

## **Higher Education Research Institute 2004-2005 Faculty Survey: National Comparison Report for Administrators**

### **Executive Summary**

During the Fall 2004 and Spring 2005 semesters Radford University faculty were asked to participate in the 2004-2005 Higher Education Research Institute Faculty Survey. 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.

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 following report presents the Radford University findings for administrators from HERI 2004-2005 faculty survey as compared to the national norms from public 4-year institutions and all 4-year institutions. Two comparison reports were provided by HERI. A separate report will be developed to compare the Radford University faculty respondents to the national norms for public 4-year faculty and all 4-year faculty.

Over half (59.9%) of the administrators at Radford University who responded to the instrument were 50 years of age or older, White / Caucasian, and obtained either a Master's degree, Ed.D., or Ph.D. In addition, the majority of the responding administrators stated that their primary interests lie "in both (teaching and research, but leaning toward teaching (76.9 %)). This percentage is somewhat higher than that of public 4-year administrator respondents (72.8%) and all 4-year institutional administrators (64.4%). The most widely used technique by administrators in all categories when teaching courses was class discussions. Other activities used frequently used by RU administrators included cooperative learning and group projects.

Radford University administrators reported in engaging many academic areas more often than either of the two comparison groups. For example, administrators from RU were more likely to state that they engaged "in academic work that spans multiple disciplines", "experience joy in their work", and "feel that work adds meaning to your life". In fact, when asked, "If you were to begin your career again, would you still want to be a college professor?" Of the three groups, Radford University had the largest percentage of respondents who stated that they definitely would choose the same career path (70.4%).

Overall, most administrators here and national-wide report high levels of satisfaction in their job. In several areas Radford University administrators report higher levels of satisfaction as compared to the other two comparison groups. However, there are a few items in which RU administrators reported lower satisfaction levels. Areas in which RU administrators reported lower satisfaction included:

- Quality of students (RU = 42.3%; Public 4-year = 57.5%; All 4-year = 66.8%)
- Professional relations with other faculty (RU = 80.0%; Public 4-year = 85.9%; All 4-year = 84.2%)
- Social relations with faculty (RU = 63.3%; Public 4-year = 71.3%; All 4-year = 71.0%)

Overall, there are a number of things that are important to Radford University faculty. However, there were three areas that stood out in all three groups. Administrators rated the items, "being a good colleague," "being a good teacher," and "serve as a role model to students" the highest of any of the items.

For a number of areas Radford University administrators were more likely than the two comparison groups to state that certain educational goals are "essential" or "very important" in undergraduate education. These items included: "prepare students for employment", "prepare students for graduate or advanced degree", "enhance students' self-understanding", "prepare students for responsible citizenship", "develop creative capacities", and "instill a basic appreciation of the liberal arts.

Administrators at all institutions were also asked to rate how descriptive a number of items were of their institution. In four main areas RU administrators were more likely to state that the statements were "very descriptive" of their institution as compared to the other groups. However, for two items RU's percentage was substantially less than that of the other two groups. These included:

- Faculty respect each other (RU = 38.7%; Public 4-year = 44.3%; All 4-Year = 51.5%)
- There is a respect for the expression of diverse values and beliefs (RU = 29.0%; Public 4-year = 35.4%; All 4-Year = 37.3%)

The above is only a brief summary of the methodology, respondents, and findings of the 2004-2005 HERI Faculty Survey administrator responses. The following report provides data from all three comparison groups broken down for male and female 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 following report represents the Radford University findings for administrators from HERI 2004-2005 faculty survey as compared to the National Norms from Public 4-year institutional and all 4-year institutions. Two comparison reports were provided by HERI. A separate report will be developed to compare the Radford University faculty respondents to the National Norms for Public 4-year faculty and all 4-year faculty.

**HERI 2004-2005 Faculty Respondent Information**

The following table reports the respondent counts for the 2004-2005 HERI administration as presented in the information provided by The Higher Education Research Institute at UCLA.

Table 1: Respondent Counts

Institutional Type	Full-time Undergraduate Faculty			Academic Administrators		
	All	Men	Women	All	Men	Women
All Institutions	40,670	22,934	17,736	5,910	3,512	2,398
All 4-Year Institutions	37,827	21,578	16,249	5,591	3,367	2,224
Public 4-Year Colleges	11,267	6,220	5,047	1,405	825	580
Radford University	135	78	57	31	14	17

**Demographics**

2004-2005 HERI Faculty Survey administrative respondents were asked to complete a number of demographic items. The breakdowns of respondents by these demographics are presented in Table 2 below. Some interesting findings include:

- Over half (59.9%) of the administrators at Radford University are 50 years of age or older. However, this percentage is lower than responding faculty members at both public 4-year colleges (73.0%) and all 4-year institutions (71.3%).
- Radford University has a larger number of respondents stating that their present academic rank is not of the professor or instructor type (25.8%) more than the two comparison groups (7.3%, 10.8%).
- Ninety percent or more of the responding administrators from all three groups reported being White / Caucasian (please note: respondents could report race in more than one category.)
- 96.7% of all administrators had a Master’s degree, Ed.D., or Ph.D. In addition, 23.1% of the respondents stated that they were currently working on either their Ed.D. or Ph.D.
- Radford University has a greater percentage of administrators (41.9%) not on a tenure track than reported by the other two comparison groups (15.4% and 21.0%).
- Over a third of Radford University administrators (39.1%) earn \$80,000 or more for a 11/12 month contract. However, 62.3% of public 4-year institution administrators earn \$80,000 or more and 63.4% of all 4-year administrators earn \$80,000 a year or more.

Table 2: Respondent Demographics: RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

Item	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Age as of December 31, 2004									
Less than 30 years	0.0	0.0	0.0	0.5	0.5	0.5	0.5	1.6	0.9
30-39	7.1	18.8	13.3	3.6	5.3	4.2	4.4	6.8	5.3
40-49	28.6	25.0	26.6	21.3	23.5	22.2	21.8	23.6	22.5
50-59	42.8	31.2	36.6	46.7	53.7	49.5	46.2	50.8	48.0
60 or more	21.4	25.0	23.3	28.1	17.0	23.5	27.1	17.1	23.3

Table 2: Respondent Demographics: RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

Item	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
What is your present academic rank?									
Professor	64.3	35.3	48.4	66.4	47.5	58.6	63.8	39.2	54.1
Associate Professor	14.3	11.8	12.9	21.0	26.4	23.2	20.0	26.3	22.5
Assistant Professor	0.0	11.8	6.5	3.2	8.8	5.5	4.9	10.1	7.0
Lecturer	0.0	0.0	0.0	1.8	3.0	2.3	1.7	3.2	2.3
Instructor	0.0	11.8	6.5	2.2	4.4	3.1	1.7	5.8	3.3
Other	21.4	29.4	25.8	5.4	10.0	7.3	7.9	15.3	10.8
Year of appointment at present institution:									
Before 1967	0.0	0.0	0.0	1.3	0.7	1.0	1.9	0.6	1.3
1967-1976	15.4	0.0	7.1	14.8	6.1	11.2	14.9	7.1	11.9
1977-1986	30.8	33.3	32.2	22.9	23.3	23.0	24.5	20.7	23.0
1987-1996	15.4	26.6	21.4	27.2	38.2	31.8	27.8	36.1	31.1
1997-2004	38.5	40.0	39.3	33.9	31.7	33.0	30.9	35.5	32.8
Are you currently serving in an administrative position as:									
Department chair	28.6	35.3	32.3	52.5	37.6	46.3	41.8	30.4	37.2
Dean	28.6	11.8	19.4	20.1	17.4	19.0	23.0	18.6	21.2
Other	42.9	64.7	54.8	30.5	48.4	37.9	38.0	52.8	43.9
Racial / Ethnic Group									
White/ Caucasian	100.0	94.1	96.8	90.5	90.4	90.5	92.2	91.8	92.0
African American / Black	0.0	5.9	3.2	4.3	6.1	5.0	3.2	4.4	3.7
Other	0.0	0.0	0.0	12.6	11.2	12.0	9.8	7.7	9.0
Highest Degree Earned									
Bachelor's Degree	0.0	0.0	0.0	1.1	1.4	1.2	2.0	3.4	2.6
Master's Degree	35.7	37.5	36.7	12.0	21.2	15.8	12.6	24.4	17.3
LL.B., J.D., M.D., D.D.S., other professional degree beyond A	0.0	0.0	0.0	2.5	1.4	2.0	5.3	2.8	4.3
Ed.D.	14.3	6.3	10.0	7.4	10.0	8.5	5.1	7.6	6.1
Ph.D.	50.0	50.0	50.0	74.1	60.8	68.6	72.0	55.6	65.5
Other degree	0.0	6.3	3.3	2.6	4.3	3.3	2.6	4.5	3.3
None	0.0	0.0	0.0	0.4	0.9	0.6	0.5	1.4	0.8
Year of highest degree now held:									
Before 1967	0.0	0.0	0.0	2.2	1.2	1.5	3.8	1.7	3.0
1967-1976	14.2	0.0	6.6	30.7	12.7	23.3	31.1	14.0	24.3
1977-1986	57.2	43.7	50.0	35.6	33.7	34.8	36.1	33.4	35.0
1987-1996	28.6	37.5	33.4	24.6	37.2	29.8	21.8	36.0	27.5
1997-2004	0.0	18.8	10.0	6.7	15.2	10.2	7.1	14.8	10.1
Degree currently working on:									
Bachelor's Degree	0.0	0.0	0.0	0.3	0.0	0.2	0.2	0.7	0.4
Master's Degree	0.0	0.0	0.0	1.3	2.7	1.8	2.3	3.7	2.8
LL.B., J.D., M.D., D.D.S., other professional degree beyond A	0.0	0.0	0.0	0.3	0.5	0.4	0.8	1.0	0.9
Ed.D.	0.0	11.1	7.7	1.6	4.4	2.7	2.3	5.0	3.3
Ph.D.	0.0	22.2	15.4	3.3	11.0	6.1	4.1	9.1	6.0
Other degree	0.0	0.0	0.0	0.7	1.1	0.8	0.4	1.5	0.8
None	100.0	66.7	76.9	92.5	80.2	87.9	90.1	79.1	85.9
What is your tenure status at this institution?									
Tenured	64.3	47.1	54.8	83.4	73.6	79.4	76.2	59.4	69.6
On tenure track, but not tenured	0.0	5.9	3.2	4.3	6.3	5.1	4.1	5.7	4.7
Not on tenure track, but institution has tenure system	35.7	47.1	41.9	12.2	20.0	15.4	15.9	28.8	21.0
Institution has no tenure system	0.0	0.0	0.0	0.1	0.2	0.1	3.7	6.1	4.6

