

Psychology Department Climate Report

December 2019



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We acknowledge all of the members of the department who took the time to participate in our climate evaluation in 2019, and the [Harvard College Institutional Research Office](#) who conducted the survey on the department's behalf.

Abstract

In early 2019, the Department of Psychology undertook a detailed examination of its climate in order to identify its strengths and weaknesses. This examination included the creation of a Departmental Climate Committee, group Open Forums to discuss the climate among the department, a formal Climate Survey administered to the department, and one-on-one meetings with the Climate Committee Chair. Results of these activities revealed that the overall satisfaction with the Psychology department was comparable to that of other departments. Identified strengths include an overall climate of productivity, high availability of resources, and high satisfaction of mentoring and lab dynamics. Identified weaknesses include insufficient training for nonacademic career paths, a lack of diversity judged to be problematic to most, and higher rates of harassment relative to comparable surveys in other departments. In addition, there was substantial variability in judgments about the department's climate between individuals in different demographic groups and in different roles. Certain demographic groups in the department – primarily women and individuals whose race/ethnicity is not white – expressed less positive experiences in the department across several domains. Faculty tended to express a more positive evaluation of the department while graduate students tended to express more negative evaluations. Overall, the climate examination activities have revealed areas of strength and growth in the department, which will be used to guide activities aimed to improve our department for all of its members.

This document provides a comprehensive report of the entire contents of the climate activities, and the entirety of their results without commentary. An executive summary of the climate survey results was prepared as a departmental talk that took place December 5, 2019, included here as Appendix I.

Table of Contents	Page
I. Climate Survey Aims and Methodology	5
a. Aims	5
b. Approach to Design	5
c. Survey Design	6
d. Population	6
e. Human Subjects Considerations	7
f. Survey Administration	8
g. Survey Analysis	8
h. Limitations	10
II. Climate Survey Results	13
a. Respondent Demographics	13
b. Overall Climate Data – Full department	14
c. Overall Climate Plots by Subgroupings	16
d. Mentoring Data – Graduate Students, Postdocs, and Laboratory Staff	37
e. Mentoring Data by Subgroupings	37
f. Laboratory Dynamics Data - Graduate Students, Postdocs, Faculty, and Laboratory Staff	42
g. Laboratory Dynamics Data by Subgroupings	42
h. Resources – Graduate Students and Postdocs	51
i. Resources by Subgroupings	51
j. Work and Identity – Full department	64
k. Work and Identity by Subgroupings	64
l. Harassment and Discrimination	73
m. Inclusion and Belonging – Full department	73
n. Inclusion and Belonging by Subgroupings	73
o. Specific Trainee Environments - Graduate Students and Postdocs	78
p. Specific Trainee Environments by Subgroupings	78
III. Qualitative Data Analysis Results	87
IV. Open-Ended “In Your Own Words” Item Results	92
V. Open Forum Aims and Methodology	97
a. Aims	97
b. Administration	97

Appendices

- Appendix I. Departmental Talk (Executive Summary)
- Appendix II. Climate Survey Items
- Appendix III. Departmental Correspondence Regarding Climate Activities
- Appendix IV. Spreadsheet data for Overall Climate by Subgroups
- Appendix V. Spreadsheet data for Mentoring by Subgroups
- Appendix VI. Spreadsheet data for Lab Dynamics by Subgroups
- Appendix VII. Spreadsheet data for Resources by Subgroups
- Appendix VIII. Spreadsheet data for Work and Identity by Subgroups
- Appendix IX. Spreadsheet data for Inclusion and Belonging by Subgroups
- Appendix X. Spreadsheet data for Specific Training Environments by Subgroups
- Appendix XI. Anonymized Notes Taken During Open Forums & Individual Meetings

I. Climate Survey Aims and Methodology

a. Aims

Climate is defined as the overall social and professional attitudes, standards, and environment in the Psychology Department. The objective of the Climate Survey was to amass quantitative data summarizing the experiences of the department's climate by members of the departmental community. By gaining a clearer understanding of the departmental climate, as it is experienced by its constituents, the Department will be better positioned to engage in activities that strengthen the department's climate as a whole.

The Climate survey was designed to address several interrelated aspects of the Department. The following major modules were included: *Overall Climate, Mentoring, Laboratory Environments, Resources, Work and Identity, Harassment and Discrimination, Inclusion and Belonging, Specific Environments and Groups.*

In addition to gaining an overall impression of the department's climate, we hoped to identify systematic sources of variability in responses as a function of group membership within the department. Thus, we acquired demographic information (gender, race, BGLTQ identity) and role within the department. The demographic group selection options were taken from the recent Government Climate Survey and were intended to be inclusive of many different identities. However, one respondent expressed disappointment in the seven gender selection options (see Open Ended Responses), which could be modified if future climate surveys are administered.

b. Approach to Design

We received guidance in designing the climate survey methodology and implementation from two primary sources.

First, we modeled our survey and procedures after other recent climate surveys conducted at Harvard including in the [Department of Government \(2019\)](#) and [School of Engineering and Applied Sciences \(2018\)](#). Important lessons gleaned from these reports included a) the need to administer the survey through a confidential third-party, b) the need to solicit community input as much as possible, and c) facilitating direct comparison across departments by including some identical questions among surveys.

Second, we worked with the [Harvard College Institutional Research Office](#) (HCIR) to design and administer the survey itself. The Harvard College Institutional Research Office serves as a third-party office to administer and process data for various constituencies at Harvard, including Climate Surveys for other departments. Through interactions with HCIR, we received

crucial guidance on how to administer the survey using the highest standards of confidentiality, and on specific survey items and formats that have worked well in the past.

c. Survey design

The Psychology Departmental Climate Committee designed the survey in a series of meetings during the Spring 2019 semester. The committee (which included representation of graduate students, postdocs, and faculty) determined the overall scope of the survey, reviewed other climate surveys to identify specific questions to administer, wrote new questions reflecting the unique aspects of the Psychology Department, determined the sequence of items, and the population of study. A draft of the climate survey was then made available to the whole department, who were invited to provide anonymous feedback that was subsequently reviewed and acted on by the committee (see Appendix IV for email invitation).

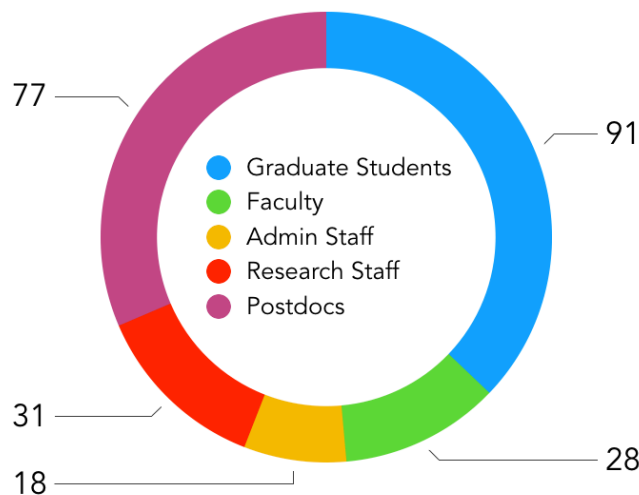
d. Population

The objective of the climate survey was to learn about how the department is experienced by its members. After discussion, the Climate Committee defined the “Population” of the department to include:

Group Name	Definition	Inclusion
Administrative Staff	Departmental staff members who work at least 50% effort and are not housed within a specific laboratory	This group primarily includes individuals who work in the Business Office on the second floor of William James Hall
Research Staff	Departmental staff members who work at least 50% effort and are housed within a specific laboratory	This group primarily includes Research Assistants and Laboratory Managers
Graduate Students	Enrollees in the Psychology PhD program	Clinical students on internship were included
Postdocs	Staff members with the title Postdoctoral Fellow, Research Associate, and College Fellow	Department affiliates (Fellow and Associate titles) were not included.
Faculty	Assistant Professor, Associate Professor, Professor, and Senior Lecturers	

Not every survey item was relevant to every role. For example, some questions were specifically designed for graduate students (questions about graduate cohort, classroom experiences), and some questions were specifically designed for scientific trainees (questions about mentoring were administered to research staff, graduate students, and postdocs). Thus, the survey began with a required question asking respondents to self-identify their role in the department, which permitted Qualtrics filtering that allowed certain questions to be administered only to certain groups. All analyzed data specify the respondent roles.

Psychology Department Administrators assisted the Departmental Climate Committee in informing the committee of the different titles and designations in the Department, and then assembling lists of individuals belonging to each of these groups (as of April 2019). In total, N=245 individuals were identified as belonging to the Departmental population:



Note: Numbers on the left and right indicate counts in each group.

e. Human Subjects Considerations

In 2018, the Department of Government submitted their climate survey for Committee on Use of Human Subjects review, and it was ruled “non-human subjects research” because the research is not intended to create generalizable knowledge. On advisement of the HCIR, who administered the Government climate survey, it was determined to be unnecessary for Psychology to pursue CUHS approval as the scope, contents, and eventual use of the Psychology climate survey are highly consistent to that of the Government survey. There was no compensation offered for completing the survey.

f. Survey Administration

The final survey was administered through the third-party office HCIR. The Department chose to work with HCIR in order to ensure the confidentiality of the survey responses. HCIR administered the survey, aggregated the data, and returned it to the department in tabulated form. This method means that no individual responses were identifiable to the department.

The survey did not acquire any explicitly identifiable data (names, contact information, etc.). Additional measures were taken to ensure confidentiality. The Departmental Climate Committee decided that subgroups should require at least $n=10$ respondents in order for HCIR to release the data for that subgroup to the department. In addition, the survey contained open-ended responses which were submitted to qualitative data analysis by HCIR. The department therefore received responses to open-ended questions only in summary form. The only exception to this rule was the very last open-ended text box which was explicitly indicated to be “transmitted verbatim to the Psychology Department”.

The HCIR constructed the survey on the Qualtrics platform and provided the Psychology Departmental Climate Committee with individualized links to the survey. These links were emailed to the 245 invitees by Leah Somerville (Climate Committee Chair) through a mail merge on April 16, 2019 such that each individual in the department received a unique link to participate. Sending individualized links had two advantages in that a) it ensured each individual could complete the survey only once, and b) it allowed respondents to complete the survey across multiple sittings.

Responses were accepted for two weeks, until April 30, 2019. During the two-week response period, invitees received reminder emails and fliers were posted in William James Hall and the Northwest Building to encourage participation. In addition, the student members of the Climate Committee heard concerns among graduate students that the survey methods might not ensure confidentiality. After learning these concerns, Leah Somerville addressed these concerns in a detailed email to the graduate students (see Appendix IV for email).

g. Survey Analysis

i. HCIR Analysis. The HCIR returned processed descriptive data to the Departmental Climate Committee in four batches, received in the summer and fall of 2019. For most items, aggregated quantitative data for each item (mean, standard deviation, number of respondents) were presented for a) the entire set of respondents, b) grouped by role, c) grouped by gender, d) grouped by race/ethnicity, and e) grouped by BGLTQ identity.

If fewer than $n=10$ individuals responded in a subgroup, those data were left blank in reports delivered to the department. Because some demographic groups were likely to contain small

numbers of respondents, this step was taken to ensure that no individual would be accidentally identifiable. However, it naturally limited the ability to compare potentially interesting subgroups of individuals (e.g., tenured vs untenured faculty members, graduate students in different departmental areas, granular analyses of racial and ethnic minority groups).

The analysis scheme is focused on descriptive, not inferential, presentation of the findings. This is primarily due to the fact that this survey is not intended to permit population-based inference or generalizable knowledge. In addition, the data format returned to the department did not permit statistical analysis due to the aggregated nature of the data.

This report will present the descriptive results of each question for the entire group of respondents, and then separate the data into the following subgroupings which consistently surpassed the threshold of $n=10$:

- By Role:
 - Faculty
 - Postdocs
 - Administrative Staff
 - Graduate Students
 - Research Staff
- By Gender (self-identified):
 - Male
 - Female
 - Other
- By Race/Ethnicity:
 - Asian
 - Underrepresented Minority (Hispanic + Black)
 - White
- By BLGTQ identity:
 - Yes
 - No
 - Other/Prefer Not To Say

Data presented for the entire department are depicted in table form, including mean, standard deviation, and number of responses per question. Data for subgroupings are depicted in dot plots in which the dot represents the mean, and the error bars represent between subjects standard error of the mean. Appendices IV-X contain subgroup data in table form.

Open-ended questions were submitted to qualitative data analysis methods in which a trained analyst at HCIR read the typed responses to each item and identified common themes among responses. The Department received a summarized report of the open-ended responses (see Section III).

Finally, a last question asked, “This final comment box is the only open-ended comment that will be transmitted verbatim to the Psychology Department. Is there anything you would like to tell us in your own words?” Responses to this item were transmitted verbatim to the Department (Section IV).

ii. Departmental Analysis. The Departmental Climate Committee received the survey results described above in the summer and fall of 2019 and held a series of meetings to develop a plan for interpretation and dissemination. The Committee aimed to create a clear, comprehensive report that does not editorialize the findings. Moreover, the Committee implemented analysis steps in order to uphold high standards for confidentiality among respondents, especially for sensitive questions with low endorsement.

Leah Somerville composed an executive summary (Appendix I) highlighting the common themes of the results in consultation with the Climate Committee and with Prof. Matthew Nock (Department Chair). This written report was composed by Leah Somerville in consultation with the Climate Committee. Members of the Climate Committee wrote code to pre-process and visualize each using *ggplot* in R.

h. Limitations

The results of the survey should be considered in tandem with its limitations.

i. Response rate. The final overall response rate was 70.6%. In addition, participants were allowed to skip questions and therefore some items yielded an even lower response rate. In epidemiology research, 70% is the gold standard threshold for designating a dataset “representative” of the population under investigation. However, a higher response rate would have ensured an even more representative account of the climate.

ii. Unequal N’s and response rates across role. There are unequal numbers of individuals belonging to different department roles. Moreover, response rates stratified by role indicated

greater rates of nonresponding in some roles than others. Thus, the climate survey is more likely to represent the views of groups with a higher response rate:

Group Name	Overall Count (as of 4/2019)	Respondent count	Response rate
Administrative Staff	18	13	72%
Research Staff	31	21	68%
Graduate Students	91	68	75%
Postdocs	77	46	60%
Faculty	28	25	89%

iii. Small groups limit granularity of analyses. There were some potentially important subgroups we were not able to examine due to failure to meet the n=10 sample size threshold. Not meeting this threshold is a product of several factors, including a) low base rates of certain groups in the department, b) some individuals choosing not to respond to demographic questions, precluding their inclusion in any subgroup analysis, and c) response rates.

Examples:

- It was not possible to isolate Black-identifying students as their own group in analyses of race/ethnicity subgroupings, leading the HCIR to create a conglomerate *Underrepresented Minority* subgrouping which includes individuals who endorsed Black and/or Latinx race/ethnicity.
- The gender demographic had seven response options including male, female, transgender, genderqueer/non-binary/gender-fluid, other identity, unsure, and other. Because the vast majority of responses were in the ‘Male’ and ‘Female’ categories, the other categories had to be collapsed into a single ‘Other’ category even though these categories represent diverse identities that may have different experiences in our departmental climate.
- It was usually not possible to stratify the data according to multiple identities/roles at once, reducing the capacity of the survey to address intersectional identities. One exception is that there were sufficient data to examine male graduate students and female graduate students separately.
- Some questions were only presented if participants endorsed a positive answer to a previous question. For example, respondents who endorsed experiencing harassment or discrimination were asked to complete several follow-up questions about that experience. This resulted in low response counts for some items and responses. To protect confidentiality, we present these data by ranking the responses from most to least frequent, rather than revealing the actual response counts.

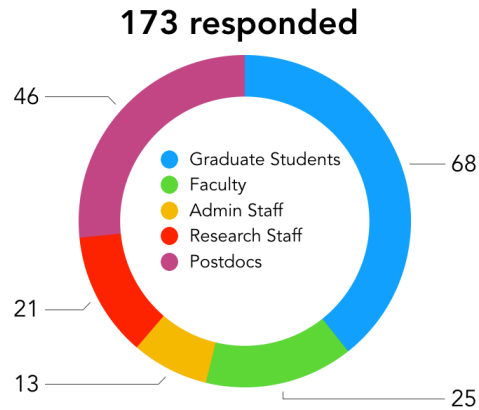
iv. Potential response bias. It is possible that those who responded to the survey had more positive, more negative, more extreme, or less extreme views about the departmental climate than those who did not respond.

v. Missing topics. It is possible that the survey failed to ask about important topics that shape the department's climate. We hope that the discussions in the Open Forum meetings reveal any such topics.

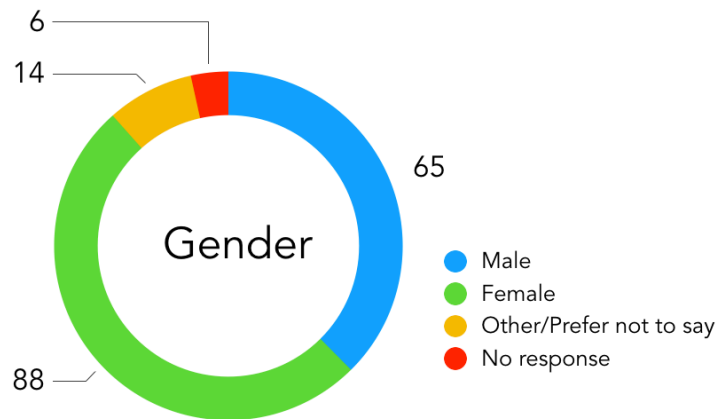
II. Climate Survey Results

a. Respondent Demographics

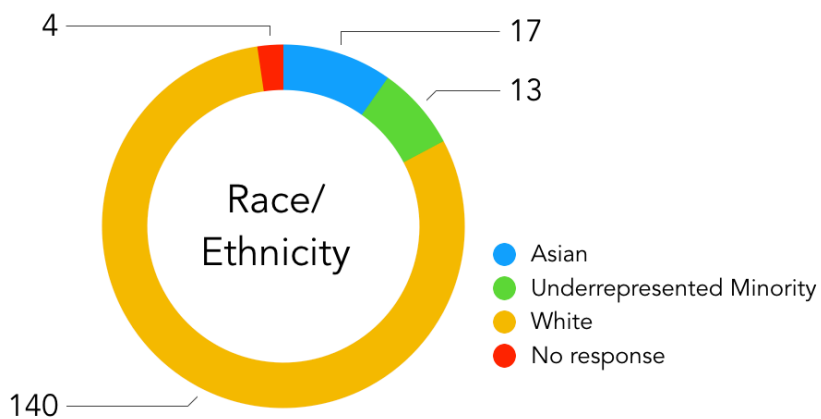
i. By Role



ii. By Gender

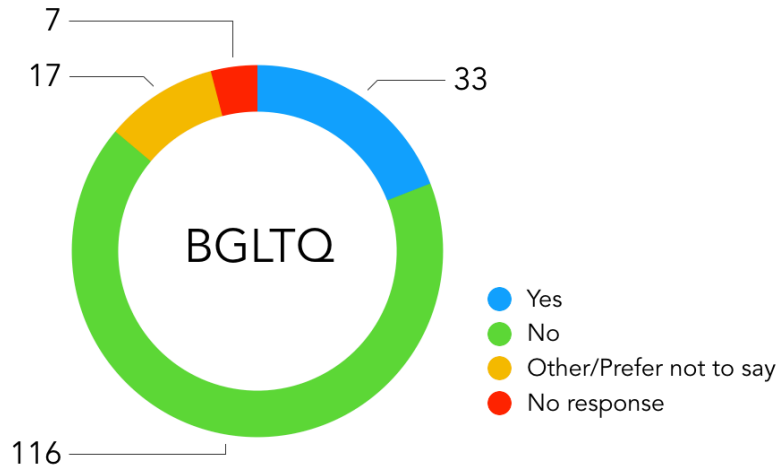


iii. By Race/Ethnicity



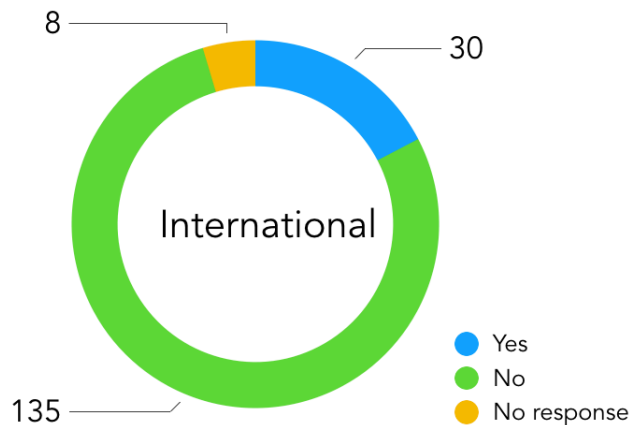
Note: Underrepresented Minority refers to individuals who identify as Black and/or Hispanic/Latinx. Combining these groups was required due to small number of respondents in each group.

iv. **By BGLTQ identity**



Note: BGLTQ refers to bisexual, gay, lesbian, transgender, and queer or questioning.

v. **By International Status**



Note: Data stratification on International vs Noninternational status was not returned to the department in the report results, and thus is not represented subsequently.

b. Overall Climate – Full department

See the Executive Summary (Appendix I) for key plots. The full department data are displayed here. Data by subgroup are plotted in section c.

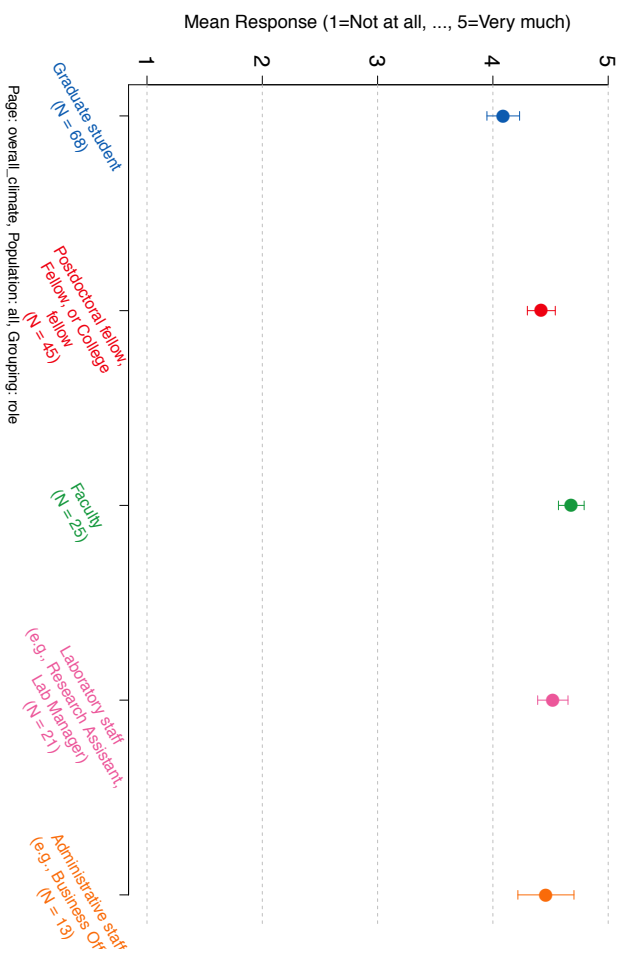
	Mean	N	Std. Deviation
How satisfied are you with the current climate of the Psychology Department? <i>1=Very dissatisfied, ..., 5=Very satisfied</i>	3.65	170	1.045
Is the Department of Psychology a place where you can be productive in your work? <i>1=Not at all, ..., 5=Very much</i>	4.34	172	0.945
Is the Department of Psychology a place where you can do the kind of work you want to do? <i>1=Not at all, ..., 5=Very much</i>	4.32	171	1.003
Is the Department of Psychology a place where you enjoy spending time? <i>1=Not at all, ..., 5=Very much</i>	3.87	171	1.137
I feel that I belong in the Psychology Department. <i>1=Strongly disagree, ... , 5=Strongly agree</i>	3.54	171	1.144
How much stress are you under within the Psychology Department? <i>1=No stress, ..., 5=Very high level of stress</i>	3.51	170	0.823
I am able to find a desirable work-life balance while in the Psychology Department. <i>1=Strongly disagree, ..., 5=Strongly agree</i>	3.37	171	0.982
Demands on my time through extra work and service activities (e.g., committee work, University service activities) make it difficult to get my primary work done in the Psychology Department. <i>1=Strongly disagree, ..., 5=Strongly agree</i>	2.33	171	1.006

<i>Select one option between each pair that best represents how you would rate the Psychology Department based on your direct experiences.</i>	Mean	N	Std. Deviation
1=hostile, ..., 5=friendly	3.92	171	1.060
1=racist, ..., 5=non-racist	3.82	170	1.081
1=homogenous, ..., 5=diverse	2.57	171	1.137
1=disrespectful, ..., 5=respectful	3.94	170	0.992
1=sexist, ..., 5=non-sexist	3.56	170	1.130
1=individualistic, ..., 5=collaborative	2.88	171	1.228
1=competitive, ..., 5=cooperative	2.99	171	1.265
1=homophobic, ..., 5=non-homophobic	4.25	170	0.871
1=unsupportive, ..., 5=supportive	3.61	171	1.059

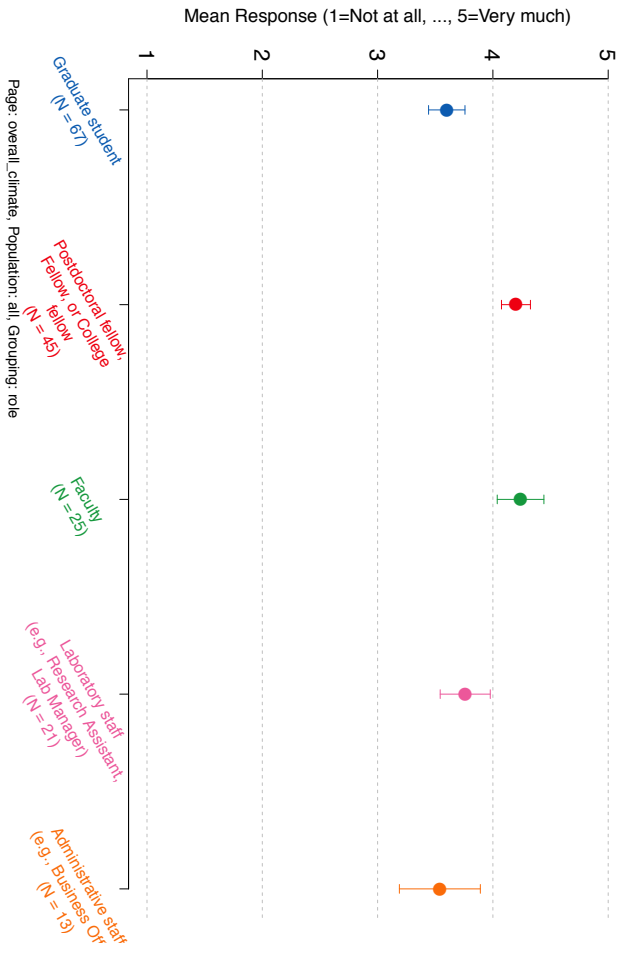
1=ageist, ..., 5=non-ageist	3.76	170	1.039
1=unwelcoming, ..., 5=welcoming	3.63	171	1.074
1=elitist, ..., 5=non-elitist	2.36	171	1.244

c. Overall Climate by Subgroupings (see plots on following pages) and Appendix IV for spreadsheet version.

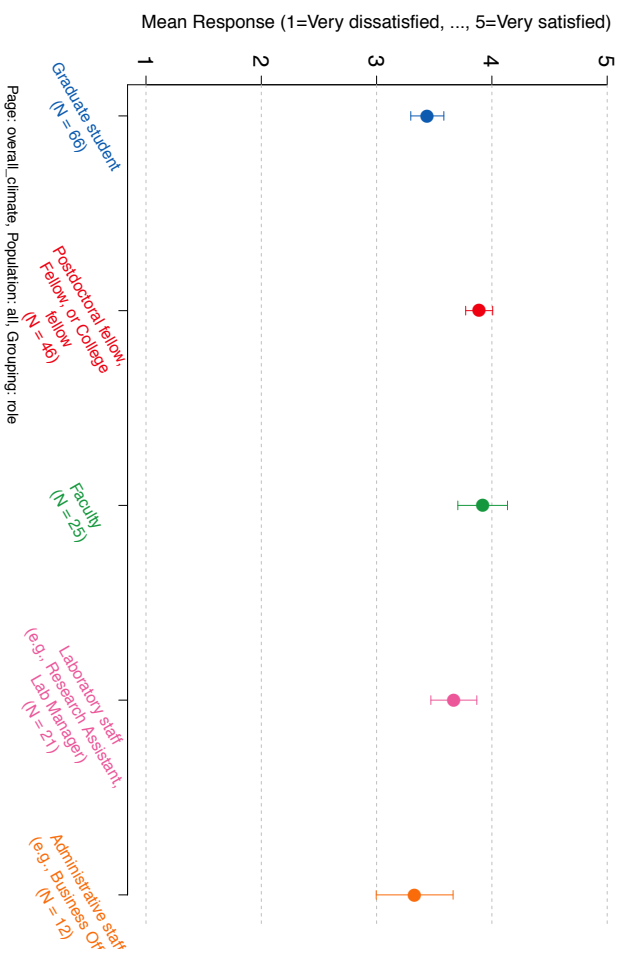
Is the Department of Psychology a place where you can be productive in your work?



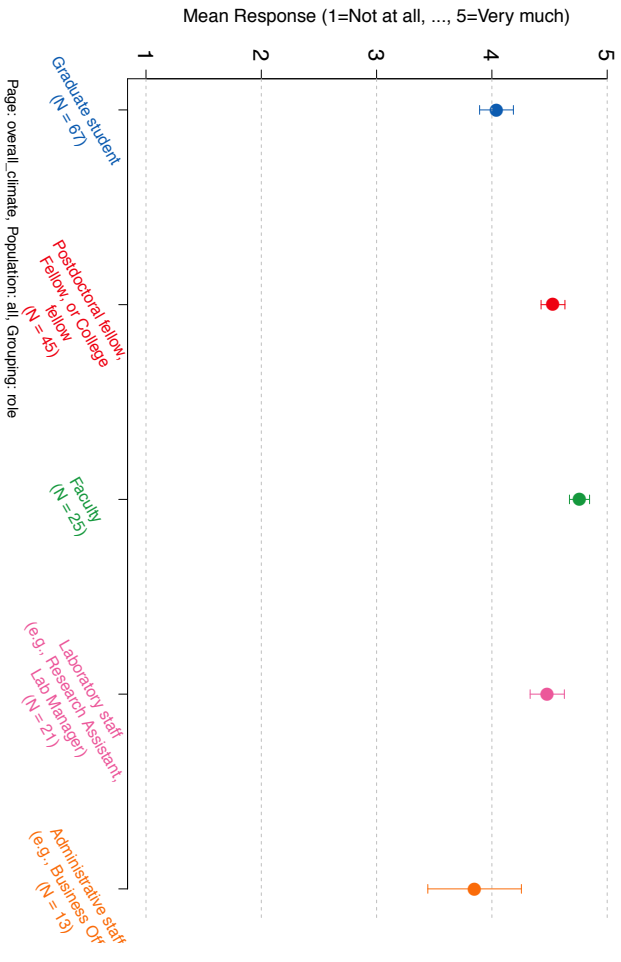
Is the Department of Psychology a place where you enjoy spending time?



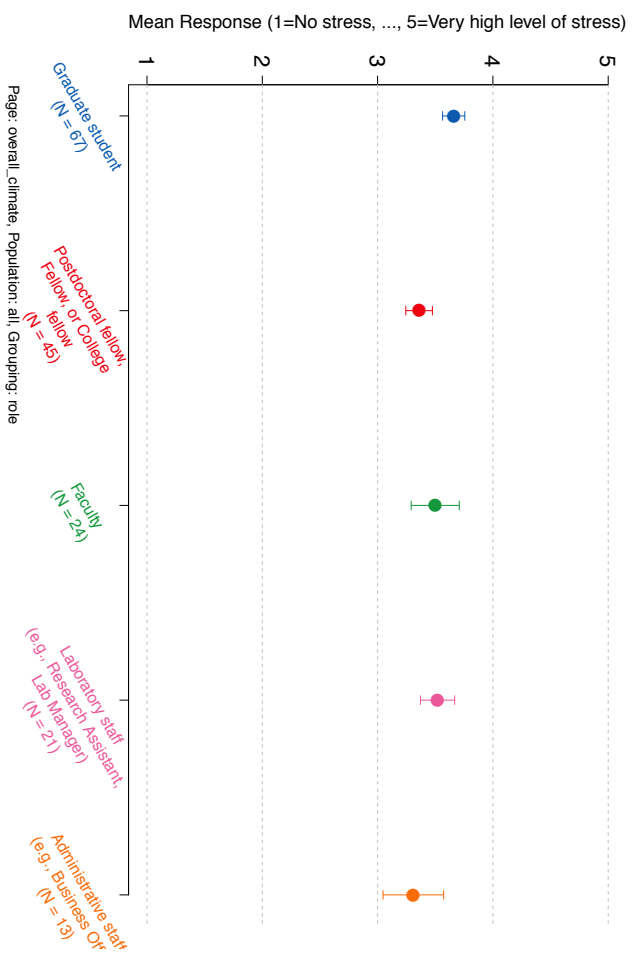
How satisfied are you with the current climate of the Psychology Department?



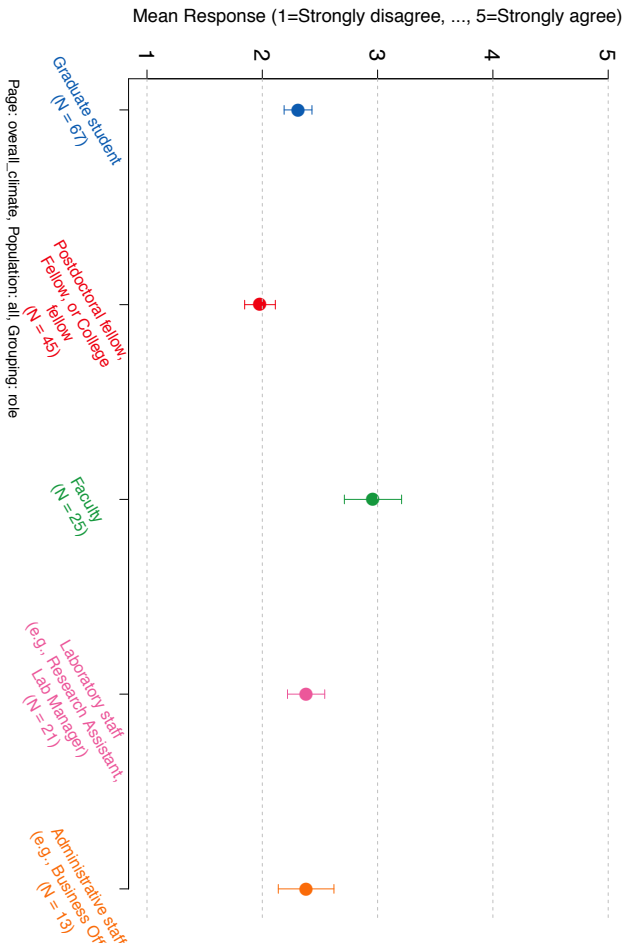
Is the Department of Psychology a place where you can do the kind of work you want to do?



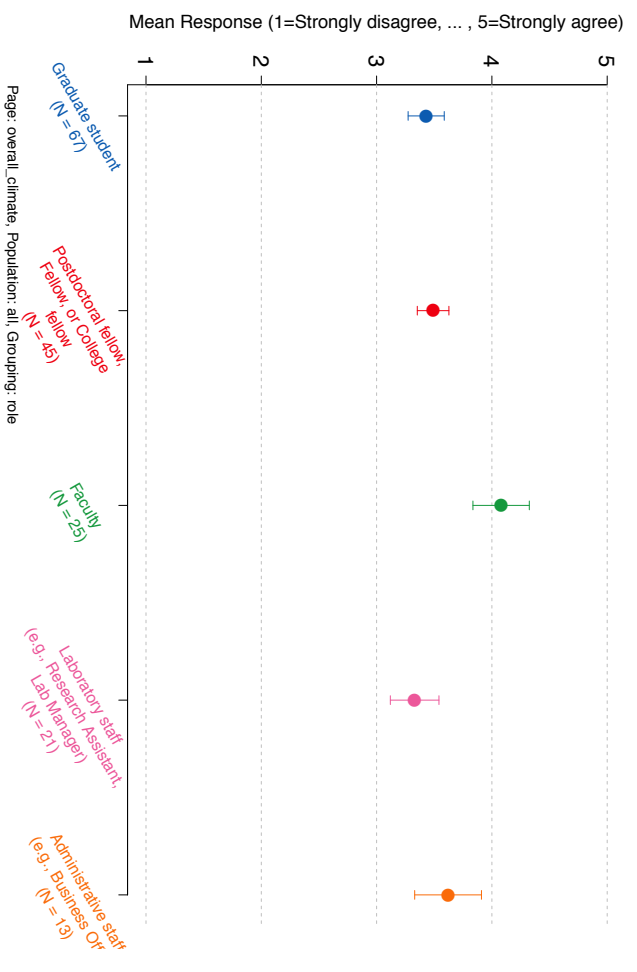
How much stress are you under within the Psychology Department?



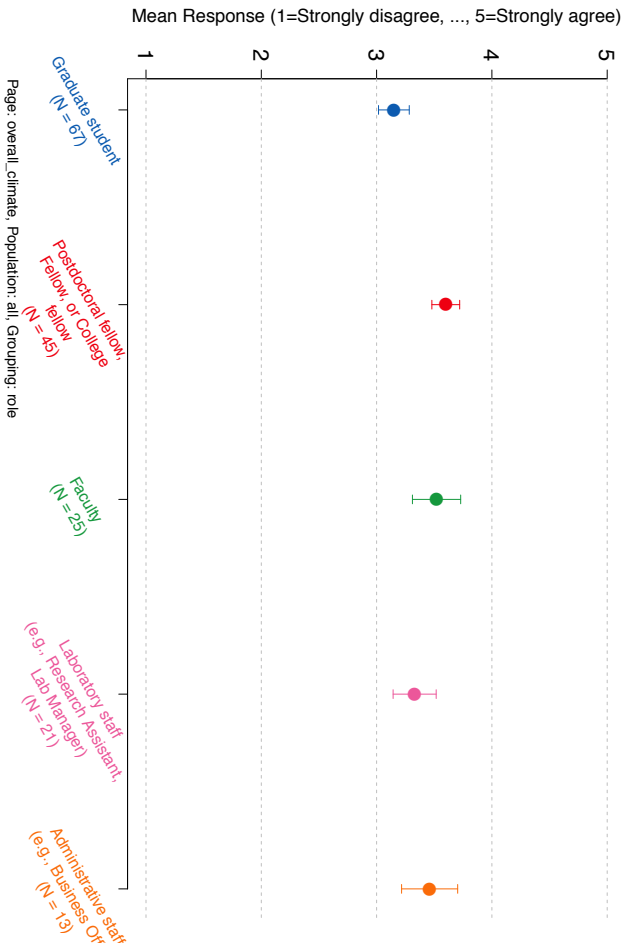
Demands on my time through extra work and service activities (e.g., committee work, University service activities) make it difficult to get my primary work done in the Psychology Department.



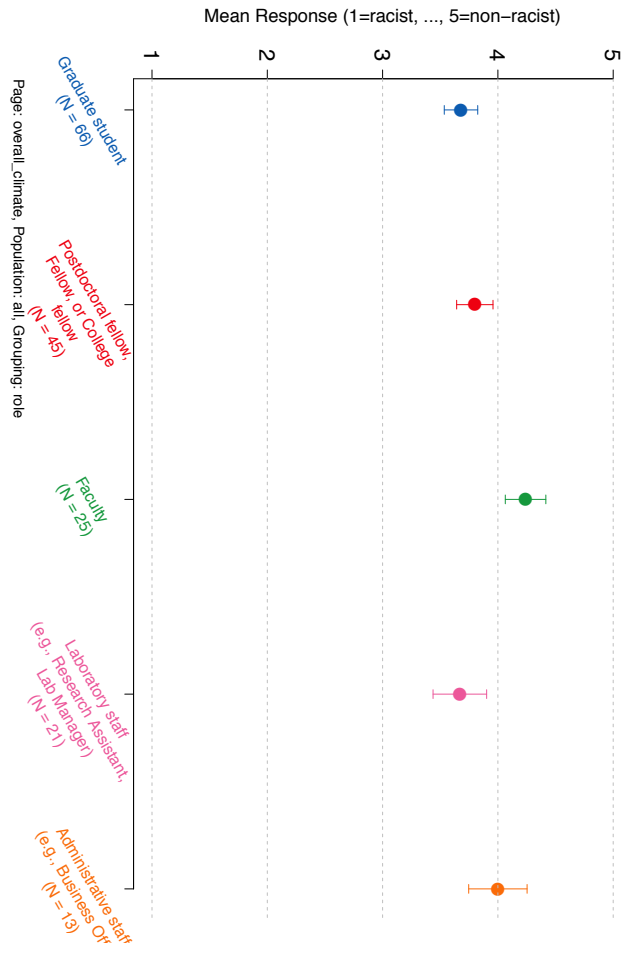
I feel that I belong in the Psychology Department.



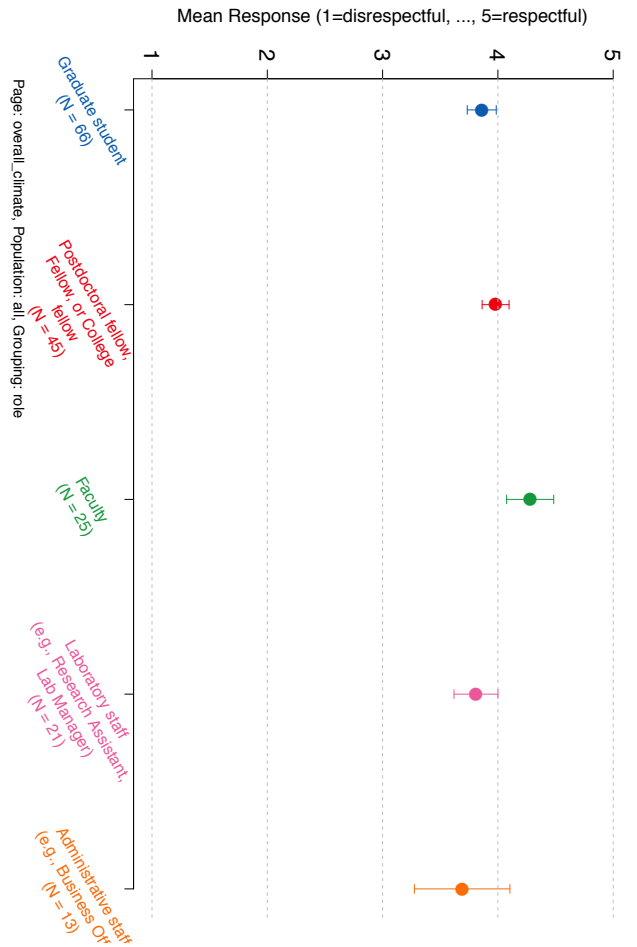
I am able to find a desirable work-life balance while in the Psychology Department.



