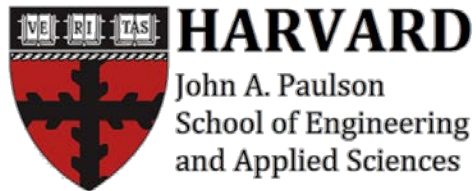


FALL 2018



SPRING 2018 CAMPUS CLIMATE SURVEY

SURVEY RESULTS

TABLE OF CONTENTS

LETTER FROM THE DEAN	3 – 5
SEAS MISSION, VISION, AND VALUES	6
INTRODUCTION	7 – 12
Development of Campus Climate Survey	7
Respondent Demographics	8
Methodology	11
Limitations	12
SUMMARY OF KEY FINDINGS	13 – 18
CONCEPT ANALYSIS	19 – 115
Perceptions of the Overall Climate	19 – 26
Commitment to Diversity, Inclusion, and Belonging (DIB)	27 – 34
Diversity, Inclusion, and Belonging (DIB) Skills	35 – 42
Diversity, Inclusion, and Belonging (DIB) Experiences	43 – 50
Belonging and Thriving	51 – 58
Overall Well-Being	59 – 64
Work and Family	65 – 71
Professional and Academic Growth	72 – 81
Accessibility	82 – 85
Experience of Bias	86 – 92
Experiences of Harassment	93 – 109
Witnessing Harassment	110 – 115
OPEN-ENDED RESPONSES	116 – 126
Inclusion Narratives	116 – 119
Exclusion Narratives	120 – 123
Actions SEAS Could Take	124 – 126
NEXT STEPS FOR SEAS	127
APPENDIX I: SURVEY QUESTIONS	128 – 186
APPENDIX II: SURVEY RESOURCES	187 – 189
APPENDIX III: ASSESSMENT AND TRACKING SUBCOMMITTEE MEMBERS	190
APPENDIX IV: CAMPUS CLIMATE SURVEY ANALYTICS TEAM	191
APPENDIX V: FULL MEANS COMPARISON TABLES	192 – 211
APPENDIX VI: STATISTICAL ANALYSES	212 – 213

LETTER FROM THE DEAN

Dear SEAS Community,

One of my most fundamental responsibilities as Dean is to ensure that SEAS is a place where everyone, regardless of role, enjoys an equal and unimpeded opportunity to thrive. Our offices, labs, and classrooms should be places where we can all do our best work, in an environment that encourages tolerance, collegiality, and respect. And we must assertively act when members of our community fail to live up to those ideals.

Beginning in Academic Year 2015-16, we engaged in a School-wide exercise to refresh the SEAS [Mission, Vision, and Values](#) statements. The following year, we convened a Task Force on Diversity, which recommended, among other initiatives, the creation of a standing School-wide committee on diversity. The SEAS Committee on Diversity, Inclusion, and Belonging (DIB Committee) was launched last September and under its auspices, last Spring we administered a comprehensive Climate Survey to all SEAS faculty, staff, students, and postdoctoral fellows. Today, I write to share a detailed report of the survey results, as a natural progression of the efforts that began in 2015.

About the survey – Last May, the DIB Committee invited all 2,102 members of the SEAS community to participate in the anonymous climate survey. Just over 20% completed it online. I am grateful to those community members for taking the time to respond to the survey. They have given us valuable insights about what it is like to work, teach and learn at SEAS.

The survey covered a broad range of topics, including: overall climate; belonging and thriving; professional and academic growth; commitment to DIB; work/family balance; accessibility; overall well-being; and experience of bias and harassment. Respondents were also invited to suggest actions that SEAS can take to enhance our climate.

Experts in the field have told us that ours is one of the most detailed surveys of its kind. The responses provide an abundance of detailed information, both quantitative data and poignant stories, which form a textured view of how members of our community experience issues of diversity, inclusion, and belonging. The results will help inform our policies, practices, and the allocation of resources at SEAS, as well as provide a baseline against which to measure progress toward our ongoing efforts to improve the climate of our School.

What the Climate Survey tells us – The survey results are eye-opening. They uncover both core strengths and significant shortcomings in our current climate. The next phase of our work will be to analyze what the results mean and decide, *as a community*, what actions are needed. A few takeaways that stood out to me in reviewing the survey responses include the following:

- A majority of us believe that, as individuals, we try hard to create a welcoming and respectful environment at SEAS. Yet, as a community, the data clearly suggest that we do not consistently realize that goal.
- The overall results show that as a community, SEAS rates our climate in the neutral to positive range across most categories. However, that picture changes markedly when one drills down to discrete demographic groups within the SEAS population.
- We received completed surveys from 436 colleagues across the School. Those responses represent the views of 21% of the total SEAS population (31% of faculty, 13% of undergraduate concentrators, 25% of graduate students, 55% of staff, and 12% of postdocs). Of course, that means that the perspectives of 79% of our colleagues are not directly included. Could it be that many of the 79% think life is great at SEAS and therefore did not bother to take the survey? Or do they share many of the concerns that surfaced in the results, but feel that there is no point in participating because their voices will not be heard?

- Among those who reported experiencing harassment or discrimination, a significant number chose not to report it, and those who did were often dissatisfied with how their complaints were handled.
- The results also point to a breakdown in confidence in our ability – or even our commitment – to meaningfully address negative behaviors and actions in the workplace, lab, and classroom. Many stakeholders at SEAS express skepticism that senior leadership and faculty are serious about taking real action to tackle the shortcomings in our School culture.
- Many individuals in nearly all stakeholder groups experience significant challenges in maintaining a healthy balance of work-life responsibilities.
- As has been highlighted in other forums, access to appropriate mental health services is a concern for many members of the community.
- I am heartened by stories of inclusion, as well as a number of constructive and pragmatic suggestions of ways to improve our culture. There is much to examine closely in the survey results, including many great ideas in which we can invest to address the challenges identified.

The bottom line is all of us have a lot of work to do to make SEAS the community that we aspire to be. Harassment and discrimination are real; they occur at SEAS and they have a profoundly negative impact on our community. In fact, directly experiencing or witnessing incidents of harassment or discrimination are the single most important factors influencing whether our colleagues feel a sense of belonging, affecting their ability to thrive personally and professionally.

When it comes to improving the overall climate at SEAS and upholding our shared values, I believe that one of the most important things we can do is to ensure the maximum possible level of transparency. The dissemination of the Climate Survey results, and the difficult conversations that they will inevitably provoke, are important first steps.

What happens next? – We will take the necessary time and care to formulate a detailed action plan. For many of the problems surfaced in the survey, we do not yet know the best solutions. But we are committed to action and, given some of the results documented in the report, have an urgency to act. And now we have meaningful data to use in developing and implementing concrete steps.

During the fall, we will learn even more from a series of conversations (see partial schedule on page 127). These will be facilitated by Dr. Judy “JJ” Jackson, an alumna of Harvard’s Graduate School of Education who currently serves as MIT’s Diversity & Inclusion Officer. Dr. Jackson brings a wealth of experience with DIB issues in the higher education context. These facilitated dialogs will give community members the opportunity to review the survey results, ask questions, and provide suggestions on how SEAS should address the concerns highlighted in the report. I strongly encourage you to join one of the conversations (regardless of whether you participated in the survey).

I will also hold office hours during which any member of the SEAS community can meet with me to discuss the survey and the SEAS climate in general.

The DIB Committee will use the survey and discussion data to create a long-term strategic plan that addresses recruitment and access, community engagement, retention and success, outreach to the broader external community, and assessment and tracking. The Committee has committed to presenting recommendations around each of these key dimensions of our climate in the summer 2019.

In the meantime, the Committee will continue working with me to implement the short- and medium-term recommendations that were presented in its [annual report](#) at the conclusion of AY 2017-18. I have also requested a few immediate steps as a result of the Climate Survey results:

- We will work to identify new mechanisms for reporting – and effectively responding to – incidents of bias, harassment, or discrimination based on all aspects of identity. We will

continue to work with the Harvard Title IX Office to address incidents that violate sexual and gender-based harassment policy, as well as with the SEAS Human Resources Office, Harvard's Office for Sexual Assault Prevention and Response, and the University Ombudsman Office.

- We will work with the University Disability Services and Accessible Education Office to improve communication about and access to accommodations to which members of our community are entitled.
- We will begin offering this year a SEAS-specific diversity, inclusion, and belonging training program.
- We will institute a new requirement for faculty candidates to submit a diversity, inclusion, and belonging statement (along with teaching and research statements) as part of their applications.
- To bolster our outreach to highly qualified potential graduate students, we will increase our targeted, proactive recruiting efforts at predominantly minority-serving institutions, and support SEAS faculty in visiting those campuses and minority-focused professional conferences.

What can you do? – The issues raised by the SEAS Climate Survey deal, in a profound way, with the culture of our community. Ultimately, we all own that culture, and we influence it on a daily basis through our personal interactions, behavior, and work style. I urge you to participate in the upcoming conversations, and to become engaged in this work in other ways. As I have said before, our focus on DIB is abiding; it is not a one-year campaign. As a School, we have embarked on a never-ending path; we cannot stop, we cannot turn around, and we will never truly be finished with the journey of making SEAS the best environment it can be.

If you have questions about the Climate Survey report or the ongoing work of the DIB Committee, please contact Alexis Stokes, SEAS Director of Diversity, Inclusion, and Belonging, at astokes@seas.harvard.edu.

Finally, I want to convey my personal gratitude to the members of the SEAS Committee on Diversity, Inclusion and Belonging for their diligent efforts to advance this important work.

Best regards,

Frank Doyle

SEAS MISSION, VISION, VALUES

MISSION

Through teaching and collaborative research, SEAS discovers, designs and creates novel technologies and approaches to societal challenges—in service to the world, the nation, and our community. We bridge disciplines, both within engineering and the applied sciences and beyond, to prepare broadly trained leaders, to advance foundational science, and to achieve translational impact.

SEAS is where engineering, foundational science and the liberal arts converge. Through education and research, we address global challenges and serve society.

VISION

In 10 years, SEAS will...

- Have a global reputation as a top engineering program
- Be a *hub with buzz* –
 - Draw students and faculty from across Harvard
 - Engage the community and industry
- Have new, re-invented, better space in Allston and in Cambridge
- Be more diverse (faculty, staff, students)
- Host more high-impact industry partnerships and translational research
- Have a critical mass of faculty
- Be a model for cross-university collaboration
- Play a greater role in General Education
- Be an engaged citizen within our communities

VALUES

- Respect for all
- Agility
- Service to the greater good
- Institutional citizenship
- A culture in which it is safe to express ideas
- Creativity in pedagogy, research and operations
- Diversity of backgrounds and perspectives

INTRODUCTION

The 2018 SEAS Climate Survey was administered in April and May of 2018 as a part of our commitment to fostering a culture of openness and inclusion, and to ensuring that all individuals have equal opportunity to benefit from, and contribute to, the mission of SEAS. The survey was designed to better understand, and to collect baseline data on how members of the community experience and view the SEAS climate. All members of the community -- undergraduate concentrators, graduate students, faculty, staff (including office, maintenance, and custodial), and postdoctoral researchers -- were invited to complete the survey. Information from the survey will inform our diversity and inclusion strategic plan and decisions related to policies, practices, and resources at SEAS.

DEVELOPMENT OF CAMPUS CLIMATE SURVEY

The SEAS Committee on Diversity, Inclusion, and Belonging, chaired during the 2017-2018 academic year by Krzysztof Gajos (Gordon McKay Professor of Computer Science) and Diane Schneeberger (Assistant Dean of Faculty Affairs), led this effort. Members of the committee include faculty, staff, students, and postdoctoral researchers. The Committee's Assessment and Tracking subcommittee met with faculty, staff, students, and postdoctoral researchers, and reviewed existing school data to learn the specific areas of concerns for the SEAS community. The subcommittee then reviewed dozens of survey instruments across many institutions and organizations, to identify questions that address those concerns (Please see Appendix II for survey resources).

The survey was piloted with the students, staff, faculty, and researchers on the SEAS Committee on Diversity, Inclusion, and Belonging. Edits were made to the survey based on members' feedback.

The following concepts were identified and included in the survey: Overall Well-Being; Perception of the Overall Climate at SEAS; Belonging and Thriving at SEAS; Professional/Academic Growth; Experience with Bias; Perception of SEAS Commitment to Diversity, Inclusion, and Belonging; Diversity, Inclusion, and Belonging Skills and Attitudes; Work/Life Balance at SEAS; Accessibility at SEAS; Experience with Harassment and/or Discrimination; and Witnessing Harassment and/or Discrimination. The survey also asked three open-ended questions about individual's experiences at SEAS and eight demographic questions.

At the beginning of the survey, respondents were provided a consent form that detailed the purpose of the survey, plans for utilizing and disseminating the results, confidentiality policies, and who to contact with questions. It also provided information on who to contact if one has experienced harassment or discrimination. Each respondent was required to click "I agree" to proceed to the survey.

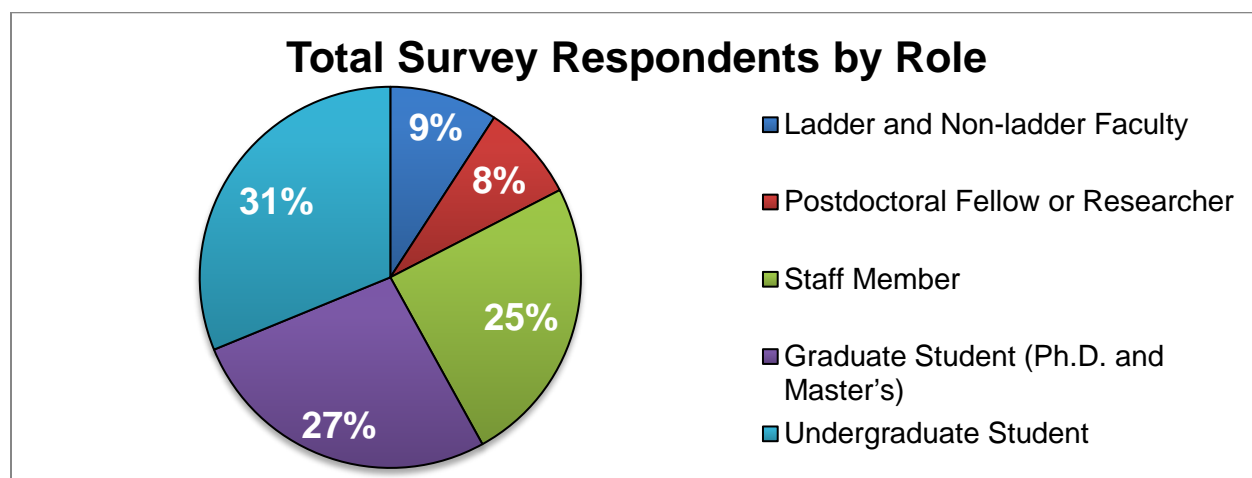
Dean Frank Doyle sent an email on April 11, 2018 announcing the survey and encouraging members of the community to participate. The initial email invitation with the survey link was sent on April 17, 2018 to 2,102 faculty, students, staff, and postdoctoral researchers at SEAS. Four reminder emails were sent in the weeks following. Information about the survey was also placed in the Inside SEAS newsletter and other internal newsletters to undergraduate and graduate students.

RESPONDENT DEMOGRAPHICS

Of the 2,102 faculty, students, staff, postdoctoral fellows, and researchers the survey was sent to, we received a total of 436 complete responses. This is a response rate of approximately **21%**. SEAS staff had the highest response rate and postdoctoral fellows and researchers had the lowest response rate.

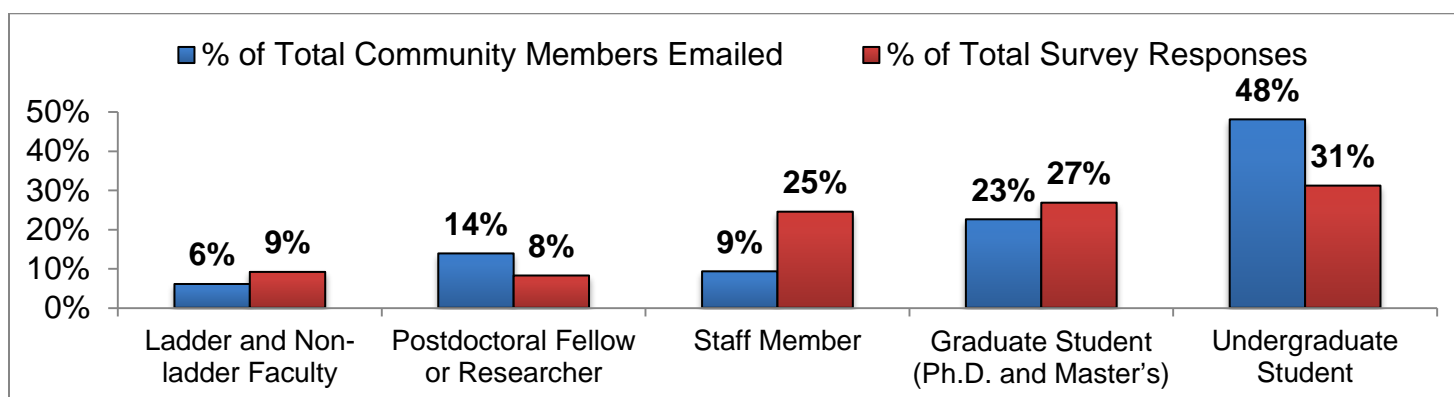
Role at SEAS	Number of Community Members Emailed	Number of Responses / Response Rate by Role
Ladder and Non-ladder Faculty	128	40 / 31%
Postdoctoral Fellow or Researcher	292	36 / 12%
Staff Member	196	107 / 55%
Graduate Student (Ph.D. and Master's)	475	117 / 25%
Undergraduate Student	1,011	136 / 13%
Total	2,102	436 / 21%

*The totals above include 8 duplicates in order to account for dual roles within SEAS.



Of the total responses we received nearly 60% came from students (Undergraduates, Master's and Ph.D. students). Staff, who had the highest response rate by role with over half of all staff members submitting a complete response, accounted for 25% of our total response. Ladder and Non-ladder faculty, postdoctoral fellows, and researchers made up a little under 20% of the total responses.

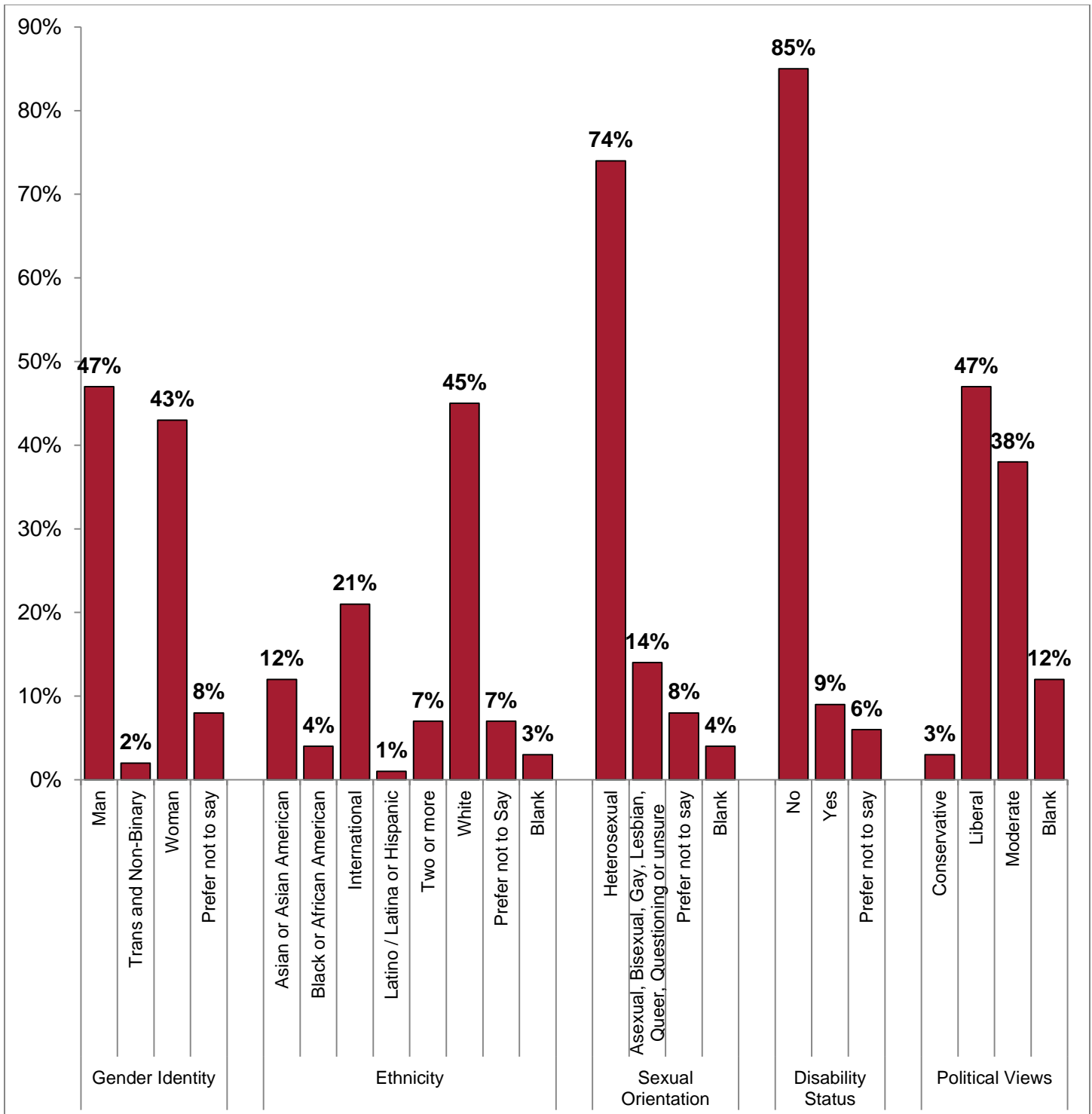
Staff had the most responses in relation to their overall percentage of total community:



The demographic breakdown for the survey results are examined on the following levels:

- Gender Identity
- Ethnicity
- Sexual Orientation
- Disability Status
- Political Views

This breakdown gave us a better understanding of how the members of these individual demographic groups responded to the survey. Below shows the breakdown of the survey responses by these demographic areas:



In the following percentage chart we now examine the demographic breakdown of the responses by role, as well:

Percentage of Responses (%)	Gender Identity				Ethnicity								Sexual Orientation			Disability Status			Political Views				
	Man	Trans and Non-Binary	Woman	Prefer not to say	Asian or Asian American	Black or African American	International	Latino / Latina or Hispanic	Two or more	White	Prefer not to Say	Blank	Heterosexual	Asexual, Bisexual, Gay, Lesbian, Queer, Questioning or unsure	Prefer Not to Say	Blank	No	Yes	Prefer not to say	Conservative	Liberal	Moderate	Blank
<i>Ladder Faculty Member</i>	59	3	17	21	14	3	17	3	3	41	14	3	72	7	17	3	93	0	7	0	52	31	17
<i>Non-ladder Faculty Member</i>	82	0	9	9	0	0	0	0	0	73	18	9	82	0	18	0	91	0	9	0	36	55	9
<i>Postdoctoral Fellow or Researcher</i>	50	3	39	8	3	0	53	0	3	31	11	0	69	14	14	3	92	6	3	0	47	36	17
<i>Staff Member</i>	33	2	58	7	3	6	3	1	6	69	10	3	77	11	9	3	84	7	9	3	60	24	13
<i>Ph.D. Student</i>	59	1	33	7	8	0	41	2	7	36	6	2	75	14	8	4	86	10	4	3	47	39	11
<i>Master's Student</i>	45	0	55	0	9	0	45	0	0	45	0	0	82	18	0	0	91	0	9	0	36	45	18
<i>Undergraduate Student</i>	43	3	49	6	25	7	12	1	13	35	3	6	73	18	4	6	81	14	5	4	39	48	10
Total	47	2	43	8	12	4	21	1	7	45	7	3	74	14	8	4	85	9	6	3	47	38	12

In the following sections, we examine each of the module themes by these demographic areas and discuss the differences found between these groups.

METHODOLOGY

Responses to most questions were collected on a 7-point scale. Anchor text was used at the end points of the scale (e.g., 1=Strongly Disagree, 7=Strongly Agree). This allowed us to treat the responses as continuous (interval) data and to compute means of responses across participants and across questions.

When reporting general trends for each of the modules, we averaged participants' responses across all relevant questions in a module such that 1 corresponded to the most negative response and 7 to the most positive response. To help illustrate the distribution of responses, we divided them into three groups:

- “Strongly Negative” represents the proportion of community members who reported an **average** that was less than or equal to 2.5.
- “Neutral” represents the proportion of community members who reported an **average** that was greater than 2.5, but less than 5.5.
- “Strongly Positive” represents the proportion of community members who reported an **average** that was greater than or equal to 5.5.

We report these general trends for SEAS overall as well as for specific demographic groups and roles within SEAS.

We conclude the reporting of general trends by showing mean responses to each question.

A key purpose of this report was to help the SEAS Committee on Diversity, Inclusion, and Belonging identify how stakeholder and demographic groups within SEAS perceive and experiences the School. For that reason, in each section we explicitly report pairwise differences in average responses from different groups within SEAS (e.g., Women compared to Men, Staff compared to SEAS Overall). We applied the following criteria when interpreting the differences:

- Small differences were larger or equal than 0.25 in magnitude, but smaller than 0.5;
- Moderate differences were larger than or equal to 0.5 in magnitude, but smaller than 1.0;
- Larger differences were those that were larger than or equal to 1.0.

P-values of the differences were computed for each module using a t-test (see Appendix VI). We recognize that p-values are dependent both on the magnitude of the difference and the size of the group studied. Thus, statistical testing can privilege large minorities, while making it much harder to detect challenges experienced by smaller groups. Therefore, in interpreting the data, we applied the precautionary principle, specifically identifying the magnitude of the differences in scores between groups to identify possible differences in experience and perception of SEAS. The precautionary principle proposes an indication of harm and requires action to prevent/reduce inequities.

For each substantial difference reported in overall module scores between two groups in SEAS, we computed the difference in regression coefficients for those same groups. All the coefficients associated with positive or negative differences identified in the report were corroborated with statistical regression models, with many satisfying a test hypothesis.

When analyzing the effect of experience of harassment or discrimination at SEAS, we conducted a multiple regression analysis, controlling for demographic factors (gender, disability status, citizenship, sexual orientation, role at SEAS, and ethnicity) to determine if the effect we were reporting still held.

The results of these analyses were consistent with the pairwise comparisons and can be found in Appendix VI.

To protect respondents' anonymity, we did not report results that were based on fewer than five responses.

For the open-ended questions, responses were analyzed for themes and illustrated with significant quotes.

LIMITATIONS

Participation in this survey was voluntary. A large portion (79%) of the SEAS community did not complete the survey. Therefore, not all experiences and viewpoints are reflected in this report. To collect additional data, SEAS will host a series of discussion sessions for all stakeholder groups.

SUMMARY OF KEY FINDINGS

All members of the SEAS community deserve to have an equal opportunity to benefit from, and contribute to, the mission of the School. The analysis of the survey data focuses on those aspects of the SEAS climate that detract from, and contribute to, our mission. In order to gain an understanding of the overall climate, the survey asked respondents about several broad categories: belonging and thriving; professional and academic growth; experience of bias; commitment to diversity, inclusion and belonging; diversity, inclusion and belonging skills and experiences; work-family balance, overall well-being; accessibility; and experiencing or witnessing harassment.

Through quantitative response data and open-ended questions, the survey asked respondents to characterize most of these aspects of overall climate based on their experiences within the past two years. Responses to questions about experiencing or witnessing harassment were not time-bound. By analyzing systematic differences between how groups within SEAS perceive and experience the School, we looked for insights that illuminate the aspects of our community, its processes and practices that could contribute to or magnify differences.

KEY FINDING: OVERALL, RESPONDENTS HAD A NEUTRAL TO POSITIVE VIEW OF OUR CLIMATE. BUT WHEN THE RESULTS ARE DISAGGREGATED, DIFFERENCES EMERGE, INCLUDING NEGATIVE EXPERIENCES AMONG CERTAIN DEMOGRAPHIC GROUPS.

At a high level, the overall population that responded to the survey has a neutral to positive view of the general climate of SEAS. However, there are differences in how specific stakeholder or demographic groups perceive and experience SEAS. In particular, people with disabilities (compared to those without), women (compared to men), members of underrepresented minority groups (compared to people who identify as white), and members of the LBGQA+ (Lesbian, Bisexual, Gay, Queer, Questioning, and Asexual) community (compared to heterosexual members of the community) all report less positively on several concepts in the survey.

All four of these groups were more likely than the comparison groups to report having experienced harassment or discrimination during their time at SEAS. They are more likely than the comparison groups to have considered leaving SEAS due to feeling isolated or unwelcome. They also were more likely to disagree with the survey statements “I feel like I belong at SEAS” and “I feel like I can be my authentic self at SEAS”. This suggests that many underrepresented minorities (URM), women, individuals with a disability, and members of the LBGQA+ community do not see themselves fitting in with the SEAS environment and culture.

Members of underrepresented minority groups have a weaker overall sense of belonging at SEAS than people who identify as white. They have less confidence in the School’s commitment to diversity, inclusion and belonging. They also experience some behaviors indicative of implicit bias.

Members of underrepresented minority groups report providing more informal mentoring than their white counterparts. URM students perceive SEAS’ commitment to DIB substantially lower than white students when asked about the actions of instructors and research advisors.

Members of the LBGQA+ community perceive SEAS as being more homophobic and sexist than heterosexual members of SEAS. They are less likely to feel their work links to the SEAS mission and strategy compared to heterosexual respondents. They know fewer faculty well enough to ask for letters of recommendation. They provide more informal mentoring than their heterosexual

counterparts. When asked about the actions of leadership and their supervisor, members of the LBGQA+ community perceive SEAS' commitment to DIB less favorably than heterosexual respondents.



KEY FINDING: EXPERIENCING HARASSMENT OR DISCRIMINATION AT SEAS HAS A SUBSTANTIALLY HARMFUL IMPACT ON ONE'S EXPERIENCE AND PERCEPTION OF THE SEAS ENVIRONMENT.

Harassment and discrimination (defined broadly) occur at SEAS: 27% of survey respondents indicated they have had such an experience at SEAS at least once. Although many people who reported having experienced harassment or discrimination remarked that it was "not a big deal", those incidents appear to have a strongly negative effect on all aspects of a person's experience at SEAS. People who experienced harassment or discrimination at any time during their tenure at SEAS report much lower outcomes on nearly every concept included in the survey. In particular, compared to people who did not experience harassment, they do not believe in SEAS's commitment to diversity, inclusion and belonging, they report having more experiences indicative of implicit bias, they perceive the SEAS climate more negatively and they have a much weaker sense of belonging at SEAS.

Only 29% of the people who experienced harassment or discrimination chose to report some or all of the incidents and of those, only 22% were very satisfied with how the reports were handled. People who chose not to report cited numerous reasons including experiencing an indifferent and hostile culture that appears to tolerate discriminatory behavior, fear of retribution, not knowing where to report, and a lack of belief that their report would be taken seriously.

Women and people with non-binary gender identities (compared to cis-gendered men), members of the under-represented minorities (compared to those who identify as white), and members of the LBGQA+ community (compared to those who identify as heterosexual) were all more likely to experience harassment or discrimination.



KEY FINDING: INDIVIDUALS WITH A DISABILITY HAVE A SUBSTANTIALLY DIFFERENT OVERALL EXPERIENCE AND PERCEPTION OF THE SEAS ENVIRONMENT.

Compared to SEAS members that do not have a disability, those with a disability or impairment reported lower overall well-being, perceive SEAS climate less positively, are less likely to feel that they belong at SEAS, and report more difficulty in balancing their personal and professional lives.

Specifically, people with disabilities view SEAS less positively than those without a disability on all characteristics of the climate except ageism, and they are less satisfied with the overall climate. They do not feel a strong sense of belonging at SEAS; they especially are less likely to feel their professional and academic goals are being met or feel a sense of accomplishment from their work at SEAS. People with disabilities are substantially less satisfied with their professional and academic growth at SEAS compared to respondents that do not have a disability. This was indicated by the moderate and large negative differences on questions related to SEAS clearly articulating steps to promotion; their ability to influence decision making; advancement and promotion opportunities; and knowing what to do to succeed at SEAS. Respondents that reported having a disability, regardless of role at SEAS, do not feel they have the same access to opportunities as others. They also are less likely to feel that their work links to the SEAS mission and strategy. Students with disabilities have

fewer faculty they know well enough to ask for letters of recommendation on their behalf than people without disabilities. Relatively higher proportions of individuals with a disability do not believe SEAS accommodates family responsibilities. People with disabilities worry much more than the rest of SEAS about the negative effects of work stress on their health.

Regarding how disabilities are accommodated in SEAS, the respondents identified several challenges, including:

- Stigma surrounding mental health issues;
- Difficulty finding information about accommodations and resources;
- Inconsistent support for disabilities in SEAS courses;
- Difficulty in accessing help (slow communication with the disability office, difficulty in getting timely help from mental health services);
- Lack of accommodations for serious food allergies at SEAS public events;
- Difficulty in navigating the physical environment (for people with mobility impairments).



KEY FINDING: MEMBERS OF THE SEAS COMMUNITY WOULD LIKE TO SEE GREATER DIVERSITY AT ALL LEVELS OF THE SCHOOL.

In open-ended responses, a lack of diversity was cited as contributing to feelings of exclusion, as well as something that SEAS should address to improve the School climate. Individuals reported feeling a sense of belonging and inclusion during times when they saw others that looked like them and had the space to promote diversity and build community, such as within student organizations.

Specifically, respondents viewed hiring more diverse faculty as “crucial for creating inclusive class environments”. They felt hiring more tenured female faculty would encourage more women to select SEAS concentrations. Some women described SEAS as a “boy’s club” and female students stated they appreciate those members of the community who are actively working to increase diversity. Groups that are less represented within SEAS are also those that reported lower feelings of belonging and who do not feel they can be their authentic self. Individuals noted diversity should be represented not only in those that work and study at SEAS, but also in visitors invited to speak.



KEY FINDING: THERE IS A LACK OF TRUST IN SEAS’ COMMITMENT TO DIVERSITY, INCLUSION, AND BELONGING; SPECIFICALLY, IN HOW SENIOR LEADERSHIP AND FACULTY ADDRESS HARASSMENT, DISCRIMINATION, AND OTHER OFFENSIVE BEHAVIORS.

Both the quantitative data and open-ended responses indicated a lack of confidence in how senior leadership and faculty respond to and communicate the importance of issues related to diversity, inclusion, and belonging. Women, members of the LBGQA+ community, and ladder faculty have less confidence in SEAS’ commitment compared to other groups within SEAS. The largest differences were found in questions related to the actions of leadership, supervisors, area chairs, and faculty colleagues. When asked if the actions of their instructors signal that diversity is important, URM students responded substantially less positively than white students. Faculty was cited most often as the predominate source of harassment or discrimination at SEAS. Respondents said these interactions and other disrespectful behaviors are especially disappointing given how much individuals value their relationships with faculty.

Some perceive a lack of accountability within SEAS, especially when an incident involves a faculty member. They view it as leadership's responsibility to address the "academics protect academics" culture which has led many to choose not to report incidents of harassment or discrimination and to be unsatisfied with how the report was handled if they did choose to report. When asked for actions SEAS could take to improve the climate, individuals mentioned greater transparency from senior leadership and increased accountability for offensive behaviors.



KEY FINDING: WOMEN AT SEAS EXPERIENCE ISSUES OF ACCESS AND BIAS THAT AFFECT THEIR OVERALL PERCEPTION OF SEAS AND THEIR SENSE OF BELONGING.

Overall, women that responded to the survey perceive the SEAS climate less positively than men, report a weaker sense of belonging at SEAS, less satisfaction with their professional growth, and less satisfaction with the support they receive to balance their personal and professional lives. They have less confidence in SEAS' commitment to diversity, inclusion and belonging, and they are much more likely than men to experience behaviors related to implicit gender bias.

Specifically, compared to men, women perceive SEAS as being more sexist. They also perceive the community to be more homogenous. Women at SEAS (compared to men), regardless of role, feel they do not have the same access to professional and academic opportunities as their peers.

- Female students are less satisfied with their academic advising experience than male students.
- Women at SEAS feel they get less honest feedback on their performance than their male counterparts.
- Women at SEAS are less likely to feel they know what they need to do to succeed at SEAS compared to men.
- Compared to their male counterparts, women have fewer faculty they know well enough to ask for letters of recommendation on their behalf.

Women are much more likely than any other group to experience patterns of behavior related to implicit gender biases. In particular, they:

- Find they are more frequently interrupted in meetings or classes at SEAS;
- Have experiences of other people receiving credit for their ideas;
- Find themselves doing more "office housework";
- Believe they have to repeatedly prove themselves to get the same level of respect and recognition as their peers at SEAS.

Women provide more informal mentoring than men. Women do not believe instances of offensive language or behavior are addressed and called out as unacceptable. Women also feel more strongly than men that being a parent influences how their peers perceive their work commitment.



KEY FINDING: THE SEAS COMMUNITY BELIEVES IT IS CONTRIBUTING TO A WELCOMING ENVIRONMENT BUT THIS DIFFERS FROM THE EXPERIENCES SOME ARE HAVING.

When asked "To what extent do you try to create a welcoming environment for others in your office/classes/lab?", overall as a community, we believe we are doing a great deal. Ladder faculty,

non-ladder faculty, and staff (compared to SEAS overall) reported doing more to create a welcoming environment. However, as highlighted under other key findings, certain stakeholder and demographic groups are not experiencing a welcoming environment. Individuals reported incidents of bias, harassment or discrimination, offensive remarks, and other stories of exclusion. Some have considered leaving SEAS, as a result of feeling isolated or unwelcome. The survey data reveals that there is a disconnect between the climate we believe we are creating and the one some are experiencing. Individuals also requested training for students and faculty on bias and what actions positively and negatively impact students.



KEY FINDING: THE FEELING OF A HIERARCHICAL CULTURE NEGATIVELY IMPACTS BELONGING, INCLUSION, AND INTERPERSONAL INTERACTIONS.

In open-ended responses, members of the community spoke candidly about an “us vs. them” culture and a “class” system that exists within SEAS. Staff, students, and researchers highlighted negative interactions with faculty as accepted behavior. These interactions have a negative impact on one’s mental health, trust in senior leadership, and decision of whether to report offensive behaviors. Individuals believe this structure influences how resources are allocated, whether their contribution to the SEAS mission is recognized, and how harassment or discrimination reports are handled. Some are skeptical that this structure will change but appreciate situations where it is challenged, such as, when bias and offensive behaviors are addressed directly or a staff member can see how their feedback was used in a decision-making process. These behaviors increase an individual's sense of belonging and help to mitigate the hierarchical culture people currently experience.



KEY FINDING: THERE IS A NEED FOR MORE PRODUCTIVE AND INCLUSIVE DIALOGUE AND COLLABORATION AROUND DIFFERENT VIEWPOINTS AND BACKGROUNDS.

Members of the SEAS community do not feel they have been strongly encouraged to think seriously and analytically about religion or belief systems, disability, sexual orientation, or political beliefs. Respondents also said they have not been strongly encouraged to interact in a meaningful way with individuals who have a disability. Undergraduate students reported feeling less encouraged to think about these topics compared to SEAS overall and reported having less interaction with people who have different aspects of identity such as: cultures outside the United States, nationality, sexual orientation, race or ethnicity, immigrants, religion, and disabilities that are not readily apparent.

When asked for situations that made them feel like they didn’t belong or were excluded, individuals provided stories of feeling silenced when their academic perspectives and political beliefs differed from others. Some respondents reported that their views have been mocked and disregarded. Students chose SEAS because they believed the community would support multidisciplinary pursuits but some have experienced interactions that are contrary to this aspect of the SEAS mission. People requested spaces to share their experiences and have difficult dialogue. For these dialogues to be productive, individuals need to respect the diversity of all viewpoints and not assume others have the same beliefs.



KEY FINDING: FOR ALL STAKEHOLDER GROUPS, THERE HAVE BEEN INCLUSIVE ACTIONS THAT HAD A SIGNIFICANT IMPACT IN CONTRIBUTING TO A POSITIVE ENVIRONMENT OF INCLUSION AND BELONGING.

In the open-ended responses, individuals highlighted a number of actions that have contributed to an inclusive environment and a stronger sense of belonging. These included but were not limited to: being able to speak in meetings without interruption; senior leadership requesting their feedback; and feeling that one's perspective and participation was valued in the classroom.

Staff appreciated being recognized by their peers and senior leadership, and being provided with supportive resources such as the employee assistance program.

Students and postdoctoral researchers valued support from faculty and the opportunity to increase their network across stakeholder groups at SEAS-sponsored social events. Many noted strides that have been made to support student affinity groups, provide K-12 outreach, and recruit female students to Applied Math. The Active Learning Labs create an environment where students can ask questions without judgement. Individuals found it especially encouraging when faculty directly addressed instances of bias or offensive behaviors.

Respondents cited informal invitations to lunch, random check-ins to see how someone is doing, and reassurance of success as actions that have increased confidence, sense of belonging, and professional growth. Individuals would like to see these actions encouraged and promoted more at SEAS.



Below shows the summary comparison of the means for each group for the concepts that will be analyzed in the following pages:

	Ladder faculty compared to SEAS overall	Non-ladder faculty compared to SEAS overall	Postdocs and researchers compared to SEAS overall	Staff compared to SEAS overall	PhD students compared to SEAS overall	Masters students compared to SEAS overall	Undergraduates compared to SEAS overall	Women compared to Men	Trans and non-binary compared to Cisgender	URM compared to White	International compared to US Citizens	LGBQA+ compared to Heterosexual	People with disabilities compared to those without	Experienced harassment compared to Did not experience harassment
Overall Climate	-0.32	0.27	-0.01	-0.10	0.17	0.13	-0.01	-0.50	0.09	-0.16	0.27	-0.54	-0.50	-1.28
Commitment to DIB	-0.48	0.79	0.11	0.16	0.04	-0.14	-0.14	-0.70	-0.22	-0.29	0.47	-0.48	-0.22	-1.42
DIB Skills	0.14	0.55	-0.32	0.27	-0.09	-0.13	-0.14	-0.16	-0.15	-0.03	-0.22	-0.01	-0.34	-0.54
DIB Experiences	0.52	0.12	0.08	0.11	0.08	-0.16	-0.28	-0.06	0.43	-0.21	0.26	-0.06	-0.06	0.31
Belonging and Thriving	0.18	-0.12	-0.17	0.04	0.09	-0.51	-0.05	-0.37	0.07	-0.26	0.14	-0.39	-0.75	-1.14
Overall Well-being	0.18	0.23	-0.01	0.21	-0.12	-0.14	-0.13	-0.22	-0.34	-0.01	-0.06	-0.43	-0.76	-0.51
Work and Family	-0.65	0.35	-0.28	0.87	-0.61	0.42	-1.11	-0.36	<5 responses	-0.25	-0.28	-0.22	-1.26	-0.75
Professional/Academic Growth	0.11	-0.11	0.04	-0.01	0.18	-0.05	-0.17	-0.49	0.05	-0.11	0.16	-0.26	-0.74	-0.77
Experience of Bias	0.23	-0.02	-0.21	0.01	0.09	0.02	-0.08	-0.82	0.00	-0.39	0.10	-0.43	-0.14	-1.35

THEME: PERCEPTIONS OF THE CLIMATE

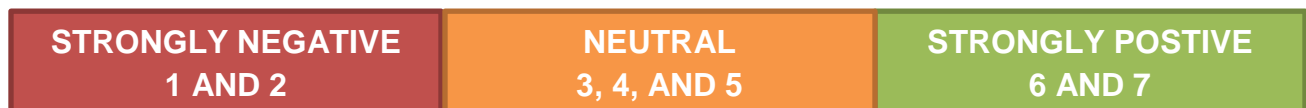
INTRODUCTION

The following section summarizes responses about individual perception of the overall climate at SEAS. Questions were related to satisfaction with the SEAS environment and evaluating the environment based a number of characteristics.

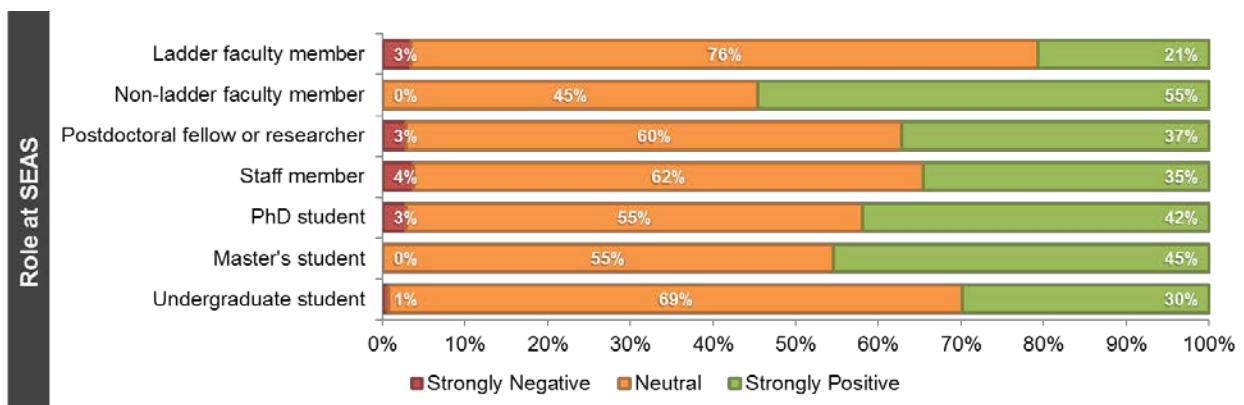
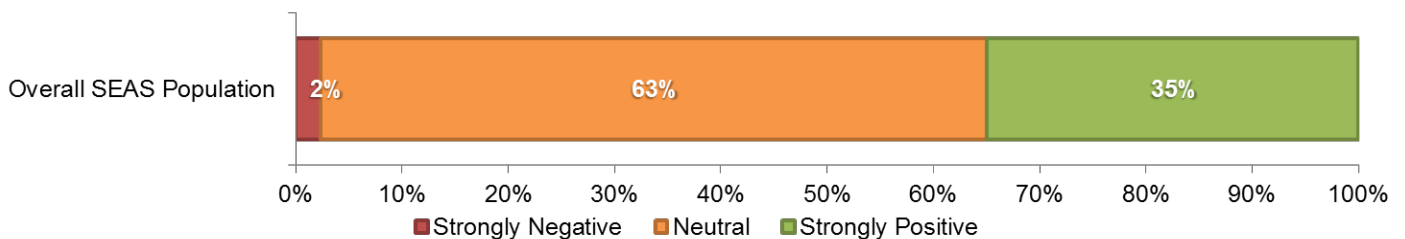
GENERAL TRENDS

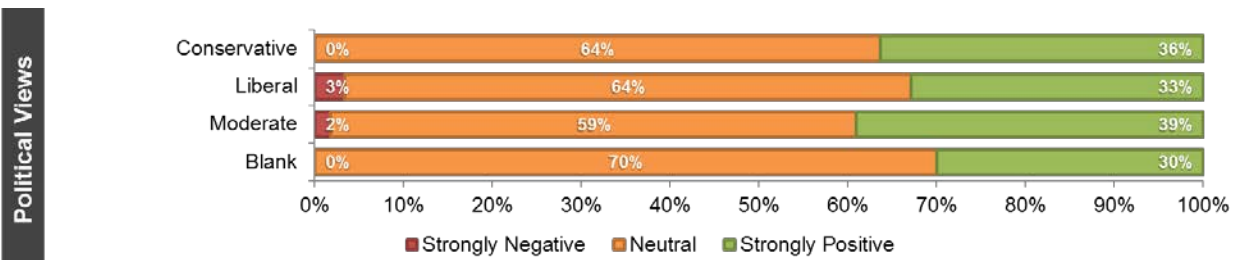
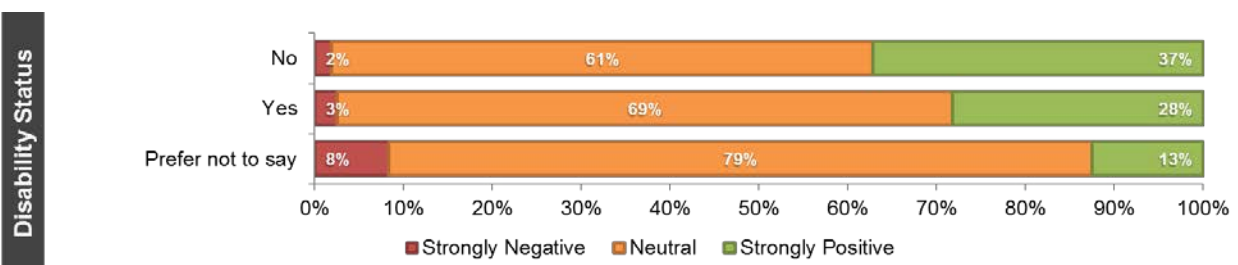
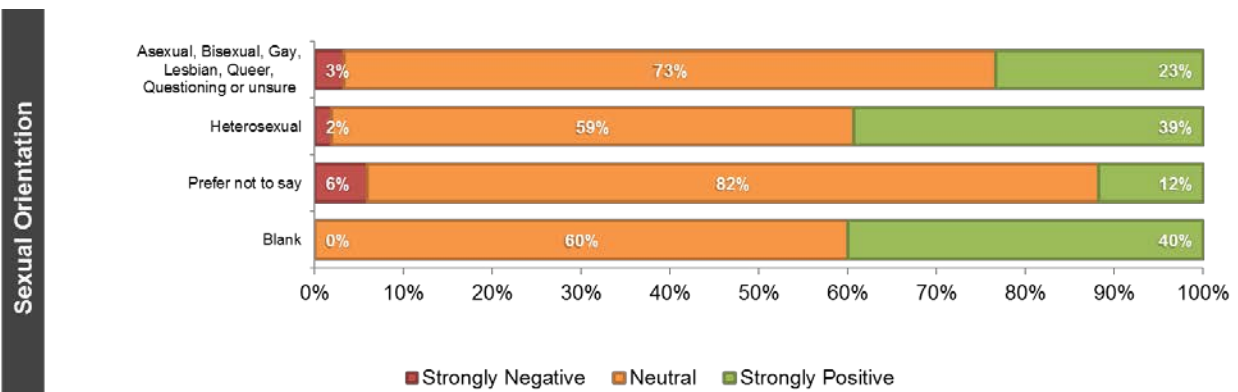
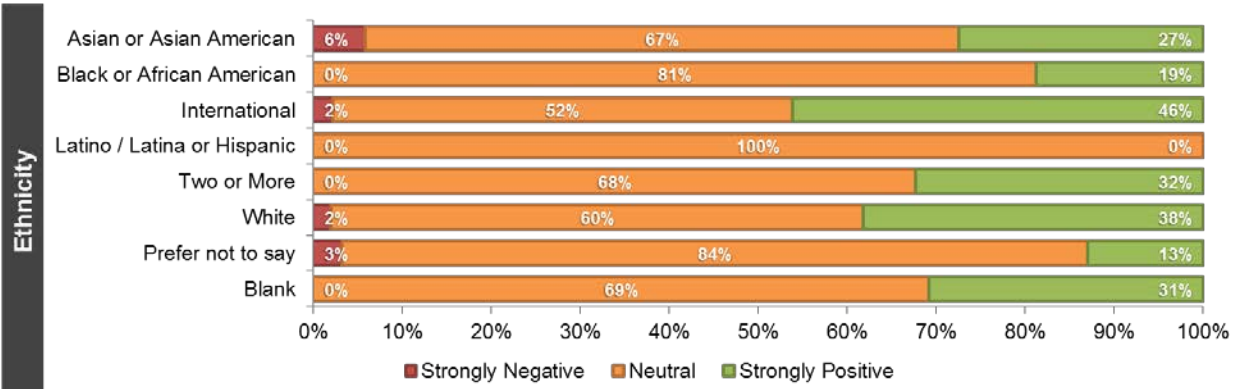
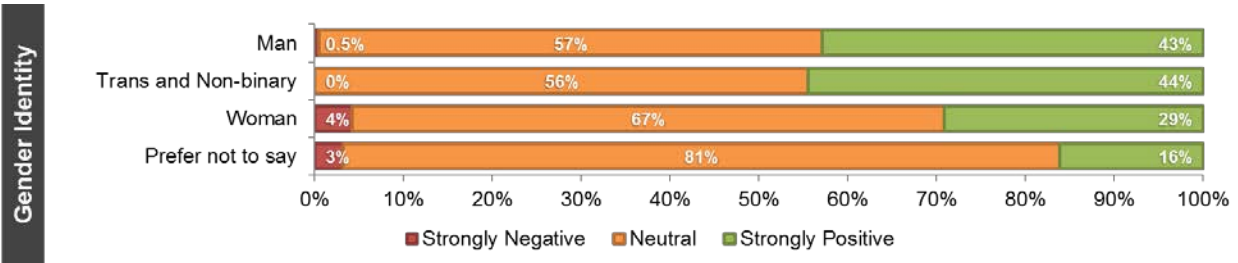
The following graphs reflect the proportion of SEAS community members that have had an overall negative, neutral, or positive experience in regards to the general climate at SEAS.

Proportions are based on a 7-point scale ranging from 1 = Strongly Negative to 7 = Strongly Positive. For the proportion analysis below, the following methodology was used:



- “Strongly Negative” represents the proportion of community members who reported an **average** that was less than or equal to 2.5.
- “Neutral” represents the proportion of community members who reported an **average** that was greater than 2.5, but less than 5.5.
- “Strongly Positive” represents the proportion of community members who reported an **average** that was greater than or equal to 5.5.





*Note: Four persons did not respond to this section and they are not included in these percentages.

GENERAL QUESTION RESPONSES

As shown in the table below, when asked “How satisfied or dissatisfied are you with the overall climate/environment that you have experienced at SEAS within the past two years?” the respondents rated the overall SEAS climate slightly positively (4.65 on a 7-point scale).

The table below summarizes our community’s assessments of our climate:

Select one option between each set of adjectives that best represents how you would rate SEAS based on your direct experiences over the past two years	Mean	Standard Deviation
Overall Climate at SEAS	4.96	1.18
Elitist vs. Non-elitist	4.05	1.77
Homogenous vs. Diverse	4.33	1.73
Competitive vs. Cooperative	4.57	1.75
Individualistic vs. Collaborative	4.61	1.80
Sexist vs. Non-sexist	4.71	1.86
Unsupportive vs. Supportive	4.98	1.69
Contentious vs. Collegial	5.07	1.56
Ageist vs. Non-ageist	5.14	1.56
Unwelcoming vs. Welcoming	5.17	1.60

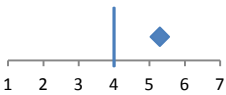
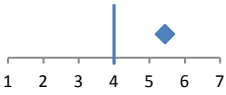
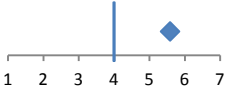
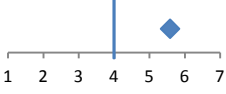
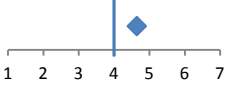
Disrespectful vs. Respectful		5.30	1.55
Hostile vs. Friendly		5.45	1.40
Racist vs. Non-racist		5.59	1.49
Homophobic vs. Non-homophobic		5.84	1.34
How satisfied or dissatisfied are you with the overall climate/environment that you have experienced at SEAS within the past two years?		4.65	1.54

Table: Overall assessment of specific aspects of SEAS climate. Numbers are reported on a 7-point scale ranging from 1= Strongly Negative to 7=Strongly Positive. For the adjective questions, 1 = the left adjective to 7 = the right adjective. **“Overall Climate at SEAS” captures the average response to all questions in the module.**

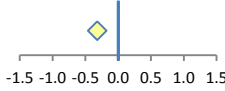
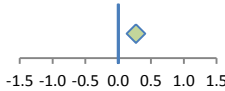
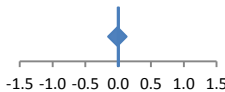




Overall, respondents are slightly satisfied with the overall campus climate. The majority of respondents are in the neutral or strongly positive range. However, the results suggest that there is an opportunity for improvement in a number of campus climate characteristics. The lowest average responses were in response to questions that asked individuals to characterize the SEAS climate as elitist vs. non-elitist and homogenous vs. diverse. Individuals also perceive some competitiveness and individualism in the SEAS community.

