



UNIVERSITY OF
SOUTH CAROLINA
PALMETTO COLLEGE

**2018 Faculty Senate Welfare Survey Report
University of South Carolina
Palmetto College Campuses Faculty Senate
Welfare Committee**

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TABLE OF CONTENTS

INTRODUCTION	3
Purpose.....	3
Survey Design.....	3
Survey Administration.....	4
Analytical Methods.....	4
DEMOGRAPHICS	5
Sex.....	5
Rank.....	6
Sex and Rank (Males).....	7
Sex and Rank (Females).....	7
Sex and Rank (Undisclosed).....	8
SURVEY RESULTS	8
Overall Mean Satisfaction Levels (Males).....	9
Overall Mean Satisfaction Levels (Females).....	10
Overall Mean Satisfaction Levels (Undisclosed Sex).....	11
Sex Comparisons.....	11
Overall Mean Satisfaction Levels (Full Professor).....	12
Overall Mean Satisfaction Levels (Associate Professor).....	13
Overall Mean Satisfaction Levels (Assistant Professor).....	14
Overall Mean Satisfaction Levels (Instructors).....	15
Overall Mean Satisfaction Levels (Undisclosed Rank).....	16
Rank Comparisons.....	16
Overall Mean Satisfaction Levels – Pay.....	18
Overall Mean Satisfaction Levels – Fringe Benefits.....	26
Overall Mean Satisfaction Levels – Promotion Opportunities.....	31
Overall Mean Satisfaction Levels – Supervision.....	38
Overall Mean Satisfaction Levels – Co-Workers.....	44
Overall Mean Satisfaction Levels – Job Conditions.....	50
Overall Mean Satisfaction Levels – Nature of Work.....	56
Overall Mean Satisfaction Levels – Communication.....	61
Overall Mean Satisfaction Levels – Security.....	67
Faculty Responses to Optional Feedback.....	72
RECOMMENDATIONS	74

INTRODUCTION

PURPOSE

The purpose of the Palmetto College Campuses Faculty Senate Welfare Committee survey was to assess faculty well-being by examining various aspects of job satisfaction. Job satisfaction, the extent to which one is satisfied with one's job, can be an important factor in determining job performance and retention, along with physical and mental health.

SURVEY DESIGN

The 2018 PCCFS Welfare Survey questioned faculty about 9 aspects of job satisfaction:

1. Pay
2. Fringe Benefits
3. Promotion Opportunities
4. Supervision
5. Co-Workers
6. Job Conditions
7. Nature of Work
8. Communications
9. Security

Faculty were asked 5 questions about each aspect of job satisfaction. Faculty responded to each question by choosing one of the following:

- Very Satisfied (5)
- Satisfied (4)
- Neither Satisfied nor Dissatisfied (3)
- Dissatisfied (2)
- Very Dissatisfied (1)

Faculty were also given the opportunity to elaborate on their ratings via open-ended response options available for each facet of job satisfaction surveyed.

Faculty were asked to provide sex and were given the following options:

- Male
- Female
- Other than Male or Female
- Choose not to Answer

Faculty were asked to provide rank and were given the following options:

- Full Professor
- Associate Professor
- Assistant Professor
- Instructor
- Choose not to Answer

Faculty had the option to skip any and all questions throughout the survey.

SURVEY ADMINISTRATION

The survey was created within and administered through Class Climate. The University of South Carolina and Palmetto College utilize Class Climate in a variety of ways including for student evaluations of faculty and faculty evaluations of administrators. Due to faculty concerns regarding privacy issues and confidentiality, the committee opted to use the Class Climate system.

140 Full time faculty (FTE) were sent a link to the survey through Class Climate. The survey opened on March 8, 2019 and closed April 1, 2019. 79 faculty completed the survey, a 56.4% participation rate.

ANALYTICAL METHODS

For each question regarding job satisfaction, faculty were given the following options:

- Very Satisfied (5)
- Satisfied (4)
- Neither Satisfied nor Dissatisfied (3)
- Dissatisfied (2)
- Very Dissatisfied (1)

Each level of satisfaction was given a numerical value. Mean satisfaction levels were then calculated based on faculty responses to each question.

Overall Mean Satisfaction levels were calculated by taking the average of the mean satisfaction levels for each of the 5 questions for a specific facet of job satisfaction. For example, the survey asked five questions about pay. Mean satisfaction levels per question among all faculty were 2.52, 2.37, 2.31, 2.3, and 2.12. These numbers were then averaged for an Overall Mean Satisfaction Level for faculty as a whole – 2.32. The same process was utilized in calculating satisfaction levels for sex and rank.

The committee edited faculty comments as little as possible in order to allow faculty to more freely express their opinions. Specific references to campuses, administrators, and supervisors were removed from comments in order to protect faculty privacy and confidentiality. In a few cases, grammatical and spelling errors were corrected and similar comments were combined into one larger comment. Otherwise, the comments are as faculty made them.

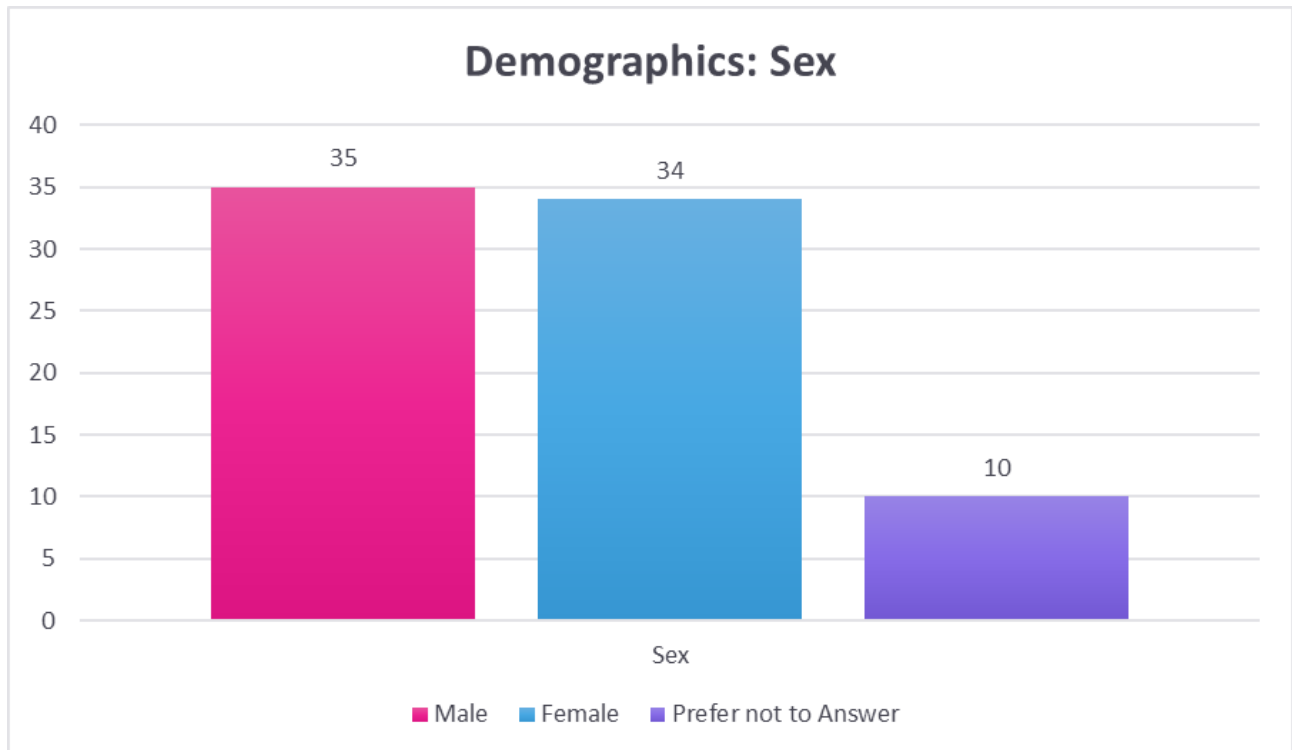
DEMOGRAPHICS

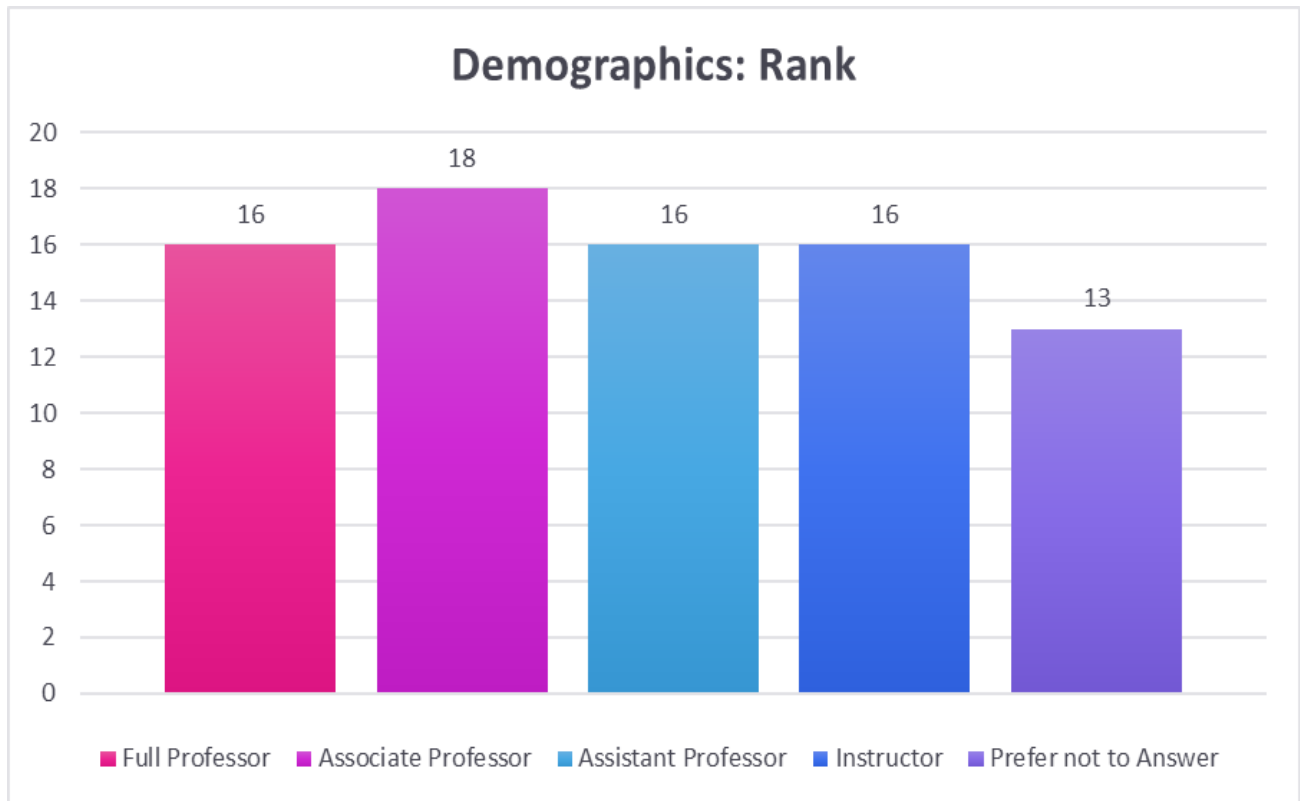
The committee chose to limit demographic data collection to sex and rank in order to determine to what extent, if any, these factors impact job satisfaction. The committee opted to omit campus affiliation and academic discipline from the survey due to faculty concerns regarding privacy. The committee believes it is imperative that faculty be able to freely express their thoughts and sentiments regarding job satisfaction without fear of retaliation or resentment. Moreover, greater anonymity allows for more honest feedback which is vital in assessing faculty welfare concerns.

140 FTE Palmetto College faculty were invited to take part in the survey. FTE faculty include Full Professors, Associate Professors, Assistant Professors, and Instructors. 79 faculty completed the survey, a 56.4% participation rate.

Of the 79 participants who completed the survey there were:

- 35 males
- 34 females
- 10 that chose not to disclose their sex
- 16 Full Professors
- 18 Associate Professors
- 16 Assistant Professors
- 16 Instructors
- 13 that chose not to disclose their rank.





Of the 35 males who completed the survey there were:

- 7 Full Professors
- 11 Associate Professors
- 6 Assistant Professors
- 8 Instructors
- 3 who chose not to disclose rank

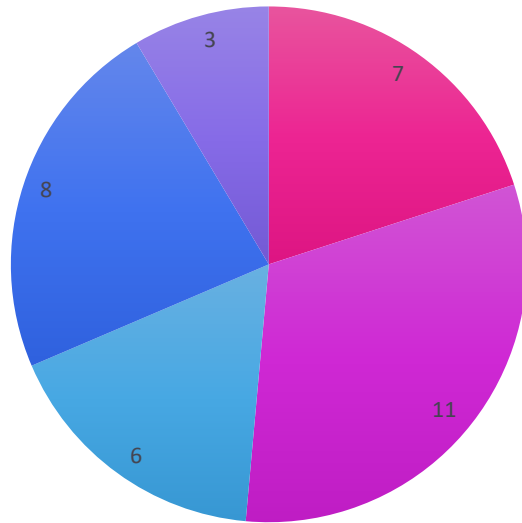
Of the 34 females who completed the survey there were:

- 8 Full Professors
- 6 Associate Professors
- 10 Assistant Professors
- 7 Instructors
- 3 who chose not to disclose rank

Of the 10 that chose not to report sex who completed the survey there were:

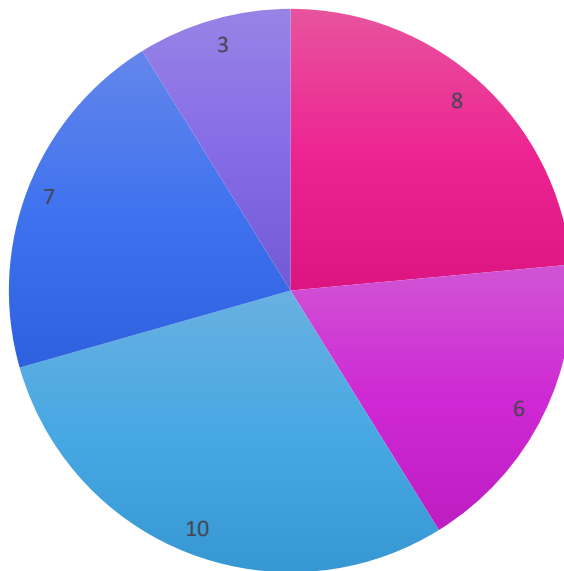
- 1 Full Professor
- 1 Associate Professor
- 1 Instructor
- 7 who chose not to disclose rank

Demographics: Sex and Rank - Male



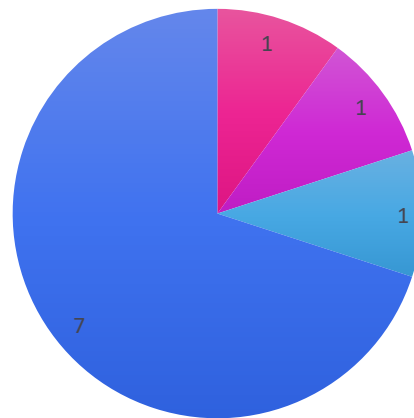
■ Full Professor ■ Associate Professor ■ Assistant Professor ■ Instructor ■ Chose not to Answer

Demographics: Sex and Rank - Female



■ Full Professor ■ Associate Professor ■ Assistant Professor ■ Instructor ■ Chose not to Answer

Demographics: Sex and Rank - Unreported Sex



■ Full Professor ■ Associate Professor ■ Instructor ■ Chose not to Answer

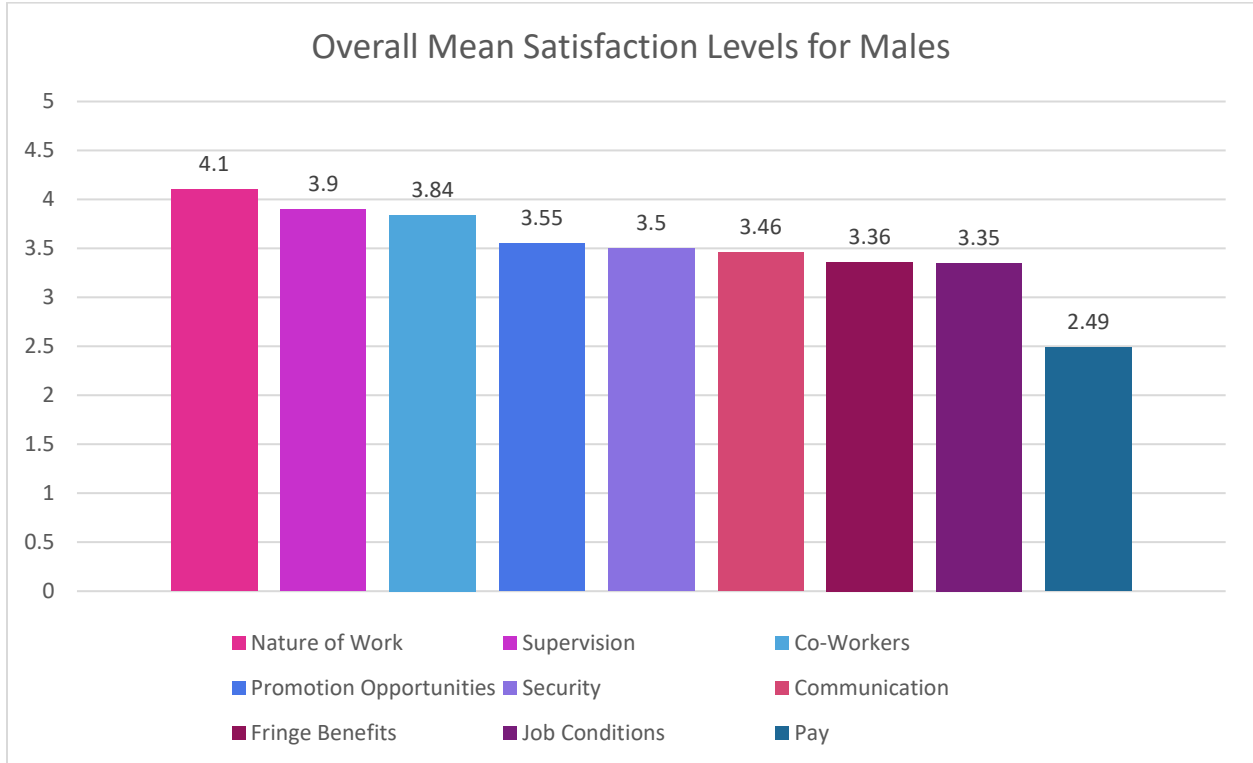
SURVEY RESULTS

The survey examined satisfaction levels among faculty in nine areas:

1. Pay
2. Fringe Benefits
3. Promotion Opportunities
4. Supervision
5. Co-workers
6. Job Conditions
7. Nature of Work
8. Communications
9. Security

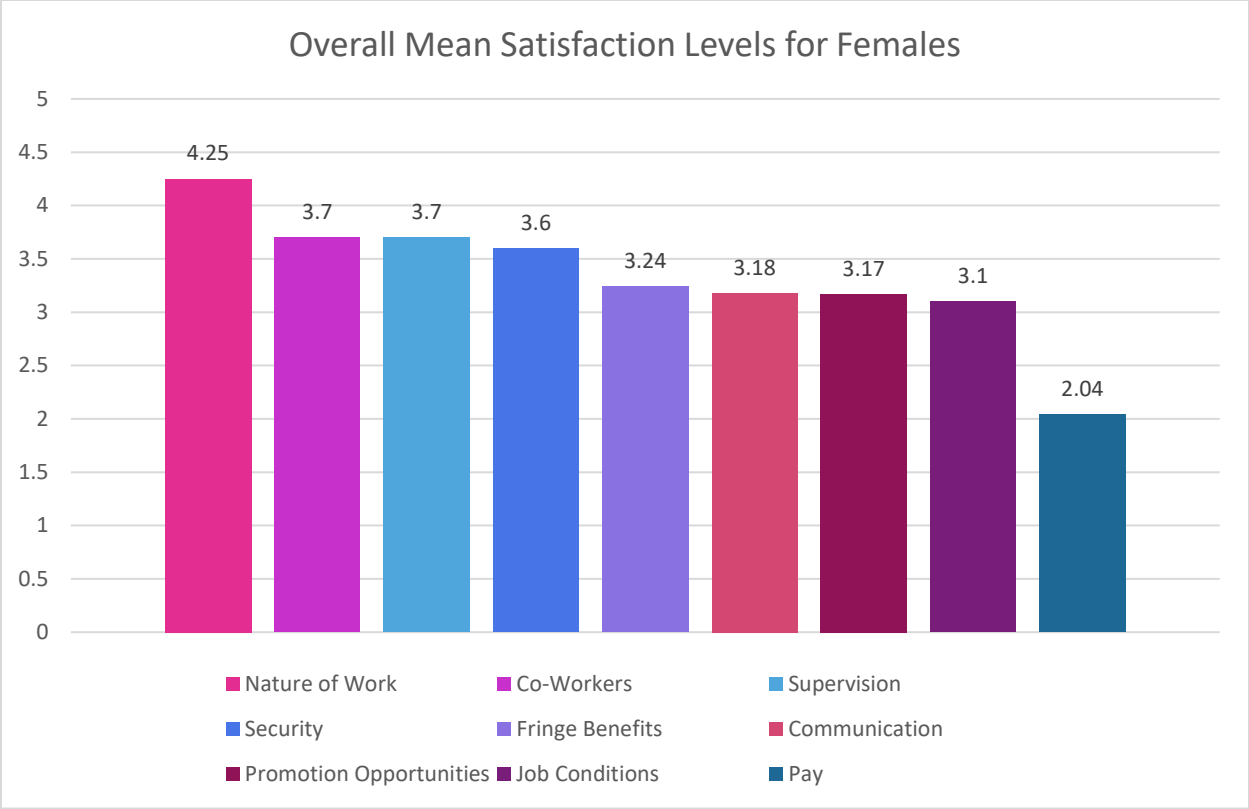
Faculty responses to each aspect of job satisfaction were assessed according to mean satisfaction levels by sex, mean satisfaction levels by rank, and overall mean satisfaction levels for all faculty surveyed.

