

2020 FACULTY SENATE WELFARE SURVEY REPORT

University of South Carolina

Palmetto College Faculty Senate Welfare Committee

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Executive Summary

This report describes the outcome of the 2020 Palmetto College Faculty Senate Welfare Survey. In the survey, we explored aspects of job satisfaction and experiences at work relative to bullying and discrimination.

Several key findings are outlined below:

1. Satisfaction with Salary

- Pay remains a major source of dissatisfaction for Palmetto College faculty. Satisfaction scores for the job satisfaction subscale Salary, were extremely low, with almost universally negative responses to an open-ended question about pay.

2. Gender and Campus Affiliation

- There were no significant differences for job satisfaction across gender.
- There was a significant difference for the job satisfaction subscale Safety and Security across campuses, with participants at USC Lancaster reporting higher levels of satisfaction than participants at USC Sumter and USC Salkehatchie. In response to an open-ended question about security, numerous respondents voiced concern about potential violence at their campus.

3. Bullying and Discrimination

- Those who reported experiencing bullying were:
 - Significantly likely to be *less* satisfied with coworker interactions; and
 - Significantly likely to be *more* satisfied with their interactions/communications with Palmetto College administrators.
- Those who reported experiencing discrimination were:
 - Significantly likely to be *less* satisfied with interactions with corresponding discipline at Columbia, coworker interactions, and recognition of achievements; and
 - Significantly likely to be *more* satisfied with the meaning and impact of their job, interactions/communications with PC administrators, the safety and security on campus, and overall job security during COVID-19.

4. Teaching, Research, and Service Obligations

- Comments about Service referred to unequal service commitments within campuses/units and access to resources across campuses.
- Concerns over Research Obligations were prevalent in survey responses dealing with COVID-19.

Based on the findings of this report, the Palmetto College Faculty Senate Welfare Committee recommends the following:

1. The Palmetto College Campuses Faculty Senate should request that the Palmetto College Chancellor and campus deans commit to a specific target date for raising average Palmetto College faculty salary, by rank, to the average salary, by rank, at our peer institutions. There are models available about average salaries and compensation structures (see USC Palmetto College Campuses 2018-2019 Salary Study Steering Committee; <https://copalm-webprd.ds.sc.edu/>¹).

¹ Note: This site is only accessible while on the USC Network. If you are connecting remotely, please use VPN.

2. In addition, the Welfare Committee should further examine the report of the USC Palmetto College Campuses 2018-2019 Salary Study Steering Committee to determine how data was collected and whether a similar Salary Study can be conducted for 2021-2022.
3. Palmetto College should offer Active Shooter Training for all Palmetto College faculty. Further, each Palmetto College Campus should recommend and consider requiring this training.
4. We recommend that the Palmetto College DEI Council explore potential differences in service commitments by demographics across campuses including, but not limited to, gender, race, and rank. The Council may consider whether it would be advantageous for faculty to have a specified number of service hours, like teaching hours, to provide further clarity for service obligations. The Council should also consider ways to address concerns about bullying and provide leadership opportunities for interested faculty. In addition, the Welfare Committee asks that campus deans review access to resources including, but not limited to, IT and classroom amenities, across the five campuses, with recommendations for how to make access equitable.
5. The Welfare Committee also recommends that the Palmetto College Chancellor consider whether the COVID-19 Provost Relief Measures should be tailored to Palmetto College in regard to scholarship. Although Columbia faculty's research expectations are higher, Palmetto College faculty's scholarship may have been further impacted due to navigating an increased teaching load during the pandemic. The Welfare Committee also recommends that a section be added to the Palmetto College website that clearly outlines all COVID-19 relief measures for faculty.
6. Given the vital nature of tracking faculty welfare, the Welfare Committee recommends incorporating psychometrically validated scales and theoretically supported models of school climate and faculty experiences at work. Such constructs could include student-faculty relations, faculty relations, burnout, meaning at work, discrimination experiences, victimization, and identification/belonging.
7. The Welfare Committee should continue to work on the visibility and organization of the Faculty Welfare website.

Purpose

The purpose of the 2020 Palmetto College Faculty Senate Welfare Survey was to examine numerous facets of job satisfaction among faculty. Job satisfaction, the extent to which one is satisfied with one's occupation, can be an important factor in determining job performance, morale, and retention, along with physical and mental health. The following categories of job satisfaction were explored: meaning and impact at work, autonomy, physical work conditions, workload, resources and support, interactions with coworkers and supervisors, safety, security, and campus health, recognition, promotion opportunities, benefits, professional development, and salary. We also examined experiences at work relative to bullying and discrimination. Our goal was to provide a snapshot of faculty experiences for Palmetto College administrators and faculty members more broadly.

Methodology

To assess job satisfaction and experiences at work 140 Full-Time Equivalent (FTE) Palmetto College faculty (e.g., Full Professors, Associate Professors, Assistant Professors, and Instructors) were sent links to a survey using Class Climate (a course evaluation feedback system). The survey was titled “Palmetto College Faculty Welfare Evaluation Survey”. Faculty were sent a link to participate and notified that their responses would be anonymous.

The survey included 75 questions or items pertaining to job satisfaction and experiences at work. To maintain anonymity participants were asked two demographic questions relative to gender and campus affiliation.

Likert-Type Questions

Job Satisfaction

A total of 47 items pertaining to job satisfaction covered a wide array of job satisfaction categories or subscales (i.e., meaning and impact at work, autonomy, physical work conditions, workload, resources and support, interactions with coworkers and supervisors, safety, security, and campus health, recognition, promotion opportunities, benefits, professional development, and salary). Participants responded to a Likert scale that ranged from *1 Very Dissatisfied* to *5 Very Satisfied*. Table 1 includes all job satisfaction subscales and the corresponding item(s) for each subscale.

Table 1. Job Satisfaction Subscale and Corresponding Items

Subscale	Items in Subscale
<i>Meaning and Impact of Work</i>	<ul style="list-style-type: none"> • 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?
<i>Autonomy</i>	<ul style="list-style-type: none"> • How satisfied are you with the freedom to use your own judgment at your job?
<i>Physical Work Condition</i>	<ul style="list-style-type: none"> • How satisfied are you with the physical working conditions on your campus?
<i>Workload</i>	<ul style="list-style-type: none"> • 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?
<i>Resources and Support – Teaching and Scholarship</i>	<ul style="list-style-type: none"> • 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 to engage in effective teaching?
<i>Interactions with Corresponding Discipline</i>	<ul style="list-style-type: none"> • How satisfied are you with interactions with the Columbia department that corresponds with your discipline?
<i>Interaction/Communication - Local Campus Administration</i>	<ul style="list-style-type: none"> • How satisfied are you with your interactions with local campus administrators? • How satisfied are you with the communication from administrators regarding local campus news and events? • How satisfied are you with the communication between yourself and your division chair?

Subscale	Items in Subscale
	<ul style="list-style-type: none"> • How satisfied are you with the communication between yourself and your dean?
<i>Interaction/Communication - PC Administration</i>	<ul style="list-style-type: none"> • How satisfied are you with your interactions with Palmetto College administrators? • How satisfied are you with the communication from administrators about campus news and events from Palmetto College?
<i>Safety and Security</i>	<ul style="list-style-type: none"> • 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?
<i>Campus Health and Safety</i>	<ul style="list-style-type: none"> • How satisfied are you with the level of campus health and safety during COVID-19?
<i>Supervision at Local Campus</i>	<ul style="list-style-type: none"> • How satisfied are you with the guidelines and directions regarding your job responsibilities provided by your supervisors? • How satisfied are you with the supervision at your local campus? • How satisfied are you with the feedback you get about your job from your supervisors?
<i>Supervision at the Regional PC Level</i>	<ul style="list-style-type: none"> • How satisfied are you with your supervision at the regional Palmetto College level?
<i>Input Related to Faculty Welfare and Governance</i>	<ul style="list-style-type: none"> • How satisfied are you that your input is valued by supervisors on matters of faculty welfare and faculty governance?
<i>Coworker Interactions</i>	<ul style="list-style-type: none"> • How satisfied are you with the level of collegiality at your campus? • How satisfied are you with your co-workers in general?
<i>Engagement Among Coworkers - University Level</i>	<ul style="list-style-type: none"> • How satisfied are you with the level of University engagement among your co-workers?
<i>Transparency and Communication COVID – PC Level</i>	<ul style="list-style-type: none"> • How satisfied are you with the level of communication and transparency from Palmetto College regarding COVID-19?
<i>Transparency and Communication COVID – Campus Level</i>	<ul style="list-style-type: none"> • How satisfied are you with the level of communication and transparency at the campus level regarding COVID-19?
<i>Recognition of Achievements</i>	<ul style="list-style-type: none"> • 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?
<i>Benefits</i>	<ul style="list-style-type: none"> • How satisfied are you with your fringe benefits? • How satisfied are you with the number of benefits you receive?

Subscale	Items in Subscale
	<ul style="list-style-type: none"> • How satisfied are you with the level of contributions made by the University towards your retirement and other fringe benefits?
<i>Promotion Opportunities</i>	<ul style="list-style-type: none"> • 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?
<i>Professional Development</i>	<ul style="list-style-type: none"> • 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?
<i>Job Security – COVID</i>	<ul style="list-style-type: none"> • How satisfied are you with your job security during COVID-19?
<i>Salary</i>	<ul style="list-style-type: none"> • 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 two-year schools)? • How satisfied are you with cost-of-living adjustments to your salary? • How satisfied are you with your current salary?

Bullying and Discrimination

A total of 10 items pertaining to bullying and discrimination were included in the survey. Participants responded either “yes”, “no”, or “choose not to respond” to each item. When respondents answered “yes” to a question pertaining to bullying or discrimination there was a follow-up question about the personal characteristics related to their experiences. Table 2 includes all items related to bullying and discrimination.

Table 2. Items related to Bullying and Discrimination

Name of Subscale	Items
<i>Victim of Bullying</i>	<ul style="list-style-type: none"> • Have you been a victim of bullying?
<i>Report Victimization</i>	<ul style="list-style-type: none"> • If you have been a victim of bullying or harassment, did you report it to any of your colleges or supervisors?
<i>Witness Bullying</i>	<ul style="list-style-type: none"> • Have you ever witnessed bullying at your institution?
<i>Report Witnessing Bullying</i>	<ul style="list-style-type: none"> • If you did witness bullying at your institution, did you report it to your supervisors?

Name of Subscale	Items
<i>Experience Discrimination</i>	<ul style="list-style-type: none"> • During the 2020 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: age, sex, national origin, disability status, race, gender, genetics, sexual orientation, color, religion, veterans' status)
<i>Report Experiencing Discrimination</i>	<ul style="list-style-type: none"> • If you personally faced harassment or discrimination, did you report it?
<i>Witness Discrimination</i>	<ul style="list-style-type: none"> • In the 2020 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 for which you witnessed discrimination. (Select all that apply: age, sex, national origin, disability status, race, gender, genetics, sexual orientation, color, religion, veterans' status)
<i>Report Witnessing Discrimination</i>	<ul style="list-style-type: none"> • If you witnessed harassment and/or discrimination, did you report it?

Open-Ended Questions

A total of 11 additional items pertaining to job satisfaction were also included in the survey. Participants provided open-ended responses to each item. Table 3 summarizes all job satisfaction subscales and the corresponding question for each subscale.

