Instructor
Managing household Responsibilities	1.97	1.80	1.90	2.18
Child Care	1.38	1.25	1.45	1.40
Care of elderly parent	1.33	1.44	1.35	1.51
My physical health	1.60	1.69	1.55	1.62
Health of spouse/partner	1.50	1.44	1.53	1.31
Review/promotion Process	1.53	1.33	1.71	2.07
Subtle discrimination	1.20	1.30	1.26	1.36
Personal finances	1.63	1.56	1.68	2.09
Committee work	1.93	1.89	1.97	1.93
Faculty meetings	1.77	1.77	1.58	1.71
Research/publishing demands	1.50	1.63	1.77	1.98
Institutional procedures and “red tape”	2.23	2.14	2.23	1.87
Teaching load	1.31	2.02	2.13	2.11
Children's problems	1.48	1.41	1.35	1.38
Marital friction	1.34	1.25	1.33	1.27
Lack of personal time	2.07	1.92	2.00	2.24
Keeping up with information technology	1.90	1.89	1.90	1.73
Job security	1.27	1.08	1.29	1.73
Being part of dual-career couple	1.45	1.29	1.43	1.42
Self-imposed high expectations	2.13	2.13	1.97	2.27
Change in work responsibilities	1.93	1.47	1.45	1.64
Working with under prepared students	1.31	1.89	1.97	1.93

Faculty were also asked, “How would you characterize your political views?” Interestingly, almost all respondents categorized their political views as “middle of the road” or “liberal.” Table 16 gives the mean of the responses and the frequency breakdowns for this item.

Table 16: Political Views by Activity / Rank

Response scale: 1 = Far right, 2 = Conservative, 3 = Middle of the road, 4 = Liberal , 5 = Far left		Activity and Rank			
		Administrator	Teaching - Professor	Teaching – Assoc. Prof.	Teaching – Assist. Prof. / Instr.
How would you characterize your political views?					
Far Right	Count	0	0	0	0
	% within Activity and Rank	0.0	0.0	0.0	0.0
Conservative	Count	4	6	6	7
	% within Activity and Rank	14.3	9.8	21.4	17.1
Middle of the Road	Count	5	14	11	10
	% within Activity and Rank	19.9	23.0	39.3	24.4
Liberal	Count	16	36	11	20
	% within Activity and Rank	57.1	59.0	39.3	48.8
Far Left	Count	3	5	0	4
	% within Activity and Rank	10.7	8.2	0.0	9.8

Overall, it seems as though faculty are generally satisfied with most aspects of their job. The means for these items are presented in Table 17 below. The areas of highest satisfaction for each of the 4 faculty groups were:

- Salary and fringe benefits (Administrator)
- Office / lab Space (Administrator, Professor, Assistant Professor)
- Autonomy and Independence (Administrator, Professor, Associate Professor, Assistant Professor)
- Professional Relations with other faculty (Administrator, Professor, Associate Professor, Assistant Professor)
- Social relations with faculty (Associate Professor)
- Competency of colleagues (Administrator, Professor, Associate Professor, Assistant Professor)
- Relationship with administration (Administrator)
- Overall job satisfaction (Administrator, Associate Professor, Assistant Professor)
- Opportunity to develop new ideas (Administrator, Associate Professor, Assistant Professor)
- Clerical / administrative support (Administrator)

Table 17: Job Satisfaction by Activity / Rank

Response scale: 2 = Not Satisfied, 3 = Marginally satisfied, 4 = Satisfied, 5 = Very satisfied (1 = Not Applicable and was removed from the mean calculation)	Activity and Rank			
	Administrator	Teaching - Professor	Teaching - Associate Professor	Teaching - Assistant Professor / Instructor
How satisfied are you with the following aspects of your job?				
Salary and Fringe Benefits	3.80	3.16	3.03	3.04
Opportunity for Scholarly Pursuits	3.30	3.20	3.13	3.07
Teaching Load	2.97	3.02	3.23	3.13
Quality of Students	3.07	2.89	3.16	3.11
Office/Lab Space	3.90	3.83	3.74	3.89
Autonomy and Independence	4.40	4.13	3.97	4.20
Professional Relations with other faculty	4.20	3.86	4.29	4.09
Social Relations with faculty	3.77	3.56	3.97	3.71
Competency of colleagues	4.17	3.95	4.26	4.00
Visibility for Jobs at other institutions / organizations	2.77	2.18	2.30	3.02
Relationships with administration	4.13	3.13	3.10	3.51
Overall job satisfaction	4.50	3.62	3.81	3.96
Opportunity to develop new ideas	4.30	3.75	3.84	4.11
Availability of child care at this institution	1.30	1.27	1.23	1.20
Prospects for career advancement	3.37	2.54	3.26	3.31
Clerical/administrative support	3.90	3.37	3.39	3.64

Overall, there are a number of things that are important to Radford University faculty. However, there were three areas that stood out. Faculty rated the items, “being a good colleague,” “being a good teacher,” and “serve as a role model to students” as being very important or essential. Table 18 contains the mean responses for each of the items.

