



Pursuing Excellence on a **Foundation of Inclusion**

Harvard University
Presidential Task Force
on Inclusion and Belonging



HARVARD
UNIVERSITY

An aerial photograph of the Harvard University campus, showing various buildings, green spaces, and a bridge over a river. The entire image is overlaid with a semi-transparent blue filter.

“ For nearly 400 years, Harvard has steadily — though often painfully slowly — opened its doors, as it has welcomed groups previously excluded from its faculty, staff, and student body. But, as recent events both here and elsewhere have reminded us, much work remains to be done if we are to fulfill our ideals and if we are to succeed in educating leaders and scholars who can effectively contribute to a complex and too often fractured world. It is essential that we bring together a diverse community. To realize the community’s full promise, and to foster the personal and intellectual transformation at the heart of our mission, we must also work affirmatively and collectively to advance a culture of belonging. This requires an openness to change, as well as a willingness to learn from and embrace difference in the spirit that defines a vibrant and respectful academic community. ”

PRESIDENT DREW GILPIN FAUST

*Charge to the Presidential Task Force
on Inclusion and Belonging – May 2016*

I. Introduction	1
II. Where Matters Stand: <i>Data and Details</i>	7
III. Four Goals and Four Tools: <i>A Recommended Framework for Pursuing Excellence on a Foundation of Inclusion</i>	18
FOUR GOALS FOR INCLUSIVE EXCELLENCE AT HARVARD	
Goal 1: Recruitment, Retention, and Development Practices for Excellence	
Goal 2: Academic, Professional, and Social Integration	
Goal 3: Union of Academic Freedom and a Culture of Mutual Respect and Concern	
Goal 4: Inclusive Values, Symbols, and Spaces	
FOUR TOOLS FOR INCLUSIVE EXCELLENCE AT HARVARD	
Tool 1: Leadership From the Top	
Tool 2: School and Business Unit Strategic Planning	
Tool 3: Aligned Organizational Structures	
Tool 4: Data, Transparency, and Dialogue	
IV. Eight Recommendations	29
HIGH-IMPACT FIRST STEPS	
1. Inclusive Symbols and Spaces	
2. Two University-Wide Research Centers to Expand the University's Research Agenda	
3. Resources to Enhance Mental Health Services in Support of Well-Being	
SUSTAINED FOCUS ON INCLUSIVE EXCELLENCE	
4. School and Business Unit Strategic Planning Work	
5. Alignment and Coordination of Inclusive Excellence Work in the Office of the President and Provost	
6. Increased Focus of University Human Resources on Enabling Staff Talent and Improving Organizational Culture	
7. Transparency, Feedback, and Dialogue: OPP Sponsors a Triennial Assessment of the University's Progress Toward Inclusive Excellence	
8. Increased Resources for Faculty Renewal and Development	
V. Conclusion	37

The materials listed in sections VI and VII are available on the Task Force website: inclusionandbelongingtaskforce.harvard.edu

VI. Accompanying Materials for the Community

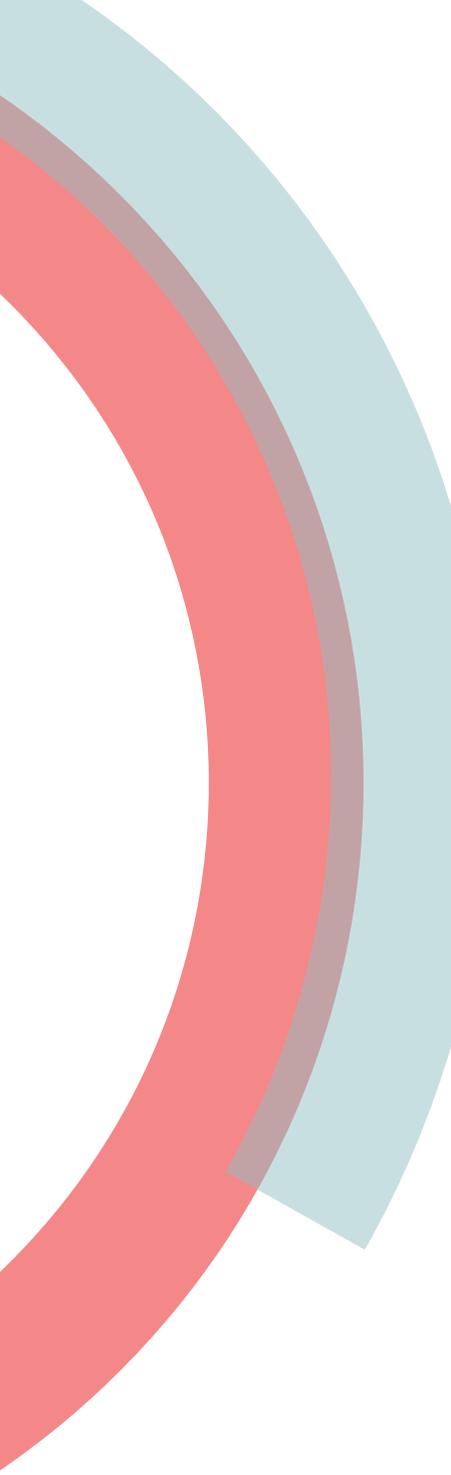
- A. Acting According to Harvard's Values: A Call to Action
- B. Inclusion and Belonging Promising Practices Catalog Teaser
- C. Draft Inclusion and Belonging Survey Module
- D. Inclusion and Belonging Essential Readings

VII. Appendices

- A. Task Force Charge
- B. Task Force Process
- C. Key Terms
- D. Revised Values Statement
- E. Revised *Alma Mater*
- F. Report of the Afternoon of Engagement
- G. Solution Space: Insights from the Community
- H. Benchmarking Peer Diversity and Inclusion Action Plans



*Folarera Tasawe, left, and Jane Riccardi, both of the Medical School, work together at the Afternoon of Engagement at Sanders Theatre, a community-wide workshop and opportunity for reflection.
Credit: Rose Lincoln/Harvard Staff Photographer*



I. Introduction

Members of the Harvard community are united by a shared commitment to inspired teaching, innovative scholarship, scientific discovery, path breaking creativity, and professional expertise that can help address society's hardest challenges. Achieving excellence across these pursuits requires bringing a broad diversity of perspectives, methods, and experiences to bear on any given area of study or discovery. In other words, academic excellence requires diversity and inclusion. Our shared pursuits also depend on the open and direct expression of ideas and on criteria of evaluation established by the judgments of experts. Excellence therefore also requires academic freedom. Inclusion and academic freedom — these principles are linked in each being necessary to the pursuit of truth. They are also mutually reinforcing. Academic freedom protects participation in the intellectual enterprise; inclusion makes the value of academic freedom real by ensuring that all voices gain from its protections. Both ideals are core to Harvard's mission.

Although the search for truth has inspired Harvard's pursuit of academic excellence since its earliest days, over time our understanding of that search has changed. It would be hard to designate academic freedom as a principle of the University's Puritan founders, and the principle faced great pressure during the period of McCarthyism. Since then, however, it has come to be recognized as an anchoring ideal. Excellence rests on a foundation of academic freedom. Similarly, we can now see that the pursuit of excellence also requires a foundation of inclusion, another anchoring ideal. In the words of the *alma mater*, we aspire to be heralds of light *and* bearers of love.

Over the course of the 20th century, Harvard steadily endeavored to overcome a history of closed doors, opening the intellectual enterprise to people from all backgrounds. Many students, staff, and faculty members and academic personnel all over the University have worked to advance the principle of inclusion. For example, Harvard's entering College classes are now

Harvard now has an opportunity to achieve still greater intellectual heights — to unleash innovation in our research agendas and curricula with fresh questions emerging from the diverse perspectives of new members of this community. Yet hard work will be necessary to take advantage of this opportunity.

the most diverse in the University's history. Alongside great ethnic and racial diversity, we have also achieved gender parity, an increased presence of international students, strong commitments to financial aid that bring us meaningful socioeconomic diversity, and ever-deepening commitments to accessibility for those with disabilities. Our community also benefits from a diversity of sexual identities, political viewpoints, and religions.

Thanks to the purposeful efforts of members of the campus community and to demographic changes here and in the broader national and global context, Harvard now has an opportunity to achieve still greater intellectual heights — to unleash innovation in our research agendas and curricula with fresh questions emerging from the diverse perspectives of new members of this community. Yet hard work will be necessary to take advantage of this opportunity.

The aim of this Task Force is to strengthen Harvard's capacity to pursue excellence on a foundation of inclusion by addressing four critical challenges. These are challenges that community members throughout the University are already working strenuously to address, but which we might tackle with greater intentionality and impact.

First, not all Schools at Harvard have made the same progress in diversifying

their student bodies as is reflected in the College. Nor has the same degree of progress been achieved with the faculty and the upper ranks of staff. We continue to need attention to issues of recruitment, development, and promotion.

Achieving diversity and inclusion requires deliberate attention and effort, not merely the absence of intentional discrimination or ill will. Those of us who hire teams, bring on new faculty, or admit students may easily fall into the habit of recruiting people who resemble ourselves — not merely in qualities we all hope to embody, such as integrity, creativity, diligence, and potential for significant intellectual development, but also in social background, cultural style, and previous life experience. The resulting homogeneity leads to intellectual blind spots that weaken both decision-making and scholarship. It is easy to forget that our teams will be stronger if we take the time and energy to tap into the broadest spectrum of talent, rather than follow the familiar habits and procedures that replicate our own.

Second, the intellectual fruits of a community's inner diversity do not harvest themselves. To gain the benefit of diversity, Harvard must fully integrate all members of the University into academic, professional, and social contexts that support their individual flourishing and activate

their potential. Excellence requires successful practices of inclusion at all levels, from the interpersonal to the organizational. As captured powerfully by the 2014 “I, Too, Am Harvard” multimedia project, some groups within student bodies, faculties, and staffs experience low levels of *inclusion and belonging*. Many of us have sat in meetings and classes where some people do not speak, and are never invited to do so. Many of us have heard newly arrived students or staff members ask good questions that are disregarded or dismissed by experts because they come from outside the paradigms of a discipline or professional specialization. And many of us have at some point experienced social isolation that undermines our ability to function effectively in our academic and professional work. When these sorts of things occur, the University loses the benefit of the resources that the silent, the dismissed, and the isolated might have brought to the table. Even more importantly, these people lose the chance to benefit from the University’s rich educational opportunities.

When students, staff, faculty members, or academic personnel are integrated into our community in ways that permit them to do their best work, we anticipate that they will experience a sense of full belonging. We hope for this result for their sakes as well as for the sake of the institution. *Belonging* is the experience that flows from

participating fully in the chances Harvard offers to learn, to create, to discover, and to achieve. The experience of belonging also supports full embrace of the responsibilities of stewardship that we all have for the ongoing improvement of our community.

Third, the increasing diversity of our campus can also bring conflict. Our Task Force discussed many dimensions of diversity — race, ethnicity, gender, sexual identity, religion and spiritual experience, political viewpoint, socioeconomic and immigration status, geographic origins and language, disability, veteran status, and discipline and scholarly methodology. All

of these differences are of great potential value to an academic community that seeks to maximize its knowledge resources in pursuit of academic excellence. Yet these differences can also generate sharp disagreement. Harnessing the power of diversity for academic excellence requires us to build a world where it is possible for us periodically to strive as adversaries yet nonetheless eat and drink as friends, to paraphrase a motto painted on the wall of a Harvard Law School eatery. For Harvard to excel intellectually, we need to advance both the principle of academic freedom and a culture of mutual respect. All



The Afternoon of Engagement was hosted by Harvard University President Drew Faust at Sanders Theatre and was a community-wide workshop and opportunity for reflection with students, staff, and faculty and academic personnel. Credit: Rose Lincoln/Harvard Staff Photographer

Some will say that pursuing both of these principles is impossible; that for all to convey their views openly and frankly, some must put up with being harmed; that for some to feel respected, others must cease to speak. In our outreach sessions, we heard a clear theme that many conservative students on campus engage in self-censorship to avoid possible alienation from peer groups. We cannot afford to presume a necessary conflict between protecting academic freedom and achieving a culture of mutual respect. Both principles contribute to the foundation on which academic excellence rests. Individually and collectively, we must strive to discover how to combine them.

The educators among us have the job of finding the pedagogic tools to bring together the principle of academic freedom with a culture of mutual respect. We can build level playing fields for intellectual engagement; open up space for expression of dissenting views; cultivate a sense of responsibility for proving ourselves trustworthy to one another; and help build up resources for resilience in the face of enduring, and even painful, disagreement or disappointment. Similarly, the managers and leaders among us also have the job of creating spaces where respectful dissent can be expressed safely and where all members of a team can participate in difficult conversations, while experienc-

ing and conveying respect for others. We may not yet understand all the relevant pedagogic tools for the work of simultaneously upholding principles of academic freedom and inclusion, or how to clarify fully the distinctions between productive discomfort, pointless harm, and actual trauma, but we will find the answers only if we seek them. And we must find them, if we are to make good on the opportunity our diversity presents us to build a solid foundation for the pursuit of excellence. Our enduring commitments to discovery and creativity should themselves help us find the way forward.

