



**2019 Faculty Senate Welfare Survey Report
University of South Carolina
Palmetto College Faculty Senate
Welfare Committee**

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INTRODUCTION

Purpose: The purpose of the 2019 Palmetto College Faculty Senate Welfare Survey was to assess the well-being of faculty by examining a number of facets of job satisfaction. Job satisfaction, the extent to which one is satisfied with one's occupation, can be an important factor in determining job performance and retention, along with physical and mental health.

Survey Design: The 2019 Faculty Welfare Survey questioned faculty about the following areas pertaining to overall job satisfaction:

- Nature of Work
- Job/Working Conditions
- Communication
- Security
- Colleagues & Co-Workers
- Bullying, Discrimination, & Harassment
- Support & Benefits
- Pay

Faculty were asked a series of questions for each category listed above. Faculty responded to these questions by choosing one of the following responses in all areas except for the Bullying, Discrimination, & Harassment Section. Each response is represented by a numerical value that was used for calculating overall satisfaction levels.

- Very Satisfied (5)
- Satisfied (4)
- Neutral (3)
- Dissatisfied (2)
- Very Dissatisfied (1)

In the Bullying, Discrimination, & Harassment section of the survey, faculty were given various options depending on question types.

- Yes
- No
- Choose not to Respond

Faculty were asked to respond to the nature of the bullying, discrimination, and/or harassment they have witnessed or experienced by choosing from the following categories:

- Age
- Race
- Color
- Sex
- Gender
- Religion
- National Origins

- Genetics
- Veterans Status
- Disability Status
- Sexual Orientation

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

Faculty were questioned regarding their sex and campus affiliation.

For sex, faculty had the following response options:

- Male
- Female
- Prefer not to Answer

For campus affiliation, faculty had the following response options:

- Palmetto College Columbia
- USC Lancaster
- USC Salkehatchie
- USC Sumter
- USC Union
- Prefer not to Answer

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

Survey Administration: The survey was created within and distributed by the Class Climate services provided by the University of South Carolina. Once the committee finished creating the survey, Class Climate blocked committee members from survey access and administered the survey, along with timed reminders to faculty who had not yet completed it. Once the survey closed and general reports were made, the welfare committee was given access to the data which is represented in the report below.

140 Full-Time faculty (FTE) were sent links to the survey by Class Climate. The survey opened on March 5, 2020 and faculty who had not participated were sent email reminders on March 11th, March 18th, March 25th, and March 29th. The survey closed on midnight, March 31, 2020. 69 persons responded to the survey, for a participation rate of 49.3%.

Analytical Methods: Satisfaction levels were calculated based on numerical values assigned to satisfaction level ratings.

- Very Satisfied (5)
- Satisfied (4)
- Neutral (3)
- Dissatisfied (2)
- Very Dissatisfied (1)

Overall satisfaction levels were calculated based on faculty responses to each question. Overall satisfaction levels were calculated by taking the average of the mean satisfaction levels for each of the questions posed for a specific facet of job satisfaction.

For example, 69 faculty members answered the first question regarding faculty satisfaction in relation to the nature of their work. Answers broke down in the following way:

- Very Satisfied (5) – 47.8% (33) of the 69 persons chose this response
- Satisfied (4) – 34.8% (24) of the 69 persons chose this response
- Neutral (3) – 11.6% (8) of the 69 persons chose this response
- Dissatisfied (2) – 4.3% (3) of the 69 persons chose this response
- Very Dissatisfied (1) – 1.4% (1) of the 69 persons chose this response

Thus, the overall satisfaction level or average for this particular question is 4.23.

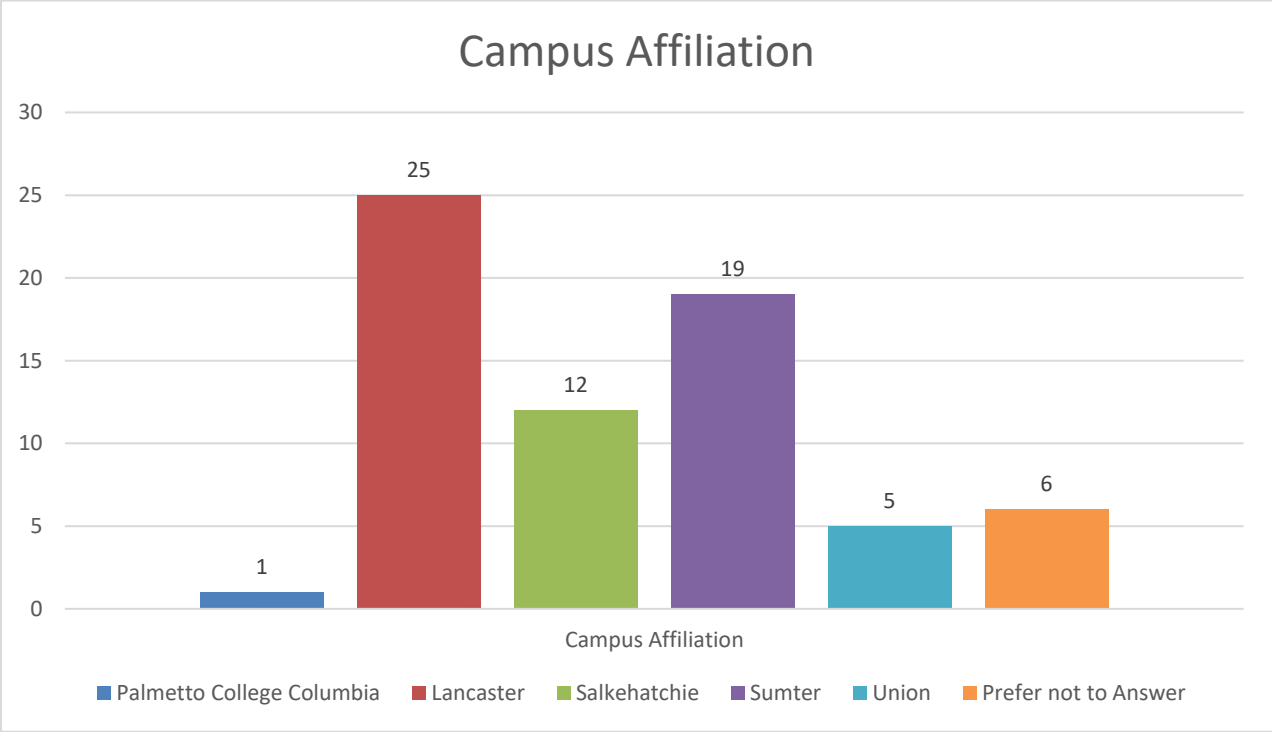
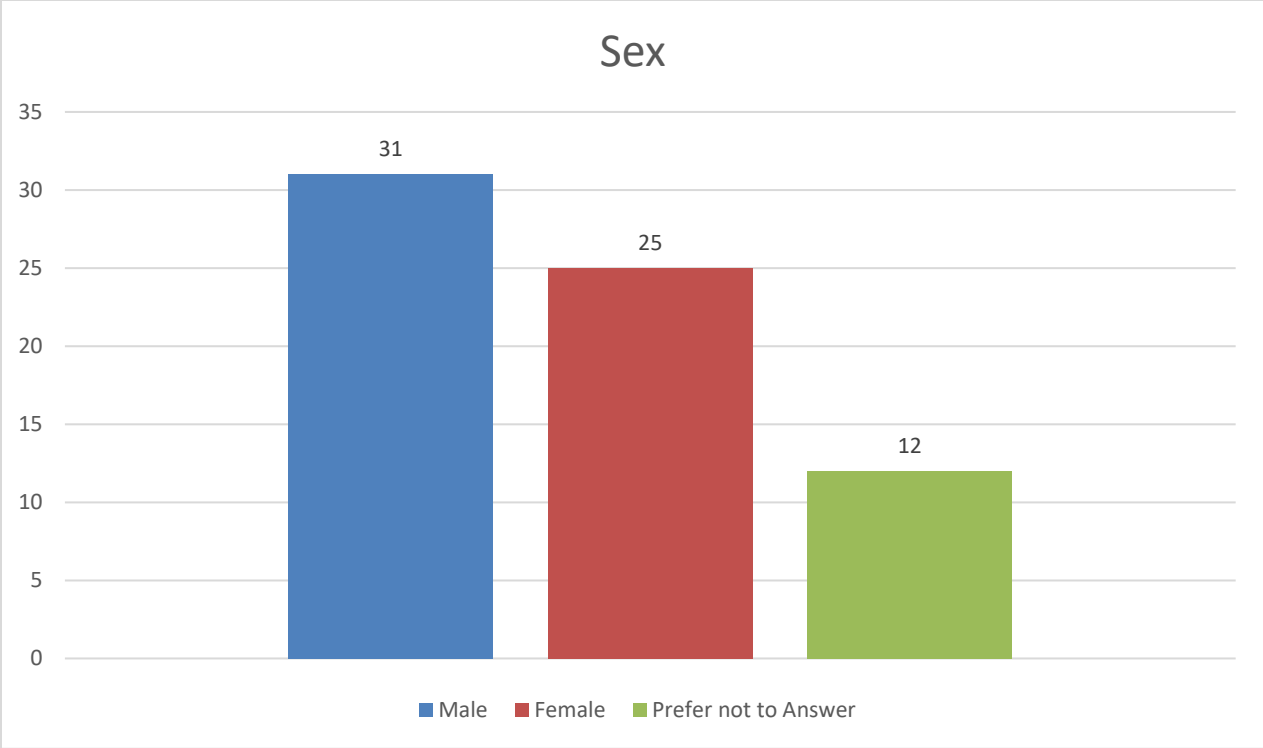
The committee edited faculty comments as little as possible in order to allow faculty to more freely express their opinions. Specific references to campuses, administrators, and supervisors have been removed from some comments in order to protect faculty privacy and confidentiality. In a few cases, grammatical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

Demographics: The committee chose to limit demographic data collection to sex and campus affiliation in order to determine to what extent, if any, these factors impact job satisfaction. The committee opted to omit rank 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. 69 persons (49.3% of faculty) participated in the survey.

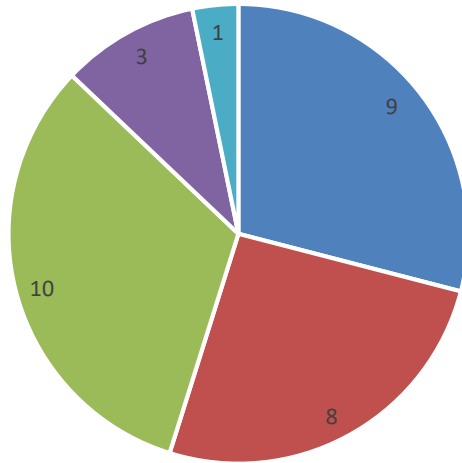
Of those who participated in the survey, there were:

- 31 Males
- 25 Females
- 12 Prefer not to Answer (Sex)
- 1 skipped this question altogether (Sex)
- 1 Palmetto College Columbia
- 25 USC Lancaster
- 12 USC Salkehatchie
- 19 USC Sumter
- 5 USC Union
- 6 Prefer not to Answer (Campus Affiliation)
- 1 skipped this question altogether (Campus Affiliation)



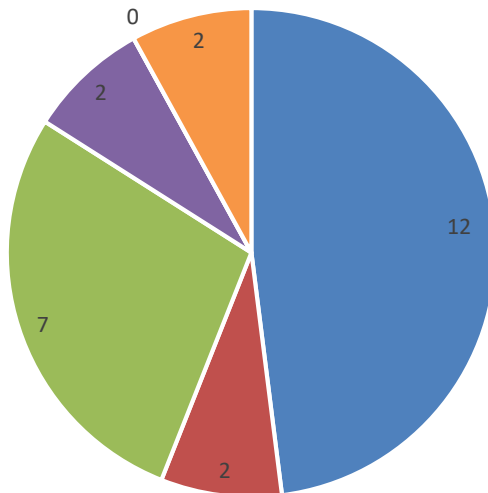
NOTE: Due to having only one identified response from Palmetto College Columbia, campus-specific statistics were not calculated for that campus due to fears of privacy violations.

Campus: Males



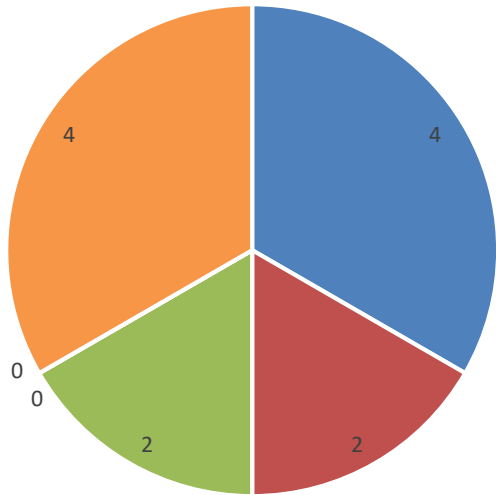
■ Lancaster ■ Salkehatchie ■ Sumter ■ Union ■ PC Columbia

Campus: Females



■ Lancaster ■ Salkehatchie ■ Sumter ■ Union ■ PC Columbia ■ Prefer not to Answer

Campus: Unknown Sex



■ Lancaster ■ Salkehatchie ■ Sumter ■ Union ■ PC Columbia ■ Prefer not to Answer

Nature of Work: The committee asked 5 questions pertaining to 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 with how your job allows you to use your knowledge, skills, and abilities?
4. How satisfied are you with the freedom to use your own judgment at your job?
5. How satisfied are you with the authority you have to make decisions about course offerings, scheduling, and course materials?

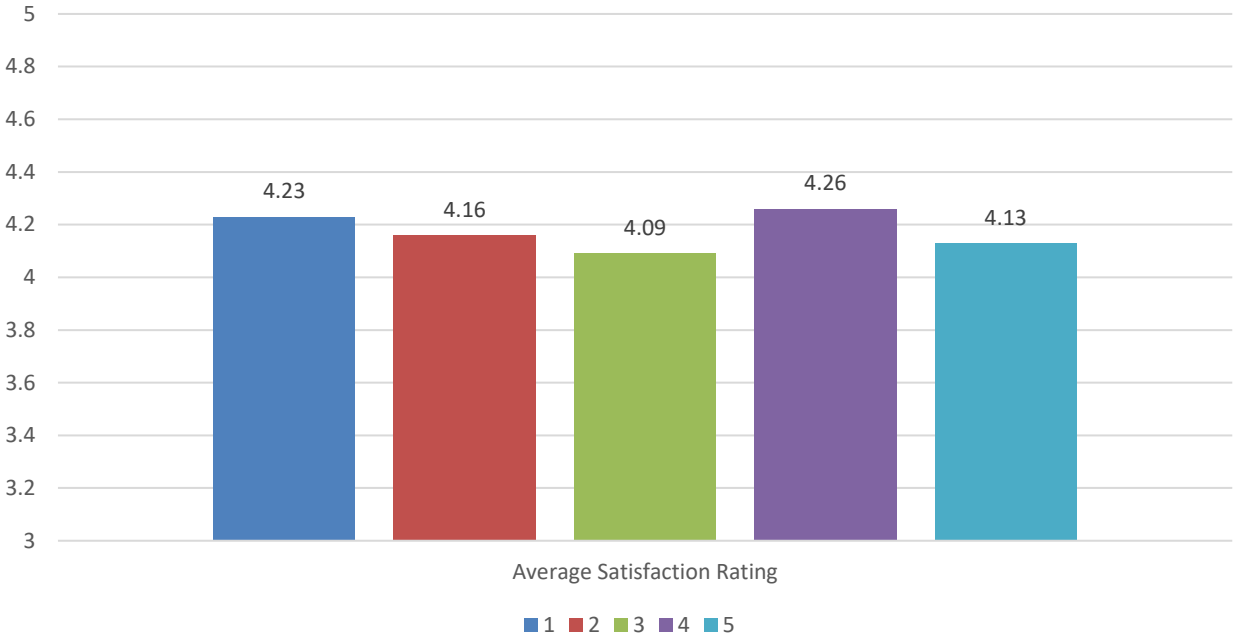
Results: Overall, faculty expressed the highest satisfaction levels with the nature of their work compared to other facets of job satisfaction under examination. Faculty appeared most satisfied with the freedom to use their own judgment on the job and the overall meaningfulness of their work.

Males averaged a higher overall satisfaction level than females and those that chose not to disclose their sex. Males were most satisfied with the freedom to use their own judgment while females were most satisfied with the overall meaningfulness of their work. Females were least satisfied with the freedom to use their own judgment at their job.

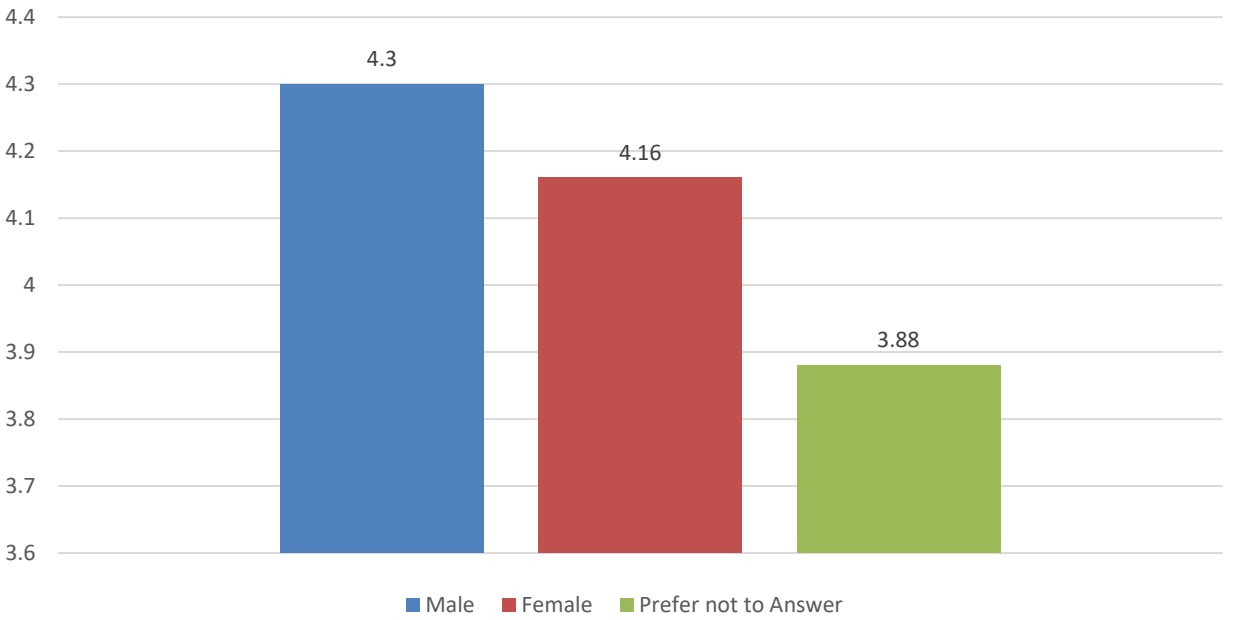
USC Union had the highest rate of satisfaction among the campuses and was most satisfied with the authority faculty have in making decisions about course offerings, scheduling, and materials. Both USC Lancaster and USC Salkehatchie were most satisfied with the freedom to use their judgment while USC Sumter rated this the lowest in overall satisfaction. USC Sumter was most satisfied with the impact of their profession on other people. Those that chose not to disclose their campus affiliation were least satisfied with the nature of their work compared to the others.

Data: The graphs below show data for Overall Satisfaction Levels per Question, Overall Satisfaction Levels: Sex, Overall Satisfaction Levels: Campus Comparison, Overall Satisfaction Levels by Question, Overall Satisfaction Levels by Question: Sex, and Overall Satisfaction Levels by Question: Campus Comparison. These graphs are followed by faculty comments.

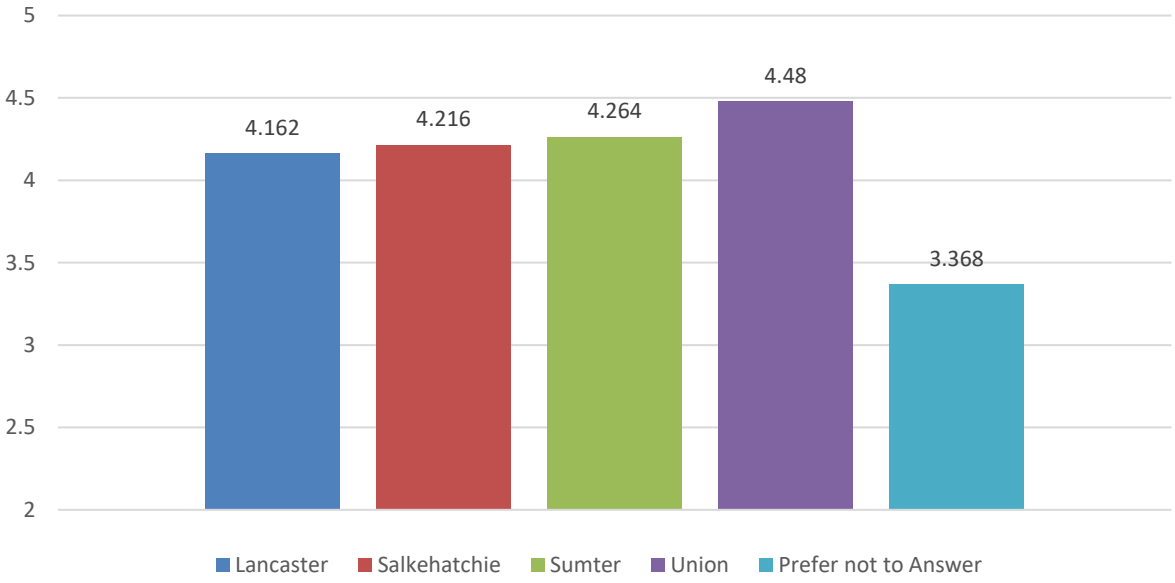
Overall Satisfaction Levels: Nature of Work



Overall Satisfaction Levels: Nature of Work Sex

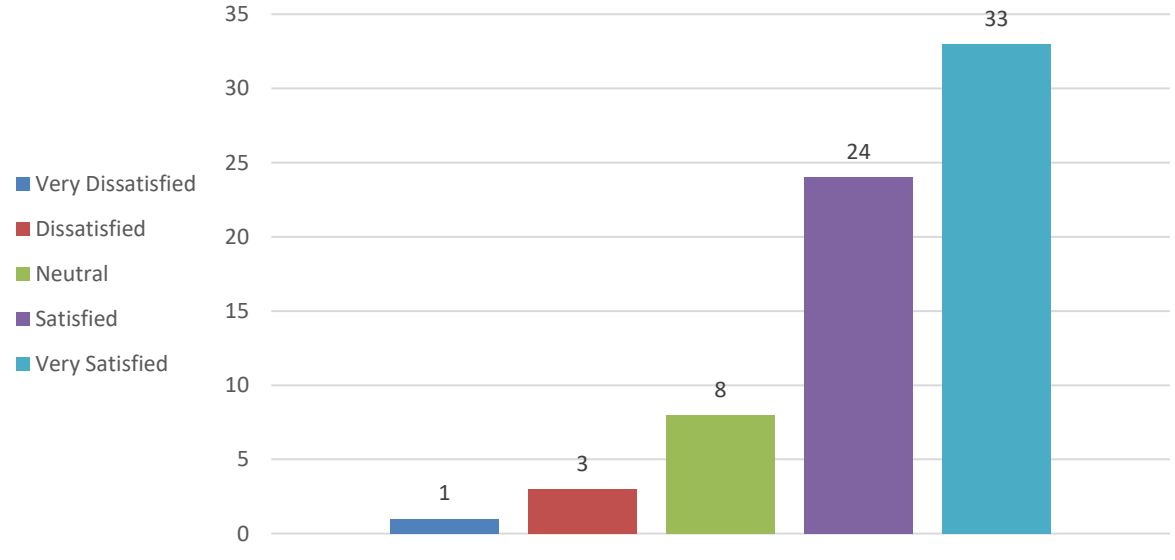


Overall Satisfaction Levels: Nature of Work Campus Comparison

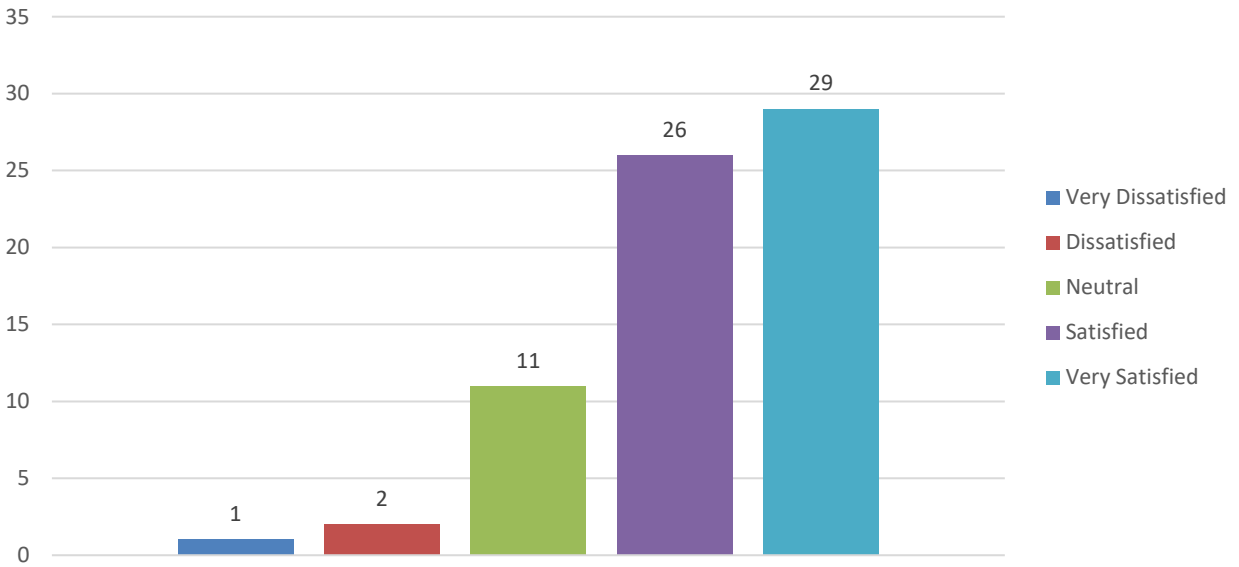


OVERALL SATISFACTION LEVEL BY QUESTION

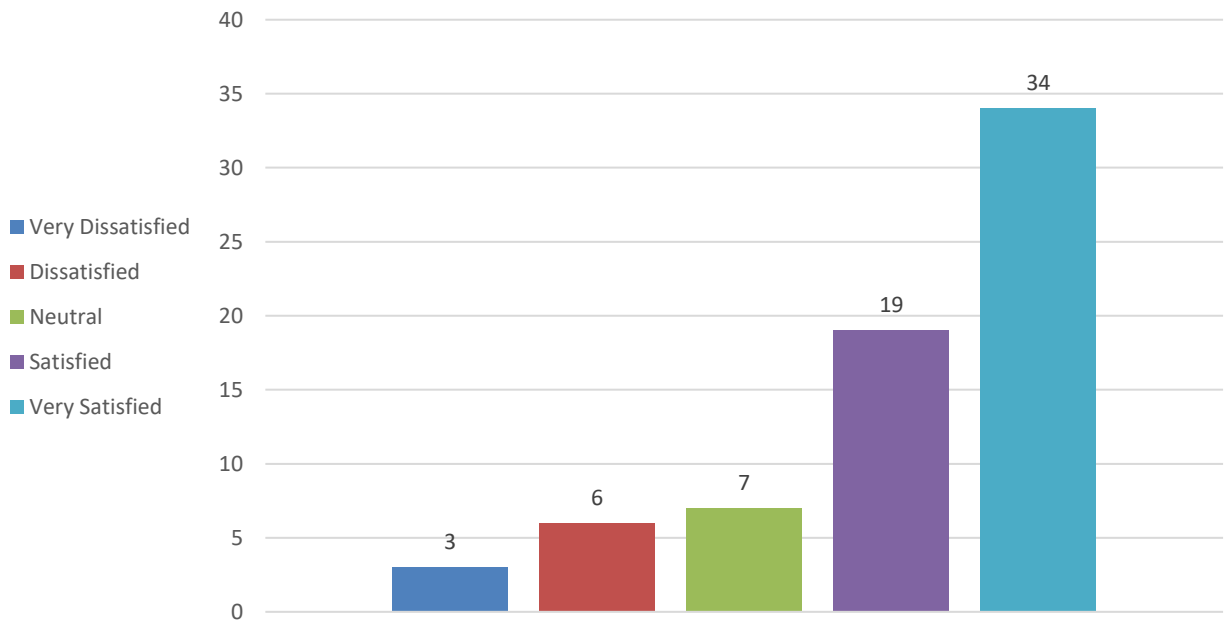
How satisfied are you with the meaningfulness of your work?



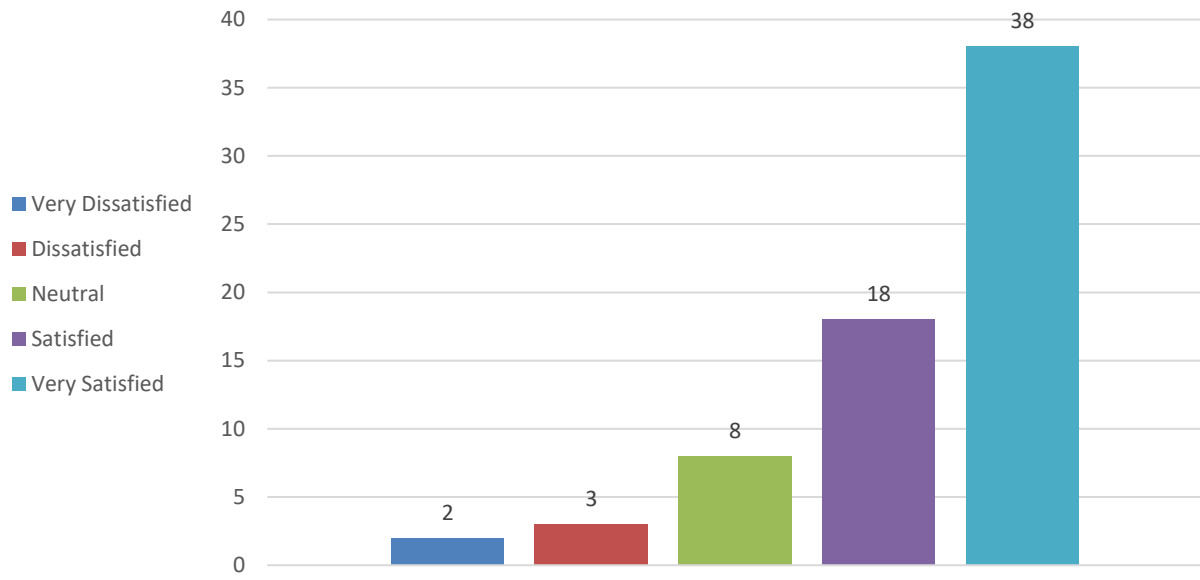
How satisfied are you with the impact your job has on other people?



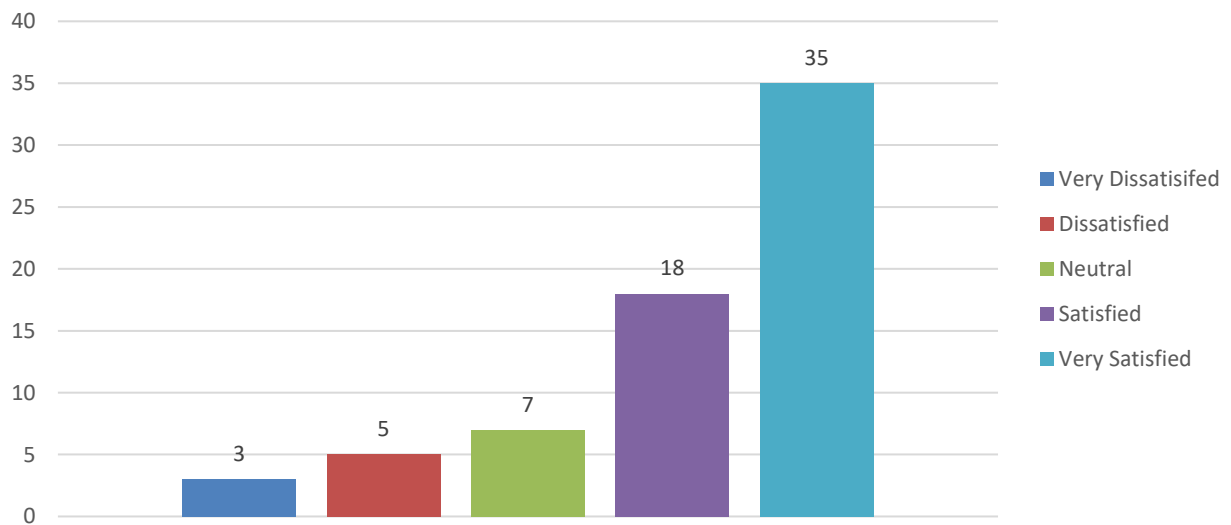
How satisfied are you with how your job allows you to use your knowledge, skills, and abilities?



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

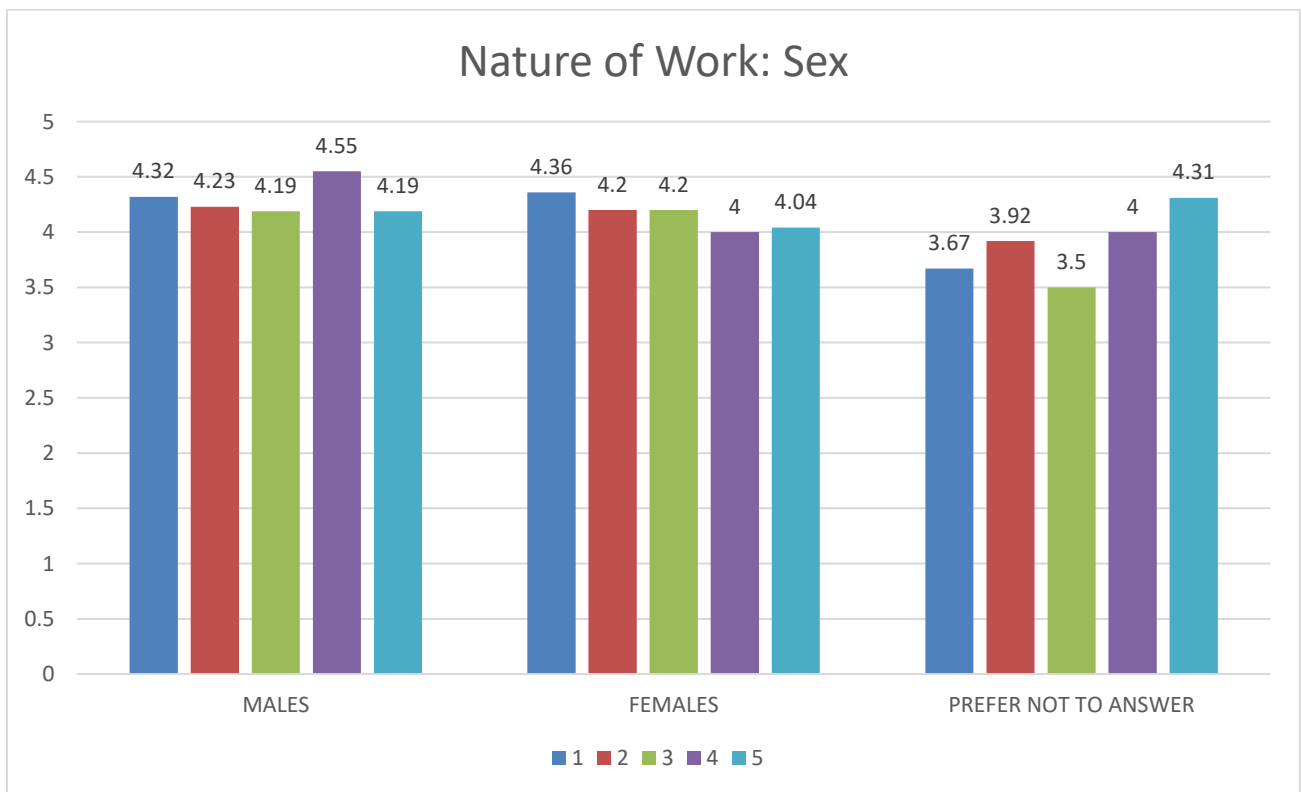


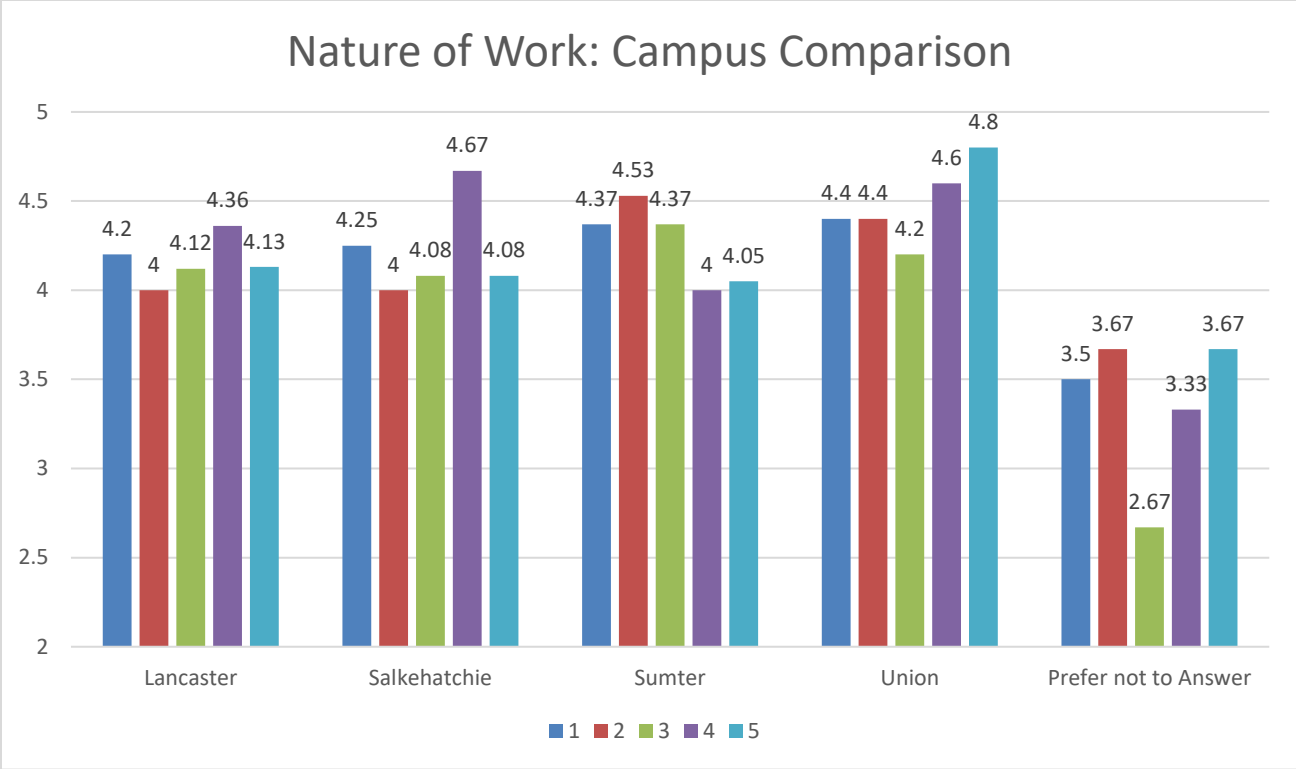
How satisfied are you with the authority you have to make decisions about course offerings, scheduling, and course materials?



NATURE OF WORK: SEX AND CAMPUS COMPARISONS

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 with how your job allows you to use your knowledge, skills, and abilities?
4. How satisfied are you with the freedom to use your own judgment at your job?
5. How satisfied are you with the authority you have to make decisions about course offerings, scheduling, and course materials?





COMMENTS FROM FACULTY:

Please elaborate on any issues or concerns about the nature of your work.

Evaluation criteria such as perceived pressure to achieve a low withdrawal rate at times conflicts with maintaining reasonably high academic standards if one is concerned about student evaluations, annual evaluations, promotion and tenure, peer review, post-tenure review, etc.

I feel that we are shifting away from teaching to pleasing students.

I just want to say I appreciate the survey including these kinds of questions.

I would be able to do things more efficiently and effectively if I had the minimum required competent, decently-paid, *permanent* employees we need to operate.

Many second year courses are currently not being taught at our campus. We need to offer them for retention.

Regarding my response to 3.5, I would like to see a broader range of course offerings at our school. There is education to be delivered, excitement to be had, and money to be made if we would go beyond teaching to simply create graduates. We have within our current faculty, the talent and knowledge to offer a wide-range of transferable courses that could be beneficial to students beyond an Associate's degree.

Teaching is why I do this job but I would like more time for research

The common curriculum dropped my discipline from the required course, making it hard for me to teach the classes I was trained to teach.

This is a wonderful job. As the university and Palmetto College get increasingly centralized, though, faculty and local campuses are losing some of the autonomy that makes the work so good. Curricular inflexibility is a problem, for example.

Usual concerns about the value of what I do in a world that no longer values it.

No concerns. Great flexibility.

Job Conditions: The committee asked 6 questions pertaining to 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 workload?
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 and support the university provides to engage in scholarship?
5. How satisfied are you with the resources and support the university provides to engage in effective teaching?
6. How satisfied are you with the quality of students that you teach?

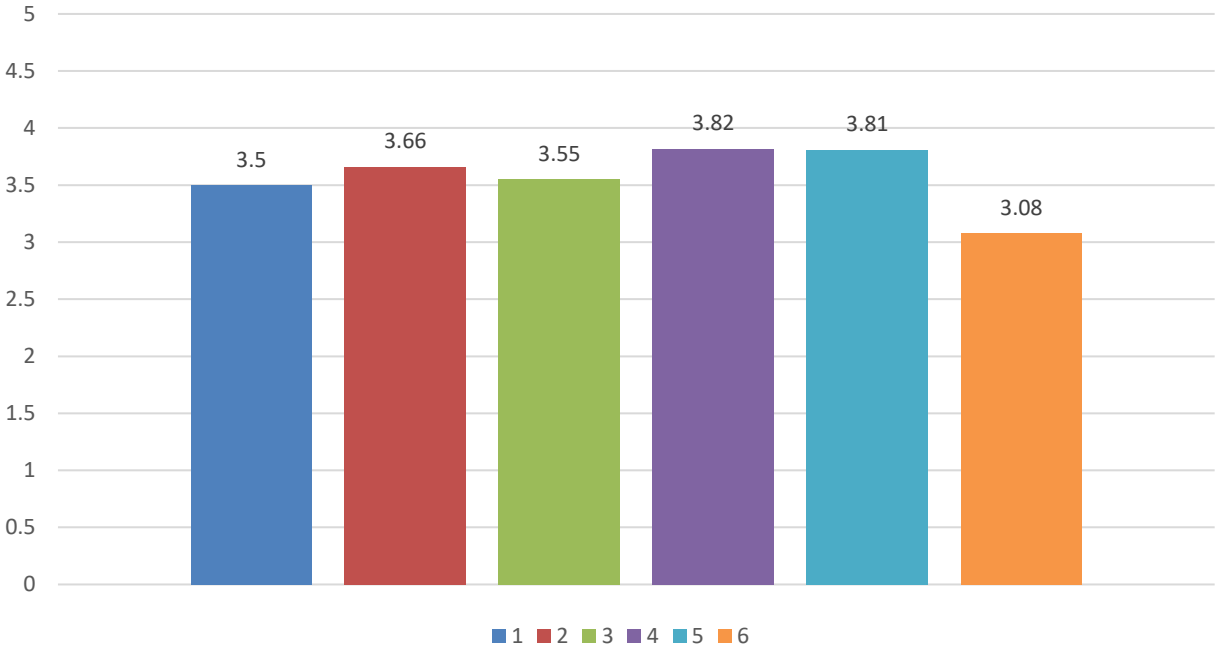
Results: Overall, faculty were most satisfied with the resources and support that the university provides to engage in scholarship. Faculty were least satisfied with the quality of students in their classrooms.

