COACHE Longitudinal Results: 2012 and 2017 Surveys – Executive Summary
Institutional Research & Analysis – January 2018

Introduction

This report summarizes major trends seen in comparing the 2017 COACHE survey results to those obtained in the 2012 administration. For more details of the survey and its methodology, please see the notes at the end of this narrative summary. Results from the entire survey are found in the table following this report.

Summary of Findings

On a measure of global satisfaction, when asked if they would choose the same institution if they were to do it all over again, two-thirds (67%) of faculty respondents said they would, which was a slight increase from 2012 (61%). The biggest gains in faculty satisfaction were found in tenure-related facets (e.g., policies, clarity) and presidential leadership. While the latter can be explained by new administrative leadership since 2012, this office is not in a position to know what has transpired in this period, if anything, related to tenure policies. Respondents were also more likely to point to the quality and support of colleagues as some of the best aspects of their work here. Less positively, those who responded were more dissatisfied with the appreciation and recognition they receive and the college's support for teaching and scholarly activities. The college's belt-tightening likely accounts for the latter finding. Regarding the former, senior leaders may want to give more thought to ways in which to recognize/express their appreciation for their faculty colleagues. The detail behind these findings is offered next.

Trends in Mean Ratings

First, we summarize trends for the "Benchmarks," which are composite, multi-item averages. Since the COACHE survey is essentially a job satisfaction survey, these benchmarks and specific items described further below are best interpreted in terms of gains or drops in faculty satisfaction over time. We list the top "gainers" and "decliners" (benchmarks on which we either improved or worsened since 2012). Although somewhat arbitrary, we use changes of +/- .20 or greater as our threshold for identifying the top ones.

Table 1: Trends in COACHE Benchmarks: 2012-2017.

Gainers		Decliners	
Benchmark	*Δ*	*Benchmark*	*Δ*
Tenure: Policies	.30	Nature of work related to research	.22
Tenure: Clarity	.37	Appreciation & recognition	.25
Leadership: Departmental	.27		

Next, we do the same for individual survey items. With over two dozen gainers and three dozen decliners, we list only the top ten for each (listed in order of magnitude of change). Other items can be seen in the full results at the end of this summary.

Table 2: Trends in COACHE Individual Survey Items: 2012-2017.

Gainers		Decliners	
Survey item	*Δ*	*Survey item*	*Δ*
Pres/Chancellor: stated priorities	.73	Support for travel to present/conduct research	.78
Pres/Chancellor: communication of priorities	.72	Salary	.75
Clarity of body of evidence for deciding tenure	.65	Recognition from CAO	.69
Pres/Chancellor: pace of decision making	.56	Support for research	.56
Clarity of expectations: performance as a scholar	.52	Dept is valued by Pres/Provost	.40
Clarity of expectations: performance in the broader community (outreach)	.52	CAO: pace of decision making	.40
Effectiveness of mentoring from outside dept	.47	CAO: stated priorities	.40
Clarity of expectations: campus citizen	.40	Interdisciplinary work is rewarded in merit	.40
Clarity of whether I will achieve tenure	.38	Satisfaction w/laboratory, research, studio space	.40
Clarity of expectations: advisor	.38	Support for obtaining grants (pre-award)	.40

Other Results

Other survey questions asked faculty to identify best and worst aspects of working at this institution. Results below show changes in percent of faculty who identified various aspects as either "best" or "worst." Finally, the table also includes one global satisfaction item.

Best aspects	2012	2017
Quality of colleagues	34%	41%
Support of colleagues	23%	28%
My sense of "fit" here	21%	16%
Worst aspects		
Quality of facilities	19%	11%
Lack of support for research/creative work	19%	33%
Compensation	21%	3%
Lack of support for teaching	1%	21%
Cost of living	3%	38%
Global Satisfaction Measure		
% saying they would again choose this institution if they were to do it all over again	61%	67%

Number One Thing to Improve this Institution

In both years, the COACHE survey instructed faculty: 'Please use the space below to tell us the number one thing that you, personally, feel your institution could do to improve your workplace.' COACHE thematically coded responses, typically using the benchmarks as thematic labels. The top themes for responses in 2012 were (in order of the percentage of faculty mentioning such things): Leadership-general, Facilities and Resources, and the Nature of Work as it relates to research. In 2017, top themes were (also in order of the percentage of faculty

mentioning such things): Facilities and Resources, Compensation and Benefits, Leadership-general, and Appreciation and Recognition.

