Harvard John A. Paulson
School of Engineering
and Applied Sciences

SPRING 2022
CAMPUS CLIMATE SURVEY

SURVEY RESULTS

TABLE OF CONTENTS

LETTER FROM THE DEAN

Dear SEAS Community,

I am pleased to share the results of our School's second Climate Survey, administered in the Spring of 2022 to gauge community members' experiences and perceptions regarding diversity, inclusion, and belonging at SEAS.

Our first school-wide climate survey in 2018 provided a benchmark. The 2022 survey results allow us to compare responses to similar questions and assess progress from the 2018 snapshot to the 2020 snapshot view.

That said, there are important differences between the environments in which people responded to the 2018 and 2022 surveys.

The 2022 survey was fielded two years into the global COVID-19 pandemic. The pandemic continues to fundamentally disrupt our professional and personal lives, especially people of color. The most recent survey also fell amid an unprecedented reckoning in U.S. society – and at Harvard – in light of the systemic racism laid bare by the murder of George Floyd and too many other incidences of racially motivated violence. Finally, the 2022 survey came after our campus expansion resulted in the community being extended between Cambridge and Allston.

With those caveats in mind, the latest survey results reveal tangible improvement across six of the eight themes measured -- experience of harassment; witnessing harassment; accessibility to the SEAS environment; experience with bias; confidence to use DIB tools; and feeling encouraged to have DIB experiences. Results for the other two themes -- feelings of inclusion and belonging; and work and family balance – were, on average, unchanged from 2018.

It is encouraging that, compared to 2018, members of the community perceive SEAS to be more accessible (up 13%); more people report having never experienced harassment (up 6%); more people report having never witnessed harassment (up 7%); more people report no experience of bias (up 4%); community members are more confident in using DIB tools (up 4%); and respondents feel more encouraged to have DIB experiences (up 5%).

However – and this is a rather important however – the aggregate results mask significant differences between particular segments of our community. The data make very clear that we all do not experience life at SEAS in the same way; one's role and identity too often influence what it is like to study, teach, conduct research, or work as a staff member at SEAS. Those of us who are white, male, and heterosexual are likely to have more positive experiences and perceptions of SEAS than members of our community who are women, or who identify as members of an underrepresented minority or LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer). The full report provides context and extensive detail regarding these differences across a range of categories.

Another big takeaway is that overall, work-life balance perceptions have remained steady at SEAS, a surprising finding considering the disruptive impact of the pandemic. However, almost half of respondents still reported a high level of work stress and that relaxing and forgetting about work issues/academic

demands is hard to do. In these results too, we find significant disparities between groups.

So, what happens next...how will we use these findings and what part can you play?

Release of the detailed survey results, now published on the SEAS website for anyone to see, is the first step. Next, we will collect additional qualitative data and for this we ask community members to engage – through focus groups and informal gatherings designed to understand and provide feedback on the findings. Watch for details on opportunities participate in these conversations.

We will use the survey data and learnings from follow-on discussions to inform ways in which we can improve life at SEAS and update our DIB Strategic Plan. The results of the 2018 climate survey helped catalyze that plan and illuminated needs that led us to take many concrete actions:

- We established a postbaccalaureate program for promising students.
- Contributions to DIB was added as a component of faculty evaluations (along with scholarship, teaching, and service).
- We improved signage and provided locations of gender-neutral bathrooms and lactation rooms on the SEAS website.
- We expanded outreach efforts to recruit diverse grad students and postdocs.
- We expanded the places where we advertise faculty searches and postdoc openings and adopted inclusive best practices in our search procedures.
- We broadened partnerships with minority-serving institutions.
- We created and delivered SEAS-specific trainings on topics such as recognizing and addressing bias, allyship, and strategies for bystander intervention.
- We created an inclusive event planning resource guide.
- We provided the option of adding pronouns to the online staff directory.
- We offered trainings in inclusive pedagogy to TFs and CAs.
- We created a dedicated prayer and meditation room in the SEC.
- We published a detailed, regularly updated DIB dashboard.

As this partial list suggests, we did more than conduct a survey of our community; based on the results, we took actions designed to make SEAS more diverse, more inclusive, more welcoming, and more excellent.

In the spirit of continuous improvement, we have many more miles to travel on this collective journey. Our goal is clear: to transform SEAS into an exemplar of an intellectual community in which everyone has an equal opportunity to benefit from and contribute to our mission. Only then can we achieve maximum impact in our teaching and research mission. I urge you to join us in this work.

Best regards,
Frank Doyle

SEAS DIB STRATEGIC PLAN

The Harvard John A. Paulson School of Engineering and Applied Sciences (SEAS) is committed to building and continuously improving a culture that embraces and exemplifies diversity, inclusion, and belonging (DIB). SEAS uses the following working definition of diversity: Diversity is reflected in the number of people from varying backgrounds, experiences, identities, and perspectives. It includes but is not limited to race, ethnicity, gender identity and expression, sexual orientation, socioeconomic background, ability, age, religion, political viewpoint, nationality, citizenship, language, and veteran status. SEAS also recognizes that identities do not exist in isolation from other identities and barriers to equity are not the same for all groups. Therefore, it is imperative that as we strive to advance diversity, inclusion, and belonging, we also recognize the intersection of these various identities. Diversity work in higher education has historically been under-resourced, not supported by policy, and reactive in nature. This plan is designed to help SEAS adopt a framework that prioritizes diversity, inclusion, and belonging as central to its mission and the excellence of its people and the work they do.

Goal 1: Demonstrate an institutional commitment to diversity, inclusion, and belonging through equitable and inclusive policies, practices, and an infrastructure that supports these initiatives.

Goal 2: Recruit diverse faculty, students, postdoctoral researchers, and staff with special attention given to increasing the number of females and underrepresented minorities within the SEAS community.

Goal 3: Reduce/prevent instances of harassment or discrimination based on any aspect of identity; create clear, easily accessible processes for reporting without fear of retaliation.

Goal 4: Create a welcoming and inclusive environment where individuals of all identities, backgrounds, and experiences thrive, have a strong sense of belonging, and achieve academic and professional excellence.

Goal 5: Prepare students, faculty, postdoctoral researchers, and staff to engage in intergroup interactions; apply diversity, inclusion, and belonging best practices; and contribute to a safe environment.

Goal 6: Develop metrics to assess and report School climate, demographics, and progress toward diversity, inclusion, and belonging goals.

Goal 7: Improve disability equity and inclusion at SEAS through inclusive instruction practices and increased resources.

Goal 8: Expand outreach programs and initiatives to engage the Cambridge and Allston communities in STEM education.

SEAS MISSION AND VISION

MISSION STATEMENT

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.

VISION

By playing an important role in the education of all Harvard students and shaping Harvard's identity as a university, SEAS will train the next generation of leaders. Our vision is for a SEAS that is...

- Diverse and Inclusive – A collaborative, tightly-knit community of scholars, educators and innovators, SEAS will be a model for diversity and inclusion at Harvard and beyond.
- World-changing – Our research and education will make a difference to people's lives, and will benefit humanity.
- Contextual – By melding rigorous analytical thinking within a liberal arts context, SEAS will prepare the next generation of ethical, engaged, visionary and innovative leaders.
- Convergent – SEAS will be a point of intersection and impact for many disciplines and for many Schools.
- Agile – SEAS will catalyze new opportunities enabled by an expanded campus, growing enrollments, and an increased array of partnerships and programs.

EXECUTIVE SUMMARY

INTRODUCTION

The 2022 SEAS Climate Survey, administered in March of that year, is the second to assess our community's progress in fostering a culture of openness and inclusion that enables all individuals to have equal opportunity to benefit from and contribute to the mission of SEAS. The survey, slightly shorter than the one administered in 2018, was designed to reflect changes in how the community experiences and views 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, inclusion, and belonging strategic plan and decisions related to policies, practices, and resources at SEAS.

The 2022 climate survey was administered in a world significantly changed from 2018, when the previous survey was fielded. Our community, nation, and the world have been transformed by the COVID-19 pandemic. The burdens of the pandemic, including illness, death, economic hardships, and mental stress, have been disproportionately felt by communities of color, first-generation college, and low-income households. Everyone has been affected by fundamental changes in the workplace, classroom, and lab resulting from new public health protocols.

Along with a global health crisis, the last two years have been defined by renewed attention to violence against communities of color, resulting in an intensifying racial reckoning. The murders of George Floyd and other people of color since 2020 have elevated the conversation about race in America.

The COVID-19 pandemic and a heightened awareness of the effects of systemic racism in America have profoundly shaped the climate around diversity, inclusion, and belonging in every facet of American life, including the experiences and perceptions of SEAS faculty, researchers, students, and staff.

The SEAS community has also experienced a campus expansion, with the addition of the Science and Engineering Complex and offices at 114 Western Avenue in Allston. Approximately half of the faculty and a majority of staff are now based in Allston, physically separated from colleagues in Cambridge. SEAS students routinely traverse between classes and other activities on both sides of the Charles River. These changes, along with growth in student enrollment and faculty, have increased the capacity of SEAS to advance its mission of inclusive excellence.

The 2022 climate survey instrument included changes designed to better reflect the SEAS community's attitudes and opinions about diversity, inclusion, and belonging.

One change in the 2022 survey was the addition of first-generation college status as a variable, along with role, race, gender identity, sexual orientation, and disability status, to better understand the experience of climate at SEAS. The 2022 survey also asked respondents to indicate campus location. Options for the question, "Where do you spend most of your time at SEAS?," were in Cambridge, Allston, both, or neither.

Findings from the 2018 survey related to the themes of flourishing and thriving, professional/academic growth, and perceptions of SEAS' commitment to diversity, indicated consistently positive to neutral sentiments with minimal deviation across the SEAS population. For this reason, questions related to these themes were not included in the 2022 survey. Instead, greater attention was given to topics where 2018

results indicated that experiences varied more significantly across SEAS stakeholder groups.
Overall, 24% of SEAS community members responded to the 2022 survey, a 3-percent increase from the 2018 participation rate. The 2022 survey reflects an increase in both the overall number of respondents and the percent participation of previously less well-represented groups. The response rate among Ladder and Non-ladder Faculty increased from 31% in 2018 to 51% in 2022. Among Postdoctoral Fellows or Researchers, the response rate increased from 12% in 2018 to 29% in 2022. The improvement in response rates overall and within these SEAS stakeholder groups enhances our confidence in the representativeness of our findings and provides more clarity on our progress towards strategic goals.

SEAS Climate and Strategic Planning

Convened by Dean Frank Doyle in October 2017 and cochaired in the 2017-2018 academic year by Krzysztof Gajos (Gordon McKay Professor of Computer Science) and Diane Schneeberger (Assistant Dean of Faculty Affairs), the SEAS Committee on Diversity, Inclusion, and Belonging designed and executed the 2018 Climate Survey, the first in SEAS history. The 2018 report is available for examination on the DIB website. That survey benchmarked our population's perceptions and community attitudes about diversity, inclusion, and belonging. It served as a powerful listening tool that helped inform the development of the strategic plan. The strategic plan, presented to the Dean in May 2019, provided a framework to prioritize diversity, inclusion, and belonging, shaping subsequent community programming, educational offerings, and policies within the Office of DIB and across SEAS.

The Committee on DIB launched the second climate survey in 2022 (during the third year of the strategic plan) to gauge progress toward the School's goal of inclusive excellence. The 2021-2022 Committee on DIB was co-chaired by Steve Wofsy (Abbott Lawrence Rotch Professor of Atmospheric and Environmental Science) and Diane Schneeberger. Christina Patel (Interim Assistant Director of DIB and Manager for Advising Programs and Diversity Outreach) led members in refining the instrument used in 2018.

During the 2022-2023 academic year, SEAS community members will have opportunities to review the survey findings and share their feedback through facilitated sessions. Community input on the survey results will continue to inform the strategic plan and the School's ongoing efforts to support growth around diversity, inclusion, and belonging.

2022 vs. 2018 Comparison

Survey Results Comparison: 2018 vs. 2022

■ 2018 Survey ■ 2022 Survey

Category	2018	2022
Strong Feelings of Inclusion and Belonging	36%	36%
No Experience with Bias	30%	34%
Confidence to Use DIB Tools	26%	30%
Encouraged to Have DIB Experiences	20%	25%
Work and Family Balance	30%	30%
Accessibility of SEAS Environment	31%	44%
Never Experienced Harassment	73%	79%
Never Witnessed Harassment	63%	70%

The 2022 survey results suggest improvement or consistency across all eight themes explored.

The findings suggest that SEAS is perceived as being more accessible. The accessibility of the SEAS environment refers to the perception that the physical spaces and curriculum of the SEAS community were adequate to their needs when they first arrived at SEAS or when they first acquired a disability or impairment. In 2022, 44%, compared to 31% in 2018, of individuals who identified themselves as a person with a disability reported that the public spaces, bathrooms, work, and academic facilities, computing resources, teaching methods, instructional materials, etc., at SEAS were accessible to them.

Seventy-nine percent of respondents in 2022, compared to 27% in 2018, reported that they never personally experienced harassment or discrimination (of any kind) at SEAS or by a person affiliated with SEAS. Similarly, 70% of those surveyed in 2022 compared to 63% of those surveyed in 2018 reported never witnessing harassment/discrimination at SEAS (or by a person affiliated with SEAS) or having been told of an instance of such harassment/discrimination by a person who faced such behavior.

In 2022 and 2018, 36% of survey respondents expressed a strong positive experience of inclusion and belonging at SEAS.

The 2022 survey suggests growth in the percentage of respondents who strongly agree that they have never experienced bias at SEAS: 34% compared to 30% in 2018.
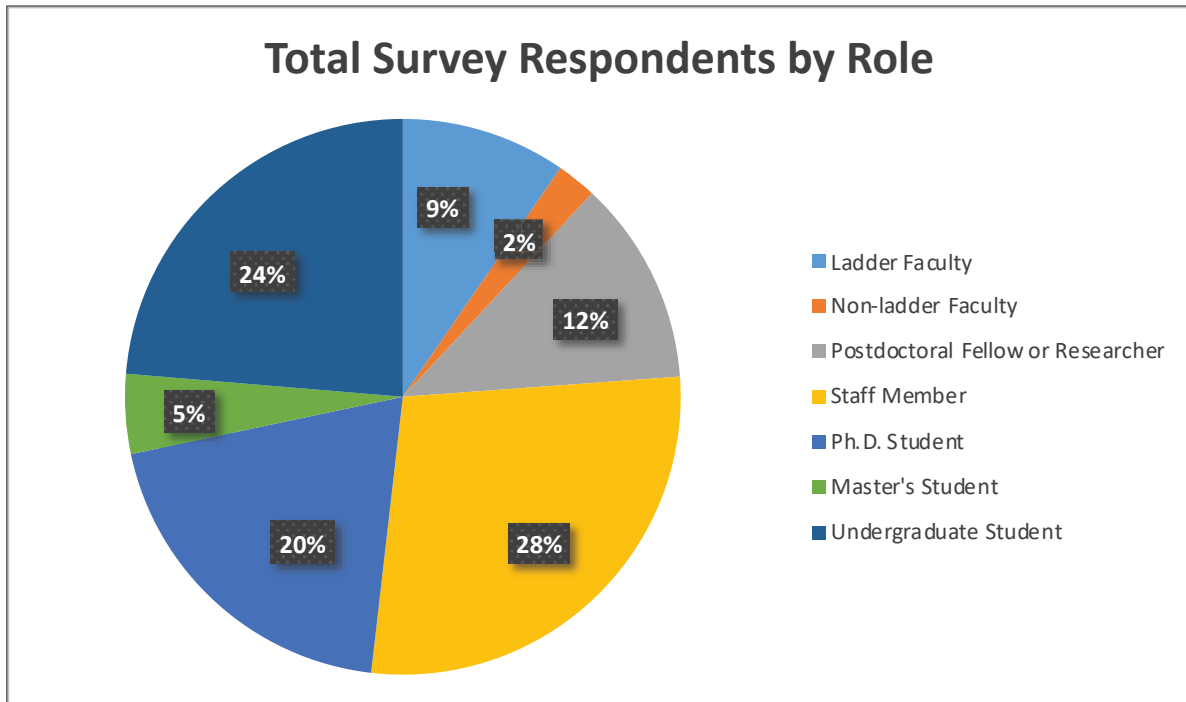
As a whole, the SEAS community feels growing confidence in their grasp of DIB tools. In 2022, 30% of the SEAS community, compared to 20% in 2018, shared a strong sense of confidence that they have the tools to respond effectively if they witnessed hostile, harassing, or intimidating behaviors. The perception that the SEAS community encourages DIB experiences has grown. Twenty-five percent in 2022, compared to 20% in 2018, strongly agreed that at SEAS, they were encouraged to encounter people from different communities and backgrounds. Despite the pandemic's disruptions to work and family life, the SEAS community has remained consistent in its views about work/life balance. Thirty percent of respondents in 2022 and 2018 reported strongly agreeing that they have a work-life balance at SEAS.

RESPONDENT DEMOGRAPHICS

Of the 2,471 faculty, students, staff, postdoctoral fellows, and researchers invited to participate in the survey, we received a total of 604 complete responses. This is a response rate of 24%, an increase compared to the level of participation in the 2018 survey (21%). SEAS staff had the highest response rate, and undergraduate students had the lowest response rate.

Role at SEAS	Number of Community Members Emailed	Number of Responses	Response Rate
Ladder and Non-ladder Faculty	142	72	51%
Postdoctoral Fellow or Researcher	251	72	29%
Staff Member	249	169	68%
Graduate Student (Ph.D. and Master's)	683	148	22%
Undergraduate Student	1,146	143	12%
Total	2,471	604	24%

Of the total responses received, 48% came from students (Undergraduate, Master's, and Ph.D. students). Staff, who had the highest response rate by role, with 68% of all staff members submitting a complete response, accounted for 28% of total responses. Ladder and Non-ladder faculty, postdoctoral fellows, and researchers made up a little under 24% of the total responses. Ladder and non-ladder faculty and staff were overrepresented among survey respondents relative to their proportion of the population emailed. Postdoctoral Fellows or Researchers responded in proportion to the number of individuals emailed. Students, particularly undergraduate survey responses, lagged relative to the proportion of the number invited to participate in the survey.

Total Survey Respondents by Role

Legend:
- Ladder Faculty
- Non-ladder Faculty
- Postdoctoral Fellow or Researcher
- Staff Member
- Ph.D. Student
- Master's Student
- Undergraduate Student

Pie chart values: 9%, 2%, 12%, 28%, 20%, 5%, 24%

The chart below represents the total response rate in relation to each group's overall percentage of total community:

Bar chart — % of Total Community vs % of Total Survey Responses:
- Ladder and Non-ladder Faculty: 6% / 10%
- Postdoctoral Fellow or Researcher: 10% / 10%
- Staff Member: 10% / 24%
- Graduate Student (Ph.D. and Master's): 28% / 21%
- Undergraduate Student: 46% / 20%
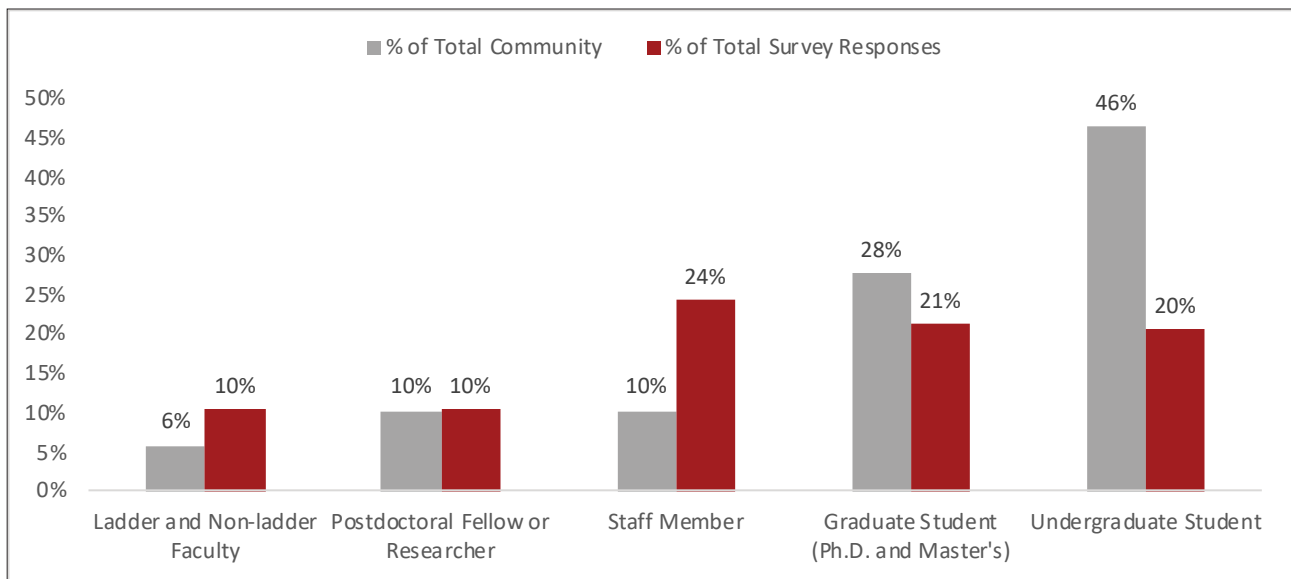
Demographic breakdowns for the survey results are examined on the following levels expressed here in two bar graphs. The first bar graph presents survey responses to questions about Gender, Sexual Orientation, Ethnicity, and URM status and the percentage of individuals who individuals who self-identified as a member of one of those categories. The second bar graph presents questions about Disability Status, Political Views, First Gen, and Campus Location and the percentage of individuals who self-identified as a member of one of those categories.

In the 2022 survey, we expanded the categories for which we explored the demographic make-up of respondents to include the addition of first-generation college status (SEAS community members for whom neither parent nor guardians attended college), and campus location.

For all groups except staff, the survey analysis used a definition of URM status that includes Black/African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, American Indian or Alaskan Native, and Two or More Races, including where respondents self-identified as an individual whose race/ethnic identity includes one of the categories underrepresented in STEM fields. This definition reflects levels of representation in Engineering and Applied Sciences. For staff, URM status is expanded to include the categories listed above plus Asian American and Asian SEAS community members. International members of the SEAS community are not identified as URM in the study.

Non-Response to Questions of Identity

While a small segment of the SEAS community, people who left questions of identity unanswered or responded "prefer not to say" reported more frequent negative experiences around harassment. Because of their placement at the end of the survey, demographic questions are more likely to receive a lower response rate. While the proportion of survey participants who did not respond to or indicated they "prefer not to say" on questions of identity was relatively small (gender identity 7%, sexual orientation 15%, disability status 11%, and race/ethnicity 10%), these respondents were more likely to report negative experiences around harassment and bias.

In disaggregating responses to the question, "Have you ever personally experienced harassment or discrimination (of any kind) at SEAS or by a person affiliated with SEAS?"
- Gender Identity "Prefer not to say/Blank" accounted for 7% of total responses and had among the highest rates of harassment experience (40%).
- Race/Ethnicity "Prefer not to say/Blank" accounted for 1% of total responses and had the highest rates of harassment experience (49%).
- Sexual Orientation "Prefer not to say/Blank" accounted for 1% of total responses and had among the highest rates of harassment experience (35%).
- Disability status "Prefer not to say/Blank" accounted for less than 1% of total responses and had among the highest rates of harassment experience (44%).

Strategies to uncover the cause of non-responses and how these individuals do or do not differ from other groups at SEAS will be an important next step in improving the experience of diversity, inclusion, and belonging within our community.

Respondent Demographics

Gender: Man 49%, Woman 43%, Trans and Non-Binary 1%, Prefer not to say / Blank 7%

Sexual Orientation: Heterosexual 73%, LGBQA+ 12%, Prefer not to say / Blank 15%

Ethnicity: Asian or Asian American 11%, Black or African American 5%, International 24%, Latino / Latino or Hispanic 4%, Two or more 5%, White 41%, Blank 10%

URM: Non-URM 69%, URM 18%, Blank 13%

Disability Status: No 82%, Yes 7%, Prefer not to say / Blank 11%

Political Views: Conservative 6%, Liberal 70%, Moderate 9%, Prefer not to say / Blank 15%

First Generation College Student: No 78%, Yes 15%, Prefer not to say / Blank 7%

Campus Location: Mostly Allston 46%, Mostly Cambridge 33%, Both 13%, Neither 2%, Prefer not to say / Blank 6%

Methodology

Where possible and instructive, 2022 survey results are discussed alongside those of 2018. The report includes a comparison of the 2022 and 2018 surveys on the following topics: accessibility, the experience of harassment, witnessing harassment, feelings of inclusion and belonging, experience with bias, DIB tools, DIB Experiences, and work and family balance. For the reasons described above, the themes of flourishing and thriving, professional/academic growth, and perceptions of SEAS' commitment were not included in the 2022 survey.

Responses to most questions were collected on a 7-point scale. Anchor text was used at the endpoints 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 module, 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 the mean score of responses to each question. A total of eight survey items phrased positive questions in a negative way for survey validation purposes. We reverse-coded the responses to these eight questions so that the numerical scoring scale runs in the same direction as the other questions.

A key purpose of this report was to help the SEAS Committee on Diversity, Inclusion, and Belonging identify how stakeholders and demographic groups within SEAS perceive and experience 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 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 1.0 or greater.

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 (76%) of the overall SEAS community did not complete the survey. Therefore, not all experiences and viewpoints are reflected in this report. To collect qualitative additional data, SEAS will host a series of discussion sessions for all stakeholder groups.

SUMMARY OF KEY FINDINGS

Our mission of inclusive excellence requires that all SEAS community members have an equal opportunity to benefit from and contribute to a dynamic work and learning environment. In the 2022 climate survey, we have assessed our progress towards this goal by surveying respondents across several broad categories: accessibility to SEAS environment; experience of harassment; witnessing harassment; feelings of inclusion and belonging; experience with bias; DIB tools; DIB experiences; and work and family balance.

Through quantitative response data and open-ended questions, the survey asked respondents to characterize most of these aspects of the overall climate based on their experiences, with some questions referencing experiences specific to the past two years. The 2018 climate survey results provide context and provide a benchmark against which to assess how we have changed over time, the COVID-19 pandemic's impact on our understanding of working, learning, and living, and America's racial reckoning following the murder of George Floyd. This report analyzes the 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 contribute to, magnify, or reduce differences and that will, in turn, inform the refinement and execution of our strategic plan.