Table 3. Job Satisfaction Subscale and Corresponding Open-Ended Questions

Name of Subscale	Items
<i>Job Conditions</i>	<ul style="list-style-type: none"> • Please elaborate on any issues or concerns about job conditions.
<i>Communications</i>	<ul style="list-style-type: none"> • Please elaborate on any issues or concerns about communications.
<i>Security</i>	<ul style="list-style-type: none"> • Please elaborate on any issues or concerns about security.
<i>Other People on the Job</i>	<ul style="list-style-type: none"> • Please elaborate on any issues or concerns regarding co-workers.
<i>Bullying and Harassment</i>	<ul style="list-style-type: none"> • If you have been the victim of bullying and would like to elaborate on your situation, please do so here. • If you have witnessed bullying and would like to elaborate on your situation, please do so here. • If you have personally faced discrimination or harassment and would like to elaborate on your situation, please do so here.

Name of Subscale	Items
	<ul style="list-style-type: none"> • If you have personally witnessed discrimination or harassment and would like to elaborate on your situation, please do so here.
<i>Support and Benefits</i>	<ul style="list-style-type: none"> • Please elaborate on any issues or concerns regarding support and benefits.
<i>Pay</i>	<ul style="list-style-type: none"> • Please elaborate on any issues or concerns regarding pay.
<i>COVID-19</i>	<ul style="list-style-type: none"> • How has COVID-19 altered your perception of faculty well-being? • What University, campus, or unit-wide problems and/or assets has COVID-19 revealed or highlighted? • What are your concerns about the effects of COVID-19 on faculty welfare, such as concerns about scholarship, on-campus health and safety, job security, productivity expectations, etc.? • How best can the University, campus, and/or unit respond to the effects of COVID-19 on faculty welfare?

Analytic Methods

The raw data was downloaded in Microsoft Excel from the Class Climate website. All statistical analyses were conducted using the statistical software SPSS. Descriptive statistics were used to explore the demographic make-up of the sample using two questions related to gender and campus affiliation. Next, we employed inferential statistics. We conducted an Analysis of Variance (ANOVA) to explore differences in job satisfaction subscales across gender and campus affiliation. To explore the impact of experiencing bullying and discrimination on job satisfaction, two separate regression analyses were conducted. The job satisfaction subscales were entered simultaneously into each regression model for each dependent variable (i.e., bullying and discrimination experience).

Qualitative analysis was used to explore the free responses provided by faculty. Comments were imported in the MAXQDA. The text submitted by a faculty member to a particular query (e.g., “How best can the University, campus, and/or unit respond to the effects of COVID-19 on faculty welfare?”) was labeled with a “document number.” The documents were analyzed using “word clouds” in order to identify keywords. These keywords were examined and coded as fragments (as appropriate). A fragment is labeled with a code, such as “COVID-19/Recommendations.” Finally, codes possessing the greatest number of fragments were compiled and summarized as a paragraph.

There are two caveats to the qualitative analysis. First, every comment was independent. As result, analytic methods relating particular comments, codes, and quantitative answers are not feasible. In addition, a particular faculty member may repeat a sentiment in multiple questions, but this repetition cannot be detected.

Results

Demographics

A total of 69 faculty participated in the “Palmetto College Faculty Welfare Evaluation Survey”. Of those who participated, 43.5% were male and 44.9% were female (see Figure 1). Respondents reported being affiliated with USC Lancaster (34.8%), USC Sumter (26.1%), USC Salkehatchie (15.9%), USC Union (14.5%), and Palmetto College Columbia (4.3%; see Figure 2).

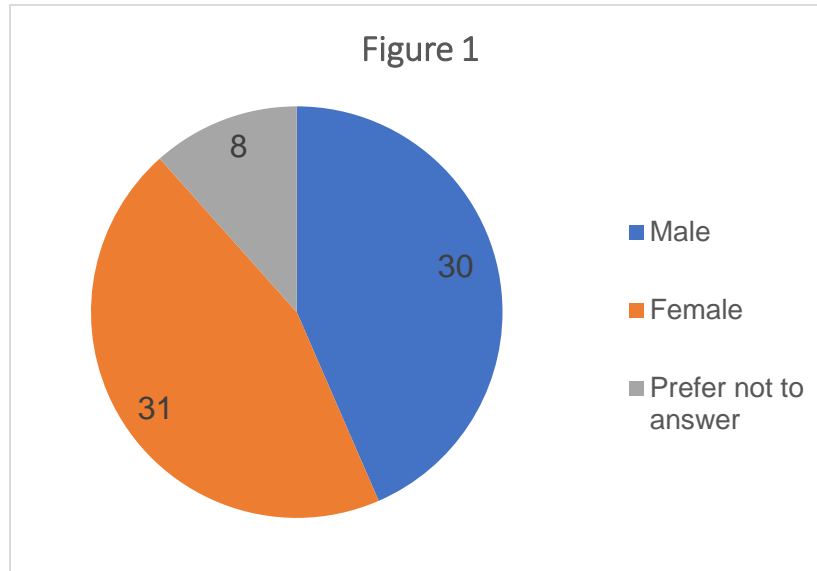


Figure 1. Distribution of male and female respondents.

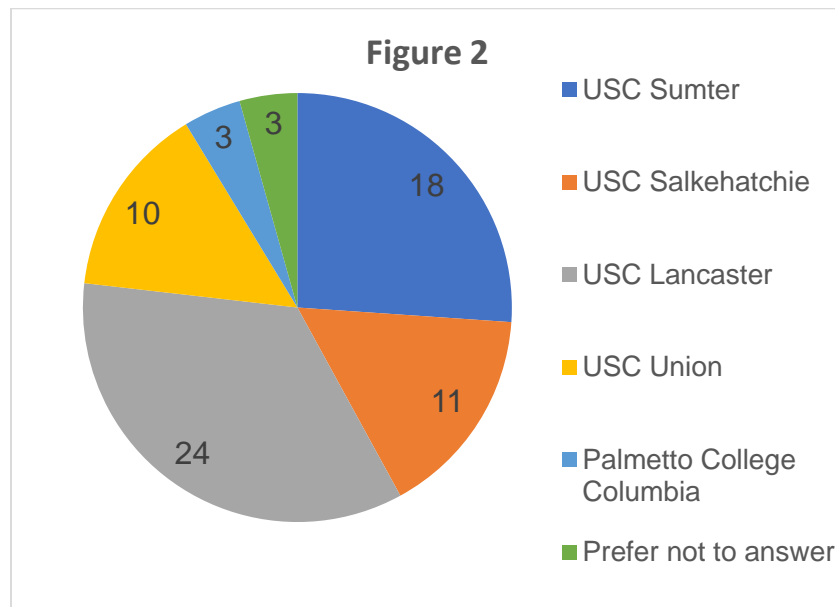


Figure 2. Campus affiliation reported by respondents.

Quantitative Analysis

Job Satisfaction

Overall, respondents reported moderate to high levels of satisfaction scores on nearly all subscales except Salary (see Table 4).

Table 4. Mean and Standard Deviations for Job Satisfaction Subscales

<i>Job Satisfaction Subscale</i>	<i>M</i>	<i>SD</i>
Meaning and Impact of Work	3.95	0.97
Autonomy	4.18	0.97
Physical Work Condition	3.74	1.01
Workload	3.51	1.13
Resources and Support – Teaching and Scholarship	3.75	1.03
Interactions with Corresponding Discipline	2.57	1.24
Interaction/Communication - Local Campus Administration	3.99	1.07
Interaction/Communication - PC Administration	3.76	1.18
Safety and Security	3.72	0.99
Campus Health and Safety	4.07	1.05
Supervision at Local Campus	4.01	1.02
Supervision at the Regional PC Level	3.89	1.11
Input Related to Faculty Welfare and Governance	3.75	1.34
Coworker Interactions	3.99	0.98
Engagement Among Coworkers - University Level	3.63	1.13
Transparency and Communication COVID – PC Level	4.12	1.11
Transparency and Communication COVID – Campus Level	4.20	1.00
Recognition of Achievements	3.44	1.18
Benefits	3.34	1.01
Promotion Opportunities	3.17	1.17
Professional Development	3.66	1.02
Job Security - COVID	4.09	.95
Salary	2.17	1.02

Note. *M* = Mean; *SD* = Standard deviation.

We also examined differences in job satisfaction by gender using an Analysis of Variance (ANOVA). Mean scores can be found in Table 5. Results indicated that there were no significant differences for the job satisfaction subscales across gender (all $ps > .05$).

Table 5. Means Scores for Job Satisfaction Subscales by Gender

Job Satisfaction Category	Male	Female	Prefer not to Answer
	M	M	M
Meaning and Impact of Work	3.92	4.06	3.67
Autonomy	4.33	4.16	3.69
Physical Work Condition	3.80	3.68	3.75
Workload	3.57	3.45	3.50
Resources and Support – Teaching and Scholarship	3.75	3.77	3.69
Interactions with Corresponding Discipline	2.90	2.25	2.50
Interaction/Communication - Local Campus Administration	4.04	4.07	3.50
Interaction/Communication - PC Administration	3.87	3.60	3.94
Safety and Security	3.65	3.77	3.78
Campus Health and Safety	4.23	4.10	3.38
Supervision at Local Campus	4.13	4.02	3.50
Supervision at the Regional PC Level	3.86	3.86	4.14
Input Related to Faculty Welfare and Governance	3.80	3.63	4.00
Coworker Interactions	4.07	4.03	3.56
Engagement Among Coworkers - University Level	3.70	3.67	3.25
Transparency and Communication COVID – PC Level	4.21	4.07	4.00
Transparency and Communication COVID – Campus Level	4.25	4.17	4.13
Recognition of Achievements	3.69	3.25	3.25
Benefits	3.40	3.24	3.54
Promotion Opportunities	3.23	3.15	3.04
Professional Development	3.80	3.52	3.69
Job Security - COVID	4.10	4.17	3.75
Salary	2.44	1.97	1.94

Note. M = Mean.

An ANOVA was also used to examine differences in job satisfaction by campus. Mean scores for each subscale by campus can be found in Table 6. Results indicated that there was a significant difference

for the job satisfaction subscale Safety and Security ($F(5, 68) = 3.92, p = .00$). Respondents from USC Lancaster reported significantly higher satisfaction with the safety and security on their campus ($M = 4.17$) relative to respondents at both USC Sumter ($M = 3.31$) and USC Salkehatchie ($M = 3.00$) ($ps < .05$). There were no other significant differences for job satisfaction subscales across campus affiliations (all $ps > .05$).

