Introduction

The UW–Madison Department of Physics Climate & Diversity Committee (the Committee) conducted a department-wide climate survey from December 2021 through January 2022. In particular, the Committee sought to identify and understand the department's strengths and weaknesses with respect to its overall climate, departmental support mechanisms, how harassment and exclusionary behavior are dealt with, and how it is handling the ongoing COVID-19 pandemic. To ensure identities would be protected, the UW–Madison Survey Center administered the survey on the Committee's behalf. After receiving the de-identified data from the Survey Center, a subset of the Committee completed a full analysis of the survey data. The full Committee then reviewed the analysis and worked together with the Department Chair to make plans to disseminate the survey results to the department, as well as plan and communicate next steps to maintain or improve the department's climate and Equity, Diversity, and Inclusion (EDI) related policies.

In this report, we provide an executive summary, overview of departmental demographics, description of the survey process, an abridged summary of the survey results, and a series of recommendations and next steps. This summary includes only a subset of the survey data; the full data analysis will be made available to the department in May 2022. Please note that the de-identified raw survey data has been reviewed by only the Committee and all reported data are aggregated to maintain confidentiality. As with any survey analysis utilizing aggregated data, the Committee recognizes that our recommendations may not fully address all individual experiences. We hope that these recommendations will be a starting point upon which conversations can begin and other initiatives can be built, and moreover we strongly believe that by working to improve the experiences of groups that disproportionately and consistently report a more negative climate within the department, we will indeed improve the climate for everyone.

The questions from the survey are available at the end of this report. Please feel free to review as needed while reading through this report.

Climate & Diversity Committee: Tulika Bose (Chair), Elizabeth Baldridge, Mallory Conlon, Aedan Gardill, Sharon Kahn, Shimon Kolkowitz, Lu Lu, Moritz Münchmeyer,, Abigail Shearrow, and Michael Weaver.

Executive Summary

- Out of 509 people in the department, 173 people (34%) provided a response to the survey. All faculty (including emeritus), staff (including administrative, research, and teaching staff), postdocs, graduate students, and undergraduate students with a declared physics major were invited to participate.
- There are disparities between the racial/ethnic and gender identity demographics of the department when compared to U.S. Census data from 2020. In particular, people that identify as a marginalized gender (woman, non-binary, or transgender) are underrepresented in the department, whereas people that identify as men are overrepresented. People that identify as Black/African American or Hispanic/Latinx are underrepresented, whereas people that identify as white are overrepresented. The systemic underrepresentation of minoritized races, ethnicities, and gender identities is an issue that continues to be one of our highest priorities to address.
- Graduate students, particularly graduate students that identify as a marginalized gender, consistently rate their experience as lower than other department members. This, paired with specific concerns outlined in short answer responses, indicate that the climate for graduate students specifically needs to be addressed.
- People who identify as a marginalized gender, LGBQ+, or as a person with a disability consistently rate their experience within the department as lower than non-marginalized groups.
- Many respondents reported that flexibility, as well as the support they receive from colleagues and the department community overall, are positive features of the department.
- Many respondents reported that department communication and discussion about climate and diversity topics and issues is lacking. Additionally, many respondents feel that the department does not support a good school/work-life balance, nor does it provide adequate support and resources for promoting good mental health. These are some areas that will require significant improvement.
- 31% of respondents have seriously considered leaving the department in the past year. Many of these respondents identify as a marginalized gender, LGBQ+, or as a person with a disability, and cite a generally unwelcoming environment as their reason for considering leaving.
- 11% of respondents report experiencing harassment or exclusionary behavior over the past year. The primary sorts of behavior were offensive or intimidating verbal behavior, bullying, and microaggressions. The perpetrators of the harassment or exclusionary behavior were primarily reported to be faculty and staff.
- A number of near-term actions addressing the concerns mentioned above are listed in this report, including releasing the final climate survey report, restructuring reporting mechanisms within the department, implementing exit surveys, and providing training for addressing harassment and exclusionary behavior.

Demographics

In the following section, we present the breakdown of the survey sample by department affiliation, race or ethnicity, gender identity, sexual orientation, disability status, and citizenship status. All demographic data were self-reported by respondents.

Survey Sample by Department Affiliation

Affiliation	Count	Percent of survey sample	Percent of department overall
Undergraduate student	17	10%	21%
Graduate student	82	47%	37%
Postdoc	10	6%	7%
Staff	34	20%	25%
Faculty	30	17%	10%
Total	**173**	**100%**	**100%**

Out of the 509 people invited to participate, 173 people (34%) completed the climate survey. This is overall in line with response rates for other surveys of this nature. The breakdown of the survey sample based on affiliation is reasonably well-aligned with the actual population of the department, indicating that our sample can be considered representative of the department overall. Undergraduates and department staff (including administrative, research and teaching staff) were underrepresented in the survey sample, whereas graduate students and faculty were overrepresented.

Survey Sample by Race or Ethnicity

Race or Ethnicity	Count	Percent of sample	Percent of US Population
American Indian or Alaskan Native	0	0%	1.3%
Asian or Asian American	35	20%	5.9%
Black or African American	1	1%	13.4%
Hispanic or Latinx	7	4%	18.5%
Middle Eastern or North African	2	1%	N/A*
White	122	71%	60.1%
Multiracial or Other	6	3%	2.8%

*Not included in the 2020 U.S. Census data.

Although our department consists of U.S. citizen/permanent resident and international members, there is value in comparing our racial and ethnic demographics to that of the U.S. in general. Our department population by race or ethnicity should reflect the society in which we live. The breakdown of the survey sample based on race or ethnicity is substantially different from the overall population of the U.S. according to the 2020 U.S. Census. In particular, people that identify as White or Asian/Asian American are overrepresented, whereas people that identify as Black/African American and Hispanic/Latinx are underrepresented. Therefore, because the survey sample is reasonably representative of the overall population of the department, people that identify as Black/African American or Hispanic/Latinx are underrepresented in the department overall. Similar disparities exist in the field of physics as a whole (see for example the APS Minority Physics Statistics) highlighting a systemic issue throughout the field of physics. Increasing diversity at all levels in our department is and should continue to be one of our highest priorities.

