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The Perception of Organizational Climate of Inclusivity Moderated by Commitment: A Quasi-experimental Study

Stanley Byrd
St. John Fisher College

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Abstract
Empirical studies about diversity in healthcare organizations have shown that those organizations have been slow to embrace diversity management (Dreaschlin, Weech-Maldonado, & Dansky, 2004). This study explores whether the ability to retain employees is connected to the employee's perception that the organization possesses an inclusive environment. The study was conducted at an upstate New York University Medical Center. This research built on existing studies related to the importance of creating a climate of inclusivity in organizations as an important component of specialized diversity recruitment. Specifically, the study tested whether there is a difference in the perceptions of the presence of an environment of inclusivity between professional underrepresented employees hired through a specialized diversity program and professional employees hired through a traditional recruitment process and whether there was a relationship between their perceptions and their commitment to the University Medical Center.

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The Perception of Organizational Climate of Inclusivity Moderated by Commitment: A
Quasi-experimental Study

By
Stanley Byrd

Submitted in partial fulfillment
of the requirements for the degree
Ed. D. in Executive Leadership

Supervised by
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St. John Fisher College

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Dedication

I dedicate this work to my mother, Mae Ola Frison. As a model of strength, perseverance and dedication to life-long learning, she impressed upon all of her children the value and importance of education.
Biographical Sketch

Stanley Byrd is currently the Human Resources Manager-Multicultural Affairs and Inclusion at University of Rochester. Mr. Byrd attended State University College at Brockport from 1975-1979 graduated with a Bachelor of Science degree in Communications. He attended State University College at Brockport from 1986 to 1988 and graduated with a Master of Arts degree in Liberal Studies. He came to St. John Fisher College in the summer of 2009 and began doctoral studies in the Ed.D. Program in Executive Leadership. Mr. Byrd pursued his research in the *Perception of Organizational Climate of Inclusivity Moderated by Commitment: A Quasi-experimental Study* under the direction of Dr. Marie Cianca and received the Ed.D. degree in 2011.
Abstract

Empirical studies about diversity in healthcare organizations have shown that those organizations have been slow to embrace diversity management (Dreaschlin, Weech-Maldonado, & Dansky, 2004). This study explores whether the ability to retain employees is connected to the employee’s perception that the organization possesses an inclusive environment. The study was conducted at an upstate New York University Medical Center. This research built on existing studies related to the importance of creating a climate of inclusivity in organizations as an important component of specialized diversity recruitment. Specifically, the study tested whether there is a difference in the perceptions of the presence of an environment of inclusivity between professional underrepresented employees hired through a specialized diversity program and professional employees hired through a traditional recruitment process and whether there was a relationship between their perceptions and their commitment to the University Medical Center.
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Chapter 1: Introduction

From the challenges and accomplishments of the Civil Rights Movement to the legislation supporting equal rights and affirmative action to access in employment, the history of diversity in the United States has a richness and strength that ranges from social justice to valuing differences to inclusion. The principal focus of affirmative action was to offer access in the workplace primarily to people of color and women and was viewed as a moral and social responsibility. Decades later, organizations began to look inward to try to understand why people of color and women were having difficulties in the workplace. From these dichotomies, the diversity movement was born.

A key focus of the diversity movement has been training to raise awareness about valuing differences and embracing the contributions that multiple perspectives bring to the workplace. However, diversity opponents maintain that if a company focused on creating a culture that trusts, respects, and values people of color and women, its ability to recruit and retain diverse talent and foster a reputation of being an “employer of choice” would be enhanced (Henry, 2003, p. 3). It is important to understand the history of the movement that goes beyond training.

Affirmative action’s first and primary goal was to create a diverse workforce, specifically, by providing opportunity and upward mobility for minorities and women. Its fundamental motives were legal, moral and social responsibility. Affirmative action began as a federal government-centered initiative. It had a quantitative focus and assumed assimilation, which in this context, reflects a socio-political response to
demographic multi-ethnicity and supports incorporating individual differences into the
dominant culture. Affirmative action is opposed to an affirmative philosophy, such as
multiculturalism, that seeks to maintain individual cultural differences while connecting
to the larger organizational culture. Unfortunately, there were many challenges with
affirmative action that included concerns that it created backlash, required continuous and
intense commitment, and had cyclical benefits (Thomas, 1992). The term diversity in this
study places particular emphasis on identities that include, but are not limited to, gender
and race/ethnicity.

Valuing or appreciating differences was the next goal of the diversity movement.
In the early 1990s, attention was paid to the internal environment of organizations and the
quality of the interpersonal relationships of diverse employees. The intent was to
recognize and celebrate the richness that can come from diversity. The key components
included understanding, respecting, and valuing diversity in the context of the workplace
environment (Jackson, 1992). The anticipated benefits included creating mutual respect
among groups and establishing upward mobility for underrepresented individuals.
However, the notion of valuing diversity, hiring and promoting diverse people did not
automatically lead to mutual respect, cooperation, and true integration (Loden & Rosener,
1991). One of the challenges of this phase of the diversity journey was the focus on
production (utilization) and innovation with little attention paid to interpersonal relations
(Loden & Rosener, 1991). During this period, there was little emphasis on managing for
a diverse workforce. Many organizations lacked the infrastructure to support diversity as
a system and a change process.
As the United States entered the 1990s, managing diversity became the next goal of diversity movement. The primary intent in the 1990s was full utilization of an organization’s human resources. One of the motives was competitive advantage. Managing diversity was defined at that time as “creating an environment appropriate for full utilization of a diverse work force with an emphasis on culture and systems” (Thomas, 1992, p. 28). Benefits of the diverse workforce included upward mobility for minorities and women and competitive advantage for the company. The challenges of such a process included the requirement of a long-term commitment, mindset shift, modified definitions of leadership and management, and a mutual adaptation by the organization and the individual. These efforts called for a strategic, long-term embedding of diversity recruitment and other practices. Leaders needed to clearly articulate the strategic objectives of the organization and assess the extent to which the existing organizational structure and culture supported the goals of the organization (Myers, 2007). These efforts included the responsibility of organizational leadership to provide effective coaching and mentoring to their managers to increase their skills to manage an ever-increasing diverse workforce.

Coupled with managing and valuing diversity and social justice perspectives, there were dramatic shifts occurring in United States demographics. At the end of the twentieth century, “the American population grew older and became more racially and ethnically diverse” (Henry, 2003, p.15). The reality of those projections is evident in today’s labor market and the changing face of the workforce. With the increase in the percentage of women and people of color in the national and global workforce, more and more employees have co-workers from different national and ethnic cultures.
Additionally, increased age diversity is a prominent trend. There are now four generations in the workforce. However, while general changes in labor market contribute to diversity, organizations are also seeking to satisfy a diverse customer base. Many organizations realize the value of ensuring that the diversity of their customers is represented when services and products are designed, evaluated, and delivered (Jackson & Ruderman, 1995).

As the workforce becomes more diverse, organizations must eliminate old models of assimilation to create and adopt diversity initiatives. Managing diversity calls for assessments of organizational culture and systems. Diversity initiatives intend to foster among organizational members an acceptance, understanding, and appreciation for differences that exist among them, with the objective of fostering more harmonious and productive work relationships. Managing diversity initiatives, therefore, are efforts to create an environment that works naturally for the total diversity mixture (Jackson, 1992). Thomas (1991) builds on this notion in stating that organizations [must] create initiatives that require a managerial capability that will lead to the development of an organizational environment that works naturally for everyone. Organizational leadership has the responsibility for empowering and enabling its workforce.

Problem Statement

Empirical studies on diversity in healthcare organizations have been slow to embrace diversity management (Dreaschlin, Weech-Maldonado, & Dansk, 2004). In addition, research on the healthcare workforce in the United States reveals that there are racial and ethnic disparities in career accomplishment and experiences (Dreaschlin et al.). While under-represented minorities (defined as African-American, Hispanic, Native-
American, and Pacific Islanders) comprise a relatively high percentage of low-paid service workers in healthcare organizations (HCOs), the literature consistently documents the under-representation of people of color in health services management and reveals persistent gaps in both compensation and satisfaction between managers of color and white managers (Dreaschlin et al.). The present study will focus on a specialized diversity initiative’s effect on managers in healthcare who are underrepresented and hired through such an initiative and those in the same organization who were hired through the traditional recruitment process.

The study was conducted at a large, upstate New York University Medical Center. For the purposes of keeping the research site confidential in this study, it was generically referred to as the “University Medical Center.” The University Medical Center began to allocate resources and a formal focus on a staff diversity initiative in January 2005. One of the primary goals of the initiative was to diversify the professional management staff: entry to upper level professional, administrative, and supervisors. Various metrics were used to assess the progress in increasing the numbers and overall percentages in the professional ranks. However, no assessment, to date, had been conducted to evaluate retention of the employees hired through the specialized diversity recruitment process.

This study explores whether the ability to retain employees may be connected to the employee’s perception that the organization possesses an inclusive environment. The research built on existing studies related to the importance of creating a climate of inclusivity in organizations as an important component of specialized diversity recruitment. The metrics that were used to evaluate the success of the initiative showed that there had been quantitative changes in demographics within the management ranks
of workforce at the University Medical Center. However, additional criteria were necessary to evaluate overall success.

On one level, the University Medical Center was successful in increasing the diversity in its professional staff. The Office of Staff Diversity and Inclusion is responsible for vetting candidates through a specialized recruitment process, the goal of which is to assist hiring managers in diversifying their candidate pools. This process included sourcing qualified, underrepresented candidates; conducting exploratory meetings; and forwarding an electronic record of the interview and reference checks to the manager responsible for hiring. In addition, the Office of Staff Diversity and Inclusion was responsible for creating programs and activities related to an inclusive environment that supports the retention of these new employees.

The Office of Staff Diversity and Inclusion collected and maintained the metrics to assess the success of its efforts. The baseline year for the specialized recruitment program was March 31, 2006. At that time, the total number of underrepresented staff was 175 or 5.1%. In September 2010, the total was 289 or 6.9%. In addition to the increased diversity percentages in its professional ranks, it was important that the University Medical Center determine whether its current efforts are perceived as supporting a more inclusive organization.

When assessing the stability of the workplace, one of the key factors is the rate of employee turnover. The overall turnover for the University Medical Center for the period October 1, 2005 to September 30, 2010 was 33%. The turnover for the underrepresented staff that was hired through the specialized diversity recruitment efforts was 16.6%. The turnover rate for underrepresented staff that was not hired through the specialized
diversity recruitment efforts was 51.8%. These statistics, however, do not indicate whether there was a perception of the University Medical Center as an inclusive organization. This study determined whether individuals who are hired under specialized recruitment programs/processes have an expectation of the organization’s climate, specifically inclusion, which is different from those hired during traditional recruitment efforts.

The term diversity was defined in two primary ways: demographic and functional. The demographic literature generally conceptualized diversity in terms of difference with particular emphasis on identities issues, which include, but are not limited to gender, age, ethnicity, and sexual orientation (McKay & Avery, 2005). Functional characteristics of diversity include cognitive differences among an individual’s knowledge, skills and abilities, values, beliefs and attitudes, and personality. This study focused on demographic diversity based on the strategic direction in the organization’s staff diversity and inclusion initiative, which is focused on race/ethnicity and gender. Regardless of gender, race, ethnicity, religion, disability, or sexual orientation, each employee evaluates the extent to which he/she experiences equity, opportunity, and inclusiveness in the workplace (Myers, 2007). The commitment to this perceptual evaluation served as an unwritten or implicit contract between the employee and the University Medical Center, which is termed a psychological contract.

**Background on Diversity Focused Initiatives**

Managing diversity in the workplace is an important aspect of creating an inclusive environment. Thomas (1991) defined managing diversity as building inclusive work environments that allow everyone to reach their full potential. Myers and
Dreaschlin (2007) defined inclusion as creating workplace environments in which employees feel motivated to stay as well as encouraged to express their authentic and full participation.

Dreaschlin et al. (2004) provide research that diversity management practices influence outcomes for individuals, groups, and the overall organization. Individual outcomes include career experiences, workplace perceptions, and employee satisfaction. Group outcomes include group task performance, group task behavior, intergroup conflict, and communication. Myers and Dreashlin (2007) build on the organization’s responsibilities by stating that recruitment and retention of a diverse workforce means that healthcare administrators must be proactive and systematic in their approach to diversity management. The administrators must be mindful of their own behaviors, understand and respect the perspectives and contributions of the diverse workforce that they need to attract, and identify factors that contribute to a high-performing and inclusive work climate.

As companies adopt diversity recruitment initiatives, they should include an assessment of supportive and inclusive diversity climates (McKay & Avery, 2005). Studies highlight creating a diversity climate of inclusivity as a key factor to an organization’s goal of embedding diversity initiatives within its culture. Hicks-Clarke and Iles (2000) present a model of indicators for a positive climate for diversity and the subsequent outcomes for organizations and individuals of such a climate. In their model, human resource diversity and diversity climates in organizations significantly impact a wide range of career and organizational attitudes and perceptions.
Theoretical Rationale

This study addressed gaps in the research by assessing employee commitment to the organization related to the employee perceptions that an informal agreement of mutual expectations and conditions is evident. During the interview and on-boarding process, agents of the organization inform, in formal and informal ways, the expectations and reciprocal responsibilities of the employee and the organization. This formal agreement upon hiring comes in writing through the offer letter and is supported by the policies and procedures as well as the employee manual of the organization. The mutual understanding of the culture and environment of the organizations is not as formal and includes perceptions as well as the experience of the employee.

