Department of Mathematics

Climate Survey 2020
Results Overview

Organizational Climate

Defining climate

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

Why climate is important for the workplace

The nature and quality of an organization's climate has been shown to have a direct impact on members' positive or negative assessments of their workplaces. The more positively employees perceive their organization's climate, the more likely they are to view the organization in positive terms, have a desire to continue working for that organization, be motivated to put in the extra effort on behalf of the organization (not just for one's own professional advancement), and be more productive[iii]. In the case of academic departments, this applies to everyone who works for them: faculty (especially regarding intentions to stay in the department)[iv,v,vi], administrators, and staff[vii,viii,ix,x]. In some cases, climate has been linked to intrinsic task motivation, reduced isolation, and satisfaction with promotion processes.[xi]

For students—both at the undergraduate and graduate levels—a positive academic climate is associated with student retention and persistence, academic self-confidence, improved academic performance, and an increased sense of belonging. Negative climates are associated with the opposite outcomes—including low academic self-confidence, poor academic performance, lack of persistence and retention, increased rates of dropping out, and a low sense of belonging—especially among students who are from historically underrepresented populations[xii,xiii,xiv,xv,xvi].

Survey

The purpose of this survey was to evaluate climate among faculty, staff, undergraduate students, graduate students and post-docs/research scientists in the Department of Mathematics. Climate is a multidimensional construct and therefore there are a number of climate dimensions identified as targets of assessment in the literature. Due to the needs of the Science Division we have chosen to focus on the facets of: inclusion and belonging, interpersonal justice, communication, workplace incivility, accountability for wrongdoing, supervisor/advisor support, job satisfaction (for faculty, staff, and post-docs) and satisfaction with the academic experience (for undergraduate and graduate students).

Methodology

Items in this survey were adapted from other validated instruments in the organizational behavior literature. Department members were given the option to include up to five of their own survey items. The survey consisted of up to approximately 20 forced-choice/Likert-type items. Three open-ended items allowed participants to elaborate on their survey responses and/or to further describe their experiences as well as to provide suggestions about ways the climate could be improved. Parallel items were administered across groups to faculty, staff, undergraduate, and graduate with the point-of-reference (i.e., department, concentration, program) adapted for the respective group. The survey was administered in Qualtrics in early Fall 2020 during the COVID-19 Pandemic. This was acknowledged in the survey as participants were instructed to think broadly about their experiences with climate in the department/concentration/program and about how the Department of Mathematics normally functions pre-pandemic. A total of three-hundred and thirty-nine (N=339) surveys were sent to faculty, staff, post-docs/research scientists, undergraduates and graduate students, a total of one hundred and twenty-one responded (n=121), resulting in a 35.7% response rate. A break-down by group is provide in Table 1 below.

Table 1

	Undergraduate Student	Graduate Student	Faculty including ladder and non-ladder faculty instructors and fellows	Staff	Post-Doctoral Scholar Research scientist	
Response N	44	24	36	14	3	121
Total N	195	62	60	17	5	339
Response rate	22.6%	38.7%	60%	82.4%	60%	35.7%

Note: We note the low response rate among the undergraduate students. The survey literature has long recognized that low response rates indicate potential bias (e.g., Lessler and Kalsbeck 1992). Low response rates produce bias only to the extent that there are differences between responders and non-responders on the estimate(s) of interest. It is possible that those who responded to the survey had more positive, more negative, more extreme, less extreme or the same views about the departmental climate than those who did not respond. Because the number of post-docs in the department was small (n=5), we included them in a separate section of the report. In order to maintain confidentiality, we flagged incidences where 1 out of the 3 individuals (post-docs) were not in the agree category or satisfied category.

In this report we present a high-level analysis of items across groups (faculty, staff, post-docs/research scientists, undergraduate and graduate students). Participants were asked to report their responses on a series of 6-point Likert scales (1=strongly disagree to 6=strongly agree; 1=extremely dissatisfied to 6 = extremely satisfied). For ease of interpretation, scale points were collapsed across positive categories (i.e., somewhat agree + agree +strongly agree). It should also be noted, that in cases where results are not displayed for a particular group, this means that the item was not displayed in the survey for that group.

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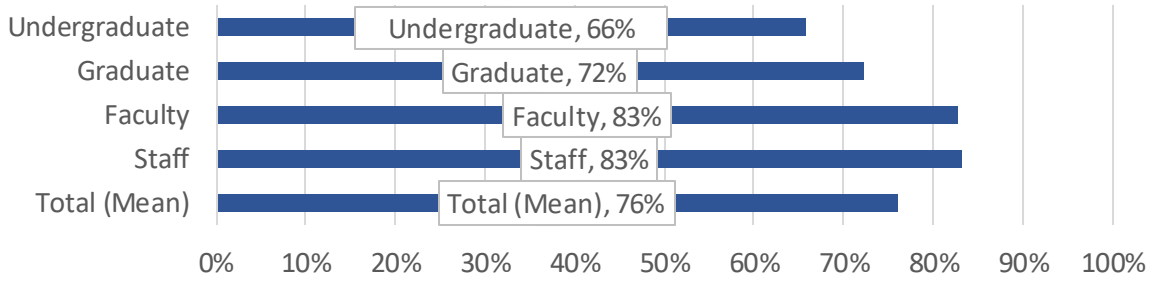
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I. Satisfaction Overall

Figure 1: Satisfaction with…

Climate in concentration/program/department

Undergraduate	Undergraduate, 66%
Graduate	Graduate, 72%
Faculty	Faculty, 83%
Staff	Staff, 83%
Total (Mean)	Total (Mean), 76%

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

Satisfaction with my academic experience/job

Undergraduate	Undergraduate, 76%
Graduate	Graduate, 89%
Faculty	Faculty, 86%
Staff	Staff, 92%
Total (Mean)	Total (Mean), 86%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
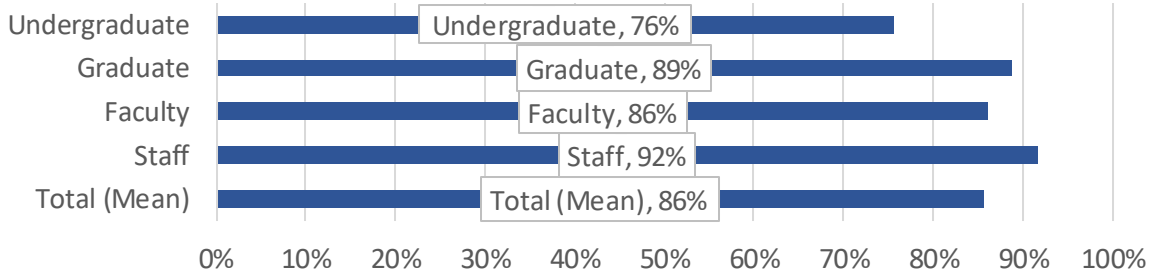
Would still choose my concentration/program/department/job

Undergraduate	Undergraduate, 78%
Graduate	Graduate, 74%
Faculty	Faculty, 79%
Staff	Staff, 83%
Total (Mean)	Total (Mean), 78%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
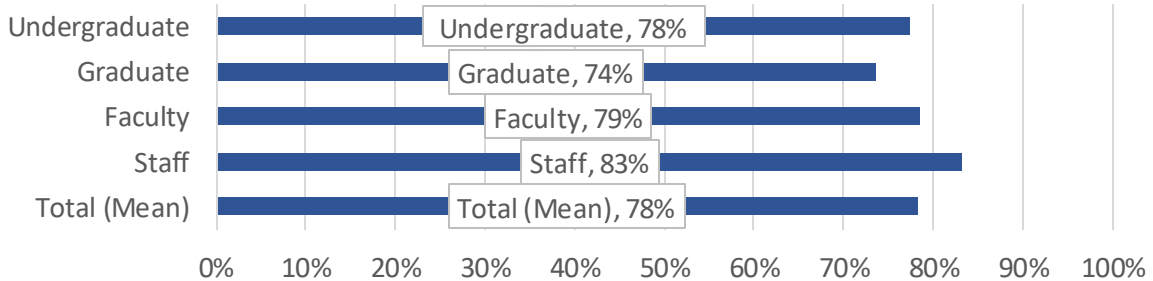
II. Interpersonal Justice

Figure 2: Treat me with dignity and respect

Faculty treat me with dignity and respect

Undergraduate	Undergraduate, 86%
Graduate	Graduate, 88%
Faculty	Faculty, 92%
Staff	Staff, 100%
Total (Mean)	Total (Mean), 91%

Staff treat me with dignity and respect

Undergraduate	Undergraduate, 98%
Graduate	Graduate, 88%
Staff	Staff, 93%
Total (Mean)	Total (Mean), 93%
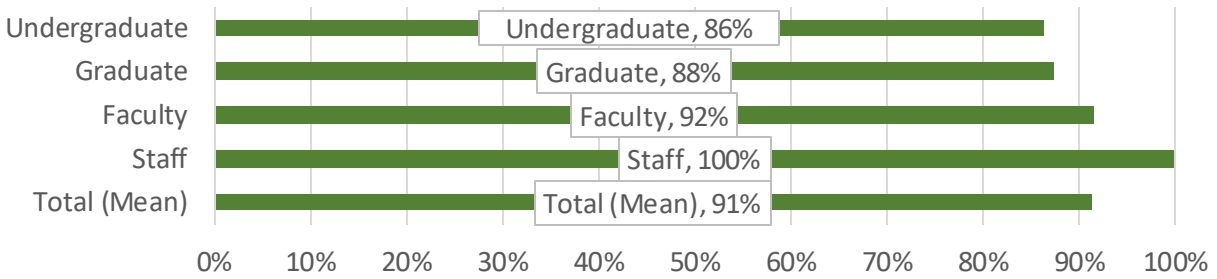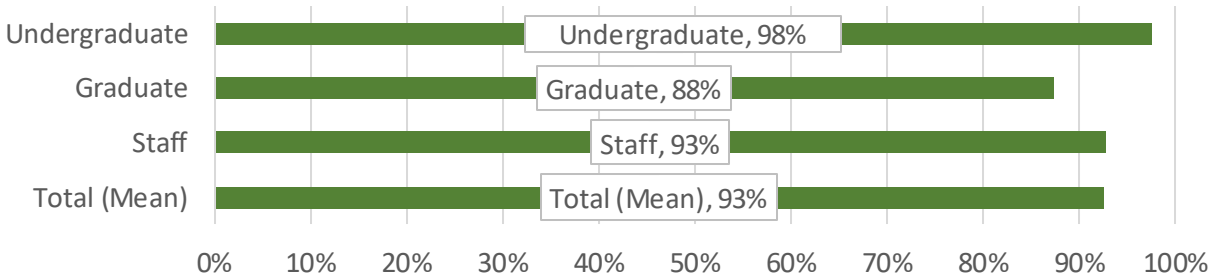
Students treat me with dignity and respect