Survey Sample by Gender Identity

Gender identity	Count	Percent of sample	Percent of US Population
Woman	54	31%	50.5%
Non-binary	3	2%	1.7%
Man	115	66%	47.2%
Prefer not to answer	1	1%	N/A*

*Not included in the 2020 U.S. Census data.

When compared to US Census data from 2020, people that identify as women are underrepresented in the department, whereas people that identify as men are overrepresented. Similar to the systemic racial and ethnic disparities, the underrepresentation of minoritized genders is an issue that continues to be one of our highest priorities to address.

Survey Sample by Sexual Orientation

Sexual orientation	Count	Percent of sample
Heterosexual/straight	130	75%
Bisexual	12	7%
Homosexual/lesbian/gay	10	6%
Questioning	3	2%
Other	5	3%
Prefer not to answer	13	7%
Total	**173**	**100%**

Survey Sample by Disability Status

Do you identify as a person with a disability?	Count	Percent of sample
Yes	12	7%
No	159	92%
Prefer not to answer	2	1%

Survey Sample by Citizenship Status

Are you a U.S. citizen or permanent resident?	Count	Percent of sample
Yes	133	77%
No	37	21%

Methods

The survey instrument was adapted from a similar survey given out by the UC-Berkeley Department of Astronomy in 2017. This survey was chosen as a starting point, because it provided a broad, general overview of typical climate-related concerns that the Committee wanted to evaluate within the department. In addition to altering the wording of some questions, the Committee developed a series of questions specifically targeting experiences during the COVID-19 pandemic. The UW–Madison Survey Center reviewed and provided feedback on the survey, which was taken into account by the Committee prior to administering the survey. The final survey was organized into five categories: demographics, overall climate, departmental support, harassment and exclusionary behavior, and COVID-19 related climate.

Responses from related groups were combined for analysis in order to increase the population totals and minimize the likelihood of identification based on responses. For a subgroup to be included in the analysis, we required a sample size of N≥10. A description of the groups combined for analysis purposes is outlined below. Those that responded **prefer not to answer** were included in the overall statistical analysis for each question but were not included in subgroup analysis.

Analysis group	Original responses
Staff	Administrative or department staff, Research scientist, other (where applicable)
Person of color	Asian or Asian American, Black or African American, Hispanic or Latinx, Middle Eastern or North African, Mixed Race, other (where applicable)

LGBQ+	Bisexual, homosexual/lesbian/gay, questioning, other (where applicable)
Marginalized gender	Women, non-binary, transgender

For Likert-type questions, respondents were asked to rate their experiences on a scale from 1 to 5, with the following levels:

1	2	3	4	5
Not at all	A little	Somewhat	Very	Extremely

All Likert-type questions presented in the survey were written such that more positive, higher-rated responses reflect a positive climate within the department. For analysis of each Likert-type question, simple averages were calculated for the department overall, as well as for various subgroups. These averages were then compared using *t*-tests to determine if the experiences of subgroups were statistically different.

Responses to short answer questions were thematically coded by at least two members of the Climate & Diversity survey subcommittee, with similar responses combined to highlight overarching themes.
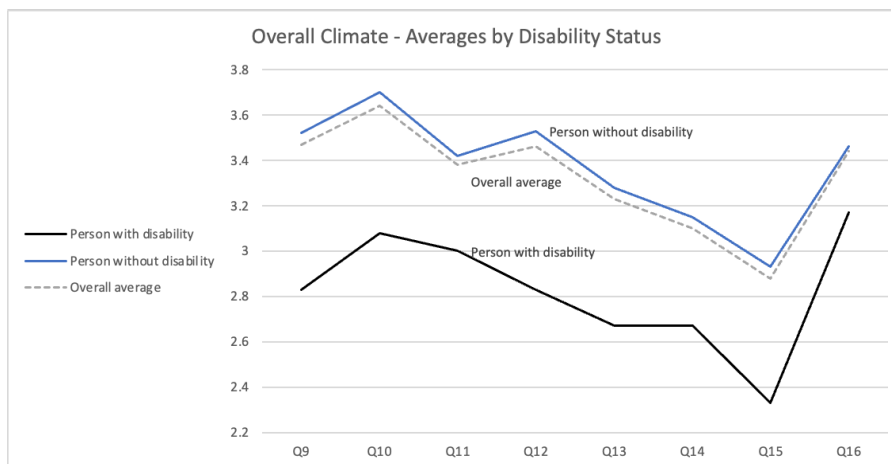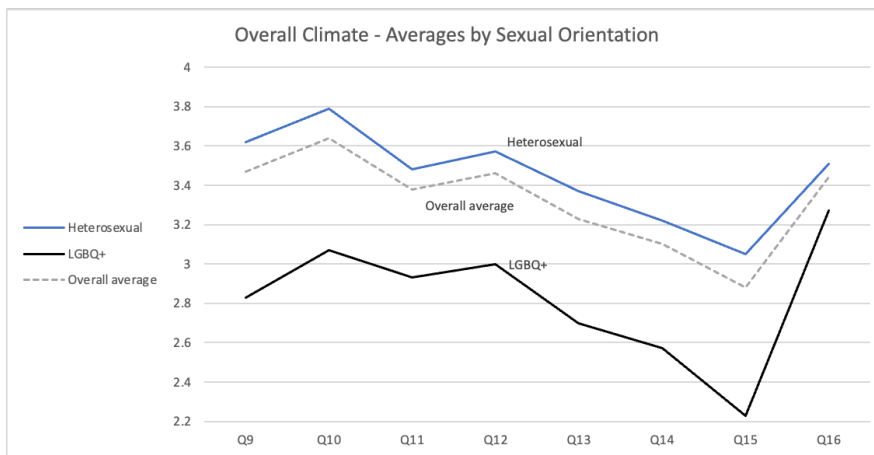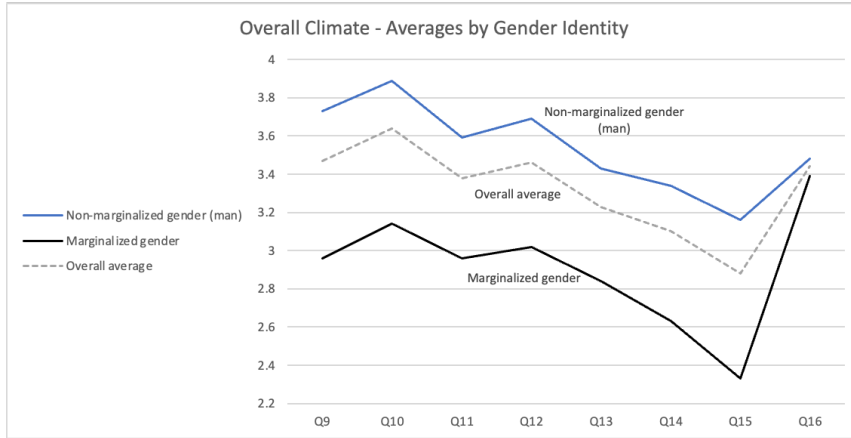
Results & Discussion