Creating workplace environments that are diverse and inclusive has gained greater importance for organizations in the 21st century. The theoretical foundation for this study is the psychological contract, which refers to the expectations of the employee and employer in the employment relationship. This includes mutual obligations, beliefs, and perceptions about implicit mutual expectations. The role of work-life research and the psychological contract has been an emergent topic since the 1960s. From this standpoint, an assessment of the expectations of younger workers and the changing traditional gender roles are primary considerations when using the theoretical framework of the psychological contract theory. The tension between the expectation of work and an individual’s personal life was “work-life balance” in the 1980s. More recently, other trends or concerns that reflected in the psychological contract theory include the implications of job security “as fewer and fewer jobs are for ‘jobs for life’” (Rousseau,
Another concern posited for the psychological contract is whether there is a difference in the perception of the contract at different stages of the work life cycle.

Psychological Contract Theory provides a theoretical framework to support the notion of expectations of the employee and the employer. Creating diversity climates of inclusivity implies an informal contract that incorporates the beliefs, expectations, and aspirations of the employee who has perceived beliefs about the implicit promises or obligations for creating a workplace that is inclusive. An important aspect of the contract is the concept of theories of action. Theories of action include an organization’s espoused as well as enacted behaviors. If the psychological contract promises are not met [not enacted] or are violated, a challenge is created for both the employee and the employer. It is important when assessing a climate of inclusivity to recognize the difference between what an organization espouses and what it actually demonstrates through its actions.

Significance of the Study

Organizations allocate extensive human and financial resources to create, implement, and embed diversity initiatives into their culture. Assessment is a necessary part of the process to determine if the efforts are meeting the strategic intent of the initiative. This study has significance for the University Medical Center stakeholders, including the board of directors, executive leadership, employees, faculty, and patients as well as providing research for other diversity practitioners. The cornerstone to the employee diversity initiative at the University Medical Center was its specialized multicultural recruitment initiative. This initiative provides a process for sourcing and interviewing candidates by a multicultural recruitment specialist who then forwards the candidate’s record to the hiring manager to include in his or her recruitment candidate
pool. The candidates who experienced this process were aware that this is a specialized process. It is important to the organization to know if the individuals hired through this specialized process had a sense of working for an inclusive organization. Is the perception of those in this specialized process different from those hired the traditional way? The results of this study were significant for other diversity practitioners who work for large medical centers. In addition, best practices from this research inform other non-profits, businesses, and other for-profit institutions.

Purpose of the Study

The purpose of this study was to determine whether there is a difference in the perceptions of the presence of an environment of inclusivity between professional underrepresented employees hired through a specialized diversity program and professional employees hired through a traditional recruitment process and whether there is a relationship between their perceptions and their commitment to the University Medical Center.

Research Questions

The research questions were as follows:

1. Is there a difference in:
   a. the perceptions of the existence of an environment of inclusivity among the professionals hired through the specialized diversity program, the underrepresented professionals, and the other professional staff hired through the traditional recruitment process?
b. the overall commitment among the professionals hired through the specialized diversity program, the underrepresented professionals, and the other professional staff hired through the traditional recruitment process?

c. the types of commitment among the professionals hired through the specialized diversity program, the underrepresented professionals, and the other professional staff hired through the traditional recruitment process?

2. Is there a relationship between commitment and the perception of an environment of inclusivity among the professionals hired through the specialized diversity program, the underrepresented professionals, and the other professional staff hired through the traditional recruitment process?

**Definition of Terms**

*Bias*. Bias refers to an attitude or a belief that predisposes one to see events, people, or circumstances in a positive or negative way. An inclination or prejudice in favor or against a particular person or thing (Oxford American Dictionary and Thesaurus, 2nd Edition, 2009).

*Climate of Inclusivity*. Factors identified by employees that foster inclusivity as well as the organization’s responsibilities to create and foster the climate. The key to creating a climate of inclusivity is harnessing the talents, strengths, and personal motivation of each individual and aligning each person with the organization’s goals, mission, and values (McKay & Avery, 2005).

*Culture of Diversity*. An institutional environment built on the values of fairness, diversity, mutual respect, understanding, and cooperation where shared goals, rewards,
performance standards, operating norms, and a common vision of the future guide the efforts of every employee and manager (Loden & Rosener, 1991).

*Diversity.* Diversity is defined in two primary ways: demographic and functional. The demographic literature generally conceptualized diversity in terms of difference with particular emphasis on issues identities that include, but are not limited to, gender, age, ethnicity, and sexual orientation (McKay & Avery, 2005). Functional characteristics of diversity include cognitive differences among individual’s knowledge, skills and abilities, values, beliefs and attitudes, and personality (Jackson & Ruderman, 1995).

*Inclusion.* Workplace environments in which individuals feel motivated to stay as well as encouraged to express their authentic and full participation (Myers and Dreaschlin (2007).

*Managing Diversity.* Managing diversity is defined as building inclusive work environments that allow everyone to reach his/her full potential. Managing diversity is a comprehensive managerial process for developing an environment that works well for all employees, including dominant culture employees (Thomas, 1991).

*Multiculturalism.* Reflecting the mixture of diversity in an organization rather than several mini-cultures reflecting the different elements of the mixture (Thomas, 1991).

*Pluralism.* Highlights a form of society in which the members of minority groups maintain their independent cultural traditions (Oxford American Dictionary and Thesaurus, 2nd Edition, 2009).
Chapter 2: Review of the Literature

Introduction

High-performing organizations, in diversity leadership, include a primary focus on creating environments of inclusivity as a best practice. High-performing organizations are defined as having a characteristic of pluralistic vision that includes full integration of minority culture members, both informally and formally (Loden & Rosener, 1991). Several studies highlighted the importance of creating a diversity climate of inclusivity as a key factor to an organization’s goal of embedding diversity initiatives within its culture; but defining it varies from researcher to researcher (Hicks-Clarke & Iles, 2000; Pless & Maak, 2004; Roberson, 2006).

Defining diversity and climate of inclusivity. The term diversity is often used to describe types of dimensions on which organization’s employees may differ, including role, function, and personality. The demographic literature generally conceptualized this distinction in terms of difference with particular emphasis on identities that include but are not limited to gender, age, ethnicity, dissolubility, and sexual orientation (McKay & Avery, 2005). Functional characteristics of diversity include cognitive differences among an individual’s knowledge, skills and abilities, values, beliefs and attitudes, and personality (Jackson & Ruderman, 1995). Researchers have varying opinions to whether diversity and inclusion represent fundamentally different concepts. Chavez and Weisinger (2008) have suggested that the two concepts are separate but overlapping constructs.
Defining diversity and inclusion is challenging. Roberson (2006) conducted a study that was designed to disentangle the meaning of diversity and inclusion in organizations. The research question asked whether there is a relationship between an employee’s perceptions of diversity within the ranks of senior management, management, and non-management in the organizations and his or her perceptions of organizational performance. The content analysis of definitions and attributes for diversity and inclusion followed an inductive, grounded theory development process. The respondents differentiated between the terms of diversity and inclusion; which indicated that the terms describe separate types of work environment. Definitions of inclusion focused on organizational objectives designed to increase participation of all employees and to leverage diversity effects on the organization. Definitions of diversity focused primarily on differences and demographic compositions of groups or organizations. The research supports that inclusive work practices and diversity-related outcomes may be characteristics of organizations that are diverse and inclusive at all levels.

Creating a diversity climate of inclusivity includes the employee’s perceptions as well as the organization’s responsibilities to create and foster the climate. For employees, this includes the full participation of authentic self, motivation, perceptions of organizational intent, self-efficacy, and other factors (Doverspike, Taylor, Schultz, & McKay, 2000). Organizational factors include policies and procedures, specialized diversity recruitment, training programs, demonstrated enacted values, and commitment of the organization. These are all components of the explicit and implicit relationship between an employee and employer. Perceptions of the organization by the employee include whether the espoused values match the enacted commitment.
It is important to differentiate between enacted versus espoused values and commitment to diversity. Central to the work of Argyris and Schön (1978) is the concept of a theory of action. Theories of action are the mechanisms by which we link our thoughts with our actions. They are divided into two types: espoused and enacted. These are also called theories-in-use. Espoused theories are those that we know and we espouse to ourselves. Theories-in-use are the theories of action implied by our behavior; they are more likely to be unknown to us. It is important when assessing a climate of inclusivity to recognize the difference between what an organization espouses and what it actually demonstrates. On one hand, an employer may claim to hold a certain set of beliefs about the importance of diversity and creating climates of inclusivity; that is, their espoused theory. On the other hand, there are beliefs that are implied by their actual behavior; that is, their theory-in-use. Often, the leadership may not be aware of a discrepancy between these two. If employees become aware, this dissonance may interfere with the goals of diversity and inclusivity and the perceptions of the employee.

Theoretical foundation. Embedded in the definition of diversity climate of inclusivity is the notion that there is a relationship between the expectations of the employer and reciprocal expectations of the employee. Researchers present findings that define diversity from the perception of the employee and the perception of the organization, which also can be referred to as management focused. Pugh, Dietz, Brief, and Wiley (2008) assert that an organization’s diversity climate refers to employees’ shared perceptions of the policies and practices that communicate the extent to which fostering diversity and eliminating discrimination is a priority in the organization. There
is a reciprocal expectation on the part of the employee and the organization related to
diversity and inclusivity.

The term *Psychological Contract Theory* was first coined by Argyris (1960) to refer to employer and employee expectations of the employment relationship (Rousseau, 1995). The expectations included values, mutual obligations, expectations, and aspirations that operate over and above the formal contract of employment. The theory has had many refinements in the past three decades. Recent developments in the Psychological Contract Theory are dominated by Rousseau (1995). Rousseau initially focused her theory on individual employee’s subjective belief about his/her employment relationship, which is coined a *one-way contract*. Rousseau’s recent work focuses on the employee’s understanding the explicit and implicit promises regarding the exchange between the employee and the employer. These exchanges include the employee’s contributions (e.g., effort, loyalty, and ability) and the employers’ inducements (e.g., pay, promotion, and security).

Researchers have used the concept of a Psychological Contract Theory in a variety of different ways. The following summary and significant elements of the definitions of Psychological Contract are based on research by Rousseau and Wade-Benson, 1995:

1. Incorporation of beliefs, values, expectations and aspirations of employer and employee, including beliefs about implicit promises and obligations, the extent to which these are perceived to be met or violated and the extent of trust within the relationship.

2. These expectations are not necessarily made explicit. It can be regarded as the implicit deal between employers and employees. It implies fairness and good faith.
3. An important aspect of the notion of a psychological contract is that it can continually be re-negotiated, changing with an individual’s, and an organization’s expectations, and in shifting economic and social contexts. It is not static, but dynamic and shifting. However, most research provides only a snapshot of one point in time thereby capturing only one stage in a social process.

4. Because it is based on individual perceptions individuals in the same organization or job may perceive different psychological contracts, which will, in turn, influence the ways in which they perceive organizational events.

An important element of the concept of a psychological contract is violations and their consequences. This violation in the psychological contract is highlighted by the employee’s perceptions of a breach (Kickul, 2001). The types of violations inherent in the breach of contract include, but are not limited to, job security, opportunities for development, and ethical principles. These types of violations can lead to feeling of injustice and betrayal among employees. Some, but not all, definitions of the psychological contract stress the implication that there is mutuality and reciprocity based on the perceptions of both the employee and employer.

Rousseau further posits that a psychological contract by definition is the perception of an exchange between oneself and another party. She based this definition on other researchers in the field, including Argyris (1962) and Levinson (1962). She further states that the psychological contract is, “the perception of mutuality, not necessarily the heart of the psychological contract (Rousseau, 1998, p. 665). The scholars of the subject do not equate psychological contract with a legal contract. This confusion is the characteristic of lay people who first encounter the concept. Rousseau (1998)
further states that all agreements between people are subject to interpretation. Therefore, a psychological contract is a belief that an individual holds regarding an exchange agreement. These types of agreements arise from many circumstances, from employment to customer relations to doctor-patient interactions and, therefore, impact real-life situations.

The psychological contract is a construct as are satisfaction, commitment, group cohesion, leadership, and other phenomena that are studied in organizational behavior and industrial/psychological psychology (Rousseau, 1998). Rousseau’s study presents research on construct validity that supports the operationalization of psychological contracts. She states that since the early days of the empirical research about the psychological contract theories, the development of this construct has included assessment methodologies and other research paradigms (manager-subordinate exchange, change, violation, and resilience). The psychological contract underpins the mutual responsibility of employees and employers in the importance of creating workplace environments of inclusivity.

Dabos and Rousseau (2004) analyzed the extent to which workers and employers share beliefs regarding specific terms of exchange (mutuality) and their reciprocal commitments (reciprocity) as mediated by a psychological contract. The joint perceptions of the employee and employer regarding mutuality and reciprocity in the employment relationship are examined. The study provided evidence of how the importance of mutuality and reciprocity impact employment-related outcomes, such as productivity and career advancement. This study matched each employee’s psychological contract report with that of his or her employer. By assessing the extent of consistency between the
employee and employer beliefs regarding their exchange agreement, the study results indicated that “both mutuality and reciprocity are positively related to productivity and career advancement and met expectations and intentions to continue to work for the employer” (Dabos & Rousseau, 2004, p. 52).