Fourth, and finally, there is the challenge of weaving together the past — in its glories and its failures — with a picture of the present and future to which we aspire. Many to whom we spoke asked how the work of the Task Force addresses issues of historical equity, the fact that in its earlier history Harvard barred people from attending or working at Harvard on account of their social origins or identities. Moreover, in so doing, and even as it also in many ways advanced the public good, Harvard contributed to broader social inequities. While such questions may be painful to hear, hear them we must, for they capture real experiences of this University for many in our community. As a part of our work, we will need an honest institutional history and efforts to revisit

When students, staff, faculty members, or academic personnel are integrated into our community in ways that permit them to do their best work, we anticipate that they will experience a sense of full belonging *Belonging* is the experience that flows from participating fully in the chances Harvard offers to learn, to create, to discover, and to achieve. The experience of belonging also supports full embrace of the responsibilities of stewardship that we all have for the ongoing improvement of our community.

how we weave past to present and future through our repertoire of symbols.

Yet we believe that the best way to address the past is to tackle all four of these challenges together, strategically. By continuing the ongoing efforts to transform Harvard, by establishing the pursuit of excellence on a solid foundation — including a foundation of inclusion — we address past inequities. To write words such as these does not suffice, however. Only evidence of change can begin to heal past transgressions.

Four linked propositions, all directed at our central goal of intellectual achievement, have therefore framed the work of this Task Force. We believe that Harvard will achieve its highest level of academic and organizational excellence by:

1. Recruiting from the broadest possible pool of exceptional talent;
2. Supporting the flourishing of all members of the campus community, regardless of background;
3. Developing pedagogic and mentoring strategies that simultaneously uphold the principle of academic freedom and advance a culture of mutual respect and concern; and
4. Conveying through its symbols how these aspirations, which rest on recognition of basic human dignity, both grow from and transcend our history.

By doing these four things, Harvard can draw nearer to its best self, enabling members of the Harvard community to achieve academic excellence and human fulfillment in a diversity to which we all belong, for our own good and for the public good.

Importantly, many on our campus already have been working over many years to advance these four propositions. We quote from President Faust's charge to our Task Force:

Harvard's Schools have undertaken a range of inquiries and initiatives designed to make this a more open and inclusive campus, an effort made more urgent by the searing experiences of marginalization and discrimination described in the broader society and by members of our community. Since so many critical decisions and policies — on issues from academic priorities and recruitments to student services — are determined at the School level, this focus has already produced important outcomes. But the promise of Harvard University, its inspiring culture of excellence and its most salient opportunities, rests beyond any individual School — in foundational institutional values and in what we contribute to and learn from one another, with each of us and all our endeavors enlarged and expanded by what we share.

President Faust established our 60-member Task Force — representing students, staff, and faculty and academic personnel at

all of Harvard's Schools — to answer questions about institutional values and goals for what we can contribute to and learn from one another to advance the work of inclusive excellence.

In this report, we provide a framework for pursuing these goals (“Four Goals and Four Tools”), as well as concrete recommendations to launch the work (“Eight Recommendations”). The report is the result of 18 months of intensive study of this University and other institutions in and out of higher education, of broad campus outreach, and of repeated Task Force deliberations (see Appendix B, Task Force Process). Our theory of change is that a highly informed campus, with overlapping goals and vocabulary, supported by an Office of the President and Provost that can solve collective action and coordination problems, will succeed at building the foundation of inclusion necessary for true excellence. We also recognize that achieving our goals depends on meeting our aspiration to be a community of honesty and goodwill, and all of us will need to do our part (see “Acting According to Harvard's Values: A Call to Action”).

Will we fall short in ways we cannot anticipate? Yes, surely. Can we reach greater heights of achievement than we yet have? Yes. Can we afford to set our faces in any other direction? We think not.



Constituencies

Harvard University aspires to provide education and scholarship of the highest quality — to advance the frontiers of knowledge; to equip students, staff, and faculty and academic personnel for fulfilling experiences of life, work, and inclusive leadership in a diverse world; and to provide all members of the community with opportunities for growth. Achieving these aims depends on the efforts of thousands of diverse students, staff, and faculty and academic personnel across the University, including in our virtual endeavors. Some make their contributions by engaging directly in teaching, learning, and research; others contribute by supporting and enabling those core activities in essential ways, while also pursuing professional growth. With some variation School to School, the category “academic personnel” includes lecturers, preceptors, postdoctoral fellows, academic personnel in the hospitals, and other researchers. The first three core University constituencies are students, staff, and faculty and academic personnel. Alumni and friends constitute an additional core constituency. Because this Task Force included the staff constituency in its focus, we talk routinely not only about Schools — which house most faculty, academic personnel, students, and staff — but also about business units. These are central organizational units that house staff, such as Human Resources, Information Technology, and Campus Services, where janitorial and dining services staff are housed.

II. Where Matters Stand: Data and Details

For nearly 400 years, Harvard has step by step opened its doors, first slowly, then faster, as it has welcomed groups previously excluded from its student body, staff, faculty, and academic personnel. Those of us on the Task Force found it inspiring just how much good work is underway across campus to continue to improve the diversity of the University and experiences

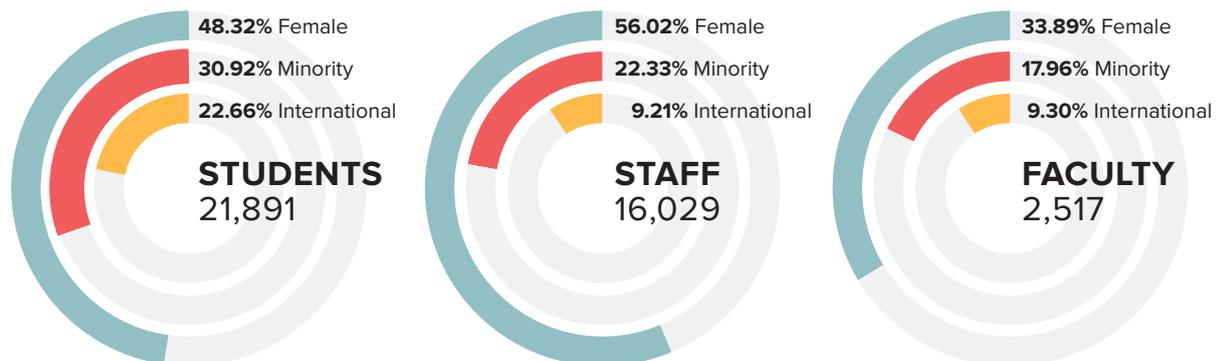
of inclusion and belonging for all members of our community.

On the other hand, we also found that the breadth of ongoing efforts tends to be invisible, leading many in our community to think that these issues are going unaddressed, and that while trends toward an increasingly diverse community at Harvard continue, progress is frustratingly uneven.

University-wide Demographic Data 2016

NOTE: Minority includes those reporting: Black or African-American, Hispanic or Latino, American Indian or Alaska Native, Native Hawaiian and Other Pacific Islander, and Asian.

Source: SIS Enrollment.





Voices and Perspectives

Over the course of 18 months, we heard all sorts of perspectives in outreach sessions, the Afternoon of Engagement, and through our Solution Space. We've selected some that we think capture particularly important perceptions about our community.

For example, students were 31 percent minority¹ in 2016, faculty 18 percent, and staff 22 percent, and while all of those percentages are greater than they were the decade prior, they do not fully reflect the pace of change in the racial and ethnic diversity of our country and the world. While women represent approximately half of the student (48 percent) and staff (56 percent) populations, and those percentages have been constant since 2006, women represent just 34 percent of faculty ranks, only a modest increase from 30 percent a decade ago. In keeping with national trends, for every degree level at Harvard, the percentage of female and underrepresented minority² (URM) students is smaller in STEM (science, technology, engineering, and mathematics) than in non-STEM fields. Life science fields, however, are characterized by levels of gender diversity on par with non-STEM fields. Harvard is a highly global institution — with nearly a quarter of students, and more than 50 percent of postdocs, having non-resident immigration status, and with more than a third of faculty having been born or educated abroad — but the ratio of international individuals varies tremendously from School to School. The unevenness in these trends is not particularly surprising, and arguably, variation across constituency groups, fields, Schools, and units is to be

expected, given Harvard's breadth and complexity. We believe, however, that there is substantial room for improvement.

Furthermore, the picture of growing demographic diversity against the backdrop of substantial cross-unit differences, while an important part of the story, is not the full story of inclusion and belonging. There are other important dimensions of diversity, such as identity and experience — captured in part by religious background and belief, veteran status, disability, immigration, and political viewpoint, among other factors. Data about these sorts of dimensions are less available and more anecdotal in nature, but we can glean some preliminary insights nonetheless, and climate surveys give us other windows into variations in inclusion and belonging on campus as well.

For example, according to a survey of incoming undergraduates conducted by the student newspaper³ *The Crimson*, no religious group was in the majority in the entering undergraduate class of 2021. Forty-three percent of the members of the class of 2021 characterized themselves as somewhat religious, religious, or very religious, and we know that Harvard's 35 chaplains provide guidance to student, staff, and faculty and academic personnel from a wide range of faith traditions. In terms of politics, *The Crimson* reports

1 Minority includes those reporting: Black or African-American, Hispanic or Latino, American Indian or Alaska Native, Native Hawaiian and Other Pacific Islander, and Asian.

2 Underrepresented minority includes those reporting: Black or African-American, Hispanic or Latino, American Indian or Alaska Native, and Native Hawaiian and Other Pacific Islander.

3 *The Crimson* reported a "more than 50 percent" response rate to the e-mail survey, which is conducted annually.

Recruitment, Retention, Promotion

Perceptions and suggestions about recruitment, retention, and promotion came up in many comments we received, as did suggestions about how to reduce bias and build a culture of research and change in the way Harvard addresses these issues.

As a doctoral student of color at the Harvard Graduate School of Education I chose to attend Harvard specifically because of the diversity of my cohort.

– *Solution Space*

“Here, when you interview for an administrative job, it seems as if the only people ever doing the interviewing are white. That wasn’t true when I worked in D.C. before coming here.

– *Outreach session*

“It can be hard for a manager commenting on performance to get the right tone or words when managing someone from a different cultural background. Is there a way to develop shared vocabulary around performance?”

– *Solution Space*

“Many urgent questions of our time concern race, ethnicity, and inequality, but Harvard lags behind its peers in fostering research on these topics across the University.

– *Solution Space*

“Hiring departments can ... include work-sample tests for their candidates, which are related to the tasks the job candidate will have to perform [and] have been shown to predict future performance in a more accurate way when compared to interviews, resumes, or any other traditional hiring process. Removing unconscious bias ... is a way to debias our hiring procedures and also let Harvard hire the best talent ...

– *Solution Space*

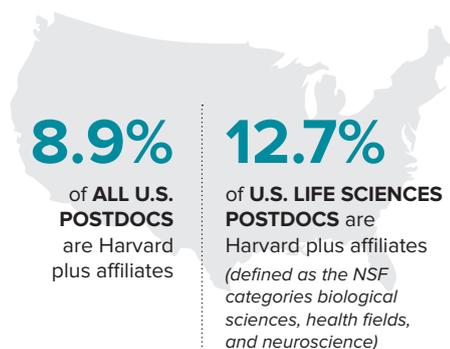
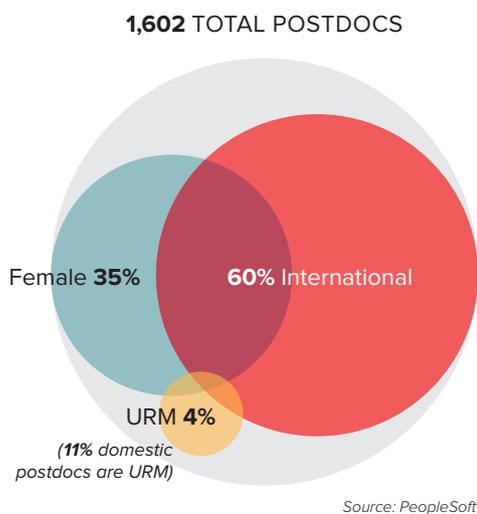
“I can see candidates [for staff positions] just as capable as myself, but with less moral support, becoming completely disillusioned ... and convinced they’re incapable ... I can see them being broken, so to speak, by a system that strains to prove they aren’t a ‘natural’ fit.

– *Solution Space*



Archon Fung speaks at the Afternoon of Engagement. Credit: Rose Lincoln/Harvard Staff Photographer

Postdoctoral Fellows 2017-2018



Source: National Science Foundation (NSF) data in 2015.

