



HARVARD UNIVERSITY
Faculty of Arts and Sciences
Dean of Science

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Dear Colleagues,

Sustaining Harvard's excellence in scholarship and teaching requires that our science community continue to identify, attract, and retain the best minds. Furthermore, we have a responsibility to address the systemic and stubborn lack of diversity in STEM fields.

In order to better understand the lived experiences of members of our community, Departments in our division carried out climate surveys in Fall 2020. The surveys were administered in Qualtrics and 1260 respondents participated. I've appended a report that aggregates the results of those surveys, across our division. The summary contains both quantitative survey results as well as informative (anonymized) excerpts from narrative comments. My thanks to the Harvard College Institutional Research team for developing, administering, and analyzing the department-specific climate surveys. And thank you to everyone who engaged in this process.

I urge you to read and digest these results. There are elements of good news: for example, overall satisfaction with job/work/academic experience is high across students, staff, faculty, and postdocs. There are also clear signals that can guide our actions in the time ahead. In particular, the linked issues of professional conduct and accountability are of concern across all sectors of our community.

It is important to dig down into the statistical breakdowns. We need to carefully look at the correlations between results and demographics; for example, our female colleagues report bullying at roughly twice the rate of the males in our division, but this signal is diluted due to gender under-representation in the division-aggregated summary statistics. While bullying in any venue is unacceptable, this gender-dependence is of particular concern. In another example, 32% of our colleagues from historically under-represented racial and ethnic groups experience being treated differently than others in their department due to their identity, compared with 19% of White colleagues.

The life you experience in our division might not be indicative of the lived experiences of others, given our divisional demographics and the realities of our society.

The report shows common elements across departments¹, as well as differences between them. We will identify and share the good practices that are working and will continue to take

¹ For two of our ten departments, as well as other organizational units, the climate surveys are not completed. I thought it best to share these results with the community now, rather than waiting.

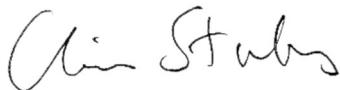
steps to address issues of concern. Our departments have identified concrete actions they will undertake that best address their particular community's concerns and aspirations. In order to support this work, the Science Division will convene a working group comprising faculty and staff liaisons from across our Departments and units, as well as representation from our students and postdoctoral colleagues. This group will work with the FAS Associate Dean for Diversity, Inclusion, and Belonging, Sheree Ohen, and her team to link our efforts to expertise and experience in this domain.

We will continue to hold ourselves to the highest standards of scientific and intellectual rigor. Doing so involves vigorous discussion and debate, often between people who disagree. These exchanges can happen in print, in correspondence, on social media, over video calls, and (soon, we hope) in person. I want to emphasize my support for healthy and vibrant intellectual discourse, but also want to stress Harvard's expectations for professional conduct. Challenging people's ideas is appropriate, insulting them as individuals is not. Presenting your perspective forcefully when it's your turn to speak is acceptable, interrupting others when it's their turn to speak is not.

We have a shared responsibility to establish an intellectual climate in which we can disagree without being disagreeable. This will allow ideas and careers to flourish at Harvard. The appended report is a call to action for us all, and I ask for your support as we move forward with lasting and sustained institutional change.

If you have any questions or would like to share feedback about the report, please email: sciencedean@fas.harvard.edu.

Cordially,



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Division of Science

OVERVIEW OF CLIMATE SURVEY RESULTS - FALL 2020

PRELIMINARY REPORT

Prepared by Harvard College Institutional Research

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Introduction

In Fall of 2020, the Division of Science asked their departments to complete a climate survey. Eight departments requested the involvement of Harvard College Institutional Research in developing, administering, and analyzing a department-specific climate survey: Astronomy, Chemistry, Earth and Planetary Sciences, Human Evolutionary Biology, Math, Organismic and Evolutionary Biology, Physics, and SCRB.

“Climate” is a multidimensional construct, so an assessment of climate requires questions about a variety of issues. Based on the needs of the Division of Science, the survey included questions addressing:

- Incivility
- Communication/Civil Discourse
- Accountability for Wrongdoing
- Inclusion and Belonging and Interactional Justice
- Diversity
- Job Satisfaction (Faculty, Staff, and Post-docs)
- Supervisor/advisor support

HCIR developed a core survey using validated instruments in the organizational behavior literature. Two open-ended items allowed participants to elaborate on their survey responses and/or to further describe their experiences as well as to provide suggestions about ways the climate could be improved. Department members were also given the option to include up to five of their own survey items.

The survey included the parallel items for the 5 populations that comprise an academic department: faculty, staff, post-docs, graduate students, and undergraduate students. Departments were given the opportunity to include or exclude any of these populations. Additionally, departments could choose to opt out of questions (globally or for certain populations).

Note: The survey was administered in Qualtrics in Fall 2020 during the COVID-19 Pandemic. The survey instructed participants to think broadly about their experiences with climate in the department/program/concentration and about how their department/program/concentration normally functions pre-pandemic.

Respondent Response Rate and Demographics

Each of the 8 departments had the option of choosing which populations to survey (faculty, staff, postdocs, graduate students, and undergraduate students). All departments but 2 surveyed all populations. Two chose not to include undergraduates. As shown in Table, below, overall, faculty and staff responded at much higher rates (69.4% and 67.9%, respectively) compare to postdocs (31.0%), graduate students (46.5%) and undergraduate students (24.6%). High response rates among faculty and staff suggest a high level of interest in addressing climate issues. A table showing response rate by population by department is included in the appendix.

Table 1.

	Invited	Responded*	Response Rate
Faculty	294	204	69.4%
Staff	418	284	67.9%
Postdocs	773	240	31.0%
Graduate students	820	381	46.5%
Undergraduate students	614	151	24.6%
Total	2919	1260	43.2%

* Responded to at least one question on the survey

Table 2, below, shows the distribution of person-types in the final overall analysis. These data show that the aggregated data reported will slightly over-represent the experiences of faculty and staff and slightly under-represent the experiences of postdocs and undergraduate students. Graduate students responded in proportion to their size relative to the invited population.

Table 2.

	Distribution Among Invited Population	Distribution Among Respondents
Total	2919	1260
Faculty	10.1%	16.2%
Staff	14.3%	22.5%
Postdocs	26.5%	19.0%
Graduate students	28.1%	30.2%
Undergraduate students	21.0%	12.0%
	100%	100%

Of the 1260 respondents:

- 12.5% identify as LGBTQ
- 64.9% are US Citizens
- 4.2% identify as having conservative politics
- 2.7% have a physical or mental disability
- 18.7% are first in family to attend college
- 41.0% identify as female
- 42.8% identify as male
- 10.2% are URM
- 17.8% are Asian/Asian American
- 55.5% are white
- 7.2% identify as multiracial
- Median time at Harvard: 4 years

Note: 12.3% (155 respondents) did not disclose information in response to both the gender and race question.

Defining climate

“Organizational climate,” as it pertains to any organized unit—whether it be a very large company, a small nonprofit organization or an academic department at a college or university—refers to, “The atmosphere or ambiance of an organization as perceived by its members” (Fine & Sheridan, 2015). An organization’s climate is reflected in its structures, policies and practices; the demographics of its membership; the attitudes and values of its members and leaders; and the quality of personal interactions (Fine & Sheridan, 2015). In broad terms, academic departments with positive climates are characterized by transparent communication about all departmental matters, uniformity regarding the equitable treatment of department members (faculty, students, administrators, staff), assistance with reference to the needs of members, and respect (Office of the Provost, Columbia University, 2019).

Why climate is important for the workplace

The nature and quality of an organization’s climate has been shown to have a direct impact on members’ positive or negative assessments of their workplaces. The more positively employees perceive their organization’s climate, the more likely they are to view the organization in positive terms, have a desire to continue working for that organization, be motivated to put in the extra effort on behalf of the organization (not just for one’s own professional advancement), and be more productive (Finney, Finkelstein, Merola, Puri, Taylor, Van Aken, Hyer, & Savelyeva, 2008). In the case of academic departments, this applies to everyone who works for them: faculty (especially regarding intentions to stay in the department) administrators, and staff (Laursen & Austin, 2014; Finney, Finkelstein, Merola, Puri, Taylor, Van Aken, Hyer, & Savelyeva, 2008; Veilleux, January, Vander Veen, Reddy & Klonoff, 2012; Mayhew, Grunwald and Deyt, 2006). In some cases, climate has been linked to intrinsic task motivation, reduced isolation, and satisfaction with promotion processes (Laursen & Austin, 2014).

For students—both at the undergraduate and graduate levels—a positive academic climate is associated with student retention and persistence, academic self-confidence, improved academic performance, and an increased sense of belonging. Negative climates are associated with the opposite outcomes—including low academic self-confidence, poor academic performance, lack of persistence and retention, increased rates of dropping out, and a low sense of belonging—especially among students who are from historically underrepresented populations (Hurtado & Carter, 1997; Cabrera, Nora, Terenzini, Pascarella & Hagedorn, 1999; Locks, Hurtado, Bowman, & Oseguera, 2008; Garvey, Rankin, Beemyn, & Windmeyer, 2017; Nuñez, 2009).

Defining the Constructs

Incivility

Referencing the seminal work of Andersson & Person (1999), Porath, Foulk, & Erez (2015), among other researchers (Reio & Ghosh, 2009; Sguera, Bagozzi, Huy, Boss, & Boss, 2016; Leiter, Laschinger, Day & Oore, 2011; Pearson & Porath, 2005), define workplace incivility as “the exchange of seemingly inconsequential, inconsiderate words and deeds that violate conventional norms of workplace conduct.” It is important to note that incivility is in the eyes of the beholder. It is not an objective phenomenon; it reflects people’s interpretation about how actions make them feel.” The term “seemingly inconsequential” was incorporated into the definition to distinguish between more blatant forms of work-place aggression. Pearson & Porath (2005) note that the effects of incivility are subtler (less dramatic) and as a result can be more insidious as they can go unnoticed. These researchers report that the outcomes of incivility (job stress, legal exposure, turnover, recruitment loses) can have huge economic costs for organizations. Beyond its economic costs, incivility has been shown to result in disruption in work teams, lower employee productivity and creativity, lower work quality, reduced satisfaction, decreased capacity to concentrate/perform other cognitive functions, weaker indicators of psychological health, more absenteeism, and the tarnishing of organizational and individual reputations (Pearson & Porath, 2005). In the survey we asked participants about experiences that can be broadly categorized as workplace incivility. Participants were asked to indicate their level of agreement¹ with following statements:

- Addressed you in unprofessional terms either publicly or privately
- Put you down or were condescending to you
- Ignored or excluded you
- Showed little interest in your opinion
- Derogatory remarks
- Other types of incivility
- Bullied or harassed you (Extreme form)

Communication/Civil Discourse

According to Lane & McCourt (2013) civility and incivility are communicative, rhetorical practices. Civil discourse involves conversations in which participants are committed to working together to ensure that everyone perceives having a chance to express their thoughts (in a non-offensive manner) on the topics at hand and having been listened to by others. It requires that participants communicate on the basis of respect by taking into the account the perspectives of others by granting them autonomy and voice and not jeopardizing self- esteem and self-confidence (Lane & McCourt, 2013; Sypher, 2004). It involves restraint or resisting the impulse to say and do whatever one thinks or wants. As Sypher (2004) notes, “some degree of self-denial is

¹ Incivility: 1= Strongly disagree, 2=Disagree, 3=Somewhat disagree, 4= Somewhat agree, 5= Agree, 6= Strongly agree. N/A was included.

required to make our world and social world more tolerable by not doing all the talking, taking all the credit, winning all the arguments, or even seeing every interaction as an argument to win.” Finally, civil discourse requires responsibility to the community meaning that participants are aware of how their communications have consequences that may potentially positively or negatively affect others (Lane & McCourt, 2013). When discourse becomes fraught with incivility, participants’ ability to debate important issues breaks down. Debate is impoverished as fewer choose to engage, fewer ideas are surfaced, and creativity is slowed. Once this dynamic sets in, fear can take over and individuals disengage. Because uncivil discourse can have detrimental effects on organizations and their employees (including those who witness incivility but aren’t targets of it), it is essential that workplaces strive to institute civil discourse for their overall well-being and productivity. Because a world-class academic community depends on an open community to thrive, we explored the degree to which department communities engaged in civil discourse. This was assessed by 4 items in which participants were asked to indicate their level of agreement² with 4 statements:

- Colleagues respectfully consider each other’s point-of-views and opinions
- I feel like my opinions are being heard and considered as opposed to being ignored or shot down
- I feel safe sharing my ideas/views/values/opinions openly
- When I disagree with the majority opinion, I feel comfortable dissenting

Accountability for Wrongdoing

Research in the area of faculty incivility has shown that targets of incivility will not attempt to resolve issues or report bad behavior due to fear or retaliation by offenders, lack of support from leadership and a lack of institutional policy or procedures for addressing incivility (Clark et al., 2013). When incivility goes unnoticed or unaddressed it has a tendency to spread (Porath & Pearson, 2010). Therefore, it is imperative that departments have clear and transparent policies and procedures for addressing incivility as well as a clear strategy for confidential reporting with impunity for targets (Reio & Ghosh, 2009). It is also important that consequences be clearly articulated. Finally, policies, procedures and consequences must be applied consistently across the community and must be reinforced for an accountability system to be perceived as fair and legitimate (Hollander-Blumoff, & Tyler, 2011).

In order to gain an understanding about the current accountability systems within the departments we asked participants to rate their level of agreement³ with how their departments handle cases of incivility including: whether community members agree that there are clear and safe channels for reporting, clear processes for resolving cases, whether leadership is willing to address incivility as opposed to ignoring it, and whether standards of behavior are being consistently reinforced for all community members regardless of their status.

² Civil Discourse: 1= Strongly disagree, 2=Disagree, 3=Somewhat disagree, 4= Somewhat agree, 5= Agree, 6= Strongly agree. N/A was included.

³ Accountability Wrongdoing 1= Strongly disagree, 2=Disagree, 3=Somewhat disagree, 4= Somewhat agree, 5= Agree, 6= Strongly agree. A don’t know option was included.

Inclusion, Belonging and Interactional Justice

Although there are myriad of overlapping factors that affect student, faculty and staff quality of life within institutions of higher education, two key elements that stand out from the literature are the perceptions of feeling both included and that one belongs. Sense of belonging, or “organizational identification (OI),” is “the experience of feeling valued, part of a community, needed and accepted by other people, groups or environments and the person’s perception that his or her characteristics are similar to or complement those of the people that belong to the system.”(Dávila, 2012). Another factor that contributes to OI is the perception, on the part of an individual’s “value congruence” between themselves and their employer (Dávila, 2012.) Once OI is fulfilled there is “a psychological linkage between the individual and the organization whereby the individual feels a deep, self-defining affective and cognitive bond with the organization as a social entity.”(Karanika-Murray, Duncan, Pontes, , & Griffiths, 2015).

For many faculty and staff, inclusion and belonging matter because they seek to build entire careers at, and develop their professional identities in relation to, a single institution. As such, success in employment longevity and identity development depends, to a great extent, on the degree to which faculty and staff perceive being included and having a sense of belonging there. Being included and having a sense of belonging are tied to reductions in employee turnover and a greater likelihood that employees will recommend their organization to others (Carr, Reece, Kellerman & Robichaux , 2019). Moreover, when workplace relationships feel more transactional as opposed to loyalty based such as when individuals feel like they are a part of a community, than civility can feel like a waste of effort (Pearson & Porath, 2005)

In the case of college students, a sense of belonging has been described as “students’ perceived social support on campus, a feeling or sensation of connectedness, and the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the campus community or others on campus such as faculty, staff, and peers.” (Strayhorn, 2018). As noted with respect to inclusion, the desire to achieve a sense of belonging applies both to academic situations (classes, labs, office hours, study groups) and social ones (friendships in dorms and/or with peers from other settings, involvement in extracurricular activities). For students, engendering a sense of inclusion and belonging—though not limited to—those from underrepresented groups, has been related to college retention and persistence (Walton & Cohen, 2011). Because students from underrepresented groups are more likely to feel disconnected from college campuses, it is especially crucial to enhance their sense of inclusion and belonging.

In order to gain an understanding of participants’ sense of belonging to their department, program, concentration, we asked them to respond to three items via a six-point scale⁴.

⁴ Inclusion and Belonging: 1= Strongly disagree, 2=Disagree, 3=Somewhat disagree, 4= Somewhat agree, 5= Agree, 6= Strongly agree. N/A was included.

- I feel connected/part of a community
- I feel accepted
- I feel valued

We also evaluated community members' perceptions of interpersonal justice. Interpersonal justice is all about how an individual is treated with an emphasis on respect and courtesy. It is defined as the extent to which an employee is treated with dignity and respect. If employees are treated with respect and dignity at work, they are more likely to be satisfied in their jobs and committed to their organization, are more likely to perform better, trust their leaders, and help others at work (Loi, Yang, & Diefendorff, 2009). Interpersonal justice was assessed using 4 items⁵.

- Faculty treat me with dignity and respect
- Staff treat me with dignity and respect
- Students treat me with dignity and respect
- Post-docs/research scientists in my department treat me with dignity and respect.

Finally, we also asked participants to rate the degree⁶ to which they felt like they were being treated differently by others (faculty, staff, students) in their department/program/concentration because of their identity (race/ethnicity, socioeconomic background, gender, nationality, sexuality/orientation, disability..etc). This was linked to an open-ended comment box in which participants could explain their responses.

Diversity

As part of its vision, the National Science Foundation pledges to “cultivate an inclusive culture and work environment that reflects the diversity of our increasingly global community” through its 3 strategic goals including: “1) the recruitment of a diverse, qualified group of potential applicants to secure a high-performing workforce drawn from all segments of society; 2)the cultivation of a culture that encourages collaboration, flexibility, and fairness to enable individuals to contribute to their full potential and further retention and; 3) the development of structures and strategies to equip leaders with the ability to manage diversity, be accountable, measure results, refine approaches based on such data, and institutionalize a culture of inclusion” (National Science Foundation, <https://nsf.gov/od/odi/diversity.jsp>).

Common models for managing diversity focus on targeted recruitment initiatives, education and training, career development, and mentoring programs to increase and retain diversity in organizations (Olsen & Martins, 2012). Some organizations also rely upon programs and initiatives that focus on the removal of barriers that block individuals from meeting their full

⁵ Interactional Justice: 1= Strongly disagree, 2=Disagree, 3=Somewhat disagree, 4= Somewhat agree, 5= Agree, 6= Strongly agree. N/A was included.

⁶ Treated Differently Due to Identity: 1= Strongly disagree, 2=Disagree, 3=Somewhat disagree, 4= Somewhat agree, 5= Agree, 6= Strongly agree. N/A was included.

range of skills and potential (Olsen & Martins, 2012). In order to gain a sense of participants' perceptions of diversity climate, or the value the department places on efforts to promote diversity (through recruitment and hiring) and to support the beneficiaries of these efforts, we asked participants to rate the degree to which they felt (agreed)⁷ that there was a demonstrated commitment to diversity and inclusion in their department, program or concentration.

Organizational Support

According to Rhoades & Eisenberger (2002) in their theory of organizational support “*employees personify the organization, infer the extent to which the organization values their contributions and cares about their well-being, and reciprocate such perceived support with increased commitment, loyalty, and performance.*” Perceived organizational support has been shown to be related to employee turnover, organizational commitment, job involvement, job performance, job stress, and withdrawal behavior (Rhoades & Eisenberger, 2002). Just as employees form perceptions about how their organizations value and support them, they also develop perceptions concerning the degree to which they believe their supervisors value their contributions and care about their well-being (Rhoades & Eisenberger, 2002; Kottke & Sharafinski, 1988). As Rhoades & Eisenberger (2002), note supervisors serve as “agents of the organization” and employees view their supervisor’s behavior towards them as emblematic of the organization’s support for them (Eisenberger et al., 1986). Their research has shown that perceived supervisor support contributes to employee perceptions of organizational support. In order to understand the extent to which staff feel supported by their supervisors and PIs (in the case of post-docs as they are employees of the FAS), we asked participants (staff and post-doc/research scientists) to evaluate the extent to which they felt that their supervisor/PI⁸ :

- *Valued their work and contributions*
- *Made them feel appreciated*
- *Was available*
- *Cared about their career goals and aspirations*

Because graduate students are also part of an organization (a department, a graduate program) we also asked them about the extent to which they felt valued and supported by their advisors. Much of the research on the relationship between doctoral students and their advisors has focused on attrition and it has been shown that poor doctoral student–advisor relationships can lead to doctoral student attrition (Golde, 2005). Both the quantity and the quality of student–advisor interactions matter. For example, Heath (2002) found that students who met more frequently with their advisors were more likely to finish their PhD degrees. Lovitts (2001) found that non-completers reported that their advisors were significantly less interested in them as people, in their research ideas, and in their professional development as compared to those who

⁷ Commitment to Diversity and Inclusion: 1= Strongly disagree, 2=Disagree, 3=Somewhat disagree, 4= Somewhat agree, 5= Agree, 6= Strongly agree. N/A was included.

⁸ Supervisor/PI Support: 1= Strongly disagree, 2=Disagree, 3=Somewhat disagree, 4= Somewhat agree, 5= Agree, 6= Strongly agree. N/A was included.

completed their graduate programs. In order to understand the extent to which graduate students felt supported by their advisors⁹, we asked them to evaluate the extent to which they felt that their advisors:

- Were generally available
- Valued their ideas and contributions
- Cared about their academic success
- Considered their career goals and aspirations

Satisfaction

We also asked participants about their global satisfaction¹⁰ with the climate in their department/program/concentration and with their jobs or academic programs as aspects of the work environment have been shown to be determinants of job satisfaction and satisfaction with the climate.

Key Findings

Heatmaps (pages 16 through 20) were created to provide a high-level overview of the data. A heatmap is shown for the data overall, then a heatmap for each of the populations (faculty, staff, postdocs, students). The heatmap shows the value for each metric, color coded to help to interpret whether the results should be viewed as positive or negative. These are subjective codes, but are designed to help the leadership quickly identify key climate issues in the sciences. See the Statistics section at the end of report to see the inferential statistics showing where the variation in responses by subpopulation reaches statistical significance.

Key findings are as follows:

1. There is a fraction of individuals (12.3%) who chose not to disclose any demographic attributes. These individuals experienced high levels of incivility and reported low satisfaction with climate issues. Their decision to not disclose identifying attributes may suggest a high level of distrust and/or fear of retaliation. Throughout, they are referred to as “undisclosed”.
2. Incivility: While overall survey participants were satisfied with the climate in each department, there are still pockets of incivility committed by a few members in each department. This mainly stems from power imbalances in the departments and in some cases issues of identity.

⁹ Advisor Support= 1= Strongly disagree, 2=Disagree, 3=Somewhat disagree, 4= Somewhat agree, 5= Agree, 6= Strongly agree. N/A was included.

¹⁰ Job Satisfaction/Satisfaction with Program/concentration/Satisfaction with climate= 1=Extremely dissatisfied, 2= Moderately dissatisfied, 3= Slightly dissatisfied, 4= Slightly satisfied, 5= Moderately satisfied, 6= Extremely satisfied.

- Between the populations, graduate students and staff report higher rates of incivility than faculty.
 - There is also significant and substantial variation within populations suggesting there are power dynamics at play. Among faculty, 54.0% ladder faculty reported incidents of incivility vs. 60.4% of non-ladder faculty vs. 95.0% undisclosed. More non-exempt staff reported experiencing incivility compared with exempt staff (71.3% non-exempt vs. 61.1% exempt vs. 89.5% undisclosed)
 - Dimensions of identity also play a role in incivility:
 - Females and undisclosed more often reported experiences with incivility than their male peers (69.1% females and 71.1% undisclosed vs. 45.7% males)
 - Under-represented Minorities (URM) and undisclosed more often reported experiences with incivility than their peers (66.1% URMs and 67.6% undisclosed vs. 47.3% males Asians and 58.9% white).
3. Civil Discourse: Just 63% of respondents feel comfortable dissenting from majority opinion or expressing a viewpoint that was different. Members with lower status or marginalized identity groups are less likely to report comfort dissenting from majority opinion:
- 48% non-ladder faculty and 46% undisclosed faculty vs. 75% ladder
 - 63% Non-exempt staff and 47% undisclosed staff vs. 81% exempt
 - 58% Females and 50% undisclosed vs. 70% males
 - 54% URM and undisclosed 53% vs. 65% Asian and 65% White
 - Among faculty, the gender imbalance is very significant: 38% Females and 52% undisclosed vs. 80% males
4. Accountability: Holding everyone to same standards/comfortable reporting without retaliation. There is very little variability across populations and identity groups with regards to sentiments about accountability and wrongdoing. Overall, 42% of survey respondents disagreed that all members of the community were held to the same standards of behavior within their department and roughly only half felt comfortable coming forward with a complaint without fear of retaliation.
- Noteworthy: participants who chose not to disclose their demographic information are the least likely to report they feel everyone is held to the same standard or are comfortable reporting without retaliation
5. Commitment to Diversity: The majority of participants (69%) agreed that there is a demonstrated commitment to diversity and inclusion in the department.
- Disagreement was found to be higher among graduate students and URM faculty. These quantitative differences may be explained by the open-ended comments, which revealed that the work of diversity and inclusion has largely fallen to

graduate students. Graduate students noted the importance of having faculty members champion these endeavors.

6. Belonging: While the vast majority of individuals reported feeling valued and accepted by their departments, the fraction reporting they feel a strong sense of community or a feeling of connection to the department was just 66%. From the open-ended comments we learned that while many participants felt part of a sub-community within the department (office units, work groups, labs), some reported they felt disconnected from the larger department community. Some participants noted that this has been amplified by the pandemic.
 - While there was not a great deal of variation within the sense of belonging metric, one notable difference was among URM faculty and non-binary GSAS, of whom just 29% reported feeling a strong sense of community/connection (for each group).
7. Identity: The question “I am treated differently by others in my department/program/ concentration due to my identity” was analyzed by respondent gender and respondent race.
 - Overall, 39% of participants who identified as non-binary, 28% who identified as female and 31% who chose not to disclose their gender identity reported that they were treated differently by others in their departments due to their identity. The percentage of females who agreed that they had been treated differently was highest among faculty (43%) and graduate students (41%).
 - Overall, 32% of URMS and 30% of participants who chose not to disclose their racial identity agreed that they were treated differently by others in their department due to their identity compared with 20% of Asians and 19% of white students. Being treated differently because one’s identity was partially prominent among staff who identified as URM. Nearly 40% of URM staff reported being treated differently by others due to their identity.
8. Advisor Support: Overall, 93% of graduate student respondents reported that their advisor cares about their academic success; 86% agreed that their academic advisor cares about their career goals and aspirations; 92% agreed that their advisor values their ideas and contributions; and 84% agreed that their advisor was generally available. We learned from the open-ended comments that there are some reported problematic advising relationships. Graduate students made recommendations such as (1) creating co-advisors to mitigate the impact of an single advisor who can make or break the student’s academic/professional career, (2) trainings for faculty on advising and mentorship, and (3) establish clear channels for providing feedback about problematic advising experiences.

