

# HARVARD UNIVERSITY

Faculty of Arts and Sciences

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Dear Arts & Humanities Colleagues,

Harvard University strives to create an environment that supports diversity, promotes an inclusive culture, and establishes a sense of belonging for each member of our community. An important element of promoting a supportive, inclusive culture is understanding the lived experiences of our community members.

In the spring of 2021, we asked our 21 Arts & Humanities departments and programs to work with the Divisional office and the Harvard College Office of Institutional Research (HCIR) to develop a climate survey for the members of their communities. The survey was designed to help us understand the challenges that we face in our academic communities and working environments and how best to address them.

The A&H departmental climate surveys were administered in Qualtrics by HCIR, sent to faculty, staff, graduate students, and undergraduate concentrators, and 960 respondents participated. With 2,137 community members invited, we had a total participation rate of 44.9% (specific population participation rates can be found on page four of the quantitative report). The quantitative summary report aggregates the results. The three constituency reports – for faculty, staff, and graduate students – highlight themes surfaced by qualitative comments. My thanks to the HCIR team for developing, administering, and analyzing the department-specific climate surveys. And thank you to everyone who participated in the process.

I urge you to read and digest these results. There is some good news. Overall satisfaction with job/work/academic experience is high across students, staff, and faculty (at a rate of 86%). Responses to the interpersonal justice questions were exceptionally heartening, with over 90% of respondents indicating that they feel that they are treated with dignity and respect by members of their department. In general, members of our A&H community report feeling valued (80%) and accepted (85%). More than 4 out of 5 also report that differing points-of-view and opinion are respectfully heard and considered (83%). Ideally, of course, we would be even closer to unanimity on these matters, but at least we are starting from a strong base.

There are notable variants within these majority results that call for careful interpretation and responsive action, particularly where we see correlations between results and demographics. Graduate students, female faculty, and faculty identifying as Asian report a more negative climate across most issues. In some cases, the difference is stark.

- **Graduate students** lag behind faculty, staff, and undergraduates in having a sense of belonging within their departments (51% report feeling that their departments have a strong sense of community, and this number falls to just 33% among female graduate students). The percentage affirming that their department has demonstrated a commitment to diversity is also smaller, and nearly a third report feeling that they have been treated differently based on their identity. Graduate students have the lowest level of agreement in areas of accountability for wrongdoing, with only 38% indicating that there are clear reporting channels and just 24% feeling that there is a clear process for resolving conflicts. Perhaps more concerning is the finding that more than half of our graduate students indicated they would fear retaliation for coming forward with a complaint. These results are often worse among our female and non-binary graduate students.
- **Female faculty** report higher rates of perceiving different treatment based on their identity (30% compared to 15% among male faculty). They also rate their departments much lower on the accountability for wrongdoing metrics than do their male colleagues, with a gap of between 15 and 20 percentage points. When it comes to incivility, 59% of female faculty report experiencing incivility compared with 40% of male faculty.
- **Faculty identifying as Asian** report overall satisfaction at a rate far below those of faculty identifying as URM, White, or who did not disclose race. Just 50% of Asian faculty feel their department has a strong sense of community. They also report feeling less well respected by their faculty colleagues and by departmental leadership and less comfortable than their faculty colleagues with raising ideas and dissenting views.

The linked issues of sense of community, professional conduct, and accountability are of concern across all sectors of our community. Only 62% of respondents report feeling a strong sense of community in their department. While 24% feel that they have been treated differently based on their identity, this number jumps to 67% among our non-binary staff. 61% of participants would feel comfortable coming forward with complaints or grievances without fear of retaliation. Only 49% think we have clear channels for reporting behaviors while just 37% think we have a clear process for resolving behaviors. And the majority (56%) of survey participants report experiencing a form of incivility, from condescension to exclusion, unprofessional terms, and harassment. Among those reporting incivility, approximately 2/3 of them report multiple occurrences. Our community will never be perfect, but we can – and must – do better.

As part of our Divisional commitment to transparently address issues of inclusion and belonging in our departments, we will be hosting three conversations for specific constituencies within the Arts & Humanities:

- For **Faculty**, on Thursday, October 28, at 4pm
- For **Staff**, on Wednesday, November 3, at 4pm
- For **Graduate Students**, on Thursday, November 4, at 4pm

These meetings will provide an opportunity to discuss the Divisional findings of the climate survey with a particular focus on each population's survey themes and experiences. You will receive a separate invitation for your conversation soon.

These constituency conversations will mark the start of a series of efforts to bring more inclusivity, civility, accountability, and community into our departments and programs. We will share news and updates in the conversations on existing and upcoming resources and opportunities for workshops and trainings.

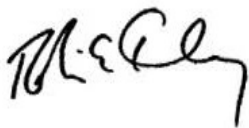
Your departmental chairs have had the opportunity to speak with representatives from HCIR and the Center for Workplace Development to help formulate strategies for developing a plan of action within each unit. We have made funds available for departments to host community-building events, and we will host a lecture series on issues of Diversity, Inclusion, and Belonging in spring 2022.

In addition, departmental Faculty Liaisons for Inclusive Excellence (FLIEs) will be making the findings of the departmental climate surveys a part of their agenda for the year. This group will work with the FAS Associate Dean for Diversity, Inclusion, and Belonging, Sheree Ohen, and her team to link our efforts to expertise and experience in this domain.

We will continue to hold ourselves to the highest standards of intellectual rigor. Doing so involves vigorous discussion and debate, often between people who disagree. I want to emphasize my support for healthy and vibrant intellectual discourse, but also want to stress Harvard's expectations for professional conduct. We have a shared responsibility to establish an intellectual climate in which, as Dean Khurana likes to say, we can disagree without being disagreeable, and be hard on the problem while being easy on each other. This will allow ideas and careers to flourish at Harvard. The appended reports are a call to action for us all, and I ask for your support as we move forward with lasting and sustained institutional change.

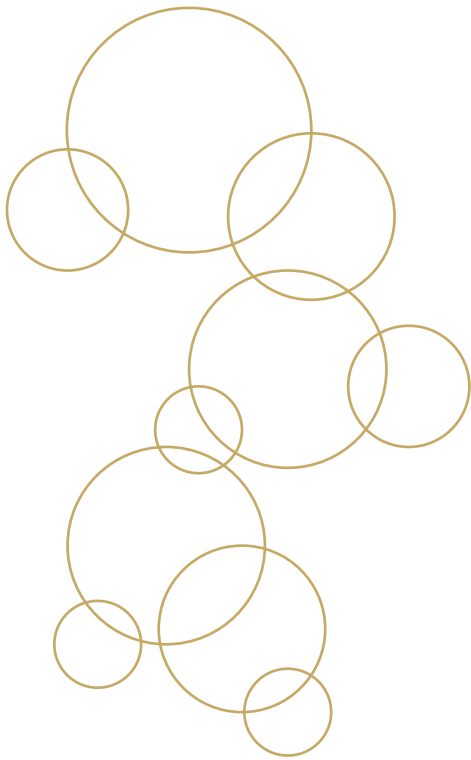
If you have any questions or would like to share feedback about the report, please email: [arts-hum@fas.harvard.edu](mailto:arts-hum@fas.harvard.edu).

With best wishes,

A handwritten signature in black ink, appearing to read 'R. E. Kelsey', written in a cursive style.

Robin E. Kelsey  
*Dean of Arts & Humanities*  
*Shirley Carter Burden Professor of Photography*

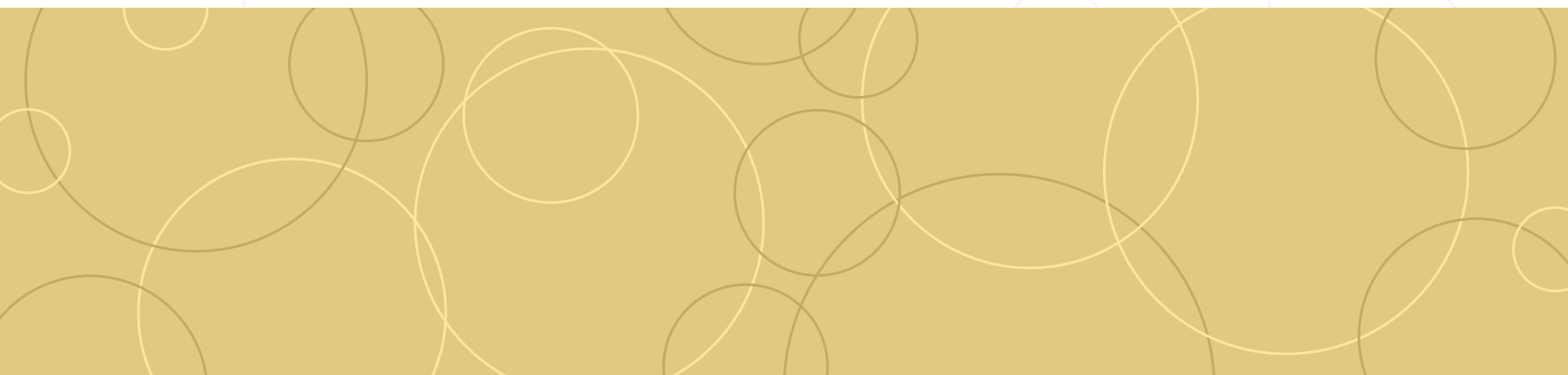
SPRING 2021



**Department of  
Arts & Humanities**

Climate Survey Initiative

Administered by Harvard College Institutional Research



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# Defining Climate

“Organizational climate,” as it pertains to any organized unit—whether it be a very large company, a small nonprofit organization, or an academic department at a college or university—refers to “the atmosphere or ambiance of an organization as perceived by its members” (Fine & Sheridan, 2015). 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 (Fine & Sheridan, 2015). 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 (Office of the Provost, Columbia University, 2019).

## 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 (Finney, Finkelstein, Merola, Puri, Taylor, Van Aken, Hyer, and Savelyeva, 2008). In the case of academic departments, this applies to everyone who works for them: faculty (especially regarding intentions to stay in the department), administrators, and staff (Laursen & Austin, 2014; Finney, Finkelstein, Merola, Puri, Taylor, Van Aken, Hyer, & Savelyeva, 2008; Veilleux, January, Vander Veen, Reddy & Klonoff, 2012; Mayhew, Grunwald and Deyt, 2006). In some cases, climate has been linked to intrinsic task motivation, reduced isolation, and satisfaction with promotion processes (Laursen & Austin, 2014).

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 (Hurtado & Carter, 1997; Cabrera, Nora, Terenzini, Pascarella & Hagedorn, 1999; Locks, Hurtado, Bowman, & Oseguera, 2008; Garvey, Rankin, Beemyn, & Windmeyer, 2017; Nuñez, 2009).

## Survey

Harvard College Institutional Research (HCIR) developed the survey instrument, drawing on validated scales from the organizational behavior literature. Survey framing and process was developed in consultation with Benita Wolff (Equity and Inclusion Administrative Fellow in the FAS Division of Science). The purpose of this survey was to evaluate climate among faculty, staff, graduate students, and undergraduate students in the Division of Arts & Humanities. Climate is a multidimensional construct and therefore there are a number of climate dimensions identified as targets of assessment in the literature. In this survey, the focus is on: job satisfaction (for faculty and staff), inclusion and belonging, interpersonal justice, diversity, communication and civil discourse, workplace incivility, accountability for wrongdoing, supervisor/adviser support (staff and graduate students), and satisfaction with the academic experience (for undergraduate and graduate students).

Core items in this survey were adapted from other validated instruments in the organizational behavior literature. The survey consisted of up to approximately 20 forced-choice/likert-type items. Two 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, and graduate students with the point-of-reference (i.e., department/program) adapted for the respective group. A copy of the survey instrument is found in the Appendix.

# Methodology

The survey was administered in Spring 2021 during the COVID-19 pandemic (March 30 - April 14). The pandemic was acknowledged in the survey and participants were instructed to think broadly about their experiences with climate in the department/program and about how the department normally functions pre-pandemic. Departments were given the option to include up to five of their own survey items.

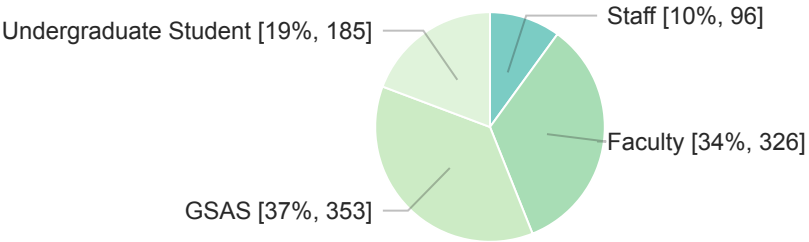
A total of 2,137 surveys were sent to staff, faculty, graduate students, and undergraduate students in 21 departments in the Division of Arts & Humanities. The overall response rate was 44.9%. Undergraduate students responded at a lower rate than faculty, staff, and graduate students but are included in the report.

## Response Rate

Role	Invited	Responders	Response Rate
Staff	106	96	90.6%
Faculty	482	326	67.6%
Graduate Student	738	353	47.8%
Undergraduate Student	811	185	22.8%
<b>Total</b>	<b>2137</b>	<b>960</b>	<b>44.9%</b>

## Distribution of Respondents

960 Responses



# Key Findings

This report contains aggregated descriptive statistics for the 21 departments participating in the survey. In addition to the following report, a heatmap (spreadsheet attached) provides results for each population by demographic group, color coded to identify the populations reporting positive or negative climate experiences in their A&H departments. Inferential statistics (chi squares) were conducted to determine if the demographic variation in any of the population groups reached statistical significance (overall chi square p-value of less than .05) (attached).

1. The 2021 spring climate survey data suggests that the following populations within the A&H departments perceive a more negative climate across most issues:

- Graduate students (N=353 respondents) compared with faculty (N=326), staff (N=96), and undergraduates (N=185)
- Faculty identifying as Asian (N=36) compared with faculty identifying as URM (N=26), White (N=168), or did not disclose race (96)
- Female faculty (N=110) compared with male faculty (N=125) and faculty who did not disclose their gender (N=87)

2. Overall Satisfaction: Overall, the majority of A&H respondents reported high satisfaction with their job/program/concentration (86%) and felt their departments were welcoming/respectful environments (83%). Most would do it over again if they had the chance (84%). Overall satisfaction metrics were similar across all populations surveyed (faculty, staff, graduate students, and undergraduate students,  $p = n.s.$ )

Notable Variation:

- Faculty x Race: Asian faculty reported low overall satisfaction. There is a nearly 20+ percentage point satisfaction gap between Asian faculty respondents and faculty identifying as URM, White, or did not disclose race (71% Asian faculty job satisfaction vs. 90%+ satisfaction for other faculty ( $p < .01$ ); 63% Asian faculty satisfaction with department as welcoming place vs. 87%+ for other faculty ( $p < .001$ ); 61% would do it over again for Asian faculty vs. 80%+ for other faculty ( $p < .001$ )).

