2016 Faculty Welfare Survey
Final Report

University of South Carolina
Palmetto College Campuses Faculty Senate
Welfare Committee

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EXECUTIVE SUMMARY

About the Survey

The 2016 Faculty Welfare Survey's design builds from the 2015 Faculty Welfare Survey —designed with a specific focus on the personal and professional welfare of faculty members from the University of South Carolina Palmetto College Campuses. In an effort to streamline this year's survey, survey items were included and were grouped in three key areas: 1) academic community and collegiality, 2) faculty workload and support, and 3) compensation and retention. Our full-time faculty headcount is 141 (49 full time instructor, 92 tenured or tenure-track faculty), a decrease of 14 faculty members from last year, and our total number of responses to this survey was 74 (resulting in a response rate of 52.5 percent). Faculty participation in rank is as followed: 22% instructors (16 respondents), 24% Assistant Professors (18 respondents), 35% Associate Professors (26 respondents), 12% Full Professors (9 respondents), and 7% Administrators with faculty rank (5 respondents).

Central Findings

For the most part, the survey indicates some positive results for moving forward. Respondents indicate a strong sense of collegiality among our campuses, and have constructive interactions with their coworkers, academic Dean, and Dean. However, respondents also indicate that there still needs to be more work done to increase diversity, especially concerning sexual orientation, religion, and genetics. Perhaps the most pertinent findings are those related to discrimination and workplace bullying. Among faculty respondents, 7 respondents (same number as last year) report having personally experienced discrimination on the basis of gender, race, age, national origin, color, and religion. Women represent 71.4% of faculty having personally faced discrimination. 17 respondents (25% compared to 18% last year) reported witnessing discrimination in the workplace in all categories except genetics. Workplace bullying was reported by 10 respondents (14.5% – a decrease from last year), with 13 respondents (19% – also a decrease from last year) indicating that they witnessed workplace bullying. Women represent 55.5% of the faculty who personally faced workplace bullying. Though workplace bullying is still present, it noticeably dropped by 6.5% of victims and 8% of witnessing.

Workload expectations seems to indicate satisfaction as most of the faculty seem to be working a typical number of courses and labs, but there continues to be an indication of less than satisfactory equitable compensation between contact hours versus credit hours—particularly in the sciences. 32% of faculty reported delivering "online" instruction. Faculty members continue to indicate that they are receiving strong levels of institutional support for their teaching and service, and there is an indication that support for scholarship is better. The faculty is generally content with the amount of time spent teaching, but many would prefer to spend more time on scholarship and less on service. Respondents indicate an optimistic feeling about their "authority to make decisions concerning their classes," "opportunities for advancement," "their co-workers," and "the nature of their work." But responses indicate need for improvement in "salary" and "time for keeping current in their respective fields." Only 17 respondents of 66 total respondents indicate they are satisfied (none indicate being very satisfied) with their salary while 37 respondents of 66 total respondents indicate they are dissatisfied or very dissatisfied with their salary.

I. INTRODUCTION

About the Survey

The 2016 Faculty Welfare Survey takes from the success of last year's survey in that it is designed with a specific focus on the personal and professional welfare of the faculty members from the University of South Carolina Palmetto College Campuses. A few of the questions were revised from last year's survey in order to better streamline the experience for the respondents. The results of this survey should indicate opportunities for exploring the collective concerns of our faculty, advocating for matters of faculty welfare, and enabling individual faculty members to have an idea how their experiences compare to those of other faculty members. The question of "what do we do with these survey results?" is an important one. But this question relates not just to the members of the Welfare Committee of the Palmetto College Campuses Faculty Senate—it relates to all of us. We must all take ownership over these findings and be involved in the dissemination of results and the overall advocacy of faculty well-being. The data collected from this survey is to be used for advocacy and not research. None of the data provided in this survey is being used to support research agendas. We are simply reporting the results of this survey to the faculty of Palmetto College Campuses.

Survey Design & Administration

The 2016 survey items maintain an emphasis on the well-being of individual faculty members, not the welfare of the institution. Survey items were designed around highlighting faculty needs and ensuring that we all have what we need to be productive faculty members. This focus is consistent with the form and function of the Welfare Committee of the Palmetto College Campuses Faculty Senate.

Due to the nature of many questions in this survey, we invited only full-time faculty members of the Palmetto College Campuses.

The Faculty Welfare Survey is a confidential survey that is aimed at locating faculty well-being. As you will see in the following report, no small, identifiable groups will be discussed. But, you will quickly see the vital importance that demographics serve in providing meaningful, action-item-oriented findings on various measures. Careful attention was afforded to the protection of faculty data during survey design, analysis, and the reporting of findings. To further protect individual faculty, we allowed participants to skip questions that they felt were either too personal or made them feel uncomfortable identifying.

The survey was divided in groups to improve the layout and flow of the survey instrument. Survey items focus on three key areas: 1) academic community and collegiality, 2) faculty workload and support, and 3) compensation and retention. Two additional segments of the survey related to faculty demographics and an optional area for open qualitative feedback. Questions were designed to focus on key issues of faculty welfare, such as experiences with discrimination, work/life balance, support for scholarship, and workplace bullying. To improve the quality of the survey for years to come, we also welcome additions, deletions, and edits to the survey in preparation for future survey administrations.

Some of the survey items are categorical in design, while others are continuous items based around a five-point scale. These continuous items related to the "degree to which you agree" with certain statements or the

"degree to which you are satisfied" with select elements of your job. Likert-style survey questions included response options that ranged from *Strongly Disagree* to *Strongly Agree* (or *Very Dissatisfied* to *Very Satisfied*), and they will be discussed in great detail throughout the remainder of this report. Equally important are the survey items that included a simple dichotomy of yes/no responses. These items will garner a great deal of attention as well. A handful of the survey items also included optional feedback boxes where faculty members could contextualize their responses with qualitative insight. Such feedback will be used, when appropriate..

The 2016 Faculty Welfare Survey was administered as an online survey via Qualtrics. Qualtrics is a leading survey technology provider used by "every major university in the U.S." (https://www.qualtrics.com/about/), and they are known for outstanding data protection, and great commonsense analytics. All full-time faculty members were emailed a survey link inviting them to participate.

Survey Response

One of the key concerns during the administration of the Faculty Welfare Survey—or any survey for that matter—is the response rate. We are proud to report an exceptional response rate on nearly all accounts. Table 1 provides a quick visual breakdown of the number of full-time faculty members that are presently employed at each of the Palmetto College Campuses, along with the number of faculty responding to this survey from each unit (and the calculated rate of response).

All data on our current headcount in this report was provided by the Academic heads of each campus. Our total full-time headcount currently sits at 141 faculty members, and our total number of responses to this survey was 76. Of the respondents 72% were hired in the last 10 years. Of the respondents 41% indicated Humanities as their discipline, 36% indicated Math and Science as their discipline, 18% indicated Behavioral and Social Sciences as their discipline, and 5% indicated Business, Education, Library, and Nursing/Public Health as their discipline.

Table 1 - Survey Response by Campus Unit			
Campus	Complete Responses	Campus Faculty	Response Rate
Lancaster	21	60	35%
Salkehatchie	16	20	80%
Sumter	22	33	66.6%
Union	8	13	61.5%
Extended University	8	15	53.3%

Table 2 provides the number of current faculty at each rank, along with the number of faculty at each rank who responded to the survey (and subsequent response rates).

Table 2 - Faculty Response by Rank			
Faculty Rank	Number Responding	Faculty Count	Response Rate
Instructor	16	49	32.7%
Assistant Professor	18	28	64.3%
Associate Professor	26	45	57.8%
Professor	9	19	47.4%
Administrator w/ faculty rank	5	15	30%

Participant Characteristics

As we explained when we created the survey, all demographic information was handled delicately and securely. Information concerning demographics was only used if it offered essential insight of a particular survey item. Two demographic items asked of respondents have already been discussed (campus affiliation and academic rank). The remaining demographics included in the survey are age, ethnicity, race, time on current campus, sexual orientation, and gender. Respondents were not required to answer all of these questions. Given department and/or campus sizes, we wanted to allow respondents to feel comfortable in securing their anonymity. Therefore, some respondents did not answer every demographic question. 60 survey respondents reported ages ranging from 29 to 78. For ethnicity and race, we offered the same options and format as the U.S. Census. As far as ethnicity, 72% of the 74 respondents identified as non-Hispanic, and 4% identified as Hispanic. For the modal race category 65% of the 75 respondents identify as White, 5% identified as Black or African American, 9% identified as Asian or Asian American, and 4% identified as Native American, Native Hawaiian, or Other Pacific Islander.