Notes:

Nature of the Survey, Its Administration, and COACHE Reporting

The premise for COACHE's work is that good work environments "promote faculty job satisfaction which can lead to a greater commitment to and relationship with their home institution" (COACHE 2012 Report, p. 3). The survey is a tool for monitoring faculty perceptions of and satisfaction with their work environment and addresses the following aspects: nature of faculty work in research, teaching, and service; resources in support of faculty work; benefits, compensation, and work/life; interdisciplinary work and collaboration; mentoring; tenure and promotion practices; leadership and governance; departmental collegiality, quality, and engagement; appreciation and recognition; and more general satisfaction measures. This year, we also added several custom questions/items, mainly addressing satisfaction with diversity/inclusion.

The College at Brockport participated in this survey for the first time in 2012 and again in spring of 2017 as part of a SUNY-required survey administration (faculty satisfaction had been one of the metrics for a previous "SUNY Report Card"). Thus, we have some longitudinal data.

Methodology

The 2017 COACHE survey was aimed at the following faculty:
- Full-time (includes tenured, tenure eligible, and non-tenured [QAR])
- Not hired in current year
- Not in terminal year after being denied tenure
- Not in a senior administrative position (e.g., Assistant Dean or above)
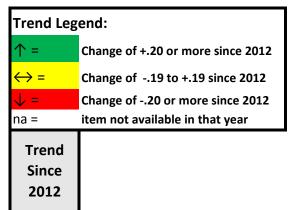- Not clinical faculty (e.g., in Medicine, Dentistry, Nursing, etc.)

Using these parameters, we assembled an initial population file derived from SUNY system payroll files. Faculty were invited to answer the survey online. Two follow-up reminders were sent, and faculty were encouraged informally through various channels to participate. The 2012 administration used a similar methodology except QARs were not sampled then. The 2012 response rate was 65% and 2017 was 61%.

COACHE organizes their reporting largely around 25 "benchmarks," each of which represents "the mean of several five-point, Likert-scale type items (e.g., very satisfied, satisfied, etc.) that share a common theme" (2017 Preview Report, p.4) in relation to those areas of faculty life noted above. Our longitudinal comparisons look at these but also all individual survey items.

COACHE Longitudinal Results: 2012 & 2017 Surveys

"Benchmarks" are averages of the individual items underneath each. Individual item figures are means from typically five-point Likert- type scales where "5" represents a more positive response (e.g., very satisfied, etc.).

Trend Legend:

↑ =	**Change of +.20 or more since 2012**
↔ =	**Change of -.19 to +.19 since 2012**
↓ =	**Change of -.20 or more since 2012**
na =	**item not available in that year**

Survey Items	2012 *Mean*	2017 *Mean*	Trend Since 2012
NATURE OF WORK: RESEARCH, SERVICE, TEACHING			
1 Benchmark: Nature of Work Research	**3.20**	**2.98**	↓
a. Time spent on research	2.83	2.87	↔
b. Expectations for finding external funding	3.13	3.25	↔
c. Influence over focus of research	4.36	4.27	↔
d. Quality of grad students to support research	2.60	2.73	↔
e. Support for research	3.23	2.67	↓
f. Support for engaging undergrads in research	3.01	2.94	↔
g. Support for obtaining grants (pre-award)	3.52	3.12	↓
h. Support for maintaining grants (post-award)	3.47	3.23	↓
i. Support for securing grad student assistance	2.32	2.57	↑
j. Support for travel to present/conduct research	3.48	2.70	↓
k. Availability of course release for research	2.31	2.09	↓
2 Benchmark: Nature of Work: Service	**3.12**	**3.05**	↔
a. Time spent on service	3.04	2.90	↔
b. Support for faculty in leadership roles	2.53	2.33	↓
c. Number of committees	3.15	3.12	↔
d. Attractiveness of committees	3.39	3.30	↔

2 Service Benchmark items continued

e.	Discretion to choose committees	3.52	3.65	↔
f.	Equitability of committee assignments	3.05	2.99	↔
g.	Number of student advisees	3.25	3.25	↔