3. Inclusion & Belonging: The inclusion and belonging metrics yielded mixed results. Across all populations (faculty, staff, graduate students, and undergraduate students), the majority of respondents reported feeling valued (80% agreed) and feeling accepted (85% agreed). However, the metrics assessing feelings of connection or sense of community were lower (71% reported feeling connected to others in the community and 62% reported the department has a strong sense of community).

Notable Variation:

- Graduate Students: There was a substantial gap in sense of belonging between graduate students and the faculty, staff, and undergraduate students, with graduate students lagging behind by between 15 and 30 percentage points. Notably, just 51% of graduate students feel that their departments have a strong sense of community (compared with 78% of staff, 69% of faculty, and 65% of undergraduate students). The fraction of female graduate students reporting their departments have a strong sense of community was even lower (33%) ( $p < .01$ ).
- Faculty x Rank: Non-ladder faculty and faculty not disclosing their rank also reported lower levels of feeling valued (77% non-ladder, 74% non-disclosed rank compared with 92% ladder,  $p < .05$ ).
- Faculty x Race: Inclusion & belonging results were disproportionately low for Asian faculty and disproportionately high for White faculty ( $p < .05$ ). Just 50% of Asian faculty feel the department has a

strong sense of community, compared with 73% of URM faculty, 74% of White faculty, and 63% of faculty not disclosing their race.

4. Interpersonal Justice: The responses to the interpersonal justice questions were exceptionally high (90% feel faculty treat them with dignity and respect, 94% feel staff treat them with dignity and respect, 94% feel that students treat them with dignity and respect, and 91% feel the department leadership treat with dignity and respect).

Notable Variation:

- Faculty x Race: While nearly all faculty reported faculty, staff, students, and the department leadership are respectful, Asian faculty were slightly less likely to feel that their faculty colleagues treat them with dignity and respect compared with faculty of other races (81% Asian faculty compared with 96% of URM faculty, 93% White faculty, and 89% race undisclosed faculty,  $p < .01$ ). Asian faculty were also less likely to feel that their department leadership treats them with dignity and respect (81% Asian faculty compared with 96% of URM faculty, 92% White faculty, and 94% race undisclosed faculty), but despite the substantial gap this difference was not statistically significant.

5. Commitment to Diversity: Overall, 75% reported that their A&H department has demonstrated a commitment to diversity.

Notable Variation:

- Faculty x Race: Faculty colleagues have very different perceptions about whether or not their departments have demonstrated a commitment to diversity. Just 58% of Asian faculty reported that their departments have demonstrated a commitment to diversity, compared with 88% of URM faculty, 92% White faculty, and 79% race undisclosed faculty,  $p < .001$
- Graduate students were less likely to feel that the department has demonstrated a commitment to diversity than other A&H populations surveyed (61% graduate students compared with 84% faculty, 92% staff, and 78% undergraduate students,  $p < .001$ ).

6. Treated differently based on identity: Overall, 24% of respondents feel they have been treated differently based on their identity.

Notable Variation:

- Faculty x Race: Among faculty, the fraction perceiving they have been treated differently based on identity was highest among Asian faculty (36%) and URM faculty (31%) compared with 16% for White faculty, and 28% for race undisclosed faculty,  $p < .05$
- Faculty x Gender: There was a substantial gap in responses by faculty gender (30% female faculty perceive different treatment based on their identity vs. 15% male faculty and 26% faculty with undisclosed gender,  $p < .05$ )
- Graduate students: Nearly a third of graduate students (31%) felt that they have been treated differently based on their identity compared with 14% for undergraduate students, 23% faculty, and 18% staff ( $p < .001$ ). Rates were even higher for graduate students who did not disclose their race or gender (over 40%).
- Staff x Gender: 67% of non-binary staff felt that they have been treated differently based on their identity, compared with just 10% of female staff and 8% of male staff ( $p < .01$ ).

7. Communication and Civil Discourse: Four questions on the survey address whether the climate of the department is conducive to respectful discourse that allows for differing points of view. As reported earlier in the memo, most A&H respondents reported that the faculty, staff, and students treat each other with dignity and

respect. It is not surprising, then, that the questions addressing respectful communication rate highest among this set of questions (83% feel that the differing points-of-view and opinions of others are respectfully heard/considered and 80% feel like their own opinions are respectfully heard/considered). However, the fraction of respondents who feel comfortable dissenting from majority opinion or feel comfortable sharing their ideas/points-of-view openly were much lower (68% feel comfortable dissenting when disagreeing with the majority opinion and 75% feel comfortable/safe sharing ideas and points-of-view openly). Graduate students have the lowest comfort levels across all metrics.

Notable Variation:

- Faculty x Rank: While senior ladder faculty are similar to junior ladder faculty regarding perceptions that communications are respectfully heard, the senior ladder faculty more often report comfort in dissenting or sharing ideas openly (comfortable dissenting - senior ladder faculty 83%, junior ladder faculty 68%, non-ladder faculty 73%, and rank undisclosed 33%; comfortable sharing ideas - senior ladder faculty 83%, junior ladder faculty 68%, non-ladder faculty 73%, and rank undisclosed 33% ( $p < .01$  for both)).
- Faculty x Race: On each communication/civil discourse metric, Asian faculty were less likely to report there is respectful communication and less likely to feel comfortable with raising ideas/dissenting views as their faculty peers who are URM, White, or undisclosed race. Across all metrics, there is a 20-25 percentage point gap between the fraction of Asian Faculty who feel there is respectful communication and comfort dissenting and White faculty ( $p < .05$ ).
- UG x Race: Undergraduate students who did not disclose their race had significantly lower levels of feeling comfort dissenting with majority opinion (55% undisclosed race vs. 100% White undergraduates, 74% URM undergraduates, and 74% Asian undergraduates).

8. Accountability for Wrongdoing. Overall, A&H respondents to the survey gave accountability for wrongdoing the lowest ratings on the survey. While the majority of respondents perceive that there is a willingness to correct discourteous/offensive behavior (65%) and would feel comfortable coming forward with complaints/grievances without fear of retaliation (61%), fewer feel there are clear channels for REPORTING behaviors (49%) and just a small fraction feel there is a clear process for RESOLVING behaviors (37%). Many do not feel that all members of the community are held to the same standard (55% agreed all are held to same standard/45% disagreed). However, responses to the question “I feel that the department would ignore a complaint from me” were favorable, with just 13% agreeing/87% disagreeing with this.

Notable Variation:

- Faculty x Gender: Female faculty rated their departments much lower on the accountability for wrongdoing metrics than male faculty. On all metrics, the gender gap was between 15 and 20 percentage points. Notably, just 32% of female faculty feel there is a clear process for resolving conflicts compared with 58% of male faculty ( $p < .001$ ).
- Graduate students: Across all measures of accountability for wrongdoing, graduate students reported the lowest levels of agreement. In particular, only 38% of graduate students feel that there are clear reporting channels and just 24% feel there is a clear process for resolving conflicts. More than half of graduate students indicated they would fear retaliation for coming forward with a complaint (53% would fear retaliation/47% would not fear retaliation).
- Graduate students x Gender: A gender gap was also found among the graduate student respondents, with the gap ranging from 15-20% (females less likely to agree there are clear channels, processes, and more often would fear retaliation). However, the percentage of male and female graduate students feeling all are held to the same standard was similar (43% females and 44% males). Just 17% of non-binary students agreed with this.

9. Incivility: The survey asks about experiences with six types of incivility (condescension, derogatory remarks, little interest in their opinions, exclusion, unprofessional terms, bullying/harassing). The survey gave the option of

indicating if the uncivil behaviors were one-time occurrences or happened multiple times. Overall, 56% of respondents (495 respondents) indicated they've experienced at least one of these types of incivility. The most frequent types of reported incivility were condescension (44%) and little interest in opinions (44%), followed by exclusion (32%), derogatory remarks (21%), unprofessional terms (22%) and bullying/harassing (13%).

Approximately two-thirds of respondents reporting incivility indicated that these instances occurred multiple times, while a third indicated they were one-time occurrences. Amongst those experiencing incivility, most (86%) occurrences were within the past three years.

Notable variation:

- Role: The fraction of staff reporting incivility (77%) and graduate students reporting incivility (67%) was substantially higher than the fraction of faculty (50%) and undergraduate students (36.4%).
- Faculty x Gender: 59% of female faculty reported experiencing incivility compared with 40% of male faculty.

# Overall Satisfaction

Figure 1. Overall Satisfaction (with job, program, concentration)

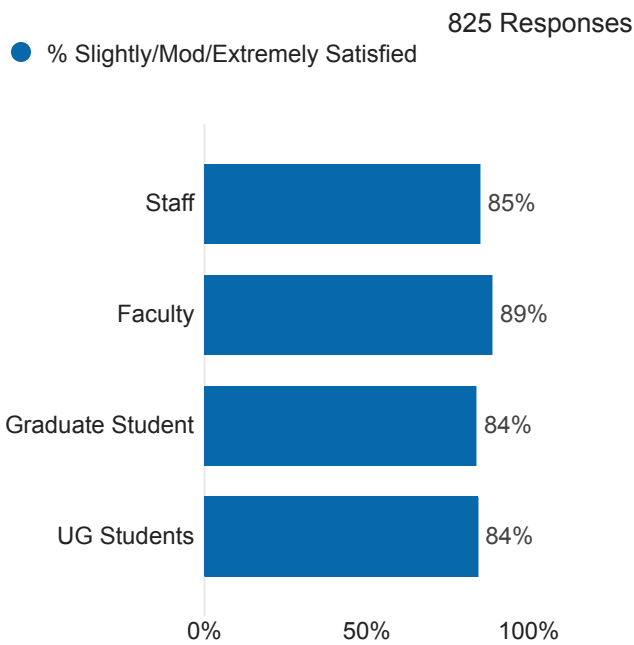


Figure 2. Would likely recommend department

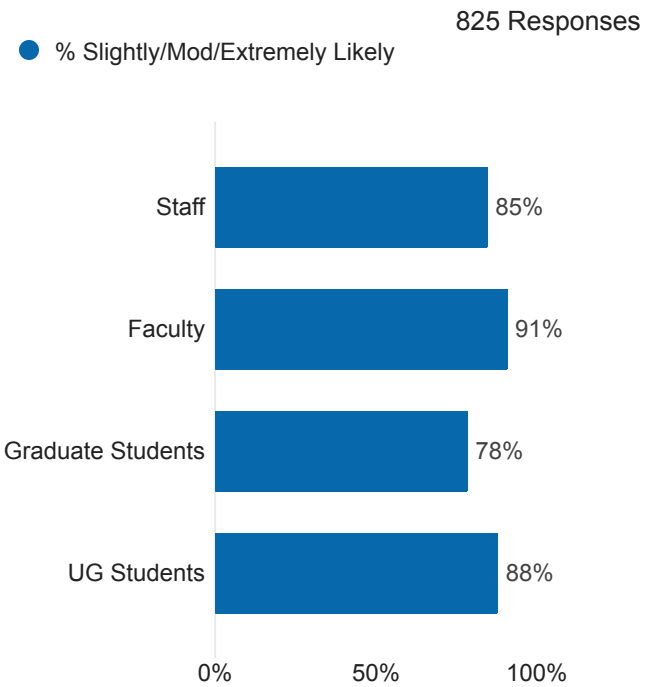


Figure 3. Satisfaction with department as a welcoming and respectful environment

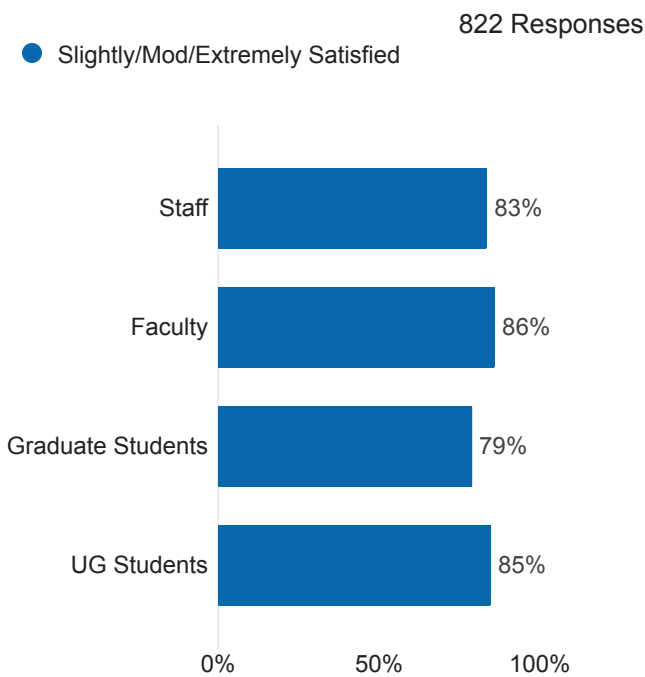
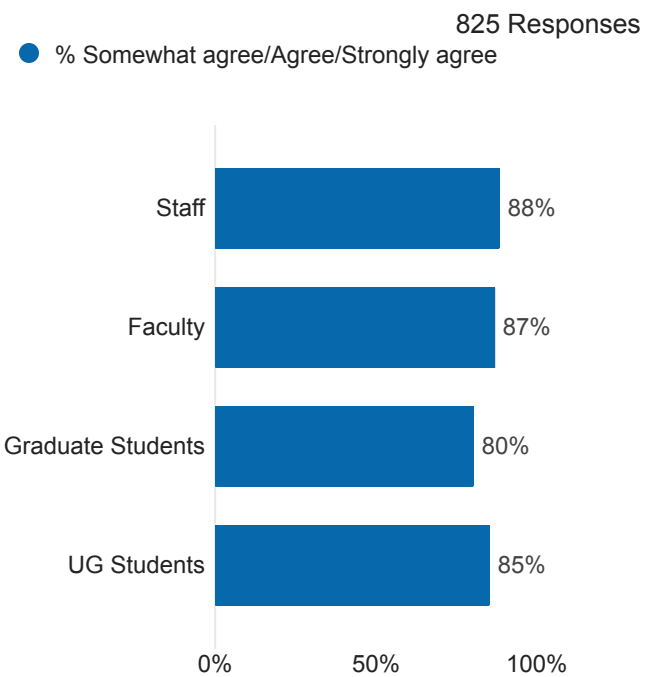


Figure 4. If I had to do it over again, I would choose where I am working



## Inclusion and Belonging

Although there are myriad overlapping factors that affect student, faculty, and staff quality of life within institutions of higher education, two key elements that stand out from the literature are the perceptions of feeling both included and that one belongs. Sense of belonging, or “organizational identification (OI),” is “the experience of feeling valued, part of a community, needed and accepted by other people, groups or environments and the person’s perception that his or her characteristics are similar to or complement those of the people that belong to the system.” (Dávila, 2012). Another factor that contributes to OI is the perception, on the part of an individual’s “value congruence” between themselves and their employer (Dávila, 2012). Once OI is fulfilled there is “a psychological linkage between the individual and the organization whereby the individual feels a deep, self-defining affective and cognitive bond with the organization as a social entity” (Karanika-Murray, Duncan, Pontes, & Griffiths, 2015).

