



SPRING 2021

# Department of Economics

Climate Survey Initiative

Report administered and prepared by Harvard College Institutional Research

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# Defining Climate

“Organizational climate,” as it pertains to any organized unit—whether it be a very large company, a small nonprofit organization or an academic department at a college or university—refers to, “The atmosphere or ambiance of an organization as perceived by its members” (Fine & Sheridan, 2015). An organization’s climate is reflected in its structures, policies and practices; the demographics of its membership; the attitudes and values of its members and leaders; and the quality of personal interactions (Fine & Sheridan, 2015). In broad terms, academic departments with positive climates are characterized by transparent communication about all departmental matters, uniformity regarding the equitable treatment of department members (faculty, students, administrators, staff), assistance with reference to the needs of members, and respect (Office of the Provost, Columbia University, 2019).

## Why climate is important for the workplace

The nature and quality of an organization’s climate has been shown to have a direct impact on members’ positive or negative assessments of their workplaces. The more positively employees perceive their organization’s climate, the more likely they are to view the organization in positive terms, have a desire to continue working for that organization, be motivated to put in the extra effort on behalf of the organization (not just for one’s own professional advancement), and be more productive (Finney, Finkelstein, Merola, Puri, Taylor, Van Aken, Hyer, & Savelyeva, 2008). In the case of academic departments, this applies to everyone who works for them: faculty (especially regarding intentions to stay in the department), administrators, and staff (Laursen & Austin, 2014; Finney, Finkelstein, Merola, Puri, Taylor, Van Aken, Hyer, & Savelyeva, 2008; Veilleux, January, Vander Veen, Reddy & Klonoff, 2012; Mayhew, Grunwald and Deyt, 2006). In some cases, climate has been linked to intrinsic task motivation, reduced isolation, and satisfaction with promotion processes (Laursen & Austin, 2014).

For students—both at the undergraduate and graduate levels—a positive academic climate is associated with student retention and persistence, academic self-confidence, improved academic performance, and an increased sense of belonging. Negative climates are associated with the opposite outcomes—including low academic self-confidence, poor academic performance, lack of persistence and retention, increased rates of dropping out, and a low sense of belonging—especially among students who are from historically underrepresented populations (Hurtado & Carter, 1997; Cabrera, Nora, Terenzini, Pascarella & Hagedorn, 1999; Locks, Hurtado, Bowman, & Oseguera, 2008; Garvey, Rankin, Beemyn, & Windmeyer, 2017; Nuñez, 2009).

## Survey

HCIR developed the survey instrument, drawing on validated scales from the organizational behavior literature. Survey framing and process was developed in consultation with Benita Wolff (Diversity and Inclusion consultant). The purpose of this survey was to evaluate climate among faculty, staff, graduate students and undergraduate students in each department in the Division of Social Science. Climate is a multidimensional construct and therefore there are a number of climate dimensions identified as targets of assessment in the literature. In this survey, the focus is on: inclusion and belonging, interpersonal justice, communication and civil discourse, workplace incivility, accountability for wrongdoing, supervisor/advisor support (staff and graduate students), job satisfaction (for faculty and staff) and satisfaction with the academic experience (for undergraduate and graduate students). A copy of the survey instrument is found in the Appendix.

## Methodology

Core items in this survey were adapted from other validated instruments in the organizational behavior literature. Department members were given the option to include up to five of their own survey items. The survey consisted of up to approximately 20 forced-choice/likert-type items. Two open-ended items allowed participants to elaborate on their survey responses and/or to further describe their experiences as well as to provide suggestions about ways the climate could be improved. Parallel items were administered across groups to faculty, staff, graduate students, and undergraduate students with the point-of-reference (i.e., department, program) adapted for the respective group. The survey was administered in Qualtrics in Spring 2021 during the COVID-19 Pandemic (March 30-April 14). This was acknowledged in the survey as participants were instructed to think broadly about their experiences with climate in the department/program and about how the department normally functions pre-pandemic.

### Response Rate by Person-Type

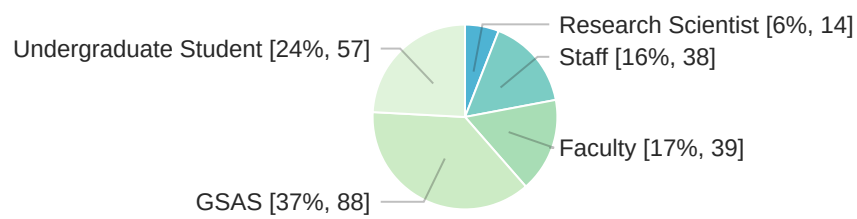
A total of 1174 surveys were sent to staff, faculty, graduate students, and undergraduate students in the Department of Economics. The overall response rate to the survey was 20.1% (236 respondents).

- Response rates for undergraduate students was low (7.0%) and results for this population should be viewed cautiously. The survey literature has long recognized that low response rates indicate potential bias (e.g., Lessler and Kalsbeck 1992). Low response rates produce bias only to the extent that there are differences between responders and non-responders on the estimate(s) of interest. It is possible that those who responded to the survey had more positive, more negative, more extreme, less extreme or the same views about the departmental climate than those who did not respond.
- Data from all respondents are shown in the overall graphs and tables, but only results for faculty, staff, graduate students and research scientists are displayed in the graphs/tables showing results broken out by person type.
- When the undergraduates are excluded, the response rate is 50.1%.

Role	Invited	Responders	Response Rate
Staff	51	38	74.5%
Faculty	74	39	52.7%
Post-Doc/Research Scientist	31	14	45.2%
Graduate Students	201	88	43.8%
Undergraduate Students	817	57	7.0%
<b>Total</b>	<b>1174</b>	<b>236</b>	<b>20.1%</b>

## Distribution of Respondents

236 Responses



# High Level Summary

			Economics
	Overall	How satisfied are you with your job?	79%
		How satisfied are you with your department as a welcoming and respectful environment to work?	80%
		If I had to do it over again, I would choose to work here.	81%
	I&B	I feel valued by others in the community	77%
		I feel accepted by others in the community	86%
		I feel connected to others in the community	68%
		Classes offered in my concentration are inclusive	77%
		There is a strong sense of community in the department	54%
		There are plenty of opportunities (activities/events) for graduate students to meet and get to know the faculty	55%
	Interpersonal Justice	Faculty treat me with dignity and respect	92%
		Staff treat me with dignity and respect	96%
		Students treat me with dignity and respect	91%
		Post-Docs treat me with dignity and respect	
		Department leadership treat me with dignity and respect	95%
	Diversity	There is a demonstrated commitment to diversity and inclusion	72%
Reversed		I am treated differently by others (faculty, staff, students) in my community because of my identity (race/ethnicity, socioeconomic background, religion, gender, nationality, sexuality/orientation, disability..etc)	19%
	Communication & Civil Discourse	Individuals' differing points-of-view and opinions are respectfully heard and considered	80%
		When I disagree with the majority opinion, I feel comfortable with dissenting	64%
		I feel comfortable/safe sharing my ideas and points-of-view openly	75%
		I feel like my opinions are being respectfully heard and considered as opposed to being ignored or shot down	77%
	Accountability for Wrongdoing	There is a willingness to correct discourteous or offensive behavior	65%
		There are clear channels for reporting discourteous or offensive behavior	45%
		There is a clear process for resolving conflicts surrounding discourteous or offensive behavior	34%
Reversed		Department leadership would ignore any complaint from me	12%
		I would feel comfortable (not fear retaliation) coming forward with complaints/grievances about discourteous or offensive behavior	58%
		All members of the community are held to the same standard	43%
Reversed	Incivility	Put you down or been condescending to you	44%
Reversed		Made demeaning or derogatory remarks about you	19%
Reversed		Showed little interest in your opinion/paid little attention to your remarks	47%
Reversed		Excluded or ignored you	34%
Reversed		Addressed you in unprofessional terms either publicly or privately	13%
Reversed		Bullied or harassed you	8%
		How satisfied are you with your department as a welcoming and respectful environment to work?	80%
		How likely are you to recommend your department as a place to work to a prospective staff member?	83%
Reversed		Any Incivility	60%

## How to use:

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

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

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

Coding Scheme (below) is also shown on the heatmap page.

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

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



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

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



## Overall Satisfaction

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

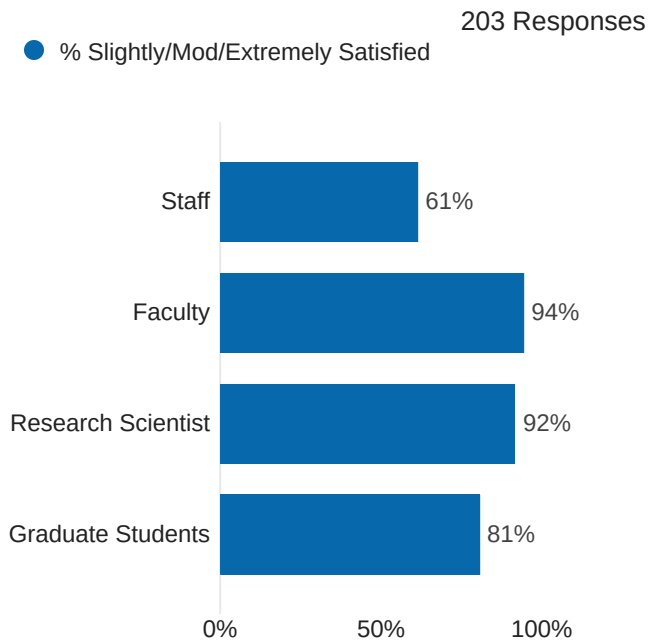


Figure 2. Would likely recommend department

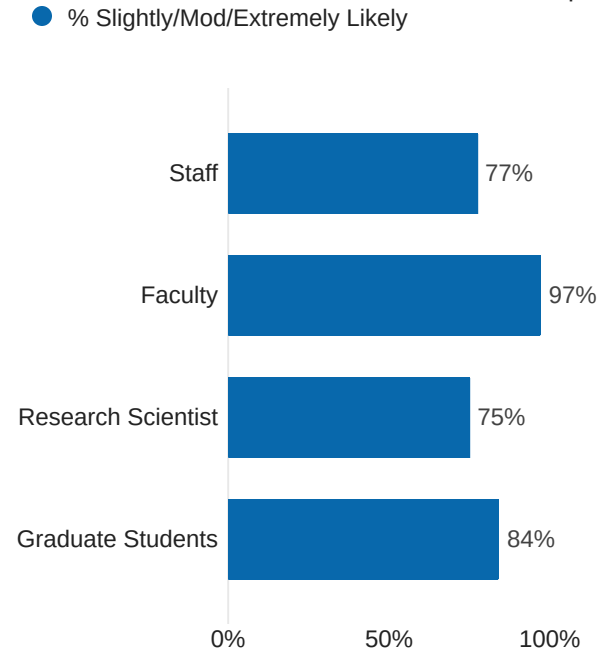


Figure 3. Satisfaction with the department as a welcoming and respectful environment

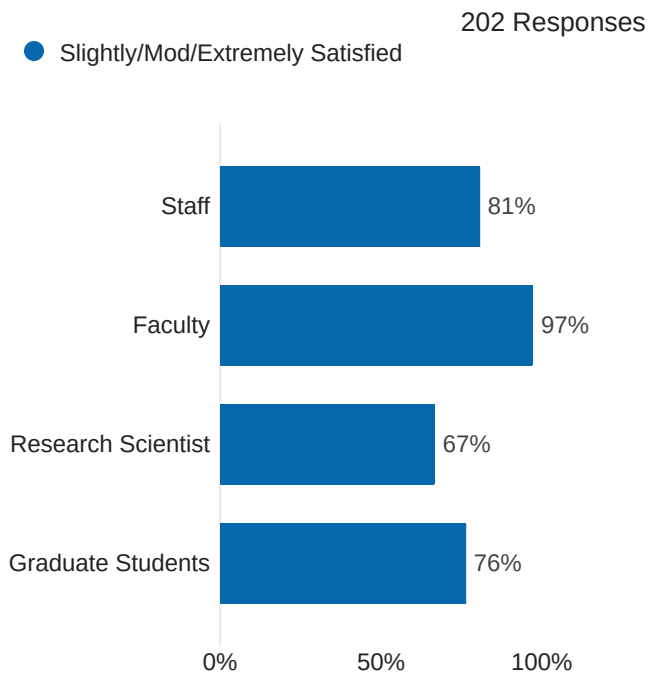
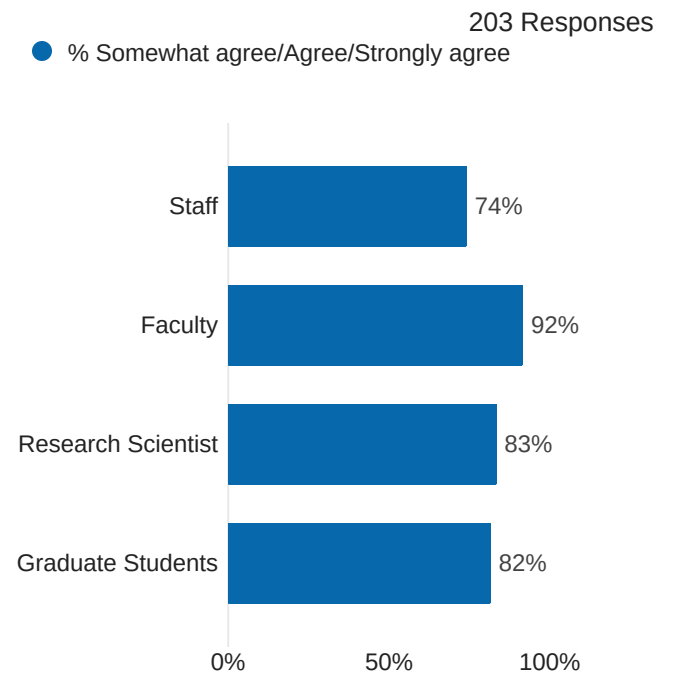


Figure 4. If I had to do it over again, I would choose where I am working





## Inclusion and Belonging

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

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

In the case of college students, a sense of belonging has been described as “students’ perceived social support on campus, a feeling or sensation of connectedness, and the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the campus community or others on campus such as faculty, staff, and peers.” (Strayhorn, 2018). As noted with respect to inclusion, the desire to achieve a sense of belonging applies both to academic situations (classes, labs, office hours, study groups) and social ones (friendships in dorms and/or with peers from other settings, involvement in extracurricular activities). For students, engendering a sense of inclusion and belonging—though not limited to—those from underrepresented groups, has been related to college retention and persistence (Walton & Cohen, 2011). Because students from underrepresented groups are more likely to feel disconnected from college campuses, it is especially crucial to enhance their sense of inclusion and belonging. In order to gain an understanding of participants’ sense of belonging to their department, program, concentration, we asked them to respond to the following items via a six-point scale:

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

Figure 5. Inclusion & Belonging Overview

235 Responses

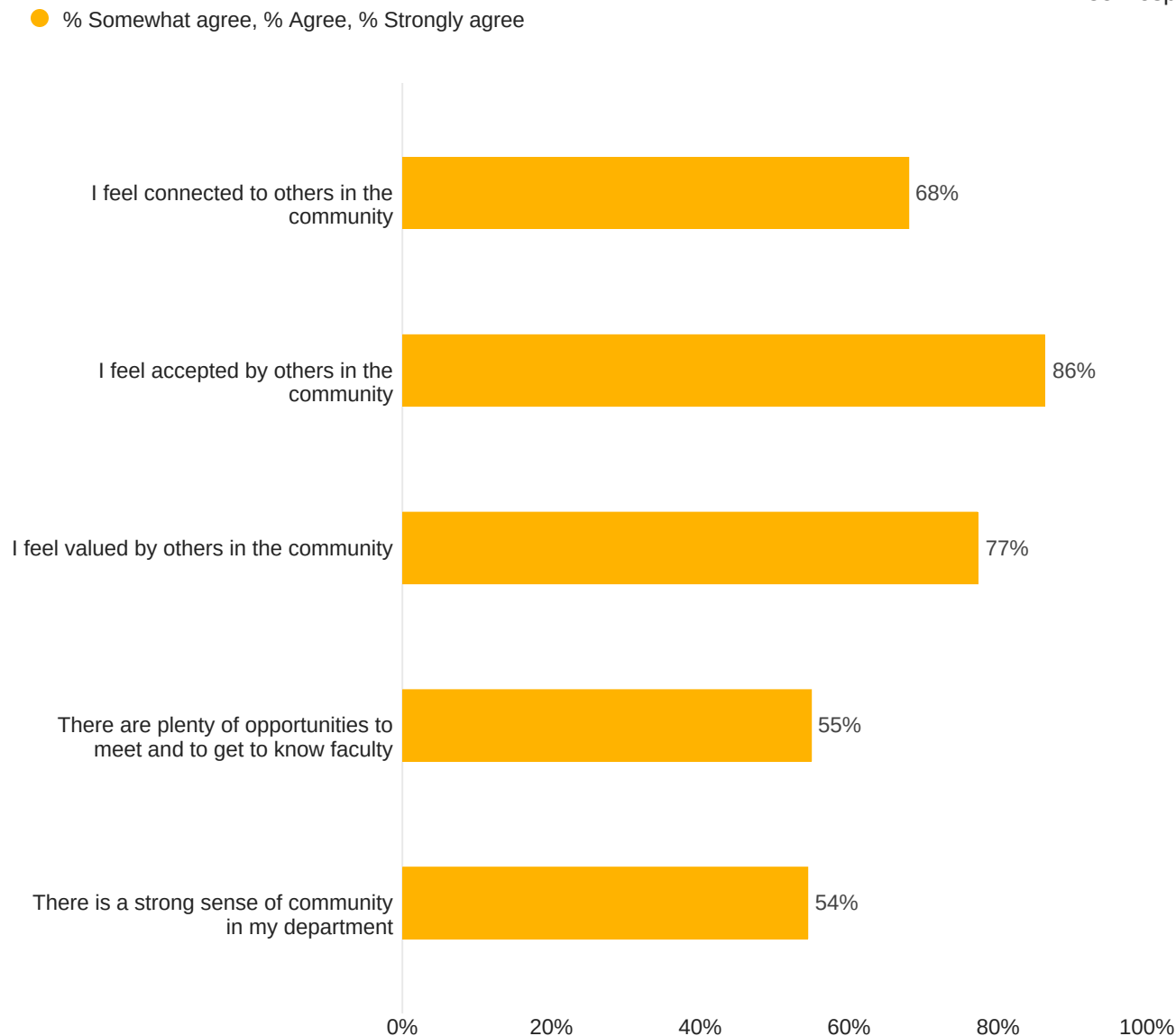


Figure 6. I feel connected to others in the community

234 Responses

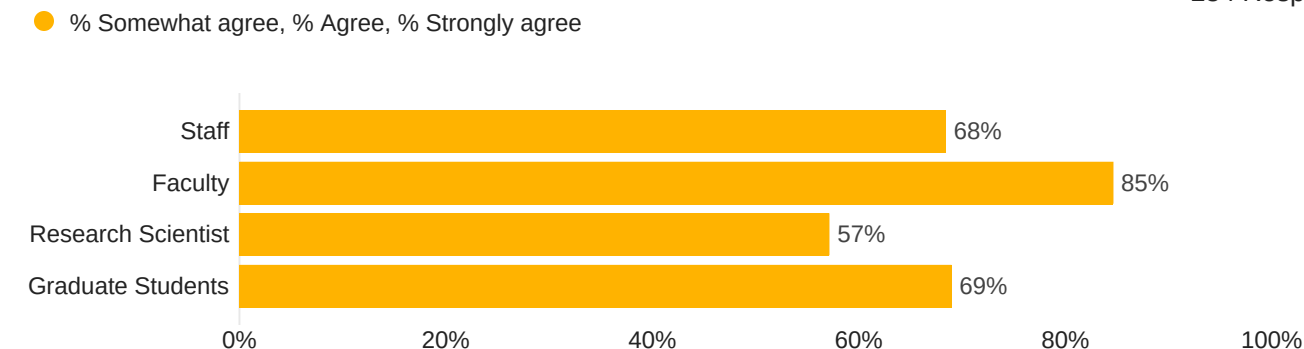


Figure 7. I feel accepted by others in the community

234 Responses

● % Somewhat agree, % Agree, % Strongly agree

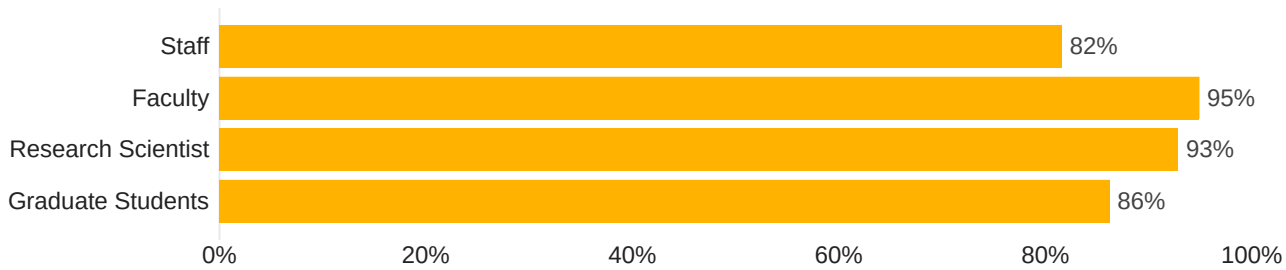


Figure 8. I feel valued by others in the community

234 Responses

● % Somewhat agree, % Agree, % Strongly agree

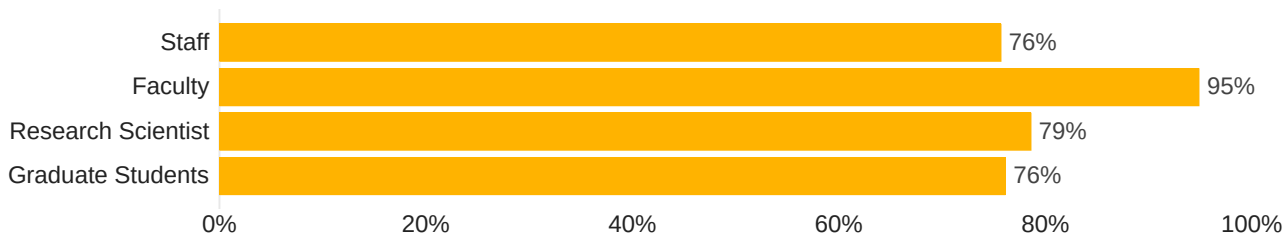


Figure 9. There are plenty of opportunities (activities/events) to meet and to get to know faculty

144 Responses

● % Somewhat agree, % Agree, % Strongly agree

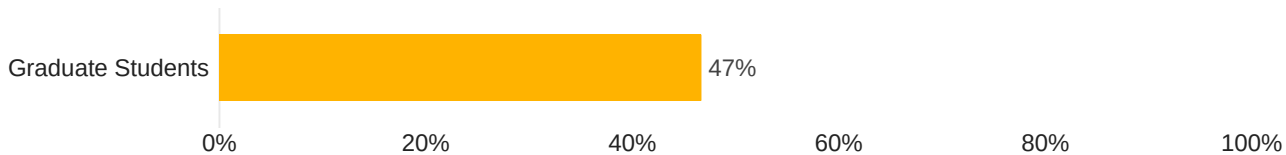
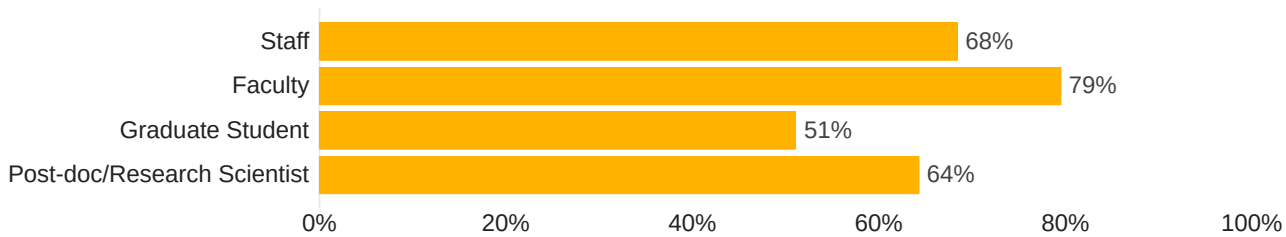


Figure 10. There is a strong sense of community in my department.

235 Responses

● % Somewhat agree, % Agree, % Strongly agree



## Interpersonal Justice

We also evaluated community members' perceptions of interpersonal justice. Interpersonal justice is all about how an individual is treated with an emphasis on respect and courtesy. It is defined as the extent to which an employee is treated with dignity and respect. If employees are treated with respect and dignity at work, they are more likely to be satisfied in their jobs and committed to their organization, are more likely to perform better, trust their leaders, and help others at work (Loi, Yang, & Diefendorff, 2009). Interpersonal justice was assessed using 4 items:

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

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

Figure 11. Interpersonal Justice Overview

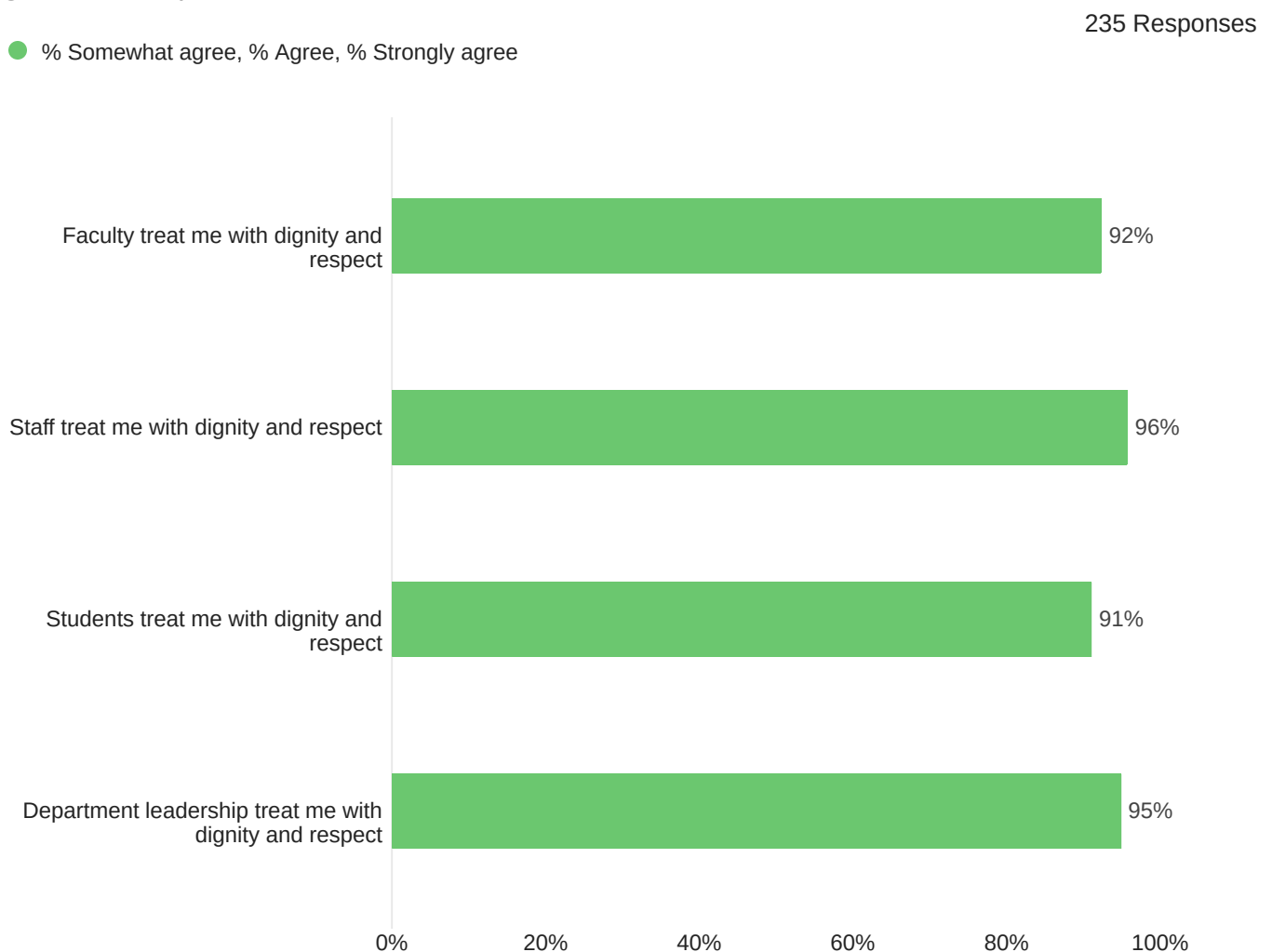


Figure 12. Faculty treat me with dignity and respect

235 Responses

● % Somewhat agree, % Agree, % Strongly agree

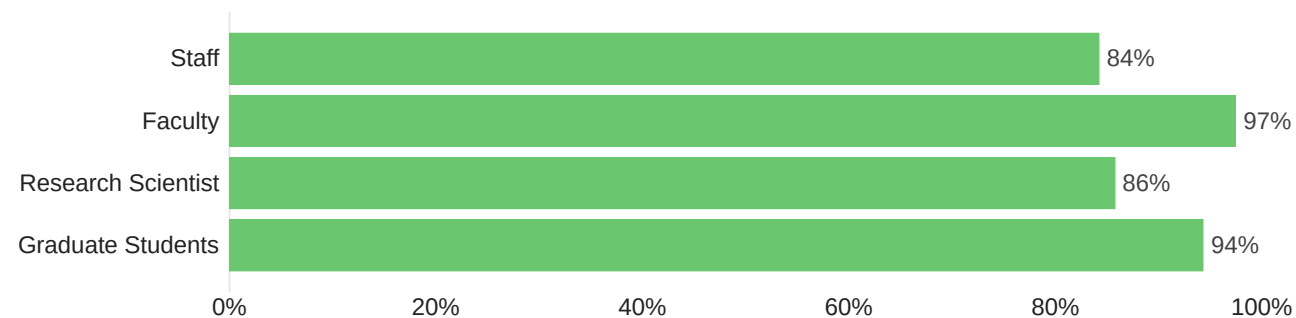


Figure 13. Staff treat me with dignity and respect

234 Responses

● % Somewhat agree, % Agree, % Strongly agree

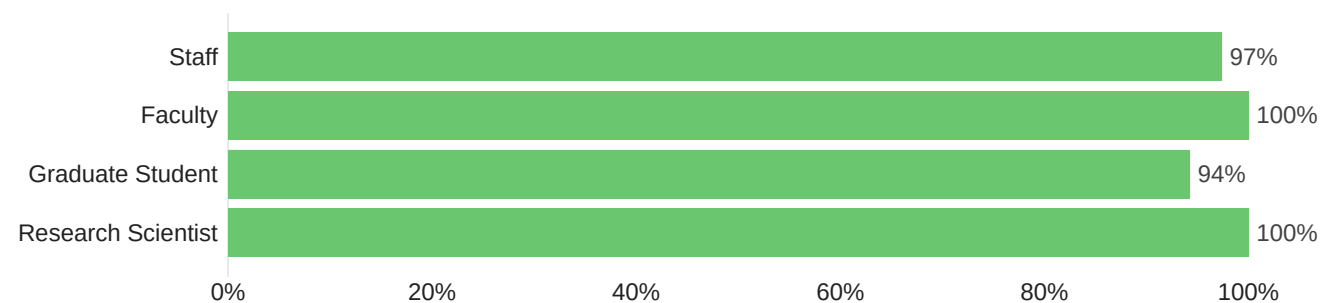


Figure 14. Students treat me with dignity and respect

235 Responses

● % Somewhat agree, % Agree, % Strongly agree

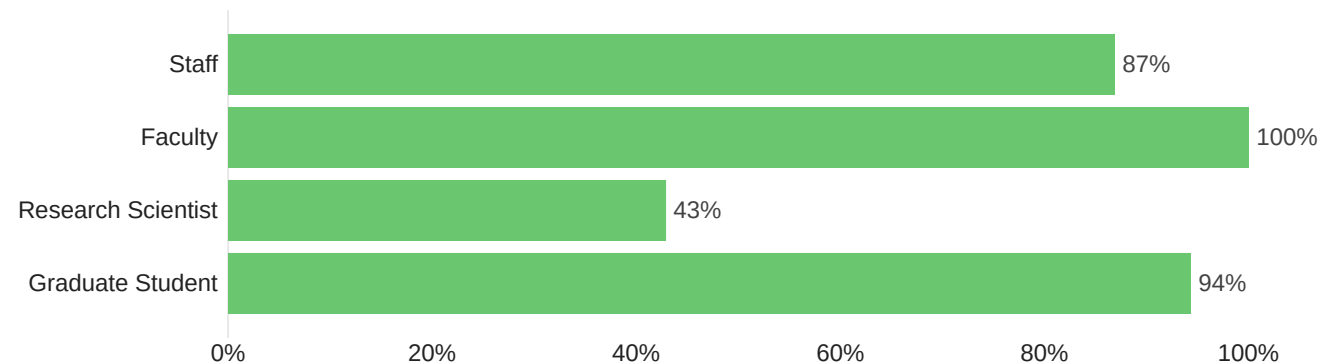
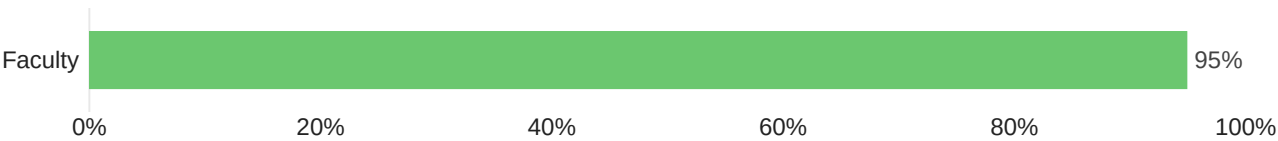