Table 2: Respondent Demographics: RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

Item	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
If tenured, year tenure was awarded:									
Before 1967	0.0	0.0	0.0	0.0	0.7	0.9	0.6	0.3	0.5
1967-1976	22.2	0.0	11.8	10.5	2.2	7.3	10.9	2.7	8.2
1977-1986	33.3	25.0	29.4	24.9	16.5	21.7	27.8	20.4	25.3
1987-1996	11.1	50.0	29.4	34.9	41.5	37.3	35.1	41.6	37.2
1997-2004	33.3	25.0	29.4	29.6	39.1	33.2	23.6	35.1	28.8
Base 9/10 month salary contract:									
\$39,999 or less	0.0	0.0	0.0	1.9	5.3	3.2	2.1	6.7	3.8
\$40,000 to \$59,999	0.0	0.0	0.0	17.1	33.7	24.0	12.6	32.9	20.1
\$60,000 to \$79,999	75.0	33.3	57.2	40.9	34.2	38.1	26.8	30.4	28.2
\$80,000 to \$99,999	25.0	33.3	28.6	27.5	18.5	23.7	24.1	16.2	21.2
\$100,000 or more	0.0	33.3	14.3	12.6	8.4	10.8	34.4	13.8	26.7
Base 11/12 month salary contract:									
\$39,999 or less	10.0	7.7	8.7	1.0	1.6	1.2	1.8	5.0	3.1
\$40,000 to \$59,999	10.0	30.8	21.7	4.8	15.4	9.1	8.1	20.7	13.2
\$60,000 to \$79,999	20.0	38.5	30.4	16.9	25.2	20.3	17.2	24.9	20.3
\$80,000 to \$99,999	30.0	7.7	17.4	33.9	31.3	32.8	23.7	23.4	23.5
\$100,000 or more	30.0	15.4	21.7	43.5	26.5	29.5	49.3	26.1	39.9
Are you currently:									
Married	85.7	68.8	76.7	87.7	66.4	78.9	88.9	68.9	81.0
Unmarried, living with partner	0.0	6.3	3.3	3.5	6.6	4.8	2.7	5.2	3.7
Single	14.3	25.0	20.0	8.8	27.0	16.3	8.4	25.9	15.3
Have you ever been:									
Divorced	21.4	47.1	35.5	31.5	34.3	32.7	24.2	29.1	26.1
Widowed	0.0	0.0	0.0	1.5	3.6	2.3	1.9	4.1	2.8
Separated	14.3	11.8	12.9	4.2	6.0	5.0	3.7	3.8	3.7
How many children do you have under than 18 years old?									
None	71.4	82.4	77.4	69.0	75.7	71.7	65.7	74.4	69.1
One	7.1	5.9	6.5	13.7	13.1	13.5	15.2	13.2	14.4
Two	21.4	11.8	16.1	12.7	9.7	11.5	13.4	9.9	12.0
Three or More	0.0	0.0	0.0	4.6	1.6	3.3	5.7	2.4	4.4
How many children do you have 18 years of age or older?									
None	35.7	47.1	41.9	33.3	45.5	38.4	34.4	48.7	40.1
One	21.4	0.0	9.7	15.8	16.7	16.2	15.6	16.3	15.9
Two	35.7	23.5	29.0	31.2	25.2	28.7	29.5	23.3	27.0
Three or More	7.1	29.4	19.3	19.8	12.5	16.8	20.4	11.7	17.0

**Teaching Activities**

The majority of the responding administrators stated that their primary interests lie “in both (teaching and research, but leaning toward teaching (76.9 %)). This percentage is somewhat higher than that of public 4-year administrator respondents (72.8%) and all 4-year institutional administrators (64.4%). Table 3 below presents the percentages of responding administrators from Radford University, public 4-year colleges, and all 4-year institutions for this item.

Table 3: Primary Interest: RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

Item	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Do your interests lie primarily in teaching or research?									
Very heavily in teaching	36.4	6.7	19.2	23.7	25.3	24.4	20.6	27.1	23.0
In both, but leaning toward teaching	36.4	73.3	57.7	46.9	50.7	48.4	40.2	43.2	41.4
In both, but leaning toward research	27.3	13.3	19.2	25.6	20.6	23.6	32.9	24.5	29.7
Very heavily in research	0.0	6.7	3.8	3.8	3.4	3.6	6.3	5.2	5.9

One item on the HERI 2004 Faculty Survey asked respondents about activities they engaged in during the past two years. Table 4 below presents the percentages of responding administrators from Radford University, public 4-year colleges, and all 4-year institutions for this item.

For a number of areas, RU administrators stated they were more likely to engage in some of the specified teaching activities. Areas in which RU administrator responses were higher than either comparison group are highlighted in gray.

Table 4: During the past two years, have you engaged in any of the following activities?: RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

Item	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
During the past two years, have you engaged in any of the following activities?									
Taught an honors course	10.0	0.0	4.2	12.8	10.4	11.8	13.9	11.3	12.9
Taught an interdisciplinary course	40.0	35.7	37.5	28.9	28.4	28.7	35.0	33.4	34.4
Taught an ethnic studies course	0.0	20.0	12.0	4.6	7.1	5.6	5.1	8.6	6.5
Taught a women's studies course	0.0	7.1	4.2	1.5	8.6	4.4	1.1	9.6	4.4
Team taught a course	41.7	28.6	34.6	31.6	37.6	34.1	39.4	40.7	39.9
Taught a Service-learning Course	0.0	43.7	26.9	14.3	23.4	18.1	14.3	20.3	16.6
Worked with undergraduates on Research Project	58.3	46.7	51.9	51.8	43.5	48.5	53.2	46.4	50.6
Placed or collected assignments on the Internet	66.7	68.8	67.9	58.4	63.0	60.3	57.1	59.7	58.1
Taught Course Exclusively on Internet	27.3	14.3	20.0	14.0	14.2	14.1	8.8	11.9	10.0
Participated in Faculty Development Program	92.3	87.5	89.7	68.2	78.2	72.3	62.8	73.4	67.0
Advised student groups involved in service / volunteer work	58.3	42.9	50.0	44.7	46.9	45.6	43.6	45.6	44.4
Collaborated with the local community in research / teaching	40.0	60.0	52.0	52.1	52.5	52.2	45.2	47.8	46.2
Developed a New Course	27.3	18.7	22.2	48.8	49.5	49.1	48.0	52.4	49.7
Conducted research or writing focused on: International / global issues	20.0	20.0	20.0	21.8	22.2	22.0	24.6	21.8	23.5
Conducted research or writing focused on racial or ethnic minorities	0.0	33.3	20.0	14.7	19.5	16.6	14.7	20.6	17.0
Conducted research or writing focused on: Women and gender issues	0.0	14.3	8.3	9.8	25.1	16.1	9.9	24.6	15.7
Taught a First-year Seminar	36.4	28.6	32.0	18.0	18.0	18.0	19.8	21.8	20.6

Item number 18 on the HERI Faculty Survey asked faculty about the number of courses they were teaching in various areas. Tables 5 and 6 give the administrator responses for all three groups. In general, most administrators teach very few courses. This is relatively consistent across all three groups.

