

College of Southern Nevada
Workplace Climate Committee:
Report and Recommendations from PACE (2015)
Survey

Submitted by the CSN Work Climate Committee
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For more information contact:

Cameron Basquiat, chair of Work Climate Committee
Cameron.Basquiat@CSN.EDU or (702) 651-5998

Visit the Work Climate Committee webpage: <http://www.csn.edu/pages/4635.asp>

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The Work Climate Committee

The Work Climate Committee (WCC) contains approximately 30 members from diverse employment areas at CSN. All members, including the committee chair, were appointed by President Michael Richards. The committee’s charge:

1. Annually assess through a survey instrument or through focus groups the expectations and perceptions of employees in the workplace.
2. Develop from assessment results findings and recommendations for administrative consideration.
3. Monitor the implementation of initiatives intended to improve CSN work climate.
4. For longitudinal analysis, 70-80% of survey questions from the previous two years should be repeated in the current year.

The PACE Survey

Survey Design

The Personal Assessment of Campus Environment (PACE) workplace climate survey was developed and administered by the National Initiative for Institutional Leadership & Effectiveness (NILIE) at North Carolina State University. PACE is a research-based survey, designed by NILIE specifically for community colleges, that is administered to participating institutions across the nation.

The PACE survey is designed to measure four climate factors (or climate categories). CSN custom items are treated independently under a “CSN Custom” category.

Table 1: PACE Climate Categories

Institutional Structure	Supervisory Relationships	Teamwork	Student Focus
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Survey Administration

In the October of 2015, CSN deployed the PACE survey to all regular employees (full-time and part-time), including contract workers including student workers. The PACE survey was sent to 2,499 CSN employees by email, with several reminders for those who had not yet completed the survey. Of these, 926 completed survey instruments, for an overall response rate of 34%. This is an increase of 3 percentage points from the 2012 administration of the PACE survey.

The survey was offered in an online format (no paper-based instruments were used), 15 custom items developed by the CSN Work Climate Committee..

Responses on survey items are reported on a Likert scale of agreement from 1 (strongly disagree) to 5 (strongly agree).
June 23, 2016

CSN Workplace Climate: Survey Results and Recommendations for Improvements to 5 (strongly agree). The resulting scores are aligned with four levels of organizational culture, drawn from research literature, as identified by NILIE:

Table 2: PACE Levels of Organizational Culture

1-2: Coercive System	2-3: Competitive System	3-4: Consultative System	4-5: Collaborative System
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Multiple efforts were taken to keep individual responses confidential, including reporting responses only in the aggregate, combining any small groups with fewer than 10 responses, and having open-ended comments reviewed, analyzed and anonymized off-site by NILIE researchers. As standard policy, NILIE will never release any raw data for open-ended comment responses and will never provide to the institution any respondent data about individual open-ended comment responses.

Reports

NILIE Report

NILIE provided a final report of CSN’s PACE survey results in March, 2016. This report included a literature review on workplace and organizational climate, an explanation of the theoretical model underlying the survey and of the instrument’s design and testing history, an analysis of the numeric item responses grouped by climate categories and by employee type, and an analysis of the contents of the open-ended comments. NILIE researchers also compared the numeric responses for CSN to the PACE national Norm Base, composed of the average scores from all participating institutions over a three-year period.

The NILIE report is available on the CSN website. The reader is encouraged to consult the NILIE report for a detailed understanding of the conceptual underpinnings of the PACE survey and an explanation of how items are grouped into climate factors (categories). The NILIE report also includes a detailed analysis of the open-ended comments which form an essential part of the PACE survey results.

CSN Report

The present report is intended to supplement the final report delivered by NILIE in Spring 2016. The present report extends the analysis of numeric item responses to cover additional CSN-specific groups, including CSN divisions, campuses, years of employment, and respondent

race/ethnicity and gender. This report also presents the process by which the Work Climate Committee presented survey results and solicited feedback on issues and suggestions for proposed solutions from CSN constituents. Finally, this report presents a set of recommendations for policies and actions that could help improve CSN’s campus culture and thus its workplace climate. Any additional companion and follow-up reports will be presented on the CSN website.

Survey Results

CSN Overall

Response Rates - CSN Overall

Table 3: Response Rates – CSN Overall

CSN	Invited	Responded	Response Rate
CSN Overall - All Employees	2,091	926	37.1%

Response data is not weighted to reflect differences in response rate between groups of respondents (employee type, CSN division, etc.). Half of the completed surveys came from Academic Faculty (full- and part-time), so their priorities may have slightly influenced priorities within the overall results. Even so, the reader will see that common challenges appear across most or all groups.

Mean Scores for Climate Categories - CSN Overall

Results from the survey suggested CSN echoed the national sample on each of the five categories in their rankings of highest to lowest. However, on each of the five categories CSNs results achieved a somewhat higher average than the PACE national average (see graph). Forty-Five of the 65 items fall within the “consultative” style of leadership (scores between 3-3.99). Twenty items fall within the “collaborative” style of leadership (scores between 4 – 5).

Figure 1: Mean Scores for Climate Categories - CSN Overall

CSN Workplace Climate: Survey Results and Recommendations for Improvements

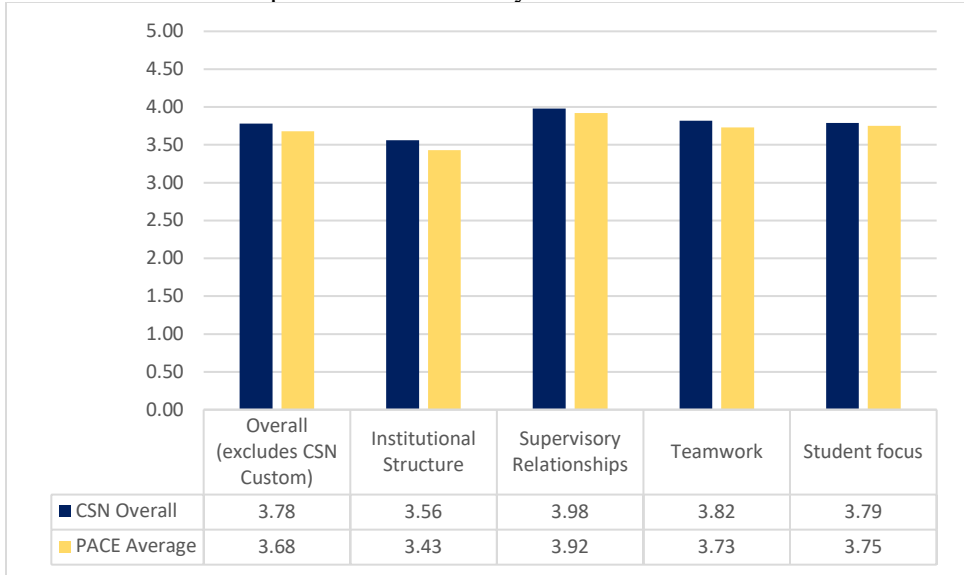
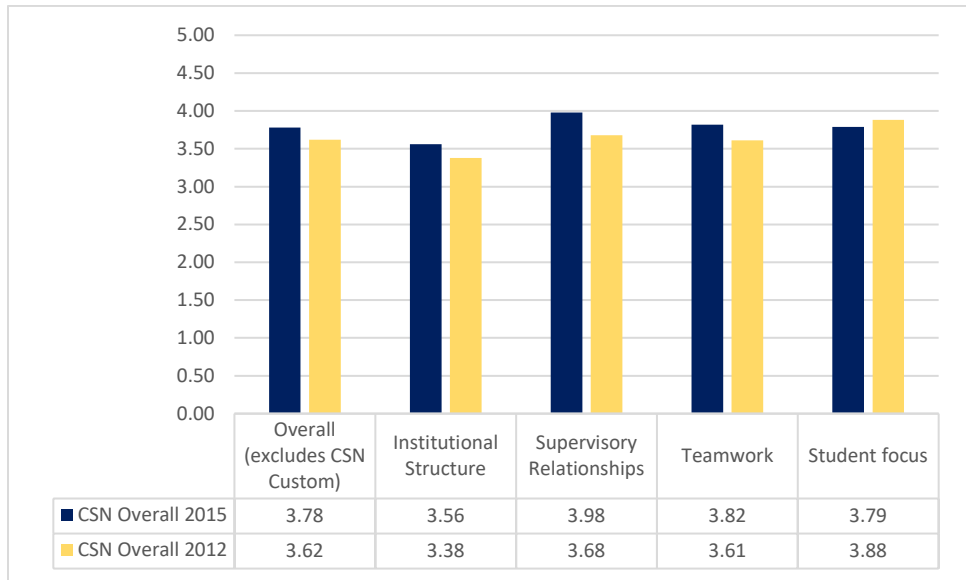


Figure 2: Mean Scores Comparison for Climate Categories – 2012 - 2015



Strengths and challenges can be seen in the mean scores for responses to individual survey items.

Strengths (Highest Scoring Items, Highest to Lowest) - CSN Overall

Item (Category)	Mean
I feel my job is relevant to this institution's mission (Student Focus)	4.39
I am treated with civility (as defined above) by my immediate supervisor (CSN Custom)	4.28
I am proud to tell people that I work for this institution (CSN Custom)	4.26
I like working for this institution (CSN Custom)	4.25
My supervisor expresses confidence in my work (Supervisory Relationships)	4.23

CSN Workplace Climate: Survey Results and Recommendations for Improvements

My supervisor is open to the ideas, opinions, and beliefs of everyone (Supervisory Relationships)	4.14
Student ethnic and cultural diversity are important at this institution (Student Focus)	4.11
This institution prepares students for further learning (Student Focus)	4.07
This institution prepares students for a career (Student Focus)	4.05
I am given the opportunity to be creative in my work (Supervisory Relationships)	4.03
Students receive an excellent education at this institution (Student Focus)	4.0
The institution effectively promotes diversity in the workplace (Institutional Structure)	3.97
Student needs are central to what we do (Student Focus)	3.94

Areas for Improvement (Lowest Scoring Items, Lowest to Highest) - CSN Overall

Item (Category)	Mean
I am able to appropriately influence the direction of this institution (Institutional Structure)	3.20
I have the opportunity for advancement within this institution (Institutional Structure)	3.21
This institution is appropriately organized (Institutional Structure)	3.38
Decisions are made at the appropriate level at this institution (Institutional Structure)	3.42
Information is shared within this institution (Institutional Structure)	3.42
Open and ethical communication is practiced at this institution (Institutional Structure)	3.43
A spirit of cooperation exists in my department (Teamwork)	3.46
Institutional teams use problem-solving techniques (Institutional Structure)	3.47
This institution has been successful in positively motivating my performance	3.48
My work is guided by clearly defined administrative processes (Institutional Structure)	3.63
Available training opportunities at this institution are relevant to my career needs	3.59
I am well represented by the body that represents me in shared governance at this institution (Faculty Senate, Classified Council, or Administrative Faculty Assembly)	3.61
This institution provides work and career-related opportunities to employees	3.84

Academic Faculty

Figure 3: Mean Scores for Climate Categories - Academic Faculty (Full-Time/Part-Time)