OVERALL MEAN SATISFACTION LEVELS BY SEX



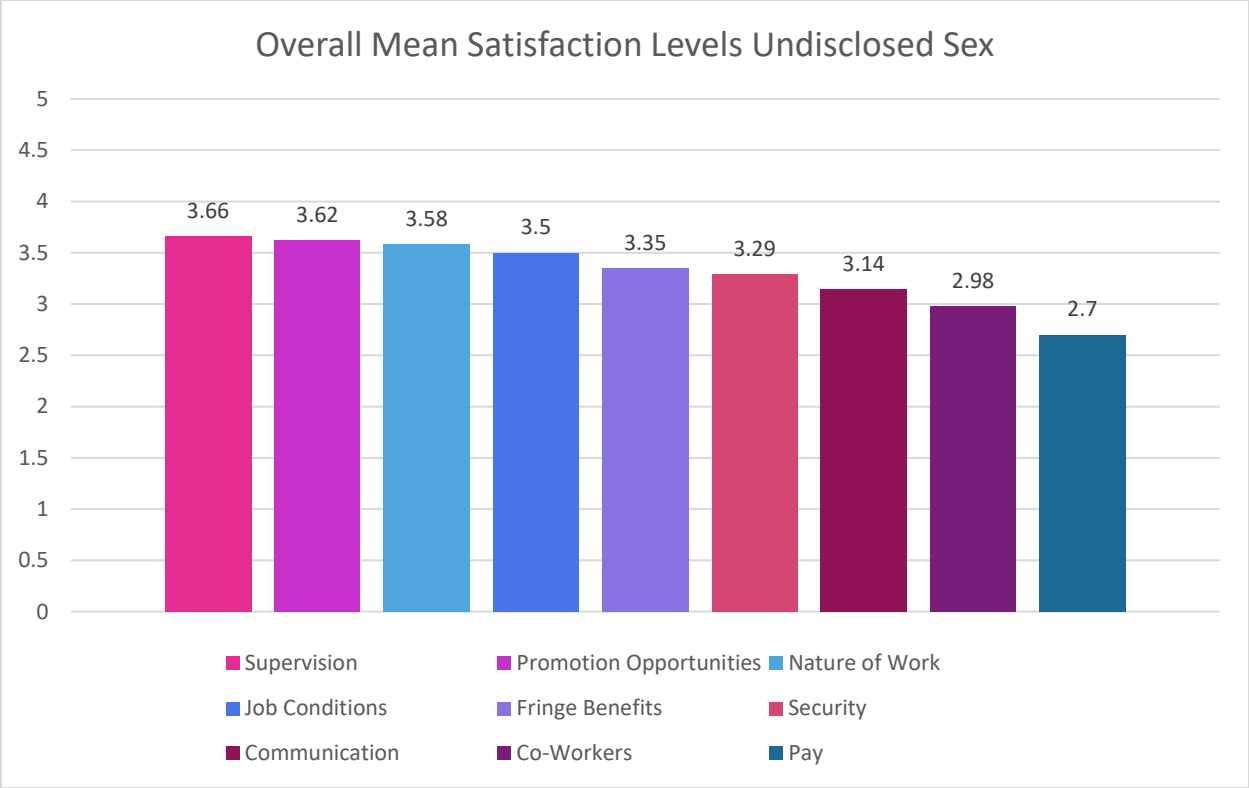
Overall Mean Satisfaction Levels from Highest to Lowest Males:

1. Nature of Work 4.1
2. Supervision 3.9
3. Co-Workers 3.84
4. Promotion Opportunities 3.55
5. Security 3.5
6. Communication 3.46
7. Fringe Benefits 3.36
8. Job Conditions 3.35
9. Pay 2.49



Overall Mean Satisfaction Levels from Highest to Lowest Females:

1. Nature of Work 4.25
2. Co-Workers 3.7
3. Supervision 3.7
4. Security 3.6
5. Fringe Benefits 3.24
6. Communication 3.18
7. Promotion Opportunities 3.17
8. Job Conditions 3.1
9. Pay 2.04



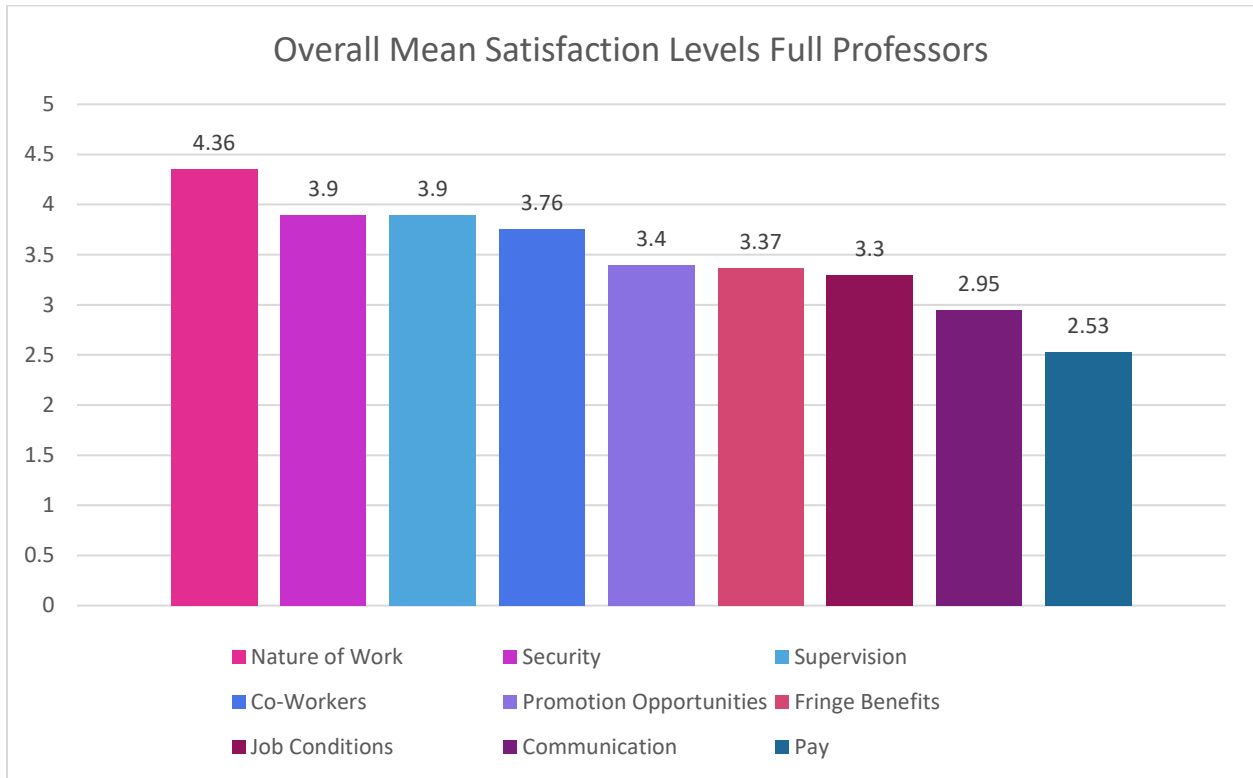
Overall Mean Satisfaction Levels from Highest to Lowest Undisclosed Sex:

1. Supervision 3.66
2. Promotion Opportunities 3.62
3. Nature of Work 3.58
4. Job Conditions 3.5
5. Fringe Benefits 3.35
6. Security 3.29
7. Communication 3.14
8. Co-Workers 2.98
9. Pay 2.7

SEX COMPARISONS

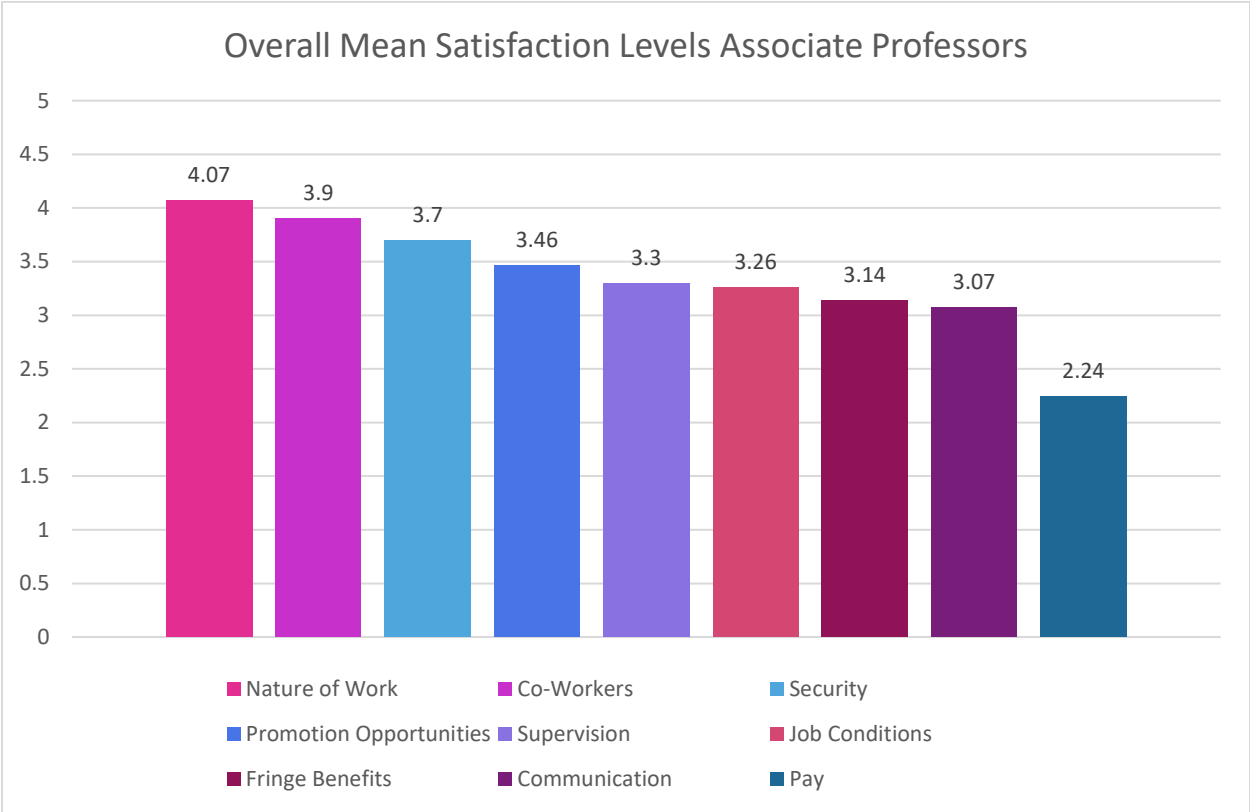
Regardless of sex, all surveyed expressed the greatest amount of dissatisfaction with pay. In rankings from highest to lowest levels of satisfaction, both males and females ranked the nature of their job highest in terms of overall satisfaction. Males and females gave overall satisfactory ratings to co-workers and supervision. Those that chose not to disclose their sex also gave satisfactory ratings for supervision and nature of work, but they were less satisfied with co-workers. Both males and females were less satisfied with job conditions and communication. Females demonstrated lower levels of satisfaction with promotion opportunities compared to males and those who chose not to disclose their sex.

OVERALL MEAN SATISFACTION LEVELS BY RANK



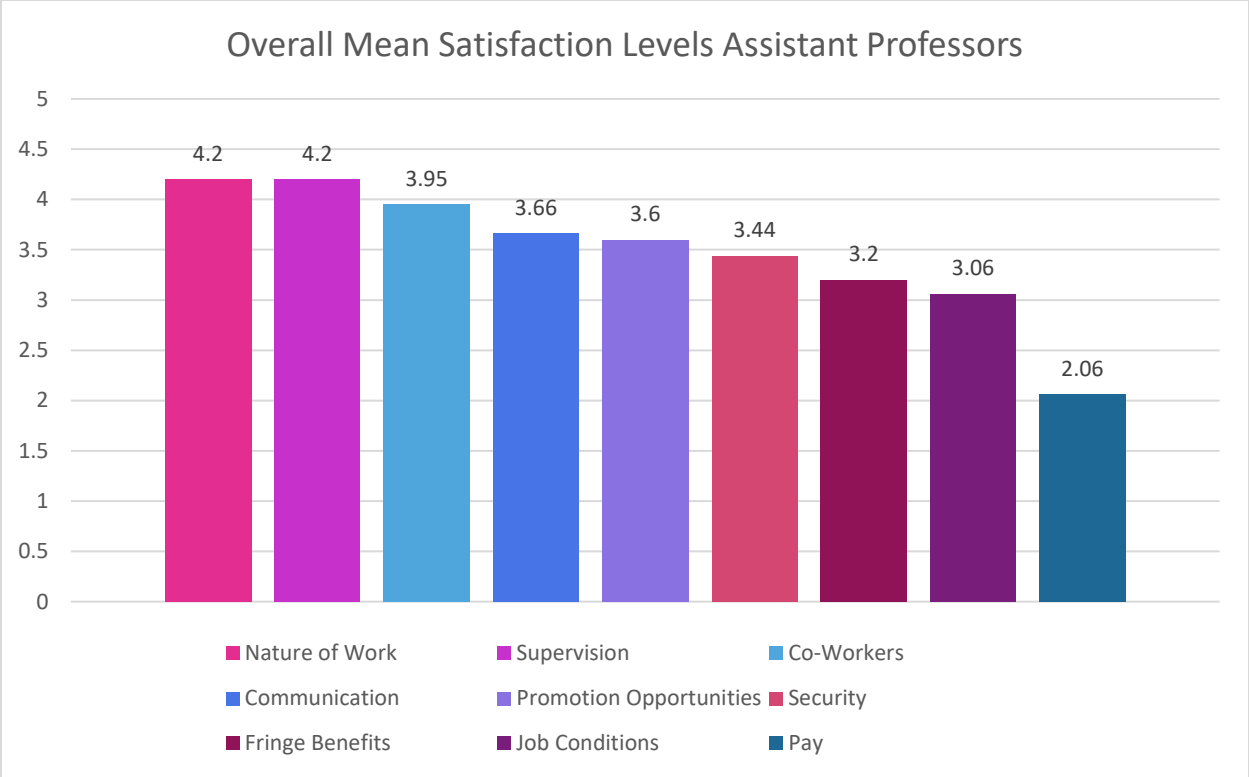
Overall Mean Satisfaction Levels from Highest to Lowest Full Professors:

1. Nature of Work 4.36
2. Security 3.9
3. Supervision 3.9
4. Co-Workers 3.76
5. Promotion Opportunities 3.4
6. Fringe Benefits 3.37
7. Job Conditions 3.3
8. Communication 2.95
9. Pay 2.53



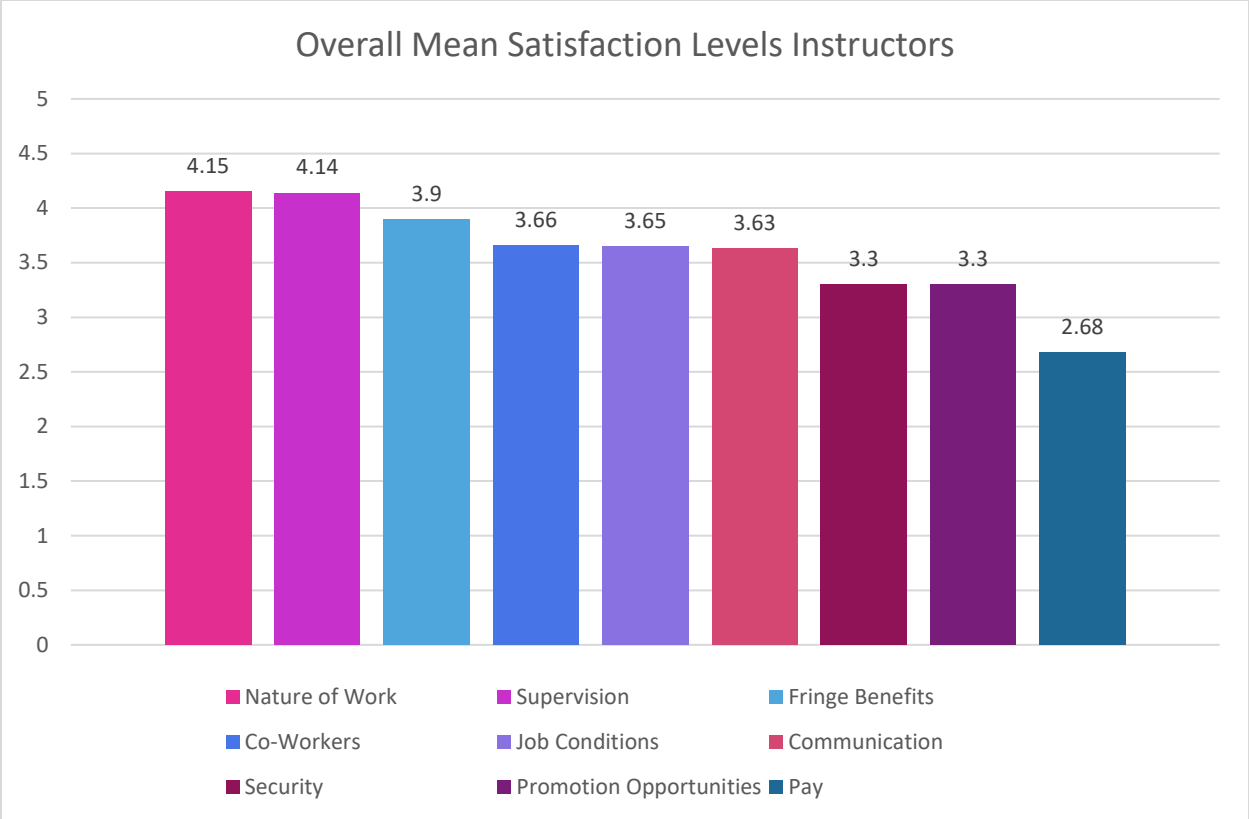
Overall Mean Satisfaction Levels from Highest to Lowest Associate Professors:

1. Nature of Work 4.07
2. Co-Workers 3.9
3. Security 3.7
4. Promotion Opportunities 3.46
5. Supervision 3.3
6. Job Conditions 3.26
7. Fringe Benefits 3.14
8. Communication 3.07
9. Pay 2.24



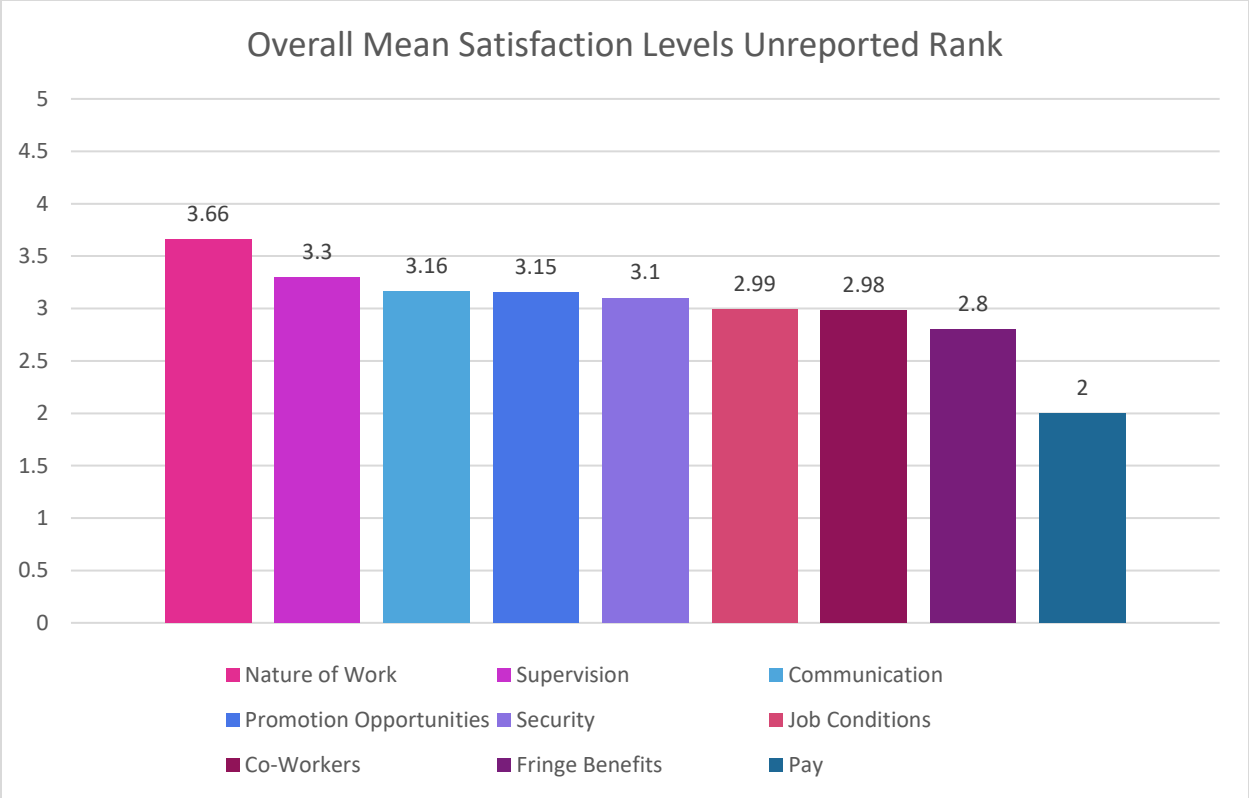
Overall Mean Satisfaction Levels from Highest to Lowest Assistant Professors:

1. Nature of Work 4.2
2. Supervision 4.2
3. Co-Workers 3.95
4. Communication 3.66
5. Promotion Opportunities 3.6
6. Security 3.44
7. Fringe Benefits 3.2
8. Job Conditions 3.06
9. Pay 2.06



Overall Mean Satisfaction Levels from Highest to Lowest Instructors:

1. Nature of Work 4.15
2. Supervision 4.14
3. Fringe Benefits 3.9
4. Co-Workers 3.66
5. Job Conditions 3.65
6. Communication 3.63
7. Security 3.3
8. Promotion Opportunities 3.3
9. Pay 2.68



Overall Mean Satisfaction Levels from Highest to Lowest Undisclosed Rank:

1. Nature of Work 3.66
2. Supervision 3.3
3. Communication 3.16
4. Promotion Opportunities 3.15
5. Security 3.1
6. Job Conditions 2.99
7. Co-Workers 2.98
8. Fringe Benefits 2.8
9. Pay 2

RANK COMPARISONS

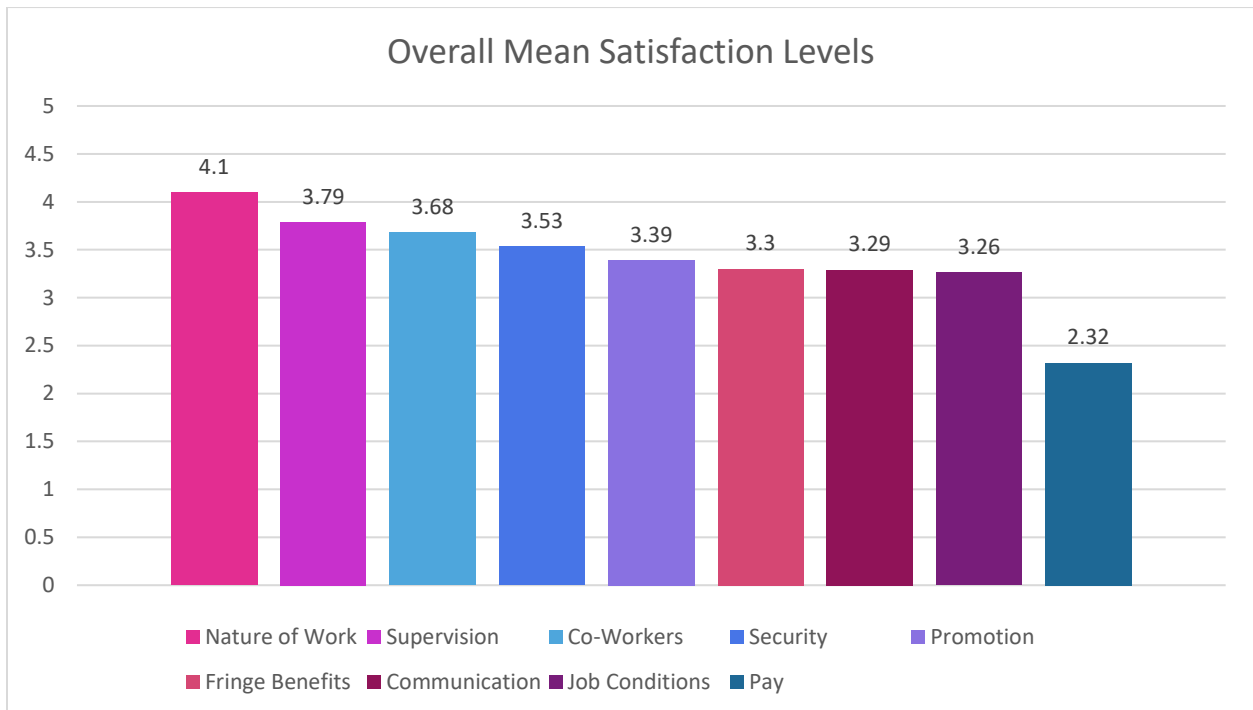
Regardless of rank, all surveyed expressed the greatest level of dissatisfaction with pay. In rankings from highest to lowest levels of satisfaction, all showed the greatest satisfaction with the nature of their work. Full, Associate, and Assistant Professors have higher satisfaction levels with co-workers, while those that chose not to disclose their rank expressed lower levels of satisfaction with their peers. Overall, satisfaction with supervision was high except among Associate Professors. Assistant Professors and those that chose not to disclose rank were more satisfied with communication than the other groups, all of which were either neutral or expressed dissatisfaction. Each group showed lower levels of satisfaction with job conditions.

