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Nevada State Organizational Climate Survey

Report of Findings and Recommendations

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Background

HISTORY: In spring 2015 and fall 2016, the Nevada State Diversity and Inclusion Taskforce conducted Organizational Climate Surveys examining experiences, attitudes, and perceptions related to employee work environments. The Feedback Reports highlighting results, which can be found in the nsc.edu portal, were released campus wide. President Patterson shared key findings at fall 2015 convocation and spring 2016 Faculty and Staff Development Day. Departments held focus groups to discuss context related to survey results and brainstorm goals for short- and long-term changes related to significant findings. During the fall 2017 semester, students in Dr. Wendi Benson's PSY 450 (Industrial Organizational Psychology) conducted a semester-long project developing research-based recommendations for addressing the findings from the 2015 and 2016 climate surveys. They presented their recommendations to many members of the Nevada State Leadership Team in December 2017.

As a result of the survey findings and subsequent discussions, improvements were made across campus. Examples include: enhanced communication through newsletters, increased engagement with classified staff, formalized paths to internal promotions and reclassifications for staff, and the employee wellness program #BeWell.

NOW: Between 2016 and 2019, Nevada State experienced tremendous growth. It was time once again to evaluate what it is like to work at Nevada State. In developing the updated spring 2019 version of the survey, the research team led by Dr. Wendi Benson considered feedback from prior participants and the Executive Leadership team. This new version was geared toward providing feedback about specific aspects of the work environment that can be maintained, improved, or changed. This year's survey also included open-ended questions for the first time.

All Nevada State employees (i.e., Full-time and Part-time Academic Faculty, Administrative Faculty, Classified Staff, Temporary employees, and Student Workers) were invited to provide anonymous feedback through the survey from March 7th – April 1st, 2019.

A total of 368 Nevada State employees completed the survey. A total of 16 Nevada State employees completed between 50-99% of the survey and were included in the data for this report. As such, **the overall response rate for 2019 Nevada State Organizational Climate Survey was 384 / 720 = 53.3%**. Response rates for each group measured in the survey are presented in the relevant sections highlighting findings for those groups.

In compliance with IRB approval, all responses were anonymous (only Dr. Wendi Benson has access to the raw data for demographics) and only aggregated results for groups of 5 or more individuals are provided in this report. This report includes a summary of:

- Survey participants' characteristics and response rates
- Survey measures used
- Descriptive statistics and significant differences between groups on campus
- Predictors of intentions to quit
- Assessment of the past and future implementation survey results
- Summary of themes from open-ended responses and sample comments for each theme

A special "thank you" goes out to everyone who took the time to complete the survey and to Edith Fernandez, Amey Evaluna, Danette Barber, Shartriya Collier-Stewart, Elia Curls, Cynthia Garcia, Eric Gilliland, Amber Lopez-Lasater, Oana Mandrutiu, LaNelda Rolley, Rhea Tagora, and Douglas Turner for their work helping revise the survey this year!

Executive Summary of Key Findings for the NS 2019 Organizational Climate Survey **Overview**

All Nevada State College employees (i.e., Full-time and Part-time Academic Faculty, Administrative Faculty, Classified Staff, Temporary employees, and Student Workers) were invited to provide anonymous feedback for the Organizational Climate Survey from March 7th – April 1st, 2019. Responses from academic faculty (School of Education, Liberal Arts and Sciences, and School of Nursing) and administrative faculty (Office of the Provost, Finance and Business Operations, and Office of the President) were captured. Note departments under the Provost were grouped into six units (Academic Schools, Academic Assistance, Admissions, Recruitment & Registrar, Dean of Students and Office of the Provost) to facilitate reporting and ensure anonymity. A total of 368 Nevada State employees completed the survey. A total of 16 Nevada State employees completed between 50-99% of the survey and were included in the data for this report. As such, the overall response rate for 2019 Nevada State Organizational Climate Survey was $384 / 720 = 53.3\%$. Response rates for each group measured in the survey are presented in the relevant sections highlighting key findings for those groups. Key measures included: diversity perceptions, perceived fairness, workplace stressors, support and job related attitudes. Below is a summary of key findings from the 2019 report.

Overall

Nevada State employees reported high levels of dedication, teamwork, and perceived organizational worth. Employees also tended to report low levels of cynicism, quitting intentions, bullying/harassment, discrimination, and sexual harassment across all categories and classifications.

Employees tended to report a positive diversity climate, satisfaction with the fulfillment of diversity initiatives, and indicated that diversity initiatives were important at Nevada State.

Employees tended to report being very satisfied with leave and retirement benefits and the least satisfied with the quality and cost of health benefits.

Job Classifications

Employees reported experiencing low levels of most workplace stressors measured in the survey, especially Part-time Instructors and Student Workers. However, the type of workplace stressor varied greatly according to job classification.

For example, Full-time Academic Faculty reported significantly and substantially higher ratings for increasing work demands and work overload.

Administrative Faculty reported significantly and substantially higher ratings for a lack of policies, confusing procedures, “red tape”, inadequate communication, and work overload.

Classified Staff reported significantly and substantially higher ratings for a lack of policies, confusing procedures, and “red tape”.

Executive Summary of Key Findings

Job Classifications (Continued)

Sense of belonging was a significant predictor of lower intentions to quit among employees of all job classifications. Sense of belonging is high for all job categories, but lowest for Classified Staff.

Full-time (FT) Academic Faculty and Part-time Instructors (PTIs)

Overall, FT Academic Faculty and PTIs reported low levels of workplace stressors, but moderate levels of work overload.

School of Nursing (SON)

There were very few significant differences across schools, but SON seems to be the least satisfied and the most stressed.

FT SON faculty reported high levels of meaning, dedication, sense of belonging, and supervisor support. However, they also reported relatively high levels of difficulty performing their job due to work overload, unnecessary meetings, increasing work demands, and inadequate communication. They also reported low levels of satisfaction with the number of students in their classes and the fairness of rewards and recognition.

Liberal Arts & Sciences (LAS)

Overall, LAS FT Academic Faculty and PTIs reported experiencing low levels of workplace stressors.

LAS FT Academic Faculty reported higher levels of all stressors than LAS PTIs, and many of the differences were statistically significant. Increasing work demands and work overload were the highest rated stressors for LAS FT Academic Faculty and were rated significantly higher than LAS PTIs.

Lack of contact with coworkers and work overload were the highest rated stressors among LAS PTIs, but LAS FT Academic Faculty reported experiencing it at higher or equal levels.

The majority of LAS PTI respondents want a full-time teaching position at Nevada State.

School of Education (SOE)

Unlike the other schools, School of Education (SOE) FT Faculty have more positive job related attitudes (except teaching satisfaction) than PTIs.

SOE FT Academic Faculty consistently reported higher levels of stressors than SOE PTIs, but many of the differences were not statistically significant.

Executive Summary of Key Findings

School of Education (SOE; Continued)

Increasing work demands and work overload were the highest rated stressors for SOE FT Academic Faculty and are rated significantly higher than SOE PTIs. Institutional procedures and “red tape” are the highest rated stressors for SOE FT Academic Faculty.

Library

Library Faculty tended to report the lowest levels of stressors and the most positive attitudes and perceptions of working at Nevada State, except for a lack of space.

Administrative Offices

Perceived organizational worth (i.e., feeling valued and appreciated) was a substantial and significant predictor of quitting intentions among Administrative Faculty in all offices.

Overall, Administrative Faculty reported moderate levels of difficulty performing their job due to a lack of policies, confusing procedures, institutional procedures and “red tape”, increasing work demands, and work overload.

Student Workers reported low levels of workplace stressors and tended to be satisfied with everything. However, Student Workers in the Office of the Provost and Office of the President had relatively low pay satisfaction and moderate levels of intentions to quit.

There were very few significant differences among the different Administrative Offices for Administrative Faculty and Student Workers.

Employees in Admissions, Recruitment, & Registrar (all units grouped together to maintain anonymity) reported relatively low levels of perceived organizational worth.

Supervisors

Supervisors tended to be more stressed, but also had more positive job related attitudes and perceptions than Non-Supervisors.

Years at Nevada State

New employees (i.e., employed at Nevada State for less than 1 year) tended to be less stressed and had more positive job related attitudes and perceptions than those who had been employed at Nevada State for longer.

Gender

There were very few significant differences based on gender. However, gender non-binary employees tended to report higher levels of stress and less positive job related attitudes, and also reported significantly higher levels of quitting intentions.

Executive Summary of Key Findings

Race/Ethnicity

There were very few significant differences based on race/ethnicity. However, Asian employees tended to report lower levels of stress and more positive job related attitudes.

Employees of two or more races tended to report higher levels of stress and less positive job related attitudes, and also reported significantly higher levels of quitting intentions.

Black or African American employees reported relatively low levels of satisfaction with employee development opportunities and rewards and recognition.

Open-Ended

Based on the open-ended comments, employees appreciate their colleagues and are proud to work at Nevada State. Comments regarding student centered-ness, sense of community, and effective diversity initiatives emerged as the top three strengths for Nevada State. The top three priorities to be addressed were poor communication, lack of space, and lack of employee resources.

Recommendations based on the NS 2019 Organizational Climate Survey

Reduce Turnover

In addition to presenting differences in workplace experiences, attitudes, and perceptions among the various work and demographic groups at Nevada State, this report includes predictors of quitting intentions for each group of employees. Below are recommendations for reducing turnover within each specific group of employees, based on which variables in the survey were significant predictors of quitting intentions and were also rated less favorably by them.

- Examine ways to reduce levels of exhaustion among full-time employees
- Explore ways to reduce work demands especially for FT SON Faculty as well as for Administrative Faculty in the Office of the President
- Consider various ways to integrate employees of Admissions, Recruitment, & Registrar into the Nevada State community
- Assess effectiveness of current pay structure for Non-Supervisors, especially Student Workers in the Office of the Provost and those who have been employed at Nevada State for 1-3 years
- Provide more employee development opportunities especially for African American employees

Improve the Work Environment

Based on the overall mean values across all survey participants, the following workplace stressors were rated as the most problematic. Efforts should be made to reduce these issues for employees.

- Work Overload
- Exhaustion
- Institutional Procedures and “Red Tape”
- Lack of Policies

Based on the overall mean values across all survey participants, the following aspects of the work environment were rated as the least satisfactory. Efforts should be made to improve these aspects of the work environment.

- Opportunities for Employee Development
- Fairness of Rewards and Recognition
- Informed by Executive Leadership
- Fairness of Procedures and Decisions

Communicate Actions Based on the Climate Survey Results

Most employees are unaware of how past Nevada State Organizational Climate Surveys have been implemented and want to know what leaders at Nevada State have done and will do based on Nevada State Organizational Climate Survey findings. Email updates and department meetings were rated as the most effective way to communicate how leaders have addressed the survey findings.

Measures

Diversity Perceptions

Diversity Climate - Do employees feel that sufficient organizational efforts are made to support diversity and fair personnel practices?

Sample Item: “The college fosters open communication on diversity related issues and concerns.”

Response Scale: 1 (strongly disagree) to 7 (strongly agree)

Importance of NS Diversity Commitments - How important is a welcoming, fair, and supportive diversity climate to employees?

Sample Item: “To what extent do you value NS’s fulfillment of: Consider input from underrepresented employees at all levels.”

Response Scale: 1 (not at all important to me) to 7 (very important to me)

Fulfillment of NS Diversity Commitments - How well do employees think Nevada State has fulfilled commitments to provide a welcoming, fair, and supportive diversity climate?

Sample Item: “NS has fulfilled: Consider input from underrepresented employees at all levels.”

Response Scale: 1 (very poorly fulfilled) to 7 (very well fulfilled)

Perceived Fairness

Procedures and Decisions (Procedural Justice) - Do employees feel campus-wide decisions at Nevada State are fair and based on shared governance?

Sample Item: “To what extent have you been able to express your views and feelings during procedures used to arrive at decisions?”

Response Scale: 1 (Never) to 7 (Always) or Not Applicable

Informational Justice- Do employees feel Supervisors and Executive Leadership have effectively communicated about policies and procedures?

Sample Items: “Has your Direct Supervisor’s explanations regarding the policies and procedures been reasonable?” “Has Executive Leadership’s explanations regarding the policies and procedures been reasonable?”

Response Scale: 1 (Never) to 7 (Always) or Not Applicable

Rewards and Recognition (Distributive Justice) - Do employees feel they earn appropriate rewards and recognition for their effort and contributions to Nevada State?

Sample Item: “Do your rewards and recognition reflect what you have contributed to NS?”

Response Scale: 1 (Never) to 7 (Always)

Performance Criteria Clarity- Do employees understand the standards for performance evaluation?

Sample Item: “It is clear to me what is considered acceptable performance by my supervisor.”

Response Scale: 1 (Strongly Disagree) to 7 (Strongly Agree)

Perceived Fairness of Performance Appraisal- Do employees feel like their performance is being evaluated fairly?

Item: “My performance appraisal is a fair reflection of my performance.”

Response Scale: 1 (Strongly Disagree) to 7 (Strongly Agree)

Measures

Part-Time Faculty Characteristics (for Part-Time Faculty Only)

Highest Level of Education

Response Options: Master's, Doctorate, other

Desire for a full-time teaching position at Nevada State

Response Options: No, Yes

Other employment

Response Options: Part-time(full-time) non-teaching job, teach part-time(full-time) at another institution, retired, no other job, other.

Teaching Satisfaction (for Employees Who Teach For-Credit Classes Only)

Teaching Satisfaction

Sample Item: "Subjects I am assigned to teach."

Response Scale: 1 (Very Dissatisfied) to 7 (Very Satisfied)

Workplace Stressors

Organizational Constraints- How often do employees find it difficult or impossible to do their current job because of ___?

Sample Item: "Lack of policies"

Response Scale: 1 (never) to 7 (always)

Work Overload- Do workload, responsibilities, and time pressures negatively impact employees' job performance at Nevada State and/or their life-work balance?

Sample Item: "I never seem to have enough time to get everything done".

Response Scale: 1 (never) to 7 (always)

Support

Perceived Supervisory Support- Do employees feel like their Direct Supervisor is helpful and concerned about their career development and well-being?

Sample Item: "My Direct Supervisor provides me with constructive suggestions to improve my job performance."

Response Scale: 1 (strongly disagree) to 7 (strongly agree)

Individual Consideration (Tasks and Responsibilities)-Do Direct Supervisors support employee-initiated negotiations that take into account each employee's unique individual abilities and desires?

Sample item: "I have negotiated with my supervisor for tasks that better fit my personality, skills, and abilities."

Response Scale: 1 (strongly disagree) to 7 (strongly agree)

Measures

Support (Continued)

Individual Consideration (Location Flexibility)-Do Direct Supervisors support employee-initiated negotiations that take into account each employee's desire to work remotely?

Sample item: "Because of my individual needs, I have negotiated a unique arrangement with my supervisor that allows me to complete a portion of my work outside of the office."

Response Scale: 1 (strongly disagree) to 7 (strongly agree)

Teamwork- Do employees communicate and work well with each other?

Sample Item: "Overall, I feel there is a positive spirit of teamwork within NS."

Response Scale: 1 (strongly disagree) to 7 (strongly agree)

Employee Development-To what extent has Nevada State given employees the opportunity for career/professional development and advancement?

Sample item: "Opportunity for career development within the college"

Response Scale: 1 (never) to 7 (always)

Job Related Attitudes

Sense of Belonging - Do employees feel like part of the Nevada State community?

Sample Item: "I feel I belong at Nevada State."

Response Scale: 1 (strongly disagree) to 7 (strongly agree)

Perceived Organizational Worth - Do employees feel valued and appreciated?

Sample Item: "My contributions at Nevada State are valued."

Response Scale: 1 (strongly disagree) to 7 (strongly agree)

Meaning - Do employees find meaning in their work?

Sample Item: "The work I do is meaningful."

Response Scale: 1 (strongly disagree) to 7 (strongly agree)

Dedication - Do employees have a sense of pride, enthusiasm, and inspiration at work?

Sample Item: "I am enthusiastic about my job."

Response Scale: 1 (never) to 7 (always)

Exhaustion - Do employees feel burned out and drained from their work?

Sample Item: "I feel used up at the end of the workday."

Response Scale: 1 (never) to 7 (always)

Cynicism - Do employees become less interested and enthusiastic about their work after they start their job?

Sample Item: "I have become more cynical about whether my work contributes anything."

Response Scale: 1 (never) to 7 (always)

Measures

Job Related Attitudes (Continued)

Quitting Intentions - Are employees thinking of leaving Nevada State?

Sample Item: "I don't plan to be at Nevada State much longer."

Response Scale: 1 (strongly disagree) to 7 (strongly agree)

Satisfaction with Pay and Benefits - Are employees satisfied with the pay and benefits they receive?

Sample Item: "Please rate your satisfaction with: Quality of health benefits"

Response Scale: 1 (Very Dissatisfied) to 7 (very satisfied) or Not Benefit Eligible

Next Steps

Survey Outcomes – Do employees know what has resulted from previous climate surveys and are they interested in knowing how the results from the Climate Survey are implemented?

Sample Item: "I want to know what leaders at Nevada State do based on findings from this survey."

Response Scale: 1 (strongly disagree) to 7 (strongly agree)

Method of Communication - How should NS leaders communicate what they have addressed based on the results from the Climate Survey?

Sample Item: "Faculty & Staff Development Days (in person)"

Response Scale: 1 (very ineffective) to 7 (very effective)

Open-Ended Questions

What is a clear area of strength that should be celebrated and reinforced at Nevada State?

What is a top priority to be addressed at Nevada State (specify the department impacted, if applicable)?

Do you have any suggestions for the next iteration of the Nevada State Organizational Climate Survey?

Understanding the Report

This report provides relevant statistics and explanations of results from the 2019 Organizational Climate Survey. The body of the report is divided into 3 major sections:

- **Response Rates, Differences, and Strongest Predictors of Intentions to Quit Based on:**
 - Job Classification
 - Schools
 - Full-Time Academic Faculty and Part-Time Instructors
 - Administrative Offices
 - Departments within the Office of the Provost
 - Supervisor Status
 - Years at Nevada State
 - Gender
 - Race and Ethnicity
- **Summary of Open-Ended Feedback**
 - Frequency of Themes
 - Sample Comments
- **Feedback About Actions Based on Survey Results**

Please see the [Measures](#) section for an explanation of each variable and the response options associated with the numeric values.

You do not need to be a statistics expert to interpret the findings in this report. The following page gives you an overview of how to interpret the values in the tables, but each set of tables also includes **simplified explanations of key findings**.

Understanding the Report

Understanding Results for Differences Among Work Groups and Demographic Groups on Campus

This report includes several tables presenting differences among the various groups at Nevada State. The tables provide the *Mean* (average) and standard deviation (*SD*) within each group (with at least 5 respondents) for all variables measured in the 2019 Nevada State Organizational Climate Survey.

For the statistics people: A series of t-tests and Multivariate Analyses of Variance (MANOVA) were conducted to examine the statistical significance of mean differences for each set of variables between groups. Games-Howell and Hochberg's GT2 post-hoc analyses were used when comparing more than two groups to determine which specific groups had significantly different means.

To interpret the values in the tables:

- The largest group mean for each construct is underlined.
- Variables with significant ($\alpha = .05$) differences are **bold**.
 - Significant ($\alpha = .05$) = Less than 5% probability that observed differences between at least two groups are due to random chance.
 - The explanations below the tables highlight which specific groups had substantial and significantly different ratings.
- All variables were measured on a scale from 1-7.
- Larger Mean values indicate higher levels of the variable.
- Larger standard deviation (*SD*) values indicate more spread (less agreement) in responses.

Understanding Strongest Significant Predictors of Quitting Intentions

This report includes several tables presenting the correlations for the 5 variables with the strongest significant relationships to intentions to quit among the various groups at Nevada State. If fewer than 5 correlations were significant, only the significant correlations are reported.

To interpret the values in the tables:

- Negative values for the correlation = higher levels of the variable are related to a lack of intentions to quit working at Nevada State
- Positive values for the correlation = higher levels of the variable are related to greater intentions to quit working at Nevada State
- Correlation values closer to 1 or -1 = stronger (more consistent) relationships
- Correlation values closer to 0 = weaker (less consistent) relationships
- p = probability that observed differences are due to random chance, not a true relationship
 - ** = less than a 1% likelihood that results are due to random chance
 - * = less than a 5% likelihood that results are due to random chance

Job Classifications



Job Classifications Response Rates

The table below shows the response rate for each job classification. The “n” column shows the number of respondents in each category. The “% of population” column shows the response rate, or the number of respondents divided by the total number of Nevada State employees in that job classification.