Males and those that chose not to disclose their sex were more satisfied with job conditions than females. Males were most satisfied with support given for engagement in scholarship and teaching, while females were most satisfied with resources given for effective teaching. Females were least satisfied with the amount of time in a week to complete work which those who chose not to disclose their sex actually ranked the highest.

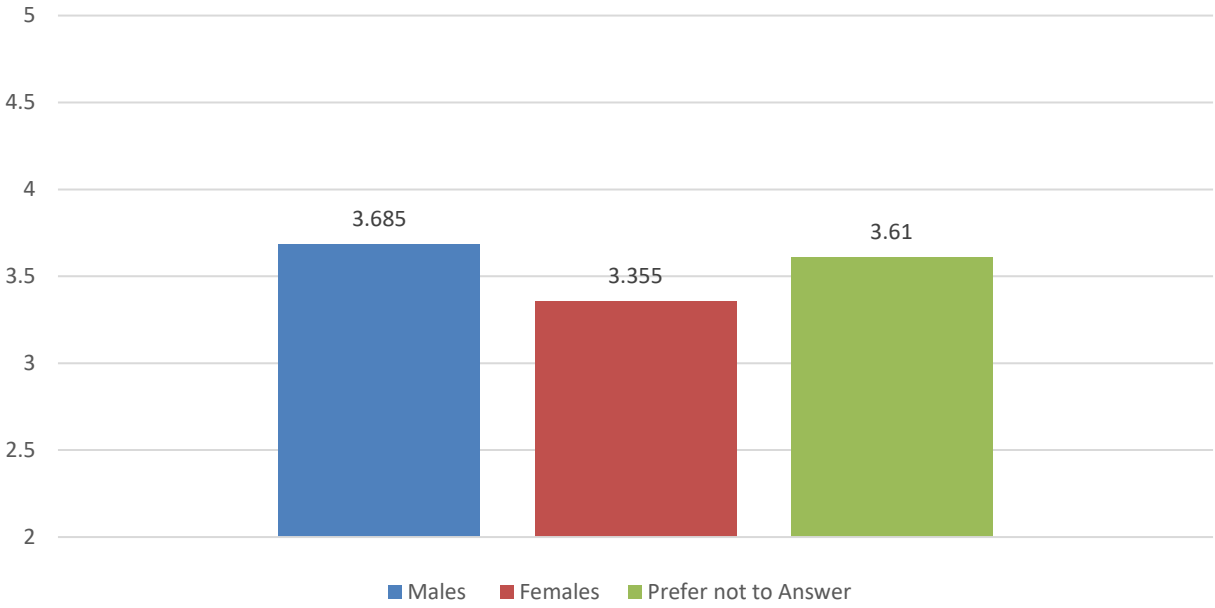
USC Lancaster exhibited the highest level of satisfaction with job conditions compared to the other campuses, while those that chose not to disclose their campus affiliation exhibited the lowest level of satisfaction. USC Lancaster was most satisfied with resources and support for scholarship and least satisfied in the quality of students. USC Salkehatchie was most satisfied with faculty workload and least satisfied with quality of students. USC Sumter was most satisfied with resources given for effective teaching and least satisfied with the physical working conditions on campus. USC Union was most satisfied with resources provided for effective teaching and least satisfied with the quality of students. Those that chose not to disclose campus affiliation were most satisfied with resources provided to promote scholarship and least satisfied with the quality of students in their classrooms.

Data: The graphs below show data for Overall Satisfaction Levels per Question, Overall Satisfaction Levels: Sex, Overall Satisfaction Levels: Campus Comparison, Overall Satisfaction Levels by Question, Overall Satisfaction Levels by Question: Sex, and Overall Satisfaction Levels by Question: Campus Comparison. These graphs are followed by faculty comments.

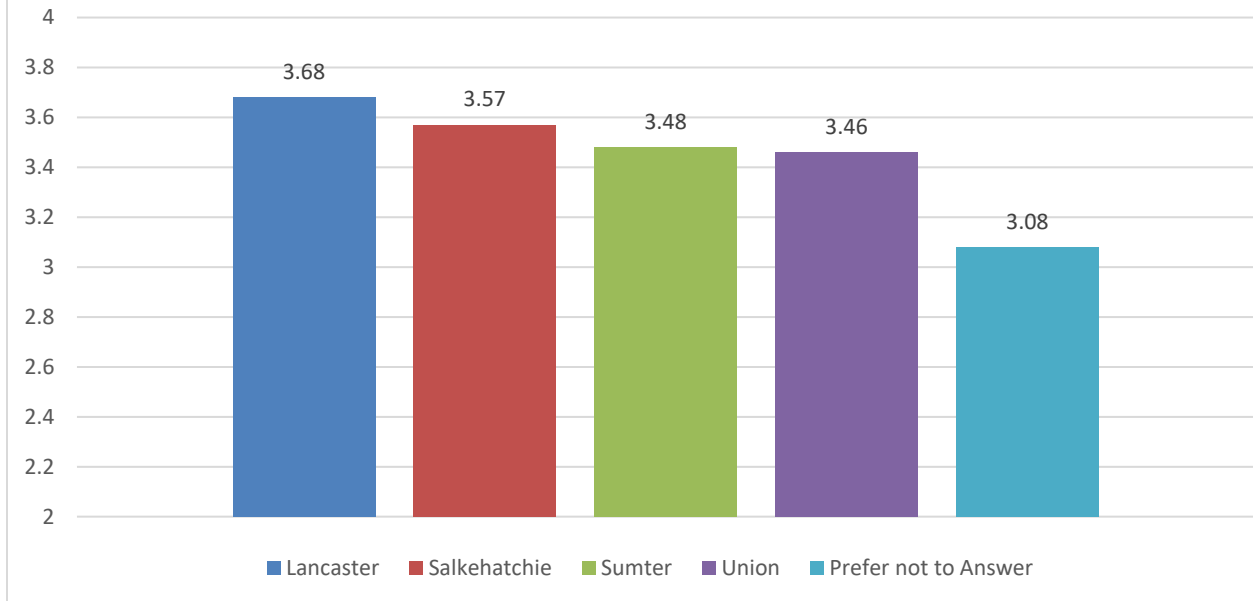
Overall Satisfaction Levels: Job Conditions



Overall Satisfaction Levels: Job Conditions Sex

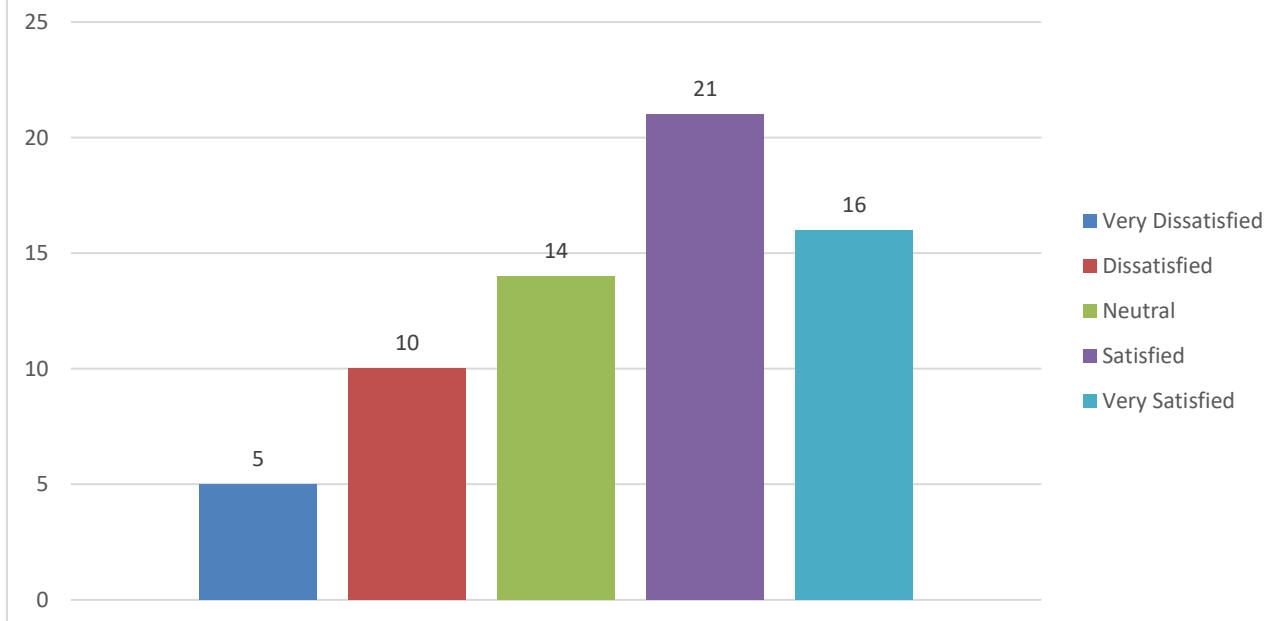


Overall Satisfaction Levels: Job Conditions Campus Comparison

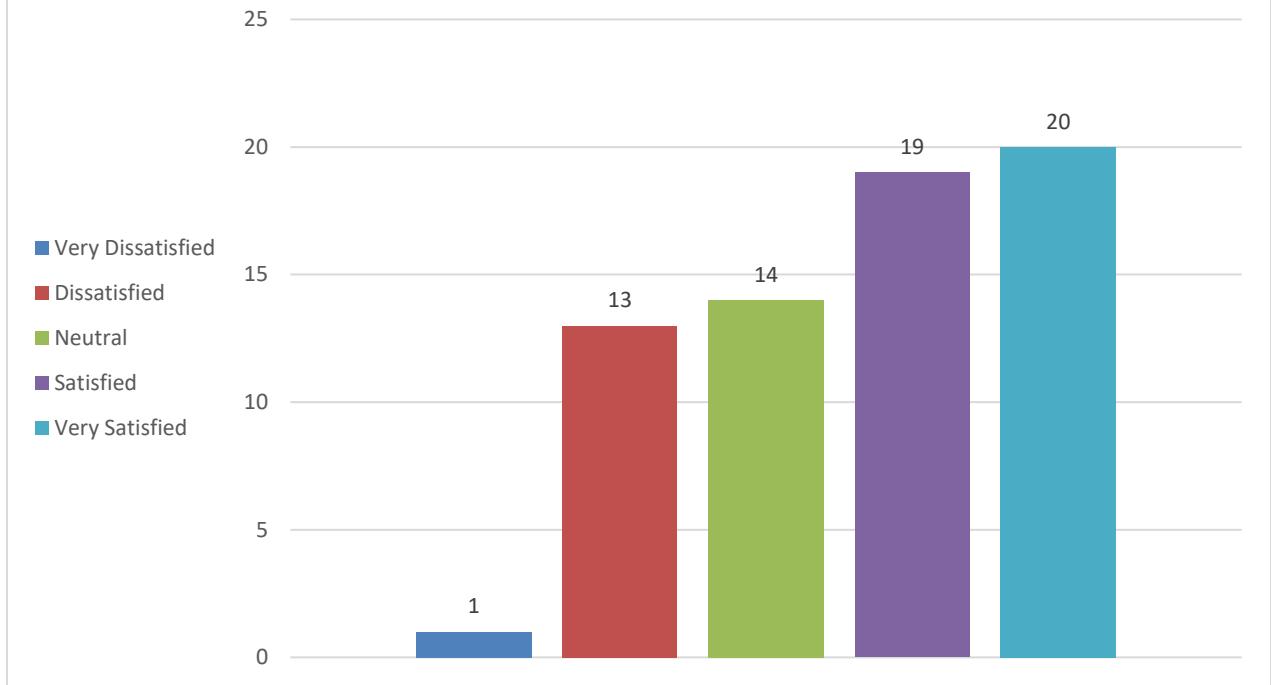


OVERALL SATISFACTION LEVEL BY QUESTION

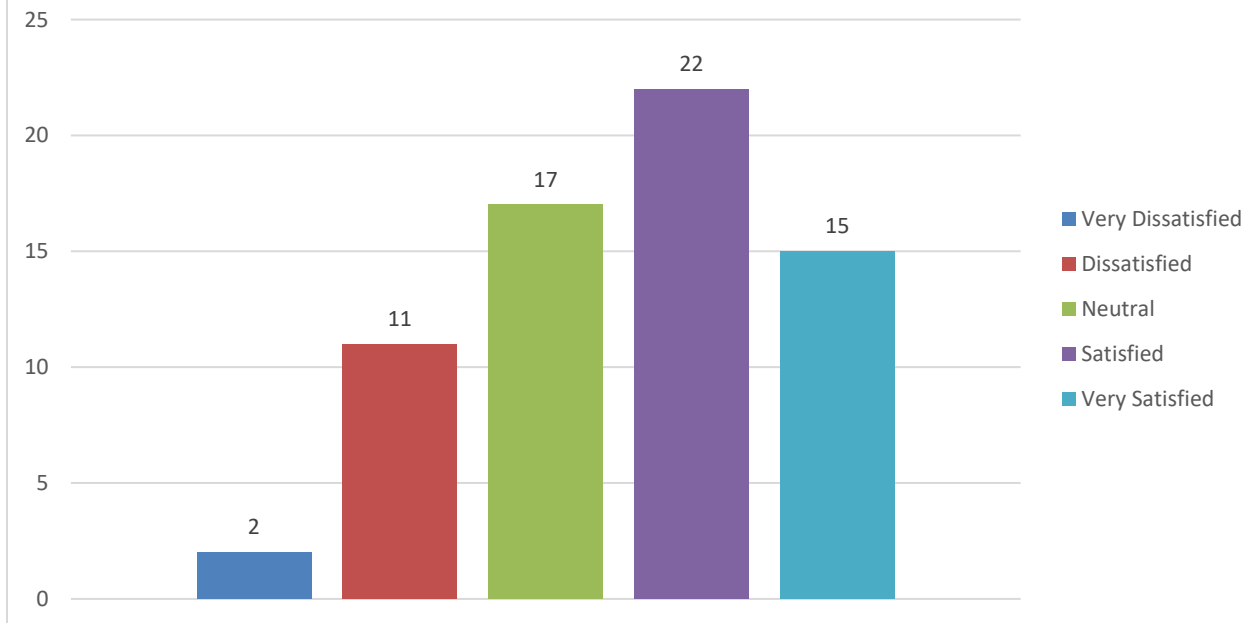
How satisfied are you with the physical working conditions on your campus?



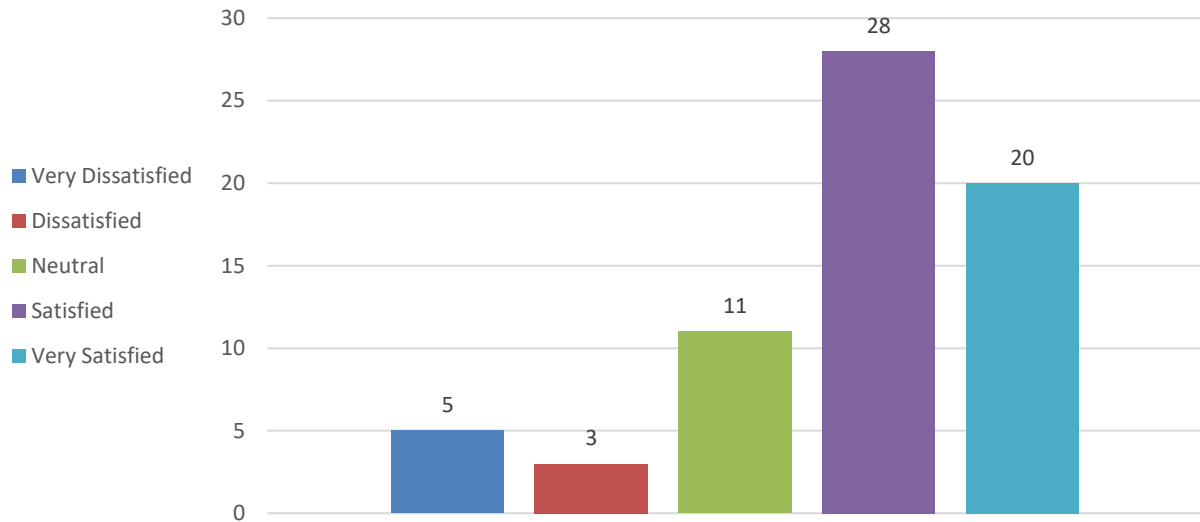
How satisfied are you with your faculty workload?



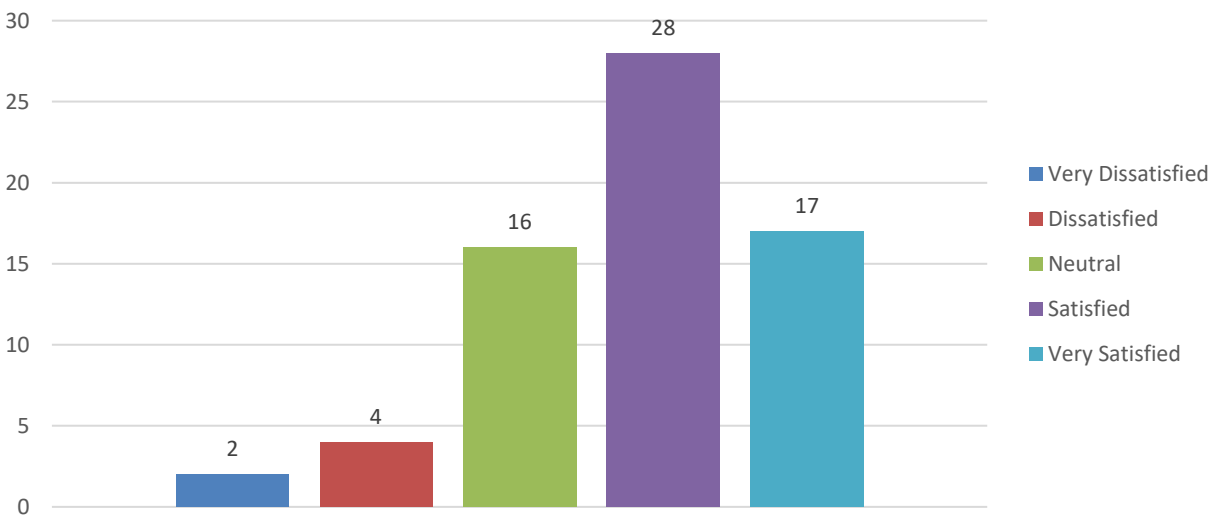
How satisfied are you with the amount of time you have in a week to get work completed?

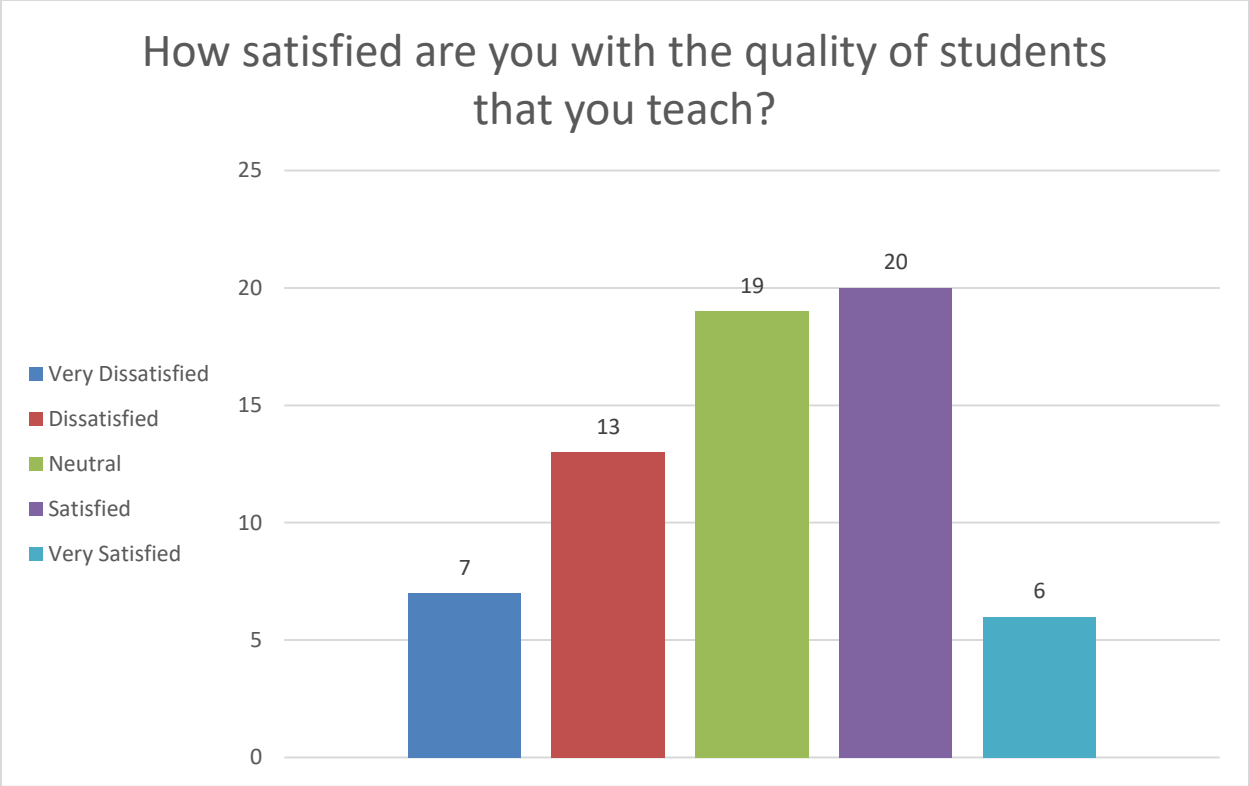


How satisfied are you with the resources and support the university provides to engage in scholarship?



How satisfied are you with the resources and support the university provides to engage in effective teaching?

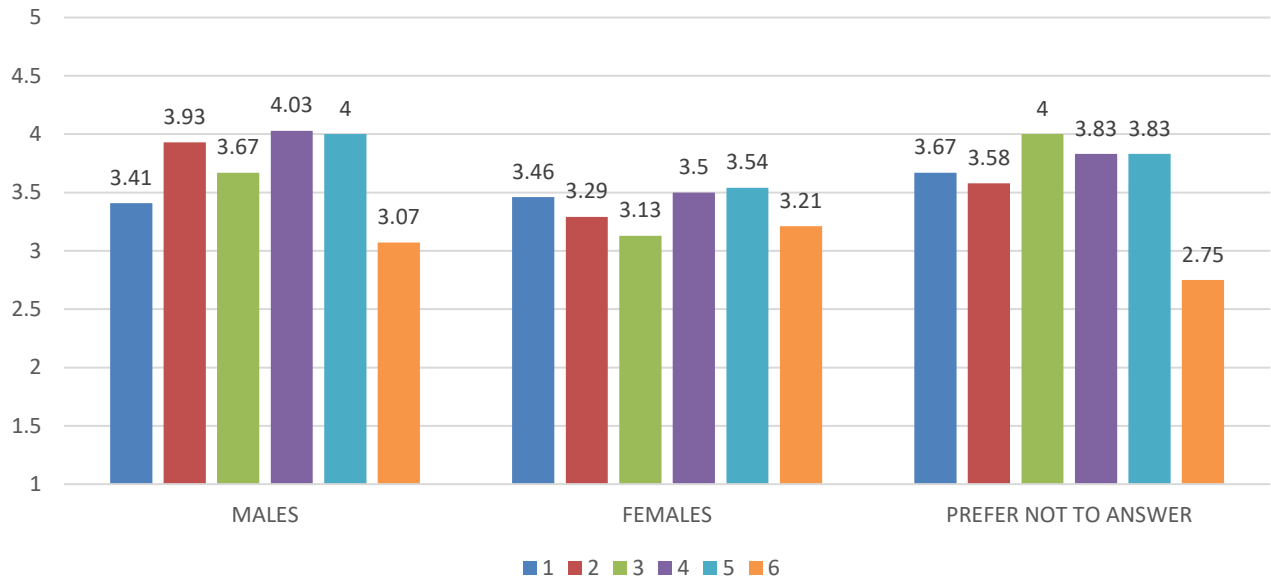




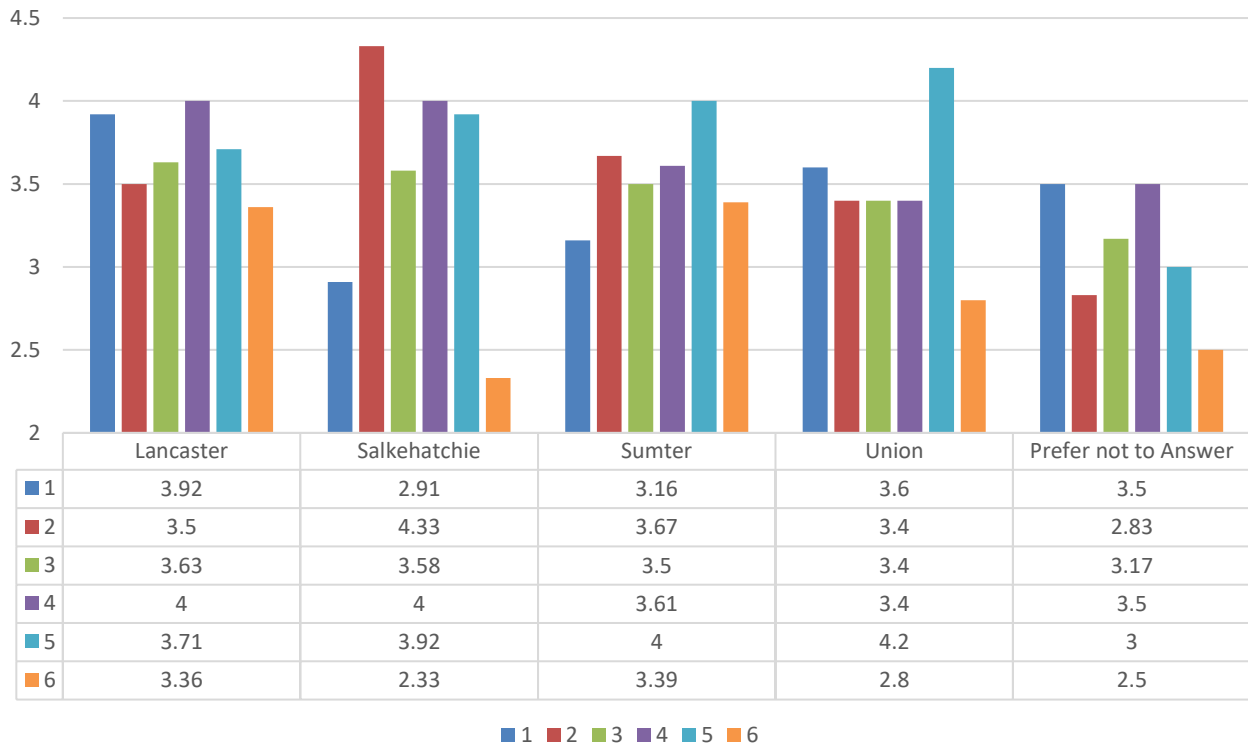
JOB CONDITIONS: SEX AND CAMPUS COMPARISONS

1. How satisfied are you with the physical working conditions on your campus?
2. How satisfied are you with your faculty workload?
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 and support the university provides to engage in scholarship?
5. How satisfied are you with the resources and support to engage in effective teaching?
6. How satisfied are you with the quality of students that you teach?

Overall Satisfaction Levels: Job Conditions Sex



Overall Satisfaction Levels: Job Conditions Campus Comparison



FACULTY COMMENTS:

Please elaborate on any issues or concerns about job conditions.

Generally I am very satisfied with my working conditions, but I had to move out of our science building due to problems that have been there for 20 years. Mold was the problem that caused me to leave the building and I am still having issues associated with being in that building for 15 years. Other still have to deal with mold, wasps and other problems. Attempts have been made to deal with those problems, but they've never fix the problems.

A number of our students are not prepared for college level science and math courses

All buildings need an overhaul - at least a massive cleaning and painting. "Sharing" the library (with Carnegie) is NOT working. We need our own library that communicates with faculty and students. The Carnegie is not working (radio silence!) with both parties. CTE does not work for campuses other than Columbia. They need to consider holding more "classes" during times and days that are less likely times for teaching (1-2 or 2-3pm on M-Th does NOT work with most faculty schedules!)

As with many of my colleagues, I have students who perform at all levels of achievement. In the upcoming years, I hope that we continue to expand our recruiting efforts. It is great to work with enthusiastic students, including students still in high school. It is important that we continue working to have as robust and comprehensive a student profile as possible. This would encompass students from high school through the traditional college ages to nontraditional students of all ages. These students, additionally, would come from varied geographic locations.

Broken windows, stained carpets, computers that aren't networked. These are part of my physical conditions. I'd be able to augment, improve, and engage in traditional instruction if I had permanent employees.

Facilities are currently non-existent. Bathroom supplies and cleanliness are terrible right now. The parking lots have giant pot holes. Classrooms, meeting rooms, technology used for meetings, classes and teaching preparations are dismal and ancient. Recruitment is more focused on numbers (quantity) and not quality. Campus provides no support for video lecture preparations.

Generally excellent now that I have tenure. Pre-tenure, I was overworked, and my current pre-tenure colleagues are also overworked--some of them severely so. The pressure to do more comes from a variety of sources: tenured faculty, the individual T-T faculty themselves, and somewhat less often, administrators. Doing more is not always doing better. In fact, many hardworking faculty on my campus do sloppy work when it comes to service or teaching, and I'm almost certain that sloppiness comes from their being incredibly busy, not from laziness or low standards.

Half my students are unprepared for college level work. A few each semester read on a fourth grade level. USCL needs remedial courses.

How valuable is question 4.2 when we know that the Columbia faculty--who have the exact same training as we do--teaches only half or a third of what we teach. How is that fair in any way and how can we not resent that or be discouraged by it?

I was discriminated against due to a situation with disability and prohibited from securing scholarship funding due to this.

Instructors not given the same consideration as tenured/tenured-track for funding to attend conferences.

It may be a generational thing, but I find the students sometimes lack the ability to critically think even at a high school level, though they may do well in tests.

Many students are ill prepared for college level work and often they are complacent about their own education. Lower course loads and lower enrollments would allow for time to engage with students on a one to one level, which I have found successful in overcoming apathy.

My students are representative of the local school systems. More effort is needed to address the deficit in student quality because it negatively impacts good students' education AND my job satisfaction.

Our campus needs physical improvements, there are ceilings leaking and other issues with facilities. I appreciate that there are funds available for travel to conferences and for summer research. I just think there should be more. Nontenured faculty especially need extra funding for scholarship as they work towards gaining tenure. The quality of students vary which is perhaps the most challenging aspect of teaching for Palmetto College. In some cases, I feel like I am engaged in an exercise in futility and that can be very disheartening.

Physical working conditions in my building are problematic due to insect infestations. We have issues with wasps, cockroaches and occasional spiders. The wasps have continued to come back into classrooms and offices for years and although maintenance has tried to resolve the problem, it still plagues the people working and learning in our building.

Regarding 4.1, humanitarian aid should be sought to repair and improve our main buildings. Better classroom can be found in Darfur. Regarding 4.6, our lack of admission standards grants access to many students who should not have passed high school.

Regarding physical working condition, we went a year complaining that restrooms were out of soap, toilet paper, and paper towels, but the administration did little to solve the problem except blame the janitorial services that the university hired. Several bathrooms on campus would go days or even weeks without necessary supplies. The problem wasn't resolved until one division chair took it on himself to buy soap, etc., so that restrooms could be supplied. There seemed to be little concern otherwise for the health and safety of faculty, staff, and students, especially during flu season, and just ahead of the Covid-19

outbreak. Maintenance requests through the SchoolDude system would often go weeks or months, even if they involved issues that needed immediate attention.

Some days the rooms are too hot, some days too cold.

Some of the projectors and blackboards in some classrooms at USC Sumter are below par. And the students vary - I have great students and some not so great. The athletes are known for cheating, which is depressing. Some cannot pass my class. In general, I love the students I teach.

Technology in classrooms (and outside them) continues to be an issue. Administration seems averse to simple solutions like Zoom or Google Docs and feel a need to push "university approved" solutions regardless of their ease of use or accessibility. Then there are the constant breakdowns of classroom technology--fortunately we have a responsive tech person (but it is really one guy--the head of IT doesn't appear to do anything unless the Dean directly asks him). But we seem to have invested in less than optimal computer equipment and are constantly paying the price in lost instructional time for whatever savings we had on initial purchase.

The commute between two campuses takes up a lot of time, and our compensation doesn't reflect the challenges our position requires.

The university provides essentially no space and minimal instrumentation for bench research in sciences on my campus.

We seem to have constant issues with equipment on our campus. Some of the campus buildings are literally falling apart in front of our eyes and desperately need to be repaired or removed. The student situation remains a major issue as we work daily with under prepared and unmotivated students. I do think that our recruiting team has been working hard to improve the caliber of students but we still have a long way to go.

Quality of students... what does that mean?

Students on our campus seem to be getting less and less capable of handling academic rigor.

Communication: The committee asked 7 questions pertaining to faculty satisfaction with communication.

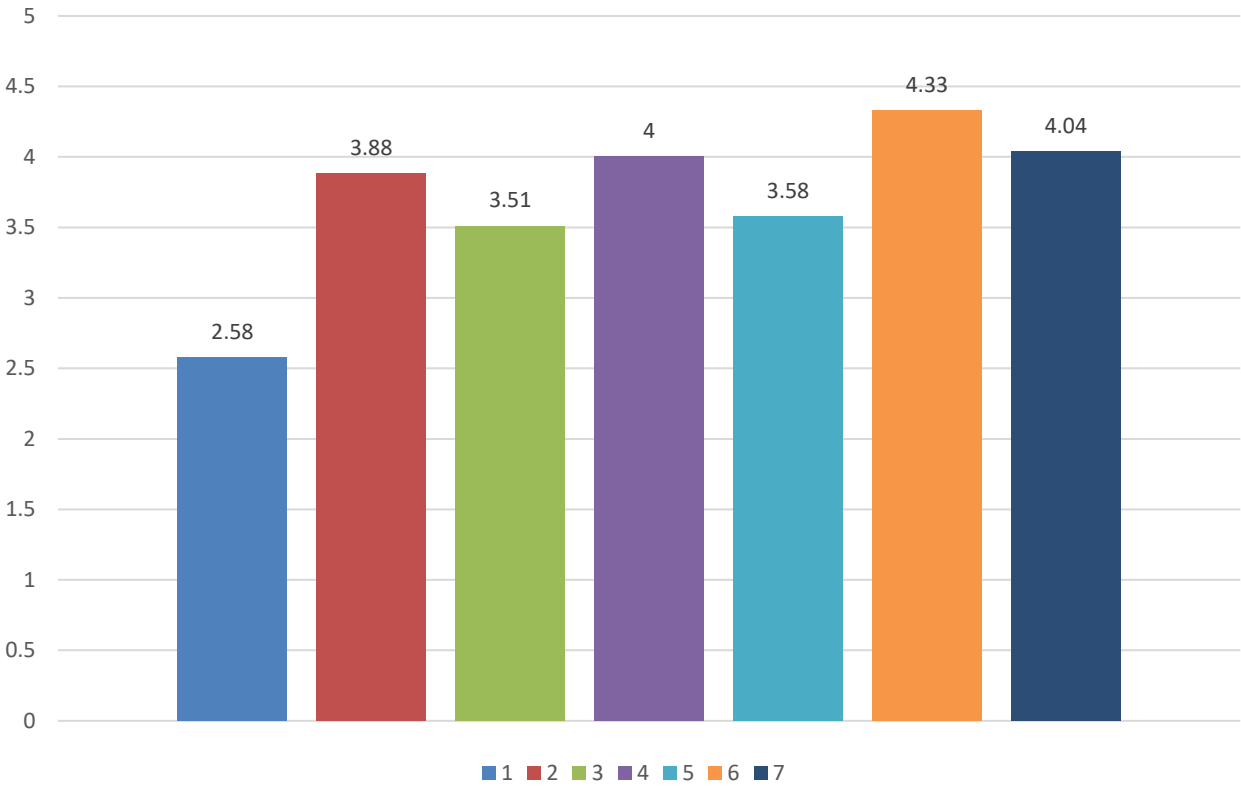
1. How satisfied are you with interactions with the Columbia department that corresponds with your discipline?
2. How satisfied are you with your interactions with local campus administrators?
3. How satisfied are you with your interactions with Palmetto College administrators?
4. How satisfied are you with the communication from administrators regarding local campus news and events?
5. How satisfied are you with the communication from administrators about campus news and events from Palmetto College?
6. How satisfied are you with the communication between yourself and your division chair?
7. How satisfied are you with the communication between yourself and your dean?

Results: Overall, faculty were most satisfied with communications with their division chairs and least satisfied with interactions with the Columbia departments that corresponds to their disciplines.

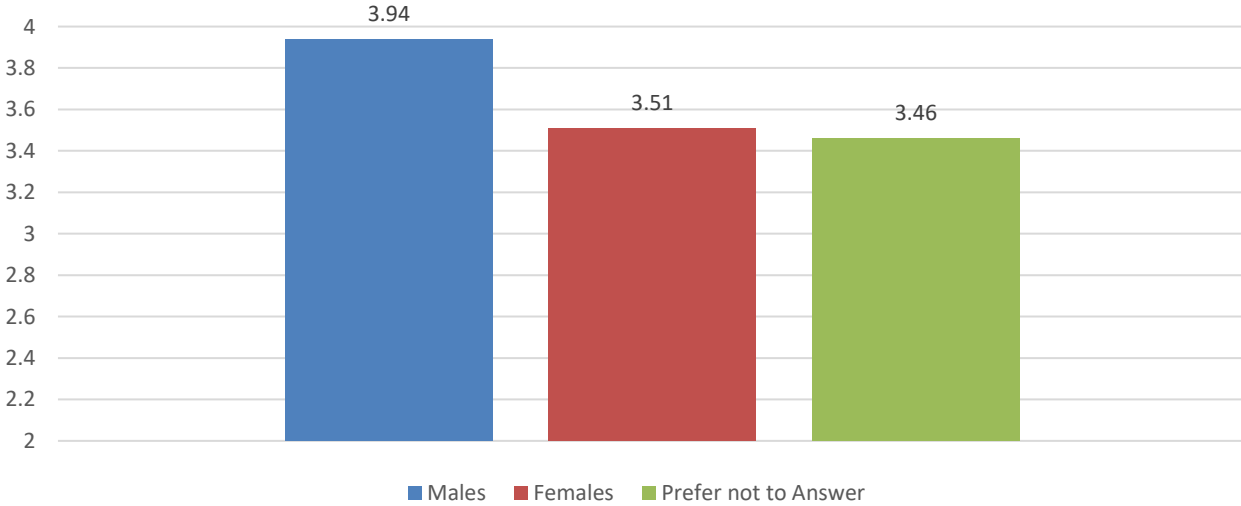
Males had higher satisfaction rates than females and those that chose not to disclose their sex. Despite these differences, males, females, and those that chose not to disclose their sex were most satisfied with communication between faculty and division chairs, followed closely by communication between the deans and faculty. Satisfaction levels were lowest in interactions with the Columbia departments that correspond to faculty disciplines. USC Salkehatchie demonstrated the highest satisfaction ratings among the campuses, while those that chose not to disclose their campus affiliation demonstrated the lowest levels of satisfaction. USC Lancaster, USC Sumter, and USC Union were most satisfied with the communication between faculty and division chairs, while USC Salkehatchie and those that chose not to disclose their campus affiliation were most satisfied with the communication between faculty and deans. All campuses reported lowest levels of satisfaction with interactions with corresponding departments in Columbia.

Data: The graphs below show data for Overall Satisfaction Levels per Question, Overall Satisfaction Levels: Sex, Overall Satisfaction Levels: Campus Comparison, Overall Satisfaction Levels by Question, Overall Satisfaction Levels by Question: Sex, and Overall Satisfaction Levels by Question: Campus Comparison. These graphs are followed by faculty comments.

