

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

### Executive Summary

In the Fall of 2004 Radford University began its first participation in the HERI Faculty Survey. Faculty were initially contacted in the Fall of 2004 to complete the 2004-2005 HERI faculty survey and additional institutional items. The participants 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. 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 following report presents the Radford University findings for faculty from HERI 2004-2005 administration. These responses are then compared to national norms for public 4-year institutions and all 4-year institutions.

Over half (61.9%) of the faculty at Radford University are 50 years of age or older which is higher than that of the responding faculty members at both public 4-year colleges (53.4%) and all 4-year institutions (54.3%). In addition, Radford University has a larger number of respondents stating that their present academic rank is professor (45.2% vs. 31.0%, 33.7%). Also, a higher percentage of faculty members at RU had an Ed.D. or Ph.D (83.4%) as compared to the two comparison groups (73.9%, 74.8%). When asked "If you were to begin your career again, would you still want to be a college professor?" Most respondents from all groups indicated that they probably would or definitely would choose the same career path (RU = 83.6%; Public 4-year = 83.9%; All 4-year = 83.7%).

The majority of the responding faculty members stated that their primary interests lie "in both (teaching and research, but leaning toward teaching)" (51.1%). However, a large percentage also stated that their interests lie "heavily in teaching" (34.1%). As compared to the other two groups, RU faculty were more likely to state that they "advised student groups involved in service / volunteer work" but they were less likely to state they "taught an interdisciplinary course" or "worked with undergraduates on a research project."

The most widely used teaching technique by faculty in all categories was class discussions and, as would be expected, faculty members from all three groups spent a great deal of time on "scheduled teaching" and "preparing for teaching." However, RU faculty reported spending more time on "committee work and meetings" and "communicating via email" compared to the two comparison groups.

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. Some items rated as high stressors for RU faculty included:

- Committee work
- Institutional procedures and "red tape"
- Lack of personal time
- Keeping up with information technology

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" the highest. In addition, some of the educational goals for students that faculty rated as more important included preparing students for employment and for responsible citizenship.

Faculty were also asked to rate how descriptive a number of items were of Radford University. Radford University faculty are more likely than the comparison groups to say that "it is easy for students to see faculty outside of regular office hours" (64.9% RU vs. 56.0% and 55.8%). However, RU faculty were also more likely to state that "social activities are overemphasized" at RU (18.2% RU vs. 4.7% and 6.9%).

The above is only a brief summary of the methodology, respondents, and findings of the 2004-2005 HERI Faculty Survey faculty responses. The following report provides data from all three comparison groups broken down for male and female respondents.

## **Methodology**

Faculty were initially contacted in the Fall of 2004 to complete the 2004-2005 HERI faculty survey and additional institutional items. The participants 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. 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. 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 in full-time or part-time undergraduate faculty or graduate-only faculty categories)

The following report represents the Radford University faculty findings from HERI 2004-2005 faculty survey as compared to the national norms from public 4-year institutions and all 4-year institutions, the two comparison groups provided by HERI.

## **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 faculty 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 (61.9%) of the responding faculty members at Radford University are 50 years of age or older. However, this percentage is higher than responding faculty members at both public 4-year colleges (53.4%) and all 4-year institutions (54.3%).
- Radford University has a larger number of respondents stating that their present academic rank is professor (45.2%) more than the two comparison groups (31.0%, 33.7%).
- A higher percentage of faculty members at RU had an Ed.D. or Ph.D (83.4%) as compared to the two comparison groups (73.9%, 74.8%).
- Forty percent of Radford University faculty earn \$60,000 or more for a 9/10 month contract. This is comparable to the 40.9% of public 4-year institution faculty who earn \$60,000 or more but not with all 4-year faculty (48.4%).

Table 2: Respondent Demographics: RU Faculty 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	1.3	0.0	0.7	1.2	2.4	1.7	1.3	2.4	1.7
30-39	7.8	19.3	12.7	16.1	20.2	17.6	16.0	21.2	17.9
40-49	27.3	21.0	24.6	25.6	29.7	27.3	24.2	29.4	26.1
50-59	44.2	38.6	41.8	34.6	35.9	35.1	33.1	34.4	33.6
60 or more	19.5	21.1	20.1	22.6	11.8	18.3	25.4	12.6	20.7
What is your present academic rank?									
Professor	53.8	33.3	45.2	38.5	19.6	31.0	41.6	19.9	33.7
Associate Professor	16.7	29.8	22.2	25.9	25.0	25.6	26.0	27.0	26.4
Assistant Professor	24.4	26.3	25.2	25.4	35.1	29.3	23.0	33.6	26.9
Lecturer	0.0	0.0	0.0	4.2	7.6	5.5	3.7	7.6	5.1
Instructor	5.1	7.0	5.9	5.2	11.3	7.6	4.2	9.7	6.2
Other	0.0	3.5	1.5	0.8	1.4	1.0	1.4	2.2	1.7

Table 2: Respondent Demographics: RU Faculty 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
Year of appointment at present institution:									
Before 1967	0.0	0.0	0.0	1.8	0.3	1.2	2.7	0.5	1.9
1967-1976	9.6	1.8	6.2	13.2	3.9	9.5	14.6	4.8	11.0
1977-1986	27.4	25.0	26.4	16.9	11.3	14.7	19.6	13.1	17.2
1987-1996	30.2	37.5	33.4	24.9	27.9	26.0	24.1	28.3	25.7
1997-2004	32.9	35.7	34.1	43.2	56.6	48.5	39.0	53.3	44.1
Are you currently serving in an administrative position as:									
Department chair	9.0	5.3	7.4	10.0	6.3	8.6	10.8	8.2	9.8
Dean	0.0	0.0	0.0	1.0	0.7	0.9	1.0	0.8	0.9
Other	9.0	17.5	12.6	13.7	15.4	14.4	16.5	17.5	16.9
Racial / Ethnic Group									
White/ Caucasian	93.6	96.5	94.8	87.6	89.5	88.4	88.8	89.8	89.2
African American / Black	3.8	1.8	3.0	3.2	3.4	3.3	2.7	3.1	2.9
Other	5.2	8.8	6.6	15.3	13.6	14.7	13.6	12.6	13.1
Highest Degree Earned									
Bachelor's Degree	0.0	0.0	0.0	0.8	1.1	0.9	0.9	1.3	1.1
Master's Degree	9.1	21.4	14.3	16.1	26.4	20.2	14.7	25.2	18.5
LL.B., J.D., M.D., D.D.S., other professional degree beyond A	2.6	0.0	1.5	1.6	1.4	1.6	2.4	1.8	2.2
Ed.D.	7.8	14.3	10.5	4.4	6.6	5.3	2.9	4.9	3.6
Ph.D.	79.2	64.3	72.9	73.8	60.7	68.6	76.1	62.8	71.2
Other degree	1.3	0.0	0.8	2.6	2.8	2.7	2.4	2.9	2.6
None	0.0	0.0	0.0	0.6	1.1	0.8	0.6	1.1	0.8
Year of highest degree now held:									
Before 1967	0.0	0.0	0.0	2.8	0.8	2.0	5.4	1.4	3.9
1967-1976	14.4	8.9	12.1	21.2	6.6	15.4	24.1	8.8	18.5
1977-1986	30.3	33.9	31.8	23.3	18.9	21.5	23.9	21.0	22.9
1987-1996	19.0	25.0	27.3	28.3	36.2	31.4	25.2	34.4	28.6
1997-2004	26.3	32.1	28.8	24.4	37.4	29.6	21.4	34.4	26.1
Degree currently working on:									
Bachelor's Degree	0.0	0.0	0.0	0.3	0.4	0.3	0.4	0.5	0.4
Master's Degree	0.0	0.0	0.0	1.9	2.3	2.0	1.8	2.4	2.0
LL.B., J.D., M.D., D.D.S., other professional degree beyond A	0.0	0.0	0.0	0.9	0.6	0.8	1.0	0.7	0.9
Ed.D.	0.0	0.0	0.0	1.9	3.3	2.5	1.3	3.2	2.0
Ph.D.	8.0	13.6	10.6	9.8	18.6	13.2	7.9	16.5	10.9
Other degree	0.0	4.5	2.1	1.1	1.9	1.4	1.1	1.7	1.3
None	92.0	81.8	87.2	84.2	72.9	79.9	86.5	75.0	82.5
What is your tenure status at this institution?									
Tenured	70.5	56.9	65.9	62.3	44.8	55.4	62.5	44.0	55.8
On tenure track, but not tenured	23.1	26.3	24.4	25.6	33.3	28.7	21.4	28.5	24.0
Not on tenure track, but institution has tenure system	6.4	14.0	9.6	11.9	21.8	15.8	12.8	23.8	16.8
Institution has no tenure system	0.0	0.0	0.0	0.1	0.1	0.1	3.3	3.7	3.5
If tenured, year tenure was awarded:									
Before 1967	0.0	0.0	0.0	0.3	0.1	0.2	1.0	0.2	0.8
1967-1976	1.9	0.0	1.2	11.4	2.9	8.7	13.7	3.6	10.8
1977-1986	19.2	20.6	19.8	22.5	12.0	19.2	26.7	14.3	23.1
1987-1996	57.7	38.2	50.0	34.2	32.9	33.8	32.1	36.2	33.3
1997-2004	21.2	41.2	29.1	31.6	52.1	38.2	26.5	45.7	32.1