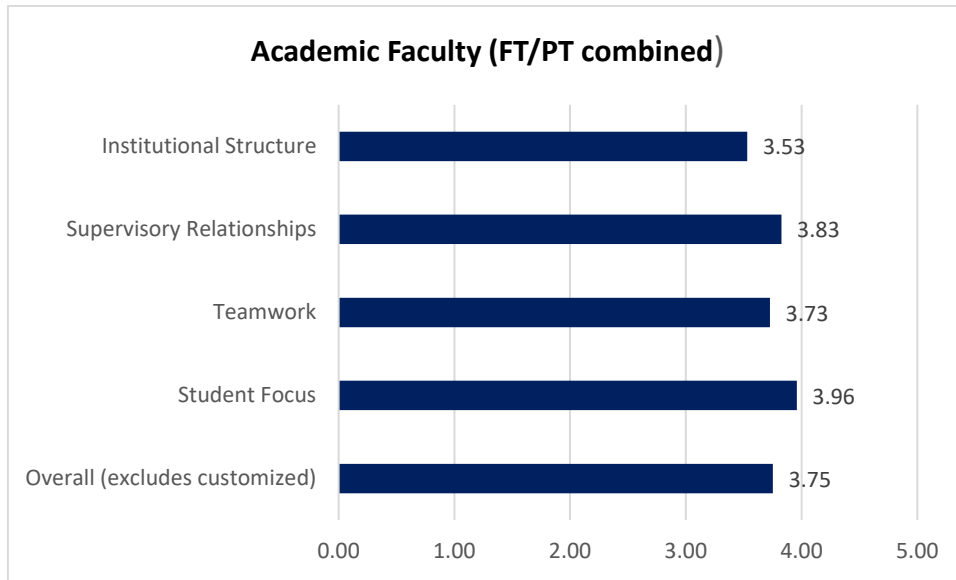
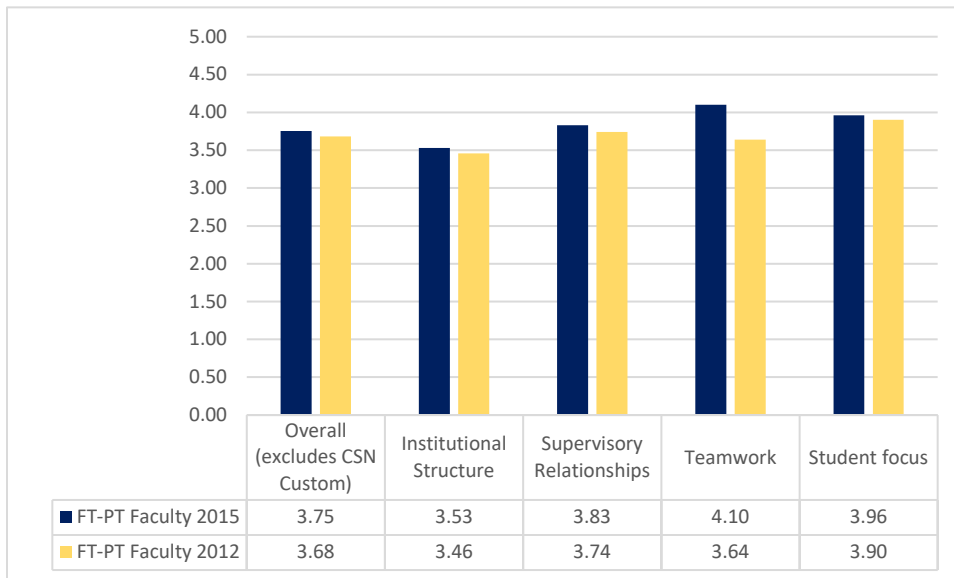


Figure 4: Mean Scores Comparison Academic Faculty (Full-Time/Part-Time) – 2012 – 2015



Areas for Improvement (Lowest Scoring Items, Lowest to Highest) - Academic Faculty Full-Time

Item (Category)	Mean
I am able to appropriately influence the direction of this institution (Institutional Structure)	3.04
Open and ethical communication is practiced at this institution (Institutional Structure)	3.18

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This institution is appropriately organized (Institutional Structure)	3.18
I have an opportunity for advancement within this institution (Institutional Structure)	3.19
Decisions are made at the appropriate level at this institution (Institutional Structure)	3.25
A spirit of cooperation exists at this institution (Institutional Structure)	3.29
Institutional teams use problem-solving techniques (Institutional Structure)	3.35
Information is shared within this institution (Institutional Structure)	3.37
Institution has been successful in positively motivating my performance	3.37
My work is guided by clearly defined administrative processes (Institutional Structure)	3.40
I am well represented by the body that represents me in shared governance at this institution (Faculty Senate, Classified Council, or Administrative Faculty Assembly) (CSN Custom)	3.52
Available training opportunities at this institution are relevant to my career needs (CSN Custom)	3.54
My supervisor at this institution resolves conflict in a fair manner (CSN Custom)	3.85

Areas for Improvement (Lowest Scoring Items, Lowest to Highest) - Academic Faculty Part-Time

Item (Category)	Mean
I have the opportunity for advancement within this institution (Institutional Structure)	3.05
I am able to appropriately influence the direction of this institution (Institutional Structure)	3.22
I am well represented by the body that represents me in shared governance at this institution (Faculty Senate, Classified Council, or Administrative Faculty Assembly) CSN Custom)	3.53
There is an opportunity for all ideas to be exchanged within my work team	3.57
Institutional teams uses problem-solving techniques (Institutional Structure)	3.58
Available training opportunities at this institution are relevant to my career needs (CSN Custom)	3.62
My supervisor actively seeks my ideas (Supervisory Relationships)	3.65
I am aware of the role and activities of the body that represents me in shared governance at this institution (Faculty Senate, Classified Council, or Administrative Faculty Assembly) CSN Custom)	3.67
My supervisor seriously considers my ideas (Supervisory Relationships)	3.69
I receive timely feedback for my work (Supervisory Relationships)	3.69
This institution has been successful in positively motivating my performance (Institutional Structure)	3.71
I receive appropriate feedback for my work (Supervisory Relationships)	3.74
My primary work team uses problem-solving techniques (Teamwork)	3.74

Administrative Faculty

Figure 5: Mean Scores for Climate Categories - Administrative Faculty

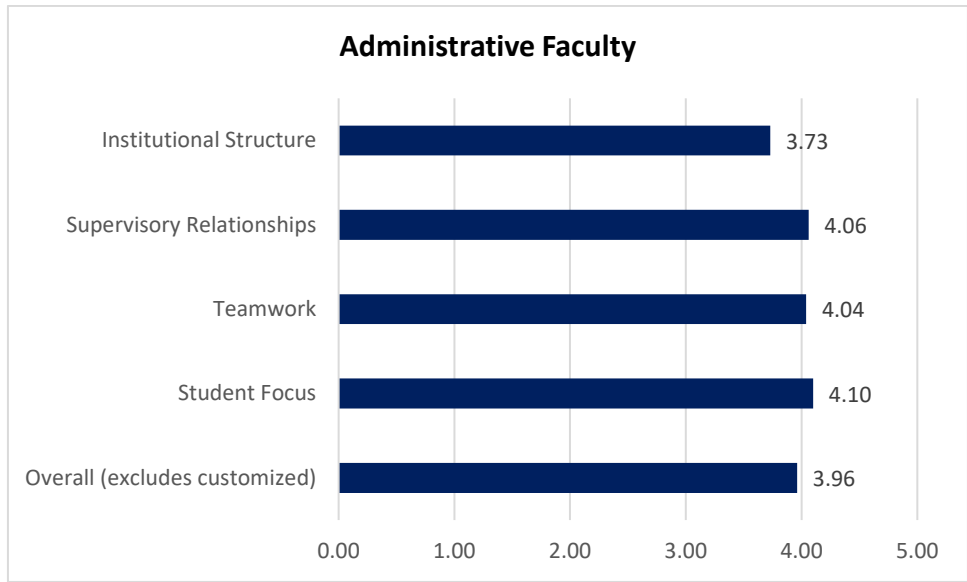
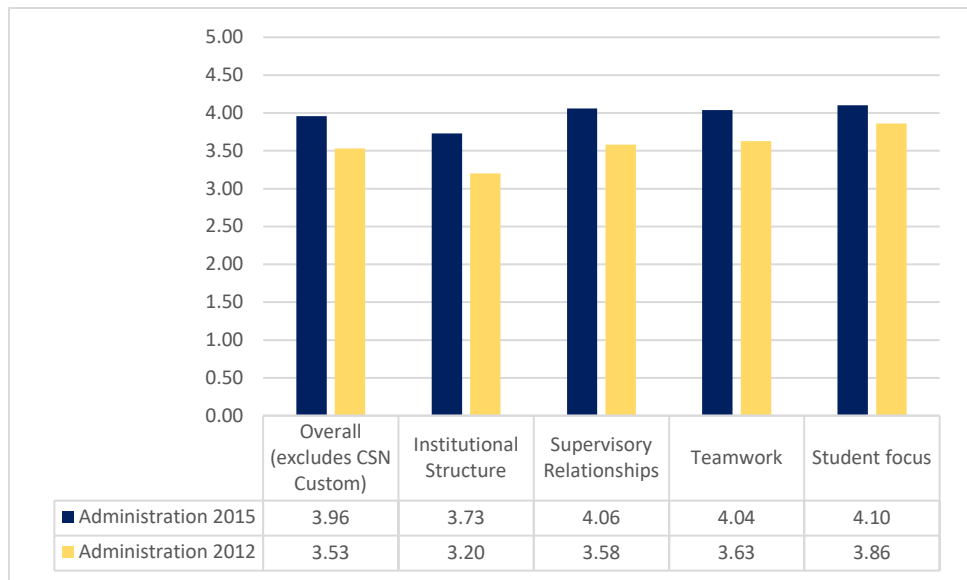


Figure 6: Mean Score Comparison Administrative Faculty – 2012 – 2015



Areas for Improvement (Lowest Scoring Items, Lowest to Highest) - Administrative Faculty

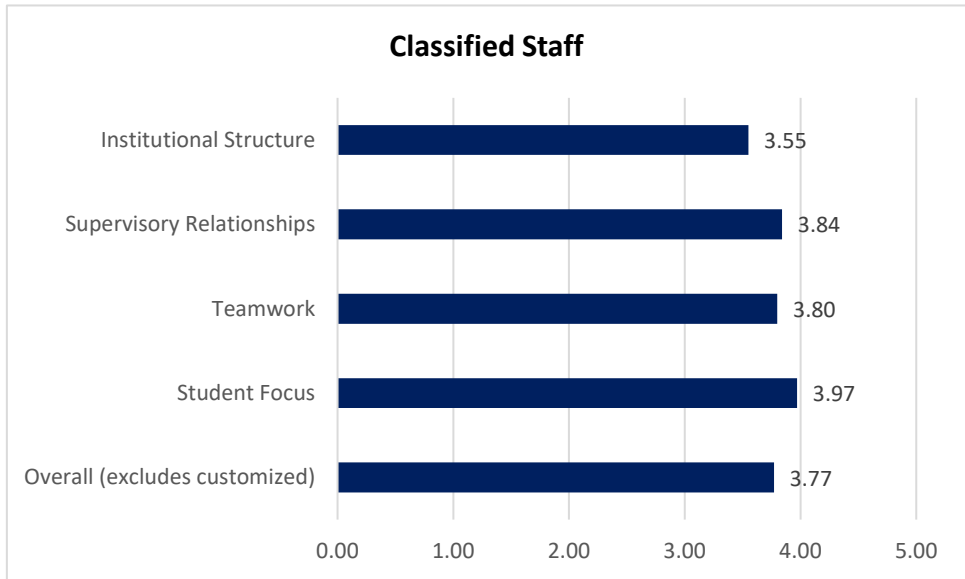
Item (Category)	Mean
This institution is appropriately organized (Institutional Structure)	3.21
Information is shared within this institution (Institutional Structure)	3.27
Decisions are made at the appropriate level at this institution (Institutional Structure)	3.29

CSN Workplace Climate: Survey Results and Recommendations for Improvements

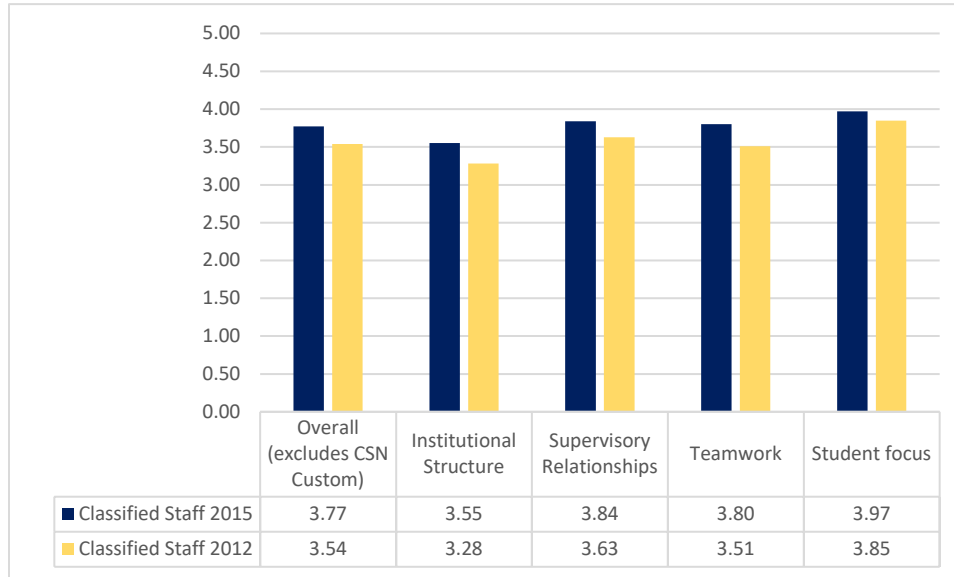
I am have the opportunity for advancement in this institution (Institutional Structure)	3.30
Open and ethical communication is practiced at this institution (Institutional Structure)	3.41
I am able to appropriately influence the direction of this institution (Institutional Structure)	3.42
A spirit of cooperation exists at this institution (Institutional Structure)	3.46
The institution has been successful in positively motivating my performance (Institutional Structure)	3.49
The extent to which the available training opportunities are relevant to my career needs (CSN Custom)	3.49
Institutional teams use problem-solving techniques (Institutional Structure)	3.54
My work is guided by clearly defined administrative processes (Institutional Structure)	3.60
This institution provides work and career related training to employees (CSN Custom)	3.75
I feel I am well represented by the body that represents me in shared governance at this institution (Faculty Senate, Classified Council, or Administrative Faculty Assembly) CSN Custom)	3.79

