



UNIVERSITY OF
SOUTH CAROLINA
PALMETTO COLLEGE

2014 Faculty Welfare Survey Final Report

**University of South Carolina
Regional Campuses Faculty Senate
Welfare Committee**

**Sponsored by the Welfare Committee of the Regional Campuses Faculty Senate:
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Contents

EXECUTIVE SUMMARY	3
About the Survey	3
Central Findings	3
I. INTRODUCTION	4
About the Survey	4
Survey Design & Administration	4
Survey Response	5
Participant Characteristics	6
About the Report	7
II. ACADEMIC COMMUNITY AND COLLEGIALITY	7
Collegiality.....	9
Valuing Diversity	9
Discrimination and Workplace Bullying.....	10
III. FACULTY WORKLOAD AND SUPPORT	11
Faculty Workload	11
Support for Professional Success.....	13
Distribution of Work Time	15
IV. COMPENSATION AND RETENTION	16
Satisfaction with Job Characteristics	16
Job Security and the Job Market.....	19
Qualitative Feedback	22
Note about “Other” Analyses	22

EXECUTIVE SUMMARY

About the Survey

The 2014 Faculty Welfare Survey is a new survey—designed with a specific focus on the personal and professional welfare of faculty members from the University of South Carolina Regional Campuses and Extended University. The survey included 48 individual survey items in three key areas: 1) academic community and collegiality, 2) faculty workload and support, and 3) compensation and retention. Our full-time faculty headcount is 133, and our total number of responses to this survey was 105 (resulting in a response rate of 79 percent). Demographic responses indicate a nice level of diversity in terms of age, gender, ethnicity, race, and sexual orientation (although attention should be given to improving faculty numbers for women, Hispanics, and all racial minorities). In reviewing gender data shared by Palmetto College it is apparent that women are underrepresented among all ranks—most notably Professor (only 3 of 19 are women).

Central Findings

For the most part, respondents indicate a healthy level of collegiality among our campuses. We would like to see improved interaction between faculty on our campuses and those in Columbia. The sentiment among faculty is that, although diversity is valued on race and gender, diversity in sexual orientation is much less valued on our campuses. Perhaps the most pertinent findings are those related to discrimination and workplace bullying. Among faculty respondents, 18.1 percent report having experienced discrimination on the basis of gender, race, and/or sexual orientation. The bulk of discrimination being reported is gender discrimination—which adversely affects women

(14 women reported gender discrimination compared to 1 man). Workplace bullying was reported by 16.5 percent of faculty respondents. Rates of bullying were particularly high among racial minorities (41.7 percent) and members of the Sumter faculty (35 percent). Combining four survey items on discrimination and bullying we find that 27.6 percent of faculty respondents report experiencing some form of discrimination and/or bullying.

Most of the faculty seems to be working a typical number of courses and labs, but there is cause for concern about equitable compensation for lab instruction—particularly in the sciences. A fairly broad group of faculty are offering “distance learning” courses and these trends are expected to continue. Faculty members indicate that they are receiving strong levels of institutional support for their teaching and service, but support for scholarship lags considerably behind the other two areas. The faculty is generally content with the amount of time spent teaching, but many would prefer to spend more time on scholarship and less on service. Respondents feel quite optimistic about their “authority to make decisions,” “opportunity for advancement,” “work/life balance,” and “benefits.” But responses indicate need for improvement in “salary” and “time for keeping current.” More than 50 percent of respondents are dissatisfied with their salary. Many people report being comfortable in their current job, but 25 percent of faculty indicate interest in seeking another job. Rates of “job seeking” are particularly high among faculty who reported discrimination and/or bullying and faculty who are dissatisfied with their salary. Finally, the faculty is quite varied in their sense that Palmetto College provides added job security. Many responses in this area are neutral.

I. INTRODUCTION

About the Survey

The 2014 Faculty Welfare Survey is a new survey—designed with a specific focus on the personal and professional welfare of faculty members from the University of South Carolina Regional Campuses and Extended University. The individual items included in this survey are almost entirely original—that is, they have not been previously asked of our faculties. The results of this survey should serve as a catalyst for voicing the collective concerns of our faculty, advocating for matters of faculty welfare, and enabling individual faculty members to have an idea how their experiences compare to those of other faculty members. The question of “what do we do with these survey results?” is an important one. But this question relates not just to the members of the Welfare Committee of the Regional Campuses Faculty Senate—it relates to all of us. We must all take ownership over these findings and be involved in the dissemination of results and the overall advocacy of faculty well-being.

Survey Design & Administration

The survey items included in the 2014 survey maintain an emphasis on the well-being of individual faculty members, not the welfare of the institution. Survey items were designed around highlighting faculty needs, addressing issues of recruitment and retention, and ensuring that we all have what we need to be happy, productive faculty members. This focus is consistent with the form and function of the Welfare Committee of the Regional Campuses Faculty Senate. We represent the welfare of you—the faculty. Due to the nature of many questions in this survey, we invited only full-time faculty members of the Regional

Campuses and Extended University to participate. Please see Table 1 for the sequence of important communications and events regarding the survey.

Table 1 - Important Communications & Events

Communication/Event	Date
"Beta-tested" Survey	3/21
Survey Announced	3/27
Survey Opened	3/27
1st Reminder Email	4/1
2nd Reminder Email	4/8
Survey Closed	4/9
Report Distributed	4/25

The Faculty Welfare Survey is an anonymous survey instrument which is aimed at uncovering the “highs” and “lows” of faculty well-being. Some concerns have been raised as to how anonymous the survey can truly be, given that we ask individuals to provide responses to a series of demographic questions. These demographic items are used, in our analyses and in this report, purely for the contextualization of faculty experiences on our campuses. As you will see in the following report, no small, identifiable groups will be discussed. But you will quickly see the vital importance that demographics serve in providing meaningful, action-item-oriented findings on various measures. Careful attention was afforded to the protection of faculty data during survey design, analysis, and the reporting of findings.

The survey itself included a total of 48 individual survey items—some of which were presented in groups to improve the layout and flow of the survey instrument. Survey items focus on three key areas: 1) academic community and collegiality, 2) faculty workload and support, and 3) compensation and retention. Two additional segments of the survey related to

faculty demographics and an optional area for open qualitative feedback. Questions hit on key issues of faculty welfare such as experiences with discrimination, work/life balance, support for scholarship, and even workplace bullying. We are also soliciting additions, deletions, and edits to the survey in preparation for future survey administrations. In fact, we already have a number of improvements mapped out for future survey administrations.

Some of the survey items are categorical in design, while others are continuous items based around a five-point scale. These continuous items related to the “degree to which you agree” with certain statements or the “degree to which you are satisfied” with select elements of your job. Likert-style survey questions included response options that ranged from *Strongly Disagree* to *Strongly Agree* (or *Very Dissatisfied* to *Very Satisfied*), and they will be discussed in great detail throughout the remainder of this report. Equally important are the survey items that included a simple dichotomy of yes/no responses. These items will garner a great deal of attention as well. A handful of the survey items also included optional feedback boxes where faculty members could contextualize their responses with qualitative insight. Such feedback will be used, when appropriate, to emphasize select trends in the data.

