2019 Academic Marketing Climate Survey: Motivation, Results, and Recommendations

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FORTHCOMING AT *MARKETING LETTERS*

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Abstract (121 words): We report the results of a survey of the business school academic marketing community conducted in 2019. The goal of the survey was to understand how the organizational climate varied as a function of a variety of demographic descriptors within this field. We provide results for the four sections of the survey--general experience, explicit discrimination, implicit bias, and social and sexual harassment/assault--in an interactive data visualization tool (found here: http://jeffgalak.com/climatesurvey/). In addition, we highlight several key results, notably that females and underrepresented minority (URM) respondents overwhelmingly face a less favorable organizational climate within academic marketing as compared to their male and Asian or White counterparts. We conclude with recommendations that derive directly from the results of the climate survey.

Keywords: climate survey, discrimination, equity, inclusion

Declarations

Conflicts of Interest: Neither author has any conflicts of interest that would affect the results or conclusions of this work

Availability of data and materials: All materials are freely available on the first author's website (http://www.jeffgalak.com/climatesurvey). As reported in the manuscript, due to the sensitive nature of the data, they will not be made available. That said, the interactive visualization that is referenced in this manuscript allows readers to parse the data from the climate survey while maintaining anonymity of respondents.

Code availability: No code was used to compile results. Rather, GUI based menus within SPSS were employed.

Authors' contributions: Both authors contributed to the study conception and questionnaire design, Data collection and analysis were performed by Jeff Galak. The first draft of the manuscript was written by Jeff Galak and both authors commented on revisions and approved the final manuscript.

1. INTRODUCTION

Over the past several decades, university administrators often state goals designed to improve diversity and inclusion amongst faculty (Williams, Berger, & McClendon, 2005). Motivating these goals is the observation that representation of both women and underrepresented minorities (URMs) in academia is poor. For instance, whereas about 56% of all students enrolled in undergraduate programs in the United States are women (Education, 2018), only about 45% of faculty at universities are women, and only about 37% are tenured (Finkelstein, Conley, & Schuster, 2016). This decline in representation of women as they progress up the academic hierarchy has often been referred to as a "leaky pipeline" (Gasser & Shaffer, 2014). For URMs, this leaky pipeline is even worse. Whereas about 33% of all students enrolled in an US based undergraduate program are classified as URMs (Groups, Science, & Pipeline, 2011), only about 13% of all university faculty are URMs and only about 10% are tenured (Finkelstein et al., 2016). Clearly, equitable representation of women and URM faculty is an area where universities are still struggling to succeed.

Beyond the mere under-representation of women and URMs on the faculty, there is the question of what their day-to-day experiences are like. Though representation has garnered a disproportionate amount of attention from policy makers as it is relatively easily quantified, it is critical to also understand the climate that these faculty face. Indeed, it is climate, to a large extent, that both attracts and serves to retain all faculty.

In 2019, a field survey was conducted by the American Economics Association (AEA) to assess the status quo in the economic academic profession. Their report (Allgood et al., 2019) showed that women were half as likely as men to agree or strongly agree with the statement "I am satisfied with the overall climate within the field of economics (40% of men vs 20% of

women). With regard to URM, along all dimensions of discrimination examined in the climate survey, URMs reported having substantially worse experiences than their White counterparts. For example, personal experiences of discrimination or unfair treatment in promotion were reported by 26% of Black respondents, 24% of Latinx respondents and 19% of Asian respondents compared to 15% of White respondents.

The University of Michigan (Michigan, 2016) also conducted a climate study across the entire university. Just looking at the faculty portion of the study, they found that Hispanic/Latinx faculty were the least satisfied with the campus climate, followed by African American/Black faculty, then Other faculty. Those identifying as female or LGBTQ were also less satisfied with the campus climate and were less likely to report that they were valued at the University.

Although these and other studies have been conducted (e.g. GENMAC, 2021; Krishen, Lee, & Raschke, 2020), we are the first, to the best of our knowledge, to conduct a field level climate survey of academic marketing. We believe this is an interesting different direction because marketing is a field that *should* be more receptive to women and URM's than the economic profession or a University as whole. For women, the marketing sub-fields of consumer behavior and consumer culture theory borrow theory and methodology from psychology and anthropology, two disciplines that are well represented by women (47% female faculty in psychology (Association, 2017) and 48% female faculty in anthropology (Burton, Wastson, Quinn, & Webster, 1994)[1]). In marketing, more generally, according to a the Association to Advance Collegiate Schools of Business International (AACSB, 2020), there are 39.6% female

1 - Though overall representation for women in these two fields is high, representation at more senior levels is still quite low: only 18% of Full Professors in psychology are female only 21% of Full Professors in anthropology are female.

faculty, compared to the 30% reported in the Economics Climate survey and in-the University of Michigan study, among tenure track faculty, only 35% identified as females.

For URMs, marketing is a discipline that, in principle, requires a diversity of viewpoints that would allow for, for instance, the targeting of advertising to different constituents. To the extent that URMs represent nearly a third of the US population (QuickFacts, 2010), it would seem natural that academic marketing, a field devoted to understanding how all consumers and firms operate and interact, would value the opinion of such a large portion of the population. However, here, the field of economics likely has better representation than the field of marketing. The AACSB does not report faculty race by functional area, but they do report representation of racial groups for business school faculty in general. They find that business schools actually lag economics departments with only 8% of business school faculty considered URMs, compared to 13% in economics. This then begs the question of whether the higher rate of female faculty representation in Marketing, and the lower rate of URM faculty representation in business schools results in a markedly different climate and experience than that of economics.

Organizational climate has been shown to influence both work performance and retention (Offermann & Malamut, 2002; Wagar, 1997), even if the perceptions that employees have are not in line with reality (Seibert, Silver, & Randolph, 2004). That is, even if employees perceive the climate to be poor, when, in fact, it is only idiosyncratically poor in their own experiences, such perceptions can have a powerful influence on how successful employees are likely to be and how likely they are to remain at their institutions. For those reasons, climate is a precursor to representation –both in terms of retention and increasing new hires from those same groups. In the context of academic marketing, if women and URMs experience, or even perceive,

discrimination from their colleagues, supervisors, and even subordinates, this is likely to lead to lower research productivity, teaching success, and ultimately, promotion and tenure.

We consider climate in academic marketing across four dimensions: general experience, explicit discrimination, implicit bias, and social and sexual harassment/assault. Three of these areas are similar to the questions posed in the economics climate survey, and we added the section on Implicit Bias. General experience is the dimension that most closely resembles the types of issues explored within the organizational climate literature and captures how individuals perceive that their institution values them. Explicit discrimination refers to self-reported (and/or witnessed) experiences of discrimination based on demographic characteristics (e.g. gender) and the type of discrimination being experienced (e.g. inequitable compensation). Implicit bias, a topic not covered by the economics climate survey, refers to experiences that are less overt than explicit discrimination, but still can be debilitating to those on the receiving end. These implicit biases stem from attitudes that affect people's actions and decisions in an unconscious manner (Greenwald & Krieger, 2006). In the context of employment, these implicit biases manifest in lack of respect and undermine credibility and status (Rudman, 2004). Of interest, these implicit biases are often hidden in that they are difficult to directly document (compared to, say, representation of faculty), but they can have insidious consequences for faculty moral, and, ultimately, retention (Brownstein, 2015). Finally, social and sexual harassment refer to overt behaviors by other employees that are either construed as bullying or are sexual in nature such as unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature. Such behaviors are not only often illegal, but have severe and long lasting psychological consequences for their victims (Schneider, Swan, & Fitzgerald, 1997)

Our goal is to understand how the organizational climate is construed by faculty in academic marketing and to understand how that perception differs by key demographic characteristics such as gender and race. To facilitate this goal, we surveyed academic marketers and asked them to self-report their experiences across the four categories detailed above. Below, we describe the sampling strategy used, survey instrument employed, and provide access to an interactive data visualization tool of all the data, and, finally, summarize some high-level results.

2. SAMPLING STRATEGY AND PARTICIPANTS

Our goal was to collect data from as many members of the academic marketing community as possible, including faculty, post-doctoral fellows, and doctoral students. Whereas lists of post-doctoral fellows and doctoral students are not consistently published on publicly facing webpages, lists of faculty are. As such, in order to obtain a comprehensive list of faculty in academic marketing, research assistants searched the websites of the 425 business schools listed by US News and World Report as of June of 2019 (Report, 2019). We collected the names and emails of all faculty in marketing resulting in a total of 6,208 unique individuals. During the summer of 2019 we contacted all of these individuals and obtained valid responses from 1,398 of them. For a detailed description of our sample approach, please see the online Supplementary Appendix. Demographic and descriptive characteristics for participants are found in Figure 1.