COMPARISON OF MEANS

The table below summarizes the major differences in how members of our community experience the climate at SEAS.

When comparing groups within SEAS, the four largest negative differences are experienced by members of the LGBTQA+ community compared to heterosexual respondents, women compared to men, people with disability compared to people with no disability, and ladder faculty compared to SEAS overall.

The two largest positive differences are experienced by non-ladder faculty compared to SEAS overall, and people who are international compared to people who are U.S. citizens.

	Comparison	Difference in perception of Climate at SEAS	
ROLE	Ladder faculty compared to SEAS overall		-0.32
	Non-ladder faculty compared to SEAS overall		0.27
	Postdocs and researchers compared to SEAS overall		-0.01
	Staff compared to SEAS overall		-0.10
	PhD students compared to SEAS overall		0.17
	Master's students compared to SEAS overall		0.13
	Undergraduates compared to SEAS overall		-0.01

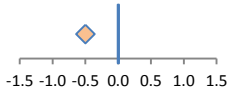
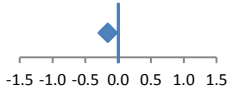
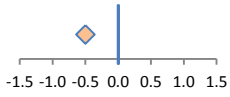
GENDER IDENTITY	Women compared to Men		-0.50
	Trans and non-binary compared to Cisgender		0.09
ETHNICITY	URM compared to White		-0.16
	International compared to US Citizens		0.27
SEXUAL ORIENTATION	LGBQA+ compared to Heterosexual		-0.54
DISABILITY STATUS	Disability compared to No disability		-0.50

Table: Details of differences in perceptions of the climate at SEAS. The numbers reported are the differences in scores averaged over all questions in this module.

Negative differences mean that the highlighted group is reporting more negative perceptions than the comparison group.

- Large negative differences (of 1 point or more after rounding to two decimal places) are highlighted in **red**.
- Moderate negative differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **orange**.
- Small negative differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **yellow**.

Positive differences mean that the highlighted group is reporting more positive perceptions than the comparison group.

- Large positive differences (of 1 point or more after rounding to two decimal places) are highlighted in **dark green**.
- Moderate positive differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **green**.
- Small positive differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **light green**.

Note:

- Cisgender is defined as someone who exclusively identifies as their sex assigned at birth.
- The above analysis includes sexual orientation; therefore, the “T” for Transgender was not included in the acronym. Transgender was included in gender identify analyses.

To understand these differences in more detail, we examined each of the six comparisons that revealed at least a small difference in the overall perception of SEAS climate. The table below shows these detailed comparisons.

Key results include:

- Members of the LGBQA+ community perceive SEAS as being more homophobic and sexist than heterosexual members of SEAS.
- Women perceive SEAS as being much more sexist than men do.
- Individuals with a disability view SEAS more negatively than those without a disability on all characteristics of the climate except ageism. They are also less satisfied with the overall climate.
- Ladder faculty perceive SEAS as more individualistic than the overall SEAS community does.
- Women perceive SEAS as more homogenous than men do.

Questions	Role		Gender Identity	Ethnicity	Sexual Orientation	Disability Status
	Ladder faculty compared to SEAS overall	Non-ladder faculty compared to SEAS overall	Women compared to Men	International compared to US Citizens	LGBQA+ compared to Heterosexual	Disability compared to No disability
Overall Module Score for Climate	-0.32	0.27	-0.50	0.27	-0.54	-0.50
<i>Elitist vs. Non-elitist</i>	0.09	0.05	-0.55	0.38	-0.71	-0.54
<i>Homogenous vs. Diverse</i>	-0.09	0.21	-0.85	0.76	-0.49	-0.46
<i>Competitive vs. Cooperative</i>	-0.40	-0.27	-0.36	0.04	-0.27	-0.58
<i>Individualistic vs. Collaborative</i>	-0.92	-0.25	-0.03	0.15	-0.36	-0.66
<i>Sexist vs. Non-sexist</i>	-0.25	1.02	-1.27	0.48	-0.93	-0.30
<i>Unsupportive vs. Supportive</i>	-0.39	0.20	-0.48	0.27	-0.37	-0.67
<i>Contentious vs. Collegial</i>	-0.34	0.20	-0.37	0.27	-0.46	-0.29
<i>Ageist vs. Non-ageist</i>	-0.45	-0.05	-0.39	0.53	-0.39	0.00
<i>Unwelcoming vs. Welcoming</i>	-0.62	0.01	-0.33	0.20	-0.72	-0.40
<i>Disrespectful vs. Respectful</i>	-0.10	0.42	-0.50	0.40	-0.24	-0.42
<i>Hostile vs. Friendly</i>	-0.42	0.37	-0.41	0.14	-0.60	-0.70
<i>Racist vs. Non-racist</i>	-0.25	0.95	-0.70	-0.02	-0.70	-0.58

Homophobic vs. Non-homophobic	0.20	0.46	-0.48	0.03	-0.92	-0.58
How satisfied or dissatisfied are you with the overall climate/environment that you have experienced at SEAS within the past two years?	-0.34	0.35	-0.46	0.22	-0.46	-0.82

Table: Details of differences in perceptions of the climate at SEAS. The numbers reported are the differences in scores averaged over all questions in this module.

Negative differences mean that the highlighted group is reporting more negative perceptions than the comparison group.

- Large negative differences (of 1 point or more after rounding to two decimal places) are highlighted in **red**.
- Moderate negative differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **orange**.
- Small negative differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **yellow**.

Positive differences mean that the highlighted group is reporting more positive perceptions than the comparison group.

- Large positive differences (of 1 point or more after rounding to two decimal places) are highlighted in **dark green**.
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Note:

- Cisgender is defined as someone who exclusively identifies as their sex assigned at birth.
- The above analysis includes sexual orientation; therefore, the "T" for Transgender was not included in the acronym. Transgender was included in gender identify analyses.

THEME: COMMITMENT TO DIB

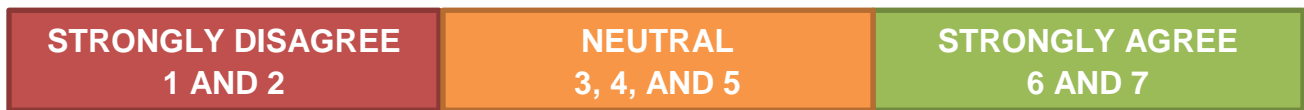
INTRODUCTION

The following section summarizes responses related to individual's perception of SEAS' commitment to diversity, inclusion, and belonging. Questions described various aspects of commitment on an individual and school level. Individuals were asked to indicate their level of agreement or disagreement with each statement based on their experiences at SEAS over the past two years.

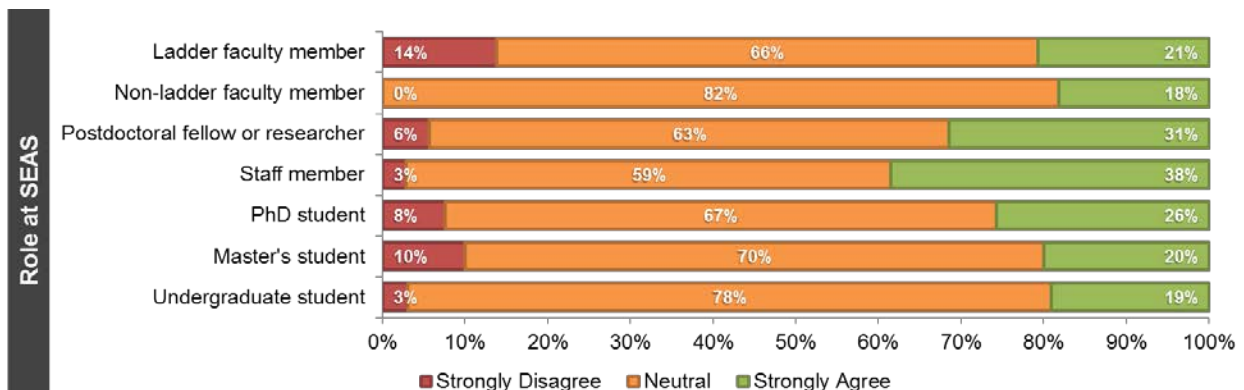
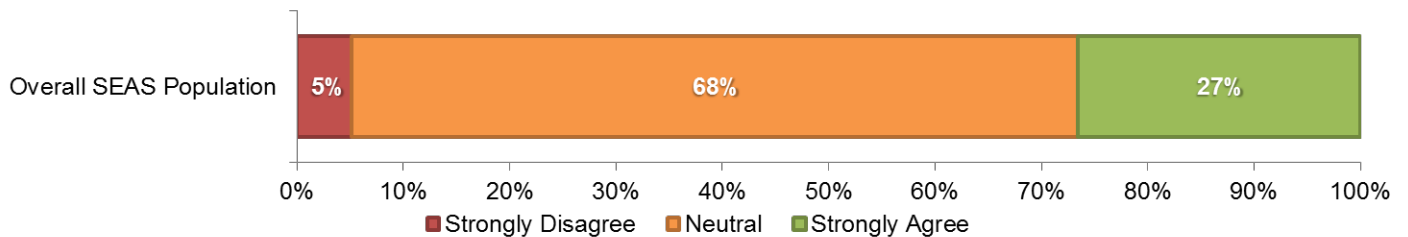
GENERAL TRENDS

The following graphs reflect the proportion of SEAS community members that have an overall negative, neutral, or positive perception of SEAS' commitment to diversity, inclusion, and belonging.

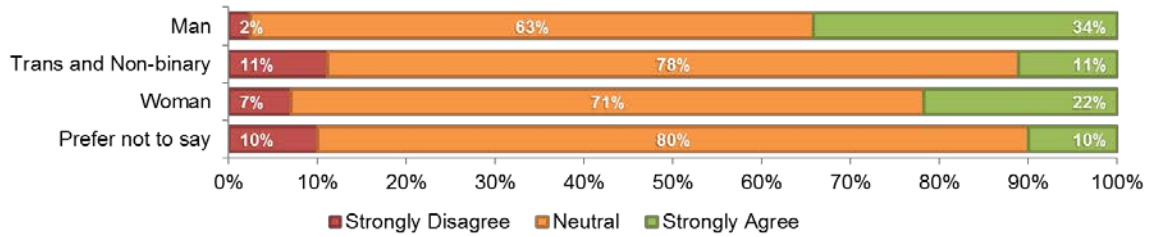
Proportions are based on a 7-point scale ranging from 1 = Strongly Disagree to 7 = Strongly Agree. For the proportion analysis below, the following methodology was used:



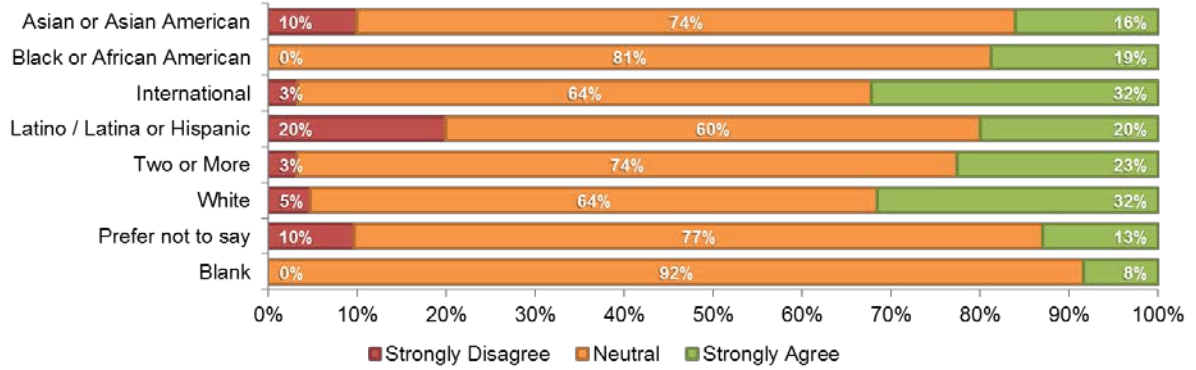
- “Strongly Disagree” represents the proportion of community members who reported an **average** that was less than or equal to 2.5.
- “Neutral” represents the proportion of community members who reported an **average** that was greater than 2.5, but less than 5.5.
- “Strongly Agree” represents the proportion of community members who reported an **average** that was greater than or equal to 5.5.



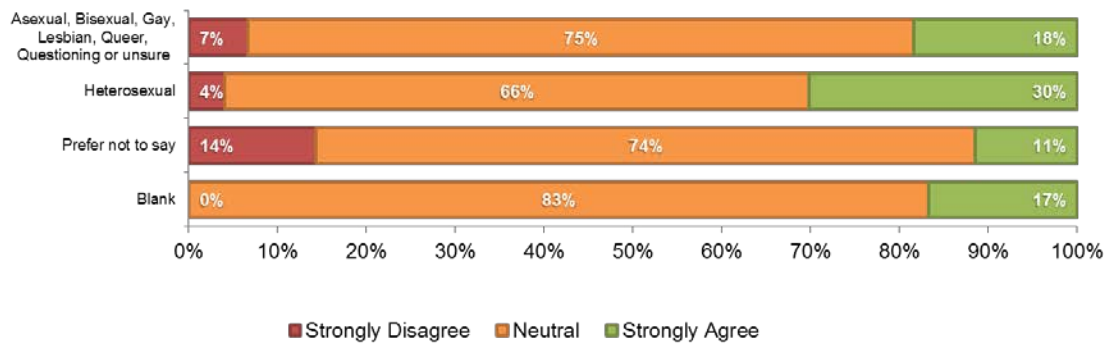
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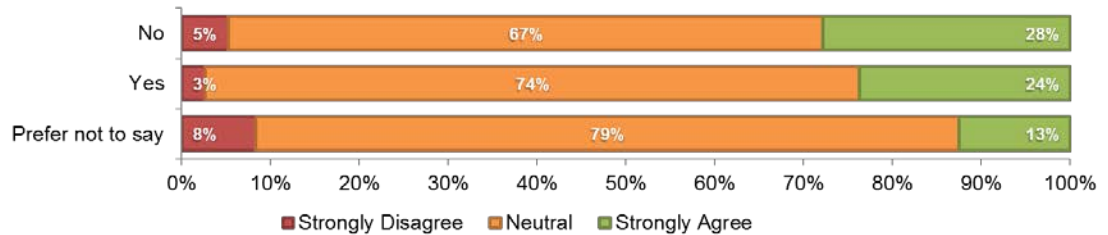
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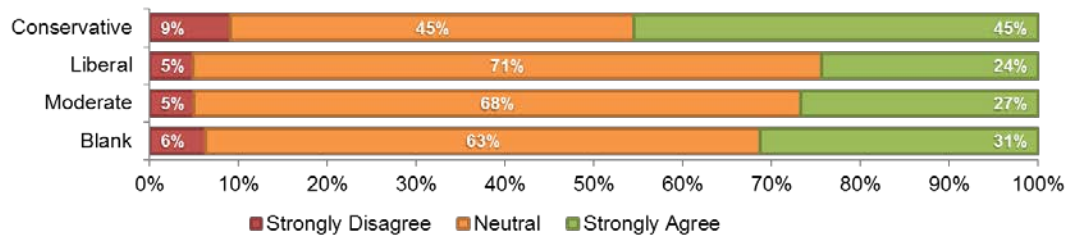
Sexual Orientation



Disability Status



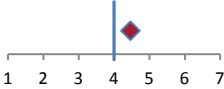
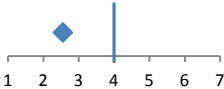
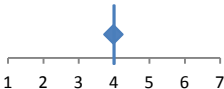
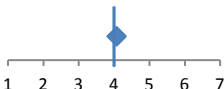
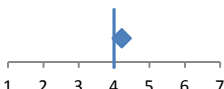
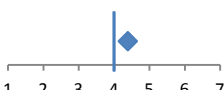
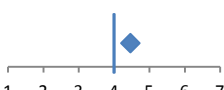
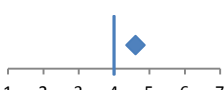
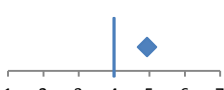
Political Views



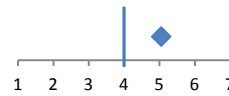
*Note: Eleven persons did not respond to this section and they are not included in these percentages.

GENERAL QUESTION RESPONSES

The table below summarizes our community's assessments related to individual's perception of SEAS' commitment to diversity, inclusion, and belonging.

		Mean	Standard Deviation
Overall perception of SEAS' Commitment to DIB		4.46	1.53
SEAS places too much emphasis on issues of diversity, inclusion and belonging.		2.56	1.78
When offensive language, jokes, or behavior are used, it is communicated to the offenders that this is unacceptable at SEAS.		3.99	1.90
SEAS leadership handles diversity matters satisfactorily.		4.08	1.76
SEAS leadership shows that diversity is important through its actions.		4.22	1.80
I believe SEAS leadership will take appropriate action in response to incidents of harassment or discrimination.		4.40	2.05
Instructors in my SEAS classes show that diversity is important through their actions.		4.47	1.82
My academic advisor shows that diversity is important through their actions.		4.61	1.95
My supervisor shows that diversity is important through their actions.		4.94	1.75

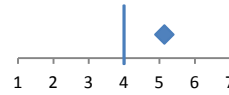
My Area Chair and the faculty colleagues in my area show that diversity is important through their actions.



5.06

1.53

My research advisor(s) show(s) that diversity is important through their actions.



5.15

1.83

Table: Overall assessment of specific aspects related to individual's perception of SEAS' commitment to diversity, inclusion, and belonging. Numbers are reported on a 7-point scale ranging from 1= Strongly Disagree to 7=Strongly Agree. "Overall perception of SEAS' Commitment to DIB" captures the average response to all statements in this module except "SEAS places too much emphasis on issues of diversity, inclusion and belonging." because of the ambiguity regarding which end of the scale was perceived as desirable and which as undesirable by the respondents.

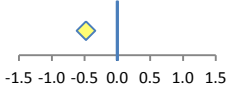
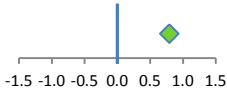
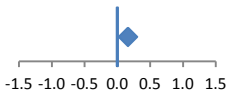
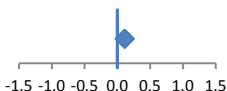



Survey respondents are neutral when asked about their overall perception of SEAS' commitment to diversity, inclusion, and belonging. The mean response for the community was 4.46 on a 7-point scale. The only question that resulted in the strongly disagree range was "SEAS places too much emphasis on issues of diversity, inclusion, and belonging". Open-ended responses (page 115) suggest members of the community would like to see SEAS place more of an emphasis on DIB and do more to communicate a genuine commitment.

COMPARISON OF MEANS

The table below summarizes the major differences related to individual's perception of SEAS' commitment to diversity, inclusion, and belonging.

The four largest negative differences were experienced by members of the LGBTQA+ community compared to heterosexual respondents, women compared to men, those who identify as an under-represented minority (URM) compared to people who are White, and ladder faculty compared to SEAS overall.

The two largest positive differences are experienced by people who identify as international compared to U.S. citizens, and non-ladder faculty compared to SEAS overall.

	Comparison	Difference in Perception of DIB Commitment	
ROLE	Ladder faculty compared to SEAS overall		-0.48
	Non-ladder faculty compared to SEAS overall		0.79
	Postdocs and researchers compared to SEAS overall		0.11
	Staff compared to SEAS overall		0.16
	PhD students compared to SEAS overall		0.04
	Master's students compared to SEAS overall		-0.14
	Undergraduates compared to SEAS overall		-0.14

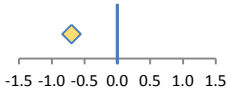
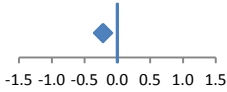
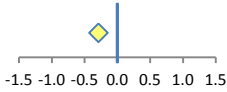
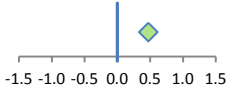
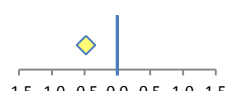
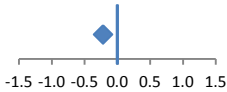
GENDER IDENTITY	Women compared to Men		-0.70
	Trans and non-binary compared to Cisgender		-0.22
ETHNICITY	URM compared to White		-0.29
	International compared to US Citizens		0.47
SEXUAL ORIENTATION	LGBQA+ compared to Heterosexual		-0.48
DISABILITY STATUS	Disability compared to No disability		-0.22

Table: Details of differences in an individual's perception of SEAS' commitment to diversity, inclusion, and belonging. The numbers reported are the differences in scores averaged over all questions in this module.

Negative differences mean that the highlighted group is reporting more negative perceptions than the comparison group.

- Large negative differences (of 1 point or more after rounding to two decimal places) are highlighted in **red**.
- Moderate negative differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **orange**.
- Small negative differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **yellow**.

Positive differences mean that the highlighted group is reporting more positive perceptions than the comparison group.

- Large positive differences (of 1 point or more after rounding to two decimal places) are highlighted in **dark green**.
- Moderate positive differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **green**.
- Small positive differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **light green**.

Note:

- Cisgender is defined as someone who exclusively identifies as their sex assigned at birth.
- The above analysis includes sexual orientation; therefore, the "T" for Transgender was not included in the acronym. Transgender was included in gender identify analyses.

To understand these differences in more detail, we examined each of the six comparisons that revealed at least a small difference in the perception of SEAS' commitment to DIB. The table below shows these comparisons.

Key results include:

- When asked about the actions of SEAS leadership, ladder faculty respondents perceive SEAS' commitment to DIB less favorably than SEAS overall.
- Members of the LGBTQA+ community perceive SEAS' commitment to DIB less favorably than heterosexual respondents when asked about the actions of leadership and their supervisor.
- Students that identify as an URM perceive SEAS' commitment to DIB substantially lower than white students when asked about the actions of instructors and research advisors.
- Staff that identify as an URM perceive SEAS' commitment to DIB more favorably than white staff members when asked about the actions of supervisors
- Women perceive SEAS' commitment to DIB less favorably than men and do not believe offensive language and behavior is addressed as unacceptable.
- Non-ladder faculty and those that identify as international perceive SEAS' commitment to DIB to be stronger on multiple levels of commitment.

Questions	Role		Gender Identity	Ethnicity		Sexual Orientation
	Ladder faculty compared to SEAS overall	Non-ladder faculty compared to SEAS overall	Women compared to Men	URM compared to White	International compared to US Citizens	LGBQA+ compared to Heterosexual
Overall Module Score for SEAS' Commitment to DIB	-0.48	0.79	-0.70	-0.29	0.47	-0.48
<i>SEAS places too much emphasis on issues of diversity, inclusion and belonging.</i>	-0.19	0.80	-0.64	-0.22	0.35	-0.47
<i>When offensive language, jokes, or behavior are used, it is communicated to the offenders that this is unacceptable at SEAS.</i>	0.16	2.01	-0.97	-0.09	0.29	-0.36
<i>SEAS leadership handles diversity matters satisfactorily.</i>	-0.83	1.17	-0.86	-0.22	0.50	-0.58
<i>SEAS leadership shows that diversity is important through its actions.</i>	-0.80	0.48	-0.66	-0.19	0.37	-0.52
<i>I believe SEAS leadership will take appropriate action in response to incidents of harassment or discrimination.</i>	-0.81	1.71	-0.92	0.02	0.34	-0.54
<i>Instructors in my SEAS classes show that diversity is important through their actions.</i>	No responses	No responses	-0.89	-1.06	0.87	0.07

<i>My academic advisor shows that diversity is important through their actions.</i>	No responses	No responses	-0.27	-0.46	0.99	0.06
<i>My supervisor shows that diversity is important through their actions.</i>	No responses	No responses	-0.59	1.11	Fewer than 5 respondents	-0.73
<i>My Area Chair and the faculty colleagues in my area show that diversity is important through their actions.</i>	0.05	-0.18	-0.82	Fewer than 5 respondents	-0.20	Fewer than 5 respondents
<i>My research advisor(s) show(s) that diversity is important through their actions.</i>	No responses	No responses	-0.75	-2.39	0.53	0.14

Table: Details of differences in an individual's perception of SEAS' commitment to diversity, inclusion, and belonging. The numbers reported are the differences in scores averaged over all questions in this module.

Negative differences mean that the highlighted group is reporting more negative perceptions than the comparison group.

- Large negative differences (of 1 point or more after rounding to two decimal places) are highlighted in **red**.
- Moderate negative differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **orange**.
- Small negative differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **yellow**.

Positive differences mean that the highlighted group is reporting more positive perceptions than the comparison group.

- Large positive differences (of 1 point or more after rounding to two decimal places) are highlighted in **dark green**.
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- Small positive differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **light green**.

Note:

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- The above analysis includes sexual orientation; therefore, the "T" for Transgender was not included in the acronym. Transgender was included in gender identify analyses.

THEME: DIB SKILLS

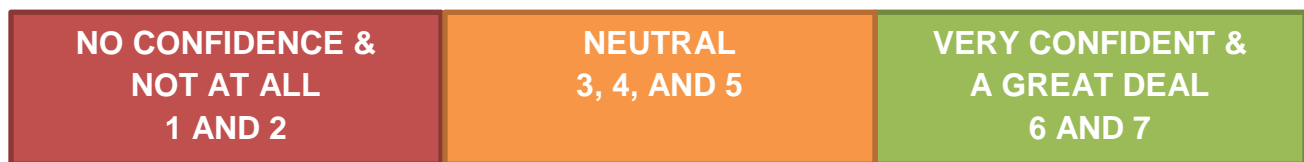
INTRODUCTION

The following section summarizes responses about an individual's perception of their skills related to diversity, inclusion, and belonging. Questions were related to responding to diversity-related incidents and creating a welcoming environment.

GENERAL TRENDS

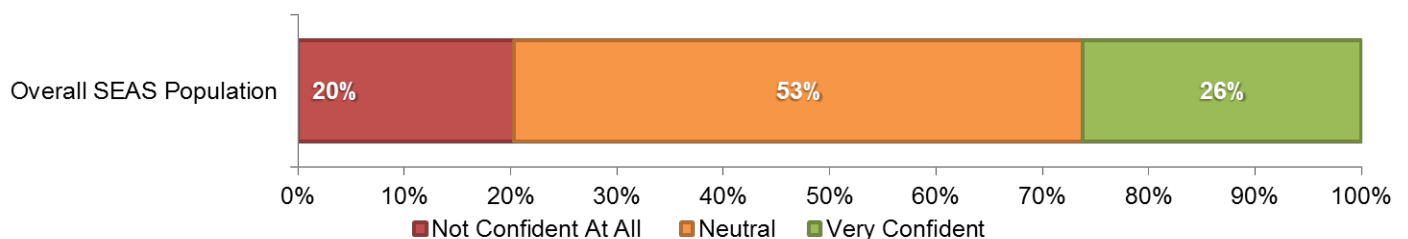
The following graphs reflect the proportion of SEAS community members that have had an overall negative, neutral, or positive perception of their skills related to diversity, inclusion, and belonging.

Proportions are based on are reported on a 7-point scale ranging from 1 = No Confidence/Not at all to 7 = Very Confident/A great deal. For the proportion analysis below, the following methodology was used:

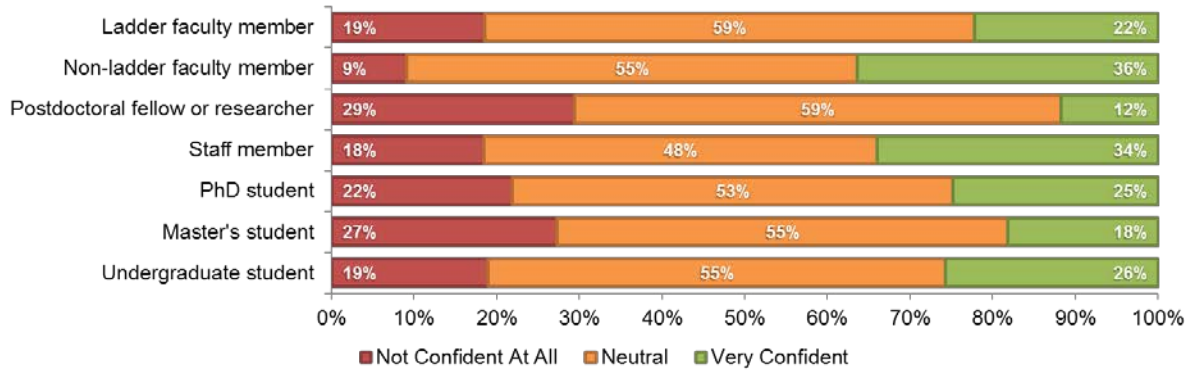


- “No Confidence/Not at all” represents the proportion of community members who reported an **average** that was less than or equal to 2.5.
- “Neutral” represents the proportion of community members who reported an **average** that was greater than 2.5, but less than 5.5.
- “Very Confident/A great deal” represents the proportion of community members who reported an **average** that was greater than or equal to 5.5.

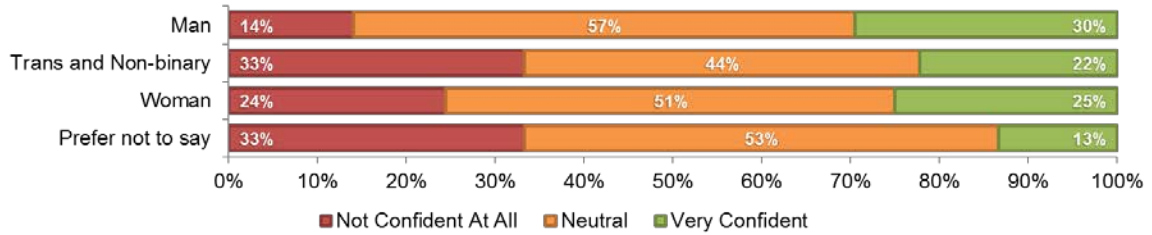
The following charts examine the degree to which respondents feel confident that they have the tools to report hostile, harassing, or intimidating behaviors they have witnessed:



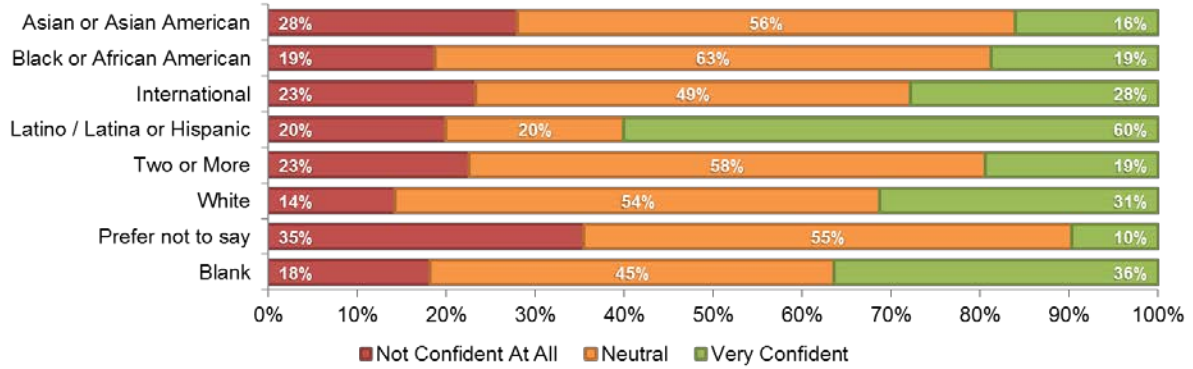
Role at SEAS



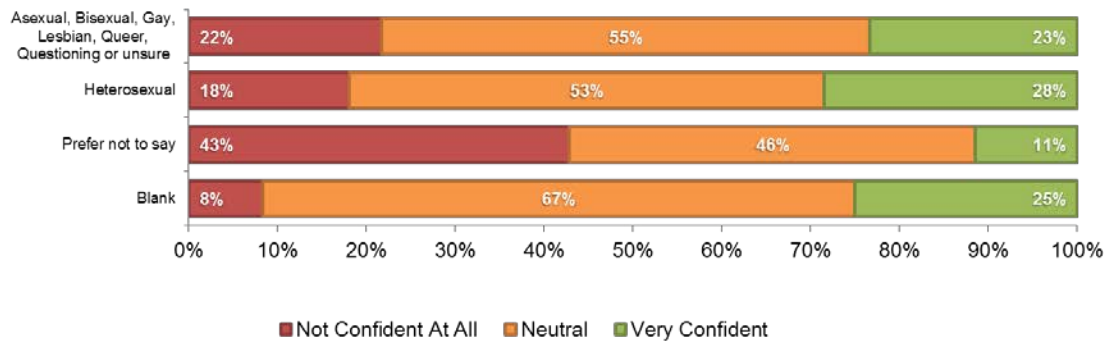
Gender Identity



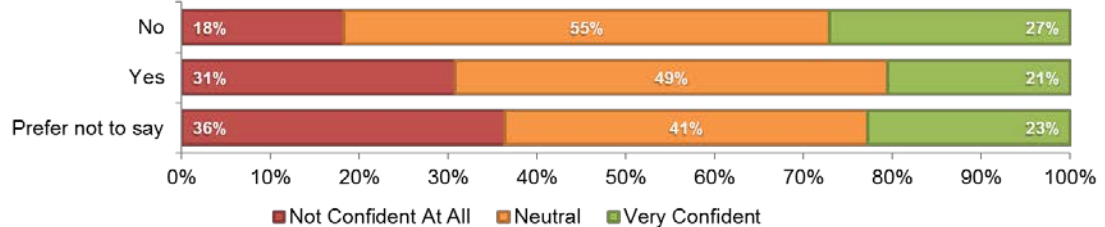
Ethnicity



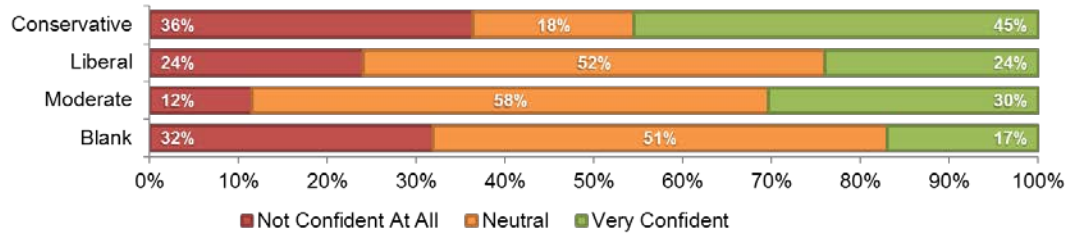
Sexual Orientation



Disability Status

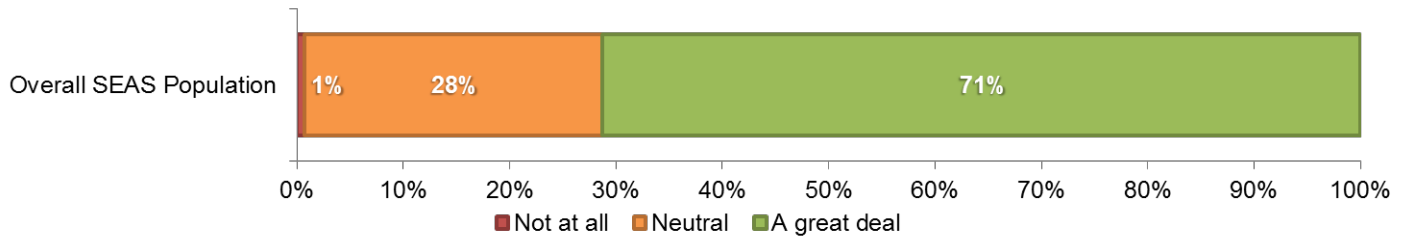


Political Views

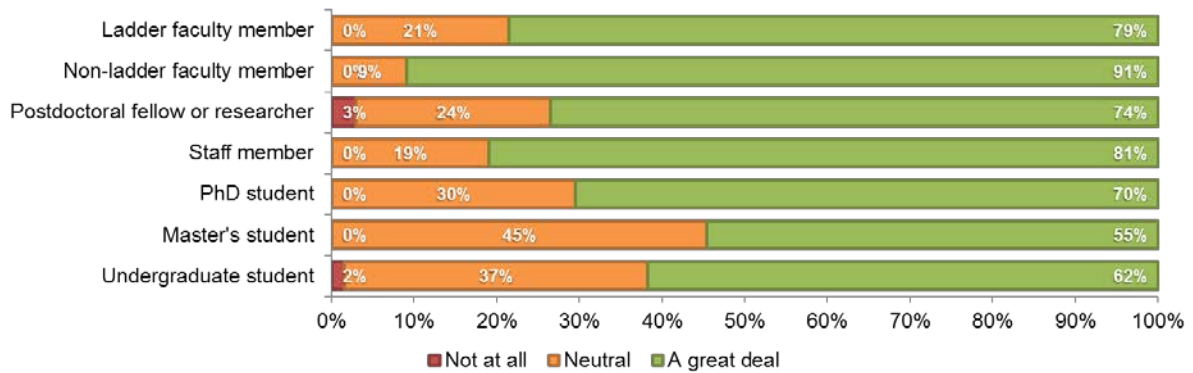


*Note: Thirteen persons did not respond to this section and they are not included in these percentages.

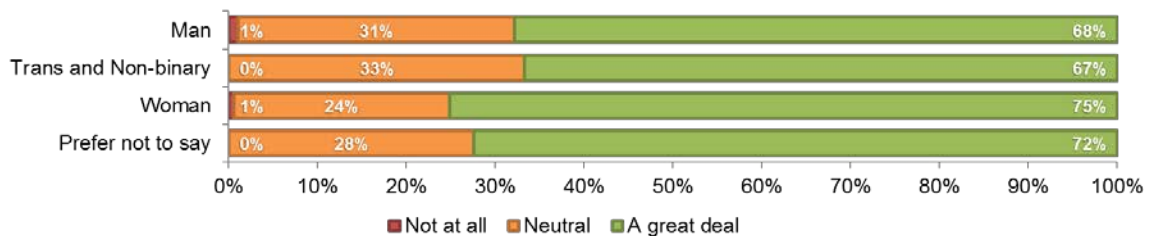
The following charts examine the extent to which respondents feel they try to create a welcoming environment:

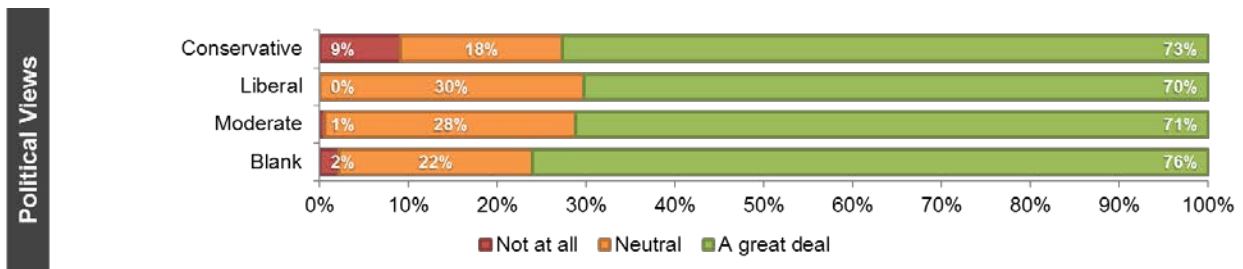
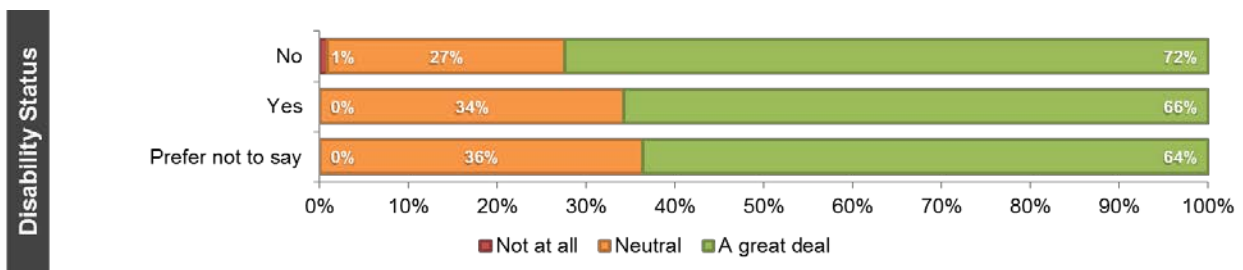
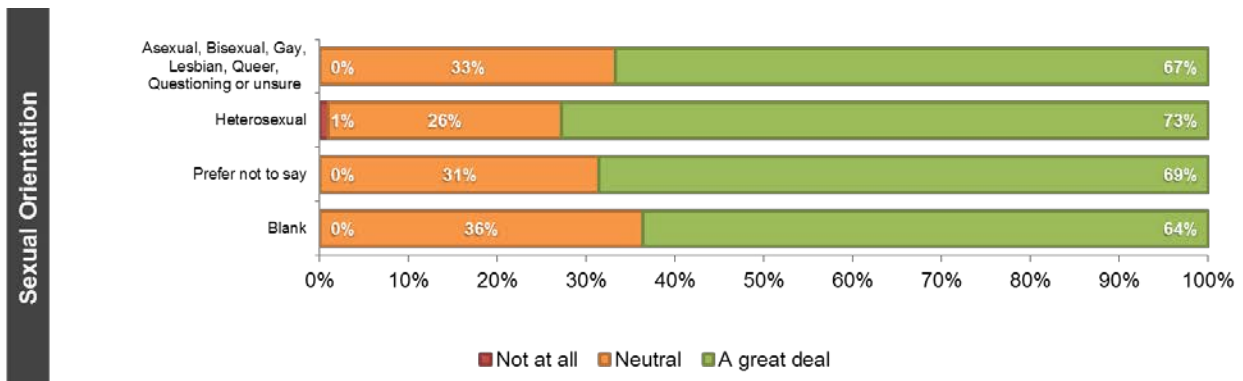
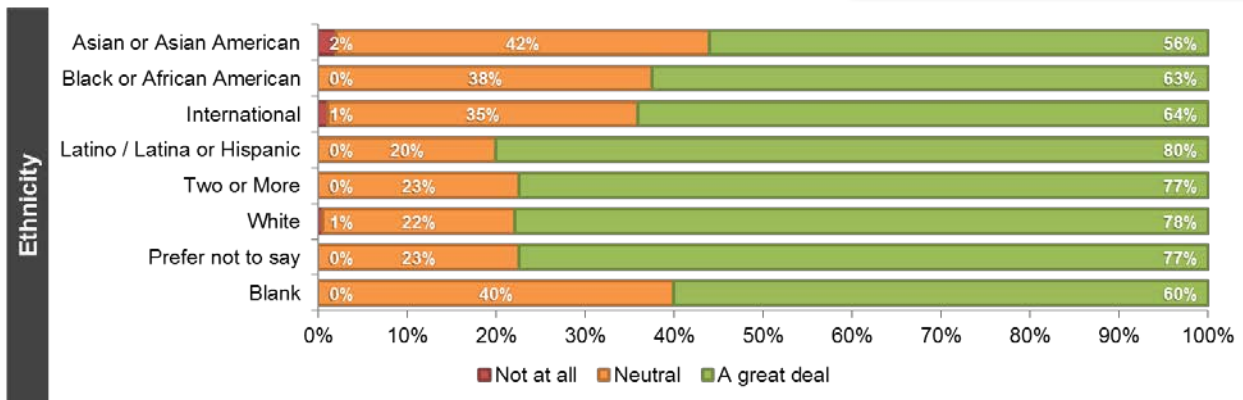


Role at SEAS



Gender Identity





***Note:** Fourteen persons did not respond to this section and they are not included in these percentages.

GENERAL QUESTION RESPONSES

The table below summarizes our community's assessments about an individual's perception of their skills related to diversity, inclusion, and belonging.

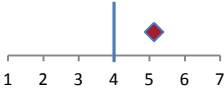
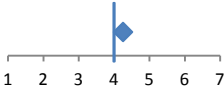
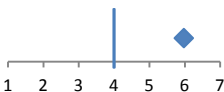
		Mean	Standard Deviation
Overall DIB Skills at SEAS		5.13	1.11
How confident are you that you have the tools to respond effectively if you witness hostile, harassing, or intimidating behaviors? (1 = Not confident at all to 7 = Very confident)		4.26	1.80
To what extent do you try to create a welcoming environment for others in your office/classes/lab? (1 = Not at all to 7 = A great deal)		5.98	1.05

Table: Overall assessment of specific aspects related to individual's perception about an individual's perception of their skills related to diversity, inclusion, and belonging. Numbers are reported on a 7-point scale ranging from 1= No Confidence/Not at all to 7=Very Confident/A great deal.

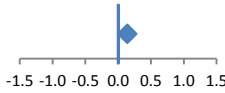
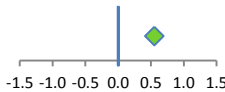
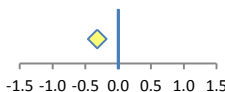
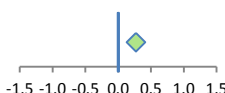



Overall, respondents feel slightly positive about their skills and actions related to diversity, inclusion, and belonging. When asked about their confidence in having the tools to respond effectively to witnessing hostile, harassing, or intimidating behaviors, respondents reported a mean of 4.26 on a 7-point scale (table above). Among all respondents, 53% replied in the neutral range and 26% responded they were very confident. The most confident in their DIB skills are non-ladder faculty members (36% very confident) and those that identify as Latino/Latina or Hispanic (80% very confident).

When asked, "To what extent do you try to create a welcoming environment for others in your office/classes/lab?", the School-wide mean score is 5.98 on a 7-point scale (table above). Only 1% of respondents felt they were not doing anything to create a welcoming environment, while, 71% felt they were doing a great deal. More than half of each stakeholder group feel they do a great deal to create a welcoming environment.

COMPARISON OF MEANS

The table below summarizes the major differences in an individual's perception of their skills related to diversity, inclusion, and belonging.

As shown in the table below, non-ladder faculty and staff feel more confident about their DIB skills and actions and reported doing more to create a welcoming environment compared to SEAS overall. Postdocs and researchers feel less confident about their DIB skills and that they are not doing as much to create a welcoming environment. There was also a small difference between those that reported having a disability and those that did not; with those that have a disability feeling less confident in their DIB skills.

	Comparison	Difference in perception of DIB Skills
ROLE	Ladder faculty compared to SEAS overall	 0.14
	Non-ladder faculty compared to SEAS overall	 0.55
	Postdocs and researchers compared to SEAS overall	 -0.32
	Staff compared to SEAS overall	 0.27
	PhD students compared to SEAS overall	 -0.09
	Master's students compared to SEAS overall	 -0.13
	Undergraduates compared to SEAS overall	 -0.14
	GENDER IDENTITY	Women compared to Men

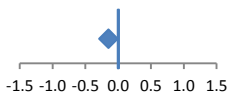
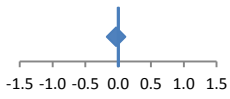
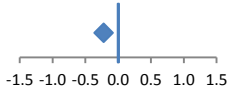
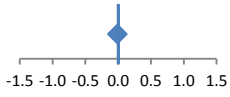
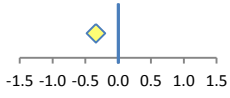
ETHNICITY	Trans and non-binary compared to Cisgender		-0.15
	URM compared to White		-0.03
	International compared to US Citizens		-0.22
SEXUAL ORIENTATION	LGBQA+ compared to Heterosexual		-0.01
DISABILITY STATUS	Disability compared to No disability		-0.34

Table: Details of differences about an individual's perception of their skills related to diversity, inclusion, and belonging. The numbers reported are the differences in scores averaged over all questions in this module.

Negative differences mean that the highlighted group is reporting more negative perceptions than the comparison group.

- Large negative differences (of 1 point or more after rounding to two decimal places) are highlighted in **red**.
- Moderate negative differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **orange**.
- Small negative differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **yellow**.

Positive differences mean that the highlighted group is reporting more positive perceptions than the comparison group.

- Large positive differences (of 1 point or more after rounding to two decimal places) are highlighted in **dark green**.
- Moderate positive differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **green**.
- Small positive differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **light green**.

Note:

- Cisgender is defined as someone who exclusively identifies as their sex assigned at birth.
- The above analysis includes sexual orientation; therefore, the "T" for Transgender was not included in the acronym. Transgender was included in gender identify analyses.

To understand these differences in more detail, we examined each of the four comparisons that revealed at least a small difference in the perception of diversity, inclusion, and belonging skills and actions. The table below shows these detailed comparisons.

Key results include:

- Staff and non-ladder faculty respondents replied more positively for both questions related to DIB skills and actions.
- For postdocs, researchers, and individuals with a disability; the differences existed in the question “How confident are you that you have the tools to respond effectively if you witness hostile, harassing, or intimidating behaviors?”.
- Postdocs and researchers are less confident in responding effectively to these behaviors than SEAS overall.
- Respondents with a disability are less confident in responding effectively to these behaviors than those without a disability.

Questions	Disability Status			
	Non-ladder faculty compared to SEAS overall	Staff compared to SEAS overall	Postdoc or researcher compared to SEAS overall	Disability compared to No disability
Overall Module Score for DIB Skills and Attitudes	0.55	0.27	-0.32	-0.34
<i>How confident are you that you have the tools to respond effectively if you witness hostile, harassing, or intimidating behaviors?</i>	0.56	0.26	-0.64	-0.49
<i>To what extent do you try to create a welcoming environment for others in your office/classes/lab?</i>	0.56	0.25	0.02	-0.13

Table: Details of differences about an individual’s perception of their skills related to diversity, inclusion, and belonging. The numbers reported are the differences in scores averaged over all questions in this module.

Negative differences mean that the highlighted group is reporting more negative perceptions than the comparison group.

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Positive differences mean that the highlighted group is reporting more positive perceptions than the comparison group.

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- The above analysis includes sexual orientation; therefore, the “T” for Transgender was not included in the acronym. Transgender was included in gender identify analyses.

THEME: DIB EXPERIENCES

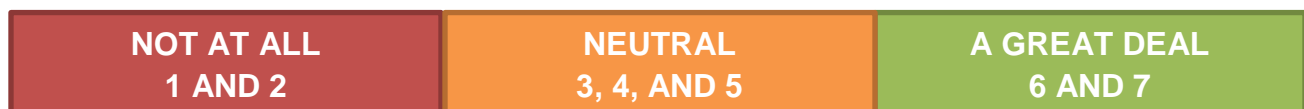
INTRODUCTION

The following section summarizes responses to how much SEAS has encouraged individuals to think seriously and analytically about topics related to diversity, inclusion, and belonging; as well as, frequency of interaction with those of differing identities, backgrounds, and beliefs over the past two years.

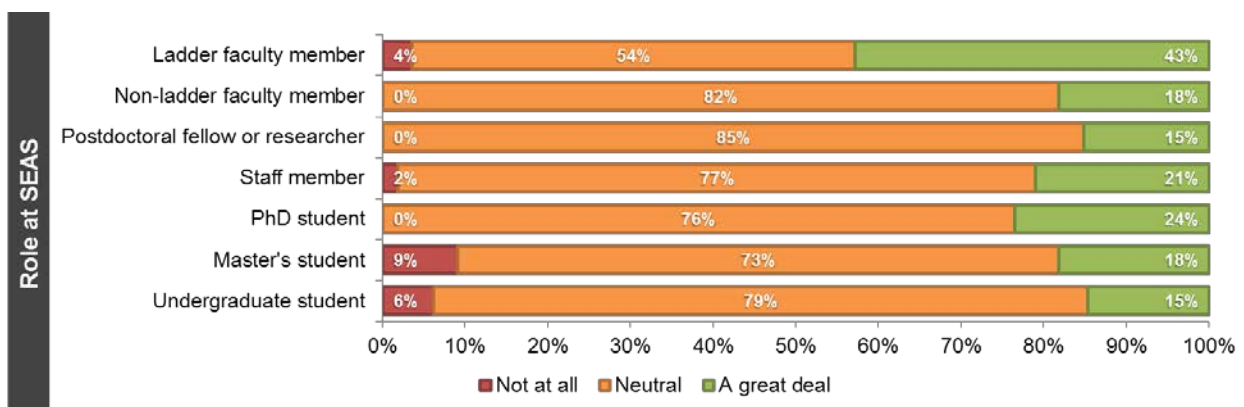
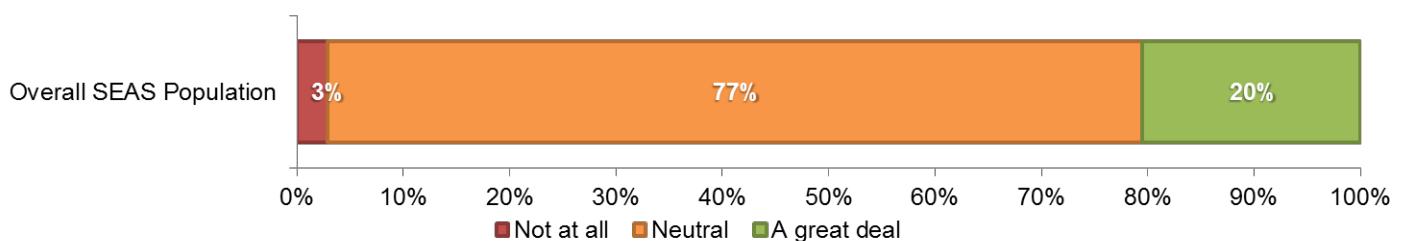
GENERAL TRENDS

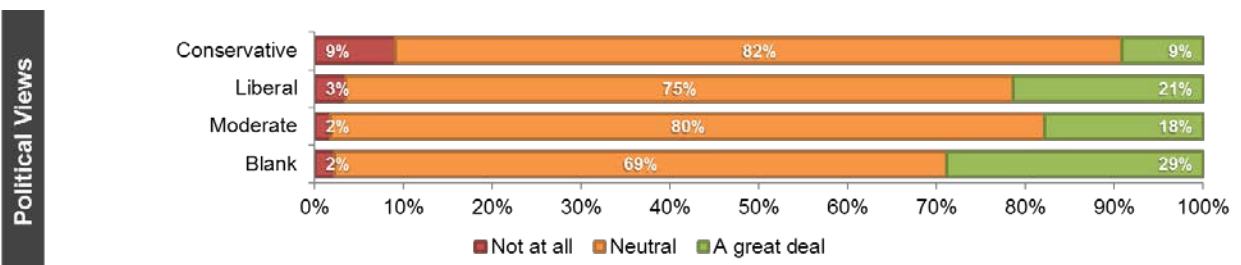
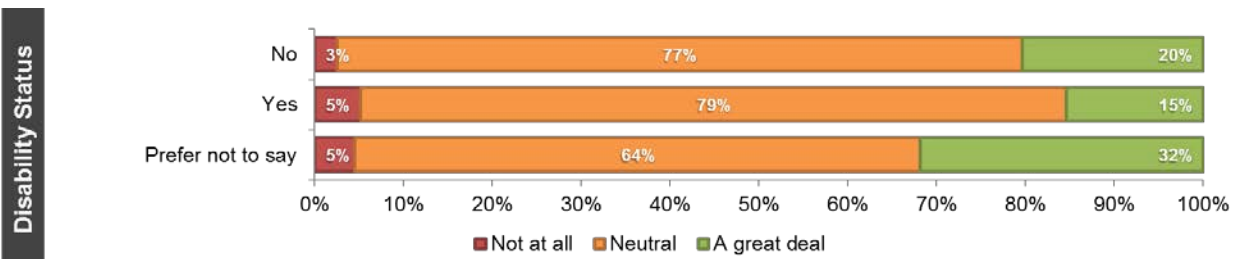
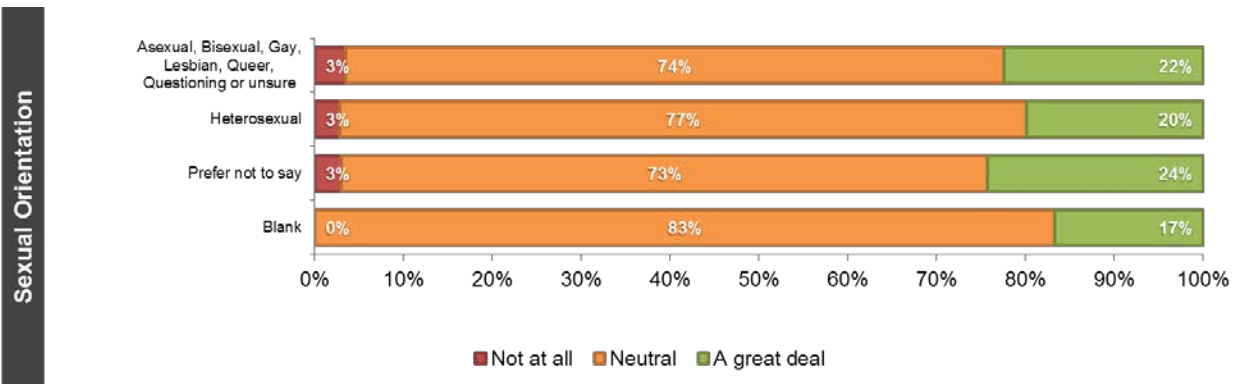
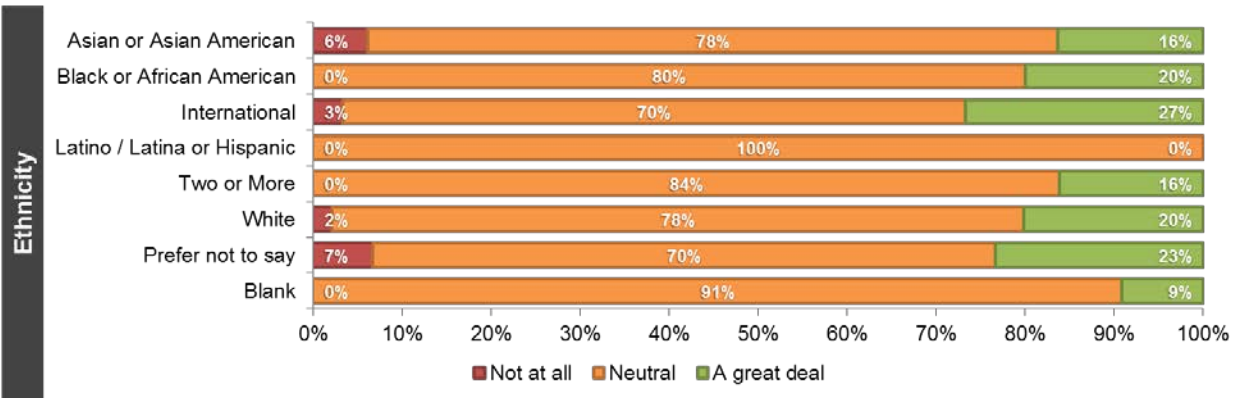
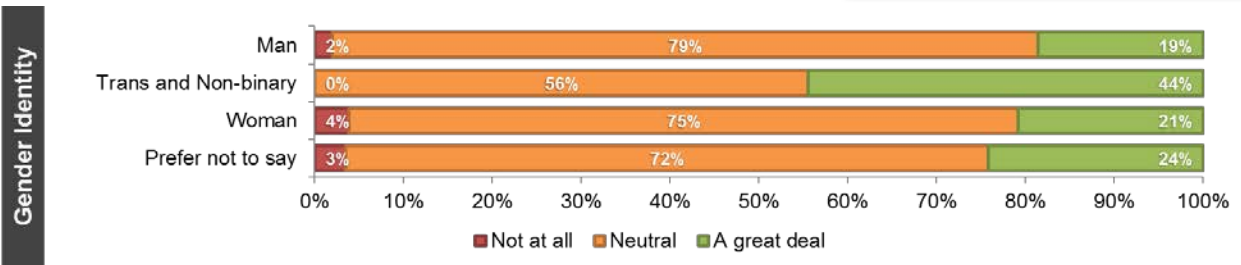
The following graphs reflect the proportion of SEAS community members that have had an overall negative, neutral, or positive experience in regards to how much SEAS has encouraged individuals to think seriously and analytically about topics related to diversity, inclusion, and belonging.