Heat Map 1: All Respondents

Overview Climate Survey
Fall 2020
All Respondents

Coding Scheme for Satisfaction/Belonging/Inclusive Discussions/Respect/Accountability/Commitment to diversity
Red to GREEN, based on percentage (Red = Negative Interpretation to Green = Positive Interpretation)

0-14.99	15-24.99	25-39.99	40-59.99	60-74.99	75-84.99	85-100
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Coding Scheme for Incivility and Bullied

Red to GREEN, based on percentage (Red = Negative Interpretation to Green = Positive Interpretation) (Note, reverse order from other questions)

0-14.99	15-24.99	25-39.99	40-59.99	60-74.99	75-84.99	85-100
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	Satisfaction			Belonging			Inclusive Discussions				Respect		Accountability		Diversity	Incivility	
	Environ-ment	Work	Acad Exp.	Sense of Communit y/ Connection	Feel Accepted	Feel Valued	People Respect Opinions	Comfort. Disagreeing w/majority opinion	Opinions are Heard	Can Share Thoughts /Ideas	Faculty Respect me	Students/ Peers Respect Me	Everyone Held to same standards	Would Feel Comfortable Reporting w/out Retaliation	Commit-ment to Diversity	Reorted Any Incivility	Ever Exper. Bullying/ Harassment
ALL Respondents	74%	89%	79%	66%	87%	84%	83%	63%	77%	78%	91%	94%	49%	58%	69%	59.0%	16.3%
UG	76%		75%	69%	83%	83%	85%	65%	81%	86%	95%	88%	65%	64%	69%	45.4%	6.4%
Graduate Student	76%		81%	61%	88%	87%	86%	52%	77%	77%	93%	94%	44%	51%	61%	68.6%	19.8%
Faculty	71%	88%		68%	82%	75%	75%	65%	75%	70%	88%	97%	53%	63%	75%	60.5%	22.2%
Staff	77%	87%		72%	90%	86%	79%	69%	73%	75%	87%	96%	41%	59%	74%	68.3%	21.2%
PD	66%	91%		61%	89%	84%	89%	68%	80%	83%	93%	96%	58%	61%	72%	39.3%	6.6%
Female	73%	87%	78%	64%	88%	84%	80%	58%	74%	74%	90%	93%	38%	49%	64%	69.1%	20.0%
Male	78%	92%	83%	69%	91%	89%	87%	70%	82%	84%	94%	97%	62%	70%	74%	45.7%	10.1%
Nonbinary	68%	100%	69%	53%	74%	82%	95%	74%	72%	75%	95%	88%	56%	47%	58%	57.9%	11.1%
Did not disclose	60%	78%	63%	60%	74%	73%	75%	50%	64%	66%	84%	89%	39%	44%	72%	71.1%	28.0%
URM	76%	85%	78%	59%	84%	81%	79%	54%	76%	77%	92%	94%	47%	55%	60%	66.1%	13.9%
Asian	75%	94%	85%	74%	87%	91%	86%	65%	79%	78%	95%	94%	62%	64%	75%	47.3%	12.2%
White	76%	89%	80%	66%	90%	86%	84%	65%	79%	80%	91%	96%	47%	58%	68%	58.9%	15.8%
Did not disclose	56%	83%	58%	58%	77%	74%	76%	53%	64%	67%	85%	89%	42%	50%	73%	67.6%	27.7%

Heat Map 2: Faculty Respondents

Overview Climate Survey
Fall 2020
Faculty Respondents

Coding Scheme for Satisfaction/Belonging/Inclusive Discussions/Respect/Accountability/Commitment to diversity
Red to GREEN, based on percentage (Red = Negative Interpretation to Green = Positive Interpretation)

0-14.99 15-24.99 25-39.99 40-59.99 60-74.99 75-84.99 85-100

Coding Scheme for Incivility and Bullied

Red to GREEN, based on percentage (Red = Negative Interpretation to Green = Positive Interpretation) (Note, reverse order from other questions)

0-14.99 15-24.99 25-39.99 40-59.99 60-74.99 75-84.99 85-100

	Satisfaction			Belonging			Inclusive Discussions				Respect		Accountability		Diversity	Incivility	
	Environment	Work	Acad Exp.	Sense of Community/Connection	Feel Accepted	Feel Valued	People Respect Opinions	Comfort. Disagreeing w/majority opinion	Opinions are Heard	Can Share Thoughts /Ideas	Faculty Respect me	Students/Peers Respect Me	Everyone Held to same standards	Would Feel Comfortable Reporting w/out Retaliation	Commitment to Diversity	Reorted Any Incivility	Ever Exper. Bullying/ Harassment
FACULTY Respondents	71%	88%		68%	82%	75%	75%	65%	75%	70%	88%	97%	53%	63%	75%	60.5%	22.2%
Non-Ladder	72%	89%		58%	81%	72%	72%	48%	68%	57%	88%	100%	56%	59%	72%	60.4%	22.2%
Junior Ladder Faculty	90%	95%		84%	92%	63%	88%	65%	83%	82%	100%	100%	64%	74%	85%	60.0%	11.1%
Senior Ladder Faculty	63%	89%		72%	81%	81%	77%	81%	80%	80%	88%	99%	58%	66%	79%	52.4%	22.7%
Did not disclose rank	60%	67%		56%	70%	70%	55%	46%	50%	21%	73%	83%	14%	31%	57%	95.0%	60.0%
Non-Ladder	72%	89%		58%	81%	72%	72%	48%	68%	57%	88%	100%	56%	59%	72%	60.4%	22.2%
Ladder	72%	91%		76%	85%	78%	80%	75%	81%	81%	92%	99%	60%	69%	81%	54.9%	17.5%
Did not disclose rank	60%	67%		56%	70%	70%	55%	46%	50%	21%	73%	83%	14%	31%	57%	95.0%	60.0%
Female	68%	85%		58%	70%	61%	76%	38%	65%	52%	92%	94%	42%	48%	63%	76.6%	27.3%
Male	74%	92%		75%	88%	80%	79%	80%	83%	81%	90%	100%	64%	75%	82%	51.3%	14.5%
Nonbinary							-			-	-				-		
Did not disclose	61%	77%		61%	76%	74%	60%	52%	52%	47%	76%	91%	27%	43%	68%	71.4%	46.7%
URM	64%	82%		29%	73%	100%	55%	64%	73%	57%	91%	100%	36%	50%	50%	72.7%	30.0%
Asian	75%	100%		94%	96%	90%	79%	75%	96%	77%	100%	100%	80%	79%	91%	25.0%	7.1%
White	73%	88%		68%	81%	68%	78%	68%	74%	73%	87%	98%	53%	63%	75%	65.9%	19.7%
Did not disclose	59%	81%		65%	79%	81%	69%	46%	58%	50%	84%	92%	40%	55%	70%	62.1%	41.2%

Heat Map 3: Staff Respondents

Overview Climate Survey
Fall 2020
Staff Respondents

Coding Scheme for Satisfaction/Belonging/Inclusive Discussions/Respect/Accountability/Commitment to diversity
Red to GREEN, based on percentage (Red = Negative Interpretation to Green = Positive Interpretation)

0-14.99 15-24.99 25-39.99 40-59.99 60-74.99 75-84.99 85-100

Coding Scheme for Incivility and Bullied

Red to GREEN, based on percentage (Red = Negative Interpretation to Green = Positive Interpretation) (Note, reverse order from other questions)

0-14.99 15-24.99 25-39.99 40-59.99 60-74.99 75-84.99 85-100

	Satisfaction			Belonging			Inclusive Discussions				Respect		Accountability		Diversity	Incivility	
	Environment	Work	Acad Exp.	Sense of Community/Connection	Feel Accepted	Feel Valued	People Respect Opinions	Comfort. Disagreeing w/majority opinion	Opinions are Heard	Can Share Thoughts/Ideas	Faculty Respect me	Students/Peers Respect Me	Everyone Held to same standards	Would Feel Comfortable Reporting w/out Retaliation	Commitment to Diversity	Reorted Any Incivility	Ever Exper. Bullying/Harassment
Staff Respondents	77%	87%		72%	90%	86%	79%	69%	73%	75%	87%	96%	41%	59%	74%	68.3%	21.2%
Hourly (non-exempt)	75%	85%		68%	89%	80%	80%	63%	68%	77%	86%	95%	34%	54%	66%	71.3%	17.1%
Salaried (exempt) without supervisory responsibilities	75%	83%		73%	90%	91%	75%	80%	78%	78%	91%	96%	54%	64%	69%	53.7%	14.9%
Salaried (exempt) with supervisory responsibilities	90%	93%		84%	95%	97%	80%	81%	78%	67%	88%	100%	47%	73%	90%	67.8%	29.1%
Did not disclose	67%	90%		68%	86%	80%	79%	47%	74%	75%	84%	90%	27%	31%	86%	89.5%	41.2%
Non-Exempt	75%	85%		68%	89%	80%	80%	63%	68%	77%	86%	95%	34%	54%	66%	71.3%	17.1%
Exempt	82%	89%		78%	93%	94%	77%	81%	78%	72%	90%	98%	50%	69%	80%	61.1%	22.5%
Did Not Disclose	67%	90%		68%	86%	80%	79%	47%	74%	75%	84%	90%	27%	31%	86%	89.5%	41.2%
Supervisory Role	90%	93%		84%	95%	97%	80%	81%	78%	67%	88%	100%	47%	73%	90%	67.8%	29.1%
Non-Supervisory Role or Non-exempt	75%	85%		69%	89%	83%	78%	68%	71%	77%	87%	95%	40%	57%	67%	66.3%	16.5%
Did Not Disclose	67%	90%		68%	86%	80%	79%	47%	74%	75%	84%	90%	27%	31%	86%	89.5%	41.2%
Female	75%	86%		68%	90%	84%	74%	67%	70%	72%	86%	95%	33%	55%	69%	70.7%	20.4%
Male	88%	91%		83%	97%	93%	86%	83%	81%	80%	93%	100%	62%	76%	81%	55.2%	23.1%
Nonbinary	67%	100%		100%	67%	100%	100%	100%	67%	100%	100%	100%	100%	67%	67%	66.7%	0.0%
Did not disclose	72%	84%		72%	81%	82%	85%	52%	73%	77%	82%	93%	33%	41%	86%	78.8%	24.1%
URM	74%	79%		64%	79%	79%	67%	58%	58%	56%	88%	96%	44%	46%	63%	62.5%	13.6%
Asian	71%	92%		77%	85%	86%	86%	86%	64%	82%	100%	92%	50%	46%	85%	50.0%	50.0%
White	81%	87%		76%	93%	87%	80%	72%	77%	77%	88%	96%	42%	65%	71%	68.6%	16.8%
Did not disclose	66%	88%		63%	86%	85%	76%	57%	64%	70%	80%	94%	30%	44%	85%	76.2%	37.1%

Heat Map 4: Postdoc Respondents

Overview Climate Survey
 Fall 2020
 PostDoc Respondents

Coding Scheme for Satisfaction/Belonging/Inclusive Discussions/Respect/Accountability/Commitment to diversity

Red to GREEN, based on percentage (Red = Negative Interpretation to Green = Positive Interpretation)

0-14.99	15-24.99	25-39.99	40-59.99	60-74.99	75-84.99	85-100
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Coding Scheme for Incivility and Bullied

Red to GREEN, based on percentage (Red = Negative Interpretation to Green = Positive Interpretation) (Note, reverse order from other questions)

0-14.99	15-24.99	25-39.99	40-59.99	60-74.99	75-84.99	85-100
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	Satisfaction			Belonging			Inclusive Discussions				Respect		Accountability		Diversity	Incivility	
	Environ- ment	Work	Acad Exp.	Sense of Communit y/ Connection	Feel Accepted	Feel Valued	People Respect Opinions	Comfort. Disagreeing w/majority opinion	Opinions are Heard	Can Share Thoughts /Ideas	Faculty Respect me	Students/ Peers Respect Me	Everyone Held to same standards	Would Feel Comfortable Reporting w/out Retaliation	Commit- ment to Diversity	Reorted Any Incivility	Ever Exper. Bullying/ Harassment
Postdoc Respondents	66%	91%		61%	89%	84%	89%	68%	80%	83%	93%	96%	58%	61%	72%	39%	7%
Female	70%	93%		59%	94%	83%	93%	68%	85%	79%	90%	97%	50%	46%	70%	51%	6%
Male	67%	93%		64%	91%	91%	90%	70%	82%	88%	95%	99%	64%	72%	72%	32%	4%
Nonbinary				-			-	-	-	-	-	-	-	-	-	-	-
Did not disclose	38%	69%		54%	68%	59%	59%	4710%	41%	67%	89%	83%	39%	33%	76%	53%	29%
URM	74%	91%		50%	87%	86%	91%	61%	91%	79%	93%	96%	55%	71%	73%	52%	0%
Asian	63%	92%		82%	86%	90%	90%	76%	80%	89%	94%	96%	76%	71%	77%	35%	0%
White	71%	93%		57%	95%	90%	91%	69%	83%	84%	92%	99%	53%	57%	69%	36%	7%
Did not disclose	39%	77%		50%	76%	59%	74%	52%	56%	71%	94%	88%	46%	50%	74%	52%	24%

Heat Map 5: Student Respondents

Overview Climate Survey
Fall 2020
Student Respondents

Coding Scheme for Satisfaction/Belonging/Inclusive Discussions/Respect/Accountability/Commitment to diversity

Red to GREEN, based on percentage (Red = Negative Interpretation to Green = Positive Interpretation)

0-14.99	15-24.99	25-39.99	40-59.99	60-74.99	75-84.99	85-100
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Coding Scheme for Incivility and Bullied

Red to GREEN, based on percentage (Red = Negative Interpretation to Green = Positive Interpretation) (Note, reverse order from other questions)

0-14.99	15-24.99	25-39.99	40-59.99	60-74.99	75-84.99	85-100
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	Satisfaction			Belonging			Inclusive Discussions				Respect		Accountability		Diversity	Incivility	
	Environment	Work	Acad Exp.	Sense of Community/Connection	Feel Accepted	Feel Valued	People Respect Opinions	Comfort. Disagreeing w/majority opinion	Opinions are Heard	Can Share Thoughts/Ideas	Faculty Respect Me	Students/Peers Respect Me	Everyone Held to same standards	Would Feel Comfortable Reporting w/out Retaliation	Commitment to Diversity	Reorted Any Incivility	Ever Exper. Bullying/Harassment
GSAS Respondents	76%		81%	61%	88%	87%	86%	52%	77%	77%	93%	94%	44%	51%	61%	69%	20%
Female	70%		78%	60%	90%	85%	84%	45%	76%	75%	91%	93%	29%	38%	54%	81%	28%
Male	85%		85%	65%	93%	91%	88%	59%	78%	82%	95%	96%	56%	63%	67%	57%	11%
Nonbinary	67%		78%	29%	78%	88%	100%	67%	88%	50%	89%	89%	33%	33%	56%	67%	22%
Did not disclose	60%		67%	51%	63%	71%	81%	46%	74%	59%	88%	86%	52%	52%	63%	77%	27%
URM	76%		76%	61%	89%	84%	80%	48%	76%	79%	94%	91%	39%	50%	57%	76%	20%
Asian	82%		88%	67%	93%	96%	89%	55%	75%	75%	96%	98%	57%	60%	73%	57%	14%
White	77%		82%	60%	92%	87%	87%	53%	80%	81%	93%	95%	37%	46%	56%	71%	23%
Did not disclose	58%		61%	51%	63%	68%	77%	44%	69%	60%	82%	82%	53%	55%	61%	76%	19%
	Satisfaction			Belonging			Inclusive Discussions				Respect		Accountability		Diversity	Incivility	
	Environment	Work	Acad Exp.	Sense of Community/Connection	Feel Accepted	Feel Valued	People Respect Opinions	Comfort. Disagreeing w/majority opinion	Opinions are Heard	Can Share Thoughts/Ideas	Faculty Respect Me	Students/Peers Respect Me	Everyone Held to same standards	Would Feel Comfortable Reporting w/out Retaliation	Commitment to Diversity	Reorted Any Incivility	Ever Exper. Bullying/Harassment
UG Respondents	76%		75%	69%	83%	83%	85%	65%	81%	86%	95%	88%	65%	64%	69%	45%	6%
Female	81%		78%	73%	82%	87%	78%	64%	77%	84%	95%	87%	59%	58%	68%	55%	11%
Male	75%		77%	67%	83%	78%	93%	67%	88%	92%	94%	91%	73%	76%	74%	30%	0%
Nonbinary	71%		57%	57%	71%	67%	86%	71%	57%	71%	100%	86%	71%	57%	57%	43%	0%
Did not disclose	50%		50%	62%	92%	86%	100%	63%	88%	88%	92%	92%	63%	50%	58%	63%	13%
URM	86%		81%	70%	83%	65%	87%	48%	81%	95%	91%	91%	64%	60%	57%	65%	9%
Asian	78%		78%	69%	73%	83%	76%	62%	77%	74%	90%	80%	56%	63%	65%	54%	10%
White	76%		74%	69%	88%	91%	88%	71%	82%	90%	99%	91%	72%	68%	76%	31%	3%
Did not disclose	50%		50%	67%	88%	80%	100%	89%	89%	100%	94%	94%	56%	44%	64%	67%	11%

Qualitative Analysis

All responses from each survey were downloaded from Qualtrics into a Word document, which in turn was downloaded to NVivo 12, a coding and qualitative data management program. The analysis entailed a line-by-line analytic reading of the open-ended comments to classify the ways in which participants in each department addressed the survey questions. A key limitation is that open-ended responses often receive lower response rates therefore open-ended comments may not be generalizable. The comments should be interpreted as representative of the views of those community members who provided them only. These comments were used in conjunction with Likert-type results (which received higher response rates) to cross-validate findings and to provide context for the interpretation of results. It should be noted that many similar themes occurred across departments and across populations. For the purposes of this report we summarize the key findings across departments that speak to the trends identified in the heat map.

Incivility

The theme of incivility was prominent in all departments. From the open-ended comments we were able to learn more about the power dynamics associated with incivility in the department as well as the dimensions of identify and its role in incivility. Research has demonstrated that offenders and targets of incivility most often possess differing amounts of power (Porath & Pearson, 2010). About 60% of the time the offender has higher job status than the target. From the Likert-type items we learned that staff and graduate students reported the highest incidences of incivility as compared to other populations. There is also significant and substantial variation within population suggesting there are power dynamics at play. Among faculty, 54 % ladder faculty report incidents of incivility vs. 60.4% of non-ladder faculty vs. 95.0% undisclosed. More non-exempt staff report experiencing incivility compared with exempt staff (71.3% non-exempt vs. 61.1% exempt vs. 89.5% undisclosed). However, incivility can also flow laterally across peers or those with equal or lesser status (Porath & Pearson, 2010). From the open-ended comments we found that offenders were most often those with higher job status (most often senior faculty or upper management) resulting in a downward flow of incivility to individuals with less status bearing the costs. Most often incivility resulted from only a handful of offenders within individual departments but with far reaching effects.

In their comments some staff described a hierarchical “upstairs downstairs system” in which they were targets of disregard and disrespect leaving some feeling unappreciated, expendable, isolated, fearful and in cases of bully and harassment- powerless.

- *There is an inevitable sense of inequality when dealing with faculty...I think the nature of the university does lend itself somewhat to an “upstairs/downstairs” environment.*
- *The administration makes clear that faculty satisfaction is most important above all else. We often hear the phrase and “we don’t say no to faculty”. This makes it extremely difficult to deal with situations in which a staff member is being disrespected or*

undervalued. I've also found that the way faculty treat the staff has a trickle-down effect to a faculty member's group.

- *The current call to action emphasizes inclusion and belonging as it relates to protected groups (race, gender identify, religion, etc.), which is important. However, the department's obstacles to DIB stem much more from personal power imbalances, groupthink, exclusions based on professional backgrounds*
- *I don't think faculty realize the power and influence they have—whether they are engaged with someone or an issue and, equally important, when they are not (a lack of interest/engagement sends a loud message too).*
- *If there's no way to correct bad behavior, I imagine I'm not alone in feeling alone, like no one has my back, and like I'm worth less than that faculty member (basically, expendable). That feeling has certainly made me re-think working for the department and, although my supervisor tries to make me feel appreciated and included, if bullying is witnessed and excused, there's really nothing that can make me feel appreciated.*
- *There's the usual people in senior positions who feel like they can say whatever and get away with it, there are dissenters whose opinions are heard but not really acted upon, and like in most institutions this old, there's a bit of a white boy's club*
- *If I'm not the only one feeling that faculty do not appreciate staff, it would be nice if department management (administrative and faculty) strongly emphasized to the faculty that a word of thanks or showing appreciation really goes a long way.*

Graduate students describe acts of incivility committed by some faculty who hold power over their academic and career trajectories.

- *I think there is too much responsibility and power in the grad student's one faculty advisor/PI. I think the position lends itself naturally to abuse and trauma.*
- *The power dynamic in which few senior faculty hold the majority of power in decision making makes it difficult for trainees and even junior faculty to make changes to the "traditions" and norms of this department, which must change in order for the climate to improve. I and many others do not feel comfortable expressing my opinions in fear of retaliation and punishment by people who have significant control and influence over the progress of our careers due to the small community of academia/science.*
- *Accountability for poor faculty behavior. In these cases, more students don't speak up either because they think the behavior is "normal" or because they "know" that faculty will not be held accountable for their actions, and it will be more damaging for the student's career*
- *In the 1980s and 1990s, there were 3 suicides within a senior faculty's members lab. In the suicide note that one of these students left behind that was later published, they called out the culture [of the department] as one of the negative contributors to the tragic suicide. I've put the quote below. I recognize this quote and event was many years ago and many changes have been made since then (the implementation of a [committee] for one), but I don't think those changes are enough. As I've said above, I think the attitudes of the senior faculty are the key to the change that is needed...*

Similarly, faculty noted how incivility flows downward from those in senior positions who hold access to power and resources. Below faculty describe how they have been belittled or dismissed by peers and have witnessed abuse and mistreatment of staff.

- *I have observed how difficult it is for colleagues to stand in support of each (regarding bullying) other publicly when their own access to resources and career objectives are hinged delicately within the structure of science, which puts a few people in controlling access.....From my understanding, the ombudsman's office gives out hundreds of copies each year of a book on bullying which is a sad testament to the culture that is often found at Harvard*
- *I have witnessed a faculty member bully staff repeatedly seemingly with no consequences or intervention by higher authorities. I find such a situation to be highly disappointing and frustrating. There needs to be greater attention paid to such abuses of power; such faculty need to be shown that conduct like theirs will affect their professional success and will not be tolerated.*
- *Everybody works hard, but there are power hierarchies in academia that are not always acknowledged by those who hold the power, and this can negatively affect those who hold less power (students, post-docs, and junior faculty, typically). It really is as simple as putting yourself in someone else's shoes, which I wish people did more in this department.*
- *There are people in the Department who are very powerful behind-the-scenes operators; this might be because of former power positions or just by inclination and the build-up of some informal networks.*
- *A few faculty (primarily in one subfield) explicitly declare their superiority to all of the other subfields, and scheme in small groups behind closed doors to accrue resources.*
- *There are so many open secrets, and so much whispering. People with power are treated like gods and act with an air of impunity and self-importance. People without power are treated as expendable, regardless of the actual value of their contributions. We can dress it up and have trainings and committees, but that's all basically superficial, and none of it changes the fundamental power dynamics that are endemic to this organization. I don't believe those dynamics will ever change, so I've basically given up hope at this point.*

In their comments both graduate students and staff also reflected upon acts of incivility that flowed laterally. Graduate students described the presence of competition, disrespect and being strategically undermined by peers.

- *I have been put down, undermined, and addressed unprofessionally. I wanted to clarify that I received those from a handful of students, not faculty or staff.*
- *I think the students in particular need to learn how to respect each other. Somehow the culture must be adapted to reduce the level of competition and disrespect that many of the students show for others....*
- *I felt ostracized by the graduate student community, which I have felt is unwelcoming and filled with a lot of people who I see repeatedly put others down. I have been yelled at by other graduate students both in public places and in the office. I have seen other graduate*

students talk down their peers and the faculty [INFORMATION REDACTED] for their own personal gain. We need to develop a more supportive community to guarantee that people feel welcome and that they can do the best research they can.

Staff reflected upon the presence of cliques and workplace gossip among peers.

- *There is a group of staff that seem to sort of control the climate and "social scene" of the department. The administration is aware of this and even has joked about "how it can be cliquy" but nothing changes. When a new person starts, I have heard someone say [INFORMATION REDACTED] and things like that. There is definitely a "mean girl" mentality and not everyone is included. Sometimes even directly mean things are said about people, and events are planned during the workday, where only select people are included.*
- *I think the administration should try to take some steps to break up the "mean girl" behavior, but it sometimes seems as if the administration doesn't want to rock the boat, because everyone is a high performer and gets the work done. However, I think we will lose some good staff who are hardworking, social, and kind, but not willing to gossip and carry on for hours on end.*

The dimensions of identity and its role in incivility also appeared in the open-ended comments. From the Likert-type items we learned that across the sciences, females (69.1%) and individuals who did not disclose (71.1%) were more likely to report they have had experiences with incivility than their male and non-binary colleagues. URM and undisclosed more often reported experiences with incivility than their peers (66.1% URM and 67.6% undisclosed vs. 47.3% males Asians and 58.9% white). The male/female and URM differential is supported by the literature. Research shows that women and racial minorities are especially likely to experience uncivil treatment at work (Cortina et al., 2001, 2002, 2013; Settles and O'Connor, 2014). In 6 of 8 departments the topic of gender was brought up in comments related to incivility. Comments came from faculty, staff, graduate students, post-docs and undergraduates. Manifestations of gender related incivility included being ignored/dissmissed, excluded, talked over, or being treated condescendingly.

- *I have been told by others in the department that the reason I was supportive of a particular candidate for a faculty recruitment was because we were the same gender. I have also had colleagues comment on my clothing and asked me to "stand up and turn around" so that they could see better what I was wearing. I have on multiple occasions had comments that I made in a group discussion ignored, only to have the same comments, when expressed by a person of a different gender, received with enthusiasm, and attributed to the latter individual. I have been expected to provide the "perspective" of my gender in certain contexts. I have been told that I am "too nice" or "too accommodating" to take on certain leadership responsibilities.*
- *Poorly-constructed comments regarding my status as a younger woman, [INFORMATION REDACTED], a progressive woman. Mostly from post-docs and faculty.*

- *I have been treated differently because I identify as female. I am often talked over and or disregarded. It is very frustrating.*
- *I have had scenarios where male classmates treat me differently/dismiss me because I am female.*
- *As far as gender, there are a lot of older members of the [INFORMATION REDACTED/DEPARTMENT] that see most females as their secretaries rather than their peers.*
- *A postdoc in my lab has made inappropriate and discriminatory comments to me and about me based on my gender. My advisor did not fully support me when I reported this and told me I need to “have a thick skin.”*
- *As a woman in the [INFORMATION REDACTED] department, it's sometimes been difficult to find groups of students whom I don't think will think less of me for my identity, to work with. This doesn't happen often.*
- *Women students are not allowed to speak up in seminars (otherwise they get backlash from the boys' club, e.g., they get shushed down, ferocious stares, threatening gestures like banging on the table, etc). Some faculty members are aware of these kinds of behavior[s] but think they're acceptable behavior and refuse to intervene. Faculty members (including postdocs) tend to think women are not serious because they do not look serious.*
- *The only person who I thought was definitely treating me worse because I was female, was a CA for [INFORMATION REDACTED/COURSE TITLE], who started the semester by, while standing at the door and welcoming the other (mostly male) students as they came in on the first day of class, and asked me if I knew that this was [INFORMATION REDACTED/COURSE TITLE].*

In a few cases, incidences of harassment were identified.

- *[INFORMATION REDACTED/PHYSICAL LOCATION] is not a place where I feel comfortable. Part of that may be me, but there definitely seems to be a culture of toxic masculinity that is centered around (this physical location), and there were some stories I heard in freshman year that I found unpleasant (late-night pushup competitions, a postdoc coming in drunk and challenging people to give him their homework problems for him to solve super quickly while drunk, a female freshman feeling uncomfortable after a graduate student she had only talked to twice and showed no interest in wanted to hold her hand. •*
- *Extremely misogynistic fellow students. Lewd late-night comments in the department about groping women (in a foreign language that I can understand). Sexual harassment among fellow students*

In 6 of 8 departments the topic of race was brought up in comments related to incivility. It should be noted that these comments most often came from graduate students. Many students reported indirect, subtle, or unintentional acts of behavior directed at marginalized groups. Most often the perpetrators were reported to be faculty.

- *There have been some micro-aggressions from a few faculty members involving subtle racism and sexism, but they have been held to a much lower standard than students and staff.*
- *Personally, hearing faculty members discuss prospective African American students with tokenizing language*
- *A community member being asked to join the Diversity, Inclusion and Belonging committee explicitly because of their race by a supervisor*
- *I have experienced multiple instances of racism, implicit, and explicit bias, from multiple department members at multiple levels. I have also witnessed others experiencing both implicit and explicit bias based on race and gender. The department has actively made URM scholars feel unwelcome and undervalued, has actively tried to remove most URM scholars from the department.*
- *Another faculty member pointed out one of my minorities identities and told me “that’s the reason that you feel like you don’t belong in [INFORMATION REDACTED/DEPARTMENT].”*
- *I have witnessed some older white men on our faculty consistently show more respect/trust in male researchers. I believe these biases are usually unconscious, but they certainly exist, nonetheless. I have also heard examples from fellow graduate students that the same is true for biases against non-white students.*
- *Furthermore, there are long-term repeated biased comments or circumstances that are not addressed, making it incredibly hard for students to have a safe place to work. This is especially true for our graduate students of color, who are much more diverse than the department as a whole. It’s exhausting trying to educate our peers, mentors, and scientists in conversations.*

Civil Discourse

The topic of civil discourse was also a theme that emerged across departments. Almost 40% of participants disagreed with feeling comfortable dissenting or expressing a viewpoint that was different than the majority opinion. This was especially true for community members of lower status or those from traditionally marginalized groups (non-ladder faculty, non-exempt staff, females) and those who did not disclose any demographic attributes. As research has demonstrated when discourse becomes fraught with incivility, participants’ ability to debate important issues breaks down. Debate is impoverished as fewer choose to engage, fewer ideas are surfaced, and creativity is slowed. Once this dynamic sets in, fear can take over and individuals disengage.