There were only 4 respondents who indicated being on a Non-Academic Letter of Appointment. To maintain anonymity, results will not be reported for them in this section.

Job Classification:	n	% of population
Full-time Academic Faculty (e.g., Professor)	63	73.3%
Academic Letter of Appointment (e.g., Part-time Instructor)	96	36.6%
Administrative Faculty (e.g., Director)	80	73.4%
Classified Staff	39	92.9%
Non-Academic Letter of Appointment (e.g., Temporary: Professional)	4	16.7%
Student Workers	99	50.3%
Not Specified	3	--
Total	384	53.3%

Classified Staff had the highest response rate at 92.9%. All other full-time employees had over 70% representation within their job classification.

More than half of all Student Workers participated in the survey.

Employees with Letters of Appointment had the lowest response rates overall.

Job Classifications

Workplace Stressors

	Full-time Academic Faculty		Part-time Instructors		Administrative Faculty		Classified Staff		Student Workers	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
How often do you find it difficult to do your job because of:										
Lack of Adequate Equipment or Supplies	<u>2.7</u>	1.5	2.0	1.4	2.6	1.5	2.6	1.5	2.3	1.7
Lack of Space	3.1	1.8	1.8	1.4	3.3	2.1	3.0	2.1	2.7	1.9
Lack of Policies	3.2	1.4	2.1	1.4	4.1	1.8	4.0	1.9	2.1	1.4
Confusing Procedures	3.3	1.4	2.0	1.3	4.2	1.6	3.9	1.6	2.1	1.4
Institutional Procedures and “Red Tape”	3.7	1.5	2.0	1.4	4.1	1.6	3.9	2.0	2.0	1.4
Negative Relationships with Co-Workers	2.2	1.4	1.4	0.9	2.5	1.5	2.2	1.7	1.7	1.1
Inadequate Help from Co-Workers	2.2	1.3	1.6	1.2	2.5	1.6	2.4	1.8	2.0	1.5
Lack of Contact with Co-Workers	2.1	1.2	2.2	1.6	<u>2.4</u>	1.5	1.9	1.5	1.8	1.3
Negative Relationship with Supervisor	1.9	1.5	1.3	0.8	1.9	1.6	1.6	1.1	1.3	0.7
Unnecessary Meetings	3.3	1.9	1.5	1.1	3.1	1.5	2.4	1.7	1.9	1.4
Lack of Meetings	2.0	1.4	2.1	1.6	2.5	1.5	1.9	1.3	1.7	1.2
Discrimination	<u>1.6</u>	1.3	1.2	0.6	1.5	1.1	1.5	1.2	1.3	0.8
Sexual Harassment	<u>1.2</u>	0.7	1.1	0.4	1.1	0.3	1.1	0.6	1.1	0.5
Bullying/Harassment	1.7	1.4	1.1	0.6	1.3	0.7	1.6	1.3	1.3	0.8
Increasing Work Demands	4.0	1.8	1.6	1.1	3.8	1.5	3.5	2.0	2.7	1.8
Inadequate Training for Essential Job Duties	2.4	1.4	1.7	1.2	2.8	1.4	3.2	1.8	1.7	1.2
Inadequate Training for Difficult Situations with Students	2.4	1.5	1.7	1.1	2.3	1.4	2.6	1.7	1.8	1.3
Inadequate Training for Supervisors	2.5	1.8	1.4	0.8	2.6	1.7	2.8	2.0	1.3	0.9
Inadequate Communication	3.1	1.7	1.8	1.2	3.6	1.6	3.3	1.6	1.8	1.2
Conflicting Job Demands	3.4	1.8	1.5	0.9	3.2	1.7	3.3	1.9	1.7	1.2
Difficulty Finding Reliable Transportation	1.1	0.5	1.1	0.4	1.3	0.9	1.3	0.7	1.6	1.2
Work Overload	5.0	1.5	2.8	1.3	4.7	1.3	3.6	1.8	2.6	1.2

Note. Work Overload is based on mean scale scores, the other stressors are single items from the Organizational Constraints Scale. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Employees reported experiencing low levels of most workplace stressors measured in the survey, especially Part-time Instructors and Student Workers. However, there are some exceptions of relatively high ratings explained below.

Full-time Academic Faculty reported significantly and substantially higher ratings for **increasing work demands** ($M = 4.0$) and **work overload** ($M = 5.0$).

Administrative Faculty reported significantly and substantially higher ratings for a **lack of policies** ($M = 4.1$), **confusing procedures** ($M = 4.2$), **“red tape”** ($M = 4.1$), **inadequate communication** ($M = 3.6$), and **work overload** ($M = 4.7$).

Classified Staff reported significantly and substantially higher ratings for a **lack of policies** ($M = 4.0$), **confusing procedures** ($M = 3.9$), and **“red tape”** ($M = 3.9$).

Job Classifications

Diversity, Perceived Fairness, Support, and Job Related Attitudes

Category		Full-time Academic Faculty		Part-time Instructors		Administrative Faculty		Classified Staff		Student Workers	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Diversity	Diversity Climate	5.6	1.1	5.9	0.9	5.5	1.0	5.5	1.2	<u>6.0</u>	0.9
	Importance of Diversity Commitments	6.5	0.8	6.5	0.6	6.6	0.5	6.0	1.0	6.8	0.5
	Fulfillment of Diversity Commitments	5.0	1.4	5.6	1.1	4.9	1.3	5.1	1.4	5.9	1.1
Fairness	Procedures and Decisions	<u>4.5</u>	1.2	4.4	1.6	<u>4.5</u>	1.2	4.4	1.1	<u>4.5</u>	1.7
	Informed by Supervisors	5.2	1.6	5.0	1.8	5.5	1.5	5.0	1.8	<u>5.8</u>	1.6
	Informed by Executive Leadership	<u>4.4</u>	1.2	5.0	1.7	<u>4.4</u>	1.7	4.2	1.5	4.3	2.1
	Rewards and Recognition	4.3	1.5	3.8	1.6	4.4	1.6	4.2	1.8	<u>4.8</u>	1.5
	Performance Criteria Clarity	5.7	1.6	5.3	1.7	5.6	1.7	5.5	1.5	6.4	0.8
	Performance Appraisal	5.6	1.7	5.3	1.8	5.5	1.6	5.6	1.0	6.3	0.9
Support	Supervisory Support	5.8	1.4	5.5	1.4	5.9	1.3	5.9	1.2	6.6	0.6
	Tasks and Responsibilities	5.3	1.2	4.5	1.6	5.3	1.3	5.4	1.0	5.7	1.2
	Location Flexibility	4.2	1.8	4.5	1.7	4.0	1.8	4.0	1.8	<u>4.8</u>	1.8
	Teamwork	5.0	1.1	5.0	1.4	5.1	1.2	4.8	1.6	5.9	1.1
	Employee Development	4.7	1.3	4.1	1.5	4.1	1.6	4.1	1.6	<u>4.8</u>	1.6
Job Related Attitudes	Sense of Belonging	5.9	1.5	5.8	1.2	6.1	1.2	5.7	1.4	<u>6.2</u>	1.1
	Perceived Organizational Worth	5.0	1.4	5.0	1.2	<u>5.2</u>	1.6	4.5	1.3	5.1	1.1
	Meaning	6.6	0.6	6.6	0.8	6.5	0.5	5.8	1.3	6.1	0.9
	Dedication	6.0	1.1	6.2	0.9	5.8	1.0	5.3	1.4	5.4	1.3
	Exhaustion	3.7	1.6	2.5	1.5	3.5	1.2	3.6	1.6	2.7	1.3
	Cynicism	2.7	1.3	2.3	1.2	2.7	1.3	<u>3.0</u>	1.4	2.7	1.3
	Quitting Intentions	2.8	1.9	2.7	1.9	2.9	1.7	3.2	1.6	<u>3.4</u>	1.7
	Employment Contract Satisfaction	6.2	1.3	4.8	2.0	6.2	1.2	5.2	1.9	5.6	1.5
Pay Satisfaction	4.3	2.0	<u>5.0</u>	1.7	4.6	2.0	4.0	2.0	4.6	1.9	

Note. Teaching Satisfaction was not included in this analysis because it only applies to Full-Time Academic Faculty and Part-Time Instructors. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Overall, employees reported positive attitudes and perceptions about working at Nevada State and felt that diversity commitments are important at Nevada State. Employees also tended to report low levels of cynicism and quitting intentions.

Student Workers felt that Nevada State is meeting **commitments to diversity** ($M = 5.9$) significantly more than **Full-time Academic Faculty** ($M = 5.0$) and **Administrative Faculty** ($M = 4.9$). **Student Workers** also reported significantly and substantially more positive perceptions of **performance evaluations** ($M = 6.3$), **supervisor support** ($M = 6.6$), and **teamwork** ($M = 5.9$) and significantly lower **levels of exhaustion** ($M = 2.7$) than other employees.

Full-time Academic Faculty ($M = 6.2$) and **Administrative Faculty** ($M = 6.2$) reported being significantly more satisfied with their **employment contract** than Part-time Instructors ($M = 4.8$).

Job Classifications

Satisfaction with Benefits

	Full-time Academic Faculty		Administrative Faculty		Classified Staff	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Quality of Health Benefits	4.3	2.1	4.7	1.9	5.1	1.6
Cost of Health Benefits	4.0	2.1	4.5	1.9	4.9	1.5
Retirement Benefits	5.7	1.4	<u>5.9</u>	1.2	5.5	1.2
Amount of Annual Leave	5.3	1.8	<u>5.8</u>	1.4	5.4	1.5
Amount of Sick Leave	5.5	1.7	<u>6.2</u>	0.8	5.9	1.1
Grant in Aid (Tuition Discount) For Myself	5.4	1.6	5.2	1.7	<u>5.7</u>	1.0
Grant in Aid (Tuition Discount) For Family	<u>5.4</u>	1.6	5.2	1.6	4.8	1.3

Note. Values are based on 42 Full-time Academic Faculty, 71 Administrative Faculty, and 29 Classified Staff who provided responses and did not select “not benefit eligible” in the survey. The largest group mean for each construct is underlined. All variables were measured on a scale from 1-7.

Overall, benefit-eligible employees tended to report being the least satisfied with health benefits and the most satisfied with sick leave and retirement benefits. There are no significant differences in satisfaction with benefits based on job classification.

Job Classifications

Strongest Significant Predictors of Quitting Intentions

Full-time Academic Faculty

Variable	Correlation with Quitting Intentions
Cynicism	.75**
Perceived Organizational Worth	-.73**
Exhaustion	.70**
Satisfaction with Subjects Assigned to Teach	-.62**
Sense of Belonging	-.57**

Note. ** $p < .01$

FT Academic Faculty with higher levels of cynicism and exhaustion and lower levels of perceived organizational worth, satisfaction with the subject they are assigned to teach, and sense of belonging tended to report stronger intentions to quit working at Nevada State.

Part-time Instructors

Variable	Correlation with Quitting Intentions
Sense of Belonging	-.58**
Perceived Organizational Worth	-.58**
Satisfaction with the Number of Students in Classes	-.47**
Satisfaction with the Class Formats Assigned	-.45**
Performance Criteria Clarity	-.43**

Note. ** $p < .01$

PTIs with lower levels of sense of sense of belonging, perceived organizational worth, satisfaction with the number of students in classes, satisfaction with the class formats assigned, and performance criteria clarity tended to report stronger intentions to quit working at Nevada State.

Job Classifications

Strongest Significant Predictors of Quitting Intentions (Continued)

Administrative Faculty

Variable	Correlation with Quitting Intentions
Perceived Organizational Worth	-.66**
Cynicism	.62**
Exhaustion	.59**
Sense of Belonging	-.58**
Pay Satisfaction	-.57**

Note. ** $p < .01$

Administrative Faculty with lower levels of perceived organizational worth, sense of belonging, and pay satisfaction and higher levels of cynicism and exhaustion tended to report stronger intentions to quit working at Nevada State.

Classified Staff

Variable	Correlation with Quitting Intentions
Exhaustion	.63**
Cynicism	.62**
Teamwork	-.56**
Dedication	-.52**
Sense of Belonging	-.50**

Note. ** $p < .01$

Classified Staff with lower levels of teamwork, sense of belonging, and dedication and higher levels of cynicism and exhaustion tended to report stronger intentions to quit working at Nevada State.

Student Workers

Variable	Correlation with Quitting Intentions
Sense of Belonging	-.44**
Meaning	-.41**
Cynicism	.41**
Teamwork	-.41**
Diversity Climate	-.39**

Note. ** $p < .01$

Student Workers with lower levels of sense of belonging, meaning, teamwork, and diversity climate and higher levels of cynicism tended to report stronger intentions to quit working at Nevada State.

Full-Time Academic Faculty and Part-Time Instructors



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Full-Time Academic Faculty and Part-Time Instructors Response Rates

The table below shows the response rate for Full-Time (FT) Academic Faculty and Part-Time Instructors (PTIs) within each school. The “n” column shows the number of respondents in each category. The “% of population” column shows the response rate, or the number of respondents divided by the total number of Nevada State employees in that category.

School:	Full-Time Academic Faculty		Part-Time Instructors	
	n	% of population	n	% within school
Education (SOE)	9	75.0%	14	31.8%
Liberal Arts & Sciences (LAS)	37	78.7%	58	43.3%
Nursing (SON)	11	52.4%	21	28.0%
Library	5	100.0%	---	---
Total	62	72.9%	93	36.8%

Over 72% of FT Academic Faculty and over 36% of PTIs participated in the 2019 Nevada State Organizational Climate Survey. LAS had the highest response rates and SON had the lowest response rates for FT Academic Faculty and PTIs.

Full-Time Academic Faculty and Part-Time Instructors Teaching Modality

The table below shows the distribution of teaching modalities for FT Academic Faculty and PTIs who responded to the survey. The “n” column shows the number of respondents in each category. The “% within school” column is based on dividing the number of respondents with that primary teaching modality who work for that school by the total number of respondents from that school. Library Faculty were excluded from the tables below because they do not teach for-credit classes.

Full-Time Academic Faculty Only

Do you PRIMARILY teach:

School of:	Online		In-Person		Hybrid	
	n	% within school	n	% within school	n	% within school
Education (SOE)	2	25%	1	12.5%	5	62.5%
Liberal Arts & Sciences (LAS)	0	0%	30	88.2%	4	11.8%
Nursing (SON)	0	0%	11	100%	0	0%
Total	2	3.8%	42	79.2%	9	17%

Part-Time Instructors Only

Do you PRIMARILY teach:

School of:	Online		In-Person		Hybrid	
	n	% within school	n	% within school	n	% within school
Education (SOE)	6	50.0%	3	25.0%	3	25.0%
Liberal Arts & Sciences (LAS)	23	43.4%	28	52.8%	2	3.8%
Nursing (SON)	1	5.3%	18	94.7%	0	0.0%
Total	30	35.7%	49	58.3%	5	6.0%

Most FT Academic Faculty respondents in SOE primarily teach Hybrid or Online. Most FT Academic Faculty respondents in LAS and all FT Academic Faculty respondents in SON primarily teach in-person.

Most PTI respondents in SOE teach online. The majority of PTI respondents in LAS and SON primarily teach in-person, but many PTI respondents from LAS primarily teach online.

Full-Time Academic Faculty and Part-Time Instructors Part-Time Faculty Characteristics

PTIs who completed the survey were asked to indicate their level of education, desire to obtain a full-time teaching position at Nevada State, and employment beyond Nevada State. A summary of this data is presented below. The “n” column shows the number of respondents in each category. The “% within school” column is based on dividing the number of respondents within that category by the total number of respondents from that school.

What is your highest level of education?

School of:	Master’s		Doctorate		Other	
	n	% within school	n	% within school	n	% within school
Education (SOE)	10	71.4%	4	28.6%	0	0.0%
Liberal Arts & Sciences (LAS)	35	61.4%	22	38.6%	0	0.0%
Nursing (SON)	15	71.4%	2	9.5%	4	19.0%
Total	60	65.2%	28	30.4%	4	4.3%

The vast majority of PTI respondents across all schools have a Master’s degree. LAS had the highest proportion of PTI respondents with a Doctorate degree.

Do you want a full-time teaching position at Nevada State?

School of:	Yes		No	
	n	% within school	n	% within school
Education (SOE)	6	42.9%	8	57.1%
Liberal Arts & Sciences (LAS)	44	78.6%	12	21.4%
Nursing (SON)	7	33.3%	14	66.7%
Total	57	62.6%	34	37.4%

The vast majority of PTI respondents in LAS want a full-time teaching position at Nevada State. Most PTI respondents in SOE and SON do not want a full-time teaching position at Nevada State.

Full-Time Academic Faculty and Part-Time Instructors

Part-Time Faculty Characteristics Continued

Other Employment Status (Part-Time Instructors Only)

In addition to teaching part-time at Nevada State, what is your current employment status?

School of:	Part-Time Non-Teaching		Full-Time Non-Teaching		Part-Time Teaching		Full-Time Teaching		Retired		No Other Job		Other	
	n	% within school	n	% within school	n	% within school	n	% within school	n	% within school	n	% within school	n	% within school
Education (SOE)	1	7.1%	3	21.4%	0	0.0%	6	42.9%	2	14.3%	2	14.3%	0	0.0%
Liberal Arts & Sciences (LAS)	5	8.8%	22	38.6%	14	24.6%	8	14.0%	1	1.8%	1	1.8%	6	10.5%
Nursing (SON)	5	23.8%	9	42.9%	2	9.5%	0	0.0%	3	14.3%	1	4.8%	1	4.8%
Total	11	12.0%	34	37.0%	16	17.4%	14	15.2%	6	6.5%	4	4.3%	7	7.6%

The majority of PTI respondents in SOE also have a full-time teaching position at another institution. The majority of PTI respondents in LAS and SON also have a full-time non-teaching position. Several PTI respondents in LAS also teach part-time at other institutions. Several PTI respondents in SON also have a part-time non-teaching job.

Full-Time Academic Faculty and Part-Time Instructors Differences Between Schools

Workplace Stressors

	School of Education		School of Liberal Arts & Sciences		School of Nursing		Library	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
How often do you find it difficult to do your job because of:								
Lack of Adequate Equipment or Supplies	2.1	1.3	2.3	1.6	<u>2.4</u>	1.4	1.6	1.3
Lack of Space	2.0	1.3	2.3	1.6	<u>2.8</u>	1.9	<u>3.4</u>	2.9
Lack of Policies	2.2	1.5	2.3	1.3	<u>3.3</u>	2.0	3.2	1.3
Confusing Procedures	2.6	1.7	2.4	1.4	<u>2.8</u>	1.5	<u>2.8</u>	1.6
Institutional Procedures and “Red Tape”	<u>3.0</u>	1.9	2.6	1.6	2.9	1.9	<u>3.0</u>	1.2
Negative Relationships with Co-Workers	1.8	1.3	1.7	1.3	<u>1.9</u>	1.0	1.0	0.0
Inadequate Help from Co-Workers	1.7	1.0	1.8	1.3	<u>2.2</u>	1.3	1.0	0.0
Lack of Contact with Co-Workers	2.0	1.2	2.2	1.5	<u>2.4</u>	1.6	1.0	0.0
Negative Relationship with Supervisor	1.5	1.1	1.5	1.0	<u>1.9</u>	1.5	1.0	0.0
Unnecessary Meetings	2.4	1.6	2.1	1.5	3.1	2.3	1.0	0.0
Lack of Meetings	1.9	1.3	2.1	1.6	2.0	1.8	1.0	0.0
Discrimination	1.2	0.6	<u>1.5</u>	1.1	1.3	0.8	1.0	0.0
Sexual Harassment	1.0	0.2	1.1	0.6	<u>1.2</u>	0.7	1.0	0.0
Bullying/Harassment	1.0	0.2	1.3	0.9	1.8	1.5	1.0	0.0
Increasing Work Demands	2.6	1.9	2.6	1.9	<u>2.9</u>	2.0	1.6	1.3
Inadequate Training for Essential Job Duties	2.1	1.5	1.8	1.2	2.5	1.7	1.2	0.4
Inadequate Training for Difficult Situations With Students	1.7	1.1	1.9	1.3	2.6	1.6	1.0	0.0
Inadequate Training for Supervisors	1.5	0.6	1.8	1.5	<u>2.4</u>	1.7	1.0	0.0
Inadequate Communication	2.0	1.1	2.3	1.6	<u>2.8</u>	1.9	2.0	1.4
Conflicting Job Demands	2.4	1.6	2.2	1.7	<u>2.5</u>	1.7	2.0	1.4
Difficulty Finding Reliable Transportation	1.0	0.2	1.2	0.5	1.0	0.0	1.0	0.0
Work Overload	3.5	1.7	<u>3.8</u>	1.7	3.7	1.9	3.5	1.9

Note. Work Overload is based on mean scale scores, the other stressors are single items from the Organizational Constraints Scale. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Overall, FT Academic Faculty and PTIs reported low levels of workplace stressors, but moderate levels of work overload.