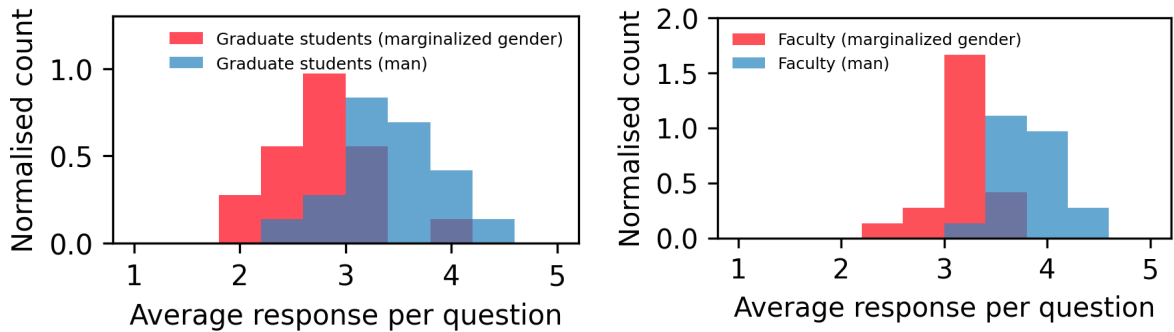Overall response averages for "Overall Climate" section of survey

- Graduate students, particularly graduate students that identify as a marginalized gender, consistently rate their experience as lower than other department members. This, paired with specific concerns outlined in short answer responses, indicate that the climate for graduate students specifically needs to be addressed.
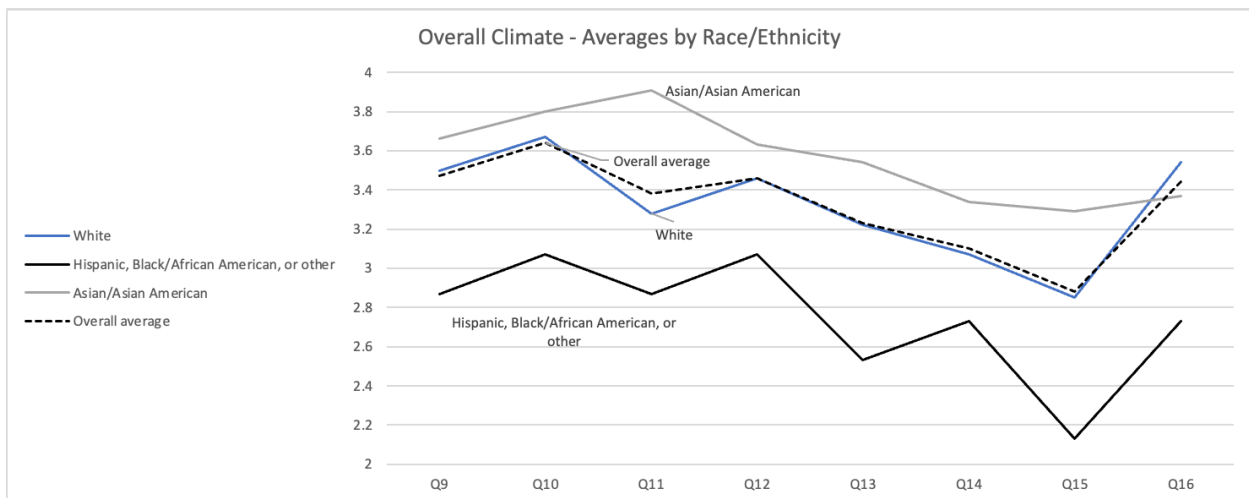

Overall Climate - Averages by Department Affiliation

- People who identify as a marginalized gender, LGBQ+, or as a person with a disability consistently rate their experience within the department as lower than non-marginalized groups.

Overall Climate - Averages by Gender Identity

Overall Climate - Averages by Sexual Orientation

Overall Climate - Averages by Disability Status

- People who identify as a marginalized gender consistently rate their experience within the department as lower than those who identify as a non-marginalized gender, regardless of their role in the department.

- People who identify as Hispanic/Latinx, Black/African American, Middle Eastern or North African, or mixed race consistently rate their experience within the department as lower than people who identify as White or Asian/Asian American.