Of note, the obtained sample is a relatively good representation of business school's faculty in terms of key demographic characteristics such as gender and race. Again, for details on a comparison of the present sample to that of business schools at large, please see the online Supplementary Appendix.

<center><----- INSERT FIGURE 1 ABOUT HERE ----></center>

3. SURVEY INSTRUMENT

The survey instrument was designed, as aforementioned to cover four key areas of organizational climate: general experience, explicit discrimination (both based on personal characteristics and of the form of discrimination), implicit bias, and social and sexual harassment/assault. Table 1 details the questions and response formats for each area. Following the key survey questions, a series of demographic and descriptive questions were assessed. These dimensions are detailed in Figure 1.

It is worth calling out the inconsistent use of the descriptors gender (e.g. male, female) and sex (e.g. man, woman) in the survey instrument. In the survey instrument, respondents indicated their "gender" by selecting one of the following options: Female, Male, Transexual, Asexual, Intersex, Non-binary/Agender/Something else, Other (with an option to write in a response),and Prefer Not to Answer. In hindsight, this question should have been labeled as asking about "sex" rather than "gender," as the former reflects biological differences while the latter reflects self-identification. Though this was an error on our part, since respondents had the option to indicate "Other" or "Prefer Not to Answer," those who felt that they could not respond with "Male" or "Female," still had the ability to provide a valid response. As will be reported below, because only 2.42% of respondents indicated anything other than "Male" or "Female," we will not focus on the experience of those respondents. This is not because their experiences are unimportant, but because we run the risk of breaching anonymity of their responses due to limited sample sizes. Additionally, because respondents did, in fact, respond to a survey question about "Gender," but with the sex pronouns "Male" and "Female," going forward, we will refer to

results as "Gender," while using the "Male" and "Female" pronouns to reflect the data accurately.

<center><----- INSERT TABLE 1 ABOUT HERE ----></center>

3. 1. General Experience

This section most closely mirrors the types of issues that are of interest to the organizational culture literature (Kickul & Liao-Troth, 2003; Offermann & Malamut, 2002; Seibert et al., 2004; Wagar, 1997). The questions capture the general sentiment of respondents including their satisfaction with their experience within academic marketing and their home institution and how valued they feel in each of those. For instance, participants were asked to indicate their agreement with statements like "I am satisfied with the overall climate within my academic experience" and "I feel valued at my institution/place of employment."

3. 2. Explicit Discrimination

This section asks respondents to indicate whether they experienced and/or witnessed explicit acts of discrimination and is divided into two parts. The first part asks about experienced or witnessed discrimination based on specific demographic and descriptive characteristics such as racial identity, sex, marital status, etc. The second part asks about the type of discrimination either experienced or witnessed based on actions such as discrimination in compensation,

promotion decision, access to students and resources, etc. Here respondents simply answered "Yes" or "No" for either having personally experienced or witnessed any such examples.

3. 3. Implicit Bias

Implicit, or more unconscious and automatic, bias has recently garnered attention in the literature (Brownstein, 2015; Ellemers, 2014; Payne, Vuletich, & Lundberg, 2017). Specifically, researchers are interested in how seemingly smaller acts of discrimination can negatively influence the work environment and experience of employees (Ellemers, 2014). Examples here include behaviors such as being interrupted while speaking, being generally disrespected by others, and being asked to perform non-promotable tasks to disproportionately large degree (Vesterlund, Babcock, Recalde, & Weingard, 2017). Survey participants were asked to indicate how frequently, on a 5-point frequency scale, they experienced a variety of these types of events as compared to their immediate colleagues.

3.4. Social and Sexual Harassment

The final section of this survey measures self-reported personal experiences of both social and sexual harassment. Social harassment, often referred to as bullying, can take many forms, but we focus on the dimension of respect (Gumbus & Lyons, 2011). Specifically, respondents indicate whether they had ever been socially excluded, disrespected, or just not taken seriously by other academic marketers. Respondents also indicated whether they had ever experienced sexual harassment such as inappropriate sexual comments, sexual advances,

stalking, sexual touching, and sexual extortion. Responses to these questions were either "Yes" or "No" for having personally experienced any such harassment.

4. RESULTS

When presenting the results of a climate survey, it is critical to be as objective and unbiased as possible. Specifically, there is concern that preconceived biases of the authors may influence which set of data to present in order to further a personal agenda (e.g. to document gender bias). There is no shortage of evidence of such authorship bias (e.g. Bastian, 2006; Singh, Grann, & Fazel, 2013), and in a topic as sensitive as the climate faced by members of an academic discipline, it seems plausible that even the best efforts of the authors to be as transparent in selecting which results to present could be seen as biased. Because of that concern, we opted for a novel way to present our findings, which we will discuss below.

On the face of it, the simple solution to such a problem is to make the underlying data from the climate survey publicly available. However, in this case, that is not possible since the data in question are highly sensitive and could be used to identify individual respondents, even in the absence of personally identifiable information. For instance, by knowing the approximate PhD graduation year, country of residency, and marketing sub discipline (e.g. consumer behavior) of a respondent, it is possible to glean that person's identity. Given that we assured our respondents' anonymity to encourage honest responses, we cannot make the data publicly available. However, to allow for maximal transparency with little risk of authorship bias in selective reporting of results, we present the results of this climate survey in two ways.

First, we have developed an interactive data visualization tool (found here: http://jeffgalak.com/climatesurvey/; see Appendix A for a screenshot) that will allow readers to investigate the results of the data however they see fit, with one key restriction: if a grouping of data results (e.g. showing results of only Women) includes fewer than 10 observations, those results are automatically omitted. This approach allows readers to come to their own conclusions about the climate of academic marketing, while maintaining the anonymity of respondents. The visualization tool allows readers to see the average and/or tabulated results of all survey questions, grouped and filtered by any of the demographic and descriptive variables collected.

In addition to providing access to the entire set of results, we highlight a few results that illustrate the key results as a function of gender and race, two demographic variables that are of great interest to the community and administrators.

4.1. Gender Differences in the Academic Marketing Climate

We begin by reporting a few select results related to how females (n = 666) and males (n = 698) differentially experience the academic marketing field. Our results parallel other climate surveys that have reported significantly worse experiences for females vs. males in a variety of industries and disciplines (Allgood et al., 2019; Burton et al., 1994; Ellemers, 2014; Gumbus & Lyons, 2011; Michigan, 2016; Pololi & Jones, 2010; Sabharwal & Corley, 2009). We limit this discussion to only those who self-report as being female or male because the number of respondents in other categories is too small (Other: n = 3, Non-Binary: n = 2, Transsexual: n = 1, Prefer Not to Answer: n = 28).

Figure 2 presents the results of the General Experience questions by respondent gender. As can be seen, in virtually all cases, women report a less favorable experience than men.

Highlighting just two examples, females report lower overall satisfaction within their academic experience compared to males (M = 0.32 vs 0.71; t(1340) = 81.82, p < .001) and females feel less valued at their place of employment as compared to males (M = 0.68 vs 0.91; t(1340) = 86.29, p < .001). Although these overall satisfaction ratings are generally higher in marketing than in the economics field, women were less than half (45%) as likely as men to report satisfaction with their academic experience. So even though women are better represented in marketing than in economics, the relative proportion of women's satisfaction ratings to men's are similar (economics, 50%).

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Figure 3 presents the results of the Explicit Discrimination – Types questions by respondent gender. Again, in virtually all cases, females report more experiences of discrimination than males. Highlighting just two examples, females report being discriminated against in their course evaluations more so than males do (41% vs 19%; chi-sq (1) = 85.48, p < .001) and reported being discriminated against in their compensation more than males (40% vs 26%; chi-sq (1) = 37.53, p < .001). Females also report any form of discrimination considerably more than males do (75% vs 58%; chi-sq (1) = 58.24, p < .001).

Figure 4 presents the results of the Implicit Bias questions by respondent gender. These questions were measured by the frequency of experience. For the sake of simplicity, we report

the proportion of respondents who indicate that they experienced a given type of implicit bias either "Frequently" or "Daily." Again, in all cases, females report experiencing more implicit bias than males do. Highlighting just two examples, females report being interrupted "Frequently" or "Daily" more than males do (33% vs 7%; chi-sq (1) = 150.09, p < .001) and being chastised for assertive behavior "Frequently" or "Daily" more than males do (16% vs 2%; chi-sq (1) = 87.21, p < .001).

