

RESULTS OF THE 2023 FACULTY MORALE SURVEY AT RADFORD UNIVERSITY

These results were assembled, analyzed, and summarized by the Faculty Senate Campus Environment Committee: Jake Fox (Chair), Judy Smith (Secretary), JC Cook, Jeannine Everhart, I-Ping Fu, Ian Barland, Denise Bernardini, Brent Webb, Maneesh Thakkar, Lisa Aker, and Christi Callahan. Members of the committee would like to acknowledge and thank Dr. Sallie Beth Johnson for her contributions to the qualitative results summaries included here.

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 2023, the survey was circulated to all full-time Teaching and Research faculty via email during March and April. In total, 279 responses were recorded using the Qualtrics application. This total number includes surveys that where at least one question was answered, even if the survey was not 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 2023 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 informational questions occur near the end of the survey, and some respondents did not complete all questions. 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 2023 Faculty Morale Survey.

I am...	n	%
Full Professor	85	30.5
Associate Professor	64	22.9
Assistant Professor	66	23.7
Instructor	36	12.9
No Response	28	10.0
TOTAL	279	100.0

I am...	n	%
Tenured	132	47.3
Tenure Track	56	20.1
Special Purpose	58	20.8
Full Time Temporary	4	1.4
No Response	29	10.4
Total	279	100.0

Table 1. (cont.)

I am also...	n	%
Clinical Faculty	24	8.6
Graduate Faculty	125	44.8
AP Faculty	12	4.3
None of These	72	25.8
No Response	46	16.5
Total	279	100.0

I am in the College...	n	%
Davis	19	6.8
CEHD	31	11.1
Waldron	40	14.3
CHBS	48	17.2
Artis	38	13.6
CVPA	28	10.0
Nursing	31	11.1
No Response	44	15.8
Total	279	100.0

I have worked at Radford University for... (RUC faculty indicate since merger)	n	%
0-2 Years	31	11.1
3-5 Years	66	23.7
6-10 Years	43	15.4
11-15 Years	33	11.8
16-20 Years	37	13.3
More than 20 Years	29	10.4
No Response	40	14.3
Total	279	100.0

Quantitative and Qualitative Results of the 2023 Faculty Morale Survey

In this report, results are grouped according to sets of questions connected by overarching topical themes. For each theme, 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 2021 to 2023 are highlighted in either **GREEN** or **PINK** in order to show either positive or negative changes, respectively ($p \leq .05$)

For each topical theme, the qualitative summary includes a pair of infographics illustrating sentiments expressed among those who chose to respond to the open-ended question(s). A chart of emergent subthemes from the comments is also included.

Faculty Perception of Students

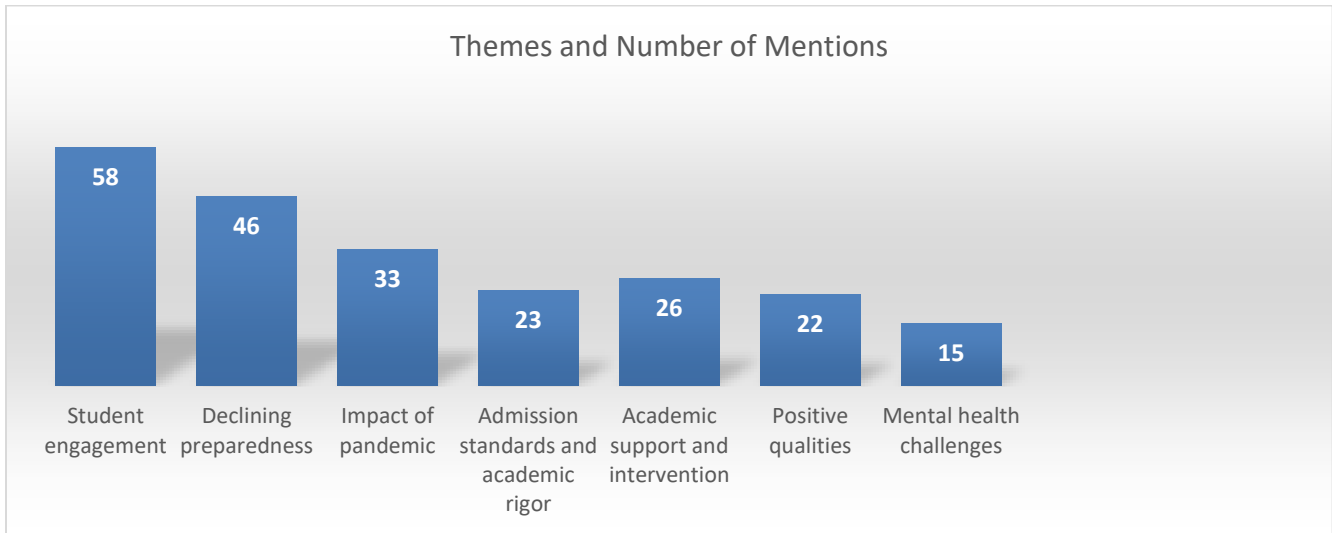
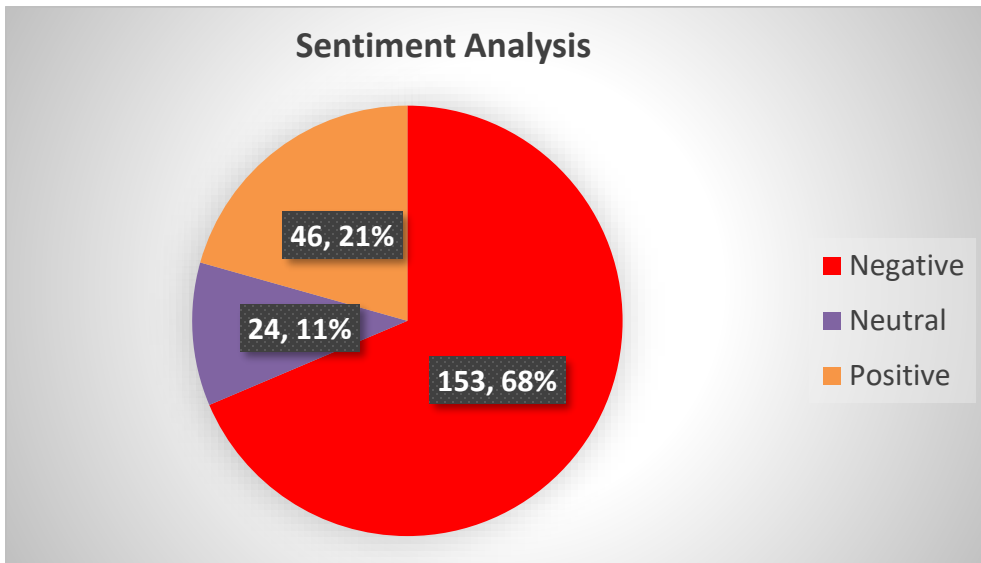
Quantitative Summary. Questions about faculty perception of students were added to the FMS in 2020 (the last year of a major revision of the survey). Although not much has changed in these results between 2021 and 2023, the declines in scores for attendance and engagement between 2020 and 2021 are noticeable. Faculty concerns about student preparedness are also indicated by relatively low scores on that question and in the qualitative results shown below.

