Moving Beyond Boundaries to Promote Inclusive Faculty Success

Marquette University Diversity Climate Study Summary

Prepared By: Dr. Jennica R. Webster
Associate Professor
Department of Management

Erick Herrera Hernandez
ADVANCE Grant Graduate Assistant

Prepared For: Dr. Jeanne Hossenlopp
Vice President for Research and Innovation

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Faculty responded to items measuring 16 different aspects of their work environment using previously validated, multi-item measures

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.

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

. 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

. These included: Workload Inequity, Gender Bias, Exclusionary Climate, Equitable Practices, Integration of Differences, Inclusion in Decision Making, Engagement, Turnover Intention, and Emotional Exhaustion.

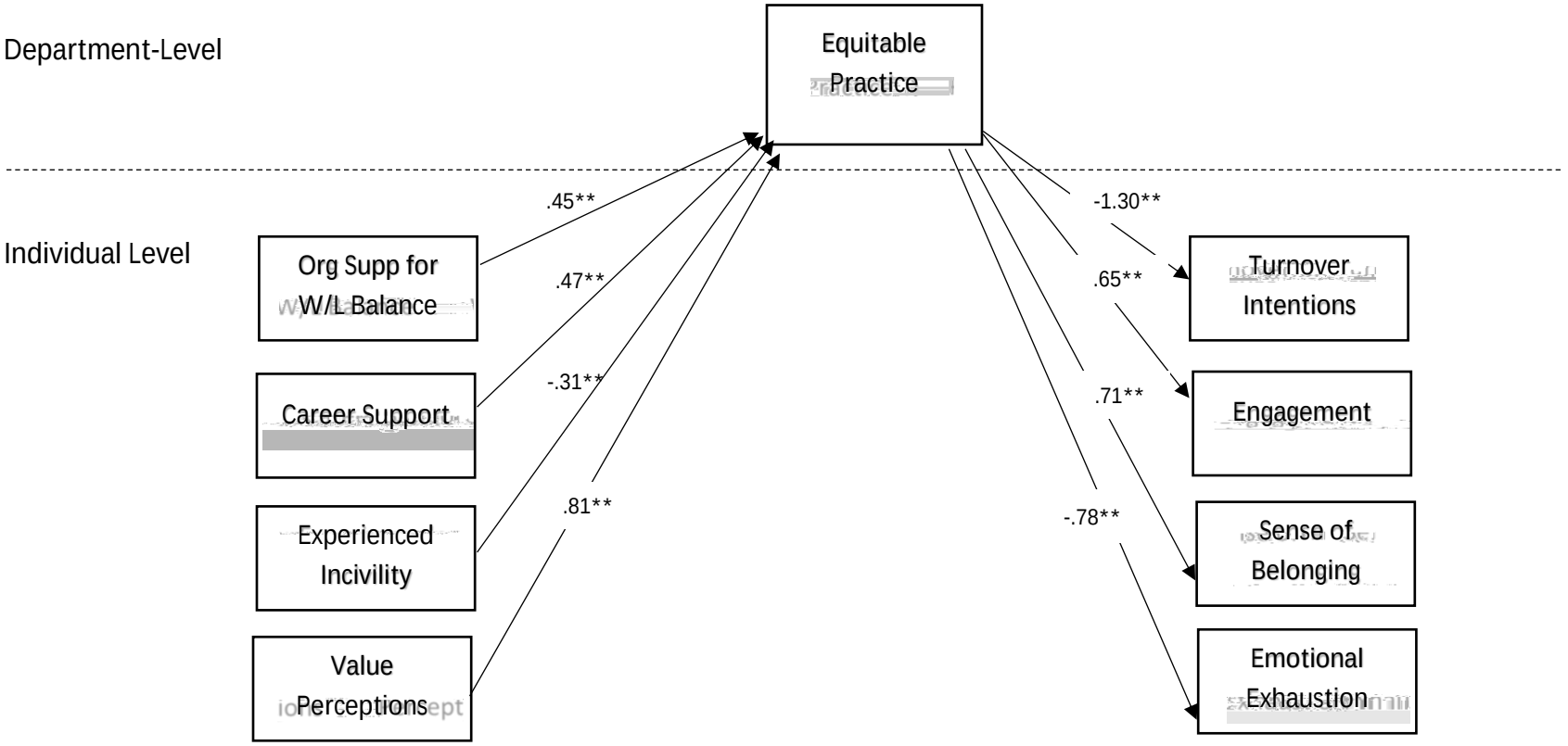
Table 5. T-Tests (Mean Differences Across Sex)

	All Faculty		STEM Faculty		SBE Faculty	
	Men (*M*)	Women (*M*)	Men (*M*)	Women (*M*)	Men (*M*)	Women (*M*)
Org Support of W/L Balance	___	___				

Table 6 presents a comparison of the means <<

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	___	___	.24	___	___	___	___	___	.24	.09	-.06	-.04	___	___	___



– 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.

– 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.

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.

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 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.

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.

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. . 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. . 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. . 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. . 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 Tf-.21 3(eng)0 1 7112 0q0.tc,q0.01.3 TmET3(an)4(d)-3(3( ) 0 1 120.98 206.7)3(ro)-3(b)3(le)11(m)-4(area)]TJE

Appendix A
Measures

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).

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.

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.

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 stu

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.

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?

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.

McKay, P. F., Avery, D. R., & Morris, M. A. (2009). A tale of two climates: diversity climate from subordinates'

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.

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.

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.

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.

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)

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)

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.
Sense of Belongin602Sense ofOrgq0. 0 0 1 iTJz1 0 . 0 ti1 0 1 0 0 1 . 0 TfqC43.78 718W*0n8 718z0912 0 612 792 reh66 T8 718

1. I see myself as part of the university community.
2. I feel a sense of belonging to this university.
3. I feel incc jk>/F1 9s/F0912 0 612 792 reW* nBT/F2 11.04 Tf1 0 0 1 143.78 718.66 Tm0 g00 0 1 93.624 658.3 Tm0 g0