Proportions are based on a 7-point scale ranging from 1 = Not at all to 7 = A great deal. For the proportion analysis below, the following methodology was used:



- “Not at all” represents the proportion of community members who reported an **average** that was less than or equal to 2.5.
- “Neutral” represents the proportion of community members who reported an **average** that was greater than 2.5, but less than 5.5.
- “A great deal” represents the proportion of community members who reported an **average** that was greater than or equal to 5.5.

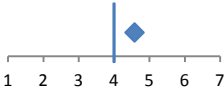
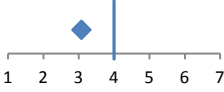
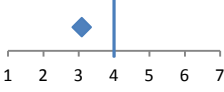
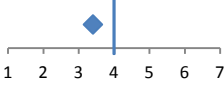
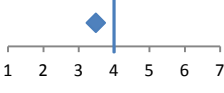
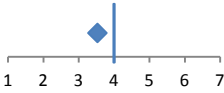
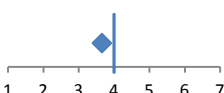

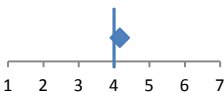
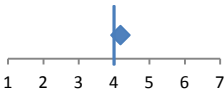
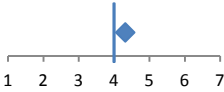




**Note: Sixteen persons did not respond to this section and they are not included in these percentages.*

GENERAL QUESTION RESPONSES

The table below summarizes our community's assessments related to how much SEAS has encouraged individuals to think seriously and analytically about topics related to diversity, inclusion, and belonging; and interact meaningfully with others different from themselves.

		Mean	Standard Deviation
Overall Experience with DIB at SEAS		4.59	1.11
Encouraged to think about: Religion or belief systems		3.08	1.96
Interacted with people: who have physical or other observable disabilities		3.09	1.88
Encouraged to think about: Sexual Orientation		3.41	2.01
Encouraged to think about: Disability		3.49	2.03
Interacted with people: who have learning, psychological, perceptual or other disabilities that are not readily apparent		3.54	2.09
Encouraged to think about: Political beliefs		3.66	1.99
Encouraged to think about: Gender Identity		3.95	2.12
Encouraged to think about: Social class or economic status		4.17	2.03
Encouraged to think about: Race and Ethnicity		4.19	1.98
Interacted with people: whose political opinions are different from your own		4.32	1.98

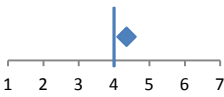
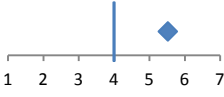
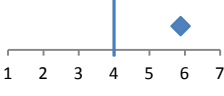
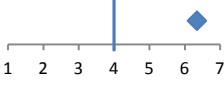
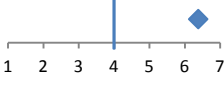
Encouraged to think about: Other cultures outside of the United States		4.36	1.98
Interacted with people: whose sexual orientation is different than your own		5.51	1.73
Interacted with people: whose social class is different from your own		5.53	1.68
Interacted with people: whose religious beliefs are different than your own		5.57	1.67
Interacted with people: who are immigrants or from an immigrant family		5.89	1.52
Interacted with people: whose race or ethnicity is different from your own		6.25	1.23
Interacted with people: whose nationality is different than your own		6.35	1.20
Interacted with people: whose gender is different than your own		6.39	1.21

Table: Overall assessment of specific aspects related to how much SEAS has encouraged individuals to think seriously and analytically about topics related to diversity, inclusion, and belonging; and interact meaningfully with others different from themselves. Numbers are reported on a 7-point scale ranging from 1= Not at all to 7= A great deal. **“Overall Experience with DIB at SEAS” captures the average response to all questions in the module.**

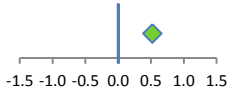
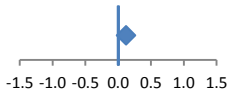
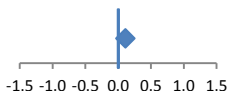



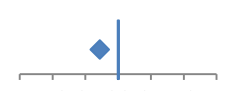
Overall, respondents feel they have not been strongly encouraged to think seriously and analytically about a number of topics: religion or belief systems, disability, sexual orientation, or political beliefs. They have also not been strongly encouraged to interact in a meaningful way with individuals who have a disability. On average, individuals felt they have been encouraged to interact with people of a different race or ethnicity, nationality, or gender.

COMPARISON OF MEANS

The table below summarizes the major differences in how much SEAS has encouraged individuals to think seriously and analytically about topics related to diversity, inclusion, and belonging; and interact in a meaningful way with others different from themselves.

When comparing groups within SEAS, the largest negative difference is with undergraduates compared to SEAS overall. Undergraduates feel they have been less encouraged to think about diversity-related topics and to interact with others different from themselves.

The three largest positive differences are with people who identify as trans and non-binary compared to cisgender, people who are international compared to people who are U.S. citizens, and ladder faculty compared to SEAS overall, with each of these groups feeling they have been encouraged.

	Comparison	Difference in DIB Experiences at SEAS	
ROLE	Ladder faculty compared to SEAS overall		0.52
	Non-ladder faculty compared to SEAS overall		0.12
	Postdocs and researchers compared to SEAS overall		0.08
	Staff compared to SEAS overall		0.11
	PhD students compared to SEAS overall		0.08
	Master's students compared to SEAS overall		-0.16
	Undergraduates compared to SEAS overall		-0.28

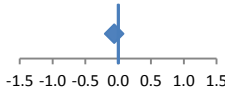
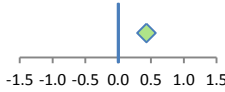
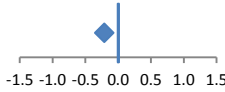
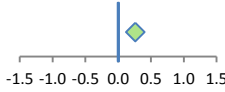
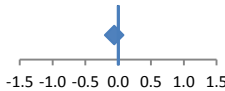
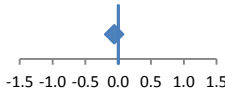
GENDER IDENTITY	Women compared to Men		-0.06
	Trans and non-binary compared to Cisgender		0.43
ETHNICITY	URM compared to White		-0.21
	International compared to US Citizens		0.26
SEXUAL ORIENTATION	LGBQA+ compared to Heterosexual		-0.06
DISABILITY STATUS	Disability compared to No disability		-0.06

Table: Details of differences in how much SEAS has encouraged individuals to think seriously and analytically about topics related to diversity, inclusion, and belonging. The numbers reported are the differences in scores averaged over all questions in this module.

Negative differences mean that the highlighted group is reporting more negative perceptions than the comparison group.

- Large negative differences (of 1 point or more after rounding to two decimal places) are highlighted in **red**.
- Moderate negative differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **orange**.
- Small negative differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **yellow**.

Positive differences mean that the highlighted group is reporting more positive perceptions than the comparison group.

- Large positive differences (of 1 point or more after rounding to two decimal places) are highlighted in **dark green**.
- Moderate positive differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **green**.
- Small positive differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **light green**.

Note:

- Cisgender is defined as someone who exclusively identifies as their sex assigned at birth.
- The above analysis includes sexual orientation; therefore, the “T” for Transgender was not included in the acronym. Transgender was included in gender identify analyses.

To understand these differences in more detail, we examined each of the four comparisons that revealed at least a small difference related to how much SEAS has encouraged individuals to think seriously and analytically about topics related to diversity, inclusion, and belonging; and interact meaningfully with others different from themselves.

Key results include:

- Ladder faculty feel like they have been encouraged to think about these topics and interact with others with the exception of interacting with those whose hold political opinions different than their own.
- Undergraduates do not feel they have been encouraged to think about cultures outside of the United States or to interact meaningfully with individuals whose nationality is different than their own.

Questions	Role		Gender Identity	Ethnicity
	Ladder faculty compared to SEAS overall	Undergraduates compared to SEAS overall	Trans and non-binary compared to Cisgender	International compared to US Citizens
Overall Module Score for Experiences with DIB	0.52	-0.28	0.43	0.26
<i>Encouraged to think about: Religion or belief systems</i>	0.30	-0.54	0.14	0.63
<i>Interacted with people: who have physical or other observable disabilities</i>	0.34	0.07	-0.83	0.06
<i>Encouraged to think about: Sexual Orientation</i>	1.21	-0.55	0.60	0.77
<i>Encouraged to think about: Disability</i>	0.89	-0.34	0.51	0.18
<i>Interacted with people: who have learning, psychological, perceptual or other disabilities that are not readily apparent</i>	1.41	-0.55	Fewer than 5 respondents	-0.13
<i>Encouraged to think about: Political beliefs</i>	0.23	-0.49	0.01	0.30
<i>Encouraged to think about: Gender Identity</i>	1.21	-0.07	1.05	0.60
<i>Encouraged to think about: Social class or economic status</i>	0.45	-0.07	0.71	0.51
<i>Encouraged to think about: Race and Ethnicity</i>	1.14	-0.31	0.81	0.63
<i>Interacted with people: whose political opinions are different from your own</i>	-0.92	0.24	-0.17	-0.26
<i>Encouraged to think about: Other cultures outside of the United States</i>	0.45	-0.60	0.40	0.41
<i>Interacted with people: whose sexual orientation is different than your own</i>	0.99	-0.33	0.99	0.13
<i>Interacted with people: whose social class is different from your own</i>	0.19	0.29	0.60	0.13
<i>Interacted with people: whose religious beliefs are different than your own</i>	0.26	-0.37	0.65	0.00

Interacted with people: who are immigrants or from an immigrant family	0.53	-0.45	0.82	0.20
Interacted with people: whose race or ethnicity is different from your own	0.23	-0.30	-0.13	0.09
Interacted with people: whose nationality is different than your own	0.65	-0.59	0.35	0.37
Interacted with people: whose gender is different than your own	0.34	-0.17	-0.16	-0.16

Table: Details of differences in how much SEAS has encouraged individuals to think seriously and analytically about topics related to diversity, inclusion, and belonging. The numbers reported are the differences in scores averaged over all questions in this module.

Negative differences mean that the highlighted group is reporting more negative perceptions than the comparison group.

- Large negative differences (of 1 point or more after rounding to two decimal places) are highlighted in **red**.
- Moderate negative differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **orange**.
- Small negative differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **yellow**.

Positive differences mean that the highlighted group is reporting more positive perceptions than the comparison group.

- Large positive differences (of 1 point or more after rounding to two decimal places) are highlighted in **dark green**.
- Moderate positive differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **green**.
- Small positive differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **light green**.

Note:

- Cisgender is defined as someone who exclusively identifies as their sex assigned at birth.
- The above analysis includes sexual orientation; therefore, the "T" for Transgender was not included in the acronym. Transgender was included in gender identify analyses.

THEME: BELONGING AND THRIVING

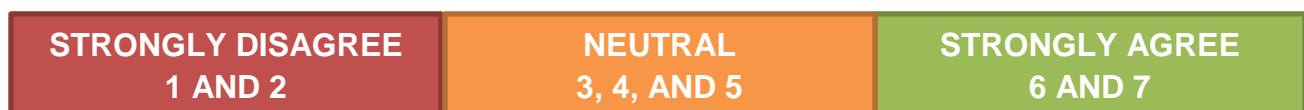
INTRODUCTION

The following section summarizes individual's level of agreement or disagreement with statements about their feelings on inclusion and belonging at SEAS. Answers are based on their experiences at SEAS over the last two years.

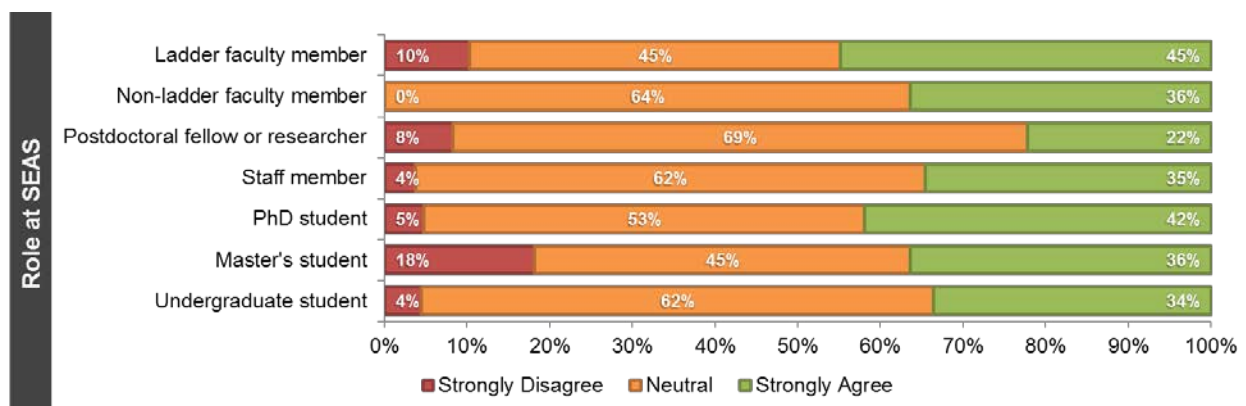
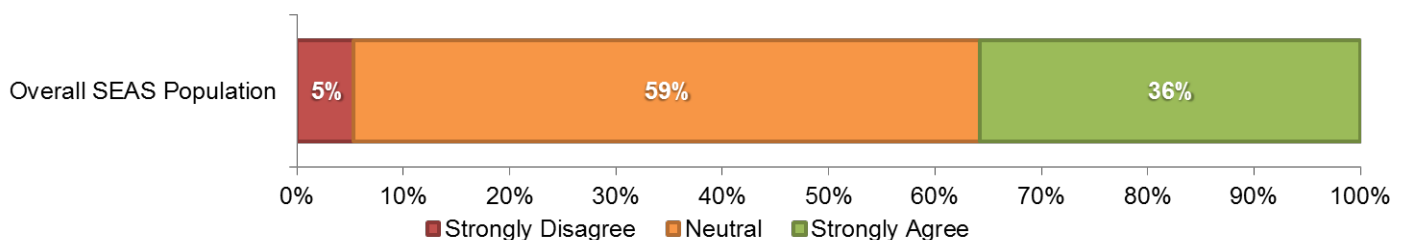
GENERAL TRENDS

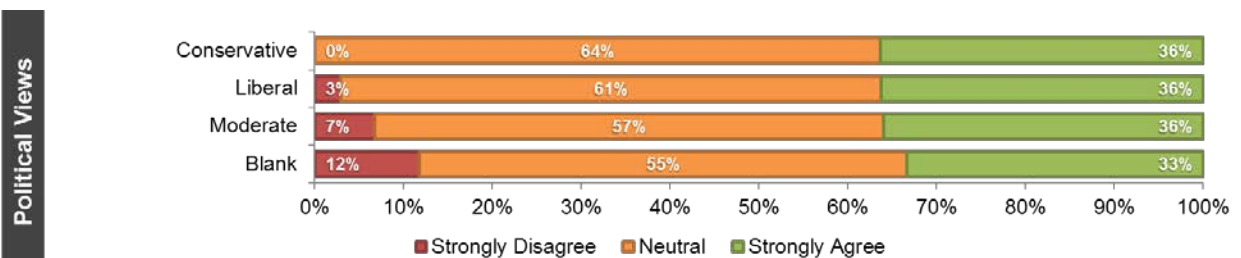
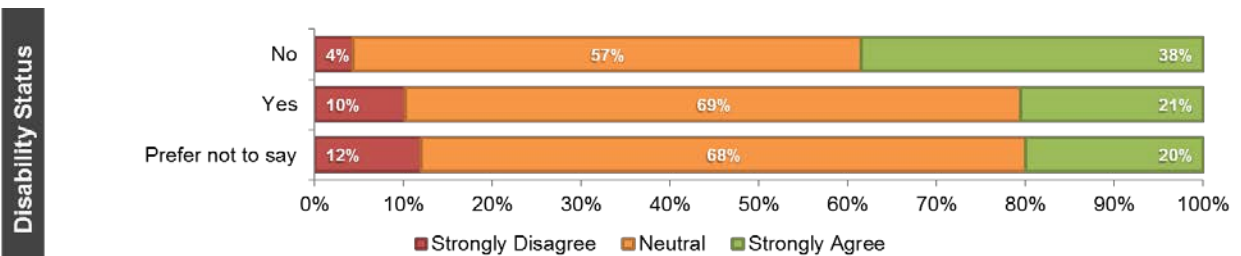
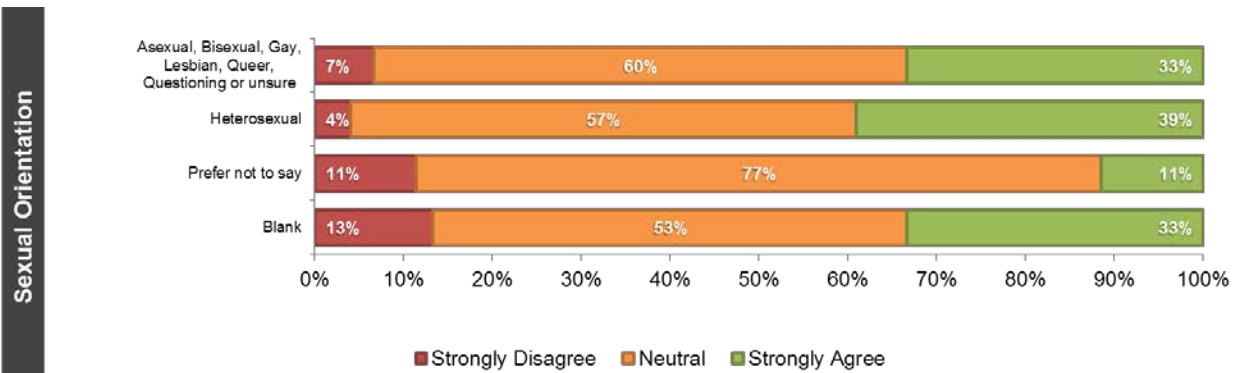
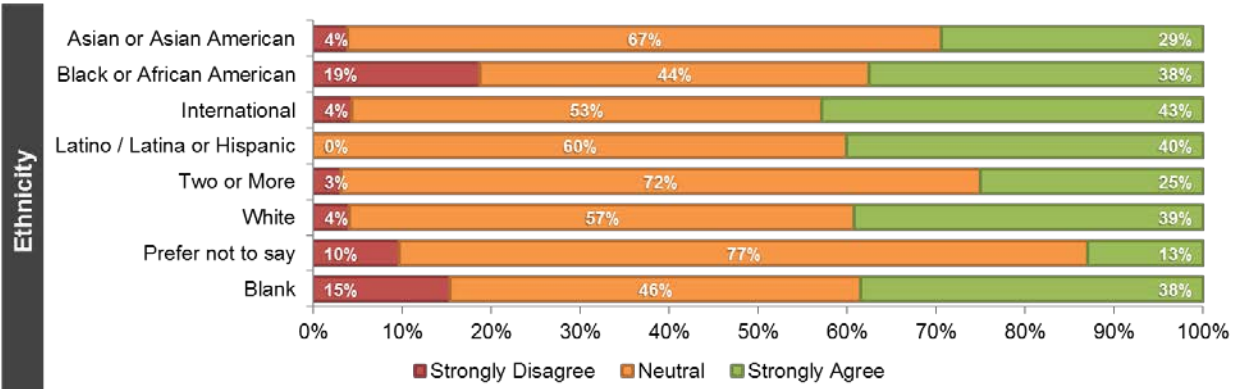
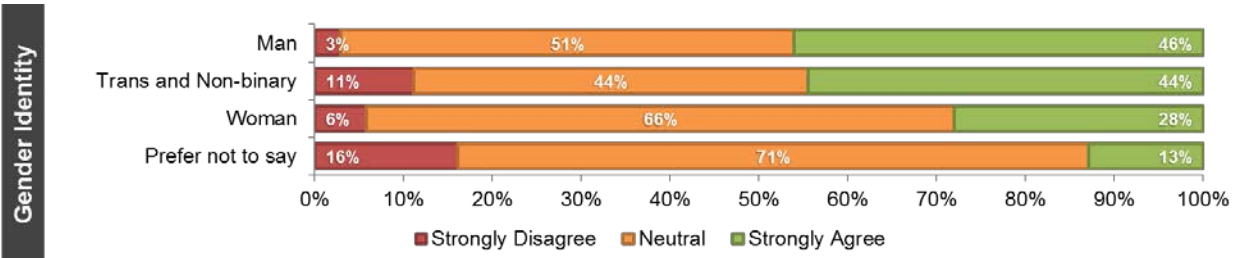
The following graphs reflect the proportion of SEAS community members that have had an overall negative, neutral, or positive experience in regards to the feeling of belonging at SEAS.

Proportions are based on a 7-point scale ranging from 1 = Strongly Disagree to 7 = Strongly Agree. For the proportion analysis below, the following methodology was used:



- “Strongly Disagree” represents the proportion of community members who reported an **average** that was less than or equal to 2.5.
- “Neutral” represents the proportion of community members who reported an **average** that was greater than 2.5, but less than 5.5.
- “Strongly Agree” represents the proportion of community members who reported an **average** that was greater than or equal to 5.5.

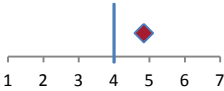
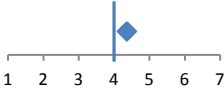
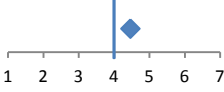
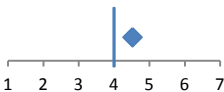
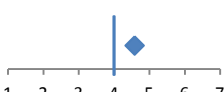
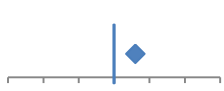







*Note: Three persons did not respond to this section and they are not included in these percentages.

GENERAL QUESTION RESPONSES

The table below summarizes our community's assessments of the feeling of belonging here at SEAS:

		Mean	Standard Deviation
Overall Feeling of Belonging at SEAS		4.84	1.29
I feel like I am a part of the SEAS community.		4.36	1.75
My relationships at SEAS are as satisfying as I would want them to be.		4.46	1.68
The professional goals I have for myself are being met at SEAS.		4.52	1.69
I have found one or more communities or groups at SEAS where I feel I belong.		4.58	1.80
I feel like I receive proper recognition at SEAS.		4.60	1.66
The academic goals I have for myself are being met at SEAS.		4.77	1.59
I feel like people at SEAS value me.		4.79	1.67
I feel like I can be my authentic self at SEAS.		4.83	1.75

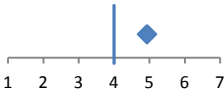
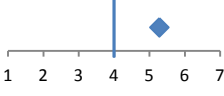
I am content with my friendships and relationships at SEAS.		4.88	1.50
I would encourage a good friend to join SEAS.		4.93	1.65
I feel like I belong at SEAS.		4.96	1.63
I feel a sense of accomplishment from my work at SEAS.		5.25	1.42
While at SEAS, I have been able to make progress toward my academic or professional aspirations.		5.28	1.44
I have considered leaving SEAS because I felt isolated or unwelcome. (RC)		5.30	1.89

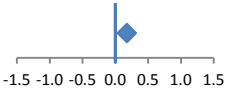
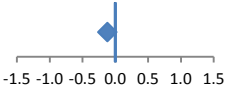
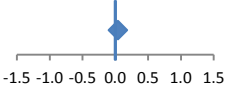
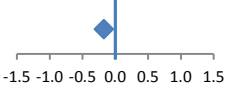


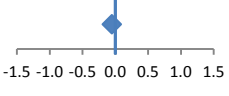
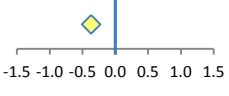
Table: Overall assessment of specific aspects of the feeling of belonging. Numbers are reported on a 7-point scale ranging from 1= Strongly Disagree to 7=Strongly Agree. **(RC)** should be interpreted with the following bounds 1 = Strongly agree to 7 = Strongly disagree. **“Overall Feeling of Belonging at SEAS” captures the average response to all questions in this module.**

Overall, survey respondents are slightly positive on questions related to sense of belonging at the School.

COMPARISON OF MEANS

The table below summarizes the major differences in how members of our community agree or disagree with statements regarding their feelings on inclusion and belonging at SEAS

When comparing groups within SEAS, the five largest negative differences are experienced by people who identify as an under-represented minority (URM) compared to people who are White, members of the LGBQA+ community compared to heterosexual respondents, women compared to men, people with a disability compared to people without a disability, and master's students compared to SEAS overall.

	Comparison	Difference in the feeling of belonging at SEAS	
ROLE	Ladder faculty compared to SEAS overall		0.18
	Non-ladder faculty compared to SEAS overall		-0.12
	Postdocs and researchers compared to SEAS overall		-0.17
	Staff compared to SEAS overall		0.04
	PhD students compared to SEAS overall		0.09
	Master's students compared to SEAS overall		-0.51
	Undergraduates compared to SEAS overall		-0.05
GENDER IDENTITY	Women compared to Men		-0.37

	Trans and non-binary compared to Cisgender		0.07
ETHNICITY	URM compared to White		-0.26
	International compared to US Citizens		0.14
SEXUAL ORIENTATION	LGBQA+ compared to Heterosexual		-0.39
DISABILITY STATUS	Disability compared to No disability		-0.75

Table: Details of differences in belonging at SEAS. The numbers reported are the differences in scores averaged over all questions in this module.

Negative differences mean that the highlighted group is reporting more negative perceptions than the comparison group.

- Large negative differences (of 1 point or more after rounding to two decimal places) are highlighted in **red**.
- Moderate negative differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **orange**.
- Small negative differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **yellow**.

Positive differences mean that the highlighted group is reporting more positive perceptions than the comparison group.

- Large positive differences (of 1 point or more after rounding to two decimal places) are highlighted in **dark green**.
- Moderate positive differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **green**.
- Small positive differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **light green**.

Note:

- Cisgender is defined as someone who exclusively identifies as their sex assigned at birth.
- The above analysis includes sexual orientation; therefore, the “T” for Transgender was not included in the acronym. Transgender was included in gender identify analyses.

To understand these differences in more detail, we examined each of the five comparisons that revealed at least a small difference related to inclusion and belonging at SEAS.

- Individuals with a disability do not feel a strong sense of belonging at SEAS on each aspect of belonging. They especially feel their professional and academic goals are not being met and do not feel a sense of accomplishment from their work at SEAS.
- Masters’ students do not feel a strong sense of belonging at SEAS on each aspect of belonging. They especially do not feel a sense of accomplishment from their work at SEAS and do not feel like they belong.
- Members of each highlighted group have been more likely than the comparison groups to consider leaving SEAS due to feeling isolated or unwelcome.
- Each highlighted group responded more negatively to the questions “I feel like I belong at SEAS” and “I feel like I can be my authentic self at SEAS”. This suggests fewer URM, women, masters’ students, individuals with a disability, and members of the LBGQIA+ community see themselves fitting in with the SEAS environment and culture.

	Role	Gender Identity	Ethnicity	Sexual Orientation	Disability Status
Questions	Masters students compared to SEAS overall	Women compared to Men	URM compared to White	LGBQA+ compared to Heterosexual	Disability compared to No disability
Overall Module Score for Belonging	-0.51	-0.37	-0.26	-0.39	-0.75
<i>I feel like I am a part of the SEAS community.</i>	-0.54	-0.22	-0.32	-0.58	-0.46
<i>My relationships at SEAS are as satisfying as I would want them to be.</i>	-0.28	-0.22	-0.05	-0.41	-0.73
<i>The professional goals I have for myself are being met at SEAS.</i>	No responses	-0.66	0.18	-0.60	-1.13
<i>I have found one or more communities or groups at SEAS where I feel I belong.</i>	-0.67	-0.29	-0.21	-0.24	-0.73
<i>I feel like I receive proper recognition at SEAS.</i>	-0.42	-0.56	-0.02	-0.23	-0.52
<i>The academic goals I have for myself are being met at SEAS.</i>	-0.41	-0.40	-0.36	-0.32	-1.26
<i>I feel like people at SEAS value me.</i>	-0.60	-0.22	-0.35	-0.48	-0.68
<i>I feel like I can be my authentic self at SEAS.</i>	-0.55	-0.65	-0.47	-0.77	-0.76
<i>I am content with my friendships and relationships at SEAS.</i>	-0.38	-0.06	-0.30	-0.26	-0.69
<i>I would encourage a good friend to join SEAS.</i>	-0.57	-0.15	-0.41	-0.48	-0.63

I feel like I belong at SEAS.	-0.87	-0.57	-0.56	-0.64	-0.67
I feel a sense of accomplishment from my work at SEAS.	-0.98	-0.45	-0.24	-0.10	-1.02
While at SEAS, I have been able to make progress toward my academic or professional aspirations.	-0.28	-0.44	0.00	0.08	-0.77
I have considered leaving SEAS because I felt isolated or unwelcome. (Reverse-coded: 1=Strongly agree, 7=Strongly disagree)	-0.30	-0.48	-0.29	-0.59	-0.97

Table: Details of differences in belonging at SEAS. The numbers reported are the differences in scores averaged over all questions in this module.

Negative differences mean that the highlighted group is reporting more negative perceptions than the comparison group.

- Large negative differences (of 1 point or more after rounding to two decimal places) are highlighted in **red**.
- Moderate negative differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **orange**.
- Small negative differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **yellow**.

Positive differences mean that the highlighted group is reporting more positive perceptions than the comparison group.

- Large positive differences (of 1 point or more after rounding to two decimal places) are highlighted in **dark green**.
- Moderate positive differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **green**.
- Small positive differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **light green**.

Note:

- Cisgender is defined as someone who exclusively identifies as their sex assigned at birth.
- The above analysis includes sexual orientation; therefore, the “T” for Transgender was not included in the acronym. Transgender was included in gender identify analyses.

THEME: OVERALL WELL-BEING

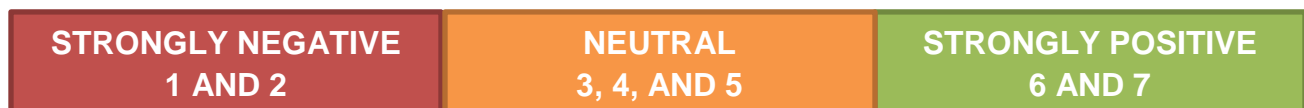
INTRODUCTION

The following section summarizes responses to overall well-being questions. These questions are related to happiness and life satisfaction, meaning and purpose, character and virtue, social relationships, and financial stability.

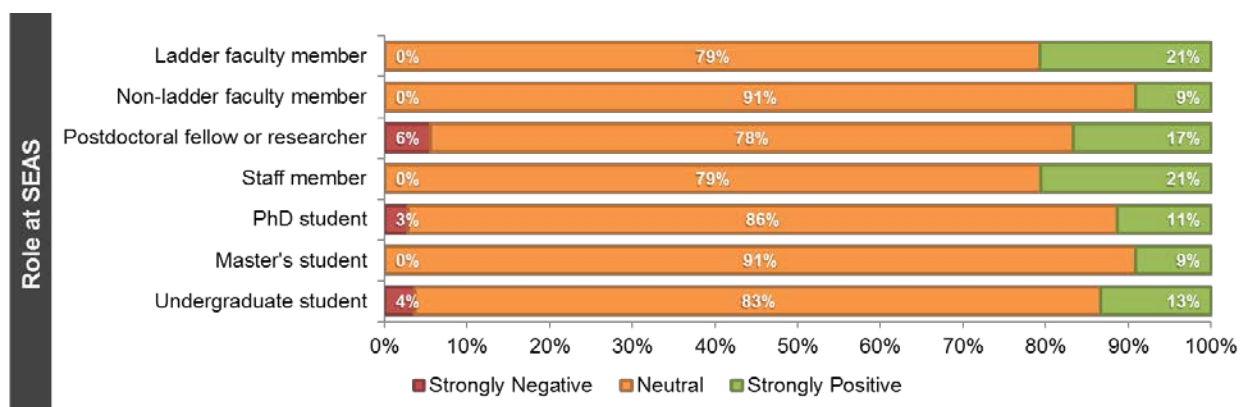
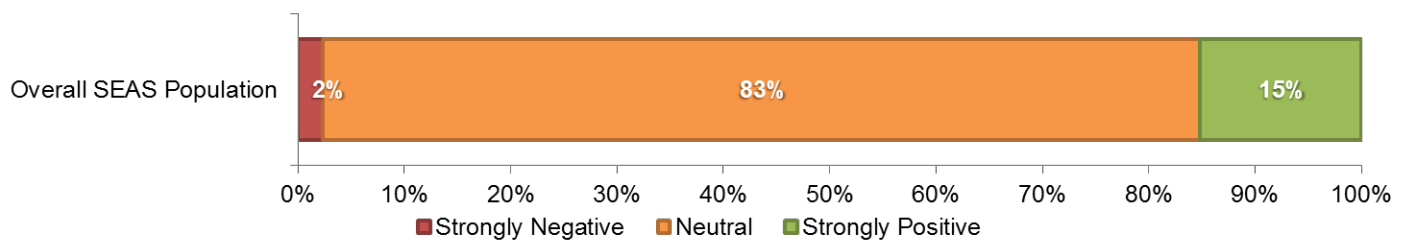
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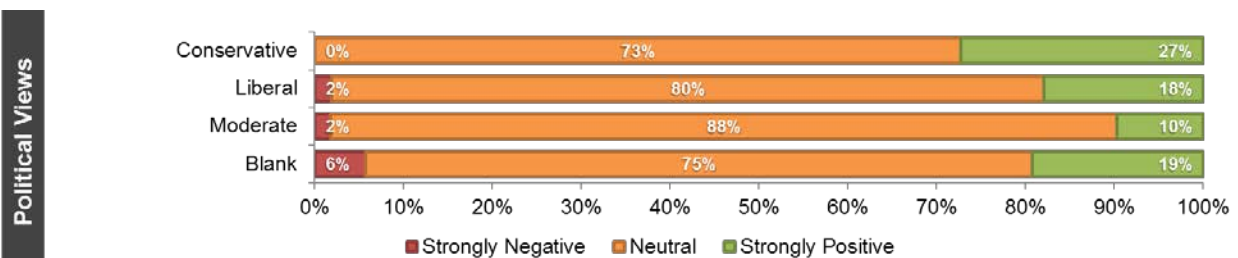
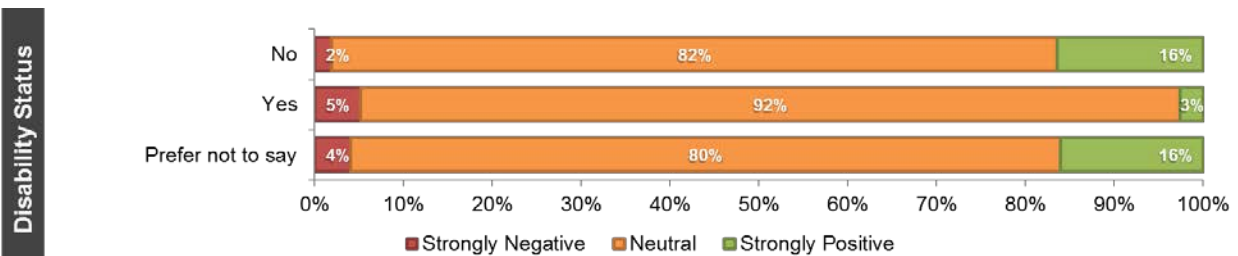
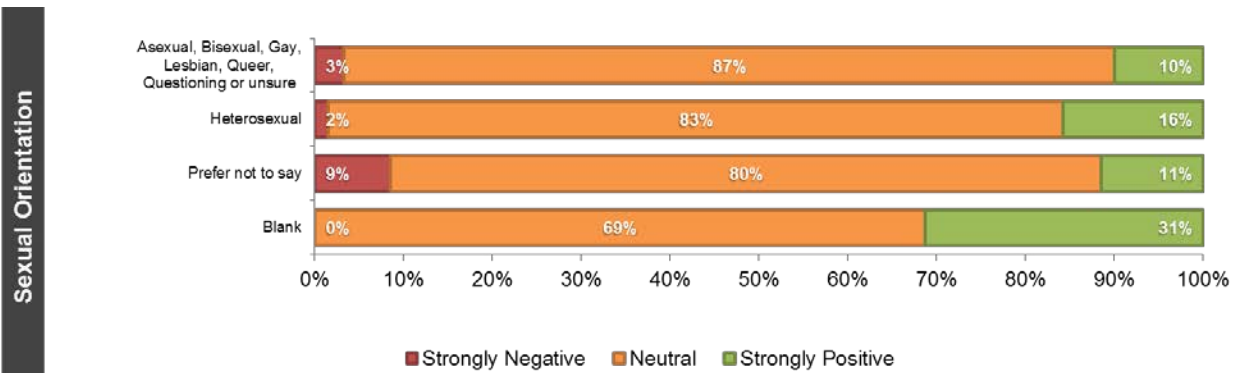
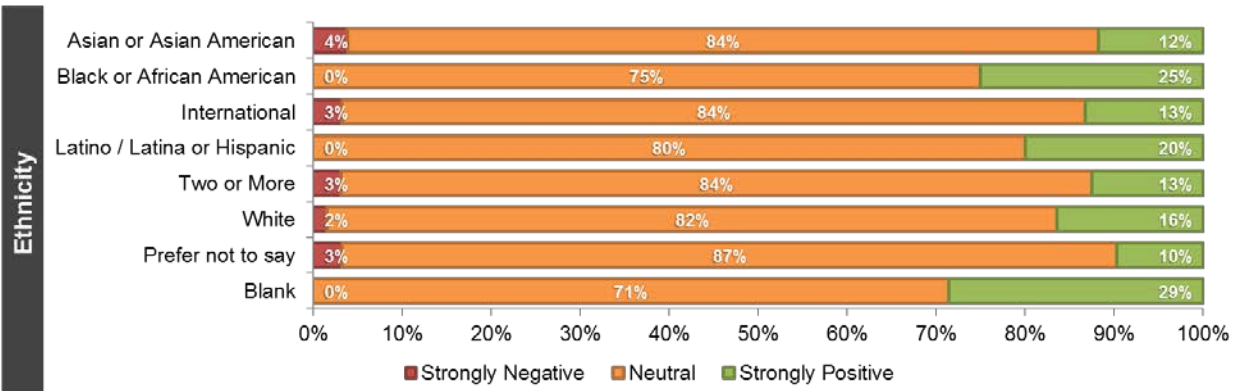
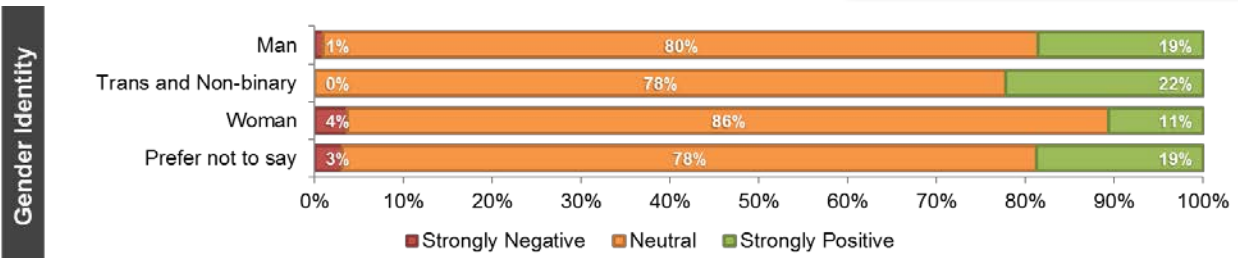
The following graphs reflect the proportion of SEAS community members that have had an overall negative, neutral, or positive experience in regards to overall well-being questions.

Proportions are based on a 7-point scale ranging from 1 = Strongly Negative to 7 = Strongly Positive. For the proportion analysis below, the following methodology was used:



- “Strongly Negative” represents the proportion of community members who reported an **average** that was less than or equal to 2.5.
- “Neutral” represents the proportion of community members who reported an **average** that was greater than 2.5, but less than 5.5.
- “Strongly Positive” represents the proportion of community members who reported an **average** that was greater than or equal to 5.5.





*Note: One person did not respond to this section and they are not included in these percentages.

GENERAL QUESTION RESPONSES

The table below summarizes our community's assessments related to overall well-being questions.

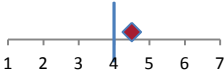
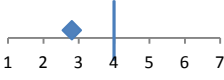
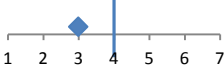
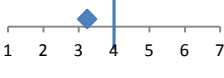
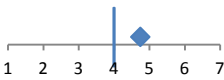


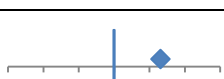

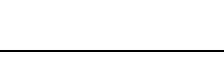
		Mean	Standard Deviation
Overall well-being at SEAS		4.50	0.94
Relaxing and forgetting about work issues / academic demands is hard to do for me. (RC)		2.81	1.79
I worry about the effect of work stress on my health. (RC)		2.99	1.80
I often feel worn out. (RC)		3.25	1.64
How often do you worry about being able to meet normal living expenses? (1 = Worry all the time to 7 = Do not ever worry)		4.75	1.94
I look forward to each new day. (1 = Strongly Disagree to 7 = Strongly Agree)		4.92	1.45
Overall, how satisfied are you with life as a whole these days? (1 = Very dissatisfied to 7 = Very satisfied)		5.20	1.34
I am content with my friendships and relationships. (1 = Strongly Disagree to 7 = Strongly Agree)		5.32	1.36
Overall, to what extent do you feel the things in your life are worthwhile? (1 = Not at all worthwhile to 7 = Completely worthwhile)		5.50	1.28
I always act to promote good in all circumstances, even in difficult and challenging situations. (1 = Not true of me to 7 = Completely true of me)		5.69	1.07

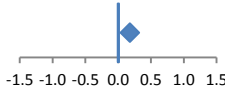
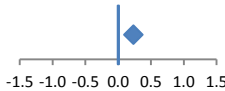
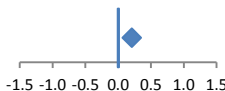
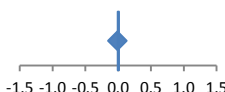



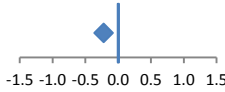
Table: Overall assessment of specific aspects of overall well-being questions. Numbers are reported on a 7-point scale with 1 = Strongly agree and 7 = Strongly disagree. **(RC)** should be interpreted with the following bounds 1 = Strongly agree to 7 = Strongly disagree.

As shown above, on average, respondents have a strong desire to be virtuous, see meaning in their lives, and are content with their social relationships. However, some members of the SEAS community find it difficult to strike a healthy balance between personal and professional lives, they find it difficult to relax and forget about work/academic issues, and they worry about the effect of professional/academic demands on their health.

COMPARISON OF MEANS

The table below summarizes the major differences in regards to overall well-being questions.

The three largest negative differences are experienced by Trans and non-binary compared to cisgender, members who are LGBQA+ compared to members who are Heterosexual, and those who have a disability compared to those who do not have a disability.

	Comparison	Difference in Overall Well-Being
ROLE	Ladder faculty compared to SEAS overall	 0.18
	Non-ladder faculty compared to SEAS overall	 0.23
	Postdocs and researchers compared to SEAS overall	 -0.01
	Staff compared to SEAS overall	 0.21
	PhD students compared to SEAS overall	 -0.12
	Master's students compared to SEAS overall	 -0.14
	Undergraduates compared to SEAS overall	 -0.13
GENDER IDENTITY	Women compared to Men	 -0.22

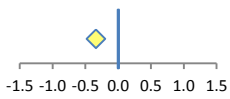
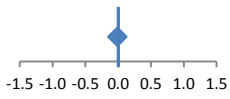
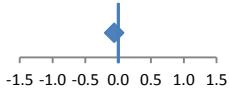
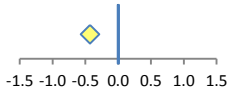
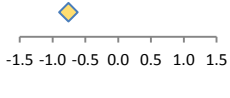
ETHNICITY	Trans and non-binary compared to Cisgender		-0.34
	URM compared to White		-0.01
	International compared to US Citizens		-0.06
SEXUAL ORIENTATION	LGBQA+ compared to Heterosexual		-0.43
DISABILITY STATUS	Disability compared to No disability		-0.76

Table: Details of differences in regards to overall well-being questions. The numbers reported are the differences in scores averaged over all questions in this module.

Negative differences mean that the highlighted group is reporting more negative perceptions than the comparison group.

- Large negative differences (of 1 point or more after rounding to two decimal places) are highlighted in **red**.
- Moderate negative differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **orange**.
- Small negative differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **yellow**.

Positive differences mean that the highlighted group is reporting more positive perceptions than the comparison group.

- Large positive differences (of 1 point or more after rounding to two decimal places) are highlighted in **dark green**.
- Moderate positive differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **green**.
- Small positive differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **light green**.

Note:

- Cisgender is defined as someone who exclusively identifies as their sex assigned at birth.
- The above analysis includes sexual orientation; therefore, the “T” for Transgender was not included in the acronym. Transgender was included in gender identify analyses.

To understand these differences in more detail, we examined each of the three comparisons that revealed at least a small difference related to overall well-being.

Key results include:

- All three groups report lower vitality and are less satisfied with their relationships.
- The three groups also report lower overall life satisfaction, and find it harder to see meaning and purpose in life.
- People with disabilities worry much more than the rest of SEAS about the negative effects of work stress on their health.
- Postdocs/researchers and people who are not U.S. citizen are more likely than others to worry about meeting regular expenses.

Questions	Gender Identity	Sexual Orientation	Disability Status
	Trans and non-binary compared to Cisgender	LGBQA+ compared to Heterosexual	Disability compared to No disability
Overall Module Score for Climate	-0.34	-0.43	-0.76
<i>Relaxing and forgetting about work issues / academic demands is hard to do for me. (RC)</i>	0.19	-0.30	-0.86
<i>I worry about the effect of work stress on my health. (RC)</i>	0.21	-0.51	-1.10
<i>I often feel worn out. (RC)</i>	-0.59	-0.60	-0.79
<i>How often do you worry about being able to meet normal living expenses?</i>	-0.08	-0.17	-0.32
<i>I look forward to each new day.</i>	-0.62	-0.61	-0.90
<i>Overall, how satisfied are you with life as a whole these days?</i>	-0.33	-0.51	-0.84
<i>I am content with my friendships and relationships.</i>	-0.58	-0.51	-0.87
<i>Overall, to what extent do you feel the things in your life are worthwhile?</i>	-0.64	-0.42	-0.76
<i>I always act to promote good in all circumstances, even in difficult and challenging situations.</i>	-0.58	-0.22	-0.45

Table: Details of differences in regards to overall well-being questions. The numbers reported are the differences in scores averaged over all questions in this module.

Negative differences mean that the highlighted group is reporting more negative perceptions than the comparison group.

- Large negative differences (of 1 point or more after rounding to two decimal places) are highlighted in **red**.
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Positive differences mean that the highlighted group is reporting more positive perceptions than the comparison group.

- Large positive differences (of 1 point or more after rounding to two decimal places) are highlighted in **dark green**.
- Moderate positive differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **green**.
- Small positive differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **light green**.

Note:

- Cisgender is defined as someone who exclusively identifies as their sex assigned at birth.
- The above analysis includes sexual orientation; therefore, the “T” for Transgender was not included in the acronym. Transgender was included in gender identify analyses.

THEME: WORK AND FAMILY

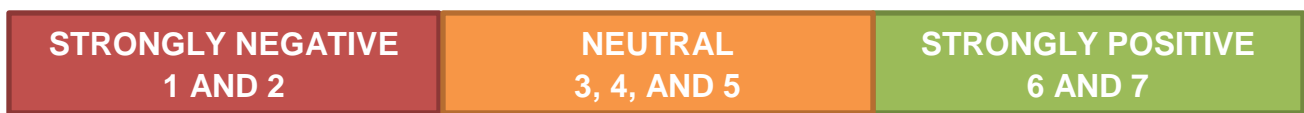
INTRODUCTION

The following section summarizes individual's level of agreement with statements related to work and family balance at SEAS.