*Application of psychological theory to creating a climate of inclusivity.* Research has been conducted that applies the framework of the psychological contract creating diverse climates of inclusivity in the workplace. McKay, Avery, Tonidandel, Morris, Hernandez, and Hebl (2007) assert that as many companies adopt diversity recruitment initiatives, they should include an assessment of supportive diversity climates. This notion or perception is an implied contract. This literature review provides evidence that there is a link between diversity recruitment, retention, and perceptions of minority workers, defined as African American, Hispanic, Asian, Native American, and Alaskan native subgroups (McKay et al.). The role of the organization’s leadership in creating and supporting an inclusive environment is a major component of this implied contract.

*Management’s responsibility to creating diversity climate.* A framework of inclusion is built on principles of recognition, mutual understanding, trust, and integrity. Pless and Maak’s (2004) research supports the importance of an integrated approach to inclusive environments as the most effective. The study provides a conceptual framework for building a culture of inclusion. The key components include Phase 1: Raising awareness, creating understanding, and encouraging reflection; Phase 2: Developing a vision of inclusion; Phase 3: Rethinking key management concepts and principles; Phase 4: Adapting systems and processes; and Phase 5: Developing a vision includes the notion of appreciating contributions each employee can make bringing his/her own perspectives,
viewpoints and ideas, and demonstrating solidarity. “Creating an effective vision that helps build a culture of inclusion is an important process that should include a multitude of stakeholder’s voices to develop a consensual vision that address all relevant concerns” (Pless & Maak, 2004, p. 138).

Stakeholders must look at organizational and personal dimensions in assessing the diversity climate. Based on social identity and intergroup theories, Barak, Cherin, and Berkman (1998) examined the gender and racial/ethnic differences in diversity perceptions. Social Identity Theory was developed by Tajfel and Turner (1979). The theory was originally developed to understand the psychological basis of intergroup discrimination. In psychiatry, Group Identity Theory is the shared social characteristics, such as world view, language, values, and ideological system that evolve from membership in an ethnic group. Specifically, management was interested in finding out whether organizational practices were perceived as equitable and whether the formal and informal interactions were perceived as fostering a culture that values individual differences.

Initiatives focused on the organization’s responsibility to its workplace environment have an effect on management practices and outcomes. Dreaschlin et al. (2004) demonstrate that diversity management practices influence outcomes for individuals, groups, and the overall organization. Individual outcomes include career experiences, workplace perceptions, and employee satisfaction. Group outcomes include group task performance, group task behavior, and intergroup conflict and communication. Myers (2007) builds on the organization’s responsibilities by stating that recruitment and retention of a diverse workforce means that administrators must be
proactive and systematic in their approach to diversity management. Organizational leaders must be mindful of their own behaviors, understand and respect the perspectives and contributions of the diverse workforce that they need to attract, and identify factors that contribute to a high-performing [inclusive] work climate.

An organization’s strategic approach to diversity and inclusivity include the management’s responsibility to creating an environment for social inclusion. Research by both Chavez and Weisinger (2008) and Pugh, Dietz, Brief, and Wiley (2008) supports the strategy that a long-term, relational approach emphasizes an attitudinal and cultural transformation that requires managers to break barriers by moving away from *managing diversity* toward *managing for diversity* to capitalize on the unique perspectives of a diverse workforce.

Creating climates of inclusivity is also as important as the goal of changing an organization’s culture. Organizations that have created positive climates for diversity must consider management’s attitudinal aspects related to diversity. Hicks-Clarke and Iles (2000) conducted a literature review that creates a conceptual model of a *positive climate for diversity*. This refers to the degree to which there is an organizational climate in which human resource diversity is valued and in which employees from diverse backgrounds feel welcomed and included. The research supported the notion that there is a correlation between both management level and gender in predicting how diversity is perceived in the organizations. The more senior the managers are, not only did they show higher scores on satisfaction and commitment variables, but they also perceived justice to be present. The need for diversity at management levels in the organization also showed a significant difference, with women believing that it was needed more than men.
culture and climate heavily influenced by management attitudes and behaviors. These studies contend that the climate of an organization is heavily influenced by the perceptions (Hicks-Clarke and Iles, 2000).

There are pervasive differences in professional managers’ perceptions of the workplace by race and ethnicity. Dreaschlin et al. (2004) research found that Black healthcare managers were found to be significantly less satisfied with the quality of workplace relationships and career opportunities than their White counterparts, while Asian and Hispanic managers’ perceptions were between the two endpoints. “Similarly studies in the general management literature have found that blacks perceive that they are less accepted by their organizations, have less job discretion, have less access to mentors, and are less satisfied with their careers” (Dreaschlin et al., p. 964). Employees’ perception of the work environment often differs depending upon the management levels within the organization.

Allen, Dawson, Whitely, and White (2008) provide research that investigates the relationship between employee perceptions of diversity within the senior management, management and non-management levels of their organizations, and their perceptions of organizational performance. The data provided strong support for the hypothesis that employee perceptions of diversity at the senior management level of an organization are positively related to perceptions of organizational performance. Likewise, there is support for the hypothesis that employee perceptions of diversity at the non-manager level were positively related to organizational performance. Perceived diversity at the senior management level was also significantly related to perceived overall performance. This is especially important when diversity recruitment is one of the primary objectives of the
Allen et al. (2008) research supports organizations that focus on initiatives that have a positive influence on employee perceptions of diversity within the ranks of senior management and non-management.

The role of the perception of diversity climate to an organization’s diversity-related formal and informal structure and informal values provides insight into individual’s attachment to the organizations. Gonzalez and Denisi (2007) examined the importance of studying the circumstances that lead to either positive or negative diversity effects. They designed a study to explore the moderating role of the contextual variable, diversity climate. Their broad definition of diversity refers to “differences between individuals on any personal attributes that determine how people perceive one another” (p. 22). Climate is an organizational-level variable and is comprised of the perception of whether an organization’s efforts to promote diversity are shared by its members. Individuals’ reflections on whether an organization is fair towards all social groups are central to diversity climate (Gonzalez & Denisi). There is a relationship between how diversity climates shape the impact of relationship demography across demographic lines and how it moderates the effect of organizational demography on firm effectiveness. At an individual level, this research presented data that showed that Hispanics were more likely to quit when the proportion of ethnically dissimilar others in the unit was high and the diversity climate was adverse. Based on the research results, this did not occur if the diversity climate was supportive. The research shows that African-Americans were more likely to identify and commit to their organizations than other groups when diversity climate was supportive, regardless of proportions.
There is an association between the organization’s commitment to diversity and the manager’s commitment to the organization that is mediated by the general and relational dimensions of the psychological contract (Hopkins, Hopkins & Mallette, 2001). The role of the psychological contract affects beliefs about whether contracts have been fulfilled. The strength of the organizational commitment is based on the strength of the employee beliefs that the psychological contract is being fulfilled. Hopkins and colleagues describe “value commitment as the acceptance of organizational goals and values and a willingness to exert considerable effort on behalf of the organization” (p. 301). Hopkins’ and colleagues’ research supports the notion that an organization’s diversity initiatives are likely to provide instrumental benefits to minority workers and that the benefits are associated with long-term outcomes such as positive affect (e.g., value commitment).

There were differences between the perceptions of White males and minority managers related to value commitment. Hopkins and colleagues demonstrated that there was a direct association between organizational commitment to diversity and minority managers’ commitment to the organization and the belief that their contract was being fulfilled. A positive result was also found between White male and minority managers’ beliefs that their contracts were being fulfilled. No differences were found between the two groups of managers’ commitment based on their perceptions of whether or not their contracts were being fulfilled. Finally, support was found for the notion that the association between organizational commitment to diversity and the value commitment is mediated by psychological contract.
Effect of diversity climate of inclusivity on recruitment, retention, and commitment. A diversity climate of inclusivity has an effect on recruitment, retention, and commitment of employees in the workplace. A study conducted by Price, Gozu, Kern, Powe, Wand, Golden, and Cooper (2005) on the role of cultural diversity climate on recruitment of faculty explored the perceptions of physician faculty, specifically, and their perceptions of the institution’s cultural diversity climate. The most common respondents’ perceptions of reasons for underrepresentation of minorities in healthcare were that the environment was not welcoming and that minority faculty lack role models and mentors with whom they can identify. Many attributed prejudice against racial minorities and/or lack of leadership commitment to minority recruitment. Minorities also reported concerns about being invisible to their colleagues if they were not wearing white coats. Minorities reported that another challenge they faced was trying to decide when to confront bias and stereotypes in the workplace without negatively impacting their career development in the institution. Faculty who observed or experienced bias attributed this to the negative diversity climate in the institution.

The researchers summarized their study by stating that they used Hurtado’s framework for understanding diversity climate to help interpret their findings. Based on this framework, “diversity climate is influenced by an institutions historical legacy of inclusion or exclusion of minority students, faculty and staff (Price, Gozu, Kern, Powe, Wand, Golden, & Cooper, 2005, p. 571). The framework includes an institution’s structural diversity (e.g., number of diverse students, faculty, and staff), psychological climate (e.g., perceptions of racial/ethnic tension), and behavioral dimensions (e.g., quality and quantity of interactions across diverse groups.
Minority job applicants who are subsequently hired through a specialized recruitment process may believe that the recruitment tactics used to entice them were misleading if actual workplace diversity climates are unfavorable. McKay, Avery, Tonidandel, Morris, Hernandez, and Hebl (2007) present a study that examines the influence of diversity climate perceptions on turnover intentions among managerial employees in a national retail organization. The researchers hypothesize that pro-diversity work climate perceptions would correlate most negatively with turnover intentions among Blacks, followed in order of strength by Hispanics and Whites. Organizational commitment would mediate this interactive effect of race and diversity climate perceptions on turnover. Underrepresented employees who feel that they are not included will find themselves at various places on the continuum that mediates commitment to the organization. Commitment to the organization has an impact on employee turnover.

McKay et al. (2007) present a study on whether there are racial differences in perceptions of diversity climates. Diversity climate refers to employee behaviors and attitudes that are grounded in perceptions of the organizational context related to women and minorities (Kossek & Zonia, 1993). The theoretical foundations included Social Identity Theory, Symbolic Structural Interactionism Theory, and Racial Identity Theory. Symbolic Interactionism Theory focuses on the ways in which meanings emerge through interaction. Its prime concern has been to analyze the meanings of everyday life, via close observational work and intimate familiarity, and to develop an understanding from these of the underlying forms of human interaction. Racial Identity Theory (Phinney, 1992) suggests fine grained racial differences in the importance placed on diversity climate.
Racial identity refers to the extent that an individual’s self-concept is defined by membership in a particular racial/ethnic group, the level of attachment felt towards the group, and the extent of participation in cultural activities associated with group membership. Symbolic Structural Interactionism Theory (Stryker, 1980) states that people negotiate their identities through interactions with other people in institutions in society. Through these interactions, minorities learn they occupy a subordinate status in society as evidenced by their experiences of pervasive discrimination. The results from the samples indicated that pro-diversity attitudes about climate were associated with increased organizational commitment and reduced turnover intentions across all racial groups.

The research presented in McKay and Avery’s (2005) study is congruent with similar research in other studies (Doverspike et al., 2000; Hicks-Clarke & Iles, 2000). One of the keys to status, as an underrepresented employee in an organization, is the perception of an employee feeling valued and welcomed. Decisions based on the Racial Identity Theory include the self-efficacy and ability of an employee to navigate the organizational infrastructure, the Symbolic Structural Interactionism Theory, in a meaningful way. Self-efficacy has been defined in a variety of ways, including: as the belief that one is capable of performing in a certain manner to attain certain goals and as a person’s belief about his/her capabilities to produce designated levels of performance that exercise influence over events that affect his/her life. Newly hired underrepresented employees, observing behaviors and policies, will look for congruence through this lens in creating climates of inclusivity that support their self-efficacy related to the organizational mission, values, and goals.
Doverspike et al. (2000) provide a literature review that highlights the phenomenon of increased interest among human resource professionals in the targeting of recruitment efforts towards specific subgroups of the population. Based on professional literature, the study discusses principles for recruitment of Older Baby Boomers, Generation Xers, and members of racial and ethnic minority groups. The literature highlights that there are distinct steps of the recruiting process for the individual subgroups; however, it underscores the importance of self-efficacy on the part of the new employee by asserting that there should be a focus on retention related to the importance of individual merit and achievement in diversity recruitment efforts. The organization must create a climate where potential job candidates feel that it will be an accomplishment to earn a job with the organization, and that once they have a job, the individual's performance will be rewarded and recognized on its own merit. In addition to the focus on retention of the diverse workforce, employee commitment is important in assessing overall success. Employees have many reasons for remaining with an organization that may not be influenced by the perception of inclusivity. Assessing commitment provides a deeper understanding of the reasons employees stay with an organization.

Commitment as a moderator for climates of diversity inclusivity. Commitment to the organization may be a key factor in retention of staff; specifically underrepresented professional management staff. As part of an organizational contract, fostering commitment in employees will enable the organization and employee to achieve stability and reduce turnover (Allen & Meyer, 2006). The research supports the finding that some under-represented employees, specifically African-Americans, were more likely to
identify and commit to their organizations than other groups when diversity climate was supportive (Gonzalez & Denisi, 2007). In the model of commitment developed by Allen and Meyer (1987), three approaches were outlined and labeled affective, continuance, and normative commitment, respectively. The affective component of organizational commitment, proposed by the model, refers to employees' emotional attachment to, identification with, and involvement in, the organization. The continuance component refers to commitment based on the costs that employees associate with leaving the organization. Finally, the normative component refers to employees' feelings of obligation to remain with the organization.