Figure 15. Department leadership treat me with dignity and respect

39 Responses

● % Somewhat agree, % Agree, % Strongly agree



## Diversity

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

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

Figure 16. Diversity Overview

235 Responses

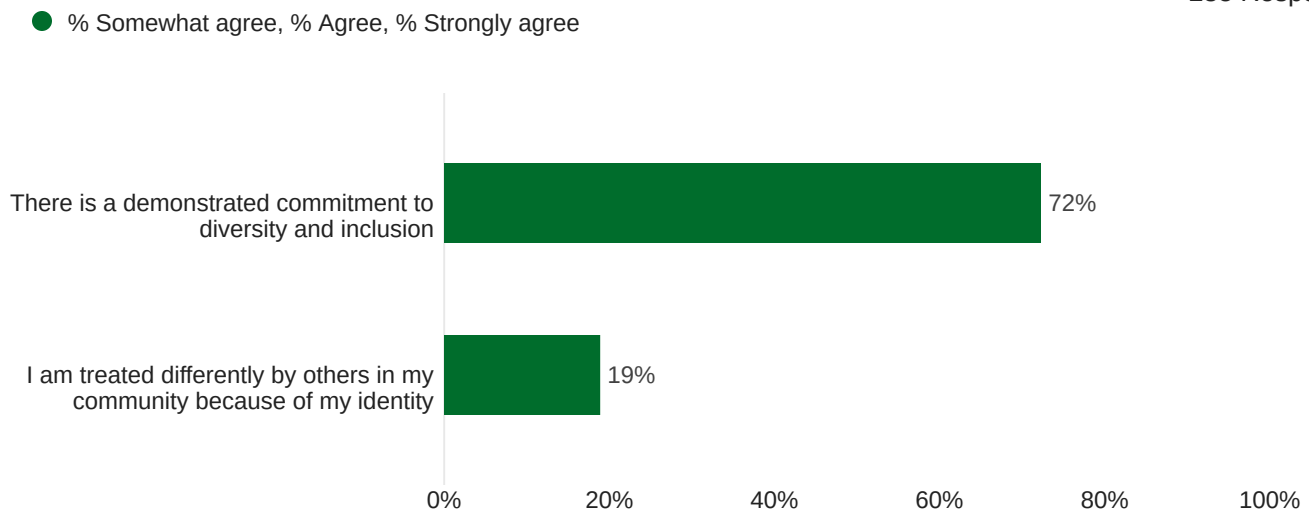




Figure 17. There is a demonstrated commitment to diversity and inclusion

234 Responses

● % Somewhat agree, % Agree, % Strongly agree

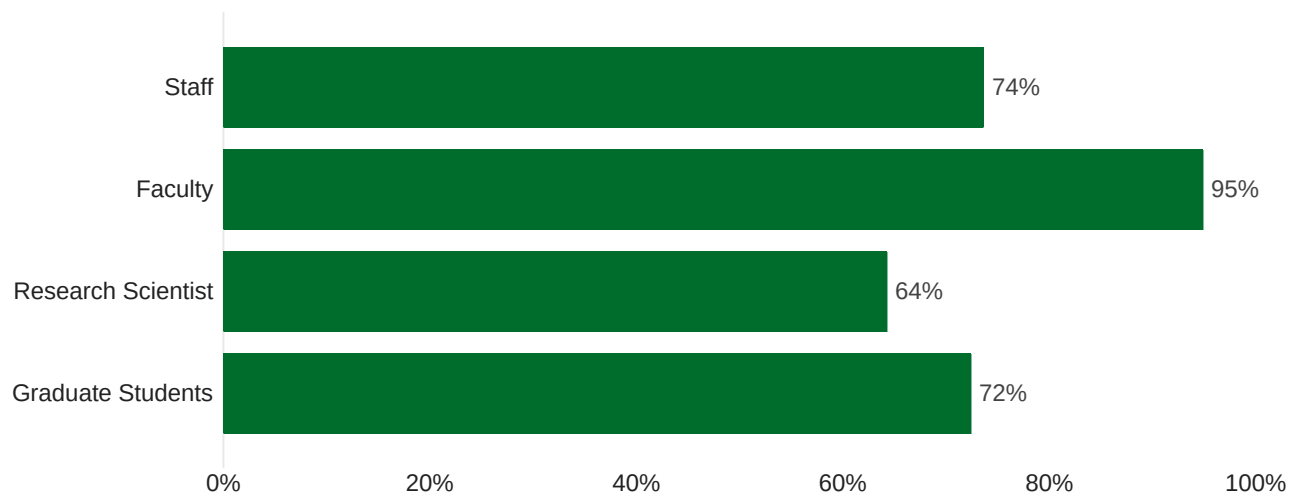
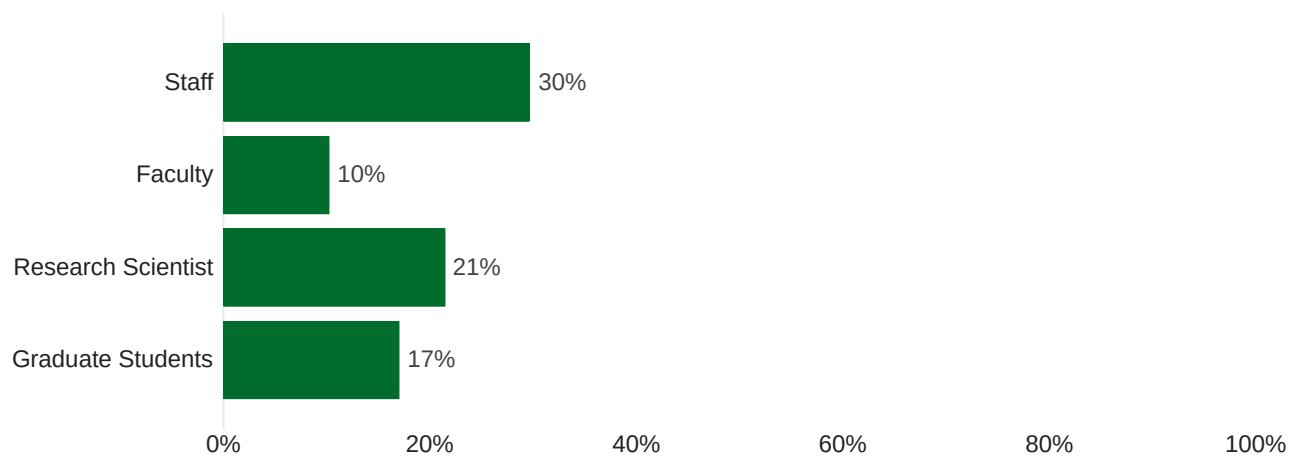


Figure 18. I am treated differently by others (faculty, staff, post-docs, research scientists, research staff, technicians, students) in my community because of my identity (race/ethnicity, socioeconomic background, religion, gender, nationality, sexuality)

234 Responses

● % Somewhat agree, % Agree, % Strongly agree



## Communication and Civil Discourse

According to Lane & McCourt (2013) civility and incivility are communicative, rhetorical practices. Civil discourse involves conversations in which participants are committed to working together to ensure that everyone perceives having a chance to express their thoughts (in a non-offensive manner) on the topics at hand and having been listened to by others. It requires that participants communicate on the basis of respect by taking into the account the perspectives of others by granting them autonomy and voice and not jeopardizing self- esteem and self-confidence (Lane & McCourt, 2013; Sypher, 2004). It involves restraint or resisting the impulse to say and do whatever one thinks or wants. As Sypher (2004) notes, “some degree of self-denial is required to make our world and social world more tolerable by not doing all the talking, taking all the credit, winning all the arguments, or even seeing every interaction as an argument to win.” Finally, civil discourse requires responsibility to the community meaning that participants are aware of how their communications have consequences that may potentially positively or negatively affect others (Lane & McCourt, 2013). When discourse becomes fraught with incivility, participants’ ability to debate important issues breaks down. Debate is impoverished as fewer choose to engage, fewer ideas are surfaced, and creativity is slowed. Once this dynamic sets in, fear can take over and individuals disengage. Because uncivil discourse can have detrimental effects on organizations and their employees (including those who witness incivility but aren’t targets of it), it is essential that workplaces strive to institute civil discourse for their overall well-being and productivity. Because a world-class academic community depends on an open community to thrive, we explored the degree to which department communities engaged in civil discourse. This was assessed by 4 items in which participants were asked to indicate their level of agreement with 4 statements:

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

Figure 19. Communication & Civil Discourse Overview

202 Responses

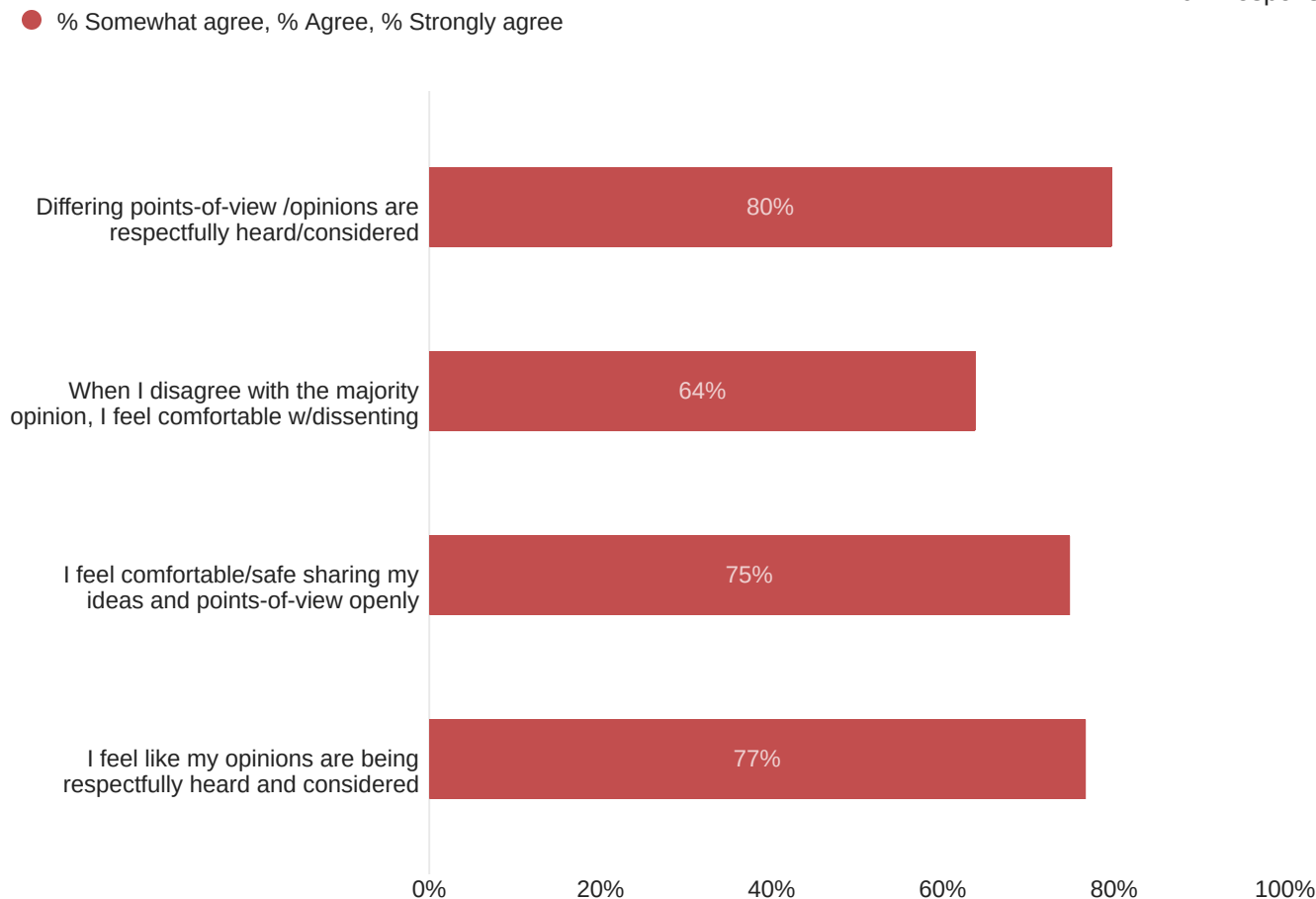


Figure 20. Individuals' differing points-of-view and opinions are respectfully heard and considered

202 Responses

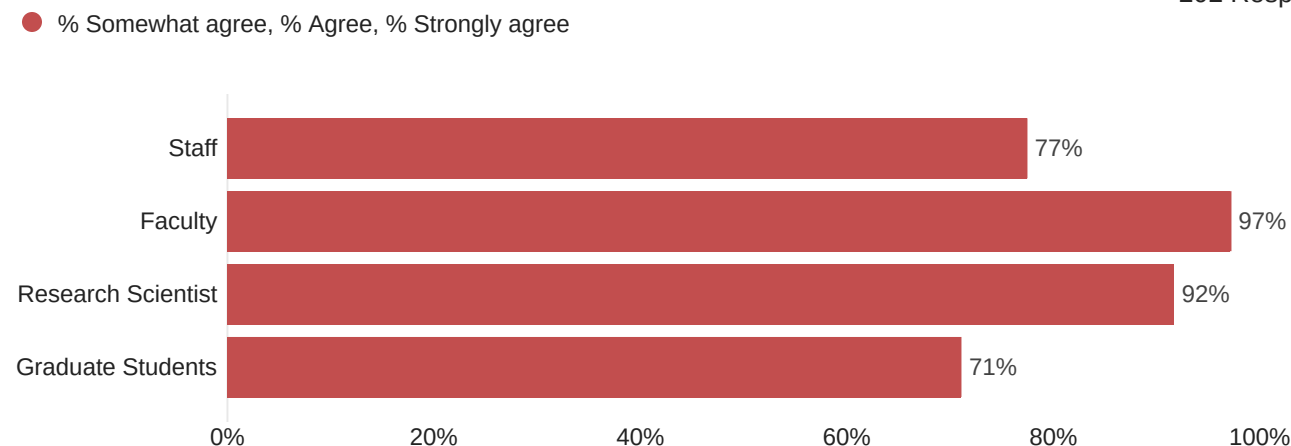


Figure 21. When I disagree with the majority opinion, I feel comfortable with dissenting