Table 2: Respondent Demographics: RU Faculty 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
Salary is based on:									
9/10 months	87.7	75.5	82.5	83.7	82.8	83.3	76.8	76.3	76.6
11/12 months	12.3	24.5	17.5	16.3	17.2	16.7	23.2	23.7	23.4
Base 9/10 month salary contract: (110 respondents)									
\$39,999 or less	3.0	6.8	4.5	9.4	17.4	12.5	7.9	16.0	10.8
\$40,000 to \$59,999	43.9	72.8	55.5	41.2	55.3	46.7	34.9	51.2	40.7
\$60,000 to \$79,999	36.4	15.9	28.2	31.6	20.1	27.1	29.5	22.1	26.8
\$80,000 to \$99,999	16.7	4.5	11.8	15.7	6.6	12.2	17.1	7.6	13.6
\$100,000 or more	0.0	0.0	0.0	2.2	0.7	1.6	10.8	3.2	8.0
Base 11/12 month salary contract: (22 respondents)									
\$39,999 or less	22.2	30.8	27.2	9.0	18.3	12.8	6.8	15.3	9.9
\$40,000 to \$59,999	55.5	46.2	50.0	32.2	48.7	39.1	27.2	45.0	33.9
\$60,000 to \$79,999	22.2	15.4	18.2	27.2	21.6	24.8	26.8	23.8	25.6
\$80,000 to \$99,999	0.0	7.7	4.5	19.9	9.4	15.6	20.0	10.0	16.2
\$100,000 or more	0.0	0.0	0.0	11.8	2.1	7.8	19.2	5.9	14.2
Are you currently:									
Married	78.2	56.1	68.9	81.5	65.7	75.2	83.0	64.9	76.4
Unmarried, living with partner	5.1	0.0	3.0	3.2	6.6	4.5	3.1	6.7	4.4
Single	16.7	43.9	28.1	15.4	27.7	20.3	13.9	28.4	19.2
Have you ever been:									
Divorced	21.8	33.3	26.7	24.2	29.0	26.1	22.2	26.6	23.8
Widowed	0.0	5.3	2.2	1.6	2.9	2.1	1.8	2.6	2.1
Separated	6.4	5.3	5.9	3.6	4.4	3.9	3.6	4.1	3.8
How many children do you have under than 18 years old?									
None	65.4	75.4	69.6	62.5	68.1	64.7	61.3	67.9	63.7
One	15.4	12.3	14.1	15.8	15.4	15.7	15.7	15.7	15.7
Two	17.9	12.3	15.6	15.7	13.0	14.6	16.3	12.9	15.1
Three or More	1.3	0.0	0.7	6.0	3.4	5.0	6.6	3.5	5.6
How many children do you have 18 years of age or older?									
None	55.1	50.9	53.3	53.9	60.7	56.6	52.5	63.8	56.7
One	16.7	8.8	13.3	12.2	12.3	12.2	12.8	11.7	12.4
Two	21.8	26.3	23.7	20.6	17.4	19.3	20.8	15.9	19.0
Three or More	6.4	14.1	9.7	13.2	9.6	11.8	13.9	8.6	11.9

**Teaching Activities**

The majority of the responding faculty members stated that their primary interests lie “in both (teaching and research, but leaning toward teaching (51.1%). Table 3 below presents the percentages of responding faculty from Radford University, public 4-year colleges, and all 4-year institutions for this item.

Table 3: Primary Interest: RU Faculty 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	29.5	40.4	34.1	29.2	34.2	31.2	24.5	31.4	27.0
In both, but leaning toward teaching	60.3	38.6	51.1	47.5	47.2	47.4	40.2	41.4	40.7
In both, but leaning toward research	10.3	21.1	14.8	21.0	17.0	19.4	30.6	23.8	28.1
Very heavily in research	0.0	0.0	0.0	2.3	1.6	2.0	4.7	3.4	4.2

One item on the HERI 2004-2005 Faculty Survey asked faculty members about activities they engaged in during the past two years. Table 4 presents the percentage of respondents in each of the three faculty groups (RU, Public 4-year, and all 4-year).

Some areas in which RU faculty respondents reported engaging the in activity more often than the two comparison groups were:

- Placed or collected assignments on the Internet
- Participated in faculty development program
- Advised student groups involved in service / volunteer work

Areas in which RU faculty stated they participate in the activity less often were:

- Taught an interdisciplinary course
- Worked with undergraduates on a research project
- Taught course exclusively on internet
- Developed a new course.

Table 4: During the past two years, have you engaged in any of the following activities?: RU Faculty 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	13.5	22.0	16.9	17.9	14.4	16.5	22.4	17.8	20.7
Taught an interdisciplinary course	21.9	34.6	27.2	36.0	34.8	35.6	43.0	42.1	42.7
Taught an ethnic studies course	8.2	16.0	11.4	7.9	11.4	9.3	8.3	12.8	9.9
Taught a women's studies course	2.7	12.8	6.7	2.4	14.3	7.2	2.5	16.7	7.8
Team taught a course	26.0	38.5	31.2	29.1	34.5	31.3	37.2	38.4	37.6
Taught a Service-learning Course	13.9	31.2	20.8	17.4	24.7	20.4	19.1	24.4	21.1
Worked with undergraduates on Research Project	65.8	52.8	60.5	67.7	57.3	63.6	69.0	60.9	66.1
Placed or collected assignments on the Internet	72.0	86.8	78.1	65.6	71.5	67.9	65.7	70.0	67.3
Taught Course Exclusively on Internet	2.7	2.1	2.5	12.1	16.0	13.7	9.3	11.9	10.3
Participated in Faculty Development Program	79.5	90.9	84.4	63.1	73.7	67.4	56.1	68.5	60.7
Advised student groups involved in service / volunteer work	46.7	49.0	47.6	42.8	47.4	44.6	40.1	45.0	41.9
Collaborated with the local community in research / teaching	45.2	44.9	45.1	48.1	52.5	49.8	42.0	47.4	44.0
Developed a New Course	59.7	67.9	63.2	65.4	67.6	66.2	68.9	71.6	69.9
Conducted research or writing focused on: International / global issues	31.0	18.7	26.1	26.5	23.5	25.3	28.9	26.7	28.1
Conducted research or writing focused on racial or ethnic minorities	16.9	18.7	17.6	15.5	24.3	19.0	16.7	25.9	20.1
Conducted research or writing focused on: Women and gender issues	9.9	38.8	21.7	10.6	29.2	18.2	11.8	32.4	19.5
Taught a First-year Seminar	16.9	23.4	19.5	17.5	19.7	18.4	22.1	23.7	22.7

Item number 18 on the HERI Faculty Survey asked faculty about the number of courses they were teaching in various areas and Table 5 gives the faculty responses. Overall, RU faculty responses are relatively similar to those of faculty at public 4-year institutions and all 4-year institutions.