The 2014 Faculty Welfare Survey was administered as an online survey via Qualtrics. Qualtrics is a leading survey technology provider used by “every major university in the U.S.” (<https://www.qualtrics.com/about/>), and they are for outstanding data protection, and great commonsense analytics. All full-time faculty members were emailed a survey link inviting them to participate.

Survey Response

One of the key concerns during the administration of the Faculty Welfare Survey—or any survey for that matter—is the response rate. We are proud to report an exceptional response rate on nearly all accounts. Table 2 provides a quick visual breakdown of the number of full-time faculty members that are presently employed at each of the Regional Campuses and Extended University, along with the number of faculty responding to this survey from each unit (and the calculated rate of response).

Table 2 - Survey Response by Campus Unit

	Number Responding	Faculty Count	Response Rate
LANCASTER	48	53	0.91
SALKEHATCHIE	15	22	0.68
SUMTER	21	35	0.60
UNION	11	12	0.92
EXTENDED UNIV.	9	11	0.82
NOT IDENTIFIED	1		
TOTALS	105	133	0.79

All data on our current headcount in this report were provided by Pam Hayes, Associate Chancellor of Business Affairs and Human Resources for USC Palmetto College. Our total full-time headcount currently sits at 133 faculty members, and our total number of responses to this survey was 105. That amounts to an impressive total response rate of 79 percent. A quick review of welfare surveys completed at other public and private universities affirms that our response rate is phenomenal in comparison.

Upon reviewing Table 2, one might quickly note that almost 50 percent of survey respondents are employed at the Lancaster campus (48/105). But this statistic is in line with faculty numbers overall, as Lancaster presently serves as the home campus for 53 out of the 133

faculty members among the five units in this study. Campuses varied substantially in their response rates for the survey, and this variation should be noted prior to discussing the findings of the survey. Response rates ranged from 92 percent (at Union) to 60 percent (at Sumter).

Another dimension that is important to consider when reviewing survey response rates is the rank of survey respondents. Table 3 provides the number of current faculty at each rank, along with the number of faculty at each rank who responded to the survey (and subsequent response rates). The typical pattern at many institutions of higher education is that tenured faculty members respond at much higher rates than untenured tenure-track faculty or faculty in term positions. Interestingly, among our campuses, Assistant Professors had the highest response rates at just over 91 percent. Response rates were lowest among the rank of Instructor, and this pattern is consistent with many other institutions.

Table 3 - Faculty Response by Rank

	Number Responding	Faculty Count	Response Rate
INSTRUCTOR	32	50	0.64
ASSISTANT PROF	31	34	0.91
ASSOCIATE PROF	21	30	0.70
PROFESSOR	16	19	0.84
ADMINISTRATOR	2		
NOT IDENTIFIED	3		
CAMPUS TOTALS	105	133	0.79

Untenured, tenure-track faculty members either feel secure in providing feedback and/or they simply recognize the relative importance of participating in and learning from the outcomes of this survey instrument. Either way, this could be interpreted as a positive trend regarding the future health of our faculty body.

Participant Characteristics

As we detailed throughout the administration of this survey, we continue to handle all demographic information very delicately. For the most part, demographics were only used when they offered essential insight into the outcome of a particular survey item. However, it is helpful for anyone reading this report to have a basic understanding of the demographics of survey respondents. Two demographic items asked of respondents have already been discussed (campus affiliation and academic rank). The remaining demographics included in the survey are age, ethnicity, race, time on current campus, sexual orientation, and gender. Survey respondents reported ages ranging from 27 to 81, with a mean age of 47.4 years old (data missing for 20 respondents). For ethnicity and race, we offered the same options and format as the U.S. Census. As far as ethnicity, six respondents are Hispanic and 86 are non-Hispanic (data missing for 13 respondents). The modal race category is White (84 respondents), followed by Black or African American (6 respondents), Native American (3 respondents), Asian American (2 respondents), and Mixed Race (2 respondents). The sexual orientation of survey respondents is as follows: heterosexual (82 respondents), gay/lesbian (3 respondents), pansexual or fluid (2 respondents), and bisexual (1 respondent).

In terms of gender, 52 respondents are men, 45 are women, one is transgender, and one is gender-fluid (data missing for six respondents). Gender is one level of demographic data that is tracked by Palmetto College as well. According to human resource data, which was compiled by Pam Hayes, our total current faculty includes 81 men and 52 women (note: University data only allows these two gender options). We felt

it was important to report the gender breakdown of our total faculty body simply to provide response rates by gender. The response rate for women is 87 percent (45 of 52), while the response rate for men lags considerably at 64 percent (52 of 81). Another reason we felt the need to discuss the gender of our total faculty body is because—as seen in future segments of this report—gender disparities exist among our faculty. Table 4 provides the gender breakdown of our total faculty body by campus and rank (data provided by Pam Hayes).

Table 4 - Gender Breakdown of Total Faculty Body (by Campus and Rank)

REGIONAL CAMPUS FACULTY - GENDER BY RANK 2013-14								
	INSTRUCTOR		ASST PROF		ASSOC PROF		PROFESSOR	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
LANCASTER	12	13	7	6	2	8	3	2
SALKEHATCHIE	2	4	0	8	3	3	0	2
SUMTER	6	5	1	2	4	6	0	11
UNION	2	2	4	2	1	1	0	0
EXTENDED UNIV	1	3	2	3	2	0	0	1
TOTALS	23	27	14	21	12	18	3	16

A few important trends must be emphasized regarding gender disparities among our faculty ranks. First, men are more numerous at all ranks. Most troubling is that women represent only 3 of 19 full professorships (due mostly to the ratio of 0:11 at Sumter). Although the disparity at Salkehatchie is presently small among tenured faculty, gender incongruence among Assistant Professors (0 women, 8 men) could lead to very lopsided gender outcomes among future tenured faculty at that campus.

About the Report

The remaining sections of the report will examine survey items in the three major areas of the survey: Chapter II will cover items related to Academic Community and

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

The majority of this report is based on simple univariate analyses of the data and crosstabs (Chi-square tests). Univariate analyses were conducted via a Qualtrics online toolkit, and bivariate analyses were conducted using SPSS. Sam Downs of USC Salkehatchie cleaned up the data (i.e., coding variables, accounting for missing data, etc.) in SPSS prior to all bivariate analyses.

II. ACADEMIC COMMUNITY AND COLLEGIALITY

Much of the remainder of the survey is intended to answer questions regarding where we currently stand on various measures. In Section II all questions are based around faculty members’ feeling about the health of their academic community and their sense (or not) that they work in a collegial environment. As seen throughout this section, some of the items in Section II yielded surprising results.

In an effort to maximize the flow and commonsense formatting of the survey, the first 11 items in Section II were grouped together because of their similar design.

Table 5 - Frequencies, Means, and Standard Deviations for Survey Items Related to “Academic Community and Collegiality”—Rated on a Scale from Strongly Disagree (value of 1) to Strongly Agree (value of 5). Total N = 105.