Undergraduate	Undergraduate, 80%
Graduate	Graduate, 83%
Staff	Staff, 100%
Total (Mean)	Total (Mean), 88%
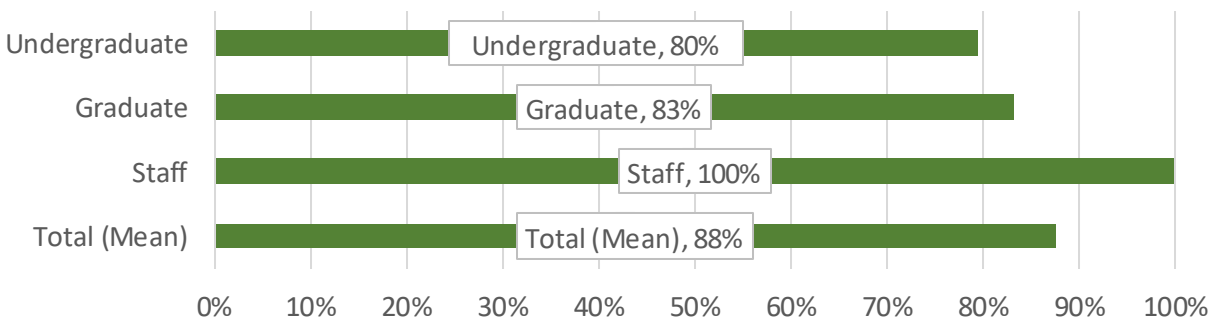
III. Sense of Belonging

Figure 3: Sense of belonging with others in my (program/department/job)

I feel connected

Category	Value
Undergraduate	55%
Graduate	65%
Faculty	75%
Total (Mean)	65%

(Horizontal bar chart with x-axis from 0% to 100%)

I feel accepted by others

Category	Value
Undergraduate	70%
Graduate	68%
Faculty	81%
Staff	93%
Total (Mean)	78%

(Horizontal bar chart with x-axis from 0% to 100%)

I feel valued by others

Category	Value
Graduate	67%
Faculty	78%
Staff	86%
Total (Mean)	77%

(Horizontal bar chart with x-axis from 0% to 100%)
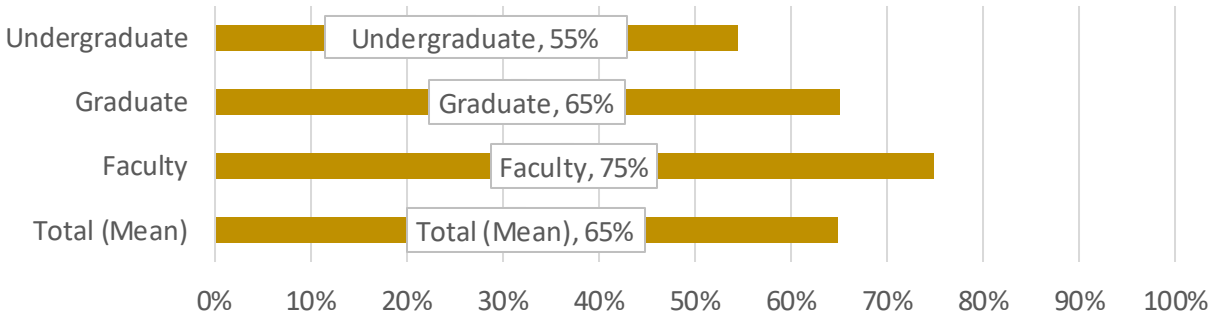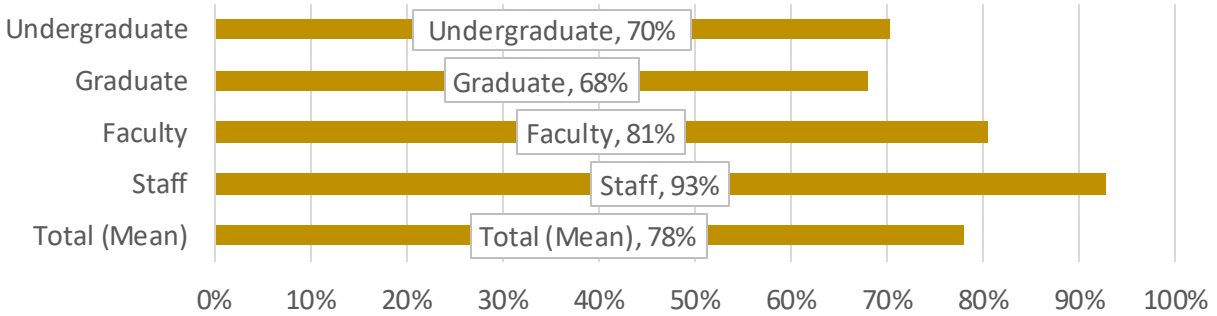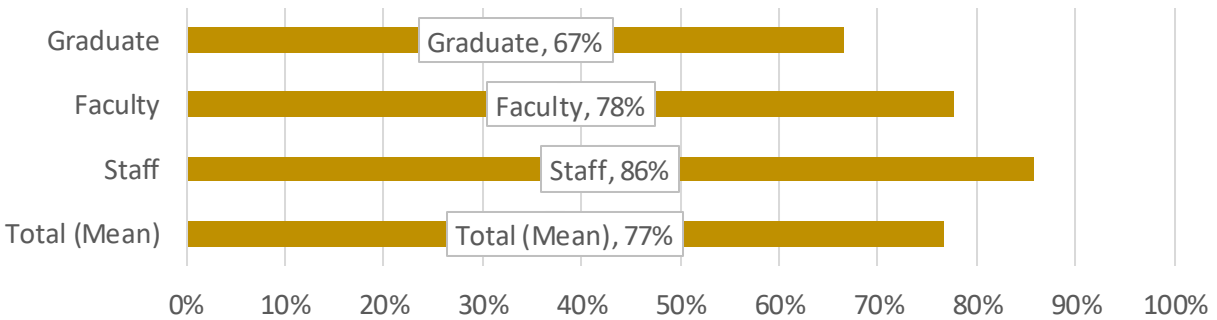
IV. Inclusion

Figure 4: Inclusion in the Classroom and Study Groups for Undergraduates

Classes offered in my concentration are inclusive — Classes offered in my concentration are inclusive, 57%

I feel welcomed and included in study groups — I feel welcomed and included in study groups, 76%

Total (Mean) — Total (Mean), 67%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
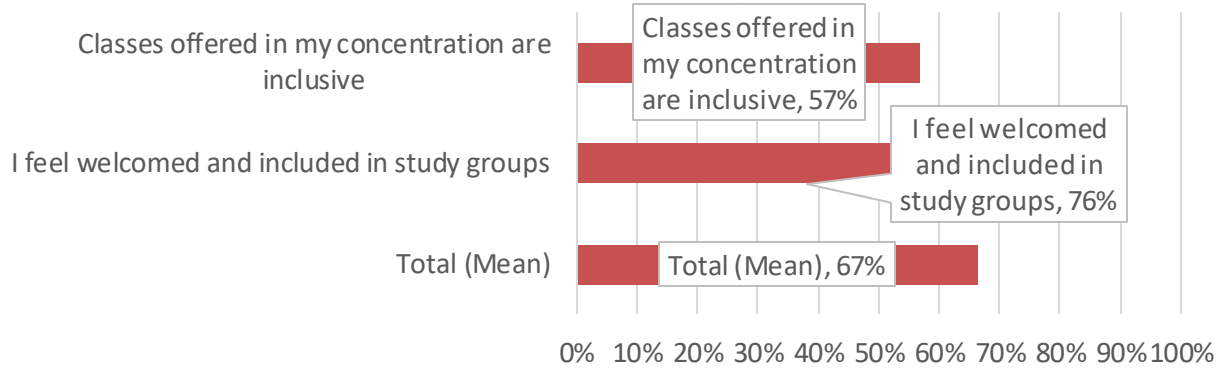
Figure 5: The (department/program/job) takes care to make all (students/staff) feel included

Undergraduate, 75%

Graduate, 62%

Staff, 86%

Total (Mean), 74%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
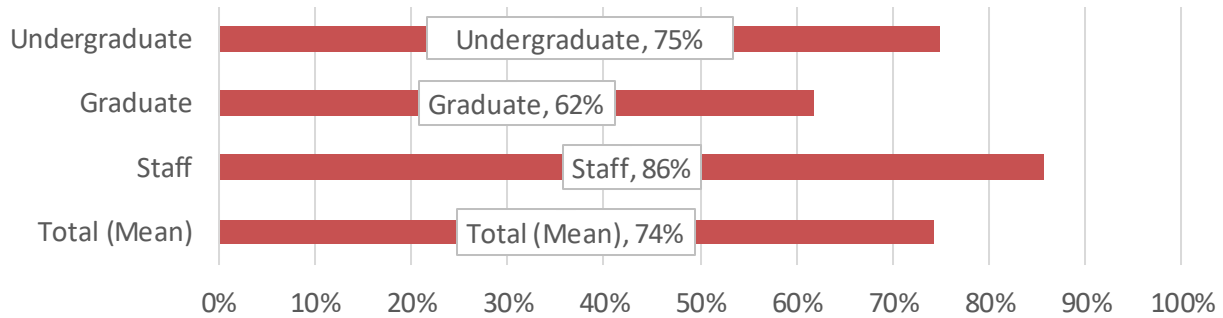
V. Commitment to Diversity

Figure 6: There is a demonstrated commitment to diversity and inclusion in my (concentration/program/department/job)

Undergraduate, 52%

Graduate, 48%

Faculty, 74%

Staff, 77%

Total (Mean), 63%

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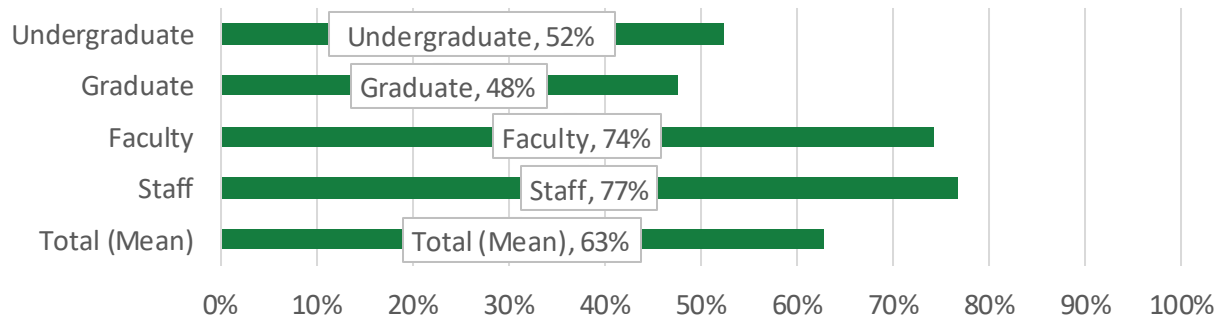
VI. Communication

Figure 7: Open-respectful communication with peers/colleagues in my (concentration/program/department/job)

