

RESULTS OF THE 2024 FACULTY MORALE SURVEY AT RADFORD UNIVERSITY

These results were assembled, analyzed, and summarized by the Faculty Senate Campus Environment Committee: Kimberly Baskette, Mike Chatham, Jake Fox, Sarah Kennedy, Michelle Lenhart, Inessa Plekhanova, Rachel Rotert, Rachel Santos (Secretary), and Ryan Smith (Chair).

The Faculty Morale Survey (FMS) has been conducted by the Faculty Senate Campus Environment Committee (CEC) for nearly 20 years. Since 2013, the FMS is conducted in years that the COACHE Survey is *not* offered.

In 2024, the survey was circulated to all full-time Teaching and Research faculty via email during March and April. In total, 272 responses were recorded using the Qualtrics application. This total number includes surveys in which at least one question was answered, even if the survey was not fully completed. This report includes basic demographic information about respondents followed by quantitative summaries of results from the last ten years of the FMS. Each section is focused on a table, showing results from a set of related questions.

The 2024 Sample

Table 1 includes demographic and other data gathered from respondents. Faculty responding to the survey included a wide range of ranks, from every college, and from both the Radford City and the Roanoke learning sites. All the survey questions shown in Table 1 include fairly high numbers of “No Response”. This is probably due to two features. First, these demographic questions occur near the end of the survey, and some respondents did not complete all questions possibly due to the length of the survey. Second, some faculty might be concerned about providing self-identifying information, especially if they have shared controversial points of view.

Table 1. Respondents to the 2024 Faculty Morale Survey.

I am...	n	%
Full Professor	76	28
Associate Professor	65	24
Assistant Professor	51	19
Instructor	32	12
No Response	48	17
TOTAL	272	100

I am...	n	%
Tenured	125	46
Tenure Track	50	18
Special Purpose	42	15
Full Time Temporary	2	1
No Response	53	20
Total	272	100

Table 1. (cont.)

I am also...	n	%
Clinical Faculty	29	11
Graduate Faculty	118	43
AP Faculty	10	4
None of These	66	24
No Response	49	18
Total	272	100

I am in the College...	n	%
Davis	15	6
CEHD	21	8
Waldron	33	12
CHBS	44	16
Artis	40	15
CVPA	22	8
Nursing	31	11
No Response	66	24
Total	272	100

I primarily teach at the	n	%
Radford City Site	179	63
RUC Site (Roanoke)	21	8
RHEC Site (Roanoke)	15	6
No Response	57	23
Total	272	100

I have worked at Radford University for... (RUC faculty indicate since merger)	n	%
0-2 Years	25	9
3-5 Years	36	13
6-10 Years	59	22
11-15 Years	34	13
16-20 Years	33	12
More than 20 Years	26	10
No Response	59	22
Total	272	100

Quantitative and Qualitative Results of the 2024 Faculty Morale Survey

In this report, results are grouped according to sets of questions connected by overarching topics. For each topic, a summary of the results from quantitative questions is followed by qualitative analysis from the open-ended questions.

The quantitative summaries are based on FMS questions that are recorded using a standard five-point Likert scale:

- 1 – Strongly Disagree
- 2 – Disagree
- 3 – Neutral / Neither Agree nor Disagree
- 4 – Agree
- 5 – Strongly Agree

In Table 2 and in all subsequent tables, statistically significant changes from 2023 to 2024 are highlighted in either **GREEN** or **PINK** in order to show either positive or negative changes, respectively (using a paired samples t-test where $p \leq .05$)







For each topic, the qualitative summary includes a chart describing themes that were identified within that topic, the number of comments related to that theme, and summary of sentiment observed in the theme. A pie chart is also included in each qualitative summary, illustrating the percentage of positive/negative sentiments expressed among the comments.

Faculty Perception of the Department / School and Chair

Quantitative Summary

By and large, what is most striking in Table 2 is the relative stability in faculty sentiment in their home departments and schools. The one statistically significant decline in perceived collegiality is noteworthy, albeit difficult to interpret. Among all questions about the department/school, faculty expressed the lowest satisfaction regarding diversity of colleagues and coworkers. There are no open-ended questions regarding the Department/School, and so no qualitative analysis is included for this area.

Table 2. Questions about the Department/School

	2014	2015	2017	2018	2020	2021	2023	2024	2024 sdev	2024 dist.
DEP1. My work environment is collegial at the department level.	4.04	4.11	4.00	4.06	4.10	4.05	3.83	3.90	1.275	
DEP2. I am given the opportunity to participate in decisions that affect me in my department.	3.85	4.02	3.69	4.00	4.07	3.98	3.88	3.88	1.325	
DEP3. My Chair keeps me well informed of matters important to faculty.	4.13	4.21	3.97	4.17	4.07	4.14	4.00	4.05	1.239	
DEP4. I am satisfied with the leadership of my department Chair.	4.09	4.06	3.88	3.98	3.78	3.99	3.89	3.83	1.390	
DEP5. I believe my Chair values my opinion.	4.16	4.18	3.93	4.06	3.99	4.11	4.11	3.92	1.370	
DEP7. I believe my Chair does all they can to meet the needs of my department.	*	*	*	*	4.02	4.10	4.00	3.37	1.301	

Faculty Perception of the College and Dean

Quantitative Summary

Table 3 displays the data pertaining to faculty's perceptions of the college and dean. At the college level, sentiment has also been relatively stable over the long term. No statistically significant differences in these topical questions were seen in 2024. There is noticeable downward skew in some questions related to the dean. There were no open-ended/qualitative questions pertaining to college/dean.

Table 3. Questions about the College and Dean




	2014	2015	2017	2018	2020	2021	2023	2024	2024 sdev	2024 dist.
COL1. My work environment is collegial at the college level.	3.74	3.83	3.74	3.84	4.06	4.06	3.79	3.85	1.043	
COL2. I am given the opportunity to participate in decisions that affect me in my college.	3.26	3.34	3.10	3.25	3.35	3.32	3.27	3.41	1.259	
COL3. My Dean keeps me well informed of matters important to faculty.	3.59	3.67	3.36	3.61	3.63	3.66	3.65	3.65	1.224	
COL4. I believe the Dean does all they can to meet the needs of my college.	3.53	3.67	3.38	3.53	3.76	3.79	3.80	3.80	1.145	
COL5. I am satisfied with the leadership of my college Dean.	3.65	3.70	3.46	3.62	3.66	3.82	3.77	3.75	1.228	
COL6. I believe my Dean values my opinion.	3.58	3.63	3.35	3.56	3.64	3.83	3.73	3.67	1.302	
COL7. I am satisfied with the diversity of faculty in my college.	*	*	*	*	3.52	3.00	3.19	3.36	1.131	

Faculty Perception of the Provost

Quantitative Summary

Table 4 shows that in the Provost's first year on campus, there were statistically significant improvements on all questions pertaining to the Provost. Three question means relating to the Provost meeting needs of the college, the Provost's valuation of faculty opinion, and overall leadership of the Provost, are somewhat low in historical perspective. The qualitative analysis below helps shed light on what might be driving these scores.