202 Responses

● % Somewhat agree, % Agree, % Strongly agree

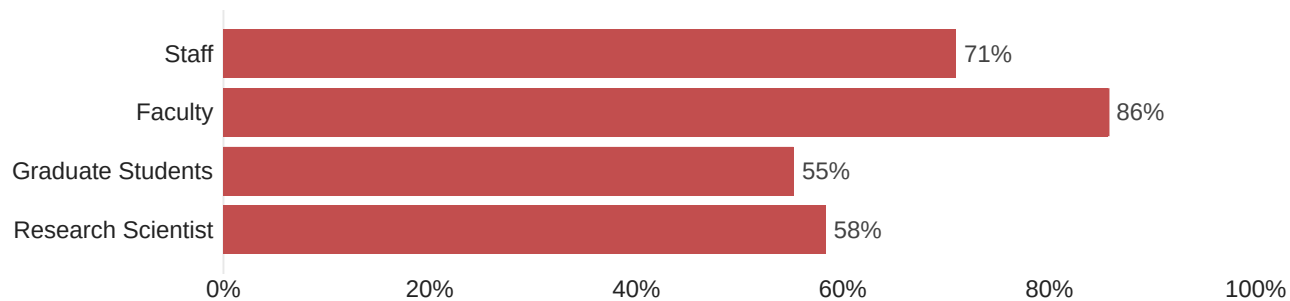


Figure 22. I feel comfortable/safe sharing my ideas and points-of-view openly

202 Responses

● % Somewhat agree, % Agree, % Strongly agree

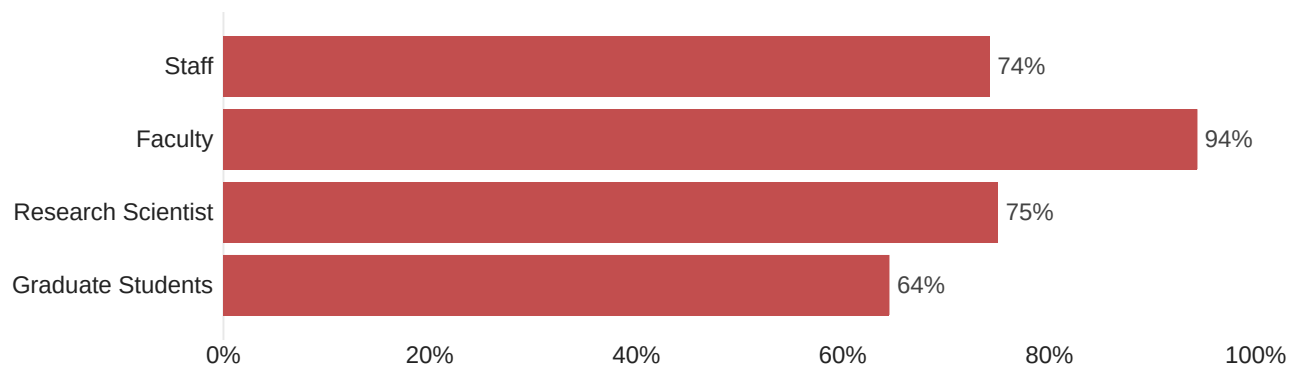
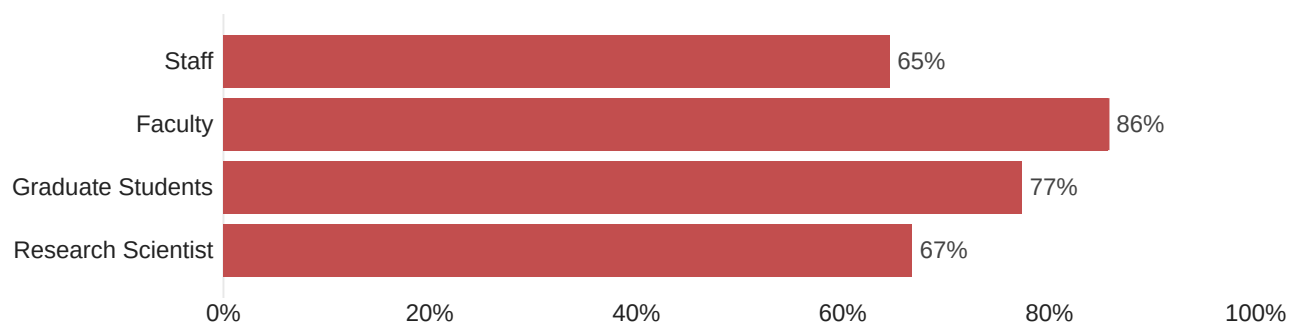


Figure 23. I feel like my opinions are being respectfully heard and considered as opposed to being ignored or shot down

201 Responses

● % Somewhat agree, % Agree, % Strongly agree



## Incivility

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

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

59.6%

Reported at least 1 instance of incivility  
(121 out of 203 Respondents to Question)

Table 1. Source of incivility

Identified Source(s) as:	Economics
Faculty member	55
Staff member	15
Graduate student	30
Undergraduate student	9
Other	1
Did not Identify Source	44
Total Individuals Reporting Incivility	121

