LETTER FROM THE DEAN

Dear SEAS Community,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Best regards,

Frank Doyle

INTRODUCTION

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

DEVELOPMENT OF CAMPUS CLIMATE SURVEY

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

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

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

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

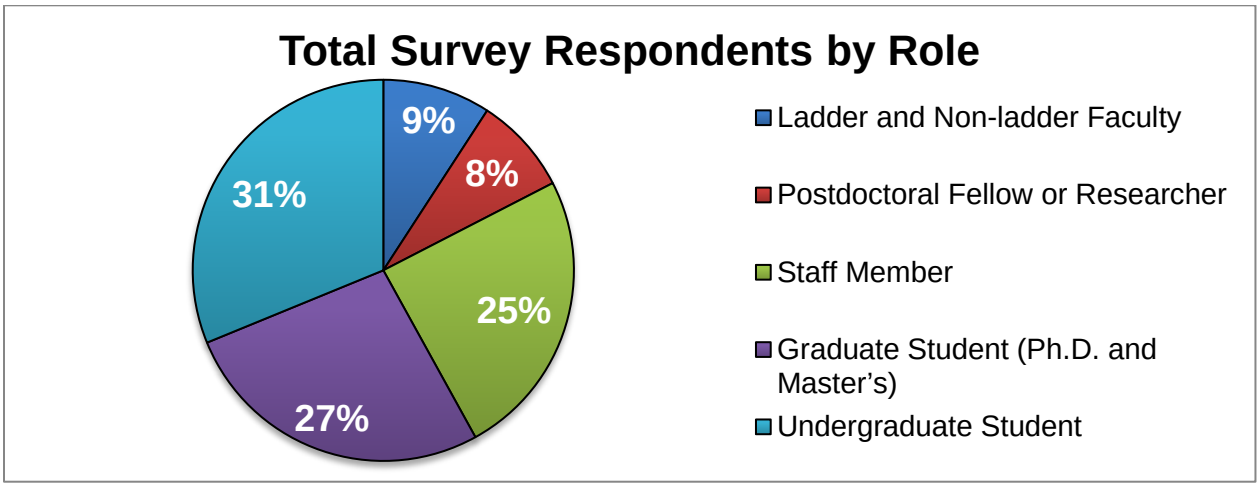
Dean Frank Doyle sent an email on April 11, 2018 announcing the survey and encouraging members of the community to participate. The initial email invitation with the survey link was sent on April 17, 2018 to 2,102 faculty, students, staff, and postdoctoral researchers at SEAS. Four reminder emails were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

RESPONDENT DEMOGRAPHICS

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

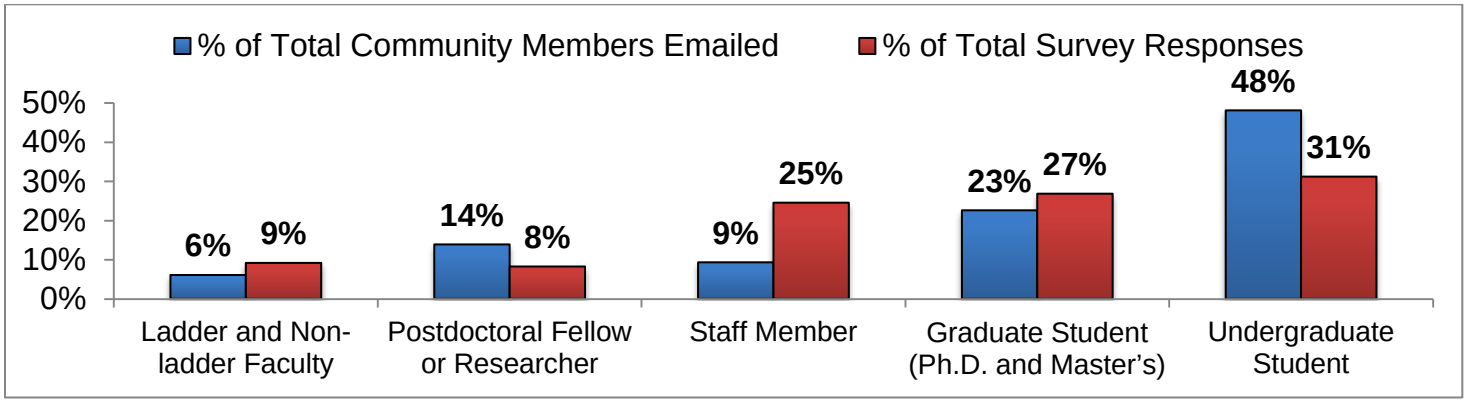
Role at SEAS	Number of Community Members Emailed	Number of Responses / Response Rate by Role
Ladder and Non-ladder Faculty	128	40 / 31%
Postdoctoral Fellow or Researcher	292	36 / 12%
Staff Member	196	107 / 55%
Graduate Student (Ph.D. and Master's)	475	117 / 25%
Undergraduate Student	1,011	136 / 13%
Total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

