The background is white with a teal curved shape at the bottom. Scattered throughout are circles of various sizes, some teal and some white.

SPRING 2021

**Department of
Psychology**

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, & 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

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 (Diversity and Inclusion consultant). The purpose of this survey was to evaluate climate among faculty, staff, graduate students and undergraduate students in each department in the Division of Social Science. 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: inclusion and belonging, interpersonal justice, communication and civil discourse, workplace incivility, accountability for wrongdoing, supervisor/advisor support (staff and graduate students), job satisfaction (for faculty and staff) and satisfaction with the academic experience (for undergraduate and graduate students). A copy of the survey instrument is found in the Appendix.

Methodology

Core items in this survey were adapted from other validated instruments in the organizational behavior literature. Department members were given the option to include up to five of their own survey items. The survey consisted of up to approximately 20 forced-choice/likert-type items. 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, graduate students, and undergraduate students with the point-of-reference (i.e., department, program) adapted for the respective group. The survey was administered in Qualtrics in Spring 2021 during the COVID-19 Pandemic (March 30-April 14). This was acknowledged in the survey as participants were instructed to think broadly about their experiences with climate in the department/program and about how the department normally functions pre-pandemic.

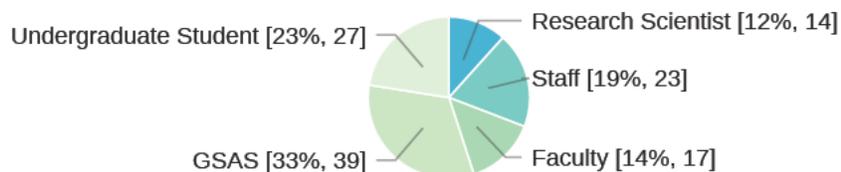
Response Rate by Person Type

A total of 486 surveys were sent to staff, faculty, postdocs/research scientists, graduate students, and undergraduate students in the Department of Psychology. The overall response rate to the survey was 24.7% (120 respondents).

- The response rates were low for the undergraduate population (11.7%) and the postdoc/research scientist population (20.0%). Results for these populations should be viewed cautiously. The survey literature has long recognized that low response rates indicate potential bias (e.g., Lessler and Kalsbeck 1992). Low response rates produce bias only to the extent that there are differences between responders and non-responders on the estimate(s) of interest. It is possible that those who responded to the survey had more positive, more negative, more extreme, less extreme or the same views about the departmental climate than those who did not respond.
- When the undergraduates are excluded, the response rate is 36.5%.

Role	Invited	Responders	Response Rate
Staff	55	23	41.8%
Faculty	55	17	30.9%
Post-Doc/Research Scientist	70	14	20.0%
Graduate Students	75	39	52.0%
Undergraduate Students	231	27	11.7%
Total	486	120	24.7%

Distribution of Respondents



120 Responses

High Level Summary

			Psychology
	Overall	How satisfied are you with your job?	83%
		How satisfied are you with your department as a welcoming and respectful environment to work?	76%
		If I had to do it over again, I would choose to work here.	81%
	I&B	I feel valued by others in the community	72%
		I feel accepted by others in the community	81%
		I feel connected to others in the community	61%
		Classes offered in my concentration are inclusive	100%
		There is a strong sense of community in the department	43%
		There are plenty of opportunities (activities/events) for graduate students to meet and get to know the faculty	49%
	Interpersonal Justice	Faculty treat me with dignity and respect	86%
		Staff treat me with dignity and respect	92%
		Students treat me with dignity and respect	87%
		Post-Docs treat me with dignity and respect	
		Department leadership treat me with dignity and respect	88%
	Diversity	There is a demonstrated commitment to diversity and inclusion	76%
Reversed		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)	36%
	Communication & Civil Discourse	Individuals' differing points-of-view and opinions are respectfully heard and considered	74%
		When I disagree with the majority opinion, I feel comfortable with dissenting	44%
		I feel comfortable/safe sharing my ideas and points-of-view openly	60%
		I feel like my opinions are being respectfully heard and considered as opposed to being ignored or shot down	75%
	Accountability for Wrongdoing	There is a willingness to correct discourteous or offensive behavior	58%
		There are clear channels for reporting discourteous or offensive behavior	48%
		There is a clear process for resolving conflicts surrounding discourteous or offensive behavior	29%
Reversed		Department leadership would ignore any complaint from me	10%
		I would feel comfortable (not fear retaliation) coming forward with complaints/grievances about discourteous or offensive behavior	50%
		All members of the community are held to the same standard	39%
Reversed	Incivility	Put you down or been condescending to you	52%
Reversed		Made demeaning or derogatory remarks about you	19%
Reversed		Showed little interest in your opinion/paid little attention to your remarks	41%
Reversed		Excluded or ignored you	29%
Reversed		Addressed you in unprofessional terms either publicly or privately	21%
Reversed		Bullied or harassed you	16%
		How satisfied are you with your department as a welcoming and respectful environment to work?	76%
	How likely are you to recommend your department as a place to work to a prospective staff member?	81%	
Reversed	Any Incivility	64%	

How to use:

The heatmap on the following tab (HeatMap) shows the aggregated value for each question on the survey (% agree or % satisfied or % experienced) for the different populations and demographics. We provide this as a spreadsheet so that it will be easy to filter for groups or demographics of interest.

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 (below) is also shown on the heatmap page.

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)



Overall Satisfaction

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

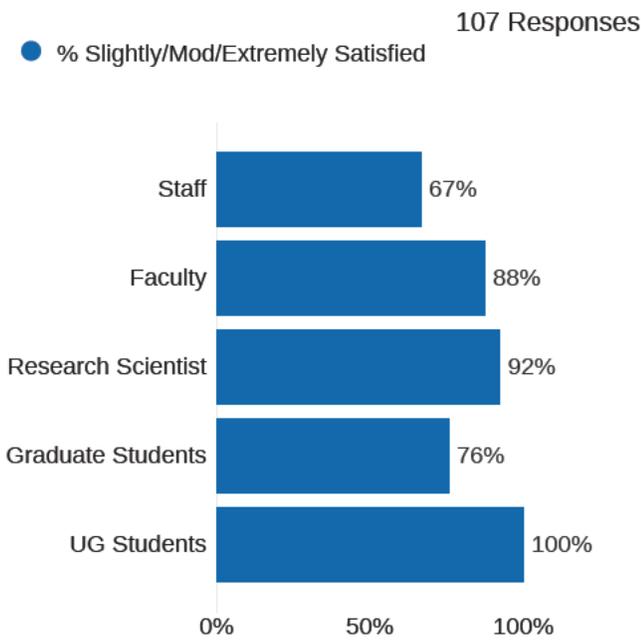


Figure 2. Would likely recommend department

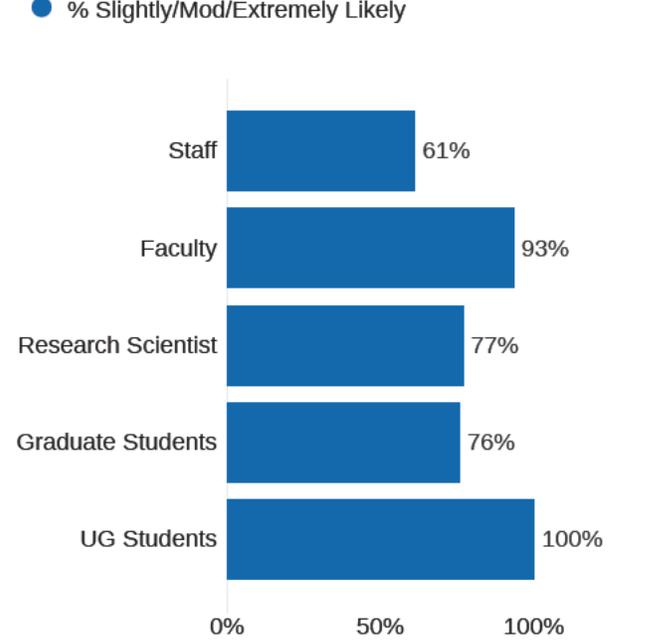


Figure 3. Satisfaction with the department as a welcoming and respectful environment

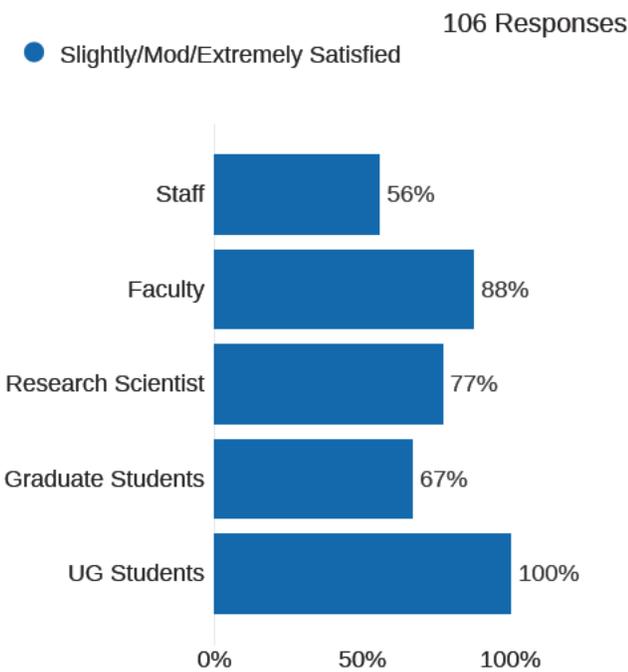
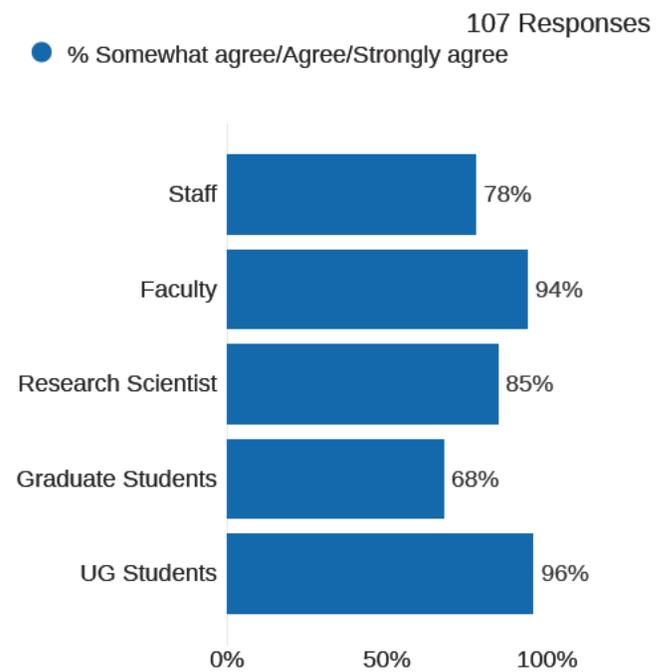


Figure 4. If I had to do it over again, I would choose where I am working



Inclusion and Belonging

Although there are myriad of 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 a part of a community, than 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—though not limited to—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 the following items via a six-point scale:

- I feel connected/part of a community
- I feel accepted
- I feel valued
- 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

