

# LETTER FROM THE DEAN

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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

# EXECUTIVE SUMMARY

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## 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.

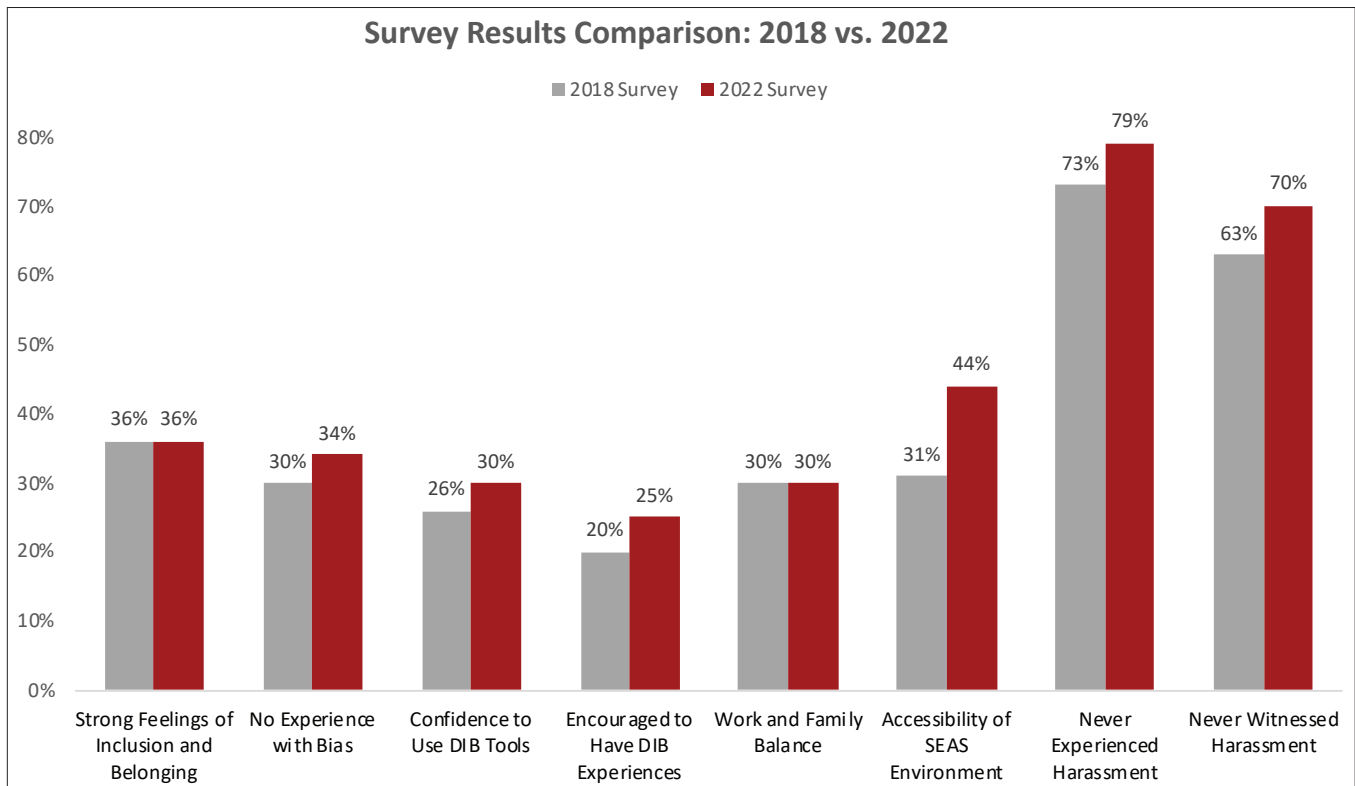
### **SEAS Climate and Strategic Planning**

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



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 73% 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.