Table 5: Course Taught this Term: RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

Item	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
How many of the following courses are you teaching this term?									
General Education Courses									
None	90.9	85.7	88.0	79.0	82.6	80.5	82.2	82.9	82.5
One	9.1	14.3	12.0	16.9	14.7	16.0	13.9	14.1	14.0
Two or more	0.0	0.0	0.0	4.2	2.6	3.5	4.0	3.2	3.6
Developmental / remedial courses									
None	90.0	92.3	91.3	98.0	97.0	97.6	98.1	96.2	97.4
One	10.0	7.7	8.7	1.3	2.1	1.6	1.5	2.6	2.0
Two or more	0.0	0.0	0.0	0.8	0.9	0.8	0.3	1.2	0.6
Other undergraduate credit courses									
None	50.0	73.3	63.0	47.9	57.6	51.8	55.3	61.2	57.6
One	33.3	26.7	29.6	30.6	29.0	30.0	31.5	27.0	29.7
Two or more	16.7	0.0	7.4	21.5	13.4	18.3	13.3	11.8	12.7
Graduate courses									
None	75.0	61.5	68.0	71.4	72.1	71.7	65.2	69.3	66.8
One	25.0	23.1	24.0	23.7	21.1	22.6	27.2	21.5	25.0
Two or more	0.0	15.4	8.0	4.9	6.7	5.7	7.6	9.2	8.2
Vocational or technical courses									
None	100.0	100.0	100.0	96.6	97.0	96.8	96.2	97.6	96.7
One	0.0	0.0	0.0	0.9	0.7	0.8	0.9	0.9	0.9
Two or more	0.0	0.0	0.0	2.5	2.3	2.4	3.0	1.6	2.3
Other Non-credit courses (other than above)									
None	100.0	92.3	95.7	95.8	94.9	95.4	94.3	93.3	93.9
One	0.0	0.0	0.0	3.1	3.2	3.2	4.2	4.5	4.3
Two or more	0.0	7.7	4.3	1.2	1.8	1.5	1.6	2.1	1.7

Table 6: Do you teach remedial / developmental skills in any of the following areas?: RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

Item	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Do you teach remedial / developmental skills in any of the following areas?									
Reading	7.1	0.0	3.2	1.2	1.7	1.4	0.8	1.8	1.2
Writing	0.0	0.0	0.0	2.9	3.4	3.1	2.3	4.5	3.2
Mathematics	0.0	5.9	3.2	1.7	1.7	1.7	1.0	1.2	1.1
ESL	0.0	0.0	0.0	0.4	1.0	0.6	0.2	0.9	0.5
General academic skills	14.3	0.0	6.5	1.5	2.9	2.1	1.5	2.9	2.0
Other subject areas	7.1	0.0	3.2	1.1	2.1	1.5	1.2	2.4	1.7

The following table (Table 7) 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 administrators in all categories was class discussions. Other activities used frequently used by RU administrators included: cooperative learning and group projects.

Table 7: Teaching Techniques: RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

Response Scale: 1 = None, 2 = Some, 3 = Most, 4 = All	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
Item	Men	Women	Total	Men	Women	Total	Men	Women	Total
In how many of the courses that you teach do you use each of the following?									
Class Discussions	92.3	84.6	88.5	80.2	85.7	82.4	80.5	87.0	83.0
Community Service as part of Coursework	7.7	23.1	15.4	8.0	16.6	11.4	7.4	13.9	9.9
Cooperative Learning (small groups)	76.9	53.8	65.4	43.4	63.9	51.6	41.8	64.1	50.2
Essay Mid-terms/Finals	46.2	53.8	50.0	57.1	54.7	56.2	57.7	53.0	55.9
Extensive Lecturing	23.1	0.0	11.5	54.9	27.5	44.0	53.4	27.2	43.5
Grading on a Curve	7.7	0.0	3.8	21.9	10.4	17.3	25.5	11.5	20.2
Group Projects	61.5	53.8	57.7	34.2	45.4	38.7	34.8	43.8	38.2
Multiple-Choice Mid-terms/Finals	30.8	23.1	26.9	29.1	24.7	27.4	24.0	21.8	23.2
Multiple Drafts of Written Work	23.1	46.2	34.6	25.4	37.3	30.1	24.3	34.5	28.2
On-line Instruction	23.1	23.1	23.1	13.0	19.3	15.6	13.7	18.3	15.4
Readings on Racial/Ethnic Issues	30.8	53.8	42.3	16.4	28.7	21.3	15.2	32.4	21.7
Readings on Women/Gender Issues	0.0	46.2	23.1	13.2	28.3	19.2	13.1	29.6	19.3
Recitals/Demonstrations	30.8	30.8	30.8	17.9	20.7	19.0	17.9	22.4	19.6
Reflective Writing/Journaling	46.2	61.5	53.8	18.2	33.7	24.4	15.8	32.3	22.1
Short-answer Mid-terms/Finals	38.5	46.2	42.3	35.6	30.3	33.5	33.4	28.5	31.6
Student Evaluations of Each Other's Work	7.7	30.8	19.2	12.7	24.0	17.2	13.0	22.7	16.7
Student Evaluations of Own Work	7.7	23.1	15.4	16.0	31.6	22.2	16.1	29.1	21.0
Student Presentations	69.2	69.2	69.2	46.7	60.2	52.1	47.2	61.9	52.8
Student-selected topics for course content	30.8	46.2	38.5	16.2	23.7	19.2	15.3	23.5	18.4
Teaching Assistants	30.8	0.0	15.4	7.0	6.0	6.6	14.0	8.9	12.1
Term/Research Papers	30.8	38.5	34.6	40.7	46.2	42.9	41.4	45.4	43.0

**Other Activities and Demographic Characteristics**

One item on the 2004-2005 HERI Faculty Survey asks respondents about the number of hours they spent on average in various activities. Table 8 below presents the breakdown of responses for all three groups. 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+. In general, the three groups are relatively comparable on the items presented.

Table 8: Activity Hrs/Week: RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
Item	Men	Women	Total	Men	Women	Total	Men	Women	Total
During the present term, how many hours per week on average do you actually spend on each of the following activities?									
Scheduled Teaching (actual, not credit hours)									
None	25.0	43.7	35.7	24.5	29.4	26.5	26.0	31.9	28.3
1 to 8	75.0	56.2	64.3	65.7	63.7	64.9	65.8	60.8	63.9
9 to 20	0.0	0.0	0.0	9.3	6.7	8.3	7.9	7.2	7.6
21 to 34	0.0	0.0	0.0	0.3	0.0	0.2	0.1	0.1	0.1
35 or more	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

Table 8: Activity Hrs/Week: RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