120 Responses

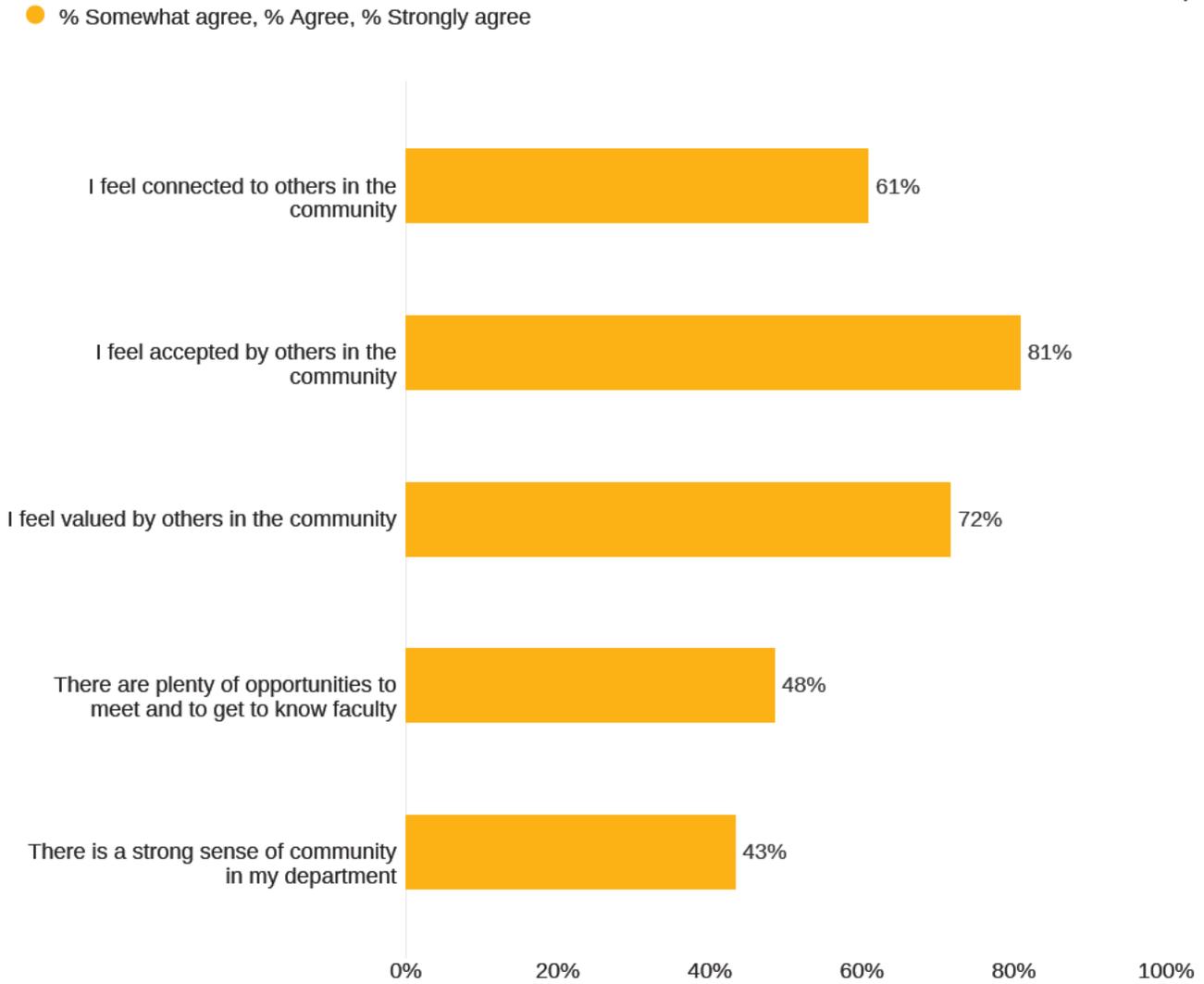


Figure 6. I feel connected to others in the community

120 Responses

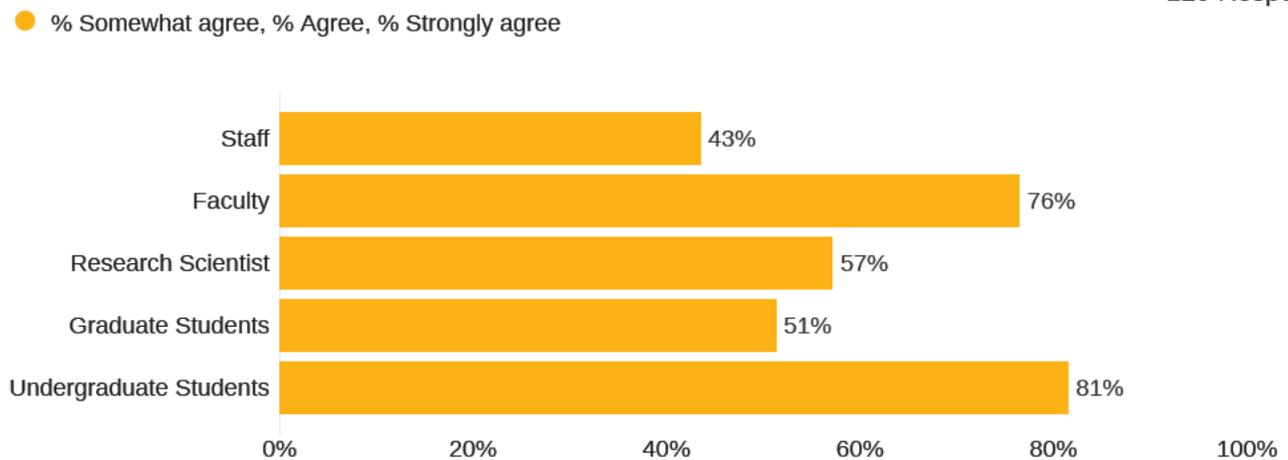


Figure 7. I feel accepted by others in the community

120 Responses

● % Somewhat agree, % Agree, % Strongly agree

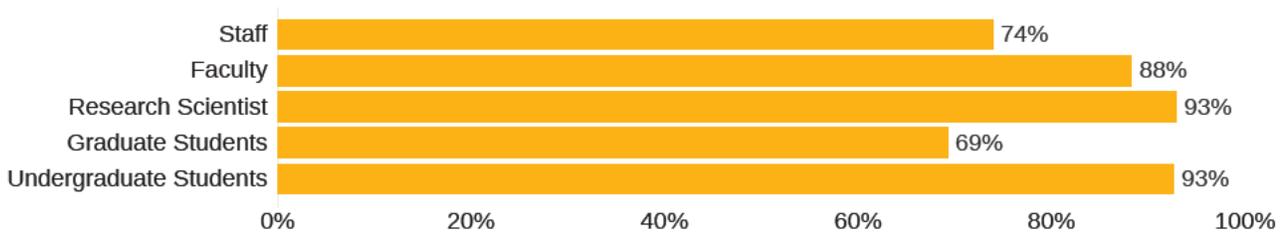


Figure 8. I feel valued by others in the community

120 Responses

● % Somewhat agree, % Agree, % Strongly agree

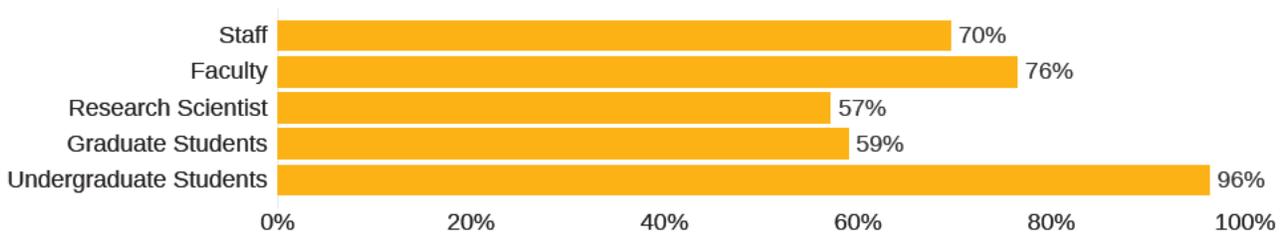


Figure 9. There are plenty of opportunities (activities/events) to meet and to get to know faculty

66 Responses

● % Somewhat agree, % Agree, % Strongly agree

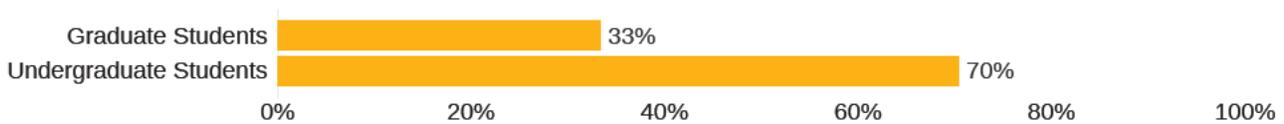
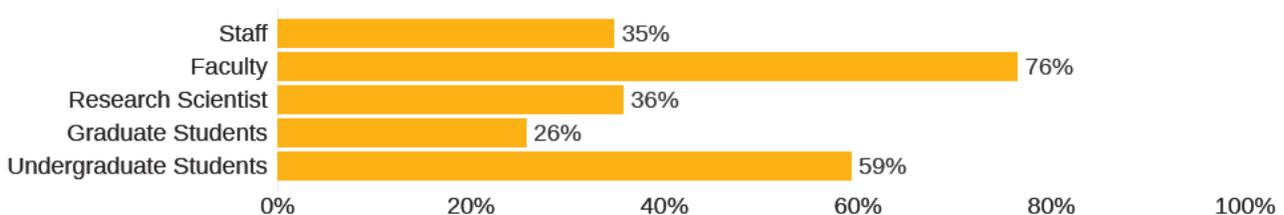


Figure 10. There is a strong sense of community in the department

120 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 respect and dignity 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 4 items:

- Faculty treat me with dignity and respect
- Staff treat me with dignity and respect
- Students treat me with dignity and respect
- Leadership in my department treat me with dignity and respect

Finally, we allowed a participant 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