The **SON** consistently reported higher levels of stressors than the other schools, especially for **unnecessary meetings** ($M = 3.1$) and **inadequate training** ($M = 2.5$; 2.6). However, many of the differences were not statistically significant.

Library Faculty tended to report the lowest levels of stressors, except for a lack of space ($M = 3.4$).

Full-Time Academic Faculty and Part-Time Instructors Differences Between Schools

Diversity, Perceived Fairness, Support, Job Related Attitudes, and Teaching Satisfaction

Category		School of Education		School of Liberal Arts & Sciences		School of Nursing		Library	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
Diversity Perceptions	Diversity Climate	<u>6.3</u>	0.7	5.6	1.1	5.7	1.2	6.2	0.9
	Importance of Diversity Commitments	<u>6.6</u>	0.5	<u>6.6</u>	0.6	6.3	0.9	6.1	1.5
	Fulfillment of Diversity Commitments	5.7	0.9	5.0	1.4	5.5	1.2	<u>5.9</u>	1.1
Fairness	Procedures and Decisions	4.3	1.3	4.4	1.3	4.4	1.6	<u>5.9</u>	1.0
	Informed by Supervisors	5.7	1.2	5.1	1.7	4.7	1.8	<u>6.9</u>	0.1
	Informed by Executive Leadership	<u>4.8</u>	1.1	<u>4.8</u>	1.4	4.1	1.7	4.3	2.6
	Rewards and Recognition	4.4	1.2	4.1	1.6	3.7	1.5	<u>6.0</u>	1.0
	Performance Criteria Clarity	5.9	1.2	5.6	1.7	5.1	1.6	<u>6.8</u>	0.4
	Performance Appraisal	5.9	1.2	5.5	1.8	4.9	1.8	<u>7.0</u>	0.0
Support	Supervisory Support	6.3	0.8	5.6	1.4	5.6	1.4	<u>7.0</u>	0.0
	Tasks and Responsibilities	5.2	1.1	4.8	1.4	4.9	1.7	<u>6.6</u>	0.5
	Location Flexibility	<u>4.5</u>	1.6	4.3	1.8	4.4	1.9	2.3	1.5
	Teamwork	5.2	1.3	5.0	1.2	5.0	1.3	<u>5.8</u>	0.9
	Employee Development	4.7	1.2	4.4	1.4	4.4	1.5	<u>4.8</u>	0.7
Job Related Attitudes	Sense of Belonging	5.8	1.3	5.9	1.3	5.7	1.8	<u>6.3</u>	0.9
	Perceived Organizational Worth	5.2	1.1	5.0	1.4	4.8	1.3	<u>5.9</u>	1.1
	Meaning	6.3	0.9	<u>6.7</u>	0.5	6.5	0.9	6.3	0.9
	Dedication	5.5	1.0	6.1	1.0	<u>6.2</u>	1.1	6.0	1.5
	Exhaustion	3.1	1.4	3.2	1.7	<u>3.5</u>	1.7	2.1	1.2
	Cynicism	<u>2.6</u>	1.0	<u>2.6</u>	1.3	<u>2.6</u>	1.5	1.5	0.9
	Quitting Intentions	2.4	1.1	2.7	1.9	<u>3.2</u>	2.3	1.3	0.4
	Employment Contract Satisfaction	5.5	1.4	5.8	1.5	5.1	2.6	<u>7.0</u>	0.0
Pay Satisfaction	<u>4.9</u>	1.6	4.7	1.8	4.4	2.1	2.7	2.9	
Teaching Satisfaction	Subjects Assigned	6.3	1.0	<u>6.5</u>	0.9	6.2	1.2	--	--
	Number of Students in Classes	6.1	1.0	5.8	1.6	5.0	2.1	--	--
	Number of Assigned Classes	5.4	1.6	5.5	1.7	<u>5.8</u>	1.6	--	--
	Class Formats Assigned	6.0	1.2	<u>6.5</u>	1.0	6.0	1.4	--	--

Note. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Overall, FT Academic Faculty and PTIs reported positive attitudes and perceptions about working at Nevada State and felt that diversity commitments are important at Nevada State. They also tended to report low levels of cynicism and quitting intentions.

Although most of the ratings were similar across schools, FT Academic Faculty and PTIs from **SON** were significantly less satisfied with the **number of students in their classes** ($M = 5.0$) than SOE.

Library faculty tended to report the most positive attitudes and perceptions about working at Nevada State.

Full-Time Academic Faculty and Part-Time Instructors Differences Between Schools

Satisfaction with Benefits (Full-Time Only)

	School of Education		School of Liberal Arts & Sciences		School of Nursing	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Quality of Health Benefits	<u>4.7</u>	1.4	4.5	2.1	3.6	2.4
Cost of Health Benefits	3.5	1.5	<u>4.4</u>	1.9	3.3	2.6
Retirement Benefits	5.3	1.4	<u>5.7</u>	1.5	5.4	1.1
Amount of Annual Leave	5.0	1.3	5.2	1.9	<u>5.4</u>	2.3
Amount of Sick Leave	4.8	1.3	5.4	1.9	<u>6.3</u>	1.3
Grant in Aid (Tuition Discount) For Myself	4.8	1.0	5.6	1.6	<u>5.9</u>	1.3
Grant in Aid (Tuition Discount) For Family	4.7	0.8	<u>5.7</u>	1.5	5.4	1.7

Note. Values are based on 38 Full-time Academic Faculty who provided responses and did not select “not benefit eligible” in the survey. Only 3 Library Faculty did not select “not benefit eligible”, and were therefore excluded from this section. The largest group mean for each construct is underlined. All variables were measured on a scale from 1-7.

Overall, **FT Academic Faculty** tended to report being the least satisfied with health benefits and the most satisfied with retirement benefits and Grant in Aid. There are no significant differences in satisfaction with benefits among the schools.

Full-Time Academic Faculty and Part-Time Instructors Differences within the School of Education (SOE)

Workplace Stressors

How often do you find it difficult to do your job because of:	SOE Full-Time Academic Faculty		SOE Part-Time Instructors	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Lack of Adequate Equipment or Supplies	3.0	1.2	1.6	1.1
Lack of Space	<u>2.8</u>	1.5	1.6	0.9
Lack of Policies	<u>2.8</u>	1.9	2.0	1.1
Confusing Procedures	<u>3.2</u>	1.7	2.3	1.5
Institutional Procedures and “Red Tape”	<u>4.0</u>	2.0	2.4	1.4
Negative Relationships with Co-Workers	<u>2.0</u>	1.6	1.9	1.2
Inadequate Help from Co-Workers	<u>2.2</u>	1.2	1.6	1.0
Lack of Contact with Co-Workers	2.2	1.1	<u>2.3</u>	1.7
Negative Relationship with Supervisor	<u>1.7</u>	1.3	1.4	1.0
Unnecessary Meetings	<u>3.7</u>	1.3	1.6	1.2
Lack of Meetings	1.9	1.1	<u>2.2</u>	1.6
Discrimination	1.3	0.7	1.3	0.7
Sexual Harassment	1.0	0.0	<u>1.1</u>	0.3
Bullying/Harassment	1.0	0.0	<u>1.1</u>	0.3
Increasing Work Demands	<u>4.4</u>	1.3	1.2	0.4
Inadequate Training for Essential Job Duties	<u>2.9</u>	1.6	1.5	1.1
Inadequate Training for Difficult Situations With Students	<u>1.9</u>	1.1	1.6	1.1
Inadequate Training for Supervisors	<u>1.7</u>	0.5	1.4	0.8
Inadequate Communication	<u>2.6</u>	1.0	1.5	0.9
Conflicting Job Demands	<u>3.7</u>	1.5	1.4	0.8
Difficulty Finding Reliable Transportation	<u>1.1</u>	0.3	1.0	0.0
Work Overload	<u>5.0</u>	1.3	2.5	1.0

Note. Work Overload is based on mean scale scores, the other stressors are single items from the Organizational Constraints Scale. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Overall, SOE FT Academic Faculty and PTIs reported experiencing low levels of workplace stressors.

SOE FT Academic Faculty consistently reported higher levels of stressors than SOE PTIs, but many of the differences were not statistically significant.

Increasing work demands ($M = 4.4$) and **work overload** ($M = 5.0$) were the highest rated stressors for **SOE FT Academic Faculty** and are rated significantly higher than SOE PTIs.

Institutional procedures and “red tape” are the highest rated stressors for SOE PTIs, but SOE FT Academic Faculty reported experiencing it at higher levels.

Full-Time Academic Faculty and Part-Time Instructors Differences within the School of Education (SOE)

Diversity, Perceived Fairness, Support, Job Related Attitudes, and Teaching Satisfaction

Category		SOE Full-Time Academic Faculty		SOE Part-Time Instructors	
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Diversity Perceptions	Diversity Climate	6.0	0.7	<u>6.2</u>	0.9
	Importance of Diversity Commitments	6.4	0.6	<u>6.5</u>	0.6
	Fulfillment of Diversity Commitments	5.3	0.8	<u>5.9</u>	0.9
Fairness	Procedures and Decisions	<u>4.4</u>	1.3	4.1	1.4
	Informed by Supervisors	<u>6.0</u>	0.9	5.2	1.8
	Informed by Executive Leadership	4.7	1.0	<u>5.7</u>	1.4
	Rewards and Recognition	<u>4.5</u>	1.3	4.2	1.5
	Performance Criteria Clarity	<u>6.1</u>	0.8	5.4	1.5
	Performance Appraisal	<u>5.7</u>	1.2	5.4	1.6
Support	Supervisory Support	<u>6.3</u>	0.8	5.8	1.2
	Tasks and Responsibilities	<u>5.2</u>	1.0	4.9	1.1
	Location Flexibility	4.3	1.7	<u>5.1</u>	1.3
	Teamwork	<u>5.2</u>	1.0	5.0	1.3
	Employee Development	<u>4.8</u>	1.2	4.0	0.9
Job Related Attitudes	Sense of Belonging	<u>5.7</u>	1.3	5.5	1.4
	Perceived Organizational Worth	5.3	1.0	<u>5.6</u>	1.3
	Meaning	<u>6.6</u>	0.5	6.4	0.9
	Dedication	5.8	0.9	5.8	1.1
	Exhaustion	<u>3.3</u>	1.4	2.5	1.0
	Cynicism	<u>2.5</u>	1.0	2.4	1.1
	Quitting Intentions	<u>2.2</u>	1.2	2.1	1.6
	Employment Contract Satisfaction	<u>6.0</u>	0.9	5.1	1.8
	Pay Satisfaction	4.0	1.9	<u>5.1</u>	1.9
Teaching Satisfaction	Subjects Assigned	6.3	0.7	6.3	1.2
	Number of Students in Classes	5.4	1.0	6.7	0.5
	Number of Assigned Classes	5.3	1.0	<u>5.5</u>	2.0
	Class Formats Assigned	5.7	1.4	<u>6.3</u>	1.0

Note. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Overall, SOE FT Academic Faculty and PTIs reported positive attitudes and perceptions about working at Nevada State and felt that diversity commitments are important at Nevada State. They also tended to report low levels of cynicism and quitting intentions.

SOE FT Academic Faculty tended to report more positive attitudes and perceptions attitudes overall. However, **SOE PTIs** reported more pay and teaching satisfaction, with significantly and substantially more satisfaction with the **number of students in their classes** ($M = 6.7$).

Full-Time Academic Faculty and Part-Time Instructors Differences within the School of Liberal Arts & Sciences (LAS)

Workplace Stressors

	LAS Full-Time Academic Faculty		LAS Part-Time Instructors	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
How often do you find it difficult to do your job because of:				
Lack of Adequate Equipment or Supplies	<u>2.7</u>	1.7	2.1	1.4
Lack of Space	<u>3.0</u>	1.8	1.8	1.4
Lack of Policies	<u>3.2</u>	1.4	1.8	1.1
Confusing Procedures	<u>3.4</u>	1.5	1.8	1.1
Institutional Procedures and “Red Tape”	<u>3.7</u>	1.5	1.9	1.3
Negative Relationships with Co-Workers	<u>2.4</u>	1.5	1.3	0.9
Inadequate Help from Co-Workers	<u>2.2</u>	1.4	1.5	1.2
Lack of Contact with Co-Workers	2.2	1.3	2.2	1.6
Negative Relationship with Supervisor	<u>1.8</u>	1.4	1.2	0.6
Unnecessary Meetings	<u>3.1</u>	1.7	1.4	1.1
Lack of Meetings	<u>2.4</u>	1.6	2.0	1.5
Discrimination	<u>1.8</u>	1.5	1.2	0.7
Sexual Harassment	<u>1.2</u>	0.8	1.1	0.3
Bullying/Harassment	<u>1.7</u>	1.4	1.1	0.3
Increasing Work Demands	<u>4.2</u>	1.8	1.6	1.1
Inadequate Training for Essential Job Duties	<u>2.4</u>	1.3	1.4	0.9
Inadequate Training for Difficult Situations With Students	<u>2.5</u>	1.7	1.6	0.9
Inadequate Training for Supervisors	<u>2.8</u>	2.0	1.2	0.7
Inadequate Communication	<u>3.2</u>	1.9	1.8	1.2
Conflicting Job Demands	<u>3.5</u>	2.0	1.4	0.8
Difficulty Finding Reliable Transportation	<u>1.2</u>	0.6	1.1	0.5
Work Overload	<u>5.0</u>	1.6	3.0	1.3

Note. Work Overload is based on mean scale scores, the other stressors are single items from the Organizational Constraints Scale. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Overall, LAS FT Academic Faculty and PTIs reported experiencing low levels of workplace stressors.

LAS FT Academic Faculty reported higher levels of all stressors than LAS PTIs, and many of the differences were statistically significant.

Increasing work demands ($M = 4.2$) and **work overload** ($M = 5.0$) were the highest rated stressors for **LAS FT Academic Faculty** and were rated significantly higher than LAS PTIs.

Lack of contact with coworkers and work overload were the highest rated stressors among LAS PTIs, but LAS FT Academic Faculty reported experiencing it at higher or equal levels.

Full-Time Academic Faculty and Part-Time Instructors Differences within the School of Liberal Arts & Sciences (LAS)

Diversity, Perceived Fairness, Support, Job Related Attitudes, and Teaching Satisfaction

Category		LAS Full-Time Academic Faculty		LAS Part-Time Instructors	
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Diversity Perceptions	Diversity Climate	5.4	1.2	<u>5.8</u>	0.8
	Importance of Diversity Commitments	<u>6.7</u>	0.6	<u>6.5</u>	0.7
	Fulfillment of Diversity Commitments	4.6	1.5	5.5	1.0
Fairness	Procedures and Decisions	<u>4.4</u>	1.1	4.3	1.7
	Informed by Supervisors	5.1	1.6	<u>5.4</u>	1.7
	Informed by Executive Leadership	4.4	1.1	5.4	1.7
	Rewards and Recognition	<u>4.2</u>	1.5	4.0	1.8
	Performance Criteria Clarity	<u>5.7</u>	1.6	5.4	1.5
	Performance Appraisal	<u>5.6</u>	1.8	5.3	1.7
Support	Supervisory Support	<u>5.7</u>	1.4	5.6	1.2
	Tasks and Responsibilities	5.1	1.2	4.2	1.3
	Location Flexibility	<u>4.5</u>	1.8	4.1	1.3
	Teamwork	<u>5.0</u>	1.0	4.9	1.2
	Employee Development	<u>4.5</u>	1.4	4.0	1.5
Job Related Attitudes	Sense of Belonging	<u>6.0</u>	1.4	5.9	1.1
	Perceived Organizational Worth	4.9	1.5	<u>5.2</u>	1.4
	Meaning	6.7	0.6	<u>6.8</u>	0.4
	Dedication	6.0	1.1	<u>6.4</u>	0.7
	Exhaustion	3.7	1.6	2.4	1.2
	Cynicism	2.7	1.3	2.2	1.0
	Quitting Intentions	<u>2.8</u>	1.8	2.4	1.5
	Employment Contract Satisfaction	6.2	1.3	5.0	1.6
	Pay Satisfaction	4.2	2.1	<u>4.6</u>	1.7
Teaching Satisfaction	Subjects Assigned	6.5	1.0	6.5	1.0
	Number of Students in Classes	5.3	1.9	6.1	1.2
	Number of Assigned Classes	<u>5.7</u>	1.6	5.4	1.7
	Class Formats Assigned	6.4	1.2	<u>6.6</u>	0.9

Note. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Overall, LAS FT Academic Faculty and PTIs reported positive attitudes and perceptions about working at Nevada State. The least positive ratings were for the fairness of procedures and decisions and the fairness of rewards and recognition.

LAS PTIs reported being significantly more satisfied with the fulfillment of **diversity commitments** ($M = 5.5$), being significantly more **informed by Executive Leadership** ($M = 5.4$) and being significantly more satisfied with the **number of students in their classes** ($M = 6.1$). **LAS FT Academic Faculty** reported significantly more support for **seeking out tasks and responsibilities that interest them** ($M = 5.1$) and were significantly happier with their **employment contracts** ($M = 6.2$) than PTIs, but they also reported significantly higher levels of **exhaustion** ($M = 3.7$) and **cynicism** ($M = 2.7$).

Full-Time Academic Faculty and Part-Time Instructors Differences within the School of Nursing (SON)

Workplace Stressors

	SON Full-Time Academic Faculty		SON Part-Time Instructors	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
How often do you find it difficult to do your job because of:				
Lack of Adequate Equipment or Supplies	<u>2.5</u>	1.2	2.4	1.5
Lack of Space	<u>3.6</u>	2.2	2.2	1.5
Lack of Policies	<u>3.7</u>	1.4	2.8	2.2
Confusing Procedures	<u>3.5</u>	1.4	2.3	1.5
Institutional Procedures and “Red Tape”	<u>3.8</u>	1.8	2.2	1.7
Negative Relationships with Co-Workers	<u>2.6</u>	1.2	1.6	0.7
Inadequate Help from Co-Workers	<u>2.5</u>	1.2	1.9	1.3
Lack of Contact with Co-Workers	<u>2.5</u>	1.3	2.2	1.7
Negative Relationship with Supervisor	<u>2.7</u>	2.0	1.5	0.9
Unnecessary Meetings	<u>5.1</u>	2.3	1.9	1.2
Lack of Meetings	1.5	1.0	<u>2.4</u>	2.1
Discrimination	<u>1.6</u>	1.2	1.2	0.5
Sexual Harassment	<u>1.2</u>	0.6	1.1	0.7
Bullying/Harassment	<u>2.5</u>	1.8	1.4	1.0
Increasing Work Demands	<u>4.3</u>	1.8	1.9	1.5
Inadequate Training for Essential Job Duties	<u>2.5</u>	1.4	2.3	1.8
Inadequate Training for Difficult Situations with Students	<u>3.3</u>	1.5	2.0	1.4
Inadequate Training for Supervisors	<u>3.5</u>	2.0	1.6	1.1
Inadequate Communication	<u>4.0</u>	1.8	2.0	1.4
Conflicting Job Demands	<u>3.7</u>	1.7	1.7	1.2
Difficulty Finding Reliable Transportation	1.0	0.0	1.0	0.0
Work Overload	<u>5.4</u>	1.1	2.6	1.5

Note. Work Overload is based on mean scale scores, the other stressors are single items from the Organizational Constraints Scale. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Overall, SON FT Academic Faculty and PTIs reported experiencing low levels of workplace stressors.