Table 18: Personal Areas of Importance by Activity / Rank

Response scale: 1 = Not important, 2 = Somewhat important, 3 = Very important, 4 = Essential	Activity and Rank			
	Administrator	Teaching - Professor	Teaching - Associate Professor	Teaching - Assistant Professor / Instructor
Indicate the importance to you personally of each of the following.				
Become Authority on Own Field	3.43	2.31	2.29	2.42
Influence Political Structure	1.90	1.86	1.39	1.64
Influence Social Values	2.40	2.22	1.94	2.16
Raise a Family	2.90	2.95	2.77	2.91
Be Very Well-off Financially	2.63	2.45	2.39	2.13
Help Others in Difficulty	2.97	2.83	2.87	2.80
Be Involved in Environmental Cleanup	2.10	2.14	1.97	2.09
Develop Meaningful Philosophy of Life	3.00	2.95	3.03	3.04
Help to Promote Racial Understanding	3.00	2.53	2.52	2.80
Obtain Recognition from Colleagues	2.53	2.25	2.52	2.40
Integrate Spirituality into My Life	2.38	2.41	2.45	2.53
Be a Good Colleague	3.57	3.33	3.65	3.38
Be a Good Teacher	3.59	3.75	3.87	3.67
Have congruence of Personal/Inst Values	3.07	2.45	2.87	2.53
Serve as a role Model to Students	3.53	3.41	3.58	3.42

Undergraduate Student Educational Goals and University Emphasis

In the 2004 HERI Faculty Survey respondents were asked to rate a number of educational goals on a scale of 1 to 4 (1 = Not important, 2 = Somewhat Important, 3 = Very Important, and 4 = Essential). The following table gives the mean rating for each of the items asked by the activity / rank factor. Some of the items rated as the most important were:

- Develop ability to think critically
- Promote ability to write effectively

Table 19: Undergraduate Student Educational Goals Importance by Activity / Rank

Indicate the importance to you of each of the following education goals for undergraduate students.	Activity and Rank			
	Administrator	Teaching - Professor	Teaching - Associate Professor	Teaching - Assistant Professor / Instructor
Develop ability to think clearly	3.97	3.86	3.74	3.91
Prepare students for employment	3.23	2.97	3.32	3.32
Prepare students for graduate or advanced education	2.97	2.67	2.87	2.61
Develop moral character	2.77	2.65	3.06	2.61
Provide for students' emotional development	2.55	2.17	2.58	2.34
Help students develop personal values	2.71	2.51	2.94	2.55
Enhance students' self understanding	3.00	2.62	2.94	2.89
Instill in students a commitment to community service	2.58	2.27	2.55	2.20
Prepare students for responsible citizenship	2.94	2.86	3.03	2.57
Enhance students' knowledge of and appreciate for other racial / ethnic groups	3.13	2.71	2.84	2.77

Table 19: Undergraduate Student Educational Goals Importance by Activity / Rank

Indicate the importance to you of each of the following education goals for undergraduate students.	Activity and Rank			
	Administrator	Teaching - Professor	Teaching - Associate Professor	Teaching - Assistant Professor / Instructor
Help master knowledge in a discipline	3.55	3.54	3.87	3.53
Develop creative capacities	3.03	2.60	2.94	2.98
Instill a basic appreciation of liberal arts	3.03	2.62	2.65	2.57
Enhance spiritual development	1.87	1.68	2.10	1.70
Promote ability to write effectively	3.68	3.38	3.58	3.45
Facilitate search for meaning/purpose in life	2.45	2.35	2.23	2.14

On item 30 faculty members were asked to indicate their agreement with various statements regarding undergraduate education and academia. Table 20 presents the mean responses to these items.