For many faculty and staff, inclusion and belonging matter because they seek to build entire careers at, and develop their professional identities in relation to, a single institution. As such, success in employment longevity and identity development depends, to a great extent, on the degree to which faculty and staff perceive being included and having a sense of belonging there. Being included and having a sense of belonging are tied to reductions in employee turnover and a greater likelihood that employees will recommend their organization to others (Carr, Reece, Kellerman & Robichaux, 2019). Moreover, when workplace relationships feel more transactional as opposed to loyalty-based, such as when individuals feel like they are part of a community, then civility can feel like a waste of effort (Pearson & Porath, 2005).

In the case of college students, a sense of belonging has been described as “students’ perceived social support on campus, a feeling or sensation of connectedness, and the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the campus community or others on campus such as faculty, staff, and peers.” (Strayhorn, 2018). As noted with respect to inclusion, the desire to achieve a sense of belonging applies both to academic situations (classes, labs, office hours, study groups) and social ones (friendships in dorms and/or with peers from other settings, involvement in extracurricular activities). For students, engendering a sense of inclusion and belonging, especially for those from underrepresented groups, has been related to college retention and persistence (Walton & Cohen, 2011). Because students from underrepresented groups are more likely to feel disconnected from college campuses, it is especially crucial to enhance their sense of inclusion and belonging. In order to gain an understanding of participants’ sense of belonging to their department, program, concentration, we asked them to respond to three items via a six-point scale:

- I feel connected to others in the community
- I feel accepted by others in the community
- I feel valued by others in the community
- There are plenty of opportunities to meet and to get to know faculty
- There is a strong sense of community in my department

Figure 5. Inclusion & Belonging Overview

936 Responses

● % Somewhat agree, % Agree, % Strongly agree

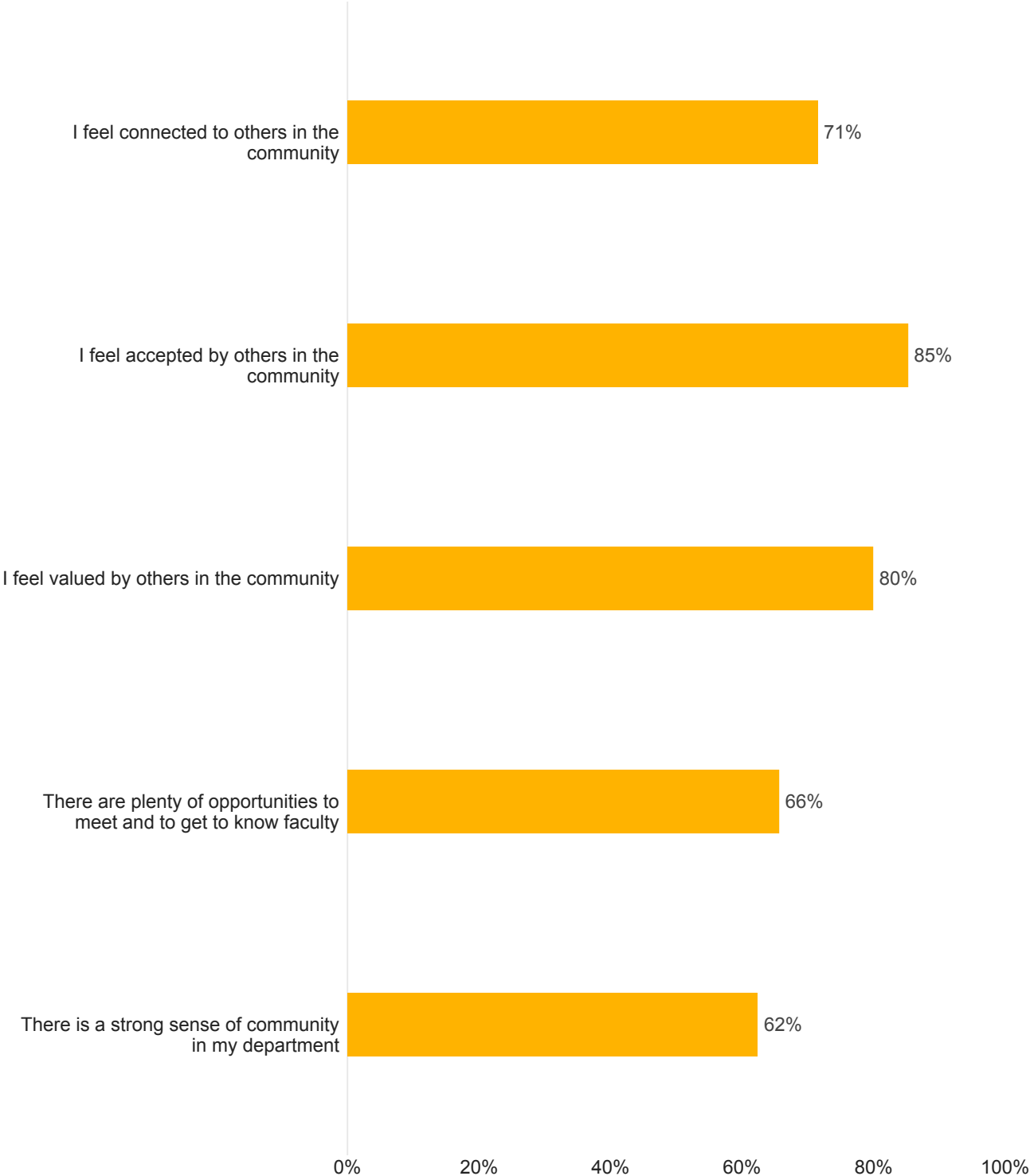


Figure 6. I feel connected to others in the community

932 Responses

● % Somewhat agree, % Agree, % Strongly agree

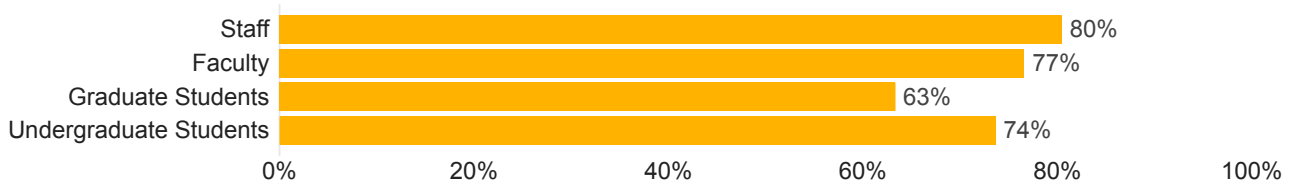


Figure 7. I feel accepted by others in the community

930 Responses

● % Somewhat agree, % Agree, % Strongly agree

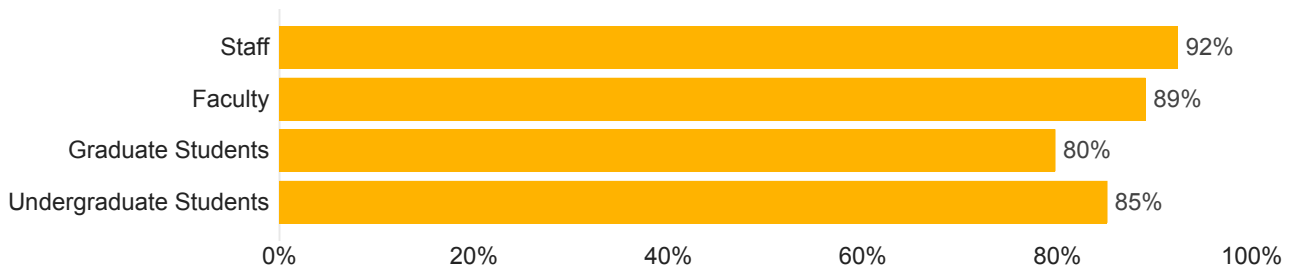


Figure 8. I feel valued by others in the community

935 Responses

● % Somewhat agree, % Agree, % Strongly agree

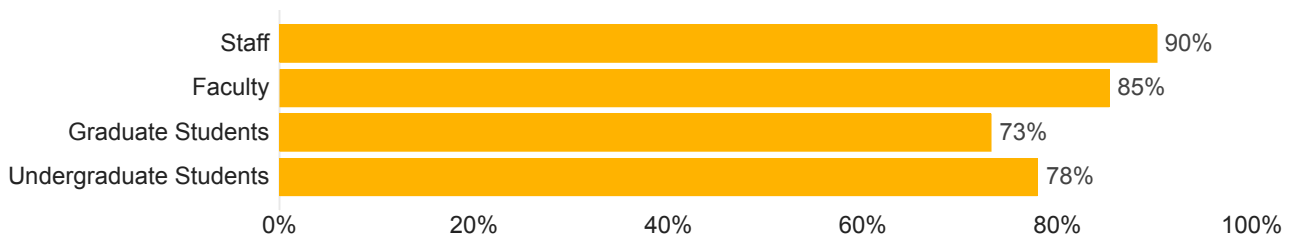


Figure 9. There are plenty of opportunities (activities/events) to meet and to get to know faculty

529 Responses

● % Somewhat agree, % Agree, % Strongly agree

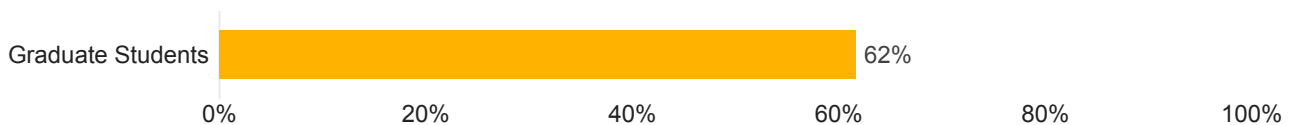
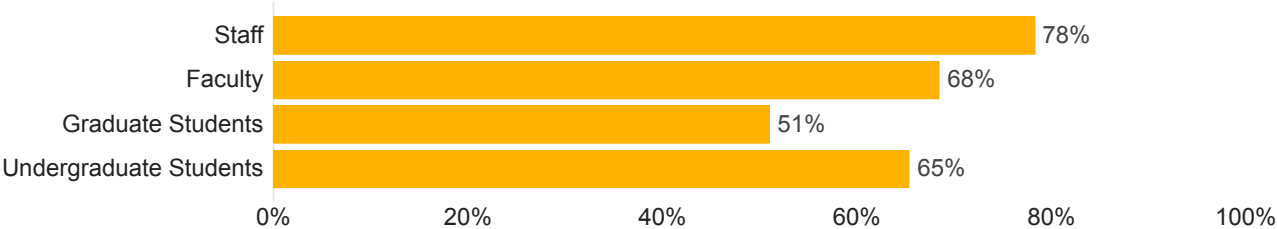


Figure 10. There is a strong sense of community in my department

935 Responses

● % Somewhat agree, % Agree, % Strongly agree



## Interpersonal Justice

We also evaluated community members' perceptions of interpersonal justice. Interpersonal justice is all about how an individual is treated with an emphasis on respect and courtesy. It is defined as the extent to which an employee is treated with dignity and respect. If employees are treated with dignity and respect at work, they are more likely to be satisfied in their jobs and committed to their organization, are more likely to perform better, trust their leaders, and help others at work (Loi, Yang, & Diefendorff, 2009). Interpersonal justice was assessed using four items:

- Faculty treat me with dignity and respect
- Staff treat me with dignity and respect
- Students treat me with dignity and respect
- Department leadership treat me with dignity and respect (Faculty Only)

Finally, we also asked participants to rate the degree to which they felt like they were being treated differently by others (faculty, staff, students) in their department/program/concentration because of their identity (race/ethnicity, socioeconomic background, gender, nationality, sexuality/orientation, disability, etc). This was linked to an open-ended comment box in which participants could explain their responses.