NOTE: URM is defined as: Black or African-American, Hispanic or Latino, American Indian or Alaska Native, and Native Hawaiian and Other Pacific Islander.

that 9 percent of seniors who were likely to vote said they were registered Republicans, compared with 52 percent who were registered Democrats and 39 percent who were not registered members of a political party or who were registered as independents. Across the ideological spectrum, according to the National Study of Learning, Voting, and Engagement, Harvard students are politically engaged — with 58 percent turning out for the 2016 presidential election (approximately five percentage points higher than benchmark institutions). In terms of the veteran community, in 2011 President Faust welcomed ROTC back to campus, and while difficult to track systematically across Harvard’s Schools, we know there is a significant community of students who have served in the military. We also know that roughly 10 percent of Harvard College students report a disability to the Accessible Education Office. And from the sexual climate survey administered to all Harvard students in 2015, we saw that 11.8 percent of respondents reported an orientation other than heterosexual⁴, and 0.6 percent chose a non-binary gender option⁵.

Responses to the [faculty climate survey](#), administered in 2007 and again in 2013 (and to be administered in the fall of 2018), indicate that we have made substantial

progress in mentoring and general measures of department atmosphere. Even so, in 2013, approximately one in four faculty reported feeling “excluded from an informal network,” with higher figures among female and minority respondents. And 55 percent of female URM faculty agreed with the statement “I have to work harder than my colleagues to be perceived as a legitimate scholar,” compared with 37 percent of female non-URM faculty, 38 percent of male URM faculty, and 27 percent of male non-URM faculty.

Among staff, according to a [2015 University-wide engagement survey](#), 80 percent “feel respected as a person regardless of my ... background.” Despite general feelings of respect, women and particularly minority respondents were less likely to agree than other groups. Nearly half of respondents did not believe their unit was “progressing toward greater diversity and inclusion,” most did not report trusting their supervisors, and more than a third disagreed with the idea that “Harvard values differences in education, experience, ideas, work styles, and perspectives.” Sixty-one percent of women and 52 percent of men did *not* agree that “It is safe to speak up and constructively challenge things here.” And whereas 89 percent of staff agreed or strongly agreed that “This is a physically safe place to work,” only

4 These categories included: gay or lesbian, bisexual, asexual, questioning, not listed, and decline to state.

5 Non-binary response categories included: transgender male, transgender female, gender queer or non-conforming gender, questioning, not listed, and decline to state.

Symbols and Spaces

Many comments we received attested to failures to transcend habits of exclusion from our past, in both our spaces and our symbols.

“When the physical space itself is designed to welcome people of all physical abilities, it will improve access for people with mobility impairments and also symbolize that we welcome all people.

– *Solution Space*

“The Musalla (prayer space), the Harvard College Women’s Center, and the Harvard College Office for Equity, Diversity, and Inclusion are all located in basements. What message does it send when all of these centers are in dark, underground spaces?”

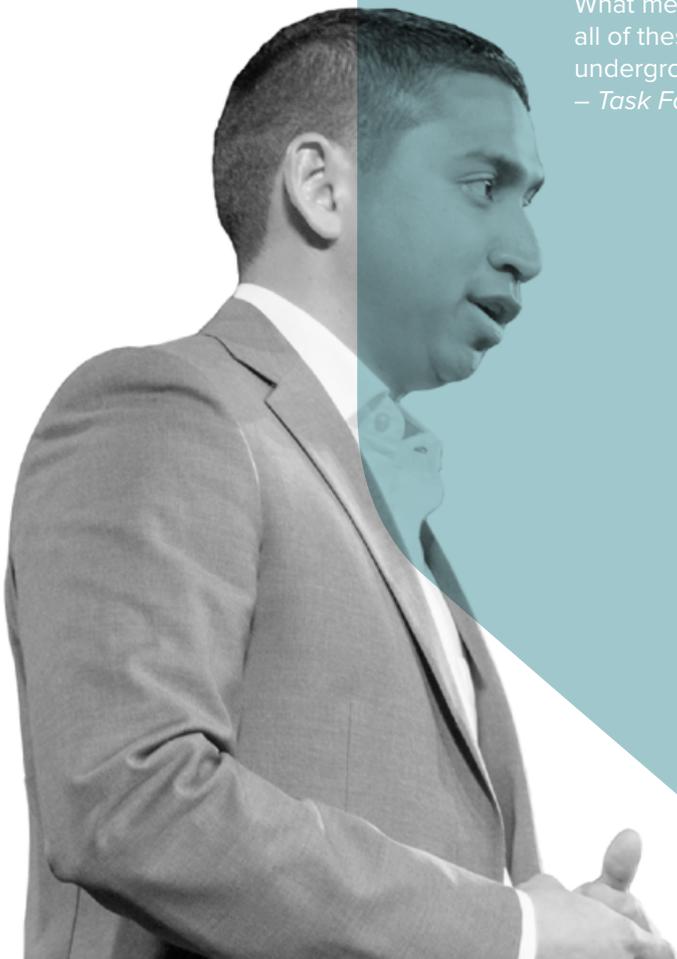
– *Task Force Member*

“I met last Friday with eight conservative students. As a group they said they feel deeply chilled ... One of them also said that ‘inclusion and belonging’ means ‘conservatives not welcome’ — which is exactly what those words mean to many conservatives, including me.

– *Emailed comment*

“Work to bridge the gap between the Cambridge and Longwood campuses. Find a way to bring Longwood and Cambridge together. Maybe have some large events in Longwood instead of Cambridge or have mini versions of same events in Longwood.

– *Outreach session*



Kalan Chang speaks at the Afternoon of Engagement. Credit: Rose Lincoln/Harvard Staff Photographer

60 percent agreed or strongly agreed with “This is a psychologically and emotionally healthy place to work.”

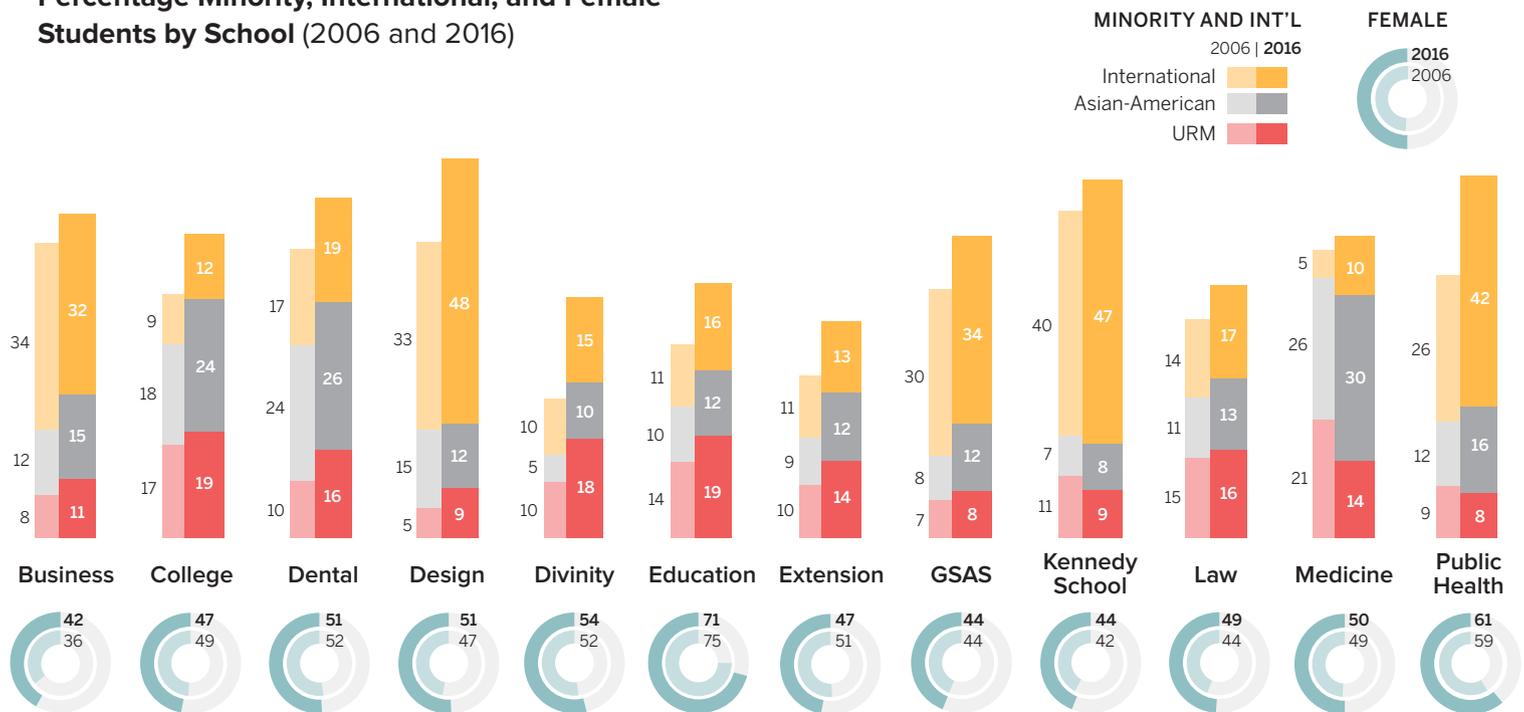
We see similar patterns among students. For example, one-third of Harvard College seniors reported not being satisfied with the sense of community on campus, and the lack of satisfaction was stronger among those who reported belonging to minority groups. Similarly, we see from a Harvard University Health Services report that patient feedback (qualitative and quanti-

tative) and focus groups revealed missteps in sensitivity to cultural differences and out-of-date language when interacting with, for example, transgender individuals.

The Task Force’s outreach and listening sessions throughout campus during the 2016–17 academic year underscore, like the survey responses above, that diversity does not automatically yield inclusion. They also reveal some consistent themes, highlighted in the call-out boxes. One that stands out in particular is that the contributions of

staff at Harvard often go unrecognized by faculty, academic personnel, and students. There are structural aspects of our institution that have come to connect with cultural norms that we believe merit re-examination. For example, the status that comes with tenure, deeply connected to our research University’s standards of academic excellence and valuable though it is, sometimes seems to become connected to cultures of disrespect and indifference to the contributions that those outside the tenured ranks make to the institution’s

Percentage Minority, International, and Female Students by School (2006 and 2016)



NOTES: Degree-seeking students only. Students are counted multiple times if simultaneously enrolled in multiple Schools.
 URM includes those reporting: Black or African-American, Hispanic or Latino, American Indian or Alaska Native, and Native Hawaiian and Other Pacific Islander.
 GSAS = Graduate School of Arts and Sciences
 Source: SIS Enrollment.

Belonging in the Academy

Students, staff, and faculty and academic personnel shared their experiences of doing academic work and scholarship in our community — and how those experiences are affected by gender, race, sexuality, and political viewpoint.

“It often feels like my male professors and teaching fellows either connect more or are more personable with male students in my STEM classes.
— *Outreach session*

“We need more acceptance of ideological outliers: If you don’t fit into the ideological worldview of your [colleagues] you’re seen as an outsider.
— *Afternoon of Engagement*

Getting a Ph.D. is hard enough ...

“Staff members would benefit from formal mentorship programs. Mentorship is too ad hoc and often doesn’t happen at all.
— *Solution Space*

As an undergraduate ... I was committed to studying societal disparities and history of Latin@s in the United States. [Harvard was] ... lacking in course offerings, advisers, and relevant research opportunities. One of my academic advisers suggested I would have better luck finding support ... had I gone to a University of California or University of Texas campus.
— *Solution Space*

“I was asked recently to participate as a featured reader in a poetry series put on by the ... Harvard Divinity School. At first I was intimidated. ... You see, I work as a faculty assistant ... the organizer ... reminded me of my own literary background ... Most of us [staff] work in the field that we do, because we have some sort of personal connection to it. In the end, I participated. ... I will tell you, I could not have felt a higher sense of inclusion and belonging.
— *Afternoon of Engagement*



Eden Girma speaks at the Afternoon of Engagement. Credit: Rose Lincoln/Harvard Staff Photographer

academic mission. We need to work to refashion such features of our culture.