3 Benchmark: Nature of Work: Teaching **3.77** **3.75** ↔

a.	Time spent on teaching	3.98	4.03	↔
b.	Number of courses taught	3.75	3.87	↔
c.	Level of courses taught	4.10	4.15	↔
d.	Discretion over course content	4.48	4.43	↔
e.	Number of students in classes taught	3.63	3.42	↓
f.	Quality of students taught	3.26	3.17	↔
g.	Equitability of distribution of teaching load	3.50	3.53	↔
h.	Quality of grad students to support teaching	3.03	2.79	↓

Related Survey Items

a.	Time spent on outreach	3.34	3.41	↔
b.	Time spent on administrative tasks	2.77	2.69	↔
c.	Ability to balance teaching/research/service	3.03	2.95	↔

FACILITIES, PERSONAL/FAMILY POLICIES, BENEFITS, AND SALARY

1 Benchmark: Facilities and work resources **3.46** **3.40** ↔

a.	Support for improving teaching	3.73	3.59	↔
b.	Office	3.86	3.68	↔
c.	Laboratory, research, studio space	3.26	2.86	↓
d.	Equipment	3.24	3.20	↔
e.	Classrooms	2.78	3.14	↑
f.	Library resources	3.76	3.78	↔
g.	Computing and technical support	3.48	3.18	↓
h.	Clerical/administrative support	3.54	3.55	↔

2	**Benchmark: Personal and family policies**	**2.77**	**2.90**	↔
a.	Housing benefits	2.32	2.46	↔
b.	Tuition waivers, remission, or exchange	2.19	2.18	↔
c.	Spousal/partner hiring program	2.28	2.33	↔
d.	Childcare	2.89	2.95	↔
e.	Eldercare	2.73	2.48	↓
f.	Family medical/parental leave	3.16	3.12	↔
g.	Flexible workload/modified duties	3.16	3.27	↔
h.	Stop-the-clock policies	2.73	2.80	↔
i.	Right balance between professional/personal	3.00	3.20	↑
j.	Inst. Does what it can for work/life compatibility	2.87	3.02	↔
k.	Parking benefits	na	3.25	na
l.	Commuter benefits	na	na	na
3	**Benchmark: Health and retirement benefits**	**3.75**	**3.78**	↔
a.	Health benefits for yourself	3.90	3.94	↔
b.	Health benefits for family	3.79	3.81	↔
c.	Retirement benefits	3.72	3.70	↔
d.	Phased retirement options	3.21	2.98	↓

Related Survey Items

a.	Salary	3.27	2.52	↓

INTERDISCIPLINARY WORK, COLLABORATION, AND MENTORING

1	**Benchmark: Interdisciplinary work**	**2.41**	**2.32**	↔
a.	Budgets encourage interdisciplinary work	2.24	2.12	↔
b.	Facilities conducive to interdisciplinary work	2.29	2.40	↔
c.	Interdisciplinary work is rewarded in merit	2.43	2.03	↓
d.	Interdisciplinary work is rewarded in promotion	2.35	2.05	↓
e.	Interdisciplinary work is rewarded in tenure	2.50	2.24	↓
f.	Dept. knows how to evaluate interdisciplinary work	2.57	2.67	↔

2 Benchmark: Collaboration		**3.43**	**3.53**	↔	
a.	Opportunities for collaboration within dept.	3.53	3.80	↑	
b.	Opportunities for collaboration outside dept.	3.22	3.24	↔	
c.	Opportunities for collaboration outside institution	3.52	3.50	↔	
3 Benchmark: Mentoring		**3.04**	**3.16**	↔	
a.	Effectiveness of mentoring from within dept.	3.59	3.85	↑	
b.	Effectiveness of mentoring from outside dept.	3.18	3.65	↑	
c.	Effectiveness of mentoring from outside institution	3.27	na	na	
d.	Mentoring of associate faculty	2.32	2.24	↔	
e.	Support for faculty to be good mentors	2.41	2.22	↔	

Related survey items

a.	Importance of mentoring within dept.	4.25	na	na	
b.	Mentoring of NTT faculty in dept.	na	3.16	na	
c.	Importance of mentoring outside institution	3.44	na	na	
d.	Effectiveness of mentoring outside the institution	3.80	4.06	↑	
e.	Importance of mentoring outside dept.	3.31	na	na	
f.	Interdisciplinary work is rewarded in reappointment	na	2.38	na	
g.	Being a mentor is fulfilling	na	4.13	na	
h.	Interest in interdisciplinary work	na	3.40	na	

