



Moving Beyond Boundaries to Promote Inclusive Faculty Success

Marquette University Diversity Climate Study Summary

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Overview

Moving Beyond Boundaries to Promote Inclusive Faculty Success focuses on better recruiting women and underrepresented faculty and improving the climate for diversity at the departmental level. To begin to address these issues we sought baseline data on the work experiences of faculty, as well as faculty perceptions of department, college and university-wide climate for diversity. This report provides a snapshot of findings from a campus-wide ‘Assessment of Climate for Learning, Living and Working’ survey (hereafter referred to as the climate study) that was administered to all faculty, staff, and student members of the Marquette community in March of 2020. The purpose of this report is to provide guidance to the ADVANCE Team and to shed light on the opportunities and challenges for improving the diversity climate at Marquette University. The results are summarized for 3 major groups: the faculty overall, STEM faculty, and SBE faculty. A list of STEM and SBE departments are listed below.

ADVANCE Departments

STEM	SBE
Biological Sciences (<i>n</i> =6)	Political Science (<i>n</i> =6)
Chemistry (<i>n</i> <5)	Psychology (<i>n</i> =8)
Mathematical and Statistical Sciences (<i>n</i> =10)	Social and Cultural Sciences (<i>n</i> =13)
Computer Science (<i>n</i> =4)	Economics (<i>n</i> =5)
Physics (<i>n</i> =7)	Educational Policy and Leadership (<i>n</i> =12)
Biomedical Engineering (<i>n</i> =5)	Counselor Edu and Counseling Psychology (<i>n</i> <5)
Civil, Construction and Environmental Engineering (<i>n</i> =5)	
Electrical and Computer Engineering (<i>n</i> =5)	
Mechanical Engineering (<i>n</i> <5)	
Biomedical Sciences (<i>n</i> =7)	

N = the number of faculty who participated in the survey from each department

Methodology

Participants

For the analyses we separated the sample into three groups 1) all faculty, 2) STEM faculty, and 3) SBE faculty. The demographic composition of the full sample of faculty is presented in Table 1, for STEM faculty in Table 2, and for SBE faculty in Table 3.

Table 1. Marquette University Sample Demographics for All Faculty

Characteristic	Subgroup	<i>n</i>	% of Sample
Sex	Male	203	48.2
	Female	218	51.8
Race/Ethnicity	White	315	83.8
	Racial/Ethnic Minority	61	16.2
Sexual Orientation	Heterosexual	348	87.9
	Sexual Minority	48	12.1
Type of Faculty	Tenure-Track Faculty	249	53.7
	Participating Faculty	215	46.3
Rank	Assistant Professor	82	33.2
	Associate Professor	100	40.5
	Full Professor	65	26.3

Table 2. Marquette University Sample Demographics for STEM Faculty

Characteristic	Subgroup	<i>n</i>	% of Sample
Sex	Male	36	66.7
	Female	18	33.3
Race/Ethnicity	White	43	87.8
	Racial/Ethnic Minority	6	12.2
Sexual Orientation	Heterosexual	44	84.6
	Sexual Minority	8	15.4
Type of Faculty	Tenure-Track Faculty	40	72.7
	Participating Faculty	15	27.3
Rank	Assistant Professor	16	40.0
	Associate Professor	16	40.0
	Full Professor	8	20.0

Table 3. Marquette University Sample Demographics for SBE Faculty

Characteristic	Subgroup	<i>n</i>	% of Sample
Sex	Male	17	36.2
	Female	30	63.8
Race/Ethnicity	White	37	94.1
	Racial/Ethnic Minority	7	15.9
Sexual Orientation	Heterosexual	39	84.8
	Sexual Minority	7	15.2
Type of Faculty	Tenure-Track Faculty	33	70.2
	Participating Faculty	14	29.8
Rank	Assistant Professor	11	33.3
	Associate Professor	20	60.6
	Full Professor	<i>n</i> <5	6.1

Measures

Faculty responded to items measuring 16 different aspects of their work environment using previously validated, multi-item measures drawn from the literature. Seven of these measures reflected the workplace experiences of faculty including: 1) Organizational Support of Work/Life Balance, 2) Career Support, 3) Value Perceptions, 4) Workload Inequity, 5) Gender Bias and 6) Experienced Incivility. Five of the measure reflected various aspects and levels of climate. Of those, two measures reflected perceptions of the overall campus-wide climate. These included: 1) Exclusionary Climate and 2) Organizational Diversity Climate and three measures reflected climate at the departmental level. These included: 1) Equitable Practices, 2) Integration of Differences, and 3) Inclusion in Decision Making. Five measures reflected likely outcomes of faculty experiences and climate perceptions. These included: 1) Engagement, 2) Turnover Intention, 3) Sense of Belongingness, 4) Organizational Citizenship Behavior (OCB) and Emotional Exhaustion (a primary component of burnout). As shown in the Table, all measures displayed an adequate level of internal consistency reliability. A complete list of items is included in appendix A.

Table 4. List of measures, internal consistency reliability estimates, and sample items.

Measure	Reliability (α)	Sample Item
Org Support of W/L Balance	.71	I am comfortable taking leave that I am entitled to without fear that it may affect my job/career.
Career Support	.81	I have supervisors/managers who give me job/career advice or guidance when I need it.
Value Perceptions	.84	I feel valued by faculty in my department.
Workload Inequity	.76	I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition.
Gender Bias Scale	.94	I have seen male employees jump in when a woman is speaking and take over the conversation.
Experienced Incivility	.92	Put you down or was condescending to you?
Exclusionary Climate	.93	Racism, Sexism, Homophobia, Ageism, Classism, Power/Privilege, Ableism
Org Diversity Climate	.93	Marquette University respects the views and opinions of people like me
Equitable Practices	.90	My department/office/unit implements performance review and promotions in a manner that is fair to all.
Integration of Differences	.94	My department/office/unit is characterized by a non-threatening environment in which people can reveal their “true” selves.
Inclusion in Decision Making	.95	My department/office/unit gives serious consideration to everyone’s ideas for how to do things better.
Engagement	.80	I am enthusiastic about my job at Marquette University.