Table 6. Means Scores for Job Satisfaction Subscales by Campus Affiliation

Job Satisfaction Category	Sumter n=18 M	Salkehatchie n=11 M	Lancaster n=24 M	Union n=10 M	PC Columbia n=3 M
Meaning and Impact of Work	3.86	3.82	4.13	4.10	3.89
Autonomy	3.83	4.32	4.17	4.35	4.83
Physical Work Condition	3.33	3.36	4.04	3.90	4.67
Workload	3.19	3.68	3.63	3.40	4.00
Resources and Support – Teaching and Scholarship	3.56	3.95	3.91	3.50	3.83
Interactions with Corresponding Discipline	2.44	2.36	2.57	2.33	3.67
Interaction/Communication - Local Campus Administration	3.64	4.02	4.18	3.68	4.83
Interaction/Communication - PC Administration	3.64	3.95	3.57	3.85	4.33
Safety and Security	3.31	3.00	4.17	3.85	4.50
Campus Health and Safety	4.00	3.64	4.25	4.20	4.00
Supervision at Local Campus	3.54	4.42	4.12	3.70	4.89
Supervision at the Regional PC Level	3.44	4.36	3.95	3.60	4.67
Input Related to Faculty Welfare and Governance	3.56	4.09	3.68	3.40	5.00
Coworker Interactions	3.89	3.50	3.98	4.25	5.00
Engagement Among Coworkers - University Level	3.67	3.27	3.48	3.70	5.00
Transparency and Communication COVID – PC Level	4.11	3.82	3.95	4.30	5.00
Transparency and Communication COVID – Campus Level	3.76	4.27	4.27	4.20	5.00
Recognition of Achievements	3.17	3.61	3.46	3.30	4.00
Benefits	3.72	2.88	3.22	3.17	4.00
Promotion Opportunities	2.99	3.00	3.20	3.30	3.89
Professional Development	3.36	3.77	3.72	3.55	4.17
Job Security - COVID	4.06	3.91	4.09	4.20	4.33
Salary	2.12	1.87	2.20	2.37	2.00

Bullying and Discrimination

Most respondents reported that they had not been a victim of bullying (70.6%; $n = 48$) or discrimination (76.7%; $n = 53$; see Figure 3). However, 22.1% ($n = 15$) of respondents reported being a victim of bullying and 14.5% ($n = 10$) of respondents reported experiencing discrimination. Most respondents who experienced bullying (43.5%; $n = 20$) did not tell their colleagues or supervisors. For respondents who reported experiencing discrimination, 22.6% did tell their colleagues or supervisors ($n = 7$), while 35.5% did not ($n = 11$) and 41.9% chose not to respond to this item ($n = 13$).

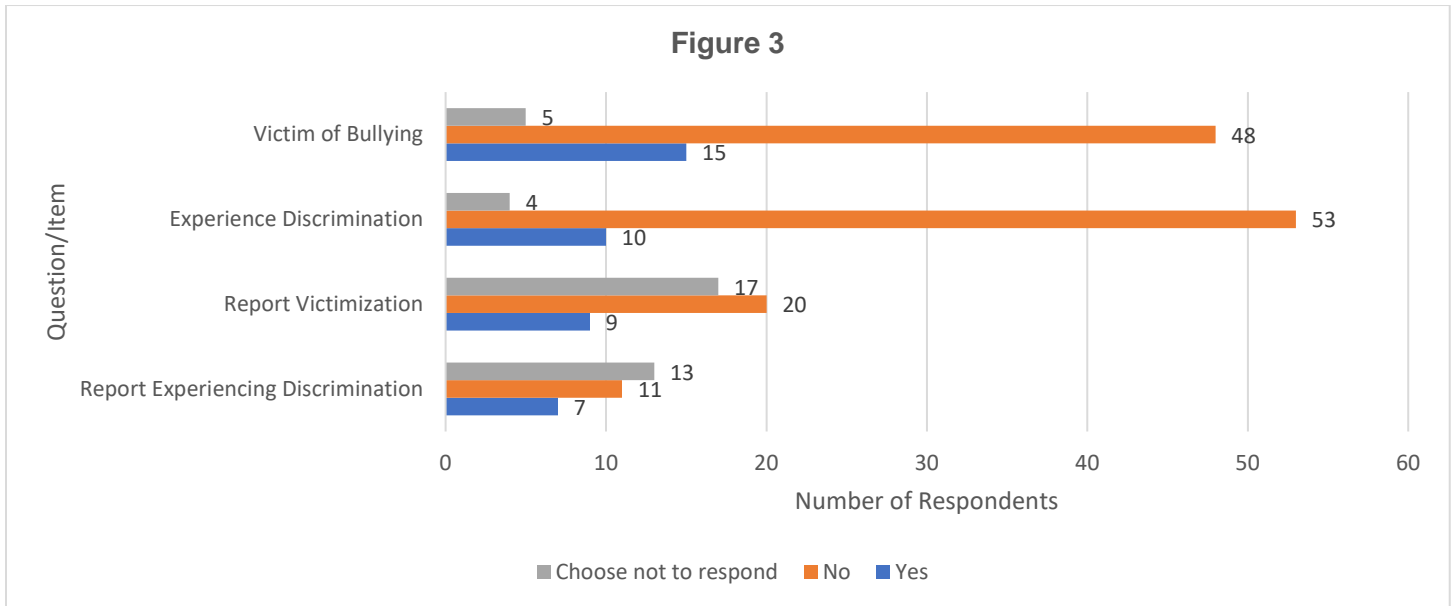


Figure 3. Breakdown of respondents who reported experiencing bullying.

For those who reported experiencing discrimination, the following personal characteristics were identified as the basis of that discrimination: age, race, color, sex, gender, religion, national origin, genetics, disability status, and/or sexual orientation (see Figure 4).

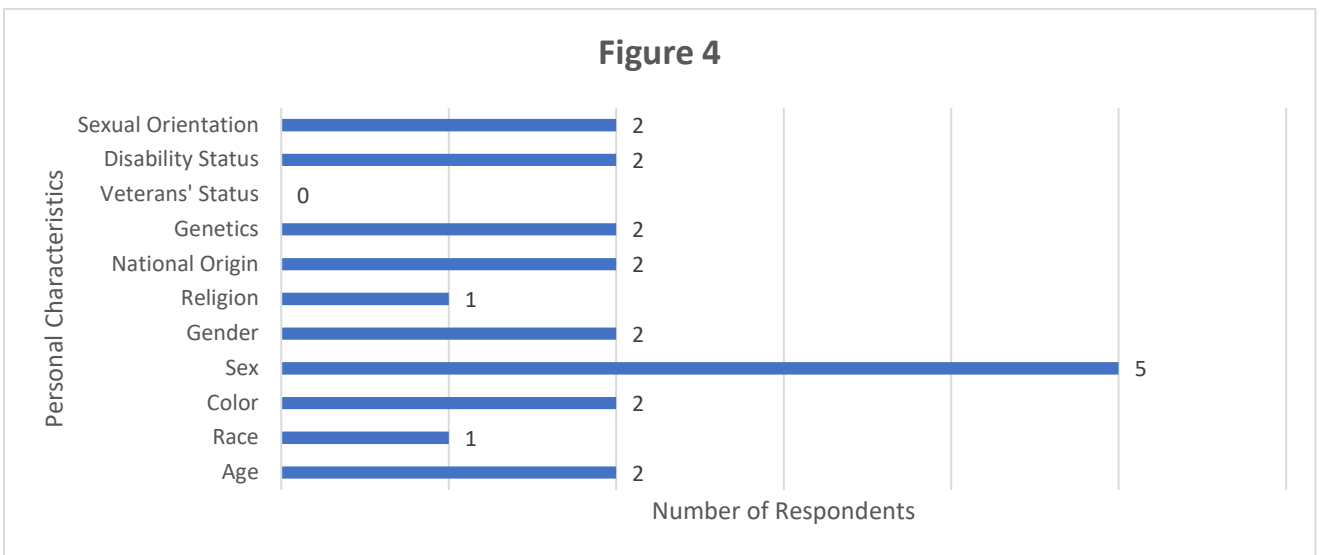


Figure 4. Personal characteristics reported to be associated with bullying experience.

The majority of respondents reported that they had not witnessed bullying (67.6%; $n = 46$) or discrimination (79.7%; $n = 51$; see Figure 5). However, 19.1% of respondents reported they had witnessed bullying ($n = 13$) and 15.6% of respondents reported that they had witnessed discrimination ($n = 10$). For respondents who witnessed bullying, 14.3% reported this bullying to their supervisors ($n = 6$), while 45.2% did not ($n = 19$) and 40.5% chose not to respond to this question/item ($n = 17$). For respondents who witnessed discrimination, 17.9% reported the discrimination ($n = 5$), while 46.4% did not report this experience ($n = 13$) and 35.7% chose not to respond to this item ($n = 10$).

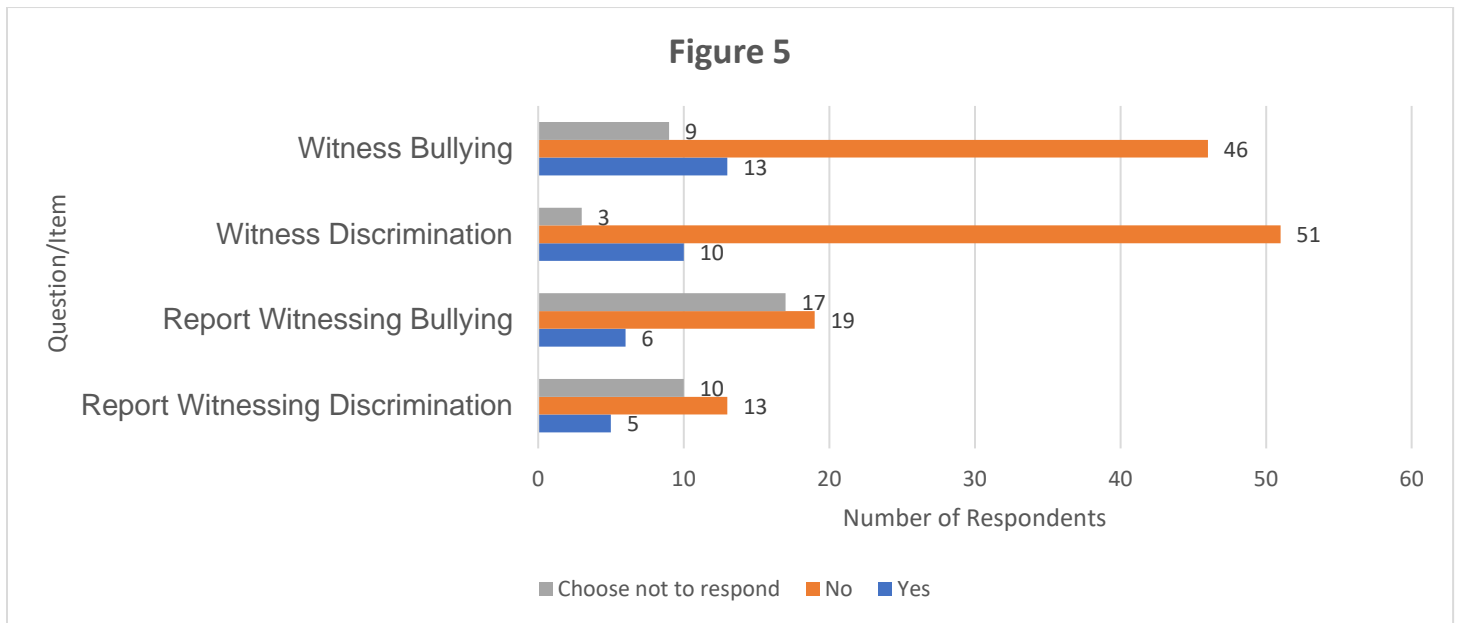


Figure 5. Breakdown of respondents who witnessed and reported witnessing bullying and discrimination.

We also explored whether experiencing bullying or discrimination was associated with the job satisfaction subscales. To do so, two multiple linear regressions were completed (see Table 7), such that the items related to experiencing bullying and discrimination were dummy coded (0 – No and 1 – Yes; *Choose Not to Respond* was handled as missing data) and inputted in separate regression analyses as the dependent variable. The job satisfaction subscales were inputted as independent variables for each regression analysis.

The regression model relating to experiencing bullying was significant ($F(23, 53) = 2.36, p = .00$). Results indicated that experiencing bullying was significantly associated with interactions/communication with PC and coworker interactions ($ps > .05$), such that experiencing bullying was associated with scoring .18 higher in satisfaction with interactions/communications with PC administrators and a .33 low in satisfaction with coworker interactions. Thus, those who reported experiencing bullying were significantly likely to be more satisfied with their interactions/communications with PC administrators, but less satisfied with coworker interactions.