Favorable responses

- While we recognize that there is much work to do and significant room for improvement in the department climate, we also want to highlight areas of success within the climate of the department. The following questions had the highest overall average ratings, indicating that members of the department overall have positive experiences with respect to the question topic. In particular, these questions asked about how supported and well-respected by peers and colleagues respondents feel, as well as how respected by members of the department overall respondents feel. Additionally, the department's flexibility for fulfilling outside-of-school/work responsibilities received a high rating.

Question	Average	Standard deviation	Standard error
Q19: *How well supported are you by your peers/colleagues?*	3.72	0.97	0.07
Q20: *How often do you feel your peers/colleagues treat you with respect and dignity?*	4.16	0.77	0.06
Q21: *How often do you feel members of the department taken as a whole treat you with respect and dignity?*	3.83	0.85	0.06
Q34: *How flexible is the department with respect to fulfilling your outside-of-school/work responsibilities?*	3.65	0.94	0.07

- *Q26 - What contributing factors, if any, within the department have a positive effect on your mental health?*

Theme	# of responses	% of responses to prompt (N=74)	% of total sample (N=173)
Great support and community in my colleagues	38	51%	22%
Great support from faculty, admin, staff	24	32%	14%
Social events	11	15%	6%
Flexibility in my work, both when and where	10	14%	6%
Feeling a great purpose in my work (opportunities, achievements, learning)	10	14%	6%

In Question 26, all survey respondents were asked to share their thoughts on the factors within the department that have a positive effect on their mental health. We present the 5 most common themes from the survey responses in the table above. Out of the 74 responses to this question, 38 people (51% of those that responded to this question) indicated that they found great support and community amongst their colleagues. 24 respondents (32%) felt that the faculty, administration, and staff provided great support. 11 respondents (15%) find value in the social events held by the department, and 10 respondents (14%, though not necessarily the same 10 respondents) indicated that they felt great purpose in their work through the department, and that they appreciated the department's flexibility with respect to where and when they work, especially during the ongoing COVID-19 pandemic.
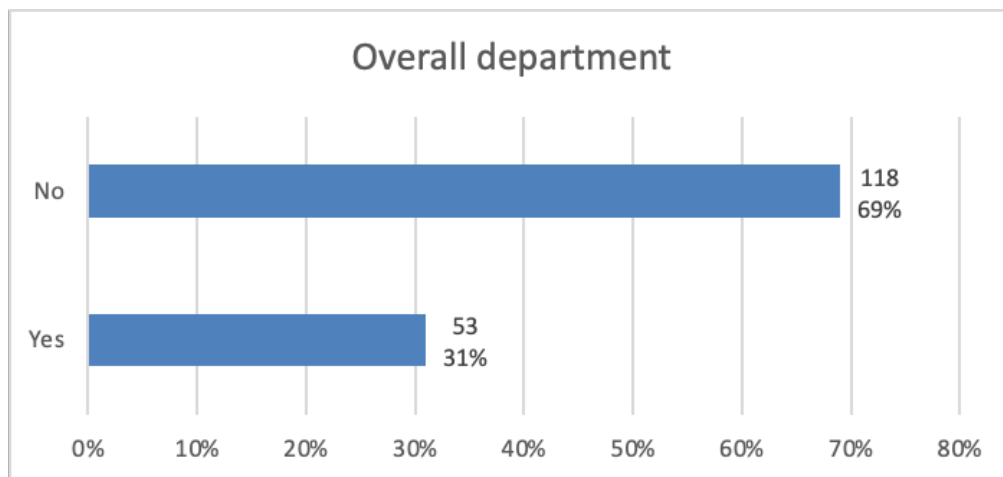
Areas needing significant improvement

- The following questions had the lowest overall ratings, indicating that members of the department overall have negative experiences with respect to the question topic. In particular, many respondents reported that department communication and discussion

about climate and diversity topics and issues is lacking. Additionally, many respondents feel that the department does not support a good school/work-life balance, nor does it provide adequate support and resources for promoting good mental health.

Question	Average	Standard deviation	Standard error
Q14: *How adequate is the dissemination of information on climate-related resources and policies from the department?*	3.10	1.08	0.08
Q15: *How adequate is the discussion of climate issues in the department?*	2.88	1.11	0.08
Q23: *How supportive is the department of a good school/work-life balance?*	3.08	1.18	0.09
Q25: *How adequate are the support and resources provided by the department for good mental health?*	2.78	1.15	0.09

- *Question 24 - In the past year, have you seriously considered leaving the department?*

Another area of concern is the high rate with which respondents have seriously considered leaving the department. Overall, 31% of all survey respondents have seriously considered leaving the department. Of particular concern is the rate with which certain marginalized groups have considered leaving the department. In particular, 47% of the respondents that identify as a marginalized gender have seriously considered leaving the department in the past year; 53% of those that identify as LGBQ+ have seriously considered leaving; 58% of those that identify as a person with a disability have seriously considered leaving.

Table for Question 24: In the past year, have you seriously considered leaving the department?

Demographic	Yes (count)	Yes (percent of respondents within demographic group)
Overall total	53	31%
Undergraduate student	4	24%
Graduate student	28	34%
Postdoc	4	40%
Faculty	6	20%
Staff	11	32%
Person of color	10	20%
White	43	32%
Marginalized gender	27	47%
Man	25	22%
LGBQ+	16	53%
Heterosexual	32	25%
U.S. citizen or permanent resident	49	37%
Non-U.S. citizen or permanent resident	2	1%
Person with disability	7	58%
Person without disability	44	28%

Question 24.1 - Why did you consider leaving the department?

Of the 53 respondents that indicated they seriously considered leaving the department in the past year, 44 provided a response about why they considered leaving. The responses were thematically coded, and the 11 most common themes are presented in the table below. Note that each response could contain more than one theme, so the sum of the number of responses for each theme will be greater than 44.