Table 5: Courses Taught this Term: RU Faculty 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	54.7	44.2	50.0	45.4	50.7	47.5	51.6	52.7	52.0
One	18.7	23.1	20.7	23.5	19.5	21.9	23.8	21.0	22.8
Two	6.3	11.5	8.6	18.7	16.0	17.6	14.9	14.6	14.8
Three	15.6	13.5	14.7	7.1	8.2	7.5	5.9	7.0	6.3
Four or more	4.7	7.7	6.1	5.3	5.6	5.4	3.8	4.7	4.1

Table 5: Courses Taught this Term: RU Faculty 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
Developmental / remedial courses									
None	96.3	91.1	93.9	94.4	92.6	93.7	94.5	93.1	93.9
One	3.7	4.4	4.0	3.3	3.7	3.4	3.3	3.7	3.4
Two	0.0	2.2	1.0	1.3	1.6	1.4	1.1	1.5	1.3
Three	0.0	2.2	1.0	0.8	1.0	0.9	0.8	1.0	0.8
Four or more	0.0	0.0	0.0	0.3	1.2	0.6	0.4	0.8	0.5
Other undergraduate credit courses									
None	7.0	15.1	10.5	10.0	11.0	10.4	13.1	13.3	13.2
One	23.9	32.1	27.4	24.5	21.7	23.4	31.3	27.3	29.8
Two	25.4	26.4	25.8	30.2	29.7	30.0	30.0	29.3	29.7
Three	31.0	15.1	24.2	21.0	21.5	21.2	15.7	18.1	16.6
Four or more	12.7	11.3	12.1	14.4	16.2	15.2	10.0	12.1	10.7
Graduate courses									
None	72.9	60.8	67.3	65.9	64.8	65.5	54.6	60.1	56.6
One	16.9	23.5	20.0	26.3	25.3	25.9	36.1	29.6	33.8
Two	5.1	13.7	9.1	6.0	7.1	6.4	6.9	7.3	7.0
Three	3.4	2.0	2.7	1.3	2.1	1.6	1.7	2.0	1.8
Four or more	1.7	0.0	0.9	0.6	0.8	0.6	0.7	1.0	0.8
Vocational or technical courses									
None	98.1	97.8	98.0	92.6	95.5	93.8	91.9	94.4	92.8
One	0.0	0.0	0.0	1.6	1.4	1.6	2.0	1.6	1.9
Two	0.0	0.0	0.0	1.4	0.4	1.0	1.1	0.9	1.1
Three	1.9	0.0	1.0	1.1	0.3	0.8	0.7	0.3	0.6
Four or more	0.0	2.2	1.0	3.2	2.3	2.9	4.2	2.7	3.7
Other Non-credit courses (other than above)									
None	92.7	86.7	90.0	94.1	92.9	93.6	90.5	90.4	90.5
One	5.5	8.9	7.0	4.3	5.2	4.7	7.0	6.7	6.9
Two	0.0	0.0	0.0	1.1	0.8	1.0	1.5	1.4	1.5
Three	1.8	4.4	3.0	0.3	0.4	0.3	0.4	0.5	0.4
Four or more	0.0	0.0	0.0	0.2	0.7	0.4	0.6	1.0	0.7

Table 6: Do you teach remedial / developmental skills in any of the following areas?: RU Faculty 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	3.8	3.5	3.7	2.2	3.5	2.7	1.7	3.2	2.3
Writing	2.6	7.0	4.4	5.8	8.0	6.7	5.1	8.2	6.2
Mathematics	3.8	5.3	4.4	3.9	3.4	3.7	3.0	2.6	2.8
ESL	0.0	0.0	0.0	0.7	1.3	0.9	0.5	1.3	0.8
General academic skills	5.1	8.8	6.7	3.9	4.7	4.2	3.0	4.4	3.5
Other subject areas	2.6	3.5	3.0	2.6	2.5	2.5	2.3	2.8	2.5

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 faculty in all categories was class discussions.

Table 7: Teaching Techniques: RU Faculty 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
Methods you use in “most” or “all” of the courses you teach:									
Class Discussions	82.1	83.9	82.8	77.9	86.3	81.2	78.3	86.6	81.3
Community Service as part of Coursework	6.4	12.5	9.0	5.2	11.6	7.7	4.5	10.7	6.7
Cooperative Learning (small groups)	46.2	65.5	54.1	40.0	62.8	49.1	38.1	59.5	45.9
Essay Mid-terms/Finals	44.9	50.0	47.0	57.9	55.5	56.9	59.7	57.4	58.8
Extensive Lecturing	65.4	42.9	56.0	64.7	42.2	55.8	63.4	40.7	55.1
Grading on a Curve	15.4	10.9	13.5	23.1	10.7	18.2	25.9	12.8	21.1
Group Projects	47.4	39.3	44.0	32.3	40.7	35.6	30.6	38.8	33.6
Multiple-Choice Mid-terms/Finals	37.2	42.6	39.4	33.0	34.7	33.7	26.6	28.7	27.3
Multiple Drafts of Written Work	19.2	39.3	27.6	23.5	32.2	27.0	21.9	31.8	25.5
On-line Instruction	11.5	10.7	11.2	14.0	17.7	15.5	12.9	15.2	13.7
Readings on Racial/Ethnic Issues	16.7	32.1	23.1	15.1	29.5	20.8	14.4	30.1	20.1
Readings on Women/Gender Issues	10.3	26.8	17.2	12.7	26.3	18.1	12.8	28.1	18.4
Recitals/Demonstrations	23.4	26.8	24.8	19.9	23.8	21.5	19.2	24.1	21.0
Reflective Writing/Journaling	24.7	39.3	30.8	13.6	29.1	19.7	12.4	26.4	17.5
Short-answer Mid-terms/Finals	39.7	35.7	38.1	40.6	36.8	39.1	38.0	35.7	37.0
Student Evaluations of Each Other's Work	10.3	30.4	18.7	13.9	21.1	16.8	12.7	20.3	15.5
Student Evaluations of Own Work	15.4	37.5	24.6	15.2	26.7	19.8	13.9	24.5	17.8
Student Presentations	50.0	51.8	50.7	41.1	54.5	46.4	42.1	55.7	47.1
Student-selected topics for course content	14.1	23.2	17.9	12.5	18.3	14.8	12.8	18.5	14.9
Teaching Assistants	9.0	7.1	8.2	6.3	4.1	5.4	14.2	9.2	12.4
Term/Research Papers	20.5	32.1	25.4	34.7	37.1	35.7	37.0	38.7	37.6

**Other Activities and Demographic Characteristics**

One item on the 2004-2005 HERI Faculty Survey asks faculty about the number of hours they spent on average in various activities. Table 8 below presents the breakdown of responses. As would be expected, faculty members from all three groups spent a great deal of time on “scheduled teaching” and “preparing for teaching.” However, RU faculty reported spending more time on “committee work and meetings” and “communicating via email” compared to the two comparison groups.

Table 8: Activity Hrs/Week: RU Faculty 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?									
Scheduled Teaching (actual, not credit hours)									
None	0.0	1.9	0.8	0.4	0.3	0.3	0.9	0.6	0.8
1 to 8	19.5	22.2	20.6	25.9	27.3	26.4	44.3	40.8	43.0
9 to 20	76.5	68.5	73.1	71.2	69.8	70.7	52.6	56.2	53.9
21 to 34	1.4	7.4	4.0	2.2	2.2	2.2	1.9	2.1	2.0
35 or more	2.8	0.0	1.6	0.3	0.3	0.3	0.4	0.4	0.4