Common to all the conceptualizations of commitment found in the literature is a link with turnover; employees who are strongly committed are those who are least likely to leave the organization (Allen & Meyer, 1990). Perhaps more important than this similarity, however, are the differences between the various conceptualizations of commitment. These differences involve the psychological state reflected in commitment, the antecedent conditions leading to its development, and the behaviors (other than remaining) that are expected to result from commitment (Allen & Meyer, 1987).

Chapter Summary

High-performing organizations, in diversity leadership, include a primary focus on creating environments of inclusivity as a best practice. The term diversity is often used to describe types of dimensions on which organization’s employees may differ, including role, function, and personality. The demographic literature generally conceptualized this distinction in terms of difference with particular emphasis on issues identities, which include but are not limited to: gender, age, ethnicity, dissolubility, and sexual orientation.
(McKay & Avery, 2005). Functional characteristics of diversity include cognitive differences among individual’s knowledge, skills and abilities, values, beliefs and attitudes, and personality (Jackson & Ruderman, 1995).

Embedded in the definition of diversity climate of inclusivity is the notion that there is a relationship between the expectations of the employer and reciprocal expectations of the employee. Researchers present findings that define diversity from the perception of the employee and the perception of the organization. The manager, as an agent of the organization, is key to the definition.

Empirical studies on diversity in healthcare organizations have been slow to embrace diversity management (Dreaschlin al., 2004). In addition, research on the healthcare workforce in the United States reveals that there are racial and ethnic disparities in career accomplishment and experiences (Dreaschlin et al., 2004). While under-represented minorities (defined as African-American, Hispanic, Native-American, and Pacific Islanders) comprise a relatively high percentage of low-paid service workers in healthcare organizations, the literature consistently documents the under-representation of people of color in health services management and reveals persistent gaps in both compensation and satisfaction between managers of color and White managers (Dreaschlin et al., 2004). In addition to the retention factors presented, commitment may be a key factor in retention of staff; specifically underrepresented professional management staff.

Research has been conducted that applies the framework of the Psychological Contract Theory in creating diverse climates of inclusivity in the workplace. The term, Psychological Contract, was first coined by Argyris (1960) to refer to employer and
employee expectations of the employment relationship (Smithson & Lewis, 2000). The expectations included values, mutual obligations, expectations, and aspirations that operate over and above the formal contract of employment. The theory has had many refinements in the past three decades. Recent developments in the Psychological Contract Theory are dominated by Rousseau (1995).

Many companies in the United States are creating diversity initiatives that are designed to recruit, promote, and retain minority members. An organization may show its commitment to diversity, but this may not equate to a direct correlation with an organization having an environment of inclusivity. However, one study found that there is an association between organizational commitment to diversity and the “value” commitment as mediated by psychological contract (Hopkins et al., 2001, p.301). Research related to specialized recruitment programs of underrepresented managers, as a treatment, is important. Managers of color, hired through a specialized recruitment program, may have a different perception of inclusivity and commitment than their White counterparts.
Chapter 3: Research Design Methodology

Introduction

This research proposed a quasi-experimental study. A quasi-experiment is a quantitative research method in which the experimental participants are not assigned randomly. However, the investigator continues to use “control and experimental groups but does not randomly assign participants to groups” (Creswell, 2009, p. 158). This means that both groups are members of an intact population who are readily available and represent groupings found in the population. Campbell and Stanley popularized the conception of quasi-experiment (1963). Quasi-experiments share a similar purpose to other quantitative designs in that they test descriptive causal hypotheses about manipulable causes. In quasi-experiments, the cause is manipulable and occurs before the effect is measured (Shadish, Cook, & Campbell, 2002).

In quantitative research, the aim is to determine the relationship between one thing, the independent variable and another dependent variable in a population. Though comparing groups, it remains a correlation study, which is where the researcher examines the extent to which differences in one characteristic or variable are related to differences on one or more other variables (Cottrell & McKenzie, 2005). A correlation exists if, when one variable increases, another variable either increases or decreases in somewhat of a predictable fashion. This study enabled the researcher to better understand the relationship between the perception of diversity and inclusion in three employee groups. The purpose of this study was to determine whether there is a difference in the
perceptions of the presence of an environment of inclusivity between professional underrepresented employees hired through a specialized diversity program and professional employees hired through a traditional recruitment process.

In this study, the underrepresented employees hired through the traditional recruitment process were the control group. The underrepresented employees hired through the specialized recruitment process were the experimental group. The moderator of commitment was used to determine whether there is a relationship between individuals’ perceptions of inclusivity and their commitment to the University Medical Center.

Research Context

This study was conducted at a large, upstate New York University Medical Center. The University Medical Center placed resources and a formal focus on its management employee diversity initiative since January 2005. One of the primary goals of the initiative was to diversify its professional management employees: entry to upper level professional, administrative, and supervisors. Various metrics were used to assess the progress in increasing the numbers and overall percentages in the professional ranks. However, no assessment had been conducted to evaluate retention of the employees hired through the specialized recruitment process. The ability to retain employees may be connected to the employee’s perception that the organization possesses an inclusive environment. This research built on existing studies related to creating a climate of inclusivity in organizations as an important component of a specialized diversity recruitment initiative. The independent variable of commitment to the organization was an important retention factor that was be examined.
Research Questions

The research questions were as follows:

1. Is there a difference in:

   a. the perceptions of the existence of an environment of inclusivity among the professionals hired through the specialized diversity program, the underrepresented professionals, and the other professional staff hired through the traditional recruitment process?

   b. the overall commitment among the professionals hired through the specialized diversity program, the underrepresented professionals, and the other professional staff hired through the traditional recruitment process?

   c. the types of commitment among the professionals hired through the specialized diversity program, the underrepresented professionals, and the other professional staff hired through the traditional recruitment process?

2. Is there a relationship between commitment and the perception of an environment of inclusivity among the professionals hired through the specialized diversity program, the underrepresented professionals, and the other professional staff hired through the traditional recruitment process?

Research Participants

The research participants were salaried employees who are designated in a pay grade category called Professional, Administrative, and Supervisory (PAS) employees in different professional salary pay grades who were hired during the period October 1, 2005 through September 30, 2010. The first salary pay grade includes entry level professional management employees, while the final salary pay is the highest non-
executive pay grade and is positioned one level below the executive level. As of September 30, 2010, 4,100 individuals were in this category; out of the total employee base of approximately 14,000 individuals. During the period indicated, approximately 1,803 new professional, administrative and supervisory employees were hired. One hundred fifty-six of the total new employees were hired through a specialized recruitment process. The remaining 1,647 employees were hired through the traditional recruitment process.

The research participants were chosen from three distinct groups: (a) random non-under represented employees who were hired through traditional recruitment process, (b) a total census of under-represented employees who were hired through the traditional process (220 employees), and (c) a total census of underrepresented employees who were hired through the specialized diversity recruitment process (approximately 156 individuals).

The survey requested demographic information that included gender, age, number of years with the organization, part-time versus full-time status, and Professional, Administrative, Supervisory (PAS) grade levels (50-59).

The survey was distributed via email to all the research participants using their University Medical Center employee email accounts. Accompanying each questionnaire was an explanation of the general purpose of the study. Participation in the study was voluntary and confidential. The University Medical Center’s Associate Vice President for Human Resources sent out an email introducing the study. Consent was obtained prior to participating in the survey.
Instruments to be used in Data Collection

An instrument was created combining two existing surveys: The Mor Barak Survey for Inclusion and Diversity includes the Perception of Inclusion-Exclusion Scale (2005) and Diversity Perception Scale (Mor Barak & Levin, 2002) and the Allen and Meyer’s (1997) Three-Component Model of Employee Commitment Survey. The final survey instrument (Appendix A) consisted of 49 questions that required research participants to respond to a 7-point Likert-scale ranging from 1, strongly disagree to 7, strongly agree.

The Mor Barak and Cherin Survey for Inclusion and Diversity focuses on the connection between diversity, workers’ perception of inclusion in information networks and decision making processes, and their sense of organizational commitment. It provides theoretical underpinnings for the inclusion-exclusion concept and uses social identity and intergroup relations theories posited by Tajfel and Turner (1986). The inclusion-exclusion scale measures the degree to which individuals feel a part of critical organizational processes, taps into issues such as access to information, connectedness to co-workers, work group engagement, and participation in and influencing the decision making process. The 15 items evaluate a person’s sense of inclusion in relation to the five system level: (1) work group, (2) organization, (3) supervisor, (4) higher management, and (5) social/informal. The 15 items are scaled to create a composite inclusion-exclusion score, with the three reverse-score questions (items 5, 8, and 15 noted by a letter R next to them) to prevent raters central tendency bias. Central tendency bias occurs when raters choose the central or middle point in all of their responses. Higher scores on the scale reflect a higher sense of inclusion.
The 16-item Diversity Perception Scale examined employee’s views about diversity climate in the organization on two dimensions; the organizational and the personal. Each dimension contained two factors: (1) The organization dimension includes organizational fairness factor and organizational inclusion factor and (2) The personal dimension include personal diversity value factor and personal comfort with diversity factor. Higher scores on the scale reflect a higher sense of inclusion in important organizational processes. The 16 scale items are summed to create a composite diversity perceptions score with four reverse-score questions (items 1, 9, 15, and 16, noted by a letter \( R \) next to them) to prevent response sets in answering the question. Higher scores on the scale reflect a more positive perception of diversity climate. The dimensions and factors can be summed and analyzed separately to gain more insight into the composition of employee’s views of the diversity climate.

Allen and Meyer’s (1997) Three-Component Model of Employee Commitment Survey measures three forms of employee commitment to an organization: desire-based (affective commitment), obligation-based (normative commitment), and cost-based (continuance commitment). The survey includes three well-validated scales: the Affective Commitment Scale, the Normative Commitment Scale, and the Continuance Commitment Scale. Each is scored separately and can be used to identify the commitment profile of employees within an organization. Affective commitment refers to employees' perceptions of their emotional attachment to or identification with their organization. Affective Commitment describes commitment as the relative strength of an individual's identification with and involvement in a particular organization. Employees who are affectively committed to an organization remain with it because they want to do so.
Continuance commitment is related to the probability that an employee will leave his/her job and involves feelings of psychological attachment, which is independent of affect. Meyer and Allen (1991) suggest that recognition of the costs associated with leaving the organization is a conscious psychological state that is shaped by environmental conditions (e.g., the existence of side bets) and has implications for behavior (e.g., continued employment with the organization). Employees make certain investments or side-bets in their organizations; for example, tenure toward pensions, promotions, and work relationships. These investments reduce the attractiveness of other employment opportunities. Commitment is, therefore, an outcome of inducements or exchanges between an individual and an organization.

Normative commitment is when employees view commitment as an obligation to remain with the organization; an employee with *lifetime commitment*. Such employees consider it morally right to stay in the company, regardless of how much status enhancement or satisfaction the firm gives over the years. Normative commitment is characterized by feelings of loyalty to a particular organization resulting from the internalization of normative pressures on the individual (Meyer & Allen, 1991).

Within the survey are six reverse-keyed items represented by (R). Scores on these items should be reflected (i.e., 1 = 7, 2 = 6, 3 = 5, 4 = 4, 5 = 3, 6 = 2, 7 = 1) before computing scale scores.

*Procedures*

Several action steps were taken to complete the study. The first step was to gain permission to use the surveys created by Allen and Meyers (1997) (Appendix B) and Mor Barak and Cherin (1998) (Appendix C), including permission to make
changes/modifications to the survey specific to my research. In addition, permission was obtained from the University Medical Center’s Associate Vice President, Human Resources to: (a) gain permission to do the research (b) use the Human Resources Management System’s database to create the list of participants, and (c) to access employees’ University email addresses. The requirement for conducting research at the University Medical Center’s Human Subjects Review Board was also investigated. There were two programs, the Human Subjects Protection Program (HSPP) and the Ethical Principles in Research Program (EPRP). The HSPP program was for individuals involved in greater than minimal risk research and the EPRP program was for individuals involved in minimal risk research. The researcher reviewed the materials on the protection of human services and took the mandatory test. Once the researcher had passed the test, the Human Subjects Protection Program sent a letter that acknowledged completion of the requirement and the assignment of a specialized number (Appendix D). The number and the mandatory test completion are valid for three years.

Institutional Review Board (IRB) guidelines were followed and the application was reviewed and approved by the dissertation committee. After IRB approval, the researcher sent the instrument to ten non-research participants to assess the structure and wording of the survey as well assess the amount of time it takes to complete the survey.

Protection of Human Subjects

The study followed standard consent procedures for online research. Participation in this study was voluntary and confidential. Participants’ agreement to participate in the study was be obtained by responding to a question at the beginning of the survey. After IRB approval, a consent letter was sent outlining participant confidentiality, the study’s
purpose, the timeframe for completion of the questionnaires, and the researcher’s contact information. The researcher maintained confidentiality and protected anonymity by allowing participants to complete questionnaires through a website used for the creation of questionnaires, by clicking on the electronic links sent via e-mail. Anonymity was maintained because IP addresses were not captured through the questionnaire website. Participants were told in the invitation that participation was voluntary and those who were not interested in participating could simply ignore the e-mail. Participation of individuals was voluntary. After each participant had adequate time to review the informed consent form (Appendix E) and agreed to the provisions therein, by clicking Yes, I agree, they were allowed access to the survey. Clicking the No option took the participant to the survey exit page. During the survey process, participants were given the opportunity to discontinue participation at any time by clicking an Exit survey link on the upper right hand side of the screen.