Question	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Missing Data	Mean	Standard Deviation
Among the colleagues on my campus, there exists a strong level of collegiality	4 (3.8%)	10 (9.5%)	16 (15.2%)	51 (48.6%)	19 (18.1%)	5 (4.8%)	3.71	1.02
I can comfortably voice my opinion on campus matters without fear of retribution	3 (2.9%)	18 (17.1%)	12 (11.4%)	44 (41.9%)	23 (21.9%)	5 (4.8%)	3.66	1.11
My input is valued on matters of faculty welfare and faculty governance	6 (5.7%)	17 (16.2%)	23 (21.9%)	39 (37.1%)	16 (15.2%)	4 (3.8%)	3.42	1.13
I have had constructive interactions with the USC Columbia department that corresponds with my discipline	12 (11.4%)	18 (17.1%)	33 (31.4%)	24 (22.9%)	13 (12.4%)	5 (4.8%)	3.08	1.20
In my opinion, diversity is important to the mission of Higher Education	1 (1.0%)	5 (4.8%)	15 (14.3%)	34 (32.4%)	45 (42.9%)	5 (4.8%)	4.17	0.93
My campus unit values diversity in terms of race	1 (1.0%)	9 (8.6%)	20 (19.0%)	40 (38.1%)	30 (28.6%)	5 (4.8%)	3.89	0.97
My campus unit values diversity in terms of gender	0 (0.0%)	11 (10.5%)	19 (18.1%)	44 (41.9%)	26 (24.8%)	5 (4.8%)	3.85	0.94
My campus unit values diversity in terms of sexual orientation	6 (5.7%)	15 (14.3%)	39 (37.1%)	22 (21.0%)	18 (17.1%)	5 (4.8%)	3.31	1.12
My teaching accomplishments are recognized and valued	3 (2.9%)	15 (14.3%)	13 (12.4%)	41 (39.0%)	26 (24.8%)	7 (6.7%)	3.73	1.11
My scholarly achievements are recognized and valued	1 (1.0%)	11 (10.5%)	28 (26.7%)	39 (37.1%)	20 (19.0%)	6 (5.7%)	3.67	0.96
My service contributions are recognized and valued	1 (1.0%)	12 (11.4%)	20 (19.0%)	43 (41.0%)	23 (21.9%)	6 (5.7%)	3.76	0.98

Each of the 11 items asked respondents to “please indicate the degree to which you agree with the following statements.” Table 5 includes some basic analytics of these 11 items. To aid in the discussion of the 11 survey items presented in Table 5, we decided to break them into three subgroups: 1) the first four items which all relate to collegiality, 2) the middle four items which all relate to diversity, and 3) the final three items which relate to being recognized and valued.

Collegiality

The questions regarding collegiality yielded a few noteworthy findings. The highest mean score among these four items (3.71) involves whether faculty feel that they work in a collegial environment. The lowest mean score (3.08) relates to the item on whether faculty on the Regional Campuses have had constructive dialog with peers in Columbia (faculty responses were quite varied, resulting in a larger than average standard deviation of 1.20 for this item). It is also worth noting that a gap exists between faculty members feeling that they can voice their opinions (mean = 3.66) and whether they feel that their voice (i.e., input) is actually valued (mean = 3.42). Campus units varied quite a bit on this last item. While not a single faculty member at Union or Extended University disagreed with the question on whether their “input is valued,” 8 out of 20 respondents from Sumter either disagreed or strongly disagreed with this statement.

Valuing Diversity

The question set involving diversity yielded some of the highest mean scores across the entire survey. The first item in this section (about whether “diversity is important to the mission of Higher Education”) had the highest

mean of any item in the survey at 4.17. Although respondents reported strong mean scores on questions about their campus valuing diversity in terms of race (3.89) and gender (3.85), the mean score on whether one’s campus values diversity in sexual orientation is less optimistic (3.31). Only 38 percent of respondents indicated that they either *agree* or *strongly agree* that their campus values diversity on sexual orientation. This is particularly concerning since there is a healthy degree of sexual diversity among the faculty respondents of this survey. See Table 5 for a detailed breakdown of survey responses on the diversity questions as well as the other seven items in this segment of the survey.

The final three questions in the Academic Community and Collegiality segment of the survey provide us with an idea of whether faculty members feel that their accomplishments (teaching, scholarship, and service) are recognized and valued. As seen in Table 5, these three areas all had relatively high mean scores. At face value it appears that service is valued the most (mean = 3.76), followed by teaching (mean = 3.73) and scholarship (mean = 3.67). Crosstabs between these and various other variables provided a resounding pattern at the campus level. With one exception, all disapproving responses on these three items (*disagree* or *strongly disagree*) were reported by faculty from Lancaster and Sumter. This result falls in line with results in the following segment of the survey of Faculty Workload and Support, where Lancaster and Sumter faculty members report feeling less supported by their institutions than counterparts at Extended University, Salkehatchie, or Union. The three survey questions on “feeling valued” will prove more useful when engaging in future longitudinal

analyses, particularly as our organizational chart and resources continue to shift and change.

Discrimination and Workplace Bullying

In our summation, the most immediate and alarming findings of the 2014 Faculty Welfare Survey involve two areas of inquiry: 1) discrimination on the basis of gender and 2) workplace bullying. The first of these areas, discrimination on the basis of gender, is the subject of the next item on the survey. Of the 97 faculty members who responded to this item (“I have faced discrimination on the basis of my gender”)—16 faculty members responded that they have experienced gender discrimination (16.5 percent).

Among these 16 faculty members, 15 provided their gender at the onset of the survey. One of these 15 is a man while the other 14 are women. For everyone who is/was curious why we collected demographic data, we did so in order to allow these sorts of disparities to emerge. And they clearly did. Put succinctly, 31 percent of women (14 of 45) who completed this survey reported having experienced gender discrimination on our campuses (compared to only two percent of men).

Survey items on racial discrimination and sexual orientation-based discrimination were not in the same realm as the results of the aforementioned gender discrimination question. Of the 98 faculty members who responded to the question about experiencing discrimination on the basis of race/ethnicity, six responded “yes.” Of the 96 faculty members who responded to the question about experiencing discrimination on the basis of sexual orientation, only one responded “yes.” We chose to focus the discrimination questions on gender, race, and sexual orientation because

these are commonly the three most heavily cited sources of discrimination.

Collectively, the seven admissions of discrimination (on race and sexual orientation) are a concern. But bivariate analyses show that these findings do not include any trends that disproportionately affect any particular subset(s) of our faculty. Next year’s Welfare Survey will include additional discrimination items related to religion, nationality, and disability among others. Before moving on to a discussion of workplace bullying, we should state that discrimination is commonly underreported on workplace surveys—thus, it is likely to be occurring more than our results indicate. Still, between gender, race, and sexual orientation, data in this survey speaks of 22 cases of discrimination.

The final question in this segment of the survey asks respondents whether they have been a victim of workplace bullying. The University of South Carolina just instituted a policy on workplace bullying less than one month prior to the release of this survey (USC policy “ACAF 1.80” went into effect on February 28, 2014). Considering the relative newness of this policy, we provided the definition of workplace bullying used by the University directly in the survey questionnaire. Those of you who wish to view the entire policy may use the URL: <http://www.sc.edu/policies/acaf180.pdf>.

According to the University, workplace bullying refers to “repeated, unwelcome severe and pervasive behavior that intentionally threatens, intimidates, humiliates or isolates the targeted individual(s), or undermines their reputation or job performance.” Further, “it may take, but is not limited to, one or more of the following forms: verbal abuse, malicious criticism or gossip, unwarranted monitoring, unwarranted

physical contact, exclusion or isolation in the workplace, work interference or sabotage, cyberbullying, or other offensive conduct/behaviors (including nonverbal) which are threatening, humiliating, harassing or intimidating.”