Classified Staff

Figure 7: Mean Scores for Climate Categories – Classified Staff



CSN Workplace Climate: Survey Results and Recommendations for Improvements
Figure 8: Mean Score Comparison Classified Staff – 2012 – 2015

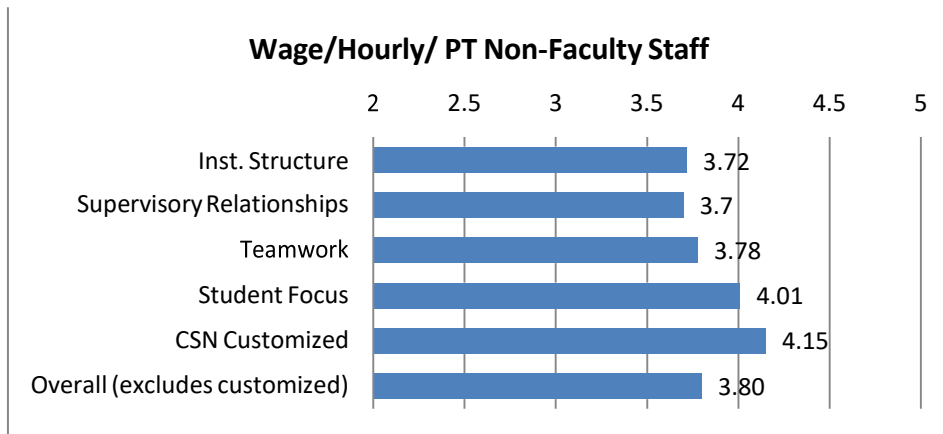


Areas for Improvement (Lowest Scoring Items, Lowest to Highest) – Classified Staff

Item (Category)	Mean
Information is shared within this institution (Institutional Structure)	3.05
I am able to appropriately influence the direction of this institution (Institutional Structure)	3.06
I have the opportunity for advancement within this institution (Institutional Structure)	3.09
Open and ethical communication is practiced at this institution (Institutional Structure)	3.23
This institution is appropriately organized (Institutional Structure)	3.25
This institution has been successful in positively motivating my performance (Institutional Structure)	3.28
A spirit of cooperation exists at this institution (Teamwork)	3.29
Decisions are made at the appropriate level at this institution (Institutional Structure)	3.30
Institutional teams use problem-solving techniques (Institutional Structure)	3.34
A spirit of cooperation exists in my department (Teamwork)	3.55
The available training opportunities at this institution are relevant to my career needs CSN Custom)	3.57
I feel I am well represented by the body that represents me in shared governance at this institution (Faculty Senate, Classified Council, or Administrative Faculty Assembly) CSN Custom)	3.68
My supervisor at this institution resolves conflict in a fair manner	3.74

CSN Workplace Climate: Survey Results and Recommendations for Improvements
Wage/Hourly/PT Non-Faculty

Figure 5: Mean Scores for Climate Categories – Wage/Hourly/PT Non-Faculty Staff



Areas for Improvement (Lowest Scoring Items, Lowest to Highest) – Wage/Hourly/PT Non-Faculty Staff

Item (Category)	Mean
I have the opportunity for advancement within this institution (Institutional Structure)	3.33
I am able to appropriately influence the direction of this institution (Institutional Structure)	3.40
I feel I am well represented by the body that represents me in shared governance at this institution (Faculty Senate, Classified Council, or Administrative Faculty Assembly) CSN Custom)	3.48
This institution is appropriately organized (Institutional Structure)	3.67
I am aware of the role and activities of the body that represents me in shared governance at this institution (Faculty Senate, Classified Council, or Administrative Faculty Assembly) CSN Custom)	3.69
I am aware of the role and activities of the body that represents me in shared governance at this institution (Faculty Senate, Classified Council, or Administrative Faculty Assembly) CSN Custom)	3.69
Teams use problem solving techniques at this institution (Institutional Structure)	3.74
I have the ability to express my ideas in the appropriate forums (Institutional Structure)	3.75
Information is shared within this institution (Institutional Structure)	3.82
My supervisor actively seeks my ideas (Supervisory Relationships)	3.83
There is an opportunity for all ideas to be exchanged within my work team (Teamwork)	3.84
Decisions are made at the appropriate level at this institution (Institutional Structure)	3.84
I receive appropriate feedback for my work (Supervisory Relationships)	3.84
Training opportunities at this institution are relevant to my career needs	3.85

Academic Affairs

Figure 9: Mean Scores for Climate Categories – Academic Affairs

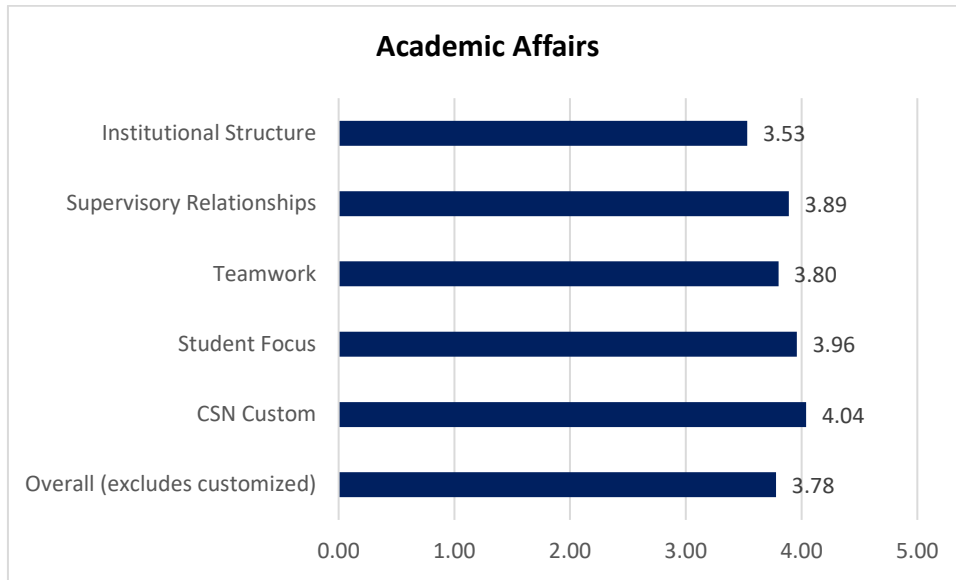
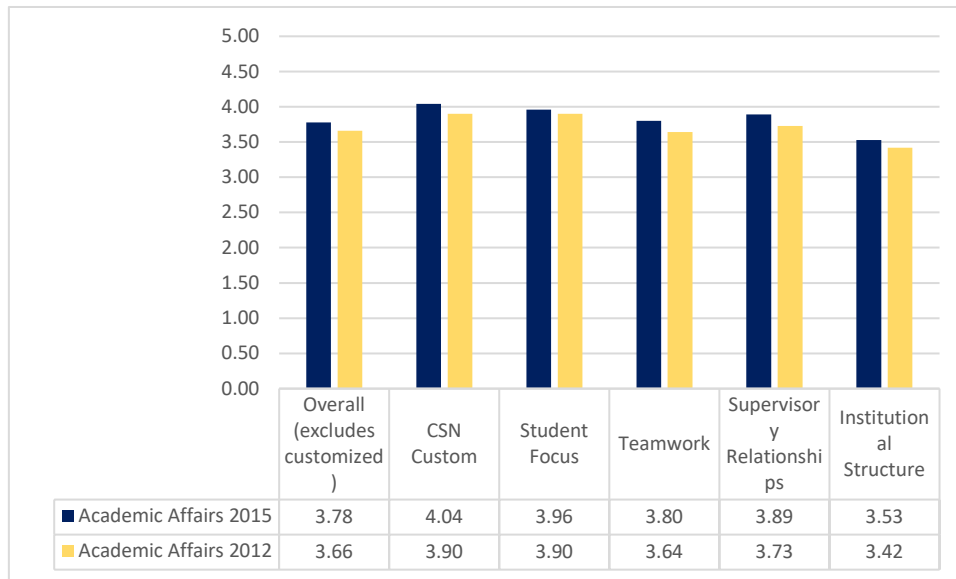


Figure 10: Mean Scores Comparison Academic Affairs 2012 – 2015



Finance ¹

Figure 11: Mean Scores for Climate Categories – Finance

¹ In the 2012 report Finance was reported with Administrative and Presidents Office. Due to administrative reorganization, Finance, the President’s Office is now President/Diversity Relations and Government/Public Relations, and Administration is Strategic Initiatives and Administrative Services. There will be no comparative data for these units in 2015.

CSN Workplace Climate: Survey Results and Recommendations for Improvements

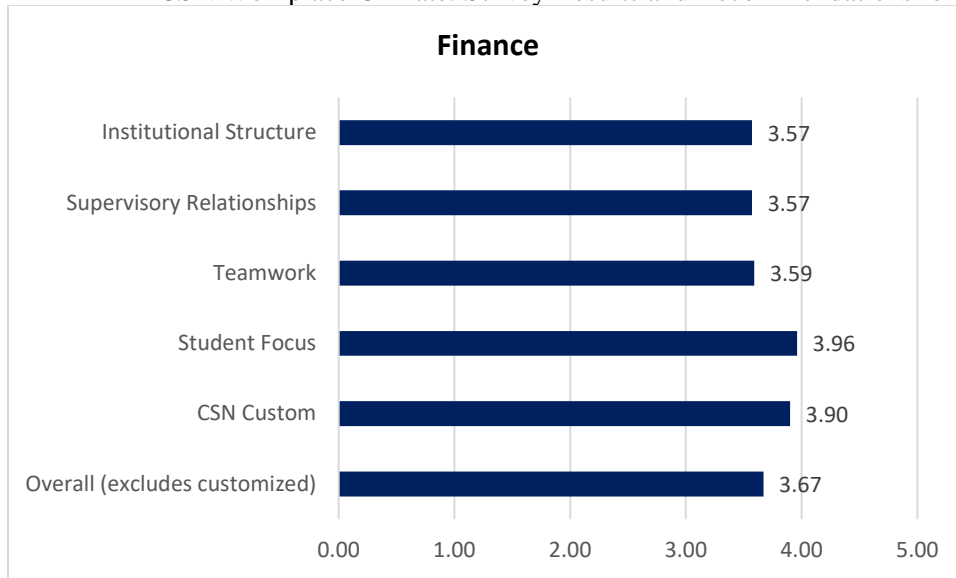


Figure 12: Mean Scores for Climate Categories – President/Diversity/Community Relations/Government Relations