Of 74 respondents 46% identified as men, 38% identified as women, 1% as gender-fluid. The other 15% elected not to answer at this time. According to human resource data, which was compiled by campus academic deans, our total current 139 faculty includes 82 males (59%) and 57 females (41%) (note: University data only allows these two sex (male and female) options). In the 63 tenured faculty (associate professors and full professors), 20

are women (31.8%), and 43 are men (68.2%). Table 3 provides breakdown of sex (male and female) of our total faculty body by campus and rank as obtained from University data.

Table 3 – Palmetto College Campuses Faculty – Gender by Rank								
	INSTRUCTOR		ASST PROF		ASSOC PROF		PROFESSOR	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
LANCASTER	10	15	7	3	6	11	3	4
SALKEHATCHIE	3	2	0	3	3	7	0	1
SUMTER	6	5	2	1	2	5	2	10
UNION	1	2	4	3	0	2	1	0
EXTENDED	1	4	3	1	2	3	1	0
TOTALS	21	28	16	11	13	28	7	15

About the Report

The remaining sections of the report will examine survey items in the three major areas of the survey: Chapter II will cover items related to Academic Community and Collegiality, Chapter III relates to Faculty Workload and Support, and Chapter IV covers Compensation and Retention. Analysis for each area will include a summary of individual survey items, and, where appropriate, a report of important differences among subgroups (e.g., women and men). A final item enables faculty to provide qualitative feedback at the conclusion of the survey instrument. The report concludes with information on how to contact the Welfare Committee with questions or comments about the survey.

II. ACADEMIC COMMUNITY AND COLLEGIALITY

In Section II all questions are based on assessing faculty members' feelings about the health of their academic community and their sense (or not) that they work in a collegial environment. Question 13 of the survey asked respondents to indicate the degree to which they agreed on 15 statements concerning work environment and collegiality. Respondents were asked to rate the statements numerically (1-5) with the following possible responses:

> 1) Strongly Disagree
> 2) Disagree
> 3) Neither Agree or Disagree
> 4) Agree
> 5) Strongly Agree

Table 4 includes the data from the 15 statements. Respondents strongly agreed the most on the statements: "I have constructive interaction with my division chair;" and "I have constructive interactions with my academic dean." Respondents agreed the most with the statements: "among the colleagues on my campus, there exists a strong level of collegiality;" "My input is valued on matters of faculty welfare and faculty governance;" and "I have constructive interactions with my coworkers." Respondents had the greatest number of disagreement with "I have had constructive interactions with the USC department that corresponds with my discipline."

Table 4: For all questions, please consider only the 2016 calendar year. Please indicate the degree to which you agree with the following statements							
Question	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Total Responses	Mean
Among the colleagues on my campus, there exists a strong level of collegiality	3	6	7	39	16	71	3.83
I can comfortably voice my opinion on campus matters without fear of retribution	2	8	5	35	20	70	3.90
My input is valued on matters of faculty welfare and faculty governance	4	7	11	33	16	71	3.70

I have had constructive interactions with the USC Columbia department that correspond with my discipline	14	16	19	23	8	71	3.06
In my opinion, diversity is important to the mission of Higher Education	1	3	8	23	36	71	4.27
My teaching accomplishments are recognized and valued	1	9	12	29	20	71	3.82
My scholarly achievements are recognized and valued	1	6	16	28	19	70	3.83
My service contributions are recognized and valued	1	10	14	27	19	71	3.75
I have constructive interactions with my coworkers.	2	1	4	37	27	71	4.21
I have constructive interactions with my division chair.	3	1	8	21	31	64	4.19
I have constructive interactions with my academic dean.	1	5	8	24	33	71	4.17
I have constructive interactions with my dean.	3	4	6	30	28	71	4.07

To aid in the discussion of the 15 survey items presented in Table 4, we decided to break the discussion into three subgroups: 1) the first four items, relating to collegiality, 2) the middle four items, relating to diversity and value, and 3) the last four items, relating to constructive interaction with administration. To help streamline information Question 14 asked respondents to indicate the degree to which their campus valued diversity. A

table indicating the responses is included in subgroup three. At the end of Section II we have included the data concerning discrimination and workplace bullying.

Collegiality

The questions regarding collegiality yielded a few noteworthy findings. The highest mean score (4.27) among the first five items involves whether faculty feel that diversity is important to the mission of Higher Education. The following four highest mean scores involve having constructive interaction with co-workers (4.12), division chair (4.19), academic dean (4.17), and dean (4.07). The lowest mean score (3.06) is again on whether faculty on the Palmetto College Campuses have had constructive dialog with peers in Columbia. Given that we often hear of problems concerning communication with and from Columbia, we felt it necessary to cross tabulate the results with campus units (Table 5.1) and disciplinary units (Table 5.2). Perhaps that will show more clearly where there may be "trouble spots," and we can work toward correcting the problem.

Table 5.1 – Constructive interactions with Columbia by campus					
CAMPUS	STRONGLY DISAGREE	DISAGREE	NEITHER	AGREE	STRONGLY AGREE
EXTENDED UNIVERSITY	1	1	0	3	2
LANCASTER	5	1	7	6	1
SALKEHATCHIE	5	2	3	3	1
SUMTER	2	2	7	7	4
UNION	1	1	1	4	4
TOTAL	14	7	18	23	12

Table 5.2 – Constructive interactions with Columbia by academic unit					
DISCIPLINE	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE
BEHAVIORAL & SOCIAL SCIENCE	2	1	1	4	3
BUSINESS & EDUCATION	0	0	1	1	0
HUMANITIES	7	6	4	8	3
LIBRARY	0	0	0	0	0
MATH & SCIENCE	4	0	12	7	2
NURSING & PUBLIC HEALTH	0	0	0	2	0
TOTAL	13	7	18	22	8

Diversity and Value

Table 6 shows the response breakdown in terms of valuing diversity on Palmetto College campuses. The first question in this section (about whether "diversity is important to the mission of Higher Education"; see Table 4) had the highest mean of any item in the section at 4.27. However respondents indicated greater disagreement concerning the degrees to which their campuses valued diversity. Although respondents reported strong mean scores on questions about their campus valuing diversity in terms of race (3.88) and gender (3.91), the mean score on whether one's campus values diversity in religion (3.31) and sexual orientation (3.32) is less optimistic.

Three questions in the Academic Community and Collegiality segment of the survey provide us with an idea of whether faculty members feel that their accomplishments (teaching, scholarship, and service) are recognized and valued. As seen in Table 4, these three areas all had relatively high mean scores. At face value it appears that teaching is valued the most (mean = 3.82), followed by scholarship (mean = 3.83) and service (mean = 3.75). The three survey questions on "feeling valued" will prove more useful when engaging in future longitudinal analyses, particularly as the Chancellor's office continues to pursue opportunities for recognition and avenues to increase resources. From the survey, we still have this year 69.0 percent of the respondents agreed or strongly agreed that their teaching accomplishments were recognized and valued on their campus. 67.1 percent agreed or strongly agreed that their scholarly achievements were recognized and valued on their campus, reflecting a 1.9 percent decrease from last year. 64.8 percent agreed or strongly agreed that their service contributions were recognized and valued on their campus, reflecting a 1.8 percent increase from last year. Part of this may be that respondents feel service obligations are becoming more recognized since the implementation of the Plyler

Excellence in Service Award. Rather than determine if there is a campus or campuses where faculty feel especially less recognized or valued, we felt it would be more helpful to see how value and recognition were indicated by academic rank.

Table 6 – For **only the 2016 calendar year, please indicate the degree to which you agree that your campus values diversity in terms of:**						
Question	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total Responses	Mean
Race	2	7	8	31	20	68	3.88
Gender	2	4	11	32	19	68	3.91
Sexual Orientation	4	10	25	18	11	68	3.32
Age	0	4	18	31	15	68	3.84
Color	3	5	14	30	16	68	3.75
Sex	2	3	17	29	17	68	3.82
Religion	3	10	27	17	10	68	3.31
National Origin	3	6	20	27	12	68	3.57
Genetics	1	1	39	17	10	68	3.50
Veterans Status	1	0	21	29	17	68	3.90
Disability Status	2	4	23	27	12	68	3.63

Tables 7.1, 7.2, and 7.3 show that there are differences between ranks on how teaching, scholarship, and service are recognized and valued.

7.1 - Please indicate the degree to which teaching accomplishments are recognized and valued.

RANK	STRONGLY DISAGREE	DISAGREE	NEITHER	AGREE	STRONGLY AGREE	TOTAL
INSTRUCTOR	0	1	1	6	7	15
ASSISTANT PROFESSOR	0	4	3	8	3	18
ASSOCIATE PROFESSOR	1	2	3	10	7	23
PROFESSOR	0	1	3	2	3	9
ADMIN / FACULTY	0	0	1	3	0	4
TOTAL	1	8	11	29	20	69

7.2 - Please indicate the degree to which scholarly achievements are recognized and valued.