One of the major points of discussion in the crafting of ACAF 1.80 rested on whether or not workplace bullying was even an issue at the University of South Carolina. Based on the findings of the 2014 Faculty Welfare Survey, it mostly certainly appears to be a problem. Among the 95 faculty members who responded to this question, 15 indicated that they have been (or presently are) a victim of workplace bullying. That amounts to 15.8 percent of our respondents having experienced workplace bullying.

There were no gender disparities in workplace bullying, but there are some concerns related to race and campus unit. The rate of reported workplace bullying is 12.3 percent (10 of 81) for white respondents, but it is a much higher 41.7 percent (5 of 12) for the collapsed category of “racial minority or mixed race” (one respondent who cited workplace bullying did not provide his/her race). Equally concerning is that 35 percent (7 of 20) of faculty respondents from Sumter indicated being victims of workplace bullying. Note: workplace bullying was reported among all non-administrative faculty ranks.

Future survey administrations should allow for a more nuanced investigation of workplace bullying. For example, the next welfare survey should include items about whether the bullying is a past and/or presently occurring phenomenon, and whether the perpetrator(s) of the bullying is/are still employed by the University. Hopefully the results of this survey question propel our faculty bodies into some

constructive dialog about the effects of workplace bullying—and perhaps result in a Regional Campuses task force aimed at minimizing the occurrence of workplace bullying. These results also indicate the importance of having representation from the Regional Campuses and Extended University on the University of South Carolina Faculty Committee on Professional Conduct (this committee has been charged with reviewing claims of workplace harassment).

Before moving forward into the next segment of the survey, we would like to provide one summative statistic. When we take into account all three types of discrimination included in the survey (gender, race, and sexual orientation) and combine it with data on the incidence of workplace bullying we find the following reality: 27.6 percent of faculty members responding to the 2014 Faculty Welfare Survey have experienced some form of discrimination and/or workplace bullying. The total percent just reported is the result of a separate variable that was created and analyzed in SPSS.

III. FACULTY WORKLOAD AND SUPPORT

The tone of Section III of the Welfare Survey is much improved over the tone of Section II. Questions center on three areas: faculty workload, support for professional success, and distribution of work-hours.

Faculty Workload

The first two questions in this section asked faculty to report the number of courses that they taught in the 2013-14 academic year (fall and spring only). Table 6 provides a visual

breakdown of the number of courses taught by faculty respondents, and Table 7 does the same but for the number of labs taught. We will clarify in future surveys that we are asking about the total number of *sections* taught.

Table 6 – The Number of Courses Taught During the 2013-14 Academic Year (Fall and Spring)

# of Courses	Response	Percent
<4	7	7%
4	8	8%
5	12	12%
6	8	8%
7	31	32%
8	20	21%
9	3	3%
10+	8	8%
Total	97	100%

The average faculty member at the Regional Campuses and Extended University taught seven or eight sections during the 2013-14 academic year (fall and spring only). There were, however, quite a few respondents who taught fewer than four classes. This outcome alerted us to the fact that data on the number of courses taught would have been more meaningful had we asked faculty whether they have any staff or administrative responsibilities that result in a course load reduction (We only queried whether someone’s principal role was “administrator”). This item will be added to future administrations of the Faculty Welfare Survey. There are two outliers that are worth noting. Two assistant professors reported teaching eight courses. Untenured tenure-track faculty receive a one course reduction, resulting in a 4-3 load. The faculty welfare of these two individuals who taught eight courses is a concern—particularly if these faculty members are either not receiving a course reduction or if they were forced to teach more than their

situation allows (i.e., faculty members on a reduced load cannot teach “overload” courses).

Table 7 - The Number of Labs Taught During the 2013-14 Academic Year (Fall and Spring)

# of Labs	Response	Percent
0	71	76%
1	3	3%
2	2	2%
3	2	2%
4	6	6%
5	4	4%
6	3	3%
7	3	3%
8+	0	0%
Total	94	100%

Table 7 presents a visual breakdown of the number of labs taught per faculty member. One fact that is not evident in Table 7 is that 75 percent of the faculty members who reported teaching labs in the 2013-14 academic year were science faculty. The purpose of conveying this statistics rests in its connection to the following, subsequent survey question: “During the 2013-14 academic year, did any of your course offerings have required weekly in-class ‘contact hours’ that exceeded the number of credit hours awarded to the course (e.g., did you teach a lab that met for three hours/week, but is only awarded one credit-hour)?” Of the 95 respondents who answered this question, 21 of them responded “yes.” This result validates concerns that were brought to the attention of the RCFS Welfare Committee this past fall.

Pay for “standard” (non-lab) courses is typically organized around the concept of student “contact hours.” But many labs seem to meet with students for three hours per week, and only “count” as one credit hour for compensation purposes. Optional qualitative

comments connected to this survey item convey that it is typical for science faculty (and sometimes math and computer science faculty) to maintain contact hours that go beyond their rates of compensation. As a committee we would like to see some transparency and clarity regarding why this practice has been normalized and treated as equitable.

Two additional survey questions asked respondents how many courses they taught during the 2013-14 academic year via two-way video (Table 8) or Blackboard (Table 9). These two items were included in the survey primarily to offer everyone a quick snapshot of how many of each type of course is being offered by our faculty.

Table 8 - The Number of Courses Taught via Two-way Video during the 2013-14 Academic Year (Fall and Spring)

Two-way Video	Response	Percent
0	83	86%
1	7	7%
2	2	2%
3	3	3%
4	0	0%
5+	1	1%
Total	96	100%

Table 9 - The Number of Blackboard (Online) Courses Taught per Faculty Member During the 2013-14 Academic Year (Fall and Spring)

Blackboard Courses	Response	Percent
0	62	65%
1	17	18%
2	8	8%
3	4	4%
4	1	1%
5+	3	3%
Total	95	100%

Collecting data on these two types of course offerings will also enable us to keep an eye on the changing nature of teaching responsibilities the Regional Campuses and Extended University.

Support for Professional Success

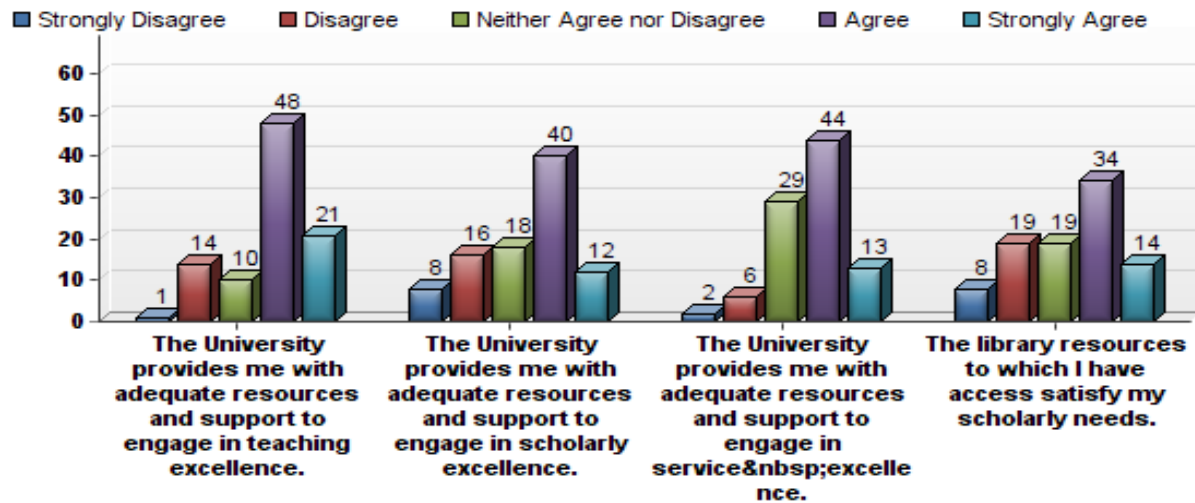
One of the central-most elements of faculty welfare involves the level of support that individual faculty members receive from the University to support their professional success. We divided faculty support into the same three content areas that drive our Tenure and Promotion process: 1) teaching, 2) scholarship, and 3) service. A fourth and final question involved satisfaction with library resources used in conjunction with scholarly activities. These four items were presented together in a 5-point Likert-style format with survey responses ranging from *strongly disagree* to *strongly agree*. The full results of all four survey questions can be found on the following page in Table 10 and Figure 1.