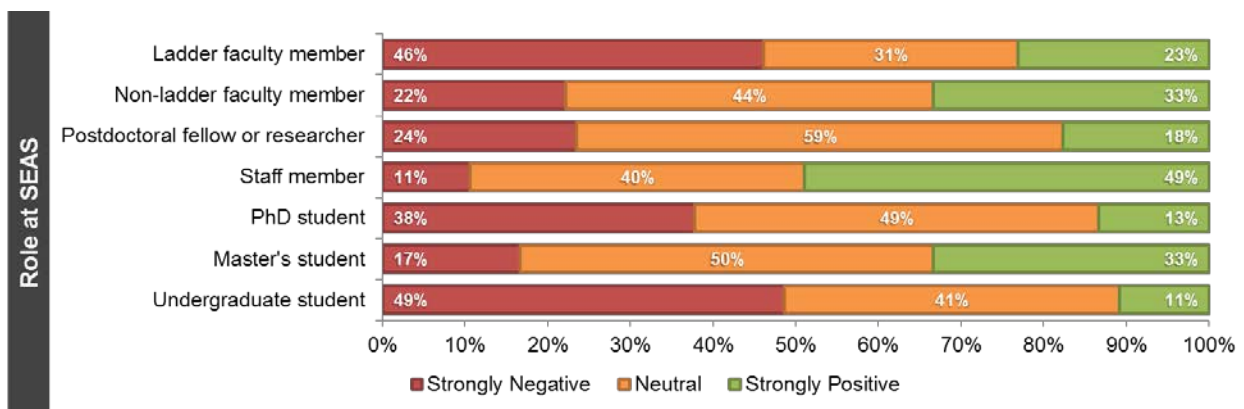
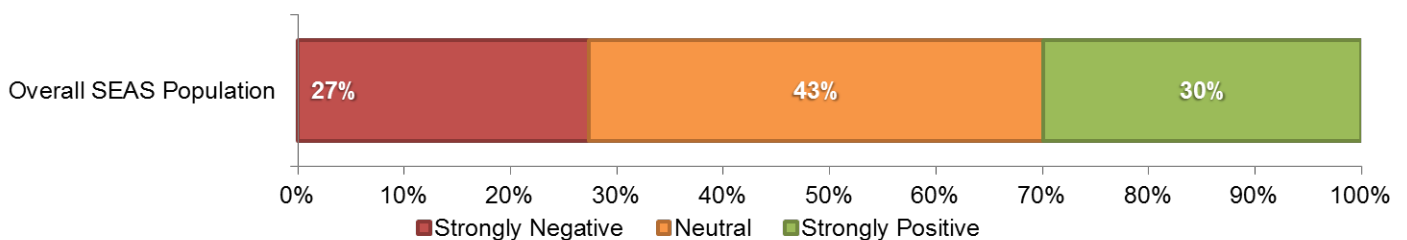
GENERAL TRENDS

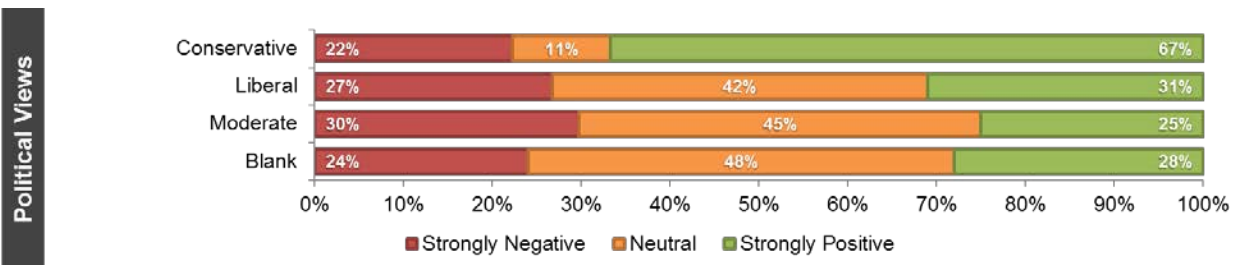
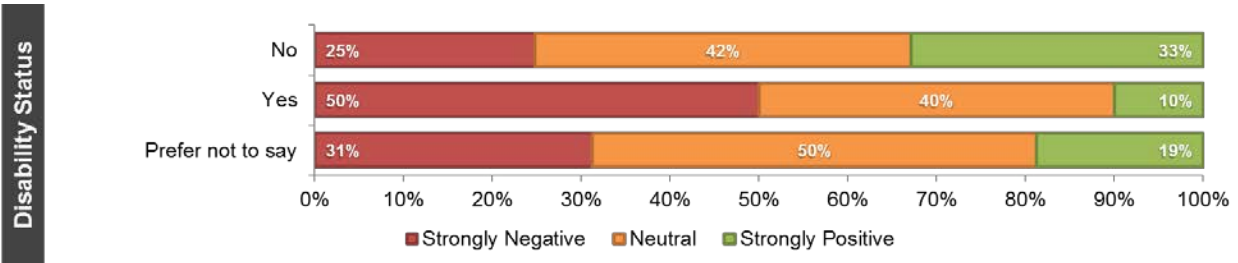
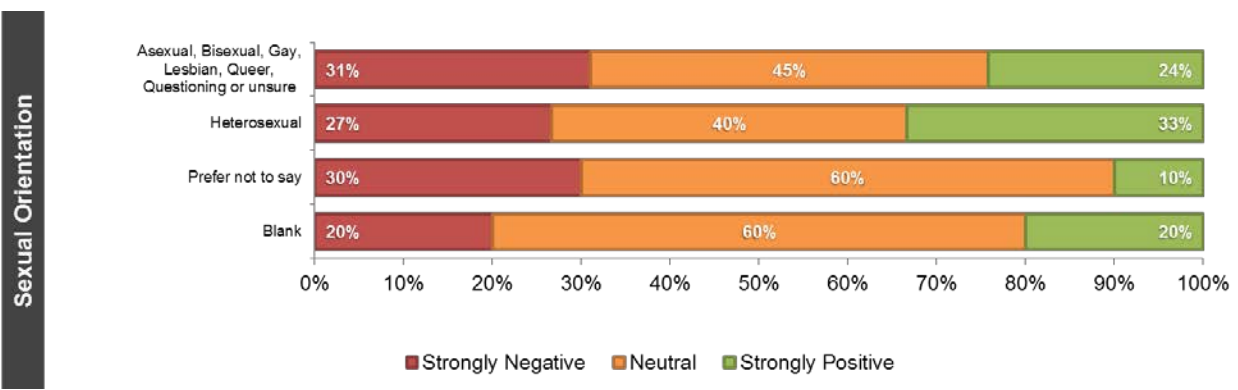
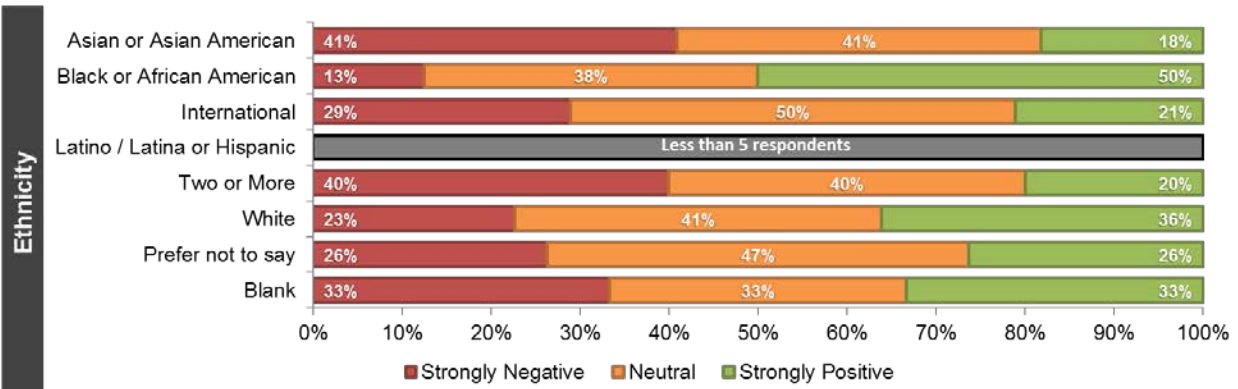
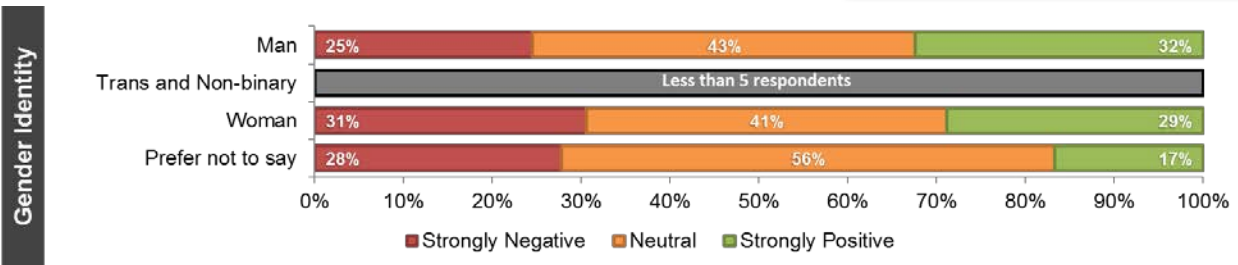
The following graphs reflect the proportion of SEAS community members that have had an overall negative, neutral, or positive experience in regards to work-life balance at SEAS.

Proportions are based on a 7-point scale ranging from 1 = Strongly Negative to 7 = Strongly Positive. For the proportion analysis below, the following methodology was used:



- “Strongly Negative” represents the proportion of community members who reported an **average** that was less than or equal to 2.5.
- “Neutral” represents the proportion of community members who reported an **average** that was greater than 2.5, but less than 5.5.
- “Strongly Positive” represents the proportion of community members who reported an **average** that was greater than or equal to 5.5.





***Note:** Two-hundred and two persons did not respond to this section and they are not included in these percentages. This is most likely attributed to the fact that this section dealt with childcare and family responsibilities. 82% of the non-responses were students.

GENERAL QUESTION RESPONSES

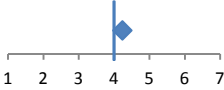
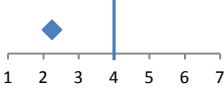
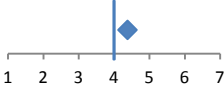
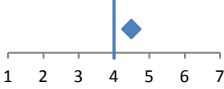
		Mean	Standard Deviation
Overall work-life balance at SEAS		4.24	1.95
How satisfied are you with the availability of child care at Harvard? (1 = Very dissatisfied to 7 = Very satisfied)		2.25	1.63
I do not feel that being a parent influences how my peers perceive my work commitment. (1 = Strongly Disagree to 7 = Strongly Agree)		4.39	2.10
SEAS accommodates family responsibilities. (1 = Strongly Disagree to 7 = Strongly Agree)		4.50	1.97

Table: Overall assessment of specific aspects of work-life balance at SEAS. Numbers are reported on a 7-point scale ranging from 1=Strongly Disagree to 7= Strongly Agree.

Overall, respondents are neutral on the topic of work-life balance at SEAS, with 27% of the average responses being strongly negative and 43% neutral. Individuals with a disability had the largest proportion of respondents to report an average of strongly negative to questions about work-life balance. This is consistent with the overall well-being results (page 58), which showed individuals with a disability found relaxing and forgetting about work issues/academic demands harder and worry more about the effect of work stress on their health.

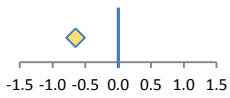
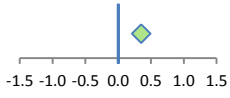
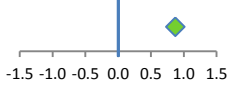
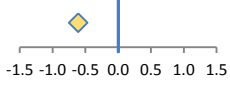
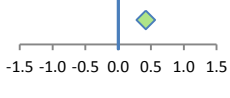
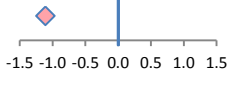
When the data is disaggregated by roles, ladder faculty (46%) and undergraduate students (49%) had the largest proportion provide strongly negative responses to questions about work-life balance. Staff had the largest proportion of strongly positive responses (49%). The table above shows that, overall, the SEAS community is strongly dissatisfied with the availability of childcare at Harvard.

COMPARISON OF MEANS

The table below summarizes the major differences in regards to work and family at SEAS.

The eight largest negative differences are with ladder faculty compared to SEAS overall, postdocs and researchers compared to SEAS overall, PhD students compared to SEAS overall, undergraduates compared to SEAS overall, women compared to men, under-represented minorities compared to those who designated as white, people who are international compared to people who are U.S. citizens, and people with a disability compared to no disability.

The three largest positive differences are with non-ladder faculty compared to SEAS overall, staff compared to SEAS overall, and Master's students compared to SEAS overall.

		Comparison	Difference in feelings on Work and Family
ROLE		Ladder faculty compared to SEAS overall	 -0.65
		Non-ladder faculty compared to SEAS overall	 0.35
		Postdocs and researchers compared to SEAS overall	 -0.28
		Staff compared to SEAS overall	 0.87
		PhD students compared to SEAS overall	 -0.61
		Master's students compared to SEAS overall	 0.42
		Undergraduates compared to SEAS overall	 -1.11

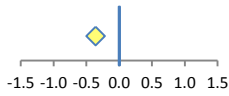
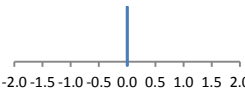
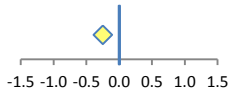
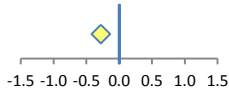
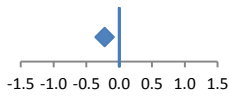
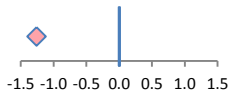
GENDER IDENTITY	Women compared to Men		-0.36
	Trans and non-binary compared to Cisgender		Fewer than 5 respondents
ETHNICITY	URM compared to White		-0.25
	International compared to US Citizens		-0.28
SEXUAL ORIENTATION	LGBQA+ compared to Heterosexual		-0.22
DISABILITY STATUS	Disability compared to No disability		-1.26

Table 2: Details of differences in regards to work-life balance at SEAS. The numbers reported are the differences in scores averaged over all questions in this module.

Negative differences mean that the highlighted group is reporting more negative perceptions than the comparison group.

- Large negative differences (of 1 point or more after rounding to two decimal places) are highlighted in **red**.
- Moderate negative differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **orange**.
- Small negative differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **yellow**.

Positive differences mean that the highlighted group is reporting more positive perceptions than the comparison group.

- Large positive differences (of 1 point or more after rounding to two decimal places) are highlighted in **dark green**.
- Moderate positive differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **green**.
- Small positive differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **light green**.

Note:

- Cisgender is defined as someone who exclusively identifies as their sex assigned at birth.
- The above analysis includes sexual orientation; therefore, the “T” for Transgender was not included in the acronym. Transgender was included in gender identify analyses.

To understand these differences in more detail, we examined each of the 11 comparisons that revealed at least a small difference in the perception of work-life balance at SEAS. The table below shows these detailed comparisons.

Key results include:

- Relatively higher proportions of individuals with a disability do not believe SEAS adequately accommodates family responsibilities.
- Women, postdocs and researchers, and international respondents feel being a parent influences how their peers perceive their work commitment.
- Ladder faculty and PhD students view how SEAS accommodates family responsibilities less favorably than SEAS overall.
- Undergraduates view the ability to accommodate family responsibilities as substantially more negative, which suggests they would like to see SEAS do more to accommodate family responsibilities.

Questions	Role						
	Ladder faculty compared to SEAS overall	Non-ladder faculty compared to SEAS overall	Staff compared to SEAS overall	Postdoc or researcher compared to SEAS overall	PhD students compared to SEAS overall	Masters students compared to SEAS overall	Undergraduates compared to SEAS overall
Overall Module Score for Work-Life Balance	-0.65	0.35	0.87	-0.28	-0.61	0.42	-1.11
<i>How satisfied are you with the availability of child care at Harvard?</i>	-0.01	0.25	0.44	-0.08	-0.68	Fewer than 5 respondents	Fewer than 5 respondents
<i>I do not feel that being a parent influences how my peers perceive my work commitment.</i>	0.14	0.81	0.21	-1.39	-0.05	Fewer than 5 respondents	Fewer than 5 respondents
<i>SEAS accommodates family responsibilities.</i>	-0.89	0.64	0.97	-0.03	-0.76	0.33	-1.28

Table: Details of differences in regards to work-life balance at SEAS. The numbers reported are the differences in scores averaged over all questions in this module.

Negative differences mean that the highlighted group is reporting more negative perceptions than the comparison group.

- Large negative differences (of 1 point or more after rounding to two decimal places) are highlighted in **red**.
- Moderate negative differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **orange**.
- Small negative differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **yellow**.

Positive differences mean that the highlighted group is reporting more positive perceptions than the comparison group.

- Large positive differences (of 1 point or more after rounding to two decimal places) are highlighted in **dark green**.
- Moderate positive differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **green**.
- Small positive differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **light green**.

Note:

- Cisgender is defined as someone who exclusively identifies as their sex assigned at birth.
- The above analysis includes sexual orientation; therefore, the "T" for Transgender was not included in the acronym. Transgender was included in gender identify analyses.

Questions	Gender Identity	Ethnicity		Disability Status
	Women compared to Men	URM compared to White	International compared to US Citizens	Disability compared to No disability
Overall Module Score for Work-Life Balance	-0.36	-0.25	-0.28	-1.26
<i>How satisfied are you with the availability of child care at Harvard?</i>	-0.33	-0.45	-0.27	0.31
<i>I do not feel that being a parent influences how my peers perceive my work commitment.</i>	-0.80	-0.25	-1.22	Fewer than 5 respondents
<i>SEAS accommodates family responsibilities.</i>	-0.33	-0.36	-0.42	-1.53

Table: Details of differences in regards to work-life balance at SEAS. The numbers reported are the differences in scores averaged over all questions in this module.

Negative differences mean that the highlighted group is reporting more negative perceptions than the comparison group.

- Large negative differences (of 1 point or more after rounding to two decimal places) are highlighted in **red**.
- Moderate negative differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **orange**.
- Small negative differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **yellow**.

Positive differences mean that the highlighted group is reporting more positive perceptions than the comparison group.

- Large positive differences (of 1 point or more after rounding to two decimal places) are highlighted in **dark green**.
- Moderate positive differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **green**.
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Note:

- Cisgender is defined as someone who exclusively identifies as their sex assigned at birth.
- The above analysis includes sexual orientation; therefore, the "T" for Transgender was not included in the acronym. Transgender was included in gender identify analyses.

THEME: PROFESSIONAL/ACADEMIC GROWTH

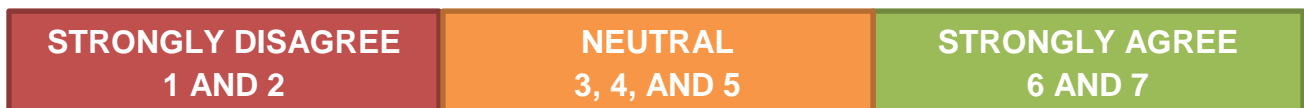
INTRODUCTION

The following section summarizes individual's level of agreement or disagreement with statements about their professional and academic experiences at SEAS. Answers are based on their experiences at SEAS over the past two years.

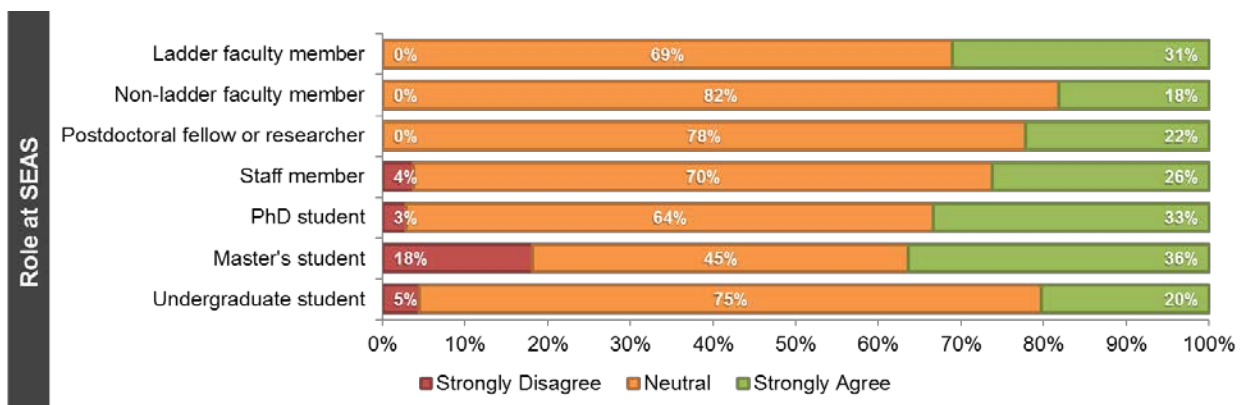
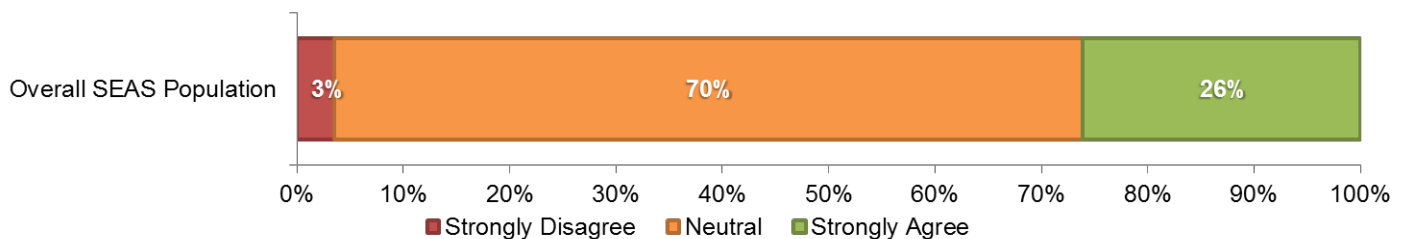
GENERAL TRENDS

The following graphs reflect the proportion of SEAS community members that have had an overall negative, neutral, or positive experience in regards to the professional or academic growth.

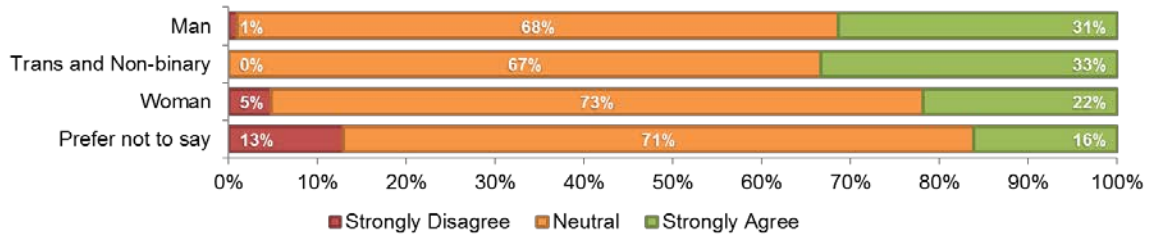
Proportions are based on a 7-point scale ranging from 1 = Strongly Disagree to 7 = Strongly Agree. For the proportion analysis below, the following methodology was used:



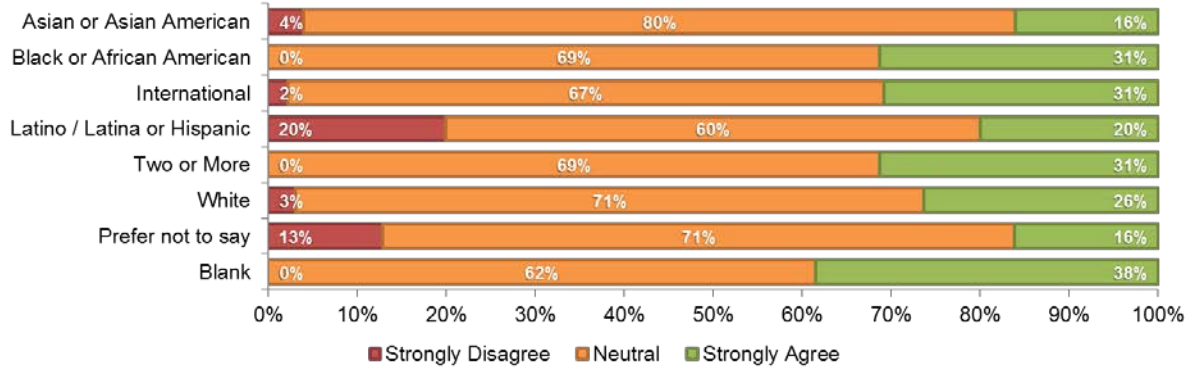
- “Strongly Disagree” represents the proportion of community members who reported an **average** that was less than or equal to 2.5.
- “Neutral” represents the proportion of community members who reported an **average** that was greater than 2.5, but less than 5.5.
- “Strongly Agree” represents the proportion of community members who reported an **average** that was greater than or equal to 5.5.



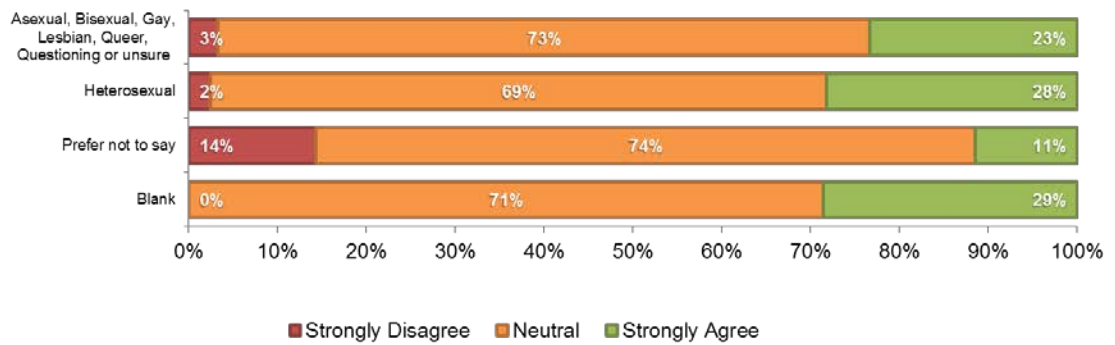
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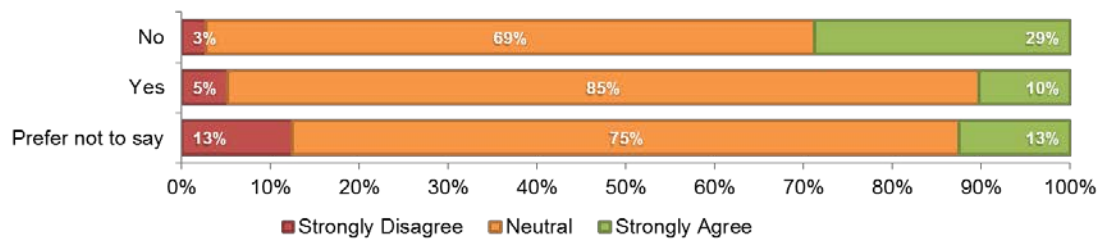
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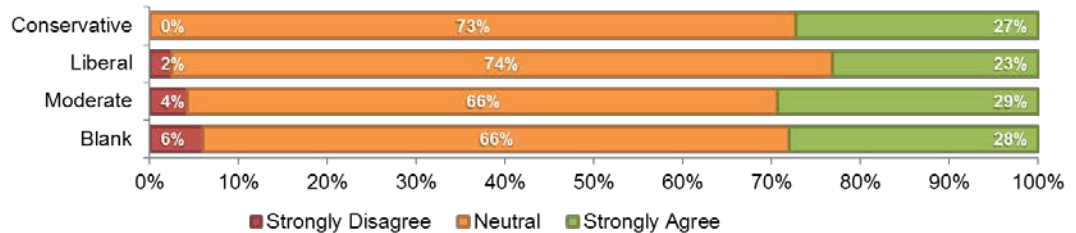
Sexual Orientation



Disability Status



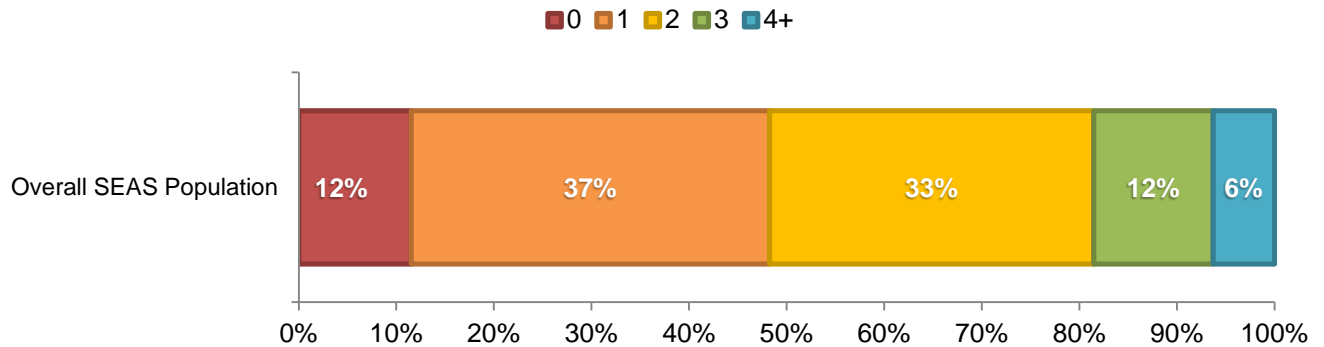
Political Views



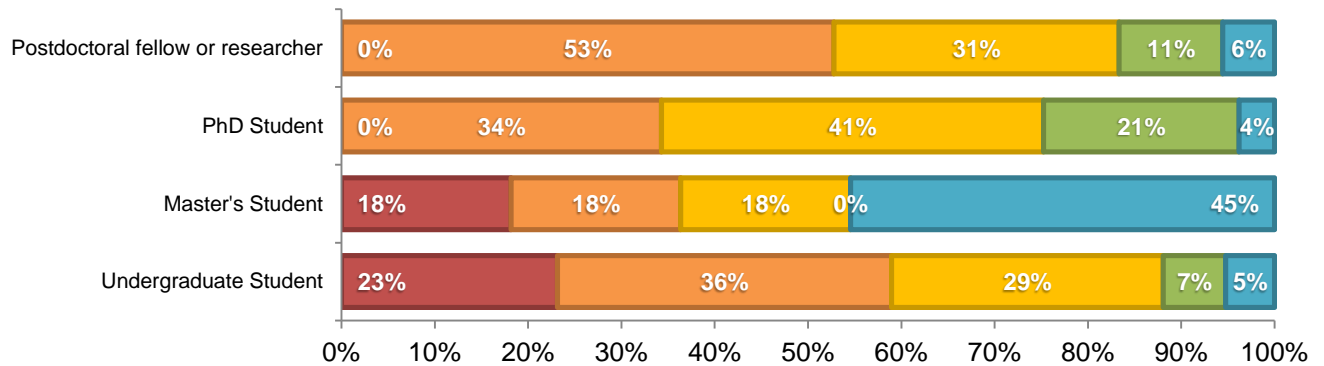
*Note: Four persons did not respond to this section and they are not included in these percentages.

For students and post-doctoral fellows or researchers, this section also asked how many SEAS faculty members they knew well enough to ask for a recommendation:

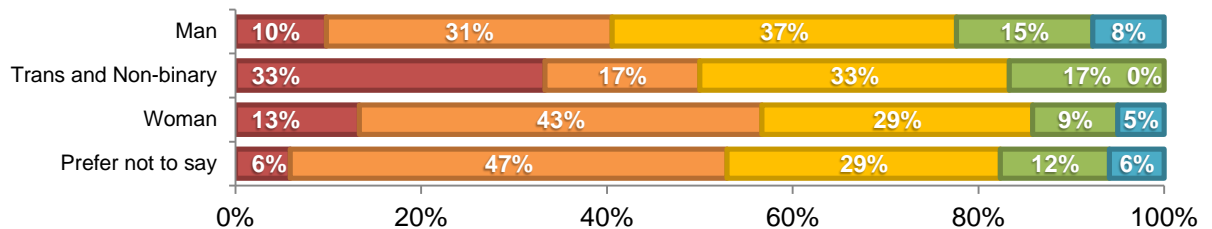
How many SEAS faculty members know you well enough for you to ask them for a professional recommendation concerning your qualifications for a job, fellowship, or advanced degree?



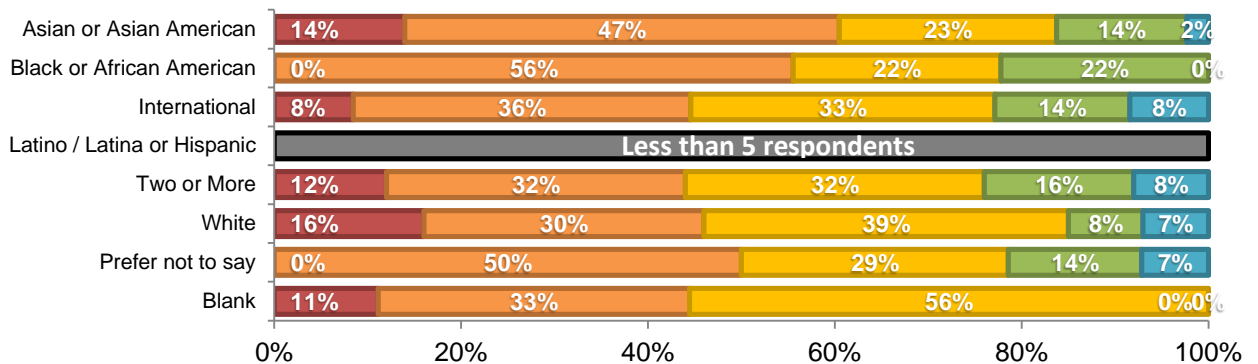
Role at SEAS



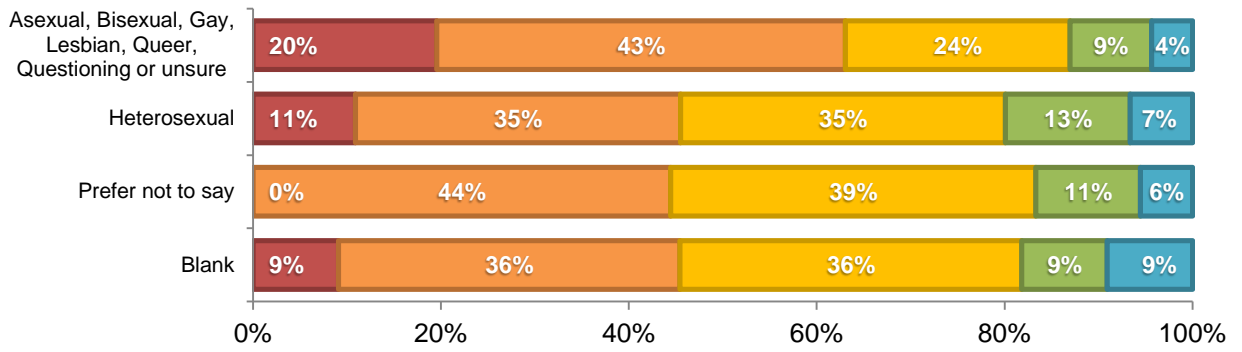
Gender Identity



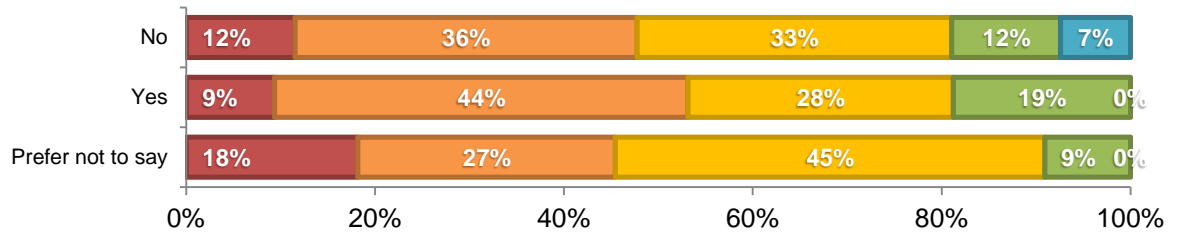
Ethnicity



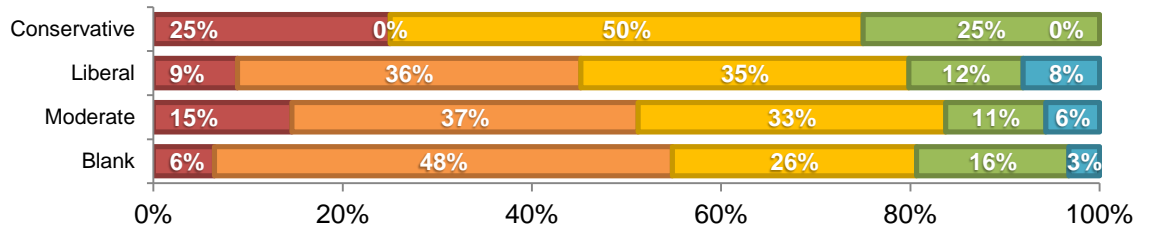
Sexual Orientation



Disability Status



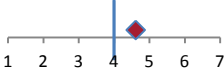
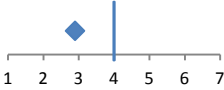
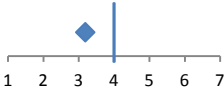
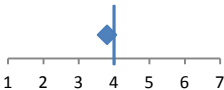
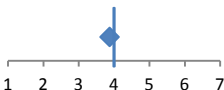
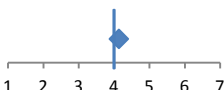
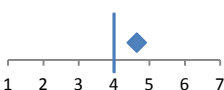

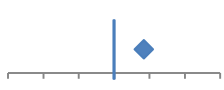
Political Views



*Note: Three persons did not respond to this question and they are not included in these percentages.

GENERAL QUESTION RESPONSES

The table below summarizes our community's assessments about professional and academic experiences at SEAS:

		Mean	Standard Deviation
Overall Professional/Academic Growth at SEAS		4.61	1.14
I feel that SEAS clearly articulates measurable steps for promotion. (Staff) (1 = Strongly Disagree to 7 = Strongly Agree)		2.90	1.74
Compared to other faculty in my area at SEAS at a comparable professional stage, the amount of time I could devote to meaningful research-related activities for the past four semesters (including this one) when I wasn't on leave has been. (Faculty) (1 = Much Lower to 7 = Much Higher)		3.19	1.27
Overall, how satisfied have you been with your academic advising in your SEAS concentration(s) over the past 2 years? (Undergraduate and Master's Students) (1 = Very Dissatisfied to 7 = Very Satisfied)		3.81	1.82
I am satisfied with my ability to influence decision-making at SEAS. (All SEAS) (1 = Strongly Disagree to 7 = Strongly Agree)		3.88	1.77
I feel that I have been given the advancement opportunities and promotions I deserve. (Staff) (1 = Strongly Disagree to 7 = Strongly Agree)		4.14	1.61
I know what I need to do to succeed at SEAS. (All SEAS) (1 = Strongly Disagree to 7 = Strongly Agree)		4.65	1.57
I have access to the same research opportunities as my peers. (Undergraduate and Master's Students) (1 = Strongly Disagree to 7 = Strongly Agree)		4.81	1.78
I feel that I have access to the same internship and/or full-time employment opportunities as my peers. (Undergraduate, Master's, and Ph.D. Students) (1 = Strongly Disagree to 7 = Strongly Agree)		4.85	1.72

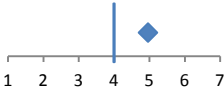
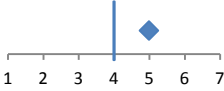
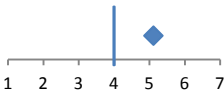
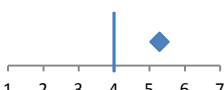
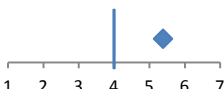
I feel that I work in an environment that drives high performance. (Staff) (1 = Strongly Disagree to 7 = Strongly Agree)		4.97	1.66
I have as much access to informal or formal networking opportunities as my peers at SEAS. (All SEAS) (1 = Strongly Disagree to 7 = Strongly Agree)		4.99	1.55
I feel I get less honest feedback on my performance than my peers at SEAS. (RC) (All SEAS)		5.12	1.55
I feel that my own work priorities support SEAS strategy. (Staff) (1 = Strongly Disagree to 7 = Strongly Agree)		5.29	1.34
I feel that my work links to the larger mission, vision and values of SEAS. (Staff) (1 = Strongly Disagree to 7 = Strongly Agree)		5.39	1.55

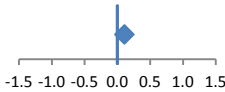

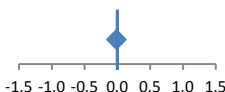




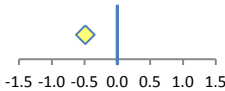
Table: Overall assessment of specific aspects about professional and academic experiences at SEAS. Numbers are reported on a 7-point scale ranging from 1= Strongly Disagree to 7=Strongly Agree. **(RC)** should be interpreted with the following bounds 1 = Strongly agree to 7 = Strongly disagree. **“Overall Professional/Academic Growth at SEAS” captures the average response to all statements shown in this table except “I feel that I work in an environment that drives high performance.” because of the ambiguity regarding which end of the scale was perceived as desirable and which as undesirable by the respondents.**

Respondents are slightly positive on how they view professional and academic growth at SEAS. Disaggregating the responses by question shows that some aspects of SEAS are perceived more positively than others. The question with the lowest average response (2.90) was “I feel that SEAS clearly articulates measurable steps for promotion.” This question was posed to staff and indicates a need for clearer expectations and guidance related to promotion at SEAS.

COMPARISON OF MEANS

The table below summarizes the major differences about professional and academic experiences at SEAS.

The three largest negative differences are experienced by members of the LGBTQA+ population compared to heterosexual respondents, women compared to men, and people with disability compared to people without a disability.

	Comparison	Difference in Professional/Academic Growth
ROLE	Ladder faculty compared to SEAS overall	 0.11
	Non-ladder faculty compared to SEAS overall	 -0.11
	Postdocs and researchers compared to SEAS overall	 0.04
	Staff compared to SEAS overall	 -0.01
	PhD students compared to SEAS overall	 0.18
	Master's students compared to SEAS overall	 -0.05
	Undergraduates compared to SEAS overall	 -0.17
GENDER IDENTITY	Women compared to Men	 -0.49

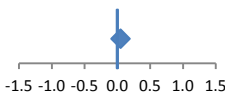
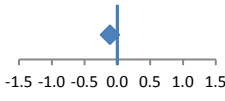
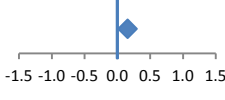
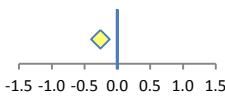
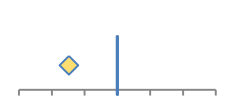
ETHNICITY	Trans and non-binary compared to Cisgender		0.05
	URM compared to White		-0.11
	International compared to US Citizens		0.16
SEXUAL ORIENTATION	LGBQA+ compared to Heterosexual		-0.26
DISABILITY STATUS	Disability compared to No disability		-0.74

Table: Details of differences about professional and academic experiences at SEAS. The numbers reported are the differences in scores averaged over all questions in this module.

Negative differences mean that the highlighted group is reporting more negative perceptions than the comparison group.

- Large negative differences (of 1 point or more after rounding to two decimal places) are highlighted in **red**.
- Moderate negative differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **orange**.
- Small negative differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **yellow**.

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- Large positive differences (of 1 point or more after rounding to two decimal places) are highlighted in **dark green**.
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- Small positive differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **light green**.

Note:

- Cisgender is defined as someone who exclusively identifies as their sex assigned at birth.
- The above analysis includes sexual orientation; therefore, the “T” for Transgender was not included in the acronym. Transgender was included in gender identify analyses.

To understand these differences in more detail, we examined in each of the three comparisons that revealed at least a small difference in the perception of professional and academic growth at SEAS. The table below shows these detailed comparisons.

Key results include:

- Women at SEAS, regardless of role, feel they do not have the same access to professional and academic opportunities as their male peers.
- Female students are less satisfied than male students with their academic advising experience over the past two years.
- Women at SEAS feel they get less honest feedback on their performance than their peers compared to their male counterparts.
- Compared to men, women at SEAS do not feel they know what they need to do to succeed at SEAS.
- Respondents that reported having a disability are substantially less satisfied with their professional and academic growth at SEAS compared to respondents that do not have a disability. This was indicated by the moderate and large negative differences on questions related to SEAS articulating steps to promotion; their ability to influence decision-making; advancement and promotion opportunities; and knowing what to do to succeed at SEAS.
- Many respondents that reported having a disability, regardless of role at SEAS, do not feel they have the same access to opportunities as their peers.
- More respondents that reported having a disability do not feel their work links to the SEAS mission and strategy compared to respondents that do not have a disability.
- Members of the LGBQA+ community do not feel their work links to the SEAS mission and strategy compared to heterosexual respondents.
- Women, members of the LGBQA+ community, and people with disabilities know fewer faculty who can write letters of recommendation on their behalf than people in the comparison groups.

	Gender Identity	Sexual Orientation	Disability Status
Questions	Women compared to Men	LGBQA+ compared to Heterosexual	Disability compared to No disability
Overall Module Score for Professional/Academic Growth	-0.49	-0.26	-0.74
<i>I feel that SEAS clearly articulates measurable steps for promotion. (Staff)</i>	-0.09	-0.12	-1.38
<i>Compared to other faculty in my area at SEAS at a comparable professional stage, the amount of time I could devote to meaningful research-related activities for the past four semesters (including this one) when I wasn't on leave has been: Much Lower – Much Higher (Faculty)</i>	-0.44	Fewer than 5 respondents	No responses
<i>Overall, how satisfied have you been with your academic advising in your SEAS concentration(s) over the past 2 years? (Undergraduate and Master's Students)</i>	-0.31	-0.45	-0.15
<i>I am satisfied with my ability to influence decision-making at SEAS. (All SEAS)</i>	-0.51	-0.12	-0.69
<i>I feel that I have been given the advancement opportunities and promotions I deserve. (Staff)</i>	0.07	-0.69	-1.16

I know what I need to do to succeed at SEAS (All SEAS)	-0.72	-0.52	-1.09
I have access to the same research opportunities as my peers.(Undergraduate and Master's Students)	-0.49	0.01	-0.70
I feel that I have access to the same internship and/or full-time employment opportunities as my peers. (Undergraduate, Master's, and Ph.D. Students)	-0.53	-0.05	-1.06
I feel that I work in an environment that drives high performance. (Staff)	-0.18	-0.29	-1.00
I have as much access to informal or formal networking opportunities as my peers at SEAS. (All SEAS)	-0.70	-0.21	-0.91
I feel I get less honest feedback on my performance than my peers at SEAS. (Reverse-coded: 1=Strongly agree, 7=Strongly disagree) (All SEAS)	-0.38	-0.07	-0.45
I feel that my own work priorities support SEAS strategy. (Staff)	-0.18	-0.93	-0.52
I feel that my work links to the larger mission, vision and values of SEAS. (Staff)	-0.26	-1.00	-0.97

Table: Details of differences about professional and academic experiences at SEAS. The numbers reported are the differences in scores averaged over all questions in this module.

Negative differences mean that the highlighted group is reporting more negative perceptions than the comparison group.

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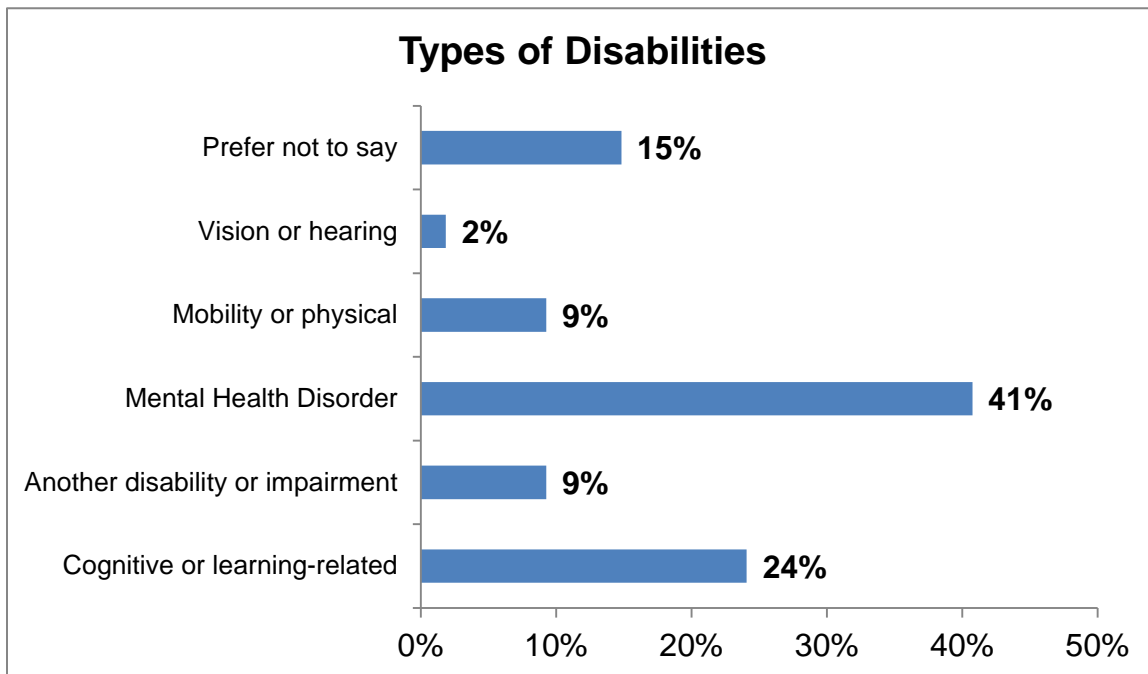
Note:

- Cisgender is defined as someone who exclusively identifies as their sex assigned at birth.
- The above analysis includes sexual orientation; therefore, the "T" for Transgender was not included in the acronym. Transgender was included in gender identify analyses.

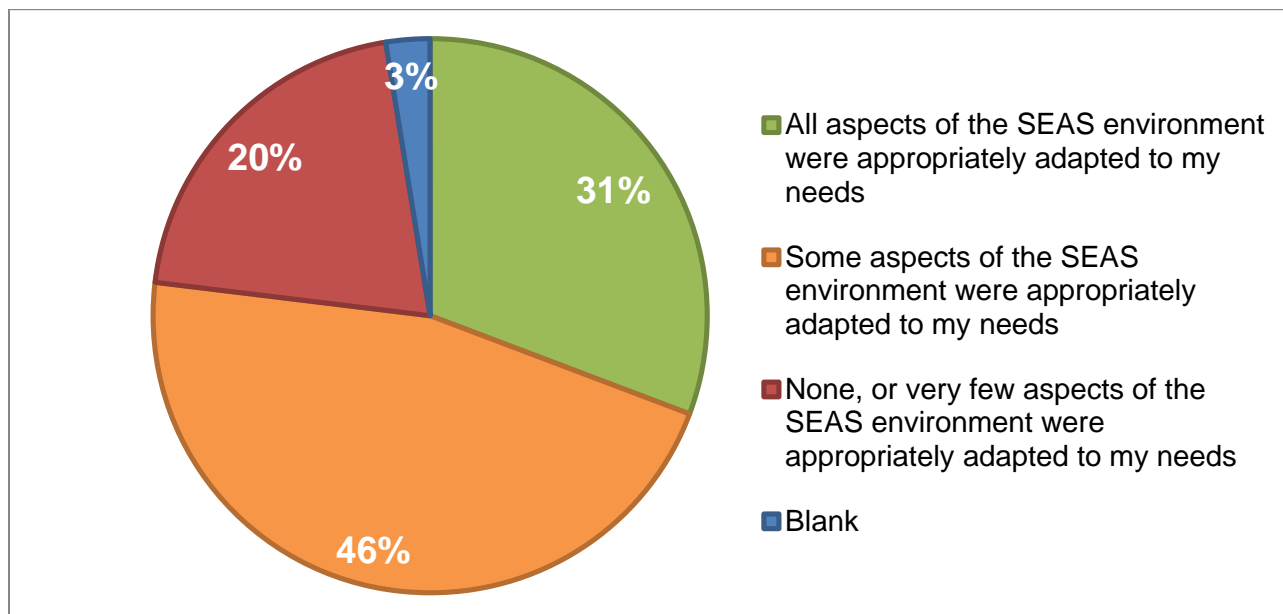
THEME: ACCESSIBILITY

INTRODUCTION

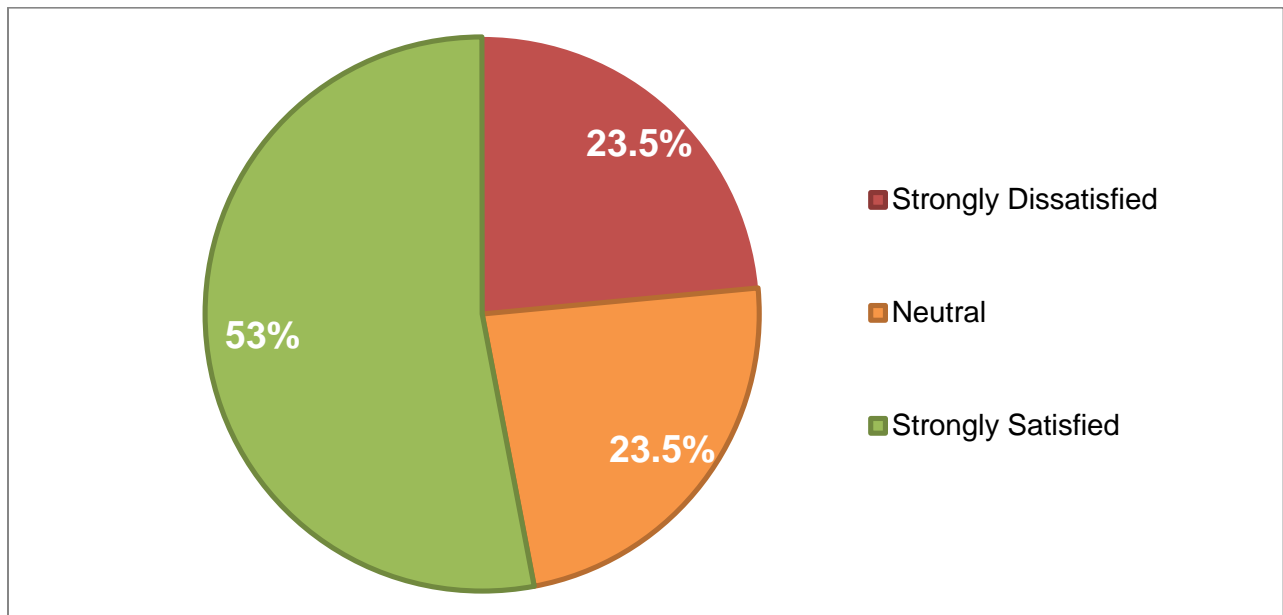
Thirty-nine respondents reported having a diagnosed disability or impairment. As shown in the table below, when asked for details, most reported having a mental health condition or a cognitive/learning disability. Note that some people reported multiple types of disabilities.



As shown in the table below, only 12 of the 39 (31%) respondents with disabilities felt that all aspects of the SEAS environment were appropriately adapted to their needs when they first arrived at SEAS or when they were first diagnosed. Meanwhile 8 of the 39 (20%) felt that none or very few aspects of SEAS were adapted to their needs.



Seventeen of the 39 respondents (44%) reported requesting some accommodation for their condition. A little more than half of them (53%) were strongly satisfied with how their request was handled, while nearly a quarter (23.5%) were strongly dissatisfied.



Individuals with a disability have a substantial different experience with and perception of many aspects of SEAS. As summarized in the table below (and as can be seen by aggregating information across other sections of this report), compared to SEAS members that do not have a disability, those with a disability or impairment, reported lower overall well-being, perceive SEAS climate more negatively, are less likely to feel they belong at SEAS, and report more difficulty in balancing their personal and professional lives.

	Overall Well-being	Climate at SEAS	Belonging at SEAS	Professional Growth	Experience of bias	SEAS commitment to DIB	Work and Family
People with disabilities compared to those without	-0.76	-0.50	-0.75	-0.74	-0.14	-0.22	-1.26

OPEN-ENDED RESPONSES

Respondents were asked: “If you feel comfortable, please provide additional feedback about your experience with accessibility and accommodation services at SEAS. In particular, please let us know what needs to be improved most urgently.” The following section summarizes responses.

STIGMA SURROUNDING MENTAL HEALTH ISSUES

Several respondents said there is still a stigma related to mental health issues, which makes it difficult for people experiencing mental health issues to disclose their difficulties, request accommodations, find people to have supportive conversations with or to get understanding from peers, supervisors and teachers. One respondent said they never told anyone about the mental health challenges they were facing. Another who did share it with others at SEAS reported that while they “have found the SEAS community very understanding and accommodating”, they also feel “labeled” and feel that the disclosure affected other people’s perception of their ability.

DIFFICULTY FINDING INFORMATION ABOUT DISABILITY-RELATED ACCOMMODATIONS

Two respondents felt there was a lack of informative and confidential resources for learning about disability-related policies and accommodations. This is particularly needed in the area of mental health because the stigma surrounding mental health challenges makes it difficult to disclose to peers or supervisors.

DIFFICULTY GETTING ACCOMMODATIONS IN COURSES

Some students remarked positively about how their needs were accommodated by SEAS instructors. However, a larger number reported substantial difficulties in getting appropriate accommodations in SEAS courses. One student spoke broadly of “uncomfortable, guilt-initiating, unwelcome, unfriendly experiences” with SEAS courses. Others pointed to specific challenges:

- Policies (e.g., late days) differ from class to class and “negotiating them per-class is a pain”.
- “All academic accommodations are currently focused on things during the day and not multi-day, which makes it harder for people with executive dysfunction related to conditions like ADHD and sleep disorders.”
- Instructors refusing to grant additional accommodations beyond those already specified in their course policies (homework extensions, extra time on quizzes, volume of reading assignments).
- Heavy reliance on computer-based tools is challenging for students with impairments, including those with concussions or migraines (and not just those with motor or vision impairments).

DIFFICULTY IN ACCESSING HELP

A number of respondents reported substantial difficulties getting access to relevant help. With respect to mental health services, one person said:

“Harvard’s Mental Health Services are not accessible in a timely manner. It is difficult to set up a therapy appointment (it took me 5 weeks to be seen by a therapist for the first time).”

Others pointed out that the communication with the disability office can be slow. Similarly, transferring relevant medical records (particularly from abroad) can be inefficient.

In addition, one person pointed out that mental health conditions can manifest themselves before they are formally diagnosed, but there are no mechanisms for obtaining accommodations retroactively for newly diagnosed disabilities (e.g., in the context of coursework or academic requirements).

DIFFICULTY NAVIGATING PHYSICAL ENVIRONMENT

Several respondents pointed out that in some SEAS buildings, elevators are inefficient and/or inconveniently located, some doors are hard to operate, and there aren't restrooms for both genders on each floor. There is also no support for SEAS employees with physical disabilities commuting between home and SEAS.

FEW ACCOMMODATIONS FOR FOOD ALLERGIES AT SEAS EVENTS

Several respondents remarked that people with severe food allergies (e.g., Celiac disease) can rarely find things to eat at catered public SEAS events. If an event is a lunch or dinner, they are forced to miss the event to eat elsewhere. One person reported their food allergies are rarely accommodated even when they make an explicit request ahead of time.