Table 2. Faculty Perception of Students

	2014	2015	2017	2018	2020	2021	2023
Overall, I find the students I teach to be adequately prepared to succeed in my class.	*	*	*	*	3.19	3.06	2.99
Overall, I am satisfied with student attendance in my class(es).	*	*	*	*	3.80	3.33	3.35
Overall, I am satisfied with student engagement in my class(es).	*	*	*	*	3.64	3.19	3.37
Overall, I am satisfied with the quality of students' completed assignments.	*	*	*	*	3.38	3.30	3.35
Overall, I believe students respect me as their instructor.	*	*	*	*	4.41	4.22	4.28
My interactions with my students have a net positive affect on my morale.	*	*	*	*	4.27	4.03	4.14

Qualitative Summary. The results of the qualitative analysis are all drawn from the following open-ended question: “Please comment on your level of satisfaction with the students at Radford University”. This area of the survey generated a lot of faculty comments. The comments regarding students convey a complex picture of the challenges and strengths present in the Radford academic environment. Concerns about student preparedness for college-level work are prominent, with faculty noting issues such as lack of engagement, short attention spans, and passive learning behaviors among students. Some express frustration with declining student attitudes and work ethic, attributing these trends to factors like the influence of social media and changes in high school education. There are also concerns about declining admission standards and recruitment practices, with some faculty members calling for greater selectivity in accepting applicants to ensure a more motivated and prepared student body. Additionally, the impact of the ongoing COVID-19 pandemic on student adjustment and engagement is highlighted.

Despite many noted student challenges, there are several positive faculty sentiments expressed towards students' diversity and commitment. Faculty members acknowledge the hard work and dedication exhibited by many students despite obstacles. Some emphasize the importance of providing additional resources and support to students in need. There is a shared dedication to helping students succeed and overcome challenges in pursuit of their educational goals.



Theme/Subtheme(s)	Key Observations
Student engagement	<p>Many comments express worry about students' lack of engagement and participation in classes.</p> <p>There's a sense that students are not fully invested in their academic pursuits, leading to challenges in teaching and learning.</p> <p>Comments addressing the level of preparedness and engagement of students, including issues with study habits, classroom attendance, and motivation.</p>
Declining preparedness	<p>There's a sentiment that academic standards and student preparation have declined over time.</p> <p>This decline is attributed to various factors, lack of resilience, poor organizational skills, and a culture of expecting to be passed without putting in significant effort.</p>

	Overall faculty believe many students lack foundational skills for college-level coursework.
Impact of the pandemic	Comments highlighting the changes in student behavior and academic performance due to the COVID-19 pandemic.
Admissions standards and academic rigor	<p>Some individuals advocate for raising the bar in terms of admission standards to attract better-prepared students.</p> <p>There's a belief that admitting students with higher academic qualifications could enhance the university's reputation and improve the overall learning environment.</p> <p>Need to review enrollment-admission policies.</p> <p>the challenges related to student recruitment and the declining preparation of students coming from high school.</p>
Academic support and intervention	<p>Several comments propose strategies to provide academic support and intervention for struggling students.</p> <p>The importance of teaching, providing support, and creating a conducive learning environment for students. This includes embedding tutors in classes, offering summer programs for college readiness, and implementing policies to hold students accountable.</p> <p>Challenges with coordinating student support services</p> <p>A couple comments emphasize the need for faculty to adapt and take responsibility for student success without complaining.</p>
Positive qualities	<p>There's recognition of the presence of engaged and talented students.</p> <p>Graduate students are recognized for their quality and engagement.</p> <p>Some comments appreciate the positive qualities of certain students and acknowledge their efforts and achievements.</p> <p>Faculty report positive interactions and enjoyment in working with students.</p>
Mental Health Challenges	Faculty report concerns with the increased anxiety, depression, and mental health challenges facing students.

Faculty Perception of the Department / School

By and large, what is most striking in Table 3 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 3. Questions about the Department/School

	2014	2015	2017	2018	2020	2021	2023
My work environment is collegial at the department level.	4.04	4.11	4.00	4.06	4.10	4.05	3.83
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
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
I am satisfied with the leadership of my department Chair.	4.09	4.06	3.88	3.98	3.78	3.99	3.89
I believe my Chair values my opinion.	4.16	4.18	3.93	4.06	3.99	4.11	4.11
I believe my Chair does all they can to meet the needs of my department.	*	*	*	*	4.02	4.10	4.00
I am satisfied with the diversity of faculty in my department.	*	*	*	*	3.48	3.04	3.21

Faculty Perception of the College / Dean

At the college level, sentiment has also been relatively stable over the long term. Again, a recent statistically significant decrease in feelings of collegiality and relatively low satisfaction with diversity of faculty stand out, very similar to what's seen in the department/school results. There is also clearly a persistent perception among some faculty that they are not given much opportunity to participate in decision making at the college level. There are no open-ended questions regarding the College/Dean, and so no qualitative analysis is included.

Table 4. Questions about the College and Dean

	2014	2015	2017	2018	2020	2021	2023
My work environment is collegial at the college level.	3.74	3.83	3.74	3.84	4.06	4.06	3.79
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
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
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
I am satisfied with the leadership of my college Dean.	3.65	3.70	3.46	3.62	3.66	3.82	3.77
I believe my Dean values my opinion.	3.58	3.63	3.35	3.56	3.64	3.83	3.73
I am satisfied with the diversity of faculty in my college.	*	*	*	*	3.52	3.00	3.19