TENURE AND PROMOTION

1 Benchmark: Tenure policies		**3.52**	**3.82**	↑	
a.	Clarity of tenure process	3.81	3.84	↔	
b.	Clarity of tenure criteria	3.62	3.93	↑	
c.	Clarity of tenure standards	3.47	3.84	↑	
d.	Clarity of body of evidence for deciding tenure	3.28	3.93	↑	
e.	Clarity of whether I will achieve tenure	3.53	3.91	↑	
f.	Consistency of messages about tenure	3.21	3.53	↑	
g.	Tenure decisions are performance-based	3.77	3.75	↔	
h.	Clarity of tenure process in department	na	na	na	

2 Benchmark: Tenure clarity		**3.35**	**3.72**	↑
a.	Clarity of expectations: Scholar	3.72	4.24	↑
b.	Clarity of expectations: Teacher	4.00	4.11	↔
c.	Clarity of expectations: Advisor	3.38	3.76	↑
d.	Clarity of expectations: Colleague	3.32	3.60	↑
e.	Clarity of expectations: Campus citizen	3.00	3.40	↑
f.	Clarity of expectations: Broader community	2.70	3.22	↑
3 Benchmark: Tenure reasonableness		**3.84**	**na**	na
a.	Reasonable expectations: Scholar	3.90	na	na
b.	Reasonable expectations: Teacher	4.15	na	na
c.	Reasonable expectations: Advisor	3.88	na	na
d.	Reasonable expectations: Colleague	3.96	na	na
e.	Reasonable expectations: Campus citizen	3.56	na	na
f.	Reasonable expectations: Community member	3.55	na	na
4 Benchmark: Promotion		**3.84**	**3.73**	↔
a.	Reasonable expectations: Promotion	3.84	3.71	↔
b.	Dept. culture encourages promotion	3.26	3.08	↔
c.	Clarity of promotion process	4.27	4.16	↔
d.	Clarity of promotion criteria	4.24	4.17	↔
e.	Clarity of promotion standards	4.11	4.03	↔
f.	Clarity of body of evidence for promotion	4.03	3.98	↔
g.	Clarity of time frame for promotion	3.39	3.42	↔
h.	Clarity of whether I will be promoted	3.38	3.16	↓

LEADERSHIP AND GOVERNANCE

Leadership items (not included in benchmark scores)

a.	Priorities are stated consistently	3.10	na	na
b.	Priorities are acted on consistently	2.85	na	na
c.	Changed priorities negatively affect my work*	3.22	na	na

On this item, a higher mean indicates a negative faculty perception. Strengths, concerns, and internal comparisons appropriately reflect this reversed scaling.

#	Item			
1	**Benchmark: Leadership: Senior**	**3.28**	**3.43**	↔
a.	Pres/Chancellor: Pace of decision making	3.16	3.72	↑
b.	Pres/Chancellor: Stated priorities	3.05	3.78	↑
c.	Pres/Chancellor: Communication of priorities	3.13	3.85	↑
d.	CAO: Pace of decision making	3.36	3.03	↓
e.	CAO: Stated priorities	3.42	3.02	↓
f.	CAO: Communication of priorities	3.49	3.19	↓
g.	CAO: Ensuring faculty input	na	na	na
2	**Benchmark: Leadership: Divisional**	**3.12**	**3.20**	↔
a.	Dean: Pace of decision making	3.25	3.27	↔
b.	Dean: Stated priorities	3.17	3.23	↔
c.	Dean: Communication of priorities	3.06	3.14	↔
d.	Dean: Ensuring faculty input	3.01	3.20	↔
3	**Benchmark: Leadership: Departmental**	**3.70**	**3.97**	↑
a.	Head/Chair: Pace of decision making	3.60	3.85	↑
b.	Head/Chair: Stated priorities	3.56	3.83	↑
c.	Head/Chair: Communication of priorities	3.63	3.93	↑
d.	Head/Chair: Ensuring faculty input	3.77	4.09	↑
e.	Head/Chair: Fairness in evaluating work	3.95	4.18	↑
4	**Benchmark: Leadership: Faculty**	**na**	**3.17**	na
a.	Faculty leaders: Pace of decision making	na	3.05	na
b.	Faculty leaders: Stated priorities	na	3.17	na
c.	Faculty leaders: Communication of priorities	na	3.11	na
d.	Faculty leaders: Ensuring faculty input	na	3.37	na

a. Priorities are stated consistently	na	2.79	na
b. Priorities are acted on consistently	na	2.56	na
c. Changed priorities negatively affect my work	na	2.50	na
d. CAO: Support in adapting to change	na	na	na
e. Visible leadership for support of diversity	na	4.29	na