Table 4. Questions about the Provost

	2014	2015	2017	2018	2020	2021	2023	2024	2024 sdev	2024 dist
PROV1. The Provost keeps me well informed on matters important to faculty.	2.68	2.75	3.18	3.15	3.35	3.15	2.44	3.16	1.166	
PROV2. I believe the Provost does all they can to meet the needs of my college.	3.08	2.89	3.28	3.14	3.42	3.29	2.52	2.91	1.163	
PROV3. I believe the Provost values faculty opinion.	3.24	2.93	3.38	3.17	3.43	3.50	2.43	2.81	1.264	
PROV4. I am satisfied with the leadership of the Provost.	3.33	3.00	3.46	3.23	3.53	3.46	2.49	2.97	1.239	
PROV5. I believe the Provost responds to inquiries from faculty in a timely manner.	3.13	2.87	3.31	3.08	3.38	3.32	2.71	3.17	1.292	

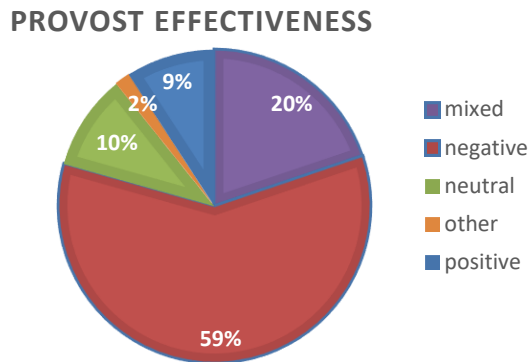
Qualitative Summary

121 comments were submitted for the open response question related to the effectiveness of the Provost (44.5% of survey respondents). Figure 1 shows the themes and subthemes identified through the qualitative analysis, along with the percentage of commenters that provided feedback on each theme, and a general theme summary. Note that some comments were coded within multiple themes below. Figure 2 illustrates the percentages of comments characterized by different categories of sentiment.

Figure 1. Themes and Thematic Summaries from the Open Ended Question Pertaining to the Provost.

THEME AND SUBTHEMES	(n=121)	THEME SUMMARY
Respect for Faculty Voice <ul style="list-style-type: none"> • Desire for more listening • Desire for faculty input within decisions • Feeling low morale and high burnout due to lack of voice 	35.5%	These largely negative comments (95%) express a strong desire for the Provost to seek out more faculty input within decision-making. Some mention low faculty morale related to not feeling heard and burnout not being taken seriously. Commenters feel the Provost is not adequately connected to faculty voice and needs.
Missteps <ul style="list-style-type: none"> • Academic calendar (54%) • REAL (27%) • Graduate college (27%) • Personnel decisions • Faculty appeal management • Curriculum • Reduced online courses 	30.6%	These negative comments identify Provost decisions that are perceived as missteps or areas for desired future change. 54% of these comments mention disagreement with proposed academic calendar changes. 27% mention the dissolving of the graduate college and disagreement with decisions about REAL curriculum. Other concerns mention personnel decisions, faculty appeal management, curriculum decisions, and reduced online courses.
Top-Down Leadership <ul style="list-style-type: none"> • Desire for shared governance • Desire for adherence to handbook • Ineffective use of power 	26.4%	These negative comments express a desire for shared governance and an opinion that the Provost has much room to grow in this area. Some cite opinions that the Provost has violated university policies and faculty handbook with certain actions. Some cite the Provost having too much power and announcing decisions rather than discussing decisions with stakeholders.
Rapid Change <ul style="list-style-type: none"> • Too fast and overwhelming • Effective, efficient, and warranted changes 	19.8%	These comments mention many changes happened within the Provost's first year at Radford. Most of these comments (80%) indicate changes happened too quickly and felt overwhelming. The remaining 20% of these comments commend the Provost's ability to act quickly and express that many of the changes were warranted or necessary.
Communication and Visibility <ul style="list-style-type: none"> • Communication Quality • Visibility on campus • Provost newsletter 	19.8%	These comments focus on the Provost's quality of communication and level of visibility within the RU community. Some mention a desire for more transparency and responsiveness to faculty input. Some mention positive comments about the Provost's visibility within department meetings. Some mention positive comments regarding the Provost newsletter.
Unsure of Effectiveness <ul style="list-style-type: none"> • Due to low contact • Too soon to fully assess 	11.6%	These neutral comments express a lack of certainty about the Provost's effectiveness. Some commenters mention they have had minimal contact with the Provost. Some mention that it is too early in Provost's tenure to properly assess her effectiveness.
Positive Intentions	8.3%	These positive comments express that the Provost cares about Radford and has positive intentions for the university. Some express gratitude for the Provost's effort and forgiveness for perceived missteps, since she is new to the role and learning.
Improvement Compared to Past	8.3%	These positive comments state the Provost demonstrates stronger effectiveness than previous provosts.
Vision <ul style="list-style-type: none"> • Good ideas • Desire for clear strategic plan 	7.4%	These comments reflect on perceived Provost's vision and strategic planning. Most of these comments mention positive opinions of the Provost's ideas and vision. Some mention a desire for a clearer strategic plan.

Figure 2. Proportions of Comments Falling in Different Categories of Sentiment Related to the Provost



Negative Comment Summary- 72 comments (59.5%) express negative opinions related to Provost effectiveness. Commenters most often report they believe the Provost does not listen to or respect faculty input when making decisions that impact the university community. There is a strong desire for the Provost to demonstrate improved adherence to shared governance procedures within decision making. Many also express disapprovals of Provost-led changes especially proposed academic calendar changes, decisions regarding REAL, and the decision to dissolve the graduate college. Finally, many of the negative comments argue she made too many changes too quickly within the Provost's inaugural year. Many associate the rapid rate of change with an unwillingness to slow down long enough to communicate meaningfully with faculty, students, and other stakeholders.

Mixed Comment Summary- 24 comments (19.8%) express mixed opinions regarding the effectiveness of the Provost. Positive aspects of these comments most often include a belief the Provost has positive intentions for the university and is gradually improving her performance as she learns how to fulfill this unique and difficult role. These commenters express gratitude for much of the Provost's efforts and hope her tenure will continue. They also express critical feedback regarding the Provost's perceived missteps. Many believe the Provost will improve long-term effectiveness if she seeks increased faculty input in decision-making.

Neutral Comment Summary- 12 comments (9.9%) are neutral about the Provost's effectiveness. These comments most often express an inability to accurately assess the Provost's effectiveness due to lack of interaction with her thus far. Several others mention the Provost is still new to this leadership role and it is too soon to fully determine her effectiveness.






Positive Comment Summary- 11 comments (9.1%) are positive regarding the effectiveness of the Provost. These comments most often mention a belief the Provost cares about the success of Radford and has positive intentions for the university. Several comments mention this Provost seems to be more effective than previous Provosts. Several mention positive assessments of Provost communication, including the Provost newsletter and her visibility within department and college meetings. Others believe the Provost has good ideas and a strong vision for the university.

Faculty Perception of the President

Quantitative Summary

As Table 5 shows, overall sentiment about the President remains quite positive on all five questions. Although no statistically significant changes have been observed compared to 2023, there is incremental improvement across the board. These numbers are relatively positive from a long-term historical perspective as well, with only 2017 standing out as a year when faculty felt either equally or more positive about their President.

Table 5. Questions about the President

	2014	2015	2017	2018	2020	2021	2023	2024	2024 sdev	2024 dist
PRES1. The President keeps me well informed on matters important to faculty.	*	*	*	*	3.64	3.16	3.41	3.48	.974	
PRES2. I believe the President does all they can to meet the needs of my college.	2.59	2.79	3.81	3.66	3.40	2.86	3.22	3.43	1.025	
PRES3. I believe the President values faculty opinion.	2.22	2.32	3.78	3.43	3.32	2.88	3.40	3.46	1.069	
PRES4. I am satisfied with the leadership of the President.	2.43	2.57	3.88	3.62	3.55	3.07	3.46	3.66	1.067	
PRES5. I believe the President responds to inquiries from faculty in a timely manner.	2.58	2.51	3.45	3.31	3.50	3.09	3.34	3.43	.992	

Qualitative Summary

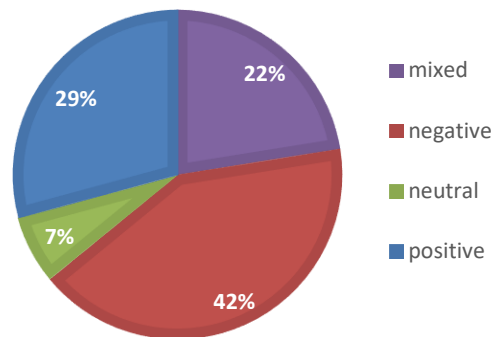
89 comments were submitted for open response question related to the effectiveness of the President (32.7% of survey respondents). Figure 3 (next page) shows the themes and subthemes identified through the qualitative analysis, along with the percentage of commenters that provided feedback on each theme, and a general theme summary. Note that some comments were coded within multiple themes below. Figure 4 illustrates the percentages of comments characterized by different categories of sentiment.

