

Government Department Climate Survey 2018-19

Start of Block: Role in Department

Q118 Thank you for taking part in this survey. As reminder, the survey is confidential and your individual answers will not be shared with anybody in the Government Department. Please answer the questions to the best of your ability. You may choose not to answer a particular question and move on to the next.

Q116 Please answer the following questions about your role in the Government Department. These questions are used to determine which survey items display to you.

role What is your primary role in the Government Department?

- Undergraduate Student (1)
 - Graduate Student (2)
 - Faculty (including ladder and non-ladder faculty, instructors, and fellows) (3)
 - Staff (4)
-

Display This Question:

If What is your primary role in the Government Department? = Faculty (including ladder and non-ladder faculty, instructors, and fellows)

faculty_rank What best describes your faculty rank?

- Non-ladder faculty (including professors in residence, lecturers, senior lecturers, preceptors, senior preceptors, visitors, and fellows) (1)
- Junior ladder faculty (including Assistant or Associate Professors) (2)
- Senior ladder faculty (full professors) (3)

Display This Question:

If What is your primary role in the Government Department? = Graduate Student

g-year What year are you in the graduate program?

- G1 (1)
- G2 (2)
- G3 (3)
- G4 (4)
- G5 (5)
- G6 (6)
- G7 (7)
- G8 or above (8)

Display This Question:

If What is your primary role in the Government Department? = Undergraduate Student

ug-year What year are you at Harvard?

- First Year (1)
- Sophomore (2)
- Junior (3)
- Senior (4)
- Other (5)

Page Break

End of Block: Role in Department

Start of Block: Overall Climate



climate *Climate* is defined as the overall social and professional attitudes, standards, and environment in the Government Department. How satisfied or dissatisfied are you with the overall climate that you have experienced in the Government Department within the past two years?

- Very satisfied (5)
 - Satisfied (4)
 - Neither satisfied nor dissatisfied (3)
 - Dissatisfied (2)
 - Very dissatisfied (1)
-



peers If they were interested, how likely would you be to encourage a peer to join the Government Department?

- Very likely (5)
 - Likely (4)
 - Neither likely nor unlikely (3)
 - Unlikely (2)
 - Very unlikely (1)
-

experiences On the grid below, you will see pairs of adjectives and five-point scales. For each, select one option between each pair that *best represents how you would rate the Government Department based on your direct experiences over the past two years*. For each, you can choose a 1 or 5 to totally agree with one of the adjectives. You can choose a 3 if you don't think

the Government Department leans toward one end or the other. Or you can choose a number in-between that comes closest to what you think describes the Government Department.

| | 1 | 2 | 3 | 4 | 5 | |
|-----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 (1) | 2 (2) | 3 (3) | 4 (4) | 5 (5) | |
| hostile | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | friendly |
| racist | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | non-racist |
| homogenous | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | diverse |
| disrespectful | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | respectful |
| contentious | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | collegial |
| sexist | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | non-sexist |
| individualistic | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | collaborative |
| competitive | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | cooperative |
| homophobic | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | non-homophobic |
| unsupportive | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | supportive |
| ageist | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | non-ageist |
| unwelcoming | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | welcoming |
| elitist | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | non-elitist |

Page Break



belong The following statements relate to your feelings of inclusion and belonging at the Government Department. Please indicate your level of agreement or disagreement with each

statement, *as it applies to your experiences at the Government Department over the past two years.*

| | Strongly agree (5) | Agree (4) | Neither agree nor disagree (3) | Disagree (2) | Strongly disagree (1) | Don't know (9) |
|---|-----------------------|-----------------------|--------------------------------|-----------------------|-----------------------|-----------------------|
| I feel that I belong in the Government Department. (belong) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that people in the Government Department value me. (value) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that I can be my authentic self in the Government Department. (authentic) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that I receive proper recognition in the Government Department. (recognition) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Government Department leadership shows that diversity is important through its actions. (diversity) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

The Government Department places too much emphasis on issues of diversity, inclusion and belonging. (toomuch)

Mentors, teachers, and advisers in the Government Department are sufficiently sensitive to issues of inclusion, diversity, and belonging. (sensitivity)



opportunities In general, how often does the Government Department provide you with the following?

| | Always (5) | Most of the time (4) | Sometimes (3) | Rarely (2) | Never (1) | Don't know (9) |
|---|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Opportunities to fully use your talents (talents) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Opportunities to make positive impact on community/society (impact) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sense of personal accomplishment (accomplishment) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Goals to aspire to (goals) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sense of satisfaction for work well done (satisfaction) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sense that the work I am doing is useful (useful) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

End of Block: Overall Climate

Start of Block: Graduate Student Climate

Display This Question:

If What is your primary role in the Government Department? = Graduate Student



g_work As a graduate student, please say how much you agree or disagree with the following statements.

| | Strongly agree (5) | Agree (4) | Neither agree nor disagree (3) | Disagree (2) | Strongly disagree (1) | Don't know (9) | Not applicable (99) |
|---|-----------------------|-----------------------|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| My personal work space in the Government Department is adequate for my needs. (desk) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The current system to allocate students to teaching appointments is adequate for my needs. (teaching) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The travel stipend provided by Harvard is adequate for my needs. (travel) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Department workshops are useful for my professional development. (workshop_development) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Display This Question:
 If What is your primary role in the Government Department? = Graduate Student



g_work_preparation As a graduate student, please say how much you agree or disagree with the following statement.

| | Strongly agree (5) | Agree (4) | Neither agree nor disagree (3) | Disagree (2) | Strongly disagree (1) | Don't know (9) | Not applicable (99) |
|--|-----------------------|-----------------------|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The Department provides me with the training necessary for me to be successful in my career. (preparation) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Display This Question:

If As a graduate student, please say how much you agree or disagree with the following statement. = Strongly agree

Or As a graduate student, please say how much you agree or disagree with the following statement. = Agree

Or As a graduate student, please say how much you agree or disagree with the following statement. = Neither agree nor disagree