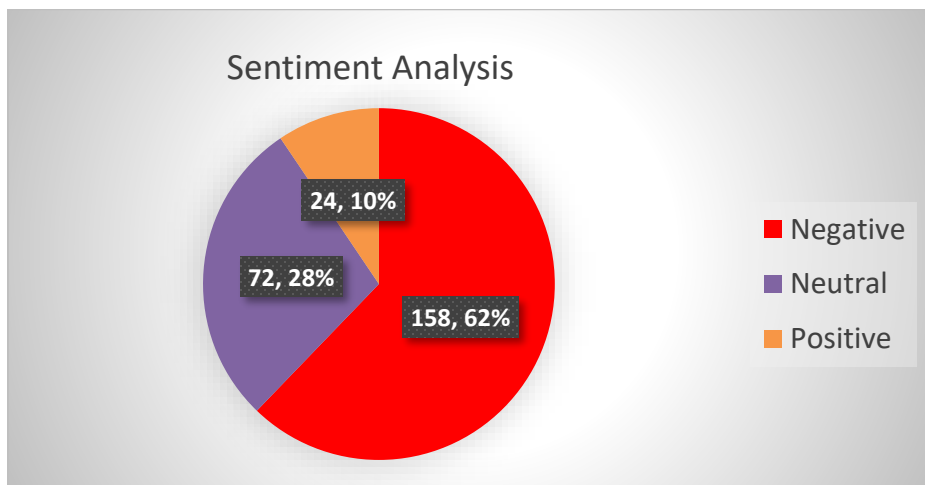
Faculty Perception of the Provost

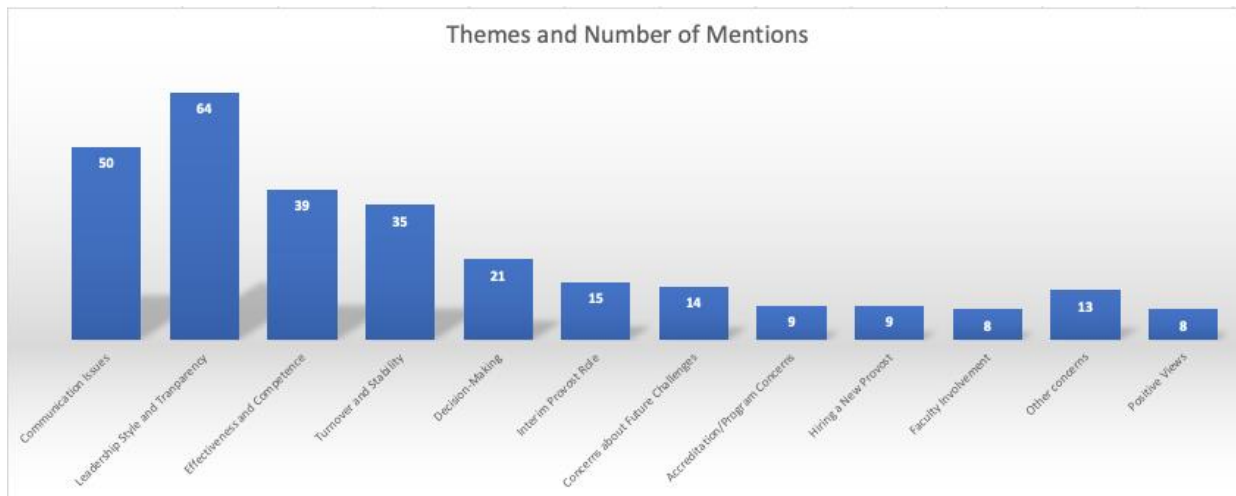
Quantitative Summary. Questions about the Provost reflect the most dramatic decline from 2021 to 2023 in faculty approval of any area of the FMS. All questions showed statistically significant declines ranging from .59 to .97 on the five-point scale. It is important to note that these results reflect faculty sentiment about the former Interim Provost (not the current Provost). The summary of qualitative results helps to shed light on key points of dissatisfaction.

Table 5. Questions about the Provost

	2014	2015	2017	2018	2020	2021	2023
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
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
I believe the Provost values faculty opinion.	3.24	2.93	3.38	3.17	3.43	3.50	2.43
I am satisfied with the leadership of the Provost.	3.33	3.00	3.46	3.23	3.53	3.46	2.49
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

Qualitative Summary. This qualitative summary reflects responses to the following open-ended questions: “Please comment on the effectiveness of the Provost” and “Do you have any suggestions for improvement?” The comments regarding the effectiveness of the Interim Provost at Radford University are mixed, with a divergence of opinions. While some express appreciation for the Interim Provost's efforts, work ethic, and positive impact, many highly criticize aspects such as communication, transparency, and decision-making.





Theme	Key Observations
Communication Issues	Communications were unclear, contradictory, or insufficient
Leadership Style and Transparency	Interim Provost seemed thin-skinned, punitive, capricious, arbitrary, and mean-spirited. Concerns over his decisions and actions. Seeming lack of transparency; faculty desired more information, clarity, and openness
Effectiveness and Competence	Some felt he was hard-working and effective, but others felt he was ineffective, unethical, and harmful to the university.
Turnover and Stability	Much concern about high turnover at the Provost position, with requests for stability and continuity.
Decision-Making	Concerns about the Interim Provost's decision-making, especially with regards to personnel changes. Decisions seemed hasty, ill-advised, or lacking in strategic planning.
Interim Provost Role	The Interim Provost overreached, making significant decisions that should have been left for the permanent incoming Provost.
Concerns about Future Challenges	Concerns about the future challenges the university will face with a new president, new CFO, new Provost, and declining enrollment
Accreditation/Program Concerns	Concerns about accreditation program-specific decisions, and the impact on certain departments or programs.
Hiring a New Provost	Suggest hiring a Provost from within the university with greater institutional knowledge
Faculty Involvement	Faculty should be more involved with the decision-making process
Other concerns	Concerns with the Interim Provost's lack of understanding of professional programs, effective pedagogy, and his focus on incomplete data. Also, his decisions have affected employee morale, especially in senior faculty in leadership positions.
Positive Views	Though few, some comments did praise the Interim Provost's work ethic and effectiveness.

Faculty Perception of the President

Quantitative Summary. Faculty sentiment regarding the President increased in statistically significant ways in every area between 2021 and 2023. This likely reflects enthusiasm for our new President, who came on the job in the summer of 2022. As Table 6 shows, 2021 results were at a five year low for faculty sentiment toward the (former) President in nearly every category. The summary of qualitative results sheds light on specific highlights and areas of concern.

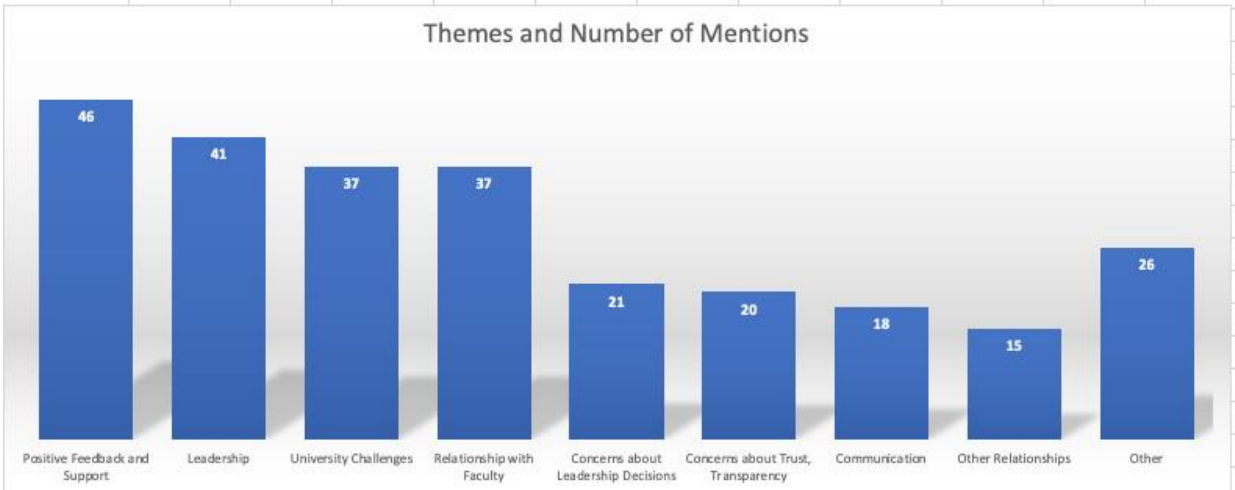
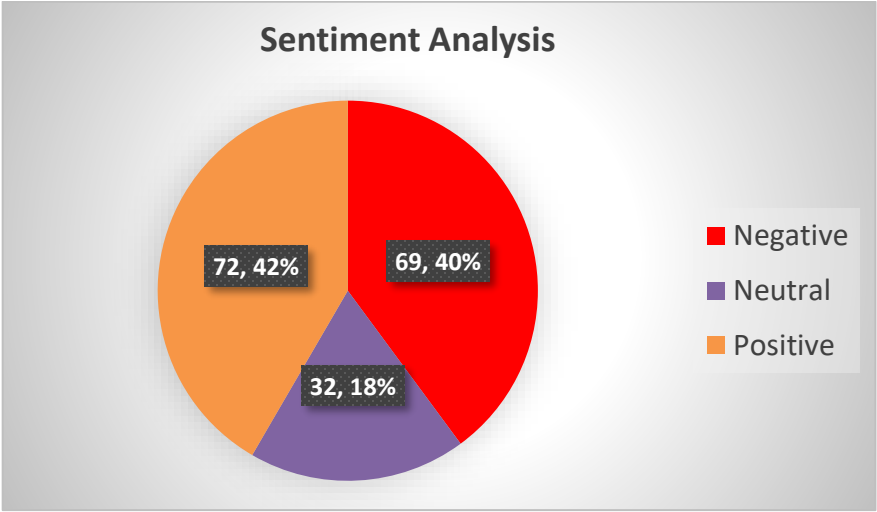
Table 6. Questions about the President