From the open-ended comments the topic of civil discourse was mentioned tangentially in some departments in reference to social justice issues. In these instances, participants spoke about retribution and perceptions of low psychological safety in sharing their points of view.

- *Regarding social justice issues, in this department, like mostly everywhere else in today's academia, I would say that people are very reluctant to share their ideas openly.*

- *In addition, given the recent topics of race and discrimination, we (the staff) have been receiving anger from the students for not speaking up loudly enough about these topics. However, both the faculty and the students are in a position in which they can speak their minds and push for things without fear of retribution. The staff cannot do that. Any time we speak our minds, we fear we are putting our careers on the line.*
- *I have felt that [INFORMATION REDACTED/FACULTY COLLEAGUE] is capable of a bullying and aggressive tone and, from their point of view, in a genuine pursuit of fairness and equity. I have felt they do not have proper respect for differences of opinion from people who also have deep integrity and love for the department. This has created fault lines in the department.*
- *The graduate students have created a very toxic, non-inclusive environment where the group of 'leader' graduate students view their opinions/ideas to represent the entire graduate student population. If you don't agree, you are discredited, ignored, and shunned from this group of 'cool' graduate students. There is no respectful discourse within the graduate student population (about the Union, DIB, etc.) -you are either on their team 100% or completely against them.*
- *There is no recognition of varying opinions, different backgrounds/experiences that shape these opinions, etc. The whole effort of the graduate students to make a more 'inclusive' space has had completely the opposite effect and created huge divides among the graduate students. When I started in [INFORMATION REDACTED/DEPARTMENT NAME], I felt the department was more relaxed and inclusive, but now it is a pretty miserable place.*
- *I feel that there is usually one politically correct viewpoint on issues related to climate and expressing a different viewpoint would damage one's reputation and negatively impact one's career.*
- *There is social and professional exclusion coming from status and privilege-based inner circles and political polarization.*

In a couple of departments civil discourse was described as the primary source for poor climate. In one department incivility revolved around discussions of ideas and scholarly viewpoints centered around sensitive topics pertaining to race and gender studied in the discipline. In this department we learned that less than half of survey respondents felt comfortable discussing their views on both politically sensitive research topics and departmental policies in open departmental forums.

In this department's respondents reflected upon the feelings of censorship or suppression of ideology and/or the need to conform to a point-of-view. Others questioned "viewpoint diversity."

- *Academic freedom is under threat. I'm worried about saying anything.*
- *Uphold freedom of expression. Ignore calls to suppress freedom of expression.*
- *I worry that some people in the department are afraid to discuss difficult topics such as race and gender. Are diverse views respected?*

- *Encourage people to have debates and counteract the buildup of echo chambers (with the goal not being to find ground truth but to learn about other perspectives).*
- *Make it clear that disagreement is not an "attack".*
- *Harvard/[INFORMATION REDACTED/DEPARTMENT] cares about all types of diversity except diversity of opinion which it actively suppresses both institutionally and through social pressure.*
- *One feels left out if one does not share the majority opinion.*
- *Some people in the department are afraid to discuss difficult topics such as race and gender.*

Respondents used terms like worry, threat, fear, stigmatization to describe their apprehension for sharing ideas with others in the department who may have differing viewpoints as highlighted in the quotes below.

- *I'm worried about our ability to openly share ideas.*
- *For a [INFORMATION REDACTED/PERSON OF LOWER CAREER STATUS] such an event (expressing ones view-point) can end their career*
- *Unfortunately, there is absolutely no room in our department for nontenured students, researchers, or faculty to express even mild opinions (e.g., support for free speech in an academic environment) that do not support the dogma.*
- *Others will pounce and gossip.*
- *There are a number of faculty who are terrified of having their private words either willfully or mistakenly misconstrued in a public setting.*
- *I worry that some people in the department are afraid to discuss difficult topics such as race and gender.*
- *It is almost impossible to openly have a moderately conservative political opinion, without being stigmatized and being painted as morally inferior.*

In another department many comments related to the fear, misunderstandings and frustrations that graduate students and faculty members were experiencing in having conversations about diversity and inclusion. While some graduate students described that, despite the good intentions of some faculty in the department in trying to address gender/racial disparities in the field that sometimes conversations felt awkward.

In the quotes below, two graduate students explained the “growing pains” that the department is undergoing as it strives to become a more understanding, inclusive and diverse environment.

- *I think that the [INFORMATION REDACTED/DEPARTMENT] here has taken great strides towards a more inclusive and diverse workplace in recent years. As with any transition there is growing pains.*
- *I think the department makes good faith efforts to improve and grow. Sometimes these efforts aren't quite to the level of what many students want, but then again not all*

students are involved in those requests. [INFORMATION REDACTED/DEPARTMENT] has always been very welcoming to me.

Other community members described the perceived fear and discomfort that some faculty are experiencing about being attacked or misinterpreted for not knowing the right thing to say. This hesitancy is perceived by graduate students as a lack of engagement in conversations related to diversity.

- *I feel that the faculty are committed to supporting students and improving IDEA efforts only in ways that do not challenge their collective comfort level. The general message I, as a student, have gotten from the faculty is, "we are afraid to engage with the students because we might say something insensitive and get called-out."*
- *As a faculty member, the main concerns I have felt in the current climate that occasionally make it feel difficult to openly share ideas is the risk of comments being misinterpreted as unsympathetic to equity and diversity goals. I think there is a strong consensus around those shared goals at all levels in our community, but there is a lot of room for discussion on questions of approach (e.g. which meetings are useful, positions on issues such as standardized testing, etc) and right now I fear there is not enough trust (across levels or within levels) to feel free to have those discussions, without risk of being perceived as "on the wrong side".*

One graduate student underscored the need for creating a safe environment for these discussions to occur. Such a space will require community members to recognize that growing pains will occur along the way. It will also require a culture of empathy and mutual understanding instead of one that seeks condemnation.

- *If we want to improve our community, we need to establish a new normal where EVERYONE (students, staff, faculty, and others) are open to the idea that they are gonna say the wrong things sometimes and are also open to being kindly set straight. This also requires a commitment that each of us will treat each other with respect and give the benefit of the doubt when calling each other out.*
- *As a graduate student myself, I think the graduate student community could use a dose of self-awareness in terms of how quickly we can be to condemn a faculty member for an isolated comment or action.*

Because of these difficulties with communication a couple of community members recommended trainings for knowledge building and external mediation for difficult conversations in improving and normalizing conversations around diversity and inclusion.

- *I think it'd be important to have any DEI-related conversations only with a trained DEI officer present. This might be helpful for mediating any difficult conversations.*

Accountability and Wrongdoing

The topic of accountability for wrongdoing received high coverage across departments. We received comments from faculty, staff, post-docs, graduate students and undergraduate students about the need for a safe and more robust system for reporting and resolving incidences of bad behavior and especially in situations that are offensive and harmful yet are not illegal or protected under the law or by University policy. From the Likert-type items we learned that (42%) of survey participants disagreed that all members of the community were held to the same standards of behavior within their departments and roughly only half (49%) felt comfortable coming forward with a complaint. Below we highlight the major themes as well as provide examples of the types of comments that were occurring.

- Fear of reporting: In the quotes below community members described their reluctance in reporting problematic behavior, due to fear of retaliation leaving them with no options.
 - *One incident I never brought up to anybody for fear of retaliation from one individual. I do regret not saying something when it happened though.*
 - *I personally faced retaliation [IN REFERENCE TO REPORTING BULLYING] because of my comments.*
 - *It's often not safe to report; when we do anyways, our needs aren't met or placed first...*
 - *It is difficult to even bring forward complains since faculty often do not keep it confidential and are actually "ring leaders" of grapevine [sic].*
 - *I and many others do not feel comfortable expressing my opinions in fear of retaliation and punishment by people who have significant control and influence over the progress of our careers due to the small community of academia/science.*
 - *It would be really helpful to have a clear system of providing feedback and bringing issues to the table when they do arise. For example, there are a few members of the community who I have personally witnessed or have heard second-hand saying or doing extremely hurtful and problematic things. I feel that there is really no system in place to hold them accountable for their actions without either confronting them personally.*
 - *I think official channels for reporting poor conduct exist, but perhaps students don't feel comfortable using them. I'm not sure how to address this given the inherent power imbalance though. Perhaps other faculty need to see it more as their responsibility to keep their peers accountable.*
 - *We desperately need an anonymous reporting tool. Bullying and micro-aggressions are pervasive and go unabated.*

- Unwillingness of leadership to act: Community members are left with the perception that leadership is unwilling to address incivility when it is reported.

- *There are cases of bullying or harassment of staff, students, postdocs, or junior faculty by some senior faculty (the cases I have the most familiarity with are not identity-related, but I am sure those exist too in our department). Even if these sometimes lead to complaints or investigations, there is no visible evidence to the department community of any repercussions. It seems that sufficiently famous senior faculty can treat other people with contempt, and the department and university leadership doesn't care, provided these faculty bring in media attention, grant dollars, or other forms of public acclaim.*
 - *[T]his department has a culture of ignoring serious issues so as to not disrupt the 'perfect/comfortable' environment (which in itself ignores the fact that the environment is only perfect for members of certain groups but awful for others). I know of cases where members were subjected to sexist or racist remarks, only to be told that there is nothing that could be done after reporting it.*
 - *Multiple staff have experienced bullying from one of the [INFORMATION REDACTED/DEPARTMENT]employees who has been acting with impunity for many years in spite of the leadership and central HR being aware of the problem. Complaints and formal grievances were submitted to HR only to be ignored for months or years, never leading to a formal report or resolution.*
 - *I have routinely witnessed a faculty member treating his lab admin disrespectfully. Despite repeated reporting to management, the abusive behavior has continued.*
 - *A way to report unwelcoming or inappropriate behavior that results in some consequence. (My experience reporting unwelcoming behavior has been, "I'm so sorry that happened, that's really upsetting, and your feelings are valid. Unfortunately, I can't do anything for you, I guess you could start a workshop/write a letter/not interact with that person anymore/tough it out.")*
 - *Nothing gets reported because it's been normalized, it's likely they won't even be reprimanded, and out of fear of reprisal.*
 - *Some faculty could use a reminder to be more respectful towards staff and students (and likely other faculty) and to refrain from "temper tantrums" In these cases, management generally shrugs it off as typical behavior for certain faculty which only allows the behavior to continue. We all have work frustrations, but faculty are held to lower standards when it comes to conflict resolution and their treatment of others.*
- The need for a clear process: Other community members discuss the need for a clear process for addressing problematic behavior and specifically for incidences of harassment or bullying that are offensive and harmful yet are not illegal or protected under the law or by University policy.
- *There is no clear process or dedication within the department or the FAS for addressing bullying behavior.*

- *I don't know if it can happen at the departmental level or if it would have to happen at a school or university level (the latter seems more likely to me) but I wish there were more clarity around the processes and procedures for addressing issues so that you could know what to expect if you tell somebody about an incident. I know there are clear rules about Title IX but for issues outside of that (especially if there is no law that the behavior violates) it isn't clear what happens to those issues, even though they still come up and sometimes people don't easily work them out on their own.*
 - *The options and paths forward for addressing non-title IX cases are absolutely unclear and unhelpful. There is not even a website for the so-called "professional conduct office". There is a climate where concerns regarding harassment are not pro-actively dealt with. But even the offices themselves have many barriers.*
 - *For some of these issues of incivility that do not rise to the level of Title IX or other clear policy violations it is very hard to know what will happen.*
 - *Having clear repercussions for inappropriate behavior and clear guidelines of how to report such behavior.*
 - *It can feel fruitless as there's usually no clear path from there to escalation or resolution of an issue. That means it feels like it's on the student always to resolve a situation.*
- The need for a fair process: Community members related the need for a fair process that holds all members of the community to the same behavioral standards.
- *Rules should apply to everyone. No one is above or exempt from these rules.*
 - *Sometimes I think the single fundamental problem with the climate in the department is a lack of accountability for those with the most power. I see a lot of bad behavior, from abuse to incompetence, committed by people with power, ...who are basically unfireable. It's devastating to morale. There are so many open secrets, and so much whispering. People with power are treated like gods and act with an air of impunity and self-importance. People without power are treated as expendable, regardless of the actual value of their contributions. We can dress it up and have trainings and committees, but that's all basically superficial, and none of it changes the fundamental power dynamics that are endemic to this organization. I don't believe those dynamics will ever change, so I've basically given up hope at this point.*
 - *There's a long-upheld tradition for ignoring poor behavior from "respected" colleagues here at the department. This very seriously needs to change.*
 - *Simply and clearly address the completely antiquated idea that tenure means you are immune to expectations of human decency and civility.*
 - *I feel that faculty are held to lower standards than students and staff when it comes to respectful behavior. It is not clear who is responsible for confronting*

faculty when they do or say things that are disrespectful; I believe many students would like to but are uncomfortable with the power dynamic, and by and large other faculty seem uninterested in calling out their peers.

- *I hope this department takes a firm stand on any type of misconduct no matter how high the person sits in the department or how "important" their work might be (honestly, a myth, their work can easily be done by someone with more integrity), and no matter whose friend they might be (this sort of "club" is a flagrant abuse and disgrace to academia and a problem that must be dealt with...*

Sense of Community and Connectedness

While the vast majority of individuals reported feeling valued and accepted by their departments, the fraction reporting they feel a strong sense of community or a feeling of connection to the department was just 66%. While there was not a great deal of variation within the sense of belonging metric, one notable difference was among URM faculty and non-binary GSAS, of whom just 29% reported feeling a strong sense of community/connection (for each group).

From the open-ended responses we learned that while participants felt like part of their communities within their individual units, work groups or lab groups, some felt disconnected from the larger department community writ large and wanted more opportunities to socialize and network across work groups. This was especially the case for larger departments or ones that had units located in multiple physical locations.

- *There are strong pockets of community (labs, dept. administration), but there is not a strong sense of community across department*
- *As a whole I feel (my department) is a very welcoming place, but there aren't many avenues to connect with others outside of our individual labs.*
- *Lab technical staff are part of their respective lab group, but there is currently no wider sense of community. Perhaps a network of technical personnel could be created/formalized at a departmental level as a way to connect these staff and prevent isolation.*
- *The department's main downfall is the incredible solitude of the many unique labs and research programs and the total lack of structure.*
- *There feels a bit like [INFORMATION REDACTED/DEPARTMENT] lacks cohesiveness, which I think is largely due to the fact that we are spread across so many buildings.*

As some participants noted this has been amplified by the pandemic.

- *The divides between the various communities (graduate students, research faculty, preceptors, undergraduate students) are certainly enhanced right now with everything being remote, but they felt distressingly weak previously.*

From the Likert-type items we also learned that post-docs and graduate students felt slightly less connected to the community as compared to other groups. Across departments there were graduate students and post-docs who spoke to the need for a greater sense of community.

- *The department could also dedicate more resources towards making a more inclusive, cohesive, and connected community, especially for graduate students and post-docs. The department could dedicate more resources towards supporting and welcoming new members of the department, and making them feel integrated within our community.*

For example, post-docs described their sense of isolation stemming from both the requirement of relocation and the cycle of short contracts which makes developing friendships more difficult as well as not being well integrated into the department. Post-docs noted how being excluded from department-wide events, being left off of department-wide emails, not being properly onboarded and introduced to community members upon-arrival and not knowing where to turn for social and emotional support contributed to the feeling of disconnectedness. Sense of isolation is of particular importance especially considering that dissatisfaction with the postdoc experience contributes to many scientists' decisions to change careers (Miller & Feldman, 2015).

- *As a postdoc, it feels like there is basically no cohesion within [INFORMATION REDACTED/DEPARTMENT] and it's all just about the group you're hired to be in. You can hear about social stuff like "[INFORMATION REDACTED] is doing so and so" or a PhD student saying "that was an amazing Friday at 9am talk with the faculty! why weren't you there?" and they get all shocked postdocs are deliberately not invited even when it's relevant to their research. Part lumbering dinosaur not interested in change, part feeling like as postdocs you're only here a few years and you'll probably do ok, and you're one of a few hundred, so it doesn't feel like [group w/in department] really cares about us much as a group.*
- *Postdocs don't have any sort of cohort/group where to find support. The few postdoc events somehow fail on building a community. Postdocs don't feel that belong to the dept/university. They don't even have access to alumni association even though their positions are considered training. When postdocs arrive, they don't even have a handbook with basic information to navigate in the dept/univ.*
- *As an independent postdoc, I rarely feel supported or welcomed by the department administration. While I have a reasonably supportive PI, my work differs from theirs, and further, I never felt welcome or included in the department.*
- *Postdocs seem not well integrated in the department. If it wasn't for my lab mates or other grad students, it would be very hard to meet people from the department, especially other postdocs. Would be also nice to get to know faculty members more, that part is unfortunately missing entirely.*

Graduate students on the other hand most often commented on the lack of social connection with faculty outside of their individual lab groups. Students missed the opportunity to develop networks, learn about research occurring in other labs, and to feel supported.

- *I find it inspiring to speak to the faculty about their research even if it does not relate to my own, and it highly motivates me to progress in my own field and explore new ideas.*
- *It (being siloed) also means that students are not given the latitude to explore a diversity of interests, as there aren't faculty who support some of the major components of the field, and you can be relatively locked into a niche area upon arrival to the program.*
- *I have felt at numerous times that not all of the faculty are willing to get to know all of the graduate students or post-docs, and don't seem to recognize or appreciate the importance of taking the time (it doesn't require a lot!) to interact or meet with students... It goes a long way, and makes us actually feel like colleagues.*
- *It could be interesting if more faculty had their door open. It would allow people to stop by and say hi, instead of having to knock (and feel we are disturbing) just to say hi and ask how they are doing.*
- *It seems like every time I speak to a professor they make me feel like I'm bothering them, like I'm not welcome. There's very little encouragement, caring, genuine interest, or friendliness from many faculty members.*
- *I think that encouraging/providing opportunities for graduate students to form relationships with faculty other than their primary advisor would help students feel more comfortable (and potentially more supported) in the larger (department) community. Weirdly, there is still one faculty member who I have literally never had a conversation with, even though I've been around the department for years! And this is a really small department!*

Diversity and Inclusion

From the Likert-type items we found that almost a third of participants disagreed that there was a demonstrated commitment to diversity and inclusion in the departments. Disagreement was found to be higher among URM faculty and graduate students.

From the open-ended comments, we learned that participants across departments and across populations elaborated on the need for greater racial diversity in the recruitment and retention of faculty. There were some comments related to the need for greater gender diversity in the recruitment and retention of women faculty, however this varied by department.

- *The department could dedicate more resources towards the recruitment, retention, and active support of URM scholars*
- *HIRE BLACK FACULTY. If we can't hire Black faculty because they "don't apply", GIVE THEM A REASON TO COME HERE...*
- *Hire senior faculty who are black, women, persons of color, young...*
- *Faculty members are predominantly white and/or male --which in itself hasn't been an issue for the most part, but definitely shows how science and research is an extremely exclusive and somewhat inaccessible field.*

Some students also noted the need for greater diversity in the student body with respect to the STEM pipeline issue. Along with the need for greater diversity hiring and recruitment, community members also noted the importance of creating inclusive environments to support and retain under-represented groups. Participants – most often graduate students recommended the need for additional faculty/staff/ and student trainings (i.e., unconscious bias), town hall meetings, diversity related events, expert guest lectures, specialized staff, and department-wide diversity plans as a means to enhance commitment to diversity and inclusion within their departments.

- *I think some formal lectures/discussions about unconscious bias may be very helpful for everyone (but particularly people in power such as the faculty!).*
- *I think the department should pay for experts on these topics to come in and teach us, so we are not just relying on our current knowledge (and especially, so we are not over-relying on the few members of the department of color to educate us).*
- *The EIC town hall following #ShutdownSTEM was a step in the right direction, but I would like to see some sort of structure for more regular opportunities..... For example, a few dedicated colloquia per semester on EIC topics, an anti-racism reading group, and some sort of regular updates on progress towards the goals laid out following #ShutdownSTEM that holds the department accountable for progress and gives the community opportunities to provide input.*
- *Devoting resources/time towards diversity/inclusion/climate, e.g. a dedicated position/person (postdoc?) whose responsibility is these matters and is compensated accordingly for their work; improved/more structured diversity/inclusion training component in graduate student teaching training; not sure what diversity/inclusion training/exercises for faculty should comprise but acknowledgement that no one is above bias (including URM's themselves too) is a start.*
- *Incorporate diversity related events during social hour or colloquiums.*
- *Each lab should be strongly encouraged to come up with individual plans on how they are going to contribute to active anti-racism and anti-sexism.*

Worthy of mention, in half of the departments graduate students noted the importance of having faculty members champion diversity and inclusion efforts. These students explained how diversity and inclusion related work has largely fallen to or has become the responsibility of other members of the community and most notably themselves. This may explain graduate students' lower levels of agreement with respect to the department's commitment to diversity and inclusion efforts.

- *To that end, they (faculty) don't seem very serious about implementing any solutions on how to be more inclusive and diverse and it falls on the grad students. Implementing change at a department level, rather than amongst grad students, will result in more permanent solutions. Otherwise, the turnover of grad students could see the loss of implementation of important policies because the faculty was never committed to seeing change.*

- *I'd like to see the faculty prioritize 'being the best' at promoting diversity and equality and creating a welcoming and collaborative department as much as they do with upholding the expectation of academic excellence that accompanies the Harvard name. The Task Force is a step in the right direction but the onus should not be on the grad students and postdocs to get things moving in the department but the faculty should champion those tasks as well.*
- *Leadership needs to take the lead on addressing issues of diversity and inclusion, not just tell the members of the community to tackle those issues themselves with little or no assistance!*
- *The senior faculty need to lead the charge in changing the climate. Despite the emphasis on collective action, the junior faculty, graduate students, and staff do not have the social capital or power to affect lasting change in the department. The senior faculty have the ability to hire other faculty. They can hire great scientists who are also nice people, or they can hire great scientists who are terrible people (harassers, bullies, abusers). The senior faculty are the only demographic in the department with that power. The senior faculty and how they relate to students and each other ultimately set the tone for the department.*
- *Currently, there are few labs that care immensely and students not part of those labs have to undertake efforts entirely on their own, making outreach, advocacy, and similar actions a "burdensome" task (in the sense that this work isn't valued as important as research and takes time out of research time).*
- *Faculty themselves should have concrete ideas for how they are going to participate in DIB&E promotion, and these actions should be published to the department so that it is seen that the efforts are top-down.*

Finally, a couple of graduate students noted the need to create more inclusive images in some of the spaces in the science buildings.

- *The department is unwilling to make even the simplest of concessions. I can't believe that removal of racist art is STILL an issue that has to be discussed (and finally may actually have seen some progress).*
- *Graduate students have been fighting for changes for 5+ years, only to be told that nothing can change, or receive promises that things will and never do. (changing imagery, dealing with the department history, making trips more inclusive for people that are not able-bodied, recruiting and retaining students, mental health issues, etc.)*

Statistics

Chi square statistics were chosen because they allow us to see if any particular subpopulation is disproportionately represented, compared with the expected value, in any particular response category. A disproportionately high or low representation suggests differential impact on that particular population.

For ease of interpretation, scale points were collapsed across positive categories (i.e. somewhat agree + agree+ strongly agree) and negative categories (somewhat disagree + disagree+ strongly disagree). Chi squares were run on each variable using the dichotomous positive/negative variable and every demographic grouping. The following conventions are used:

- *The chi square value and p-value (<.05, <.01, <.001) is shown for each analysis*
- *Cells highlighted gray indicate the value is disproportionately low, with an adj. residual < -1.96*
- *Cell highlighted green indicate the value is disproportionately high, with an adj. residual > 1.96*
- *Cells are highlighted regardless of whether or not the chi square value is statistically significant*

It is important to note that when intersections of demographics are included in the analysis, some group sizes are small. For example, only 12 faculty identified as under-represented minority (URM). Because of these small group sizes, the variation between the groups may not reach statistical significance despite looking like there is substantial differences between groups. Tables 1 through 9 provide the N's for each demographic groupings.

Subpopulation Sizes

Table 1. Size by Respondent Role

	N	%
Undergraduate Student	151	12.0%
Graduate Student	381	30.2%
Faculty	204	16.2%
Staff	284	22.5%
Post-Doctoral Scholar/Research scientist	240	19.0%
Total	1260	100.0%

Table 2. Size by Faculty Rank

	N	%
Non-Ladder	48	23.5%
Junior Ladder Faculty	40	19.6%
Senior Ladder Faculty	82	40.2%
Did not disclose rank	34	16.7%
Total	204	100.0%

Table 3. Size by Ladder/Non-Ladder

	N	%
Non-Ladder	48	23.5%
Ladder	122	59.8%
Did not disclose rank	34	16.7%
Total	204	100.0%

Table 4. Size by Staff

	N	%
Hourly (non-exempt)	136	47.9%
Salaried (exempt) without supervisory responsibilities	55	19.4%
Salaried (exempt) with supervisory responsibilities	59	20.8%
Did not disclose	34	12.0%
Total	284	100.0%

Table 5. Size by Exempt/Non-Exempt

	N	%
Non-Exempt	136	47.9%
Exempt	114	40.1%
Did Not Disclose	34	12.0%
Total	284	100.0%

Table 6. Size by Supervisory Role

	N	%
Supervisory Role	59	20.8%
Non-Supervisory Role or Non-exempt	191	67.3%
Did Not Disclose	34	12.0%
Total	284	100.0

Table 7. Size by Gender

	Overall	Faculty	GSAS	Staff	UG	PostDocs
Female	516	47	149	175	74	71
Male	539	115	176	59	53	136
Nonbinary	19	0	9	3	7	0
Did not disclose	186	42	47	47	17	33
Total	1260	204	381	284	151	240

Table 8. Size by Race

	Overall	Faculty	GSAS	Staff	UG	PostDocs
URM	128	12	46	24	23	23
Asian	224	24	94	14	41	51
White	699	128	191	189	68	123
Did not disclose	209	40	50	57	19	43
Total	1260	204	381	284	151	240

Table 9. Size by Race x Gender

	URM	Asian	White	Did Not Disclose	Total
Female	56	91	337	32	516
Male	64	122	333	20	539
Nonbinary	2	3	12	2	19
Did not disclose	6	8	17	155	186
Total	128	224	699	209	1260

Satisfaction

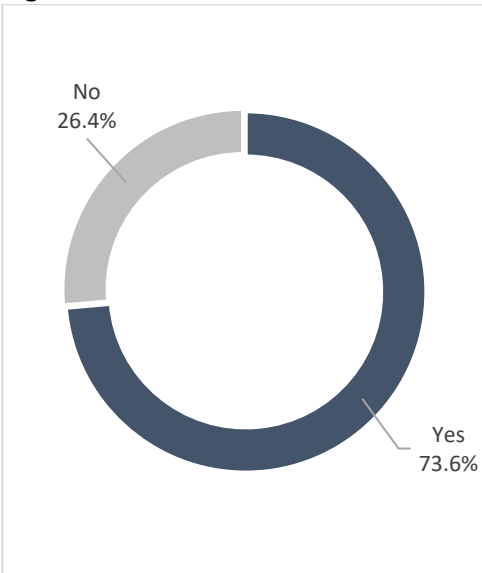
Satisfaction with Overall Climate

Question Text:

Faculty, Staff, Postdocs: How satisfied are you with your department as a welcoming and respectful place to work?