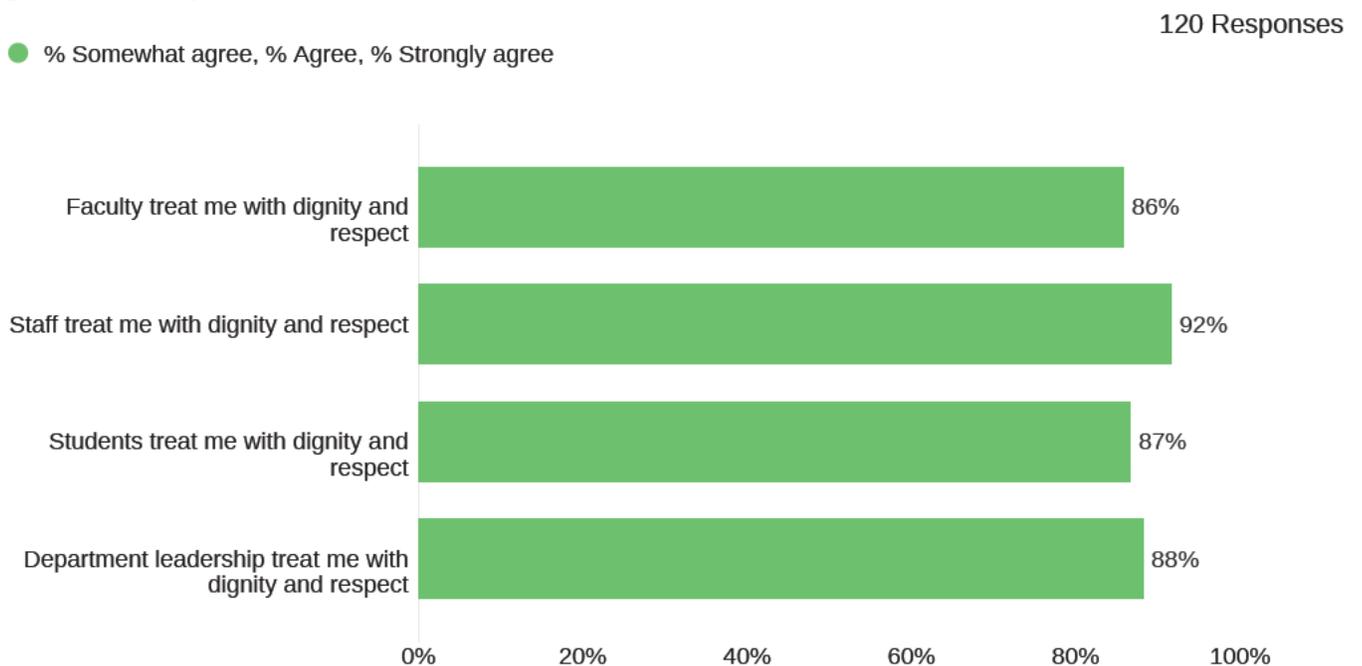


Figure 12. Faculty treat me with dignity and respect

120 Responses

● % Somewhat agree, % Agree, % Strongly agree

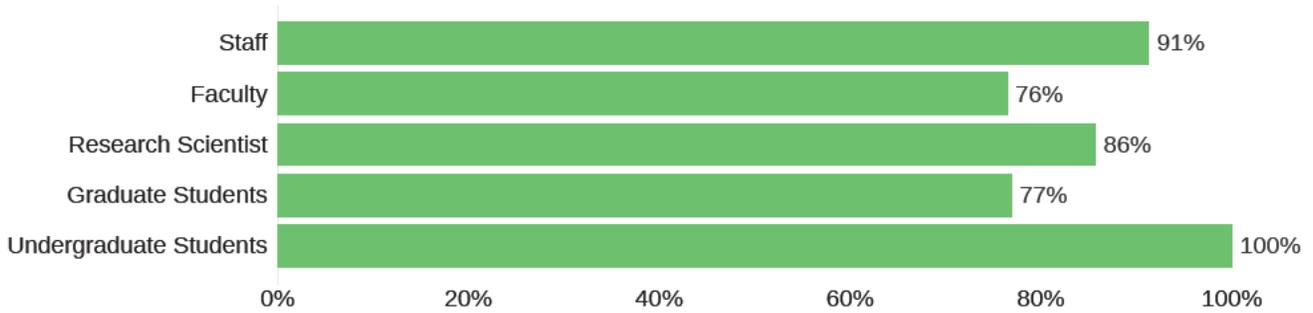


Figure 13. Staff treat me with dignity and respect

120 Responses

● % Somewhat agree, % Agree, % Strongly agree

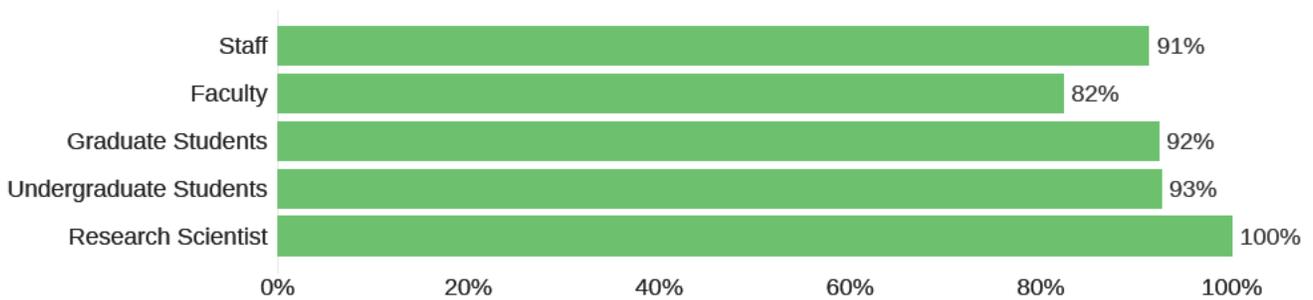


Figure 14. Students treat me with dignity and respect

120 Responses

● % Somewhat agree, % Agree, % Strongly agree

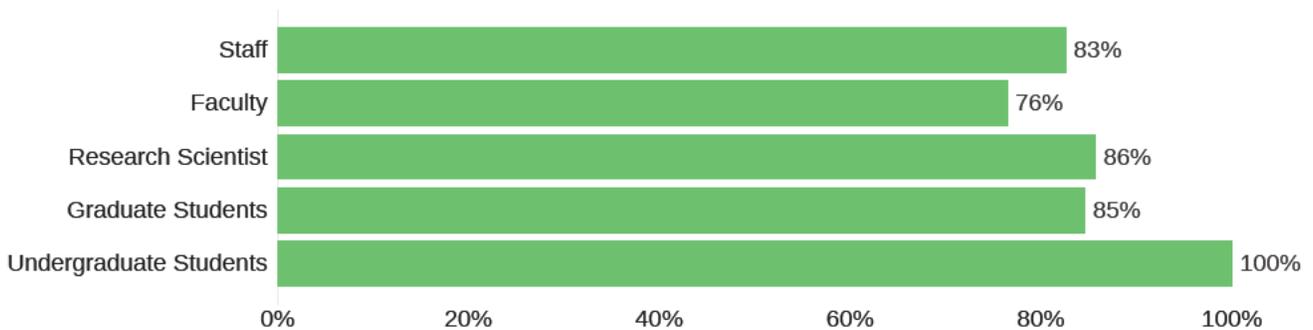


Figure 15. Department leadership treat me with dignity and respect

17 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

120 Responses

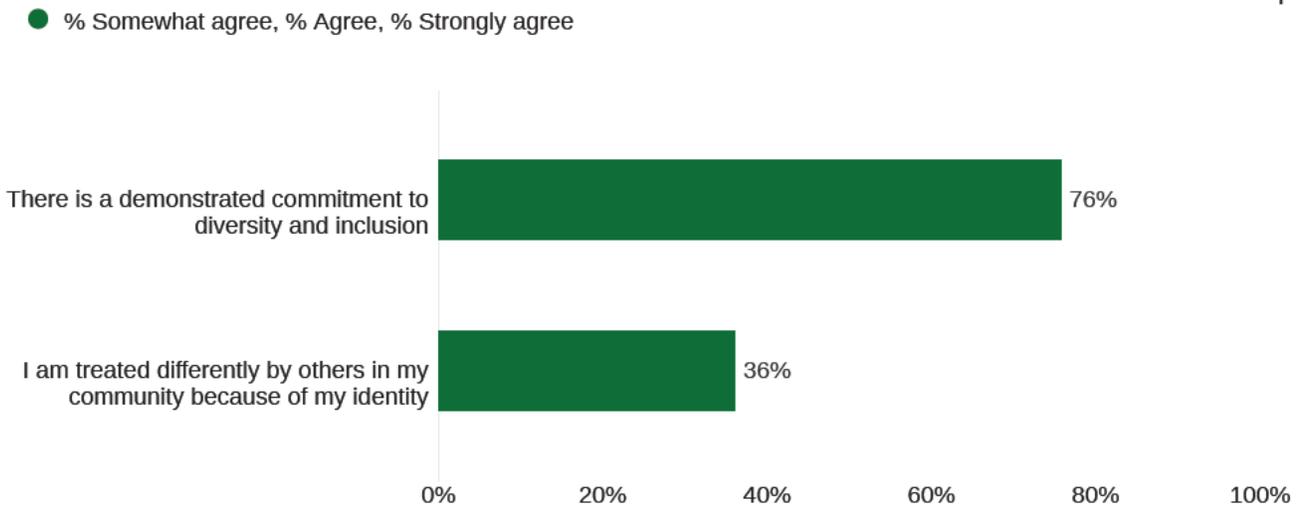


Figure 17. There is a demonstrated commitment to diversity and inclusion

120 Responses

● % Somewhat agree, % Agree, % Strongly agree

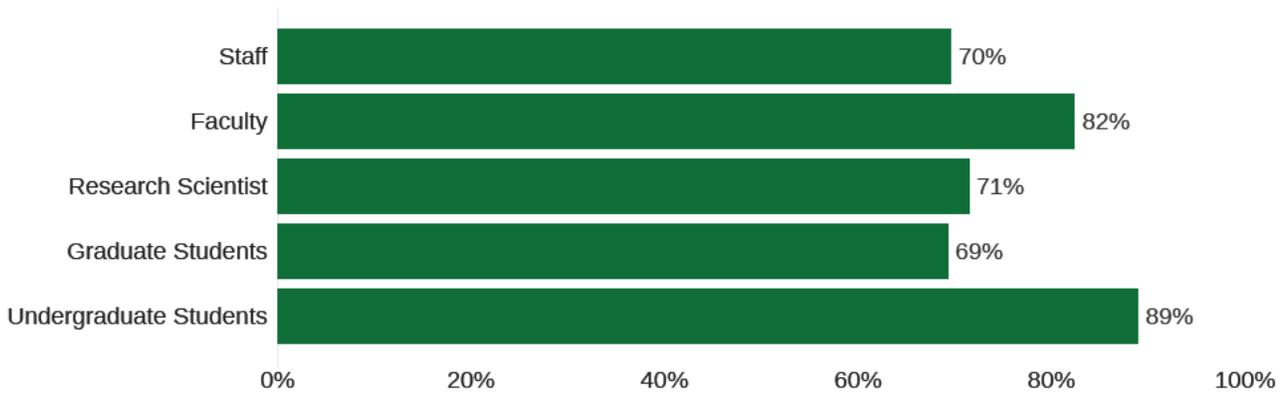
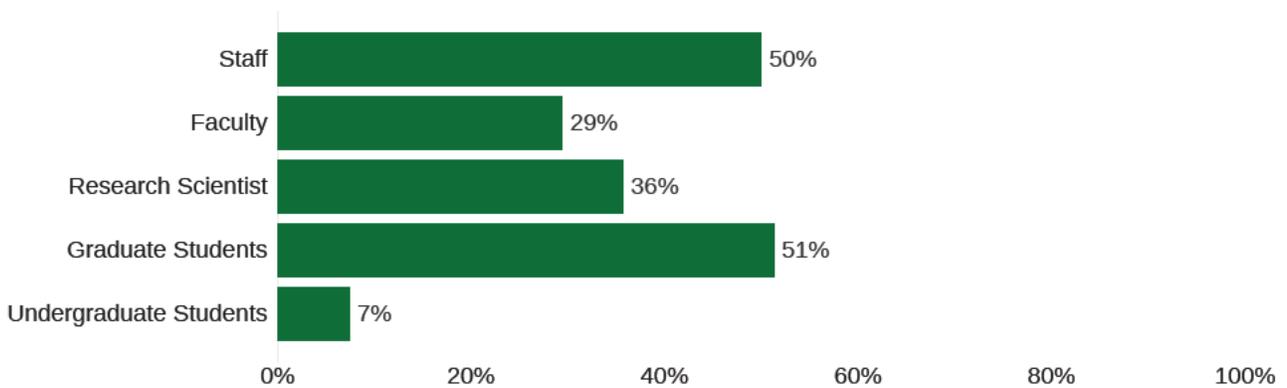


Figure 18. I am treated differently by others (faculty, staff, post-docs, research scientists, research staff, technicians, students) in my community because of my identity (race/ethnicity, socioeconomic background, religion, gender, nationality, sexuality)

119 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 4 items in which participants were asked to indicate their level of agreement with 4 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

107 Responses

● % Somewhat agree, % Agree, % Strongly agree

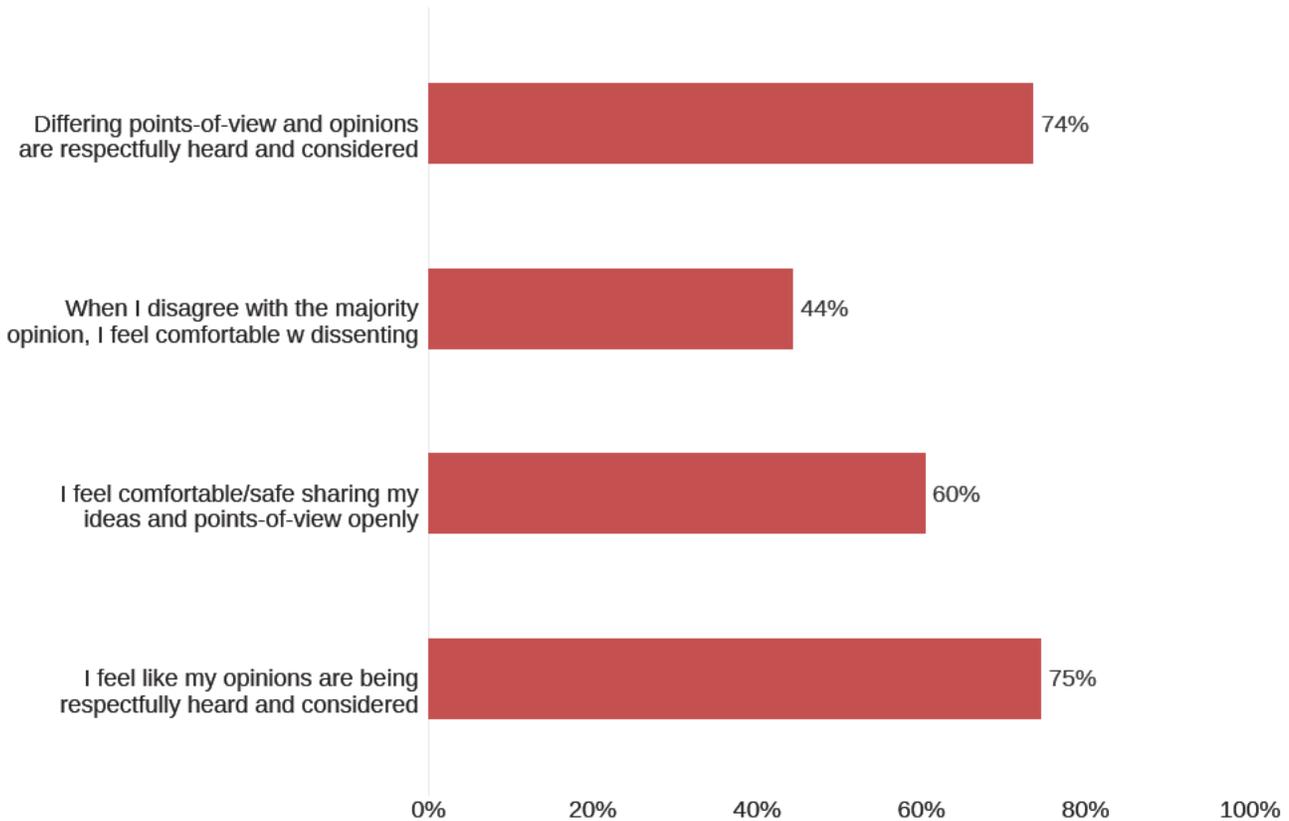


Figure 20. Individuals' differing points-of-view and opinions are respectfully heard and considered

106 Responses

● % Somewhat agree, % Agree, % Strongly agree

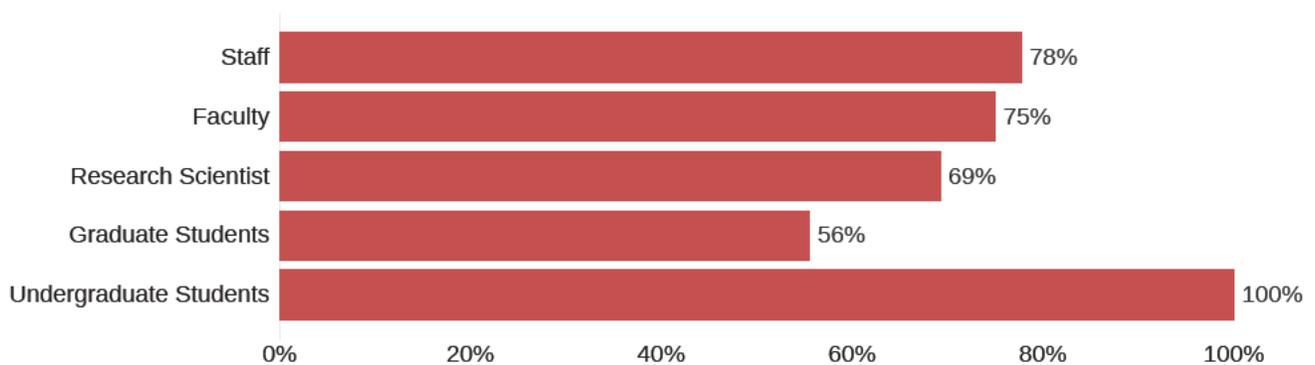


Figure 21. When I disagree with the majority opinion, I feel comfortable with dissenting

106 Responses

● % Somewhat agree, % Agree, % Strongly agree

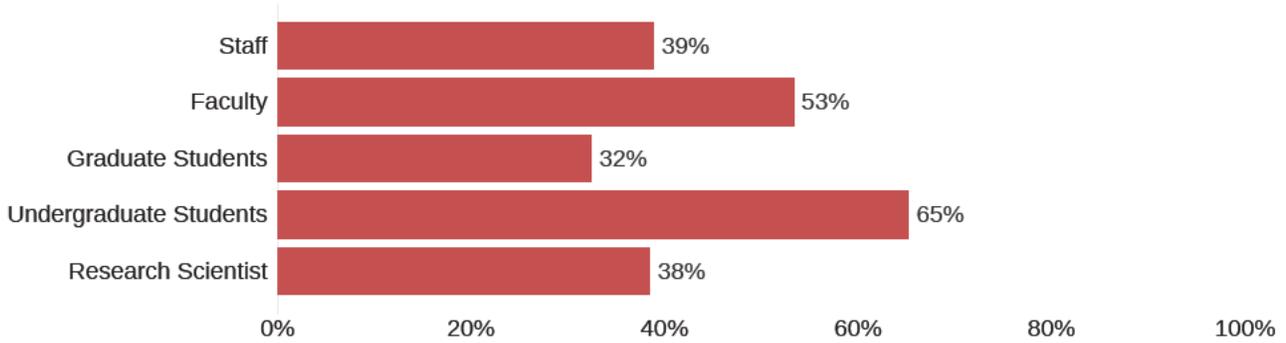


Figure 22. I feel comfortable/safe sharing my ideas and points-of-view openly

106 Responses

● % Somewhat agree, % Agree, % Strongly agree

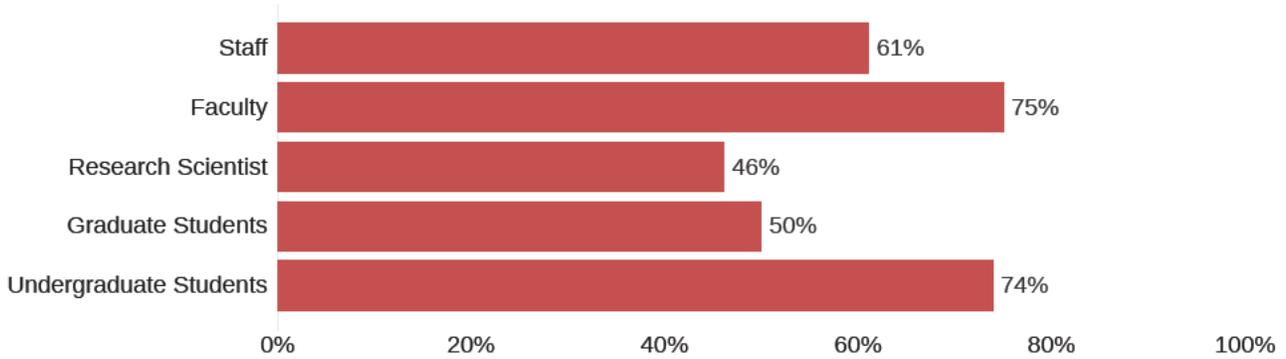
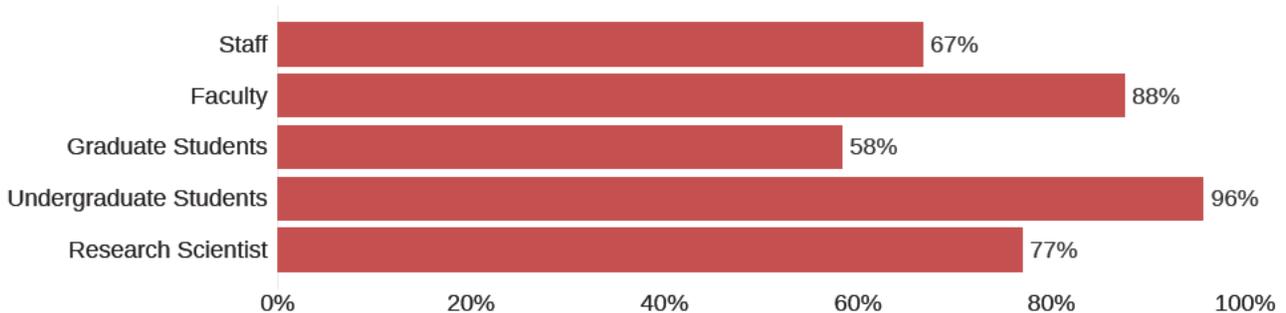


Figure 23. I feel like my opinions are being respectfully heard and considered as opposed to being ignored or shot down

106 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 loses) 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 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

63.6%

Reported at least 1 instance of incivility
(68 out of 107 Respondents to Question)

Table 1. Source of incivility

Identified Source(s) as:	Psychology
Faculty member	30
Staff member	9
Graduate student	11
Undergraduate student	6
Other	3
Did not Identify Source	24
Total Individuals Reporting Incivility	68