	2014	2015	2017	2018	2020	2021	2023
The President keeps me well informed on matters important to faculty.	*	*	*	*	3.64	3.16	3.41
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
I believe the President values faculty opinion.	2.22	2.32	3.78	3.43	3.32	2.88	3.40
I am satisfied with the leadership of the President.	2.43	2.57	3.88	3.62	3.55	3.07	3.46
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

Qualitative Summary. This qualitative summary is drawn from responses to the two open-ended question: “Please comment on the effectiveness of the President” and “Do you have any suggestions for improvement?” The feedback regarding President Bret Danilowicz reflects a diverse range of sentiments, highlighting both positive and critical perspectives. While a significant number of comments express satisfaction, appreciation, and positive impressions of President Danilowicz, acknowledging his visibility, accessibility, and enthusiasm, there are also notable concerns raised by faculty members. These concerns encompass leadership decisions, communication and transparency issues, and worries about the President's approach to challenges such as enrollment, financial stability, and program management.

The mixed or neutral sentiments suggest a degree of uncertainty or a wait-and-see attitude among respondents, indicating that it might be too early to make a definitive judgment on the President's effectiveness. Constructive suggestions for improvement, as well as expressions of support, are present but should be considered within the broader context of the various challenges and expectations voiced by the faculty.

In summary, while President Bret Danilowicz has garnered positive feedback for certain aspects of his leadership, there are significant areas of concern that warrant attention. Addressing these concerns, fostering transparent communication, and actively involving faculty in decision-making processes will likely contribute to a more positive overall perception of the President's effectiveness.



Theme/Subtheme(s)	Key Observations
Positive Feedback and Support	Comments expressing satisfaction, appreciation, and positive impressions of President Bret Danilowicz. There is acknowledgement of his positivity, optimism, and efforts. He is supported by faculty.
Leadership <ul style="list-style-type: none"> Concerns about Leadership Decisions Leadership Style and Morale Vision and Direction 	Comments expressing concerns about the President's focus, decisions related to leadership changes, and potential impacts on programs. Faculty members comment on the President's leadership style, expressing disappointment and low morale. Some feel blamed for enrollment challenges, while others seek a leader who is more engaged and understanding of the challenges faced by faculty. Faculty members mention a perceived lack of vision or direction from the President. Some seek a clearer strategic plan and express uncertainty about the future course of the university.
University Challenges <ul style="list-style-type: none"> Concerns about Enrolment and Recruitment Retention and Student Preparedness 	Concerns about student enrollment, faculty workload, and the need for more emphasis on enrollment management. Faculty express concerns about the President's relentless focus on retention, but faculty note the need for students to be committed and prepared for college. There are worries about retaining students who may not contribute positively to the university's academic environment. Several comments address concerns about declining enrollments,

<ul style="list-style-type: none"> • Enrollment and Financial Challenges • REAL 	<p>financial challenges, and the need for a clear vision to address these issues. Some express a desire for the President to focus on stabilizing the university's financial situation. Specific mentions of dissatisfaction with the REAL program and its impact on faculty and students. Some faculty members express a desire for changes to or the removal of the program.</p>
<p>Relationship with Faculty</p> <ul style="list-style-type: none"> • Need for Faculty Involvement • Faculty Engagement and Value • Communication and Consultation 	<p>Emphasis on the importance of connecting with faculty, incorporating faculty into planning, and addressing faculty concerns. Some comments expressing a desire for more interaction and recognition of faculty contributions. There are concerns about decisions that may undervalue the faculty's role. Comments highlight a desire for more meaningful communication and consultation with faculty. Some feel that decisions are made without sufficient input from those directly involved, and there's a call for a more inclusive approach to decision-making</p>
<p>Concerns about Trust, Transparency</p> <ul style="list-style-type: none"> • Concerns about Instability and Trust • Transparency 	<p>Comments expressing concerns about instability, distrust, and a perceived lack of understanding of faculty concerns. There is a recurring theme of a lack of transparency, with faculty members seeking clearer information about decisions, plans, and the overall direction of the university. Some express concerns about not being fully informed about critical matters.</p>
<p>Communication</p>	<p>Comments mentioning the importance of communication, transparency, and the need for the President to address issues like staff turnover and share a long-term strategic vision.</p>
<p>Other Relationships</p> <ul style="list-style-type: none"> • Faculty-Student Engagement • Relationship with Interim Provost 	<p>Appreciation of the President's engagement with faculty and students, such as attending awards ceremonies and faculty meetings. Several comments reference the relationship between the President and the Interim Provost, expressing concerns about contradictory information and a lack of alignment in decision-making. Some call for better coordination between the two offices.</p>
<p>Other</p> <ul style="list-style-type: none"> • Mixed or Neutral Sentiments • Suggestions for Improvement 	<p>There is a neutral or mixed sentiment, with individuals stating it's too early to comment, or expressing uncertainty. Some comments provided constructive suggestions for improvement, including the need for more substantive efforts beyond website revamps.</p>

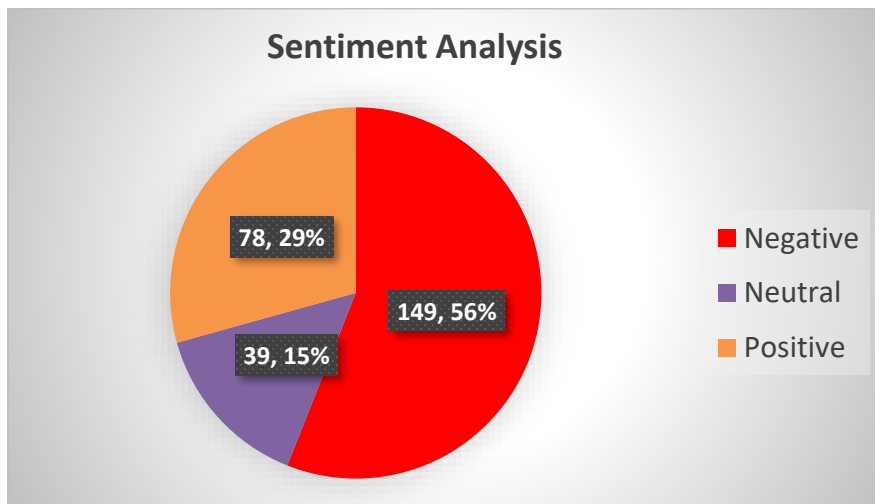
Faculty Perception of the Board of Visitors (BOV)