Figure 11. Interpersonal Justice Overview

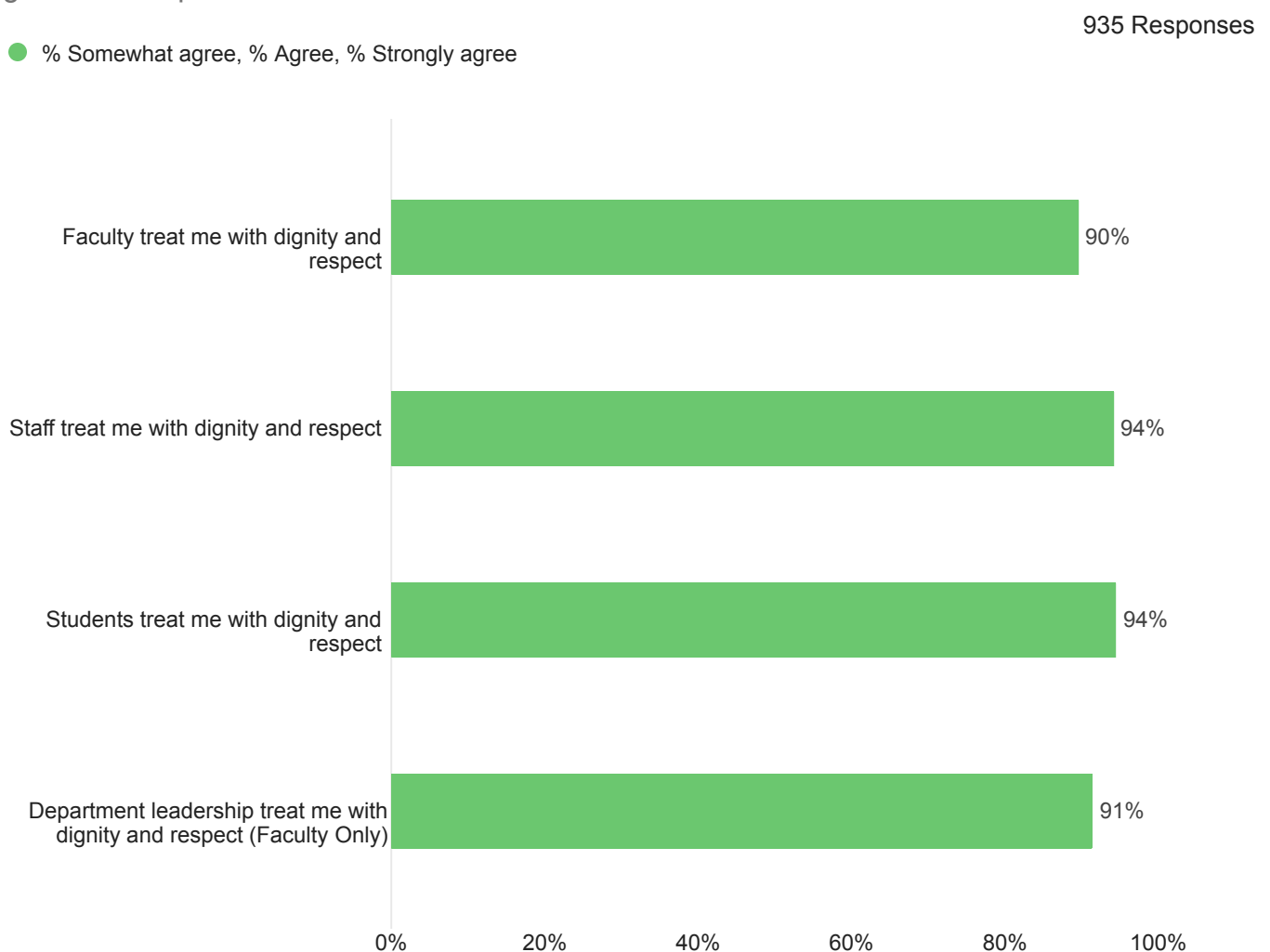


Figure 12. Faculty treat me with dignity and respect

934 Responses

● % Somewhat agree, % Agree, % Strongly agree

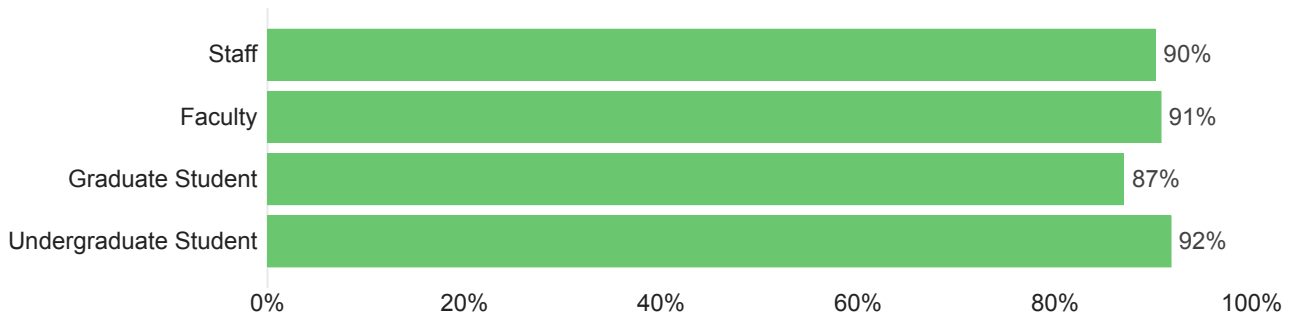


Figure 13. Staff treat me with dignity and respect

933 Responses

● % Somewhat agree, % Agree, % Strongly agree

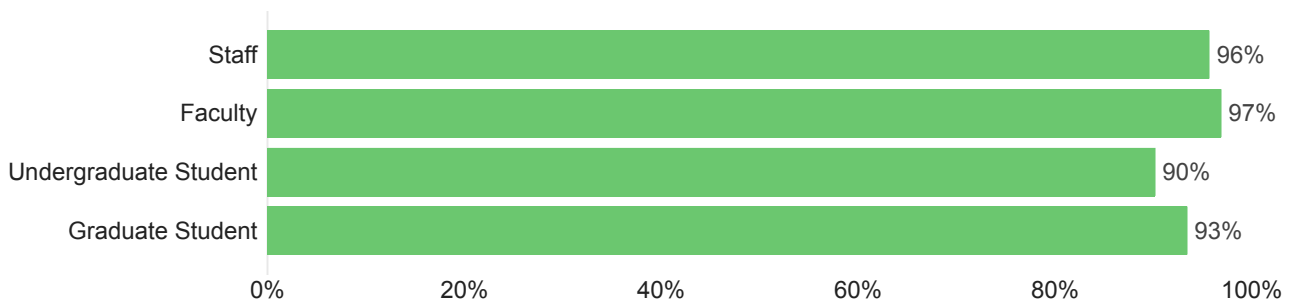


Figure 14. Students treat me with dignity and respect

935 Responses

● % Somewhat agree, % Agree, % Strongly agree

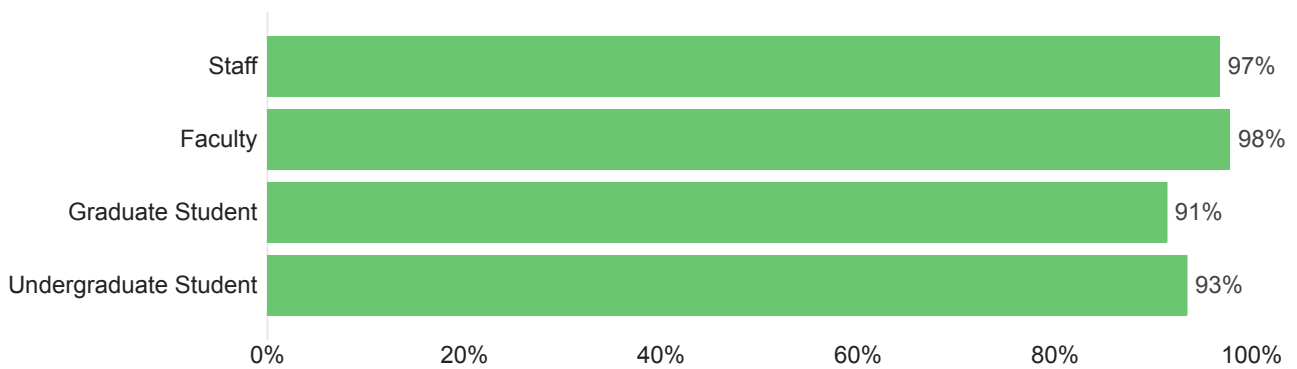
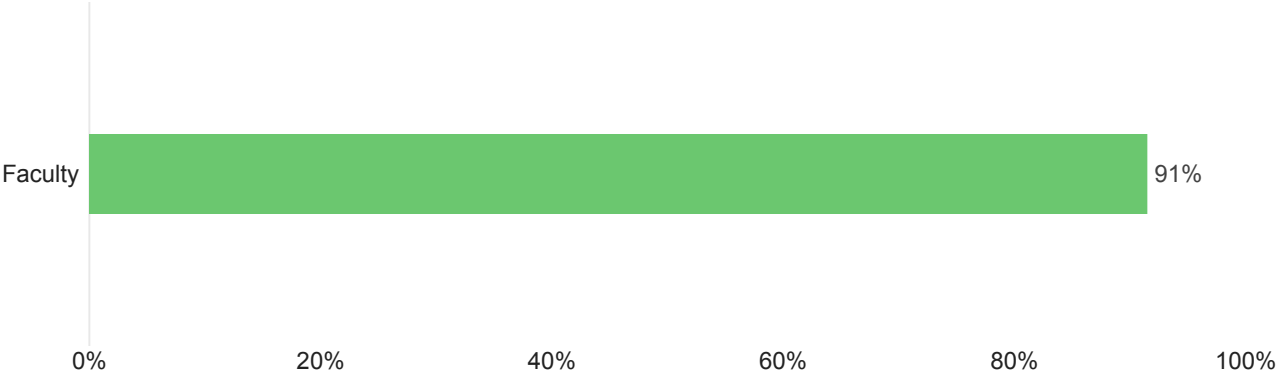


Figure 15. Department leadership treat me with dignity and respect

314 Responses

● % Somewhat agree, % Agree, % Strongly agree



## Diversity

According to its website, "The FAS is committed to creating and maintaining a workplace community that is as diverse as our student and global populations, where all may feel at home, whatever their race, gender, age, sexual orientation, faith, abilities, work status, or other identifying characteristics. We know that our work is enriched by the varied origins, experiences, and perspectives of the people who comprise the FAS, so whenever possible, we work with departments to recruit, welcome, train, develop, and retain talented staff from diverse backgrounds" (<https://hr.fas.harvard.edu/diversity>).

Common models for managing diversity focus on targeted recruitment initiatives, education and training, career development, and mentoring programs to increase and retain diversity in organizations (Olsen & Martins, 2012). Some organizations also rely upon programs and initiatives that focus on the removal of barriers that block individuals from meeting their full range of skills and potential (Olsen & Martins, 2012). In order to gain a sense of participants' perceptions of diversity climate, or the value the department places on efforts to promote diversity (through recruitment and hiring) and to support the beneficiaries of these efforts, we asked participants to rate the degree to which they felt (agreed) that there was a demonstrated commitment to diversity and inclusion in their department, program, or concentration.

Figure 16. Diversity Overview

934 Responses

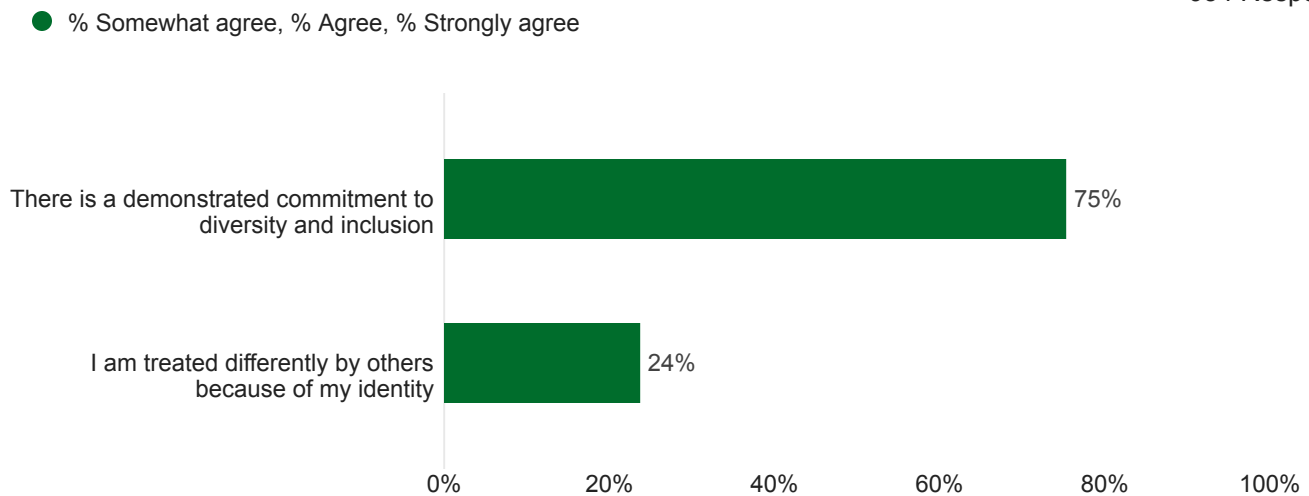


Figure 17. There is a demonstrated commitment to diversity and inclusion

932 Responses

● % Somewhat agree, % Agree, % Strongly agree

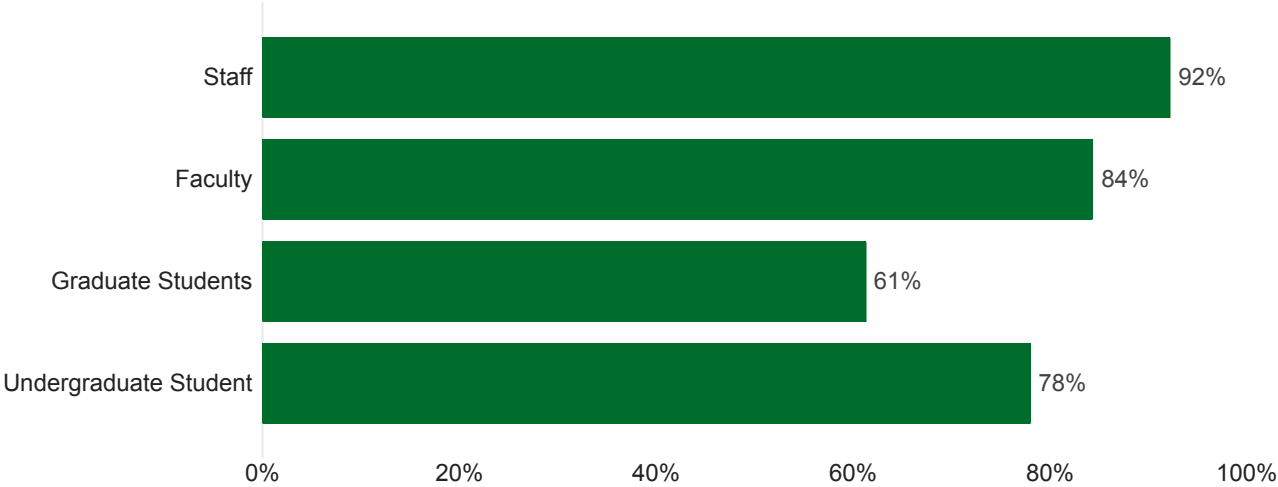
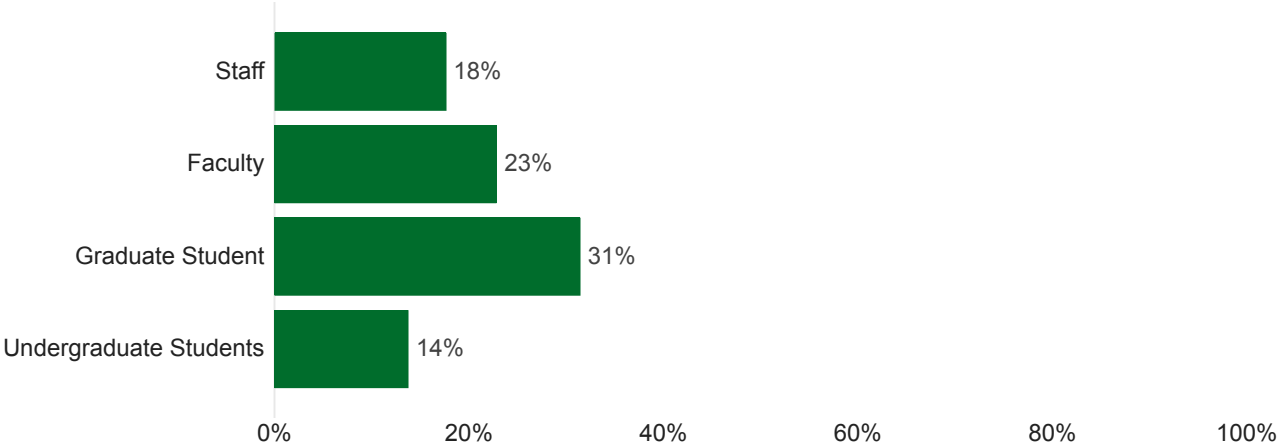