The regression model relating to experiencing discrimination was significant ($F(23, 53) = 6.57, p = .00$). Results indicated that experiencing discrimination was significantly associated with meaning and impact at work, interactions with corresponding discipline at Columbia, interactions/communication with PC, safety and security, coworker interactions, recognition of achievements, and job security during COVID ($ps > .05$). More specifically, experiencing discrimination was associated with scoring .18 higher on meaning and impact, .17 higher on interactions/communication with PC, .15 higher on safety and

security, and .13 higher on job security during COVID-19. Thus, those who reported experiencing discrimination were significantly likely to be more satisfied with the meaning and impact of their job, interactions/communications with PC administrators, the safety and security on campus, and overall job security during the pandemic. On the other hand, experiencing discrimination was associated with scoring .09 lower on interactions with corresponding discipline at Columbia, .23 lower on coworker interactions, and .24 lower on recognition of achievements. Thus, those who experienced discrimination were significantly likely to be less satisfied with interactions with corresponding discipline at Columbia, coworker interactions, and recognition of achievements.

Table 7. Information on Bullying and Discrimination

Subscale	Bullying			Discrimination		
	B	SE B	β	B	SE B	β
<i>Meaning and Impact of Work</i>	.06	.07	.13	.18*	.05	.45
<i>Autonomy</i>	.16	.11	.37	.04	.07	.09
<i>Physical Work Condition</i>	.21	.12	.51	.08	.07	.21
<i>Workload</i>	-.18	.09	-.50	-.01	.06	-.04
<i>Resources and Support – Teaching and Scholarship</i>	-.01	.09	-.03	-.02	.06	-.06
<i>Interactions with Corresponding Discipline</i>	.01	.06	.02	-.09*	.03	-.30
<i>Interaction/Communication - Local Campus Administration</i>	-.15	.11	-.39	-.05	.06	-.15
<i>Interaction/Communication - PC Administration</i>	.18*	.08	.52	.17*	.05	.53
<i>Safety and Security</i>	.11	.08	.25	.15*	.05	.38
<i>Campus Health and Safety</i>	-.05	.09	-.12	-.03	.05	-.08
<i>Supervision at Local Campus</i>	.03	.12	.07	-.05	.08	-.13
<i>Supervision at the Regional PC Level</i>	-.09	.06	-.23	-.03	.04	-.09
<i>Input Related to Faculty Welfare and Governance</i>	-.05	.08	-.16	-.07	.05	-.23
<i>Coworker Interactions</i>	-.33*	.11	-.74	-.23*	.07	-.57
<i>Engagement Among Coworkers - University Level</i>	.05	.10	.13	.06	.06	.19
<i>Transparency and Communication COVID – PC Level</i>	-.07	.08	-.18	.07	.05	.21
<i>Transparency and Communication COVID – Campus Level</i>	-.09	.11	-.21	-.14	.07	-.36
<i>Recognition of Achievements</i>	-.13	.10	-.36	-.24*	.06	-.71
<i>Benefits</i>	.05	.08	.13	.08	.05	.20
<i>Promotion Opportunities</i>	.03	.07	.09	.06	.04	.18
<i>Professional Development</i>	.07	.12	.18	-.02	.07	-.06
<i>Job Security - COVID</i>	.11	.09	.25	.13*	.06	.31
<i>Salary</i>	-.07	.08	-.17	-.03	.05	-.08

Note. * $p < .05$; B = Unstandardized beta coefficient; SE B = Standardized error; β = Standardized beta coefficient

Qualitative Analysis

Participants identified several issues related to job satisfaction in their open-ended responses. Major themes are discussed below. For a complete list of comments, please see the Appendix: 2020 Faculty Senate Welfare Survey Comments.

1. Pay remains a major source of dissatisfaction across Palmetto College. Comments indicated that most respondents feel their compensation is inadequate. Many respondents noted that their pay is below average and/or expressed dissatisfaction with the lack of cost-of-living adjustments, with several remarking that they now have to teach additional summer or overload courses to adjust for lost purchasing power. One respondent wrote: "The administration needs to understand the significantly negative effect this has on morale."
2. Harassment was also an important issue for respondents. 27 comments indicated harassment to some degree, such as: "The work environment at my campus promotes hostile behavior from faculty and staff alike." In addition, several respondents expressed dissatisfaction with the level of diversity in Palmetto College.
3. Numerous respondents voiced concern about potential violence at their campus, such as: "There is nothing protecting our campus community against gun violence" and "University faculty/staff/administrators need more training."
4. The Welfare Committee found no significant trends among responses to an open-ended question about communication. Whereas some respondents expressed dissatisfaction with the weekly Palmetto College emails, others were quite positive.
5. "Support" was a broad and reoccurring theme among the responses to the survey. Comments related to campus support exceeded the number of statements for either Palmetto College or Columbia support. Negative comments also outnumbered positive ones. The Welfare Committee found no actionable items in this area.
6. Comments related to COVID-19 were varied. Most can be grouped into three categories: the effects of the pandemic, the University's response to the pandemic, or recommendations for consideration. Comments about the University response to COVID-19 were mixed: "The tremendous commitment, team cooperation, and hard work by personnel on my campus. Those assets have made the COVID-19 crisis immeasurably more survivable than how it might have gone otherwise. Not that every move has been perfect, but the administration and many faculty members have risen to the occasion" and "The weakness is the internet and facilities management." Respondents provided numerous recommendations in their comments, such as: "While many intend to get (or perhaps have already started to get) vaccinated, it would be nice to see a reward for doing so."

Summary

This report describes the outcome of the 2020 Palmetto College Faculty Senate Welfare Survey which examined aspects of job satisfaction and experiences at work relative to bullying and discrimination. A total of 69 faculty participated in the “Palmetto College Faculty Welfare Evaluation Survey”. There were several key findings related to satisfaction with salary, service commitments, campus affiliation, bullying and discrimination, and faculty research.

Data, both qualitative and quantitative, revealed significant concerns over pay, particularly in light of the lack of adequate cost-of-living and inflation increases. The Palmetto College Campuses Faculty Senate should consider a motion urging the Palmetto College Chancellor and campus deans to commit to a specific target date for raising average Palmetto College faculty salary, by rank, to the average salary, by rank, at our peer institutions.

Given that the last salary study led to increases primarily in staff pay, the Welfare Committee should further examine the report of the USC Palmetto College Campuses 2018-2019 Salary Study Steering Committee to determine how data was collected and see if a similar Salary Study can be conducted for 2021-2022 that explores contingent/non-tenure track faculty as well as tenure-track and tenured faculty pay. In addition, we recommend that campus deans provide transparency in the merit pay process, modeling procedures after the Columbia campus’ newly revised merit pay process.

There was a significant difference for the job satisfaction subscale Safety and Security across campuses, with participants at USC Lancaster reporting higher levels of satisfaction than participants at USC Sumter and USC Salkehatchie. In response to an open-ended question about security, numerous respondents voiced concern about potential violence at their campus. Palmetto College should offer Active Shooter Training for all Palmetto College faculty. Further, each Palmetto College Campus should recommend and consider requiring this training.

Those who reported experiencing bullying were significantly likely to be *less* satisfied with coworker interactions but significantly likely to be *more* satisfied with their interactions/communications with Palmetto College administrators. Those who reported experiencing discrimination were significantly likely to be *less* satisfied with interactions with corresponding discipline at Columbia, coworker interactions, and recognition of achievements. Further, those who reported experiencing discrimination were significantly likely to be *more* satisfied with the meaning and impact of their job, interactions/communications with PC administrators, the safety and security on campus, and overall job security during COVID-19. In order to track bullying and discrimination more closely, and assess faculty welfare, we recommend that the Welfare Survey include psychometrically validated scales and theoretically supported models of school climate and faculty experiences at work. For example, the Welfare Survey could include student-faculty relations, faculty relations, burnout, meaning at work, discrimination, victimization, and identification/belonging.

There were several comments regarding service obligations. Comments about service referred to unequal service commitments within campuses/units and access to resources across campuses. We recommend that the Palmetto College DEI Council explore potential means for tracking service commitments by demographics across campuses including, but not limited to, gender, race, and rank and whether a clear number of service hours, like teaching hours, should be outlined. We also ask that campus deans review access to resources including, but not limited to, IT and classroom amenities, across the five campuses, with recommendations for how to make access equitable.

Concerns over research were prevalent in survey responses dealing with COVID-19. We recommend that the Palmetto College Chancellor consider whether the COVID-19 Provost Relief Measures should be tailored to Palmetto College in regard to scholarship. Although Columbia faculty’s research expectations are higher, Palmetto College faculty’s scholarship may have been further impacted due to navigating an increased teaching load during the pandemic.

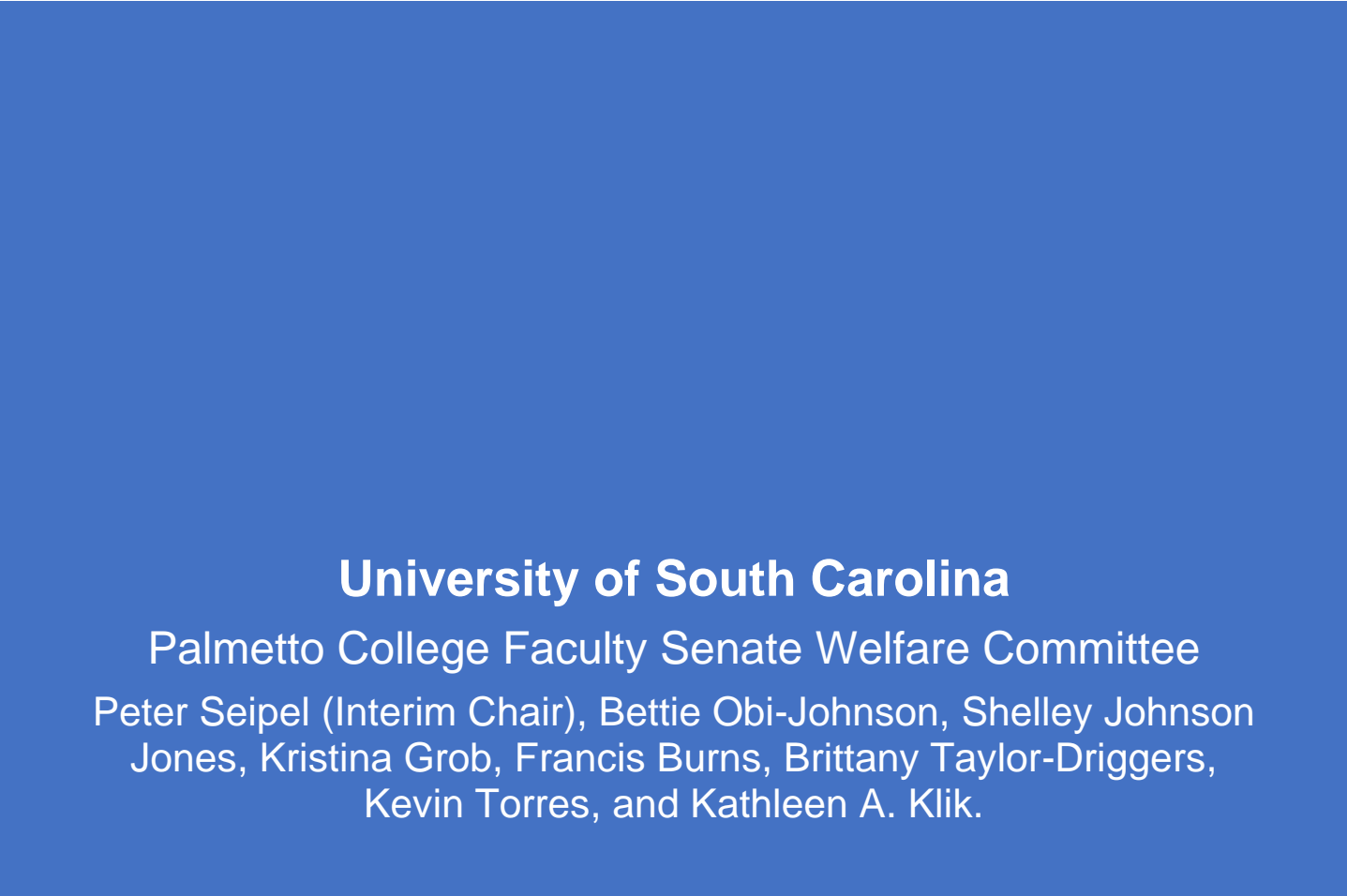


APPENDIX: 2020 FACULTY SENATE WELFARE SURVEY COMMENTS

University of South Carolina

Palmetto College Faculty Senate Welfare Committee

Peter Seipel (Interim Chair), Bettie Obi-Johnson, Shelley Johnson
Jones, Kristina Grob, Francis Burns, Brittany Taylor-Driggers,
Kevin Torres, and Kathleen A. Klik.