Turnover Intention	.90	I would like to leave Marquette University.
Belongingness	.92	I feel a sense of belonging to this university.
OCBs	na	I voluntarily do more work than is required of me.
Emotional Exhaustion	.89	I feel burned out from work.

Findings

Difference Between Women and Men for all Faculty, STEM Faculty and SBE Faculty

Table 5 presents a comparison of the means (averages) of the variables for women and men for the faculty overall and for the STEM and SBE departments. Org Support for W/L Balance, Career Support and Workload Inequity were used in the 2015 administration of the campus climate survey and as a result were rated on a 1 (strongly disagree) to 4 (strongly agree) scale. All other measures were rated on a five-point scale ranging from (strongly disagree) to 5 (strongly agree). As can be seen in the table, generally women reported having poorer workplace experiences, less favorable perceptions of university-wide and department-level climate, and poorer outcomes. Please note that for statistical comparisons between women and men within STEM and SBE departments, the small number of women within these departments and the large differences in sample sizes between women and men limit the statistical power and challenge the robustness of the significance test (t-test). For example, the number of women in STEM departments ($n=18$) was small and much smaller than the number of men ($n=36$) in STEM departments. This was somewhat reversed for SBE departments where there were $n=17$ men and $n=30$ women. Thus, while there may be important differences between men and women, these were not detected by the statistical test.

Considering the mean differences and extrapolating from the significance testing for the full faculty, the **women in STEM departments reported less favorably than men on 14 out of 16 variables that were measured**. These included: Organizational Support of Work-Life Balance, Career Support, Value Perceptions, Workload Inequity, Gender Bias, Exclusionary Climate, Organizational Diversity Climate, Equitable Practices, Integration of Differences, Inclusion in Decision Making, Engagement, Turnover Intention, Sense of Belongingness, and Emotional Exhaustion.

When reviewing the mean differences for **faculty in SBE departments, women reported less favorably than men on 9 out of the 16 variables measured**. These included: Workload Inequity, Gender Bias, Exclusionary Climate, Equitable Practices, Integration of Differences, Inclusion in Decision Making, Engagement, Turnover Intention, and Emotional Exhaustion.

Table 5. T-Tests (Mean Differences Across Sex)

	All Faculty		STEM Faculty		SBE Faculty	
	Men (<i>M</i>)	Women (<i>M</i>)	Men (<i>M</i>)	Women (<i>M</i>)	Men (<i>M</i>)	Women (<i>M</i>)
Org Support of W/L Balance	<u>3.10</u>	<u>2.89</u>	3.05	2.82	2.96	2.87
Career Support	2.96	2.95	3.02	2.83	2.99	2.96
Value Perceptions	3.87	3.71	3.92	3.77	3.83	3.77
Workload Inequity	<u>2.27</u>	<u>2.53</u>	<u>2.39</u>	<u>2.98</u>	2.33	2.50
Gender Bias Scale	<u>2.48</u>	<u>3.27</u>	<u>2.67</u>	<u>3.44</u>	2.80	3.41

Experienced Incivility	<u>1.48</u>	<u>1.74</u>	1.51	1.49	1.68	1.72
Exclusionary Climate	<u>2.59</u>	<u>3.11</u>	2.74	3.06	3.10	3.31
Org Diversity Climate	<u>3.49</u>	<u>3.16</u>	3.50	3.16	3.16	3.09
Equitable Practices	<u>3.84</u>	<u>3.61</u>	3.89	3.45	3.96	3.57
Integration of Differences	<u>3.94</u>	<u>3.69</u>	3.94	3.76	4.00	3.77
Inclusion in Decision Making	<u>3.82</u>	<u>3.52</u>	3.83	3.67	4.02	3.52
Engagement	3.90	3.80	3.93	3.70	4.00	3.80
Turnover Intention	<u>2.16</u>	<u>2.39</u>	2.02	2.60	2.23	2.46
Belongingness	<u>3.81</u>	<u>3.51</u>	3.84	3.41	3.62	3.61
OCBs	3.92	3.97	3.94	4.00	4.01	4.00
Emotional Exhaustion	<u>2.21</u>	<u>2.64</u>	2.37	2.89	2.30	2.52

Note. Org Support of W/L Balance = Organizational Support of Work-Life Balance; Org Diversity Climate = Organizational Diversity Climate; Belongingness=Sense of Belongingness; OCBs=Organizational Citizenship Behaviors.

BOLD= $p < .05$

BOLD= $p < .01$

Difference Between Racial/Ethnic Minority and White participants for all Faculty, STEM Faculty and SBE Faculty

Table 6 presents a comparison of the means (averages) of the variables for White and racial minorities for the faculty overall and for the STEM and SBE departments. Org Support for W/L Balance, Career Support and Workload Inequity were used in the 2015 administration of the campus climate survey and as a result were rated on a 1 (strongly disagree) to 4 (strongly agree) scale. All other measures were rated on a five-point scale ranging from (strongly disagree) to 5 (strongly agree). Caution should be used when considering the results presented in this Table. Even collapsing across all race/ethnic minority identities there were very few participants reporting minority race/ethnic identities in both STEM ($n=6$) and SBE ($n=7$) departments. Furthermore, there are likely differences across participants who members of specific race/ethnic groups (e.g., African American, Asian, Latinx, etc.). In some cases, there were 1 or fewer members of a specific minority race/ethnic group. Again, the small number of race/ethnic minorities and the large differences in sample sizes between race/ethnic minorities and Whites limit the statistical power and challenge the robustness of the significance test (t-test). Thus, while there may be important differences between race/ethnic minorities and Whites, these are not detected by the statistical test.