THEME: EXPERIENCE OF BIAS

INTRODUCTION

This module was specifically designed to probe whether implicit biases impact how members of the SEAS community interact with one another. The questions used were originally developed to detect behavioral patterns driven by gender-specific implicit biases. Subsequent research, however, demonstrated that these behavioral patterns were frequently experienced by other minority groups as well.

All but one question were adapted from questionnaires that measure the following two patterns of behavior driven by implicit biases:

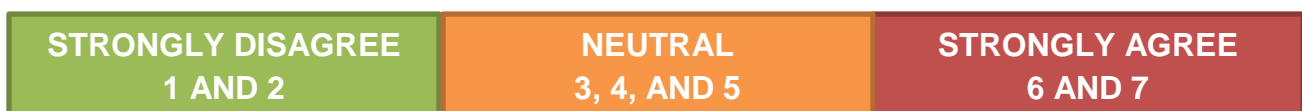
- “Prove-it-again” pattern – captures situations in which individuals have to repeatedly prove themselves because their competence is being questioned and their accomplishments discounted. In academic and professional settings, this bias can result in individuals wasting time re-proving their competence, having their work challenged more often, being advised to take less advanced courses, being given less challenging assignments, being less likely to be promoted, and being less likely to be nominated for an award or another honor.
- “Tightrope” pattern – behaviors associated with competence, such as assertiveness and speaking one’s mind directly, are also viewed as non-feminine. Thus, prior research found that professional women often have to walk a “tightrope” between acting too feminine to be perceived as competent and being too assertive to be likeable.

The remaining question was designed to detect if different groups within SEAS were burdened differently with informal mentoring.

GENERAL TRENDS

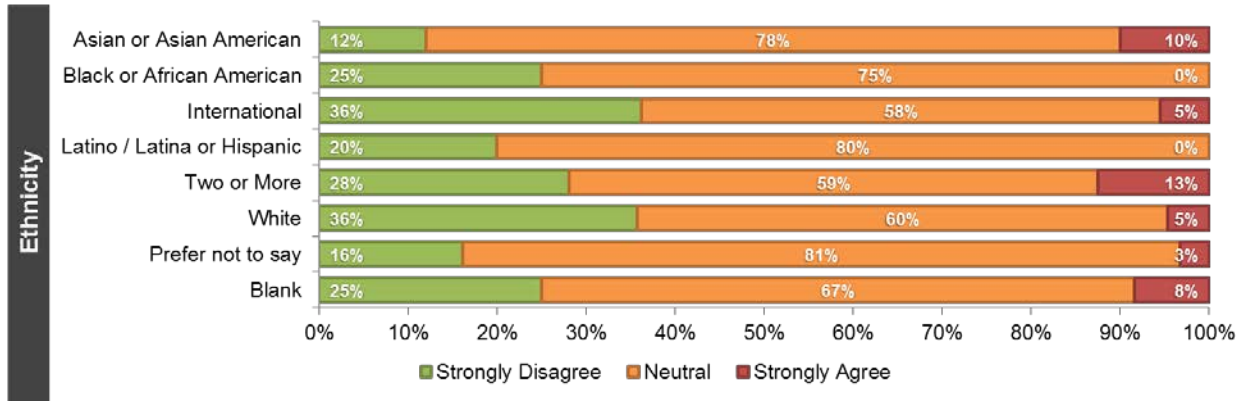
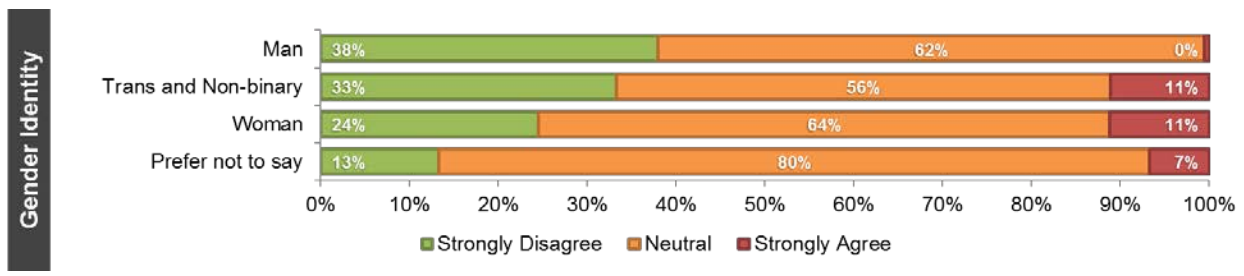
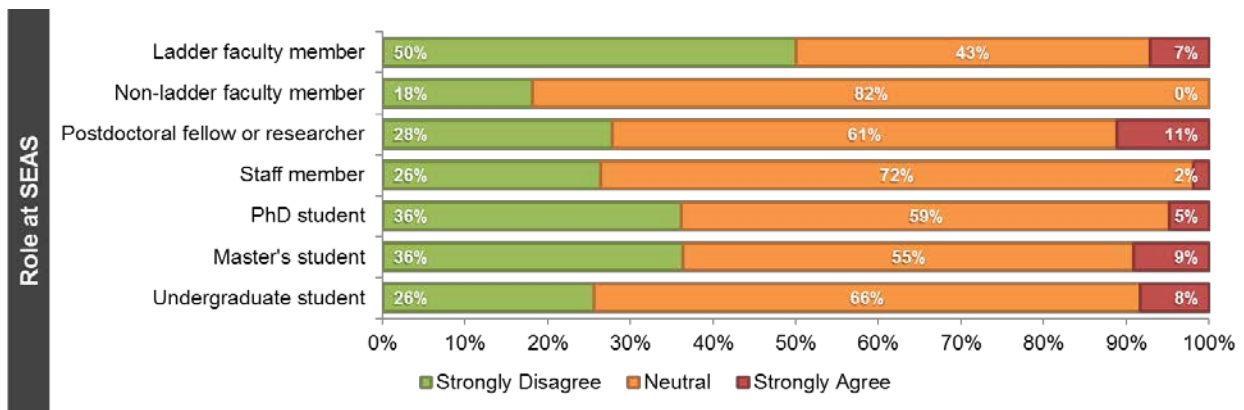
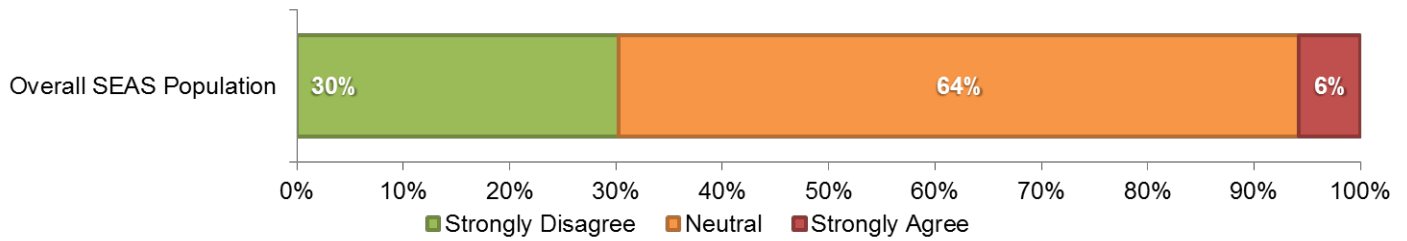
The following graphs reflect the proportion of SEAS community members that have had an overall negative, neutral, or positive experience in regards to bias related experiences. Most of the questions in this section are **reverse-coded**. In order to accommodate this change, those responses that indicated an individual strongly agreed with a statement meant they experience a more negative experience and likewise for individuals who indicated they strongly disagreed. Therefore, the shading for this section is reversed to represent the experience of the individual.

Proportions are based on a 7-point scale ranging from 1 = Strongly Disagree to 7 = Strongly Agree. For the proportion analysis below, the following methodology was used:

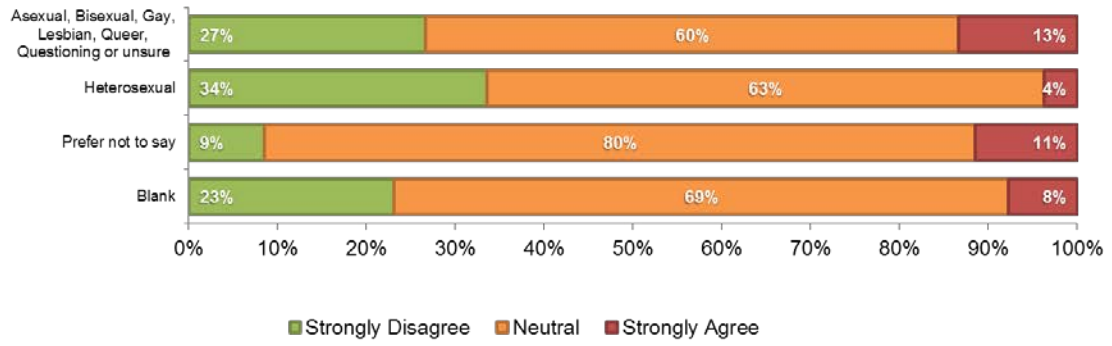


- “Strongly Disagree” represents the proportion of community members who reported an **average** that was less than or equal to 2.5.

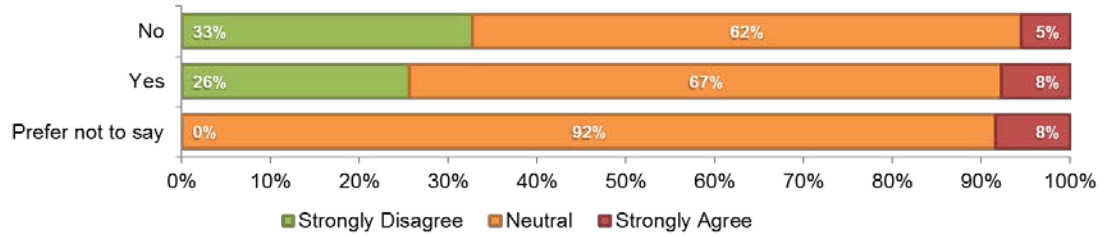
- “Neutral” represents the proportion of community members who reported an **average** that was greater than 2.5, but less than 5.5.
- “Strongly Agree” represents the proportion of community members who reported an **average** that was greater than or equal to 5.5.



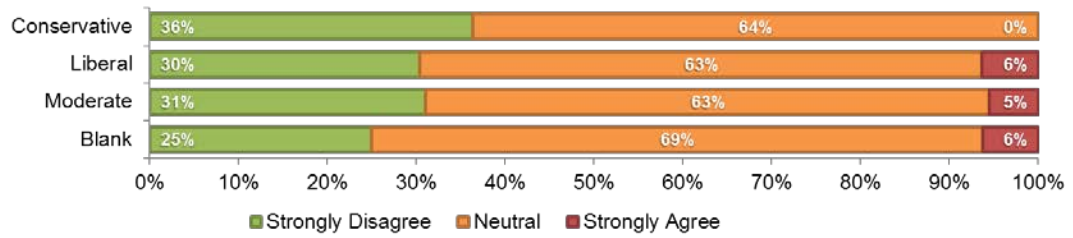
Sexual Orientation



Disability Status



Political Views



***Note:** Six persons did not respond to this section and they are not included in these percentages.

GENERAL QUESTION RESPONSES

The table below summarizes our community's assessments about bias-related experiences at SEAS:

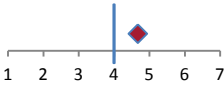
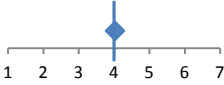
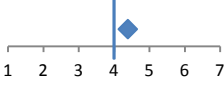
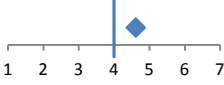
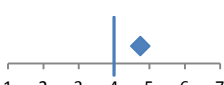
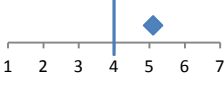
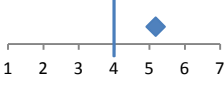
		Mean	Standard Deviation
Overall Experience of Bias at SEAS		4.67	1.28
As compared to my SEAS peers in a comparable role with comparable seniority and experience, I spend more time providing informal mentoring and helping others with their life problems. (RC)		4.03	1.87
I have to repeatedly prove myself to get the same level of respect and recognition as my peers at SEAS. (RC)		4.40	1.87
As compared to my SEAS peers in a comparable role with comparable seniority and experience, I more often do, "office housework" [finding a time everyone can meet, taking notes at a meeting, planning events, etc.] (RC)		4.62	1.91
When I speak up in meetings/classes at SEAS, my opinion--even if controversial--is valued.		4.75	1.41
In meetings/classes at SEAS, other people get credit for ideas I originally offered. (RC)		5.11	1.73
I am frequently interrupted when talking in meetings or in class at SEAS. (RC)		5.18	1.69

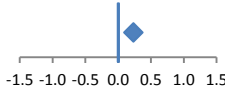
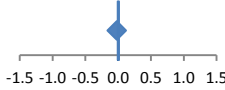
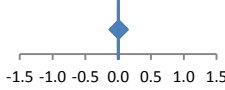


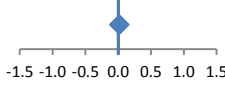

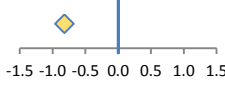
Table: Overall assessment of specific aspects about bias related experiences at SEAS. Numbers are reported on a 7-point scale ranging from 1= Strongly Disagree to 7=Strongly Agree. **(RC)** should be interpreted with the following bounds 1 = Strongly agree to 7 = Strongly disagree. "Overall Experience of Bias at SEAS" captures the average response to all questions in the module.

The mean responses to the questions in this section provide some measure of the overall civility with which members of the SEAS community treat one another. The key insights, however, come from the comparisons between different groups within SEAS.

COMPARISON OF MEANS

The table below summarizes the major differences about bias-related experiences at SEAS.

As shown in the table below, women (compared to men), members that identify as an underrepresented minority (compared to people identifying as white) and members of the LGBTQA+ community (compared to people identifying as heterosexual) report having more experiences indicative of implicit bias.

	Comparison	Difference in Experiences of Bias
ROLE	Ladder faculty compared to SEAS overall	 0.23
	Non-ladder faculty compared to SEAS overall	 -0.02
	Postdocs and researchers compared to SEAS overall	 -0.21
	Staff compared to SEAS overall	 0.01
	PhD students compared to SEAS overall	 0.09
	Master's students compared to SEAS overall	 0.02
	Undergraduates compared to SEAS overall	 -0.08
GENDER IDENTITY	Women compared to Men	 -0.82

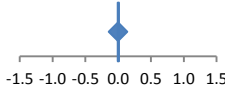
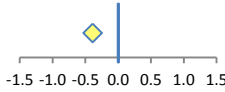
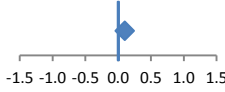
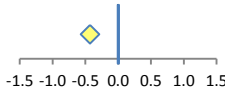
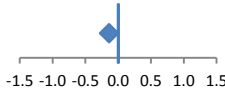
	Trans and non-binary compared to Cisgender		0.00
ETHNICITY	URM compared to White		-0.39
	International compared to US Citizens		0.10
SEXUAL ORIENTATION	LGBQA+ compared to Heterosexual		-0.43
DISABILITY STATUS	Disability compared to No disability		-0.14

Table: Details of differences about bias related experiences. The numbers reported are the differences in scores averaged over all questions in this module.

Negative differences mean that the highlighted group is reporting more negative perceptions than the comparison group.

- Large negative differences (of 1 point or more after rounding to two decimal places) are highlighted in **red**.
- Moderate negative differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **orange**.
- Small negative differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **yellow**.

Positive differences mean that the highlighted group is reporting more positive perceptions than the comparison group.

- Large positive differences (of 1 point or more after rounding to two decimal places) are highlighted in **dark green**.
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- Small positive differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **light green**.

Note:

- Cisgender is defined as someone who exclusively identifies as their sex assigned at birth.
- The above analysis includes sexual orientation; therefore, the “T” for Transgender was not included in the acronym. Transgender was included in gender identify analyses.

As detailed in the table below, all three groups report more negative experiences on almost every question asked in this module.

The largest differences are reported by women (compared to men), who

- Find that they are more frequently interrupted in meetings or classes at SEAS;
- Have other people receive credit for their ideas;
- Find themselves doing more “office housework”;
- Have to repeatedly prove themselves to get the same level of respect and recognition as their peers at SEAS.

All three groups (women, members that identify as an underrepresented minority, and members of the LGBQA+ community) report spend more time providing informal mentoring and helping others with their life problems.

One other result stood out: although non-ladder faculty did not report substantially different results on this module, they agreed much more strongly than the rest of the SEAS community (by 1.00 point) with the statement “I have to repeatedly prove myself to get the same level of respect and recognition as my peers at SEAS”. Most respondents in this category were not women, underrepresented minorities or members of the LGBQA+ community, so this effect appears to be specific to their role within SEAS.

Questions	Gender Identity	Ethnicity	Sexual Orientation
	Women compared to Men	URM compared to White	LGBQA+ compared to Heterosexual
Overall Module Score for Experience of Bias	-0.82	-0.39	-0.43
<i>As compared to my SEAS peers in a comparable role with comparable seniority and experience, I spend more time providing informal mentoring and helping others with their life problems. (RC)</i>	-0.48	-0.51	-0.50
<i>I have to repeatedly prove myself to get the same level of respect and recognition as my peers at SEAS. (RC)</i>	-0.87	-0.50	-0.20
<i>As compared to my SEAS peers in a comparable role with comparable seniority and experience, I more often do, “office housework” [finding a time everyone can meet, taking notes at a meeting, planning events, etc.] (RC)</i>	-0.92	-0.10	-0.37
<i>When I speak up in meetings/classes at SEAS, my opinion--even if controversial--is valued.</i>	-0.65	-0.35	-0.57
<i>In meetings/classes at SEAS, other people get credit for ideas I originally offered. (RC)</i>	-0.97	-0.25	-0.36
<i>I am frequently interrupted when talking in meetings or in class at SEAS. (RC)</i>	-1.18	-0.30	-0.52

Table: Details of differences about bias related experiences. The numbers reported are the differences in scores averaged over all questions in this module.

Negative differences mean that the highlighted group is reporting more negative perceptions than the comparison group.

- Large negative differences (of 1 point or more after rounding to two decimal places) are highlighted in **red**.
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- Large positive differences (of 1 point or more after rounding to two decimal places) are highlighted in **dark green**.
- Moderate positive differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **green**.
- Small positive differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **light green**.

Note:

- Cisgender is defined as someone who exclusively identifies as their sex assigned at birth.

- The above analysis includes sexual orientation; therefore, the “T” for Transgender was not included in the acronym. Transgender was included in gender identity analyses.

THEME: EXPERIENCES OF HARASSMENT

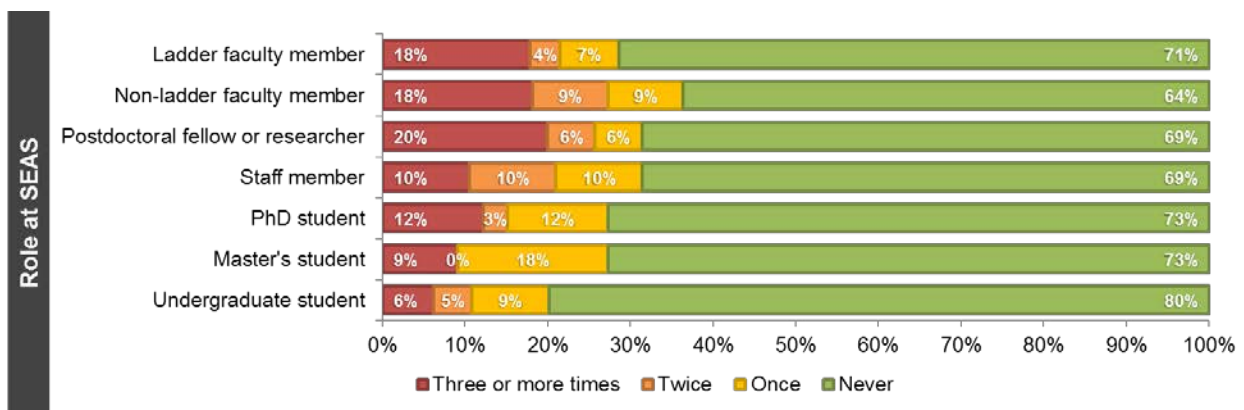
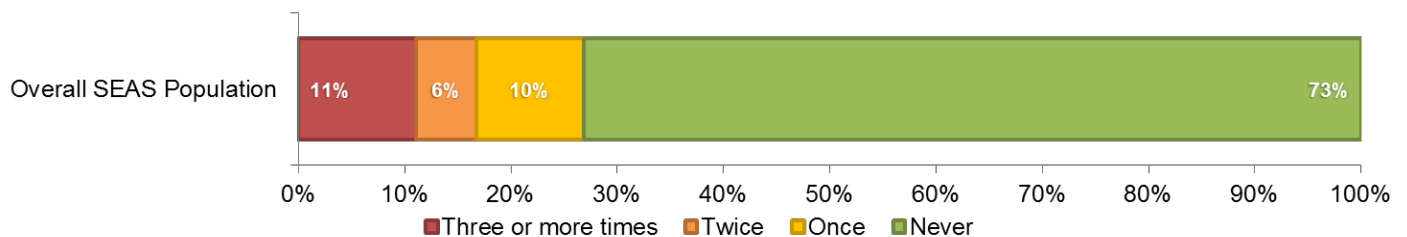
INTRODUCTION

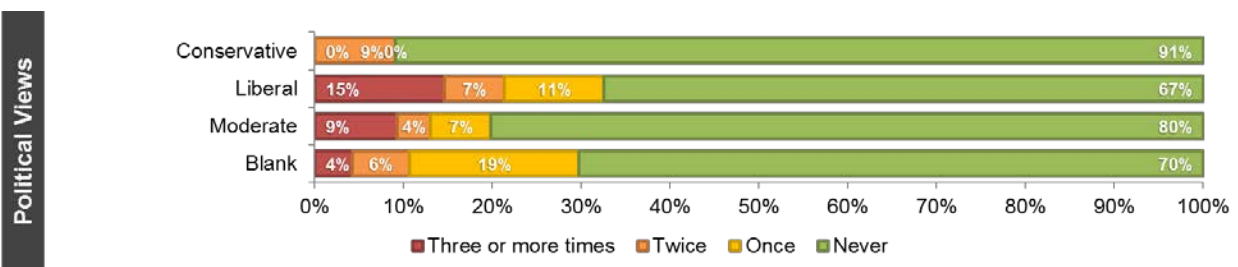
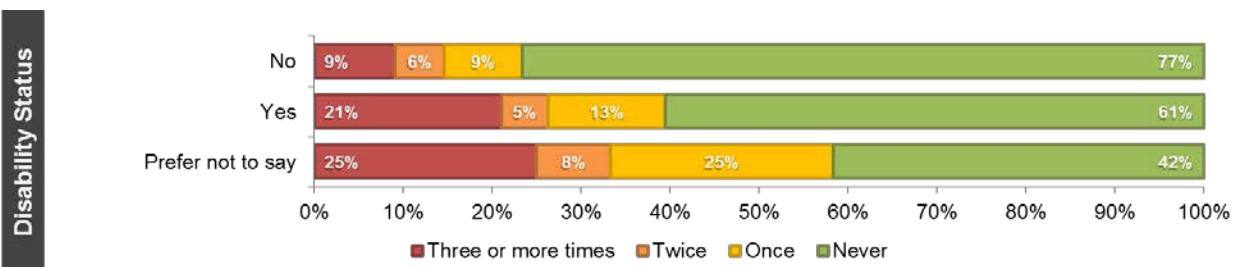
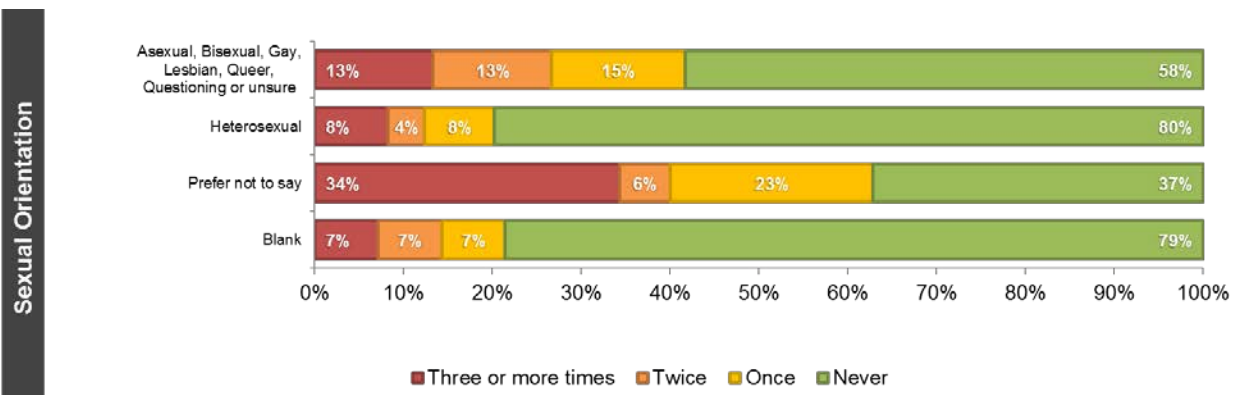
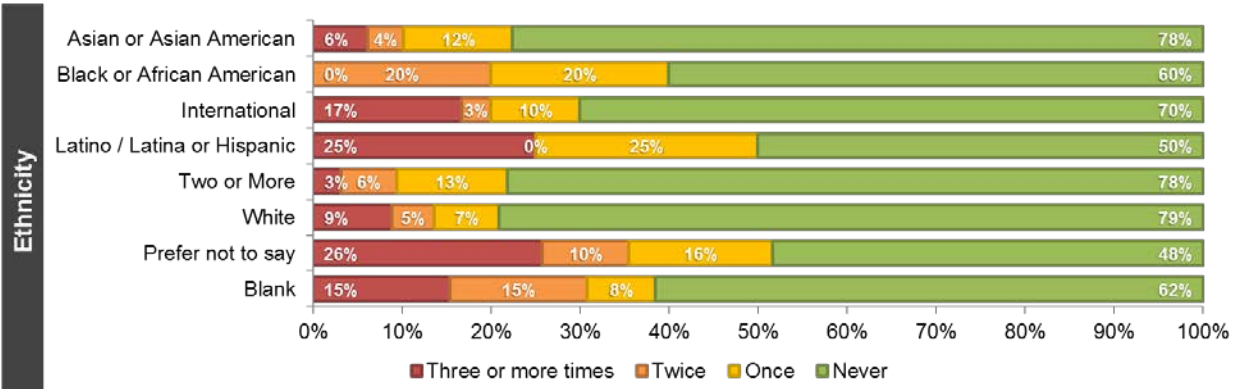
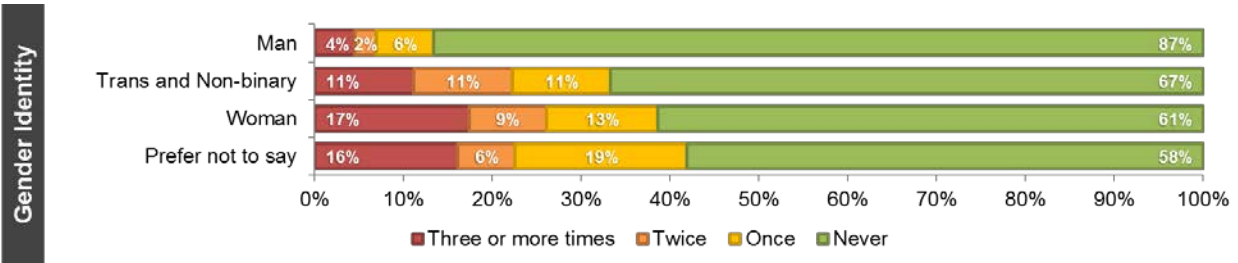
This section summarizes response to questions about direct experiences of harassment or discrimination at SEAS or by a person affiliated with SEAS. Harassment is defined as behaviors that interfere with one's academic or professional performance, limit one's ability to participate in an academic program, or create an intimidating, hostile, or offensive social, academic or work environment. Discrimination is defined as unjust or prejudicial treatment on the basis of race, color, sex, gender identity, sexual orientation, religion, creed, national origin, age, genetic information, military service, disability, or any other legally protected basis.

In an effort to capture all incidents of harassment or discrimination, we did not provide a time frame of when the incidents had to occur. Therefore, some incidents may be older than two years (which differs from other sections of the survey that asked for respondents to answer based on their experiences at SEAS over the last two years).

GENERAL TRENDS

The following graphs reflect the proportion of SEAS community members that answers the question: **“Have you ever personally experienced harassment or discrimination (of any kind) at SEAS or by a person affiliated with SEAS?”**

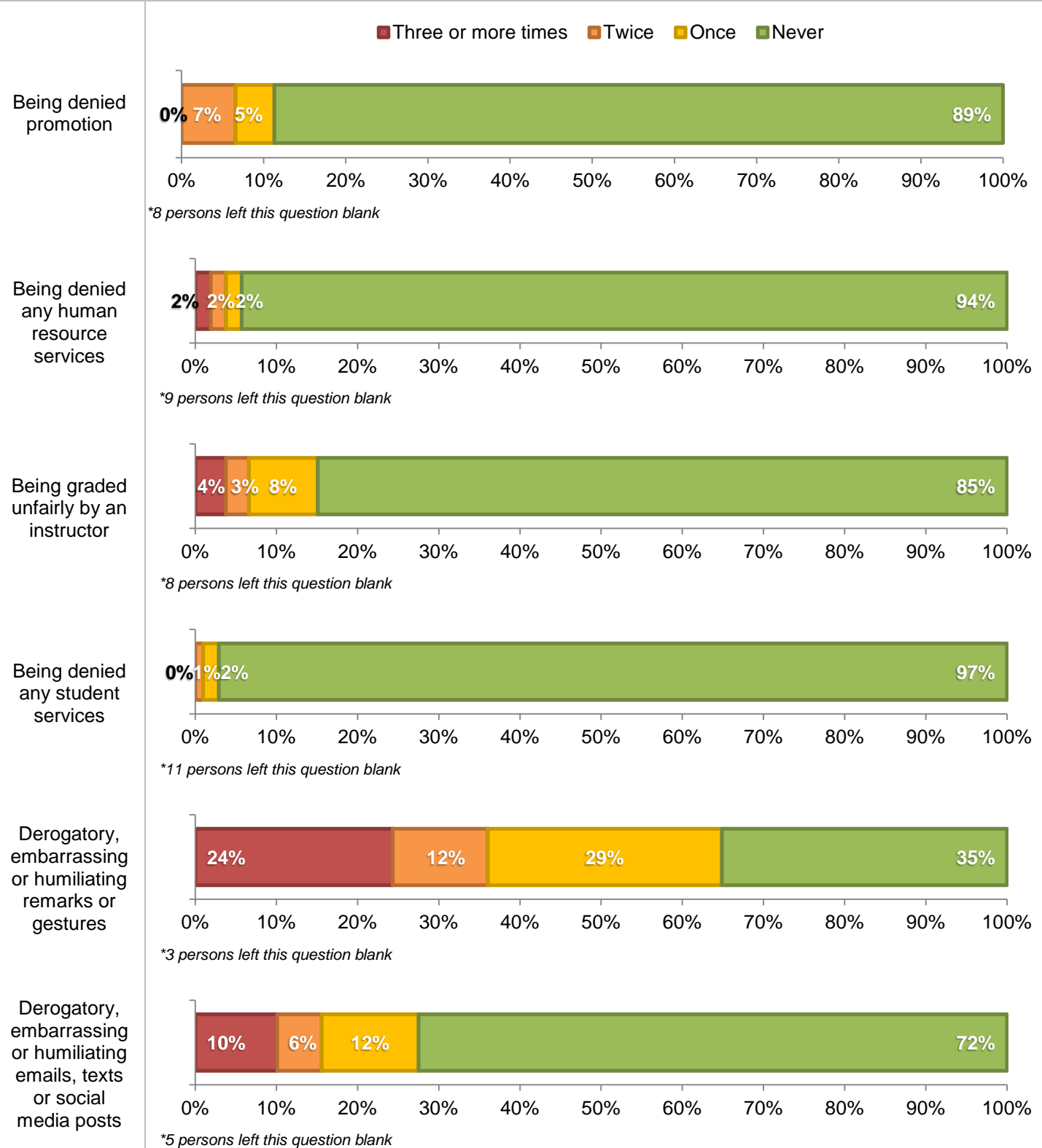




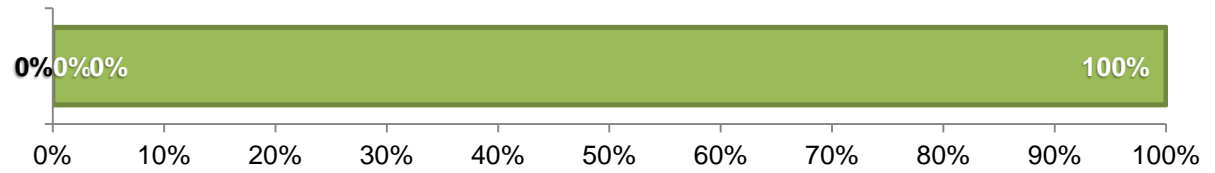
*Note: Eleven persons did not respond to this section and they are not included in these percentages.

Of the 114 persons that indicated experiencing some kind of harassment, the following graph shows the responses to the following questions:

While at SEAS, have you experienced any of the following forms of harassment or discrimination specifically because of your sexual orientation (actual or as perceived by others), gender identity, race/ethnicity, pregnancy, marital status, nationality, disability status, political views, religion, age, socioeconomic status, veteran status, or any other aspect of your identity?

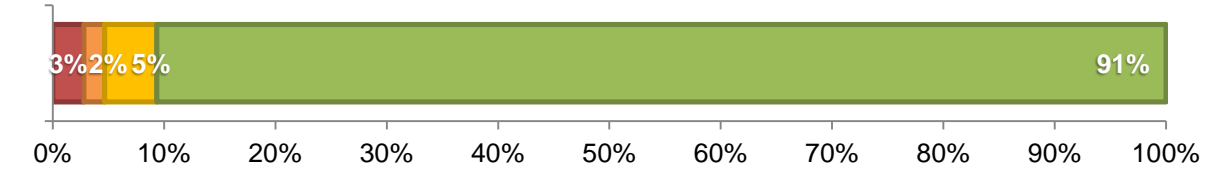


Receiving threats to expose your sexual orientation or gender identity



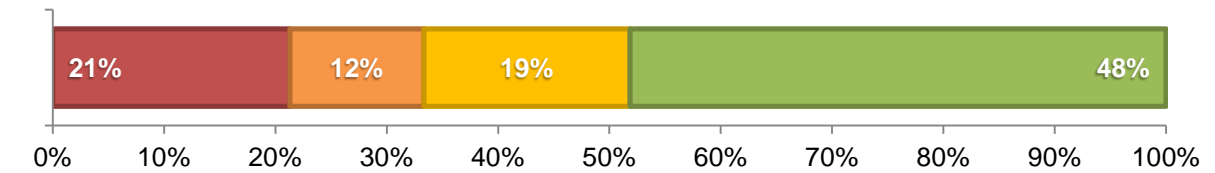
*9 persons left this question blank

Pressure to be silent about your sexual orientation or gender identity



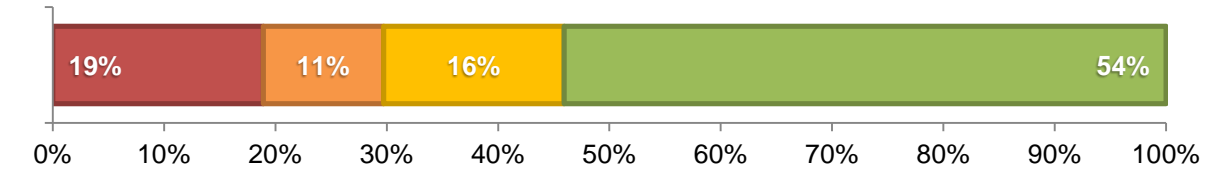
*7 persons left this question blank

Unfair comments in a SEAS classroom/lab laboratory/work environment



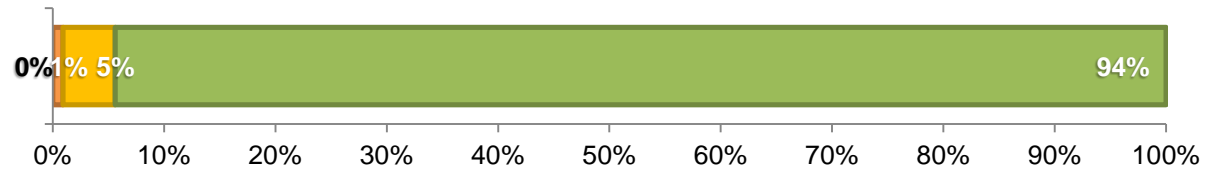
*6 persons left this question blank

Being bullied by a member of the SEAS community



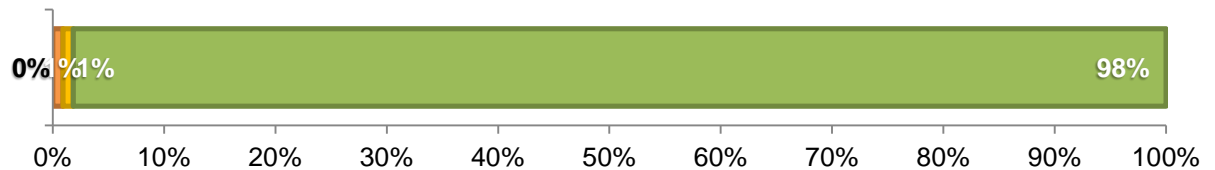
*3 persons left this question blank

Being threatened with physical violence



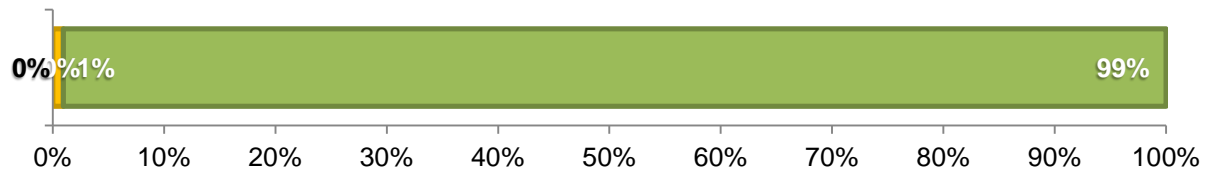
*7 persons left this question blank

Experiencing actual physical violence

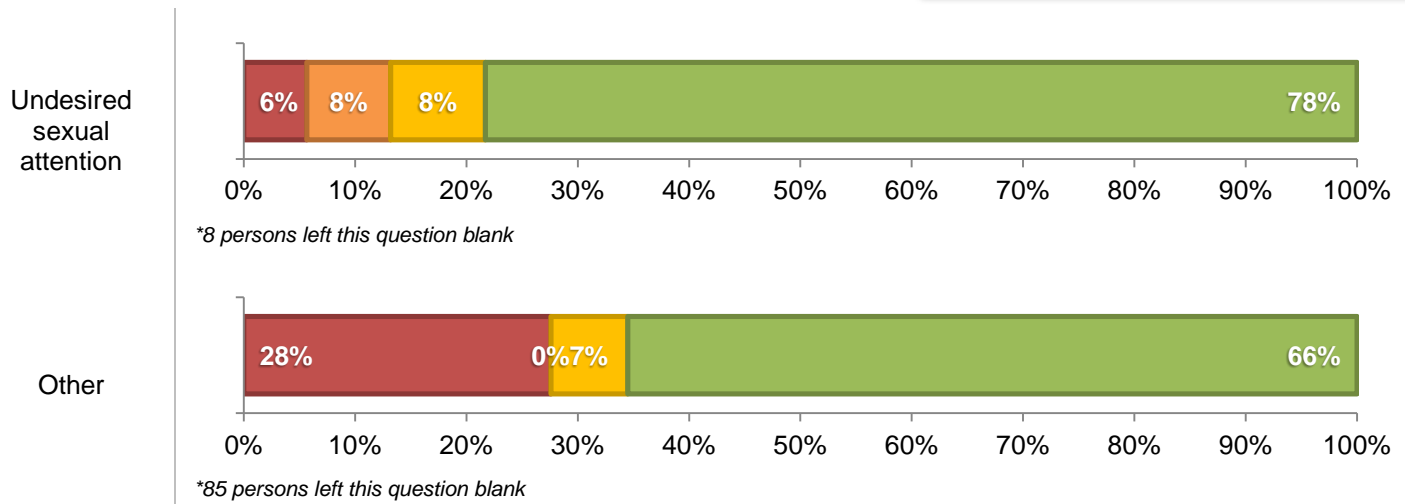


*41 persons left this question blank

Property damage



*9 persons left this question blank



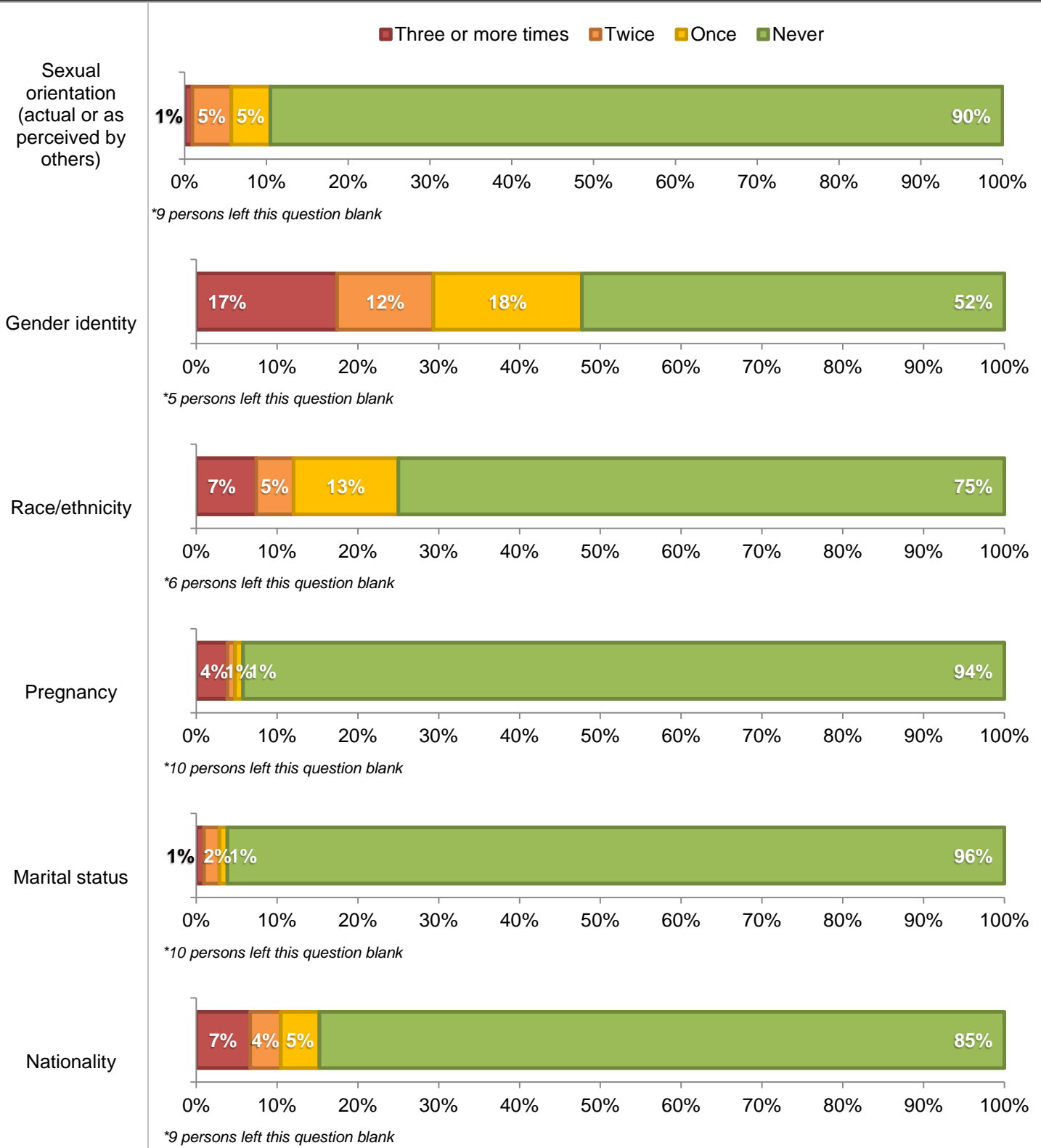
*The persons who left a question blank are not included in the percentage breakdown for each reason.

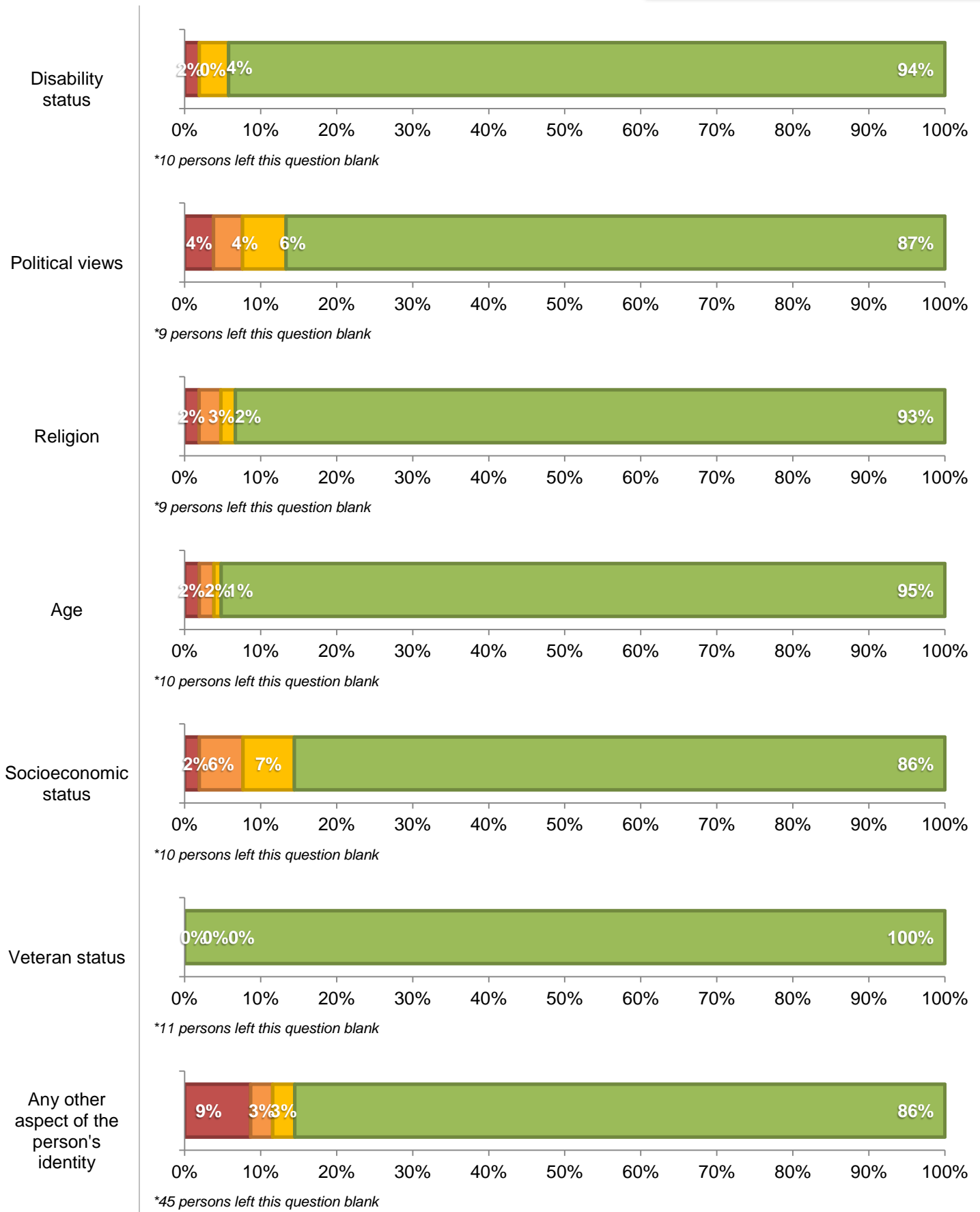
As shown in the data above, 27% of respondents have experienced harassment or discrimination at least once with some individuals having multiple experiences. Disaggregating the data shows some groups had a greater percentage of individuals reporting experiences of harassment or discrimination at SEAS. At least one third of some groups indicated experiencing harassment or discrimination at SEAS (women, non-binary, LGBQA+, Black/African American, Latino/Latina/Hispanic, individuals with a disability, and those with liberal political views).

Of those that experienced harassment or discrimination, 65% indicated the harassment or discrimination was in the form of derogatory, embarrassing, or humiliating remarks or gestures; 52% indicated unfair comments in a SEAS classroom/laboratory/work environment; and 46% indicated being bullied by a member of the SEAS community. Some individuals experienced being threatened with physical violence (6%), actual physical violence (2%), and undesired sexual attention (22%). A substantial amount identified gender identity as the basis for the harassment or discrimination.

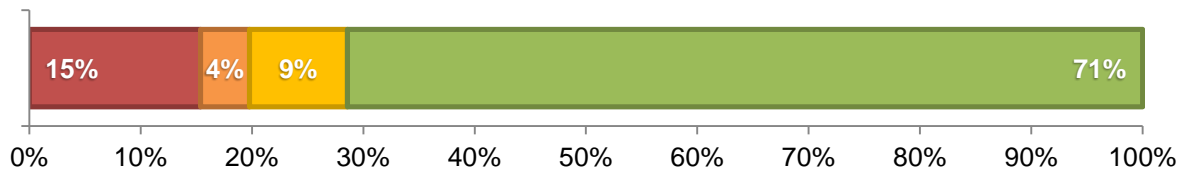
Of the 114 persons that indicated experiencing some kind of harassment, the following graph shows the responses to the following questions:

I have experienced harassment or discrimination at SEAS based on the following aspects of my identity:



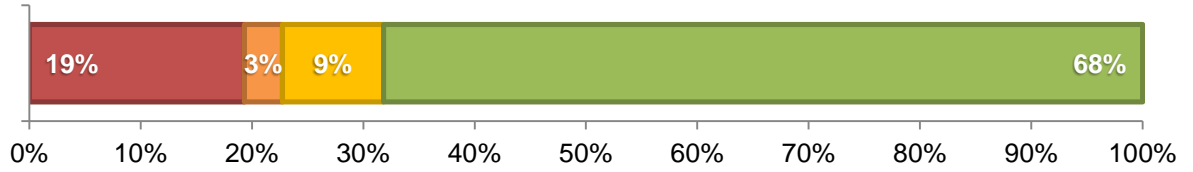


A reason not related to any aspect of the person's identity



*23 persons left this question blank

An unknown reason



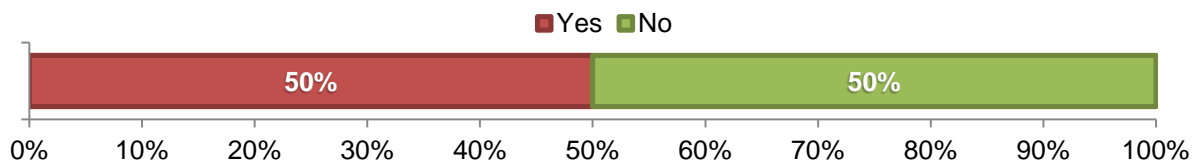
*26 persons left this question blank

*The persons who left a question blank are not included in the percentage breakdown for each reason.

Of the 114 persons that indicated experiencing some kind of harassment, the following graph shows the responses to the following questions:

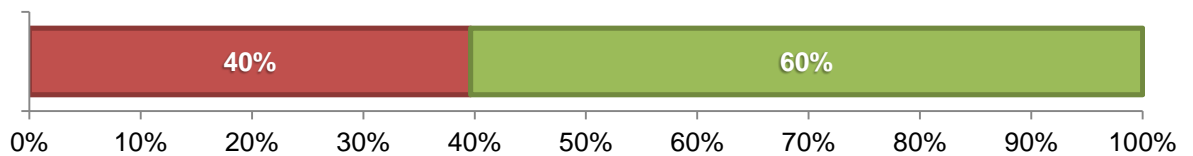
Have you ever thought about doing any of the following because of your experiences of harassment/discrimination at SEAS?

Leaving SEAS for a different part of Harvard



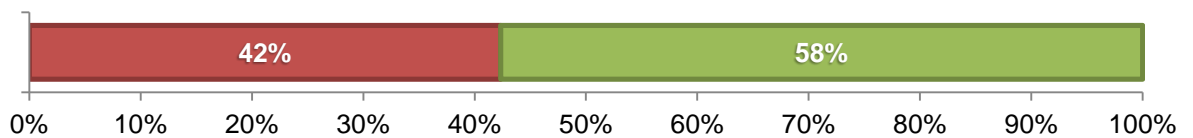
*4 persons left this question blank

Leaving Harvard altogether



*3 persons left this question blank

Discouraging others from joining SEAS



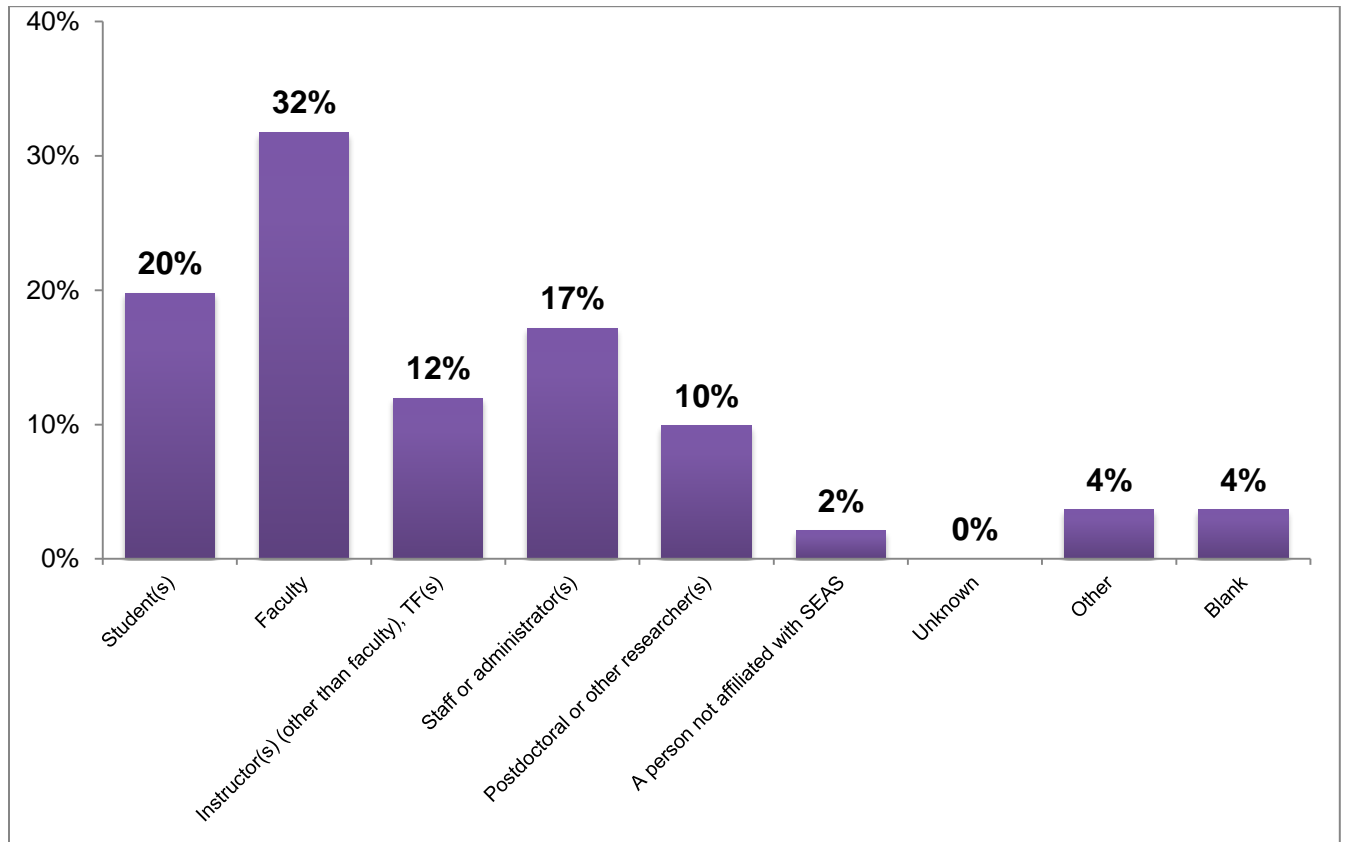
*3 persons left this question blank

*The persons who left a question blank are not included in the percentage breakdown for each reason.