Respectfully consider each other's point-of-views and opinions
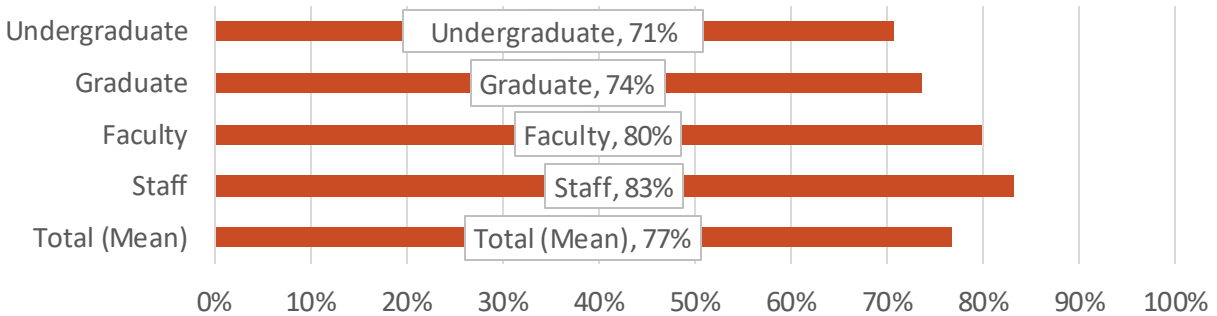
Group	Value
Undergraduate	71%
Graduate	74%
Faculty	80%
Staff	83%
Total (Mean)	77%

I feel comfortable dissenting when I disagree with the majority opinion

Group	Value
Undergraduate	51%
Graduate	63%
Faculty	45%
Staff	42%
Total (Mean)	50%

I feel like my opinions are being heard and considered

Group	Value
Undergraduate	71%
Graduate	63%
Faculty	68%
Staff	83%
Total (Mean)	71%
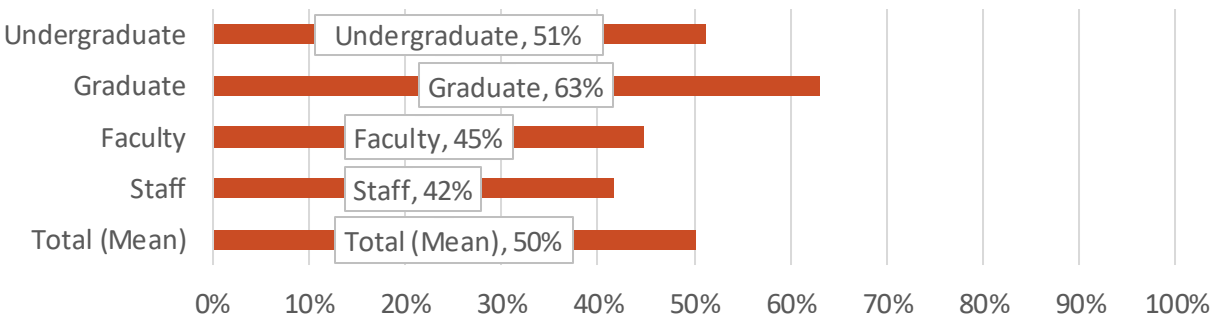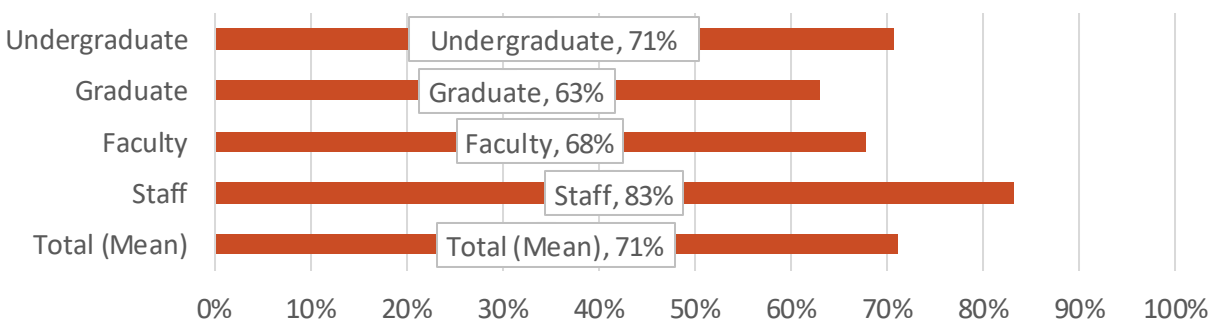
VII. Workplace Incivility

Figure 8: Percentage of those who have experienced an incident of workplace incivility

Put you down or were condescending
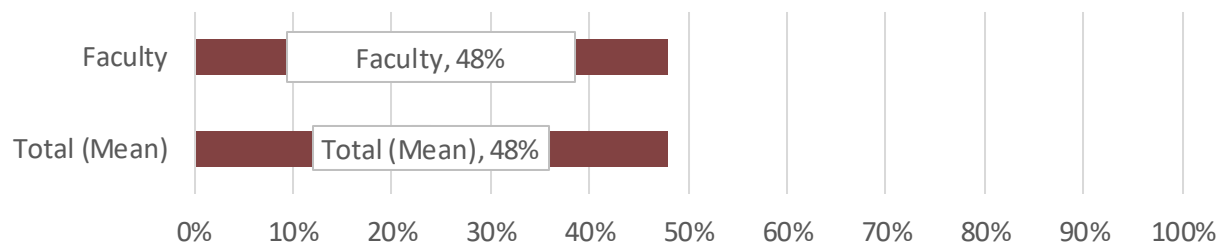
Faculty	Faculty, 48%
Total (Mean)	Total (Mean), 48%

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

Show little interest in you

Undergraduate	Undergraduate, 40%
Graduate	Graduate, 58%
Faculty	Faculty, 50%
Staff	Staff, 55%
Total (Mean)	Total (Mean), 51%

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

Addressed you in unprofessional terms

Undergraduate	Undergraduate, 5%
Graduate	Graduate, 32%
Faculty	Faculty, 21%
Staff	Staff, 17%
Total (Mean)	Total (Mean), 18%

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

Bullied or harassed you

Undergraduate	Undergraduate, 13%
Graduate	Graduate, 26%
Staff	Staff, 17%
Total (Mean)	Total (Mean), 18%

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

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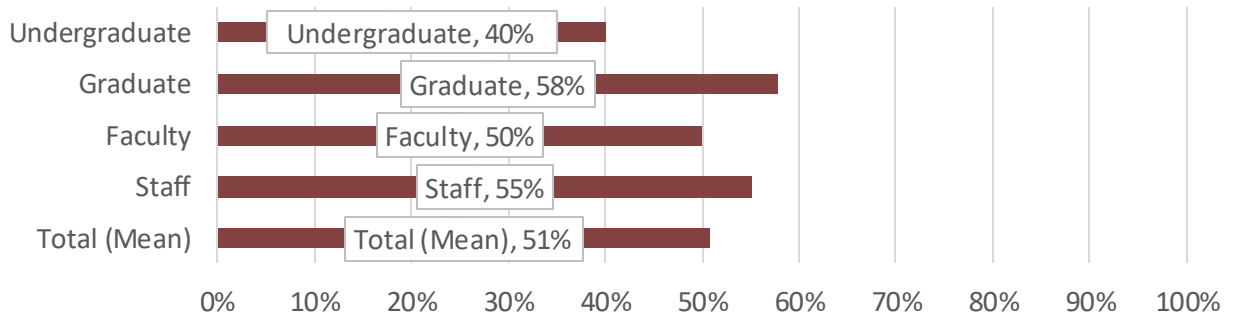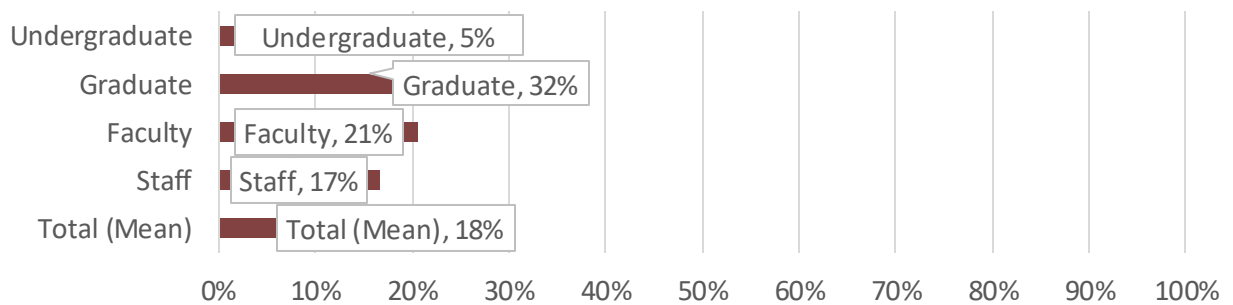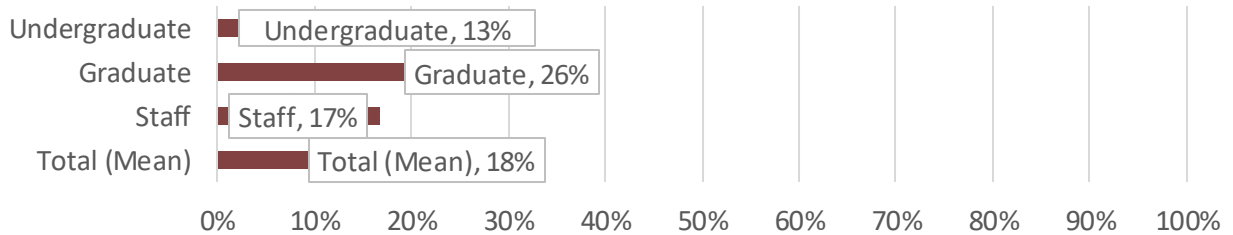
VIII. Accountability Wrongdoing

Figure 9: Process & Procedures to correct wrongdoing

There is a willingness to correct discourteous or offensive behavior

Category	Value
Undergraduate	Undergraduate, 37%
Graduate	Graduate, 32%
Faculty	Faculty, 54%
Staff	Staff, 67%
Total (Mean)	Total (Mean), 47%
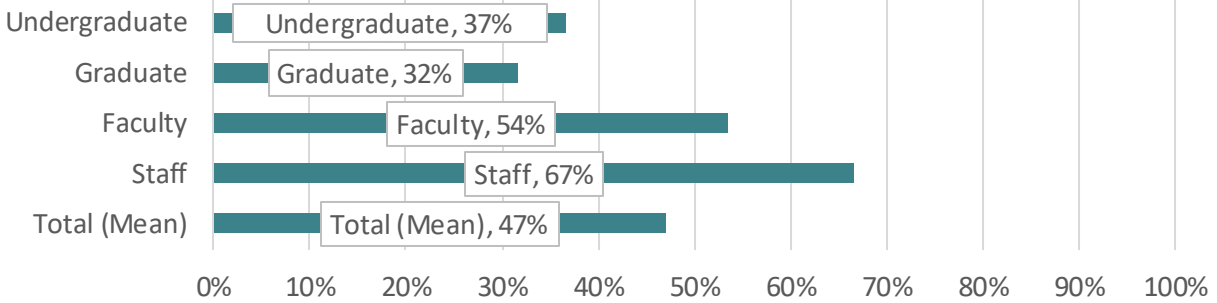
Clear reporting channel