Table 8: Activity Hrs/Week: RU Faculty 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	0.0	1.8	0.8	0.2	0.3	0.2	0.6	0.5	0.6
1 to 8	28.2	25.4	26.9	30.8	26.3	29.0	37.8	29.5	34.9
9 to 20	60.6	56.4	58.7	57.0	56.9	57.1	51.8	56.4	53.5
21 to 34	11.3	7.3	9.5	9.1	12.3	10.3	7.5	10.2	8.5
35 or more	0.0	9.1	4.0	2.8	4.2	3.4	2.3	3.3	2.6
Advising and counseling of students									
None	1.4	3.6	2.4	4.8	4.6	4.8	4.8	4.8	4.9
1 to 8	93.1	87.3	90.5	87.3	84.6	86.2	87.8	85.3	86.9
9 to 20	5.6	9.1	7.1	7.5	10.4	8.7	7.3	9.5	8.0
21 to 34	0.0	0.0	0.0	0.3	0.3	0.3	0.2	0.3	0.3
35 or more	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.2	0.1
Committee work and meetings									
None	0.0	1.8	0.8	5.3	5.2	5.3	6.0	6.0	6.0
1 to 8	91.7	83.7	88.2	89.2	88.0	88.7	88.6	87.4	88.1
9 to 20	8.3	12.7	10.2	5.3	6.6	5.8	5.2	6.3	5.6
21 to 34	0.0	0.0	0.0	0.1	0.1	0.1	0.2	0.2	0.2
35 or more	0.0	1.8	0.8	0.0	0.1	0.1	0.0	0.1	0.1
Other administration									
None	38.1	25.9	32.5	39.4	39.4	39.4	36.7	35.9	36.4
1 to 8	55.6	63.0	58.9	49.7	51.2	50.2	52.4	53.9	52.9
9 to 20	4.8	9.4	6.9	9.1	8.1	8.6	9.3	9.3	9.2
21 to 34	0.0	0.0	0.0	1.3	0.8	1.1	1.2	1.0	1.1
35 or more	1.6	1.9	1.7	0.7	0.4	0.6	0.4	0.4	0.4
Research and scholarly writing									
None	4.3	25.5	13.6	15.3	19.6	17.0	13.9	19.7	16.0
1 to 8	75.7	63.6	70.4	59.7	63.5	61.2	50.6	56.8	52.9
9 to 20	20.0	9.1	15.2	22.0	15.4	19.4	19.4	20.1	25.0
21 to 34	0.0	1.8	0.8	2.3	1.1	1.9	5.2	2.2	4.1
35 or more	0.0	0.0	0.0	0.7	0.4	0.6	2.3	1.2	1.9
Other creative products / performances									
None	67.2	55.6	61.9	59.2	57.3	58.4	60.5	59.8	60.3
1 to 8	28.1	38.9	33.1	34.4	37.2	35.5	32.7	33.9	33.1
9 to 20	4.7	3.7	4.2	5.4	4.8	5.2	5.9	5.3	5.6
21 to 34	0.0	0.0	0.0	0.7	0.5	0.6	0.6	0.6	0.6
35 or more	0.0	1.9	0.8	0.3	0.2	0.3	0.3	0.4	0.3
Consultation with clients / patients									
None	85.5	75.5	80.9	84.3	82.7	83.7	83.7	83.4	83.6
1 to 8	14.6	22.6	18.3	14.0	15.2	14.5	13.9	14.0	13.9
9 to 20	0.0	1.9	0.9	1.5	1.9	1.7	1.9	2.3	2.1
21 to 34	0.0	0.0	0.0	0.1	0.1	0.1	0.3	0.2	0.2
35 or more	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.2	0.1
Community or public service									
None	39.4	50.0	44.2	36.0	30.0	33.6	41.0	35.0	38.8
1 to 8	57.6	48.1	53.4	60.7	66.9	63.2	56.1	62.3	58.4
9 to 20	3.0	1.9	2.4	3.2	3.0	3.1	2.7	2.5	2.6
21 to 34	0.0	0.0	0.0	0.0	0.2	0.1	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 Faculty 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	75.8	70.9	73.5	69.0	72.8	70.5	66.6	72.0	68.6
1 to 8	24.2	29.1	26.5	28.3	25.0	27.0	30.1	24.6	28.4
9 to 20	0.0	0.0	0.0	2.5	1.9	2.3	2.7	2.0	2.5
21 to 34	0.0	0.0	0.0	0.2	0.2	0.2	0.3	0.2	0.2
35 or more	0.0	0.0	0.0	0.1	0.0	0.0	0.2	0.2	0.2
Household / childcare duties									
None	14.7	9.3	12.3	16.8	4.7	12.0	16.7	4.9	12.3
1 to 8	44.1	46.3	45.1	43.5	42.4	43.1	43.7	41.9	43.0
9 to 20	33.8	33.3	33.6	31.9	35.0	33.1	31.9	34.9	33.0
21 to 34	5.9	7.4	6.6	4.6	6.7	5.5	4.5	7.0	5.5
35 or more	1.5	3.7	2.5	3.2	11.1	6.4	3.2	11.2	6.2
Communicating via email									
None	0.0	0.0	0.0	1.4	0.6	1.1	1.6	0.8	1.3
1 to 8	79.2	63.6	72.5	85.2	79.3	82.9	82.2	76.6	80.1
9 to 20	20.9	34.6	26.7	12.7	19.2	15.3	15.7	21.6	17.8
21 to 34	0.0	1.8	0.8	0.4	0.6	0.5	0.4	0.8	0.5
35 or more	0.0	0.0	0.0	0.1	0.3	0.2	0.2	0.3	0.2

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 Faculty 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	11.7	21.4	15.8	15.0	24.9	18.9	13.2	23.2	16.9
1 to 2	18.2	25.0	21.1	18.0	24.4	20.5	15.1	22.5	17.8
3 to 4	19.	26.8	22.6	16.6	18.1	17.2	12.7	16.1	13.9
5 to 10	28.6	16.1	23.3	21.1	20.0	20.7	17.6	19.9	18.4
11 to 20	11.7	7.1	9.8	15.1	8.2	12.4	14.8	10.1	13.1
21 to 50	10.4	1.8	6.8	10.3	3.7	7.7	15.6	6.2	12.2
More than 50	0.0	1.8	0.8	3.9	0.6	2.6	10.9	2.1	7.7
Chapters in edited volumes									
None	56.2	56.4	56.2	54.8	60.1	56.9	44.4	53.4	47.6
1 to 2	19.2	25.5	21.9	24.7	26.0	25.2	24.6	25.4	24.9
3 to 4	15.1	9.1	12.5	12.3	8.5	10.8	13.6	11.1	12.7
5 to 10	9.6	5.5	7.8	5.8	4.2	5.2	10.4	7.1	9.2
11 to 20	0.0	3.6	1.6	1.5	1.1	1.4	4.1	2.1	3.4
21 to 50	0.0	0.0	0.0	0.6	0.2	0.4	2.3	0.8	1.8
More than 50	0.0	0.0	0.0	0.2	0.0	0.1	0.6	0.2	0.4
Books, manuals, or monographs									
None	53.4	56.4	54.7	58.0	68.1	62.0	52.5	63.4	56.5
1 to 2	34.2	27.3	31.2	27.3	23.4	25.8	27.5	24.9	26.6
3 to 4	9.6	10.9	10.2	8.6	5.4	7.3	10.5	7.2	9.3
5 to 10	2.7	3.6	3.1	4.3	2.5	3.6	6.6	3.3	5.4
11 to 20	0.0	1.8	0.8	1.3	0.5	1.0	2.0	0.8	1.6
21 to 50	0.0	0.0	0.0	0.4	0.1	0.3	0.7	0.2	0.5
More than 50	0.0	0.0	0.0	0.2	0.0	0.1	0.2	0.1	0.2