SHARED GOVERNANCE

1 Benchmark: Governance: Trust	**na**	**3.27**	na
a. I understand how to voice opinions about policies	na	3.18	na
b. Clear rules about the roles of faculty and administration	na	3.10	na
c. Faculty and admin follow rules of engagement	na	3.65	na
d. Faculty and admin have an open system of communication	na	3.35	na
e. Faculty and admin discuss difficult issues in good faith	na	3.52	na
2 Benchmark: Governance: Shared sense of purpose	**na**	**3.34**	na
a. Important decisions are not made until there is consensus	na	2.94	na
b. Admin ensures sufficient time for faculty input	na	3.34	na
c. Faculty and admin respectfully consider the other's view	na	3.39	na
d. Faculty and admin have a shared sense of responsibility	na	3.68	na
3 Benchmark: Understanding the issue at hand	**na**	**3.26**	na
a. Faculty governance structures offer opportunities for input	na	3.31	na
b. Admin communicate rationale for important decisions	na	3.37	na
c. Faculty and admin have equal say in decisions	na	3.06	na
d. Faculty and admin define decision criteria together	na	3.42	na
4 Benchmark: Governance: Adaptability	**na**	**2.88**	na
a. Shared governance holds up in unusual circumstances	na	2.96	na
b. Institution regularly reviews effectiveness of governance	na	2.76	na
c. Institution cultivates new faculty leaders	na	2.91	na

5 Benchmark: Governance: Productivity	**na**	**3.21**	na	
a. Overall effectiveness of shared governance	na	3.18	na	
b. My committees make measureable progress towards goals	na	3.40	na	
c. Public recognition of progress	na	3.16	na	

DEPARTMENTAL COLLEGIALITY, ENGAGEMENT, AND QUALITY

1 Benchmark: Departmental collegiality	**3.91**	**4.07**	↔
a. Colleagues support work/life balance	3.73	3.98	↑
b. Meeting times compatible with personal needs	4.19	4.26	↔
c. Amount of personal interaction w/Pre-tenure	3.68	3.96	↑
d. How well you fit	3.87	4.01	↔
e. Amount of personal interaction w/Tenured	3.77	3.99	↑
f. Colleagues pitch in when needed	3.89	4.04	↔
g. Dept. is collegial	4.03	4.06	↔
h. Colleagues committed to diversity/inclusion	4.14	4.24	↔
2 Benchmark: Departmental engagement	**3.49**	**3.62**	↔
a. Discussions of undergrad student learning	3.85	4.04	↔
b. Discussions of grad student learning	2.89	2.91	↔
c. Discussions of effective teaching practices	3.64	3.79	↔
d. Discussions of effective use of technology	3.21	3.44	↑
e. Discussions of current research methods	2.97	3.14	↔
f. Amount of professional interaction w/Pre-tenure	3.93	3.96	↔
g. Amount of professional interaction w/Tenured	3.87	4.04	↔
3 Benchmark: Departmental quality	**3.65**	**3.77**	↔
a. Intellectual vitality of tenured faculty	3.70	3.80	↔
b. Intellectual vitality of pre-tenure faculty	4.01	4.13	↔
c. Scholarly productivity of tenured faculty	3.49	3.81	↑
d. Scholarly productivity of pre-tenure faculty	3.82	4.08	↑
e. Teaching effectiveness of tenured faculty	3.82	3.94	↔

3   Departmental quality items cont.

f.	Teaching effectiveness of pre-tenure faculty	4.03	4.09	↔
g.	Dept. is successful at faculty recruitment	3.66	3.56	↔
h.	Dept. is successful at faculty retention	3.73	3.48	↓
i.	Dept. addresses sub-standard performance	2.66	2.90	↑

Related Survey Items

a.	Intellectual vitality of NTT faculty	na	3.75	na
b.	Scholarly productivity of NTT faculty	na	3.63	na
c.	Teaching effectiveness of NTT faculty	na	3.85	na
d.	Amount of professional interaction w/NTT	na	3.78	na
e.	Amount of personal interaction w/NTT	na	3.84	na
f.	Recruiting part-time faculty	na	na	na
g.	Managing part-time faculty	na	na	na

