

IMPORTANT LINKS

[Marquette University Diversity Climate Study Summary PDF](#)

[Department Recommendations by Problem Area](#)

[Common Department Concerns & Strategies PDF](#)

[ADVANCE Resources Webpage](#)

Listed below are questions taken from the 2020 climate survey used to create the ADVANCE 2020 Department Dashboards (prepared by Dr. Jennica Webster and Erick Herrera Hernandez). Each gray square is a different category. Chairs may use this as a resource to start/continue department climate conversations.

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).

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.

Remember: This study had two main goals:

- 1.) Examine differences between women and men faculty members on work experiences, campus-wide and departmental-level diversity climate perceptions, and outcome variables for faculty overall and the ADVANCE populations of STEM and SBE (social behavioral and economic sciences) faculty and;
- 2.) Examine the mediating role of diversity climate facets (equitable practices, integration of differences, and inclusion in decision-making) on several outcome variables including turnover intentions, employee engagement, belongingness, and emotional exhaustion.

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.

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. Over the past 12 months while employed at Marquette University, how often have you been in a situation where any of your superiors or coworkers did any of the following?

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

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 ensure 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.
2. I am enthusiastic about my job at Marquette University.
3. I am immersed in my work..

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.
2. I would like to leave Marquette University

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.

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.

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.