Figure 24. Types of Incivility Experienced - All Respondents

107 Responses

● Yes - 1 time occurrence ● Yes - Multiple times

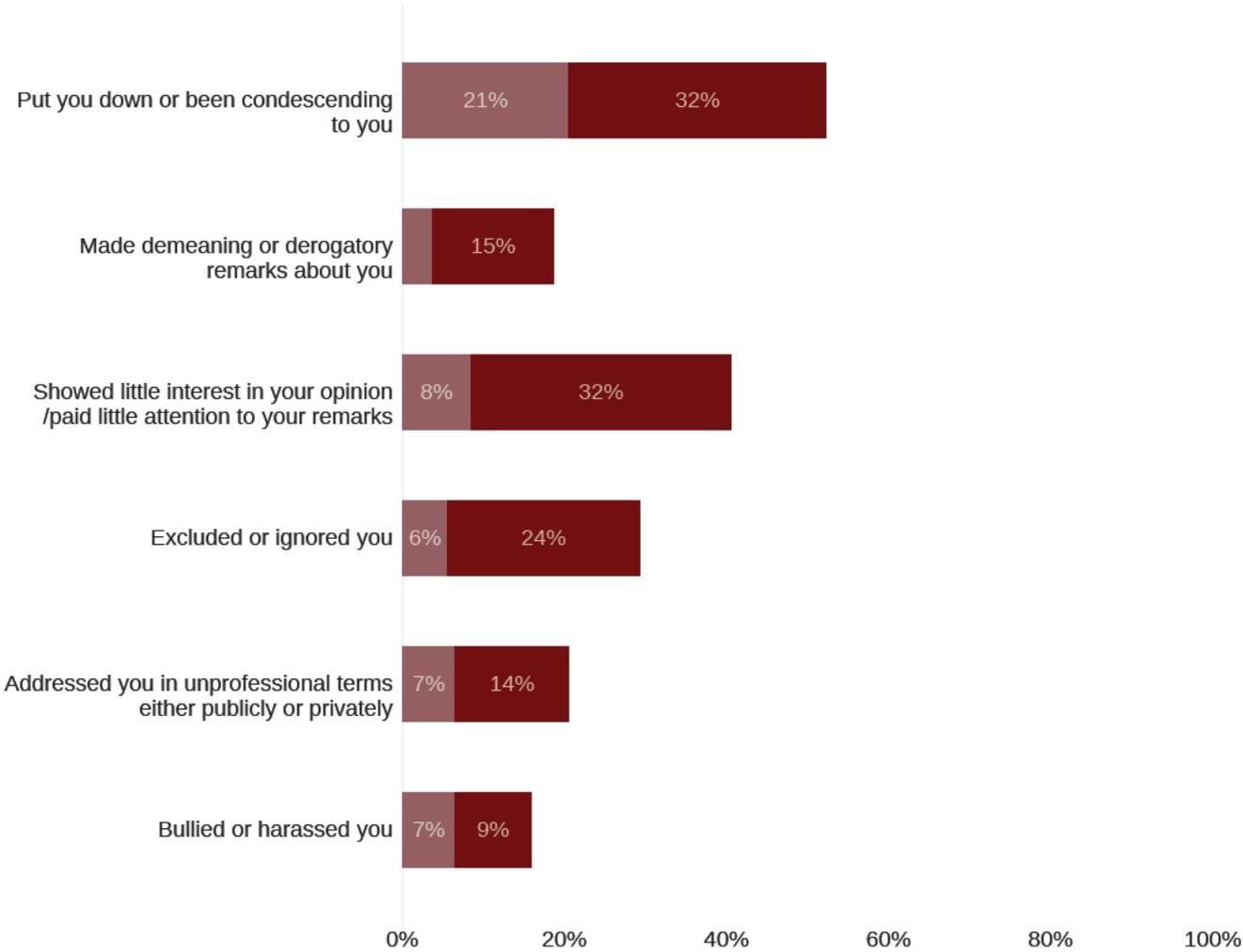


Figure 25. Types of Incivility Experienced by Staff

18 Responses

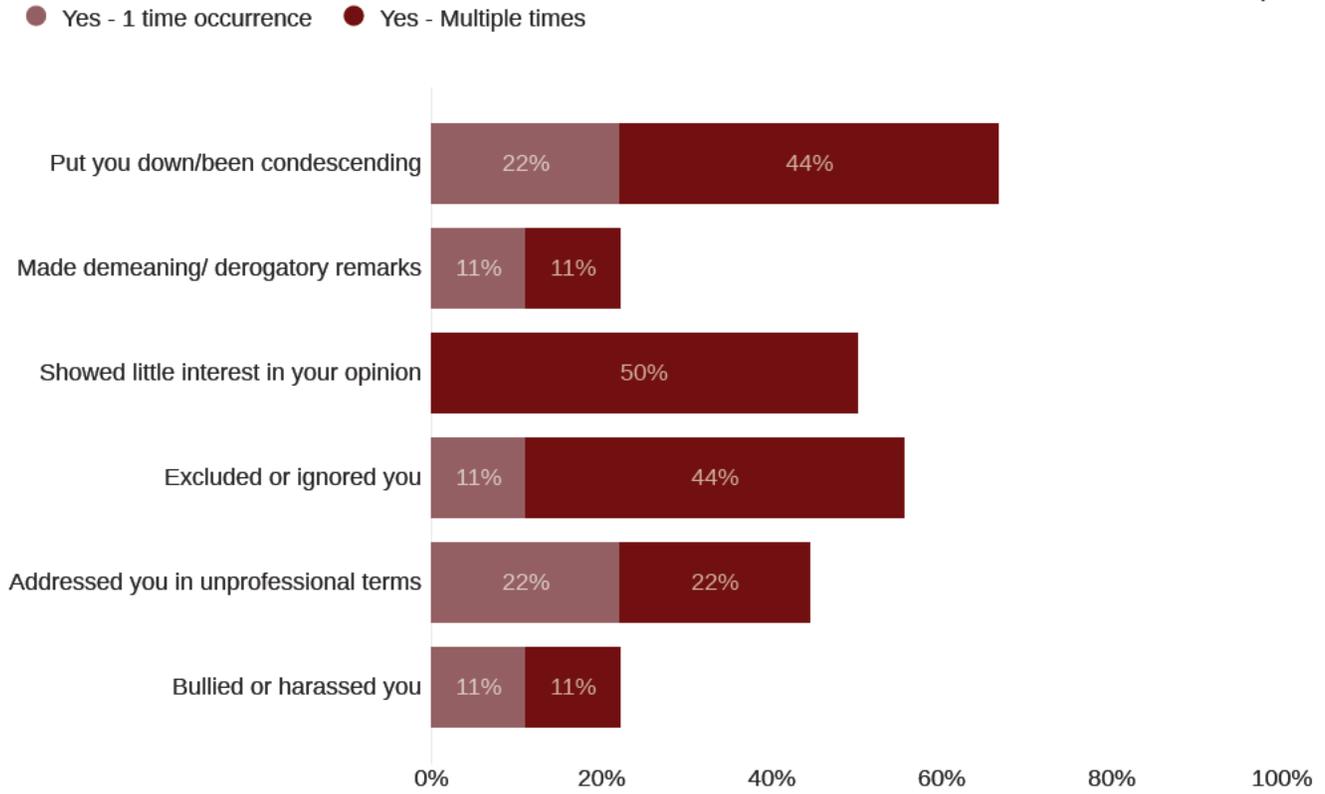


Figure 26. Types of Incivility Experienced by Faculty

16 Responses

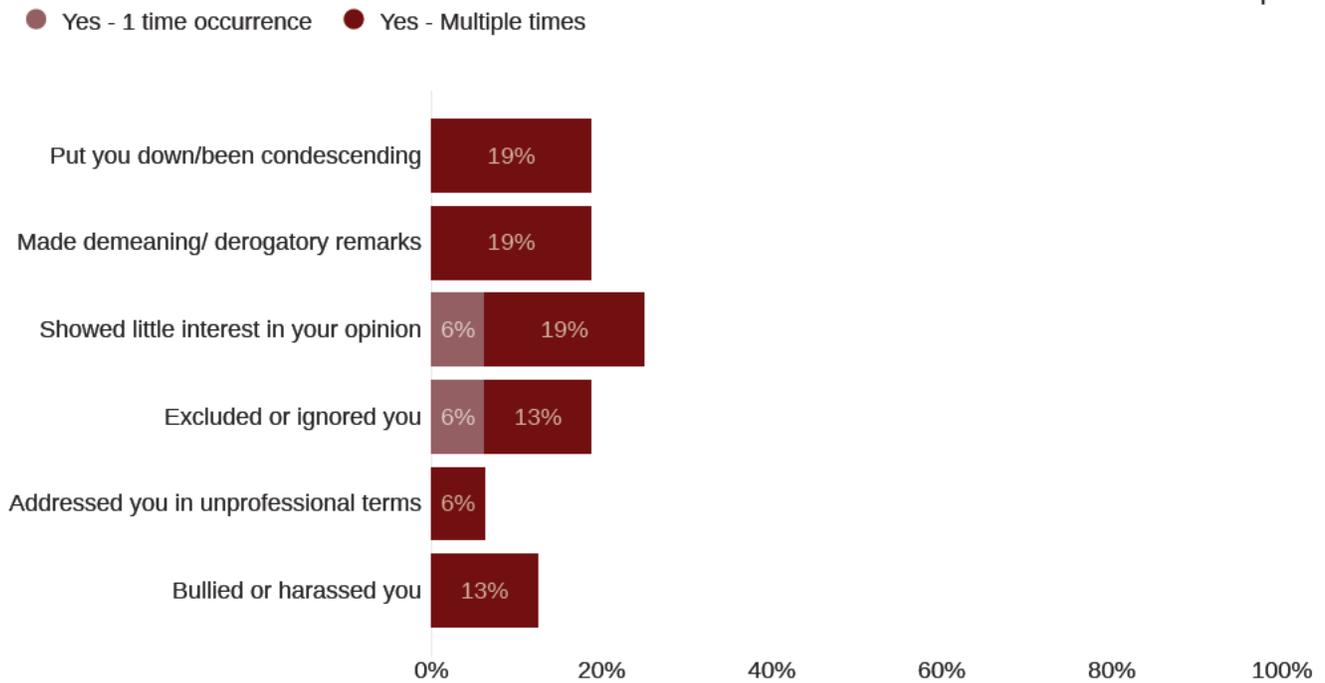


Figure 27. Types of Incivility Experienced by Postdocs/Research Scientists

107 Responses

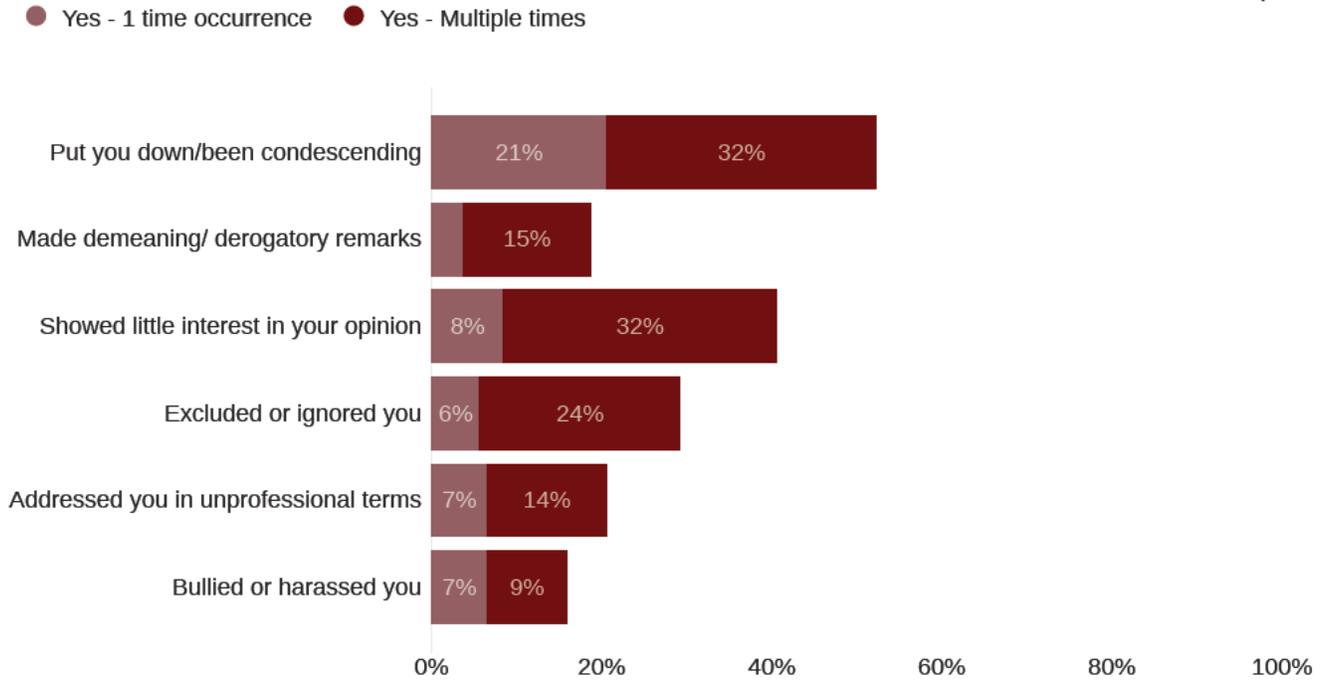


Figure 28. Types of Incivility Experienced by Graduate Students

36 Responses

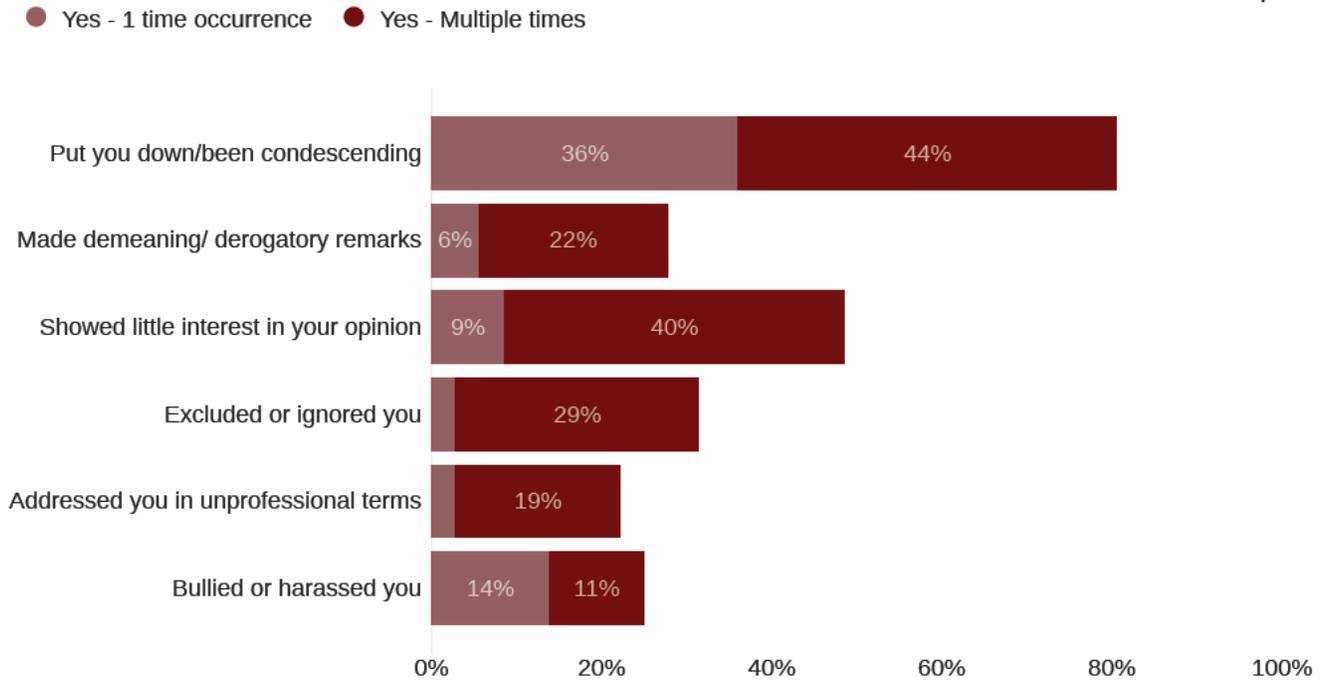
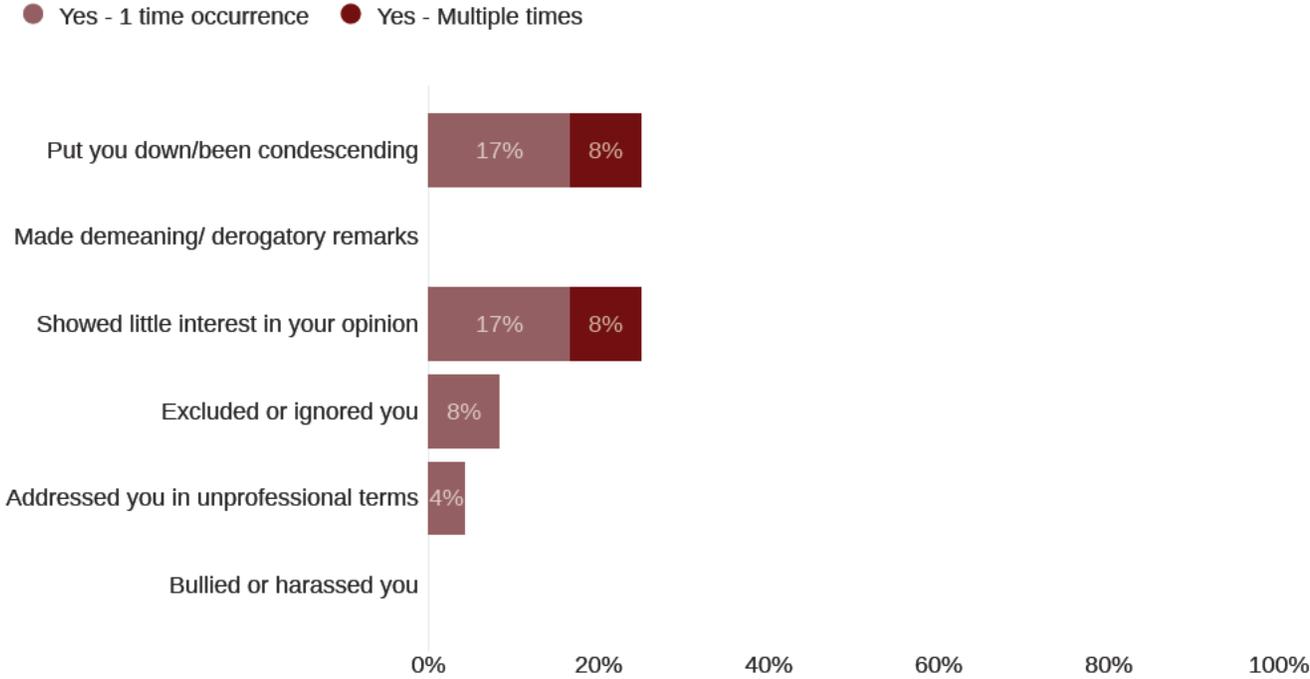


Figure 29. Types of Incivility Experienced by Undergraduate Students

24 Responses



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 or 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 30. Accountability for Wrongdoing Overview

107 Responses

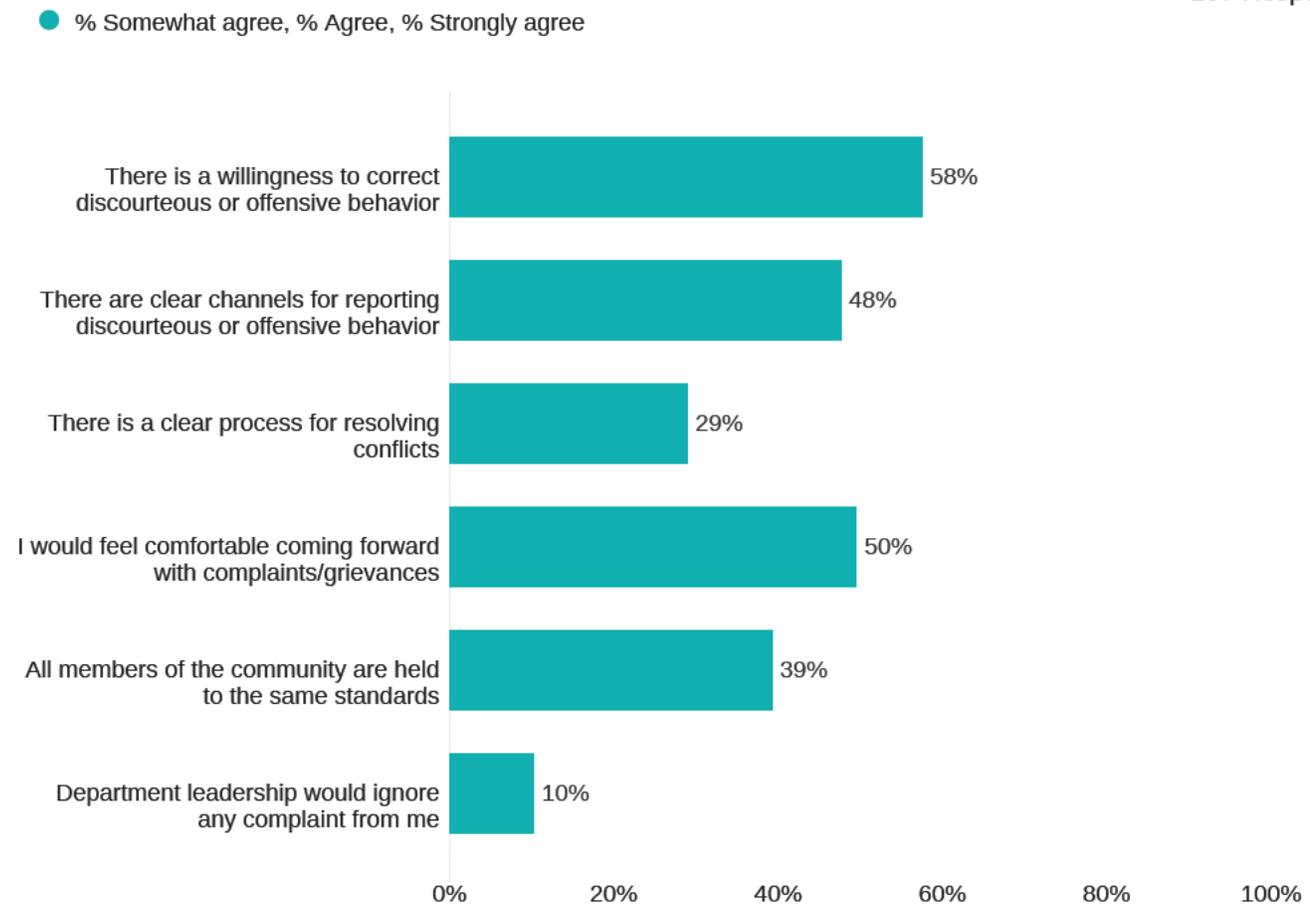


