

Appendix III. Anonymized Notes Taken During Open Forums & Individual Meetings

1. Climate Forum I

Strengths

- Support in working on transitioning advisors, or in times of difficulty
- People available to hear concerns
- Non-competitive
- Supportive atmosphere among graduate students, cohort bonding and camaraderie, variety of work.
- Funding gives \$ for research, funding not tied to advisors.
- Older students as source of positivity and support for younger students
- Methods dinners and other career extra-research activities are enriching.

Room for improvement

- From newer students - department could do more to support peer building
- Should provide information about programs at Harvard that students can benefit from, communities on campus - these things are hard to find.
- Lack of dept events for grad students to get to know each other - events across programs/labs (sporadic events to buddy/mentoring program)
- Should be more opportunity to share ideas between faculty and students
- If we had a psych grad student organization it would be useful for many functions
- Should have more opportunities for one grad cohort celebrating another
- Professional space for postdocs - library? amenities?
- More sensitivity to the level of intensity of the environment; how to decompress, treat people as whole people.
- Would be nice to have ice-break/informal events with faculty - building initiative to interact with others - sherry hour? - create more traditions that feel more mandatory
- We should have a PhD interview weekend. Builds camaraderie. Helps get foot in door for students not in the in-crowd; Lacking interview weekend sends implicit message to outside that we don't care about these things.
- Our department is not talking about lack of diversity; no diversity statement on website, "we don't even pretend to care"; no care of graduate admissions on cohort-wide demographics; faculty should share a role.
- There should be a diversity committee
- There is a lack of opportunity for non-faculty to participate in dept decision making
- There's a lack of knowledge about CHD or general information delivery; lack of students receiving the info that is there.
- Should have structured feedback to students from faculty and from faculty to students..
- Faculty don't come to defenses or trainee focused activities
- There is a lack of feedback grad students get; faculty make it seem like it's a chore.
- Centralized periodic meetings for (for example) first year, second year projects, etc within grad program.
- Graduate students should have liaisons for students to get info from.

2. Climate Forum II

Strengths

- Opportunity for full department events / could be more
- Cohesiveness & interaction & support with labs within NW
- Funding/finances
- Lack of competitiveness

Room for improvement

- Formality... if it's formal, it's not relaxed/genuine. But there's a cost - blurred boundaries
- Icebreakers?
- Professional development dinners (?)
- Daily coffee hour with snacks? 3pm
- Getting over hurdles to communication
- Students should be able to give feedback about faculty
- Other models: Discussing student progress; advisor leaves the room and give an opportunity to talk about mentor. Getting and giving feedback. Random assignment to secondary mentor to check in on student
- Relationships with other mentors lacking
- Lack of buy in on climate issues for all corners of dept
- Difficult to stay connected to and get to know the younger cohort
- Dept relationship with grad student union has been rocky. Some faculty voicing opinions to sway students.
- Cross fostering research (etc) through events, roundtables
- Need faculty buy in to different kind of networking (etc)
- Admin staff should have a listening session with administrators/departamental leaders
- More appreciation needed of staff in bus office
- Who is and is not part of this climate conversation? The work is being done by those who are vulnerable (minority, female, URM)
- Great deal of variability in norms labs set? (Set with lab cultures, a few labs doing disproportionate work)
- Work life balance - faculty set norms. Faculty should be more explicit and make expectations known.
- Exposure to nonacademic careers - showcase them. How to obtain them?
- Lack of attention to physical/mental health/relaxation/de-stress using psych practices

3. Individual meeting between Leah Somerville and a postdoc

- Not allowed to take courses or even audit
- Lack of community
- Not knowing who the postdocs are or what they're working on
- Can there be a postdoc symposium?
- Hard to find mailing lists
- Postdocs not even shown on dept website
- Psych career panels - job market, starting a lab, funding - would be very helpful

- Postdoc community organization - website, meet n greet, email contacts for moving info etc.

4. Individual meeting between Leah Somerville and a graduate student

- Lack of attention to diversity among department leadership is discouraging for students of color.
- Lack of diverse faculty has a daily impact on belonging and feelings of inclusion.
- Very few faculty seem committed to diversity but most do not seem to care
- Comments made by faculty and heard by students cut down on feeling of belonging further.
- Undue burden placed on communities of color to bring up issues around diversity and to support both undergraduates and graduate students of color. Invisible labor.