SON FT Academic Faculty reported higher levels of stressors than SON PTIs, and many of the differences were statistically significant. **SON FT Academic Faculty** reported substantial and significantly higher levels of stress due to **work overload** ($M = 5.4$), **unnecessary meetings** ($M = 5.1$), **increasing work demands** ($M = 4.3$), and **inadequate communication** ($M = 4.0$).

A lack of policies and work overload were the highest rated stressors among SON PTIs, but SON FT Academic Faculty reported experiencing it at higher levels.

Full-Time Academic Faculty and Part-Time Instructors Differences within the School of Nursing (SON)

Diversity, Perceived Fairness, Support, and Job Related Attitudes

Category		SON Full-Time Academic Faculty		SON Part-Time Instructors	
		Mean	SD	Mean	SD
Diversity Perceptions	Diversity Climate	5.7	1.1	<u>6.0</u>	0.9
	Importance of Diversity Commitments	6.3	0.9	<u>6.4</u>	0.8
	Fulfillment of Diversity Commitments	5.5	1.1	<u>5.7</u>	1.1
Fairness	Procedures and Decisions	<u>4.3</u>	1.2	4.2	1.8
	Informed by Supervisors	4.8	1.9	<u>5.4</u>	1.6
	Informed by Executive Leadership	<u>4.5</u>	1.3	3.8	1.9
	Rewards and Recognition	3.7	1.7	<u>4.1</u>	1.7
	Performance Criteria Clarity	5.3	1.6	<u>5.7</u>	1.3
	Performance Appraisal	5.1	1.7	<u>5.2</u>	1.6
Support	Supervisory Support	5.7	1.1	<u>5.8</u>	1.4
	Tasks and Responsibilities	<u>5.1</u>	1.6	4.7	1.8
	Location Flexibility	4.0	1.9	4.0	1.7
	Teamwork	4.7	1.4	<u>5.4</u>	1.2
	Employee Development	<u>4.4</u>	1.4	4.3	1.7
Job Related Attitudes	Sense of Belonging	5.8	1.9	<u>6.1</u>	1.3
	Perceived Organizational Worth	4.6	1.4	<u>5.5</u>	1.2
	Meaning	6.6	0.8	<u>6.7</u>	0.7
	Dedication	6.0	1.2	<u>6.2</u>	1.1
	Exhaustion	3.9	1.4	2.5	1.4
	Cynicism	<u>2.8</u>	1.7	2.2	0.9
	Quitting Intentions	<u>2.9</u>	2.2	2.6	2.0
	Employment Contract Satisfaction	<u>5.9</u>	2.2	5.2	2.0
Pay Satisfaction	4.0	2.0	<u>5.3</u>	1.6	
Teaching Satisfaction	Subjects Assigned	5.7	1.7	<u>6.6</u>	0.7
	Number of Students in Classes	3.2	1.7	6.2	1.4
	Number of Assigned Classes	5.0	1.7	6.3	1.3
	Class Formats Assigned	5.6	1.6	<u>6.3</u>	1.1

Note. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Overall, SON FT Academic Faculty and PTIs reported positive attitudes and perceptions about working at Nevada State and felt that diversity commitments are important at Nevada State. They also tended to report low levels of cynicism and quitting intentions. The least positive ratings were for the fairness of rewards and recognition.

SON PTIs tended to report more positive attitudes and perceptions about working at Nevada State and reported significantly lower levels of **exhaustion** ($M = 2.5$) and significantly more satisfaction with the **number of students** ($M = 6.2$) and **classes** ($M = 6.3$) assigned than SOE FT Academic Faculty.

Full-Time Academic Faculty and Part-Time Instructors Strongest Significant Predictors of Quitting Intentions

School of Education (SOE)

Full-Time Academic Faculty in SOE

Variable	Correlation with Quitting Intentions
Lack of Meetings	.74*
Sense of Belonging	-.71*

Note. * $p < .05$. ** $p < .01$

SOE FT Academic Faculty who felt their job was made more difficult due to a lack of meetings and who had a lower sense of belonging tended to report stronger intentions to quit working at Nevada State.

Part-Time Instructors in SOE

Variable	Correlation with Quitting Intentions
Satisfaction with Subjects Assigned to Teach	-.93**
Informed by Executive Leadership	-.83**
Perceived Organizational Worth	-.75**
Lack of contact with co-workers	.70**
Satisfaction with Class Formats Assigned	-.70*

Note. * $p < .05$. ** $p < .01$

SOE PTIs who were less satisfied with assigned subjects and class formats, and felt less informed by executive leadership, lower perceived organizational worth, and a lack of contact with co-workers tended to report stronger intentions to quit working at Nevada State.

Full-Time Academic Faculty and Part-Time Instructors Strongest Significant Predictors of Quitting Intentions (Continued)

School of Liberal Arts & Sciences (LAS)

Full-Time Academic Faculty in LAS

Variable	Correlation with Quitting Intentions
Perceived Organizational Worth	-.74*
Cynicism	.68**
Satisfaction with the Number of Classes Assigned	-.64**
Exhaustion	.64**
Fairness of Rewards and Recognition	-.63**

Note. * $p < .05$. ** $p < .01$

LAS FT Academic Faculty with lower perceived organizational worth, less satisfaction with the number of classes assigned, and lower perceived fairness of rewards and recognition and higher levels of exhaustion and cynicism tended to report stronger intentions to quit working at Nevada State.

Part-Time Instructors in LAS

Variable	Correlation with Quitting Intentions
Perceived Organizational Worth	-.58**
Sense of Belonging	-.56**
Performance Criteria Clarity	-.46**
Inadequate communication	.45**
Satisfaction with the Number of Student in Classes	-.41**

Note. * $p < .05$. ** $p < .01$

LAS PTIs with lower levels of perceived organizational worth, sense of belonging, perceived performance criteria clarity, and satisfaction with the number of students in classes and higher levels of difficulty performing their job due to inadequate communication tended to report stronger intentions to quit working at Nevada State.

Full-Time Academic Faculty and Part-Time Instructors Strongest Significant Predictors of Quitting Intentions (Continued)

School of Nursing (SON)

Full-Time Academic Faculty in SON

Variable	Correlation with Quitting Intentions
Cynicism	.91**
Increasing Work Demands	.81**
Diversity Climate	-.80**
Exhaustion	.78**
Satisfaction with the Subjects Assigned	-.77**

Note. * $p < .05$. ** $p < .01$

SON FT Academic Faculty with higher levels of cynicism, exhaustion, and increasing work demands and less positive perceptions of diversity climate and less satisfaction with the subjects assigned tended to report stronger intentions to quit working at Nevada State.

Part-Time Instructors in SON

Variable	Correlation with Quitting Intentions
Bullying/harassment	.69**
Sense of Belonging	-.64**
Satisfaction with the Subjects Assigned	-.61**
Satisfaction with the Number of Student in Classes	-.57**
Satisfaction with the Class Formats Assigned	-.57**

Note. * $p < .05$. ** $p < .01$

SON PTIs who experienced higher levels of bullying/harassment and lower sense of belonging, and less satisfaction with the subjects assigned, formats assigned, and number of students in classes tended to report stronger intentions to quit working at Nevada State.

Full-Time Academic Faculty and Part-Time Instructors Strongest Significant Predictors of Quitting Intentions (Continued)

Library

Full-Time Academic Faculty in the Library	
Variable	Correlation with Quitting Intentions
Teamwork	-.98**
Dedication	-.94**

Note. * $p < .05$. ** $p < .01$

FT Academic Faculty in the Library who experienced less teamwork and felt less dedicated tended to report stronger intentions to quit working at Nevada State.

Administrative Offices



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Administrative Offices Response Rates

The table below shows the response rate for Administrative Faculty and Student Workers in each Administrative Office. The “n” column shows the number of respondents in each category. The “% of population” column shows the response rate, or the number of respondents divided by the total number of Nevada State employees in that group.

Job Classification:	Administrative Faculty		Student Workers	
	n	% of population	n	% of population
Office of the Provost	46	70.8%	67	40.9%
Finance and Business Operations	17	65.4%	11	47.8%
Office of the President	14	70.0%	14	100%
Total	77	69.4%	92	45.8%

Over 60% of Administrative Faculty and over 40% of Student Workers from each office participated in the 2019 Nevada State Organizational Climate Survey. All Student Workers from the Office of the President participated.

Administrative Offices Administrative Faculty

Workplace Stressors

	Office of the Provost		Finance and Business Ops		Office of the President	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
How often do you find it difficult to do your job because of:						
Lack of Adequate Equipment or Supplies	2.7	1.5	2.1	1.5	<u>3.1</u>	1.3
Lack of Space	<u>3.5</u>	2.2	2.1	1.5	3.3	2.0
Lack of Policies	4.0	1.7	<u>4.2</u>	1.6	3.8	2.1
Confusing Procedures	4.1	1.7	4.2	1.3	<u>4.5</u>	1.8
Institutional Procedures and “Red Tape”	4.0	1.6	3.8	1.4	<u>4.5</u>	1.8
Negative Relationships with Co-Workers	<u>2.6</u>	1.6	2.3	1.4	2.3	1.4
Inadequate Help from Co-Workers	2.5	1.6	<u>2.8</u>	1.7	2.3	1.4
Lack of Contact with Co-Workers	<u>2.5</u>	1.6	2.2	1.1	2.2	1.3
Negative Relationship with Supervisor	2.0	1.8	1.3	0.7	<u>2.1</u>	1.6
Unnecessary Meetings	2.7	1.5	<u>3.7</u>	1.4	3.3	1.6
Lack of Meetings	<u>2.6</u>	1.7	2.5	1.2	2.2	1.5
Discrimination	<u>1.6</u>	1.3	1.1	0.4	1.3	0.9
Sexual Harassment	1.1	0.3	1.1	0.3	<u>1.3</u>	0.6
Bullying/Harassment	1.3	0.8	1.3	0.5	1.3	0.6
Increasing Work Demands	3.6	1.6	4.1	1.4	<u>4.4</u>	1.7
Inadequate Training for Essential Job Duties	2.8	1.6	2.7	1.1	<u>3.3</u>	1.5
Inadequate Training for Difficult Situations With Students	2.5	1.4	1.5	0.8	<u>2.8</u>	1.7
Inadequate Training for Supervisors	<u>2.9</u>	1.7	2.1	1.1	2.8	2.0
Inadequate Communication	3.6	1.7	3.7	1.3	<u>3.8</u>	1.9
Conflicting Job Demands	3.1	1.8	<u>3.8</u>	1.4	3.3	1.9
Difficulty Finding Reliable Transportation	1.3	0.9	1.1	0.3	<u>1.4</u>	1.4
Work Overload	4.4	1.3	5.0	1.0	<u>5.3</u>	1.2

Note. Work Overload is based on mean scale scores, the other stressors are single items from the Organizational Constraints Scale. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Administrative Faculty reported experiencing low levels of most workplace stressors measured in the survey. However, they reported moderate levels of difficulty performing their job due to a lack of policies, confusing procedures, institutional procedures and “red tape”, increasing work demands, and work overload.

The only significant differences in stressors among Administrative Faculty was **the Office of the Provost and President** reporting significantly less adequate **training for difficult situations with students** ($M = 2.5; 2.8$) than Administrative Faculty in Finance and Business Operations.

Administrative Offices Administrative Faculty

Diversity, Perceived Fairness, Support, and Job Related Attitudes

Category		Office of the Provost		Finance and Business Ops		Office of the President	
		Mean	SD	Mean	Mean	SD	Mean
Diversity Perceptions	Diversity Climate	5.3	1.1	5.5	0.7	<u>5.7</u>	1.1
	Importance of Diversity Commitments	<u>6.7</u>	0.4	6.3	0.8	6.6	0.5
	Fulfillment of Diversity Commitments	4.6	1.3	5.3	1.1	<u>5.4</u>	1.5
Fairness	Procedures and Decisions	4.3	1.2	<u>5.2</u>	0.8	4.3	1.6
	Informed by Supervisors	5.1	1.6	<u>6.3</u>	0.9	5.4	1.5
	Informed by Executive Leadership	4.4	1.5	<u>4.6</u>	1.7	4.0	2.0
	Rewards and Recognition	4.1	1.7	4.4	1.4	<u>4.8</u>	1.4
	Performance Criteria Clarity	5.3	1.8	<u>6.1</u>	1.4	5.5	1.5
	Performance Appraisal	5.5	1.7	<u>5.6</u>	1.7	5.2	1.3
Support	Supervisory Support	5.7	1.5	<u>6.6</u>	0.6	5.9	1.4
	Tasks and Responsibilities	5.1	1.3	<u>5.4</u>	1.4	<u>5.4</u>	1.1
	Location Flexibility	3.8	1.7	3.4	1.7	5.5	1.4
	Teamwork	4.8	1.3	5.7	0.8	5.4	1.0
	Employee Development	4.0	1.5	4.3	1.2	<u>4.7</u>	2.1
Job Related Attitudes	Sense of Belonging	6.0	1.3	<u>6.5</u>	0.6	6.1	1.6
	Perceived Organizational Worth	4.9	1.7	<u>5.6</u>	1.2	<u>5.6</u>	1.4
	Meaning	6.5	0.6	6.5	0.4	<u>6.7</u>	0.5
	Dedication	5.7	1.1	5.9	0.7	<u>6.0</u>	1.0
	Exhaustion	<u>3.6</u>	1.4	3.4	1.1	<u>3.6</u>	0.9
	Cynicism	<u>2.8</u>	1.5	2.4	1.0	2.4	1.1
	Quitting Intentions	3.3	1.9	2.0	1.3	2.4	1.4
	Employment Contract Satisfaction	6.2	1.2	<u>6.3</u>	1.0	6.0	1.3
Pay Satisfaction	4.5	2.2	<u>5.1</u>	1.3	4.4	2.0	

Note. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Overall, Administrative Faculty reported positive attitudes and perceptions about working at Nevada State and felt that diversity commitments are important at Nevada State. Employees also tended to report low levels of cynicism and quitting intentions.

Administrative Faculty in the **Office of the President** reported substantially and significantly higher levels of **location flexibility** ($M = 5.5$) than the Office of the Provost and Finance and Business Operations.

Administrative Faculty in **Finance and Business Operations** reported significantly higher levels of **teamwork** ($M = 5.7$) and significantly lower levels of **quitting intentions** ($M = 3.3$) than the Office of the Provost.

Administrative Offices Administrative Faculty

Satisfaction with Benefits

	Office of the Provost		Finance and Business Ops		Office of the President	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Quality of Health Benefits	4.7	1.9	<u>5.1</u>	1.9	4.6	1.6
Cost of Health Benefits	4.6	2.0	<u>4.7</u>	1.8	4.0	1.7
Retirement Benefits	5.8	1.2	<u>6.1</u>	1.0	5.8	1.2
Amount of Annual Leave	5.6	1.6	<u>6.5</u>	0.6	5.5	1.3
Amount of Sick Leave	6.1	0.8	<u>6.6</u>	0.6	5.9	1.0
Grant in Aid (Tuition Discount) For Myself	5.0	1.9	<u>5.7</u>	1.3	5.2	1.1
Grant in Aid (Tuition Discount) For Family	5.1	1.8	<u>5.7</u>	1.2	5.2	1.2

Note. Values are based on 71 Administrative Faculty who provided responses and did not select “not benefit eligible” in the survey. The largest group mean for each construct is underlined. All variables were measured on a scale from 1-7.

Overall, benefit-eligible Administrative Faculty tended to report being the least satisfied with health benefits and the most satisfied with sick leave and retirement benefits.

There are no significant differences in satisfaction with benefits among the different Administrative Faculty Offices. However, the Finance and Business Operations office consistently reported more satisfaction with benefits than the other Administrative Offices.

Administrative Offices Student Workers

Workplace Stressors

How often do you find it difficult to do your job because of:	Office of the Provost		Finance and Business Ops		Office of the President	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Lack of Adequate Equipment or Supplies	<u>2.5</u>	1.8	2.0	1.9	1.9	1.1
Lack of Space	2.9	1.9	1.8	1.9	<u>3.0</u>	1.8
Lack of Policies	2.1	1.5	1.6	1.1	<u>2.5</u>	1.4
Confusing Procedures	2.0	1.3	1.8	1.3	<u>2.3</u>	1.5
Institutional Procedures and “Red Tape”	<u>2.0</u>	1.4	1.9	1.9	1.5	1.2
Negative Relationships with Co-Workers	<u>1.7</u>	0.9	1.5	1.0	1.5	1.1
Inadequate Help from Co-Workers	1.8	1.3	1.6	1.9	<u>2.2</u>	1.5
Lack of Contact with Co-Workers	<u>1.8</u>	1.2	1.0	0.0	1.6	1.0
Negative Relationship with Supervisor	<u>1.3</u>	0.8	1.0	0.0	1.2	0.4
Unnecessary Meetings	<u>1.9</u>	1.5	1.2	0.6	<u>1.9</u>	1.7
Lack of Meetings	1.6	1.1	<u>2.0</u>	1.5	1.4	0.9
Discrimination	<u>1.3</u>	0.9	<u>1.3</u>	0.7	1.1	0.3
Sexual Harassment	1.1	0.5	<u>1.2</u>	0.6	1.0	0.0
Bullying/Harassment	1.2	0.7	1.2	0.6	1.2	0.8
Increasing Work Demands	1.8	1.1	1.5	1.1	<u>2.5</u>	1.8
Inadequate Training for Essential Job Duties	1.7	1.3	1.7	1.2	<u>1.8</u>	0.9
Inadequate Training for Difficult Situations With Students	1.7	1.2	1.6	1.1	<u>1.8</u>	1.3
Inadequate Training for Supervisors	<u>1.3</u>	0.9	<u>1.3</u>	0.7	1.2	0.6
Inadequate Communication	1.7	1.2	1.6	1.1	<u>2.2</u>	1.2
Conflicting Job Demands	1.7	1.0	1.3	0.7	<u>2.2</u>	2.0
Difficulty Finding Reliable Transportation	<u>1.6</u>	1.3	1.5	1.1	1.5	1.0
Work Overload	2.6	1.2	1.9	0.9	<u>2.8</u>	1.7

Note. Work Overload is based on mean scale scores, the other stressors are single items from the Organizational Constraints Scale. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Student Workers reported experiencing very low levels of all workplace stressors measured in the survey. However, Student Workers in the Office of the President reported moderate levels of difficulty performing their job due to a lack of space.

There were no significant differences in stressors among Student Workers in the different Administrative Offices.

Administrative Offices Student Workers

Diversity, Perceived Fairness, Support, and Job Related Attitudes

Category		Office of the Provost		Finance and Business Ops		Office of the President	
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>
Diversity Perceptions	Diversity Climate	5.9	0.9	<u>6.5</u>	0.4	5.8	1.0
	Importance of Diversity Commitments	<u>6.8</u>	0.5	6.6	0.5	7.0	0.1
	Fulfillment of Diversity Commitments	5.9	1.0	<u>6.6</u>	0.7	5.4	1.7
Fairness	Procedures and Decisions	4.4	1.7	4.4	1.6	4.4	2.2
	Informed by Supervisors	5.8	1.6	<u>6.4</u>	1.3	5.4	1.5
	Informed by Executive Leadership	3.9	2.1	<u>6.2</u>	1.2	5.1	1.6
	Rewards and Recognition	4.5	1.5	<u>6.0</u>	1.0	5.1	1.0
	Performance Criteria Clarity	6.4	0.7	<u>6.8</u>	0.4	6.3	0.8
	Performance Appraisal	6.2	0.9	<u>6.8</u>	0.4	6.5	0.5
Support	Supervisory Support	6.6	0.6	<u>6.8</u>	0.4	<u>6.8</u>	0.3
	Tasks and Responsibilities	5.6	1.3	5.8	0.7	<u>6.2</u>	0.9
	Location Flexibility	4.6	1.9	<u>5.4</u>	1.3	4.8	1.9
	Teamwork	5.7	1.1	<u>6.7</u>	0.4	6.2	0.6
	Employee Development	4.7	1.6	<u>6.0</u>	1.3	4.6	1.9
Job Related Attitudes	Sense of Belonging	6.1	1.2	<u>6.6</u>	0.5	<u>6.6</u>	0.7
	Perceived Organizational Worth	5.0	1.1	4.8	0.3	<u>5.8</u>	0.8
	Meaning	6.1	0.9	6.2	1.1	<u>6.3</u>	0.6
	Dedication	5.3	1.3	5.6	1.3	<u>6.1</u>	0.8
	Exhaustion	<u>2.8</u>	1.3	2.2	1.6	2.6	0.8
	Cynicism	<u>2.8</u>	1.3	1.9	1.2	2.3	0.7
	Quitting Intentions	<u>3.6</u>	1.6	1.4	0.9	<u>3.6</u>	1.7
	Employment Contract Satisfaction	5.4	1.7	<u>6.6</u>	0.5	6.3	0.8
Pay Satisfaction	4.4	2.0	<u>6.6</u>	0.5	4.2	2.1	

Note. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Student Workers reported very positive attitudes and perceptions about working at Nevada State and felt that diversity commitments are important at Nevada State. Student Workers also tended to report low levels of cynicism and quitting intentions.