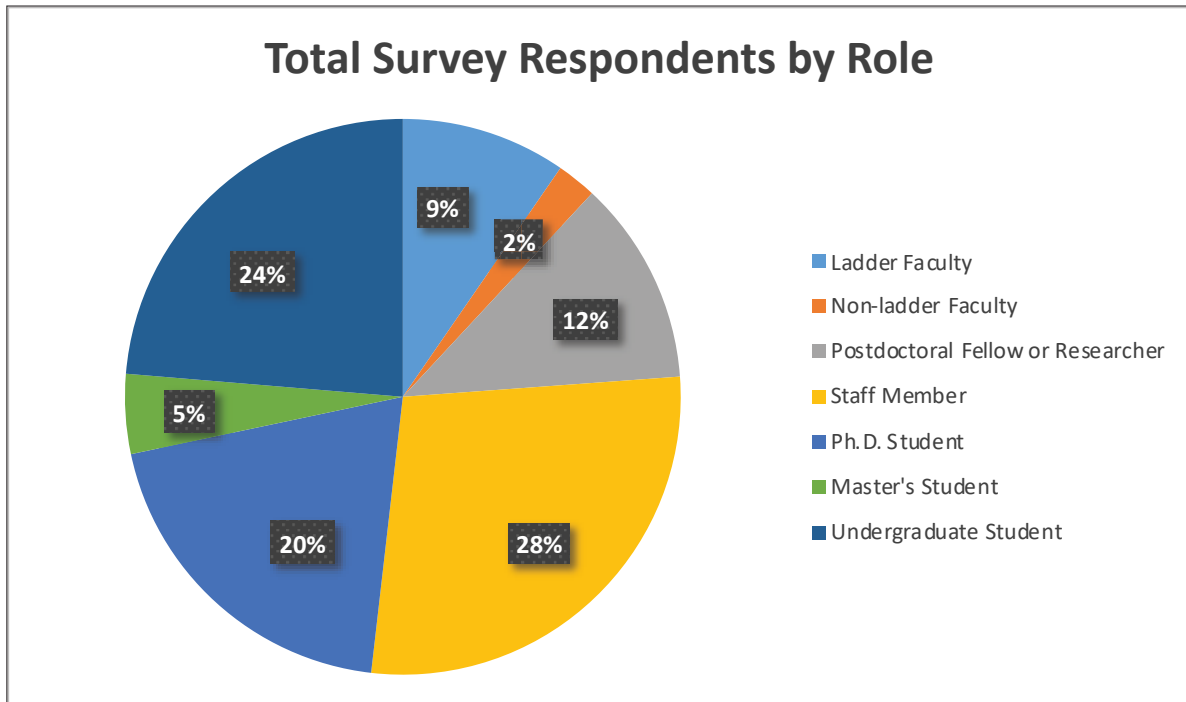
As a whole, the SEAS community feels growing confidence in their grasp of DIB tools. In 2022, 30% of the SEAS community, compared to 20% in 2018, shared a strong sense of confidence that they have the tools to respond effectively if they witnessed hostile, harassing, or intimidating behaviors. The perception 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

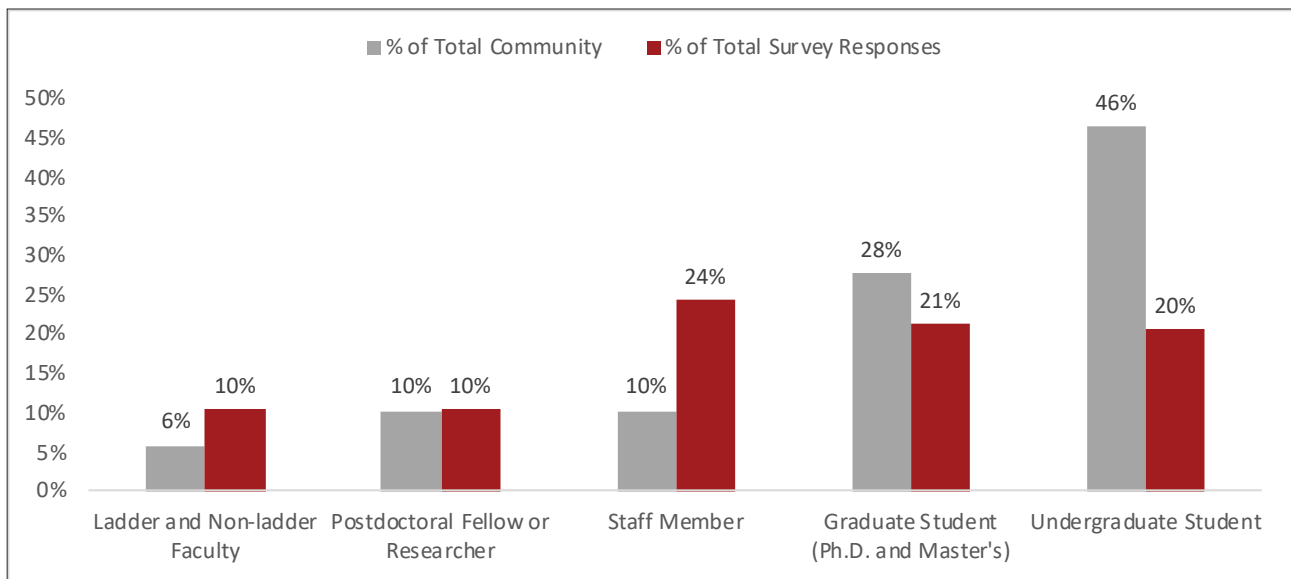
Of the 2,471 faculty, students, staff, postdoctoral fellows, and researchers invited to participate in the survey, we received a total of 604 complete responses. This is a response rate of 24%, an increase compared to the level of participation in the 2018 survey (21%). SEAS staff had the highest response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