Table 6. T-Tests (Mean Differences Across Racial/Ethnic Minority vs White Participants)

	All Faculty		STEM Faculty		SBE Faculty	
	White (<i>M</i>)	Race/Eth Minority (<i>M</i>)	White (<i>M</i>)	Race/Eth Minority (<i>M</i>)	White (<i>M</i>)	Race/Eth Minority (<i>M</i>)
Org Support of W/L Balance	3.02	2.91	3.04	3.00	2.94	2.71
Career Support	2.98	3.01	2.96	3.45	3.01	3.00
Value Perceptions	3.82	3.62	3.90	3.88	3.85	3.67
Workload Inequity	2.36	2.58	2.53	2.61	2.37	2.47
Gender Bias Scale	2.88	2.96	2.97	2.09	3.28	2.50
Experienced Incivility	1.56	1.80	1.43	1.69	1.61	2.06
Exclusionary Climate	2.80	3.10	2.89	2.19	3.20	3.08
Org Diversity Climate	3.43	2.91	3.48	3.29	3.17	3.12
Equitable Practices	3.75	3.63	3.72	4.43	3.72	3.65
Integration of Differences	3.83	3.70	3.85	4.47	3.90	3.69
Inclusion in Decision Making	3.70	3.53	3.75	4.41	3.75	3.57

Engagement	3.86	3.78	3.85	3.91	3.87	4.19
Turnover Intention	2.22	2.36	2.21	1.75	2.38	2.07
Belongingness	3.72	3.76	3.77	3.77	3.61	3.85
OCBs	3.93	3.87	3.91	4.00	4.03	3.95
Emotional Exhaustion	2.40	2.52	2.55	1.95	2.47	2.14

Note. Race/Eth = Racial/Ethnic Minority. Org Support of W/L Balance = Organizational Support of Work-Life Balance; Org Diversity Climate = Organizational Diversity Climate; Belongingness=Sense of Belongingness; OCBs=Organizational Citizenship Behaviors.

BOLD= $p < .05$

BOLD= $p < .01$

Comparison Between White Participants and Racial/Ethnic Minority Identity Participants for All Faculty

To provide a more fine-grained analysis of these results an ANOVA was conducted across those racial/ethnic minority groups that had a n greater than 10. Statistically significant results were found for two of the 17 measures, Organizational Diversity Climate and Experienced Incivility.

Relative to their White counterparts both Black and Latinx participants reported poorer climate perceptions but this was not the case for Asian participants. For experienced incivility, Latinx participants reported having experienced significantly more instances of incivility than their White counterparts. Latinx participants also reported experiencing significantly more instances of incivility than Asian participants but not more than Black participants.

Table 7. ANOVA (Mean Differences Across Racial/Ethnic Groups)

	White (M)	Asian (M)	Black (M)	Latinx (M)
Org Diversity Climate	3.43	3.15	2.74	2.76
Experienced Incivility	1.57	1.63	1.69	2.13

Note. White $n = 286$; Asian $n = 16$; Black $n = 15$; Latinx $n = 20$. Org Diversity Climate = Organizational Diversity Climate.

BOLD= $p < .05$

Intersectional Differences by Sex, Racial/Ethnic Minority Identity, Tenure-track vs Nontenure Track, and Faculty Rank for All Faculty

A series of factorial analysis of variance (ANOVA) were conducted to examine the joint impact of sex, racial/ethnic minority identity, tenure-track vs nontenure track, and faculty rank using the full sample of faculty participants. For the impact of sex and racial/ethnic minority Identity, the results found that **racial/ethnic minority identity women reported significantly lower perceptions of organizational diversity climate than other groups**. Although not statistically significant, there was also a tendency for **racial/ethnic minority identity women to report less favorably on all other variables** that were measured. The analyses for the intersection of sex and tenure-track vs nontenure track did not find statistically significant differences. Although not statistically significant, the analyses for the intersection of sex and faculty rank found a tendency for **women who are full professors to report less favorably on all variables measured**.

Correlations Among Variables for ALL Faculty, STEM Faculty, and SBE Faculty

Table 7 present the correlations of the faculty experience measures and climate measures with the outcome measures for the faculty overall, STEM faculty and SBE faculty. Generally, these relationships were in the expected direction. Poorer experiences and climate perceptions were associated poorer outcomes.

Table 7. Correlations Among Variables for ALL Faculty, STEM Faculty, and SBE Faculty