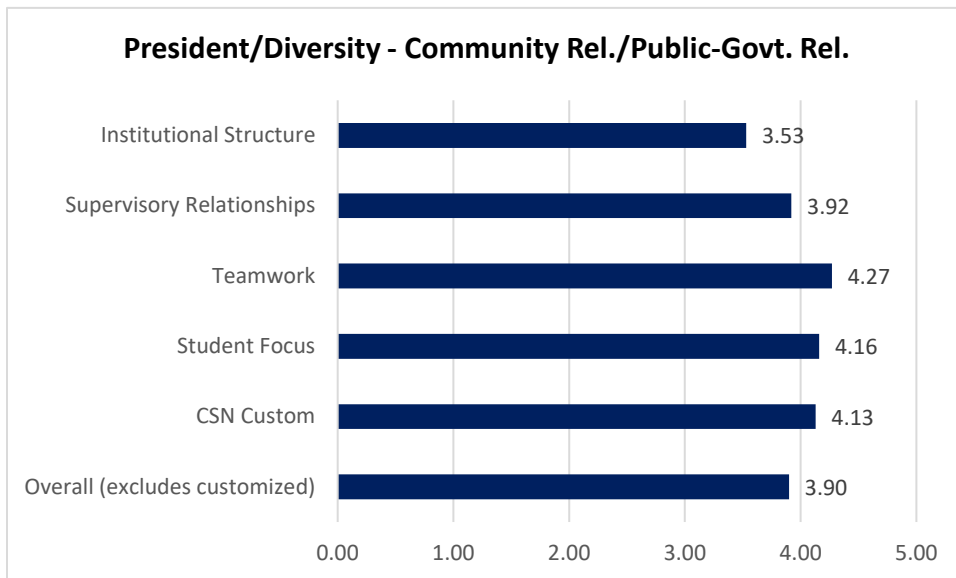
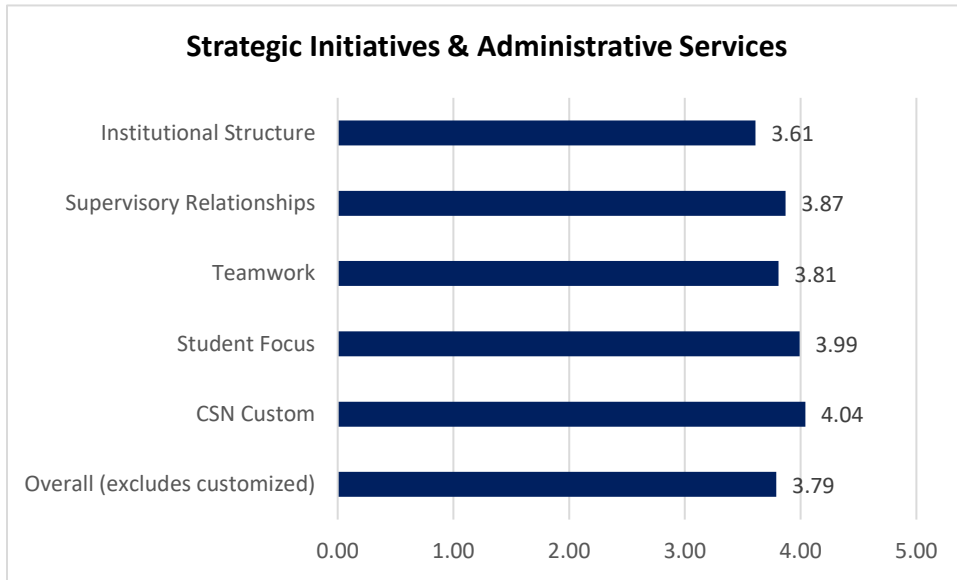


Figure 13: Mean Scores for Climate Categories – Strategic Initiatives & Administrative Services



Student Affairs

Figure 14: Mean Scores for Climate Categories – Student Affairs

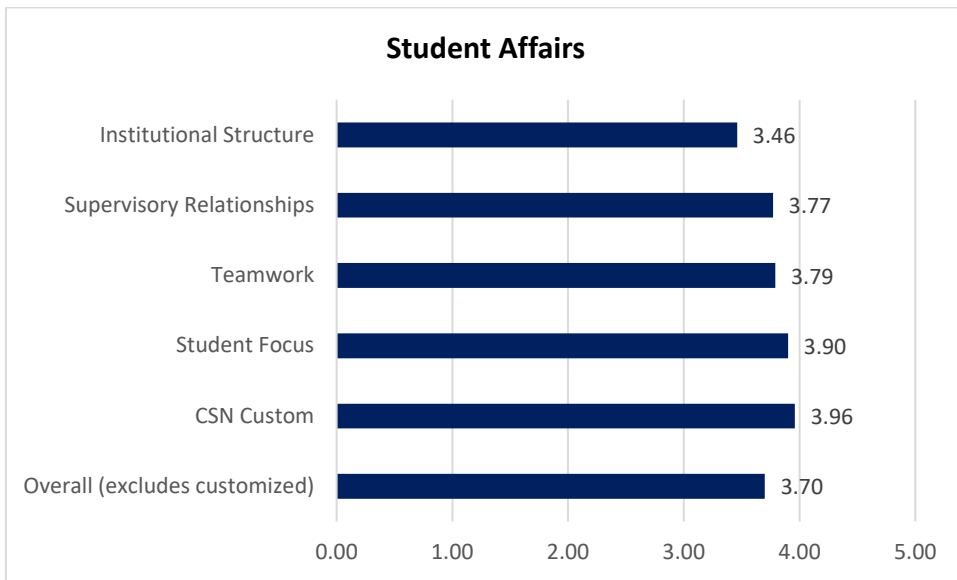
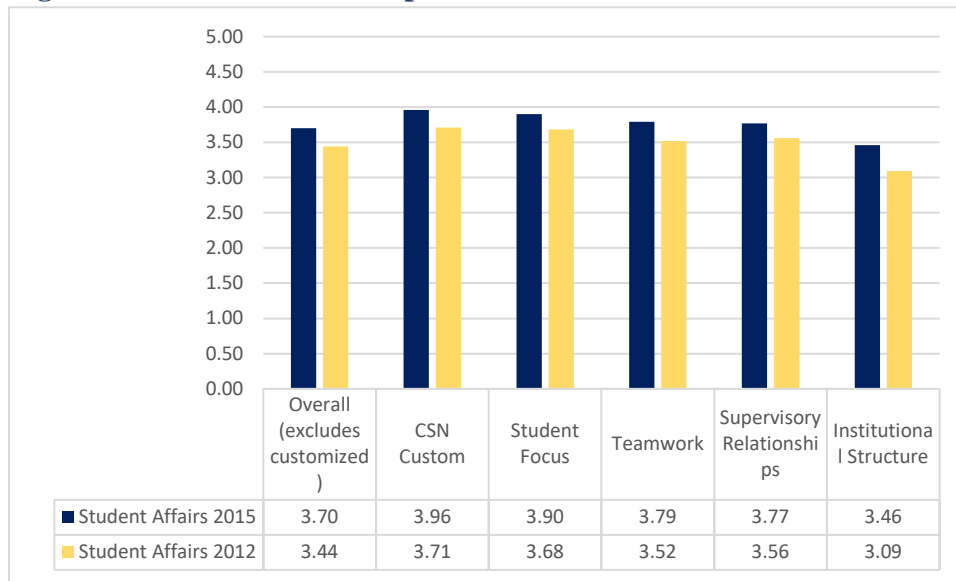


Figure 15: Mean Scores Comparison Student Affairs 2012 – 2015



Workforce and Economic Development (DWED)

Figure 16: Mean Scores for Climate Categories – Workforce and Economic Development (DWED)

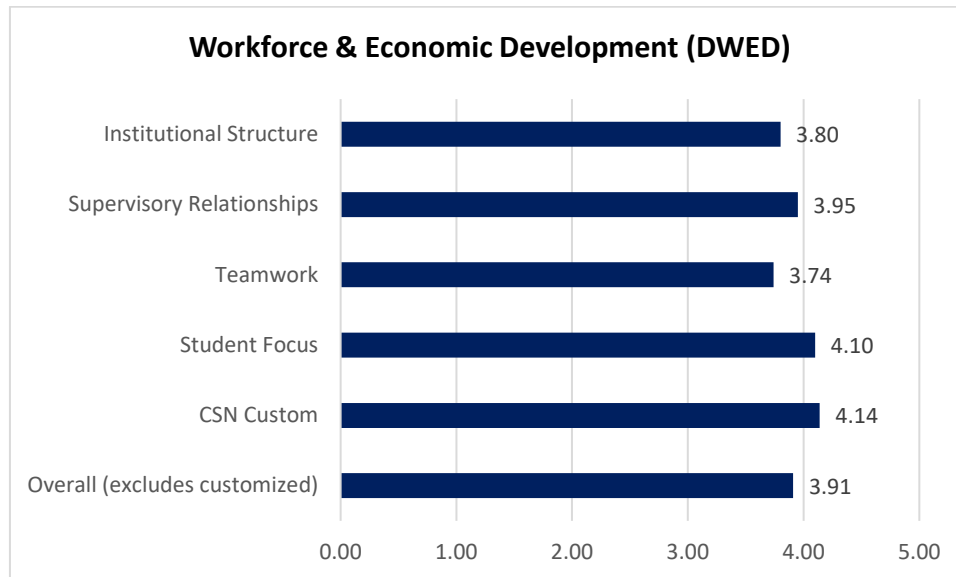
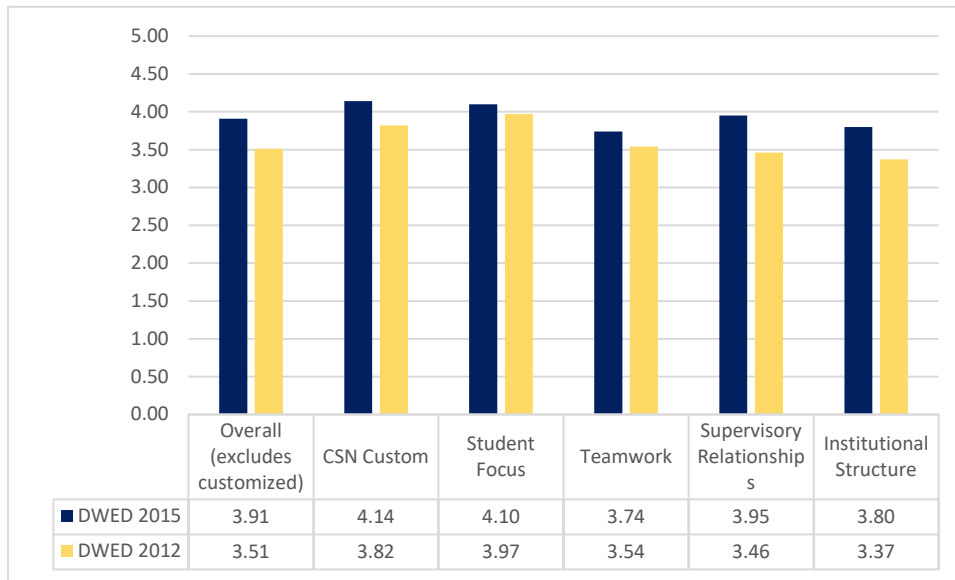


Figure 17: Mean Scores Comparison DWED 2012 – 2015



CSN Campuses

Response Rates by Campus are not available.

Cheyenne Campus

Figure 18: Mean Scores for Climate Categories – Cheyenne Campus

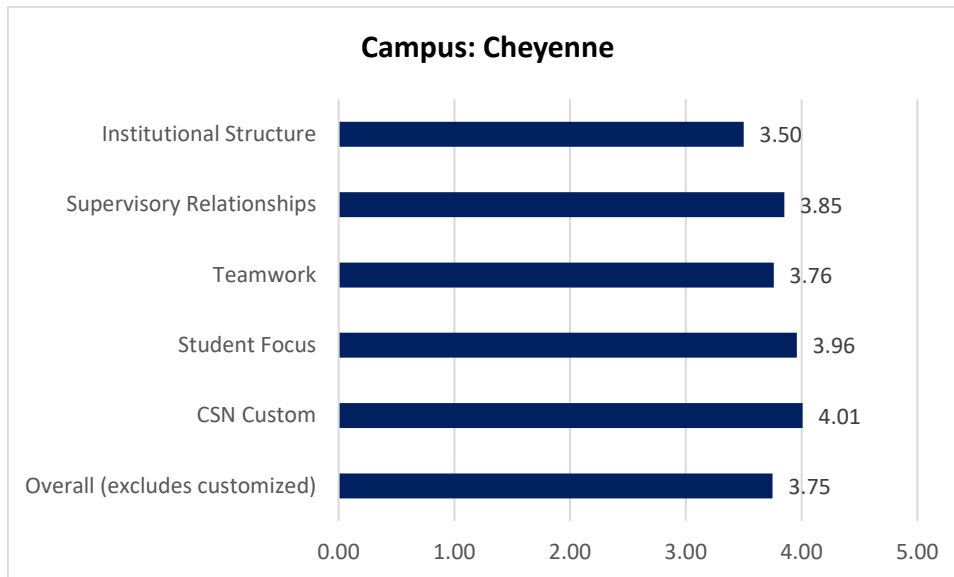
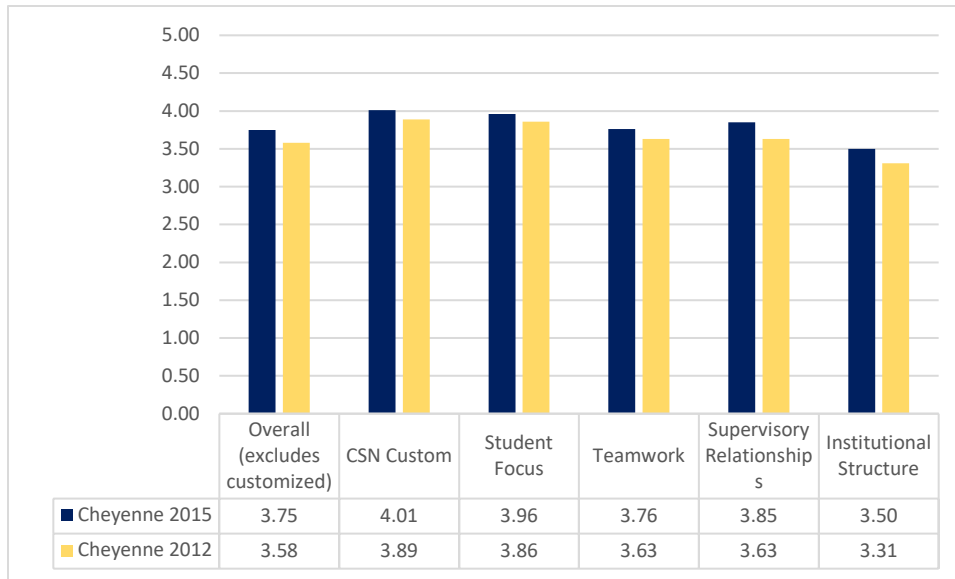