Item	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
During the present term, how many hours per week on average do you actually spend on each of the following activities?									
Preparing for teaching (including reading student papers and grading)									
None	25.0	43.7	35.7	23.1	27.6	24.9	24.1	29.7	26.3
1 to 8	75.0	37.5	53.6	57.6	53.8	56.1	59.6	52.1	56.7
9 to 20	0.0	18.7	10.7	18.2	17.6	17.9	15.5	17.6	16.3
21 to 34	0.0	0.0	0.0	0.9	1.0	1.0	0.6	0.6	0.6
35 or more	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.0	0.0
Advising and counseling of students									
None	8.3	18.7	14.3	10.9	13.0	11.7	12.3	13.2	12.7
1 to 8	91.6	56.2	71.4	77.0	67.8	73.3	77.6	68.2	73.9
9 to 20	0.0	25.0	14.3	10.6	16.5	13.1	9.0	15.8	11.6
21 to 34	0.0	0.0	0.0	1.3	2.3	1.7	0.8	2.0	1.3
35 or more	0.0	0.0	0.0	0.1	0.4	0.2	0.3	0.9	0.5
Committee work and meetings									
None	7.7	0.0	3.4	1.8	1.1	1.6	2.0	1.6	1.9
1 to 8	46.2	37.5	41.3	59.2	51.6	56.1	58.3	56.0	57.5
9 to 20	46.2	56.2	51.7	36.2	42.9	38.9	35.8	37.5	36.5
21 to 34	0.0	6.3	3.4	2.5	4.2	3.2	3.1	4.3	3.6
35 or more	0.0	0.0	0.0	0.3	0.3	0.3	0.5	0.7	0.5
Other administration									
None	0.0	0.0	0.0	0.9	0.6	0.8	0.7	0.9	0.7
1 to 8	15.4	18.8	17.2	19.2	16.3	18.1	17.0	17.7	17.2
9 to 20	30.8	62.5	48.2	43.1	49.7	45.8	47.5	47.5	47.4
21 to 34	46.2	18.8	31.0	33.1	29.9	31.8	31.6	30.0	31.0
35 or more	7.7	0.0	3.4	3.7	3.4	3.6	3.4	3.9	3.6
Research and scholarly writing									
None	27.3	25.0	25.9	25.3	25.1	25.2	24.4	31.1	27.0
1 to 8	72.8	62.5	66.6	65.1	66.5	65.7	62.7	59.4	61.4
9 to 20	0.0	12.6	7.4	9.0	8.2	8.6	12.0	9.1	10.9
21 to 34	0.0	0.0	0.0	0.5	0.4	0.5	0.8	0.4	0.6
35 or more	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other creative products / performances									
None	58.3	64.3	61.5	66.0	65.1	65.6	68.0	65.7	67.1
1 to 8	33.3	35.7	34.6	29.7	32.0	30.7	28.5	30.4	29.2
9 to 20	8.3	0.0	3.8	4.1	2.6	3.5	3.2	3.3	3.1
21 to 34	0.0	0.0	0.0	0.1	0.2	0.2	0.2	0.4	0.3
35 or more	0.0	0.0	0.0	0.1	0.2	0.2	0.3	0.7	0.4
Consultation with clients / patients									
None	81.8	53.3	65.4	78.9	75.8	77.6	77.1	76.0	76.6
1 to 8	18.2	40.0	30.7	19.2	21.8	20.3	19.2	19.8	19.5
9 to 20	0.0	6.7	3.8	1.9	2.4	2.1	3.4	3.98	3.7
21 to 34	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.2
35 or more	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Community or public service									
None	54.5	40.0	46.2	25.4	23.6	24.7	32.3	31.3	31.9
1 to 8	45.5	53.4	50.0	69.3	73.1	70.8	63.6	65.6	64.4
9 to 20	0.0	6.7	3.8	5.1	3.2	4.2	4.0	3.0	3.5
21 to 34	0.0	0.0	0.0	0.1	0.2	0.2	0.1	0.1	0.1
35 or more	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Table 8: Activity Hrs/Week: RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

Item	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
During the present term, how many hours per week on average do you actually spend on each of the following activities?									
Outside consulting / freelance work									
None	72.7	73.3	73.1	72.1	77.3	74.2	69.2	79.0	73.1
1 to 8	27.3	26.7	26.9	26.1	22.7	24.7	29.3	19.7	25.5
9 to 20	0.0	0.0	0.0	1.7	0.0	1.1	1.2	1.1	1.2
21 to 34	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.2	0.1
35 or more	0.0	0.0	0.0	0.1	0.0	0.1	0.2	0.1	0.1
Household / childcare duties									
None	9.1	0.0	3.7	24.5	8.3	17.7	22.1	6.8	15.9
1 to 8	54.6	62.4	59.2	45.2	47.1	46.0	46.7	43.9	45.6
9 to 20	36.4	31.3	33.3	25.1	34.2	29.0	26.0	36.2	30.1
21 to 34	0.0	0.0	0.0	2.8	5.3	3.9	3.0	5.9	4.2
35 or more	0.0	6.3	3.7	2.4	5.1	3.6	2.2	7.3	4.3
Communicating via email									
None	0.0	0.0	0.0	1.3	0.0	0.8	1.3	0.3	0.9
1 to 8	66.7	56.2	60.7	62.4	52.5	58.3	61.5	52.9	58.1
9 to 20	50.0	43.7	35.8	34.5	44.6	38.6	35.6	43.2	38.7
21 to 34	8.9	0.0	3.6	1.4	2.1	1.7	1.2	2.6	1.8
35 or more	0.0	0.0	0.0	0.4	0.8	0.6	0.3	1.1	0.6

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 9 below.

Table 9: Professional Activities: RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

Item	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
How many of the following have you published?									
Articles in academic or professional journals									
None	7.1	23.5	16.1	10.9	14.8	12.5	11.9	21.3	15.6
1 to 2	35.7	29.4	32.3	12.8	20.5	16.0	10.1	17.1	12.8
3 to 4	14.3	11.8	12.9	15.2	16.4	15.7	11.0	14.6	12.4
5 to 10	21.4	17.6	19.4	21.6	25.0	23.0	15.8	20.3	17.6
11 to 20	7.1	5.9	6.5	15.8	11.1	13.8	14.2	11.7	13.2
21 to 50	14.3	5.9	9.7	14.9	10.7	13.2	20.1	10.3	16.3
More than 50	0.0	5.9	3.2	8.8	1.4	5.8	16.9	4.7	12.2
Chapters in edited volumes									
None	64.3	50.0	56.7	45.9	48.3	46.9	35.0	45.8	39.2
1 to 2	7.1	25.0	16.7	26.3	25.6	26.0	22.5	24.1	23.1
3 to 4	14.3	18.7	16.7	13.3	14.5	13.8	16.7	14.3	15.7
5 to 10	14.3	6.0	10.0	9.2	8.3	8.8	15.5	10.3	13.4
11 to 20	0.0	0.0	0.0	3.6	2.9	3.3	6.6	3.6	5.5
21 to 50	0.0	0.0	0.0	1.4	0.2	0.9	2.7	1.7	2.3
More than 50	0.0	0.0	0.0	0.3	0.2	0.2	1.0	0.2	0.7
Books, manuals, or monographs									
None	46.2	68.8	58.6	49.9	54.4	51.7	44.8	55.3	48.9
1 to 2	30.8	25.0	27.6	28.1	29.5	28.7	29.5	27.2	28.6
3 to 4	7.7	6.3	5.9	11.9	10.7	11.4	13.3	12.0	12.8
5 to 10	15.4	0.0	6.9	11.9	10.7	11.4	13.3	12.0	12.8
11 to 20	0.0	0.0	0.0	2.9	1.3	2.3	2.5	0.8	1.9
21 to 50	0.0	0.0	0.0	0.8	0.4	0.6	0.7	0.3	0.6
More than 50	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.0	0.1

Table 9: Professional Activities: RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

Item	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
How many of the following have you published?									
Other, such as patents or computer software products									
None	84.6	92.3	88.5	82.1	90.7	85.6	79.6	90.6	83.9
1 to 2	0.0	0.0	0.0	9.6	6.0	8.1	10.7	6.0	8.8
3 to 4	7.7	7.7	7.7	3.7	1.4	2.7	4.8	1.9	3.7
5 to 10	0.0	0.0	0.0	2.2	1.0	1.7	2.8	0.8	2.0
11 to 20	0.0	0.0	0.0	1.5	0.2	1.0	1.2	0.2	0.8
21 to 50	7.7	0.0	3.8	0.7	0.8	0.7	0.4	0.4	0.4
More than 50	0.0	0.0	0.0	0.3	0.0	0.2	0.4	0.2	0.3
How many exhibitions or performances in the fine or applied arts have you presented?									
None	78.6	93.3	86.2	84.7	86.6	85.5	85.7	85.1	85.5
1 to 2	0.0	0.0	0.0	1.8	3.0	2.3	2.8	3.3	3.0
3 to 4	0.0	6.7	3.4	1.8	2.0	1.9	1.8	2.6	2.1
5 to 10	0.0	0.0	0.0	1.3	1.5	1.4	1.5	1.7	1.6
11 to 20	7.1	0.0	3.4	1.8	1.3	1.6	1.6	1.5	1.5
21 to 50	7.1	0.0	3.4	1.7	1.3	1.5	1.3	1.8	1.5
More than 50	7.1	0.0	3.4	7.0	4.3	5.9	5.2	3.9	4.7
How many of your professional writings have been published or accepted for publication in the last two years?									
None	61.5	41.2	50.0	38.2	37.8	38.0	32.3	41.9	36.1
1 to 2	23.1	47.1	36.7	32.7	37.8	34.8	28.7	31.1	29.7
3 to 4	7.7	5.9	6.7	19.0	17.3	18.3	21.4	17.4	19.8
5 to 10	7.7	0.0	3.3	7.9	6.1	7.1	13.4	8.2	11.4
11 to 20	0.0	5.9	3.3	1.9	0.7	1.4	3.3	1.0	2.4
21 to 50	0.0	0.0	0.0	0.2	0.4	0.3	0.7	0.3	0.5
More than 50	0.0	0.0	0.0	0.2	0.0	0.1	0.2	0.0	0.1

In the next series of questions faculty were asked about other work-related activities and situations that they have participated in. (Please see Table 10 for percentages).