Figure 31. There is a willingness to correct discourteous or offensive behavior

106 Responses

● % Somewhat agree, % Agree, % Strongly agree

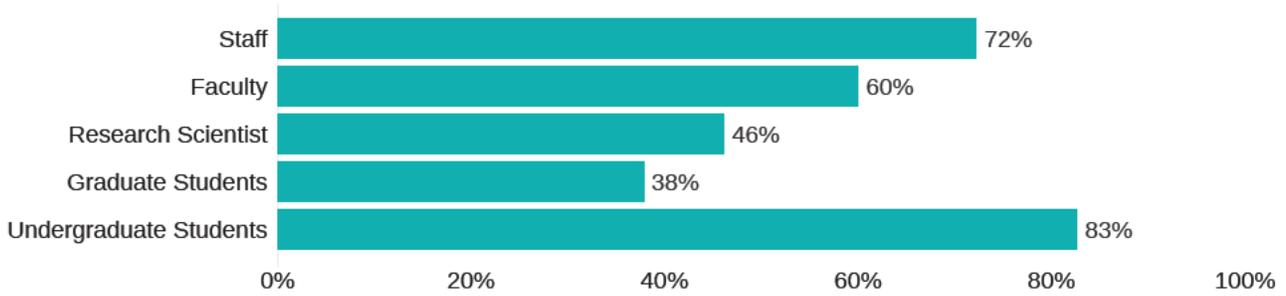


Figure 32. There are clear channels for reporting discourteous or offensive behavior

107 Responses

● % Somewhat agree, % Agree, % Strongly agree

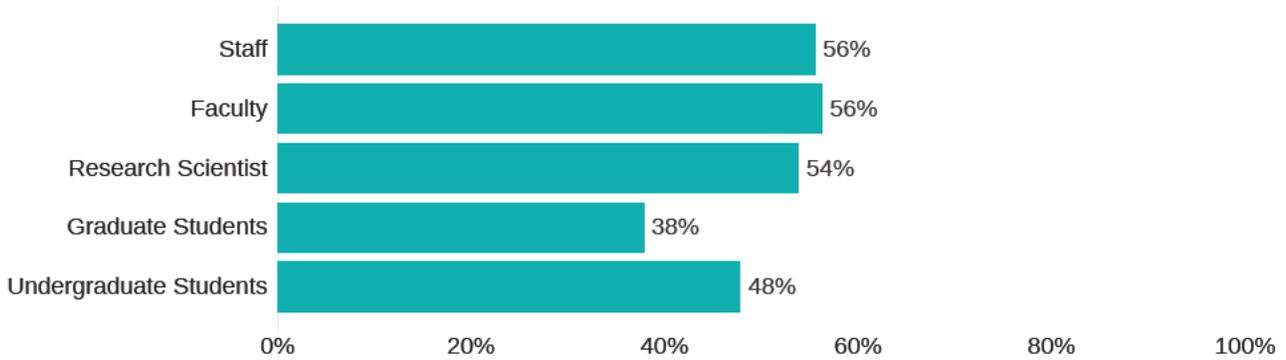


Figure 33. There is a clear process for resolving conflicts surrounding discourteous or offensive behavior

107 Responses

● % Somewhat agree, % Agree, % Strongly agree

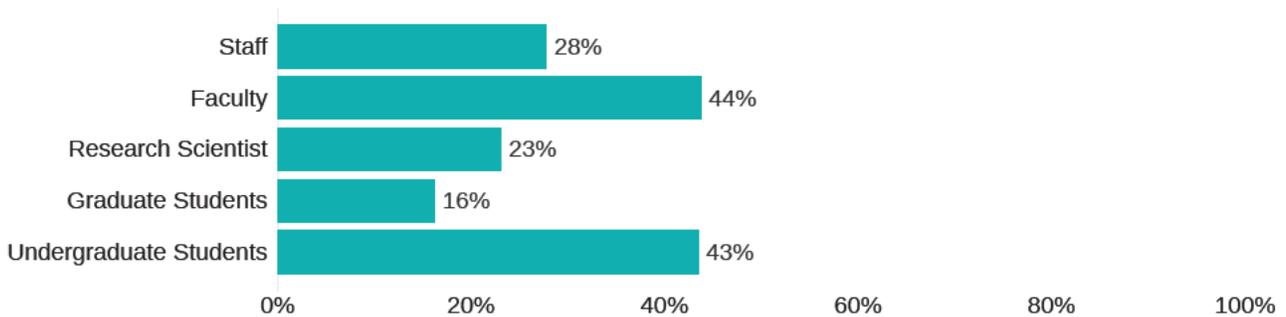


Figure 34. I would feel comfortable (not fear retaliation) coming forward with complaints/grievances about discourteous or offensive behavior

107 Responses

● % Somewhat agree, % Agree, % Strongly agree

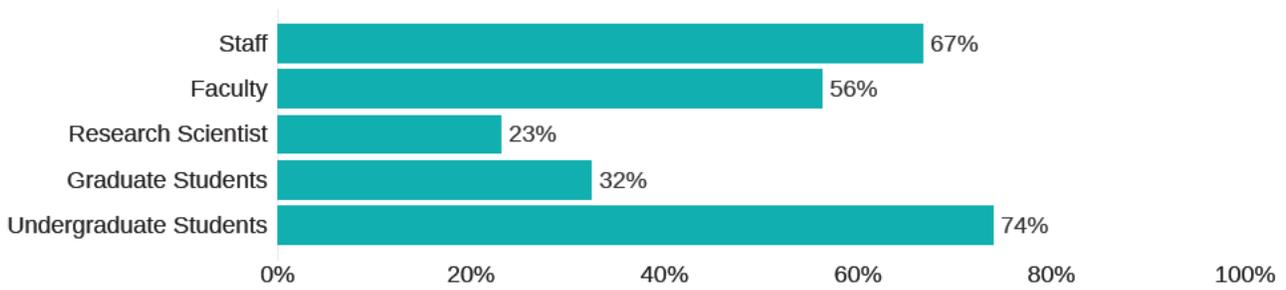


Figure 35. All members of the community (faculty, staff, post-docs, research scientists, research staff, technicians students) are held to the same standard