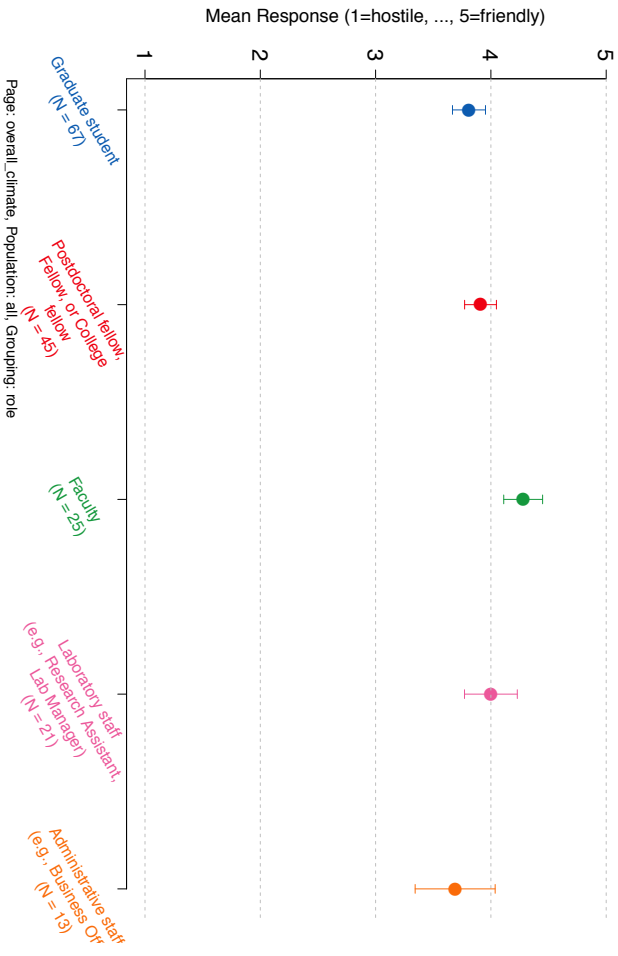
racist:non-racist



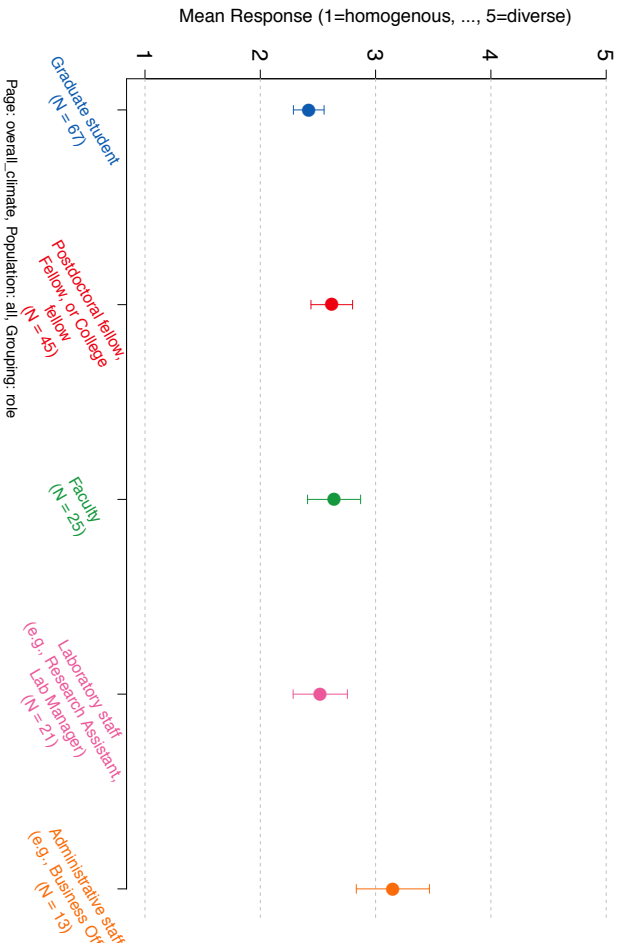
disrespectful:respectful



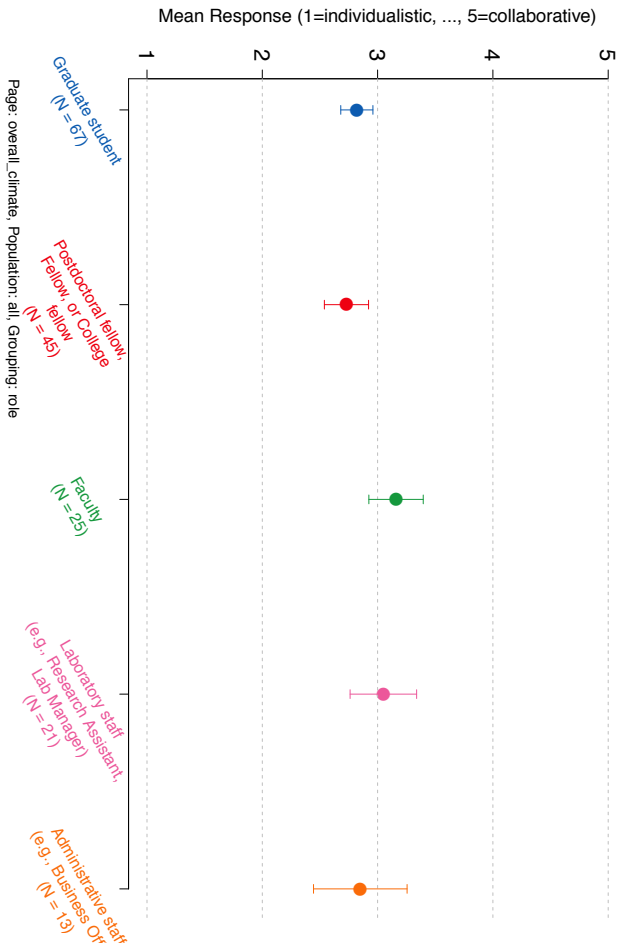
hostile:friendly



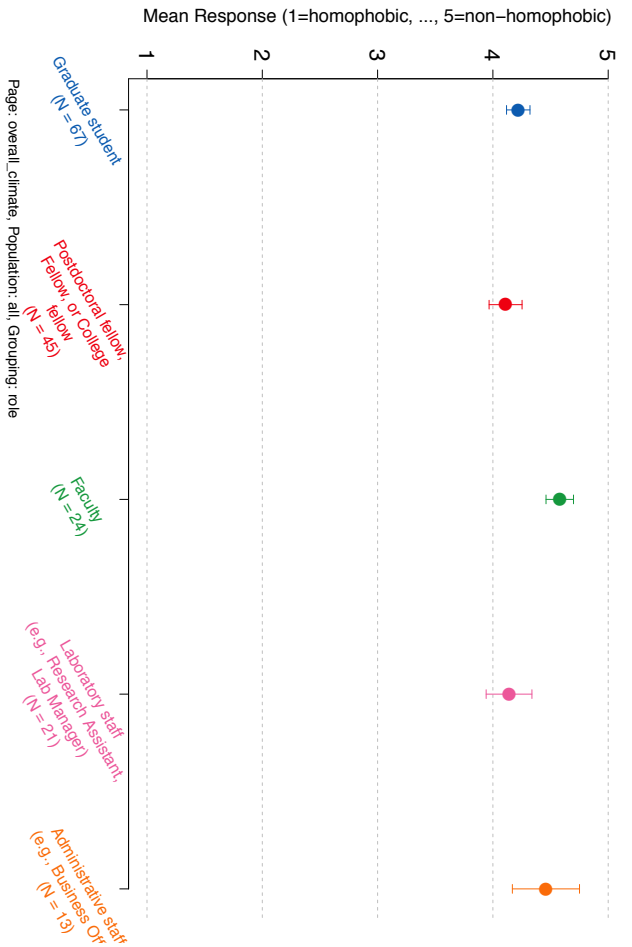
homogenous:diverse



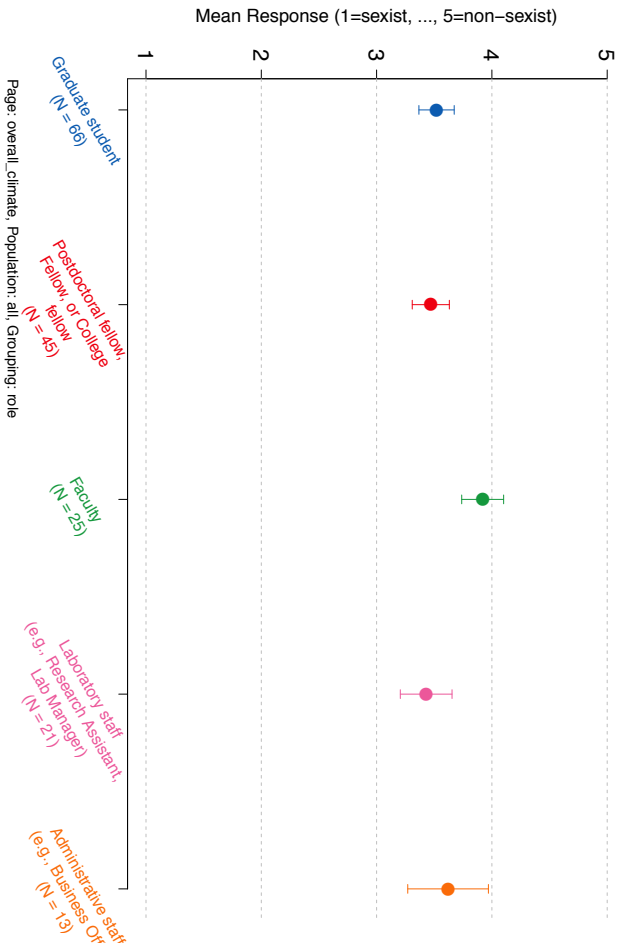
individualistic:collaborative



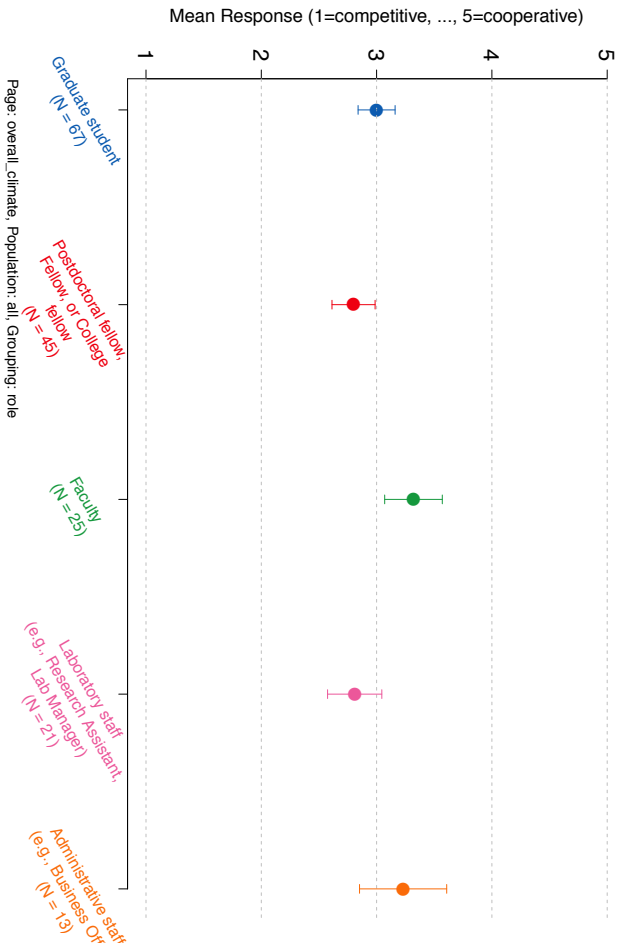
homophobic:non-homophobic



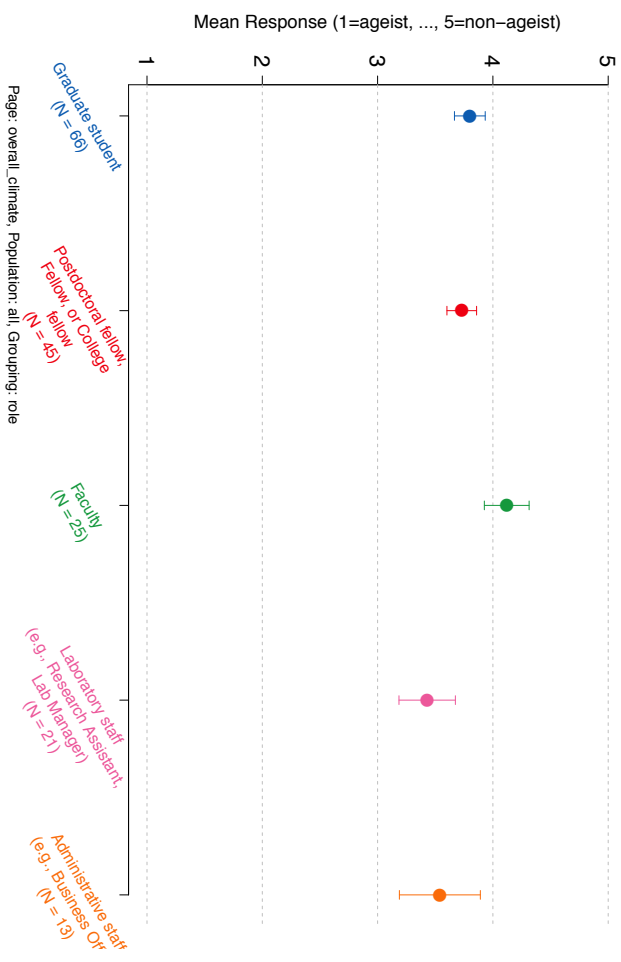
sexist:non-sexist



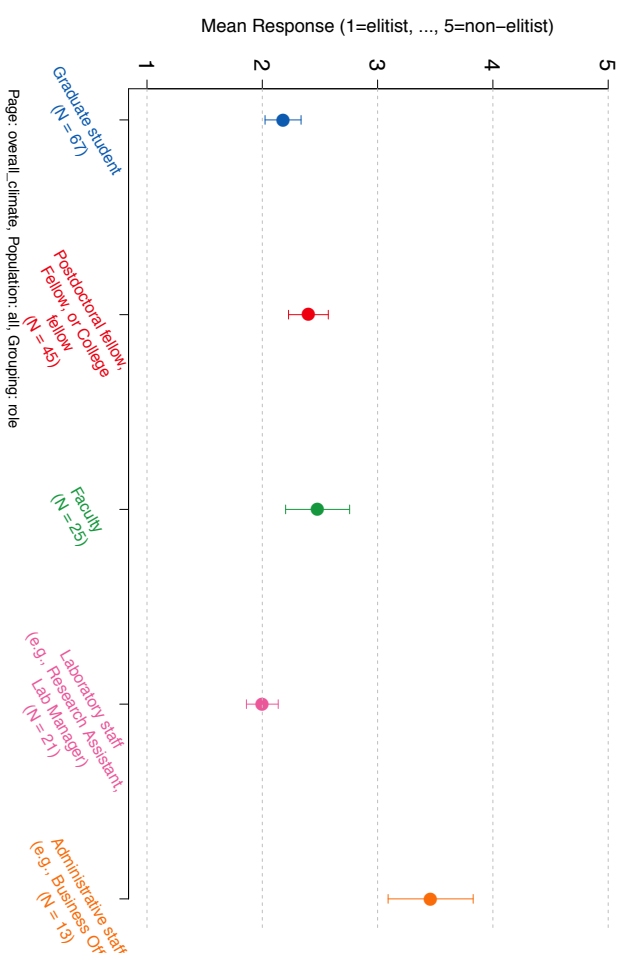
competitive:cooperative



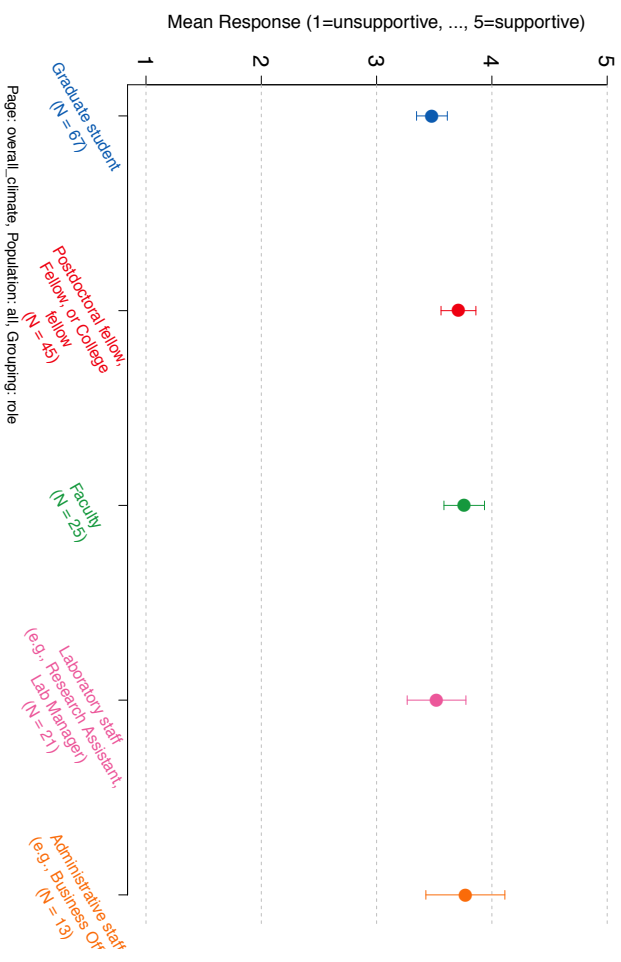
ageist:non-ageist



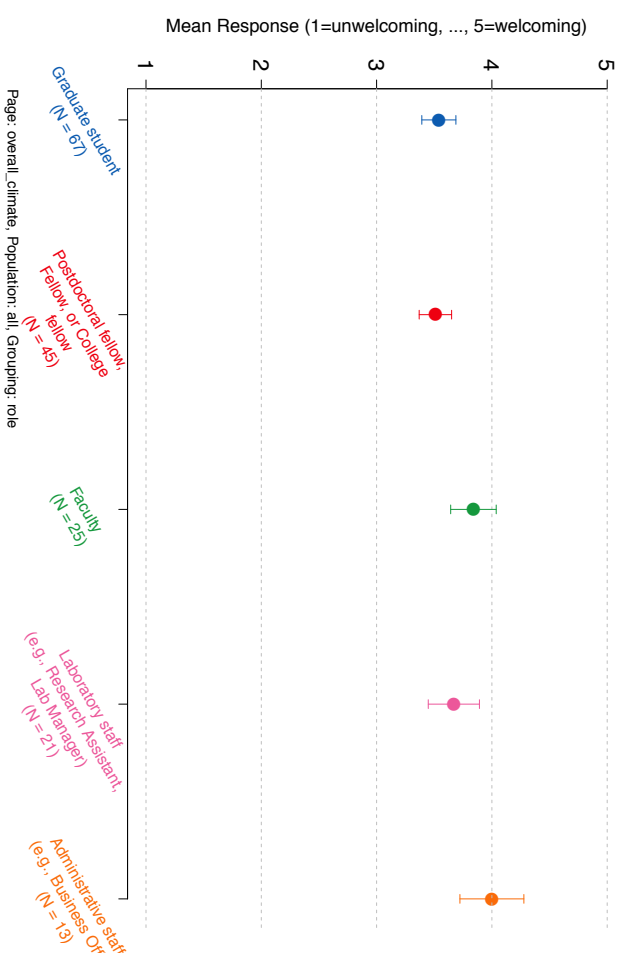
elitist:non-elitist



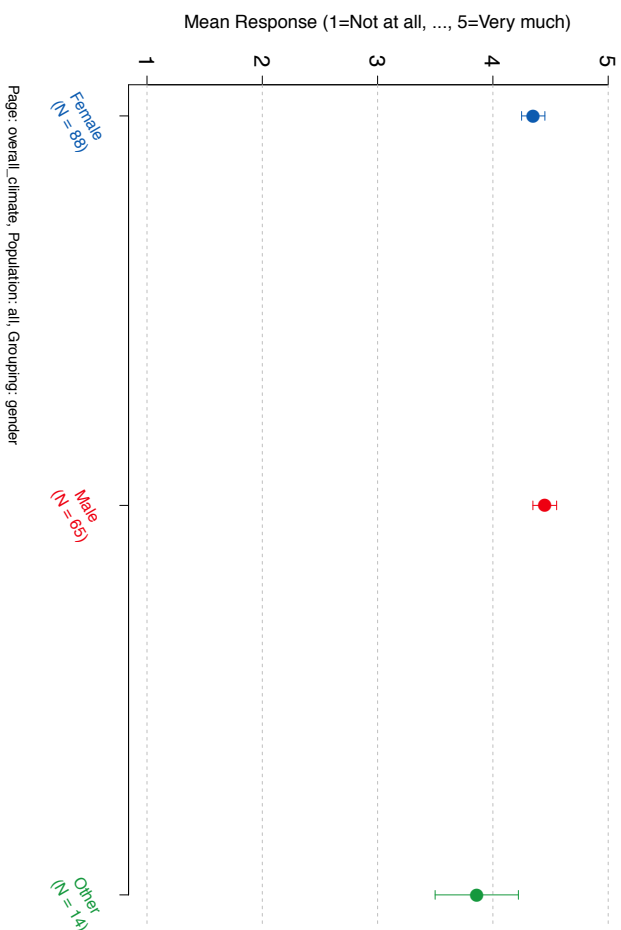
unsupportive:supportive



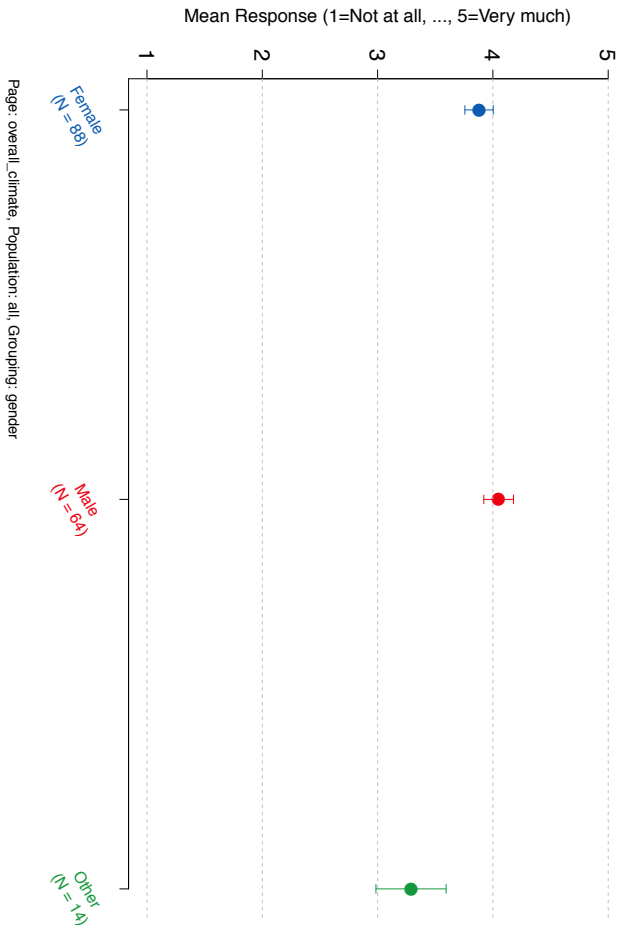
unwelcoming:welcoming



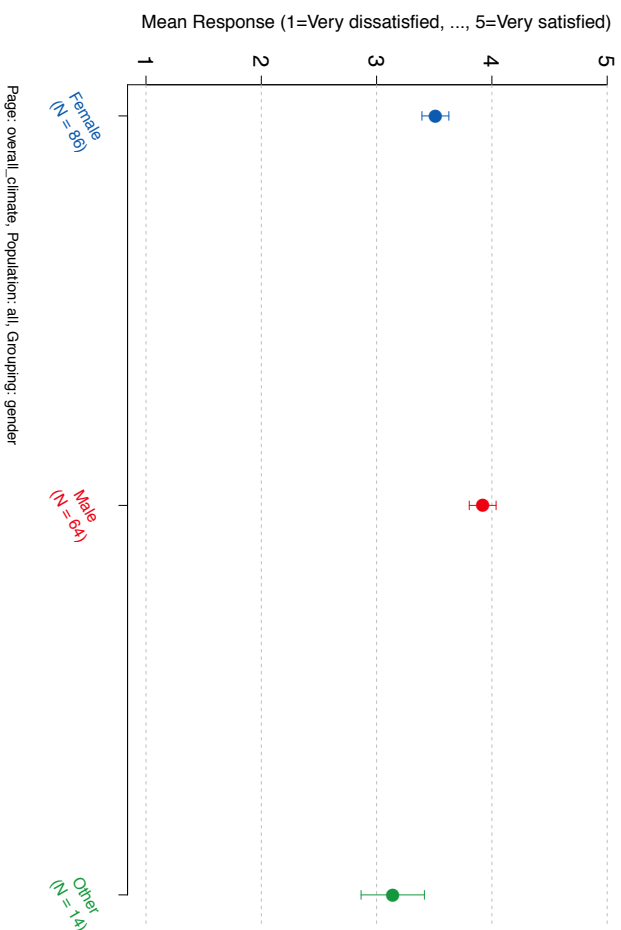
Is the Department of Psychology a place where you can be productive in your work?



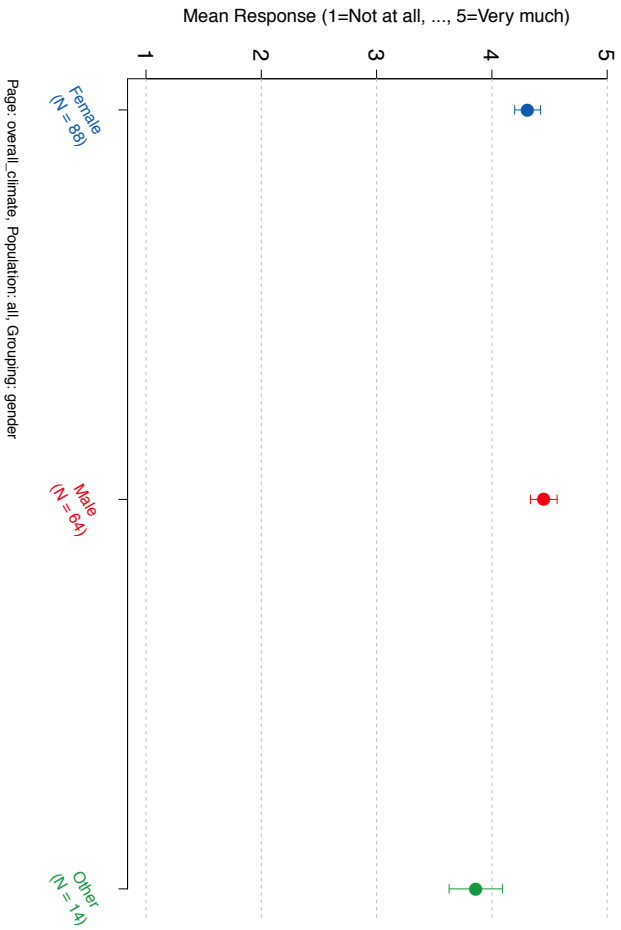
Is the Department of Psychology a place where you enjoy spending time?



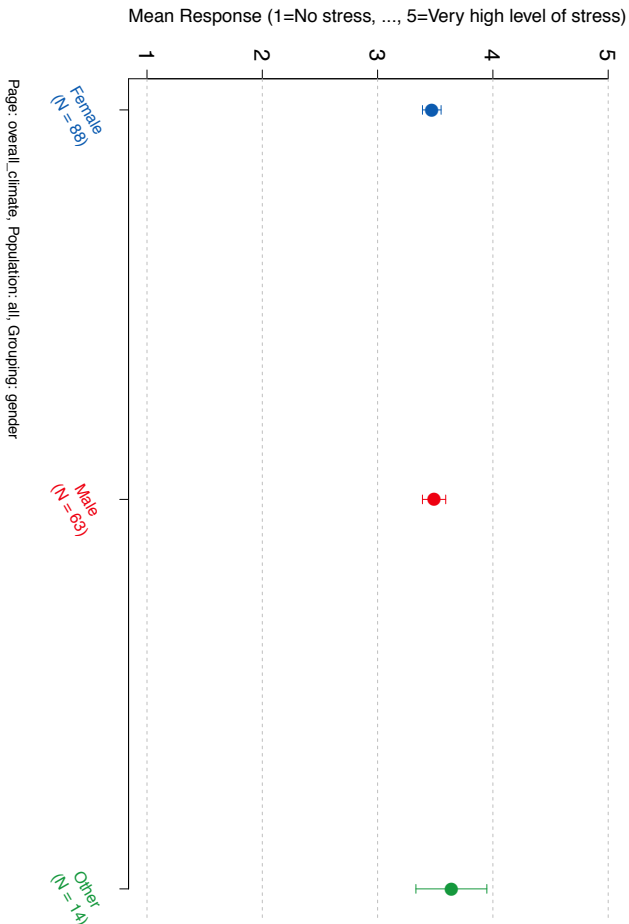
How satisfied are you with the current climate of the Psychology Department?



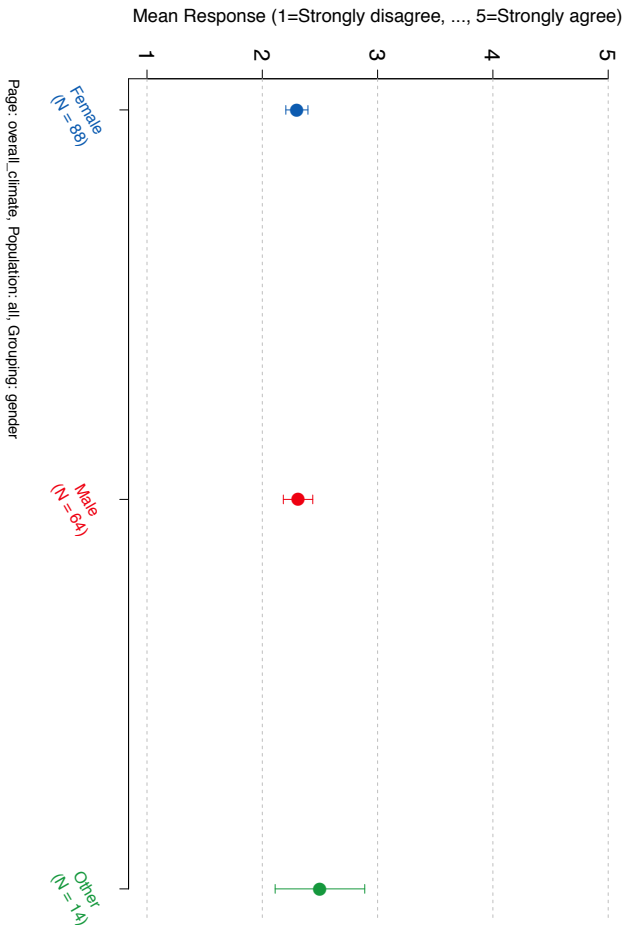
Is the Department of Psychology a place where you can do the kind of work you want to do?



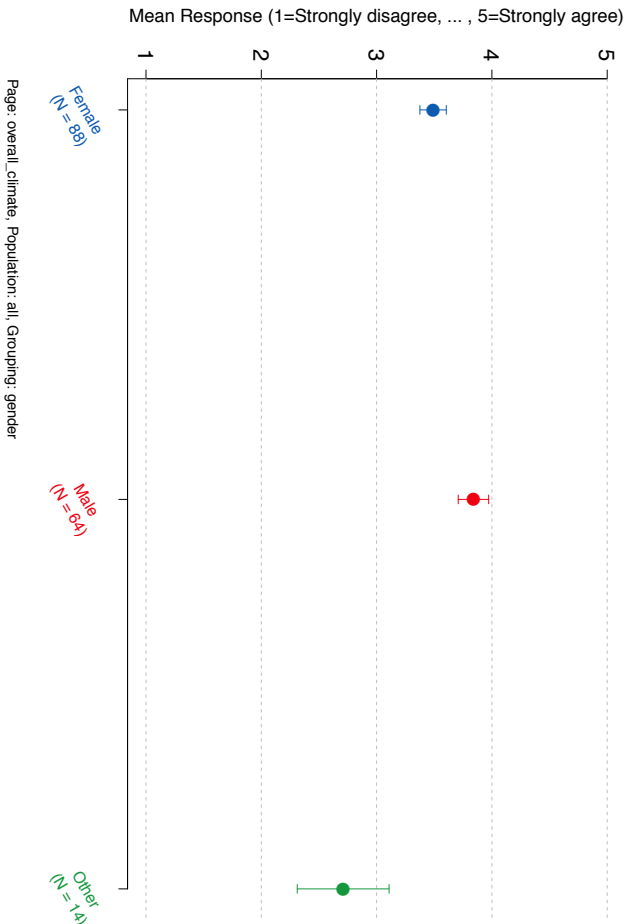
How much stress are you under within the Psychology Department?



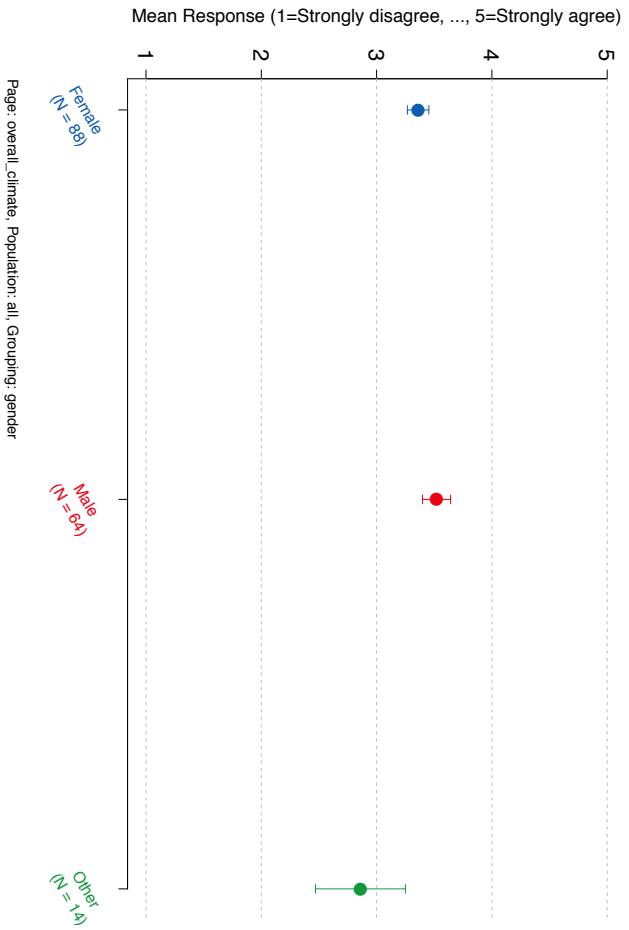
Demands on my time through extra work and service activities (e.g., committee work, University service activities) make it difficult to get my primary work done in the Psychology Department.



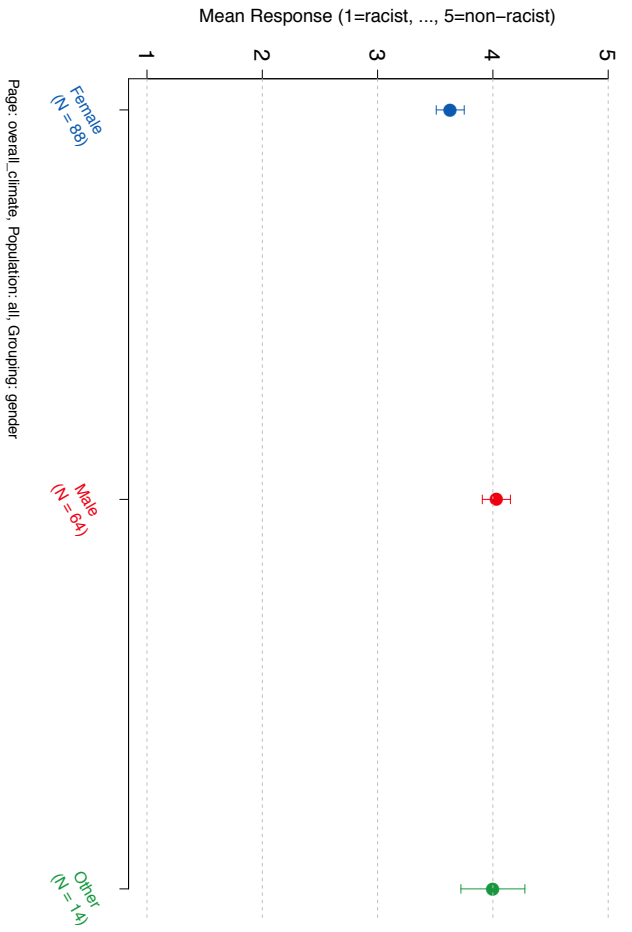
I feel that I belong in the Psychology Department.



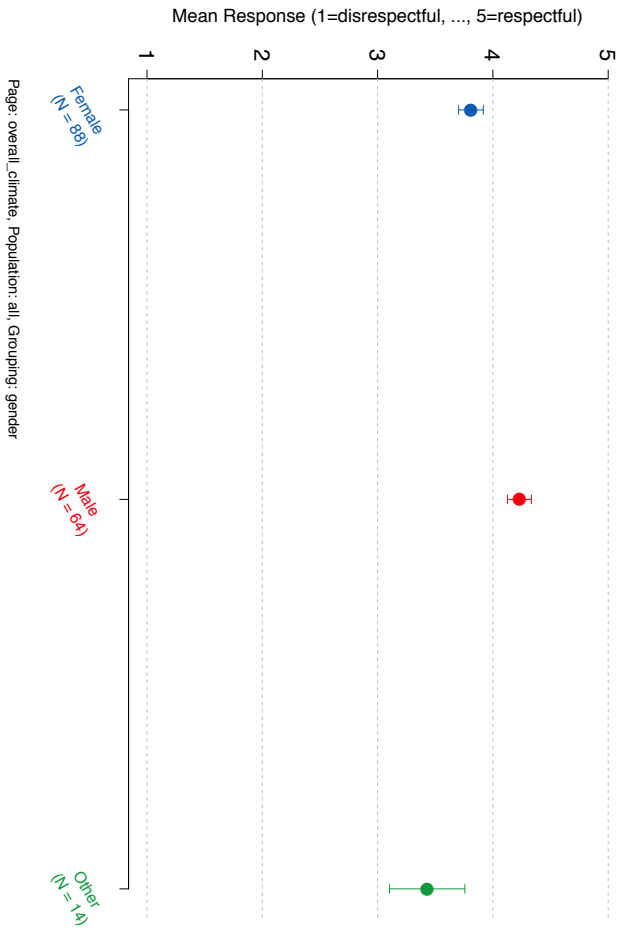
I am able to find a desirable work-life balance while in the Psychology Department.



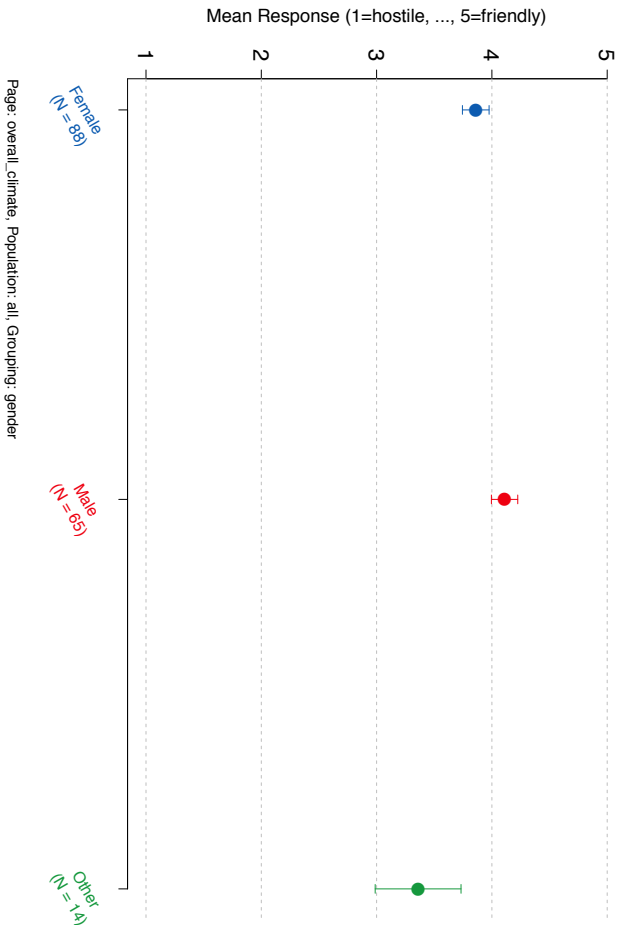
racist:non-racist



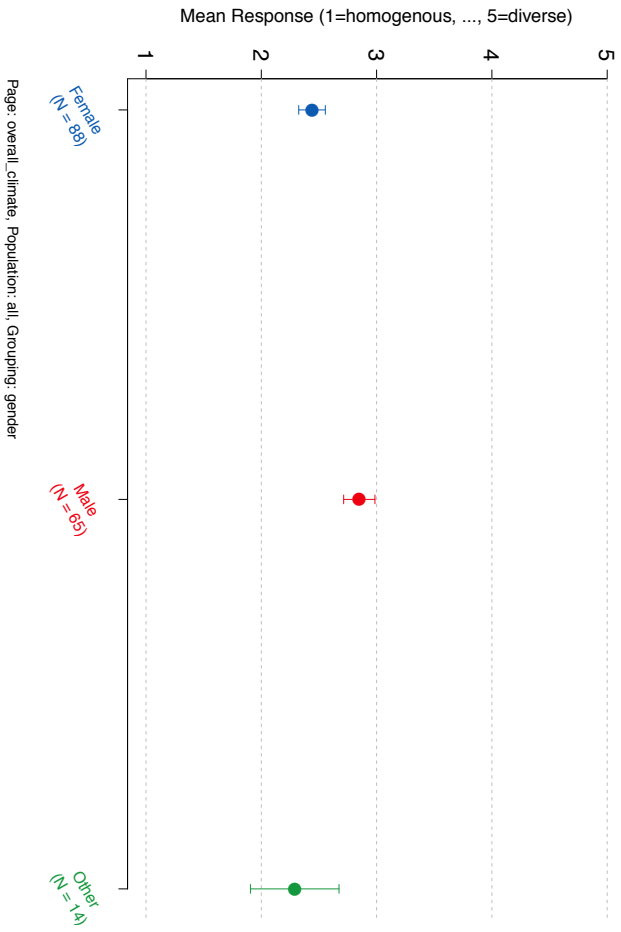
disrespectful:respectful



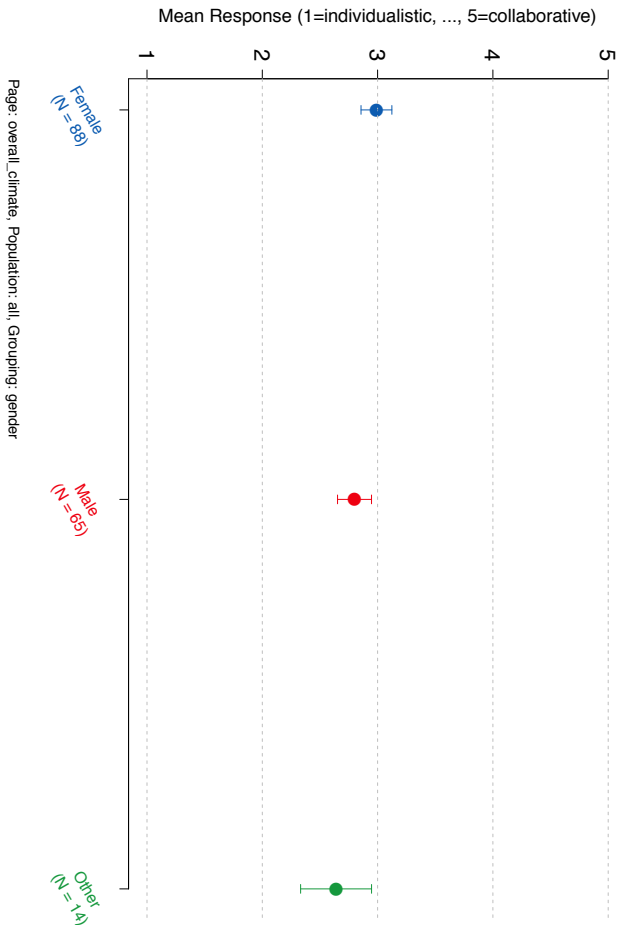
hostile:friendly



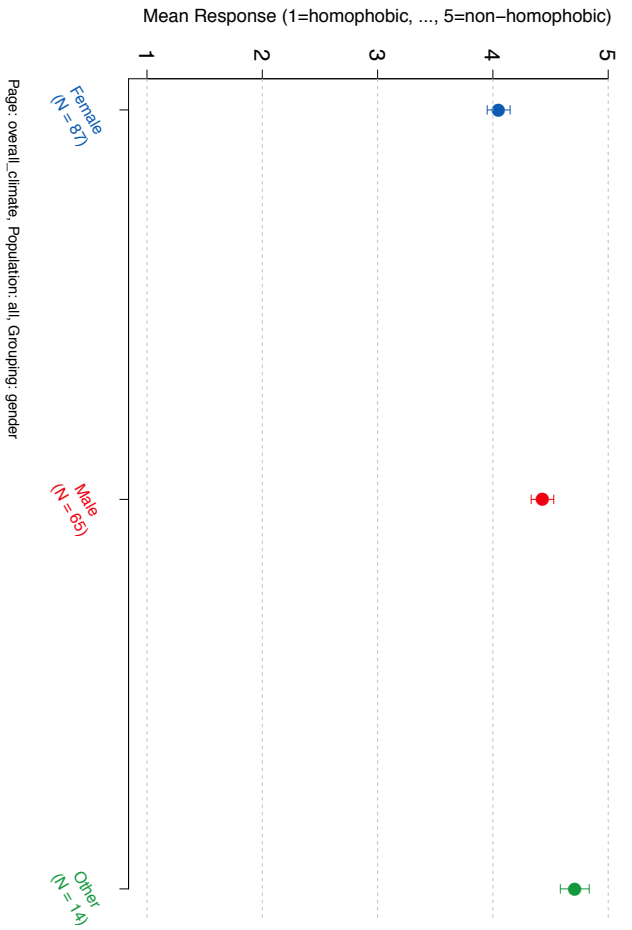
homogenous:diverse



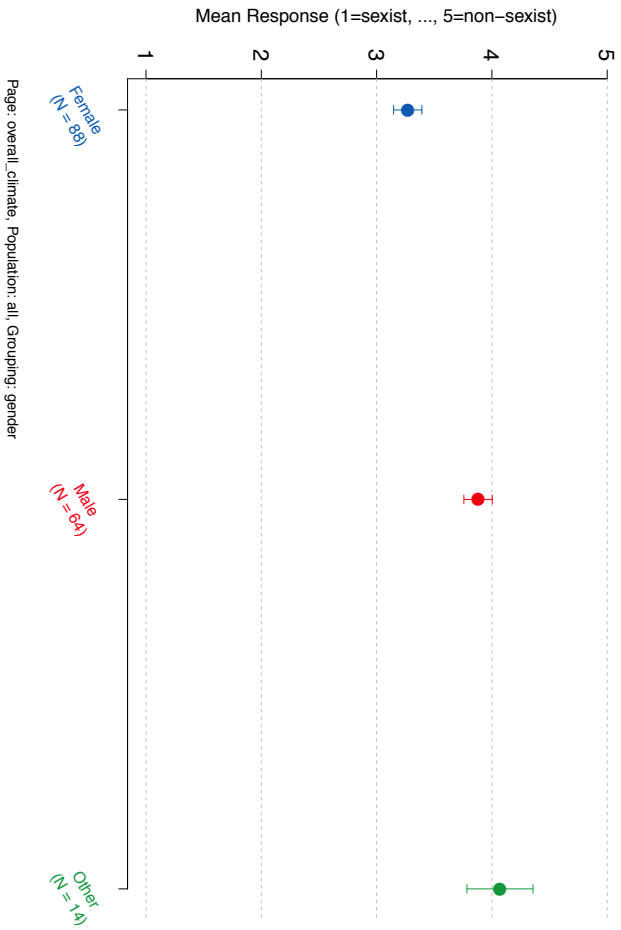
individualistic:collaborative



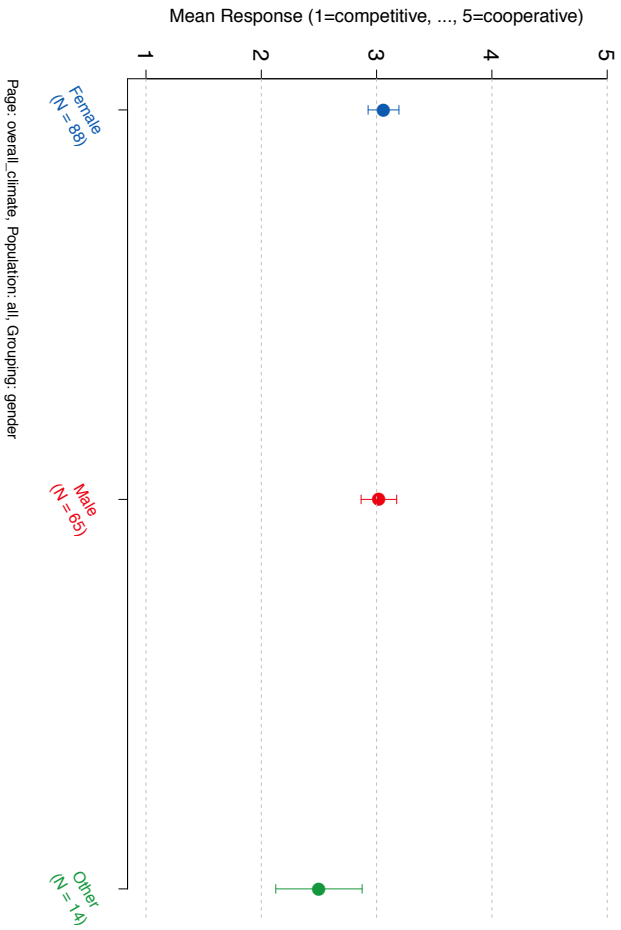
homophobic:non-homophobic



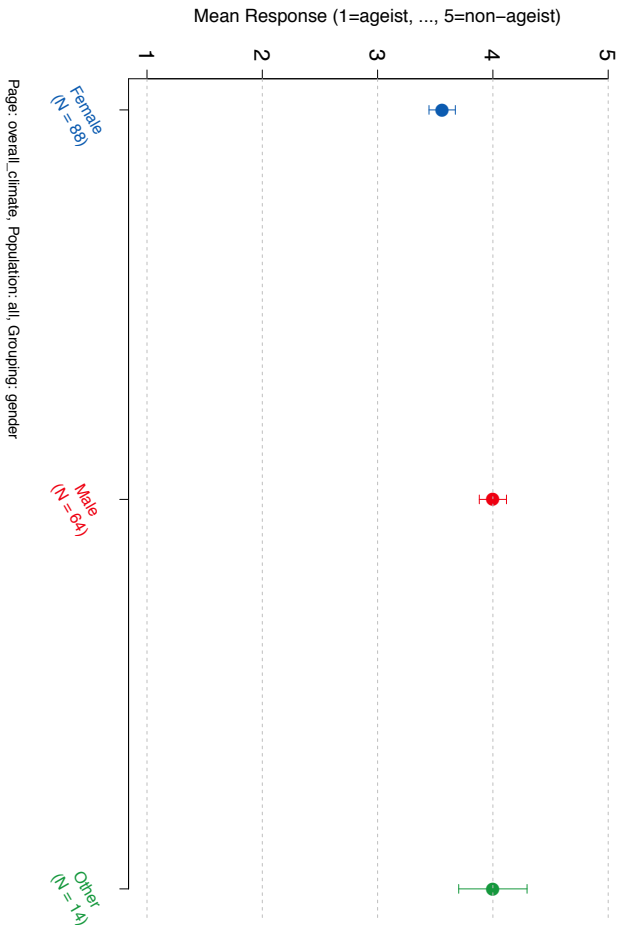
sexist:non-sexist



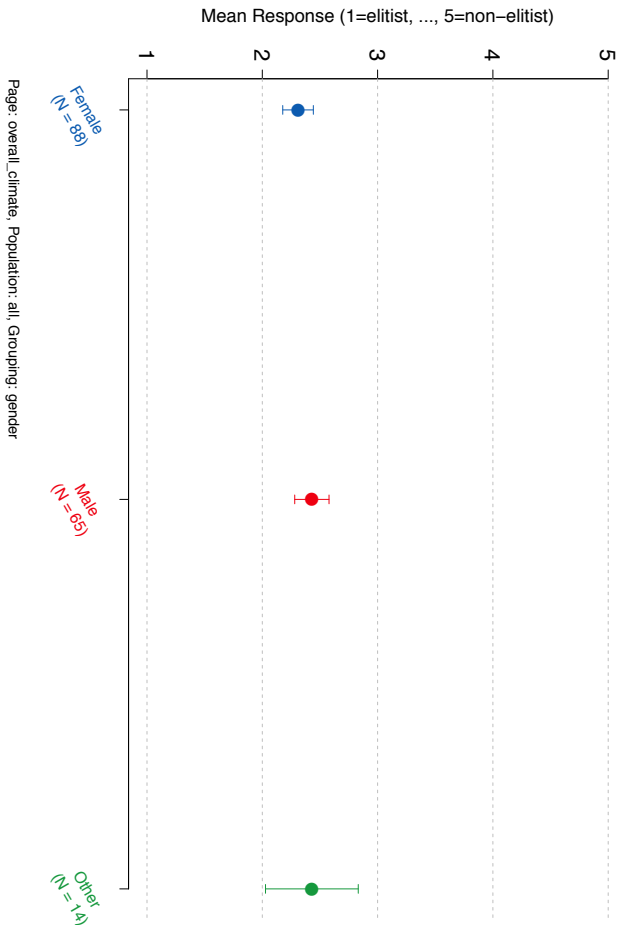
competitive:cooperative



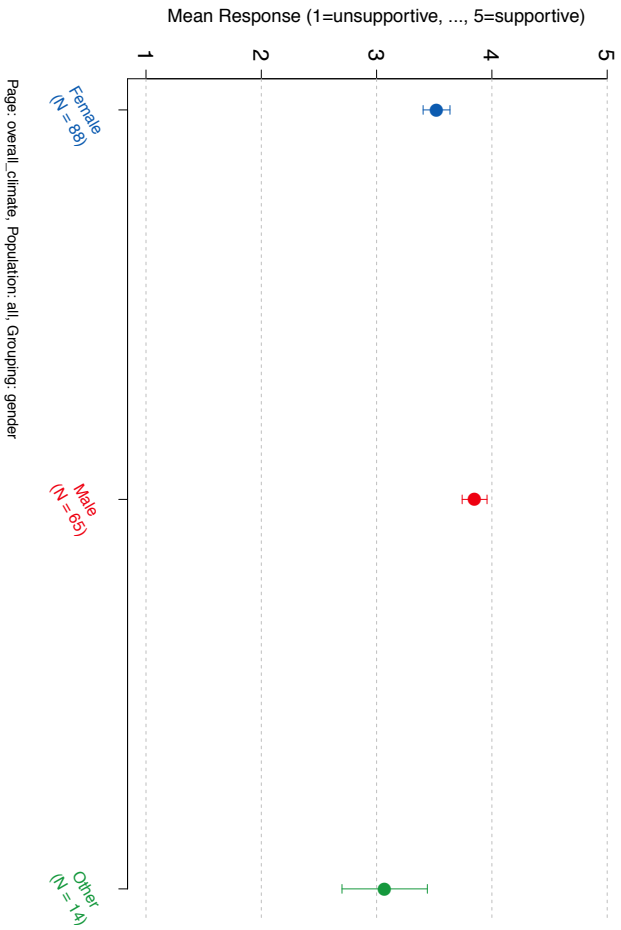
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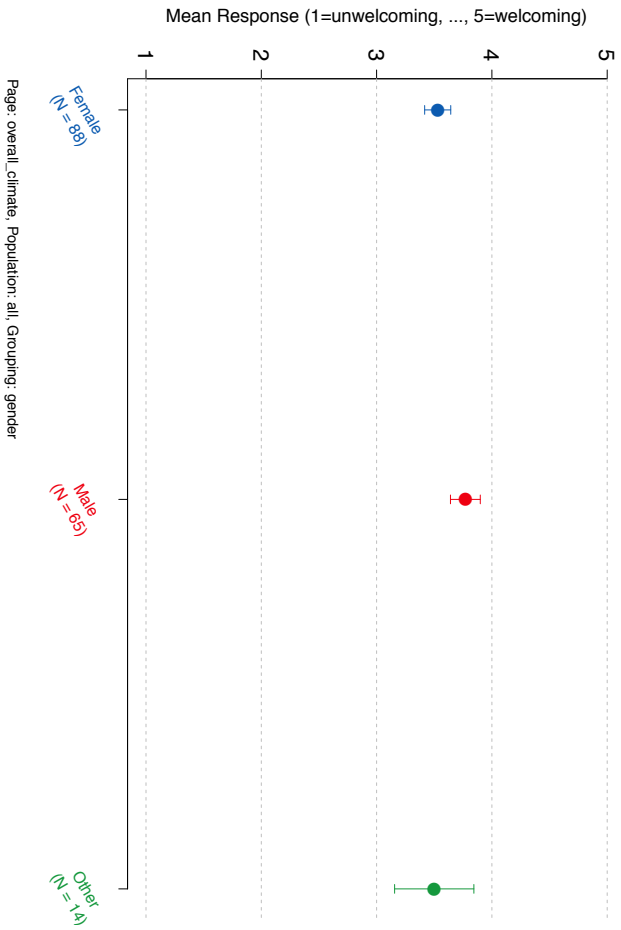
elitist:non-elitist



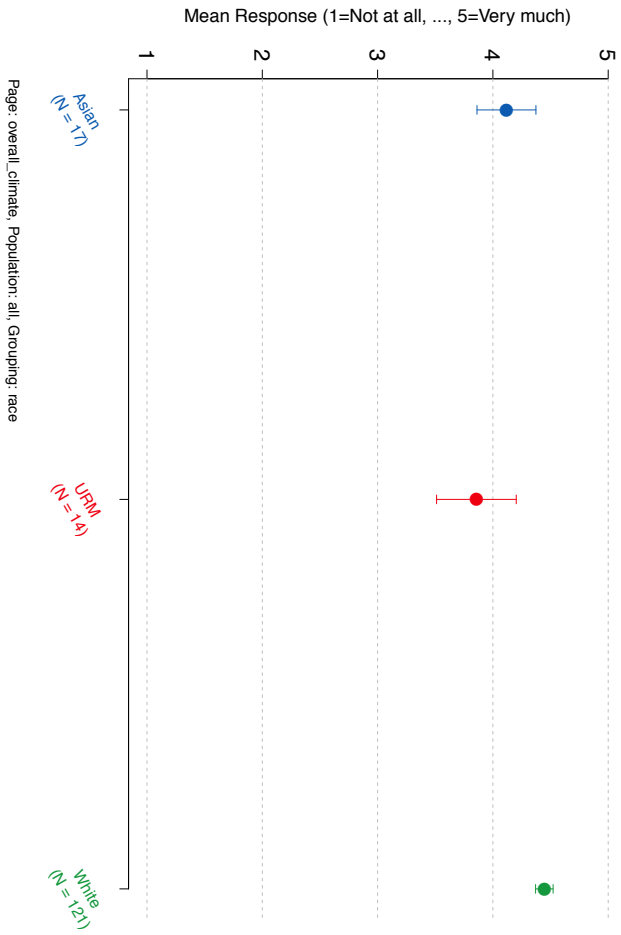
unsupportive:supportive



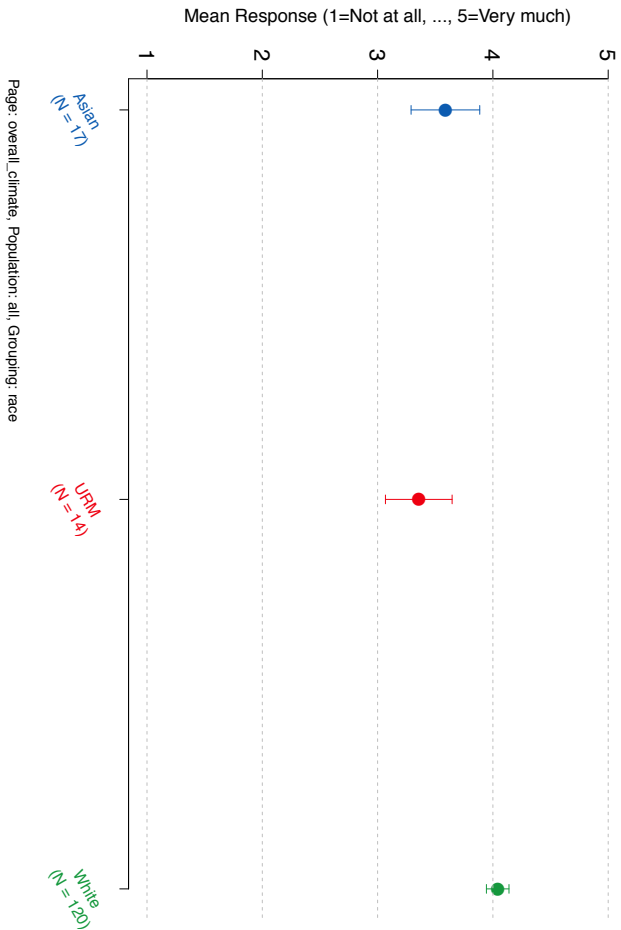
unwelcoming:welcoming



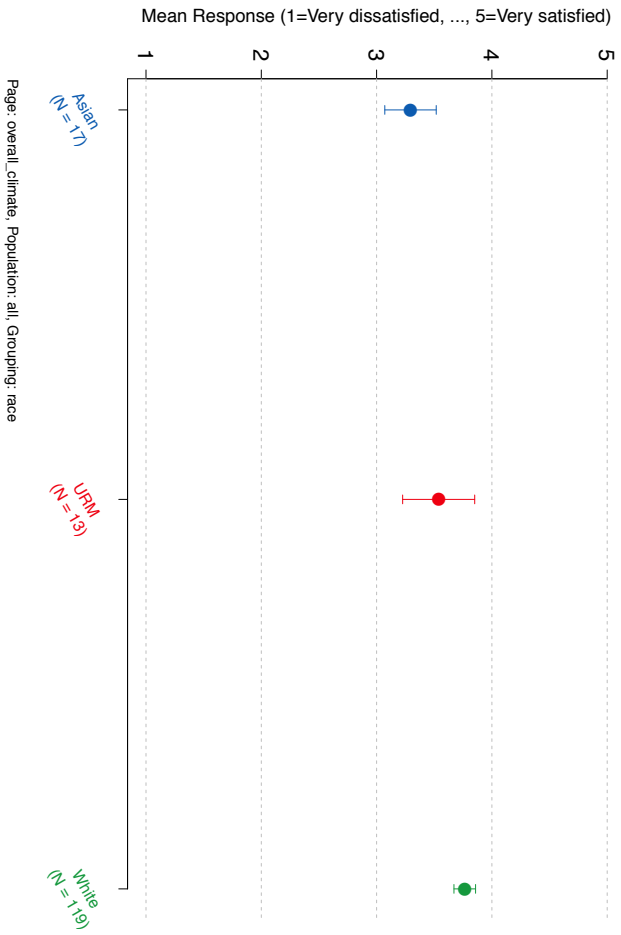
Is the Department of Psychology a place where you can be productive in your work?



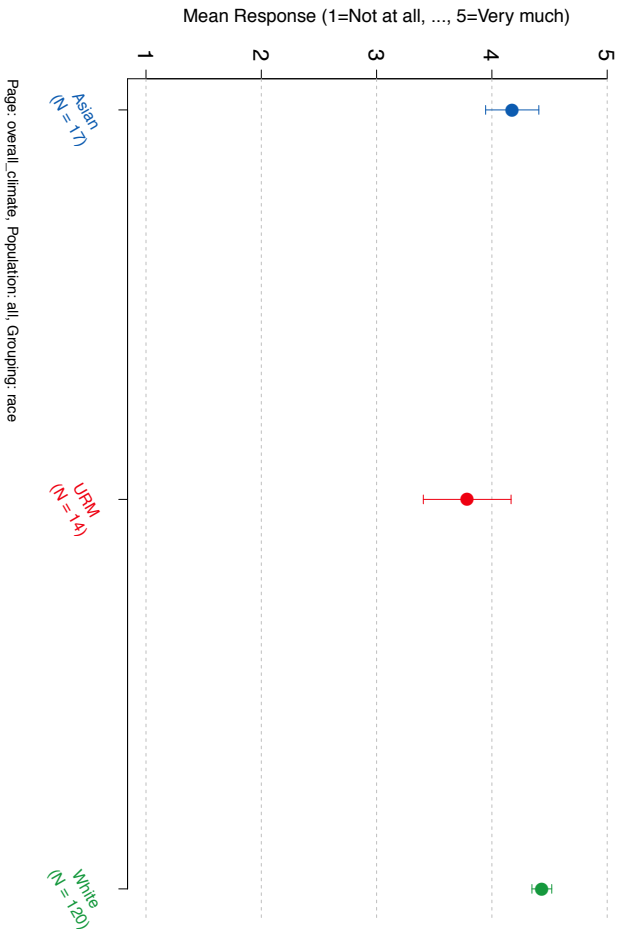
Is the Department of Psychology a place where you enjoy spending time?



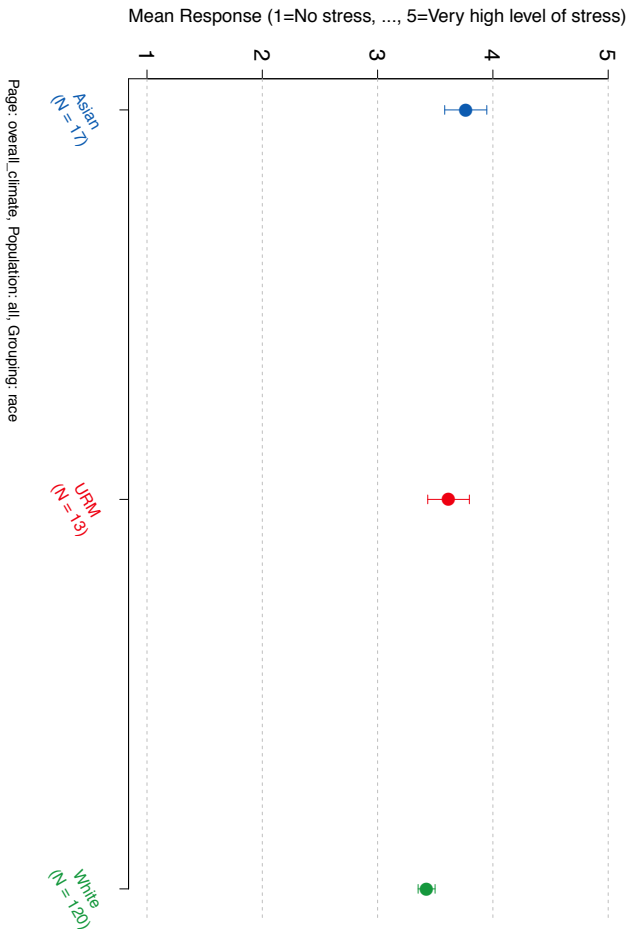
How satisfied are you with the current climate of the Psychology Department?



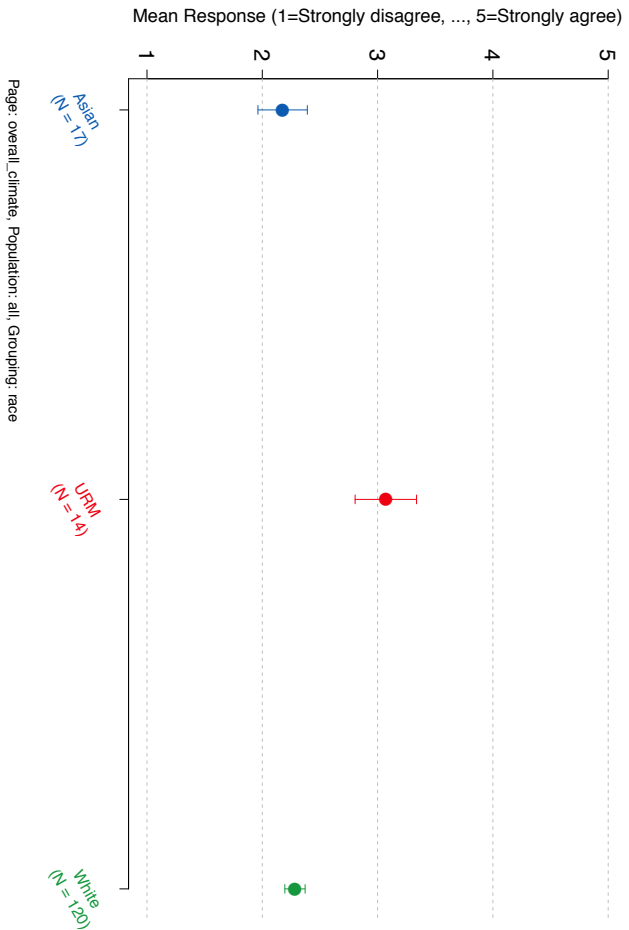
Is the Department of Psychology a place where you can do the kind of work you want to do?



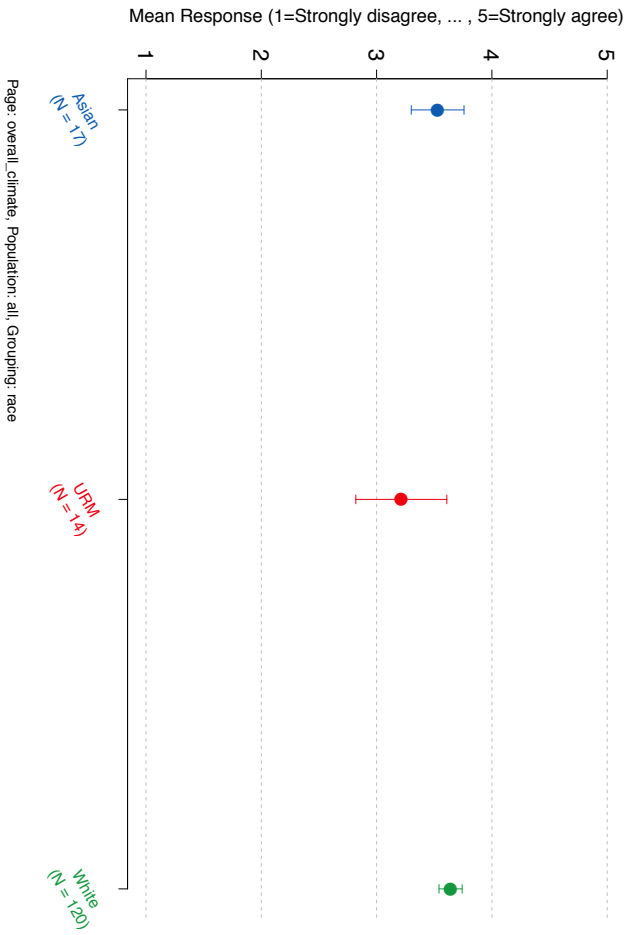
How much stress are you under within the Psychology Department?