	Engagement			Turnover Intention			Sense of Belongingness			OCBs			Emotional Exhaustion		
	All	STEM	SBE	All	STEM	SBE	All	STEM	SBE	All	STEM	SBE	All	STEM	SBE
Org Support of W/L Balance	.37	.41	.24	-.44	-.54	-.38	.39	.52	.24	.09	-.06	-.04	-.47	-.46	-.47
Career Support	.41	.38	.39	-.45	-.49	-.37	.41	.29	.31	.23	.01	.33	-.36	-.49	-.55
Value Perceptions	.58	.67	.45	-.61	-.58	-.61	.60	.40	.42	.23	.01	.06	-.52	-.57	-.56
Workload Inequity	-.25	-.25	-.29	.41	.42	.52	-.23	-.29	-.31	.14	.38	.13	.46	.43	.51
Gender Bias Scale	-.38	-.35	-.57	.45	.46	.46	-.28	-.34	-.29	-.01	.38	.08	.56	.56	.67
Experienced Incivility	-.31	-.07	-.08	.43	.19	.13	-.24	-.07	-.01	.09	.23	.22	.46	.24	.21
Exclusionary Climate	-.40	-.39	-.40	.44	.44	.50	-.35	-.42	-.44	-.07	.11	-.09	.48	.45	.37
Org Diversity Climate	.55	.58	.46	-.60	-.61	-.41	.57	.55	.29	.14	-.21	-.04	-.54	-.60	-.58
Equitable Practices	.41	.45	.11	-.48	-.51	-.30	.42	.49	.25	.20	.13	.33	-.42	-.37	-.37
Integration of Differences	.45	.37	.27	-.47	-.43	-.30	.43	.32	.35	.19	.09	.38	-.44	-.32	-.38
Inclusion in Decision Making	.41	.24	.33	-.39	-.33	-.37	.40	.10	.45	.21	.05	.40	-.36	-.13	-.39

Note. N for All Faculty =473; N for STEM Faculty = 55; N for SBE Faculty = 47; Org Support of W/L Balance = Organizational Support of Work-Life Balance; Org Diversity Climate = Organizational Diversity Climate; Belongingness=Sense of Belongingness; OCBs=Organizational Citizenship Behaviors.

Italicized=nonsignificant

BOLD= $p < .05$

BOLD= $p < .01$

Predictors and Outcomes of Department-Level Climate

Methodology

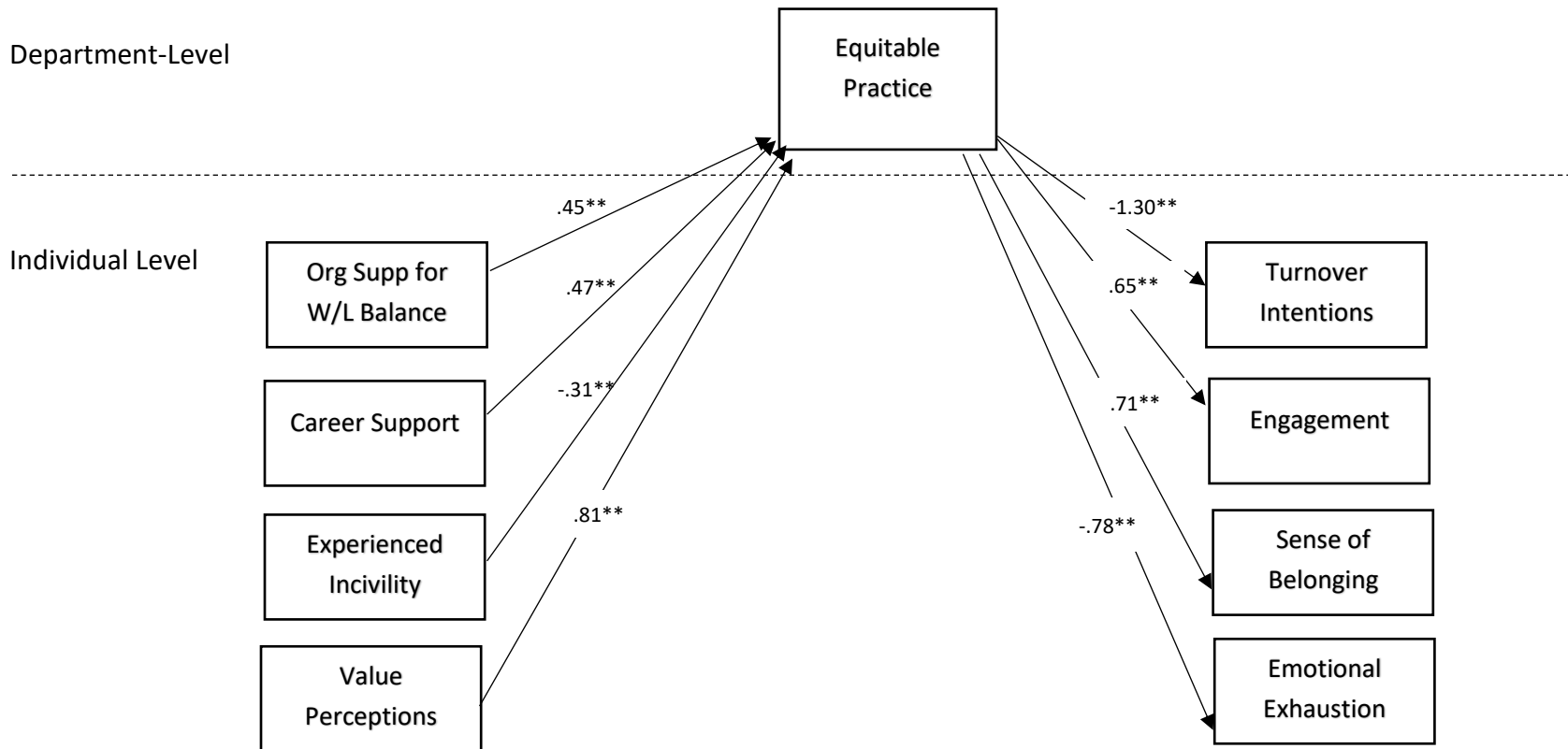
To test which of the individual-level predictors impacted the shared perceptions of three facets of diversity climate at the department-level, Multilevel Structural Equations Modeling (MSEM) was conducted. This approach takes into account the 'nested' data structure, such that 361 faculty were nested within 48 departments. At the within-individual-level, predictors included Organizational Support of Work-Life Balance, Career Support, Value Perceptions, Workload Inequity, Gender Bias, Experienced Incivility. At the between-department-level, three facets of department-level diversity climate were analyzed in separate models: Equitable Practices, Integration of Differences, and Inclusion in Decision Making. Four outcome variables (tested at the within-individual-level) were also included in the model. These were: Turnover Intentions, Engagement, Sense of Belongingness, and Emotional Exhaustion.