Theme	# of responses	% of responses to prompt (N=44)	% of total sample (N=173)
Generally unwelcoming climate	8	18%	5%
High workload/burnout	8	18%	5%

Reasons unrelated to the department	8	18%	5%
Lack of willingness for department to change	7	16%	4%
Low pay	7	16%	4%
Bad teaching practices	6	14%	3.5%
Lack of departmental community	5	11%	3%
Issues within research group	4	9%	2%
Questioning personal career trajectory	4	9%	2%
Lack of diversity	3	7%	1.5%
Bullying/harassment	3	7%	1.5%

- *Question 29 - Within the past year, have you experienced any exclusionary behavior or harassment within the Department of Physics?*
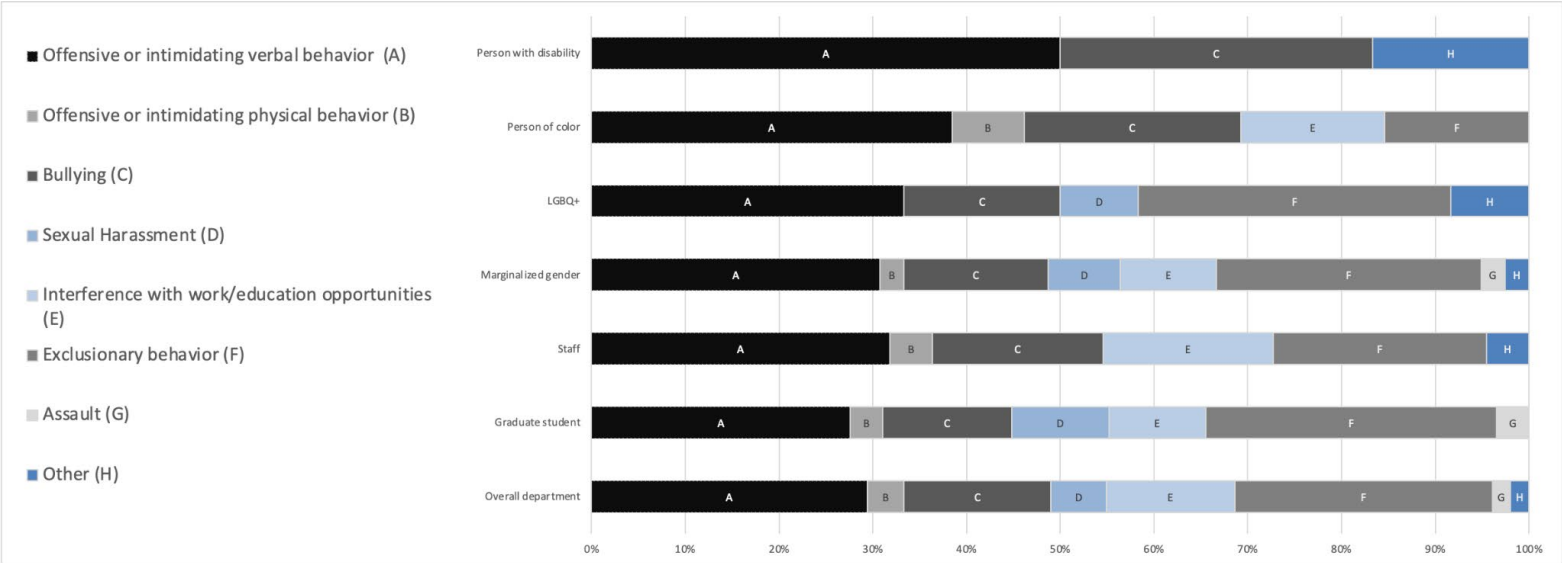
When asked about exclusionary behavior or harassment they've experienced over the past year, 11% of the department overall indicated that they had experienced some sort of exclusionary behavior. Concerning among this is that many marginalized groups experience exclusionary behavior at a higher rate than non-marginalized groups. In particular, 25% of those that identify as a marginalized gender have experienced exclusionary behavior or harassment in the past year; 26% of staff; 20% of those that identify as LGBQ+; and 25% of those that identify as a person with a disability. Of those that experienced exclusionary behavior and harassment, the primary sorts of behavior were offensive or intimidating verbal behavior, bullying, and microaggressions. The perpetrators of the exclusionary behavior or harassment were primarily reported to be faculty and staff.

Table for Question 29 - Within the past year, have you experienced any exclusionary behavior or harassment within the Department of Physics?
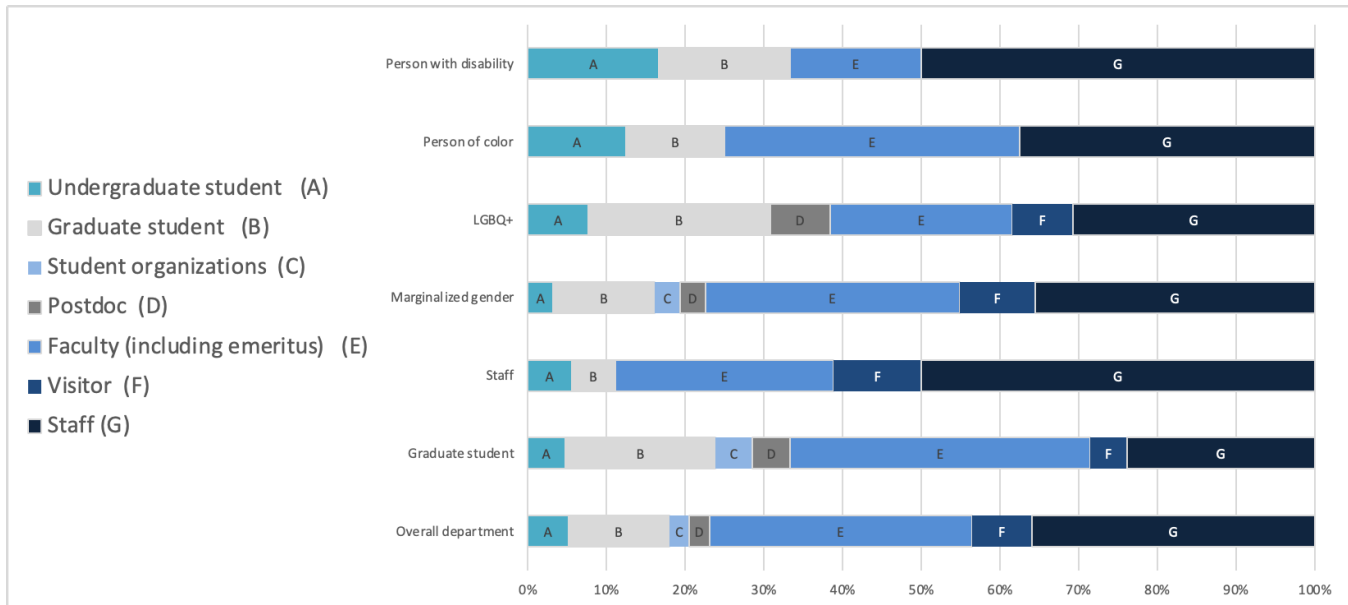
Demographic	Yes (count)	Yes (percent of respondents within demographic group)
Overall total	19	11%
Undergraduate student	0	0%
Graduate student	10	12%
Postdoc	0	0%
Faculty	0	0%