Figure 19: Mean Scores Comparison Cheyenne Campus 2012 – 2015



Henderson Campus

Figure 11: Mean Scores for Climate Categories – Henderson Campus

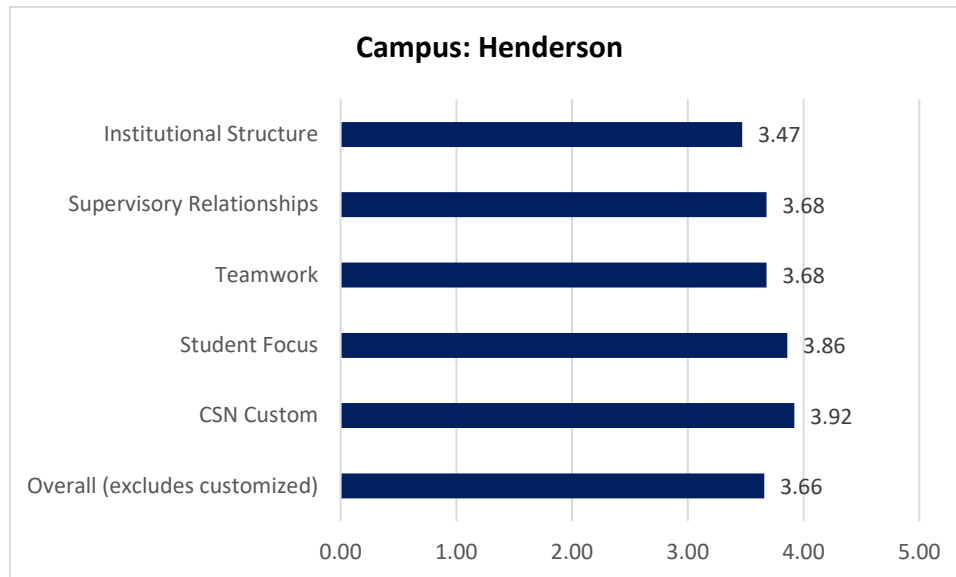
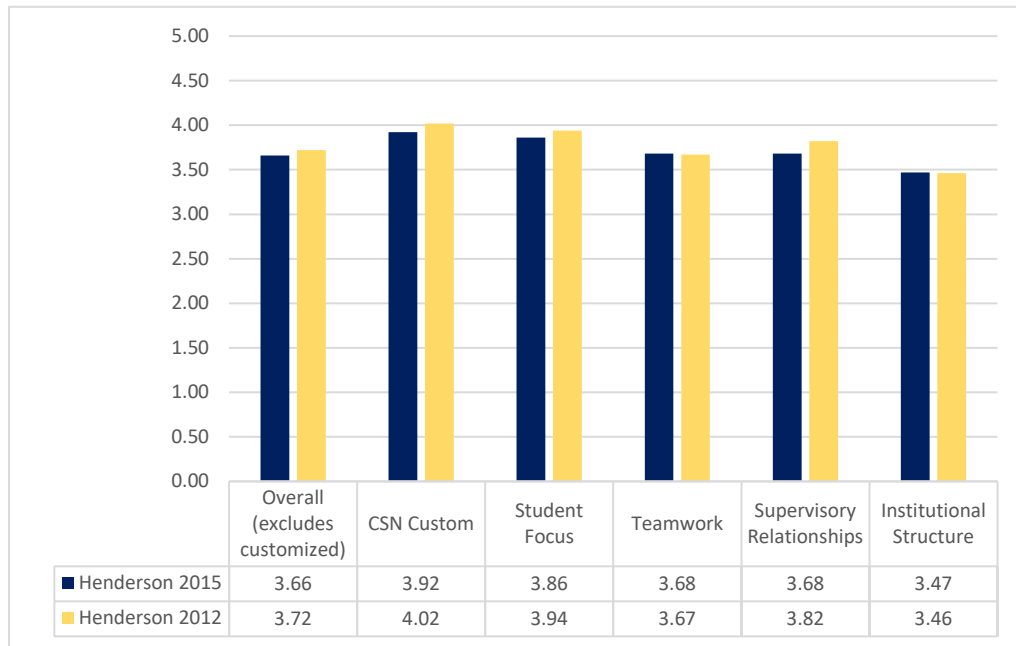


Figure 21: Mean Scores Comparison Henderson Campus 2012 – 2015



West Charleston Campus

Figure 22: Mean Scores for Climate Categories – West Charleston Campus

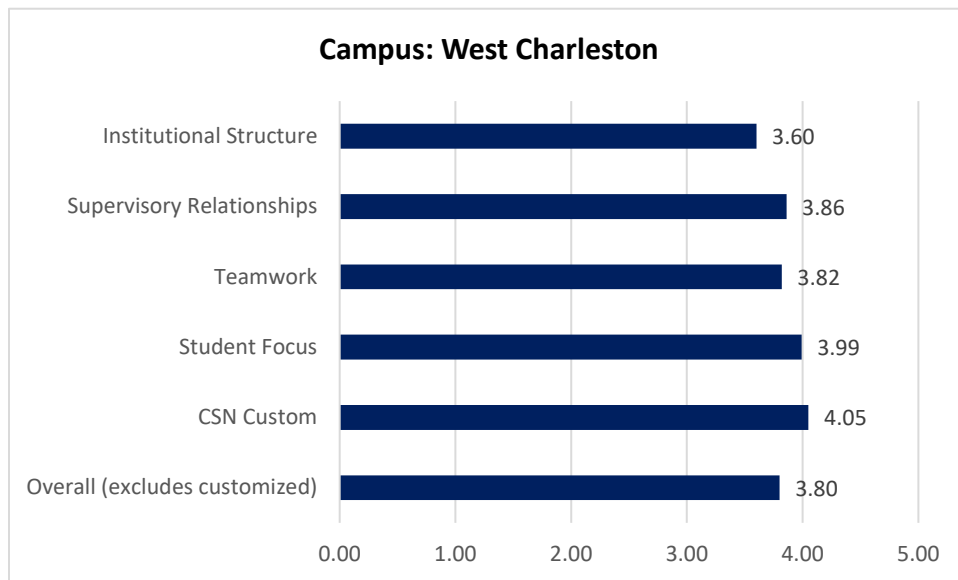
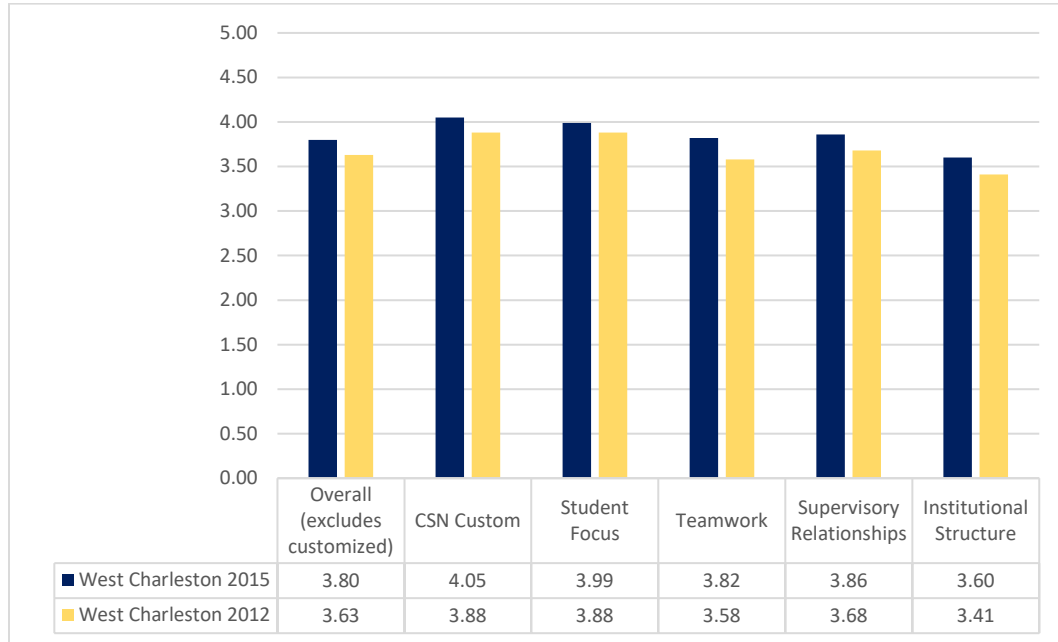