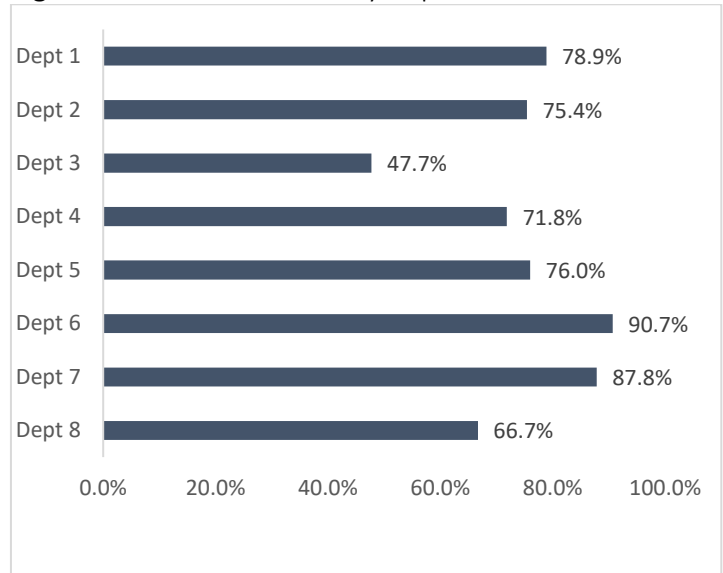
GSAS and UG: How satisfied are you with your graduate program/concentration as a welcoming and respectful environment to learn and develop?

Figure 1. Overall % satisfied



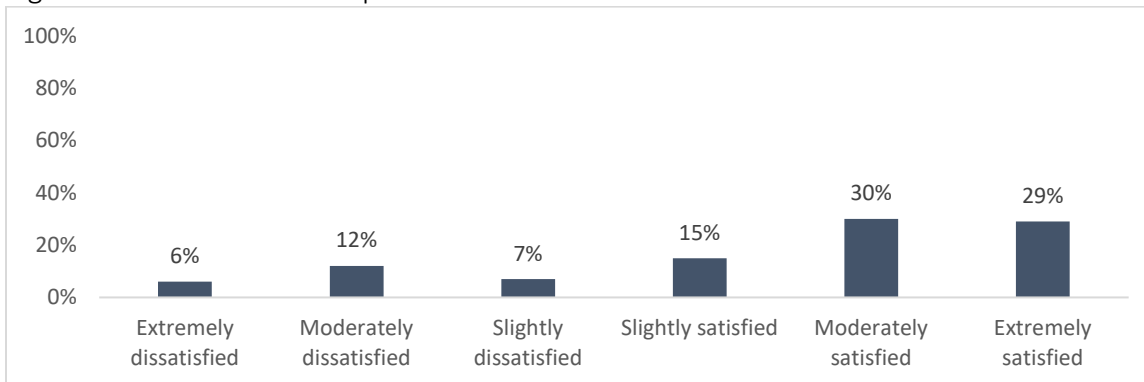
Note: % Yes = % slightly + % moderately + % extremely satisfied
N=1175

Figure 2. Percent satisfied by department



Chi Square 131.613, $p = .000$

Figure 3. Distribution of Responses



N=1175

Table 10. % Satisfied by Population

	N	%
Undergraduate Student	138	76.1%
Graduate Student	362	76.2%
Faculty	188	70.7%
Staff	265	77.4%
Post-Doctoral Scholar/Research scientist	222	65.8%
Total	1175	73.6%

Chi Square 11.473 p < .05

Table 11. % Satisfied by Faculty Rank

	N	%
Non-Ladder	47	72.3%
Junior Ladder Faculty	40	90.0%
Senior Ladder Faculty	81	63.0%
Did not disclose rank	20	60.0%
Total	188	70.7%

Chi Square 10.709 p < .05

Table 12. % Satisfied by Ladder/Non-Ladder

	N	%
Non-Ladder	47	72.3%
Ladder	121	71.9%
Did not disclose rank	20	60.0%
Total	188	70.7%

Chi Square p < .01

Table 13. % Satisfied by Staff Type

	N	%
Hourly (non-exempt)	134	74.6%
Salaried (exempt) without supervisory responsibilities	55	74.5%
Salaried (exempt) with supervisory responsibilities	58	89.7%
Did not disclose	18	66.7%
Total	265	77.4%

Chi Square n.s.

Table 14. % Satisfied by Exempt/Non-Exempt

	N	%
Non-Exempt	134	74.6%
Exempt	113	82.3%
Did Not Disclose	18	66.7%
Total	265	77.4%

Chi Square n.s.

Table 15. % Satisfied by Supervisory Role

	N	%
Supervisory Role	58	89.7%
Non-Supervisory Role or Non-exempt	189	74.6%
Did Not Disclose	18	66.7%
Total	265	77.4%

Chi Square 7.001 p < .05

Table 16. % Satisfied by Gender

	Overall**	Faculty	GSAS**	Staff	UG	PostDocs*
Female	72.8%	68.1%	69.6%	74.9%	80.6%	70.0%
Male	77.5%	74.3%	85.1%	88.1%	74.5%	66.9%
Nonbinary	68.4%		66.7%	66.7%	71.4%	
Did not disclose	59.6%	60.7%	60.0%	71.9%	50.0%	37.5%
Total	73.6%	70.7%	76.2%	77.4%	76.1%	65.8%

* <.05; ** <.01;***<.001

Table 17. % Satisfied by Race

	Overall***	Faculty	GSAS*	Staff	UG	PostDocs*
URM	75.8%	63.6%	76.1%	73.9%	85.7%	73.9%
Asian	75.4%	75.0%	81.9%	71.4%	78.0%	62.7%
White	76.1%	73.0%	76.7%	80.7%	75.8%	71.3%
Did not disclose	56.2%	59.3%	57.6%	65.9%	50.0%	38.5%
Total	73.6%	70.7%	76.2%	77.4%	76.1%	65.8%

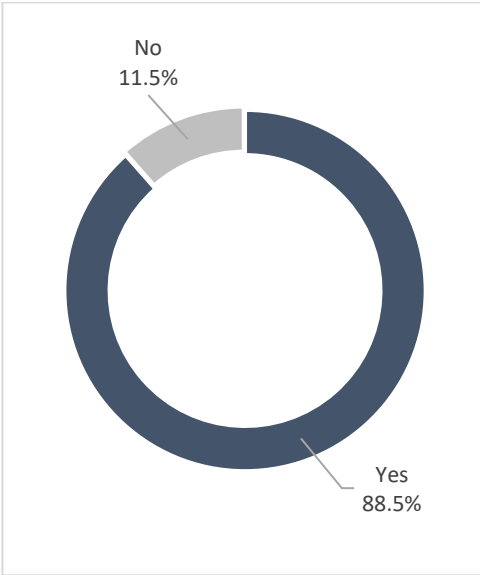
* <.05; ** <.01;***<.001

Satisfaction with Work

Question Text:

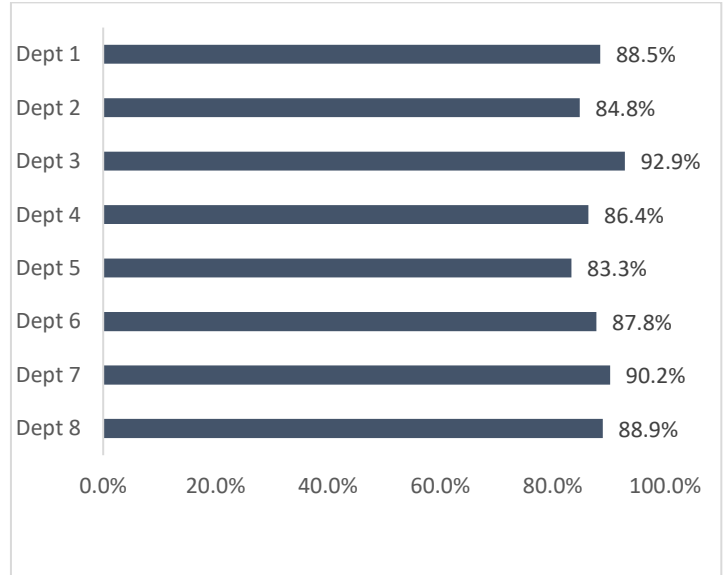
Faculty, Staff, Postdocs only: How satisfied are you with your job/work?

Figure 4. Overall % satisfied



Note: % Yes = % slightly + % moderately + % extremely satisfied
N=672

Figure 5. Percent satisfied by department



Chi Square n.s.

Figure 6. Distribution of Responses

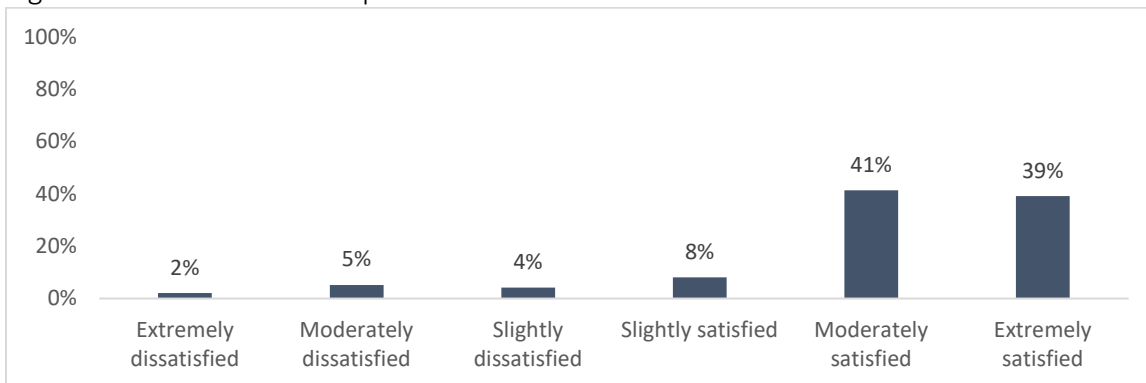


Table 18. % Satisfied by Population

	N	%
Faculty	185	88.1%
Staff	266	86.8%
Post-Doctoral Scholar/Research scientist	221	91.0%
Total	672	88.5%

Chi Square n.s.

Table 19. % Satisfied by Faculty Rank

	N	%
Non-Ladder	46	89.1%
Junior Ladder Faculty	40	95.0%
Senior Ladder Faculty	81	88.9%
Did not disclose rank	18	66.7%
Total	185	88.1%

Chi Square 9.804 p < .05

Table 20. % Satisfied by Ladder/Non-Ladder

	N	%
Non-Ladder	46	89.1%
Ladder	121	90.9%
Did not disclose rank	18	66.7%
Total	185	88.1%

Chi Square p < .51

Table 21. % Satisfied by Staff Type

	N	%
Hourly (non-exempt)	134	85.1%
Salaried (exempt) without supervisory responsibilities	54	83.3%
Salaried (exempt) with supervisory responsibilities	59	93.2%
Did not disclose	19	89.5%
Total	266	86.8%

Chi Square n.s.

Table 22. % Satisfied by Exempt/Non-Exempt

	N	%
Non-Exempt	134	85.1%
Exempt	113	88.5%
Did Not Disclose	19	89.5%
Total	266	86.8%

Chi Square n.s.

Table 23. % Satisfied by Supervisory Role

	N	%
Supervisory Role	59	93.2%
Non-Supervisory Role or Non-exempt	188	84.6%
Did Not Disclose	19	89.5%
Total	266	86.8%

Chi Square n.s.

Table 24. Gender

	Overall**	Faculty	Staff	PostDocs**
Female	87.2%	84.8%	85.5%	92.8%
Male	92.2%	92.0%	91.4%	92.6%
Nonbinary	100.0%		100.0%	
Did not disclose	78.4%	76.9%	84.4%	68.8%
Total	88.5%	88.1%	86.8%	91.0%

* <.05; ** <.01; ***<.001

Table 25. Race

	Overall	Faculty	Staff	PostDocs
URM	84.5%	81.8%	79.2%	91.3%
Asian	94.3%	100.0%	92.3%	92.2%
White	89.1%	87.9%	87.2%	93.4%
Did not disclose	83.0%	80.8%	88.1%	76.9%
Total	88.5%	88.1%	86.8%	91.0%

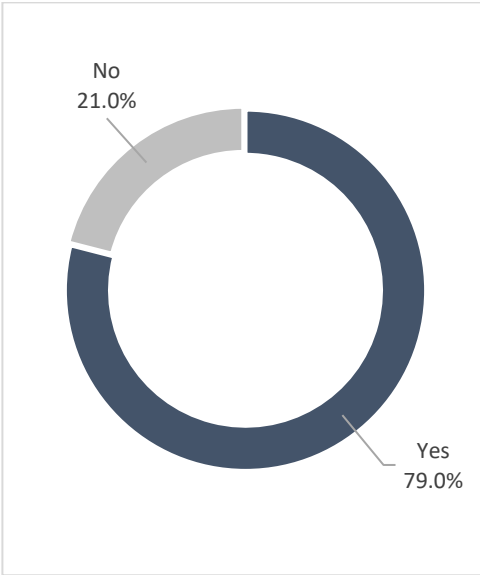
* <.05; ** <.01; ***<.001

Satisfaction with Academic Experience

Question Text:

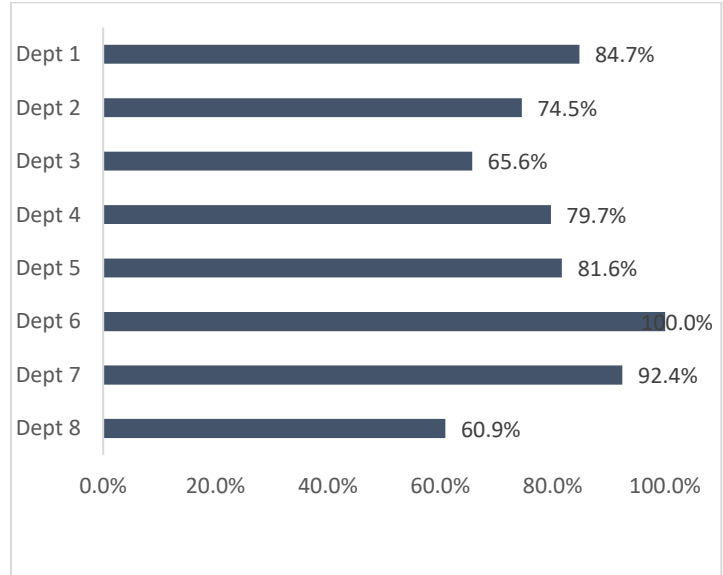
GSAS & UG: How satisfied are you with your academic experience?

Figure 7. Overall % satisfied



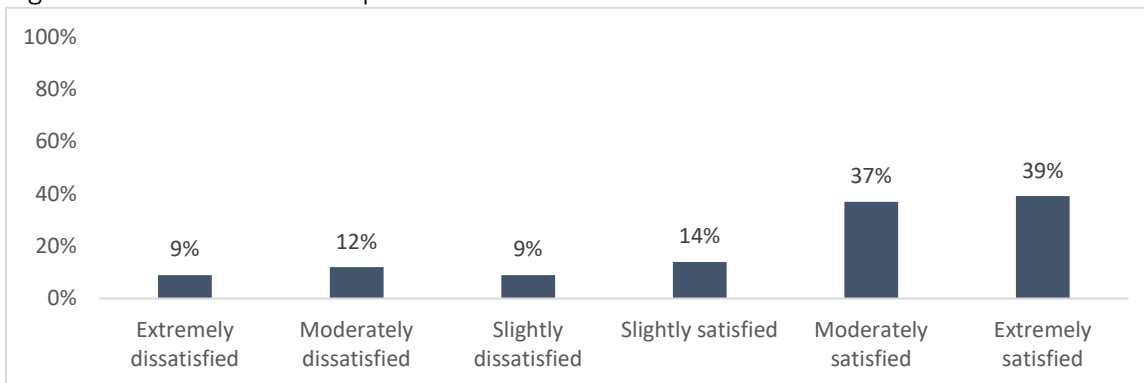
Note: % Yes = % slightly + % moderately + % extremely satisfied
N=499

Figure 8. Percent satisfied by department



Chi Square 37.656, $p = .000$

Figure 9. Distribution of Responses



N=499

Table 26. % Satisfied by Population

	N	%
Undergraduate Student	137	74.5%
Graduate Student	362	80.7%
Total	499	79.0%

Chi Square n.s.

Table 27. % Satisfied by Gender

	Overall*	GSAS	UG
Female	78.1%	78.4%	77.5%
Male	83.2%	85.1%	76.5%
Nonbinary	68.8%	77.8%	57.1%
Did not disclose	63.2%	66.7%	50.0%
Total	79.0%	80.7%	74.5%

* <.05; ** <.01; *** <.001

Table 28. % Satisfied by Race

	Overall**	GSAS**	UG
URM	77.6%	76.1%	81.0%
Asian	85.2%	88.3%	78.0%
White	79.5%	81.5%	73.8%
Did not disclose	58.1%	60.6%	50.0%
Total	79.0%	80.7%	74.5%

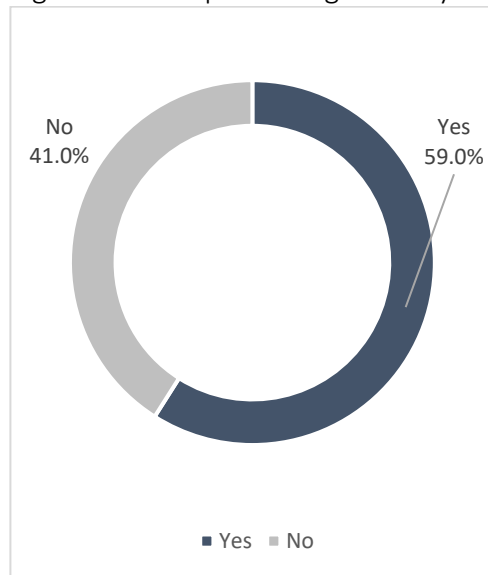
* <.05; ** <.01; *** <.001

Incivility

Reporting yes to any of the following: Have you ever been in a situation where a member(s) of the community (faculty, staff, students, postdocs) has/have:

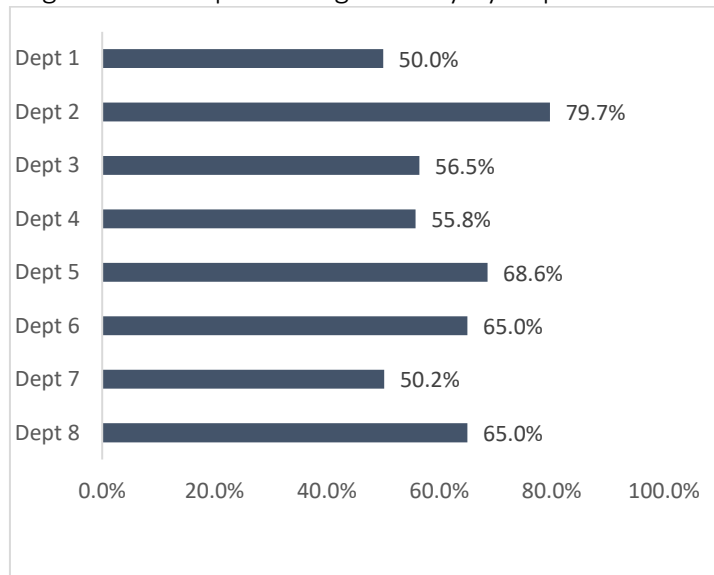
- Put you down or were condescending to you
- Showed little interest in your opinion
- Ignored or excluded you
- Addressed you in unprofessional terms either publicly or privately
- Bullied or harassed you
- Made demeaning/derogatory remarks
- Other Incivility

Figure 10. % Experiencing Incivility



% Yes = Experienced any
N=1192

Figure 11. % Experiencing Incivility by Department



Chi square 44.338, $p = .000$

Table 29. % Experienced by Population

	N	%
Undergraduate Student	141	45.4%
Graduate Student	369	68.6%
Faculty	190	60.5%
Staff	268	68.3%
Post-Doctoral Scholar/Research scientist	224	39.3%
Total	1192	59.0%

Chi Square 70.457 $p = .000$

Table 30. Faculty Rank

	N	%
Non-Ladder	48	60.4%
Junior Ladder Faculty	40	60.0%
Senior Ladder Faculty	82	52.4%
Did not disclose rank	20*	95.0%
Total	190	60.5%

Chi Square 12.198 p < .01

Table 31.

	N	%
Non-Ladder Faculty	48	60.4%
Ladder Faculty	122	54.9%
Did not disclose rank	20	95.0%
Total	190	60.5%

Chi Square 11.555 p < .01

Table 32. Staff role

	N	%
Hourly (non-exempt)	136	71.3%
Salaried (exempt) without supervisory responsibilities	54	53.7%
Salaried (exempt) with supervisory responsibilities	59	67.8%
Did not disclose	19	89.5%
Total	268	68.3%

Chi Square 9.826 p < .05

Table 33. Exempt/Non-Exempt

	N	%
Non-Exempt	136	71.3%
Exempt	113	61.1%
Did Not Disclose	19	89.5%
	268	68.3%

Chi Square 7.241 p < .05

Table 34. Supervisory Role

	N	%
Non-Supervisory Role or Non-exempt	59	67.8%
Supervisory Role	190	66.3%
Did Not Disclose	19	89.5%
	268	68.3%

Chi Square n.s.

Table 35.

	Overall***	Faculty**	GSAS***	Staff	UG*	PostDocs*
Female	69.1%	76.6%	80.5%	70.7%	54.8%	50.7%
Male	45.7%	51.3%	56.8%	55.2%	30.2%	31.6%
Nonbinary	57.9%	-	66.7%	66.7%	42.9%	-
Did not disclose	71.1%	71.4%	77.1%	78.8%	62.5%	52.9%
Total	58.6%	60.5%	68.6%	68.3%	45.4%	39.3%

* <.05; ** <.01; ***<.001

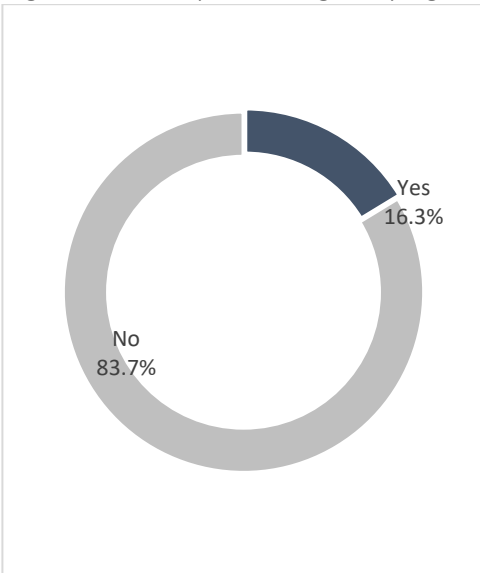
Table 36.

	Overall***	Faculty**	GSAS	Staff	UG**	PostDocs
URM	66.1%	72.7%	76.1%	62.5%	65.2%	52.2%
Asian	47.3%	25.0%	57.4%	50.0%	53.7%	35.3%
White	58.9%	65.9%	70.7%	68.6%	30.9%	35.8%
Did not disclose	67.6%	62.1%	76.3%	76.2%	66.7%	51.9%
Total	58.6%	60.5%	68.6%	68.3%	45.4%	39.3%

* <.05; ** <.01; ***<.001

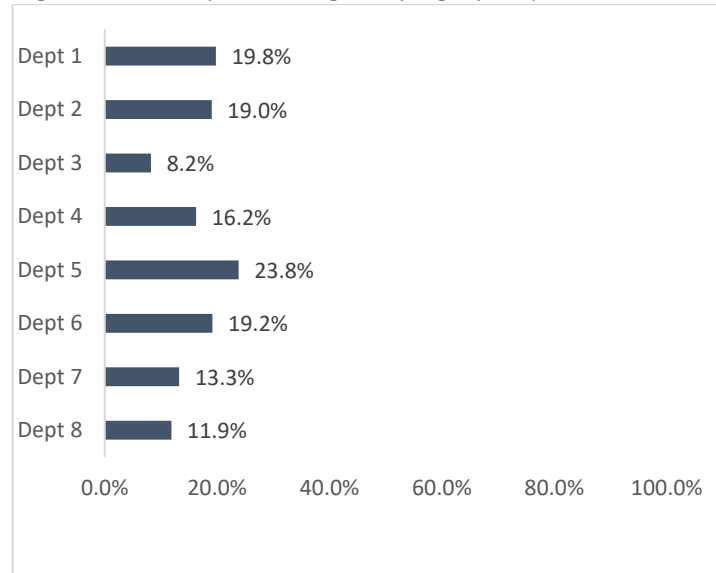
Bullying

Figure 12. % Experiencing Bullying



% Yes = Experienced any
N=1044

Figure 13. % Experiencing Bullying by Department



Chi Square 16.314, $p < .05$

Table 38. % Experienced by Population

	N	%
Undergraduate Student	140	6.4%
Graduate Student	368	19.8%
Faculty	117	22.2%
Staff	236	21.2%
Post-Doctoral Scholar/Research scientist	183	6.6%
Total	1044	16.3%

Chi Square 33.271 $p = .000$

Table 39. % Experienced - Faculty Rank

	N	%
Non-Ladder	27	22.2%
Junior Ladder Faculty	36	11.1%
Senior Ladder Faculty	44	22.7%
Did not disclose rank	10	60.0%
Total	117	22.2%

Chi Square 10.835 $p < .05$

Table 40. % Experienced - Ladder/Non-Ladder

	N	%
Non-Ladder	27	22.2%
Ladder	80	17.5%
Did not disclose rank	10	60.0%
Total	117	22.2%

Chi Square 9.289 p = .01

Table 41. % Experienced - Staff

	N	%
Hourly (non-exempt)	117	17.1%
Salaried (exempt) without supervisory responsibilities	47	14.9%
Salaried (exempt) with supervisory responsibilities	55	29.1%
Did not disclose	17	41.2%
Total	236	21.2%

Chi Square 8.414 p < .05

Table 42. % Experienced - Exempt/Non-Exempt

	N	%
Non-Exempt	117	17.1%
Exempt	102	22.5%
Did Not Disclose	17	41.2%
Total	236	21.2%

Chi Square n.s.

Table 43. % Experienced - Supervisory Role

	N	%
Supervisory Role	55	29.1%
Non-Supervisory Role or Non-exempt	164	16.5%
Did Not Disclose	17	41.2%
Total	236	21.2%

Chi Square 8.317 p < .05

Table 44. % Experienced - Gender

	Overall***	Faculty*	GSAS**	Staff	UG	PostDocs**
Female	20.0%	27.3%	28.2%	20.4%	11.0%	6.3%
Male	10.1%	14.5%	11.4%	23.1%	0%	3.8%
Nonbinary	11.1%	-	22.2%	0%	0%	-
Did not disclose	28.0%	46.7%	26.5%	24.1%	12.5%	28.6%
Total	16.3%	22.2%	19.8%	21.2%	6.4%	6.6%

* <.05; ** <.01; ***<.001

Table 45. % Experienced - Race

	Overall**	Faculty	GSAS	Staff**	UG	PostDocs**
URM	13.9%	30.0%	19.6%	13.6%	8.7%	0%
Asian	12.2%	7.1%	13.8%	50.0%	10.0%	0%
White	15.8%	19.7%	23.0%	16.8%	2.9%	6.7%
Did not disclose	27.7%	41.2%	18.9%	37.1%	11.1%	23.8%
Total	16.3%	22.2%	19.8%	21.2%	6.4%	6.6%

* <.05; ** <.01; ***<.001

Inclusion and Belonging

Sense of community

Question Text¹¹:

There is a strong sense of community in my department/program/concentration.
I feel connected to others in my department/program/concentration.

NOTE: There is inverse correlation between community and incivility, with those experiencing incivility significantly less likely to report feeling a sense of community ($r = -.250, p < .001$).