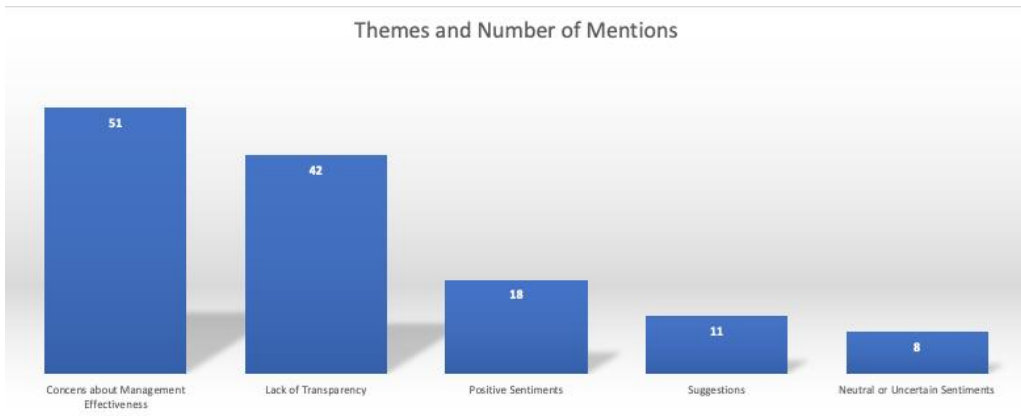
Quantitative Summary. As Table 7 shows, faculty sentiment toward the Board of Visitors has usually hovered in the neutral part of the scale. This might reflect the fact that many faculty are not familiar with much of the work of the Board. In terms of trend over time, it is also clear that faculty sentiment toward the Board of Visitors rises and falls in concert with faculty sentiment toward the President.

Table 7. Question about the Board of Visitors

	2014	2015	2017	2018	2020	2021	2023
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

Qualitative Summary. This summary is drawn from responses to two open-ended questions: “Please comment on the effectiveness of the Board of Visitors” and “Do you have any suggestions for improvement?” The effectiveness of the Board of Visitors (BOV) at Radford University appears to be met with a range of sentiments among the faculty. While there is a notable number of positive comments expressing satisfaction with recent changes and appreciation for increased dialogue, a significant portion of comments reflects concerns and criticisms. Faculty members express reservations about the BOV's understanding of the university's challenges, transparency, communication, and adherence to fiduciary responsibilities. Some comments highlight dissatisfaction with past decisions, including the suspension of sections of the Faculty Handbook. Despite recent efforts to engage with the Faculty Senate Executive Council, there remains a prevalent sense of disconnect and uncertainty about the BOV's role and effectiveness. Overall, the faculty's perception of the BOV seems to be diverse, with both positive and negative perspectives contributing to a nuanced evaluation.





Theme/Subtheme(s)	Key Observations
<p>Concerns about Management Effectiveness</p> <ul style="list-style-type: none"> • Concerns about Fiduciary Responsibility and Financial Management • Concerns about Enrollment and Financial Stability • Call for Timely Action • Critique of Past Leadership Actions • Unfamiliarity with Board • Concerns about the University's Direction and Partnerships • Dissatisfaction and Resentment 	<p>There are questions about whether the Board is fully informed. Some felt the BOV had neglected its fiduciary responsibility, as reflected by shrinking enrollment and a feeling they are not acting in a timely manner to address these challenges. The Board should be more engaged; seen on campus, interacting with faculty and students. Some feeling the BOV was too disengaged from the previous president and did not provide proper oversight. There are concerns that some entities, such as Carilion, have too much power over the University.</p>
<p>Lack of Transparency</p> <ul style="list-style-type: none"> • Lack of Transparency and Interaction • Call for Transparency and Communication 	<p>Faculty feel they do not know the Board and are not even sure what they do. Also, here is a feeling the BOV does not understand the faculty, or shared governance.</p>
<p>Positive Sentiments</p> <ol style="list-style-type: none"> 1. Positive Feedback for Recent Engagement 2. Positive Outlook for Recent Changes 3. Appreciation for Recent Dialogue 	<p>Those who knew of the ongoing meetings with the Faculty Senate Executive Council felt this was a step in the right direction. The new BOV and Rector are seen as a positive change.</p>
<p>Suggestions</p> <ul style="list-style-type: none"> • Suggestions for Improvement • Call for Advocacy and Awareness 	<p>The BOV needs to continue to connect with individual faculty members, be more creative in addressing enrollment (e.g. implement creative strategies around tuition). Finally, Board members should believe in public higher education</p>
<p>Neutral or Uncertain Sentiments</p>	<p>Some could not comment because they felt they knew too little about the BoV or what they do.</p>

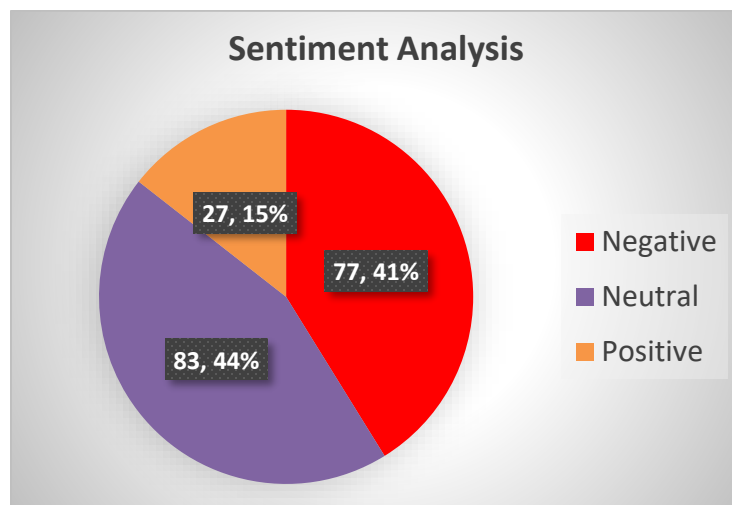
Faculty Perception of the Faculty Senate

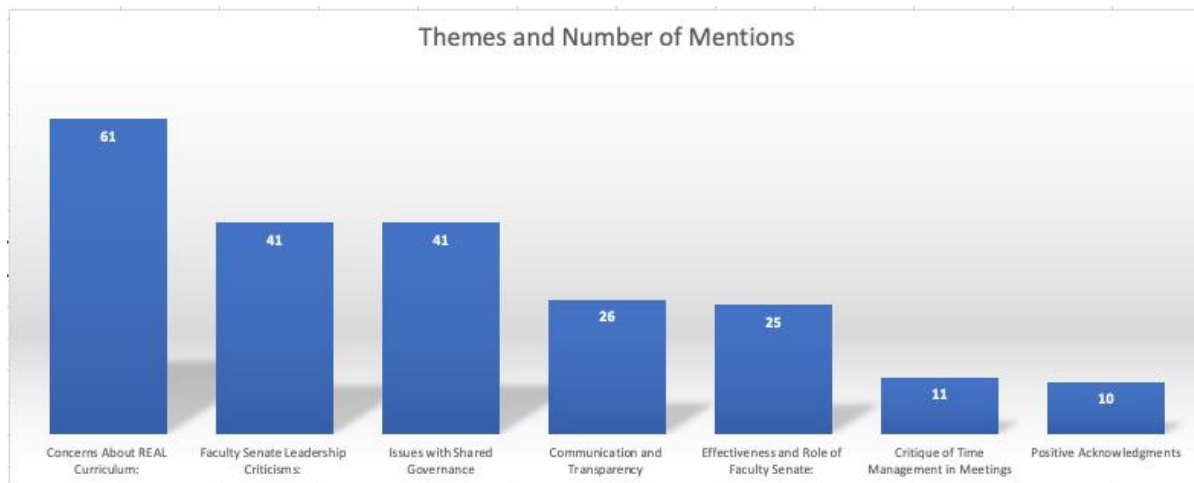
Quantitative Summary. Faculty sentiment toward the Faculty Senate remains generally positive, but has generally declined since a high point in 2020, with statistically significant declines in the areas of communication and timely response in 2023. The summary of qualitative results help to shed light on key points in this area.