The mean scores for the survey questions involving teaching, scholarship, and service indicate that faculty members are receiving the most institutional support for their teaching (mean score = 3.79). More specifically, respondents were asked the degree to which they agree that “the University provides me with adequate resources and support to engage in teaching excellence.” Of particular note is that very few respondents *disagree* with this statement, and only one respondent *strongly disagreed*. This is truly an optimistic outcome, but this reality stands in stark contrast with the following question on scholarship support: “The University provides me with adequate resources and support to engage in scholarship excellence.” Of the 93 faculty members who responded to this question, 24 either *disagree*

Table 10- Frequencies, Means, and Standard Deviations for Survey Items Related to "Support for Professional Success"—Rated on a Scale from *Strongly Disagree* (value of 1) to *Strongly Agree* (value of 5). Total N = 105.

Question	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Missing Data	Mean	Standard Deviation
The University provides me with adequate resources and support to engage in teaching excellence	1 (1.0%)	14 (13.3%)	10 (9.5%)	48 (45.7%)	21 (20.0%)	11 (10.5%)	3.79	0.99
The University provides me with adequate resources and support to engage in scholarship excellence	8 (7.6%)	16 (15.2%)	18 (17.1%)	40 (38.1%)	12 (11.4%)	11 (10.5%)	3.34	1.16
The University provides me with adequate resources and support to engage in service excellence	2 (1.9%)	6 (5.7%)	29 (27.6%)	44 (41.9%)	13 (12.4%)	11 (10.5%)	3.64	0.88
The library resources to which I have access satisfy my scholarly needs	8 (7.6%)	19 (18.1%)	19 (18.1%)	34 (32.4%)	14 (13.3%)	11 (10.5%)	3.29	1.20

Figure 1 – Visual Distribution of Responses for the Set of "Support for Faculty Success" Survey Questions



or *strongly disagree* with the sense that they are receiving adequate support for scholarship.

In conducting crosstabs between “support for scholarship” and various other variables, we found that there are significant campus-based differences in this particular item (see Table 11). The broadest variation can be seen when contrasting the responses of *disagree/strongly disagree* for this item by faculty at Sumter versus faculty at Extended University or even Salkehatchie.

Table 11- Responses of *Disagree or Strongly Disagree* by Campus Unit for the Question about Support for Scholarship

Campus Unit	Disagree/ Strongly Disagree	Percent
Lancaster	11 of 41	26.8%
Salkehatchie	2 of 14	14.3%
Sumter	8 of 20	40.0%
Union	2 of 10	20.0%
Extended University	1 of 8	12.5%
Total	24 of 93	25.8%

While 40 percent of Sumter faculty respondents (8 of 20) indicated that they *disagree* or *strongly disagree* that their scholarship is adequately supported, rates of disapproval were as low as 12.5 percent (1 of 8) at Extended University. The related rates of disapproval (responses of *disagree* or *strongly disagree*) the other three campus units can also be seen in Table 11. Further crosstabs confirm that there were no significant differences in rank associated with support for scholarship (i.e., no particular rank is reporting more/less concern over scholarly support). However, qualitative feedback from Sumter faculty express concern over the limited availability of reduced teaching loads. It is reported that, presently, only

Assistant Professors are able to apply for course reductions related to scholarly pursuits. This practice is a major concern as it devalues the scholarly contributions of Associate and Full Professors (Associate Professors may also be working toward building a file promotion for Professor). The overall mean score for the item on scholarly support is 3.34.

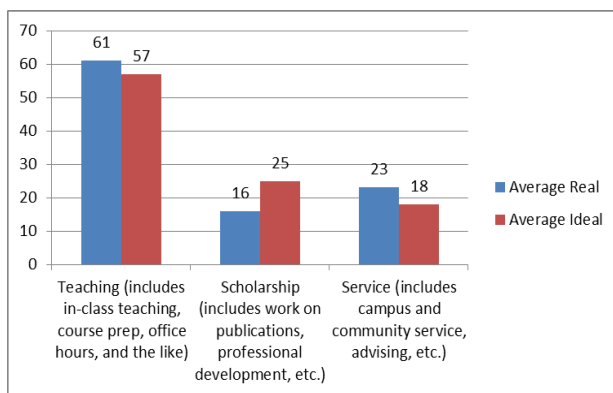
There was a mean score of 3.64 for the question on support for service: “The University provides me with adequate resources and support to engage in service excellence.” The major difference between the results of this question and the results of the questions on teaching and scholarship is that more respondents answered *neither agree nor disagree*. There were fewer disapproving responses for the service question than the teaching or scholarship questions (see Table 10 for further details of faculty responses. The final question involving faculty support asks respondents to indicate the degree to which they agree that “The library resources to which I have access satisfy my scholarly needs.” Of the four items on faculty support, this particular question yielded the lowest overall mean (3.29). Results for this question closely mirrored results on the survey question about overall institutional support for scholarship. Although there is a vast difference in library resources between the Regional Campuses, there were no significant differences in faculty response by campus.

Distribution of Work Time

The final two questions in the segment on Faculty Workload and Support asked respondents to discuss their distribution of weekly work hours spent on teaching, scholarship, and service. The first of these questions asks that faculty provide the

percentage of their weekly work time spent in each area (values for the three areas had to add up to 100 percent). The second of these questions asked that faculty provide their “ideal” distribution of work time in these same three areas. Figure 2 includes a side-by-side comparison of faculty “real” and “ideal” distributions of work time in teaching, scholarship, and service.

Figure 2 - Percentage of Work Time Faculty Spend on Teaching, Scholarship, and Service (Side-by-side Comparison of "Real" versus "Ideal")



The major difference between “real” and “ideal” work time appears in the juxtaposition of time for scholarship and service—where respondents seem to indicate collectively that they would prefer to reverse the percentage of time spent in these two areas. Respondents also shifted four percent of their “teaching time” to scholarship in their depiction of the “ideal” work schedule. The variety of faculty responses regarding the distribution of work time was vast. Thus, the average distribution of work time in Figure 2 does not necessarily mirror the “average” work time for individual faculty members.