Student Workers in the **Office of the Provost** reported being substantially and significantly less **informed by Executive Leadership** ($M = 3.9$) and significantly higher levels of **quitting intentions** ($M = 3.6$) than Student Workers in Finance and Business Operations.

Administrative Offices

Strongest Significant Predictors of Quitting Intentions

Office of the Provost

Administrative Faculty in the Office of the Provost

Variable	Correlation with Quitting Intentions
Exhaustion	.68**
Perceived Organizational Worth	-.67**
Teamwork	-.65**
Cynicism	.64**
Pay Satisfaction	-.63**

Note. ** $p < .01$. * $p < .05$.

Administrative Faculty in the Office of the Provost who experienced less perceived organizational worth, teamwork, and pay satisfaction and more exhaustion and cynicism tended to report stronger intentions to quit working at Nevada State.

Student Workers in the Office of the Provost

Variable	Correlation with Quitting Intentions
Pay Satisfaction	-.43**
Sense of Belonging	-.40**
Employment Contract Satisfaction	-.36**
Teamwork	-.35**
Diversity Climate	-.35**

Note. ** $p < .01$. * $p < .05$.

Student Workers in the Office of the Provost with lower levels of pay satisfaction, sense of belonging, employment contract satisfaction, teamwork, and a less positive diversity climate tended to report stronger intentions to quit working at Nevada State.

Administrative Offices

Strongest Significant Predictors of Quitting Intentions (Continued)

Finance and Business Operations

Administrative Faculty in Finance and Business Operations

Variable	Correlation with Quitting Intentions
Sense of Belonging	-.67**
Importance of Diversity Commitments	-.60**
Pay Satisfaction	-.57*
Perceived Organizational Worth	-.55*
Employment Contract Satisfaction	-.51*

Note. ** $p < .01$. * $p < .05$.

Administrative Faculty in Finance and Business Operations with lower levels of sense of belonging, importance of diversity commitments, pay satisfaction, perceived organizational worth, and employment contract satisfaction tended to report stronger intentions to quit working at Nevada State.

Student Workers in Finance and Business Operations

Variable	Correlation with Quitting Intentions
Work Overload	.81**
Pay Satisfaction	-.81*
Employee Development	-.79**
Meaning	-.77
Sense of Belonging	-.74**

Note. ** $p < .01$. * $p < .05$.

Student Workers in Finance and Business Operations who experienced more work overload and lower levels of pay satisfaction, perceived employee development opportunities, meaning, and sense of belonging tended to report stronger intentions to quit working at Nevada State.

Administrative Offices

Strongest Significant Predictors of Quitting Intentions (Continued)

Office of the President

Administrative Faculty in the Office of the President

Variable	Correlation with Quitting Intentions
Perceived Organizational Worth	-.78**
Sense of Belonging	-.78**
Performance Criteria Clarity	-.78**
Negative Relationships with Co-Workers	.76**
Increasing Work Demands	.72**

Note. ** $p < .01$. * $p < .05$.

Administrative Faculty in the Office of the President with lower levels of perceived organizational worth, sense of belonging, and performance criteria clarity and more negative relationships with co-workers and increasing work demands tended to report stronger intentions to quit working at Nevada State.

Student Workers in the Office of the President

Variable	Correlation with Quitting Intentions
Sense of Belonging	-.82**
Meaning	-.79**
Exhaustion	.75**
Cynicism	.69**
Dedication	-.67**

Note. ** $p < .01$. * $p < .05$.

Student Workers in the Office of the President with lower sense of belonging, meaning, and dedication and higher levels of exhaustion and cynicism tended to report stronger intentions to quit working at Nevada State.

Provost Departments



NEVADA STATE
COLLEGE

Be bold. Be great. Be State.

Provost Departments Response Rates

The table below shows the response rate for employees within each department working under the Provost. The “n” column shows the number of respondents in each category. Some of the smaller Provost Departments performing similar services were grouped together to maintain anonymity. However, the groupings do not match those in Workday, which resulted in the inability to calculate the response rate or “% of population” for each of the Provost Departments groupings in the survey.

There were only 4 respondents who indicated being in DRC or Title V. To maintain anonymity, results will not be reported for them in this section. Also, to maintain anonymity, Administrative Faculty and Student Workers within each department are combined in this section.

Provost Department:	n
Academic Schools (School of Education, Liberal Arts & Sciences, or School of Nursing)	18
Academic Assistance (Academic Success Center, Course Assistant Program, First Year Experience, Nepantla, TRIO SSS, TRIO Upward Bound, or the Writing Center)	48
Admissions, Recruitment, or Registrar	13
Dean of Students (Advising, DRC, NSSA, Student Life, or Student Wellness)	8
Office of the Provost (Provosts, Institutional Research, Grants, or CTLE)	18
DRC or Title V	4
Other	4
Total	113

Provost Departments

Workplace Stressors

How often do you find it difficult to do your job because of:	Academic Schools		Academic Assistance		Admissions, Recruitment, & Registrar		Dean of Students		Office of the Provost	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Lack of Adequate Equipment or Supplies	2.8	1.6	2.6	1.8	2.1	1.4	<u>3.3</u>	1.5	2.2	1.6
Lack of Space	<u>3.4</u>	2.2	3.3	2.1	2.1	1.3	3.1	2.0	2.8	2.0
Lack of Policies	3.7	1.9	2.2	1.7	3.1	1.9	<u>4.4</u>	1.8	2.5	1.4
Confusing Procedures	3.6	1.9	2.2	1.7	3.1	1.9	<u>4.3</u>	1.8	2.6	1.3
Institutional Procedures and “Red Tape”	3.3	1.4	2.4	1.8	3.0	1.9	<u>3.9</u>	1.5	2.5	1.4
Negative Relationships with Co-Workers	2.2	1.2	1.8	1.1	<u>2.9</u>	1.9	2.5	2.1	1.8	1.3
Inadequate Help from Co-Workers	2.3	1.3	1.9	1.3	<u>2.9</u>	2.0	2.0	1.4	2.0	1.6
Lack of Contact with Co-Workers	2.1	1.2	2.0	1.4	<u>2.5</u>	2.0	1.6	1.2	2.0	1.4
Negative Relationship with Supervisor	2.0	1.5	1.3	0.8	<u>2.5</u>	2.2	1.9	1.8	1.3	1.2
Unnecessary Meetings	2.6	1.5	2.0	1.4	<u>3.0</u>	2.3	1.9	1.2	2.2	1.6
Lack of Meetings	1.9	1.2	1.6	1.1	2.9	2.1	<u>3.0</u>	1.7	2.1	1.5
Discrimination	<u>1.6</u>	1.2	1.3	0.6	1.6	1.8	1.3	0.7	1.5	1.4
Sexual Harassment	<u>1.4</u>	0.8	1.1	0.3	1.1	0.3	1.0	0.0	1.0	0.0
Bullying/Harassment	<u>1.6</u>	0.9	1.2	0.6	1.1	0.3	1.1	0.4	1.5	1.2
Increasing Work Demands	<u>3.4</u>	1.8	2.1	1.4	2.6	1.3	3.3	1.8	2.3	1.5
Inadequate Training for Essential Job Duties	2.1	1.4	1.8	1.3	<u>2.8</u>	2.4	<u>2.8</u>	1.3	2.1	1.4
Inadequate Training for Difficult Situations With Students	2.0	1.4	1.8	1.2	<u>3.0</u>	2.2	2.5	1.3	1.8	1.0
Inadequate Training for Supervisors	1.8	1.4	1.6	1.1	<u>2.9</u>	2.3	2.6	1.5	2.1	1.7
Inadequate Communication	2.9	1.7	2.0	1.4	3.1	2.3	<u>3.3</u>	1.6	2.6	1.7
Conflicting Job Demands	<u>2.5</u>	1.7	2.1	1.5	<u>2.5</u>	1.9	2.3	1.2	2.2	1.5
Difficulty Finding Reliable Transportation	1.5	1.1	1.5	1.1	<u>1.8</u>	1.8	1.5	1.4	1.2	0.7
Work Overload	4.0	1.5	3.1	1.4	2.6	1.7	<u>4.2</u>	1.4	3.5	1.4

Note. Work Overload is based on mean scale scores, the other stressors are single items from the Organizational Constraints Scale. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Administrative Faculty and Student Workers in the Provost departments reported experiencing low levels of most workplace stressors measured in the survey.

There were no significant differences in stressors among the Provost departments. However, employees in the Academic Schools and Dean of Students departments reported moderate levels of difficulty doing their job because of a lack of policies, confusing procedures, and work overload.

Provost Departments

Diversity, Perceived Fairness, Support, and Job Related Attitudes

Category		Academic Schools		Academic Assistance		Admissions, Recruitment, & Registrar		Dean of Students		Office of the Provost	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Diversity	Diversity Climate	<u>5.8</u>	0.8	5.6	1.1	4.9	1.8	5.7	0.6	5.7	0.9
	Importance of Diversity Commitments	6.8	0.3	6.7	0.6	<u>6.9</u>	0.4	6.7	0.5	6.7	0.4
	Fulfillment of Diversity Commitments	5.2	0.8	<u>5.4</u>	1.4	4.9	1.9	5.3	1.2	5.2	1.1
Fairness	Procedures and Decisions	4.5	0.9	4.1	1.6	4.1	2.1	4.1	0.9	<u>4.9</u>	1.8
	Informed by Supervisors	5.3	1.4	<u>5.8</u>	1.6	4.1	2.1	5.5	1.3	5.6	2.1
	Informed by Executive Leadership	3.8	1.4	4.1	1.8	2.2	1.6	4.1	1.9	5.0	2.0
	Rewards and Recognition	4.1	1.4	<u>4.5</u>	1.3	4.1	2.1	3.7	1.3	<u>4.5</u>	2.0
	Performance Criteria Clarity	5.4	1.8	<u>6.3</u>	0.7	5.2	2.1	5.9	1.0	5.8	2.1
	Performance Appraisal	5.8	1.1	<u>6.3</u>	0.8	5.4	2.0	5.5	1.4	5.4	2.2
Support	Supervisory Support	5.8	1.2	<u>6.7</u>	0.6	5.5	2.1	5.4	1.6	6.5	0.9
	Tasks and Responsibilities	5.0	1.3	<u>5.5</u>	1.3	4.6	2.1	5.5	0.8	<u>6.1</u>	0.6
	Location Flexibility	3.5	1.3	<u>4.9</u>	1.9	3.8	2.3	3.5	2.0	4.8	1.5
	Teamwork	5.0	1.0	<u>5.5</u>	1.2	4.2	2.0	4.8	1.3	<u>5.8</u>	1.2
	Employee Development	4.5	1.2	4.4	1.9	3.0	1.2	4.4	1.4	<u>4.6</u>	1.8
Job Related Attitudes	Sense of Belonging	6.1	1.0	5.9	1.2	5.9	1.0	5.7	1.8	<u>6.4</u>	1.4
	Perceived Organizational Worth	4.7	1.8	5.1	1.0	3.5	1.3	4.5	1.4	5.8	1.2
	Meaning	6.4	0.7	6.3	0.7	5.4	1.0	5.8	1.2	6.6	0.5
	Dedication	5.5	0.8	5.5	1.3	4.0	1.1	4.8	1.1	6.0	0.8
	Exhaustion	3.3	1.4	3.2	1.2	3.6	1.9	<u>3.9</u>	1.2	2.8	1.2
	Cynicism	2.9	1.5	2.9	1.3	3.5	1.9	<u>3.7</u>	1.2	2.3	1.0
	Quitting Intentions	3.8	1.8	3.8	1.5	4.6	1.6	3.8	1.8	2.2	1.6
	Employment Contract Satisfaction	5.6	1.4	6.0	0.8	3.6	2.1	5.3	2.1	6.6	1.2
Pay Satisfaction	4.1	2.0	4.3	2.0	3.7	1.8	3.1	2.2	6.1	1.7	

Note. Teaching Satisfaction was not included in this analysis because it only applies to Full-Time Academic Faculty and Part-Time Instructors. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Overall, Administrative Faculty and Student Workers in the Provost departments reported positive attitudes and perceptions about working at Nevada State and felt that diversity commitments are important at Nevada State.

Admissions, Recruitment, and Registrar employees reported being substantially and significantly less **informed by Executive Leadership** ($M = 2.2$) and reported significantly lower levels of **perceived organizational worth** ($M = 3.5$), **meaning** ($M = 5.4$), and **employment contract satisfaction** ($M = 3.6$) and significantly higher **quitting intentions** ($M = 4.6$) than the Office of the Provost. **Admissions, Recruitment, and Registrar** employees also reported being significantly less **dedicated** ($M = 4.0$) than employees in the Academic Schools, Academic Assistance, and Office of the Provost.

The **Office of the Provost** reported significantly higher levels of **pay satisfaction** ($M = 6.1$).

Provost Departments

Satisfaction with Benefits

	Academic Schools		Academic Assistance		Admissions, Recruitment, & Registrar		Dean of Students		Office of the Provost	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Quality of Health Benefits	4.4	1.9	4.6	1.5	<u>5.0</u>	2.8	4.2	2.6	4.6	1.8
Cost of Health Benefits	3.4	1.9	4.3	1.9	5.3	2.3	4.0	2.3	<u>5.6</u>	1.4
Retirement Benefits	5.4	1.4	5.7	1.3	6.0	1.5	5.6	1.1	<u>6.1</u>	1.2
Amount of Annual Leave	4.5	2.1	5.9	0.7	6.2	1.2	6.0	0.7	<u>6.5</u>	0.8
Amount of Sick Leave	6.0	0.9	5.9	0.7	6.2	1.2	6.0	0.7	<u>6.6</u>	0.5
Grant in Aid (Tuition Discount) For Myself	4.3	2.6	4.9	1.5	<u>6.2</u>	1.2	5.0	2.0	5.6	1.4
Grant in Aid (Tuition Discount) For Family	4.7	2.2	4.9	1.5	<u>6.2</u>	1.2	5.0	2.0	5.5	1.3

Note. Values are based on 37 Administrative Faculty within the Office of the Provost who provided responses and did not select “not benefit eligible” in the survey. The largest group mean for each construct is underlined. All variables were measured on a scale from 1-7.

Overall, benefit-eligible Administrative Faculty within the different Provost departments tended to report being the least satisfied with health benefits and the most satisfied with sick leave and annual leave. There are no significant differences in satisfaction with benefits among the different Provost departments.

Provost Departments

Strongest Significant Predictors of Quitting Intentions

Academic Schools

Variable	Correlation with Quitting Intentions
Bullying/Harassment	.64**
Perceived Organizational Worth	-.63**
Satisfaction Quality of Health Benefits	-.61*
Fairness of Rewards and Recognition	-.56*
Employee Development	-.54*

Note. ** $p < .01$. * $p < .05$.

Administrative Faculty and Student Workers in the Academic Schools who experienced more bullying/harassment and had lower levels of perceived organizational worth, satisfaction with the quality of health benefits, perceived fairness of rewards and recognition, and opportunities for employee development tended to report stronger intentions to quit working at Nevada State.

Academic Assistance

Variable	Correlation with Quitting Intentions
Sense of Belonging	-.46**
Fairness of Rewards and Recognition	-.41**
Pay Satisfaction	-.39**
Employment Contract Satisfaction	-.38*
Informed by Supervisors	-.37*

Note. ** $p < .01$. * $p < .05$.

Administrative Faculty and Student Workers in Academic Assistance who had less sense of belonging, perceived fairness of rewards and recognition, pay satisfaction, employment contract satisfaction, and felt less informed by supervisors tended to report stronger intentions to quit working at Nevada State.

Provost Departments

Strongest Significant Predictors of Quitting Intentions (Continued)

Admissions, Recruitment, & Registrar

Variable	Correlation with Quitting Intentions
Perceived Organizational Worth	-.81**
Dedication	-.71**
Negative Relationship with Supervisor	.68*
Informed by Supervisors	-.66*
Pay Satisfaction	-.64*

Note. ** $p < .01$. * $p < .05$.

Administrative Faculty and Student Workers in Admissions, Recruitment, & Registrar who had a more negative relationship with their supervisor and lower levels of perceived organizational worth, dedication, pay satisfaction, and felt less informed by supervisors tended to report stronger intentions to quit working at Nevada State.

Dean of Students

Variable	Correlation with Quitting Intentions
Dedication	-.93**
Meaning	-.83**
Cynicism	.82*
Lack of Meetings	-.76*
Perceived Organizational Worth	-.73*

Note. ** $p < .01$. * $p < .05$.

Administrative Faculty and Student Workers in the Dean of Students office with higher levels of cynicism and less dedication, meaning, perceived organizational worth, and lower levels of difficulty doing their job due to a lack of meetings tended to report stronger intentions to quit working at Nevada State.

Provost Departments

Strongest Significant Predictors of Quitting Intentions (Continued)

Office of the Provost	
Variable	Correlation with Quitting Intentions
Satisfaction with Amount of Sick Leave	-.76*
Perceived Organizational Worth	-.67**
Pay Satisfaction	-.63**
Bullying/Harassment	.62**
Exhaustion	.60*

Note. ** $p < .01$. * $p < .05$.

Administrative Faculty and Student Workers in the Office of the Provost with lower levels of satisfaction with the amount of sick leave, perceived organizational worth, and pay satisfaction and who experienced more bullying/harassment and exhaustion tended to report stronger intentions to quit working at Nevada State.

Supervisors and Non-Supervisors



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Supervisors and Non-Supervisors Response Rates

The table below shows the response rate for Supervisors and Non-Supervisors. The “n” column shows the number of respondents in each category. The “% of population” column shows the response rate, or the number of respondents divided by the total number of Nevada State employees in that group.

	n	% of population
Non-Supervisors	306	48.2%
Supervisors	66	72.5%
Not Specified	12	---
Total	384	53.3%

Nearly 50% of Non-Supervisors and over 70% of Supervisors responded to the survey.

Supervisors and Non-Supervisors

Workplace Stressors

How often do you find it difficult to do your job because of:	Non-Supervisors		Supervisors	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Lack of Adequate Equipment or Supplies	2.4	1.5	<u>2.6</u>	1.5
Lack of Space	2.5	1.8	3.6	2.0
Lack of Policies	2.7	1.7	3.9	1.9
Confusing Procedures	2.7	1.7	3.9	1.7
Institutional Procedures and “Red Tape”	2.7	1.8	4.0	1.6
Negative Relationships with Co-Workers	1.9	1.4	<u>2.1</u>	1.0
Inadequate Help from Co-Workers	2.0	1.5	<u>2.1</u>	1.3
Lack of Contact with Co-Workers	2.1	1.5	2.1	1.2
Negative Relationship with Supervisor	<u>1.6</u>	1.2	1.5	1.0
Unnecessary Meetings	2.2	1.7	3.0	1.4
Lack of Meetings	2.0	1.5	<u>2.3</u>	1.5
Discrimination	1.4	1.0	1.4	0.8
Sexual Harassment	1.1	0.5	1.1	0.3
Bullying/Harassment	<u>1.4</u>	1.0	1.2	0.5
Increasing Work Demands	2.5	1.7	4.1	1.7
Inadequate Training for Essential Job Duties	2.1	1.5	2.8	1.4
Inadequate Training for Difficult Situations With Students	2.0	1.4	<u>2.2</u>	1.4
Inadequate Training for Supervisors	1.8	1.5	2.7	1.8
Inadequate Communication	2.4	1.6	3.5	1.6
Conflicting Job Demands	2.2	1.6	3.4	1.8
Difficulty Finding Reliable Transportation	<u>1.3</u>	0.8	1.2	0.9
Work Overload	3.3	1.6	4.9	1.3

Note. Work Overload is based on mean scale scores, the other stressors are single items from the Organizational Constraints Scale. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Non-Supervisors and Supervisors reported experiencing low levels of most workplace stressors, and especially low levels of interpersonal stressors.