Figure 24. Types of Incivility Experienced - All Respondents

203 Responses

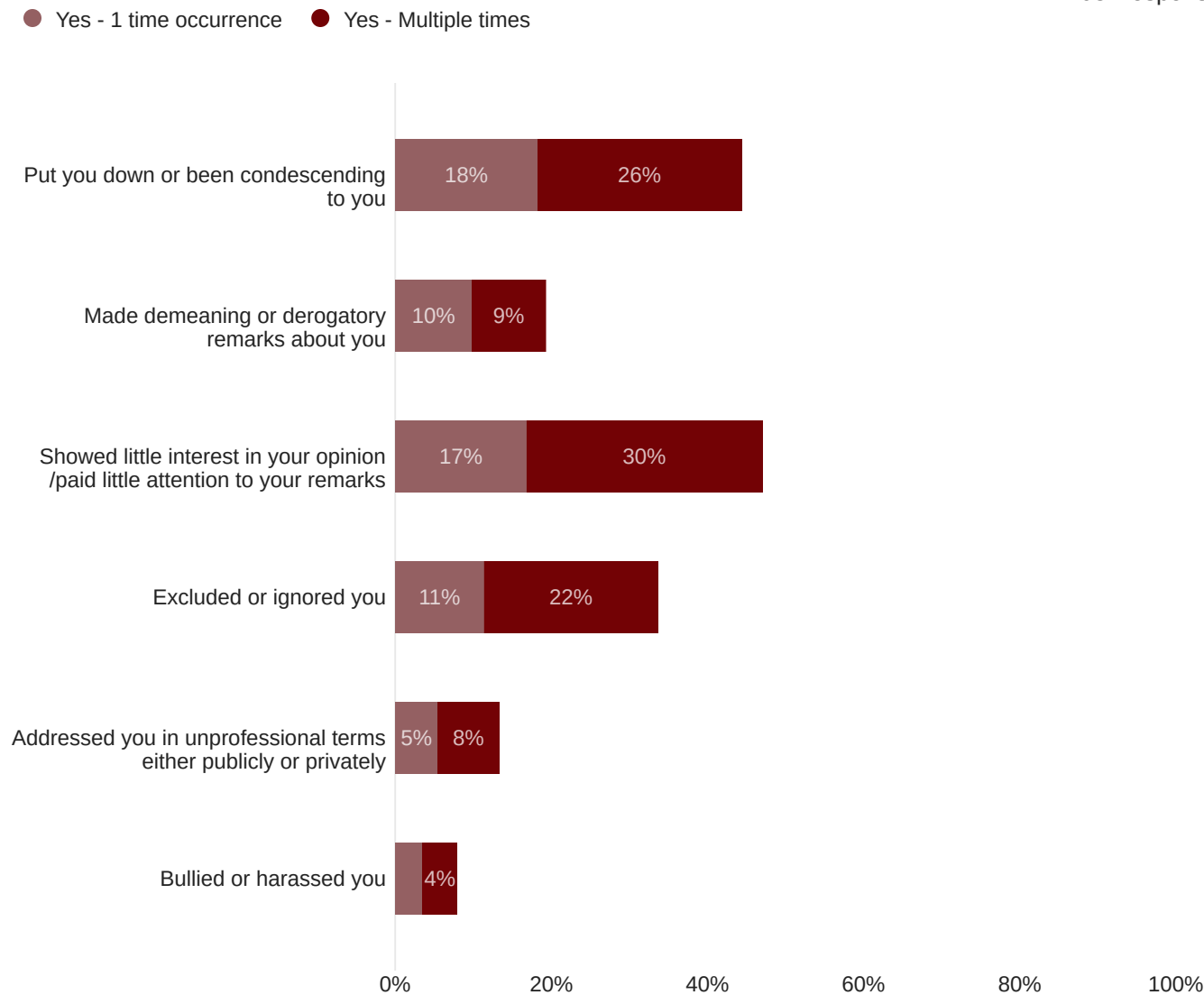


Figure 25. Types of Incivility Experienced by Faculty

35 Responses

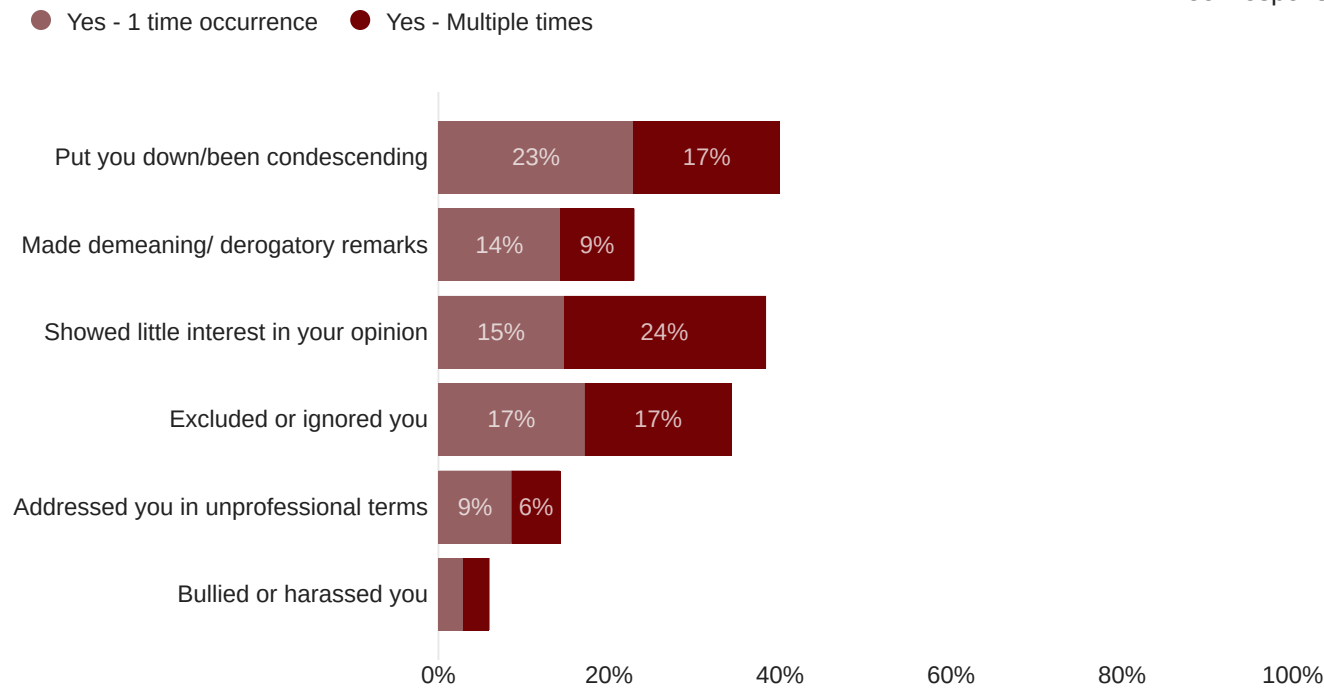


Figure 26. Types of Incivility Experienced by Staff

30 Responses

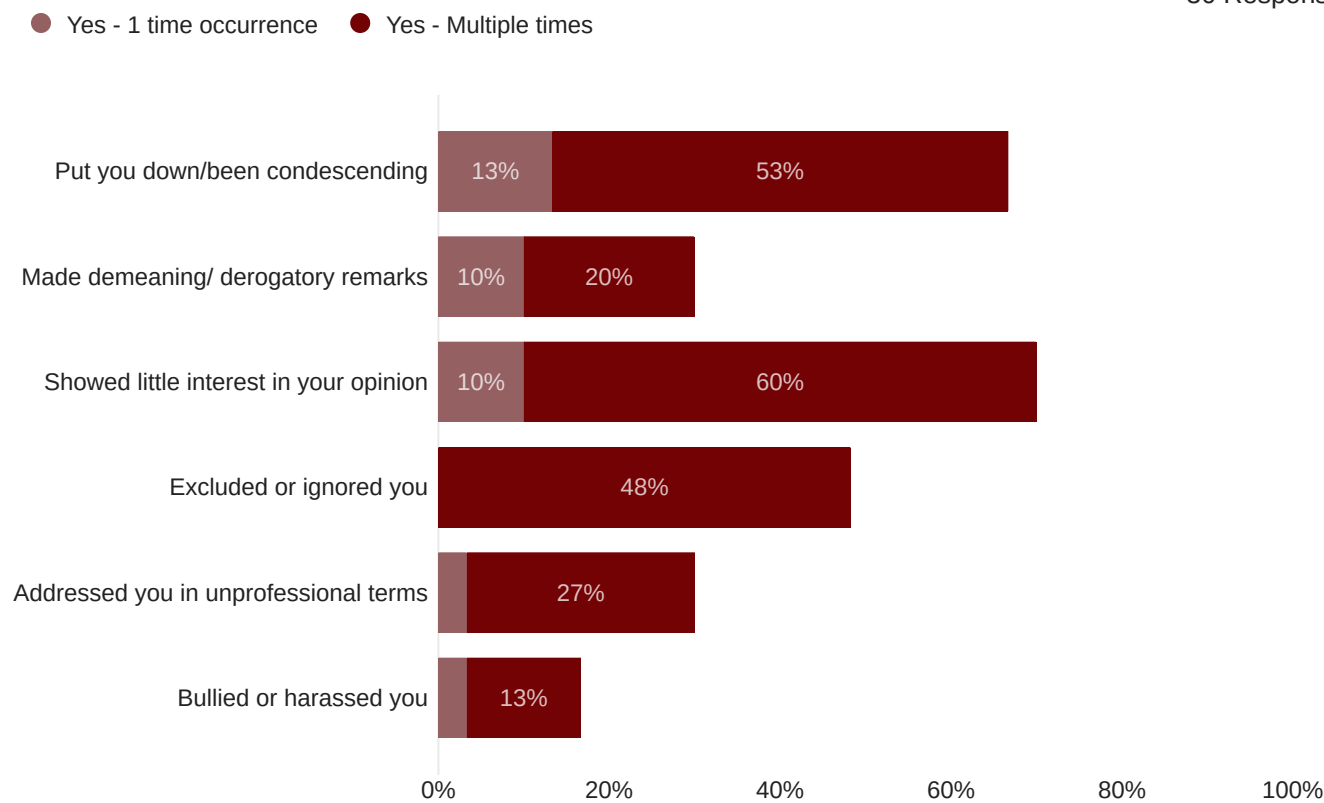


Figure 27. Types of Incivility Experienced by Graduate Students

78 Responses

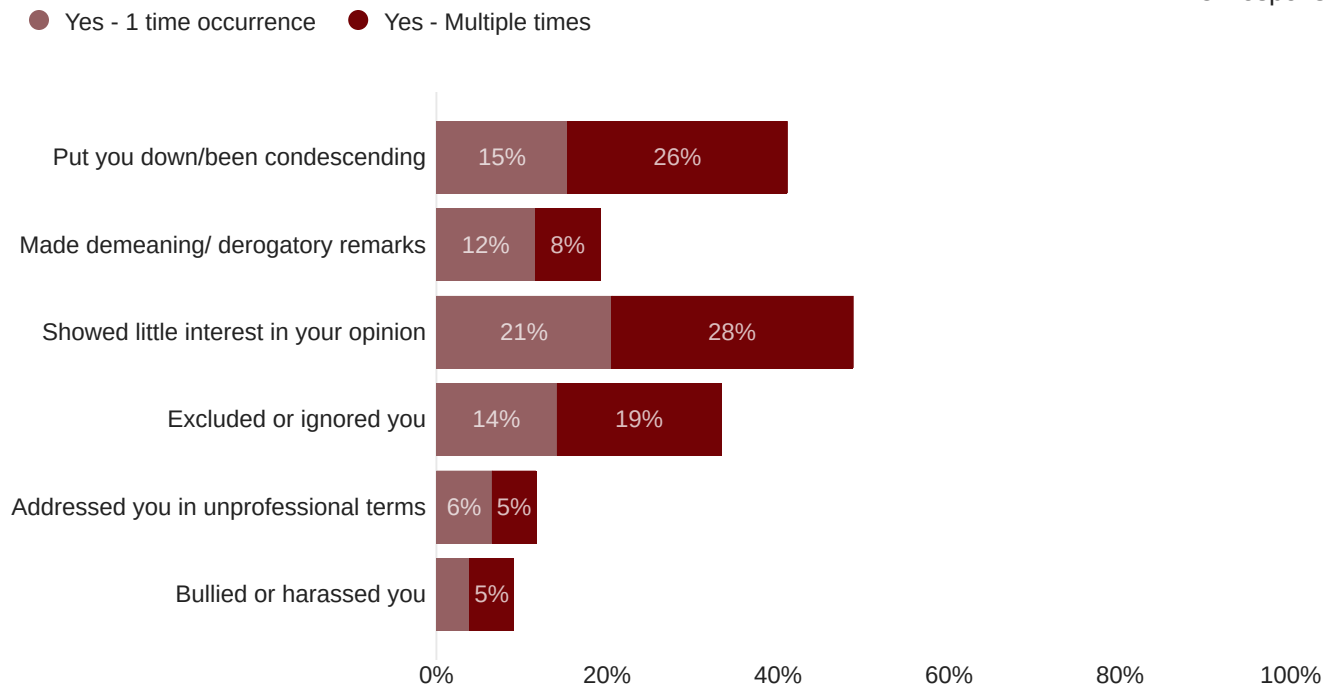
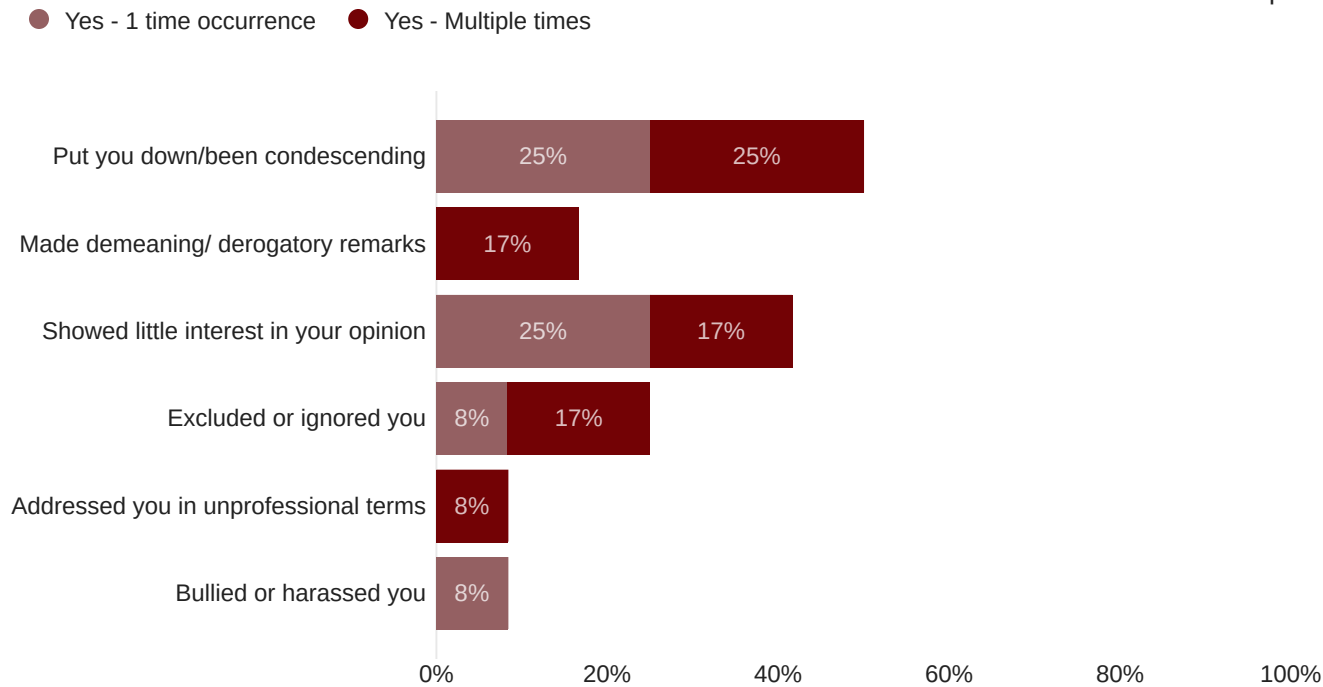


Figure 28. Types of Incivility Experienced by Postdocs/Research Scientists

12 Responses





## Accountability for Wrongdoing

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

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

Figure 29. Accountability for Wrongdoing Overview

203 Responses

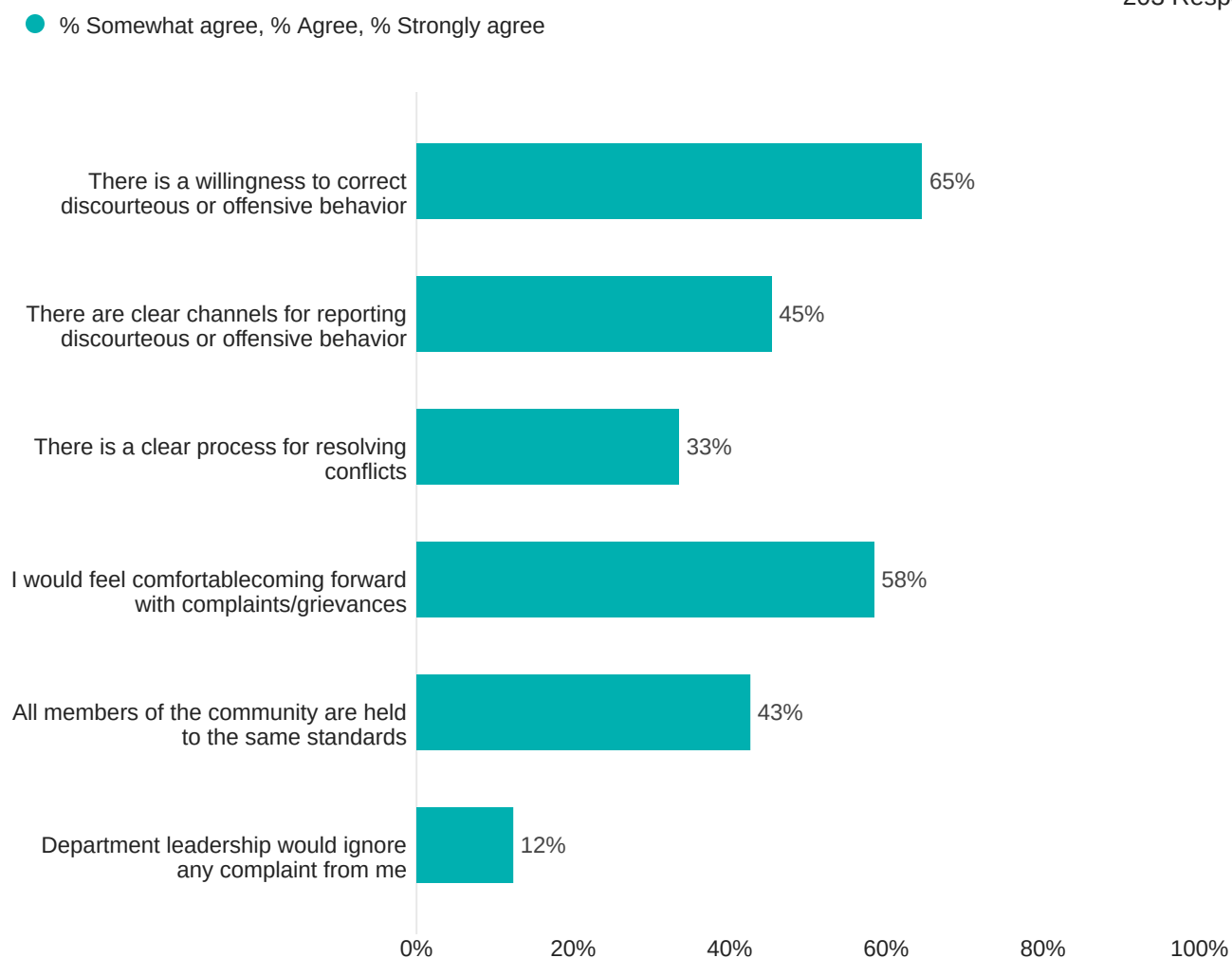


Figure 30. There is a willingness to correct discourteous or offensive behavior

203 Responses

● % Somewhat agree, % Agree, % Strongly agree

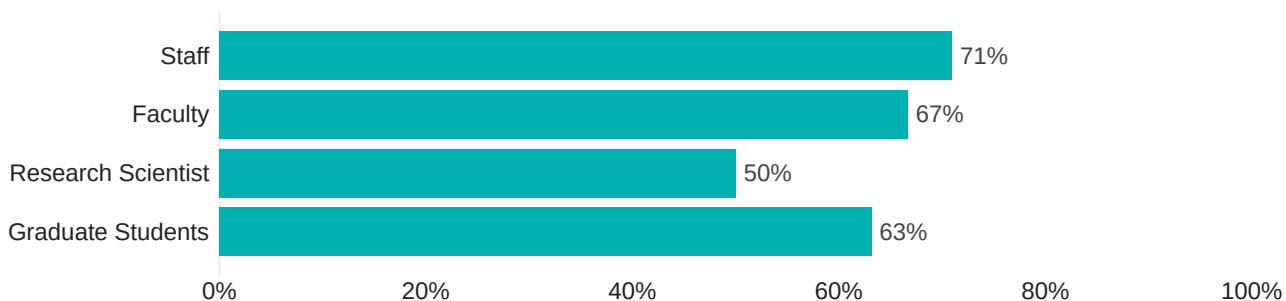


Figure 31. There are clear channels for reporting discourteous or offensive behavior

203 Responses

● % Somewhat agree, % Agree, % Strongly agree

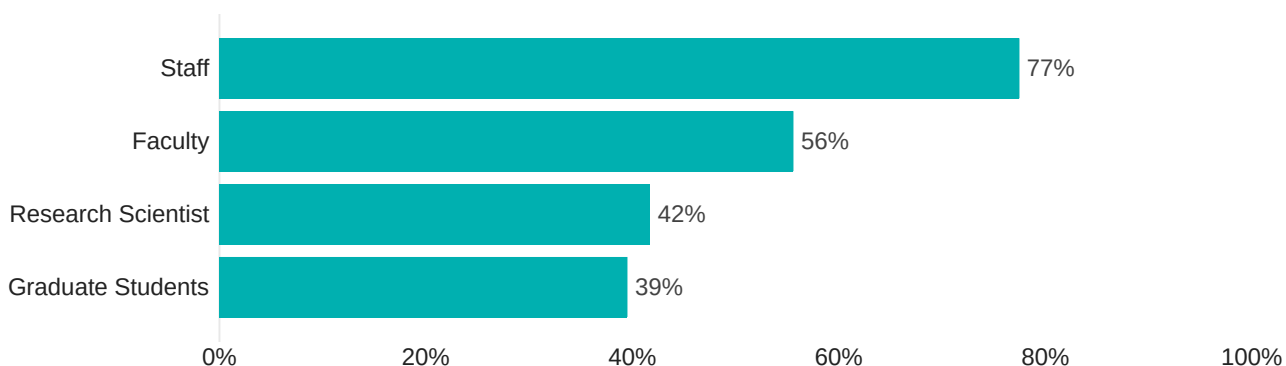


Figure 32. There is a clear process for resolving conflicts surrounding discourteous or offensive behavior

203 Responses

● % Somewhat agree, % Agree, % Strongly agree

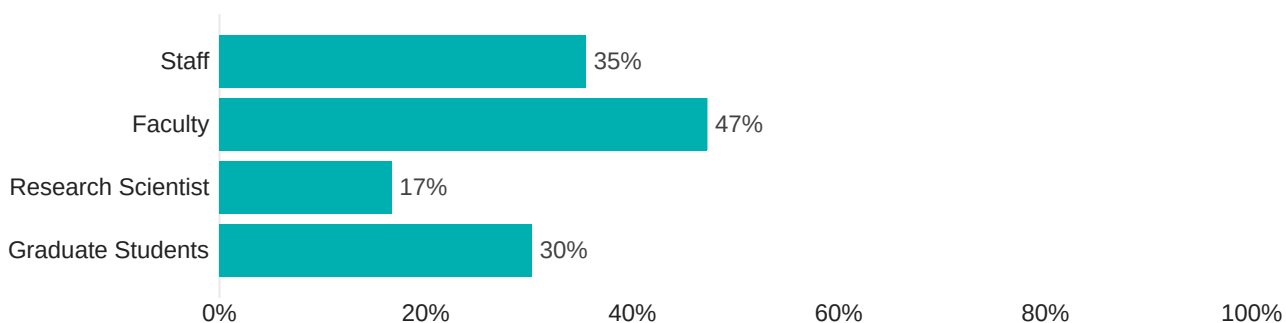


Figure 33. I would feel comfortable (not fear retaliation) coming forward with complaints/grievances about discourteous or offensive behavior

202 Responses

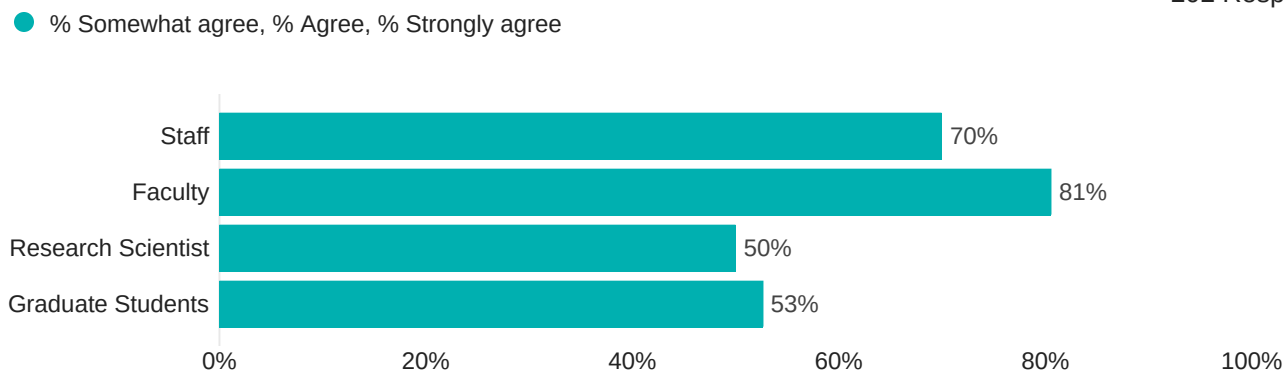


Figure 34. All members of the community (faculty, staff, post-docs, research scientists, research staff, technicians students) are held to the same standard

202 Responses

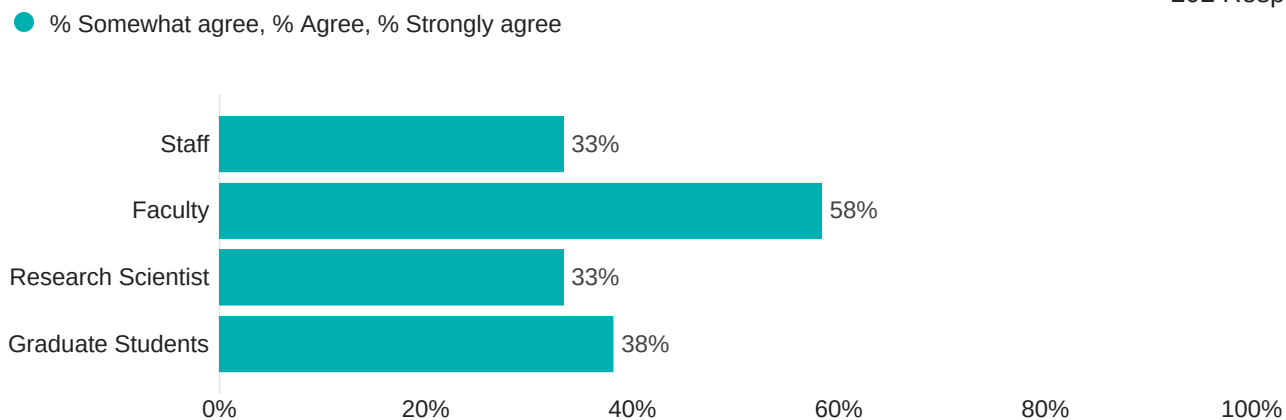
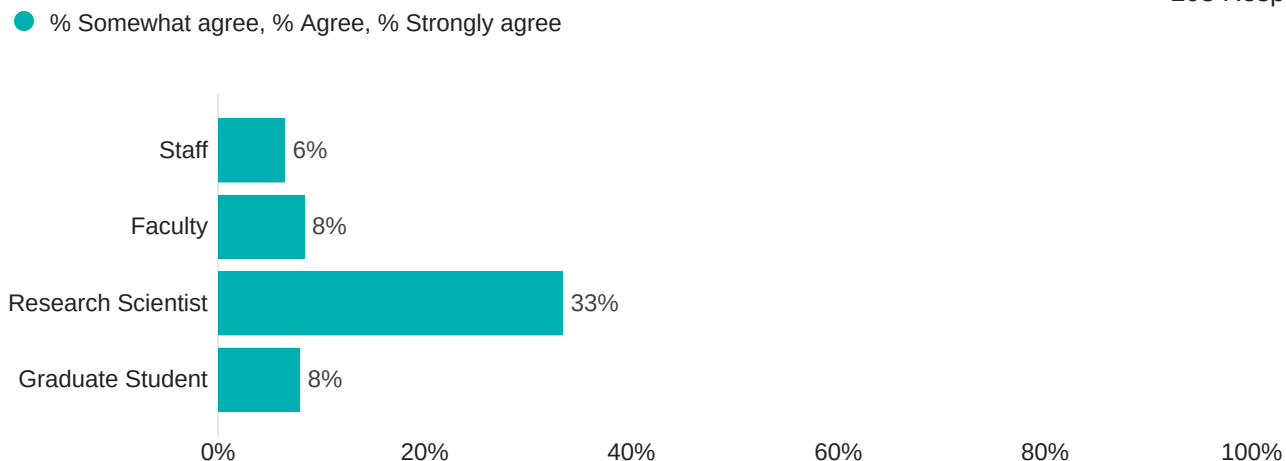