Figure 14. % Agree Overall

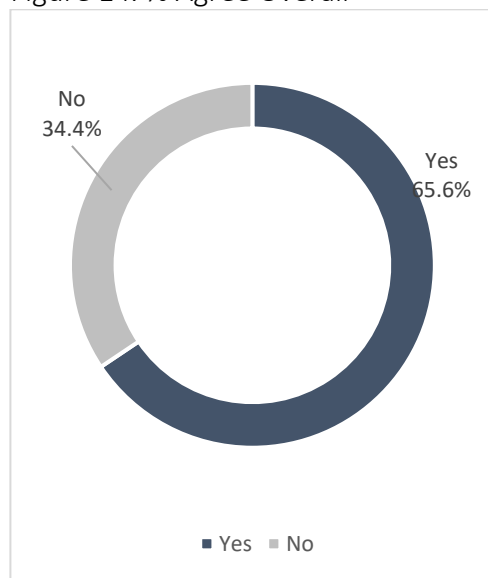
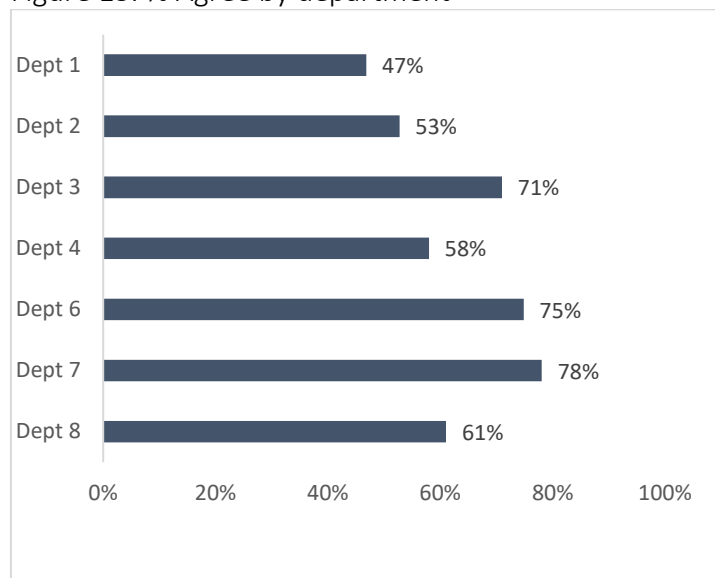


Figure 15. % Agree by department



% Yes = % somewhat agree + % agree + % strongly agree Chi Square 62.956, $p = .000$
N=1102

¹¹ The suite of surveys offered to the departments gave each department the opportunity to choose a sense of community question. Some departments included both questions on the survey while other departments chose only one. As well, some departments only displayed one or both questions to some of their constituencies while others displayed the questions to all. The two questions are highly correlated ($r=0.762, p<.001$). For reporting clarity, responses to the sense of community question are used in this analysis and the responses to the “feel connected” question are only used for the survey-takers who did not answer the sense of community question.

Table 46. % Agree by Population

	N	%
Undergraduate Student	141	68.8%
Graduate Student	329	60.8%
Faculty	164	68.3%
Staff	256	72.3%
Post-Doctoral Scholar/Research scientist	212	60.8%
Total	1102	65.6%

Chi Square 11.699 p < .05

Table 47. % Agree - Faculty Rank

	N	%
Non-Ladder	40	57.5%
Junior Ladder Faculty	31	83.9%
Senior Ladder Faculty	68	72.1%
Did not disclose rank	25	56.0%
Total	164	68.3%

Chi Square 7.816 p = .05

Table 48. % Agree - Ladder/Non-Ladder

	N	%
Non-Ladder	40	57.5%
Ladder	99	75.8%
Did not disclose rank	25	56.0%
Total	164	68.3%

Chi Square 6.444 p < .05

Table 49. % Agree - Staff

	N	%
Hourly (non-exempt)	122	68.0%
Salaried (exempt) without supervisory responsibilities	51	72.5%
Salaried (exempt) with supervisory responsibilities	55	83.6%
Did not disclose	28	67.9%
Total	256	72.3%

Chi Square n.s.

Table 50. % Agree - Exempt/Non-Exempt

	N	%
Non-Exempt	83	68.0%
Exempt	83	78.3%
Did Not Disclose	19	67.9%
Total	185	72.3%

Chi Square n.s.

Table 51. % Agree - Supervisory Role

	N	%
Supervisory Role	55	83.6%
Non-Supervisory Role or Non-exempt	173	69.4%
Did Not Disclose	28	67.9%
Total	256	72.3%

Chi Square n.s.

Table 52 % Agree - Gender

	Overall	Faculty	GSAS	Staff	UG	PostDocs
Female	64.4%	57.9%	59.8%	68.2%	72.9%	58.7%
Male	68.9%	75.3%	65.2%	82.5%	66.7%	63.6%
Nonbinary	52.9%	-	28.6%	100.0%	57.1%	-
Did not disclose	59.9%	60.6%	51.3%	71.8%	61.5%	53.6%
Total	65.6%	68.3%	60.8%	72.3%	68.8%	60.8%

* <.05; ** <.01; ***<.001

Table 53. % Agree - Race

	Overall**	Faculty*	GSAS	Staff	UG	PostDocs**
URM	59.0%	28.6%	60.5%	63.6%	69.6%	50.0%
Asian	74.1%	94.4%	67.1%	76.9%	69.2%	81.6%
White	66.2%	67.6%	60.1%	75.7%	68.8%	57.1%
Did not disclose	57.9%	64.5%	51.2%	62.5%	66.7%	50.0%
Total	65.6%	68.3%	60.8%	72.3%	68.8%	60.8%

* <.05; ** <.01; ***<.001

Feeling Accepted

Question Text:

I feel accepted by others in my department/program/concentration.

Figure 16. % Agree Overall

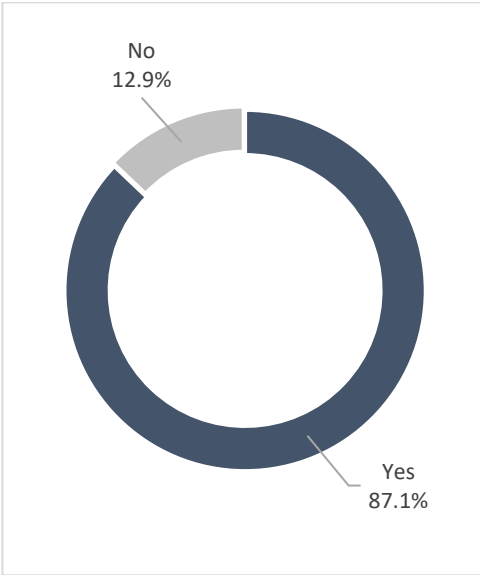
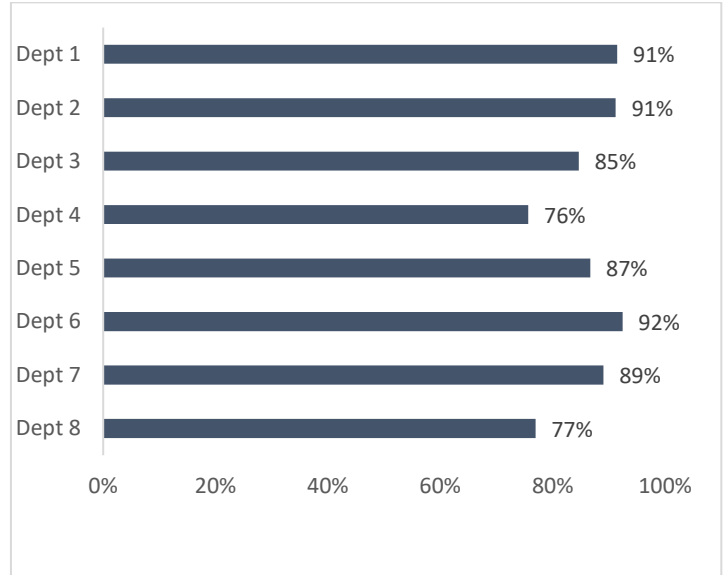
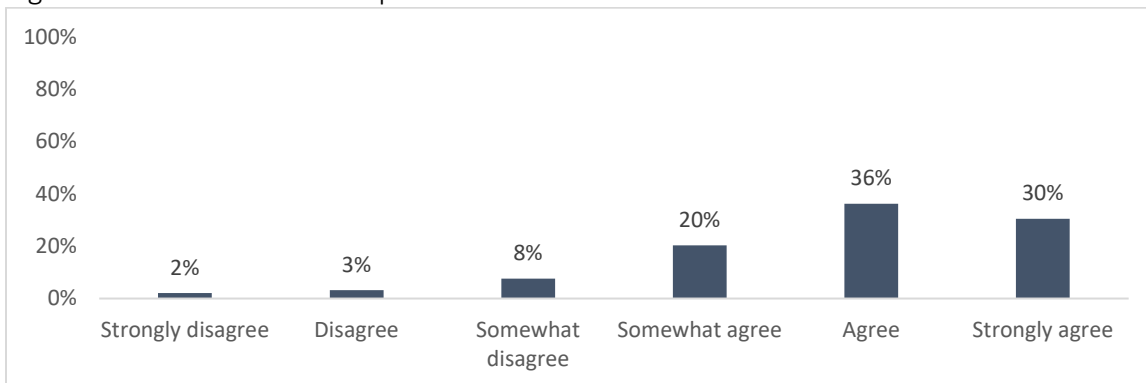


Figure 17. % Agree by department



% Yes = % somewhat agree + % agree + % strongly agree
Chi Square 29.384, p = .000
 N=1215

Figure 18. Distribution of Responses



N=1215

Table 54. % Agree by Population

	N	%
Undergraduate Student	147	83.0%
Graduate Student	371	88.1%
Faculty	196	81.6%
Staff	270	90.0%
Post-Doctoral Scholar/Research scientist	231	89.2%
Total	1215	87.1%

Chi Square 10.671p < .05

Table 55. % Agree - Faculty Rank

	N	%
Non-Ladder	47	80.9%
Junior Ladder Faculty	39	92.3%
Senior Ladder Faculty	80	81.3%
Did not disclose rank	30	70.0%
Total	196	81.6%

Chi Square n.s.

Table 56. % Agree - Ladder/Non-Ladder

	N	%
Non-Ladder	47	80.9%
Ladder	119	84.9%
Did not disclose rank	30	70.0%
Total	196	81.6%

Chi Square n.s.

Table 57. % Agree - Staff

	N	%
Hourly (non-exempt)	131	88.5%
Salaried (exempt) without supervisory responsibilities	52	90.4%
Salaried (exempt) with supervisory responsibilities	58	94.8%
Did not disclose	29	86.2%
Total	270	90.0%

Chi Square n.s.

Table 58. % Agree - Exempt/Non-Exempt

	N	%
Non-Exempt	131	88.5%
Exempt	110	92.7%
Did Not Disclose	29	86.2%
Total	270	90.0%

Chi Square n.s.

Table 59. % Agree - Supervisory Role

	N	%
Supervisory Role	58	94.8%
Non-Supervisory Role or Non-exempt	183	89.1%
Did Not Disclose	29	86.2%
Total	270	90.0%

Chi Square n.s.

Table 60. % Agree - Gender

	Overall***	Faculty*	GSAS***	Staff*	UG	PostDocs***
Female	87.8%	69.6%	90.4%	90.4%	82.4%	94.2%
Male	90.8%	88.4%	92.6%	96.6%	83.0%	91.0%
Nonbinary	73.7%		77.8%	66.7%	71.4%	
Did not disclose	74.1%	76.3%	62.5%	81.4%	92.3%	67.9%
Total	87.1%	81.6%	88.1%	90.0%	83.0%	89.2%

* <.05; ** <.01; ***<.001

Table 61. % Agree - Race

	Overall***	Faculty	GSAS***	Staff	UG	PostDocs*
URM	84.0%	72.7%	88.6%	79.2%	82.6%	87.0%
Asian	87.3%	95.8%	92.5%	84.6%	72.5%	86.3%
White	90.2%	80.5%	91.6%	92.9%	88.2%	95.0%
Did not disclose	77.4%	78.9%	62.8%	86.3%	87.5%	76.3%
Total	87.1%	81.6%	88.1%	90.0%	83.0%	89.2%

* <.05; ** <.01; ***<.001

Feel Valued

Question Text:

I feel valued by others in my department/program/concentration.

Figure 19. % Agree Overall

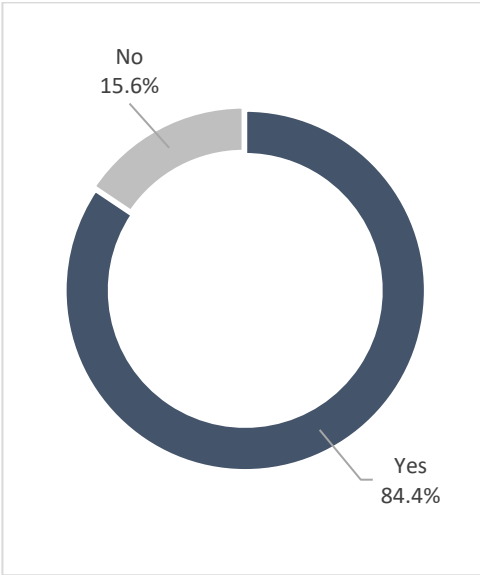
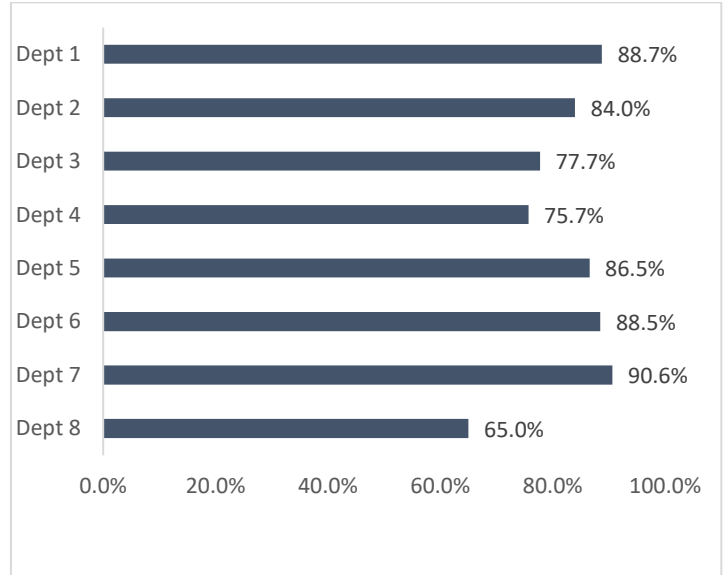
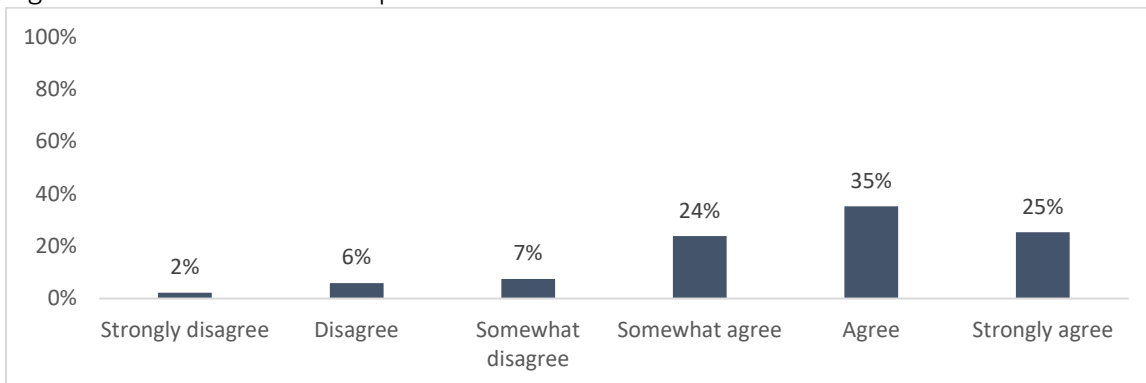


Figure 20. % Agree by department



% Yes = % somewhat agree + % agree + % strongly agree
Chi Square 28.743 p = .000
N=1045

Figure 21. Distribution of Responses



N=1045

Table 62. % Agree by Population

	N	%
Undergraduate Student	95	83.2%
Graduate Student	347	86.5%
Faculty	95	74.7%
Staff	278	85.6%
Post-Doctoral Scholar/Research scientist	230	84.3%
Total	1045	84.4%

Chi Square n.s.

Table 63. % Agree - Faculty Rank

	N	%
Non-Ladder	25	72.0%
Junior Ladder Faculty	8	62.5%
Senior Ladder Faculty	42	81.0%
Did not disclose rank	20	70.0%
Total	95	74.7%

Chi Square n.s.

Table 64. % Agree - Ladder/Non-Ladder

	N	%
Non-Ladder	25	72.0%
Ladder	50	78.0%
Did not disclose rank	20	70.0%
Total	95	74.7%

Chi Square n.s.

Table 65. % Agree - Staff

	N	%
Hourly (non-exempt)	134	79.9%
Salaried (exempt) without supervisory responsibilities	55	90.9%
Salaried (exempt) with supervisory responsibilities	59	96.6%
Did not disclose	30	80.0%
Total	278	85.6%

Chi Square 11.424 p = .01

Table 66. % Agree - Exempt/Non-Exempt

	N	%
Non-Exempt	134	79.9%
Exempt	114	93.9%
Did Not Disclose	30	80.0%
Total	278	85.6%

Chi Square 10.673 p < .01

Table 67. % Agree - Supervisory Role

	N	%
Supervisory Role	59	96.6%
Non-Supervisory Role or Non-exempt	189	83.1%
Did Not Disclose	30	80.0%
Total	278	85.6%

Chi Square p < .05;

Table 68. % Agree - Gender

	Overall***	Faculty	GSAS*	Staff	UG	PostDocs***
Female	83.6%	61.1%	85.2%	83.8%	87.3%	82.6%
Male	88.9%	79.6%	90.5%	93.1%	77.8%	90.9%
Nonbinary	82.4%		87.5%	100.0%	66.7%	
Did not disclose	73.2%	73.9%	71.4%	81.8%	85.7%	58.6%
Total	84.4%	74.7%	86.5%	85.6%	83.2%	84.3%

** <.05; ** <.01;***<.001*

Table 69. % Agree - Race

	Overall***	Faculty	GSAS***	Staff	UG	PostDocs***
URM	80.7%	100.0%	83.7%	79.2%	64.7%	85.7%
Asian	91.4%	90.0%	95.5%	85.7%	83.3%	89.8%
White	85.8%	68.3%	86.5%	86.6%	90.9%	90.1%
Did not disclose	73.8%	81.0%	67.6%	84.9%	80.0%	59.0%
Total	84.4%	74.7%	86.5%	85.6%	83.2%	84.3%

** <.05; ** <.01;***<.001*

Inclusive Discussions

Colleagues respect opinions of others

Question Text: Colleagues in my department/program/concentration respectfully consider each other's point of views and opinions.

Figure 22. % Agree Overall

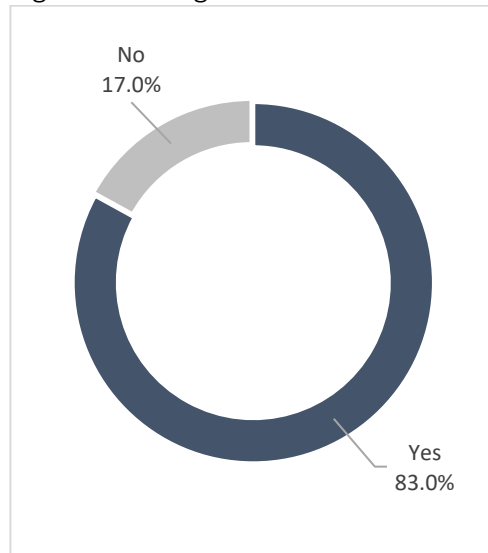
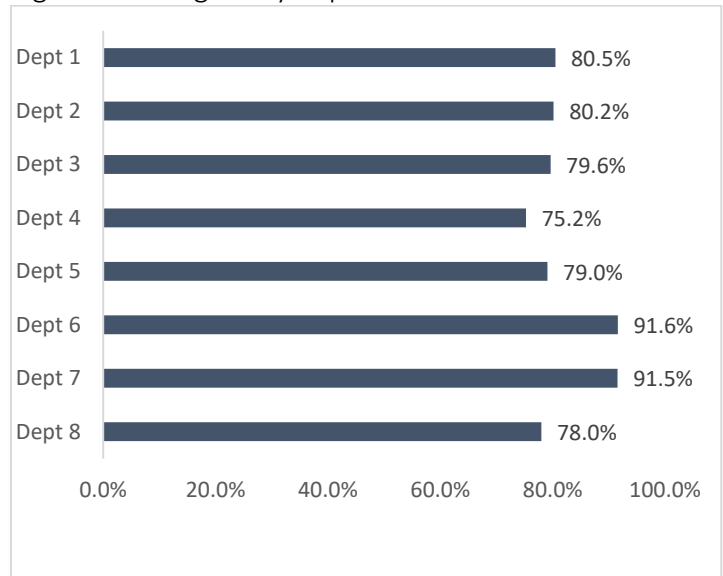
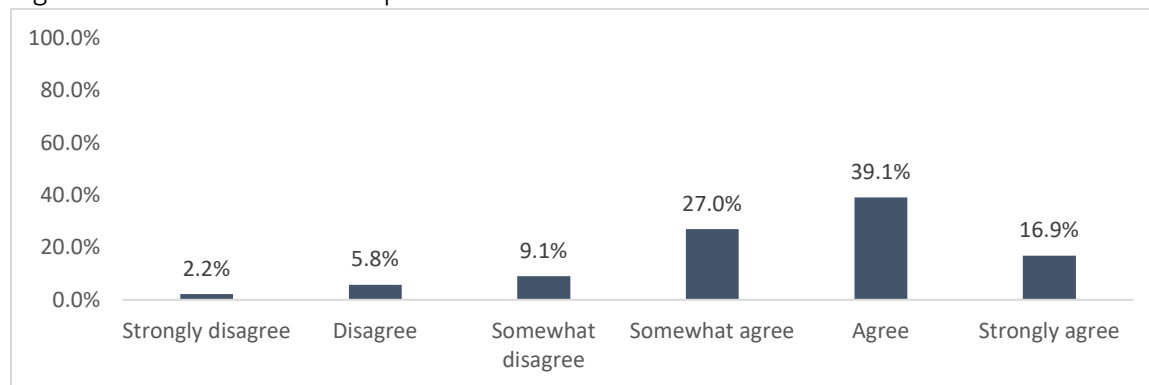


Figure 23. % Agree by department



$\% \text{ Yes} = \% \text{ somewhat agree} + \% \text{ agree} + \% \text{ strongly agree}$
 $\text{Chi Square } 29.240, p = .000$
 $N=1181$

Figure 24. Distribution of Responses



$N=1181$

Table 70. % Agree by Population

	N	%
Undergraduate Student	139	84.9%
Graduate Student	363	86.0%
Faculty	190	75.3%
Staff	267	78.7%
Post-Doctoral Scholar/Research scientist	222	88.7%
Total	1181	83.0%

Chi-square = 19.394 p = .001

Table 71. % Agree - Faculty Rank

	N	%
Non-Ladder	46	71.7%
Junior Ladder Faculty	40	87.5%
Senior Ladder Faculty	82	76.8%
Did not answer Rank	22	54.5%
Total	190	75.3%

Chi Square=8.704 p < .05

Table 72. % Agree - Ladder/Non-Ladder

	N	%
Non-Ladder	46	71.7%
Ladder	122	80.3%
Did not disclose rank	22	54.5%
Total	190	75.3%

Chi Square 7.060 p < .05

Table 73. % Agree - Staff

	N	%
Hourly (non-exempt)	134	79.9%
Salaried (exempt) without supervisory responsibilities	55	74.5%
Salaried (exempt) with supervisory responsibilities	59	79.7%
Did not disclose	19	78.9%
Total	267	78.7%

Chi Square n.s.

Table 74. % Agree - Exempt/Non-Exempt

	N	%
Non-Exempt	134	79.9%
Exempt	114	77.2%
Did Not Disclose	19	78.9%
	267	78.7%

Chi Square n.s.

Table 75. % Agree - Supervisory Role

	N	%
Non-Supervisory Role or Non-exempt	59	79.7%
Supervisory Role	189	78.3%
Did Not Disclose	19	78.9%
	267	78.7%

Chi Square n.s.

Table 76. % Agree - Gender

	Overall**	Faculty	GSAS	Staff	UG	PostDocs***
Female	80.2%	76.1%	83.8%	74.4%	77.5%	92.8%
Male	86.9%	78.9%	87.9%	86.4%	92.5%	90.4%
Nonbinary	94.7%	-	100.0%	100.0%	85.7%	-
Did not disclose	75.0%	60.0%	81.3%	84.8%	100.0%	58.8%
Total	83.0%	75.3%	86.0%	78.7%	84.9%	88.7%

* <.05; ** <.01; ***<.001

Table 77. % Agree - Race

	Overall*	Faculty	GSAS	Staff	UG	PostDocs
URM	78.7%	54.5%	80.4%	66.7%	87.0%	91.3%
Asian	85.7%	79.2%	89.4%	85.7%	75.6%	90.2%
White	84.3%	77.8%	87.2%	80.2%	87.9%	90.9%
Did not disclose	76.1%	69.0%	77.1%	76.2%	100.0%	74.1%
Total	83.0%	75.3%	86.0%	78.7%	84.9%	88.7%

* <.05; ** <.01; ***<.001

Feel Comfortable Dissenting

Question Text:

When I disagree with the majority opinion, I feel comfortable with dissenting.

Figure 25. % Agree Overall

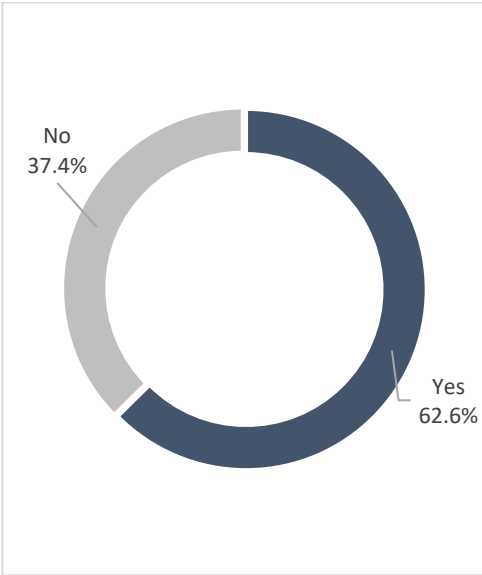
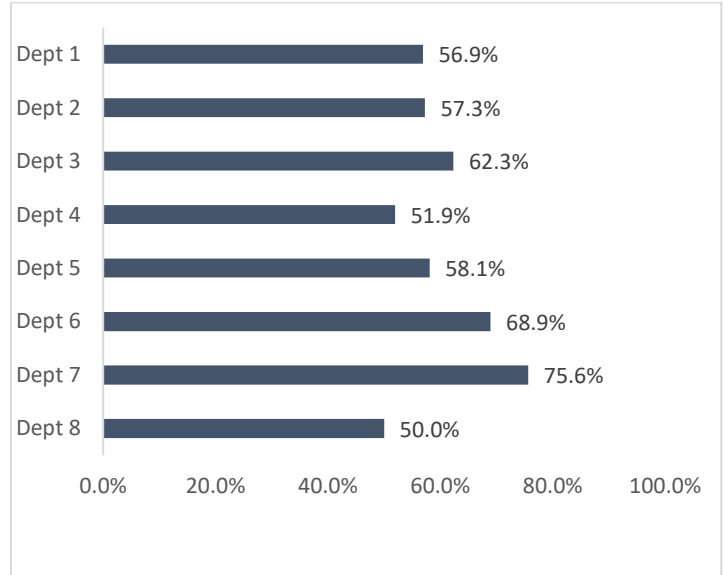
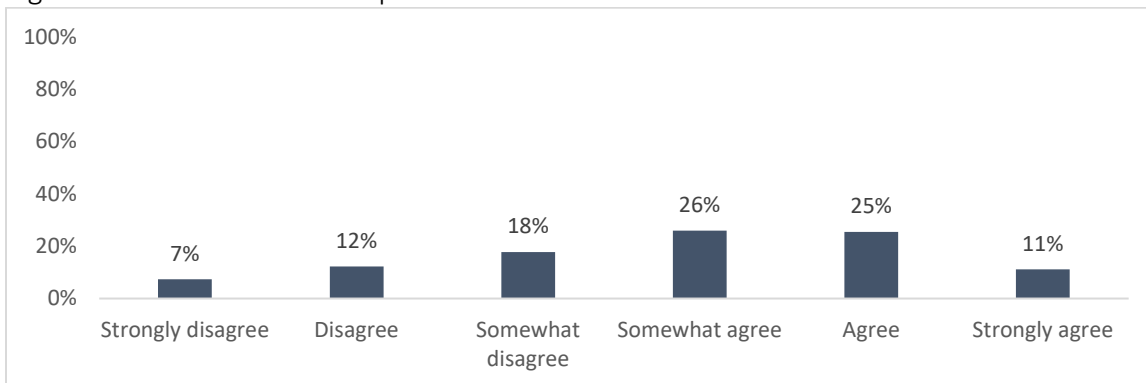


Figure 26. % Agree by department



% Yes = % somewhat agree + % agree + % strongly agree
Chi Square 33.545, p = .000
N=1167

Figure 27. Distribution of Responses



N=1167

Table 78. % Agree by Population

	N	%
Undergraduate Student	130	65.4%
Graduate Student	363	52.1%
Faculty	188	65.4%
Staff	269	69.1%
Post-Doctoral Scholar/Research scientist	217	67.7%
Total	1167	62.6%

Chi-square = 25.634; p = .000

Table 79. % Agree - Faculty Rank

	N	%
Non-Ladder	44	47.7%
Junior Ladder Faculty	40	65.0%
Senior Ladder Faculty	82	80.5%
Did not answer Rank	22	45.5%
Total	188	65.4%

Chi Square= 18.199; p = 000

Table 80. % Agree - Ladder/Non-Ladder

	N	%
Non-Ladder	44	47.7%
Ladder	122	75.4%
Did not disclose rank	22	45.5%
Total	188	65.4%

Chi Square 15.348 p = .000

Table 81. % Agree - Staff

	N	%
Hourly (non-exempt)	136	62.5%
Salaried (exempt) without supervisory responsibilities	55	80.0%
Salaried (exempt) with supervisory responsibilities	59	81.4%
Did not disclose	19	47.4%
Total	269	69.1%

Chi Square 14.199 p < .01

Table 82. % Agree - Exempt/Non-Exempt

	N	%
Non-Exempt	136	62.5%
Exempt	114	80.7%
Did Not Disclose	19	47.4%
Total	269	69.1%

Chi Square 14.175 p = .001

Table 83. % Agree - Supervisory Role

	N	%
Supervisory Role	59	81.4%
Non-Supervisory Role or Non-exempt	191	67.5%
Did Not Disclose	19	47.4%
Total	269	69.1%

Chi Square 8.578 p < .05

Table 84. % Agree - Gender

	Overall***	Faculty***	GSAS	Staff**	UG	PostDocs
Female	57.5%	37.8%	44.9%	67.2%	63.6%	67.7%
Male	69.7%	79.8%	58.6%	83.1%	67.3%	70.4%
Nonbinary	73.7%	-	66.7%	100.0%	71.4%	-
Did not disclose	50.0%	51.7%	45.5%	51.5%	62.5%	47.1
Total	62.6%	65.4%	52.1%	69.1%	65.4%	67.7%

** <.05; ** <.01; ***<.001*

Table 85. % Agree - Race

	Overall**	Faculty	GSAS	Staff	UG	PostDocs
URM	53.6%	63.6%	47.8%	58.3%	47.6%	60.9%
Asian	65.2%	75.0%	55.3%	85.7%	61.5%	76.0%
White	65.4%	68.0%	52.9%	72.0%	70.5%	69.2%
Did not disclose	52.8%	46.4%	44.4%	57.1%	88.9%	51.9%
Total	62.6%	65.4%	52.1%	69.1%	65.4%	67.7%

** <.05; ** <.01; ***<.001*

Opinions are heard and considered

Question Text:

I feel like my opinions are being heard and considered as opposed to being ignored or shot down.