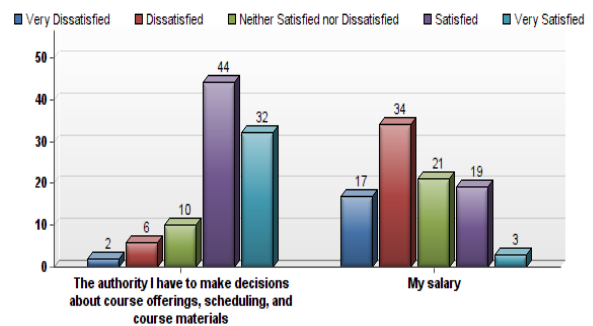
IV. COMPENSATION AND RETENTION

Salary and other (less tangible) incentives contribute greatly to faculty welfare. The results of the main questions included in this section are presented in Tables 12 and 13 below. The questions in this section of the survey are focused heavily on understanding the role of various other factors that contribute to faculty welfare and retention. The individual questions found in Table 12 focus on a mix of 1) job characteristics that historically align with faculty welfare and retention, and 2) aspects of the faculty experience which are frequently cited throughout the Regional Campuses and Extended University as being closely related to professional success and personal fulfillment.

Satisfaction with Job Characteristics

Upon scanning Table 12, two particular data points stand out—the highest mean score for the entire survey (4.04 for “satisfaction with authority to make decisions”), and the lowest mean score in the survey (2.54 for “satisfaction with salary”). Figure 3 offers a quick visual contrast between the value distributions for these two polarized outcomes.

Figure 3 - Visual Contrast between Results for “Satisfaction with Authority to Make Decisions” (highest mean) and “Satisfaction with Salary” (lowest mean)



2014 Faculty Welfare Survey

Table 12 - Frequencies, Means, and Standard Deviations for Survey Items on "the degree to which you are satisfied" with a Series of Job Characteristics Related to Compensation and Retention--Rated on a Scale from *Very Dissatisfied* (value of 1) to *Very Satisfied* (value of 5). Total N = 105.

Question	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied	Missing Data	Mean	Standard Deviation
The authority I have to make decisions about course offerings, scheduling, and course materials	2 (1.9%)	6 (5.7%)	10 (9.5%)	44 (41.9%)	32 (30.5%)	11 (10.5%)	4.04	0.95
The quality of students whom I have taught here	6 (5.7%)	22 (21.0%)	21 (20.0%)	40 (38.1%)	5 (4.8%)	11 (10.5%)	3.17	1.05
The opportunity for advancement in rank at this institution	5 (4.8%)	11 (10.5%)	21 (20.0%)	43 (41.0%)	14 (13.3%)	11 (10.5%)	3.53	1.05
Time available for keeping current in my field	7 (6.7%)	30 (28.6%)	27 (25.7%)	27 (25.47%)	3 (2.9%)	11 (10.5%)	2.88	1.01
The work/life balance provided by my current position	7 (6.7%)	14 (13.3%)	22 (21.0%)	35 (33.3%)	15 (14.3%)	12 (11.4%)	3.40	1.15
My salary	17 (16.2%)	34 (32.4%)	21 (20.0%)	19 (18.1%)	3 (2.9%)	11 (10.5%)	2.54	1.10
My benefits package	1 (1.0%)	19 (18.1%)	24 (22.9%)	40 (38.1%)	10 (9.5%)	11 (10.5%)	3.41	0.97

Table 13 - Frequencies, Means, and Standard Deviations for Survey Items on "the degree to which you agree" with a Series of Job Characteristics Related to Compensation and Retention--Rated on a Scale from *Strongly Disagree* (value of 1) to *Strongly Agree* (value of 5). Total N = 105).

Question	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Missing Data	Mean	Standard Deviation
The newly minted Palmetto College will provide added job security over the previous form and function of the Regional Campuses and Extended University	13 (12.4%)	19 (18.1%)	36 (34.3%)	20 (19.0%)	6 (5.7%)	11 (10.5%)	2.86	1.10
My salary is comparable to faculty members in my discipline at our "peer" institutions (that is, Rank III, predominantly 2-year schools)	18 (17.1%)	29 (27.6%)	26 (24.8%)	18 (17.1%)	2 (1.9%)	12 (11.4%)	2.54	1.08
During the next three years, I will seek a different full-time job (at either another post-secondary institution or in a non-academic setting)	27 (25.7%)	12 (11.4%)	28 (26.7%)	15 (14.3%)	11 (10.5%)	12 (11.4%)	2.69	1.36

It really cannot be overstated that autonomy is both a motivating and rewarding part of the job for many people in the workplace. Thus, the high marks related to “the authority I have to make decisions about course offerings, scheduling, and course materials” is one of the most positive outcomes in this survey. Seventy-six of the 94 respondents who answered this question chose *satisfied* or *very satisfied*. Welfare surveys at many larger universities often report a great deal of discontent in this area—faculty members in some of the university survey reports reviewed by our committee included many comments about how their dissatisfaction in this area is a major barrier to happiness and productivity. So, the “high marks” on autonomy at the Regional Campuses and Extended University should definitely be emphasized. Before moving on to the next item, we should clarify that one previous survey item had a higher mean score (of 4.17), but that question was not centered on faculty welfare—it was simply a reflective question about whether the respondent felt that diversity was important to the mission of higher education.

Swinging from high points to low points, the results of the survey question on “satisfaction with salary” is a major concern. The score distribution for the salary question yields the only outcome in the 2014 survey in which more than 50 percent of survey respondents answered *very dissatisfied* or *dissatisfied*. A full 51 out of 94 respondents chose these options located at the low end of the scale. By reflecting on the 2012-13 Faculty Salary Study, which was authored by the RCFS Welfare Committee in April of 2013, this result is not a surprise. It simply confirms that faculty sentiment about salaries is perfectly in line with the reality that the faculties of the Regional Campuses and

Extended University are, on average, underpaid. Consider the following finding from the 2012-13 Faculty Salary Study:

Perhaps the clearest evidence of the relative inequity in salaries can be seen in comparing the USC Regional Campuses Average against the AAUP published average for “All U.S. 2-Year Institutions (Public).” The aggregate AAUP figure includes two-year state universities, community colleges, two-year technical schools, and any other institution of higher education which is considered a Rank III institution. . . . At the rank of Professor, faculty members of the USC Regional Campuses and Extended University still make, on average, \$6,700 less than the average Professor employed at a U.S. 2-Year public institution. Likewise, Associate Professors make \$5,400 less, Assistant Professors make \$7,300 less, and Instructors make \$2,900 less. Put simply, our salary figures come in below average at all ranks.

If you would like a PDF of the 2012-13 Faculty Salary Study emailed to you please contact the Chair of the Welfare Committee at nguitar@mailbox.sc.edu. Further significance of the “satisfaction with salary” data will be emphasized below as we summarize the findings of a related question on potential “reasons for seeking a different job.”

Aside from the two aforementioned items, which garnered the highest and lowest responses, there were a number of positive trends reported among other survey items found in Table 12. Faculty responses indicated that faculty feel quite optimistic about their “opportunity for advancement,” “work/life balance,” and “benefits.” All three of these measures had modal responses of *satisfied* and mean scores ranging from 3.40 to 3.53. The

results of the question on “work/life balance” show an optimistic reality where the majority of faculty members feel satisfied with the balance provided by their current position. This question goes beyond faculty welfare to also hit on personal welfare. Future surveys should include additional demographics like marital status or parental status in order to ensure that healthy work/life balances are experienced by subsets of our faculties.