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Job Conditions

Please elaborate on any issues or concerns about job conditions.

1. 4.3 was low only due to my responsibilities at home growing exponentially due to COVID. I'm not sure there's much more that could've been done on the University's behalf. The Deans have been very understanding, encouraging, and helpful in any way possible.
2. Access to the buildings can be difficult—some of my classes and scholarship take place after hours. I can usually get teaching supplies, but research supplies are hard to get.
3. Campus maintenance seems to be sporadic, with heavy emphasis on making the campus presentable at times when University administrators such as the President are scheduled to visit campus.
4. Campus support for research is exceptional. One additional component that would be very attractive is the possibility of course releases for research.
5. Constant emails on meetings, seminars, and expectations. Takes away from the focus on teaching and research. Division chair is very controlling.
6. Create more community and industry relationships to sell our programs and resources.
7. Deflated is what comes to mind.
8. Due in part to administrative complacency, my campus has ongoing problems with maintenance being done in a timely manner. This isn't just visible, physical plant stuff but the wireless network and internet access. By "complacency" I don't mean administrators don't care—they do. But they don't follow up with responsible parties or seem to hold them accountable for contracting and supervising maintenance work in a timely manner. There's a laissez-faire attitude that "X is this person's responsibility" and admins should only intervene in an emergency (parents complaining is always an emergency, no matter what the complaint; faculty and staff complaints, not so much).
9. Engaging in scholarship seems to be an obligation without any clear expectations.
10. Frankly, I would not use the word overloaded, but many of us who volunteered to teach face to face have had to teach in 3 different ways simultaneously – F2F, synchronous online by Collaborate, and asynchronous recordings. That part is exhausting, especially for those of us who went above and beyond, like having “office hours” for the asynchronous kids. But I am still satisfied with my workload.
11. Honestly, our library resources are pretty terrible. I'm not sure if this is covid related or if it's because we have a hybrid system at Union, but it seems like everything is very disorganized, even with getting things from Columbia. These issues not only affect faculty, but they also affect our students and their ability to do research.
12. I am disappointed to see that the Provost's grants have yet to be reinstated and are/were a pivotal part of my journey to tenure and beyond.
13. I am tenure-track, but I have made little progress towards tenure over the past year. I have not been lazy. I typically spend 50 to 60 hours each week in online

course preparation, delivery, grading, and electronic communications. I am thankful that the university added an extra year to my tenure clock. I am hoping to make significant progress over the coming summer, but life has been so chaotic. I just take lots of deep breaths and keep trying to move my career forward. I can do no more.

14. I can't complain about my teaching load compared to tenured faculty teaching 4/4. In general, the demands on teaching faculty at regional campuses are excessive, especially considering the degree of students' under-preparation for gen ed courses. Physical conditions: maintenance can be very slow at repairs needed to fix problems that make rooms shabby.
15. I don't think there have been any updates to the ventilation systems or access to hot water in the buildings.
16. I like that more from CTE is offered online.
17. In the past I did most of my scholarship on my own unpaid time. I'm no longer interested in doing that. However, I suspect I could get a grant or something . . . maybe.
18. It is often difficult to fit in scholarship with the teaching loads that we have. If we take a course release, we cannot have an overload. But, if we don't take a course release, we cannot fit in our scholarship sometimes.
19. It would be nice to have our research funding restored after the COVID crisis.
20. Multiple internet issues lately on campus. Other issues exist but are less important right now due to the lack of students and faculty on campus.
21. Opportunities for research funding through RISE, Magellan, my campus's research club, and research and productive scholarship program have been very helpful. My campus provided any technology I needed for online teaching, and they paid for student lab kits during the pandemic. Great support on campus and within the system.
22. Our campus needs to be cleaned up as we have several condemned buildings that need to be torn down. They are an eye sore for the campus.
23. Salary and lack of monetary accountability continue to be a huge issue. There is no difference in a poor/mediocre job performance and someone producing high quality work. There is no monetary incentive to continue high levels of production after the level of Full Professor.
24. Start with getting hot water hooked up on our campuses.
25. The campus administration tends to take advantage of faculty and staff who are willing to work hard, while doing little to motivate those who are not. There is almost no reward for hard work, quality teaching, or exceptional scholarship. Morale on campus is extremely low.
26. The science building, except for the new chemistry lab, is a dump.
27. There is rarely a working clock in any classroom I'm placed in, and if it's working at the beginning of the semester, it's not by the end. Students pay for quality classrooms. Clocks aren't that expensive. What kind of message are we sending that we can't even have working clocks? Students shouldn't have to get their phones out just to check the time. Not to mention this obviously then just encourages them to get distracted on their phones. The lighting in general is also awful in many classrooms if you want to use the projector, and often the

coverings on the windows don't do much to help (with far too much sun getting through)—blackout curtains should really be implemented in all classrooms (on all campuses) to maximize student learning.

28. There should be more resources and support for research.
29. We ask too much in service from faculty, who then struggle to do a good job with both teaching and scholarship. I am about to the point where I literally cannot imagine what it would feel like to think I had done my best work, or that I had time to rest a whole weekend day. This was true before the pandemic and is much worse now. Many faculty do nothing in service, putting the bulk of the work on a small group of very dedicated faculty who increasingly become frustrated and overwhelmed. You get paid the same whether you work super hard or never bother to even show up for faculty meetings. As long as administrators allow that culture to continue, you will never get consistent long-term work out of good people who really love the school and want to make a difference.
30. We know we already have heavy teaching loads, but we also have way too much service. It is eating up our lives and taking away from our family time. It is unhealthy. We have to work evenings and weekends, with no financial compensation either.
31. The service load is absolutely unbearable, and will make it harder to achieve tenure on time

Communications

Please elaborate on any issues or concerns about communication.

1. My dean has an open door and is always willing to talk, listen and discuss all issues.
2. Disconnected is the word that comes to mind in this section.
3. Even before Covid, communication was poor. Mixed messages and just not enough information conveyed.
4. I am the division chair.
5. I do not have much interaction with the corresponding department at Columbia, but they do help me from time to time, like when I sought approval to teach one of my regularly scheduled courses online.
6. I don't have any communication with the Columbia departments.
7. I have no relationship with the Columbia department that corresponds with my discipline
8. I only know one person in the Columbia department that corresponds with my discipline and that is only because we met through a completely different forum. I don't even know who the chair is in Columbia. Would like it if Columbia knew we existed.
9. I really do not care much about the Columbia faculty. They live in their bubble. I live in my bubble. If I really needed resources from my sister department, I am reasonably confident that I would find it. I have prior interactions with it, and I was favorably treated. With regards to communications, I appreciate the efforts made by all of my administrators from my department chair up to the Chancellor and

even the Provost. They are attempting to be transparent and communicate important information. The biggest problem that I have is "information overload." This is better than secrecy, though.

10. I would like to interact more with my discipline across all campuses.
11. It seems to be weakness of our Dean and Academic Dean. I like that we get weekly communication from Palmetto College that should always be the case.
12. My division chair has been very supportive and responds quickly to email requests and questions.
13. Other than requesting course approvals, I have had no interaction with the Columbia campus department. That may very well be a pathway to increase scholarship opportunities.
14. Our current campus dean communicates very little, and my campus is floating along. There is no longer any leadership at my campus.
15. Palmetto College administration seems to be more of a cheerleading team with no real implementable ideas or information. The town halls were worthless in terms of real information. Our local administration has had to come up with the entire COVID related plan with little direction from the Provost or Palmetto College administration. They also need to "read the room." Why were we answering a survey about a stupid BBQ in the middle of continuing high covid numbers in SC? How about putting together a presentation that answers real questions about the salary study that we were promised 2 to 3 years ago, instead of planning BBQ that is of no interest to ANYONE?
16. Teaching load decisions are not made equally and reasons for those unequal decisions are not clear.
17. The Dean does not interact or talk to faculty, nor does he answer a faculty's emails. I have had more interactions with other Palmetto college deans and administrators on the Columbia campus than my campus Dean. does not have time to respond to questions or emails by faculty unless you are on his preferred list.
18. The template for the giant Friday emails from Palmetto College: Whatever National History Month + Inspirational quote. Somebody most of us have never heard of had a family member die. Long paragraph about Covid cases + handwashing. News of the day from Columbia, sometimes actually useful, sometimes not so much or repetitive. Vaccine paragraph, mostly copied over and over each week. Survey. Other news. Accreditation. Wellness days. These emails are GIANT and mostly the same news from week to week or not deeply relevant. Please condense to the most essential information, bullet the other stuff, and do the cheerleading once a month. I HATE reading these things. I really hate it when they come late Friday afternoon when I'm trying to start decompressing from the week.
19. The weekly PC email is more depressing than anything else. It's well-intentioned but the only specifics about individual faculty and staff usually seem to involve deaths in the family. The average faculty and staff member sees PC administration, rightly or wrongly, as caring about enrollment and keeping a good face on things, and little else. This is not to say that these faculty and staff don't understand the importance of enrollment. Many of them, in fact, are breaking

their backs to keep or grow enrollment, and they don't really feel they need constant reminders about it. They would, however, like to feel supported in that work in more than a very general, feel-good way.

20. The weekly updates from the Chancellor are a nice idea, but they contain too much unnecessary information so that most faculty skip over them. Any time they convey important information, it's usually buried in the message and most faculty miss it. On the local campus, it seems like the division chairs are doing the heavy lifting to maintain quality teaching and faculty morale, while the top administrators are virtually invisible to faculty.
21. This is more applicable when more than a handful of people are working on campus, but it would be nice to know ahead when the university president is coming to visit the campus. And while I suspect it's not possible to control leaks to the media, it would be very nice to learn of important news such as pandemic-related alterations to the academic calendar from my employer rather than hearing about it first on the radio.
22. USC Columbia faculty are arrogant bullies. When it comes to regional campus curriculum, they make it difficult to clear courses through them, even when the instructors are qualified. Instead of being helpful, they are an impediment.
23. We get far too many emails from the chancellor. They are repetitive and generally non-informative.
24. We have a very good group of people
25. We receive daily pages long emails from various administrators. It is interrupting our work and wasting our time. Make the information available somewhere: if we are interested, we will go look it up. Stop filling up our mailboxes with "1 student and 2 staffs tested positive with COVID." For the love of God, instead of thanking us for all we do for our campus and the wonderful work we do beyond expectations...PAY US!