Figure 18. I am treated differently by others (faculty, staff, post-docs, research scientists, research staff, technicians, students) in my community because of my identity (race/ethnicity, socioeconomic background, religion, gender, nationality, sexuality)

928 Responses

● % Somewhat agree, % Agree, % Strongly agree



## Communication and Civil Discourse

According to Lane & McCourt (2013), civility and incivility are communicative, rhetorical practices. Civil discourse involves conversations in which participants are committed to working together to ensure that everyone perceives having a chance to express their thoughts (in a non-offensive manner) on the topics at hand and having been listened to by others. It requires that participants communicate on the basis of respect by taking into the account the perspectives of others by granting them autonomy and voice and not jeopardizing self- esteem and self-confidence (Lane & McCourt, 2013; Sypher, 2004). It involves restraint or resisting the impulse to say and do whatever one thinks or wants. As Sypher (2004) notes, “some degree of self-denial is required to make our world and social world more tolerable by not doing all the talking, taking all the credit, winning all the arguments, or even seeing every interaction as an argument to win.” Finally, civil discourse requires responsibility to the community, meaning that participants are aware of how their communications have consequences that may potentially positively or negatively affect others (Lane & McCourt, 2013). When discourse becomes fraught with incivility, participants’ ability to debate important issues breaks down. Debate is impoverished as fewer choose to engage, fewer ideas are surfaced, and creativity is slowed. Once this dynamic sets in, fear can take over and individuals disengage. Because uncivil discourse can have detrimental effects on organizations and their employees (including those who witness incivility but aren’t targets of it), it is essential that workplaces strive to institute civil discourse for their overall well-being and productivity. Because a world-class academic community depends on an open community to thrive, we explored the degree to which department communities engaged in civil discourse. This was assessed by four items in which participants were asked to indicate their level of agreement with statements:

- Colleagues respectfully consider each other’s point-of-views and opinions
- I feel like my opinions are being heard and considered as opposed to being ignored or shot down
- I feel safe sharing my ideas/views/values/opinions openly
- When I disagree with the majority opinion, I feel comfortable dissenting

Figure 19. Communication & Civil Discourse Overview

830 Responses

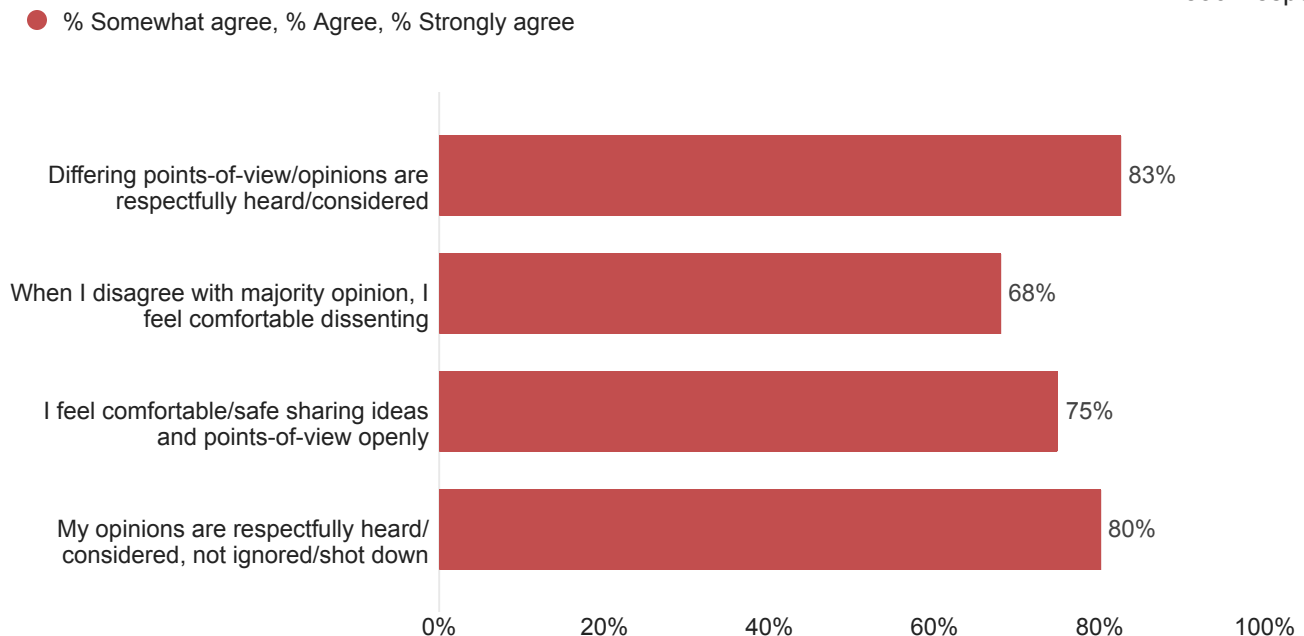


Figure 20. Individuals' differing points-of-view and opinions are respectfully heard and considered

829 Responses

● % Somewhat agree, % Agree, % Strongly agree

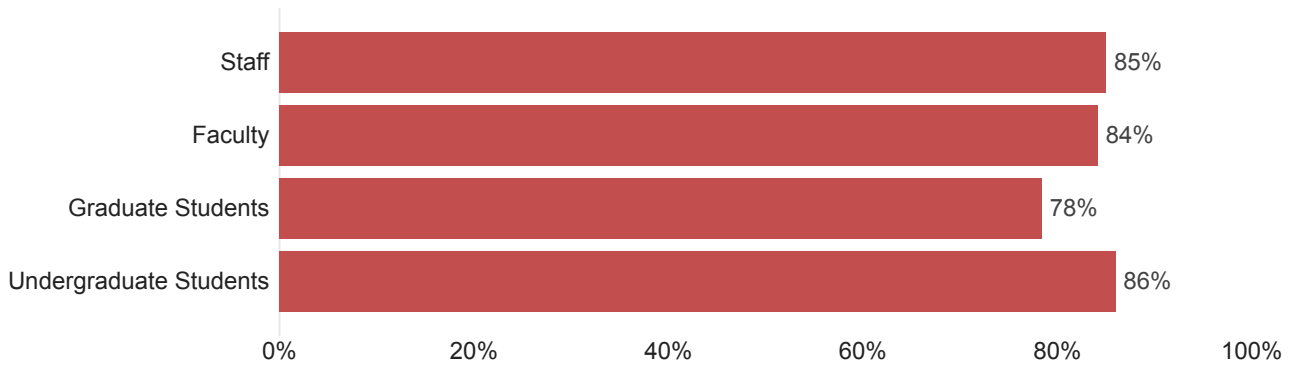


Figure 21. When I disagree with the majority opinion, I feel comfortable with dissenting

827 Responses

● % Somewhat agree, % Agree, % Strongly agree

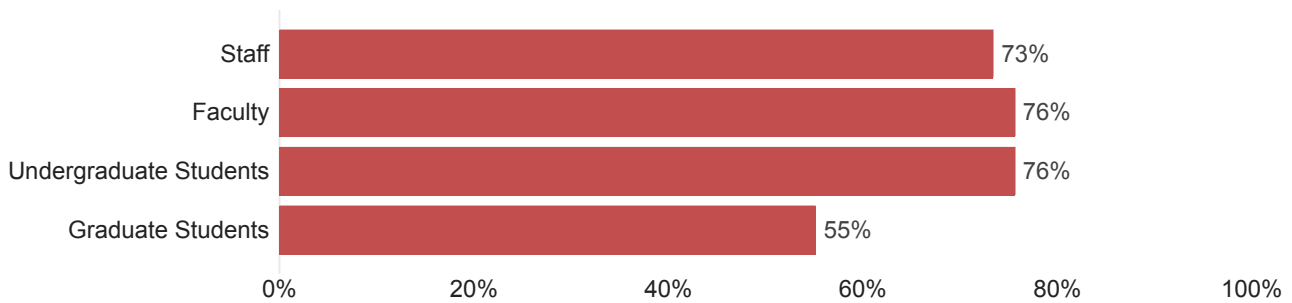


Figure 22. I feel comfortable/safe sharing my ideas and points-of-view openly

829 Responses

● % Somewhat agree, % Agree, % Strongly agree

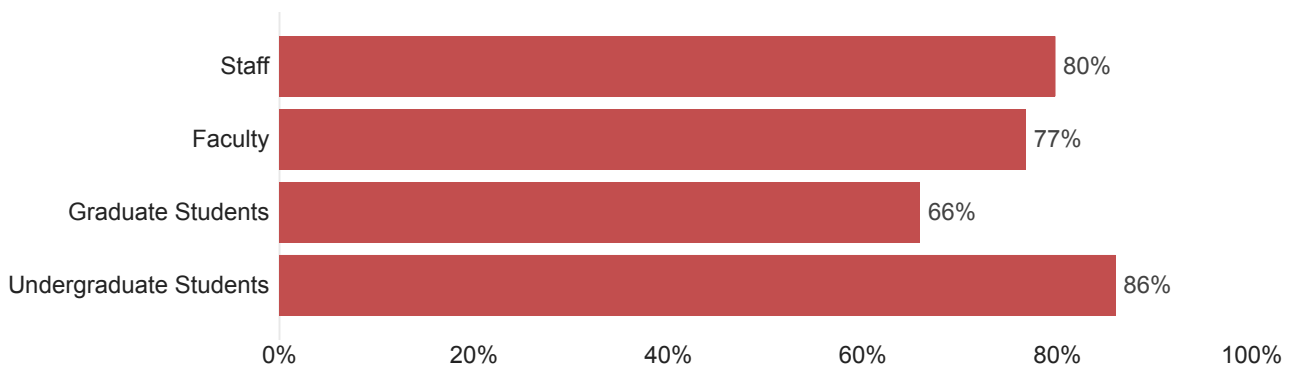
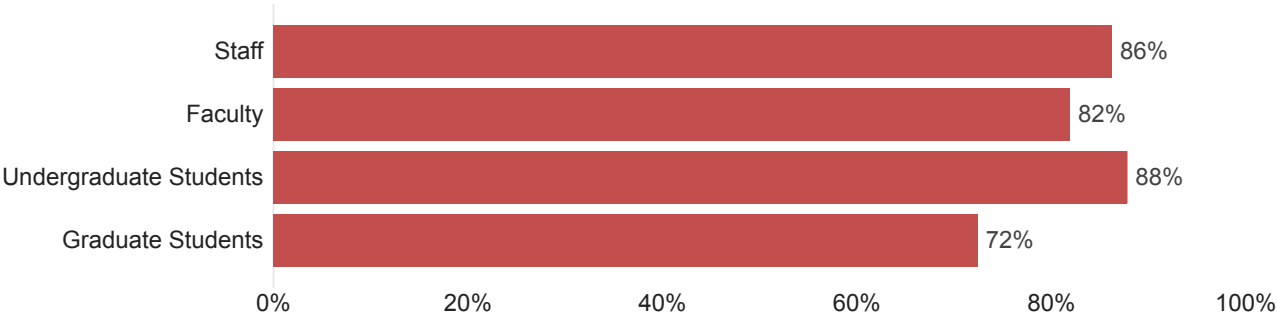


Figure 23. I feel like my opinions are being respectfully heard and considered as opposed to being ignored or shot down

827 Responses

● % Somewhat agree, % Agree, % Strongly agree



## Incivility

Referencing the seminal work of Andersson & Person (1999), Porath, Foulk & Erez (2015), among other researchers (Reio & Ghosh, 2009; Sguera, Bagozzi, Huy, Boss & Boss, 2016; Leiter, Laschinger, Day & Oore, 2011; Pearson & Porath, 2005), define workplace incivility as “the exchange of seemingly inconsequential, inconsiderate words and deeds that violate conventional norms of workplace conduct.” It is important to note that incivility is in the eyes of the beholder. It is not an objective phenomenon; it reflects people’s interpretation about how actions make them feel. The term “seemingly inconsequential” was incorporated into the definition to distinguish between more blatant forms of work-place aggression. Pearson & Porath (2005) note that the effects of incivility are subtler (less dramatic) and as a result can be more insidious as they can go unnoticed. These researchers report that the outcomes of incivility (job stress, legal exposure, turnover, recruitment losses) can have huge economic costs for organizations. Beyond its economic costs, incivility has been shown to result in disruption in work teams, lower employee productivity and creativity, lower work quality, reduced satisfaction, decreased capacity to concentrate/perform other cognitive functions, weaker indicators of psychological health, more absenteeism, and the tarnishing of organizational and individual reputations (Pearson & Porath, 2005). In the survey, we asked participants about experiences that can be broadly categorized as workplace incivility. Participants were asked to indicate their level of agreement with the following statements:

- Addressed you in unprofessional terms either publicly or privately
- Put you down or were condescending to you
- Ignored or excluded you
- Showed little interest in your opinion
- Derogatory remark
- Bullied or harassed you

**56%**

Reported at least 1 instance of incivility  
N=881

**86%**

Occurred within Past 3 Years  
N=487

Table 1.