107 Responses

● % Somewhat agree, % Agree, % Strongly agree

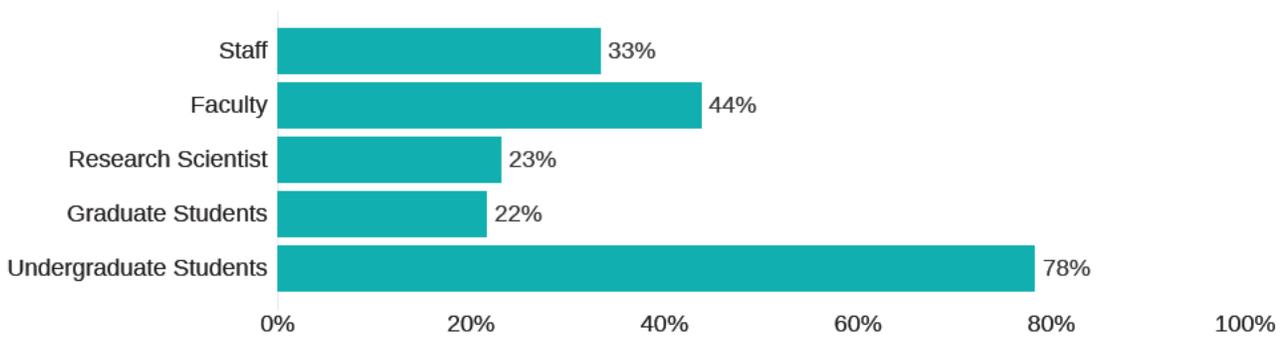
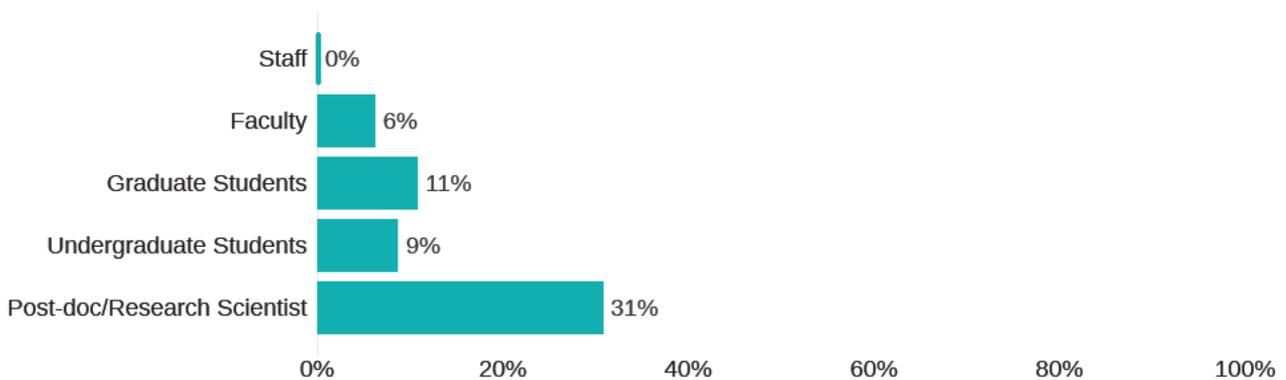


Figure 36. Department leadership would ignore any complaint from me

107 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 and PIs (in the case of post-docs as they are employees of the FAS). We asked participants (staff and post-doc/research scientists) to evaluate the extent to which they felt that their supervisor/PI:

- 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 37. Among Staff: My supervisor:

18 Responses

● % Somewhat agree, % Agree, % Strongly agree

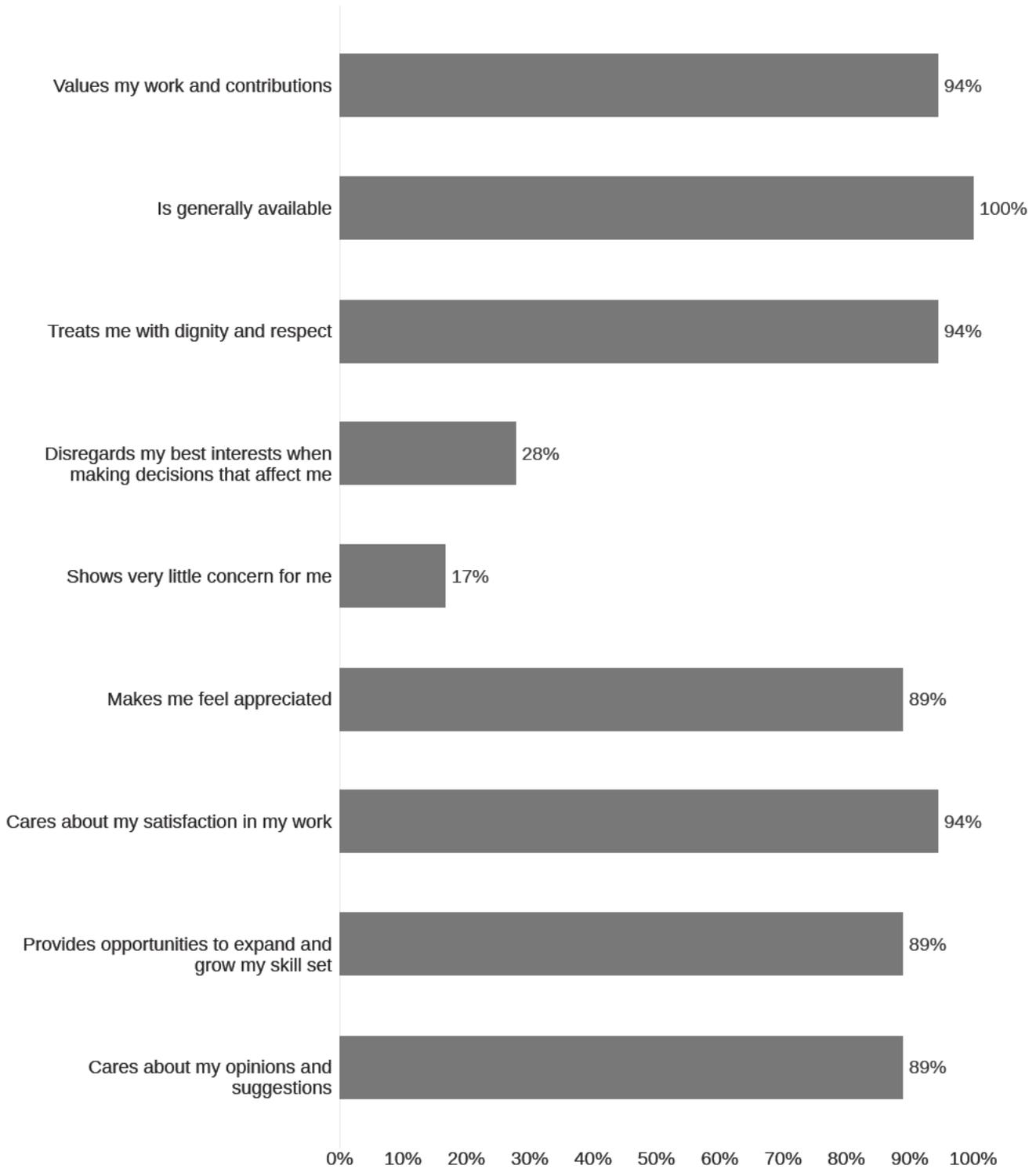
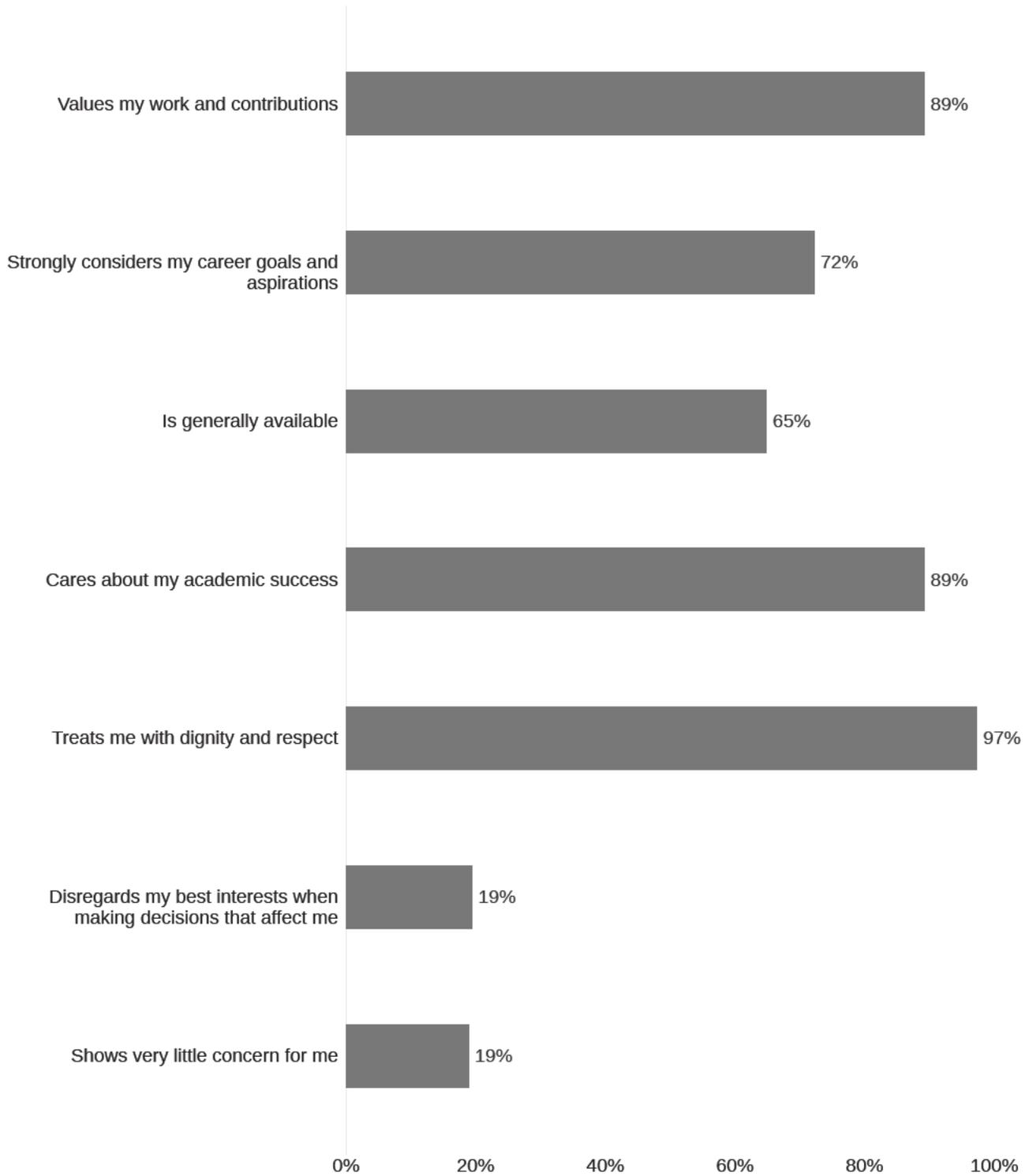


Figure 38. Among Graduate Students: My adviser:

37 Responses

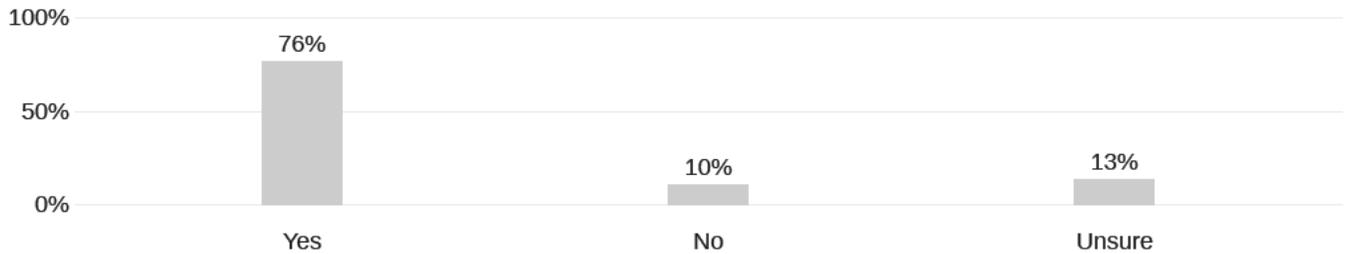
● % Somewhat agree, % Agree, % Strongly agree



Department-Specific Questions

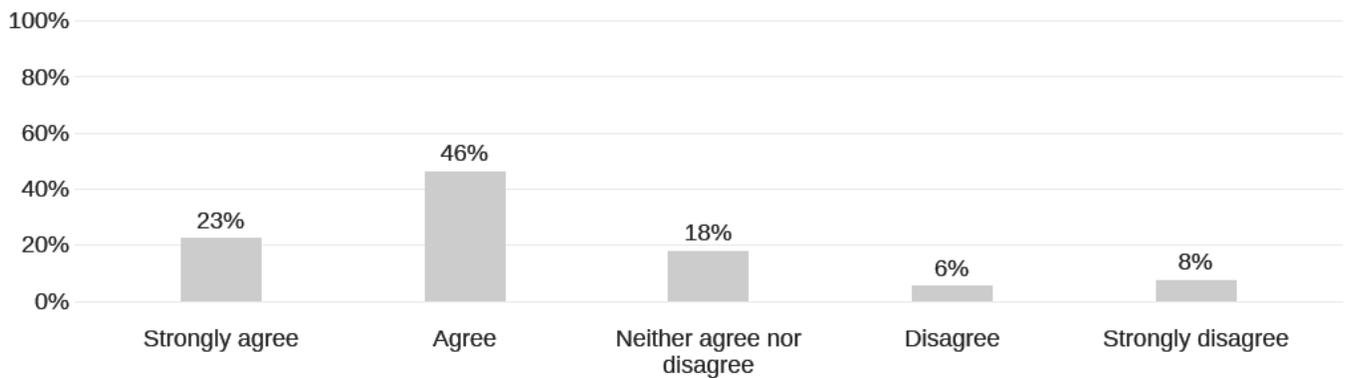
If the need were to arise, is there a Psychology Department faculty member or other person in a position of authority who you would feel comfortable speaking with about issues of harassment, discrimination, or other forms of abuse?

106 Responses



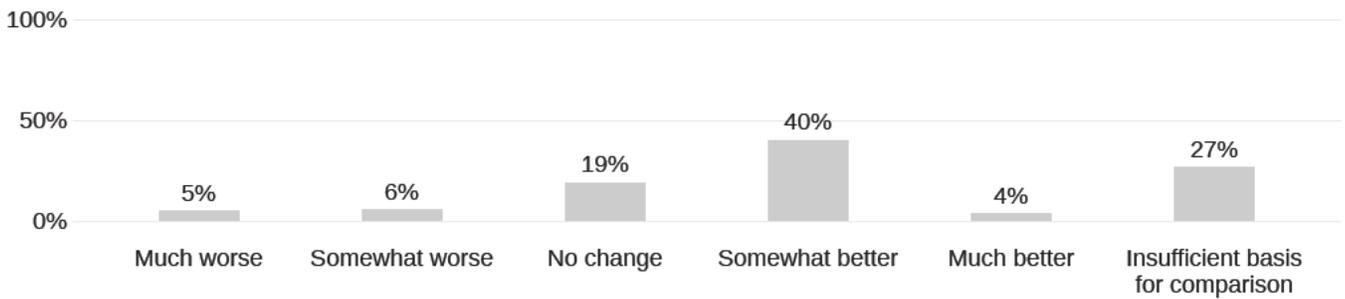
The Psychology Department leadership shows that inclusion, diversity, and belonging is important through its actions.