OVERALL MEAN SATISFACTION LEVELS

The survey examined satisfaction levels among faculty in nine areas:

1. Pay
2. Fringe Benefits
3. Promotion Opportunities
4. Supervision
5. Co-workers
6. Job Conditions
7. Nature of Work
8. Communications
9. Security

Faculty responses to each aspect of job satisfaction were evaluated by overall satisfaction levels, mean satisfaction levels by sex, and mean satisfaction levels by rank.



Overall mean satisfaction from highest levels of satisfaction to lowest:

1. Nature of Work (4.1)
2. Supervision (3.79)
3. Co-Workers (3.68)
4. Security (3.53)
5. Promotion (3.39)
6. Fringe Benefits (3.3)
7. Communications (3.29)
8. Job Conditions (3.26)
9. Pay (2.32)

PAY

QUESTIONS

The survey asked five questions regarding faculty satisfaction levels with salary:

1. How satisfied are you with your current salary?
2. How satisfied are you with your current salary compared to faculty members in your discipline at peer institutions (Rank II, predominantly 2 year schools)?
3. How satisfied are you with your pay compared to the amount of work you do?
4. How satisfied are you with differences in pay among University positions?
5. How satisfied are you with how your raises are determined?

RESPONSE OPTIONS

Faculty responded by choosing one of the following:

- Very Satisfied (5)
- Satisfied (4)
- Neither Satisfied nor Dissatisfied (3)
- Dissatisfied (2)
- Very Dissatisfied (1)

RESULTS

Results demonstrate that faculty are generally dissatisfied with all facets of pay satisfaction examined. Overall, faculty were least satisfied with how raises are determined (2.12). Females expressed higher levels of dissatisfaction (2.04) than males (2.49). Those that chose not to report their sex had the highest levels of pay satisfaction (2.7). Instructors reported the highest rate of satisfaction with pay (2.68) while Assistant Professors reported the lowest rate of satisfaction with pay (2.06), excluding those that chose not to provide their rank (2). Comments from faculty showed dissatisfaction with the lack of cost of living raises over previous years. Faculty also expressed dissatisfaction with pay differences between Palmetto College Campuses faculty members within the same or similar disciplines, the lower pay of Palmetto College faculty compared to those at peer institutions, and the difference in pay between Palmetto College faculty compared to faculty at Columbia, various staff/administrative positions, and public school teachers.

DATA

The graphs below show the data for Overall Pay Satisfaction, Mean Satisfaction Level of Pay by Sex, and Mean Satisfaction Level of Pay by Rank. Faculty comments from the Pay section of the survey are listed following the graphs.



OVERALL MEAN SATISFACTION LEVEL OF PAY BY QUESTION

How satisfied are you with your current salary? **Responses: 79**
Mean Satisfaction: 2.52

How satisfied are you with your current salary compared to faculty members in your discipline at peer institutions (Rank II, predominantly 2 year schools)? **Responses: 76**
Mean Satisfaction: 2.37

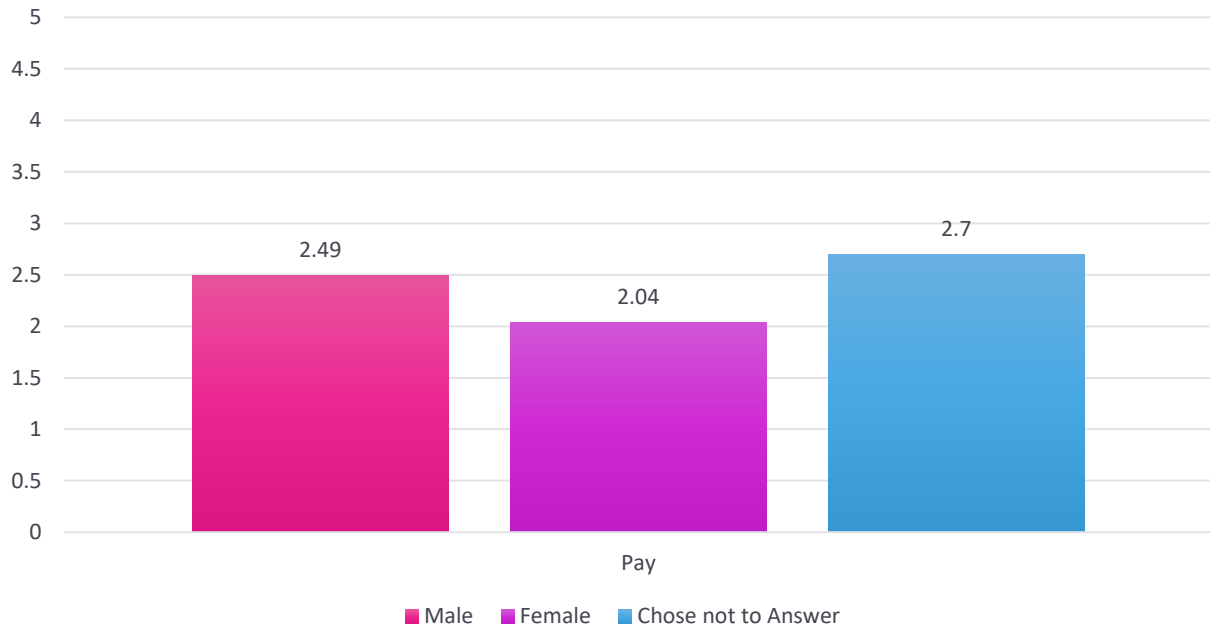
How satisfied are you with your pay compared to the amount of work you do? **Responses: 78**
Mean Satisfaction: 2.31

How satisfied are you with differences in pay among University positions? **Responses: 77**
Mean Satisfaction: 2.3

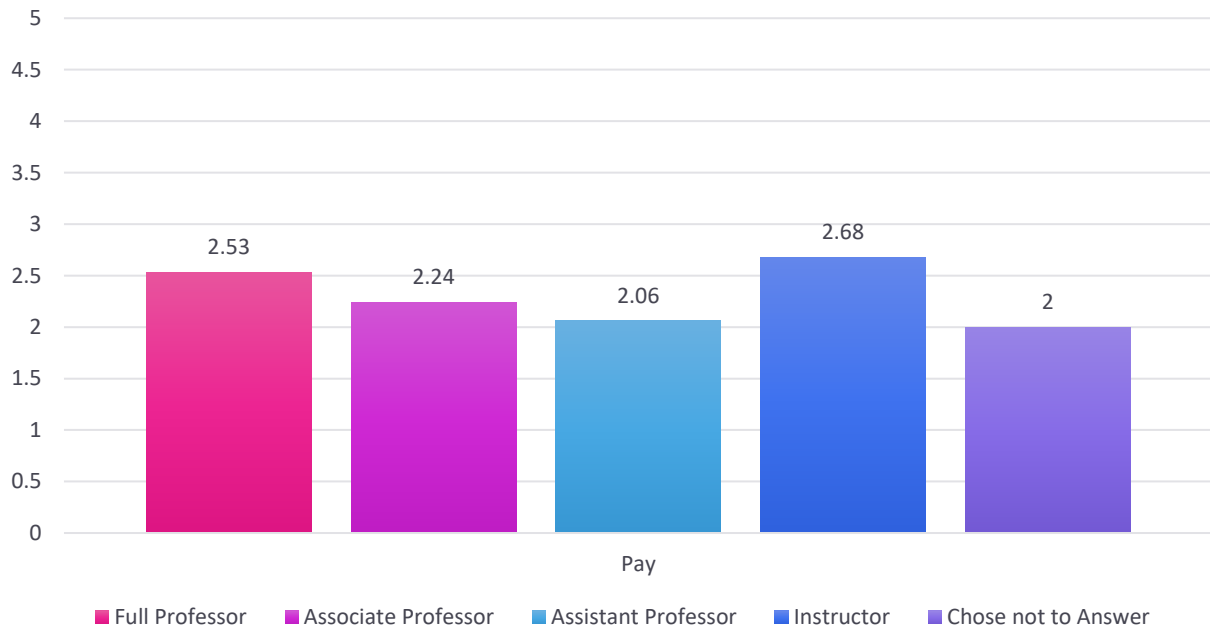
How satisfied are you with how your raises are determined? **Responses: 78**
Mean Satisfaction: 2.12

OVERALL MEAN SATISFACTION FOR PAY: 2.32

Mean Satisfaction Levels of Pay by Sex



Mean Satisfaction Levels by Rank



FACULTY RESPONSES TO PAY BY QUESTION

How satisfied are you with your current salary?

At one point I was homeless because I could not pay rent or bills at this salary. Daily I have to decide whether I will eat or have money for gas to work.

Rates for healthcare coverage continues to rise each year, which translates into faculty salaries (in terms of take home pay) is actually LESS than what it was the year previous. My take home pay this year is less than what it was last year due to rise in healthcare costs. This is not only frustrating, but it is demoralizing.

It's getting to the point where new hires are receiving the same salary as I receive, though I have been on faculty for over 10 years.

My salary is a huge source of stress. Even though I like my job, I'll be back on the job market soon because it's so hard to make ends meet.

Probably not necessary to state, but we are all very much underpaid.

This is a great job. However, I feel like someone with my level of education should make more than I do per year.

How satisfied are you with your current salary compared to faculty members in your discipline at peer institutions (Rank II, predominantly 2 year schools)?

Compared to other institutions across the U.S., USC Palmetto College pays their faculty significantly less. Even compared to other similar institutions in the state of South Carolina, USC Palmetto College faculty salaries are less.

I do not know of many other 2-year institutions besides actual community colleges, admittedly, but I know over 100 new-ish professors at several dozen 4 year, small universities and colleges with populations smaller than ours and without the support net of a larger, mother institution. Even at the smallest of these schools, assistant professors will generally make what associate professors make here (on avg., 6-10k more per year, base salary). In addition, even at these institutions, there is generally a yearly cost of living raise of 2-3%, and summer pay is 10% per course compared to our 7.5%, guaranteed as long as it fires (which is typically always). Class sizes at these institutions are typically even smaller than they are at my institution, at least in my field. In addition, summer courses typically do not run smack dab in the middle of the summer, which is totally inconvenient. I did not know where else to put this comment in, so I added it here!

I may be just at the assistant professor level, but I was paid more for the same contract time at a technical college in state. I am also coming with more experience than some of the associate professors, so the pay cut I took to come here is quite disappointing.

I've never known what others make in comparison to me. This information is not public unless someone makes more than \$50K. I don't know if the amount I'm being paid is fair or not.

In comparison to other two year institutions, we are on the lower ranking side.

For those faculty who commute between multiple campuses (including high schools), I do think we should be compensated for the time during the commute that would otherwise be used for planning, scheduling, grading, etc.

In general, our salaries are low relative to peer institutions.

That [comparable salary] information should have been shared prior to the survey

The average salary for public K-12 teachers in the state of South Carolina is \$52,000 or so. <https://ed.sc.gov/finance/financial-data/historical-data/teacher-salary-schedules/>. They are underpaid and yet, they still make more than most assistant professors.

The cost of living in South Carolina is not REALLY much less than other states, but my campus' salaries are lower. My academics in my discipline are typically higher than USC. This information doesn't please me, but I accepted the position.

Those peer institutions are only peer for accreditation proposed. They are not the right comparison group for this.

I am also dissatisfied with pay differences between campuses. If we're accredited through Columbia, why is our pay so much lower?

I do not know what faculty members at "peer" institutions make. Before starting this survey, that might have been good information to know.

How satisfied are you with your pay compared to the amount of work you do?

Yearly increases have not kept up with cost of living increases. Summer teaching and overloads help with this. I enjoy my work but also work very hard during business hours and beyond.

Men still get paid more than woman.

I see senior faculty retiring with salaries that I will never reach, though my requirements for tenure were far more rigorous than theirs. Not mention the level of work faculty are handling is ridiculous for the salary. Teaching a 4-4 load when the scholarly output rivals Columbia faculty not to mention the level service.

The only thing that has increased in the last couple of years is the amount of work and service the university requires of us

We are continually "requested" to take on additional duties that are sold to us as minor and having minimal effort. They aren't and they don't. We are never compensated for the additional time, but we are expected to be happy about it and seldom receive any acknowledgement of the work or a thank you.

We serve very under privilege students who are not prepared for college. We do so much, going above and beyond to help these students succeed. Yet our salary situation is very, very bad. Student quality and salary satisfaction are the main reasons that faculty leave the university.

How satisfied are you with differences in pay among University positions?

As far as the pay gap between disciplines, this is present at every university, and is understandable to a degree. Typically lesser paid disciplines service fewer students for less popular majors. However, I believe that a 6-10k yearly raise across the board for tenure-track faculty is in order, along with a 3% yearly cost of living increase, and if everyone go, say, a minimum of 6k more in base salary in addition to the COL raises, the least-paid faculty should perhaps get a little more added onto the base. We ought to be well-respected members of the community who can hold our heads high knowing that our knowledge, qualifications and years of hard work put us in a place where we can live nicely, comfortably, and respectably.

Looking at the public salary data, there is no reason some of the staff in the admin building ought to be exceeding the staff of a huge chunk of the faculty. The faculty are the most qualified staff on campus at what they do, undertook the largest opportunity cost by staying in school 4-7 years longer than the average American worker, making retirement and savings more and more difficult, accrued the highest student loan debts, and keep the place running to a degree no one else does, by a long shot. Institutions of higher learning need to get back to their roots - the faculty run the show, moderated by a small group of administration, and are respected by everyone on campus. My institution is far less guilty of some of these things than larger institutions, but that's in part only because they can't afford the alternative and don't have the size to support a bulky administration.

I make a full \$1000 less than professors of the same rank and area of expertise at other Palmetto college campuses.

On the one hand, we seem unwilling or unable, at times, to offer prospective hires a salary that is anywhere near competitive. Administrators, to their credit, realize that it's hard for a two-year campus to make attractive offers to STEM faculty. On the other hand, they seem unaware that some non-STEM fields are as hard if not harder to hire in than STEM.

Pay at my institution and through PC is disgraceful, especially when compared to administrative salaries. One wonders if PC administration doesn't realize that their salaries are a matter of public information.

The biggest problems with pay are the morale effects of 1) paying new hires at market values that exceed salaries of present faculty and 2) inequities among disciplines in market values of starting salaries, e.g., extremely high salaries for new business faculty.

Certain senior faculty, whose only contact with the job market in 20+ years has been serving on a search committee or two, seem outraged that "the new professor is being paid too much." In the former case (lowballing salaries for new hires, especially non-STEM hires) administrators themselves need to be more up to speed on what's actually happening in the job market; in the latter case of disgruntled senior faculty, perhaps administrators need to do better at communicating the realities of the market to their faculty organizations.

I was not aware that different campuses have very different pay scales.

The discrepancies among pay between campuses for faculty at the same points in their careers is concerning, as well as between disciplines.

The faculty pay, while getting better for some, is still too low from the start, putting faculty in a position of playing catch up.

I also do not know how much other jobs at the university pay. That could have influenced my rating.

How satisfied are you with how your raises are determined?

Faculty raises on our campus are primarily limited to tenure and promotion bumps. Pay for performance raises are somewhat available, but they are frowned upon by the administration. The administration's expectation is that new tenure-track faculty should not get a raise before their tenure bump. That means faculty have to go more than six years without a raise unless there is a state-mandated one. That is not right, and it discourages junior faculty.

I've come to the conclusion that no one gets a raise unless they ask for one. This is unfortunate and somewhat offensive. We go through evaluations each year and put forth effort to see that good work is done. Yet, there is no monetary reward for good work unless we come begging. In other workplaces, for example, it is clear what a person will make each year if they successfully accomplish their goals. In this way, they can plan for the future, know what to expect, and become vested in their place of work. I recognize there may be another side to the story above, but if I'm at all close to correct, I think our procedures for salary advancement should be reevaluated.

We need a cost of living adjustment to all salaries across the board. In addition, we need a merit-based method that provides greater increases based on performance as measured by yearly reviews. Also, yearly reviews need to be more objective and need more peer review built into the process.

It seems there is a new Pay for Performance in effect right now. It is a top secret and no one knows anything about it. Why is it so? Can it be and should it be discussed openly?

Merit and contribution need to be a factor in raises. It is unacceptable to give the same raises across the board to everyone. If you want people to go above and beyond then you must reward them. There are zero rewards and zero consequences at the university. This breeds mediocrity.

No pay raise in the last couple of years and being 15% below national peer institutions really is one of the reasons I am dissatisfied.

No raise for years, not even a small percent raise.

What raises? (other than promotion and state-mandated raises, I've not received one)

Since we don't get raises number 3.5 is irrelevant. We don't know how raises are determined among those who get them.

In addition, "pay for performance" tends to be applied in an arbitrary fashion.

It is time we get a raise that allows for the increased cost of living.

The way raises are determined is arbitrary and unclear. There are also a lot of secret opportunities to make money that are offered to some faculty and not others with little transparency.

We don't even get cost of living raises.

We haven't seen raises in a while. As an instructor, I am able to get paid more for teaching more classes or overloading my classes. It seems that there should be some regular raises the longer one is employed full-time with an effective record.

Would like to know better detail how raised are determined and when our next one is.

FRINGE BENEFITS

QUESTIONS

The survey asked five questions regarding faculty satisfaction levels with fringe benefits:

1. How satisfied are you with your fringe benefits?
2. How satisfied are you with the number of benefits that you receive?
3. How satisfied are you with the amount that the University pays towards your benefits?
4. How satisfied are you with the value of your benefits?
5. How satisfied are you with your benefits compared to peer institutions?

RESPONSE OPTIONS

Faculty responded by choosing one of the following:

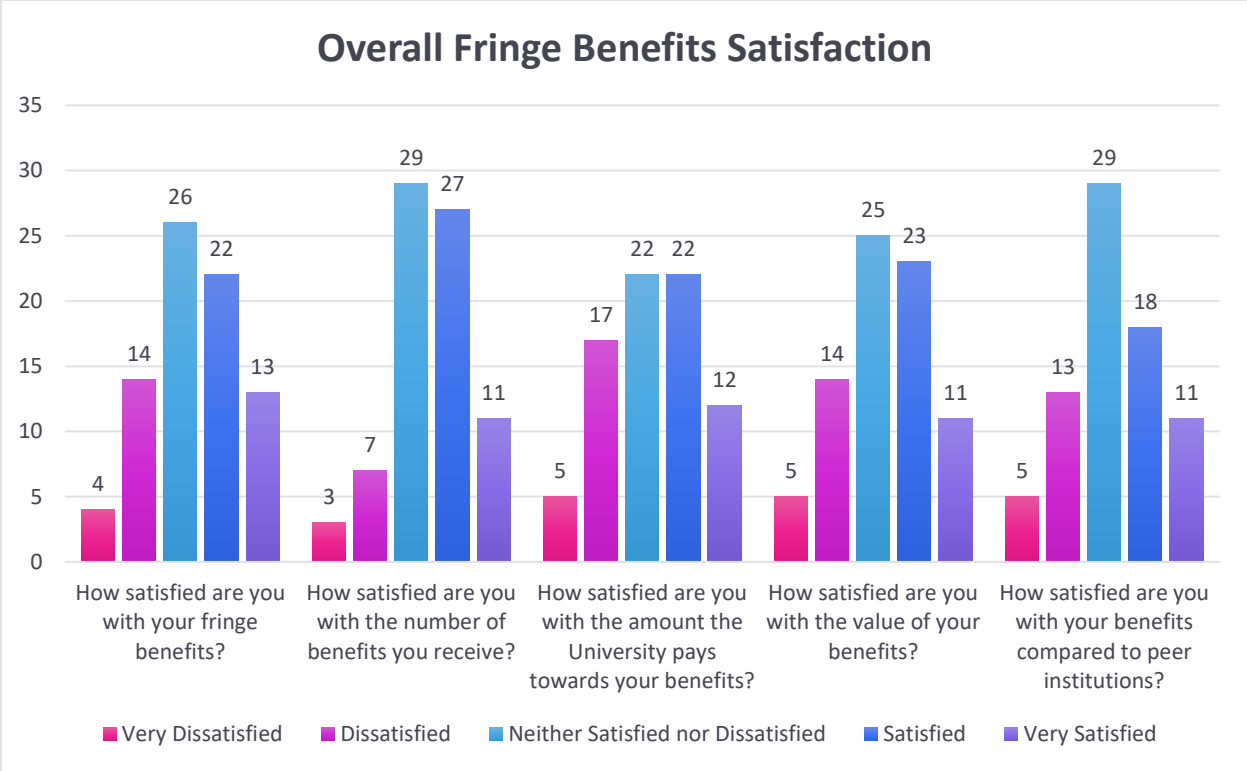
- Very Satisfied (5)
- Satisfied (4)
- Neither Satisfied nor Dissatisfied (3)
- Dissatisfied (2)
- Very Dissatisfied (1)

RESULTS

Results show that the majority of faculty were neutral or satisfied with various facets of fringe benefits. Faculty showed the highest rate of satisfaction with the number of benefits they receive (3.47). Faculty showed the lowest rate of satisfaction with benefits received compared to those at peer institutions (3.22). Faculty also showed lower rates of satisfaction with the amount of money contributed by the University towards various benefits (3.24). Mean satisfaction levels did not vary widely based on sex. Males reported a mean satisfaction level of 3.36 while females reported a mean satisfaction level of 3.24. Those who chose not to report their sex had a mean satisfaction level of 3.5. Instructors reported the highest level of mean satisfaction with fringe benefits (3.9) while Associate Professors (3.14) reported the lowest levels of satisfaction excluding those that chose not to report their rank (2.8).