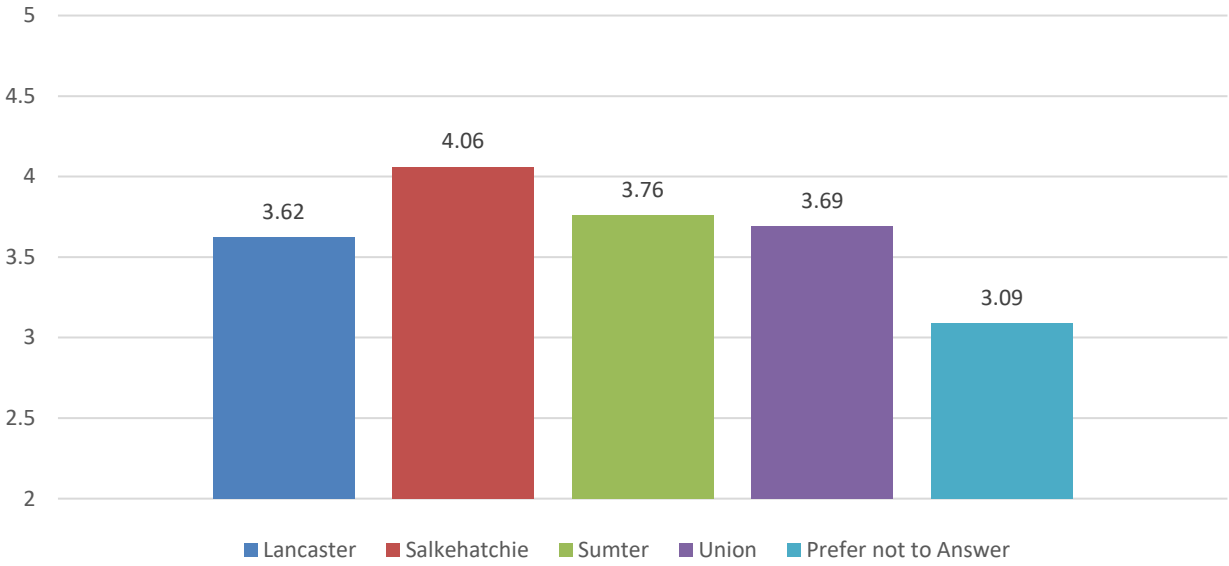
Overall Satisfaction Levels: Communication



Overall Satisfaction Levels: Communication Sex

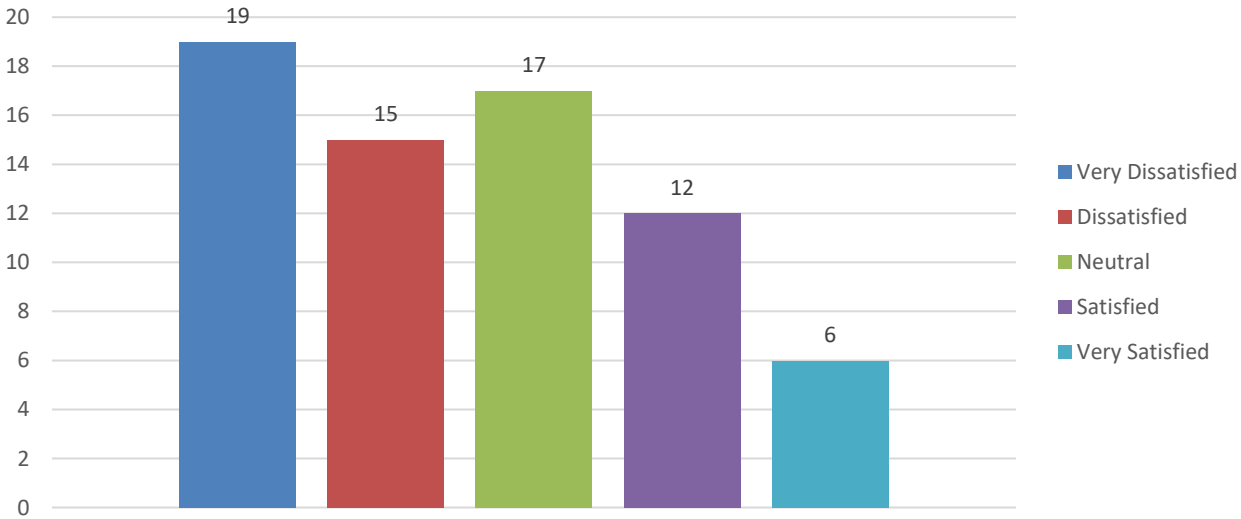


Overall Satisfaction Levels: Communications Campus Comparison

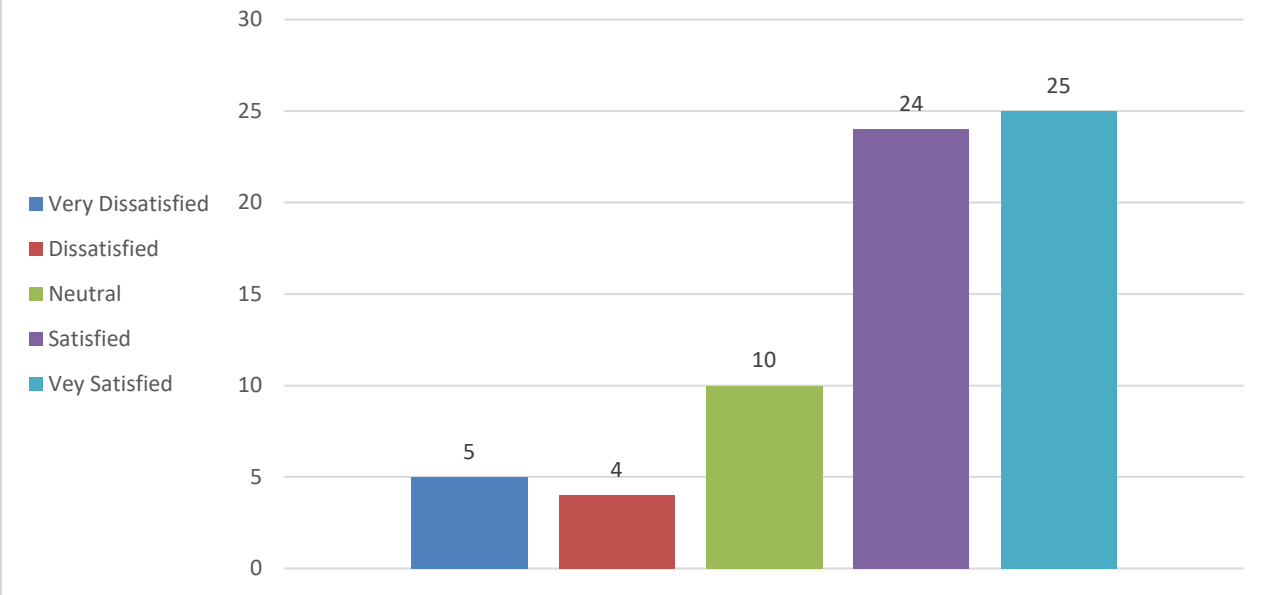


OVERALL SATISFACTION LEVELS BY QUESTION

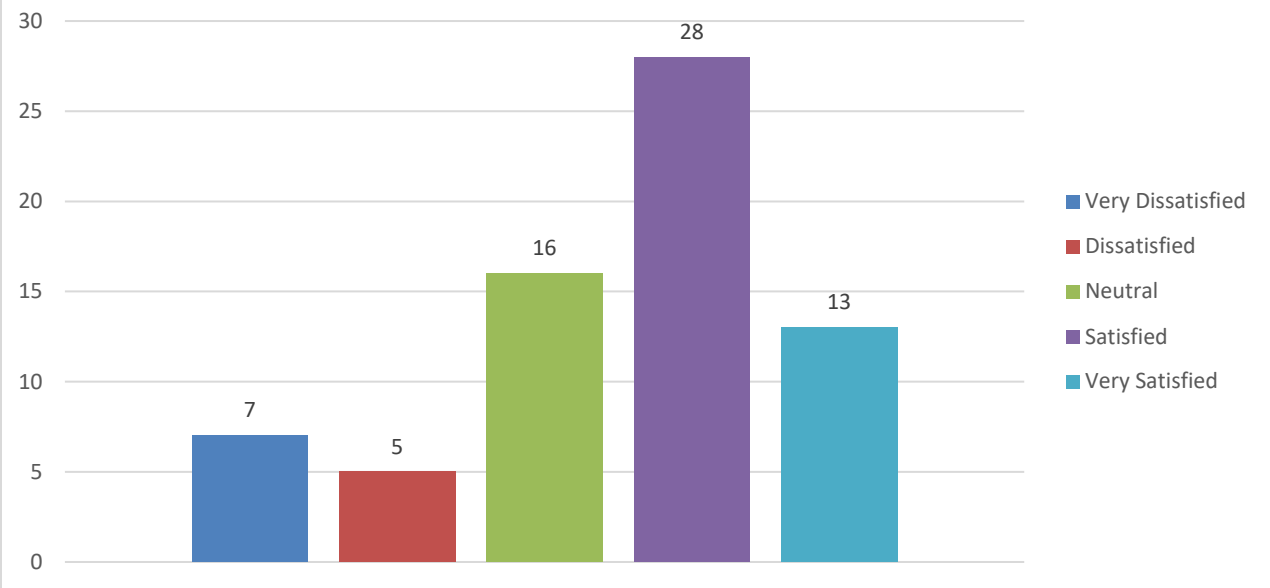
How satisfied are you with interactions with the
Columbia department that corresponds with your
discipline?



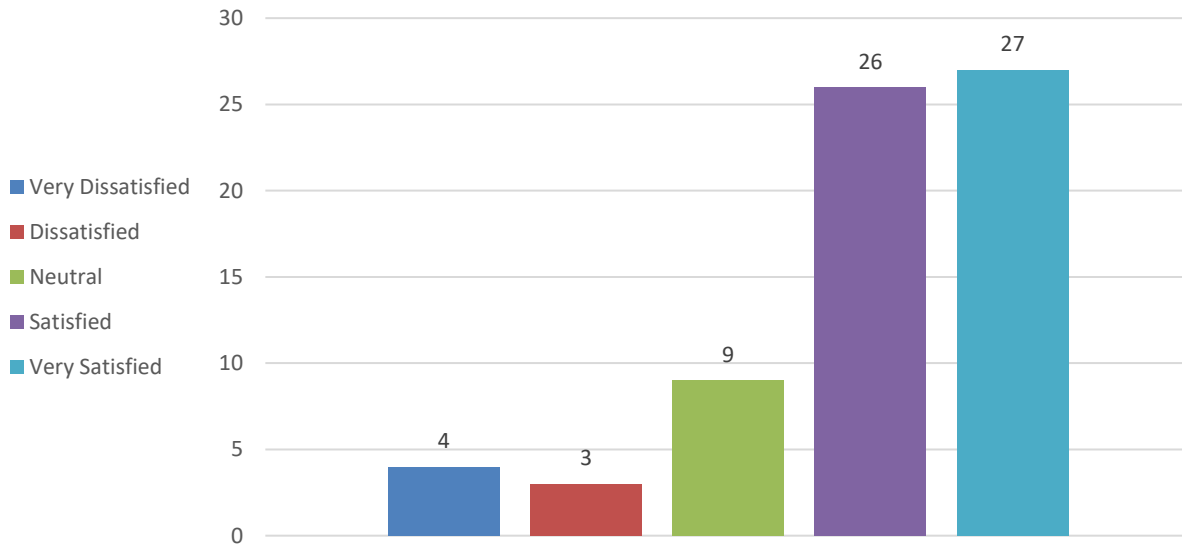
How satisfied are you with your interactions with local campus administrators?



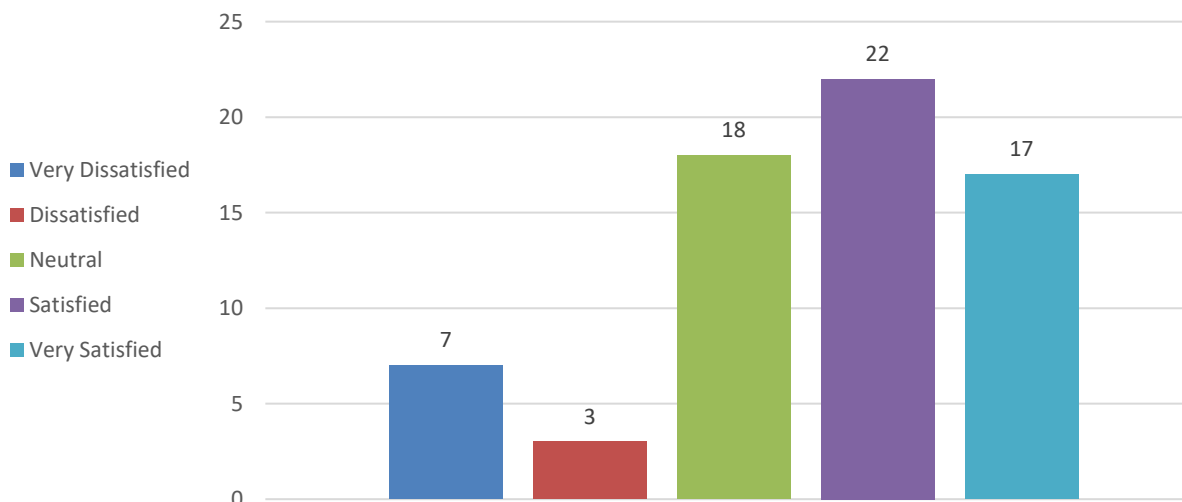
How satisfied are you with your interactions with Palmetto College administrators?



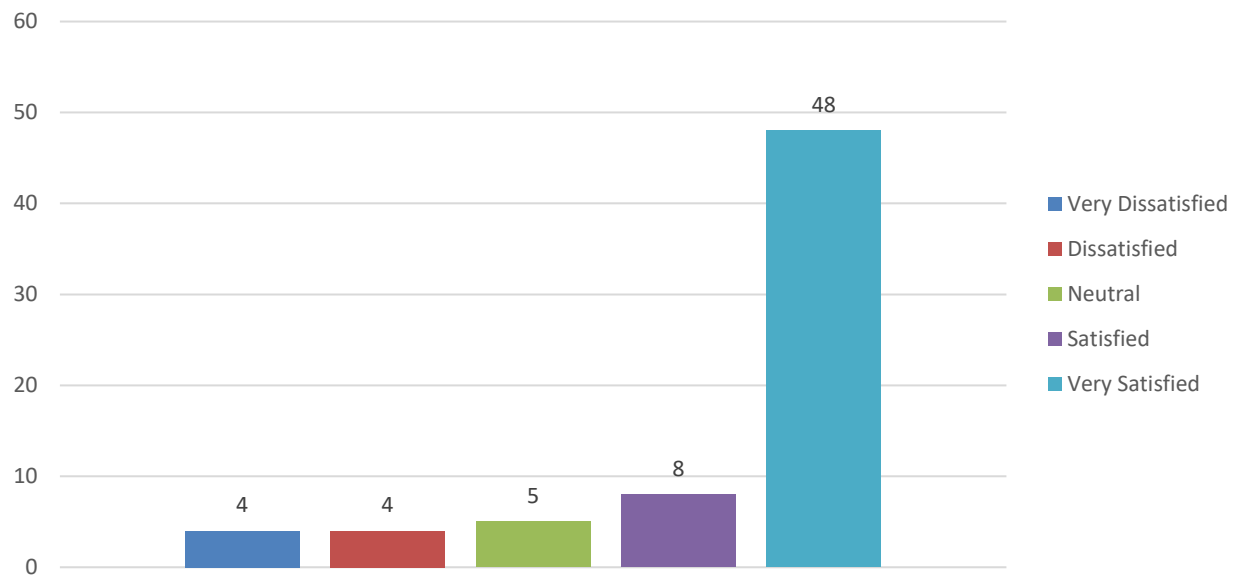
How satisfied are you with the communication from administrators regarding local campus news and events?



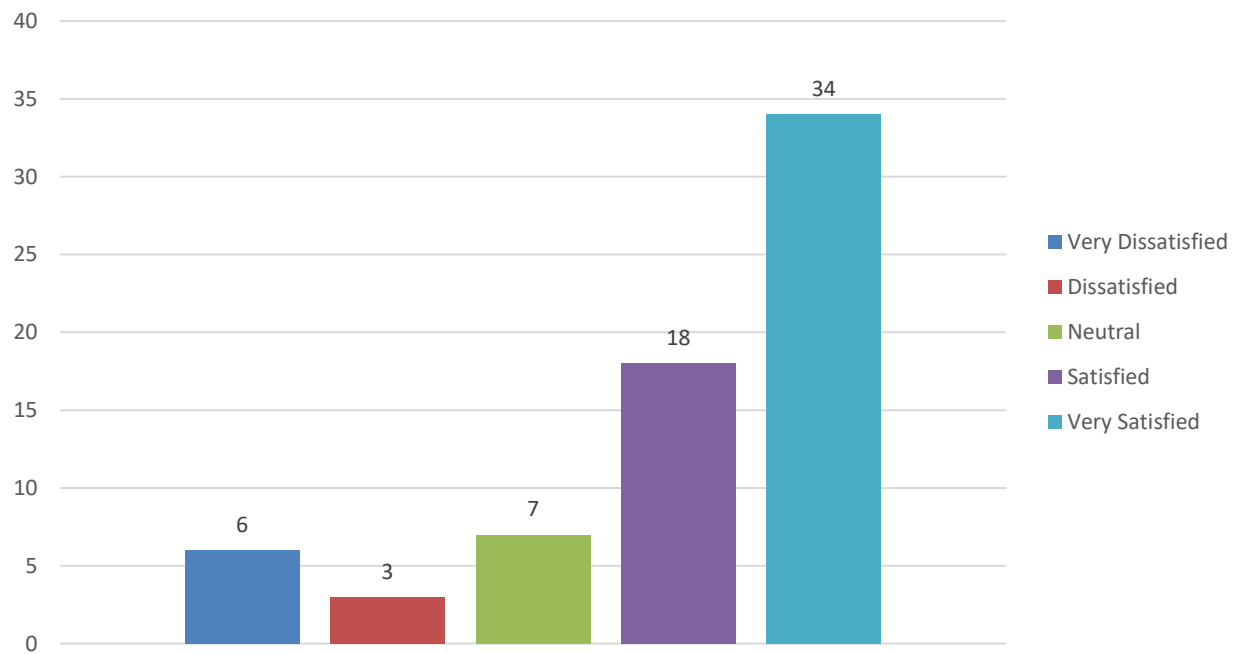
How satisfied are you with the communication from administrators about campus news and events from Palmetto College?



How satisfied are you with the communication between yourself and your division chair?

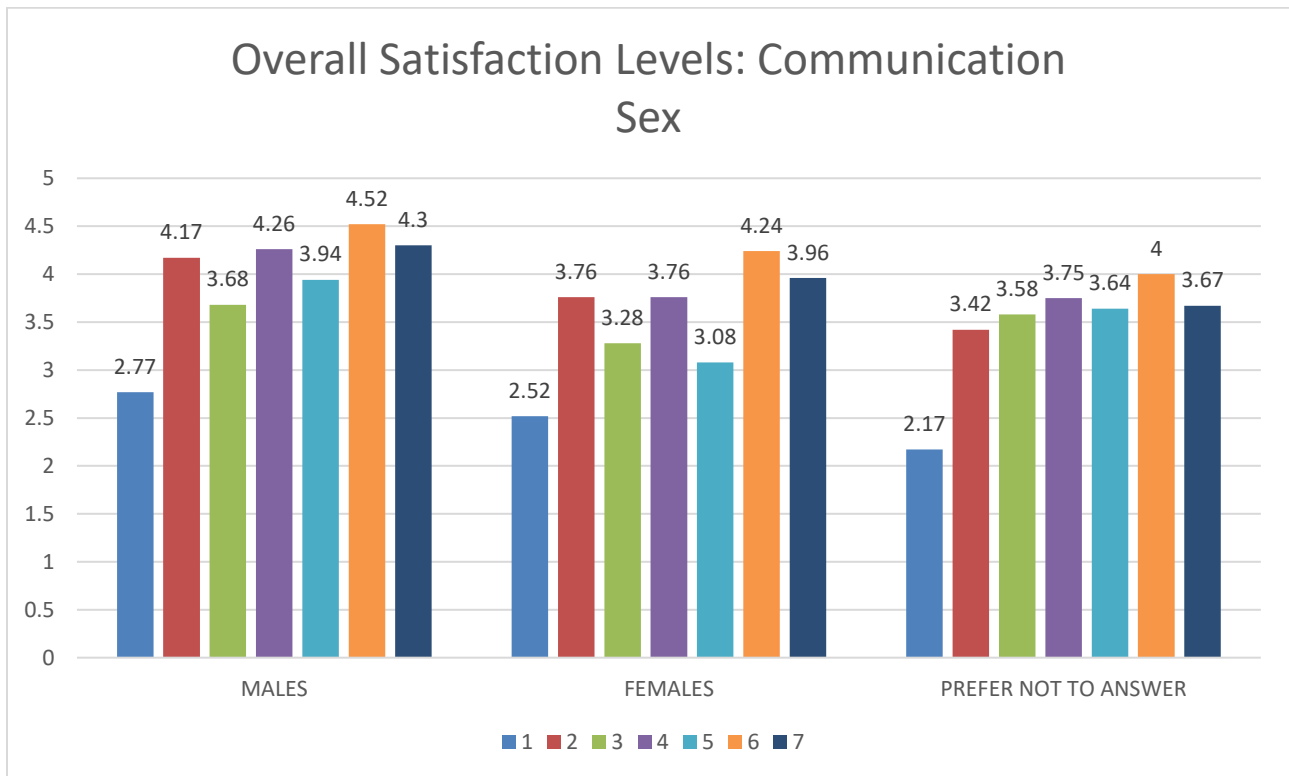


How satisfied are you with the communication between yourself and your dean?

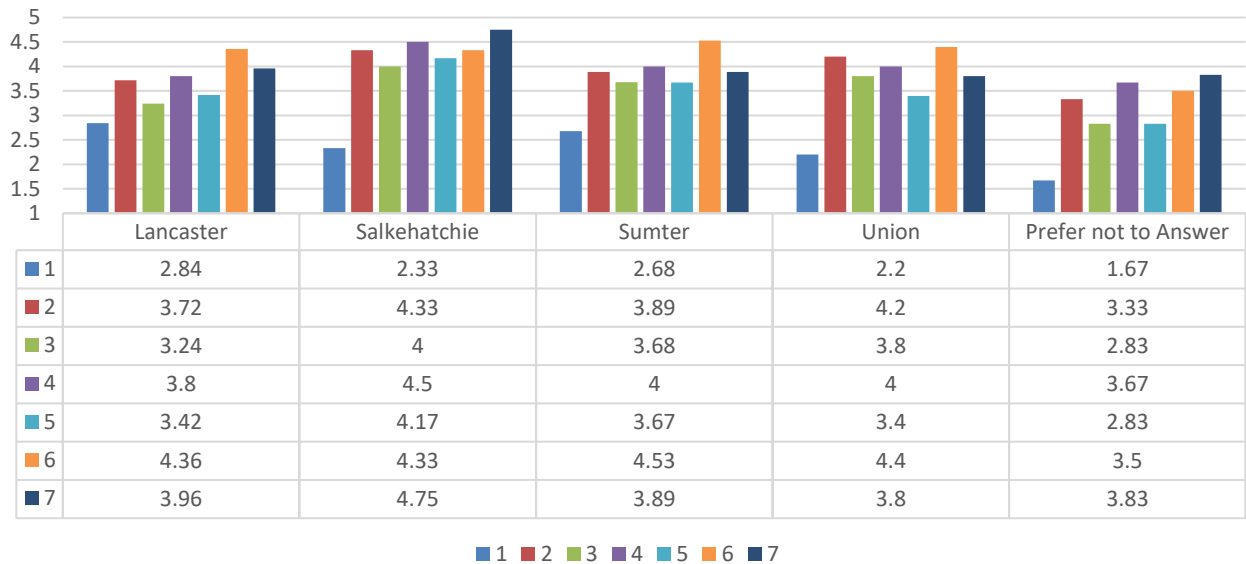


COMMUNICATIONS: SEX AND CAMPUS COMPARISONS

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 communication from administrators regarding local campus news and events?
5. How satisfied are you with the communication from administrators about campus news and events from Palmetto College?
6. How satisfied are you with the communication between yourself and your division chair?
7. How satisfied are you with the communication between yourself and your dean?



Overall Satisfaction Levels: Communication Campus Comparison



FACULTY COMMENTS:

Please elaborate on any issues or concerns about communications.

Campus administrators routinely ignore my direct requests for real assistance, while expecting us to do more with less resources. There is a persistent formal administrator vacancy in my area, and no formal campus administrator offers guidance or direct/collaborative assistance with daily or strategic planning or operations. Almost all meetings with formal campus administrators about my area have been initiated by me. The great support in scholarship funding etc. does not de-center or reduce the long-term impacts of a lack of empathy, concern, or transparency and other administrator communicative missteps that continue to impact my daily and long term work.

The Chancellor is also doing a wonderful job. Even though they have a lot on their plate, I have found them to be highly supportive and certainly accessible when dealing with issues on the local campus sites and Palmetto College.

Communication with Palmetto College administrators is very troubling. The handling of the salary study is very disturbing. The lack of transparency about payroll issues and what is being done to advocate on the behalf of the faculty and staff, along with the continuing troubles with the PeopleSoft system is appalling! People are not getting paid correctly and the Chancellor says nothing! This reinforces the fact that all that matters to Palmetto College is outer image and headcount.

Communications on campus and in Palmetto College are terrible. A full YEAR before the salary study that was completed and promised was actually released, and then with no presentations on the campus so no one really understands how it's being implemented. The COV-19 communications debacle is an extreme case, but it is very characteristic of the problems we are having with communications now--everything is monitored (censored?) by Columbia or Palmetto College. Local administrators are extremely cautious about communications to the point that faculty and staff really no longer trust they are being kept informed. My sense is that everyone is too busy to actually work on clear communications, and so we continue in reactive mode, which obviously continues to serve us poorly.

De facto policies such as non-enforcement of posted parking regulations create tensions and contribute significantly to a hostile work environment for faculty.

I am not sure how to establish communication with my Columbia colleagues. I think that this would be useful. I am mildly satisfied with my local administrators because their actions appear to be "enrollment driven."

I do not communicate or interact with anyone in the Columbia department that corresponds to my discipline. The people I have been in contact with in the past have been dismissive of my capabilities as a researcher, etc.

I find that Columbia departments generally still do not interact with regional campus faculty on an equal basis as if we are somehow lesser.

I have no relations with the Columbia department that corresponds with my discipline. I have contacted the department chair a few times and received no response.

I do not feel as if I can communicate concerns to my dean.

My division chair is awesome, absolutely fabulous. Very grateful to have such a dedicated chair who looks out for faculty.

I never hear anything from the Columbia department that corresponds with my discipline. It took months for the salary study to be released. Since April 2019 the faculty was told the study was completed and an announcement of findings forthcoming. Yet it took until February or March for this information to be made available. This is strong evidence of poor communication.

Most of these are fine. The long silence about the salary study does not induce confidence, though. That report should have been disseminated to everyone by email (it's not only PC admin who bear responsibility for this obvious failing).

No communication from the Columbia campus department or interactions with Palmetto College administrators. So far I'm not overly concerned about that.

No support of communication with Columbia departments. Never see Palmetto College admins or hear from them. We only see the Chancellor at events more as a social presence, and not academic presence. Good communication from local administrators. Division Chair does a great job in communication.

Regarding 5.6, I don't know who my Division Chair is.

The corresponding Columbia department is unresponsive to communication and does not share curricular changes until they are already in place. The local campus academic dean and the division chair are responsive to faculty. The associate dean for the budget and physical plant seems overwhelmed by his position. The dean does listen to faculty, but offers few solutions to problems, relying on faculty and other administrators to come up with solutions themselves. When responsibility for coming up with solutions are passed down to faculty, then the faculty feel overburdened and lose faith in the administration. The dean should have a more visible presence as a campus leader, offering solutions to problems himself and assuring faculty and staff that problems are taken seriously.

There is no communication from Palmetto College. The sense I get from the PC level is that they solely react and do not plan ahead, have a vision, or particularly care what goes on locally. The one exception is a local administrator, who is incredibly proactive and responsive.

Our local administration is fairly responsive on an individual level (if I contact them); campus-wide they seem almost afraid to engage with faculty and staff. They also seem overly cowed by whatever edict comes down from PC, regardless of whether it's actual university policy or just a personal preference from someone in an office in Columbia. The academic dean is better about this than the dean. Our local admin has improved communication a little, but during the COVID crisis they have been all but inaccessible and have given no guidance about how to proceed--all of that has come from faculty. To the admin's credit, when faculty have a solid plan, they give the green light, and I have to salute them for this. On other campuses I've heard it's worse--no guidance from local admin, or PC, or department chairs.

We were told that PC was going to announce information about raises a year ago, but never heard anything. Then, with the announcement of the Caslen raises, the original raises just went away.

What interactions with the Columbia department that corresponds with my discipline? I don't even know who the chair is. They could at least TRY to be in contact with discipline faculty on other campuses. Like, at least an email a semester, an invite to visit, ANYTHING.

Local Admin needs to realize that some staff need some kicks in the rear. Some staff are wonderful; others are aloof and clique-ish. USC Union is growing, they need to get used to it. There is also way too much misogyny and racism from some of these staff members.

While I do see the Chancellor as being good at the job, they do not really seem to be in touch with real issues and appear to be only concerned with blue sky issues.

Wish the Chancellor would be more elaborate or descriptive in answers to questions. I emailed regarding the potential pay raise, but the answer was vague and was side stepping the question.

Security: The committee asked 5 questions pertaining to 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 training available on your local campus?
3. How satisfied are you with the safety equipment and messages on your campus?
4. How satisfied are you with the level of cyber/IT security on your campus?
5. How satisfied are you with job security at this institution?

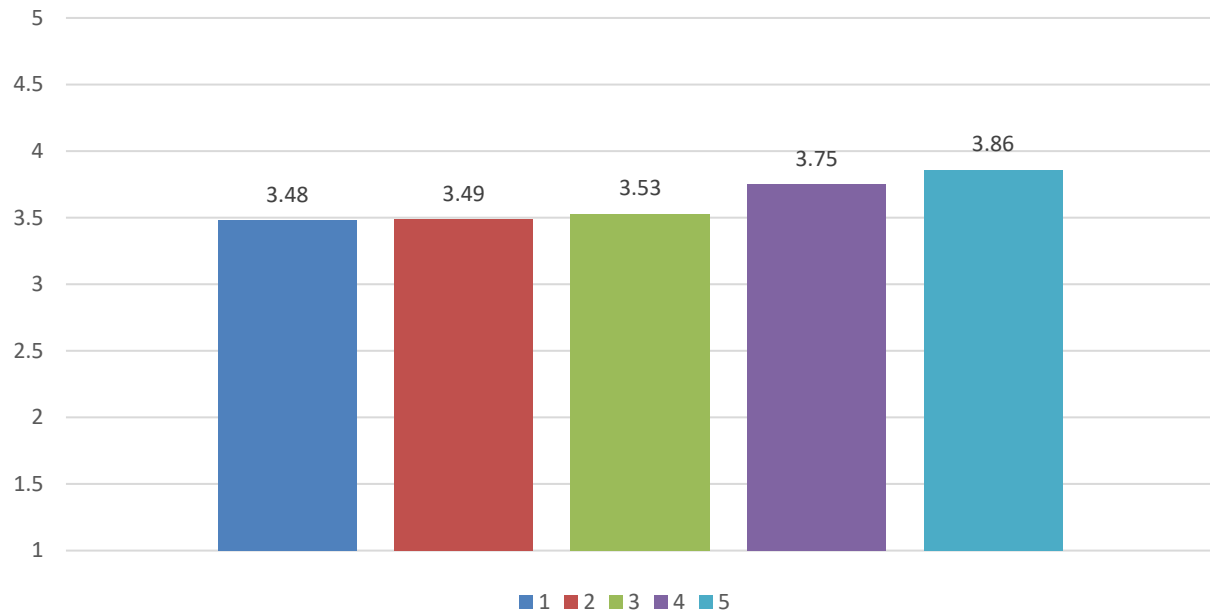
Results: Overall, faculty were most satisfied with job security and least satisfied with the level of campus security, safety, and protection, along with safety training available at local campuses.

Males expressed higher satisfaction levels than females and those that chose not to disclose their sex. Males and females were most satisfied with job security, while those that chose not to disclose their sex were most satisfied with safety training available on campuses. Males were least satisfied with the level of campus security, safety, and protection while females were least satisfied with the safety equipment and messages on campus. Those who did not disclose their sex were least satisfied with job security.

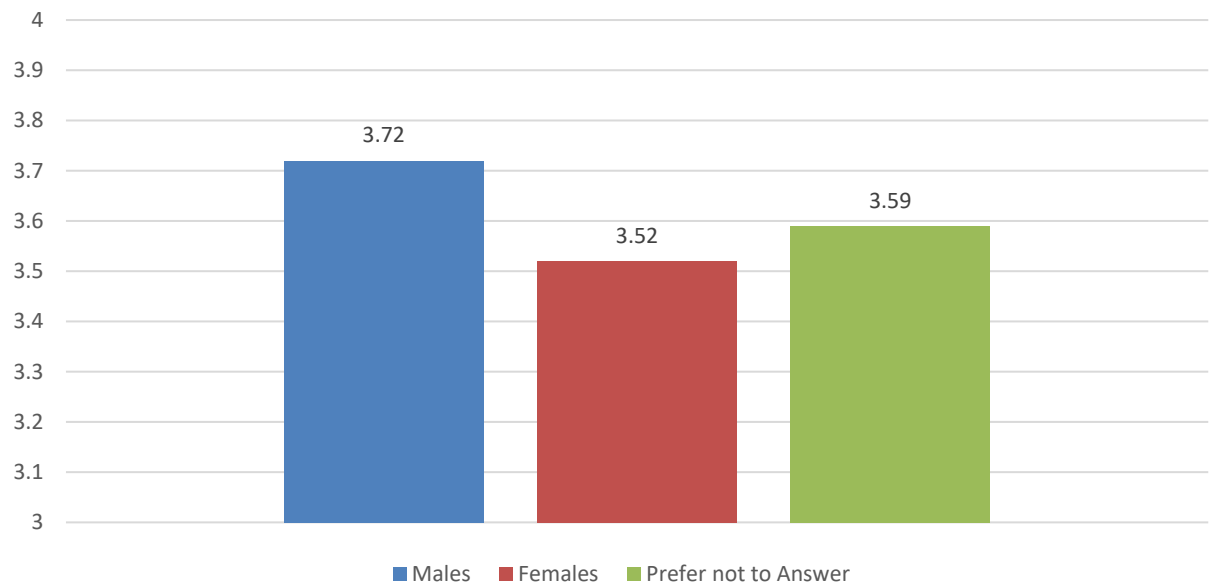
USC Lancaster has the highest rate of satisfaction with security among campuses, while USC Sumter has the lowest. All campuses ranked job security highest in terms of satisfaction, while the level of campus security, safety, and protection and access to safety training ranked lowest.

Data: The graphs below show data for Overall Satisfaction Levels per Question, Overall Satisfaction Levels: Sex, Overall Satisfaction Levels: Campus Comparison, Overall Satisfaction Levels by Question, Overall Satisfaction Levels by Question: Sex, and Overall Satisfaction Levels by Question: Campus Comparison. These graphs are followed by faculty comments.

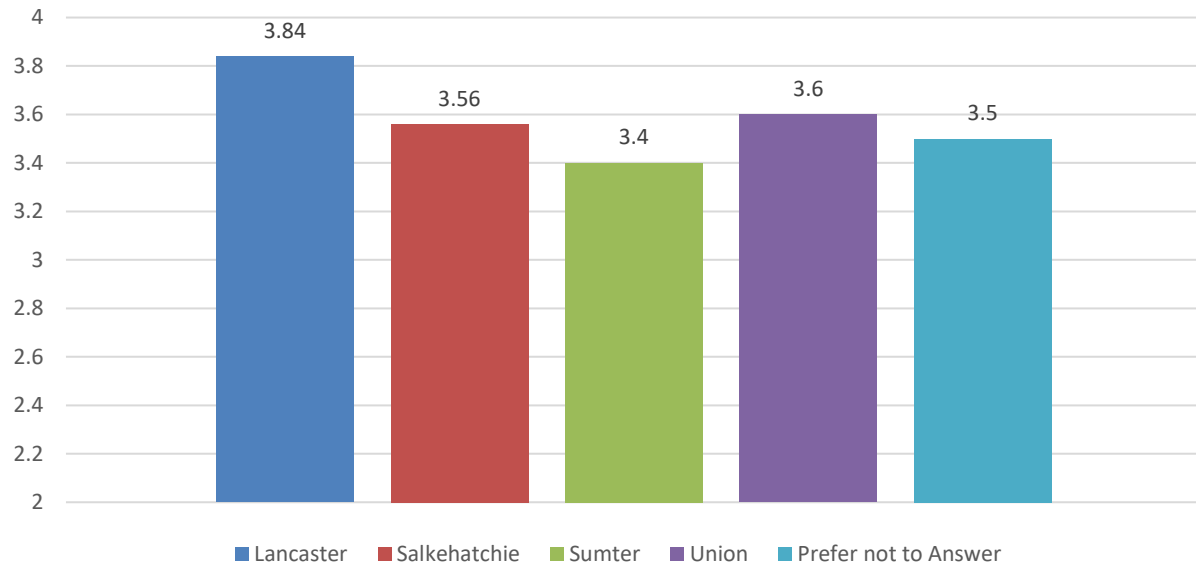
Overall Satisfaction Levels: Security



Overall Satisfaction Levels: Security Sex

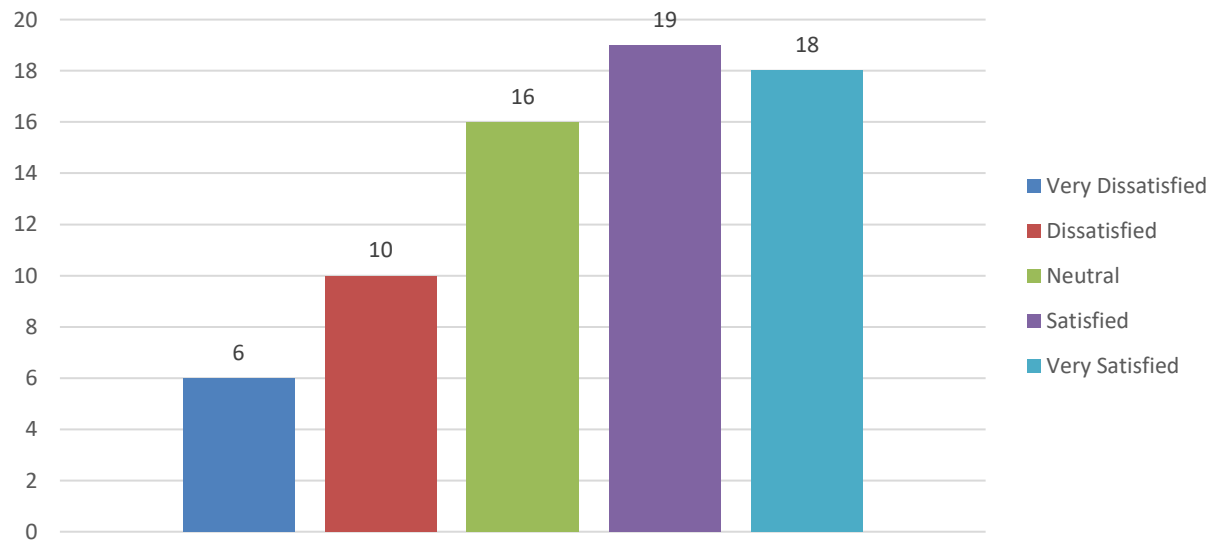


Overall Satisfaction Levels: Security Campus Comparison

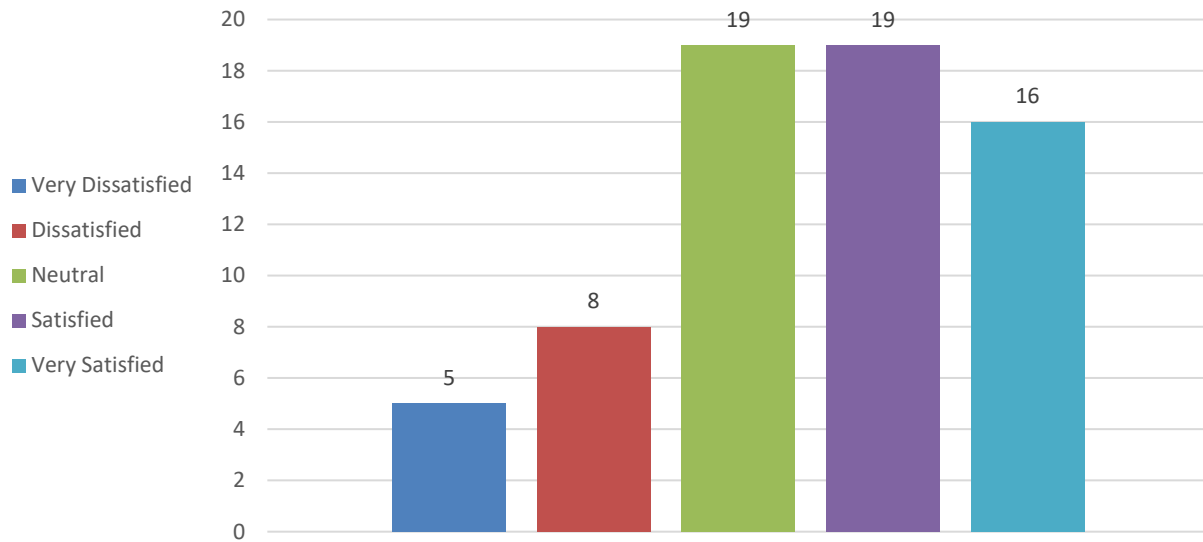


OVERALL SATISFACTION LEVELS BY QUESTION

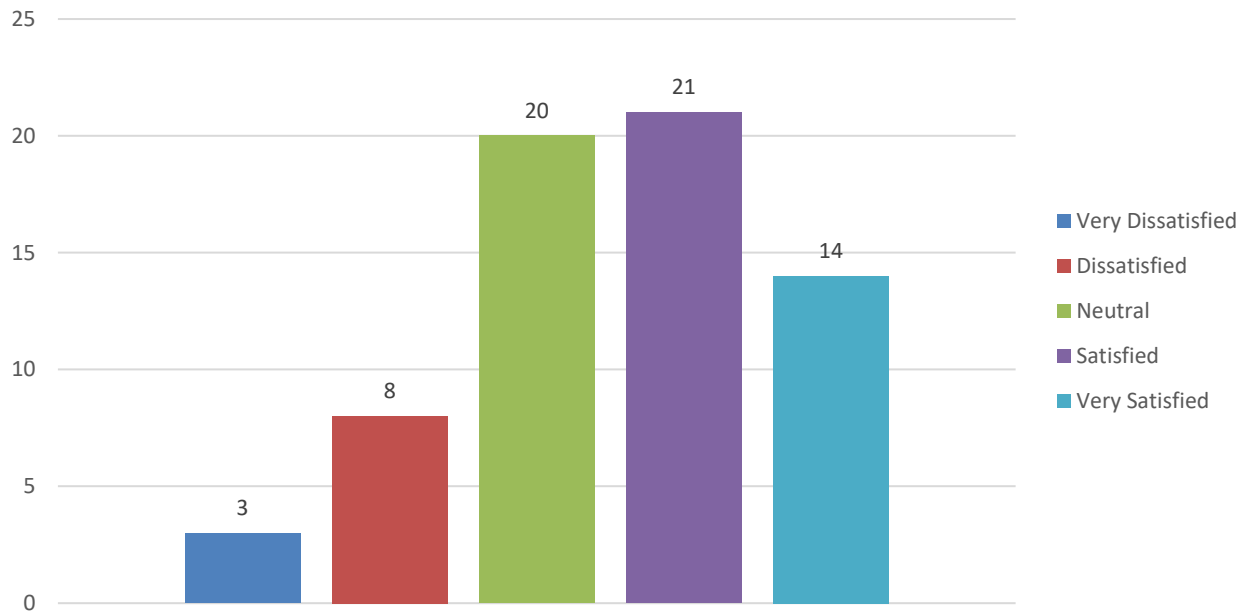
How satisfied are you with the level of campus security, safety, and protection?



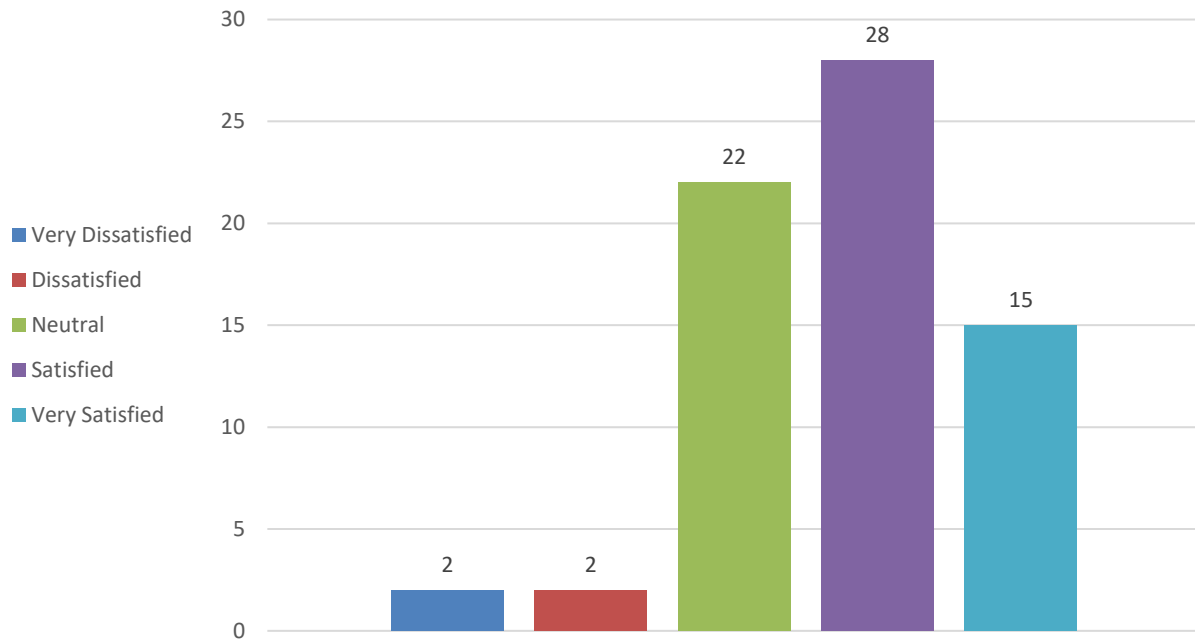
How satisfied are you with the safety training available on your local campus?