Figure 3. Themes and Thematic Summaries from the Open Ended Question about the President

THEME AND SUBTHEMES	(n=89)	THEME SUMMARY
Communication and Connection <ul style="list-style-type: none"> Coffee with President Effective and appropriate level of communication Desire for more engagement and connection with faculty 	38.2%	These comments offer both negative and positive opinions regarding President quality of communication and level of connection with university community. Some desire more meaningful dialogue with faculty and students. Comments related to Coffee with the President were 64% positive.
Vision and Strategic Plan <ul style="list-style-type: none"> Needs clarity Not aligned with actual needs Optimistic about vision 	28.1%	These comments are mostly negative opinions (84%) related to the President's vision and strategic planning. Some indicate a belief the President needs to clarify his vision and strategic plan. Some indicate the expressed vision does not seem to align with university needs. Positive comments within this theme express optimism and trust regarding President's vision.
Decisions <ul style="list-style-type: none"> Disagreement with decisions (52%) Agreement with initiatives Effective navigation of hard decisions 	25.8%	These comments indicate disagreement or agreement with president decisions and initiatives. Negative comments most often mentioned DEI concerns and reduction in online courses. Positive comments indicate the President's initiatives seem to be moving the university in the right direction.
Personality <ul style="list-style-type: none"> Energy and enthusiasm Personable Care for university 	20.2%	These positive comments describe the President's personality and demeanor. Many appreciate the President's positive attitude, describing him as energetic, approachable, friendly, and a breath of fresh air. Several also mention that his earnest nature leads faculty toward greater trust in the President's character and care for Radford.
Provost <ul style="list-style-type: none"> Management of Provost Contrast with Provost 	15.7%	Negative comments within this theme discuss a desire for the President to demonstrate stronger oversight of the Provost. Positive comments indicate a stronger level of trust and connection with the President than the Provost.
Image	9.0%	These negative comments discuss a perception that the President pays excessive attention to image and appearance. Commenters express a desire for more substance and more examples of words matching actions.
Neutral	7.9%	These neutral comments were mostly attributed to a low level of interaction with the President thus far.

Figure 4. Proportions of Comments Falling in Different Categories of Sentiment Related to the President

PRESIDENT EFFECTIVENESS



Negative Comment Summary- 37 comments (41.6%) express negative opinions related to the President's effectiveness. Commenters most often report a belief that the President's plan and vision do not seem to align with the actual needs of the university. Some express a desire for the President to engage in meaningful and clear dialogue with faculty and other stakeholders when making decisions. Some express a desire for the

President to prioritize and more effectively manage specific university needs, with several mentioning equity and inclusivity considerations related to empowerment of female leadership and recruitment of international students. Several negative comments express a desire for the President to demonstrate stronger oversight over the Provost. Several others mention that the President seems to pay excessive attention to his own external image and Radford University branding. These commenters hope the President will shift more focus from appearance to substance and from words to actions.

Positive Comment Summary- 26 comments (29.2%) express positive comments regarding the effectiveness of the President. These comments most often mentioned the President’s positive personality and demeanor, which was described as energetic, approachable, and personable. Commenters mention the President’s earnest demeanor which shows he is truly an engaged and committed advocate of the university. Several others positively assess the President’s quality of communication with faculty, including his Coffee with the President opportunities. Others mention agreement with the President’s initiatives and trust his ability to navigate difficult decisions.

Mixed Comment Summary- 20 comments (22.5%) express mixed opinions regarding the effectiveness of the President. Positive aspects of these comments most often include a belief the President is a person of good character who seems to genuinely care about the university. These comments often mention the President’s upbeat, enthusiastic, and optimistic personality. Negative aspects of these comments most often mention a desire for the President to demonstrate more assertive oversight of the Provost. Several others express a desire for the President to take more opportunities to connect with faculty and listen to their perspectives. Some express a belief that this increased connection will lead to stronger knowledge and understanding of university programs.


Neutral Comment Summary- 6 comments (6.7%) express neutral comments about the President’s effectiveness. These comments most often express a low level of contact with the President during his time at Radford thus far. Some also mention they do not have enough knowledge about the activities and responsibilities of the President to comment.

Faculty Perception of the Board of Visitors (BOV)

Quantitative Summary

Faculty sentiment regarding the Board of Visitors (BOV) increased slightly this year, although that increase was not statistically significant. Overall, the mean for this question is slightly more positive than is historically common. The histogram on the far right of Table 6 shows relatively large numbers of faculty responded “Neutral” on this question, which probably reflects the fact that some faculty are not familiar with the job of the BOV.

Table 6. Question about the Board of Visitors

	2014	2015	2017	2018	2020	2021	2023	2024	2024 sdev	2024 dist
BOV1. I am satisfied with the leadership of the Board of Visitors.	2.53	2.57	3.00	3.30	3.13	2.54	2.97	3.19	.907	

Qualitative Summary

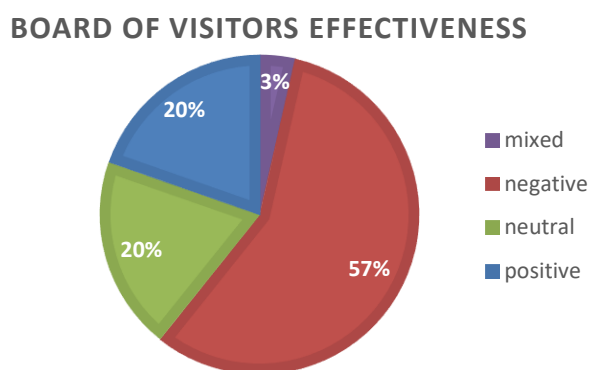
56 comments were submitted for an open response question related to the effectiveness of the Board of Visitors (20.6% of survey respondents). Figure 5 shows the themes and subthemes identified through the qualitative

analysis, along with the percentage of commenters that provided feedback on each theme, and a general theme summary. Note that some comments were coded within multiple themes below. Figure 6 illustrates the percentages of comments characterized by different categories of sentiment.