Finally, Figure 5 presents the results of the Social and Sexual Harassment questions by respondent gender. Again, in all cases, females report experiencing both more social and sexual harassment than males do. Highlighting just two examples, females report feeling socially excluded more than males do (56% vs 39%; chi-sq (1) = 47.09, p < .001) and had retaliation threatened for withholding sexual acts more than men did (8% vs 1%; chi-sq (1) = 26.15, p < .001). Taken together, these results mirror those of climate surveys in other disciplines and institutions in showing that the experience of females is significantly worse than the experience of males in the academic marketing community

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4.2. Racial Differences in the Academic Marketing Climate

We next turn to how the academic marketing climate varies by racial background. This proves more challenging than the question of gender differences detailed above due to the smaller number of non-White and non-Asian respondents in our sample. Critically, since our sampling of non-White and non-Asian respondents is relatively small, any results reported here

should be interpreted with caution as they may not reflect the broader population of academic marketers. Specifically, we focus on the difference between the experience of self-identified URM respondents (Black: n = 39, Hispanic: n = 59, American Indian: n = 2. Total n = 100; 7.2%) compared to White (n = 881; 63.0%) and Asian (n = 298; 21.3%) respondents. We do not report results here for individuals who either self-identified as Other (n = 48), Preferred Not to Answer (n = 68) or omitted a response (n = 3).

Figure 6 presents the results of the General Experience questions by respondent race. As can be seen, in virtually all cases, the URM respondents report a less favorable experience than either White or Asian respondents. Indeed, in almost all cases, there was no difference in reported experience between White and Asian respondents (the only exception being that Asian respondents reported greater feelings of being discriminated against within the academic field than White respondents; Bonferroni adjusted pair-wise comparison, p < .01).

In contrast, across virtually all dimensions, URM respondents reported a worse experience than either Asian or White respondents. Highlighting just two examples, URM respondents (M = 0.25) reported lower overall satisfaction with their academic experience compared to both Asian (M = 0.54; F(1, 1273) = 4.84, p = .028) and White respondents (M = 0.60; F(1, 1273) = 8.13, p < .01), and URM respondents (M = 0.53) felt less valued at their place of employment as compared to both Asian (M = 0.89; F(1, 1276) = 7.03, p < .01) and White respondents (M = 0.84; F(1, 1276) = 6.14, p = .013).

Figure 7 presents the results of the Explicit Discrimination – Types questions by respondent race. Again, in virtually all cases, URM respondents report more experiences of discrimination than Asian or White respondents. Highlighting just two examples, URM respondents (40.0%) report being discriminated against in their teaching more so than Asian

(28.5%; binary logistic B = .53, Wald = 4.74 p = .029) and White (24.5%; binary logistic B =

.73, Wald = 10.87, p < .001) respondents, and URM respondents (40.0%) reported being

discriminated against in their compensation more so than Asian (26.5%; binary logistic B = .63,

Wald = 6.56, p = .010) and, marginally, White (31.0%; binary logistic B = .40, Wald = 3.32, p =

.069) respondents.

<----- INSERT FIGURE 6 ABOUT HERE ---->

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Figure 8 presents the results of the Implicit Bias questions by respondent race. Again, for

the sake of simplicity, we report the proportion of respondents who indicate that they experience

a given type of implicit bias either "Frequently" or "Daily." Unlike for gender, there is

considerably more variance in how frequently implicit bias occurs across races. However, we

still highlight two examples for illustrative purposes. URM respondents (22.0%) report being left

out of important decision making meetings either "Frequently" or "Daily" more so than Asian

(10.4%; binary logistic B = .89, Wald = 8.36, p < .01) and White (12.2%; binary logistic B = .71,

Wald = 7.38, p < .01) respondents, and URM respondents (18.0%) reported greater incidents of

not being given important information prior to a meetings either "Frequently" or "Daily"

compared to both Asian (9.8%; binary logistic B = .71 Wald = 4.77, p = .029) and, marginally,

White (11.4%; binary logistic B = .54 Wald = 3.68, p = .055) respondents. Finally, Figure 9

presents the results of the Social and Sexual Harassment questions by respondent race. Similar to

the results for implicit bias, there was far more variability in the degree to which respondents of

different races reported experiencing both social and sexual harassment. However, again, we still

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highlight two examples for illustrative purposes. URM respondents (55.0%) report feeling socially excluded marginally more so than Asian (44.3%; binary logistic B = .43, Wald = 3.42, p = .064) and White (44.7%; binary logistic B = .41, Wald = 3.78, p = .052) respondents, however there was no difference in the rate at which URM respondents (40.0%) indicating being disrespected by their peers as compared to both Asian (36.6%; B = .15, Wald = .37, ns) and White (38.8%; B = .05, Wald = .053, ns) respondents. Taken together, these results suggest that, though experiences of URM respondents are typically worse than those of Asian or White respondents, there is substantial variability in how and when such experiences differ. We encourage readers to utilize the data visualization tool to further explore the nuances that exist in the data.

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4.3. Other Directions for Data Analyses

We presented high-level results of just two demographic differences across respondents: gender and race. There are, however, many other ways in which climate could differ across constituents within academic marketing. Though the sample composition in this survey lends itself best to study gender and race, we can explore some other dimensions, albeit with the caveat that the smaller sample sizes resulting from cutting the data into smaller sub-groups limit our ability to draw strong conclusions and leads us to only report descriptive statistics. For instance, we might ask if the climate for junior female faculty differs from that of senior female faculty? After all, one would expect that as faculty become more senior, they garner more respect from

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their colleagues, seemingly mitigating concerns about inequitable climate. Unfortunately, that does not appear to be the case. For instance, 34% of untenured female faculty report being interrupted frequently or daily compared to 20% of untenured male faculty. When looking at tenured faculty, the difference in reported incidence rates are nearly identical between female (35%) and male (20%) tenured faculty. Similarly, the relative rate at which male and female faculty feel that their ideas are attributed to someone else does not change with seniority. 18% of untenured female faculty report having their ideas attributed to someone else compared to 6% of untenured male faculty. This rate remains nearly identical for tenured female faculty (18%) compared to tenured male faculty (6%). Though, it is worth pointing out that for at least some dimensions, there is a mitigation of gender differences in bias. For instance, 11% of untenured female faculty report being disrespected by their MBA students compared to only 4% of male untenured faculty. Though the absolute magnitude of frequency of being disrespected by MBA students increases for tenured faculty, the relative incidents between female (15%) and male (12%) tenured faculty decreases. To be clear, overall, the implicit bias and overall experience of female faculty are unaffected by seniority, but we do encourage readers to use the interactive visualization tool to further explore any such comparisons.

There are, of course, more questions that can be asked of these data. For instance, is the climate for parents who care for their children different from that of non-parents or parents whose children no longer live with them? Is the climate for self-identified LGBTQ members of the academic marketing community different from those who self-identify with a hetero-normative sexual orientation? There are many additional factors that could plausibly influence the climate that members of the academic marketing community face. This climate survey captured many of these demographic and descriptive differences, but we again leave further

investigation to the reader via the data visualization tool. It is worth reiterating that when interpreting any results, readers should be mindful of issues stemming from small sample sizes in certain sub-groups.

Beyond simply splitting the data by demographic and descriptive sub-groups, it may also be worth considering other intersections of different sub-groupings. For instance, do women who are also URMs experience an even worse climate than either of the two superordinate groups do on their own, as much research would suggest (DuMonthier, Childers, & Milli, 2017)? Is the experience of women different depending on which marketing sub-area (e.g. CB, Quant, etc.) they belong to? Again, though these questions are worth addressing, we leave readers to do so by using the data visualization tool. Here, more even than above, we again urge caution in drawing overly broad conclusions given the small samples sizes associated with creating nested sub-grouping of respondents.

5. GENERAL DISCUSSION

The diversity of a workforce increases the strength of that workforce, only to the extent that the talents, abilities and perspectives of diverse workers are adequately heard and utilized (Barak, 2016). One of the key benefits to a diverse workforce that is managed well is an increase in innovation and exploration of new opportunities and ideas (Mannix & Neale, 2005). In academic marketing, and all of academia more broadly, innovation and exploration of new ideas are paramount to the advancement of both individuals and the field as a whole.