Table 8. Questions about the Faculty Senate

	2014	2015	2017	2018	2020	2021	2023
The Faculty Senate keeps me well informed on matters important to faculty.	*	*	*	*	4.27	4.08	3.90
I believe the Faculty Senate does all it can to meet the needs of my college.	*	*	*	*	3.86	3.60	3.50
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
I am satisfied with the leadership of the Faculty Senate.	*	*	*	*	4.09	3.71	3.67
I believe the Faculty Senate responds to inquiries from the faculty in a timely manner.	*	*	*	*	4.02	3.83	3.64

Qualitative Summary. This summary is drawn from two open-ended question: “Please comment on the effectiveness of the Faculty Senate” and “Do you have any suggestions for improvement?” The comments on the Faculty Senate reflect a diverse range of opinions, with faculty expressing both positive and negative sentiments. While some commend the Senate's efforts, dedication, and communication, others criticize its handling of issues, particularly the implementation of the REAL curriculum. The sentiment is divided, reflecting a mix of support, dissatisfaction, and suggestions for improvement. Overall, the Faculty Senate appears to play a crucial role in university governance, yet there are concerns about its effectiveness and representation of faculty views, particularly in contentious matters like REAL.





Theme/Subtheme(s)	Key Observations
Concerns About REAL Curriculum	Multiple comments express dissatisfaction with the REAL curriculum, citing issues such as increased faculty workload, advisor workload, student frustration, and a lack of support. Some comments suggest that REAL must end as soon as possible.
Faculty Senate Leadership Criticisms	Several comments criticize the leadership of the Faculty Senate, describing them as self-centered, self-serving, and not adequately representing the faculty. A few comments call for a change in leadership and express concerns about the leadership's focus on unspecified personal agendas.
Issues with Shared Governance	There are comments expressing frustration with shared governance, mentioning slow progress, lack of faculty input, and the perception that decisions are made by a few individuals rather than collectively.
Communication and Transparency	Some comments highlight the need for better communication and transparency within the Faculty Senate. There are suggestions for more newsletters, efficient communication of key issues, and increased representation of certain constituencies.
Effectiveness and Role of Faculty Senate	Comments vary on the perceived effectiveness of the Faculty Senate. While some express gratitude for their work, others feel that the Senate has limited power, spends too much time on certain issues, and may not be fully representative of faculty concerns. Several comments mention concern that the Faculty Senate needs to push back against the administration in some cases.
Critique of Time Management in Meetings	Some comments address concerns about the time spent on certain issues, particularly the REAL curriculum, and suggest improvements in meeting efficiency, including separating work meetings from reports and managing time during votes.
Positive Acknowledgments	There are positive comments expressing gratitude for the Faculty Senate's efforts, acknowledgment of their workload, and recognition of the challenges they face.

Faculty Perception of the Campus Environment

Quantitative Summary. Regarding the overall campus environment, many indices show relatively positive faculty sentiment. Consistently low levels of satisfaction are seen in bureaucratic procedures and compensation. Small, but statistically significant declines in faculty sentiment can be seen in facilities and equipment, technology, professional development, and sustainability initiatives.

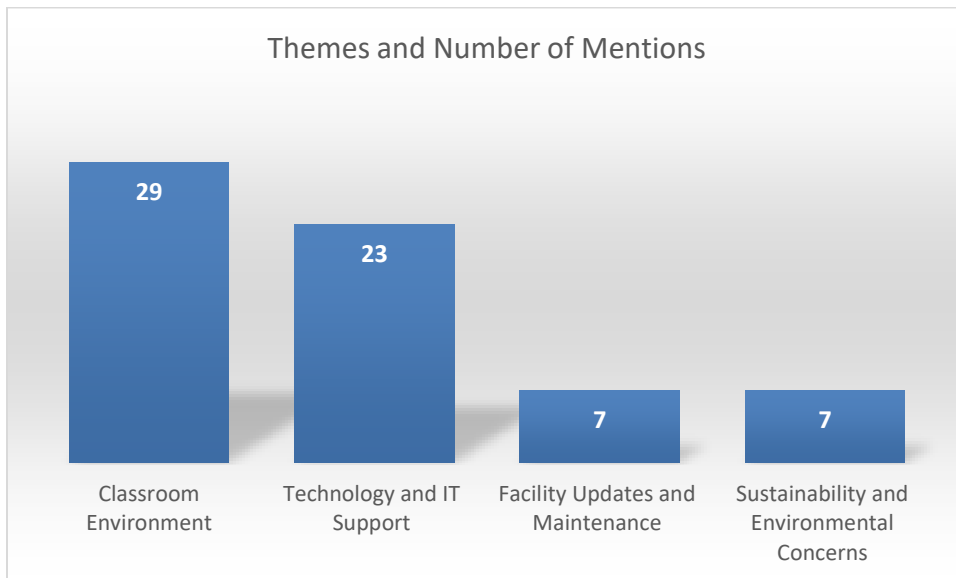
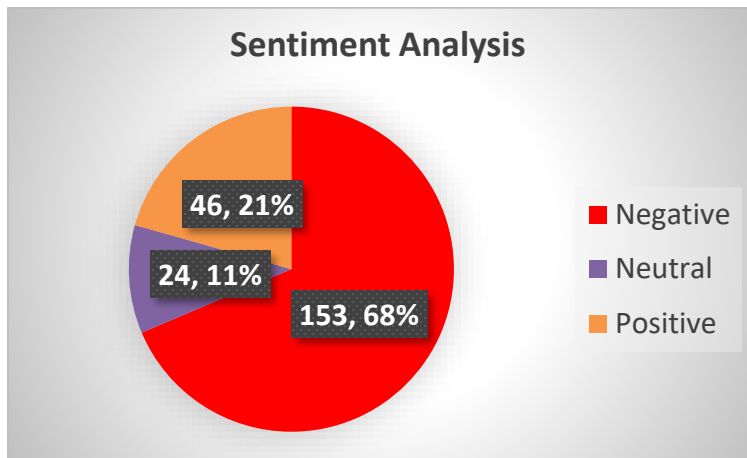
Table 9. Questions about the Campus Environment

	2014	2015	2017	2018	2020	2021	2023
The University facilitates my professional development.	3.26	3.55	3.37	3.64	3.60	3.62	3.38
The University provides the technology needed to do my job well.	*	*	*	*	3.95	3.98	3.77
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
The University's bureaucratic procedures are reasonable.	2.07	2.04	2.14	2.24	2.52	2.44	2.24
The University provides sufficient support for student research opportunities.	3.13	3.44	3.42	3.42	3.63	3.63	3.42
My workload is reasonable.	2.77	2.86	2.95	2.97	3.31	2.99	2.83
My office is adequate for my needs.	3.69	3.81	3.90	4.10	4.28	4.29	4.11
The classrooms where I typically teach are conducive to learning.	3.61	3.62	3.63	3.38	3.58	3.61	3.66
The University has family-friendly employee benefits.	3.17	3.46	3.46	3.73	3.82	3.72	3.74
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
I am satisfied with my base salary.	2.09	2.33	2.43	2.61	2.71	2.55	2.53
The University provides good health benefits.	3.64	3.86	3.80	4.00	4.23	4.21	4.24
My overall compensation package is competitive.	*	*	*	*	2.98	2.80	2.80
The University engages in sufficient sustainability initiatives.	*	*	*	*	3.53	3.50	3.20
College and University awards to recognize faculty achievement are adequate.	*	*	*	*	3.20	3.26	3.14
The University provides sufficient support for faculty diversity and inclusion initiatives.	*	*	*	*	3.41	3.14	3.25

Faculty Perception of Campus Facilities

Because of marked contrasts in work environment between different sites, the qualitative results for the Radford City campus site and the RUC Roanoke campus site were summarized separately. These qualitative results are drawn from two open-ended questions: “Please comment on campus facilities & resources (i.e. technology, equipment, materials, office, classrooms)” and “Do you have any suggestions for improvement?”