Figure 23: Mean Scores Comparison West Charleston Campus 2012 – 2015



Sites & Centers

Mean Scores for Climate Categories – Sites & Centers

Figure 24: Mean Scores for Climate Categories – Sites & Centers

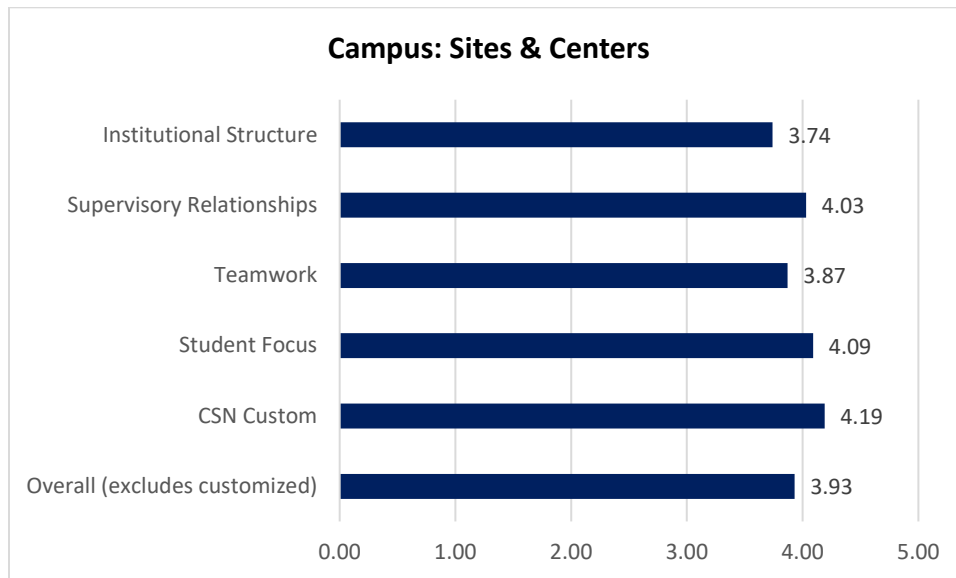


Figure 25: Mean Scores Comparison Sites & Centers Campus 2012 – 2015

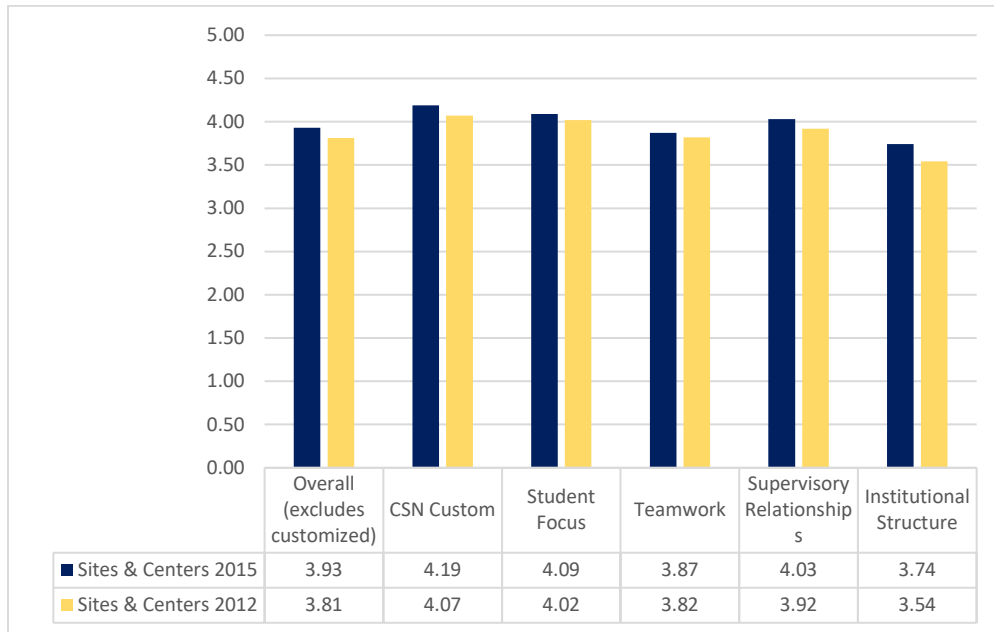
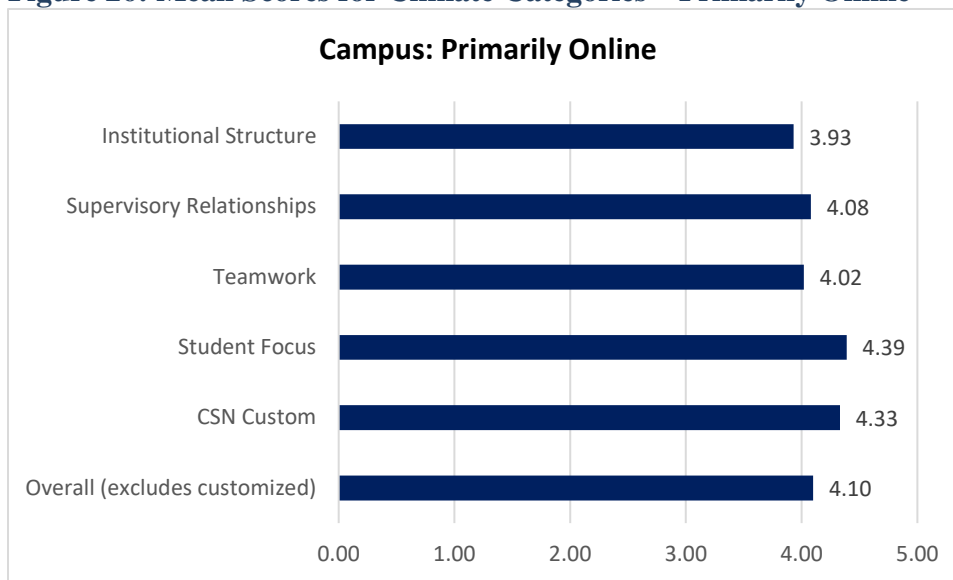
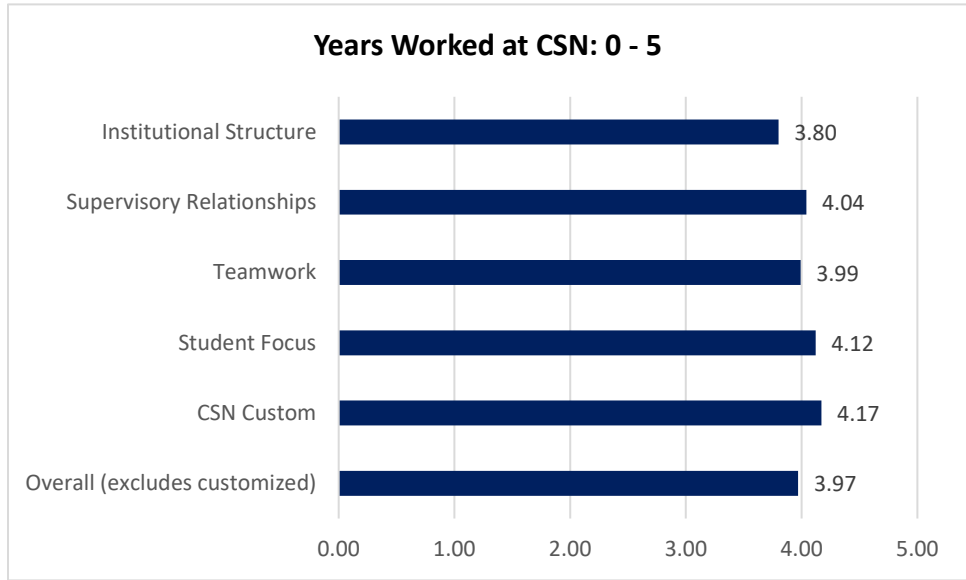


Figure 26: Mean Scores for Climate Categories – Primarily Online²



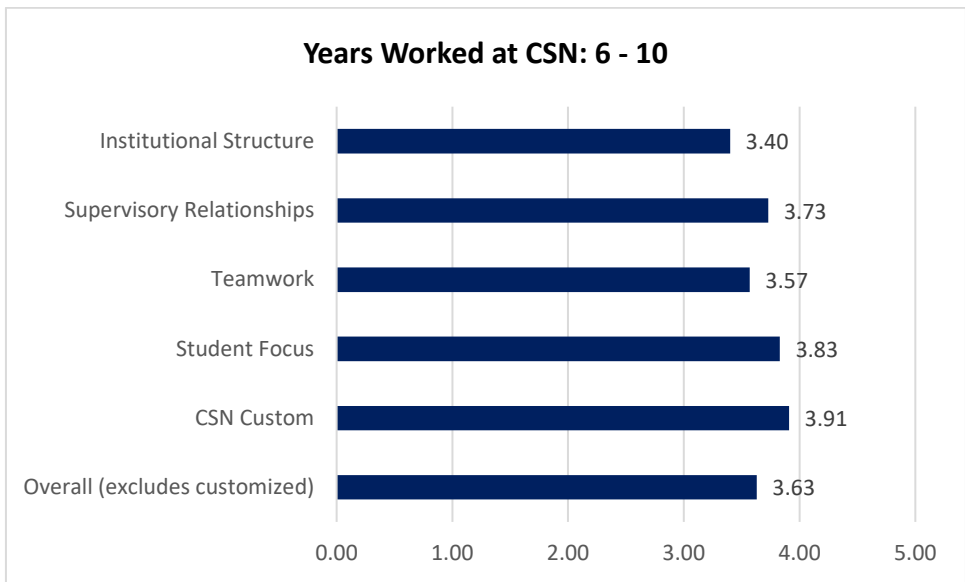
² This is a new category for 2015, no comparative data available.
June 23, 2016

Figure 27: Mean Scores for Climate Categories – 0-5 Years at CSN



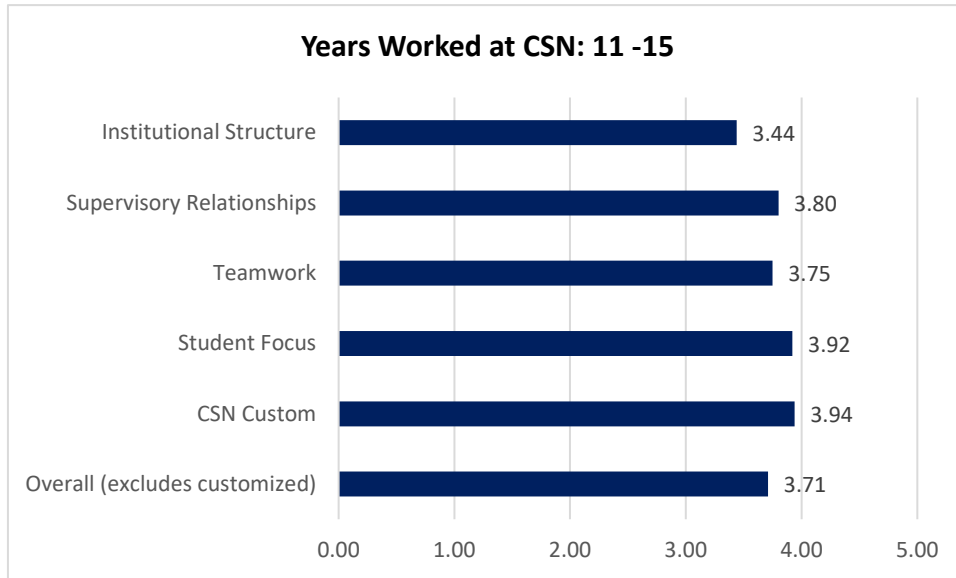
6 - 10 Years at CSN

Figure 28: Mean Scores for Climate Categories – 6 - 10 Years at CSN



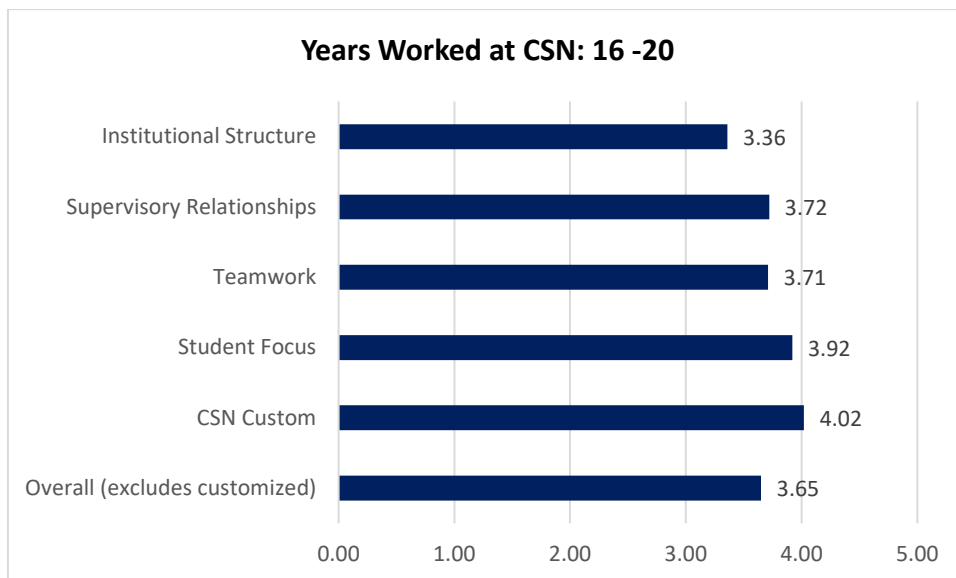
11- 15 Years at CSN

Figure 29: Mean Scores for Climate Categories – 6 - 10 Years at CSN



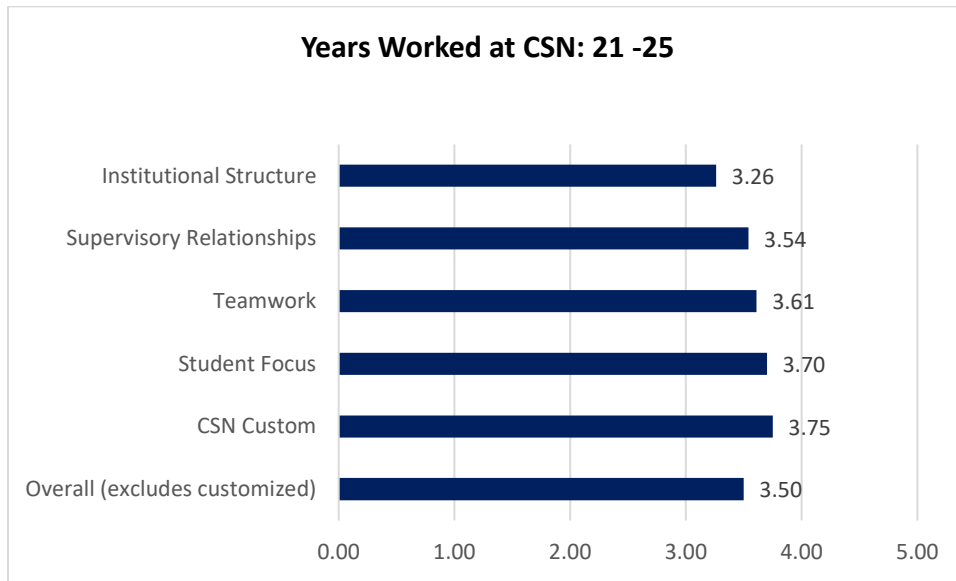
16 – 20 Years at CSN

Figure 30: Mean Scores for Climate Categories – 16 - 20 Years at CSN



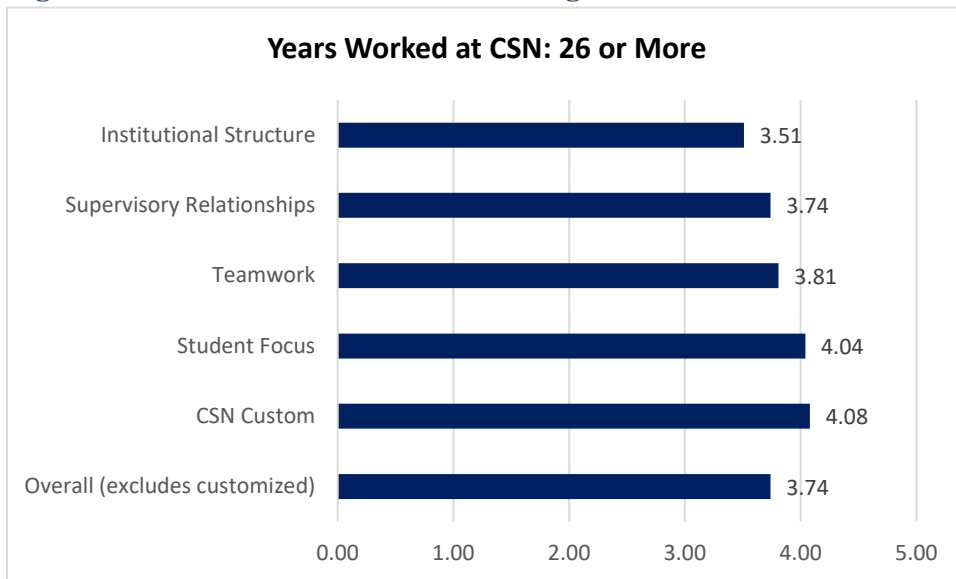
21 – 25 Years at CSN

Figure 31: Mean Scores for Climate Categories – 21 – 25 Years at CSN



26 or More Years at CSN

Figure 32: Mean Scores for Climate Categories – 26 or More Years at CSN



Race/Ethnicity

Figure 33: Mean Scores for Climate Categories – Race/Ethnicity: Hispanic or Latino, any race