APPRECIATION AND RECOGNITION

1	**Benchmark: Appreciation and recognition**	**3.42**	**3.17**	↓
a.	Recognition: for teaching	3.49	3.18	↓
b.	Recognition: for advising	3.11	2.86	↓
c.	Recognition: for scholarship	3.49	3.22	↓
d.	Recognition: for service	3.23	2.84	↓
e.	Recognition: for outreach	3.15	3.10	↔
f.	Recognition: from colleagues	3.73	3.72	↔
g.	Recognition: from CAO	3.28	2.59	↓
h.	Recognition: from Dean	3.14	2.95	↔
i.	Recognition: from Head/Chair	3.79	3.79	↔
j.	School/college is valued by Pres/Provost	3.68	3.31	↓
k.	Dept. is valued by Pres/Provost	3.40	3.00	↓
l.	CAO cares about faculty of my rank	3.34	3.11	↓

BEST ASPECTS

Faculty were asked to identify the two (and only two) best aspects of working at your institution. The top responses for your institution are shown below and disaggregated by tenure status, gender, and race.

Overall

a.	Quality of colleagues	34%	41%	↑
b.	Support of colleagues	23%	28%	↑
c.	My sense of "fit" here	21%	16%	↓
d.	Academic freedom	17%	20%	↔

Tenured

a.	Quality of colleagues	41%	na	na
b.	Support of colleagues	19%	na	na
c.	My sense of "fit" here	19%	na	na
d.	Academic freedom	19%	na	na

Pre-tenure

a.	Quality of colleagues	21%	32%	↑
b.	Support of colleagues	33%	34%	↔
c.	My sense of "fit" here	25%	25%	↔
d.	Cost of living	16%	2%	↓
e.	Quality of undergraduate students	7%	18%	↑

Men

a.	Quality of colleagues	30%	na	na
b.	My sense of "fit" here	19%	na	na
c.	Cost of living	19%	na	na
d.	Academic freedom	18%	na	na

Best Aspects cont.

Women

a.	Quality of colleagues	39%	42%	↔
b.	Support of colleagues	31%	30%	↔
c.	My sense of "fit" here	24%	9%	↓
d.	Academic freedom	17%	22%	↑
e.	Presence of others like me	0%	15%	↑

White

a.	Quality of colleagues	35%	na	na
b.	Support of colleagues	25%	na	na
c.	My sense of "fit" here	20%	na	na
d.	Academic freedom	18%	na	na

FOC-Faculty of Color

a.	Quality of colleagues	29%	na	na
b.	Support of colleagues/academic freedom	14%	na	na
c.	Geographic location	18%	na	na
d.	My sense of "fit" here	25%	na	na

Asian

a.	Quality of colleagues	na	21%	na
b.	Support of colleagues	na	29%	na
c.	My sense of "fit" here; tenure/promotion clarity of requirements	na	21%	na
d.	Academic freedom	na	36%	na

URM-Under-represented minority

a.	Quality of colleagues	na	47%	na
b.	Support of colleagues; opportunities to collaborate with colleagues; quality of undergraduate students; manageable pressure to perform	na	18%	na
c.	Academic freedom	na	24%	na

WORST ASPECTS

Faculty were asked to identify the two (and only two) worst aspects of working at your institution. The top responses are shown below and disaggregated by tenure status, gender, and race.

Overall

a.	Quality of facilities	19%	11%	🟥 ↓
b.	Lack of support for research/creative work	19%	33%	🟩 ↑
c.	Compensation	21%	3%	🟥 ↓
d.	Too much service/too many assignments	30%	3%	🟥 ↓
e.	Quality of undergraduate students	11%	14%	🟨 ↔
f.	Lack of support for teaching	1%	21%	🟩 ↑
g.	Cost of living	3%	38%	🟩 ↑

Tenured

a.	Quality of facilities	20%	na	na
b.	Lack of support for research/creative work	20%	na	na
c.	Compensation	21%	na	na
d.	Too much service/too many assignments	33%	na	na