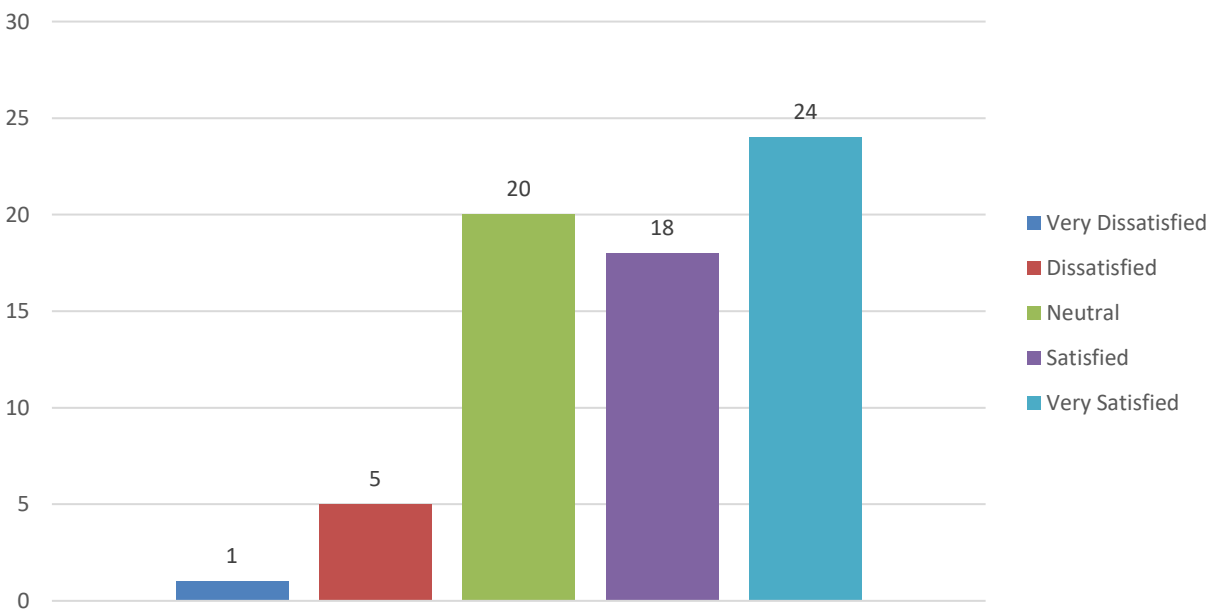
How satisfied are you with the safety equipment and messages on your campus?



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

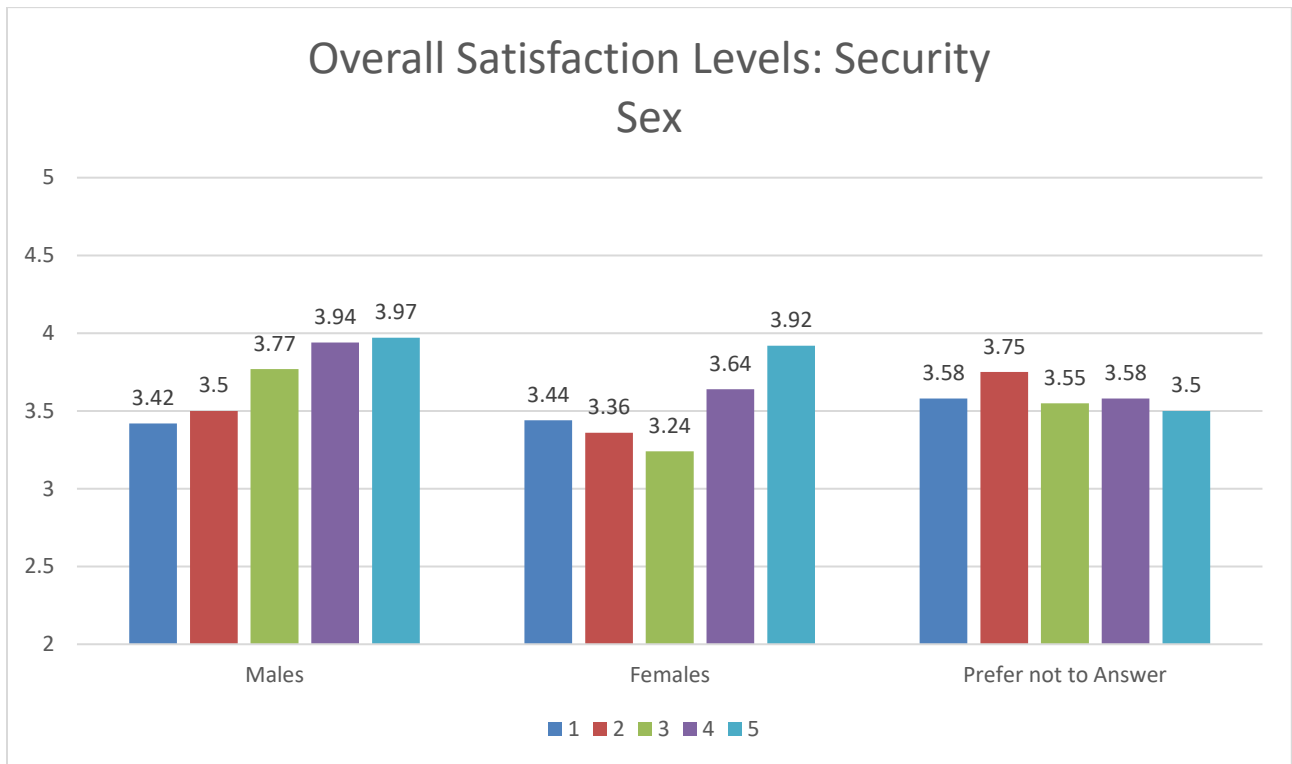


How satisfied are you with job security at this institution?

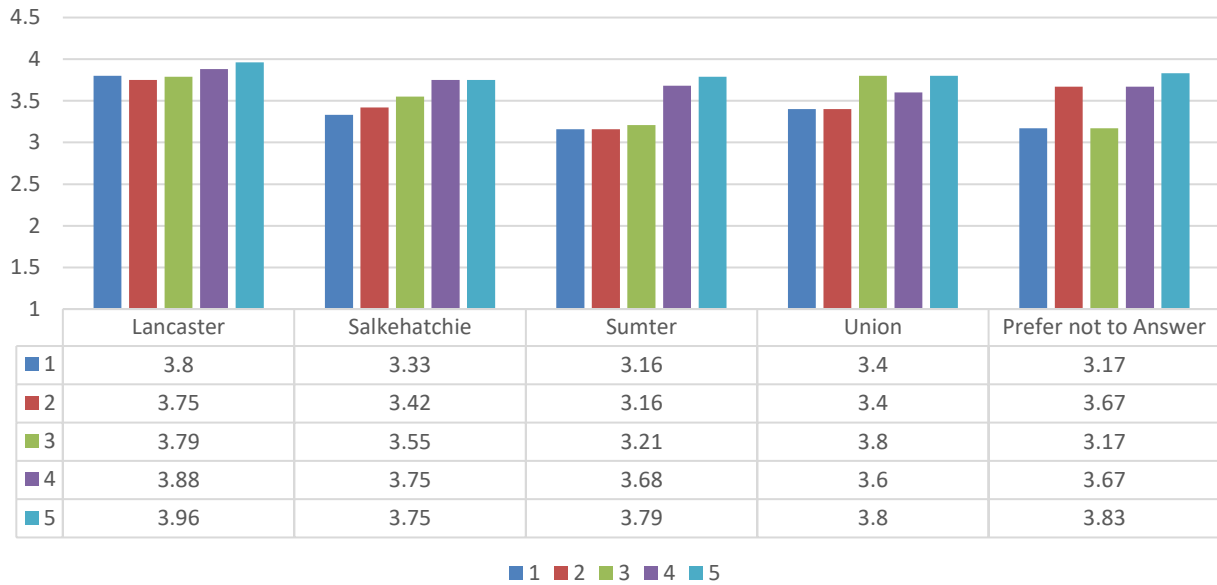


SECURITY: SEX AND CAMPUS COMPARISONS

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



Overall Satisfaction Levels: Security Campus Comparison



FACULTY COMMENTS:

Please elaborate on any issues or concerns about security.

As an example, right now there is corona-virus (confirmed case in the next state) and there's been no discussion or word about campus efforts to keep people safe or healthy outside of an email that shares a link. In terms of job security: well, about half of our FTE are now dual-enrollment, and since FTE numbers seem to be more important than considering and acting on inclusivity and - we have no cohesive, broad, or engaging marketing campaigns outside of the products that benefit the Columbia campus (if we do and I don't know about them, that's part of the problem!) - it's just a matter of time before we are facing another RIF.

Fume hoods do not always function properly in the laboratories which is a problem in chemistry teaching and research.

I am tenure-track. As a result, job security cannot be part of my life at this time.

I wish there was more transparency about what types of security measures are being taken.

I'm assuming here that "job security" means "how safe do you feel while you are working at your job?" That said, we have two security guards that are routinely passive aggressive and lead me to question my safety when they are on duty. The active shooter training sessions

held on campus were also as much efforts to promote ill-founded NRA talking points as they were attempts to convey practical approaches for dealing with an active shooter--again, leading me to question how useful the information provided would be if such an incident actually took place. We do have good security personnel and the guard who frequently works during the day is quite personable and friendly. But, in my opinion, every member of the security team, full time and temporary, should be required to undergo diversity (and empathy) training on a regular basis. I also don't think they should be watching Fox News while they're on the job and university's dime. Not a good look...

I'm satisfied with my own job security, but for adjuncts, obviously, there isn't any. That's a recipe for horribly irresponsible teaching, and it's probably not a coincidence that over the last few years, many of the courses where students somehow net all A's have been taught by adjuncts.

One of the buildings on campus is isolated and feels like someone could be lurking in the shadows.

Our IT dept. needs more staff to keep up with the growing technology need.

Regarding 6.1, a single shooter could wipe out everyone on campus. Two shooters working together could wipe out everyone on campus and get away. Regarding 6.3, what qualifies as safety equipment? Regarding 6.5, this question does not belong in the category just because it has the word security in it and it diminishes the effectiveness of this portion of the survey.

Regarding safety (6.1), there are many concerns I have about the classrooms/buildings and making them less accessible when class is not in session.

Safety on campus seems nonexistent. We had an active shooter training session scheduled a few years ago, but it has been indefinitely postponed and never rescheduled. We have been lucky that the campus has not had an emergency because no one knows who to contact or what to do if one happened. As far as most people on campus know, there is no emergency plan. During the last school cancellation because of weather, the Carolina Alert did not work for most faculty.

Security and safety are mediocre. Staff need to do their jobs or be removed.

The new fence obscures sight of oncoming traffic and will cause an accident sooner or later

Unsafe campus.

We have no active law enforcement on campus and do not even enforce posted parking regulations. The escalating critical level of the post-tenure review process way beyond its original intent threatens the job security even of tenured full professors and creates an extremely negative and hostile work environment for these individuals.

What safety training? They started doing some CPR and Red Cross training on my campus, but that seems to have died off or have only been available to administrators and selected staff. There has been no other types of safety training on my campus.

Job security doesn't seem to be the same as campus security. I'm not worried about losing my job; I am more concerned about threats to our campus because there's no security (officers, etc.)

OTHER PEOPLE ON THE JOB: The committee asked eight questions pertaining to faculty satisfaction with coworkers, colleagues, and supervisor.

1. How satisfied are you with the 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 regarding your job responsibilities provided by your supervisors?
4. How satisfied are you that your input is valued by supervisors on matters of faculty welfare and faculty governance?
5. How satisfied are you with the feedback you get about your job from your supervisors?
6. How satisfied are you with the level of collegiality at your campus?
7. How satisfied are you with the level of university engagement among your co-workers?
8. How satisfied are you with your co-workers in general?

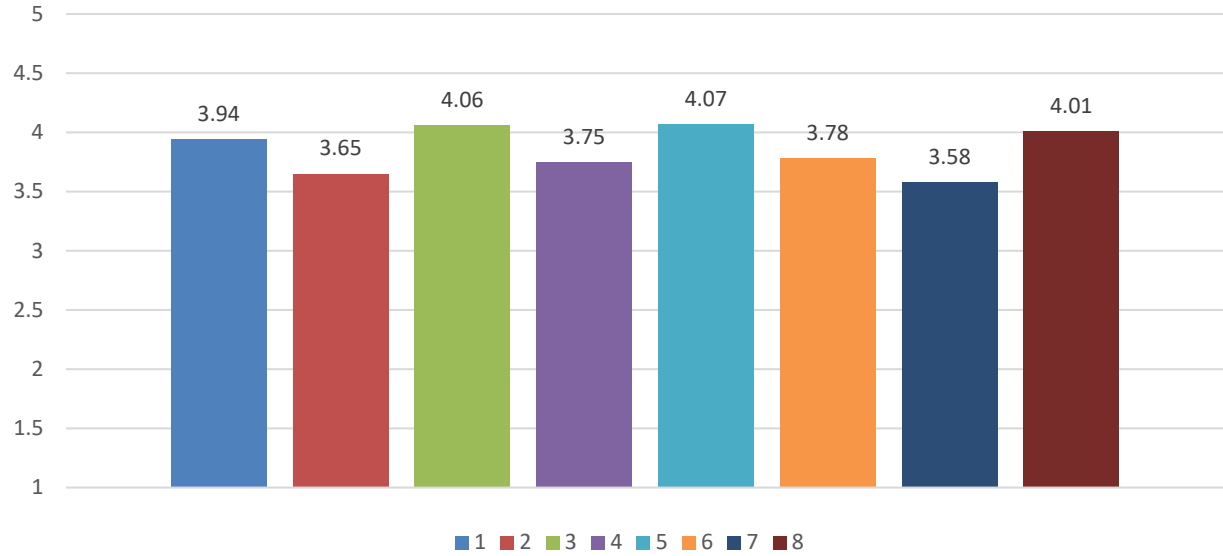
Results: Overall, faculty were most satisfied with feedback from supervisors and guidelines and directions about responsibilities provided by supervisors. Faculty were least satisfied with both the level of university engagement among colleagues and supervision from the regional Palmetto College level.

Males exhibited higher levels of satisfaction than females and those that chose not to disclose their sex. Males were most satisfied with feedback from their supervisors and least satisfied with the level of university engagement among their colleagues. Females were most satisfied with their co-workers in general and least satisfied with supervision from the regional Palmetto College level. Those that chose not to disclose their sex were most satisfied with directions and guidelines from supervisors and least satisfied with the level of engagement among colleagues and how their input is valued by supervisors on matters of faculty welfare and governance.

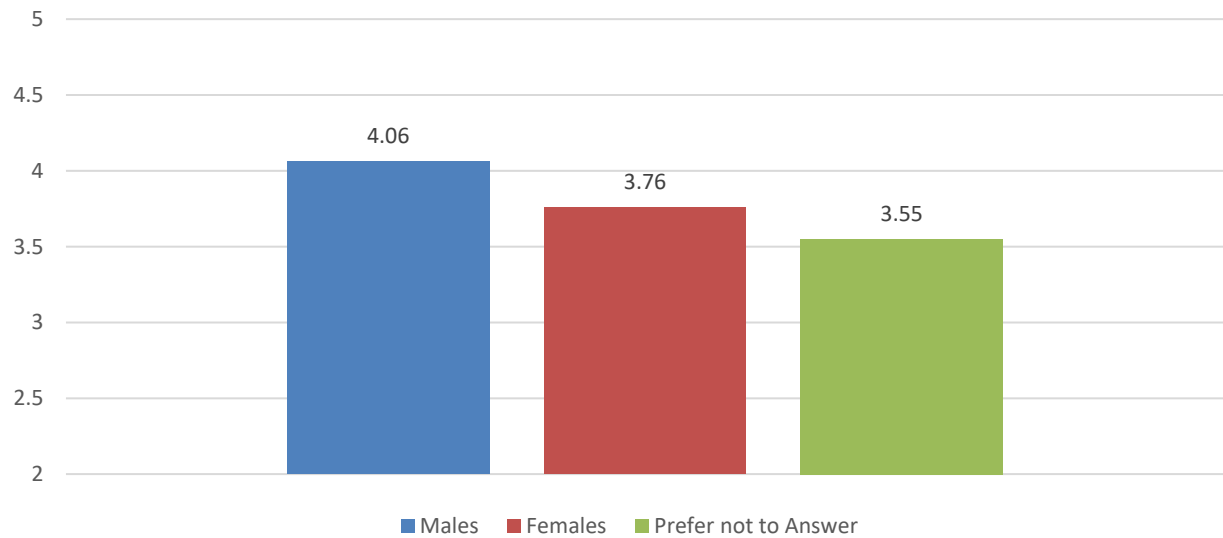
USC Union had the highest levels of satisfaction, while those that chose not to disclose their campus affiliation had the lowest levels of satisfaction. USC Lancaster, USC Sumter, USC Union, and those that chose not to disclose their campus affiliation were most satisfied with their co-workers in general. USC Salkehatchie was most satisfied with the guidelines and directions provided by supervisors. USC Lancaster was least satisfied with the value of their input to supervisors on matters of faculty welfare and governance, while USC Salkehatchie and those that chose not to disclose their campus affiliation were least satisfied with the level of university engagement among co-workers. USC Sumter was least satisfied with supervision from the regional Palmetto College level, while USC Union was least satisfied with supervision from the regional Palmetto College level, input valued by supervisors regarding faculty welfare and governance, and the level of university engagement among co-workers.

Data: The graphs below show data for Overall Satisfaction Levels per Question, Overall Satisfaction Levels: Sex, Overall Satisfaction Levels: Campus Comparison, Overall Satisfaction Levels by Question, Overall Satisfaction Levels by Question: Sex, and Overall Satisfaction Levels by Question: Campus Comparison. These graphs are followed by faculty comments.

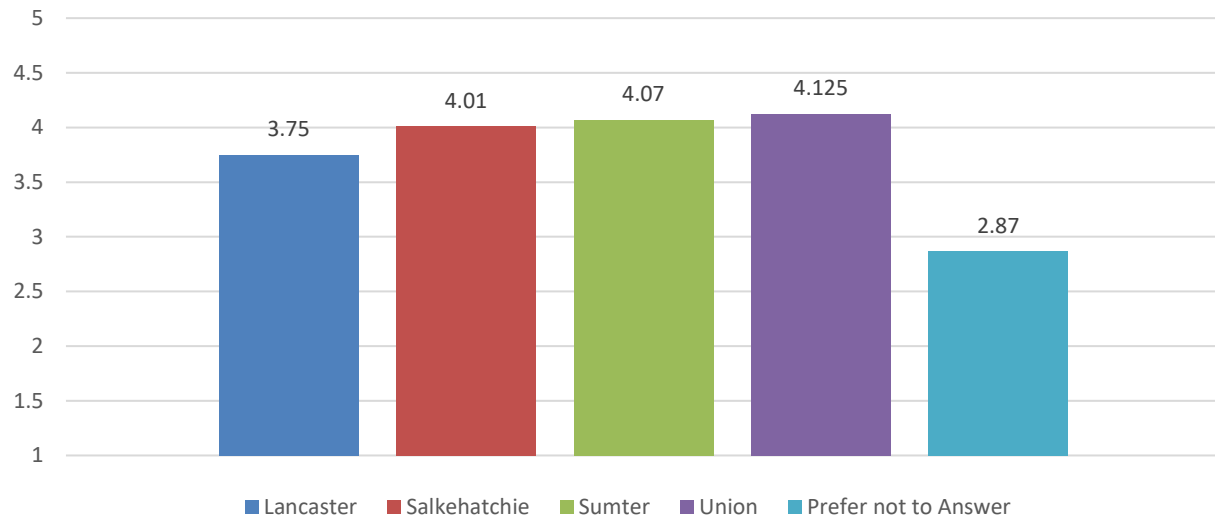
Overall Satisfaction Levels: Other People on the Job



Overall Satisfaction Levels: Other People on the Job Sex

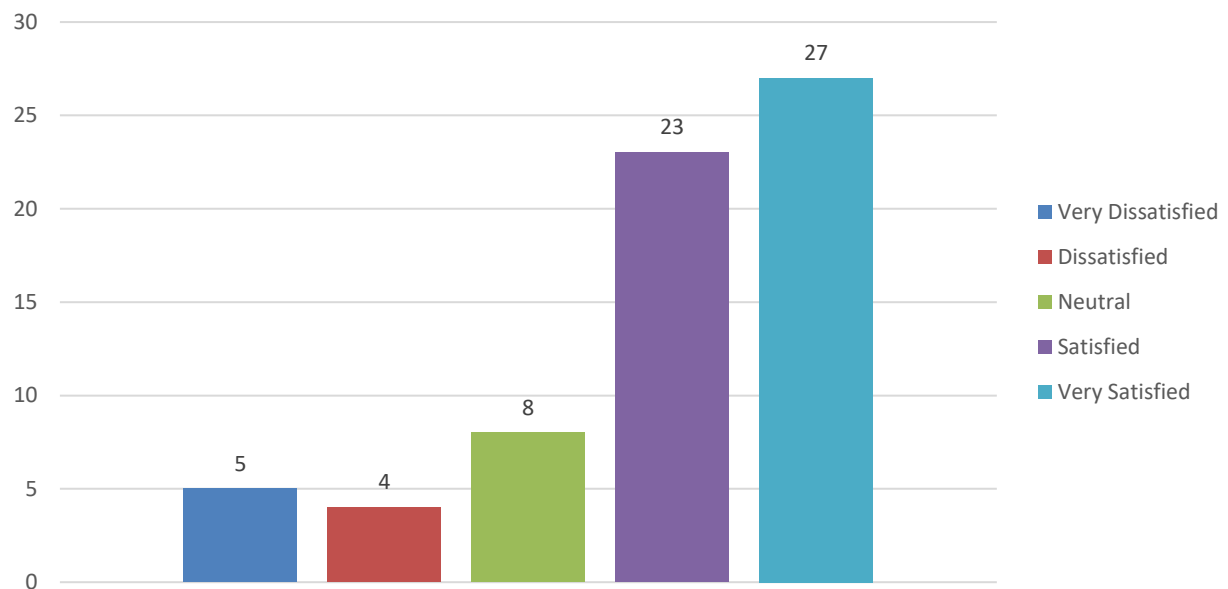


Overall Satisfaction Levels: Other People on the Job Campus Comparison

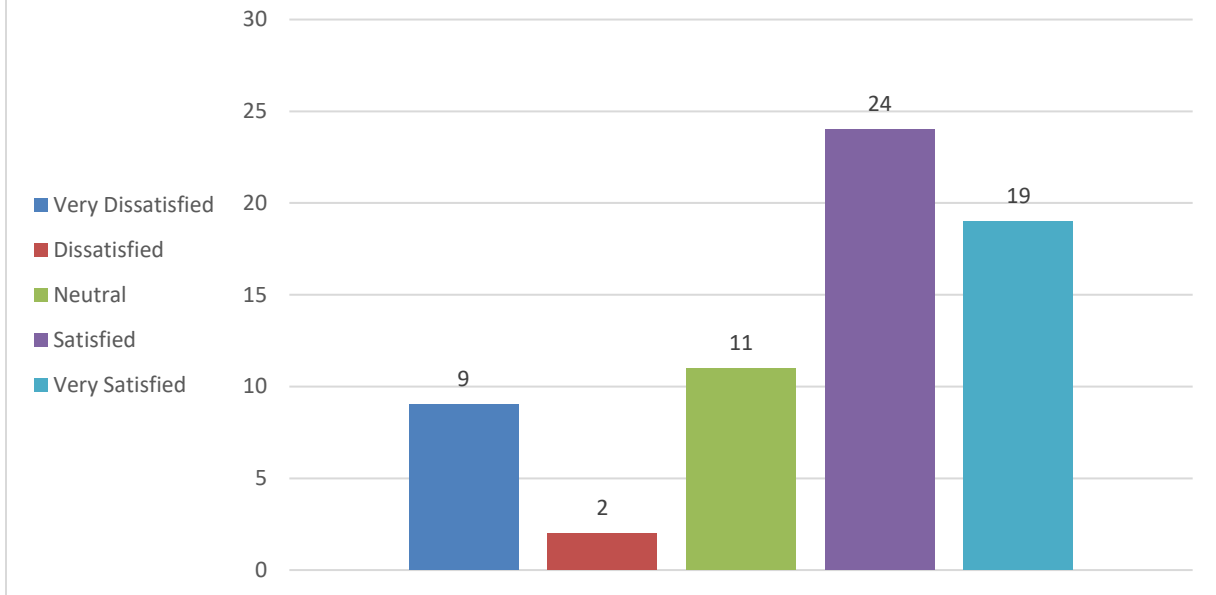


OVERALL SATISFACTION LEVELS BY QUESTION

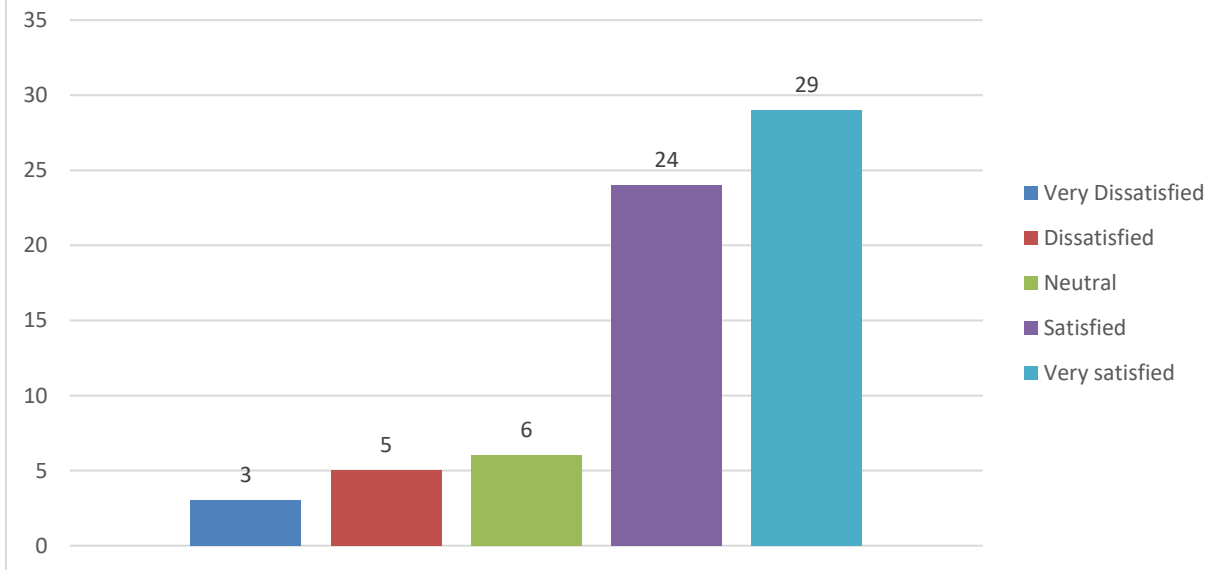
How satisfied are you with the supervision at your local campus?



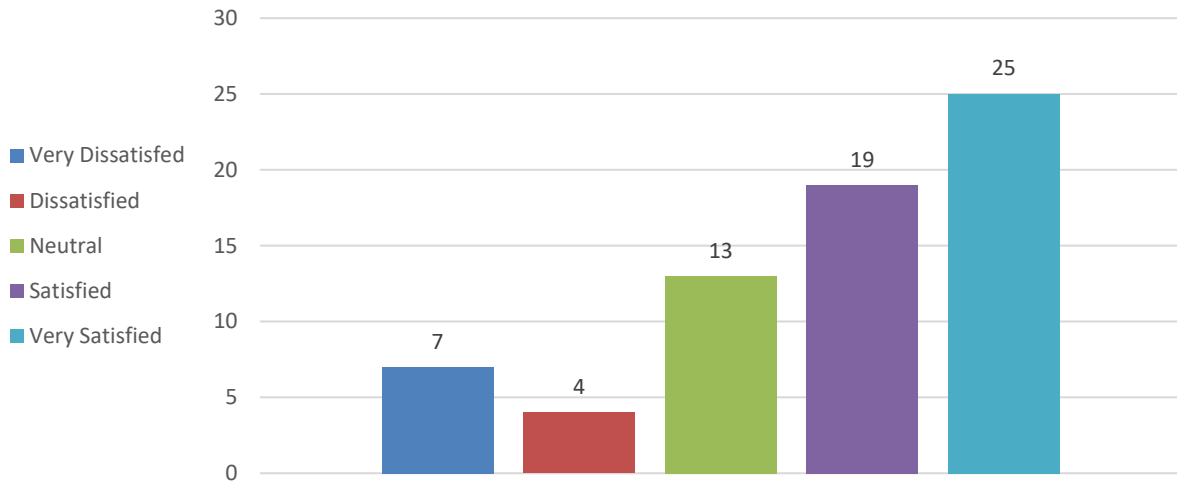
How satisfied are you with your supervision at the regional Palmetto College level?



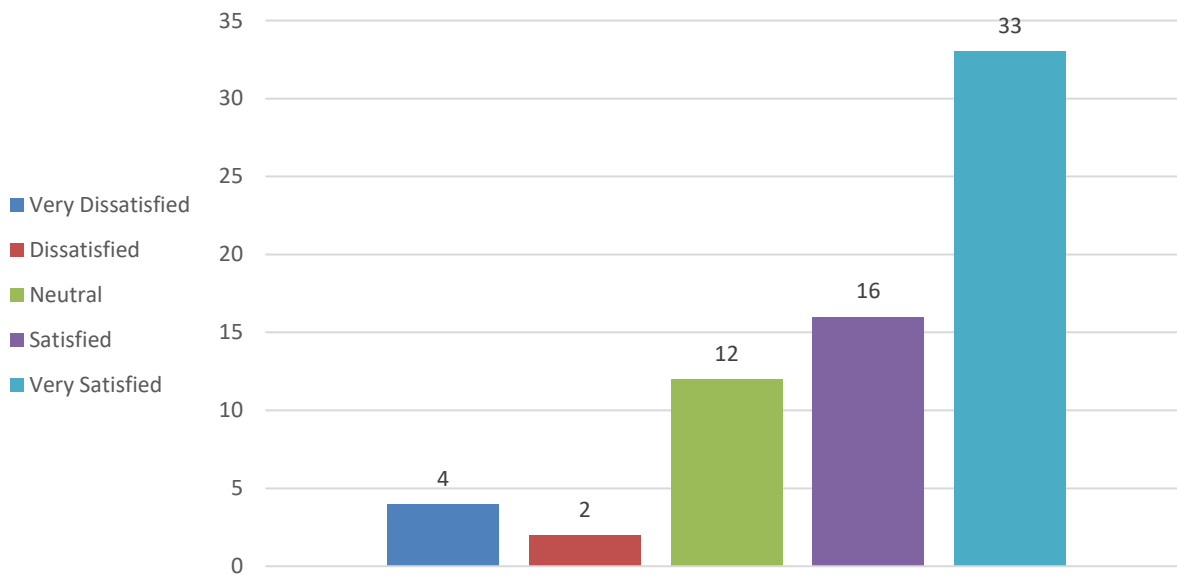
How satisfied are you with the guidelines and directions regarding your job responsibilities provided by your supervisors?



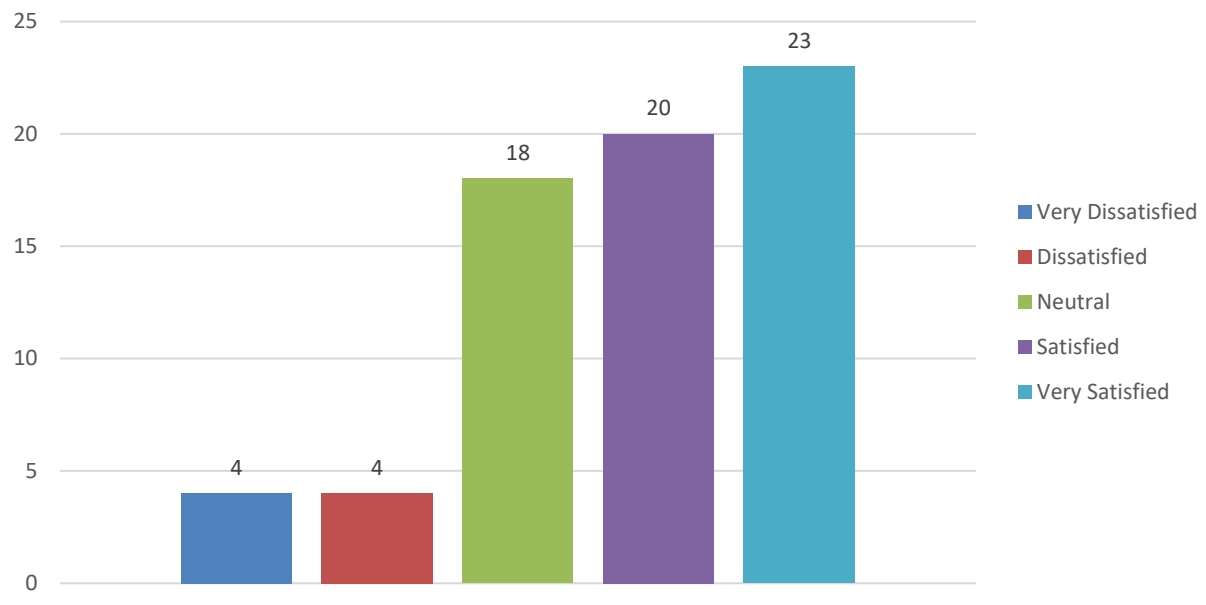
How satisfied are you that your input is valued by supervisors on matters of faculty welfare and faculty governance?



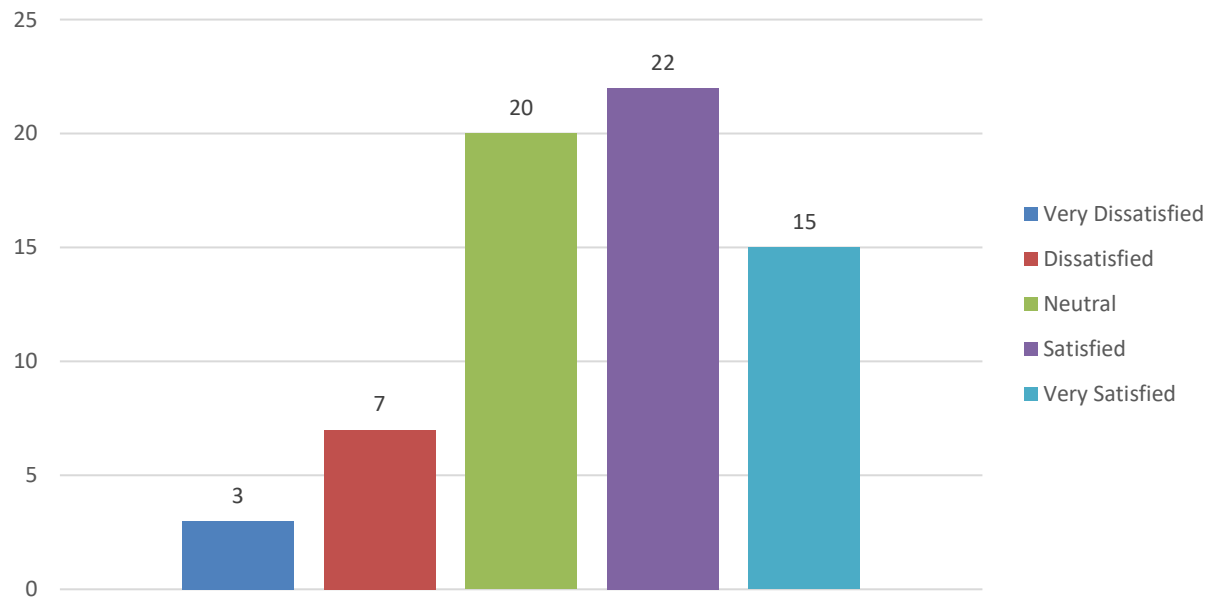
How satisfied are you with the feedback you get about your job from your supervisors?

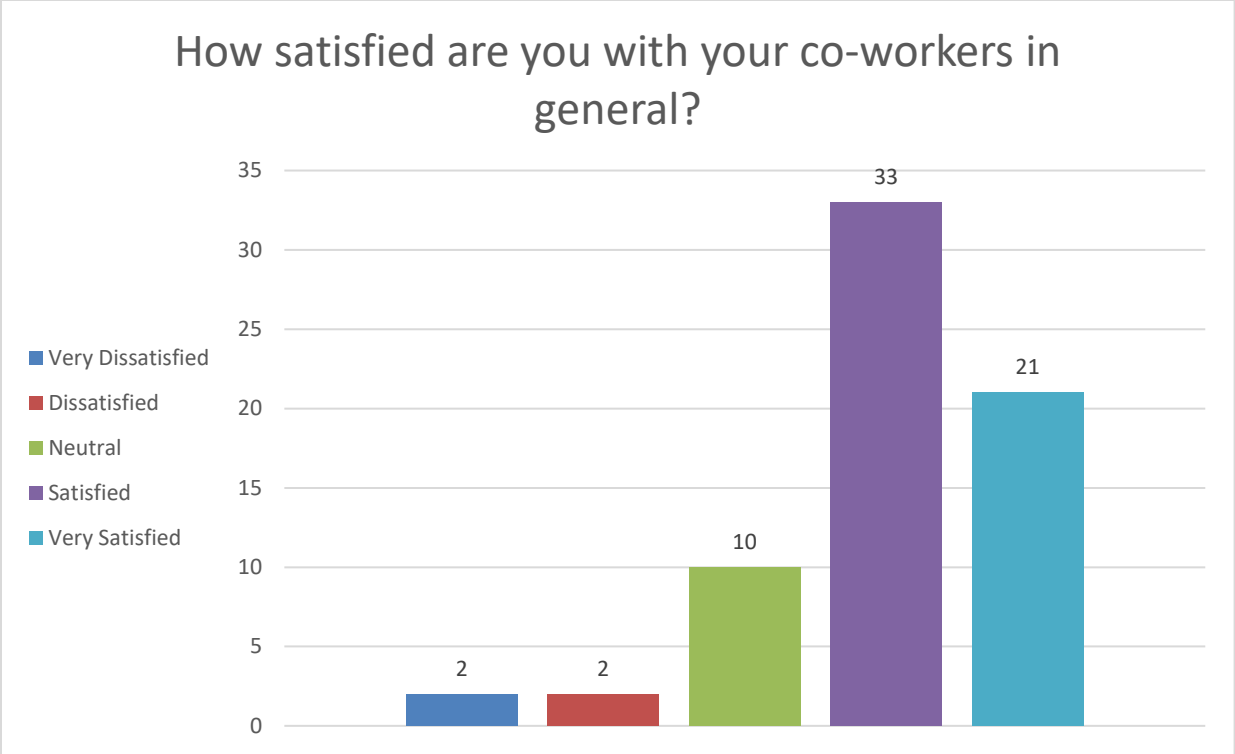


How satisfied are you with the level of collegiality at your campus?



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

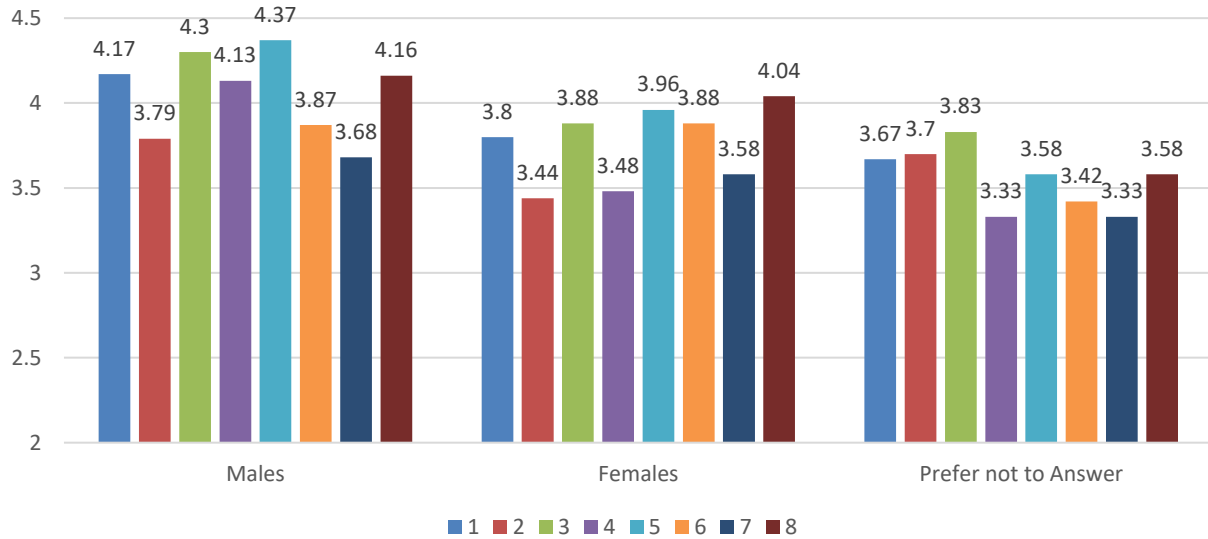




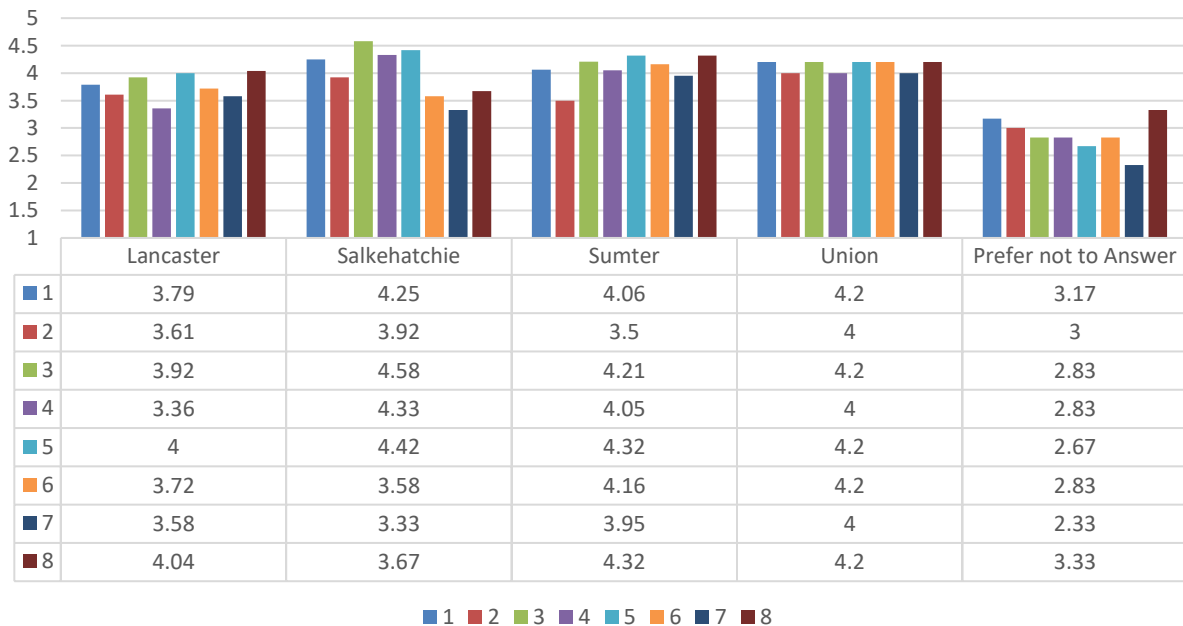
OTHER PEOPLE ON THE JOB: SEX AND CAMPUS COMPARISONS

1. How satisfied are you with the 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 regarding your job responsibilities provided by your supervisors?
4. How satisfied are you that your input is valued by supervisors on matters of faculty welfare and faculty governance?
5. How satisfied are you with the feedback you get about your job from your supervisors?
6. How satisfied are you with the level of collegiality at your campus?
7. How satisfied are you with the level of university engagement among your co-workers?
8. How satisfied are you with your co-workers in general?

Overall Satisfaction Levels: Other People on the Job Sex



Overall Satisfaction Levels: Other People on the Job Campus Comparison



FACULTY COMMENTS:

Please elaborate on any issues or concerns regarding co-workers.

7.1 & 7.2 Not exactly sure what is meant by supervision.

A dull, uninspiring workplace, staffed by a dull, uninspiring faculty.

As far as supervision on my local campus, I do appreciate and admire my Division Chair who is always available to meet and discuss any questions or issues faculty might have. However, the chain of command on our campus precludes a lot of interaction with the Dean so I cannot comment much on that. The dean does attend and participate in most of the Faculty Organization meetings which is good.

I wish more faculty were engaged with local campus events and within the Palmetto College system. A lot of faculty live far away from campus and so are not around much to establish a strong sense of collegiality.

Junior faculty on my campus are taking on leadership roles and extra service work because Associate and Full Professors are not willing to do so for whatever reason. This does not build strong collegiality. I do have several colleagues whom are awesome people that I love to work with and I am grateful for that.

Communication AT ALL LEVELS needs to be improved.