Or As a graduate student, please say how much you agree or disagree with the following statement. = Disagree

Or As a graduate student, please say how much you agree or disagree with the following statement. = Strongly disagree

Or As a graduate student, please say how much you agree or disagree with the following statement. = Don't know

g_work_prep_open Please say more about why or why not:

Display This Question:

If What is your primary role in the Government Department? = Graduate Student



g_interactions_time The following questions are about your interactions with other people in the Government Department, please indicate whether the amount of time you are able to interact on a weekly basis is too much, about right, or too little.

| | Far too much (5) | Too much (4) | About right (3) | Too little (2) | Far too little (1) | Don't know (9) | Not applicable (99) |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| With more advanced graduate students? (grad) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With students in your own cohort? (cohort) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With technical specialists, such as IQSS data science, GIS specialists, and librarians? (technical) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With your primary mentor(s) or dissertation adviser? (adviser) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With your dissertation committee members? (committee) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With faculty, in general? (faculty) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Coauthoring with other PhD students? (grad_coauthor) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Coauthoring with faculty members? (faculty_coauthor) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Working as a research assistant? (ra) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Display This Question:

If The following questions are about your interactions with other people in the Government Departmen... = With faculty, in general? [Too little]

Or The following questions are about your interactions with other people in the Government Departmen... = With faculty, in general? [Far too little]

g_interact_time_Fac What do you think prevents you from having more time with faculty (check all that apply)

- I'm too busy to fit in meetings (1)
- Faculty don't respond to requests (2)
- I don't want to waste faculty time (3)
- I am too intimidated to meet with faculty (4)
- I don't feel like faculty want to meet with me (5)
- Meetings with faculty make me uncomfortable (6)
- Other (please specify) (7) _____

Display This Question:

If The following questions are about your interactions with other people in the Government Departmen... [Far too much] (Count) > 0

Or The following questions are about your interactions with other people in the Government Departmen... [Too much] (Count) > 0

Or The following questions are about your interactions with other people in the Government Departmen... [About right] (Count) > 0

Or The following questions are about your interactions with other people in the Government Departmen... [Too little] (Count) > 0

Or The following questions are about your interactions with other people in the Government Departmen... [Far too little] (Count) > 0



g_interactions_qual What about the quality of these interactions? Are they mostly positive, negative, or neither positive nor negative?

| | Very positive (5) | Positive (4) | Neither positive nor negative (3) | Negative (2) | Very negative (1) | Don't know (9) | Not applicable (99) |
|---|-----------------------|-----------------------|--------------------------------------|-----------------------|-----------------------|-----------------------|------------------------|
| With more advanced graduate students? (grad) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With students in your own cohort? (cohort) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With technical specialists, such as IQSS data science, GIS specialists, and librarians? (technical) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With your primary mentor(s) or dissertation adviser? (advisers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With your dissertation committee members? (committee) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With faculty, in general? (faculty) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Coauthoring with other PhD students? (grad_coauthor) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Coauthoring with faculty members? (faculty_coauthor) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Working as a research assistant? (ra) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Display This Question:

If What is your primary role in the Government Department? = Graduate Student



g_faculty_care_resch Think of your Government Department faculty members with whom you've met in the last 2 years:

From your impressions, how much do they care about the success of your research project(s)?

- Care a lot (5)
- Somewhat care (4)
- Neither care nor don't care (3)
- Somewhat don't care (2)
- Don't care at all (1)
- Not applicable (99)

Display This Question:

If What is your primary role in the Government Department? = Graduate Student



g_faculty_care_pers From your impressions, how much do they care about you as a person?

- Care a lot (5)
- Somewhat care (4)
- Neither care nor don't care (3)
- Somewhat don't care (2)
- Don't care at all (1)
- Not applicable (99)

Display This Question:

If What is your primary role in the Government Department? = Graduate Student



g_facultycare_career How easy is it for you to talk to them about non-academic career options?

- Very easy (5)
- Somewhat easy (4)
- Neither easy nor not easy (3)
- Somewhat not easy (2)
- Not easy at all (1)
- Not applicable (99)

Display This Question:

If What is your primary role in the Government Department? = Graduate Student



g_faculty_honest How honest can you be with them about the difficulties you face with:

| | Very honest (4) | Moderately honest (3) | Somewhat honest (2) | Not honest at all (1) | Not applicable (99) |
|--|-----------------------|--------------------------|------------------------|--------------------------|---------------------------|
| Research Progress (research) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Presentations (presentations) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teaching (teaching) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Refereeing (refereeing) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Co-authoring with other students (coauth_stu) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Co-authoring with faculty (coauth_fac) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Your other advisers (adviser) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Preparing for the job market (job) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Your decision to get a PhD in Political Science (PhD) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Decisions related to starting a family (family) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Your mental health (mental) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other personal life issues (personal) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

End of Block: Graduate Student Climate

Start of Block: Undergraduate Student Climate

Display This Question:

If What is your primary role in the Government Department? = Undergraduate Student



ug_work As an undergraduate student, please say how much you agree or disagree with the following statement.

| | Strongly agree (5) | Agree (4) | Neither agree nor disagree (3) | Disagree (2) | Strongly disagree (1) | Don't know (9) | Not applicable (99) |
|---|-----------------------|-----------------------|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The Government Department provides me with the training necessary for me to be successful in my anticipated career. (preparation) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Display This Question:

If As an undergraduate student, please say how much you agree or disagree with the following statement. = Strongly agree

Or As an undergraduate student, please say how much you agree or disagree with the following statement. = Agree

Or As an undergraduate student, please say how much you agree or disagree with the following statement. = Neither agree nor disagree

Or As an undergraduate student, please say how much you agree or disagree with the following statement. = Disagree

Or As an undergraduate student, please say how much you agree or disagree with the following statement. = Strongly disagree

Or As an undergraduate student, please say how much you agree or disagree with the following statement. = Don't know

ug_work_preparationT Please say more about why or why not:

Display This Question:
If What is your primary role in the Government Department? = Undergraduate Student



ug_work_community As an undergraduate student, please say how much you agree or disagree with the following statement.

| | Strongly agree (5) | Agree (4) | Neither agree nor disagree (3) | Disagree (2) | Strongly disagree (1) | Don't know (9) | Not applicable (99) |
|--|-----------------------|-----------------------|-----------------------------------|-----------------------|--------------------------|-----------------------|------------------------|
| The undergraduate community in the Government Department is a positive community (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Display This Question:
If What is your primary role in the Government Department? = Undergraduate Student



ug_interactions_time The following questions are about your interactions with other people in the Government Department, please indicate whether the amount of time you are able to interact on a weekly basis is too much, about right, or too little.

| | Far too much (5) | Too much (4) | About right (3) | Too little (2) | Far too little (1) | Don't know (9) | Not applicable (99) |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| With graduate students? (grad) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With other undergraduate students? (cohort) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With faculty? (faculty) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With staff in the undergraduate office? (staff) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With concentration advisers? (advisers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Display This Question:

If The following questions are about your interactions with other people in the Government Departmen... = With faculty? [Too little]

Or The following questions are about your interactions with other people in the Government Departmen... = With faculty? [Far too little]

ug_interact_time_Fac What do you think prevents you from having more time with faculty?
(Check all that apply)

- I'm too busy to fit in meetings (1)
- Faculty don't respond to requests (2)
- I don't want to waste faculty time (3)
- I am too intimidated to meet with faculty (4)
- I don't feel like faculty want to meet with me (5)
- Meetings with faculty make me uncomfortable (6)
- Other (please specify) (7) _____

Display This Question:

*If The following questions are about your interactions with other people in the Government
Departmen... [Far too much] (Count) > 0*

*Or The following questions are about your interactions with other people in the Government
Departmen... [Too much] (Count) > 0*

*Or The following questions are about your interactions with other people in the Government
Departmen... [About right] (Count) > 0*

*Or The following questions are about your interactions with other people in the Government
Departmen... [Too little] (Count) > 0*

*Or The following questions are about your interactions with other people in the Government
Departmen... [Far too little] (Count) > 0*



ug_interactions_qual What about the quality of these interactions? Are they mostly positive, negative, or neither positive nor negative?

| | Very positive (5) | Positive (4) | Neither positive nor negative (3) | Negative (2) | Very negative (1) | Don't know (9) | Not applicable (99) |
|--|-----------------------|-----------------------|--------------------------------------|-----------------------|-----------------------|-----------------------|------------------------|
| With graduate students? (grad) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With other undergraduate students? (cohort) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With faculty? (faculty) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With staff in the undergraduate office? (staff) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With concentration advisers (advisers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Display This Question:
If What is your primary role in the Government Department? = Undergraduate Student



ug_facultycare_class Think of your Government Department faculty members with whom you've met in the last 2 years:

From your impressions, how much do they care about your success in the classroom?

- Care a lot (5)
- Somewhat care (4)
- Neither care nor don't care (3)
- Somewhat don't care (2)
- Don't care at all (1)
- Not applicable (99)

End of Block: Undergraduate Student Climate

Start of Block: Junior Faculty Climate

Display This Question:
 If What best describes your faculty rank? = Junior ladder faculty (including Assistant or Associate Professors)



jf_work As a junior faculty member, please say how much you agree or disagree with the following statement.

| | Strongly agree (5) | Agree (4) | Neither agree nor disagree (3) | Disagree (2) | Strongly disagree (1) | Don't know (9) | Not applicable (99) |
|--|-----------------------|-----------------------|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The Government Department provides me with the resources necessary for me to be successful in my career. (preparation) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Display This Question:

If As a junior faculty member, please say how much you agree or disagree with the following statement. = Strongly agree

Or As a junior faculty member, please say how much you agree or disagree with the following statement. = Agree

Or As a junior faculty member, please say how much you agree or disagree with the following statement. = Neither agree nor disagree

Or As a junior faculty member, please say how much you agree or disagree with the following statement. = Disagree

Or As a junior faculty member, please say how much you agree or disagree with the following statement. = Strongly disagree

Or As a junior faculty member, please say how much you agree or disagree with the following statement. = Don't know

jf_work_prep_open Please say more about why or why not:

Display This Question:

If What best describes your faculty rank? = Junior ladder faculty (including Assistant or Associate Professors)



jf_interactions_time The following questions are about your interactions with other people in the Government Department, please indicate whether the amount of time you are able to interact on a weekly basis is too much, about right, or too little.

| | Far too much (5) | Too much (4) | About right (3) | Too little (2) | Far too little (1) | Don't know (9) | Not applicable (99) |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|
| With undergraduate students? (ug) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With graduate students? (grad) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With technical specialists, such as IQSS data science, GIS specialists, and librarians? (technical) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With senior faculty? (senior_faculty) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With other junior faculty? (junior_faculty) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Coauthoring with other PhD students? (grad_coauthor) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Coauthoring with other faculty members? (faculty_coauthor) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Display This Question:

If The following questions are about your interactions with other people in the Government Departmen... [Far too much] (Count) > 0

Or The following questions are about your interactions with other people in the Government Departmen... [Too much] (Count) > 0

Or The following questions are about your interactions with other people in the Government Departmen... [About right] (Count) > 0

Or The following questions are about your interactions with other people in the Government Departmen... [Too little] (Count) > 0

Or The following questions are about your interactions with other people in the Government Departmen... [Far too little] (Count) > 0



jf_interactions_qual What about the quality of these interactions? Are they mostly positive, negative, or neither positive nor negative?

| | Very positive (5) | Positive (4) | Neither positive nor negative (3) | Negative (2) | Very negative (1) | Don't know (9) | Not applicable (99) |
|---|-----------------------|-----------------------|--------------------------------------|-----------------------|-----------------------|-----------------------|------------------------|
| With undergraduate students? (ug) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With graduate students? (grad) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With technical specialists, such as IQSS data science, GIS specialists, and librarians? (technical) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With senior faculty? (senior_faculty) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With other junior faculty? (junior_faculty) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Coauthoring with other PhD students? (grad_coauthor) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Coauthoring with other faculty members? (faculty_coauthor) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Display This Question:

If What best describes your faculty rank? = Junior ladder faculty (including Assistant or Associate Professors)



jf_facultycare_resch Think of your Government Department senior faculty members with whom you've met in the last 2 years:

From your impressions, how much do they care about the success of your research project(s)?