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



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 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.

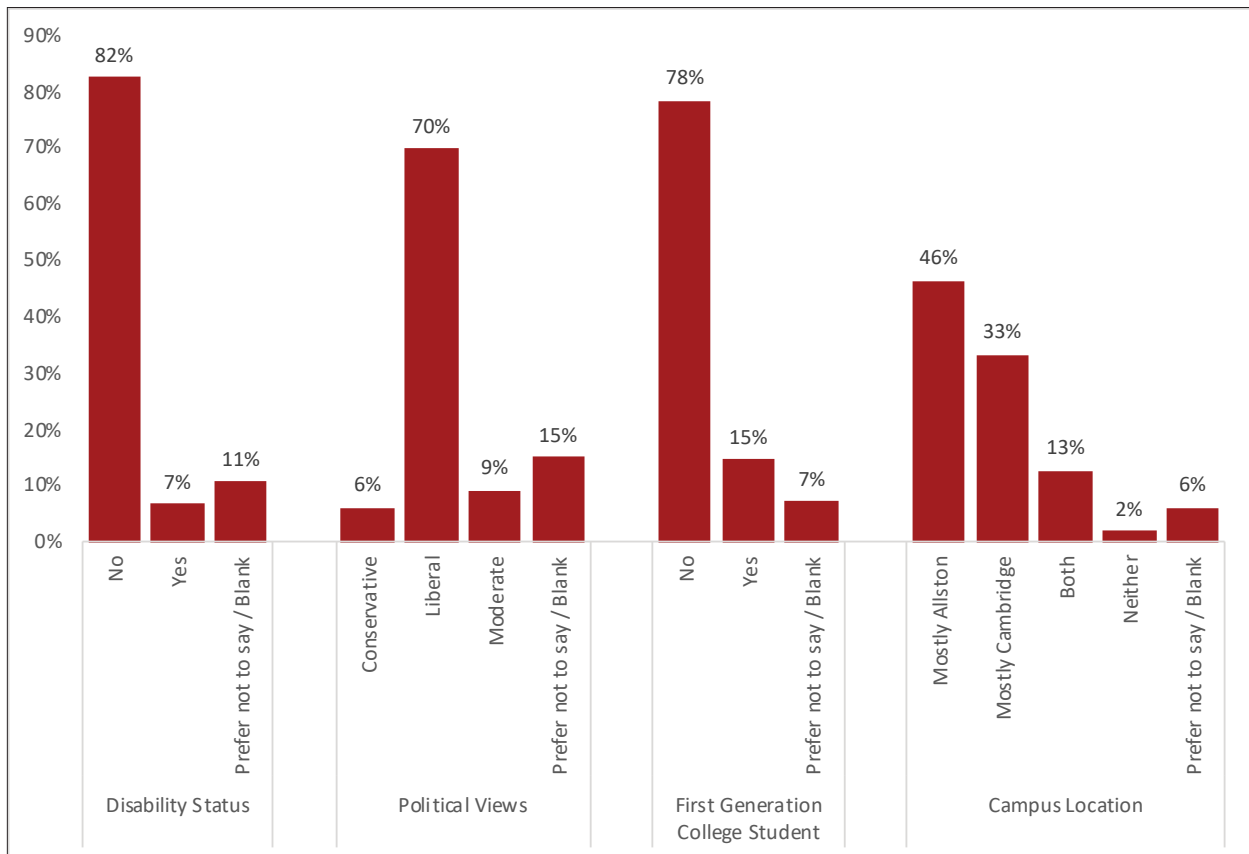
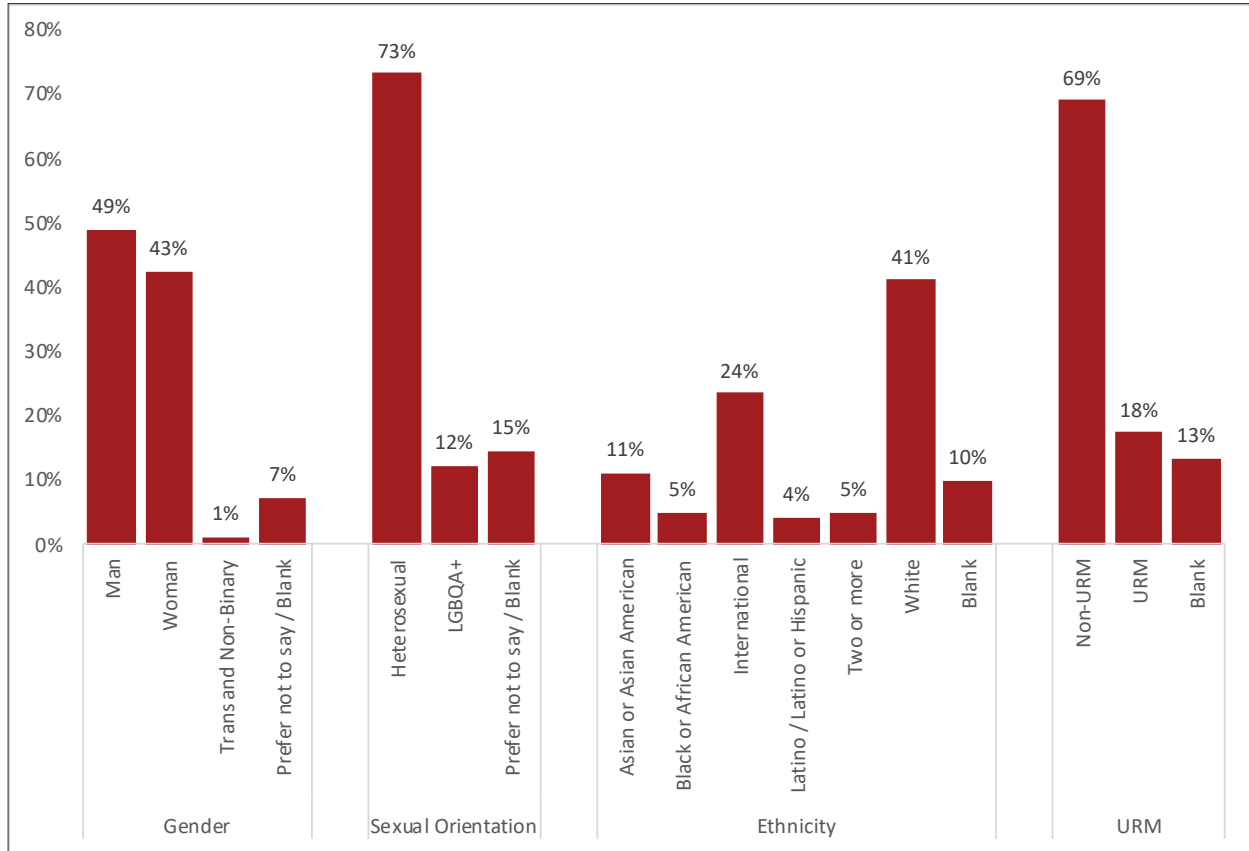
In disaggregating responses to the question, “Have you ever personally experienced harassment or discrimination (of any kind) at SEAS or by a person affiliated with SEAS?”

- 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



## 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<sup>1</sup> (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

<sup>1</sup>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 LGBTQA+ 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.