To identify the predictors of each facet of diversity climate a 'Best Levers Analysis' was conducted (similar to a Step-Wise Regression). This is an empirically driven methodology, used to determine the 'best' predictors of an outcome. In this analysis, a variable is considered for addition to or subtraction from the set of predictors variables based on its explanatory power relative to the other predictors. This resulted in a set of variables that best explained a particular facet of climate.

Department-Level Diversity Climate

Department-level diversity climate was measured using a three-facet measure developed by Nishii (2013). The first diversity climate facet is **Equitable Practice**, which is defined as a foundation of *fairly* implemented employment practices and diversity-specific practices that help to eliminate bias. The second diversity climate facet is **Integration of Differences** defined as, a collection of expectations and norms around the openness with which employees can enact and engage aspects of their multiple and diverse identities. The third diversity climate facet is **Inclusion in Decision Making**, which is the extent to which diverse perspectives of employees are sought and integrated even if those ideas might disrupt the status quo.

Equitable Practices

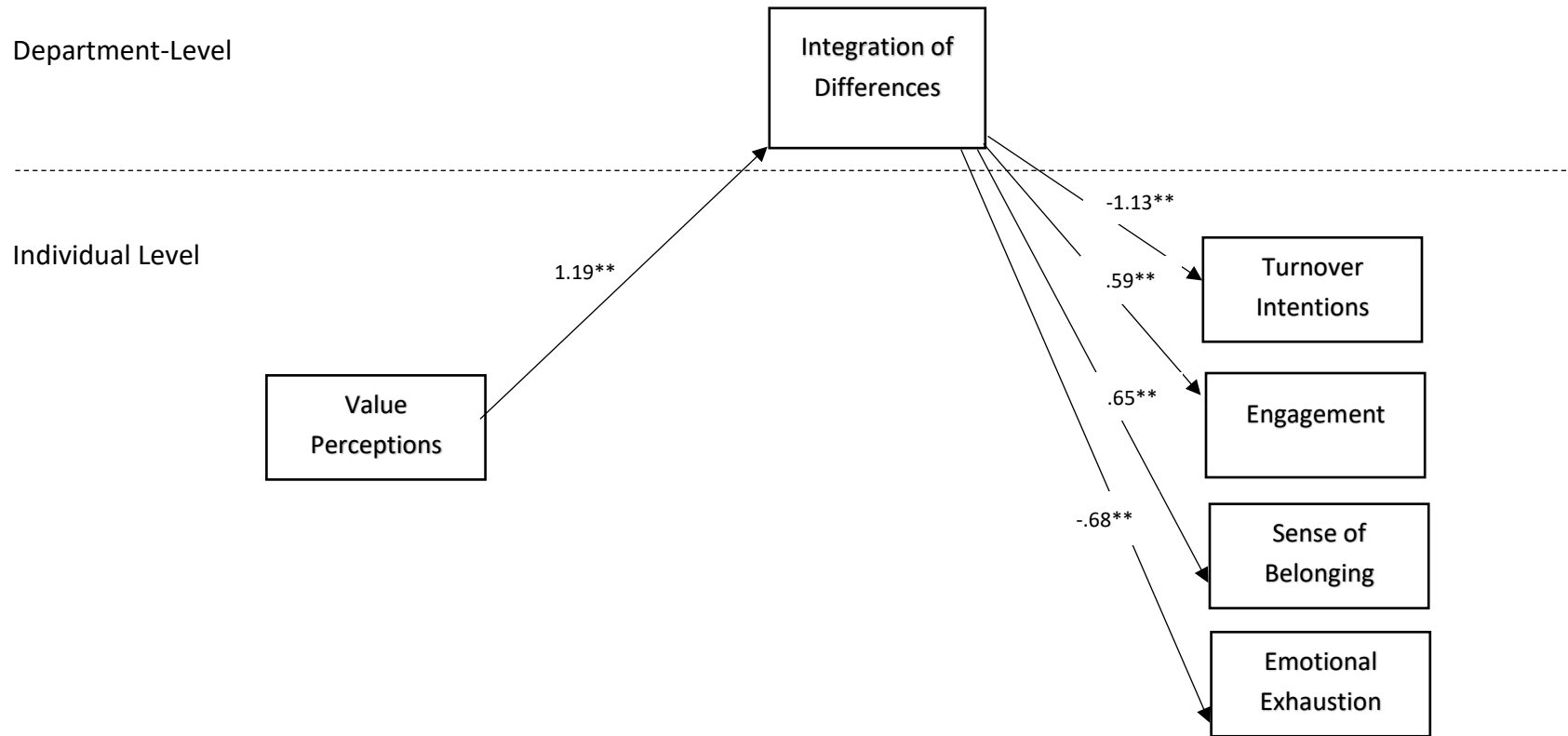


Org support for work/life balance & Career support – these are variables that reflect perceptions of work-life balance and career advancement policies that can be implemented at the department-level. When individuals in the department believe that these are not being implemented fairly, it reduces the perceptions held by members of the department that their department has equitable practices.

Incivility – when faculty experience incivility they can come to see practices at the department-level as being unfair. When people experience personal instances of incivility, they likely expect that those experiences extend to the personnel decisions in the department. This suggests that incivility is not only personally harmful but also shapes how members of a department perceive their department’s implementation of practices and policies.