Figure 5. Themes and Thematic Summaries from the Open Ended Question about the BOV

THEME AND SUBTHEMES	(n=56)	THEME SUMMARY
Unsure of Effectiveness <ul style="list-style-type: none"> Not enough information Low contact with members 	26.8%	These neutral comments express uncertainty about the effectiveness of the Board of Visitors due to low contact with board members and lack of information about board responsibilities.
Appreciation and Trust <ul style="list-style-type: none"> Cares about RU Appropriately defers to faculty and administrators 	19.6%	These positive comments express a belief in the overall effectiveness of the Board of Visitors. Commenters express gratitude for the positive and improving work of board members and a belief they care about the success of the university.
Communication Needs <ul style="list-style-type: none"> Faculty Voice Connection and transparency 	19.6%	These negative comments express a perception that the Board of Visitors does not adequately communicate with faculty and students. Some believe faculty voice is not heard by board members, while others indicate a desire for board communication to include more transparency and more intent to connect with the university community.
Lack of Visibility <ul style="list-style-type: none"> Work is invisible Expectation to impress 	12.5%	These negative comments express that faculty members do not often see board members, and the board's work is invisible to many in the university community. Several commenters mention they only see board members during tours and formal events, which involve expectations to impress board members rather than to authentically connect with them.
Hiring of Leadership	10.7%	These negative comments express distrust in the board due to their choice to hire the current president and provost. Several of these comments express a desire for the board to hold these leaders more accountable.
Miscellaneous Concerns	8.9%	These negative comments express distrust in the current board and a belief the board members do not care about the university. Some express concerns about policies and decisions that were approved by the board, including the 16-hour credit limit and inadequate tenure protections during the COVID-19 pandemic.
Power Concerns	7.1%	These negative comments express a belief that the Board of Visitors practices top-down leadership and does not always seek faculty and other stakeholder input in decision-making.
Long-Term Planning	5.4%	These negative comments express a desire for increased strategic planning and increased focus on long-term solutions for the university.

Figure 6. Proportions of Comments Falling in Different Categories of Sentiment Related to the BOV



Negative Comment Summary- 32 comments (57.1%) express negative opinions related to the effectiveness of the Board of Visitors. Commenters most often report a desire for the Board of Visitors to increase openness to faculty voices and improve transparency within communication to faculty. Some express that board members

could improve relations with faculty by becoming more visible to faculty. Several express their only interactions with board members were instances in which they felt pressured to impress them and low levels of authentic connection. Several negative comments express disapproval for the board’s decision to hire the current president and provost. Others express a belief that board members practice top-down leadership and do not care about the university.

Positive Comment Summary- 11 comments (19.6%) express positive opinions regarding the Board of Visitors’ effectiveness. These comments most often express a belief that board members are invested in the success of the university. Some mention board members demonstrate a willingness to collaborate with and listen to faculty senate and administrators. Several specifically mention board members appropriately defer to faculty and administrators when making decisions. Several others acknowledge the quality of board communication has improved within recent years.

Neutral Comment Summary- 11 comments (19.6%) are neutral about the effectiveness of the Board of Visitors. These comments most often cite a lack of knowledge about the activities and responsibilities of the board. Others mention they have never met current board members and do not know enough about them to comment on their effectiveness.




Mixed Comment Summary- Only two comments (3.6%) are mixed regarding the effectiveness of the Board of Visitors. Both comments acknowledge the important work of the Board of Visitors while also expressing a desire for board members to make more of an effort to communicate with faculty.

Faculty Perception of the Faculty Senate

Quantitative Summary

Faculty sentiment toward the Faculty Senate (see Table 7) remains generally positive but has generally declined in all three questions since a high point in 2020. The need to improve communication, ensure faculty voices are represented, and improved timeliness are all areas for improvement. Histograms shown on the right indicate the majority of faculty hold a positive view of the Faculty Senate, but mean scores are affected by downward skew on all three questions. The summary of qualitative results helps to shed light on key points in this area.

Table 7. Questions about the Faculty Senate

	2014	2015	2017	2018	2020	2021	2023	2024	2024 sdev	2024 dist
SEN1. The Faculty Senate keeps me well informed on matters important to faculty.	*	*	*	*	4.27	4.08	3.90	3.96	.999	
SEN3. I believe the Faculty Senate does all it can to represent faculty opinion.	3.58	3.48	3.60	3.73	4.07	3.71	3.67	3.63	1.201	
SEN5. I believe the Faculty Senate responds to inquiries from the faculty in a timely manner.	*	*	*	*	4.02	3.83	3.64	3.61	1.069	

Qualitative Summary

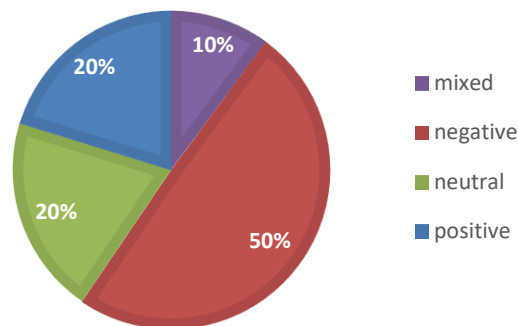
A total of 77 comments were submitted for the open response question related to the effectiveness of the Faculty Senate (28% of survey respondents). Figure 7 shows the themes and subthemes identified through the qualitative analysis, along with the percentage of commenters that provided feedback on each theme, and a general theme summary. Note that some comments were coded within multiple themes below. Figure 8 illustrates the percentages of comments characterized by different categories of sentiment.

Figure 7. Themes and Thematic Summaries from the Open Ended Question about Faculty Senate

THEME AND SUBTHEMES	(n=77)	THEME SUMMARY
University Administration <ul style="list-style-type: none"> Provost University President 	31%	Commenters express frustration with lack of shared governance, feeling as if university administration are not soliciting faculty input in good faith. Some comments express concern that faculty senate is too closely aligned with university administration.
Faculty Senate Leadership <ul style="list-style-type: none"> Faculty Senate Executive Committee Faculty Senate President 	19%	Critical commenters express concerns that Faculty Senate Leadership (FSEC and President) are too closely aligned with university administration in the hopes of their personal career advancement. Positive comments about Faculty Senate leadership acknowledged gratitude for their hard work and approach for being collegial agents of change.
Faculty Representation and Faculty Voice <ul style="list-style-type: none"> Vocal Minority Equitable Representation Transparency 	30%	Comments on faculty voice are mixed. Several comments express a perception that decisions and discussions are made by a few individuals instead of a collective body. There are concerns the faculty senate, in particular the leadership, overrepresents the main campus and particular colleges and others are underrepresented. Positive comments appreciated the faculty senate's openness to viewers and guests and clarity of the agendas.
Communication <ul style="list-style-type: none"> Individual Senator Communication Senate Body Updates 	22%	Comments on individual senator communication are largely positive, with a few mixed comments acknowledging communication is dependent on your senator. Comments were favorable about the meeting minutes, but faculty expressed the desire for a more consistent deliberate method of communication of updates from the Senate as a whole.
Priorities	22%	Several comments state the Faculty Senate spends excess time on things that the faculty do not deem as pressing with some comments mentioning too much time in meetings is spent on reports which limits the ability to get through motions and business.
Time	19%	Comments related to time are mixed. Several comments express the Faculty Senate did not bring motions to the table in a timely manner, and discussions on motions bog down the speed of change. On the other hand, a few comments recognize timelines for change are perceived as unrealistic given faculty workloads.
Concerns with REAL Curriculum <ul style="list-style-type: none"> Time on REAL Efforts to improve REAL 	22%	Multiple commenters express frustration with Faculty Senate's efforts to fix REAL. Some of these mention a vested interest of members of the Faculty Senate leadership team in particular outcomes with REAL, and others discuss the timeline on REAL discussions. Some of these commenters felt like REAL discussions were a waste of time, and others mentioned they began too late.
Power <ul style="list-style-type: none"> Lack of Power Misuse of Power 	11%	Comments addressing the theme of power were largely negative. Multiple comments express the Faculty Senate's power has been limited by university administration. A few comments express concerns the Faculty Senate Executive Committee members overuse their power when it is not representative of the faculty constituents.

Figure 8. Proportions of Comments Falling in Categories of Sentiment Related to Faculty Senate

FACULTY SENATE EFFECTIVENESS



Negative Comment Summary- 39 comments (50%) express negative opinions related to Faculty Senate's effectiveness. Commenters most often report the faculty senate's power has been undermined by university leadership, and the faculty senate is not always representative of the faculty. Specific negative comments related to the curriculum (particularly REAL), and the priorities of the Senate being trivial or drawn out.