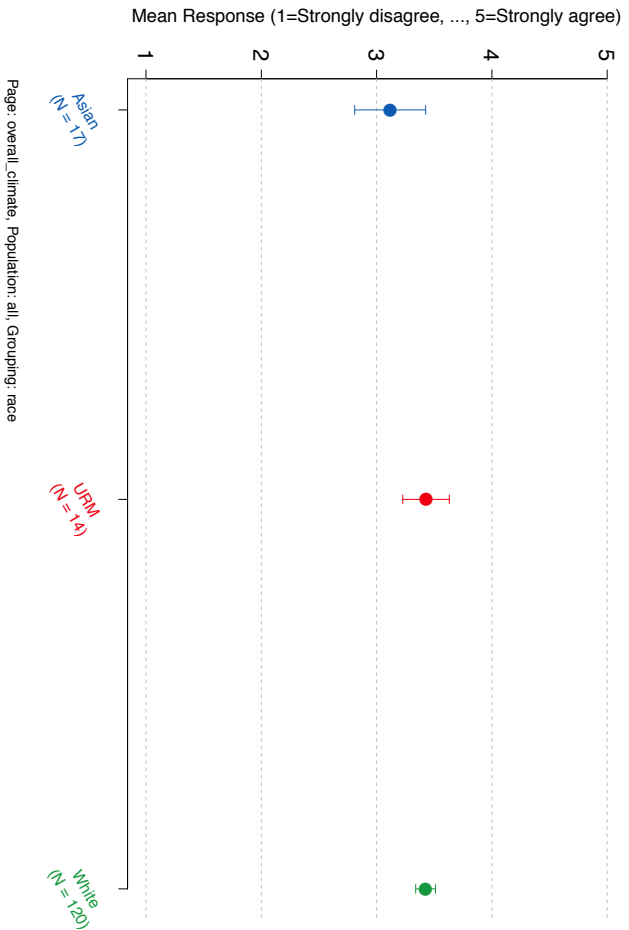
Demands on my time through extra work and service activities (e.g., committee work, University service activities) make it difficult to get my primary work done in the Psychology Department.



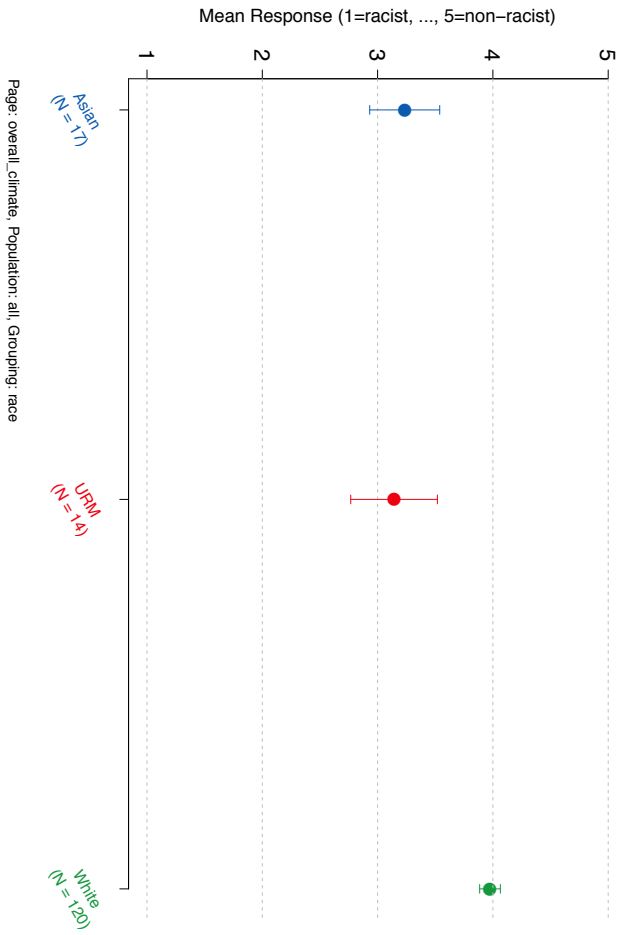
I feel that I belong in the Psychology Department.



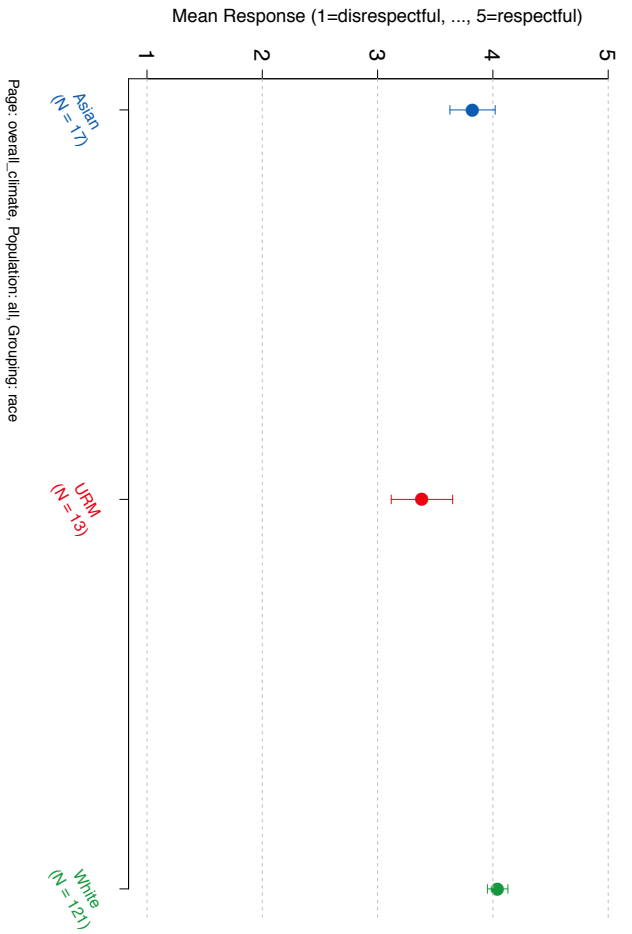
I am able to find a desirable work-life balance while in the Psychology Department.



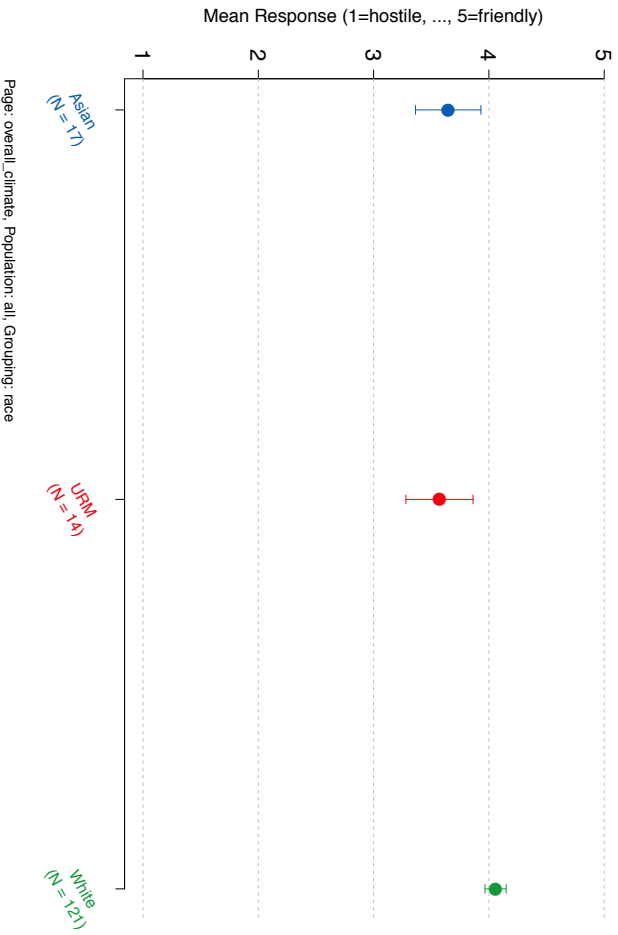
racist:non-racist



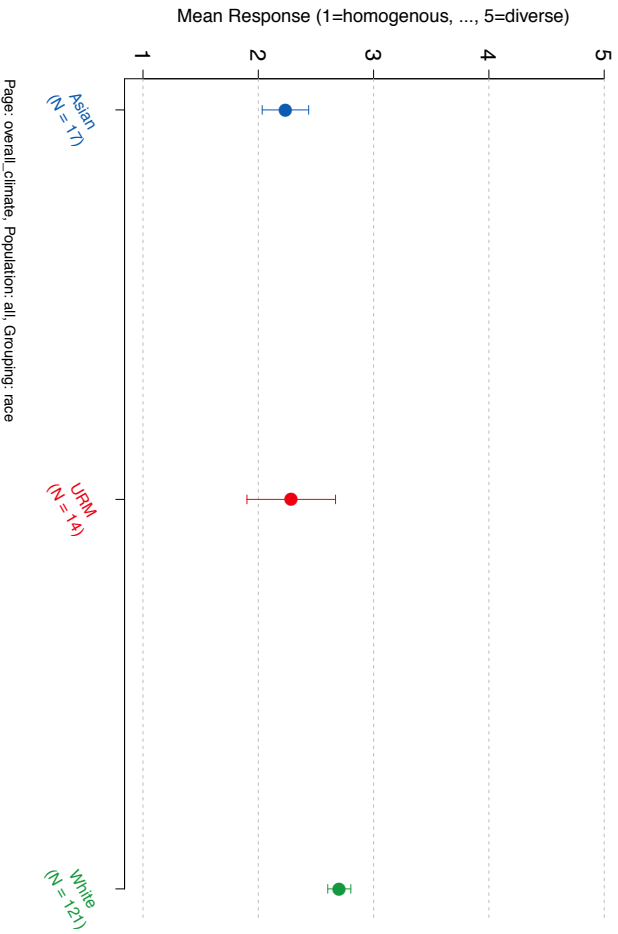
disrespectful:respectful



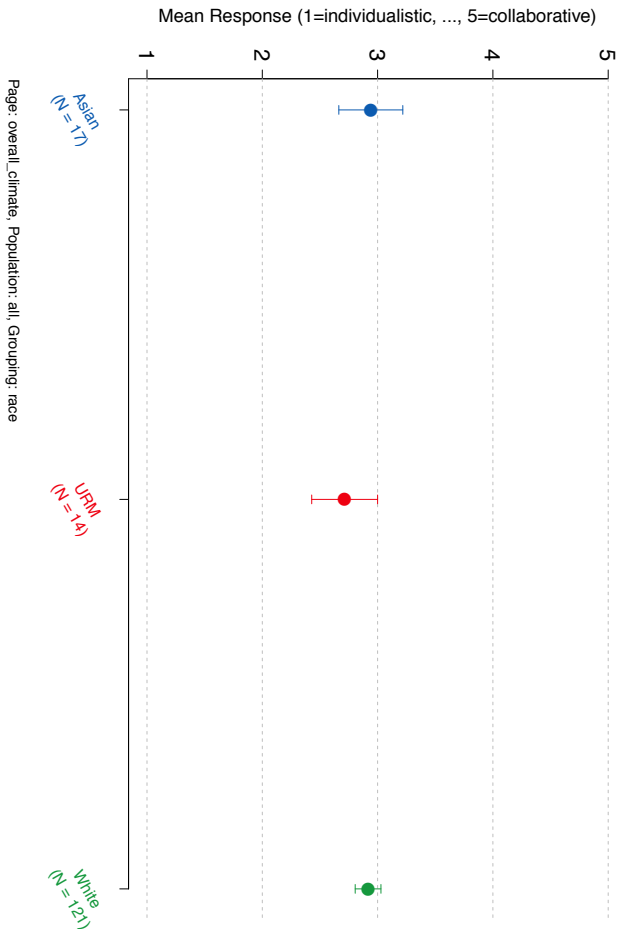
hostile:friendly



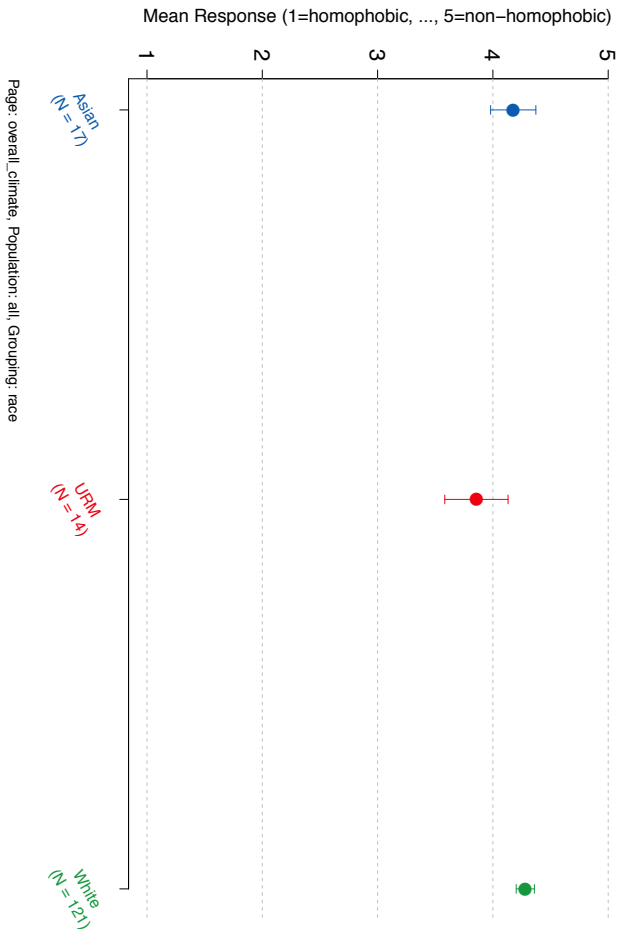
homogenous:diverse



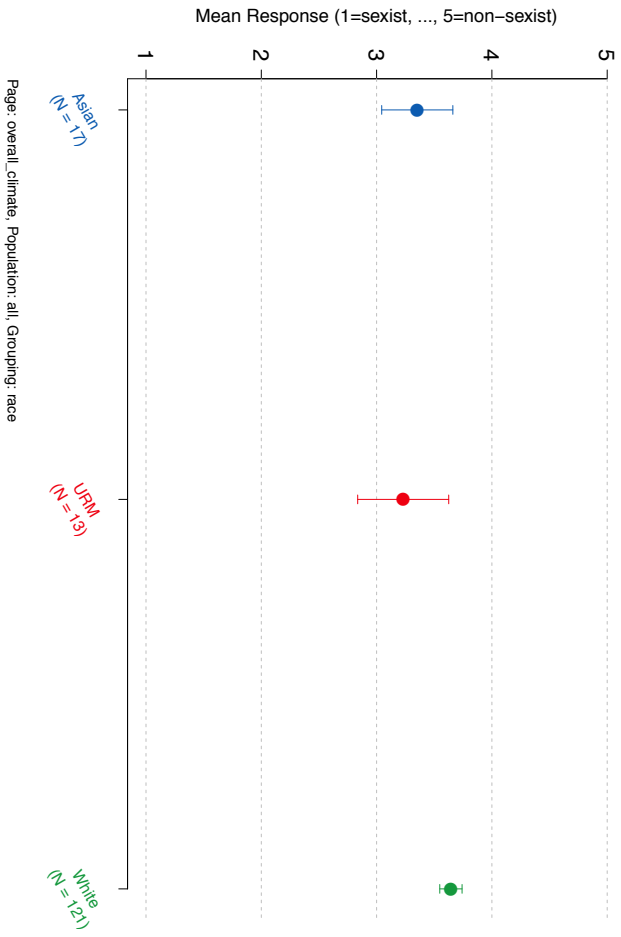
individualistic:collaborative



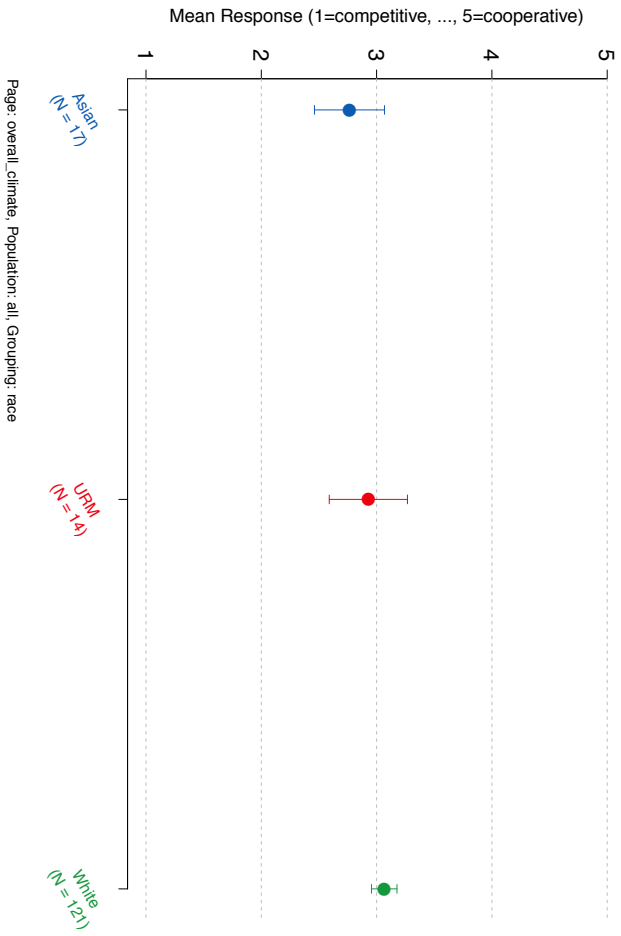
homophobic:non-homophobic



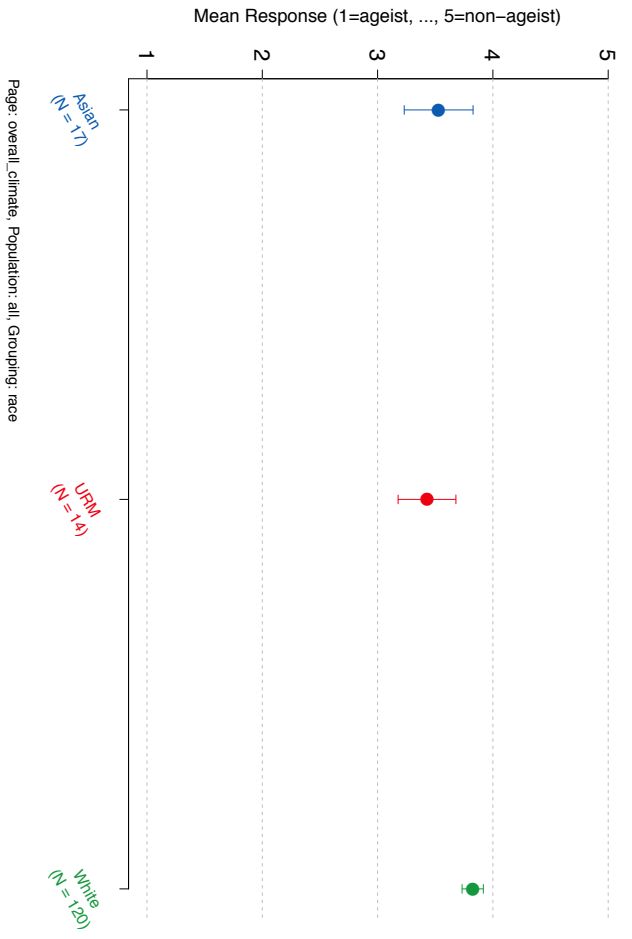
sexist:non-sexist



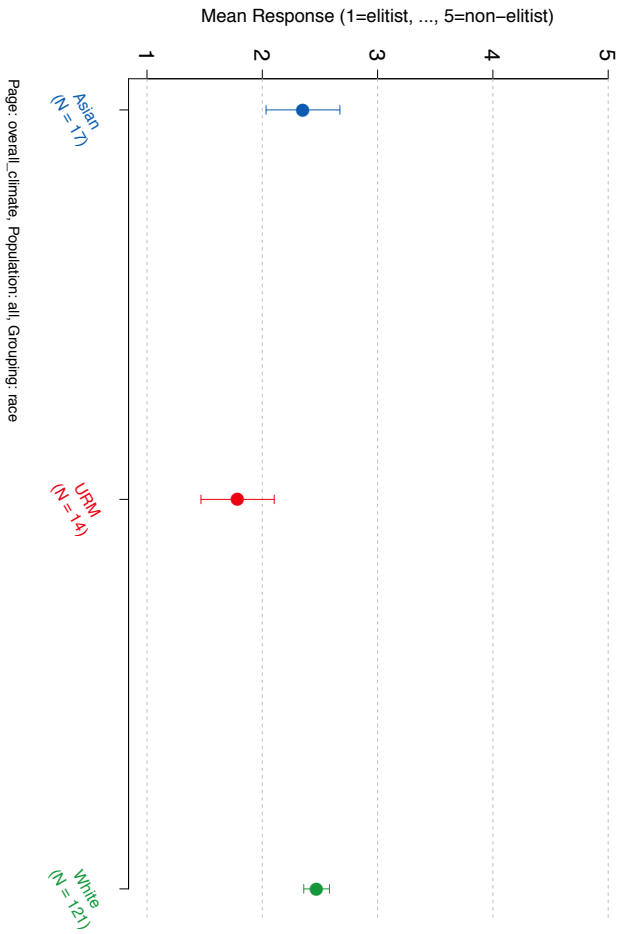
competitive:cooperative



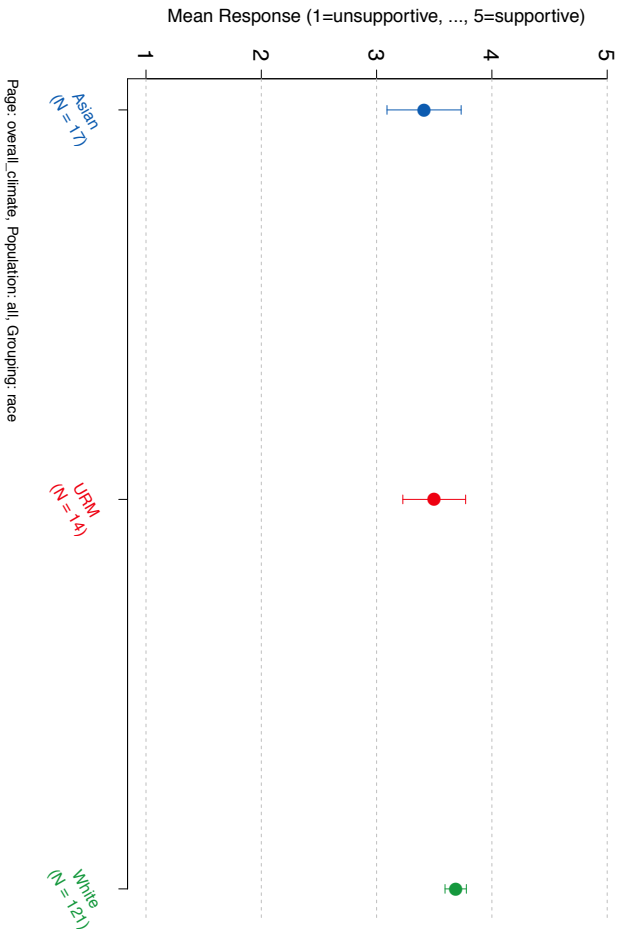
ageist:non-ageist



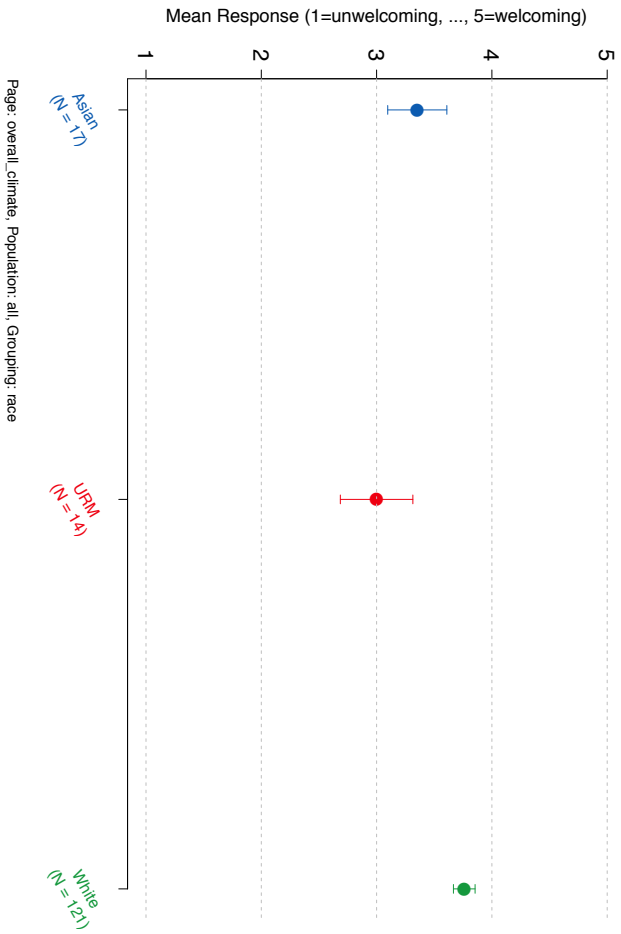
elitist:non-elitist



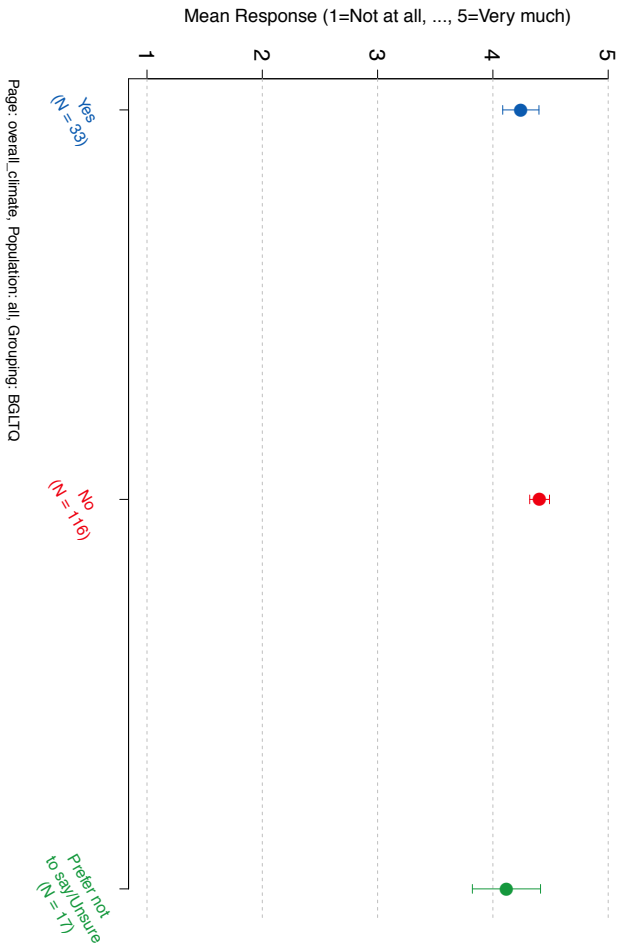
unsupportive:supportive



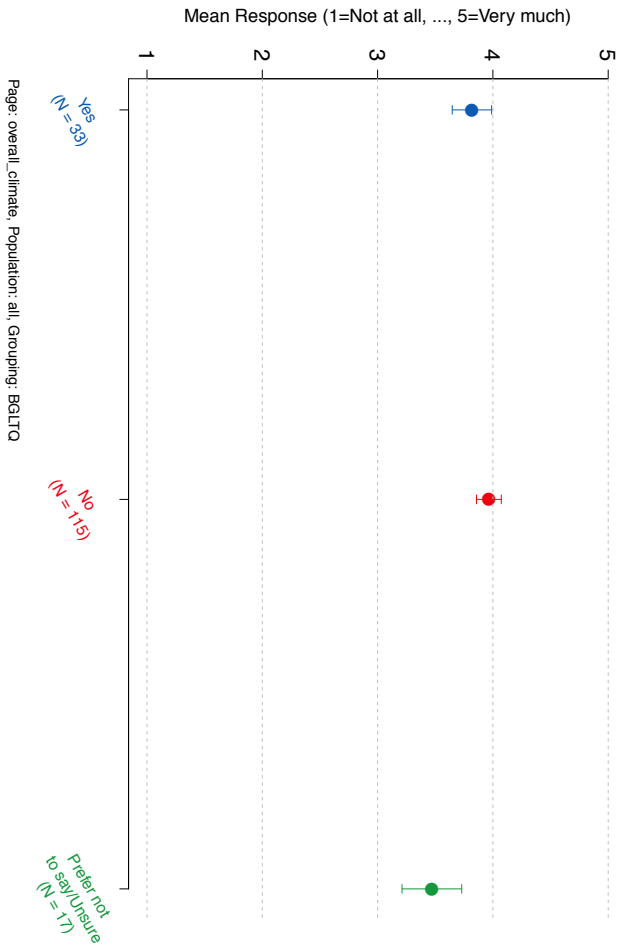
unwelcoming:welcoming



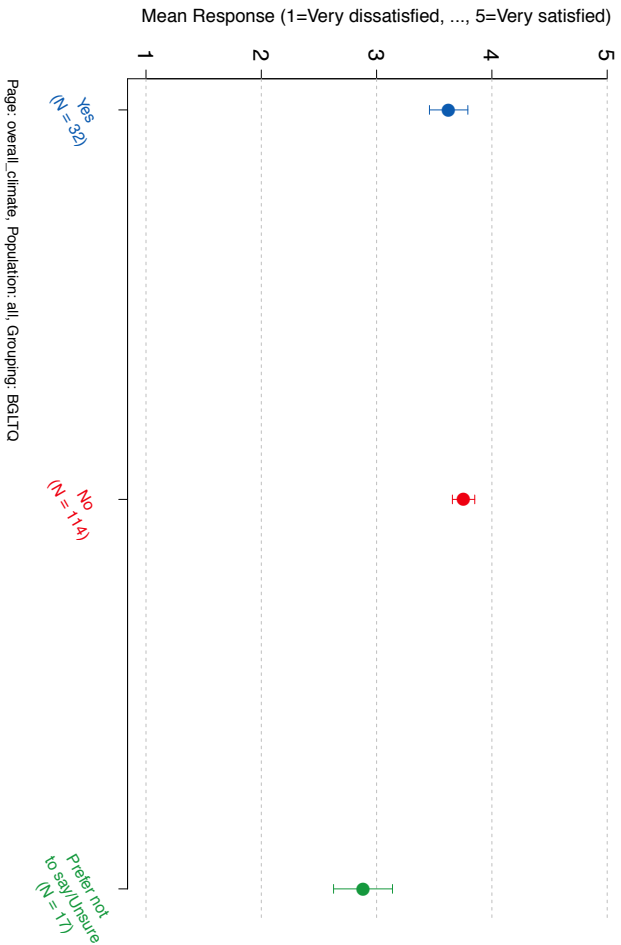
Is the Department of Psychology a place where you can be productive in your work?



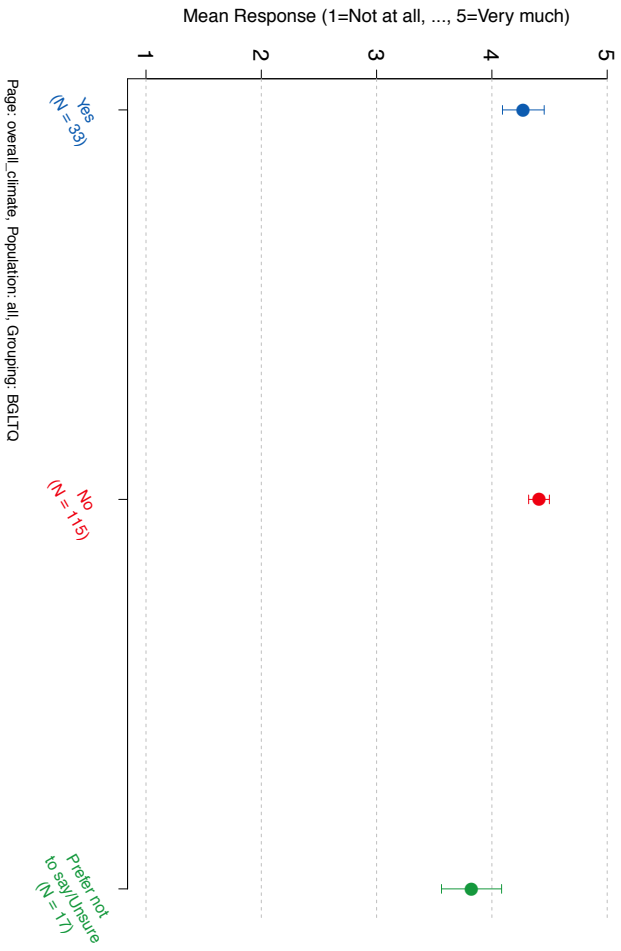
Is the Department of Psychology a place where you enjoy spending time?



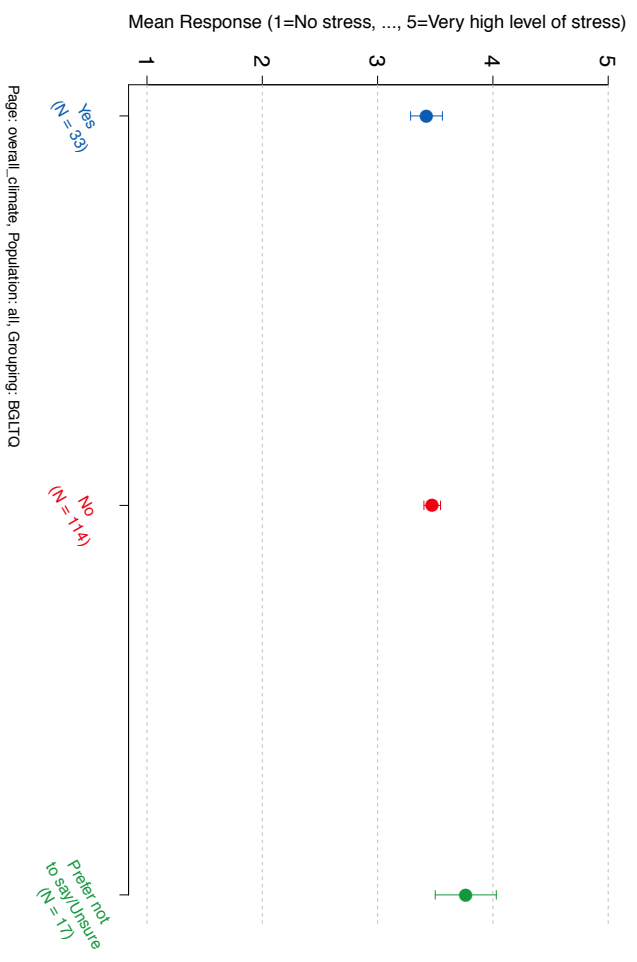
How satisfied are you with the current climate of the Psychology Department?



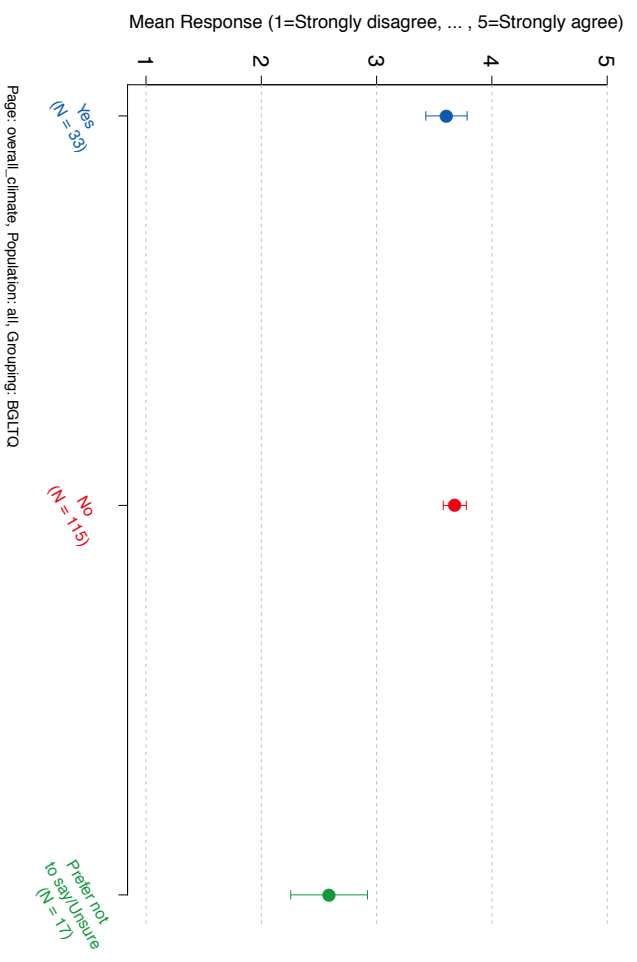
Is the Department of Psychology a place where you can do the kind of work you want to do?



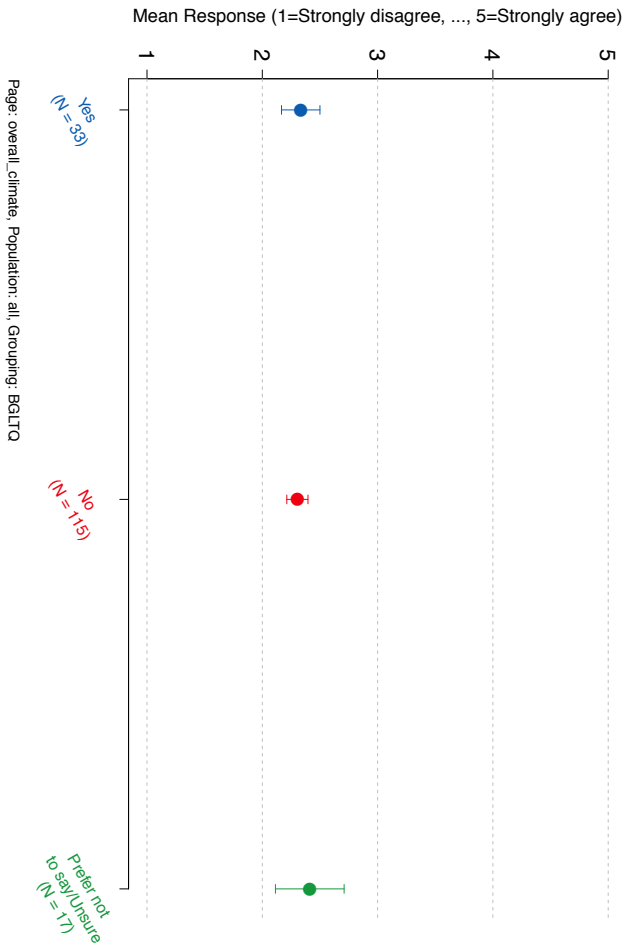
How much stress are you under within the Psychology Department?



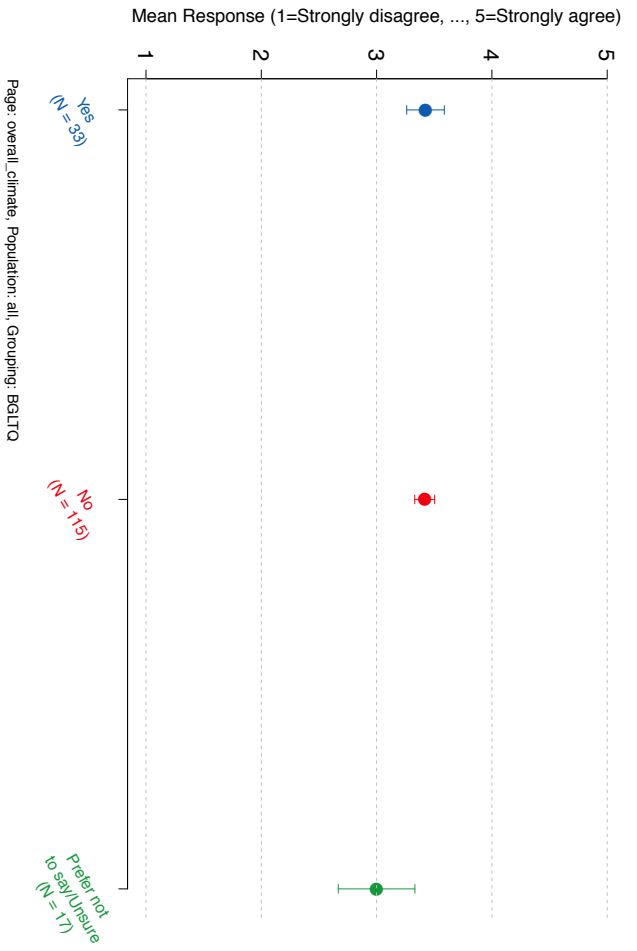
I feel that I belong in the Psychology Department.



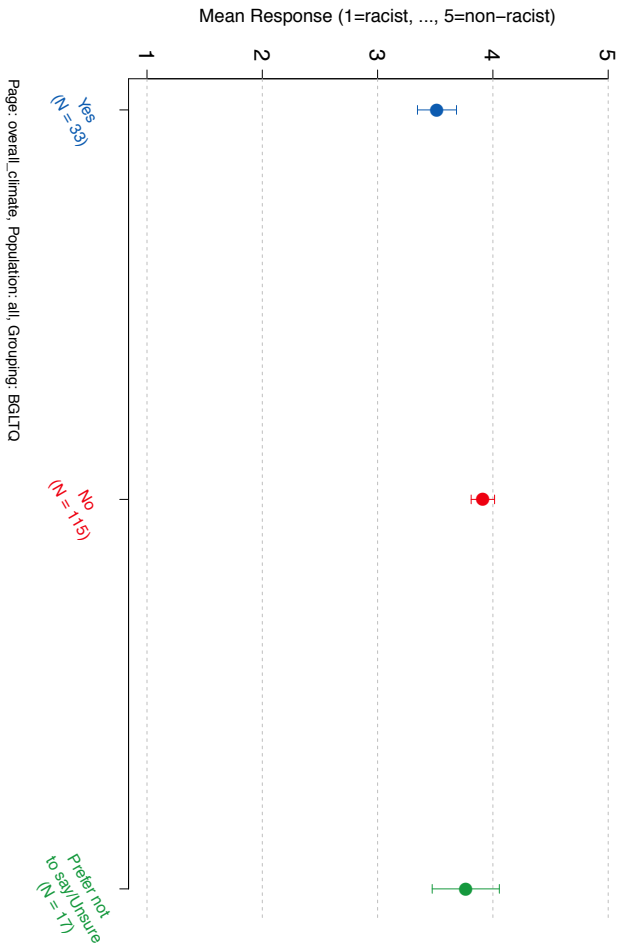
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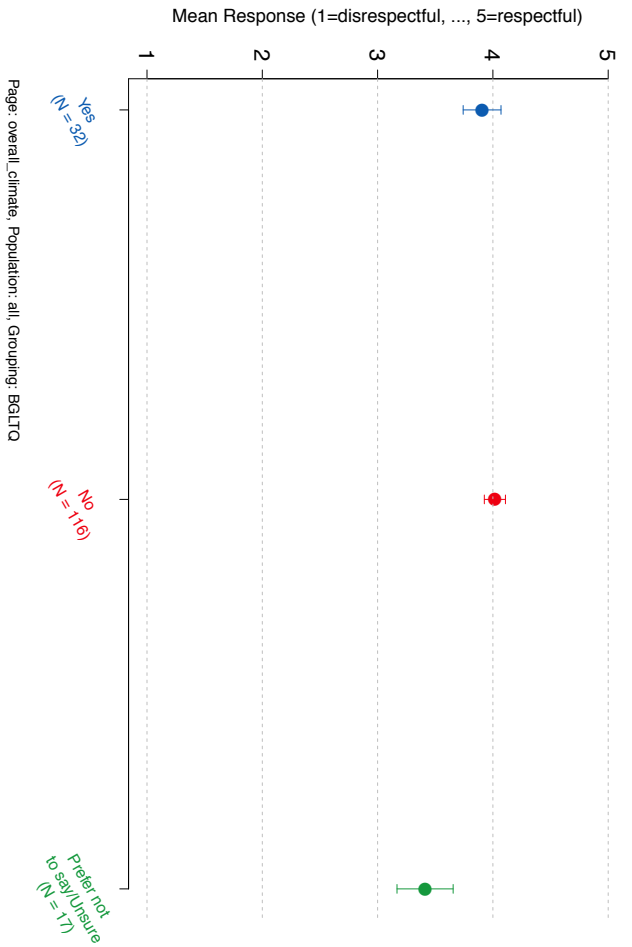
I am able to find a desirable work-life balance while in the Psychology Department.



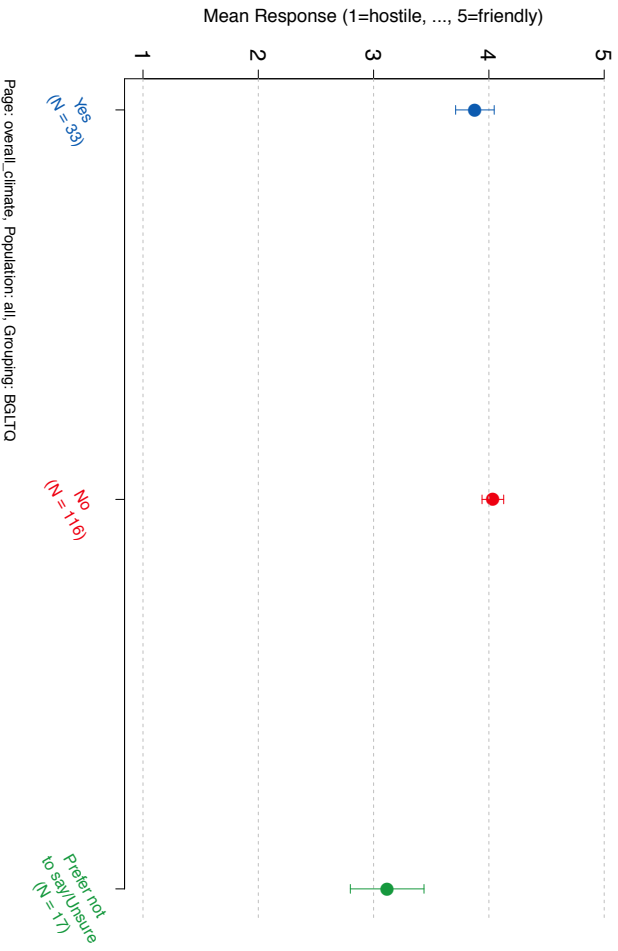
racist:non-racist



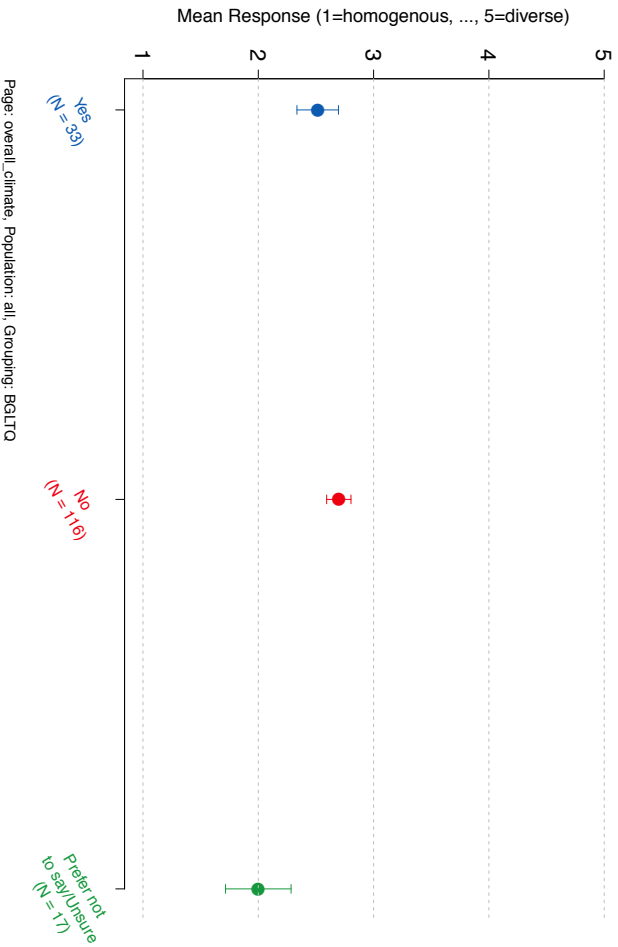
disrespectful:respectful



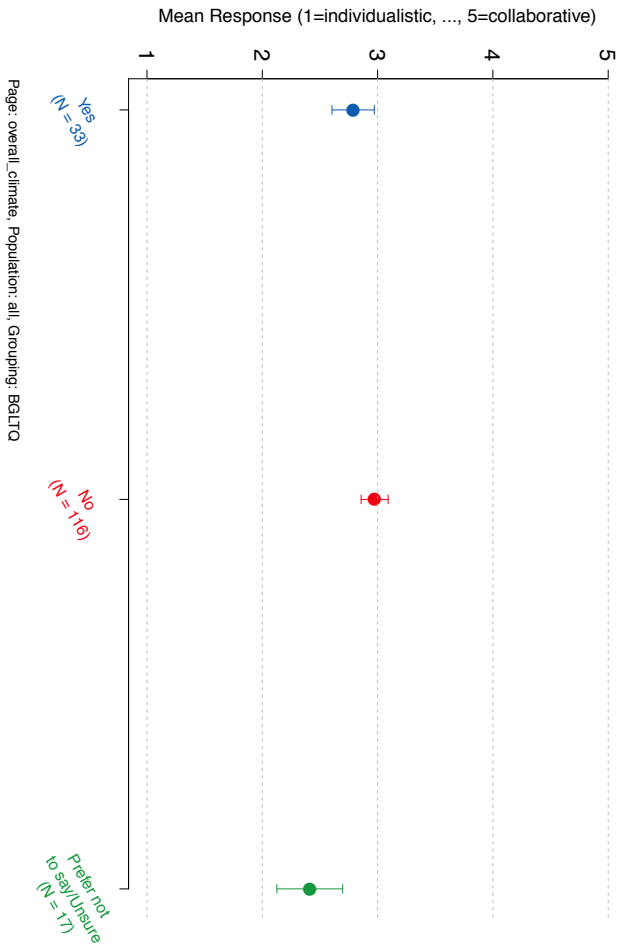
hostile:friendly



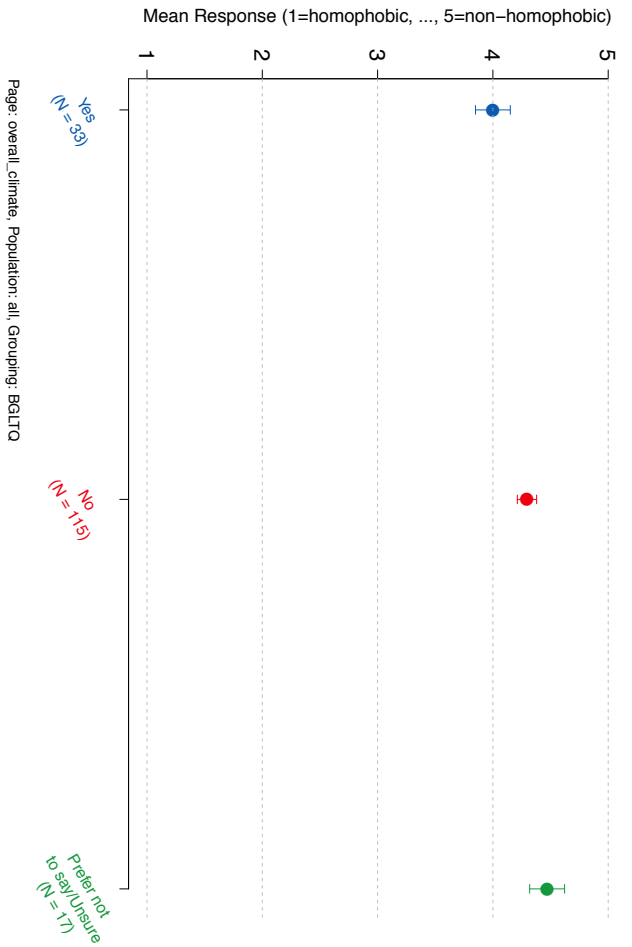
homogenous:diverse



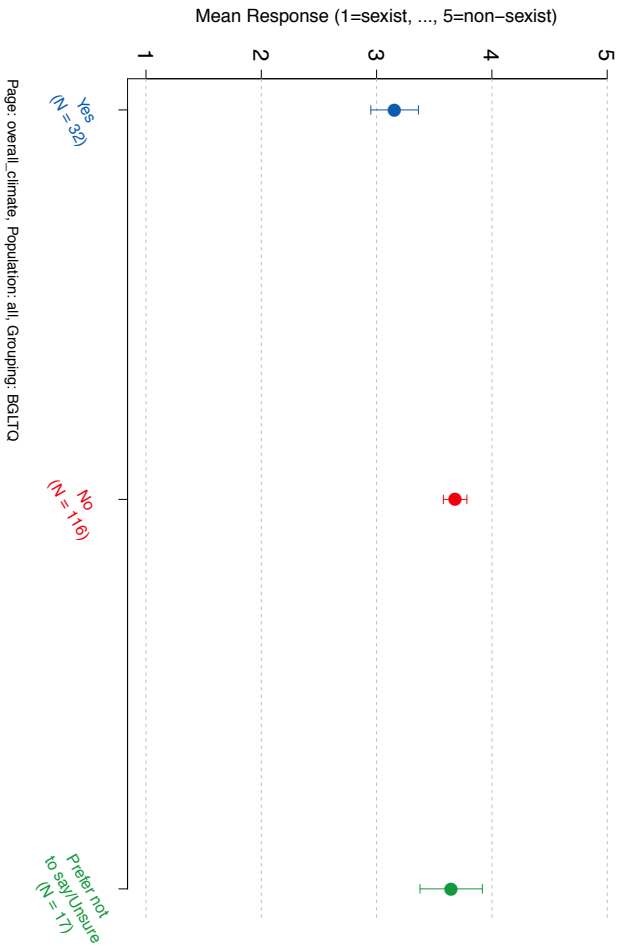
individualistic:collaborative



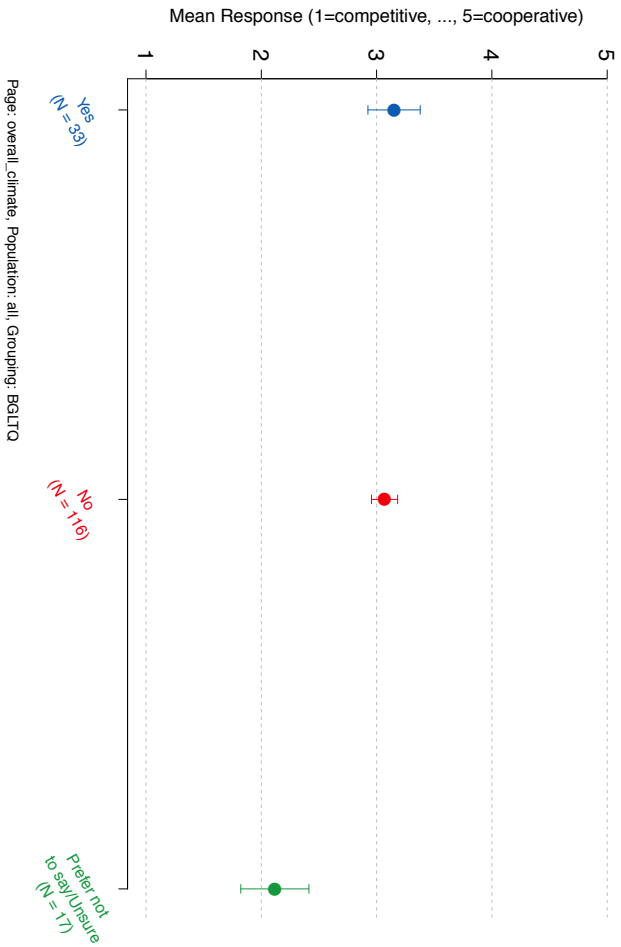
homophobic:non-homophobic



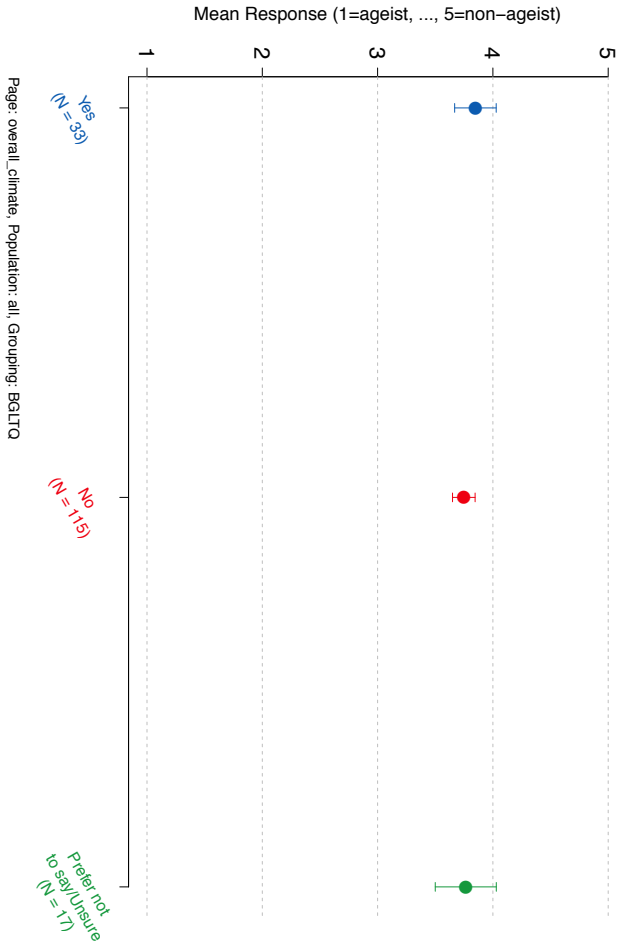
sexist:non-sexist



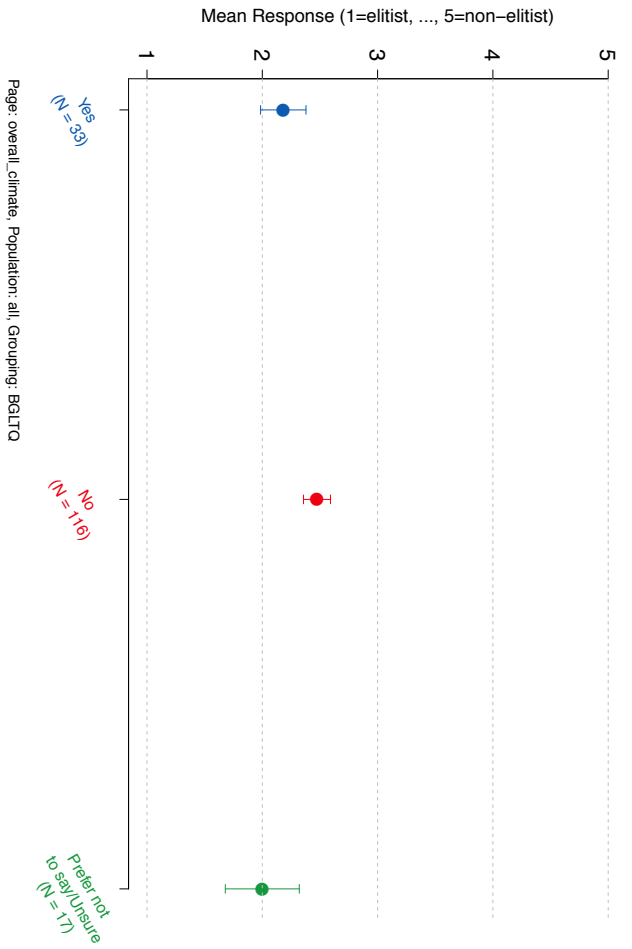
competitive:cooperative



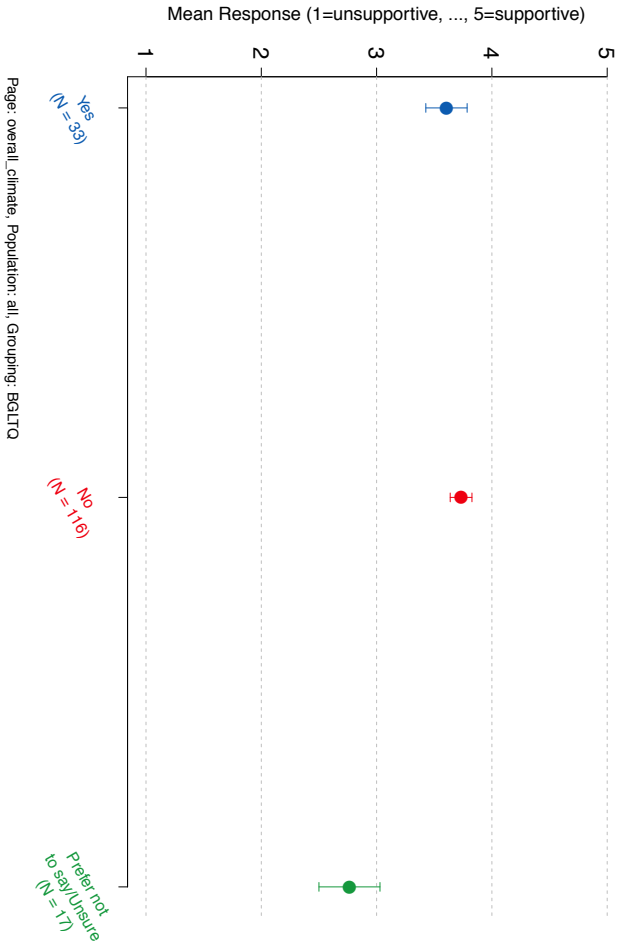
ageist:non-ageist



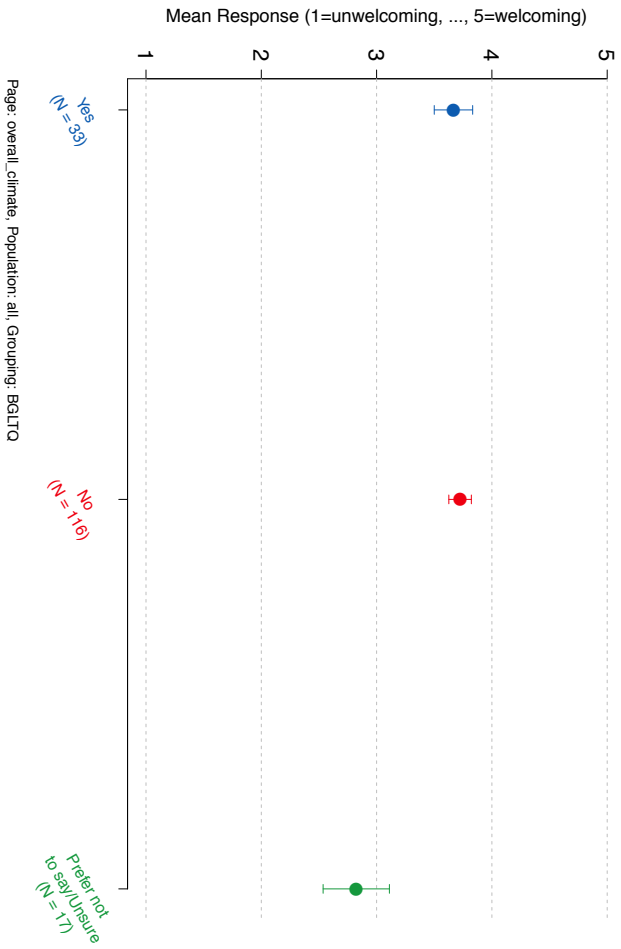
elitist:non-elitist



unsupportive:supportive



unwelcoming:welcoming



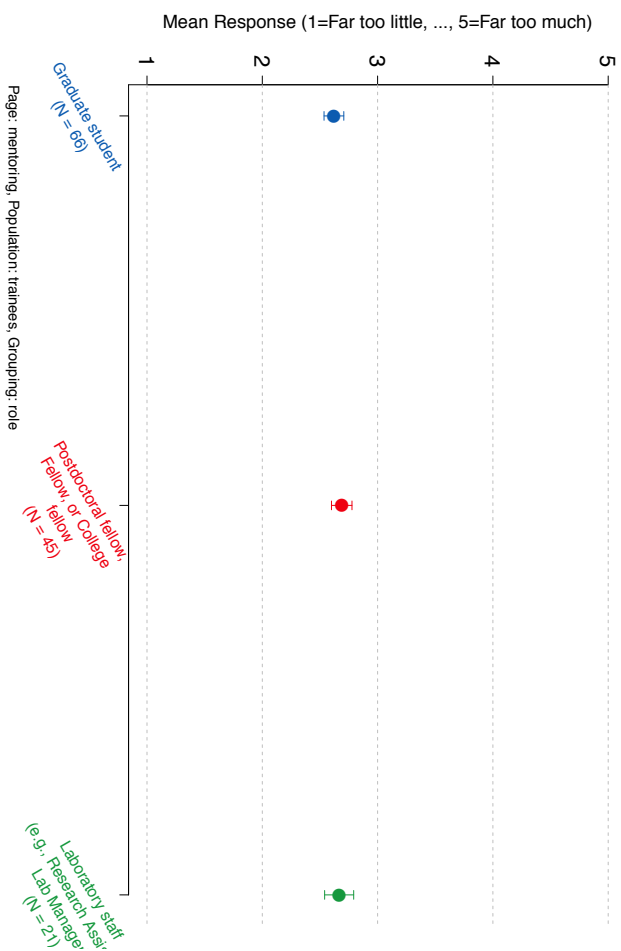
d. Mentoring Data – Graduate Students, Postdocs, Laboratory Staff