Category	Value
Undergraduate	Undergraduate, 29%
Graduate	Graduate, 16%
Faculty	Faculty, 45%
Staff	Staff, 58%
Total (Mean)	Total (Mean), 37%

Clear process for resolving conflicts

Category	Value
Undergraduate	Undergraduate, 63%
Graduate	Graduate, 53%
Staff	Staff, 58%
Total (Mean)	Total (Mean), 58%
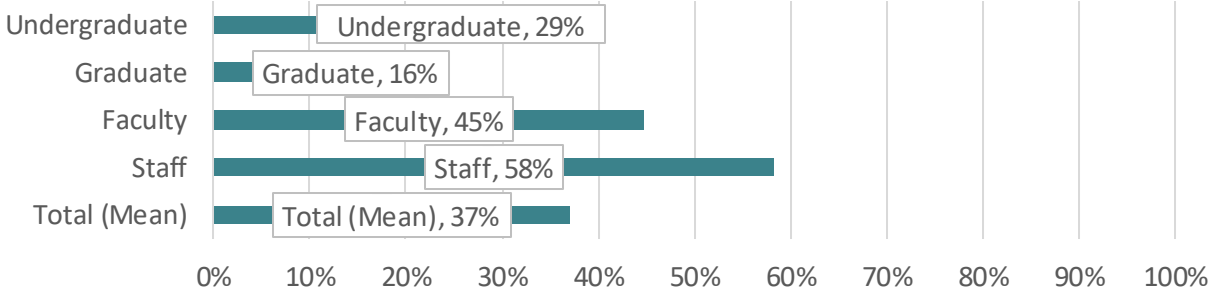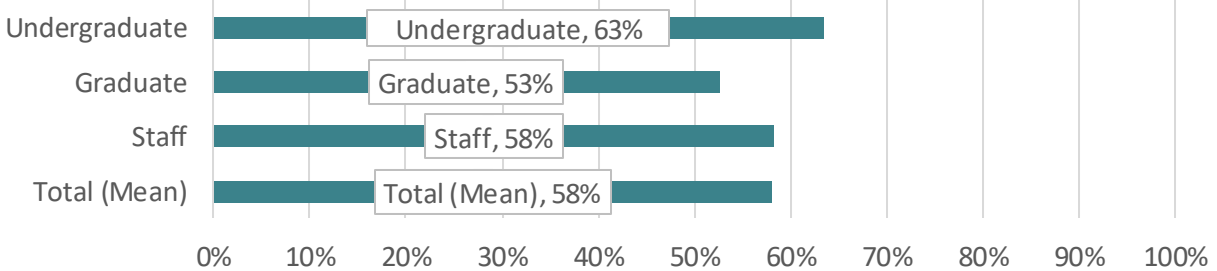
All members of the community are held to the same standards

Category	Value
Undergraduate	Undergraduate, 41%
Graduate	Graduate, 53%
Faculty	Faculty, 52%
Staff	Staff, 42%
Total (Mean)	Total (Mean), 47%
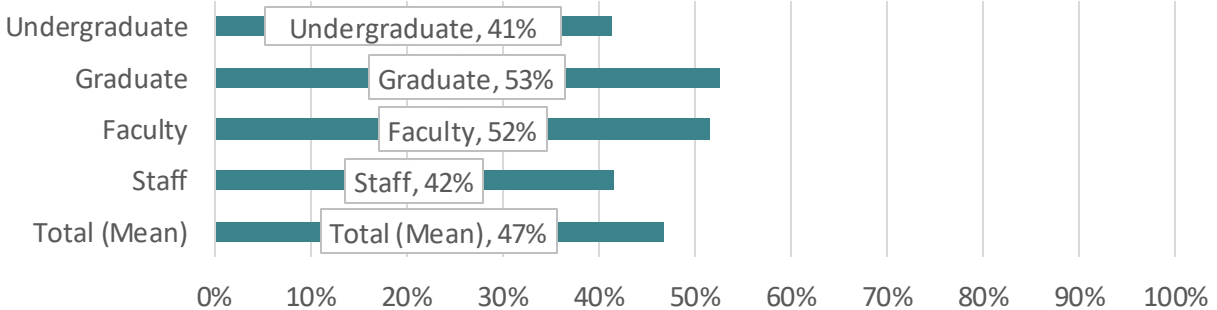
IX. Supervisor/Advisor support

Figure 10: Staff ratings of supervisor support

Category	Rating
Is available	100%
Cares (Considers) about my opinions and suggestions.	92%
Makes me feel appreciated	92%
Provides opportunities to expand and grow my skill set	83%
Considers my career goals and aspirations	83%
Values my work and contributions	92%

10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
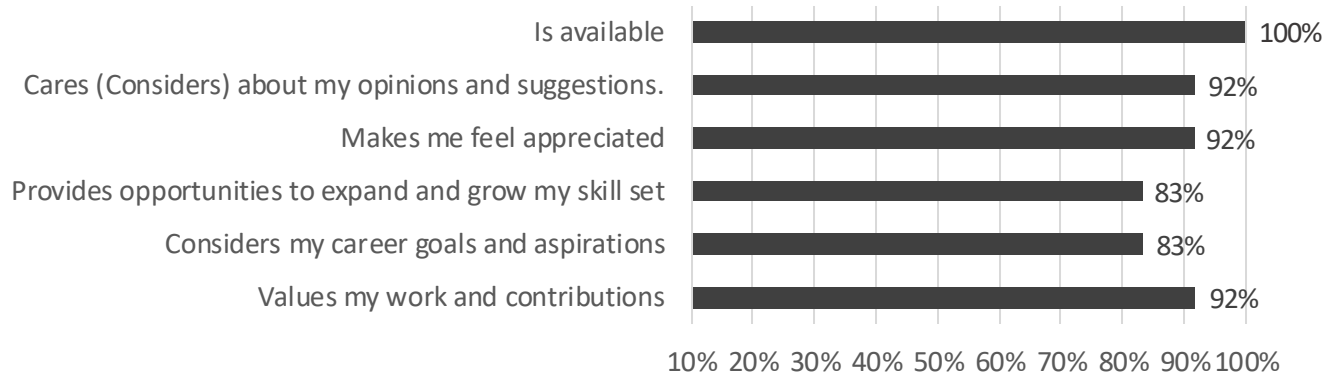
Figure 11: Graduate student ratings of advisor support

Category	Rating
Values my ideas and contributions	83%
Considers my career goals and aspirations	83%
Is generally available	72%
Shows very little concern for me (RC)	33%
Cares about my academic success	83%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
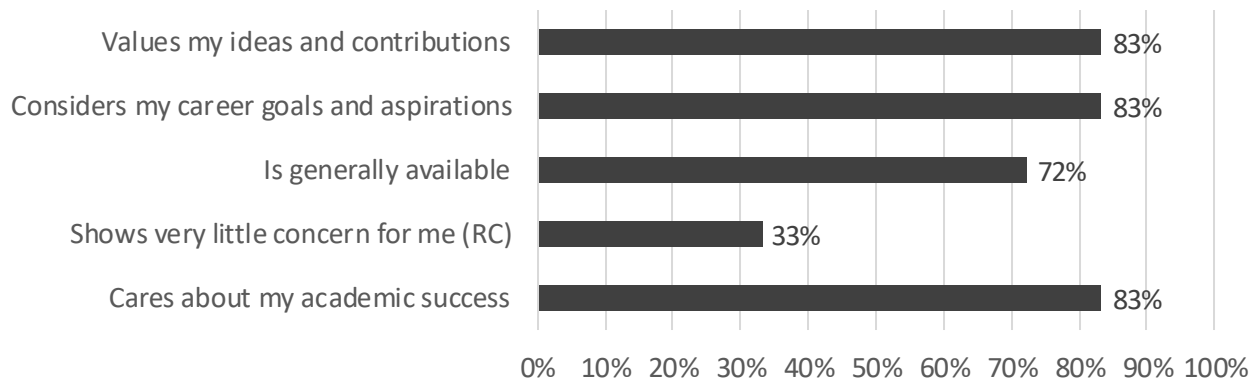
Mathematics Post-Doc – Climate Survey Overview

The following items refer to your feelings about others in your department. Please indicate the extent to which you agree or disagree with each item by selecting the best fitting response.

	Green checks indicate majority (at least 2 out of 3 post-docs) fall into "Agree" categories
Faculty in my department treat me with dignity and respect	✅
Other post-docs/research scientists treat me with dignity and respect	✅
Faculty in the department treat me with dignity and respect	✅
I feel connected with others in the department	❌
I feel valued by others in the department	✅
There is a demonstrated commitment to diversity and inclusion within my department	❌
The department takes care to make post-docs/research scientists feel welcome and included	❌
I am treated differently by others (faculty, staff, students) in my department because of my identity (race/ethnicity, socioeconomic background, gender, nationality, sexuality/orientation, disability..etc)	❌

Have you ever been in a situation where a member(s) of the department community (faculty, staff, students) has...

	Majority of respondents fall into "No" category
Made demeaning or derogatory remarks about you	✓
Addressed you in unprofessional terms either publicly or privately	✓
Ignored or excluded you	✓
Bullied or harassed you	✓

Please read each statement below and indicate the extent to which you agree or disagree with each.

	Majority of respondents fall into "Agree" categories
Colleagues in the department respectfully consider each other's point-of-views and opinions	✓
When I disagree with the majority opinion, I feel comfortable	✓
Staff in the department share their ideas openly	✓
I feel like my opinions are being heard and considered as opposed to being ignored or shot down	✓

Please read each statement below and indicate the extent to which you agree or disagree with each.

	Majority of respondents fall into "Agree" categories
There is a willingness to correct discourteous or offensive behavior in the department	✔
There are clear channels for reporting complaints/grievances	✘
There is a clear process for resolving conflicts surrounding discourteous or offensive behavior	✘
All members of the department community (faculty, staff, students) are held to the same standards of respectful behavior	✘

Please read each statement below and indicate the extent to which you agree or disagree with each.

	Majority of respondents fall into "Agree" categories
My PI values my ideas and contributions	✅
My PI strongly considers my career goals and aspirations	✅
My PI is available	❌
My PI cares about my satisfaction in my workplace	✅
My PI treats me with dignity and respect	✅

How satisfied are you with..

	Majority of respondents fall into "Agree" categories
Your department as a welcoming and respectful environment to work	❌
Your job	✅

How likely would you recommend your department as a place to work to a prospective staff member?

	Majority of respondents fall into "Likely" categories
Post-Doc	✓

If I had to do it over again, I would choose where I am working.

	Majority of respondents fall into "Agree" categories
Post-Doc	✓

Open-Ended Comments

Survey participants were asked to respond to 3 open-ended items:

- "Please comment on your experience in the department associated with identity. (Branching question display - if participants agree that they are treated differently by others in the department because of identity)"

- "This survey has asked you to reflect upon a large number of issues related to the climate and your experiences in this climate, using a multiple-choice format. If you would like to elaborate upon any of your survey responses and/or further describe your experiences, we encourage you to do so in the space provided below."

- "Please provide suggestions about ways the climate could be improved in your department."