Mixed Comment Summary- 8 comments (~10%) express mixed opinions related to Faculty Senate's effectiveness. Positive aspects of these comments most often praise the dedication of the Faculty Senate as a whole and the individual faculty senate representatives for each department. More critical aspects of these comments relate to the reliance of individual senators for departmental communication, which can lead to inconsistencies, as well as concerns about the faculty senate's power, the speed of change, and a desire to prioritize motions over guest speakers.

Neutral Comment Summary- 16 comments (~20%) express neutral opinions related to Faculty Senate's effectiveness. These commenters mainly express their limited interaction with the Senate, but perceive the Faculty Senate is doing its best with the current climate of the institution. Some commenters express the Faculty Senate is not an ideal service opportunity for faculty who are new or do not take the role in shared governance seriously.

















Positive Comment Summary- 16 comments (~20%) express positive opinions related to Faculty Senate's effectiveness. Comments express gratitude to specific Faculty Senate members and to the leadership team for their advocacy efforts, responsiveness to inquiries, and engagement in shared governance.

Faculty Perception of the Campus Environment

Quantitative Summary.

Regarding the overall campus environment, many indices show relatively positive faculty sentiment. No statistically significant changes in faculty opinion are seen between 2023 and 2024 in Table 8 (next page). But, some incremental improvement in faculty attitudes are noteworthy in a few areas such as bureaucratic procedures, student research support, and satisfaction with base salary compensation. Consistently low levels of satisfaction are seen in bureaucratic procedures, overall workload, and compensation.

Table 8. Questions about the Campus Environment

	2014	2015	2017	2018	2020	2021	2023	2024	2024 sdev	2024 dist
ENV1. The University facilitates my professional development.	3.26	3.55	3.37	3.64	3.60	3.62	3.38	3.52	1.188	
ENV2. The University provides the technology needed to do my job well.	*	*	*	*	3.95	3.98	3.77	3.77	1.110	
ENV3. The University provides other equipment and materials needed to do my job well.	3.38	3.53	3.46	3.45	3.75	3.87	3.71	3.77	1.015	
ENV4. The University's bureaucratic procedures are reasonable.	2.07	2.04	2.14	2.24	2.52	2.44	2.24	2.49	1.070	
ENV5. The University provides sufficient support for student research opportunities.	3.13	3.44	3.42	3.42	3.63	3.63	3.42	3.69	.988	
ENV6. My workload is reasonable.	2.77	2.86	2.95	2.97	3.31	2.99	2.83	2.86	1.193	
ENV7. My office is adequate for my needs.	3.69	3.81	3.90	4.10	4.28	4.29	4.11	4.10	.957	
ENV8. The classrooms where I typically teach are conducive to learning.	3.61	3.62	3.63	3.38	3.58	3.61	3.66	3.59	1.078	
ENV9. The University has family-friendly employee benefits.	3.17	3.46	3.46	3.73	3.82	3.72	3.74	3.79	.978	
ENV10. The University offers programs to help invest/manage my finances effectively.	3.18	3.24	3.15	3.51	3.66	3.60	3.50	3.51	.918	
ENV11. I am satisfied with my base salary.	2.09	2.33	2.43	2.61	2.71	2.55	2.53	2.71	1.194	
ENV12. The University provides good health benefits.	3.64	3.86	3.80	4.00	4.23	4.21	4.24	4.15	.866	
ENV13. My overall compensation package is competitive.	*	*	*	*	2.98	2.80	2.80	2.95	1.193	
ENV14. The University engages in sufficient sustainability initiatives.	*	*	*	*	3.53	3.50	3.20	3.33	.965	
ENV15. College and University awards to recognize faculty achievement are adequate.	*	*	*	*	3.20	3.26	3.14	3.20	1.081	
ENV16. The University provides sufficient support for faculty diversity and inclusion initiatives.	*	*	*	*	3.41	3.14	3.25	3.23	1.078	

Qualitative Summary on Themes of Compensation and Recognition

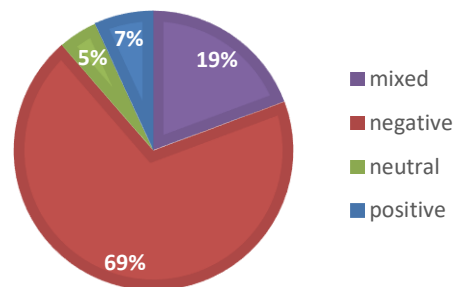
One open-ended question asked participants to comment on the quality of faculty compensation and recognition, including suggestions for improvement. 88 comments were submitted for this question (32% of survey respondents). Some comments were coded within multiple themes below. Figure 9 (next page) shows the themes and subthemes identified through the qualitative analysis, along with the percentage of commenters that provided feedback on each theme, and a general theme summary. Note that some comments were coded within multiple themes below. Figure 10 illustrates the percentages of comments characterized by different categories of sentiment.

Figure 9. Themes and Thematic Summaries from Comments Related to Compensation and Recognition.

THEME AND SUBTHEMES	% (n=88)	THEME SUMMARY
Compensation Comparison <ul style="list-style-type: none"> Peer institutions Industry Positions 	31.8%	These mostly negative comments indicate faculty salaries are not competitive, which can be a challenging factor when recruiting new faculty. Many express a sentiment that industry jobs pay more than current positions. Two commenters state their pay feels fair and competitive.
Strong Health Benefits <ul style="list-style-type: none"> Compared to other institutions Source of motivation to remain in position 	21.6%	These largely positive comments indicate a strong sense of satisfaction with the health benefit package. Many describe these benefits as excellent, solid, competitive, and equitable. Only one commenter expresses dissatisfaction with coverage of emergency medical costs.
Recognition Awards <ul style="list-style-type: none"> Limited number of awards available Award portfolio process 	15.9%	These negative comments express a need for improvement within the faculty recognition process. Commenters point out many faculty put forth quality work, but few receive awards. Others express frustration that award nominees must complete time-consuming nomination packets to prove their qualifications.
Salary and Workload <ul style="list-style-type: none"> Mismatch of low salary and high workload Unsatisfactory stipends for extra responsibilities 	14.8%	These mixed and negative comments mostly indicate the faculty workload is high considering the lower-than-median salaries. Several mention they felt the need to work during off-contract time without compensation. Others mention the stipends offered for leadership and summer roles are often inequitable.
Compensation Study <ul style="list-style-type: none"> High expense of survey Inadequate dissemination of survey results Disagreement with survey validity 	14.8%	These negative comments express critiques about the Gallagher compensation study. Many mention the cost of the survey, while some express frustration that the results were not shared more openly with faculty. Others express disagreement with the survey's conclusion that RU salaries are reasonable.
Unsustainable Salary <ul style="list-style-type: none"> Cost of living Insufficient pay for experienced faculty 	14.8%	These negative comments express the need for higher faculty salaries. Several express frustration that yearly raises rarely match inflation and actual increases in living expenses. Others mention that low annual raises often lead to compression where newer professors receive higher compensation than more experienced colleagues.

Figure 10. Proportions of Comments in Categories of Sentiment Related to Faculty Compensation and Recognition

FACULTY COMPENSATION & RECOGNITION



Negative Comment Summary- 61 comments (69.3%) express negative perspectives regarding compensation and recognition. Over half of these comments (52.3%) indicate dissatisfaction with faculty salaries. These commenters most often indicate that RU faculty salaries are not competitive, and annual raises do not adequately keep up with inflation. Other negative comments express critiques about the faculty award system, including a limited number of available awards and the cumbersome nomination packets.