Staff	9	26%
Person of color	5	10%
White	14	11%
Marginalized gender	14	25%
Man	5	4%
LGBQ+	6	20%
Heterosexual	12	9%
U.S. citizen or permanent resident	17	9%
Non-U.S. citizen or permanent resident	1	3%
Person with disability	3	25%
Person without disability	15	2%

What sort of behavior?

Which of the following groups engaged in any of the above forms of exclusionary behavior or harassment toward or around you in the past year?

(21%, though not necessarily the same 6 respondents) indicated that they felt harassment and exclusionary behavior occur frequently within the department, that they were concerned about retaliation, and that they felt the department protects the abuser instead of the victim. Issues with specific faculty members perpetrating exclusionary behavior were highlighted by 5 respondents (18%).

Theme	# of responses	% of responses to prompt (N=28)	% of total sample (N=173)
No safe way to report	8	29%	5%
Harassment and exclusionary behavior are rampant	6	21%	4%
Fear of retaliation	6	21%	4%
Department protects abuser	6	21%	4%
Issues with specific faculty members	5	18%	3%

Recommendations

We outline below some recommendations and next steps to address the areas within the department's climate that need significant improvement. These recommendations are made based on the survey data analyzed and provided in this summary, and they should be considered as a starting point for further discussion about climate and EDI related policies and concerns.

To address the poor response to questions related to "adequate discussion of climate issues", "how seriously does the Department take the values of Diversity and Inclusion", we suggest the following starting points:

- We propose a yearly/semi-yearly departmental seminar on issues and activities related to climate, community, and EDI. Shorter updates covering departmental initiatives could be announced and/or presented before the start of the weekly colloquium.
- We propose inviting more speakers for colloquia, seminars, and workshops focused on topics of climate, EDI, hiring, mentoring, and recognizing and preventing harassment.
- We encourage faculty to invite discussions of climate, community, and EDI issues within their research groups. Individual groups could also discuss activities to engage with the department at large.
- We suggest updating the entrance area and main corridors in Chamberlin using imagery (e.g., murals and posters) that is modern, welcoming, and helps promote diversity and inclusion.
- We encourage departmental leaders to increase efforts towards promoting EDI throughout the department and fostering a positive climate. Actions could include regular and explicit promotion of departmental and university resources, incentivizing and rewarding efforts in improving the department's EDI culture (e.g. via annual awards), and faster communication and action from leadership during instances of a breach of EDI values in our department, university, or national or global community.
- We recommend that the importance of EDI in the Physics Department be made apparent to all applicants to the department. This could be done, for example, by requiring a diversity statement for all department hires (similar to requiring a teaching statement) and/or asking applicants to describe how they would promote EDI within the department.
- We recommend creating more opportunities for students, postdocs, faculty, staff to have their voices heard in the department.
    - We suggest organizing dedicated meetings each semester for each group with the Department chair and the Chair of Climate & Diversity committee.
    - We recommend advertising more broadly opportunities for students and postdocs to get involved in and serve on departmental committees.
    - We recommend organizing listening sessions for minoritized groups (e.g. LGBT+) and persons with disabilities.

- We suggest organizing regular social events, which are inclusive and welcoming to all department members, that help with community building and are inclusive.
- We suggest running climate surveys periodically, every 2-3 years (exact frequency to be determined).
- We suggest arranging an external climate site visit, for example through the [APS Committee on Minorities and Committee on the Status of Women in Physics](#) to elicit independent and candid feedback on the Department's climate.
- We suggest creating a staff position for a departmental "Diversity Officer" whose responsibilities would include:
  - Be responsible for creating and nurturing an inclusive community for students, postdocs, faculty and staff at the Physics department.
  - Build connections with campus diversity programs and historically minority serving institutions to broaden the pool of applicants to our undergraduate and graduate programs.
  - Develop special programs, initiatives, and policies for increasing diversity and inclusion at the department level
  - Monitor and evaluate the success of strategic plans related to EDI; formally track statistics of all recruitment efforts and maintain yearly records of outcomes
  - Serve as an expert on EDI-related training and education initiatives

For addressing the poor response to questions related to "dissemination of information on climate-related resources and policies" and "support and resources provided by the department for good mental health", we recommend that the department maintain a clear list of resources online, covering both departmental and campus-wide resources. While many of these resources already exist, it does not mean that the majority in the department is aware of them. We suggest assessing, together with the Director of Communications and Director of Computing, potential updates to our web pages and strategies for more effective communication. For example, the list of resources could be communicated by email to the various groups (students, faculty, staff) once per semester and highlighted during departmental orientation sessions and during the State of the Department colloquium given by the Department chair at the start of every academic year. A starting point of useful resources is listed below (not a comprehensive list):