RANK	STRONGLY DISAGREE	DISAGREE	NEITHER	AGREE	STRONGLY AGREE	TOTAL
INSTRUCTOR	0	0	6	5	3	14
ASSISTANT PROFESSOR	0	1	5	8	4	18
ASSOCIATE PROFESSOR	1	2	3	9	8	23
PROFESSOR	0	1	1	4	3	9
ADMIN / FACULTY	0	0	1	2	1	4
TOTAL	1	4	16	28	19	69

7.3 - Please indicate the degree to which service contributions are recognized and valued.

RANK	STRONGLY DISAGREE	DISAGREE	NEITHER	AGREE	STRONGLY AGREE	TOTAL
INSTRUCTOR	0	1	3	8	3	15
ASSISTANT PROFESSOR	0	2	5	7	4	18
ASSOCIATE PROFESSOR	1	4	4	7	7	23
PROFESSOR	0	1	1	2	5	9
ADMIN / FACULTY	0	0	1	3	0	4
TOTAL	1	8	14	27	19	69

Constructive Interaction with Administrators

The final four questions in the Academic Community and Collegiality segment of the survey asked respondents to indicate their constructive interaction with co-workers and administration. Out of 71 responses, 37 agreed and 27 strongly agreed that they had constructive interactions with co-workers. Of the four questions in this segment, this question resulted in a mean score of 4.21. Of the 64 responses, 21 agreed and 31 strongly agreed that they have constructive interactions with their division chairs. The survey also indicates faculty have constructive interactions with their academic deans. Out of the 71 responses, 24 agreed and 33 strongly agreed. The final question concerning constructive interactions with campus deans, indicated by 71 respondents, show that 30 agree and 28 strongly agree.

Discrimination and Workplace Bullying

In our summation, the most immediate and alarming findings of the 2015 Faculty Welfare Survey involved two areas of inquiry: 1) discrimination and 2) workplace bullying. In the 2016 Faculty Welfare Survey, there was a nominal increase in respondents who personally faced discrimination from 9% to 10.1%, and a significant increase in respondents who had witnessed discrimination from 18% to 24.6%. In the 2016 Faculty Welfare Survey, there was a significant decrease in respondents who personally faced workplace bullying from 21% to 14.5%, and a decrease in respondents who indicated witnessing workplace bullying from 27% to 19.1%.

Of the 10.1 percent who responded that they have personally experienced discrimination, the majority stated gender and race as the basis (50% selected, each). However, there were responses indicating religion, age, color, and national origin as personal characteristics for which they personally faced discrimination (17% selected, each). Of the 24.6 percent who responded that they witnessed discrimination, the majority stated gender as the basis (60% selected) followed by race (40% selected, each). Other responses indicated sex, age, national origin, and sexual orientation (26.7% selected, each), color (20% selected), religion and veteran status (13.3% selected, each), and disability status (6.7%). We would like to point out that all categories but genetics have been selected. We would also like to point out that discrimination is commonly underreported on workplace surveys—thus, it is likely to be occurring more than our results indicate.

Following the question of discrimination, the survey asks respondents whether they have been victims of, or witness to, workplace bullying. The University of South Carolina has a policy on workplace bullying (USC policy "ACAF 1.80"). According to the University, workplace bullying refers to "repeated, unwelcome severe and pervasive behavior that intentionally threatens, intimidates, humiliates or isolates the targeted individual(s), or undermines their reputation or job performance." Further, "it may take, but is not limited to, one or more of the following forms:

- verbal abuse,
- malicious criticism or gossip,
- unwarranted monitoring,
- unwarranted physical contact,
- exclusion or isolation in the workplace,
- work interference or sabotage,

- cyber-bullying,
- or other offensive conduct/behaviors (including nonverbal) which are threatening, humiliating, harassing or intimidating."

In addition to this policy, the University created The Faculty Committee on Professional Conduct in 2014.

One of the major points of discussion in the crafting of ACAF 1.80 examines whether or not workplace bullying was even an issue at the University of South Carolina. Based on the findings of the 2016 Faculty Welfare Survey, though still present, it certainly appears to be an issue that is currently being dealt with. Among the 67 faculty members who responded to the statement "I have been a victim of workplace bullying," 14.5% indicated "yes.", compared to 21% the previous year. Among the 68 faculty members who responded to the statement "I have witnessed workplace bullying," 19.1% indicated "yes.", reflecting an improvement from the 27% in the survey 2015 (Note: Future surveys will continue to examine this question further.)

Cross tabulations with responses to discrimination and bullying indicate multiple ranks. Table 8.1 shows responses to discrimination and bullying by rank in the 2016 Faculty Survey. Table 8.2 responses to discrimination and bullying by rank in the 2015 Faculty Survey.

Table 8.1 - Responses to Discrimination and Bullying by Rank – 2016						
		Instructor	Assistant Professor	Associate Professor	Professor	Admin / Faculty
Faced Discrimination	Yes	0	2	4	1	0
	No	15	16	19	7	3
Witnessed discrimination	Yes	1	1	9	4	1
	No	14	17	14	4	2
Faced Bullying	Yes	0	3	4	2	1
	No	15	15	20	6	2
Witnessed Bullying	Yes	3	2	5	3	0
	No	12	16	19	5	3

Table 8.2 - Responses to Discrimination and Bullying by Rank – 2015						
		Instructor	**Assistant Professor**	**Associate Professor**	**Professor**	**Admin / Faculty**
Faced Discrimination	Yes	0	4	0	3	0
	No	15	20	23	7	3
Witnessed discrimination	Yes	1	6	4	3	1
	No	14	19	19	8	2
Faced Bullying	Yes	3	3	5	4	1
	No	13	22	18	6	2
Witnessed Bullying	Yes	2	2	8	4	2
	No	13	13	12	6	1

We think it relevant to insure that faculty know how to report discrimination, harassment, and/or bullying on their campus. Out of the 66 respondents, 15 answered "no" representing 22.8%. Mainly, a third of the assistant professors as well as a third of associate professors do not know how to report discrimination, harassment, and/or bullying on their campus. Table 8.3 presents the responses of reporting discrimination and workplace bullying by rank. Table 8.4 shows the responses of reporting discrimination and workplace bullying by gender. Out of the respondents having personally faced discrimination 71.4% are women and 28.6% are men. Out of the respondents being victim of workplace bullying, 44.5% are men and 55.5% are woman.

Table 8.3 - Responses to reporting Discrimination and Bullying by Rank – 2016

		Administrator (with faculty rank)	Instructor	Assistant Professor	Associate Professor	Full Professor	Total
Do you know the process for reporting discrimination and/or bullying?	Yes	3	13	13	16	6	51
	No	0	2	5	6	2	15
	Total	3	15	18	22	8	66
Did you report the discriminatory behavior you experienced?	Yes	0	0	0	3	0	3
	No	0	0	2	1	1	4
	Total	0	0	2	4	1	7
Did you report the discriminatory behavior you witnessed?	Yes	0	0	1	2	2	5
	No	1	1	0	6	2	10
	Total	1	1	1	8	4	15
Did you report the bullying you experienced?	Yes	0	0	1	2	2	5
	No	1	0	2	2	0	5
	Total	1	0	3	4	2	10
Did you report the bullying you witnessed?	Yes	0	1	1	2	2	6
	No	0	2	1	3	1	7
	Total	0	3	2	5	3	13

Table 8.4 - Responses to reporting Discrimination and Bullying by Gender - 2016

		Man	Woman	Gender Fluid	Total
I have personally faced discrimination	Yes	2	5	0	7
	No	29	22	1	60
I have been a victim of workplace bullying	Yes	4	5	0	9
	No	28	22	1	59

Text comments:

- Veiled gender discrimination happens to most women in most jobs. Ours is no different.

- So allowing people to distribute religious literature at a public university is in my opinion in bad taste. There is nothing overt or concrete to report other than that, just a general sense about sexual orientation and national origin perhaps spilling over from the community. I did ask about having an Ally Safe Zone workshop on our regional campus, but I was brushed off or referred to someone else, or told to organize it.

- A disabled veteran was falsely accused of sexual harassment by a female biology associate professor. He also was discriminated against by the campus HR officer who delayed his checks and created extreme financial hardship for him.

- I have witnessed a faculty member making discriminatory comments about other colleagues based on national origin and gender. The individual who made the comments was told that they were inappropriate.

III. FACULTY WORKLOAD AND SUPPORT

Responses to the 2016 Faculty Survey in Section III center on three areas: faculty workload, support for professional success, and distribution of work-hours.