Pre-tenure

a.	Quality of the facilities	16%	12%	🟨 ↔
b.	Lack of support for research/creative work	18%	44%	🟩 ↑
c.	Compensation	21%	7%	🟥 ↓
d.	Too much service/too many assignments	23%	0%	🟥 ↓
e.	Lack of support for teaching	2%	26%	🟩 ↑
f.	Cost of living	2%	35%	🟩 ↑

Men

a.	Quality of facilities	20%	na	na
b.	Lack of support for research/creative work	20%	na	na

Worst Aspects cont. -- Men

c.	Compensation	21%	na	na
d.	Too much service/too many assignments	22%	na	na

Women

a.	Quality of the facilities	18%	12%	↓
b.	Lack of support for research/creative work	19%	31%	↑
c.	Too much service/too many assignments	38%	3%	↓
d.	Compensation	21%	3%	↓
e.	Lack of support for teaching	0%	23%	↑
f.	Cost of living	4%	41%	↑

White

a.	Quality of facilities	22%	na	na
b.	Lack of support for research/creative work	19%	na	na
c.	Compensation	22%	na	na
d.	Too much service/too many assignments	33%	na	na

FOC-Faculty of Color

a.	Too much service/too many assignments	14%	na	na
b.	Lack of support for research/creative work	21%	na	na
c.	Compensation	18%	na	na
d.	Decline to answer	14%	na	na

Asian

a.	Quality of undergraduate students	na	31%	na
b.	Lack of support for research/creative work	na	46%	na
c.	Lack of support for teaching; teaching load	na	15%	na
d.	Cost of living	na	46%	na

URM-Under-Represented Minority

a.	Lack of support for research/creative work	na	47%	na
b.	Lack of support for teaching	na	24%	na

Worst Aspects cont. -- URM

c.	Compensation; lack of diversity	na	12%	na
d.	Cost of living	na	41%	na

RETENTION AND NEGOTIATIONS

These tables concern renegotiations and reasons to leave. Overall and for each demographic group, the most popular answers are provided

Re-negotiations -if you could negotiate adjustments to your employment, which one of the following items would you most like to adjust

Overall

a.	Base salary	28%	54%	🟩 ↑
b.	Supplemental salary (e.g. overload)	7%	5%	🟨 ↔
c.	Teaching load (e.g. course release	13%	5%	🟥 ↓
d.	Lab/research support	9%	3%	🟥 ↓
e.	Administrative responsibilities	6%	8%	🟨 ↔
f.	Sabbatical or other leave time	5%	6%	🟨 ↔

Tenured

a.	Base salary	29%	na	na
b.	Supplemental salary (e.g. overload)	8%	na	na
c.	Teaching load (e.g. course release)	13%	na	na
d.	Administrative responsibilities	8%	na	na

Pre-tenured

a.	Base salary	27%	50%	🟩 ↑
b.	Supplemental salary (e.g. overload)	5%	5%	🟨 ↔
c.	Teaching load (e.g. course release)	14%	8%	🟥 ↓

Retention and Negotiations Items cont. -- Pretenured

d.	Equipment	5%	0%	🟥 ↓
e.	Lab/research support	14%	8%	🟥 ↓
f.	Tenure clock	4%	10%	🟩 ↑

Men

a.	Base salary	28%	na	na
b.	Supplemental salary (e.g. overload); equipment; sabbatical or other leave time	6%	na	na
c.	Teaching load (e.g. course release)	11%	na	na
d.	Lab/research support	12%	na	na

Women

a.	Base salary	28%	56%	🟩 ↑
b.	Supplemental salary (e.g. overload)	9%	1%	🟥 ↓
C.	Teaching load (e.g. course release)	15%	4%	🟥 ↓
d.	Administrative responsibilities	8%	4%	🟨 ↔
e.	Sabbatical or other leave time	5%	9%	🟨 ↔

White

a.	Base salary	27%	na	na
b.	Teaching load (e.g. course release)	13%	na	na
c.	Administrative responsibilities	7%	na	na
d.	Lab/research support	10%	na	na

Non-tenure

a.	Base salary	na	76%	na
b.	Administrative responsibilities	na	6%	na
c.	Equipment	na	6%	na
d.	Employment for spouse/partner	na	6%	na

Retention and Negotiations cont.