Table 10: Other Activities: RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

Item (percent responding "yes" to the items presented)	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Have you ever held an academic administrative post?	100.0	93.8	96.7	93.9	89.3	92.0	93.0	87.2	90.7
Have you ever received an award for outstanding teaching?	28.6	37.5	33.3	48.2	47.3	47.8	47.3	41.9	45.2
Do you commute a long distance to work?	14.3	47.1	32.3	15.1	22.1	18.0	15.3	18.9	16.7
Does your spouse / partner work in the same / nearby city?	78.6	56.2	66.7	66.6	61.1	64.4	66.4	63.8	65.4
Is your spouse/ partner an academic?	38.5	31.2	34.5	33.2	29.1	31.6	29.6	30.8	30.1
Were you born in the U.S.A.?	100.0	100.0	100.0	91.4	93.3	92.2	89.6	93.4	91.1
Are you a U.S. Citizen?	100.0	100.0	100.0	97.8	98.8	98.2	98.8	98.3	97.4
Have you been sexually harassed at this Institution?	0.0	0.0	0.0	2.1	9.6	5.2	1.3	8.4	4.1

Item (percent responding “yes” to the items presented)	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Are you a member of a faculty union?	0.0	0.0	0.0	15.3	23.4	18.7	7.9	10.6	9.0
Do you plan to Retire within Next Three Years?	14.3	23.5	19.4	19.2	16.4	18.1	15.3	12.8	14.3
Do you use your scholarship to address local community needs?	42.9	41.2	41.9	53.9	61.6	57.1	48.2	52.7	50.0
Have you published Op-ed Pieces or Editorials	14.3	17.6	16.1	29.8	22.5	26.8	28.3	20.8	25.4
During the past two years, have you:									
Received at Least One Firm Job Offer	21.4	17.6	19.4	24.7	31.0	27.3	27.9	31.1	29.1
Considered Early Retirement	14.3	35.3	25.8	33.0	32.0	32.6	26.4	28.1	27.1
Considered Leaving Academe	14.3	47.1	32.3	24.7	29.4	26.6	23.7	29.9	26.2
Considered Leaving This Inst for Another	35.7	58.8	48.4	45.3	43.5	44.5	42.8	43.8	43.2
Changed Academic Institutions	0.0	5.9	3.2	10.2	9.9	10.1	8.9	8.4	8.7
Taught at more Than One Inst in Same Term	0.0	12.5	6.7	5.7	6.9	6.2	5.7	5.5	5.6
Requested/Sought Early Promotion	0.0	0.0	0.0	6.0	7.0	6.5	4.7	6.1	5.3
Did Paid Consulting Outside Institution	35.7	29.4	32.3	44.2	37.9	41.6	46.7	36.5	42.7
Did Pub Svc/Prof Consulting w/o Pay	64.3	58.8	61.3	68.3	69.4	68.8	66.4	65.1	65.9
Received Funding from Foundations	14.3	47.1	32.3	24.7	22.8	23.9	26.7	22.8	25.2
Received Funding from State/Fed Government	14.3	47.1	32.3	43.1	35.6	40.0	39.4	30.3	35.8
Received Funding from Business/Industry	0.0	25.0	13.3	22.9	13.0	18.8	24.3	12.5	19.7

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. The responses for these items are presented below in Table 11. Overall, for almost all of the survey items Radford University administrators reported in engaging in these areas more often than either of the two comparison groups. For example, administrators from RU were more likely to state that:

- They engaged “in academic work that spans multiple disciplines”
- “Experience joy in their work”
- “Feel that work adds meaning to your life”.

Table 11: Activity Engagement Extent: RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

Percent responding “to a great extent” to the items presented. (Scale: 1 = Not at all, 2 = To some extent, 3 = To a great extent)	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Please indicate the extent to which you:									
Engage in academic work that spans multiple disciplines	35.7	58.8	48.4	34.3	34.6	34.4	35.9	34.4	35.3
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor	57.1	64.7	61.3	41.1	37.4	39.6	40.5	34.6	38.2
Experience Joy in Your Work	85.7	82.4	83.9	65.6	63.6	64.8	66.7	63.7	65.5
Feel good about the direction in which your life is headed	92.9	76.5	83.9	67.9	67.7	67.9	69.5	67.1	68.6

Table 11: Activity Engagement Extent: RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Percent responding “to a great extent” to the items presented. (Scale: 1 = Not at all, 2 = To some extent, 3 = To a great extent)									
Please indicate the extent to which you:									
Engage in Self-reflection	71.4	70.6	71.0	62.4	72.7	66.6	64.4	70.9	66.9
Achieve a healthy balance between your personal life and your professional life	50.0	41.2	45.2	37.7	28.9	34.1	38.0	29.4	35.6
Feel that work adds meaning to your life	78.6	76.5	77.4	68.1	71.9	69.6	70.1	70.0	70.0
Consider Yourself Religious Person	42.9	17.6	29.0	34.5	35.2	34.8	37.9	35.1	36.8
Consider yourself Spiritual Person	64.3	52.9	58.1	43.2	50.8	46.3	45.1	52.3	48.0
Engage in Regular Exercise	35.7	29.4	32.3	39.4	35.8	37.9	43.3	34.6	39.9
Eat a Well-balanced Diet	35.7	47.1	41.9	40.1	41.5	40.7	43.4	41.4	42.6
Get Adequate Amounts of Sleep	38.5	35.3	36.7	27.5	31.8	29.2	30.2	31.4	30.7
Engage on Prayer/Meditation	33.3	11.8	20.7	21.2	23.0	21.9	25.2	26.5	25.7
Experience close alignment between your work and your personal values	69.2	58.8	63.3	56.0	61.8	58.4	60.7	65.1	62.4
Seek opportunities to grow spiritually	41.7	25.0	32.1	23.5	30.5	26.3	28.4	34.2	30.7
Fell that you have to work harder than your colleagues to be perceived as a legitimate scholar	0.0	23.5	13.8	12.9	23.2	17.1	15.3	23.2	18.4

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?” Of the three groups, Radford University had the largest percentage of respondents who stated that they definitely would choose the same career path (70.4%). Table 12 below contains the breakdown of responses to this item.

Table 12: Career Choice: RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
If you were to begin your career again, would you still want to be a college professor?									
Definitely yes	84.6	57.1	70.4	57.8	55.7	56.9	59.6	53.4	57.2
Probably yes	7.7	21.4	14.8	28.6	29.1	28.8	25.9	28.5	26.9
Not sure	0.0	21.4	11.1	8.2	10.1	9.0	9.9	12.9	11.0
Probably no	7.7	0.0	3.7	4.3	4.1	4.3	3.5	4.4	3.8
Definitely no	0.0	0.0	0.0	1.1	0.9	1.1	1.1	0.9	1.0

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. A few of the items in which higher percentages of RU administrators reported stress (also more than the two comparison groups) were:

- Committee work
- Keeping up with information technology

Table 13: Personal Stress: RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

Please indicate the extent to which each of the following has been a source of stress for you during the last two years. (Percentages include respondents indicating somewhat or extensive)	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Managing household Responsibilities	64.3	75.0	70.0	63.2	78.3	69.4	63.0	78.7	69.3
Child Care	35.7	20.0	27.6	22.2	22.0	22.1	22.8	24.3	23.4
Care of elderly parent	42.9	12.5	26.7	38.2	39.1	38.6	36.4	41.2	38.3
My physical health	35.7	56.2	46.7	51.2	55.5	53.0	46.3	52.9	48.9
Health of spouse/partner	57.1	31.2	43.3	41.3	32.7	37.8	37.2	33.2	35.6
Review/promotion Process	42.9	37.5	40.0	30.8	35.1	32.6	26.2	34.0	29.3
Subtle discrimination	7.1	18.7	13.3	13.8	34.5	22.4	11.7	32.2	19.9
Personal finances	50.0	56.2	53.3	51.4	49.5	50.6	46.9	50.6	48.4
Committee work	71.4	87.5	80.0	66.1	71.0	68.1	62.5	66.6	64.1
Faculty meetings	57.1	87.5	73.3	57.6	56.7	57.2	52.1	52.5	52.2
Research/publishing demands	35.7	43.7	40.0	43.9	52.3	47.4	45.9	50.1	47.6
Institutional procedures and “red tape”	78.6	87.5	83.3	84.2	79.4	82.2	76.7	73.6	75.5
Teaching load	21.4	33.3	27.6	40.3	40.5	40.4	31.3	35.1	32.8
Children's problems	28.6	40.0	34.5	34.8	33.3	34.2	35.2	32.6	34.2
Marital friction	14.3	33.3	24.1	20.0	17.5	19.0	19.5	20.1	19.8
Lack of personal time	78.6	81.3	80.0	77.3	88.6	81.9	75.2	86.0	79.5
Keeping up with information technology	92.9	81.3	86.7	57.7	68.1	62.0	55.8	65.0	59.5
Job security	0.0	31.2	16.7	14.3	20.2	16.8	13.9	20.7	16.6
Being part of dual-career couple	42.9	33.3	37.9	30.1	36.4	32.7	29.1	39.6	33.2
Self-imposed high expectations	71.4	87.5	80.0	74.7	86.1	79.4	77.0	86.5	80.8
Change in work responsibilities	50.0	75.0	63.3	55.3	66.3	59.9	51.7	65.7	57.3
Working with under prepared students	28.6	26.7	27.6	38.7	39.8	39.1	28.3	33.0	30.2

Faculty were also asked, “How would you characterize your political views?” Interestingly, almost none of the respondents in all three comparison groups stated that they were “far right” in political orientation. In addition, Radford University administrators were more likely than the two comparison groups to state that their political views are “liberal” or “far left” in orientation (67.8%).