Faculty Workload

The first two questions in this section asked faculty to report the number of courses that they taught in the 2016 calendar year (Spring and Fall only). Table 9 provides a visual breakdown of the number of courses taught by faculty respondents. Table 10 provides a visual breakdown of the number of labs taught.

Table 9 – The Number of Courses Taught During the 2016 Calendar Year (Spring and Fall)		
#	Response	Percent
<4	6	10.8%
4	10	15.4%
5	9	13.9%
6	9	13.9%
7	19	29.2%
8	8	12.3%
9	0	0%
10+	3	4.5%
Total	**65**	**100%**

The average faculty member on Palmetto College Campuses taught eight sections during the 2016 calendar year (Spring and Fall).

Table 10 presents a visual representation of the number of labs taught per faculty member. The purpose of conveying this statistics rests in its connection to the following, subsequent survey question: "During the 2016 calendar year, did any of your course offerings have required weekly in-class 'contact hours' that exceeded the number of credit hours awarded to the course (e.g., did you teach a lab that met for three hours/week, but is only awarded one credit-hour)?" Of the 65 respondents who answered this question, 19 responded "yes." Let us notice that 29.2% of the faculty reported that their weekly "in class" contact hours exceeded the number of credit hours awarded to the course. All comments regarding that question mentioned science courses associated with time consuming laboratories.

Table 10 - The Number of Labs Taught During the 2016 Calendar Year (Spring and Fall)		
#	Response	Percent
<2	46	70.7%
2	2	3.1%
3	3	4.6%
4	6	9.3%
5	3	4.6%
6	4	6.2%
7	0	0%
8+	1	1.5
Total	65	100%

Additional survey questions asked respondents how many courses they taught during the 2016 calendar year via two-way video (Table 11.a), on Blackboard (Table 11.b), or to high school students (Table 12). These two items were included in the survey primarily to offer everyone a quick snapshot of how many of each type of course are being offered by our faculty. Table 11.a reflects a small drop in the number of courses taught via two-way video during the 2016 calendar year. Table 11.b shows that the same proportion of faculty is teaching online courses.

Table 11.a - The Number of Courses Taught via Two-way Video During the 2016 Calendar Year		
Two-Way Video	Response	Percent
0	58	87.9%
1	4	6.1%
2	3	4.5%
3	0	0%
4	0	0%
5+	1	1.5%
Total	66	100%

Table 11.b - The Number of Blackboard (Online) Courses Taught During the 2016 Calendar Year		
Online Courses	Response	Percent
0	45	68.2%
1	13	19.6%
2	3	4.6%
3	2	3%
4	0	0%
5+	3	4.6%
Total	66	100%

Table 12 - Number of Courses Taught During the 2016 Calendar Year Having HS Students Enrolled		
Courses with HS students	Response	Percent
0	27	40.3%
1	17	25.4%
2	14	20.9%
3	5	7.4%
4	2	3%
5+	2	3%
Total	67	100%

Of 67 respondents, 40 faculty (60.7%) reported teaching courses with high school students enrolled in them. Of those 40 faculty, 31 faculty (77.5%) were teaching on campus, and 9 faculty (22.5%) were teaching in high school location. From the comments, the faculty seem to enjoy enthusiastic and involved students, compared to their regular college students. Logistics related to those courses, as well as communication between the instructors and the administration still need improvement.

<u>Text comments:</u>

- Attending college courses on campus is a much more valuable experience for high school students than having the courses taught at their high school.

- I found high school students to often be more interested in learning than my freshmen.

- Four high schools taught as a collective class; one gets a live lecture, the other three over video link. Too many students compared to the on-campus course limits. Logistics of getting materials to the individual high schools for assignments was extremely difficult. Travel to the high schools (my out-of-pocket expense and time) felt excessive as the expectation was that each individual high school was to be visited regularly. The high school students were not familiar with using our technology (Blackboard and USCL email). High schools' internet is blocked so students were not able to access some web sites used in my class. At one school, it appeared that some kind of collusion or improper proctoring occurred before or during a closed-book exam. Class time is cut off at the end of the day at one High School due to earlier start and dismissal times than at the other schools. I have not had any issues with any high school students in my regular on-campus classes although they typically don't register early enough to get a seat during Fall or Spring semesters.

- I only had one high school student that signed up for a lecture and a lab course. The student was not prepared for college level work and dropped the course before the end of the semester.

- Sometimes it is hard to know if students are high school or college if the course is taught on the college campus so I'm not sure my response is accurate. Only if the student told me would I have known they were still in high school

- The grading report for High schools need to be improved. There are glitches in the system. At the end, I was asked to email the grades, which is against FERPA rules.

- My high-school students sometimes lack intellectual flexibility, but they're generally *far stronger* than my traditional students.

- Using HS students to inflate headcount/FTE like we're doing now is a practice that will cause problems sooner or later.

- I don't know what an overload course is. Therefore I answered 0. I prefer to teach high school students on USC's campus. They behave better, more maturely. I think this is because they are out of their element and they realize that they must respect the other college-aged students in their class. They seem to realize that they are in a college-level class and thus behave as one should in a college class. I did not have to waste class time disciplining them.

- Driving to high school campuses that are not in the same town as the university takes precious time away from scholarship and service. This time is not compensated in any way.

- Administration does not inform instructors that sections are reserved for early college/dual enrollment. The instructor learns of the designation by investigating in banner.

- In my experience, the high school students who take classes on our campus are very good. However, the coordination between the high schools and the campus needs to be improved. The local dual enrollment coordinator does not seem to understand the needs of either faculty or students and does not provide adequate or timely information. The dual enrollment coordinator needs to meet or at least correspond with faculty who teach high school students well before the semester starts in order to ensure that those faculty members have all of the information and resources that they need. Then, the coordinator also needs to better correspond with faculty as the final grades approach so that teachers understand how to submit the final grades for these high school students.

- The high school students are wonderful to teach. Very respectful and engaged in the subject matter. Very good interaction between high school students and freshman and sophomore college students. Brings a lot of energy to the classroom in my opinion.

Support for Professional Success

One of the central-most elements of faculty welfare involves the level of support that individual faculty members receive from the University to ensure their professional success. We divided faculty support into the same three content areas that drive our Tenure and Promotion process: 1) teaching, 2) scholarship, and 3) service. A fourth and final question involved satisfaction with library resources used in conjunction with scholarly activities. These four items were presented together in a 5-point Likert-style format with survey responses ranging from *strongly disagree* to *strongly agree*. The full results of all four survey questions can be found on the following page in Table 13.

The mean scores for the survey questions involving teaching, scholarship, and service indicate that faculty members are receiving the most institutional support for their teaching (mean score = 3.91), which has increased from last year, and service (mean score – 3.64), which remains #2 yet at a lower mean score. In contrast, respondents indicated less satisfaction concerning scholarship support (mean score = 3.35) and library resources (mean score = 3.30), both reflecting a small decrease in the mean scores of last years.

Table 13- Support for Professional Success							
Question	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total Responses	Mean
Resources and support to engage in teaching excellence	1	5	7	39	14	66	3.91
Resources and support to engage in scholarship excellence	6	12	12	25	11	66	3.35
Resources and support to engage in service excellence	1	7	19	27	12	66	3.64
The library resources satisfy my scholarly needs	9	7	16	23	11	66	3.30

Distribution of Work Time

The final two questions in the segment on Faculty Workload and Support asked respondents to discuss their distribution of weekly work hours spent on teaching, scholarship, and service. The first of these questions asks that faculty provide the percentage of their weekly work time spent in each area (values for the three areas had to add up to 100 percent). The second of these questions asked that faculty provide their "ideal" distribution of work time in these same three areas. Figure 1 includes a side-by-side comparison of faculty "actual" and "ideal" distributions of work time in teaching, scholarship, and service.