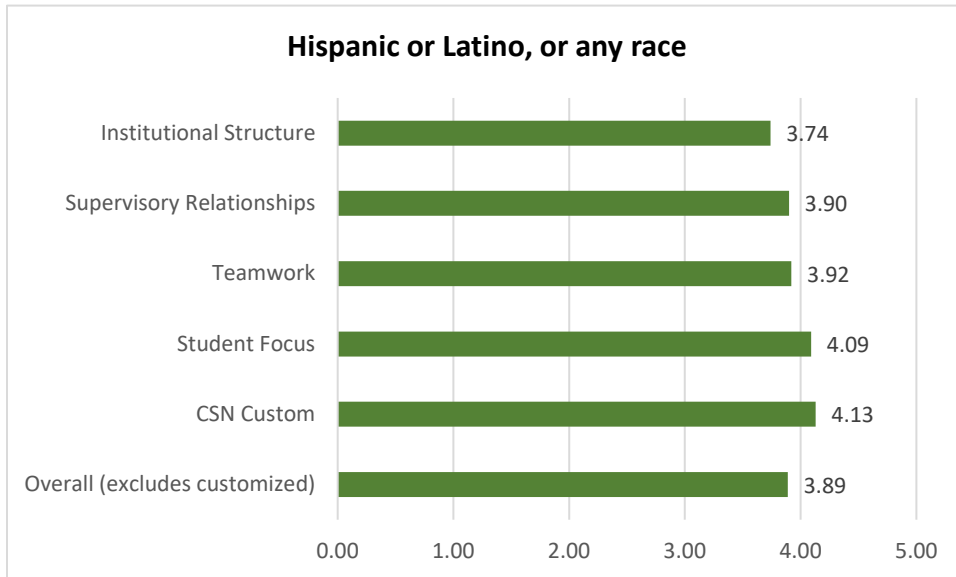


Figure 34: Mean Scores for Climate Categories – Race/Ethnicity: Asian, not Hispanic or Latino

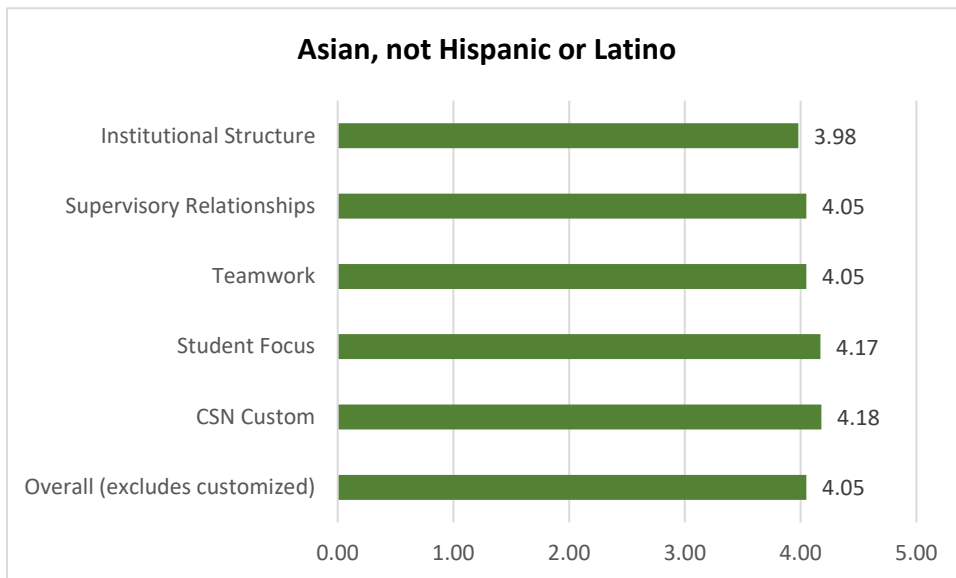


Figure 35: Mean Scores for Climate Categories – Race/Ethnicity: Black, not Hispanic or Latino

June 23, 2016

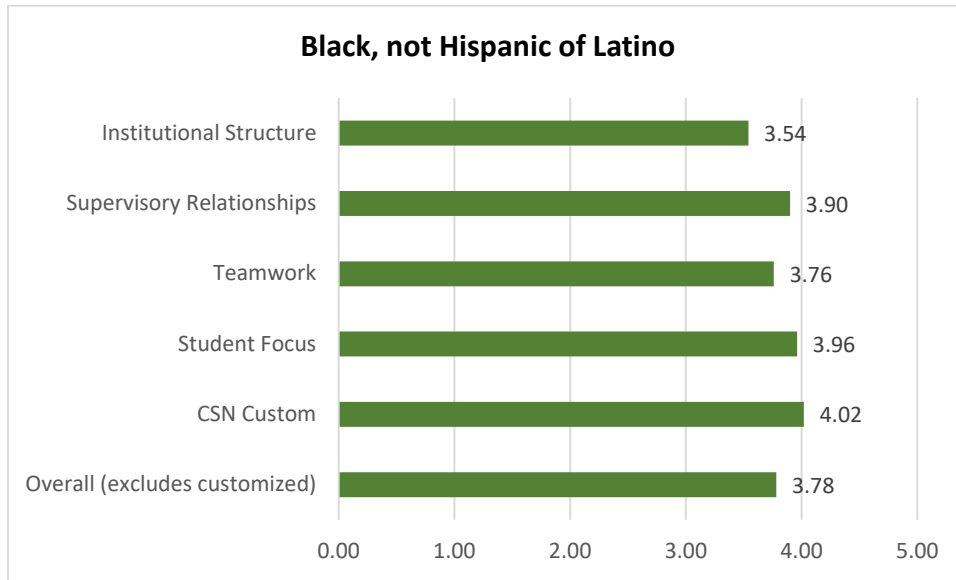


Figure 36: Mean Scores for Climate Categories – Race/Ethnicity: White, not Hispanic or Latino

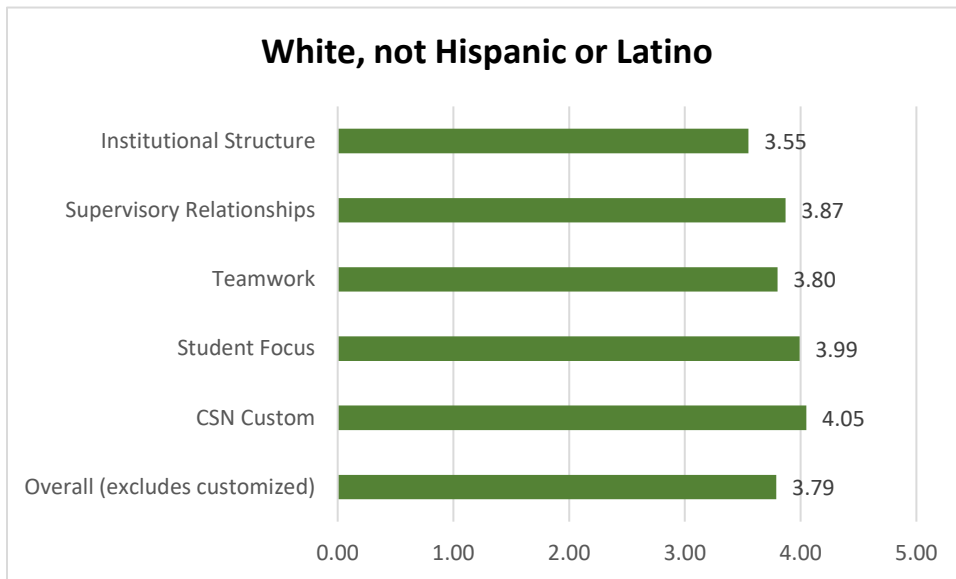
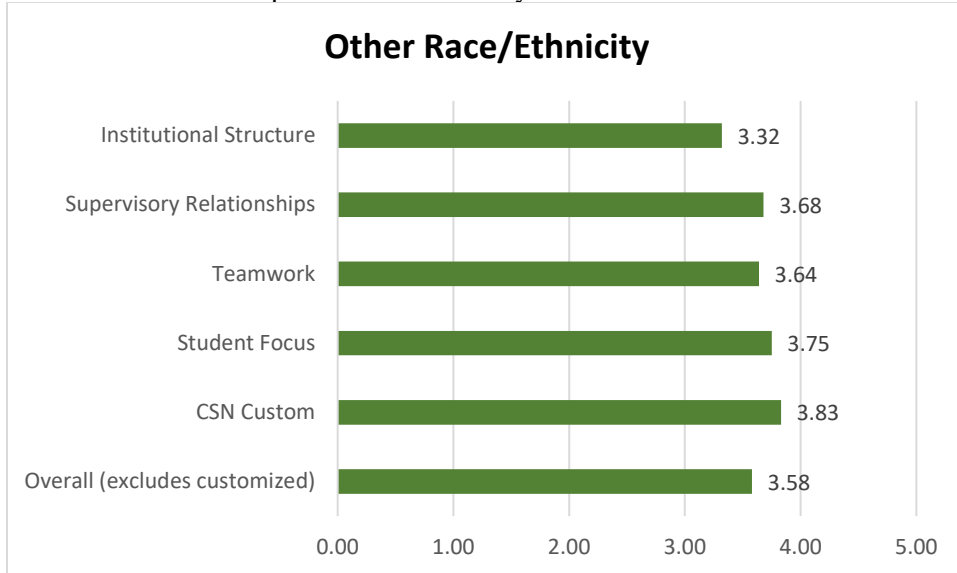