Data Analysis

All responses were downloaded from Qualtrics and were then analyzed. This entailed a line-by-line analytic reading of the open-ended comments to classify the ways in which participants addressed the survey questions. A key limitation is that responses were obtained from only a small portion of the survey participants and therefore open-ended comments may not be generalizable. The comments should be interpreted as representative of only those individuals who responded to the items . However, attempts were made to interpret results in light of the Likert-type items which had larger response rates. A total of 65 comments were analyzed. Themes that emerged include:

- The need for greater diversity (gender and racial) in the hiring of staff and ladder faculty; members and in the recruitment and retention of undergraduate and graduate students;

- The need for greater tolerance with respect to diversity of ideas, point-of-view, and ideology

- Acts of incivility stemming from identity and most notably gender, presenting as sexism and harassment to some women in the department;

- Acts of incivility stemming from power-imbalances within the department and a system that community members feel does not hold those at the top of the academic hierarchy accountable for their actions;

- A few preceptors made note of the stress they are experiencing in balancing increasing teaching loads and administrative work as a result of COVID-19.

Diversity and Inclusion

From the Likert items we learned that 74% of faculty, 77% of staff , 48% of graduate students and 52% of undergraduate respondents agreed that there is a demonstrated commitment to diversity and inclusion in the department. However, in the open-ended comments community members across groups (post-docs, faculty, staff, undergraduate and graduate students) note that the department still has a long way to go in its efforts to recruit more women and persons of color into both tenured faculty and staff roles.

- *Hire senior faculty who are black, women, persons of color, young, etc. Have tenure-track faculty.*

- *Hire more diverse professors! Hire faculty with demonstrated dedication to inclusion in math.*

- *Our department doesn't have a single black person neither in staff, nor in academic or teaching personnel.*

- *..More diverse staff and faculty.*

- *Commit to diversifying the faculty; don't follow through with a search if there is not a diverse pool of candidates.*

- *Additionally, appoint a faculty co-director of graduate studies (a Full Professor), preferable [sic] a woman or person of color, to help temper the current program environment and ensure equity in the way all graduate students are considered and treated when they encounter hardship. This role is too important to have it all come down to one person.*

- *Hire more female faculty (ideally 50%). There are plenty of extremely talented female researchers out there. ...*

A couple of graduate students noted the need for greater diversity in the recruitment and retention of students to the program. One student explains this can be accomplished by removing the GRE requirement and admissions fees.

- *Remove the GRE as a requirement for graduate admissions. Remove the admission fee for graduate admissions.*

- *Admit a more diverse group of students, gender-wise and ethnically.*

Students recommended the need for dedicated resources devoted to diversity and inclusion initiatives, including hiring a person who is responsible for managing these efforts, holding departmental trainings related to unconscious bias, and workshops devoted to inclusive teaching practices.

- *Do some departmental trainings for faculty/postdocs/preceptors/graduate students/staff highlighting the fact that there is a lot of unconscious biases, and even well-meaning people can be extremely biased in their treatment of women and other minorities; e.g. Requiring all faculty and concentrators (especially tenured faculty) to attend town halls and workshops like the ones held this year in the department, but not just as a response to specific racial crises in the world. Such events should be mandatory and held regularly.*

- *Devoting resources/time towards diversity/inclusion/climate, e.g. a dedicated position/person (postdoc?) whose responsibility is these matters and is compensated accordingly for their work; improved/more structured diversity/inclusion training component in graduate student teaching training; not sure what diversity/inclusion training/exercises for faculty should comprise but acknowledgement that no one is above bias (including URMs themselves too) is a start.*

- *Train teachers in inclusive teaching practices. Value and reward (with money or something) students, faculty, and staff who take initiative in diversity, equity, and inclusion work.*

- *It could be improved by discussing concrete cases rather than abstract scenarios that do not take place in reality (in our department). As an example, please note that the number of African American graduate school applicants at most top math departments in the US is still roughly zero each year - how to effectively change this would be a much worthier cause to take up than the endless discussions about how to behave if they did actually exist.*

Respect for differing points of view

While 63% of graduate students agreed that they would feel comfortable dissenting with the majority opinion, only 45 % of faculty, 42% of staff and a little over half (51%) of undergraduates agreed to this statement. A few faculty and graduate student respondents expressed their concerns with sharing their differing points-of views in the recent political climate in the open-ended comments

- *I feel that there is usually one politically correct viewpoint on issues related to climate and expressing a different viewpoint would damage one's reputation and negatively impact one's career.*

- *I think that giving people the benefit of the doubt (i.e., that they are not actively trying to make someone feel disrespected) would go a long way in creating an environment where people are comfortable expressing their opinions.*

- *There is social and professional exclusion coming from status and privilege-based inner circles and political polarization.*

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

Incivility related to Masculinity Contest Culture

Students and faculty members both shared their perspectives on acts of incivility related to gender. In the quotes that follow, females describe an environment characterized in the organizational behavior literature as "masculinity contest culture". As Berdahl, Glick & Cooper (2018) explain in their Harvard Business Review article "How Masculinity Contests Undermine Organizations, and What to Do About It," organizations that score high on masculinity contest culture have low support for work-life balance; demand extreme confidence including never admitting mistakes, doubt, or weakness; prize those who "show off" their strengths and endurance; and are filled with "ruthless" competition. These authors note:

"What all of this means is that masculinity is precarious: hard won, and easily lost. And the need to repeatedly prove manhood can lead men to behave aggressively, take unwarranted <u>risks</u>, work extreme <u>hours</u>, engage in cut-throat competition, and <u>sexually harass</u> women (or other men), especially when they feel a masculinity threat."

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As a consequence, these environments tend to have low psychological safety, its members experience relentless competition, do not feel accepted or respected by others, do not feel safe sharing ideas or expressing opinions.

For organizations that score high on masculinity contest culture, both women and minorities can experience antagonism, condescending behavior, harassment and/or bullying, shame, and intimidation. Masculinity contests are most apparent in male-dominated fields. As the authors note, *"the game is rigged against women and minorities."* In order to survive, these groups must work harder to demonstrate their value and their worth. Some may face repercussions for expressing frustration or for being overly ambitious, and in such cases may resort to *"playing supporting roles to those who are winning the contest."*

In looking at the Likert items, we found that averaging across groups (undergraduates, graduate students, faculty, postdocs and staff) women reported lower rates of satisfaction with the overall climate and higher rates of incivility as compared to men. A greater percentage of women reported that they had experienced an incident where a community member had showed very little interest in their opinion, addressed them unprofessionally and/or were bullied or harassed. See Table 1-3 below.

Table 1.	Female			Male		
	n	# Agree	% Agree	n	# Agree	% Agree
Showed little interest in your opinion	31	20	**63%**	51	19	**37%**
Addressed you unprofessionally	31	6	**19%**	53	4	**8%**
Bullied or harassed you	26	8	**31%**	37	1	**3%**

Table 2.	Female			Male		
	n	# Agree	% Agree	n	# Agree	% Agree
Overall satisfaction with climate	33	21	**64%**	52	41	**79%**

Table 3.	Female			Male		
	n	# Agree	% Agree	n	# Agree	% Agree
I feel like my opinion are being heard or considered	32	21	**66%**	53	40	**76%**

Instances of incivility are underscored in the following examples. In the quote below a woman describes an environment where colleagues work extreme hours and where taking care of children may represent a lack of commitment to the department.

- *On my identity as a women and mother: I don't think this is a friendly environment for parents. There is a strong culture of working in the evenings and planning events/gather[ing]s/meetings in late afternoon and evening hours, which I know isn't uncommon!*

A few undergraduate students also described a competitive environment where individuals must work to prove their intellectual strength to gain favor with their peers and faculty:

- *I was taking classes with people who were more interested in math than in proving that they were the smartest people in the world for taking Math 55, or maybe since the people in Math 55 calmed down, but definitely **I found the culture of extreme competitiveness and the strict 55/25/anything else hierarchy** to be obnoxious and counterproductive.*

- *They **(those who took Math 55)** also tend to **act as though they are the smartest people** in the world. I do acknowledge many of these students are extremely talented in math, but I do not enjoy the tone at which they address me and students not in their circle.*

As can be seen from the quotes below, undergraduates who took Math 55 are often described as having higher status in the group.

- *I feel that undergraduate students are a bit exclusive, especially when thinking about those who took 55 and those who didn't take 55 in freshman year.*

In this competitive environment a couple of students relate how they are afraid of "looking dumb," appearing intellectually weak for asking questions or even being the recipients of ableist slurs:

- *However, in general in the math department I think the main problem is that there is a very toxic culture of not asking questions, feeling like you are stupid, and not being a good mathematician unless you are number one big brained super math person. I personally don't go to office hours because I feel like people will think I am stupid and think less of me for needing help, and this is not just me. In general, if you ask for help in the math department, people will look down on you.*

- ***Members of the department (a lot of students, but also a large fraction of faculty) treat students differently depending on their academic background prior to college.*** *Students from underprivileged backgrounds don't have the academic preparation necessary to start off with the 25/55 introductory series, and faculty and students write them off as dumb/unworthy of much attention if for starting with the 1a/1b/21 series. Especially in higher level classes, students who took 55 have very tight knit and exclusive pset groups so it's hard to find people to work with (this isn't their fault - they already know and are comfortable with peers they work on psets with, but still a feature worth mentioning).*

- ***Last I heard (last spring), several people who took math 55 F2017-S2018 regularly use ablist slurs outside of class;*** *also despite having essentially no connection to others in the department, they are/were sufficiently harmful that I still got told to avoid them.*

A couple of students also describe a culture that they perceive is willing to tolerate incivility from top performers or those they perceive are most able (i.e., those who had access to math resources in high school or are male):

- ***The students who are successful are often rude and abrasive, but because they do so well at math, no one seems to care.***

- ***The math department definitely prioritizes those who are most successful, which often correlates to access to mathematics resources in high school.*** *Thus, it creates a really inaccessible department (one in which I did not feel comfortable referring to myself as a math concentrator until extremely recently - and I'm a senior).*

- ***The only person who I thought was definitely treating me worse because I was female was a CA for Math 55, who started the semester*** *by, while standing at the door and welcoming the other (mostly male) students as they came in on the first day of class, asked me if I knew that this was Math 55.*

- *There is a combination of factors that has made the math department feel like quite an exclusive place.* ***There is such a huge division between how students are treated by the faculty, and other students, based on what classes they have taken or how good they are*** *in math. The math department claims that they welcome everyone and leads aspiring mathematicians into believing they are going to be supported and encouraged in their studies no matter how many classes it's going to take them to catch up. But then these same students feel like they don't exist. It is heartbreaking.*

In the quotes that follow, community members describe a perceived absence of safety in the math common room -a space that community members use to socialize or to do their work. For example, a faculty member expresses concern referring to "problematic behavior" that occurs in this space.