The final couple of factors in Table 12 are questions about satisfaction over “quality of students” and “time available for keeping current”). The lukewarm faculty response for the question about “quality of students” may not be easily remedied. But the results at least serve as a reading on how the faculty feels about the individuals on the other end of most campus interactions (i.e., students). As noted below, a fair number of faculty respondents cited the quality of students as a potential reason to seek employment elsewhere. The last item in Table 12, which had a less favorable mean score of 2.88, is “time available for keeping current.” This item generated more responses on the negative side of the scale (a “centered” score on any of these questions is 3.0). Keeping current in one’s field is related to many aspects of the job—most notably teaching and scholarship. Thus, we should work to advance opportunities for faculty to remain current in order to drive our success in the classroom and in scholarly pursuits. Future surveys may need to delve into this item further in order to tease out its impact on other measures.

Job Security and the Job Market

The final Likert-style questions in the survey relate to issues of job security and the job market. Each of these items asked that

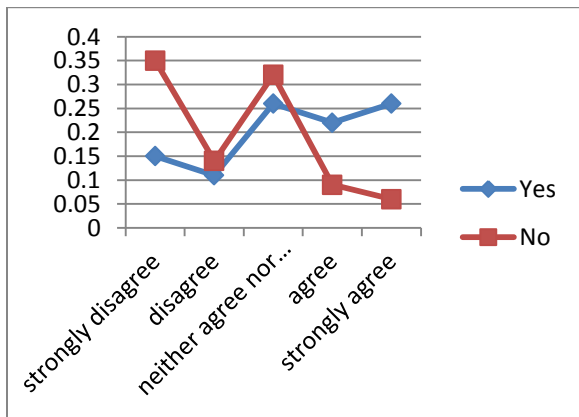
respondents indicate the “degree to which they agree” with the item. A full breakdown of these three items can be found in Table 13. At first glance, it might appear that all three survey questions in this area are on the negative side of the 5-point scale (with scores below 3.0). But this is not the case. The question on whether faculty “will seek a different full-time job” over the next three years is worded in such a way that a lower score actually indicates a desirable outcome. The mean score of 2.69 tells us that the majority of faculty will NOT be on the market during the next three years—but the results for this question yielded the largest standard deviation of any question. Simply put, faculty responses are very broad in this area. Almost 25 percent of faculty *agree* or *strongly agree* that they will seek another job within the next three years, while 37 percent indicate that they will not. 27 percent responded that they *neither agree, nor disagree*, and another 11 percent did not respond.

There existed some noteworthy trends within the “seeking another job” survey data. For example, significant crosstab results were found related to “number of years employed” and race. Faculty members who have 0-5 years on the job report seeking another job at a much higher rate than other groups, and racial minorities (including mixed race) report rates of job seeking that are substantially higher than white faculty.

In reflecting on the issues of job security and faculty retention, we hypothesized that faculty members who reported experiencing discrimination and/or workplace bullying would be more likely to agree that they would be “seeking another job.” We utilized a newly created variable—which pulled together results of the three discrimination items and the

workplace bullying item from Section II—and conducted a simple t-test with the question on “seeking another job.” Based on the t-test, faculty members who experience discrimination and/or bullying are much more likely to seek another job ($p < .001$). Figure 4 shows the stark difference between those who responded “yes” to discrimination or bullying and those who responded “no” to all of these items. The two lines represented by these groups have inverse slopes, thus indicating that we may be looking at the leading cause of future faculty attrition. Perhaps the most glaring finding is that 7 of 11 people who stated that they *strongly agree* with “seeking another job” also reported experiencing discrimination and/or workplace bullying. This pattern reiterates the need for increased dialog on and action against all forms of discrimination and workplace bullying.

Figure 4 – Response percentages for question on “Seeking Another Job” (“Yes” line = Respondents who reported experiencing discrimination and/or bullying; “No” line = Respondents who reported no discrimination or bullying).



The remaining two items included in Table 13 both indicate room for improvement. One question asked respondents whether their salary is comparable to peers in their discipline. The results of this item very closely mirrored the results of the “my salary” question included in Table 12, so the discussion here will be

limited. The intent of this question was to allow any discipline-specific trends in salary disparity to emerge. There are two resounding themes. First is that science faculty report greater disparities in pay compared to peers in other disciplinary areas. This is an issue that is frequently discussed at the Regional Campuses as we continue to struggle with attracting and retaining science faculty. The other prominent trend relates to rank, where 14 of 17 Associate Professor respondents *disagree* or *strongly disagree* that their salaries are comparable to peers (14 of 17). The rate of disagreement with this question trumps the rates of Assistant Professors, Professors, and finally Instructors (who were clearly the most satisfied with their salaries when compared to peers).

The final item in Table 13 queried respondents about whether “Palmetto College will provide added job security.” We admittedly could have included more questions on faculty perspectives of Palmetto College, but we felt that those questions were more about *institutional* welfare. The question here provides a reading on the perception that Palmetto College improves faculty welfare via added job security. A lot of recent dialog coming from Palmetto College has centered on strengthening the Regional Campuses and Extended University. The mean score of 2.86 on this item indicates that faculty buy-in is not presently resonating with this dialog. The modal group responded *neither agree, nor disagree* (38 percent of responses), so opinions of job security in Palmetto College may still be in their infancy. It will be important to look at across-time trends with this item as Palmetto College crystalizes and gains traction. There were no significant differences between any groups in responding to this survey question.

The final two quantitative questions on the survey asked respondents to identify the reason(s) they would seek another full-time job. The first item asked: “If you were to seek a different full-time job in the next three years, which of the following factors would serve as motivator for seeking a different full-time job?” Table 14 includes a visual for the number and types of responses provided—respondents were instructed to “select all that apply,” thus there are more responses than there are respondents. This question does not assume that respondents are actually interested in leaving—it simply asks “if you were to seek.” To investigate the “reasons for leaving” among those who are sincerely interested in leaving we conducted a crosstab between the present survey item and “seeking another job.” Of the 26 people who either *agree* or *strongly agree* that they will seek another job during the next three years, 20 of them (77 percent) cited an increase in salary as a top motivation. Also, roughly 50 percent of these 26 individuals cited improved job security, geographic location, opportunities for advancement, and different students as motivating factors.

Table 14 - Motivating Factors for Seeking a Different Full-time Job

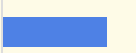





Reason		Response	Percent
Increase in salary		68	76%
Improved job security		34	38%
Geographic location		38	43%
Opportunities for advancement		31	35%
Different students		36	40%
Other (explain)		25	28%

Table 15 confirms that salary is the top motivating factor for seeking a different job. It stands head-and-shoulders above all other available response options.

Table 15 - Rank Ordering for Motivating Factors (1 = most important, etc.)

Response	1	2	3	4-6	Total Responses
Increase in salary	39	22	3	4	68
Improved job security	10	10	12	2	34
Geographic location	13	8	11	6	38
Opportunities for advancement	9	11	7	4	31
Different students	4	16	7	9	36
Other (explain)	14	5	4	2	25
Total	89	72	44	27	-

If you were curious about the “other” items cited as factors motivating a potential departure from the Regional Campuses and Extended University, here are some themes shared by respondents: seek a different type of institution, better collegiality, improved administration, reduced teaching load, better academic support for students, improved faculty governance, more respect for achievements, and as one respondent put it “None of the above—I LOVE my job here!”