Key Finding 1: Overall Increase in the Perception of Climate Around 6 of 8 Themes Relative to the 2018 Survey, No Change in Perception of the Other 2 Themes

When compared to the 2018 survey, the 2022 survey results reveal an improved perception of climate regarding topics of accessibility, the experience of harassment, witnessing harassment, experience with bias, DIB tools, and DIB experience. Perceptions around two of the themes explored in the 2022 survey -- feelings of inclusion and belonging; and work and family balance – were unchanged. These findings are encouraging, given the disruptions caused by the global COVID-19 pandemic.

In 2022, the overall SEAS community reported improvement in perception around six of the eight themes assessed in the survey compared to results in 2018:
  • SEAS is perceived as more accessible, up 13% since 2018.
  • More people report having never experienced harassment, up 6% since 2018.
  • More people report having never witnessed harassment, up 7% since 2018.
  • More people report no experience of bias, up 4% since 2018.
  • The SEAS community is more confident in using DIB tools, up 4% since 2018.
  • Respondents feel more encouraged to have DIB experiences, up 5% since 2018.

These areas of growth are juxtaposed with respondents' experiences around work-life balance and feelings of inclusion and belonging, where the community experience have remained constant at 30% and 36% positive responses, respectively.

The positive growth in community sentiment reflects a cross-community shift; the improvement is not a consequence of changes in the demographic of respondents compared to 2018. While Ladder and Non-Ladder Faculty respondents as a share of the underlying SEAS faculty population grew to 51% in 2022, their share of the total survey respondents was 12% in 2022 compared to 9% in 2018. Similarly, while the participation of Postdoctoral Fellow or Researcher grew to 29% of the underlying SEAS Postdoctoral Fellow or Researcher population as a share of the total survey respondents, this group represented 12% in 2022 compared to 8% in 2018. Consequently, the greater participation of Ladder and Non-Ladder Faculty and Postdoctoral Fellows and Researchers, as a proportion of the overall respondent group, does not account for the overall positive increase in sentiment across the various themes analyzed.

Key Finding 2: Overall, Respondents Had a Positive to Neutral View of Our Climate. But When the Results Are Disaggregated, Differences Emerge, Including More Negative Experiences Among Certain Demographics

In the aggregate, the overall population that responded to the survey has a positive to neutral view of the general climate of SEAS. Positive sentiments about SEAS have grown since the 2018 survey. This overall growth represents areas of improvement across the entire community. However, there are meaningful differences in how specific stakeholders 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 LGBQA+ (Lesbian, Gay, Bisexual, Queer, and Asexual) community[1] (compared to heterosexual members of the community) all report less positive perceptions on several concepts in the survey. These findings are consistent with the 2018 survey results.

These groups were more likely than their reference peers to report having experienced harassment or discrimination during their time at SEAS. They were 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 LGBQA+ community do not see themselves fitting in with the SEAS environment and culture. Women, people of color, members of the LBGQA+ community, and individuals with disabilities were more likely to consider leaving SEAS, and they were less likely to feel they received proper recognition at SEAS.

Key Finding 3: Thirteen Percent Increase in the Respondents With Disabilities Who Felt That All Aspects of the SEAS Environment Were Appropriately Adapted to Their Needs, Although Gaps Persist in Experience Around Diversity, Inclusion, and Belonging

Survey responses suggest a significant increase in satisfaction with the accessibility of the SEAS

[1]The Sexual Orientation question included responses Heterosexual, Lesbian, Gay, Bisexual, Queer, and Asexual. Transgender and Intersex identities are included in the Gender Identity question.

environment. Forty-four percent of individuals with disabilities in 2022, compared to 31% in 2018, agreed with the statement, "**All aspects of the SEAS environment were appropriately adapted to my needs.**" The change represents a 13% improvement in perceptions of accessibility. These findings suggest the effectiveness of SEAS efforts to improve the accessibility of facilities since the 2018 survey, including public spaces, bathrooms, work and academic facilities, computing resources, teaching methods, instructional materials, etc. People with disabilities were also more likely than people without disabilities to feel that SEAS encouraged individuals to think seriously and analytically about topics of diversity, inclusion, and belonging; and to interact meaningfully with others different from themselves.

These gains in the accessibility of the SEAS environment are juxtaposed with experience around harassment and bias. People with disabilities were more likely (32%) to report experiencing at least one instance of harassment compared to people without a disability (19%). Forty-one percent of people with disabilities reported witnessing at least one instance of harassment compared to 28% of people without a disability. Only 15% of people with disabilities, compared to 33% of people without disabilities, reported having a strong positive experience of work-life balance at SEAS.

Key Finding 4: Women Compared to Men Reported Experiencing High Rates of Bias, As Well as More Negative Experiences in Feeling of Inclusion and Belonging and Work/Family Balance.

Women, compared to men, report very different experiences with bias at SEAS. The gap in experiences represents the largest mean difference among any comparison group (-.63). In response to the statement, "**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.**", the difference in mean score for women compared to men was -.93. Significant differences also existed for women and men around the experience of being "**interrupted when talking in meetings or in class at SEAS**" (mean difference -.76), the need to "**repeatedly prove myself to get the same level of respect**" (mean difference -.74), and the feeling that "**other people get credit for ideas I originally offered in meetings/classes at SEAS**" (mean difference -.66).

There is a significant negative difference (-.43) in the mean score of women compared to men around feelings of inclusion and belonging. Women reported strong negative feelings around the question "**The professional goals I have for myself are being met at SEAS,**" where the mean was -.96. Women compared to men also reported negative feelings about work-life balance, with a mean score of -.47. Their strongest negative sentiment was in response to the question "**How satisfied are you with the availability of childcare at Harvard?**" with a mean difference of -.54.

Key Finding 5: Communities of Color at SEAS Experience Issues of Inclusion and Belonging, Bias, and Work-Life Balance More Negatively Than Their Non-URM Peers, With a Weaker Negative Difference in DIB Skills.

In the module on inclusion and belonging, under-represented minorities (URMs) reported more negative experiences compared to non-URMs, with a mean difference of -.73. Members of the community who

identify as URM saw a substantial negative difference across all questions in the module compared to their reference group. In particular, in response to the prompt "**The professional goals I have for myself are being met at SEAS,**" URMs were less likely than non-URMs to report a positive experience, with a mean difference of -1.07. The sense of inclusion and belonging among communities of color declined compared to 2018, when the average mean difference compared to non-URM respondents across all the questions in the module was -.26.

The data show a difference in experiences between URMs and their comparison group around experience with bias (with a mean difference of -.37). URMs reported strong negative experiences in response to the questions "**I have to repeatedly prove myself to get the same level of respect and recognition as my peers at SEAS**" (mean difference -.88)," "**In meetings/classes at SEAS, other people get credit for ideas I originally offered**" (mean difference -.65), and "**When I speak up in meetings/classes at SEAS, my opinion--even if controversial--is valued**" (mean difference -.63). Overall experience with bias improved slightly for communities of color compared to 2018 when the mean difference was -.39.

Communities of color survey respondents were among those most highly impacted by work-life balance stressors. Compared to their reference group, URMs reported significant negative differences in overall work-life experience (mean difference - .72), with a negative difference across all the prompts in the module. Among URMs, there was a weaker negative difference in DIB skills (mean difference -.28).

Key Finding 6: High Levels of Work Stress Evident Within SEAS Community.

Overall work-life balance perceptions have remained steady at SEAS, an encouraging finding in light of the impact of the pandemic. However, the addition of two new questions added in 2022 found high levels of work stress among respondents. Almost half of the respondents reported a high level of work stress and that relaxing and forgetting about work issues/academic demands is hard to do. In addition, the 2022 survey results found disparities between individuals who identify as LGBQA+ compared to those who identify as heterosexual, people with disabilities compared to individuals without disability, undergraduates compared to SEAS overall, URM compared to non-URM, and individuals who indicated their campus location was both Allston and Cambridge compared to SEAS overall, and PhD students compared to SEAS overall. In each case, these groups had a negative mean difference greater than -.50.

Key Finding 7: DIB Experience and Sentiment Consistent Across Campus Locations.

Since the 2018 survey, the SEAS campus has grown with the addition of the Science and Engineering Complex and offices at 114 Western Ave in Allston. The campus now connects Cambridge and Allston with community members also working remotely. The 2022 survey results show no meaningful difference in the perceptions of community members who are primarily Cambridge-based, primarily Allston-based, or those who work across both sides of the river or fully remotely. While the campus expansion and the dynamic work environment created during the COVID-19 pandemic have created new workplace conditions and novel ways of connecting to the school, the overall experience around diversity, inclusion, and belonging has remained largely consistent across campus locations.

THEME: ACCESSIBILITY

INTRODUCTION

This section summarizes responses to questions about accessibility at SEAS. Forty-one 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. Some people reported multiple types of disabilities. The proportion of the SEAS community who reported having a diagnosed disability or impairment declined from the 2018 survey.

GENERAL TRENDS

Forty-one respondents reported these types of disabilities:

Types of Disabilities

Type	Percent
Vision or hearing	8%
Mobility or physical	18%
Cognitive or learning-related	16%
Mental health disorder	46%
Another disability or impairment	4%
Prefer not to say	8%
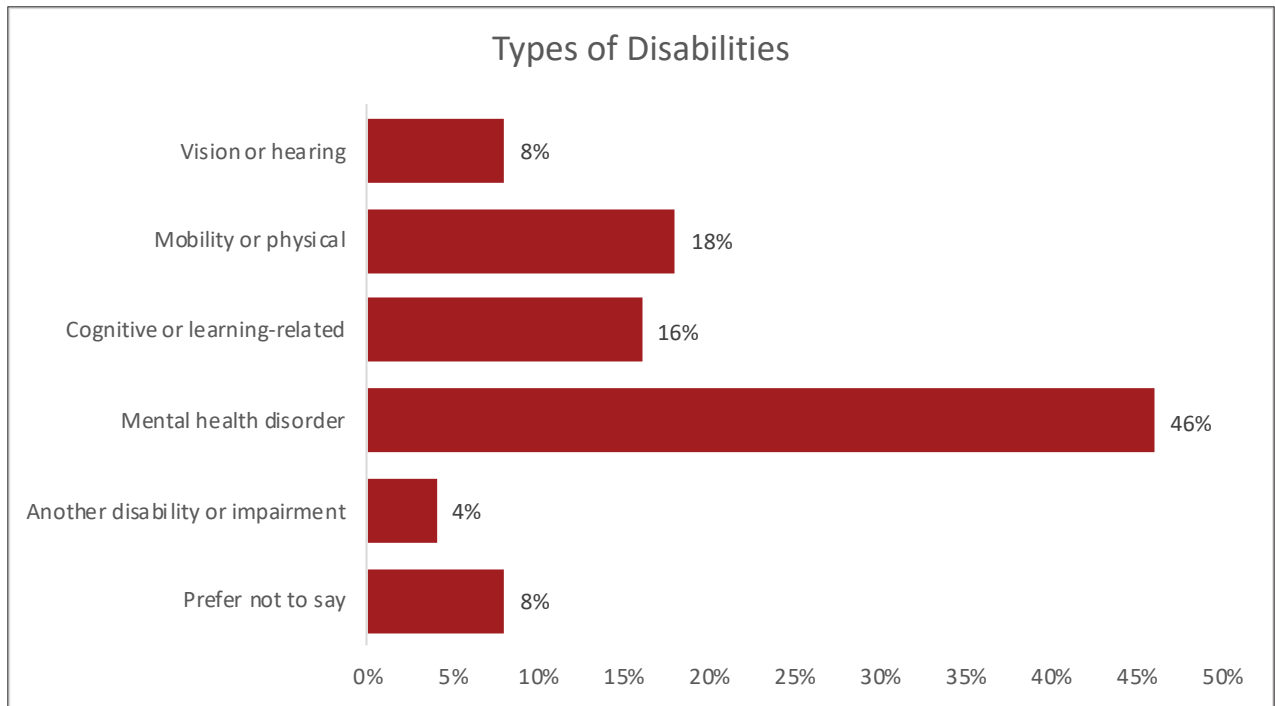
As shown in the table below, 18 of the 41 (44%) respondents with self-reported disabilities felt that all aspects of the SEAS environment were appropriately adapted to their needs when they first arrived at SEAS or when they were first diagnosed. This finding represents an improvement from 2018 when 31% of respondents indicated the same. Meanwhile, 8 of the 41 (19%) felt that none or very few aspects of SEAS were adapted to their needs.

Legend:
- All aspects of the SEAS environment were appropriately adapted to my needs
- Some aspects of the SEAS environment were appropriately adapted to my needs
- None, or very few aspects of the SEAS environment were appropriately adapted to my needs
- Blank
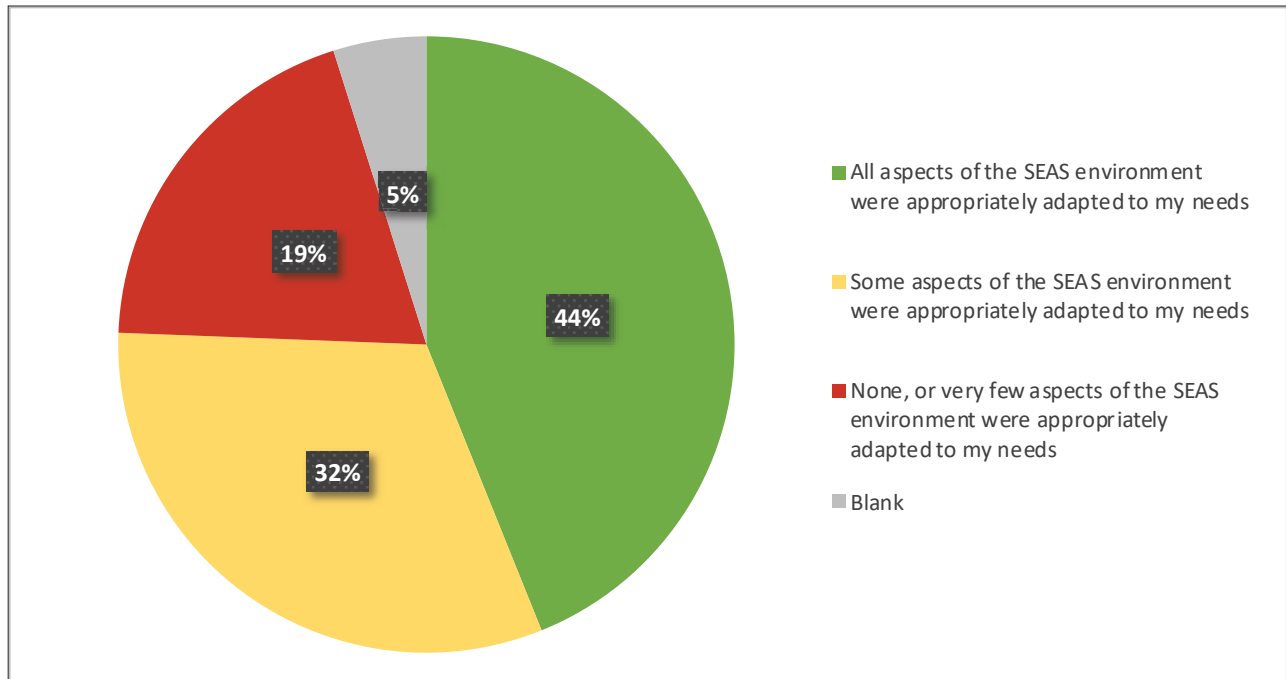
Fifteen of the 41 respondents (37%) reported requesting some accommodation for their condition. Twenty-five responded that they had requested no accommodations, and one preferred not to say.

In response to the question "**How satisfied are you with how your accommodation requests have been handled?**", 53% of respondents were satisfied, while 40% were strongly dissatisfied. This represents a strong negative shift in responses compared to 2018, when 53% reported satisfaction with how their requests for accommodations were handled, and only 23% reported not feeling satisfied. While this shift in satisfaction warrants further study, the small sample size of respondents prohibits further statistical analysis using this data.

Legend:
- Not Satisfied
- Neutral
- Satisfied
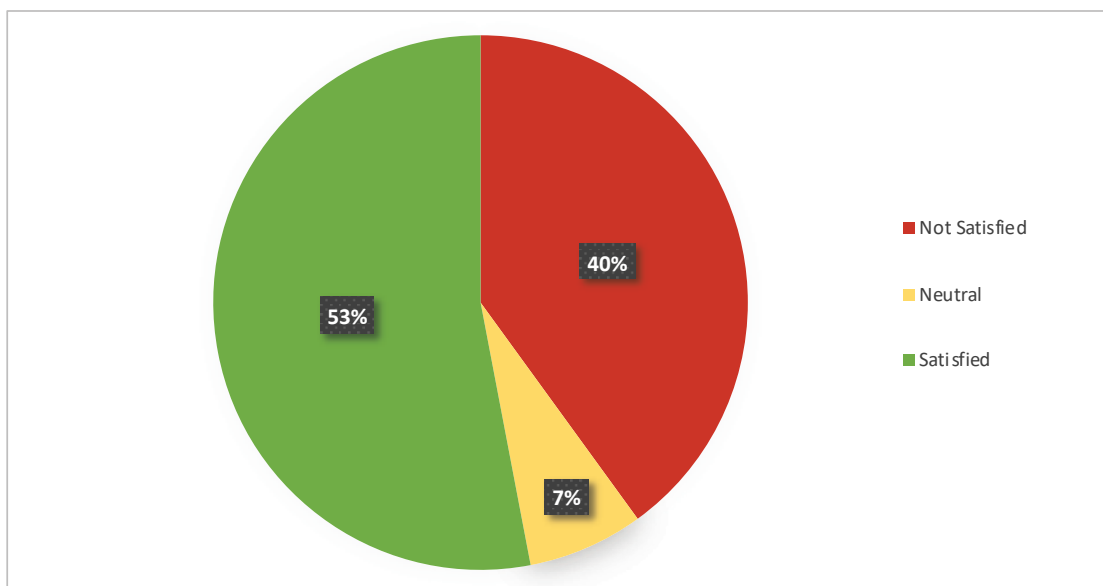
THEME: EXPERIENCES OF HARASSMENT

INTRODUCTION

This section summarizes responses to questions about direct experiences of harassment or discrimination at SEAS or by a person affiliated with SEAS. For purposes of this survey, respondents were asked to answer questions based on these definitions: 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). This makes it difficult to draw conclusions as to changes or progress since the 2018 survey.

GENERAL TRENDS

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

Within the overall SEAS population, 79% reported having never experienced harassment, an improvement over the 73% reported in 2018. Seven percent reported having experienced harassment once, 5% twice, and 9% three or more times. These findings represent a slight improvement in the experience of Harassment at SEAS compared to the 2018 Climate Survey.

Role at SEAS

	Three or more times	Twice	Once	Never
Ladder Faculty	17%	5%	3%	75%
Non-ladder Faculty	29%	7%	7%	57%
Postdoctoral Fellow or Researcher	3%	3%	6%	88%
Staff Member	10%	8%	10%	72%
PhD Student	14%	4%	7%	75%
Masters Student	8%	4%		88%
Undergraduate Student	2%	2%	7%	89%

Gender Identity

	Three or more times	Twice	Once	Never
Man	6%	4%	3%	87%
Trans and Non-binary	17%		17%	66%
Woman	10%	6%	11%	73%
Prefer not to say / Blank	30%	3%	7%	60%

Ethnicity

	Three or more times	Twice	Once	Never
Asian or Asian American	5%	5%	5%	85%
Black or African American	21%	3%	10%	66%
International	5%	2%	7%	86%
Latino / Latino or Hispanic	12%	12%	3%	73%
Two or more	13%	3%	7%	77%
White	7%	5%	7%	81%
Prefer not to say / Blank	27%	10%	12%	51%

Sexual Orientation

Heterosexual: Three or more times 6%, Twice 4%, Once 6%, Never 84%
LGBQA+: Three or more times 12%, Twice 8%, Once 11%, Never 69%
Prefer not to say / Blank: Three or more times 22%, Twice 4%, Once 9%, Never 65%

Legend: Three or more times, Twice, Once, Never

Disability Status

No: Three or more times 7%, Twice 5%, Once 7%, Never 81%
Yes: Three or more times 20%, Twice 5%, Once 7%, Never 68%
Prefer not to say / Blank: Three or more times 19%, Twice 7%, Once 8%, Never 66%

Legend: Three or more times, Twice, Once, Never

Political Views

Liberal: Three or more times 10%, Twice 4%, Once 8%, Never 78%
Moderate: Three or more times 4%, Twice 4%, Once 2%, Never 90%
Conservative: Three or more times 11%, Twice 5%, Once 3%, Never 81%
Prefer not to say / Blank: Three or more times 11%, Twice 10%, Once 6%, Never 73%

Legend: Three or more times, Twice, Once, Never

First Generation College Student

	Three or more times	Twice	Once	Never
No	8%	5%	7%	80%
Yes	10%	3%	9%	78%
Prefer not to say / Blank	20%	8%	6%	66%

Campus Location

	Three or more times	Twice	Once	Never
Mostly Allston	8%	4%	8%	80%
Mostly Cambridge	8%	6%	6%	80%
Both	8%	6%	8%	78%
Neither	17%	8%	8%	67%
Prefer not to say / Blank	33%	3%	10%	54%

One hundred and twenty-five respondents reported experiencing harassment at some point during their time at SEAS. As shown in the data above, 21% of respondents reported experiencing harassment or discrimination at least once. Disaggregating the data shows that 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, including non-binary, Black/African American, and individuals with a disability. Those who chose not to disclose or did not respond to questions about gender identity, sexual orientation, ethnicity, disabil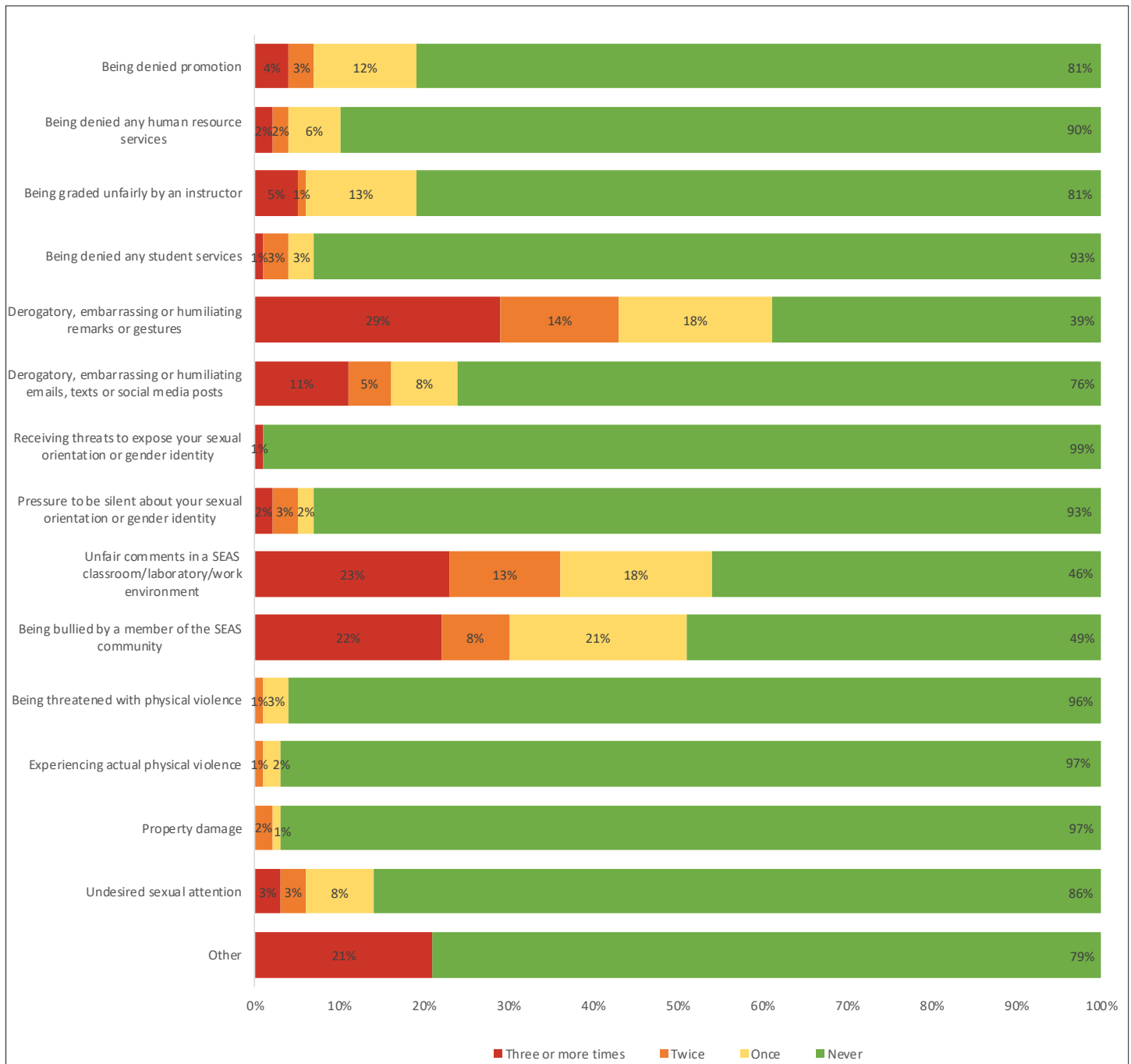ity status, and first-generation college status also reported experiencing harassment or discrimination at SEAS at rates higher than the overall population. Some groups have seen improvement in experience around harassment. The proportion of women and people who identify as Latino/Latina/Hispanic experiencing harassment or discrimination fell below one-third in 2022. These gains are substantial and important but reported levels of harassment within these populations remain troublingly high.

Of the one hundred and twenty-five individuals who indicated they had experienced harassment or discrimination, 61% said the harassment or discrimination was in the form of derogatory, embarrassing, or humiliating remarks or gestures; 54% indicated unfair comments in a SEAS classroom/laboratory/work environment, and 51% indicated being bullied by a member of the SEAS community. Some individuals experienced derogatory, embarrassing, or humiliating emails, texts, or social media (24%), and undesired sexual attention (14%). Others perceived that they were denied promotion (19%), or graded unfairly (19%). Ten percent or less reported being denied human resource services, being denied any student services, receiving threats to expose their sexual orientation or gender identity, being threatened with physical violence, experiencing actual physical violence, and property damage. Twenty percent of those who experienced harassment indicated that it was of a form not listed on the survey.

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?