Indeed, we suggest that leadership and new norms will be required to ensure that necessary hierarchies are nonetheless linked to a broad and deep culture of interpersonal respect for all. (See sidebar, “Falling Short on a Culture of Respect.”) The outreach efforts of the Task Force also made clear that Harvard operates with a reliance on relationships, tacit knowledge, and social networks. Some called this a “Harvard

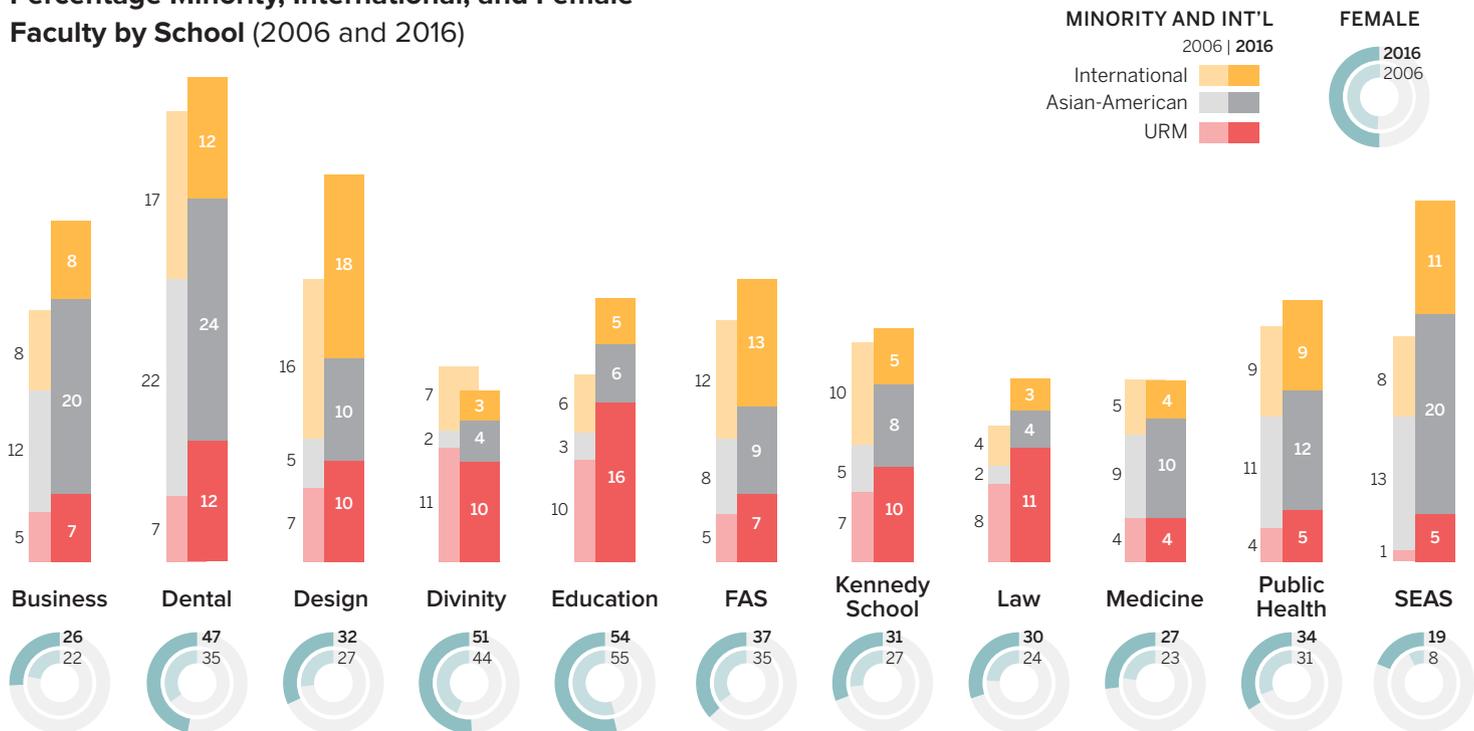
code,” and said that encounters with tacit social norms are often experienced as privileging particular identities — typically white, male, secular, and politically liberal. (See sidebar, “Belonging in the Academy.”)

We also heard that the place of race, sexuality, gender, and other features of identity in the curriculum and in interpersonal interactions leaves many unsatisfied — either because these topics go unaddressed, even though they are germane to an area of study, or because efforts to communicate

and interact across lines of social difference misfire. The end result is that members of the Harvard community convey an uneven sense of belonging, with people from minority groups (of identity and viewpoint) and staff members conveying the sharpest senses of alienation. (See sidebar, “Symbols and Spaces.”)

A final observation about where matters stand relates to Harvard’s ability to track progress toward diversity, inclusion, and belonging goals effectively. We cannot

Percentage Minority, International, and Female Faculty by School (2006 and 2016)



NOTES: Faculty head counts. URM includes those reporting: Black or African-American, Hispanic or Latino, American Indian or Alaska Native, and Native Hawaiian and Other Pacific Islander.

SEAS = Engineering and Applied Sciences, FAS = Faculty of Arts and Sciences

Source: PeopleSoft

Falling Short on a Culture of Respect

Many told us of their difficulties learning and navigating Harvard's hierarchies — and the absence of visibility and respect they felt within them.

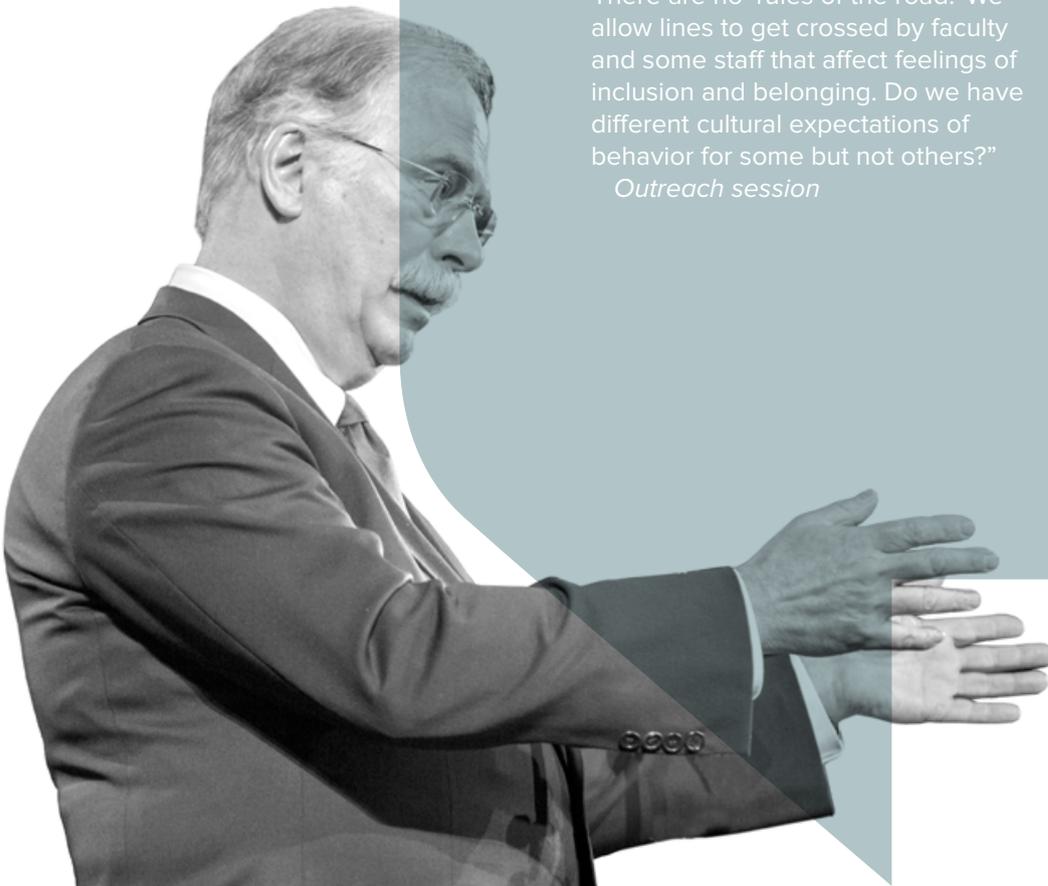
“People at Harvard just don't introduce themselves to one another, even for instance at the first meeting of a new committee that one is sitting on.
— *Afternoon of Engagement*

“Dispute and counseling experience reveals that people, and postdocs in particular, have a sense of disempowerment.
— *Outreach session*

“There are no ‘rules of the road.’ We allow lines to get crossed by faculty and some staff that affect feelings of inclusion and belonging. Do we have different cultural expectations of behavior for some but not others?”
Outreach session

“It would go a long way for staff morale if faculty made more of an effort to learn names of staff and to say hello.
— *Afternoon of Engagement*

“Faculty-staff committees would work better if faculty remembered to ask staff, ‘You've got a lot of experience on this subject. What are your thoughts?’”
— *Afternoon of Engagement*



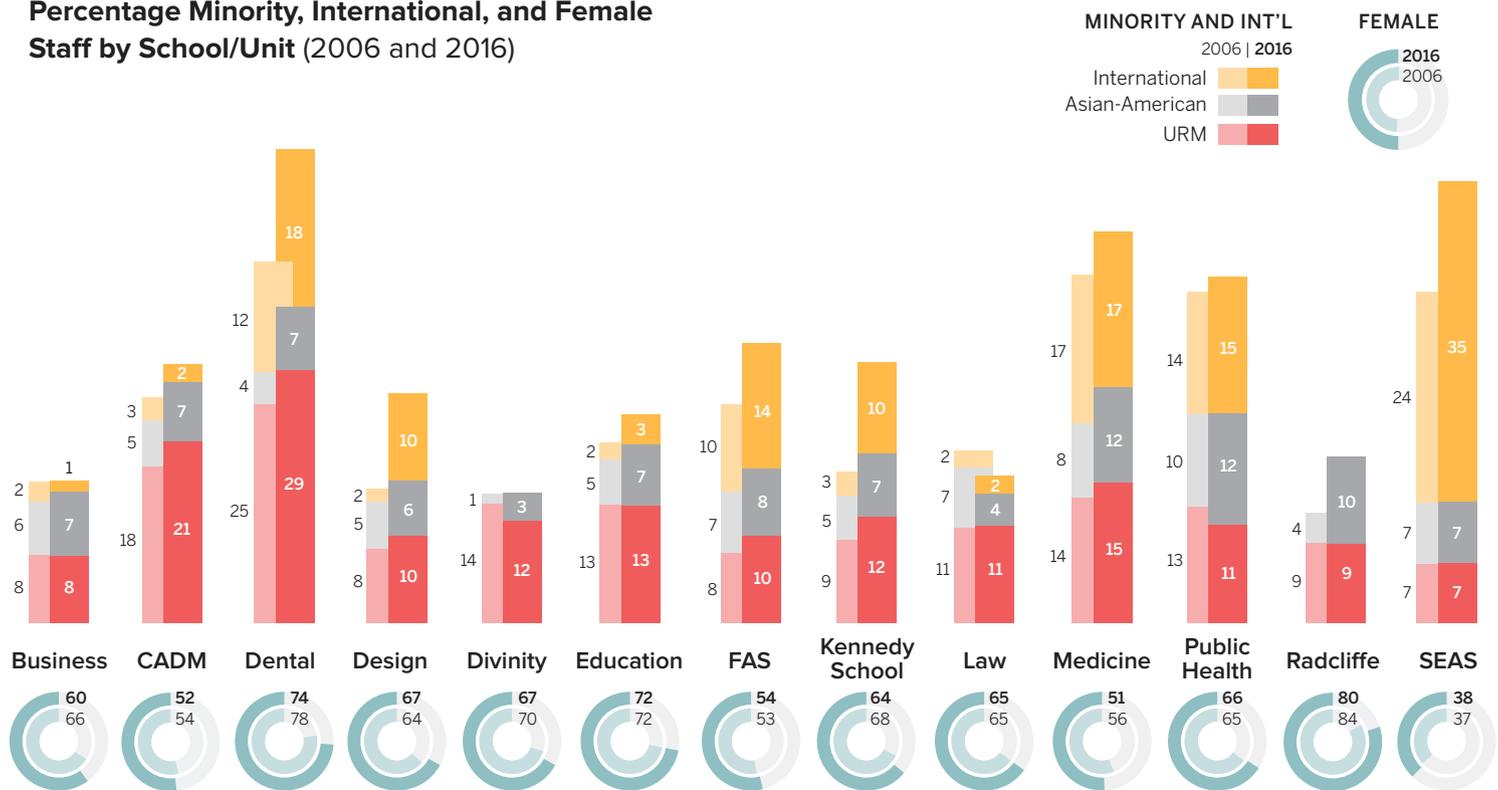
Scott Abell speaks at the Afternoon of Engagement. Credit: Rose Lincoln/Harvard Staff Photographer

currently convey the range of our challenges — nor the extent of our successes — through existing data. Measuring all the relevant criteria of diversity, inclusion, and belonging — consistently and comparably — is a central challenge for each School and the University as a whole. For good reason, data on socioeconomic status, religiosity or religious affiliation, non-binary gender identification, sexual orientation, “primary” language, disabil-

ity status, political beliefs and ideology, or veteran status are particularly hard to gather in a way that respects privacy while providing useful information about the Harvard community. Some of these data are available only at the School level, some are gathered unevenly or with divergent definitions, and some are not collected at all. Climate surveys, particularly for students, tend not to be aligned across units. Thus, although the Task Force spent

months gathering data from the many offices around campus, we can only offer a partial picture of the state of affairs on campus. *A key institutional need is a more comprehensive and intentional institutional research infrastructure to support strategic action on behalf of inclusive excellence.* We suggest this will benefit not only strategic action on behalf of inclusive excellence, but also many other strategic initiatives of importance.