However, of critical importance, the mere representation of diversity is insufficient to generate such benefits (Hewlett, Jackson, Cose, & Emerson, 2012). Rather, it is important that

the diverse members feel meaningful inclusion in the community. The current climate survey of academic marketing suggests that there are meaningful differences in how the organizational climate is experienced by scholars of varying backgrounds.

The findings of this climate survey provide a starting point for empirically validating the myriad anecdotes that circulate in conversations in department hallways and conference banquet halls. Critically, this shift to empirical evidence is not only useful in its own right, but it also allows a variety of stakeholders to make informed decisions. For instance, department heads and society leaders (e.g. American Marketing Association, Association for Consumer Research, Marketing Science Institute, etc.) can see evidence that illustrates that the systemic discrimination that is prevalent in much of the working world is also strikingly present within academic marketing. Beyond that, these leaders can look to see specifically which constituents are being treated poorly and in what ways such poor treatment manifests.

For instance, female and URM members of academic marketing both believe that they are being discriminated against in terms of their compensation. If true, this is not only illegal in the United States and many other countries, but, this information, if validated in their own universities, is something that department heads can directly remedy. Other differences noted here, such as differences in course evaluations or teaching assignments can be monitored and factored into promotion decisions in a more equitable way.

Critically, even if some of the noted differences found in this survey based on gender or race cannot be objectively validated within specific university communities, the mere perception that such differences exist is enough to engender negative sentiments and undermine culture. Considering more transparent reporting of salaries and providing more detailed explanations for

compensation structures and pay raises that illustrate equity may help alleviate the perceived injustices and improve experiences of female and URMs in academic marketing.

If these noted injustices do objectively exist, for example if women are systematically rated lower in teaching ratings than men are, some kind of adjustment could be made in how these ratings are used in teaching assignments, promotion cases or salary adjustments. Or perhaps a different type of teaching evaluation method should be considered as such consistently lower evaluations can undermine self-confidence and feelings of inclusion.

Society and conference organizers can also learn from these data by looking at, for example, the belief that females, URMs, and Asian members of academic marketing hold regarding their likelihood to be invited to prestigious and selective conference. Again, to the extent that groups are being discriminated against in selection for such exclusive events, society and conference organizers should work to change selection policies and criteria to be more equitable. This is particularly important because these kinds of systematic biases have implications not only for the careers of those invited less, but also provide negative role model inspiration for the up-and-coming.

If such perceptions of discrimination prove to be merely perceptions and not reflective of actual representation at such panels and conferences (something our data cannot explicitly speak to), then, again, more transparency may help minimize ill-feelings among disadvantaged groups. For instance, society and conference organizers could consider disclosing their short lists for such invitations and/or providing a public annual report on representation data. This type of accountability would help ensure that any preferences given disproportionately to majority groups are quickly reported and, hopefully, corrected.

Beyond representation, there exist many implicit and automatic behaviors by both employers and coworkers that result in negative experiences of females and URMs. For example, 33% of women report being interrupted while speaking either "Frequently" or "Daily." Such behavior can signal of lack of respect which decreases feelings of inclusion. Likewise, 18% of URM respondents reported not being provided with critical information prior to an important meeting. This type of behavior can lead to feelings of disenfranchisement that could push URM members of academic marketing to either disengage or to simply leave. To help minimizes such discriminatory and anti-inclusive behavior, university administrators and conference organizers can encourage anti-bias training for constituents to help inform perpetrators of bad behaviors of their consequences. Going beyond informing, those in power can choose to sanction "bad actors" by limiting access to resources, favorable teaching assignments, and/or decision-making ability.

In sum, the survey data collected and analyzed here shows how the organizational climate of academic marketing dramatically differs depending on demographic and descriptive characteristics. We highlight the disparity between women vs. men and majority vs. minority racial groups in how they experience academic marketing. We also allow for deeper investigation into other categorizations of academic marketing members via an interactive data visualization tool. Our concluding hope is that this documentation of real and perceived discrimination will encourage innovation among policy makers as to how best to tackle this important and pressing issue.

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TABLE 1 – SURVEY INSTRUMENT

General Experience

Question Wording:	Please indicate how strongly you agree or disagree with each of the following statements:
Response Options	Strongly Disagree, Somewhat Disagree, Neither Agree nor Disagree, Somewhat Agree, Strongly Agree
Questions	I am satisfied with the overall climate within my academic experience
	I am satisfied with the overall climate at my institution/place of employment
	I feel valued at my institution/place of employment
	I always feel included socially at my institution/place of employment
	I always feel included intellectually at my institution/place of employment
	I feel I have been discriminated against within my academic field
	I feel I have been discriminated against at my institution/place of employment
	The work that I do is valued within my academic field
	The work that I do is valued at my institution/place of employment
	My ideas and opinions are often ignored at my institution/place of employment

Explicit Discrimination - Type

Question Wording:	During your time in your academic field, have you personally been discriminated against or been treated unfairly or witnessed discrimination / unfair treatment by anyone in your field based on any of these factors?
Response Options	Personally Experienced Yes/No
	Witnessed Yes/No
Questions	Racial/ethnic identity
	Sex
	Gender identity
	Sexual orientation
	Disability status
	Marital status
	Caregiving responsibilities
	Religion
	Political views
	Age
	Citizenship status
	Research topics
	Based on a factor other than the ones listed above

Explicit Discrimination - Form

Question Wording:	During your time in your academic field, have you personally been discriminated against or been treated unfairly or witnessed discrimination / unfair treatment by anyone in the field based on any of these factors?
Response Options	Personally Experienced Yes/No Witnessed Yes/No
Questions	Promotion decisions Compensation Teaching assignments Service obligations Access to time and funding to attend conferences and seminars Access to graduate student researchers Course evaluations Publishing decisions Funding decisions Sabbatical time Access to potential coauthors Invitations to participate in research conferences, associations and networks.

Implicit Bias

Question Wording:	During your time within the your academic field, how frequently (if ever) have you experienced any of the following?
Response Options	Never, Rarely, Occasionally, Frequently, Daily, NA
Questions	Been interrupted while speaking
	Been chastised for assertive behavior
	Been disrespected by your undergraduate students
	Been disrespected by your MBA students
	Been disrespected by your PhD students
	Been overlooked for a high profile panel discussion at your institution/place of work
	Been asked to perform extra committee work as compared to your immediate colleagues
	Had a colleague at your institution/place of work dismiss your ideas/opinions without reasonable consideration
	Had a colleague at your institution/place of work attribute your ideas or contributions to someone else
	Generally felt invisible
	Had your teaching preferences ignored in favor of another faculty member.
	Been passed over for executive education opportunities in which you were interested (for teaching).
	Been passed over for committee work in which you were interested in.
	Been passed over for leadership opportunities in which you were interested.
	Been left out of important decision-making meetings
	Was not provided with critical information prior to a meeting
	Had meetings consistently scheduled for a time that required you to choose between family obligations and work

Sexual Harassment and Inclusion

Question Wording:	During your time within your academic field, have you ever experienced any of the following?
Response Options	Yes, No
Questions	Felt socially excluded at a meeting or event in the field
	Felt disrespected by your colleagues in your field
	Felt that your work was not taken as seriously as that of colleagues in your field
	Felt that the subject or methodology of your research was not taken as seriously as that of your colleagues in your field
	Another faculty member or student engaged in sexual conversation or inference (e.g. displaying, using, or distributing inappropriate sexual or suggestive materials; making offensive sexual remarks, either directed at you or overheard, including jokes or sexual stories; making remarks about your appearance, body, or sexual activities that made you uncomfortable; or making gestures or using body language of a sexual nature which embarrassed or offended you)
	Another faculty member or student made unwanted attempts to establish a dating, romantic, or sexual relationship with you
	Another faculty member or student made you feel threatened with some sort of retaliation for not being romantically or sexually cooperative or implied you'd be treated better if you were sexually cooperative
	Another faculty member or student engaged in stalking behavior directed at you (e.g. watching or following you from a distance; repeatedly waiting for you outside of your workplace, classroom, meeting room when you didn't want them to; spying on you; making unwanted phone calls to you or leaving you unwanted messages, emails or other electronic transmissions including via social media, or sent cards, letters, flowers, or presents when they knew you didn't want them to
	Another faculty member or student fondled, kissed, or rubbed up against the private areas of your body; removed some of your clothes without your consent; ; attempted to engage in a sexual act without your consent; and/or attempted to have oral sex with you without your consent
	Another faculty member or student touched you in a way, other than what was listed above, that made you feel uncomfortable