DATA

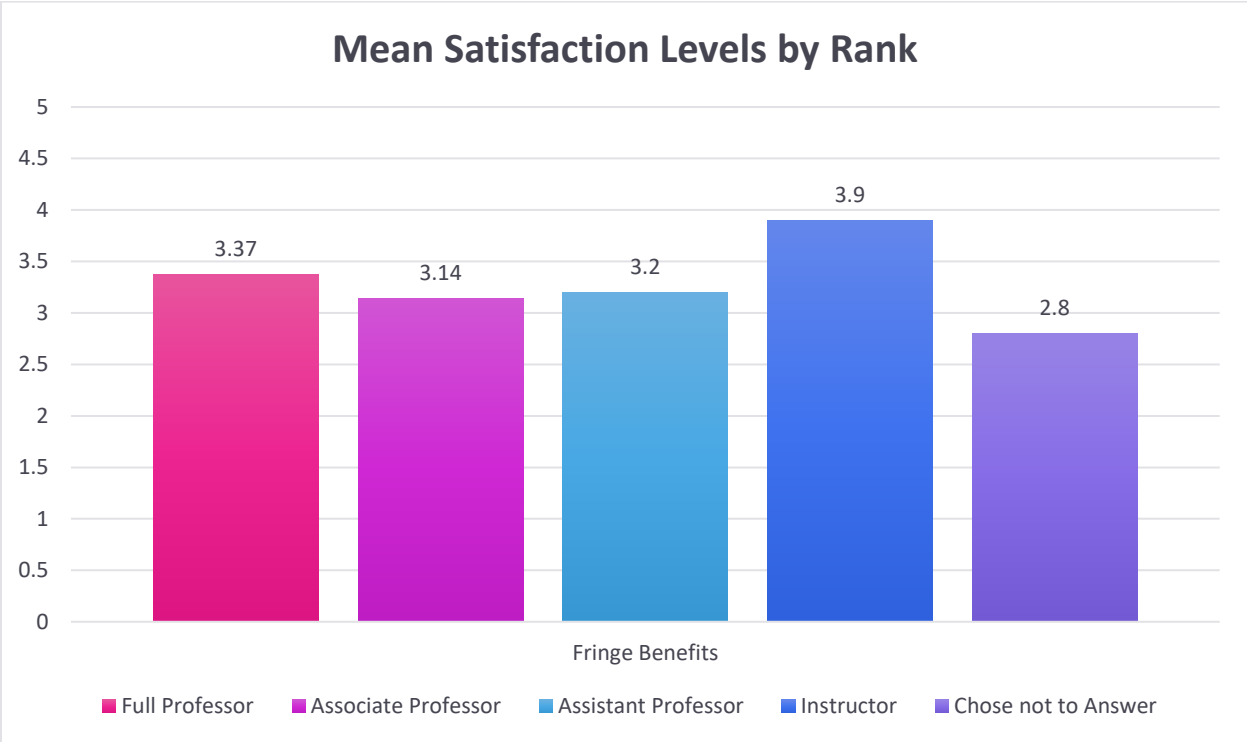
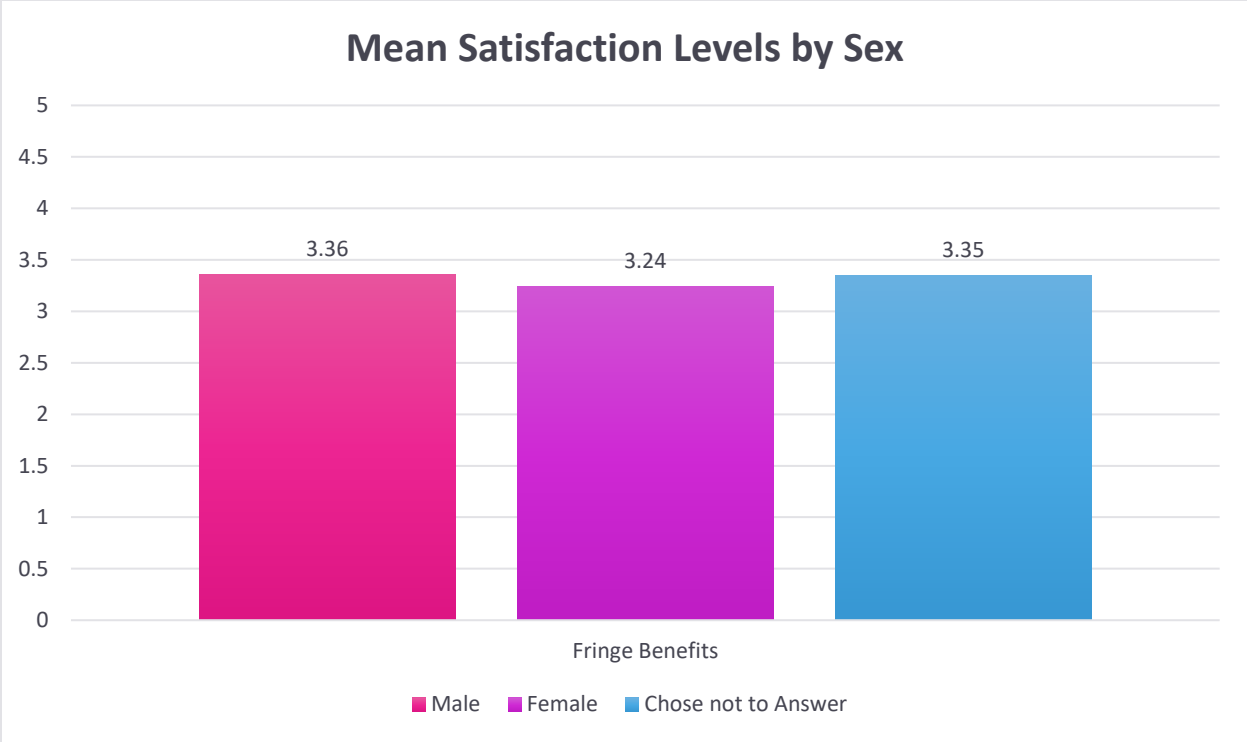
The graphs below show the data for Overall Fringe Benefits Satisfaction, Mean Satisfaction Level of Fringe Benefits by Sex, and Mean Satisfaction Level of Fringe Benefits by Rank. Faculty comments from the Fringe Benefits section of the survey are listed following the graphs.



OVERALL MEAN SATISFACTION LEVEL OF FRINGE BENEFITS BY QUESTION

- How satisfied are you with your fringe benefits? **Responses: 79**
Mean Satisfaction: 3.33
- How satisfied are you with the number of benefits you receive? **Responses: 77**
Mean Satisfaction: 3.47
- How satisfied are you with the amount the University pays towards your benefits? **Responses: 78**
Mean Satisfaction: 3.24
- How satisfied are you with the value of your benefits? **Responses: 78**
Mean Satisfaction: 3.27
- How satisfied are you with your benefits compared to peer institutions? **Responses: 76**
Mean Satisfaction: 3.22

OVERALL MEAN SATISFACTION FOR FRINGE BENEFITS: 3.3



FACULTY RESPONSES TO FRINGE BENEFITS BY QUESTION

How satisfied are you with your fringe benefits? How satisfied are you with the value of your benefits?

BC/BS health insurance is a great value, life insurance recently became very expensive.

Blue Cross Blue Shield is a horrible insurance company and is highly incompetent.

Compared to the negativity I expressed during the previous series of questions; I acknowledge this section's negativity is less USC's fault. I understand that nationally, healthcare cost and quality have been in shambles since the inception of Obamacare. However, again, we are supposed to be respected members of the community who are well-taken care of by our institution. Healthcare costs at least \$50 dollars a month too much. I was denied any coverage for all of my chiropractic treatments, which is something characteristic of mediocre coverage, in my opinion. The baseline dental care is terrible and may as well be removed as an option unless your teeth are demonstrably perfect over a large span of time, which is the case for virtually no one.

Dental and Eye care are nice and pretty reasonable

Retirement benefits have also declined but I understand there is a strain on resources and funding and the university is limited on what they can provide.

Our insurance is costly to the employee. This cost upfront is only part of the story. The coverage continues to pay less and less for medical services.

The state plan is horrible. I have to purchase additional dental insurance just to cover basics. The fact that I can cover my family, but not my spouse since they work for the state, takes more money from us.

I was shocked at the inadequate health insurance that I obtained through USC. BS/BC seems to have a LONG list of disallowed conditions, which was "grandfathered" after the ACA became law. I would be willing to pay a higher premium in order to get a better healthcare plan.

Couldn't unclick the box on 4.2. I have no opinion on the number of benefits I get.

The conference funding provided here is fair, but it could stand to be just a tad higher, and be guaranteed post-tenure, at LEAST until full professor promotion. I also do not like that it is understood that you ought to teach an additional course per year upon reaching associate, despite the jump from associate to full coming with a larger raise and requiring just as much research over a potentially shorter span of time. I am unsure whether or not this comment goes here, but I see being able to maintain a lower course load through full professor as a benefit.

How satisfied are you with the number of benefits you receive?

Health insurance is ridiculously high for the amount we receive back for health benefits. We need better health insurance that allows for wellness checkups.

We need to have free tuition for our children if they attend USC.

Women's preventative health care should be covered by the state health plan. This may be a legislative issue and certainly affects more than UofSC employees, but it is a concern that the University should address.

How satisfied are you with the amount the University pays towards your benefits?

Healthcare costs continue to increase and take away a large amount of our salaries. The state/university are not able to pay more than they currently do. This leads to our actual salaries being even lower than they actually are.

PC Campuses could address funding deficits by working harder and more effectively at recruiting more students. If enrollment increases, our funding automatically increases and faculty / staff can be paid what they deserve.

How satisfied are you with your benefits compared to peer institutions?

Compared to other like institutions I have worked at previously, the benefits USC offered are not as generous--especially related to healthcare. I pay more for healthcare than I did previously, and I am a healthy non-smoker.

I came from an institution with much better health insurance coverage and I miss that very, very much. More should be done to increase health insurance benefits, especially what is covered by insurance and what is not. My previous institution also matched retirement funds and I miss that. It is unfair to raise the percentage that I have to put into retirement while the University caps its donations well below what is taken from my paycheck.

For comparing to "peer" institutions, I do not know what fringe benefits they have.

I don't have comparative data for peer institutions regarding benefits.

no information was provided

Unknown for all benefit-related questions

PROMOTION OPPORTUNITIES

QUESTIONS

The survey asked five questions regarding faculty satisfaction with promotion opportunities:

1. How satisfied are you with promotion opportunities?
2. How satisfied are you with career advancement opportunities and support?
3. How satisfied are you with support for professional development?
4. How satisfied are you with the tools and technology provided by the institution?
5. How satisfied are you with the procedures and processes for promotion?

RESPONSE OPTIONS

Faculty responded by choosing one of the following:

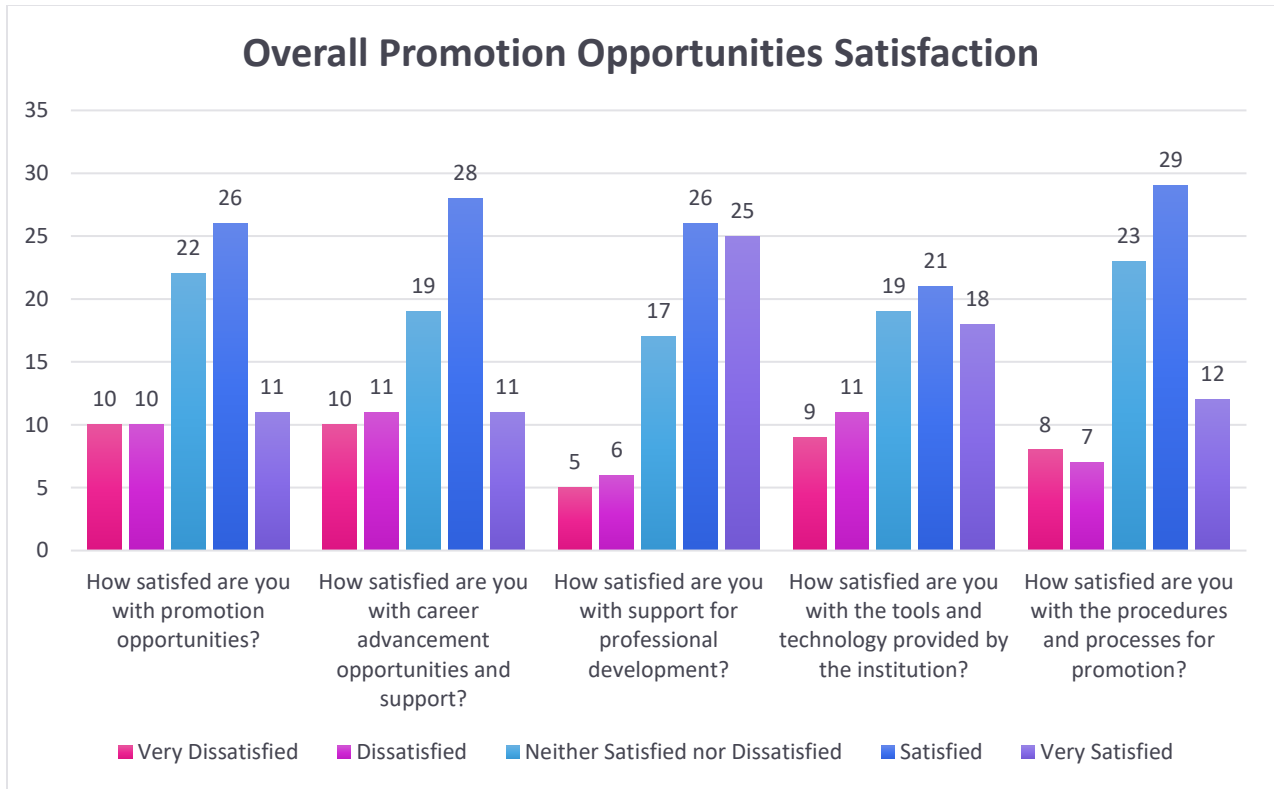
- Very Satisfied (5)
- Satisfied (4)
- Neither Satisfied nor Dissatisfied (3)
- Dissatisfied (2)
- Very Dissatisfied (1)

RESULTS

Results demonstrate that the majority of faculty were either neutral or satisfied with various aspects of promotion opportunities in Palmetto College. Faculty showed the highest rate of satisfaction with the university's support for professional development (3.76). Faculty expressed the lowest rate of satisfaction with general promotion opportunities (3.23) and career advancement opportunities and support (3.24). Males reported a higher satisfaction level (3.55) than females (3.17), while those that chose not to report their sex scored highest (3.62). Mean satisfaction levels by rank were highest among Assistant Professors (3.6) and lowest among Instructors (3.3) excluding those who chose not to report their rank (3.15). Comments from faculty indicate a dissatisfaction with the limited opportunities for advancement within their campuses and/or Palmetto College outside of tenure and promotion. In addition, faculty expressed a desire for additional support for career advancement including greater access to library resources at Columbia and updated computer technology and lab equipment.

DATA

The graphs below show the data for Overall Promotion Opportunities Satisfaction, Mean Satisfaction Level of Promotion Opportunities by Sex, and Mean Satisfaction Level of Promotion Opportunities by Rank. Faculty comments from the Promotion Opportunities section of the survey are listed following the graphs.



OVERALL MEAN SATISFACTION LEVEL OF PROMOTION OPPORTUNITIES BY QUESTION

How satisfied are you promotion opportunities? **Responses: 79**
Mean Satisfaction: 3.23

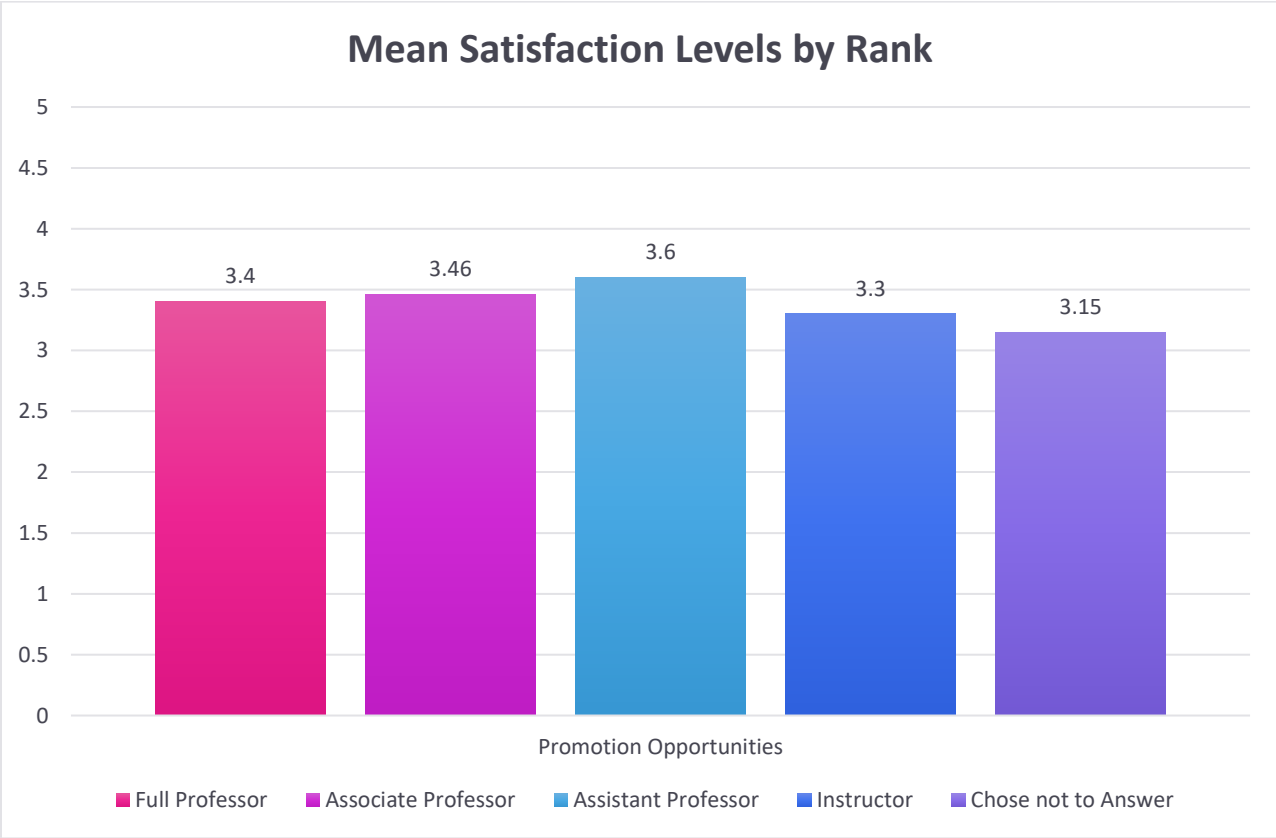
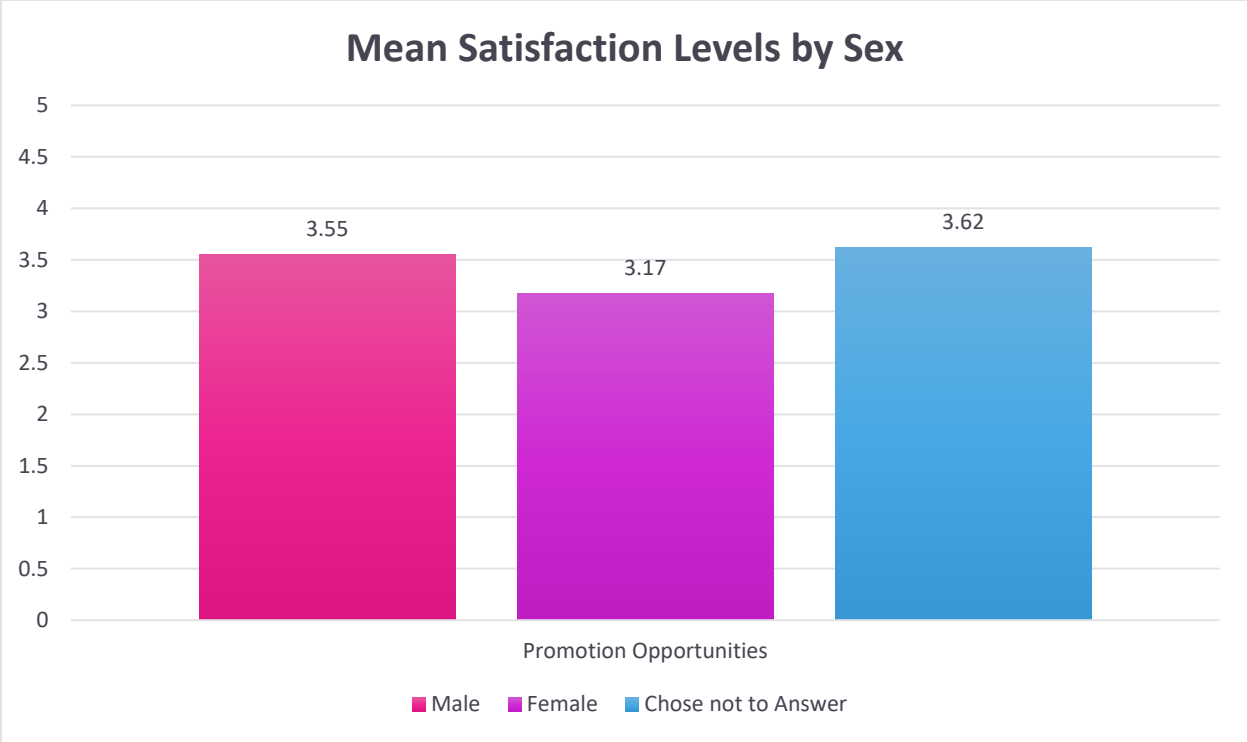
How satisfied are you with career advancement opportunities and support? **Responses: 79**
Mean Satisfaction: 3.24

How satisfied are you with support for professional development? **Responses: 79**
Mean Satisfaction: 3.76

How satisfied are you with the tools and technology provided by the institution? **Responses: 78**
Mean Satisfaction: 3.36

How satisfied are you with the procedures and processes for promotion? **Responses: 79**
Mean Satisfaction: 3.38

OVERALL MEAN SATISFACTION FOR PROMOTION OPPORTUNITIES: 3.39



FACULTY RESPONSES TO PROMOTION OPPORTUNITIES BY QUESTION

How satisfied are you with promotion opportunities?

Apparently, the only options for promotion are tenure or pay for performance raises which I gather are difficult to get as you will get nicked and dined in negotiations. Cost of living raises would be nice at least.

I have not seen any career advancement opportunities for my current position as an instructor

Want to see how rank of senior instructor is and what further promotion(s) could be offered.

My administration has been very supportive about promotion opportunities. Faculty *colleagues* can be pretty grudging to each other, though - small-minded.

How satisfied are you with career advancement opportunities and support?

Opportunities for moving into admin positions are nonexistent. I'm as far as I can go career wise on my campus. Being relatively young, this concerns me.

We enjoy good support for conferences and grant opportunities. Other opportunities for advancement are not really available.

There are few opportunities for career advancement for faculty beyond the tenure and promotion process. The local campus only has the options of a few options for advancing to administrative positions. Administrative positions within the Palmetto College offices do not seem to be available for Palmetto College faculty, or, at the very least, those opportunities are not widely promoted or circulated among the campuses.

There are very few opportunities for advancement beyond full professor rank. We are very unaware of opportunities available within Palmetto College until after the positions are filled. There needs to be more opportunities for promotion beyond the rank of full professor.

I have not seen any career advancement opportunities for my current position as an instructor.

How satisfied are you with support for professional development?

As an instructor, I have not been made aware of any support from the University for professional development which would include funds for attendance at conferences which appear to be offered to tenured and tenure-track faculty only.

I haven't pursued any promotion opportunities due to my tenure status. I would like more professional development to be available at our campus. CTE workshops have occasionally been offered through video, but I have been unable to take advantage of them. I need to attend more CTE conferences. I am just starting to apply for professional funds for conferences.

Though pay is deplorable, I am satisfied with the support and resources that have been made available to me through USC.

How satisfied are you with the tools and technology provided by the institution?

Although my discipline does not require tools and technology that are not being effectively provided, there are many on campuses and in disciplines that are working in substandard labs, for instance, or are without access to basic tools to perform their jobs well. Funds are obviously an issue. There has been talk of creating a relationship with Columbia, where secondhand equipment could be shared when no longer in use. Pursuing this may be one small way to chip away at this problem.

As for tools and technology, it would be nice to have more access to library resources in Columbia, especially databases. If you expect research, you must provide the tools to research.

I think that if Palmetto college is one integrated university, we should have the same access to online databases as do professors on the Columbia campus.

I think the technology and support is not available for teaching online classes. I have better equipment at home than available on campus. Blackboard is not what it should be.

It would be nice to have some type of administrative or leadership training in PC. In addition, hopefully the broadcasting technology will have gotten better with the new grant. It would be great to have full access to electronic databases. This is extremely important for research.

We do have some internet connectivity problems.

We need updated computer technology in our offices and computer/projector equipment in our lab spaces. PC upgrades should be standard over time. Currently, we have to go through a time consuming series of communications to receive general IT upgrades in our office or in the lab. If an improvement is approved, it can take a very long time (over 1 years in some cases) before the action is accomplished. We are far behind our peer institutions when it comes to having adequate equipment (microscopes) and lab assistance that we need to meet our basic teaching needs.

This is one of the most supportive places I know of. However, it lacks some frills like high capacity fast printers, classrooms with majority whiteboards all across campus, licensing for major software bundles most other places either offer by default or are willing to get (that is as specific as I am willing to be in order to protect anonymity). None of that is a major issue, however.

How satisfied are you with the procedures and processes for promotion?

The promotion and tenure process has become an absurdly time-consuming bureaucratic quagmire. I would hate to have to go through it now rather than when I did. I think the use of external reviewers is unnecessary. To the extent that this pattern of bureaucracy spills over into

the post-tenure review process it negatively impacts the quality of my professional experience and job satisfaction as a full professor.

I recently submitted a file for promotion. The process is extremely time consuming and even though it has been improved quite a bit, I think more improvements can be made so that the file preparation is less time consuming and more streamlined.

The tenure process is well done. The expectations are fair.

The tenure process was clear and reasonably fair.