The major difference between "actual" and "ideal" work time appears in the juxtaposition of time for scholarship and service—where respondents seem to indicate collectively that they would prefer to reverse the percentage of time spent in these two areas. Respondents also shifted their percentage of "teaching time" to scholarship in their depiction of the "ideal" work schedule.
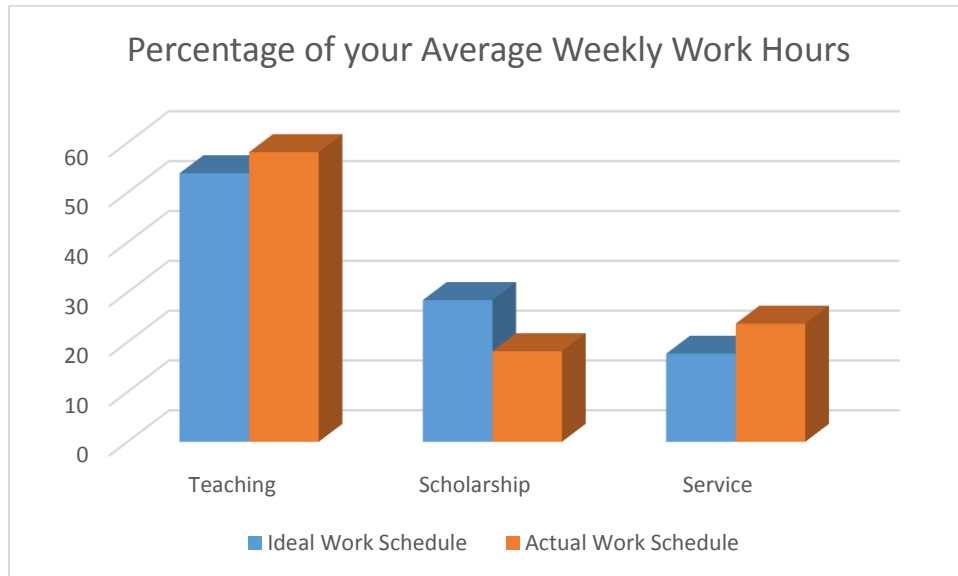
IV. COMPENSATION AND RETENTION

Salary and other (less tangible) incentives contribute greatly to faculty welfare. The results of the main questions included in this section are presented in Tables 15 and 16 below. The questions in this section of the survey are focused heavily on understanding the roles of other factors that contribute to faculty welfare and retention. The individual questions found in Table 15 focus on 1) job characteristics that historically align with faculty welfare and retention, and 2) aspects of the faculty experience which are frequently cited throughout the Palmetto College Campuses as being closely related to professional success and personal fulfillment.

It really cannot be overstated that autonomy is both a motivating and rewarding part of the job for many people in the workplace. Thus, the high marks related to "the authority I have to make decisions about course offerings, scheduling, and course materials" are one of the more positive outcomes in this survey. 48 of the 65 respondents who answered this question chose *satisfied* or *very satisfied*. Welfare surveys at many larger universities often report a great deal of discontent in this area, so the "high marks" on autonomy at Palmetto College Campuses should definitely be emphasized.

Other satisfactory "high marks" include satisfied with the nature of my work, my coworkers, and the supervision over me. On the other hand, the results of the survey questions on "time available for keeping current" and "satisfaction with salary" are still a major concern having a mean score of 3.02 and 2.42 respectively. Keeping current in one's field is related to many aspects of the job—most notably teaching and scholarship—which are crucial to faculty and student success. Thus, we should work to

advance opportunities for faculty to remain current in order to drive our success in the classroom and in scholarly pursuits. It should also be noted that "work/life balance" has an unvaried mean of 3.38.

Table 15: the degree to which you are satisfied with the following aspects of your job							
Question	Very Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied	Total Responses	Mean
The authority to make decisions	3	7	7	24	24	65	3.91
The quality of students taught	2	16	13	32	3	66	3.27
The opportunity for advancement in	7	11	12	25	11	66	3.33
Time available for keeping current in my field	2	23	20	14	7	66	3.02
The work/life balance provided by my current position	3	14	15	23	11	66	3.38
My salary	18	19	12	17	0	66	2.42
My benefits package	5	12	13	33	3	66	3.26
My co-workers	2	4	6	29	25	66	4.08
The Nature of my work	0	3	3	32	28	66	4.29
The supervision over me	4	6	6	24	26	66	3.94

Out of 66 respondents, 37 expressed dissatisfaction. The score distribution for the salary question yields the only outcome in the 2016 survey that carries a mean below 3.0- dropping from last year down to 2.42- in which more of survey respondents answered *very dissatisfied* or *dissatisfied* than those who answered *satisfied* or *very satisfied* that confirmed that faculty sentiment about salaries is perfectly in line with the reality that the faculty of Palmetto College Campuses has been/are, on average, underpaid. A salary inequity study has been conducted by the Welfare Committee, and presented to the PCFS on February 2017.

Other responses to question 28 indicated more optimism. Faculty indicated favorably with their "opportunity for advancement" and "benefits." Both of these measures had modal responses of *satisfied* and mean scores ranging from 3.33 to 3.26 respectively. Faculty also indicated favorably with co-workers (mean score = 4.08), the nature of their work (mean score = 4.29), and the supervision over them (mean score = 3.94).

Job Security and Retention

The final Likert-style questions in the survey relate to issues of job security and retention. Each of these items asked that respondents indicate the "degree to which they agree" with the item. A full breakdown of these three items can be found in Table 16. Perhaps a positive indicator here is that the majority of faculty do NOT actively plan to be on the market during the next three years. However, faculty responses may be very broad in this area, as 27 out of 66 respondents (41% vs 36% last year) *neither agreed nor disagreed*.

Table 16 - Frequencies, Means, and Standard Deviations for Survey Items on "the degree to which you agree" with a Series of Job Characteristics Related to Compensation and Retention--Rated on a Scale from *Strongly Disagree* (value of 1) to *Strongly Agree* (value of 5).

Question	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total Responses	Mean
Palmetto College job security	7	11	27	13	8	66	3.06
comparable salary	22	23	16	5	0	66	2.06
seek a different full-time job	14	14	20	10	8	66	2.76

One item included in Table 16 indicates room for improvement. On the question asking respondents whether their salary is comparable to peers in their discipline, respondents indicated the highest dissatisfaction. The results mirrored the results of the "my salary" question included in Table 15.

Another item in Table 16 asked respondents about whether "Palmetto College will provide added job security." The question here provides a reading on the perception that Palmetto College improves faculty welfare via added job security. Since it is a mission of Palmetto College to strengthen the campuses in the "regional" system, it is a question worth asking – do faculty "buy-in" to Palmetto College? The mean score of 3.06 on this item indicates that faculty buy-in is better, but it should be noted that 27 respondents indicated *neither agree, nor disagree*. Opinions of job security in Palmetto College has slightly improved since last year. Hopefully it will be a trend that continues to grow in a positive direction.

The final two quantitative questions on the survey asked respondents to identify the reason(s) they would seek another full-time job. The first item asked: "If you were to seek a different full-time job in the next three years, which of the following factors would serve as motivator for seeking a different full-time job?" Table 17 includes a visual for the number and types of responses provided by 66 respondents—respondents were instructed to "select all that apply," thus there are more responses than there are respondents. This question does not assume that respondents are actually interested in leaving—it simply asks "if you were to seek."

Table 17 - Motivating Factors for Seeking a Different Full-time Job			
Answer	Response	%	Last year
Increase in salary	57	83.4%	76%
Improved job security	12	18.2%	14%
Geographic location	36	54.5%	43%
Opportunities for advancement	23	34.4%	25%
Different students	20	30.3%	24%
Other (explain)	8	12.1%	19%

As a follow-up question, 66 respondents were asked to rank order their selected reasons for hypothetically leaving. Table 18 confirms that salary is the top motivating factor for seeking a different job. It stands head-and-shoulders above all other available response options, particularly in terms of being ranked first.

Table 18 - Rank Ordering for Motivating Factors (1 = most important, etc.)					
Answer	**1**	**2**	**3**	**4-6**	**Total Responses**
Increase in salary	18	10	5	1	34
Improved job security	2	3	4	1	10
Geographic location	5	5	8	4	22
Opportunities for advancement	4	9	5	2	20
Different students	2	6	4	4	16
Other (explain)	3	0	1	0	4
Total	34	33	27	12	-

Although salary stands out here as the top motivation for seeking a different full-time job in these last two survey items, we should reiterate the relationship between "interest in leaving," salary, and having

experienced discrimination and/or workplace bullying. Collectively, these three factors serve as the most resounding issues of potential faculty attrition.

Qualitative Feedback

One final item at the end of the 2016 Faculty Welfare Survey gave respondents the opportunity to provide additional, open-ended insights into welfare-related matters. Keeping in line with the goal of protecting respondents' identities, we will not be providing exact quotes in this report. Many of the comments included details that could help identify the authors. Instead, we will offer summative responses (which delete any identifiable information) in this section in an effort to convey their concerns to the faculty body at-large. Note: if you provided a detailed comment that you would like us to share among our faculties, verbatim, please contact the Chair of the Welfare Committee, Dr. Hélène Maire-Afeli, at hmaire@mailbox.sc.edu.