- *I think problematic behavior among the graduate students and undergraduate students who use the common room in the evenings is never addressed in an appropriate way (when we are on campus!)*

We also looked to comments from both undergraduates and graduate students to provide more context of what was happening in this space, and we found instances where females described male peers using "lewd and offensive language, bragging about sexual advances that they had made on women, and engaging in drunkenly competition":

- *I think there are some problems with some of my peers, especially when they are in a group together. The conversations they (loudly) had in the math lounge were pretty upsetting and often had "bro-ey" flavors.*

- *The students who are successful are often rude and abrasive, but because they do so well at math, no one seems to care. I've had some of these students (that I had never spoken to before) start messaging me and make jokes about child abuse or refer[ring] to me by an incorrect name behind my back (while saying my real name to my face). I don't feel comfortable going into the math lounge...*

- *I have often felt uncomfortable in the math lounge when listening to conversations and interacting with large groups of male undergraduate students.*

- *The math lounge is not a place where I feel comfortable. Part of that may be me, but there definitely seems to be a culture of toxic masculinity that is centered around the math lounge, and there were some stories I heard in freshman year that I found unpleasant (late-night pushup competitions, a postdoc coming in drunk and challenging people to give him their homework problems for him to solve super quickly while drunk, a female freshman feeling uncomfortable after a graduate student she had only talked to twice and showed no interest in wanted to hold her hand.*

- *Extremely misogynistic fellow students. Lewd late-night comments in the department about groping women (in a foreign language that I can understand). Sexual harassment among fellow students.*

In the examples below, female students (graduate and undergraduate) describe instances of being excluded, misogyny, hostility and patronizing behavior from their male counterparts:

- *Women students are not allowed to speak up in seminars (otherwise they get backlash from the boys' club, e.g., they get shushed down, ferocious stares, threatening gestures like banging on the table, etc). Some faculty members are aware of these kinds of behavior[s] but think they're acceptable behavior and refuse to intervene. Faculty members (including postdocs) tend to think women are not serious about math because they do not look serious.*

- *Make sure faculty members are actively mentoring graduate students, rather than them expecting graduate students to mentor each other, because then the misogynistic boys' club of graduate students end up having almost as much power as faculty members over the academic experiences of minority graduate students.*

- *I am a girl and I have interests outside of math. I feel like I have been looked down upon because of this, and not considered a real member of the department.*

- *I've had uncomfortable interactions with male students (undergraduate and graduate), whom I feel act condescendingly toward me or even objectify me instead of taking me seriously as a math student.*

- *Since there are just fewer females in math, I often feel like the spaces aren't meant to include me. This has been less apparent within the classroom, but this is more by design since I have purposefully chosen classes in which the atmosphere feels more inclusive of my gender identity and my background. Even then, however, I've been in plenty of math classes in which I'm one of only a handful of other females. My negative experiences have mostly come from interactions with the math department outside of the classroom. I rarely study in the Math Lounge because whenever I do, I find myself feeling like an outsider.*

- *As a women in the math department, it's sometimes been difficult to find groups of students whom I don't think will think less of me for my identity, to work with. This doesn't happen often.*

Another graduate student mentions the occurrence of exclusive academic gatherings in which those in the minority are denied entrance.

- *Ban "secret seminars" that are designed to exclude certain members of the department---such secret seminars exist in abundance. All academic gatherings of at least three people in the department classrooms/seminar-rooms/conference-rooms involving having a blackboard/zoom-whiteboard should be counted as "seminars", and should not be kept secret (or refuse admission to any member of the department). Such secret seminars are almost always used to exclude minority groups from participating fully in the academic activities in the department.*

Graduate and undergraduate students also speak to a lack of an accountability system that works to address instances of harassment, hurtful and offensive language and other "egregious" behavior:

- There also needs to be a much more effective way of preventing and punishing harassment, especially sexual harassment.

- *There needs to be oversight of the ways certain members of the community behave. Often obnoxious behavior, including yelling swear words and slurs, is allowed in the math lounge.*

- *As a rule, I don't think the (older) male professors in the department are either aware of the extent to which gender is a barrier for female students, or don't take it seriously.*

- *There are experiences that are both relatively common among myself and other math majors I've spoken to that are really just unbelievably egregious, often enacted by the same specific individuals who fail to ever correct their behavior.*

To address problematic behavior one graduate student recommends withholding letters of recommendations as a means of establishing greater accountability.

- *Faculty members/ teaching staff should not be encouraged/pressured to write positive recommendation letters for graduate students who have been known to have harassing/toxic/physically-threatening/highly unethical/unprofessional behavior towards other members of the department.*

Two other graduate students recommend that community members attend trainings on sexual harassment (additional trainings) and on bias as preventative measures:

- *Do another departmental training explaining what harassment is; some people seem to have no idea whatsoever what constitutes harassment.*

- *Do some departmental trainings for faculty/postdocs/preceptors/graduate students/staff highlighting the fact that there is a lot of unconscious biases, and even well-meaning people can be extremely biased in their treatment of women and other minorities; e.g. when a female member of the department does exactly the same amount/type of work as a male member of the department, the male member gets all the recognition and credit and promotions, whereas the female member of the department gets her work overlooked because people just took it for granted.*

Accountability in General

From the Likert items we learned that only 42% of staff, 52% of faculty , 53% of graduate students and 41% of undergraduates agreed that all members of the department community are held to the same standards of respectful behavior. A couple of faculty members noted how power imbalances within the department contribute to negative interactions and a lack of a system of checks and balances for those of higher status:

- *I feel like there is a strong divide between the department culture created by tenured faculty/post-docs/concentrators and non-tenure faculty/staff. I have very little interaction with the first group (often by choice), and most of my feelings of satisfaction with the department stem from my satisfaction working with other non-tenured faculty and staff. Likewise, most of my negative experiences in the department involve interactions between me and the first group.*

- *Stop accepting inconsiderate behavior from older members of the department just because they've been around for years and people think they're important.*

54% of faculty 32% of graduate students and 37% of undergraduate respondents reported that there is a willingness to correct discourteous or offensive behavior in the department. Below, a few community members describe the "lack of agency" of some members of the department in addressing climate issues. Below we here from both undergraduates and faculty members:

- *Some faculty members are aware of these kinds of behavior but think they're acceptable behavior and refuse to intervene.*

- *I don't know that anyone feels a lot of agency in changing department climate even if they notice there are issues and want to try to fix them.*

- *I have been pleased that the department is taking the initiative to try to correct its unfortunate climate, but I think there is a lot that needs to be addressed and it doesn't feel as though the whole department is on board.*

- *I don't know how much faculty can do to change this culture (culture of aggressiveness and competitiveness in math classes).*

Finally, 45% of faculty, 16% of graduate students and 29% of undergraduate student respondents reported that there are clear channels for reporting discourteous or offensive behavior in the department. In the open-ended comments a couple of undergraduate respondents describe the need for clear and safe reporting lines:

- *They are/were sufficiently harmful (peers) that I still got told to avoid them. As far as I know they (still?) hold leadership roles in the department, and there is **no visible way to make any sort of complaint about it.***

- ***I am unaware of the reporting process** for climate issues. Would want a more casual way to bring up these issues that feels less scary than just e-mailing someone with a list of complaints?*

- *I think the department should make more of an effort to collect feedback. I think an issue may be that they just aren't even fully aware of some of these situations that are happening.*

Community

While the majority of graduate students, undergraduate students, faculty members and staff reported that they felt connected to others in the department or felt like there was a sense of community in the department, there were a few individuals (faculty, graduate student and undergraduate students) who commented on the need for greater connectedness, especially during the pandemic:

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

- *Overall, I have really enjoyed my time at Harvard. However, there have definitely been times when I have felt I do not belong, that I am not welcome, or that the department is unwilling to offer me the support or guidance I need.*

- *Empower people with good ideas about how to have fun as a group to organize activities designed to help people to loosen up and have fun. How about having a department newsletter run by undergraduates? It could have alumni contributions, puzzles, as well as features describing job/internship experiences and math-related summer activities. Soccer and volleyball work well as equalizers and is probably a relatively safe way to interact during corona, especially if we restrict to people who are getting regular testing and wear a mask. Hikes are also a great way to mix and could be geared to a variety of levels of mobility. I personally do not enjoy lunch or dinner socials but would happily join in something that is outdoors and active.*

- *On this point, faculty, who are understandably very busy, tend to stay out of events that aren't specifically hosted by the department, but this makes it hard for freshman to even know who the math faculty are - Similarly, upperclassmen often struggle to ever get to know professors and their research interests.*

- *I feel as though the undergraduate community is not really fostered by the department at all, just by the concentrators, which can lead to it feeling "clique-y" at times. I'm not sure if there aren't really any events for undergraduate concentrators, or if I'm just not aware of them.*

Increased workload related to COVID-19

Finally, a few preceptors commented on the challenges of an increasing workload during the pandemic:

- *The demands of the preceptor position are unsustainable.*

- *I think the Preceptor team is pretty stressed out. I was disappointed that in the face of an opportunity to shift how we are doing things online we just kept doing the incredibly high touch, high service versions of the courses with MORE added to them.*

- *I think there is an increase in administrative tasks this semester due to the current circumstances and teaching online. These tasks are well distributed among the teaching team, but I do feel that the teaching team as a whole is carrying the weight of running all these tasks in record time which takes away from the time needed to be spent on actually designing classes and thinking about pedagogy.*

HARVARD

Math Department Climate Survey

General Questions and Response Rate

Table 1
Response Rate

	Graduate Student	Faculty including ladder and non ladder faculty instructors and fellows	Staff	Post Doctoral Scholar Research scientist	Undergraduate Student
Response n	24	36	14	3	45
Total N	62	60	17	5	195
Response Rate	38.7%	60.0%	82.4%	60.0%	23.1%

Table 2
What is your primary role in the department?

n	Undergraduate Students	Graduate Students	Faculty including ladder and non ladder faculty instructors and fellows	Staff	Post Doctoral Scholar Research scientist
161	36.6%	19.9%	28.6%	11.2%	3.7%

Staff:

Table 3
The following items refer to your feelings about others in your department. Please indicate the extent to which you agree or disagree with each item by selecting the best fitting response.