- Care a lot (5)
- Somewhat care (4)
- Neither care nor don't care (3)
- Somewhat don't care (2)
- Don't care at all (1)
- Not applicable (99)

Display This Question:

If What best describes your faculty rank? = Junior ladder faculty (including Assistant or Associate Professors)



jf_facultycare_persn From your impressions, how much do they care about you as a person?

- Care a lot (5)
- Somewhat care (4)
- Neither care nor don't care (3)
- Somewhat don't care (2)
- Don't care at all (1)
- Not applicable (99)

End of Block: Junior Faculty Climate

Start of Block: Senior Faculty Climate

Display This Question:

If What best describes your faculty rank? = Senior ladder faculty (full professors)



sf_work As a senior faculty member, please say how much you agree or disagree with the following statement.

| | Strongly agree (5) | Agree (4) | Neither agree nor disagree (3) | Disagree (2) | Strongly disagree (1) | Don't know (9) | Not applicable (99) |
|--|-----------------------|-----------------------|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The Government Department provides me with the resources necessary for me to be successful in my career. (preparation) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Display This Question:

If As a senior faculty member, please say how much you agree or disagree with the following statement. = Strongly agree

Or As a senior faculty member, please say how much you agree or disagree with the following statement. = Agree

Or As a senior faculty member, please say how much you agree or disagree with the following statement. = Neither agree nor disagree

Or As a senior faculty member, please say how much you agree or disagree with the following statement. = Disagree

Or As a senior faculty member, please say how much you agree or disagree with the following statement. = Strongly disagree

Or As a senior faculty member, please say how much you agree or disagree with the following statement. = Don't know

sf_work_open Please say more about why or why not:

Display This Question:

If What best describes your faculty rank? = Senior ladder faculty (full professors)



sf_interactions_time The following questions are about your interactions with other people in the Government Department, please indicate whether the amount of time you are able to interact on a weekly basis is too much, about right, or too little.

| | Far too much (5) | Too much (4) | About right (3) | Too little (2) | Far too little (1) | Don't know (9) | Not applicable (99) |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|
| With undergraduate students? (ug) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With graduate students? (grad) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With technical specialists, such as IQSS data science, GIS specialists, and librarians? (technical) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With other senior faculty? (senior_faculty) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With junior faculty? (junior_faculty) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Coauthoring with other PhD students? (grad_coauthor) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Coauthoring with other faculty members? (faculty_coauthor) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Display This Question:

If The following questions are about your interactions with other people in the Government Departmen... [Far too much] (Count) > 0

Or The following questions are about your interactions with other people in the Government Departmen... [Too much] (Count) > 0

Or The following questions are about your interactions with other people in the Government Departmen... [About right] (Count) > 0

Or The following questions are about your interactions with other people in the Government Departmen... [Too little] (Count) > 0

Or The following questions are about your interactions with other people in the Government Departmen... [Far too little] (Count) > 0



sf_interactions_qual What about the quality of these interactions? Are they mostly positive, negative, or neither positive nor negative?

| | Very positive (5) | Positive (4) | Neither positive nor negative (3) | Negative (2) | Very negative (1) | Don't know (9) | Not applicable (99) |
|---|-----------------------|-----------------------|--------------------------------------|-----------------------|-----------------------|-----------------------|------------------------|
| With undergraduate students? (ug) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With graduate students? (grad) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With technical specialists, such as IQSS data science, GIS specialists, and librarians? (technical) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With other senior faculty? (senior_faculty) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With junior faculty? (junior_faculty) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

End of Block: Senior Faculty Climate

Start of Block: Non-Ladder Faculty Climate

Display This Question:

If What best describes your faculty rank? = Non-ladder faculty (including professors in residence, lecturers, senior lecturers, preceptors, senior preceptors, visitors, and fellows)



nlf_work As a non-ladder faculty member, please say how much you agree or disagree with the following statement.

| | Strongly agree (5) | Agree (4) | Neither agree nor disagree (3) | Disagree (2) | Strongly disagree (1) | Don't know (9) | Not applicable (99) |
|--|-----------------------|-----------------------|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The Government Department provides me with the resources necessary for me to be successful in my career. (preparation) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Display This Question:

If As a non-ladder faculty member, please say how much you agree or disagree with the following stat... = Strongly agree

Or As a non-ladder faculty member, please say how much you agree or disagree with the following stat... = Agree

Or As a non-ladder faculty member, please say how much you agree or disagree with the following stat... = Neither agree nor disagree

Or As a non-ladder faculty member, please say how much you agree or disagree with the following stat... = Disagree

Or As a non-ladder faculty member, please say how much you agree or disagree with the following stat... = Strongly disagree

Or As a non-ladder faculty member, please say how much you agree or disagree with the following stat... = Don't know

nlf_work_prep_open Please say more about why or why not:

Display This Question:

If What best describes your faculty rank? = Non-ladder faculty (including professors in residence, lecturers, senior lecturers, preceptors, senior preceptors, visitors, and fellows)



nlf_interaction_time The following questions are about your interactions with other people in the Government Department, please indicate whether the amount of time you are able to interact on a weekly basis is too much, about right, or too little.