Table 14: Political Views: RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

How would you characterize your political views?	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Far Right	0.0	0.0	0.0	0.7	0.2	0.5	0.8	0.1	0.5
Conservative	14.3	14.3	14.3	20.8	10.2	16.3	21.1	12.6	17.7
Middle of the Road	14.3	21.4	17.9	34.3	31.3	33.0	32.5	29.4	31.3
Liberal	64.3	50.0	57.1	39.9	52.6	45.3	40.9	51.8	45.3
Far Left	7.1	14.3	10.7	4.4	5.7	5.0	4.6	6.1	5.2

Overall, most administrators here and national-wide report high levels of satisfaction in their job. In a several areas Radford University administrators report higher levels of satisfaction as compared to the other two comparison groups. However, there are a few items in which RU administrators reported lower satisfaction levels. Some items of high satisfaction are highlighted in gray in Table 15. Areas in which RU administrators reported lower satisfaction included:

- Quality of students (RU = 42.3%; Public 4-year = 57.5%; All 4-year = 66.8%)
- Professional relations with other faculty (RU = 80.0%; Public 4-year = 85.9%; All 4-year = 84.2%)
- Social relations with faculty (RU = 63.3%; Public 4-year = 71.3%; All 4-year = 71.0%)

Table 15: Job Satisfaction: RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

Aspects of your job noted as very satisfactory or satisfactory.	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Salary and Fringe Benefits	78.6	56.2	66.7	62.7	58.6	61.0	70.5	60.0	66.3
Opportunity for Scholarly Pursuits	66.7	60.0	63.0	55.4	49.2	52.8	63.8	51.0	58.8
Teaching Load	66.7	83.3	76.2	63.8	62.9	63.5	75.6	68.1	72.8
Quality of Students	33.3	50.0	42.3	55.5	60.4	57.5	66.0	68.2	66.8
Office/Lab Space	84.6	73.3	78.6	70.1	69.7	69.9	75.0	72.9	74.2
Autonomy and Independence	85.7	93.8	90.0	82.6	84.1	83.2	86.3	86.4	86.4
Professional Relations with other faculty	100.0	62.5	80.0	87.5	83.7	85.9	85.3	82.5	84.2
Social Relations with faculty	71.4	56.2	63.3	71.6	70.8	71.3	70.8	71.3	71.0
Competency of colleagues	92.9	81.3	86.7	79.9	77.6	79.0	83.2	82.1	82.8
Visibility for Jobs at other institutions / organizations	70.0	54.5	61.9	56.2	60.2	57.9	63.9	63.2	63.6
Relationships with administration	84.6	93.8	89.7	77.3	75.8	76.7	77.7	75.2	76.7
Overall job satisfaction	100.0	93.8	96.7	85.1	85.2	85.1	86.6	84.4	85.7
Opportunity to develop new ideas	92.9	81.3	86.7	83.7	81.3	82.7	85.1	82.0	83.9
Availability of child care at this institution	0.0	0.0	0.0	44.4	32.9	39.5	39.4	28.0	34.8
Prospects for career advancement	53.8	60.0	57.1	65.3	60.9	63.5	69.6	59.9	65.7
Clerical/administrative support	78.6	75.0	76.7	62.1	56.5	59.8	65.3	57.4	62.2

Overall, there are a number of things that are important to Radford University faculty. However, there were three areas that stood out in all three groups. Administrators rated the items, “being a good colleague,” “being a good teacher,” and “serve as a role model to students” the highest of any of the items. Table 16 contains the percentages for each item.

Table 16: Personal Areas of Importance: RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

Personal goals noted as “very important” or “essential”:	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Become Authority on Own Field	35.7	62.5	50.0	46.9	48.4	47.5	55.7	51.3	53.9
Influence Political Structure	28.6	25.0	26.7	20.7	27.0	23.3	19.5	26.4	22.2
Influence Social Values	42.9	43.7	43.3	33.1	44.4	37.8	34.7	46.8	39.5
Raise a Family	78.6	60.0	69.0	75.6	60.7	69.5	78.8	64.0	73.0
Be Very Well-off Financially	35.7	62.5	50.0	54.3	47.3	51.4	52.5	42.9	48.7
Help Others in Difficulty	71.4	75.0	73.3	65.5	70.6	67.6	65.7	72.9	68.6
Be Involved in Environmental Cleanup	14.3	37.5	26.7	23.5	27.9	25.3	23.9	26.0	24.7
Develop Meaningful Philosophy of Life	64.3	81.3	73.3	66.0	69.1	67.3	68.9	73.0	70.5
Help to Promote Racial Understanding	57.1	68.8	63.3	53.0	65.1	58.0	53.9	66.4	58.9
Obtain Recognition from Colleagues	14.3	81.3	50.0	43.0	44.9	43.8	49.6	46.5	48.4
Integrate Spirituality into My Life	46.2	43.7	44.8	39.3	45.3	41.8	44.2	50.5	46.7
Be a Good Colleague	100.0	93.8	96.7	95.2	95.2	95.2	94.4	95.4	94.8
Be a Good Teacher	100.0	86.7	93.1	96.3	93.9	95.3	94.4	93.4	94.0
Have congruence of Personal/Inst Values	64.3	81.3	73.3	60.0	71.1	64.6	62.9	71.0	66.1
Serve as a role Model to Students	92.9	87.5	90.0	57.4	92.8	89.6	88.1	91.2	89.3

**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 percentage of respondents stating “very important” or “essential.” As compared to the other two groups, Radford University administrators were more likely to state the following items were “very important” or “essential”:

- Prepare students for employment (RU = 93.5%; Public 4-year = 82.1%; All 4-Year = 76.5%)
- Prepare students for graduate or advanced degree (RU = 77.4%; Public 4-year = 65.0%; All 4-Year = 66.7%)
- Enhance students’ self-understanding (RU = 74.2%; Public 4-year = 63.0%; All 4-Year = 64.5%)
- Prepare students for responsible citizenship (RU = 77.4%; Public 4-year = 69.6%; All 4-Year = 71.3%)
- Develop creative capacities (RU = 80.0%; Public 4-year = 67.7%; All 4-Year = 70.1%)
- Instill a basic appreciation of the liberal arts (RU = 80.6%; Public 4-year = 60.2%; All 4-Year = 62.3%)

Percentages for all items and all comparison groups are presented in Table 17.

Table 17: Undergraduate Student Educational Goal Importance: RU Administration vs. Public 4-Year and All 4-Year

	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Goals for undergraduates notes as “very important” or “essential”:									
Develop ability to think clearly	100.0	100.0	100.0	98.9	99.8	99.3	99.2	99.7	99.4
Prepare students for employment	92.9	94.1	93.5	81.3	83.3	82.1	75.7	77.8	76.5
Prepare students for graduate or advanced education	85.7	70.6	77.4	62.1	69.2	65.0	65.3	68.8	66.7
Develop moral character	57.1	52.9	54.8	57.9	63.6	60.2	63.8	69.0	65.8
Provide for students’ emotional development	50.0	35.3	41.9	35.7	46.0	39.9	39.1	51.2	43.9
Help students develop personal values	57.1	58.8	58.1	51.7	60.0	55.1	56.6	54.7	59.8
Enhance students’ self understanding	71.4	76.5	74.2	57.4	71.0	63.0	59.5	42.1	64.5
Instill in students a commitment to community service	50.0	47.1	48.4	42.4	56.7	48.2	43.8	57.1	49.1
Prepare students for responsible citizenship	78.6	76.5	77.4	63.7	78.0	69.6	66.5	78.5	71.3
Enhance students’ knowledge of and appreciate for other racial / ethnic groups	71.4	82.4	77.4	61.1	84.0	70.5	61.2	84.1	70.3
Help master knowledge in a discipline	92.9	100.0	96.8	94.9	94.8	94.9	93.7	93.7	93.7
Develop creative capacities	76.9	82.4	80.0	68.4	66.7	67.7	71.3	68.3	70.1
Instill a basic appreciation of liberal arts	64.3	94.1	80.6	56.4	65.7	60.2	58.4	68.2	62.3
Enhance spiritual development	14.3	11.8	12.9	12.7	19.6	15.5	26.5	30.8	28.2
Promote ability to write effectively	85.7	100.0	93.5	94.1	98.2	95.8	92.9	96.6	94.3
Facilitate search for meaning/purpose in life	50.0	47.1	48.4	33.5	38.9	35.7	40.0	47.1	42.8

