

2025 COACHE Survey Report

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OUTLINE



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COACHE OVERVIEW



- Collaborative on Academic Careers in Higher Education
- Allows for Benchmarking and Comparisons with self-selected peer institutions
- "offers academic affairs administrators unique insights into the faculty experience"
- "captures faculty sentiment with regard to teaching, service and research, tenure and promotion, departmental engagement and collegiality, and other aspects of the academic workplace"



The Collaborative on Academic Careers in Higher Education at the Harvard Graduate School of Education

Comparison Institutions and Response Rates













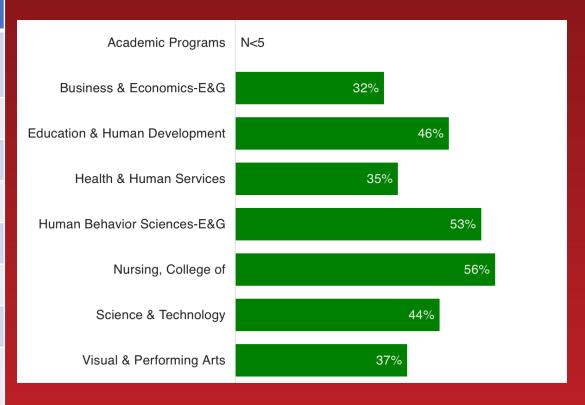
School Selection Criteria

- Cohort Institution (85 total)
- Participating in survey during same year
- Public, four-year universities
- Focus on undergraduate education
- Cost-effective education
- Similar in mission, scope, students
- Specificity to region
- Close competitors

Comparison Institutions and Response Rates

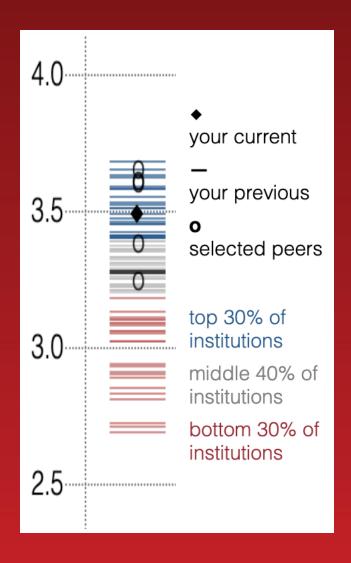


Response Rates											
	Radford University	Peer (Cohort)									
Overall	44%	47% (40%)									
Tenured	37%	50% (43%)									
Pre-tenured	42%	48% (41%)									
Non-Tenure Track	93%	38% (36%)									
Full Professor	49%	51% (44%)									
Associate Professor	42%	48% (42%)									