I am incredibly disappointed with how the promotion process is handled. There is absolutely no reason anyone who is not in my field or a closely related field should have ANY say of ANY kind in my promotion. They are completely unqualified, and it turns the promotion process into a popularity contest (who is the most collegial; how loved are you by everyone). Collegiality ought to only matter a) amongst members of the same department b) with your superiors c) as far as ensuring you are not rude or unkind to those outside your field. I absolutely do not believe I should be required to be totally buddy-buddy with people who are not even in my field (and, thus, typically will not think or perceive things in a similar way to me) in order to butter them up for promotion votes. I could go on and on about this, since it disturbs me on such a deep level, but this is enough.

The actual criteria by which promotions are granted are incredibly unclear. For touting itself as a teaching institution, most promotion-seeking faculty seem to be most stressed out by their research, because, as it turns out, you do actually need to do quite a lot of it, according to most people, in order to become tenure and then full professor. Most teaching schools I know of truly do not emphasize research to any degree, and are happy with you merely presenting at conferences or working on community scholarly projects in order to satisfy requirements for promotion. Here, I feel an overwhelming pressure to pump out yearly, peer-reviewed work here; I cannot imagine anyone actually gets promoted with anything less than three high quality journal publications in addition to several other completely distinct research undertakings satisfy the large web of scholarly requirements outlined in the faculty handbook. In addition, publication is simply much easier in some fields than in others. This seems to be something people are somewhat aware of, but I do not trust someone in a field where a high rate of publication is the norm judging someone's scholarly activity in a field or subfield where 1 paper every 2-3 years is the norm at an institution of this level. This distrust is compounded by the fact that since there are so few junior faculty per field at my campus, there is typically not anyone with whom junior faculty and associate professors can work on site. All in all, I think that we should actually stop touting ourselves as a teaching institution, and begin emphasizing that we are, in a denotative sense, well-rounded, expecting high performance on all fronts. My impression is that research is almost as important as teaching, and that service is at least as important, if not more so, than teaching. The only thing stopping this school from being a research institution is that publications do not necessarily have to be yearly, and they do not have to be in the top journals in your field, and while those are significant details, they do not magically make us a school that's 80-10-10 in favor of teaching, as a true teaching school would be. TLDR; if you're going to claim that this is a teaching school, I'd ask that you treat things like

that is truly the case. The research and service requirements for promotion should be much more well-defined, looser, and fairly minimal (but certainly existent; I do NOT advocate for them to be removed).

Service expectation seems to be through the roof here. I have even heard authority figures joke about how we are all "free labor" and how, since we all take care of virtually everything on campus, it's "great we don't have to pay someone to do that." Professors I know at other institutions are typically on 3-4 committees per year, and there is no reason we should feel compelled to do anything beyond that, nor is there any reason we ought to be advising. During grad school, if a professor said no to a committee, that was a no, and it wasn't discussed again, and no one harbored resentment or viewed that person as lazier than anyone else.

SUPERVISION

QUESTIONS

The survey asked five questions regarding faculty satisfaction with supervision:

1. How satisfied are you with your supervision at your local campus?
2. How satisfied are you with your supervision at the regional Palmetto College level?
3. How satisfied are you with the guidelines and directions about job responsibilities from your supervisor?
4. How satisfied are you that your supervisor asks for your opinion or ideas and feedback?
5. How satisfied are you in how your supervisor communicates important news?

RESPONSE OPTIONS

Faculty responded by choosing one of the following:

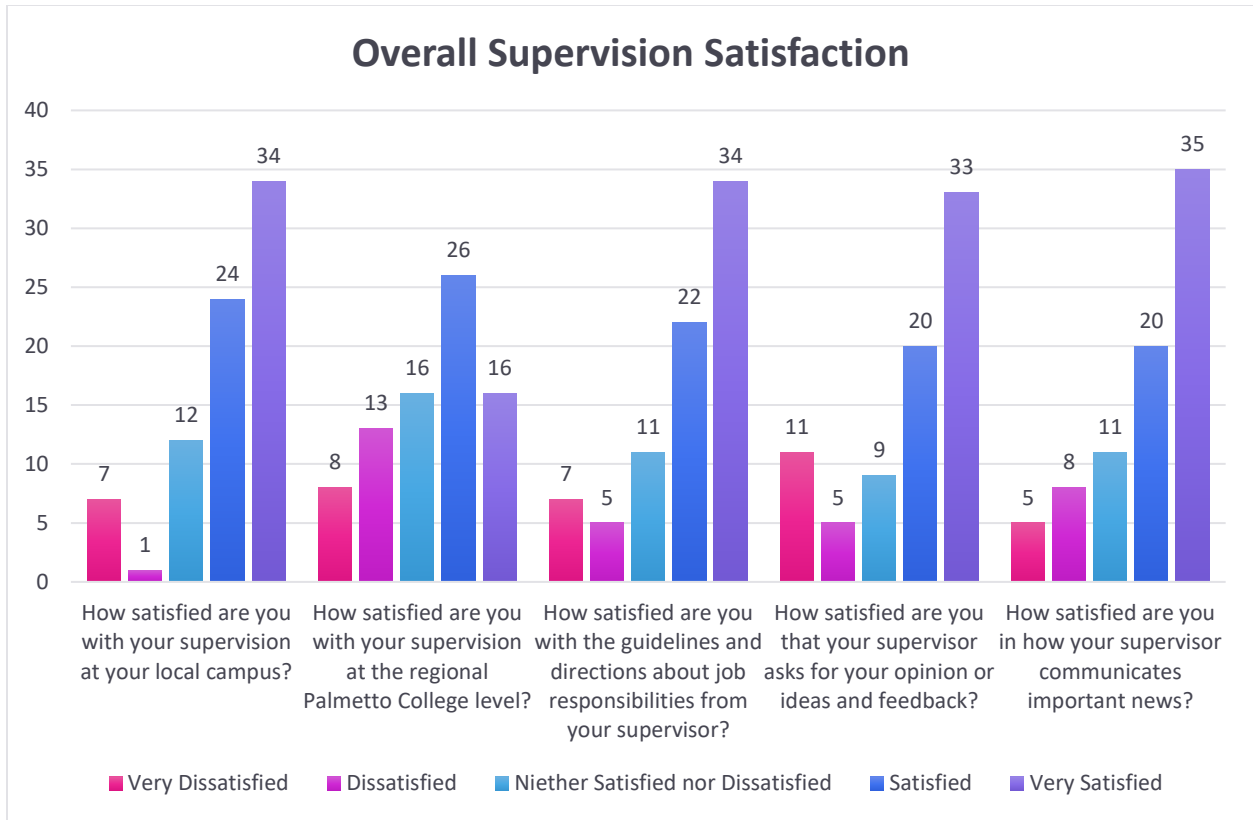
- Very Satisfied (5)
- Satisfied (4)
- Neither Satisfied nor Dissatisfied (3)
- Dissatisfied (2)
- Very Dissatisfied (1)

RESULTS

Results demonstrate that overall faculty are neutral to satisfied with various aspects of their supervision. Faculty showed the highest rate of satisfaction with their supervision at their local campuses (3.99). Faculty also rated higher satisfaction levels with how their supervisor communicates important news (3.91) and the direction and guidelines provided by their local supervisor (3.90). Faculty showed the lowest rate of satisfaction with their supervision at the regional, Palmetto College level (3.37), with some commenting on the lack of leadership and communication from the Palmetto College administration. Males showed a slightly higher rate of satisfaction with supervision (3.9) compared to females (3.77), while those that chose not to report their sex had the lowest rate of satisfaction (3.66). Assistant Professors showed the highest rate of satisfaction with supervision (4.2), followed closely by Instructors (4.14). Associate Professors, along with those that chose not to answer rank, scored the lowest (3.3).

DATA

The graphs below show the data for Overall Supervision Satisfaction, Mean Satisfaction Level of Supervision by Sex, and Mean Satisfaction Level of Supervision by Rank. Faculty comments from the Supervision section of the survey are listed following the graphs.



OVERALL MEAN SATISFACTION LEVEL OF SUPERVISION BY QUESTION

How satisfied are you with your supervision at your local campus?

Response: 79
Mean Satisfaction: 3.99

How satisfied are you with your supervision at the regional Palmetto College level?

Response: 79
Mean Satisfaction: 3.37

How satisfied are you with the guidelines and directions about job responsibilities from your supervisor?

Response: 79
Mean Satisfaction: 3.9

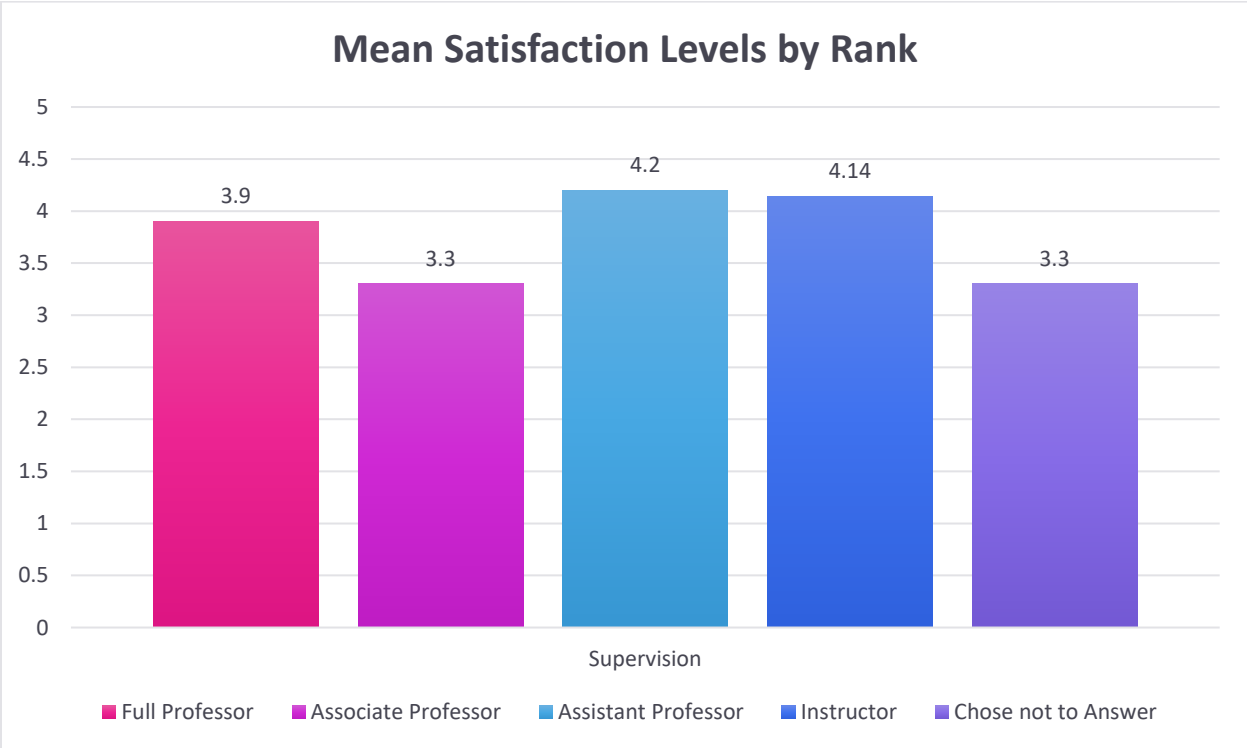
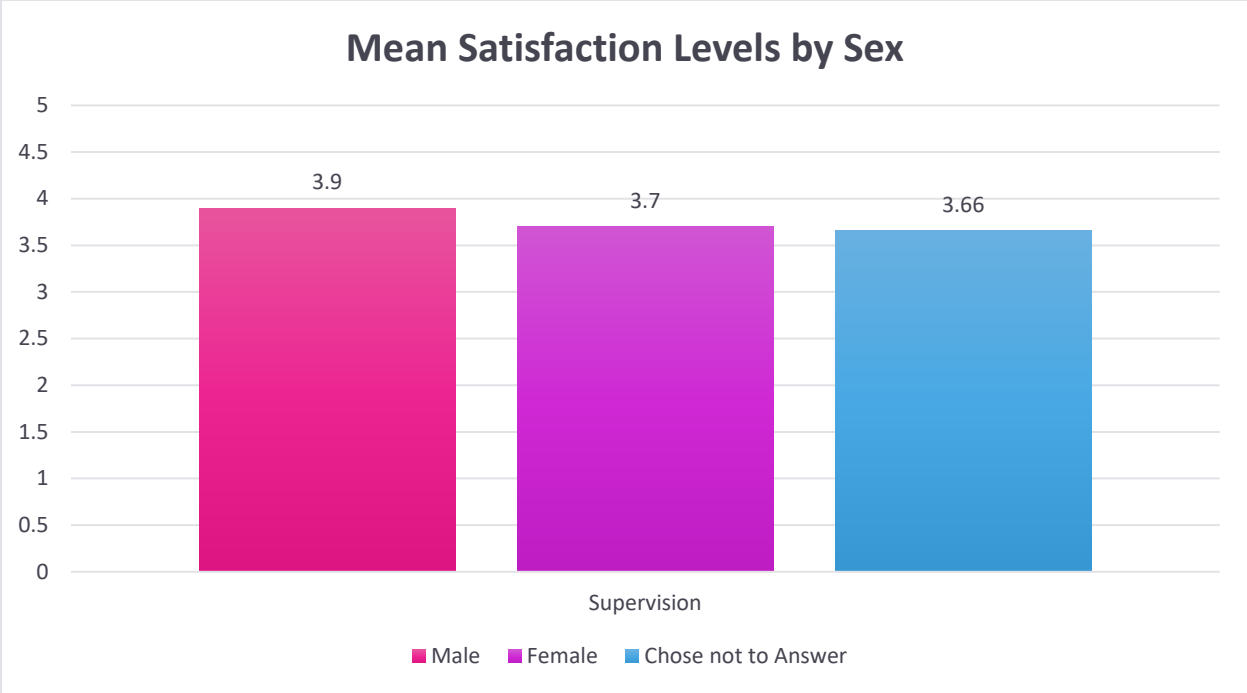
How satisfied are you that your supervisor asks for your opinion or ideas and feedback?

Response: 78
Mean Satisfaction: 3.76

How satisfied are you in how your supervisor communicates important news?

Response: 79
Mean Satisfaction: 3.91

OVERALL MEAN SATISFACTION FOR SUPERVISION: 3.79



FACULTY RESPONSES TO SUPERVISION BY QUESTION

How satisfied are you with your supervision at your local campus?

My local campus supervisor is fine as far as I'm concerned

My immediate supervisor does a good job of keeping faculty informed, and provides detailed, useful feedback on evaluations. The upper level administrators are less accessible and seem disconnected from what is going on with the faculty.

Supervision on my campus is EXCELLENT. Faculty are treated very well, we are respected. I have a high job satisfaction because of the atmosphere they create on our campus. Improvements that can be made: more recruiting to increase student enrollment, especially in STEM fields; merit-based raises and bonuses; more peer review of teaching so that all instructors are encouraged to be excellent and share best practices with one another

Overall, I am satisfied with the administration at my campus.

This is where USC shines. The leadership is amazing. I believe my boss is a little coarse for my liking (once in a blue moon), but otherwise is incredibly kind, funny, and understanding, and everyone has bad days, myself most certainly included. The upper level administration are also truly bosses to write home about.

While one can't reasonably expect all chairpersons to be equally competent, it seems a minimal level of competence should be expected by local (and higher) administration. At times, personnel decisions seem to be made on the basis of convenience rather than competence. Overall, my campus's administration is excellent. There is a sense, though, among many faculty that our administration's attention is so focused on dual enrollment, hiring adjuncts, etc., that full-time faculty matters are very much on the back burner and so is the issue of competence previously mentioned.

We are top heavy and I just see the administration as impeding the process. Some of my supervisors are more open than other, but in general communication is lacking.

My supervisor regularly ignores my units' needs, and does not advocate for my unit.

My supervisor is a warm body occupying a seat. That is all.

There are many opportunities for service at my campus, but feel I am not asked to participate in most of them because my office is not located in the same general area as many others who ARE being asked to participate. Physical proximity to the supervisor should not be the driving force for naming faculty to committees, hiring committees, etc.

Not much is communicated effectively or in a timely manner locally.

"Supervision" is a weird word to use for professors. Anyway, I respect my campus dean very much but fairly often find this person too *passive* in their handling of issues that affect the campus.

Rank and file faculty have different supervisors; division chair, and deans. I have answered the questions in a summary fashion; if I were to evaluate each individually the scores would likely be different.

My immediate supervisor is great!

I am only marginally satisfied with the leadership provided by our campus administration. Two characteristics that worry me could be characterized as "cutting corners" and "keeping up appearances." As an example of cutting corners we have absolutely no parking enforcement on my campus, leading to regular chaos in a particular parking lot. This has led to confrontations between faculty/staff and students and puts faculty in a very uncomfortable position. It diminishes mutual respect between faculty and students. Whether it is based on an idealistic desire to treat students as equals, a lack of funds for enforcement, or a combination of these factors, it reflects very negatively on local leadership and has a negative impact on faculty morale. Yet there are very effective presentations regarding the status of the campus and good relationships are maintained both with the larger community and with the leadership of Palmetto College.

Supervision on my campus has been, at times, a nightmare: there was an inner-circle of faculty who received raises and opportunity, while those outside were relegated to scut duty and no raises. Surface was favored over substance and faculty were rewarded for personal loyalty instead of academic performance. We hope for a culture of transparency, fairness, and growth.

How satisfied are you with your supervision at the regional Palmetto College level?

I don't feel any "supervision" from the regional Palmetto College central level and that's fine with me.

Outside of the Palmetto College Faculty Senate, the Palmetto College administration seems to have little contact with the individual campuses.

There has been very little leadership and support from the Palmetto College level. The individual campuses are often given many tasks but little financial support from the Palmetto College offices.

Not much is communicated effectively or in a timely manner within Palmetto College. I don't even know what "regional Palmetto College central level" means.

How satisfied are you with the guidelines and directions about job responsibilities from your supervisor?

I have discovered that our campus has both an USC academic standard and a hidden standard. The hidden standard is focused on student retention. This double standard has caused me to have angst. Students tend to avoid my classes and take classes taught by adjuncts. Too many of my students taking my courses are not prepared to do university-level work. I think that this double standard is a source of student success and retention problem.

How satisfied are you that your supervisor asks for your opinion or ideas and feedback?

I don't remember ever being asked for my opinion about anything

Faculty are treated very well, we are respected, and we are included in decision making.

How satisfied are you in how your supervisor communicates important news?

I wouldn't know if my supervisor communicates important university news effectively and in a timely manner (how would we know?).

CO-WORKERS

QUESTIONS

The survey asked five questions regarding faculty satisfaction with their co-workers:

1. How satisfied are you with how your colleagues get along with each other?
2. How satisfied are you with the level of constructive interactions with your co-workers?
3. How satisfied are you with the level of collegiality among your colleagues on your campus?
4. How satisfied are you with the level of university engagement of your co-workers?
5. How satisfied are you with the level of politeness among your colleagues?

RESPONSE OPTIONS

Faculty responded by choosing one of the following:

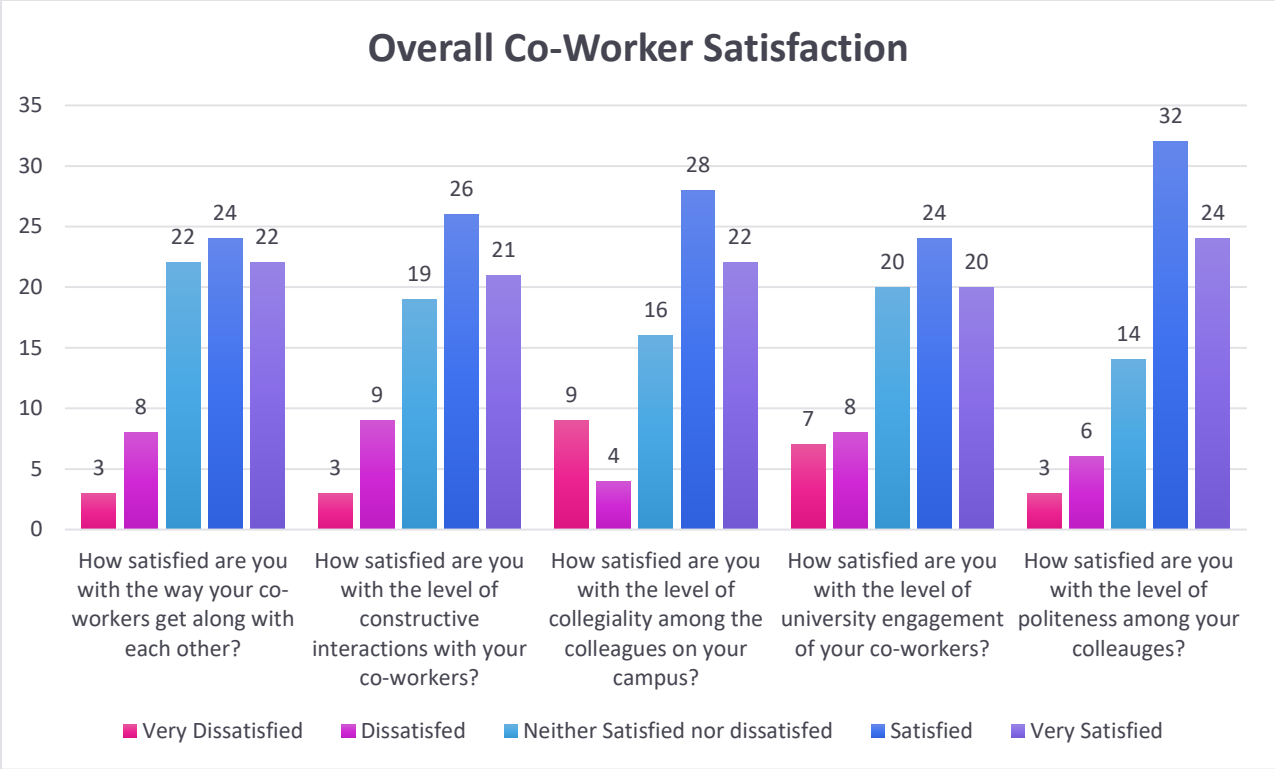
- Very Satisfied (5)
- Satisfied (4)
- Neither Satisfied nor Dissatisfied (3)
- Dissatisfied (2)
- Very Dissatisfied (1)

RESULTS

Results demonstrate that the majority of faculty were neutral to satisfied with their relations with co-workers. Faculty reported the highest rate of satisfaction with the level of politeness among their colleagues (3.86) and the lowest rate of satisfaction with the level of university engagement among their peers (3.53). Males had the highest rate of satisfaction with their co-workers (3.84) compared to females (3.7) and those that chose not to disclose sex (2.98). Assistant Professors showed the highest level of satisfaction with their co-workers (3.95) while Instructors showed the lowest level of satisfaction (3.66), excluding those that chose not to report rank (2.98).

DATA

The graphs below show the data for Overall Co-Worker Satisfaction, Mean Satisfaction Level of Co-Workers by Sex, and Mean Satisfaction Level of Co-Workers by Rank. Faculty comments from the Co-Worker section of the survey are listed following the graphs.