Percentage Minority, International, and Female Staff by School/Unit (2006 and 2016)



NOTES: Central Administration (CADM) includes vice presidential areas (e.g., development and HR), service units (e.g., HUIT and Campus Services), libraries, museums, and other support units. URM includes those reporting: Black or African-American, Hispanic or Latino, American Indian or Alaska Native, and Native Hawaiian and Other Pacific Islander.

CADM = Central Administration, SEAS = Engineering and Applied Sciences, FAS = Faculty of Arts and Sciences

Source: PeopleSoft

Combining Academic Freedom and a Culture of Respect and Concern

It was clear from comments we received that the increasing diversity of our campus can also bring conflict, for example, putting pressure on instructors to devise new pedagogical tools and the general need to expand skill sets brought to challenging conversations. Also, while issues of academic freedom are, as a technical matter, pertinent mainly to faculty and students, we heard that staff, too, need time and space for difficult conversations as well as a culture that supports the expression of dissenting views.

Danielle Allen welcomes the community to the Afternoon of Engagement. Credit: Rose Lincoln/ Harvard Staff Photographer

“Staff need spaces for small group conversations ... about issues in the world. Space to be vulnerable ... and have support.
– *Afternoon of Engagement*

“Some people innocently use terms that could be offensive to other people. Would the community benefit from some role-playing with actors where they use terms that land flat to raise their sensitivity to this?” – *Outreach session*

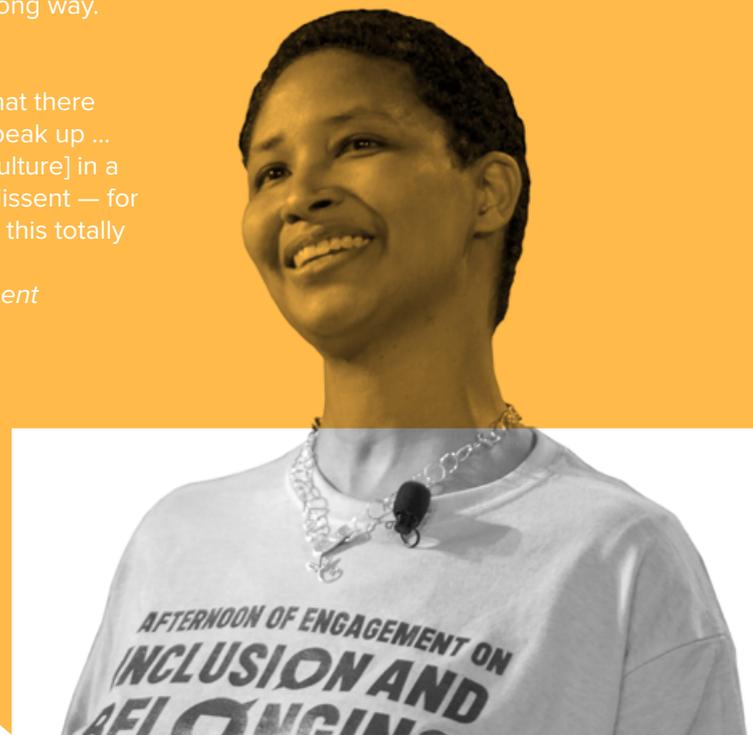
A lot of people need training in how to listen. Just that. How to hear the whole of what someone else is trying to tell them. If we focused more on listening and less on speaking, it would go a long way.
– *Solution Space*

“Sometimes people felt that there are not safe spaces to speak up ... [we need to cultivate a culture] in a way that it’s truly OK to dissent — for example is it risky if I say this totally risky/creative idea?”
– *Afternoon of Engagement*

“Faculty have a hard time teaching when there are dramatically different perspectives or views.
– *Outreach session*

“Don’t be afraid of healthy, respectful conflict. When planning academic and social programs, people shouldn’t be afraid of constructive/ intellectually challenging conflict.
– *Solution Space*

As an East Coast-born liberal, I feel comfortably embraced at Harvard ... However, I have heard from many conservative alumni and students that they don’t see their beliefs recognized as valid or acceptable here. – *Solution Space*



III. Four Goals and Four Tools: A Recommended Framework for Pursuing Excellence on a Foundation of Inclusion

In order that Harvard can become its best self, enabling members of the Harvard community to achieve academic excellence and human fulfillment in a diversity to which we all belong, for our own good and for the public good, we recommend in this section a framework of Four Goals and Four Tools. We recommend this framework as a guide to strategic innovation on behalf of diversity, inclusion, and belonging in every School and

business unit on campus. The value of the framework is to encourage systematic and integrated thought across the domains that are relevant to pursuing excellence on a solid foundation of inclusion.

To initiate this work, we also make in the next section Eight Recommendations to the Office of the President and Provost for concrete action steps both to initiate the work and also to establish a sustained focus on inclusive excellence.

1. Recruitment, Retention, and Development Practices for Excellence
2. Academic, Professional, and Social Integration
3. Union of Academic Freedom and a Culture of Mutual Respect and Concern
4. Inclusive Values, Symbols, and Spaces

GOALS

A FOUNDATION FOR INCLUSION

1. Leadership From the Top
2. School and Business Unit Strategic Planning
3. Aligned Organizational Structures
4. Data, Transparency, and Dialogue

TOOLS



*Susan Zawalich, staff at GSAS, and Ahmed Sadik, Law School student, complete an activity together at the Afternoon of Engagement at Sanders Theatre.
Credit: Rose Lincoln/Harvard Staff Photographer*

Four Goals for Inclusive Excellence at Harvard

We propose the following four goals — and related areas of focus — for the pursuit of inclusive excellence. These goals emerged from the hundreds of conversations that we have had across campus with students, staff, faculty and academic personnel, deans, and leaders of business units. They express the aspirations of many, though not all, of the members of the Harvard community. The view of the Task Force is that by focusing their diversity, inclusion, and belonging work and planning on these goals and focus areas, Schools and business units can achieve the foundation of inclusion necessary to advance Harvard's mission of academic and organizational excellence.

Over the course of a strategic planning process, Schools and business units may, of course, identify other priorities of greater urgency, and they will develop their own prioritizations and timelines. Nonetheless, this framework synthesizes the work and learning of the Task Force and therefore also of the broader community we have canvassed. It is built on the basis of substantial experience, data-gathering, and bold thinking. We therefore recommend this framework as a tool the campus can use to come together to work toward shared goals.

GOALS

GOAL 1

Recruitment, Retention, and Development Practices for Excellence

Each part of Harvard should recruit and retain a community that draws on the widest possible pool of exceptional talent, unifying excellence and diversity; promotion processes should be characterized by nondiscrimination and should recognize excellence in all its forms.

RECOMMENDED AREAS OF FOCUS INCLUDE:

Inclusive Excellence: The goal of recruitment, promotion, and retention is to maximize excellence and diversity simultaneously (i.e., to pursue inclusive excellence); this requires proactive talent-spotting, contextualization for standardized metrics, and recruitment practices that utilize inclusive social networks and the power of pipeline programs. Achieving inclusive excellence also requires expanding our perception of areas worthy of research and teaching. Finally, the goal of achieving inclusive excellence should operate with equal rigor at the point of promotion as at the point of recruitment.

Inclusive Leadership: Rather than wholly delegating diversity, inclusion, and belonging work to others, School and business unit leaders should take direct responsibility for diversification through recruitment, promotion, retention, and ongoing development strategies. In their efforts, they should attend to all three constituencies of students, staff, and faculty and academic personnel.

Potential for Growth: For students and entry-level staff, recruitment should be organized around practices for judging growth potential, with a recognition that observed past performance alone may not capture the potential of an entry-level applicant, given differential opportunities and differential degrees of difficulty encountered.

GOAL 2

Academic, Professional, and Social Integration

All members of our community should be integrated into academic, professional, and social contexts that permit them to be their authentic selves and that support their academic and professional success, even while challenging them to grow.

RECOMMENDED AREAS OF FOCUS INCLUDE:

Academic and Professional Excellence: Initiatives to advance diversity, inclusion, and belonging should start and end with a focus on the academic and professional flourishing of all members of our campus community, rather than being formulated primarily as social problems. High-quality community-building experiences should, however, be recognized as a necessary support for academic and professional success.

Responsive Curricula: Within the parameters of a School's mission, Schools and departments should seek to incorporate input from students into faculty-led curricular planning processes. Examples around campus show that responsive curricula can be built at several levels:

- a. Some individual instructors build syllabi that allow students to choose among a set of readings;
- b. Some individual instructors redesign their courses in response to expressions of student interest and need;
- c. Some departments and Schools decide to redesign or add core courses;
- d. Some departments and Schools decide to add courses/faculty members in key areas where there is a lot of student demand;
- e. Some departments and Schools provide transparency around curricular planning, offering regular avenues for student input to the planning process.

Collaboration and Teamwork: We should increase and make effective use of collaborative and/or team structures to support learning, work, mentoring, advising, and the achievement of academic and professional goals. Relatedly, our policies and practices should, wherever possible, prioritize sharing resources and opportunities over efforts to maintain exclusive control of resources and opportunities. In particular, we should increase opportunities for course cross-registration and space-sharing.

Improved Mentoring: For all constituencies, we should improve our approach to mentoring, in particular by seeking a more holistic approach that goes beyond support for academic and professional development to include professionally appropriate support along psychosocial dimensions and equitable distribution of both kinds of support. Holistic mentoring involves taking an interest in one another as human beings; it typically requires partnerships among a range of kinds of advisers and mentors, some who focus more on the academic end and others more on the psychosocial end of a mentee's experience. To achieve a holistic view of a mentee is likely to require more information-sharing among the people who play mentorship roles in relation to any given individual. Improved use of data, within the parameters of privacy constraints, should support improvements in mentoring. For students, improved mentoring also depends on a well-functioning interface with mental health counseling and effective training for staff, faculty, and academic personnel in how to help students navigate the set of complementary resources spanning the spectrum from academic advising to mental health counseling.

GOAL 3

Union of Academic Freedom and a Culture of Mutual Respect and Concern

All members of the Harvard community can, in a thoughtful and concrete manner, work to discover and develop teaching, learning, mentoring, and interpersonal engagement strategies that promote academic freedom alongside mutual respect and concern. This goal invites consideration of pedagogy, the structure of public programs, the norms and modes of interpersonal exchanges, and trust-building. This goal also calls for consideration of research into ways to support difficult conversations. While broader public conversations often cast academic freedom and inclusion as antagonistic goals or, at best, two distinct values that must be accommodated to each other, we propose a richer understanding. The values of academic freedom and inclusion and belonging provide each other with synergistic and mutual reinforcement. Academic freedom is necessary to help us fully realize the value of inclusion and belonging. It anchors the principle that heterodox views should be protected in their expression and that we should bring the best principles of academic debate — not *ad hominem* argument, not personal invective, not threats, not unwitting insult — to the work of evaluating those views. Similarly, inclusion makes the value of academic freedom real by ensuring that all voices gain from its protections. Fostering synergistic mutual reinforcement of these two values will require refinement of thinking and practice.

RECOMMENDED AREAS OF FOCUS INCLUDE:

Trust-Building: How can insights from disciplines such as history, negotiation, education, psychology, and theater help us cultivate and disseminate skills of connecting with one another, even across deep fissures?

Skills for Difficult Conversations: How do we equip everyone on campus — students, staff, and faculty and academic personnel — with skills to engage across difference, support freewheeling debate, productively navigate difficult conversations, and make space for minority viewpoints (whether of religious students, conservative students, or students from underrepresented identity groups or backgrounds)?

Time and Space for Difficult Conversations: How can Schools create opportunities, whether in the curriculum or co-curriculum, for all on campus to explore issues in the world, hear differing points of view, and reflect on hard questions, in formats that both foster and model free academic expression and mutual respect and concern?

GOAL 4

Inclusive Values, Symbols, and Spaces

Our symbols and spaces should convey our values of excellence, inclusion, and openness as well as conveying how those aspirations both grow from but also transcend our history.

RECOMMENDED AREAS OF FOCUS INCLUDE:

Community: The values statements of the University, Schools, and business units should include attention to values of community as well as to values of individual autonomy. Organizational decisions and practices should align with those core values.

Present and Past in Proportion: Symbols and communications materials should convey the openness and accessibility of our campus and of an academic life to people from all backgrounds. While continuing to respect our distinguished past, we should nonetheless shift the emphasis in our images, portraits, and public art to the present and future. This will permit us to represent the campus' current and anticipated diversity.