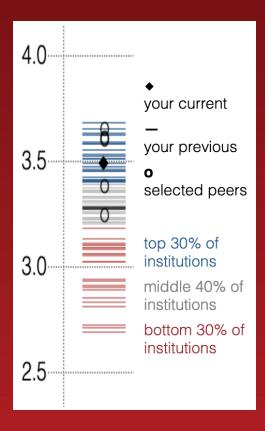


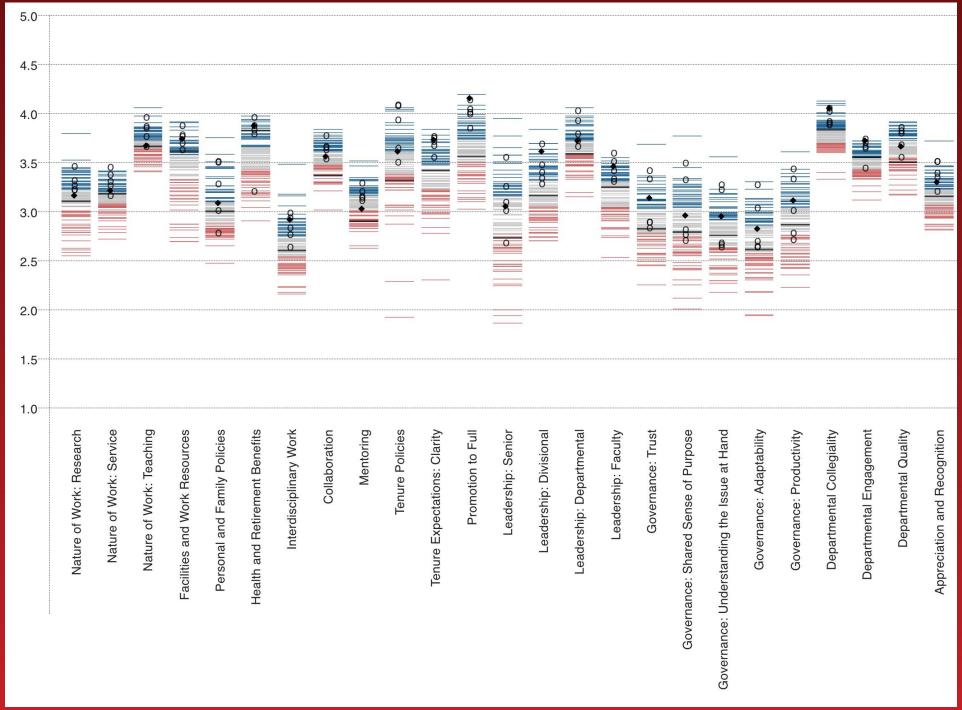
Benchmark Analysis





- Most of the questions are five-point Likert scale items
- Benchmarks are the unweighted arithmetic means of several <u>items that fall within the same theme</u>
- Area of strength = score is in the top two among your selected comparison institutions and in the top 30 percent across all institutions
- Area of concern = falls in the bottom two among the selected comparison institutions and in the bottom 30 percent compared to the entire survey cohort





Thematic Breakouts



Your results compared to PEERS •

Areas of strength in **BLUE**

Your results compared to COHORT)

Areas of concern in RED

	mean	overall	tenured	pre-ten	ntt	full	assoc
Interdisciplinary Work	2.94						



	mean	overall	tenured	pre-ten	ntt	full	assoc
Nature of Work: Research	3.18					(B)	
Time spent on research	3.04						
Expectations for finding external funding	3.34						
Influence over focus of research	4.04						
Quality of grad students to support research	2.75						
Support for research	3.04						
Support for engaging undergrads in research	3.41						
Support for obtaining grants (pre-award)	3.15						
Support for maintaining grants (post-award)	3.19			1			
Support for securing grad student assistance	3.15						
Support for travel to present/conduct research	3.13						
Availability of course release for research	2.34						

Nature of Work: Service



Nature of Work: Service	3.23	8		
Time spent on service	3.3			
Support for faculty in leadership roles	2.8			
Number of committees	3.43			
Attractiveness of committees	3.4			
Discretion to choose committees	3.53			
Equitability of committee assignments	3.13			
Number of student advisees	3.64			
Equitability of service work compensation	2.65			
Relevance of committees	3.67			
Support for being a good advisor	2.66			
Equity of the distribution of advising responsibilities	3.31			

Nature of Work: Teaching



Nature of Work: Teaching	3.69				
Time spent on teaching	3.89				
Number of courses taught	3.45				
Level of courses taught	4.01				
Discretion over course content	4.2				
Number of students in classes taught	3.88				
Quality of students taught	3.31		(B)		
Equitability of distribution of teaching load	3.19				
Quality of grad students to support teaching	3.33				
Teaching schedule	3.89				
Support for teaching diverse learning styles	3.58				
Support for assessing student learning	3.74				
Support for developing online/hybrid courses	3.49				
Support for teaching online/hybrid courses	3.49				

Nature of Work: Balance



Ability to balance teaching/research/service

2.95













Resources and Support



	mean	overall	tenured	pre-ten	ntt	full	assoc
Facilities and Work Resources	3.75						
Support for improving teaching	3.49						
Office	4.15						
Laboratory, research, studio space	3.72						
Equipment	3.68						
Classrooms	3.74						
Library resources	4.02						
Computing and technical support	3.81						
Clerical/administrative support	3.45						

Cross-Silo Work and Mentorship



	mean	overall	tenured	pre-ten	ntt	full	assoc
Interdisciplinary Work	2.94						
Budgets encourage interdisciplinary work	2.57						
Facilities conducive to interdisciplinary work	3.27						
Interdisciplinary work is rewarded in merit	2.71						
Interdisciplinary work is rewarded in promotion	2.83			N/A			
Interdisciplinary work is rewarded in tenure	2.94		N/A		N/A	N/A	N<5
Interdisciplinary work is rewarded in reappointment	2.95		N/A	N/A		N<5	N<5
Dept. knows how to evaluate interdisciplinary work	2.85						