Participants were told that they would not experience any unusual physical or psychological stress, nor will they experience any risks of a social, physical, or legal nature greater than that which may be ordinarily experienced during the course of daily life, routine physicals, or psychological examinations. In the event the participant had any issues, the participants were instructed to e-mail the researcher to discuss any questions or concerns. Questions presented by participants via e-mail in relation to the study, associated risks, the informed consent, and confidentiality were be reviewed and responded to by the researcher. The email was stored on a secure server in an account accessible by the researcher using username and password authentication.
Once the data from completed questionnaires were collected, the researcher began data analysis. The data was placed into SPSS for analysis. The statistical data will be kept by the researcher for approximately three years following the study. Only the dissertation itself is accessible to interested entities. The indirect benefit of participation in the study was to increase knowledge within the scientific community regarding diversity awareness and creating working environments of inclusivity. Based on the aforementioned process for data collection and data handling, participation within this study posed minimal risk to participants.

The survey questions assessed and measured employees’ perceptions of whether their working environment is inclusive and whether there is a relationship to employee commitment to the organization. Several survey questions were written with both an affirmative stance and a negative stance to negate participant bias. When scoring these questions, the appropriate score was reversed prior to calculating the average scale score.

Data collection. Prior to commencing data collection, potential participants were contacted by the researcher via email. The researcher explained the purpose of the study, the objectives of the study, and anonymity for participants of the study. To collect the data, the researcher:

1. Posted the questionnaire on the Qualtrics website.
2. Emailed the employees within designated subject pay grades to solicit participation. Prior to commencing data collection, the researcher obtained permission from the Associate Vice President of Human Resources to access the names and email addresses of the proposed subjects and to gain permission to conduct the research (Appendix F).
3. Included a copy of the consent form as an attachment within the e-mail, in addition to a link to the questionnaire, to protect confidentiality.

4. Informed participants that they have approximately two weeks to complete the questionnaires.

5. Sent a reminder e-mail regarding survey completion two days after the two-week time period, which was specified to participants.

6. Accessed the questionnaire data to begin data analysis one week after the two-week time period (total of three weeks passed).

7. Invited survey participants to enter a drawing for one of five, $50 gift cards as a thank you for participating in the study. The email included instructions for those interested in participation in a drawing to click on a second electronic link listed in the email after completion of the questionnaires.

Confidentiality. All participants were confidential. No personally identifying data was collected. The informed consent form included a statement of confidentiality (Appendix B), and all participants were required to sign the consent form electronically before participating in the study. All data collected online at Qualtrics and related forms was maintained and stored on a secure, password-protected server during the study.

Data Analysis

Quantitative inferential statistic and inter-correlations among the variables was conducted. Correlational descriptions included determining whether and to what degree a relationship exists between the variables. In examining the relationship between the variables, a correlation coefficient, symbolized by a lower case r, was calculated. The relationship was expressed in terms of a correlation coefficient, which is a number
between -1.00 and 1.00. If the variables are completely unrelated, the r value was 0.00. The positive or negative sign in front of the correlation coefficient did not indicate strength of the relationship but rather the direction of the relationship.

The results were assessed using inferential statistics to access the level of significance.

Question 1: An ANOVA was used to analyze the difference between the means for the three different groups in research question 1:

a. The level of the perceptions of the existence of an environment of inclusivity

b. The level of overall commitment

c. The level of the three different types of commitment, including:

   i. Affective

   ii. Normative

   iii. Continuance

Question 2: A correlation coefficient was conducted to determine whether there is a significant relationship between commitment and perceptions of an environment of inclusivity.

Summary of Methodology

This paper describes a quasi-experimental research study. This study was conducted at a large, upstate New York University Medical Center. The research participants included professional, administrative, and supervisory employees in salary pay grades 50 -59 who were hired during the period October 1, 2005 through August 31, 2010. The purpose of this study was to determine whether there was a difference in the perceptions of the presence of an environment of inclusivity between professional
underrepresented employees hired through a specialized diversity program and professional employees hired through a traditional recruitment process. The moderator of commitment was used to determine whether there is a relationship between individuals’ perceptions of inclusivity and their commitment to the University Medical Center. An instrument was created combining two existing surveys: The Mor Barak and Cherin (1998) Inclusion-Exclusion Scale and the Allen and Meyer’s (1997) Three-Component Model of Employee Commitment Survey. The final survey instrument consisted of 30 questions that request that research participants respond to a 6-point Likert-scale ranging from 1 (strongly disagree) to 6 (strongly agree). Quantitative inferential statistic and inter-correlations among the variables was conducted to analyze the data using ANOVA for question 1 and a correlation coefficient for question 2.
Chapter 4: Results

The purpose of this study was to determine whether there was a difference in the perceptions of the presence of an environment of inclusivity between professional underrepresented employees hired through a specialized diversity program and professional employees hired through a traditional recruitment process and whether there is a relationship between their perceptions and their commitment to the University Medical Center. The Office of Staff Diversity and Inclusion collects and maintains the metrics to assess the success of its efforts. The timeline for the study was October 1, 2005- September 31, 2010.

The study answered broad research questions.

1. Is there a difference in:

   a. The perceptions of the existence of an environment of inclusivity among the professionals hired through the specialized diversity program, the underrepresented professionals, and the other professional staff hired through the traditional recruitment process?

   b. The overall commitment among the professionals hired through the specialized diversity program, the underrepresented professionals, and the other professional staff hired through the traditional recruitment process?

   c. The types of commitment among the professionals hired through the specialized diversity program, the underrepresented professionals, and the other professional staff hired through the traditional recruitment process?
2. Is there a relationship between commitment and the perception of an environment of inclusivity among the professionals hired through the specialized diversity program, the underrepresented professionals, and the other professional staff hired through the traditional recruitment process?

The results are reported in the same sequence as the research questions are posed.

*Turnover Rates as a Function of Hiring Group*

When the study was initiated, one of the factors that was reviewed was employee turnover. The overall turnover for the University Medical Center for the period October 1, 2005 to September 30, 2010 was 29.7%. The turnover rate for the non-underrepresented staff that was hired through the traditional recruitment process was 28.4%. The turnover rate for underrepresented staff that was hired through the traditional recruitment process was 41%. The turnover rate for the underrepresented minority staff that was hired through the specialized diversity recruitment process is 17.6%. These statistics, however, did not go far enough. These data do not indicate whether there is a perception of the University Medical Center as an inclusive organization. This study focused on whether individuals who are hired under specialized recruitment programs/processes have an expectation of the organization’s climate, specifically inclusion, which is different from those hired during traditional recruitment efforts.

As of September 30, 2010, there were 4,100 individuals in the professional, administrative and supervisory category; out of the total employee base of approximately 14,000 individuals. During the period indicated, approximately 1,702 new professional, administrative and supervisory employees were hired. One hundred thirty-six of the total
new employees were hired through a specialized recruitment process. The remaining 1,566 employees were hired through the traditional recruitment process.

Table 4.1

*Employee Turnover*

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Traditional Recruitment Hires</th>
<th>Terminations</th>
<th>Turnover Rate (%)</th>
<th>Specialized Recruitment Hires</th>
<th>Terminations</th>
<th>Turnover Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Underrepresented Minority</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>1427</td>
<td>404</td>
<td>28.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>103</td>
<td>31</td>
<td>30.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub-Total</td>
<td>1530</td>
<td>435</td>
<td>28.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Underrepresented Minority</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>BI/African-American</td>
<td>116</td>
<td>51</td>
<td>43.9</td>
<td>91</td>
<td>15</td>
<td>16.4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>52</td>
<td>20</td>
<td>38.4</td>
<td>41</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>Sub- Total</td>
<td>172</td>
<td>71</td>
<td>41.3</td>
<td>136</td>
<td>24</td>
<td>17.6</td>
</tr>
<tr>
<td>Totals</td>
<td>1702</td>
<td>506</td>
<td>29.7</td>
<td>136</td>
<td>24</td>
<td>17.2</td>
</tr>
</tbody>
</table>

The population for this study consisted of staff members who were hired in the professional, administrative, supervisory positions that were in the professional pay grades 50 and above at the University Medical Center. Research participants were
chosen from three distinct groups: (a) 314 were selected randomly from the non-underrepresented employees who were hired through traditional recruitment process, (b) a total census of 111 under-represented employees who were hired through the traditional process, and (c) a total census of 101 underrepresented employees who were hired through the specialized diversity recruitment process.

The overall participation rate was 165 or 31%. The completion rate for the non-underrepresented staff hired through the traditional and specialized recruitment process was 100 or 31.8%. The recruitment rate for the underrepresented staff that was hired through the traditional and the specialized recruitment processes were, 41 or 36.9% and 24 or 23.7%, respectively. Several incomplete surveys were excluded from the actual participation numbers. Surveys that were sent to participants with invalid email addresses were accounted for in the final numbers. See Table 4.2 for demographic characteristics of the sample.

Data Analysis and Findings: Test of Research Questions

Research Question 1a asked whether there was a difference in the perceptions of the existence of an environment of inclusivity among the professionals hired through the specialized diversity program, the underrepresented professionals, and the other professional staff hired through the traditional recruitment process. The relationship was tested using an analysis of variance (ANOVA). The results of the analysis demonstrated that there was no significant difference in perception of environment of inclusivity among the three groups (F (2, 162) =.57, p=.57, η² = .007). The means and standard deviations are reported in Table 4.3.
Research Question 1b asked whether there is a difference in the overall commitment among the professionals hired through the specialized diversity program, the underrepresented professionals, and the other professional staff hired through the traditional recruitment process. This relationship was also tested with ANOVA. The results of the analysis demonstrated that there was no significant difference in overall commitment among the three groups (F (2, 159) = 1.21, p =.30, η² =.015).

Table 4.2

Demographic Characteristics of the Sample

<table>
<thead>
<tr>
<th>Variable</th>
<th>Response</th>
<th>n</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Female</td>
<td>147</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Age</td>
<td>18-30</td>
<td>24</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>31-45</td>
<td>81</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>46-56</td>
<td>54</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>57+</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Tenure</td>
<td>0-6 months</td>
<td>23</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>7-12 months</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>13 – 24 months</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>25 – 36 months</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>36+</td>
<td>114</td>
<td>71</td>
</tr>
<tr>
<td>Pay Grade level</td>
<td>50- 52</td>
<td>68</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>53-54</td>
<td>38</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>55-56</td>
<td>25</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>57+</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>Status</td>
<td>Full-time</td>
<td>150</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Part-time</td>
<td>9</td>
<td>6</td>
</tr>
</tbody>
</table>
Research Question 1c asked whether there was a difference in the types of commitment among the professionals hired through the specialized diversity program, the underrepresented professionals, and the other professional staff hired through the traditional recruitment process. This relationship was also tested with ANOVA. The results of the analysis demonstrated that there was no significant difference in type of commitment among the three groups: Affective commitment, $F (2, 158) = 1.6$, $p = .204$, eta-squared = .020; Continuance commitment, $F (2, 158) = .73$, $p = .48$, eta-squared = .009 and Normative commitment, $(2, 158) = .052$, $p = .95$, $\eta^2 = .001$).

Table 4.3

*Research Question 2 Descriptive Statistics Means - The Relationship Between Commitment and Perception of an Environment of Inclusivity*

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-underrepresented minority</td>
<td>4.68</td>
<td>.926</td>
</tr>
<tr>
<td>traditional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Underrepresented minority</td>
<td>4.68</td>
<td>1.08</td>
</tr>
<tr>
<td>traditional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Underrepresented minority</td>
<td>4.44</td>
<td>1.30</td>
</tr>
<tr>
<td>specialized</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Research Question 2 asked whether there is a relationship between commitment and the perception of an environment of inclusivity among the professionals hired through the specialized diversity program, the underrepresented professionals, and the other professional staff hired through the traditional recruitment process. The Pearson correlation coefficient (r) was conducted to determine whether there is a significant relationship between commitment and perceptions of an environment of inclusivity. The results of the analysis of each subscale are broken down and reported in Table 4.4.

Table 4.4

*Research Question 2 Commitment*

<table>
<thead>
<tr>
<th>Commitment</th>
<th>Non-underrepresented minority traditional</th>
<th>Underrepresented minority traditional</th>
<th>Underrepresented minority specialized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective</td>
<td>r  .57**</td>
<td>.48*</td>
<td>.51**</td>
</tr>
<tr>
<td></td>
<td>n  96</td>
<td>24</td>
<td>41</td>
</tr>
<tr>
<td>Continuance</td>
<td>r  -.35**</td>
<td>-.24</td>
<td>-.28</td>
</tr>
<tr>
<td></td>
<td>n  97</td>
<td>24</td>
<td>41</td>
</tr>
<tr>
<td>Normative</td>
<td>r  .29**</td>
<td>.56**</td>
<td>.50**</td>
</tr>
<tr>
<td></td>
<td>n  97</td>
<td>24</td>
<td>41</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

For all groups, affective commitment showed a positive correlation with a moderately strong relationship with perceptions of environment of inclusivity.

Continuance commitment showed a moderate, inverse relationship among all groups with
perceptions of environment of inclusivity. Normative commitment demonstrated a significant lower relationship than the other two groups with perceptions of environment of inclusivity for the non-underrepresented staff that was hired through the traditional recruitment group.