Text Responses

- I would like to teach more upper division courses.
- This survey is not anonymous given the level of identifying information we provide. You know my rank, campus, gender, and exact age. There is only one person in my unit that corresponds to my answers. At minimum, instead of giving the responder's exact age, the age question should provide a range of ages. Hopefully the Welfare Committee will work on making this survey truly anonymous. And I hope the Welfare Committee will work toward using the answers to these questions in a meaningful way in the future.
- I would like to see administration put as much creativity in faculty salaries with pay for performance incentives and improved classroom space as they have in enrollment. It doesn't take a rocket scientist to know that without a healthy enrollment, improved salary and classroom space are less likely to happen. We get that. But what is the definition of "healthy enrollment"? At what point do we begin to invest back into our campus faculty and classrooms? What does a campus or Palmetto College do when they make money"? These questions are rarely answered in a meaningful way. Meanwhile, the bloat in administrative salary is startling. Improvement in these two areas (salary and conditions) would go a long way toward improving morale for faculty.
- A faculty member in my division seems to be achieving a disturbing degree of success in intimidating high level campus administrators into doing whatever this faculty wants by threats of grievances or lawsuits claiming workplace bullying; in effect this faculty is doing the bullying and is succeeding at it. This has negatively affected personal work environment and has made it significantly more difficult to perform effectively. Nevertheless, life is good in spite of that faculty and the efforts to stay at my campus in spite of that are well worthwhile. I love my campus!
- One individual in the division is creating a negative workplace environment by always making unreasonable demands and always criticizing others. Why this person is rewarded for bad behavior is beyond comprehension.

- In addition to more reasonable salaries for tenure-track professors, I'd like to see a more concerted effort to offer safe spaces/support for LGBTQ students. This is seriously lacking on my campus.
- Many students do not complete the evaluations administered at the end of each semester rationally.
- I hear a lot of talk about the administration does not appreciate service work. While I find that true on some levels, I feel that our colleagues value it much less. It seems that many faculty are quick to criticize committee work but are unwilling to provide other solutions. The lack of respectful discourse is probably the most frustrating.
- In the science disciplines there is a huge discrepancy between credit hours and contact hours. Contact hours exceed credit hours anywhere from as few as 3 hours to as many as 6 hours per week depending on the courses taught. Then there is the issue of lab preparation, lab clean-up, lab maintenance, and supply procurement. All of these duties are handled by the professor that teaches the course. We do it all and it can be very time consuming and can have a negative impact on course quality and our availability for office hours.
- PCC administration must address the contact hour versus credit hour discrepancy that exists for PCC SCI faculty. In some cases, a single semester course load of 12 Credit Hours of BIOL courses equates to an 18 Contact Hour course load. On my campus this is not considered an overload. If a faculty member strives for an effective teaching environment, the PCC SCI faculty member will spend an immense amount of time during the work week on all aspects of the lab environment: prepping lab, cleaning up after lab, preparing spreadsheets of lab supply requests, ordering lab supplies, following up on lab orders with the business office, maintaining lab inventories, maintaining lab safety training, staggering all of this with other faculty that use the same lab, training student lab assistants (if students are available), and more. A major concern is that for some SCI courses, course quality has been compromised. Possible solutions could include: 1. A meeting between PCC administration and SCI faculty to begin working on solutions. 2. Hiring reliable assistance, such as a trained full time lab manager. 3. Salary compensation for what is essentially a course overload. 4. Construction of additional lab space.
- I feel like I am constantly worried about when I am going to be mistreated by administration next. While I understand that everyone will not agree with every decision by administration, I feel administration does not consider the impact of any decision on the faculty body or specific faculty members. Instead, administration feels like it make faculty or staff do whatever they want simply because they are the employer. If faculty or staff do not want to play ball with administration, then it is implied that faculty or staff can find a different job. Relatedly, I feel that administration is not concerned with faculty or staff welfare in the slightest. Their only concern is getting passable work for the least compensation; there is no desire for quality teaching, service, or scholarship because administration does not want to compensate for quality.
- Resources and databases available to faculty at Regional Campuses who do NOT teach Palmetto courses are woefully inadequate. Conference travel is not reimbursed timely. No opportunity to teach/develop new courses.

- If I made a little more money, my job would be perfect. As it is, it's a pretty darn good gig. thanks for asking
- Support and respect for faculty is lacking. When concerns are voiced there is retaliation. Faculty are often talked about by administration as less worthy academics. Administration continuously uses faculty when convenient to invite to meetings otherwise they are dismissed. Administration also takes over meetings that should be faculty driven and doesn't allow for true interaction or discussion to occur.

Note about "Other" Analyses

Some of you may be interested in specific findings that were not discussed in our Final Report for the 2016 Faculty Welfare Survey. If you would like to see any analyses which go beyond the report, such as more campus specific information, or more gender dynamics, please contact the Chair of Welfare at the email address above. **As was our position throughout the administration of this survey, we will not release raw data or statistics on small, identifiable groups as we work to maintain the confidentiality of survey respondents.** If you have additional comments about the survey itself, our analyses, or this final report, please contact the Chair as well. On behalf of the Palmetto College Campuses Faculty Welfare Committee, we are happy to serve your needs and advocate on your behalf.

V. RECCOMENDATIONS

The following recommendations are based on the data provided from last year's and this year's faculty welfare survey, and reflect the consensus of the Palmetto College Campuses Faculty Welfare Committee.

Campus collegiality

For the most part, faculty at least agree that there is a strong level of collegiality on their campus, a sense of cooperation among faculty members. From last year to this year, there has been an increase in faculty agreement that scholarship, and service are being recognized. These are positive indicators, and the PCCFWC recommend that the measures and policies that maintain collegiality and promote value should continue.

University Collegiality

There are still some discrepancies concerning collegial interaction with the Columbia Campus. Indeed 30% of the respondents *disagree* or strongly *disagree* of having constructive interactions with the USC Columbia department that corresponds with their discipline and 27% *neither agree nor disagree*. Comments brought before the committee indicate situations ranging from department approval for teaching qualified courses to lack of communication. The PCCFWC recommends Administration to look

into ways we can ensure greater cooperation with Columbia concerning inclusion and practice in qualified disciplines.

Discrimination

Answers from the 2015 and 2016 survey indicate a slight decrease in respondents who personally felt discriminated against, however the number of respondents who have witnessed has noticeably increased. Further data and comments suggest that the four largest factors are gender, race, age, and national origin. It is the recommendation of PCCFWC that campuses continue to adhere to the best hiring practices with regards to affirmative action. In addition, campuses should continue to strive to diversify its administrative structure. There should also be a clear channel for faculty to anonymously report discrimination.

Bullying

Answers from the 2015 and 2016 survey indicate a decrease in respondents who have been a victim of and/or witness to bullying. It seems that good progress has been made in this area. However, it is clear by the comments indicated in the survey and comments provided to the committee that there are significant issues that continue to persist despite the policy. The PCCFWC recommends that Palmetto college and campus deans coordinate with the Ombudsman and the Faculty Civility Advocate, continue their work to ensure college and campus policies are "bully-proof." It is the wishes of the committee and the faculty who have reported confidentially and openly that the definition of bullying and the Carolina Creed be at the forefront of campus civility and that those who infringe upon and ignore these policies be subject to discipline in accordance with University Policy.

Faculty Workload

There has been little change from last year's survey to this year's survey concerning actual faculty workload and ideal faculty workload. In 2015 and 2016, faculty report that the percentages of actual workload adjustments break down (approximately) to 60% teaching, 15% scholarship, and 25% service. The 2015 and 2016 reports indicate that the percentages of ideal workload adjustments break down to 55% teaching, 30% scholarship, and 15% service. Faculty members indicate satisfaction with the University's commitment providing resources to engage in teaching (83% agree or strongly agree) and service excellence (60% agree or strongly agree). However there is greater dissatisfaction when it comes to resources to engage in scholarly excellence as only half of the respondents agree or strongly agree with that statement. The faculty awards for teaching, service, and scholarship are extremely helpful in indicating the institution's commitment to the value of these three areas. The PCCFWC recommends that the Palmetto College and campus deans continue their efforts to secure resources for faculty to continue scholarly endeavors. It should be noted that another question that received a considerable amount of dissatisfaction was time available to stay current in the field of study. This indicates faculty commitment to the need to maintain a healthy relationship with scholarship and teaching – which, of course, is central to our mission.

Equal to faculty workload concerning teaching, scholarship, and service, there must be a solution to correcting disparities between lectures and labs, as well as contact hours and meeting hours. Under the current structure, those who teach classes with labs work the equivalence of a full load with an additional unpaid overload. This places an unfair burden and strain on a number of faculty members.