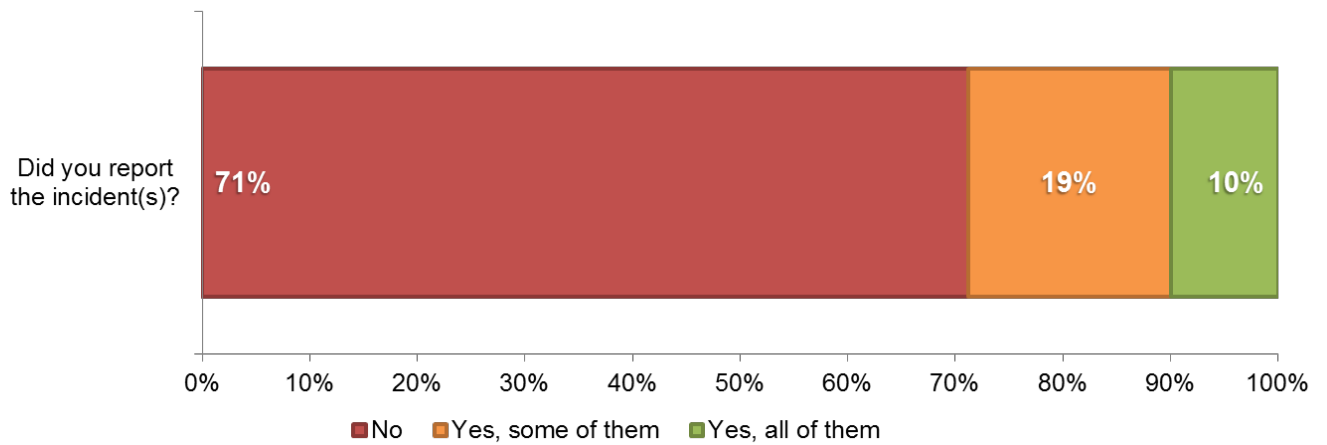
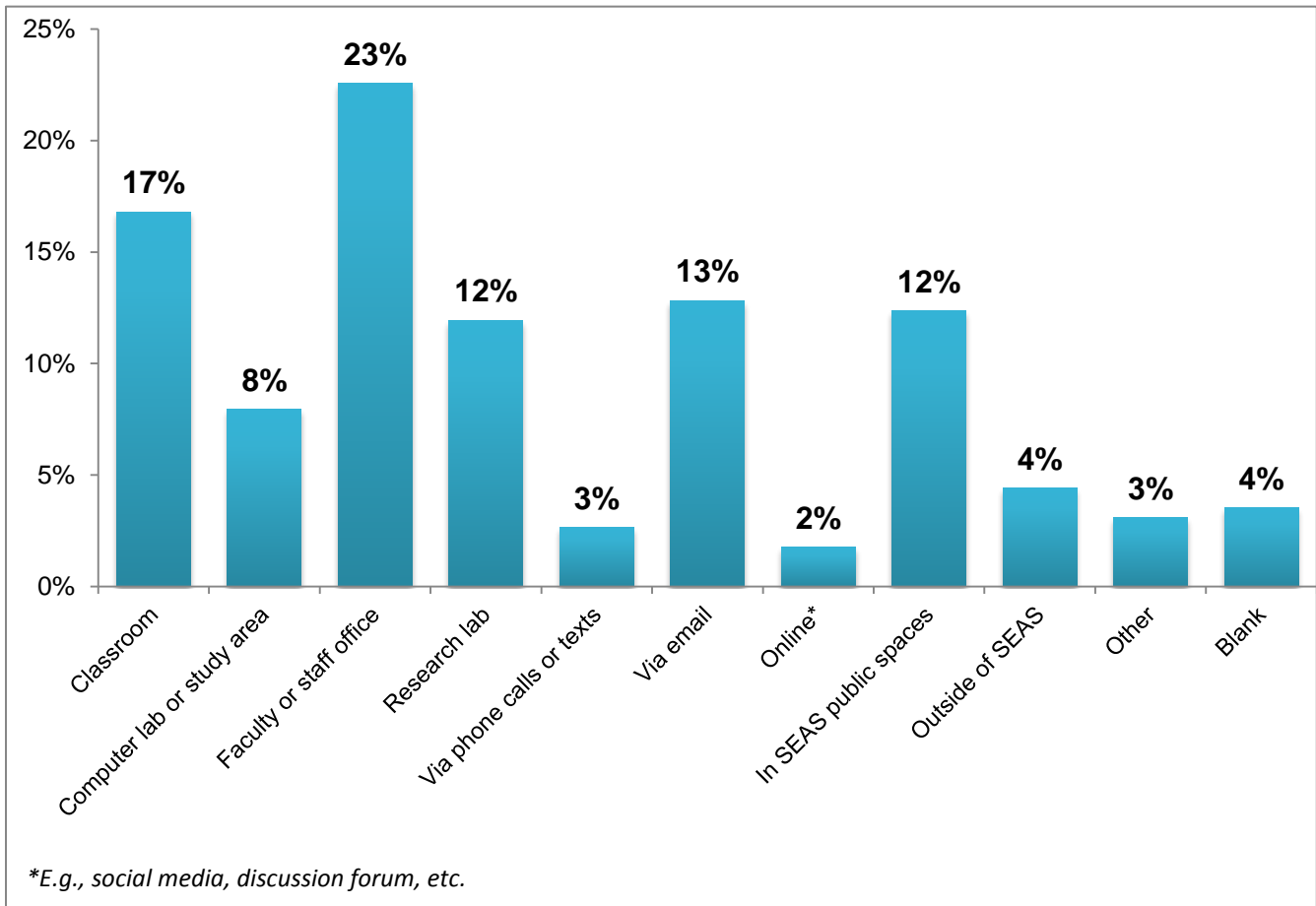
Incidents of harassment or discrimination not only impact how one experiences SEAS overall (evidenced by data below), it also negatively influences thoughts around remaining at SEAS and if one will recommend SEAS to prospective members of the community. Half of those that have experienced harassment or discrimination stated they have considered leaving SEAS for a different part of Harvard due to their experiences and 40% have considered leaving Harvard altogether. Over 40% of those that have experienced harassment or discrimination at SEAS considered discouraging others from joining SEAS.

As shown in the figure below, the predominant sources of harassment and discrimination are most often faculty, students, and staff or administrators. The majority of respondents did not report the incidents to anyone. Of those that did report, 23% of reports were to a SEAS staff or administrator and 19% were to a SEAS faculty member or instructor. There was some variation in how satisfied individuals were with how their report was handled, with 31% being very unsatisfied and 22% being very satisfied.

A. Who was the predominant source of the harassment/discrimination you experienced?



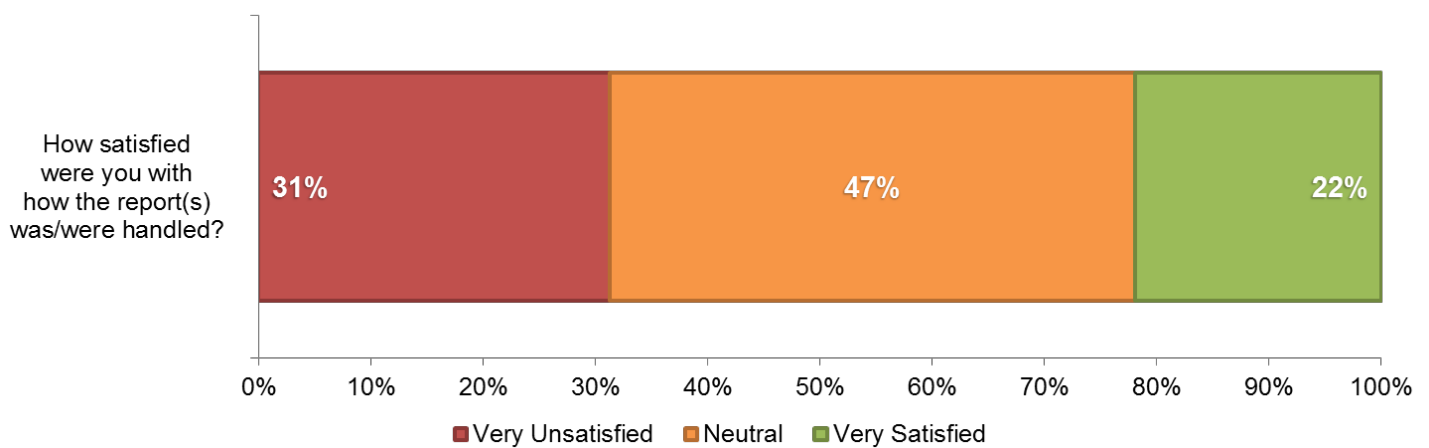
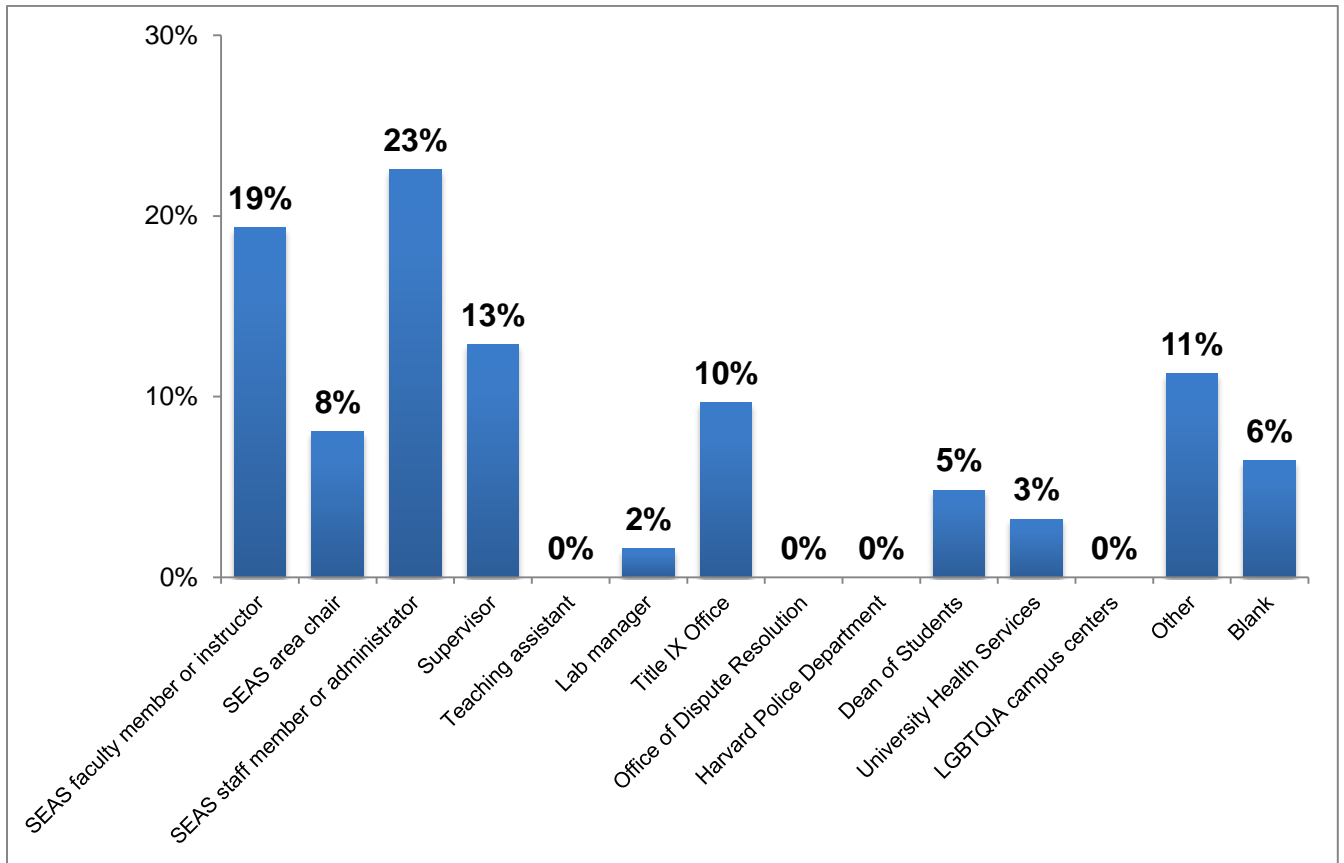
B. Where did the experience(s) take place?



*Note: Three persons left this question blank.

Of the people who reported the incident(s), the following shows the proportion for the following questions:

C. Who did you report the incident(s) to?



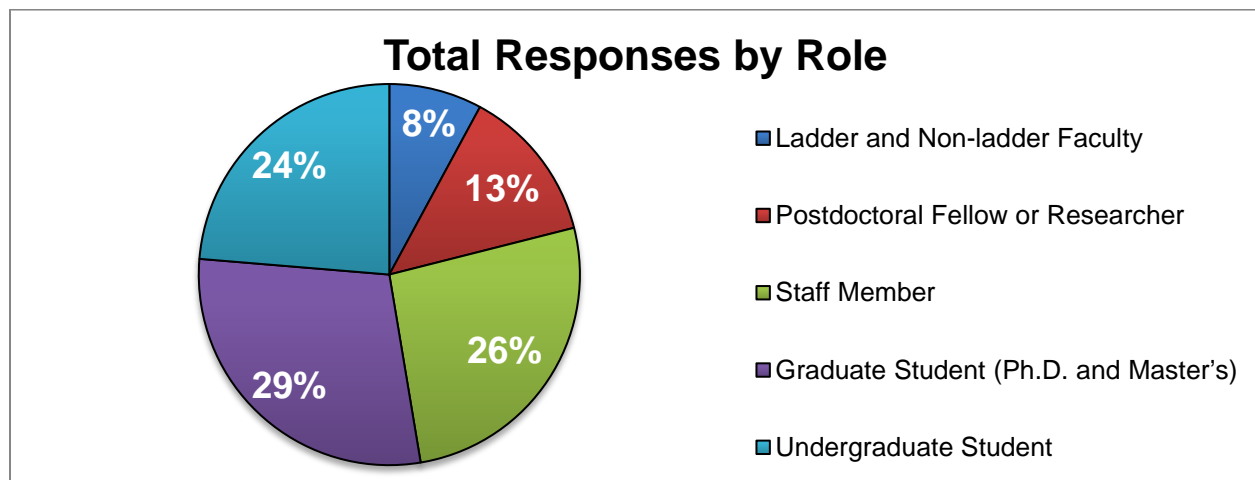
As previously mentioned, incidents of harassment or discrimination have a substantially negative impact on one’s overall SEAS experience. The table below shows for all but one concept examined in the climate survey, those persons who have experienced harassment or discrimination have had a significantly more negative experience at SEAS when compared to those who have not experienced harassment or discrimination at the School. They are reporting more experiences of bias and feel less of a sense of belonging at SEAS. In addition, they perceive the commitment to DIB and the overall climate at SEAS significantly more negatively. This is not only influenced by the incident of harassment or discrimination but also how the incident was handled, if they felt they could report it, and the source of the harassment or discrimination.

Concept	Experienced harassment compared to Did not experience harassment
Perceptions of the Overall Climate 	-1.28
Commitment to Diversity, Inclusion, and Belonging 	-1.42
Diversity, Inclusion, and Belonging Skills 	-0.54
Diversity, Inclusion, and Belonging Experiences 	0.31
Belonging and Thriving 	-1.14
Overall Well-Being 	-0.51
Work and Family 	-0.75
Professional/Academic Growth 	-0.77
Experience of Bias 	-1.35

DESCRIPTION OF SOME OF THE INCIDENTS

The following section summarizes responses to “If you feel comfortable, please briefly describe the incident(s) and/or how they were handled. (Please note that answering this question does not serve as a formal complaint. If you would like to file a formal complete or speak with someone directly about your experiences, we encourage you to contact the Harvard Office of Dispute Resolution.)”. To respect the privacy of those that responded, direct quotes are not provided in this section.

Role at SEAS	Number of Responses
Ladder Faculty	2
Non-ladder Faculty	1
Postdoctoral Fellow or Researcher	5
Staff Member	10
Ph.D. Students	10
Master’s Students	1
Undergraduates	9
Total	38



Individuals provided stories of discrimination or harassment based on gender, race, political beliefs, pregnancy, religion, and disability. Incidents also involved inappropriate touching, sexual comments, and hostile behavior not based on any aspect of their identity. They happened both in public and in private [-- in classrooms, labs, hallways, staff meetings, and offices --]; and resulted in individuals feeling demeaned, embarrassed, unwelcome, and unsafe in the SEAS environment. In some cases, individuals have experienced extreme anxiety and stress.

Undergraduate students described incidents with faculty, TFs, and fellow undergraduate students. Incidents related to gender involved grading discrepancies, inappropriate and sexist comments, being asked to leave the Science Center, peers taking credit for others’ work, and male students frequently speaking over female students. Incidents related to race included racist comments and jokes; and unfair grading. Other behaviors were condescending comments, offering hugs, and violating personal space.

Staff described incidents with supervisors, faculty, fellow staff members, and postdoctoral researchers. Incidents related to gender included bullying and intimidation in meetings or not being acknowledged during meetings. Staff also experienced someone making comments about their body, touching, sexual innuendos, and sexist remarks. Incidents related to political beliefs involved anti-conservative comments and creating an environment that silenced conservative viewpoints. Staff discussed incidents not related to a specific aspect of their identity which included harassing and publicly demeaning comments about their intelligence or work performance. Inappropriate inquiries about one's mental health were also reported.

Graduate students described incidents with advisors, lab managers, faculty, and fellow students. Gender-related incidents involved flirtatious and sexist comments, being cut off when speaking, and receiving administrative work rather than topic-related tasks. Incidents attributed to political beliefs included spreading rumors and anti-conservative comments. Other incidents were bullying on research projects and publications; and in the lab.

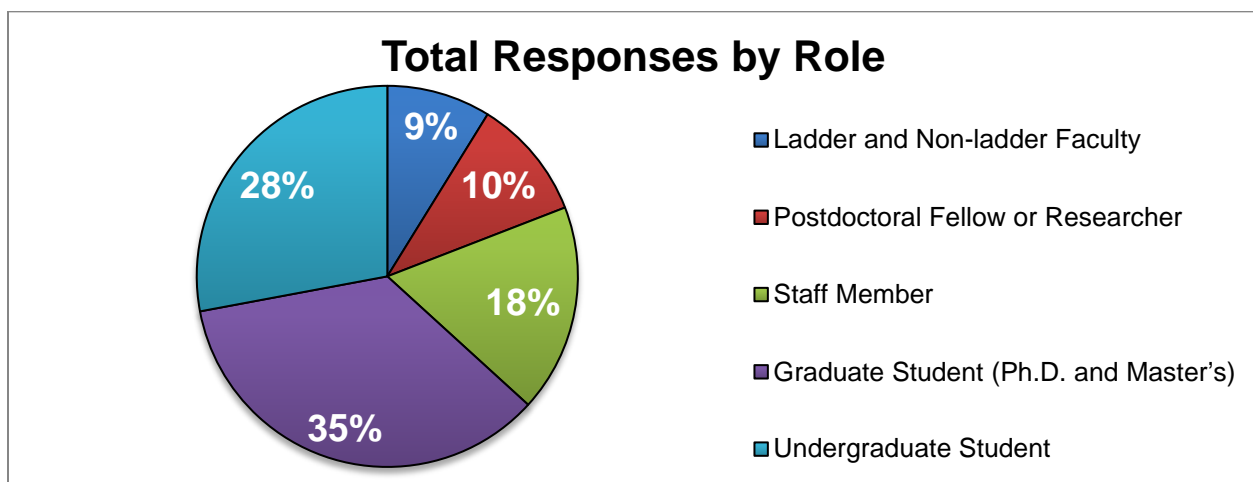
Postdoctoral researchers reported incidents with staff, faculty, advisors, PIs, and students. They have experienced negative and threatening comments about being pregnant and how it would affect their career. They have also received derogatory emails and have been called insulting names. Other incidents involved extreme pressure and workloads, aggressive interactions, disrespectful comments about their religion, and judgmental comments about their professional interests.

Ladder faculty opted not to provide details of the incidents but stated they preferred for the incidents to be handled outside of SEAS. Non-ladder faculty noted overhearing judgmental comments about their colleagues and how these incidents can threaten the status of someone's job (specifically females in SEAS).

WHY SEAS COMMUNITY MEMBERS DID NOT REPORT

The following section summarizes responses to “**Why did you not report the incident(s)?**” in the Direct Experience with Harassment or Discrimination at SEAS section.

Role at SEAS	Number of Responses
Ladder Faculty	4
Non-ladder Faculty	2
Postdoctoral Fellow or Researcher	7
Staff Member	12
Ph.D. Students	21
Master’s Students	3
Undergraduates	19
Total	68



“NOT A BIG DEAL”

A common theme among all groups was stating the incident was not a big issue or that they did not want to overreact. Many also felt the action needed to be extreme to warrant reporting or follow-up. A faculty member stated “*I didn’t think it was significant enough to report*”. Although incidents were described as “not a big deal”, they still could contribute to a hostile environment. An undergraduate stated “*I think that for all intents and purposes it was objectively not a big problem. But I wanted to report it on this survey because I think it’s important to recognize all the small ways that females/minoritized groups are made to feel unwelcome or less valued.*”

INDIFFERENT, HOSTILE CULTURE

Some students and staff felt certain negative behaviors were an accepted part of the SEAS culture. A graduate student remarked “It happened so frequently that I thought it is accepted” while a staff member stated that “The same experience repeats without any change.” An undergraduate stated

“I didn’t feel like anyone who take me seriously. Many men call me derogatory things, especially about being a woman, and it feels like since nobody has defended me in the moment that nobody would defend me in a formal environment either. Having classmates not respect my academic work but show sexual interest in me is embarrassing to mention to

anyone, and when you have really late office hours and there's an imbalance in having student TFs that you might already have had interactions with, even if it's not negative, makes it hard to decide if it is inappropriate or not."

A number of staff members singled out the faculty-staff relationships in SEAS as a particularly negative aspect of the SEAS environment. A staff member said

"These are not necessarily discrete incidents; rather, my answers reflect a prevailing attitude of hostility, condescension, arrogance, frustration, and lack of respect on the part of one part of the community towards another. There are open and generous faculty, and there are as many or more who make working at SEAS challenging and disheartening at times. The constant and overwhelming feeling of "us vs. them" and open distrust shown me and my colleagues can be exhausting and overwhelming. Constantly being blamed, openly reviled, and sneered at ("administration") does not make for working in a healthy environment. The irony of being blamed for decisions and situations that are completely in the hands of faculty adds to the frustration level."

FEAR OF RETRIBUTION

Students, researchers, staff, and non-ladder faculty were concerned reporting could result in retaliation or damage to their professional growth. Students did not want reporting to affect their grades, future letters of recommendation, or job prospects. Individuals also referenced knowledge of previous situations where the person reporting the incident received more criticism than the accused party. As a result, they felt reporting would be engaging in a fight they could not win and would only hurt them more. A postdoctoral researcher did not report

"Because: (i) There is an imbalance of power. As he is a faculty, I was afraid that my professional reputation would be viewed unfavorably as a trouble-maker among his friends and colleagues in the faculty, and when I apply for jobs and faculty positions. (ii) As a postdoctoral scientist, it was not at all clear who I might be able to contact and what resources are available to report such workplace bullying and abusive behavior. (iii) Based on similar incidents at SEAS, I had (and still have) zero confidence whatsoever that the issue would be adequately addressed or resolved. There is no transparency in the system, and I have no faith that any meaningful action would have been taken, or that I would have got any useful advice."

DID NOT KNOW WHERE TO REPORT

Students, staff, and researchers stated they were unsure of where and how to report incidents of harassment or discrimination. Some are also unclear of what actions constitute harassment or discrimination and violate a policy. In addition, they do not know the process for how reports are handled and believe it may be safer to not report. A master's student said "I didn't report the incident because I didn't know where it's possible to report and because I don't want to make my interaction with the faculty member worse."

"NOTHING WOULD HAPPEN"

There is a lack of faith that SEAS will effectively respond to reports. As a result, individuals believe it is "not worth the time and energy" to report an incident.

Some members of the community perceive institutional indifference to the wellbeing of individuals comprising our community (“Harvard doesn't actually care”) and feel that SEAS’s reporting mechanisms do not serve the interests of the people who experienced harassment or discrimination, but exist solely to “protect the institution from liability”.

Individuals believe an additional factor in how SEAS responds to a report is the level of power and influence of the accused party. Things such as grant dollars and being senior faculty could result in SEAS not appropriately responding to a report. An undergraduate student said

“Because students in similar positions had reported the incidences previously to the head of the department and our ADUS and the response was that the professor `is tenured so there is nothing that can be done’.”

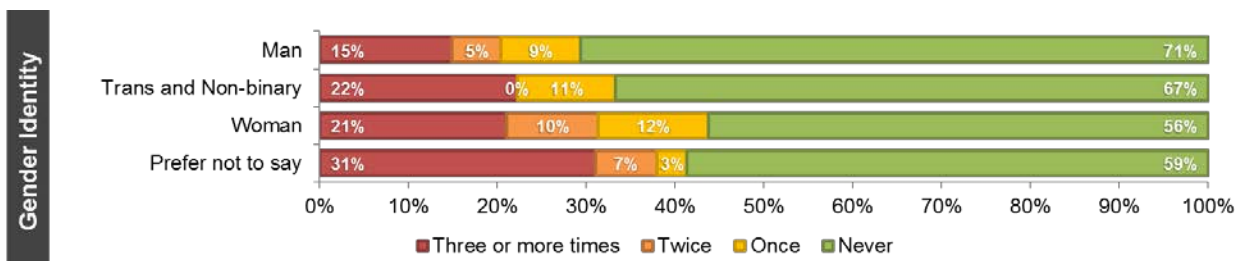
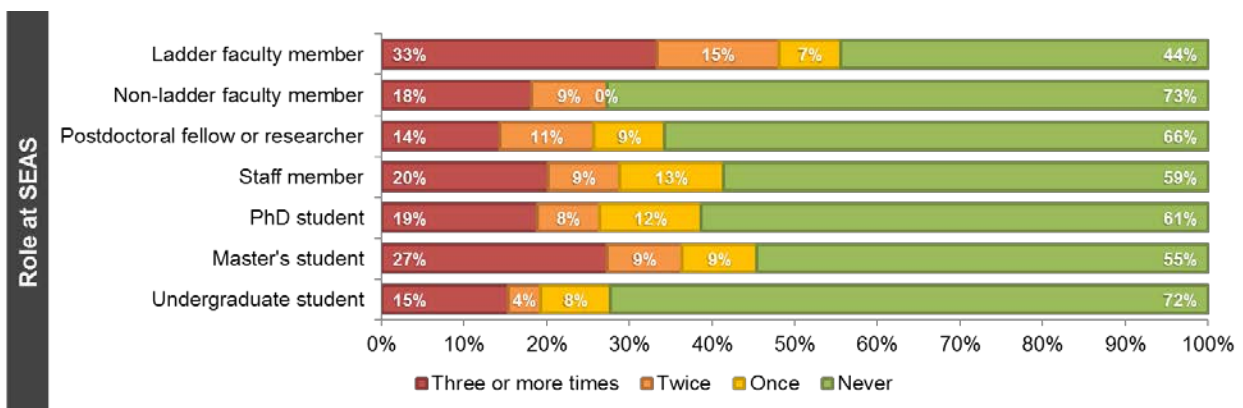
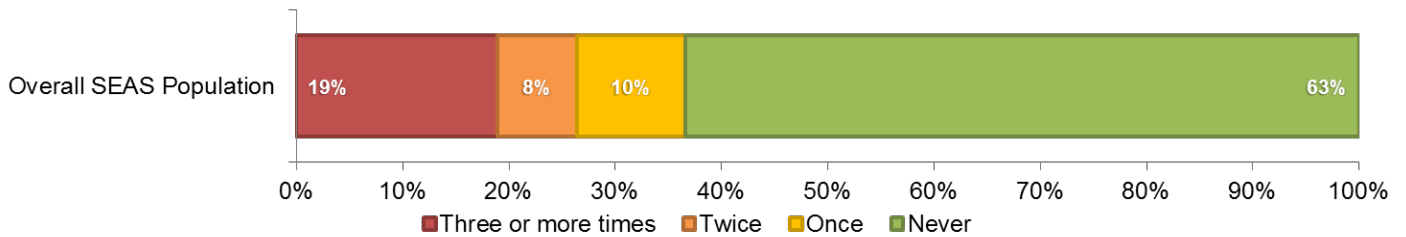
THEME: WITNESSING HARASSMENT

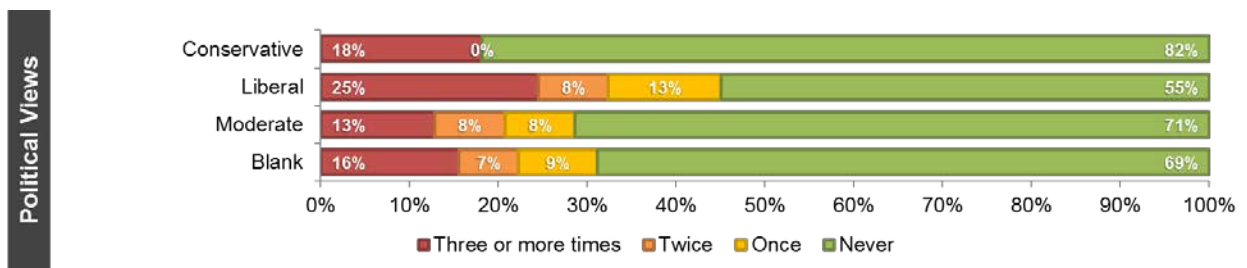
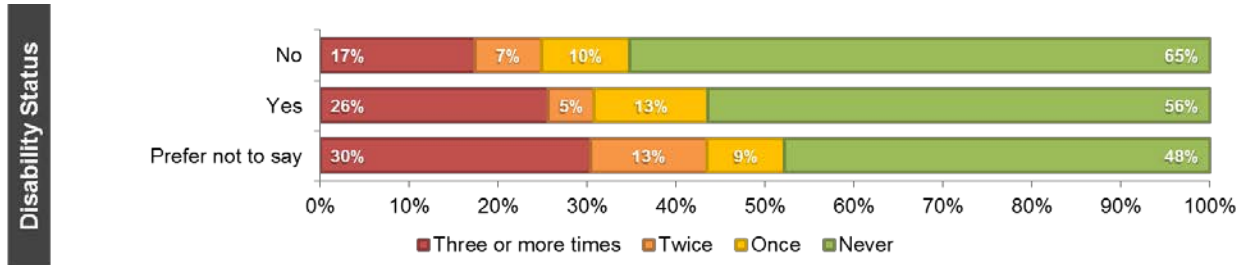
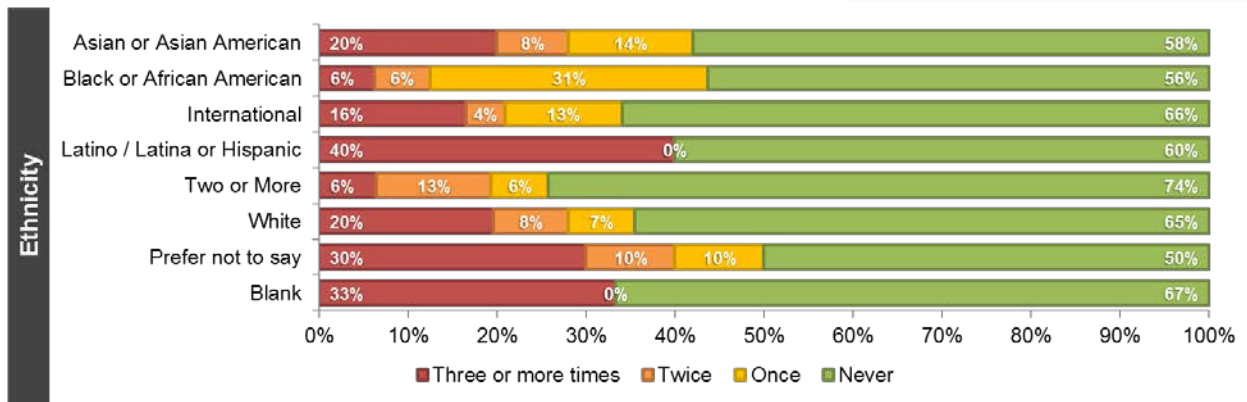
INTRODUCTION

This section summarizes responses to questions about situations where one may have witnessed or been told about harassment or discrimination by a person who faced such behavior at SEAS or by a person affiliated with SEAS. Harassment is defined as a series of behaviors that interfere with one’s academic or professional performance, limit one’s ability to participate in an academic program, or create an intimidating, hostile, or offensive social, academic or work environment. Discrimination is defined as unjust or prejudicial treatment on the basis of race, color, sex, gender identity, sexual orientation, religion, creed, national origin, age, genetic information, military service, disability, or any other legally protected basis.

GENERAL TRENDS

The following graphs reflect the proportion of SEAS community members that answers the question: **“Have you ever witnessed harassment or discrimination (of any kind) at SEAS or by a person affiliated with SEAS or been told of an instance of such harassment or discrimination by a person who faced such behavior?”**

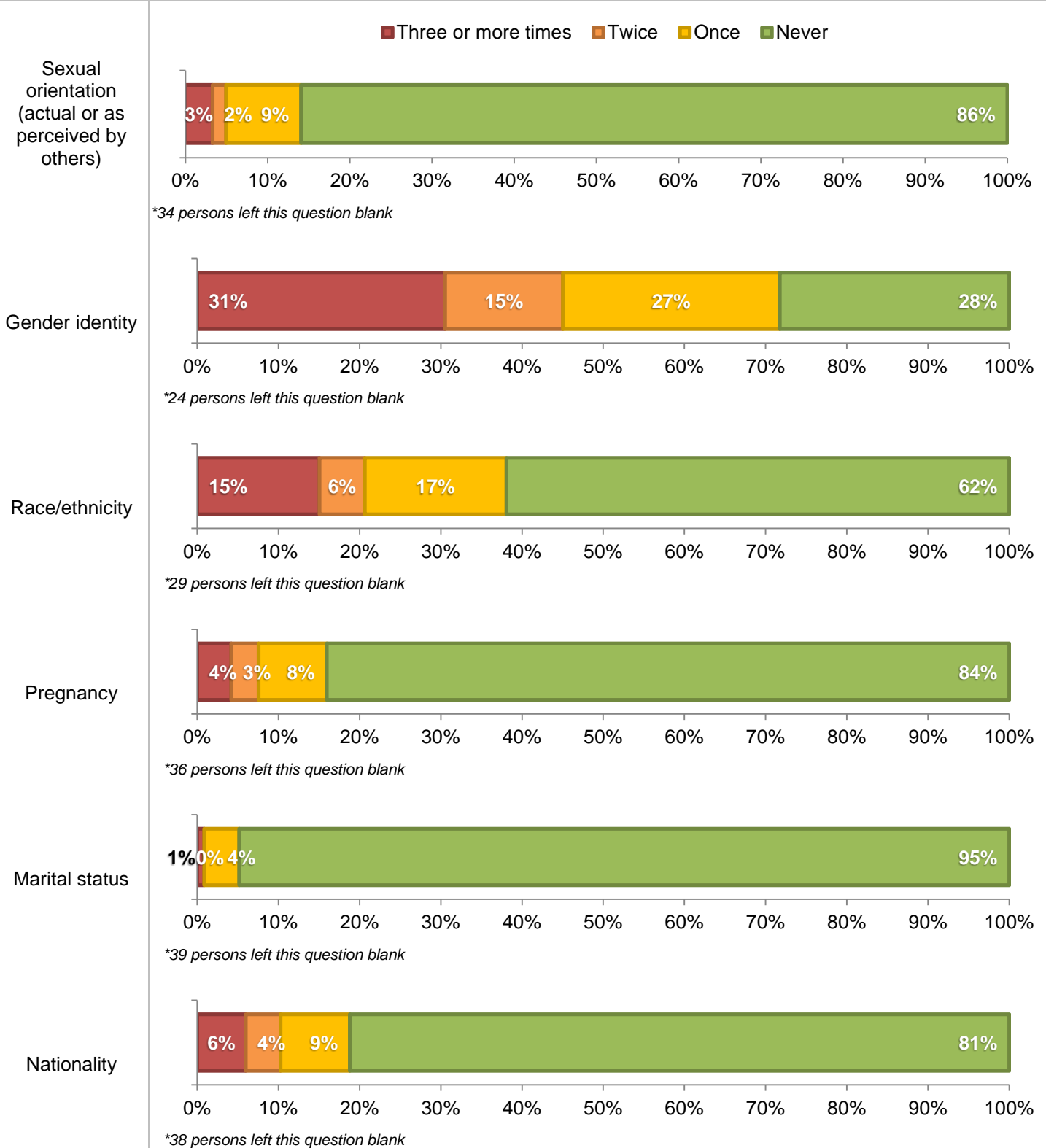


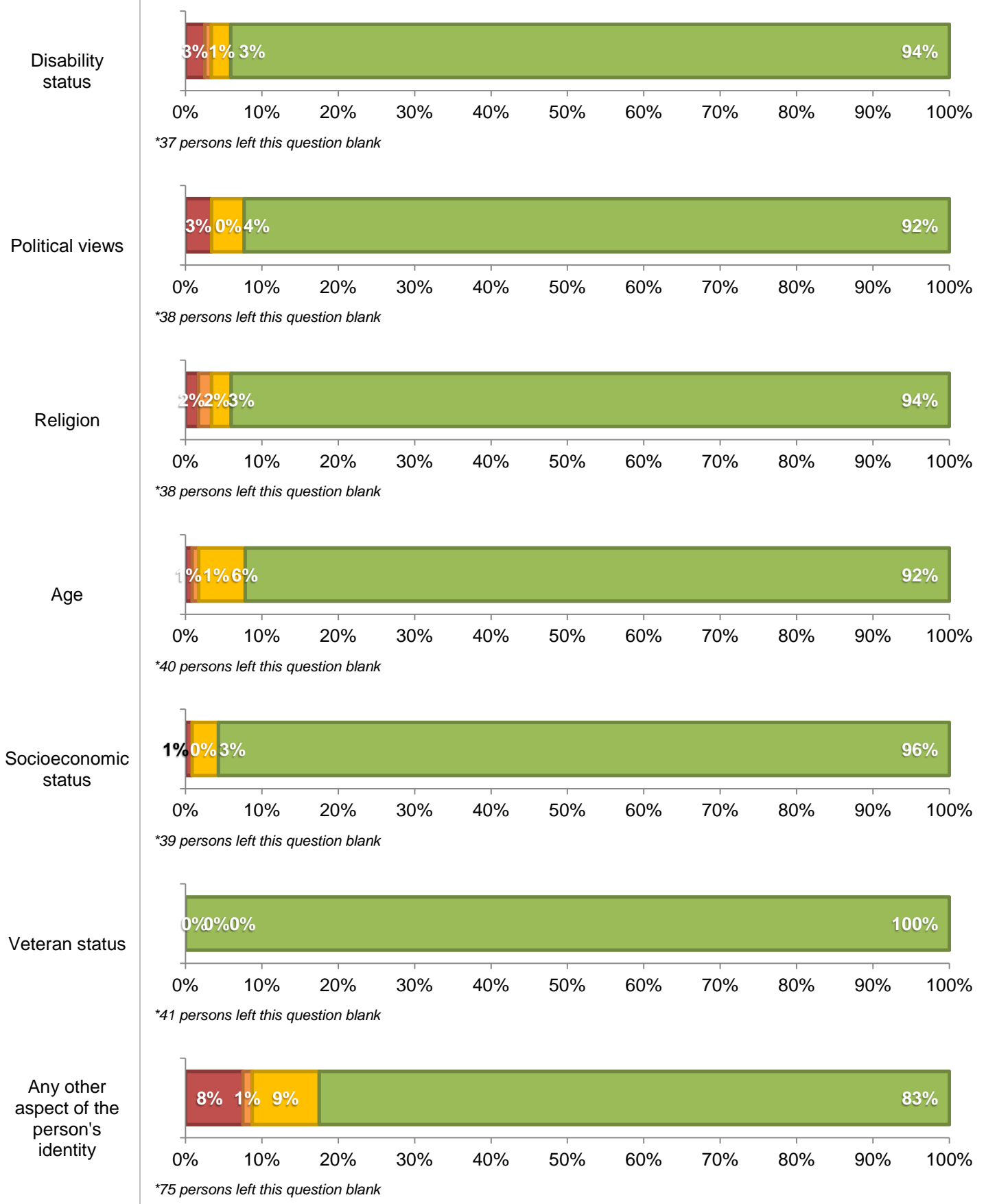


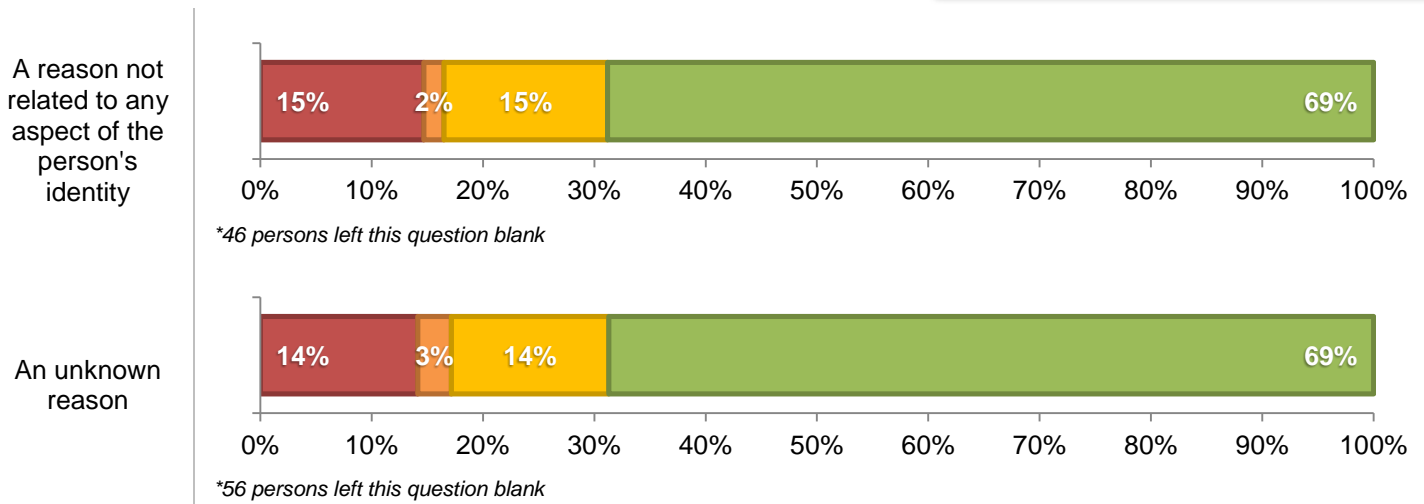
**Note: Twelve persons did not respond to this section and they are not included in these percentages.*

Of the 155 persons that reported witnessing harassment, the following graph shows the responses to the question:

While at SEAS, have you experienced any of the following forms of harassment or discrimination specifically because of your sexual orientation (actual or as perceived by others), gender identity, race/ethnicity, pregnancy, marital status, nationality, disability status, political views, religion, age, socioeconomic status, veteran status, or any other aspect of your identity?





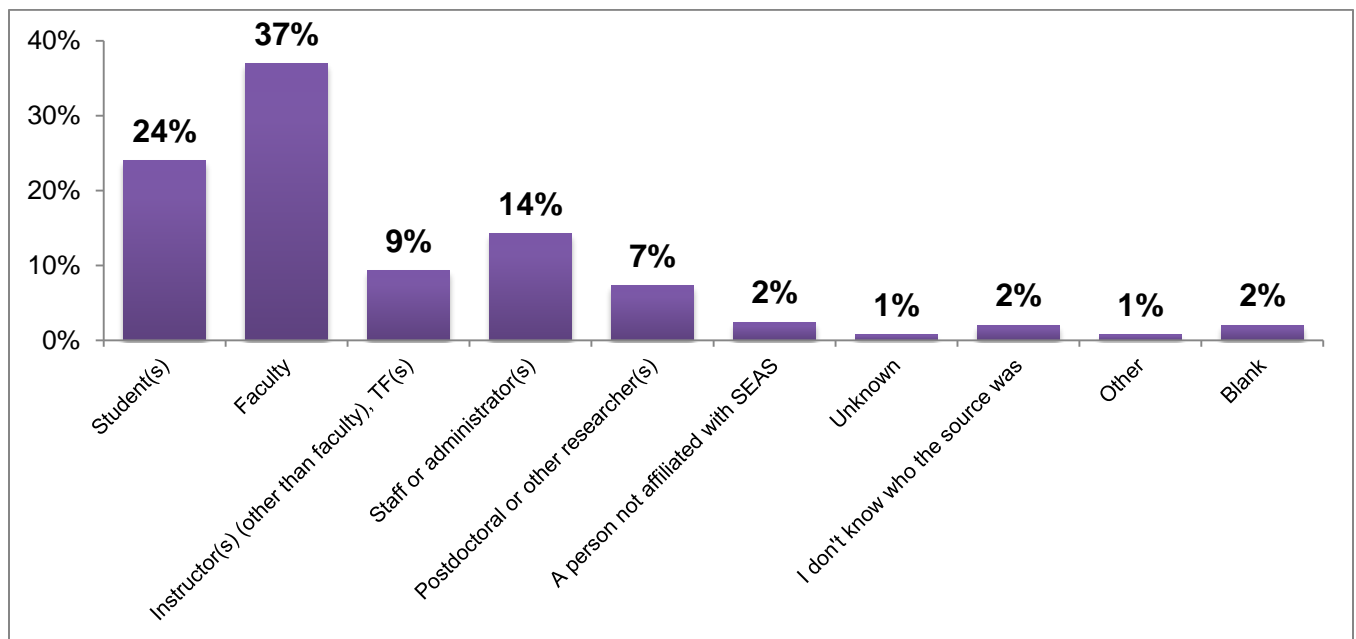


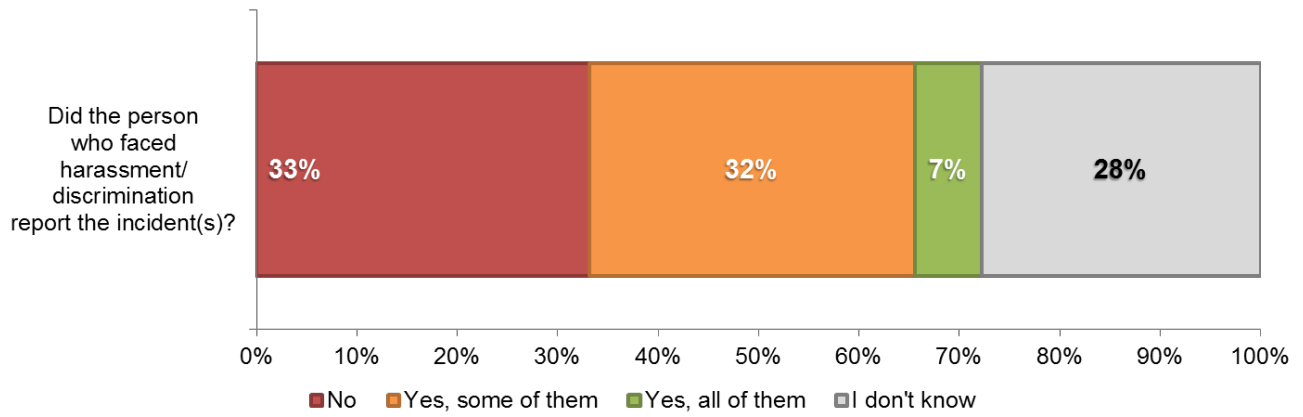
*The persons who left a question blank are not included in the percentage breakdown for each reason.

As shown in the data above, 37% of respondents have witnessed harassment or discrimination at SEAS at least once, with some having witnessed multiple incidents. Disaggregating the data shows in some cases almost half or more of some demographic groups have witnessed harassment or discrimination (e.g. ladder faculty, staff, master's students, women, Asian or Asian American, Black or African American, those with a disability, and those with liberal political viewpoints).

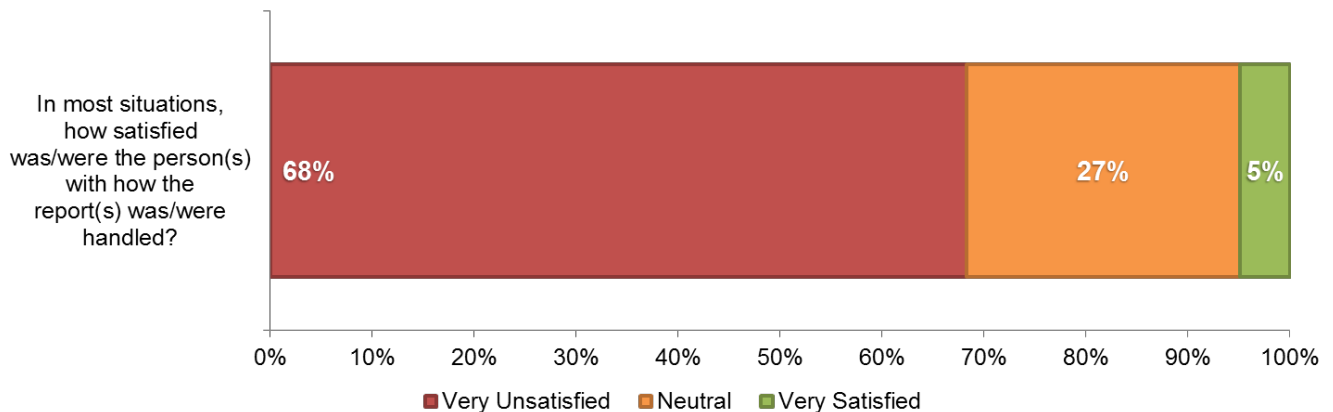
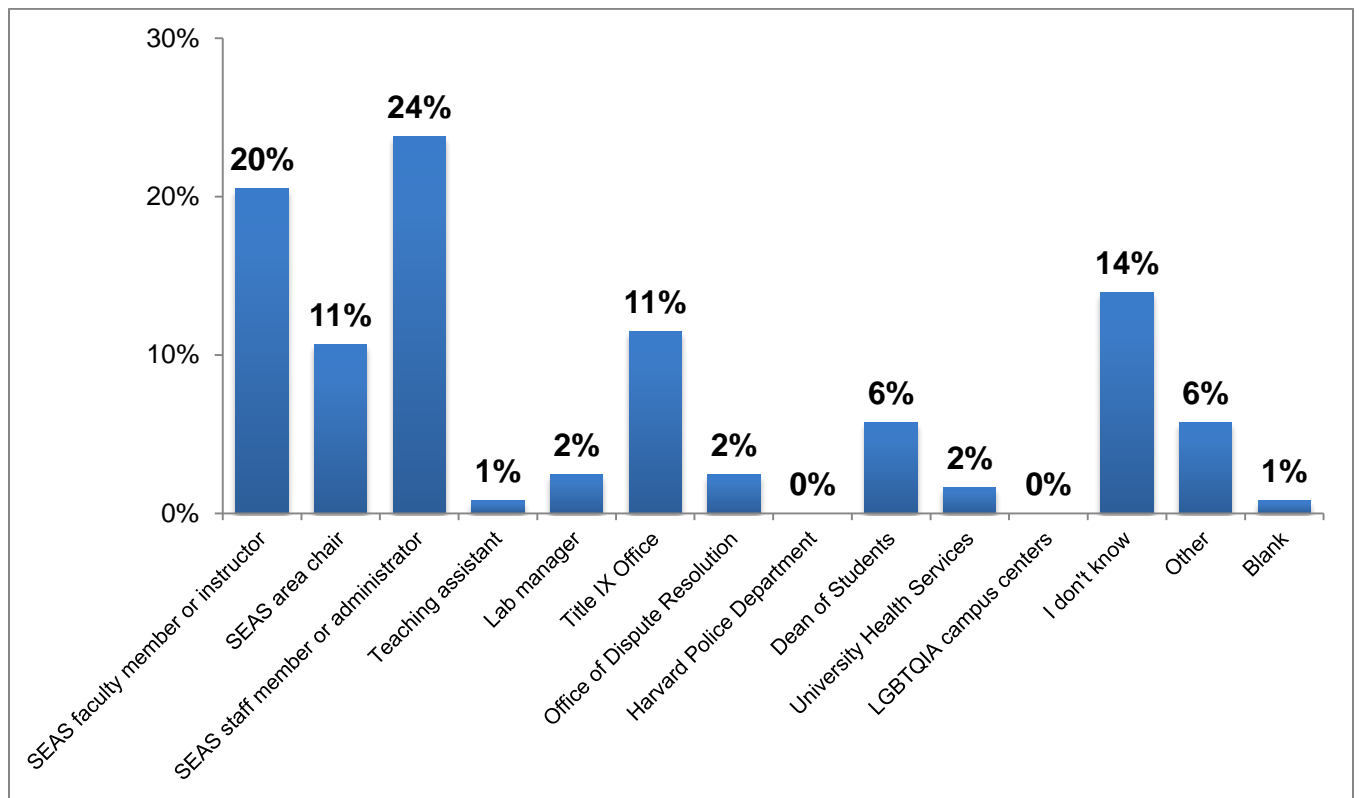
Gender identity and race/ethnicity were most often identified as the basis for the harassment or discrimination they witnessed. Of the incidents witnessed, faculty were the predominant source in 37% of them and students in 24%. This is consistent with the predominant source data reported by those that have experienced harassment or discrimination at SEAS. Only 39% of the respondents were aware of the incidents being reported. They were most often reported to a SEAS staff member/administrator or a SEAS faculty member/instructor and the majority did not believe the person was satisfied with how the situation was handled.