Figure 35. Department leadership would ignore any complaint from me

203 Responses



## Organizational Support

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

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

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

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

Figure 36. Among Staff: My supervisor:

31 Responses

● % Somewhat agree, % Agree, % Strongly agree

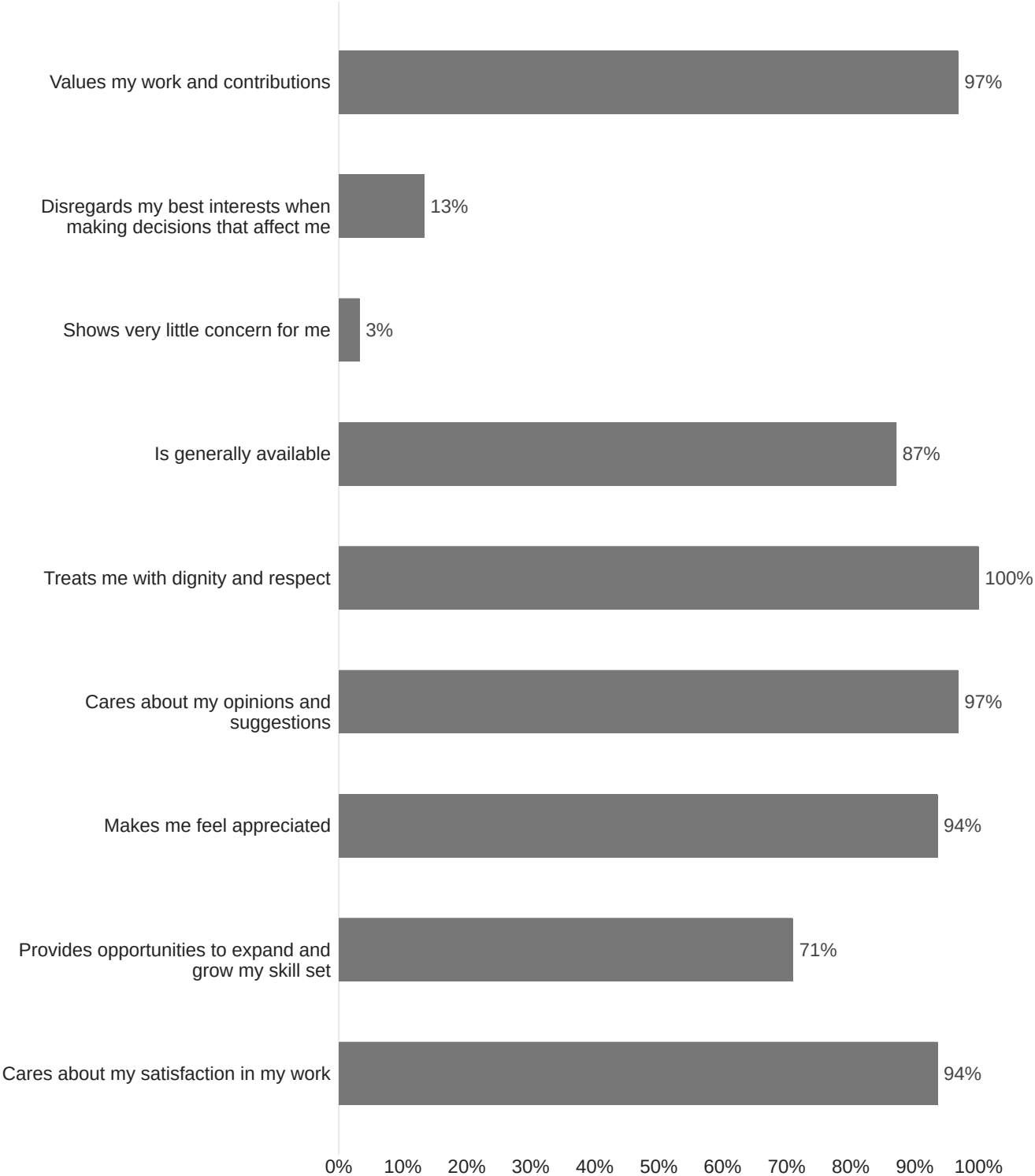
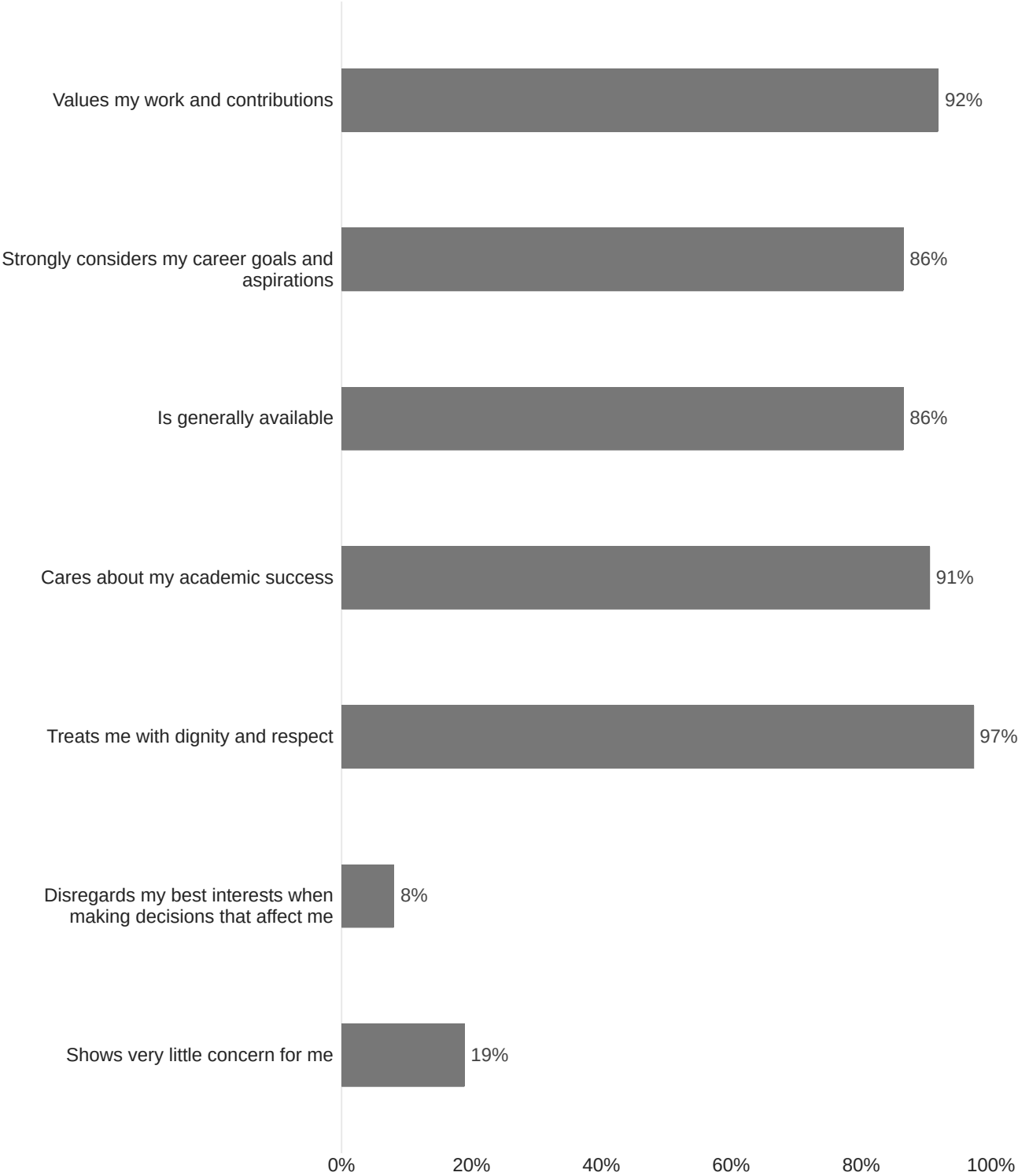


Figure 37. Among Graduate Students: My adviser:

74 Responses

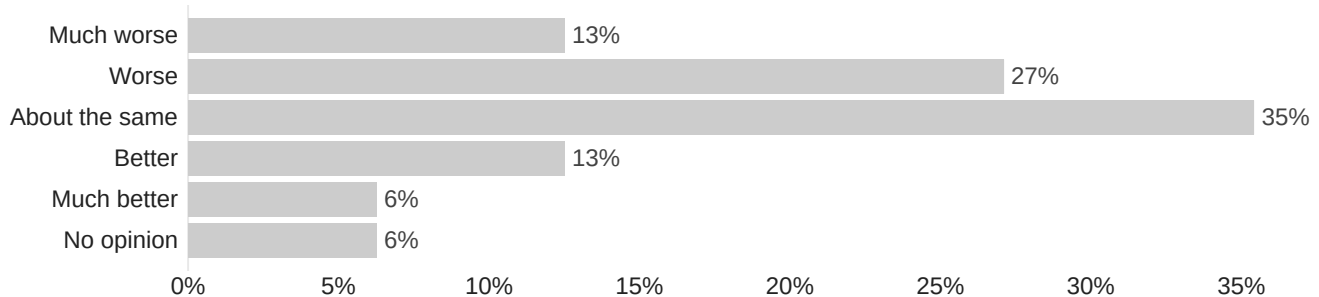
● % Slightly agree, % Agree, % Strongly agree



# Department-Specific Questions

Relative to your impression of other departments at Harvard, how do you think Economics is doing at fostering an inclusive environment?

48 Responses



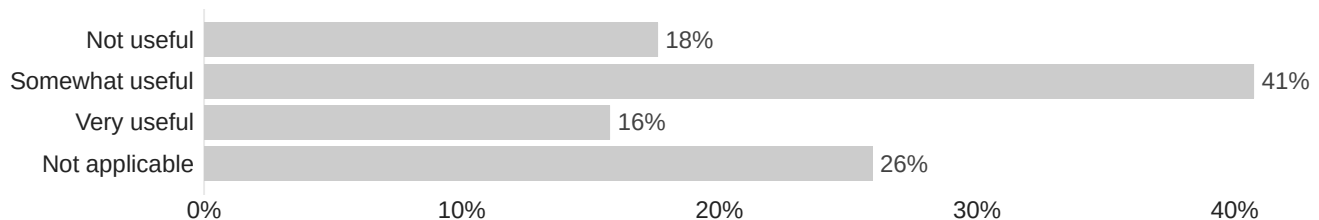
Relative to your impression of other departments at Harvard, how do you think Economics is doing at fostering an inclusive environment?

48 Responses

Field	Much better	Better	About the same	Worse	Much worse	No opinion
Undergraduate Student	6.3%	12.5%	35.4%	27.1%	12.5%	6.3%
Graduate Student	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Faculty	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Staff	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

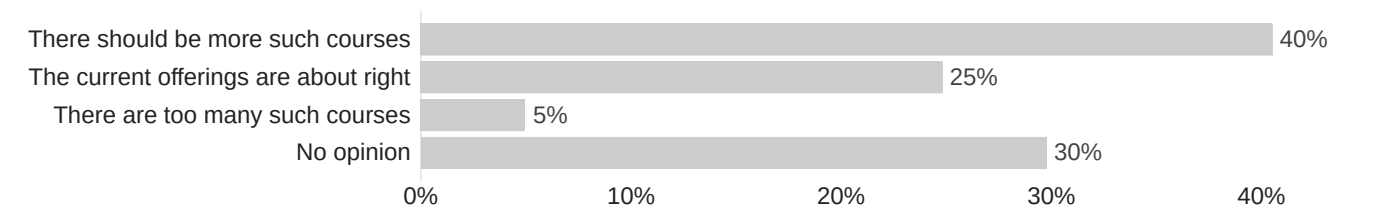
If your field(s) have held discussions of graduate workshop culture and expectations in recent semesters, do you feel these discussions have been useful?

108 Responses



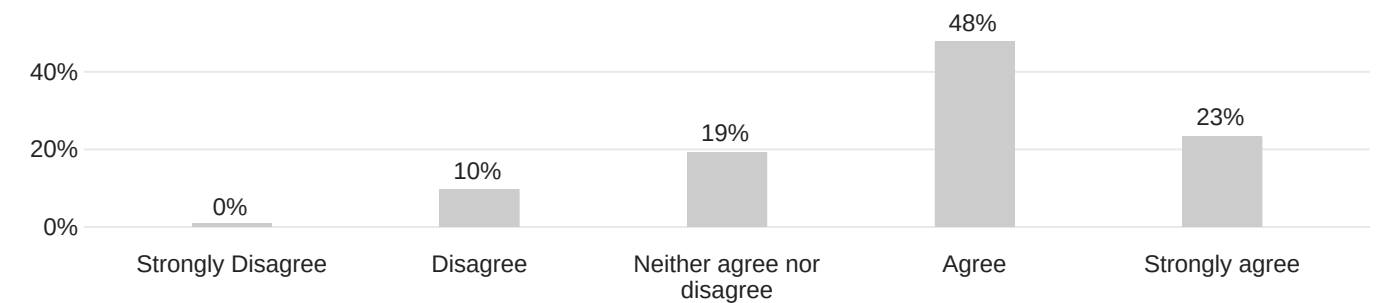
Do you feel there is an appropriate number of courses offered by the department which address issues relevant for historically disadvantaged or marginalized groups?

121 Responses



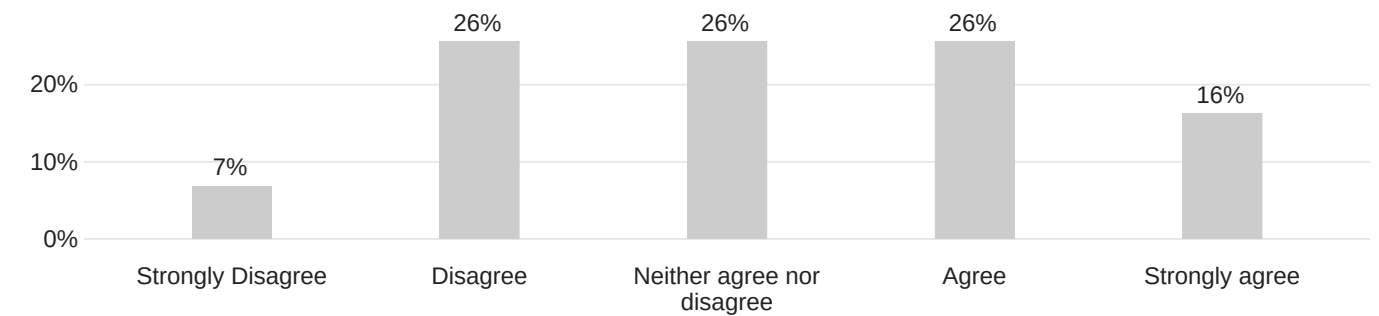
I believe my advisor(s) would support me if I wanted to explore career options outside of academia.

73 Responses



I feel extremely anxious or stressed before, during, or after meetings with my advisors.

74 Responses





## Economics Department – Qualitative Analysis

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

- Q1: We see that you reported that you are treated differently by others in the community because of your identity. Please comment on these experiences. There was a total of 19 usable comments.
- Q2: This survey has asked you to reflect upon a large number of issues related to the climate and your experiences in this climate, using a multiple-choice format. If you would like to elaborate upon any of your survey responses and/or further describe your experiences, we encourage you to do so in the space provided below. There was a total of 39 usable comment.
- Q3: Please provide suggestions about ways the climate could be improved in your department. There was a total of 36 usable comment.

### Data Analysis

Analyses were conducted on comments combined across faculty, graduate and undergraduate students within the department and across n=94 total comments. All responses were downloaded from Qualtrics into a Word document, which in turn was downloaded to NVivo 12, a coding and qualitative data management program. The analysis entailed a line-by-line analytic reading of the open-ended comments to classify the ways in which participants addressed the survey questions. A key limitation is that responses were obtained from only a very small portion of the survey participants and therefore open-ended comments may not be generalizable. The comments should be interpreted as representative only of the views of the faculty, graduate students and undergraduate students who provided them. Attempts were made to interpret results in light of the Likert-type items which had larger response rates. We use the comments to provide context for interpretation of Likert responses.