Category	Three or more times	Twice	Once	Never
Being denied promotion	4%	3%	12%	81%
Being denied any human resource services	2%	2%	6%	90%
Being graded unfairly by an instructor	5%	1%	13%	81%
Being denied any student services	1%	3%	3%	93%
Derogatory, embarrassing or humiliating remarks or gestures	29%	14%	18%	39%
Derogatory, embarrassing or humiliating emails, texts or social media posts	11%	5%	8%	76%
Receiving threats to expose your sexual orientation or gender identity	1%			99%
Pressure to be silent about your sexual orientation or gender identity	2%	3%	2%	93%
Unfair comments in a SEAS classroom/laboratory/work environment	23%	13%	18%	46%
Being bullied by a member of the SEAS community	22%	8%	21%	49%
Being threatened with physical violence	1%	3%		96%
Experiencing actual physical violence	1%	2%		97%
Property damage	2%	1%		97%
Undesired sexual attention	3%	3%	8%	86%
Other	21%			79%

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

	Three or more times	Twice	Once	Never
Sexual orientation (actual or as perceived by others)	3%	1%	7%	89%
Gender identity	11%	9%	11%	69%
Race/ethnicity	14%	5%	12%	69%
Pregnancy	3%	2%		95%
Marital status	1%	1%	4%	94%
Nationality	5%	5%	5%	85%
Disability status	4%	3%	4%	89%
Political views	4%	2%	4%	91%
Religion	4%	1%	4%	91%
Age	4%	5%	7%	84%
Socioeconomic status	8%	1%	4%	87%
Veteran status	1%			99%
Any other aspect of your identity	9%	2%	5%	84%
A reason not related to any aspect of my identity	15%	3%	9%	73%
An unknown reason	16%	4%	11%	69%

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

Forty-seven percent of those who had experienced harassment or discrimination in 2022, compared to 50 percent in 2018, stated they have considered leaving SEAS for a different part of Harvard due to their experiences. Experience of harassment had resulted in a greater likelihood that respondents have considered leaving Harvard altogether (58% in 2022 compared to 40% in 2018) or considered discouraging others from joining SEAS (56% in 2022 compared to 42% in 2018).

As shown in the figure below, the most frequent sources of harassment and discrimination are faculty (37%), staff or administrators (26%), and students (16%).

Seventy percent of respondents did not report the incidents to anyone. Of those that did report, 19% of reports were to a SEAS staff or administrator, 19% were to the Title IX Office, and 19% were to a SEAS faculty member or instructor. There was some variation in individuals' satisfaction with how their report was handled, with 47% being unsatisfied and 19% being satisfied.

Who was the predominant source of the harassment/discrimination that you experienced at SEAS? (Check all that apply)
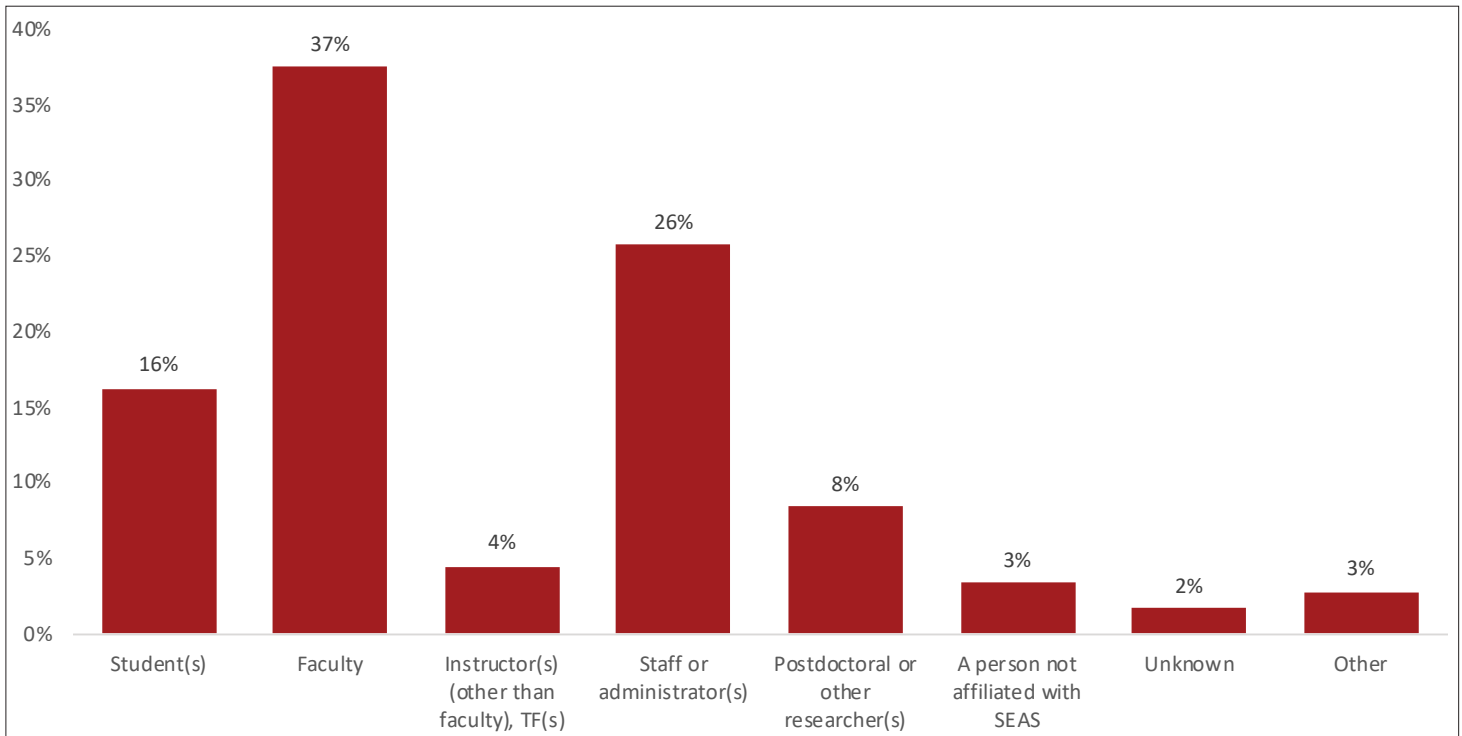
Where did the experience(s) take place? (check all that apply)
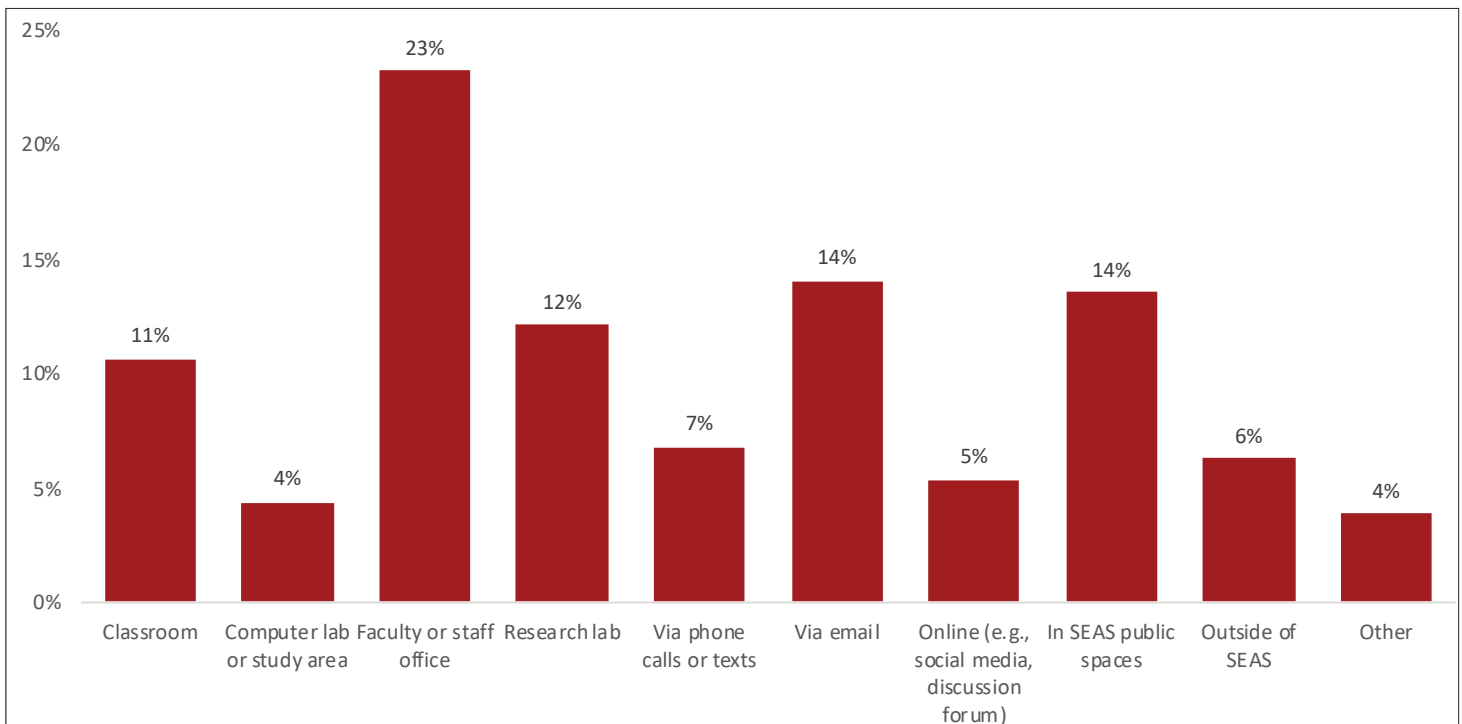
Did you report the incident(s)?
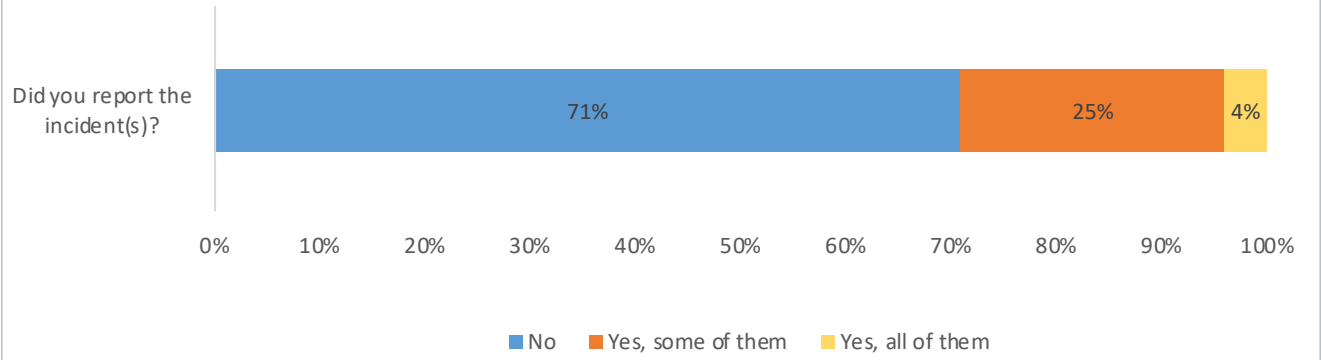
| Did you report the incident(s)? | 71% | 25% | 4% |

Legend: ■ No ■ Yes, some of them ■ Yes, all of them

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

Category	Percentage
SEAS faculty member or instructor	19%
SEAS area chair	7%
SEAS staff member or administrator	19%
Supervisor	14%
Lab manager	2%
Title IX Office	19%
Dean of Students	5%
University Health Services	2%
Other	15%

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

| How satisfied were you with how the report(s) was/were handled? | 47% | 34% | 19% |
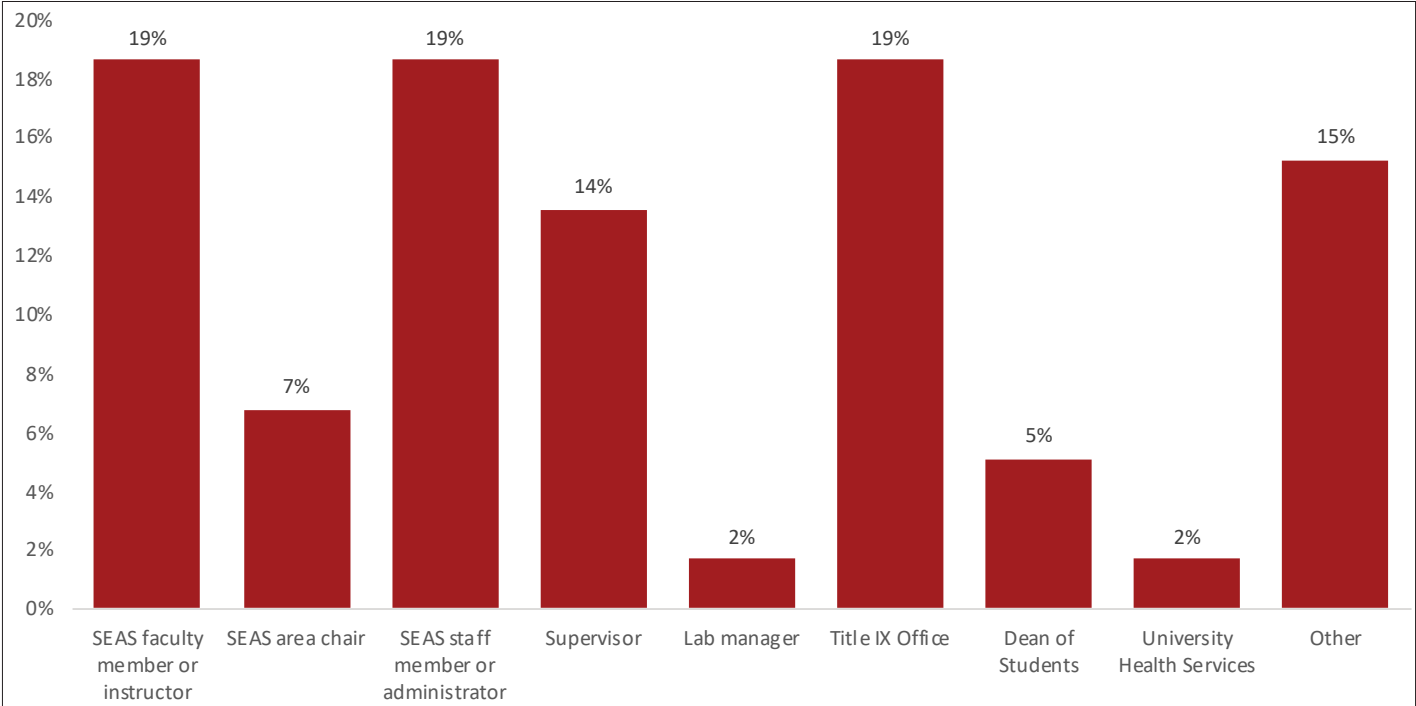
Legend: ■ Not Satisfied ■ Neutral ■ Satisfied
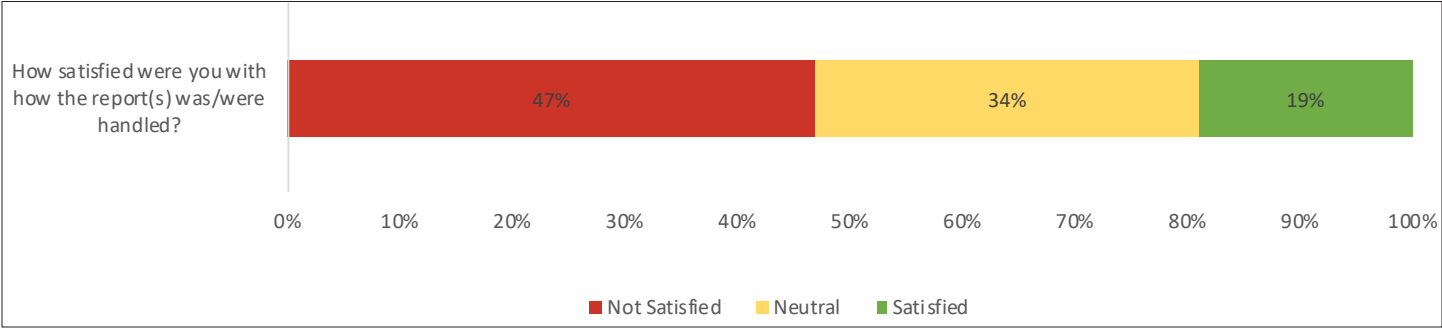
DESCRIPTION OF SOME OF THE INCIDENTS

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 complaint or speak with someone directly about your experiences, we encourage you to contact the Harvard Office for Dispute Resolution.) To respect the privacy of those that responded, direct quotes are not provided in this section.

Of the 125 people who reported they experienced harassment, 46 responded to this question by sharing the incidents and how they were handled, with the following breakdown by roles at SEAS

Role at SEAS	Number of Community Members Emailed
Ladder Faculty	10
Non-ladder Faculty	4
Postdoctoral Fellow or Researcher	2
Staff Member	16
Ph,D. Student	10
Master's Student	0
Undergraduate Student	4
Total	46

Total Responses by Role
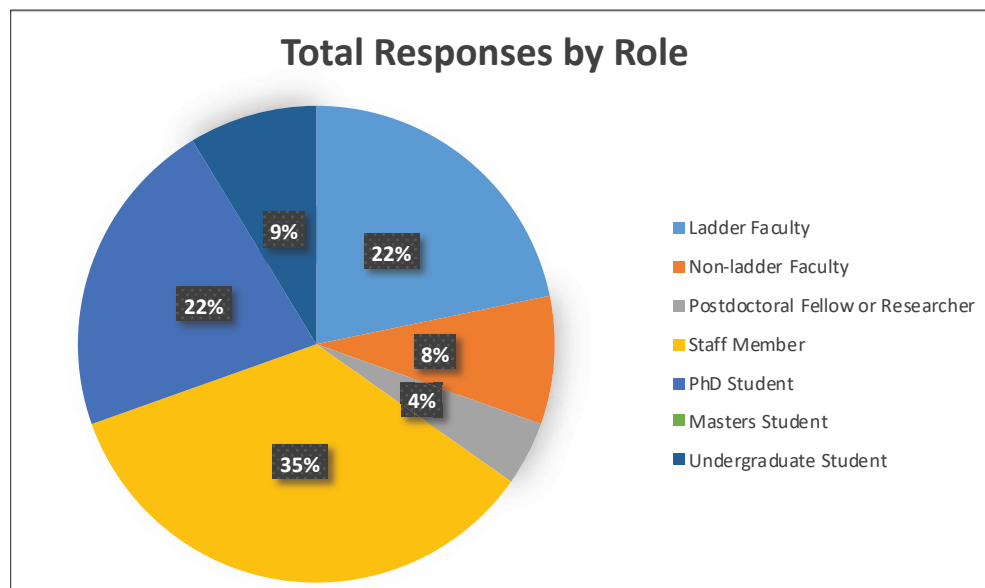
WHY SEAS COMMUNITY MEMBERS DID NOT REPORT

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

Of the 125 people who reported they experienced harassment, 76 responded to this question by sharing why they didn't report the incidents, with the following breakdown by roles at SEAS. The emergent themes of why they didn't report the incidents are similar to 2018.

Role at SEAS	Number of Community Members Emailed
Ladder Faculty	8
Non-ladder Faculty	3
Postdoctoral Fellow or Researcher	6
Staff Member	29
Ph,D. Student	20
Master's Student	1
Undergraduate Student	9
Total	76

Total Responses by Role

Legend:
- Ladder Faculty — 11%
- Non-ladder Faculty — 4%
- Postdoctoral Fellow or Researcher — 8%
- Staff Member — 38%
- PhD Student — 26%
- Masters Student — 1%
- Undergraduate Student — 12%
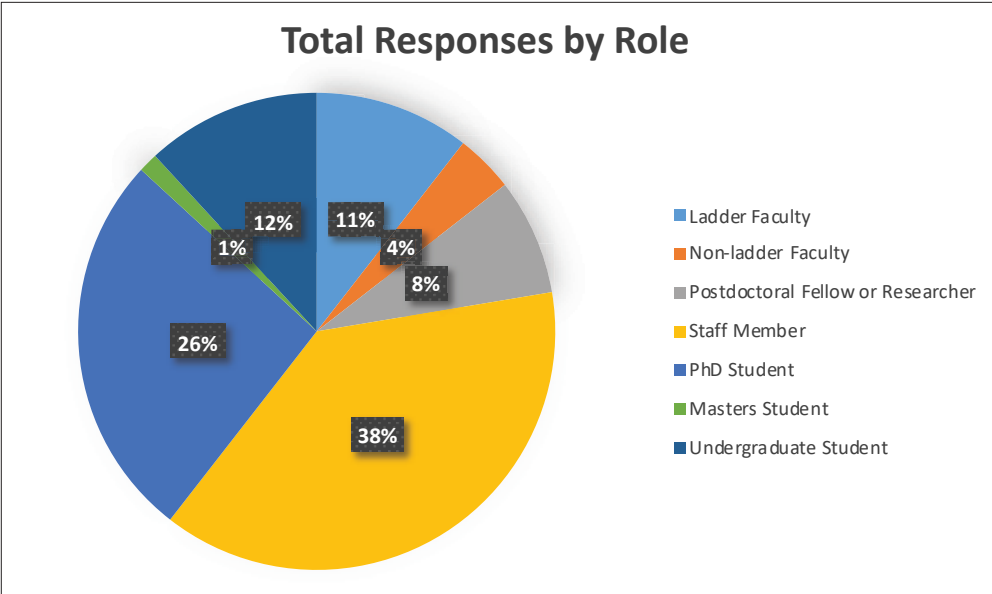
THEME: WITNESSING HARASSMENT

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/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?"**

Twenty-one prefer not to say or blank responses were excluded from the chart. In 2018, 63% reported never witnessed harassment/discrimination.

Role at SEAS

Role	Three or more times	Twice	Once	Never
Ladder Faculty	33%	7%	7%	53%
Non-ladder Faculty	21%	29%		50%
Postdoctoral Fellow or Researcher	10%	6%		84%
Staff Member	17%	7%	11%	65%
PhD Student	17%	10%	8%	65%
Masters Student	3%	4%	4%	89%
Undergraduate Student	8%	6%	7%	79%

■ Three or more times ■ Twice ■ Once ■ Never

Gender Identity

Gender	Three or more times	Twice	Once	Never
Man	11%	6%	6%	77%
Trans and Non-binary	28%		29%	43%
Woman	17%	8%	10%	65%
Prefer not to say / Blank	34%	3%	9%	54%

■ Three or more times ■ Twice ■ Once ■ Never

Ethnicity

Ethnicity	Three or more times	Twice	Once	Never
Asian or Asian American	14%	9%	12%	65%
Black or African American	19%	7%	4%	70%
International	4%	4%	3%	89%
Latino / Latino or Hispanic	16%	16%	8%	60%
Two or more	20%	10%		70%
White	17%	6%	10%	67%
Prefer not to say / Blank	30%	12%	14%	44%

■ Three or more times ■ Twice ■ Once ■ Never

Sexual Orientation

	Three or more times	Twice	Once	Never
Heterosexual	12%	7%	8%	73%
LGBQA+	21%	10%	7%	62%
Prefer not to say / Blank	17%	13%	13%	57%

Legend: ■ Three or more times ■ Twice ■ Once ■ Never

Disability Status

	Three or more times	Twice	Once	Never
No	13%	7%	8%	72%
Yes	29%	5%	7%	59%
Prefer not to say / Blank	26%	8%	4%	62%

Legend: ■ Three or more times ■ Twice ■ Once ■ Never

Political Views

	Three or more times	Twice	Once	Never
Liberal	17%	8%	8%	67%
Moderate	5%	2%	6%	87%
Conservative	8%	3%	5%	84%
Prefer not to say / Blank	15%	8%	8%	69%

Legend: ■ Three or more times ■ Twice ■ Once ■ Never

First Generation College Student

	Three or more times	Twice	Once	Never
No	14%	7%	8%	71%
Yes	12%	10%	7%	71%
Prefer not to say / Blank	32%	7%	3%	58%

■ Three or more times ■ Twice □ Once ■ Never

Campus Location

	Three or more times	Twice	Once	Never
Mostly Allston	12%	7%	9%	72%
Mostly Cambridge	15%	6%	8%	71%
Both	15%	7%	3%	75%
Neither	17%		17%	67%
Prefer not to say / Blank	42%	19%	8%	31%

■ Three or more times ■ Twice □ Once ■ Never

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

Identity aspect	Three or more times	Twice	Once	Never
Sexual orientation (actual or as perceived by others)	2%	3%	11%	84%
Gender identity	21%	12%	18%	49%
Race/ethnicity	17%	9%	24%	50%
Pregnancy	2%	2%	6%	90%
Marital status	1%	1%	3%	95%
Nationality	5%	5%	9%	81%
Disability status	8%	2%	3%	87%
Political views	6%	3%	4%	87%
Religion			5%	95%
Age	5%	4%	9%	82%
Socioeconomic status	3%	3%		94%
Veteran status	1%	1%		98%
Any other aspect of your identity	5%	2%	1%	92%
A reason not related to any aspect of my identity	17%	10%	14%	59%
An unknown reason	17%	7%	10%	66%

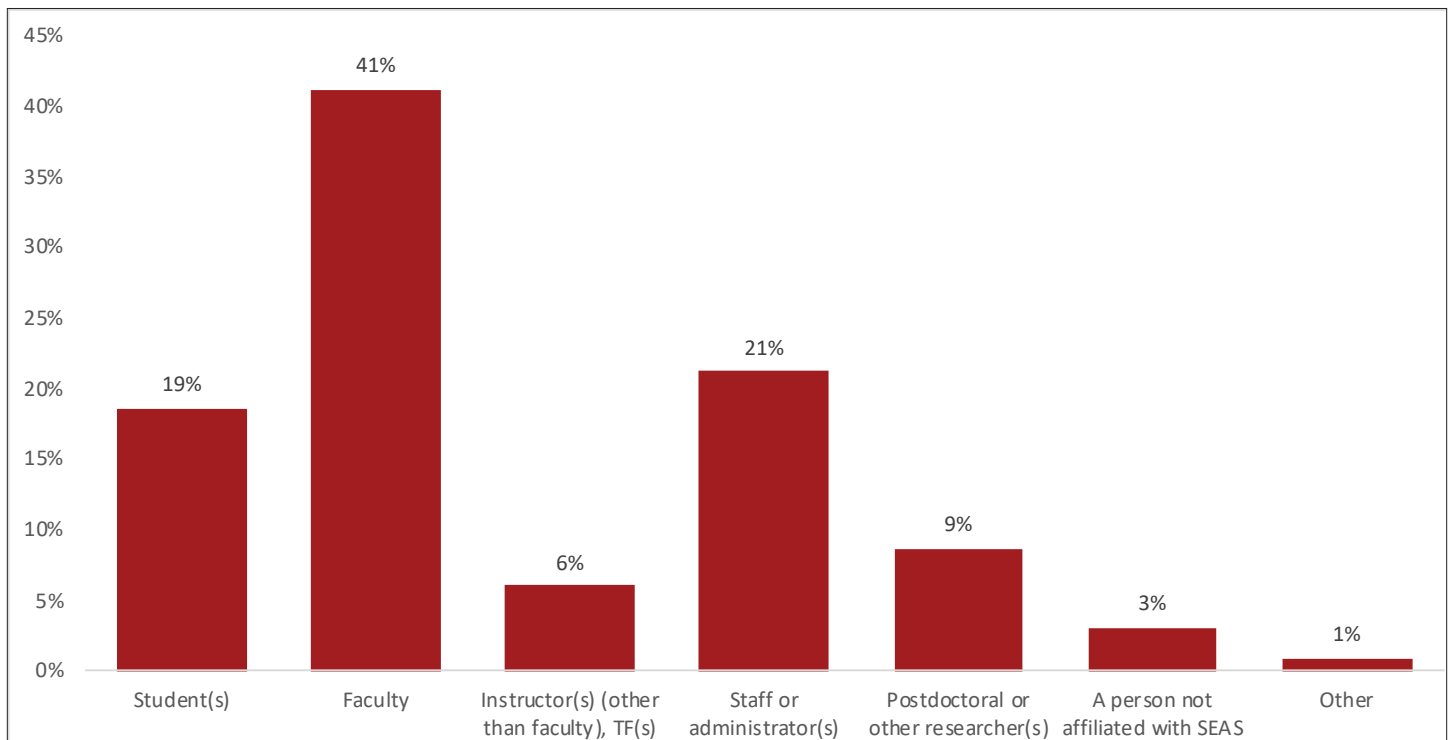Legend: ■ Three or more times ■ Twice ■ Once ■ Never