Figure 28. % Agree Overall

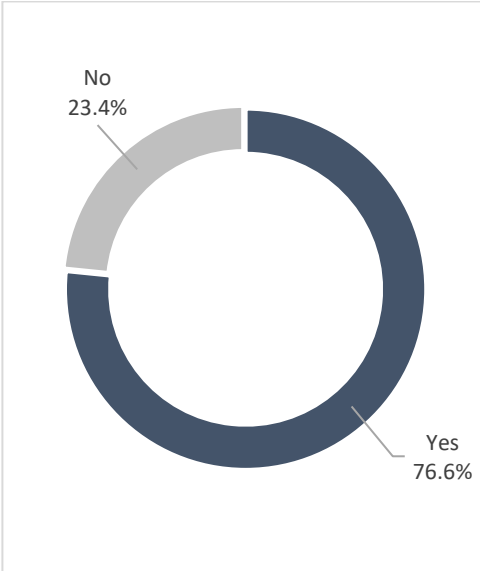
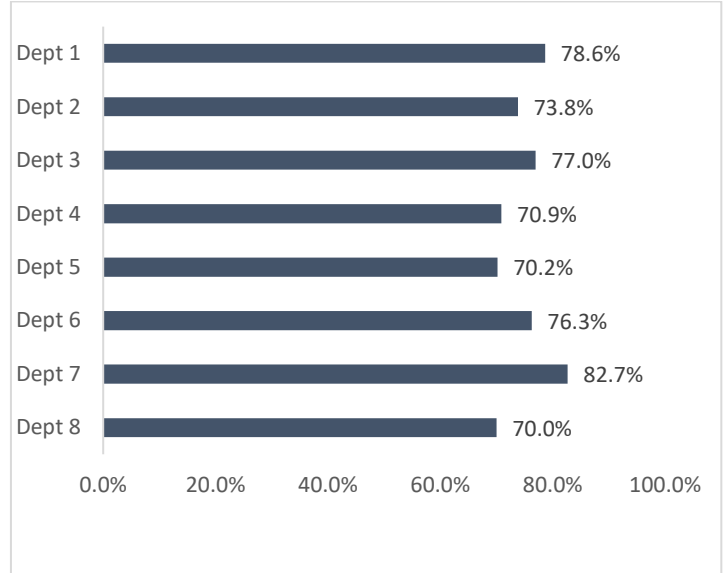
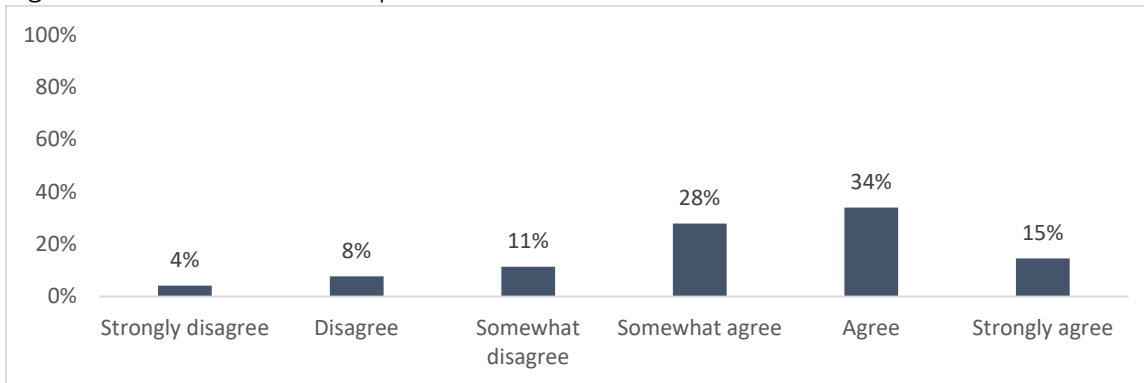


Figure 29. % Agree by department



% Yes = % somewhat agree + % agree + % strongly agree
Chi Square n.s.
N=1065

Figure 30. Distribution of Responses



N=1065

Table 86. % Agree by Population

	N	%
Undergraduate Student	130	80.8%
Graduate Student	275	77.1%
Faculty	171	74.9%
Staff	269	72.5%
Post-Doctoral Scholar/Research scientist	220	80.0%
Total	1065	76.6%

Chi Square n.s.

Table 87. % Agree - Faculty Rank

	N	%
Non-Ladder	38	68.4%
Junior Ladder Faculty	36	83.3%
Senior Ladder Faculty	79	79.7%
Did not disclose rank	18	50.0%
Total	171	74.9%

Chi Square 9.122 p < .05

Table 88. % Agree - Ladder/Non-Ladder

	N	%
Non-Ladder	38	68.4%
Ladder	115	80.9%
Did not disclose rank	18	50.0%
Total	171	74.9%

Chi Square 8.953 p < .05

Table 89. % Agree - Staff

	N	%
Hourly (non-exempt)	136	67.6%
Salaried (exempt) without supervisory responsibilities	55	78.2%
Salaried (exempt) with supervisory responsibilities	59	78.0%
Did not disclose	19	73.7%
Total	269	72.5%

Chi Square n.s.

Table 90. % Agree - Exempt/Non-Exempt

	N	%
Non-Exempt	136	67.6%
Exempt	114	78.1%
Did Not Disclose	19	73.7%
Total	269	72.5%

Chi Square n.s.

Table 91. % Agree - Supervisory Role

	N	%
Supervisory Role	59	78.0%
Non-Supervisory Role or Non-exempt	191	70.7%
Did Not Disclose	19	73.7%
Total	269	72.5%

Chi Square n.s.

Table 92. % Agree - Gender

	Overall***	Faculty**	GSAS	Staff	UG	PostDocs***
Female	74.1%	65.0%	75.9%	69.5%	77.3%	85.1%
Male	81.8%	83.3%	78.0%	81.4%	87.8%	82.4%
Nonbinary	72.2%		87.5%	66.7%	57.1%	
Did not disclose	64.4%	52.2%	73.9%	72.7%	87.5%	41.2%
Total	76.6%	74.9%	77.1%	72.5%	80.8%	80.0%

* <.05; ** <.01; ***<.001

Table 93. % Agree - Race

	Overall**	Faculty*	GSAS	Staff	UG	PostDocs**
URM	76.1%	72.7%	76.3%	58.3%	81.0%	91.3%
Asian	78.5%	95.7%	75.4%	64.3%	76.9%	80.0%
White	78.7%	74.3%	79.6%	76.7%	82.0%	83.3%
Did not disclose	64.1%	58.3%	69.2%	64.3%	88.9%	55.6%
Total	76.6%	74.9%	77.1%	72.5%	80.8%	80.0%

* <.05; ** <.01; ***<.001

Share Ideas Openly

Question Text:

Students/staff/faculty share their ideas openly.

Figure 31. % Agree Overall

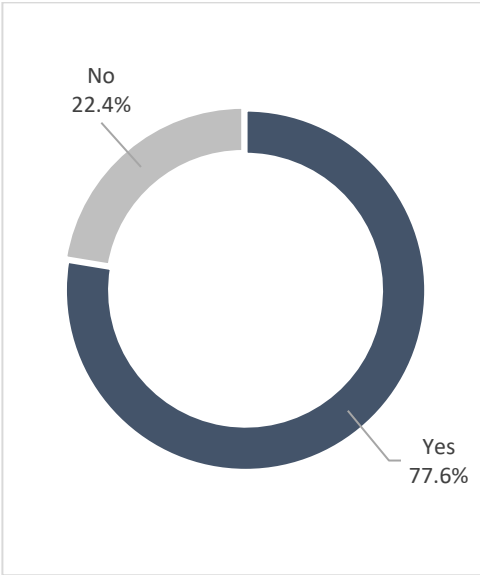
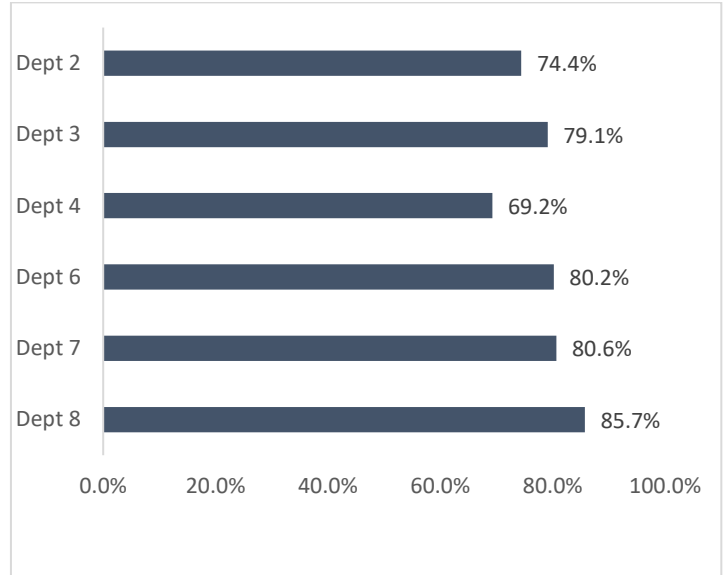
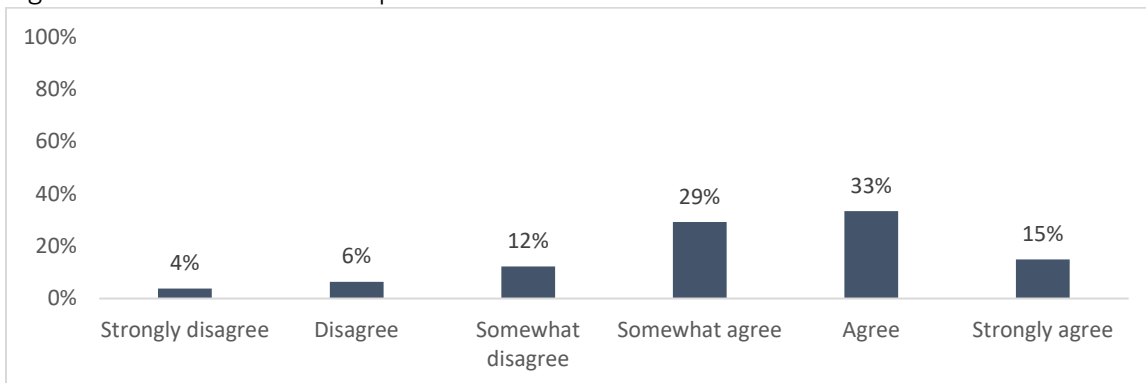


Figure 32. % Agree by department



% Yes = % somewhat agree + % agree + % strongly agree
Chi Square n.s.
N=787

Figure 33. Distribution of Responses



N=787

Table 94. % Agree by Population

	N	%
Undergraduate Student	125	86.4%
Graduate Student	175	76.6%
Faculty	138	69.6%
Staff	201	74.6%
Post-Doctoral Scholar/Research scientist	148	83.1%
Total	787	77.6%

Chi Square 14.422 p < .01

Table 95. % Agree - Faculty Rank

	N	%
Non-Ladder	30	56.7%
Junior Ladder Faculty	28	82.1%
Senior Ladder Faculty	66	80.3%
Did not disclose rank	14	21.4%
Total	138	69.6%

Chi Square p = .000

Table 96. % Agree - Ladder/Non-Ladder

	N	%
Non-Ladder	30	56.7%
Ladder	94	80.9%
Did not disclose rank	14	21.4%
Total	138	69.6%

Chi Square 23.335 p = .000

Table 97. % Agree - Staff

	N	%
Hourly (non-exempt)	98	76.5%
Salaried (exempt) without supervisory responsibilities	41	78.0%
Salaried (exempt) with supervisory responsibilities	46	67.4%
Did not disclose	16	75.0%
Total	201	74.6%

Chi Square n.s.

Table 98. % Agree - Exempt/Non-Exempt

	N	%
Non-Exempt	98	76.5%
Exempt	87	72.4%
Did Not Disclose	16	75.0%
Total	201	74.6%

Chi Square n.s.

Table 99. % Agree - Supervisory Role

	N	%
Supervisory Role	46	67.4%
Non-Supervisory Role or Non-exempt	139	77.0%
Did Not Disclose	16	75.0%
Total	201	74.6%

Chi Square n.s.

Table 100. % Agree - Gender

	Overall**	Faculty**	GSAS	Staff	UG	PostDocs
Female	73.9%	51.6%	74.6%	71.9%	84.1%	79.2%
Male	83.9%	80.7%	81.7%	79.5%	91.5%	87.5%
Nonbinary	75.0%	-	50.0%	100.0%	71.4%	-
Did not disclose	65.9%	47.4%	58.8%	76.9%	87.5%	66.7%
Total	77.6%	69.6%	76.6%	74.6%	86.4%	83.1%

* <.05; ** <.01; ***<.001

Table 101. % Agree - Race

	Overall	Faculty	GSAS	Staff	UG*	PostDocs
URM	76.9%	57.1%	78.6%	56.3%	95.2%	78.9%
Asian	78.4%	76.5%	74.5%	81.8%	73.7%	88.6%
White	79.8%	72.9%	81.3%	77.1%	89.7%	84.4%
Did not disclose	66.7%	50.0%	60.0%	70.0%	100.0%	70.6%
Total	77.6%	69.6%	76.6%	74.6%	86.4%	83.1%

* <.05; ** <.01; ***<.001

Faculty treat others with respect

Question Text:

Faculty treat me with dignity and respect.

Figure 34. % Agree Overall

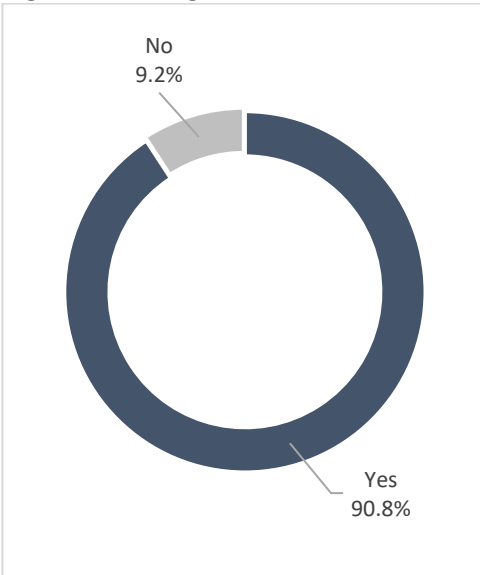
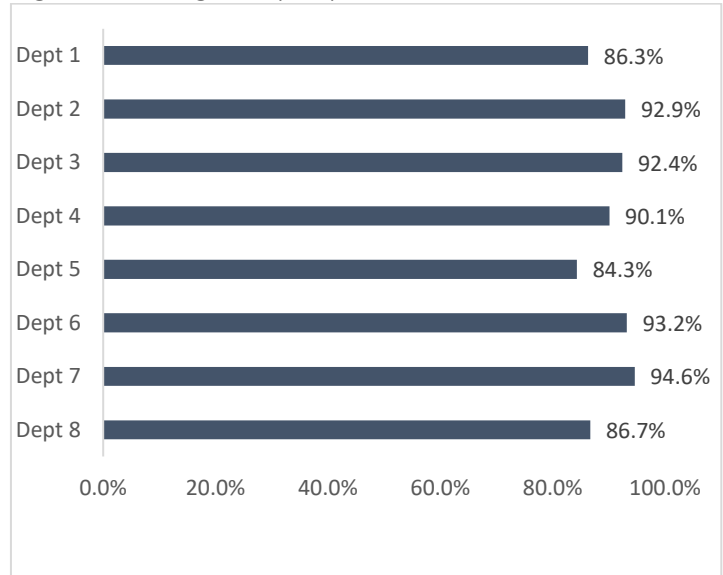
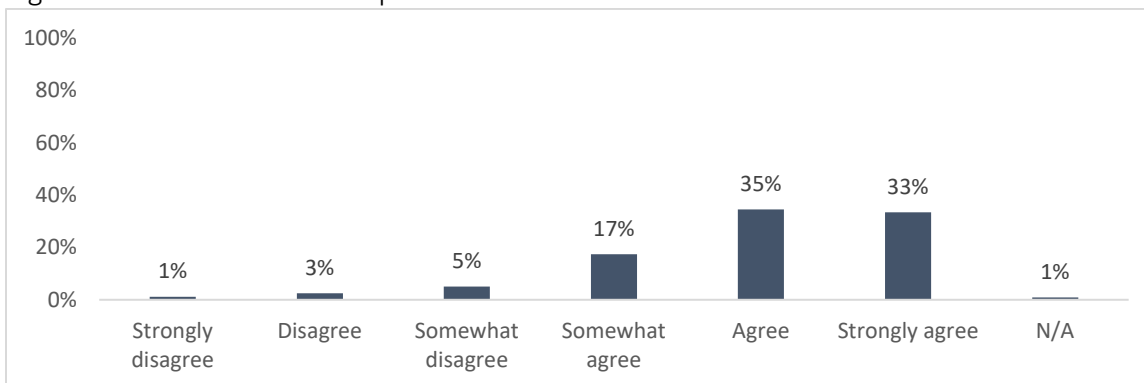


Figure 35. % Agree by department



% Yes = % somewhat agree + % agree + % strongly agree
 Chi Square 16.597; $p < .05$
 N=1184

Figure 36. Distribution of Responses



N=1184

Table 102. % Agree by Population

	N	%
Undergraduate Student	147	94.6%
Graduate Student	374	92.5%
Faculty	199	87.9%
Staff	276	87.0%
Post-Doctoral Scholar/Research scientist	188	93.1%
Total	1184	90.8%

Chi Square 11.797 p < .05

Table 103. % Agree - Faculty Rank

	N	%
Non-Ladder	48	87.5%
Junior Ladder Faculty	39	100.0%
Senior Ladder Faculty	82	87.8%
Did not disclose rank	30	73.3%
Total	199	87.9%

Chi Square 11.394 p = .01

Table 104. % Agree - Ladder/Non-Ladder

	N	%
Non-Ladder	48	87.5%
Ladder	121	91.7%
Did not disclose rank	30	73.3%
Total	199	87.9%

Chi Square 7.687 p < .05

Table 105. % Agree - Staff

	N	%
Hourly (non-exempt)	131	85.5%
Salaried (exempt) without supervisory responsibilities	55	90.9%
Salaried (exempt) with supervisory responsibilities	59	88.1%
Did not disclose	31	83.9%
Total	276	87.0%

Chi Square n.s.

Table 106. % Agree - Exempt/Non-Exempt

	N	%
Non-Exempt	131	85.5%
Exempt	114	89.5%
Did Not Disclose	31	83.9%
Total	276	87.0%

Chi Square n.s.

Table 107. % Agree - Supervisory Role

	N	%
Supervisory Role	59	88.1%
Non-Supervisory Role or Non-exempt	186	87.1%
Did Not Disclose	31	83.9%
Total	276	87.0%

Chi Square n.s.

Table 108. % Agree - Gender

	Overall**	Faculty	GSAS*	Staff	UG	PostDocs
Female	89.6%	91.5%	90.5%	85.9%	94.6%	90.4%
Male	93.9%	90.4%	95.4%	93.2%	94.3%	95.4%
Nonbinary	94.7%	-	88.9%	100.0%	100.0%	-
Did not disclose	84.2%	76.3%	88.1%	81.8%	92.3%	89.3%
Total	90.8%	87.9%	92.5%	87.0%	94.6%	93.1%

* <.05; ** <.01; ***<.001

Table 109. % Agree - Race

	Overall**	Faculty	GSAS*	Staff	UG	PostDocs
URM	91.6%	90.9%	93.5%	87.5%	91.3%	93.3%
Asian	94.9%	100.0%	95.7%	100.0%	90.0%	93.5%
White	90.9%	86.5%	93.2%	88.1%	98.5%	92.3%
Did not disclose	85.2%	84.2%	82.2%	79.6%	93.8%	94.4%
Total	90.8%	87.9%	92.5%	87.0%	94.6%	93.1%

* <.05; ** <.01; ***<.001

Student treat others with respect

Question Text:

Faculty, Staff, Postdocs: Students treat me with dignity and respect.

UG/GSAS: Other students treat me with dignity and respect.

Figure 37. % Agree Overall

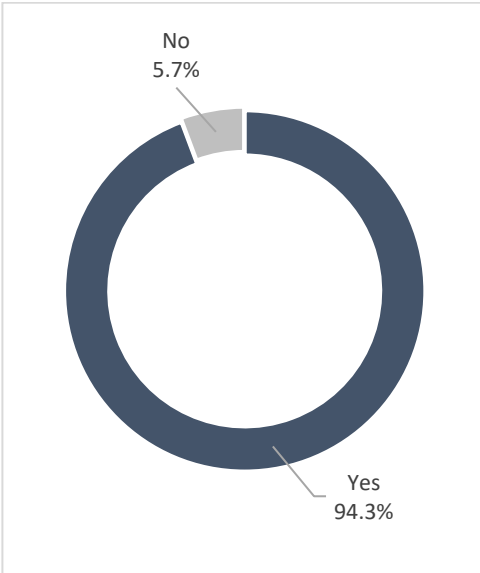
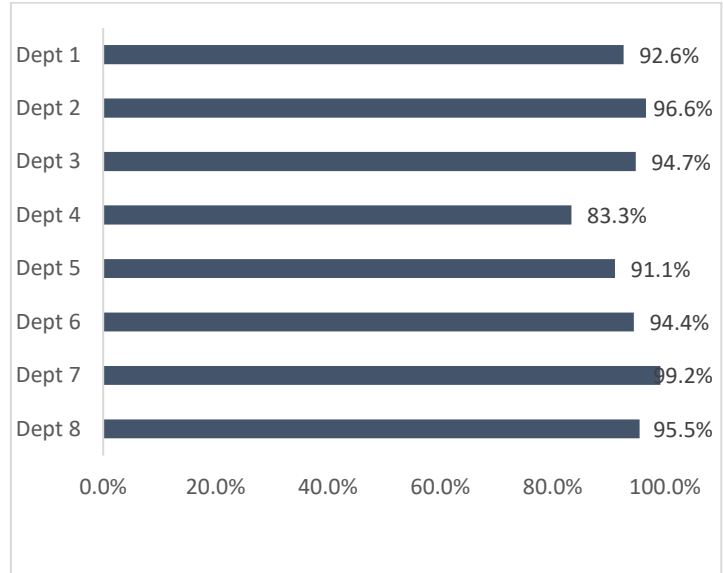
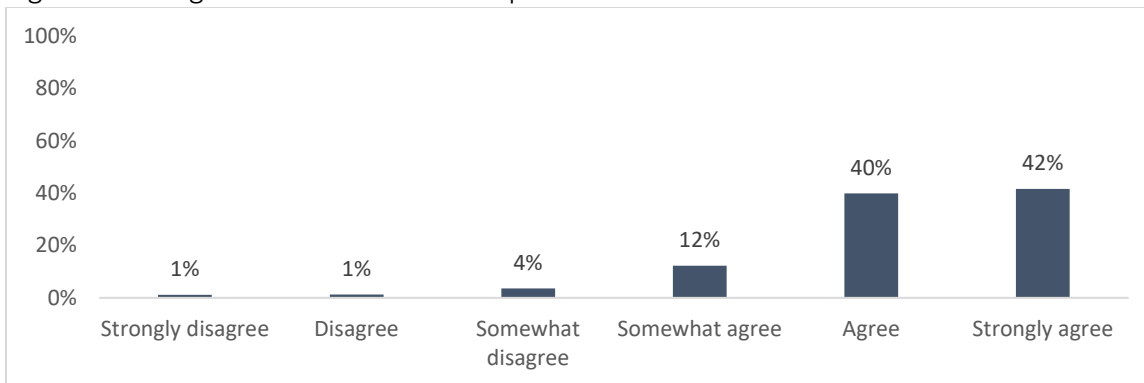


Figure 38. % Agree by department



% Yes = % somewhat agree + % agree + % strongly agree *Chi Square 33.636, p = .000*
N=1150

Figure 39. % Agree - Distribution of Responses



N=1150

Table 110. % Agree by Population

	N	%
Undergraduate Student	147	88.4%
Graduate Student	375	93.6%
Faculty	145	97.2%
Staff	251	95.6%
Postdocs	232	96.1%
Total	1150	94.3%

Chi Square n.s.

Table 111. % Agree - Faculty Rank

	N	%
Non-Ladder	24	100.0%
Junior Ladder Faculty	35	100.0%
Senior Ladder Faculty	68	98.5%
Did not disclose rank	18	83.3%
Total	145	97.2%

Chi Square 15.074 p < .01

Table 112. % Agree - Ladder/Non-Ladder

	N	%
Non-Ladder	24	100.0%
Ladder	103	99.0%
Did not disclose rank	18	83.3%
Total	145	97.2%

Chi Square 14.888 p = .001

Table 113. % Agree - Staff

	N	%
Hourly (non-exempt)	118	94.9%
Salaried (exempt) without supervisory responsibilities	47	95.7%
Salaried (exempt) with supervisory responsibilities	56	100.0%
Did not disclose	30	90.0%
Total	251	95.6%

Chi Square n.s.

Table 114. % Agree - Exempt/Non-Exempt

	N	%
Non-Exempt	118	94.9%
Exempt	103	98.1%
Did Not Disclose	30	90.0%
Total	251	95.6%

Chi Square n.s.

Table 115. % Agree - Supervisory Role

	N	%
Supervisory Role	56	100.0%
Non-Supervisory Role or Non-exempt	165	95.2%
Did Not Disclose	30	90.0%
Total	251	95.6%

Chi Square n.s.