Security

Please elaborate on any issues or concerns about security.

1. At one point we received warning messages all the time about phishing and scam emails from IT. Recently, I haven't seen any warning emails, but have received obvious scams and phishing attempts in my inbox. When I report them to the head of IT I haven't been getting much of a response lately and I don't see anything go out as a warning.
2. Before the pandemic when classes went virtual, the Dean's reluctance to enforce parking regulations, specifically failure to protect faculty parking privileges in lots labeled as faculty and staff parking, made life more difficult for faculty. The flippant response "If you want to get a parking place, get there early," showed disrespect insensitivity toward faculty. One aspect of the rationale for this communicated from the Dean via Division Chairs was that it would be bad for the campus image to give parking tickets to students. This egalitarian view could be detrimental to helping students adjust to life in the real world where they actually have to obey regulations.

3. Code violations abound.
4. I am not aware of any safety trainings.
5. I am resigned to fact that my life will be in constant danger due to my residence in the United States. There are almost 6 million registered firearms. I refuse to carry any firearm, except for sport or hunting purposes. Unless U of SC decides to put a high fence with razor wire, and maintain armed checkpoints with metal detectors, I will be at risk of violence. Safety training and safety equipment? What would be sufficient for an individual heavily armed with semiautomatic weapons? I take deep breaths and silently give a blessing to victims of violence when I can. My neighbor's son was shot to death next door to him. "Campus safety" is an oxymoron in America.
6. I don't know enough to have a view on some of these. The COVID management on my campus has, I think, been very good (except that I hear some folks refuse to wear masks, which is troubling).
7. I have had students express concerns about a particular student that they would deem 'may possibly bring a gun to school'. Being that the campus is so open, it is absolute threat that something could happen. University faculty/staff/administrators need more training. We were supposed to have an Active Shooter training that was supposed to happen before the pandemic but was never rescheduled.
8. I see them all the time. I got to campus at 7am and they are there.
9. I think health-wise, our campus is doing the correct procedures. It's the push for face-to-face in a pandemic from the PC and Columbia side that is not doing the correct thing.
10. I think we probably use more resources than we need to on campus physical safety. The one exception: unless you're a very tall person or in a jacked-up truck, our campus fence makes it hard to see oncoming traffic from some of the campus parking lots.
11. I think we've done an excellent job in creating a safe environment with COVID-19 through testing and daily health screenings.
12. I was very impressed with the COVID safety precautions taken in the last year. Excellent job to campus facilities management and administrators on campus.
13. I'm not aware of our cybersecurity status. As long as we're mostly working remotely, sure it's safe.
14. Need more safety-minded people on campus. Want all students to be able to attend in person and decrease COVID rates? Get rid of the sports for a year. I am older and have health conditions, but it's not extreme enough to be in 1a level for COVID vaccines, and I heard something recently that K-12 will be vaccinated before higher ed, even though higher education is more likely to experience exposures (adult students will travel).
15. Of course, we have had 3 weeks of rough internet on my campus, it has been frustrating, but I think it is better now.
16. Our campus needs to conduct fire and safety drills on more frequent basis.
17. People on my campus like to email student information about grades. We are asked to report whether students fail a class for attendance by email and give a date in reports over email after we have already submitted the information over

- Self Service. I have also walked a form over with my social and driver's license number only to have it scanned and emailed to another office. We use Outlook!?!
18. The back of the library is a scary place to be, especially at night. It is deserted most of the time. Is there campus security?
 19. The people hired to clean the classrooms and buildings are hit or miss. Some are excellent but some are awful. There are dead flies in the men's restroom in a campus building that never get cleaned.
 20. The work environment at my campus promotes hostile behavior from faculty and staff alike.
 21. We don't know about cybersecurity unless, God forbid, there's a problem. So we don't hear about it much. But it scares me that the same IT director who can't seem to keep track of or complete simple tasks is also the person responsible for security.
 22. We have not had any safety training on campus for years. The campus seemed to take the right steps with COVID-19 plans, but occasional serious lapses in protocols have led to questions about how serious the campus administration is taking it. Athletics and OSP engage in risky behavior, and when faculty and staff call attention to it, they are treated like they are the problem. Several staff members regularly go without masks on campus, and they are barely slapped on the wrist despite numerous complaints. It is well known among faculty and staff that one administrator does not take COVID seriously, and he is causing the most concern.
 23. As long as people will come to campus with guns (in their bags, in their cars...), I will not feel safe.
 24. There is nothing protecting our campus community against gun violence

Other People on the Job

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

1. A few individuals seem to be out to get anyone who is not part of their clique. They make negative and false comments, some even slanderous, about those they dislike or perceive as threats to their power.
2. All the Palmetto campuses have lost autonomy over the years. That's depressing, and it's probably part of the reason there's much less sense of campus community as there was when I was hired.
3. Going through the pandemic has opened my eyes to the great atmosphere and collegiality between peers.
4. Going through the pandemic has opened my eyes to the great atmosphere and collegiality between peers. Covid is still happening. Everyone is depressed enough with everything that some positive messages mixed in would be nice. The updates just seem repetitive at this point. Not to mention times when informed that there are little to no cases, we might be sending a message that there's no danger.
5. I am generally pleased with my colleagues: faculty, staff, and administrators. I am generally pleased with the level of collegiality and engagement, too. Alas, DEI

has split me off from my colleagues because I am a white male. I consider myself to be exceedingly multicultural, but my gender and sex labels me.

6. I do not have any issues
7. I feel like certain things have not been attended to very quickly and some things have been forgotten about. If you are not in the center circle, you do not know what is going on.
8. Lots of talk of collaboration but no follow through.
9. One of our Division Chairs essentially functions like an old-time political boss, loading committees with his cronies and trying to personally control all aspects of faculty life. This extends to Peer Review, Post-tenure Review, and Promotion and Tenure processes. In my opinion, his behavior is very detrimental to faculty morale and well-being. It appears that the Dean lacks the will and the strength to rectify this problem.
10. Some faculty are avoiding campus (not just with COVID). They don't participate in campus activities and yet receive additional benefits. Some seemingly refuse to go to campus.
11. Supervision is minimal. This is best.
12. The supervision and leadership on the division chair level has been outstanding during the COVID crisis, but not so much from the upper levels of campus leadership. The deans tend to not act on COVID protocol issues or on dealing with bad actors among faculty. That work seems left to the division chairs. There seems to be very little visible leadership at the top.
13. There are no consequences for poor work and no incentives for high levels of productivity.
14. There is definitely a clique at my campus prompted by the dean and lower-level administrators. If you don't fit in and not in their clique it affects faculty evaluations and third year and post tenure review. The Dean is very much aware of this and refuses to step in and stand up to his administrators.
15. There is very little campus communication regarding COVID-19. Most of this appears to have been centralized.
16. We have great colleagues here. COVID has derailed most interaction which is a major deterrent to more collegiality. I am unaware of PC oversight.
17. How would I know if my campus is keeping things from me? There's no oversight for communication.

Bullying and Harassment

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

1. It happened through a committee judging my work and because I wasn't entitled to official feedback, I couldn't report it without risking identifying the person who told me what happened.
2. My campus has many old, white men who think they should run everything even without real experience (and I'm not talking about faculty). There is obvious, extreme misogyny that has never been adequately addressed. There are also

staff members who look down on anyone who is not from the local area. They often support the unequal treatment of others on the campus.

3. Not this year.
4. Nothing was done about it. Too much of the "good old boys" system.
5. This may be the subject of legal action, and thus will not be elaborated here.

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

1. Abuse of the post-tenure review process in what appears to be a personal vendetta by a Division Chair.
2. I did not witness any.
3. I have not been a direct witness.
4. I have witnessed inappropriate communication and reported it.
5. I haven't seen it for a few years now. If I saw it again, though, I wouldn't report it. Our HR person is notoriously mean.
6. I understand that we can't know what happens in bullying cases when we report, but I don't see changes in the situation, which makes me not very confident that they are being handled and certainly confident that they are not resolved, since I can still see the harasser in place and the pattern repeating.
7. Little is done in the upper administration to deal with the one or two bullies on campus, and so they are allowed to continue creating a toxic work environment. The dean and academic dean need to take over the supervision of faculty bullies and make an effort to stop their destructive, toxic behavior.

If you have personally faced discrimination or harassment and would like to elaborate on your situation, please do so here.

1. A staff member discriminated against faculty of color and national origin by giving strong preference to white faculty. This has been reported to the administration with specific examples. No action has been taken.
2. I did not.
3. I was bullied by a senior faculty member when I applied for a grant through my campus. My grant was not awarded because my son has a disability and this person continued to perpetuate mistruths and lies about the grant process. It was very upsetting and when I tried to lodge a complaint; it was not taken seriously. Out of fear for my job security, I did not pursue it. I do not want retaliation.
4. Male colleagues given preference in assignments and duties.
5. Often when you attend a workshop on discrimination, you experience microaggressions or have your experiences overlooked. In one workshop this year, I did report it via the course because it had to do with the instructor's ability to work with the technology and I wanted them to be aware of what happened. I probably should have said something about the other.
6. Our previous Dean clearly favored not only religious people but people who were of their own faith. We had prayers before eating that were always offered by a lay minister from their faith in the group and which were referred to as "returning

thanks," which is a phrase particular to that specific faith. I heard second hand that they would make comments about my religious identity though I never heard this myself.

7. Seems pretty hard to get a job around here if you're not a white male, no matter how hard you work or how good your work may be.
8. This may be the subject of legal action, not to be elaborated here.
9. Unfortunately, political beliefs are not on the list.

If you have personally witnessed discrimination or harassment and would like to elaborate on your situation, please do so here.

1. I did not witness any.
2. I was bullied by a senior faculty member when I applied for a grant through my campus. My grant was not awarded because my son has a disability and this person continued to perpetuate mistruths and lies about the grant process. It was very upsetting and when I tried to lodge a complaint; it was not taken seriously. Out of fear for my job security, I did not pursue it. I do not want retaliation.
3. Reported offensive social media posts made by staff/faculty based on color and race.
4. The victim will need to assert their case via University channels and, if necessary, in a court of law.
5. Why aren't women promoted to administrative positions in Palmetto College? Why are men always chosen and just given positions, even though they work half as hard as the women?

Support and Benefits

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

1. Across PC, administration is very white and almost uniformly male. There seems to be a culture of mediocrity in which those who are as inoffensive as possible rise, regardless of talent or even past accomplishments.
2. I apologize, but the prior set of questions REALLY bummed me out. I don't give a shit about benefits (or salary for that matter). I became a teacher to make the world a better place...this is what matters to me.
3. I do feel that tenure is not respected.
4. I don't plan to change my job status, so I can't really evaluate opportunities for career advancement. The whole process for faculty tenure and promotion is byzantine, interminable, and burdensome in the quantity of material expected and the time consumed in preparation.
5. I get treated well. I sometimes see colleagues treated not quite fairly, though. For example, a small handful of senior faculty resent junior faculty who go up "early" for tenure or promotion, though, and punish them by voting against them.
6. I think we all deserve a raise as full-time teachers. I go over and beyond every semester. I also think any limits on teaching adjunct above percentage allowed should be raised as well, so I could do more adjunct classes in the Spring when

my load is lighter. . . I lost a lot of potential money because I could not take another adjunct class during COVID.