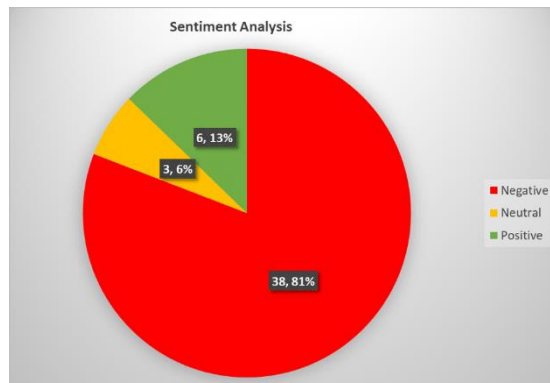
Radford City Site Qualitative Summary. Faculty perceptions of the facilities at RU are mixed. While there are positive comments about the quality of offices, classrooms, and campus resources, there are also significant concerns regarding technology support, classroom environment for active learning, and maintenance issues. There's a consensus among faculty members that there's room for improvement, particularly in terms of technology reliability, classroom arrangements, sustainability practices, and facility updates.

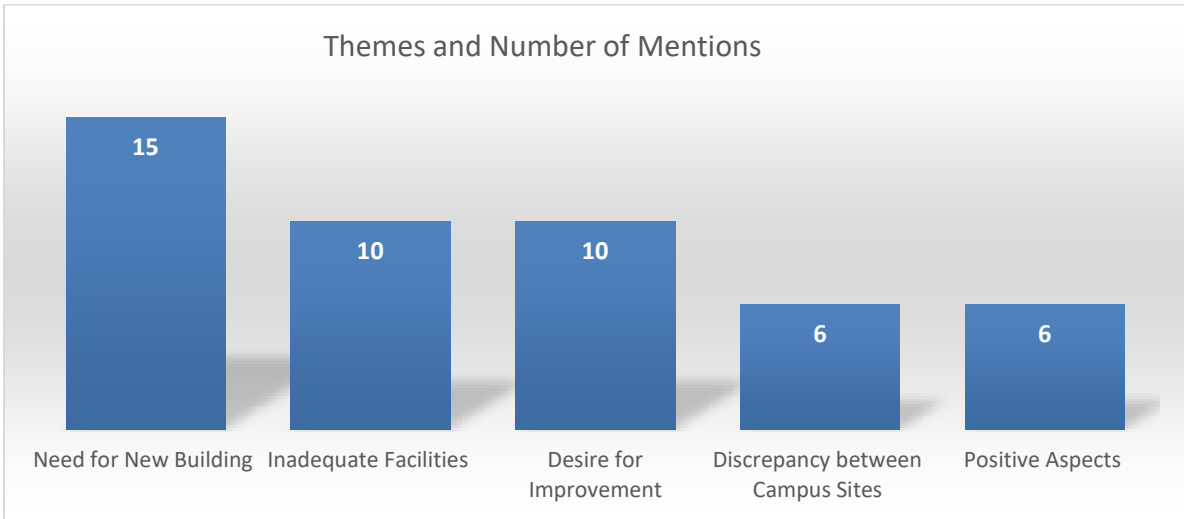


Theme/Subtheme(s)	Key Observations
Classroom Environment <ul style="list-style-type: none"> Active-learning space 	Faculty mentioned the need for better-designed classrooms conducive to active learning.

<ul style="list-style-type: none"> • Arrangement • Safety 	<p>Issues include limited board space, small desks in overcrowded rooms, and a lack of conducive environments for collaboration and group work, hindering effective teaching and learning experiences.</p> <p>Other comments concerns about safety and security with buildings and lack of adequate storage space.</p>
<p>Technology and IT Support</p> <ul style="list-style-type: none"> • Equipment • IT support response 	<p>Faculty expressed concerns about outdated equipment, malfunctioning technology, compatibility issues with personal devices, and the need for better support and maintenance.</p> <p>Faculty members express frustration with slow response times from IT for resolving technology-related issues in classrooms.</p> <p>Non-operational projector systems and delays in addressing technical concerns are recurring problems affecting the quality of lectures and student engagement.</p>
<p>Facility Updates and Maintenance</p> <ul style="list-style-type: none"> • Work order response • Resource allocation 	<p>Faculty mention administrative issues such as lack of communication and slow responses to work orders.</p> <p>Concerns about administrative priorities and resource allocation for facility maintenance were noted.</p> <p>Wear and tear are evident in some areas, particularly in the College of Education and Human Development (CEHD), highlighting the importance of budget allocation for facility improvements.</p>
<p>Sustainability and Environmental Concerns</p>	<p>Faculty discussed desire for more sustainability initiatives surrounding facilities, including the need for solar energy, green spaces, and more environmentally friendly practices.</p>

Radford University Carilion Site Qualitative Summary. The faculty comments related to facilities at RUC paint a picture of dissatisfaction and a pressing need for improvement. Many faculty members highlight issues such as inadequate equipment, cramped spaces, and a noticeable gap between the resources available at RUC and those at the main campus. There is a strong consensus regarding the need for a new building or significant renovations to address these deficiencies. Despite these challenges, there are positive remarks about available technology support and helpful personnel. However, the overarching sentiment underscores the urgent need for attention to RUC's facilities to bring them up to par with the standards expected for a productive academic environment.





Theme/Subtheme(s)	Key Observations
Need for New Building	Several participants emphasize the need for a new building or significant renovations to address the shortcomings of the current facilities.
Inadequate Facilities	Faculty express dissatisfaction with the current state of facilities, including outdated equipment, small spaces, insufficient resources, and limited outdoor space for faculty, staff, and student gathering.
Desire for Improvement	Faculty members express a desire for better quality furniture, technology, and overall facility upgrades to create a more conducive environment for teaching and productivity.
Discrepancy between Campus Sites	There is a consistent observation of a gap between the main campus and the RUC campus site, with the latter lacking in terms of resources, technology, and overall environment.
Positive Aspects <ul style="list-style-type: none"> Technology Support 	Despite criticisms, some participants appreciate certain aspects such as available technology professionals, helpful personnel, and satisfactory classrooms.

Overall Perception and Satisfaction Among Faculty

Quantitative Summary. Results from the overall satisfaction questions show a lot of consistency over time. A noteworthy high point is the very strong sentiment among faculty that say the future of Radford University is important to them and that they are proud to be a part of the institution. The greatest areas of concern from these questions relate to the perceived morale of colleagues and the overall state of the university at this time. A statistically significant decline in how faculty believe Radford University is perceived in the region is also concerning. It is interesting that while faculty express somewhat positive attitudes about being proud to work for Radford University (3.57) and overall job satisfaction (3.35), they perceive their peers' morale as very low (2.19).