| | Far too much (5) | Too much (4) | About right (3) | Too little (2) | Far too little (1) | Don't know (9) | Not applicable (99) |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| With undergraduate students? (ug) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With graduate students? (grad) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With technical specialists, such as IQSS data science, GIS specialists, and librarians? (technical) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With senior faculty? (senior_faculty) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With junior faculty? (junior_faculty) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With other non-ladder faculty? (nonladder_faculty) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Display This Question:

If The following questions are about your interactions with other people in the Government Departmen... [Far too much] (Count) > 0

Or The following questions are about your interactions with other people in the Government Departmen... [Too much] (Count) > 0

Or The following questions are about your interactions with other people in the Government Departmen... [About right] (Count) > 0

Or The following questions are about your interactions with other people in the Government Departmen... [Too little] (Count) > 0

Or The following questions are about your interactions with other people in the Government Departmen... [Far too little] (Count) > 0



nlf_interaction_qual What about the quality of these interactions? Are they mostly positive, negative, or neither positive nor negative?

| | Very positive (5) | Positive (4) | Neither positive nor negative (3) | Negative (2) | Very negative (1) | Don't know (9) | Not applicable (99) |
|---|-----------------------|-----------------------|--------------------------------------|-----------------------|-----------------------|-----------------------|------------------------|
| With undergraduate students? (ug) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With graduate students? (grad) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With technical specialists, such as IQSS data science, GIS specialists, and librarians? (technical) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With senior faculty? (senior_faculty) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With junior faculty? (junior_faculty) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With other non-ladder faculty? (nonladder_faculty) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Display This Question:

If What best describes your faculty rank? = Non-ladder faculty (including professors in residence, lecturers, senior lecturers, preceptors, senior preceptors, visitors, and fellows)



nlf_faculty_care_res Think of your Government Department senior faculty members with whom you've met in the last 2 years:

From your impressions, how much do they care about the success of your research project(s)?

- Care a lot (5)
- Somewhat care (4)
- Neither care nor don't care (3)
- Somewhat don't care (2)
- Don't care at all (1)
- Not applicable (99)

Display This Question:

If What best describes your faculty rank? = Non-ladder faculty (including professors in residence, lecturers, senior lecturers, preceptors, senior preceptors, visitors, and fellows)



nlf_faculty_care_per From your impressions, how much do they care about you as a person?

- Care a lot (5)
- Somewhat care (4)
- Neither care nor don't care (3)
- Somewhat don't care (2)
- Don't care at all (1)
- Not applicable (99)

End of Block: Non-Ladder Faculty Climate

Start of Block: Staff Climate

Display This Question:

If What is your primary role in the Government Department? = Staff



s_work As a staff member, please say how much you agree or disagree with the following statement.

| | Strongly agree (5) | Agree (4) | Neither agree nor disagree (3) | Disagree (2) | Strongly disagree (1) | Don't know (9) | Not applicable (99) |
|--|-----------------------|-----------------------|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| My work contributes to the Government Department's success. (contribute) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Display This Question:

If As a staff member, please say how much you agree or disagree with the following statement. = Strongly agree

Or As a staff member, please say how much you agree or disagree with the following statement. = Agree

Or As a staff member, please say how much you agree or disagree with the following statement. = Neither agree nor disagree

Or As a staff member, please say how much you agree or disagree with the following statement. = Disagree

Or As a staff member, please say how much you agree or disagree with the following statement. = Strongly disagree

Or As a staff member, please say how much you agree or disagree with the following statement. = Don't know

s_work_prep_open Please say more about why or why not:

Display This Question:
If What is your primary role in the Government Department? = Staff



s_work_community As a staff member, please say how much you agree or disagree with the following statement.

| | Strongly agree (5) | Agree (4) | Neither agree nor disagree (3) | Disagree (2) | Strongly disagree (1) | Don't know (9) | Not applicable (99) |
|--|-----------------------|-----------------------|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The staff community in the Government Department is a positive community (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Display This Question:
If What is your primary role in the Government Department? = Staff



s_interactions_time The following questions are about your interactions with other people in the Government Department, please indicate whether the amount of time you are able to interact on a weekly basis is too much, about right, or too little.

| | Far too much (5) | Too much (4) | About right (3) | Too little (2) | Far too little (1) | Don't know (9) | Not applicable (99) |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| With graduate students? (grad) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With undergraduate students? (undergrad) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With faculty? (faculty) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With other staff? (staff) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Display This Question:

If The following questions are about your interactions with other people in the Government Departmen... [Far too much] (Count) > 0

Or The following questions are about your interactions with other people in the Government Departmen... [Too much] (Count) > 0

Or The following questions are about your interactions with other people in the Government Departmen... [About right] (Count) > 0

Or The following questions are about your interactions with other people in the Government Departmen... [Too little] (Count) > 0

Or The following questions are about your interactions with other people in the Government Departmen... [Far too little] (Count) > 0



s_interactions_qual What about the quality of these interactions? Are they mostly positive, negative, or neither positive nor negative?

| | Very positive (5) | Positive (4) | Neither positive nor negative (3) | Negative (2) | Very negative (1) | Don't know (9) | Not applicable (99) |
|---|-----------------------|-----------------------|--------------------------------------|-----------------------|-----------------------|-----------------------|------------------------|
| With graduate students? (grad) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With undergraduate students? (undergrad) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With faculty? (faculty) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With other staff? (staff) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

End of Block: Staff Climate

Start of Block: Workshops

Display This Question:
 If *What is your primary role in the Government Department?* = Graduate Student
 Or *What is your primary role in the Government Department?* = Faculty (including ladder and non-ladder faculty, instructors, and fellows)



workshops The following questions are about workshops in the Government Department, please say how much you agree or disagree with the following statements.

| | Strongly agree (5) | Agree (4) | Neither agree nor disagree (3) | Disagree (2) | Strongly disagree (1) | Don't know (9) | Not applicable (99) |
|--|-----------------------|-----------------------|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The workshop tone is too combative. (climate) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am generally comfortable voicing my opinion in a workshop setting. (opinion) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have to be certain about the quality of a thought before voicing it in a workshop setting. (quality) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel respected in the workshop environment when I am presenting. (presenting) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel respected in the workshop environment when I am participating in discussion. (discussion) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Display This Question:

If What is your primary role in the Government Department? = Graduate Student

Or What is your primary role in the Government Department? = Faculty (including ladder and non-ladder faculty, instructors, and fellows)

workshop_open Is there anything else you'd like to add about the climate in workshops?