106 Responses



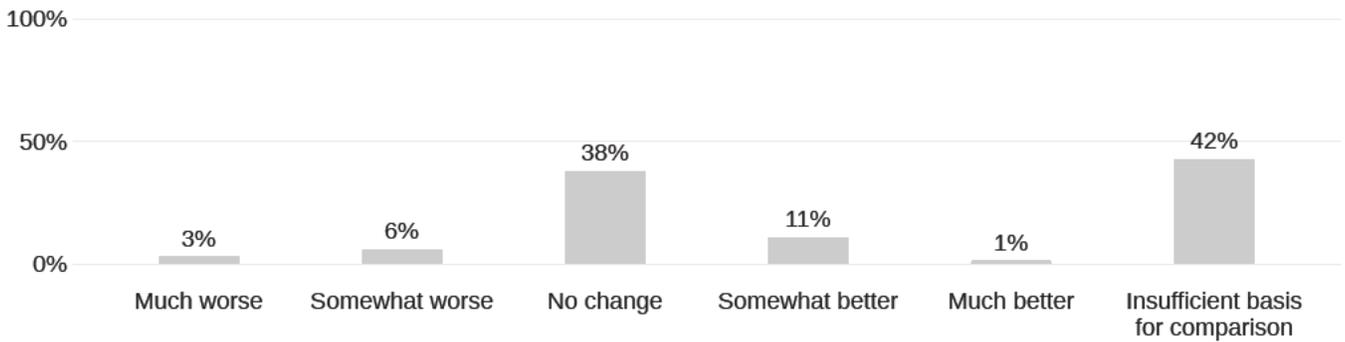
Over the last 3 years, how has your experience of the Psychology department's climate, inclusion and belonging changed?

105 Responses



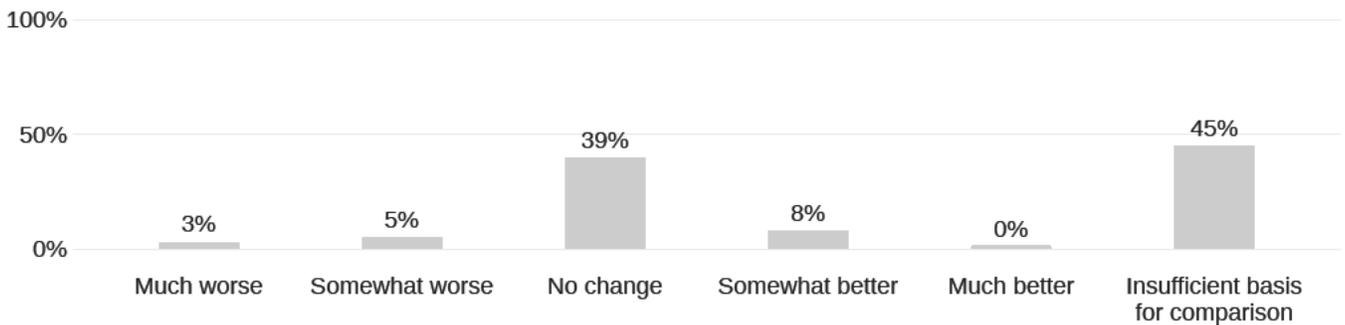
Over the last 3 years, how has your experience of discrimination in the department changed?

104 Responses



Over the last 3 years, how has your experience of harassment in the department changed?

104 Responses



Psychology Department – Qualitative Analysis

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

- Q1: We see that you reported that you are treated differently by others in the community because of your identity. Please comment on these experiences. There was a total of 24 usable comments.
- Q2: This survey has asked you to reflect upon a large number of issues related to the climate and your experiences in this climate, using a multiple-choice format. If you would like to elaborate upon any of your survey responses and/or further describe your experiences, we encourage you to do so in the space provided below. There was a total of 29 usable comments.
- Q3: Please provide suggestions about ways the climate could be improved in your department. There was a total of 39 usable comments.

Data Analysis

Analyses were conducted on comments combined across faculty, graduate and undergraduate students within the department and across items (n=92 total comments) because of the small number of comments. All responses were downloaded from Qualtrics into a Word document, which in turn was downloaded to NVivo 12, a coding and qualitative data management program. The analysis entailed a line-by-line analytic reading of the open-ended comments to classify the ways in which participants addressed the survey questions. A key limitation is that responses were obtained from only a very small portion of the survey participants and therefore open-ended comments may not be generalizable. The comments should be interpreted as representative only of the views of the faculty, graduate students and undergraduate students who provided them. Attempts were made to interpret results in light of the Likert-type items which had larger response rates. We use the comments to provide context for interpretation of Likert responses.

Results

Identity

Thirty-six percent (36%) of survey participants agreed that they felt like they were being treated differently due to their identity. In the open-ended comments people addressed issues of race, gender identity, and socioeconomic status/class.

Race

In their comments, respondents mentioned being treated differently because of their racial identity. This included being the targets of microaggressions, told one was a diversity hire (“I was hired based on skin color and not merit”); feeling diminished, not heard, marginalized, alone and left out of things; and advised not to try to improve the racial climate of the department because such efforts won’t be given attention. Representative examples included:

- *I was told by [REDACTED] that I was hired based on skin color and not merit.*
- *The department issues [REDACTED] are clear, severe, and longstanding. [REDACTED] I have had many instances of clear racism leveraged against me (some so consistent and systematic that individuals engaging in this racism were forced to confront and admit intentionally trying to harm and diminish me). Acts of clear racism have also followed*

from faculty, who have on multiple occasions gone out of their way to diminish me compared to my peers.

- *BIPOC students are continuously marginalized and discriminated against, undervalued, and micro and macro-aggressed in the department.*
- *I've been told that I shouldn't try to change things in the department. I've been told that my rebuttals against racist comments won't be given space in class contexts.*
- *[M]y identity as a black African woman has left me feeling isolated or looked at differently from other members in the community.*
- *I was told that my style was inappropriate and that I needed to accord my behavior to the dominant culture. From the context of the conversation it was absolutely clear that by "dominant culture" this individual meant "WASP" culture.*
- *██████████ I personally witnessed two professors in the department make extremely racist remarks in front of me....We're coming up on a year now, and NO ONE HAS CONTACTED ME re: THE CONCERNS THAT I REPORTED. Not a single faculty member - even though they all heard me and agreed these were very serious concerns....I am extremely disappointed in the Psychology department and its faculty members.*
- *As a white person I am quite certain that I'm unconsciously treated with privileges that aren't true of people in my department who are black or brown (e.g. people easily pronouncing my name; people not bringing up my race and assuming it means something about my experience; security guards assuming I belong in the building and not questioning me as being suspicious, etc.).*

Gender Identity

Respondents also explained consistent mistreatment in the department stemming from their gender identities. In most of these cases, people described the various challenges of being a woman, which included experiencing sexual harassment; experiencing overt and covert sexism and witnessing the simultaneous "preferential treatment" of men; being belittled, ignored, talked over and talked down to, being more valued for interpersonal versus intellectual skills, while the opposite applies to males; and, given the multiple challenges of being female, questioning whether it is worth continuing to pursue one's track in the department. Examples included:

- *I have dealt with sexual harassment targeted towards myself and other women in my portion of the community. Men in the community are unaware and very personally and professionally close to the perpetrator.*
- *However, I experience sexism in overt and covert ways and have noticed preferential treatment of men in my department, and it goes unacknowledged, even when people try to bring it up.*
- *There have been times when I have felt belittled and talked down to due to my female gender identity. I could tell my identity plays a role because my male colleagues, especially my white male colleagues, do not seem to be belittled the way I have been at times. This happened a few times when I was asking questions in courses taught by white male faculty members (departmental prosem) and this sometimes happens in the context of statistical and mathematical conversations with male colleagues - graduate students and postdoctoral fellows. There is a sense that "genius" is awarded to white male colleagues in the department much easier than colleagues with other gender identities and other races, and white male colleagues aren't questioned about their knowledge and expertise to the same extent.*

- [REDACTED] has an impact on my everyday life in [REDACTED]. My [REDACTED] [REDACTED] colleagues] talk over me, I have learned to be more aggressive and assertive in order to be heard, and I feel like I am valued for my interpersonal skills first and my intellectual strengths second, while the opposite is true for my male [REDACTED].
- I also have seen rampant sexism and gender-based discrimination within the department as well. It's sad for many reasons but among them, many non-cis/non-white/non-male students end up questioning whether continuing along a path toward a career in academia is even sustainable despite our interests and passion because it comes at a huge self-sacrifice to stay in the academy, and actively undermines wellbeing.

There were a couple of comments related to gender identity and sexual orientation where participants recalled the misuse of gender pronouns and intrusive questioning about one's sexual orientation.

SES/Class

While only mentioned in a couple of responses, it is important to note that SES/class did appear as a factor that led people to feel treated differently in the department. In particular, one respondent explained that the combination of being from a "lower income background" and a "less prestigious academic pedigree" (compared to other department members), resulted in the feeling of not fitting in as well as those with more privileged backgrounds:

- I have found efforts across other areas of identity to be lacking. For example, as someone coming from a lower income background and a "less prestigious" academic pedigree, I have not felt that I fit in as well as other peers who come from more privileged backgrounds.

Diversity and Inclusion

From the Likert-type items we learned that 76% respondents agreed that there is a demonstrated commitment to diversity and inclusion in their departments. In their comments, participants recommended that sustained attention should be devoted to increasing the diversity (across race) in faculty hires. In particular, one person noted that the only Black faculty member in the department will be retiring soon, thereby leaving only one other non-White ("URM") faculty member remaining. This, according to the respondent, will make for an unhealthy climate in which trusting faculty will be challenging. As this person explained:

- Our department needs greater diversity among the faculty. Our only Black faculty member is retiring. By my count, we will soon have one URM faculty member. Representation by itself is no guarantee of a healthy climate, but it's very hard to have a healthy climate without trust in the faculty, and it's very hard to have trust in the faculty without representation on the faculty. If we do not solve this problem quickly, it will become a chicken-egg problem, where recruiting URM faculty is difficult due to our lack of URM faculty. I urge the University to prioritize URM hiring in Psychology, especially at the senior level. Efforts are underway, but I suspect that these efforts will need to be sustained and intensified. And it may require making multiple offers simultaneously.

Other comments about diversifying the faculty were very brief and broad (e.g., "new, more diverse faculty..."). One respondent suggested that diversity in the department could be improved by recruiting faculty from beyond the Ivy League.

A few people suggested expanding the focus of what is taught in the department, to make subject matter feel more inclusive to students with various identities. For example respondents recommended hiring faculty who study subjects that would be of interest to people of color; having more women and POC faculty who teach on topics relevant to marginalized communities, rather than being taught only by White men; and broadening the scope of instruction, particularly regarding theories of gender, sex and sexuality in evolutionary psychology, which in its current form is narrow. As respondents noted:

- *Hire faculty that studies subjects of great interest to people of color.*
- *There should be more women and POC teaching about experiences that relate to their identity instead of from white men.*
- *More inclusive/non-stigmatizing instruction, especially when it comes to evolutionary psychology and theories of gender/sex/sexuality.*

A few respondents recommended that the department extend its offerings of diversity trainings and interventions. A respondent stressed the importance of providing diversity training in addition to the current minimum required levels, someone else advocated for training faculty in diversity-based pedagogy practices, and another recommended that an outside facilitator be brought in to moderate discussion about diversity in the department. Examples included:

- *[P]roviding diversity training to students beyond the mandatory course offered every few years.*
- *[I]ntertwining more diversity-focused pedagogy experiences into invited faculty/professional development experiences.*
- *If the department wants to make strides towards diversity, equity, and inclusion, there should be an outside facilitator hosting the talks.*

One department member argued that marginalized students shouldn't be put in the position of "educating" others in the department about "minority" issues simply due to their marginalized status. This person suggested that playing such a role has a mental health toll and is very time consuming:

- *[C]reating a culture that doesn't place the onus of DEI on diverse students (or rely on them exclusively) without properly considering their mental health and time commitments.*

Another respondent suggested that in cases when marginalized students do "educate" others, these students should be fairly compensated for their time and effort:

- *Provide more funding to URM students to relieve them of teaching since they are always teaching (e.g., about inequality and racism in higher ed) in the classes they take.*

Additional single and generally vague comments for enhancing diversity and inclusion efforts within the department included offering professional development resources, community-building"; having ongoing department discussions about diversity, instead of only in response to crises; encouraging the department to "[t]ake racial diversity, inclusion, and belonging seriously"; and ensuring "diverse and representative at all levels."

[Incivility & Accountability for Wrongdoing](#)

From the Likert-type items we learned that 64% of survey respondents experience incivility in their department. Comments in this category relate to incidences of incivility that community members

experience from faculty members, their student peers, and post-docs and the lack of accountability for those who perpetrate incivilities.

From the Likert-type items we learned that faculty were most often the perpetrators of incivility (68% of respondents reported that a faculty member was the source of incivility). For example, a respondent explained that in many cases faculty “only consider the wellbeing of their students as an afterthought. Echoing the concern with faculty members, another respondent commented that faculty are provided a large degree of freedom to “act however they want with their own labs” and without “active oversight.”

As for students as perpetrators of incivility, respondents noted that students tend to target people who do “not share their zeal for identity issues” (which is likely related to department members’ reluctance to express certain views). Moreover, it was explained that while these students feel like they are being helpful to others their way of doing so often comes off as uncompromising, preachy and shutting others out, which drastically limits opportunities and feelings of inclusivity.

Turning to postdocs, a respondent explained how postdocs interactions with undergraduates and graduate students “seem to go unmonitored at the departmental level.” This person adds that, “In my experience, there are a few repeat [postdocs] offenders who impact climate, and many people know about them. The people they hurt do not report through available channels due to fear of retaliation.”

Many respondents noted that incivility in the department stems from the lack of accountability system. From the Likert-type items we learned that only 39% of respondents agreed that all members of the community are held to the same standards of behavior. Less than half (48%) agreed that there are clear channels for reporting acts of incivility. Only 29% of survey respondents agreed that there is a clear process for resolving conflicts surrounding discourteous or offensive behavior. For example, a respondent explained that, “There is absolutely no accountability for toxic people to harm others through relational aggression.” This person continued by saying that their complaints about such aggressors were “ignored.”

Several people wrote that an important element in combating incivility is developing and disseminating clear channels for reporting inappropriate conduct. Some respondents explained that they didn’t even know if there were channels or mechanisms for reporting incivilities. As someone noted, “I am not aware of clear communication to students and postdocs about what procedures they should follow if they have a concern or a grievance.”