- Mental health resources
- Resources for conflict resolution and/or reporting incidents of harassment and exclusionary behavior
- Training resources and opportunities (e.g., mentor and mentee training, unconscious bias, bystander intervention training)
- Information about department EDI activities
- Campus and departmental spaces (including affinity groups) that serve as safe places for supporting marginalized individuals

For addressing issues brought up in the responses to the questions related to harassment and exclusionary behavior, we recommend the following:

- Organize a town hall departmental event covering what resources are available for reporting harassment and exclusionary behavior and to assess what improvements are needed. In particular, we need to uncover:
  - how existing resources can be more effectively communicated
  - if existing resources serve the needs for all groups within the Department, and if not, how they can be improved
- Investigate different models for reporting and resolution of instances of harassment and exclusionary behavior. For example, should all reports be designated to specific individuals (e.g., Department chair, Climate & Diversity chair)? If so, how should designated individuals be trained to discuss issues and act as a conduit to university-wide resources? One option is to nominate a person in the department to become an [HIB liaison](), who acts as a confidential resource for harassment and exclusionary behavior concerns.
  - Preserving institutional memory of instances of harassment and exclusionary behavior also needs to be considered when developing a reporting mechanism.
- Assess, together with the Director of Communications and Director of Computing, potential updates to our web pages to highlight reporting mechanisms more clearly
  - Webpages should not only provide the links but also describe the context and describe the way various resources could be used.
  - Course syllabi and Canvas pages should provide links to these resources
  - Introduce these resources to all new members of the department e.g. during orientation sessions (or other formal or informal settings as appropriate)
  - Provide a reminder to these resources during a department town hall, colloquium (e.g. annual State of the Department colloquium) or other venue or method that will reach all members, such as sending an email to all groups at the beginning of the semester.
- Share the departmental code of conduct widely - post it in public spaces, and discuss it in classes, departmental meetings, and events. Ensure that everyone knows what is expected of them and that violations of the code result in clear and well-understood consequences, such as notification sent to the Department chair, L&S human resources office, and the dean.
- Provide training opportunities to all members of the department and consider incentives for attendance.
- Perform exit surveys and/or interviews for all departing members to assess their overall experience within the department and to identify opportunities for improving retention and engagement. Information/data collected should be analyzed for trends (assuming reasonable statistics) and/or recurring themes.

For addressing issues related to work/life balance, we suggest:
- Start discussions within the department about balancing work with personal life and commitments in the context of a demanding professional career.
  - Within research groups, via dedicated seminars, colloquia, workshops (e.g., on time management)

- Clearly outline and recognize the role that departmental policies play in supporting work-life balance, rather than placing the responsibility solely on individuals to create balance through self-care.
  - Define expectations and responsibilities at all levels, provide transparency around distribution of activities, provide flexibility as appropriate for those who need non-standard/flexible schedules.
- When and where possible, acknowledge the communities, relationships, and activities outside the department that support department members.
- Clearly publicize policies regarding personal, dependent-care, and medical leave
- Publicize external sources of funding that can support department members during pauses and challenges in their work.
- Consider providing supplemental funds (e.g., for childcare and elder-care) to enable members with dependent-related commitments to attend workshops and conferences that further their career.

Work towards increasing diversity department-wide at all levels:
- Follow-up on activities mentioned in the 10-year diversity and inclusion plan
- Near-term initiatives:
  - Thaxton fellowship for undergraduates
  - APS-Bridge program for graduate students
  - TOP (Target Of Opportunity program for faculty hires

Immediate actions (through the end of the year 2022):

From now until the end of 2022, the Climate & Diversity Committee is committed to the following actions to address climate concerns within the Department, listed in chronological order.

- Define a list of near-term actionable items with deadlines for 2022.
  - Done: April 2022
- Organize town hall/departmental colloquium going over the climate survey results and next steps
  - Done: April 22, 2022
- Share the final climate survey report and recommendations with department members.
  - Scheduled for: May/June 2022
- Revisit 10-year diversity and inclusion plan and update where needed
  - Scheduled for: Summer 2022
- Assess, together with Director of Communications and Director of Computing, potential updates to our webpages for disseminating information on climate-related resources.
  - Scheduled for: Summer 2022
- Update the entrance area and main corridors in Chamberlin using imagery (e.g. murals and posters) that is modern, welcoming and helps promote diversity and inclusion.
  - Will form committee to decide mural artist/design, will need community help
  - Scheduled start date: Summer 2022
- Initiate discussion and explore funding options for creating a staff position for a departmental "Diversity Officer"

- ○ Scheduled for: Summer 2022
- Organize town hall/departmental colloquium covering what resources are available for reporting harassment and exclusionary behavior and what improvements are needed.
  - ○ Scheduled for: Summer 2022
- Schedule training opportunities:
  - ○ Resilient Scientist Training (for graduate students): May/June 2022
  - ○ Bystander intervention training: Fall 2022
- Initiate discussions on Work/life balance:
  - ○ Scheduled for: Colloquium on September 23rd, 2022
- Organize social events for community building
  - ○ Summer fun activities survey in May 2022
  - ○ Physics Department Picnic: September 24th, 2022
  - ○ Wisconsin Science Festival: October 10-16, 2022
- Implement exit surveys/interviews for all departing members of the department, including students, faculty, and staff (departing members will have the option to opt out.)
  - ○ Exit surveys currently being conducted for all graduating PhD Students (starting Spring 2022)
  - ○ Scheduled for: Fall 2022

Though much work remains to be done, we note that work on some of the recommendations mentioned in this report is already in progress (see list below).