Mixed Comment Summary- 17 comments (19.3%) express mixed perspectives regarding compensation and recognition. Positive elements of these comments most often indicate high satisfaction with healthcare benefits, with several commenters mentioning their compensation feels fair and adequate. Negative elements of these comments most often mention low base pay compared to peer institutions.

Positive Comment Summary- 6 comments (6.8%) express positive perspectives regarding compensation and recognition. Five of these comments mention high satisfaction with the university's benefit package, while one commenter believes faculty salaries are competitive.













Neutral Comment Summary- 4 comments (4.5%) could be classified as neutral in response to this question. No common themes or topics emerged within these comments.

Faculty Perception of Overall Satisfaction

Quantitative Summary

Questions related to overall job satisfaction (see Table 9) have remained relatively stable historically. In 2024, a few indicators of satisfaction improved. Statistically significant improvements in perceived attitudes of colleagues, the overall state of the university, and the image of Radford University in the region are encouraging. Although faculty perceive their colleagues' morale as quite low, Question SAT10 shows improvement (albeit not statistically significant) in that perception.

Table 9. Questions about Overall Satisfaction at Radford University.

	2014	2015	2017	2018	2020	2021	2023	2024	2024 sdev	2024 dist
SAT1. My Radford colleagues express a positive attitude about the state of the university.	2.51	2.55	2.99	3.01	3.04	2.57	2.25	2.67	1.148	
SAT2. I am satisfied with the current state of the University.	2.56	2.68	3.02	3.00	3.12	2.58	2.25	2.71	1.112	
SAT3. I believe the University has a positive image in the local and regional community.	2.90	2.98	3.16	3.16	3.45	3.19	2.83	3.22	1.033	
SAT4. I believe the University helps me to succeed in my profession.	*	*	*	*	3.53	3.26	3.16	3.24	1.137	
SAT5. I believe that my teaching activities are valued here.	*	*	*	*	3.82	3.58	3.55	3.53	1.209	
SAT6. I believe that my research activities are valued here.	*	*	*	*	3.31	3.14	3.02	3.07	1.168	
SAT7. I believe that my service activities are valued here.	*	*	*	*	3.63	3.39	3.20	3.27	1.218	
SAT8. The future of this University is important to me.	4.50	4.56	4.52	4.53	4.53	4.55	4.51	4.46	.835	
SAT9. If I had it to do over again, I would still choose this University.	3.36	3.58	3.69	3.69	3.82	3.50	3.39	3.43	1.245	
SAT10. I believe morale among faculty is positive.	2.40	2.49	2.91	2.89	2.87	2.36	2.19	2.46	1.179	
SAT11. I am proud to be part of this University.	*	*	*	*	3.97	3.63	3.57	3.67	1.066	
SAT12. Overall, I am satisfied with my job.	3.25	3.47	3.60	3.56	3.81	3.42	3.35	3.35	1.118	

Qualitative Summary of Themes Around Campus Facilities and Resources

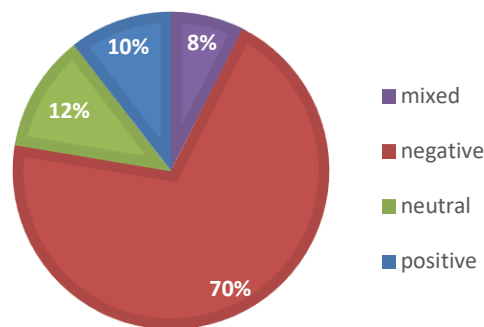
Drawing on open-ended comments in this section of the survey, the qualitative analysis shown here focused on comments relating specifically to campus facilities and resources. A total of 67 comments (25% of survey respondents) related to the adequacy or quality of campus facilities and resources. Figure 11 shows the themes and subthemes identified through the qualitative analysis, along with the percentage of commenters that provided feedback on each theme, and a general theme summary. Note some comments were coded within multiple themes. Figure 12 illustrates percentages of comments characterized by categories of sentiment.

Figure 11. Themes and Thematic Summaries of Comments Related to Campus Facilities and Resources

THEME AND SUBTHEMES	(n=67)	THEME SUMMARY
Classrooms <ul style="list-style-type: none"> Classroom Arrangements Classroom Technology Scheduling Size/Temperature 	43%	Faculty express the classrooms are primarily set up for lecture-style coursework and not conducive to more modern pedagogical approaches (e.g. active learning). Faculty report classroom technology (e.g. AV equipment) is inconsistently functional in some buildings. In addition, faculty report difficulty obtaining a suitable space (e.g. size, technology needs) when scheduling classrooms and classroom temperatures are not ideal for learning, with some spaces being too warm and others too cold.
Technology <ul style="list-style-type: none"> Tech Support/IT Radford-Issued Computers Software 	24%	Faculty's input on technical support is mixed. Some express gratitude for IT staff (particularly at RUC), whereas others voice frustrations with support and/or IT staffing issues. Faculty express the Dell computers, computers in on-campus labs, and the timeline for faculty computer upgrades as inadequate. Faculty express desires for additional software licensing for academic purposes.
Facilities and Maintenance	18%	Some faculty express facilities and equipment are adequate. Others express desires for renovation of older buildings and the need for regular maintenance of equipment.
Funding and Allocations <ul style="list-style-type: none"> Travel Funding 	18%	Faculty express some offices receive more funding than necessary, whereas others need additional resources. Funding for student and faculty travel for scholarly purposes is consistently noted to be inadequate.

Figure 12. Proportions of Comments Falling in Categories of Sentiment Related to Campus Facilities and Resources

CAMPUS FACILITIES & RESOURCES



Negative Comment Summary- 47 comments (70%) express negative opinions related to the adequacy of facilities and resources. The critical comments reflect a dissatisfaction with the university's technological infrastructure and classroom environments. Specifically, faculty express frustration over outdated and inadequate technology, such as slow computers and malfunctioning classroom equipment, which hampers their teaching effectiveness. Many classrooms are described as poorly designed for modern pedagogical methods, lacking flexibility and appropriate furniture for collaborative learning. There is a call for better alignment between classroom assignments and teaching needs, as well as for more comprehensive support for faculty travel and professional development.

Mixed Comment Summary- 5 comments (8%) express mixed opinions related to adequacy of facilities and resources. Positive aspects of these comments most often point to facilities that are adequate for select roles and responsibilities (e.g. classroom spaces, select buildings on campus). They also express critical feedback regarding other spaces or resources, such as technology in lab spaces, timeliness of upgrades, and scheduling classes in suitable spaces.

Neutral Comment Summary- 8 comments (12%) express neutral comments about the adequacy of facilities and resources. These comments acknowledge the cost of repairs and highlight potential classroom and campus updates, such as instructional technology and environmentally conscious outdoor spaces.

Positive Comment Summary- 7 comments (10%) express positive comments regarding the adequacy of facilities and resources. These comments most often mention gratitude for members of the technology support staff as well as adequate facilities and technological resources.

Faculty Perception of Work Environment and Overall Satisfaction

Qualitative Summary Around Themes Related to Work Environment and Overall Satisfaction

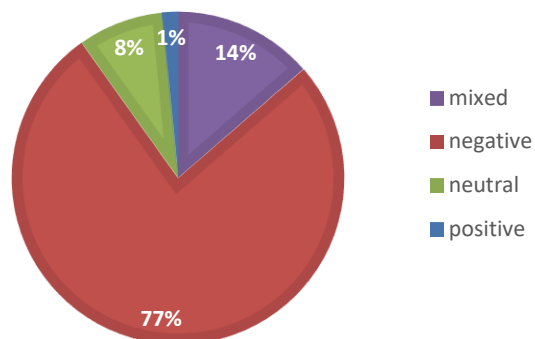
Drawing on open-ended comments in the final section of the survey, the qualitative analysis shown here focused on comments relating specifically to the working environment at Radford University. A total of 132 comments (48.5% of survey respondents) were analyzed in this area. Figure 13 (next page) shows the themes and subthemes identified through the qualitative analysis, along with the percentage of commenters that provided feedback on each theme, and a general theme summary. Note that some comments were coded within multiple themes below. Figure 14 illustrates percentages of comments characterized by categories of sentiment.