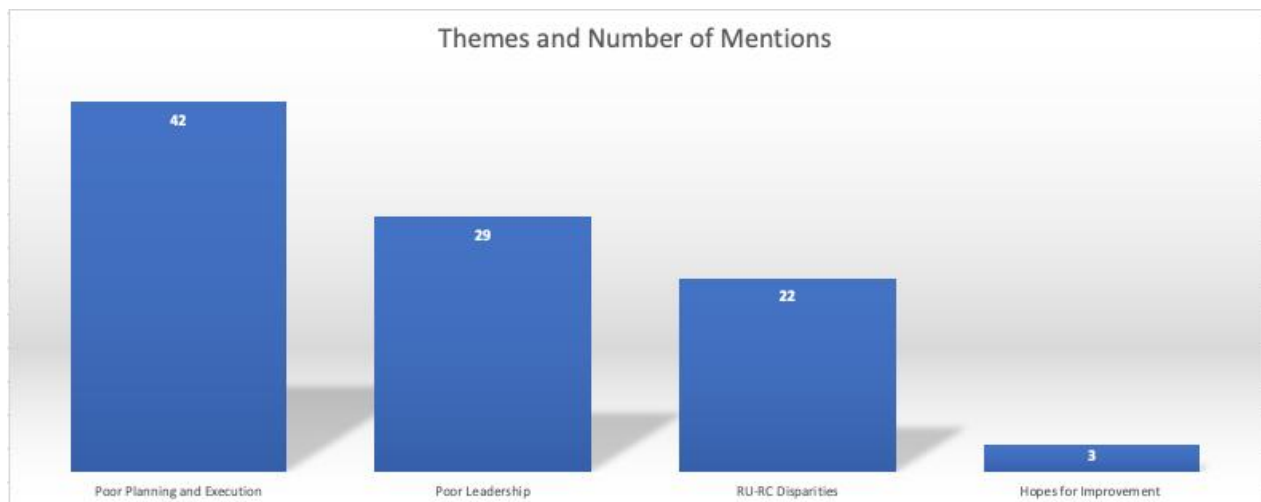
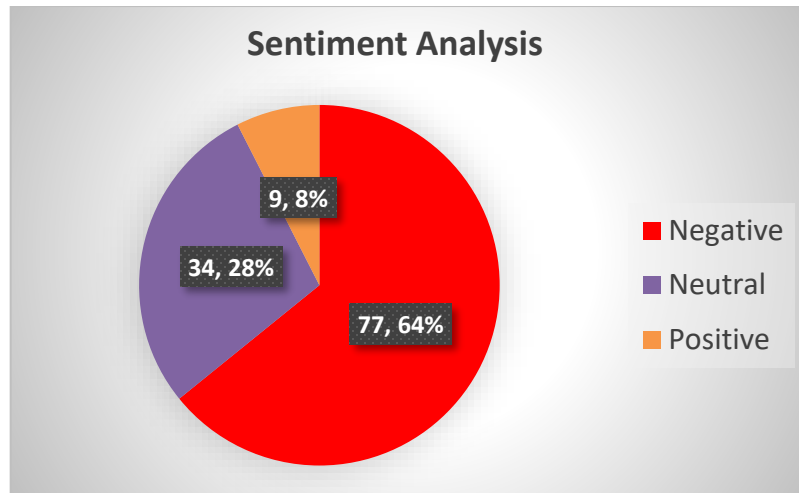
Table 10. Questions about Overall Satisfaction at Radford University.

	2014	2015	2017	2018	2020	2021	2023
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
I am satisfied with the current state of the University.	2.56	2.68	3.02	3.00	3.12	2.58	2.25
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
I believe the University helps me to succeed in my profession.	*	*	*	*	3.53	3.26	3.16
I believe that my teaching activities are valued here.	*	*	*	*	3.82	3.58	3.55
I believe that my research activities are valued here.	*	*	*	*	3.31	3.14	3.02
I believe that my service activities are valued here.	*	*	*	*	3.63	3.39	3.20
The future of this University is important to me.	4.50	4.56	4.52	4.53	4.53	4.55	4.51
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
I believe morale among faculty is positive.	2.40	2.49	2.91	2.89	2.87	2.36	2.19
I am proud to be part of this University.	*	*	*	*	3.97	3.63	3.57
Overall, I am satisfied with my job.	3.25	3.47	3.60	3.56	3.81	3.42	3.35

Faculty Concerns Around the 2019 Merger and Integration of Campus Sites

Qualitative Summary. A considerable amount of feedback concerning the 2019 merger with Jefferson College and subsequent integration of the two organizations came from one open-ended question: “Please comment on the integration of the Radford campus and RUC Roanoke campus.” For this reason, that feedback has been summarized here.

The comments reveal a multitude of concerns and perspectives regarding the merger and integration between Radford University and the Roanoke campus (RUC). The dominant themes include dissatisfaction with the integration process, perceived disparities between campuses, communication issues, and calls for autonomy for RUC. A significant number of comments express discontent with the merger and question its motives, indicating a widespread sense of frustration. Furthermore, concerns about RUC being treated as an afterthought, financial and resource disparities, and challenges in leadership decisions are prominent.



Theme/Subtheme(s)	Key Observations
<p>Poor Leadership</p> <ul style="list-style-type: none"> • Overall Discontent with Merger and Integration • Dissatisfaction with Leadership 	<p>In general, a prevalent theme among faculty is a profound dissatisfaction with the merger and integration efforts between Radford University and RUC. There is widespread sense of frustration and discontent with the overall process. Faculty express concerns about the decisions made by university leaders during the integration, highlighting the impact on morale and overall satisfaction.</p>
<p>Poor Planning and Execution</p> <ul style="list-style-type: none"> • Perception of RUC as an Afterthought • Communication Issues • Divergence and Lack of Integration • Challenges in Integration Efforts • Financial and Resource Concerns 	<p>Faculty express a shared sentiment that the Roanoke campus (RUC) is often treated as a secondary consideration in decision-making processes.</p> <p>Concerns about transparency, lack of information dissemination, and tensions arising from inadequate communication between campuses.</p> <p>Efforts to unify the institutions have faced challenges, contributing to a perceived separation between Radford University and RUC.</p> <p>Faculty identify difficulties and challenges in the integration process. These challenges range from strategic planning issues to a lack of a cohesive vision, indicating that obstacles persist in achieving a seamless integration</p> <p>Apprehensions about the allocation of resources and financial disparities between Radford University and RUC.</p>
<p>RU-RUC Disparities</p> <ul style="list-style-type: none"> • Call for Autonomy • Faculty and Program Disparities • Questionable Motives for Merger 	<p>Some faculty advocate for greater autonomy for RUC, suggesting that the campuses have distinct missions and should function as more independent entities. There is some desire for RUC to have more control over its affairs.</p> <p>Faculty express unease about perceived inequities, particularly in terms of budget allocations, program support, and faculty treatment, indicating challenges in achieving parity.</p> <p>A recurring sentiment among faculty is skepticism regarding the motives behind the merger.</p>
<p>Hopes for Improvement</p>	<p>Despite the prevailing concerns, there are expressions of hope for improvement in 3 comments. Faculty members acknowledge the challenges but express optimism that, under current leadership, the integration process can be positively transformed</p>