As shown in the data above, 30% of respondents have witnessed harassment or discrimination at SEAS at least once, with some having witnessed multiple incidents. This represents a decrease in witnessing harassment/discrimination since 2018. Disaggregating the data shows in some cases, almost half or more of some demographic groups have witnessed harassment or discrimination (e.g., ladder faculty, Non-ladder Faculty, Trans and Non-binary, women, and those with a disability). Similarly, almost half or more of the folks who responded preferred not to respond or did not answer questions about gender identity, ethnicity, sexual orientation, campus location, and disability status. Witnessing harassment decreased among Asian or Asian Americans, Black or African Americans, and those with liberal political viewpoints relative to the rates experienced in 2018.
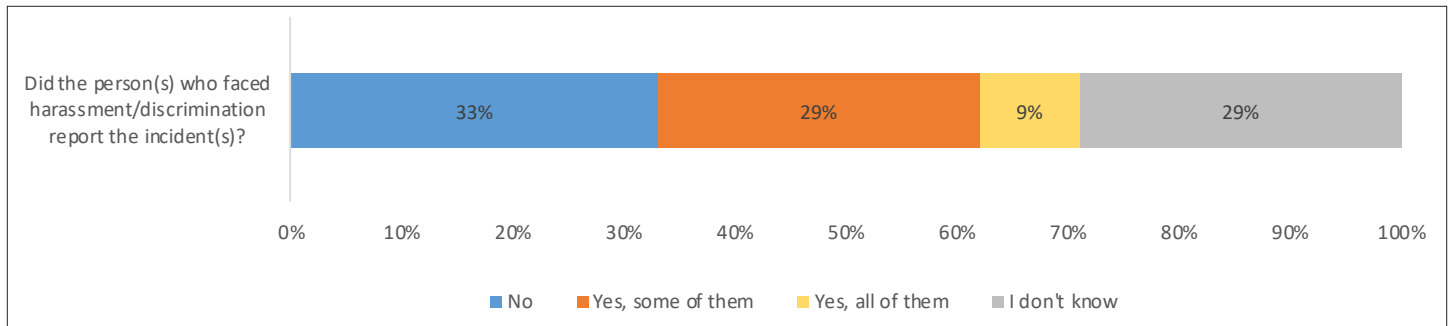
Gender identity, race/ethnicity, unknown or reasons unrelated to any aspect of identity were most often identified as the basis for the harassment or discrimination witnessed. Of the incidents witnessed, faculty were the predominant source (41%), followed by staff or administrators (21%) and students (19%). This is consistent with the predominant source data reported by those that have experienced harassment or discrimination at SEAS. Sixty-seven percent of the respondents were aware of the incidents being reported.

Incidents were most often reported to a SEAS faculty member or instructor (20%). Other groups to whom reports were most frequently made were SEAS staff members/administrators (15%), and Title IX officers (15%). Seventy-eight percent did not believe the person was satisfied with how the situation was handled.
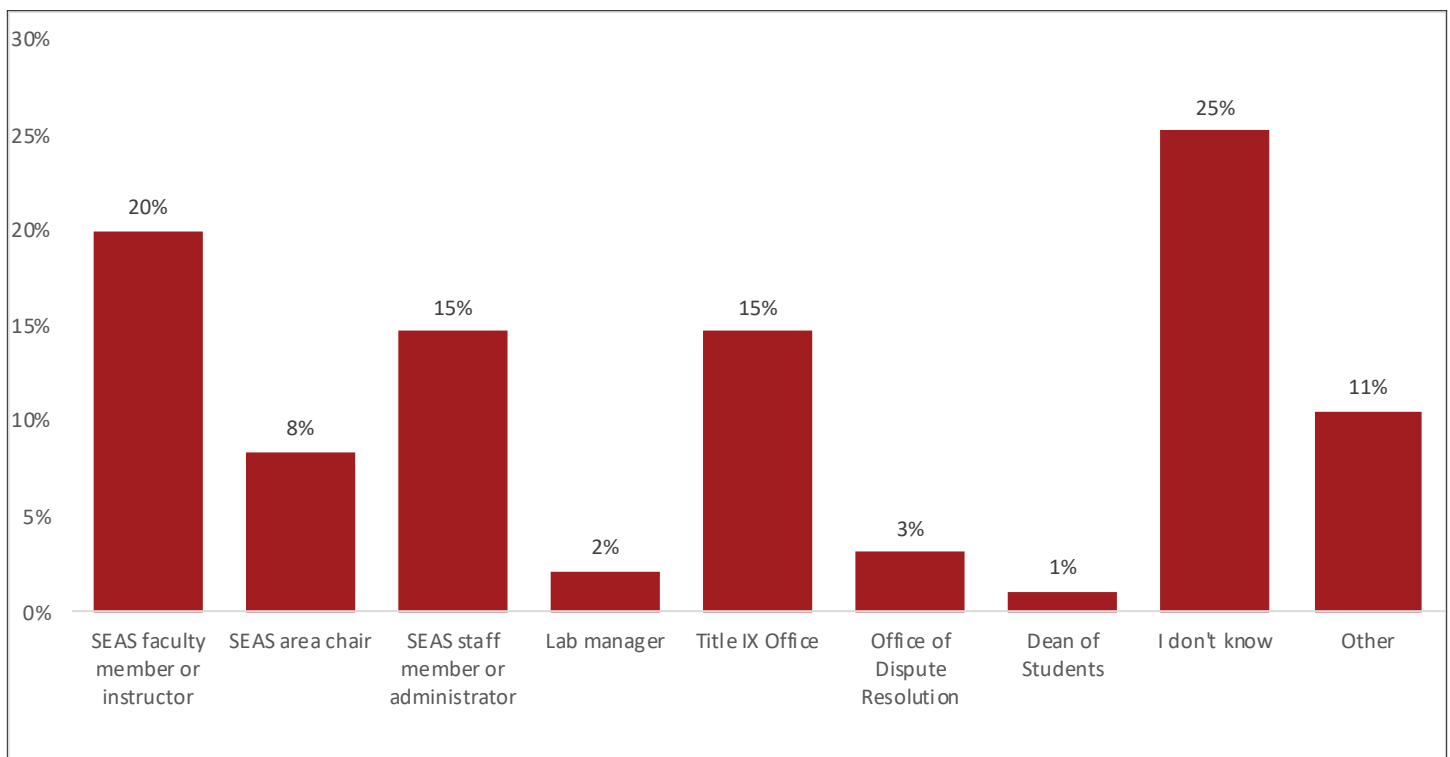
Who was the predominant source of the harassment/discrimination you witnessed or were told about? (check all that apply)

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

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

No	Yes, some of them	Yes, all of them	I don't know
33%	29%	9%	29%

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

Category	Percentage
SEAS faculty member or instructor	20%
SEAS area chair	8%
SEAS staff member or administrator	15%
Lab manager	2%
Title IX Office	15%
Office of Dispute Resolution	3%
Dean of Students	1%
I don't know	25%
Other	11%

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

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

| Not Satisfied	Neutral	Satisfied
63%	26%	11%
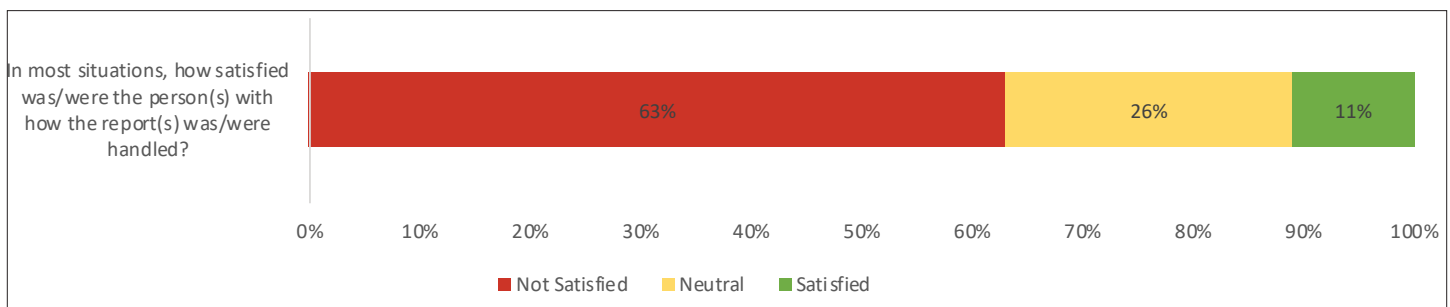
THEME: INCLUSION AND BELONGING

INTRODUCTION

The following section summarizes individuals' level of agreement or disagreement with statements about their feelings on inclusion and belonging at SEAS.
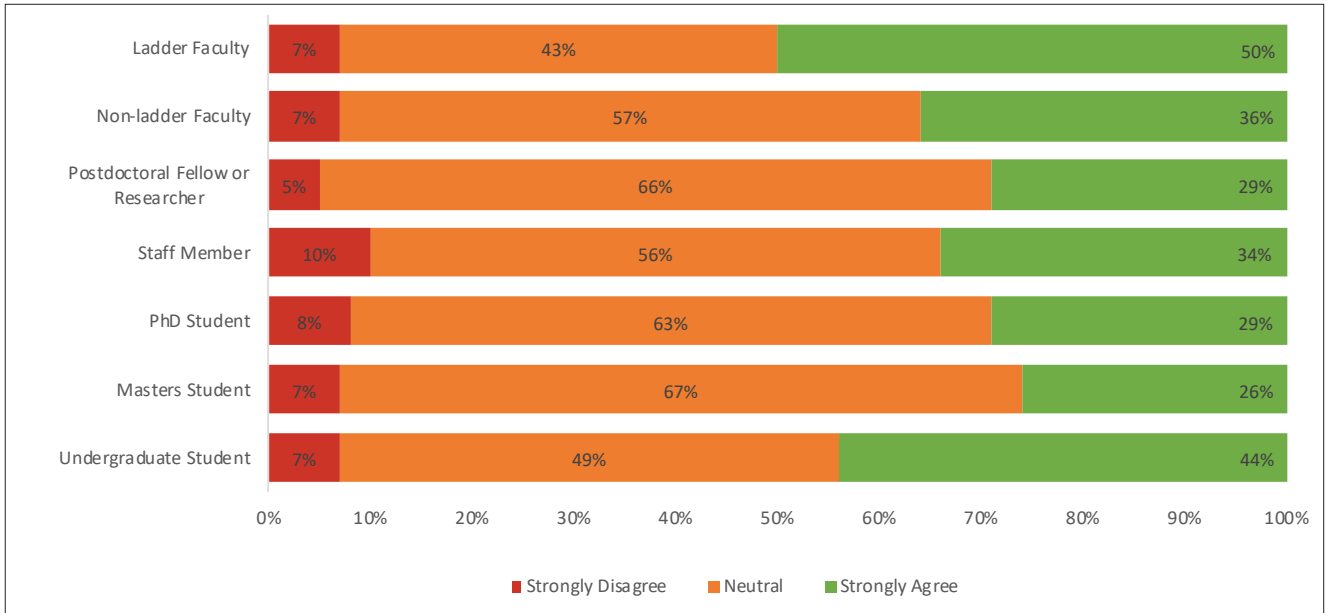
GENERAL TRENDS

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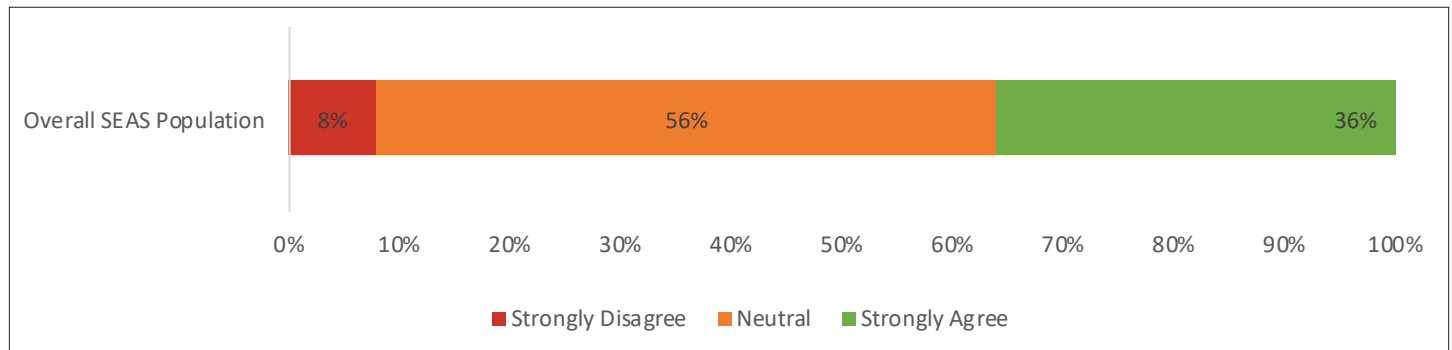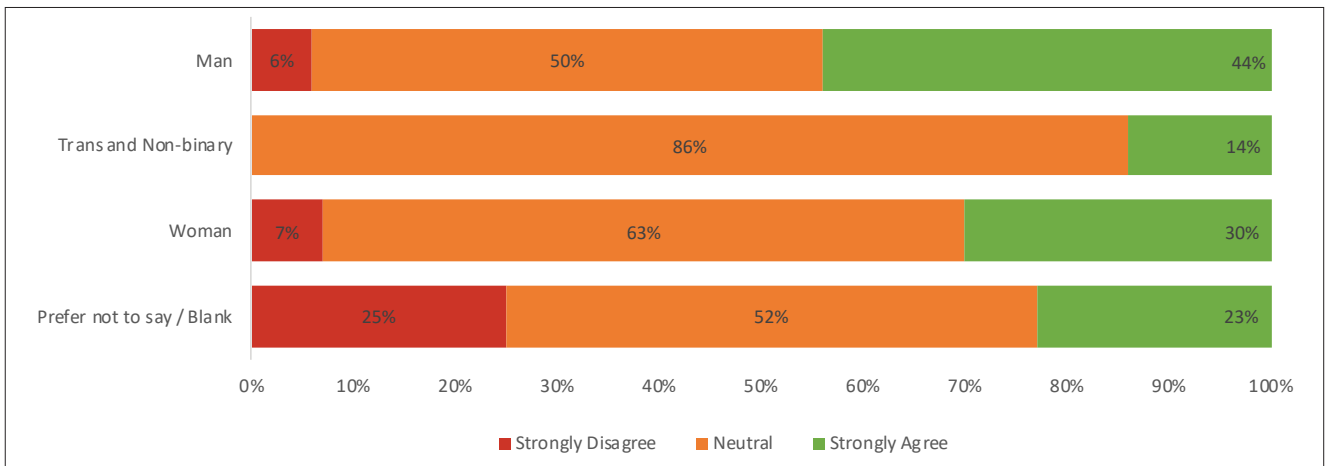

Responses to the 2022 theme of Inclusion and belonging were consistent with findings from 2018. Thirty-six percent of respondents reported strongly agreeing with sentiments of inclusion and belonging.
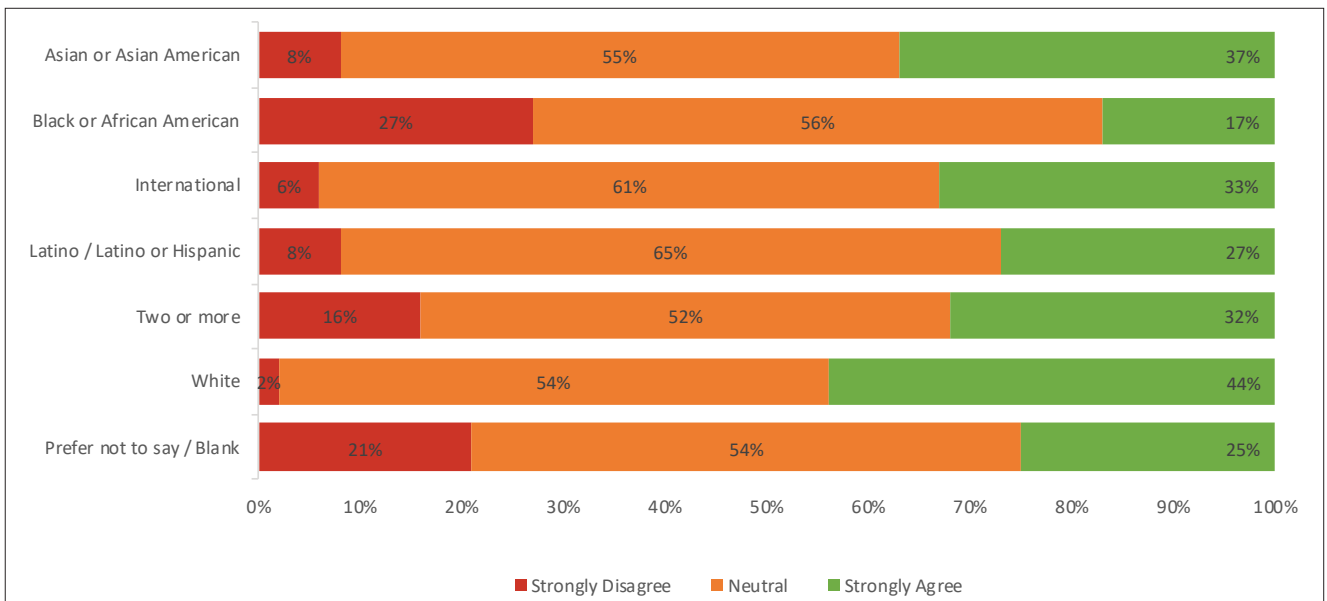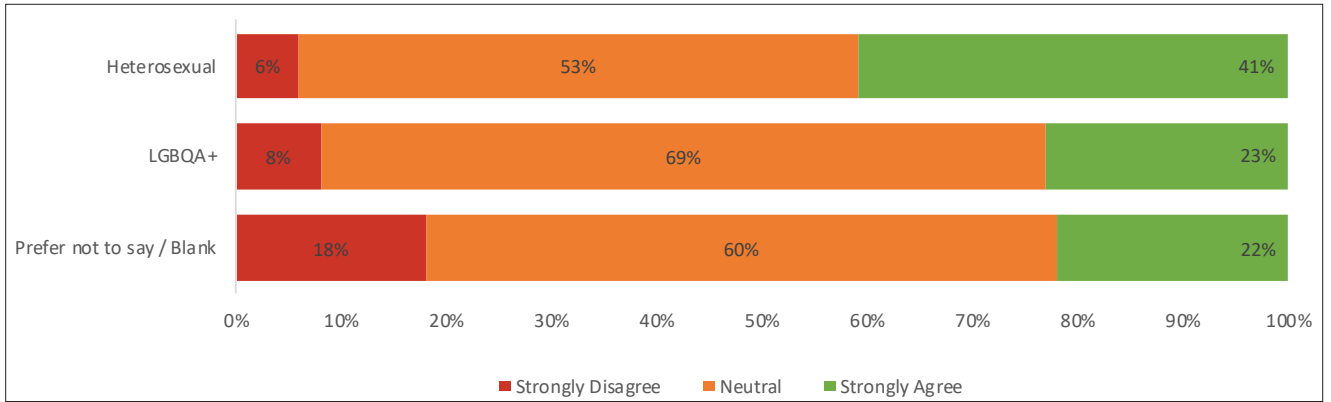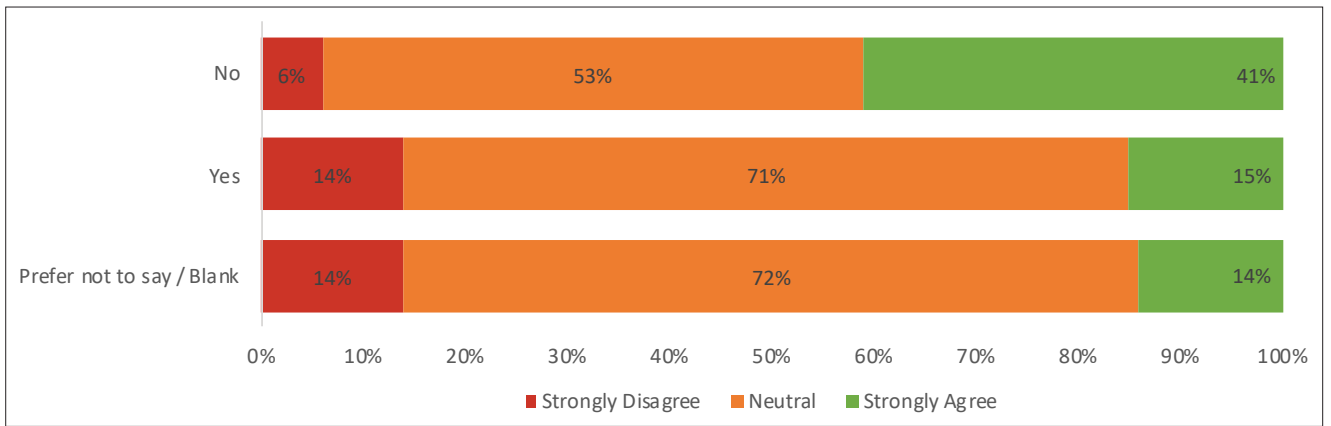
Role at SEAS

Role at SEAS	Strongly Disagree	Neutral	Strongly Agree
Ladder Faculty	7%	43%	50%
Non-ladder Faculty	7%	57%	36%
Postdoctoral Fellow or Researcher	5%	66%	29%
Staff Member	10%	56%	34%
PhD Student	8%	63%	29%
Masters Student	7%	67%	26%
Undergraduate Student	7%	49%	44%

Gender Identity

Gender Identity	Strongly Disagree	Neutral	Strongly Agree
Man	6%	50%	44%
Trans and Non-binary		86%	14%
Woman	7%	63%	30%
Prefer not to say / Blank	25%	52%	23%

Ethnicity

Ethnicity	Strongly Disagree	Neutral	Strongly Agree
Asian or Asian American	8%	55%	37%
Black or African American	27%	56%	17%
International	6%	61%	33%
Latino / Latino or Hispanic	8%	65%	27%
Two or more	16%	52%	32%
White	2%	54%	44%
Prefer not to say / Blank	21%	54%	25%

Sexual Orientation

	Strongly Disagree	Neutral	Strongly Agree
Heterosexual	6%	53%	41%
LGBQA+	8%	69%	23%
Prefer not to say / Blank	18%	60%	22%

Disability Status

	Strongly Disagree	Neutral	Strongly Agree
No	6%	53%	41%
Yes	14%	71%	15%
Prefer not to say / Blank	14%	72%	14%

Political Views

	Strongly Disagree	Neutral	Strongly Agree
Liberal	6%	58%	36%
Moderate	5%	62%	33%
Conservative	11%	49%	40%
Prefer not to say / Blank	18%	47%	35%

First Generation College Student

Legend: Strongly Disagree · Neutral · Strongly Agree

	Strongly Disagree	Neutral	Strongly Agree
No	6%	55%	39%
Yes	11%	57%	32%
Prefer not to say / Blank	25%	63%	12%

Campus Location

Legend: Strongly Disagree · Neutral · Strongly Agree

	Strongly Disagree	Neutral	Strongly Agree
Mostly Allston	7%	50%	43%
Mostly Cambridge	6%	63%	31%
Both	5%	61%	34%
Neither	17%	50%	33%
Prefer not to say / Blank	22%	61%	17%

GENERAL QUESTION RESPONSES

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

Statement	Mean	Standard Deviation
Overall Feeling of Belonging at SEAS	**4.82**	**1.40**
I feel like I belong at SEAS.	4.98	1.59
I feel lik people at SEAS value me.	4.83	1.66
I feel like I can be my authentic self at SEAS.	4.99	1.68
I feel like I receive proper recognition at SEAS.	4.66	1.63
While at SEAS, I have been able to make progress towards my academic or professional aspirations	5.25	1.59
I am content with my friendships and relationships at SEAS.	4.91	1.64
My relationships at SEAS are as satisfying as I would want them to be.	4.53	1.70
The professional goals I have for myself are being met at SEAS.	4.29	1.75
I feel like I am a part of the SEAS community.	4.37	1.78
I have found one or more communities or groups at SEAS where I feel like I belong.	4.41	1.81
I would encourage a good friend to join SEAS.	4.86	1.75
I have considered leaving SEAS because I felt isolated or unwelcome.	5.33	1.91

*Overall Feeling of Belonging at SEAS refers to the average responses to all questions in this module. Responses are reported on a 7-point scale ranging from 1=Strongly Disagree to 7=Strongly Agree. (RC) statements are reverse coded.

COMPARISON OF MEANS

	Comparison	Mean Difference
Role	**Ladder faculty** compared to SEAS overall	0.28
	Non-ladder faculty compared to SEAS overall	-0.09
	Postdocs and researchers compared to SEAS overall	-0.01
	Staff compared to SEAS overall	-0.09
	Ph.D. students compared to SEAS overall	-0.13
	Master's students compared to SEAS overall	-0.23
	Undergraduates compared to SEAS overall	0.16
Gender	**Women** compared to Men	-0.43
Sexual Orientation	**LGBQA+** compared to Heterosexual	-0.44
Ethnicity	**URM** compared to Non-URM	-0.73
	International compared to U.S. Citizens	0.02
Disability Status	**Disability** compared to No disability	-0.88
First Gen College Student	**First Gen** compared to Non-first gen	-0.29
Campus Location	**Allston** compared to SEAS overall	0.13
	Cambridge compared to SEAS overall	-0.03
	Both compared to SEAS overall	-0.01
	Neither compared to SEAS overall	0.14

*The reported numbers are the mean differences in scores for the Overall Feeling of Belonging at SEAS, which refers to the average responses to all questions in this module.