7. Many good resources for teaching, much easier to access now in the pandemic. It's very hard to find time for this. Scholarship grants are available, if you ever have time to think about your scholarship.
8. My main concern is financial. I'd appreciate a way to earn a raise annually.
9. The freeze on raises is having a negative impact on faculty morale. This freeze needs to be lifted soon. Some faculty members have not had raises in four or more years. The administration seems to have little sympathy for the financial difficulties many junior faculty are in right now.
10. The health insurance and retirement benefits are not great. The salary is a little low as well. While service is required, those of us who go above and beyond on teaching, service, and scholarship should be rewarded in some way. An award system with clearly defined criteria and minimal subjectivity in giving awards should be developed on each campus. The teacher of the year campus awards favor faculty who have large sections and who teach easier courses. A small percent of students vote for those awards, which also make them a poor representation of faculty who go above and beyond to help their students learn and grow. I think a reward system on the campuses could help morale. Staff on our campuses also need more recognition and much better pay. Their wages are poverty level and below. We can do better, [sic]
11. The peer review, post-tenure review, and promotion and tenure processes on campus are corrupt and need major overhaul.
12. The promotion and tenure system is just fine. Opportunities for advancement into or within administration leave much to be desired.
13. There is no promotion or monetary incentive for high levels of productivity after the rank of Professor. There is no incentive or consequence tied to our yearly evaluations.
14. This institution is South Carolina. Minority teachers are paid the lowest and not recognize. After all these years I did not even reach the 50 thousands.
15. we should be clear on the number of services we have to do (like we are on the number of hours we have to teach each semester). If we do more we should get paid for it, or compensated somehow (less scholarship, or less teaching).

Pay

Please elaborate on any issues or concerns regarding pay.

1. A raise would be nice. Some people with less experience make more money. People with no college degree make more than those with advanced degrees.
2. Based upon the amount of teaching I do, service I provide, and scholarship that I have been able to produce, I do think I would be up for a merit-based raise; however, I'm not sure if that will happen based upon the COVID crisis. The pay discrepancy has made me think about leaving to find a better paying job.

3. Certain faculty have been given pay raises by the Dean. These are not highly productive faculty but are liked by the Dean. Pay raises on my campus are arbitrary.
4. Comparing ourselves to the schools mentioned in 10.5 doesn't work. The majority of them don't offer tenure or require scholarship or have meaningful shared governance.
5. We don't get raises or COLAs
6. Cost of living adjustments? I'd be happier if I thought what people got paid corresponded more closely to the amount of work they do rather than to the perceived value of the category they're in. Sometimes that category is rank, sometimes it's academic specialty, and sometimes it's whether they're in administration. I can think of some staff whom I wish earned quite a bit more, and a few full professors who aren't really earning all of what they make.
7. Don't care...
8. I am not sure what other full-time instructors at Palmetto campuses make. I got a raise 2 years ago. I think a raise to base \$40,000 would make sense. I am the only one teaching classes in my field for a component of the Carolina Core and I have HUGE classes-which has been more difficult during COVID and I am an advisor, which twice a semester is like another full time job.
9. I am on a 9 months contract and work practically 12 months. Which other profession get paid 3/4 of the work done?
10. I am on the market right now due to lack of pay equity and lack of opportunity. I am not the only one at my institution in this situation.
11. I am unaware of how any raises may be obtained aside from earning tenure, including cost of living. I work hard and believe my compensation ought to be higher.
12. I appreciate the opportunities to enhance my salary by teaching overloads and summer classes. I also appreciate the level of flexibility I have with my schedule, which makes the low pay tolerable. But base pay needs to increase, especially given that the cost of living is increasing very quickly. Staff on our campuses also need pay increases.
13. I cannot be satisfied with something that has not been a reality for over 11 years. NO raises, NO cost of living, NO information provided about the salary study to see where we stand. The lack of transparency is just about as frustrating as the lack of raises.
14. I don't know enough to answer 10.5. How raises are determined on my campus is a complete mystery.
15. I really deserve to make at least 50k a year.
16. I was making the same amount of money teaching high school 15 years ago. Fifteen. And my retirement is small enough I won't be able to retire until I am 80. Maybe.
17. Pay is a huge problem with this job. Not only is the pay below the market average but there are almost no cost-of-living adjustments. With inflation, this means that every year we are making less than the year before. I now have to work an extra summer class just to get the same effective income that I was making 3-4 years ago! And that's with the pay increase from the salary study

(which did not even match inflation for the year it was distributed). It is EXTREMELY discouraging to work hard year after year for less and less money. The administration needs to understand the significantly negative effect this has on morale.

18. Professors in my field at the Columbia campus and other campus get a substantial pay difference. Being in the arts, we are often disregarded and undervalued. It is very disheartening.
19. Salary studies are on the right track.
20. Staff, who do the lion's share of the work of recruitment and retention (the actual work, not the Excel work), are criminally underpaid and tend to be afraid to speak up, even when their voices could make things better. On my campus there's a tacit snobbery directed at staff, not so much from faculty as from some administrators.
21. The cost-of-living adjustment is relatively ludicrous when so many people don't live in the actual city that the school is in. For those that do live in the specific city, the salary is inadequate. For those countless people that can't rough the rural life and instead live where there is more going on, it is still an expensive area to live in, and the salary is extraordinarily insufficient.
22. The low salaries for faculty at PC campuses has not been adequately addressed.
23. The pay for the job is excellent compared to many Universities. However, it is not comparable to finding a place to live near the school that is not excessively expensive to live.
24. The pay is very low for hard working teachers
25. We have seen the reports. We know we are paid less than our peers at other institutions, even with the slight adjustments that have been made or placed on hold due to COVID.
26. We never get cost of living adjustments. The freeze on raises is probably the number one problem that needs to be resolved for faculty. I make about 2/3 of what someone at my rank would make at a similar institution. Many of our instructors and junior faculty are paid little more than someone would make working full time at Walmart. That's pathetic for someone with a PhD to make so little.
27. No raise to even keep up with inflation
28. The fact that tenure track faculty members can make well under \$45k is absolutely embarrassing

COVID -19

How has COVID-19 altered your perception of faculty well-being?

1. COVID has shown me that, like many in the USA, faculty have been living far closer to the margin than we realized. When the pandemic hit, my campus had an immediate, coordinated, faculty-led response to get colleagues up to speed to finish the semester online and be able to teach online for the foreseeable future if need be. Tellingly, local administration was initially hesitant to allow faculty to run our own teaching seminars, etc. Their question was, "Should we wait for

Columbia to guide us?" Thankfully, they were overruled, and with good reason. But this culture of complacency is endemic to Palmetto College administration, it seems.

2. Covid has made me think more of work life balance.
3. Emphasized how much of the work we do is unnecessary and redundant
4. Everybody is having to scramble and adjust, and instruction is not what it really should be, but we are getting things done.
5. Expectations of faculty have been heavy, especially concerning accommodating every conceivable student need. Campus IT problems exacerbate the frustration and chaos. Although of course I understand it can't be helped, the lack of in-person interaction among colleagues has had a profound effect on relationships and mutual support. Having one or [two] students present during a "face to face" class in which all the other students have chosen to attend online is absurd and maddening.
6. Face-to-face interactions with students are one of the greatest joys of teaching; this was destroyed for most of us by the pandemic.
7. Faculty are resilient in the midst of the challenges brought on by the pandemic. Many faculty have experienced increases in workload and work pace, resulting in heightened levels of stress.
8. Faculty well-being services are far worse than I previously understood them to be.
9. Feeling isolated and out of communication with other faculty and administration has resulted in me not feeling as connected to the college as I had been. I feel that decisions are made (1) without my input and (2) without sufficient explanation for those decisions. New administration and unusual decisions (allowing students to withdraw after the withdrawal date), (requesting faculty to be generous in allowing excuses of any kind from students for not doing work), have led to my overall feeling of confusion and inadequacy.
10. I believe faculty are under more strain because of moving to online instruction, losing social interaction, and added stressors at home. These all negatively impact well-being as we have less interaction with students as well as increased technological requirements that are unfamiliar as primary sources of communicating course work.
11. I have always lived life with fair measure of uncertainty. The pandemic dramatically raised the level of uncertainty and overall stress in my life. I am fortunate that I do not have any immediate concerns about next year's contract (tenure-track), but I am aware of the world outside of my bubble. I find my campus to be particularly comforting during this time of turmoil.
12. I think a lot of us are struggling, for all the expected reasons. It's also clear that this is a much better job to have in a pandemic than a lot of other people's jobs.
13. I was surprised at how well I functioned under COVID guidelines because initially I was daunted by having to go online and teach in person/synchronously on Collaborate and asynchronously at the same time, but I got everything pretty fast. I learned a lot about educating asynchronously and using other media in class.
14. I've seen more distrust of students among faculty. the extent to which I am underpaid has made this year much harder.

15. I've thought more about mental health and mental well-being over the past year than ever before. The psychological toll of the pandemic has greatly impacted how I do my job. My work has lost much of its meaningfulness over the past year due to COVID and lack of student engagement. I am curious as to why this is only a COVID related open-ended question. What about an area for general concerns or comments on the nature of work OUTSIDE of COVID?
16. It has made it difficult to work together and feel a sense of teamwork and camaraderie with other faculty. I have enjoyed the opportunity to become more proficient with Blackboard, video conferencing, and online teaching.
17. It has shown how flexible and accommodating the administration can be for faculty.
18. Most need some F2F social interaction to be at our best!
19. No one cares about anyone else
20. None at all. Faculty were given an option to work at home, teach online or live, and precautions were made before anyone was allowed on campus.
21. Not much. We just have to stay positive during tough times.
22. The pandemic has shown me that our higher education institutions fail into taking to account the well-being of their faculty that serves them. Having only 4 EAP sessions to cope with a pandemic is unacceptable and vastly underserves the faculty. Additionally, it is clear that the University does not prioritize the health of its faculty or staff.
23. The shift to online instruction and the isolation of faculty who are teaching remotely have had a negative effect on faculty morale and wellbeing. I don't think the campus and Palmetto College administrations have a realistic sense of how bad things are for faculty right now.
24. There are so many differences across the disciplines with safety concerns in this area. I think this has really made it clear that there are discrepancies in that manner.
25. There's a general sense that students are more disconnected and apathetic than before COVID. Also, enrollment seems to be particularly low across the board.
26. Unsure how to answer.
27. We already had significant faculty issues with the Columbia departments refusing to work with us by keeping us informed on curriculum changes, approving our faculty for courses, working with us on approvals for online courses. The pandemic has further centralized administrative control both over the system and within Palmetto College, minimizing real faculty input into decisions. In other words, this disaster has magnified the already very problematic aspects of our ability to work as faculty within the system and with our own administration.
28. We never see anyone. How are we to know how people are?
29. Well, I have less money as I am not currently overloaded on classes for once, but I have more responsibilities. My well-being is faltering as my debt level is increasing. The faculty pay has GOT to change. COVID has made this worse, but we still have been paid so minimally. This affects me at ALL levels—teaching, service, scholarship.
30. Yes, I've realized that sometimes health and safety have to take priority over work.

31. We never interact.

How University, campus, or unit-wide problems and/or assets has COVID-19 revealed or highlighted?