On item 30 respondents were asked to indicate their agreement with various statements regarding undergraduate education and academia. Table 18 presents the responses to these items for all three groups of administrators. Some of the statements that RU administrators agree with most were:

- Colleges should encourage students to be involved in community service activities
- A racially / ethnically diverse student body enhances the educational experience of all students
- Colleges have a responsibility to work with their surrounding communities to address local issues

Table 18: Personal Agreement with Institutional Areas: RU Administration vs. Public 4-Year and All 4-Year Institutions

Agree ‘strongly’ or ‘somewhat’:	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Western Civilization and culture should be the foundations of the undergraduate curriculum	57.1	37.5	46.7	63.0	47.7	56.8	60.7	47.1	55.4
College officials have the right to ban persons with extreme views from speaking on campus	7.1	6.3	6.7	27.6	14.4	22.2	31.3	21.1	27.3
The chief benefit of a college education is that it increases one’s earning potential	21.4	18.7	20.0	32.2	26.7	29.9	29.1	24.1	27.1
Promoting diversity leads to the admission of too many under prepared students	0.0	12.5	6.7	21.9	11.3	17.6	20.1	11.9	16.8
Colleges should be actively involved in solving social problems	71.4	62.5	66.7	70.1	73.6	71.5	70.0	75.0	71.9
Tenure is an outmoded concept	50.0	56.2	53.3	38.0	44.5	40.7	41.2	47.9	43.8
Colleges should encourage students to be involved in community service activities	100.0	93.8	96.7	87.9	91.9	89.5	87.8	92.1	89.5
Tenure is essential to attract the best minds to academe	50.0	31.2	40.0	64.1	57.4	61.4	62.3	52.0	58.2
A racially / ethnically diverse student body enhances the educational experience of all students	100.0	93.8	96.7	91.6	98.2	94.3	92.6	96.9	94.3
Realistically, an individual can do little to bring about changes in society	14.3	6.3	10.0	16.8	11.3	14.5	18.3	12.1	15.9
Colleges should be concerned with facilitating undergraduate students’ spiritual development	28.6	0.0	13.3	20.5	18.7	19.8	36.7	35.6	36.2
Colleges have a responsibility to work with their surrounding communities to address local issues	78.6	68.8	73.3	86.5	89.2	87.6	83.9	88.1	85.6
The spiritual dimension of faculty members’ lives has no place in the academy	42.9	50.0	46.7	46.3	46.1	46.2	38.4	39.5	38.8
Including community service as part of a course is a poor use of responses	7.1	0.0	3.3	16.5	8.1	13.1	16.8	8.7	13.6

Administrators at all institutions were asked to rate how descriptive a number of items were of their institution. Table 19 gives the responses to this series of items. In four main areas RU administrators were more likely to state that the statements were “very descriptive” of their institution as compared to the other groups. However, for two items RU’s percentage was substantially less than that of the other two groups. These findings are presented below and all percentages are reported in Table 19.

- It is easy for students to see faculty outside of regular office hours (RU = 63.3%; Public 4-year = 51.6%; All 4-Year = 52.1%)
- The faculty are typically at odds with campus administrators (RU = 25.8%; Public 4-year = 12.0%; All 4-Year = 10.1%)
- Faculty respect each other (RU = 38.7%; Public 4-year = 44.3%; All 4-Year = 51.5%)
- Faculty are rewarded for being good teachers (RU = 33.3%; Public 4-year = 26.5%; All 4-Year = 23.7%)
- There is a respect for the expression of diverse values and beliefs (RU = 29.0%; Public 4-year = 35.4%; All 4-Year = 37.3%)
- Faculty are rewarded for their efforts to use instructional technology (RU = 46.7%; Public 4-year = 26.0%; All 4-Year = 21.4%)

Table 19: Institutional Characteristics (Descriptive): RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

Attributes noted as being ‘very descriptive’ of your institution:	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
It is easy for students to see faculty outside of regular office hours	78.6	50.0	63.3	54.9	47.0	51.6	53.9	49.3	52.1
The faculty are typically at odds with campus administrators	7.1	41.2	25.8	11.3	12.9	12.0	9.5	11.0	10.1
Faculty here respect each other	28.6	47.1	38.7	44.0	44.9	44.3	52.8	49.5	51.5
Most students are treated like “numbers in a book”	0.0	0.0	0.0	1.9	1.2	1.6	2.3	1.7	2.1
Social activities are overemphasized	7.1	6.3	6.7	2.1	2.3	2.2	4.4	3.3	3.9
Faculty are rewarded for being good teachers	28.6	37.5	33.3	25.2	28.4	26.5	23.0	24.8	23.7
There is respect for the expression of diverse values and beliefs	35.7	23.5	29.0	34.0	37.5	35.4	37.4	37.2	37.3
Faculty are rewarded for their efforts to use instructional technology	35.7	56.2	46.7	23.7	29.4	26.0	19.7	24.0	21.4
Faculty are rewarded for their efforts to work with under prepared students	0.0	12.5	6.7	5.6	5.1	5.4	5.0	5.8	5.3

Similar to the item discuss above, administrators 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 20 below. For some items RU administrators were more likely to agree with the item and for others less likely. Some of the more interesting findings are given below.

- Radford University administrators more likely to agree that:
  - Racial and ethnic diversity should be more strongly reflected in the curriculum
  - My department does a good job of mentoring new faculty
  - Faculty are sufficiently involved in campus decision making
  - There is adequate support for integrating technology in my teaching
  - This institution take responsibility for educating under prepared students
  - My department has difficulty recruiting faculty
  - My department has difficulty retaining faculty
  - There is adequate support for faculty development
  - This institution should not offer remedial / developmental education.
- Radford University administrators are less likely to agree that:
  - Faculty feel that most students are well-prepared academically
  - Most students are strongly committed to community service
  - My research is valued by faculty in my department

Table 20: Institutional Characteristics (Agreement): RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

Agree “strongly” or ‘somewhat’;	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Faculty are interested in students’ personal problems	92.9	75.0	83.3	82.1	83.6	82.7	81.5	83.3	82.2
Racial and ethnic diversity should be more strongly reflected in the curriculum	71.4	82.4	77.4	54.4	70.8	61.1	56.4	71.8	62.5
Faculty feel that most students are well-prepared academically	21.4	17.6	19.4	35.9	36.1	35.9	50.1	49.5	49.9
Faculty here are strongly interested in the academic problems of undergraduates	78.6	87.5	83.3	82.4	78.4	80.7	80.5	78.9	79.9
There is a lot of campus racial conflict here	0.0	11.8	6.5	5.9	7.8	6.7	5.7	11.4	8.0
Most students are strongly committed to community service	23.1	25.0	24.1	29.1	34.2	31.1	42.8	46.2	44.1

Table 20: Institutional Characteristics (Agreement): RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Agree “strongly” or ‘somewhat’;									
My research is valued by faculty in my department	58.3	73.3	66.7	76.6	73.2	75.3	78.2	71.3	75.6
My teaching is valued by faculty in my department	92.3	78.6	85.2	90.6	84.8	88.3	89.3	84.5	87.5
My department does a good job of mentoring new faculty	76.9	73.3	75.0	74.8	66.7	71.5	72.5	65.6	69.8
Faculty are sufficiently involved in campus decision making	71.4	76.5	74.2	70.2	65.0	68.1	65.7	63.2	64.7
My values are congruent with the dominant institutional values	85.7	70.6	77.4	77.0	77.0	77.0	79.6	78.3	79.1
There is adequate support for integrating technology in my teaching	100.0	100.0	100.0	82.3	78.6	80.8	81.5	77.7	80.0
This institution takes responsibility for educating under prepared students	42.9	93.8	70.0	66.7	61.4	64.5	61.6	55.8	59.3
The criteria for advancement and promotion decisions are clear	71.4	81.3	76.7	81.6	72.5	77.9	80.8	72.7	77.6
Most of the students I teach lack the basic skills for college level work	21.4	42.9	32.1	32.6	34.4	33.3	22.1	25.5	23.4
My department has difficulty recruiting faculty	50.0	53.3	51.9	48.5	48.2	48.4	37.5	44.2	40.1
My department has difficulty retaining faculty	25.0	26.7	25.9	21.2	25.0	22.7	19.6	22.8	20.8
There is adequate support for faculty development	83.3	88.2	86.2	58.4	58.4	58.4	62.4	58.1	60.8
This institution should not offer remedial / developmental education.	71.4	62.5	66.7	35.5	26.7	31.9	31.8	25.7	29.4

Table 21 gives the administrator responses on items pertaining to institutional priorities. Administrators saw a number of these items as being institutional priorities. However, the items rated the highest by RU administrator were: “promote the intellectual development of students”, “to develop a sense of community among students and faculty”, and “to develop leadership ability among students.”