End of Block: Workshops

Start of Block: Courses

Display This Question:

If What is your primary role in the Government Department? = Graduate Student

Or What is your primary role in the Government Department? = Undergraduate Student



courses The following questions are about classes in the Government Department, please say how much you agree or disagree with the following statements.

| | Strongly agree (5) | Agree (4) | Neither agree nor disagree (3) | Disagree (2) | Strongly disagree (1) | Don't know (9) | Not applicable (99) |
|---|-----------------------|-----------------------|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The tone in classes is too combative. (climate) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am generally comfortable voicing my opinion in a classroom setting. (opinion) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that my views are respected in the classroom. (respected) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have to be certain about the quality of a thought before voicing it in a classroom setting. (quality) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Display This Question:
 If What is your primary role in the Government Department? = Graduate Student
 Or What is your primary role in the Government Department? = Undergraduate Student

courses_open Is there anything else you'd like to add about the climate in classes?

End of Block: Courses

Start of Block: Harassment and Discrimination



sh_impact_gender Now we want to hear about your views on how aspects of your identity affect your work or study in the Government Department. Please say how much you agree or disagree with the following statements.

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

- Strongly agree (5)
 - Agree (4)
 - Neither agree nor disagree (3)
 - Disagree (2)
 - Strongly disagree (1)
-



sh_impact_race In the Government Department, my work or study is limited/negatively-affected by my race or ethnicity.

- Strongly agree (5)
 - Agree (4)
 - Neither agree nor disagree (3)
 - Disagree (2)
 - Strongly disagree (1)
-



sh_impact_class In the Government Department, my work or study is limited/negatively-affected by my social class.

- Strongly agree (5)
 - Agree (4)
 - Neither agree nor disagree (3)
 - Disagree (2)
 - Strongly disagree (1)
-



sh_impact_politics In the Government Department, my work or study is limited/negatively-affected by my political views.

- Strongly agree (5)
 - Agree (4)
 - Neither agree nor disagree (3)
 - Disagree (2)
 - Strongly disagree (1)
-



sh_impact_other_back In the Government Department, my work or study is limited/negatively-affected by some other aspect of my background or identity.

- Strongly agree (5)
 - Agree (4)
 - Neither agree nor disagree (3)
 - Disagree (2)
 - Strongly disagree (1)
-

impact_open Is there anything you'd like to say about why you answered why or why not to the questions above?

Page Break

harassment_experienc *Note that the information provided here will not be shared with the university Title IX office. If you would like to contact a Title IX Coordinator for more information on resources available to you, please see the information provided here:*

<https://titleix.harvard.edu/coordinators>.

The following questions are about your own direct experiences of harassment or discrimination in the Government Department or by a person affiliated with the Government Department.

Harassment, for the purpose of this survey, is defined as conduct that is either severe or persistent enough to interfere with one's academic or professional performance, limit one's ability to participate in an academic program, or create an intimidating or hostile academic or work environment **Discrimination** is defined as unjust or prejudicial treatment on the basis of race, color, sex, gender identity, sexual orientation, religion, creed, national origin, age, genetic information, military service, disability, or any other legally protected basis. *Thinking first about harassment only.* Have you experienced harassment from somebody associated with the Government Department?

- Yes (1)
- No (2)
- Unsure or Don't know (3)

Display This Question:

If Note that the information provided here will not be shared with the university Title IX office. ... = Yes



harassment_specific What aspect of your identity was that harassment based on? (check all that apply)

- Sexual orientation (actual or as perceived by others) (1)
 - Gender identity (2)
 - Race/ethnicity (3)
 - Pregnancy (4)
 - Marital status (5)
 - Nationality (6)
 - Disability status (7)
 - Political views (8)
 - Religion (9)
 - Age (10)
 - Socioeconomic status (11)
 - Veteran status (12)
 - Any other aspect of your identity (Please specify) (13)
-
- A reason not related to any aspect of my identity (14)
 - An unknown reason (15)

Display This Question:

If Note that the information provided here will not be shared with the university Title IX office. ... = Yes

harassment_action While in the Government Department or from a person affiliated with the Government Department, have you experienced any of the following specific forms of harassment? (Check all that apply)

- Derogatory, embarrassing or humiliating remarks or gestures (1)
 - Derogatory, embarrassing or humiliating emails, texts or social media posts (2)
 - Receiving threats to expose your sexual orientation or gender identity (3)
 - Pressure to be silent about your sexual orientation or gender identity (4)
 - Being bullied (5)
 - Being threatened with physical violence (6)
 - Experiencing physical violence (7)
 - Property damage (8)
 - Undesired sexual attention (9)
 - Other (please elaborate) (10)
-

Display This Question:

If Note that the information provided here will not be shared with the university Title IX office. ... = Yes



harassment_frequency In total, how many individual incidents of harassment have you experienced while in the Government Department or from a person associated with the Government Department (either from the same person or different people)?

- One (1)
 - Two (2)
 - Three (3)
 - Four (4)
 - Five (5)
 - Six (6)
 - Seven (7)
 - Eight (8)
 - Nine (9)
 - Ten or more (10)
-

Display This Question:

If In total, how many individual incidents of harassment have you experienced while in the Governmen... = Two

Or In total, how many individual incidents of harassment have you experienced while in the Governmen... = Three

Or In total, how many individual incidents of harassment have you experienced while in the Governmen... = Four

Or In total, how many individual incidents of harassment have you experienced while in the Governmen... = Five

Or In total, how many individual incidents of harassment have you experienced while in the Governmen... = Six

Or In total, how many individual incidents of harassment have you experienced while in the Governmen... = Seven

Or In total, how many individual incidents of harassment have you experienced while in the Governmen... = Eight

Or In total, how many individual incidents of harassment have you experienced while in the Governmen... = Nine

Or In total, how many individual incidents of harassment have you experienced while in the Governmen... = Ten or more



harassment_persons Was the harassment you experienced from a single person or more than one person?