### Identity

From the Likert-type items we learned that 19% of survey respondents agreed that they have been treated differently due to their identity. Comments in this category reflected being treated differently due to one's race, gender and socio-economic status.

### Race

There were some open-ended comments where Black community members described being the targets of disparaging remarks (including about their appearance/hair), hurtful anonymous posts on EMJR, and stereotypical questions about their race. Participants also reported being confused/misidentified with others in their identity group, having their names mispronounced and being tasked with a disproportionate amount of service requests surrounding diversity and inclusion efforts in the department because of their identity.

### Gender

There were also some comments where female respondents reported feeling like they were not given the same amount of respect and credibility as male colleagues in the department. For example, female respondents mentioned incidences where they were told that women were not interested in economics, called diversity candidates, mislabeled as assistants to male faculty and made to feel like they were not serious about their careers in academia for having children. One participant described the perception of how female post-docs often receive fewer interesting/difficult/analysis-heavy tasks as compared to their

male counterparts.

### Socio-Economic Background

Being treated differently due to one's socio-economic background was mentioned in a few comments. Participants described how faculty are sometimes out of touch with students who experience economic hardship as highlighted in the quotes below:

- *The less overt disparaging comments is (sic) based on your socioeconomic and academic background. The community as a whole is not sensitized to the blanket statements of "those who are found to be less than" them. It is easy to generalize without thinking about the background of the individuals who grew up in different circumstances yet have every much of a right to be heard and valued as a community member. Particularly Faculty are the worst at the socioeconomic and gender-based judgements and then this followed closely by grad students who are exposed to the modeling of that behavior so often.*
- *There was also an instance where a faculty member showed derogatory attitude towards a certain socioeconomic group and I was uncomfortable as some of my family belong in that group.*

### Diversity and Inclusion

From the Likert-type items we learned that 72% of survey respondents agreed that there is a demonstrated commitment to diversity and inclusion in their department. In their comments, community members recommended that sustained attention be devoted to increasing the diversity (across race and gender) in faculty hires and the student body.

- *The department has exclusively male or white female faculty, which is not encouraging for a female student of minority background.*
- *I think it would be better if the department had more black faculty and PhD students.*
- *I do not think that the economics department has made many attempts before George Floyd to include black people in its department or encourage them to study economics. I think that the lack of black Harvard students that study economics as a concentration speaks for itself that the department has a problem.*
- *The absence of women and people of colors amongst the faculty in some fields is stark, painful and very apparent in the resulting atmosphere. While the department talks about wanting to change it, it doesn't seem to be high enough of a priority to make the kinds of efforts that are required to change the hiring culture.*
- *We need to hire Black female and male economists as professors, teaching fellows, and course assistants. It is unacceptable to say they do not exist: to make more Black economists, you need to let students see Black economists. If the Department cares about their Black students feeling encouraged to become economists, as Professor (REDACT), we need to see ourselves in these positions. Inspire us to get economics PhDs: let in Black students and hire Black professors, like William Darity, Derrick Hamilton, and Cecilia Conrad. Put their pictures and the pictures of historic, antiracist Black economists, such as Maggie Walker and Frederick Douglass, on the walls of Littauer.*
- *Again, speaking to the intellectual climate, improvement can only happen if there is a challenge (by the administration, the students, or outside groups--all unlikely challengers) to the prerogatives of the senior faculty to choose new faculty in their own image..*

- *Addressed in the last question, but primarily hiring black folks, latinx folks, women, and queer people as tenure-track faculty. The faculty in ec is really just so ubiquitous in terms of representation.*
- *I love Economics but I am a student from a few minoritized backgrounds; the biggest problem for the Economics department in particular is the complete lack of diversity at the faculty level. Furthermore, when women/ women of color professors are added, they're often poached from another college of equal caliber; Harvard should be mentoring and supporting promising NEW candidates.*
- *I have not had a single black professor in my time in the department and one black TA*
- *More women teaching classes.*

Other survey respondents recommended the need for additional trainings on diversity and inclusion.

- *Required diversity training for ALL - especially faculty - and tailored to departmental context/issues.*
- *Acknowledge the department discord and provide trainings for all. As of now, with any anti-racism trainings and discussion, each faculty, student and staff group has been functioning as a silo as opposed to a joint department. Furthering the division within.*

A couple of participants noted the desire for more faculty engagement in diversity and inclusion efforts.

- *Faculty and student engagement should be a requirement in diversity initiatives. You will always keep learning and improving if each person is engaged in a meaningful way as members of a greater community. We should no longer rely on the minorities of this department to carry the lions share of those responsibilities. There is no irony lost on members of our community that our 2 faculty DIB co-chairs are both members of the minorities which need this support. They should not be shouldering this work.*
- *Honestly more accountability is necessary. The diversity training is a nice attempt however, I found the senior faculty members were not required to attend nor did they change their behavior post training. If a good amount of the staff in a workplace is complaining Harvard should take note and institute check ins or some sort of oversight.*

Survey participants also noted how the topic of diversity should be integrated into the department's curriculum. They provided specific examples of how to do so including: increasing the diversity of presenters invited to present at department seminars, allowing students to joint concentrate in affinity-based concentrations, adding courses that specially address the economic impacts of race-based policies in the United States, incorporating the writings and research of Black economists into the course curriculum as well as providing better ways of integrating race into discussions of economic analysis.

- *It is racist to propose that Black nations and people are poor because of culture, soil quality, or temperature. Instead, every economics class should recognize at the beginning of the semester and throughout the course that poverty is the natural consequence of violently stealing the physical and human capital of people and countries. These economic explanations should be presented in antiracist ways, including through the writings of Black economists such as Eric Williams, Walter Rodney, and Cecilia Conrad in *Capitalism and Slavery*, *How Europe Underdeveloped Africa*, and *African Americans in the U.S. Economy*, respectively. Whenever productivity, capital, and the homo economus are discussed, so too should slavery, systemic*

*barriers, and White ownership of Black human and physical capital be discussed.*

- *We need to be exposed to antiracist ideas: this means ideas beyond capitalism. These include stratification economics, the economics associated with democratic socialism, the idea that people and societies are poor because of systemic barriers, and many more. As long as the only or primary idea taught in Harvard economics is capitalism is as long as racism continues in Harvard economics. To be antiracist, the department must present to students that racism is innate in every aspect of economics, including what they are being taught and what aspects of economics are being excluded: namely, that to analyze economics without recognizing the impact and legacies of forced labor and the current caste system in America and Black and Brown countries is racist.*
- *Professors should explicitly establish at the beginning of the semester and throughout the course that questions and different ideas on the racism or antiracism of presented economic ideas are welcome. Economics and history are inextricably linked, so questions are encouraged to relate to both. All students, including Black students, should feel welcome to question the ideas presented by White men of White men.*
- *I also think that Econ MUST allow students to joint concentrate in affinity based concentrations (WGS, AfAm) as well as Social Sciences at large.*
- *More classes should be added that directly deal with the economic impacts of race-based policies in the United States, etc.*

Finally, one individual noted the importance of better communication about departmental opportunities so that community members do not feel excluded or left out.

- *There is a real problem with transparency of access to opportunities. Much of the profession works on a "hidden curriculum" where you only end up hearing about access to grants, conferences, and opportunities because a student casually mentions it much later. This could be things like a professor has a reading group to which you were not invited and you don't know why; a student went to an amazing conference that you did not know existed (and did not know going to conferences was even something you could or should be doing); some people got to go to the NBER conference or summer institute and you didn't know you could go or how to get in; some people have been meeting with professors every week and you don't feel comfortable because you don't know what is expected of you in these meetings, or how much time you are expected to burden the professors with. There have been some efforts to make many of the resources and opportunities more transparent but a lot more could still be done. This matters for the climate because it can create a feeling that you are perpetually not quite in the loop.*

## Viewpoint Diversity

From the Likert-type items we learned that 64% of respondents agreed that they felt comfortable dissenting from majority opinion and 75% agreed that they felt comfortable sharing their ideas/viewpoints openly. In their comments, some participants described an environment where there is "forced acquiescence" and little room for sharing a differing point of view. This was particularly true for topics that were perceived as sensitive (i.e., discussions related to race, social justice, politics).

- *My feeling is that among students there is a clear 'correct' opinion, and any deviation from this 'correct' opinion is treated harshly and unaccepted.*
- *This is probably less true among the majority of students at \*my\* department, but even within it some students create an atmosphere of forced acquiescence, using social pressure to stifle*

*dissenting opinions and conversation.*

- *You might interpret the answers of respect of opinion where I disagreed as a sign of conservativeness. In fact, it can also be the opposite. Any conservative opinion cannot be voiced, e.g. a suggestion to discuss affirmative action etc. There are some consequences of affirmative action that affect students and students would be too afraid to even voice potential small concerns.*
- *My opinions are often quickly brushed off in discussions by other classmates.*
- *Additionally, there is no room for dissenting opinions that lie outside of mainstream Keynesian thinking or which challenge teachings that lead to economic systems that negatively impact minorities, both in the US and the global South.*
- *I am largely speaking to the intellectual environment of the economics department, which I regard as narrow and intolerant of the diversity of views that should be encouraged in a great university.*

There were a couple of cases in which participants expressed fear and discomfort in being treated harshly for sharing their honest perspectives

- *Faculty walk around on eggshells and do not engage in honest discussions because they are fearful of being reported to the discourtesy police. This inhibits the serious intellectual exchange that had made the department great.*
- *I do feel a little uncomfortable sharing any of my opinions, given how they may be perceived sensitively by my colleagues.*

## Incivility

Sixty percent (60%) of survey respondents reported experiencing incivility in the department. Most often this was attributed to a few members in the community but nonetheless has had a negative impact on some community members.

- *The vast majority of interactions are great, but given how this is structured one or two people can have an outsized impact on the results.*
- *Being between two fields, I am actually thinking these days about maybe changing my main one based on the atmosphere, and it sadness for me to even have to make this decision.*

In the comments below students describe an environment where peers are competitive, where there are cliques, and where peers bully each other on anonymous forums.

- *Not a diversity / inclusion issue. Department is clubby.*
- *I don't know exactly what causes this, but there is a culture among the graduate students of a very laser focus on career outcomes early on (the job market paper, who are the "stars", it's only worth it to get a "top" job, etc), and I feel like I had to work really hard to craft a small group of people with whom I could actually do what I thought graduate school was about, which was debate the big ideas and try to understand the world better through theory and data.*
- *There have been instances of virtual bullying on anonymous forums, with specific references to events and comments made in department-only environments.*
- *While many of my classmates are wonderful and supportive people, there is often a dynamics that is maybe created by only a few individuals that is competitive and toxic.*

Participants also noted incivility coming those with higher job status (i.e., faculty members) which resulted in a downward flow of incivility to individuals with less status (i.e., staff, junior faculty, non-ladder faculty,

graduate students,) bearing the costs, as described in the quotes below. Staff members described a “take it or leave it attitude” that is present among some faculty members.

- *As a staff member, I haven't personally experienced any disrespect from another member of our department. Amongst our group of staff, I'd say we have a fairly healthy sense of community. We genuinely like one another and respect one another. I have also had a majority of positive interactions with graduate students/postdoctoral fellows. I think where there is certainly a disparity is with faculty members and staff. I've been fortunate enough to work for some very kind and respectful professors, but I know for many of my peers, that has not been their experience. In general, there is a feeling that faculty members are untouchable (i.e. no matter how they behave they will continue to carry the status and position of tenured Harvard faculty). I don't think the faculty (not all but some) really care that much about how the staff feel. There is a hierarchy to the department and of course, faculty members are at the top. No matter how many climate surveys are done, I don't think that hierarchy will fade away. That's certainly not to say that there aren't things to be done to improve our community and culture, but I think we will always have to contend with our faculty members having a predominant share of influence.*
- *The department functions as a very clear hierarchy, where faculty dictate how we operate. (Faculty first, students second and staff last). It is difficult to feel as if staff members matter or have any actual buy-in when faculty preferences trump all.*
- *Getting rid of the divide between staff vs. faculty vs. grad students. Staff are often thought of as a complete separate category from faculty and grad students. There are of course some faculty and students that are very respectful, but a lot that are not.*
- *Some professors claim and maybe actually do care about making things better but really don't self reflect on how what they say and do can be hurtful and push people away. Others are much better, but if you feel you've done a lot and feel good about yourself, you probably need to self reflect more, especially senior faculty. People who actually care to put in the work will usually have self doubts.*
- *There are some faculty members who have reputations for questionable remarks but whom everyone seems to turn a blind eye to.*
- *I have heard secondhand reports of negative behavior from other faculty members, but did not include this in the report.*
- *The notion of elitism is very present in the department. "You should be grateful to work at Harvard" mentality is present.*

Students also mentioned the hostile seminar culture in the department, where faculty have engaged in question and feedback sessions about research that have felt “demeaning”, “demotivating”, “dismissive”, “aggressive”, “cutthroat” and overly “hostile.” As one graduate student noted, these sessions often feel more like public judgment and reprimand than constructive critique. A culture of “unhealthy skepticism” has created an environment where students are unwilling to share ideas and/or ask questions for fear of being publicly demeaned or having one’s intelligence called into question.

- *First, the disrespectful and hostile culture of seminars. This is broadly applicable in economics and honestly Harvard is probably better than many other places! But, the behavior modeled by faculty is adopted (and often adopted worse!) by students. So many comments by (some) faculty and by students are totally dismissive and condescending, with a tone implying the speaker must be an idiot.*
- *This atmosphere can pervade not just seminars but also more informal discussion groups or classes and leads to a chilling of debate.*

*This, plus an intense feeling of hierarchy being important (I don't know where this comes from!) means that I have basically been very unwilling to say anything in seminars or classes unless I am totally sure it is 100% correct, because I'm afraid of being perceived to be an idiot by faculty members and my peers. Needless to say, this is not conducive to the development of innovative new ideas or even just to learning. Some seminars have gotten better since the seminar culture discussions about a year ago, but some have not.*

- *Opportunities to present shouldn't be as dreaded as they are within this field, and workshop presentations often contribute to seeing my advisors not as friendly collaborators trying to make my research as successful as possible, but rather trying to deflate any and every sense of self-worth I may have in my ideas and in myself.*
- *Economics in general is a very toxic field, in particular as it relates to presentation and seminar culture. I think the Harvard Econ dept. in general is obviously high-caliber and its members are great, so this is more of a comment on the field overall and how I don't think Harvard particularly tries to make any moves against the kind of really terrible culture that permeates how people share and communicate results in Econ. As a grad student I often view workshops as more of a public judgment and reprimand of one's work. I don't think the faculty correctly calibrate the tone and content of their feedback to the pedagogical nature of these workshops, and are often incredibly demeaning, demotivating, and aggressive in questioning. The most generous interpretation of this behavior is that it prepares us for what outside audiences will be like, but that's not necessarily a good indication of the culture within the field more broadly.*
- *In terms of the faculty, there is also a division and this depends on fields and seminars. Some create a very problematic (sic), judgmental and "show-off" kind of atmosphere. This is unfortunate because in the better environments I don't only feel better but also learn so much more, ask more questions etc.*
- *On more than one occasion, I have been in meetings with faculty where they have made disparaging comments about other students... [REDACT].*
- *Econ in general could use with a lot less arrogance and a lot more kindness. Audience members for presentations always show more than unhealthy skepticism and predisposition to criticize all and every presenter's work, and as a grad student I constantly find myself internalizing that culture in the way I talk about others' work over time. Maybe this overall aggressive and cutthroat culture has made findings within the field more robust, but it hasn't made any member of the community particularly that much happier or healthy.*

## Accountability for Wrongdoing

A few participants lamented the lack of an accountability system that holds all members of the department community accountable for their behavior including those who have more power - the faculty.

- *Faculty are held to a very different standard of appropriate behavior than staff*
- *100% this difference is due to the faculty members and their accountability, not the work itself. [REDACT] ... I find that the word of faculty members carries much more weight and serious*

*complaints about culture are dismissed. I understand that important faculty have a lot of sway in the department, but this culture is not productive nor conducive to a healthy work environment. [REDACT]*

- *It sometimes feels that we hold staff or faculty members to different standards .....but I think we could do better to hold everyone more accountable, which I feel would improve the climate of the community.*

Participants also expressed their frustration with inaction when incidents are reported which was attributed to management's unwillingness to tackle these issues (not wanting to intervene), faculty's lack of self-awareness of their behavior and/or their lack of interest in changing it.