<b>Who was source of incivility? Source was:</b>	
Staff	9%
Faculty	49%
Graduate Students	22%
Undergraduate student	8%

Figure 24. Types of Incivility Experienced

724 Responses

● Yes Single Occurrence ● Yes Multiple Occurrences

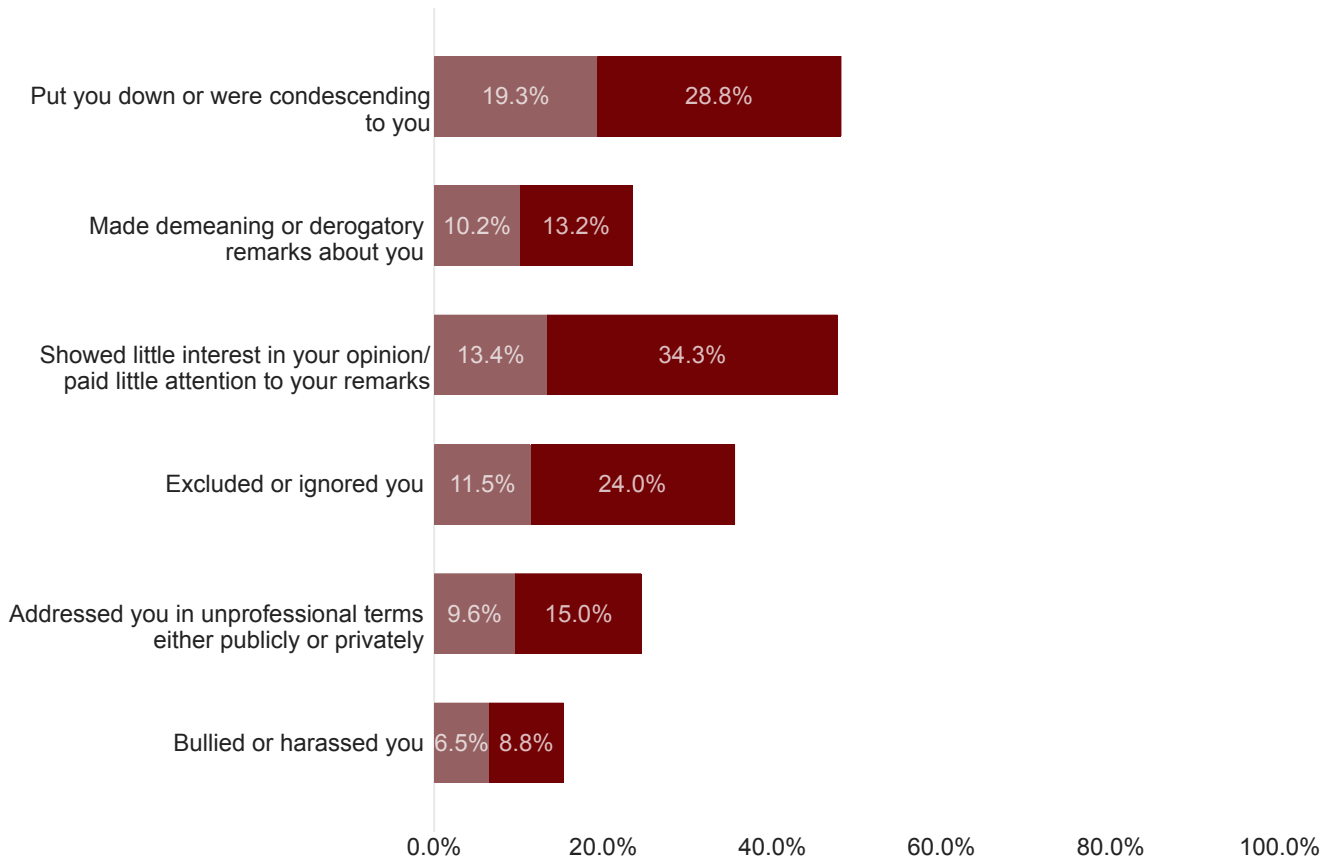


Figure 25. Experienced Any Type of Incivility by Person Type

902 Responses

● Single Incident ● Multiple Incidents

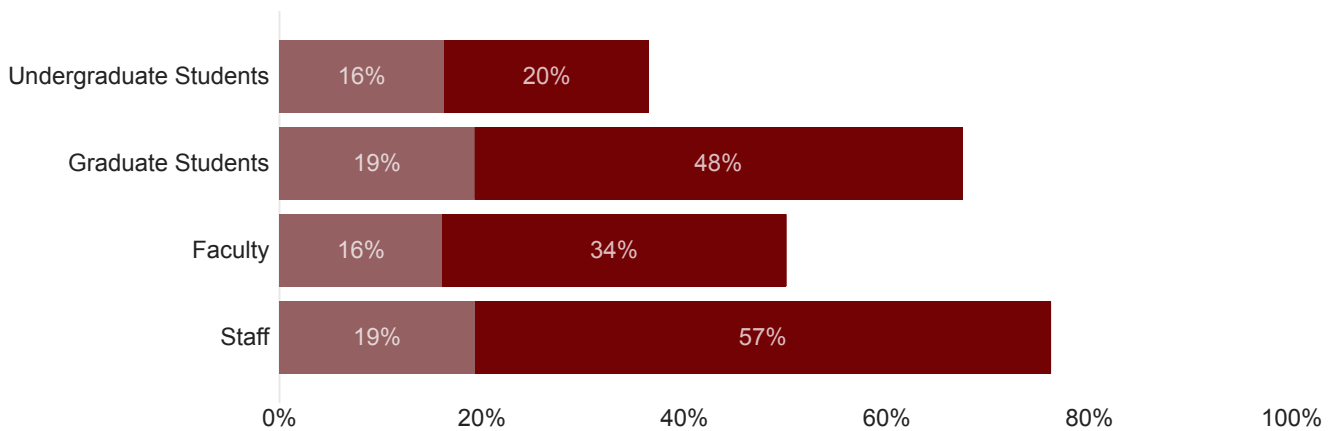


Figure 26. Put you down or were condescending to you

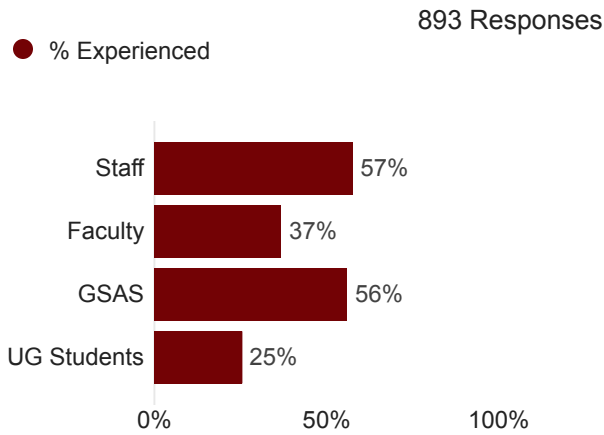


Figure 27. Excluded or ignored you

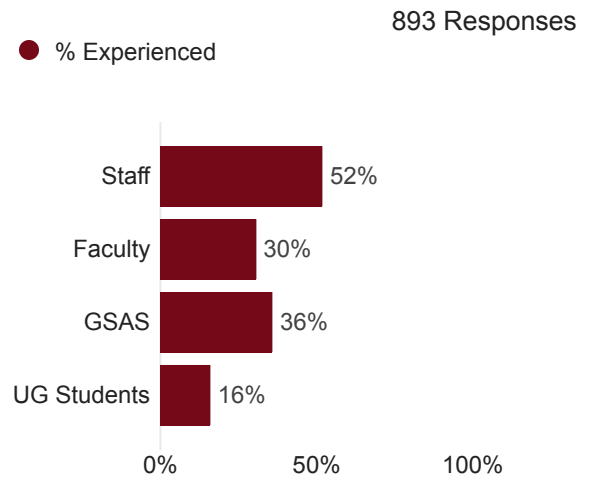


Figure 28. Made demeaning or derogatory remarks about you

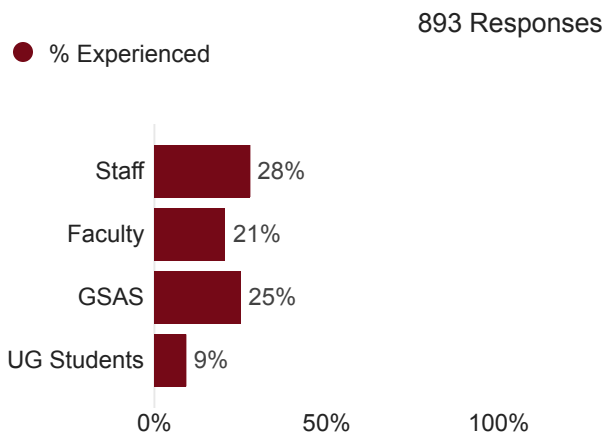


Figure 29. Bullied or harassed you

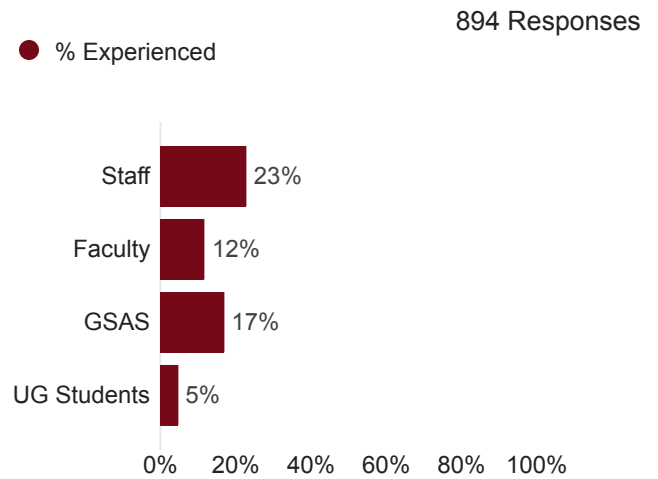


Figure 30. Addressed you in unprofessional terms either publicly or privately

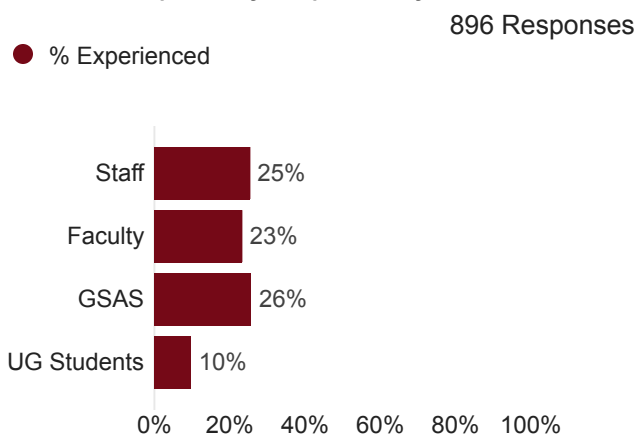
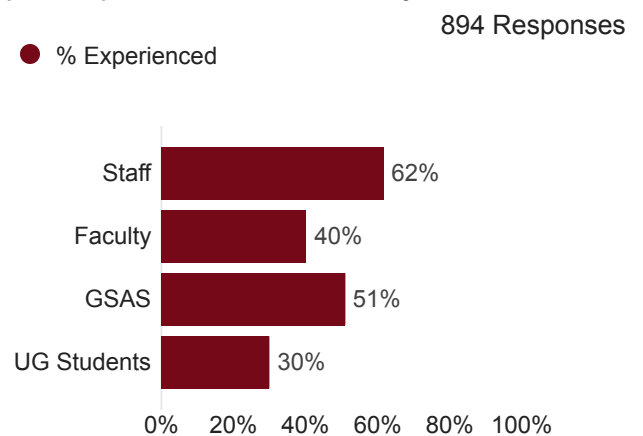


Figure 31. Showed little interest in your opinion/paid little attention to your remarks



## Accountability for Wrongdoing

Research in the area of faculty incivility has shown that targets of incivility will not attempt to resolve issues or report bad behavior due to fear of retaliation by offenders, lack of support from leadership, and a lack of institutional policy or procedures for addressing incivility (Clark et al., 2013). When incivility goes unnoticed or unaddressed it has a tendency to spread (Porath & Pearson, 2010). Therefore, it is imperative that departments have clear and transparent policies and procedures for addressing incivility as well as a clear strategy for confidential reporting with impunity for targets (Reio & Ghosh, 2009). It is also important that consequences be clearly articulated. Finally, policies, procedures, and consequences must be applied consistently across the community and must be reinforced for an accountability system to be perceived as fair and legitimate (Hollander-Blumoff & Tyler, 2011).

In order to gain an understanding about the current accountability systems within the departments, we asked participants to rate their level of agreement with how their departments handle cases of incivility including: whether community members agree that there are clear and safe channels for reporting, clear processes for resolving cases, whether leadership is willing to address incivility as opposed to ignoring it, and whether standards of behavior are being consistently reinforced for all community members regardless of their status.

Figure 32. Accountability for Wrongdoing Overview

829 Responses

● % Somewhat agree, % Agree, % Strongly agree

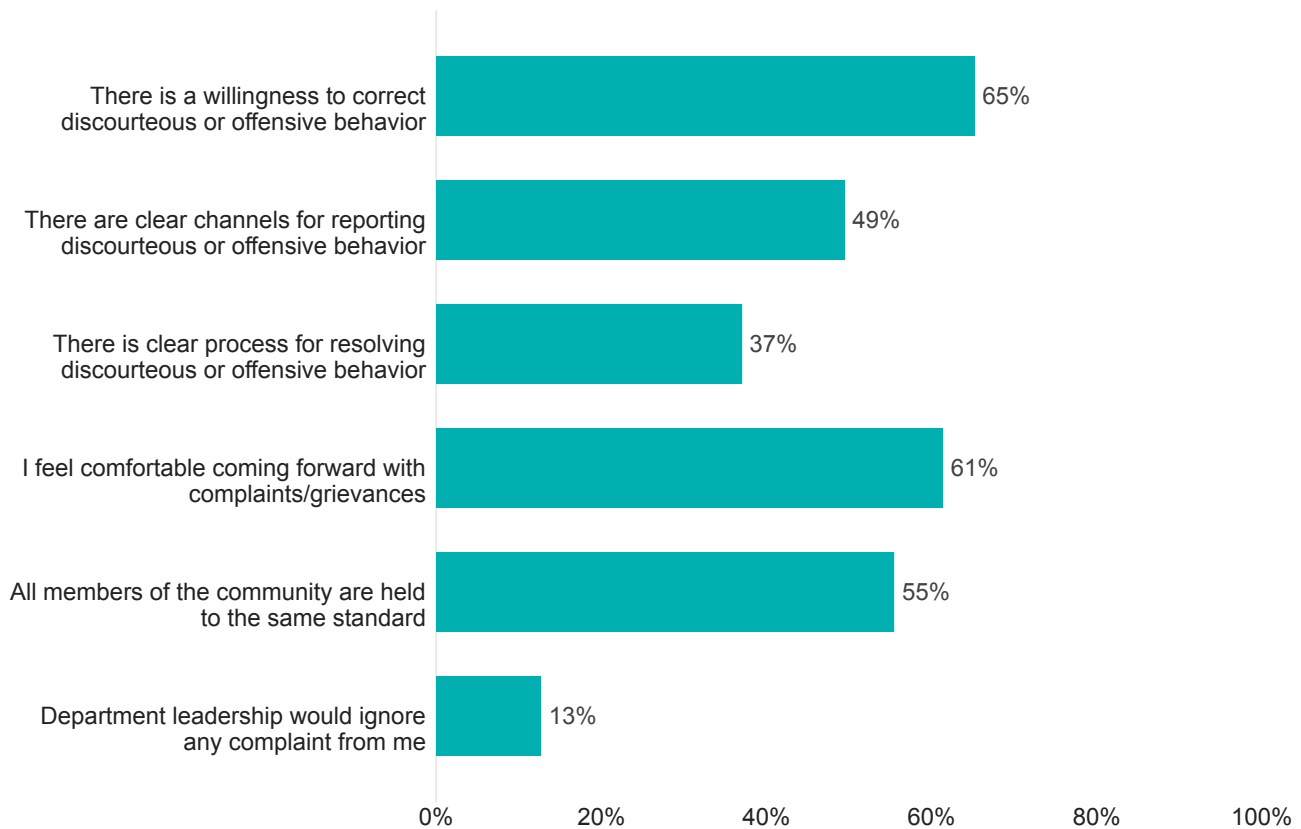


Figure 33. There is a willingness to correct discourteous or offensive behavior

827 Responses

● % Somewhat agree, % Agree, % Strongly agree

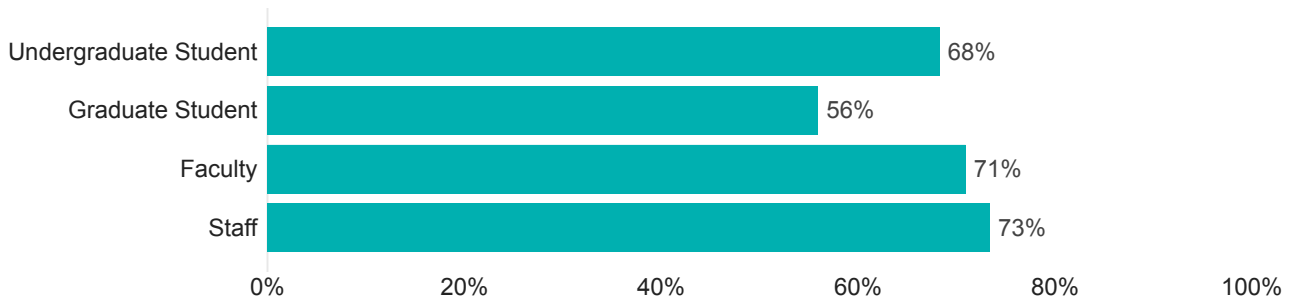


Figure 34. There are clear channels for reporting discourteous or offensive behavior