Table 116. % Agree - Gender

	Overall***	Faculty*	GSAS	Staff	UG	PostDocs***
Female	93.3%	94.1%	93.2%	94.8%	86.5%	97.1%
Male	97.2%	100.0%	96.0%	100.0%	90.6%	98.5%
Nonbinary	88.2%		88.9%	100.0%	85.7%	
Did not disclose	88.6%	90.5%	85.7%	93.0%	92.3%	83.3%
Total	94.3%	97.2%	93.6%	95.6%	88.4%	96.1%

* <.05; ** <.01; ***<.001

Table 117. % Agree - Race

	Overall**	Faculty	GSAS**	Staff	UG	PostDocs*
URM	93.5%	100.0%	91.3%	95.5%	91.3%	95.7%
Asian	94.0%	100.0%	97.8%	92.3%	80.0%	96.1%
White	96.1%	97.8%	94.8%	96.4%	91.2%	99.2%
Did not disclose	89.2%	91.7%	82.2%	94.1%	93.8%	87.5%
Total	94.3%	97.2%	93.6%	95.6%	88.4%	96.1%

* <.05; ** <.01; ***<.001

Accountability for Wrongdoing

All held to same standards of behavior

Question Text:

All members of the department community are held to the same standards of respectful behavior.

Figure 40. % Agree Overall

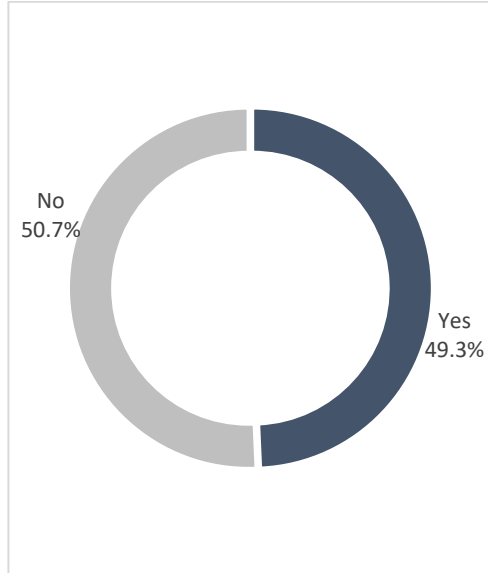
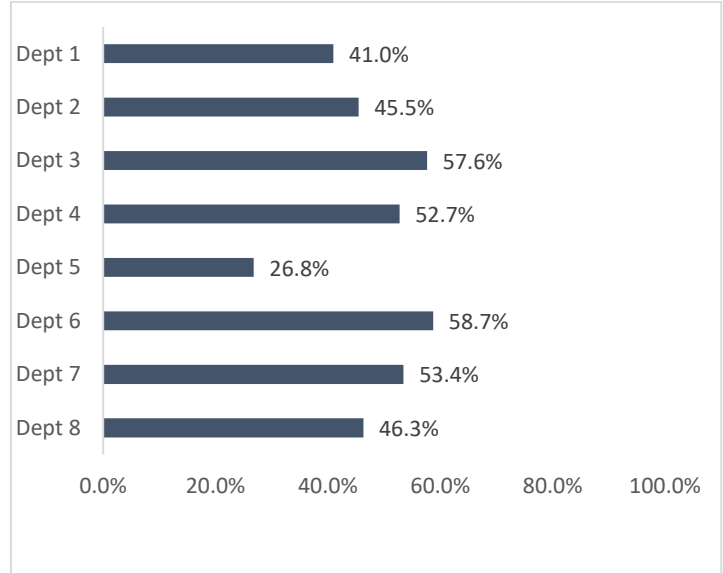
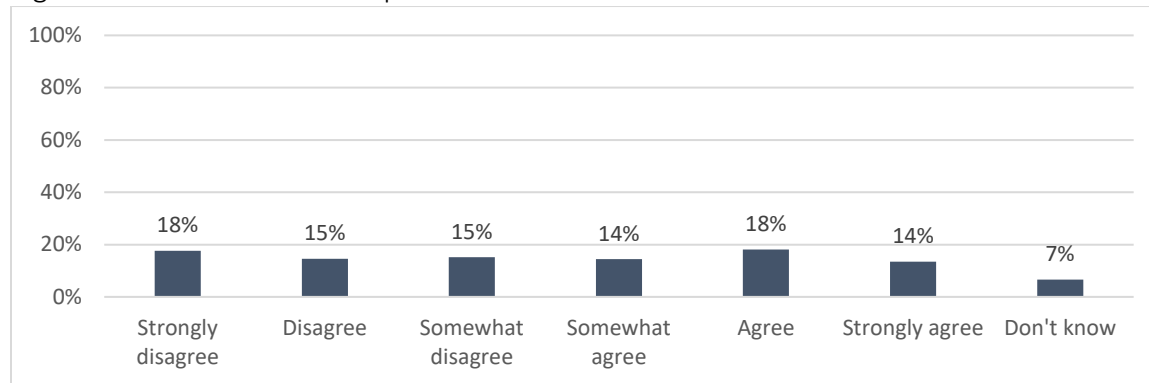


Figure 41. % Agree by department



% Yes = % somewhat agree + % agree + % strongly agree
 Chi Square 37.436 $p < .001$
 N=1099

Figure 42. Distribution of Responses



N=1099

Table 118. % Agree by Population

	N	%
Undergraduate Student	125	64.8%
Graduate Student	351	43.6%
Faculty	178	53.4%
Staff	252	40.5%
Post-Doctoral Scholar/Research scientist	193	57.5%
Total	1099	49.3%

Chi Square 30.832 p < .001

Table 119. % Agree - Faculty Rank

	N	%
Non-Ladder	43	55.8%
Junior Ladder Faculty	36	63.9%
Senior Ladder Faculty	78	57.7%
Did not disclose rank	21	14.3%
Total	178	53.4%

Chi Square 15.180 p < .01

Table 120. % Agree - Ladder/Non-Ladder

	N	%
Non-Ladder	43	55.8%
Ladder	114	59.6%
Did not disclose rank	21	14.3%
Total	178	53.4%

Chi Square 14.800 p < .01

Table 121. % Agree - Ladder/Non-Ladder

	N	%
Hourly (non-exempt)	129	34.1%
Salaried (exempt) without supervisory responsibilities	50	54.0%
Salaried (exempt) with supervisory responsibilities	58	46.6%
Did not disclose	15	26.7%
Total	252	40.5%

Chi Square 8.042 p < .05.

Table 122. % Agree - Exempt/Non-Exempt

	N	%
Non-Exempt	129	34.1%
Exempt	108	50.0%
Did Not Disclose	15	26.7%
	252	40.5%

Chi Square 7.424 p < .05.

Table 123. % Agree - Supervisory Role

	N	%
Non-Supervisory Role or Non-exempt	58	46.6%
Supervisory Role	179	39.7%
Did Not Disclose	15	26.7%
	252	40.5%

Chi Square n.s.

Table 124. % Agree - Gender

	Overall***	Faculty**	GSAS***	Staff***	UG	PostDocs
Female	38.3%	41.9%	28.8%	33.3%	58.5%	50.0%
Male	61.7%	64.2%	55.6%	62.1%	73.3%	63.6%
Nonbinary	55.6%	-	33.3%	100.0%	71.4%	-
Did not disclose	39.4%	26.9%	51.9%	33.3%	62.5%	38.5%
Total	49.3%	53.4%	43.6%	40.5%	64.8%	57.5%

*Chi Square * <.05; ** <.01,***<.001*

Table 125. % Agree - Race

	Overall***	Faculty*	GSAS*	Staff	UG	PostDocs*
URM	46.8%	36.4%	39.1%	43.5%	63.6%	54.5%
Asian	62.4%	80.0%	56.5%	50.0%	55.6%	75.6%
White	47.0%	53.3%	36.6%	41.7%	72.4%	52.9%
Did not disclose	42.4%	40.0%	53.3%	29.7%	55.6%	45.8%
Total	49.3%	53.4%	43.6%	40.5%	64.8%	57.5%

*Chi Square * <.05; ** <.01,***<.001*

Feel comfortable reporting complaints/grievances

Question Text:

I would feel comfortable coming forward with complaints/grievances about discourteous or offensive behavior.

Note: There is a significant positive correlation between feeling that all members of the community are held to the same standard and feeling comfortable (not fear retaliation) coming forward with complaints/grievances about discourteous or offensive behavior ($r = 0.522, p < .001, N=1147$).

Figure 43. % Agree Overall

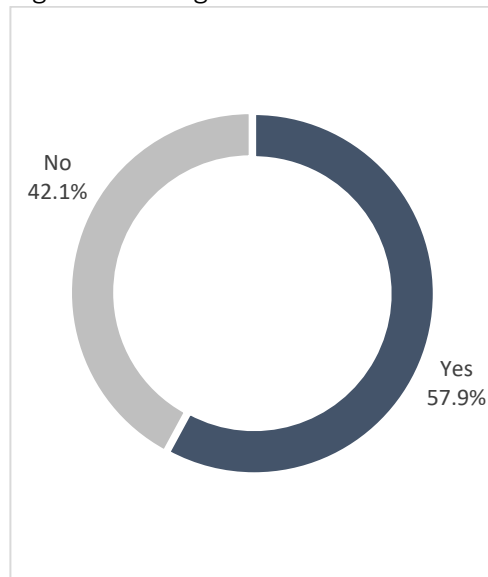
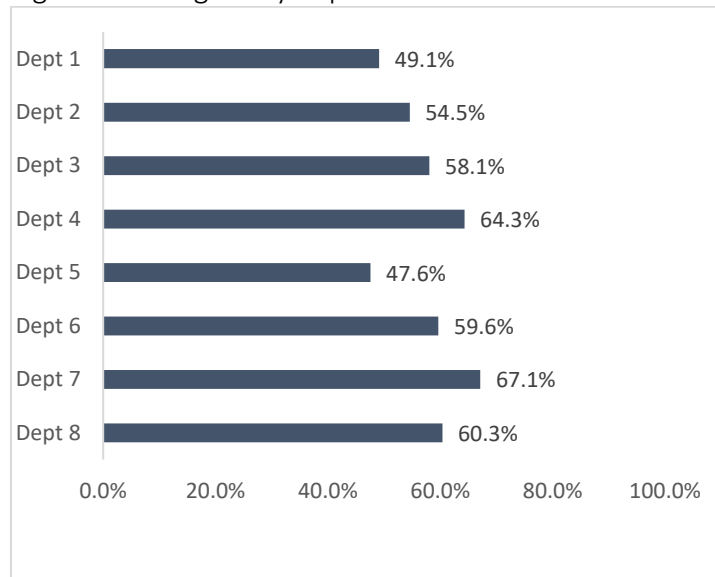
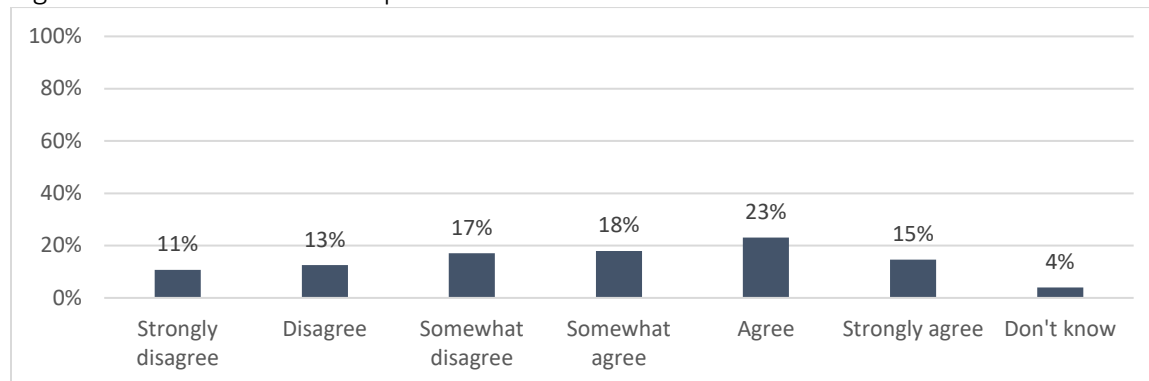


Figure 44. % Agree by department



% Yes = % somewhat agree + % agree + % strongly agree *Chi Square 19.994, p < .01*
N=1105

Figure 45. Distribution of Responses



N=1105

Table 126. % Agree by Population

	N	%
Undergraduate Student	135	63.7%
Graduate Student	348	50.9%
Faculty	155	63.2%
Staff	259	58.7%
Post-Doctoral Scholar/Research scientist	208	61.1%
Total	1105	57.9%

Chi Square 11.658 p < .05

Table 127. % Agree - Faculty Rank

	N	%
Non-Ladder	29	58.6%
Junior Ladder Faculty	39	74.4%
Senior Ladder Faculty	71	66.2%
Did not disclose rank	16	31.3%
Total	155	63.2%

Chi Square 9.649 p < .05

Table 128. % Agree - Ladder/Non-Ladder

	N	%
Non-Ladder	29	58.6%
Ladder	110	69.1%
Did not disclose rank	16	31.3%
Total	155	63.2%

Chi Square 8.928 p < .05

Table 129. % Agree - Staff

	N	%
Hourly (non-exempt)	132	53.8%
Salaried (exempt) without supervisory responsibilities	52	63.5%
Salaried (exempt) with supervisory responsibilities	59	72.9%
Did not disclose	16	31.3%
Total	259	58.7%

Chi Square 11.666 p < 01

Table 130. % Agree - Exempt/Non-Exempt

	N	%
Non-Exempt	132	53.8%
Exempt	111	68.5%
Did Not Disclose	16	31.3%
Total	259	58.7%

Chi Square 10.655 p < .01

Table 131. % Agree - Supervisory Role

	N	%
Supervisory Role	59	72.9%
Non-Supervisory Role or Non-exempt	184	56.5%
Did Not Disclose	16	31.3%
Total	259	58.7%

Chi Square 10.227 p < .01

Table 132. % Agree - Gender

	Overall***	Faculty**	GSAS***	Staff**	UG	PostDocs***
Female	48.7%	47.5%	37.9%	55.4%	57.7%	46.0%
Male	70.1%	74.5%	62.9%	76.3%	75.5%	71.5%
Nonbinary	47.4%	-	33.3%	66.7%	57.1%	-
Did not disclose	44.0%	42.9%	51.9%	41.4%	50.0%	33.3%
Total	57.9%	63.2%	50.9%	58.7%	63.7%	61.1%

** <.05; ** <.01,***<.001*

Table 133. % Agree - Race

	Overall	Faculty	GSAS	Staff*	UG	PostDocs
URM	54.7%	50.0%	50.0%	45.8%	60.0%	71.4%
Asian	63.8%	78.9%	60.0%	46.2%	62.5%	70.8%
White	58.2%	63.2%	45.9%	64.5%	68.2%	57.4%
Did not disclose	49.6%	54.5%	54.8%	43.6%	44.4%	50.0%
Total	57.9%	63.2%	50.9%	58.7%	63.7%	61.1%

** <.05; ** <.01,***<.001*

Commitment to Diversity

Question Text:

There's a demonstrated commitment to diversity and inclusion within my department/program/concentration.

Figure 46. % Agree Overall

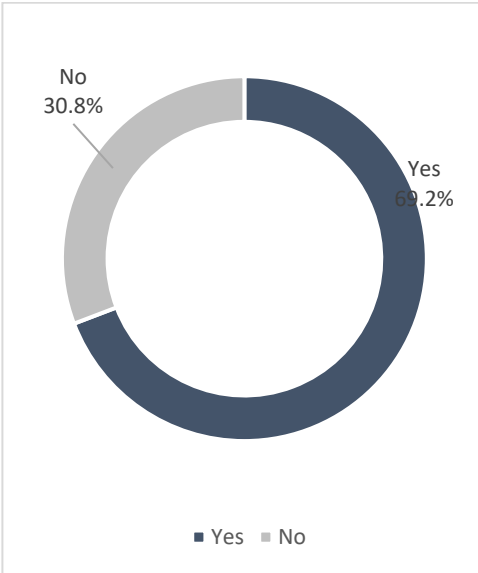
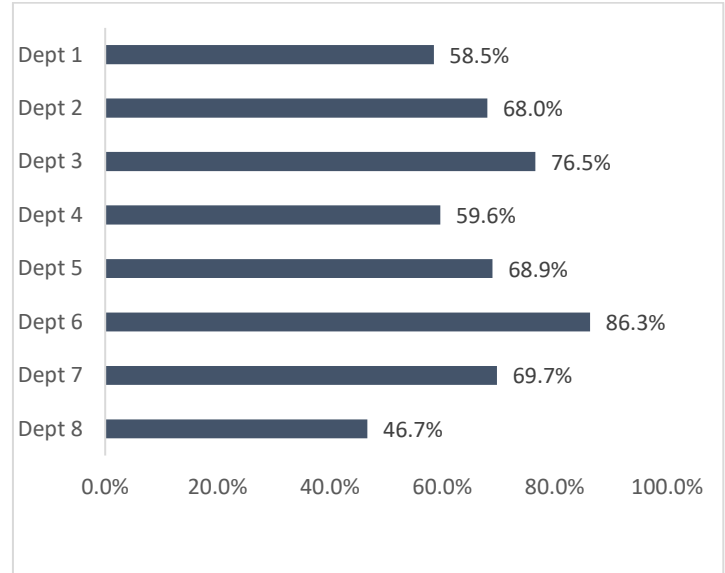
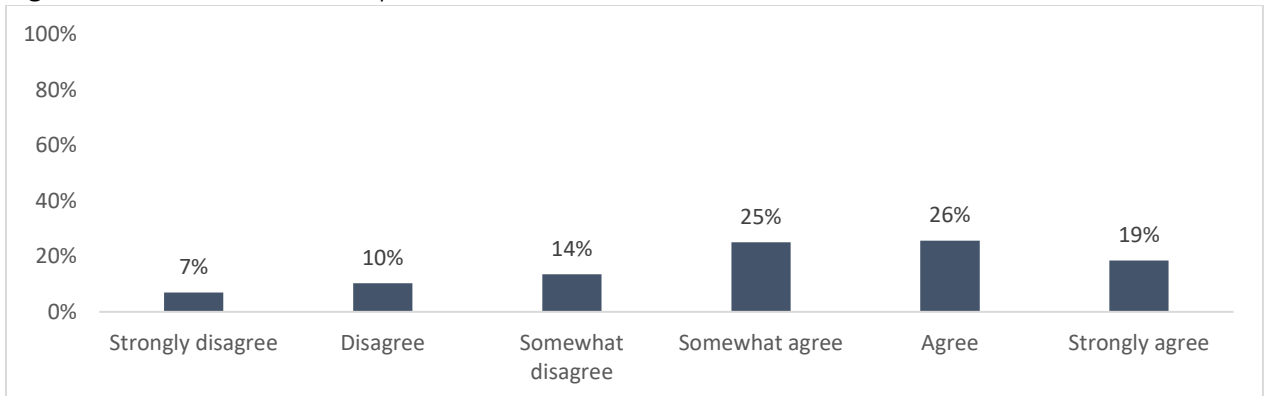


Figure 47. % Agree by department



% Yes = % somewhat agree + % agree + % strongly agree
Chi Square 54.652 $p < .001$
N=1203

Figure 48. Distribution of Responses



N=1203

Table 124. % Agree by Population

	N	%
Undergraduate Student	144	68.8%
Graduate Student	365	61.1%
Faculty	195	74.9%
Staff	271	73.8%
Post-Doctoral Scholar/Research scientist	228	71.9%
Total	1203	69.2%

Chi-Square 17.679 p<.01

Table 125. % Agree - Faculty Rank

	N	%
Non-Ladder	46	71.7%
Junior Ladder Faculty	39	84.6%
Senior Ladder Faculty	80	78.8%
Did not disclose rank	30	56.7%
Total	195	74.9%

Chi-Square 8.132 p<.05

Table 126. % Agree - Ladder/non-Ladder

	N	%
Non-Ladder	46	71.7%
Ladder Faculty	119	80.7%
Did not disclose rank	30	56.7%
Total	195	74.9%

Chi-Square 7.653 p<.05

Table 127. % Agree - Staff

	N	%
Hourly (non-exempt)	132	65.9%
Salaried (exempt) without supervisory responsibilities	52	69.2%
Salaried (exempt) with supervisory responsibilities	58	89.7%
Did not disclose	29	86.2%
Total	271	73.8%

Chi-Square 14.662 p<.01

Table 128. % Agree – Exempt/Non-Exempt

	N	%
Non-exempt	132	65.9%
Exempt	110	80.0%
Did not disclose	29	86.2%
Total	271	73.8%

Chi-Square 8.746 p<.05

Table 129. % Agree - Supervisory Role

	N	%
Supervisor Role	58	89.7%
Supervised/Non-exempt	184	66.8%
Did not disclose	29	86.2%
Total	271	73.8%

Chi-Square 14.449 p<.01

Table 130. % Agree - Gender

	Overall**	Faculty*	GSAS	Staff	UG	PostDocs
Female	64.0%	63.0%	54.4%	68.6%	68.1%	69.6%
Male	73.6%	82.1%	66.7%	80.7%	73.6%	72.3%
Nonbinary	57.9%	-	55.6%	66.7%	57.1%	-
Did not disclose	72.2%	67.6%	63.2%	85.7%	58.3%	75.9%
Total	69.2%	74.9%	61.1%	73.8%	68.8%	71.9%

** <.05; ** <.01; ***<.001*

Table 131. % Agree - Race

	Overall*	Faculty	GSAS*	Staff	UG	PostDocs
URM	60.0%	50.0%	56.5%	62.5%	56.5%	72.7%
Asian	75.0%	91.3%	73.1%	84.6%	65.0%	76.5%
White	68.0%	75.2%	56.2%	71.4%	76.1%	69.0%
Did not disclose	72.7%	70.3%	61.0%	84.6%	64.3%	74.4%
Total	69.2%	74.9%	61.1%	73.8%	68.8%	71.9%

** <.05; ** <.01; ***<.001*

Treated differently by others because of my identity

Question Text:

I am treated differently by others in my department/program/department because of my identity (race/ethnicity, socioeconomic background, gender, nationality, sexuality/orientation, disability, etc.)

Figure 49. % Agree Overall

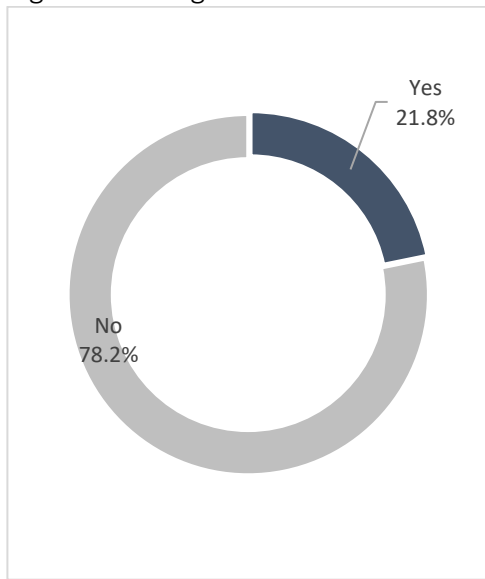
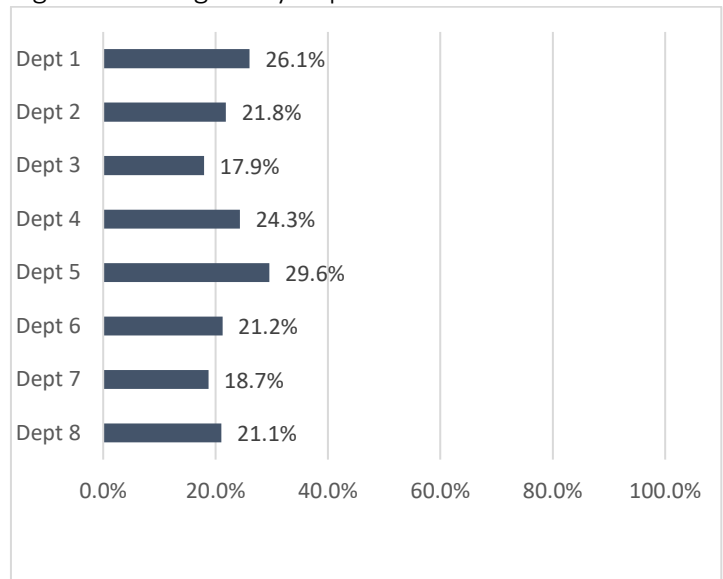
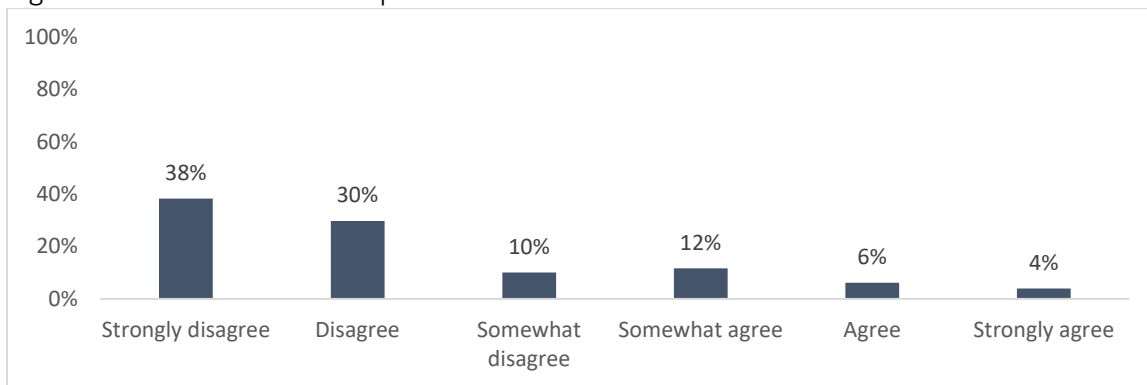


Figure 50. % Agree by department



% Yes = % somewhat agree + % agree + % strongly agree
 Chi Square 9.048, n.s.
 N=1165

Figure 51. Distribution of Responses



N=1165

Table 132. % Agree by Population

	N	%
Undergraduate Student	145	20.7%
Graduate Student	353	29.5%
Faculty	186	19.4%
Staff	262	19.8%
Post-Doctoral Scholar/Research scientist	219	14.6%
Total	1165	21.8%

Chi Square 20.134 p = .000

Table 133. % Agree - Faculty Rank

	N	%
Non-Ladder	44	25.0%
Junior Ladder Faculty	38	13.2%
Senior Ladder Faculty	77	18.2%
Did not disclose rank	27	22.2%
Total	186	19.4%

Chi Square n.s.

Table 134. % Agree - Ladder/Non-Ladder

	N	%
Non-Ladder	44	25.0%
Ladder	115	16.5%
Did not disclose rank	27	22.2%
Total	186	19.4%

Chi Square n.s.

Table 135. % Agree - Staff

	N	%
Hourly (non-exempt)	126	20.6%
Salaried (exempt) without supervisory responsibilities	52	13.5%
Salaried (exempt) with supervisory responsibilities	56	16.1%
Did not disclose	28	35.7%
Total	262	19.8%

Chi Square n.s.

Table 136. % Agree - Exempt/Non-Exempt

	N	%
Non-Exempt	126	20.6%
Exempt	108	14.8%
Did Not Disclose	28	35.7%
Total	262	19.8%

Chi Square 6.200 $p < .05$

Table 137. % Agree - Supervisory Role

	N	%
Supervisory Role	56	16.1%
Non-Supervisory Role or Non-exempt	178	18.5%
Did Not Disclose	28	35.7%
Total	262	19.8%

Chi Square n.s.

Table 138. % Agree - Gender

	Overall***	Faculty***	GSAS***	Staff**	UG*	PostDocs*
Female	28.0%	42.6%	40.8%	19.6%	23.6%	14.7%
Male	12.1%	9.6%	16.8%	7.5%	9.4%	11.3%
Nonbinary	38.9%		37.5%	33.3%	42.9%	
Did not disclose	31.0%	17.1%	37.8%	34.9%	38.5%	29.6%
Total	21.8%	19.4%	29.5%	19.8%	20.7%	14.6%

* $< .05$; ** $< .01$; *** $< .001$ (note: chi square for postdocs, $p = .05$)

Table 139. % Agree - Race

	Overall***	Faculty	GSAS	Staff**	UG	PostDocs
URM	31.7%	30.0%	42.2%	37.5%	27.3%	9.1%
Asian	19.5%	12.5%	22.5%	23.1%	20.0%	16.3%
White	18.5%	20.5%	27.9%	12.7%	16.2%	11.7%
Did not disclose	29.6%	17.1%	37.5%	34.6%	33.3%	24.3%
Total	21.8%	19.4%	29.5%	19.8%	20.7%	14.6%

* $< .05$; ** $< .01$; *** $< .001$

Graduate Student – Advisor Relationship

Advisor cares about my academic success

Question Text:

GSAS only: My advisor cares about my academic success.