Table 21: Institutional Priorities: RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Issues you believe to be of “high” or “highest” priority at your institution:									
To promote the intellectual development of students	92.9	82.4	87.1	86.9	89.6	88.0	90.4	90.4	90.4
To develop a sense of community among students and faculty	92.9	70.6	80.6	55.1	62.4	58.1	61.1	65.7	62.9
To develop leadership ability among students	78.6	81.3	80.0	57.7	66.7	61.3	62.7	69.7	65.5
To help students learn how to bring about change in American society	42.9	37.5	40.0	33.7	45.0	38.3	36.0	46.4	40.1
To increase or maintain institutional prestige	42.9	70.6	58.1	59.4	60.3	59.8	66.5	66.0	66.3
To hire faculty "stars"	7.1	25.0	16.7	19.2	25.0	21.5	35.0	35.3	35.1
To recruit more minority students	28.6	70.6	51.6	59.3	62.2	60.5	61.9	63.2	62.4
To enhance the institution’s national image	50.0	58.8	54.8	66.6	63.3	65.3	75.7	71.8	74.2
To create a diverse multi-cultural campus environment	42.9	64.7	54.8	61.1	63.0	61.9	62.2	64.7	63.2

Table 21: Institutional Priorities: RU Administration vs. Public 4-Year Colleges and All 4-Year Institutions

Issues you believe to be of “high” or “highest” priority at your institution:	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
To mentor new faculty	57.1	64.7	61.3	59.8	57.5	58.8	59.7	53.8	57.4
To promote gender equity among faculty	42.9	70.6	58.1	61.8	48.7	56.4	62.0	57.4	56.3
To provide resources for faculty to engage in community-based teaching or research	50.0	50.0	50.0	41.2	45.6	43.0	33.9	39.7	36.2
To create and sustain partnerships with surrounding communities	50.0	75.0	63.3	58.7	67.9	62.5	46.6	55.5	50.1
To pursue extramural funding	69.2	75.0	72.4	63.8	63.0	63.5	70.2	66.0	68.5
To increase the representation of minorities in the faculty and administration	57.1	41.2	48.4	61.5	64.9	62.9	62.1	62.9	62.4
To increase the representation of women in the faculty and administration	35.7	37.5	36.7	54.2	49.4	52.2	57.9	47.7	53.9

**Institutionally Developed Items**

In total, nineteen items were developed by Radford University faculty to be added to the 2004-2005 HERI Faculty Survey. Four of these items covered issues in the library and the rest were items developed for past institutionally developed faculty surveys. Table 22 contains the responses for all nineteen items.

Table 22: Institutional Items

	Radford University		
	Men	Women	Total
Within the last two years, how many books, videos, or other library order have you placed?			
Zero	38.5	25.0	31.0
One to three	7.7	18.7	13.8
Four to seven	7.7	31.2	20.7
Eight to twelve	7.7	6.3	6.9
Over 12	38.5	18.7	27.6
In the last two academic years, how many times have you given an assignment that required library research?			
Zero	16.7	26.7	22.2
One to three	41.7	26.7	33.3
Four to seven	16.7	20.0	18.5
Eight to twelve	8.3	20.0	14.8
Over 12	16.7	6.7	11.1
In the last two years, how many times have you arranged a library instruction session for your students?			
Zero	25.0	40.0	33.3
One to three	75.0	46.7	59.3
Four to seven	0.0	6.7	3.7
Eight to twelve	0.0	6.7	3.7
Over 12	0.0	0.0	0.0
In my teaching and research, electronic journals are more important than paper journals.			
Strongly disagree	23.1	13.3	17.9
Disagree	23.1	20.0	21.4
Neither agree nor disagree	30.8	33.3	32.1
Agree	7.7	13.3	10.7
Strongly agree	15.4	20.0	17.9

## Radford University

	Men	Women	Total
I feel a sense of loyalty to my department.			
Strongly disagree	8.3	0.0	3.6
Disagree	8.3	6.3	7.1
Neither agree nor disagree	0.0	0.0	0.0
Agree	8.3	25.0	17.9
Strongly agree	75.0	68.8	71.4
I am given the opportunity to participate in decisions that affect me.			
Strongly disagree	7.7	0.0	3.4
Disagree	0.0	6.3	3.4
Neither agree nor disagree	7.7	12.5	10.3
Agree	38.5	18.7	27.6
Strongly agree	46.2	62.5	55.2
I am kept well informed of matters important to faculty.			
Strongly disagree	15.4	0.0	6.9
Disagree	0.0	6.3	3.4
Neither agree nor disagree	0.0	0.0	0.0
Agree	53.8	68.8	62.1
Strongly agree	30.8	25.0	27.6
The university facilitates my professional development.			
Strongly disagree	7.7	0.0	3.4
Disagree	7.7	0.0	3.4
Neither agree nor disagree	7.7	6.3	6.9
Agree	23.1	56.2	41.4
Strongly agree	53.8	37.5	44.8
Radford University provides the equipment and materials needed to do my job well.			
Strongly disagree	0.0	0.0	0.0
Disagree	7.7	0.0	3.4
Neither agree nor disagree	7.7	6.3	6.9
Agree	46.2	62.5	55.2
Strongly agree	38.5	31.2	34.5
I am dedicated to my profession.			
Strongly disagree	15.4	0.0	6.9
Disagree	0.0	0.0	0.0
Neither agree nor disagree	0.0	6.3	3.4
Agree	7.7	25.0	17.2
Strongly agree	76.9	68.8	72.4
The classrooms where I typically teach are conducive to learning.			
Strongly disagree	7.7	0.0	3.7
Disagree	7.7	14.3	11.1
Neither agree nor disagree	0.0	7.1	3.7
Agree	38.5	35.7	37.0
Strongly agree	46.2	42.9	44.4

	Radford University		
	Men	Women	Total
The future of Radford University is important to me.			
Strongly disagree	15.4	0.0	6.9
Disagree	0.0	0.0	0.0
Neither agree nor disagree	0.0	12.5	6.9
Agree	23.1	0.0	10.3
Strongly agree	61.5	87.5	75.9
I am happy with the leadership of the University.			
Strongly disagree	15.4	6.3	10.3
Disagree	7.7	12.5	10.3
Neither agree nor disagree	15.4	25.0	20.7
Agree	30.8	37.5	34.5
Strongly agree	30.8	18.7	24.1
Our administration does all it can to meet the needs of my department.			
Strongly disagree	7.7	12.5	10.3
Disagree	7.7	18.7	13.8
Neither agree nor disagree	7.7	12.5	10.3
Agree	23.1	37.5	31.0
Strongly agree	53.8	18.7	34.5
I feel that the RU administration values my opinion			
Strongly disagree	0.0	6.3	3.4
Disagree	15.4	6.3	10.3
Neither agree nor disagree	0.0	12.5	6.9
Agree	30.8	56.2	44.8
Strongly agree	53.8	18.7	34.5
My job allows me to express my special talents.			
Strongly disagree	7.7	0.0	3.4
Disagree	7.7	0.0	3.4
Neither agree nor disagree	0.0	18.7	10.3
Agree	30.8	43.7	37.9
Strongly agree	53.8	37.5	44.8
Radford University is responsive to the needs of my family.			
Strongly disagree	7.7	0.0	3.7
Disagree	7.7	14.3	11.1
Neither agree nor disagree	30.8	35.7	33.3
Agree	46.2	35.7	40.7
Strongly agree	7.7	14.3	11.1
I feel a sense of loyalty to Radford University			
Strongly disagree	7.7	6.3	6.9
Disagree	0.0	6.3	3.4
Neither agree nor disagree	0.0	6.3	3.4
Agree	30.8	37.5	34.5
Strongly agree	61.5	43.7	51.7

	Radford University		
	Men	Women	Total
My morale as an employee of Radford University is high.			
Strongly disagree	0.0	0.0	0.0
Disagree	0.0	20.0	11.1
Neither agree nor disagree	8.3	0.0	3.7
Agree	66.7	66.7	66.7
Strongly agree	25.0	13.3	18.5