Figure 1 – Summary of Key Demographic and Descriptive Information for Survey Respondents

Marketing Sub Area	Count	%
CB	864	61.98%
Quant	191	13.70%
Strategy	162	11.62%
CCT	94	6.71%
Other	83	5.95%

PhD Year	Count	%
Not Awarded/Student	216	15.62%
1950 or earlier	1	0.07%
1951-1960	2	0.14%
1961-1970	10	0.72%
1971-1980	53	3.83%
1981-1990	114	8.24%
1991-2000	190	13.74%
2001-2005	132	9.54%
2006-2010	204	14.75%
2011-2015	224	16.20%
2015-2019	237	17.14%

Current Rank	Count	%
Undergrad	2	0.14%
Masters	2	0.14%
PhD	201	14.47%
PostDoc	19	1.37%
Assistant	374	26.93%
Associate (no tenure)	67	4.82%
Associate (tenure)	278	20.01%
Full	352	25.34%
Emeritus	24	1.73%
Other	60	4.32%
NA	10	0.72%

Race	Count	%
White	881	63.15%
Asian	298	21.36%
Prefer not to answer	68	4.87%
Hispanic	59	4.23%
Other	48	3.44%
Black	39	2.80%
American Indian	2	0.14%

Gender	Count	%
Male	698	49.93%
Female	666	47.64%
Prefer Not to Answer	28	2.00%
Other	3	0.21%
Non-Binary	2	0.14%
Transexual	1	0.07%

Sexual Orientation	Count	%
Heterosexual	1266	90.95%
Prefer not to Answer	52	3.74%
Homosexual	45	3.23%
Bisexual	22	1.58%
Other	5	0.36%
Something Else	2	0.14%

Care for Elderly Parent	Count	%
No	1025	82.00%
Yes	189	15.12%
Prefer not to Answer	36	2.88%

Age	Count	%
18-24	8	0.58%
25-34	335	24.10%
35-44	434	31.22%
45-54	251	18.06%
55-64	202	14.53%
65-74	108	7.77%
75-84	12	0.86%
85+	4	0.29%
Prefer Not to Answer	36	2.59%

Relationship Status	Count	%
Married living together	1006	72.43%
Single	214	15.40%
Married living apart	61	4.39%
Prefer not to answer	48	3.45%
Separated	28	2.01%
Other	20	1.44%
Widowed	12	0.86%

Care for Children	Count	%
No	740	54.25%
Yes	597	43.77%
Prefer not to Answer	27	1.98%

Care for Sick/Disabled Partner	Count	%
No	1162	95.17%
Prefer not to Answer	32	2.62%
Yes	27	2.21%

FIGURE 2 – GENDER DIFFERENCES IN GENERAL EXPERIENCE WITHIN ACADEMIC MARKETING (SORTED BY ORDER OF QUESTIONS WITHIN SURVEY)

I am satisfied with the overall climate within my academic experience — Male 0.71 ***, Female 0.32

I am satisfied with the overall climate at my institution/place of employment — Male 0.71 ***, Female 0.39

I feel valued at my institution/place of employment — Male 0.91 ***, Female 0.68

I always feel included socially at my institution/place of employment — Male 0.86 ***, Female 0.63

I always feel included intellectually at my institution/place of employment — Male 0.87 ***, Female 0.64

I feel I have been discriminated against within my academic field — *** Male -1.01, Female -0.46

I feel I have been discriminated against at my institution/place of employment — *** Male -1.14, Female -0.61

The work that I do is valued within my academic field — Male 0.84 *, Female 0.71

The work that I do is valued at my institution/place of employment — Male 0.90, Female 0.79

My ideas and opinions are often ignored at my institution/place of employment — * Male -0.76, Female -0.63

☐ Male
■ Female

-2 Strongly Disagree -1 Somewhat Disagree 0 Neither Agree Nor Disagree 1 Somewhat Agree 2 Strongly Agree
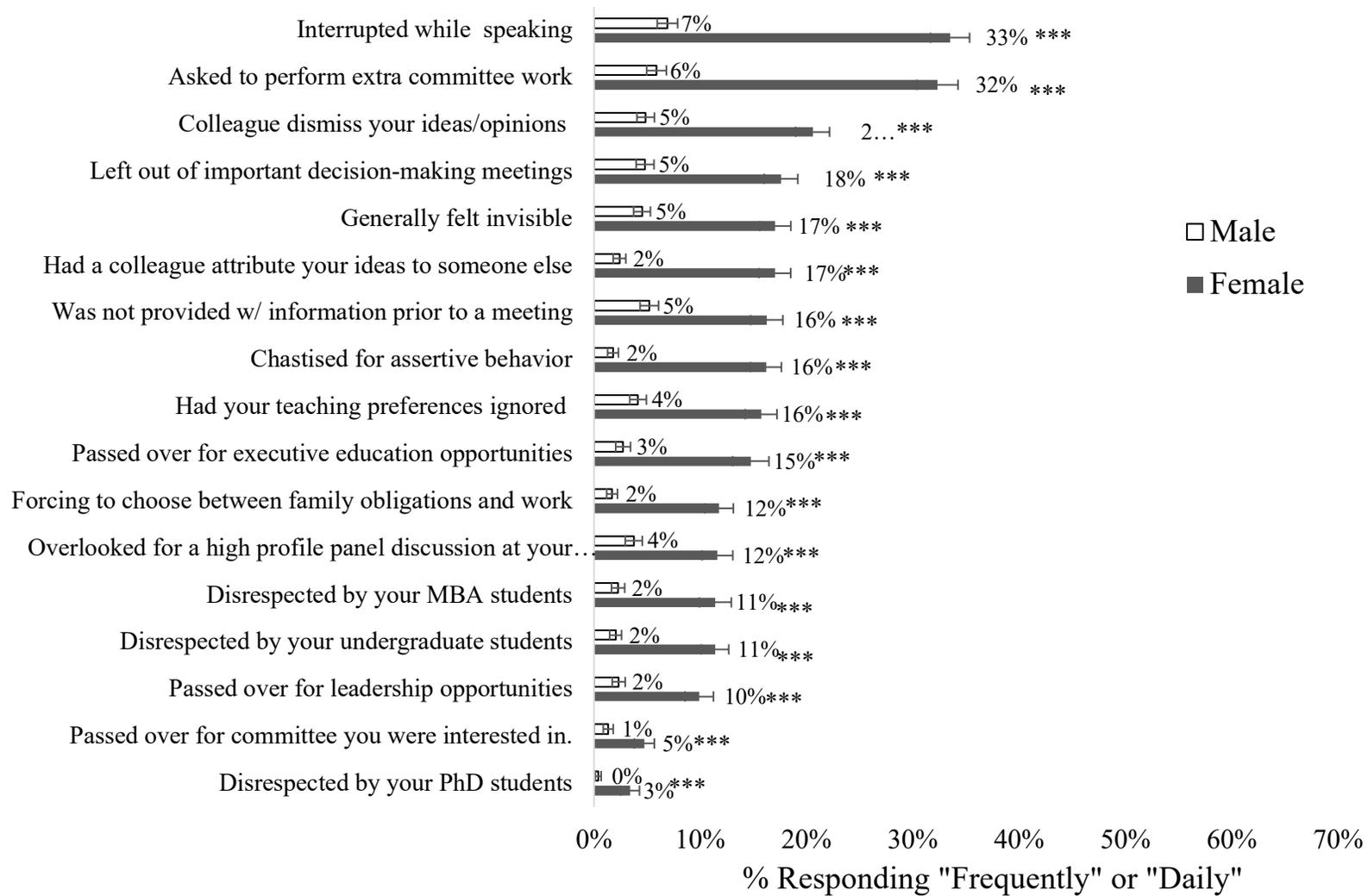
Notes— Error bars are standard errors. *** $p < .001$, ** $p < .01$, * $p < .05$

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FIGURE 3 – GENDER DIFFERENCES IN SELF REPORTED EXPERIENCE OF DISCRIMINATION TYPES WITHIN ACADEMIC MARKETING (SORTED BY % OF WOMEN RESPONDING "YES")