See the Executive Summary (Appendix I) for key plots. The full group data are displayed here. Data by subgroup are plotted in section e.

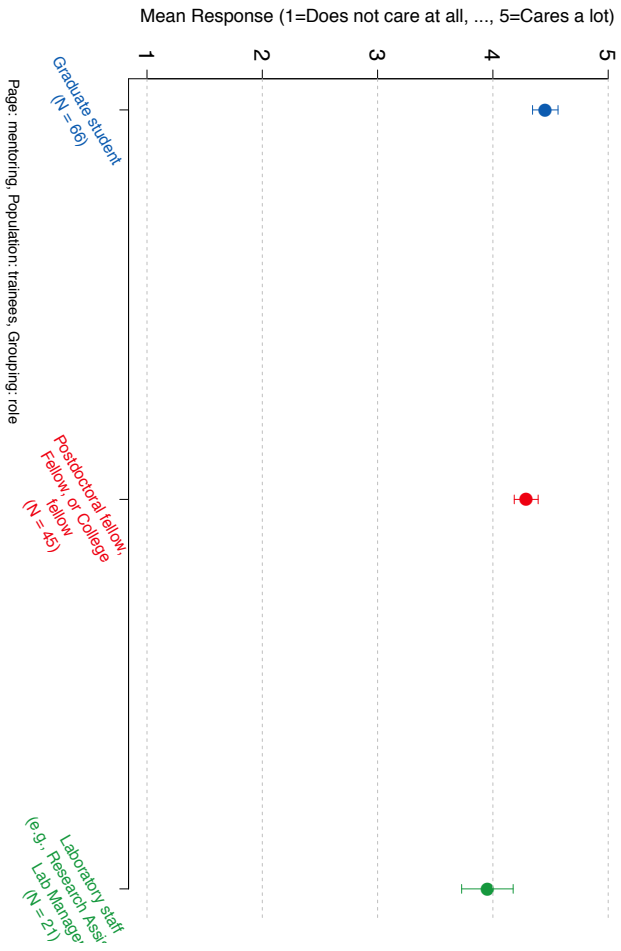
	Mean	N	Std. Deviation
My mentor helps me achieve my professional goals. <i>1=Strongly disagree, ..., 5=Strongly agree</i>	4.26	132	0.930
How much time do you have with your mentor to work on professional projects? <i>1=Far too little, ..., 5=Far too much</i>	2.65	132	0.642
How much does your mentor care about your professional success? <i>1=Does not care at all, ..., 5=Cares a lot</i>	4.49	132	0.746
How much does your mentor care about you as a person? <i>1=Does not care at all, ..., 5=Cares a lot</i>	4.32	132	0.868

e. Mentoring Data by Subgroupings (see plots on following pages) and Appendix V for spreadsheet version.

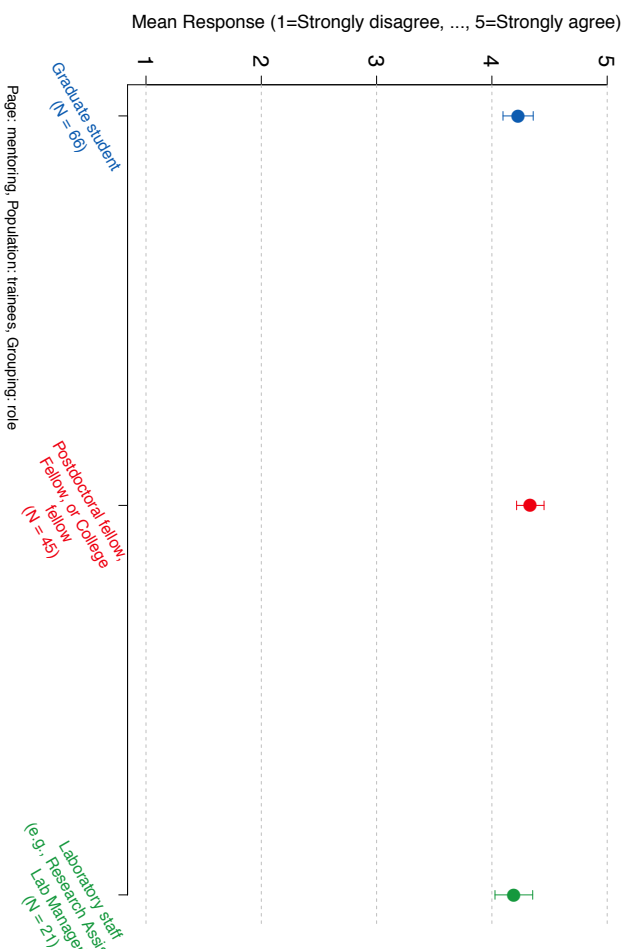
How much time do you have with your mentor to work on professional projects?



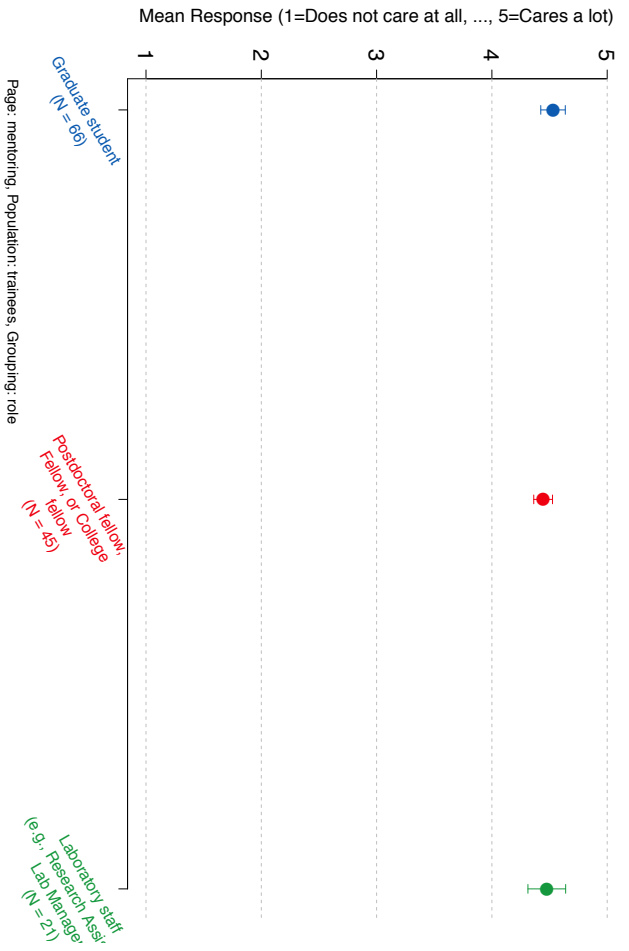
How much does your mentor care about you as a person?



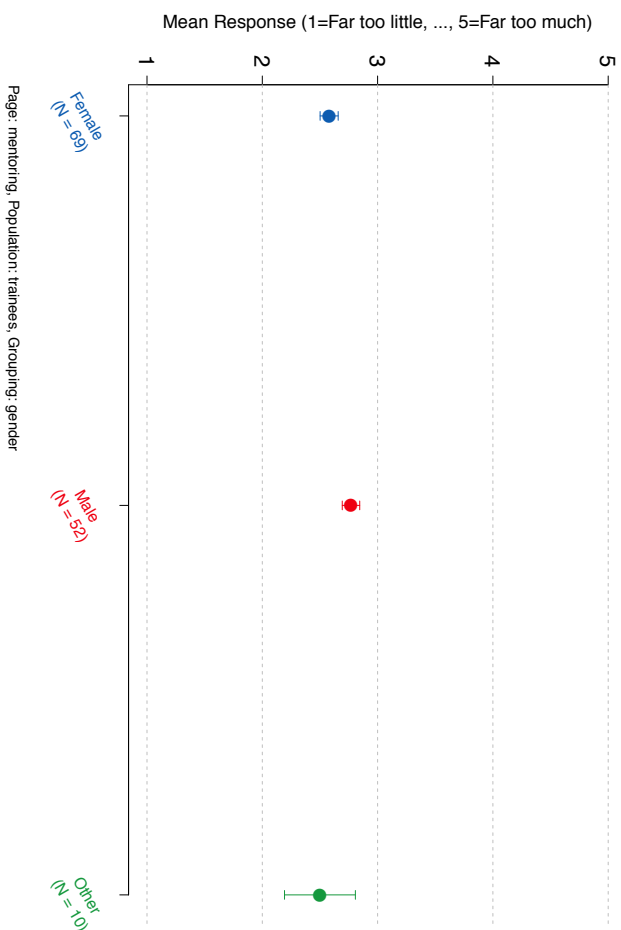
My mentor helps me achieve my professional goals.



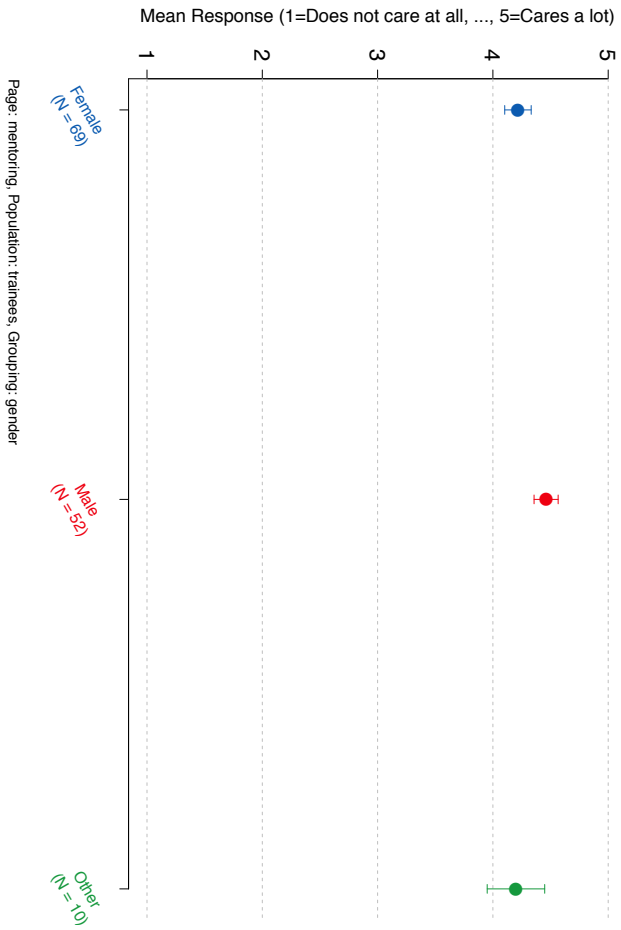
How much does your mentor care about your professional success?



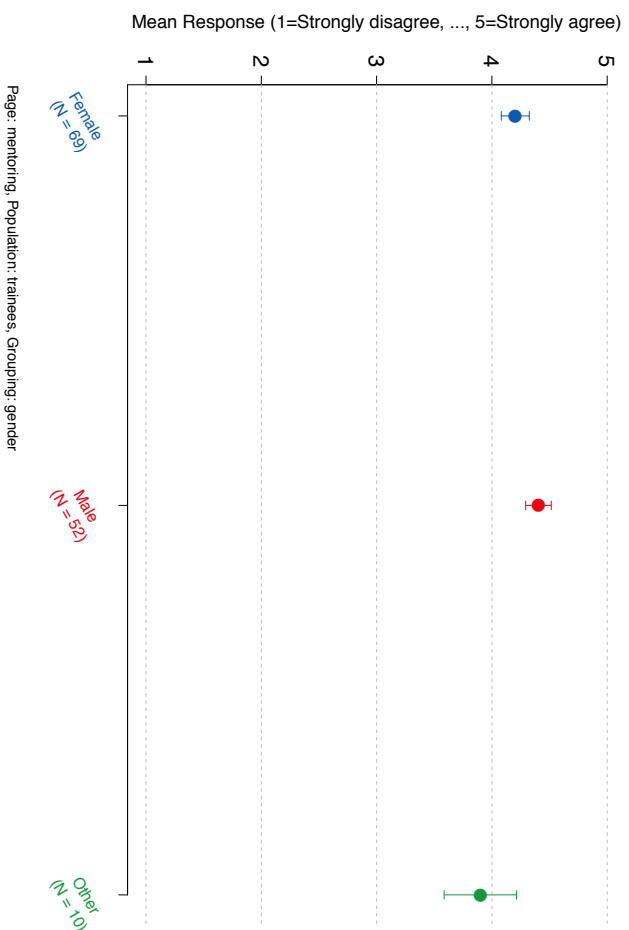
How much time do you have with your mentor to work on professional projects?



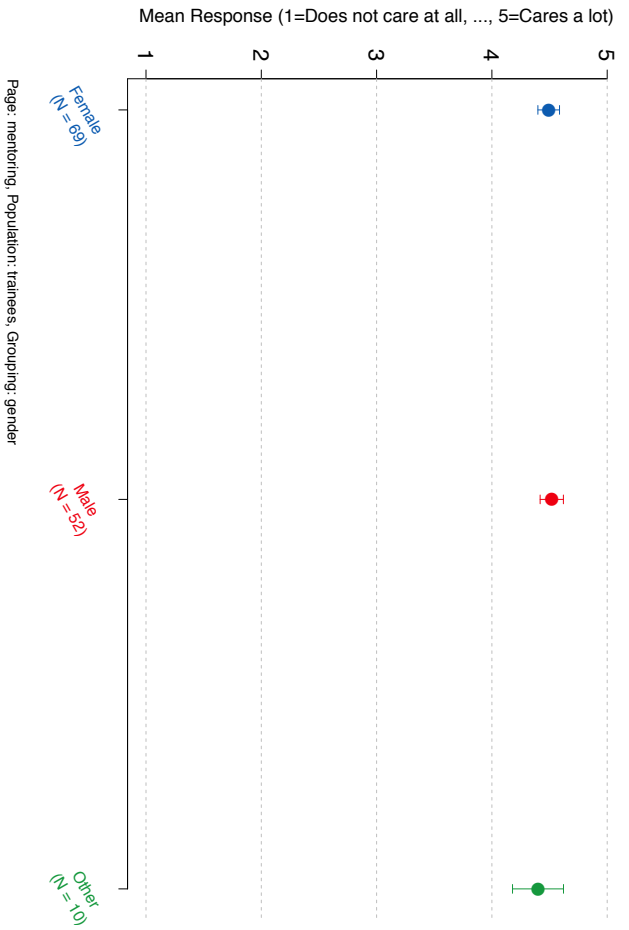
How much does your mentor care about you as a person?



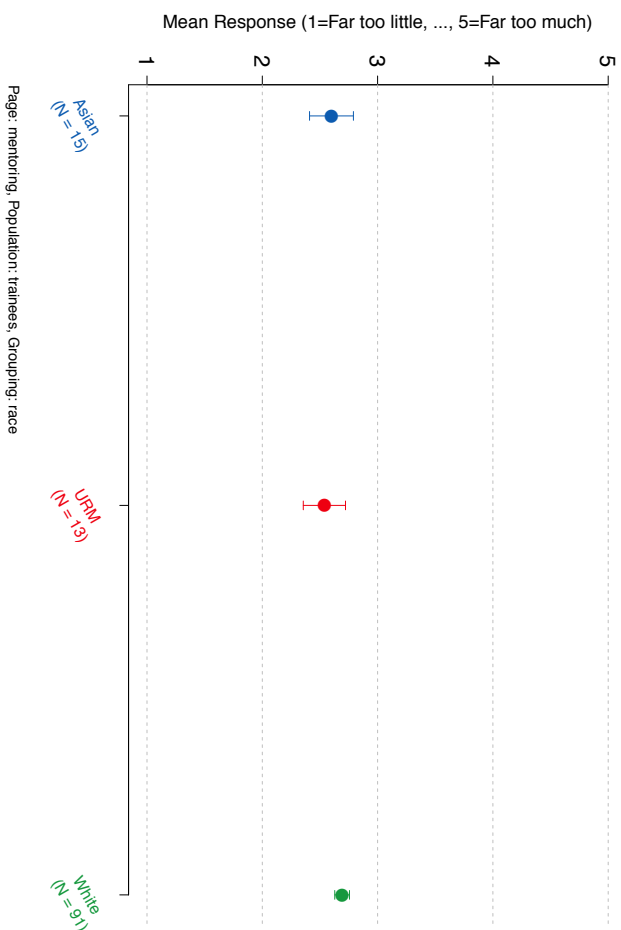
My mentor helps me achieve my professional goals.



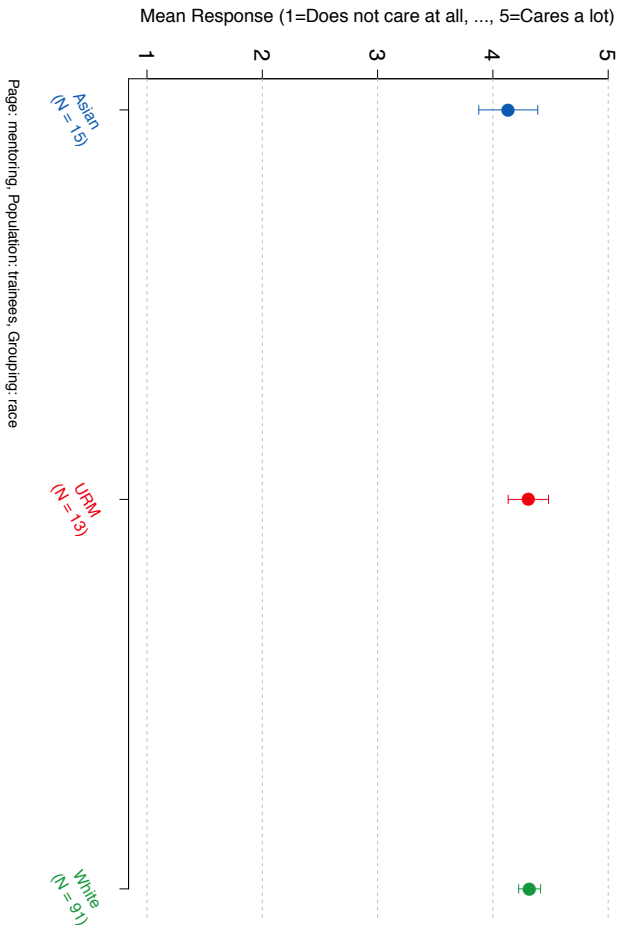
How much does your mentor care about your professional success?



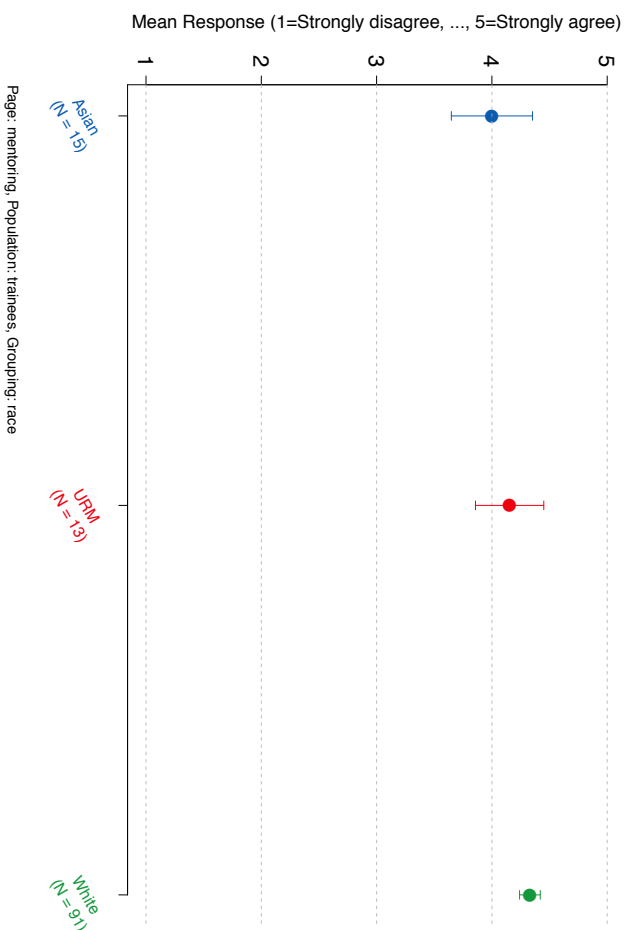
How much time do you have with your mentor to work on professional projects?



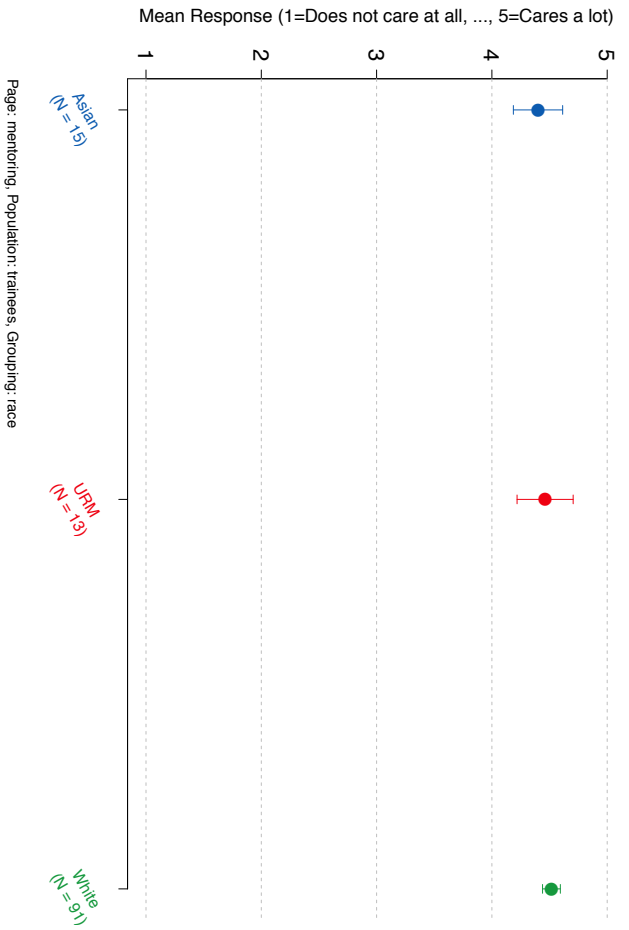
How much does your mentor care about you as a person?



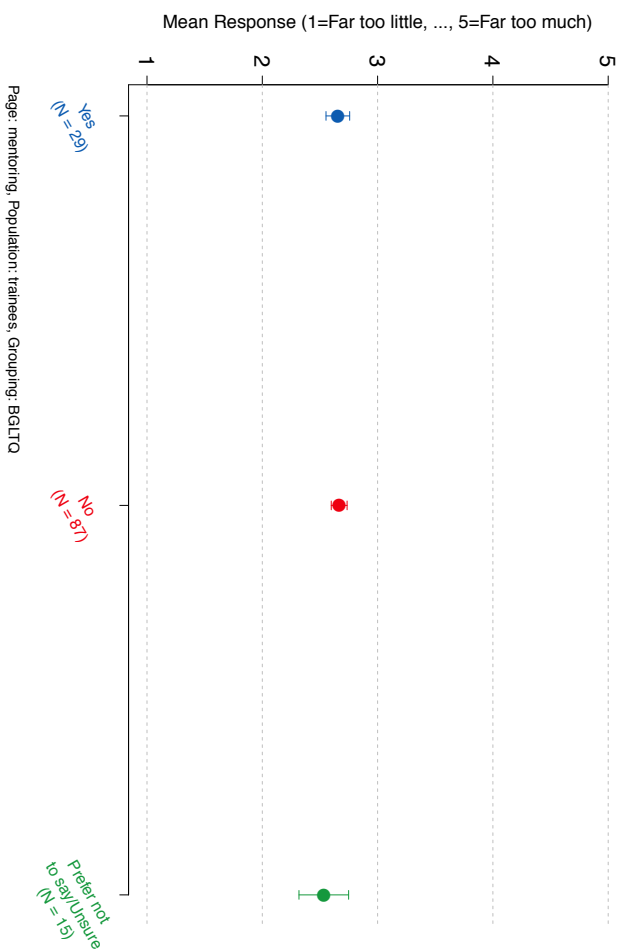
My mentor helps me achieve my professional goals.



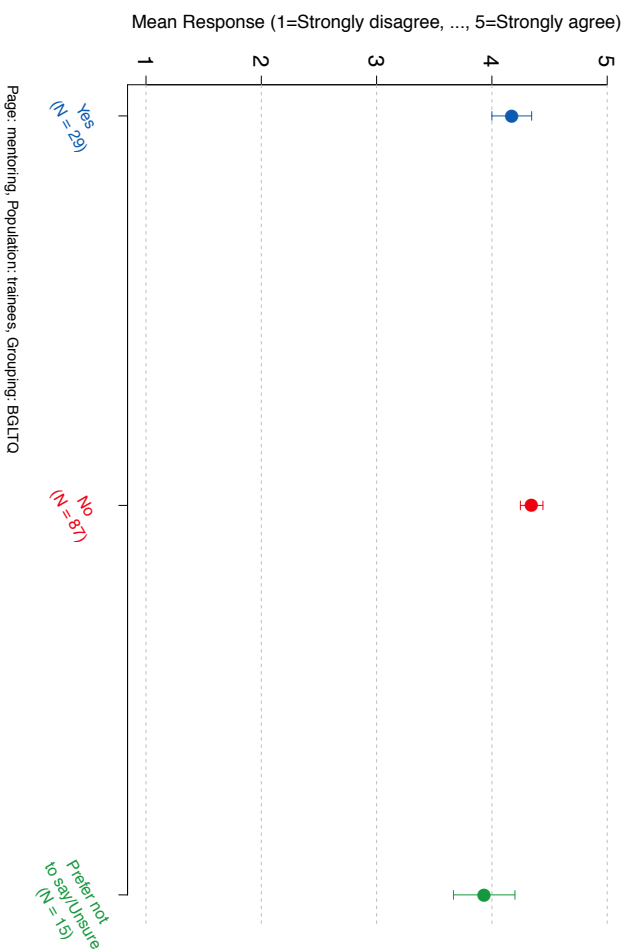
How much does your mentor care about your professional success?



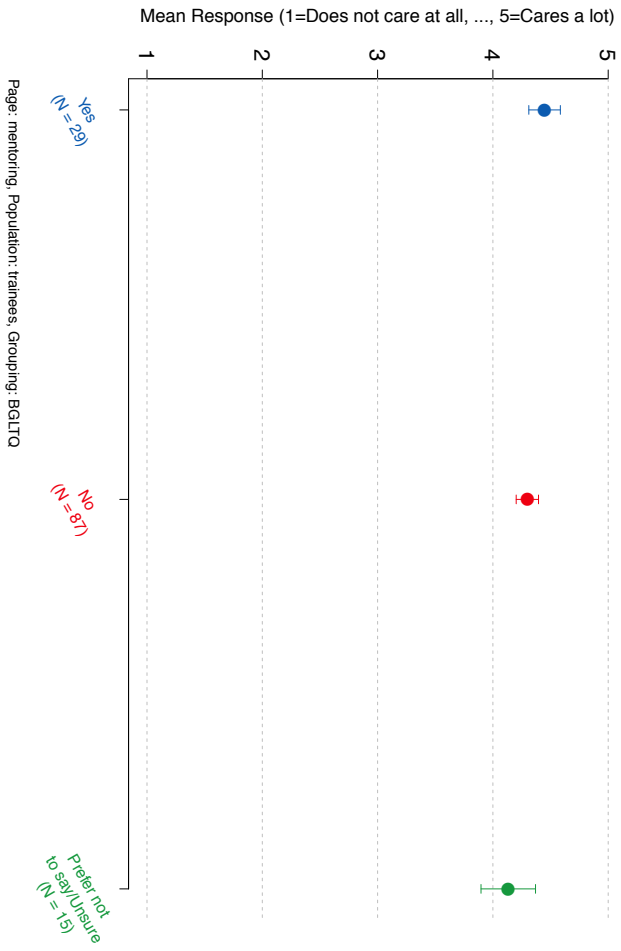
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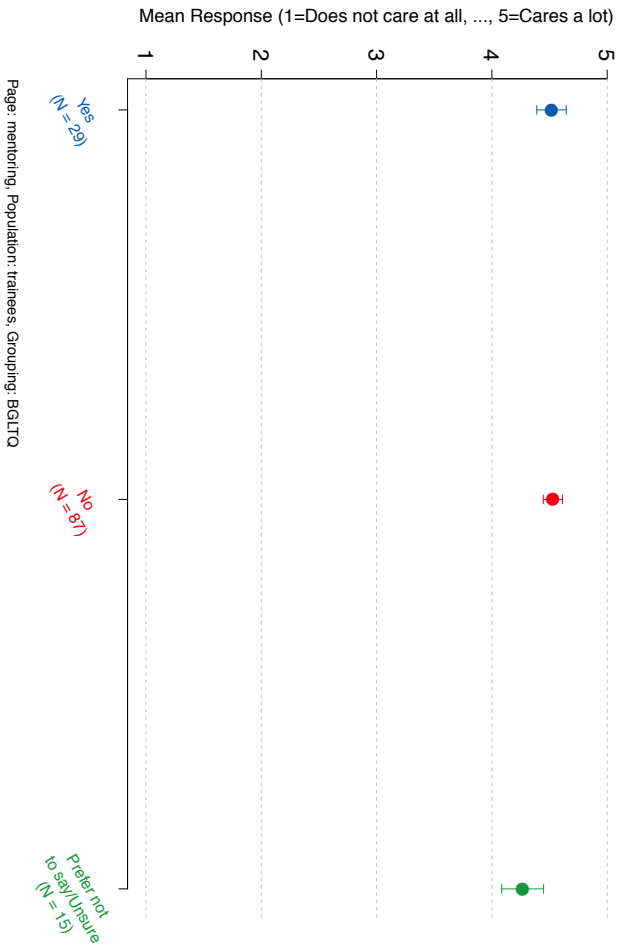
My mentor helps me achieve my professional goals.



How much does your mentor care about you as a person?



How much does your mentor care about your professional success?



f. Laboratory Dynamics Data - Graduate Students, Postdocs, Faculty, and Laboratory Staff

See the Executive Summary (Appendix I) for key plots. The full group data are displayed here. Data by subgroup are plotted in section g.

<i>Scale for all items: 1=Strongly disagree, ..., 5=Strongly agree</i>	Mean	N	Std. Deviation
My laboratory's physical space is a safe and comfortable place for me to work.	4.56	155	0.703
My laboratory has a satisfying scientific/intellectual environment.	4.36	155	0.874
The members of my laboratory treat each other with respect.	4.41	155	0.811
The overall social dynamics of my laboratory are positive.	4.25	155	0.944
My laboratory upholds high levels of scientific integrity.	4.66	155	0.714
My laboratory takes a healthy approach to working (e.g., how much individuals are expected to work, how accessible individuals are expected to be, how quickly individuals are expected to complete projects, etc.).	3.97	153	1.088

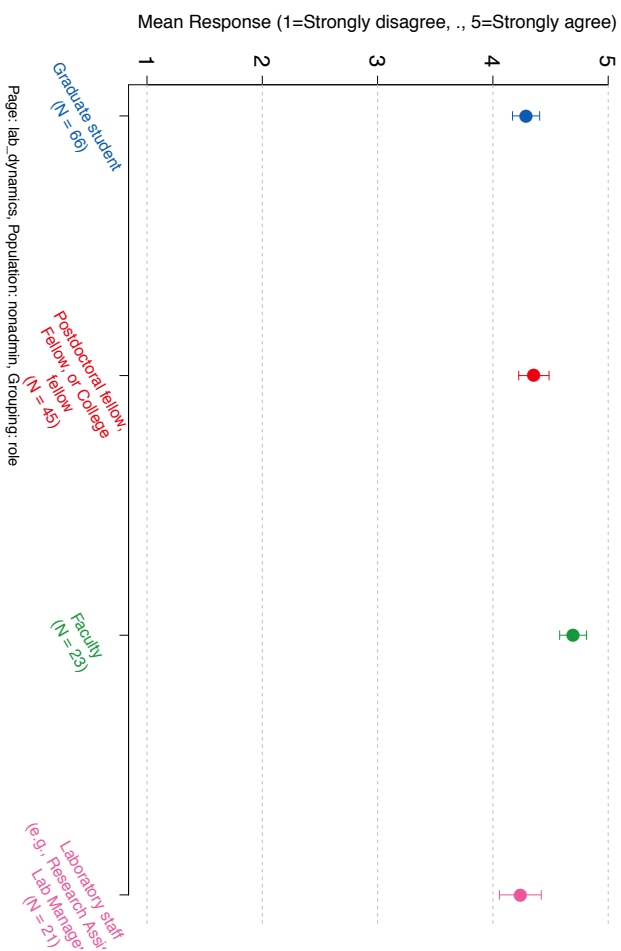
i. Moving labs – Graduate Students and Postdocs

<i>Have you ever changed primary labs during your training, or seriously considered it?</i>	Count
I changed labs	10
I seriously considered it but did not change labs	11
Neither	86

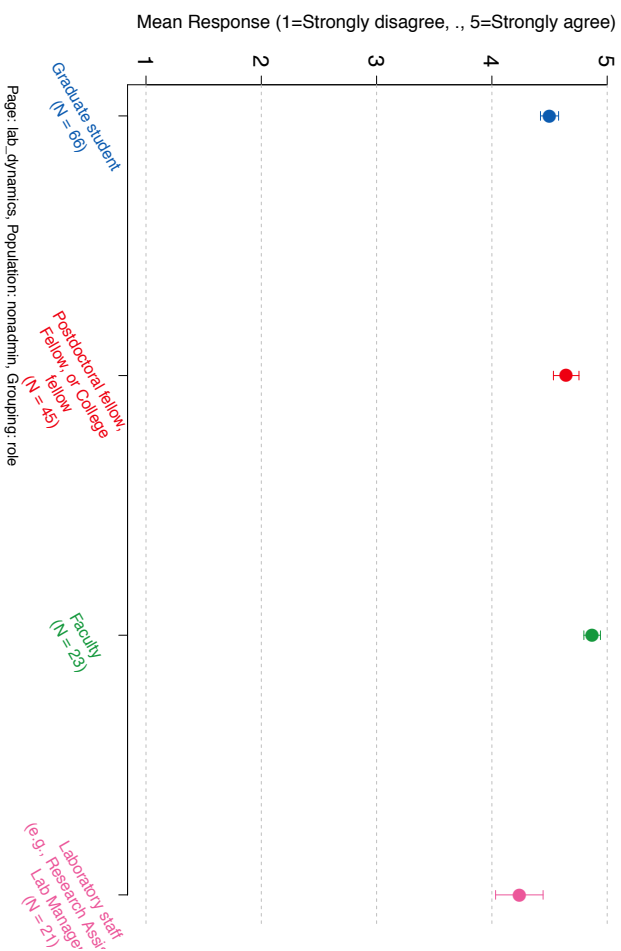
<i>What factors made you change or consider changing labs? Select all that apply.</i>	Count
I was unsatisfied with my faculty mentor.	14
I was unsatisfied with the lab dynamics (beyond my faculty mentor).	7
My interests became more aligned with a different lab.	6
My faculty mentor left the department.	5
The lab did not have sufficient funding to support my research.	1

g. Laboratory Dynamics Data by Subgroupings (see plots on following pages) and Appendix VI for spreadsheet version.

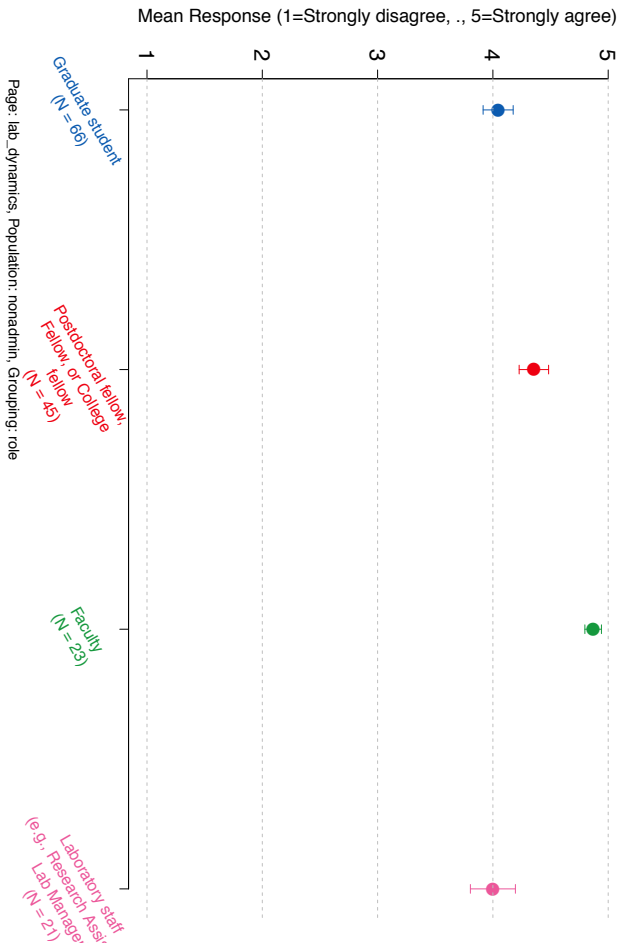
My laboratory has a satisfying scientific/intellectual environment.



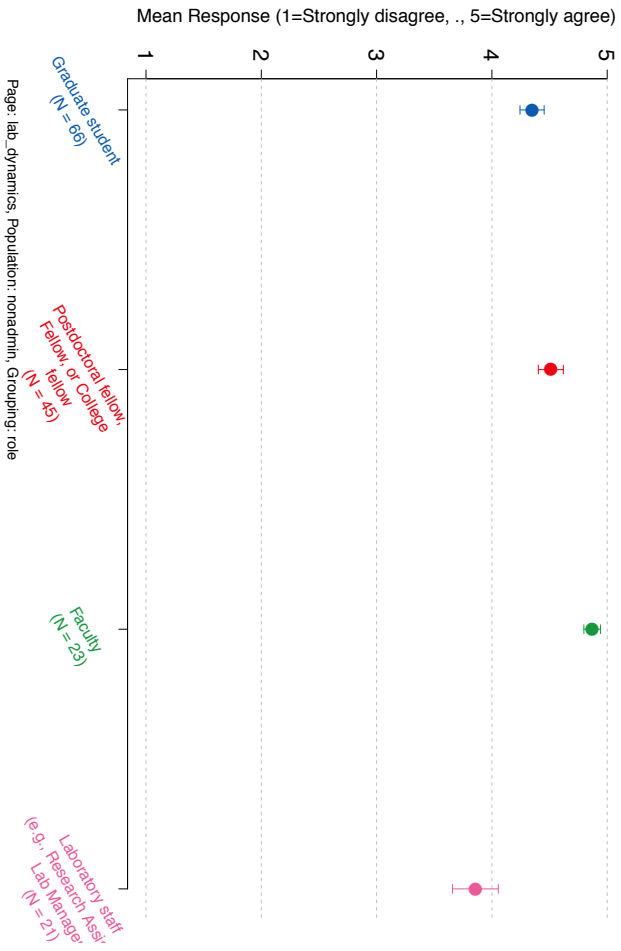
My laboratory's physical space is a safe and comfortable place for me to work.



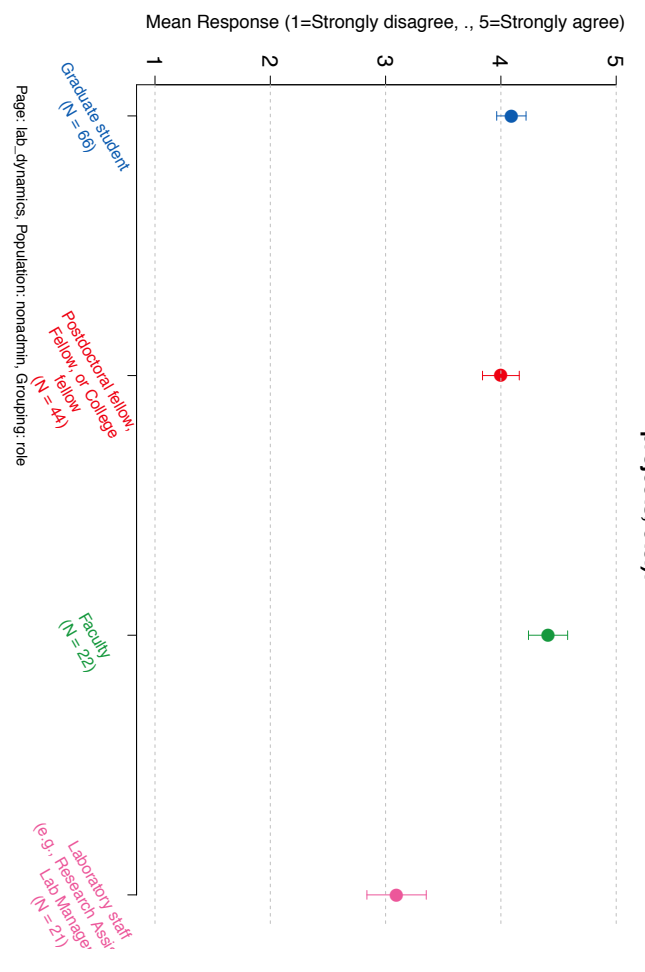
The overall social dynamics of my laboratory are positive.



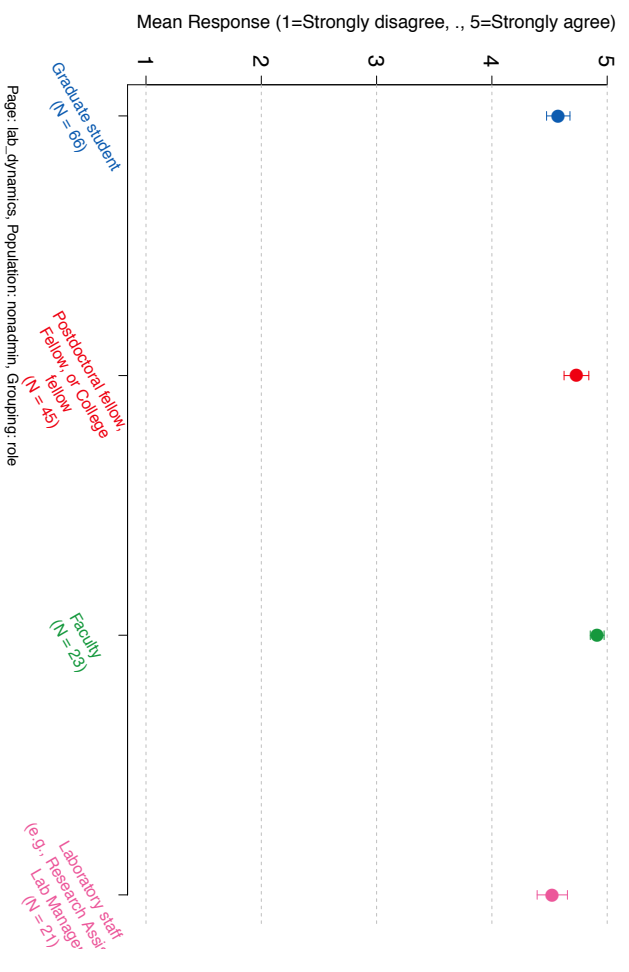
The members of my laboratory treat each other with respect.



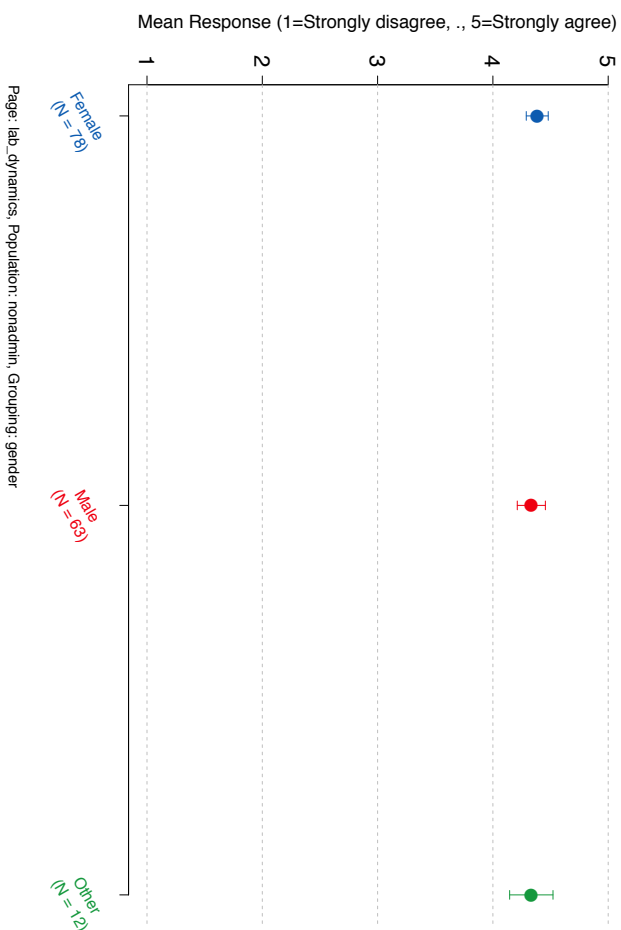
My laboratory takes a healthy approach to working (e.g., how much individuals are expected to work, how accessible individuals are expected to be, how quickly individuals are expected to complete projects, etc.).



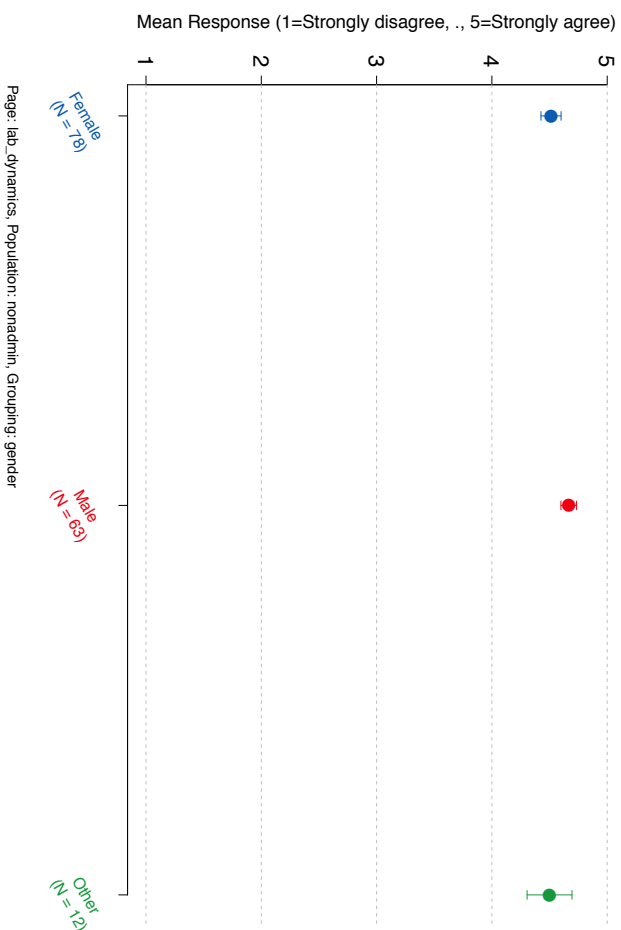
My laboratory upholds high levels of scientific integrity.



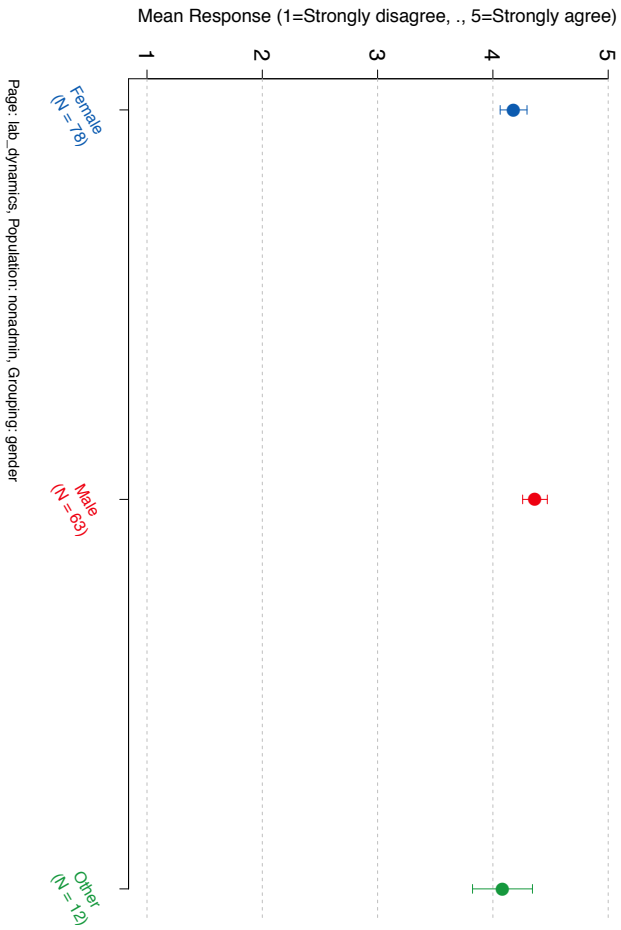
My laboratory has a satisfying scientific/intellectual environment.