Table 9: Professional Activities: RU Faculty 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	84.7	88.2	86.2	82.9	90.9	86.1	80.4	90.0	83.9
1 to 2	5.6	9.8	7.3	10.1	6.3	8.6	11.0	6.8	9.5
3 to 4	6.9	2.0	4.9	3.4	1.6	2.7	4.4	1.8	3.5
5 to 10	0.0	0.0	0.0	2.0	0.5	1.4	2.5	0.9	1.9
11 to 20	0.0	0.0	0.0	0.7	0.3	0.6	0.7	0.2	0.6
21 to 50	0.0	0.0	0.0	0.5	0.1	0.4	0.5	0.1	0.4
More than 50	2.8	0.0	1.6	0.4	0.2	0.3	0.4	0.2	0.4
How many exhibitions or performances in the fine or applied arts have you presented?									
None	85.3	77.4	82.0	80.1	79.1	79.7	80.4	79.2	80.0
1 to 2	1.3	0.0	0.8	3.5	4.8	4.0	3.6	5.0	4.1
3 to 4	1.3	5.7	3.1	2.6	3.0	2.8	2.3	2.7	2.4
5 to 10	2.7	1.9	2.3	2.5	3.0	2.7	2.2	2.8	2.4
11 to 20	2.7	1.9	2.3	2.1	2.3	2.2	1.8	2.1	1.9
21 to 50	0.0	1.9	0.8	2.4	3.3	2.8	2.6	3.0	2.7
More than 50	6.7	11.3	8.6	6.7	4.5	5.8	7.2	5.2	6.5
How many of your professional writings have been published or accepted for publication in the last two years?									
None	31.6	33.9	32.6	34.5	38.9	36.2	29.1	36.3	31.7
1 to 2	44.7	41.1	43.2	34.9	37.4	35.9	29.1	33.3	30.6
3 to 4	15.8	14.3	15.2	19.5	16.5	18.3	21.6	19.3	20.8
5 to 10	7.9	8.9	8.3	9.1	6.1	7.9	15.2	9.5	13.1
11 to 20	0.0	1.8	0.8	1.7	0.8	1.3	3.7	1.3	2.8
21 to 50	0.0	0.0	0.0	0.2	0.2	0.2	1.0	0.3	0.8
More than 50	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

In the next series of questions faculty were asked about other work-related activities and situations. For some items a greater number of RU faculty responded that they did participate in the activity. Table 10 contains the percentages for these items for all comparison groups. Some interesting findings are:

- RU faculty were more likely to state that their spouse / partner is in academia (38.5% vs. 31.5% for Public 4-year institutions and 31.8% for All 4-year institutions)
- RU faculty are also more likely to state that they “plan to retire within the next three years” and have “considered early retirement”

Table 10: Activity Hrs/Week: RU Faculty 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
During the present term, how many hours per week on average do you actually spend on each of the following activities?									
Have you ever held an academic administrative post?	42.3	33.9	38.8	41.2	31.4	37.3	46.1	36.4	42.5
Have you ever received an award for outstanding teaching?	44.9	35.7	41.0	42.5	40.2	41.6	44.2	40.5	42.9

Table 10: Activity Hrs/Week: RU Faculty 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
During the present term, how many hours per week on average do you actually spend on each of the following activities?									
Do you commute a long distance to work?	19.2	21.4	20.1	18.2	25.0	20.9	16.7	22.4	18.8
Does you spouse / partner work in the same / nearby city?	69.9	44.0	59.3	60.4	56.9	59.0	62.5	59.7	61.5
Is your spouse/ partner an academic?	39.7	36.7	38.5	32.6	29.8	31.5	31.2	32.9	31.8
Were you born in the U.S.A.?	91.0	94.5	92.5	85.4	88.3	86.6	84.8	87.3	85.7
Are you a U.S. Citizen?	98.7	100.0	99.3	93.7	94.6	94.1	93.2	94.2	93.6
Have you been sexually harassed at this Institution?	1.3	7.1	3.7	2.8	9.6	5.5	2.3	9.7	5.0
Are you a member of a faculty union?	2.6	1.8	2.2	36.3	37.9	36.9	20.0	22.9	21.0
Do you plan to Retire within Next Three Years?	19.5	21.8	20.5	16.1	10.0	13.7	14.6	9.1	12.6
Do you use your scholarship to address local community needs?	47.4	69.6	56.7	50.9	58.0	53.7	44.5	52.3	47.4
Have you published Op-ed Pieces or Editorials	30.8	20.0	26.3	24.5	15.9	21.1	24.3	16.0	21.3
During the past two years, have you:									
Received at Least One Firm Job Offer	20.5	19.6	20.1	24.3	30.7	26.9	24.2	29.4	26.1
Considered Early Retirement	33.3	37.5	35.1	24.4	21.9	23.4	21.6	21.0	21.4
Considered Leaving Academe	32.1	42.9	36.6	29.3	36.9	32.3	27.4	36.2	30.6
Considered Leaving This Inst for Another	37.2	55.4	44.8	42.2	43.9	42.9	41.9	45.6	43.2
Changed Academic Institutions	7.7	5.4	6.7	10.7	11.7	11.1	9.3	10.7	9.8
Taught at more Than One Inst in Same Term	3.8	10.9	6.8	9.3	8.8	9.1	10.0	9.4	9.7
Requested/Sought Early Promotion	3.8	0.0	2.2	8.4	7.9	8.2	6.5	7.3	6.8
Did Paid Consulting Outside Institution	34.6	37.5	35.8	39.0	34.4	37.2	41.6	34.5	39.0
Did Pub Svc/Prof Consulting w/o Pay	57.7	48.2	53.7	59.9	61.8	60.7	57.7	58.5	58.0
Received Funding from Foundations	21.8	26.8	23.9	20.8	18.8	20.0	24.1	22.3	23.4
Received Funding from State/Fed Gov't	16.7	28.6	21.6	31.6	25.8	29.3	33.8	25.2	30.6
Received Funding from Business/Industry	10.3	12.5	11.2	14.9	8.9	12.5	17.7	10.0	15.0

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 1.

Table 11: Activity Engagement Extent: RU Faculty 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. (Response scale: 1 = Not at all, 2 = To some extent, 3 = To a great extent)									
Please indicate the extent to which you:									
Engage in academic work that spans multiple disciplines	30.8	32.7	31.6	31.6	29.6	30.8	35.2	33.6	34.6
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor	46.2	43.6	45.1	41.8	39.1	40.7	41.0	37.6	39.8
Experience Joy in Your Work	60.3	58.2	59.4	66.7	64.0	65.6	68.0	64.5	66.7
Feel good about the direction in which your life is headed	59.0	46.4	57.9	64.0	63.3	63.7	63.9	62.2	63.3
Engage in Self-reflection	61.0	77.8	67.9	64.5	74.5	68.5	63.8	74.2	67.6
Achieve a healthy balance between your personal life and your professional life	48.7	25.5	39.1	42.3	33.9	39.0	40.9	32.7	37.9
Feel that work adds meaning to your life	60.3	61.8	60.9	68.3	67.5	67.9	70.1	68.7	69.6
Consider Yourself Religious Person	34.6	36.4	35.3	31.0	34.6	32.5	32.8	34.1	33.3
Consider yourself Spiritual Person	47.4	56.4	51.1	41.2	56.0	47.1	41.4	53.0	45.6
Engage in Regular Exercise	41.0	36.4	39.1	40.2	37.4	39.1	41.9	38.4	40.6
Eat a Well-balanced Diet	46.2	43.6	45.1	40.9	43.0	41.8	44.6	45.2	44.8
Please indicate the extent to which you:									
Get Adequate Amounts of Sleep	40.3	32.7	37.1	31.9	32.2	32.0	32.3	32.8	32.5
Engage on Prayer/Meditation	26.0	21.8	24.2	21.5	29.1	24.5	22.6	27.7	24.4
Experience close alignment between your work and your personal values	55.8	65.5	59.8	54.5	60.8	57.0	56.7	62.3	58.8
Seek opportunities to grow spiritually	33.8	36.4	34.8	25.8	35.9	29.8	26.4	34.8	29.5
Fell that you have to work harder than your colleagues to be perceived as a legitimate scholar	16.9	36.4	25.0	20.3	27.9	23.3	19.5	28.1	22.7

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 (RU = 83.6%; Public 4-year = 83.9%; All 4-year = 83.7%).