OVERALL MEAN SATISFACTION LEVEL OF CO-WORKERS BY QUESTION

How satisfied are you with the way your co-workers get along? **Response: 79**
Mean Satisfaction: 3.68

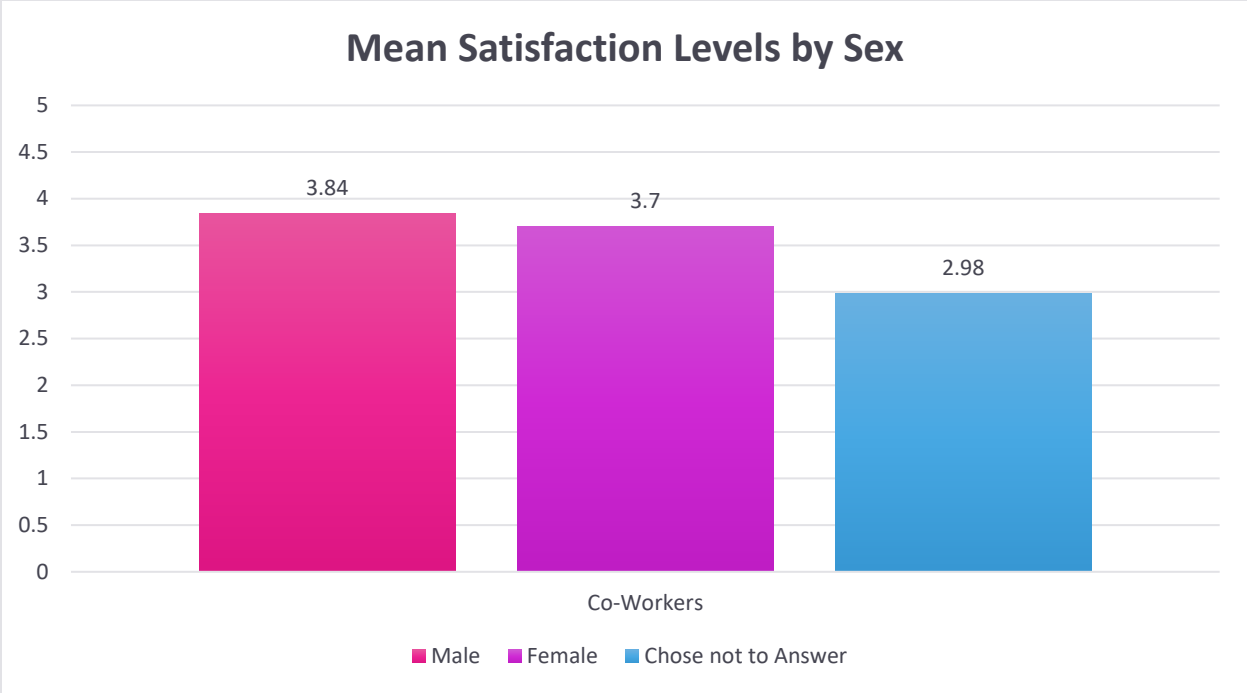
How satisfied are you with the level of constructive interactions with your co-workers?
Response: 78
Mean Satisfaction: 3.68

How satisfied are you with the level of collegiality among your colleagues on your campus?
Response: 79
Mean Satisfaction: 3.63

How satisfied are you with the level of university engagement of your co-workers?
Response: 79
Mean Satisfaction: 3.53

How satisfied are you with the level of politeness among your colleagues?
Response: 79
Mean Satisfaction: 3.86

OVERALL MEAN SATISFACTION OF CO-WORKERS: 3.68



FACULTY RESPONSES TO CO-WORKERS BY QUESTION

How satisfied are you with the way your co-workers get along?

Another reason I love my job is that I get to work with mostly EXCELLENT colleagues who are professional, kind, and helpful. We work together well especially with those in similar areas.

I love the faculty in Palmetto College.

My colleagues have become friends.

Most of us get along well because we know at a small institution getting along is key to success.

Some are very good. Some are vindictive. Some trigger division because they gain by it. Some are catalysts. Some plain pain in the backside.

I love my colleagues on a personal level. There are issues though between colleagues.

Within my area it is fine but not within the campus. There definitely seems to be gossip and slander.

My co-workers work well together. I do feel that there have been some issues between a few of the divisions lately, but I am not sure why this is the case. Maybe just different views on campus goals or something.

Not a pleasant environment when colleagues alienate you for having conservative perspectives, or for differing in political opinions typically associated with the university professor. One particular woman, who is in the humanities, will barely acknowledge me as I pass them, and appears to revile even speaking to me. The self-righteousness exhibited by some of our faculty is quite sickening.

Unfortunately, this has taken marked turn for the worse, perhaps in tune with the general disingenuousness and incivility currently common in our nation

This is a deep topic for me. Co-workers seems to get along because they know they have to. I do not feel any kind of genuine connection with almost anyone (though there are a few), by contrast. I most certainly do not like the fact that I am expected to regularly positively interact and become (hyperbole incoming) best friends with people not within my field. Introverted academics (most typical academics in the hard sciences) who interact positively with like-minded people in their own field should be welcomed; not everyone is a social butterfly, and that should be recognized and welcomed. That said, I acknowledge that at no point is anyone entitled to be rude, unwelcoming, or unkind to anyone on campus. On that note, I have had many such negative interactions, some but not all of which were my fault, but it would be a double standard to some degree for me to out those people and begin complaining about such trivial things. In summary, while collegiality is high on a surface level, it mostly feels insincere and a product of the close-quarters situation we are all in.

How satisfied are you with the level of constructive interactions with your co-workers?

I would like to see more opportunities on campus for faculty to interact across different buildings and different disciplines. A cafeteria or common eating space would help. Opportunities to share best teaching practices through workshops and brown bag lunches would also be helpful. With that said, I am extremely satisfied with the co-workers I have and am thankful to know them and work with them.

How satisfied are you with the level of collegiality among your colleagues on your campus?

At least two co-workers in my area seem to perceive campus dynamics in terms of rival groups vying for power and exhibit attitudes and behavior that borders on sociopathic paranoia.

Not to put everything in the lap of administration, which is neither fair nor realistic, but this is another area where administrators could show more leadership. Every week there's a display of bad behavior from one of a small minority of maladjusted faculty; one administrator's response is, well, that's a personal problem, or, that's your immediate supervisor's problem. The supervisor's response: I can't do anything about it. Another administrator's response: this problem should be solved by yourself or other supervisors. So nothing changes. Not that administrators are magic and can snap their fingers and create collegiality out of nothing, but they have a responsibility to help create and maintain a baseline of acceptable behavior. It's kind of like the kid who habitually disrupts class: I can't make that kid care about their own education, necessarily, but I can encourage him or her to dial it down so that others can learn.

How satisfied are you with the level of university engagement of your co-workers?

Although I see some of my colleagues involved in the university, too many of them finish their work and leave as quickly as they can. There is no faculty hallway culture at my campus.

My campus has far too many faculty who feel entitled to be absent from campus at least two or three days a week. Most of said faculty do not reside in town and are poorly connected with the community. This is a huge problem re the morale of faculty who believe that it is important to be on campus and to be accessible in person to students. It is not good for the long-term well-being of our campus

Many colleagues are wonderful and work very hard. Others seem to do nothing to be a part of the university life. This dynamic is really affecting faculty morale. No penalty seems to accrue for people who don't do their work, and no benefit seems to be part of working very hard all the time. It begins to be hard to see why I should continue to work hard, in that case.

There are feelings of unfairness as some faculty are not on campus and not as engaged with the campus, faculty, and students, but still get special assignments that they don't seem to do any work for.

There are times where some colleagues need to have a more positive attitude toward service they volunteered for.

The records and admissions staff on our campus can be pretty bad, but that doesn't affect me much.

The only reason I am so satisfied with everyone's campus involvement is because everyone is so overly involved out of fear they will miss promotion that you cannot help but be satisfied with their involvement.

How satisfied are you with the level of politeness among your colleagues?

Everyone is polite, but not necessarily collegial.

I don't really worry about "politeness" which is often a cover for nefarious acts. I wish you'd asked about levels of support. I don't believe my colleagues outside of my unit support or advocate for me, even though they are really "polite."

Everyone on my campus is very polite and genuine. I don't have issues with anyone that I work with and I really enjoy talking with them. I wish I had more time to interact with everyone.

On my campus there is a group of faculty that are incredibly friendly and supportive; there is another group (with a different immediate supervisor), who have created a toxic mess that occasionally affects other faculty. None of the administration seem to have a handle on the destructive personnel issues that come from the group of toxic faculty, who engage in bullying behavior. Specifically, that toxic behavior has resulted in negative tenure and promotion ballots and negative peer review evaluations for other faculty, including wildly inappropriate comments. The administration has been apprised of this behavior yet has chosen to do nothing about it.

JOB CONDITIONS

QUESTIONS

The survey asked five questions regarding faculty satisfaction with job conditions:

1. How satisfied are you with the physical working conditions on your campus?
2. How satisfied are you with your faculty work load?
3. How satisfied are you with the amount of time you have in a week to get work completed?
4. How satisfied are you with the resources the university provides to engage in scholarly research?
5. How satisfied are you with the tools and equipment the university provides to meet scholarly needs?

RESPONSE OPTIONS

Faculty responded by choosing one of the following:

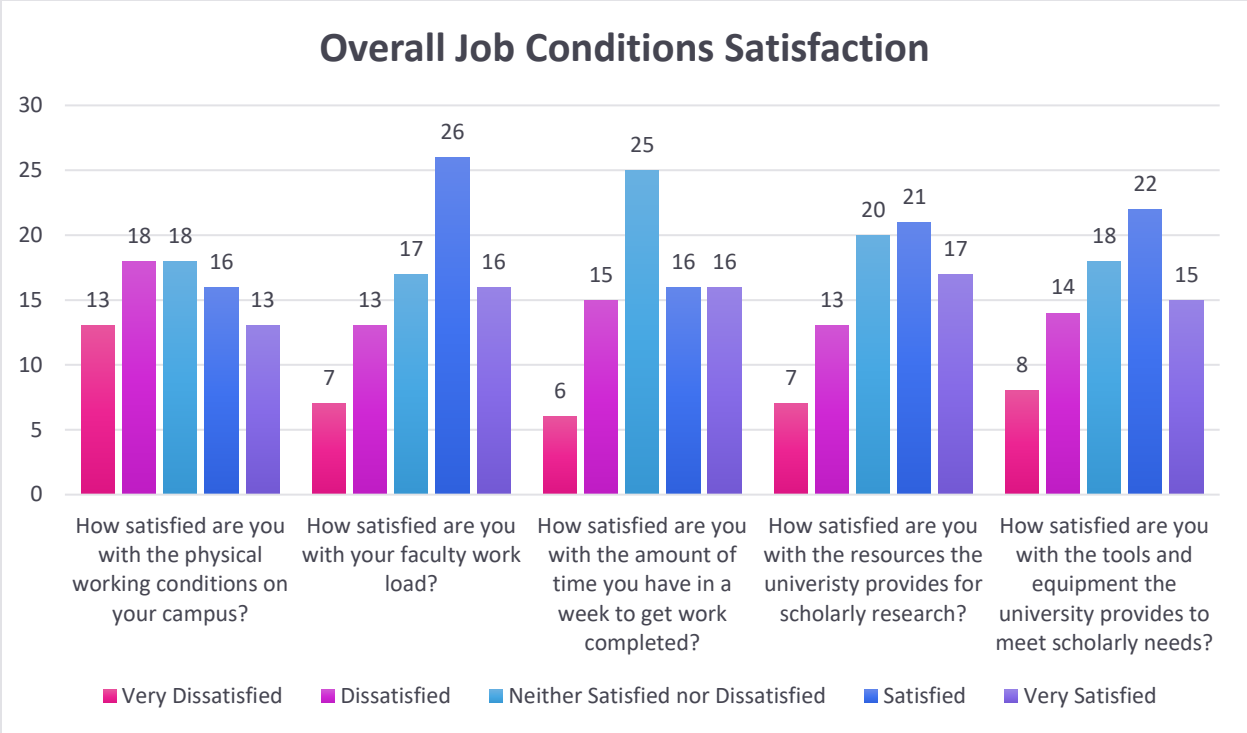
- Very Satisfied (5)
- Satisfied (4)
- Neither Satisfied nor Dissatisfied (3)
- Dissatisfied (2)
- Very Dissatisfied (1)

RESULTS

Results demonstrate that faculty have the lowest level of satisfaction with the physical working conditions on their campuses (2.97) and the highest level of satisfaction with their work load (3.39). Those that chose not to report their sex demonstrated the highest level of satisfaction with job conditions (3.5), while males reported a higher rate of satisfaction with job conditions (3.35) compared to females (3.1). Instructors showed the highest rate of satisfaction with job conditions (3.65) while Assistant Professors had the lowest rate of satisfaction (3.06) excluding those who chose not to report their rank (2.99). In written comments, faculty expressed dissatisfaction with physical conditions such as the lack of properly functioning heating and air conditioning equipment. Faculty expressed a desire for more tools and equipment to meet scholarly needs including access to research databases, resources, and libraries at Columbia, and updated computer technology and laboratory equipment.

DATA

The graphs below show the data for Overall Job Conditions Satisfaction, Mean Satisfaction Level of Job Conditions by Sex, and Mean Satisfaction Level of Job Conditions by Rank. Faculty comments from the Job Conditions section of the survey are listed following the graphs.



OVERALL MEAN SATISFACTION LEVEL OF JOB CONDITIONS BY QUESTION

How satisfied are you with the physical working conditions on your campus?
Response: 78
Mean Satisfaction: 2.97

How satisfied are you with your faculty work load?
Response: 79
Mean Satisfaction: 3.39

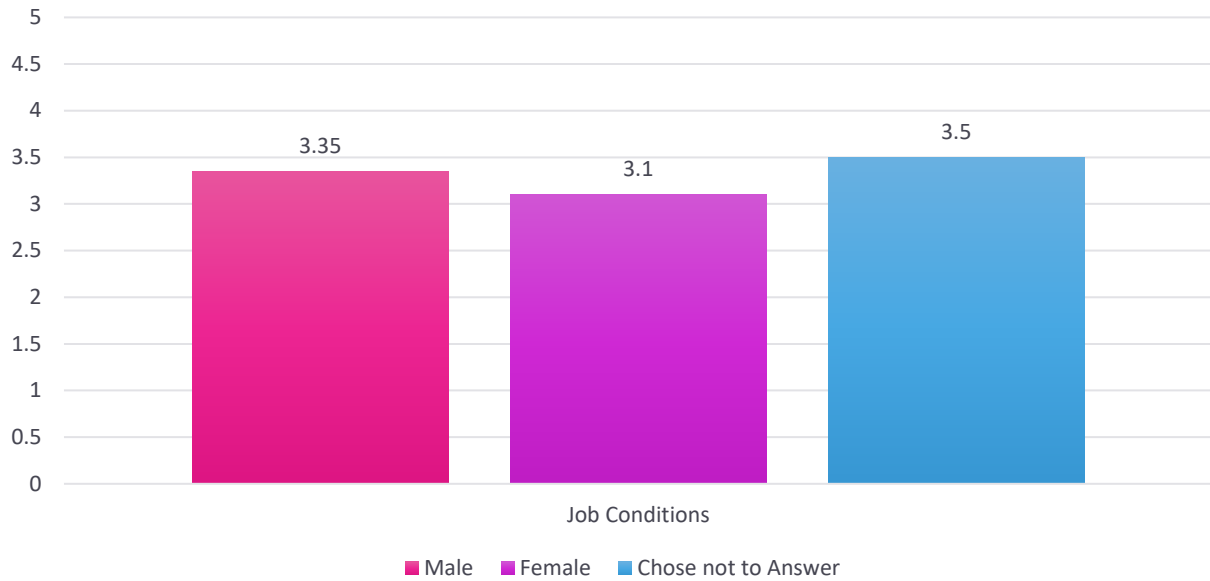
How satisfied are you with the amount of time you have in a week to get work completed?
Response: 78
Mean Satisfaction: 3.27

How satisfied are you with the resources the university provides for scholarly research?
Response: 78
Mean Satisfaction: 3.36

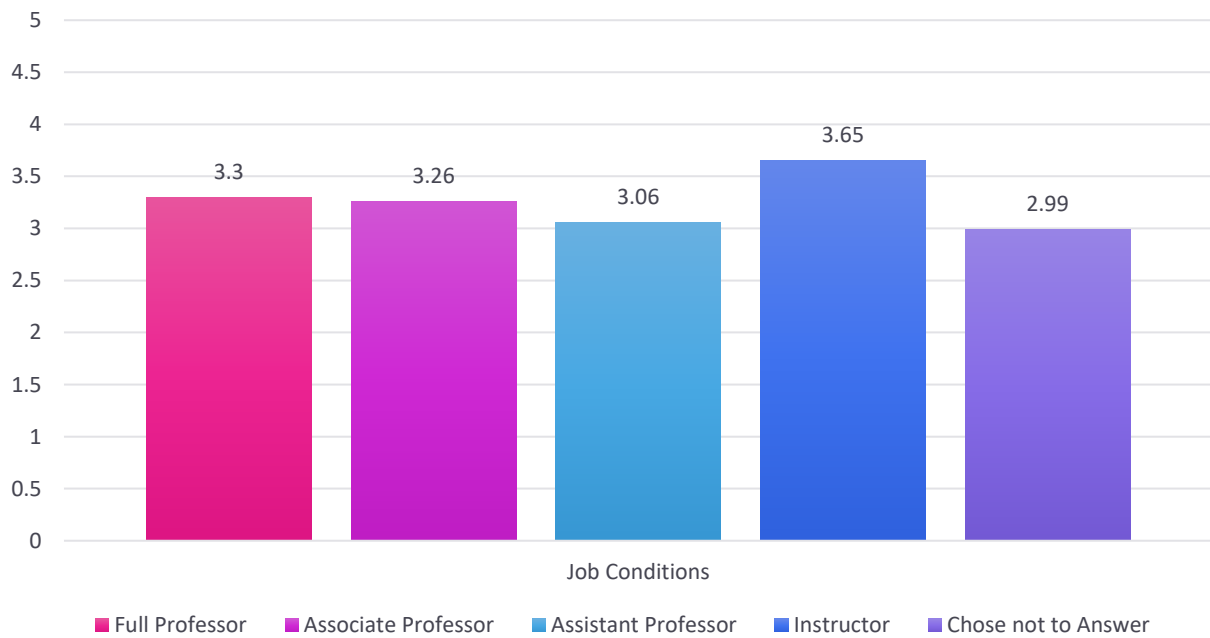
How satisfied are you with the tools and equipment the university provides to meet scholarly needs?
Response: 77
Mean Satisfaction: 3.29

OVERALL MEAN SATISFACTION OF JOB CONDITIONS: 3.26

Mean Satisfaction Levels by Sex



Mean Satisfaction Levels by Rank



FACULTY RESPONSES TO JOB CONDITIONS BY QUESTION

How satisfied are you with the physical working conditions on your campus?

It is often way too hot in some of the classrooms.

Building is cold often, but the building has had issues since it was built.

Heating and air conditioning rarely work in offices and classrooms. We are told to put maintenance requests into our official system, but it is unclear if anyone actually reads or acts on those requests.

Heating and cooling have gotten better, but classrooms are almost always either too hot or too cold, with very few exceptions. My office is quite nice, however.

The temperatures are unnecessarily extreme, and if you ask it to change, it will, albeit temporarily. Then it reverts back. I have had students wearing winter coats in class because it is so cold.

Facilities are a major concern on our campus. Problems with relatively new buildings due to poor construction are a constant issue.

The physical plant of my campus is a disaster, custodial service is sporadic and at times incompetent. There is a non-functional water fountain in one building that has not worked in years. Likewise the fan in one of the restrooms. There is insufficient resource and personnel allocation in this area. To wit, when there was an understandable lapse in maintenance supervision, no one could get keys to classrooms and signs were made to leave doors unlocked at all times. This makes valuable IT equipment in the classrooms unprotected from theft and vandalism.

The physical working conditions in my building however are problematic. Our building has a serious problem with mold and pests. The pests include cock roaches, wasps, beetles, spiders, and the occasional bat, rat or mouse. Our lab is infested with roaches and I am scared to walk in on Monday mornings when I know there will be some dead or live insects in the lab. The back wall drawers almost always have roaches in them. Wasps appear in our offices and classrooms 3-4 times per year when the weather changes. This is a safety hazard for our students, faculty, and staff. The mold is another ongoing problem that doesn't affect me personally, but many people are sensitive to this and have had reactions. The temperature is usually well controlled but in one of the labs, the humidity is extremely high and the temperature is often similar to outside temp. These problems stem from issues when our building was built relatively recently and while many people have worked on them over the years, they have never been resolved.

It's depressing that we no longer recycle. Otherwise, I've been loving my job this year.

How satisfied are you with your faculty work load?

Our faculty work load is much larger than that of the Columbia faculty, for which we are paid less. Not fair. And we have more outside/ regional responsibilities for shared governance and committee work than they.

The workload, in theory and on paper, is great. But 21-24 credits per year plus 1000 committees plus yearly research plus conferences plus advising plus thing A plus thing B is the actual expectation, and it's too much. As I said before, loosen up the research publication requirements, fix each faculty member on 3-4 committees yearly, ask that they do SOMETHING else of their choosing in addition, and present at a conference once a year. The simpler, the better.

Tenured track faculty should at least be able to apply for a 4-3 reduced load.

Work load differs between some disciplines, but this is getting better.

How satisfied are you with the amount of time you have in a week to get work completed?

Faculty are increasingly being asked to take on more administrative duties, like assessment, program development, and recruitment and retention initiatives. There is simply not enough time in the week to teach four classes and perform all of the service required, let alone do any scholarship.

I am actually satisfied with the amount of time I have to get things done, but I marked dissatisfied because I am continuously under the impression that I ought to be doing much more, and also under the impression that I will always feel that way no matter how much I do, in which case I am in fact quite dissatisfied with the amount of time I WOULD have to get things done. I ought to be able to lead a healthy, well-balanced life outside of my job. That's why we become professors, let's be honest. It's not the fame and fortune!

How satisfied are you with the resources the university provides for scholarly research?

Greater access to research tools at the Columbia campus would be quite beneficial for we in the regional campuses. It's difficult to do research when you cannot access databases and other research tools on your campus. We don't all have time to drive back and forth to Columbia to ask to use their resources. I would like more to be done in this regard. You cannot expect good scholarship and not provide means to do the research itself. I think that is asking a lot of people who have heavy teaching loads and receive low pay.

Need full access to library databases.

Library resources

Palmetto College Campuses should have the same access to research material as faculty in Columbia.

Library resources are lacking. Scheduling of classes has been an issue.

The university does not provide me with anything other than the opportunities of a couple of grants. The support given to my scholarship is a joke. I do not think there is any college or university this low.

Through the available grants, faculty have the opportunity to obtain funding to conduct good research. Additionally, when I started at my campus I was allowed to purchase lab equipment that has helped me tremendously over the years to be able to teach effectively and conduct research. We have excellent library resources and staff that help to ensure we have access to information needed for research. Our divisions provide travel funding so that we can present at conferences.

We get decent funding for travel, which can usually pay for 1-2 conferences

How satisfied are you with the tools and equipment the university provides to meet scholarly needs?

I don't have confidence in the leader of my technology unit on campus. I often believe that things are jury-rigged instead of investing in infrastructure needed to provide state-of-the-art technologies and tools on our campus (for everyone, not just certain majors).

I have a couple of issues related to job conditions. First, our IT infrastructure needs improvement. Our science instructional laboratories are barely adequate for instructional purposes. We have no dedicated space for science research, which limits traditional science research. In addition, our laboratory equipment and even the lack of bench space makes typical "bench" research almost impossible.

Instructional technology support is lacking, both in terms of infrastructure in the classrooms, and in support for developing tools to teach with technology / teach online.

Some areas get great IT support, some do not. It is not clear how IT requests for support or equipment should be initiated. Sometimes it takes multiple requests to get even simple tasks done.

I work in the sciences and need special equipment (not that expensive - under \$5000 in general) for research; it has not been easy to obtain the resources. The physical facilities as such are not in good repair, and we have been told funds will likely not be provided for repairs. Most of the facilities and equipment are also used in classes, so it is hard to teach in many cases.

NATURE OF WORK

QUESTIONS

The survey asked five questions regarding faculty satisfaction with the nature of their work:

1. How satisfied are you with the meaningfulness of your work?
2. How satisfied are you with the impact your job has on other people?
3. How satisfied are you that your job makes use of your knowledge, skills, and abilities?
4. How satisfied are you with the freedom to use your own judgment in your job?
5. How satisfied are you with the feedback you get about your job?