A. Who was the predominant source of the harassment/discrimination you witnessed or were told about?





B. Who did the person(s) report the incident(s) to?

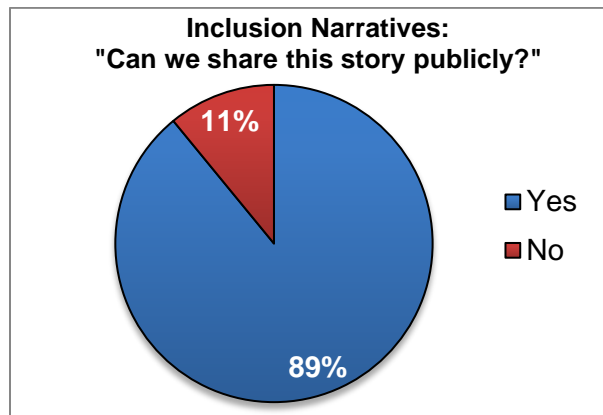


OPEN-ENDED RESPONSES

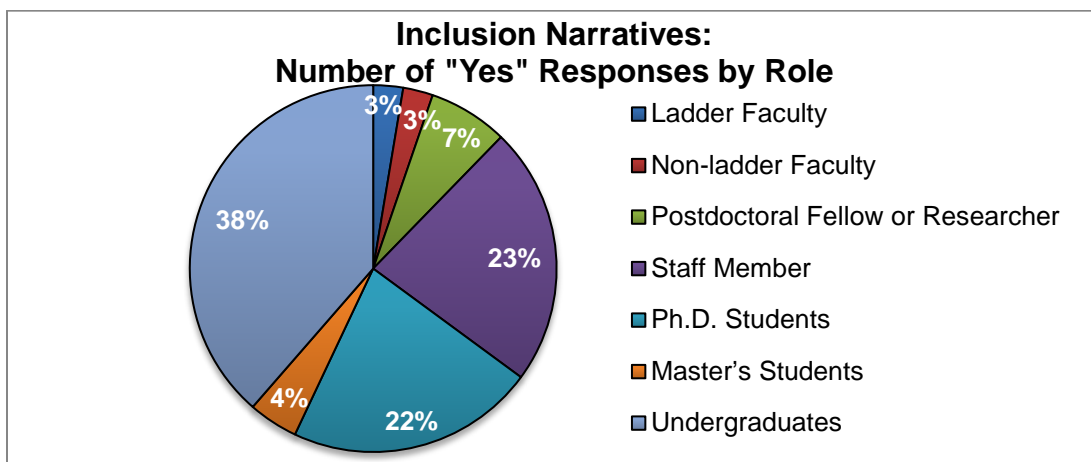
INCLUSION NARRATIVES

The following section summarizes responses to “Can you think of a specific situation related to your experience at SEAS that made you feel like you belonged or were included? We are looking for examples of behaviors and situations that we should encourage more people to emulate.”

Role at SEAS	Number of “Yes” Responses	Number of “No” Responses	Number of Total Responses
Ladder Faculty	3	0	3
Non-ladder Faculty	3	0	3
Postdoctoral Fellow or Researcher	8	0	8
Staff Member	26	1	27
Ph.D. Students	25	2	27
Master’s Students	5	4	9
Undergraduates	44	7	51
Total	114	14	128



Over 60% of the open-ended responses were from students (undergraduate, master’s, and Ph.D.), nearly 25% were from staff members, and just over 15% were from faculty, post-doctoral fellows, and researchers.



CONTRIBUTING TO AN INCLUSIVE ENVIRONMENT

A number of behaviors that contribute to a more inclusive environment were highlighted. These include listening to others in faculty meetings and not interrupting, faculty selecting groups for class assignments to ensure everyone is included, and considering different learning styles when designing a course. In addition, actions that create an environment where people feel free to ask questions, voice their opinion, and be themselves has made SEAS a more welcoming place for some. An undergraduate described the Active Learning Labs as “*the epitome of inclusivity*” because they could ask questions without fear of judgement. Another undergraduate student said their first exposure to a LGBT faculty member was at SEAS and it communicated to them that they were not alone.

With regard to interpersonal interactions, individuals reported they have feel included when others are respectful, speak in the hallway, and make eye contact. One doctoral student appreciated their peers for treating them like a human and giving weight to their words and actions instead of demographic statistics.

Staff and students appreciate when leadership and faculty ask for feedback and their voices are heard. A staff member referenced “*My boss asking for my opinion on specific subjects that affected the group. Being asked to be involved with responsibility and VOTE on a part in Allston. Hiring a diversity officer and the creating of this survey, as an assessment of the pulse at SEAS and asking people in advance to fill it up*” as actions that contributed to a sense of belonging. An undergraduate student reflected on their input being valued in a course, stating:

“I took a class of 4 total students, and I was the only undergrad in the course. I could have been easily over shadowed, but I was seen as equal to the grad students. My input was valued, and I was not seen as a hindered or point of change in the class. I now have friends in the greater SEAS community and feel more comfortable around new grad students I meet.”

SUPPORT AND ACKNOWLEDGEMENT

Individuals stated they felt included at SEAS when others offered support and encouragement or acknowledged their contribution and job performance. This came in the form of a quick thank you in the hallway, advice on how to handle a difficult situation, or random check-ins to see how someone is doing. Students told stories of a faculty member that reassured them they could accomplish a task, encouraged them to use office hours, or created additional tutoring opportunities. An undergraduate student stated:

“I really appreciated the conversations that I had with Professor Levine during my senior year when I was feeling demotivated from completing my senior thesis. Professor Levine encouraged me by helping me realize how much I had learned in my time at Harvard and how even a small contribution to research could be personally meaningful. Professor Levine's thoughtful and encouraging advising made a world of an impact for me and gave me the confidence to further my aspirations as an applied math concentrator.”

John Girash was described as a “fatherly figure for grad students in SEAS” who never hesitates to offer help when a student has a problem. Graduate students also appreciated faculty and staff reaching out when they are aware of a difficult student/advisor relationship or providing advice on relocation and transition to Harvard.

This support is extended to faculty and staff as well. One faculty member said: *“I was once detained by police on the sidewalk for ‘running while black’ and mentioned it on Facebook. I received supportive e-mails and comments from other CS faculty.”* Another told a story of faculty and staff giving *“tremendous empathy and support”* after sharing that their child was experiencing severe depression. Staff appreciate the dean and other managers acknowledging their work formally and informally, coworkers showing an interest in their lives in and outside of SEAS, and promoting the Employee Assistance Program.

ADDRESSING BIAS AND OFFENSIVE BEHAVIORS

Students, researchers, and staff described situations in which others not only acknowledged bias and previous wrongdoings but took the time to address it through words and action. They appreciated having difficult dialogue about race and class in technology fields. An undergraduate student singled out Professor Chong and Professor Kohler for taking *“the bold step of bringing these issues up in lectures”* and saw this as something that should be emulated. Another undergraduate student said:

“Frequently in Professor Harry Lewis’s courses, he makes sure to talk about the history of important people in the field in non-sanitized versions, talking about issues of race, religion, gender, and sexuality that impacted their lives. In addition, he makes sure to point out diversity in the history of computer science as well, which is really inspiring and makes me feel included and important in the field. In addition to this, professor Lewis has been excellent and generous in his allowance of academic accommodations for when I have been having medical difficulties. Often professors in SEAS are accommodating, but not very much - Professor Lewis though has been exceptionally good at coming up with useful but fair accommodations in his classes.”

Other examples of actions by faculty that communicated a sense of belonging are actively recruiting female students to Applied Math, taking class time to explain why sexualized remarks about women in computer science are threatening, and engaging in difficult conversations with students about situations that have made them uncomfortable.

Students also appreciated when their fellow students spoke up in group settings if someone made an offensive comment or excluded someone from a conversation.

SOCIAL EVENTS

Numerous SEAS events were referenced as helpful in making individuals feel they belong. These included social hours, all hands meetings, executive deans’ coffees, holiday parties, thank you events, and the introductory tour for incoming staff. Individuals appreciated events that were done by area or lab, as well as those for larger parts of the SEAS community. People would like SEAS to offer more events that bring people together and build community. Being invited to formal and informal events has contributed to a sense of belonging for many members of the SEAS community. Groups of staff or students will plan outings such as attending a Harvard sporting event, lunch in the square, happy hours, or volunteering at a SEAS outreach event. An undergraduate student stated:

“A postdoc in my lab invited me to help out with a mentorship event hosted by SEAS for high school girls (SET in the City). I joined her at the event, and I really appreciated her inviting me and giving us an opportunity to do something outside of our normal context in the lab. I have

also been able to join other members of the lab in other social activities, but that example stands out in my mind. Particularly speaking about the lab experiences for undergrads with SEAS, I think ensuring that undergrads are well-integrated into the lab's social community, and not just the lab's research efforts, could go a long way in ensuring undergrads feel welcome in those spaces."

STUDENT ORGANIZATIONS

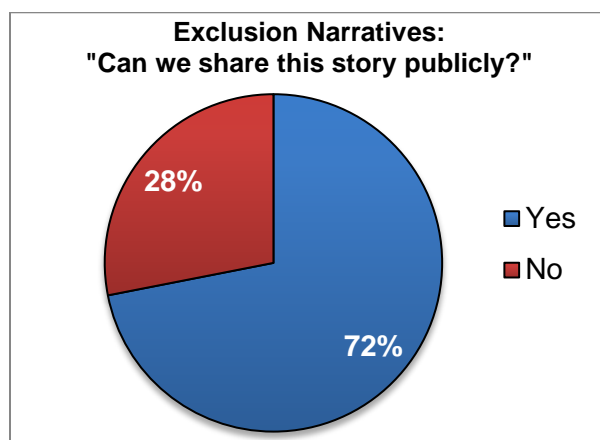
Undergraduate and graduate students appreciate the communities that have been built within the student organizations. Groups that were mentioned were student government, Society of Hispanic Professional Engineers, Society of Women Engineers, National Society of Black Engineers, Engineers Without Borders, Women in Computer Science, and Harvard Graduate Women in Science and Engineering. These groups have not only made students feel included but have also been a venue to voice concerns, provide service to the community, grow professionally, and promote diversity. One undergraduate stated:

"In my first few years at Harvard, organizations with national chapters were not recognized as official student organizations. This came with a major loss of an ability to apply to grants and reserve on-campus spaces. SEAS has always valued development and support for these types of organizations, knowing that they are often associated with large networks promoting diversity (ie. SHPE, SWE, NSBE, etc.). As a proud founding member of SHPE, it is truly beautiful to see how far the college has come in accepting these student groups, none of which might be possible without the support from SEAS."

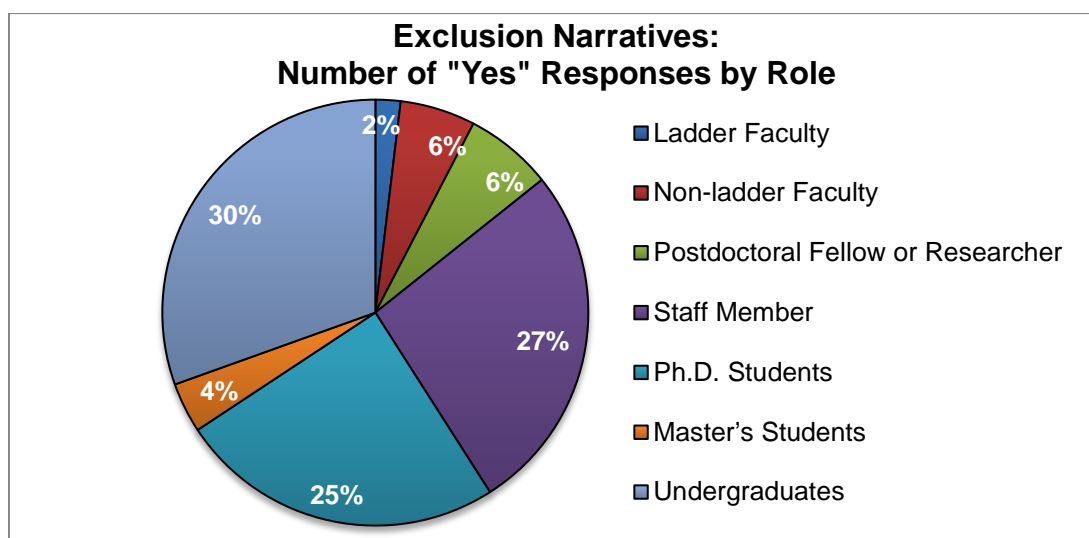
EXCLUSION NARRATIVES

The following section provides a summary of responses to “Can you think of a specific situation related to your experiences at SEAS that made you feel like you didn’t belong or were excluded?”

Role at SEAS	Number of “Yes” Responses	Number of “No” Responses	Number of Total Responses
Ladder Faculty	2	2	4
Non-ladder Faculty	6	1	7
Postdoctoral Fellow or Researcher	7	4	11
Staff Member	28	11	39
Ph.D. Students	26	8	34
Master’s Students	4	1	5
Undergraduates	32	14	46
Total	105	41	146



Nearly 60% of the open-ended responses were from students (undergraduate, master’s, and Ph.D.), just over 25% were from staff members, and just under 15% were from faculty, post-doctoral fellows, and researchers.



LACK OF RESPECT AND OPENNESS TO DIFFERENT ACADEMIC AND POLITICAL BACKGROUNDS

Students, staff, postdoctoral researchers, and temporary visitors/affiliates shared stories related to their academic and political interests. They have experienced others mocking their viewpoints and disregarding their differing opinions. Some do not feel comfortable speaking on certain topics in classes and meetings because they do not want to damage a professional relationship. Individuals have felt forced to nod in agreement with political statements they “*fundamentally disagree with*” because they feared the consequences of expressing their opinion and being true to themselves. A doctoral student stated:

“Minority or controversial opinions, especially political ones, are treated with hostility. This varied depending on the topic, but it seems to be a trend on campus where anything not completely liberal or progressive is seen as ‘why would you ever believe these things?’. Aggressive engagements (often with demands to explain myself under the pretense of a conversation) were common, but the consequences of those engagements has led me to avoid even discussing certain things on campus.”

Respondents also cited a lack of respect for other academic disciplines. Students chose SEAS because they believed the community would support multidisciplinary pursuits but some have experienced interactions that are contrary to this aspect of the SEAS mission. For example, an undergraduate student shared:

“...a professor said in class once that the humanities and social sciences are useless which is like...you realize you have students who are getting secondaries, joint concentrations, etc in the humanities or social sciences right? Or generally that just because your mode of inquiry and investigation are more compatible with quantitative methodologies doesn't mean these modes are superior to other ones. Science would still be scientific racism without the humanities and social sciences, so the fact that there's this air of superiority in SEAS as being more useful than other forms of knowledge is really aggravating. Because obviously racism didn't just magically disappear, and if you're just training a bunch of people who will become rich and powerful in society who are indifferent about these things - you will contribute to the reproduction of this indifference in society.”

Other examples included not being viewed as a serious STEM-focused student if you choose to pursue an A.B. degree or being ignored because your specialty is not traditionally studied at SEAS. In addition, some respondents believe there is an assumption students have an “unreasonable” amount of background knowledge in a subject area. When they do not have this background knowledge, it leads to students only receiving “administrative work” on group projects, missing out on opportunities to build their skills, and feeling like they do not belong in a course.

LACK OF DIVERSITY AND ROLE MODELS

Lack of diversity in the staff, faculty, and student population has led to some feeling they do not belong at SEAS. One staff member stated: “*Have you ever walked into a room full of people who don't look like you and have a large majority stare you down until you are seated? That's not encouraging to anyone.*”

SEAS was described by some respondents as a boys club and overly homogenous. Students do not feel they belong when all of the TFs are male, the convocation panel is all white speakers, and classroom contributions are ignored. Individuals want to see this as a top priority for SEAS because it will help to cultivate a stronger community.

A GENERAL DISREGARD FOR OTHERS

Some individuals referenced “small everyday events” or actions that communicate a general disregard for others. This has been reflected in cliquish behavior, not communicating if or how community feedback is used, little interaction between labs, not learning to correctly pronounce someone’s name, or discussing research in a language that excludes one person at the table. In addition, respondents reported a lack of consideration for varying incomes, the fact that some students need to work an on-campus job, and different learning styles. Expensive course materials and an unwillingness to help each other can contribute to some individuals feeling unwelcomed. One undergraduate student described SEAS as “*a cold environment where everyone is out for themselves.*”

EXPERIENCING BIAS

Students, staff, and postdoctoral researchers reported experiencing bias and offensive behaviors based on an aspect of their identity, including gender, race, sexual orientation, religion, age, pregnancy, and politics. These incidents took place in the classroom, during office hours, in labs, and in the hallways. They included the use of racist, sexist, classist, and homophobic language, as well as being excluded because of one’s native language or accent.

Other instances included inappropriate jokes about harassment and Title IX, referring to a student as a “quota filler”, and frequent comments to female students about sex and how to dress. Female students have been left out of group discussions and are often assigned the office work or “following role” in groups. One student described this as “*subconscious discrimination and although most men don’t do this on purpose it still has a negative effect on the women in those classes*”. These experiences and others have led to individuals being uncomfortable and feeling unwelcomed at SEAS. One doctoral student stated:

“Not so much specific situations--just the daily trudge of working in a place where people regularly roll their eyes at what is termed as “social justice warrior” issues (such as trying not to get discriminated against, trying not to have experiences of assault/harassment waved away, etc.) erodes at your own sense of reality, self-respect, and baseline dignity. This is a place where people send out emails over the gradslisr deriding the Title IX training. This is a place where people are asked to put on my headphones in their office so that men could talk about their sexual exploits over the weekend. This is a place where we talk about alpha vs. beta males. This is a place where someone openly used the f-word to talk about ballroom dancers and no one said anything. This is a place where we accept open abnegation of moral responsibility and call it ‘rational behavior.’”

In addition to personal experiences, individuals described situations they observed that negatively impacted their experience at SEAS. For example, a doctoral student stated:

“Not towards me, but I was in a prospective SEAS faculty lecture with a female candidate presenting. Afterwards I asked a male SEAS professor what he thought of the research and his only comment was on her attractiveness. This was one moment I felt embarrassed to be associated with the interview process and saw gender discrimination in action.”

INTERACTIONS WITH FACULTY AND LACK OF ACCOUNTABILITY

Negative interactions with faculty included disrespectful remarks and what some described as bullying, harassment, and manipulation by their advisor. Individuals at SEAS value relationships with faculty and find it disappointing that their interactions have caused them to feel excluded in the

classroom and to question their place at SEAS. They are also disappointed in how some of these situations have been handled by leadership. One doctoral student stated:

“My former advisor bullied, threatened and maligned me. He has also maligned several other members in his group. While the behavior was not due to any aspects of the victims identities, in one case of a female minority victim, some of his comments were both racist and sexist. Despite both myself and other victims reporting the behavior to many faculty, staff and resources, in some cases providing written proof of misconduct, the SEAS administration chose to support the offending faculty through repeated offenses.”

The perception that SEAS lacks a structure for accountability has led some to believe there is a culture of “academics protect academics”. It also influences an individual’s decision to recommend SEAS to others. A faculty member shared:

“Male faculty are extremely ignorant of all studies and issues related to gender and race bias. It seems commonplace to express surprise when something bad happens, and then to simply make excuses up for the (usually male) perpetrator and engage in victim blaming. There is no accountability, and the male faculty don't see it as their job to fix that, its just "Harvard is like that". I no longer am willing to recommend Harvard to anyone, student or prospective faculty, because if you run into problems or face discrimination then you are treated poorly for mentioning it and nothing is ever done about it. You just get the "I'm so surprised, I'm sure they didn't mean it, and here's what you can do by yourself to deal with it" response. There are only a few good people (mostly women) and they are leaving fast.”

HIERARCHICAL CULTURE

Lack of accountability was connected to a hierarchical culture that prioritizes ladder faculty over others. Non-ladder faculty and staff discussed differential treatment and not being afforded the same latitude as ladder faculty. Specifically, they see fewer resources for career advancement, scheduling and finance decisions; and the move to Allston as areas that have communicated a “class” system within SEAS. For example, a staff member shared:

“SEAS has very few resources for career advancement, especially for non-ladder faculty and staff. There is a clear value system that prioritizes ladder faculty requests above all other priorities and senior faculty members and administrators do not respond in such a way that publicly denounces this behavior.”

A non-ladder faculty said not being tenure track and not having avenues for advancement leads to feeling unwelcomed at SEAS.

ACTIONS SEAS COULD TAKE

The following section provides themes that emerged from the question “**What two actions could SEAS take to improve the School climate for all members of the SEAS community?**”.

INCREASED ACCOUNTABILITY FOR OFFENSIVE ACTIONS

The most common theme was a need for greater accountability in incidents of harassment, discrimination, and offensive behavior. Members of the community want to see action taken when complaints are made. Individuals believe the tenure system protects faculty members from receiving any disciplinary action or education around offensive acts. The current system discourages individuals from reporting incidents and many respondents believe the reports will not be taken seriously. One common recommendation under this theme was developing an anonymous reporting system for bias, harassment, discrimination, and other offensive acts. It was suggested that a code of conduct be created to guide acceptable and unacceptable behaviors. Individuals requested a system in which an unbiased third-party evaluate reported incidents of harassment, discrimination, or offensive behavior and recommend disciplinary and/or educational remediation. The system should hold staff, faculty, and students to the same standards.

RECRUIT MORE DIVERSE FACULTY, SENIOR LEADERS, STUDENTS, AND POSTDOCTORAL RESEARCHERS

Individuals expressed a desire for diversity to be reflected at all levels of SEAS. Specifically, individuals would like for SEAS to recruit more women and underrepresented minorities. Staff highlighted equal pay, clear career paths, and competitive salaries as actions they believe would help in this area. Undergraduates suggested having students serve as “hometown recruiters” during j-term, sending representatives to other campuses to promote SEAS, and hosting on-campus weekends for diverse high school students.

GREATER TRANSPARENCY FROM SENIOR LEADERSHIP

Members of the community highlighted various areas in which they would like to see increased transparency: demographic statistics; incidents of harassment and discrimination; how feedback is utilized; and the tenure and promotion process. Individuals would like for senior leadership to provide this information even if it does not reflect a good environment; they believe this transparency will help to identify areas of concern and start a conversation on how to address them. Increased transparency could be in the form of reports, a dashboard, a diversity and inclusion roadmap, or discussion of the topics at meetings.

TRAINING ON DIVERSITY AND INCLUSION

Each stakeholder group within SEAS would like to see increased training around diversity and inclusion. A number of people requested mandatory training for faculty, senior leadership, and TFs. Specific topics mentioned were: unconscious bias, micro-aggressions, Title IX, inclusive teaching practices, mental health, difficult conversations, bystander intervention, and interpersonal communication.

ENCOURAGE AND FACILITATE DIFFICULT CONVERSATIONS OF ALL VIEWPOINTS

Individuals expressed a desire to encourage difficult conversations and a space to share their experiences. One postdoc shared: *“creating safe spaces for people to go and share their experiences, having a community in which you know you can rely on makes a big difference”*. Individuals believe having these conversations will help to build community. It is also important that SEAS be open to all viewpoints. When facilitating these conversations, one should not assume everyone in the room has the same beliefs. Diversity means respecting all philosophical, religious, and political views. This theme also extends to being accepting of other academic disciplines and actively recruiting them to contribute to conversations and research.

IMPROVED ADVISING FOR ALL STUDENTS

Many individuals recommended that SEAS address the advising structure. One undergraduate student recommended: *“Encourage the adviser-student relationship to be more than a biannual study card signing. In my experience advisers are simply focused on their own work and aren't as willing to be invested in supporting students.”* Advising recommendations included providing resources for students who are new to STEM; peer advising; career advice; discussing topics other than courses; and communicating that all students, regardless of their pre-college exposure to STEM subjects, can be successful at SEAS. Students would like faculty to provide confirmation, support, and encouragement. In addition, students and faculty requested additional opportunities for undergraduate research. One faculty member recommended one-stop full research funding for undergraduates (similar to MIT). Graduate students and postdoctoral researchers want increased attention to PI mentorship and relationships. This includes monitoring groups that have a history of negative interactions and encouraging faculty to “act professionally”.

MORE COMMUNITY BUILDING AND SOCIAL EVENTS

Students (undergraduate and graduate), staff, and postdoctoral researchers want regularly planned community building events and social hours. These events should encourage interaction between groups and academic areas. In addition, individuals want senior leadership and faculty to attend events and interact with all members of the community. Events should be at varying hours to accommodate schedules. Examples are a day of service, cultural events, picnics, quarterly gratitude events, diverse speakers, and department highlights. Undergraduates requested that SEAS offer a sophomore orientation that includes a community-building event and trainings on bias and teamwork skills.

MORE ACTIONS...LESS WORDS

Some members of the community are skeptical of senior leadership and faculty commitment to diversity, inclusion, and belonging. A staff member stated:

“I think a change in climate needs to come from the top ---from Sr. faculty and Sr. Administrators. It starts with just showing up and being present at events/meetings around the school and being accessible—maybe even eating lunch in a visible area would help get to know people in the school. Maybe the Dean and Sr. Admins could make time to go to lunch with small groups of staff. I know everyone is busy, but part of the program is we don't know

these people. We have the mission/vision/values but don't know how to implement them into our everyday lives."

Individuals want to see the commitment affirmed through actions. In addition to the actions mentioned in the above themes, respondents suggested attending diversity trainings, promoting courses on self-improvement and emotional intelligence, building relationships with staff and junior faculty, and showing appreciation for everyone's contribution to the SEAS mission. The commitment should be reflected in how we recognize staff, promote SEAS success stories, provide mentoring, collaborate, and communicate with each other. One faculty member stated "*Don't let lawyers run HR: that is, the administration should show compassion and express its belief and values through its action, rather than carefully worded emails.*"

NEXT STEPS FOR SEAS

The SEAS Climate Survey resulted in a great deal of informative data that will be used to influence the policies, practices, and resources at SEAS. The steps to develop and implement recommendations will be done in two parts.

1. **Facilitated Discussions:** SEAS will host a series of stakeholder-specific facilitated discussions during Fall 2018 to give community members the opportunity to review the results of the survey, ask questions, and provide suggestions on how SEAS should address the concerns highlighted in this report. The list below provides the details of each survey discussion and how to sign up.

September 11, 2018, 9 am – 10 am: SEAS Executive Team

September 13, 2018, 2:30 pm – 3:30 pm: Executive Dean's Coffee (overview)

September 19, 2018, 8:00 am – 9:30 am: SEAS Steering Committee

September 21, 2018, 12 pm – 1 pm: Computer Science Faculty

September 24, 2018, 12 pm – 1 pm: Electrical Engineering, Applied Math, Material Science & Mechanical Engineering, and Bioengineering Faculty

September 28, 2018, 2 pm – 3 pm: All-Hands Meeting (overview)

September 28, 2018, 3 pm – 4 pm: Staff*

October 2, 2018, 10 am – 11 am: Faculty Coordinators*

October 3, 2018: Applied Physics Faculty

October 4, 2018: Graduate Students*

October 16, 2018, 3 – 4 pm: Postdoctoral Researchers*

October 23, 2018, 2 pm – 3 pm: Staff*

November 6, 2018: Undergraduate Students*

*To register for a survey discussion, please go to this [link](#).

2. **Strategic Plan:** The SEAS Committee on Diversity, Inclusion, and Belonging will use the survey and discussion data to create a long-term strategic plan that addresses recruitment and access, community engagement, retention and success, outreach to the broader external community, and assessment and tracking. These recommendations will be presented to Dean Frank Doyle and other key administrators in the Summer 2019.

In addition to the above mentioned steps, the SEAS Committee on Diversity, Inclusion, and Belonging will work to implement the short- and medium- term recommendations that were presented at the conclusion of AY '17 – '18. Please see the [2017 – 2018 SEAS Diversity, Inclusion, and Belonging Report](#) for the list of those recommendations.

We welcome input and involvement from all members of the SEAS community. If you have questions about this report or any of the SEAS diversity, inclusion, and belonging efforts, please contact Alexis Stokes, Director of Diversity, Inclusion, and Belonging, at astokes@seas.harvard.edu.

If you anticipate needing accommodations or have questions about physical access to these meetings, please contact astokes@seas.harvard.edu.

APPENDIX I: SURVEY QUESTIONS

FINAL SEAS CLIMATE SURVEY – SPRING 2018

SURVEY TABLE OF CONTENTS

- [Welcome, informed consent and role at SEAS \(2 Questions\)](#)
- [Theme: Flourishing and thriving \(8 Questions\)](#)
- [Theme: Perceptions of the overall climate at SEAS \(3 Questions\)](#)
- [Theme: Belonging and thriving at SEAS \(15 Questions\)](#)
- [Theme: Professional/academic growth \(17 Questions\)](#)
- [Theme: Bias \(7 Questions\)](#)
- [Theme: Perceptions of SEAS commitment to diversity \(11 Questions\)](#)
- [Theme: DIB skills and attitudes \(5 Questions\)](#)
- [Theme: Work and family \(6 Questions\)](#)
- [Theme: Disability \(7 Questions\)](#)
- [Theme: Experience of harassment \(12 Questions\)](#)
- [Theme: Witnessing harassment \(7 Questions\)](#)
- [Theme: Open-ended questions \(6 Questions\)](#)
- [Theme: Demographics \(9 Questions\)](#)

Welcome, informed consent and role at SEAS

Q2 SEAS Campus Climate Survey Consent Form

The following information is provided to inform you about the survey and your participation in it. Please read this form carefully and feel free to contact us with any questions you may have about the survey and the information given below.

Your participation in this survey is voluntary and you are free to withdraw from this survey at any time. This study is anonymous. Beyond this consent form, only the first question is required.

Purpose of the study: This survey is part of a study to examine the SEAS campus climate with regard to the academic, professional, and social environment; diversity at SEAS; personal experiences; and perspectives related to diversity, inclusion, and belonging. It is being administered on behalf of the SEAS Committee on Diversity, Inclusion, and Belonging which is comprised of students, faculty, staff, and postdoctoral researchers. The data collected will be used by the Committee to understand the current climate at SEAS and to inform its recommendations for fostering a supportive, diverse environment to work and study.

Procedures to be followed: If you choose to participate, you will be redirected to an online survey and asked to respond to a series of questions. The survey should take approximately 15 minutes and will ask questions about your own background, perceptions of the SEAS campus climate, and your experiences at SEAS. This study is anonymous. You will not be asked to provide any identifiable information such as name, student number, or email. Data analysis will be completed by five members of the Assessment and Tracking subcommittee: Katelyn Federico (SEAS Senior Institutional Research Analyst), Alexis Stokes (SEAS Diversity and Inclusion Engagement Launch Senior Manager), Krzysztof Gajos (Gordon McKay Professor of Computer Science), Diane Schneeberger (Assistant Dean of Faculty Affairs), Isaac Lage (Graduate Student).

Contact Information. If you have any questions or concerns about the study, please contact the SEAS Committee on Diversity, Inclusion, and Belonging at diversity@seas.harvard.edu.

Confidentiality: Your responses are confidential. The results of the survey will only be reported in aggregate form.

Some of the survey questions ask about personal matters and behaviors that may be private such as experience with harassment or discrimination. Completing this survey does not serve as a formal complaint. If you would like to file a formal complaint or speak with someone directly about your experiences, we encourage you to contact the Harvard Office for Dispute Resolution at (<https://odr.harvard.edu/>) or the Harvard Title IX Office at (<https://titleix.harvard.edu/>). These offices are located at 44R Brattle St, 2nd Floor.

Students can also access support services at Harvard Counseling and Mental Health Services (<https://huhs.harvard.edu/services/counseling-and-mental-health>) in the Smith Campus Center. Faculty and staff can access additional services with the Office of Institutional Diversity and Equity (<https://diversity.harvard.edu/>) and Employee Assistance Program (<https://kgaeap.personaladvantage.com/portal/landing>).

If accommodations are needed, students can contact the SEAS Accessible Education Office (<http://aeo.fas.harvard.edu/>) and faculty/staff can contact SEAS Human Resources (Heidi Shea - hsea@seas.harvard.edu). By clicking “I agree” and completing the survey, you acknowledge that you have read, understand, and agree to the confidentiality procedures and freely and voluntarily choose to participate in the survey.

I agree (1)

Q3 What is your role at SEAS?

- Undergraduate student (1)
- Masters student (2)
- PhD student (3)
- Special student (4)
- Staff member (5)
- Ladder faculty member (6)
- Non-ladder faculty member (7)
- Postdoctoral fellow or researcher (8)
- Temporary visitor or affiliate (9)

Theme: Flourishing and thriving**Q98 Your Overall Well-being**

The following questions ask about your overall well-being.

All questions in this survey are optional, but we hope you will answer as many of them as you can.

Q77 Overall, how satisfied are you with life as a whole these days?

- 1 - Very dissatisfied (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Very satisfied (7)
-

Q86 I often feel worn out.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Q87 I look forward to each new day.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Q80 Overall, to what extent do you feel the things in your life are worthwhile?

- 1 - Not at all worthwhile (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Completely worthwhile (7)
-

Q81 I always act to promote good in all circumstances, even in difficult and challenging situations.

- 1 - Not true of me (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Completely true of me (7)
-

Q82 I am content with my friendships and relationships.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Q83 How often do you worry about being able to meet normal living expenses?

- 1 - Worry all the time (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 - Do not ever worry (7)

Theme: Perceptions of the overall climate at SEAS**Q99 Your Perceptions of the Overall Climate at SEAS**

When answering these questions, please consider your experiences at SEAS over the past two years (or less if you joined SEAS recently).

Q4 How satisfied or dissatisfied are you with the overall climate/environment that you have experienced at SEAS within the past two years?

- 1 - Very dissatisfied (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Very satisfied (7)
-

Q5 For the next few questions, select one option between each set of adjectives that best represents how you would rate SEAS based on your direct experiences over the past two years.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
hostile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	friendly
racist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	non-racist
homogenous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	diverse
disrespectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	respectful
contentious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	collegial
sexist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	non-sexist
individualistic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	collaborative
competitive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	cooperative
homophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	non-homophobic
unsupportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	supportive
ageist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	non-ageist
unwelcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	welcoming
elitist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	non-elitist

Theme: Belonging and thriving at SEAS**Q100 Your Sense of Belonging and Thriving at SEAS**

The following statements relate to your feelings of inclusion and belonging at SEAS. Please indicate your level of agreement or disagreement with each statement, as it applies to your experiences at SEAS over the past two years.

Q29 I feel like I belong at SEAS.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Q30 I feel like people at SEAS value me.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Q31 I feel like I can be my authentic self at SEAS.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Q32 I feel like I receive proper recognition at SEAS.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Q33 While at SEAS, I have been able to make progress toward my academic or professional aspirations.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Q34 I feel a sense of accomplishment from my work at SEAS.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Q37 I am content with my friendships and relationships at SEAS.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Q88 My relationships at SEAS are as satisfying as I would want them to be.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Display This Question:

If What is your role at SEAS? = Undergraduate student

Or What is your role at SEAS? = Masters student

Or What is your role at SEAS? = PhD student

Or What is your role at SEAS? = Special student

Or What is your role at SEAS? = Ladder faculty member

Or What is your role at SEAS? = Non-ladder faculty member

Or What is your role at SEAS? = Postdoctoral fellow or researcher

Q89 The academic goals I have for myself are being met at SEAS.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Display This Question:

If What is your role at SEAS? = Staff member

Q36 The professional goals I have for myself are being met at SEAS.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Q39 I feel like I am a part of the SEAS community.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Q90 I have found one or more communities or groups at SEAS where I feel I belong.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Q76 I would encourage a good friend to join SEAS.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Q35 I have considered leaving SEAS because I felt isolated or unwelcome.

- 1 - Strongly disagree (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 - Strongly agree (7)

Theme: Professional/academic growth**Q101 Your Professional and Academic Growth at SEAS**

The following statements relate to your professional and academic experiences at SEAS. Please indicate your level of agreement or disagreement with each statement, as it applies to your experiences at SEAS over the past two years.

Q40 I have as much access to informal or formal networking opportunities as my peers at SEAS.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Display This Question:

If What is your role at SEAS? = Undergraduate student

Or What is your role at SEAS? = Masters student

Q56 I have access to the same research opportunities as my peers.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Display This Question:

If What is your role at SEAS? = Undergraduate student

Or What is your role at SEAS? = Masters student

Or What is your role at SEAS? = PhD student

Q57 I feel that I have access to the same internship and/or full-time employment opportunities as my peers.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Q42 I am satisfied with my ability to influence decision-making at SEAS.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Q43 I know what I need to do to succeed at SEAS.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Q41 I feel I get less honest feedback on my performance than my peers at SEAS.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Display This Question:

If What is your role at SEAS? = Staff member

And What is your role at SEAS? = PhD student

And What is your role at SEAS? = Postdoctoral fellow or researcher

And What is your role at SEAS? = Non-ladder faculty member

And What is your role at SEAS? = Ladder faculty member

The display logic here was incorrect: it should have checked if your role at SEAS is Staff member *or* PhD student *or* Consequently, this question was not shown to anyone.

Q47 I feel that I am provided with regular, specific feedback about my work.

- 1 - Strongly disagree (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 - Strongly agree (7)

Display This Question:

If What is your role at SEAS? = Staff member

Q45 I feel that I have been given the advancement opportunities and promotions I deserve.

- 1 - Strongly disagree (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 - Strongly agree (7)

Display This Question:

If What is your role at SEAS? = Staff member

Q46 I feel that SEAS clearly articulates measurable steps for promotion.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Display This Question:

If What is your role at SEAS? = Staff member

Q48 I feel that my own work priorities support SEAS strategy.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Display This Question:

If What is your role at SEAS? = Staff member

Q49 I feel that my work links to the larger mission, vision and values of SEAS.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Display This Question:

If What is your role at SEAS? = Staff member

Q50 I feel that I work in an environment that drives high performance.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Display This Question:

If What is your role at SEAS? = Ladder faculty member

Or What is your role at SEAS? = Non-ladder faculty member

Q53 Compared to other faculty in my area at SEAS at a comparable professional stage, the amount of time I could devote to meaningful research-related activities for the past four semesters (including this one) when I wasn't on leave has been

- 1 - Much lower (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 - Much higher (7)

Display This Question:

If What is your role at SEAS? = Undergraduate student

Or What is your role at SEAS? = Masters student

Q54 Overall, how satisfied have you been with your academic advising in your SEAS concentration(s) over the past 2 years?

- 1 - Very dissatisfied (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 - Very satisfied (7)

Display This Question:

If What is your role at SEAS? = Undergraduate student

Or What is your role at SEAS? = Masters student

Q55 How many SEAS faculty members know you well enough for you to ask them for a professional recommendation concerning your qualifications for a job or advanced degree?

- 0 (1)
 - 1 (2)
 - 2 (3)
 - 3 (4)
 - 4+ (5)
-

Display This Question:

If What is your role at SEAS? = PhD student

Or What is your role at SEAS? = Postdoctoral fellow or researcher

Q121 How many SEAS faculty members know you well enough for you to ask them for a professional recommendation concerning your qualifications for a job or a fellowship?

- 0 (1)
 - 1 (2)
 - 2 (3)
 - 3 (4)
 - 4+ (5)
-

Theme: Bias**Q104 Your Experiences at SEAS**

The following statements characterize various experiences. Please indicate your level of agreement or disagreement with each statement, as it applies to your experiences at SEAS over the past two years.

Q24 I have to repeatedly prove myself to get the same level of respect and recognition as my peers at SEAS.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Q25 In meetings/classes at SEAS, other people get credit for ideas I originally offered.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Q26 When I speak up in meetings/classes at SEAS, my opinion--even if controversial--is valued.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Q27 I am frequently interrupted when talking in meetings or in class at SEAS.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Q28 As compared to my SEAS peers in a comparable role with comparable seniority and experience, I more often do “office housework” – finding a time everyone can meet, taking notes at a meeting, planning events, etc.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Q79 As compared to my SEAS peers in a comparable role with comparable seniority and experience, I spend more time providing informal mentoring and helping others with their life problems.

- 1 - Strongly disagree (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 - Strongly agree (7)

Theme: Perceptions of SEAS commitment to diversity**Q7 Your Perception of SEAS' Commitment to Diversity, Inclusion & Belonging**

The following statements characterize various aspects of commitment to diversity, inclusion & belonging at SEAS. Please indicate your level of agreement or disagreement with each statement, as it applies to your experiences at SEAS over the past two years.

Q10 When offensive language, jokes, or behavior are used, it is communicated to the offenders that this is unacceptable at SEAS.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
 - Don't know (8)
-

Q11 I believe SEAS leadership will take appropriate action in response to incidents of harassment or discrimination.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
 - Don't know (8)
-

Q9 SEAS places too much emphasis on issues of diversity, inclusion and belonging.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
 - Don't know (8)
-

Q12 SEAS leadership shows that diversity is important through its actions.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
 - Don't know (8)
-

Q13 SEAS leadership handles diversity matters satisfactorily.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
 - Don't know (8)
-

Display This Question:

If What is your role at SEAS? = Staff member

Q14 My supervisor shows that diversity is important through their actions.

- 1 - Strongly disagree (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 - Strongly agree (7)
- Don't know or n/a (8)

Display This Question:

If What is your role at SEAS? = Ladder faculty member

Or What is your role at SEAS? = Non-ladder faculty member

Q15 My Area Chair and the faculty colleagues in my area show that diversity is important through their actions.

- 1 - Strongly disagree (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 - Strongly agree (7)
- Don't know or n/a (8)

Display This Question:

If What is your role at SEAS? = PhD student

Or What is your role at SEAS? = Postdoctoral fellow or researcher

Q16 My research advisor(s) show(s) that diversity is important through their actions.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
 - Don't know or n/a (8)
-

Display This Question:

If What is your role at SEAS? = Undergraduate student

Or What is your role at SEAS? = Masters student

Or What is your role at SEAS? = PhD student

Or What is your role at SEAS? = Special student

Q17 Instructors in my SEAS classes show that diversity is important through their actions.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
 - Don't know or n/a (8)
-

Display This Question:

If What is your role at SEAS? = Undergraduate student

Or What is your role at SEAS? = Masters student

Or What is your role at SEAS? = Special student

Q18 My academic advisor shows that diversity is important through their actions.

- 1 - Strongly disagree (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 - Strongly agree (7)
- Don't know or n/a (8)

Theme: DIB skills and attitudes**Q103 Your Experience with Diversity, Inclusion & Belonging at SEAS**

The following questions ask you to reflect on your personal experience related to diversity, inclusion & belonging at SEAS over the past two years.

Q19 How confident are you that you have the tools to respond effectively if you witness hostile, harassing, or intimidating behaviors?

- 1 - Not confident at all (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Very confident (7)
-

Q21 To what extent do you try to create a welcoming environment for others in your office/classes/lab?

- 1 - Not at all (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - A great deal (7)
-

Q22 How much has your experience at SEAS encouraged you to think seriously and analytically about:

	1 - Not at all (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 - A great deal (7)
Race and Ethnicity (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender Identity (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Orientation (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion or belief systems (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political beliefs (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social class or economic status (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other cultures outside of the United States (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q23 During the past 2 years at SEAS, how often have you interacted in a meaningful way with people...

	1 - Never (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 - Very often (7)	Don't know (8)
whose religious beliefs are different than your own? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
whose political opinions are different from your own? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
who are immigrants or from an immigrant family? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
whose nationality is different than your own? (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
whose race or ethnicity is different from your own? (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
whose gender is different than your own? (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
whose sexual orientation is different than your own? (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
whose social class is different from your own? (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
who have physical or other observable disabilities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(9)
who have
learning,
psychological,
perceptual or
other
disabilities
that are not
readily
apparent?
(10)

Theme: Work and family**Q105 Work/Life Balance at SEAS**

The following statements relate to work/life balance at SEAS. Please indicate your level of agreement or disagreement with each statement.

Q58 SEAS accommodates family responsibilities.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
 - Don't know (8)
-

Q85 I worry about the effect of work stress on my health.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Q84 Relaxing and forgetting about work issues / academic demands is hard to do for me.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
-

Q59 I do not feel that being a parent influences how my peers perceive my work commitment.

- 1 - Strongly disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Strongly agree (7)
 - N/A or don't know (8)
-

Q60 How satisfied are you with the availability of child care at Harvard?

- 1 - Very dissatisfied (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 - Very satisfied (7)
- N/A or don't know (8)

Theme: Disability**Q113** Accessibility at SEAS

The following questions relate to accessibility and accommodations on the SEAS campus.

Q114 Do you have a diagnosed disability or impairment?

- Yes (1)
 - No (2)
 - Prefer not to say (3)
-

Display This Question:

If Do you have a diagnosed disability or impairment? = Yes

Q117 Please identify the diagnosed disability or impairment (check all that apply)

- Vision or hearing (1)
 - Mobility or physical (2)
 - Cognitive or learning-related (3)
 - Mental health disorder (4)
 - Another disability or impairment (5)
-
- Prefer not to say (6)
-

Display This Question:

If Do you have a diagnosed disability or impairment? = Yes

Q115 When you first arrived at SEAS (or when you first acquired your disability/impairment), did you find the SEAS environment (public spaces, bathrooms, work and academic facilities, computing resources, teaching methods, instructional materials, etc.) accessible and adequate to your needs?

- All aspects of the SEAS environment were appropriately adapted to my needs (1)
- Some aspects of the SEAS environment were appropriately adapted to my needs (2)
- None, or very few aspects of the SEAS environment were appropriately adapted to my needs (3)

Display This Question:

If Do you have a diagnosed disability or impairment? = Yes

Q116 Have you ever requested any accommodations related to your disability or impairment?

- Yes (1)
- No (2)
- Prefer not to say (3)

Display This Question:

If Have you ever requested any accommodations related to your disability or impairment? = Yes

Q118 How satisfied are you with how your accommodation requests have been handled?

- 1 - Very dissatisfied (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 - Very satisfied (7)

Display This Question:

If Do you have a diagnosed disability or impairment? = Yes

Q119 If you feel comfortable, please provide additional feedback about your experience with accessibility and accommodation services at SEAS. In particular, please let us know what needs to be improved most urgently.

OPEN RESPONSE

Theme: Experience of harassment**Q106 Your Direct Experience with Harassment or Discrimination at SEAS**

These questions are about your own direct experiences of harassment or discrimination at SEAS or by a person affiliated with SEAS. On the next page we will ask about situations where you witnessed or were told about harassment/discrimination by a person who faced such behavior.

Harassment is defined as a series of behaviors that interfere with one's academic or professional performance, limit one's ability to participate in an academic program, or create an intimidating, hostile, or offensive social, academic or work environment. **Discrimination** is defined as unjust or prejudicial treatment on the basis of race, color, sex, gender identity, sexual orientation, religion, creed, national origin, age, genetic information, military service, disability, or any other legally protected basis.

Q91 Have you ever personally experienced harassment or discrimination (of any kind) at SEAS or by a person affiliated with SEAS?

- Never (1)
 - Once (2)
 - Twice (3)
 - Three or more times (4)
-

Q61 While at SEAS, have you experienced any of the following forms of harassment or discrimination specifically because of your sexual orientation (actual or as perceived by others), gender identity, race/ethnicity, pregnancy, marital status, nationality, disability status, political views, religion, age, socioeconomic status, veteran status, or any other aspect of your identity?

	Never (1)	Once (2)	Twice (3)	Three or more times (4)
Being denied promotion (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being denied any human resource services (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being graded unfairly by an instructor (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being denied any student services (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Derogatory, embarrassing or humiliating remarks or gestures (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Derogatory, embarrassing or humiliating emails, texts or social media posts (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving threats to expose your sexual orientation or gender identity (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressure to be silent about your sexual orientation or gender identity (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unfair comments in a SEAS classroom/laboratory/work environment (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being bullied by a member of the SEAS community (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being threatened with physical violence (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiencing actual physical violence (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Property damage (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undesired sexual attention (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If While at SEAS, have you experienced any of the following forms of harassment or discrimination sp... = Once

Or While at SEAS, have you experienced any of the following forms of harassment or discrimination sp... = Twice

Or While at SEAS, have you experienced any of the following forms of harassment or discrimination sp... = Three or more times

Or Have you ever personally experienced harassment or discrimination (of any kind) at SEAS or by a p... = Once

Or Have you ever personally experienced harassment or discrimination (of any kind) at SEAS or by a p... = Twice

Or Have you ever personally experienced harassment or discrimination (of any kind) at SEAS or by a p... = Three or more times

Q62 I have experienced harassment or discrimination at SEAS based on the following aspects of my identity:

	Never (1)	Once (2)	Twice (3)	Three or more times (4)
Sexual orientation (actual or as perceived by others) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender identity (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race/ethnicity (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregnancy (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marital status (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nationality (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability status (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political views (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic status (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veteran status (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Any other aspect of your identity (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A reason not related to any aspect of my identity (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An unknown reason (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

- If While at SEAS, have you experienced any of the following forms of harassment or discrimination sp... = Once
 Or While at SEAS, have you experienced any of the following forms of harassment or discrimination sp... = Twice
 Or While at SEAS, have you experienced any of the following forms of harassment or discrimination sp... = Three or more times
 Or Have you ever personally experienced harassment or discrimination (of any kind) at SEAS or by a p... = Once
 Or Have you ever personally experienced harassment or discrimination (of any kind) at SEAS or by a p... = Twice
 Or Have you ever personally experienced harassment or discrimination (of any kind) at SEAS or by a p... = Three or more times

Q63 Have you ever thought about doing any of the following because of your experiences of harassment/discrimination at SEAS?

	Yes (1)	No (2)
Leaving SEAS for a different part of Harvard (1)	<input type="radio"/>	<input type="radio"/>
Leaving Harvard altogether (2)	<input type="radio"/>	<input type="radio"/>
Discouraging others from joining SEAS (3)	<input type="radio"/>	<input type="radio"/>

Display This Question:

- If While at SEAS, have you experienced any of the following forms of harassment or discrimination sp... = Once
 Or While at SEAS, have you experienced any of the following forms of harassment or discrimination sp... = Twice
 Or While at SEAS, have you experienced any of the following forms of harassment or discrimination sp... = Three or more times
 Or Have you ever personally experienced harassment or discrimination (of any kind) at SEAS or by a p... = Once
 Or Have you ever personally experienced harassment or discrimination (of any kind) at SEAS or by a p... = Twice
 Or Have you ever personally experienced harassment or discrimination (of any kind) at SEAS or by a p... = Three or more times

Q64 Who was the predominant source of the harassment/discrimination that you experienced at SEAS? (check all that apply)

- Student(s) (1)
- Faculty (2)
- Instructor(s) (other than faculty), TF(s) (3)
- Staff or administrator(s) (4)
- Postdoctoral or other researcher(s) (6)
- A person not affiliated with SEAS (8)
- Unknown (9)
- Other (7) _____

Display This Question:

If While at SEAS, have you experienced any of the following forms of harassment or discrimination sp... = Once
 Or While at SEAS, have you experienced any of the following forms of harassment or discrimination sp... = Twice
 Or While at SEAS, have you experienced any of the following forms of harassment or discrimination sp... = Three or more times
 Or Have you ever personally experienced harassment or discrimination (of any kind) at SEAS or by a p... = Once
 Or Have you ever personally experienced harassment or discrimination (of any kind) at SEAS or by a p... = Twice
 Or Have you ever personally experienced harassment or discrimination (of any kind) at SEAS or by a p... = Three or more times

Q65 Where did the experience(s) take place? (check all that apply)

- Classroom (1)
- Computer lab or study area (2)
- Faculty or staff office (3)
- Research lab (4)
- Via phone calls or texts (5)
- Via email (9)
- Online (e.g., social media, discussion forum) (6)
- In SEAS public spaces (7)
- Outside of SEAS (13)
- Other (8) _____

Display This Question:

If While at SEAS, have you experienced any of the following forms of harassment or discrimination sp... = Once
 Or While at SEAS, have you experienced any of the following forms of harassment or discrimination sp... = Twice
 Or While at SEAS, have you experienced any of the following forms of harassment or discrimination sp... = Three or more times
 Or Have you ever personally experienced harassment or discrimination (of any kind) at SEAS or by a p... = Once
 Or Have you ever personally experienced harassment or discrimination (of any kind) at SEAS or by a p... = Twice
 Or Have you ever personally experienced harassment or discrimination (of any kind) at SEAS or by a p... = Three or more times

Q66 Did you report the incident(s)?

- No (1)
- Yes, some of them (2)
- Yes, all of them (3)

Display This Question:

If Did you report the incident(s)? = No

Q68 Why did you not report the incident(s)?

OPEN RESPONSE

Display This Question:

If Did you report the incident(s)? = Yes, some of them

Or Did you report the incident(s)? = Yes, all of them

Q69 Who did you report the incident(s) to? (Check all that apply)

- SEAS faculty member or instructor (1)
- SEAS area chair (2)
- SEAS staff member or administrator (3)
- Supervisor (13)
- Teaching assistant (4)
- Lab manager (5)
- Title IX Office (6)
- Office of Dispute Resolution (7)
- Harvard Police Department (8)
- Dean of Students (9)
- University Health Services (10)
- LGBTQIA campus centers (11)
- Other (12) _____

Display This Question:

If Did you report the incident(s)? = Yes, some of them

Or Did you report the incident(s)? = Yes, all of them

Q70 How satisfied were you with how the report(s) was/were handled?

- 1- Extremely dissatisfied (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 - Extremely satisfied (7)

Display This Question:

If While at SEAS, have you experienced any of the following forms of harassment or discrimination sp... = Once

Or While at SEAS, have you experienced any of the following forms of harassment or discrimination sp... = Twice

Or While at SEAS, have you experienced any of the following forms of harassment or discrimination sp... = Three or more times

Q71 If you feel comfortable, please briefly describe the incident(s) and/or how they were handled. (Please note that answering this question does not serve as a formal complaint. If you would like to file a formal complaint or speak with someone directly about your experiences, we encourage you to contact the Harvard Office for Dispute Resolution.)

OPEN RESPONSE

Theme: Witnessing harassment**Q107** Have You Observed or Heard About Harassment or Discrimination at SEAS?

The following questions ask about situations where you may have witnessed or been told about harassment or discrimination by a person who faced such behavior. Please consider instances of harassment that took place at SEAS or that were perpetrated by a person affiliated with SEAS.

Harassment is defined as a series of behaviors that interfere with one's academic or professional performance, limits one's ability to participate in an academic program, or creates an intimidating, hostile, or offense social, academic or work environment. **Discrimination** is defined as unjust or prejudicial treatment on the basis of race, color, sex, gender identity, sexual orientation, religion, creed, national origin, age, genetic information, military service, disability, or any other legally protected basis.

Q92 Have you ever witnessed harassment/discrimination at SEAS (or by a person affiliated at SEAS) or been told of an instance of such harassment/discrimination by a person who faced such behavior?

- Never (1)
 - Once (2)
 - Twice (3)
 - Three or more times (4)
-

Display This Question:

If Have you ever witnessed harassment/discrimination at SEAS (or by a person affiliated at SEAS) or... = Once

Or Have you ever witnessed harassment/discrimination at SEAS (or by a person affiliated at SEAS) or... = Twice

Or Have you ever witnessed harassment/discrimination at SEAS (or by a person affiliated at SEAS) or... = Three or more times

Q93 Were the instances of harassment/discrimination that you witnessed or been told about related to any aspect of the person's identity?

	Never (1)	Once (2)	Twice (3)	Three or more times (4)
Sexual orientation (actual or as perceived by others) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender identity (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race/ethnicity (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregnancy (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marital status (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nationality (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability status (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political views (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic status (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veteran status (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Any other aspect of the person's identity (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A reason not related to any aspect of the person's identity (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An unknown reason (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Have you ever witnessed harassment/discrimination at SEAS (or by a person affiliated at SEAS) or... = Once

Or Have you ever witnessed harassment/discrimination at SEAS (or by a person affiliated at SEAS) or... = Twice

Or Have you ever witnessed harassment/discrimination at SEAS (or by a person affiliated at SEAS) or... = Three or more times

Q94 Who was the predominant source of the harassment/discrimination you witnessed or were told about? (check all that apply)

- Student(s) (1)
- Faculty (2)
- Instructor(s) (other than faculty), TF(s) (3)
- Staff or administrator(s) (4)
- Postdoctoral or other researcher(s) (6)
- A person not affiliated with SEAS (8) 25
- Unknown (9)
- I don't know who the source was (10)
- Other (7) _____

Display This Question:

If Have you ever witnessed harassment/discrimination at SEAS (or by a person affiliated at SEAS) or... = Once

Or Have you ever witnessed harassment/discrimination at SEAS (or by a person affiliated at SEAS) or... = Twice

Or Have you ever witnessed harassment/discrimination at SEAS (or by a person affiliated at SEAS) or... = Three or more times

Q95 Did the person(s) who faced harassment/discrimination report the incident(s)?