The Relationship between Academic Freedom and Inclusion and Belonging

Harvard's commitment to truth, excellence, and opportunity requires us to pursue two core ideals at the same time: academic freedom, and inclusion and belonging. How do these ideals relate to one another? Consider three different ways.

On the first account, academic freedom and inclusion and belonging stand in deep and irreconcilable conflict. From this perspective, proponents of academic freedom may see many efforts to enhance inclusion and belonging as thinly veiled efforts to stifle, curtail, or even censor certain ideas or forms of speech, all in the name of avoiding harm or offense to others. Meanwhile, proponents of inclusion and belonging may see appeals to academic freedom as thinly veiled excuses for perpetuating norms and behaviors that cause unnecessary and unproductive wounds, either intentionally or unreflectively. From either

perspective, the conflict between the two ideals leads to a common conclusion: One must win out over the other.

The second account, by contrast, views academic freedom and inclusion and belonging as two sometimes competing ideals that nonetheless can and must coexist alongside each other within an institution of higher learning. On this account, the hard work of reconciling these ideals requires us to identify when they conflict and then to articulate how our communal commitments ought to favor one or the other. Within this mindset, a university could be viewed as an amalgam of both safe and brave spaces — that is to say, as an institution that safeguards individuals' abilities to build bonds of affinity and solidarity with fellow travelers, while at the same time promoting the equally necessary and sometimes uncomfortable exchange of ideas that allows truth to emerge from debate and thereby promotes building bridges that connect different social, experiential, and ideological perspectives. From this second perspective, a university's goal is to find that potentially fragile point of equilibrium where academic freedom and inclusion and belonging accommodate each other.

Finally, the third account rejects the conflict presumed by the first two: Academic freedom and inclusion and

belonging are not competing ideals, but rather mutually reinforcing and indeed codependent requirements of higher education. Neither can fulfill its true purpose without the other. On this account, one core benefit of diversity is the opportunity it affords to learn from others: Only by exposing ourselves to ideas, experiences, and perspectives outside of our own can we fulfill our shared pursuit of truth and excellence. Academic freedom, in other words, guarantees the full and free exchange of ideas that permits an institution's diversity to produce new knowledge, new insights, and deeper personal enrichment for every member of the community. At the same time, however, that very same exchange of ideas will necessarily be diminished, degraded, and ultimately devalued if some ideas, perspectives, or arguments rise to the top because some voices or speakers are presumed, by virtue of silent privileges, to be worth more than others. True academic freedom, in other words, requires that all perspectives — including those sometimes marginalized or excluded from the center of the conversation — be fully considered and valued in the shared pursuit of knowledge.

At Harvard, we believe that a diverse university without academic freedom is not a university at all, because it deprives

its members of the opportunity to learn from one another. Meanwhile, academic freedom without the full inclusion of all voices produces something far less than the free and open exchange of ideas for which the university exists. We thus reject any account in which academic freedom and inclusion and belonging exist in hopeless conflict. Rather, we aspire to a world in which each is understood to reinforce the other.

We recognize that fulfilling this aspiration requires hard and enduring work: We have to build deep and lasting trust across our differences. Only with such trust can we enter the sometimes difficult conversations that true academic freedom demands with a spirit of charitable engagement, a genuine appreciation for differences of view, and confidence that our own voices and those of all members of the community will be heard and considered. As we work to build such trust, we will inevitably confront many challenges inherent in accommodating academic freedom and inclusion and belonging to one another. We must, however, always remember that our ultimate goal is to produce in time a community where tension between these ideals fades away, allowing their mutual reinforcement to cement the free and inclusive pursuit of knowledge as Harvard's core ideal.

Four Tools for Inclusive Excellence at Harvard

For Harvard to pursue excellence on a foundation of inclusion, the University needs 1) leadership from the top ready to partner in this work with all campus constituencies; 2) institutional capacity for ongoing strategic planning and implementation; 3) data to help us measure our successes and shortcomings; and 4) processes of transparency and self-critique by which we can learn and hold ourselves accountable. We believe that these Four Tools are especially important for achieving the Four Goals of inclusive excellence. All of these tools are already in use all over campus. We recommend their more systematic and coordinated use in a process of continuous improvement.



TOOLS

Continuous Improvement Process

TOOL 1

Leadership From the Top

At every level, from the Office of the President and the Provost to the vice presidents heading business units, from deans and department chairs to student organization presidents, leaders at the top need to be committed to the pursuit of excellence on a foundation of inclusion. Importantly, successful leadership for inclusive excellence requires strong practices of partnership that link all three constituencies: students, staff, and faculty and academic personnel.

These four tools should be used together in a cycle of continuous improvement, on a model analogous to this one, the RIDES Integrative Coaching Model, developed at the Harvard Graduate School of Education for school improvement.

TOOL 2

School and Business Unit Strategic Planning

Too often, efforts at diversity, inclusion, and belonging lead to well-intentioned but nonstrategic and uncoordinated ad hoc efforts. The result is “diversity clutter”: a host of programs that do not add up to more than the sum of their parts. We should bring the tools of strategic planning to the pursuit of inclusive excellence. In addition, that work should draw on scholarly research and practitioner expertise to avoid reinventing the wheel and to meet a high standard of expertise.

TOOL 3

Aligned Organizational Structures

The pursuit of inclusive excellence should be supported by organizational structures that align responsibility with authority. Most importantly, each School or business unit should develop its organization and policies so that those with responsibility for diversity, inclusion, and belonging work also have the authority to make decisions for the constituency to whom their work pertains (i.e., students, staff, or faculty and academic personnel) and/or strong and effective partnerships with those with such authority. This may mean more frequently asking faculty members to take leadership roles in this space, or it may mean developing innovative forms of staff-faculty partnerships. There may also be still other solutions.

TOOL 4

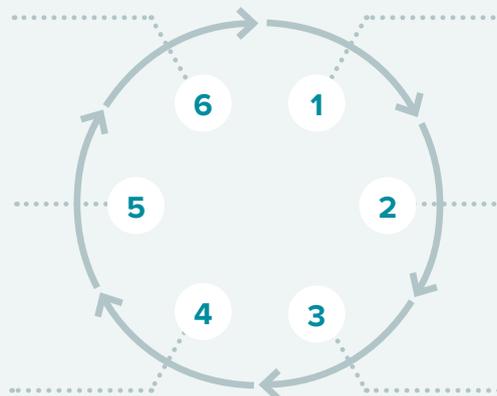
Data, Transparency, and Dialogue

Each unit should have the institutional research capacity, or access to it at the level of the central University, to diagnose disparities in the quality of experience for each constituency by demographic group. Each unit should also have the institutional research capacity to measure its progress toward inclusive excellence. Finally, School- and unit-wide community discussions about data and progress reports in venues like town halls can help build cultures of transparency and contribute to iterative improvement.

6. REFLECT
Reflect, plan, and build continuous improvement process

5. ACT
Make specific improvements

4. PLAN
Set clear/measurable goals and structure accountability/support



1. GROUP
Create a shared vision

2. COLLECT
Gather data to understand current reality

3. DIAGNOSE
Analyze gap between current reality and shared vision

Source: Reimagining Integration: Diverse & Equitable Schools (RIDES) at the Harvard Graduate School of Education



*Participants at the Afternoon of
Engagement. Credit: Rose Lincoln/
Harvard Staff Photographer*

IV. Eight Recommendations

We recommend eight concrete steps to strengthen the foundation of inclusion for the pursuit of excellence. The first three are steps that can be taken in the near term. Then we propose a set of five that would build the infrastructure to support a long-term initiative for inclusive excellence and advancement of the Four Goals and Four Tools framework.

HIGH-IMPACT FIRST STEPS

1. Inclusive Symbols and Spaces
2. Two University-Wide Research Centers to Expand the University's Research Agenda
3. Resources to Enhance Mental Health Services in Support of Well-Being

SUSTAINED FOCUS ON INCLUSIVE EXCELLENCE

4. School and Business Unit Strategic-Planning Work
5. Alignment and Coordination of Inclusive Excellence Work in the Office of the President and Provost
6. Increased Focus of University Human Resources on Enabling Staff Talent and Improving Organizational Culture
7. Transparency, Feedback, and Dialogue: OPP Sponsors a Triennial Assessment of the University's Progress Toward Inclusive Excellence
8. Increased Resources for Faculty Renewal and Development

High-Impact First Steps

1.

Inclusive Symbols and Spaces

A revised values statement (Appendix C);

A revised *alma mater* (Appendix D);

Public art; and

Introduction of maps, signage, and improved navigational guides for campus and websites, including identification of accessible spaces, routes, and sites.

The current values statement of Harvard University was adopted in 2002 under President Lawrence Summers. We recommend revisions (Appendix C) that emphasize features of community that support academic, professional, and social integration. We recommend that the University adopt this revised statement of values and routinely utilize it in University-level communications. We also propose a revision for the final line of the *alma mater* (Appendix D), so that it serves to welcome people from all backgrounds into the pursuit of truth. We urge that the new Smith Campus Center be treated as a model for fresh approaches to how we design our shared spaces, deploy public art, and use shared space to build bridges. This common space open to all members of the University should also be a center for programming that supports civil disagreement and productive engagement with one another. Finally, we recommend that the University proactively refashion the fabric of the institution through portraiture, public art, and the introduction of maps and signage to help newcomers navigate our physical and digital spaces.

2.

Two University-Wide Research Centers to Expand the University's Research Agenda

An interfaculty initiative in identity, politics, and culture, or a variant

Across campus, Schools have introduced any number of course offerings and programs in areas pertaining to race, gender, sexuality, inequality, diversity, access, opportunity, inclusion, and belonging, yet the siloes among Schools mean that the number and range of available offerings and events are not typically visible to students. A first coordinating University-wide interfaculty initiative would bring these many efforts together and provide an opportunity to build a whole that is greater than the sum of its parts, supporting innovation in research agendas and curricula across campus. We recommend the appointment of a faculty committee to assess the desirability and feasibility of launching such a University-wide interfaculty initiative and the potential design of such an entity.

An interfaculty initiative on higher education, inclusion and belonging, and organizational change

While the corporate world has built and synthesized a research base for moving forward on diversity and inclusion and belonging, and the military has also made great strides on these dimensions, higher education lags behind. Few resources are available connecting the vast bodies of research on identity, social experience, sense of belonging, and the law of association to literatures on higher education organizational management and policy. A second University-wide interfaculty initiative in this space could provide ongoing research in support of efforts at Harvard to move forward on inclusive excellence. Such an entity could also provide a leadership role for the higher education landscape more generally. A faculty committee should be appointed to assess the desirability and feasibility of launching such a University-wide interfaculty initiative and the potential design of such an entity.

3.

Resources to Enhance Mental Health Services in Support of Well-Being

We understand that, working with the Office of the Provost, University Health Services is currently reviewing the Counseling and Mental Health Services' (CAMHS) interface with different Schools. As part of that effort, it will conduct strategic planning to support more effective allocation of resources and more effective processes for routing students to the support contexts appropriate to their needs. The Task Force recommends that CAMHS receive appropriate resources to conduct this strategic planning effectively and that the Office of Institutional Research be equipped to continue the mental health and well-being surveys across campus in a systematic way. We also recommend that the reorganization in the Office of the President and Provost (proposed in Recommendation 5) include attention to provision of central support for this initiative. This effort is necessary to address disparities in usage and experience of mental health services across different student populations. It is also foundational to developing improved approaches to mentoring that route students more appropriately in relation to their academic advising needs and mental health needs.

Sustained Focus on Inclusive Excellence

4.

School and Business Unit Strategic-Planning Work

The Office of the President and Provost should ask each School and business unit:

1. To engage regularly with its community — including students, staff, and faculty and academic personnel;
2. To identify several priority areas that it regards as most important for inclusive excellence, with a view to the Four Goals (i.e., recruitment and promotion, integration, uniting academic freedom and a culture of respect and concern, and values);
3. To articulate how those priorities will be advanced, including leadership, primary responsibility, resource requirements, anticipated timelines, and plans for evaluating progress (i.e., the Four Tools); and
4. To inform and engage both their own communities and the President, Provost, and Governing Boards on their progress toward these priorities.

In support of the work, the Task Force has started creating an online Promising Practices Catalog that will include more than 120 examples of how colleagues all over Harvard are already working to advance the Four Goals and Four Tools laid out in this report. A teaser of the catalog is available on the Task Force website.

5.

Alignment and Coordination of Inclusive Excellence Work in the Office of the President and Provost

This Task Force recommends that the Office of the President and Provost reorganize its approach to providing central support and coordinating functions for inclusive excellence work throughout Harvard.