Supervisors tended to report higher levels of workplace stressors than Non-Supervisors, and many of the differences were statistically significant. **Supervisors** reported substantial and significantly higher levels of difficulty doing their job because of a **lack of policies** ($M = 3.9$), **confusing procedures** ($M = 3.9$), **“red tape”** ($M = 4.0$), **increasing work demands** ($M = 4.1$) and **work overload** ($M = 4.9$).

Work overload was the highest rated stressor among Non-Supervisors, but Supervisors reported experiencing more work overload overall.

Supervisors and Non-Supervisors

Diversity, Perceived Fairness, Support, and Job Related Attitudes

Category		Non-Supervisors		Supervisors	
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Diversity Perceptions	Diversity Climate	<u>5.7</u>	1.0	5.5	1.0
	Importance of Diversity Commitments	<u>6.6</u>	0.7	6.5	0.7
	Fulfillment of Diversity Commitments	5.5	1.2	5.0	1.3
Fairness	Procedures and Decisions	4.3	1.5	<u>4.7</u>	1.3
	Informed by Supervisors	5.5	1.6	<u>5.6</u>	1.5
	Informed by Executive Leadership	<u>4.5</u>	1.8	4.3	1.7
	Rewards and Recognition	4.3	1.7	<u>4.5</u>	1.6
	Performance Criteria Clarity	5.8	1.5	<u>6.0</u>	1.3
	Performance Appraisal	5.6	1.5	<u>5.7</u>	1.4
Support	Supervisory Support	6.0	1.2	<u>6.2</u>	1.1
	Tasks and Responsibilities	5.0	1.4	5.5	1.3
	Location Flexibility	4.2	1.8	4.2	1.8
	Teamwork	5.3	1.2	<u>5.4</u>	1.1
	Employee Development	4.2	1.5	<u>4.4</u>	1.7
Job Related Attitudes	Sense of Belonging	5.9	1.2	<u>6.1</u>	1.2
	Perceived Organizational Worth	5.1	1.4	<u>5.4</u>	1.3
	Meaning	6.3	0.9	<u>6.4</u>	0.9
	Dedication	5.8	1.1	5.8	1.2
	Exhaustion	2.9	1.4	3.5	1.4
	Cynicism	2.6	1.2	2.6	1.4
	Quitting Intentions	<u>2.9</u>	1.8	2.7	1.5
	Employment Contract Satisfaction	5.6	1.6	6.2	1.1
Pay Satisfaction	<u>4.5</u>	1.8	4.4	2.1	

Note. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Non-Supervisors and Supervisors reported positive attitudes and perceptions about working at Nevada State and felt that diversity commitments are important at Nevada State. They also tended to report low levels of cynicism and quitting intentions.

Supervisors reported significantly higher levels of support for **tasks and responsibilities** ($M = 5.5$) and were significantly more satisfied with their **employment contracts** ($M = 6.2$) than Non-Supervisors. However, **Supervisors** also reported significantly lower levels of satisfaction with the **diversity climate** ($M = 5.5$) and **fulfillment of diversity commitments** ($M = 5.0$), and significantly higher levels of **exhaustion** ($M = 3.5$) than Non-Supervisors.

Supervisors and Non-Supervisors

Satisfaction with Benefits

	Non-Supervisors		Supervisors	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Quality of Health Benefits	<u>4.6</u>	1.8	4.5	1.9
Cost of Health Benefits	<u>4.6</u>	1.8	4.2	1.8
Retirement Benefits	5.5	1.4	<u>5.7</u>	1.3
Amount of Annual Leave	5.3	1.6	<u>5.8</u>	1.3
Amount of Sick Leave	5.6	1.4	<u>6.1</u>	1.0
Grant in Aid (Tuition Discount) For Myself	5.0	1.6	<u>5.2</u>	1.4
Grant in Aid (Tuition Discount) For Family	5.0	1.6	<u>5.1</u>	1.4

Note. Values are based on 158 Non-Supervisors and 66 Supervisors who provided responses and did not select “not benefit eligible” in the survey. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Overall, benefit-eligible employees tended to report being the least satisfied with health benefits and the most satisfied with sick leave and retirement benefits.

Supervisors were significantly more satisfied with their **amount of annual** ($M = 5.8$) and **sick leave** ($M = 6.1$) than Non-Supervisors.

Supervisors and Non-Supervisors

Strongest Significant Predictors of Quitting Intentions

Non-Supervisors

Variable	Correlation with Quitting Intentions
Cynicism	.53**
Perceived Organizational Worth	-.53**
Exhaustion	.49**
Sense of Belonging	-.49**
Pay Satisfaction	-.42**

Note. ** $p < .01$. * $p < .05$.

Non-Supervisors with higher levels of cynicism and exhaustion, and lower levels of perceived organizational worth, sense of belonging, and pay satisfaction tended to report stronger intentions to quit working at Nevada State.

Supervisors

Variable	Correlation with Quitting Intentions
Sense of Belonging	-.59**
Perceived Organizational Worth	-.56**
Fairness of Procedures and Decisions	-.54**
Dedication	-.54**
Fulfillment of Diversity Commitments	-.49**

Note. ** $p < .01$. * $p < .05$.

Supervisors with less sense of belonging, perceived organizational worth, fairness of procedures and decisions, dedication, fulfillment of diversity commitments tended to report stronger intentions to quit working at Nevada State.

Years at Nevada State



Years at Nevada State Response Rates

The table below shows the response rate for employees based on how long they have worked for Nevada State. The “n” column shows the number of respondents in each category. The “% of population” column shows the response rate, or the number of respondents divided by the total number of Nevada State employees in that group.

	n	% of population
Less than 1 Year	105	49.7%
1 – 3 Years	132	60.0%
4 or More Years	123	53.4%
Not Specified	24	--
Total	384	53.3%

About 50% of new employees (less than 1 year at NS) and employees who had been at NS 4+ years completed the survey. The highest response rate was 60%, for those employed at NS between 1-3 years.

Years at Nevada State

Workplace Stressors

	Less than 1 Year		1 – 3 Years		4 or More Years	
	Mean	SD	Mean	SD	Mean	SD
How often do you find it difficult to do your job because of:						
Lack of Adequate Equipment or Supplies	2.2	1.4	<u>2.7</u>	1.7	2.2	1.5
Lack of Space	2.4	1.6	<u>3.0</u>	2.1	2.6	1.9
Lack of Policies	2.8	1.9	<u>3.0</u>	1.8	2.9	1.8
Confusing Procedures	2.7	1.8	<u>2.9</u>	1.6	<u>3.0</u>	1.8
Institutional Procedures and “Red Tape”	2.4	1.8	<u>3.1</u>	1.9	<u>3.1</u>	1.7
Negative Relationships with Co-Workers	1.6	1.1	<u>2.0</u>	1.3	<u>2.1</u>	1.5
Inadequate Help from Co-Workers	1.9	1.4	<u>2.2</u>	1.4	2.1	1.6
Lack of Contact with Co-Workers	1.8	1.3	<u>2.2</u>	1.4	<u>2.2</u>	1.6
Negative Relationship with Supervisor	1.4	1.0	<u>1.6</u>	1.2	<u>1.6</u>	1.3
Unnecessary Meetings	2.0	1.5	<u>2.3</u>	1.5	<u>2.6</u>	1.9
Lack of Meetings	1.7	1.3	<u>2.2</u>	1.5	2.1	1.5
Discrimination	1.2	0.6	<u>1.4</u>	0.9	<u>1.6</u>	1.3
Sexual Harassment	1.1	0.5	1.1	0.5	1.1	0.5
Bullying/Harassment	1.2	0.5	<u>1.4</u>	1.0	<u>1.4</u>	1.1
Increasing Work Demands	2.1	1.6	<u>2.7</u>	1.7	<u>3.3</u>	1.9
Inadequate Training for Essential Job Duties	2.1	1.6	<u>2.3</u>	1.6	2.2	1.4
Inadequate Training for Difficult Situations With Students	1.9	1.4	2.1	1.3	<u>2.2</u>	1.5
Inadequate Training for Supervisors	1.5	1.3	<u>2.0</u>	1.5	<u>2.3</u>	1.7
Inadequate Communication	2.1	1.5	<u>2.5</u>	1.6	<u>2.9</u>	1.8
Conflicting Job Demands	1.9	1.5	<u>2.5</u>	1.6	<u>2.7</u>	1.9
Difficulty Finding Reliable Transportation	1.5	1.2	1.2	0.7	1.2	0.7
Work Overload	3.0	1.6	<u>3.5</u>	1.5	<u>4.1</u>	1.8

Note. Work Overload is based on mean scale scores, the other stressors are single items from the Organizational Constraints Scale. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Employees reported experiencing low levels of most workplace stressors measured in the survey, especially newer employees. However, there are some exceptions of relatively high and significantly different ratings explained below.

Those employed with Nevada State for **over 1 year** felt that **institutional procedures and “red tape”** ($M = 3.1; 3.1$) **conflicting job demands** ($M = 2.5; 2.7$), and **inadequate training for Supervisors** ($M = 2.0; 2.3$) interfered with their ability to do their jobs substantially and significantly more those who had been at Nevada State less than 1 year.

Those employed with Nevada State for **4 or more years** felt that **unnecessary meetings** ($M = 2.6$) and **inadequate communication** ($M = 2.9$) interfered with their ability to do their jobs substantially and significantly more those who had been at Nevada State less than 1 year.

Ratings for **increasing work demands** ($M = 3.3$) and **work overload** ($M = 4.1$) were significantly higher for **employees who had been at Nevada State longer**.

Years at Nevada State

Diversity, Perceived Fairness, Support, and Job Related Attitudes

Category		Less than 1 Year		1 – 3 Years		4 or More Years	
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>
Diversity Perceptions	Diversity Climate	<u>5.9</u>	0.9	5.6	1.0	5.6	1.2
	Importance of Diversity Commitments	<u>6.6</u>	0.6	<u>6.6</u>	0.6	6.5	0.8
	Fulfillment of Diversity Commitments	<u>5.9</u>	0.9	5.1	1.3	5.1	1.4
Fairness	Procedures and Decisions	<u>4.7</u>	1.6	4.3	1.5	4.4	1.2
	Informed by Supervisors	<u>5.6</u>	1.5	5.3	1.7	5.3	1.7
	Informed by Executive Leadership	<u>4.8</u>	2.0	4.1	1.7	4.5	1.5
	Rewards and Recognition	<u>4.9</u>	1.4	4.1	1.7	4.3	1.6
	Performance Criteria Clarity	<u>6.1</u>	1.0	5.7	1.5	5.7	1.7
	Performance Appraisal	<u>6.0</u>	1.1	5.5	1.6	5.8	1.6
Support	Supervisory Support	<u>6.3</u>	1.0	5.9	1.2	5.9	1.4
	Tasks and Responsibilities	<u>5.4</u>	1.3	5.3	1.4	5.2	1.3
	Location Flexibility	<u>4.7</u>	1.8	4.0	2.0	4.3	1.7
	Teamwork	<u>5.7</u>	1.1	5.2	1.3	5.0	1.3
	Employee Development	<u>4.8</u>	1.6	4.0	1.6	4.5	1.4
Job Related Attitudes	Sense of Belonging	<u>6.1</u>	1.1	5.9	1.4	<u>6.1</u>	1.3
	Perceived Organizational Worth	<u>5.2</u>	1.1	4.9	1.3	5.0	1.5
	Meaning	6.1	0.9	6.4	0.7	<u>6.5</u>	0.8
	Dedication	5.6	1.1	5.6	1.3	<u>5.9</u>	1.1
	Exhaustion	2.9	1.1	3.1	1.5	<u>3.5</u>	1.6
	Cynicism	2.5	1.1	2.6	1.2	<u>2.7</u>	1.5
	Quitting Intentions	2.8	1.6	<u>3.4</u>	1.9	2.7	1.8
	Employment Contract Satisfaction	5.7	1.6	5.4	1.7	<u>6.0</u>	1.5
	Pay Satisfaction	<u>4.7</u>	2.0	4.3	1.8	4.6	2.1

Note. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Employees reported positive attitudes and perceptions about working at Nevada State and felt that diversity commitments are important at Nevada State. Employees also tended to report low levels of cynicism and quitting intentions.

New employees tended to report the most positive attitudes and perceptions about working at Nevada State and were significantly more satisfied with the **fulfillment of diversity commitments** ($M = 5.9$) than employees who had been at Nevada State longer. **New employees** also reported substantially and significantly higher levels of **teamwork** ($M = 5.7$) than those employed with Nevada State for 4 or more years and more **perceived fairness of rewards and recognition** ($M = 4.9$) and **employee development** ($M = 4.8$) than those employed at Nevada State for 1-3 years.

Those employed at Nevada State for **1-3 years** had substantially and significantly higher levels of **intentions to quit** ($M = 3.4$) than other employees.

Years at Nevada State

Satisfaction with Benefits

	Less than 1 Year		1 – 3 Years		4 or More Years	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Quality of Health Benefits	4.8	1.6	<u>5.1</u>	1.7	4.2	2.0
Cost of Health Benefits	4.7	1.5	<u>4.8</u>	1.8	4.0	2.0
Retirement Benefits	5.3	1.3	5.6	1.3	<u>5.7</u>	1.3
Amount of Annual Leave	5.2	1.4	<u>5.6</u>	1.4	<u>5.3</u>	1.9
Amount of Sick Leave	5.7	1.2	<u>5.8</u>	1.2	<u>5.8</u>	1.5
Grant in Aid (Tuition Discount) For Myself	<u>5.3</u>	1.3	<u>5.3</u>	1.5	5.1	1.8
Grant in Aid (Tuition Discount) For Family	4.9	1.5	<u>5.1</u>	1.5	<u>5.1</u>	1.7

Note. Values are based on 34 employees who had been at Nevada State for less than 1 year, 56 employees who had been at Nevada State 1-3 Years, and 58 employees who had been at Nevada State 4 or more years who provided responses and did not select “not benefit eligible” in the survey. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Overall, benefit-eligible employees tended to report being the least satisfied with health benefits and the most satisfied with sick leave and retirement benefits.

Those who were employed with Nevada State for **1-3 years** were significantly more satisfied with the **quality of health benefits** ($M = 5.1$) than those employed with Nevada State for 4 or more years.

Years at Nevada State

Strongest Significant Predictors of Quitting Intentions

Less than 1 Year

Variable	Correlation with Quitting Intentions
Cynicism	.57**
Sense of Belonging	-.50**
Meaning	-.50**
Dedication	-.47**
Satisfaction with Grant in Aid (Tuition Discount) For Family	.46**

Note. * $p < .05$. ** $p < .01$

Those who had been employed at Nevada State for less than 1 year who reported higher levels of cynicism and less sense of belonging, meaning, dedication, and satisfaction with grant in aid (tuition discount) for family tended to report stronger intentions to quit working at Nevada State.

1 – 3 Years

Variable	Correlation with Quitting Intentions
Satisfaction with Retirement Benefits	-.53**
Perceived Organizational Worth	-.51**
Pay Satisfaction	-.49**
Sense of Belonging	-.47**
Exhaustion	.43**

Note. * $p < .05$. ** $p < .01$

Those who had been employed at Nevada State for 1-3 years who reported higher levels of exhaustion and less satisfaction with retirement benefits, perceived organizational worth, pay satisfaction, and sense of belonging tended to report stronger intentions to quit working at Nevada State.

4 or More Years

Variable	Correlation with Quitting Intentions
Perceived Organizational Worth	-.65**
Cynicism	.58**
Exhaustion	.53**
Sense of Belonging	-.53**
Dedication	-.52**

Note. * $p < .05$. ** $p < .01$

Those who had been employed at Nevada State for 4 or more years who reported higher levels of cynicism and exhaustion and less perceived organizational worth, sense of belonging, and dedication tended to report stronger intentions to quit working at Nevada State.

Gender



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Gender Response Rates

The table below shows the response rate for employees based on gender. The “n” column shows the number of respondents in each category. The “% of population” column shows the response rate, or the number of respondents divided by the total number of Nevada State employees in that group. Employees are not identified as Non-Binary in Workday, so that response rate (“ of population”) could not be computed.

	n	% of population
Self-Identified Men	109	51.1%
Self-Identified Women	243	48.3%
Gender Non-Binary	6	---
Unspecified	26	---
Total	384	53.3%

About 50% of self-identified Men and self-identified Women completed the survey.

Gender

Workplace Stressors

How often do you find it difficult to do your job because of:	Self-Identified Men		Self-Identified Women		Gender Non-Binary	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Lack of adequate equipment or supplies	2.3	1.3	2.3	1.6	<u>3.5</u>	1.9
Lack of space	2.7	1.8	2.6	1.9	<u>4.2</u>	1.9
Lack of policies	2.6	1.7	<u>3.0</u>	1.8	<u>3.0</u>	1.4
Confusing procedures	2.7	1.7	3.0	1.8	<u>3.5</u>	1.8
Institutional procedures and “red tape”	2.8	1.8	2.9	1.8	<u>4.5</u>	1.6
Negative relationships with co-workers	<u>1.9</u>	1.4	<u>1.9</u>	1.3	1.8	0.8
Inadequate help from co-workers	2.1	1.4	2.0	1.5	<u>2.3</u>	0.5
Lack of contact with co-workers	2.0	1.2	<u>2.1</u>	1.5	2.0	1.1
Negative relationship with supervisor	1.5	1.2	1.6	1.2	<u>1.7</u>	0.8
Unnecessary meetings	2.3	1.6	2.3	1.7	<u>3.3</u>	1.5
Lack of meetings	1.9	1.3	<u>2.1</u>	1.5	2.0	0.9
Discrimination	1.3	0.9	1.4	1.0	<u>2.2</u>	1.5
Sexual harassment	1.1	0.4	1.1	0.5	<u>2.0</u>	0.9
Bullying/harassment	1.4	1.1	1.3	0.8	<u>1.7</u>	0.8
Increasing work demands	2.5	1.6	2.8	1.9	<u>3.3</u>	1.5
Inadequate training for my essential job duties	2.0	1.3	<u>2.3</u>	1.6	2.0	0.9
Inadequate training for difficult situations with students	1.9	1.3	2.1	1.4	<u>3.0</u>	1.8
Inadequate training for supervisors	1.8	1.4	2.0	1.6	<u>2.7</u>	1.9
Inadequate communication	2.3	1.6	2.6	1.7	<u>2.7</u>	1.0
Conflicting job demands	2.2	1.6	2.5	1.8	<u>2.8</u>	2.2
Difficulty finding reliable transportation	1.2	0.7	1.3	0.9	<u>1.8</u>	1.3
Work Overload	<u>3.6</u>	1.5	<u>3.6</u>	1.8	3.4	1.8

Note. Work Overload is based on mean scale scores, the other stressors are single items from the Organizational Constraints Scale. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Employees tended to report experiencing low levels of workplace stressors, regardless of gender. However, Men tended to have the lowest levels of stressors and Gender Non-Binary employees tended to have a much higher level of stressors.

Work overload was the highest rated stressor among Men and Women. Institutional procedures and “red tape” and a lack of space were substantial stressors for Gender Non-Binary employees.

None of the gender-based differences were statistically significant, but this is likely due to the small sample size for Gender Non-Binary employees.