FOC-Faculty of Color

a.	Base salary	32%	na	na
b.	Supplemental salary (e.g. overload)	11%	na	na
c.	Teaching load (e.g. course release)	14%	na	na
d.	Leave time	7%	na	na

Asian

a.	Base salary	na	62%	na
b.	Supplemental salary	na	15%	na
c.	Teaching load	na	15%	na
	(Only 3 answers reported)			

URM-Under-Represented Minority

a.	Base salary	na	44%	na
b.	Sabbatical or other leave time	na	19%	na
c.	Administrative responsibilities	na	12%	na
d.	Supplemental salary; Tenure clock; Teaching load	na	6%	na

1 If you were to choose to leave your institution, what would be your primary reason

Overall

a.	To improve your salary/benefits	9%	22%	↑
b.	To find more resources in support work	11%	9%	↔
c.	To retire	21%	17%	↔
d.	To improve geographic location	12%	7%	↓
e.	To improve your quality of life	7%	9%	↔

Tenured

a.	To find more resources in support work	9%	na	na
b.	Find institution with similar priorities to yours; improve quality of life	8%	na	na
c.	To Retire	28%	na	na
d.	To improve geographic location	14%	na	na

Reasons for leaving institution cont.

Pre-tenure

a.	To improve your salary/benefits	14%	25%	🟩 ↑
b.	To find a more collegial workplace	9%	9%	🟨 ↔
c.	For other family or personal needs	11%	11%	🟨 ↔
d.	To improve quality of life	4%	11%	🟩 ↑
e.	To move to a preferred geographic location	9%	16%	🟩 ↑

Men

a.	To find more resources in support work	11%	na	na
b.	Find institution with similar priorities to yours	10%	na	na
c.	To retire	23%	na	na
d.	To improve geographic location	12%	na	na

Non-tenure

a.	To improve your salary/benefits	na	37%	na
b.	To find a more collegial work environment	na	11%	na
c.	To improve your quality of life	na	16%	na
d.	To retire	na	26%	na

Women

a.	To improve your salary/benefits	14%	18%	🟨 ↔
b.	To find more resources in support work	12%	11%	🟨 ↔
c.	To retire	19%	21%	🟨 ↔
d.	To improve geographic location	12%	9%	🟨 ↔
e.	To improve quality of life	7%	9%	🟨 ↔

White

a.	To improve your salary/benefits; find institution with similar priorities to yours	9%	na	na
b.	To find more resources in support work	11%	na	na

Reasons for leaving institution cont. -- White

c.	To retire	22%	na	na
d.	To improve geographic location	12%	na	na

FOC-Faculty of Color

a.	To improve your salary/benefits; to find a more collegial workplace; to improve geographic location	11%	na	na
b.	To find more resources in support work	14%	na	na
c.	To retire	18%	na	na

Asian

a.	To improve your salary/benefits	na	36%	na
b.	To work at an institution whose priorities match your own; to pursue an administrative position in higher education; to improve employment opportunities for your spouse/partner; to retire	na	7%	na

URM-Under-Represented Minority

a.	To improve your salary/benefits; to move to a preferred geographic location	na	18%	na
b.	To find an employer who provides more resources in support of your work; to retire; there is no reason why I would leave this institution	na	12%	na
c.	For other family or personal needs	na	24%	na

OTHER GLOBAL VIEWS

1	I would again choose this institution	61%	67%	↑
2	I would recommend department	61%	59%	↔

CUSTOM QUESTIONS

COACHE lets institutions add items of particular interest if desired. We only did this in 2017 and included more items mainly on diversity/inclusion. Items #2 & 3 below are also Likert-type items on a 5-point scale where "5" is the more positive response (e.g., "strongly agree").

1	Have you attended any programming presented/sponsored by the College's Diversity Office **(% who said "yes")**	na	75.2%	na
2	In general, how helpful to your development as a faculty member was it	na	2.21	na
3	Please rate your level of agreement or disagreement with the following statement:			
a.	The Brockport administration actively supports inclusion	na	4.19	na
b.	My department creates a welcoming environment for faculty who are racial/ethnic minorities	na	4.31	na
c.	My department creates a welcoming environment for faculty of all ages	na	4.37	na
d.	My department creates a welcoming environment for faculty from the LGBTQIA community	na	4.43	na
e.	My department creates a welcoming environment for faculty who are women	na	4.36	na
f.	Overall, I feel a sense of belonging at The College at Brockport	na	4.06	na
g.	The course-level student evaluations of my teaching used at Brockport (IAS) provide a meaningful evaluation of the quality of the educational experience I provide to my students	na	2.58	na