I think there could a greater degree of cooperation between the STEM fields and the non-STEM fields (humanities) as this makes for the ability to educate a more well-rounded student populace.

I'm not really sure what "level of university engagement" means. I think some of my colleagues just come to campus, teach, and leave, which doesn't promote community or collegiality.

In honesty, I enjoy the company of many of my co-workers but most are decidedly better in social situations than professional ones. Too many of our policies and practices, committees and enterprises, approach education from an antiquated perspective that discourages students and faculty alike from engaging in intrinsically meaningful endeavors. As faculty, we tend to be more committed to promotions and pay raises (which we need) than to providing meaningful educational experiences and using our knowledge to make substantive contributions to our local community. Too often, we take a strange pride in committing ourselves to laborious endeavors that have little benefit beyond appearing on an annual faculty information form. I do not mean to suggest we are incapable of substantive work--and it does happen here in very meaningful ways--but the system of incentives and disincentives shaping the university work environment routinely discourages it. And the faculty (perhaps unaware) seem strangely comfortable in their own complicity. I feel like we could be making our own lives so much easier....

Most everyone gets along well. It seems as if some people from one subject area are trying to run the show and control what everyone else does. They have received preferential treatment in regards to class size.

Most of my coworkers are lovely people whose presence I value deeply. When they're bad, though--overtly rude to their coworkers or refusing to communicate or attend to their basic responsibilities--nothing ever seems to change. For instance, our HR person can be nightmarishly hostile to just about everyone on campus, and I imagine that will be the case for decades to come.

My supervisors maintain an open door for me. I have discussed a variety of issues with them, but I am not really certain that my thoughts and opinions are particularly valued.

No one formally supervises my daily or long-term work. If I don't contact those who are in formal leadership on my campus about any concerns or issues, no one comes to my area to ask or check in. These same formal leaders, who know there is a persistent leadership vacancy in my area, do not offer any sort of leadership or guidance in daily or long-term concerns and issues and development of my area, even if I ask. They don't even bother to come in to just say hello. My input and my contributions are not valued by my administration, even though my area has been successful at student engagement and retention.

In terms of collegiality, in my area proper, I am very satisfied; I **have** noted that faculty members do not seem to support or recognize their colleagues scholarship efforts. Also, as from last year, it would be useful to consider that for Black, Indigenous, and People of Color, "collegiality" is often weaponized and conflated with "congeniality," so, in the predominantly Caucasian field of higher education, colleagues often decide that if folks are not "friendly" or engage in "friend" behaviors (hanging out, drinking, etc.) that means they are not competent. This is a problem on campus and it can affect folks' mental health. It also affects whatever Equity, Diversity, and Inclusion (EDI) efforts are happening on campus (by the way, there are none).

There are one or two toxic individuals on campus who are becoming more difficult for the administration to deal with because their bad behavior has been enabled for years. With one situation in particular, the dean should be taking that faculty member's supervision on himself and relieve the division chair of this incredibly time-consuming burden. Aside from a couple of people, though, the collegiality is strong. I don't see much communication with Palmetto College administration to the local campus faculty, and they don't seem interested in addressing ongoing problems on this campus.

There seems to be a great degree of polarity and in some cases overt hostility between members the two major Divisions on campus. This affects some faculty members much more than others, especially those who have a predisposition to perceive associations among small groups of faculty as conspiratorial threats. To some extent this view is a self-fulfilling prophecy, yet there seems to be somewhat of a valid basis for it in light of campus dynamics.

BULLYING, HARASSMENT, AND DISCRIMINATION: The Committee asked ten questions pertaining to faculty experiences with bullying, harassment, and/or discrimination.

1. Have you been a victim of bullying?
2. If you have been a victim of bullying or harassment, did you report it to any of your colleagues or supervisors?
3. Have you ever witnessed bullying at your institution?
4. If you did witness bullying at your institution, did you report it to your supervisors?
5. During the 2019 calendar year, did you face discrimination on the basis of any of the following personal characteristics: age, race, color, sex, gender, religion, national origin, genetics, veterans' status, disability status, and/or sexual orientation?
6. Please identify any personal characteristics for which you personally faced discrimination or harassment. Select all that apply.
7. If you personally faced harassment or discrimination, did you report it?
8. In the 2019 calendar year, did you witness discrimination on the basis or any of the following personal characteristics: age, race, color, sex, gender, religion, national origin, genetics, veterans' status, disability status, and/or sexual orientation?
9. Please identify any personal characteristics in which you witnessed discrimination. Select all that apply.
10. If you witnessed harassment and/or discrimination, did you report it?

Results: 24.6% of respondents reported that they had been the victim of bullying. 29% of those that reported being bullied reported the bullying to a superior. 39% of respondents reported witnessing bullying while only 35% of those reported what they witnessed to a superior. 16% of respondents reported being discriminated against due to either age, race, sex, gender, religion, disability status, or sexual orientation. Only 5% of those that reported experiencing discrimination reported it to a superior. 22% of survey respondents witnessed discrimination based on either age, race, sex, gender, religion, national origins, disability status, or sexual orientation. Of these, only 14% reported the discrimination they witnessed to a superior.

19% of male respondents reported being a victim of bullying and 27% of those reported the bullying to a superior. 28% of female respondents reported being a victim of bullying and 29% of those reported the bullying to a superior. Of those that chose not to disclose sex, 33% of those respondents reported being the victim of bullying, with 33% of those reporting the incident to a superior. 32% of male and 45 % of female respondents reported witnessing bullying, while 33% of male and 40% of female respondents reported the bullying they witnessed to a superior. 36% of those respondents that chose not to disclose sex reported witnessing bullying, while only 30% of these reported the bullying to a superior. 6% of male respondents reported experiencing discrimination on the basis of either age, race, religion, or sexual orientation and 0% of them reported the discrimination to a superior. 28% of female respondents reported experiencing discrimination based on either race, sex, gender, religion, or disability status and only 13% of these reported the discrimination to a superior. 18% of respondents that chose not to disclose sex reported discrimination based on either age, sex, gender, or sexual orientation, but 0% of them reported the discrimination to a superior. 19% of male respondents, 26% of female respondents, and 20% of respondents that chose not to disclose their sex reported witnessing discrimination based on either age, race, sex, gender, religion, national origin,

disability status, or sexual orientation. 13 % of male respondents, 7% of female respondents, and 25% of respondents that chose not to disclose their sex reported the discrimination they witnessed to a superior.

20% of USC Lancaster respondents reported being the victim of bullying, while only 29% of them reported the bullying to a superior. 30% of Lancaster respondents witnessed bullying and 36% of those who witnessed bullying reported it to a superior. 12% reported facing discrimination based on race, sex, gender, or disability status. 0% reported the discrimination to a superior. 18% reported witnessing discrimination based on age, race, sex, gender, religion, national origins, or disability status. Only 22% who witnessed discrimination reported it to a superior.

25% of USC Salkehatchie faculty respondents reported being the victim of bullying, while only 13% reported the bullying to a superior. 33% witnessed bullying and 22% of those reported the bullying they witnessed to a superior. 8% reported facing discrimination based on age, sex, and religion and 0% reported the discrimination to a superior. 27% witnessed discrimination based on race, sex, or religion while only 22% of those reported the discrimination to a superior.

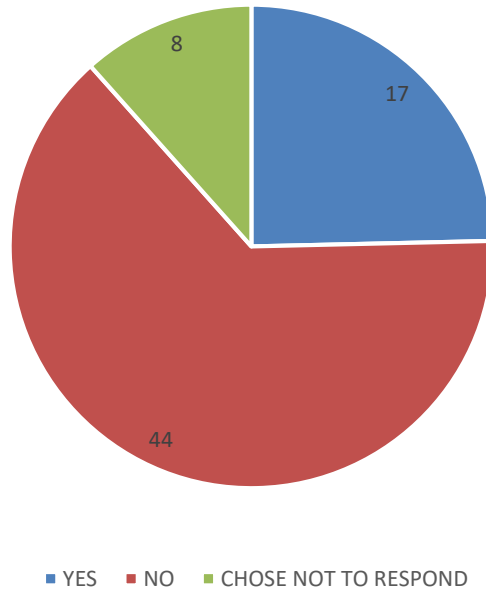
32% of USC Sumter faculty respondents reported being the victim of bullying, while 43% of those reported the bullying to a superior. 47% reported witnessing bullying and 50% of those reported the bullying to a superior. 16% of faculty respondents reported facing discrimination based on race, sex, gender, or sexual orientation, but 0% reported discrimination to a superior. 21% witnessed discrimination based on age, race, sex, gender, national origins, or sexual orientation, but only 8% reported the discrimination to a superior.

20% of USC Union faculty respondents reported being the victim of bullying and 20% reported the bullying to a superior. 40% of respondents reported witnessing bullying, while 0% reported the bullying they witnessed to a superior. 40% of respondents reported facing discrimination based on sex or religion and 40% of those facing discrimination reported it to a superior. 40% of respondents witnessed discrimination based on age, race, and sex, but 0% reported the discrimination they witnessed to a superior.

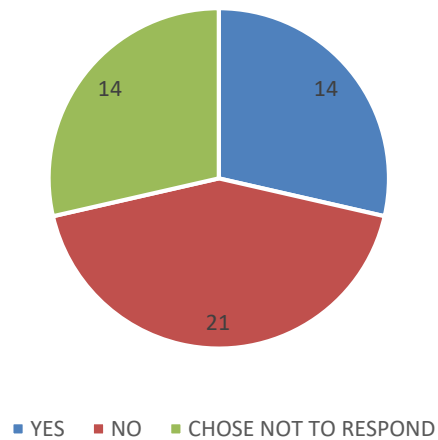
33% of those faculty that chose not to disclose their campus affiliation reported being the victim of bullying and 33% of them reported it to a superior. 50% of these respondents reported witnessing bullying and 50% of the respondents that witnessed bullying reported it to a superior. 43% reported facing discrimination on the basis of age, sex, or gender while 0% reported the discrimination to a superior. 16% of these respondents witnessed discrimination based on age, while 20% reported discrimination to a superior.

OVERALL RESPONSES

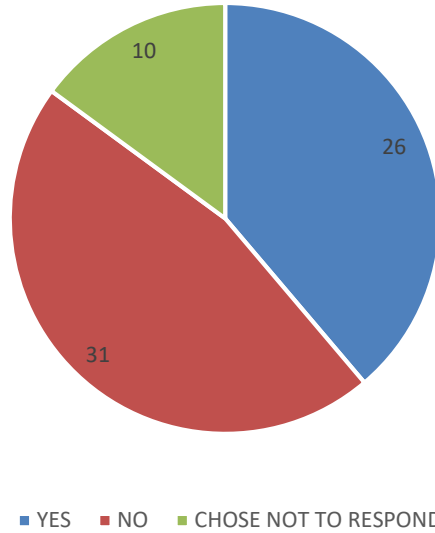
Have you been a victim of bullying?



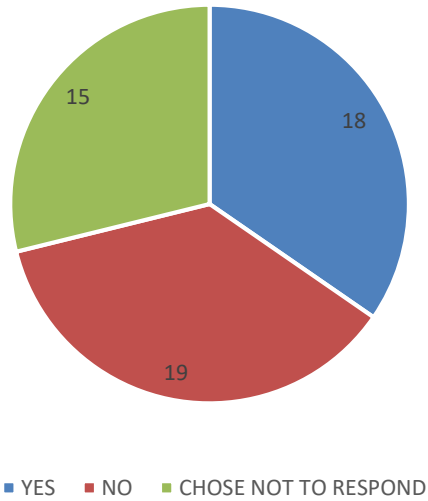
If you have been a victim of bullying or harassment, did you report it to any of your colleagues or supervisors?



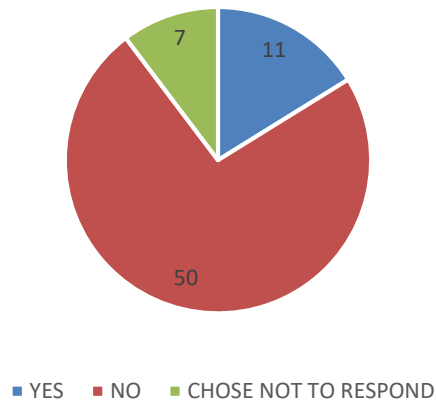
Have you ever witnessed bullying at your institution?



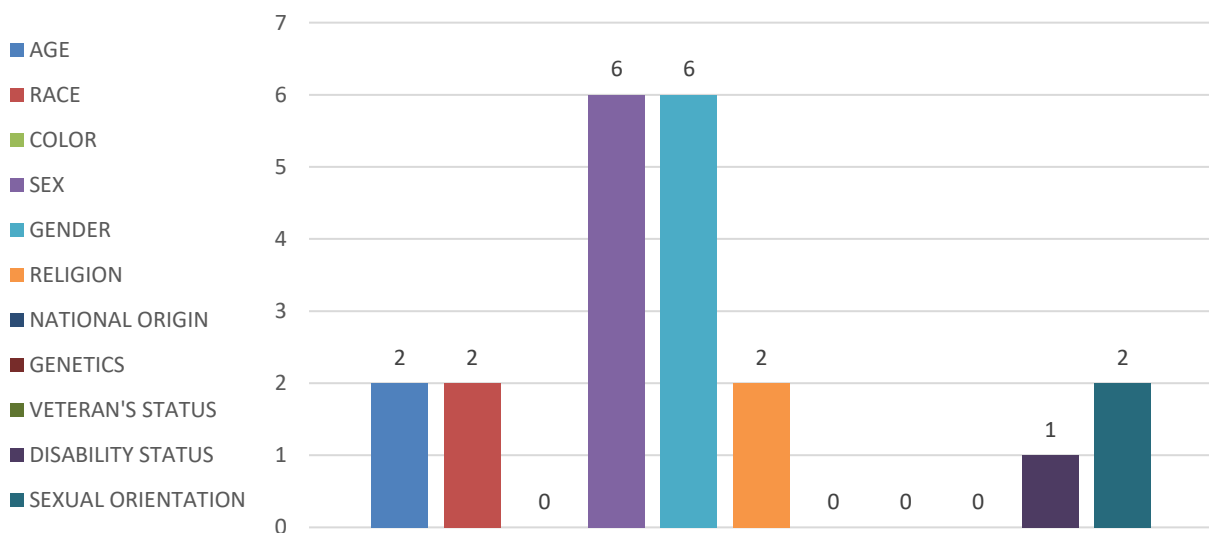
If you did witness bullying at your institution, did you report it to your supervisors?



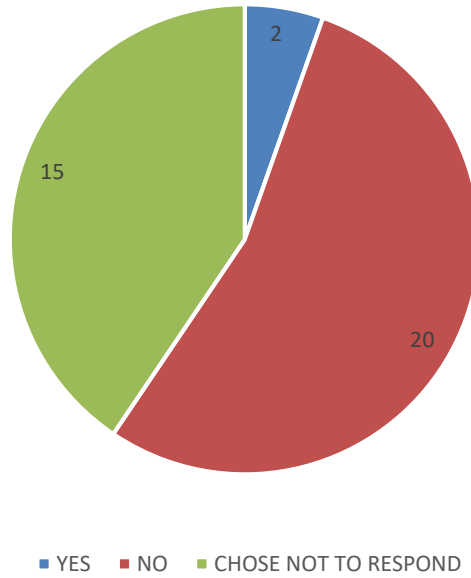
During the 2019 calendar year, did you face discrimination on the basis of any of the following personal characteristics: age, race, color, sex, gender, religion, national origin, genetics, veterans' status, disability status, and/or sexual orientation?



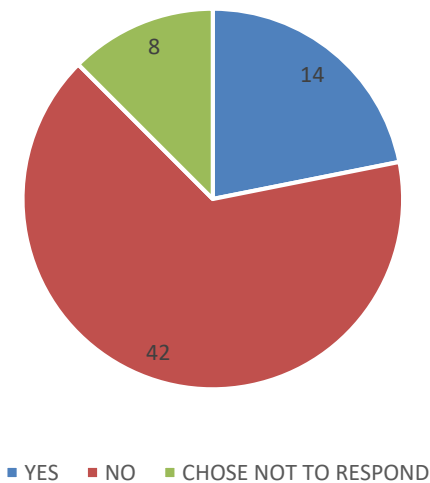
Please identify any personal characteristics for which you personally faced discrimination or harassment. Select all that apply.



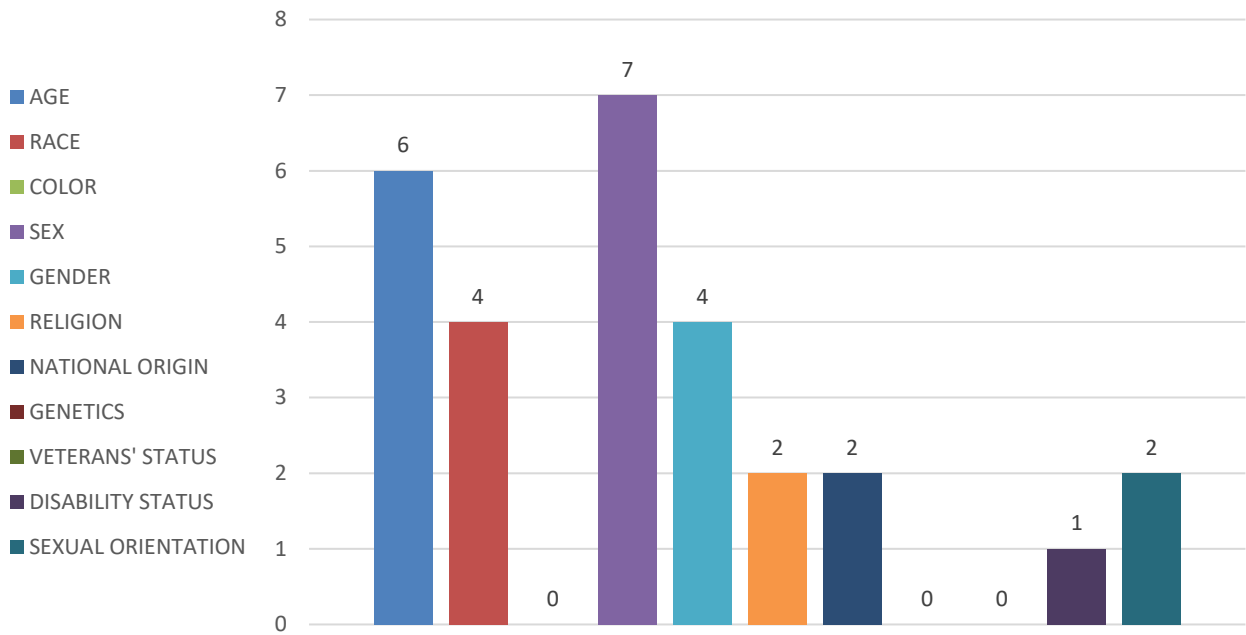
If you personally faced harassment or discrimination, did you report it?



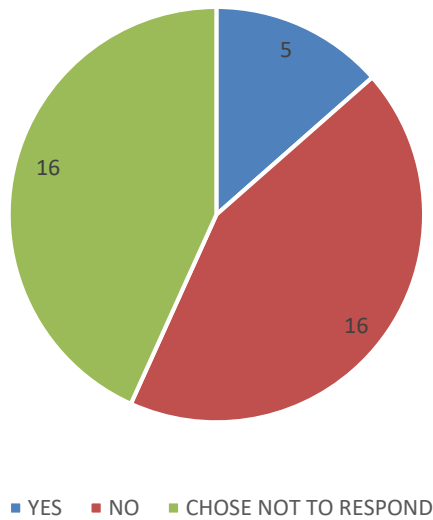
In the 2019 calendar year, did you witness discrimination on the basis or any of the following personal characteristics: age, race, color, sex, gender, religion, national origin, genetics, veterans' status, disability status, and/or sexual orientation?



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

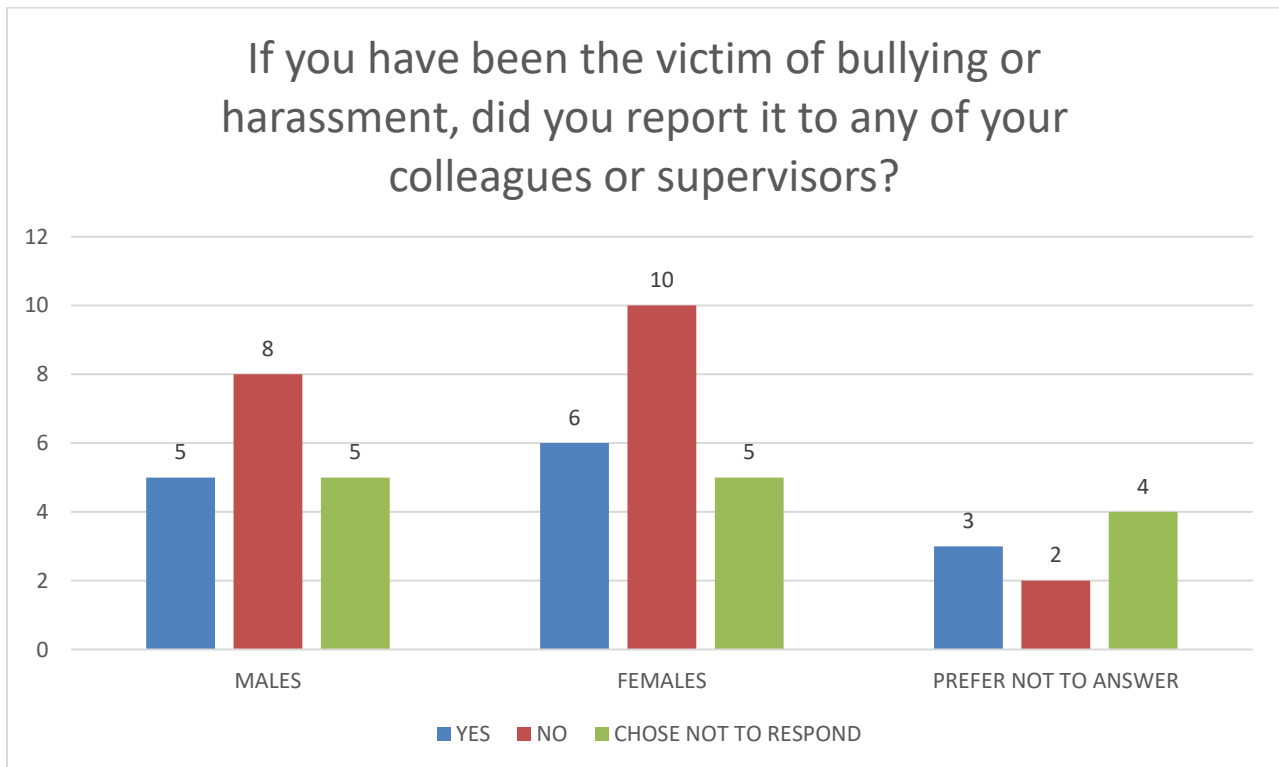
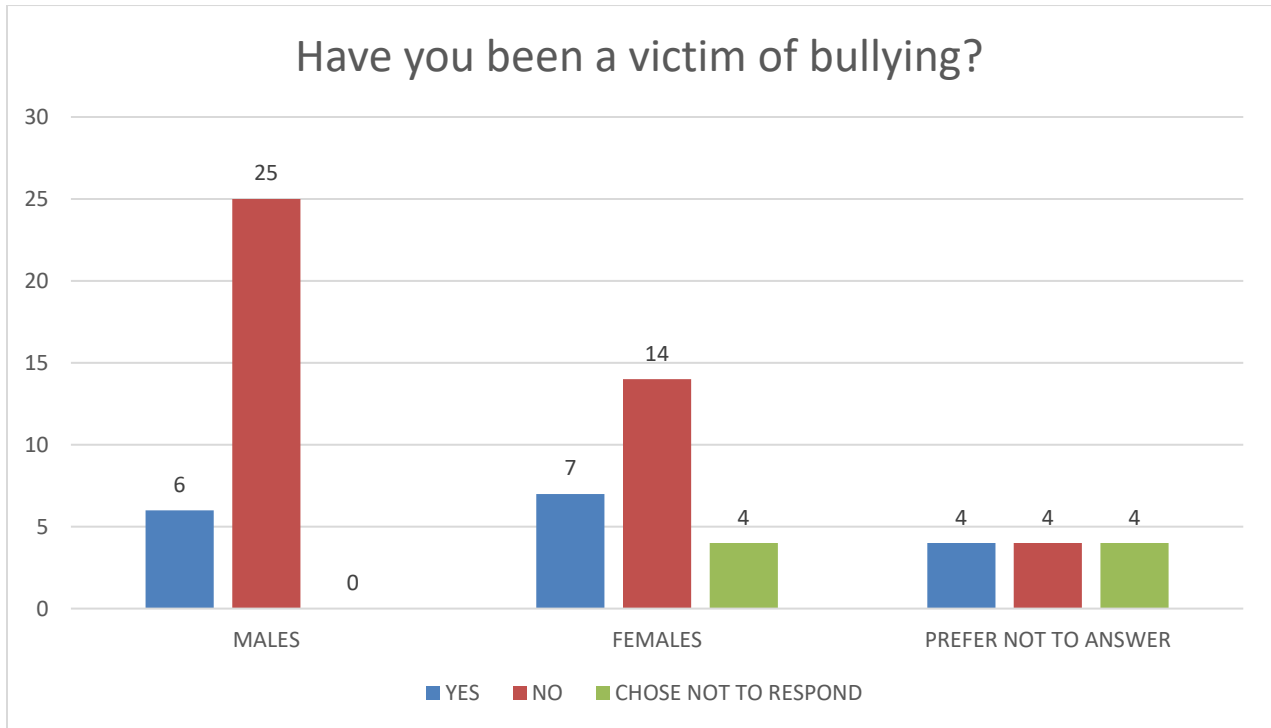


If you witnessed harassment and/or discrimination, did you report it?

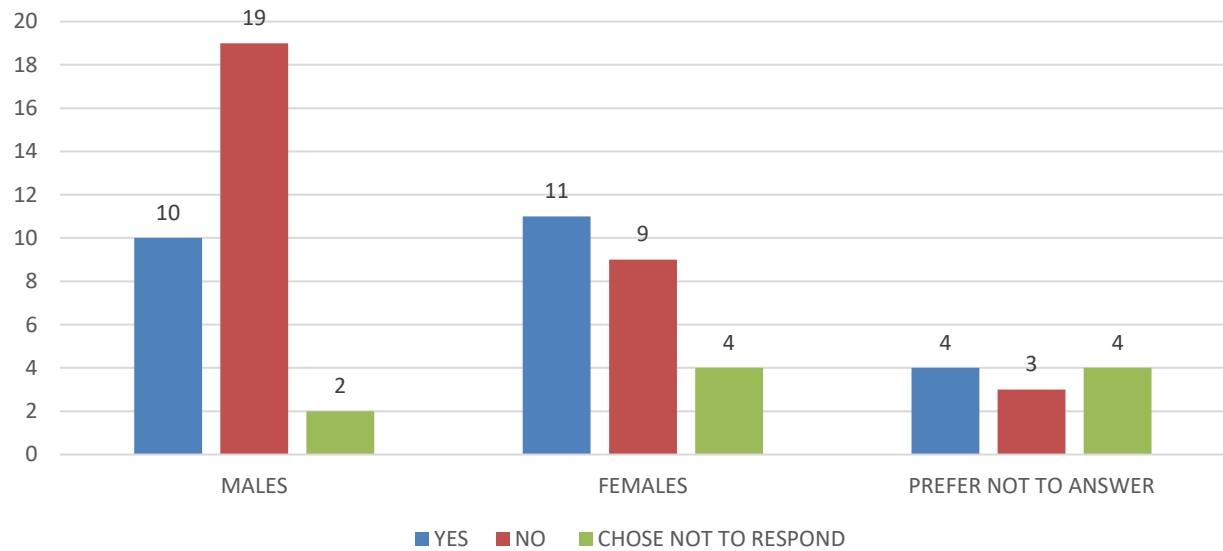


BULLYING, HARASSMENT, AND DISCRIMINATION: SEX AND CAMPUS COMPARISON

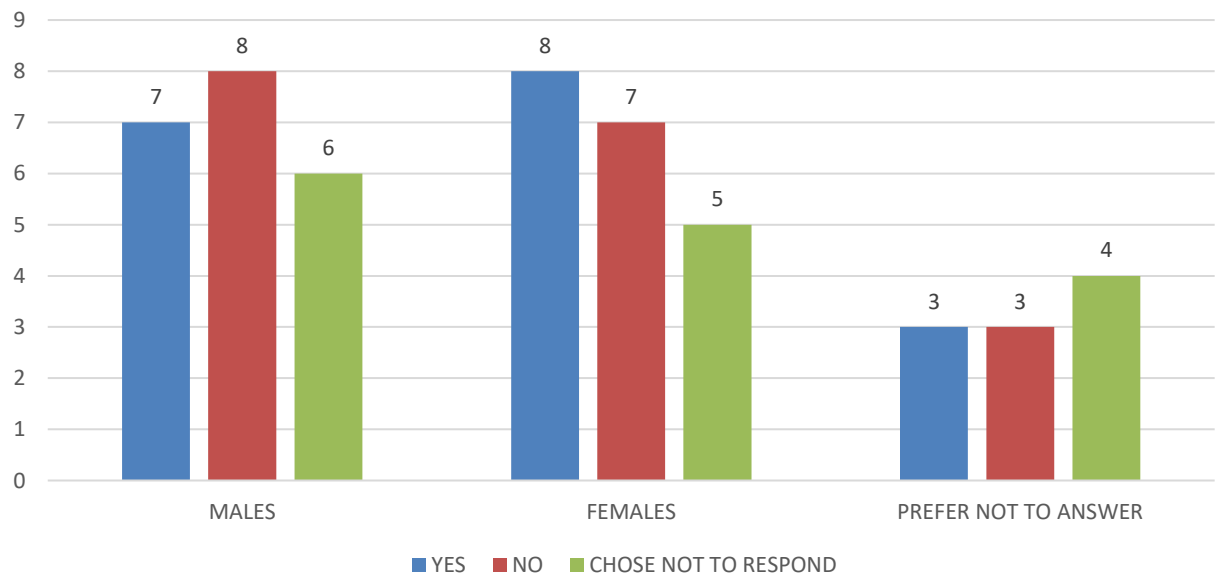
SEX COMPARISON



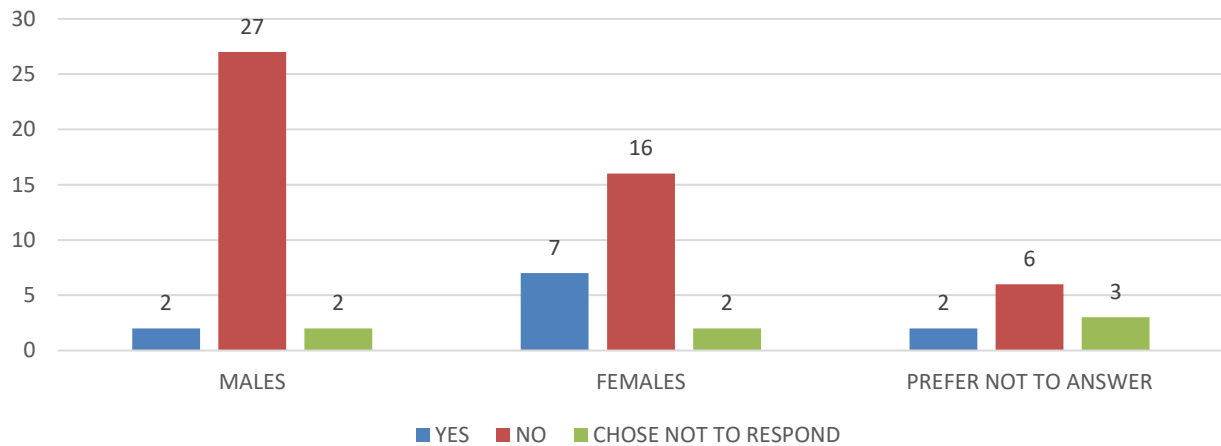
Have you ever witnessed bullying at your institution?



If you did witness bullying at your institution, did you report it to your supervisors?

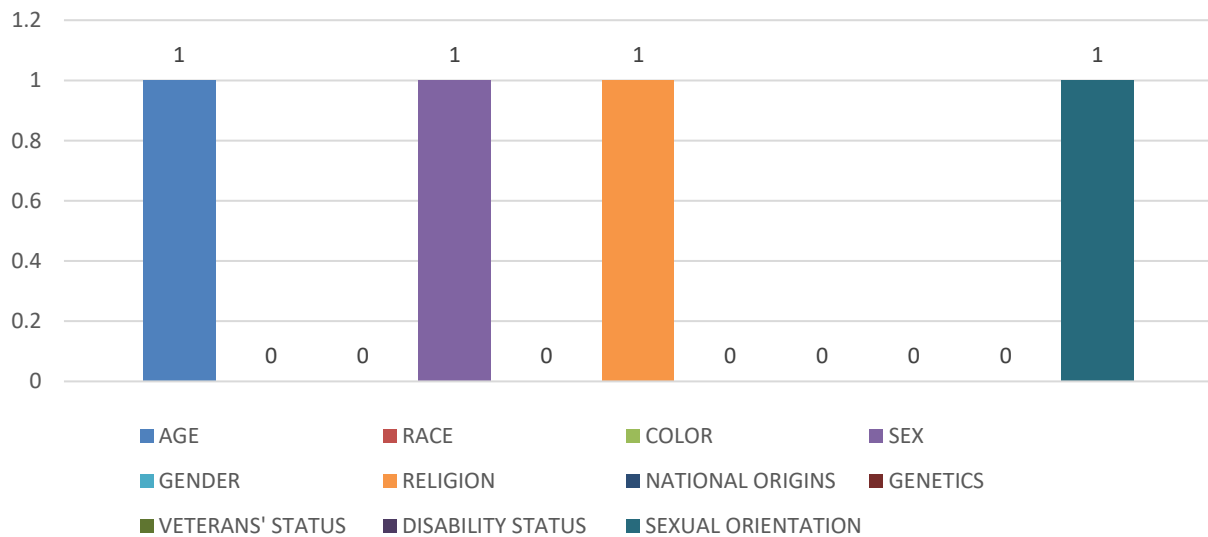


During the 2019 calendar year, did you face discrimination on the basis of any of the following personal characteristics: age, race, color, sex, gender, religion, national origin, genetics, veterans' status, disability status, and/or sexual orientation?



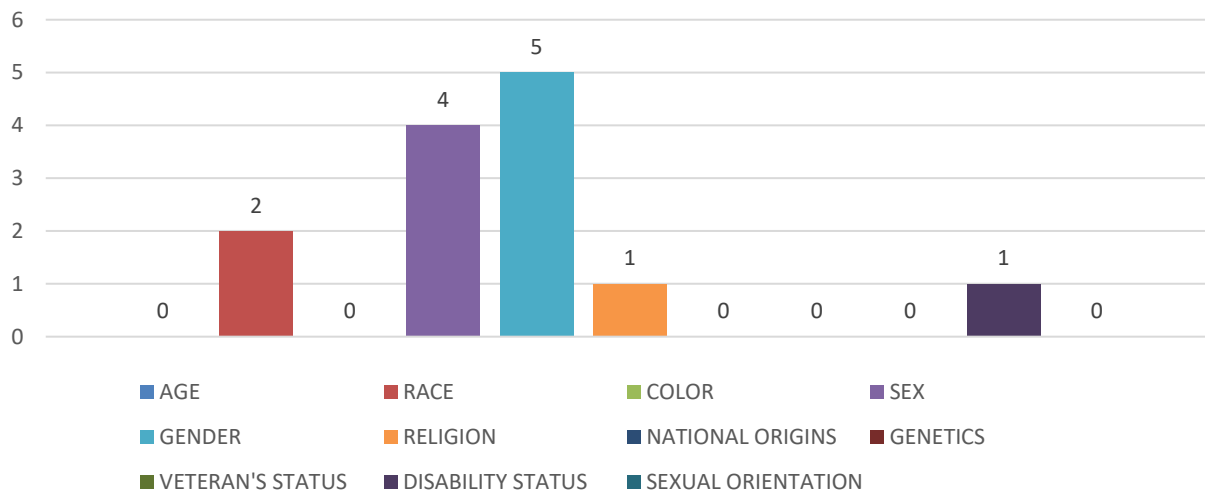
Please identify any personal characteristics for which you personally faced discrimination or harassment. Select all that apply.

MALES



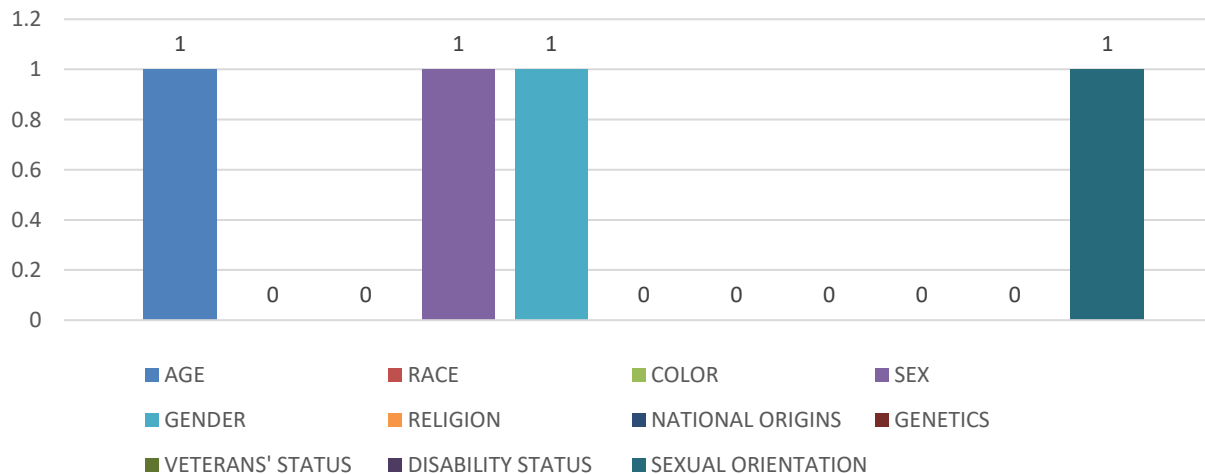
Please identify any personal characteristics for which you personally faced discrimination or harassment. Select all that apply.

FEMALES

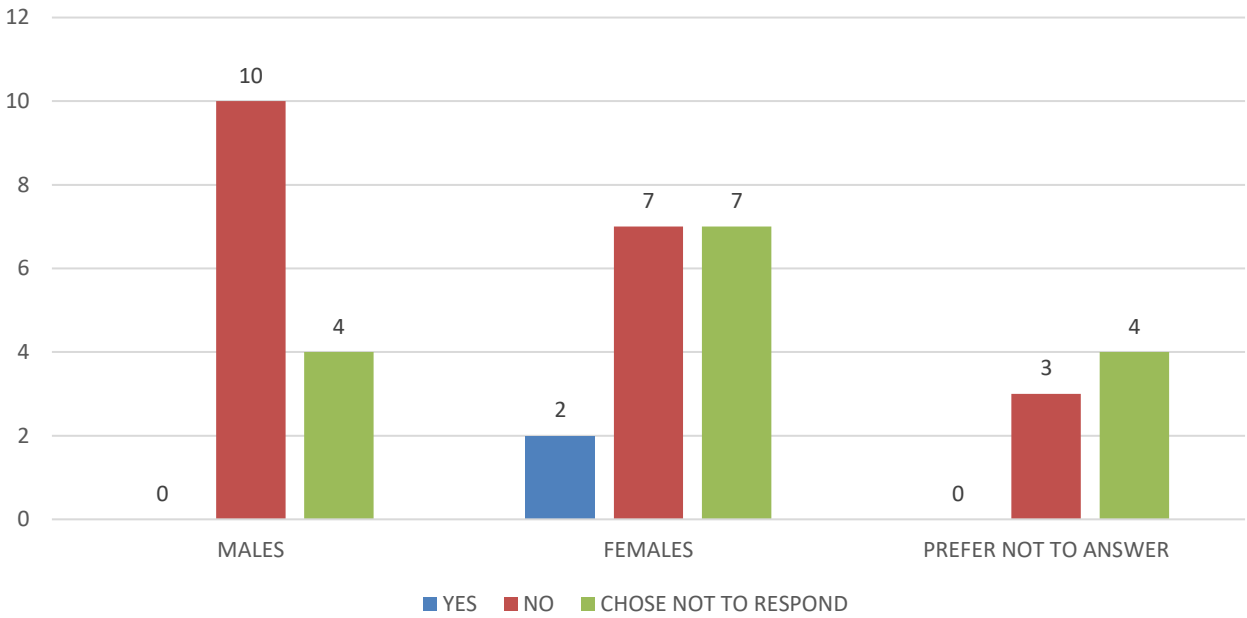


Please identify any personal characteristics for which you personally faced discrimination or harassment. Select all that apply.

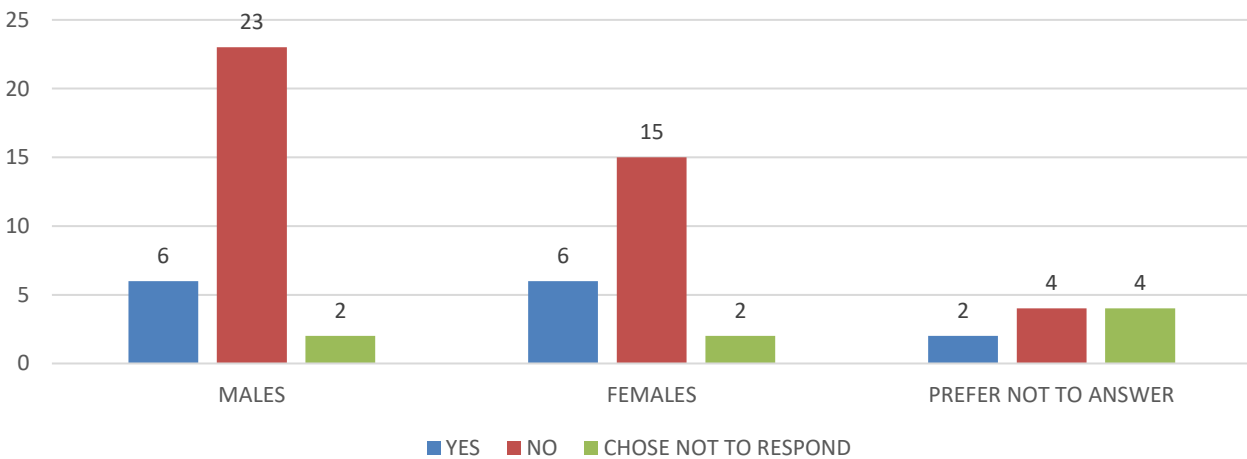
PREFER NOT TO ANSWER



If you personally faced harassment or discrimination, did you report it?