	M	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Students in the department treat me with dignity and respect	5.1	13	0.0%	0.0%	0.0%	23.1%	46.2%	30.8%
Department leadership treats me with dignity and respect	4.6	14	7.1%	0.0%	0.0%	35.7%	28.6%	28.6%
Faculty in my department treat me with dignity and respect	5.1	14	0.0%	0.0%	0.0%	21.4%	50.0%	28.6%
Other staff treat me with dignity and respect	4.9	14	0.0%	0.0%	7.1%	28.6%	35.7%	28.6%
I feel accepted by others in my department	4.8	14	0.0%	0.0%	7.1%	35.7%	28.6%	28.6%
I feel valued by others in the department	4.4	14	0.0%	7.1%	7.1%	35.7%	35.7%	14.3%
The department takes great care to make staff feel welcome and included	4.6	14	0.0%	7.1%	7.1%	28.6%	35.7%	21.4%
There is a strong sense of community in my department	3.9	14	14.3%	0.0%	7.1%	50.0%	21.4%	7.1%
There is a demonstrated commitment to diversity and inclusion within my department	3.8	13	15.4%	7.7%	0.0%	46.2%	23.1%	7.7%
I am treated differently by others (faculty, staff,	2.6	12	25.0%	25.0%	16.7%	33.3%	0.0%	0.0%

students) in my department because of my identity (race/ethnicity, socioeconomic background, gender, nationality, sexuality/orientation, disability..etc)

Table 4
Have you ever been in a situation where a member(s) of the department community (faculty, staff, students) has ...

	n	No	Yes
Showed little interest in your opinion	12	50.0%	50.0%
Made demeaning or derogatory remarks about you	12	83.3%	16.7%
Addressed you in unprofessional terms either publicly or privately	12	83.3%	16.7%
Ignored or excluded you	12	41.7%	58.3%
Bullied or harassed you	12	83.3%	16.7%

Table 5
Please read each statement below and indicate the extent to which you agree or disagree with each

	M	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Colleagues in the department respectfully consider each other's point-of-views and opinions	4.2	12	0.0%	16.7%	0.0%	41.7%	33.3%	8.3%
I feel comfortable dissenting, when I disagree with the majority opinion	3.4	12	16.7%	8.3%	33.3%	8.3%	25.0%	8.3%
Staff in the department share their ideas openly	3.5	12	25.0%	0.0%	0.0%	50.0%	25.0%	0.0%
I feel like my opinions are being heard and	4.0	12	16.7%	0.0%	0.0%	41.7%	33.3%	8.3%

considered as
opposed to being
ignored or shot
down

Table 6
Please read each statement below and indicate the extent to which you agree or disagree with each.

	M	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Don't know
There is a willingness to correct discourteous or offensive behavior in the department	4.3	12	8.3%	8.3%	0.0%	25.0%	16.7%	25.0%	16.7%
There are clear channels for reporting discourteous or offensive behavior in the department	4.0	12	8.3%	16.7%	0.0%	16.7%	25.0%	16.7%	16.7%
There is a clear process for resolving conflicts/complaints/grievances	3.9	12	8.3%	16.7%	0.0%	8.3%	16.7%	16.7%	33.3%
I would feel comfortable (not fear retaliation) coming forward with complaints/grievances	3.9	12	16.7%	0.0%	8.3%	16.7%	33.3%	8.3%	16.7%
All members of the department community (faculty, staff, students) are held to the same standards of respectful behavior	3.6	12	16.7%	0.0%	16.7%	16.7%	16.7%	8.3%	25.0%

Table 7
Please read each statement below and indicate the extent to which you agree or disagree with each.

	M	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
My supervisor values my work and contributions	4.8	12	8.3%	0.0%	0.0%	25.0%	33.3%	33.3%
My supervisor strongly considers my career goals and aspirations	4.2	12	16.7%	0.0%	0.0%	33.3%	25.0%	25.0%
My supervisor is available	5.2	12	0.0%	0.0%	0.0%	25.0%	33.3%	41.7%
My supervisor provides opportunities to expand and grow my skill set	4.5	12	0.0%	8.3%	8.3%	33.3%	25.0%	25.0%
My supervisor always seems to be around checking on my work	3.8	12	8.3%	8.3%	25.0%	33.3%	8.3%	16.7%
My supervisor makes me feel appreciated	4.6	12	8.3%	0.0%	0.0%	33.3%	33.3%	25.0%
My supervisor cares about my opinions and suggestions	4.5	12	8.3%	0.0%	0.0%	41.7%	25.0%	25.0%
My supervisor treats me with dignity and respect	4.9	12	0.0%	0.0%	8.3%	25.0%	33.3%	33.3%

Table 8
How satisfied are you with.. -

	M	n	Extremely dissatisfied	Moderately dissatisfied	Slightly dissatisfied	Slightly satisfied	Moderately satisfied	Extremely satisfied
Your department as a welcoming and respectful environment to work	4.5	12	8.3%	8.3%	0.0%	16.7%	41.7%	25.0%
Your job	4.7	12	0.0%	8.3%	0.0%	25.0%	50.0%	16.7%

Table 9
How likely would you recommend your department as a place to work to a prospective staff member

M	n	Extremely unlikely	Moderately unlikely	Slightly unlikely	Slightly likely	Moderately likely	Extremely likely
4.2	12	25.0%	0.0%	0.0%	16.7%	16.7%	41.7%

Table 10
If I had to do it over again I would choose where I am working

M	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
4.6	12	16.7%	0.0%	0.0%	8.3%	41.7%	33.3%

Undergraduate Students:

Table 11
The following items refer to your feelings about others in your concentration. Please indicate the extent to which you agree or disagree with each item by selecting the best fitting response.

	M	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
I feel connected with others in the concentration	3.7	44	9.1%	15.9%	20.5%	20.5%	20.5%	13.6%
I feel accepted by others in my concentration	4.1	44	4.5%	6.8%	18.2%	31.8%	22.7%	15.9%
Faculty in my concentration treat me with dignity and respect	4.9	44	0.0%	6.8%	6.8%	11.4%	38.6%	36.4%
Peers in my concentration treat me with dignity and respect	4.5	44	2.3%	2.3%	15.9%	27.3%	29.5%	22.7%
Staff treat me with dignity and respect	5.5	43	0.0%	0.0%	2.3%	7.0%	32.6%	58.1%
There is a demonstrated commitment to diversity and inclusion within my concentration	3.7	42	9.5%	9.5%	28.6%	21.4%	16.7%	14.3%
My concentration/department (faculty/staff) takes care to make all students feel welcome and included	4.3	44	4.5%	11.4%	9.1%	25.0%	27.3%	22.7%
I am treated differently by others (faculty, staff, students) in my concentration because of my identity (race/ethnicity, socioeconomic background, gender, nationality, sexuality/orientation, disability..etc)	2.3	43	39.5%	27.9%	7.0%	14.0%	11.6%	0.0%
I feel welcome and included in study groups	4.2	42	4.8%	11.9%	7.1%	31.0%	26.2%	19.0%
Classes offered in my concentration are inclusive	4.0	44	4.5%	13.6%	25.0%	13.6%	22.7%	20.5%

Table 12

Have you ever been in a situation where a member(s) of the department community (faculty, staff, students) has …

	n	No	Yes
Showed little interest in your opinion	40	60.0%	40.0%
Made demeaning or derogatory remarks about you	41	80.5%	19.5%
Addressed you in unprofessional terms either publicly or privately	40	95.0%	5.0%
Ignored or excluded you	40	72.5%	27.5%
Bullied or harassed you	40	87.5%	12.5%

Table 13
Please read each statement below and indicate the extent to which you agree or disagree with each.

	M	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Peers in my concentration respectfully consider each other's point-of-views and opinions	4.0	41	7.3%	12.2%	9.8%	31.7%	17.1%	22.0%
When I disagree with the majority opinion, I feel comfortable dissenting	3.9	41	4.9%	14.6%	29.3%	12.2%	17.1%	22.0%
Students in my concentration share their ideas openly	4.3	41	0.0%	7.3%	22.0%	29.3%	19.5%	22.0%
I feel like my opinions are being heard and considered as opposed to being ignored or shot down	4.1	41	2.4%	14.6%	12.2%	29.3%	24.4%	17.1%
Faculty in my concentration respectfully consider students	4.7	40	0.0%	2.5%	12.5%	27.5%	30.0%	27.5%

point-of- views
and opinions

Table 14
Please read each statement below and indicate the extent to which you agree or disagree with each.

	M	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Don't know
There is a willingness to correct discourteous or offensive behavior in the department	3.6	41	7.3%	19.5%	22.0%	4.9%	17.1%	14.6%	14.6%
There are clear channels for reporting discourteous or offensive behavior in the concentration	3.2	41	12.2%	22.0%	7.3%	7.3%	12.2%	9.8%	29.3%
There is a clear process for resolving conflicts surrounding discourteous or offensive behavior	3.0	41	14.6%	22.0%	9.8%	2.4%	12.2%	7.3%	31.7%
I would feel comfortable (not fear retaliation) coming forward with complaints/grievances about discourteous or offensive behavior	4.1	41	7.3%	12.2%	12.2%	17.1%	29.3%	17.1%	4.9%
All members of the concentration community (faculty? staff and students) are held to the same standards of respectful behavior?	3.7	41	12.2%	14.6%	17.1%	4.9%	17.1%	19.5%	14.6%

Table 15
How satisfied are you with..

	M	n	Extremely dissatisfied	Moderately dissatisfied	Slightly dissatisfied	Slightly satisfied	Moderately satisfied	Extremely satisfied
Your concentration as a welcoming and respectful environment to learn and develop	4.1	41	4.9%	22.0%	7.3%	12.2%	34.1%	19.5%
Your academic experience	4.4	41	2.4%	12.2%	9.8%	14.6%	41.5%	19.5%

Table 16
If I had to do it over again

M	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
4.7	40	2.5%	10.0%	10.0%	12.5%	22.5%	42.5%

Graduate Students:

Table 17
The following items refer to your feelings about others in your program. Please indicate the extent to which you agree or disagree with each item by selecting the best fitting response.

	M	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Other students in my program treat me with dignity and respect	4.8	24	4.2%	8.3%	4.2%	16.7%	16.7%	50.0%
Faculty in my program treat me with dignity and respect	5.0	24	4.2%	0.0%	8.3%	16.7%	25.0%	45.8%
Staff treat me with dignity and respect	5.2	24	4.2%	4.2%	4.2%	4.2%	20.8%	62.5%
Post-docs/research scientists treat me with dignity and respect	5.3	24	0.0%	4.2%	4.2%	4.2%	29.2%	58.3%
I feel connected with others in the program	3.7	23	8.7%	21.7%	4.3%	34.8%	13.0%	17.4%
I feel valued by others in the graduate program	4.3	22	4.5%	9.1%	18.2%	9.1%	36.4%	22.7%
I feel accepted by others in my program	4.1	21	14.3%	4.8%	14.3%	14.3%	28.6%	23.8%
My graduate program takes care to make students feel welcome and included	3.9	21	14.3%	14.3%	9.5%	14.3%	28.6%	19.0%
There is a strong sense of community in my program	3.2	22	18.2%	18.2%	18.2%	22.7%	13.6%	9.1%
There is a demonstrated commitment to diversity and inclusion within my program	3.3	21	14.3%	19.0%	19.0%	23.8%	19.0%	4.8%

I am treated differently by others in my department because of my identity (race/ethnicity, socioeconomic background, gender, nationality, sexuality/orientation, disability..etc)	2.5	21	23.8%	47.6%	4.8%	14.3%	0.0%	9.5%

Table 18
Have you ever been in a situation where a member(s) of the department community (faculty, staff, students) has …

	n	No	Yes
Showed little interest in your opinion	19	42.1%	57.9%
Made demeaning or derogatory remarks about you	19	78.9%	21.1%
Addressed you in unprofessional terms either publicly or privately	19	68.4%	31.6%
Ignored or excluded you	19	63.2%	36.8%
Bullied or harassed you	19	73.7%	26.3%

Table 19
Please read each statement below and indicate the extent to which you agree or disagree with each.
Table: Please read each statement below and indicate the extent to which you agree or disagree with each.