Negative numbers indicate that the highlighted group is reporting more negative perceptions than the comparison group.
Large negative differences (of 1 point or more) are highlighted in red.
Moderate negative differences (of 0.50-0.99 points) are highlighted in orange.
Small negative differences (of 0.25-0.49 points) are highlighted in yellow.
Positive numbers indicate that the highlighted group is reporting more positive perceptions than the comparison group.
Large positive differences (of 1 point or more) are highlighted in dark green.
Moderate positive differences (of 0.50-0.99 points) are highlighted in green.
Small positive differences (of 0.25-0.49 points) are highlighted in light green.

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

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 with a disability compared to people without a disability, underrepresented minority (URM) compared to people who are White, members who identify as LGBQA+ compared to heterosexual respondents, women compared to men, and first-generation college students compared to non-first-generation college students.

Statement	Role	Gender	Sexual Orientation	Ethnicity	Disability Status	First Gen
	Ladder faculty compared to SEAS overall	Women compared to Men	LGBQA+ compared to Heterosexual	URM compared to non-URM	Disability compared to No disability	First Gen compared to Non-first gen
Overall Feeling of Belonging at SEAS	0.28	-0.43	-0.44	-0.73	-0.88	-0.29
I feel like I belong at SEAS.	0.18	-0.41	-0.50	-0.62	-0.69	-0.34
I feel like people at SEAS value me.	0.39	-0.42	-0.43	-0.81	-0.86	-0.32
I feel like I can be my authentic self at SEAS.	0.27	-0.58	-0.73	-0.86	-0.67	-0.34
I feel like I receive proper recognition at SEAS.	0.36	-0.60	-0.46	-0.63	-1.07	-0.48
While at SEAS, I have been able to make progress toward my academic or professional aspirations.	0.51	-0.53	-0.25	-0.60	-0.92	-0.59
I am content with my friendships and relationships at SEAS.	0.14	-0.32	-0.35	-0.73	-0.78	-0.22

My relationships at SEAS are as satisfying as I would want them to be.	-0.06	-0.25	-0.50	-0.72	-0.72	-0.05
The professional goals I have for myself are being met at SEAS.	<5 responses	-0.96	-0.09	-1.07	-0.86	-0.54
I feel like I am a part of the community.	0.56	-0.35	-0.61	-0.58	-0.81	-0.25
I have found one or more communities or groups at SEAS where I feel like I belong.	0.67	-0.27	-0.41	-0.77	-0.68	-0.24
I would encourage a good friend to join SEAS.	0.19	-0.37	-0.43	-0.51	-0.77	-0.22
I have considered leaving SEAS because I felt isolated or unwelcome (RC)	-0.29	-0.47	-0.34	-0.83	-1.66	-0.14

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.

- People who identify as underrepresented minorities and people with disabilities do not feel a strong sense of belonging. They expressed negative sentiments regarding all the questions in this module.
- People with disabilities especially feel like they do not receive proper recognition at SEAS, and they have considered leaving SEAS because they feel isolated or unwelcome, their professional and academic goals are not being met, and do not feel a sense of accomplishment from their work at SEAS.
- People who identify as underrepresented minorities and people with disabilities do not feel their professional goals are being met at SEAS.
- Women, members of the LGBQA+, people who identify as underrepresented minorities, and people with disabilities have been more likely than the comparison groups to consider leaving SEAS.
- Ladder faculty, compared with SEAS overall, have a strong sense of belonging at SEAS, and most strongly agree with the statement, "**I have found one or more communities or groups at SEAS where I feel I belong.**" While Ladder faculty have a strong to neutral response to all the questions in the module, compared to SEAS overall, Ladder faculty were more likely to agree with the statement "**I have considered leaving SEAS because I felt isolated or unwelcome.**"

THEME: EXPERIENCE OF BIAS

INTRODUCTION

This section of the survey explores whether implicit biases impact how members of the SEAS community interact with one another. Transferred in their entirety from the 2018 survey, these questions 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 was 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.
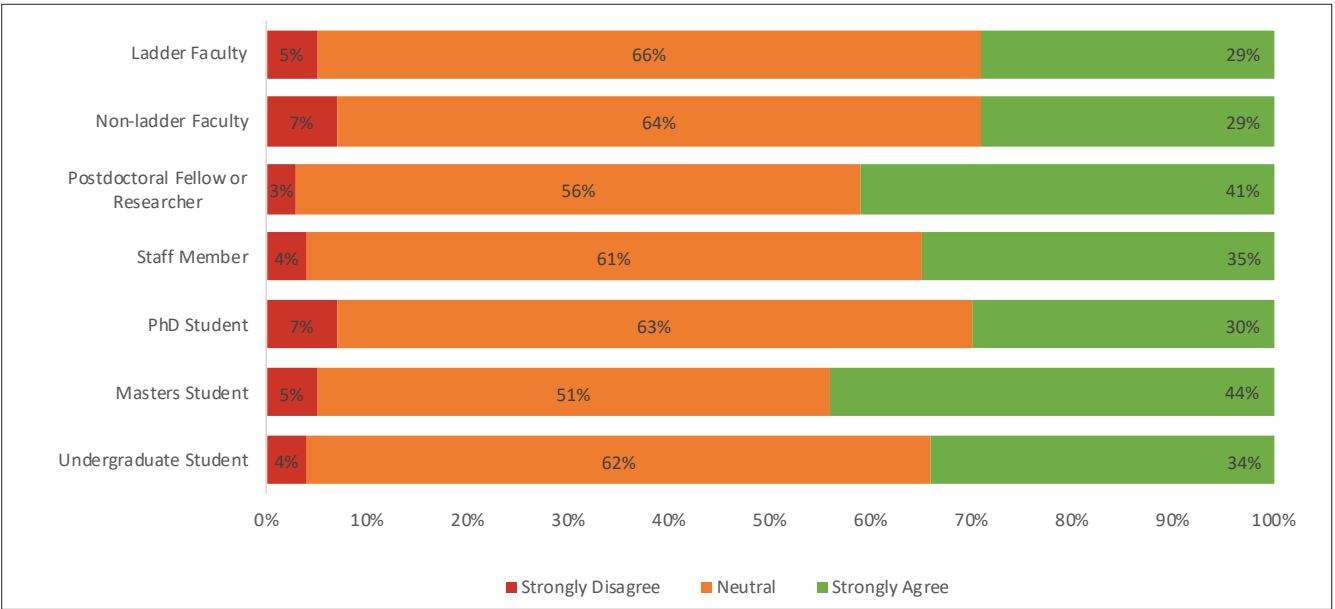
GENERAL TRENDS

The following graphs reflect the SEAS community experience in regard 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.
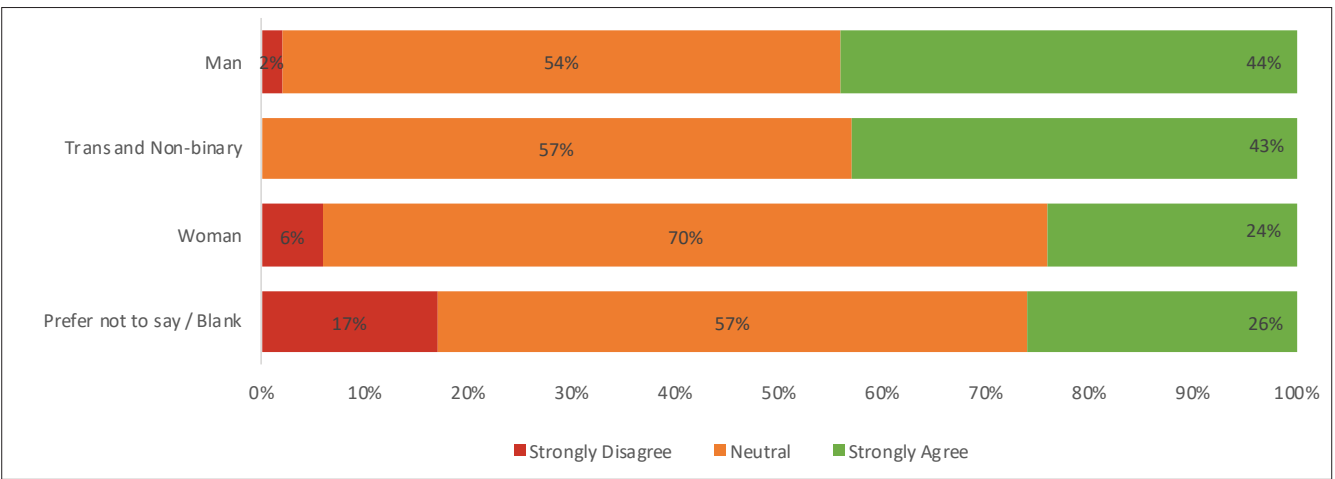
Thirty-four percent of SEAS respondents reported an absence of bias-related experience at SEAs. This finding represents a 4% increase in Strongly Agree compared to 2018 survey results.
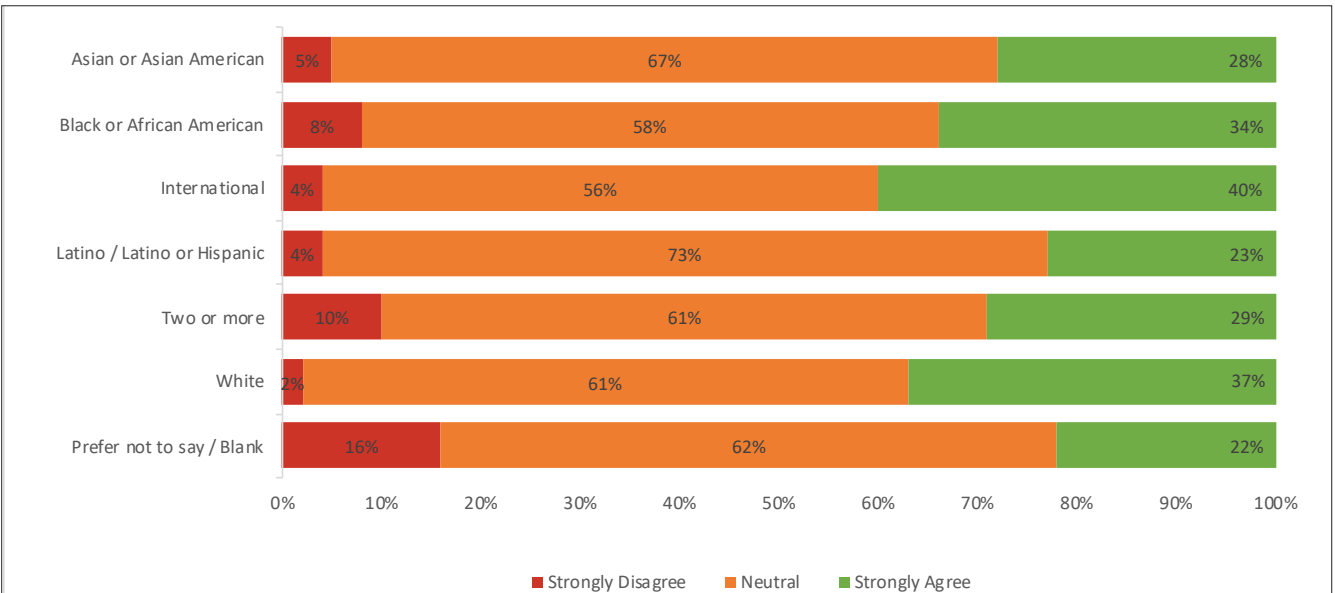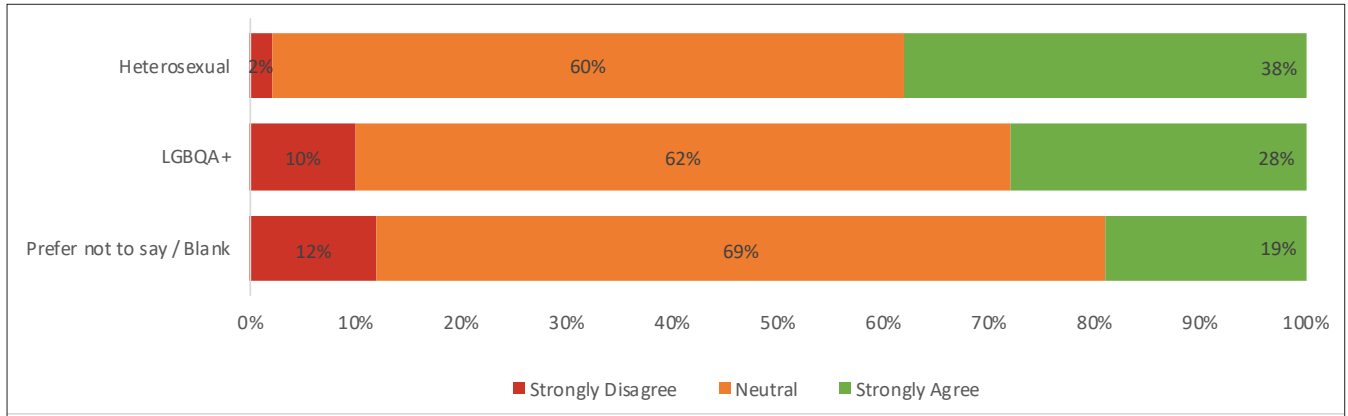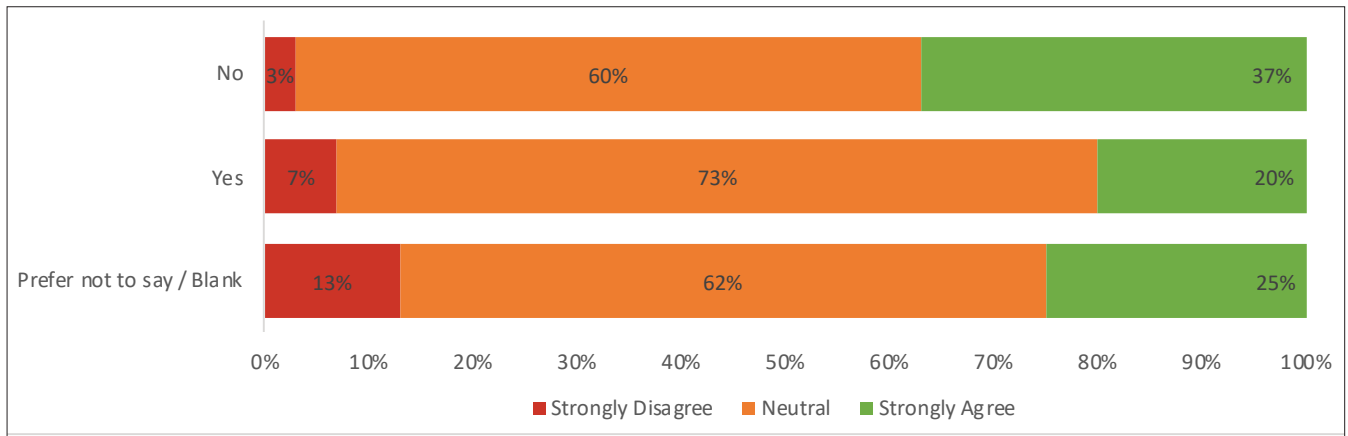
Role at SEAS

	Strongly Disagree	Neutral	Strongly Agree
Ladder Faculty	5%	66%	29%
Non-ladder Faculty	7%	64%	29%
Postdoctoral Fellow or Researcher	3%	56%	41%
Staff Member	4%	61%	35%
PhD Student	7%	63%	30%
Masters Student	5%	51%	44%
Undergraduate Student	4%	62%	34%

■ Strongly Disagree ■ Neutral ■ Strongly Agree

Gender Identity

	Strongly Disagree	Neutral	Strongly Agree
Man	2%	54%	44%
Trans and Non-binary		57%	43%
Woman	6%	70%	24%
Prefer not to say / Blank	17%	57%	26%

■ Strongly Disagree ■ Neutral ■ Strongly Agree

Ethnicity

	Strongly Disagree	Neutral	Strongly Agree
Asian or Asian American	5%	67%	28%
Black or African American	8%	58%	34%
International	4%	56%	40%
Latino / Latino or Hispanic	4%	73%	23%
Two or more	10%	61%	29%
White	2%	61%	37%
Prefer not to say / Blank	16%	62%	22%

■ Strongly Disagree ■ Neutral ■ Strongly Agree

Sexual Orientation

	Strongly Disagree	Neutral	Strongly Agree
Heterosexual	2%	60%	38%
LGBQA+	10%	62%	28%
Prefer not to say / Blank	12%	69%	19%

Disability Status

	Strongly Disagree	Neutral	Strongly Agree
No	3%	60%	37%
Yes	7%	73%	20%
Prefer not to say / Blank	13%	62%	25%

Political Views

	Strongly Disagree	Neutral	Strongly Agree
Liberal	4%	63%	33%
Moderate	2%	56%	42%
Conservative	5%	46%	49%
Prefer not to say / Blank	10%	60%	30%

First Generation College Student

	Strongly Disagree	Neutral	Strongly Agree
No	4%	61%	35%
Yes	2%	59%	39%
Prefer not to say / Blank	16%	68%	16%

Campus Location

	Strongly Disagree	Neutral	Strongly Agree
Mostly Allston	5%	56%	39%
Mostly Cambridge	3%	63%	34%
Both	4%	68%	28%
Neither		75%	25%
Prefer not to say / Blank	17%	67%	16%

GENERAL QUESTION RESPONSES

Statement	Mean	Standard Deviation
Overall Feeling of Bias at SEAS	**4.91**	**1.18**
I have to repeatedly prove myself to get the same level of respect and recognition as my peers at SEAS. (RC)	4.59	1.84
In meetings/classes at SEAS, other people get credit for ideas I originally offered. (RC)	5.32	1.65
When I speak up in meetings/classes at SEAS, my opinion - even if controversial - is valued.	4.84	1.48
I am frequently interrupted when talking in meetings or in class at SEAS. (RC)	5.47	1.56
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)	4.84	1.79
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)	4.51	1.79

*Overall Feeling of Belonging at SEAS refers to the average responses to all questions in this module. Responses are reported on a 7-point scale ranging from 1=Strongly Disagree to 7=Strongly Agree. (RC) statements are reverse coded.

COMPARISON OF MEANS

The table below summarizes the major differences in bias-related experiences at SEAS.
Women (compared to men), people who identify as an underrepresented minority (compared to people identifying as white), people with a disability (compared to people without a disability), and individuals who identify as LGBQA+ (compared to people identifying as heterosexual) report having more experiences indicative of implicit bias. The difference in the experiences of women compared to men shrunk between the 2018 and 2022 surveys. In 2018 the mean difference between men and women was -.82 in 2022 the mean difference was -.63. Masters' students reported a strong positive experience related to questions of bias.

Comparison		Mean Difference
Role	Ladder faculty compared to SEAS overall	-0.16
	Non-ladder faculty compared to SEAS overall	-0.24
	Postdocs and researchers compared to SEAS overall	0.21
	Staff compared to SEAS overall	-0.02
	Ph.D. students compared to SEAS overall	-0.11
	Master's students compared to SEAS overall	0.33
	Undergraduates compared to SEAS overall	0.04
Gender	Women compared to Men	-0.63
Sexual Orientation	LGBQA+ compared to Heterosexual	-0.48
Ethnicity	URM compared to Non-URM	-0.37
	International compared to U.S. Citizens	0.20
Disability Status	Disability compared to No disability	-0.43
First Gen College Student	First Gen compared to Non-first gen	0.03
Campus Location	Allston compared to SEAS overall	0.11
	Cambridge compared to SEAS overall	0.06
	Both compared to SEAS overall	-0.12
	Neither compared to SEAS overall	-0.20

*The reported numbers are the mean differences in scores for the Overall Feeling of Belonging at SEAS, which refers to the average responses to all questions in this module.

Negative numbers indicate that the highlighted group is reporting more negative perceptions than the comparison group.

Large negative differences (of 1 point or more) are highlighted in red.

Moderate negative differences (of 0.50-0.99 points) are highlighted in orange.

Small negative differences (of 0.25-0.49 points) are highlighted in yellow.

Positive numbers indicate that the highlighted group is reporting more positive perceptions than the comparison group.

Large positive differences (of 1 point or more) are highlighted in dark green.

Moderate positive differences (of 0.50-0.99 points) are highlighted in green.

Small positive differences (of 0.25-0.49 points) are highlighted in light green.

As detailed in the table below, women and members of the LGBQA+ community 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 four groups (women, URMs, individuals with disabilities, and members of the LGBQA+ community) report they have to repeatedly prove themselves to get the same level of respect and recognition as peers at SEAS and when speaking up in meetings/classes at SEAS, feeling their opinion--even if controversial--is not valued.

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 non-ladder faculty respondents were not women, underrepresented minorities or members of the LGBQA+ community, so this effect appears to be specific to their role within SEAS.

| Statement	Role Ladder faculty compared to SEAS overall	Gender Women compared to Men	Sexual Orientation LGBQA+ compared to Heterosexual	Ethnicity URM compared to non-URM	Disability Status Disability compared to No disability
Overall Feeling of Bias at SEAS	0.33	-0.63	-0.48	-0.37	-0.43
I have to repeatedly prove myself to get the same level of respect and recognition as my peers at SEAS. (RC)	0.15	-0.74	-0.39	-0.88	-0.85
In meetings/classes at SEAS, other people get credit for ideas I originally offered. (RC)	0.31	-0.66	-0.27	-0.65	-0.17
When I speak up in meetings/ classes at SEAS, my opinion - even if controversial - is valued.	0.16	-0.41	-0.55	-0.63	-0.57
I am frequently interrupted when talking in meetings or in class at SEAS. (RC)	0.45	-0.76	-0.59	-0.21	-0.63
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)	0.39	-0.93	-0.76	0.07	-0.08
As compared to my SEAS peers in a comparable role with comparable seniority and experiences, I spend more time providing informal mentoring and helping others with their life problems. (RC)	0.33	-0.29	-0.30	0.02	-0.18

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:
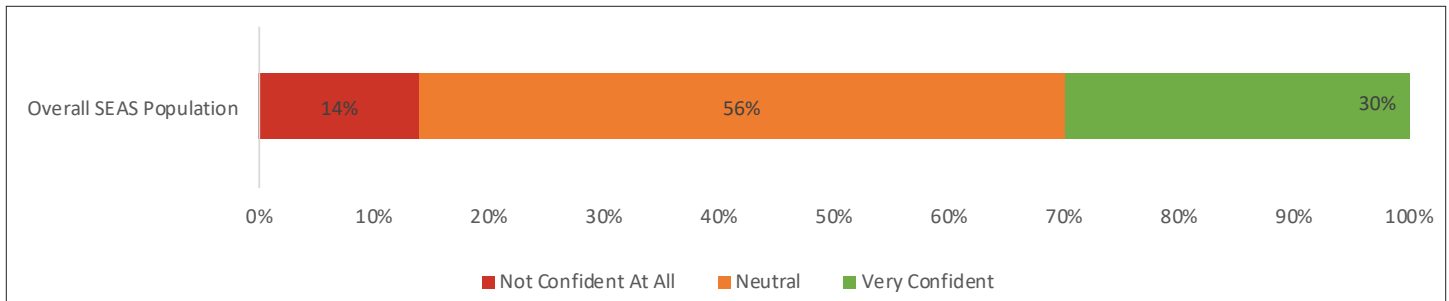
NO CONFIDENCE & NOT AT ALL 1 AND 2	NEUTRAL 3, 4, AND 5	VERY CONFIDENT & A GREAT DEAL 6 AND 7
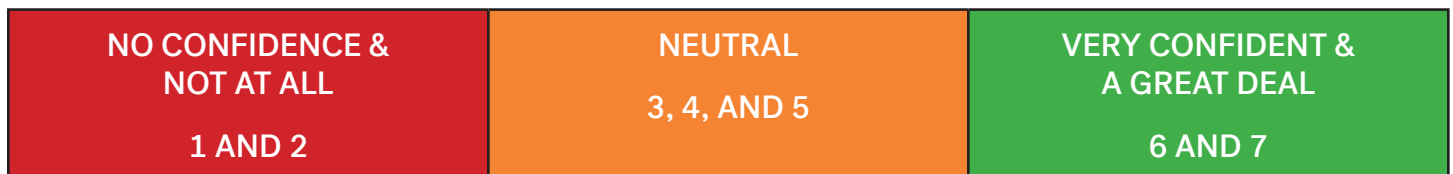
- "No Confidence/Not at all" represents the proportion of community members who reported an **average** that was less than or equal to 2.5.
- "Neutral" represents the proportion of community members who reported an **average** that was greater than 2.5, but less than 5.5.
- "Very Confident/A great deal" represents the proportion of community members who reported an **average** that was greater than or equal to 5.5.
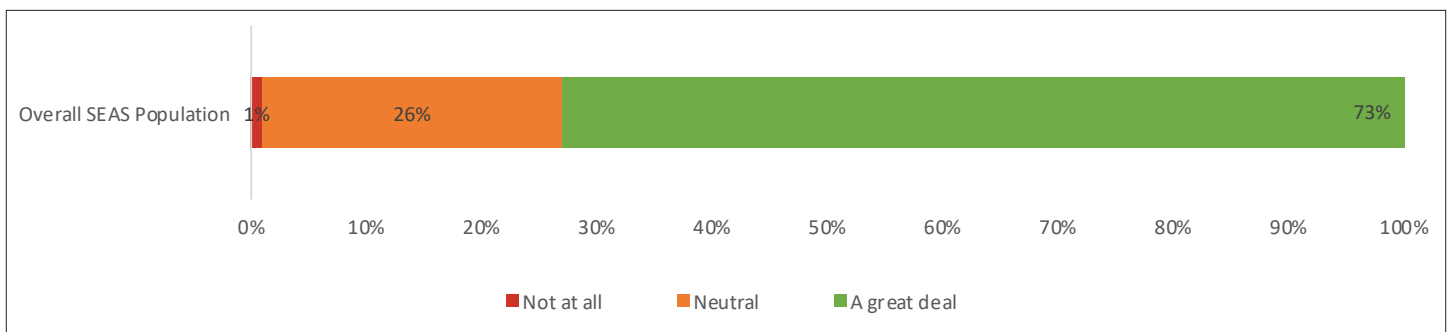
The following charts examine the degree to which respondents feel confident that they have the tools to report hostile, harassing or intimidating behaviors they have witnessed:
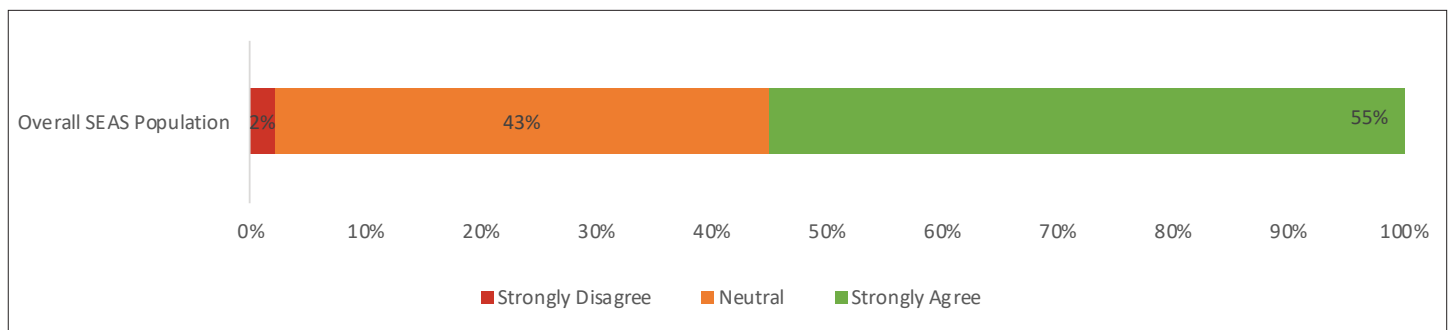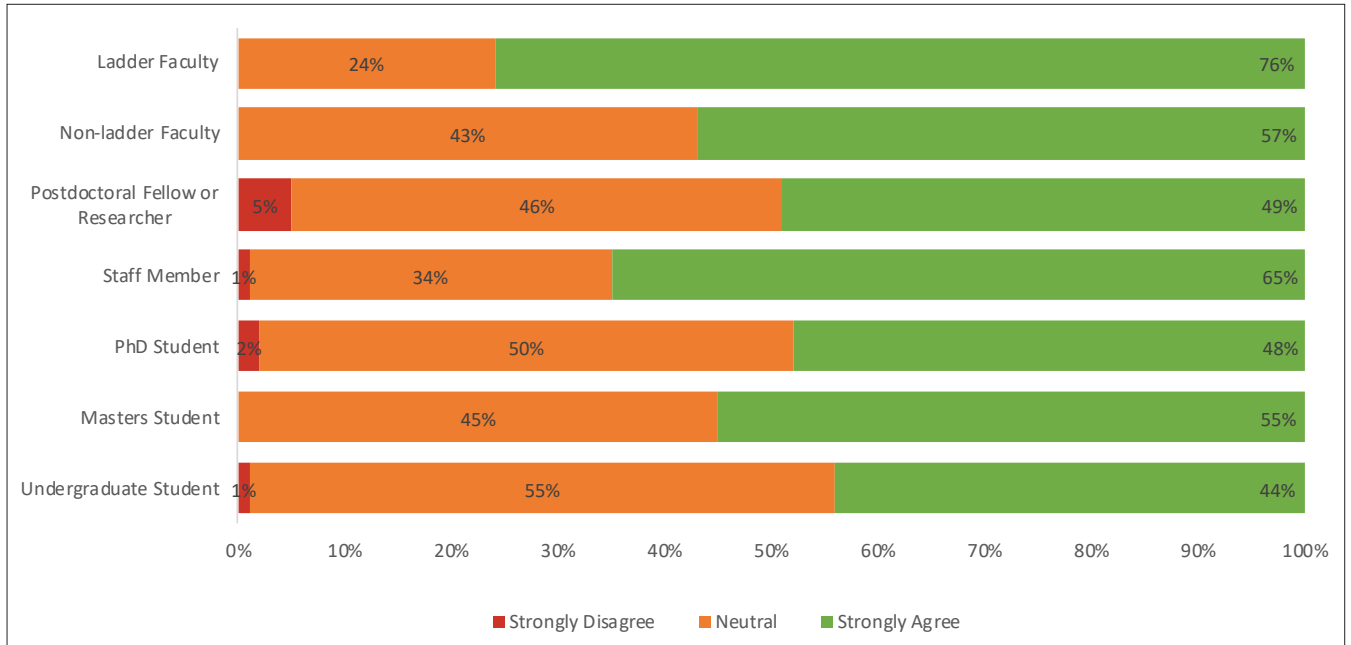