Salary

Perhaps the highest of number of dissatisfaction among faculty concerns salary (56.1% are dissatisfied or very dissatisfied). Faculty also disagree that their salaries are comparable to peer institutions (68.2% are dissatisfied or very dissatisfied), which was confirmed by the report the Welfare Committee distributed in February 2017. It is also indicated in 2014-2015-2016 surveys that faculty consider their salary to be the number one reason why they would seek employment elsewhere. It is not the PCCFWC's wish to delve into matters concerning budget, however it does ask that the administration examine the possibility of pay for performance raises for outstanding annual reviews, evaluations, and publications, as well as others proposed in the 2017 Salary Inequity Report. This is common practice on the Columbia campus, as well as college campuses around the country. It would incentivize the base and provide a structure that recognizes and supports excellence in faculty standards.

Communication

In many instances where faculty welfare is more likely to be threatened, there are, at its root, communication breakdowns. Between administration and faculty and staff there appears to be a fairly consistent pattern where the absence of communication allows for misinformation. In some instances, the absence of communication has created distrust, confusion, and perhaps even violations against University policy. It is imperative that we work to ensure communication channels are clear, not only for the free exchange of ideas, but for consistent professional discourse. As professionalism is and should be the forefront, we must work to ensure that the purpose of the message is clear, the tone of the message promotes goodwill, and the consideration and respect for the audience is paramount. Given the fast-paced, labor-intensive nature of our work, it is understandable to assume communication is not a significant priority. However, it is clear from the findings of our surveys and in the comments brought before the committee that communication deserves the highest priority. It facilitates understanding, empathy, and often cooperation – key components to healthy work environment.

Appendix—Survey Items

2016 Faculty Welfare Survey

1 2016 Faculty Welfare Survey University of South Carolina Palmetto College Campuses Faculty Senate. This survey will take 10-12 minutes to complete. In an effort to better serve the faculty of Palmetto College, the Welfare Committee of the Palmetto College Campuses Faculty Senate would like to invite you to take this brief, 10-12 minute survey. As faculty, we will use the results of this survey to analyze and investigate the state of faculty welfare in the Palmetto College Campuses. The survey concentrates on five (5) areas: 1) demographics, 2) academic community and collegiality, 3) faculty workload and support, 4) compensation and retention, and 5) an area for open feedback. These items have been selected to help illuminate faculty needs, address issues, and ensure fairness. This survey is not being conducted for any research purposes that will result in scholarly publication. A summary of the entire survey will be presented at the final meeting of the academic year for the Palmetto College Campuses Faculty Senate, and a copy of the final report will be disseminated soon thereafter to faculty members of Palmetto College. Individual responses are confidential. To ensure confidentiality of respondents, responses that result in small categories will be grouped together for analysis (i.e., no findings will be shared on data related to small, identifiable groups). To ensure the security of the survey, survey responses are kept on either password protected servers or computers, and only Dr. Hélène Maire-Afeli, the Welfare Committee Chair, and Dr. Samuel D. Downs, the survey administrator, will have access to the entire raw data set. The Welfare Committee of the Palmetto College Campuses Faculty Senate is committed to ensuring that this survey is a safe way to provide feedback on your welfare. Please feel free to answer honestly and confidently.   For all questions, please consider only the 2016 calendar year.   We sincerely thank you for taking the time to complete this important survey.

2 Campus Unit

❍ Extended University (1)
❍ Lancaster (2)
❍ Salkehatchie (3)
❍ Sumter (4)
❍ Union (5)

3 Number of years employed as a full-time faculty member at your campus unit.

❍ 0 - 5 years (1)
❍ 6 - 10 years (2)
❍ 11 - 15 years (3)
❍ 16-20 years (4)
❍ 21+ years (6)

4 Current academic unit / Discipline area

❍ Behavioral and Social Sciences (1)
❍ Business and Education (2)
❍ Humanities (3)
❍ Library (4)
❍ Math and Science (5)
❍ Nursing and Public Health (6)

5 Rank

❍ Administrator (with faculty rank) (1)
❍ Instructor (2)
❍ Assistant Professor (3)
❍ Associate Professor (4)
❍ Full Professor (5)

6 Age

7 Gender

❍ Man (1)
❍ Woman (2)
❍ Transgender (3)
❍ Gender Fluid (4)

8 Ethnicity

❍ Hispanic (1)
❍ Non-Hispanic (2)

9 Race (choose all that apply)

- ❑ Asian or Asian American (1)
- ❑ Black or African American (2)
- ❑ Native American (3)
- ❑ Native Hawaiian or Other Pacific Islander (4)
- ❑ White (5)

10 Sexual Orientation

- ❍ Gay/Lesbian (1)
- ❍ Heterosexual (2)
- ❍ Bisexual (3)
- ❍ Pansexual or Fluid (4)

11 For all questions, please consider only the 2016 calendar year. Please indicate the degree to which you agree with the following statements:

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
Among the colleagues on my campus, there exists a strong level of collegiality. (1)	❍	❍	❍	❍	❍
I can comfortably voice my opinion on campus matters without fear of retribution. (2)	❍	❍	❍	❍	❍
My input is valued on matters of faculty welfare and faculty governance. (3)	❍	❍	❍	❍	❍
I have had constructive interactions with the USC Columbia department that corresponds with my discipline. (4)	❍	❍	❍	❍	❍
I have constructive interactions with my coworkers. (12)	❍	❍	❍	❍	❍
I have constructive interactions with my division chair.	❍	❍	❍	❍	❍

Note: Do not reply if you are from Union. (13)					
I have constructive interactions with my academic dean. (14)	❍	❍	❍	❍	❍
I have constructive interactions with my dean. (15)	❍	❍	❍	❍	❍
My teaching accomplishments are recognized and valued. (9)	❍	❍	❍	❍	❍
My scholarly achievements are recognized and valued. (10)	❍	❍	❍	❍	❍
My service contributions are recognized and valued. (11)	❍	❍	❍	❍	❍
In my opinion, diversity is important to the mission of Higher Education. (5)	❍	❍	❍	❍	❍

Q40 For only the 2016 calendar year, please indicate the degree to which you agree that your campus values diversity in terms of:

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
race (6)	○	○	○	○	○
gender (7)	○	○	○	○	○
sexual orientation (8)	○	○	○	○	○
age (16)	○	○	○	○	○
color (17)	○	○	○	○	○
sex (18)	○	○	○	○	○
religion (19)	○	○	○	○	○
national origin (20)	○	○	○	○	○
genetics (21)	○	○	○	○	○
veteran's status (22)	○	○	○	○	○
disability status (23)	○	○	○	○	○

Q31 In the 2016 calendar year, I have personally faced discrimination on the basis of any of the following personal characteristics: age, race, color, sex, gender, religion, national origin, genetics, veterans' status, disability status, and/or sexual orientation. Note: More specific questions will follow if you select Yes.

○   Yes (11)
○   No (12)
If No Is Selected, Then Skip To I have witnessed discrimination on th...

Q34 Please identify any personal characteristics for which you personally faced discrimination. Select all that apply.

- ❑ age (1)
- ❑ race (2)
- ❑ color (3)
- ❑ sex (4)
- ❑ gender (5)
- ❑ religion (6)
- ❑ national origin (7)
- ❑ genetics (8)
- ❑ veterans' status (9)
- ❑ disability status (10)
- ❑ sexual orientation (11)

Q35 Optional: If you wish to elaborate on any ways in which you have personally faced discrimination, please do so here.

Q32 In the 2016 calendar year, I have witnessed discrimination on the basis of any of the following personal characteristics: age, race, color, sex, gender, religion, national origin, genetics, veterans' status, disability status, and/or sexual orientation. Note: More specific questions will follow if you select Yes.

❍ Yes (9)
❍ No (10)

If No Is Selected, Then Skip To I have been a victim of workplace bul...If Yes Is Selected, Then Skip To Please identify any personal characte...

Q36 Please identify any personal characteristics for which you witnessed discrimination. Select all that apply.

❑ age (1)
❑ race (2)
❑ color (3)
❑ sex (4)
❑ gender (5)
❑ religion (6)
❑ national origin (7)
❑ genetics (8)
❑ veterans' status (9)
❑ disability status (10)
❑ sexual orientation (11)

Q37 Optional: If you wish to elaborate on any ways in which you have witnessed discrimination, please do so here.