While we recognize that many factors affect the decisions made by University leadership about how to structure the Office of President and Provost and that this Task Force is unlikely to know the full range of relevant factors, we nonetheless wish to underscore the importance of ensuring that work on diversity, inclusion, belonging, and campus community for *all three constituencies* is well-integrated at the top of the organization in a location central to the academic mission of the University. Currently, the structure lacks capacity to support strategic work on inclusive excellence on behalf of students.

The Task Force recognizes that the nature and extent of central administration's role differs in regard to students, staff, and faculty and academic personnel, and that its focus should be on how, within and across these constituencies, it can add value in ways that meaningfully complement, enhance, and coordinate across the efforts of the Schools and business units to reach our goals.

6.

Increased Focus of University Human Resources on Enabling Staff Talent and Improving Organizational Culture

The Task Force recommends that, as a part of its effort at reorganization, the Office of the President and Provost improve the capacity of University Human Resources to enable staff talent and improve organizational culture. Such efforts might involve offering services and training to managers directed toward moving more job candidates from underrepresented groups from finalist to appointee, and on the development of diverse teams. We recommend concentration on the promotion patterns of staff in grades 53–57 and that the Center for Workplace Development (CWD) revisit its curriculum with an emphasis on providing skills for promotion to this group; reconfigure the Administrative Fellows Program (AFP) to include underrepresented minorities and others from a broader array of fields, specifically fields that align with Harvard's hiring needs; and reorient the AFP to be a recruiting mechanism for Harvard.

7.

Transparency, Feedback, and Dialogue: OPP Sponsors a Triennial Assessment of the University’s Progress Toward Inclusive Excellence

The Task Force recommends that, as a part of its effort at reorganization, the Office of the President and Provost enhance the University’s institutional research capacities, so as to support the use of data for the pursuit of inclusive excellence. In particular, every three years, beginning in 2020, the University should report on key demographic features of students, staff, and faculty and academic personnel in all academic units, using common definitions, and indicating trends over time. The report and aggregate data should be made available to the public. In support of this triennial reporting process, annual data-gathering by central administration, Schools, and business units would benefit from several improvements:

a. Inclusion and belonging survey module

The Task Force established a survey study group to review existing surveys on campus as well as relevant surveys from other institutions. The survey study group found that most campus surveys include many questions that are relevant to tracking progress on inclusion and belonging dimensions but that this survey data is, for the most part, not used systematically and with intentionality to support ongoing strategic work in this area. To facilitate improvements in these survey instruments and the development of intentionality around their use to support this work, we are recommending adding a brief inclusion and belonging module to the faculty climate survey, the staff engagement survey, and student exit surveys at each School. The module should be designed in a coordinated fashion to permit comparisons across Schools and units and over time. (See Section VI.C. for the draft module.)

b. Scope and standardization

To the extent possible, within the parameters of law and privacy requirements, student and employee data forms should be standardized and broadened to include socioeconomic indicators and veteran status. Since issues of inclusion and belonging also pertain to religious and ideological diversity and to disability, the University also needs to experiment with anonymous, opt-out, and/or other privacy-protecting modes of capturing the experiences of religious and political minorities on campus as well as the experiences of community members with disabilities.

c. Survey methodology

The University should consider modern survey techniques to ensure efficient, privacy-appropriate measurement of progress toward inclusion and belonging.

d. University-wide participatory process

The University should encourage “bottom-up” approaches to achieving triennial assessment, leveraging advances and innovations in quantitative and qualitative data collection and analysis related to diversity, inclusion, and belonging that are widespread but still siloed throughout the University.

8.

Increased Resources for Faculty Renewal and Development

Faculties evolve more slowly in relation to both demographics and curriculum than do either student or staff constituencies. In the current period of rapid social and demographic transformation, the tensions caused by different rates of change become more challenging. In recent years, Schools across the Harvard campus have sometimes met pressures for more rapid evolution of curriculum and research agendas by relying on non-ladder faculty. As Harvard President *Emeritus* Derek Bok argues in his new book, *The Struggle to Reform Our Colleges*, the health of the University requires that the faculty take full responsibility for intellectual evolution and for new areas of study. Diversifying the faculty and integrating curricular innovation within the faculty purview require frameworks for faculty hiring that recognize these goals when authorizing faculty searches, conducting the searches themselves, and reviewing search committee recommendations. While deans across campus have sought strategic approaches to renewal, diversification, and innovation, many constituencies on campus express frustration with the pace of change, with regard to both demographic diversification of the faculty and the development of the curriculum to serve our contemporary and increasingly diverse student body.

In support of efforts to accelerate faculty development and diversification, we recommend that:

- The University work with the Governing Boards and the deans to develop financial strategies — whether through fundraising or other means — to increase the resources dedicated to faculty renewal;
- The University and Schools develop budget frameworks that support cluster hiring both across Schools and in Schools;
- In Schools where faculty hiring plans at the level of the hiring unit are currently handled on a year-to-year basis, deans consider transitioning to multiyear plans; and
- The University support Schools that have faculty retirement programs in assessing their effectiveness, adapting them if necessary in relation to best practices in the sector and the highest standards of success for such programs. For Schools that do not have such programs, the University should work with them to revisit the question of whether their inclusion and belonging strategy should include one.

In addition, we recommend:

- More coordination of programs across campus that are building pipelines to graduate school and developing the future faculty;
- Fundraising to support an expansion of the number of Radcliffe professorships available to support diversification and curricular innovation in faculty hiring; and
- More coordination between the Radcliffe Institute and the Schools to facilitate the deployment of Radcliffe exploratory seminars in support of curricular innovation.



*Meredith Weenick, Tracy Palandjian,
and Drew Faust, participate in the
Afternoon of Engagement. Credit: Rose
Lincoln/Harvard Staff Photographer*

V. Conclusion

Over its long history, Harvard has become home to students, staff, and faculty and academic personnel from an increasingly wide range of circumstances, places, identities, and backgrounds. We also bring a multitude of perspectives, commitments, and passions. Justice and excellence require that we build our work on a foundation of inclusion and belonging. The University achieves excellence by fostering the learning, creativity, and discovery of its members. That is why Harvard should become an inclusive community that supports the flourishing of all by fully integrating everyone into its social, academic, and professional life.

This Task Force is far from the first effort to address diversity and inclusion at Harvard and we will not be the last. The work of building the bonds and bridges that create inclusion requires ongoing attention; in the course of meeting today's challenges, we will inevitably discover new obstacles to be overcome. We aspire to strengthen Harvard as a learning community, ready to bring reflection, intelligence, and generosity to taking this work forward. We are blessed to have throughout our University many energetic and talented individuals who will continue to devote themselves to building

those bonds and bridges in our culture, relationships, and organizations. Please join them; building a deep culture of inclusion and belonging requires people in every corner of the University to participate. To those who continue to grapple with the challenges faced by our Task Force and many who preceded us, we hope that the ideas and recommendations in this report strengthen the foundation on which you work and provide useful tools for you to accelerate the pace of transformation.

What would success look like? At the broadest level, the goal of pursuing excellence on a foundation of inclusion is intended to orient everyone in our community by expanding the horizons of Harvard's perennial devotion to excellence with the corollary recognition that full integration of a wide diversity of perspectives and talents is essential for achieving excellence.

More concretely, we urge that leaders — of Schools, faculties, business units, student groups, and of the University itself — elevate the priority of inclusion and belonging in their planning, policy-making, and actions. We ask that those leaders engage their communities in regular, searching deliberations about how we can

all overcome barriers to incorporating those who feel that they do not belong at Harvard. This would, for instance, entail senior administrators' taking on programmatic inclusion and belonging initiatives, such as increasing voluntary mentoring programs, improving engagement through better management training, and increased management discussion of these issues.

We anticipate that the University's values of mutual respect, integrity, pursuit of excellence, accountability, and trust-building will deepen the culture of inclusion and belonging through shared academic and professional norms. Ultimately, our goal is that this synthesis of orientation, leadership, community engagement, and cultural transformation will create an environment in which all of us can — and feel that we can — take full advantage of the rich opportunities that enable each of us to flourish.

Finally, the combination of institutional and cultural work promises to increase our comfort with a continuously growing and transforming campus community. As we become more flexible and learn better how to activate the power inherent in being a diverse community, we strengthen Harvard as a research and teaching engine and as a force for innovation and the public good.

Our goal is no less than ensuring that Harvard realize its full potential.

Acknowledgments

We are deeply grateful to the thousands of people on campus who, in one way or another, contributed to the conversations that informed the Task Force deliberations. All across campus, and in all kinds of locations within Harvard's professional and academic hierarchy, we encountered leaders of vision and generous spirit committed to the health of our campus community. Many are experimenting with new practices and sharing good ideas. All affirmed our sense that this work has urgency. We are thankful for their help in bringing this project to completion. Their example convinces us that we can realize the vision of place where "We Are All Harvard."

The Task Force would like to thank the following people in particular for their contributions to our work and this report:

School and business unit leadership and diversity, inclusion, and belonging teams around the University for supporting and advancing our work in countless ways.

Staff assistants for the Task Force members, particularly **Michael Blackmore, Emily Bromley, Stephanie Hazelwood, Jennifer Howe,** and **Cathy Prod'homme.**

Whitney Benns, Amy Edmondson, Bruce Patton, and **Doug Stone** for creating and facilitating trainings on "Leading Sensitive Discussions."

Scott Abell and **Kalan Chang** for telling their stories at the Afternoon of Engagement.

Lilly Anderson, Zennon Black, Christine Ficula, Nancy Kaufman, Lea Thau, Lisa Thomas, and **Christina Thyssen** for organizing the complex Afternoon of Engagement.

Michael Blauw, Alejandro Garcia Fernandez, Danielle Glazer, and **Jess Tollette** for their research contributions and assistance.

Leah Downey, Natasha DuMerville, Naima Green, David Kidd, Siri Uotila, Briitta van Staalduinen, and **Tyler VanderWeele** for their work to create the inclusion survey module.

Roland Davis, Natasha DuMerville, Tracie Jones, and **Domonic Rollins** for their work on the Promising Practices Catalog.

Steph Burt, Kurt Crowley, Franklin Leonard, Marcyliena Morgan, and **Carol Oja** for serving as judges in the competition to revise the last line of the *alma mater*.

Maggie Gates for organizing the competition to revise the last line of the *alma mater*.

Salma Abdelrahman for co-leading the undergraduate space working group.

Aly Kassam-Remtulla, Beverly Tatum, and **John Wilson** for reviewing the draft report and providing helpful feedback.

Office of Institutional Research for providing data and analytic support.

Anna Cowenhoven and **Kate Kondayen** for providing communications support.

Copy editor: **Lucia Huntington**

Design: **Design & Co.**

VI. Accompanying Materials for the Community

A. Acting According to Harvard's Values: A Call to Action

We each have the opportunity — and the responsibility — to create a greater sense of inclusion and belonging throughout our campus communities. Consider the various communities to which you belong — your department, your section, your School, your extracurricular organizations, your lab, or simply the people who live and work beside you. Each of us should think about the numerous roles we occupy within the broader Harvard context and their connection to other parts of the University. Identify the communities in which you have the power to create change and the communities where you can support efforts of those who are already engaged in creating a more inclusive Harvard. How can we each play a part in shaping our own experience and the experiences of those around us through our actions? How can we engage in the activities of our School or department and Harvard more broadly to further the goals, tools, and recommendations within this Task Force report?

In our outreach sessions, we asked what word came to mind when people heard “Harvard.” While many connected with pride to their own School, community, or unit, several expressed less connectedness with “Harvard” more broadly. Words shared included: elite, privilege, pretentious, old, and wealth. There was a hunger for improving upon our culture to grow into a more hospitable Harvard — a community of excellence that welcomes growth and challenge, with responsibility and humility. To create that cultural shift, there was

a realization that such change requires prioritizing this work in our busy lives and redefining how we achieve excellence. It requires us to reflect on the value we place on an inclusive community and culture. It requires us to realize that inclusivity and belonging are not exclusive of excellence but rather are its foundations.

By thinking and acting intentionally, we can enable each and every member of our community to be an integral and active part of it. To sustain this work, we have to ask questions constantly of ourselves and each other from a place of humility: What would you like Harvard to be? How do you envision a cultural change? How might you take action and ensure steps are carried forward in your realm of possibilities? Through this work together, we will realize our aspiration of inclusive excellence in our academic pursuits and professional development while building a strong Harvard community to serve society for generations to come.

Harvard University's five core values provide a framework to organize how each of us can act to create that inclusive and hospitable culture. We invite everyone to embrace these values. If we can achieve that, we will together strengthen the foundation of inclusion needed for the pursuit of excellence at Harvard. Many ideas about how to enact those values came out of conversations that the Task Force hosted. We provide some of them below.

1. Respect the rights, differences, and dignity of others

The University's first value is to respect the rights, differences, and dignity of others.