- A single person (1)
- More than one person (2)

Display This Question:

If Note that the information provided here will not be shared with the university Title IX office. ... = Yes



harassment_source What was the predominant source of the harassment that you experienced in the Government Department?

- Undergraduate student(s) (1)
 - Graduate student(s) (2)
 - Faculty (3)
 - Instructor(s) (other than faculty) or Teaching Fellow(s) (4)
 - Staff or administrator(s) (5)
 - Unknown (6)
-



harassment_comfortab If the need were to arise, is there a Government Department faculty member or other person in authority that you would feel comfortable speaking to about issues of sexual harassment or other issues of abuse?

- Strongly agree (5)
 - Agree (4)
 - Neither agree nor disagree (3)
 - Disagree (2)
 - Strongly disagree (1)
-

Display This Question:

If Note that the information provided here will not be shared with the university Title IX office. ... = Yes



harassment_leave Have you ever thought about doing any of the following because of your experiences of harassment?

| | Yes (1) | No (2) | Unsure (3) |
|---|-----------------------|-----------------------|-----------------------|
| Leaving the Government Department for a different part of Harvard (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Leaving Harvard altogether (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discouraging others from joining the Government Department (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Choosing a non-academic career path (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Display This Question:

If Note that the information provided here will not be shared with the university Title IX office. ... = Yes

harassment_report Did you report the harassment to someone in authority?

- Yes (1)
- No (2)
- Unsure (3)

Display This Question:

If Did you report the harassment to someone in authority? = No

Harassment_Report_No Why did you not report the harassment?

Display This Question:

If Did you report the harassment to someone in authority? = Yes

Harass_Report_person To whom did you report the incident? (Check all that apply)

- Faculty member (1)
- Graduate student (2)
- Staff (3)
- Title IX officer (4)
- Office of Dispute Resolution (5)
- Harvard Police (6)
- Residential dean or other residential adviser (7)
- University Health Services (8)
- Office of Student Life (9)
- University Ombudsperson office (10)
- Office of Diversity and Minority Affairs, GSAS (11)
- Other (please specify) (12) _____

Display This Question:

If Did you report the harassment to someone in authority? = Yes



harass_report_satisf How satisfied were you with the experience of reporting?

- Very satisfied (5)
- Satisfied (4)
- Neither satisfied nor dissatisfied (3)
- Dissatisfied (2)
- Very dissatisfied (1)

Page Break

discrimination_exper As a reminder, **discrimination** is defined as unjust or prejudicial treatment on the basis of race, color, sex, gender identity, sexual orientation, religion, creed, national origin, age, genetic information, military service, disability, or any other legally protected basis. Have you experienced discrimination from somebody associated with the Government Department?

- Yes (1)
- No (2)
- Unsure or don't know (3)

Display This Question:

*If As a reminder, discrimination is defined as unjust or prejudicial treatment on the basis of race,... =
Yes*

discrim_specific What aspect of your identity was that discrimination based on? (Check all that apply)

Sexual orientation (actual or as perceived by others) (1)

Gender identity (2)

Race/ethnicity (3)

Pregnancy (4)

Marital status (5)

Nationality (6)

Disability status (7)

Political views (8)

Religion (9)

Age (10)

Socioeconomic status (11)

Veteran status (12)

Any other aspect of your identity (Please specify) (13)

A reason not related to any aspect of my identity (14)

An unknown reason (15)

Display This Question:

*If As a reminder, discrimination is defined as unjust or prejudicial treatment on the basis of race,... =
Yes*

discrimination_actn While in the Government Department or from a person affiliated with the Government Department, have you experienced any of the following specific forms of discrimination? (Check all that apply)

Being denied promotion (1)

Being denied any human resource services (2)

Being denied any student services (3)

Being denied the resources necessary to be successful in your scholarship or other work. (4)

Being treated unfairly by an instructor (5)

Being treated unfairly by a student (6)

Unfair comments in a Government Department classroom, workshop, or other work environment (7)

Being denied full participation in a Government Department classroom, workshop, or other work environment (8)

Other (please elaborate) (9)

Display This Question:

If As a reminder, discrimination is defined as unjust or prejudicial treatment on the basis of race,... =
Yes



discrimination_freq In total, how many individual incidents of discrimination have you experienced while in the Government Department or from a person associated with the Government Department (either from the same person or different people)?

- One (1)
 - Two (2)
 - Three (3)
 - Four (4)
 - Five (5)
 - Six (6)
 - Seven (7)
 - Eight (8)
 - Nine (9)
 - Ten or more (10)
-

Display This Question:

If In total, how many individual incidents of discrimination have you experienced while in the Gover... = Two

Or In total, how many individual incidents of discrimination have you experienced while in the Gover... = Three

Or In total, how many individual incidents of discrimination have you experienced while in the Gover... = Four

Or In total, how many individual incidents of discrimination have you experienced while in the Gover... = Five

Or In total, how many individual incidents of discrimination have you experienced while in the Gover... = Six

Or In total, how many individual incidents of discrimination have you experienced while in the Gover... = Seven

Or In total, how many individual incidents of discrimination have you experienced while in the Gover... = Eight

Or In total, how many individual incidents of discrimination have you experienced while in the Gover... = Nine

Or In total, how many individual incidents of discrimination have you experienced while in the Gover... = Ten or more

discrim_persons Was the discrimination you experienced from a single person or more than one person?