RESPONSE OPTIONS

Faculty responded by choosing one of the following:

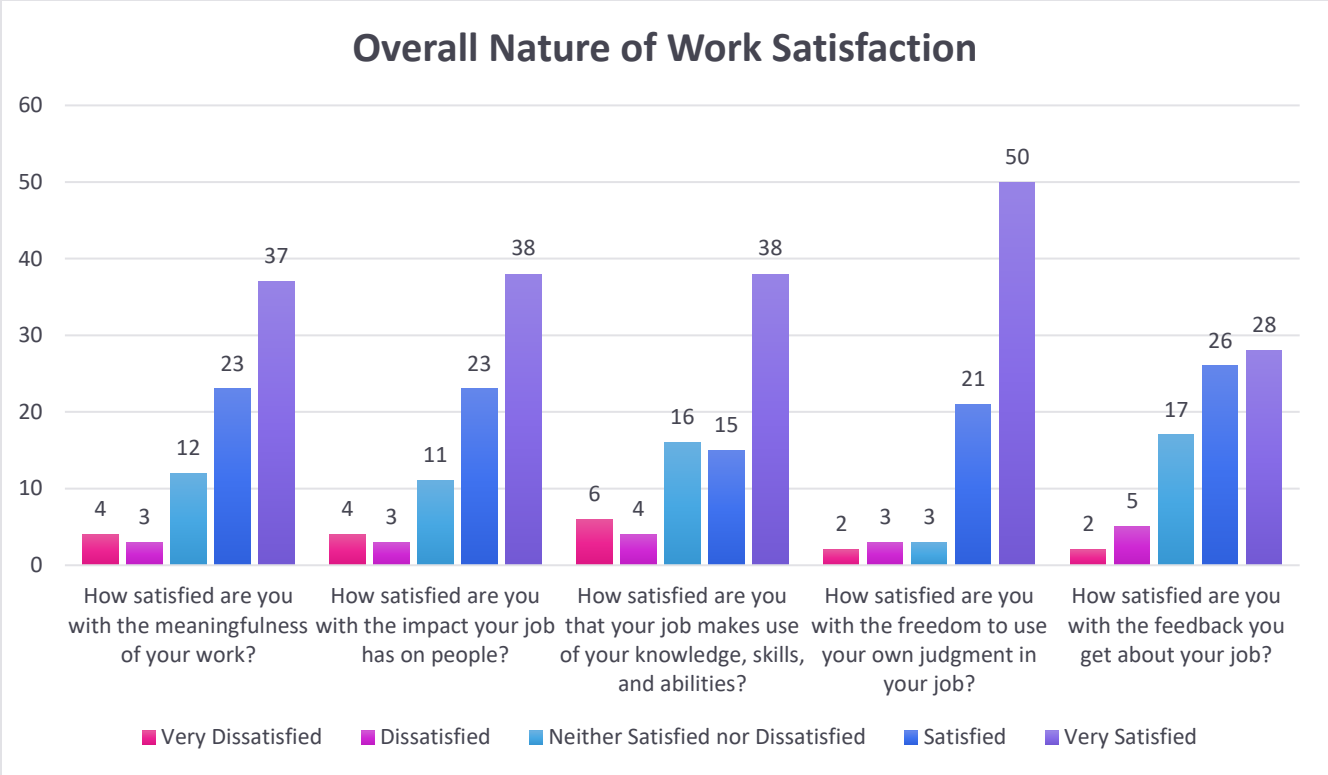
- Very Satisfied (5)
- Satisfied (4)
- Neither Satisfied nor Dissatisfied (3)
- Dissatisfied (2)
- Very Dissatisfied (1)

RESULTS

Results demonstrate that faculty are most satisfied with the nature of their work compared to all other aspects of job satisfaction surveyed. Faculty showed the highest level of satisfaction with the freedom to use their own judgment at their job (4.44). Faculty showed the lowest level of satisfaction with the feedback they receive about their job (3.94). Females showed the highest level of satisfaction (4.25) compared to males (4.1), while those that chose not to report sex demonstrated the lowest level of satisfaction with the nature of their work (3.58). Full professors had the highest rate of satisfaction with the nature of their work (4.36), while Associate professors showed the lowest rate of satisfaction (4.07), excluding those that chose not to report rank (3.66).

DATA

The graphs below show the data for Overall Nature of Work Satisfaction, Mean Satisfaction Level of Nature of Work by Sex, and Mean Satisfaction Level of Nature of Work by Rank. Faculty comments from the Nature of Work section of the survey are listed following the graphs.



OVERALL MEAN SATISFACTION LEVEL OF NATURE OF WORK BY QUESTION

How satisfied are you with the meaningfulness of your work? **Response: 79**
Mean Satisfaction: 4.09

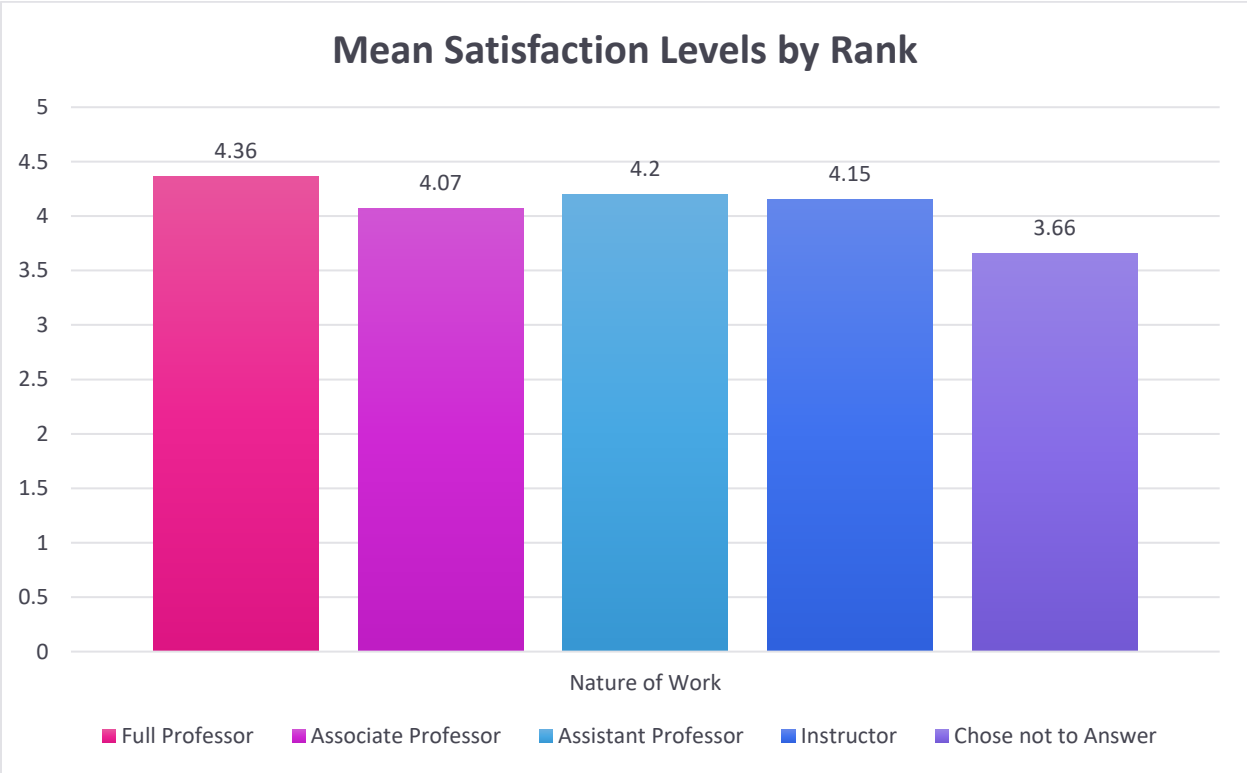
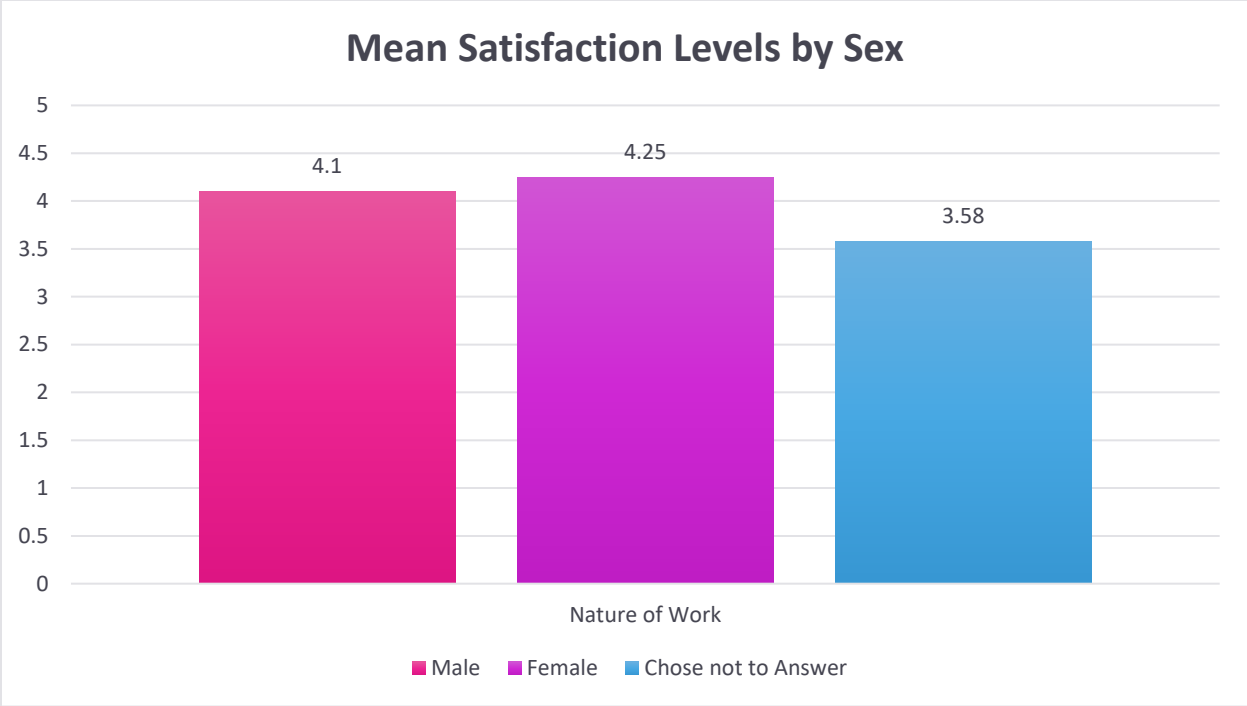
How satisfied are you with the impact your job has on people? **Response: 79**
Mean Satisfaction: 4.11

How satisfied are you that your job makes use of your knowledge, skills, and abilities? **Response: 79**
Mean Satisfaction: 3.95

How satisfied are you with the freedom to use your own judgment in your job? **Response: 79**
Mean Satisfaction: 4.44

How satisfied are you with the feedback you get about your job? **Response: 78**
Mean Satisfaction: 3.94

OVERALL MEAN SATISFACTION OF NATURE OF WORK: 4.1



FACULTY RESPONSES TO NATURE OF WORK BY QUESTION

How satisfied are you with the meaningfulness of your work?

All I do is wash out students who won't do their work at the 100 level. There isn't much room for meaningful teaching beyond that.

I enjoy helping students achieve their goals. I enjoy doing service projects that benefit the campus and community.

How satisfied are you with the impact your job has on other people?

I think I have a severe, life-changing impact on 2-3 students per semester. The students here are too weak in the subjects I teach to care about what you're offering them, in general, and this is true at most institutions. Since we are a 2-year school, you do not have the chance to follow a student through his or her learning path and really mold them into the practitioner they will become later in life. I do not feel particularly fulfilled at this job, but I do experience some fulfillment for sure. My research is something I am sure my campus and USC in general could not care less about unless it's bringing in grant money, and I cannot say I blame them.

How satisfied are you that your job makes use of your knowledge, skills, and abilities?

I come to this job with a lot of experience; but I feel I am not considered for situations where my expertise can be used. It is assumed that as assistant professor I do not know as much as some of my colleagues, when in fact I have many years more experience than some of them.

I'm sometimes expected to do work that doesn't make the best use of my skills--clerical stuff that a student worker in the records office could handle instead, or pedagogical hand-holding that reflects our students' lack of maturity. The second problem is hard to fix without an overhaul of K-12 and parenting practices, but the clerical work during advising is sometimes just a problem with the processes we use to admit students. Other than that, my job is generally stimulating

I teach a lot of basic classes. We were promised that Palmetto College would allow us to teach in our specialty areas. The opposite has occurred.

How satisfied are you with the freedom to use your own judgment in your job?

I have a great deal of autonomy; however, my supervisor is absolutely not interested in what I'm doing.

My academic freedom is one the biggest reasons I appreciate my job.

This is truly a wonderful place to work. And I enjoy the freedom to take my research in any direction that I find interesting. The support from faculty, administration, and students is phenomenal. We have a lot of freedom in our work and I really appreciate the atmosphere we have here and the support we receive.

More so than any place I have been at, my campus gives me virtually COMPLETE creative control over everything I do, and this is another area where it truly stands out among its peers

How satisfied are you with the feedback you get about your job?

My supervisor gave me helpful, insightful feedback on my self-assessment last year.

The administration on my campus makes an effort to provide feedback based upon our annual self-evaluation. I have asked colleagues to observe my teaching. Other colleagues have reviewed my grant applications. So, I am receiving valuable feedback. And yet, I feel like I have blind-spots regarding my job performance.

The feedback on annual reviews from the current administration is inaccurate, arbitrary, deliberately mean, and specific to personal particularities instead of the T&P Criteria

Student evaluations are not the way to get feedback about how well we do our job.

We get mostly quantitative feedback versus qualitative feedback, and the resources available at USC Columbia are not always brought to PC campuses as well as they could be.

Everyone here is busy with themselves. Supervisors just look after their salary, their pay raise, their workload and their reputation. You are no one's business. Under this umbrella mediocracy thrives. Those who do very little but talk about it, get name and fame.

I have a fantastic supervisor who creates a totally positive working environment. My supervisor is a master teacher, a tireless worker, and very knowledgeable regarding both the field and educational technology.

COMMUNICATIONS

QUESTIONS

The survey asked five questions regarding faculty satisfaction with communications:

1. How satisfied are you with interactions with the Columbia department that corresponds with your discipline?
2. How satisfied are you with your interactions with local campus administrators?
3. How satisfied are you with your interactions with Palmetto College administrators?
4. How satisfied are you with the information given by administrators about campus news and events?
5. How satisfied are you with the information you receive from administration on news and events in Palmetto College?

RESPONSE OPTIONS

Faculty responded by choosing one of the following:

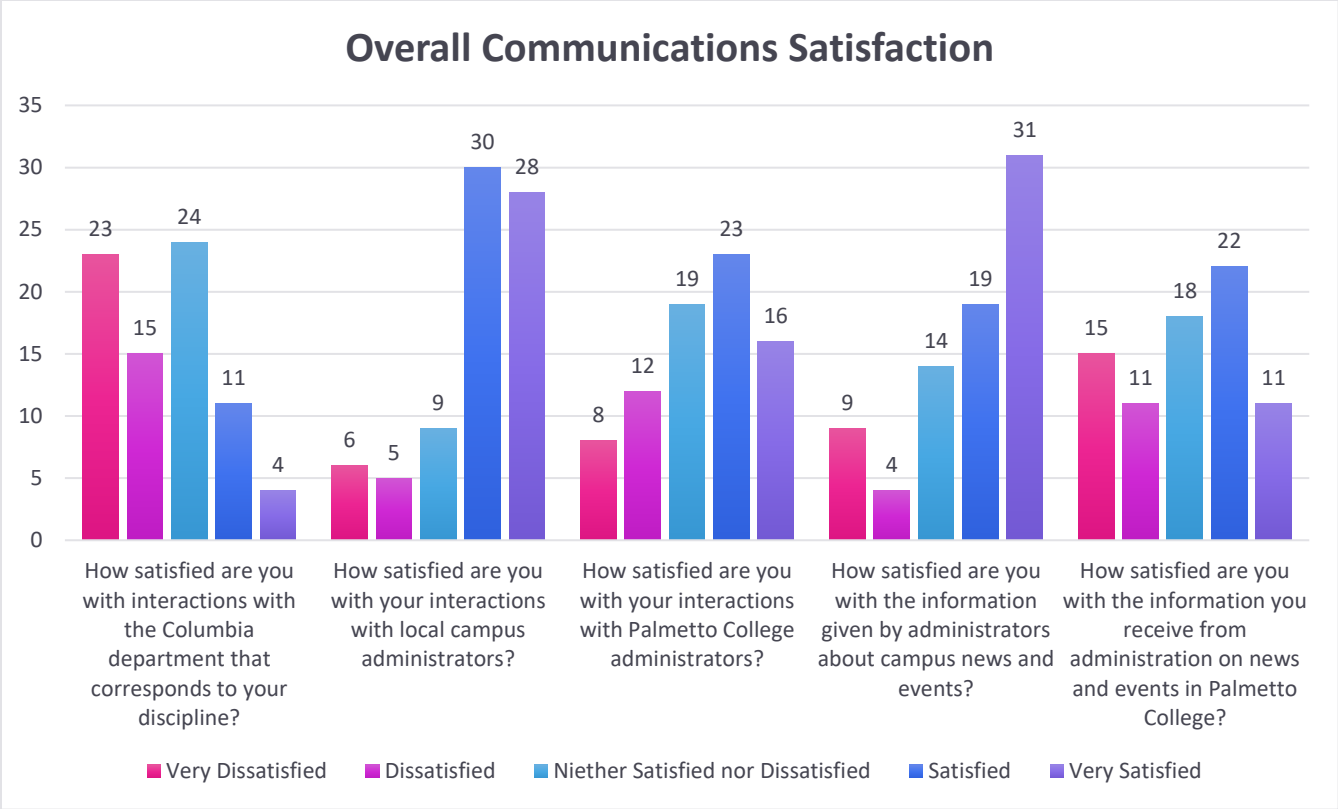
- Very Satisfied (5)
- Satisfied (4)
- Neither Satisfied nor Dissatisfied (3)
- Dissatisfied (2)
- Very Dissatisfied (1)

RESULTS

Results show that faculty had the highest rate of satisfaction in their interactions with local campus administrators (3.88) and the lowest rate of satisfaction in interactions with their corresponding departments at Columbia (2.45). Males showed a higher satisfaction level (3.46) than females (3.18). Both had higher levels of satisfaction compared to those that chose not to report sex (3.14). Assistant Professors showed the highest levels of satisfaction regarding communication (3.66), while Full professors showed the lowest levels of satisfaction (2.95).

DATA

The graphs below show the data for Overall Communications Satisfaction, Mean Satisfaction Level of Communications by Sex, and Mean Satisfaction Level of Communications by Rank. Faculty comments from the Communications section of the survey are listed following the graphs.



OVERALL MEAN SATISFACTION LEVEL OF COMMUNICATIONS BY QUESTION

How satisfied are you with interactions with the Columbia department that corresponds to your discipline?
Response: 77
Mean Satisfaction: 2.45

How satisfied are you with your interactions with local campus administrators?
Response: 78
Mean Satisfaction: 3.88

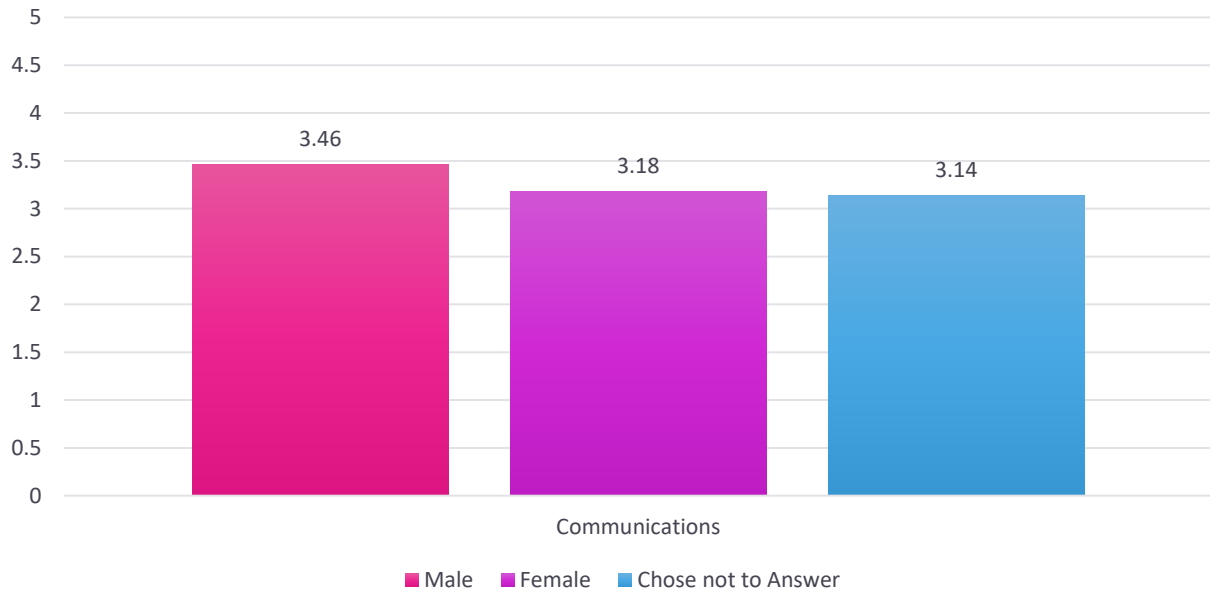
How satisfied are you with your interactions with Palmetto College administrators?
Response: 78
Mean Satisfaction: 3.35

How satisfied are you with the information given by administrators about campus news and events?
Response: 77
Mean Satisfaction: 3.77

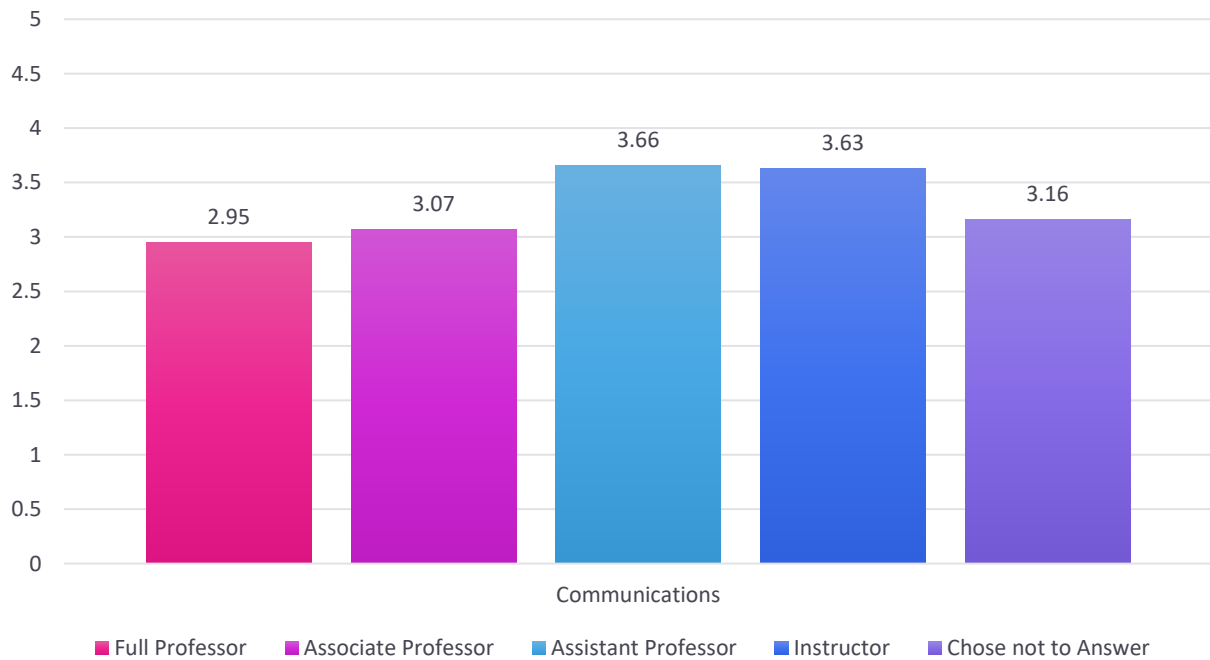
How satisfied are you with the information you receive from administration on news and events in Palmetto College?
Response: 77
Mean Satisfaction: 3.04

OVERALL MEAN SATISFACTION OF COMMUNICATIONS: 3.29

Mean Satisfaction Levels by Sex



Mean Satisfaction Levels by Rank



FACULTY RESPONSES TO COMMUNICATIONS BY QUESTION

How satisfied are you with interactions with the Columbia department that corresponds with your discipline?