Summary: Test of Research Questions Data Analysis and Findings

The results of the analysis of variance, in the perceptions of an environment of inclusivity among the professionals hired through a specialized diversity recruitment program, the underrepresented professionals and non-under-represented professionals hired through a traditional recruitment process, demonstrated that there was no significant difference among the three groups. The analysis of variance, in the overall commitment among the three groups demonstrated that there was no significant difference. The analysis of variance, in the types of commitment among the three groups, demonstrated that there was no significant difference.

Using the Pearson correlations coefficient (r) to analyze the relationship between commitment and the perception of an environment of inclusivity among the three groups the following was demonstrated: Affective commitment and perception of inclusivity for all groups showed a positive correlation and moderately strong relationship. As the employees emotional attachment increased, identification and involvement with the organization increases, their perception of the existence of an environment of inclusivity increases. The continuance commitment and the perception of an environment of inclusivity among the three groups showed a moderate inverse relationship. Continuance commitment includes the high costs of losing organizational membership (e.g. economic and pension accruals) and the social costs (e.g. friendship ties with co-workers). The
employee remains a member of the organization because he/she "has to". The normative commitment and perception of inclusivity for the non-underrepresented minority group showed a significantly lower relationship than the other two groups with a moderately strong relationship. The non-underrepresented minority group commitment to the organization (generalized as loyalty and duty) was stronger than their perception of inclusivity. There was a strong relationship for the underrepresented staff (traditionally and specialized) between their sense of obligation to the organization and their perception of inclusivity.

*Supplemental Analysis*

In reviewing the surveys used to assess the data, other elements and demographics were investigated and supplemental findings are highlighted. The investigation included analysis of: 1) the tenure affect upon each of the groups; 2) the work status affect on each of the groups; 3) the age category upon each of the groups; and 4) the tenure affect on diversity perceptions, continuance and the psychological contract. Table 4.5 shows that tenure has a significant effect on diversity perceptions, continuance commitment and psychological contract.

Table 4.5

*Tenure Affect on Diversity Perceptions, Continuance Commitment and Psychological Contract*

<table>
<thead>
<tr>
<th></th>
<th>df</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity Perceptions Scale</td>
<td>4</td>
<td>1.729</td>
<td>.024</td>
</tr>
<tr>
<td>Continuance Commitment</td>
<td>4</td>
<td>3.056</td>
<td>.004</td>
</tr>
<tr>
<td>Psychological Contract</td>
<td>4</td>
<td>2.110</td>
<td>.082</td>
</tr>
</tbody>
</table>
The estimated marginal means of diversity perception, continuance commitment and psychological contract are presented in Figure 4.1. Continuance commitment showed that for the first six months starts low, rises and peaks at 13-24 months and then lowers. The diversity perception and psychological contract had similar patterns: high in the first six months, dipping around the 7 months and rising in the 13-24 month period. All three measurements leveled off and lower at the 25-36 months period. Individuals have a high diversity perception and the psychological contract the first six months; which dips at the seventh month and rises at the 13-24 month. Commitment climbed for the first 24 months, dips at the 25 month and started to climb again at the 36 month. Continuance commitment is related to the probability that an employee will leave his/her job and involves feelings of psychological attachment. In recognizing of the costs associated with leaving the organization is a conscious psychological state [psychological contract] that is shaped by environmental conditions and has implications for behavior (e.g., continued employment with the organization). The longer the employee stayed with the organization the probability of continuance commitment increases.
Figure 4.1. Means of diversity perception, continuance commitment and psychological contract as a function of tenure.

A supplemental analysis was conducted assessing the Diversity Perception Scale by the non-underrepresented and underrepresented individuals. The Diversity Perception Scale examined employee’s views about diversity climate in the organization on two dimensions; the organizational and the personal. Each dimension contained two factors: (1) The organization dimension included organizational fairness factor and organizational inclusion factor and (2) The personal dimension included personal diversity value factor and personal comfort with diversity factor. Higher scores on the scale reflected a higher sense of inclusion in important organizational processes. The Diversity Perception scale
measured what people think about how well they feel their membership in their groups is perceived related to diversity. Sense both the underrepresented hired through the traditional and specialized recruitment process showed similar responses, for this analysis the two groups were combined. The results of the analysis demonstrated that there was a significant difference in diversity perception of the not underrepresented versus the underrepresented, $F (1, 162) = .56$, $p = .02$. The non-underrepresented perceived that the underrepresented individuals are treated fairly (on an organizational level), value and are comfortable with diversity (on a personal level). The underrepresented minorities perceived that that are not treated well and that the value of diversity was not an inclusive factor.

![Figure 4.2](image)

**Figure 4.2.** Means of the diversity perceptions scale scores as a function of representation.

**Summary of Results**

The purpose of this study was to determine whether there is a difference in the perceptions of the presence of an environment of inclusivity between professional
underrepresented employees hired through a specialized diversity program and professional employees hired through a traditional recruitment process and whether there is a relationship between their perceptions and their commitment to the University Medical Center.

The study answered broad research questions.

1. Is there a difference in:
   a. The perceptions of the existence of an environment of inclusivity among the professionals hired through the specialized diversity program, the underrepresented professionals, and the other professional staff hired through the traditional recruitment process?
   b. The overall commitment among the professionals hired through the specialized diversity program, the underrepresented professionals, and the other professional staff hired through the traditional recruitment process?
   c. The types of commitment among the professionals hired through the specialized diversity program, the underrepresented professionals, and the other professional staff hired through the traditional recruitment process?

The results of the analysis of variance regarding the perceptions of an environment of inclusivity among the professionals hired through a specialized diversity recruitment program, the underrepresented professionals and non-under-represented professionals hired through a traditional recruitment process, demonstrated that there was no significant difference among the three groups. The analysis of variance regarding the overall commitment among the three groups demonstrated that there was no significant
difference. The analysis of variance regarding the types of commitment among the three groups demonstrated that there was no significant difference.

The Pearson correlations coefficient (r) was used to analyze the relationship between commitment and the perception of an environment of inclusivity among the three groups. The results were: Affective commitment and perception of inclusivity for all groups showed a positive correlation with a moderately strong relationship. The continuance commitment and the perception of an environment of inclusivity among the three groups showed a moderate inverse relationship. The normative commitment and perception of inclusivity for the non-underrepresented minority group showed a significantly lower relationship than the other two groups which demonstrated a moderately strong relationship.

Supplemental data analysis and finding were investigated. The investigation included analysis of: 1) the tenure affect upon each of the groups; 2) the work status affect on each of the groups; 3) the age category upon each of the groups; and 4) the tenure affect on diversity perceptions, continuance and the psychological contract. The data showed that tenure has a significant effect on diversity perceptions, continuance commitment and psychological contract. Continuance commitment is related to the probability that an employee will leave his/her job and involves feelings of psychological attachment. The longer the employee stays with the organization the probability of continuance commitment increases.

Last, the results of the supplemental analysis demonstrated that there is a significant difference in diversity perception of the non-underrepresented versus the underrepresented. The non-underrepresented perceived that the underrepresented
individuals are treated fairly (on an organizational level), value and are comfortable with diversity (on a personal level). The underrepresented minorities perceived that that are not treated well and that the value of diversity was not an inclusive factor.

Further discussion of the findings, limitations and other considerations are discussed in Chapter 5.
Chapter 5: Discussion

Introduction

Chapter 5 discusses the general purpose of this study, followed by a discussion of emergent findings. The sections of this chapter include the implications, limitations, recommendations and conclusions of this study.

Overview

Empirical studies about diversity in healthcare organizations have shown that these organizations have been slow to embrace diversity management. This study explores whether the ability to retain employees is connected to the employee’s perception that the organization possesses an inclusive environment. This research was built on existing studies related to the importance of creating a climate of inclusivity in organizations as an important component of specialized diversity recruitment. Specifically, the study tested whether there was a difference in the perceptions of the presence of an environment of inclusivity between professional underrepresented employees hired through a specialized diversity program and professional employees hired through a traditional recruitment process and whether there is a relationship between their perceptions and their commitment to the University Medical Center.

A cornerstone to the staff diversity and inclusion initiative at the University Medical Center is its specialized multicultural recruitment initiative. The University Medical Center’s specialized recruitment, which is a component of the staff diversity initiative, consists of a process for sourcing and interviewing underrepresented candidates
by a multicultural recruitment specialist who then forwards the candidate’s record to the hiring manager to include in his or her recruitment candidate pool. The progress in meeting the goals of all of the components of the staff diversity initiative are presented twice a year at the Board of Trustees’ meeting. The Board of Trustees places much emphasis on the data and the progress of the specialized recruitment efforts. In fact, more than fifty-percent of the staff diversity and inclusion report, presented to the Board of Trustees, contains narrative summaries and data on the specialized recruitment process. The data that are reported at these meetings include: changes in underrepresented recruitment and hires, turnover, retention and inclusion programs, and assessment of management accountability for creating an inclusive environment. Therefore, assessing the success of the recruitment efforts of the staff diversity and inclusion initiative is important to leaders of the University Medical Center.

Key Findings

The results of an analysis of variance regarding the perceptions of an environment of inclusivity among the professionals hired through a specialized diversity recruitment program, the underrepresented professionals and non-under-represented professionals hired through a traditional recruitment process, demonstrated that there was no significant difference among the three groups. The analysis of variance regarding the overall commitment among the three groups demonstrated that there was no significant difference. The analysis of variance regarding the types of commitment among the three groups demonstrated that there was no significant difference. A Pearson correlations coefficient (r) was used to analyze the relationship between commitment and the perception of an environment of inclusivity among the
three groups. The results show that affective commitment and perception of inclusivity for all groups had a positive correlation with a moderately strong relationship. The continuance commitment and the perception of an environment of inclusivity among the three groups show a moderate inverse relationship. Normative commitment and perception of inclusivity for the non-underrepresented minority group show a significantly lower relationship than the other two groups which demonstrated a moderately strong relationship.

Supplemental data analysis and findings were investigated. The investigation included analysis of: 1) the tenure affect upon each of the groups; 2) the work status affect on each of the groups; 3) the age category upon each of the groups; and 4) the tenure affect on diversity perceptions, continuance and the psychological contract. The data showed that tenure has a significant effect on diversity perceptions, continuance commitment and psychological contract. Continuance commitment is related to the probability that an employee will leave his/her job and involves feelings of psychological attachment. The longer the employee stays with the organization the probability of continuance commitment increases.

Last, the results of the supplemental analysis demonstrated that there is a significant difference in diversity perception of the non-underrepresented versus the underrepresented. The non-underrepresented perceive that the underrepresented individuals are treated fairly. The non-underrepresented perceive that diversity is an organizational value that is demonstrated throughout the organization. The underrepresented minorities perceived that they are not treated fairly and that the value of
diversity was not demonstrated as one of the inclusive factors throughout the organization.

Implications of the findings include a discussion on turnover rates, the low response rate to the survey, continuance commitment factors and onboarding. The specialized recruitment process, which has an informal onboarding process, has a strong relationship to turnover but not the research questions.

Onboarding, a formalized method of organizational socialization, refers to the mechanism through which new employees acquire the necessary knowledge, skills, and behaviors to become effective organizational members and insiders (Reese, 2005). Tactics used in this process include formal meetings, lectures, videos, printed materials, or computer-based orientations to introduce newcomers to their new jobs and organizations. Research has demonstrated that these socialization techniques lead to positive outcomes for new employees such as higher job satisfaction, better job performance, greater organizational commitment, and reduction in stress and intent to quit (Reese, 2005). These outcomes are particularly important to an organization looking to diversify their leadership through a specialized recruitment process.

**Implications of Findings**

There are four possible explanations contributing to these results: 1) some managers do feel that there is an environment of inclusivity; 2) differences in turnover rate; 3) survey return rate factors and continuance commitment of the underrepresented minorities hired through the specialized recruitment; and 4) potential concerns of fear of loss of anonymity.
Some managers feel there is an environment of inclusivity. Managers have a responsibility and are held accountable for institutionalizing change in an organization. They are responsible for demonstrating their support for new approaches, behaviors, and attitudes. Kotter (1996) refers to this stage of the organizational change process as “anchoring the changes to the organization’s culture”. It is important that the managers show that they espouse new values of an organization. Hicks-Clarke and Iles (2000) research support the notion that organizations that have created positive climates for diversity must consider management’s attitudinal aspects related to diversity. Hicks-Clarke and Iles (2000) research demonstrated that there is a correlation between managers’ behaviors and the perception of a positive climate [inclusivity] in an organization. The higher the scores on satisfaction and commitment variables, the higher the perceptions of inclusivity and justice existing in the organization. Both culture and climate are heavily influenced by management attitudes and behaviors. Hicks-Clarke and Iles (2000) study contends that the climate of an organization is heavily influenced by the perceptions and behaviors of managers. Therefore, management attitudes may contribute to some managers’ perceptions that there is an environment of inclusivity at the University Medical Center.

Differences in turnover rates. There is a significant difference in the turnover rates of those underrepresented employees hired through a specialized recruitment process and those employees hired through the traditional process. The overall turnover rate for the University Medical Center for the period October 1, 2005 to September 30, 2010 was 33%. The turnover rate for underrepresented staff hired through the specialized
diversity recruitment efforts was 16.6%. The turnover rate for underrepresented staff not hired through the specialized diversity recruitment efforts was 51.8%.