Responses to both questions in this module saw an increase in confidence compared to 2018 survey results. In response to the question "**How confident are you that you have the tools to respond effectively if you witness hostile, harassing, or intimidating behaviors?**" confidence in DIB skills grew by 4% in 2022 compared to 2018.

Overall SEAS Population

14%	56%	30%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
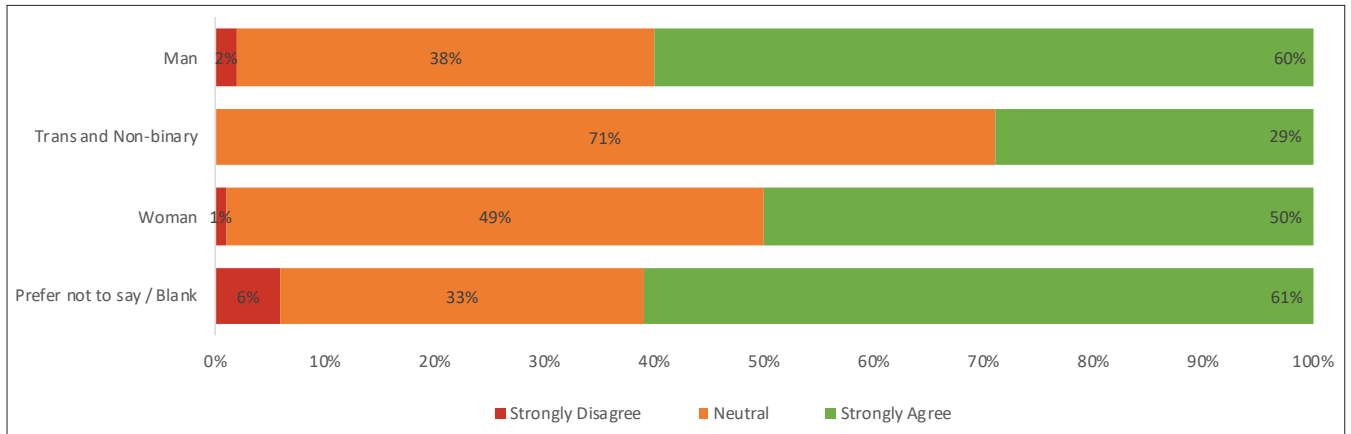
■ Not Confident At All ■ Neutral ■ Very Confident

In 2022, 73% of individuals who responded to the survey reported that they make a concerted effort to create a welcoming environment for others in their office/classes/lab, an increase of 2% compared to 2018.
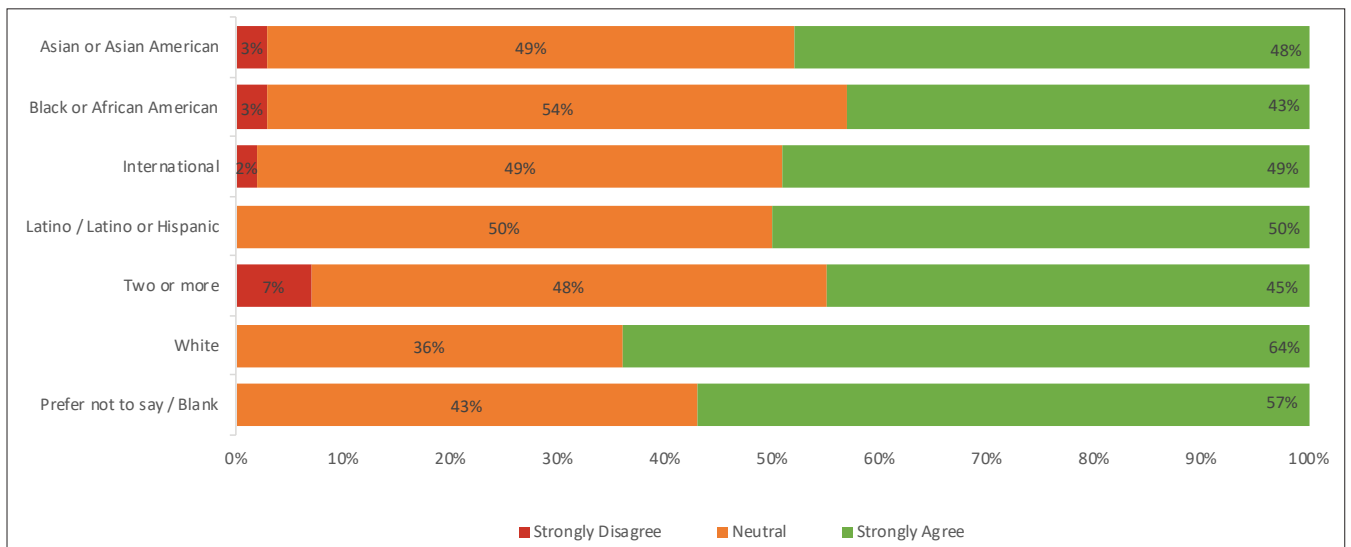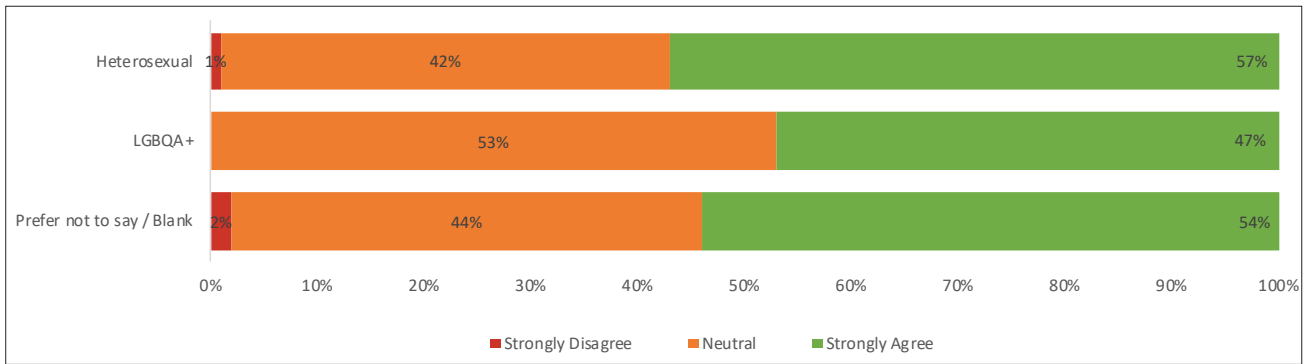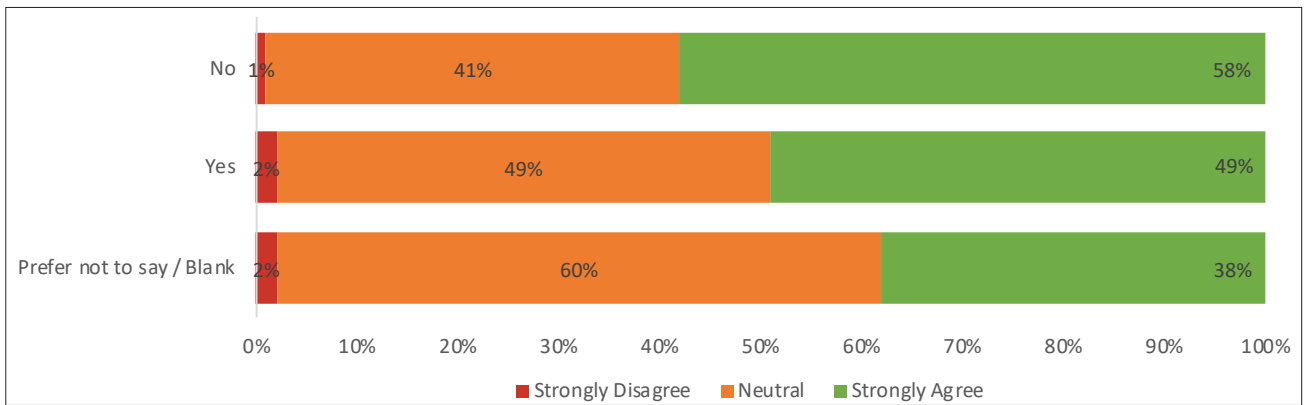
Overall SEAS Population

1%	26%	73%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Not at all ■ Neutral ■ A great deal

Role at SEAS

Ladder Faculty		24%	76%
Non-ladder Faculty		43%	57%
Postdoctoral Fellow or Researcher	5%	46%	49%
Staff Member	1%	34%	65%
PhD Student	2%	50%	48%
Masters Student		45%	55%
Undergraduate Student	1%	55%	44%

■ Strongly Disagree ■ Neutral ■ Strongly Agree

Gender Identity

Man	2%	38%	60%
Trans and Non-binary		71%	29%
Woman	1%	49%	50%
Prefer not to say / Blank	6%	33%	61%

■ Strongly Disagree ■ Neutral ■ Strongly Agree

Ethnicity

Asian or Asian American	3%	49%	48%
Black or African American	3%	54%	43%
International	2%	49%	49%
Latino / Latino or Hispanic		50%	50%
Two or more	7%	48%	45%
White		36%	64%
Prefer not to say / Blank		43%	57%

■ Strongly Disagree ■ Neutral ■ Strongly Agree

Sexual Orientation

	Strongly Disagree	Neutral	Strongly Agree
Heterosexual	1%	42%	57%
LGBQA+		53%	47%
Prefer not to say / Blank	2%	44%	54%

Disability Status

	Strongly Disagree	Neutral	Strongly Agree
No	1%	41%	58%
Yes	2%	49%	49%
Prefer not to say / Blank	2%	60%	38%

Political Views

	Strongly Disagree	Neutral	Strongly Agree
Liberal	2%	43%	55%
Moderate	2%	49%	49%
Conservative		43%	57%
Prefer not to say / Blank	3%	39%	58%

First Generation College Student

First Generation College Student	Strongly Disagree	Neutral	Strongly Agree
No	1%	44%	55%
Yes	2%	40%	58%
Prefer not to say / Blank		39%	61%

Campus Location

Campus Location	Strongly Disagree	Neutral	Strongly Agree
Mostly Allston	2%	45%	53%
Mostly Cambridge	2%	40%	58%
Both		45%	55%
Neither		33%	67%
Prefer not to say / Blank		45%	55%

Across all groups, about half or more of respondents report making a concerted effort to be welcoming at SEAS.

GENERAL QUESTION RESPONSES

Statement	Mean	Standard Deviation
Overall DIB Skills at SEAS	**5.29**	**1.07**
How confident are you that you have the tools to respond effectively if you witness hostile, harassing, or intimidating behaviors?	4.55	1.67
To what extent do you try to create a welcoming environment for others in your office/classes/lab?	6.04	0.97

*Overall Feeling of Belonging at SEAS refers to the average responses to all questions in this module. Responses are reported on a 7-point scale ranging from 1=Strongly Disagree to 7=Strongly Agree. (RC) statements are reverse coded.

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 4.55 on a 7-point scale (table above). Among all respondents, 56% replied in the neutral range and 30% responded they were very confident. This represents a 4% increase in confidence from 2018. The most confident in their DIB skills are Ladder Faculty members (76% 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 6.04 on a 7-point scale (table above). Only 1% of respondents felt they were not doing anything to create a welcoming environment, while 73% felt they were doing a great deal. More than half of each stakeholder group feels they do a great deal to create a welcoming environment.

COMPARISON OF MEANS

The table below summarizes the major differences in individuals' perceptions of their skills related to diversity, inclusion, and belonging.

As shown in the table below, Ladder faculty 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, individuals from underrepresented communities, and international members of the SEAS community and their comparison group in DIB Skills confidence.

Comparison		Mean Difference
Role	**Ladder faculty** compared to SEAS overall	0.40
	Non-ladder faculty compared to SEAS overall	-0.04
	Postdocs and researchers compared to SEAS overall	-0.28
	Staff compared to SEAS overall	0.22
	Ph.D. students compared to SEAS overall	-0.12
	Master's students compared to SEAS overall	-0.07
	Undergraduates compared to SEAS overall	-0.17
Gender	**Women** compared to Men	-0.19
Sexual Orientation	**LGBQA+** compared to Heterosexual	-0.17
Ethnicity	**URM** compared to Non-URM	-0.28
	International compared to U.S. Citizens	-0.27
Disability Status	**Disability** compared to No disability	-0.15
First Gen College Student	**First Gen** compared to Non-first gen	0.03
Campus Location	**Allston** compared to SEAS overall	-0.06
	Cambridge compared to SEAS overall	0.06
	Both compared to SEAS overall	0.03
	Neither compared to SEAS overall	0.13

*The reported numbers are the mean differences in scores for the Overall Feeling of Belonging at SEAS, which refers to the average responses to all questions in this module.

Negative numbers indicate that the highlighted group is reporting more negative perceptions than the comparison group.

Large negative differences (of 1 point or more) are highlighted in red.

Moderate negative differences (of 0.50-0.99 points) are highlighted in orange.

Small negative differences (of 0.25-0.49 points) are highlighted in yellow.

Positive numbers indicate that the highlighted group is reporting more positive perceptions than the comparison group.

Large positive differences (of 1 point or more) are highlighted in dark green.

Moderate positive differences (of 0.50-0.99 points) are highlighted in green.

Small positive differences (of 0.25-0.49 points) are highlighted in light green.

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:
- Ladder faculty respondents replied more positively to both questions related to DIB skills and actions.
- For postdocs, individuals from underrepresented groups, and individuals with a disability, expressed differences between their reference peers 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 international members of the SEAS community differ from their reference peers in their confidence about creating a welcoming environment for others in your office/classes/lab.

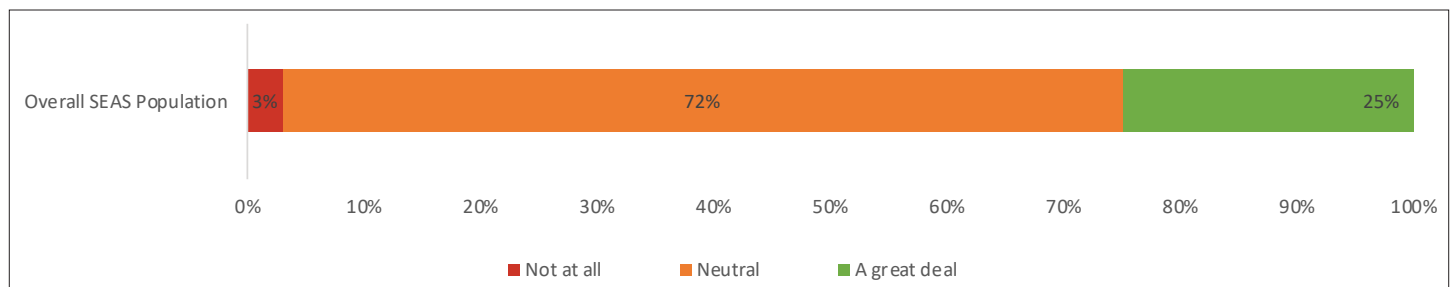| Statement	Role		Ethnicity	
	Ladder faculty compared to SEAS overall	Postdocs and researchers compared to SEAS overall	URM compared to non-URM	International compared to U.S. citizens
Overall DIB Skills at SEAS	0.40	-0.28	-0.28	-0.27
How confident are you that you have the tools to respond effectively if you witness hostile, harassing, or intimidating behaviors?	0.33	-0.27	-0.41	-0.22
To what extent do you try to create a welcoming environment for others in your office/classes/lab?	0.43	-0.29	-0.10	-0.33

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.
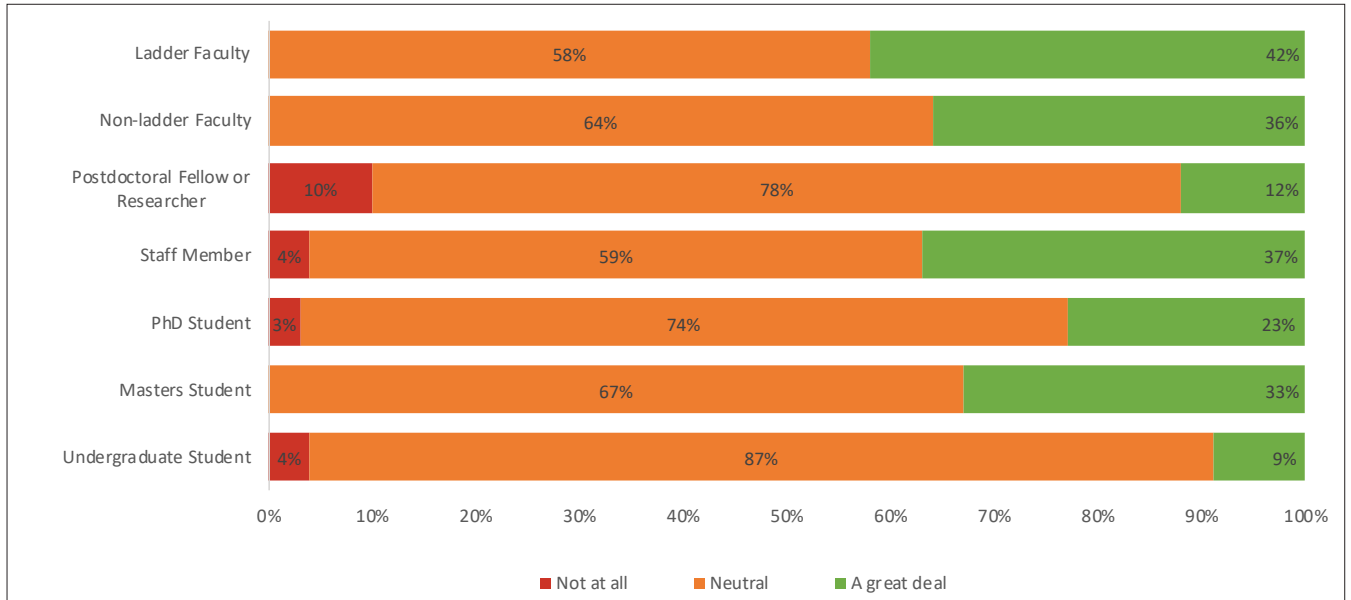
GENERAL TRENDS

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

Twenty-five percent of the population responded that they felt positively supported to encounter diverse people, ideas, and experiences through SEAS across several different questions. This represents an increase of 5% since the 2018 survey.

The sentiment that SEAS supported these experiences a great deal was highest among ladder and non-ladder faculty, staff, and Master's students. Postdoctoral fellows (12%), undergraduate students (9%) and Trans-Nonbinary people (0%), report feeling least encouraged by SEAS to interact with diverse people, ideas, and experiences.
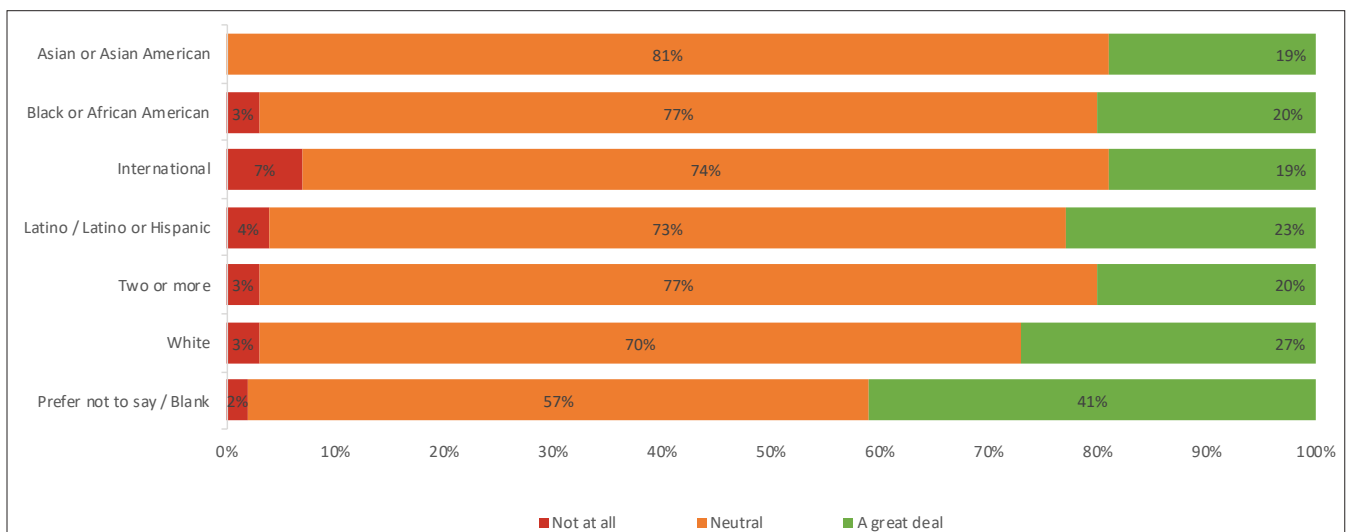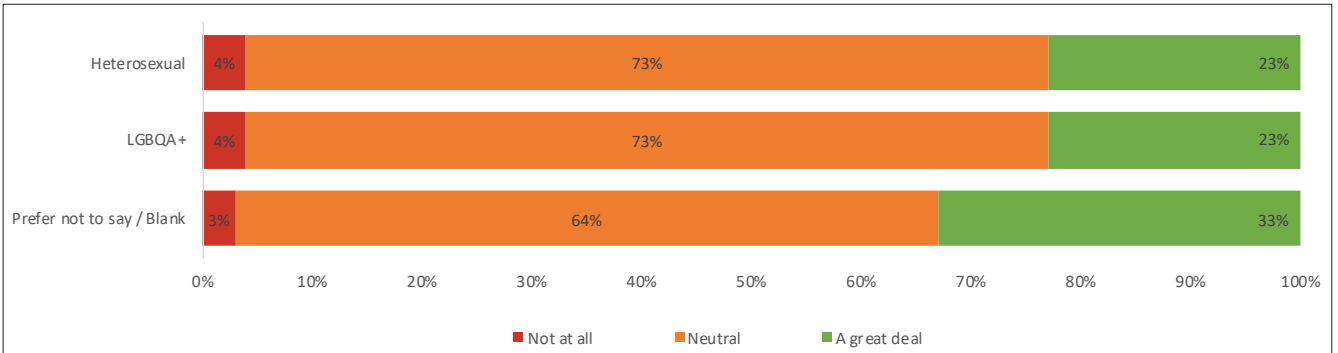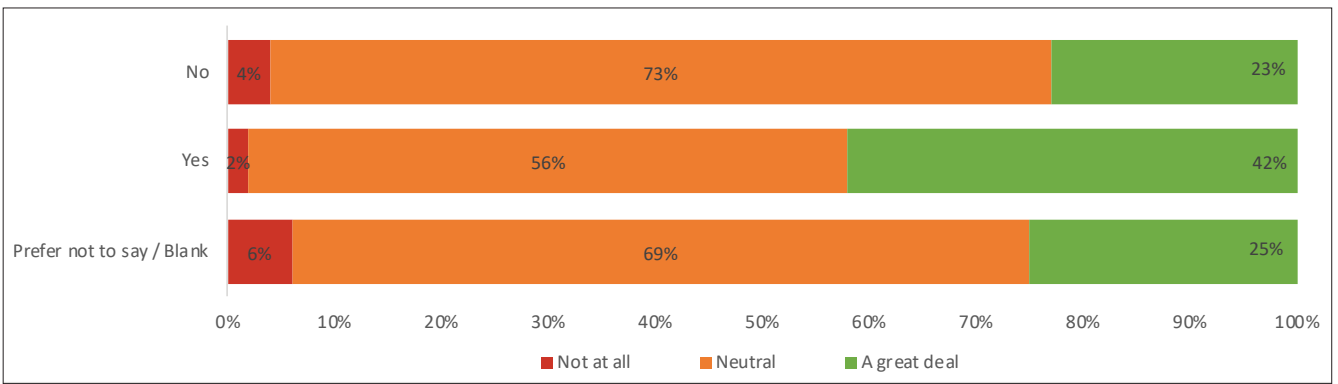
Role at SEAS

Role	Not at all	Neutral	A great deal
Ladder Faculty		58%	42%
Non-ladder Faculty		64%	36%
Postdoctoral Fellow or Researcher	10%	78%	12%
Staff Member	4%	59%	37%
PhD Student	3%	74%	23%
Masters Student		67%	33%
Undergraduate Student	4%	87%	9%

Legend: Not at all, Neutral, A great deal

Gender Identity

Gender	Not at all	Neutral	A great deal
Man	6%	71%	23%
Trans and Non-binary		100%	
Woman	2%	73%	25%
Prefer not to say / Blank	3%	57%	40%

Legend: Not at all, Neutral, A great deal

Ethnicity

Ethnicity	Not at all	Neutral	A great deal
Asian or Asian American		81%	19%
Black or African American	3%	77%	20%
International	7%	74%	19%
Latino / Latino or Hispanic	4%	73%	23%
Two or more	3%	77%	20%
White	3%	70%	27%
Prefer not to say / Blank	2%	57%	41%

Legend: Not at all, Neutral, A great deal

Sexual Orientation

	Not at all	Neutral	A great deal
Heterosexual	4%	73%	23%
LGBQA+	4%	73%	23%
Prefer not to say / Blank	3%	64%	33%

Disability Status

	Not at all	Neutral	A great deal
No	4%	73%	23%
Yes	2%	56%	42%
Prefer not to say / Blank	6%	69%	25%

Political Views

	Not at all	Neutral	A great deal
Liberal	3%	73%	24%
Moderate	7%	73%	20%
Conservative	3%	67%	30%
Prefer not to say / Blank	5%	68%	27%

First Generation College Student

	Not at all	Neutral	A great deal
No	3%	72%	25%
Yes	7%	71%	22%
Prefer not to say / Blank	3%	68%	29%

Campus Location

	Not at all	Neutral	A great deal
Mostly Allston	2%	71%	27%
Mostly Cambridge	7%	74%	19%
Both		78%	22%
Neither		50%	50%
Prefer not to say / Blank	4%	60%	36%

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.