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	56.6	50.0	53.9	57.1	52.6	55.3	57.7	51.5	55.4
Probably yes	28.9	30.8	29.7	27.9	29.7	28.6	27.2	30.1	28.3
Not sure	7.9	13.5	10.2	9.0	11.8	10.1	9.3	12.5	10.4
Probably no	3.9	3.8	3.9	4.7	4.6	4.7	4.6	4.8	4.7
Definitely no	2.6	1.9	2.3	1.3	1.2	1.3	1.2	1.1	1.2

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. Items in which RU faculty rated as being the highest stressors were (all items had 70% of more of the faculty stating that it was an extensive stressor or somewhat of a stress and most were higher than both comparison groups):

- Managing household responsibilities
- Committee work
- Institutional procedures and “red tape”
- Lack of personal time
- Keeping up with information technology
- Self-imposed high expectations
- Working with under prepared students

Table 13: Personal Stress: RU Faculty 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	69.2	80.4	73.9	68.0	81.8	73.5	68.2	81.9	73.2
Child Care	28.2	30.4	29.1	29.7	30.4	30.0	30.4	31.0	30.6
Care of elderly parent	35.9	37.5	36.6	30.0	35.2	32.1	30.0	36.0	32.2
My physical health	41.0	62.5	50.0	48.5	56.4	51.6	57.8	54.8	50.3
Health of spouse/partner	38.5	29.1	34.6	38.7	30.8	35.6	38.3	29.3	35.0
Review/promotion Process	42.3	58.9	49.3	45.3	57.1	50.0	41.8	55.2	46.7
Subtle discrimination	15.4	34.5	23.3	18.9	36.1	25.7	17.6	37.8	25.0
Personal finances	53.8	67.9	59.7	59.8	64.5	61.7	57.0	63.0	59.2
Committee work	78.2	78.6	78.4	58.9	65.8	61.6	55.0	63.1	58.0
Faculty meetings	59.0	67.9	62.7	50.4	55.9	52.6	46.9	53.6	49.4
Research/publishing demands	60.3	66.1	62.7	59.4	68.3	63.0	61.3	67.7	63.6
Institutional procedures and “red tape”	75.6	82.1	78.4	70.7	70.7	70.7	66.0	67.3	66.5
Teaching load	67.9	80.4	73.1	68.4	75.8	71.3	62.0	72.3	65.8
Children's problems	30.8	35.7	32.8	30.9	30.7	30.8	31.8	29.5	31.0
Marital friction	20.5	23.6	21.8	23.8	19.9	22.2	22.7	20.9	22.1
Lack of personal time	75.6	85.7	79.9	68.5	84.0	74.7	68.7	83.9	74.2
Keeping up with information technology	62.8	89.3	73.9	55.4	64.2	58.9	52.4	63.0	56.3
Job security	16.7	41.8	27.1	27.3	37.0	31.2	25.9	37.1	30.0
Being part of dual-career couple	32.1	33.3	32.6	32.1	41.9	35.9	31.5	43.4	35.9
Self-imposed high expectations	84.6	89.3	86.6	75.1	86.2	79.5	76.2	86.6	80.0
Change in work responsibilities	35.9	55.4	44.0	36.4	49.5	41.6	33.0	48.6	38.7
Working with under prepared students	70.5	71.4	70.9	59.6	64.4	61.5	49.0	56.6	51.8

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.” In addition, Radford University faculty were more likely than the two comparison groups to state that their political views were “liberal” or “far left” (RU = 58.4%; Public 4-year 52.1%; All 4-year = 55.2%). Table 14 gives the responses for all faculty respondents.

Table 14: Political Views: RU Faculty 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	0.8	0.2	0.6	0.7	0.2	0.5
Conservative	13.7	15.4	14.4	19.9	15.0	17.9	18.9	13.5	16.9
Middle of the Road	27.4	26.9	27.2	31.0	27.1	29.4	29.4	24.0	27.4
Liberal	47.9	53.8	50.4	41.4	49.7	44.6	43.0	52.4	46.5
Far Left	11.0	3.8	8.0	7.2	8.0	7.5	8.1	9.8	8.7

Overall, it seems as though faculty are generally satisfied with most aspects of their job. However, for several items, fewer Radford University faculty members stated that they were either satisfied or very satisfied. Some of these areas included:

- Salary and fringe benefits
- Opportunity for scholarly pursuits
- Teaching load
- Quality of students
- Availability of child care at this institution

Table 15: Job Satisfaction: RU Faculty 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	43.6	30.4	38.1	44.0	40.9	42.8	49.2	42.7	46.8
Opportunity for Scholarly Pursuits	41.6	37.5	39.8	48.2	41.2	45.5	58.9	46.8	54.6
Teaching Load	48.7	30.4	41.0	47.3	44.7	46.2	57.5	51.0	55.1
Quality of Students	23.1	42.9	31.3	38.6	48.5	42.6	51.2	55.6	52.8
Office/Lab Space	62.8	76.8	68.7	58.9	60.7	59.6	66.0	64.8	65.5
Autonomy and Independence	80.8	85.7	82.8	85.3	84.5	85.0	57.4	85.2	86.6
Professional Relations with other faculty	78.2	76.8	77.6	78.1	78.6	78.3	77.7	76.6	77.3
Social Relations with faculty	65.8	64.2	65.1	66.0	69.2	67.3	64.1	67.1	65.2
Competency of colleagues	79.5	85.7	82.1	75.0	78.4	76.4	78.1	79.2	78.5
Visibility for Jobs at other institutions / organizations	39.2	31.6	36.0	42.6	44.5	43.3	50.2	48.2	49.5
Relationships with administration	38.5	41.8	39.8	54.1	55.5	54.6	55.9	55.5	55.8
Overall job satisfaction	65.4	65.5	65.4	75.7	74.8	75.4	78.0	74.8	76.8
Opportunity to develop new ideas	69.2	67.3	68.4	74.2	74.5	73.1	78.9	73.9	77.1
Availability of child care at this institution	6.7	0.0	3.4	39.0	33.4	36.8	32.3	25.3	29.6
Prospects for career advancement	54.0	42.6	49.1	52.4	50.1	51.5	56.5	49.8	54.0
Clerical/administrative support	57.9	48.1	53.8	53.5	50.9	52.5	53.3	49.6	51.9

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” the highest. Table 16 contains the percentages for each of these items.

Table 16: Personal Areas of Importance: RU Faculty 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	39.7	48.2	43.3	49.2	46.6	48.2	57.4	50.8	55.0
Influence Political Structure	14.1	14.3	14.2	17.9	20.3	18.8	17.4	20.3	18.5
Influence Social Values	32.1	42.9	36.6	32.0	42.0	35.9	32.4	42.7	36.2
Raise a Family	70.5	58.2	65.4	72.0	62.9	68.4	74.5	63.4	70.5
Be Very Well-off Financially	34.6	41.1	37.3	44.7	39.3	42.6	44.1	37.2	41.6
Help Others in Difficulty	65.4	69.1	66.9	61.6	70.3	65.1	60.8	69.9	64.1
Be Involved in Environmental Cleanup	24.4	26.8	25.4	29.8	32.1	30.7	27.2	30.7	28.5
Develop Meaningful Philosophy of Life	71.8	75.0	73.1	66.9	73.5	69.5	67.2	73.3	69.5
Help to Promote Racial Understanding	48.7	61.8	54.1	47.2	63.9	53.8	48.5	63.7	64.0
Obtain Recognition from Colleagues	34.6	57.1	44.0	45.0	46.3	45.5	51.3	49.6	50.7
Integrate Spirituality into My Life	41.6	53.6	46.6	39.3	52.2	44.4	40.2	51.0	44.1
Be a Good Colleague	93.6	94.6	94.0	90.8	93.9	92.1	90.6	93.6	91.7
Be a Good Teacher	100.0	100.0	100.0	98.3	99.2	98.6	97.7	98.7	98.0
Have congruence of Personal/Inst Values	50.0	55.4	52.2	46.6	60.8	52.2	47.7	60.5	52.4
Serve as a role Model to Students	91.0	100.0	94.8	85.8	92.9	88.6	84.4	91.4	87.0

**Undergraduate Student Educational Goals and University Emphasis**

In the 2004-2005 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). Table 17 presents the responses for these items. Some of the items rated as more important by the RU faculty include:

- Prepare students for employment
- Prepare students for responsible citizenship
- Provide for students’ emotional development
- Enhance students’ self understanding

Table 17: Undergraduate Student Educational Goals Importance: RU Faculty vs. Public 4-Year and All 4-Year Institutions

