RESPONSES TO OPEN-ENDED QUESTIONS

Some COACHE survey questions offered an opportunity for faculty to reply in their own words. The following are the comments provided by respondents at your institution to those questions.

Answers to Question 270 “What is the one thing your institution can do to improve the workplace for faculty?” are in the Excel version of your report with thematic coding.

Q30. Which of the following administrative titles do you currently hold?
Survey participants responding “Other” were asked to specify.

<table>
<thead>
<tr>
<th>Assessment Coordinator</th>
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Q230. Which of the following items were adjusted as a result of those negotiations?
Survey participants responding “Used an outside job offer as leverage in negotiations (e.g., with a department chair or dean)” to Q225 (Which of the following have you done at this institution in the past five years?) were asked this follow-up question. Survey participants responding “Other” were asked to specify.

<table>
<thead>
<tr>
<th>classes taught</th>
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<tr>
<td>two year contract</td>
</tr>
<tr>
<td>moved to a department</td>
</tr>
<tr>
<td>Ntt annual contracts</td>
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</tbody>
</table>

Q235. If you could negotiate adjustments to your employment, which one of the following items would you most like to adjust?
Survey participants responding “Other” were asked to specify.

<table>
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<th>opportunities for promotion (nonexistent now)</th>
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<tr>
<td>joint appointment</td>
</tr>
<tr>
<td>Upper management decision-making skills</td>
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<tr>
<td>Less travel for teaching</td>
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<tr>
<td>amount of work for the position and salary</td>
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<tr>
<td>support for work-life balance/ elimination of bullying administrative practices</td>
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<tr>
<td>support for work</td>
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<tr>
<td>flexible work schedule</td>
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<tr>
<td>Implementing the Boyer Model for evaluating faculty</td>
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<tr>
<td>Firing the current administration</td>
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</table>
Q260. If you were to choose to leave your institution, what would be your primary reason?
Survey participants responding "Other" were asked to specify.
- Merit - Workload & pay is ridiculously unfair between Tenure & NTT.
- less travel for teaching, more stability in programs offered, fewer absurd meetings that achieve little
- too many reasons

Q267A. Please check the two (and only two) best aspects about working at your institution.
Survey participants responding "Other" were asked to specify.
- Adaptation
  - flexible teaching schedule
  - Making a difference in the lives of students
  - resources are commensurate with expectations
  - a good place to start the career
  - relative autonomy
  - Flexibility (generally) for research, personal life, etc.
  - Spouse hired, but no formal spousal/partner hiring program exists
  - WAY TOO LONG OF A LIST
  - teaching/research balance
  - Flexibility in determining workload and activities
  - Opportunities to make a difference in student lives
  - course flexibility

Q267B. Please check the two (and only two) worst aspects about working at your institution.
Survey participants responding "Other" were asked to specify.
- lack of opportunity for r
- The Caste system that exists among Tenure & TT & NTT .... The system should be based on Merit & quality of teaching
- Need more graduate student support
- Access to campus facilities to expensive
- lack of intellectual discourse, all conversations are about administration and/or money
Excessive importance of SEOIs

- embarassingly low budget
- no respect and no accommodations for persons with disabilities

WAY TOO LONG OF A LIST

- Lack of departmental support (financial)
- everything is wrong here
- lack of resources
- experiences here are not why I entered academia