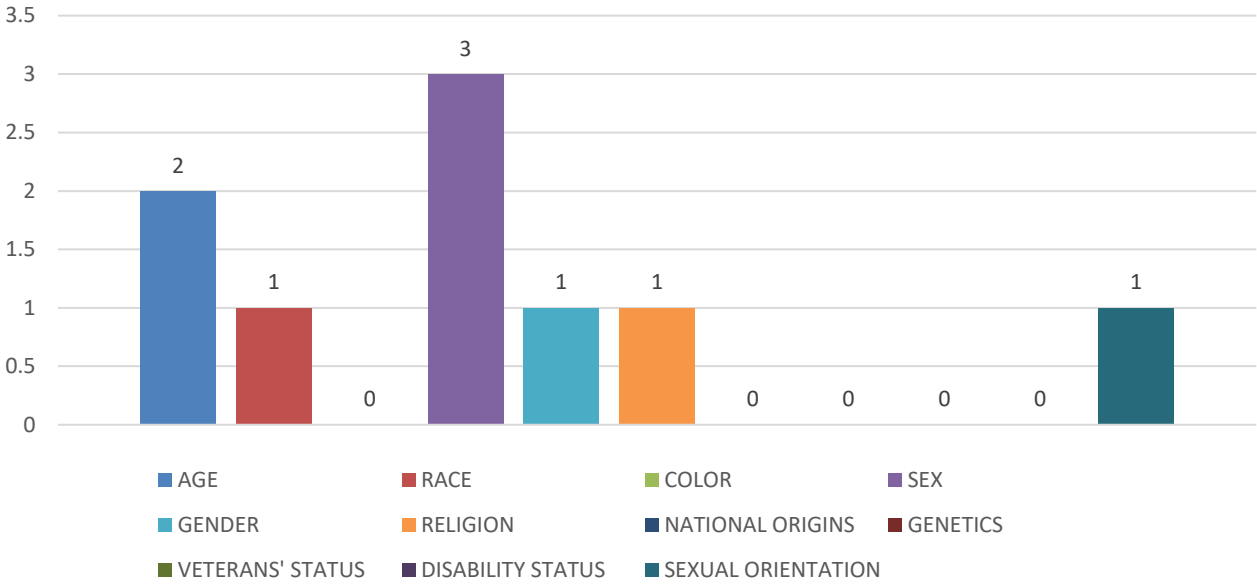


In the 2019 calendar year, did you witness discrimination on the basis or any of the following personal characteristics: age, race, color, sex, gender, religion, national origin, genetics, veterans' status, disability status, and/or sexual orientation?



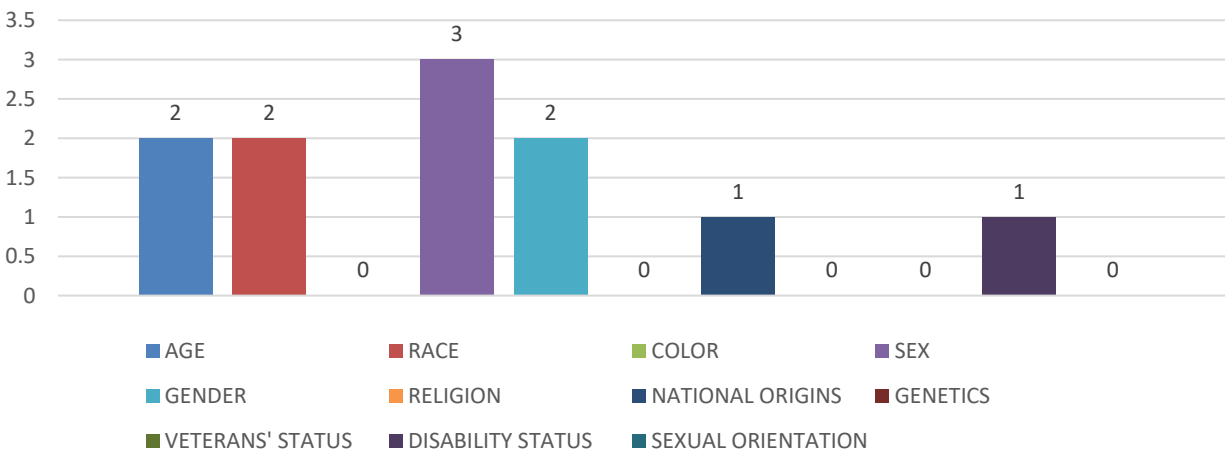
Please identify any personal characteristics in which you witnessed discrimination. Select all that apply.

MALES



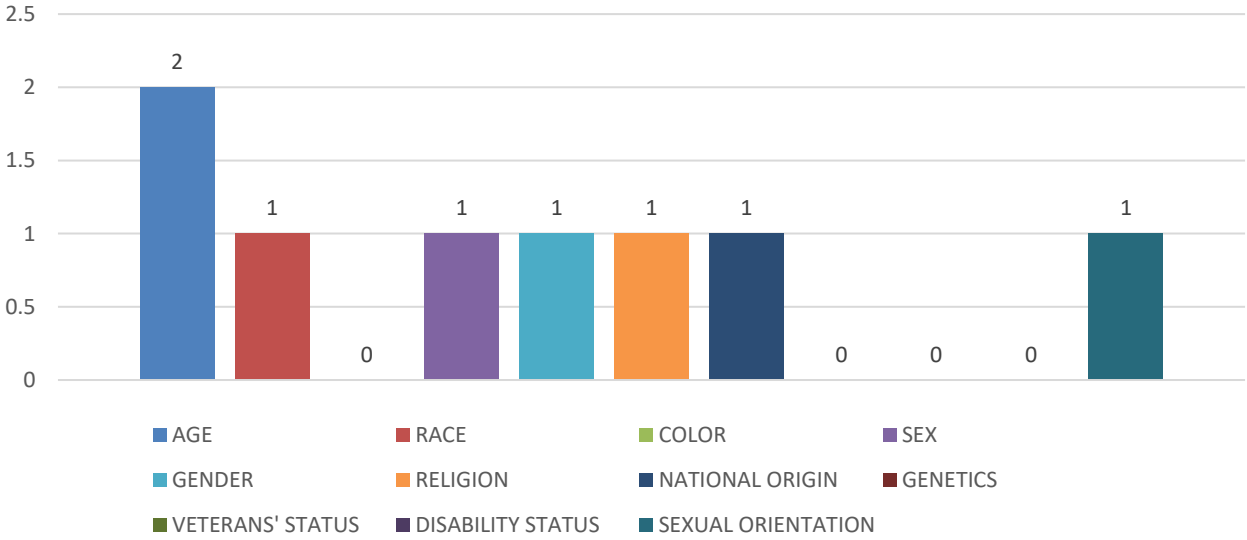
Please identify any personal characteristics in which you witnessed discrimination. Select all that apply.

FEMALES

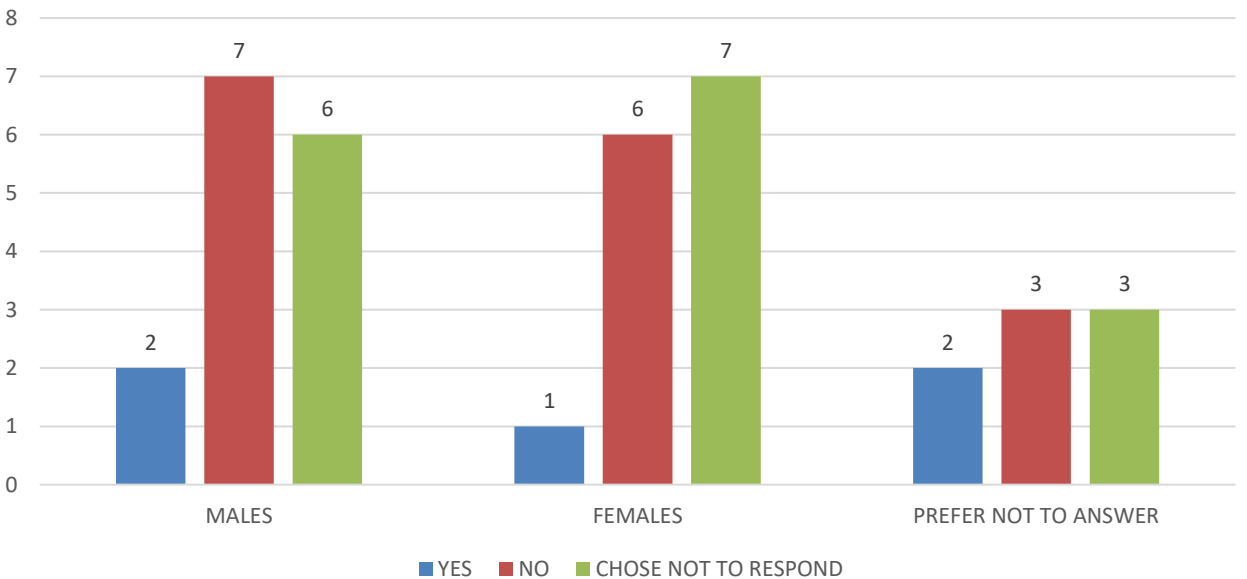


Please identify any personal characteristics in which you witnessed discrimination. Select all that apply.

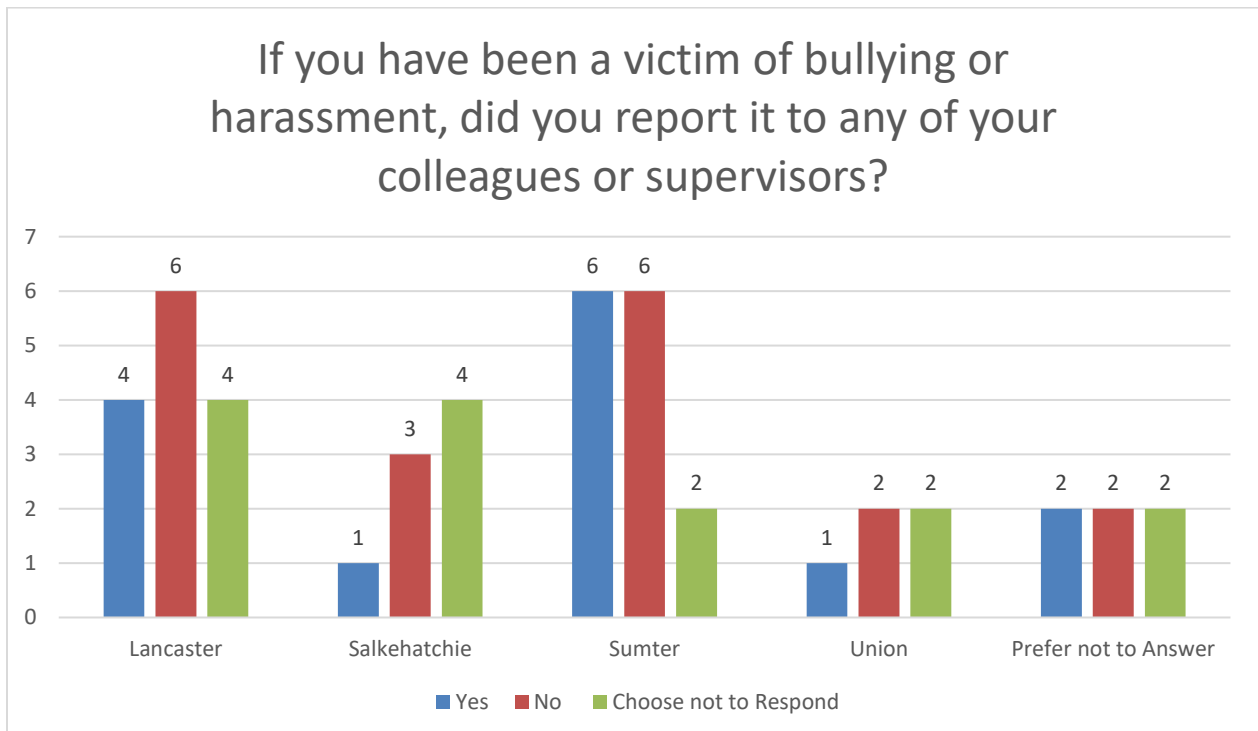
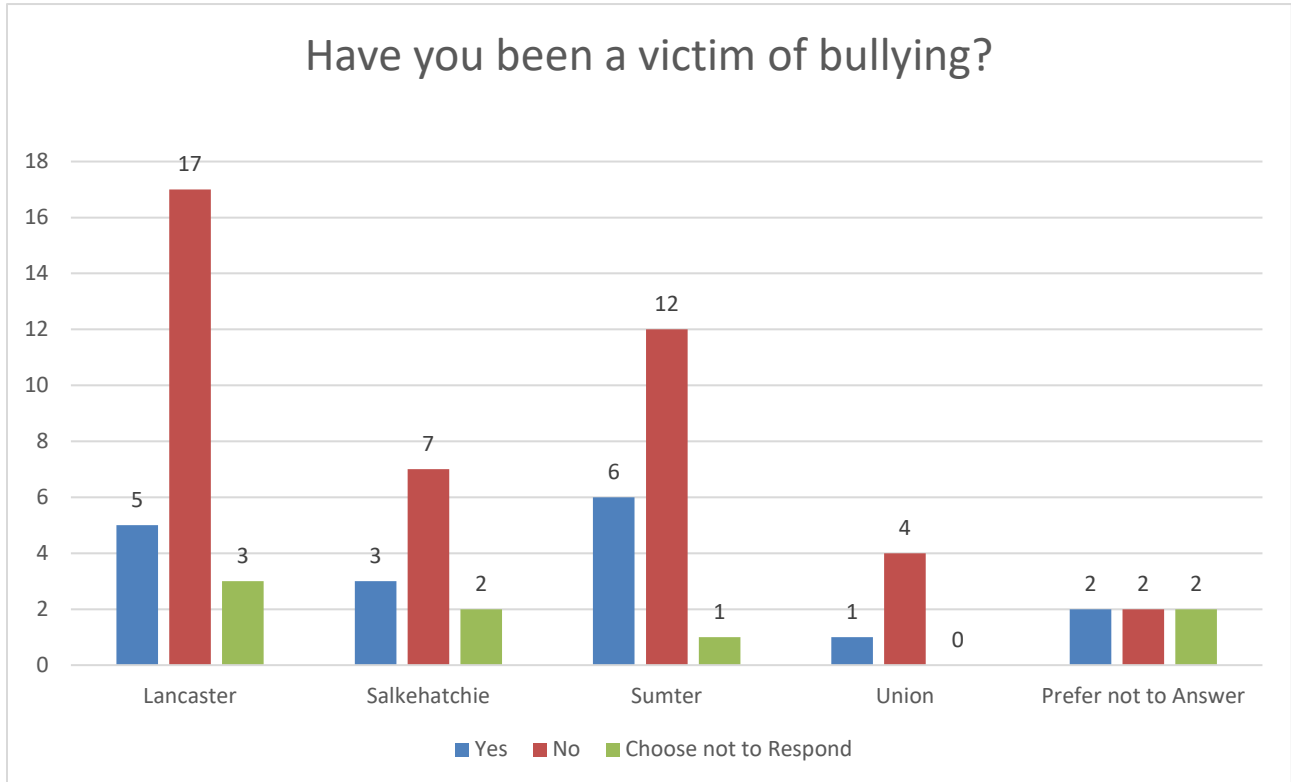
PREFER NOT TO ANSWER



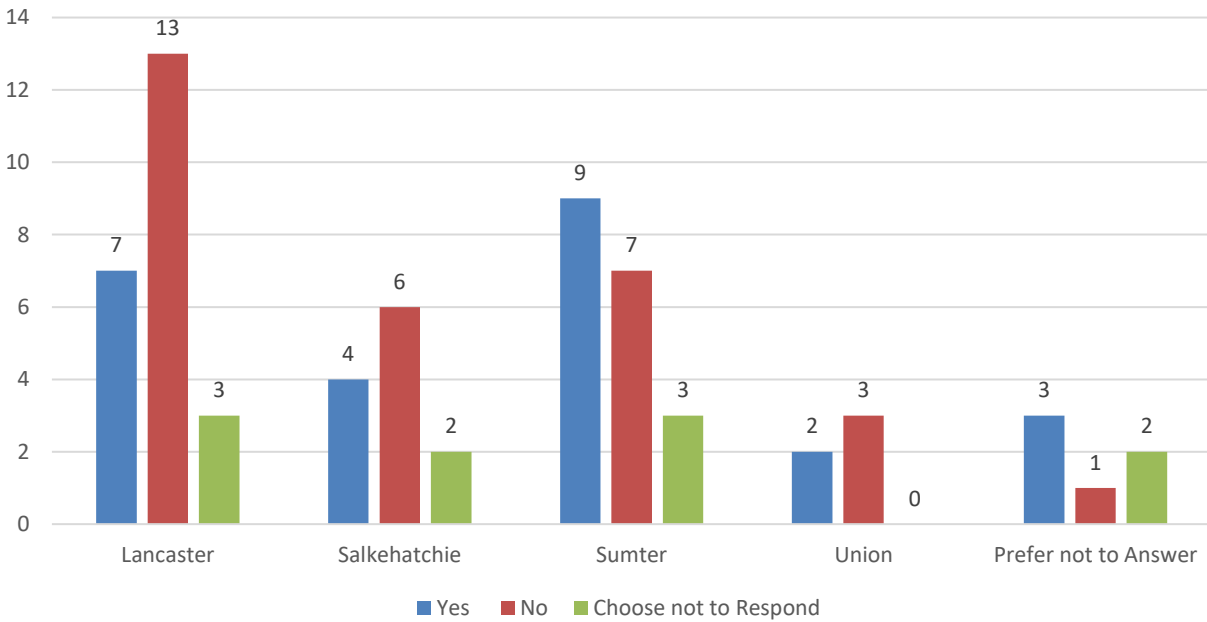
If you witnessed harassment and/or discrimination, did you report it?



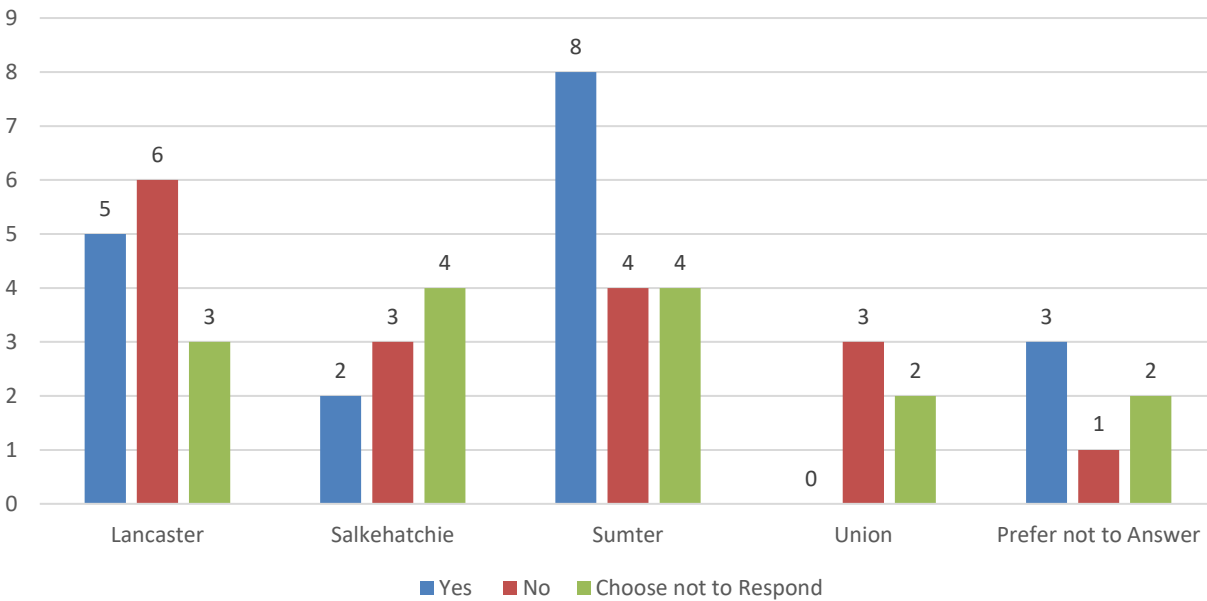
CAMPUS COMPARISON



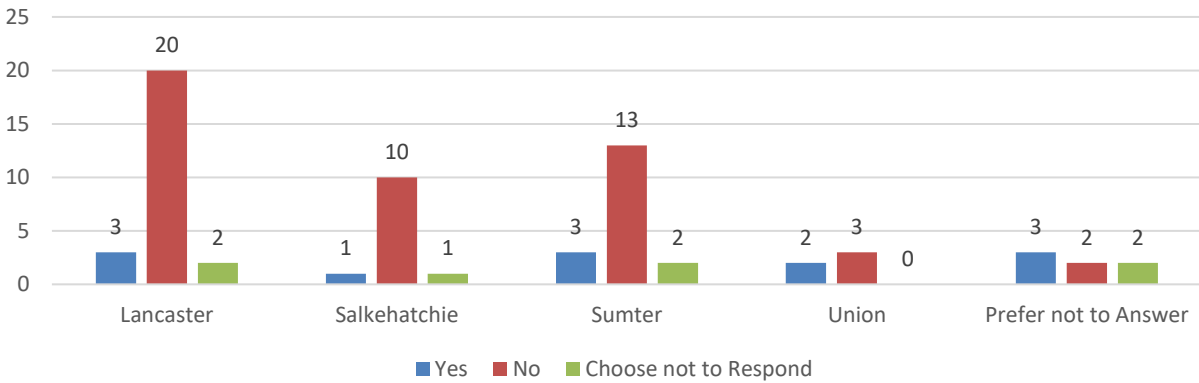
Have you ever witnessed bullying at your institution?



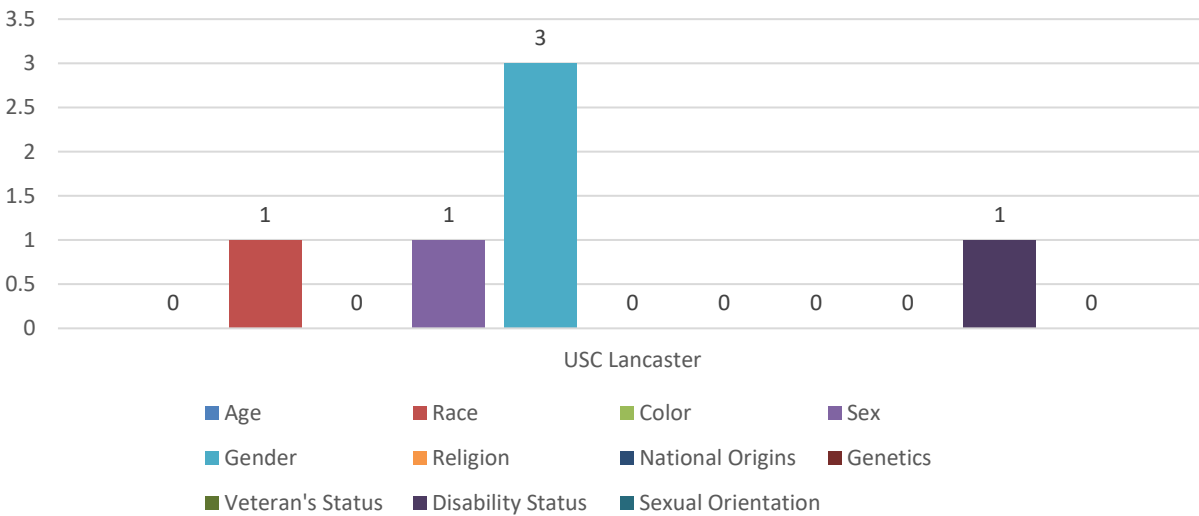
If you did witness bullying at your institution, did you report it to your supervisors?



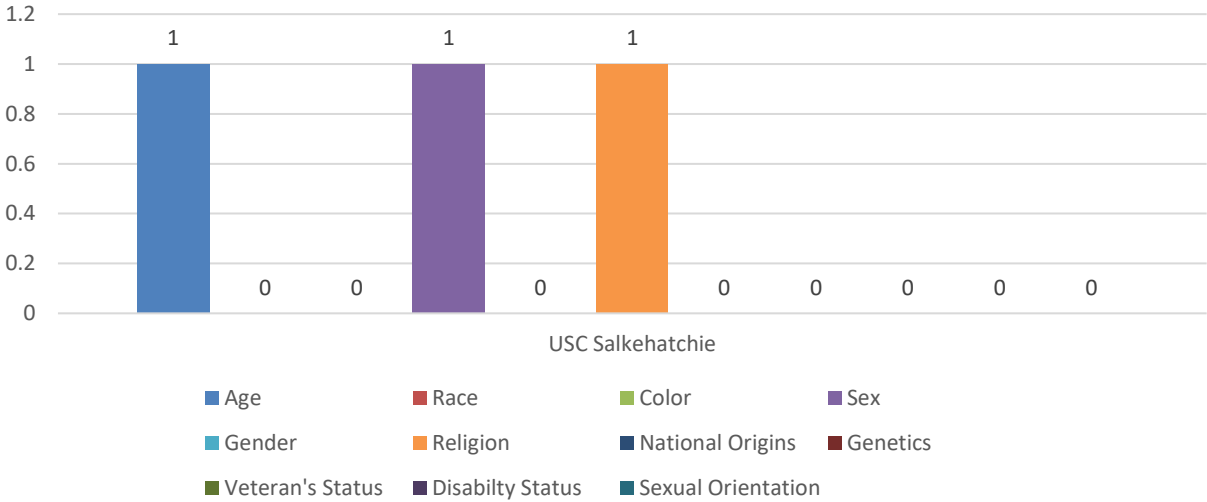
During the 2019 calendar year, did you face discrimination on the basis of any of the following personal characteristics: age, race, color, sex, gender, religion, national origin, genetics, veterans' status, disability status, and/or sexual orientation?



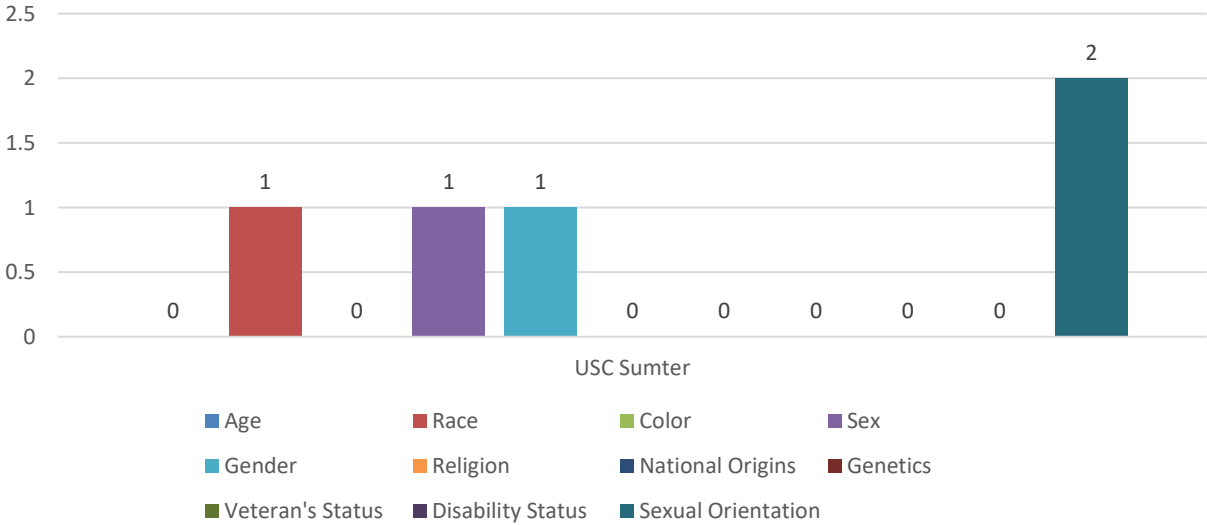
Please identify any personal characteristics for which you personally faced discrimination or harassment. Select all that apply.



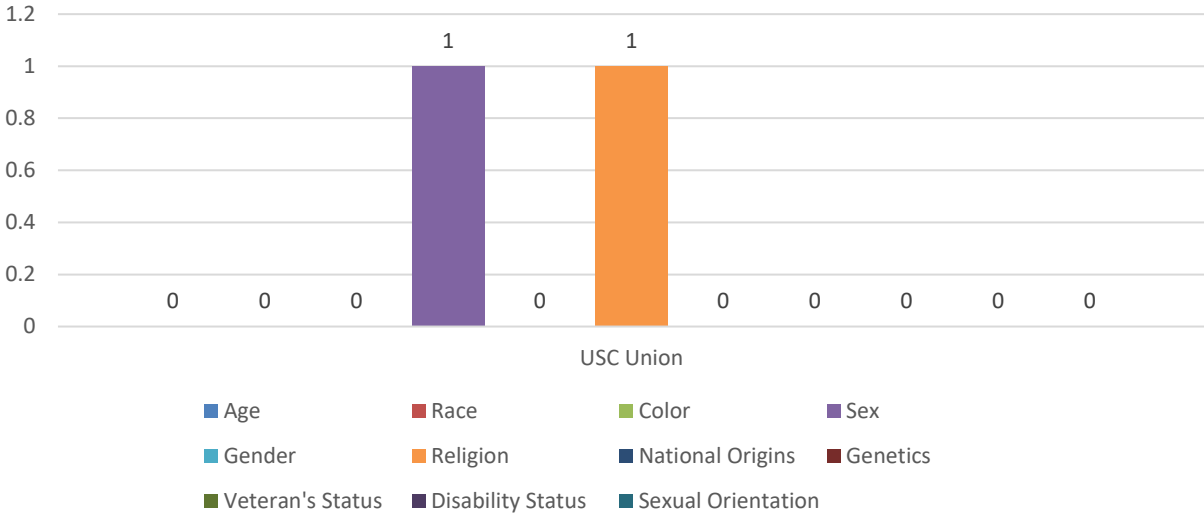
Please identify any personal characteristics for which you personally faced discrimination or harassment. Select all that apply.



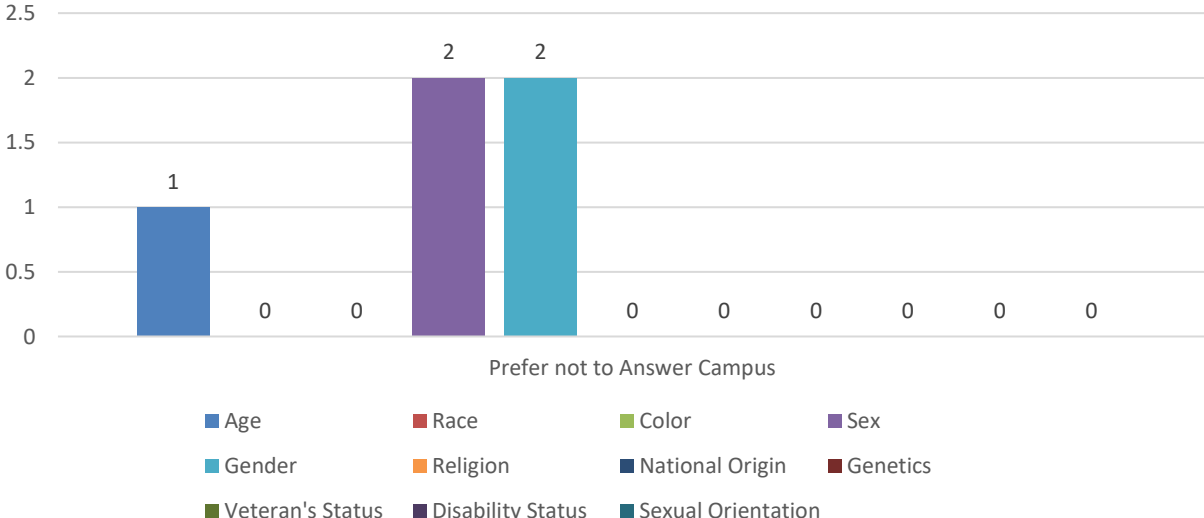
Please identify any personal characteristics for which you personally faced discrimination or harassment. Select all that apply.



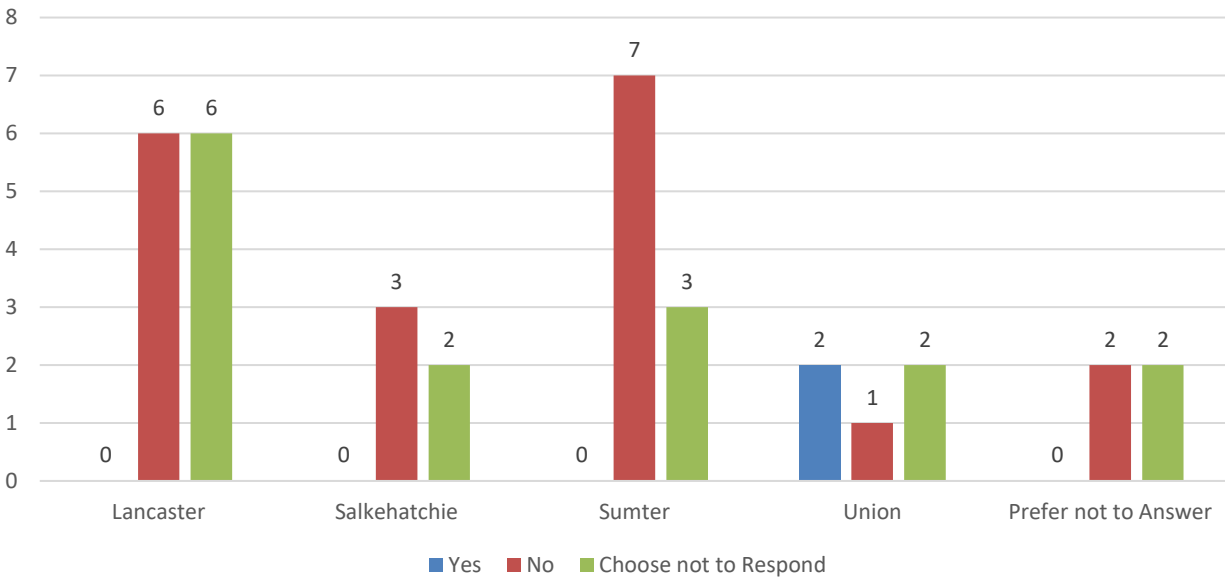
Please identify any personal characteristics for which you personally faced discrimination or harassment. Select all that apply.



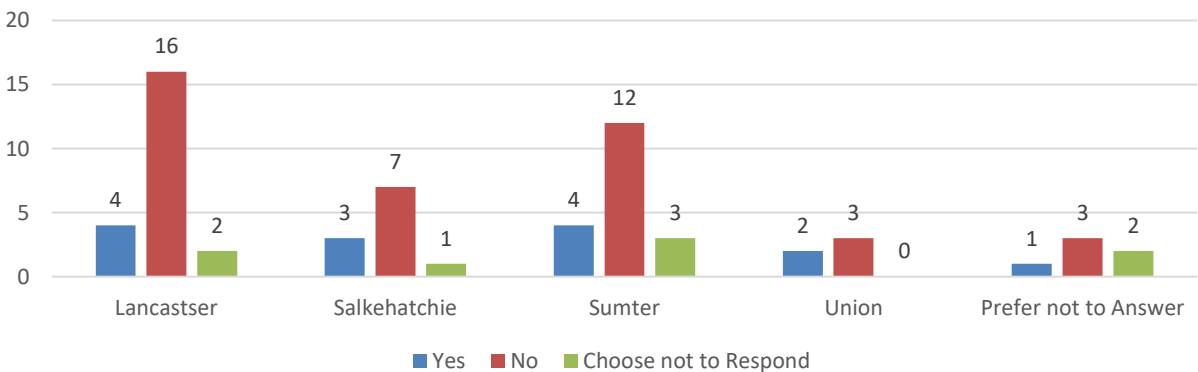
Please identify any personal characteristics for which you personally faced discrimination or harassment. Select all that apply.



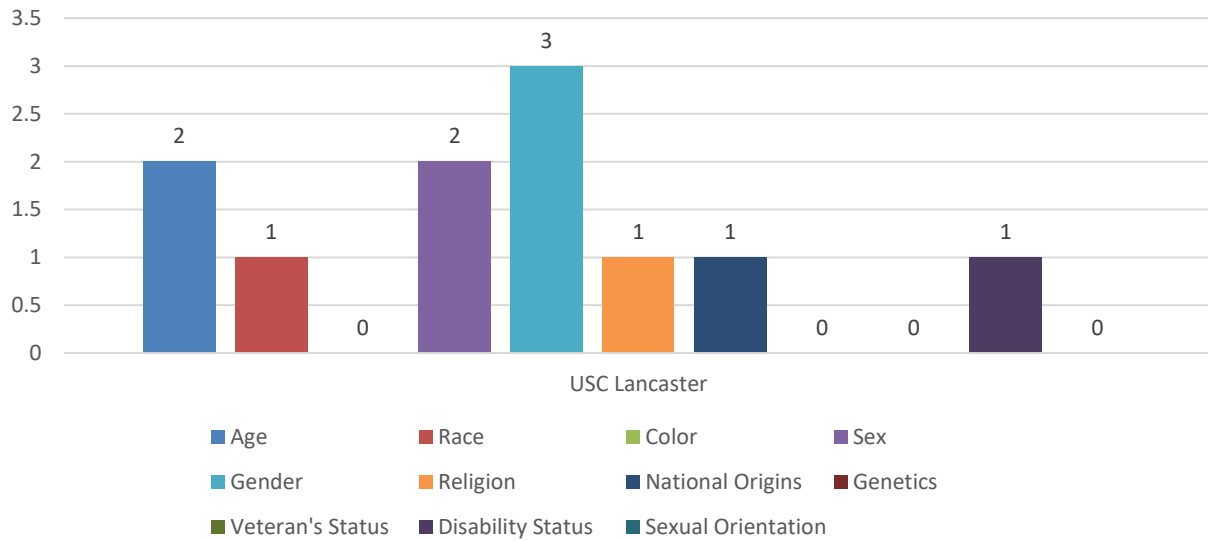
If you personally faced harassment or discrimination, did you report it?



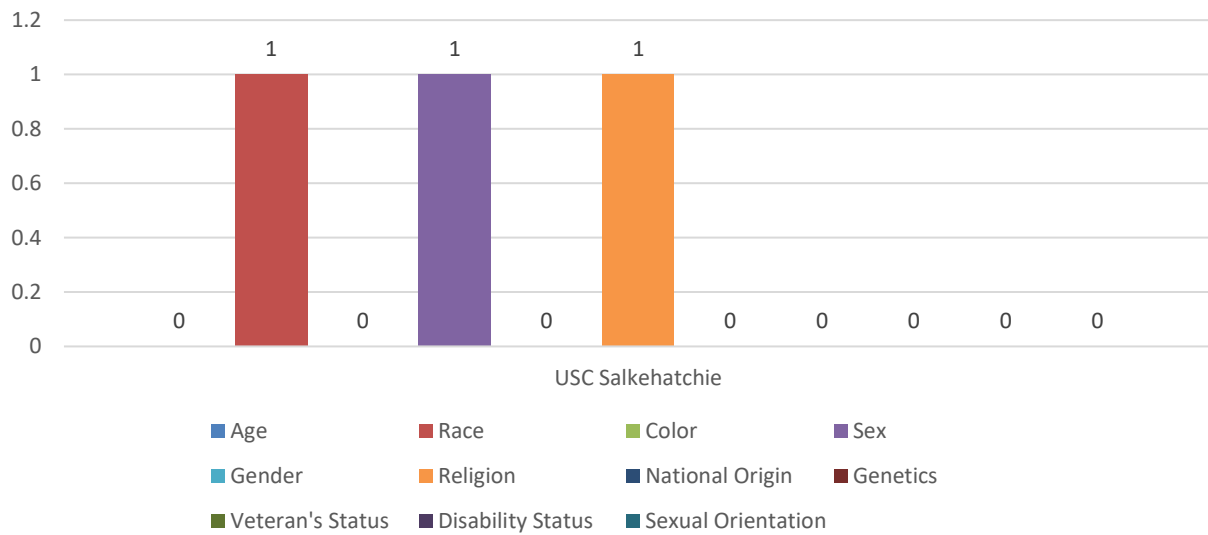
In the 2019 calendar year, did you witness discrimination on the basis or any of the following personal characteristics: age, race, color, sex, gender, religion, national origin, genetics, veterans' status, disability status, and/or sexual orientation?



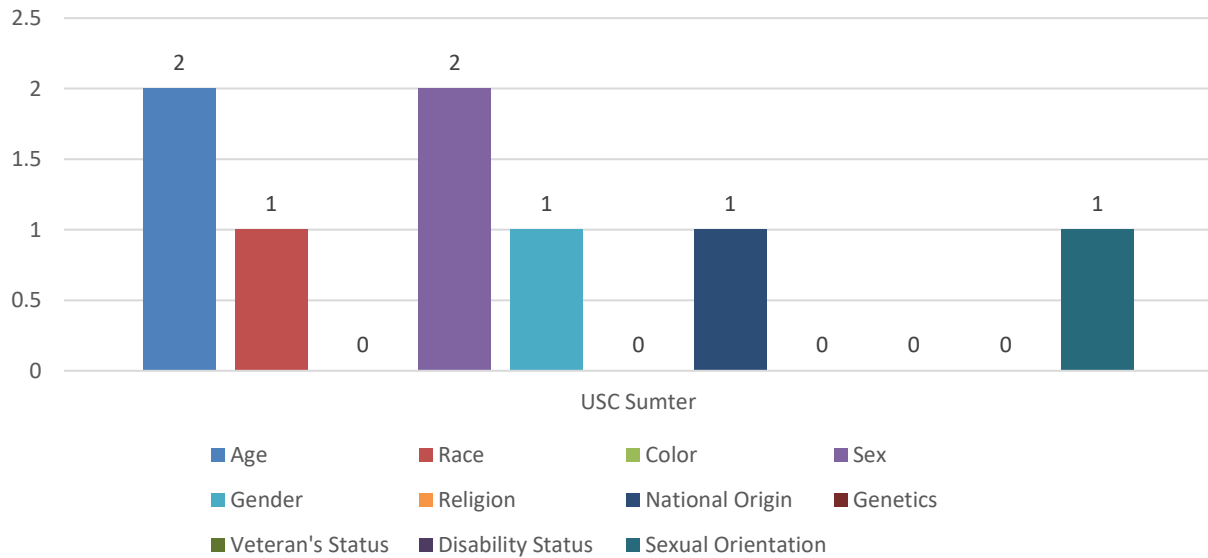
Please identify any personal characteristics in which you witnessed discrimination. Select all that apply.



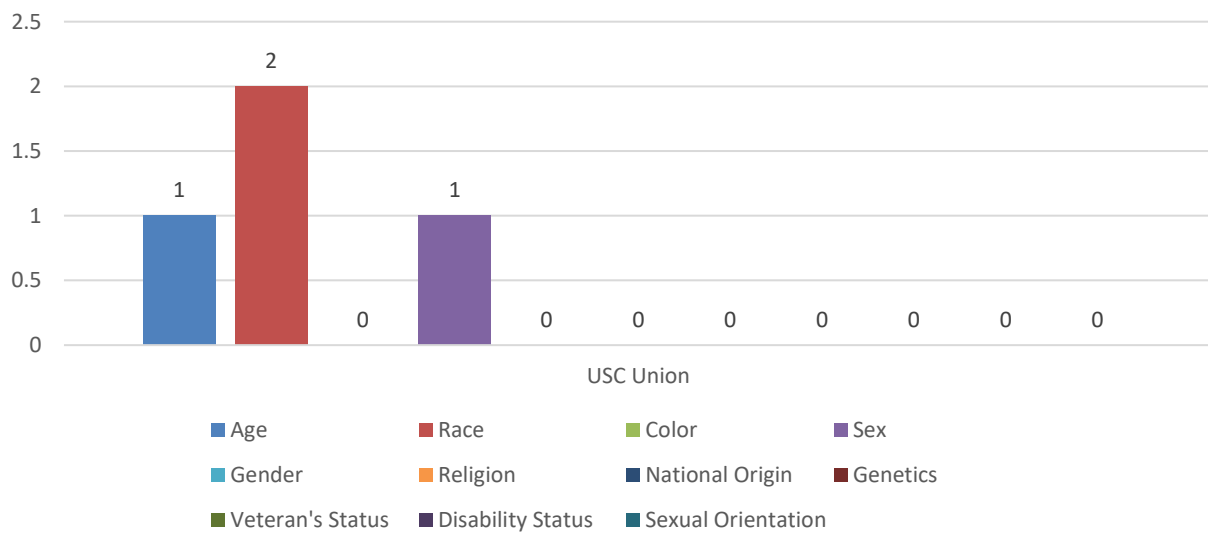
Please identify any personal characteristics in which you witnessed discrimination. Select all that apply.