Category	Male	Female	
ANY	58%	75%	***
Course evaluations	19%	41%	***
Compensation	26%	40%	***
Service obligations	19%	40%	***
Teaching assignments	23%	34%	***
Invitations to conferences	20%	31%	***
Promotion decisions	20%	27%	**
Publishing decisions	25%	26%	
Funding decisions	20%	23%	
Access to potential coauthors	11%	21%	***
Access to funding to attend…	15%	20%	**
Access to PhD Students	15%	20%	*
Sabbatical time	8%	9%	
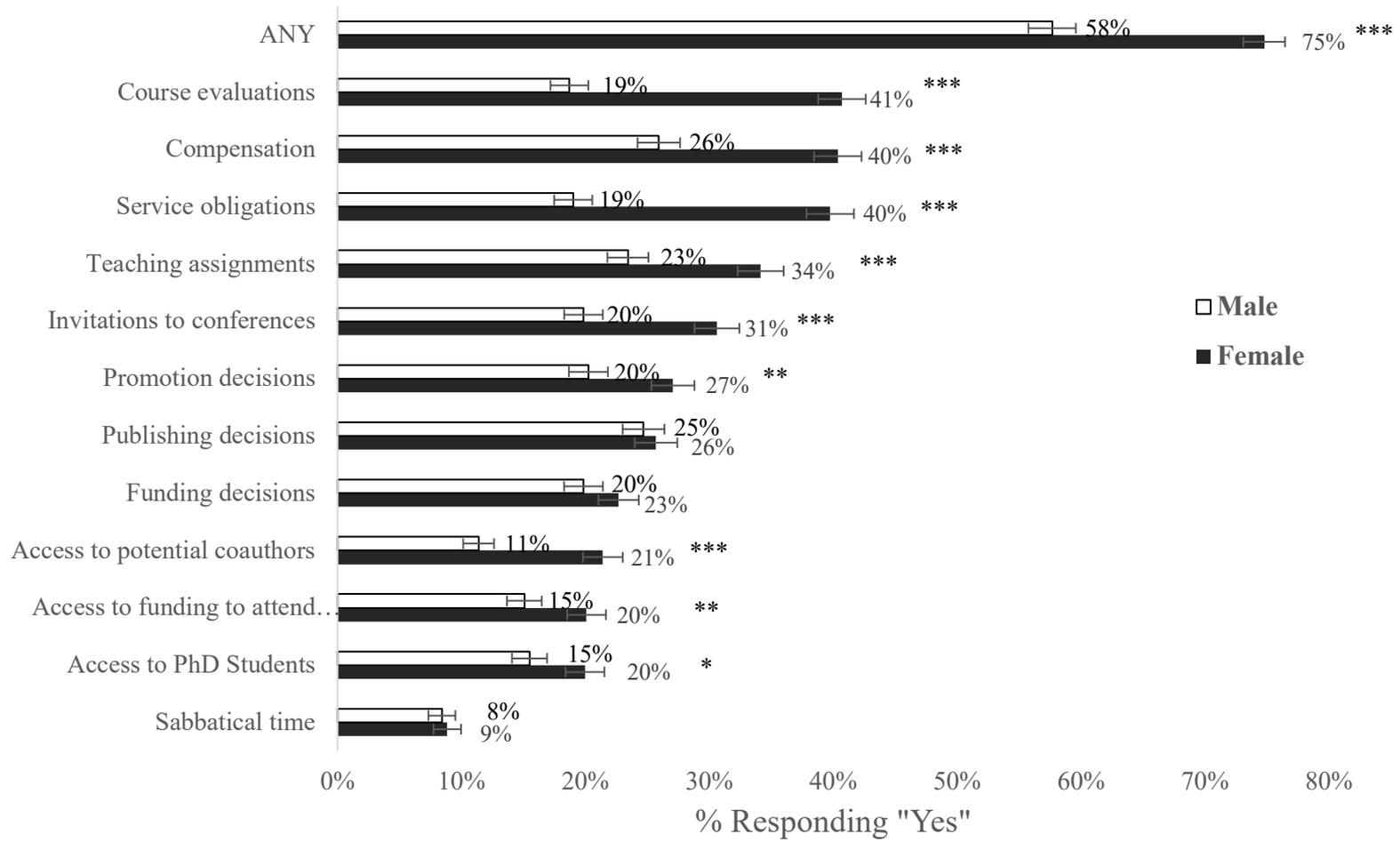
% Responding "Yes"

Notes— Error bars are standard errors. *** p < .001, ** p < .01, * p < .05

FIGURE 4 - GENDER DIFFERENCES IN SELF REPORTED EXPERIENCE OF IMPLICIT BIAS WITHIN ACADEMIC MARKETING (SORTED BY % OF FEMALE RESPONDING INDICATING "FREQUENTLY OR DAILY")
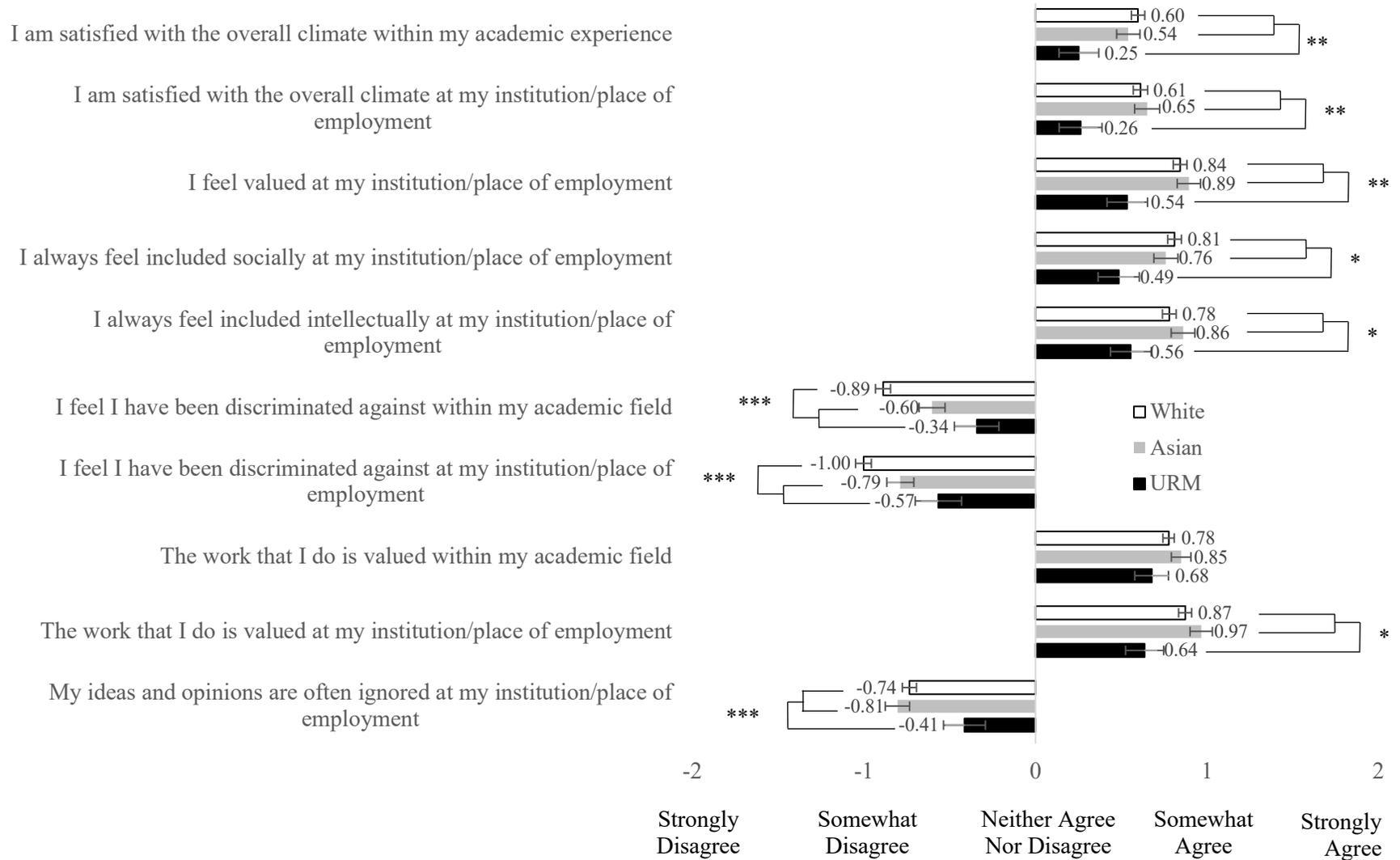