Cross-Silo Work and Mentorship



Collaboration	3.58					
Opportunities for collaboration within dept.	3.9					
Opportunities for collaboration outside inst.	3.38					
Opportunities for collaboration outside dept.	3.39					
Mentoring	3.05					
Effectiveness of mentoring within dept.	3.93					
Effectiveness of mentoring outside dept.	3.66					
Mentoring of pre-ten faculty in dept.	3.04			N/A		
Mentoring of tenured assocs in dept.	2.52		N/A	N/A		
Support for faculty to be good mentors	2.34					
Mentoring of non-tenure track faculty in dept.	3.18	N/A	N/A		N<5	N<5

Leadership



	mean	overall	tenured	pre-ten	ntt	full	assoc
Leadership: Senior	3.07	(B)					(B)
Pres/Chancellor: Pace of decision making	3.45						
Pres/Chancellor: Stated priorities	3.55						
Pres/Chancellor: Communication of priorities	3.38						
CAO: Pace of decision making	2.67						
CAO: Stated priorities	2.78						
CAO: Communication of priorities	2.63						
Leadership: Divisional	3.62	1					
Dean: Pace of decision making	3.64						
Dean: Stated priorities	3.65						
Dean: Communication of priorities	3.61						
Dean: Ensuring faculty input	3.61						

Leadership: Departmental	3.74	(B)			
Head/Chair: Pace of decision making	3.62				
Head/Chair: Stated priorities	3.72				
Head/Chair: Communication of priorities	3.65				
Head/Chair: Ensuring faculty input	3.79				
Head/Chair: Fairness in evaluating work	3.9				
Leadership: Faculty	3.48				
Faculty leaders: Pace of decision making	3.29				
Faculty leaders: Stated priorities	3.53				
Faculty leaders: Communication of priorities	3.55				
Faculty leaders: Ensuring faculty input	3.51				

Thematic Breakouts: Key Strengths



KEY STRENGTHS

Departmental collegiality

Departmental engagement

Health and retirement benefits

Divisional leadership

Promotion to full professor

Global Views: Best and Worst Aspects



BEST ASPECTS

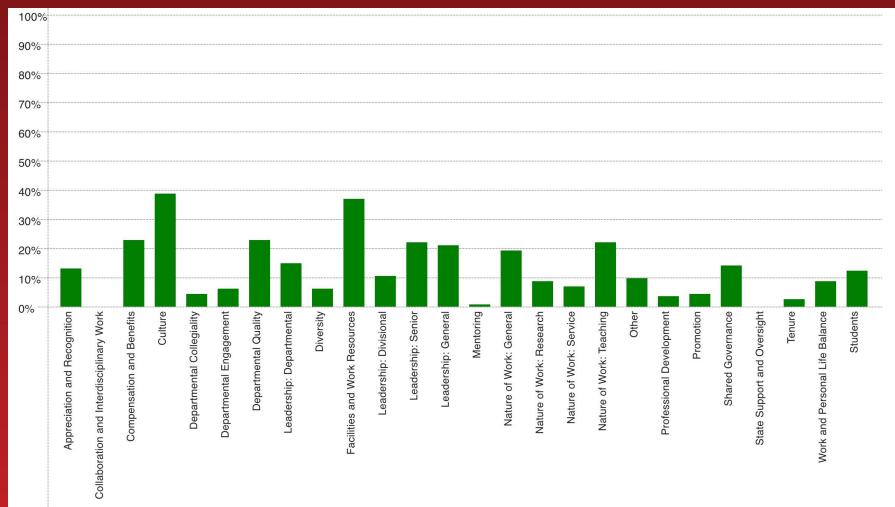
- Quality of Colleagues (38%)
- Support of Colleagues (29%)
- Geographic Location (27%)
- Academic Freedom (13%)
- Cost of Living (12%)
- Quality of Undergraduate Students (10%)
- Quality of Facilities (9%)
- My sense of "fit" here (8%)

WORST ASPECTS

- Compensation (27%)
- ➤ Teaching Load (25%)
- ➤ Too much or too many service assignments (22%)
- Quality of Leadership (16%)
- Quality of Undergraduate Students (15%)
- Lack of Support (12%)
- Lack of Professional Development (12%)
- ➤ Lack of Diversity (7%)

Global Views: How to Improve





- > Culture
- Facilities and Work Resources
- Nature of Work:
 Teaching
- Leadership: General
- Leadership: Senior
- Nature of Work:
 General
- Compensation and Benefits

Next Steps



- Campus-Wide Communication/Forums to Share Results
- ➤ Identification of Key Areas of Improvement (Possibly align with Strategic Plan & Implementation)
- Enhance Distributed Leadership by Continuing to Include Faculty in Problem Solving
- Identify and Reinforce Areas of Strength



Questions