827 Responses

● % Somewhat agree, % Agree, % Strongly agree

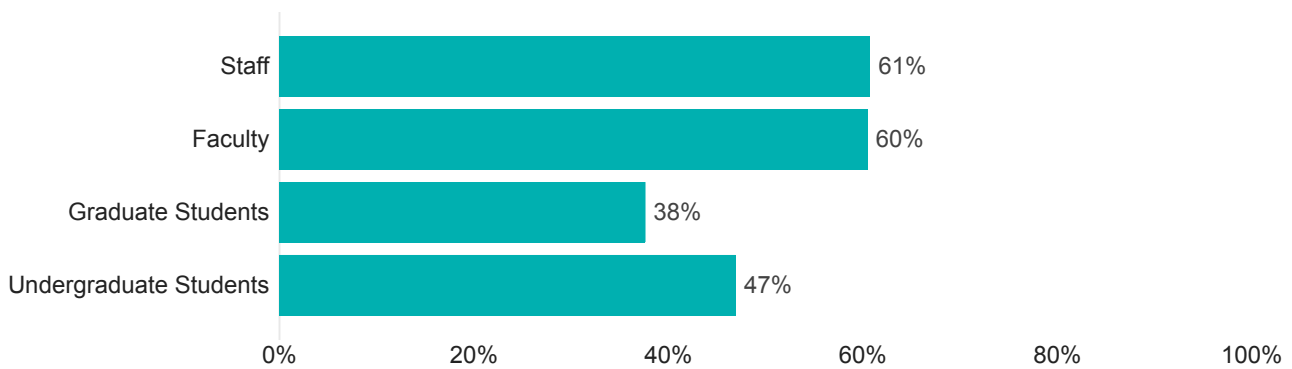


Figure 35. There is a clear process for resolving conflicts surrounding discourteous or offensive behavior

825 Responses

● % Somewhat agree, % Agree, % Strongly agree

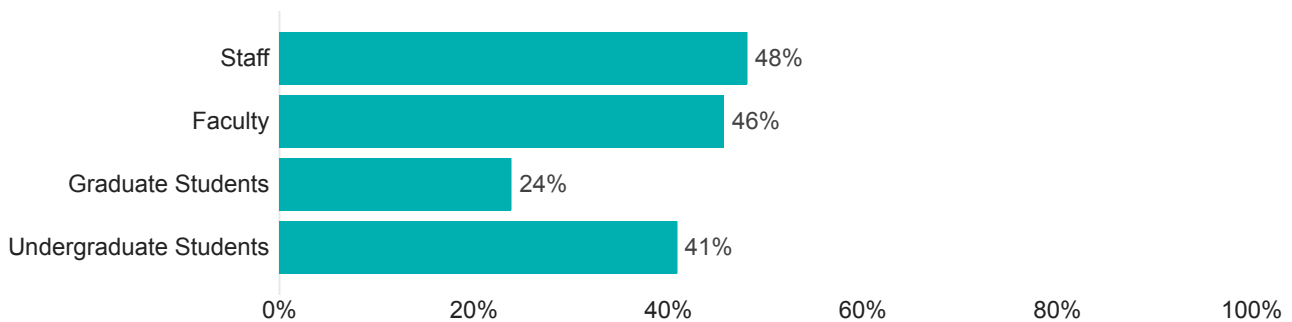


Figure 36. I would feel comfortable (not fear retaliation) coming forward with complaints/grievances about discourteous or offensive behavior

825 Responses

● % Somewhat agree, % Agree, % Strongly agree

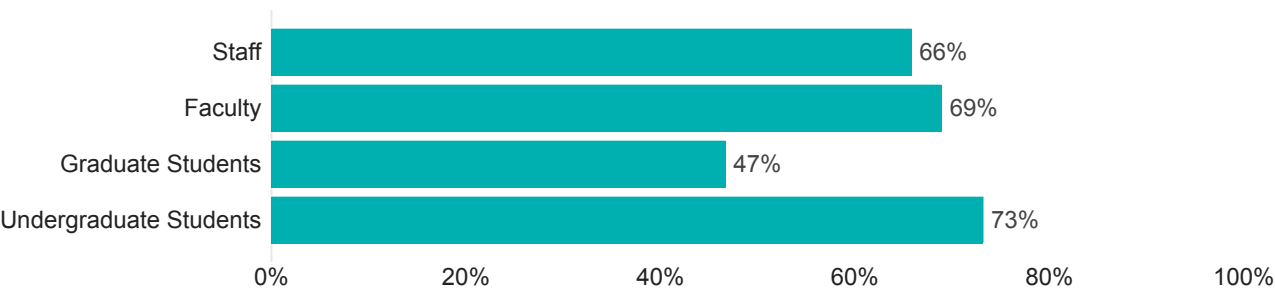


Figure 37. All members of the community (faculty, staff, students) are held to the same standard

826 Responses

● % Somewhat agree, % Agree, % Strongly agree

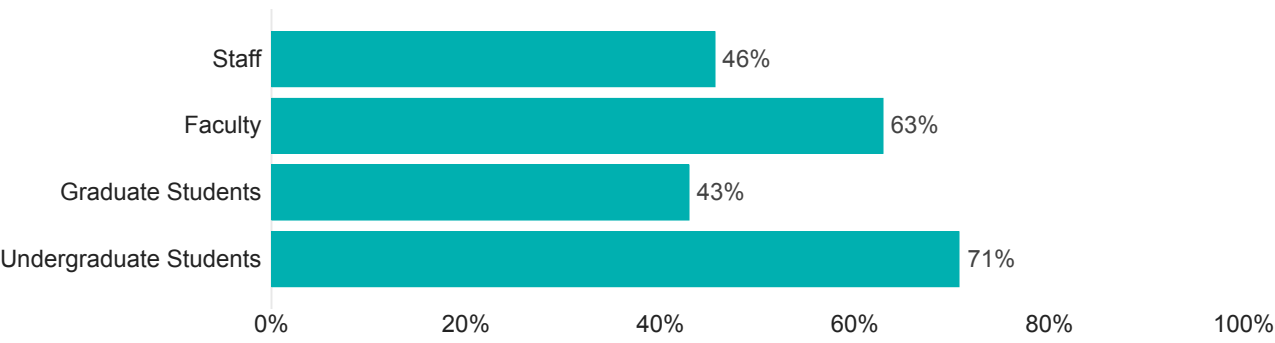
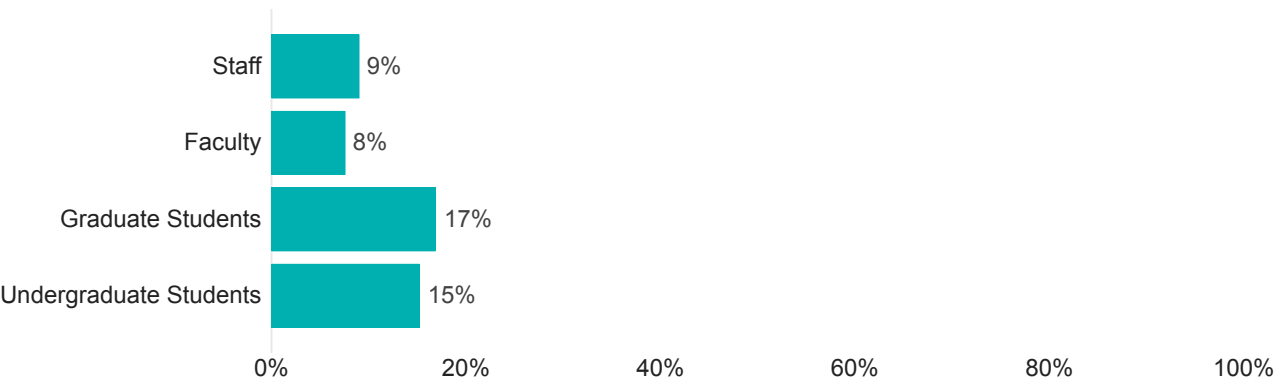


Figure 38. Department leadership would ignore any complaint from me

822 Responses

● % Somewhat agree, % Agree, % Strongly agree



## Organizational Support

According to Rhoades & Eisenberger (2002) in their theory of organizational support, “employees personify the organization, infer the extent to which the organization values their contributions and cares about their well-being, and reciprocate such perceived support with increased commitment, loyalty, and performance.” Perceived organizational support has been shown to be related to employee turnover, organizational commitment, job involvement, job performance, job stress, and withdrawal behavior (Rhoades & Eisenberger, 2002). Just as employees form perceptions about how their organizations value and support them, they also develop perceptions concerning the degree to which they believe their supervisors value their contributions and care about their well-being (Rhoades & Eisenberger, 2002; Kottke & Sharafinski, 1988). As Rhoades & Eisenberger (2002) note, supervisors serve as “agents of the organization” and employees view their supervisor’s behavior towards them as emblematic of the organization’s support for them (Eisenberger et al., 1986). Their research has shown that perceived supervisor support contributes to employee perceptions of organizational support. In order to understand the extent to which staff feel supported by their supervisors, we asked staff to evaluate the extent to which they felt that their supervisor:

- Valued their work and contributions
- Made them feel appreciated
- Was available
- Cared about their career goals and aspirations

Because graduate students are also part of an organization (a department, a graduate program) we also asked them about the extent to which they felt valued and supported by their advisers. Much of the research on the relationship between doctoral students and their advisers has focused on attrition and it has been shown that poor doctoral student–adviser relationships can lead to doctoral student attrition (Golde, 2005). Both the quantity and the quality of student-adviser interactions matter. For example, Heath (2002) found that students who met more frequently with their advisers were more likely to finish their PhD degrees. Lovitts (2001) found that non-completers reported that their advisers were significantly less interested in them as people, in their research ideas, and in their professional development as compared to those who completed their graduate programs. In order to understand the extent to which graduate students felt supported by their advisers, we asked them to evaluate the extent to which they felt that their advisers:

- Were generally available
- Valued their ideas and contributions
- Cared about their academic success
- Considered their career goals and aspirations

Figure 39. Among Graduate Students - My Adviser:

301 Responses

● % Somewhat agree, % Agree, % Strongly agree

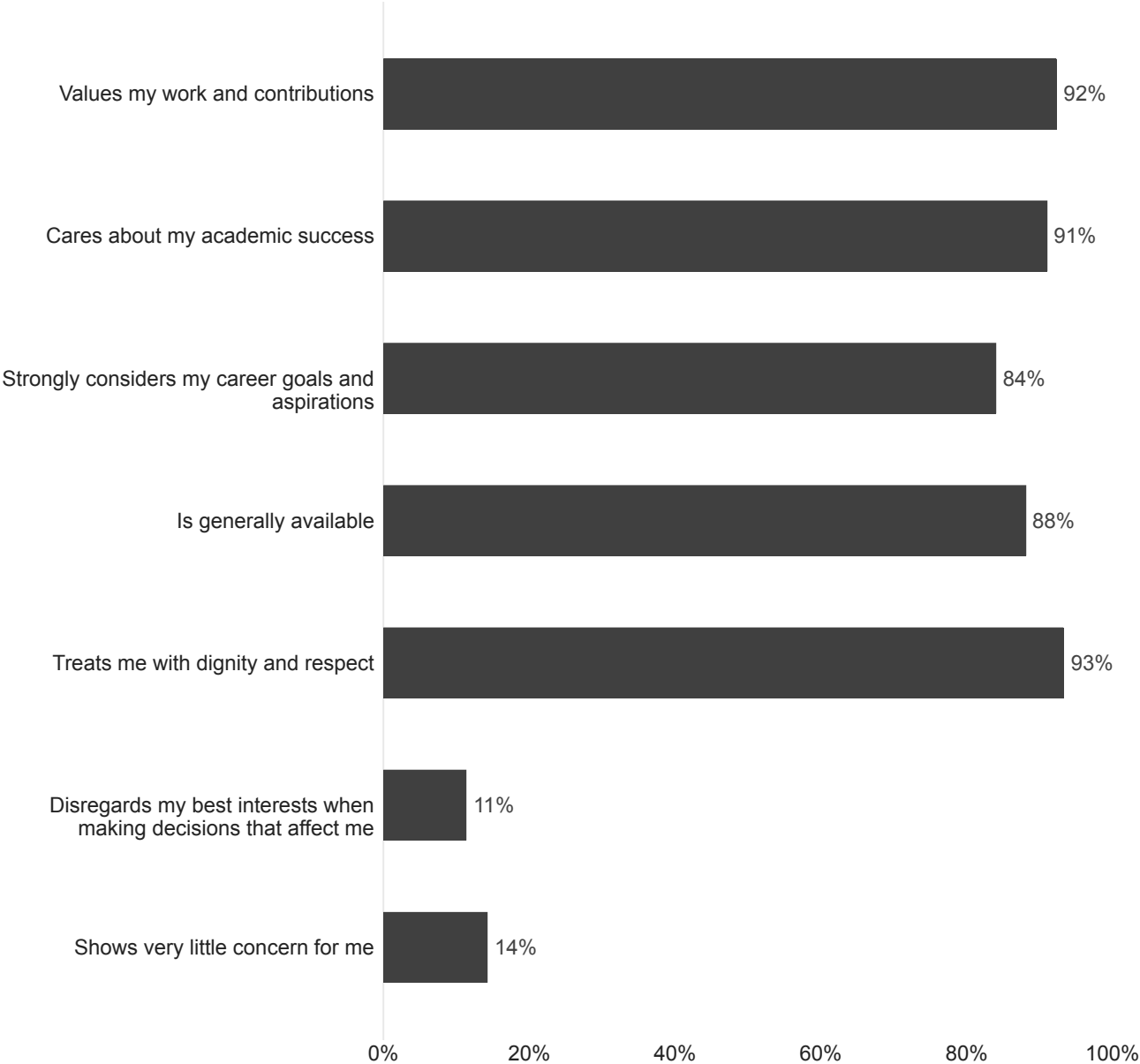
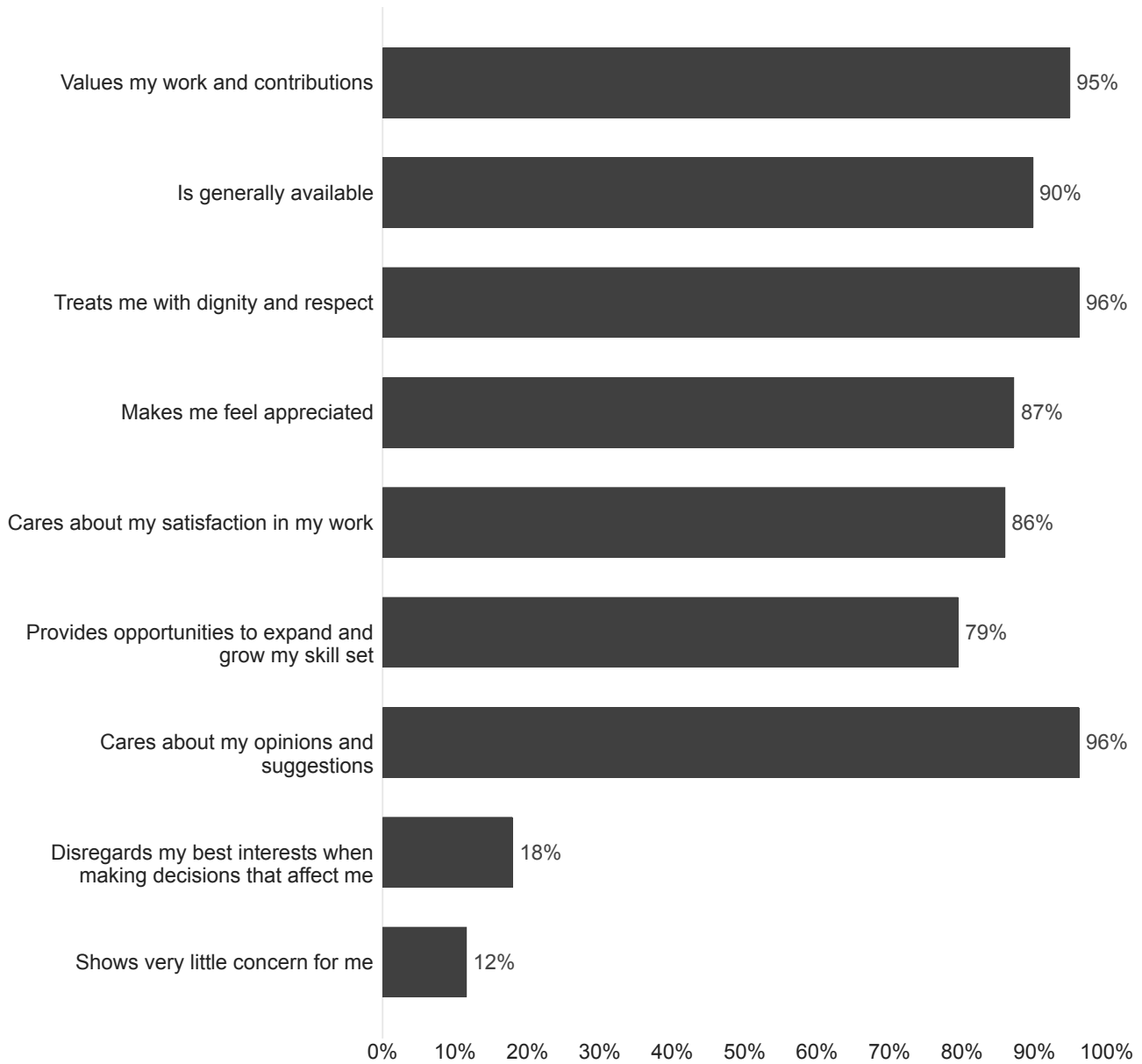


Figure 40. Among Staff - My Supervisor:

78 Responses

● % Somewhat agree, % Agree, % Strongly agree



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# Appendix: Full Response Rate

Field	Undergraduate Student	Graduate Student	Faculty	Staff	Total
Art, Film, and Visual Studies (AFVS)	14.3%	16.1%	60.7%	80.0%	36.2%
Celtic Languages & Literatures	N/A	64.3%	100.0%	100.0%	73.7%
The Classics	41.9%	67.6%	91.7%	66.7%	62.6%
Comparative Literature	25.0%	37.2%	64.3%	100.0%	44.1%
East Asian Languages & Civilizations	11.5%	34.7%	70.8%	100.0%	47.6%
English	23.7%	58.6%	82.0%	111.1%	48.5%
Ethnicity, Migration, Rights	8.8%	N/A	0.0%	66.7%	13.1%
Folklore & Mythology	76.9%	N/A	100.0%	100.0%	83.3%
Germanic Languages & Literatures	28.6%	85.7%	90.0%	100.0%	77.5%
History of Art & Architecture	25.0%	58.5%	69.6%	100.0%	54.2%
History & Literature	24.2%	N/A	53.3%	100.0%	29.8%
Linguistics	20.0%	62.5%	44.4%	133.3%	51.0%
Medieval Studies	N/A	N/A	100.0%	N/A	150.0%
Music	39.4%	35.5%	66.7%	88.9%	46.6%
Near Eastern Languages & Civilizations	21.4%	53.8%	66.7%	60.0%	52.6%
Philosophy	23.5%	48.0%	64.0%	100.0%	36.3%
Study of Religion	20.8%	51.6%	47.1%	66.7%	46.1%
Romance Languages & Literatures	20.8%	29.0%	76.5%	114.3%	44.9%
Slavic Languages & Literatures	16.7%	56.5%	68.4%	50.0%	56.0%
South Asian Studies	0.0%	21.4%	41.2%	100.0%	32.4%
Theater, Dance & Media	10.3%	N/A	64.0%	83.3%	40.0%
<b>Total:</b>	<b>22.8%</b>	<b>47.8%</b>	<b>67.6%</b>	<b>90.6%</b>	<b>44.9%</b>

# Appendix: Instrument

*Note that this Appendix reflects the question bank for both the Division of Arts & Humanities and the Division of Social Science. The A&H Division did not include Post-Docs in the climate survey.*

Question bank	Undergraduate Student	Graduate Student	Staff	Faculty	Post-Doc
Faculty treat me with dignity and respect	x	x	x	x	x
Staff treat me with dignity and respect	x	x	x	x	x
Students treat me with dignity and respect	x	x	x	x	x
Department leadership treat me with dignity and respect				x	
I feel connected to others in the community	x	x	x	x	x
I feel valued by others in the community	x	x	x	x	x
I feel accepted by others in the community	x	x	x	x	x
There is a strong sense of community in my department	x	x	x	x	x
There are plenty of opportunities (activities/events) to meet and to get to know faculty	x	x			
Classes offered in my concentration are inclusive	x				
There is a demonstrated commitment to diversity and inclusion	x	x	x	x	x
I am treated differently by others (faculty, staff, students) in my community because of my identity (race/ethnicity, socioeconomic background, religion, gender, nationality, sexuality/orientation, disability..etc)	x	x	x	x	x
We see that you reported that you are treated differently by others in the community because of your identity. Please comment on these experiences.	x	x	x	x	x
Put you down or been condescending to you	x	x	x	x	x
Made demeaning or derogatory remarks about you	x	x	x	x	x
Showed little interest in your opinion/paid little attention to your remarks	x	x	x	x	x
Excluded or ignored you	x	x	x	x	x
Addressed you in unprofessional terms either publicly or privately	x	x	x	x	x
Bullied or harassed you	x	x	x	x	x

Was the source(s) of workplace incivility a member of any the following groups? (Check all that apply)	x	x	x	x	x
Have any of these incidents occurred within the past 3 years?	x	x	x	x	x

Question bank	Undergraduate Student	Graduate Student	Staff	Faculty	Post-Doc
Individuals' differing points-of-view and opinions are respectfully heard and considered	x	x	x	x	x
When I disagree with the majority opinion, I feel comfortable with dissenting	x	x	x	x	x
I feel comfortable/safe sharing my ideas and points-of-view openly	x	x	x	x	x
I feel like my opinions are being respectfully heard and considered as opposed to being ignored or shot down	x	x	x	x	x
There is a willingness to correct discourteous or offensive behavior	x	x	x	x	x
There are clear channels for reporting discourteous or offensive behavior	x	x	x	x	x
There is a clear process for resolving conflicts surrounding discourteous or offensive behavior	x	x	x	x	x
Department leadership would ignore any complaint from me	x	x	x	x	x
I would feel comfortable (not fear retaliation) coming forward with complaints/grievances about discourteous or offensive behavior	x	x	x	x	x
All members of the community (faculty, staff and students) are held to the same standards of respectful behavior	x	x	x	x	x
My supervisor/adviser/PI...	Undergraduate Student	Graduate Student	Staff	Faculty	Post-Doc
Values my work and contributions		x	x		x
Strongly considers my career goals and aspirations		x			
Disregards my best interests when making decisions that affect me		x	x		x
Shows very little concern for me		x	x		x
Is generally available		x	x		x
Cares about my academic success		x			
Treats me with dignity and respect		x	x		x
Cares about my satisfaction in my work			x		x

Makes me feel appreciated			X		X
Provides opportunities to expand and grow my skill set			X		X
Cares about my opinions and suggestions			X		X
<b>Question bank</b>	<b>Undergraduate Student</b>	<b>Graduate Student</b>	<b>Staff</b>	<b>Faculty</b>	<b>Post-Doc</b>
How satisfied are you with your (department/concentration/graduate program) as a welcoming and respectful environment to (work/learn and develop)?	X	X	X	X	X
How satisfied are you with (your job/concentration/program)?	X	X	X	X	X
How likely are you to recommend your (department/job) as a place to work to a prospective (staff member/faculty member/concentrator/graduate student/job candidate)?	X	X	X	X	X
If I had to do it over again, I would choose (to work here/my concentration/my graduate program).	X	X	X	X	X
<b>Open-ended questions</b>					
This survey has asked you to reflect upon a large number of issues related to the 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.	X	X	X	X	X
Please provide suggestions about ways the climate could be improved in your department.	X	X	X	X	X
If your department is making efforts to improve the climate, please note any aspects of those efforts that seem promising.	X	X	X	X	X

# Climate Survey Initiative Divisional Comparison October 2021

			Social Science All respondents	Arts & Humanities All respondents	Science* All respondents
	Overall	How satisfied are you with your job?	82%	86%	86%
		How satisfied are you with your department as a welcoming and respectful environment to work?	78%	83%	75%
		If I had to do it over again, I would choose to work here.	82%	84%	84%
	I&B	How likely are you to recommend your department as a place to work to a prospective staff member?	82%	85%	85%
		I feel valued by others in the community	79%	80%	84%
		I feel accepted by others in the community	85%	85%	87%
		I feel connected to others in the community	70%	71%	69%
		Classes offered in my concentration are inclusive	86%	80%	75%
	Interpersonal Justice	There is a strong sense of community in the department	55%	62%	65%
		There are plenty of opportunities (activities/events) for graduate students to meet and get to know the faculty	54%	66%	60%
		Faculty treat me with dignity and respect	91%	90%	90%
		Staff treat me with dignity and respect	96%	94%	94%
	Diversity	Students treat me with dignity and respect	92%	94%	91%
		Department leadership treat me with dignity and respect	93%	91%	88%
		There is a demonstrated commitment to diversity and inclusion	73%	75%	67%
Reversed	Communication & Civil Discourse	I am treated differently by others (faculty, staff, students) in my community because of my identity (race/ethnicity, socioeconomic background, religion, gender, nationality, sexuality / orientation, disability, etc...)	23%	24%	20%
		Individuals' differing points-of-view and opinions are respectfully heard and considered	79%	83%	83%
		When I disagree with the majority opinion, I feel comfortable with dissenting	62%	68%	63%
		I feel comfortable/safe sharing my ideas and points-of-view openly	72%	75%	78%
	Accountability for Wrongdoing	I feel like my opinions are being respectfully heard and considered as opposed to being ignored or shot down	78%	80%	77%
		There is a willingness to correct discourteous or offensive behavior	62%	65%	58%
		There are clear channels for reporting discourteous or offensive behavior	49%	49%	48%
		There is a clear process for resolving conflicts surrounding discourteous or offensive behavior	33%	37%	36%
		Department leadership would ignore any complaint from me	15%	13%	14%
Reversed	Incivility	I would feel comfortable (not fear retaliation) coming forward with complaints/grievances about discourteous or offensive behavior	57%	61%	56%
		All members of the community are held to the same standard	44%	55%	47%
Reversed		Put you down or been condescending to you	44%	43%	47%
Reversed		Made demeaning or derogatory remarks about you	20%	20%	22%
Reversed		Showed little interest in your opinion / paid little attention to your remarks	43%	44%	49%
Reversed		Excluded or ignored you	31%	31%	37%
Reversed		Addressed you in unprofessional terms either publicly or privately	18%	22%	23%
Reversed		Bullied or harassed you	11%	13%	16%
Reversed	Any Incivility	58%	56%	58%	

**How to use:**

The heatmap shows the aggregated value for each question on the survey (% agree or % satisfied or % experienced) for the different populations and demographics.

These are subjective codes, but are designed to help the leadership quickly identify which climate issues are perceived by A&H respondents as most problematic. We use a green, yellow, red color scheme to indicate strongly positive to strongly negative. The color coding scheme takes into account reverse-coded variables where a high value should be taken as a problematic climate issue. For instance, high satisfaction will be coded green, but high incivility experiences will be coded red.

The inferential stats tab shows the results for the statistically significant chi squares. Red coding indicates the populations where aggregate results show a significant variation in the population x demographic group and the adjusted residuals and p-values.

**Coding Scheme for Satisfaction/Belonging/Inclusive Discussions/Respect/Accountability/Commitment to diversity**

Red to GREEN, based on percentage (Red = Negative Interpretation to Green = Positive Interpretation)



**Reverse Color Coding Scheme for Incivility, Bullied, Treated differently b/c of identity**

Red to GREEN, based on percentage (Red = Negative Interpretation to Green = Positive Interpretation) (Note, reverse order from other questions)



\*Science departments were given the option of choosing which questions to include on the survey. Not all departments chose to include all questions.\*