Notes—Error bars are standard errors. *** p < .001, ** p < .01, * p < .05

FIGURE 5 - GENDER DIFFERENCES IN SELF REPORTED EXPERIENCE OF SOCIAL AND SEXUAL HARASSMENT WITHIN ACADEMIC MARKETING (SORTED BY % OF FEMALE RESPONDENTS INDICATED "YES")
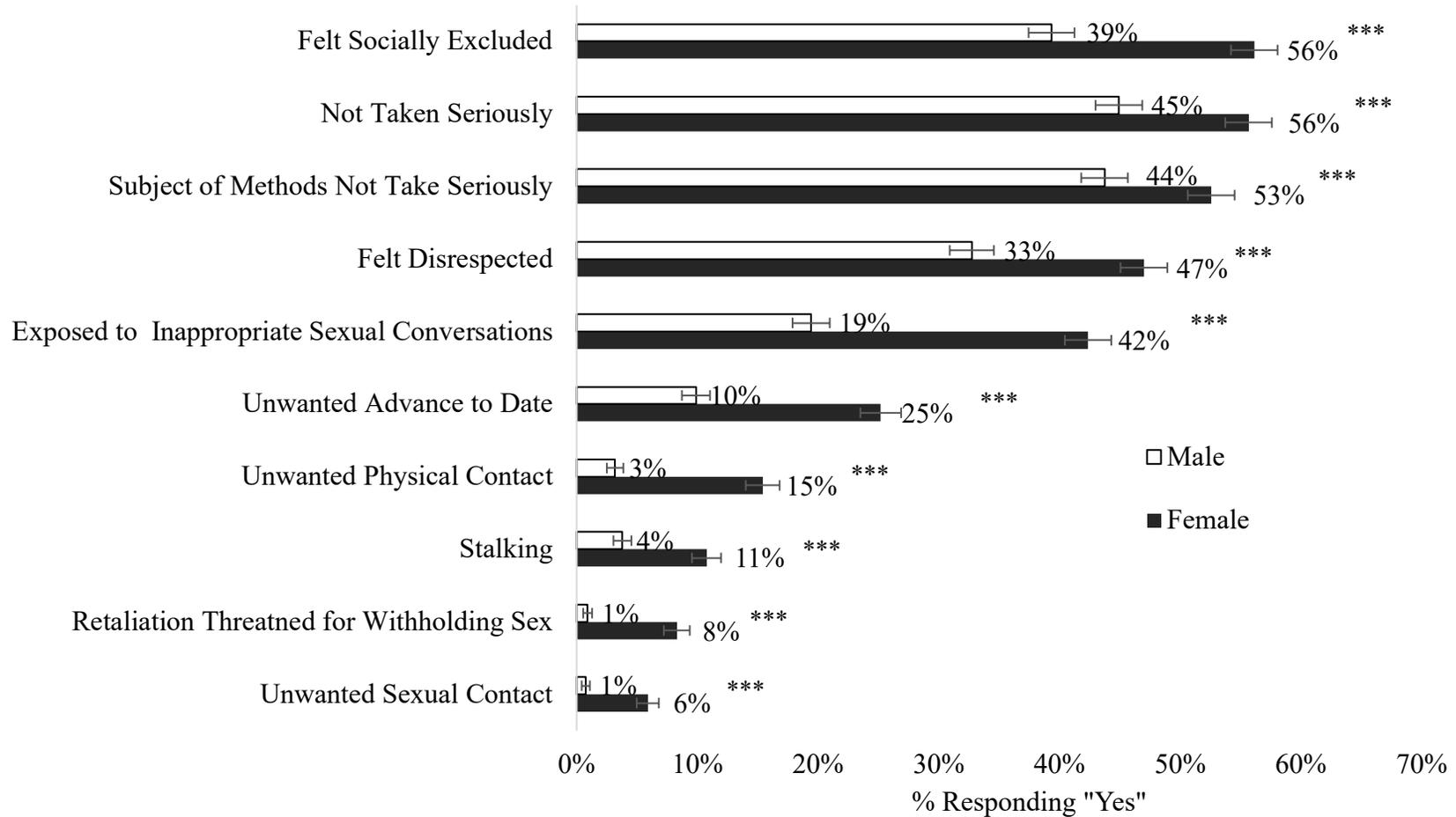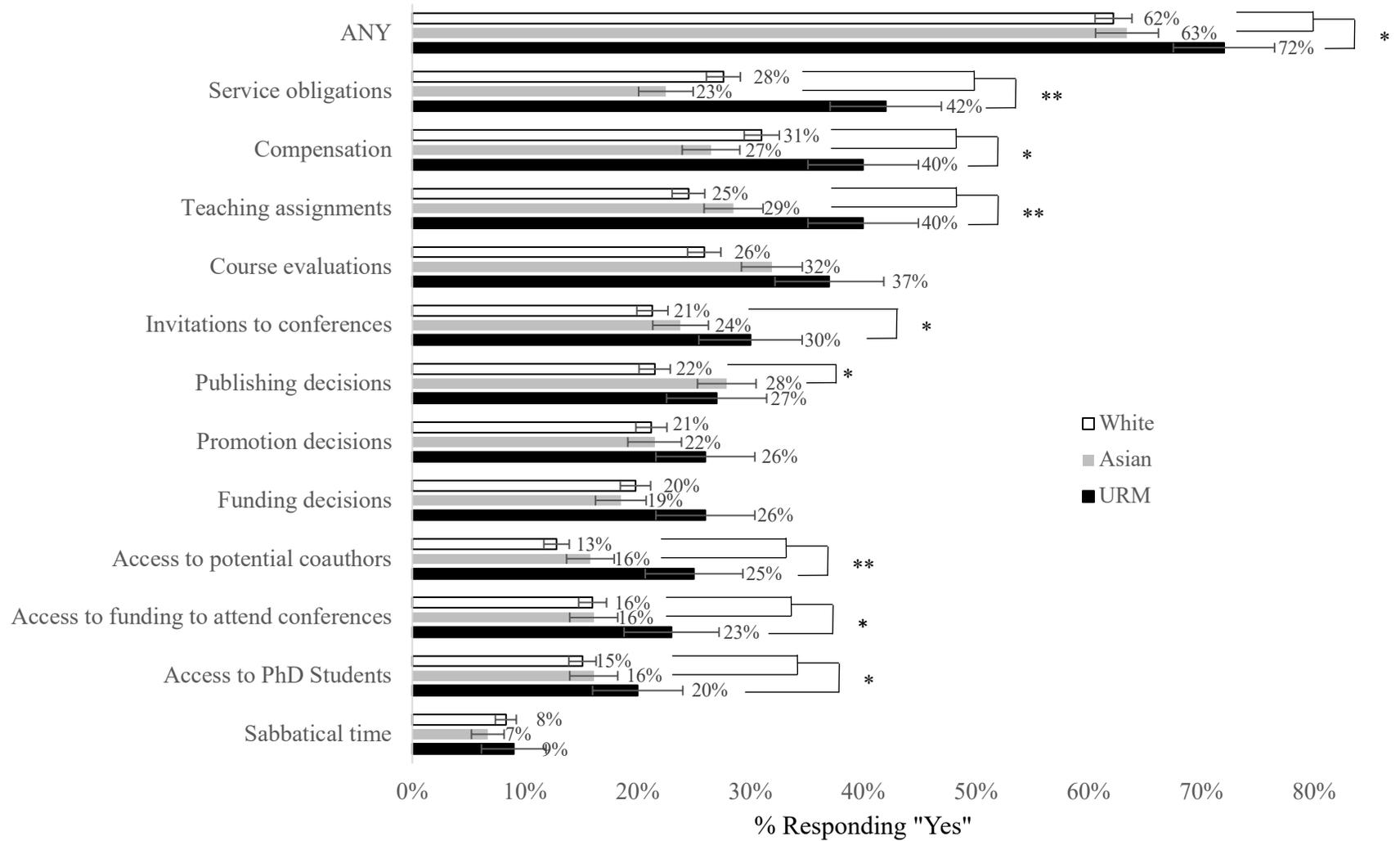