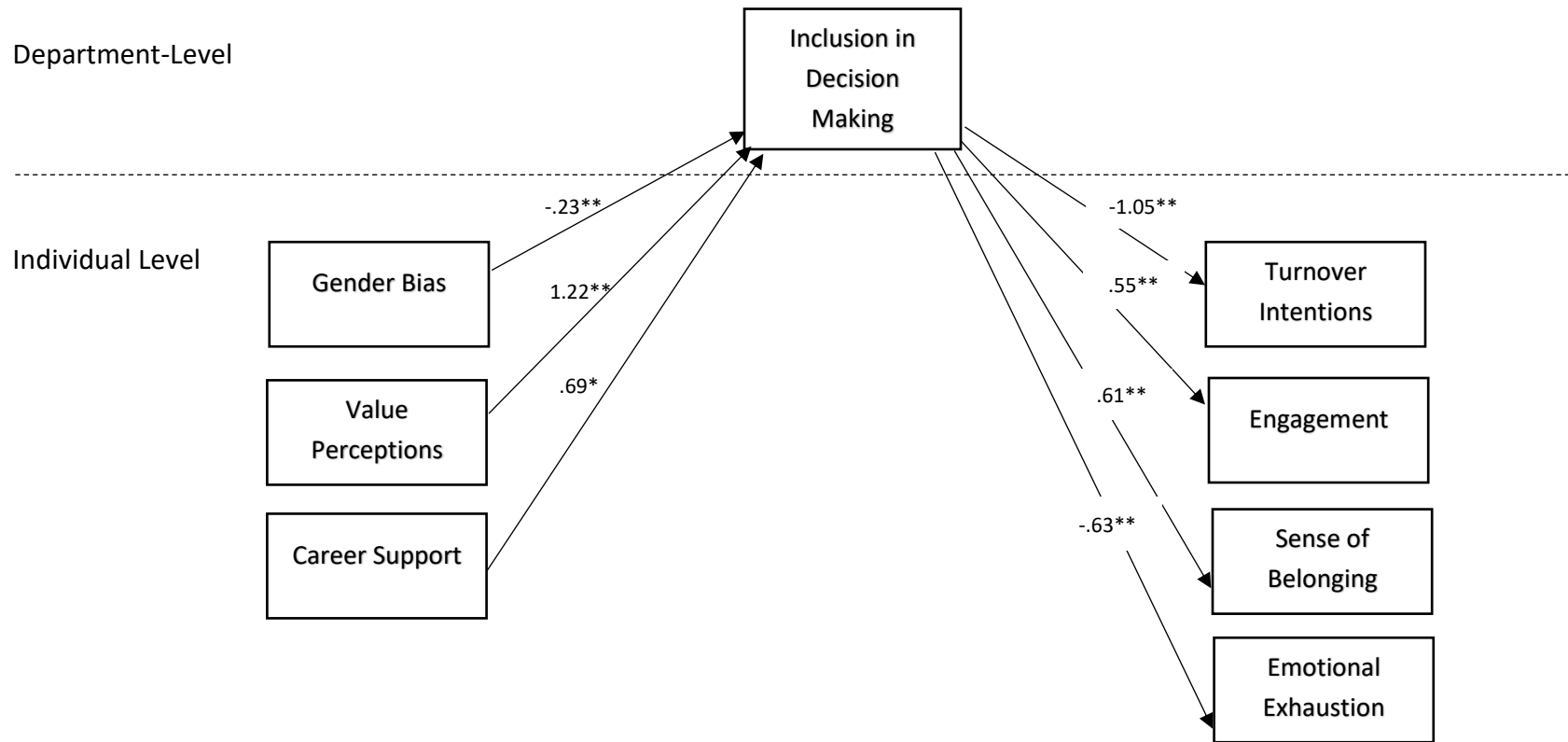
Value perceptions – individual faculty who feel that their teaching, research, and personal contributions are not valued are more likely to be in departments whose members suspect that their collective contributions will not be fairly reflected in the personnel related practices and policies of that department.

Integration of Differences



Value perceptions – The main driver of Integration of Differences was Value Perceptions. When people feel like their work and personal contributions are valued, they perceive their departments' as more inclusive. This contributes to faculty within the department collectively feeling they are welcomed, that differences are appreciative, and they can bring their true selves to work.

Inclusion in Decision Making



Gender bias – decision making involves taking into account everyone’s ideas and perspectives. When individuals perceive that there are higher levels of gender bias it suggests that women’s ideas and perspectives are not being given equal consideration in the department.

Value perceptions - when people feel that their work and personal contributions are valued, they are more likely to be in departments whose members believe that their opinions and perspectives are heard, given serious consideration, and used to do things better.

Career support – in academia, career decision-making and opportunity allocation occur at the department-level (e.g., promotion and tenure, annual reviews) and often by committee. When individual faculty perceive that they have the career support of their colleagues and Department Chair they are likely to be in departments whose members view department decision-making as more inclusive.

Key Findings

Women's Experiences

- Across all MU faculty, women reported less favorable workplace experiences, perceptions of overall campus-wide and departmental-level diversity climates, and negative outcomes such as turnover intent, a lack of belonging and emotional exhaustion. Notable exceptions include women's perceptions of career support (which was similar to men's), and engagement (which was somewhat higher than men's).
- Women faculty in STEM departments reported less favorably on nearly all workplace experiences, perceptions of overall campus-wide and departmental-level diversity climates, and negative outcomes that were measured including organizational support of work-life balance, career support, value perceptions, workload inequity, gender bias, exclusionary climate, organizational diversity climate, equitable practices, integration of differences, inclusion in decision making, engagement, turnover intention, sense of belongingness, and emotional exhaustion.
- Women faculty in SBE departments reported less favorably on many of the workplace experiences, perceptions of overall campus-wide and departmental-level diversity climates, and negative outcomes that were measured. These included workload inequity, gender bias, exclusionary climate, equitable practices, integration of differences, inclusion in decision making, engagement, turnover intention, and emotional exhaustion.