Gender

Diversity, Perceived Fairness, Support, and Job Related Attitudes

Category		Self-Identified Men		Self-Identified Women		Gender Non-Binary	
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Diversity Perceptions	Diversity Climate	<u>5.9</u>	0.9	5.6	1.0	4.7	0.7
	Importance of Diversity Commitments	6.5	0.7	6.6	0.7	<u>6.8</u>	0.3
	Fulfillment of Diversity Commitments	<u>5.6</u>	1.1	5.2	1.4	3.9	1.1
Fairness	Procedures and Decisions	<u>4.6</u>	1.4	4.4	1.4	3.5	1.1
	Informed by Supervisors	<u>5.4</u>	1.7	<u>5.4</u>	1.6	5.2	1.6
	Informed by Executive Leadership	4.9	1.7	4.3	1.6	2.3	1.0
	Rewards and Recognition	<u>4.5</u>	1.5	4.3	1.7	3.6	1.1
	Performance Criteria Clarity	<u>5.7</u>	1.6	<u>5.8</u>	1.5	<u>5.8</u>	0.9
	Performance Appraisal	<u>5.7</u>	1.5	<u>5.7</u>	1.6	5.5	1.7
Support	Supervisory Support	<u>6.1</u>	1.2	5.9	1.3	5.9	1.5
	Tasks and Responsibilities	5.2	1.5	5.3	1.3	<u>5.6</u>	1.2
	Location Flexibility	4.2	1.8	4.4	1.9	<u>4.5</u>	0.6
	Teamwork	<u>5.4</u>	1.3	5.2	1.2	4.9	0.9
	Employee Development	<u>4.5</u>	1.6	4.4	1.5	3.3	0.9
Job Related Attitudes	Sense of Belonging	<u>6.1</u>	1.3	<u>6.1</u>	1.2	5.8	0.8
	Perceived Organizational Worth	<u>5.2</u>	1.4	5.0	1.3	4.3	1.2
	Meaning	<u>6.4</u>	0.8	<u>6.4</u>	0.8	5.3	0.6
	Dedication	<u>5.8</u>	1.1	5.7	1.2	4.8	0.6
	Exhaustion	3.0	1.4	3.3	1.5	<u>4.0</u>	1.6
	Cynicism	2.7	1.3	2.6	1.3	<u>3.3</u>	1.3
	Quitting Intentions	2.7	1.6	3.0	1.9	4.2	0.5
	Employment Contract Satisfaction	<u>5.7</u>	1.5	<u>5.7</u>	1.7	5.3	1.0
Pay Satisfaction	<u>4.7</u>	1.9	4.5	2.0	3.8	2.1	

Note. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Employees tended to report positive attitudes and perceptions about working at Nevada State and felt that diversity commitments are important at Nevada State, regardless of gender.

Gender Non-Binary employees reported being substantially and significantly **less informed by Executive Leadership** ($M = 2.3$) and more **intentions to quit** ($M = 4.2$) than Men and Women. Gender Non-Conforming employees also reported relatively high levels of exhaustion and relatively low ratings for employee development and fairness of procedures and decisions.

Gender

Satisfaction with Benefits

	Self-Identified Men		Self-Identified Women	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Quality of health benefits	4.4	1.8	<u>4.9</u>	1.8
Cost of health benefits	4.2	1.7	<u>4.7</u>	1.8
Retirement benefits	5.5	1.3	5.5	1.4
Amount of annual leave	5.4	1.3	5.4	1.6
Amount of sick leave	5.7	1.3	5.7	1.3
Grant in Aid (tuition discount) for myself	4.9	1.5	<u>5.1</u>	1.6
Grant in Aid (tuition discount) for family	4.9	1.6	4.9	1.6

Note. Values are based on 73 Men and 156 Women who provided responses and did not select “not benefit eligible” in the survey. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Satisfaction with benefits was very similar for men and women. Overall employees (regardless of gender) are most satisfied with the amount of sick leave and retirement benefits they receive, and least satisfied with the quality and cost of healthcare.

None of the Gender Non-Binary employees indicated being benefit eligible.

Gender

Strongest Significant Predictors of Quitting Intentions

Self-Identified Men

Variable	Correlation with Quitting Intentions
Cynicism	.55**
Dedication	-.54**
Exhaustion	.49**
Sense of Belonging	-.48**
Pay Satisfaction	-.44**

Note. * $p < .05$. ** $p < .01$

Men who reported higher levels of cynicism and exhaustion and less dedication, sense of belonging, and pay satisfaction tended to report stronger intentions to quit working at Nevada State.

Self-Identified Women

Variable	Correlation with Quitting Intentions
Perceived Organizational Worth	-.59**
Sense of Belonging	-.52**
Cynicism	.49**
Pay Satisfaction	-.44**
Exhaustion	.44**

Note. * $p < .05$. ** $p < .01$

Women who reported higher levels of cynicism and exhaustion and less perceived organizational worth, sense of belonging, and pay satisfaction tended to report stronger intentions to quit working at Nevada State.

Gender Non-Conforming

Variable	Correlation with Quitting Intentions
Employment Contract Satisfaction	.91*

Note. * $p < .05$. ** $p < .01$

Gender Non-Binary employees who reported lower levels of employment contract satisfaction tended to report stronger intentions to quit working at Nevada State.

Ethnicity and Race



Ethnicity and Race Response Rates

The table below shows the response rate for employees based on race and ethnicity. The “n” column shows the number of respondents in each category. The “% of population” column shows the response rate, or the number of respondents divided by the total number of Nevada State employees in that group.

There were less than 5 respondents who indicated being American Indian or Alaskan Native, Middle Eastern, or Native Hawaiian or Other Pacific Islander. To maintain anonymity, results will not be reported for them in this section.

Workday does not identify employees as Middle Eastern; they are identified as “White” or “Asian” depending on geographic location. As such, the response rate for Middle Eastern employees is not available.

Race/Ethnicity:	n	% of population
American Indian or Alaska Native	3	100%
Asian	24	32.4%
Black or African American	29	44.6%
Hispanic or Latino	85	59.8%
Middle Eastern	4	--
Native Hawaiian or Other Pacific Islander	4	100%
Two or more races	32	62.5%
White	176	49.4%
Not Specified	27	--
Total	384	53.3%

All American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander employees participated in the survey; unfortunately, there were not enough of them to include in the comparisons while maintaining anonymity.

The next highest response rates were about 60% for employees of two or more races and Hispanic or Latino employees.

White and Black or African American employees had response rates around 50%.

The lowest response rate was 32.4% for Asian employees.

Ethnicity and Race

Workplace Stressors

	Asian		Black or African American		Hispanic or Latino		Two or more races		White	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
How often do you find it difficult to do your job because of:										
Lack of Adequate Equipment or Supplies	1.9	1.2	2.6	1.9	2.2	1.5	<u>2.8</u>	2.0	2.4	1.4
Lack of Space	2.2	1.5	2.3	1.9	2.7	2.0	<u>3.4</u>	2.1	2.7	1.9
Lack of Policies	2.8	1.7	2.5	1.7	2.7	1.8	2.7	1.8	<u>3.0</u>	1.8
Confusing Procedures	2.7	1.6	2.5	1.7	2.8	1.8	<u>2.9</u>	1.9	<u>2.9</u>	1.7
Institutional Procedures and “Red Tape”	2.1	1.4	2.7	1.6	2.4	1.8	<u>3.3</u>	2.2	3.0	1.7
Negative Relationships with Co-Workers	<u>1.9</u>	1.3	<u>1.9</u>	1.2	1.8	1.3	1.6	1.0	<u>1.9</u>	1.3
Inadequate Help from Co-Workers	1.7	1.3	1.8	1.1	2.1	1.6	<u>2.2</u>	1.4	1.9	1.3
Lack of Contact with Co-Workers	1.9	1.3	2.0	1.3	1.9	1.3	<u>2.1</u>	1.4	2.0	1.4
Negative Relationship with Supervisor	1.4	0.9	1.4	0.8	1.5	1.2	<u>1.6</u>	1.5	1.5	1.0
Unnecessary Meetings	2.1	1.7	<u>2.5</u>	1.4	2.0	1.5	<u>2.5</u>	1.9	2.4	1.7
Lack of Meetings	1.7	1.2	<u>2.0</u>	1.3	<u>2.0</u>	1.5	1.7	1.5	<u>2.0</u>	1.3
Discrimination	1.2	0.7	<u>1.6</u>	1.1	1.3	0.9	<u>1.6</u>	1.3	1.3	0.8
Sexual Harassment	1.1	0.7	<u>1.2</u>	0.4	1.0	0.2	<u>1.2</u>	0.6	1.1	0.5
Bullying/Harassment	1.3	0.9	1.4	0.8	1.3	1.0	<u>1.6</u>	1.2	1.3	0.8
Increasing Work Demands	2.1	1.5	1.9	1.4	2.5	1.8	3.0	2.0	2.9	1.8
Inadequate Training for Essential Job Duties	<u>2.3</u>	1.7	1.9	1.1	2.2	1.4	1.9	1.2	<u>2.3</u>	1.5
Inadequate Training for Difficult Situations With Students	1.8	1.5	1.6	1.0	2.0	1.3	<u>2.1</u>	1.5	2.0	1.3
Inadequate Training for Supervisors	2.0	1.6	1.7	1.0	1.8	1.5	<u>2.1</u>	1.8	2.0	1.5
Inadequate Communication	2.6	1.6	2.2	1.2	2.2	1.7	<u>2.8</u>	2.0	2.6	1.6
Conflicting Job Demands	1.9	1.3	1.8	1.3	2.2	1.6	<u>2.6</u>	1.9	2.5	1.8
Difficulty Finding Reliable Transportation	<u>1.6</u>	1.4	1.8	1.3	1.4	0.9	1.2	0.7	1.1	0.6
Work Overload	2.7	1.5	3.2	1.5	3.1	1.8	4.0	1.7	3.9	1.6

Note. Work Overload is based on mean scale scores, the other stressors are single items from the Organizational Constraints Scale. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are **bold**. All variables were measured on a scale from 1-7.

Employees tended to report experiencing low levels of most workplace stressors measured in the survey, regardless of race/ethnicity.

However, employees of **two or more races** tended to report higher levels of stressors overall, with significantly higher levels of **increasing work demands** ($M = 3.0$) and **work overload** ($M = 4.0$).

Ethnicity and Race

Diversity, Perceived Fairness, Support, and Job Related Attitudes

Category		Asian		Black or African American		Hispanic or Latino		Two or more races		White	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Diversity	Diversity Climate	<u>6.2</u>	0.8	5.4	0.8	5.7	1.1	5.3	1.2	5.8	0.8
	Importance of Diversity Commitments	<u>6.7</u>	0.5	6.6	0.5	<u>6.7</u>	0.8	6.5	0.7	6.4	0.7
	Fulfillment of Diversity Commitments	6.1	0.8	5.1	1.1	5.3	1.4	4.9	1.5	5.4	1.1
Fairness	Procedures and Decisions	<u>5.2</u>	1.1	4.5	1.5	4.3	1.6	4.0	1.5	4.6	1.3
	Informed by Supervisors	<u>5.7</u>	1.5	5.3	1.4	5.1	2.0	5.5	1.7	5.5	1.4
	Informed by Executive Leadership	<u>5.0</u>	1.9	4.2	1.5	4.3	2.0	3.7	1.9	4.6	1.5
	Rewards and Recognition	<u>5.1</u>	1.6	3.7	1.5	4.5	1.6	3.8	1.7	4.5	1.5
	Performance Criteria Clarity	<u>6.3</u>	1.0	6.2	0.6	5.9	1.5	5.8	1.5	5.7	1.5
	Performance Appraisal	<u>6.5</u>	0.9	6.2	0.8	5.8	1.5	5.3	1.5	5.6	1.5
Support	Supervisory Support	<u>6.6</u>	0.7	6.1	0.8	6.1	1.3	6.1	1.3	6.0	1.1
	Tasks and Responsibilities	<u>5.7</u>	1.5	5.4	1.0	5.4	1.4	5.4	1.2	5.2	1.3
	Location Flexibility	4.5	1.8	<u>5.0</u>	1.7	4.5	1.9	4.4	1.6	4.1	1.8
	Teamwork	<u>5.9</u>	1.2	5.2	1.0	5.4	1.4	4.9	1.2	5.3	1.1
	Employee Development	<u>4.9</u>	1.9	3.9	1.7	4.7	1.7	4.1	1.6	4.4	1.4
Job Related Attitudes	Sense of Belonging	<u>6.4</u>	0.9	6.2	0.9	6.0	1.5	5.3	1.7	6.2	1.1
	Perceived Organizational Worth	<u>5.4</u>	1.4	5.0	0.8	5.0	1.2	4.2	1.5	5.3	1.2
	Meaning	6.1	1.2	<u>6.5</u>	0.4	6.3	1.0	6.1	0.9	<u>6.5</u>	0.7
	Dedication	5.7	1.3	5.4	1.4	5.6	1.3	5.3	1.3	<u>5.9</u>	1.0
	Exhaustion	2.5	1.2	3.2	1.8	3.1	1.5	<u>3.6</u>	1.8	3.2	1.3
	Cynicism	2.3	1.0	2.9	1.9	2.6	1.5	<u>3.0</u>	1.3	2.6	1.1
	Quitting Intentions	2.2	1.6	2.9	1.3	3.3	2.0	3.9	1.7	2.6	1.6
	Employment Contract Satisfaction	5.7	2.2	5.3	0.9	5.7	1.7	5.8	1.2	<u>5.9</u>	1.5
Pay Satisfaction	<u>5.4</u>	1.7	4.2	1.3	4.6	2.1	4.4	1.9	4.5	2.0	

Note. Teaching Satisfaction was not included in this analysis because it only applies to Full-Time Academic Faculty and Part-Time Instructors. The largest group mean for each construct is underlined. Variables with significant ($\alpha = .05$) differences are bold. All variables were measured on a scale from 1-7.

Employees tended to report positive attitudes and perceptions about working at Nevada State and felt that diversity commitments are important at Nevada State, regardless of race/ethnicity.

Asian employees felt the most positive and employees of 2 or more races felt the least positive about Nevada State’s diversity climate and **fulfillment of diversity commitments** ($M = 6.1$).

Asian employees tended to report the **most positive attitudes** and perceptions about working at Nevada State overall.

Employees of **two or more races** tended to report the least positive attitudes and perceptions about working at Nevada State overall, with significantly higher **intentions to quit** ($M = 3.9$).

Black or African American employees reported relatively **low levels of satisfaction with employee development opportunities** ($M = 3.9$) and **rewards and recognition** ($M = 3.7$).

Ethnicity and Race

Satisfaction with Benefits

	Asian		Black or African American		Hispanic or Latino		Two or more races		White	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Quality of Health Benefits	<u>5.9</u>	1.4	5.2	1.2	4.7	1.8	4.8	1.5	4.5	1.9
Cost of Health Benefits	<u>6.0</u>	1.4	4.7	1.4	4.8	1.8	4.2	2.0	4.3	1.8
Retirement Benefits	<u>6.3</u>	1.4	4.8	1.3	5.7	1.2	5.4	1.4	5.7	1.3
Amount of Annual Leave	<u>6.3</u>	1.4	5.4	1.2	5.4	1.6	5.2	1.7	5.5	1.5
Amount of Sick Leave	5.6	1.5	5.3	1.4	<u>5.9</u>	1.0	5.5	1.6	<u>5.9</u>	1.3
Grant in Aid (Tuition Discount) For Myself	<u>6.0</u>	1.4	5.0	1.5	5.5	1.2	4.6	1.9	5.3	1.5
Grant in Aid (Tuition Discount) For Family	<u>5.9</u>	1.4	4.6	1.5	5.5	1.3	4.3	2.0	5.1	1.5

Note. Values are based on 8 Asian, 9 Black or African American, 26 Hispanic or Latino, 13 Two or More Races, and 84 White employees who provided responses and did not select “not benefit eligible” in the survey. The largest group mean for each construct is underlined. All variables were measured on a scale from 1-7.

Overall, benefit-eligible employees tended to report being the least satisfied with health benefits and the most satisfied with leave and retirement benefits.

There are no significant differences in satisfaction with benefits based on race/ethnicity. However, Asian employees consistently reported more satisfaction with benefits than other employees.

Ethnicity and Race

Strongest Significant Predictors of Quitting Intentions

Asian

Variable	Correlation with Quitting Intentions
Meaning	-.67**
Cynicism	.65**
Pay Satisfaction	-.63**
Informed by Executive Leadership	-.82*
Sense of Belonging	-.50*

Note. ** $p < .01$. * $p < .05$.

Asian employees who reported higher levels of cynicism and less meaning, pay satisfaction, sense of belonging, and being less informed by Executive Leadership tended to report stronger intentions to quit working at Nevada State.

Black or African American

Variable	Correlation with Quitting Intentions
Perceived Organizational Worth	-.73**
Satisfaction with Retirement Benefits	-.70**
Satisfaction with Annual Leave	-.70**
Employee Development	-.65**
Satisfaction with Sick Leave	-.64*

Note. ** $p < .01$. * $p < .05$.

Black or African American employees who reported less perceived organizational worth, satisfaction with retirement benefits, satisfaction with annual leave, employee development, and satisfaction with sick leave tended to report stronger intentions to quit working at Nevada State.

Hispanic or Latino

Variable	Correlation with Quitting Intentions
Sense of Belonging	-.53**
Pay Satisfaction	-.52**
Perceived Organizational Worth	-.50**
Exhaustion	.48**
Cynicism	.46**

Note. ** $p < .01$. * $p < .05$.

Hispanic or Latino employees who reported less sense of belonging, pay satisfaction, perceived organizational worth, and more exhaustion and cynicism tended to report stronger intentions to quit working at Nevada State.

Ethnicity and Race

Strongest Significant Predictors of Quitting Intentions

Two or More Races

Variable	Correlation with Quitting Intentions
Exhaustion	.78**
Perceived Organizational Worth	-.70**
Dedication	-.68**
Cynicism	.64**
Satisfaction with Annual Leave	-.64*

Note. ** $p < .01$. * $p < .05$.

Employees of two or more races who reported less perceived organizational worth, dedication, and satisfaction with annual leave, and more exhaustion and cynicism tended to report stronger intentions to quit working at Nevada State.

White

Variable	Correlation with Quitting Intentions
Cynicism	.52**
Perceived Organizational Worth	-.46**
Sense of Belonging	-.46**
Dedication	-.39**
Exhaustion	.39**

Note. ** $p < .01$. * $p < .05$.

White employees who reported less perceived organizational worth, sense of belonging, and dedication, and more cynicism and exhaustion tended to report stronger intentions to quit working at Nevada State.

Summary of Open-Ended Feedback



NEVADA STATE
COLLEGE

Be bold. Be great. Be State.

Summary of Open-Ended Feedback Method

Upon completion of the quantitative survey, participants were asked their job classification again and were given the opportunity to provide open-ended feedback (up to 200 characters) for 3 questions:

- What is a clear area of strength that should be celebrated and reinforced at Nevada State?
- What is a top priority to be addressed at Nevada State (specify the department impacted, if applicable)?
- Do you have any suggestions for the next iteration of the Nevada State Organizational Climate Survey?

For the Statistics People: A content analysis was used to determine the themes and frequency of themes present in the comments. Three Undergraduate Research Assistants (RAs; Cynthia Garcia, Oana Mandrutiu, & Rhea Tagora) worked with Dr. Benson to read every comment and develop a list of themes present within the comments. Then the RAs re-read every comment and rated them for the presence of each theme. Dr. Benson used Krippendorff's Alpha (K-alpha) to compute the inter-rater reliability of the RAs comment ratings. Any theme with a K-alpha greater than .80 was considered reliable, and the median number of RA-rated comments with each theme is presented in the tables in this section. Any theme with a K-alpha less than .80 was evaluated by Dr. Benson and the number of comments with each theme presented in the tables are based on her ratings.

The tables in this section of the report include the themes present in the open-ended comments along with the number and percentage of comments mentioning the theme. Please note that several comments included multiple themes and are counted/presented multiple times.

Following each table are a subset of verbatim comments that represent each theme. The job classification of the comment-writer is also provided.

Summary of Open-Ended Feedback

Strengths: Frequency of Themes

Overall, 88 employees responded to the question: “What is a clear area of strength that should be celebrated and reinforced at Nevada State?” A tally of themes present in comments and sample comments for each theme (that occurred more than once) are below.

Theme	Number of Comments	% of Comments
NS is Student Centered (resources, small class sizes, attention to individual needs, commitment to students)	23	26.1%
Sense of Community (sense of belonging, strong identification with NS, positive culture)	17	19.3%
Effective Diversity Initiatives	16	18.2%
Dedicated Employees (hard-working, believe in mission)	13	14.8%
Teaching Quality (dedicated professors, meaningful experiences)	12	13.6%
Innovation (evidence-based practices, can-do spirit)	10	11.4%
Spirit of Teamwork (communication and collaboration)	10	11.4%
Emphasis on Underserved Students	9	10.2%
Employee Resources (fitness center, professional development)	5	5.7%
Exciting Growth	5	5.7%
Supervisor Support	2	2.3%
Free Parking	1	1.1%
Serving the Community by Educating the Workforce	1	1.1%
Small Manageable Size	1	1.1%

Summary of Open-Ended Feedback

Strengths: Sample Comments

NS is Student Centered (resources, small class sizes, attention to individual needs, commitment to students)

PTI: “NSC employees care tremendously about student success and take pride in finding effective ways to support a diverse student body.”