Other respondents didn’t question whether reporting channels existed per se, but they did state that information about them has not been widely communicated or explained to department members. As one person commented, “I’m not sure about the processes to report discourteous or offensive behavior. I think it’s essential to [have] that info to be more widely disseminated.”

Relatedly, several respondents emphasized that those who are found to perpetrate acts of incivility be held accountable for their actions. People noted that accountability is “sorely lacking” and that having accountability would be a “powerful social mechanism to keep people adhering to community values.” Another respondent expressed the view that senior faculty in particular need to be held accountable, given that they “abus[e] their power.” And yet someone else spoke more broadly of the need for “Zero tolerance for being spoken to disrespectfully.”

One person recommended providing trainings (“classes”) for department members on how to act civilly. This respondent noted in particular the importance of focusing on communications with managers.

Finally, to help prevent potential interactions with faculty who act uncivilly, one respondent suggested that the “Q” be modified to allow for students to comment on faculty member’s degree of civility. This, the person argued, would help students make more informed decisions about whether to take specific courses. In other words, “students need to be able to determine whether they want to interact with or take classes with faculty based on that faculty member’s track record along these lines.” As this person further elaborated:

- *Anything less is allowing students to enter harmful situations that could otherwise be avoided, especially when many faculty who perpetrate harm have had complaints lodged that have never been made public.*

Diversity in point of view

From the Likert-type items we learned that 44% of respondents agreed that they felt comfortable dissenting with majority opinion. Sixty percent (60%) agreed that they felt comfortable sharing their viewpoints openly. Comments in this category highlight what some perceive to be the unwillingness of community members to talk through differences in point-of-view and the fear that some members of the community experience in expressing alternative viewpoints in discussions surrounding controversial topics.

In a representative comment, a respondent characterized the department as becoming “increasingly dogmatic, where it is virtually impossible to express a perspective that is viewed as divergent in any way.” Another person noted that the dominant emphasis on race and gender leaves no room for other considerations such as “issues across class/political orientation lines.” The same person noted that the department would likely be uncomfortable for “a working-class, conservative person.” As this respondent continues:

- *[A]llowing people to express conservative views inherently makes other people [who hold the dominant view] feel less safe. So it seems like you have to prioritize either racial/gender diversity or class/political diversity, and can't do both?*

Another person explained that the department is “intimidating” and that “it took me longer than usual to adjust to sharing my opinions and voicing disagreements, especially with faculty and other senior individuals.”

One respondent stated that listening and responding respectfully to dissenting views appeared to be especially challenging for senior faculty who are aware of their power and prestige. As such, this person urged there to be a willingness on the part those who have higher academic rank to “hear and respectfully respond to dissenting opinions (this is something that I think keeps people from sharing at times).”

Finally, one person noted that some community members are often quick to point out the importance of respectfully listening to others point of views, but do not model this behavior themselves. According to this respondent, people don’t in fact “practice what they preach,” explaining that:

- *[M]ost often people say that people need to listen more, but they don't implement this themselves (i.e. they aren't effectively listening to those around them who may express perspectives different from their own, even though they are calling on others to do this very thing).*

Sense of Community

Only 43% of survey respondents agreed that there is a strong sense of community within their departments there were some individuals who felt that there was lack of a sense of community, belonging, camaraderie and caring (“A true sense of community and belonging is lacking. Most people keep to themselves, and labs feel siloed”) and who characterized the environment as cordial but not warm. In many cases respondents offered suggestions for making improvements to the psychology department that *implied* the existence of lack of community such as insufficient opportunities for interaction between students and faculty.

Some participants also felt like there was a lack of senior department member buy-in to climate improvement initiatives (“there are still senior members of the department who demonstrate neglect for or disinterest in those initiatives, and their looming presence in the department has a stifling effect on our collective conversation”); and a negative climate among students who share space, especially in the clinical area (“The climate is very toxic. Some people would blame it on the faculty but it's worse among the students that share space the most [REDACTED]).

In the open-ended comments a few respondents made suggestions on how to improve sense of community and collegiality in the department. The common denominators among recommendations were holding more social events and inviting a wider range of department members to participate. Suggestions included holding retreats, organizing yearly cruises around Boston, having weekly Friday “WJH Friday ‘Sherry Hour’ and ‘Coffee House’ music performance events,” and other low-key events, such as “dinners & discussions, social hours, etc.” One person pointed out that even more formal academic events held by department could be made much more informal and relaxed, which, in turn, would encourage better turnout.

Participants also noted the importance of greater faculty participation in social events and engagement in efforts in getting to know students. In fact, only 33% of graduate student respondents agreed that there are plenty of opportunities to meet and get to know the faculty. For example participants recommended requiring weekly meetings between advisors and students, placing more of the onus on faculty to make interactions with students materialize, and creating “more opportunities to meet with other faculty in a mentorship role,” not just one’s advisor.

Positive Comments

It should be noted that not all community members have the same lived experience in the department. Some participants found community members to be very supportive. As people explained:

- *I have felt very supported, both academically and personally, throughout my time in the psychology concentration. I would choose the same concentration again in a heartbeat.*
- *I also just wanted to reiterate that I've found a lot of the people in the department to be really helpful and "on your side," so to speak. I've received a lot of support and help in the department, even when I wasn't super sure of my footing, and ultimately this sort of environment led me to switch TO this department from another one despite all odds in my junior year. This pattern continued through to my senior year with the thesis tutorial teachers as well. Go Psych!*
- *I love the psychology department and am really proud to be a concentrator. I feel like my professors, TF's, and fellow peers have always been really supportive of me, especially when I compare my experiences in psych to those of other concentrations (specifically ec).*

- *Some members of the department are simply amazing, kind, and respectful.*

The remaining few positive single comments included various topics, such as “amicable” and open faculty meetings, rewarding experiences with one’s advisor, a safe environment for sharing opinions, and a feeling of connectedness to others in the department.

References and Additional Readings

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Appendix: Distribution of Responses

Table A1. How satisfied are you with your job?

Field	107 Responses					
	Extremely dissatisfied	Moderately dissatisfied	Slightly dissatisfied	Slightly satisfied	Moderately satisfied	Extremely satisfied
How satisfied are you with your job?	7%	7%	4%	15%	34%	35%
How satisfied are you with your department as a welcoming and respectful environment to work?	8%	7%	8%	14%	37%	25%

Figure A1. How likely would you recommend your department as a place to work to a prospective staff member?

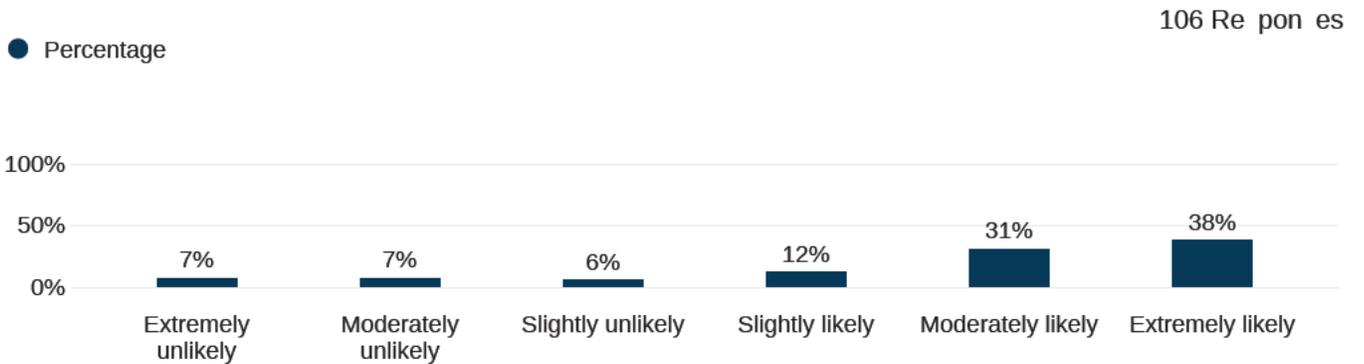
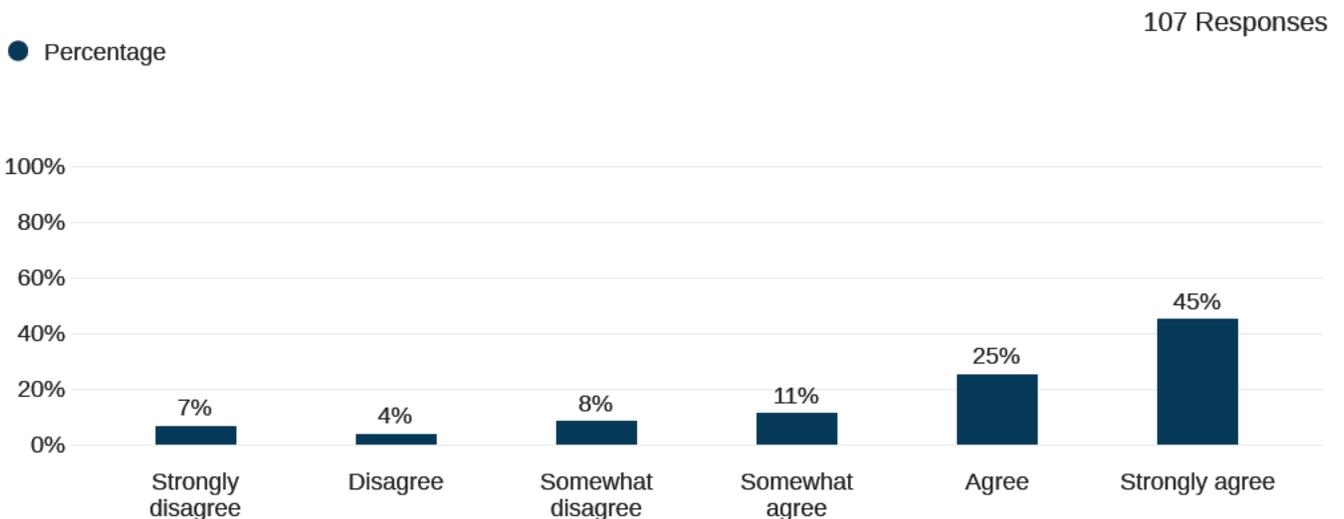


Figure A2. If I had to do it over again, I would choose where I am working.



Inclusion & Belonging

Table A2. The following items refer to your feelings about others in the department

Field	120 Responses						
	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	N/A
I feel valued by others in the community	8%	8%	11%	21%	33%	18%	1%
I feel accepted by others in the community	4%	8%	5%	18%	36%	27%	3%
I feel connected to others in the community	11%	8%	20%	31%	18%	13%	1%
There are plenty of opportunities (activities/events) to meet and to get to know faculty	9%	17%	21%	20%	18%	11%	5%

Interpersonal Justice

Table A3.

Field	120 Responses						
	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	N/A
Faculty treat me with dignity and respect	4%	3%	6%	10%	33%	43%	2%
Staff treat me with dignity and respect	1%	4%	2%	8%	30%	54%	2%
Students treat me with dignity and respect	5%	2%	1%	9%	29%	48%	6%
Department leadership treat me with dignity and respect	6%	0%	6%	6%	6%	76%	0%

Diversity

Table A4.

Field	120 Responses						
	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	N/A
There is a demonstrated commitment to diversity and inclusion	8%	7%	9%	28%	28%	20%	0%
I am treated differently by others (faculty, staff, student) in my community because of my identity (race/ethnicity, socioeconomic background, religion, gender, nationality, sexuality/orientation, disability..etc)	29%	20%	10%	17%	11%	8%	5%

Communication and Civil Discourse

Table A5.

Field	107 Responses					
	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Individuals' differing points-of-view and opinions are respectfully heard and considered	7%	7%	13%	22%	35%	17%
When I disagree with the majority opinion, I feel comfortable with dissenting	15%	24%	17%	17%	20%	8%
I feel comfortable/safe sharing my ideas and points-of-view openly	9%	13%	17%	22%	27%	11%
I feel like my opinions are being respectfully heard and considered as opposed to being ignored or shot down	7%	8%	10%	35%	25%	15%

Incivility

Table A6. Have you ever been in a situation where a member(s) of the department community:

Field	107 Responses		
	No	Yes - Single Occurrence	Yes - Multiple Times
Put you down or been condescending to you	48%	21%	32%
Made demeaning or derogatory remarks about you	81%	4%	15%
Showed little interest in your opinion/paid little attention to your remarks	59%	8%	32%
Excluded or ignored you	71%	6%	24%
Addressed you in unprofessional terms either publicly or privately	79%	7%	14%
Bullied or harassed you	84%	7%	9%

Accountability for Wrongdoing

Table A7.

Field	107 Responses						
	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Don't Know
There is a willingness to correct discourteous or offensive behavior	10%	10%	11%	17%	29%	11%	10%
There are clear channels for reporting discourteous or offensive behavior	11%	12%	18%	15%	21%	11%	11%
There is a clear process for resolving conflicts surrounding discourteous or offensive behavior	16%	11%	25%	8%	13%	7%	19%
I would feel comfortable (not fear retaliation) coming forward with complaint /grievance about discourteous or offensive behavior	14%	21%	10%	17%	22%	10%	5%
All members of the community (faculty, staff and student) are held to the same standards of respectful behavior	21%	19%	12%	12%	14%	13%	8%
All members of the community (faculty, staff and student) are held to the same standards of respectful behavior	21%	19%	12%	12%	14%	13%	8%

Organizational Support

Table A8. Among Staff - My supervisor:

Field	18 Responses					
	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Value my work and contribution	0.0%	5.6%	0.0%	5.6%	33.3%	55.6%
Disregards my best interests when making decisions that affect me	33.3%	33.3%	5.6%	5.6%	16.7%	5.6%
Show very little concern for me	50.0%	22.2%	11.1%	16.7%	0.0%	0.0%
Is generally available	0.0%	0.0%	0.0%	27.8%	33.3%	38.9%
Treats me with dignity and respect	0.0%	5.6%	0.0%	5.6%	27.8%	61.1%

Table A9. Among Graduate Students - My adviser:

Field	37 Responses					
	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Value my work and contribution	5.4%	2.7%	2.7%	16.2%	24.3%	48.6%
Strongly considers my career goals and aspirations	13.9%	8.3%	5.6%	13.9%	11.1%	47.2%
Disregards my best interests when making decision that affect me	47.2%	19.4%	13.9%	13.9%	5.6%	0.0%
Shows very little concern for me	40.5%	27.0%	13.5%	5.4%	10.8%	2.7%
Is generally available	16.2%	5.4%	13.5%	13.5%	13.5%	37.8%
Care about my academic success	2.7%	2.7%	5.4%	8.1%	29.7%	51.4%
Treats me with dignity and respect	0.0%	2.7%	0.0%	16.2%	24.3%	56.8%

Harvard College Institutional Research
Climate Survey Instrument
Spring 2021

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
Question bank	Undergraduate Student	Graduate Student	Staff	Faculty	Post-Doc
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
Open-ended questions					
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