Racial/Ethnic Minority Experiences

- Racial/ethnic minorities are not a homogeneous group.
- Relative to their White and Asian counterparts, Black and Latinx faculty perceived a less favorable diversity climate here at Marquette University.
- Latinx faculty also reported higher level of experienced incivility than their White and Asian counterparts.

Predictors and Outcomes of Department-Level Diversity Climate

- All three facets of department-level diversity climate are significantly related to outcomes including turnover intent, engagement, sense of belonging and emotional exhaustion.
- Feeling valued is a key driver of all three facets of diversity climate.
- Implementation of formal and informal supports for work-life balance and career support and feeling valued help to build perceptions of a department-level diversity climate characterized by equitable practices. Experiences of incivility detract from an equitable climate.
- Value perceptions was the main driver of the diversity-climate facet, integration.
- Career support and value perceptions contribute to a department-level diversity climate characterized by inclusion in decision making. Experiences with gender bias detract from it.

Action Planning

These findings from the campus-wide diversity climate study provides strong evidence for the need to address department-level diversity climate. They also provide important insights to guide future actions aimed at improving working conditions that will improve department-level diversity climate and, ultimately, outcomes for faculty at Marquette University. The following courses of action are recommended.

1. **Develop Tailored Toolkits.** The main drivers of department-level diversity climate include: value perceptions, experienced incivility, gender bias, support for work life balance and career support. Toolkits to address each of these specific drivers can be developed. These toolkits may include training and development programs, experiential learning, individual coaching, and mentoring.
2. **Diagnostic Dashboards.** To implement a data-driven strategy to improve diversity climate, a diagnostic dashboard will be created for each STEM and SBE department. This dashboard will provide department-specific descriptive information (averages) on the work experiences, the three dimensions of department-level diversity climate, and outcomes for the faculty within each department in an easy to read format. Department specific information will be presented along with university-wide averages. In doing so the diagnostic dashboard provides each department with its own absolute standing on the variables of interest and its relative standing vis a vis the university overall. The diagnostic dashboard provides feedback to the department and allows for rapid diagnosis of key issue(s) within each department.
3. **Process Consultation.** The presentation of the diagnostic dashboard to department members represents a starting point for departmental change efforts. For these efforts to be successful principles of change management must be used. These involve engaging with formal and informal leaders including the ADVANCE team, creating a guiding coalition of faculty, identifying and overcoming sources of resistance within the department, developing a strategy, empowering action, and assigning accountabilities, milestones and metrics.
4. **Implement Department-specific Interventions.** The information from the diagnostic dashboard can be used to target department-specific areas for intervention using the tailored toolkits. For example, within departments that have a problem area with the equitable practice dimension of diversity climate, the tailored toolkits to address value perceptions, experienced incivility, support for work life balance and career support can be implemented. For departments that are challenged by the inclusion in decision making dimension, tailored toolkits to address value perceptions, career support, and gender bias can be implemented. For departments that struggle with the integration of differences dimension, the tailored toolkit to address value perceptions can be implemented. Some departments may have concerns regarding multiple dimensions of diversity climate and may use a combination of tailored toolkits.
5. **Continuity and Sustainability.** Changes in departmental leadership and other faculty and staff bring with them the need to maintain the continuity and sustainability of favorable diversity climates. As departmental leadership changes, incoming chairs may need additional training, coaching, and mentorship. As new faculty are brought into the department, specific efforts should be made during the onboarding and socialization process to communicate values and expectations regarding diversity, equity, and inclusion. Skills-based training for new faculty may also be needed. Ongoing monitoring and feedback are also key to sustaining favorable diversity climates.

Appendix A Measures

Measures

Organizational Support of Work-Life Balance

1. I am comfortable taking leave that I am entitled to without fear that it may affect my job/career.
2. I feel that Marquette supports employees to balance work-life needs, such as childcare and elder care.
3. I find that my work unit/department is supportive of participation in service/spiritual opportunities that Marquette supports (e.g., community service, Faber Center Activities).
4. I find that Marquette is supportive of taking leave (e.g., FMLA, vacation, sick days).

Career Support

1. I have supervisors/managers who give me job/career advice or guidance when I need it.
2. I have colleagues/co-workers who give me job/career advice or guidance when I need it.
3. I believe that my colleagues include me in opportunities that will help my career as much as they include others in my position.
4. My supervisor/manager provides ongoing feedback to help me improve my performance.

Value Perceptions

1. I feel valued by faculty in my department.
2. I feel valued by my department head/chair.
3. I feel valued by other students in the classroom.
4. I think that Marquette University leadership is genuinely concerned with my welfare.
5. I feel that my research is valued.
6. I feel that my teaching is valued.
7. I feel that my service contributions are valued.

Workload Inequity

1. I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition.
2. I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of my colleagues with similar performance expectations.
3. I perform more work to help students beyond those of my colleagues with similar performance expectations (e.g., formal and informal advising, sitting for qualifying exams/thesis committees, helping with student groups and activities, providing other support).

Gender Bias Scale

Tran, N., Hayes, R. B., Ho, I. K., Crawford, S. L., Chen, J., Ockene, J. K., ... & Thorndyke, L. (2019). Perceived Subtle Gender Bias Index: Development and Validation for Use in Academia. *Psychology of Women Quarterly*, 43(4), 509-525. (based on UMASS ADVANCE)

1. I have observed female employees experiencing gender bias.
2. I have seen male employees jump in when a woman is speaking and take over the conversation.
3. Compared to female employees, male employees receive more respect.
4. People see ambitiousness differently for men and women (i.e., "strong-minded" vs "bossy").
5. Some people here are not comfortable being subordinate to a woman.