Figure 13. Themes and Thematic Summaries of Comments Related to Campus Facilities and Resources

THEME AND SUBTHEMES	(n=132)	THEME SUMMARY
Workload <ul style="list-style-type: none"> • Burnout • Inequity • Power of Chairs 	42%	Comments consistently state faculty find their workloads to be too high. Many comments report the current work level is unsustainable and leads to burnout. Faculty report workloads are not equitable across departments, and inequity also exists in the course reassignment and/or professional development leave process. Faculty report concerns chairs have contributed to inequity or misused power.
Scholarship <ul style="list-style-type: none"> • Time • Support • IRB/Grants Process • Undergraduate Research 	14%	Faculty report there is limited time for scholarship, particularly tenure-track faculty. Faculty suggest reduced workloads for those with active scholarship/professional contributions. Faculty report the financial support for presenting and conducting research is limited. Faculty report processes and staffing in IRB and grants offices slow down the process of maintaining research lines and obtaining funding. Undergraduate research was viewed as overfunded by some and underfunded by others.
Bureaucracy <ul style="list-style-type: none"> • Slow/Time-Consuming • Miscommunication/Non-responsiveness • Outdated Procedures • Missing Links in Process Chains • Purchasing and Reimbursement • Advising 	29%	Faculty report concerns with slow and time-consuming processes that are widespread and the processes for making many changes are old-fashioned and take more time than necessary. Furthermore, they report difficulties with communication or non-responsiveness from offices across campus or being told different things by different people about how to go about making changes. Different bureaucratic programs are not aligned. Faculty report inadequate support for purchasing and reimbursement and that state regulations governing these processes are confusing. Advising was repeatedly referred to as a “nightmare”.
Professional Development <ul style="list-style-type: none"> • Travel Funds • Trainings 	20%	Faculty express desire for funds and time for professional development and increased professional development leave opportunities and transparency about who receives it. Several comments speak highly of the trainings offered by the CITL office, but some report they are inaccessible or not suitable for their student population. Faculty believe more time should be allocated to meaningful trainings and less to irrelevant required trainings.
Staffing and Retention <ul style="list-style-type: none"> • Understaffing and Turnover • Inconsistent Refilling of Positions • Administrative Assistants • Desire for Flexible Working Arrangements 	22%	Comments pertaining to staffing and retention are consistently negative citing the understaffing and frequent turnover of departments and offices across campus. Multiple comments detail scenarios in which faculty or staff members have left the university and not been replaced which increased workload for the remaining individuals. Administrative support is lacking in departments, and faculty express frustration with increased time spent on tasks best suited for support staff. Faculty recommend offering more options for flexible working arrangements to support staffing and retention.
DEI	14%	Comments related to diversity, equity and inclusion are mixed or negative. Concerns include underrepresentation of diverse groups among the faculty, lack of representation of men, and need for more support for the LGBTQ community. Faculty note there is a push (e.g. the QEP) for diversity and inclusion, but funding is not always available.
Sustainability <ul style="list-style-type: none"> • Recycling 	8%	Comments were mixed regarding sustainability. A few comments pertaining to Dr. Bodenhammer’s sustainability efforts were positive, with several additional comments indicating more sustainability practices are needed, such as increased effort toward recycling and additional strategies to reduce the carbon footprint of our campuses.

Figure 14. Proportions of Comments Falling in Categories of Sentiment Related to Work Environment

WORK ENVIRONMENT SENTIMENT ANALYSIS



Negative Comment Summary- 101 comments (77%) express negative opinions related to the work environment. Commenters express frustrations with bureaucratic procedures and overwhelming workloads that inhibit their ability to engage in both effective teaching and professional contributions while maintaining a work-life balance. There is a call for improved communication and streamlined administrative processes to enhance efficiency and reduce delays, as well as a need for equitable distribution of workload among faculty. Many faculty feel unsupported in their roles highlighting issues with faculty and staff retention, inadequate funding for travel and professional development, and a lack of effective systems for promoting sustainability and diversity.

Mixed Comment Summary- 18 comments (14%) express mixed opinions related to the work environment. Positive aspects express appreciation for professional development opportunities and supportive staff, as well as recognition of recent improvements in administrative processes and the commitment to diversity and inclusion initiatives. However, many faculty express frustration with an overwhelming workload, particularly due to service commitments and navigating bureaucratic procedures, which detract from teaching and research. Concerns are raised about inequities in workload distribution, limited access to professional development funding, and the challenges posed by understaffed offices, indicating a need for more resources and support to effectively balance these responsibilities.

Neutral Comment Summary- 11 comments (8%) express neutral comments about the work environment. The commenters express enthusiasm for more time and attention for professional development and scholarship, hope for flexible workloads for staff, or offered no suggestions.

Positive Comment Summary- 2 comments (~1%) express positive comments about the work environment. The positive comments express hope for new hires and new programs to support sustainability and recruitment and admissions efforts.

Faculty Perception of RU and RUC Integration

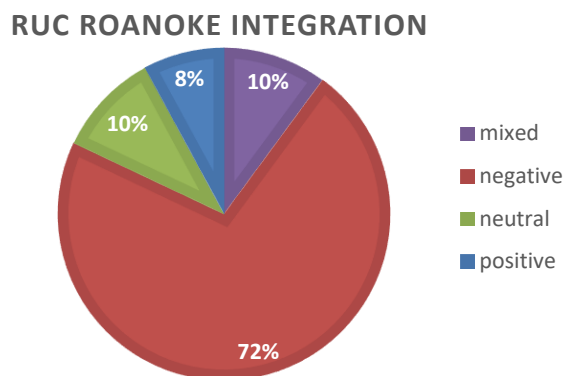
Qualitative Summary

One open-ended question asked participants to comment specifically on the integration of Radford Main Campus and RUC Roanoke. 89 comments were submitted for this question (33% of survey respondents). Some comments were coded within multiple themes below. Figure 15 shows the themes and subthemes identified through the qualitative analysis, along with the percentage of commenters that provided feedback on each theme, and a general theme summary. Note that some comments were coded within multiple themes below. Figure 16 illustrates percentages of comments characterized by categories of sentiment.

Figure 15. Themes and Thematic Summaries of Comments Related to RU – RUC Integration

THEME AND SUBTHEMES	% (n=88)	THEME SUMMARY
Division <ul style="list-style-type: none"> Differences in campus culture Low rapport and support 	36.0%	These negative comments largely express the two campuses feel like different institutions. Some commenters perceive the RUC faculty feel largely ignored and unsupported within the university community. Some Main Campus faculty express difficulties collaborating with colleagues at RUC.
Administration <ul style="list-style-type: none"> Missteps within merger Low consideration for RUC Low leader presence 	23.6%	These negative comments often mention perceived administrative mistakes within the initial merger with JCHS. Many commenters mention RUC feels like an afterthought in administrative decisions, and leaders are often not present in Roanoke to familiarize themselves with unique needs of RUC.
Faculty Affordances <ul style="list-style-type: none"> Fewer resources Fewer collaboration opportunities Gradual improvement 	14.6%	These mostly negative comments indicate RUC faculty have fewer resources and program support than Main Campus faculty. Many add RUC faculty experience fewer opportunities to connect with the university community. Some commenters mention this issue seems to be less pronounced than previous years.
Student Affordances <ul style="list-style-type: none"> Improved support Fewer programs and opportunities 	13.5%	These mixed comments discuss perceptions regarding support and opportunity for RUC students. Some positive comments mention improved support for RUC students compared to past years. Negative comments acknowledge the discrepancy between resources and support for RUC students compared to Main Campus students.
Curriculum <ul style="list-style-type: none"> Need to streamline Confusion and misinformation Improved quality 	12.4%	These mixed comments express the need to streamline offerings across campuses, with some acknowledging the challenges of faculty travel between campuses. Some mention feelings of confusion within the communication of program changes. A few positive comments mention recent improvements in RUC programming quality.
Question Removal	6.7%	These largely neutral comments state this question seems unnecessary within the survey since the RUC merger happened several years ago and it is time to move forward.