Table 20: Personal Agreement with Institutional Areas by Activity / Rank

Response scale: 1 = Disagree Strongly, 2 = Disagree Somewhat, 3 = Agree Somewhat, 4 = Agree Strongly	Activity and Rank			
	Administrator	Teaching - Professor	Teaching - Associate Professor	Teaching - Assistant Professor / Instructor
Please indicate your agreement with each of the following statements.				
Western Civilization and culture should be the foundations of the undergraduate curriculum	2.33	2.71	2.20	2.44
College officials have the right to ban persons with extreme views from speaking on campus	1.53	1.63	1.77	1.62
The chief benefit of a college education is that it increases one's earning potential	1.97	1.69	2.00	2.07
Promoting diversity leads to the admission of too many under prepared students	1.60	1.98	2.07	1.93
Colleges should be actively involved in solving social problems	2.77	2.67	2.71	2.64
Tenure is an outmoded concept	2.53	1.47	1.74	2.10
Colleges should encourage students to be involved in community service activities	3.20	3.05	3.23	3.17
Tenure is essential to attract the best minds to academe	2.43	3.43	3.10	2.57
A racially / ethnically diverse student body enhances the educational experience of all students	3.60	3.44	3.39	3.29
Realistically, an individual can do little to bring about changes in society	1.60	1.81	1.58	1.86
Colleges should be concerned with facilitating undergraduate students' spiritual development	1.83	1.75	2.23	1.81
Colleges have a responsibility to work with their surrounding communities to address local issues	2.97	2.84	3.29	3.05
The spiritual dimension of faculty members' lives has no place in the academy	2.47	2.59	2.61	2.67
Including community service as part of a course is a poor use of responses	1.53	1.88	1.74	1.76

Faculty were asked to rate how descriptive a number of items were of Radford University. Table 21 gives the faculty responses in mean form. Overall, faculty believe that "it is easy for students to see faculty outside of regular office hours" and "faculty here respect each other."

Table 21: Institutional Characteristics (Descriptive) by Activity / Rank

Response scale: 1 = Not descriptive, 2 = Somewhat descriptive, 3 = Very descriptive	Activity and Rank			
Indicate how well each of the following describes your college or university.	Admin- istrator	Teaching - Professor	Teaching - Associate Professor	Teaching - Assistant Professor / Instructor
It is easy for students to see faculty outside of regular office hours	2.63	2.63	2.77	2.53
The faculty are typically at odds with campus administrators	2.16	2.17	2.16	2.11
Faculty here respect each other	2.32	2.28	2.65	2.48
Most students are treated like “numbers in a book”	1.07	1.14	1.06	1.23
Social activities are overemphasized	1.30	1.74	1.84	1.79
Faculty are rewarded for being good teachers	2.20	1.88	2.06	1.80
There is respect for the expression of diverse values and beliefs	2.23	2.11	2.10	2.18
Faculty are rewarded for their efforts to use instructional technology	2.40	2.10	2.00	2.25
Faculty are rewarded for their efforts to work with under prepared students	1.70	1.44	1.43	1.39

Similar to the item discuss above, faculty were given a number of institutional characteristics and asked the degree to which they agree with each. The responses to these items are given in Table 22 below. Some areas that were most strongly agreed with were:

- Faculty are interested in students’ personal problems
- Faculty here are strongly interested in the academic problems of undergraduates
- My teaching is valued by faculty in my department
- There is adequate support for integrating technology in my teaching
- The criteria for advancement and promotion decisions are clear

Table 22: Institutional Characteristics (Agreement) by Activity / Rank

Response scale: 1 = Disagree strongly, 2 = Disagree somewhat, 3 = Agree somewhat, 4 = Agree strongly	Activity and Rank			
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following.	Administrator	Teaching – Professor	Teaching – Associate Professor	Teaching – Assistant Professor / Instructor
Faculty are interested in students’ personal problems	3.03	3.11	3.23	2.88
Racial and ethnic diversity should be more strongly reflected in the curriculum	3.00	2.55	2.39	2.72
Faculty feel that most students are well- prepared academically	1.94	1.72	1.94	1.93
Faculty here are strongly interested in the academic problems of undergraduates	3.03	2.94	3.23	3.02
There is a lot of campus racial conflict here	1.39	1.36	1.32	1.21
Most students are strongly committed to community service	2.07	1.84	1.87	1.88
My research is valued by faculty in my department	2.85	2.54	2.72	3.05
My teaching is valued by faculty in my department	3.33	3.08	3.32	3.33
My department does a good job of mentoring new faculty	3.04	2.68	2.74	2.37
Faculty are sufficiently involved in campus decision making	2.97	2.14	1.97	2.26
My values are congruent with the dominant institutional values	2.90	2.33	2.65	2.55
There is adequate support for integrating technology in my teaching	3.67	3.31	3.45	3.49
This institution takes responsibility for educating under prepared students	3.03	2.39	2.32	2.55

Table 22: Institutional Characteristics (Agreement) by Activity / Rank

Response scale: 1 = Disagree strongly, 2 = Disagree somewhat, 3 = Agree somewhat, 4 = Agree strongly	Activity and Rank			
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following.	Administrator	Teaching – Professor	Teaching – Associate Professor	Teaching – Assistant Professor / Instructor
The criteria for advancement and promotion decisions are clear	3.23	3.27	3.03	2.79
Most of the students I teach lack the basic skills for college level work	2.21	2.53	2.68	2.70
My department has difficulty recruiting faculty	2.41	2.64	2.32	2.67
My department has difficulty retaining faculty	1.89	2.09	1.87	2.02
There is adequate support for faculty development	3.21	2.52	2.68	2.67
This institution should not offer remedial / developmental education.	2.93	2.37	2.48	2.12

Table 23 gives the mean responses by faculty on items pertaining to institutional priorities. Faculty saw a number of these items as being institutional priorities. However, the item rated the highest by all faculty levels was that it was an institutional priority to “promote the intellectual development of students.”