Goals for undergraduates notes as “very important” or “essential”:	Radford University			Public 4-Year Colleges			All 4-Year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Develop ability to think clearly	98.7	100.0	99.2	98.8	99.3	99.0	98.7	99.4	99.0
Prepare students for employment	76.6	87.5	81.2	74.0	79.7	76.3	68.0	74.0	70.2
Prepare students for graduate or advanced education	45.5	69.6	55.6	60.3	64.5	62.0	62.4	65.1	63.4
Develop moral character	46.8	69.6	56.4	54.0	60.9	56.7	54.6	61.5	57.1
Provide for students’ emotional development	31.2	48.2	38.3	29.7	42.2	34.7	31.1	42.4	35.2
Help students develop personal values	45.5	60.7	51.9	46.0	54.8	49.5	47.7	56.0	50.8
Enhance students’ self understanding	58.4	69.6	63.2	53.7	66.1	58.6	54.6	65.0	58.4
Instill in students a commitment to community service	28.6	46.4	36.1	32.9	45.9	38.1	31.4	44.9	36.4
Prepare students for responsible citizenship	59.7	71.4	64.7	57.6	69.3	62.2	54.5	67.6	59.3
Enhance students’ knowledge of and appreciate for other racial / ethnic groups	48.1	73.2	58.6	50.0	74.4	59.7	48.6	73.1	57.6
Help master knowledge in a discipline	93.4	96.4	94.7	94.5	76.2	95.2	94.2	95.4	94.6

Table 17: Undergraduate Student Educational Goals Importance: RU Faculty vs. Public 4-Year and All 4-Year Institutions

	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 creative capacities	63.6	60.7	62.4	68.6	66.8	67.9	70.3	66.8	69.0
Instill a basic appreciation of liberal arts	45.5	64.3	53.4	54.5	59.6	56.5	55.3	62.4	57.9
Enhance spiritual development	13.0	28.6	19.5	15.6	18.8	16.9	21.1	23.9	22.1
Promote ability to write effectively	88.3	98.2	92.5	86.8	93.0	89.3	85.3	92.4	87.9
Facilitate search for meaning/purpose in life	36.4	37.5	36.8	32.6	37.2	34.5	34.6	40.7	36.8

On item 30 faculty members 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. RU faculty agreed most strongly with the following three statements:

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

Table 18: Personal Agreement with Institutional Areas: RU Faculty 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’:									
Western Civilization and culture should be the foundations of the undergraduate curriculum	68.4	42.6	57.7	61.5	46.7	55.7	60.4	46.6	55.4
College officials have the right to ban persons with extreme views from speaking on campus	19.2	9.4	15.3	22.5	17.7	20.6	25.7	19.7	23.5
The chief benefit of a college education is that it increases one’s earning potential	21.8	31.5	25.8	30.0	27.4	29.0	26.3	24.2	25.5
Promoting diversity leads to the admission of too many under prepared students	29.9	14.8	23.7	30.7	18.9	26.0	27.9	17.0	23.9
Colleges should be actively involved in solving social problems	61.5	61.1	61.4	64.3	69.0	66.2	65.0	70.1	66.9
Tenure is an outmoded concept	17.9	29.6	22.7	27.4	36.6	31.0	29.4	36.4	31.9
Colleges should encourage students to be involved in community service activities	85.9	92.6	88.6	81.9	89.4	84.9	81.5	89.0	84.2
Tenure is essential to attract the best minds to academe	75.6	64.8	71.2	69.9	58.5	65.4	68.5	58.6	65.0
A racially / ethnically diverse student body enhances the educational experience of all students	91.0	94.4	92.4	87.1	94.6	90.1	88.7	95.1	91.0
Realistically, an individual can do little to bring about changes in society	17.9	13.0	15.9	22.6	12.7	18.7	22.2	13.4	19.0
Colleges should be concerned with facilitating undergraduate students’ spiritual development	29.9	22.2	26.7	22.6	22.6	22.6	30.5	30.0	30.4
Colleges have a responsibility to work with their surrounding communities to address local issues	80.8	83.3	81.8	81.6	85.7	83.2	78.6	83.9	80.5
The spiritual dimension of faculty members’ lives has no place in the academy	41.0	48.1	43.9	47.2	45.7	46.6	43.8	43.5	43.7
Including community service as part of a course is a poor use of responses	16.7	3.7	11.4	24.9	12.1	19.9	25.4	12.0	20.5

Faculty were asked to rate how descriptive a number of items were of Radford University. Table 19 gives the percentage of faculty who said the statement was “very descriptive” of Radford University. There are some differences between RU faculty and the two comparison groups. For example, Radford University faculty are more likely to say that “it is easy for students to see faculty outside of regular office hours” (64.9% RU vs. 56.0% and 55.8%). However, RU faculty are also more likely to state that “social activities are overemphasized” (18.2% RU vs. 4.7% and 6.9%).

Table 19: Institutional Characteristics (Descriptive): RU Faculty 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	70.5	57.1	64.9	57.9	53.0	56.0	56.5	54.5	55.8
The faculty are typically at odds with campus administrators	23.1	37.5	29.1	16.0	14.9	15.6	14.3	14.3	14.3
Faculty here respect each other	48.7	39.3	44.8	49.2	49.8	49.5	51.7	51.5	51.6
Most students are treated like “numbers in a book”	1.3	0.0	0.7	3.3	2.9	3.1	3.7	2.7	3.4
Social activities are overemphasized	16.9	20.0	18.2	5.2	4.0	4.7	7.4	6.2	6.9
Faculty are rewarded for being good teachers	12.8	14.3	13.4	17.0	17.3	17.1	16.6	16.8	16.7
There is respect for the expression of diverse values and beliefs	25.6	21.8	24.1	30.0	30.6	30.2	32.5	31.6	32.2
Faculty are rewarded for their efforts to use instructional technology	31.2	33.9	32.3	17.7	22.2	19.5	15.7	20.0	17.3
Faculty are rewarded for their efforts to work with under prepared students	2.6	7.1	4.5	4.5	5.6	4.9	4.0	4.6	4.2

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 20 below. Some interesting differences can be seen between RU faculty and the two comparison groups. For example, RU faculty are less likely to agree that “students are well-prepared academically” and more likely to state that “most of the students I teach lack the basic skills for college level work.” However, RU faculty are more likely to think that “there is adequate support for integrating technology” in their teaching and that “there is adequate support for faculty development.”

Table 20: Institutional Characteristics (Agreement): RU Faculty 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	91.0	85.5	88.7	78.8	81.5	79.9	76.8	80.0	78.0
Racial and ethnic diversity should be more strongly reflected in the curriculum	44.9	61.8	51.9	45.2	63.6	52.5	46.7	65.1	53.4
Faculty feel that most students are well-prepared academically	17.9	25.5	21.1	26.4	30.1	27.9	39.0	40.9	39.7
Faculty here are strongly interested in the academic problems of undergraduates	79.5	83.6	81.2	80.8	78.4	79.9	78.0	78.1	78.0
There is a lot of campus racial conflict here	3.8	5.5	4.5	6.0	9.7	7.5	7.6	12.7	9.5
Most students are strongly committed to community service	21.8	16.7	19.7	24.3	27.1	25.4	36.0	39.5	37.3
My research is valued by faculty in my department	67.9	66.0	67.2	69.5	66.5	68.3	72.6	68.0	70.9
My teaching is valued by faculty in my department	87.2	83.6	85.7	86.0	84.7	85.5	85.4	83.9	84.9
My department does a good job of mentoring new faculty	62.3	63.6	62.9	61.5	57.5	60.0	62.1	56.8	60.2

Table 20: Institutional Characteristics (Agreement): RU Faculty 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";									
Faculty are sufficiently involved in campus decision making	34.6	32.7	33.8	53.6	53.0	53.4	51.8	50.3	51.3
My values are congruent with the dominant institutional values	53.8	58.5	55.7	63.9	67.2	65.2	65.2	66.7	65.7
There is adequate support for integrating technology in my teaching	84.6	87.3	85.7	76.4	72.8	75.0	77.7	72.7	75.9
This institution takes responsibility for educating under prepared students	50.0	53.7	51.5	61.0	57.2	59.5	57.3	53.8	56.0
The criteria for advancement and promotion decisions are clear	83.3	74.5	79.7	70.7	67.2	69.3	71.4	65.3	69.2
Most of the students I teach lack the basic skills for college level work	51.3	56.4	53.4	44.4	45.5	44.8	32.6	35.7	33.8
My department has difficulty recruiting faculty	47.4	58.2	51.9	47.8	49.2	48.4	39.4	42.6	40.6
My department has difficulty retaining faculty	24.4	23.6	24.1	27.1	27.6	27.3	26.0	28.5	26.9
There is adequate support for faculty development	63.2	58.2	61.1	51.3	51.0	51.2	54.3	50.7	53.0
This institution should not offer remedial / developmental education.	35.9	44.4	39.4	31.2	23.1	28.0	33.1	24.8	30.1

Table 21 gives the 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 was that it was an institutional priority to "promote the intellectual development of students."