There has been very little interaction with my department in Columbia and myself over the past 3 years.

There is much less interaction with my department in Columbia than a couple of decades ago, when we had annual meetings to discuss every course we offer.

I have emailed the chair of my corresponding department in Columbia several times and never get a response. So, basically, I have NO interactions with the Columbia department.

My corresponding department in Columbia is very difficult to work with. They make changes to courses without consulting the Palmetto College faculty, they refuse to make course approvals for qualified faculty, and they tend to generally disregard our concerns and needs. They also do not respond to emails in a timely manner.

We are asked to advise for PC but do not get timely or accurate information from the Columbia department who determines the program requirements.

The USC Columbia department that corresponds to my discipline does not reach out or in any way correspond with me. I feel that if I needed some information from them, I could ask them. As long as I'm able to do my job, I am not unsatisfied with any of the communications. I am quite confident that if there was a problem or if anyone saw me as part of a solution, any of these would make contact.

The corresponding department in Columbia is very responsive and helpful anytime I have questions or need help. I also work closely with another Columbia area as an advisor and they are also very supportive.

I have had to make connections with Columbia, but they have been well received.

I don't interact with Columbia much, and don't expect to need to in the immediate future, so I marked neutral.

I have zero interactions with the USC Columbia department that corresponds to my discipline. Should I? Is this something I am responsible for? Clarity on this would be helpful.

I have been unsuccessful in getting a course in my discipline approved as a prerequisite for 400-level courses, as this course should be a prerequisite for students on all campuses. As a result, it is possible for a student on my campus to get a BLS without having taken one of the essential courses in my discipline. I think it would be great to develop a solution to that.

How satisfied are you with your interactions with local campus administrators?

Information is intentionally withheld. Then that data is massaged and the product is released to us as a token and formal information. There is no conversation anymore. It has become a privilege to have information now. People use it to control and for power now.

The local administration also seems largely disconnected from the faculty, and they seem surprised when faculty point this out.

In terms of local administration, it depends on the administrator. Higher-ups do not interact with the faculty all the time; the administrators should also come to the faculty. It should not be that the faculty always must come to the administrators.

Our local campus administrators do a great job of providing support anytime it is needed. They are all available and respond quickly when we need help.

My local campus dean and associate dean are abjectly unfamiliar with the logistics of the area in which I teach.

This feels similar to previous questions. The administration is great.

How satisfied are you with your interactions with Palmetto College administrators?

I rarely remember that I am in PC as there does not seem to be much exchange between faculty and administrators and within the faculty.

The Palmetto College administration seems to have little interaction with faculty on the individual campuses.

Communication is a problem.

I do not have a lot of interaction with Palmetto College administrators but when we interact, they are always pleasant and supportive.

How satisfied are you with the information given by administrators about campus news and events?

The administrators do provide useful information at the monthly Faculty Organization meetings.

Information about long absences or numerous short absences by the administrators should be communicated with the faculty, especially if the administrators are doing work with another part of the USC system and are thus rarely on campus.

How satisfied are you with the information you receive from administration on news and events in Palmetto College?

Significant staffing changes at Palmetto College that we never hear about. Unless you're on Senate, perhaps? Priorities seem to be set in Palmetto College with little consultation with faculty as a group--again, unless this happens to some extent in Senate.

I believe that administrators have attempted to communicate information to faculty and staff. I have worked at institutions in which communication was much worse.

There is a good deal of growth for Palmetto College, which leads to the unknown. Being upfront about what is known and what is unknown would lead to more faculty confidence.

SECURITY

QUESTIONS

The survey asked five questions regarding faculty satisfaction with security:

1. How satisfied are you with the level of campus security, safety, and protection?
2. How satisfied are you with the safety equipment and messages on your campus?
3. How satisfied are you with the level of cyber/IT security on your campus?
4. How satisfied are you with the safety training on your campus?
5. How satisfied are you with job security at this institution?

RESPONSE OPTIONS

Faculty responded by choosing one of the following:

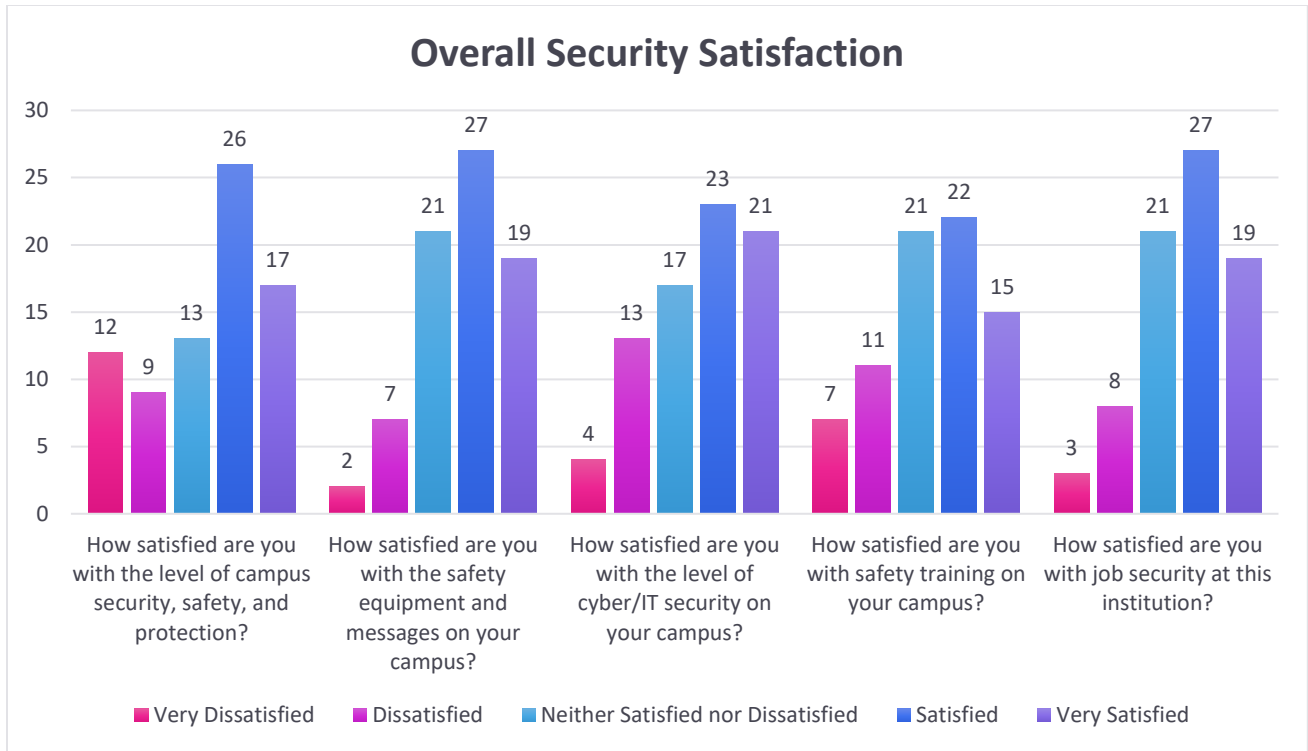
- Very Satisfied (5)
- Satisfied (4)
- Neither Satisfied nor Dissatisfied (3)
- Dissatisfied (2)
- Very Dissatisfied (1)

RESULTS

Results show that faculty are neutral to satisfied with security issues. Faculty showed the highest rate of satisfaction with safety equipment and messages regarding security and safety issues from administration (3.71). Faculty showed the lowest level of satisfaction with campus security, safety, and protection (3.35) and safety training opportunities available on campuses (3.36). Females (3.6) showed a slightly higher level of satisfaction with security compared to males (3.5). Both males and females rated security higher than those that chose not to respond to sex (3.29). Full professors showed the highest rate of satisfaction with security (3.9), while Instructors had the lowest rate of security satisfaction (3.3), excluding those that did not report their rank (3.1). Faculty comments expressed interest in acquiring additional security information and training, including active shooter, First Aid, CPR, and Red Cross training.

DATA

The graphs below show the data for Overall Security Satisfaction, Mean Satisfaction Level of Security by Sex, and Mean Satisfaction Level of Security by Rank. Faculty comments from the Security section of the survey are listed following the graphs.



OVERALL MEAN SATISFACTION LEVEL OF SECURITY BY QUESTION

How satisfied are you with the level of campus security, safety, and protection?
Response: 77
Mean Satisfaction: 3.35

How satisfied are you with the safety equipment and messages on your campus?
Response: 76
Mean Satisfaction: 3.71

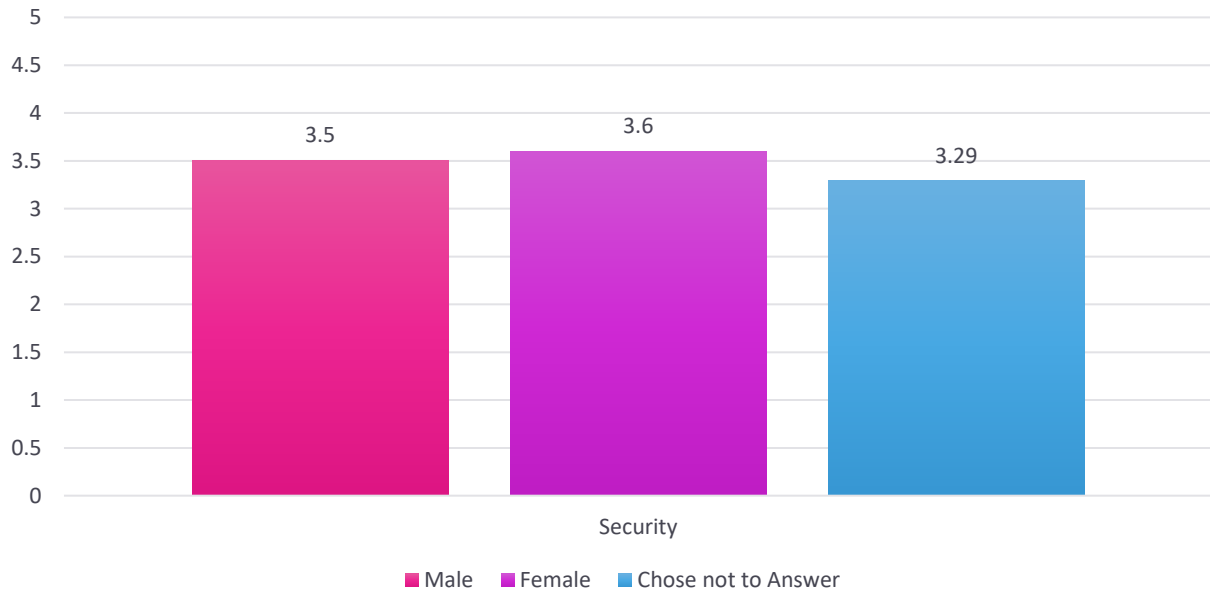
How satisfied are you with the level of cyber/IT security on your campus?
Response: 78
Mean Satisfaction: 3.56

How satisfied are you with safety training on your campus?
Response: 76
Mean Satisfaction: 3.36

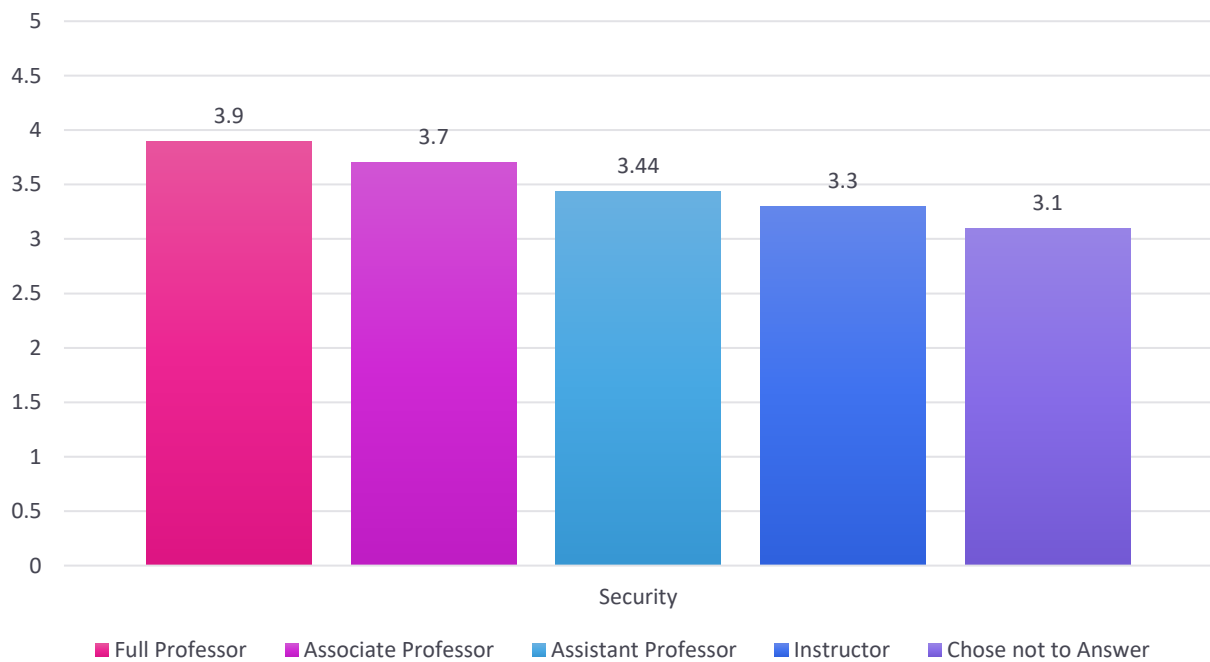
How satisfied are you with job security at this institution?
Response: 78
Mean Satisfaction: 3.65

OVERALL MEAN SATISFACTION FOR SECURITY: 3.53

Mean Satisfaction Levels by Sex



Mean Satisfaction Levels by Rank



FACULTY RESPONSES TO SECURITY BY QUESTION

How satisfied are you with the level of campus security, safety, and protection?

Our campus has an open-doors policy, which permits theft and violence into our buildings. I am not sure that I want our building to be locked down like K-12 buildings. However, this issue needs to be addressed before a person armed with semi-automatic weapons attack us.

Some Red Cross training has happened recently, which is an improvement. The administration has put off an active shooter training session for more than two years since it was supposed to be rescheduled. In general, emergency procedures are not clearly communicated. Few people know what to do if an emergency happens.

There needs to be more attention to security in general, especially safety on campus.

My campus has no actual active shooter plan. There's a feeling among faculty that we are entirely vulnerable.

We seem to have no real security plan.

I'm not sure my campus has any campus safety whatsoever. If it does, I don't know about it.

In general, security is excellent. The security staff have been very helpful with various functions and activities I have been involved with on campus. They also communicate very well when there are problems or issues. When we have had trouble with students or even suspected a problem with a student, we can file a BIT report and get help immediately. I appreciate the great work done in evaluating threats and assisting through difficult situations.

How satisfied are you with the safety equipment and messages on your campus?

Absolute lack of parking enforcement is a grave issue.

I'm not sure about 11.1-11.4, so I answered in the middle.

I do not know about anything here, so I marked neutral on most things. However, the questions I did NOT mark neutral on can only be expounded upon with very politically driven answers, so I will decline to say more.

How satisfied are you with the level of cyber/IT security on your campus?

We probably have more physical security measures than we need. I'd rather have better antivirus software instead. Our IT people never talk about it.

I'm sorry that I'm less interested in IT cyber security than I am functional classroom computer and projectors. I mean, that's good to have, we definitely need that, but not my primary concern.

My social security number and Driver's License number was sent over unsecured email from one office to another. I do not understand why people send personal data about students and employees over email.

How satisfied are you with the safety training on your campus?

I think we could use some training classes on dealing with an active shooter situation. I am not sure what I would do in this situation and I need some training on that.

More drills, active shooter, first aid, AED, CPR trainings are needed.

How satisfied are you with job security at this institution?

Growth and change can lead to instability, particularly of certain campuses' or units' roles within the larger Palmetto College structure.

Job security? I am tenure-track. As a result, I don't have any security until I receive tenure.

FACULTY RESPONSES TO OPTIONAL FEEDBACK

If you have any other issues or concerns about welfare and/or job satisfaction that you wish to share with the Welfare Committee, feel free to do so below.

A miniscule salary increase from PC will not suffice. PC's future is highly questionable. Local administrators are unqualified and highly malevolent.

Glad to be here!

Great job on the survey Welfare!

I am pretty happy in my job and where I teach. I am aware of who to contact in the event I need something and know who to go to when I don't know. I expect that if there is something important that relates to me, my supervisor or an administrator will let me know. I do read all the emails. An improvement would be to provide more information about what support we could expect from the University and the procedures for requesting funds for classroom needs as well as what is available and allowed for job-related travel and conference expenses.

I appreciate the Faculty Welfare Committee's commitment to the survey and awards each year, but I would encourage the committee to consider how to act more effectively as a liaison for faculty concerns. The Columbia Faculty Welfare Committee, for example, continually receives concerns from faculty that they attempt to handle, or, if the committee decides that the issue is not immediate, that they document for future iterations of the committee to revisit if similar complaints come in that reveal a pattern. The CFWC also acts on behalf of faculty who would rather remain anonymous, which is a huge benefit to those who feel marginalized or are in an imbalance of power. Setting up an email address for the PCFWC so that they can field faculty concerns is a small but effective way to begin a process of becoming a liaison. The ultimate goal would be to investigate and try to solve these concerns on behalf of the faculty body, which the CFWC does by inviting guests to meetings to answer directly faculty concerns, investigating and writing reports for Faculty Senate to take up, suggesting Faculty Manual changes, etc.

I love my job and find it gratifying and rewarding.

I would like to see a cost-of-living adjustment to all salaries.

I would like to see more merit-based bonuses and raises. We need to put more resources into recruiting students further away from our campus. I live 30 miles away and many people in my community are not aware of the benefits of attending my campus.

We need some safety improvements to campus facilities.

I miss some of the previous questions about bullying from the old survey.

It is difficult to do a job in the trenches when one has to justify the work to bean counters. Tenured faculty need to not rest on their laurels so much.

Must a campus be divisive to succeed? Must chairs govern by divisiveness? Is that the only way they gain power?

My job here has been wonderful. I have loved working here and I feel like my work here is very appreciated.

My job satisfaction would be MUCH greater if my campus had a strategic plan that realistically considers our unique conditions, such as our student demographics.

Our technology is consistently sub-par, internet connectivity is spotty, IT faculty are mostly inept (sorry to say, but they struggle with basic problem-solving skills one can obtain solutions to via google), and it interferes with my research.

Overall, I am happy to work for my local campus and for the USC system. My only very large concern is pay. At the very least, faculty salaries should be on par with other like institutions.

Parking has become a big problem.

Some new hires get special treatment over "old timers", some get more favorable schedules and bigger salaries than those with more experience or higher rank. Treat everyone equally well. Trying to pander to some people causes resentment in others.

Pay equity progress relative to other campuses and within our disciplines would be desirable.

Please refer to the other comments.

Still waiting on a salary increase. Tenure track salary rates are embarrassingly bad.

The past few decades have seen big shifts in the way the Americans and their legislators see public higher education. Many of those shifts are for the worse. We never talk about that on campus, and as far as I can tell, our regional senate doesn't talk about that either. This is a real problem. Our university president (whom I respect) is stepping down after having been so desperate for lobbying influence that he ended up before a grand jury, and I've never heard anybody on campus mention this. Trying to start new degree programs that might sound attractive to students who want the Job Flavor of the Month doesn't count as talking about the problem.

This was a comprehensive survey. Props to Bianca and the committee. I just hope a) people are truly honest, even to the point of being blunt, and b) the feedback is acted upon swiftly and seriously.

RECOMMENDATIONS

The Palmetto College Campuses Faculty Senate Welfare Committee serves as an advocate for faculty and as a liaison between faculty and administration. The committee takes the well-being of faculty seriously and pledges to do all that it can to improve overall welfare. Accordingly, the committee makes the following recommendations:

OVERALL WELFARE

Prior to administering the survey, the committee agreed to a plan for improving its effectiveness at faculty advocacy throughout the 2019-2020 academic year. The committee intends to gather comprehensive data relative to faculty welfare, such as pay, promotion, insurance and benefits, support for scholarship, etc. and make it available to all Palmetto College Campuses faculty within the Welfare Committee webpage. The committee intends to include information on all nine aspects of job satisfaction surveyed. The results of the 2018 Welfare Survey demonstrate that faculty would benefit from having easy access to this information in one place as there were several comments from faculty expressing ignorance of various policies and procedures.

PAY

Pay continues to be an area of dissatisfaction among the vast majority of faculty, regardless of sex or rank. In response to the PCCFS Welfare Committee's 2016 Salary Study, Dr. Susan Elkins (Chancellor, Palmetto College) initiated the Salary Steering Committee for the 2018-2019 academic year. The committee met to discuss salary issues including inequity and to formulate a plan to address said inequities over the following years. The Salary Steering Committee finished its work in April 2019 and the report will be shared with faculty during the fall semester of 2019. The creation of this committee indicates that administration is aware of faculty concerns regarding pay and is willing to work to address some of those concerns. The committee recommends that Palmetto College and local campus administrators continue and strengthen their efforts to address inequity and faculty dissatisfaction with pay.

SECURITY

Faculty expressed interest in learning more about various security issues. The committee recommends that administration expand Red Cross training and initiate or expand training in First Aid, basic CPR, and Active Shooter scenarios.

JOB CONDITIONS/PROMOTION OPPORTUNITIES

In written comments, faculty expressed a desire for more tools and equipment to both meet scholarly needs for career advancement/promotion and improve job conditions. These included access to research databases, resources, and libraries at Columbia, along with better IT support, and updated computer technology and laboratory equipment. The PCCFS Executive Committee is currently investigating methods of providing Palmetto College Campuses faculty access to the Columbia library research system. The committee recommends that the Executive Committee continue and strengthen its efforts towards this goal. In addition, the committee recommends that administrators at the local and Palmetto College levels continue to work towards updating laboratory and computer technologies as needed and funds become available.

COMMUNICATIONS

Faculty expressed general dissatisfaction in their interactions with Columbia faculty and departments in corresponding disciplines. Creating and strengthening relations between USC Columbia, Palmetto College, and the local Palmetto College Campuses will require much work and take time. The committee recommends that faculty begin this process by focusing on awareness and recognition. It has been proposed that all Palmetto College faculty at each local campus be included in the Palmetto College Faculty Directory and Columbia Faculty Directory by discipline. This would increase awareness and recognition between scholarly peers across all campuses and set the foundation for building ties throughout the USC system.

SUPERVISION

Though faculty were reasonably satisfied with supervision overall, faculty expressed the lowest satisfaction levels with their supervision at the regional Palmetto College level due, in part, to the distance between Palmetto College administrators in Columbia and faculty on local campuses. Outside of the Palmetto College Campuses Faculty Senate, certain committees, or important University events such as graduation or opening convocation, the majority of faculty have few personal or meaningful interactions with the Palmetto College administration. The committee recommends that efforts be made to increase the visibility of Palmetto College and that Palmetto College administrators consider visiting each campus on a more frequent basis. Perhaps the Chancellor could attend one Faculty Organization meeting at each campus per year, or present her annual report to both the senate and each individual campus each year.