Table 23: Institutional Priorities by Activity / Rank

Response scale: 1 = Low priority, 2 = Medium priority, 3 = High priority, 4 = Highest priority	Activity and Rank			
Indicate how important you believe each priority listed below is at your college or university.	Administrator	Teaching - Professor	Teaching - Associate Professor	Teaching - Assistant Professor / Instructor
To promote the intellectual development of students	3.32	3.03	3.00	3.00
To develop a sense of community among students and faculty	3.10	2.45	2.74	2.48
To develop leadership ability among students	2.97	2.39	2.61	2.48
To help students learn how to bring about change in American society	2.27	1.88	1.94	1.88
To increase or maintain institutional prestige	2.68	2.41	2.52	2.33
To hire faculty "stars"	1.67	1.41	1.60	1.50
To recruit more minority students	2.55	2.39	2.23	2.29
To enhance the institution’s national image	2.68	2.22	2.29	2.50
To create a diverse multi-cultural campus environment	2.61	2.47	2.57	2.38
To mentor new faculty	2.71	2.47	2.37	2.29
To promote gender equity among faculty	2.71	2.59	2.52	2.33
To provide resources for faculty to engage in community-based teaching or research	2.57	2.03	1.90	2.07
To create and sustain partnerships with surrounding communities	2.70	2.19	2.32	2.36
To pursue extramural funding	2.90	2.27	2.45	2.21
To increase the representation of minorities in the faculty and administration	2.58	2.41	2.52	2.33
To increase the representation of women in the faculty and administration	2.30	2.28	2.16	2.36

Institutionally Developed Items

In total, nineteen items were developed by Radford University faculty to be added to the 2004 HERI Faculty Survey. Four of these items covered issues in the library and the rest were items developed for past institutionally developed faculty surveys. Tables 24 and 25 present the mean responses for all nineteen items.

Table 24: Library Items by Activity / Rank

Response scale: 1 = Zero, 2 = 1-3, 3 = 4-7, 4 = 8-12, 5 = Over 12	Activity and Rank			
	Admin.	Teaching – Prof.	Teaching – Assoc. Prof.	Teaching – Assist. Prof. / Instr.
Within the last two years, how many books, videos, or other library order have you placed?	2.86	3.54	3.29	3.40
In the last two academic years, how many times have you given an assignment that required library research?	2.59	3.07	3.29	3.58
In the last two years, how many times have you arranged a library instruction session for your students?	1.78	1.54	1.74	1.89
Response scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither disagree nor agree, 4 = Agree, 5 = Strongly agree				
In my teaching and research, electronic journals are more important than paper journals.	2.89	2.46	2.42	2.44

Table 25: Prior faculty survey items by activity / rank

Response scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither disagree nor agree, 4 = Agree, 5 = Strongly agree	Activity and Rank			
	Administrator	Teaching - Professor	Teaching - Associate Professor	Teaching - Assistant Professor / Instructor
I feel a sense of loyalty to my department.	4.46	3.90	4.19	4.30
I am given the opportunity to participate in decisions that affect me.	4.28	3.07	3.30	3.38
I am kept well informed of matters important to faculty.	4.00	3.23	3.48	3.51
The university facilitates my professional development.	4.21	3.07	2.94	3.27
Radford University provides the equipment and materials needed to do my job well.	4.21	3.59	3.13	3.84
I am dedicated to my profession.	4.48	4.55	4.68	4.42
The classrooms where I typically teach are conducive to learning.	4.07	3.45	3.81	3.60
The future of Radford University is important to me.	4.48	3.97	4.48	4.22
I am happy with the leadership of the University.	3.52	2.32	2.71	2.84
Our administration does all it can to meet the needs of my department.	3.66	2.39	2.52	2.80
I feel that the RU administration values my opinion	3.97	2.34	2.45	2.36
My job allows me to express my special talents.	4.17	3.64	3.74	3.80
Radford University is responsive to the needs of my family.	3.44	2.95	2.77	2.98
I feel a sense of loyalty to Radford University	4.21	3.53	3.77	3.91
My morale as an employee of Radford University is high.	3.93	2.74	3.16	3.23