- A single person (1)
- More than one person (2)

Display This Question:

If As a reminder, discrimination is defined as unjust or prejudicial treatment on the basis of race,... = Yes

discrim_source What was the predominant source of discrimination that you experienced in the Government Department? (Check all that apply)

- Undergraduate student(s) (1)
- Graduate student(s) (2)
- Faculty (3)
- Instructor(s) (other than faculty) or Teaching Fellow(s) (4)
- Staff or administrator(s) (5)
- Unknown (6)

Display This Question:

If As a reminder, discrimination is defined as unjust or prejudicial treatment on the basis of race,... = Yes



discrimination_leave Have you ever thought about doing any of the following because of your experiences of discrimination?

| | Yes (1) | No (2) | Unsure (3) |
|---|-----------------------|-----------------------|-----------------------|
| Leaving the Government Department for a different part of Harvard (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Leaving Harvard altogether (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discouraging others from joining the Government Department (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Choosing a non-academic career path (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Display This Question:

If As a reminder, discrimination is defined as unjust or prejudicial treatment on the basis of race,... = Yes

discrim_report Did you report the discrimination to someone in authority?

- Yes (1)
- No (2)
- Unsure (3)

Display This Question:

If Did you report the discrimination to someone in authority? = No

discrimin_report_no Why did you not report the discrimination?

Display This Question:

If Did you report the discrimination to someone in authority? = Yes

discrim_report_whom To whom did you report the incident? (Check all that apply)

- faculty member (1)
- graduate student (2)
- staff (3)
- Title IX officer (4)
- Office of Dispute Resolution (5)
- Harvard Police (6)
- Residential dean or other residential adviser (7)
- University health services (8)
- Office of Student Life (9)
- University Ombudsperson office (10)
- Office of Diversity and Minority Affairs, GSAS (11)
- Other (please specify) (12) _____

Display This Question:

If Did you report the discrimination to someone in authority? = Yes



discrim_report_satis How satisfied were you with the experience of reporting?

- Very satisfied (5)
- Satisfied (4)
- Neither satisfied nor dissatisfied (3)
- Dissatisfied (2)
- Very dissatisfied (1)

End of Block: Harassment and Discrimination

Start of Block: Training

training_gender_type While at Harvard, what type of training have you had to help recognize and address issues relating to gender (sexual harassment, power dynamics, etc.)?

- In person training (1)
- Online training (2)
- Discussion in class or workshop (3)
- Other training (4)
- No training (5)



training_gender_eff Would you agree or disagree that the training to help recognize and address various issues relating to gender (sexual harassment, power dynamics, etc.) as they relate to students and colleagues in the Government Department is effective?

- Strongly agree (5)
 - Agree (4)
 - Neither agree nor disagree (3)
 - Disagree (2)
 - Strongly disagree (1)
-

training_open Is there anything you would like to see in future training programs that are not currently touched upon? If so, what?

open_all Is there anything else you would like to tell us about?

End of Block: Training

Start of Block: Demographics

Q117 Please answer the following demographic questions. Your responses will help us understand the experiences of different demographic groups. Your responses will not be used to identify individuals.

race What racial or ethnic group best describes you (check all that apply)?

- African American or Black (1)
 - American Indian or Native American (2)
 - Asian, Asian American or Pacific Islander (3)
 - European American or White (4)
 - Hispanic or Latino (5)
-

minority Do you identify as a racial or ethnic minority?

- Yes (1)
 - No (2)
 - Unsure (3)
-

gender How do you identify in regard to gender?

- Female (1)
 - Male (2)
 - Transgender (3)
 - Genderqueer, non-binary, or gender fluid (4)
 - Other identity: (5) _____
 - Prefer not to say (6)
 - Unsure (7)
-



Q109 Are you a member of the BGLTQ community (broadly speaking, are you non-heterosexual and/or non-cisgender)?

- Yes (1)
 - No (2)
 - Prefer not to say (3)
 - Unsure (4)
-

religion What is your present religion, if any?

- Christian (of any denomination) (1)
 - Jewish (2)
 - Muslim (3)
 - Buddhist (4)
 - Hindu (5)
 - atheist (6)
 - agnostic (7)
 - other (8) _____
 - nothing in particular (9)
-

children Do you have children living at home?

- Yes (1)
 - No (2)
-

ideology When it comes to politics, would you describe yourself as a liberal or conservative?

- extremely liberal (1)
 - liberal (2)
 - somewhat liberal (3)
 - neither liberal nor conservative (4)
 - somewhat conservative (5)
 - conservative (6)
 - extremely conservative (7)
-

Display This Question:

*If What is your primary role in the Government Department? = Undergraduate Student
Or What is your primary role in the Government Department? = Graduate Student*

international Are you an international student, in other words holding an F-1 or other type of student visa?

- Yes (1)
 - No (2)
-

academic-family Would you describe any of your parents or any close relatives as academics?

- Yes (1)
 - No (2)
 - Unsure (3)
-

academic-family-c Are you (or were you) a first generation college student?

- Yes (1)
 - No (2)
 - Unsure (3)
-

Display This Question:

If What is your primary role in the Government Department? = Graduate Student

Or What is your primary role in the Government Department? = Faculty (including ladder and non-ladder faculty, instructors, and fellows)

subfield What is your subfield (check all that apply)?

- American Politics (1)
 - Comparative Politics (2)
 - International Relations (3)
 - Political Methodology (4)
 - Political Theory (5)
 - Political Economy (6)
 - Other (7)
-

Display This Question:

If What is your primary role in the Government Department? = Graduate Student

g-experience Immediately prior coming to graduate school, what best describes what you were doing?

- Undergraduate (1)
 - Other graduate school (2)
 - Working (3)
 - Other (4)
-

Display This Question:

If What is your primary role in the Government Department? = Graduate Student

g-plans What best describes your career goal after finishing your PhD?

- Tenure-track position at a research university. (1)
- Tenure-track position at a liberal arts college or teaching university. (2)
- Non-tenure-track position at a university or college. (3)
- Research in private industry or government. (4)
- None of the above. (5)
- Unsure. (6)

End of Block: Demographics