Figure 52. % Agree Overall

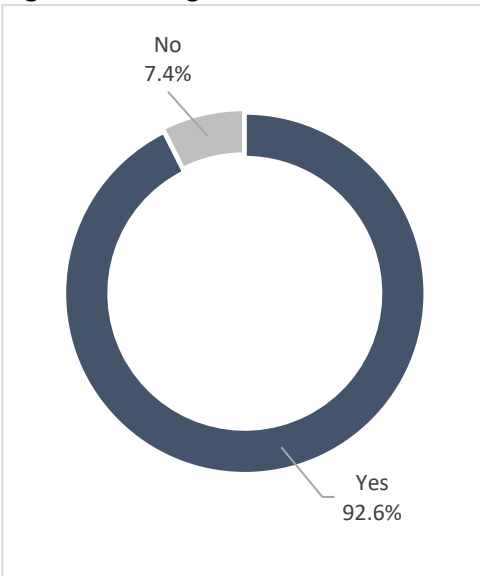
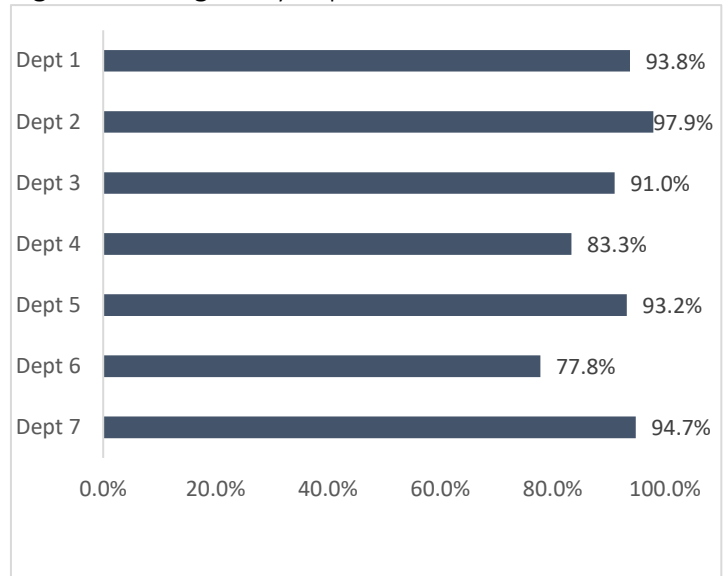
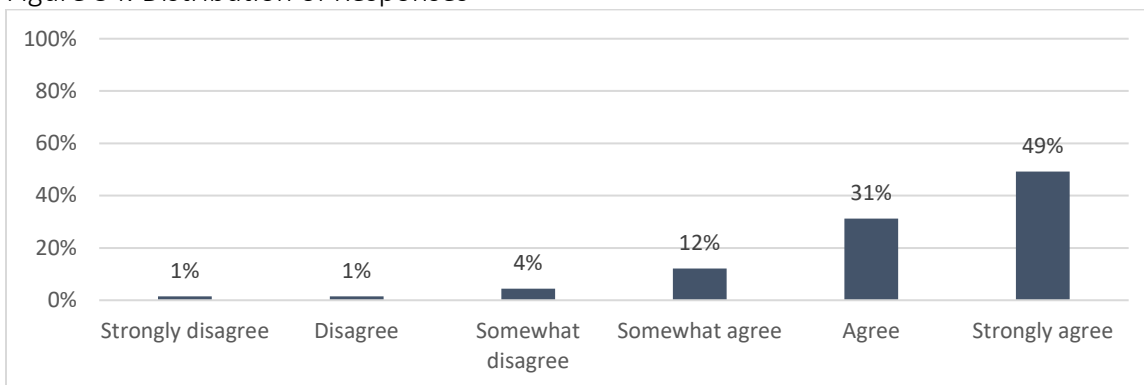


Figure 53. % Agree by department



% Yes = % somewhat agree + % agree + % strongly agree
Chi Square 7.971, n.s.
N=339

Figure 54. Distribution of Responses



N=339

Table 140. % Agree - Gender

	N	%
Female	137	92.0%
Male	167	94.6%
Nonbinary	8	100.0%
Did not disclose	27	81.5%
Total	339	92.6%

Chi square n.s.

Table 141. % Agree - Race

	N	%
URM	45	100.0%
Asian	89	94.4%
White	176	92.0%
Did not disclose	29	79.3%
Total	339	92.6%

Chi square 11.598, p < .01

Advisor considers my career goals and aspirations

Question Text:

GSAS only: My advisor strongly considers my career goals and aspirations.

Figure 55. % Agree Overall

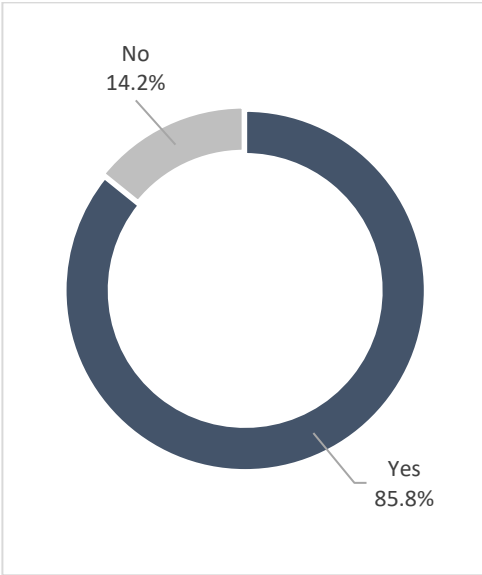
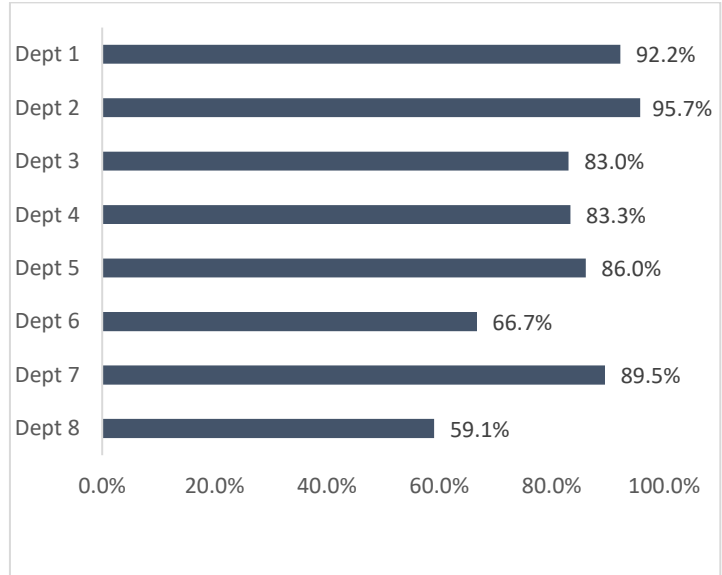
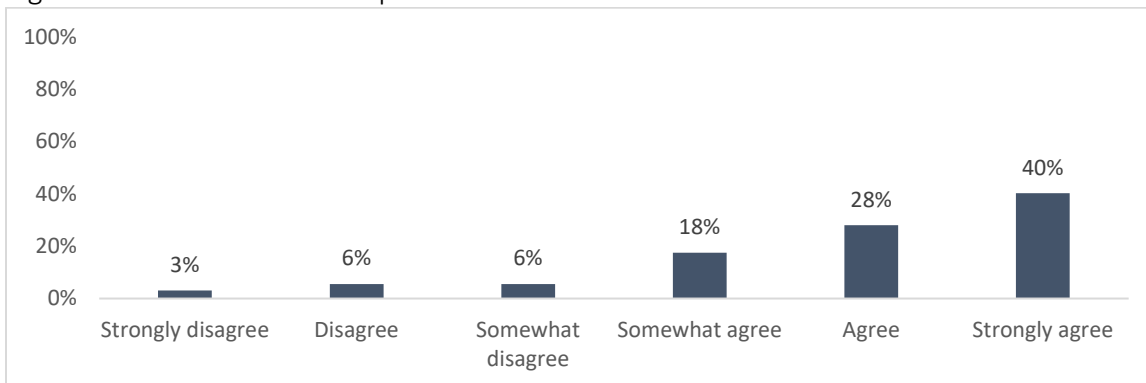


Figure 56. % Agree by department



% Yes = % somewhat agree + % agree + % strongly agree
Chi Square 22.956, p < .01
N=360

Figure 57. Distribution of Responses



N=360

Table 142. % Agree - Gender

	N	%
Female	147	85.0%
Male	173	87.3%
Nonbinary	9	88.9%
Did not disclose	31	80.6%
Total	360	85.8%

Chi Square n.s.

Table 143. % Agree - Race

	N	%
URM	46	93.5%
Asian	94	88.3%
White	187	85.0%
Did not disclose	33	72.7%
Total	360	85.8%

Chi Square n.s.

Advisor values ideas and contributions

Question Text:

GSAS only: My advisor values my ideas and contributions.

Figure 58. % Agree Overall

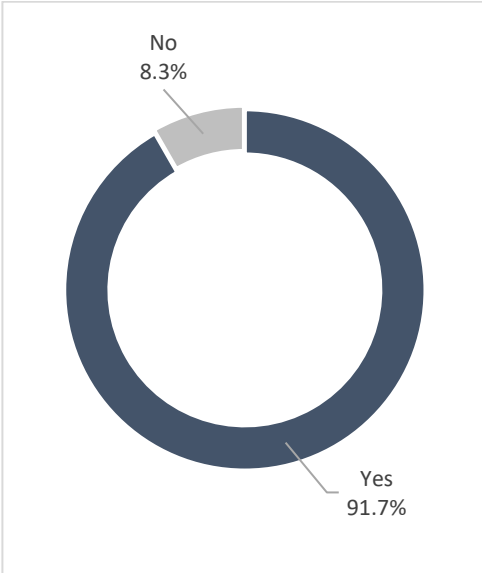
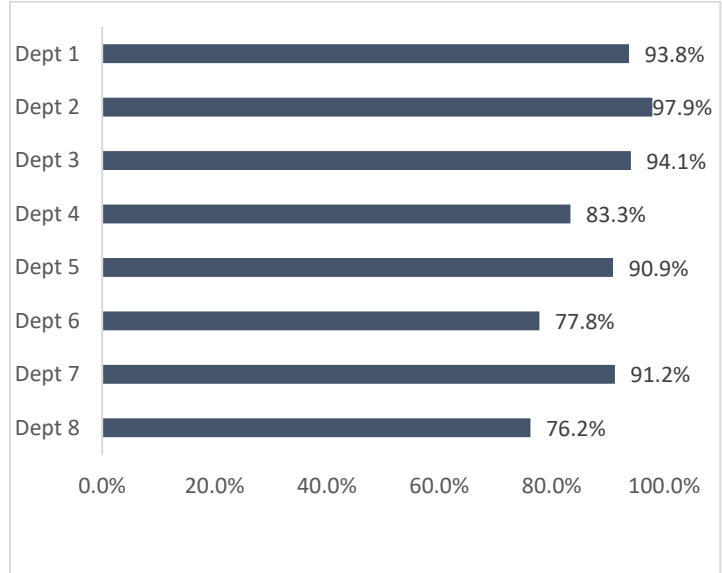
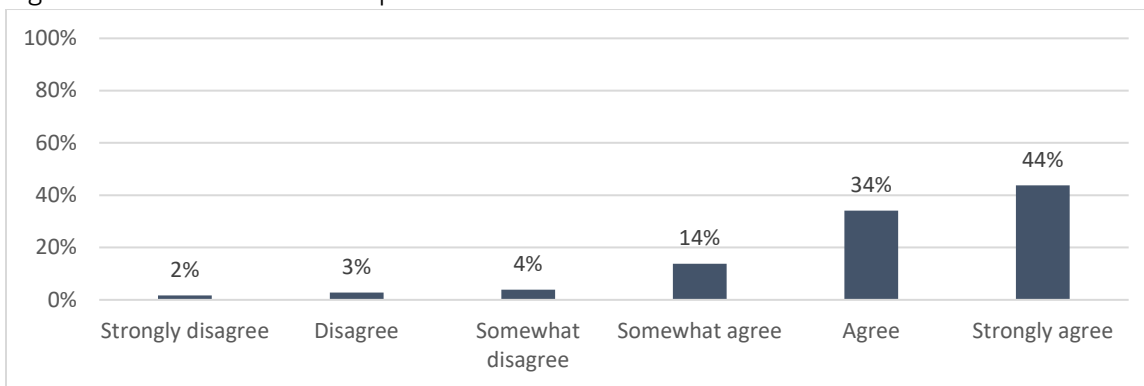


Figure 59. % Agree by department



% Yes = % somewhat agree + % agree + % strongly agree
 Chi Square 14.066, p = .05
 N=361

Figure 60. Distribution of Responses



N=361

Table 144. % Agree - Gender

	Overall*	%
Female	147	89.1%
Male	174	95.4%
Nonbinary	9	100.0%
Did not disclose	31	80.6%
Total	361	91.7%

Chi Square 10.204, p < .05

Table 145. % Agree - Race

	N	%
URM	46	97.8%
Asian	94	93.6%
White	188	91.5%
Did not disclose	33	78.8%
Total	361	91.7%

Chi Square 9.951, p < .05

Advisor is generally available

Question Text:

GSAS only: My advisor is generally available.

Figure 61. % Agree Overall

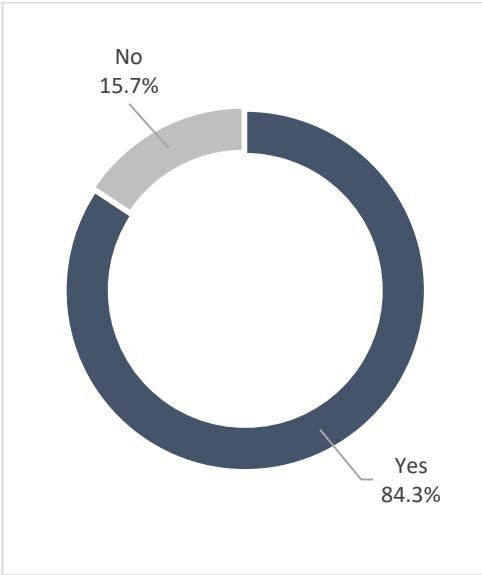
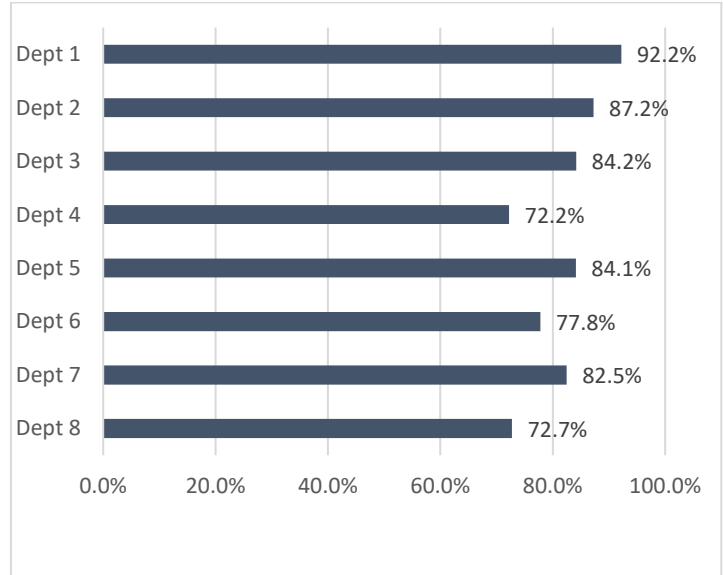
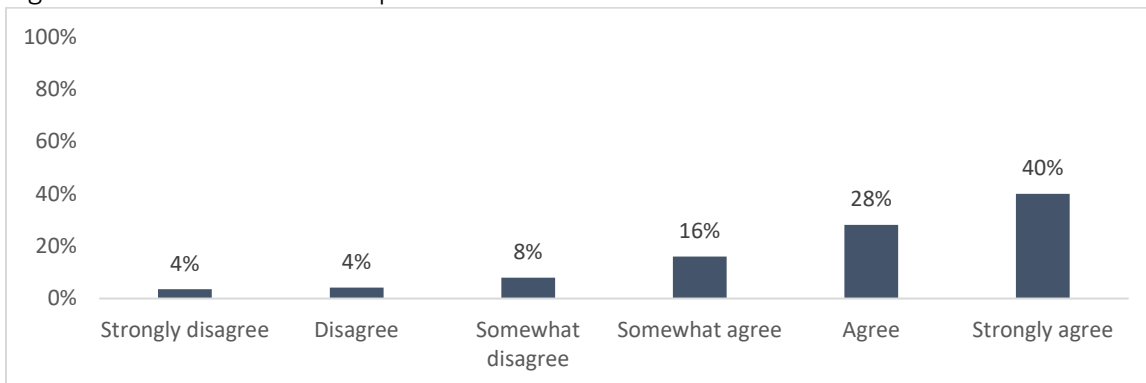


Figure 62. % Agree by department



% Yes = % somewhat agree + % agree + % strongly agree
Chi Square n.s.
N=362

Figure 63. Distribution of Responses



N=362

Table 146. % Agree - Gender

	N	%
Female	148	84.5%
Male	174	85.1%
Nonbinary	9	88.9%
Did not disclose	31	77.4%
Total	362	84.3%

Chi Square n.s.

Table 147. % Agree - Race

	N	%
URM	46	95.7%
Asian	94	85.1%
White	189	82.0%
Did not disclose	33	78.8%
Total	362	84.3%

Chi Square n.s.

APPENDIX

Response Rates by Department by Role

Invited	Faculty	Staff	PostDocs / Research Scientists	Graduate Students	UG Students	TOTAL
Astronomy	24	52	55	55	--	186
CHEM	37	68	172	232	94	603
EPS	32	30	66	81	29	238
HEB	24	7	26	26	--	83
Math	60	17	5	62	195	339
OEB	37	120	84	79	93	413
Physics	53	37	219	210	135	654
SCRB	27	87	146	75	68	403
Total	294	418	773	820	614	2919
Responded						
ASTR	20	38	26	49	--	133
CCB	17	46	42	66	8	179
EPS	17	21	18	44	6	106
HEB	17	7	14	23	--	61
Math	36	14	3	24	45	122
OEB	34	77	45	57	36	249
Phys	44	31	40	103	32	250
SCRB	19	50	52	15	24	160
Total	204	284	240	381	151	1260
Response Rate						
ASTR	83%	73%	47%	89%	--	72%
CCB	46%	68%	24%	28%	9%	30%
EPS	53%	70%	27%	54%	21%	45%
HEB	71%	100%	54%	88%	---	73%
Math	60%	82%	60%	39%	23%	36%
OEB	92%	64%	54%	72%	39%	60%
Phys	83%	84%	18%	49%	24%	38%
SCRB	70%	57%	36%	20%	35%	40%
Total	69%	68%	31%	46%	25%	43%

Item Selection by Department

Incivility

Table A1. Put you down or were condescending to you

Department	Faculty	Staff	Grad Student	Post-Doc	UG
SCRB	1	1	1	1	1
Astro	1	1	1	1	0
Math	1	0	0	0	0
HEB	1	1	1	1	0
CHEM	1	1	1	1	1
OEB	1	1	1	1	1
Physics	1	1	1	1	1
EPS	1	1	1	1	1

Table A2. Showed little interest in your opinion

Department	Faculty	Staff	Grad Student	Post-Doc	UG
SCRB	1	1	1	1	1
Astro	1	1	1	1	0
Math	1	1	1	0	1
HEB	1	1	1	1	0
CHEM	0	0	0	0	1
OEB	0	1	0	1	1
Physics	0	1	0	1	0
EPS	0	0	0	0	0

Table A3. Made demeaning or derogatory remarks about you

Department	Faculty	Staff	Grad Student	Post-Doc	UG
SCRB	1	1	1	1	1
Astro	1	1	1	1	0
Math	0	1	1	1	1
HEB	0	0	0	0	0
CHEM	0	0	0	0	0
OEB	1	0	1	1	1
Physics	1	1	1	1	1
EPS	1	1	1	1	1

Table A4. Addressed you in unprofessional terms either publicly or privately

Department	Faculty	Staff	Grad Student	Post-Doc	UG
SCRB	1	1	1	1	1
Astro	1	1	1	1	0
Math	1	1	1	1	1
HEB	1	1	1	1	0
CHEM	1	1	1	1	1
OEB	1	1	1	1	1
Physics	1	1	0	1	1
EPS	1	1	1	1	1

Table A5. Ignored or excluded you

Department	Faculty	Staff	Grad Student	Post-Doc	UG
SCRB	1	1	1	1	1
Astro	1	1	1	1	0
Math	1	1	1	1	1
HEB	0	0	1	1	0
CHEM	0	0	0	0	0
OEB	1	0	1	0	1
Physics	1	1	1	1	1
EPS	0	0	0	0	0

Table A6. Bullied or harassed you

Department	Faculty	Staff	Grad Student	Post-Doc	UG
SCRB	1	1	1	1	1
Astro	1	1	1	1	0
Math	0	1	1	1	1
HEB	1	1	1	1	0
CHEM	1	1	1	1	1
OEB	1	1	1	1	1
Physics	0	0	1	0	1
EPS	1	1	1	1	1

Sense of Belonging

Table B1. There is a strong sense of community

Department	Faculty	Staff	Grad Student	Post-Doc	UG
SCRB	1	1	1	1	1
Astro	1	1	1	1	0
Math	1	1	1	1	0
HEB	0	0	0	0	0
CHEM	0	1	1	1	1
OEB	1	1	1	0	1
Physics	0	0	1	1	1
EPS	0	0	0	0	0

Table B2. I feel connected

Department	Faculty	Staff	Grad-Student	Post-Doc	UG
SCRB	0	0	0	0	0
Astro	0	0	0	0	0
Math	1	0	1	1	1
HEB	1	1	1	1	0
CHEM	1	0	0	0	0
OEB	1	0	0	1	0
Physics	1	1	1	1	1
EPS	0	0	0	0	0

Table B3. I feel valued

Department	Faculty	Staff	Grad Student	Post-Doc	UG
SCRB	1	1	1	1	1
Astro	1	1	1	1	0
Math	1	1	1	1	0
HEB	1	1	0	1	0
CHEM	1	1	1	1	0
OEB	1	1	1	1	1
Physics	1	1	1	1	1
EPS	1	1	1	1	1

Table B4. I feel accepted

Department	Faculty	Staff	Grad Student	Post-Doc	UG
SCRB	1	1	1	1	1
Astro	1	1	1	1	0
Math	1	1	1	1	1
HEB	1	0	1	1	0
CHEM	1	1	1	1	1
OEB	1	1	1	1	1
Physics	1	1	1	1	1
EPS	1	1	1	1	1

Civil Discourse

Table C1. Colleagues in the department respectfully consider each other's point-of-views and opinions

Department	Faculty	Staff	Grad Student	Post-Doc	UG
SCRB	1	1	1	1	1
Astro	1	1	1	1	0
Math	1	1	1	1	1
HEB	1	1	1	1	0
CHEM	1	1	1	1	1
OEB	1	1	1	1	1
Physics	1	1	1	1	1
EPS	1	1	1	1	1

Table C2. When I disagree with the majority opinion, I feel comfortable with dissenting

Department	Faculty	Staff	Grad Student	Post-Doc	UG
SCRB	1	1	1	1	1
Astro	1	1	1	1	0
Math	1	1	1	1	1
HEB	1	1	1	1	0
CHEM	1	1	1	1	0
OEB	1	1	1	1	1
Physics	1	1	1	1	1
EPS	1	1	1	1	1

Table C3. Colleagues in the department share their ideas openly

Department	Faculty	Staff	Grad Student	Post-Doc	UG
SCRB	1	1	1	1	1
Astro	1	1	1	1	0
Math	1	1	1	1	1
HEB	0	1	0	0	0
CHEM	1	1	1	1	0
OEB	1	1	0	1	1
Physics	1	1	1	1	1
EPS	0	0	0	0	0

Table C4. I feel like my opinions are being heard and considered as opposed to being ignored or shot down

Department	Faculty	Staff	Grad Student	Post-Doc	UG
SCRB	1	1	1	1	1
Astro	1	1	1	1	0
Math	1	1	1	1	1
HEB	0	1	0	1	0
CHEM	1	1	0	1	0
OEB	1	1	1	1	1
Physics	1	1	1	1	1
EPS	1	1	1	1	1

Interpersonal Justice

Table D1. Faculty treat me with dignity and respect

Department	Faculty	Staff	Grad Student	Post-Doc	UG
SCRB	1	1	1	1	1
Astro	1	1	1	1	0
Math	1	1	1	1	1
HEB	1	1	1	1	0
CHEM	1	1	1	1	1
OEB	1	1	1	0	1
Physics	1	1	1	1	1
EPS	1	1	1	1	1

Table D2. Staff treat me with dignity and respect

Department	Faculty	Staff	Grad Student	Post-Doc	UG
SCRB	1	1	1	1	1
Astro	1	1	1	1	0
Math	0	1	1	1	1
HEB	0	1	1	1	0
CHEM	1	1	1	1	1
OEB	1	1	1	1	1
Physics	1	1	1	1	1
EPS	1	1	1	1	1

Table D3. Peers treat me with dignity and respect

Department	Faculty	Staff	Grad Student	Post-Doc	UG
SCRB	1	1	1	1	1
Astro	1	1	1	1	0
Math	0	1	1	1	1
HEB	0	1	1	1	0
CHEM	1	1	1	1	1
OEB	1	1	1	1	1
Physics	1	1	1	1	1
EPS	1	1	1	1	1

Accountability Wrongdoing

Table E1. Willingness to correct discourteous or offensive behavior

Department	Faculty	Staff	Grad Student	Post-Doc	UG
SCRB	1	1	1	1	1
Astro	1	1	1	1	0
Math	1	1	1	1	1
HEB	1	1	1	1	0
CHEM	1	1	1	1	1
OEB	1	1	1	1	1
Physics	1	1	1	1	1
EPS	1	1	1	1	1

Table E2. Clear channels for reporting discourteous or offensive behavior

Department	Faculty	Staff	Grad Student	Post-Doc	UG
SCRB	1	1	1	1	1
Astro	1	1	1	1	0
Math	1	1	1	1	1
HEB	1	1	1	1	0
CHEM	1	1	1	1	1
OEB	1	1	1	1	1
Physics	1	1	1	1	1
EPS	1	1	1	1	1

Table E3. Clear process for resolving conflicts surrounding discourteous or offensive behavior

Department	Faculty	Staff	Grad Student	Post-Doc	UG
SCRB	1	1	1	1	1
Astro	1	1	1	1	0
Math	1	1	1	1	1
HEB	1	1	1	1	0
CHEM	1	1	1	1	1
OEB	1	1	1	1	1
Physics	1	1	1	1	1
EPS	1	1	1	1	1

Table E4. I would feel comfortable (not fear retaliation) coming forward with complaints/grievances

Department	Faculty	Staff	Grad Student	Post-Doc	UG
SCRB	1	1	1	1	1
Astro	1	1	1	1	0
Math	0	1	1	1	1
HEB	1	1	1	1	0
CHEM	1	1	1	1	1
OEB	1	1	1	1	1
Physics	1	1	1	1	1
EPS	1	1	1	1	1

Table E5. All members of the department community are held to the same standards of respectful behavior

Department	Faculty	Staff	Grad Student	Post-Doc	UG
SCRB	1	1	1	1	1
Astro	1	1	1	1	0
Math	1	1	1	1	1
HEB	1	1	1	1	0
CHEM	1	1	1	1	1
OEB	1	1	1	1	1
Physics	1	1	1	1	1
EPS	1	1	1	1	1

Organizational Support

Table F1. My Advisor

Department	Values my ideas & Contributions	Considers my career goals	Cares about my academic success	Is generally available
SCRB	1	1	1	1
Astro	1	1	1	1
Math	0	0	0	0
HEB	0	1	0	0
CHEM	0	0	0	0
OEB	1	1	1	1
Physics	1	1	1	1
EPS	0	0	0	0

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