	M	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Peers in the program respectfully consider each other's point-of-views and opinions	4.1	19	15.8%	0.0%	10.5%	21.1%	36.8%	15.8%
When I disagree with the majority opinion, I feel comfortable with dissenting	3.7	19	15.8%	10.5%	10.5%	21.1%	36.8%	5.3%
Graduate students in the program	3.9	19	15.8%	5.3%	10.5%	26.3%	21.1%	21.1%

			Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Don't know
share their ideas openly									
I feel like my opinions are being heard and considered as opposed to being ignored or shot down	3.9	19	10.5%	10.5%	15.8%	21.1%	21.1%	21.1%	
Faculty in the program respectfully consider graduate students point-of-views and opinions	4.3	19	15.8%	0.0%	15.8%	10.5%	21.1%	36.8%	

Table 20
Please read each statement below and indicate the extent to which you agree or disagree with each.

	M	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Don't know
There is a willingness to correct discourteous or offensive behavior in the department	3.2	19	21.1%	0.0%	21.1%	10.5%	15.8%	5.3%	26.3%
There are clear channels for reporting discourteous or offensive behavior in the program	2.8	19	15.8%	15.8%	36.8%	5.3%	5.3%	5.3%	15.8%
There is a clear process for resolving conflicts surrounding discourteous or offensive behavior	2.5	19	21.1%	21.1%	15.8%	10.5%	0.0%	5.3%	26.3%
I would feel comfortable (not fear retaliation) coming forward with complaints/grievances about discourteous or offensive behavior in the program	3.9	19	15.8%	5.3%	21.1%	5.3%	26.3%	21.1%	5.3%

			Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
All members of the department community (faculty, staff, students) are held to the same standards of respectful behavior	3.6	19	21.1%	5.3%	10.5%	10.5%	36.8%	5.3% 10.5%

Table 21
Please read each statement below and indicate the extent to which you agree or disagree with each.

	M	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
My faculty adviser values my ideas and contributions	5.1	18	0.0%	0.0%	16.7%	5.6%	27.8%	50.0%
My faculty adviser strongly considers my career goals and aspirations	4.9	18	5.6%	0.0%	11.1%	11.1%	22.2%	50.0%
My faculty adviser shows very little concern for me.	2.3	18	55.6%	11.1%	0.0%	16.7%	11.1%	5.6%
My faculty adviser is generally available	4.7	18	11.1%	5.6%	11.1%	0.0%	22.2%	50.0%
My adviser cares about my academic success	5.2	18	0.0%	0.0%	16.7%	0.0%	33.3%	50.0%
My adviser treats me with dignity and respect	5.2	18	0.0%	5.6%	5.6%	5.6%	27.8%	55.6%

Table 22
How satisfied are you with..

	M	n	Extremely dissatisfied	Moderately dissatisfied	Slightly dissatisfied	Slightly satisfied	Moderately satisfied	Extremely satisfied
Your graduate program as a welcoming and respectful environment to learn and develop	4.4	18	5.6%	11.1%	11.1%	5.6%	44.4%	22.2%
Your academic experience	4.7	18	5.6%	0.0%	5.6%	27.8%	27.8%	33.3%

Table 23
How likely would you recommend your program to a prospective graduate student

M	n	Extremely unlikely	Moderately unlikely	Slightly unlikely	Slightly likely	Moderately likely	Extremely likely
4.7	19	5.3%	10.5%	0.0%	10.5%	36.8%	36.8%

Table 24
If I had to do it over again, I would choose my graduate program

M	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
4.7	19	5.3%	10.5%	10.5%	0.0%	26.3%	47.4%

Faculty:

Table 25
The following items refer to your feelings about others in your department.

	M	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
I feel connected with others in the department	4.3	36	5.6%	5.6%	13.9%	25.0%	30.6%	19.4%
Faculty colleagues in my department treat me with dignity and respect	4.9	36	0.0%	5.6%	2.8%	25.0%	33.3%	33.3%
I feel accepted by others in my department	4.6	36	2.8%	2.8%	13.9%	19.4%	30.6%	30.6%
I feel valued by others in my department	4.4	36	2.8%	11.1%	8.3%	22.2%	33.3%	22.2%
There is a strong sense of community in my department	3.7	36	8.3%	8.3%	19.4%	38.9%	19.4%	5.6%
There is a demonstrated commitment to diversity and inclusion within my department	4.2	35	2.9%	8.6%	14.3%	31.4%	28.6%	14.3%
I am treated differently by others in my department because of my identity (race/ethnicity, socioeconomic background, gender, nationality, sexuality/orientation, disability..etc)	2.2	33	33.3%	36.4%	12.1%	12.1%	6.1%	0.0%

Table 26
The following items refer to your feelings about the balance between your scholarly work and other departmental responsibilities. Please indicate the extent to which you agree or disagree with each item by selecting the best fitting response.

	M	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
I frequently fall behind in my scholarly work because of other administrative ,departmental and/or teaching demands placed on me	3.6	29	10.3%	24.1%	3.4%	37.9%	6.9%	17.2%
There are demands (administrative/service/teaching) placed on me that are not placed on my colleagues	2.9	30	23.3%	26.7%	13.3%	13.3%	16.7%	6.7%

Table 27
Have you ever been in a situation where a member(s) of the department community (faculty, staff, students) has …

	n	No	Yes
Put you down or were condescending to you	29	51.7%	48.3%
Showed little interest in your opinion	29	44.8%	55.2%
Addressed you in unprofessional terms either publicly or privately	29	79.3%	20.7%
Ignored or excluded you	28	42.9%	57.1%

Table 28
Please read each statement below and indicate the extent to which you agree or disagree with each.

	M	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Colleagues in the department respectfully consider each other's point-of-views and opinions	4.1	30	6.7%	0.0%	13.3%	43.3%	26.7%	10.0%
When I disagree with the majority opinion, I feel	3.6	29	3.4%	17.2%	34.5%	10.3%	27.6%	6.9%

comfortable with dissenting								
Colleagues in the department share their ideas openly	3.9	29	10.3%	3.4%	20.7%	20.7%	37.9%	6.9%
I feel like my opinions are being heard and considered as opposed to being ignored or shot down	4.2	28	3.6%	7.1%	21.4%	17.9%	35.7%	14.3%

Table 29
Please read each statement below and indicate the extent to which you agree or disagree with each.

	M	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Don't know
There is a willingness to correct discourteous or offensive behavior in the department	4.0	28	3.6%	14.3%	17.9%	17.9%	14.3%	21.4%	10.7%
There are clear channels for reporting discourteous or offensive behavior in the department	3.2	29	24.1%	17.2%	10.3%	13.8%	24.1%	6.9%	3.4%
There is a clear process for resolving conflicts surrounding discourteous or offensive behavior	2.6	29	27.6%	13.8%	20.7%	3.4%	10.3%	3.4%	20.7%
All members of the	3.6	29	17.2%	13.8%	10.3%	13.8%	24.1%	13.8%	6.9%

concentration
community
(faculty, staff
and students)
are held to
the same
standards of
respectful
behavior

Table 30
How satisfied are you with..

	M	n	Extremely dissatisfied	Moderately dissatisfied	Slightly dissatisfied	Slightly satisfied	Moderately satisfied	Extremely satisfied
Your department as a welcoming and respectful environment to work	4.6	29	3.4%	13.8%	0.0%	10.3%	51.7%	20.7%
The balance between professional time and your personal life	4.2	29	13.8%	6.9%	6.9%	17.2%	31.0%	24.1%
Your job	5.0	29	0.0%	10.3%	3.4%	6.9%	37.9%	41.4%

Table 31
If I had to do it over again, I would choose where I am working

M	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
4.8	28	7.1%	7.1%	7.1%	3.6%	28.6%	46.4%

Demographic Information:

Table 32
How many years have you been at Harvard?

n	1 year or less	2	3	4	5	6	7	8	9	10	11-20	21+	Prefer not to disclose
99	4.0%	18.2%	29.3%	19.2%	3.0%	2.0%	0.0%	0.0%	1.0%	1.0%	5.1%	7.1%	10.1%

Table 33
What racial or ethnic group best describes you (check all that apply)?

n	Original Peoples of the Americas	Asian or Asian American including Indian subcontinent and Philippines	Black or African American including Africa and Caribbean	Hispanic or Latino including Spain	Native Hawaiian or other Pacific Islander Orignial Peoples	White	Other Please specify	Prefer not to disclose
109	0	26.6%	4.6%	0	0.9%	56.0%	0.9%	11.0%

Table 34
I self-identify as multiracial or I prefer to self-describe as multi-racial

n	Yes	No	Prefer not to disclose
97	8.2%	79.4%	12.4%

Table 35
How do you identify in regard to gender?

n	Female	Male	Transgender	Genderqueer non binary or gender fluid	Other identity	Prefer not to disclose	Unsure
101	33.7%	52.5%	0.0%	1.0%	0.0%	12.9%	0.0%

Table 36
Are you a member of the Lesbian, Gay, Bisexual, Trans, Questioning, Queer community (LGBTQ) or a related identity?

n	Yes	No	Prefer not to disclose	Unsure
99	16.2%	64.6%	18.2%	1.0%

Table 37
Do you currently have a physical or mental impairment that substantially limits one or more major life activities such as seeing, hearing, learning, interacting with others, walking, etc.?

n	Yes	Temporary disability	No	Prefer not to disclose
101	2.0%	0.0%	91.1%	6.9%

Table 38
Which of the following best describe your citizenship?

n	US Citizen including dual US Citizen	US Permanent Resident	Other Citizenship	Prefer not to disclose
100	73.0%	1.0%	14.0%	12.0%

Table 39
Is English your first language?

n	Yes	No	Prefer not to say
99	76.8%	23.2%	0.0%

Table 40
When it comes to politics, would you describe yourself as a liberal or conservative?

n	Extremely liberal	Liberal	Somewhat liberal	Neither liberal nor conservative	Somewhat conservative	Conservative	Extremely conservative	Prefer not to disclose
100	25.0%	41.0%	13.0%	5.0%	3.0%	0.0%	0.0%	13.0%

Table 41
Were you the first generation in your family to attend college (first generation college student)?

n	Yes	No	Prefer not to disclose
100	17.0%	74.0%	9.0%

Table 42
How old are you?

n	20 or younger	21-29	30-34	35-39	40-55	56 and older	Prefer not to disclose
100	14.0%	45.0%	9.0%	7.0%	7.0%	10.0%	8.0%

Table 43
What best describes your faculty rank?

n	Non ladder faculty including professors in residence lecturers senior lecturers preceptors senior preceptors visitors and fellows	Junior ladder faculty including Assistant or Associate Professors	Senior ladder faculty full professors
25	60.0%	0.0%	40.0%

Table 44
What year are you in the graduate program?

n	G1	G2	G3	G4	G5	G6	G7	G8 or above
17	0.0%	17.6%	29.4%	23.5%	23.5%	5.9%	0.0%	0.0%

Table 45
What year are you at Harvard?

n	First Year	Sophomore	Junior	Senior	Other
40	0.0%	5.0%	30.0%	65.0%	0.0%

Table 46
Which category best describes your primary role?

n	Hourly non-exempt	Salaried exempt without supervisory responsibilities	Salaried exempt with supervisory responsibilities
10	50.0%	10.0%	40.0%