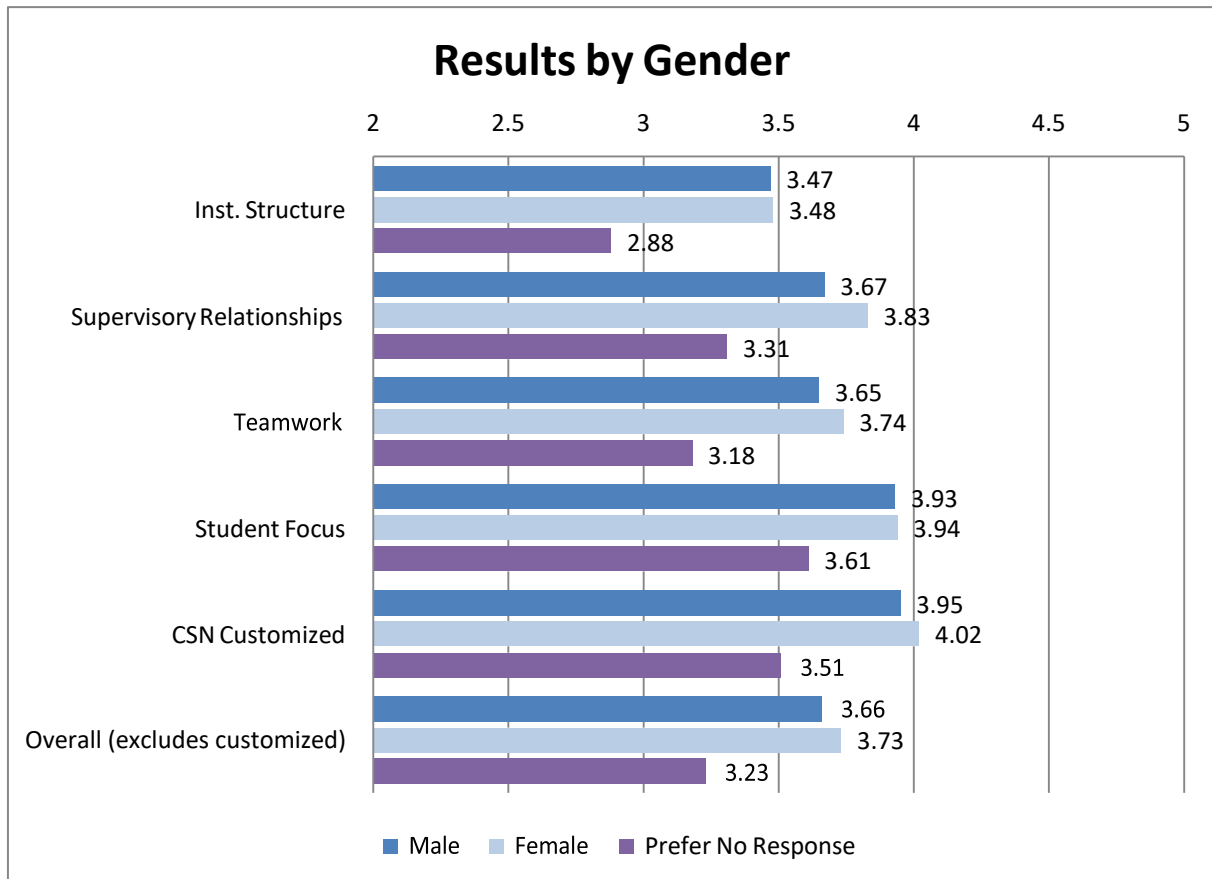
Figure 37: Mean Scores for Climate Categories – Race/Ethnicity: Other*



**Other (including Two or more races, not Hispanic or Latino; American Indian or Alaska Native, not Hispanic Latino; Native Hawaiian or Other Pacific Islander, not Hispanic or Latino)*

Gender

Figure 19: Mean Scores for Climate Categories – Gender

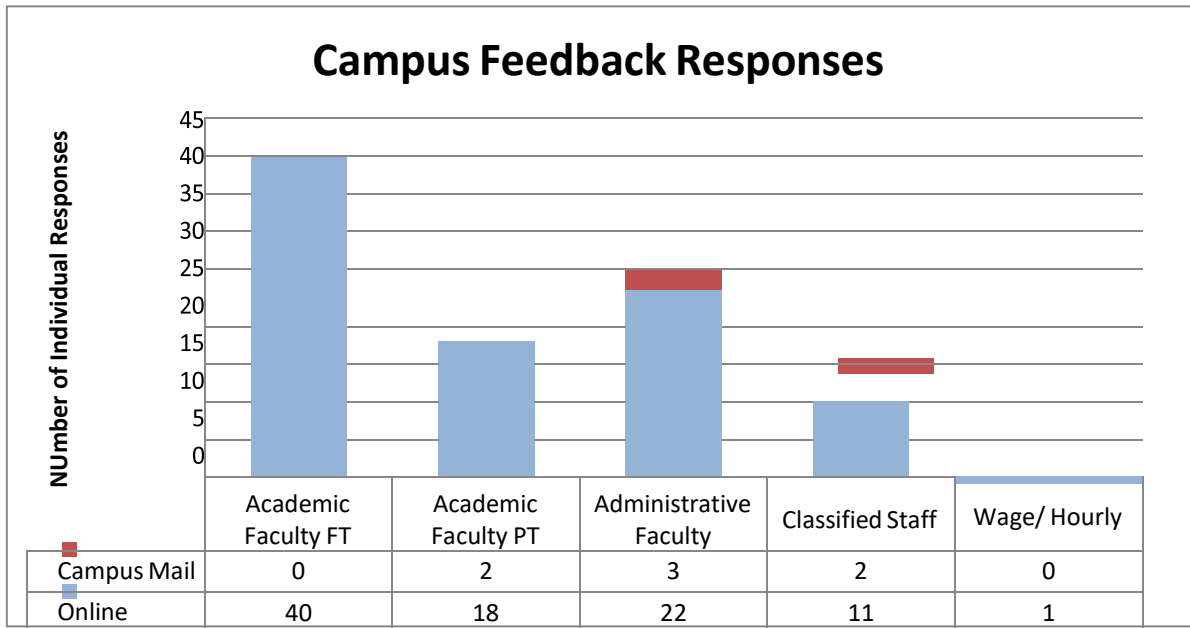


Campus Feedback

The Work Climate Committee shared the PACE findings in more than 10 presentations (Convocation presentation, Division meetings, and Employee group meetings including Faculty Senate, Academic Faculty Association and Classified Council) and also made them available on the Work Climate Committee Web page. Suggestions for improvement on the most reported areas were sought from the various employee groups including Full and Part-time Academic Faculty, Administrative Faculty, Classified Staff and Wage/Contract workers. Forms were created that attended to the top items of concern for CSN employees. Individuals could submit their anonymous suggestions via campus mail, e-mail or through an on-line submission over a two week period in the fall of 2013.

Campus Feedback Responses

Figure 20: Campus Feedback Responses



Through a process of content analysis, suggestions were sorted, grouped and coded by members of the Work Climate Committee. Suggestions were clustered and summarized by employee group type. The suggestions were then discussed and modified into recommendations organized into three categories:

Table 8: Recommendations for Improvements - Summary

Hiring & Training Processes	Hiring Process; Supervisor Training
Work Life	Internal Communication, Committee Service, Space Availability, Career Development, Recognition
Organizational Clarity	Institutional Organization

The WCC recommendations focus on the areas most in need of improvement, as reported in the

CSN Workplace Climate: Survey Results and Recommendations for Improvements
 PACE survey results, and from the feedback provided by campus constituents.

Survey Results: Areas for Improvement

The individual items with the lowest mean scores are listed below, in ascending order. These are the areas that are noted as needing improvement, with any scores below 3 meriting particular attention, as these lower scores indicate an organizational culture that is competitive (2-2.99) or coercive (1-1.99).

PACE Survey Results: Areas for Improvement (Lowest Scoring Items, Lowest to Highest) - CSN Overall

Item (Category)	Mean (SD)
I am able to appropriately influence the direction of this institution (Institutional Structure)	2.99 (1.25)
I have the opportunity for advancement within this institution (Institutional Structure)	3.04 (1.35)
This institution is appropriately organized (Institutional Structure)	3.13 (1.19)
A spirit of cooperation exists at this institution (Institutional Structure)	3.19 (1.24)
Decisions are made at the appropriate level at this institution (Institutional Structure)	3.20 (1.26)
Information is shared within this institution (Institutional Structure)	3.21 (1.29)
This institution has been successful in positively motivating my performance (Institutional Structure)	3.24 (1.30)
Open and ethical communication is practiced at this institution (Institutional Structure)	3.25 (1.28)
Institutional teams use problem-solving techniques (Institutional Structure)	3.27 (1.05)
My work is guided by clearly defined administrative processes (Institutional Structure)	3.40 (1.21)
I am satisfied with the representation I receive from the CSN Faculty Senate, Classified Council, or Administrative Faculty Assembly (CSN Custom)	3.49 (1.16)
A spirit of cooperation exists in my department (Teamwork)	3.51 (1.33)
I receive timely feedback for my work (Supervisory Relationships)	3.53 (1.23)
My supervisor helps me to improve my work (Supervisory Relationships)	3.53 (1.29)
My supervisor actively seeks my ideas (Supervisory Relationships)	3.54 (1.34)

Work Climate Committee Recommendations

Detailed suggestions for changes that can improve campus workplace culture and thus campus climate are presented below. As noted above, recommendations arise from committee’s review of the survey results and campus feedback. Additional suggestions and

CSN Workplace Climate: Survey Results and Recommendations for Improvements
 comments can be found in the appendix.

Recommendations for Improvements

Table 9: Recommendations for Improvements - Detail

Areas for Improvement	Suggested Changes
I. HIRING AND TRAINING PROCESSES	
Hiring Process	<ul style="list-style-type: none"> ○ Increase training on the hiring process (for all relevant personnel): <ul style="list-style-type: none"> ▪ Training on compliance issues (offered by Human Resources office) including training on constructing a useful, effective job posting. ▪ “Lessons learned/best practices” session offered by Human Resources & previous hiring committee chairs/members. ○ Consider a mechanism for supporting CSN candidates when appropriate. ○ Examine search committee appointment process. (<i>WCC suggests reflecting on how committee members are nominated and notified.</i>)
Supervisor Training	<ul style="list-style-type: none"> ○ Develop “supplemental training” (beyond “Mandatory” training as outlined by NSHE policy) specifically for supervisors to address management skills and persistent issues. ○ Potential issues to cover: Management, Communication, Problem-solving, Ethics, Mentoring, Evaluation, Budget, Disciplinary procedures, Reporting, Legal issues, Team building, Leadership, Student Code of Conduct, Onboarding new employees. ○ Consider an extended retreat/summit format for training new Deans and Department Chairs. ○ <i>WCC recommends some training be required for both new and current Deans and Department Chairs.</i>
II. WORK LIFE	
Internal Communication	<ul style="list-style-type: none"> ○ Share more details on decisions including: <ul style="list-style-type: none"> ▪ Decision(s) taken ▪ Rationale of/for decision ▪ Process of decision making ▪ People/positions involved in decision-making ○ Inclusion practices via increased communication: <ul style="list-style-type: none"> ▪ Require part-time workers to use CSN email addresses for institutional communication. ▪ Create an institutional e-mail list for all active part-time faculty <u>each semester</u> and link to “All” mailing list. ▪ Keep “All” list and web directory updated. ▪ Focus communication efforts towards part-time employees (contract and

CSN Workplace Climate: Survey Results and Recommendations for Improvements

	<p>wage workers, student workers, and part-time teaching faculty).</p> <ul style="list-style-type: none"> ○ Routinize and consolidate routine communications: <ul style="list-style-type: none"> ▪ Circulate weekly “Hotlinks” electronic sheet (brief document with hyperlinks and concise annotations of upcoming policy and deadline updates) to employees. ▪ Encourage use of consistent templates/formats and communication checklists in all divisions for routine communications to increase consistency and frequency of communication (e.g., welcoming a new employee, reporting a deadline or policy update, etc.).
Committee Service	<ul style="list-style-type: none"> ○ Broaden participation and awareness: <ul style="list-style-type: none"> ▪ Circulate an annual list of existing college and faculty committees/project teams. ▪ Send an annual “Topics/Committee Interest” Form to all employees to solicit interests in college service opportunities in order to develop a broader recruiting pool and encourage committee service. (<i>WCC suggests administering this from President’s Office.</i>)
Space Availability	<ul style="list-style-type: none"> ○ Establish a place/space for employees to use when on break where not presently available. (<i>WCC suggests all work zones on main campuses have such a space.</i>) ○ Establish a place/space for part-time faculty to use when not in class to meet with students where not presently available. (<i>WCC suggests a location on each campus to be open during and after regular hours.</i>)
Career Development	<ul style="list-style-type: none"> ○ Develop a mentoring program for all levels of employment at CSN (including mentor/mentee training and matching). ○ Develop succession planning (career development planning) capacity at CSN for all full-time and part-time employee groups: <ul style="list-style-type: none"> ▪ Encourage employees to construct a 5-year plan for employment goals/growth plan. ▪ Have supervisors follow-up with plan to assist employee’s with professional goals when relevant.
Recognition	<ul style="list-style-type: none"> ○ Yearbook/Annual (e-publication) highlighting successes and nominees/winners of awards. ○ Expand immediate recognition programs (e.g., “Diamond Elite” Service program piloted on Henderson campus).
III. ORGANIZATIONAL CLARITY	
Institutional Organization OTHER IMPROVEMENTS:	<p>CSN Organizational Chart:</p> <ul style="list-style-type: none"> ○ Construct and update a complete (with filled and vacant positions) Organizational Chart every semester, and post on website. ○ Create a similar/parallel structure across all Administration Divisions. ○ Create a similar/parallel structure across all Academic Departments. <p>External Partners:</p> <ul style="list-style-type: none"> ○ Post an Office of Technology Service (OTS) organizational chart. ○ Post contact information and identification of appropriate CSN liaisons for key external units including Bookstore, OTS and Food Vendors.