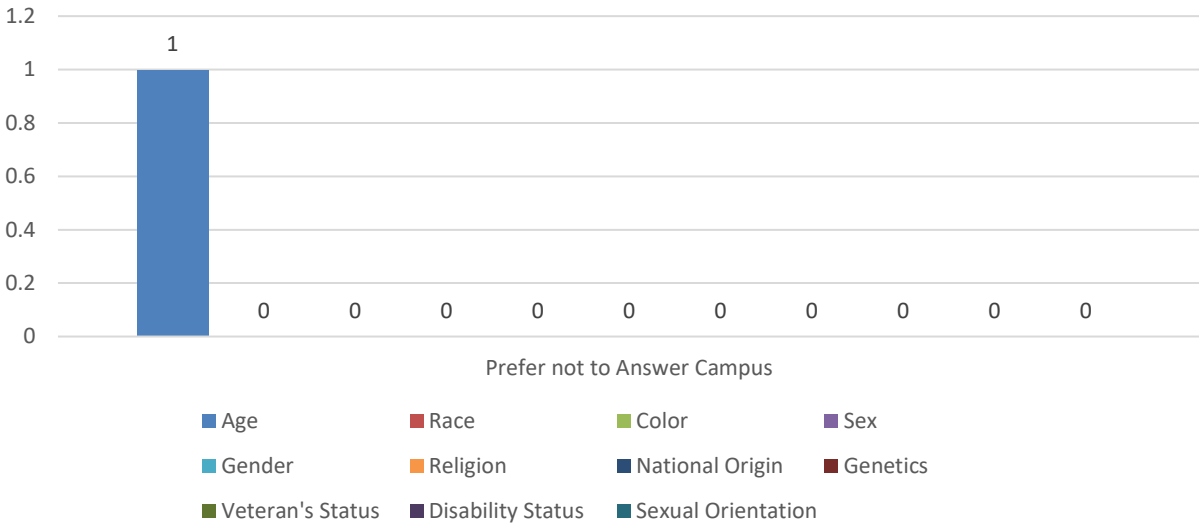
Please identify any personal characteristics in which you witnessed discrimination. Select all that apply.



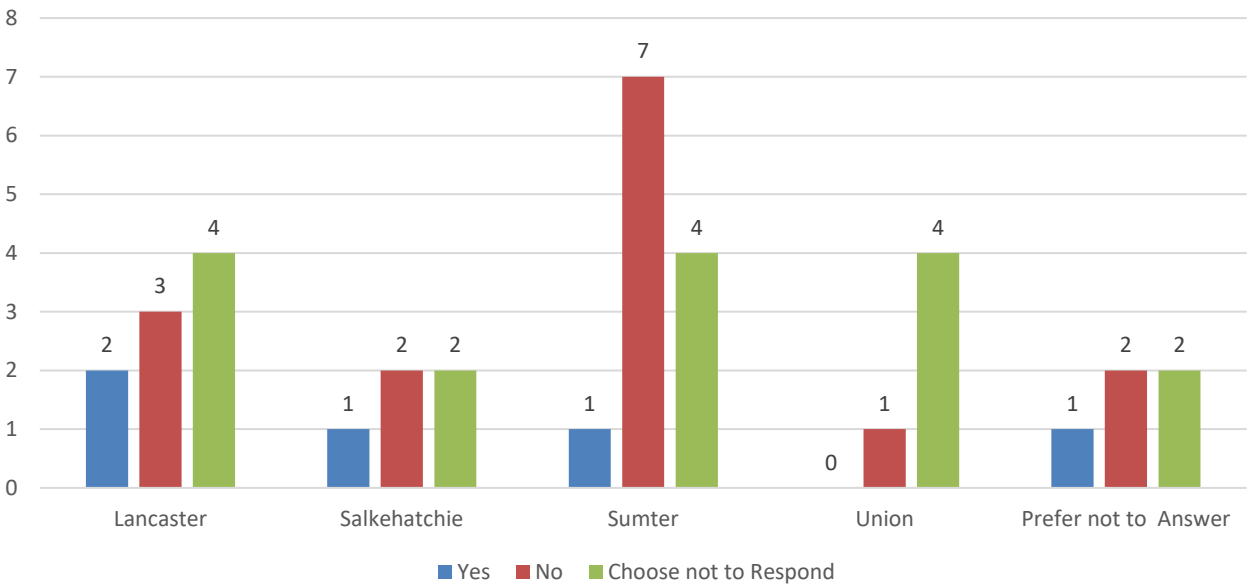
Please identify any personal characteristics in which you witnessed discrimination. Select all that apply.



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



If you witnessed harassment and/or discrimination, did you report it?



FACULTY COMMENTS:

If you have been the victim of bullying and would like to elaborate on your situation, please do so here.

A one-time occurrence where I experienced being left out of a decision-making process that should have included my input and that I felt undermined my personal and professional reputation. I also experienced malicious criticism/work interference by a staff member that I believe was shared with a group of students. These were one-time events that I did not share with my supervisor but did take steps to, hopefully, avoid this in the future.

The person does not work on campus anymore, so the bullying has stopped. I reported it to HR in Columbia.

Bullying continues to be tolerated, so reporting it puts the victim at risk with no action taken for the bully. So people know it's happening, and nothing is done.

I would not like to elaborate on it because it was reported and the retaliation has been enacted and hidden - through formal campus leadership - by social and political systems that USC has no intention of examining or dismantling. This in and of itself is a serious problem.

One faculty has been bullying junior faculty consistently for decades. The admin is aware of this but has not done anything about it.

Shouldn't this question indicate a time period? I reported bullying my first semester here.

The bullying to which I feel that I have been subjected is rather subtle, but includes intentionally collecting and propagating disparaging anecdotes, some of which are highly distorted or downright incorrect and repeating them in serious professional dialog that includes evaluations of my job performance.

This took place during committee work. I mentioned it to one of my administrators and wrote about it briefly in my annual review. (Although I wouldn't have used 'bullying' to describe it at the time.) I heard nothing more about it. I suspect that's partly because the person involved was also on the review committee. Although the administrative reviewer said nothing either. Nonetheless, I've been reticent to serve on committees ever since. In addition, we have a horrible Human Resources director. I cannot imagine **ever** reporting an HR-relevant incident to them. Rude, dismissive, and cruel.

Tried to, wasn't listened to. Bully has bullied on the campus for years and nothing has ever been done.

If you have witnessed bullying and would like to elaborate on it, please do so here.

A faculty member, whom I understand will not be continuing on our campus, actively targeted students perceived to have written negative comments in course evaluations. I feel that the campus has dealt adequately with this example of bullying.

Reported to HR in Columbia.

I have witnessed and reported bullying and harassment but there was not a clear response to it from administration at any level. The harassment continued. I continued to report it.

Over the years, I have witnessed malicious criticism of junior faculty by members of the senior faculty. This year I believe we have been subjected to unwarranted monitoring.

Reported by someone else.

The administration at local and at Palmetto College, and Palmetto College Human Resources operate with the aim to keep the perpetrator appeased and satisfied so that they do not bring a law suit on. They do not operate to stop the harassment.

The bully retired.

The bullying either came from a supervisor or was directed at a supervisor. Also, my knowledge of the bullying came from the person that was the recipient and I had no other direct evidence of the bullying.

There have been issues on our campus, particularly with one faculty member constantly harassing and trying to bully another faculty member who is now their Division Chair. This has been reported to the Dean and to HR in Columbia. There have been meetings about it. Yet, it appears as if the harassment is continuing. HR from Columbia has been here and yet it still goes on. What is the point of going through the process of reporting harassment or bullying if the process is super timely and does not appear to have any impact? Just a thought to consider.

There is more consciousness of this issue than there used to be, mostly thanks to previous versions of this survey.

Feel free to elaborate on any ways that you have personally faced discrimination or harassment.

I did not report it because it's ongoing and pervasive through the local campus. I feared retaliation.

I prefer not to respond to these because I honestly do not believe that my response will make a difference. That is, I believe my response (or my vote) does not count.

I was cursed at by a staff member and nothing was done about it. I was physically threatened by a student and nothing was done about it. Administrators do not stand by their faculty. They don't know how to run a college. They should be assistant managers at a Burger King or a Family Dollar store.

On our campus, males are listed to by administrators, are given more importance, and are more trusted.

Religious discrimination under the previous Dean who would always have a Baptist pray at meetings.

The harassment turned into a passive aggressive behavior impacting the academic success of some students. At this point, I am not sure what to do.

Feel free to elaborate on any ways that you have personally witnessed harassment and/or discrimination.

On a couple of occasions, I have witnessed overt discrimination of one of my colleagues (young African-American professor). For example, professors would be surprised to hear that she was a professor instead of a student. In addition, she seems to have attracted negative comments from a custodian.

Same as above. Others who are not Baptist were discriminated against.

The phrasing of this section may be meant to discourage inaccurate information, but it also discourages useful reporting of a pattern of problems over time. I tend to find out about harassment long after the fact. Last semester was no exception. A few months ago, a former student told me she about her harassment by an employee who's still here. She had reported it to a supervisor who's now retired, but nothing changed. The former student now has a doctorate in a field we value and would like to apply for a job on campus, but dreads encountering her harasser.

There have been a few instances where female faculty concerns have been dismissed by the Deans. One cannot help to think that this is entirely gender-based.

SUPPORT & BENEFITS: The committee asked eleven questions pertaining to faculty satisfaction with university support and benefits.

1. How satisfied are you with the level of recognition you receive for your teaching?
2. How satisfied are you with the level of recognition you receive for your scholarship?
3. How satisfied are you with the level of recognition you receive for your service to the institution?
4. How satisfied are you with your fringe benefits?
5. How satisfied are you with the number of benefits you receive?
6. How satisfied are you with the level of contributions made by the University towards your retirement and other fringe benefits?
7. How satisfied are you with the promotion opportunities at this institution?
8. How satisfied are you with career advancement opportunities within this institution?
9. How satisfied are you with the procedures and processes in place for promotion?
10. How satisfied are you with the opportunities the university provides you for professional development in teaching?
11. How satisfied are you with the opportunities the university provides you for professional development in scholarship?

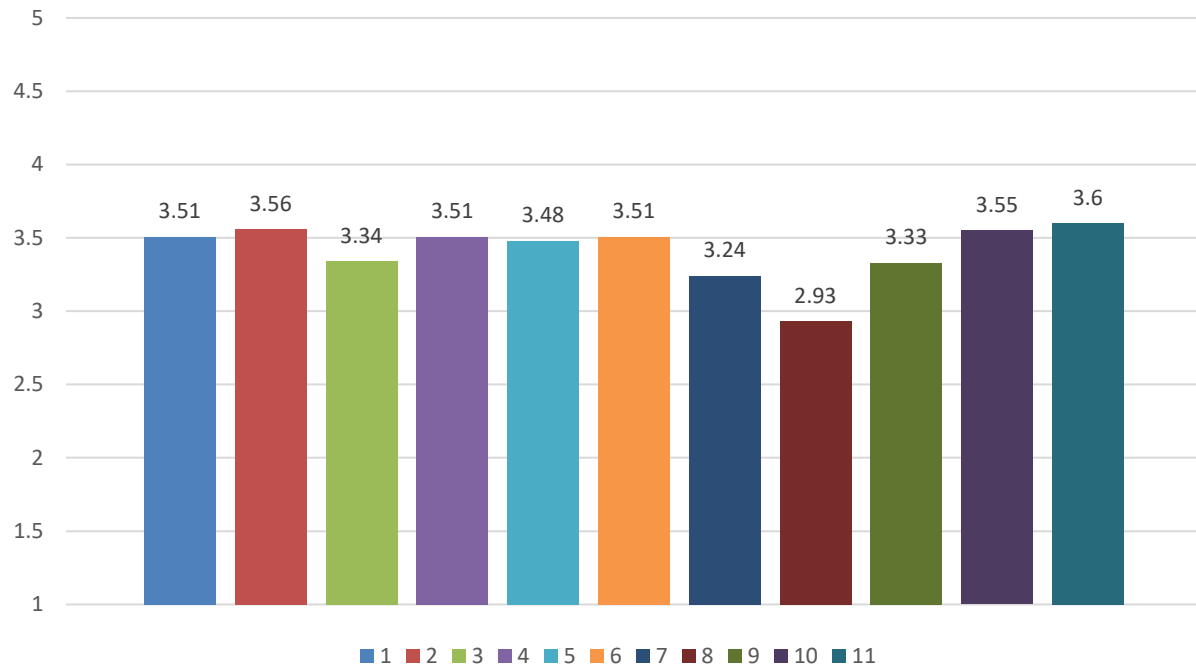
Results: Overall, faculty were most satisfied with the opportunities provided by the university for professional development in scholarship and least satisfied with career advancement opportunities.

Males exhibited higher satisfaction levels overall compared to females and those that chose not to disclose their sex. Males were most satisfied with the opportunities provided by the university for professional development with teaching and were least satisfied with career advancement opportunities. Females were most satisfied with fringe benefits and least satisfied with career advancement opportunities. Those who chose not to disclose sex were equally satisfied with the recognition they received for teaching, scholarship, and service and least satisfied with opportunities for career advancement.

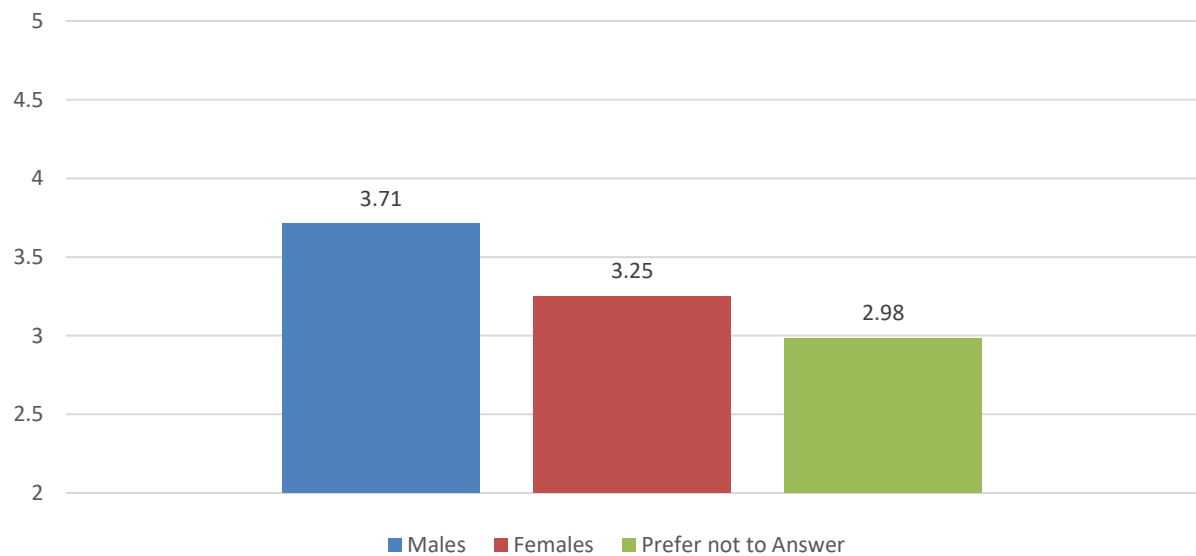
USC Sumter had the highest rate of satisfaction, while those that chose not to disclose campus affiliation had the lowest. All campuses except USC Union were least satisfied with career advancement opportunities. USC Lancaster was most satisfied with opportunities for professional scholarship development. USC Salkehatchie was most satisfied with opportunities for professional development in teaching and scholarship, while USC Sumter was most satisfied with the level of recognition received for teaching. USC Union was most satisfied with career advancement opportunities, while those that chose not to disclose their campus affiliation were most satisfied with contributions made by the University to fringe benefits.

Data: The graphs below show data for Overall Satisfaction Levels per Question, Overall Satisfaction Levels: Sex, Overall Satisfaction Levels: Campus Comparison, Overall Satisfaction Levels by Question, Overall Satisfaction Levels by Question: Sex, and Overall Satisfaction Levels by Question: Campus Comparison. These graphs are followed by faculty comments.

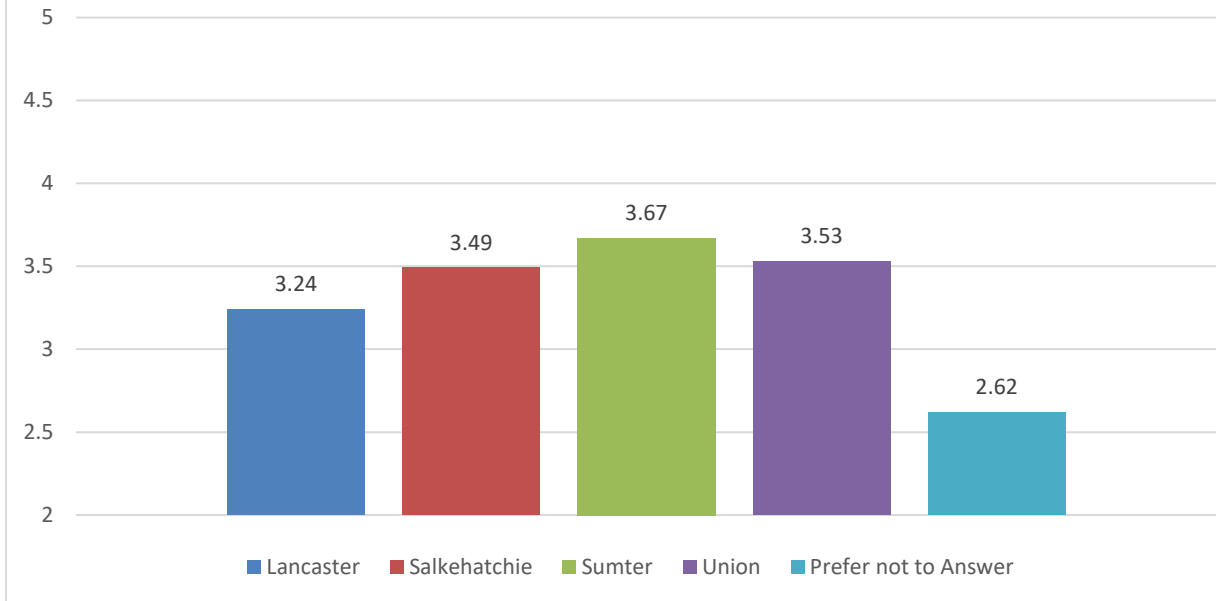
Overall Satisfaction Levels: Support and Benefits



Overall Satisfaction Levels: Support and Benefits Sex

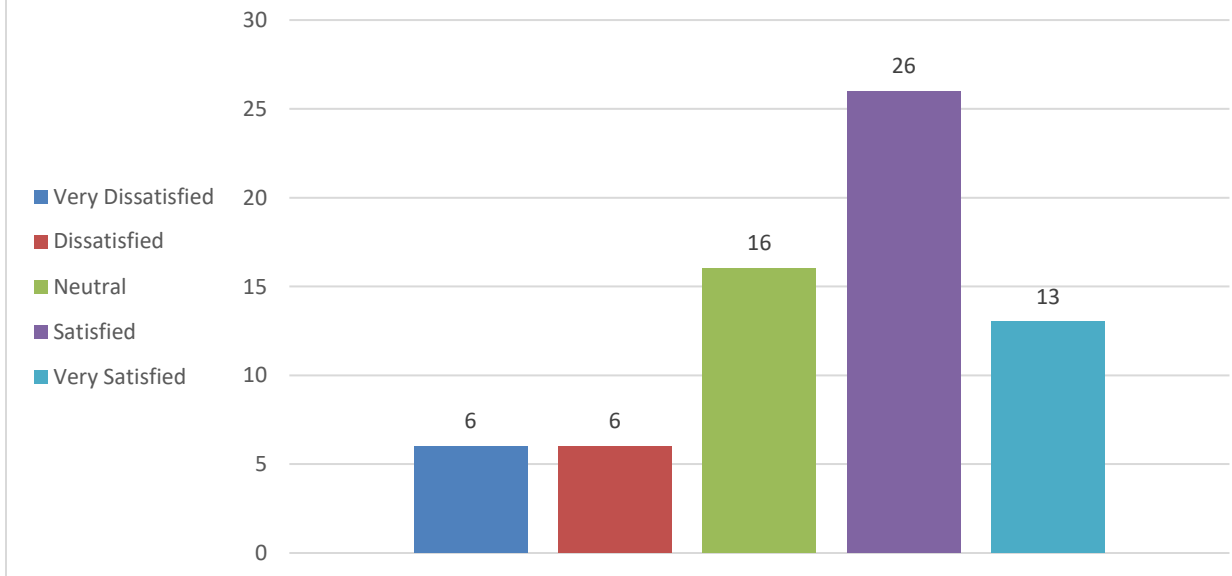


Overall Satisfaction Levels: Support and Benefits Campus Comparison

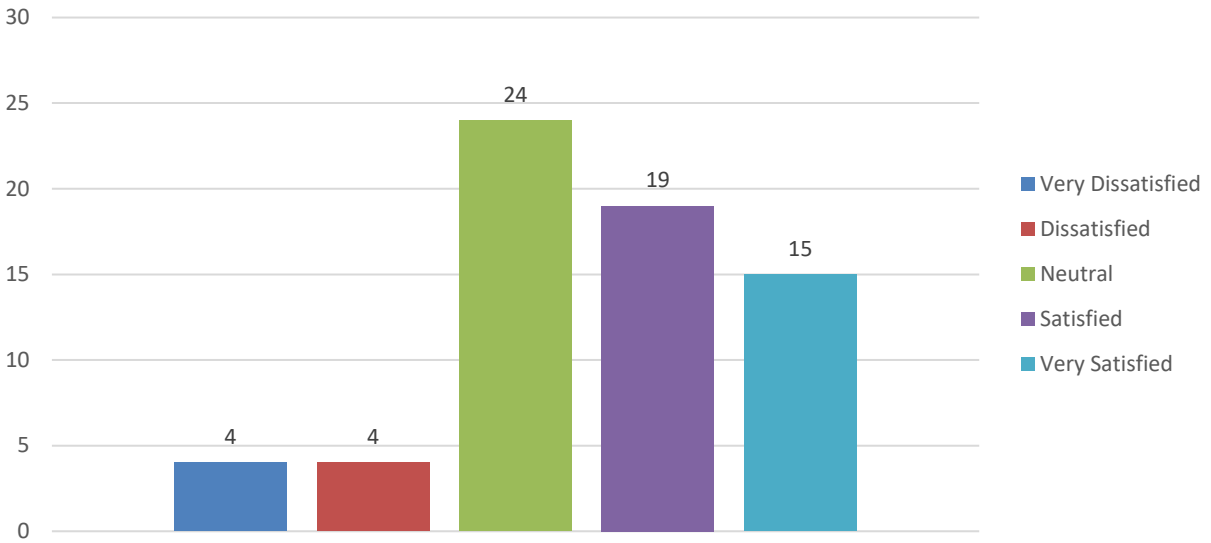


OVERALL SATISFACTION LEVEL BY QUESTION

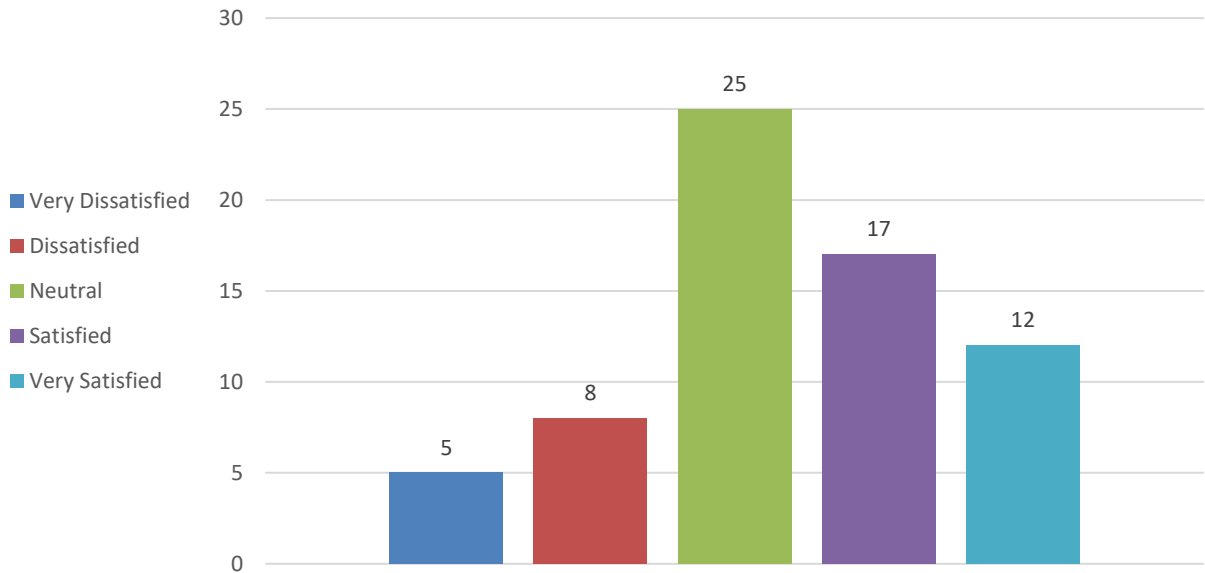
How satisfied are you with the level of recognition you receive for your teaching?



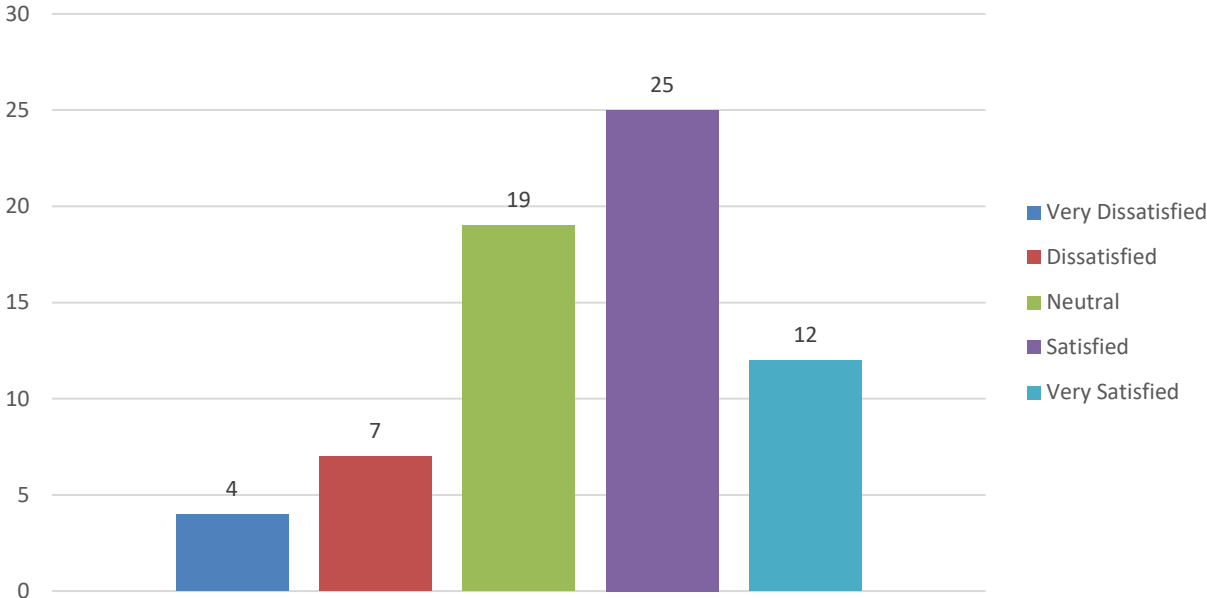
How satisfied are you with the level of recognition you receive for your scholarship?



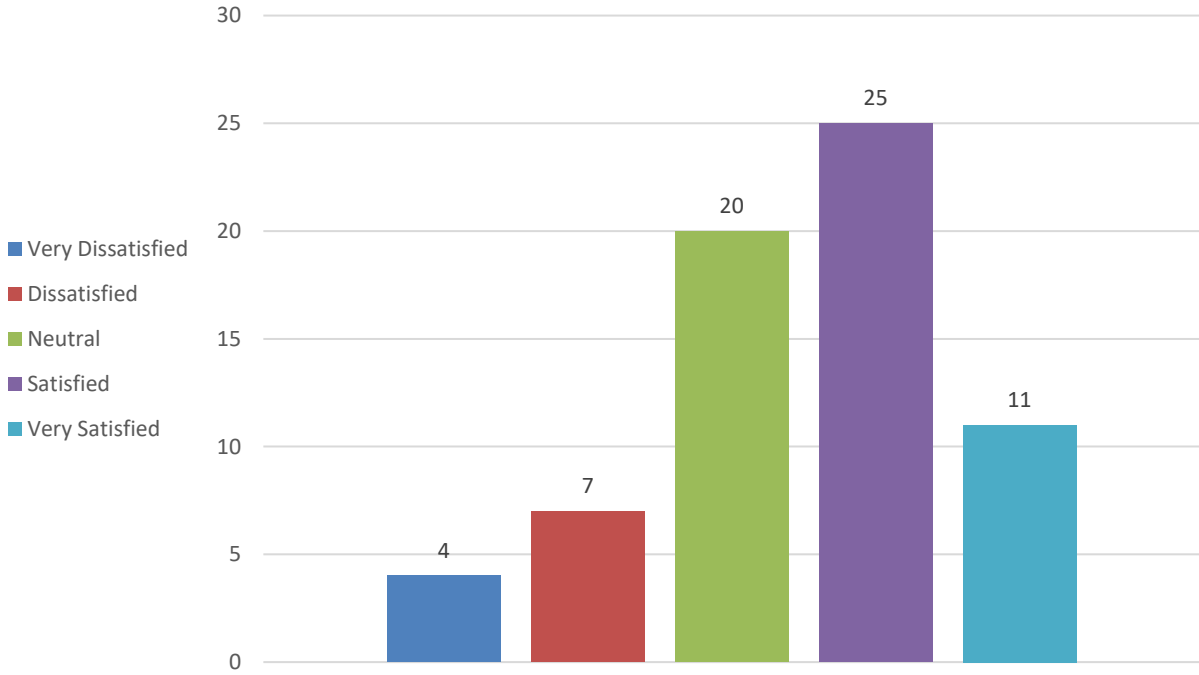
How satisfied are you with the level of recognition you receive for your service to the institution?



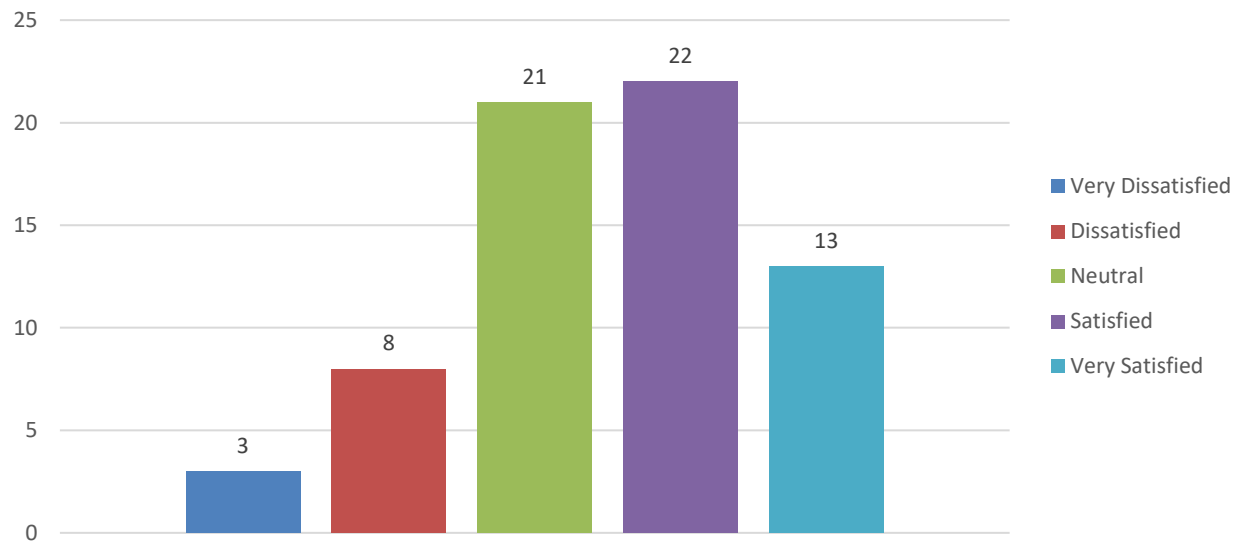
How satisfied are you with your fringe benefits?



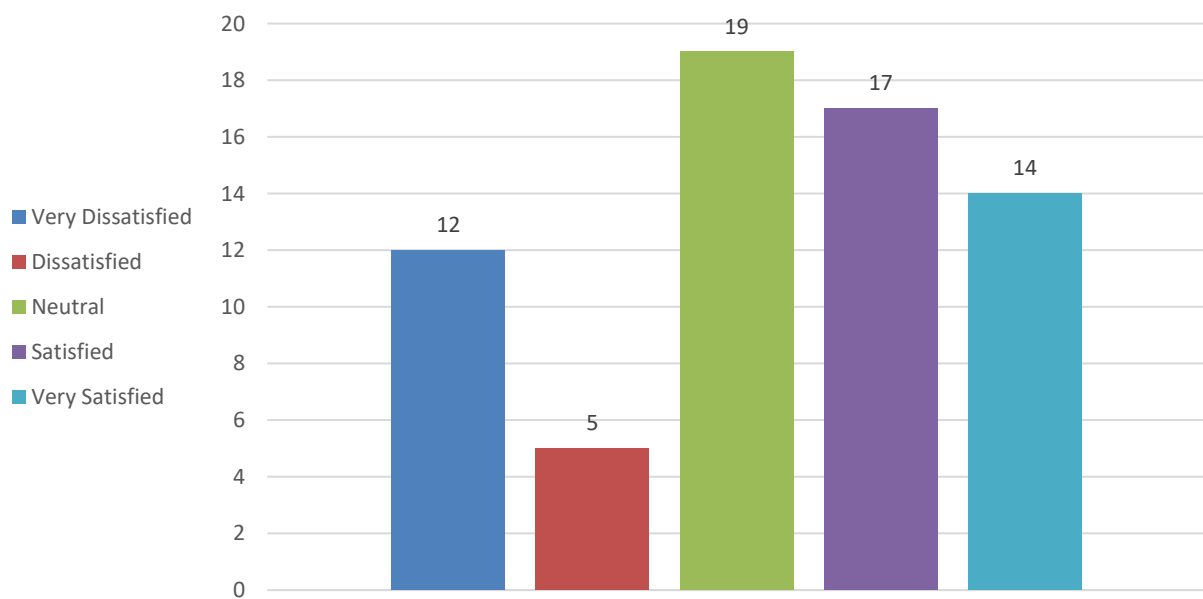
How satisfied are you with the number of benefits you receive?



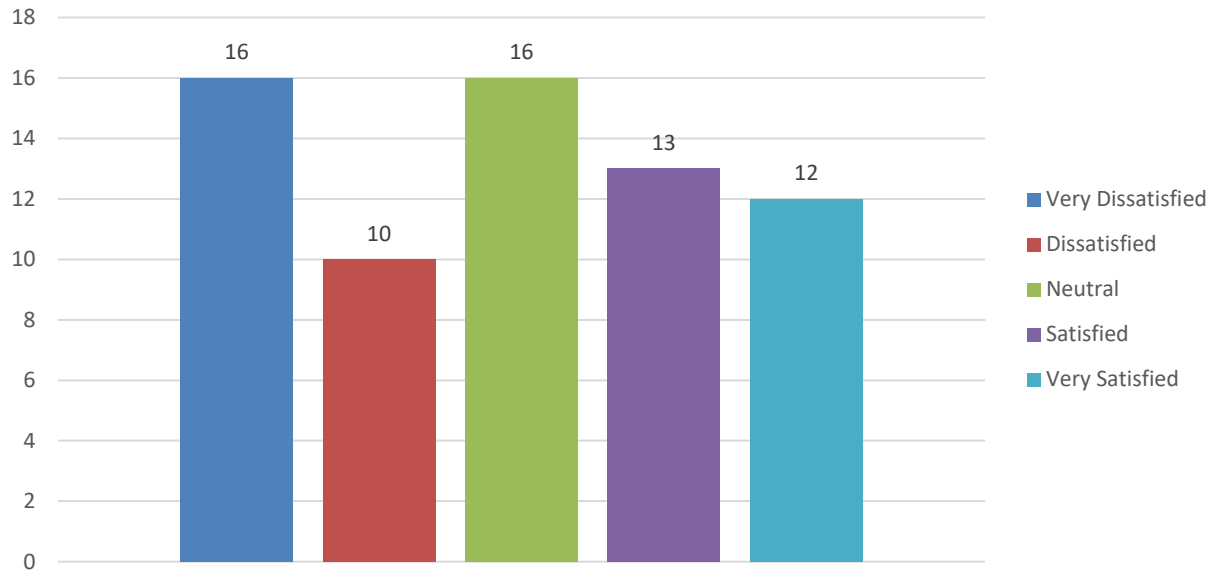
How satisfied are you with the level of contributions made by the University towards your retirement and other fringe benefits?



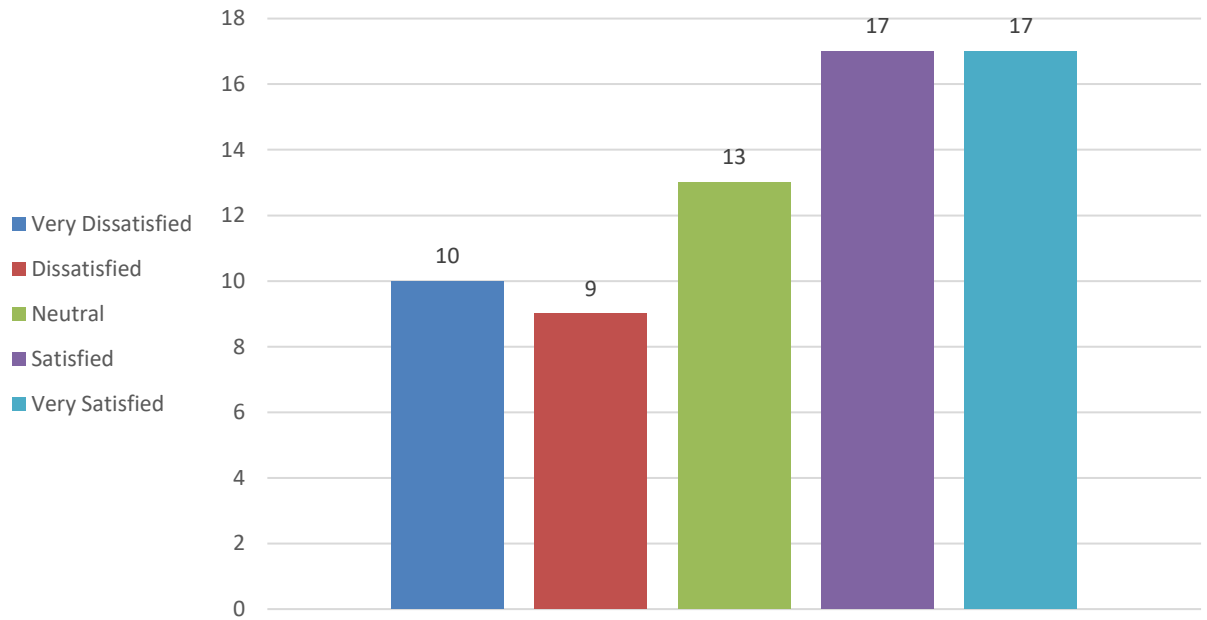
How satisfied are you with the promotion opportunities at this institution?



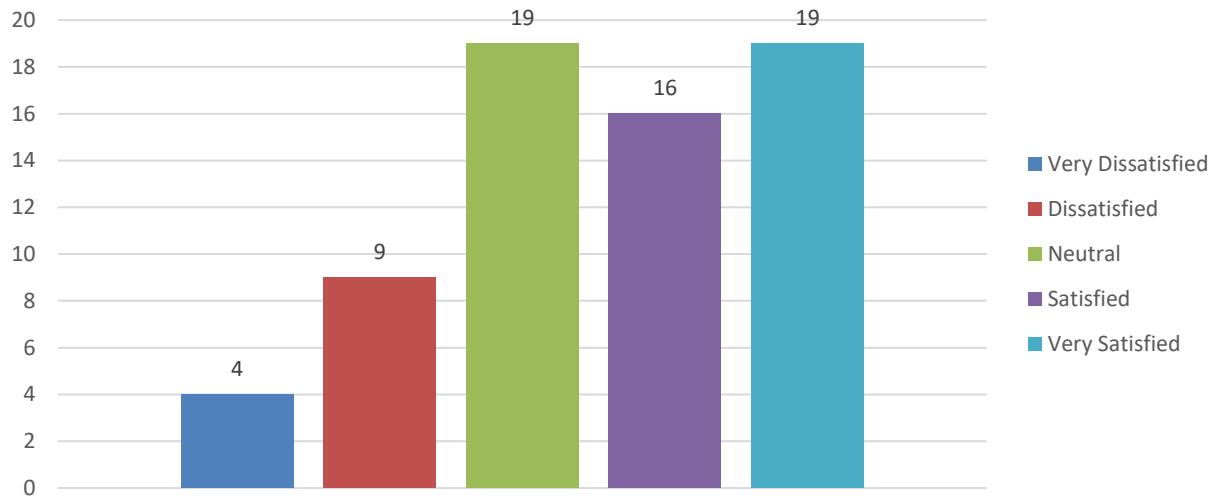
How satisfied are you with career advancement opportunities within this institution?



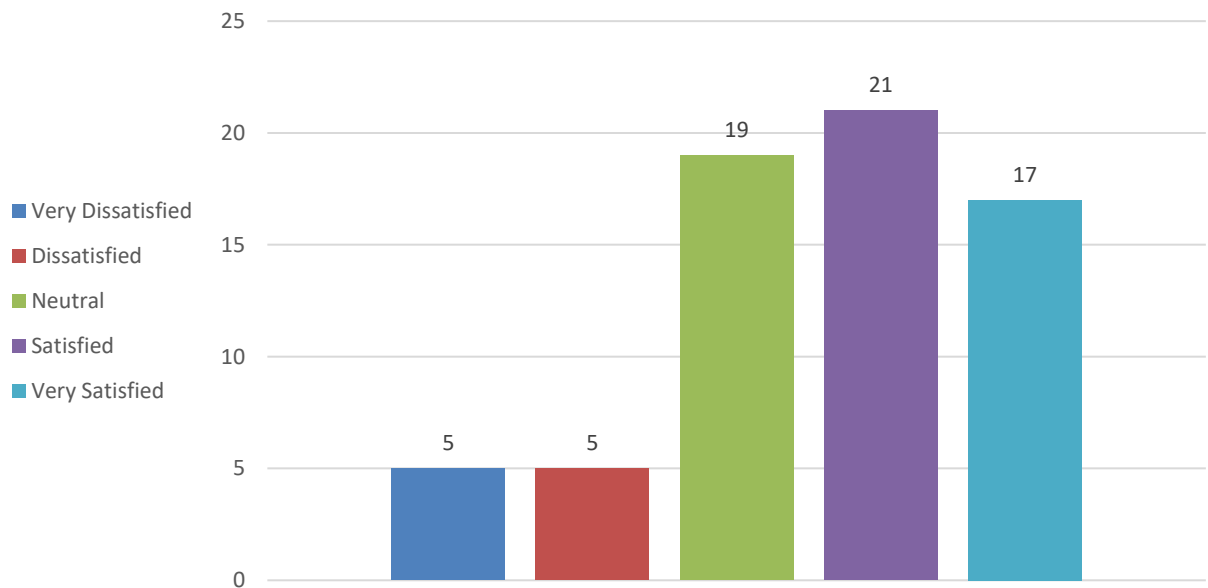
How satisfied are you with the procedures and processes in place for promotion?



How satisfied are you with the opportunities the university provides you for professional development in teaching?