Individuals hired through the specialized recruitment process received support with writing their resumes, coaching on interviewing and follow-up contact from the Multicultural Recruiter at 30-day, 60-day and 90-day intervals. This type of support and coaching provided to these new employees is part of an informal onboarding process; with the goal of deepening their commitment and connection to the organization early in their placement. Mallol, Holtom, and Lee (2007) describe this early indoctrination to the organization as job embeddedness. Critical aspects of job embeddedness include the formal and informal links between the employee and the organization; how he or she fits with the organization or environment and what the employee would sacrifice to leave the organization. Fit also includes the psycholgocial contract, expectations of career development, mutual values and a socialization processes that is supported by coaching and mentoring. Mallol et al. (2007) research show that controlling for job satisfaction and organizational commitment, job embeddedness is significantly and negatively correlated to voluntary turnover. As job embeddedness increased, voluntary turnover decreased. In this study, the commitment and early connection to the organization, for the underrepresented staff that were hired through the specialized recruitment process, may be a factor in the lower turnover rate.

Survey return rate factors and continuance commitment. Researchers must have an understanding of the internal as well as the external climate factors for which an organization is situated. The external factors may be as influential as the internal factors. Internal factors include the perception of a climate of inclusivity, appropriate on-boarding
activities (i.e. mentoring, coaching) and salary. External factors include the availability of jobs in the area as well as the local and national economic climate.

Supplemental anecdotal information from the Office of Staff Diversity and Inclusion provides some understanding of the internal and external factors that may have contributed to the low response rate of the underrepresented minorities hired through the specialized recruitment process. On average, these employees were unemployed for one year or more prior to being hired. Many of the candidates are casualties of the economic climate and either had their positions eliminated or were laid off from their previous employers. Several candidates are middle to late career changers. In addition, the recruitment process ranged from two to six months from application to actual hire. These employees have an investment in staying and “not rocking the boat”. The psychological toll of job insecurity and fear could impact the sense of safety and anonymity in responding to a survey on diversity and inclusion. Perceptions of this kind may contribute to the notion of continuance commitment.

Continuance commitment may also be a key to understanding the low response rate by the underrepresented minorities who were hired through specialized recruitment process. Those who did not respond to the survey may have a different level of continuance commitment. Continuance commitment refers to what the employee will have to give up if they have to leave the organization or, in other terms, the material benefits to be gained by remaining. Therefore, continuance commitment may hinder the response rate. Employees whose primary link to the organization is based on continuance commitment remain with the organization because they feel they need to do so for material benefits (Meyer, & Allen, 1993). Therefore, if the employees believe that fewer
viable alternatives are available; their continuance commitment will be stronger to their current employer. These benefits could also include monetary value and the lack of available jobs in a stressed economic environment. In today’s ever-changing economy, there may be an increase in the number of employees who have a continuance commitment to the organization.

The aforementioned challenges could be perceived as additional violations of the employee’s psychological contract with the organization (Kickul, 2001). An important element of the concept of a psychological contract is violations and their consequences. This violation in the psychological contract is highlighted by the employee’s perceptions of a breach (Kickul, 2001). The types of violations inherent in the breach of contract include, but are not limited to, job security, opportunities for development, and ethical principles. Fear of job security violation, given that all groups initially had a high perception of the psychological contract and perception of inclusion, is key factor.

*Potential concerns of fear of loss of anonymity.* Several measures were taken to provide anonymity of the participants. All participants were provided the following information on the informed consent form which included a statement of confidentiality. The informed consent included statements that: no personally identifying data was collected, no IP addresses were captured through the questionnaire website and participant had the option to leave the survey at any time. All online data collected were maintained and stored on a secure, password-protected server. In spite of these steps, this potential perception of lack of anonymity may have been present because the researcher is a human resources manager who has direct responsibility to expediting their recruitment and subsequent hire. The researcher knew many of those invited to
participate in the research. One of the reasons for the low response rate could be the fear of reprisal in responding to and completing survey. In fact, several underrepresented minorities hired through the specialized recruitment process sent emails to the researcher describing their fears and subsequent decision not to complete the survey.

Limitations

Research methods. First, there is a possibility that there was not enough anonymity built into the methodology. The underrepresented minority staff hired through the specialized recruitment process was a crucial population for this study’s researcher and the University Medical Center leadership; specifically the Board of Trustees. As mentioned in previous sections, the specialized recruitment effort comprises more than fifty-percent of the data and summaries reported to the Board of Trustees. There may have been more responses from the underrepresented minority candidates hired through the specialized recruitment process if the surveys were forwarded to a research assistant or other person who is not associated with the hiring of the underrepresented minority staff through the Office of Staff Diversity and Inclusion.

Psychological Contract Theory and organizational Behavior. Central to the work of Argyris and Schön (1978) and the early work with the Psychological Contract Theory is the concept of a theory of action. Theories of action are the mechanisms by which we link our thoughts with our actions. They are divided into two types: espoused and enacted. These are also called theories-in-use. Espoused theories are those that we know and we espouse to ourselves. Theories-in-use are the theories of action implied by our behavior; they are more likely to be unknown to us. It is important when assessing a climate of inclusivity to recognize the difference between what an organization espouses
and what it actually demonstrates. Managers and leaders, who are responsible for demonstrating new approaches and behaviors, within an organization, have much at stake in making sure their behaviors support important organizational initiatives.

The Psychological Contract Theory sheds some light on this issue of espoused versus enacted behaviors and performance in an organization. Self-reporting managers may rate themselves and their perceptions (espoused) and performance (related to diversity and inclusion efforts) higher than their actual behaviors (enacted). Given that all the individuals in this study were management, their self-reported responses to the survey may or may not be their true enacted values within the organization. Many of these managers’ responses may reflect their espoused belief of the importance of diversity and inclusivity. Self-preservation may be a primary motive. As leaders, it would not be wise to go against an important initiative. It would make more sense for leaders to respond in the way that is important for their continued employment.

Organizations must put into place accountabilities measures to assess and to differentiate between espoused versus and enacted values to diversity.

Recommendations

For researchers. Future researchers on this topic may enhance the current findings by conducting a deeper assessment of tenure and race/ethnicity. In this study, the tenure category of the demographics section ranged from zero to thirty-six plus months. The research assessed those who were hired between October 1, 2005- September 30, 2010. Underrepresented minority staff hired through specialized recruitment processes during this period would have a maximum of five years tenure. Both the underrepresented and non-underrepresented hired through the traditional process would
have tenures that range from a few months to ten, twenty or more years. More consideration should be paid to tenure in the survey questions by increasing the number of years beyond thirty-six months. Tenure, or longevity, with an organization may be an important factor to the perception of inclusivity and commitment.

Assessing the groups by race/ethnicity is another consideration for future research. If the response rate for the underrepresented, who were hired through both the traditional and the specialized recruitment processes was higher and the race/ethnicity groups differentiated in the study, a deeper understanding of the responses between the groups could be assessed. Additionally, past research showed that there are pervasive differences in professional managers’ perceptions of the workplace by race and ethnicity. Research conducted by Dreaschlin et al. (2004) found that Black healthcare managers were found to be significantly less satisfied with the quality of workplace relationships and career opportunities than their White counterparts, while Asian and Hispanic managers’ perceptions were between the two endpoints. “Similarly studies in the general management literature have found that blacks perceive that they are less accepted by their organizations, have less job discretion, have less access to mentors, and are less satisfied with their careers” (Dreaschlin et al., 2004, p. 964). Employees’ perception of the work environment often differs depending upon the management levels within the organization.

Another important recommendation would be the use of a mixed methodology that includes a survey, personal interviews and focus groups. The supplemental data and information, which was presented to the researcher via email correspondence, highlighted concerns and perceptions that were not found in the survey alone. Researchers who are
members of the Human Resources Department may be perceived as possessing too much organizational “power” and influence related to the employee’s position in the organization. Participants may not trust the anonymity of the process and what human resources will do with the information that is gathered.

For human resources practitioners. An ideal diversity and inclusion program for human resources practitioners who serve as diversity and inclusion change agents should include: (a) establishing a guiding coalition; (b); creating an infrastructure that embeds the initiative into the strategic plan; (c) anchoring changes in the organization’s culture; and (d) developing an effective onboarding process. Figure 5.1 is representative of the type of approach being recommended based on current literature and the results of this study. Embedding diversity into an organization requires a strategic plan that places an organizational change model at the center of its implementation. This model should be replicable as well as periodically assessed both qualitatively as well as quantitatively.

Kotter (1996) describes the importance of establishing a powerful guiding coalition in assuring a successful change effort. Often one person [or department] is designated the change agent without appropriate organization positional power, authority, clout or support. Even though, successful transformation [of culture] requires that the head of the organization serve as an active supporter, a guiding coalition goes beyond executive leadership support. For effective change to take place, in addition to senior managers making up the core of the group, board members, middle managers, union leaders, and representatives from key customer or client bases should be included. If the “existing hierarchy was working well, there would be no need for a major transformation” (Kotter, 1995, p. 62). A strong guiding coalition must have the right
composition, level of trust, and shared goals. It is essential that those in the coalition have four key characteristics that are essential: (a) positional power (representatives from all levels); (b) expertise (various points of view, disciplines work experience and diversity); (c) credibility (people with good reputations); and (d) leadership (management and leadership skills) (Kotter, 1996).

**Figure 5.1. Embedding Diversity: Organization Change Model.**

Once the guiding coalition is created, leadership for the change initiative must be cascaded throughout the organization. Each director or division head must require their unit or department to advance the organization’s diversity initiative efforts as part of their strategic plan and performance review process. Diversity initiatives must be embedded in the organization as part of the daily “way of doing business” and not a set aside program or initiative (Williams, 2006). Embedding the initiative in the organization requires the implementation strategy of committees, task forces or commissions. These
Specific forms of coalitions are required to sustaining a long-term commitment to the initiative. These coalitions also provide high level outcomes across various dimensions of a diversity plan; including specialized recruitment and onboarding.

Highly siloed and decentralized organizations, undertaking the creation of a diversity initiative should consider piloting, in one of its units or departments, a guiding coalition approach in the form of a committee, task force or commission. After assessing the challenges and the best practices in creating guiding coalitions for the organization, subsequent implementation of this process will ensure the deepening of the overall commitment as well as develop a sustainable infrastructure. As these committees establish strategic goals in line with the organizations’ diversity and inclusion mission (but specific to their departmental needs), these efforts “build a deeply institutionalized capability to provide leadership that will help drive and orchestrate the change process throughout the institution “Williams (2006, p.7).

Organizations, undertaking a new change initiative, should also make sure that the new expected behaviors are anchored in the social norms and shared values of the organization (Kotter, 1996). Not anchoring changes in this manner will inhibit the initiatives and the organization remains in a transactional model of human resources where the changes are espoused and not enacted. Transactional models of human resources are concerned with the administration and “policing” of people; which include policies and procedures. Lundy (1994) used the terms “control-based” and “commitment-based” to describe two human resources management models. The transactional model is a control -base model. A transactional model of human resources management focuses on efficiency. With this model, employees are considered a resource
that requires regulation [management] based on control, authority and compliance. New hire orientations are part of the transactional model of human resources; whereas onboarding is more aligned with the commitment model. A commitment-based model places a strategic focus on the fulfillment of the employee’s needs as well as those of the organization.

Lee and Kim (2010) study, built on the commitment-based model of human resources management, includes the mediating effect of the psychological contract. In their study the psychological contract included the concept of the social exchange of information and resources as well as access to coaching, mentoring and other employee development opportunities. Their research asserted that the commitment-based human resources management model has a positive effect on the employees “social exchange” within organization. Human resources practitioners, responsible for diversity and inclusion change initiatives, should consider a human resources development model which highlights the development of people.

Onboarding is an effective development model. Human resources professionals should assess the onboarding process for all staff, but particularly for underrepresented staff who may not be provided access to the formal and informal “rules of conduct” and other important “survival” techniques for the organization. A well designed onboarding plan can help employees feel welcomed, included, valued and motivated. Good onboarding plans are also connected to the creation of safe, positive environments where employees and leaders can fulfill their psychological contracts.

In addition to an onboarding process that includes mentoring and coaching new employees (at various intervals in their first year of employment); affinity groups
(employee resource groups) are an effective way to provide the opportunity for ongoing social exchange and commitment. Affinity groups are formal established groups of employees—usually women or minorities—that get together for various activities. The stated purpose of most groups is to enhance the careers of members by providing social support, information, and leadership opportunities to members. Some of the types of activities include social gatherings, discussions about what is going on in the organization, (e.g., career systems, mentoring, personal and professional development, social networking).

Freidman and Holtom’s (2002) research showed that employee network groups, as a social networking program, can be useful tools for helping companies retain managerial-level minority employees (although not nonexempt employees). Those who join minority affinity groups demonstrated lower turnover intentions than those who did not join network groups. The impact of joining affinity groups on turnover intentions was mediated by the effects of affinity groups on social embeddedness, including enhanced mentoring and social inclusion (Freidman & Holtom, 2002, p. 415). Their data showed that the onboarding strategy of affinity groups can be useful in helping companies retain managerial-level minority employees.

Effective onboarding strategies are worth the upfront investment. One of the primary goals in creating an effective on-boarding program is to improve retention and commitment. Another successful benefit is attracting top candidates to fill available positions. This is especially important for an organization that has a specialized recruitment process for diversifying its leadership.
Conclusion

Researchers and practitioners must understand the internal as well as the external climate factors that affect and impact the organization. In fact, external factors may be as influential as internal factors. External factors include the availability of jobs in the area as well as the local and national economic climate. Internal factors include the perception of a climate of inclusivity, job security, appropriate onboarding activities (i.e. mentoring, coaching), retention and commitment.