- No (1)
- Yes, some of them (2)
- Yes, all of them (3)
- I don't know (4)

Display This Question:

If Did the person(s) who faced harassment/discrimination report the incident(s)? = Yes, some of them

Or Did the person(s) who faced harassment/discrimination report the incident(s)? = Yes, all of them

Q96 Who did the person(s) report the incident(s) to? (Check all that apply)

- SEAS faculty member or instructor (1)
- SEAS area chair (2)
- SEAS staff member or administrator (3)
- Teaching assistant (4)
- Lab manager (5)
- Title IX Office (6)
- Office of Dispute Resolution (7)
- Harvard Police Department (8)
- Dean of Students (9)
- University Health Services (10)
- LGBTQIA campus centers (11)
- I don't know (13)
- Other (12) _____

Display This Question:

If Did the person(s) who faced harassment/discrimination report the incident(s)? = Yes, some of them

Or Did the person(s) who faced harassment/discrimination report the incident(s)? = Yes, all of them

Q97 In most situations, how satisfied was/were the person(s) with how the report(s) was/were handled?

- 1- Extremely dissatisfied (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 - Extremely satisfied (7)
- I don't know (8)

Theme: Open-ended questions**Q122****Final Thoughts on Your Experiences at SEAS**

These last questions provide an opportunity for open-ended feedback on your experiences at SEAS.

On the next page we will conclude by asking a few demographics questions.

Q72 Can you think of a specific situation related to your experience at SEAS that made you feel like you didn't belong or were excluded?

OPEN RESPONSE

Q73 Can we share this story publicly? We will ensure that the story is anonymized before sharing it.

- Yes (1)
 - No (2)
-

Q74 Can you think of a specific situation related to your experience at SEAS that made you feel like you belonged or were included? We are looking for examples of behaviors and situations that we should encourage more people to emulate.

OPEN RESPONSE

Q75 Can we share this story publicly? We will ensure that the story is anonymized before sharing it.

- Yes (1)
- No (2)

Q76 What two actions could SEAS take to improve the School climate for all members of SEAS community, what would they be?

OPEN RESPONSE

Theme: Demographics**Q123 Demographics**

Please answer these questions about yourself. Please remember that this survey is anonymous.

Q77 What best describes your gender identity? (please check all that apply)

- Woman (1)
 - Man (2)
 - Transgender (3)
 - Genderqueer or gender non-conforming (7)
 - Questioning (8)
 - Not listed: (4) _____
 - Prefer not to say (5)
-

Q78 What is your ethnicity? (check all that apply)

- Asian or Asian American (1)
 - Black or African American (2)
 - Latino / Latina or Hispanic (4)
 - Native American, American Indian or Alaska Native (5)
 - Pacific Islander or Native Australian (6)
 - White (3)
 - Multiracial (7)
 - Not listed: (8) _____
 - Prefer not to say (9)
-

Q108 What is your sexual orientation? (check all that apply)

- Heterosexual (1)
 - Lesbian (2)
 - Gay (3)
 - Bisexual (4)
 - Queer (6)
 - Questioning or unsure (7)
 - Asexual (8)
 - Another sexual orientation (9) _____
 - Prefer not to say (5)
-

Q109 What religion do you associate yourself with? (check all that apply)

- Agnostic (1)
 - Atheist (2)
 - Baha'i (12)
 - Buddhist (3)
 - Christian (4)
 - Hindu (5)
 - Humanist (15)
 - Jain (11)
 - Jewish (6)
 - Mormon (7)
 - Muslim (24)
 - Pagan (8)
 - Shinto (9)
 - Taoist/Confucian (10)
 - I do not identify with any group based on beliefs about religion (13)
 - Not listed (30) _____
 - Prefer not to say (14)
-

Q124 When it comes to politics, where would you place yourself on this scale?

- 1 - Very conservative (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 - Very liberal (7)
 - Haven't thought about it (8)
 - Prefer not to say (9)
-

Q110 Did at least one of your parents/guardians attend college?

- Yes (1)
 - No (2)
 - Prefer not to say (4)
-

Q111 Are you a U.S. Citizen?

- Yes (1)
 - No (2)
 - Prefer not to say (3)
-

Display This Question:

If Are you a U.S. Citizen? = No

Q112 What region(s) of the world are you from? (check all that apply)

- Africa (1)
- Asia (2)
- Europe (3)
- Latin America or Caribbean (4)
- Middle East (7)
- North America (5)
- Oceania and Australia (9)
- South America (6)
- Prefer not to say (8)

APPENDIX II: SURVEY RESOURCES

COMPLETE LIST OF SURVEY RESOURCES

I. GENERAL REFERENCES

- Hart, J., & Fellabaum, J. (2008). Analyzing campus climate studies: Seeking to define and understand. *Journal of Diversity in Higher Education*, 1(4), 222-234.
- Hurtado, Sylvia, Carter, Deborah Faye, & Kardia, Diana. (1998). The Climate for Diversity: Key Issues for Institutional Self-Study. *New Directions for Institutional Research*, 25(2), 53-63.

II. PERCEPTIONS OF THE OVERALL CLIMATE

- The University of Chicago (2016). Spring 2016 campus climate survey diversity and inclusion. Retrieved from <https://cpb-us-w2.wpmucdn.com/voices.uchicago.edu/dist/6/294/files/2016/09/UCM300717.ClimateSurveyReport.v4.111716-zl5tj8.pdf>
- University of Michigan & SSG Research, Inc. (2016). University of Michigan campus climate survey on diversity, equity, and inclusion. Retrieved from <https://diversity.umich.edu/strategic-plan/climate-survey/>

III. BELONGING AND THRIVING

- Harvard University Presidential Task Force on Inclusion and Belonging (2018). Draft inclusion and belonging module. In *Pursuing excellence on a foundation of Inclusion*. Retrieved from https://inclusionandbelongingtaskforce.harvard.edu/files/inclusion/files/vi.c_draft_inclusion_and_belonging_survey_module.pdf

IV. PROFESSIONAL AND ACADEMIC GROWTH

- Williams, J. C., Li, S., Rincon, R., Finn, P. (2016) Climate control: Gender and racial bias in engineering? Center for Worklife Law & Society of Women Engineers. Retrieved from <https://worklifelaw.org/publications/Climate-Control-Gender-And-Racial-Bias-In-Engineering.pdf>
- Harvard University Presidential Task Force on Inclusion and Belonging (2018). Draft inclusion and belonging module. In *Pursuing excellence on a foundation of Inclusion*. Retrieved from https://inclusionandbelongingtaskforce.harvard.edu/files/inclusion/files/vi.c_draft_inclusion_and_belonging_survey_module.pdf

V. EXPERIENCE OF BIAS

- Williams, J. C., Li, S., Rincon, R., Finn, P. (2016) Climate control: Gender and racial bias in e engineering? Center for Worklife Law & Society of Women Engineers. Retrieved from <https://worklifelaw.org/publications/Climate-Control-Gender-And-Racial-Bias-In-Engineering.pdf>
- Harvard University Presidential Task Force on Inclusion and Belonging (2018). Draft inclusion and belonging module. In *Pursuin excellence on a foundation of Inclusion*. Retrieved from https://inclusionandbelongingtaskforce.harvard.edu/files/inclusion/files/vi.c_draft_inclusion_and_belonging_survey_module.pdf

VI. COMMITMENT TO DIVERSITY, INCLUSION, AND BELONGING (DIB)

- University of Michigan & SSG Research, Inc. (2016). University of Michigan campus climate survey on diversity, equity, and inclusion. Retrieved from <https://diversity.umich.edu/strategic-plan/climate-survey/>
- She Geeks Out (2018). Diversity & Inclusion in Boston Tech 2018. Retrieved from <https://www.shegeekouts.com/wp-content/uploads/2018/05/bostontech-diversityreport-2018-infographic.png>

VII. DIVERSITY, INCLUSION, AND BELONGING (DIB) SKILLS

- University of Wisconsin-Madison (2016). 2016 Campus climate survey. Retrieved from <https://uwmadison.app.box.com/s/w2gbz20cn5i44yxnqguzw8g22b9qvwsb>

VIII. DIVERSITY, INCLUSION, AND BELONGING (DIB) EXPERIENCES

- University of Wisconsin-Madison (2016). 2016 Campus climate survey. Retrieved from <https://uwmadison.app.box.com/s/w2gbz20cn5i44yxnqguzw8g22b9qvwsb>
- University of Michigan & SSG Research, Inc. (2016). University of Michigan campus climate survey on diversity, equity, and inclusion. Retrieved from <https://diversity.umich.edu/strategic-plan/climate-survey/>

IX. WORK AND FAMILY

- Williams, J. C., Li, S., Rincon, R., Finn, P. (2016) Climate control: Gender and racial bias in engineering? Center for Worklife Law & Society of Women Engineers. Retrieved from <https://worklifelaw.org/publications/Climate-Control-Gender-And-Racial-Bias-In-Engineering.pdf>
- Harvard University (2013). 2013 Harvard faculty climate survey. Retrieved from <https://faculty.harvard.edu/faculty-climate-survey>

X. OVERALL WELL-BEING

- Dex, S., & Bond, S. (2005). Measuring work-life balance and its covariates. *Work, employment and society*, 19(3), 627-637.

- Harvard University Presidential Task Force on Inclusion and Belonging (2018). Draft inclusion and belonging module. In *Pursuing excellence on a foundation of Inclusion*. Retrieved from https://inclusionandbelongingtaskforce.harvard.edu/files/inclusion/files/vi.c_draft_inclusion_and_belonging_survey_module.pdf
- Porath, C., Spreitzer, G., Gibson, C., & Garnett, F. G. (2012). Thriving at work: Toward its measurement, construct validation, and theoretical refinement. *Journal of Organizational Behavior*, 33(2), 250–275. <http://doi.org/10.1002/job.756>
- VanderWeele, T. J. (2017). On the promotion of human flourishing. *Proceedings of the National Academy of Sciences*, 114(31). <http://doi.org/10.1073/pnas.1702996114>

XI. ACCESSIBILITY

- University of Wisconsin-Madison (2016). 2016 Campus climate survey. Retrieved from <https://uwmadison.app.box.com/s/w2gbz20cn5i44yxnqguzw8g22b9qvwsb>
- Ferris State University & Educational Benchmark Inc. (2017). Student diversity climate assessment. Retrieved from <https://ferris.edu/HTMLS/administration/president/DiversityOffice/pdf/EBIClimateAssessment2008.pdf>

XII. EXPERIENCES OF HARASSMENT

- The University of Chicago (2016). Spring 2016 campus climate survey diversity and inclusion. Retrieved from <https://cpb-us-w2.wpmucdn.com/voices.uchicago.edu/dist/6/294/files/2016/09/UCM300717.ClimateSurveyReport.v4.111716-zl5tj8.pdf>
- Ferris State University & Educational Benchmark Inc. (2017). Student diversity climate assessment. Retrieved from <https://ferris.edu/HTMLS/administration/president/DiversityOffice/pdf/EBIClimateAssessment2008.pdf>
- University of Wisconsin-Madison (2016). 2016 Campus climate survey. Retrieved from <https://uwmadison.app.box.com/s/w2gbz20cn5i44yxnqguzw8g22b9qvwsb>

XIII. WITNESSING HARASSMENT

- University of Wisconsin-Madison (2016). 2016 Campus climate survey. Retrieved from <https://uwmadison.app.box.com/s/w2gbz20cn5i44yxnqguzw8g22b9qvwsb>

XIV. OPEN-ENDED QUESTIONS

- University of Wisconsin-Madison (2016). 2016 Campus climate survey. Retrieved from <https://uwmadison.app.box.com/s/w2gbz20cn5i44yxnqguzw8g22b9qvwsb>
- Harvard University Presidential Task Force on Inclusion and Belonging (2018). Draft inclusion and belonging module. In *Pursuing excellence on a foundation of Inclusion*. Retrieved from https://inclusionandbelongingtaskforce.harvard.edu/files/inclusion/files/vi.c_draft_inclusion_and_belonging_survey_module.pdf

APPENDIX III

2018 ASSESSMENT AND TRACKING SUBCOMMITTEE MEMBERS

PHOTO NOT
AVAILABLE



CHRISTIAN AGATEMOR

Postdoctoral Fellow

KATELYN FEDERICO
*Senior Institutional Research Analyst
(Subcommittee Team Leader)*

KRZYSZTOF GAJOS

*Gordon McKay Professor of
Computer Science*

PHOTO NOT
AVAILABLE



CATHERINE KERNER

Undergraduate Student

ISAAC LAGE

Graduate Student

CHRIS ROGERS

*Project Manager, SEAS
Information Technology*



DIANE SCHNEEBERGER

Assistant Dean for Faculty Affairs

ALEXIS STOKES
*Director of Diversity, Inclusion and
Belonging*

APPENDIX IV

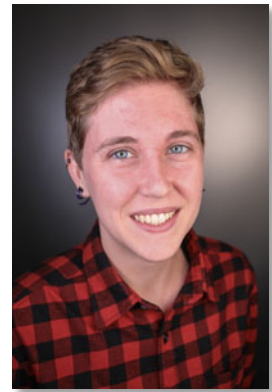
2018 CAMPUS CLIMATE SURVEY ANALYTICS TEAM



KATELYN FEDERICO
Senior Institutional Research Analyst



KRZYSZTOF GAJOS
*Gordon McKay Professor of
Computer Science*



ISAAC LAGE
Graduate Student



DIANE SCHNEEBERGER
Assistant Dean for Faculty Affairs



ALEXIS STOKES
*Director of Diversity, Inclusion and
Belonging*

APPENDIX V: MEANS COMPARISON TABLES

FOR ALL TABLES: The numbers reported are the differences in scores averaged over all questions in this module.

Negative differences mean that the highlighted group is reporting more negative perceptions than the comparison group.

- Large negative differences (of 1 point or more after rounding to two decimal places) are highlighted in **red**.
- Moderate negative differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **orange**.
- Small negative differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **yellow**.

Positive differences mean that the highlighted group is reporting more positive perceptions than the comparison group.

- Large positive differences (of 1 point or more after rounding to two decimal places) are highlighted in **dark green**.
- Moderate positive differences (of 0.50-0.99 after rounding to two decimal places) are highlighted in **green**.
- Small positive differences (of 0.25-0.49 points after rounding to two decimal places) are highlighted in **light green**.

Note:

- Cisgender is defined as someone who exclusively identifies as their sex assigned at birth.
- The above analysis includes sexual orientation; therefore, the "T" for Transgender was not included in the acronym. Transgender was included in gender identify analyses.

CONCEPT: PERCEPTIONS OF THE OVERALL CLIMATE

Questions	Role						
	Ladder faculty compared to SEAS overall	Non-ladder faculty compared to SEAS overall	Staff compared to SEAS overall	Postdoc or researcher compared to SEAS overall	PhD students compared to SEAS overall	Masters students compared to SEAS overall	Undergraduates compared to SEAS overall
Overall Module Score for Climate	-0.32	0.27	-0.10	-0.01	0.17	0.13	-0.01
<i>Elitist vs. Non-elitist</i>	0.09	0.05	-0.29	-0.45	0.23	0.31	0.14
<i>Homogenous vs. Diverse</i>	-0.09	0.21	-0.15	0.55	0.18	1.03	-0.24
<i>Competitive vs. Cooperative</i>	-0.40	-0.27	0.05	-0.36	0.29	0.34	-0.10
<i>Individualistic vs. Collaborative</i>	-0.92	-0.25	-0.02	-0.20	0.02	-0.16	0.28
<i>Sexist vs. Non-sexist</i>	-0.25	1.02	-0.19	0.38	0.31	0.20	-0.24
<i>Unsupportive vs. Supportive</i>	-0.39	0.20	0.05	0.20	0.20	-0.34	-0.16
<i>Contentious vs. Collegial</i>	-0.34	0.20	-0.27	-0.19	0.30	0.02	0.09
<i>Ageist vs. Non-ageist</i>	-0.45	-0.05	-0.40	0.28	0.26	0.50	0.08
<i>Unwelcoming vs. Welcoming</i>	-0.62	0.01	0.17	-0.17	0.37	-0.44	-0.19
<i>Disrespectful vs. Respectful</i>	-0.10	0.42	-0.29	0.18	0.21	-0.21	0.04
<i>Hostile vs. Friendly</i>	-0.42	0.37	-0.01	-0.25	0.15	0.09	0.00
<i>Racist vs. Non-racist</i>	-0.25	0.95	-0.07	-0.27	0.03	0.13	0.07

<i>Homophobic vs. Non-homophobic</i>	0.20	0.46	-0.18	0.16	-0.12	0.16	0.09
<i>How satisfied or dissatisfied are you with the overall climate/environment that you have experienced at SEAS within the past two years?</i>	-0.34	0.35	0.07	0.06	0.09	0.16	-0.09

Questions	Gender Identity		Ethnicity		Sexual Orientation	Disability Status	Harassment Experience
	Women compared to Men	Trans and non-binary compared to Cisgender	URM compared to White	International compared to US Citizens	LGBQA+ compared to Heterosexual	Disability compared to No disability	Experienced harassment compared to Did not experience harassment
Overall Module Score for Climate	-0.50	0.09	-0.16	0.27	-0.54	-0.50	-1.28
<i>Elitist vs. Non-elitist</i>	-0.55	0.48	0.00	0.38	-0.71	-0.54	-1.21
<i>Homogenous vs. Diverse</i>	-0.85	0.43	-0.64	0.76	-0.49	-0.46	-1.09
<i>Competitive vs. Cooperative</i>	-0.36	0.84	-0.32	0.04	-0.27	-0.58	-1.27
<i>Individualistic vs. Collaborative</i>	-0.03	0.29	0.03	0.15	-0.36	-0.66	-1.11
<i>Sexist vs. Non-sexist</i>	-1.27	-0.52	-0.28	0.48	-0.93	-0.30	-2.02
<i>Unsupportive vs. Supportive</i>	-0.48	0.19	-0.11	0.27	-0.37	-0.67	-1.40
<i>Contentious vs. Collegial</i>	-0.37	0.46	0.11	0.27	-0.46	-0.29	-1.20
<i>Ageist vs. Non-ageist</i>	-0.39	0.14	0.05	0.53	-0.39	0.00	-0.88
<i>Unwelcoming vs. Welcoming</i>	-0.33	0.11	0.12	0.20	-0.72	-0.40	-1.04
<i>Disrespectful vs. Respectful</i>	-0.50	0.30	-0.08	0.40	-0.24	-0.42	-1.27
<i>Hostile vs. Friendly</i>	-0.41	-0.18	0.04	0.14	-0.60	-0.70	-1.38
<i>Racist vs. Non-racist</i>	-0.70	-0.97	-0.47	-0.02	-0.70	-0.58	-1.50
<i>Homophobic vs. Non-homophobic</i>	-0.48	-0.40	-0.25	0.03	-0.92	-0.58	-1.12
<i>How satisfied or dissatisfied are you with the overall climate/environment that you have experienced at SEAS within the past two years?</i>	-0.46	0.04	-0.45	0.22	-0.46	-0.82	-1.44

CONCEPT: COMMITMENT TO DIVERSITY, INCLUSION AND BELONGING

Questions	Role						
	Ladder faculty compared to SEAS overall	Non-ladder faculty compared to SEAS overall	Staff compared to SEAS overall	Postdoc or researcher compared to SEAS overall	PhD students compared to SEAS overall	Masters students compared to SEAS overall	Undergraduates compared to SEAS overall
Overall Module Score for SEAS' Commitment to DIB	-0.48	0.79	0.16	0.11	0.04	-0.14	-0.14
<i>SEAS places too much emphasis on issues of diversity, inclusion and belonging.</i>	-0.19	0.80	-0.32	-0.11	0.34	0.14	-0.05
<i>When offensive language, jokes, or behavior are used, it is communicated to the offenders that this is unacceptable at SEAS.</i>	0.16	2.01	0.05	0.13	-0.10	Fewer than 5 respondents	-0.18
<i>SEAS leadership handles diversity matters satisfactorily.</i>	-0.83	1.17	0.19	-0.08	0.09	-0.37	-0.07
<i>SEAS leadership shows that diversity is important through its actions.</i>	-0.80	0.48	0.32	-0.07	0.07	-0.33	-0.14
<i>I believe SEAS leadership will take appropriate action in response to incidents of harassment or discrimination.</i>	-0.81	1.71	0.35	-0.15	-0.22	-0.26	-0.01
<i>Instructors in my SEAS classes show that diversity is important through their actions.</i>	No responses	No responses	No responses	No responses	0.20	0.38	-0.16
<i>My academic advisor shows that diversity is important through their actions.</i>	No responses	No responses	No responses	No responses	No responses	1.39	-0.11
<i>My supervisor shows that diversity is important through their actions.</i>	No responses	No responses	0.00	No responses	No responses	No responses	No responses
<i>My Area Chair and the faculty colleagues in my area show that diversity is important through their actions.</i>	0.05	-0.18	No responses	No responses	No responses	No responses	No responses
<i>My research advisor(s) show(s) that diversity is important through their actions.</i>	No responses	No responses	No responses	-0.04	0.01	No responses	No responses

Questions	Gender Identity		Ethnicity		Sexual Orientation	Disability Status	Harassment Experience
	Women compared to Men	Trans and non-binary compared to Cisgender	URM compared to White	International compared to US Citizens	LGBQA+ compared to Heterosexual	Disability compared to No disability	Experienced harassment compared to Did not experience harassment
Overall Module Score for SEAS' Commitment to DIB	-0.70	-0.22	-0.29	0.47	-0.48	-0.22	-1.42
<i>SEAS places too much emphasis on issues of diversity, inclusion and belonging.</i>	-0.64	-0.97	-0.22	0.35	-0.47	0.12	-0.47
<i>When offensive language, jokes, or behavior are used, it is communicated to the offenders that this is unacceptable at SEAS.</i>	-0.97	-0.60	-0.09	0.29	-0.36	-0.05	-1.42
<i>SEAS leadership handles diversity matters satisfactorily.</i>	-0.86	-0.28	-0.22	0.50	-0.58	-0.01	-1.47
<i>SEAS leadership shows that diversity is important through its actions.</i>	-0.66	0.02	-0.19	0.37	-0.52	0.14	-1.16
<i>I believe SEAS leadership will take appropriate action in response to incidents of harassment or discrimination.</i>	-0.92	-0.26	0.02	0.34	-0.54	-0.59	-1.98
<i>Instructors in my SEAS classes show that diversity is important through their actions.</i>	-0.89	Fewer than 5 respondents	-1.06	0.87	0.07	0.32	-1.39
<i>My academic advisor shows that diversity is important through their actions.</i>	-0.27	Fewer than 5 respondents	-0.46	0.99	0.06	0.35	-0.41
<i>My supervisor shows that diversity is important through their actions.</i>	-0.59	Fewer than 5 respondents	1.11	Fewer than 5 respondents	-0.73	-0.71	-1.48
<i>My Area Chair and the faculty colleagues in my area show that diversity is important through their actions.</i>	-0.82	Fewer than 5 respondents	Fewer than 5 respondents	-0.20	Fewer than 5 respondents	No responses	-1.30
<i>My research advisor(s) show(s) that diversity is important through their actions.</i>	-0.75	Fewer than 5 respondents	-2.39	0.53	0.14	-0.38	-1.46

CONCEPT: DIVERSITY, INCLUSION AND BELONGING SKILLS

Questions	Role						
	Ladder faculty compared to SEAS overall	Non-ladder faculty compared to SEAS overall	Staff compared to SEAS overall	Postdoc or researcher compared to SEAS overall	PhD students compared to SEAS overall	Masters students compared to SEAS overall	Undergraduates compared to SEAS overall
Overall Module Score for DIB Skills and Attitudes	0.14	0.55	0.27	-0.32	-0.09	-0.13	-0.14
<i>How confident are you that you have the tools to respond effectively if you witness hostile, harassing, or intimidating behaviors?</i>	-0.04	0.56	0.26	-0.64	-0.09	0.10	-0.03
<i>To what extent do you try to create a welcoming environment for others in your office/classes/lab?</i>	0.27	0.56	0.25	0.02	-0.08	-0.35	-0.23

Questions	Gender Identity		Ethnicity		Sexual Orientation	Disability Status	Harassment Experience
	Women compared to Men	Trans and non-binary compared to Cisgender	URM compared to White	International compared to US Citizens	LGBQA+ compared to Heterosexual	Disability compared to No disability	Experienced harassment compared to Did not experience harassment
Overall Module Score for DIB Skills and Attitudes	-0.16	-0.15	-0.03	-0.22	-0.01	-0.34	-0.54
<i>How confident are you that you have the tools to respond effectively if you witness hostile, harassing, or intimidating behaviors?</i>	-0.43	-0.43	-0.11	-0.20	0.03	-0.49	-1.22
<i>To what extent do you try to create a welcoming environment for others in your office/classes/lab?</i>	0.11	0.13	-0.01	-0.20	-0.03	-0.13	0.14

CONCEPT: DIVERSITY, INCLUSION AND BELONGING EXPERIENCES

Questions	Role						
	Ladder faculty compared to SEAS overall	Non-ladder faculty compared to SEAS overall	Staff compared to SEAS overall	Postdoc or researcher compared to SEAS overall	PhD students compared to SEAS overall	Masters students compared to SEAS overall	Undergraduates compared to SEAS overall
Overall Module Score for Experiences with DIB	0.52	0.12	0.11	0.08	0.08	-0.16	-0.28
<i>Encouraged to think about: Religion or belief systems</i>	0.30	-0.38	0.09	0.31	0.45	0.19	-0.54
<i>Interacted with people: who have physical or other observable disabilities</i>	0.34	0.55	0.19	-0.59	-0.26	-0.18	0.07
<i>Encouraged to think about: Sexual Orientation</i>	1.21	0.59	0.03	0.46	0.18	-0.14	-0.55
<i>Encouraged to think about: Disability</i>	0.89	0.15	0.27	-0.04	-0.05	-0.40	-0.34
<i>Interacted with people: who have learning, psychological, perceptual or other disabilities that are not readily apparent</i>	1.41	1.46	0.39	-1.33	0.17	-0.67	-0.55
<i>Encouraged to think about: Political beliefs</i>	0.23	-0.84	0.25	0.28	0.41	-0.57	-0.49
<i>Encouraged to think about: Gender Identity</i>	1.21	0.05	-0.12	-0.17	-0.07	0.14	-0.07
<i>Encouraged to think about: Social class or economic status</i>	0.45	-0.26	0.00	-0.01	0.08	-0.62	-0.07
<i>Encouraged to think about: Race and Ethnicity</i>	1.14	0.08	0.15	0.07	-0.06	-0.10	-0.31
<i>Interacted with people: whose political opinions are different from your own</i>	-0.92	0.18	-0.03	-0.12	-0.10	0.48	0.24
<i>Encouraged to think about: Other cultures outside of the United States</i>	0.45	-0.54	0.35	0.18	0.27	0.46	-0.60
<i>Interacted with people: whose sexual orientation is different than your own</i>	0.99	0.36	0.10	-0.11	0.02	-0.01	-0.33
<i>Interacted with people: whose social class is different from your own</i>	0.19	0.10	-0.11	-0.49	-0.12	-0.62	0.29

<i>Interacted with people: whose religious beliefs are different than your own</i>	0.26	0.80	0.17	0.51	-0.02	-0.35	-0.37
<i>Interacted with people: who are immigrants or from an immigrant family</i>	0.53	0.33	0.23	0.14	0.10	-0.09	-0.45
<i>Interacted with people: whose race or ethnicity is different from your own</i>	0.23	0.48	0.06	0.02	0.21	-0.25	-0.30
<i>Interacted with people: whose nationality is different than your own</i>	0.65	0.29	0.01	0.32	0.42	-0.16	-0.59
<i>Interacted with people: whose gender is different than your own</i>	0.34	0.41	0.10	0.06	-0.02	-0.30	-0.17

Questions	Gender Identity		Ethnicity		Sexual Orientation	Disability Status	Harassment Experience
	Women compared to Men	Trans and non-binary compared to Cisgender	URM compared to White	International compared to US Citizens	LGBQA+ compared to Heterosexual	Disability compared to No disability	Experienced harassment compared to Did not experience harassment
Overall Module Score for Experiences with DIB	-0.06	0.43	-0.21	0.26	-0.06	-0.06	0.31
<i>Encouraged to think about: Religion or belief systems</i>	-0.18	0.14	-0.19	0.63	-0.23	0.03	0.46
<i>Interacted with people: who have physical or other observable disabilities</i>	-0.24	-0.83	-0.19	0.06	-0.69	0.25	0.13
<i>Encouraged to think about: Sexual Orientation</i>	-0.28	0.60	-0.56	0.77	-0.01	-0.41	0.38
<i>Encouraged to think about: Disability</i>	0.06	0.51	-0.24	0.18	-0.23	0.52	0.23
<i>Interacted with people: who have learning, psychological, perceptual or other disabilities that are not readily apparent</i>	-0.09	1.27	-0.48	-0.13	0.01	1.07	0.07
<i>Encouraged to think about: Political beliefs</i>	0.12	0.01	-0.14	0.30	-0.07	-0.15	0.51
<i>Encouraged to think about: Gender Identity</i>	0.30	1.05	-0.08	0.60	-0.06	-0.03	0.55
<i>Encouraged to think about: Social class or economic status</i>	0.31	0.71	-0.60	0.51	0.08	0.04	0.78
<i>Encouraged to think about: Race and Ethnicity</i>	0.16	0.81	-0.30	0.63	-0.14	-0.14	0.52
<i>Interacted with people: whose political opinions are different from your own</i>	-0.05	-0.17	0.56	-0.26	0.33	0.50	0.16
<i>Encouraged to think about: Other cultures outside of the United States</i>	0.21	0.40	-0.51	0.41	-0.09	-0.28	0.36
<i>Interacted with people: whose sexual orientation is different than your own</i>	-0.30	0.99	-0.70	0.13	0.95	0.21	-0.04
<i>Interacted with people: whose social class is different from your own</i>	-0.24	0.60	0.55	0.13	0.14	-0.04	0.10

<i>Interacted with people: whose religious beliefs are different than your own</i>	-0.07	0.65	-0.07	0.00	0.05	0.37	0.31
<i>Interacted with people: who are immigrants or from an immigrant family</i>	-0.10	0.82	-0.60	0.20	0.05	-0.27	0.17
<i>Interacted with people: whose race or ethnicity is different from your own</i>	-0.17	-0.13	0.20	0.09	-0.11	-0.20	0.25
<i>Interacted with people: whose nationality is different than your own</i>	-0.31	0.35	-0.51	0.37	-0.06	-0.20	0.26
<i>Interacted with people: whose gender is different than your own</i>	0.30	-0.16	-0.34	-0.16	-0.21	-0.22	0.21

CONCEPT: BELONGING AND THRIVING

Questions	Role						
	Ladder faculty compared to SEAS overall	Non-ladder faculty compared to SEAS overall	Staff compared to SEAS overall	Postdoc or researcher compared to SEAS overall	PhD students compared to SEAS overall	Masters students compared to SEAS overall	Undergraduates compared to SEAS overall
Overall Module Score for Belonging	0.18	-0.12	0.04	-0.17	0.09	-0.51	-0.05
<i>I feel like I am a part of the SEAS community.</i>	0.16	-0.17	0.33	-0.30	0.05	-0.54	-0.18
<i>My relationships at SEAS are as satisfying as I would want them to be.</i>	-0.33	-0.26	0.14	-0.05	0.18	-0.28	-0.13
<i>The professional goals I have for myself are being met at SEAS.</i>	No responses	No responses	0.00	No responses	No responses	No responses	No responses
<i>I have found one or more communities or groups at SEAS where I feel I belong.</i>	0.63	0.15	0.12	-0.41	0.07	-0.67	-0.15
<i>I feel like I receive proper recognition at SEAS.</i>	0.15	-0.69	-0.07	-0.10	0.19	-0.42	-0.03
<i>The academic goals I have for myself are being met at SEAS.</i>	0.40	-0.41	No responses	-0.06	0.21	-0.41	-0.16
<i>I feel like people at SEAS value me.</i>	0.15	-0.42	0.33	-0.31	0.07	-0.60	-0.20
<i>I feel like I can be my authentic self at SEAS.</i>	0.35	0.08	0.03	-0.19	0.08	-0.55	-0.05
<i>I am content with my friendships and relationships at SEAS.</i>	-0.16	-0.16	0.13	0.01	0.10	-0.38	-0.11
<i>I would encourage a good friend to join SEAS.</i>	0.14	0.52	-0.11	-0.12	0.18	-0.57	-0.04
<i>I feel like I belong at SEAS.</i>	0.46	0.13	-0.02	-0.51	0.05	-0.87	0.06
<i>I feel a sense of accomplishment from my work at SEAS.</i>	0.51	0.39	-0.06	-0.14	-0.03	-0.98	0.03
<i>While at SEAS, I have been able to make progress toward my academic or professional aspirations.</i>	0.51	-0.55	-0.32	0.00	0.02	-0.28	0.18
<i>I have considered leaving SEAS because I felt isolated or unwelcome. (Reverse-coded: 1=Strongly agree, 7=Strongly disagree)</i>	-0.58	-0.40	0.22	-0.19	0.07	-0.30	0.02

Questions	Gender Identity		Ethnicity		Sexual Orientation	Disability Status	Harassment Experience
	Women compared to Men	Trans and non-binary compared to Cisgender	URM compared to White	International compared to US Citizens	LGBQA+ compared to Heterosexual	Disability compared to No disability	Experienced harassment compared to Did not experience harassment
Overall Module Score for Belonging	-0.37	0.07	-0.26	0.14	-0.39	-0.75	-1.14
<i>I feel like I am a part of the SEAS community.</i>	-0.22	0.03	-0.32	0.20	-0.58	-0.46	-1.04
<i>My relationships at SEAS are as satisfying as I would want them to be.</i>	-0.22	-0.20	-0.05	0.20	-0.41	-0.73	-1.13
<i>The professional goals I have for myself are being met at SEAS.</i>	-0.66	Fewer than 5 respondents	0.18	Fewer than 5 respondents	-0.60	-1.13	-1.61
<i>I have found one or more communities or groups at SEAS where I feel I belong.</i>	-0.29	-0.06	-0.21	-0.07	-0.24	-0.73	-0.78
<i>I feel like I receive proper recognition at SEAS.</i>	-0.56	0.81	-0.02	0.06	-0.23	-0.52	-1.40
<i>The academic goals I have for myself are being met at SEAS.</i>	-0.40	0.70	-0.36	0.46	-0.32	-1.26	-0.92
<i>I feel like people at SEAS value me.</i>	-0.22	0.26	-0.35	0.04	-0.48	-0.68	-1.16
<i>I feel like I can be my authentic self at SEAS.</i>	-0.65	-0.39	-0.47	0.20	-0.77	-0.76	-1.48
<i>I am content with my friendships and relationships at SEAS.</i>	-0.06	0.06	-0.30	0.10	-0.26	-0.69	-0.65
<i>I would encourage a good friend to join SEAS.</i>	-0.15	-0.22	-0.41	0.24	-0.48	-0.63	-1.13
<i>I feel like I belong at SEAS.</i>	-0.57	-0.23	-0.56	-0.07	-0.64	-0.67	-1.32
<i>I feel a sense of accomplishment from my work at SEAS.</i>	-0.45	0.25	-0.24	0.04	-0.10	-1.02	-1.00
<i>While at SEAS, I have been able to make progress toward my academic or professional aspirations.</i>	-0.44	0.33	0.00	0.28	0.08	-0.77	-1.01
<i>I have considered leaving SEAS because I felt isolated or unwelcome. (Reverse-coded: 1=Strongly agree, 7=Strongly disagree)</i>	-0.48	-0.27	-0.29	0.26	-0.59	-0.97	-1.55

CONCEPT: OVERALL WELL-BEING

Questions	Role						
	Ladder faculty compared to SEAS overall	Non-ladder faculty compared to SEAS overall	Staff compared to SEAS overall	Postdoc or researcher compared to SEAS overall	PhD students compared to SEAS overall	Masters students compared to SEAS overall	Undergraduates compared to SEAS overall
Overall Module Score for Climate	0.18	0.23	0.21	-0.01	-0.12	-0.14	-0.13
<i>Relaxing and forgetting about work issues / academic demands is hard to do for me. (RC)</i>	-0.40	0.19	0.34	0.34	-0.07	-0.36	-0.23
<i>I worry about the effect of work stress on my health. (RC)</i>	-0.13	0.91	0.41	0.39	0.01	-0.99	-0.44
<i>I often feel worn out. (RC)</i>	-0.39	0.21	0.18	0.28	0.11	-0.25	-0.23
<i>How often do you worry about being able to meet normal living expenses?</i>	1.21	-0.12	-0.31	-0.89	-0.26	0.06	0.43
<i>I look forward to each new day.</i>	0.46	0.58	0.24	-0.12	-0.25	-0.10	-0.09
<i>Overall, how satisfied are you with life as a whole these days?</i>	0.36	0.30	0.10	-0.22	-0.23	0.08	0.04
<i>I am content with my friendships and relationships.</i>	-0.01	0.08	0.37	0.15	-0.11	0.04	-0.27
<i>Overall, to what extent do you feel the things in your life are worthwhile?</i>	0.40	0.30	0.34	-0.11	-0.28	0.32	-0.17
<i>I always act to promote good in all circumstances, even in difficult and challenging situations.</i>	0.21	0.31	0.19	-0.05	-0.05	0.04	-0.19

Questions	Gender Identity		Ethnicity		Sexual Orientation	Disability Status	Harassment Experience
	Women compared to Men	Trans and non-binary compared to Cisgender	URM compared to White	International compared to US Citizens	LGBQA+ compared to Heterosexual	Disability compared to No disability	Experienced harassment compared to Did not experience harassment
Overall Module Score for Climate	-0.22	-0.34	-0.01	-0.06	-0.43	-0.76	-0.51
<i>Relaxing and forgetting about work issues / academic demands is hard to do for me. (RC)</i>	-0.35	0.19	0.21	0.08	-0.30	-0.86	-0.52
<i>I worry about the effect of work stress on my health. (RC)</i>	-0.47	0.21	-0.13	-0.12	-0.51	-1.10	-0.87
<i>I often feel worn out. (RC)</i>	-0.54	-0.59	0.22	0.32	-0.60	-0.79	-0.56
<i>How often do you worry about being able to meet normal living expenses?</i>	-0.35	-0.08	-0.22	-0.60	-0.17	-0.32	-0.83
<i>I look forward to each new day.</i>	-0.04	-0.62	0.05	-0.04	-0.61	-0.90	-0.53
<i>Overall, how satisfied are you with life as a whole these days?</i>	-0.15	-0.33	-0.03	-0.18	-0.51	-0.84	-0.45
<i>I am content with my friendships and relationships.</i>	0.18	-0.58	-0.34	0.02	-0.51	-0.87	-0.40
<i>Overall, to what extent do you feel the things in your life are worthwhile?</i>	-0.11	-0.64	0.10	-0.07	-0.42	-0.76	-0.41
<i>I always act to promote good in all circumstances, even in difficult and challenging situations.</i>	0.04	-0.58	-0.05	0.10	-0.22	-0.45	-0.04

CONCEPT: WORK AND FAMILY

Questions	Role						
	Ladder faculty compared to SEAS overall	Non-ladder faculty compared to SEAS overall	Staff compared to SEAS overall	Postdoc or researcher compared to SEAS overall	PhD students compared to SEAS overall	Masters students compared to SEAS overall	Undergraduates compared to SEAS overall
Overall Module Score for Work-Life Balance	-0.65	0.35	0.87	-0.28	-0.61	0.42	-1.11
<i>How satisfied are you with the availability of child care at Harvard?</i>	-0.01	0.25	0.44	-0.08	-0.68	Fewer than 5 respondents	Fewer than 5 respondents
<i>I do not feel that being a parent influences how my peers perceive my work commitment.</i>	0.14	0.81	0.21	-1.39	-0.05	Fewer than 5 respondents	Fewer than 5 respondents
<i>SEAS accommodates family responsibilities.</i>	-0.89	0.64	0.97	-0.03	-0.76	0.33	-1.28

Questions	Gender Identity		Ethnicity		Sexual Orientation	Disability Status	Harassment Experience
	Women compared to Men	Trans and non-binary compared to Cisgender	URM compared to White	International compared to US Citizens	LGBQA+ compared to Heterosexual	Disability compared to No disability	Experienced harassment compared to Did not experience harassment
Overall Module Score for Work-Life Balance	-0.36	Fewer than 5 respondents	-0.25	-0.28	-0.22	-1.26	-0.75
<i>How satisfied are you with the availability of child care at Harvard?</i>	-0.33	No responses	-0.45	-0.27	-0.10	0.31	-0.23
<i>I do not feel that being a parent influences how my peers perceive my work commitment.</i>	-0.80	No responses	-0.25	-1.22	-1.54	Fewer than 5 respondents	-0.56
<i>SEAS accommodates family responsibilities.</i>	-0.33	Fewer than 5 respondents	-0.36	-0.42	-0.31	-1.53	-0.78

CONCEPT: PROFESSIONAL AND ACADEMIC GROWTH

Questions	Role						
	Ladder faculty compared to SEAS overall	Non-ladder faculty compared to SEAS overall	Staff compared to SEAS overall	Postdoc or researcher compared to SEAS overall	PhD students compared to SEAS overall	Masters students compared to SEAS overall	Undergraduates compared to SEAS overall
Overall Module Score for Professional/Academic Growth	0.11	-0.11	-0.01	0.04	0.18	-0.05	-0.17
<i>I feel that SEAS clearly articulates measurable steps for promotion.</i>	No responses	No responses	0.00	No responses	No responses	No responses	No responses
<i>Compared to other faculty in my area at SEAS at a comparable professional stage, the amount of time I could devote to meaningful research-related activities for the past four semesters (including this one) when I wasn't on leave has been: Much Lower – Much Higher</i>	-0.08	0.26	No responses	No responses	No responses	No responses	No responses
<i>Overall, how satisfied have you been with your academic advising in your SEAS concentration(s) over the past 2 years?</i>	No responses	No responses	No responses	No responses	No responses	0.83	-0.07
<i>I am satisfied with my ability to influence decision-making at SEAS.</i>	0.47	-0.15	0.27	-0.34	0.11	-0.52	-0.28
<i>I feel that I have been given the advancement opportunities and promotions I deserve.</i>	No responses	No responses	0.00	No responses	No responses	No responses	No responses
<i>I know what I need to do to succeed at SEAS</i>	0.60	-0.19	-0.01	0.16	0.04	0.08	-0.21
<i>I have access to the same research opportunities as my peers.</i>	No responses	No responses	No responses	No responses	No responses	-0.08	0.01
<i>I feel that I have access to the same internship and/or full-time employment opportunities as my peers.</i>	No responses	No responses	No responses	No responses	0.19	-0.04	-0.15
<i>I feel that I work in an environment that drives high performance.</i>	No responses	No responses	0.00	No responses	No responses	No responses	No responses

<i>I have as much access to informal or formal networking opportunities as my peers at SEAS.</i>	0.56	0.38	0.11	0.10	0.14	-0.53	-0.34
<i>I feel I get less honest feedback on my performance than my peers at SEAS. (Reverse-coded: 1=Strongly agree, 7=Strongly disagree)</i>	0.42	-0.02	-0.05	-0.06	0.02	0.06	-0.05
<i>I feel that my own work priorities support SEAS strategy.</i>	No responses	No responses	0.00	No responses	No responses	No responses	No responses
<i>I feel that my work links to the larger mission, vision and values of SEAS.</i>	No responses	No responses	0.00	No responses	No responses	No responses	No responses

Questions	Gender Identity		Ethnicity		Sexual Orientation	Disability Status	Harassment Experience
	Women compared to Men	Trans and non-binary compared to Cisgender	URM compared to White	International compared to US Citizens	LGBQA+ compared to Heterosexual	Disability compared to No disability	Experienced harassment compared to Did not experience harassment
Overall Module Score for Professional/Academic Growth	-0.49	0.05	-0.11	0.16	-0.26	-0.74	-0.77
<i>I feel that SEAS clearly articulates measurable steps for promotion.</i>	-0.09	Fewer than 5 respondents	0.21	Fewer than 5 respondents	-0.12	-1.38	-0.78
<i>Compared to other faculty in my area at SEAS at a comparable professional stage, the amount of time I could devote to meaningful research-related activities for the past four semesters (including this one) when I wasn't on leave has been: Much Lower – Much Higher</i>	-0.44	0.03	Fewer than 5 respondents	-0.20	Fewer than 5 respondents	No responses	-0.33
<i>Overall, how satisfied have you been with your academic advising in your SEAS concentration(s) over the past 2 years?</i>	-0.31	Fewer than 5 respondents	0.04	0.58	-0.45	-0.15	-0.48
<i>I am satisfied with my ability to influence decision-making at SEAS.</i>	-0.51	0.63	-0.32	0.15	-0.12	-0.69	-0.84
<i>I feel that I have been given the advancement opportunities and promotions I deserve.</i>	0.07	1.28	0.17	Fewer than 5 respondents	-0.69	-1.16	-0.83
<i>I know what I need to do to succeed at SEAS</i>	-0.72	-0.25	0.21	0.05	-0.52	-1.09	-0.93
<i>I have access to the same research opportunities as my peers.</i>	-0.49	Fewer than 5 respondents	-0.14	-0.28	0.01	-0.70	-0.58
<i>I feel that I have access to the same internship and/or full-time employment opportunities as my peers.</i>	-0.53	-0.52	-0.43	0.09	-0.05	-1.06	-0.82
<i>I feel that I work in an environment that drives high performance.</i>	-0.18	0.44	0.03	Fewer than 5 respondents	-0.29	-1.00	-1.26
<i>I have as much access to informal or formal</i>	-0.70	-0.35	-0.30	0.11	-0.21	-0.91	-0.73

<i>networking opportunities as my peers at SEAS.</i>							
<i>I feel I get less honest feedback on my performance than my peers at SEAS. (Reverse-coded: 1=Strongly agree, 7=Strongly disagree)</i>	-0.38	0.74	-0.18	0.03	-0.07	-0.45	-0.59
<i>I feel that my own work priorities support SEAS strategy.</i>	-0.18	0.64	0.00	Fewer than 5 respondents	-0.93	-0.52	-0.93
<i>I feel that my work links to the larger mission, vision and values of SEAS.</i>	-0.26	0.51	-0.41	Fewer than 5 respondents	-1.00	-0.97	-1.02

CONCEPT: EXPERIENCE OF BIAS

Questions	Role						
	Ladder faculty compared to SEAS overall	Non-ladder faculty compared to SEAS overall	Staff compared to SEAS overall	Postdoc or researcher compared to SEAS overall	PhD students compared to SEAS overall	Masters students compared to SEAS overall	Undergraduates compared to SEAS overall
Overall Module Score for Experience of Bias	0.23	-0.02	0.01	-0.21	0.09	0.02	-0.08
<i>As compared to my SEAS peers in a comparable role with comparable seniority and experience, I spend more time providing informal mentoring and helping others with their life problems. (RC)</i>	-0.50	0.42	0.19	-0.19	0.00	-0.22	-0.03
<i>I have to repeatedly prove myself to get the same level of respect and recognition as my peers at SEAS. (RC)</i>	0.42	-1.00	0.30	-0.43	0.05	0.23	-0.20
<i>As compared to my SEAS peers in a comparable role with comparable seniority and experience, I more often do, "office housework" [finding a time everyone can meet, taking notes at a meeting, planning events, etc.] (RC)</i>	0.16	-0.12	-0.37	0.44	0.08	0.11	0.02
<i>When I speak up in meetings/classes at SEAS, my opinion--even if controversial--is valued.</i>	0.43	0.16	0.05	-0.17	0.12	-0.21	-0.17
<i>In meetings/classes at SEAS, other people get credit for ideas I originally offered. (RC)</i>	0.47	-0.38	-0.12	-0.31	0.16	0.17	-0.04
<i>I am frequently interrupted when talking in meetings or in class at SEAS. (RC)</i>	0.46	0.45	-0.02	-0.13	0.11	0.00	-0.20

Questions	Gender Identity		Ethnicity		Sexual Orientation	Disability Status	Harassment Experience
	Women compared to Men	Trans and non-binary compared to Cisgender	URM compared to White	International compared to US Citizens	LGBQA+ compared to Heterosexual	Disability compared to No disability	Experienced harassment compared to Did not experience harassment
Overall Module Score for Experience of Bias	-0.82	0.00	-0.39	0.10	-0.43	-0.14	-1.35
<i>As compared to my SEAS peers in a comparable role with comparable seniority and experience, I spend more time providing informal mentoring and helping others with their life problems. (RC)</i>	-0.48	-0.27	-0.51	-0.21	-0.50	0.17	-1.13
<i>I have to repeatedly prove myself to get the same level of respect and recognition as my peers at SEAS. (RC)</i>	-0.87	1.02	-0.50	-0.34	-0.20	-0.24	-1.48
<i>As compared to my SEAS peers in a comparable role with comparable seniority and experience, I more often do, "office housework" [finding a time everyone can meet, taking notes at a meeting, planning events, etc.] (RC)</i>	-0.92	-0.62	-0.10	0.40	-0.37	-0.02	-0.99
<i>When I speak up in meetings/classes at SEAS, my opinion--even if controversial--is valued.</i>	-0.65	-0.14	-0.35	0.27	-0.57	-0.04	-1.12
<i>In meetings/classes at SEAS, other people get credit for ideas I originally offered. (RC)</i>	-0.97	0.29	-0.25	0.21	-0.36	-0.34	-1.70
<i>I am frequently interrupted when talking in meetings or in class at SEAS. (RC)</i>	-1.18	-0.34	-0.30	0.17	-0.52	-0.44	-1.64

APPENDIX VI: STATISTICAL ANALYSES

P-VALUES OF GROUP COMPARISONS:

	Ladder faculty compared to SEAS overall	Non-ladder faculty compared to SEAS overall	Postdocs and researchers compared to SEAS overall	Staff compared to SEAS overall	PhD students compared to SEAS overall	Masters students compared to SEAS overall	Undergraduates compared to SEAS overall	Women compared to Men	Trans and non-binary compared to Cisgender	URM compared to White	LGBQA+ compared to Heterosexual	International compared to US Citizens	People with disabilities compared to those without	Experienced harassment compared to Did not experience harassment
Overall Climate	-0.32	0.27	-0.01	-0.1	0.17	0.13	-0.01	-0.50****	0.09	-0.16	0.27	-0.54***	-0.50*	-1.28****
Commitment to DIB	-0.48	0.79**	0.11	0.16	0.04	-0.14	-0.14	-0.70****	-0.22	-0.29	0.47**	-0.48*	-0.22	-1.42****
DIB Skills	0.14	0.55	-0.32	0.27*	-0.09	-0.13	-0.14	-0.16	-0.15	-0.03	-0.22	-0.01	-0.34	-0.54****
DIB Experiences	0.52*	0.12	0.08	0.11	0.08	-0.16	-0.28*	-0.06	0.43	-0.21	0.26	-0.06	-0.06	0.31*
Belonging and Thriving	0.18	-0.12	-0.17	0.04	0.09	-0.51	-0.05	-0.37**	0.07	-0.26	0.14	-0.39*	-0.75**	-1.14****
Overall Well-being	0.18	0.23	-0.01	0.21*	-0.12	-0.14	-0.13	-0.22*	-0.34	-0.01	-0.06	-0.43**	-0.76****	-0.51****
Work and Family	-0.65	0.35	-0.28	0.87****	-0.61	0.42	-1.11**	-0.36	1.76	-0.25	-0.28	-0.22	-1.26**	-0.75**
Professional/Academic Growth	0.11	-0.11	0.04	-0.01	0.18	-0.05	-0.17	-0.49****	0.05	-0.11	0.16	-0.26	-0.74***	-0.77****
Experience of Dias	0.23	-0.02	-0.21	0.01	0.09	0.02	-0.08	-0.82****	0	-0.39	0.1	-0.43*	-0.14	-1.35****

* = significant at .05 level

** = significant at .01 level

*** = significant at .001 level

**** = significant at .0001 level

Test applied: two-tailed, two sample t-test

REGRESSION ANALYSIS FOR HARASSMENT:

Term	Belonging at SEAS		Climate at SEAS		Experience of bias		Professional Growth		SEAS Commitment to DIB		Overall Well-Being		Professional/Personal Work Balance	
	Coefficient	p	Coefficient	p	Coefficient	p	Coefficient	p	Coefficient	p	Coefficient	p	Coefficient	p
Have you ever personally experienced harassment or discrimination? [Yes]	-0.50	<.0001	-0.57	<.0001	-0.59	<.0001	-0.31	<.0001	-0.50	<.0001	-0.17	0.0011	-0.25	0.0046
Role at SEAS[Non-ladder faculty member]	0.05	0.8866	0.42	0.1265	-0.07	0.8162	-0.15	0.6040	0.74	0.0158	0.15	0.5266	0.50	0.1973
Role at SEAS[Postdoctoral fellow or researcher]	-0.14	0.4766	-0.16	0.3583	-0.21	0.2666	0.04	0.8085	-0.03	0.8697	-0.20	0.1707	0.23	0.3453
Role at SEAS[Staff member]	0.21	0.1388	0.02	0.8642	0.15	0.2532	0.07	0.5796	0.35	0.0088	0.16	0.1172	0.79	<.0001
Role at SEAS[PhD student]	0.12	0.3936	0.09	0.4515	0.02	0.9044	0.18	0.1397	-0.21	0.1052	-0.23	0.0192	-0.25	0.1373
Role at SEAS[Masters student]	-0.57	0.0697	0.03	0.9233	0.06	0.8417	-0.09	0.7472	-0.33	0.3010	-0.07	0.7599	-0.49	0.2030
Role at SEAS[Undergraduate student]	0.00	0.9972	-0.06	0.5924	-0.17	0.1641	-0.21	0.0778	-0.13	0.2908	-0.12	0.2076	-0.55	0.0007
Gender [Woman]	0.16	0.3136	-0.19	0.1817	-0.25	0.1064	0.12	0.4041	-0.09	0.5715	0.16	0.1976	-0.13	0.5200
Gender [Non-binary]	0.41	0.2210	0.34	0.2382	0.25	0.4200	0.44	0.1410	0.18	0.5752	-0.13	0.5898	0.30	0.4634
Gender [Prefer not to say or Blank]	-0.80	0.0238	-0.06	0.8489	-0.30	0.3624	-0.97	0.0023	-0.20	0.5474	-0.18	0.4782	-0.37	0.3860
Ethnicity [URM]	-0.33	0.0214	-0.07	0.5865	-0.19	0.1627	-0.13	0.3085	-0.03	0.8514	-0.05	0.6291	0.07	0.6839
Ethnicity [Prefer not to say or Blank]	0.38	0.0762	-0.01	0.9507	0.18	0.3733	0.23	0.2336	0.00	0.9855	0.11	0.5007	-0.10	0.6986
US Citizen? [No]	0.28	0.0535	0.37	0.0038	-0.04	0.7880	0.01	0.9195	0.46	0.0011	0.07	0.4919	-0.02	0.9293
US Citizen? [Prefer not to say]	-0.30	0.1759	-0.37	0.0501	0.17	0.4042	0.02	0.9033	-0.38	0.0685	-0.05	0.7763	-0.05	0.8487
Sexual orientation [LGBQA+]	-0.05	0.7502	-0.17	0.2154	0.00	0.9834	-0.01	0.9159	0.06	0.6888	-0.09	0.3973	-0.30	0.1011
Sexual orientation [Prefer not to say or Blank]	0.00	0.9945	0.01	0.9746	-0.13	0.5332	0.04	0.8560	-0.16	0.4483	-0.01	0.9740	0.44	0.1131
Disability status [Yes]	-0.17	0.2960	0.08	0.5865	0.41	0.0057	-0.20	0.1610	0.20	0.1933	-0.18	0.1216	-0.52	0.0078
Disability status [Prefer not to say or Blank]	-0.12	0.5371	-0.24	0.1524	-0.54	0.0024	-0.10	0.5463	-0.26	0.1578	-0.13	0.3405	0.23	0.3209
Intercept	4.14	<.0001	4.49	<.0001	4.30	<.0001	4.13	<.0001	4.23	<.0001	4.51	<.0001	2.91	<.0001