Table 21: Institutional Priorities: RU Faculty 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	73.1	76.4	74.4	81.1	81.4	81.2	83.5	84.4	83.8
To develop a sense of community among students and faculty	48.1	58.2	52.3	48.0	53.3	50.1	52.7	57.5	54.4
To develop leadership ability among students	39.0	58.2	47.0	46.0	53.3	48.9	52.2	57.9	54.3
To help students learn how to bring about change in American Society	22.1	30.9	25.8	28.4	36.4	31.6	30.8	38.6	33.6
To increase or maintain institutional prestige	41.6	54.5	47.0	55.2	56.9	55.9	63.9	64.8	64.2
To hire faculty "stars"	3.9	5.5	4.6	14.5	18.8	16.2	29.8	30.1	29.9
To recruit more minority students	35.1	40.0	37.1	47.3	50.0	48.4	49.7	51.3	50.3
To enhance the institution's national image	35.1	49.1	40.9	55.9	55.5	55.7	70.0	66.6	68.8
To create a diverse multi-cultural campus environment	40.8	54.5	46.6	49.8	55.0	51.9	52.6	55.7	53.7
To mentor new faculty	48.7	49.1	48.9	43.3	43.1	43.2	43.6	42.2	43.1
To promote gender equity among faculty	58.4	43.6	52.3	49.1	40.5	45.7	51.1	39.5	46.9
To provide resources for faculty to engage in community-based teaching or research	22.1	31.5	26.0	32.0	37.5	34.2	28.3	33.6	30.2

Table 21: Institutional Priorities: RU Faculty 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 create and sustain partnerships with surrounding communities	35.1	45.5	39.4	46.3	54.3	49.5	38.5	46.1	41.3
To pursue extramural funding	40.5	49.1	44.1	53.1	52.1	52.7	62.3	58.5	60.9
To increase the representation of minorities in the faculty and administration	48.1	36.4	43.2	46.1	49.3	47.4	47.8	47.6	47.7
To increase the representation of women in the faculty and administration	42.9	32.7	38.6	43.1	36.8	40.6	47.3	35.8	43.1

**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 presents the responses for all nineteen items.

Table 22: Institutional Items: RU Faculty

Within the last two years, how many books, videos, or other library order have you placed?	Radford University		
	Men	Women	Total
Zero	9.6	5.5	7.8
One to three	26.0	18.2	22.7
Four to seven	15.1	23.6	18.7
Eight to twelve	13.7	18.2	15.6
Over 12	35.6	34.5	35.2
In the last two academic years, how many times have you given an assignment that required library research?			
Zero	16.2	5.5	11.6
One to three	21.6	14.5	18.6
Four to seven	32.4	27.3	30.2
Eight to twelve	9.5	20.0	14.0
Over 12	20.3	32.7	25.6
In the last two years, how many times have you arranged a library instruction session for your students?			
Zero	63.5	38.9	53.1
One to three	24.3	33.3	28.1
Four to seven	9.5	22.2	14.8
Eight to twelve	2.7	3.7	3.1
Over 12	0.0	1.9	0.8
In my teaching and research, electronic journals are more important than paper journals.			
Strongly disagree	17.6	33.3	24.2
Disagree	27.0	14.8	21.9
Neither agree nor disagree	35.1	40.7	37.5
Agree	17.6	9.3	14.1
Strongly agree	2.7	1.9	2.3

	Radford University		
	Men	Women	Total
I feel a sense of loyalty to my department.			
Strongly disagree	10.8	3.7	7.8
Disagree	5.4	5.6	5.5
Neither agree nor disagree	6.8	0.0	3.9
Agree	28.4	37.0	32.0
Strongly agree	48.6	53.7	50.8
I am given the opportunity to participate in decisions that affect me.			
Strongly disagree	8.1	9.3	8.6
Disagree	18.9	25.9	21.9
Neither agree nor disagree	17.6	22.2	19.5
Agree	40.5	29.6	35.9
Strongly agree	14.9	13.0	14.1
I am kept well informed of matters important to faculty.			
Strongly disagree	4.1	3.6	3.9
Disagree	20.3	20.0	20.2
Neither agree nor disagree	23.0	25.5	24.0
Agree	33.8	40.0	36.4
Strongly agree	18.9	10.9	15.5
The university facilitates my professional development.			
Strongly disagree	10.8	10.9	10.9
Disagree	23.0	18.2	20.9
Neither agree nor disagree	24.3	21.8	23.3
Agree	32.4	34.5	33.3
Strongly agree	9.5	14.5	11.6
Radford University provides the equipment and materials needed to do my job well.			
Strongly disagree	6.8	5.5	6.3
Disagree	12.3	14.5	13.3
Neither agree nor disagree	15.1	16.4	15.6
Agree	46.6	45.5	46.1
Strongly agree	19.2	18.2	18.7
I am dedicated to my profession.			
Strongly disagree	4.1	1.8	3.1
Disagree	0.0	1.8	0.8
Neither agree nor disagree	2.7	1.8	2.3
Agree	25.7	18.2	22.5
Strongly agree	67.6	76.4	71.3
The classrooms where I typically teach are conducive to learning,			
Strongly disagree	6.8	9.1	7.8
Disagree	10.8	16.4	13.2
Neither agree nor disagree	16.2	12.7	14.7
Agree	39.2	45.5	41.9
Strongly agree	27.0	16.4	22.5

	Radford University		
	Men	Women	Total
The future of Radford University is important to me.			
Strongly disagree	4.1	1.8	3.1
Disagree	4.1	0.0	2.3
Neither agree nor disagree	6.8	16.4	10.9
Agree	38.4	43.6	40.6
Strongly agree	46.6	38.2	43.0
I am happy with the leadership of the University.			
Strongly disagree	30.1	20.0	25.8
Disagree	23.3	27.3	25.0
Neither agree nor disagree	17.8	21.8	19.5
Agree	20.5	25.5	22.7
Strongly agree	8.2	5.5	7.0
Our administration does all it can to meet the needs of my department.			
Strongly disagree	30.1	20.0	25.8
Disagree	27.4	27.3	27.3
Neither agree nor disagree	13.7	25.5	18.7
Agree	19.2	20.0	19.5
Strongly agree	9.6	7.3	8.6
I feel that the RU administration values my opinion			
Strongly disagree	31.5	36.4	33.6
Disagree	20.5	18.2	19.5
Neither agree nor disagree	24.7	21.8	23.4
Agree	17.8	20.0	18.7
Strongly agree	5.5	3.6	4.7
My job allows me to express my special talents.			
Strongly disagree	6.8	3.6	5.5
Disagree	5.5	10.9	7.8
Neither agree nor disagree	11.0	23.6	16.4
Agree	56.2	38.2	48.4
Strongly agree	20.5	23.6	21.9
Radford University is responsive to the needs of my family.			
Strongly disagree	6.8	7.5	7.1
Disagree	13.7	15.1	14.3
Neither agree nor disagree	64.4	56.6	61.1
Agree	12.3	18.9	15.1
Strongly agree	2.7	1.9	2.4
I feel a sense of loyalty to Radford University			
Strongly disagree	5.5	5.5	5.5
Disagree	11.0	7.3	9.4
Neither agree nor disagree	12.3	16.4	14.1
Agree	46.6	52.7	49.2
Strongly agree	24.7	18.2	21.9

	Radford University		
	Men	Women	Total
My morale as an employee of Radford University is high.			
Strongly disagree	16.4	20.4	18.1
Disagree	21.9	16.7	19.7
Neither agree nor disagree	13.7	20.4	16.5
Agree	32.9	35.2	33.9
Strongly agree	15.1	7.4	11.8