Notes—Error bars are standard errors. *** p < .001, ** p < .01, * p < .05

Figure 6 – Racial Differences in General Experience within Academic Marketing (sorted by order of questions within survey)
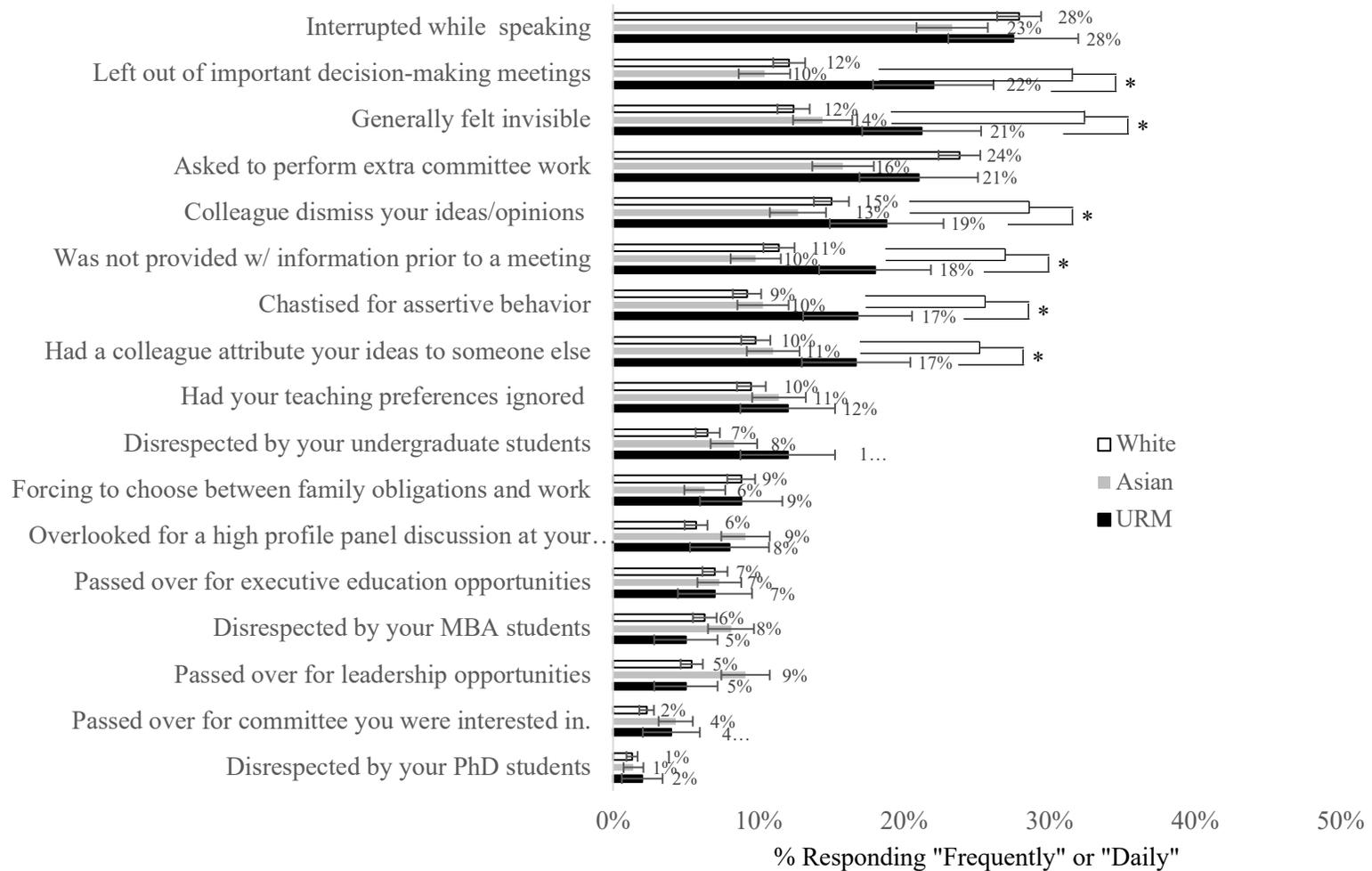
Notes— Error bars are standard errors. *** p < .001, ** p < .01, * p < .05

FIGURE 7 – RACIAL DIFFERENCES IN SELF REPORTED EXPERIENCE OF DISCRIMINATION TYPES WITHIN ACADEMIC MARKETING (SORTED BY % OF URM RESPONDENTS RESPONDING "YES")
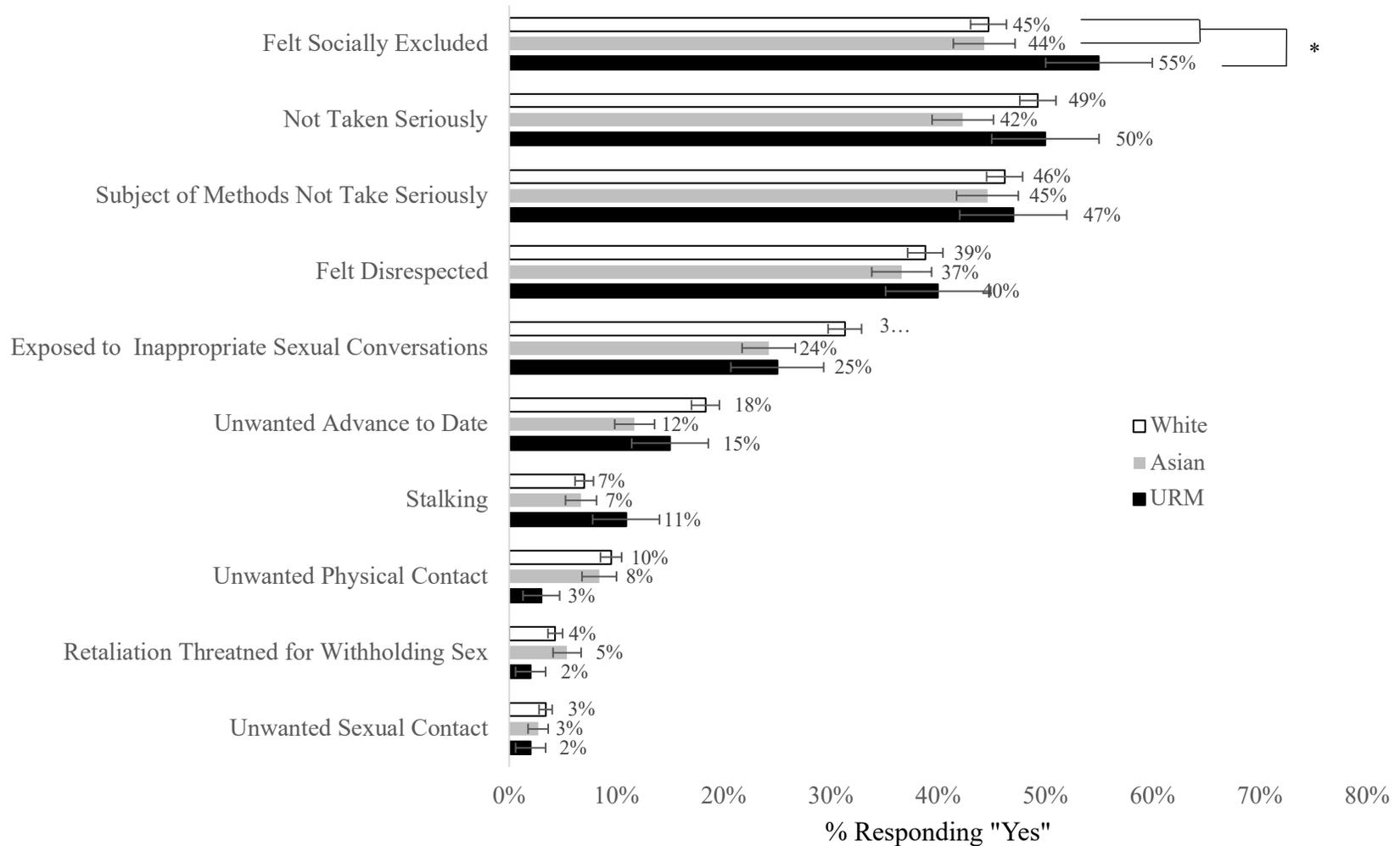

Notes— Error bars are standard errors. *** p < .001, ** p < .01, * p < .05

FIGURE 8 - RACIAL DIFFERENCES IN SELF REPORTED EXPERIENCE OF IMPLICIT BIAS WITHIN ACADEMIC MARKETING (SORTED BY % OF URM RESPONDENTS INDICATING "FREQUENTLY OR DAILY")

Notes—Error bars are standard errors. *** p < .001, ** p < .01, * p < .05

FIGURE 9 - RACIAL DIFFERENCES IN SELF REPORTED EXPERIENCE OF SOCIAL AND SEXUAL HARASSMENT WITHIN ACADEMIC MARKETING (SORTED BY % OF URM RESPONDENTS INDICATED "YES")

Notes—Error bars are standard errors. *** p < .001, ** p < .01, * p < .05

Appendix A – Screenshot of Visualization (found at http://jeffgalak.com/climatesurvey/