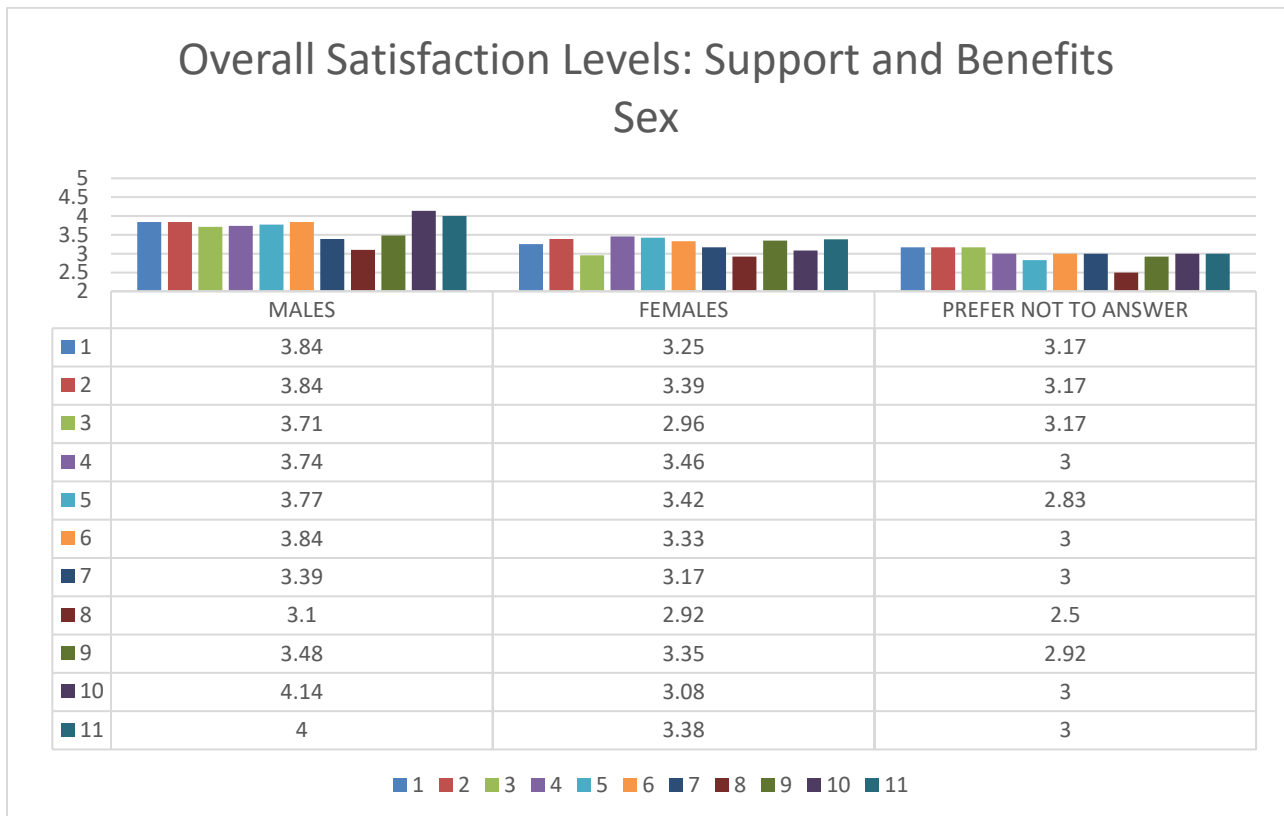


How satisfied are you with the opportunities the university provides you for professional development in scholarship?

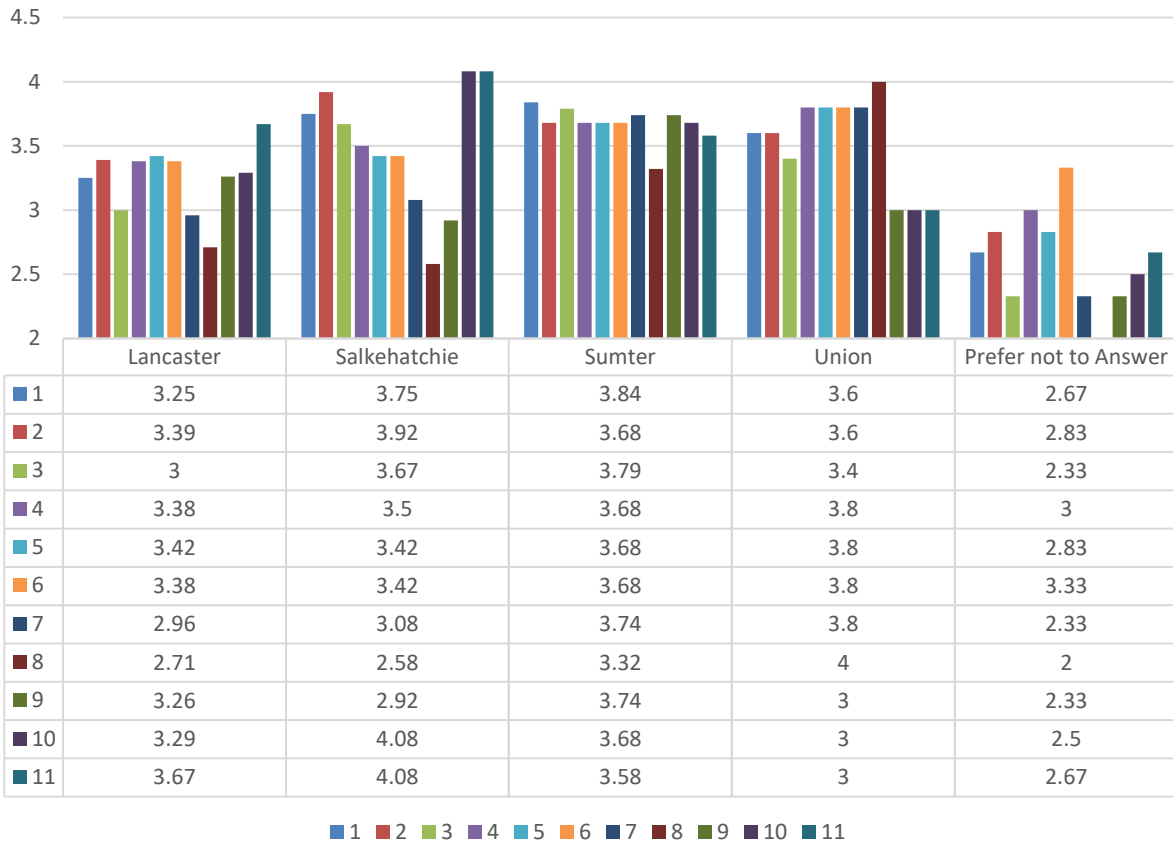


SUPPORT AND BENEFITS: SEX AND CAMPUS COMPARISONS

1. How satisfied are you with the level of recognition you receive for your teaching?
2. How satisfied are you with the level of recognition you receive for your scholarship?
3. How satisfied are you with the level of recognition you receive for your service to the institution?
4. How satisfied are you with your fringe benefits?
5. How satisfied are you with the number of benefits you receive?
6. How satisfied are you with the level of contributions made by the University towards your retirement and other fringe benefits?
7. How satisfied are you with the promotion opportunities at this institution?
8. How satisfied are you with career advancement opportunities within this institution?
9. How satisfied are you with the procedures and processes in place for promotion?
10. How satisfied are you with the opportunities the university provides you for professional development in teaching?
11. How satisfied are you with the opportunities the university provides you for professional development in scholarship?



Overall Satisfaction Levels: Support and Benefits Campus Comparison



FACULTY COMMENTS:

Please elaborate on any concerns or issues regarding support and benefits.

After promotion to full professor, there is no reward for continued production. This is a Deterrent to continued productivity.

I believe that we could have better insurance especially with regard to reproductive rights

I think there are more opportunities available to support developing scholarship than there are to support teaching development. It would be nice to see more funding for faculty to attend the many teaching conferences, without having to present at the conferences. As we are at a smaller campus, we often do not have the number of students needed to present at these conferences, an N of 15 versus 500 for example.

I would like to see more teaching workshops on campus (from CTE) and sharing of best methods among faculty on our campus.

I'm well-treated. My financial needs are limited, too, so that helps. I'm deeply concerned, however, with the low pay of the worst-compensated employees, including adjuncts. Our compensating them so poorly indicates that we do not care much about the role of the campus in general.

In my opinion the promotion and tenure process has become very excessively overblown and bureaucratized. One example of this is use of external reviewers of scholarly activity. However, it can be rationalized.

There is basically no support in terms of facilities or instrumentation for laboratory science research on out campus.

Once you reach full professor, there's not much opportunity for advancement unless you're a white male (look at the campus and PC leadership, exclusive of the Chancellor). Of course, most of us don't want to enter administration, so it's fine. But you have to wonder if some of the problems we face and some of the lack of innovation and responsiveness stem from overly homogenous leadership.

Opportunities for advancement have improved slightly, but still little seems to be done to cultivate future leaders on this campus or in the Palmetto College system. Across the system, junior faculty seem to be taking more advantage of early tenure and promotion because of the lack of meaningful raises during the first five years. Local processes for tenure and promotion, peer review, and post-tenure review are an outdated mess and require serious and immediate revision.

The processes and procedures for being promoted through the tenure system are clear. Yet, when one has reached full professor, there are almost no opportunities for further advancement into full or partial administrative positions. There is plenty of work these senior faculty can do, but it is in service and unpaid.

There are very few opportunities for advancement in the regional campuses. Division chair, Academic Dean and Dean are the only positions on the campus to advance into and there is very little turnover for those. Even moving to other campuses is difficult since there is little opportunity to gain experience for those positions.

There has been an increase in faculty applying to grants, programs, awards, etc. but so few chosen. Are we really that bad at everything? I think not. We need to be taken seriously.

This survey is starting to depress me. I felt better before responding. Lol.

Why don't we have any female administrators? Why aren't women promoted into administrative positions in PC?

PAY: The Committee asked six questions pertaining to faculty satisfaction with pay.

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

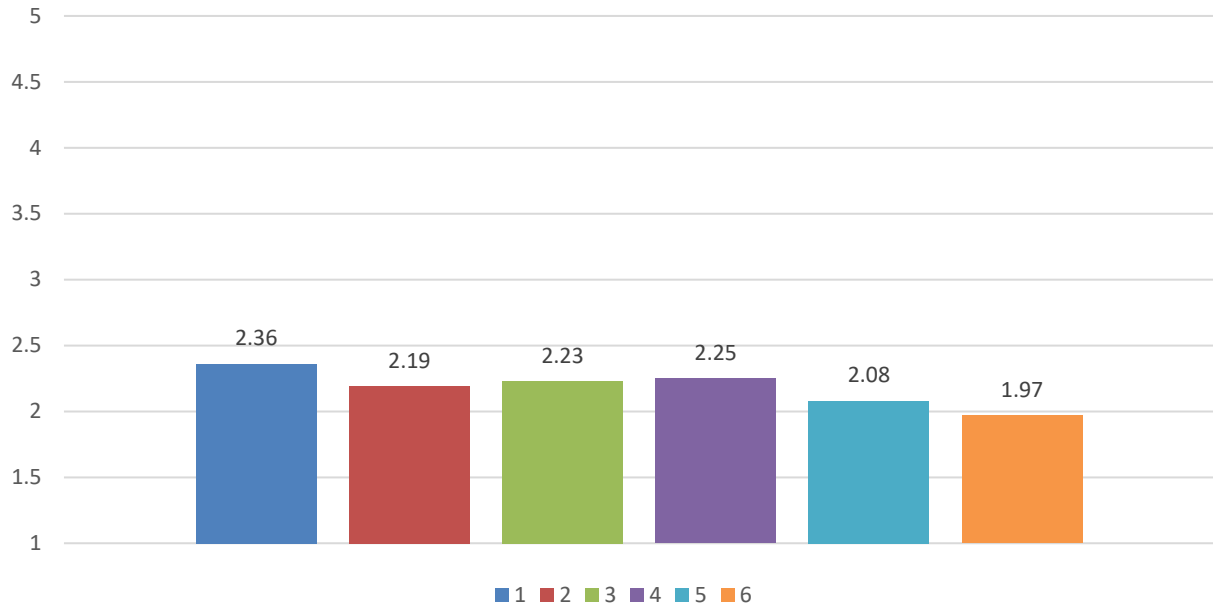
Results: Overall, faculty were least satisfied with pay compared to all other aspects of job satisfaction surveyed. Faculty expressed the least amount of dissatisfaction with current salaries and the most dissatisfaction at cost of living adjustments to salaries.

Males expressed higher levels of satisfaction than females and those that chose not to disclose sex. Males were most satisfied with their current salary and least satisfied with cost of living adjustments. Females were most satisfied with how raises are determined and least satisfied with their pay compared to their workload.

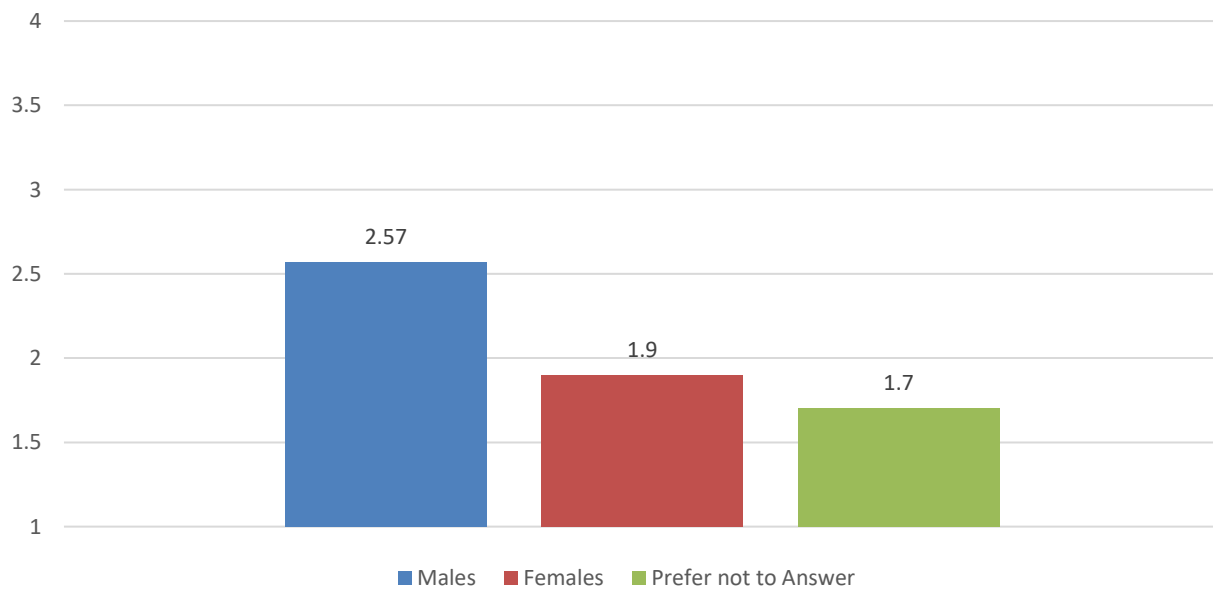
USC Union had the highest rate of satisfaction while those that chose not to disclose their campus affiliation had the lowest rate of satisfaction. USC Lancaster was least dissatisfied with pay differences among University positions and most dissatisfied at current salary compared to faculty members at peer institutions. USC Salkehatchie was least dissatisfied with current salary and most dissatisfied with current salary compared to peer institutions and cost of living adjustments to salary. USC Sumter was least dissatisfied with pay compared to amount of work and current salary compared to peer institution and most dissatisfied with all other aspects of pay except for how raises are determined. Both USC Union and those who chose not to disclose campus affiliation were least dissatisfied with current salary and most dissatisfied with pay differences among university positions.

Data: The graphs below show data for Overall Satisfaction Levels per Question, Overall Satisfaction Levels: Sex, Overall Satisfaction Levels: Campus Comparison, Overall Satisfaction Levels by Question, Overall Satisfaction Levels by Question: Sex, and Overall Satisfaction Levels by Question: Campus Comparison. These graphs are followed by faculty comments.

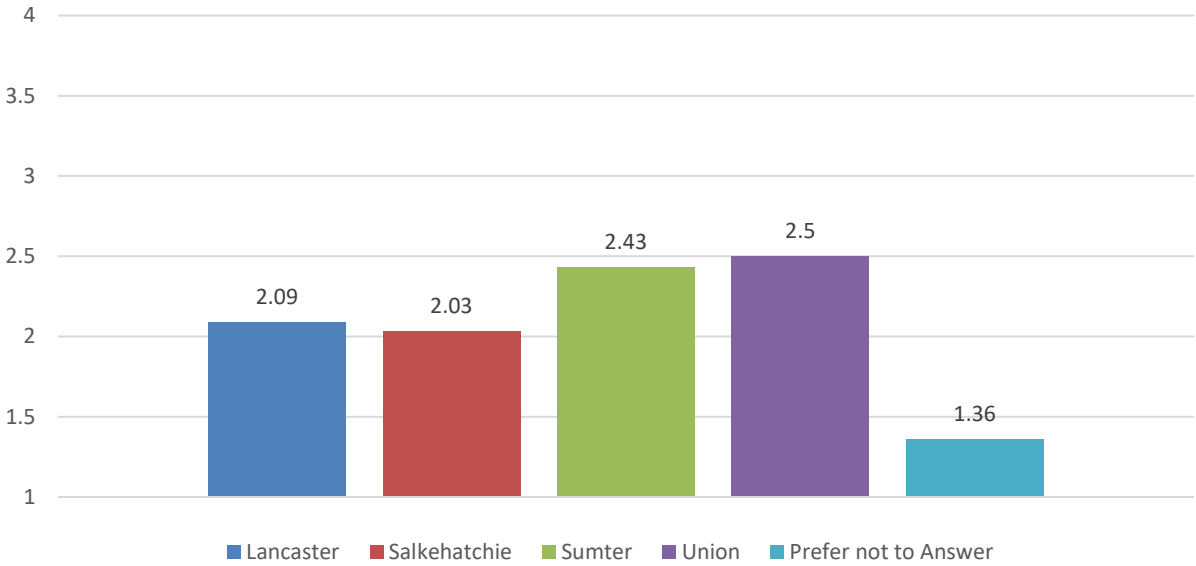
Overall Satisfaction Levels: Pay



Overall Satisfaction Levels: Pay Sex

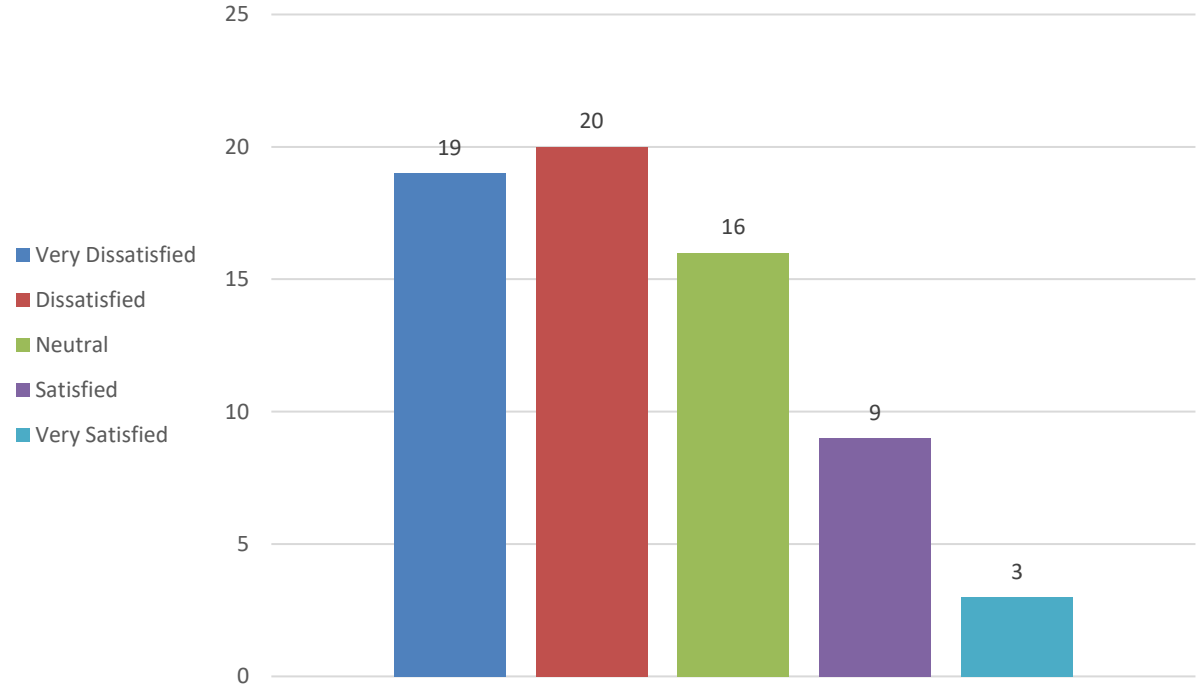


Overall Satisfaction Levels: Pay Campus Comparison

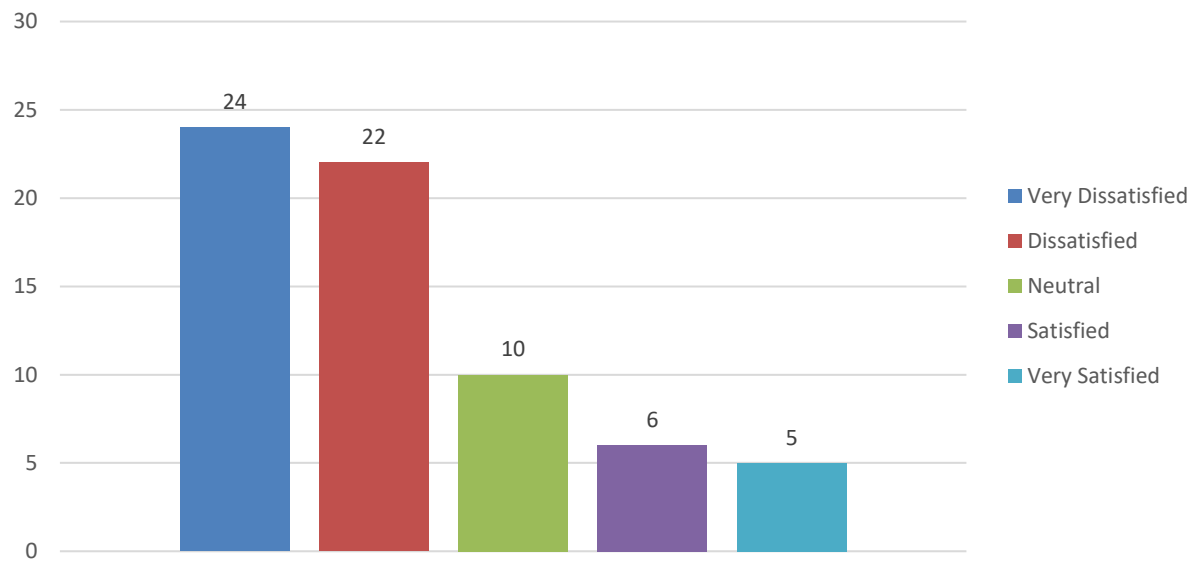


OVERALL SATISFACTION LEVELS BY QUESTION

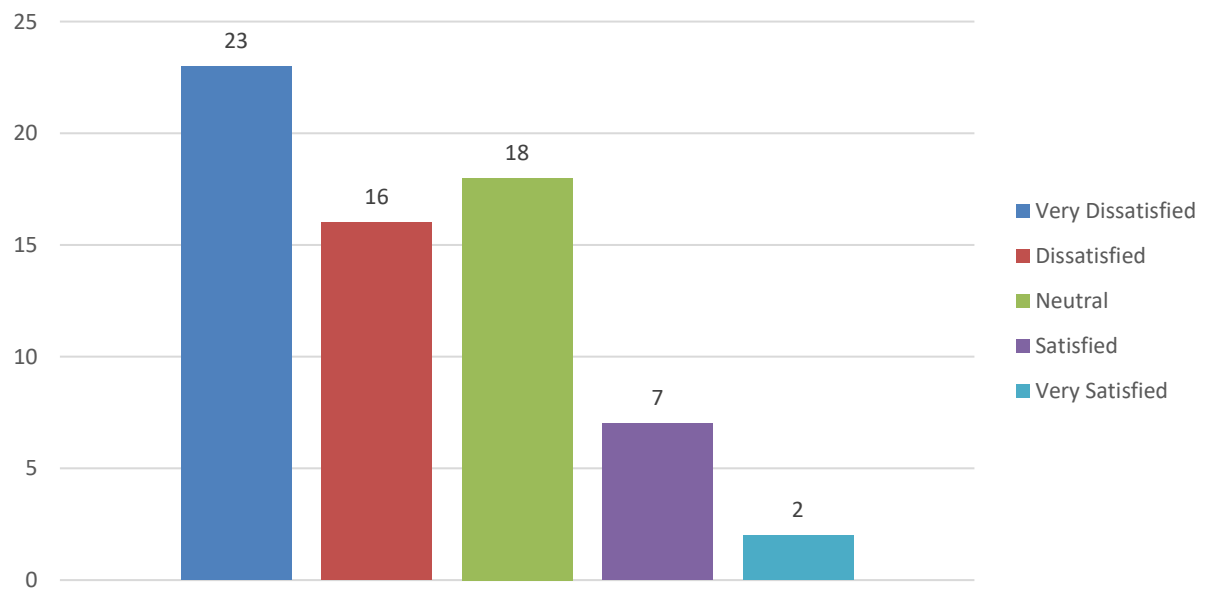
How satisfied are you with your current salary?



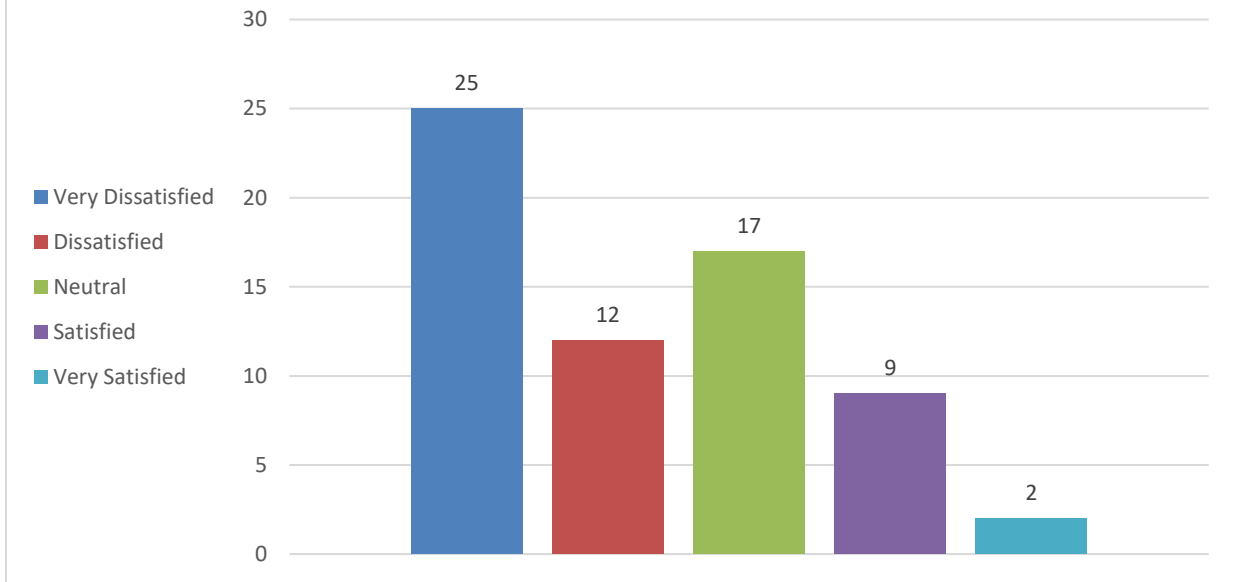
How satisfied are you with your pay compared to the amount of work you do?



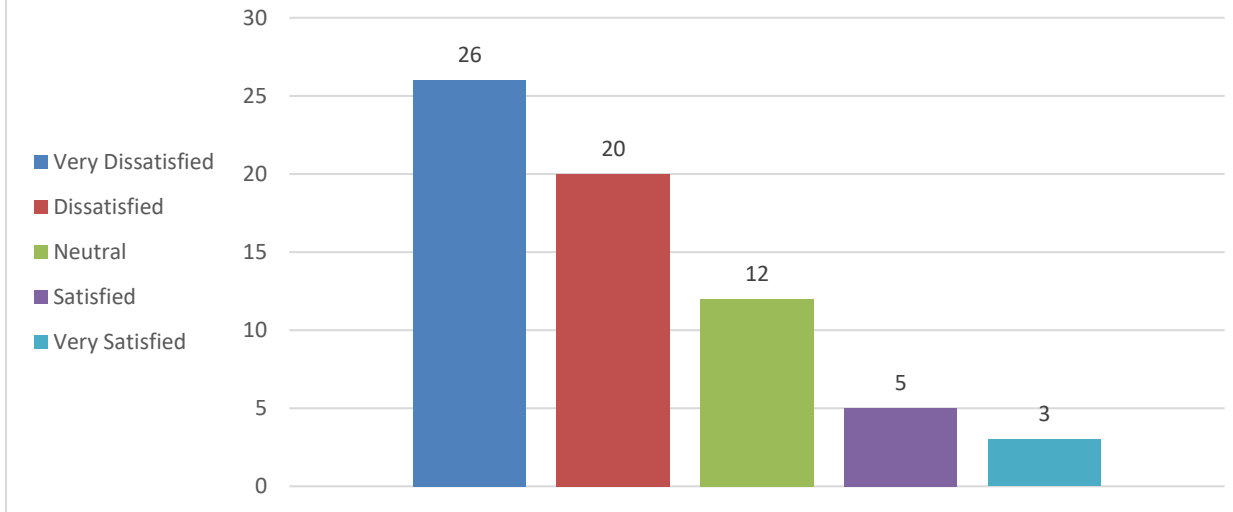
How satisfied are you with pay differences among University positions?



How satisfied are you with how raises are determined?



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

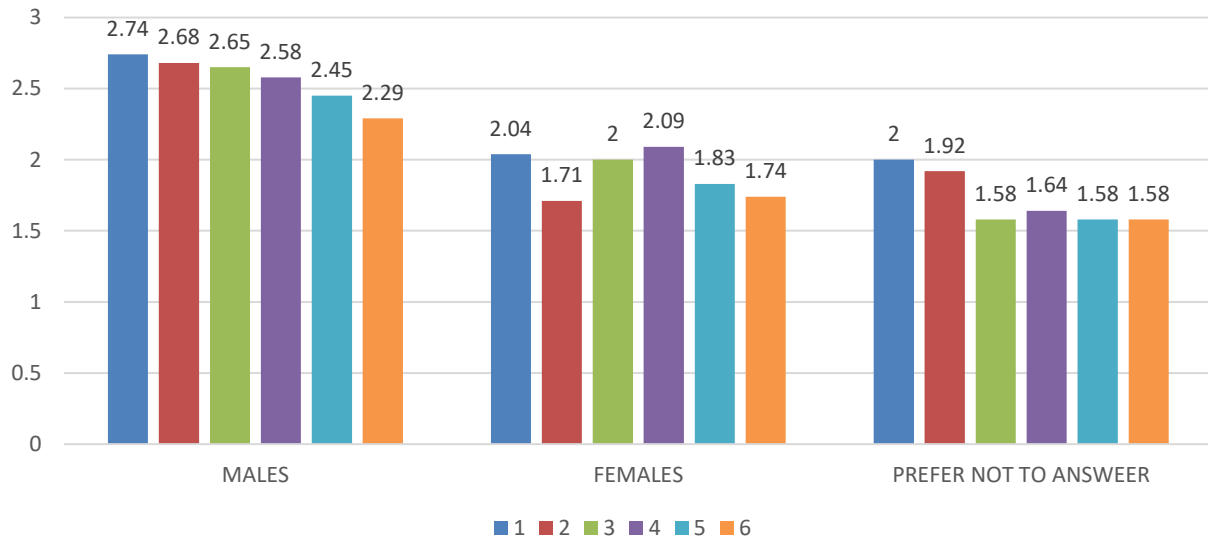




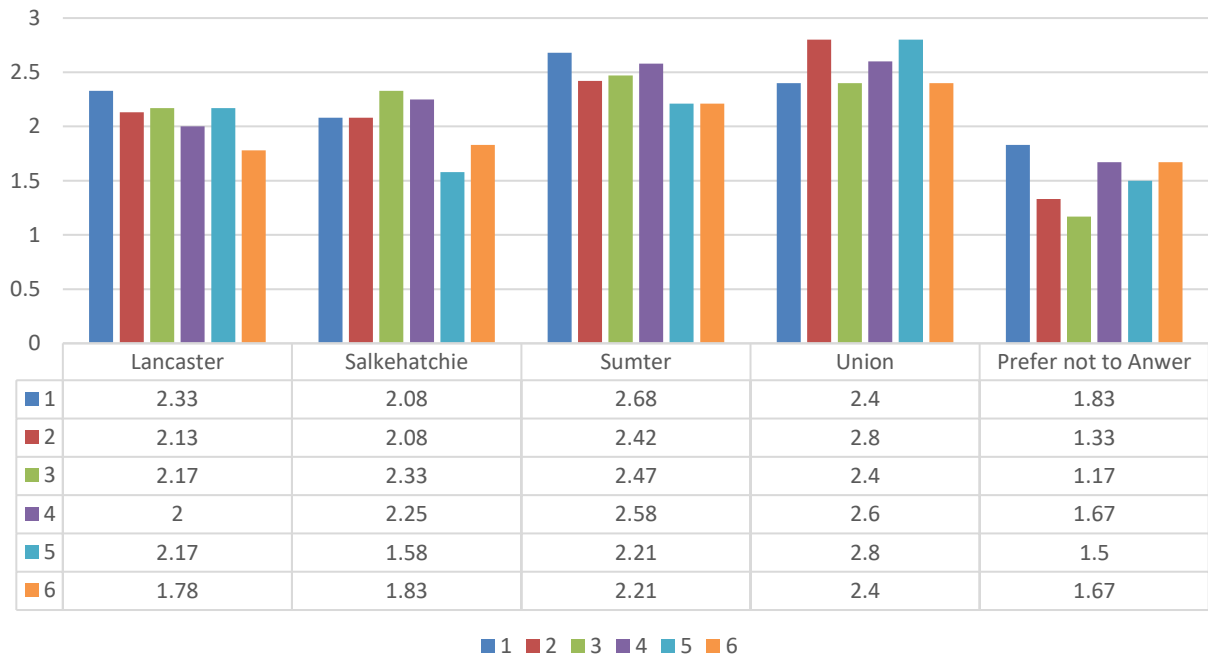
PAY: SEX AND CAMPUS COMPARISONS

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

Overall Satisfaction Levels: Pay Sex



Overall Satisfaction Levels: Pay Campus Comparison



FACULTY COMMENTS:

Please elaborate on any concerns or issues regarding pay.

A generic concern about pay is that the market dictates that new hires often are offered much higher salaries than those of more experienced faculty who have spent years at the institution.

Based on recent news, my dissatisfaction level may change, depending on how the new pay raises are to be distributed, but I am aware that we get paid a lot less than faculty at peer institutions in areas of similar economies. It is tough to eke it all the time. It would be nice to be able to do things with my family more and not worry about where the funding will come from since we get paid so little.

Brand new public school teachers make more than university teachers and get more raises.

Cost of living is low only in the exact city of the school, not where many faculty actually live.

Cost of living raises and Pay for Performance raises are wonderful! However, moving forward, I worry that we are about run into a salary compression for senior faculty. Yes, we need to up the raises for junior faculty and staff. I am behind that 100%. But moving forward we'll will need to look at increasing salaries for senior faculty, otherwise we run the risk of limiting incentives for promotion.

I am currently doing the work of an administrator and not being paid for it.

I came in with much more experience than most others at my position. I am making the same salary as I did over 15 years ago. I STILL have student loans, car loan, house loan. Pay us more equitably.

I have only received two COLAs in the last ten years. Comparing us to other Rank II campuses doesn't make sense now that we're ostensibly part of a larger four-year program as Palmetto College. Now that we're supposedly more of a part of Columbia, I find it harder to understand why faculty in my discipline at the Columbia campus, on average, get paid \$10K more than me.

It is astounding that the pay at USCL is lower than any comparable institution in the US, not to mention in South Carolina. Faculty are paid less than faculty even at lower-ranked institutions (York Tech.). I am not satisfied with the concern that has been expressed by Faculty regarding salary has been taken seriously enough.

It is difficult for me to judge my relative satisfaction regarding important issues. It would have been better for me to have completed this survey BEFORE spring break.

Merit raises are impossible to award fairly. COLAs make much more sense.

My situation is that I can only make 33% of my salary as an adjunct and I need to make more. I really need my salary to be higher so I can teach the extra adjunct classes in order to send my three children to college. I can barely make ends meet when the State takes away my adjunct classes. Our salaries for full time need to be at least \$40,000, especially because we advise, like tenure track people do as well. Or Palmetto and the University need to figure out some way to make it happen.

No one knows how raises are determined, and for many adjuncts, instructors, and staff, they are nonexistent though these job descriptions keep expanding.

Our pay is not competitive with comparable institutions or even within the Palmetto College campuses. We have some of the lowest paid tenure-track faculty in the system. Cost of living adjustments are rare.

Pay lags far behind almost every regional and national average.

Regarding 10.1, I am less than thrilled. Regarding 10.4, without an impartial raise program that grants a yearly loyalty increase for sticking around, this institution fails me. Regarding 10.5, I am underpaid in my role compared to my peers by anywhere from \$8000 to \$15,000 per year, starting salary. Regarding 10.6, they would be better if my base salary was increased by the institution. Currently they are a pittance.

Salaries could be a little more competitive but given the freedom and flexibility I have in my position, I am happy with a lower-than-average salary. I do feel that staff on my campus are severely underpaid. This needs to be addressed to ensure a livable wage for some (i.e. custodians) and to ensure our campuses can recruit and retain more students (i.e. admissions, student life staff).

The starting rate of 45k a year for tenure track faculty is simply obscene. There are staff here with associates degrees that make significantly more than tenure track faculty with PhDs. Such absurd discrepancies are quite demoralizing and certainly don't encourage new faculty to stick around.

We are not compensated appropriately and raises have not been awarded since I joined the faculty. I am very dissatisfied with this aspect of my job and wish the institutional leaders would make this a priority.

We are poorly compensated for the amount of work we do, and make about 20,000 - 30,000 per year less than faculty in equivalent positions at other community colleges (and we are technically a 4-year institution). The cost of living adjustment employed during the salary study was abysmal, making the possibility of fair pay near impossible. The figures that caused the adjustment were based on the income of impoverished families in Allendale and Colleton county who are not living what would be considered an average middle-class lifestyle by any stretch of the imagination. Given the remote location of our campuses and the challenges we face in teaching this population, it is shameful to compensate us less than our peers at comparable institutions when our labor is so much greater. Columbia campus

does not seem particularly invested in the endeavors of Palmetto College if faculty compensation is any indication. Furthermore, in terms of salary there is not much of a distinction between tenured and non-tenured faculty on our campus. Some non-tenured faculty even make MORE money than tenured faculty, and they are not required to do research.

We have not even received cost of living raises for a number of years. Our university is still much too top heavy including the use of funds for administrative positions.

What cost of living adjustments???

What raises? What cost of living adjustments? I've been here 21 years and compared to the economy and cost of living my salary has not gone up appreciably from my starting salary.

RECOMMENDATIONS

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

QUALITY OF STUDENTS: It is the mission of Palmetto College to make a USC college education convenient and accessible to everyone. In order to succeed in that mission, there are practices and policies that could be incorporated to improve overall student quality. The committee recommends consideration of the following:

- Additional University 101 courses available for students
- Additional remedial and PCAM courses available for students
- Smaller class sizes
- Additional funding for tutors, along with increased communication between Instructors and tutors about assignments and expectations
- Incentives to support pedagogical development in the form of grants, stipends, and recognition
- Incentives to support faculty collaboration with educators at the primary and secondary levels in the form of grants, stipends, course releases, and recognition
- Faculty visitations to local middle and high schools to talk about college expectations and/or to present in the classroom
- Increase numbers of Campus Days where local high schoolers attend college classes in order to gain perspective on college life and expectations

PHYSICAL WORKING CONDITIONS: Faculty expressed some concerns regarding the physical working conditions on their campuses, from leaking ceilings and regular building maintenance to old and inadequate science equipment and lack of supplies in restroom facilities. The committee recommends the following:

- Administrators at the local and Palmetto College levels continue their efforts towards repairs, new construction, and updating facilities, laboratory, and computer technologies as needed and as funds become available
- The establishment of procedures for reporting unsafe working conditions above the local campus level should situations arise where the local administration is unable or unwilling to deal with safety concerns

INTERACTIONS WITH COLUMBIA: Faculty expressed dissatisfaction with their interactions with Columbia faculty and departments in corresponding disciplines. This has been an ongoing source of contention amongst Palmetto College faculty. In order to increase communication and interaction between Palmetto College and USC Columbia faculty, the committee recommends the following:

- Request that the Center for Teaching Excellence (CTE) hold workshops at times when Palmetto College faculty can attend
- Organize discipline-specific meetings and conferences and invite Columbia faculty to join

- Arrange sub-meetings with disciplinary peers when participating in Discovery USC and other USC Columbia campus events
- USC Columbia departmental tours for Palmetto College faculty and students

SECURITY: Faculty satisfaction levels with security demonstrate an interest in expanding security training. Accordingly, the committee recommends the following:

- Make security and safety training more uniform throughout the local campuses. Some campuses have security training and security guards while others do not. A uniform security plan, taking into account local differences, would be beneficial, especially as we now have an Emergency Management Coordinator working with Palmetto College on security issues.
- Expansion of First Aid, Basic CPR, and Active Shooter trainings across Palmetto College

BULLYING, HARASSMENT, AND DISCRIMINATION: Faculty responses to this section of the survey demonstrate that those who experienced bullying, harassment, or discrimination are not reporting the behavior to superiors. Reports of bullying, harassment, and discrimination are high enough to recommend that something be done. The committee recommends the following:

- Coordination between the Diversity, Equity, and Inclusion Committee and Palmetto College faculty and administrators to develop policies and practices that are anti-discriminatory and that discourage bullying and harassment
- Coordination between local Diversity, Equality, and Inclusion committees with local administrators to develop policies and practices that discourage bullying, harassment, and discrimination
- Dissemination of clear guidelines of how to report bullying, harassment, and discrimination throughout all levels of Palmetto College

LACK OF ADVANCEMENT OPPORTUNITIES: Faculty expressed dissatisfaction at the lack of career advancement opportunities within Palmetto College. The committee recommends the following:

- Instructors should be offered promotion to Senior Instructor upon meeting appropriate criteria
- Creation of Distinguished and/or Endowed positions as a means of promotion for professors

SUPERVISION AND COMMUNICATION: Faculty expressed some dissatisfaction with the level of supervision and communication from Palmetto College administration. This satisfaction is 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 the following:

- Increase the visibility of the Palmetto College Administration at the local campus level

- The Report of the 2018-2019 Salary Steering Committee should be distributed and explained to faculty as was originally planned as soon as possible.

PAY: The lowest aspect of faculty satisfaction involve faculty salaries. Faculty expressed dissatisfaction with pay and with lack of raises, including cost of living raises which are non-existent. It is important that the Palmetto College Administration continue to work towards increasing faculty pay. The committee recommends the following:

- The Welfare Committee may institute a Salary Study. The 2016 salary study prompted the Chancellor to form the Salary Steering Committee to investigate faculty salary concerns. Thus, the committee should continue to perform periodic salary studies as a means of inducing administration to do as much as possible with rectifying the salary inequities that exist among faculty.
- The Report of the Salary Steering Committee in 2019 should be distributed and explained to faculty as was originally planned.

GENDER ISSUES: Across the board, in every single question pertaining to job satisfaction, males exhibited higher levels of satisfaction than females. In some cases, male satisfaction levels were significantly higher than those of females. Moreover, as was pointed out in a faculty comment, there are not any female administrators in Palmetto College outside of the Chancellor. What factors cause males to be more satisfied than females? Why are there not any female administrators or females in leadership positions? These are questions that need answers. The committee recommends the following:

- Palmetto College and local administrators should coordinate with the Diversity, Inclusion, and Equity Committees at the local and Palmetto College levels to investigate and determine policies and practices dedicated to creating an environment of equality and inclusion.
- The Welfare Committee may investigate these differences further in future Welfare Surveys.