6. Men that I work with are unsure how to treat women in the workplace.
7. Some of my coworkers are only superficially supportive of women's struggles with inequities.
8. There are times when male coworkers continue to meet after the women have left the room.
9. More situations of gender bias occur than are acknowledged in my workgroup.

Experienced Incivility

Cortina, L. M., Magley, V. J., Williams, J. H., & Langhout, R. D. (2001). Incivility in the workplace: Incidence and impact. *Journal of Occupational Health Psychology, 6*, 64–80.

1. Put you down or was condescending to you?
2. Paid little attention to your statement or showed little interest in your opinion?
3. Made demeaning or derogatory remarks about you?
4. Addressed you in unprofessional terms, either publicly or privately?
5. Ignored or excluded you from professional camaraderie?
6. Doubted your judgement on a matter over which you have responsibility?
7. Made unwanted attempts to draw you into a discussion of personal matters?

Exclusionary Climate

Please indicate your level of agreement with these statements about the Marquette campus.

1. Racism – treating people differently because of race is a problem at Marquette.
2. Sexism – treating people differently because of sex or gender is a problem at Marquette.
3. Homophobia – treating people differently because of sexual orientation is a problem at Marquette.
4. Ageism – treating people differently because of age is a problem at Marquette.
5. Classism – treating people differently because of socioeconomic status is a problem at Marquette.
6. Power/privilege – treating people differently because of position (e.g., student, faculty, staff) is a problem at Marquette.
7. Ableism – treating people differently because of a medical/mental health condition or disability is a problem at Marquette.

Organizational Diversity Climate

McKay, P. F., Avery, D. R., & Morris, M. A. (2009). A tale of two climates: diversity climate from subordinates' and managers' perspectives and their role in store unit sales performance. *Personnel Psychology, 62*(4), 767-791.

Marquette University....

1. can be trusted to treat me fairly.
2. maintains a diversity-friendly environment.
3. respects the views and opinions of people like me.
4. helps make people like me feel welcome.
5. has senior leaders that demonstrate a visible commitment to diversity.
6. invests enough resources into diversity awareness and training.
7. has an effective process for recruiting and hiring diverse employees.
8. has safe ways for employees to voice their diversity-related concerns.

Department-Level Diversity Climate (3 facet measure)

Nishii, L. H. (2013). The benefits of climate for inclusion for gender-diverse groups. *Academy of Management Journal*, 56(6), 1754-1774.

Instructions. The items listed in this section refer to your immediate workgroup, this could be your department, office or other work unit on campus.

Equitable practices

My department/office/unit...

1. implements performance review and promotions in a manner that is fair to all.
2. implements recruiting and hiring practices without bias.
3. implements HR practices such as family leave and making job assignments in ways that are fair for everyone.
4. recognizes and rewards the contributions of all its employees.
5. invests in the development of all its employees.

Integration of Differences

6. is characterized by a non-threatening environment in which people can reveal their “true” selves.
7. values employees for who they are as people, not just for the jobs that they fill.
8. has a culture where we often share and learn about one another as people.
9. has a culture in which employees appreciate the differences that people bring to the workplace.
10. is welcoming of people from diverse groups and backgrounds.
11. has a culture that values people who are from diverse groups and backgrounds.

Inclusion in decision making

12. actively seeks input from all employees to insure diverse opinions and perspectives are heard.
13. gives serious consideration to everyone’s ideas for how to do things better.
14. uses everyone’s ideas and insights to do things better.
15. believes that problem-solving is improved when diverse perspectives and opinions are included.

Engagement

Schaufeli, W. B., Shimazu, A., Hakanen, J., Salanova, M., & De Witte, H. (2017). An ultra-short measure for work engagement: The UWES-3 validation across five countries. *European Journal of Psychological Assessment*, 35, 577–591

1. At my work at Marquette University, I feel bursting with energy.(Q139a1_eng)
2. I am enthusiastic about my job at Marquette University. (Q139a2_eng)
3. I am immersed in my work. (Q139a3_eng)

Turnover Intention

O’Driscoll, M.P. & Beehr, T.A., (1994). Supervisor behaviors, role stressors, and uncertainty as predictors of personal outcomes for subordinates. *Journal of Organizational Behavior*, 15, 141-155.

1. I often think about leaving Marquette University. (Q139a4_ti)
2. I would like to leave Marquette University. (Q139a4_ti)

Sense of Belonging

Hausmann, L. R., Ye, F., Schofield, J. W., & Woods, R. L. (2009). Sense of belonging and persistence in White and African American first-year students. *Research in Higher Education, 50*(7), 649-669.

1. I see myself as part of the university community.
2. I feel a sense of belonging to this university.
3. I feel included as a member of the university community.

Organizational Citizenship Behaviors

Smith, C. A. O. D. W. N. J. P., Organ, D. W., & Near, J. P. (1983). Organizational citizenship behavior: Its nature and antecedents. *Journal of applied psychology, 68*(4), 653.

1. I voluntarily do more work than is required of me.
2. I help coworkers when they have too much work to do.
3. I willingly attend functions at Marquette that are not required.

Emotional Exhaustion

Wilk, S. L., & Moynihan, L. M. (2005). Display rule" regulators": the relationship between supervisors and worker emotional exhaustion. *Journal of Applied Psychology, 90*(5), 917.

1. I feel burned out from work.
2. I feel fatigued when I get up in the morning and have to face another day on the job.
3. I feel frustrated by my job.
4. I feel like I'm at the end of my rope.