15 In the 2016 calendar year, I have been a victim of workplace bullying.   **Note: The University of South Carolina defines workplace bullying as: repeated, unwelcome severe and pervasive behavior that intentionally threatens, intimidates, humiliates or isolates the targeted individual(s), or undermines their reputation or job performance. It may take, but is not limited to, one or more of the following forms: verbal abuse, malicious criticism or gossip, unwarranted monitoring, unwarranted physical contact, exclusion or isolation in the workplace, work interference or sabotage, cyberbullying, or other offensive conduct/behaviors (including nonverbal) which are threatening, humiliating, harassing or intimidating. For a copy of the University policy on workplace bullying, visit: http://www.sc.edu/policies/acaf180.pdf

❑   Yes (1)
❑   No (2)
❑   Optional: If you wish, you may elaborate here. (3) _____

Q38 In the 2016 calendar year, I have witnessed workplace bullying.   **Note: The University of South Carolina defines workplace bullying as: repeated, unwelcome severe and pervasive behavior that intentionally threatens, intimidates, humiliates or isolates the targeted individual(s), or undermines their reputation or job performance. It may take, but is not limited to, one or more of the following forms: verbal abuse, malicious criticism or gossip, unwarranted monitoring, unwarranted physical contact, exclusion or isolation in the workplace, work interference or sabotage, cyberbullying, or other offensive conduct/behaviors (including nonverbal) which are threatening, humiliating, harassing or intimidating. For a copy of the University policy on workplace bullying, visit: http://www.sc.edu/policies/acaf180.pdf

❑   Yes (1)
❑   No (2)
❑   Optional: If you wish, you may elaborate here. (3) _____

16 How many courses did you teach during the Spring and Fall of 2016?   Note: do not count labs in this item—there is a separate question for labs

- ○ 0 (1)
- ○ 1 (2)
- ○ 2 (3)
- ○ 3 (4)
- ○ 4 (5)
- ○ 5 (6)
- ○ 6 (7)
- ○ 7 (8)
- ○ 8 (9)
- ○ 9 (10)
- ○ 10 (11)
- ○ 11 (12)
- ○ 12 (13)
- ○ 13 (14)
- ○ 14 (15)
- ○ 15 (21)
- ○ 16+ (22)

17 How many labs did you teach during the Spring and Fall of 2016?

- ○ 0 (1)
- ○ 1 (2)
- ○ 2 (3)
- ○ 3 (4)
- ○ 4 (5)
- ○ 5 (6)
- ○ 6 (7)
- ○ 7 (8)
- ○ 8 (9)
- ○ 9 (10)
- ○ 10 (11)
- ○ 11 (12)
- ○ 12 (13)
- ○ 13 (14)
- ○ 14 (15)
- ○ 15 (16)
- ○ 16+ (17)

18 During the 2016 calendar year, did any of your course offerings have required weekly in-class "contact hours" that exceeded the number of credit hours awarded to the course (e.g., did you teach a lab that met for three hours/week, but is only awarded one credit-hour)?

❑ Yes (1)
❑ No (2)
❑ If there are any discipline specific issue we need to know about, please use this space to tell us. (3)
_____

19 During the Spring and Fall of 2016, how many of your courses were taught via two-way video?

○ 0 (1)
○ 1 (2)
○ 2 (3)
○ 3 (4)
○ 4 (5)
○ 5 (6)
○ 6 (7)
○ 7 (8)
○ 8 (9)
○ 9 (10)
○ 10 (11)
○ 11+ (12)

20 During the Spring and Fall of 2016, how many of your courses were taught via online (i.e., Blackboard) courses?

○ 0 (1)
○ 1 (2)
○ 2 (3)
○ 3 (4)
○ 4 (5)
○ 5 (6)
○ 6 (7)
○ 7 (8)
○ 8 (9)
○ 9 (10)
○ 10 (11)
○ 11+ (12)

Q47 During the Spring and Fall of 2016, how many courses did you teach in which high school students were enrolled?

- ◯ 0 (1)
- ◯ 1 (2)
- ◯ 2 (3)
- ◯ 3 (4)
- ◯ 4 (5)
- ◯ 5+ (6)

Answer If During the Spring and Fall of 2016, how many courses did you teach in which high school students... 0 Is Not Selected

Q49 During the Spring and Fall of 2016, how many courses in which you taught high school students were taught on location at a high school?

- ◯ 0 (1)
- ◯ 1 (2)
- ◯ 2 (3)
- ◯ 3 (4)
- ◯ 4 (5)
- ◯ 5+ (6)

Answer If During the Spring and Fall of 2016, how many courses did you teach in which high school students... 0 Is Not Selected

Q51 For the classes with high school students taught at the high school, how would your rate your experience?

- ◯ Poor (9)
- ◯ Fair (10)
- ◯ Good (11)
- ◯ Very Good (12)
- ◯ Excellent (13)

Q53 During the Spring and Fall of 2015, how many courses in which you taught high school students were taught on your college campus?

○ 0 (1)
○ 1 (2)
○ 2 (3)
○ 3 (4)
○ 4 (5)
○ 5+ (6)

Q55 For the classes with high school students taught at the college campus, how would your rate your experience?

○ Poor (9)
○ Fair (10)
○ Good (11)
○ Very Good (12)
○ Excellent (13)

Q57 During the Spring and Fall of 2016, how many courses in which you taught high school students were overload courses?

○ 0 (1)
○ 1 (2)
○ 2 (3)
○ 3 (4)
○ 4 (5)
○ 5+ (6)

Q59 If you have any other feedback about courses in which you taught high school students, please use this space.

21 For the 2016 calendar year, please designate the percentage of your average weekly work hours spent on each of the following areas by clicking on the appropriate percentage for each area.Note: your values for all categories should not exceed 100%. For example, if no one comes to office hours and you work on scholarship during this time, this activity only counts toward one area. You may select which area.

_____ Teaching (includes in-class teaching, course prep, office hours, and the like) (1)
_____ Scholarship (includes work on publications, professional development, etc.) (2)
_____ Service (includes campus and community service, advising, etc.) (3)

22 If you could establish the ideal work schedule, what percentage of your time would you prefer to spend in each of the following areas? (Again, be sure that your values do not exceed 100%)

_____ Teaching (includes in-class teaching, course prep, office hours, and the like) (1)
_____ Scholarship (includes work on publications, professional development, etc.) (2)
_____ Service (includes campus and community service, advising, etc.) (3)

23 For all questions, please consider only the 2016 calendar year. In this segment, please indicate the degree to which you agree with the following statements:

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
The University provides me with adequate resources and support to engage in teaching excellence. (1)	○	○	○	○	○
The University provides me with adequate resources and support to engage in scholarly excellence. (2)	○	○	○	○	○
The University provides me with adequate resources and support to engage in service excellence. (3)	○	○	○	○	○
The library resources to which I have access satisfy my scholarly needs. (4)	○	○	○	○	○

24 For all questions, please consider only the 2016 calendar year. In this segment, please indicate the degree to which you are satisfied with the following aspects of your job at this institution:

	Very Dissatisfied (1)	Dissatisfied (2)	Neither Satisfied nor Dissatisfied (3)	Satisfied (4)	Very Satisfied (5)
The authority I have to make decisions about course offerings, scheduling, and course materials (1)	○	○	○	○	○
The quality of students whom I have taught here (2)	○	○	○	○	○
The opportunity for advancement in rank at this institution (3)	○	○	○	○	○
Time available for keeping current in my field (4)	○	○	○	○	○
The work/life balance provided by my current position (5)	○	○	○	○	○
My salary (6)	○	○	○	○	○
My benefits package (7)	○	○	○	○	○
My co-workers (8)	○	○	○	○	○
The nature of	○	○	○	○	○

my work (9)					
The supervision over me (10)	○	○	○	○	○

25 For all questions, please consider only the 2016 calendar year. In this segment, please indicate the degree to which you agree with the following statements:

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
The Palmetto College will provide added job security over the previous form and function of the Regional Campuses and Extended University. (1)	○	○	○	○	○
My salary is comparable to faculty members in my discipline at our "peer" institutions (that is, Rank III, predominantly 2-year schools). (2)	○	○	○	○	○
During the next three years, I will seek a different full-time job (at either another post-secondary institution or in a non-academic setting)? (3)	○	○	○	○	○

26 If you were to seek a different full-time job in the next three years, which of the following factors would serve as motivation for seeking a different full-time job?Please select all factors that apply.

- ❑ Increase in salary (1)
- ❑ Improved job security (2)
- ❑ Geographic location (3)
- ❑ Opportunities for advancement (4)
- ❑ Different students (5)
- ❑ Other (explain) (6) _____

27 Please rank order the factors you selected as hypothetical reasons for seeking a different job by dragging each factor to its appropriate place.

28 If you have any other issues or concerns about faculty welfare and/or job satisfaction that you wish to share with the Welfare Committee, please use this space.

29 Thank you for taking the time to complete the 2016 Faculty Welfare Survey. We, the Welfare Committee of the Palmetto College Campuses Faculty Senate, are dedicated to the well-being of all faculty members, and we welcome the opportunity to serve your needs. If you wish to provide any feedback on the survey items, or the survey instrument itself, please contact the Chair of the Welfare Committee, Dr. Hélène Maire-Afeli, at hmaire@mailbox.sc.edu or Dr. Samuel D. Downs, at downssd@mailbox.sc.edu.