Continuance commitment is a central factor for both the researcher and human resources practitioners. Continuance commitment, the costs associated with staying or leaving an organization, influence both those who are non-underrepresented and those who are underrepresented. The influence may be different for both groups. For those who are relatively new to an organization, hired through a specialized recruitment process, the costs associated with disclosure of their perception of the organization (especially early in their tenure) may be too high. There may not be enough of a sense of safety related to anonymity. This may be especially true if a leader in the human resources department is the coordinator of the specialized recruitment program as well as the researcher.

Organization leaders must understand that creating a diverse organization with an environment of inclusivity and a value of commitment must be perceived as a long-term change effort. The scale of such a change is often unimaginable when considered in terms of transforming an organizational culture (Williams, 2006). It is important that once the goals, programs and processes are established for the initiative, anchoring the changes in the social norms and shared values of the organization is a primary consideration.
Anchoring the expected behaviors is important in order to assure that the organization enacts its espoused behaviors and values. It is important that a strategic management process is put in place that aligns the new initiative with the values that support the psychological contract; particularly for employees.

Healthcare leaders and managers must be proactive and systematic in their approach to diversity management. They must be mindful of their own behaviors, understand and respect the perspectives and contributions of the diverse workforce that they want to attract, and identify factors that contribute to a high-performing, committed and inclusive work climate.
References


Appendix A

Survey Instrument

Section One

Mor Barak and Cherin Survey for Inclusion and Diversity

Listed below is a series of statements that represent feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about working at the University Medical Center, please indicate the degree of your agreement or disagreement with each statement by selecting: strongly agree – strongly disagree from the scale below. “University” will be used to designate the University Medical Center.

1 = strongly disagree
2 = disagree
3 = slightly disagree
4 = undecided
5 = slightly agree
6 = agree
7 = strongly agree

1. I have influence in decisions taken by my work group regarding tasks.
2. My coworkers openly share work-related information with me.
3. I am typically involved and invited to actively participate in work related activities of my work group.
4. I am able to influence decisions that affect the University.
5. I am usually among the last to know about important changes at the University.
6. I am usually invited to important meetings at the University.
7. My supervisor often asks my opinion before making important decisions.
8. My supervisor does not share information with me.
9. I am invited to actively participate in review and evaluations meetings with my supervisor.
10. I am often invited to contribute with management higher than my immediate supervisor.
11. I frequently receive communication from management higher than my immediate supervisor (i.e. voicemail, emails).
12. I am often invited to participate in meetings with management higher than my supervisor.
13. I am often asked to contribute to planning activities not directly related to my job.
14. I am always informed about informal activities and University social events.
15. I am rarely invited to join my coworkers when they go out for lunch or drinks after work.
Section Two

Listed below is a series of statements that represent feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about working at the University Medical Center, please indicate the degree of your agreement or disagreement with each statement by selecting: strongly agree – strongly disagree from the scale below. “University” will be used to designate the University Medical Center.

1 = strongly disagree
2 = disagree
3 = slightly disagree
4 = undecided
5 = slightly agree
6 = agree
7 = strongly agree

1. I feel that I have been treated differently here because of my race, gender, sexual orientation, religion or age.
2. Managers here have a track record of hiring and promoting objectively regardless of race, gender, sexual orientation, religion, age or social background.
3. Managers here give feedback and evaluate employees fairly, regardless of race, gender, sexual orientation, religion, age or social background.
4. Managers interpret human resources policies (such as sick leave) fairly for all employees.
5. Managers make layoff decisions fairly, regardless of factors such as race, gender, sexual orientation, religion, age or social background.
6. Managers give assignments based on skills and abilities of employees.
7. Management here encourages the formation of employee network groups (affinity groups)
8. There is a mentoring program in use here that identified and prepares all employees for promotion.
9. The “old boys” network is alive and well here.
10. The University spends enough money and time on diversity awareness and related training.
11. Knowing more about cultural norms of diverse groups would help me be more effective in my job.
12. I think that diverse viewpoints add value.
13. I believe diversity is a strategic business issue.
14. I feel at ease with people from different backgrounds from my own.
15. I am afraid to disagree with members of other groups for fear of being called prejudiced.
16. Diversity issues keep some work teams from performing to their maximum effectiveness.
Section Three

Allen and Meyer’s (1997) Three-Component Model of Employee Commitment

Listed below is a series of statements that represent feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about working at the University Medical Center, please indicate the degree of your agreement or disagreement with each statement by selecting: strongly agree – strongly disagree from the scale below. “University” will be used to designate the University Medical Center.

1 = strongly disagree
2 = disagree
3 = slightly disagree
4 = undecided
5 = slightly agree
6 = agree
7 = strongly agree

1. I would be very happy to spend the rest of my career at the University.
2. I really feel as if the University’s problems are my own.
3. I do not feel a strong sense of “belonging” to the University.
4. I do not feel "emotionally attached" to the University.
5. I do not feel like "part of the family" at the University.
6. This University has a great deal of personal meaning for me.
7. Right now, staying with the University is a matter of necessity as much as desire.
8. It would be very hard for me to leave the University right now, even if I wanted to.
9. Too much of my life would be disrupted if I decided I wanted to leave the University now.
10. I feel that I have too few options to consider leaving the University.
11. If I had not already put so much of myself into the University, I might consider working elsewhere.
12. One of the few negative consequences of leaving the University would be the scarcity of available alternatives.
13. I do not feel any obligation to remain with the University.
14. Even if it were to my advantage, I do not feel it would be right to leave the University now.
15. I would feel guilty if I left the University now.
16. The University deserves my loyalty.
17. I would not leave the University right now because I have a sense of obligation to the people in it.
18. I owe a great deal to the University.
Section Four


Listed below is a series of statements that represent feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about working at the University Medical Center, please indicate the degree of your agreement or disagreement with each statement by selecting: strongly agree – strongly disagree from the scale below. “University” will be used to designate the University Medical Center.

1 = strongly disagree
2 = disagree
3 = slightly disagree
4 = undecided
5 = slightly agree
6 = agree
7 = strongly agree

1. What I am doing at the University is what I expected when I was hired.
2. The University has lived up to what I was promised when I started working here.
3. I have been very pleased at the extent to which the University has kept its promises.
4. My job means more to me than just a means to pay my bills.
Section Five

Demographic Information

1. What is your gender?
   a. Female
   b. Male

2. How long have you worked at the University?
   a. 0 -6 months
   b. 7 months- 12 months
   c. 13 months 24 months
   d. 25 months-35 months
   e. More than 36 months

3. Do you work
   a. Full-time (35 hours or more)
   b. Part-time (34 hours or less)

4. In what age range are you?
   a. 18-29
   b. 30-45
   c. 46-64
   d. 65+
Appendix B

Permission to Use Survey by Allen and Myers

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As posted on November 10, 2008

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(b) This Agreement is the entire agreement between YOU and WESTERN relating to this subject matter. YOU will not contest the validity of this Agreement merely because it is in electronic form.

(c) No modification of this Agreement will be binding, unless in writing and accepted by an authorized representative of each party.

(d) The provisions of this Agreement are severable in that if any provision in the Agreement is determined to be invalid or unenforceable under any controlling body of law, that will not affect the validity or enforceability of the remaining provisions of the Agreement.

(e) All prices are in Canadian dollars and prices are subject to change without notice. WESTERN will not be liable for any typographical errors, including errors resulting in improperly quoted prices on the Download Summary screen.

(f) YOU agree to print out or download a copy of this Agreement and retain it for your records.

(g) YOU consent to the use of the English language in this Agreement.
Appendix C

Permission to Use Survey by Mor Barak

Received Via Email on July 26, 2010 at 7:20 AM

Hello Stanley,

You are welcome to use the scale, it is free and open for use. A complete copy with all the psychometric properties of the scale is included in my book:

Your library might have it. The first edition from 2005 also has the complete scale but with less up to date references on the psychometric properties.

You can also use the search inside function on amazon.com to get to the scale: http://www.amazon.com/Managing-Diversity-Globally-Inclusive-Workplace/dp/1412972353/ref=sr_1_1?ie=UTF8&s=books&qid=1279989131&sr=8-1#

I am collecting information about the use of the scale and would like to hear from you once you complete your research. I would very much appreciate your sending me the results of your research so I can include them in the next edition of the book.

Good luck with your doctoral work!

Michâlle Mor Barak, Ph.D.
Professor and Director of the Ph.D. Program
Lenore Stein-Wood and William S. Wood Professor of Social Work and Business in a Global Society
School of Social Work & Marshall School of Business
University of Southern California (USC)
Los Angeles, CA 90089-0411
Main web page: www.managingglobaldiversity.com
www.usc.edu/dept/socialwork/research/ciw
Phone: +1 213-740-2002
Fax: +1 213-740-0789
e-mail: morbarak@usc.edu
Good afternoon Ms. Mor Barak,

I am a doctoral candidate in St. John Fisher College’s Executive Leadership program. I would like to use your Inclusion-Exclusion Scale as one of the survey instruments for my dissertation. How do I obtain a copy and licensure for using it? This request is time-sensitive as I am currently working on chapter 3 of my dissertation. You can contact me at sb01479@sjfc.edu.

Thank you for your support.

Best regards, Stanley Byrd
Appendix D

Permission by the University Medical Center’s Human Subjects Review Board

August 17, 2010
Stanley Byrd, Ed.D.
Human Resources
RC Box 278955

Re: Ethical Principles in Research Program (EPRP)

Dear Stanley:

This letter is to inform you that you have successfully completed the EPRP program which includes a review of the ethical principles contained in the Belmont Report and passing an examination. You have been issued the following EPRP number:

EPRP # 93450815E       Expires: 08/31/2013

This number and expiration date are required on all RSRB submissions for new studies and re-approval of ongoing studies, involving minimal risk. This number is valid through August 31, 2013.

If you anticipate becoming involved in a research project which is or will be submitted through the RSRB on-line system, you will need to register for an account. To register proceed as follows:
Go to the online RSRB eSubmission System.
Click on “Login” in the upper left. On the next screen, click on the word “Registration” under the heading ‘Account Self Registration Section’.
Follow the instructions.

Congratulations! Thank you for your demonstrated commitment to human subject protections and compliance with research regulations and policies.

Sincerely,

Bill Kelvie
Director, Research Education
Appendix E

Consent Information for Email

Name(s) of Researcher:
Stanley Byrd

Phone for further information:
585/235-8391

Purpose of study:
The purpose of this study is to determine whether there is a difference in the perceptions of the presence of an environment of inclusivity between professional underrepresented employees hired through a specialized diversity program and professional employees hired through a traditional recruitment process and whether there is a relationship between their perceptions and their commitment to the University Medical Center.

Method for protecting confidentiality/privacy:
Your responses are confidential and anonymous. Any questions presented by participants via e-mail in relation to the study, associated risks, the informed consent, and confidentiality will be reviewed and responded to by the researcher. Your E-mail will be stored on a secure server in an account accessible by the researcher using username and password authentication.

The expected risks and benefits of participation in this study are explained below:
There are many benefits to taking part in this project. Team communication, trust, feedback, and performance should improve. Your team will be able to benchmark its performance against the average of the other teams that participate.

The expected risks of participation in this study are explained below:
There are no more than minimal risks to participating. Completing the survey will take some of your time. Participating in this study you should not experience any unusual physical or psychological stress, nor would they experience any risks of a social, physical
or legal nature greater than that which may be ordinarily experienced during the course of
daily life, routine physical or psychological examinations. In the event you have any
issues, you can email the researcher to discuss any questions or concerns

Approval of study:

This study has been reviewed and approved by the St. John Fisher College Institutional
Review Board (IRB).

As a research participant, you have the right to:

1. Have the purpose of the study, and the expected risks and benefits fully explained
to you before you choose to participate.
2. Withdraw from participation at any time without penalty.
3. Refuse to answer a particular question without penalty.
4. Be informed of appropriate alternative procedures or courses of treatment, if any,
   that might be advantageous to you.
5. Be informed of the results of the study.
6. I have read the above, and by clicking on the “yes” on the electronic survey
   response agree to participate in the above-named study.

_________________________________ ___________________________
Print name (Participant) Signature Date

_________________________________ ___________________________
Print name (Researcher) Signature Date
Appendix F

Permission by Associate Vice President Human Resources

September 21, 2010

Stanley Byrd

348 Inglewood Drive
Rochester, NY 14619-1442

RE: St. John Fisher College Institutional Review Board (IRB)

This letter verifies that Doctoral Candidate, Stanley Byrd, is authorized to conduct a survey assessing employee attitudes related to diversity and inclusion. The survey is part of a study for completion of his dissertation. Authorization to conduct research at the University of Rochester includes:

1. Providing access to the University’s employee email addresses for participants; and
2. Sending emails to participating employees, from the Office of Human Resources-Associate Vice President, supporting the research.

Stanley Byrd has reviewed the Human Subject Protection Program and successfully completed the Ethical Principles in Research Program (EPRP) EPRP program which includes a review of the ethical principles contained in the Belmont Report and passing a comprehensive examination. He has been issued the following EPRP number: 93450815E.

Regards,

Charles J. Murphy
Associate Vice President, Human Resources
University of Rochester
Wallis Hall, Suite 263
P.O. Box 270013
Rochester, New York 14627
585 275-4642
cj.murphy@rochester.edu