- First departmental climate survey conducted, results analyzed
- Departmental colloquium on climate & diversity issues organized on April 22nd, 2022.
- Hired graduate student assistant for help with work related to the Climate & Diversity committee
- Started Thaxton fellowship program aimed at providing equitable access to physics research experiences for undergraduates
- APS Bridge program for graduate students being developed
- Actively exploring the university's TOP (Target of Opportunity) program for hiring exceptional faculty who would add diversity to our community
- Community-building: organized postdoc gathering, created Slack channel for communication
- Department-wide social events already planned for Summer/Fall 2022
- Training opportunities being scheduled for Fall 2022
- Colloquium on work-life balance scheduled for Fall 2022
- Starting Spring 2022, exit surveys are being conducted for graduating PhD. students
- Opportunities for graduate students to serve on committees being advertised
- Second gender inclusive restroom now available. The department currently houses two gender inclusive restrooms and one lactation room.
- Gender pronouns and identity now recognized in departmental database (Gradvise)
- Code of Conduct displayed on the Department's homepage
- Plans for inclusive imagery being finalized

Appendix: List of Survey Questions

The following questions were asked in the 2021-2022 UW-Madison Department of Physics climate survey. Questions marked with an asterisk (*) were only seen by those that responded a particular way to the previous question.

Demographics

Q1 - Which of the following best describes your affiliation with the UW-Madison Department of Physics?

Q2 - How do you describe your race or ethnicity?

Q3 - How do you describe your gender?

Q4 - What is your sexual orientation?

Q5 - Do you identify as transgender?

Q6 - Are you a U.S. citizen or permanent resident?

Q7 - Do you identify as a person with a disability?

Q8 - Are you actively serving in or a veteran of the U.S. military?

Overall Climate

Q9 - How comfortable are you with the climate in the department?

Q10 - How welcome do you feel in the UW-Madison physics community?

Q11 - How much do you think the department cares about a positive climate?

Q12 - How comfortable are you approaching others in the physics department for clarification, advice, opportunities, etc.?

Q13 - How seriously does the department take the values of Diversity and Inclusion?

Q14 - How adequate is the dissemination of information on climate-related resources and policies from the department?

Q15 - How adequate is the discussion of climate issues in the department?

Q16 - How comfortable are you discussing climate issues in the department with your peers/colleagues?

Q17 - Is there anything else you'd like to tell us about the role of the department in fostering a positive climate?

Departmental Support
Q18 - How adequate is the level of advising/mentoring provided by the department?

Q19 - How well supported are you by your peers/colleagues?

Q20 - How often do you feel your peers/colleagues treat you with respect and dignity?

Q21 - How often do you feel members of the department taken as a whole treat you with respect and dignity?

Q22 - How adequate are the resources provided by the department to help achieve your goals?

Q23 - How supportive is the department of a good school/work-life balance?

Q24 - In the past year, have you seriously considered leaving the department?
- *If responded yes to Q24:* Q24.1* - Why did you consider leaving the department?

Q25 - How adequate are the support and resources provided by the department for good mental health?

Q26 - What contributing factors, if any, within the department have a positive effect on your mental health?

Q27 - What contributing factors, if any, within the department have a negative effect on your mental health?

Q28 - Is there anything else you'd like to tell us about the role of the department in helping you achieve your overall goals?

Harassment and Exclusionary Behavior

Q29 - Within the past year, have you experienced any exclusionary behavior or harassment within the Department of Physics?
- *If responded 'yes' to Q29:* Q29.1* - What sort of behavior?

- *If responded 'yes' to Q29:* Q29.2* - How many times did you experience any of the above forms of exclusionary behavior or harassment in the past year?

- *If responded 'yes' to Q29:* Q29.3* - How many separate individuals engaged in these forms of exclusionary behavior or harassment toward or around you in the past year?

- *If responded 'yes' to Q29:* Q29.4* - Which of the following groups engaged in any of the above forms of exclusionary behavior or harassment toward or around you in the past year?

- *If responded 'yes' to Q29:* Q29.5* - Where did you experience any of the above forms of exclusionary behavior or harassment in the past year?

Q30 - Are you aware of your options for reporting or redress of harassment or exclusionary behavior within the department?
- *If responded 'yes' to Q29 and 'yes' to Q30:* Q30.1* - If you experienced any offending behavior, did you report this behavior through the department or university?

- *If responded 'yes' to Q29 and 'no' to Q30.1:* Q30.2* - If you did not, why did you decide against reporting or pursuing redress?

- *If responded 'yes' to Q29 and 'yes' to Q30.1:* Q30.3* - If you reported any offending behavior, how satisfied were you with the outcome?

- *If responded 'yes' to Q29 and 'yes' to Q30.1:* Q30.4* - If you reported any offending behavior, how effective is the mechanism for reporting harassment or exclusionary behavior within the department?

Q31 - Within the past year has anyone confided in you about experiencing exclusionary behavior or harassment within the Department of Physics?
- *If responded 'yes' to Q31:* Q31.1* - What sort of behavior?

- *If responded 'yes' to Q31:* Q31.2* - Which of the following groups engaged in any of the above forms of exclusionary behavior or harassment you have been told about in the past year?

Q32 - Is there anything else you'd like to tell us about harassment or exclusionary behavior within the department?

COVID-19 Related Climate
Q33 - Do you have any of the following responsibilities outside of school/work?

Q34 - How flexible is the department with respect to fulfilling your outside-of-school/work responsibilities?

Q35 - How supported do you feel by the department when it comes to addressing your outside-of-school/work responsibilities?

Q36 - How adequate is the dissemination of information on pandemic-related resources and policies from the department?

Q37 - Do you feel that the pandemic is currently affecting your career? Why or why not?

Q38 - Is there anything else you'd like to tell us about the role of the department during the ongoing pandemic?

Q39 - If you have anything else you'd like to share about the climate of the department that was not covered in the survey, please do so now.