Statement	Mean	Standard Deviation
Overall DIB Experiences at SEAS	**4.66**	**1.12**
How much has your experience at SEAS encouraged you to think seriously and analytically about:	**Mean**	**Standard Deviation**
Race and Ethnicity	4.78	1.83
Gender Identity	4.59	1.91
Sexual Orientation	3.99	1.95
Disability	4.09	1.97
Religion or belief systems	3.22	1.91
Political beliefs	3.63	1.89
Social class or economic status	4.49	1.92
Other cultures outside of the United States	4.63	1.90
During the past 2 years at SEAS, how often have you interacted in a meaningful way with people	**Mean**	**Standard Deviation**
Whose religious beliefs are different than your own?	4.96	1.98
Whose political opinions are different from your own?	3.71	1.92
Who are immigrants or from an immigrant family?	5.81	1.64
Whose nationality is different than your own?	6.26	1.27
Whose race or identity is different than your own?	6.11	1.37
Whose gender is different than your own?	6.28	1.33
Whose sexual orientation is different than your own?	5.38	1.85

Whose social class is different than your own?	5.38	1.71
Who have physical or other observable disabilities?	3.19	1.94
Who have learning, psychological, perceptual, or other disabilities that are not readily apparent?	3.62	2.09

*Overall DIB Experiences at SEAS refers to the average responses to all questions in this module. Responses are reported on a 7-point scale ranging from 1=Not at All to 7=A Great Deal. (RC) statements are reverse coded.

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 to interact in a meaningful way with others different from themselves.

When comparing groups within SEAS, there is a moderate negative difference experienced by postdoctoral fellows compared to SEAS overall and a small negative difference for undergraduates compared to SEAS overall and international community members compared U.S. citizens. For international students, questions of diversity as expressed and understood in the American context may vary widely from those of their own cultural experiences. These communities feel they have been less encouraged to think about diversity-related topics and to interact with others different from themselves.

The largest positive differences are with ladder and non-ladder faculty and staff compared to SEAS overall, people with disabilities compared to people without a disability, individuals who indicate neither Cambridge nor Allston as their primary location, trans and non-binary compared to cisgender, and people who are international compared to people who are U.S. citizens.

Comparison		Mean Difference
Role	**Ladder faculty** compared to SEAS overall	0.58
	Non-ladder faculty compared to SEAS overall	0.31
	Postdocs and researchers compared to SEAS overall	-0.54
	Staff compared to SEAS overall	0.32
	Ph.D. students compared to SEAS overall	0.04
	Master's students compared to SEAS overall	0.24
	Undergraduates compared to SEAS overall	-0.44

Gender	**Women** compared to Men	0.13
Sexual Orientation	**LGBQA+** compared to Heterosexual	0.01
Ethnicity	**URM** compared to Non-URM	-0.11
	International compared to U.S. Citizens	-0.31
Disability Status	**Disability** compared to No disability	0.43
First Gen College Student	**First Gen** compared to Non-first gen	-0.17
Campus Location	**Allston** compared to SEAS overall	0.09
	Cambridge compared to SEAS overall	-0.18
	Both compared to SEAS overall	0.04
	Neither compared to SEAS overall	0.67

*The reported numbers are the mean differences in scores for the Overall Feeling of Belonging at SEAS, which refers to the average responses to all questions in this module.
Negative numbers indicate that the highlighted group is reporting more negative perceptions than the comparison group.
Large negative differences (of 1 point or more) are highlighted in red.
Moderate negative differences (of 0.50-0.99 points) are highlighted in orange.
Small negative differences (of 0.25-0.49 points) are highlighted in yellow.
Positive numbers indicate that the highlighted group is reporting more positive perceptions than the comparison group.
Large positive differences (of 1 point or more) are highlighted in dark green.
Moderate positive differences (of 0.50-0.99 points) are highlighted in green.
Small positive differences (of 0.25-0.49 points) are highlighted in light green

To understand these differences in more detail, we examined each of the five comparisons that revealed differences 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. This section includes time-bound questions that are necessarily linked to the political and social context of the nation. In the two years prior to both the 2018 and 2022 survey, the nation experiences major political change and in 2022 the country is still engaging questions related to the COVID-19 pandemic.

Key results when considering role:
- Ladder faculty, Non-Ladder faculty, and Staff feel like they have been encouraged to think about these topics and interact with others. Staff and Ladder faculty, when asked how much your experience at SEAS has encouraged you to think seriously and analytically about race, gender, sexual orientation, disability, religion, class, political belief, and cultures outside of the U.S. reported feeling strongly encouraged. Non-ladder faculty shared similar sentiments with the exception of religion and encounters with other cultures outside of the U.S.
- The number of SEAS community members with a strong positive sentiment regarding DIB

experience increased from 2018. In 2022, staff, ladder faculty, and non-ladder faculty all have strong positive experiences with feeling SEAS encouraged DIB experiences. The experience among ladder faculty is slightly more positive (.58 in 2022 compared to .52 in 2018).

- Undergraduate students reported feeling less encouraged (2022, -.44 compared to -.28, in 2018) by SEAS to participate in DIB experiences. Postdoctoral fellows had a significant shift in their perceptions of being encouraged to have DIB experiences. In 2022, with a mean response -.54 compared to a mean of .08 in 2018 when it more closely reflected the SEAS average overall.
- Among undergraduate students and postdoctoral fellows, the experience varied across questions about whether they were encouraged to think seriously and analytically and whether they had interacted in a meaningful way with people from different backgrounds. Undergraduate students were feeling less encouraged by SEAS to think critically about diverse issues (relative to the SEAS overall) than they were to report interacting with people from diverse backgrounds. Postdoctoral fellows reported fewer instances of interacting with others than they did of feeling encouraged to engage with diverse ideas, people, and experiences.

	Role				
Statement	**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**	**Undergraduates compared to SEAS overall**
Overall DIB Experiences at SEAS	0.58	0.31	-0.54	0.32	-0.44
How much has your experience at SEAS encouraged you to think seriously and analytically about:	**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**	**Undergraduates compared to SEAS overall**
Race and Ethnicity	0.53	0.29	-0.37	0.66	-0.89
Gender Identity	0.57	0.48	-0.56	0.42	-0.55
Sexual Orientation	0.83	0.44	-0.16	0.54	-0.99
Disability	0.58	0.55	-0.57	0.78	-0.93
Religion or belief systems	0.66	0.00	-0.04	0.61	-0.88
Political beliefs	0.75	0.44	-0.04	0.51	-0.85

	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	Undergraduates compared to SEAS overall
Social class or economic status	0.40	0.79	-0.61	0.35	-0.29
Other cultures outside the United States	0.59	0.21	-0.43	0.56	-1.09
During the past 2 years at SEAS, how often have you interacted in a meaningful way with people:	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	Undergraduates compared to SEAS overall
Whose religious beliefs are different than your own?	0.36	1.17	-1.01	0.29	0.22
Whose political opinions are different than your own?	0.32	0.18	-0.99	0.07	0.63
Who are immigrants or from an immigrant family?	0.65	0.19	-0.51	-0.15	-0.15
Whose nationality is different than your own?	0.54	0.41	-0.11	-0.01	-0.44
Whose race or ethnicity is different than your own?	0.32	0.55	-0.59	0.07	-0.07
Whose gender is different than your own?	0.42	0.72	-0.49	0.09	-0.17
Whose sexual orientation is different from your own?	0.80	-0.05	-1.06	0.38	-0.10
Whose social class is different than your own?	0.53	0.87	-1.04	0.14	0.18
Who have physical or other observable disabilities?	0.25	0.81	-0.70	0.09	-0.20

Who have learning, psychological, perceptual, or other disabilities that are not readily apparent?	0.94	0.88	-1.16	0.53	-0.23

Key results when considering ethnicity, disability status, and campus location:

- Individuals with disabilities had a strong positive experience with feeling encouraged to participate in DIB experiences and to interact with diverse communities. These sentiments reflect a shift from 2018 when this communities more closely reflected the SEAS population mean.
- Individuals whose campus location is neither in Cambridge or Allston, reported encouragement to engage in DIB experiences. Campus location was not included as an identifier in the 2018 survey because Cambridge was the primary location of SEAS.
- •International members of the SEAS community (with a mean of -0.31) reported feeling less encouraged to think seriously and analytically about diverse topics and to interact with diverse others than U.S. Citizens. This represents a significant shift in sentiment from 2018 when International members of the SEAS community reported a strong positive experience with DIB engagement (0.26 mean).

	Ethnicity	Disability Status	Campus Location
Statement	International compared to U.S. citizens	Disability compared to No disability	Campus Location Neither compared to SEAS overall
Overall DIB Experiences at SEAS	-0.31	0.43	0.67
How much has your experience at SEAS encouraged you to think seriously and analytically about:	International compared to U.S. citizens	Disability compared to No disability	Campus Location Neither compared to SEAS overall
Race and Ethnicity	-0.32	0.17	1.07
Gender Identity	-0.43	0.27	1.10
Sexual Orientation	-0.18	0.05	1.54
Disability	-0.41	0.87	0.20
Religion or belief systems	0.15	-0.18	0.14
Political beliefs	-0.03	0.33	0.92

Social class or economic status	-0.38	0.41	0.78
Other cultures outside the United States	-0.27	0.26	1.23
During the past 2 years at SEAS, how often have you interacted in a meaningful way with people:	**International compared to U.S. citizens**	**Disability compared to No disability**	**Campus Location Neither compared to SEAS overall**
Whose religious beliefs are different than your own?	-0.67	1.17	1.81
Whose political opinions are different than your own?	-0.29	0.48	-0.66
Who are immigrants or from an immigrant family?	-0.40	0.95	0.80
Whose nationality is different than your own?	-0.05	0.48	0.55
Whose race or ethnicity is different than your own?	-0.35	0.54	0.68
Whose gender is different than your own?	-0.37	0.51	0.17
Whose sexual orientation is different from your own?	-0.92	0.66	1.65
Whose social class is different than your own?	-0.56	0.62	0.20
Who have physical or other observable disabilities?	-0.08	0.66	-0.74
Who have learning, psychological, perceptual, or other disabilities that are not readily apparent?	-0.74	1.72	-0.23

THEME: WORK AND FAMILY

INTRODUCTION

The following section summarizes individuals' 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 regard to work and family at SEAS.

Sentiments regarding work and family have remained consistent at SEAS since 2018. The same proportion of the population (30%) reported a strong positive experience with work-life balance. Strong negative experiences of work-life balance shrunk between 2018 (27%) and 2022 (20%). Fifty percent of respondents were neutral on the topic.

Work and Family (including child care question)

Overall SEAS Population	Strongly Negative	Neutral	Strongly Positive
	20%	50%	30%

■ Strongly Negative ■ Neutral ■ Strongly Positive
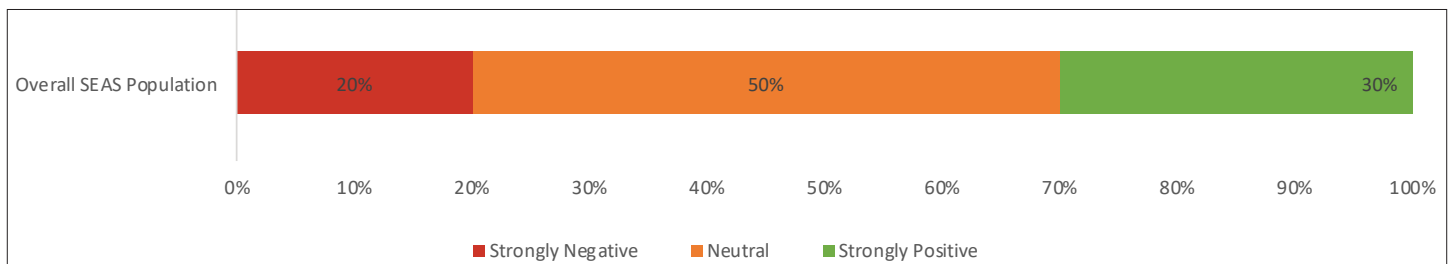
Work and Family (excluding child care question)

Overall SEAS Population	Strongly Negative	Neutral	Strongly Positive
	18%	45%	37%

■ Strongly Negative ■ Neutral ■ Strongly Positive

Role at SEAS

	Strongly Negative	Neutral	Strongly Positive
Ladder Faculty	17%	58%	25%
Non-ladder Faculty	18%	55%	27%
Postdoctoral Fellow or Researcher	15%	59%	26%
Staff Member	13%	44%	43%
PhD Student	28%	51%	21%
Masters Student	40%	20%	40%
Undergraduate Student	36%	52%	12%

Legend: ■ Strongly Negative ■ Neutral ■ Strongly Positive

Gender Identity

	Strongly Negative	Neutral	Strongly Positive
Man	17%	47%	36%
Trans and Non-binary	20%	60%	20%
Woman	22%	53%	25%
Prefer not to say / Blank	27%	43%	30%

Legend: ■ Strongly Negative ■ Neutral ■ Strongly Positive

Ethnicity

	Strongly Negative	Neutral	Strongly Positive
Asian or Asian American	32%	52%	16%
Black or African American	33%	62%	5%
International	18%	59%	23%
Latino / Latino or Hispanic	20%	60%	20%
Two or more	33%	54%	13%
White	15%	44%	41%
Prefer not to say / Blank	25%	42%	33%

Legend: ■ Strongly Negative ■ Neutral ■ Strongly Positive

Sexual Orientation

	Strongly Negative	Neutral	Strongly Positive
Heterosexual	15%	51%	34%
LGBQA+	46%	40%	14%
Prefer not to say / Blank	24%	50%	26%

■ Strongly Negative ■ Neutral ■ Strongly Positive

Disability Status

	Strongly Negative	Neutral	Strongly Positive
No	18%	49%	33%
Yes	41%	44%	15%
Prefer not to say / Blank	24%	57%	19%

■ Strongly Negative ■ Neutral ■ Strongly Positive

Political Views

	Strongly Negative	Neutral	Strongly Positive
Liberal	21%	49%	30%
Moderate	15%	63%	22%
Conservative	20%	36%	44%
Prefer not to say / Blank	18%	49%	33%

■ Strongly Negative ■ Neutral ■ Strongly Positive

First Generation College Student

First Generation College Student	Strongly Negative	Neutral	Strongly Positive
No	19%	50%	31%
Yes	22%	51%	27%
Prefer not to say / Blank	21%	47%	32%

Campus Location

Campus Location	Strongly Negative	Neutral	Strongly Positive
Mostly Allston	17%	45%	38%
Mostly Cambridge	17%	60%	23%
Both	35%	46%	19%
Neither	20%	30%	50%
Prefer not to say / Blank	35%	52%	13%

GENERAL QUESTION RESPONSES

Statement	Mean	Standard Deviation
Overall Work-Life Balance at SEAS	**4.35**	**1.83**
SEAS accommodates family responsibilities	4.61	1.91
I do not feel that being a parent influences how my peers perceive my work commitment.	4.37	2.08
How satisfied are you with the availability of child care at Harvard?	2.89	1.91

*Overall Feeling of Belonging at SEAS refers to the average responses to all questions in this module. Responses are reported on a 7-point scale ranging from 1=Strongly Disagree to 7=Strongly Agree. (RC) statements are reverse coded.

Overall, respondents were positive on the topic of work-life balance at SEAS. When focused solely on SEAS factors affecting work-life balance, "**SEAS accommodates family responsibilities and I do not feel that being a parent influences how my peers perceive my work commitment**," we see an increase in the strong positive sentiment expressed by community members (37%) and a further decrease in strong negative sentiment (18%).

Staff, non-ladder faculty, individuals who identify Allston and neither Allston or Cambridge as their primary location report higher than average experience with work-life balance when compared to the overall SEAS population. LGBQA+ compared to heterosexual, Individuals with a disability compared to those without disabilities, URMs compared to non-URMs, and women compared to men have lower than average sentiments regarding work-life balance. Similarly, students at every level, individuals who identify Cambridge as their campus location, and individuals who report both Cambridge and Allston as their campus locations, experience lower levels of satisfaction with work-life balance compared to the SEAS overall population.

COMPARISON OF MEANS

Comparison	Mean Difference
Role	
Ladder faculty compared to SEAS overall	-0.13
Non-ladder faculty compared to SEAS overall	0.38
Postdocs and researchers compared to SEAS overall	0.05
Staff compared to SEAS overall	0.54
Ph.D. students compared to SEAS overall	-0.61
Master's students compared to SEAS overall	-0.30
Undergraduates compared to SEAS overall	-0.91
Gender — **Women** compared to Men	-0.47
Sexual Orientation — **LGBQA+** compared to Heterosexual	-1.21
Ethnicity — **URM** compared to Non-URM	-0.72
Ethnicity — **International** compared to U.S. Citizens	-0.18
Disability Status — **Disability** compared to No disability	-1.15
First Gen College Student — **First Gen** compared to Non-first gen	-0.07
Campus Location	
Allston compared to SEAS overall	0.28
Cambridge compared to SEAS overall	-0.26
Both compared to SEAS overall	-0.73
Neither compared to SEAS overall	0.43

*The reported numbers are the mean differences in scores for the Overall Feeling of Belonging at SEAS, which refers to the average responses to all questions in this module.

Negative numbers indicate that the highlighted group is reporting more negative perceptions than the comparison group.

Large negative differences (of 1 point or more) are highlighted in red.

Moderate negative differences (of 0.50-0.99 points) are highlighted in orange.

Small negative differences (of 0.25-0.49 points) are highlighted in yellow.

Positive numbers indicate that the highlighted group is reporting more positive perceptions than the comparison group.

Large positive differences (of 1 point or more) are highlighted in dark green.

Moderate positive differences (of 0.50-0.99 points) are highlighted in green.

Small positive differences (of 0.25-0.49 points) are highlighted in light green.

Key results when considering role and gender:
- Students at every level reported struggling with work-life balance relative to the SEAS overall community, with the greatest struggles reported by undergraduates and Ph.D. students.
- Parenting considerations were not evenly distributed across the groups. Among Non-ladder faculty, Master's and undergraduate students' responses about childcare and perceptions of being a parent fell below reportable levels.
- Staff reported a high degree of work-life balance satisfaction except for questions about childcare availability at Harvard.
- Women compared to men reported lower levels of work-life balance with an average below that of male respondents for every question in this section. The greatest deviation between the two populations occurred in response to satisfaction regarding the availability of childcare at Harvard.

Key results when considering sexual orientation, ethnicity, disability status, and Campus Location:
- Members of the SEAS community who identify as LGBQA+ compared to heterosexual, URM compared to non-URM, and individuals with a disability compared to individuals without a disability reported lower satisfaction regarding work-life balance. Sentiment about work-life balance falls well below the mean of reference peers (LGBQA+ -1.21, URM -.72, and Disability -1.15).
- Across all campus locations, groups with a sufficient number of responses to report expressed satisfaction with childcare options at Harvard that mirrored the overall SEAS population mean.

Statement	Role					Gender
	Non-ladder faculty compared to SEAS overall	Staff compared to SEAS overall	Ph.D. students compared to SEAS overall	Master's students compared to SEAS overall	Undergraduates compared to SEAS overall	Women compared to Men
Overall Work-Life Balance at SEAS	0.38	0.54	-0,61	-0.30	0.91	-0.47
SEAS accommodates family responsibilities.	0.30	0.67	-0.76	-0.51	-1.15	-0.44
I do not feel that being a parent influences how my peers perceive my work commitment.	<5 responses	0.38	-0.26	<5 responses	<5 responses	-0.31
How satisfied are you with the availability of child care at Harvard?	<5 responses	-0.31	0.11	<5 responses	<5 responses	-0.54

Statement	Sexual Orientation	Ethnicity	Disability Status	Campus Location			
	LGBQA+ compared to Heterosexual	URM compared to non-URM	Disability compared to No disability	Allston compared to SEAS overall	Cambridge compared to SEAS overall	Both compared to SEAS overall	Neither compared to SEAS overall
Overall Work-Life Balance at SEAS	-1.21	-0.72	-1.15	0.28	-0.26	-0.73	0.43
SEAS accommodates family responsibilities.	-1.13	-0.79	-1.25	0.38	-0.40	-0.86	0.73
I do not feel that being a parent influences how my peers perceive my work commitment.	-1.92	-0.75	-1.13	0.26	-0.30	-0.40	-0.57
How satisfied are you with the availability of child care at Harvard?	-0.94	-0.44	-1.51	0.03	0.05	0.08	<5 responses

ADDITIONAL ANALYSES

The 2022 survey included two statements that help further explore the effect of stressors on the experience of the SEAS community.

I worry about the effect of work stress on my health.
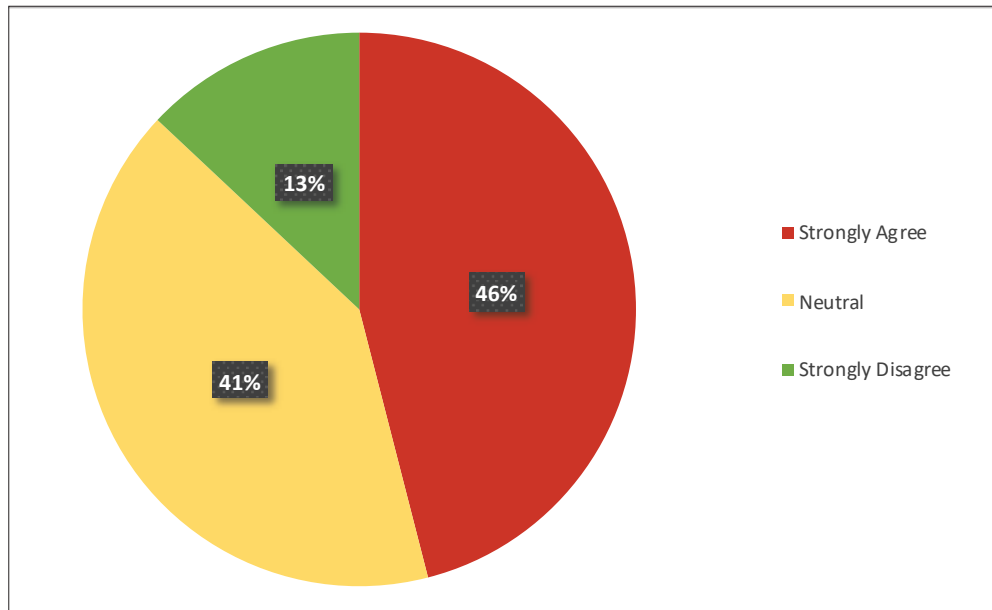
Legend:
- Strongly Agree
- Neutral
- Strongly Disagree

Values: 46%, 41%, 13%

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

Legend:
- Strongly Agree
- Neutral
- Strongly Disagree

Values: 49%, 39%, 12%
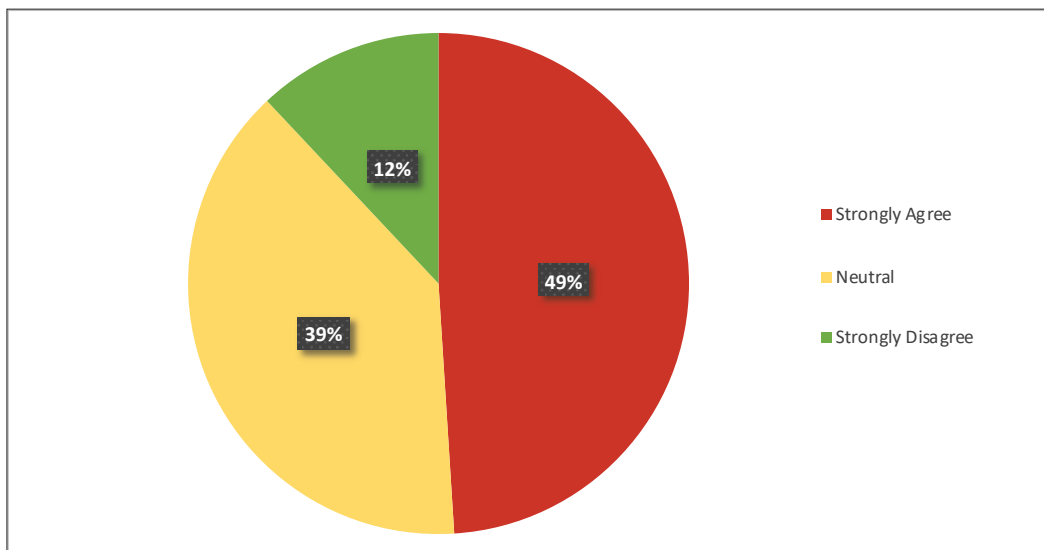
The SEAS population reported feeling stressed. Forty-six percent worried about the effect of work stress on their health. Similarly, 49% reported it was hard for them to relax and forget about work issues/academic demands.