1. Asset—center for teaching excellence. They were extremely helpful when I had to develop online courses. Asset—Blackboard Collaborate and Zoom access. Problem—better help identifying students who are struggling. Midterm reports required university 101 or academic counseling to students before semester ends.
2. Assets: people on every level have been much, much more flexible than I'd have guessed. Problems: we don't treat staff well enough, esp. relative to faculty.
3. Computer and internet infrastructure problems, especially re the requirement to allow students to access face-to-face courses online and the lack of adequate technology and personnel assistance to facilitate this.
4. Deans and nursing administrator did a great job directing our campus during COVID-19.
5. Don't care. (2 counts)
6. Flexibility of faculty is a major asset.
7. How important communication is!
8. My campus's maintenance team has done such a wonderful job in making sure that the environment is clean, disinfected, and safe for the faculty, staff and students.
9. Like the way the President and HR have handles covid issues.
10. Morale problems. Technology infrastructure weaknesses. Low wages. Administrative weaknesses, especially in knowledge of online teaching
11. Overall unwillingness of both students and teachers to tackle the problem collectively.
12. Palmetto College still doesn't make sense as a unit. Are we part of Columbia or not?
13. Poorer than usual student performance—including attendance, participation, and general concern for success in the class.
14. Some people cannot follow directions, they cannot or will not maintain social distancing.
15. Some professors are not up to date with teaching technology. We do not need to be on campus to do our job. We could save on office spaces, electricity bills etc. by not having every employee on campus.
16. The primary issues were related to the availability of technology for virtual learning, but this improved over time. However, there is still need for improvement in the area of IT assistance/help. Faculty assistance is fair, but our students have a very difficult time getting IT help when they need IT help locally.
17. The push from Columbia to go face-to-face has revealed differences in campus emphases where our facility has mostly commuters and Columbia has mostly dorm students. We also do not have as many assets to keep the facilities as clean or spread the teaching load out into more sections with smaller student numbers as Columbia does.

18. The safety for COVID started well but have not been maintained. No cleaning supplies in the classrooms. Heat is on too high (in all buildings) so to not be overheated the ventilation is usually turned off. Ventilation is more key than wiping off surfaces. Have been told no authority on campus has control over that. That is ridiculous. I have worked in rooms that were close to 90 degrees Fahrenheit—in the winter.
19. The student population we serve is especially underserved economically. The athletics department, with its recent leadership change, has to do a better job of accountability with advising and serving the student athletes. The ventilation system in the buildings for labs need to be updated.
20. The tremendous commitment, team cooperation, and hard work by personnel on my campus. Those assets have made the COVID crisis immeasurably more survivable than how it might have gone otherwise. Not that every move has been perfect, but the administration and many faculty members have risen to the occasion.
21. The weakness is the internet and facilities management.
22. My campus is lucky; we have some huge classrooms that offer more space. COVID has revealed that we can all teach with advanced technology online.
23. We don't give people enough time for meaningful work. We rely heavily on small pool of talented people and burn them out. We don't reward people who speak up, and we do reward people who are better at flattery than they are at meaningful work. We let problems fester for YEARS rather than fixing things because they aren't real problems for administrators or enrollment. We ask faculty if they want an on-campus BBQ but tell them they have to teach f2f in a pandemic. That's performative surveying, not valuing faculty perspectives.
24. We have highly talented and committed colleagues across our campuses, including both faculty and staff.
25. We seem afraid to do anything we haven't already done. Not a winning formula in a global pandemic. Everyone waits for someone higher up the food chain to make a decision, no matter how long that takes or how removed those people might be from the work we do.

What are your concerns about the effects of COVID-19 on faculty welfare, such as concerns about scholarship, on-campus health and safety, job security, productivity expectations, etc.?

1. Faculty are very stressed. I know lots of faculty are trying hard to keep up and are having to let things go. I just hope when reviews go on over the next six years grace is given and expectations are kept in check.
2. Faculty productivity has been affected, and faculty may need assistance recovering from the increased pacing of their activities.
3. I am not concerned. I felt safe all fall semester and feel safe teaching F2F now. The students are doing their part to keep us all safe.
4. I contracted COVID most likely from an off-campus teaching assignment. I highlight this to point out that faculty are not solely on campus.

5. I think that vaccinations should be made available for all faculty and staff on each campus. The campus faculty/staff are in higher risk populations. Being able to complete the job, if possible, in the safest way possible should be the highest concern. I also think that the extensions for faculty on scholarship and productivity expectations should be extended from one year to two years.
6. I worry that people won't ever want to come back to campus--and overall, it's better to have a lot of us on campus. I also worry that we'll be pressured to come back before it's safe. The mandate about fall from the office of the provost seems premature.
7. I'm more concerned about the staff and contingent faculty than I am about faculty positions.
8. It's a complete toss-up—do I do one thing to be safe from COVID but decrease my chances of promotion (scholarship/service)? Should I increase the risk to my life to teach classes in person as the classes I teach are content-dense and best taught face-to-face? Do I stay safe and teach everything online (if I'm even allowed to) which makes the job of teaching three times harder and sacrifices most of my scholarship?
9. Morale was low before COVID hit, and it is now plummeting. The upper administration seems unaware of this, or, at the very least, they lack creativity in finding ways to help with this problem.
10. My major concern is survival in these difficult times.
11. Now that Faculty are even more comfortable working from home, my concern is that we will see even less on campus faculty presence in the years to come.
12. Remind me what's scholarship again? I'm thankful I'm tenured. I'm also thankful (and this is genuine) that the university is making tenure clock extensions available—but I don't know how much good they will do when we are all exhausted and there's no telling when we might be rested enough to begin to think about scholarship again. But that puts off raises for faculty, and there's nothing to help us get back into scholarship at all. I am grateful to have a job. But I'm also exhausted, and I don't want to work this hard constantly. And I'm angry at how faculty are not really heard. We've had years of these surveys and the only outcome I've seen is a pay adjustment program that went south immediately in the pandemic, AFTER a couple of my colleagues who received raises characterized them as "not worth the effort."
13. Scholarship is definitely taking a hit, due to the massively increased time it takes to teach online, especially for faculty less experienced doing that. I worry about possible long-term fraying effects on collegial relationships because of stress and isolation. Although our campus has very good division chairs who are looking out for our new faculty, those folks have been tryingly deprived of the benefits of day-to-day interaction and informal mentorship with their colleagues. I do think the university's support through CTE workshops and the extension of faculty review processes is very helpful.
14. Tenure delays for our junior faculty have already been discussed, so this makes it a bit easier for them. Having courses that are not yet approved for distance learning and will probably not be approved is an issue. Especially as the

classrooms are not equipped for physical distancing. Also, not knowing if the campus will make student vaccinations a requirement.

15. The main issue I see is in productivity and scholarship. With travel being affected and conferences going mainly virtual, it has been hard to get some of the scholarship done that I would normally do. Conferences allow me to make connections with others in my discipline, which for me is necessary since I'm the only one in my field where I teach.
16. The university has been very helpful with faculty situation.
17. We had to invest a lot of time in our teaching, course development etc. It took away time for scholarship undoubtedly.
18. We seem to be addressing these well. Caslen's leadership has been wonderful and my campus's administration has been very understanding and cautious, for the most part.
19. While COVID has clearly impacted scholarship (conferences, research travel etc.), there still appears to be some opportunities for one to continue active scholarship
20. Work increased once everything went online. Faculty had to teach the same course face to face and online once face to face classes resumed. Faculty had to carry around laptops and tape classes.
21. More time used on prep for online classes and less time on scholarship.

How best can the University, campus, and/or unit respond to the effects of COVID-19 on faculty welfare?

1. A hazard pay bonus for those of us trying to teach in person so that our students are best instructed.
2. Access to personal counseling for faculty. Online support groups for faculty.
3. COMMUNICATE.
4. Current program seems to be working.
5. Depending on how things are in the fall, perhaps virtual mental health presentations?
6. Get us the vaccine as quickly as possible. Increase pay. Really, should be hazard pay at this point, even if you have a salary. Convince workers (maintenance, custodial) to be more thorough.
7. I think that they could provide more virtual mental health resources/access to mental health professionals. Personally, I have worked practically nonstop for the last year and it has taken a toll mentally, physically, and emotionally.
8. It should give us more time to work on scholarship, or take into account our professional development in teaching and new technology skills to replace part of the scholarship.
9. Lift the freeze on raises. Reach out to individual faculty for regular welfare/morale checks. Include division chairs in more campus decision-making.
10. Listen to what people are saying.
11. Prioritize quality of education, communicate student about safety measures being taken, tell the community that we are there for each other.

12. Provide time and assistance as faculty emerge from the pressures of the pandemic. Ease the heightened pressures that individual faculty members face, especially those with heavy service commitments.
13. Research reboot programs. Teaching release. Promote sabbaticals instead of hoping nobody will find out about them and ask for them. Raises. Recognition other than nice thank-yous in mass emails. Reward faculty who work hard and find a way to let us know you're dealing with people who do nothing to contribute to the institution. When you survey, identify areas of concern, promote that you are working on those, and actually do something to address them. So many of our problems could be FIXED if we would devote time to them. I love this university and want to see us succeed, but if you can take someone who loves this university deeply—and I do—and make them this angry, you have a mess. Nice talk doesn't fix that.
14. Stand up to the office of the provost about fall, if necessary. Columbia's needs are not ours. In the long term, I'm far more concerned about the effects of SC's political climate on our welfare than I am about the effects of COVID on our welfare. The legislature is full of people who are either actively hostile to education or are willing to pretend to be. I wish we talked about this more on campus, and our administrators in Columbia and at PC need to be open about it too. I get the impression some are afraid to talk about it.
15. The University is doing a good job in this area.
16. They are already doing what they can
17. This is a tough question. There are so many variables. For many faculty, especially perhaps our junior faculty, family life may play an important role in whether they can even teach face-to-face or virtually due to childcare issues and concerns. Even for junior faculty without family, not having the scholarship equipment or access to the same resources they normally have may impact their scholarship. Again, having a tenure clock delay does help these faculty. But, deciding on face-to-face, synchronous, or asynchronous course options may be problematic for some of us.
18. To listen well to faculty/students & display clear communication & expectations
19. Value faculty voices, even when they're saying unpopular or abrasive things. Not every complaint is well-founded, of course, but the Palmetto College admin culture of relentless positivity and high-flown abstraction actually encourages some faculty to be more negative in their approach.
20. We have all been asked to do much more than we had to before COVID. From advising to accommodating students who need special things. I think raises are in order. we have been thanked for our service, but also we have been asked to do more.
21. While many intend to get (or perhaps have already started to get) vaccinated, it would be nice to see a reward for doing so. There are people that I've spoken to that say they don't intend to get vaccinated and even more that say they'd get the vaccine IF [sic]. I've seen other companies offer small bonuses for employees that show evidence of vaccination. This not only encourages people to get vaccinated, but it makes them feel like it's their choice to do so. Currently the university is utilizing an "if you don't get vaccinated, this will happen" type of

policy. While this encourages vaccination, it also promotes employee dissatisfaction, as well as makes employees feel coerced/forced to do something to their body. This ultimately takes away people's agency, and at a time when people are feeling pretty powerless. And while people should absolutely get vaccinated, it's important that they also feel like they have a choice in the matter. Since the widespread receipt of the vaccine by faculty and staff is only going to help the university, and the university seems interested in the welfare of the faculty (as evidenced by this survey's existence), it only makes sense to provide a reward for getting vaccinated, as opposed to what will effectively just feel like a punishment for not.