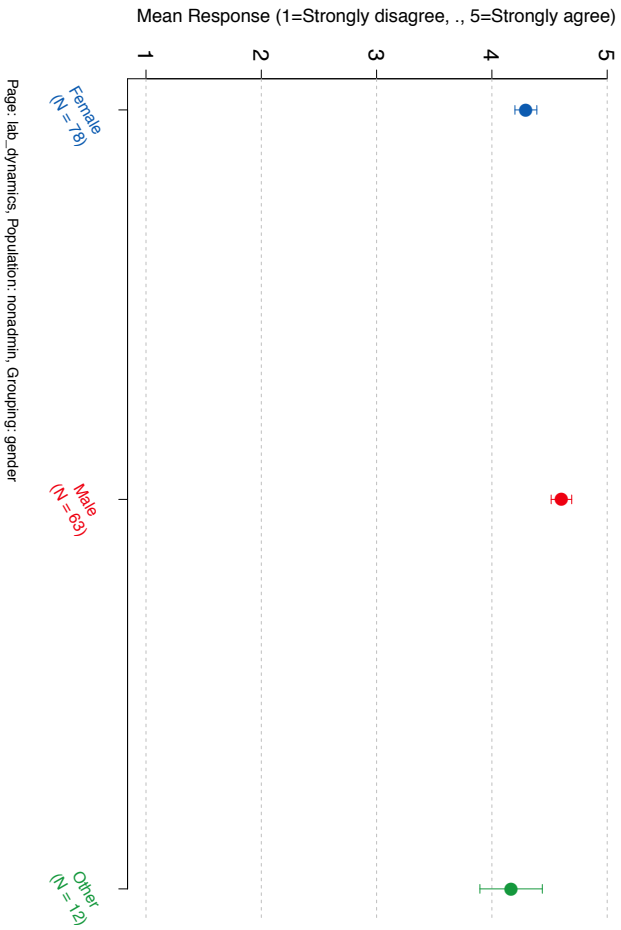
My laboratory's physical space is a safe and comfortable place for me to work.



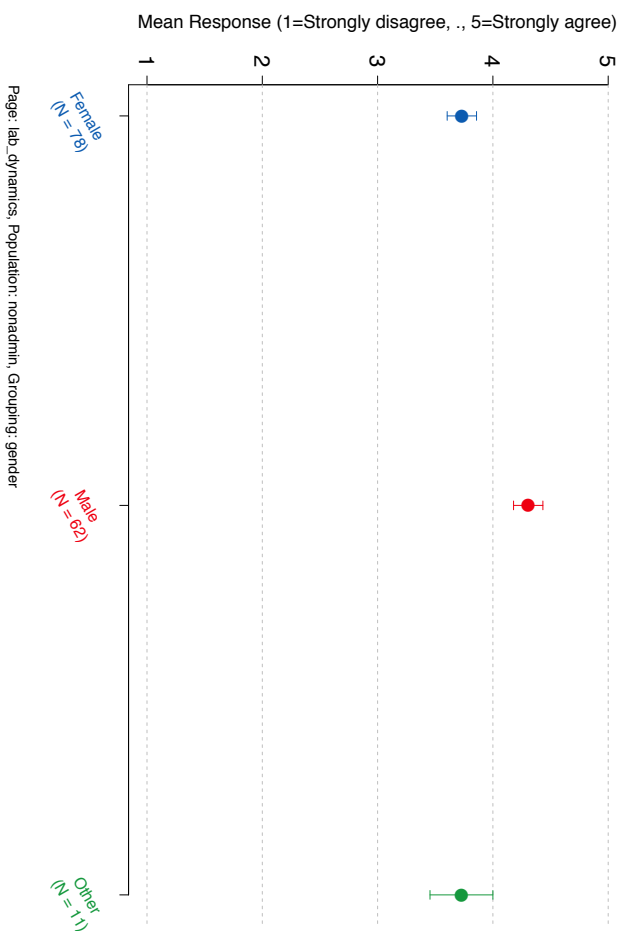
The overall social dynamics of my laboratory are positive.



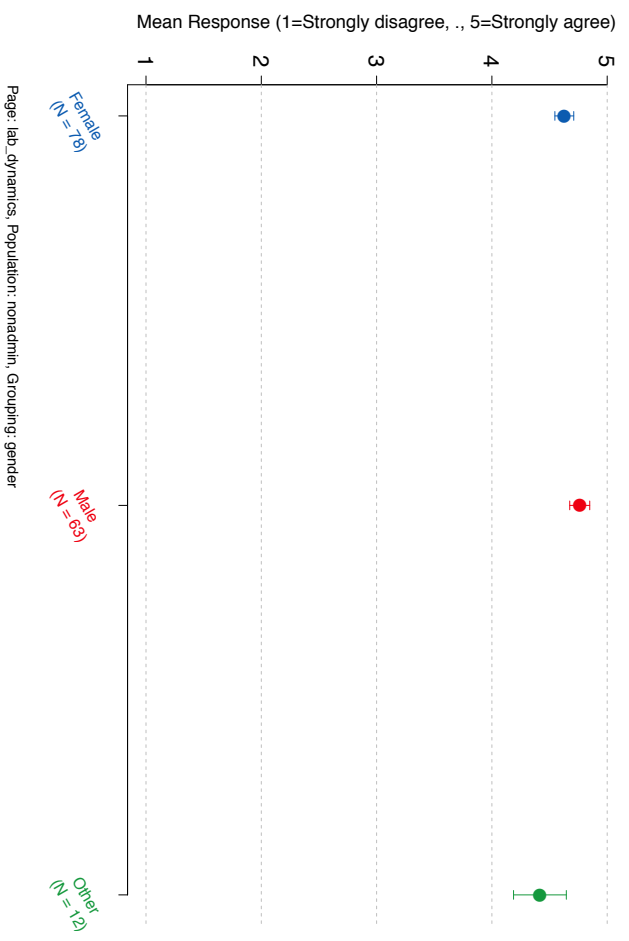
The members of my laboratory treat each other with respect.



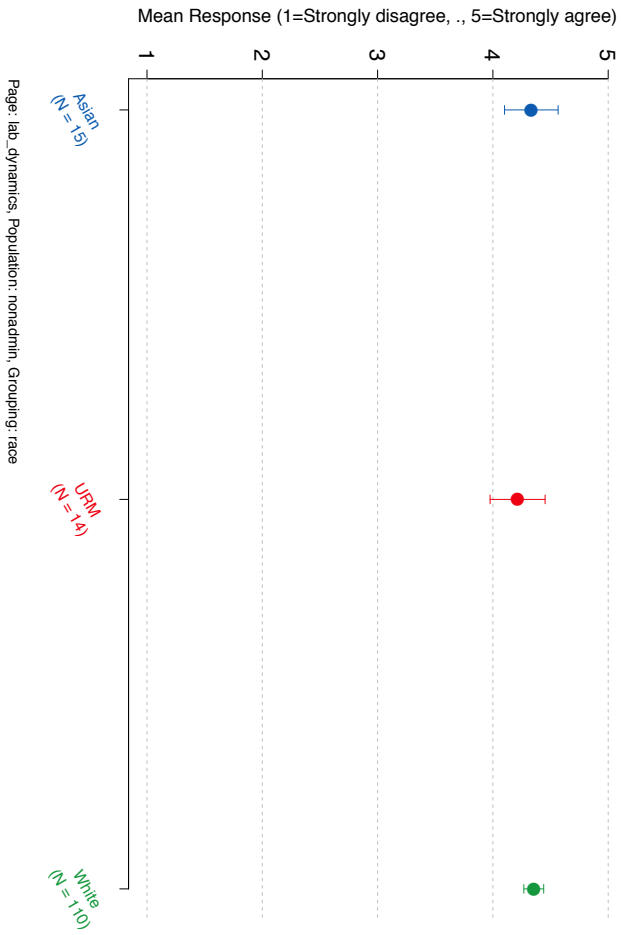
My laboratory takes a healthy approach to working (e.g., how much individuals are expected to work, how accessible individuals are expected to be, how quickly individuals are expected to complete projects, etc.).



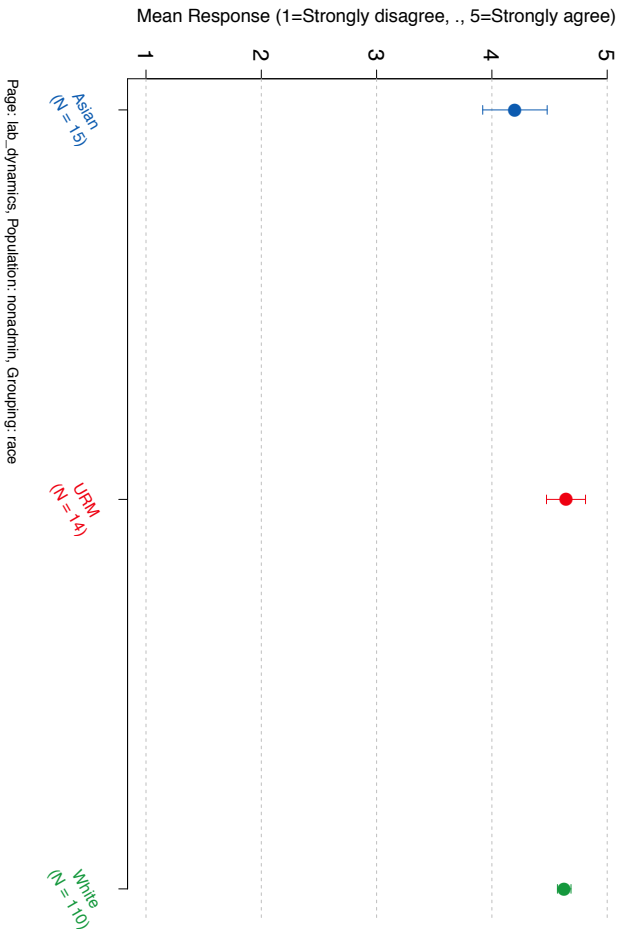
My laboratory upholds high levels of scientific integrity.



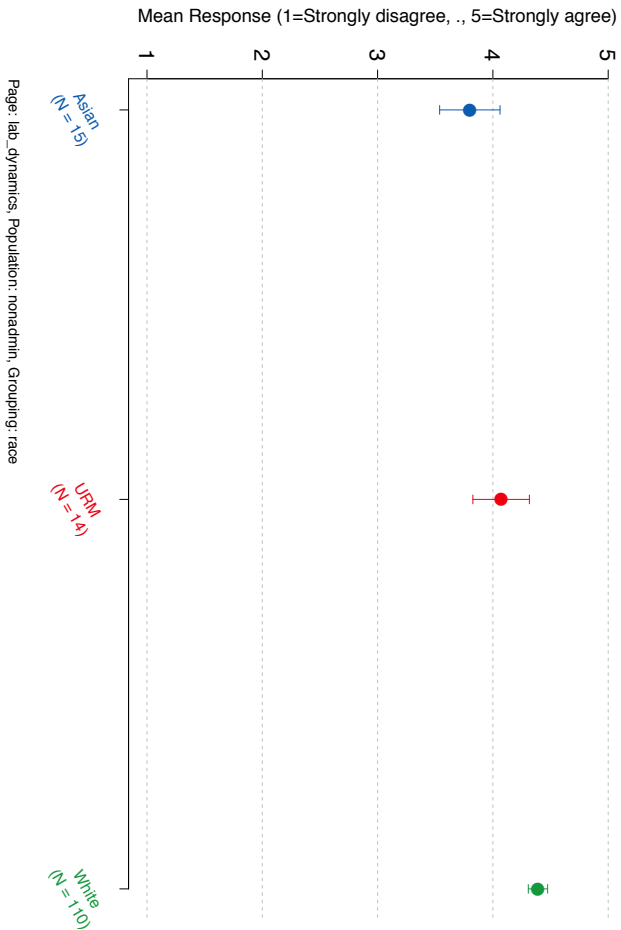
My laboratory has a satisfying scientific/intellectual environment.



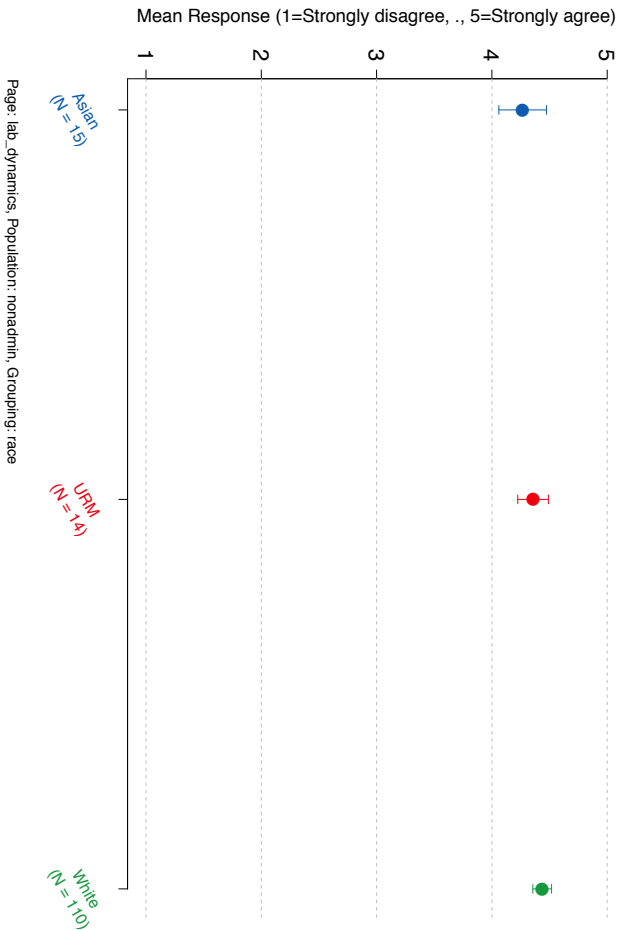
My laboratory's physical space is a safe and comfortable place for me to work.



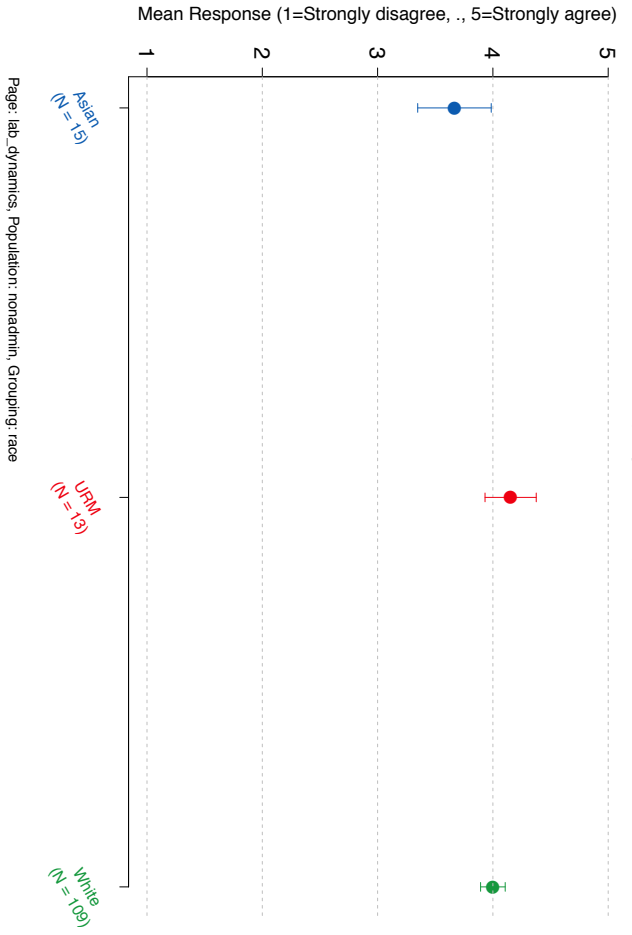
The overall social dynamics of my laboratory are positive.



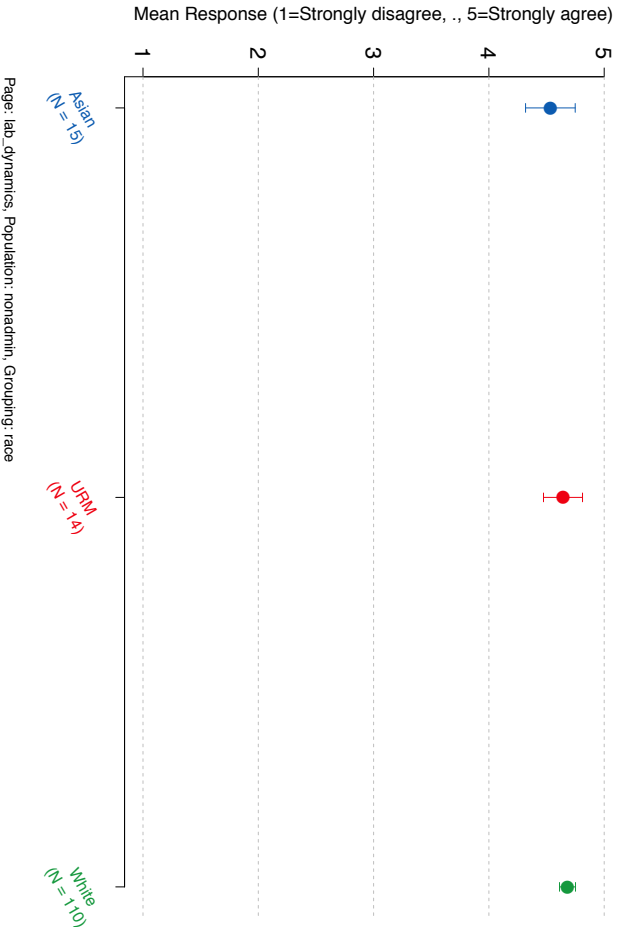
The members of my laboratory treat each other with respect.



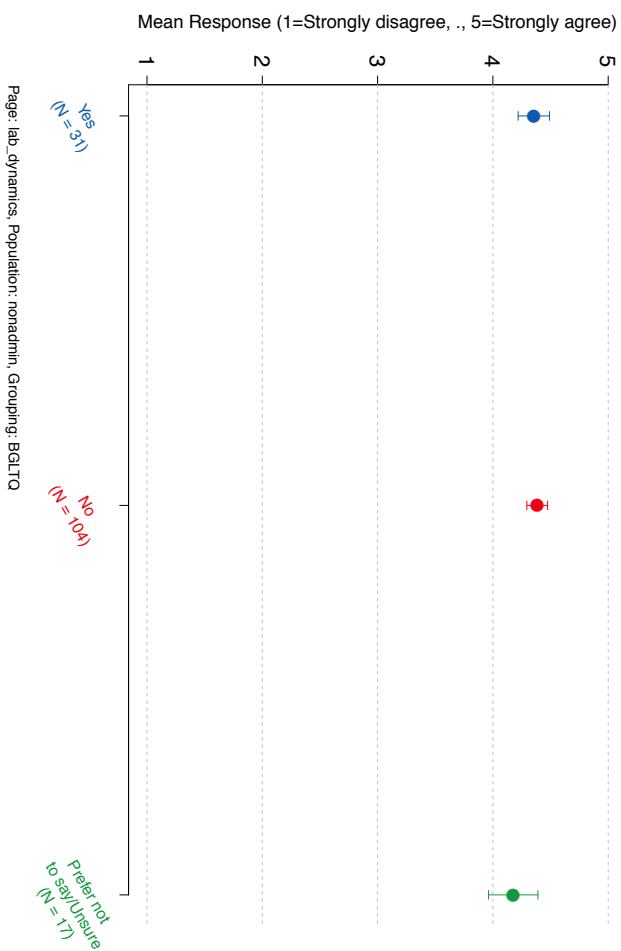
My laboratory takes a healthy approach to working (e.g., how much individuals are expected to work, how accessible individuals are expected to be, how quickly individuals are expected to complete projects, etc.).



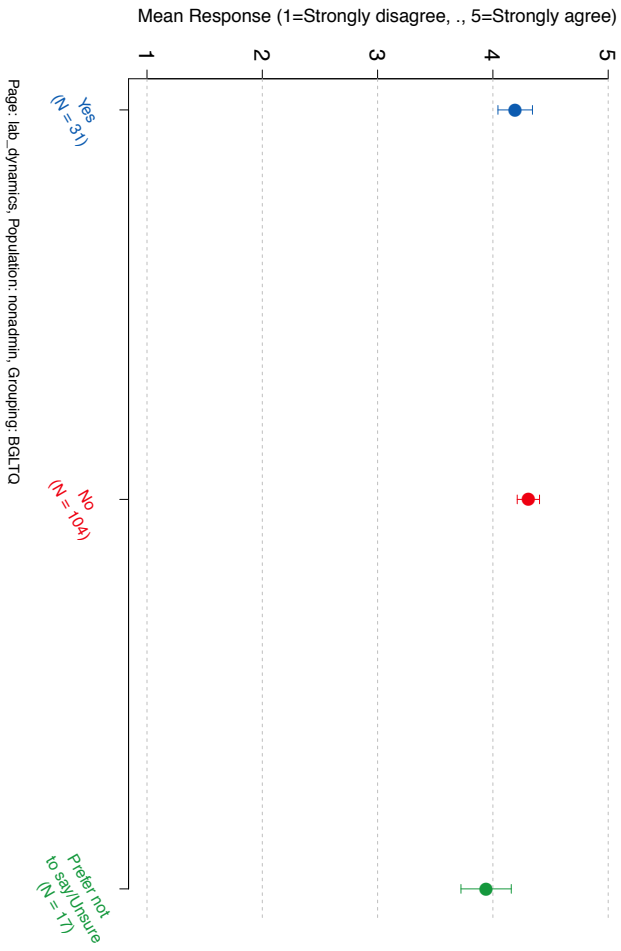
My laboratory upholds high levels of scientific integrity.



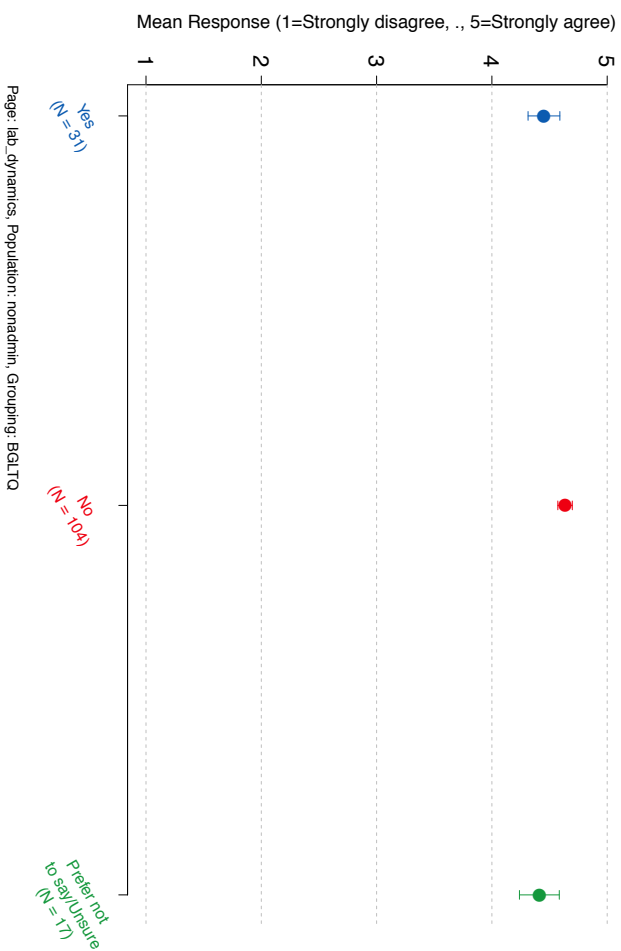
My laboratory has a satisfying scientific/intellectual environment.



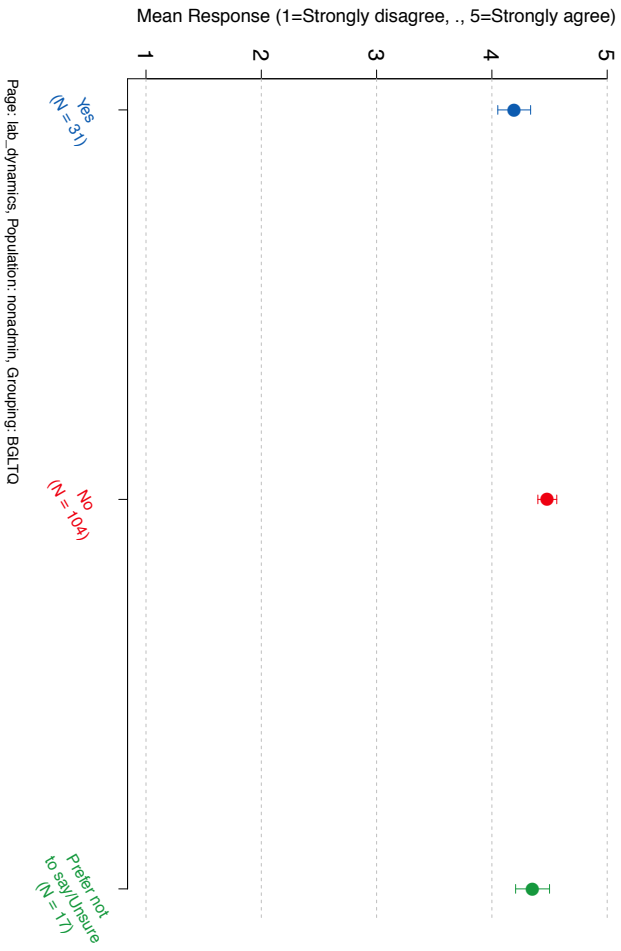
The overall social dynamics of my laboratory are positive.



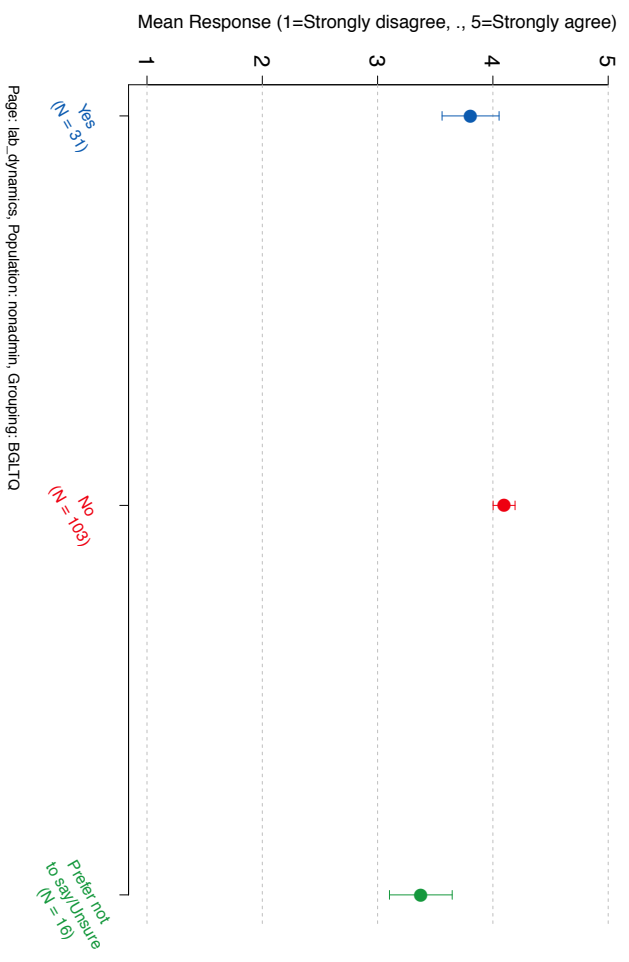
My laboratory's physical space is a safe and comfortable place for me to work.



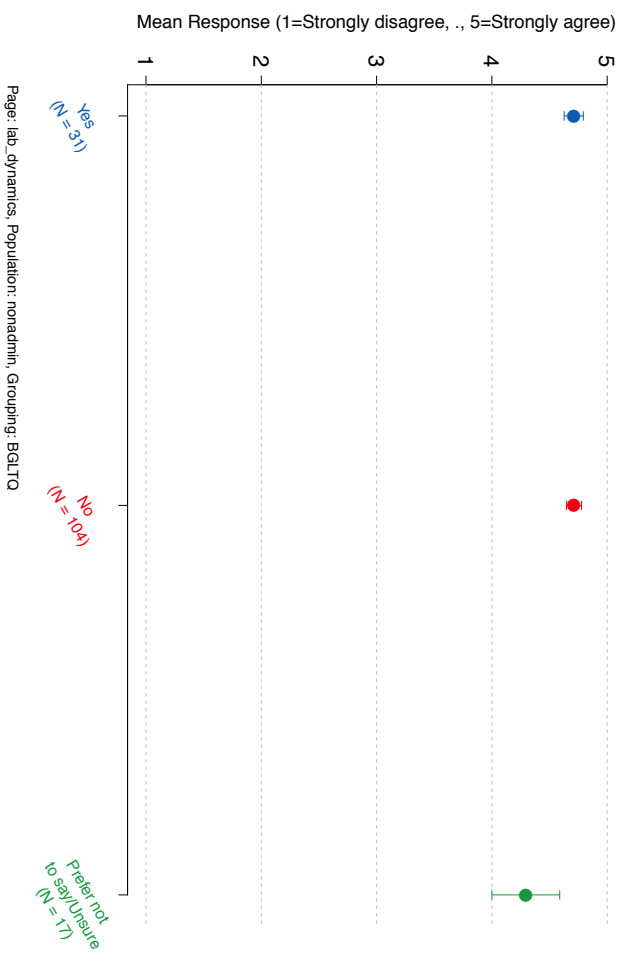
The members of my laboratory treat each other with respect.



MY laboratory takes a healthy approach to working (e.g., how much individuals are expected to work, how accessible individuals are expected to be, how quickly individuals are expected to complete projects, etc.).



My laboratory upholds high levels of scientific integrity.



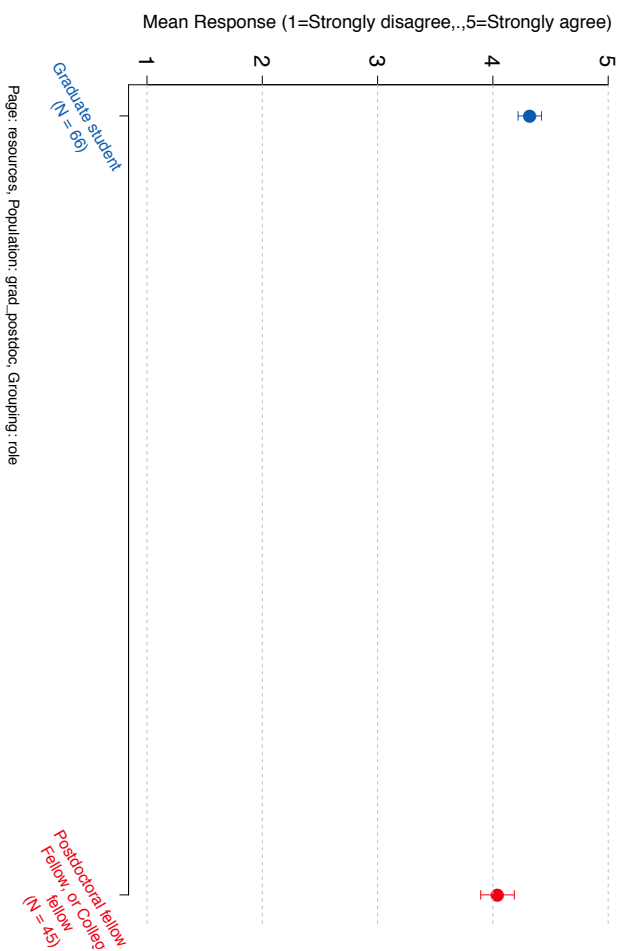
h. Resources – Graduate Students and Postdocs

See the Executive Summary (Appendix I) for key plots. The full group data are displayed here. Data by subgroup are plotted in section i.

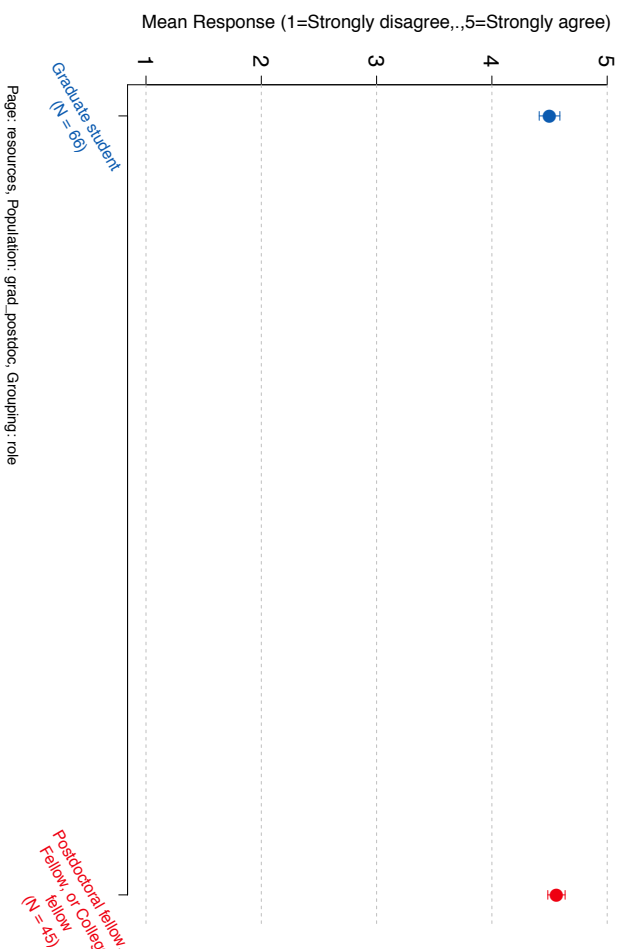
	Mean	N	Std. Deviation
I have access to the physical spaces, tools, and equipment necessary to do my research. <i>1=Strongly disagree, ..., 5=Strongly agree</i>	4.52	111	0.645
I have sufficient financial support for my research. <i>1=Strongly disagree, ..., 5=Strongly agree</i>	4.21	111	0.896
How would you rate the overall quality of training you receive from your mentor? <i>1=Very negative, ..., 5=Very positive</i>	4.24	111	1.064
How would you rate the overall quality of training you receive from the department's faculty as a whole? <i>1=Very negative, ..., 5=Very positive</i>	3.77	111	0.997
I have sufficient opportunities to receive input on my work from people in my laboratory. <i>1=Strongly disagree, ..., 5=Strongly agree</i>	4.34	111	0.837
I have access to sufficient opportunities to network with people in my field (e.g., at meetings and conferences). <i>1=Strongly disagree, ..., 5=Strongly agree</i>	3.91	110	0.982
I have sufficient technical and statistical support for my research. <i>1=Strongly disagree, ..., 5=Strongly agree</i>	4.08	111	0.926
I have opportunities to learn about academic careers, and what is needed to obtain an academic position in the future. <i>1=Strongly disagree, ..., 5=Strongly agree</i>	4.00	108	0.917
I have opportunities to learn about nonacademic careers, and what is needed to obtain a nonacademic position in the future. <i>1=Strongly disagree, ..., 5=Strongly agree</i>	2.50	102	1.184

i. Resources Data by Subgroupings (see plots on following pages) and Appendix VII for spreadsheet version.

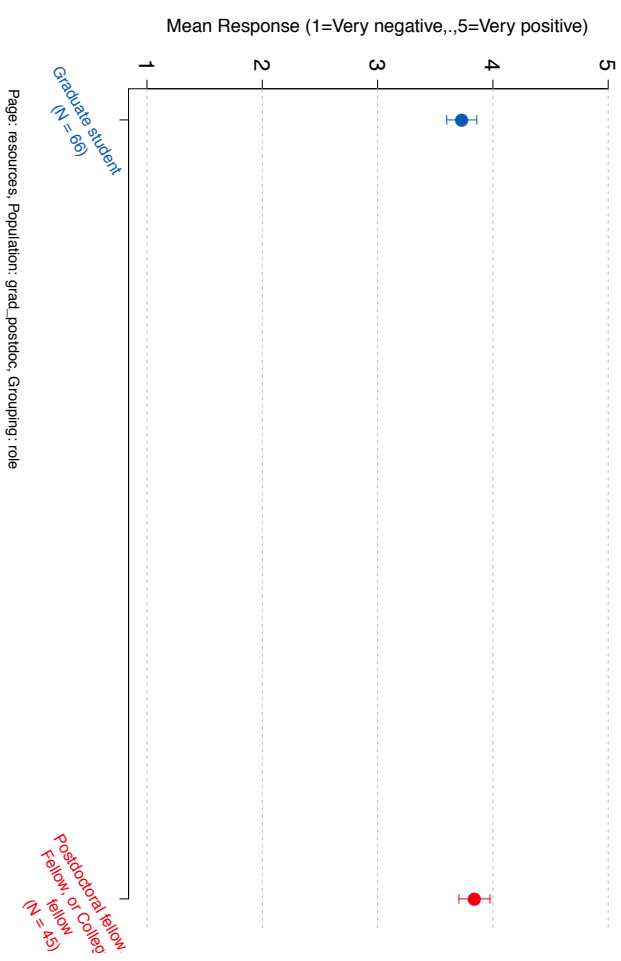
I have sufficient financial support for my research.



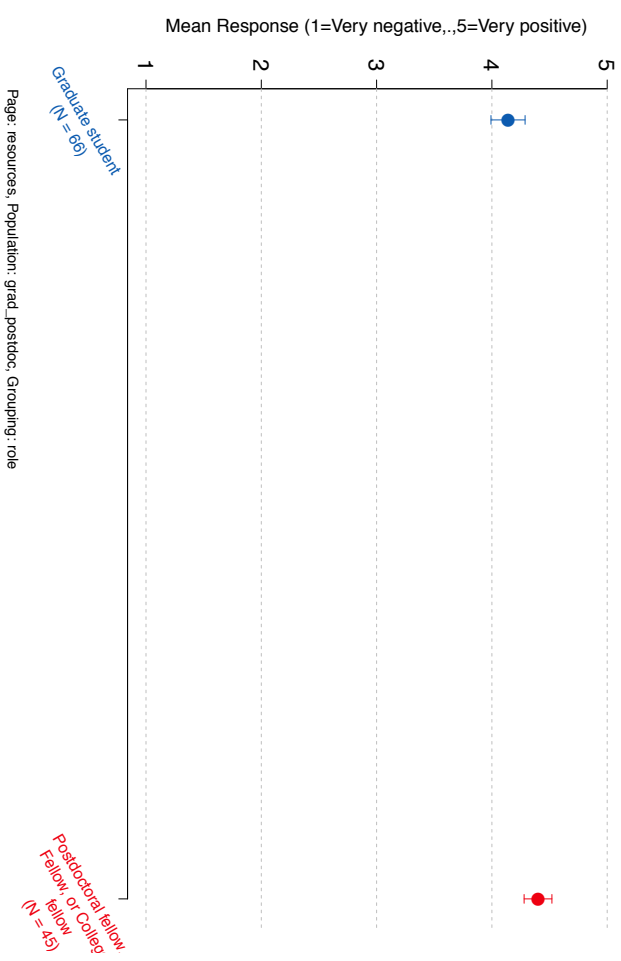
I have access to the physical spaces, tools, and equipment necessary to do my research.



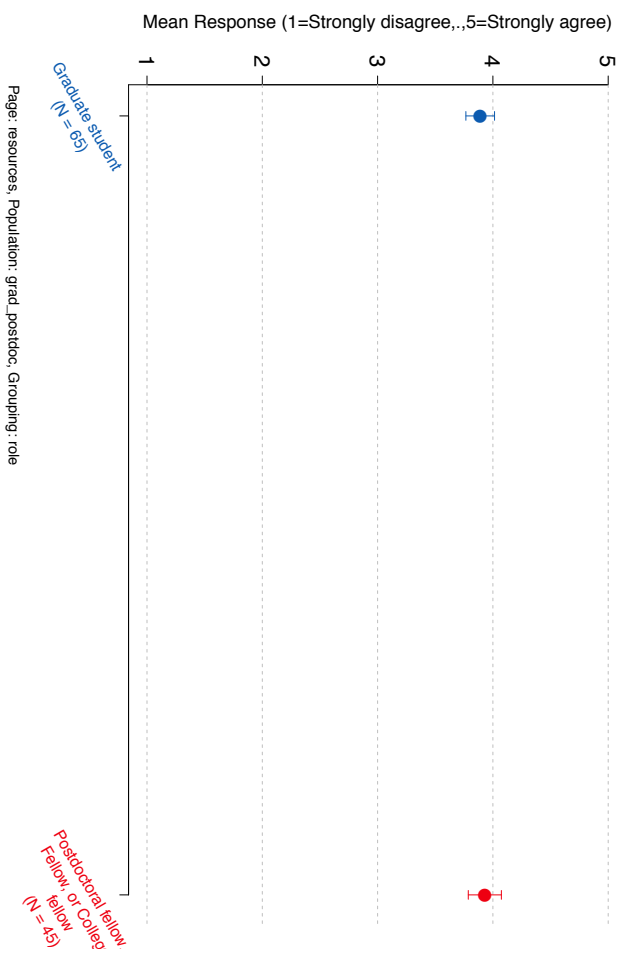
How would you rate the overall quality of training you receive from the department's faculty as a whole?



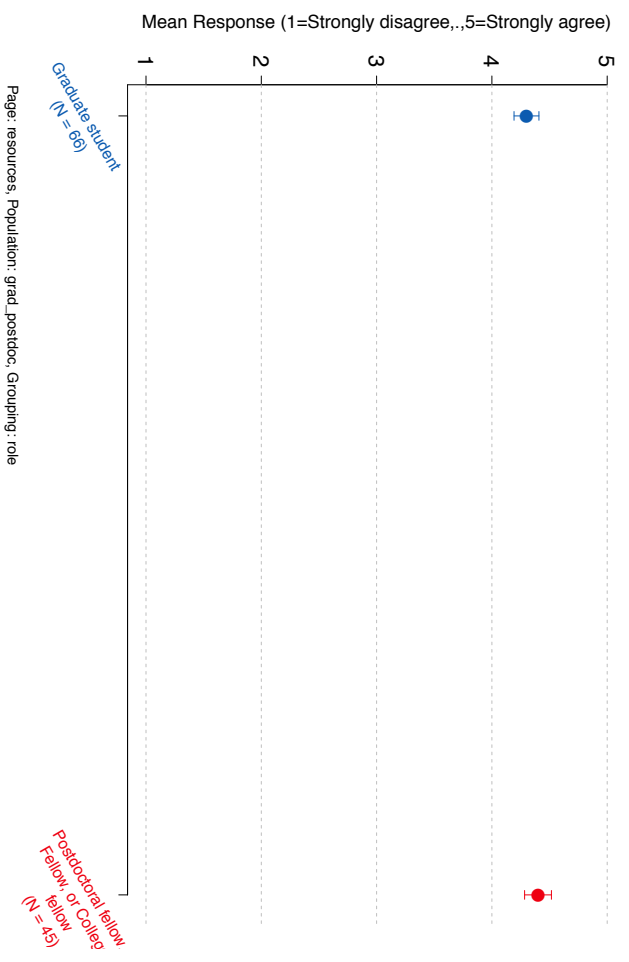
How would you rate the overall quality of training you receive from your mentor?



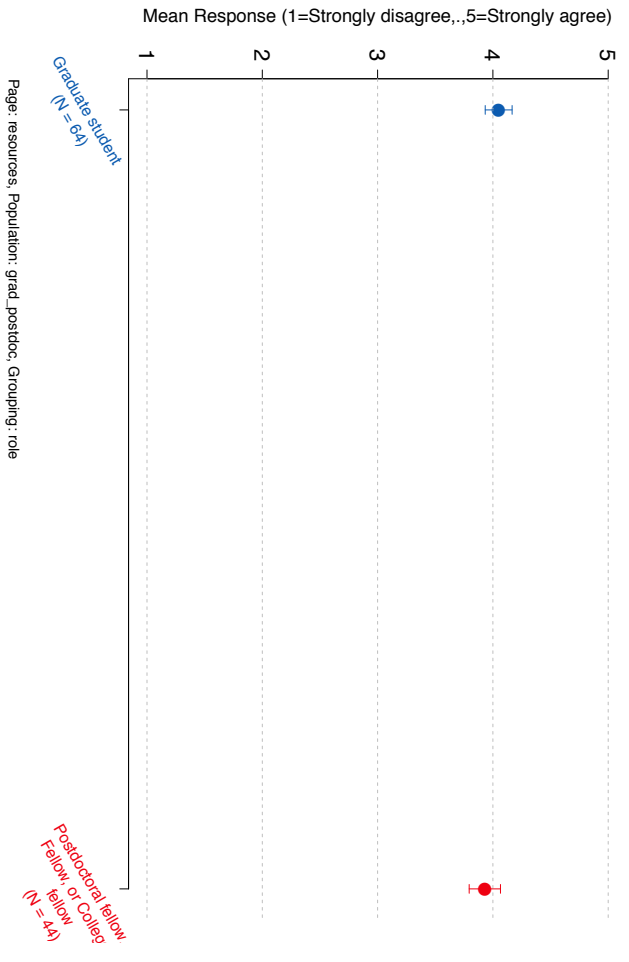
I have access to sufficient opportunities to network with people in my field (e.g., at meetings and conferences).



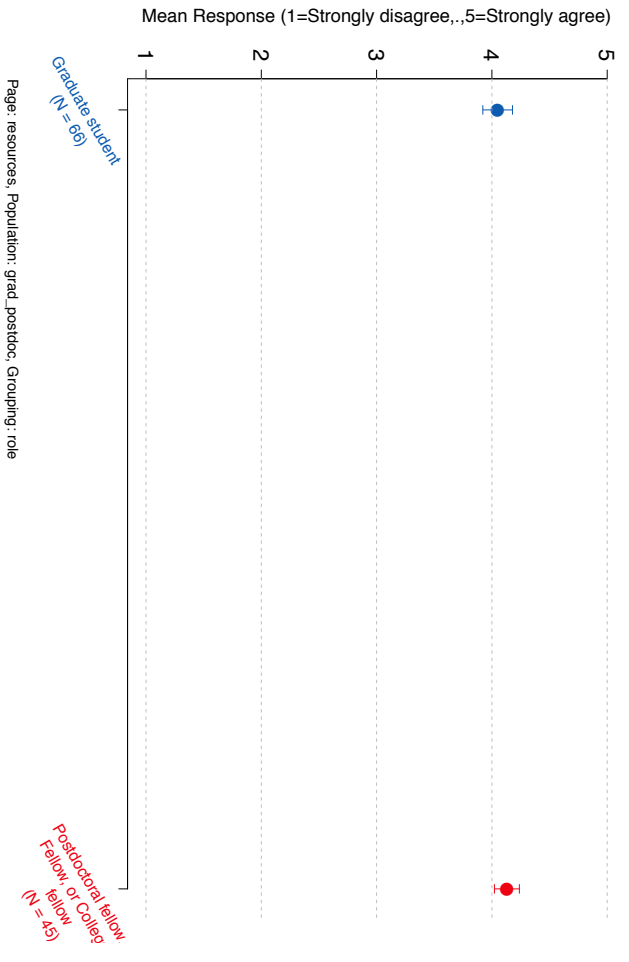
I have sufficient opportunities to receive input on my work from people in my laboratory.



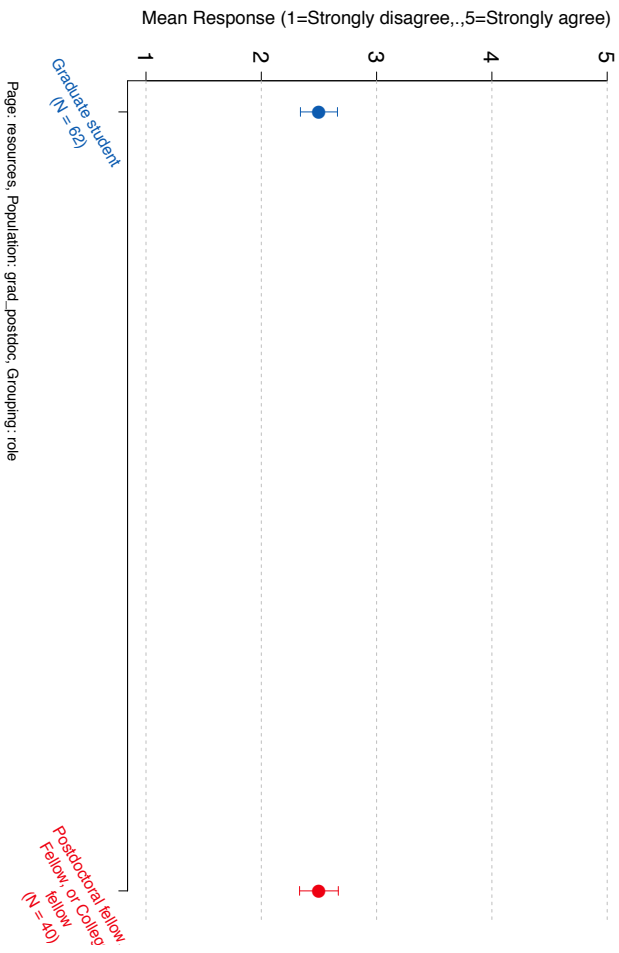
I have opportunities to learn about academic careers, and what is needed to obtain an academic position in the future.



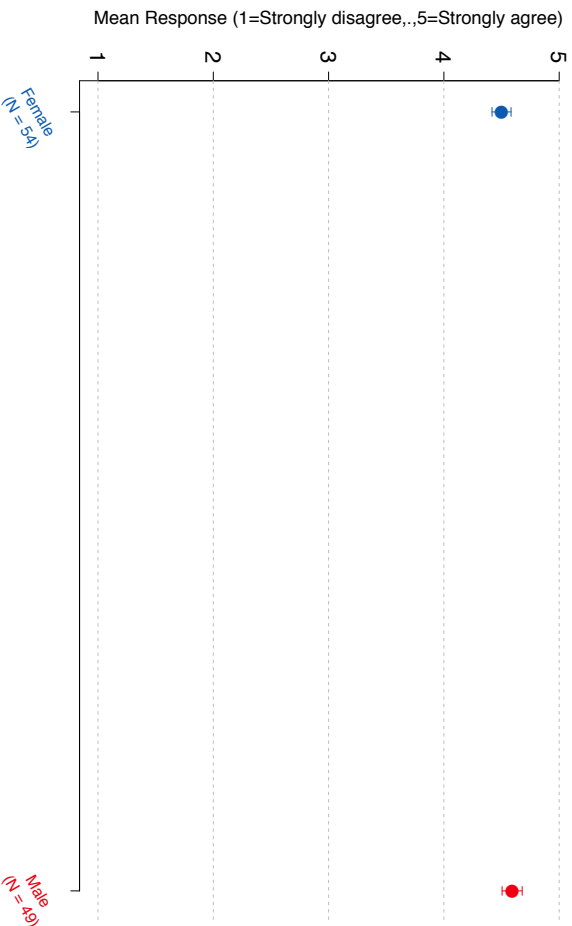
I have sufficient technical and statistical support for my research.



I have opportunities to learn about nonacademic careers, and what is needed to obtain a nonacademic position in the future.

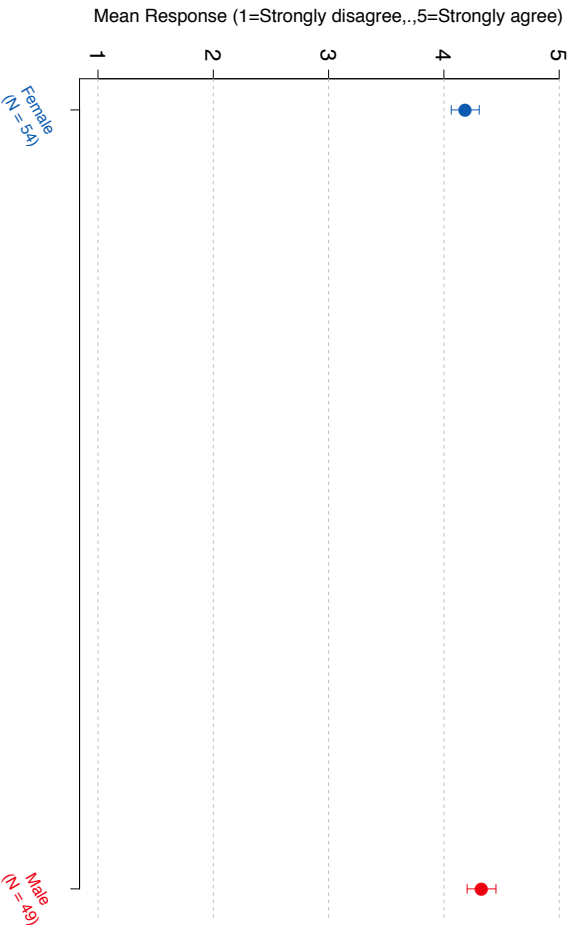


I have access to the physical spaces, tools, and equipment necessary to do my research.



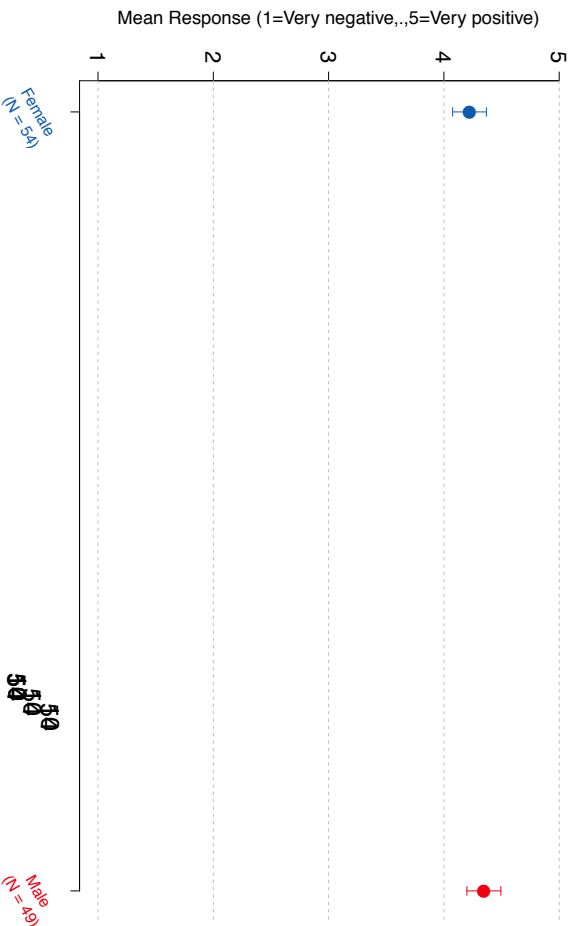
Page: resources, Population: grad_postdoc, Grouping: gender

I have sufficient financial support for my research.



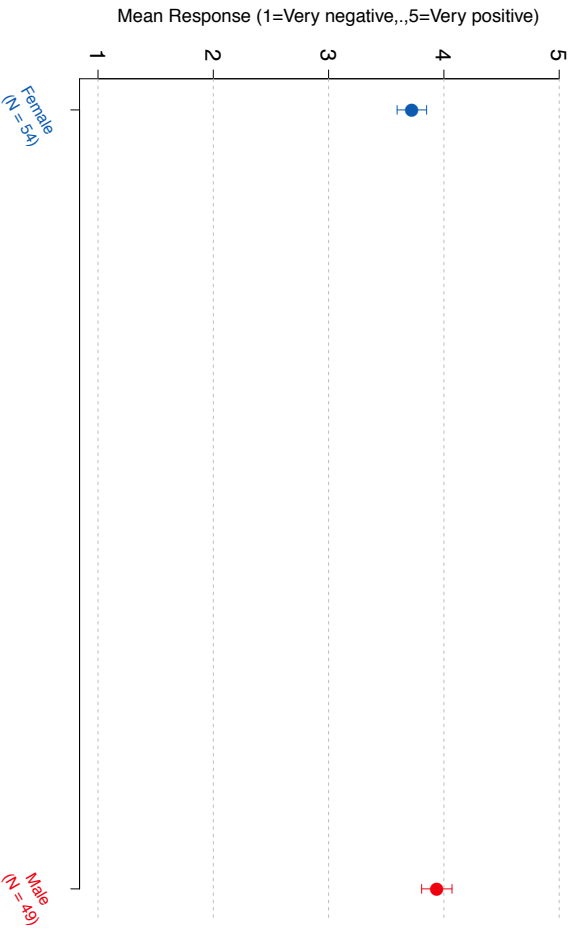
Page: resources, Population: grad_postdoc, Grouping: gender

How would you rate the overall quality of training you receive from your mentor?