THEME: OPEN-ENDED RESPONSES[1]

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 and Non-ladder Faculty	6	3	9
Postdoctoral Fellow or Researcher	13	2	15
Staff Member	33	9	42
Graduate Student (Ph.D. and Master's)	27	10	37
Undergraduate Student	20	10	30
Total	99	34	133

Over 50% of the open-ended responses were from students (undergraduate, master's, and Ph.D.), nearly 32% were from staff members, and just over 18% were from faculty, post-doctoral fellows, and researchers. Seventy-four percent opted to allow their stories to be shared publicly, while 26% declined.

Original role categories

Inclusion Narratives:
Number of Total Reponses by Role

- Ladder Faculty — 5%
- Non-ladder Faculty — 1%
- Postdoctoral Fellow or Researcher — 11%
- Staff Member — 32%
- PhD Student — 24%
- Masters Student — 4%
- Undergraduate Student — 23%
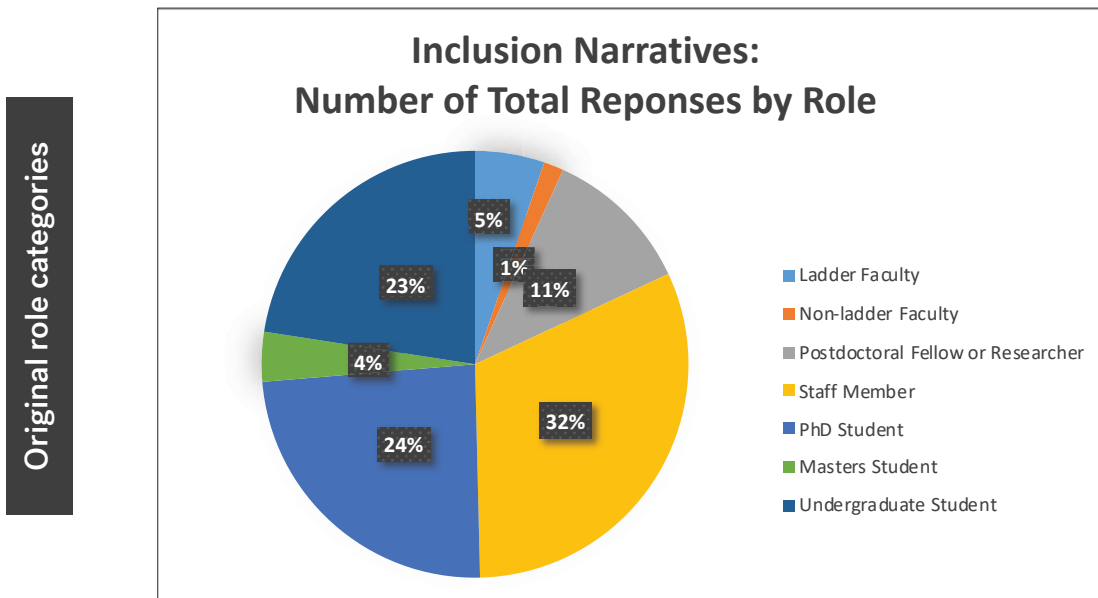
[1]This section includes open-ended responses of participants shared with their permission. These responses have been edited for spelling and grammar.

Aggregated role categories

Inclusion Narratives: Number of Total Responses by Role

Legend:
- Ladder and Non-ladder Faculty
- Postdoctoral Fellow or Researcher
- Staff Member
- Graduate Student (Ph.D. and Master's)
- Undergraduate Student

Pie chart values: 7%, 11%, 32%, 28%, 22%
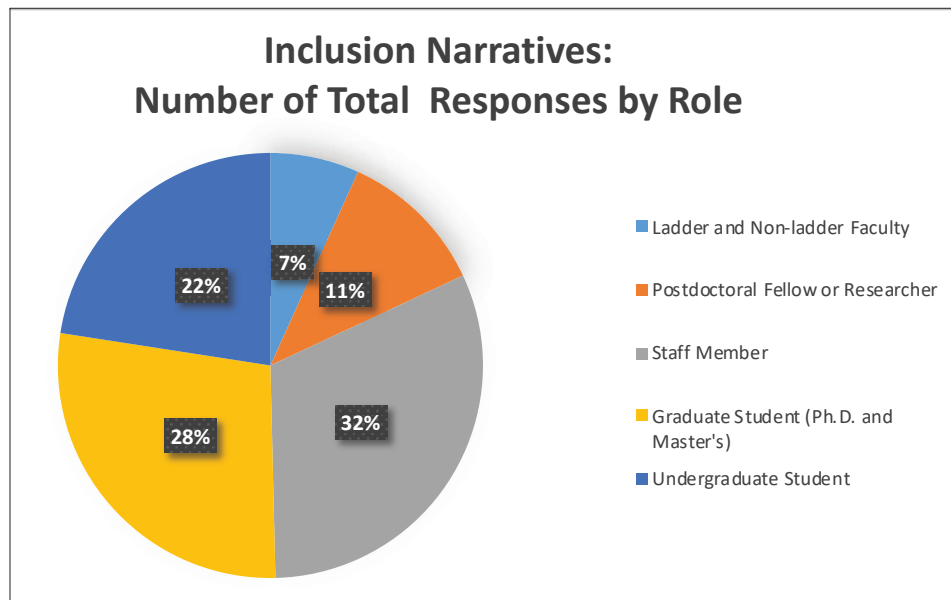
A number of factors contribute to the feeling of inclusion and belonging at SEAS. In the open-ended responses, SEAS community members identify the friendliness of colleagues and classmates, great advisors, inclusive mindset, and programming as contributing to a sense of belonging. The stories shared in response to this prompt highlight the ways our community embraces the lived experiences of its members, strives to foster a sense of connection, provides mentorship and support, and meets the needs of individuals as they seek to achieve their personal and professional goals within the larger context of events happening in the nation and in the world.

Friendliness of Colleagues and Classmates

The friendliness of colleagues and classmates contributed to the feelings of inclusion at SEAS. Behaviors that had a significant positive impact included supporting a smooth transition into the SEAS community. One staff member shared, "*On my first day at SEAS, I was given several tasks and had no idea where to start. Several colleagues offered guidance and support, and I was able to successfully complete these tasks. This enabled me to make a great first impression with my supervisor and gave me confidence in my ability to succeed at SEAS.*" These first impressions do much to support a sense of well-being in the community. Individuals reported that they counted on members of the SEAS community to elevate their spirits and offered patience and reassurance. These acts of kindness, recognition, and celebration had a strong impact on the climate. One staff member shared:

> "*Absolutely. My group of staff colleagues, led by my terrific manager, are incredibly supportive. Our group regularly brainstorms ways to connect with one another and make work more meaningful, such as volunteering to share small notes or gifts for holidays, recognizing, discussing, and celebrating folks' different cultures, and embracing a broad spectrum of sexual orientations, gender identities, and backgrounds. I am so happy to be part of a group that cares so much and values me for my authentic self.*"

Other respondents highlighted the importance of colleagues who encouraged them and highlighted ways in which they have been validated by their SEAS peers, strengthened their self-perception, and helped

them feel like they belonged to a community. One undergraduate student shared:

> *"I remember working on a project for one of my engineering classes in a group, and my opinion and experience being greatly valued. I felt that I had an instrumental role, something that looking back on it now has changed my self-perception in a positive way for my future endeavors."*

Students also highlighted the ways in which they were able to find community at SEAS as they tried to make meaning of the ways the pandemic had upended their lives.

Great Advisors

Respondents also pointed to supportive advisors as a crucial component fostering an inclusive climate at SEAS. Respondents indicated problem-solving as one of the ways in which advisers supported their goals. Other features that encouraged feelings of inclusion were advisors creating a welcoming environment, listening to students' needs, and supporting respondents' identities as scholars. One Ph.D. student remarked:

> *"My advisor has been extremely understanding and supportive of me receiving the accommodations I need whenever possible. He has done his best to advocate for me to the Dean and administration and has helped me find opportunities for funding to help pay for the accommodations I need. Additionally, the friends I have met here have been considerate of accessibility when making plans with me. It is amazing to be able to show up at a social event and know that I will not have to worry about whether I can participate."*

As problem solvers, advisors have done much to help respondents navigate hurdles they could not otherwise surmount. Their advocacy can be a crucial step to ensuring that respondents' needs are met and that they feel a sense of belonging. Advisers do much to support the collegiality of scholarly relationships at SEAS. One undergraduate student shared, *"My research adviser and my undergraduate research collaborators have been great! They have worked hard, engaged thoughtfully and respectfully with my ideas, and have offered their own ideas (which I then engage thoughtfully and respectfully)."* Advisors foster cooperation and cultivate norms of reciprocity and respect as they model these behaviors across the School.

Inclusive Mindset

Respondents shared experiences with small acts of recognition that cultivate a welcoming climate in the SEAS community. One Postdoctoral Fellow or Researcher noted, *"Now there are also kosher cookies in my seminar :)."* An undergraduate noted, *"Professors remembering my name and answer to a question and then bringing that up later in lecture"* as a way in which they felt included. Open-ended responses highlighted areas where the SEAS community functioned to ensure that individuals were fully seen. Respondents indicated that they themselves and other members of the SEAS community have gone out of their way to ensure that people of all backgrounds feel acknowledged and celebrated.

The recognition of scholarly identity is a crucial aspect of creating inclusion in the SEAS environment. Multiple respondents reported being taken seriously as scholars as a central component of their feelings of

inclusion and belonging. One Ph.D. student noted:

> *"Overall, I feel like I belong at SEAS because colleagues and professors are engaging me in technical discussions and are actively and frequently seeking my opinions, advice, or help on research matters. To me, this means that I'm seen as a valuable, capable, and respectable scholar."*

Other respondents, including staff and students, addressed the ways in which they felt valued by colleagues who made room for their opinions and supported their inquiry.

The open-ended responses included students, staff, and faculty identifying ways in which colleagues sought to ensure that SEAS as a community and as a physical space met their needs. These instances included discussions about accessibility, welcoming, and connecting across differences.

> One Ph.D. student remarked, *"My lab has had a couple of discussions about pieces of media ("Picture a Scientist" and "Young Nerds of Color") led by my professor that has been overall positive, I think. During one discussion, I got in touch with the SEAS DIB office for support on how to share a personal story of mine and felt very well supported in that effort."*

> One staff member shared, *"When I first started at SEAS, I was the youngest person in my department by decades. Another department with some younger people kindly invited me to their regular lunches to welcome me to SEAS and help me feel like I was part of the community. It meant a lot."*

These instances highlight ways in which members of the SEAS showed respect for the experiences of others, engaged in curiosity by broadening their understanding of communities different from their own, and practiced kindness as a way of making SEAS a more inclusive environment.

Programming

Respondents also pointed to events, programs, and opportunities to gather as ways in which SEAS cultivated a sense of inclusion and belonging. For some respondents, events served as the first touchstone to a sense of inclusion and belonging within SEAS. Respondent pointed to these get-togethers as opportunities to better get to know members of the SEAS community, be informally mentored, and make learning more accessible. One Master's student shared, "*I think that IACS speaker series and talks are a great way to feel involved and engaged with the community. Being able to learn about the research of members of the community and talk with them informally over some refreshments is nice to have.*" In addition to scholarly content, respondents indicated a wide range of programming that supported feelings of inclusion and belonging, such as programming focused on exploring and celebrating diversity, inclusion, and belonging as well as social programming.

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 and Non-ladder Faculty	8	5	13
Postdoctoral Fellow or Researcher	11	4	15
Staff Member	21	18	39
Graduate Student (Ph.D. and Master's)	22	17	39
Undergraduate Student	16	15	31
Total	78	59	137

Original role categories

Exclusion Narratives:
Number of Total Reponses by Role

Legend:
- Ladder Faculty
- Non-ladder Faculty
- Postdoctoral Fellow or Researcher
- Staff Member
- PhD Student
- Masters Student
- Undergraduate Student

Pie chart values: 6%, 4%, 11%, 28%, 25%, 4%, 22%

**Exclusion Narratives:
Number of Total Responses by Role**

Aggregated role categories

- Ladder and Non-ladder Faculty
- Postdoctoral Fellow or Researcher
- Staff Member
- Graduate Student (Ph.D. and Master's)
- Undergraduate Student

Fifty-seven percent of respondents consented to have their stories shared, while 43% declined. Respondents highlighted a number of attitudes and behaviors that contribute to feelings of exclusion at SEAS. They highlighted ways in which the built environment of SEAS limits their mobility or isolates them. Respondents also recounted discriminatory statements or behaviors where they were mistreated because of various aspects of their identity, including race, gender, disability status, and sexual orientation. Individuals identified ways in which they felt excluded due to their socio-economic status, their positionality within the school, or a lack of understanding about core elements of their identity, such as religion. Respondents also addressed the ways in which the pandemic impacted their feelings around the concept of exclusion, where they felt isolated or frustrated with the institutional response to the public health crisis.

Lack of Accessible Environment

While perceptions of the accessibility of SEAS have increased since the 2018 survey, survey respondents in 2022 highlighted the ways in which the physical environment left them feeling isolated and excluded.

> One Ph.D. student responded, *"As a wheelchair user, there is not a place for me to sit or work in nearly every space I have entered at SEAS. If I can enter a space, I have to move furniture, and the places I can sit or work are extremely limited. This means that nearly every space I enter every day reminds me that I am not welcome and do not belong at SEAS."*

Limitations on the number of accessible spaces and the hurdles navigated to enter them highlight some of the concerns faced by SEAS community members. Students also shared concerns about the built environment's role in the development of a community or lack thereof. *"It's hard to say I felt excluded because there isn't much of a coherent community in SEAS. I think this in large part comes down to there being no central gathering space for students."*

Discrimination

Respondents perceived discriminatory behaviors that suggested the inferiority of some community members relative to others, supposed a single correct way of engaging in academic life, made assumptions about mental health or ability, unduly scrutinized or ignored SEAS community members, which were disrespectful, and created different identity-based outcomes.

> One staff member shared: *"I continue to feel that my white colleagues are able to complain about issues with SEAS policies and leadership with no reprimand, while staff of color often stay silent in these situations. The biggest example in all meetings about hybrid work-my observations is that white staff seem to be most vocal about the return to campus and often use derogatory tones with leadership on these calls. These calls are often painful to watch as a staff of color that feels like they don't think they feel comfortable speaking that way to leadership."*

Staff members and students reported that the actions or statements of others made them feel that their disability or gender identity was incompatible with belonging at SEAS.

> One undergraduate student shared, *"For example, last week, I was in section with two other students who were both men (I am a woman). The TF completely disregarded everything I said, refused to make eye contact with me, and basically treated me like I was invisible."*

One staff member shared ways in which they felt othered by assumptions made by colleagues, *"People say for me it will be easier to get a job, and I will not go through the same struggles because I'm a minority and there's a lower threshold to hire. It just diminishes all of my work and makes me the 'other'."*

The experience reported in the open-ended response module highlights how some SEAS community members feel that they are treated unjustly because of their gender, race, disability status, or religious identity.

Disregard and Disrespect

Some respondents reported feeling disregarded when meetings, seminars, and other work functions happened outside the traditional business hours because it negatively impacted their work-life balance. Others shared feeling excluded or unseen when others did not account for the diversity of economic experiences at SEAS.

> One staff member shared: *"A few times I have been a part of calls discussing problems faced during the pandemic, but they all seemed to be related to belonging to a particular socio-economic status (i.e. buying and selling multiple homes). I felt isolated because the issues I was facing were much different. Therefore, I could not contribute to the conversation. I don't think the exclusion was intentional but there was a clear divide between meeting attendees who could afford certain lifestyles vs. those who couldn't."*

The campus expansion has also impacted perceptions of regard and belonging.

> One Ph.D. student shared: *"I have a feeling that SEAS cares more about Allston SEC. Because I work at the Cambridge campus and don't have a chance to work in SEC, I have a strong feeling that I am excluded by SEAS. It would be really nice if SEAS could treat both sides fairly instead of only focusing on SEC. For example, SEAS only offers free night food at SEC, but there is no such free food activity on the Cambridge campus."*

Respondents also highlighted a lack of or negative interactions with managers, advisers, and faculty as sources of feeling disregarded and disrespected. One undergraduate student shared: *"Different treatment at office hours (patronizing remarks and tone, assuming less headway than other members in class, that other members on my team had contributed more to the shared programming assignment progress than I had)."*

Open-ended responses also included a perception that managers did not advocate on behalf of staff members, that staff work went unacknowledged or undervalued, and a faculty member shared that they felt there was no space to be heard in meetings. Other respondents reported feeling siloed by what they perceived as arbitrary rules that did not foster a sense of community.

Respondents shared incidences where they were called out or yelled at in a public context, and their mistreatment was not addressed by individuals with authority who were in that space. The lack of representation of different ways of identifying or being at SEAS left students and staff feeling like they did not belong in the SEAS community.

Issues of Culture and Hierarchy

Respondents shared that a lack of understanding of their cultural, religious, or socio-economic backgrounds left them feeling excluded at SEAS. One staff member shared, *"No specific situation. SEAS does a good job on certain diversity aspects but not others. An example is religion - I feel like SEAS does not support individual religions as much as other aspects. Also, one of my colleagues makes me feel really uncomfortable whenever I speak about my religion."*

Others point to hierarchical culture as a factor contributing to feelings of exclusion. One non-ladder faculty member reported "*feeling not valued as a non-ladder faculty member whose opinions and experiences have 'less credibility and validity' as compared to ladder faculty members."* Similarly, one staff member shared:

> *"As staff, there are certain faculty that make me feel like a second-class citizen. Due to the perceived hierarchy in the staff/faculty relationship, even preceptors/lecturers feel they are "above" all staff, even those staff who are in elevated positions that get paid more than the lecturer/preceptor positions. Some of the people in these positions feel that they can boss staff around and treat them like crap. Because I'm not "faculty," my insight and experiences aren't welcome and aren't treated with respect.*

Respondents identify their positionality within the community relative to others as the sources of what they perceive as different treatment and resulted in a sense of disaffirmation and exclusion.

Pandemic

Respondents also identified ways the pandemic created feelings of isolation and exclusion. The pandemic's influence was felt both in specific circumstances related to how SEAS operated at various moments during the pandemic and also in a general malaise resulting from the public health emergency. One faculty member shared, "*Not a specific situation; rather a generic lack of interaction with colleagues due to Covid*." Some respondents shared that they felt they had missed important opportunities to bond with classmates, connect about research, or participate in experiences typical to pre-pandemic life. Others reported feeling isolated because of insufficient focus on engaging people working remotely.

Others shared frustration with the amount of information they received and the lead time available to adapt during the pandemic.

> One staff member shared: *"I'm a working parent to very small children and do not feel that SEAS is being transparent enough about their plans for on-campus presence going forward, nor have they been transparent in the past. I need to plan for my children's future childcare, and not knowing the expectations with enough advance warning has made things incredibly difficult at home. Childcare availability is at a premium across the nation, and working parents are impacted negatively by decisions made by upper administration."*

Respondents perceived institutional response to the pandemic as additional stressors at an already difficult time.

NEXT STEPS FOR SEAS

The SEAS Climate Survey resulted in a great deal of informative data that will be used to shape the policies, practices, and resources at SEAS. The steps to further analyze, learn from, and develop recommendations based on the 2022 climate survey findings will be done in two parts.

1. **Community Discussion**: SEAS will host a series of facilitated discussions during the Fall of 2022 and Spring of 2023 to give community members the opportunity to review the survey results, ask questions, and provide suggestions on how SEAS should address the concerns highlighted in this report. The list below provides the details of some survey discussion. Additional information about the types of opportunities and how to sign up can be found of the SEAS DIB website.

Facilitated Conversations
SEAS Executive Team (overview
Executive Dean's Coffee (overview)
SEAS Steering Committee (overview)
All-Hands Meeting (overview)
Staff
Faculty
Graduate Students
Postdoctoral Researchers
Undergraduate Students

Focus Groups
Staff
Faculty
Graduate Student
Post-Doctoral Fellows
Undergraduate Students

Register for Community Discussions, including Focus Groups and Facilitated Conversations, and other campus climate events.

2. **Refinement of the Strategic Plan**: The SEAS Committee on Diversity, Inclusion, and Belonging will use the survey and discussion to evaluate and refine the strategic plan as it enters its 4th year. In particular, the assessment will focus on the ways in which the survey can inform our efforts around recruitment and access, community engagement, retention and success, outreach to the broader external community, and assessment and tracking.

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 Paula Nicole Booke, Assistant Dean of Diversity, Inclusion, and Belonging, at pbooke@seas.harvard.edu.

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

APPENDIX 1: SURVEY QUESTIONS

FINAL SEAS CLIMATE SURVEY – SPRING 2022

SURVEY TABLE OF CONTENTS

Welcome, informed consent and role at SEAS

Q2 SEAS Campus Climate Survey Consent Form

Please read the following information about your participation in the survey.

Your participation in this survey is voluntary and you are free to withdraw from this survey at any time. This survey is anonymous.

Purpose of the survey: This survey is part of our ongoing efforts to examine the SEAS campus climate, 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 future recommendations for fostering a supportive, diverse environment to work and study. The survey should take approximately 10 minutes. This survey is anonymous. Data analysis will be completed by the SEAS Senior Institutional Research Analyst and staff members of the SEAS Diversity, Inclusion and Belonging Office.

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 in the Smith Campus Center, Suite 901.

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).   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.

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: Inclusion and Belonging 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.
- ° 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)

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)

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: 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: 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)	○	○	○	○	○	○	○
Gender Identity (2)	○	○	○	○	○	○	○
Sexual Orientation (3)	○	○	○	○	○	○	○
Disability (4)	○	○	○	○	○	○	○

Religion or belief systems (5)	○	○	○	○	○	○	○
Political beliefs (6)	○	○	○	○	○	○	○
Social class or economic status (7)	○	○	○	○	○	○	○
Other cultures outside the United States (8)	○	○	○	○	○	○	○

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)	○	○	○	○	○	○	○	○
whose political opinions are different from your own? (2)	○	○	○	○	○	○	○	○
who are immigrants or from an immigrant family? (3)	○	○	○	○	○	○	○	○
whose nationality is different than your own? (4)	○	○	○	○	○	○	○	○
whose race or ethnicity is different from your own? (5)	○	○	○	○	○	○	○	○
whose gender is different than your own? (6)	○	○	○	○	○	○	○	○

whose sexual orientation is different than your own? (7)

○   ○   ○   ○   ○   ○   ○   ○

whose social class is different from your own? (8)

○   ○   ○   ○   ○   ○   ○   ○

who have physical or other observable disabilities? (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)

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)

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)	○	○	○	○
Being denied any human resource services (2)	○	○	○	○
Being graded unfairly by an instructor (3)	○	○	○	○
Being denied any student services (4)	○	○	○	○
Derogatory, embarrassing or humiliating remarks or gestures (5)	○	○	○	○
Derogatory, embarrassing or humiliating emails, texts or social media posts (6)	○	○	○	○
Receiving threats to expose your sexual orientation or gender identity (7)	○	○	○	○
Pressure to be silent about your sexual orientation or gender identity (8)	○	○	○	○
Unfair comments in a SEAS classroom/laboratory/work environment (9)	○	○	○	○
Being bullied by a member of the SEAS community (10)	○	○	○	○
Being threatened with physical violence (11)	○	○	○	○
Experiencing actual physical violence (12)	○	○	○	○
Property damage (14)	○	○	○	○
Undesired sexual attention (16)	○	○	○	○
Other (15)	○	○	○	○

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)	○	○	○	○
Gender identity (2)	○	○	○	○
Race/ethnicity (3)	○	○	○	○
Pregnancy (4)	○	○	○	○
Marital status (5)	○	○	○	○
Nationality (6)	○	○	○	○
Disability status (7)	○	○	○	○
Political views (8)	○	○	○	○
Religion (9)	○	○	○	○
Age (10)	○	○	○	○
Socioeconomic status (11)	○	○	○	○
Veteran status (12)	○	○	○	○
Any other aspect of your identity (13)	○	○	○	○
A reason not related to any aspect of my identity (14)	○	○	○	○
An unknown reason (15)	○	○	○	○

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)	○	○
Leaving Harvard altogether (2)	○	○
Discouraging others from joining SEAS (3)	○	○

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)

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

OPEN RESPONSE

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)

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)

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)	o	o	o	o
Gender identity (2)	o	o	o	o
Race/ethnicity (3)	o	o	o	o
Pregnancy (4)	o	o	o	o
Marital status (5)	o	o	o	o
Nationality (6)	o	o	o	o
Disability status (7)	o	o	o	o
Political views (8)	o	o	o	o
Religion (9)	o	o	o	o
Age (10)	o	o	o	o
Socioeconomic status (11)	o	o	o	o
Veteran status (12)	o	o	o	o
Any other aspect of the person's identity (13)	o	o	o	o
A reason not related to any aspect of the person's identity (14)	o	o	o	o
An unknown reason (15)	o	o	o	o

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)
- Unknown (9)
- I don't know who the source was (10)
- Other (7)_____

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)

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) _____

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)

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)

Q126 Where do you spend the majority of your time at SEAS?
- ° Mostly Allston (1)
- ° Mostly Cambridge (2)
- ° Both (3)
- ° Neither (4)