Figure 16. Proportions of Comments Falling in Categories of Sentiment Related to RU – RUC Integration



Negative Comment Summary- 64 comments (71.9%) express negative perspectives regarding the integration of Radford Main Campus and RUC Roanoke. Nearly half of these comments indicate feelings of division between RUC Roanoke and Main Campus. Other comments state the low morale among RUC faculty due to feelings of lower administrative support, fewer resources, and fewer opportunities at the Roanoke campus for faculty and students.

Mixed Comment Summary- 9 comments (10.1%) express mixed perspectives about the RUC partnership. Positive elements of these comments mention progress toward integration within recent years. Some indicate that RUC faculty have learned to adapt and maintain collegiality during this time. Negative elements of these comments most often state the mismanagement of the initial merger and there is a pressing need to improve levels of trust and relationship between leaders and RUC faculty.

Neutral Comment Summary- 9 comments (10.1%) could be classified as neutral in response to this question. Most of these comments indicate that the merger happened years ago and they are ready to move forward. Others indicate without judgment that it is a process and full integration will take time.

Positive Comment Summary- 7 comments (7.9%) spoke positively about the integration of RUC Roanoke into the Radford community. Several mention this partnership is good for Radford and provides unique opportunities within the region. Others mention that RUC programming and integration seem to improve each year.

Additional Thoughts and Suggestions Not Previously Considered

Qualitative Summary

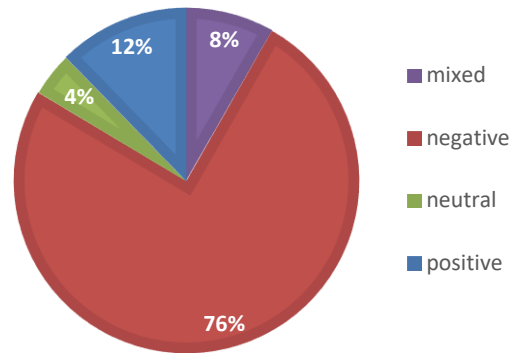
The final open-response question asked participants to express any positive or negative thoughts not yet covered within previous responses. A total of 73 comments were submitted for this question (26.8% of survey respondents). Figure 17 shows the themes and subthemes identified through the qualitative analysis, along with the percentage of commenters that provided feedback on each theme, and a general theme summary. Note that some comments were coded within multiple themes below. Figure 18 illustrates percentages of comments characterized by categories of sentiment.

Figure 17. Themes and Thematic Summaries of Comments to Final Open Ended Question

THEME AND SUBTHEMES	(n=73)	THEME SUMMARY
Distrust with Administration <ul style="list-style-type: none"> • Need to consider faculty perspectives • Rapid change without buy-in • Leader/faculty vision not aligned 	30.1%	These negative comments express experiences of distrust for university leaders, with some mentioning a desire for changes in department leadership. Many indicate trust in leadership erodes when faculty perspectives and capabilities are disregarded. Other reasons for distrust include top-down decision-making, rapid changes, and misalignment between leader and faculty vision. Several report fear and uncertainty related to perceived faculty treatment and high of turnover within leadership.
Support for Faculty <ul style="list-style-type: none"> • High expectations with inadequate support • Low support for research • Resources for faculty growth • Need for more listening 	24.7%	These negative comments indicate a desire for more support for faculty from leadership. Many commenters mention department chairs, although some speak more generally about university leaders. Several comments report unsustainable faculty demands without leader support to implement plans. Several add that effective support may include professional development, monetary support for research, and authentic care for faculty.
Future Direction of University <ul style="list-style-type: none"> • Negative outlook (50%) • Positive outlook (31%) • Mixed outlook (19%) 	21.9%	These mixed comments spoke about the future of Radford. Negative comments envision worse outcomes due to uncertain leader vision, turnover within leadership, and other barriers preventing progress. Positive comments mention the university is headed in a more positive direction than in recent years, with some mentioning improved student retention and valuable leader efforts.
Unsustainable Workload <ul style="list-style-type: none"> • High number of work hours • Inadequate time to fulfill research and service tasks • Tasks beyond core job description 	11.0%	These negative comments indicate reports of high faculty workload. Several indicate a large volume of assigned tasks within service and department support areas which does not afford adequate time to effectively focus on teaching effectiveness and research. Several indicate inequitable or inconsistent perception of workload between departments.
Financial Considerations <ul style="list-style-type: none"> • Salary Concerns • RUC Parking Cost • Travel Reimbursement • Support for Faculty Scholarship 	9.6%	These negative comments express concern regarding university financial support for faculty. Some report a perception that salary is not competitive and may be inequitable between departments. Several RUC faculty express concerns related to the cost of on-campus parking. Some indicate a desire for increased budgets to support faculty travel and scholarship.
Curriculum Concerns <ul style="list-style-type: none"> • Dissatisfaction with REAL requirements • Main campus missing programs 	8.2%	These negative comments address curriculum concerns, mostly regarding dissatisfaction with the REAL curriculum. These comments express the REAL curriculum limits student course options and may drive students away from RU. Other comments within this theme express a desire for more liberal arts and health sciences programming on Main Campus.
Considering Leaving University	6.8%	These comments express the desire to resign or retire, with some indicating active engagement in a search for a new position. Lack of perceived leader support for faculty is most frequently reported as a key factor in this decision.
Comments about Survey <ul style="list-style-type: none"> • Gratitude for Survey • Suggestions for Future Surveys 	6.8%	These mixed comments relate to the Faculty Morale Survey. Several comments express gratitude for the opportunity to freely express thoughts. Several offer suggestions for future additional questions

Figure 18. Proportions of Comments Falling in Categories for Final Open Ended Question

ADDITIONAL THOUGHTS



Negative Comment Summary- 55 comments (75.3%) express negative perspectives when asked to share additional thoughts not yet expressed within survey responses. Over half of these comments indicate distrust for university leaders or a lack of support for faculty from leadership. Some participants express both of these negative themes, indicating a perception that leaders disregard faculty input within decision-making. Some commenters state the lack of leader support has made them question whether to leave the university. Other negative comments indicate a perception of unsustainable faculty workloads, desire for more faculty financial support, and dissatisfaction with the REAL curriculum.

Positive Comment Summary- 9 comments (12.3%) express positive perspectives when asked to share additional thoughts not yet expressed within survey responses. These comments most often report faculty morale and university direction seem to be improving compared to recent years. Some express a perception that college and university leaders have navigated recent challenges effectively. Others indicate gratitude for the opportunity to voice their concerns through the survey.

Mixed Comment Summary- 6 comments (8.2%) express mixed perspectives. Positive elements of these comments indicate hope for the future of Radford, a love for teaching, and positive connections with colleagues. Negative elements of these comments indicate a need for a more balanced workload and concerns about the reputation of the university.

Neutral Comment Summary- 3 comments (4.1%) could be classified as neutral in response to this question. No common themes or topics emerged within these comments.