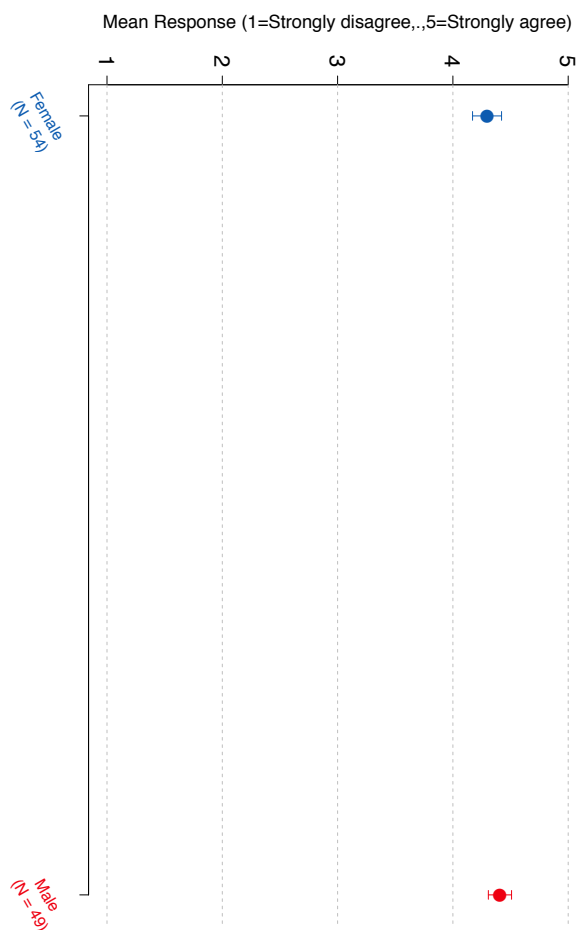
Page: resources, Population: grad_postdoc, Grouping: gender

How would you rate the overall quality of training you receive from the departments faculty as a whole?



Page: resources, Population: grad_postdoc, Grouping: gender

I have sufficient opportunities to receive input on my work from people in my laboratory.



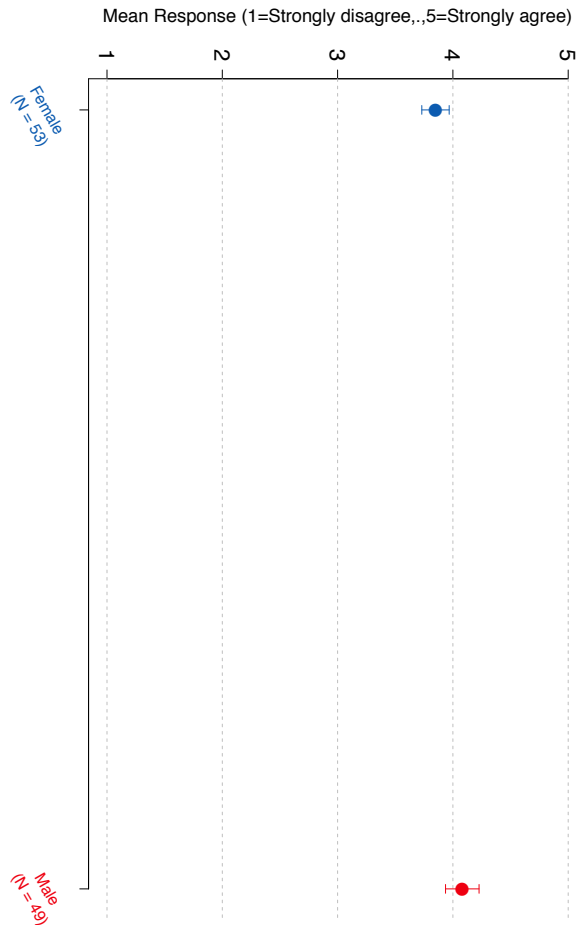
Page: resources, Population: grad_postdoc, Grouping: gender

I have sufficient technical and statistical support for my research.



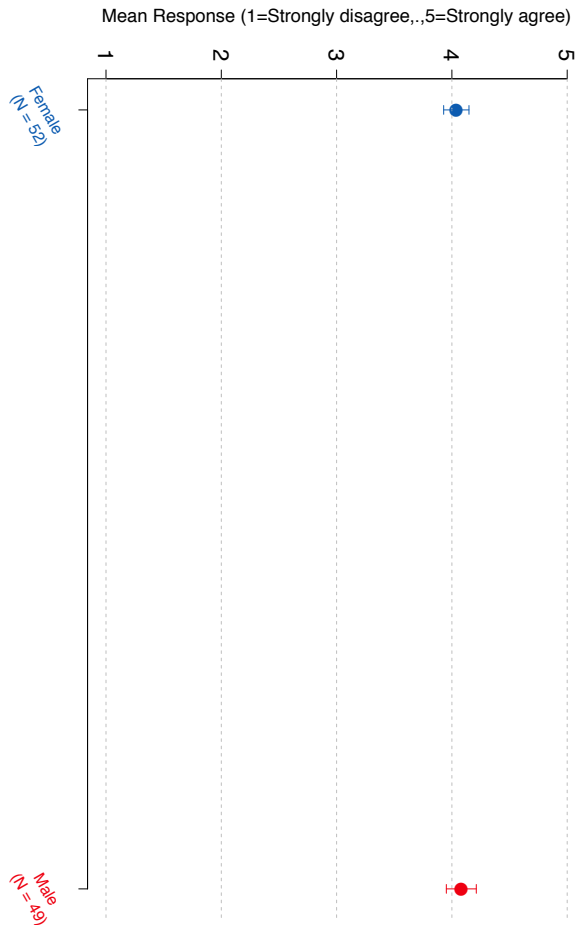
Page: resources, Population: grad_postdoc, Grouping: gender

I have access to sufficient opportunities to network with people in my field (e.g., at meetings and conferences).



Page: resources, Population: grad_postdoc, Grouping: gender

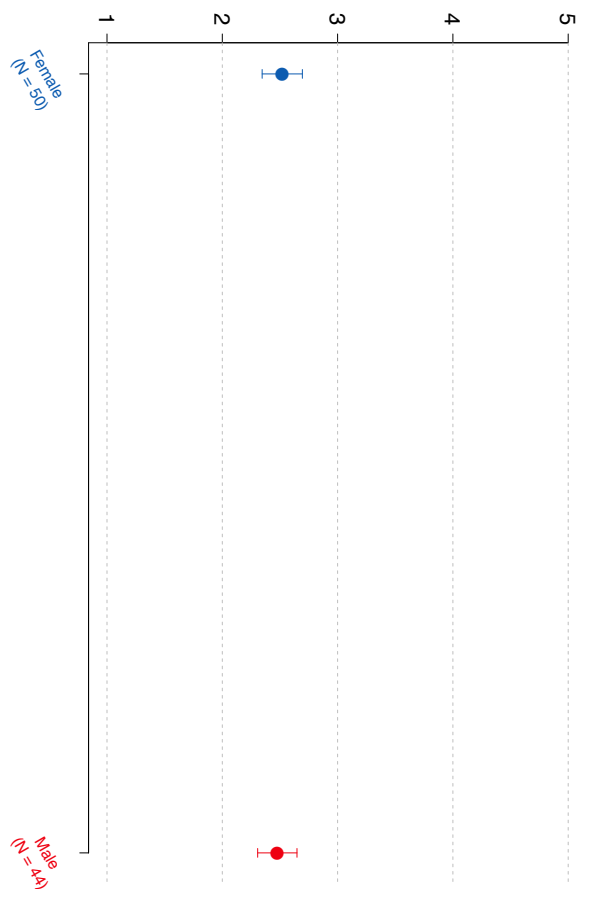
I have opportunities to learn about academic careers, and what is needed to obtain an academic position in the future.



Page: resources, Population: grad_postdoc, Grouping: gender

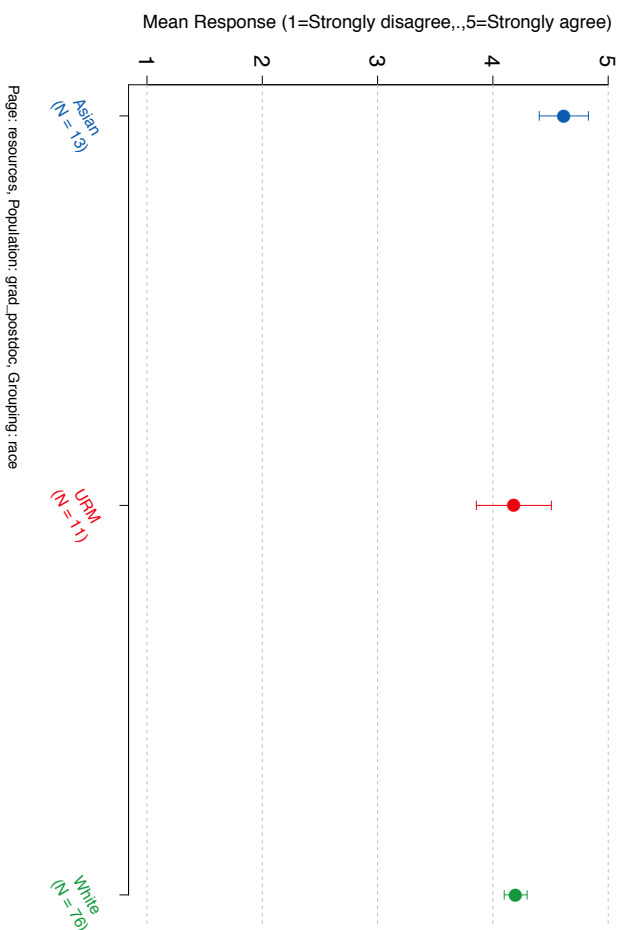
I have opportunities to learn about nonacademic careers, and what is needed to obtain a nonacademic position in the future.

Mean Response (1=Strongly disagree,..,5=Strongly agree)

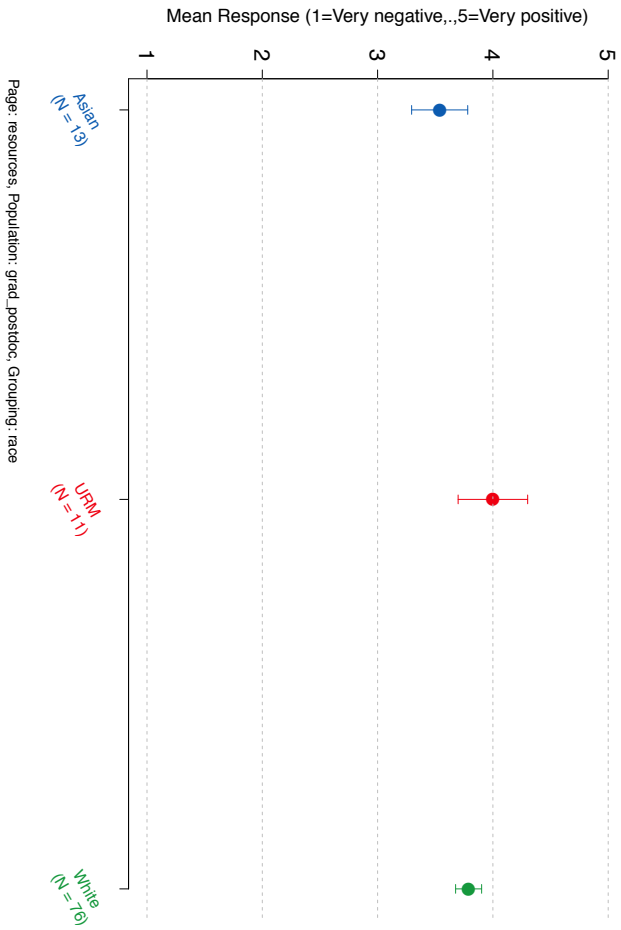


Page: resources, Population: grad_posdoc, Grouping: gender

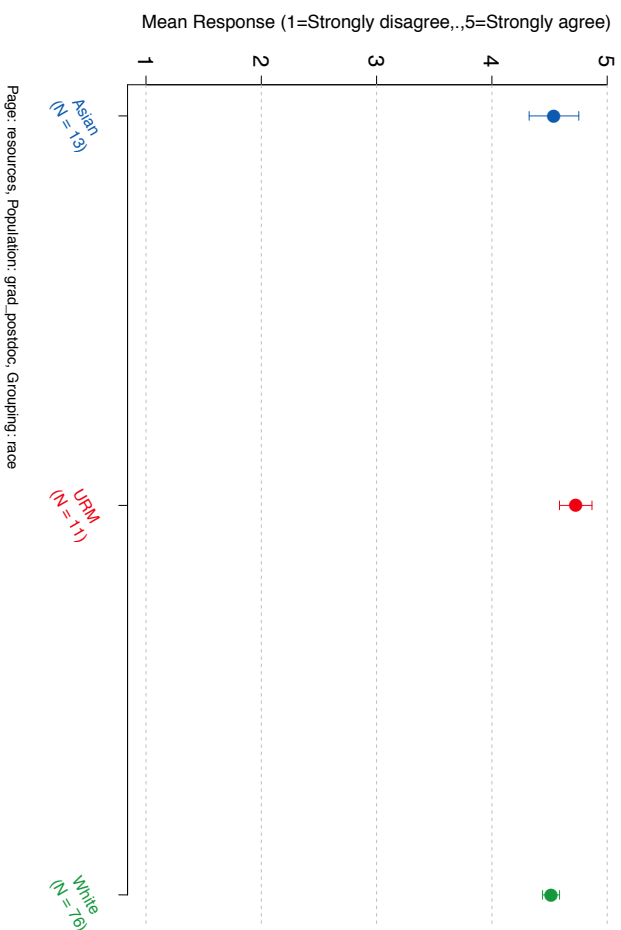
I have sufficient financial support for my research.



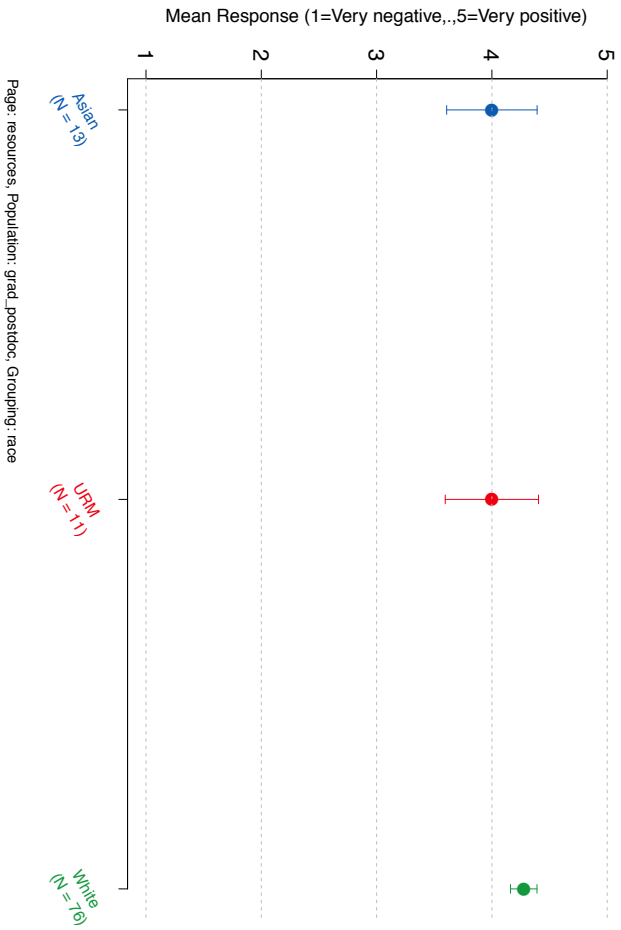
How would you rate the overall quality of training you receive from the department's faculty as a whole?



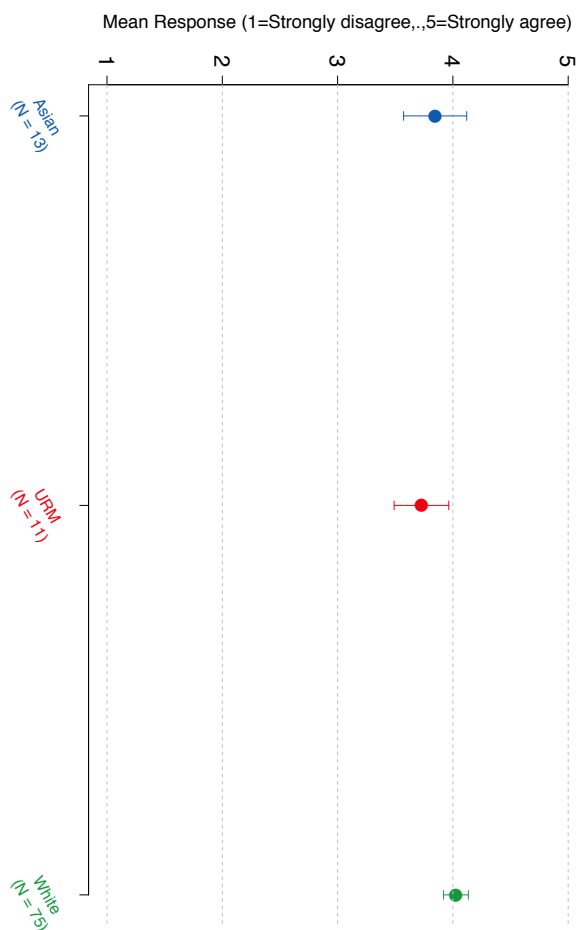
I have access to the physical spaces, tools, and equipment necessary to do my research.



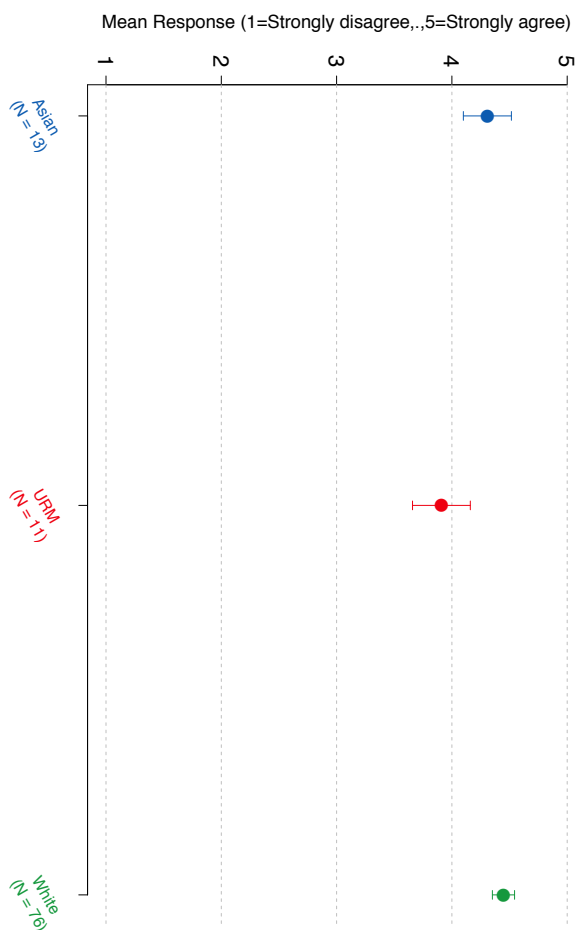
How would you rate the overall quality of training you receive from your mentor?



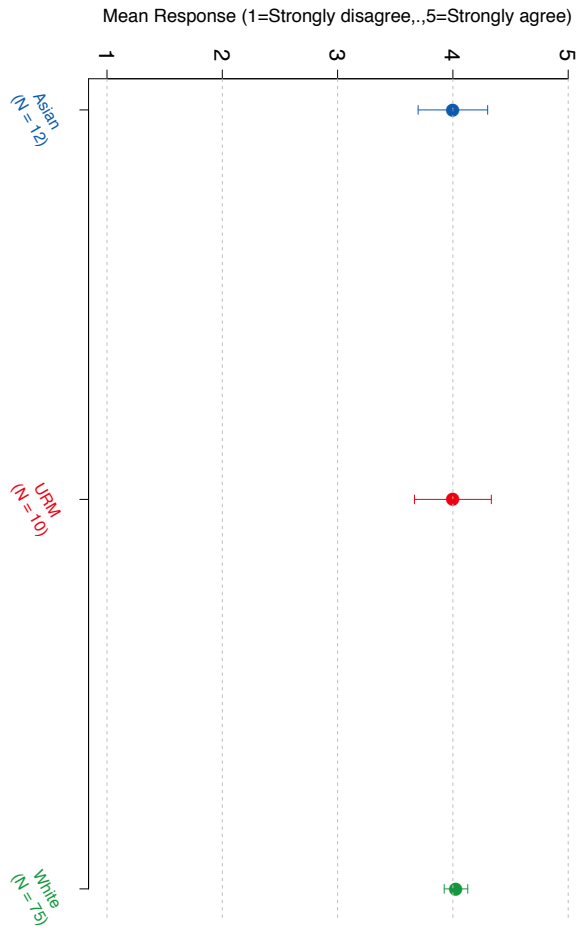
I have access to sufficient opportunities to network with people in my field (e.g., at meetings and conferences).



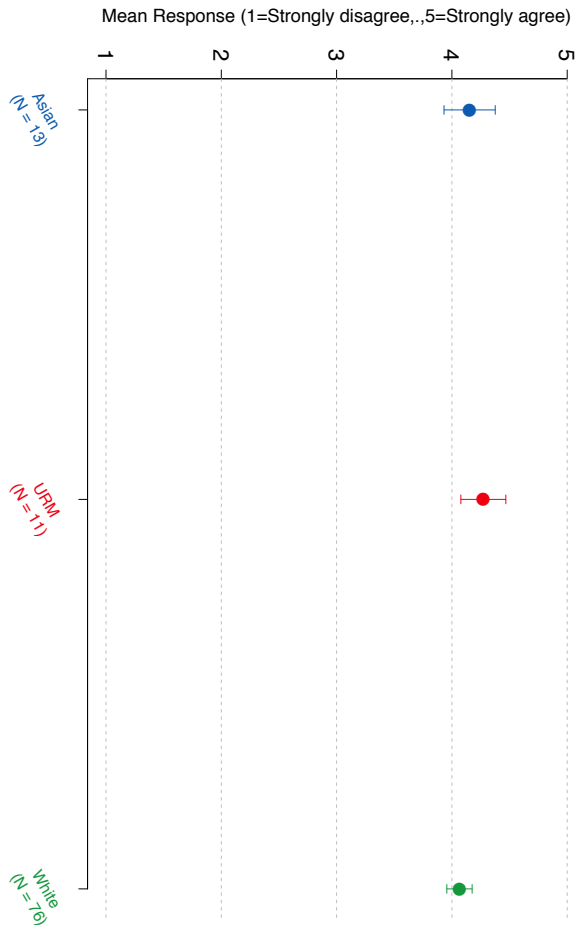
I have sufficient opportunities to receive input on my work from people in my laboratory.



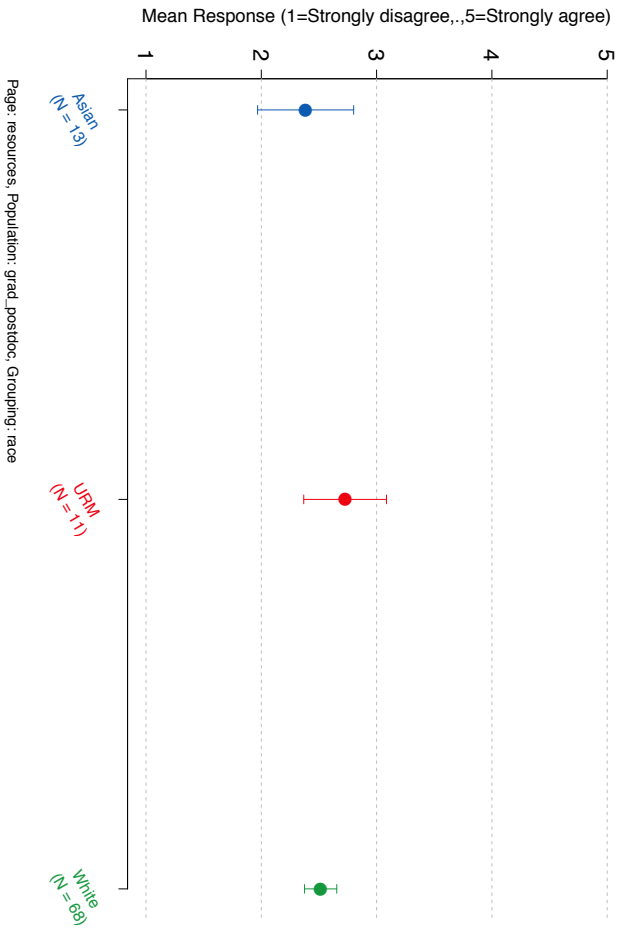
I have opportunities to learn about academic careers, and what is needed to obtain an academic position in the future.



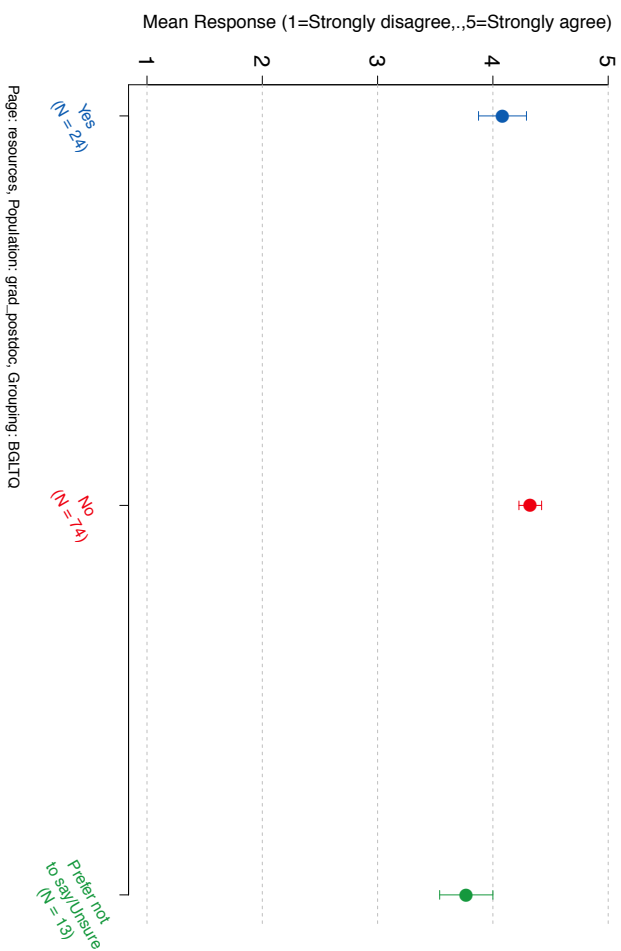
I have sufficient technical and statistical support for my research.



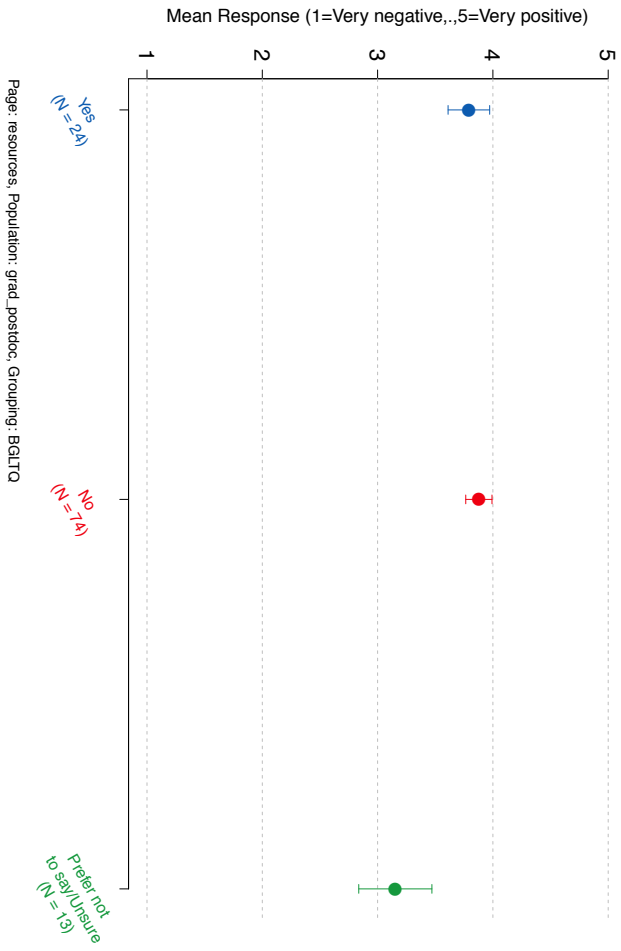
I have opportunities to learn about nonacademic careers, and what is needed to obtain a nonacademic position in the future.



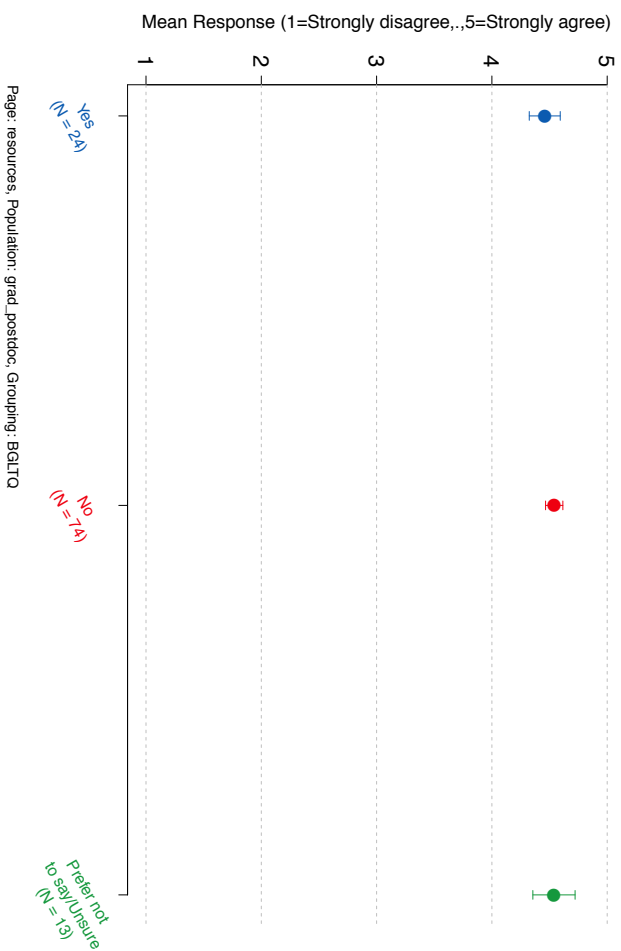
I have sufficient financial support for my research.



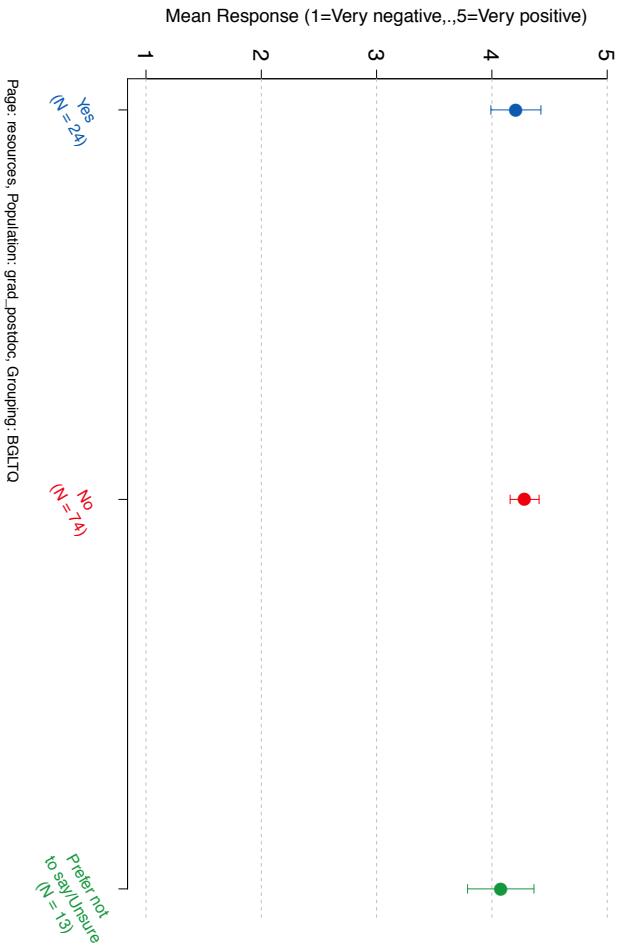
How would you rate the overall quality of training you receive from the departments faculty as a whole?



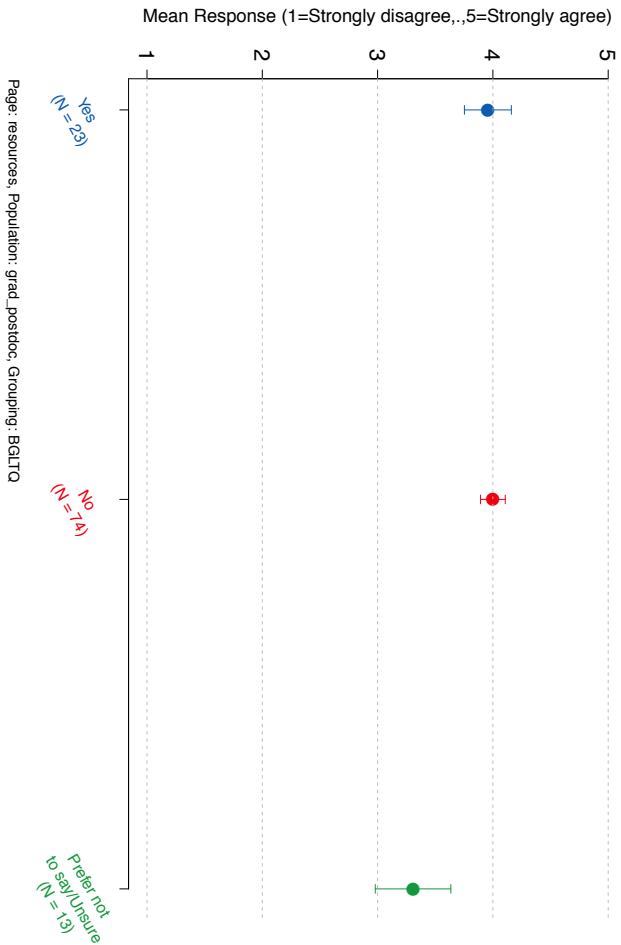
I have access to the physical spaces, tools, and equipment necessary to do my research.



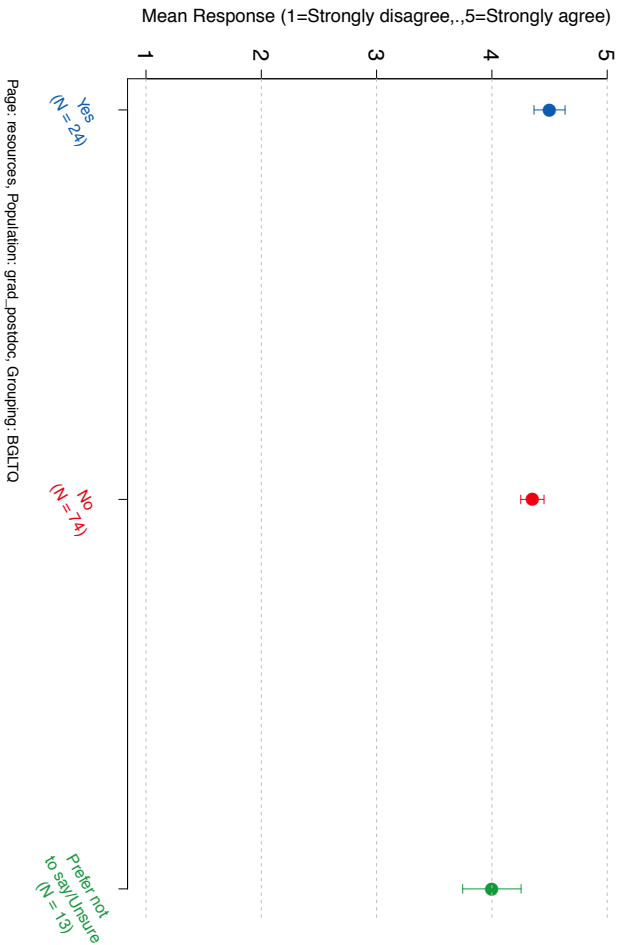
How would you rate the overall quality of training you receive from your mentor?



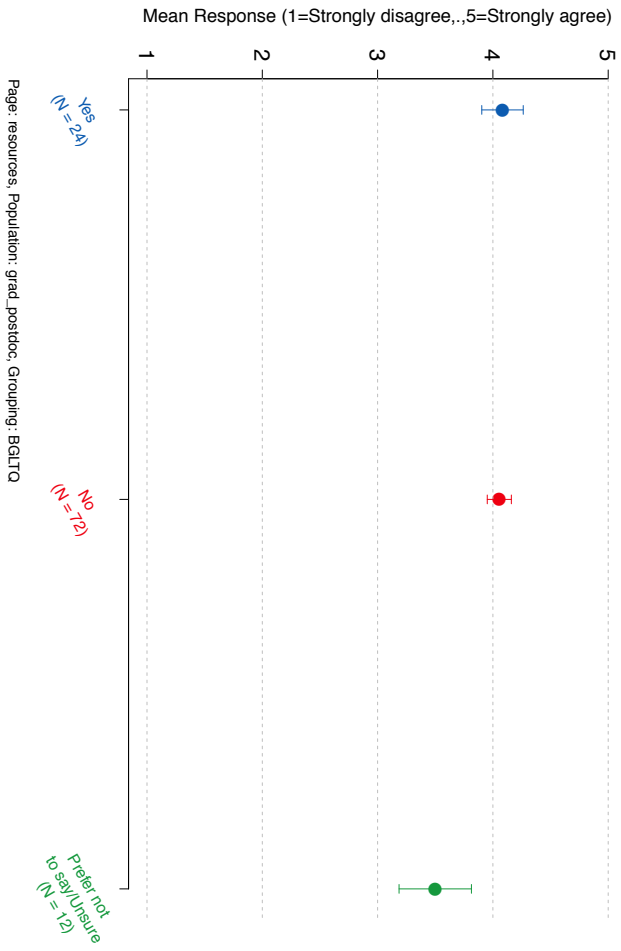
I have access to sufficient opportunities to network with people in my field (e.g., at meetings and conferences).



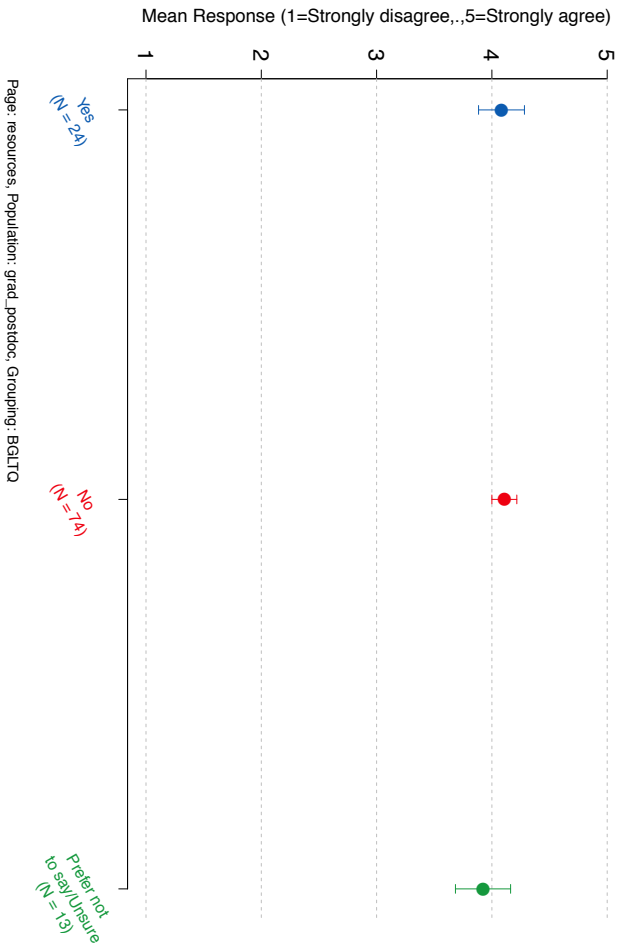
I have sufficient opportunities to receive input on my work from people in my laboratory.



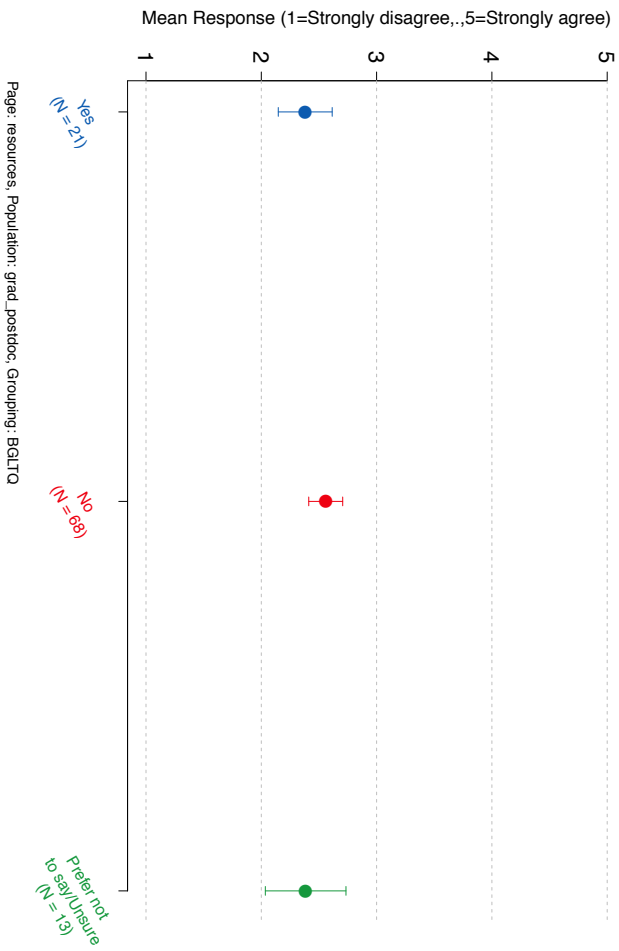
I have opportunities to learn about academic careers, and what is needed to obtain an academic position in the future.



I have sufficient technical and statistical support for my research.



I have opportunities to learn about nonacademic careers, and what is needed to obtain a nonacademic position in the future.



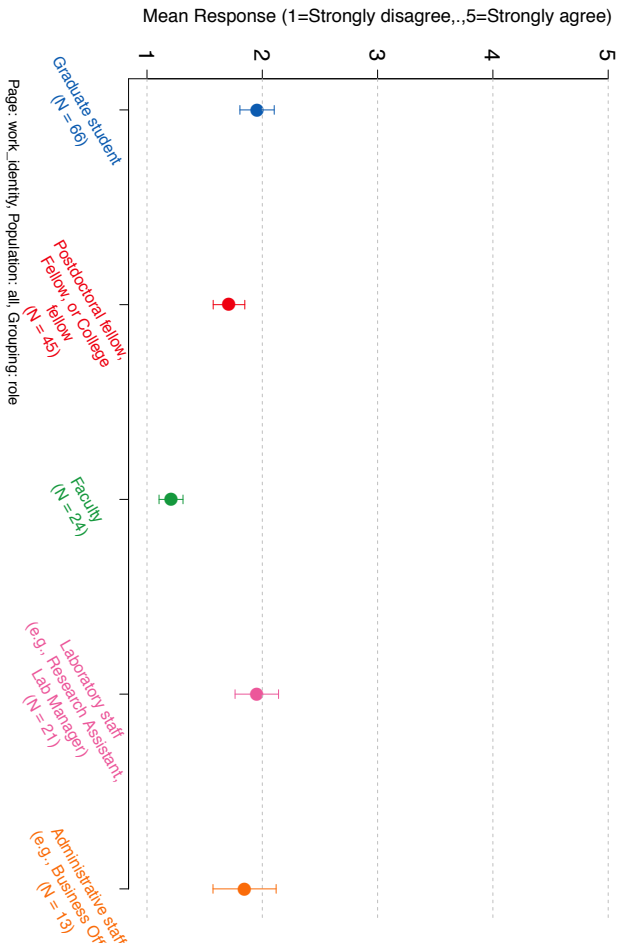
j. Work and Identity – Full department

See the Executive Summary (Appendix I) for key plots. The full department data are displayed here. Data by subgroup are plotted in section k.

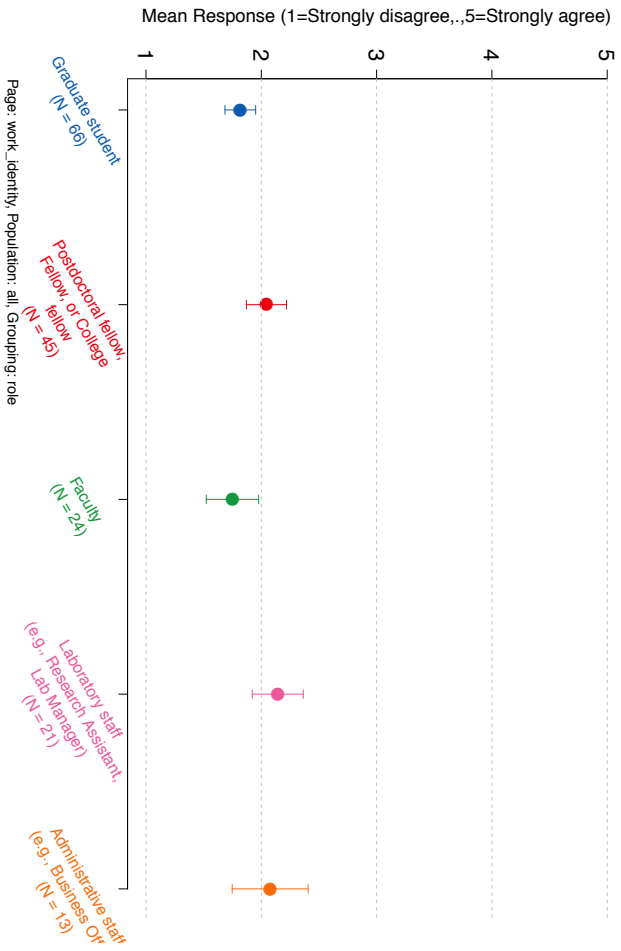
<i>Scale for all items: 1=Strongly disagree, ..., 5=Strongly agree</i>	Mean	N	Std. Deviation
In the Psychology Department, my work or study is limited/negatively affected by my gender.	1.93	169	1.105
In the Psychology department, my work or study is limited/negatively affected by my race or ethnicity.	1.78	169	1.022
In the Psychology department, my work or study is limited/negatively affected by social class.	1.93	169	1.019
In the Psychology department, my work or study is limited/negatively affected by political views.	1.70	169	0.981
In the Psychology department, my work or study is limited/negatively affected by some other aspects of my background or identity.	2.00	138	1.114

k. Work and Identity by Subgroupings (see plots on following pages) and Appendix VIII for spreadsheet version.

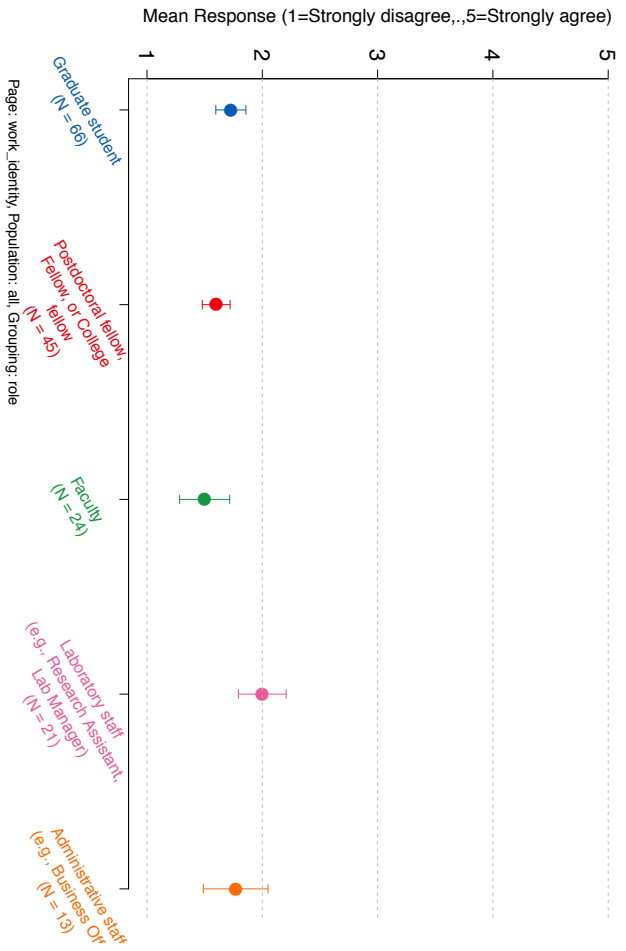
In the Psychology department, my work or study is limited/negatively affected by my race or ethnicity.



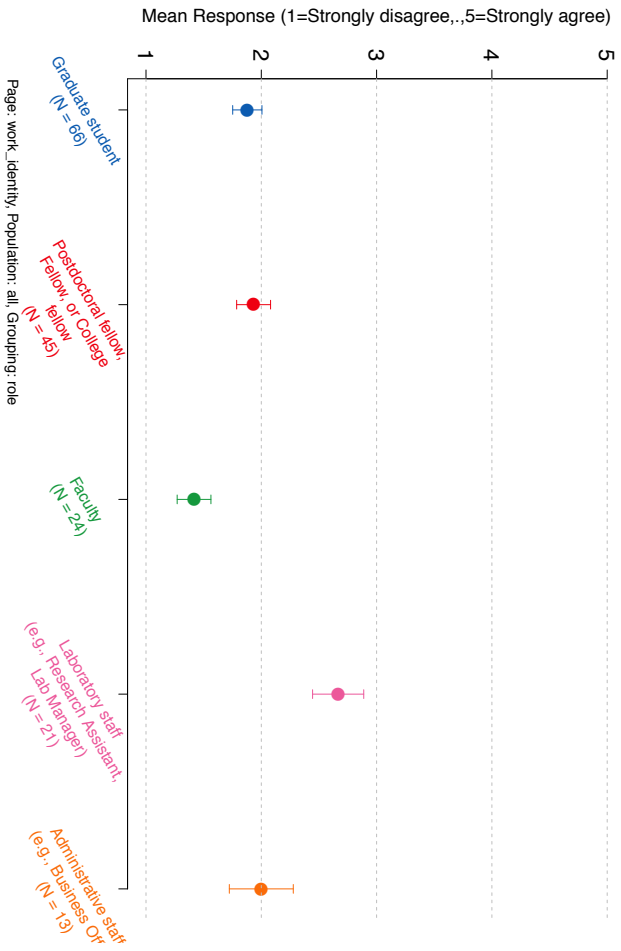
In the Psychology Department, my work or study is limited/negatively affected by my gender.



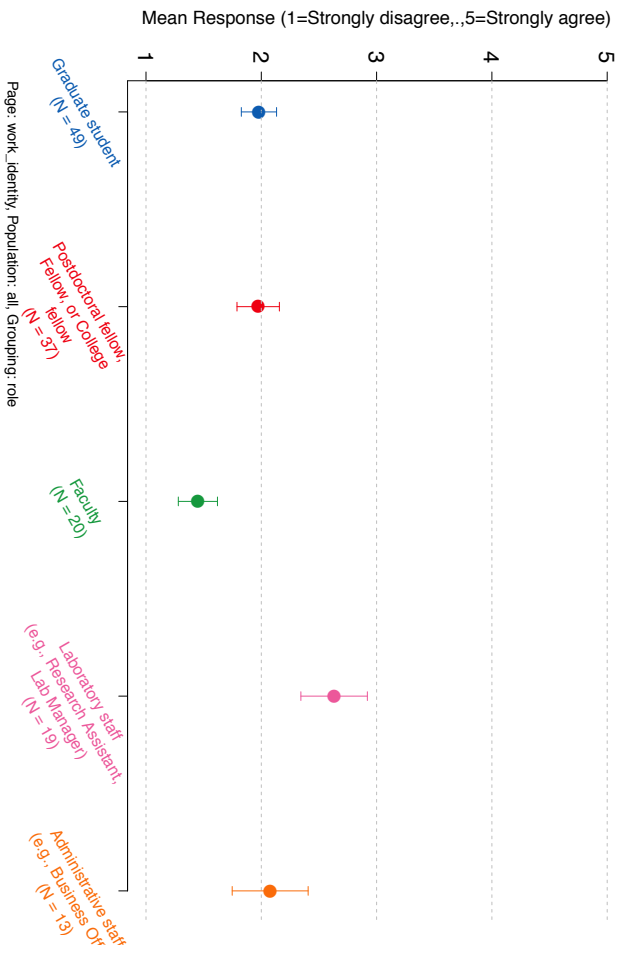
In the Psychology department, my work or study is limited/negatively affected by political views.



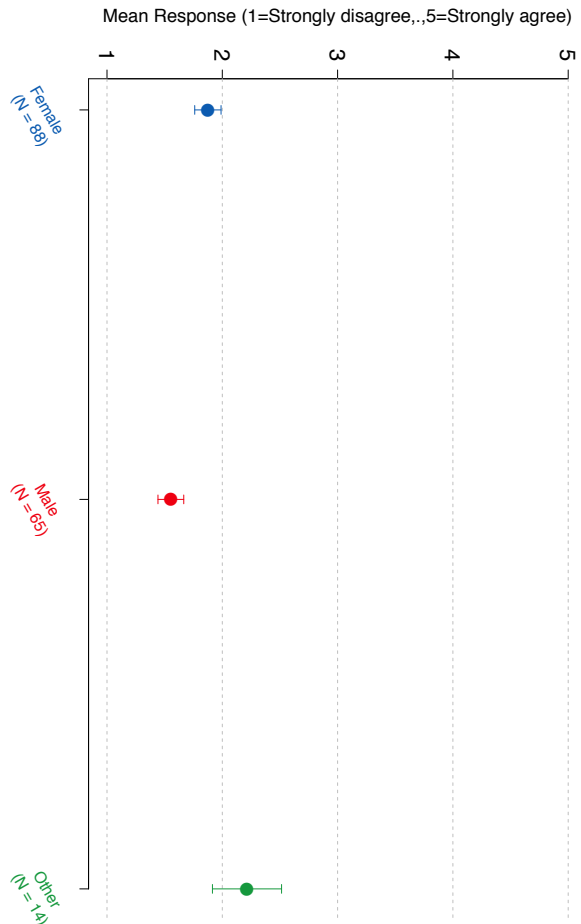
In the Psychology department, my work or study is limited/negatively affected by my social class.



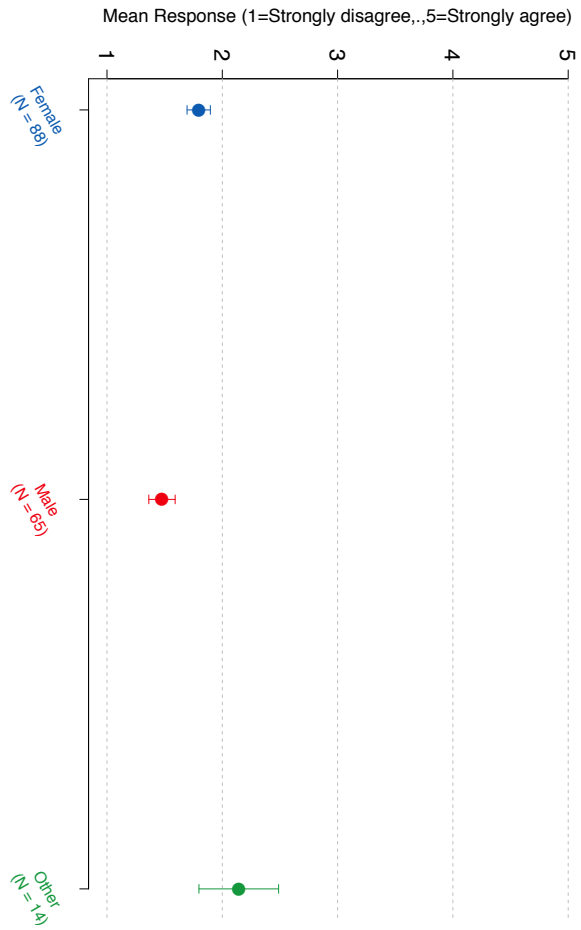
In the Psychology department, my work or study is limited/negatively affected by some other aspects of my background or identity.



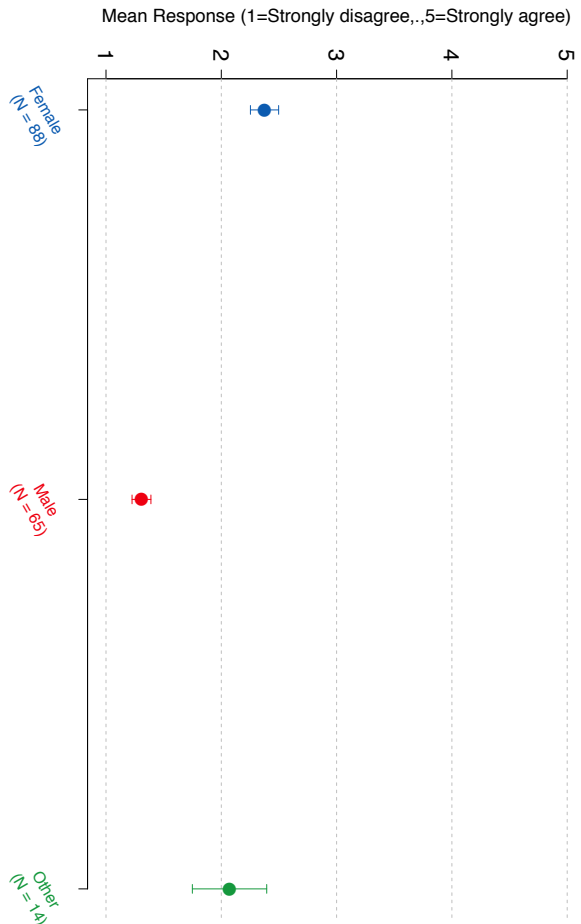
In the Psychology department, my work or study is limited/negatively affected by my race or ethnicity.