PTI: “NSC does an amazing job at meeting the needs of their students. They listen to student feedback and make changes as they see appropriate. I also applaud NSC for being progressive in their instruction.”

Administrative Faculty: “Nearly every staff and faculty member I have worked with is focused on how their actions directly or indirectly provide benefit to the student population. This 'student first' is to be lauded.”

Sense of Community (sense of belonging, strong identification with NS, positive culture)

Classified Staff: “We are a wonderful community of faculty, staff, and students that works hold to hold up one another as we learn from one another. I love my NSC family.”

Non-Academic Letter of Appointment: “An authentic DESIRE to be an inclusive and transparent organization, operating as a family-like community that lifts all its members and partners by promoting individuality and personal potential.”

Student Worker: “This school definitely has the vibe of a very rich community where most workers and instructors love what they are doing, or at least make it seem as so.”

Effective Diversity Initiatives

Full-time Academic Faculty: “Making students with minority status feel appreciated, respected, and included. The Nepantla program seems to be very effective.”

Dedicated Employees (hard-working, believe in mission)

PTI: “The dedication of all staff members. Everyone is positive and willing go beyond their job description to make Nevada Sate a great place to learn and grow.”

Administrative Faculty: “The amount of work administrative faculty (admissions, tutoring, registrar, advising, and financial aid) does for the institution. All go above and beyond for students.”

Full-time Academic Faculty: “Most of us are here to support the mission of the college, rather than to fulfill divergent or competing personal agendas.”

Summary of Open-Ended Feedback

Strengths: Sample Comments (Continued)

Teaching Quality (dedicated professors, meaningful experiences)

Full-time Academic Faculty: “Exciting things that the students are doing (research, presentations, jobs). The great activities outside the classroom that faculty do.”

Full-time Academic Faculty: “Academic faculty are committed to teaching excellence and collaborate to become more effective teachers and mentors. We bond over caring about students and helping them succeed.”

Innovation (evidence-based practices, can-do spirit)

Administrative Faculty: “A coupling of innovation and evidence-based approaches; the successful integration of academic and student affairs.”

Classified Staff: “The resourcefulness of the units to accomplish their goals with limited resources and highly creative and innovative strategies.”

Spirit of Teamwork (communication and collaboration)

Administrative Faculty: “I love my colleagues. I value the mission and feel like this is meaningful work, but if I am totally honest, it is my colleagues that make this job amazing.”

Full-time Academic Faculty: “The level of support between Faculty. All of my coworkers have been very helpful and supportive during this first year.”

Emphasis on Underserved Students

Full-time Academic Faculty: “The dedication of faculty and staff to teaching and serving an underrepresented student population is the reason I continue to work at Nevada State College.”

Employee Resources (fitness center, professional development)

Full-time Academic Faculty: “I appreciate the opportunity for ongoing professional development and our Faculty Learning Communities.”

Full-time Academic Faculty: “I am very happy and proud to work at NSC. NSC has been good to me and provided me with many opportunities to increase my educator growth allowing me to learn.”

Exciting Growth

Classified Staff: “In every way, Nevada State College is growing beautifully.”

Summary of Open-Ended Feedback

Strengths: Sample Comments (Continued)

Supervisor Support

Student Worker: “My direct supervisor is EXTREMELY good @ communicating and listening, even if their views differ from mine.”

Summary of Open-Ended Feedback Priorities: Frequency of Themes

Overall, 95 employees responded to the question: “What is a top priority to be addressed at Nevada State?” A tally of themes present in comments and sample comments for each theme (that occurred more than once) are below.

Theme	Number of Comments	% of Comments
Poor Communication	20	21.1%
Lack of Space (socializing, parking, offices, labs)	12	12.6%
Lack of Employee Resources (funding, professional development)	11	11.6%
Not Enough Diverse Representation	10	10.5%
Need More Staff	9	9.5%
Concerns About Rapid Growth (space, quality, not prepared)	9	9.5%
Lack of Training (employees and supervisors)	9	9.5%
Inadequate Pay or Benefits	8	8.4%
Lack of Policies and Procedures	8	8.4%
Need for More Programs (STEM, graduate degrees)	6	6.3%
Too Much Focus on Student Evaluations	5	5.3%
Heavy Reliance on Part-Time Faculty	5	5.3%
Lack of Student Life (entertainment, resources)	3	3.2%
Concerns About Graduation Rates (retention)	3	3.2%
Rejection of Non-Liberal Ideology	3	3.2%
Unfair Distribution of Resources for Different Student Groups	2	2.1%
Unfair Recognition of Employees	2	2.1%
Slow Response from Facilities	2	2.1%
Poor Equipment (Outdated, Malfunctioning, or Lack of Equipment)	1	1.1%
Over-Emphasis on Group Identification (ethnic minority)	1	1.1%
Fewer Irrelevant Emails	1	1.1%
Improved Sustainability Efforts	1	1.1%
More Equitable Course Assignments	1	1.1%
Remote Access to Meetings for Online Instructors	1	1.1%
Unethical Selection of Search Committee Members	1	1.1%

Summary of Open-Ended Feedback Priorities: Sample Comments

Poor Communication

Full-time Academic Faculty: “Full-time instructors and PTIs are completely disconnected in LAS. I have never met or communicated with the PTIs teaching the same classes as me. There should be a formalized process to connect us.”

PTI: “Student surveys/complaints need to be openly discussed w/ PT instructors so they have a chance to respond before being dropped from teaching due to student complaints about grading. This is unfair.”

PTI: “Information given to myself and to my students by other staff in the school is often conflicting, which causes myself and my students stress and confusion. Lack of timely response from supervisors.”

Administrative Faculty: “Transparency in decision making, as well as opportunities to weigh-in on issues important to our areas. Space allocation is a great example. Who decides who gets space and how much and when and how?”

Administrative Faculty: “Too much power is held at the VP of Finance level, and not enough communication comes from that unit. There is no way to make a reasonable request for space and have that request evaluated.”

Full-time Academic Faculty: “Campus leadership does not communicate effectively or see a need to explain or even announce their decisions. They are not collaborative or accountable.”

Lack of Space (socializing, parking, offices, labs)

Administrative Faculty: “Better use of space. I want to see more lounges in NSE. Students now have a small lounge on the second floor but I want another lounge in front of the Nursing Dean's suite. Change the chairs to tables”

Lack of Employee Resources (funding, professional development)

Administrative Faculty: “More professional development besides the twice a year convocation.”

Student Worker: “More parking. More space for tutoring. Improved chemistry laboratory (get machines/fix existing faulty ones).”

Not Enough Diverse Representation

Full-time Academic Faculty: “Diversity of religious background and disabilities seem to be ignored.”

PTI: “NV State College SON should hire more diverse full-time staff to meet the needs of the diverse student population.”

Summary of Open-Ended Feedback

Priorities: Sample Comments (Continued)

Not Enough Diverse Representation (Continued)

Classified Staff: “Diversity of your student body should be represented in the faculty teaching them. There is diversity starting with the classified staff, but less and less the higher up the administrative ranks.”

Student Worker: “Within the faculty, I would like to see more Black professors at the teaching demos. Especially when they are teaching topics such as African-American literature or poetry.”

Need More Staff

Classified Staff: “continue to build out classified support staff so that we aren't overwhelmed with the quick growth of everything.”

Full-time Academic Faculty: “Reducing the nursing class sizes to allow for more effective teaching. Implementing course coordinator roles for all clinical courses within the school of nursing.”

Classified Staff: “We need more faculty and staff in all departments. There are too many people who have too much on their plate. They need another person or two.”

Concerns About Rapid Growth (space, quality, not prepared)

Administrative Faculty: “Preparing for residence halls; this is a major culture shift for our campus, and we need to build adequate policies and structures to handle residential life.”

Lack of Training (employees and supervisors)

PTI: “Proper training and guidance for Part-time Instructors. Things seemed to be implemented last minute with little time to prepare.”

PTI: “How to give feedback and dealing with non-English students unable to articulate clearly and perform. Resources and tools. Need to create an instructor mentor program for new staff.”

Classified Staff: “More workday and policy training. We have so many rules that seem to have a lot of gray and a system that can be “finicky” to work in. This can only be improved by clear SOPs and training.”

Classified Staff: “Sharing of Best Practices in the absence of policies and procedures. Currently there is no on-boarding or training for classified employees other than shared existing practices from predecessors.”

Summary of Open-Ended Feedback

Priorities: Sample Comments (Continued)

Inadequate Pay or Benefits

Administrative Faculty: “Finding ways to reduce the workload and/or increase the compensation for non-academic faculty. For the last several years, it feels as if all efforts in these areas have been for the academics.”

Full-time Academic Faculty: “Salary compression of senior faculty. There are gross inequalities that penalize faculty who remained loyal and fought for the survival of the institution during the tough years of the recession.”

Full-time Academic Faculty: “Internal salary equity. Requirements for teaching excellence (for PTIs/FT fac) and promotion/tenure (for FT fac) are the same, so pay should be internally equitable (across positions/disciplines).”

Student Worker: “Student workers that change departments but have worked for NSC for years not getting raises, or accessible info regarding these matters. Generally, opportunities for Student Workers.”

Lack of Policies and Procedures

Administrative Faculty: “A top priority to be addressed at NSC is a need for policies and procedures to be written and implemented.”

Administrative Faculty: “The college significantly lacks policies and procedures, training materials, job-aids to teach people "how-to" do tasks that are part of their job.”

Need for More Programs (STEM, graduate degrees)

Full-time Academic Faculty: “More STEM and STEM based courses/degree paths. Many students leave the campus prior to graduation because of few options that are not Liberal Arts based.”

Too Much Focus on Student Evaluations

Full-time Academic Faculty: “I think NSC should think carefully about how student evaluations are used in faculty evaluation. Currently, there is a lot of tension between maintaining academic rigor and pleasing students.”

Full-time Academic Faculty: “I have seen faculty not gain tenure due to student evaluations - especially when faculty are international. Student acceptance of faculty diversity is so important to diversity inclusion.”

Full-time Academic Faculty: “student-centered DOES NOT mean coddling and spoon feeding at the expense of faculty”

Summary of Open-Ended Feedback

Priorities: Sample Comments (Continued)

Heavy Reliance on Part-Time Faculty

PTI: "Hiring of additional, permanent full-time instructors within newer areas of study (LAS) is an area that is top priority to be addressed at NSC. The ratio of PT to FT faculty is poor."

Lack of Student Life (entertainment, resources)

Classified Staff: "student entertainment, stop procrastinating the basketball court. student activities (not clubs) are horrible. One ping pong table doesn't cut it for how many students we have."

Concerns About Graduation Rates (retention)

Administrative Faculty: "Improving student persistence and graduation (within or outside of NSC), and contribution to the global community (graduate school, job placement) - all departments (directly/indirectly) impacted."

Rejection of Non-Liberal Ideology

Full-time Academic Faculty: "Valuing all types of diversity, even conservatism and traditional Americanism. We have reached the tipping point where white people are marginalized, and made to feel less valuable."

Student Worker: "I love this college, but the fact that I fear for my grade, if I'll graduate, or be labeled as a horrible person if I try to voice my political opinions because they're not liberal is a big problem."

Unfair Distribution of Resources for Different Student Groups

Student Worker: "The non-traditional students make a large percentage of overall enrollment, but have very little tailored to help them."

Student Worker: "Because Nevada State is an HSI, I believe that NSC should become broader as to what cultures are being embraced, not just catering to the Latin community."

Unfair Recognition of Employees

Student Worker: "Efforts of student workers that aren't 3rd floor RSC. Because we aren't visible to marketing, doesn't mean we aren't working hard. I feel insubstantial when the same students are recognized repeatedly."

Administrative Faculty: "The efforts and accomplishments of non-academic faculty. Too often, the focus of updates, financial compensations, and work reduction efforts are focused solely on the academic faculty."

Summary of Open-Ended Feedback

Priorities: Sample Comments (Continued)

Unfair Recognition of Employees (Continued)

Full-time Academic Faculty: “greater equity in employee acknowledgment, regardless of contract type or tenure”

Slow Response from Facilities

Full-time Academic Faculty: “It took over 6 months to fix a broken glass to a door.”

Feedback About Actions Based on Survey Results



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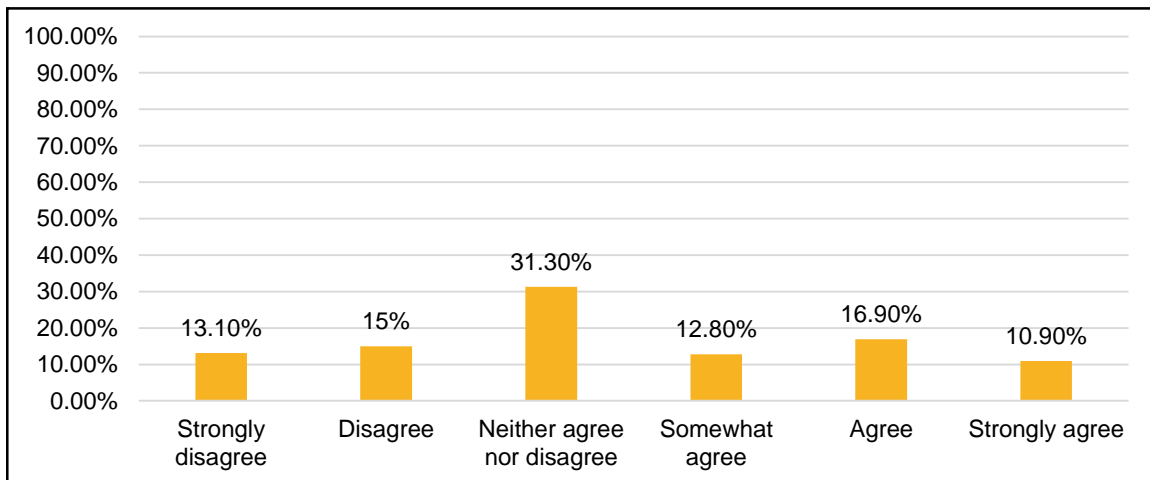
Feedback About Actions Based on Survey Results

In addition to assessing how employees feel about their work environment, the 2019 Nevada State Organizational Climate Survey assessed:

- Employee awareness of how past Nevada State Organizational Climate Survey results have been implemented
- Interested in knowing how Nevada State Organizational Climate Survey results are implemented
- Preferences for receiving information about how Nevada State Organizational Climate Survey results are implemented

This section of the report provides the frequency of responses about awareness of results and the mean and standard deviation for preferred methods of communication about Climate Survey Results.

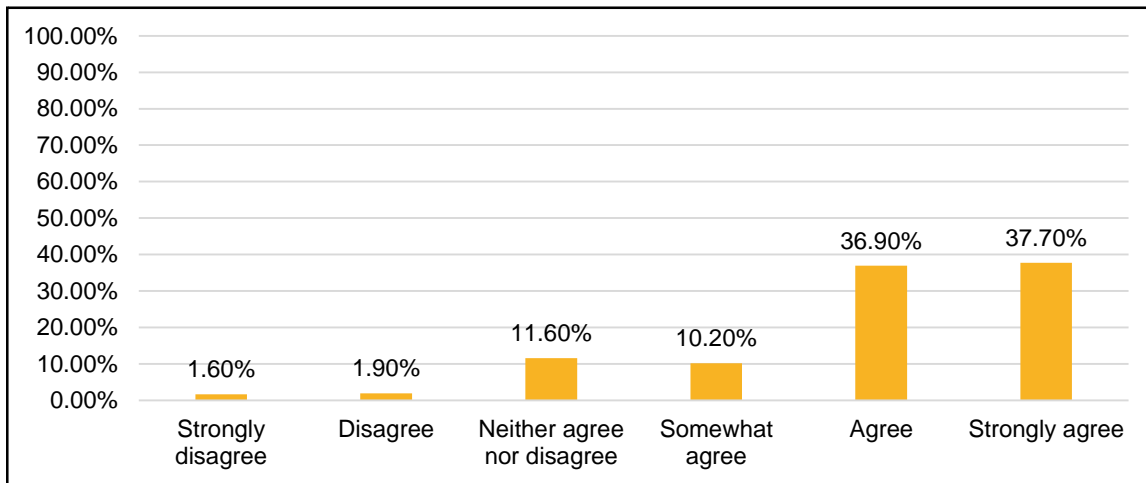
I am aware of what leaders at Nevada State have implemented based on the findings from previous Climate Surveys.



Most Nevada State employees either disagree or are unsure about being aware of how past Nevada State Organizational Climate Surveys have implemented.

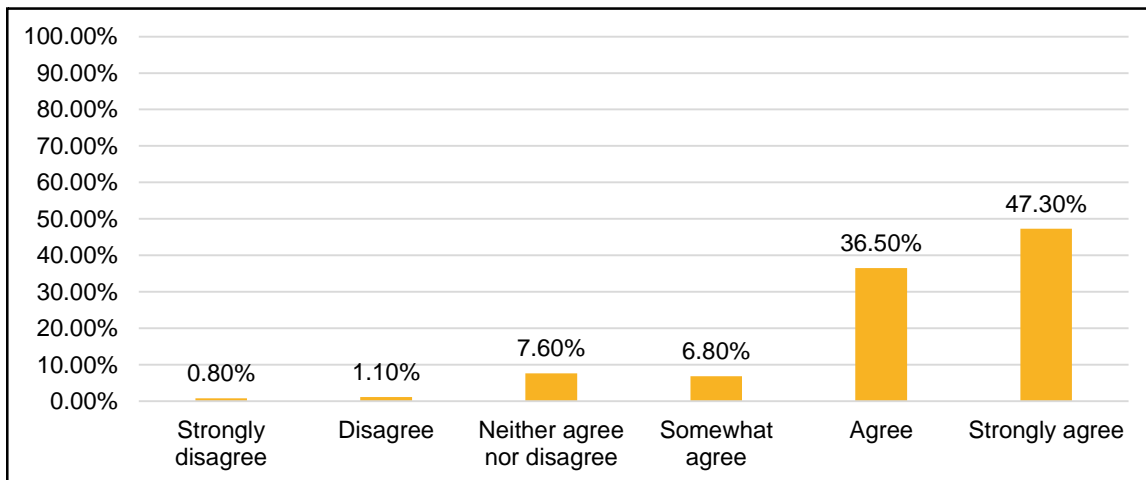
Feedback About Actions Based on Survey Results (Continued)

I would like to know what leaders at Nevada State have implemented based on the findings from previous Climate Surveys.



The majority of Nevada State employees agree or strongly agree that they would like to know what leaders at Nevada State have implemented based on the findings from previous Nevada State Organizational Climate Surveys.

I want to know what leaders at Nevada State do based on the findings from this survey.



The vast majority of Nevada State employees agree or strongly agree that they would like to know what leaders at Nevada State do based on the findings from the 2019 Nevada State Organizational Climate Surveys.

Feedback About Actions Based on Survey Results (Continued)

How effective would each of the following be for Nevada State leaders to communicate how they have addressed the findings from the Climate Survey?

	<i>Mean</i>	<i>SD</i>
Provost Updates (email)	5.5	1.3
President Updates (email)	5.5	1.3
Meetings with the departments involved (in person)	5.5	1.4
Separate Climate Survey Updates (email)	5.4	1.4
Faculty & Staff Development Days (in person)	5.2	1.6
State of the College Address (in person)	5.1	1.6
Town Hall (in person)	4.9	1.6
Other	4.5	1.6

Note. All items measured on a scale from 1 (Very Ineffective) to 7 (Very Effective).

Overall, employees indicated that Provost and President Update emails and meeting with the departments involved would be the best way to communicate how findings from the Climate Survey have been addressed.

Other Suggestions

Theme	Number of Times Suggested	% of Suggestions
Direct (In-Person and Online) Outreach to Part-Time Instructors	6	31.6%
Continuously Updated Website	3	15.8%
Infographics and Posters Around Campus	3	15.8%
Short Video Updates	2	10.5%
Social Media Updates (hashtags and/or videos)	2	10.5%
Email	1	5.3%
Portal Announcements	1	5.3%
Department Meetings	1	5.3%