Although salary stands out here as the top motivation for seeking a different full-time job in these last two survey items, we should reiterate the relationship between “interest in leaving” and having experienced discrimination and/or workplace bullying. Collectively, these two factors serve as the most resounding issues of potential faculty attrition. Exit interview data

(if it has been collected and retained) could elucidate if these factors have been instrumental in the departure of other faculty over the years.

Qualitative Feedback

One final item at the end of the 2014 Faculty Welfare Survey gave respondents the opportunity to provide additional open-ended insight into welfare-related matters. Keeping in line with the goal of protecting respondents' identities, we will not be providing *exact* quotes in this report. Many of the comments included details that could identify the authors. Instead, we will offer summative comments about the responses (which delete any identifiable information) in this section in an effort to convey their concerns to the faculty body at-large (see Table 16). Note: if you provided a detailed comment that you would like us to share among our faculties, verbatim, please contact the Chair of the Welfare Committee, Nicholas Guittar at nguittar@mailbox.sc.edu.

Note about "Other" Analyses

Some of you may be interested in specific findings that were not discussed in the Final Report for the 2014 Faculty Welfare Survey. If you would like to see any analyses which go beyond the report, such as more campus specific information, or more gender dynamics, please contact the Chair of Welfare at the email address above. As was our position throughout the administration of this survey, we will not release raw data or statistics on small, identifiable groups as we work to maintain the anonymity of survey respondents. If you have additional comments about the survey itself, our analyses, or this final report, please contact the Chair as well. I would be happy to serve your needs and advocate on your behalf.

Table 16 - Modified Responses for the Final (Qualitative) Item on the Survey

Modified Qualitative Responses
Columbia-based committee meetings should be viewable online so we do not have to commute over an hour for a one hour meeting.
In recent years my course load has been increased and staffing has been reduced increasing my service responsibilities past my breaking point. Something has got to give.
We are not granted the same access to library resources and journal databases as Columbia
USC Columbia does little to preserve and utilize the regional campuses. Gamecock Gateway funnels students to the Technical College system for the first two years of college when you have the regional campus system poised and ready to accept and educate these students
Faculty autonomy and authority are being seriously eroded by the Carolina Core, the Assessment process, and Palmetto College.
The university system is bowing to pressure to become customer-service oriented and seems unconcerned with the quality of the education students receive, as long as they complete their degree programs in a timely manner.
Some faculty members are teaching hybrid courses with integrate face-to-face and online components. This should be considered when writing the questions.
We need more opportunities to network with other RC faculty in our disciplines.
Who is Palmetto College faculty? How does shared governance function in Palmetto College?
It would be nice to have some type of exercise facility for faculty at USC Union
I hope that Palmetto College administrators actually read the results of this survey and give them strong consideration.
There appears to be very little respect for the regional campuses, their faculty, or their students coming from Columbia. One could consider the encroachment of the Palmetto College as a form of bullying, because it causes faculty and staff to fear for their job security (and those fears are clearly justified, as the

recent RIFs show).

Policies regarding employment and workload are determined seemingly arbitrarily. There should be a single document that outlines policies how we determine a "full" load of courses, how we pay for courses (summer, etc.), etc.--and they should be applied uniformly.

The current University system does not allow faculty to play to their strengths. Instead a one-size fits all T&P system exists. Allowing your strongest members to excel in areas of their strength without penalty for not being as good in other area, will allow a stronger system.

To lose 4/3 once tenured is yet another slap in the face. We have an academic institution that has been run by people who aren't academics. Hence a mess.

I wish there could be opportunities for instructors to advance, like in our Columbia campus, and that we have better insurance and job security.

On our campus (Sumter) it is important for faculty to be present and visible to students at most times. Living in another town, commuting to work, and being absent from campus several days a week is detrimental to the image of the campus and perhaps even to its survival.

This survey seemed a little deficient in terms of assessing job satisfaction. There didn't seem to be any way to rate different aspects of the job, coworkers, supervisors (shouldn't faculty have a voice in terms of describing their satisfaction with supervision?).

I have witnessed disgusting levels of racial bias in the hiring process. Over the course of X years on hiring committees, I've seen 3 non-white candidates recommended by the search committee but not offered positions, while 3 positions were offered to white candidates not recommended by the search committee.

Much is covered in your survey, but religion is not. I have been isolated verbally, set apart, at times due to my religious convictions, as they are frequently "pointed out" in conversation, usually jokingly, as if I am out of place among academics. More serious, though, is the fact that I was directly accused of being anti-gay, based on absolutely NO evidence other than my

reputation as a Christian.

As a teaching institution, I'm surprised we don't have more ongoing dialogue about pedagogical methods and approaches.

The increasing loss of campus independence and of individual faculty members' independence in the past couple of years has sharply decreased my level of job satisfaction. It only took a couple of years for me to see that there IS a pattern of carcinogenic arrogance on Columbia's part. But I don't mean to suggest that Columbia administrators are entirely to blame for the negative climate on campus lately. What has probably hurt USCL more than anything that has come from our colleagues on the "main campus" is our *own* faculty's willingness to further Columbia's aims even when they hurt us.

In regard to gender, I often get asked to do the "secretarial" type work on a committee because, I assume, I am a woman.

In hiring committee deliberations there often is emphasis on hiring someone who is "a good fit" which may lead to discrimination in terms of race, gender, or sexuality. There have been a number of times in hiring when a white candidate was given preference over an equally- or better-qualified candidate.

There should be questions about respect for religious diversity. There seems to be a small group of Christian religions that are deemed acceptable. I have heard offensive comments directed at some Christians, such as Catholics, Unitarians and Baptists. Although some of these comments were in the guise of a "joke" told by a superior, it's not acceptable to make racist or "gay" jokes, and so I don't see why it would be acceptable to mock religion. There also seems to be no respect for atheism, Buddhism, Hinduism, Islam, etc.

I'm surprised that this survey doesn't include questions about family and marital status. I feel that there are many issues there.

Although many women of child-bearing age are hired, there is no available child care associated with our campus. The administration has explicitly stated that faculty members are expected to find childcare in order to attend

campus events, including ones that are held on the weekend, such as commencement.

Some untenured tenure-track women have felt that they can't take the "modified duties semester" (ACAF 1.60) without retribution and have planned their pregnancies so that the birth occurs in the summer.

Campuses are in violation of the lactation support policy (HR 1.60) which states that there should be a lactation room on campus.

Work meetings should not include comments or questions on people's religion.

Salary compression is a problem for all faculty members, but a particularly serious one for those who have been in rank for some time. We promote a martyr mentality, and we will lose talented individuals if we don't begin to address the problem.

There were comments from multiple respondents about the following areas:

- 1) Questioning as to why there is not systematic promotional ranks for Instructors (Sr. Instructor, etc.). One campus DOES offer this, but in title only (i.e., no pay increase).
- 2) Concern over faculty members being burned out by increasing demands and expectations with little commensurate increase in compensation.
- 3) Frustration over Sumter not affording Associate Professors or Professors the opportunity to apply for a reduced teaching load, even if they are active scholars. Associate Professors may even be going up for "full"—yet they are barred from accessing a reduced load.