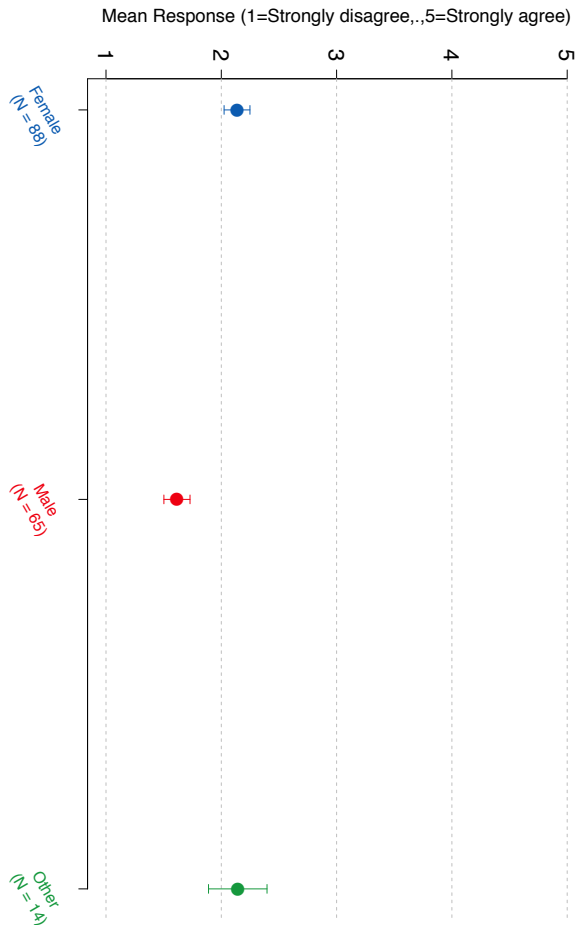
In the Psychology department, my work or study is limited/negatively affected by political views.



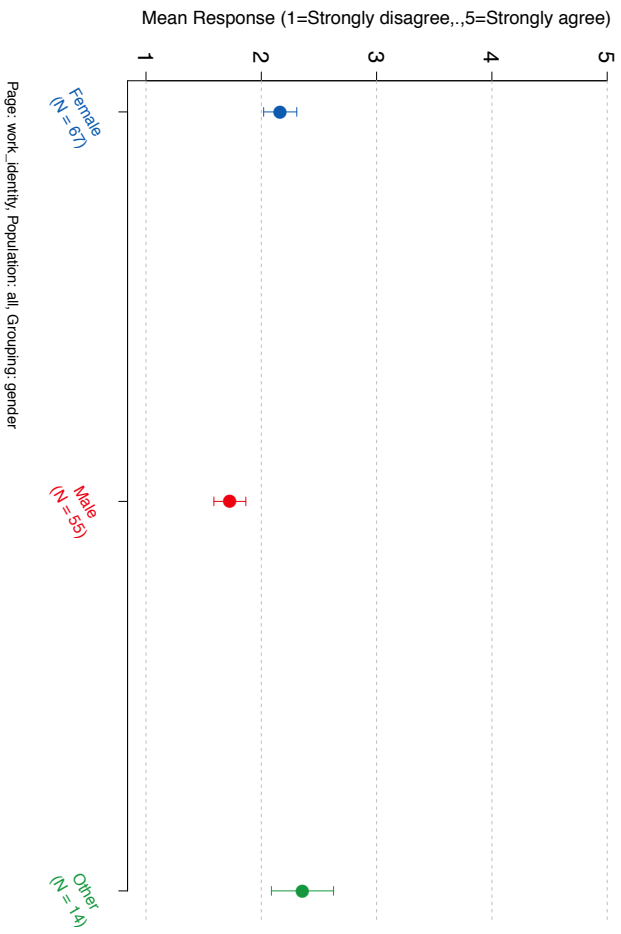
In the Psychology Department, my work or study is limited/negatively affected by my gender.



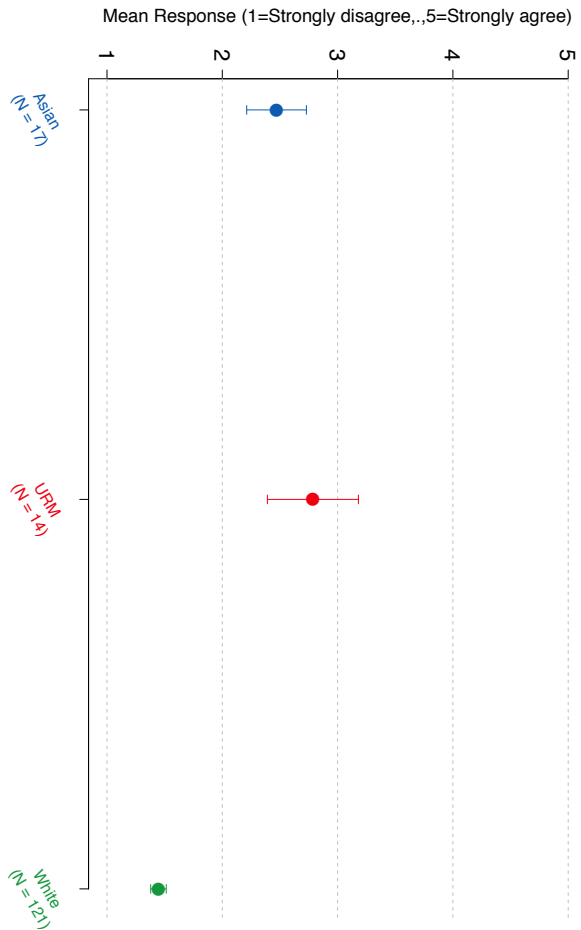
In the Psychology department, my work or study is limited/negatively affected by social class.



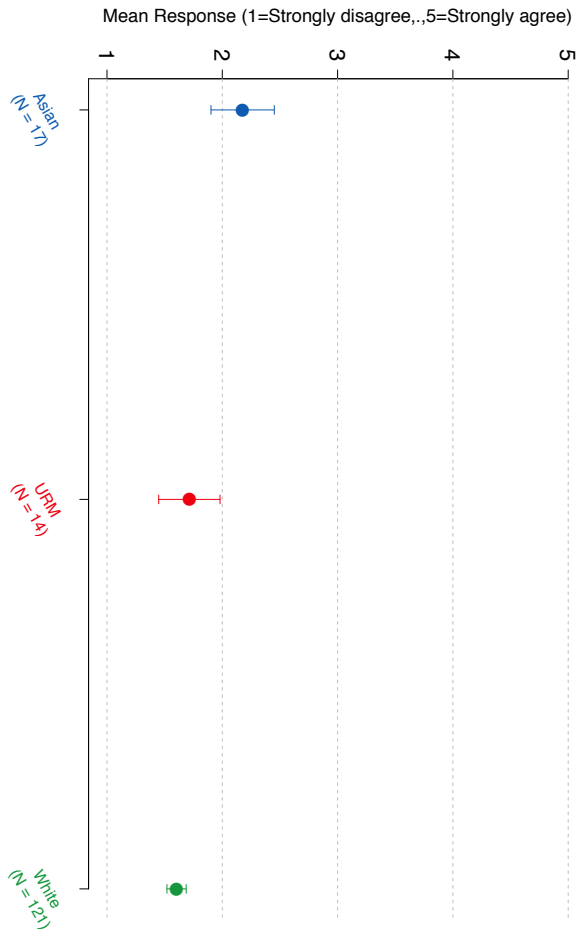
In the Psychology department, my work or study is limited/negatively affected by some other aspects of my background or identity.



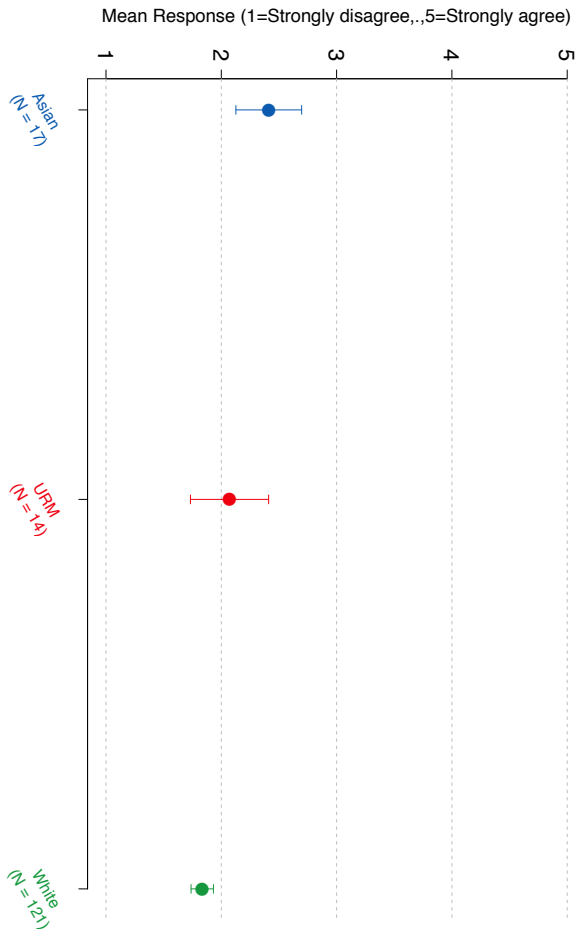
In the Psychology department, my work or study is limited/negatively affected by my race or ethnicity.



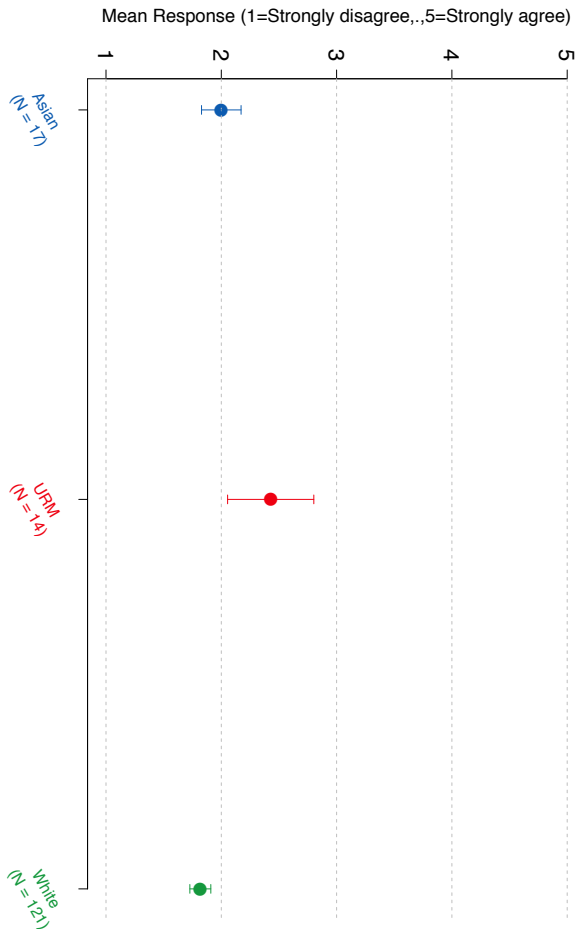
In the Psychology department, my work or study is limited/negatively affected by political views.



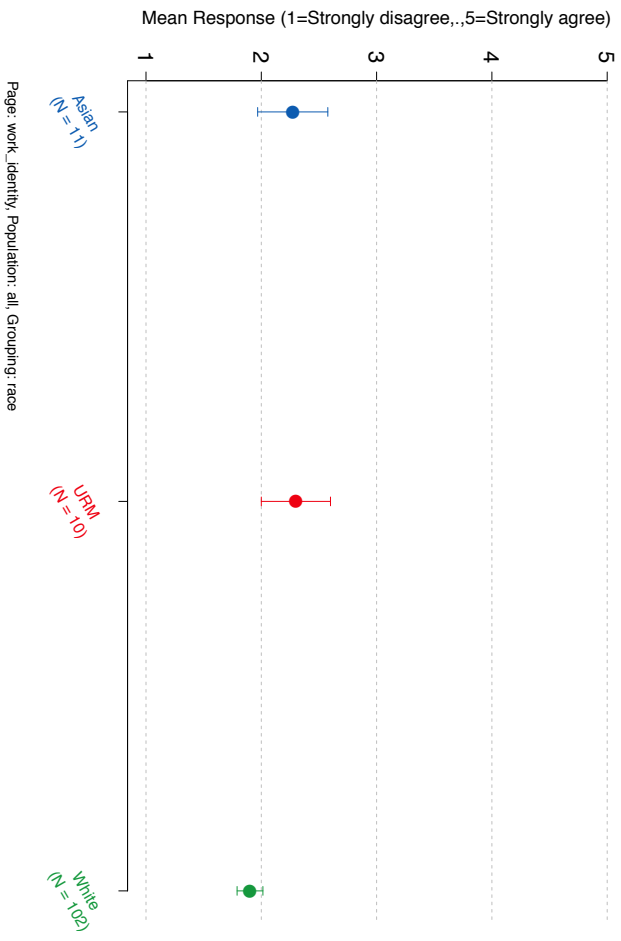
In the Psychology Department, my work or study is limited/negatively affected by my gender.



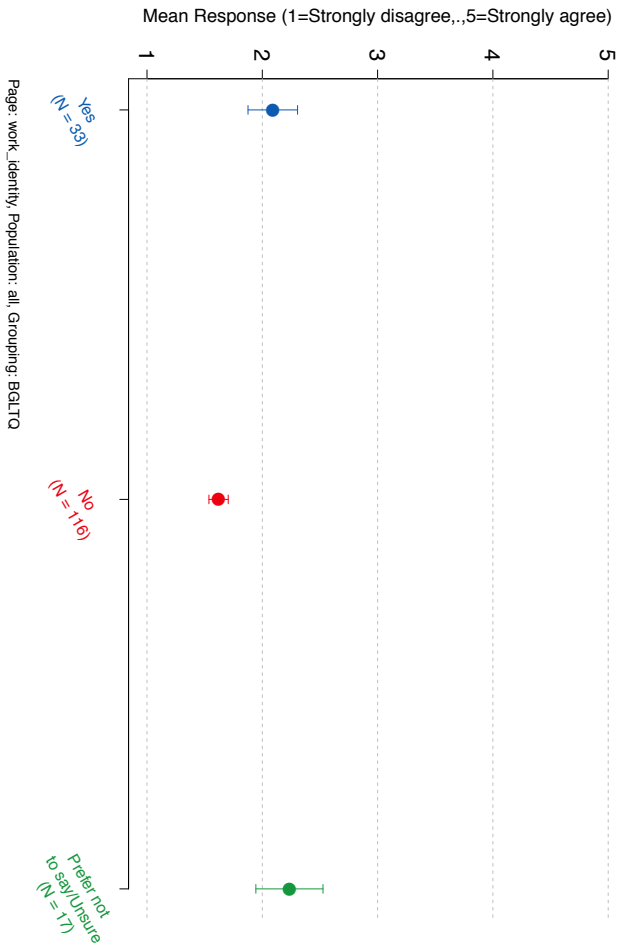
In the Psychology department, my work or study is limited/negatively affected by social class.



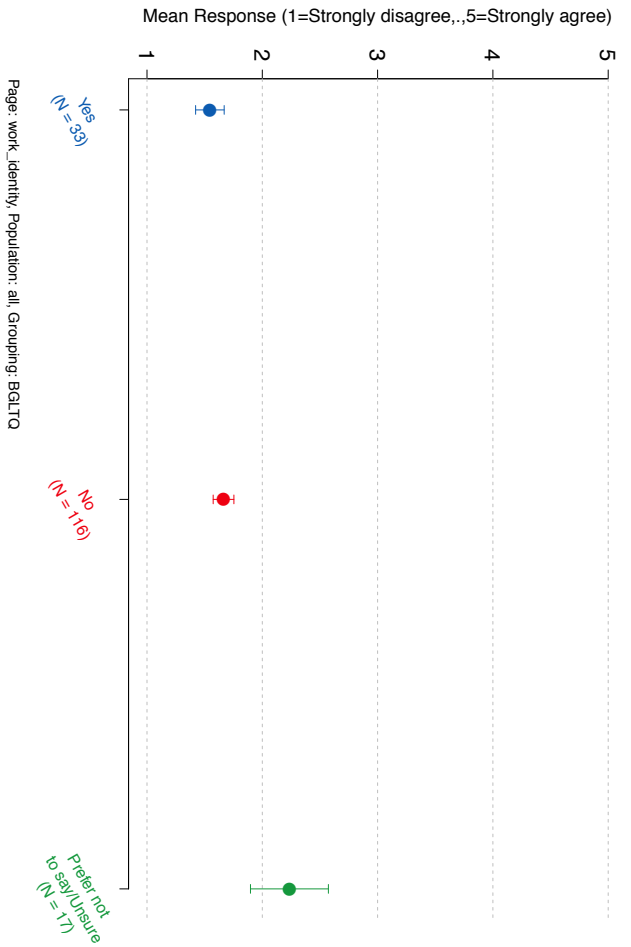
In the Psychology department, my work or study is limited/negatively affected by some other aspects of my background or identity.



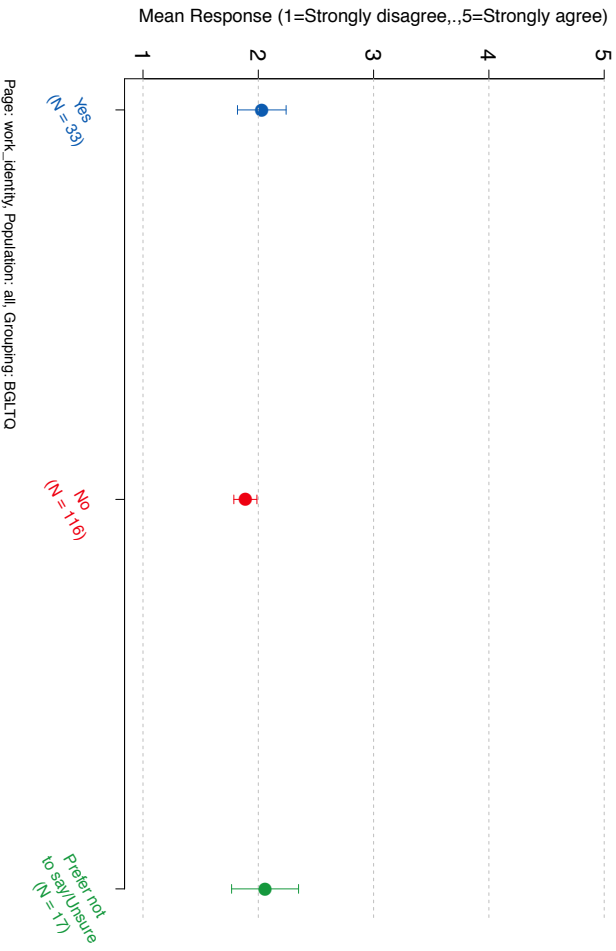
In the Psychology department, my work or study is limited/negatively affected by my race or ethnicity.



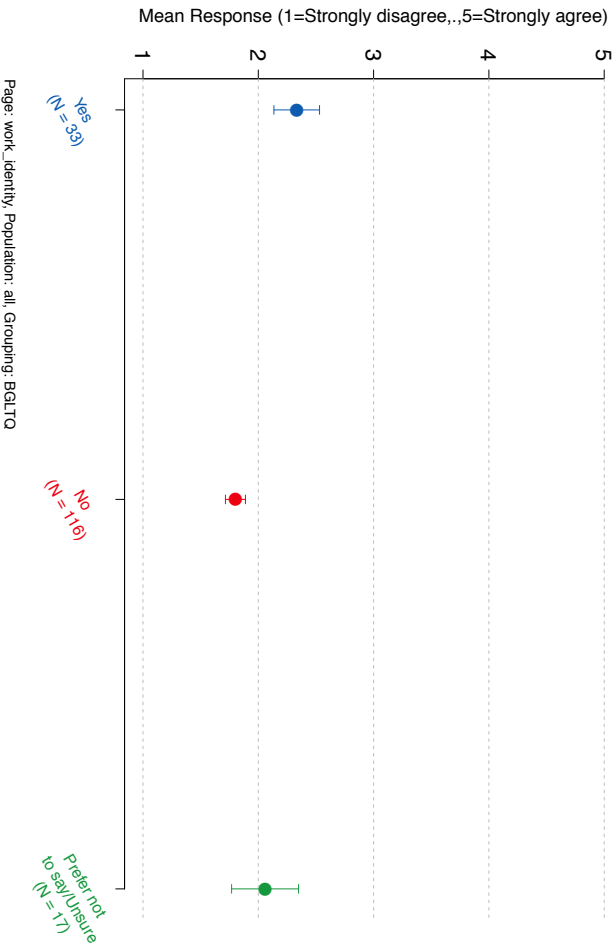
In the Psychology department, my work or study is limited/negatively affected by political views.



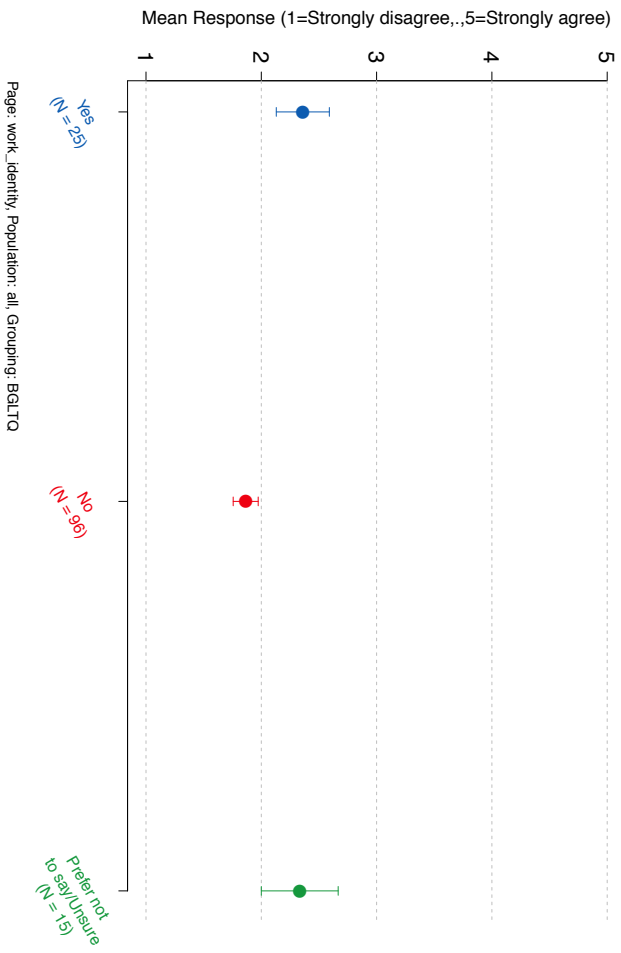
In the Psychology Department, my work or study is limited/negatively affected by my gender.



In the Psychology department, my work or study is limited/negatively affected by social class.



In the Psychology department, my work or study is limited/negatively affected by some other aspects of my background or identity.



I. Harassment and Discrimination

All of the available data on harassment and discrimination are presented in the Executive Summary (Appendix I).

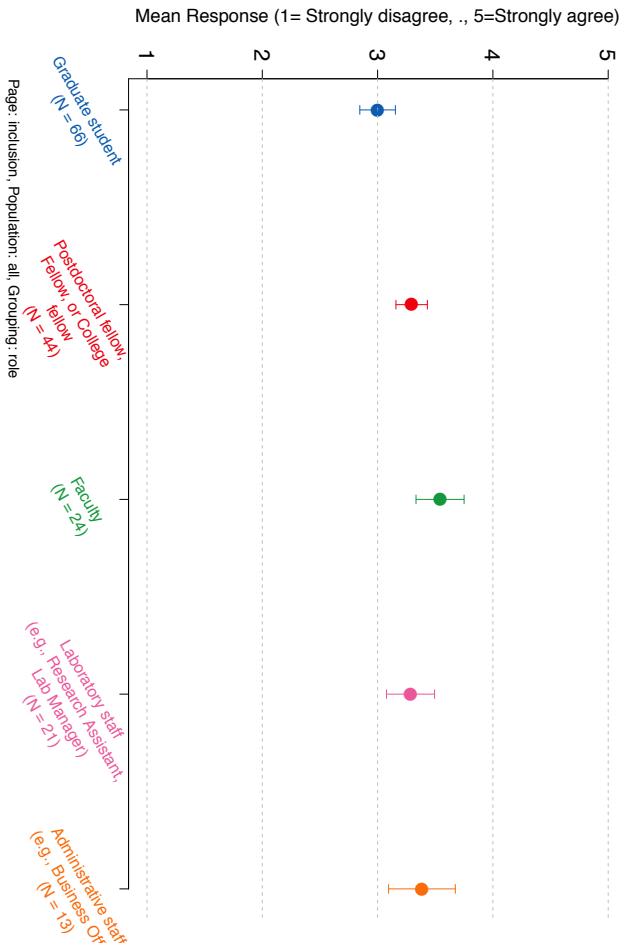
m. Inclusion and Belonging – Full department

See the Executive Summary (Appendix I) for key plots. The full department data are displayed here. Data by subgroup are plotted in n.

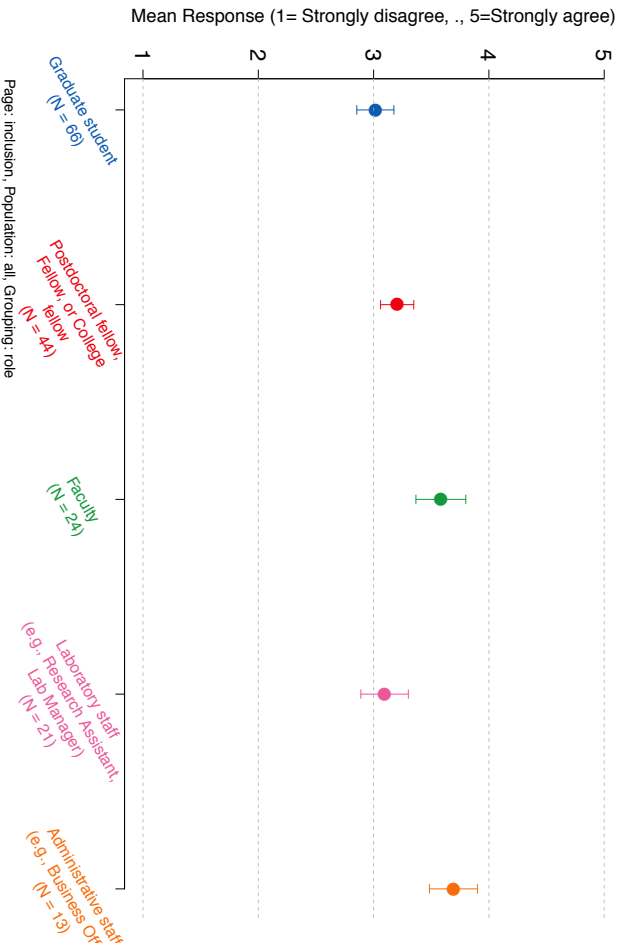
<i>Scale for all items: 1=Strongly disagree, ..., 5=Strongly agree</i>	Mean	N	Std. Deviation
The Psychology Department undertakes sufficient effort toward creating an inclusive and belonging environment.	3.21	168	1.121
The Psychology Department faculty are sufficiently sensitive to issues of inclusion, diversity, and belonging.	3.22	168	1.091
The Psychology Department leadership shows that inclusion, diversity, and belonging is important through its actions.	3.16	168	1.080
The Psychology Department leadership places too much emphasis on issues of inclusion, diversity, and belonging.	1.95	168	0.934

n. Inclusion and Belonging by Subgroupings (see plots on following pages) and Appendix IX for spreadsheet version.

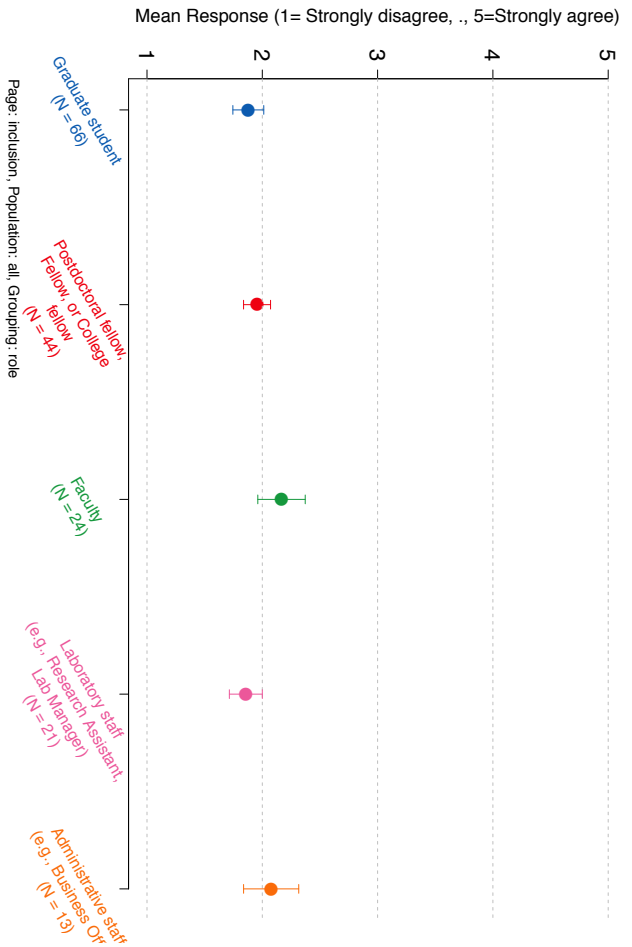
The Psychology Department faculty are sufficiently sensitive to issues of inclusion, diversity, and belonging.



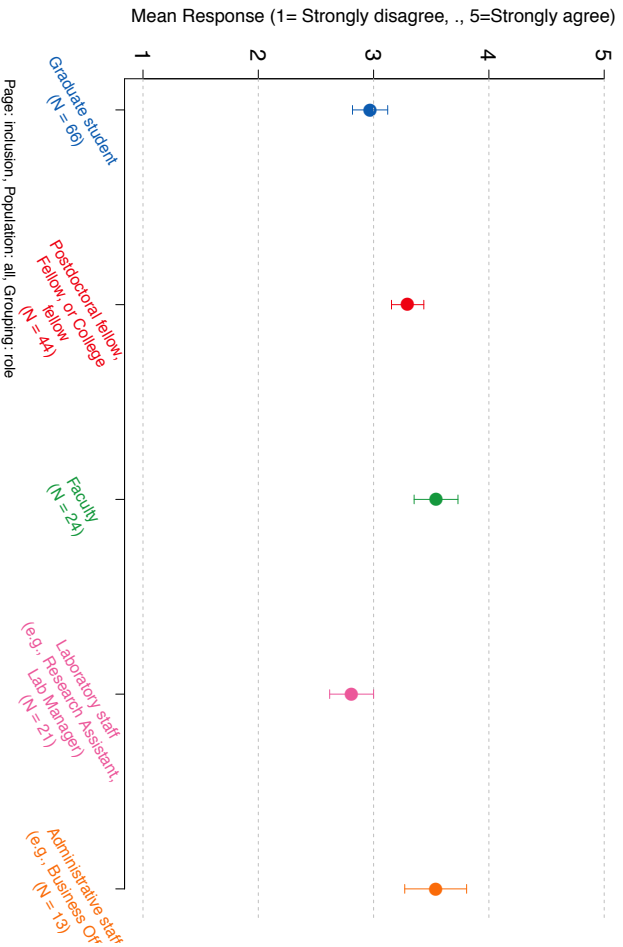
The Psychology Department undertakes sufficient effort toward creating an inclusive and belonging environment.



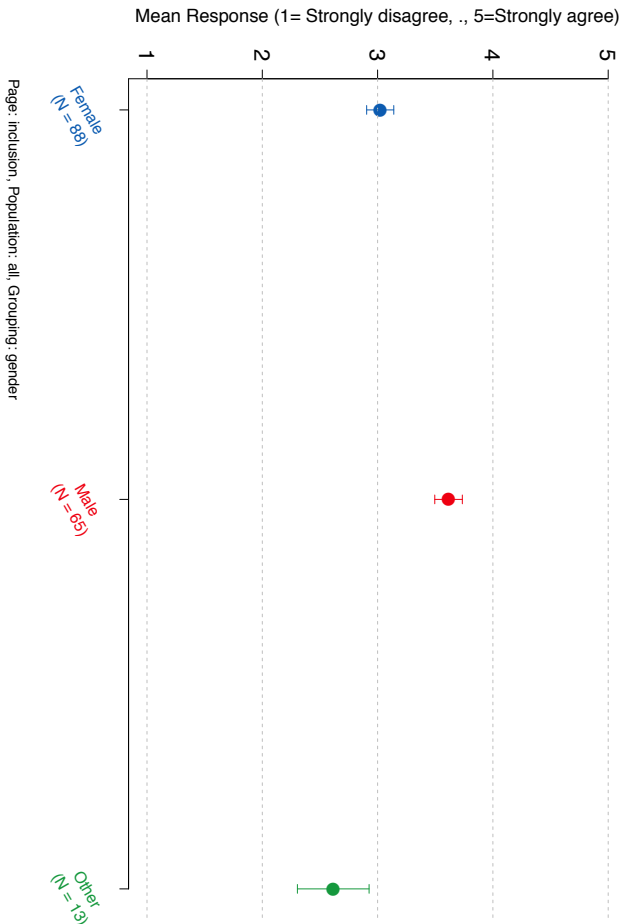
The Psychology Department leadership places too much emphasis on issues of inclusion, diversity, and belonging.



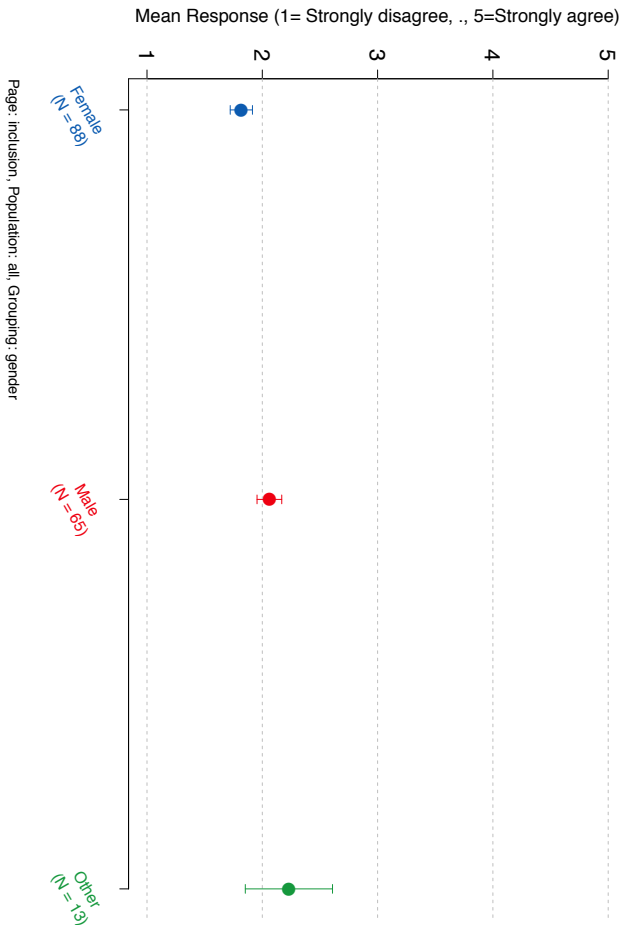
The Psychology Department leadership shows that inclusion, diversity, and belonging is important through its actions.



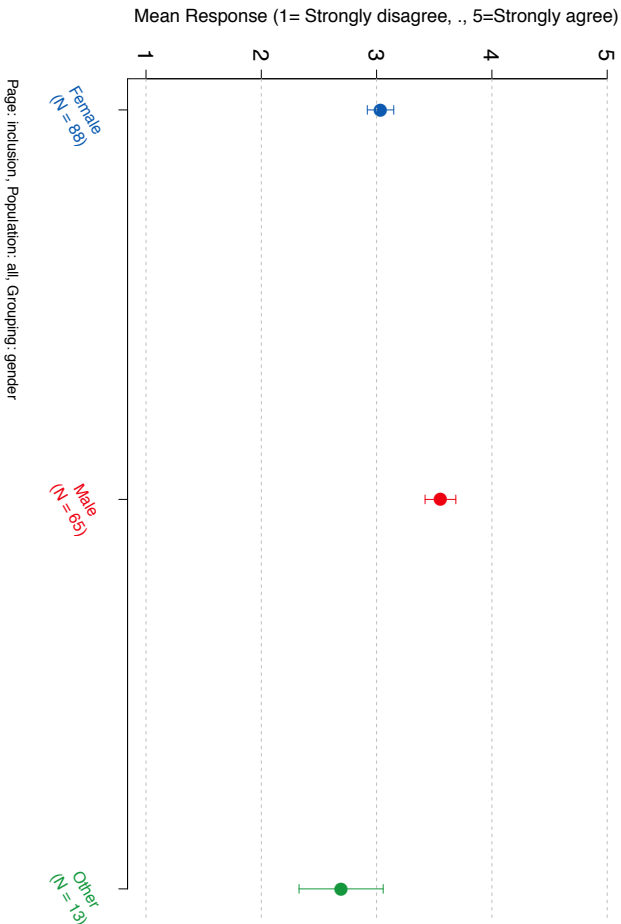
The Psychology Department faculty are sufficiently sensitive to issues of inclusion, diversity, and belonging.



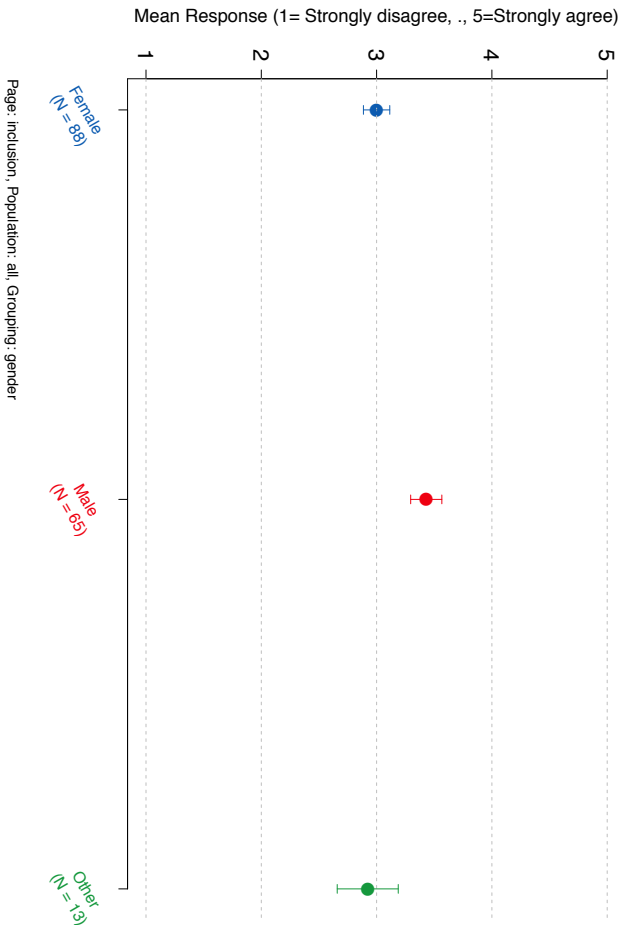
The Psychology Department leadership places too much emphasis on issues of inclusion, diversity, and belonging.



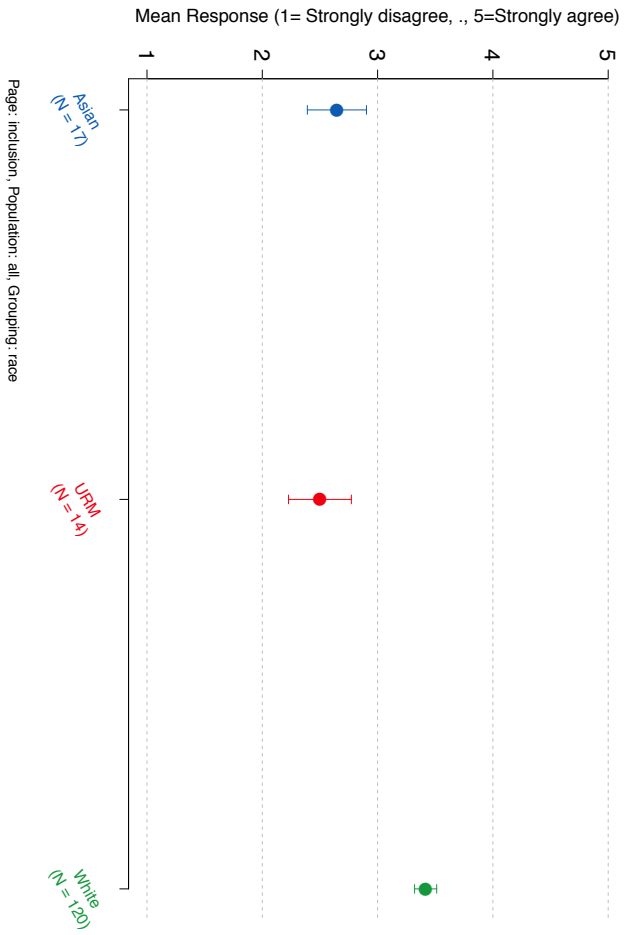
The Psychology Department undertakes sufficient effort toward creating an inclusive and belonging environment.



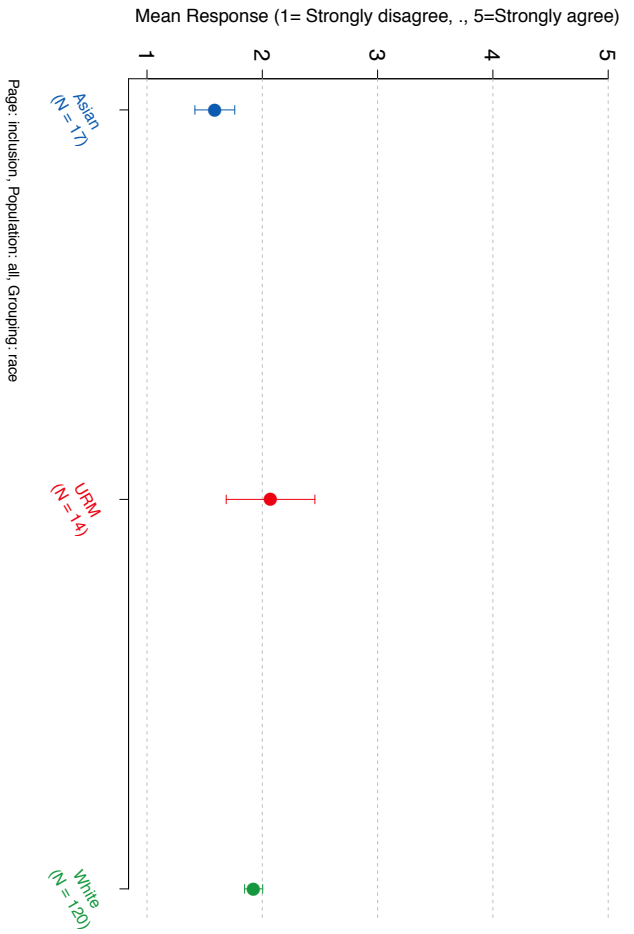
The Psychology Department leadership shows that inclusion, diversity, and belonging is important through its actions.



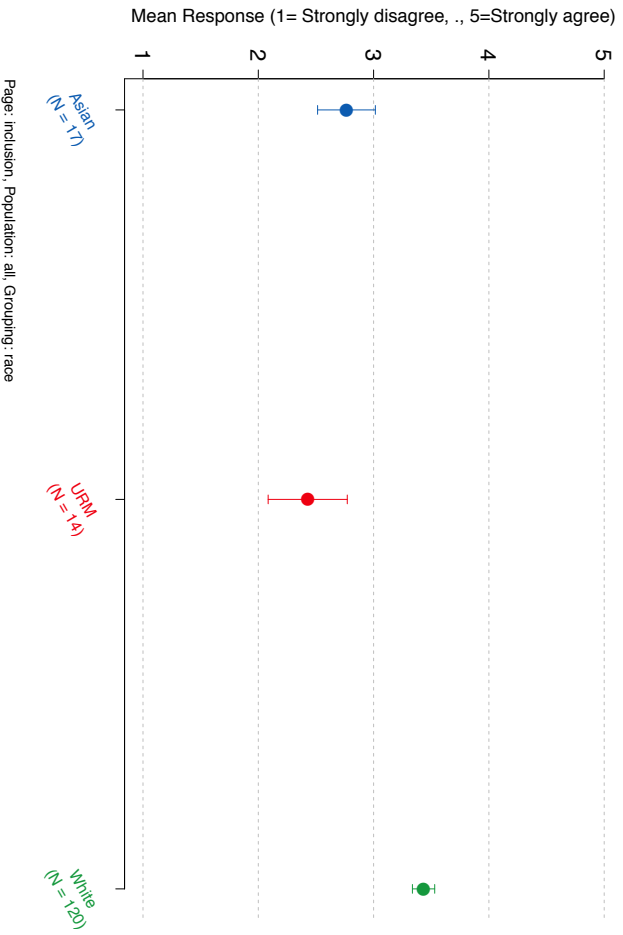
The Psychology Department faculty are sufficiently sensitive to issues of inclusion, diversity, and belonging.



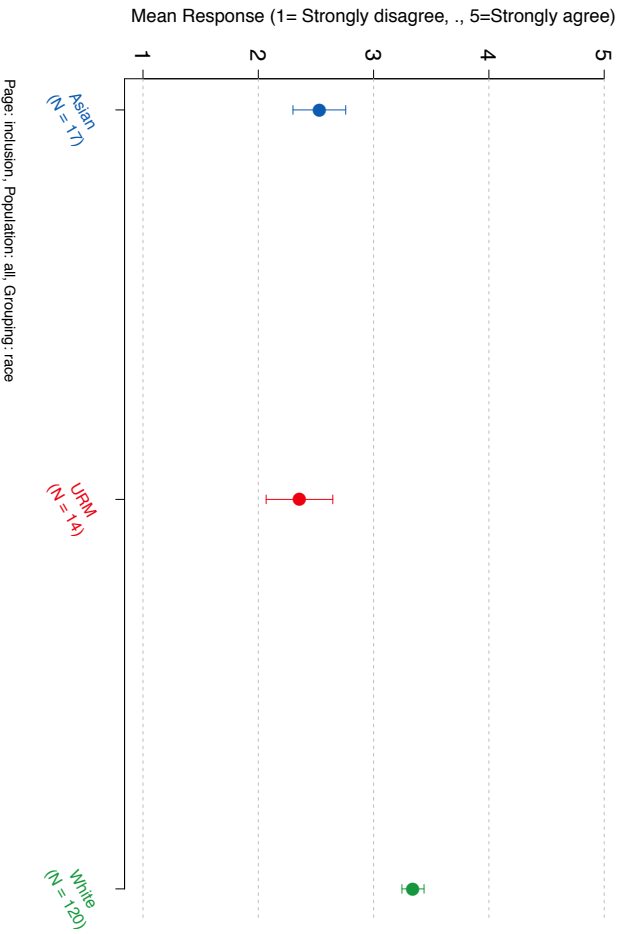
The Psychology Department leadership places too much emphasis on issues of inclusion, diversity, and belonging.



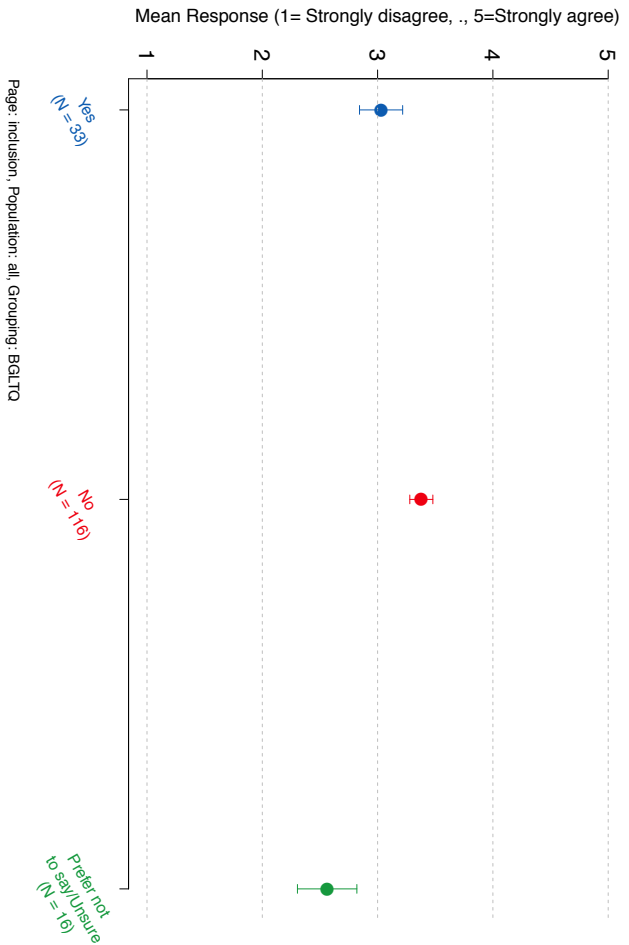
The Psychology Department undertakes sufficient effort toward creating an inclusive and belonging environment.



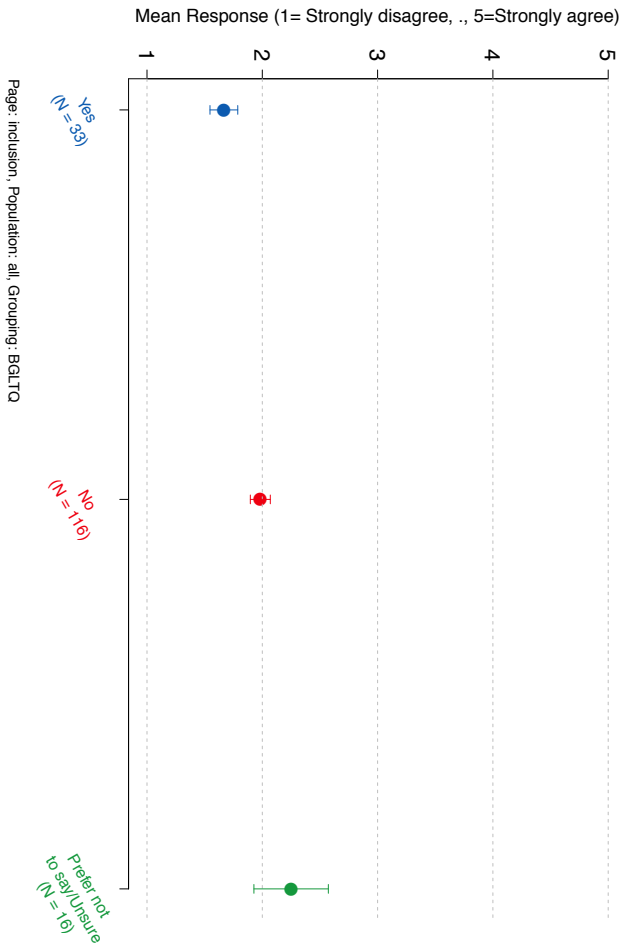
The Psychology Department leadership shows that inclusion, diversity, and belonging is important through its actions.



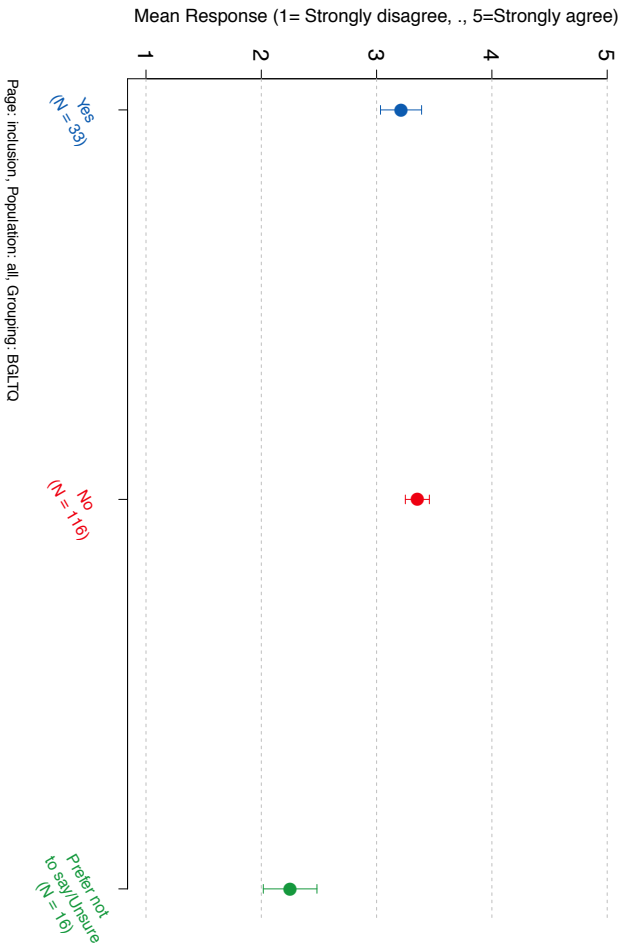
The Psychology Department faculty are sufficiently sensitive to issues of inclusion, diversity, and belonging.



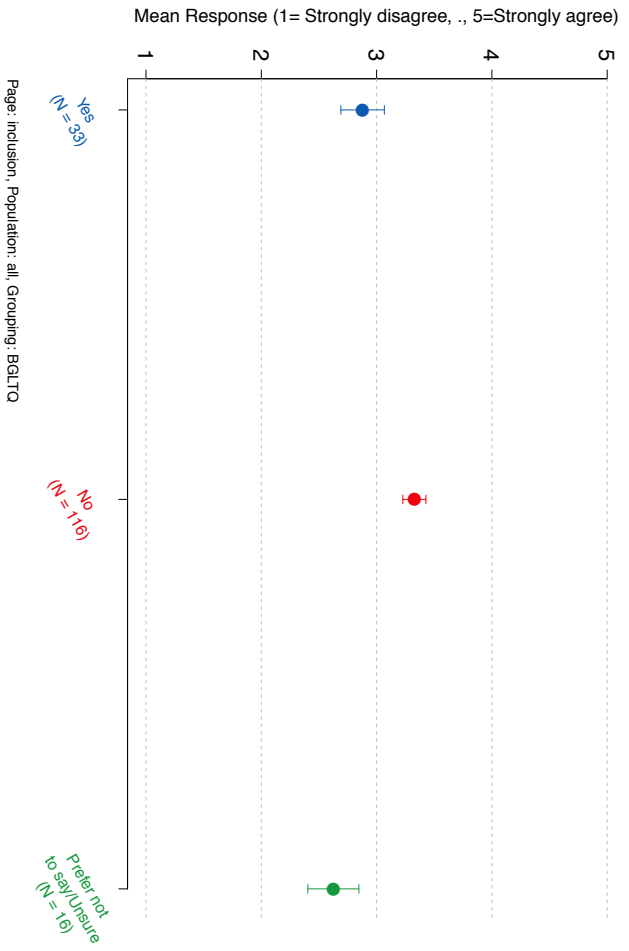
The Psychology Department leadership places too much emphasis on issues of inclusion, diversity, and belonging.



The Psychology Department undertakes sufficient effort toward creating an inclusive and belonging environment.



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



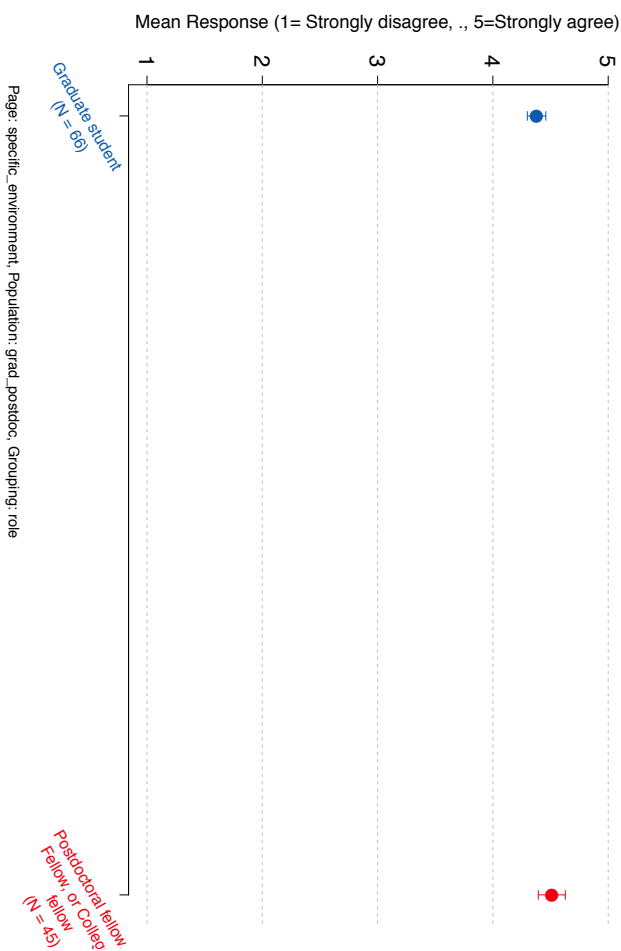
o. Specific Trainee Environments - Graduate Students and Postdocs

See the Executive Summary (Appendix I) for key plots. The full group data are displayed here. Data by subgroup are plotted in p.