- *Faculty seem to know there's a climate problem and want something to change, but don't really understand what's wrong. They seem out of touch with the problems a grad student faces. Just showing that you are open to understanding and waiting for students to do the hard work and approach faculty and "teach" them what's wrong won't help. They need to be proactive and take concrete action at the individual level.*
- *Suggestions are only useful if people are interested in change.*

Finally, a few participants offered solutions including rewarding good behavior, making good citizenship part of the tenure review process, and clarifying the lines and process for reporting grievances (i.e., where to go, how to report problematic behavior, and information regarding confidentiality of reporting).

- *If it's not done already, reward/compensate the faculty members and students who ARE doing a lot to create a culture of connectedness, warmth, respect, support, and joy!*
- *Assessing faculty as community members should always be included in the evaluation of tenure, with feedback which should come from ALL representations of the community itself. (i.e. Faculty, Researchers, Students and Staff. ) There should also be the opportunity to do this after tenure. We should strive for collectively being accepting and respectful of others.*
- *There needs to be much more interaction with an HR office of some sort for research fellows. I never received information on where to report misbehavior, whether that would be confidential if reported, etc.*

## Advising

Comments in this category reflect advising/mentoring relationships between faculty and undergraduates as well as graduate students and their faculty advisors. While 86.5 % of graduate student respondents agreed that their advisors are generally available, almost all comments focus on the unavailability of some faculty members in providing their time or interest in getting to know and develop their students.

- *Faculty ignore undergrads and/or are dismissive. This seems to be especially true for underclassmen (freshmen and sophomores).*
- *It is remarkable that I didn't reach out to my advisor in [REDACT] months and [REDACT] they not once emailed to check in and see if I was okay. [REDACT] This seems to be different with students that show more academic promise.*



- *Many faculty are polite about ideas, but are not invested in helping students improve. There is less apprenticeship/coaching.*
- *More mentorship/closer community, particularly within graduating classes.*
- *Faculty should be held to their titles as professors, which involves not only research but also teaching and mentorship. As a large department, economics has many undergraduate and graduate students, but undergraduate students are certainly the last priority for many faculty and staff. Undergraduate students seeking mentorship or candid conversations are hard-pressed to find opportunities or easily shunned by faculty whose focus is portrayed as researcher-first, teacher-last. Undergraduate students who are not gunners would find it incredibly difficult to form necessary relationships with faculty that are required for graduate school admissions or experience in the field.*
- *Undergraduates in the department are floaters, unmoored by any advising. My concentration adviser didn't learn my name until senior year, despite much effort on my part.*

One student noted the importance of communication between a student and their advisor. Not only is the frequency of communication important to students' growth and development but also how feedback is framed.

- *One thing is being more supportive in comments that are said. PhD students are often very lonely, work with themselves for long periods of time and in fact don't get official feedback for years. All you have at that point is meetings with advisors, and advisors should be aware on how important the way they speak there is for the mental state of the student. The obvious would be making sure to comment on good things and not only bad (which some do!), this also goes to seminars- friends in different universities (not economists) tell that in each comment made in a seminar the commentator starts by saying what they liked in the paper. Only then do they would mention their criticism.*

### Sense of Community

Fifty-four percent (54%) of survey respondents agreed that there is a strong sense of community within their department. In their open-ended comments participants described 3 factors that contributed to lack of community including the recent pandemic, the large size of the department and lack of faculty engagement in community events.

The recent pandemic has contributed to the lack of community within the department and especially for those who were new to their programs and/or who come from abroad. Integrating these new students into the department community will be critical once students return to campus.

- *Very strong feeling of disconnection following covid-19 crisis. Except a discouraging conversation at the end of the 2019-2020 year, no real effort to make sure everybody stayed on track, especially students that were not well connected with faculty before going remote.*
- *As an international student beginning my program in the midst of the pandemic, it has been very challenging to form meaningful connections with the department and university on a different side of the planet. I am hopeful that I get to form connections as soon as we finally get on campus.*
- *Have not had a lot of opportunities to connect with the econ department due to remote learning*

Students also explained how the department's large size has made it feel more impersonal and difficult to connect with others.

- *Other departments have a much stronger sense of community. I feel that Economics lacks this due to its size, but I have on the whole felt more comfortable, familiar, and welcome in other departments.*
- *It's also incredibly difficult to feel connected to other students due to incredibly large class sizes and little opportunity for discussion/collaboration.*

The third factor, and the one that received the most coverage, was the lack of faculty engagement and effort in trying to get to know students, which signaled a lack of caring and disinterest.

- *The general climate in the department in my view is mostly characterized by an absence of joy rather than a presence of hostility. In my view there is little sense of connection or community. Some of this is in the small things, like - passing a faculty member (particularly!) or a student on the stairs, and they don't say hello, or if you say hello, they barely say hello back. This just really grinds you down! Some of it is a lack of people being proactive to reach out and build community (particularly faculty to student, with some notable and admirable exceptions)...*
- *... I don't know exactly what the ingredients are, but I know that of the (few) institutions/workplaces I have been in, this is the one where I felt the least comfortable or happy day-to-day (though I was not actively uncomfortable or unhappy either), and the one where I feel the least connected to the community. This is the general backdrop and I'm not sure how exactly to fix it as I know some individuals from both faculty, staff, and student sides do try very hard.*
- *Opportunities to connect with faculty on a deeper level and foster an ongoing relationship are few and far between.*
- *It would be great if faculty members could be encouraged to visibly take more interest in the graduate students in the department as people. Some do! But many don't say hello if you pass them in the corridor, don't ask anything about your life or how you are if you sit down in their office for a meeting, etc. I don't need to be a faculty member's best friend, but it would be nice for the typical interactions to feature a bit more warmth.*
- *Create more opportunity to connect with random faculty members beyond the one faculty-student "lunch" that students get to attend to per semester. Expand mentorship opportunities with Economics faculty as well. It's hard to create meaningful connections with professors in such a massive department especially in comparison to some of the smaller departments.*
- *Creating more time to meet informally with faculty would also be a great help. There is a feeling that some people become good friends with faculty, I'm not quite sure how, and are invited to all kinds of activities. These are usually men.*

There were a couple of recommendations on how to foster a greater sense of community in the department as highlighted below.

- *Happy hours.*
- *Provide more obvious office hours, mentoring programs, grad-undergrad connections (ideally with free food)*
- *It would be great to have more opportunities to learn about the various fields of economics and learn about different projects that are happening at Harvard.*

### Positive comments

To end, there were a couple of positive comments about the department.

- *The economics department is fantastic and staffed by really great individuals.*
- *I think it is improving slowly. Issues are more systemic.*

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## Appendix: Distribution of Responses

Table A1. How satisfied are you with your job?

Field	204 Responses					
	Extremely dissatisfied	Moderately dissatisfied	Slightly dissatisfied	Slightly satisfied	Moderately satisfied	Extremely satisfied
How satisfied are you with your job?	2%	7%	12%	12%	36%	30%
How satisfied are you with your department as a welcoming and respectful environment to work?	2%	10%	8%	16%	39%	24%

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

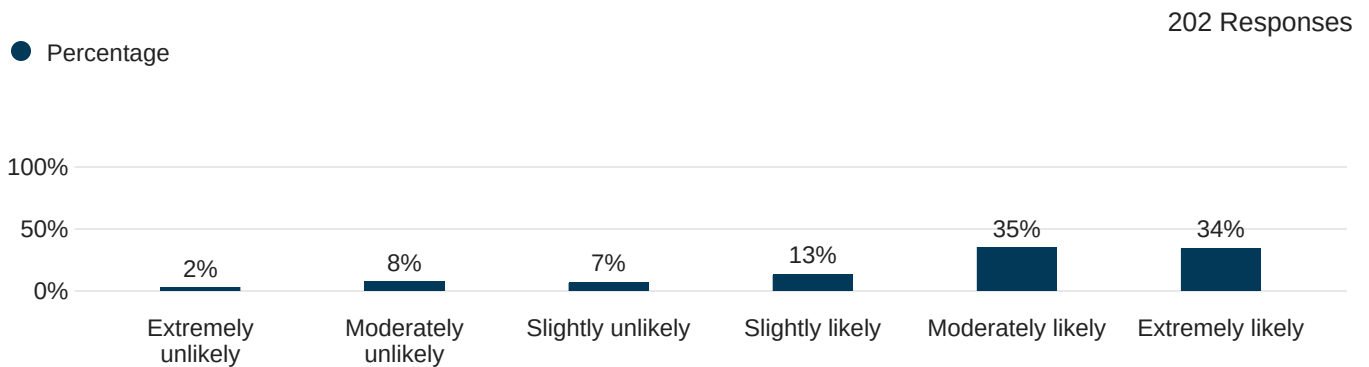
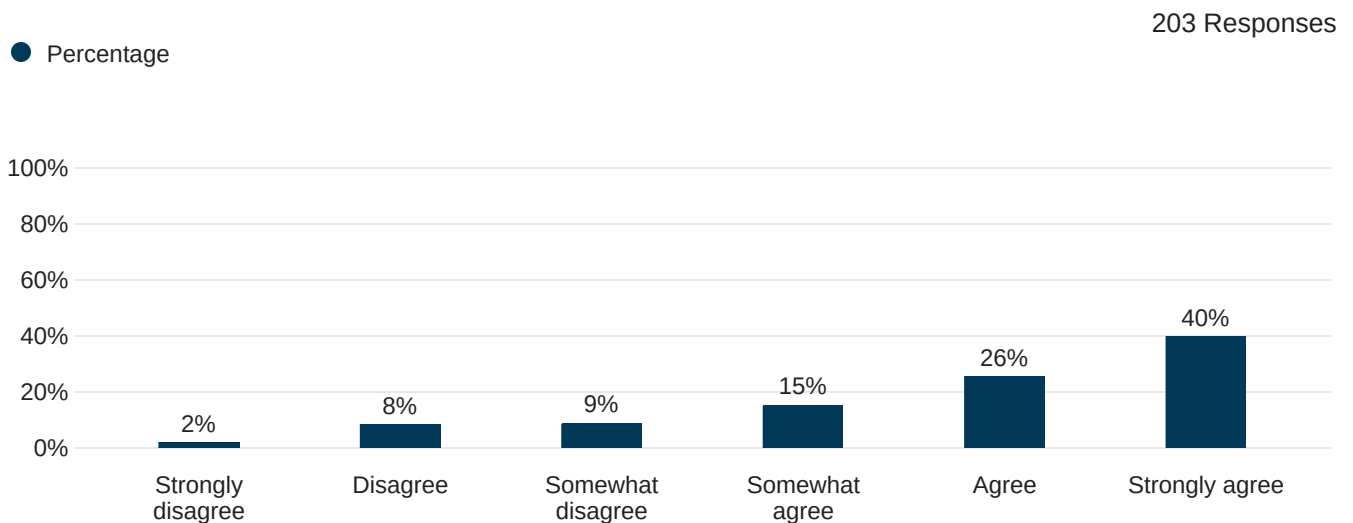


Figure A2. If I had to do it over again, I would choose where I am working.



## Inclusion & Belonging

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

235 Responses

Field	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	N/A
I feel valued by others in the community	1%	9%	12%	32%	27%	18%	0%
I feel accepted by others in the community	0%	3%	9%	27%	32%	26%	1%
I feel connected to others in the community	4%	12%	15%	32%	23%	13%	0%
There are plenty of opportunities (activities/events) to meet and to get to know faculty	6%	17%	22%	28%	21%	6%	1%



## Interpersonal Justice

Table A3.

Field	235 Responses						
	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	N/A
Faculty treat me with dignity and respect	1%	1%	4%	11%	42%	39%	1%
Staff treat me with dignity and respect	0%	0%	1%	7%	37%	52%	3%
Students treat me with dignity and respect	0%	1%	3%	15%	39%	37%	5%
Department leadership treat me with dignity and respect	0%	0%	5%	0%	21%	74%	0%

## Diversity

Table A4.

Field	235 Responses						
	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	N/A
There is a demonstrated commitment to diversity and inclusion	8%	6%	12%	26%	24%	22%	1%
I am treated differently by others (faculty, staff, students) in my community because of my identity (race/ethnicity, socioeconomic background, religion, gender, nationality, sexuality/orientation, disability..etc)	32%	32%	12%	12%	4%	3%	5%

## Communication and Civil Discourse

Table A5.

Field	202 Responses					
	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Individuals' differing points-of-view and opinions are respectfully heard and considered	2%	5%	13%	30%	35%	15%
When I disagree with the majority opinion, I feel comfortable with dissenting	6%	14%	16%	27%	26%	11%
I feel comfortable/safe sharing my ideas and points-of-view openly	6%	6%	13%	31%	30%	14%
I feel like my opinions are being respectfully heard and considered as opposed to being ignored or shot down	4%	6%	13%	27%	34%	15%

## Incivility

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

Field	203 Responses		
	No	Yes - Single Occurrence	Yes - Multiple Times
Put you down or been condescending to you	56%	18%	26%
Made demeaning or derogatory remarks about you	81%	10%	9%
Showed little interest in your opinion/paid little attention to your remarks	53%	17%	30%
Excluded or ignored you	66%	11%	22%
Addressed you in unprofessional terms either publicly or privately	87%	5%	8%
Bullied or harassed you	92%	3%	4%

## Accountability for Wrongdoing

Table A7.

Field	203 Responses						
	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Don't Know
There is a willingness to correct discourteous or offensive behavior	4%	7%	14%	27%	26%	12%	10%
There are clear channels for reporting discourteous or offensive behavior	5%	14%	18%	15%	18%	12%	18%
There is a clear process for resolving conflicts surrounding discourteous or offensive behavior	6%	14%	21%	12%	13%	9%	25%
I would feel comfortable (not fear retaliation) coming forward with complaints/grievances about discourteous or offensive behavior	5%	15%	17%	23%	22%	14%	4%
All members of the community (faculty, staff and students) are held to the same standards of respectful behavior	14%	18%	17%	14%	19%	10%	8%
All members of the community (faculty, staff and students) are held to the same standards of respectful behavior	14%	18%	17%	14%	19%	10%	8%

## Organizational Support

Table A8. Among Staff - My adviser:

Field	31 Responses					
	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Values my work and contributions	0.0%	0.0%	3.2%	6.5%	61.3%	29.0%
Disregards my best interests when making decisions that affect me	23.3%	56.7%	6.7%	10.0%	3.3%	0.0%
Shows very little concern for me	38.7%	45.2%	12.9%	3.2%	0.0%	0.0%
Is generally available	0.0%	9.7%	3.2%	19.4%	48.4%	19.4%
Treats me with dignity and respect	0.0%	0.0%	0.0%	9.7%	48.4%	41.9%
Cares about my satisfaction in my work	3.2%	0.0%	3.2%	25.8%	48.4%	19.4%
Makes me feel appreciated	0.0%	0.0%	6.5%	25.8%	41.9%	25.8%
Provides opportunities to expand and grow my skill set	3.2%	9.7%	16.1%	16.1%	35.5%	19.4%
Cares about my opinions and suggestions	0.0%	3.2%	0.0%	19.4%	58.1%	19.4%

Table A9. Among Faculty - My supervisor:

Field	74 Responses					
	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Values my work and contributions	0.0%	5.4%	2.7%	24.3%	32.4%	35.1%
Disregards my best interests when making decisions that affect me	29.7%	44.6%	17.6%	6.8%	0.0%	1.4%
Shows very little concern for me	28.4%	39.2%	13.5%	9.5%	6.8%	2.7%
Is generally available	1.4%	1.4%	10.8%	27.0%	36.5%	23.0%

Treats me with dignity and respect	0.0%	0.0%	2.7%	14.9%	31.1%	51.4%
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Table A10. Among Graduate Students - My adviser:

Field	74 Responses					
	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Values my work and contributions	0.0%	5.4%	2.7%	24.3%	32.4%	35.1%
Strongly considers my career goals and aspirations	0.0%	4.1%	9.5%	24.3%	29.7%	32.4%
Disregards my best interests when making decisions that affect me	29.7%	44.6%	17.6%	6.8%	0.0%	1.4%
Shows very little concern for me	28.4%	39.2%	13.5%	9.5%	6.8%	2.7%
Is generally available	1.4%	1.4%	10.8%	27.0%	36.5%	23.0%
Cares about my academic success	1.4%	1.4%	6.8%	16.2%	36.5%	37.8%
Treats me with dignity and respect	0.0%	0.0%	2.7%	14.9%	31.1%	51.4%

Harvard College Institutional Research  
Climate Survey Instrument  
Spring 2021

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



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

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

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