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



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

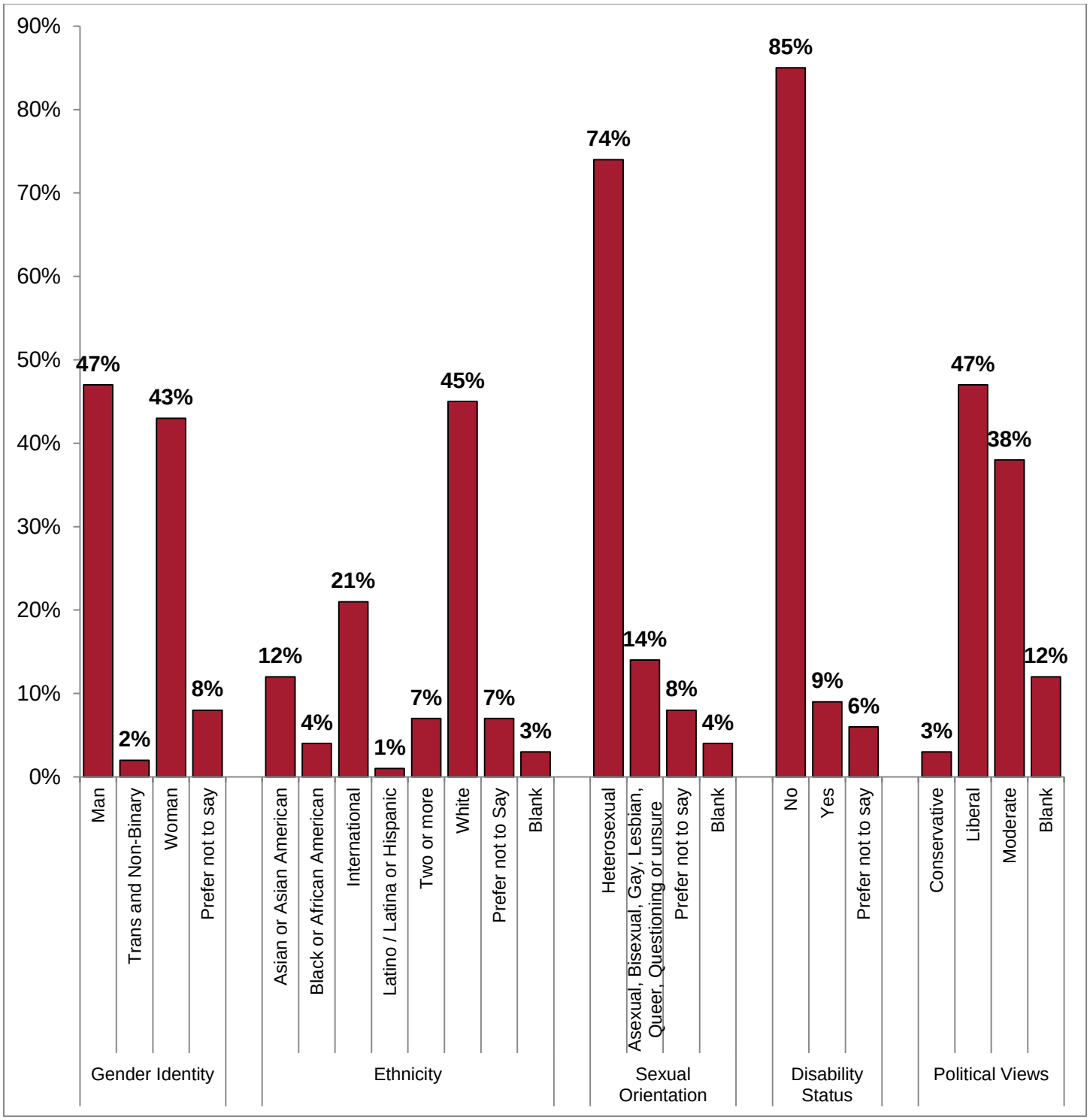
Staff had the most responses in relation to their overall percentage of total community:



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

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

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



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

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

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

METHODOLOGY

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

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

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

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

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

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

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

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

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

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

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

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

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

LIMITATIONS

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

SUMMARY OF KEY FINDINGS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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