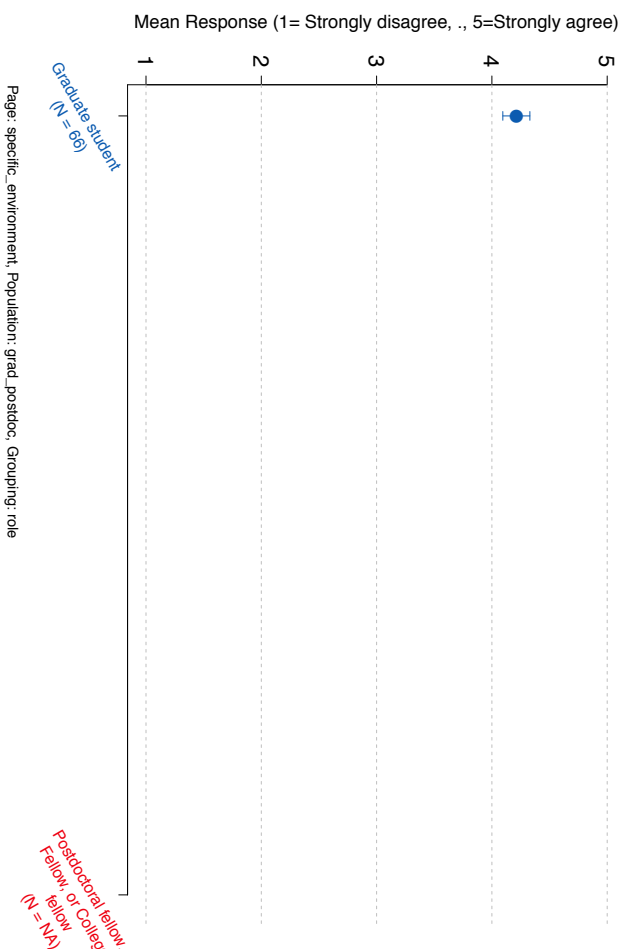
<i>Scale for all items: 1=Strongly disagree, ..., 5=Strongly agree</i>	Mean	N	Std. Deviation
Graduate Students Only			
Interactions with my graduate cohort are positive and supportive.	4.21	66	0.953
I feel comfortable speaking up in classes held by the Psychology Department.	4.14	66	1.080
My input/questions are heard and respected in classes held by the Psychology Department.	4.03	65	1.030
Graduate Students and Postdocs			
Interactions with members of my laboratory (besides my mentor) are positive and supportive.	4.43	111	0.709
I feel comfortable speaking up in talks held by the Psychology Department.	3.51	109	1.191
Interactions with departmental administrators are positive and supportive.	4.28	104	0.830

p. Specific Trainee Environments by Subgroupings (see plots on following pages) and Appendix X for spreadsheet version.

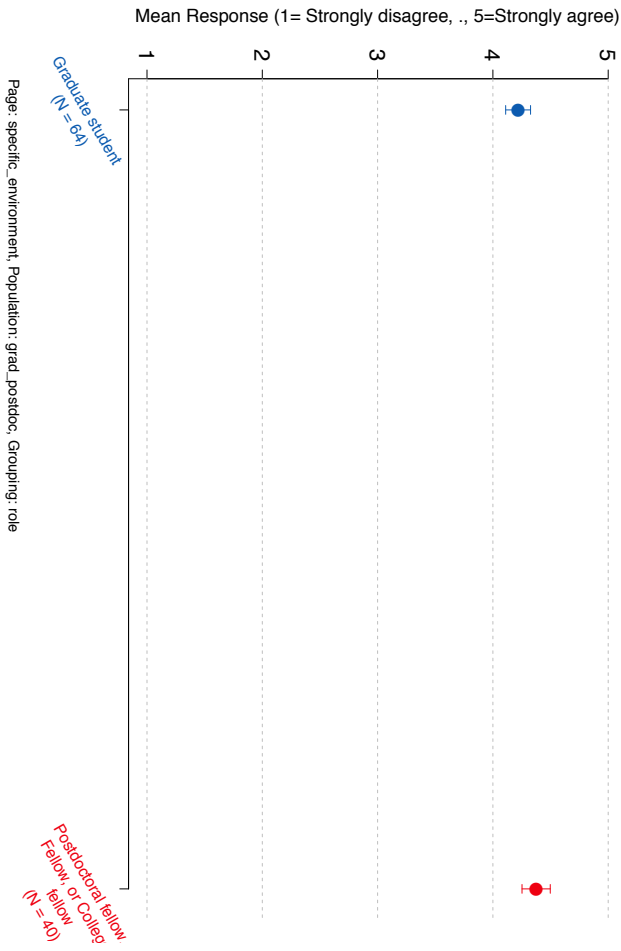
Interactions with my laboratory (besides my mentor) are positive and supportive.



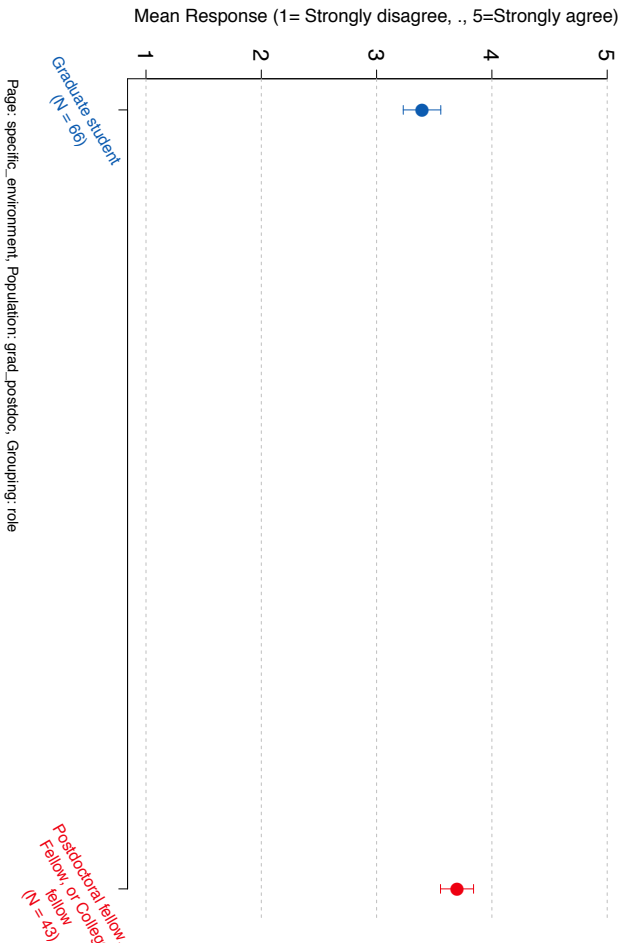
Interactions with my graduate cohort are positive and supportive.



Interactions with departmental administrators are positive and supportive.



I feel comfortable speaking up in talks held by the Psychology Department.



My input/questions are heard and respected in classes held by the Psychology Department.



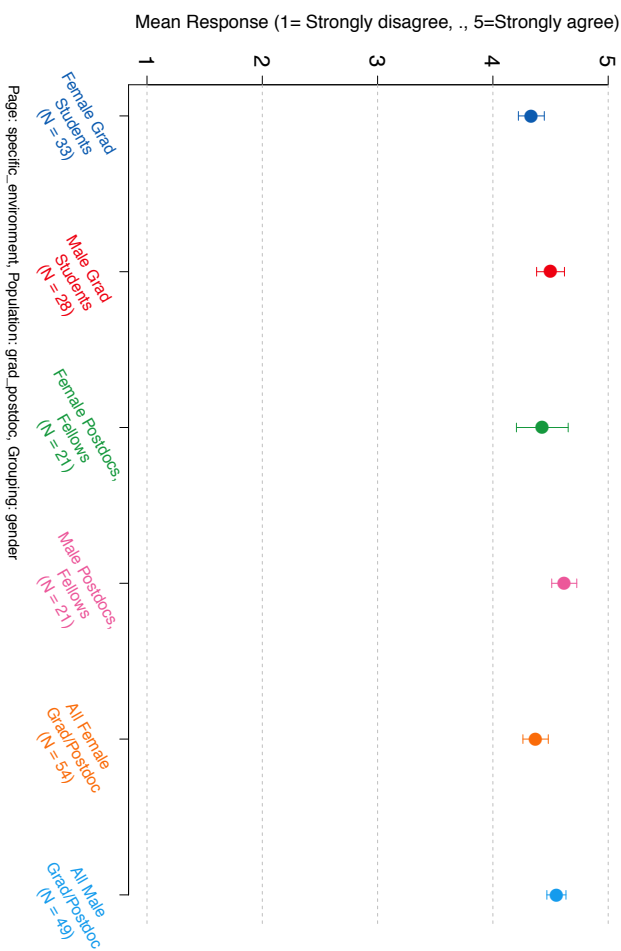
Page: specific_environment, Population: grad_postdoc, Grouping: role

I feel comfortable speaking up in classes held by the Psychology Department.

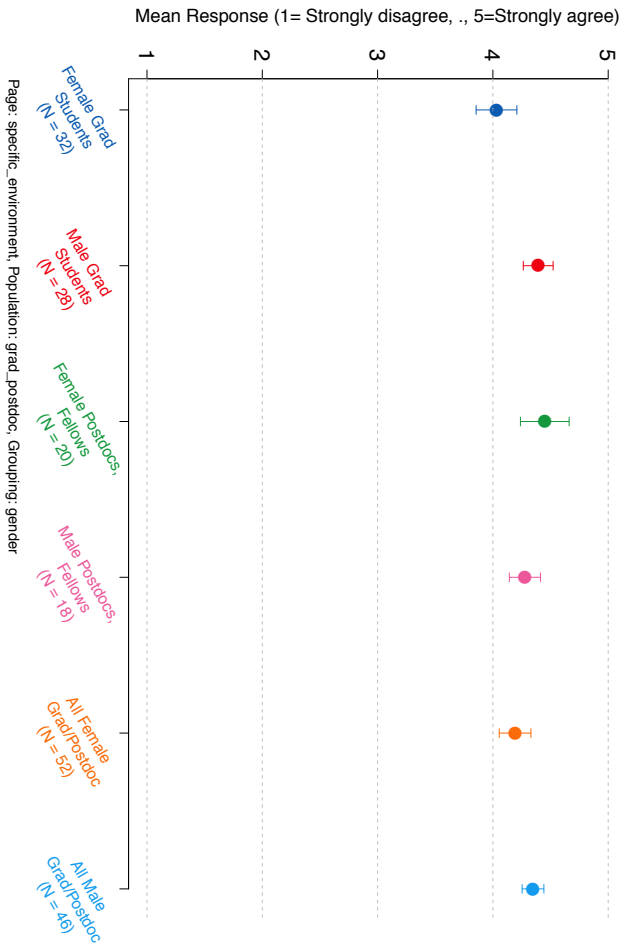


Page: specific_environment, Population: grad_postdoc, Grouping: role

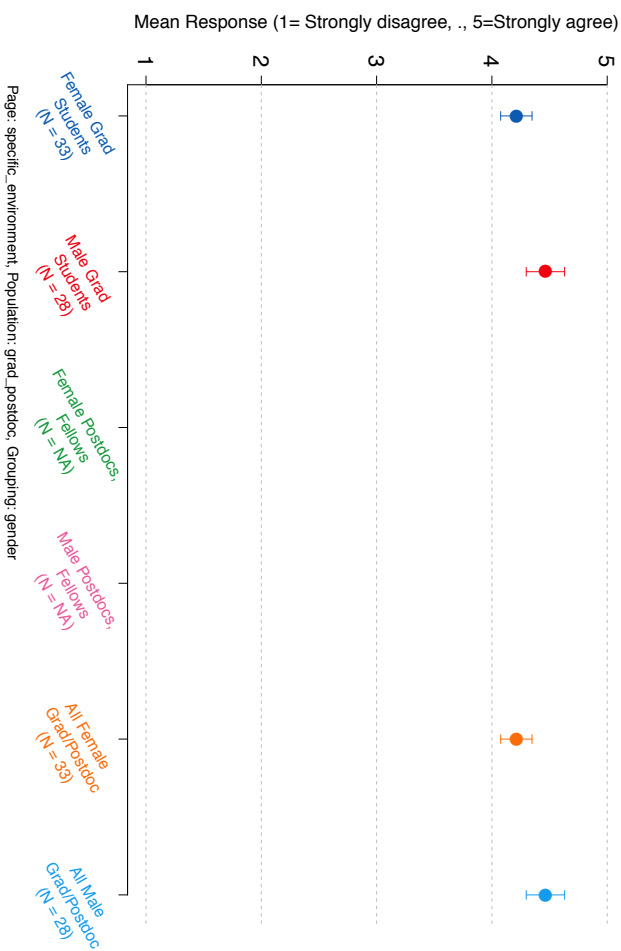
Interactions with members of my laboratory (besides my mentor) are positive and supportive.



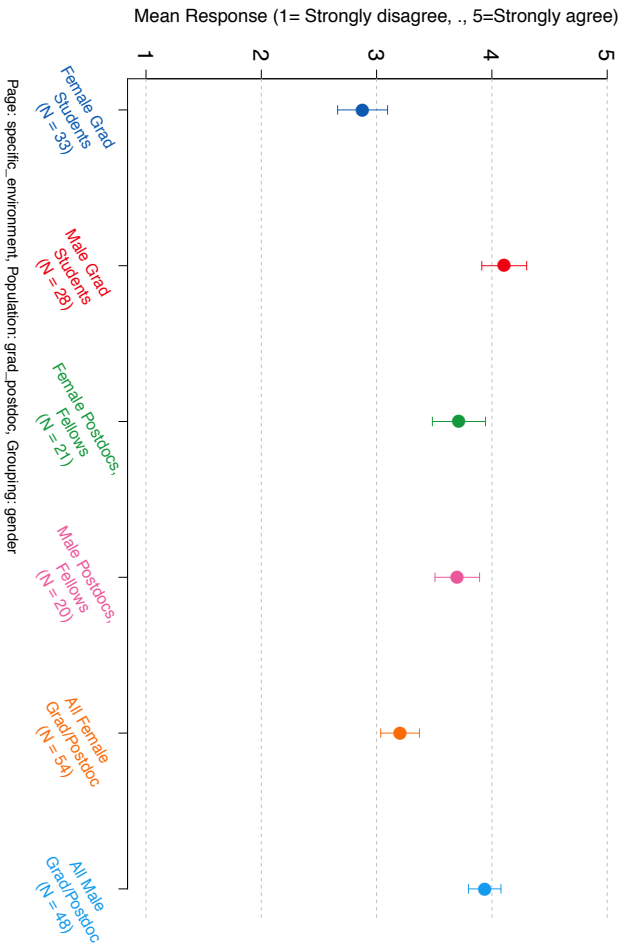
Interactions with departmental administrators are positive and supportive.



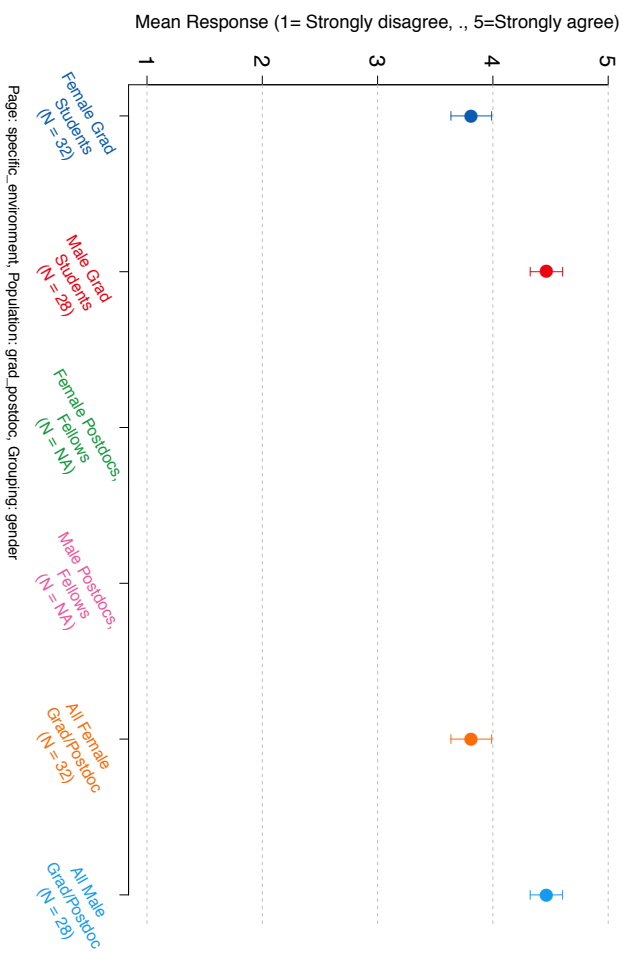
Interactions with my graduate cohort are positive and supportive.



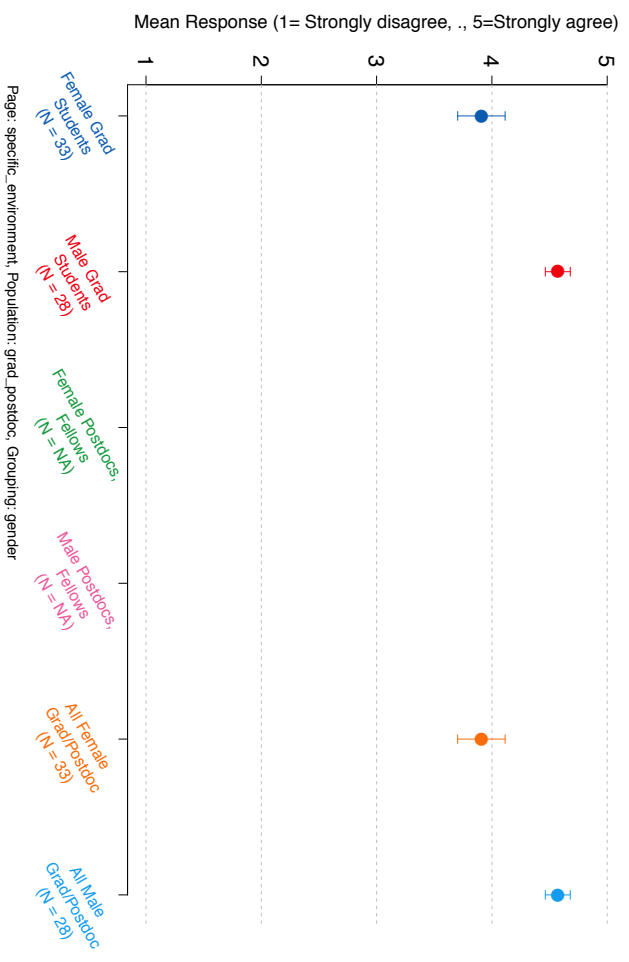
I feel comfortable speaking up in talks held by the Psychology Department.



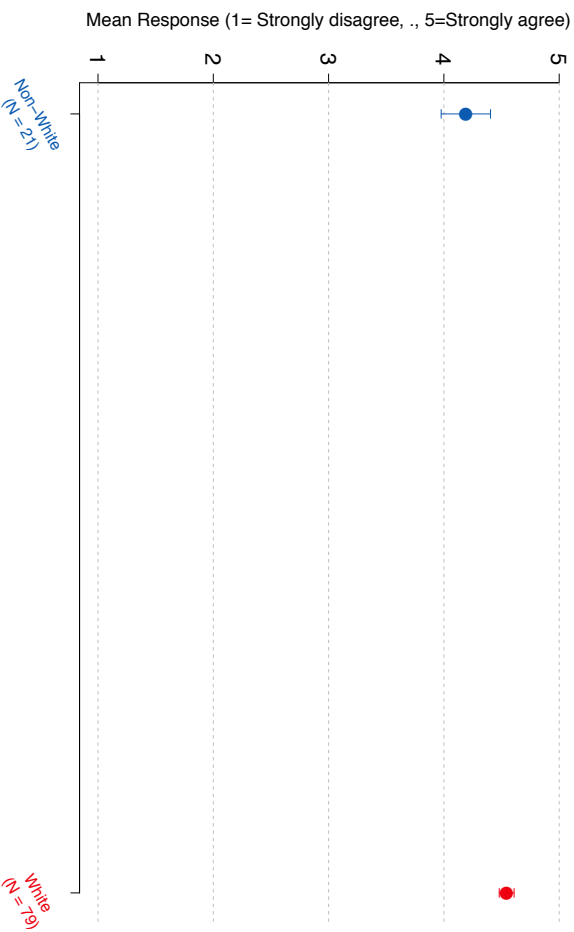
My input/questions are heard and respected in classes held by the Psychology Department.



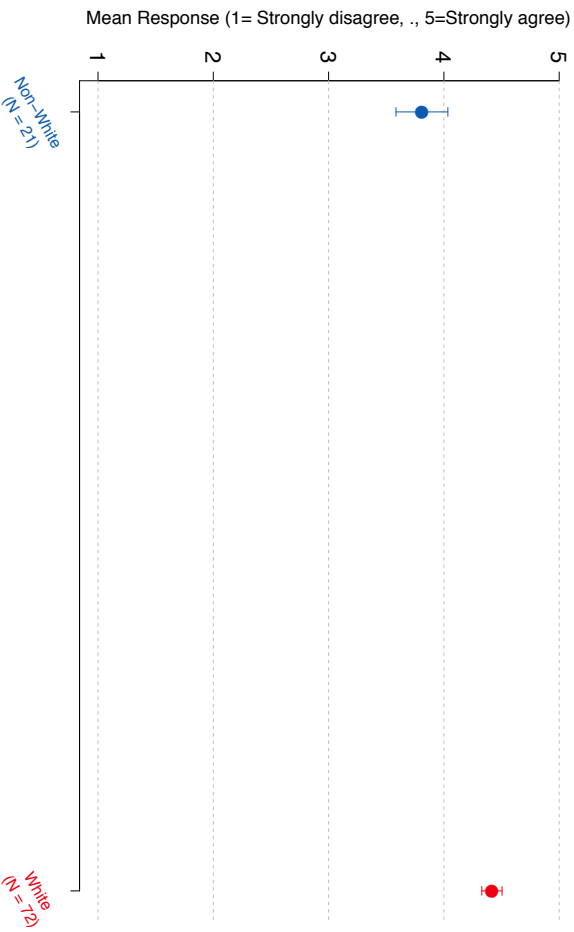
I feel comfortable speaking up in classes held by the Psychology Department.



Interactions with members of my laboratory (besides my mentor) are positive and supportive.



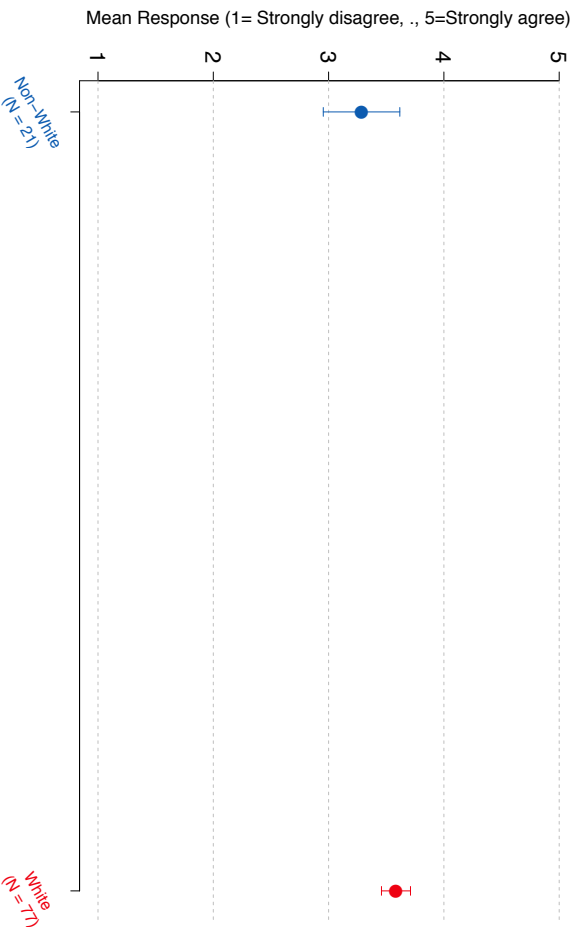
Interactions with departmental administrators are positive and supportive.



Interactions with my graduate cohort are positive and supportive.



I feel comfortable speaking up in talks held by the Psychology Department.

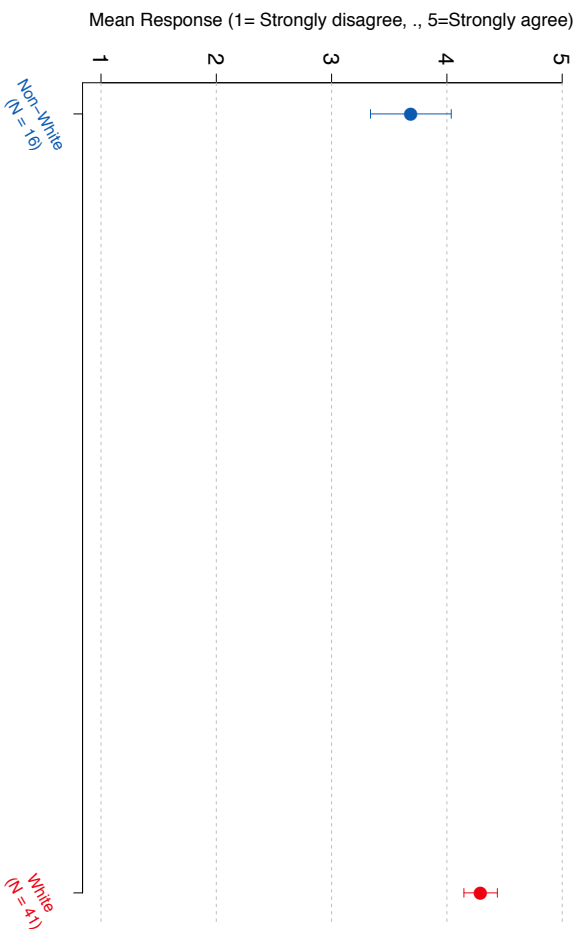


My input/questions are heard and respected in classes held by the Psychology Department.



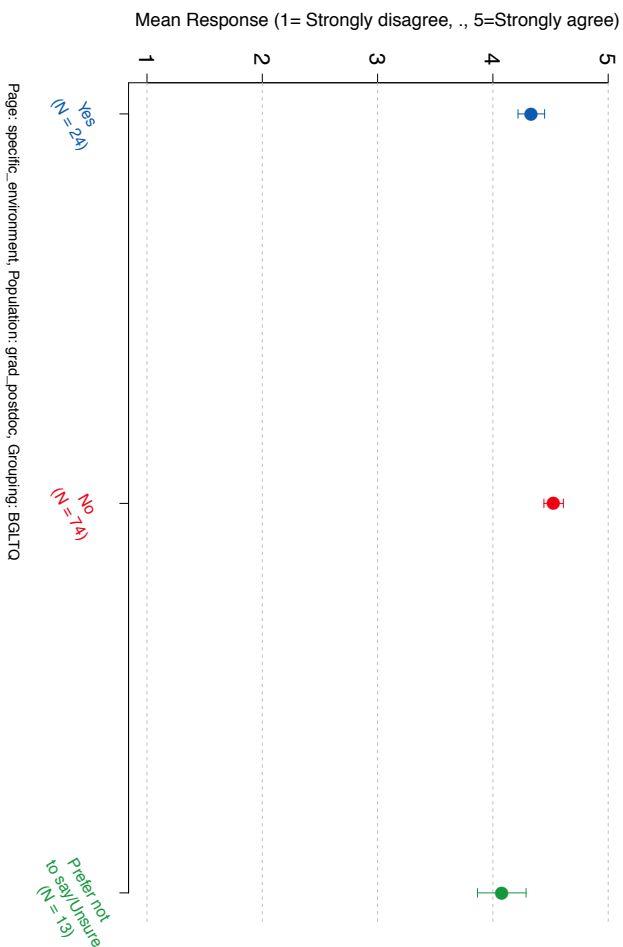
Page: specific_environment, Population: grad_postdoc, Grouping: white_nonwhite

I feel comfortable speaking up in classes held by the Psychology Department.

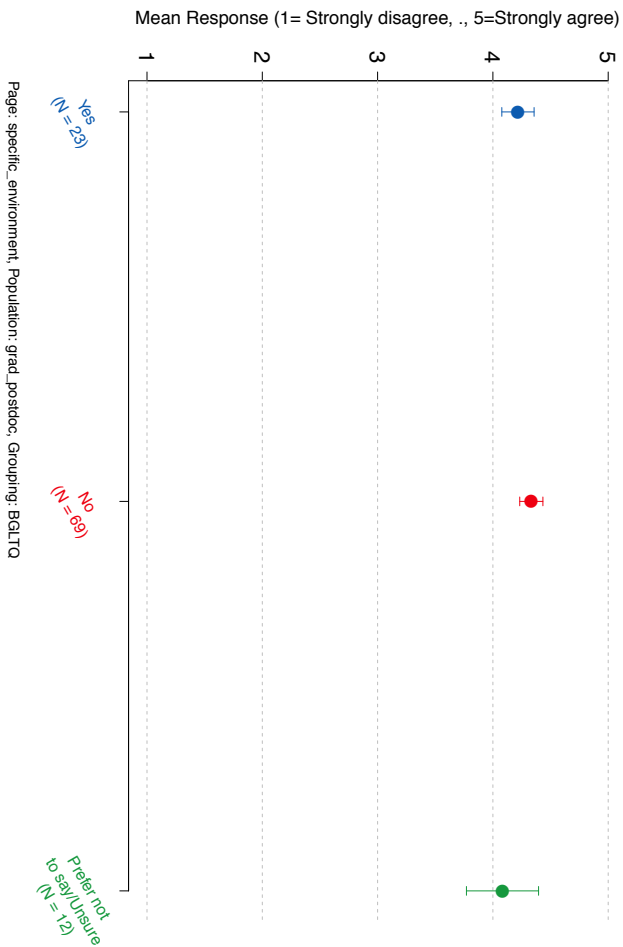


Page: specific_environment, Population: grad_postdoc, Grouping: white_nonwhite

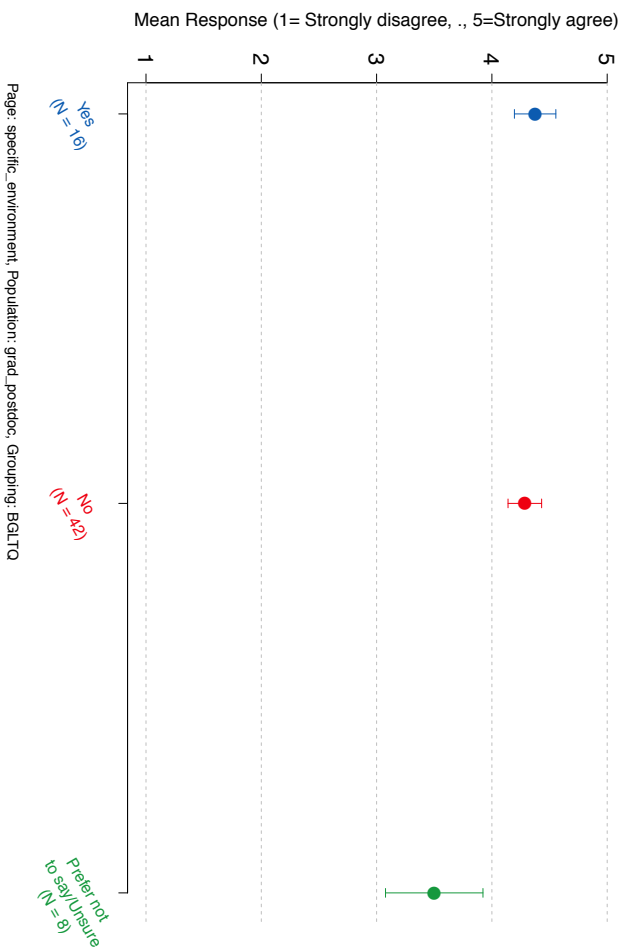
Interactions with members of my laboratory (besides my mentor) are positive and supportive.



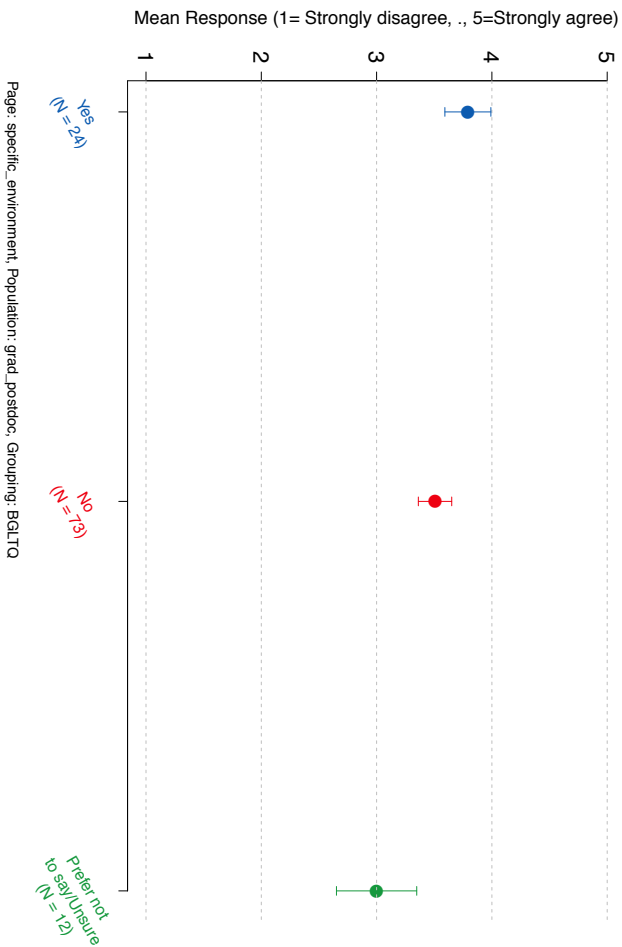
Interactions with departmental administrators are positive and supportive.



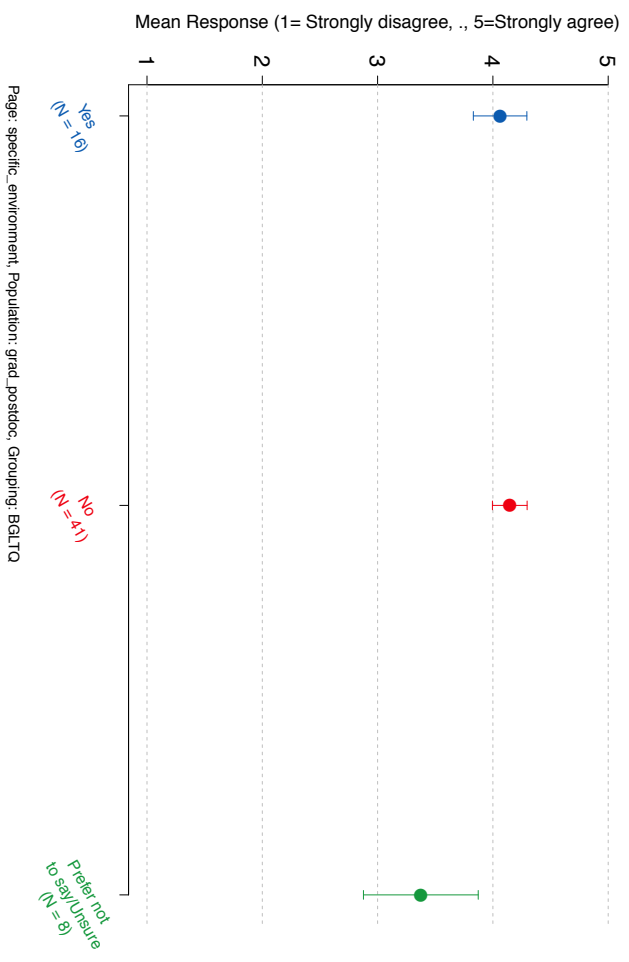
Interactions with my graduate cohort are positive and supportive.



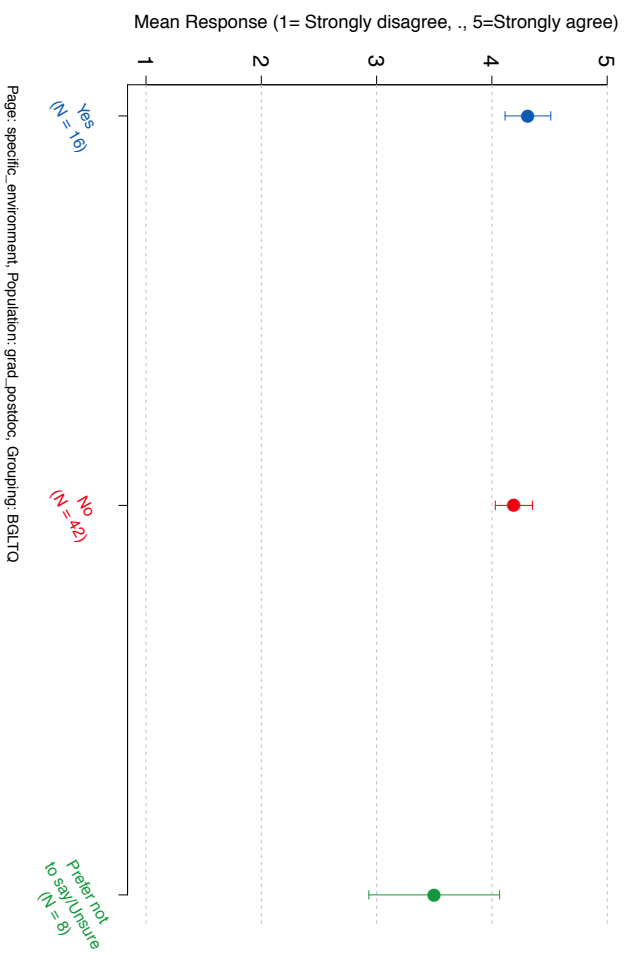
I feel comfortable speaking up in talks held by the Psychology Department.



My input/questions are heard and respected in classes held by the Psychology Department.



I feel comfortable speaking up in classes held by the Psychology Department.



III. Qualitative Data Analysis Results

To: Leah Somerville, Professor, Department of Psychology

From: Karen Pearce, Director, Harvard College Institutional Research
Jeff Solomon, Quantitative Researcher, Harvard College Institutional Research

Date: July 31, 2019

Re: Qualitative Analysis of Comments from Psychology Department Climate Survey

Contents

I. Introduction	1
II. Methods and Limitations.....	2
III. Results.....	2
1. Lack of Department-Wide Standards of Conduct.....	2
2. Descriptions of Climate	3
3. Accountability.....	3
4. Diversity.....	3
5. Belonging and Inclusion	4
6. The desire for a departmental culture that fosters students' sense of wellbeing	4
7. A wish for more one-on-one faculty engagement with students/lab members.....	4
8. Harassment.....	4
9. Positive comments	5

I. Introduction

A relatively small portion of those who responded to the psychology department climate survey provided responses to the open-ended questions. In this section we provide an overview of the key themes that emerged from the seven open-ended questions that received the greatest numbers of responses. These questions included:

- Please provide any comments on the overall climate of the Psychology Department
- Please comment on the impact of peoples' identities (including your own) on work or study in Psychology, if any.
- Please provide any comments about mentoring, lab environment, and lab dynamics.
- Please provide any comments on inclusion, diversity, and belonging in the Psychology Department.

- Please provide any comments regarding your experience and observations of harassment within the Psychology Department, if any.
- Please provide any comments regarding your experience and observations of discrimination within the Psychology Department, if any.
- Is there anything we have not asked about in this survey that has had an important impact on your experiences of the Psychology Department climate?

II. Methods and Limitations

An HCIR team member with expertise in qualitative analysis utilized an inductive approach to code responses for emergent themes. The coding process entailed a line-by-line reading of responses and the labeling of text segments that offered relevant content vis-à-vis those questions (responses that had no relevance to the questions or were incomprehensible were not included in this analysis). For each set of responses, codes that conceptually overlapped were merged, thereby generating initial within-question themes. Finally, themes *across* all sets of responses that had conceptual overlaps were merged, resulting in the final set of themes described here.

Limitations: As already noted, the total number of responses to each of the seven questions represented a small percentage of those who responded to any portion of the survey. Moreover, each set of responses included at least several (and as many as up to 13) answers that were not usable because they had no relevance to the question at hand or they were incomprehensible. Considering the small number of usable responses, it is imperative to emphasize that the findings described in this section should be viewed as an incomplete picture of respondents' perceptions and experiences. Therefore, our findings are not generalizable to all survey respondents nor to all members of the psychology department. However, we believe that the themes provide a basis for the potential further exploration of some aspects of the department's climate.

III. Results

1. Lack of Department-Wide Standards of Conduct

Throughout the survey, department faculty, staff, post-docs, and graduate students were asked to comment on aspects of the "department" (questions ask about the department climate, inclusion, diversity, and belonging in the Psychology Department, impact of one's identity on work or study in the department). Many comments reveal a perception that the Psychology Department does not have, communicate, or enforce department-wide standards of conduct.

Due to the lab-centric structure of the department, the lack of a department-wide standard results in highly variable experiences, especially across labs. Graduate students, in particular, often mentioned the heterogeneity of experiences.

Without department-wide standards of conduct, survey respondents indicated that individual behaviors can have undue influence on a person's experience. In fact, several respondents

suggested that many of the climate issues in the department are a result of a few individuals, but the department fails to address the issues. In comments, poor behavior was attributed to respondents in all roles (faculty, graduate students, post-docs, lab directors, staff).

Although the survey did not ask for recommendations on how to resolve issues or problems, three recommendations were made by respondents:

- ◆ provide manager/supervisor trainings for individuals with supervisory responsibilities
- ◆ hold advisor meetings at the start of each semester to discuss lab values and to provide information about processes to address situations as they arise.
- ◆ a focus on the lab director and mentoring should be prioritized and should require more oversight in the department

2. Descriptions of Climate

The contrast in experience between those reporting positive experiences and negative experiences highlights just how variable the experiences are in the Psychology department.

3. Accountability

A common issue raised by graduate students and staff is that the department does not hold individuals accountable for problematic behaviors.

There is also a perception that there is a “culture of silence” with regards to problematic behaviors. Harassment, in particular, is an issue that many respondents have experienced, witnessed, or heard about within the department but feel it is an issue that the department is unwilling to actively address.

While the comments about the culture of silence suggest inaction on the part of the department, comments also suggest that the community members do not always report issues when they arise out of fear of retaliation. One comment, in particular, highlights a common reason why poor behaviors may go unreported.

Despite this “culture of silence”, the community seems to discuss these issues amongst themselves, with many comments referencing hearing about problematic incidences or situations.

4. Diversity

There is consensus among the respondents that the department lacks diversity, especially among the faculty but also among the graduate student population.

5. Belonging and Inclusion

Comments about the impact of identity on experiences of inclusion and belonging highlight that there are perceptions, especially among graduate students, that the department lacks sensitivity to women, ethnic minorities, students from low socio-economic backgrounds, international students, and individuals with conservative or religious ideologies.

Some respondents acknowledged in their comments that there are many psychology faculty who care about issues of belonging and inclusion, but there is the perception that there are also many psychology faculty who do not care about these issues. Graduate students perceive that faculty do not adequately recognize how important it is to feel a sense of belonging and inclusion. Some student comments also suggest that many faculty in the department may not be equipped to address these issues.

However, a few faculty characterized graduate student concerns as mere political correctness or identity politics that are destructive to the department.

While many issues of belonging and inclusion relate to aspects of identity, comments also suggest that post-docs and staff are less often made to feel as they belong in the department.

6. The desire for a departmental culture that fosters students' sense of wellbeing

Some comments referenced the desire for a departmental culture focused less on outward markers of achievement and competition and more on collaboration and students' wellbeing.

7. A wish for more one-on-one faculty engagement with students/lab members

In some cases, responses indicated that faculty often appeared too busy or too focused on endeavors that didn't allow for sufficient one-on-one engagements with students/lab members.

8. Harassment

Some respondents acknowledged the department's recent activities to address issues of harassment, workplace bullying, and intimidation. Despite these activities, comments suggest that prevention and enforcement continue to be a problem.

9. Positive comments

Although relatively few in number, the positive responses to the open-ended questions were, in most cases, the flipside of the negative ones described above. For example, a handful of comments noted that the department was doing a good job in term of diversity.

In one case a respondent noted that there were indeed departmental challenges regarding diversity, but those have not carried over to the lab setting.

There were also a small number of positive comments noting that the department has been supportive and welcoming, in contrast to the negative ones described earlier. These included:

One response acknowledged the existence of a stressful environment but noted that it's to be expected.

Finally, some respondents described their mentors and advisors as being very supportive and hands-on.

IV. Open-Ended “In Your Own Words” Item Results

Responses to the final question in the climate survey:

“This final comment box is the only open-ended comment that will be transmitted verbatim to the Psychology Department. Is there anything you would like to tell us in your own words?”

- I think that it would be really valuable for all graduate students to have default check-in meetings with someone outside of the department (perhaps in the Title IX office or OSAPR), in which they could report on their general well-being and relationship with their advisor. I perceive that often grad students don't report small abuses of power because each one seems insignificant, but they add up to a take a serious toll on their well-being. Making this sort of check-in the default rather than the exception would encourage students to discuss a wide range of issues they encounter.
- Please feel free to share my earlier comments with the Psychology Department. I am blessed to be part of the team!
- One major experience that struck me was when our lab wanted to hire one of our volunteers as a full time research assistant but could not because Harvard would not provide her with a visa to work in the US. Not only did drawing ample attention to her citizenship status provoke discomfort for her, but failing to provide her with a job because of her citizenship status sent the wrong message from our lab, from the psychology department, and from the university as a whole. Sending the message that her employment is contingent on her status as a US citizen and not on her interpersonal and professional skill set is harmful, and a policy-level change should be considered to address this.
- Instead of just crying into the darkness, i would like to offer a plan or solution. It seems that certain cracks began happening in our office and the Sr Staff person has nothing to stop it. In addition this Sr person is the one playing favorites, using inappropriate language, using blatant examples of discrimination towards people with disabilities. Even after I have asked to please STOP - "this is making me uncomfortable" he continued. I just keep thinking of more and more examples of crudeness and nepotism that I lose my train of thought. Is there a way to have staff "evaluate" the more senior staff --- anonymously. And those evaluations be given to maybe three people: HR, the Chair, and Title IX. NOT JUST ONE PERSON so that the sr admin person would know that his/her behavior is not being tolerated. At least give them a chance to change. I have recently just found about the Ethics Point hotline. Why haven't we all been told about this before? There seems to be something in place already, right? AH -- but it goes to an outside party -- and IT DOESN'T STAY INSIDE HARVARD!!! is that why we haven't heard about it, and been encouraged to use it? I truly am totally skeptical that anything at all will be done to change the climate of the department - and some of the people who have power in the department and truly misuse it.
- I want to say that I appreciate the work that you are doing. I know it is hard. But it means a lot to me and many individuals that I care about in the Department, so thank you. I also want to say that this Department, while an amazing community to be a part of, is not devoid of problematic behavior from people in positions of authority. I think this is probably not news to the CC. One challenge I have experienced is knowing what I should do when I know something is happening but it is not happening to me. This could be a valuable topic to address in future meetings and trainings.

- Thank you for doing this.
- I'll copy and paste what I said in an earlier page to ensure it is transmitted "verbatim". In an effort to be brief on a subject sensitive to me, I want to make three sort points and then provide a list of links to articles that have influenced my thinking. My first point is that elitism does not mean classicism-- while socio-economic status can influence elitism, elitism can be generated by any number of factors such as educational prestige. When I select 1 here I take elitism to encompass class perspectives as well. From my position, the "hidden curriculum" described by Anthony Jack is very obvious in the ways staff and students are expected to participate or not in events, lectures, classes, take advantage of specific resources, study in certain ways for graduate exams, and so on. Without the privilege of knowing how to swim the academia sea and where your life savers are, I feel like I am drowning most of the time. I lean very heavily on my PI to help me find resources and prioritize specific events for networking. My second point is on financial stress of low SES and how it impacts decision making in graduate study. Low SES students are more likely to pursue masters degrees rather than PhDs for example, yet MAs yield less lifetime earnings. So what is getting in the way of students pursuing PhDs or professional degrees? One potential reason is the hidden curriculum and networking needed to connect with faculty in research areas, in fact a friend of mine here lamented after her recent graduate school application cycle on exactly this. "You mean to tell me I am supposed to contact the labs I'm interested in doing my PhD with?". Another reason is financial stress, with high rate loans, the idea of prolonging education is far less appealing even if the long term projected income is higher. That one marshmallow now seems more appealing when you're starving and not sure that second marshmallow is an option. My last point (grievance?) connects these two points-- G
- Please strive to improve your doctoral-level curriculum, your practica placements, and the knowledge-based of your faculty to improve the inclusivity and cultural-responsiveness of everyone in the community. This should include recruiting, hiring, and retaining faculty and students with various minoritized statuses (e.g., sexual minorities, people of Color) *and* those who explicitly study the psychology of oppressed populations.
- Overall, I think the Psychology Department is doing a great job. :)
- This section, unfortunately, speaks exactly to the kind of casual ignorance re: trans identity I mentioned in one of my earlier responses - when you ask how I identify with regard to gender, putting "transgender" as a separate option from "male," "female," or "genderqueer, nonbinary, or genderfluid" is problematic. I'm transgender, but I identify as male. This puts me in a precarious position where I am either aligning myself with my gender identity by selecting "male", or effectively outing myself and abandoning the opportunity to select the gender I actually identify with by selecting "transgender." An easy fix for this would be to make two separate questions: 1) How do you identify with regard to gender (male, female, nonbinary, genderfluid, other, unsure, prefer not to say), and 2) Do you identify as transgender (yes, no, unsure, prefer not to say). The subsequent question about BGLTQ identity comes close, but if you're looking to identify whether peopler are non-cisgender for demographic purposes, lumping this together with being non-heterosexual does not help those results. It is this type of thing that most cisgender people will not consider when taking this survey, because they will not be confronted with having to select multiple options to present as the most

prominent part of their gender identity. And it is this exact kind of casual ignorance about non-cisgender identities that I wish we had more explicit awareness of here in the Psych department.

- What are the departments thoughts about adding a middle eastern option for the race category? I recognize that the US Census and the NIH don't have this category, but the current political climate does and in a big way. Is it possible that we could miss out on valuable data if we don't include this category?
- As I finish my time as a graduate student, I reflect on the six amazing years I've had as a student in the Psychology Department at Harvard. From my advisor and lab members to the faculty, students and staff outside my lab, I have been extremely fortunate in getting a chance to work with such amazing individuals. Yes, every lab and department must grow and change over time, but I want Harvard Psych to know that I would make the same choice to attend the program again in a heartbeat and would recommend our program to anyone 100 times over. Separately, I also want to note that if it is helpful I am happy to have any of my responses to this survey attributed to me (Kyle Dillon) and would be more than happy to share these opinions in written or oral form to represent my experiences in the department.
- I think it's very important to change the system so that students come into the program with more than one faculty advisor. Currently, our advisors have too much control over our graduate school experience. In my experience, I was cut off and actively discouraged from working with other labs. When I thought about changing labs, I couldn't think of who I would change to since I didn't know anyone well enough.
- Honestly, discussing the climate in the psychology department as a whole feels like discussing the climate on the moon: It's not that there is something terribly wrong - there just isn't much climate of any kind. Everyone sticks to their floors, and largely to their labs. Consequently, many problems are localized, and those problems which do exist across the board are hard to recognize as such for lack of any fora in which they would potentially be discussed. Relatedly and generally, it would be good to have a greater sense of community in the department. A lack of any serious initiative on this front leads to a sense of indifference. I suspect that active, vocal faculty support on this issue would strongly facilitate an improvement. At the very least it would signal from the position of authority that a positive community within our department is not a distraction from work or added bonus but rather an important and valued component of our graduate (and human) experience. In any case thank you for taking the time to read this and participate in this committee. Best of luck in your work.
- I feel like the department should try to improve on a sense of community.
- In my experience, the department does not suffer from gender discrimination issues. There is still a long way to go with regards to racial and ethnic representation, and even more work to do to make the department more inclusive along the SES axis. Most people in the department are very friendly and welcoming, but there is a lack of acknowledgement with regards to how well off Harvard Psychology labs are, and how elitist they can be.
- The clinical psychology program should expand to care about more. Harvard has the chance to be on the vanguard of mental health treatment to raise clinicians and researchers, and thus should be thinking about ways to not only generate cutting edge research, but also envisioning entirely new paradigms of thought and engagement with

the mind. the rigidity around this feels cultural, and is carried in many of the interactions/much of the culture in the program. i hope there is less rigidity and more openness in the department, and more sensitivity to different modes of engagement, in the future

- I think that we need to be a bit more nuanced in these surveys about what we mean by such terms as "supportive". For example, with respect to support, I believe that the department heavily supports and encourages students' acquirement of grants and publication of research papers--as any selective research university should. Yet, the support surrounding the student's identity, the student's unique life experiences, and the student's comfort in bringing all of this to the table is, in my view, quite minimal. For example, I have heard through the grapevine that some professors do not usually like to take students from low socioeconomic backgrounds. In addition, I feel that the professor and student bodies alike do not celebrate differences nearly enough. There is this perception among many of us (based on my many conversations with students) that professors will favor and extend more privileges to a cookie-cutter student who plays the graduate school game well, while ironically paying less attention to those who are, for any number of reasons, falling through the cracks (thus providing less support to, presumably, the ones who need even more support in emotional, intellectual, or practical realms) or to the ones who begin pursuing additional or alternative interests alongside their dissertation work (thus perpetuating the stereotype, despite sobering statistics highlighting too many PhDs and too few academic positions, that any career other than a tenure-track position isn't a good one). Similarly--and I believe this extends beyond the psychology department here, but is nevertheless a factor worth noting about the department--I feel that there is a larger air towards reduced authenticity in this department, such that students feel compelled to pretend that everything is okay and that they are not struggling. This notion is based in part on my experience chatting with several folks within and across cohorts. Along these lines, I think that a continuous increased awareness
- The department would benefit greatly from HR practices that are common in industry but virtually absent in academia. Graduate students need formal feedback on their progress, beyond 'satisfactory'/'unsatisfactory' (e.g. a progress report on strengths and weaknesses as seen by the entire faculty produced at the end of every year). Faculty should be required to solicit feedback about their mentoring from advisees on a regular basis. Faculty should be required to solicit feedback about their conduct from all members of the department (administrators, students and postdocs, colleagues).
- It seems like there is wide variability in diversity, inclusiveness, and climate from lab to lab and little accountability for mentors who create an uncomfortable environment for their mentees.
- Please see open-ended response in sexual harassment section.
- Thank you.
- Thank you for attending to these issues!
- none
- I think the Climate Committee is an incredibly important endeavor, and I hope some good comes of it. Thank you for taking on this extra work - it is appreciated and needed.

- It is telling that the foregoing questions focus almost entirely on race, gender, and sexual orientation, but fail to ask about the one thing of which we are utterly intolerant: Political viewpoint. Someone whose views are not skewed far to the left would have no place among us. I happen to be a liberal, but I personally know of both faculty and students who are afraid to say what they think in our public forums (meetings workshops, seminars) because they fear being branded as racist or sexist simply because they hold more conservative views than I do on some key issues. We are tolerant of people who do not look like us, but intolerant of people who don't think like us. We care about diversity of superficial characteristics such as pigmentation and genitalia, but not about diversity of ideas. Indeed, this parochialism transcends the political domain. We hire our own students, or students of our friends, because we can't even tolerate diversity of scientific opinion. We have become thoroughly inbred.

V. Open Forum Aims and Methodology

a. Aims

In addition to the climate survey, the Departmental Climate Committee hosted two “Open Forums” that aimed to solicit input from members of the department on the strengths and growth areas of the department. The Committee decided to hold these meetings presuming that although we had a reasonable sense of the issues that are important to the department, there might be important aspects of the department climate that were not on the Committee’s radar. The Open Forums also aimed to increase visibility of the departmental climate work and to provide a forum for members of the departmental community to express their views and hear others’ views.

b. Administration

Two Open Forums were held in May 2019. The entire department was invited to both forums. One forum was held in William James Hall and one was held in the Northwest Building in recognition that members of our department work in both buildings. A faculty member and a graduate student jointly moderated each Open Forum, and Leah Somerville took anonymized notes documenting the conversations that took place.

Although attendance was not recorded, approximately 30 individuals attended the first meeting and approximately 14 individuals attended the second meeting. Members from all roles were in attendance and shared their views.

The forums were organized around two prompt questions:

- *What are the strengths and weaknesses of our department’s climate?*
- *What efforts could be taken to improve our department’s climate?*

The discussion lasted throughout both hour-long sessions, with one running substantially longer than the scheduled duration. Notes from the Open Forums are available in Appendix XI.