- We can live this value more deeply by engaging critically with colleagues through respectful dialogue and taking others seriously by being present and invested, assuming best intentions, and listening first to understand rather than to judge.
- To understand, respect, and bridge differences, we should be aware of how our culture and experiences shape our perspectives and, conversely, try to understand how others' backgrounds inform their views.
- Finally, each of us should model the behavior that is appropriate for the communities in which we want to live and work by trying to generate thoughtful solutions and creating space for others to speak and be heard.

2. Demonstrate honesty and integrity in all dealings

The University's second value, demonstrating honesty and integrity in all dealings, can increase inclusion and belonging by fostering trust and engagement that bridges differences.

- We can each build that trust by being forthright about our interests, intentions, and actions.
- We can each become more trustworthy by making the time, taking the initiative, and following through on our commitments.
- We can encourage the spread of trust in our communities by modeling an ethic of generosity, sharing, and collaboration.

3. Pursue excellence conscientiously in one's work

The University's third core value is to pursue excellence conscientiously. Inclusive excellence, a key idea of the Task Force's report, offers a guide to achieving greater excellence through inclusion.

- For example, we can each work to ensure there is representation across all constituents in our inquiries, meetings, and decision-making efforts.
- In creating inclusive and diverse teams, we can tap best practices, such as understanding implicit bias, building teams, and using teaching/learning tools for creating healthy norms across differences.
- The pursuit of excellence requires self-respect as well as respect from others; we can open up to others and stand up for ourselves when we need support.
- We can consider how inclusion and belonging concepts connect to the fields and professions in which we work and develop pathways for additional learning.
- We can be attentive to opportunities to integrate inclusion and belonging ideas into ongoing work, research, learning, and our living environment.

4. Be accountable for actions and conduct in the community

We can each enact the University's fourth value — being accountable for our actions and conduct — to increase inclusion and belonging in several ways.

- We can strive to understand that we are all teachers/learners and show compassion, as we all will make mistakes in growth.
- As student leaders, staff, and faculty and academic personnel, we can each develop skills of inclusive leadership, considering how hierarchies and power asymmetries affect decisions, actions, and communications.
- Each of us can reconsider our group's stated values, mission, purpose, and norms to consider what traditions or practices could be changed to better foster inclusive excellence.

5. Cultivate bonds and bridges that enable all to grow with and learn from one another

The Task Force recommends that the University adopt a fifth value: to cultivate the bonds and bridges that enable all to grow and learn from one another in the recognition that inclusion, belonging, and community are essentially relational ideas. We can cultivate these bonds and bridges in many ways.

- For example, we can practice acts of inclusion each day to foster a welcoming environment for all — we can say hello and welcome newcomers; we can learn and use people's names; we can share stories.
- We can proactively engage with groups who might have different views or interests.
- We can make time to actively participate in more events and initiatives across Harvard, beyond our School or business unit.
- We can seek opportunities to collaborate with people from a different School or business unit toward greater inclusive excellence.
- We can listen, care, and support — we can ask someone about his, her, or their personal story and share our own.

Beyond embracing Harvard's five values, there are many ways that everyone in the community can help spread the ideas of this Task Force and advance inclusion and belonging. Here are some suggestions that emerged:

- We can pick one book/article on the Task Force resource list to read and discuss each month to deepen our understanding of the Task Force report and framework.
- We can engage in town halls and feedback processes connected to the University's triennial assessments.
- We can consider how inclusion and belonging concepts connect to our field or profession and develop pathways to further learnings.
- We can learn about diversity and inclusion efforts underway and how they can support our own work, learning, and personal growth regardless of our background.

B. Inclusion and Belonging Promising Practices Catalog Teaser

For each of the Four Goals and Four Tools, the Task Force has gathered examples of promising practices from across the University. The following teaser includes 18 practices that represent at least one practice for each goal or tool area and at least one practice per School. Each goal or tool area includes the definition followed by the promising practice and the takeaway for that practice. The full Promising Practices catalog includes more than 120 practices that could be made into a searchable online database.

GOAL 1.1

Inclusive Excellence

The goal of recruitment, promotion, and retention is to maximize excellence and diversity simultaneously (i.e., to pursue inclusive excellence); this requires proactive talent-spotting, contextualization for standardized metrics, and recruitment practices that utilize inclusive social networks and the power of pipeline programs. Achieving inclusive excellence also requires expanding our perception of areas worthy of research and teaching. Finally, the goal of achieving inclusive excellence should operate with equal rigor at the point of promotion as at the point of recruitment.

Harvard Medical School

The School's entrance interviews with all first-year underrepresented minority (URM) students and feedback from the Office of Recruitment & Multicultural Affairs (ORMA) Student Advisory Group (SAG) are essential to providing negative and positive insights from the applicants' perspective on the interview experience and the subsequent implementation of changes to enhance it the following year. In 2017, ORMA initiated post-interview (pre-decision) anonymous surveying of URM applicants to identify best practices and also challenges on the interview day from the applicants' perspective.

Takeaway

This School uses an impressive process of data-gathering, self-study, and reflection in support of continuous efforts to improve its ability to recruit successfully from underrepresented student populations.

GOAL 1.2

Inclusive Leadership

Rather than wholly delegating diversity, inclusion, and belonging work to others, School and business unit leaders should take direct responsibility for diversification through recruitment, promotion, retention, and ongoing development strategies. In their efforts, they should attend to all three constituencies of staff, students, and faculty and academic personnel.

Harvard Business School

The governance model of HBS is much like that of Harvard more broadly — a matrix where strategy, decisions, and activities bubble up or exist or are made at the local level (e.g., within a particular department or program), but then are hopefully woven together in service of a School-wide strategy. One of the most significant factors in causing inclusion to be felt and experienced as a shared responsibility at HBS was the dean early in his tenure naming “inclusion” as among his “5i” priorities (innovation,

intellectual ambition, internationalization, inclusion, and integration) — specifically, “to make HBS a place where everyone is able to thrive and do their best work.” The priorities are widely known throughout the community; progress toward them is shared annually through forums like the town hall (for staff) or the annual update (a letter to alumni and the on-campus community). The dean also adopted a mantra of “make difficult issues discussable” (also phrased as “sunshine is the best disinfectant”). Questions like why women were failing to achieve honors in the M.B.A. program at a rate proportional to their representation there, questions that had been thought but not articulated for a number of years, became topics of discussion at faculty meetings, and then part of more systematic study. Similarly, whether male and female faculty members were being promoted at the same rate could then be examined and analyzed.

Takeaway

It is widely acknowledged that increasing inclusion and belonging requires a culture change as well as structures and processes. This example highlights two key pieces of culture change. First, senior leaders need to publicly and repeatedly make clear that inclusion and belonging are strategic priorities. Second, they have to provide a forum for having uncomfortable conversations about where we are falling short on our commitments to diversity, inclusion, and belonging.

GOAL 1.3

Potential for Growth

For students and entry-level staff, recruitment should be organized around practices for judging growth potential, with a recognition that observed past performance may not alone capture the potential of an entry-level applicant, given differential opportunities and differential degrees of difficulty encountered.

Harvard John A. Paulson School of Engineering and Applied Sciences

A guide on implementing blind grading on various software platforms used at SEAS is being developed. Additionally, Women in Computer Science (WiCS) hosts a variety of community events to encourage collaboration among all levels of students pursuing a concentration in computer science (CS). As a result of an area-wide diversity committee, CS also launched a freshman advising initiative to provide each female student who indicates a primary interest in CS with a CS faculty member as a freshman adviser. This required collaboration with admissions and faculty.

Takeaway

Schools and programs may increase inclusive practices for students using a variety of approaches to level the playing field and build community — and many of these can be simple and low-cost. SEAS’ efforts to support blind grading not only help remove bias, but also give students

who identify as marginalized confidence that they will be treated equitably. Likewise, efforts to increase collaboration and community can be informal and organic, such as social events.

GOAL 2.1

Academic and Professional Excellence

Initiatives to advance diversity, inclusion, and belonging should start and end with a focus on the academic and professional flourishing of all members of our campus community, rather than being formulated primarily as social problems. High-quality community-building experiences should, however, be recognized as a necessary support for academic and professional success.

Harvard John A. Paulson School of Engineering and Applied Sciences

SEAS encourages staff to utilize training sessions and professional development conference funds to develop and/or improve skills used in their daily roles, or to develop a deeper knowledge in new areas of interest to their overall career paths. The FAS and the University have programs/offices/centers in place which offer professional development opportunities, research and funding application support, and teaching support to all faculty. There is a particular emphasis on providing mentoring support to tenure-track faculty.

Takeaway

This practice highlights the importance of offering continuing professional development opportunities to staff, who may sometimes feel that their professional goals are neglected relative to those in academic appointments. SEAS takes advantage of and subsidizes courses from the Center for Workforce Development (CWD) for all staff. This policy has value both for signaling the inherent worth of investing in staff and building capacity for more satisfying and inclusive work environments. Likewise, supporting training opportunities for tenure-track faculty not only helps them flourish but also signals that the School is invested in them.

GOAL 2.2**Responsive Curricula**

Within the parameters of a School's mission, Schools and departments should seek to incorporate input from students into faculty-led curricular planning processes.

Harvard Division of Continuing Education

While it's difficult to know which courses explicitly incorporate content related to inclusion and belonging into the curriculum, ongoing efforts have been made to increase the number of courses that address

related topics, such as race, sexuality, gender, religion, and culture. The Harvard Extension School (HES) currently offers more than 41 courses on these topics, including “Understanding Islam and Contemporary Muslim Societies” and “Gender, Leadership, and Management.” These types of courses are very popular among HES students and receive strong reviews each semester.

Takeaway

This practice highlights the important recognition that diversity in intellectual agendas (i.e., curricular and research agendas) is critical to providing a foundation for academic flourishing to a diverse community.

GOAL 2.3**Collaboration and Teamwork**

We should increase and make effective use of collaborative and/or team structures to support learning, work, mentoring, advising, and the achievement of academic and professional goals. Relatedly, our policies and practices should, wherever possible, prioritize sharing resources and opportunities over efforts to maintain exclusive control of resources and opportunities. In particular, we should increase opportunities for course cross-registration and space-sharing.

Harvard Graduate School of Arts and Sciences

Because GSAS students may have “dual citizenship” in other Schools, there are also collaborative efforts with offices in these Schools. For example, GSAS has collaborated with colleagues in the Chan School of Public Health, Harvard Business School, and the Kennedy School of Government to develop GSAS-wide pipeline and retention programs. Collaborations exist with diversity and inclusion (D&I) offices across Harvard on recruitment efforts. Finally, under the leadership of the Office of the Assistant to the President for Institutional Diversity and Equity, individuals involved in D&I efforts across Harvard come together periodically to learn about and share best practices with each other.

Takeaway

This practice provides a good example of recognition that cross-School collaborations can enhance diversity and inclusion work in particular Schools, especially when those collaborations help Schools build communities for students from minority groups.

GOAL 2.4**Improved Mentoring**

For all constituencies, we should improve our approach to mentoring, in particular by seeking a more holistic approach that goes beyond support for academic and professional development to include professionally appropriate support along psychosocial dimensions and equitable distribution of both kinds of support. Holistic mentoring involves taking an interest in one another as human beings; it typically requires partnerships among a range of kinds of advisers and mentors, some who focus more on the academic end and others more on the psychosocial end of a mentee's experience. Achieving a holistic view of a mentee is likely to require more information-sharing among the people who play mentorship roles in relation to any given individual. Improved use of data, within the parameters of privacy constraints, should support improvements in mentoring. For students, improved mentoring also depends on a well-functioning interface with mental health counseling and effective training for staff, faculty, and academic personnel in how to help students navigate the set of complementary resources spanning the spectrum from academic advising to mental health counseling.

Harvard Faculty of Arts and Sciences

The dean of FAS made mentoring of tenure-track faculty a central topic at his fall 2015 retreat for the FAS academic deans.

Together, the deans reviewed the principles underlying the FAS's AY 2009–10 approach to mentoring and professional development, discussed fresh approaches, and formulated benchmarks to help them evaluate at the upcoming academic planning meetings how well departments/areas were doing. Throughout fall 2015, as these academic planning discussions took place, the Office for Faculty Affairs (OFA) separately conducted focus groups with tenure-track and recently tenured faculty to discuss their experiences on the tenure track. In addition, every ladder faculty member was asked about mentoring in his or her activity report, an annual survey in which faculty describe their accomplishments over the last year. From these reports, OFA culled best practices on mentoring. In addition, OFA researched the literature on mentoring. Synthesizing information from these sources and from the academic planning meetings, in spring 2016 OFA created and distributed to all FAS ladder faculty its "Guide to Faculty Mentoring in the Faculty of Arts and Sciences." These efforts have continued. For example, the FAS held a fall 2016 workshop for tenure-track faculty on giving and receiving feedback. During spring 2017, OFA held a panel discussion on advising graduate students and piloted laser-coaching sessions for tenure-track faculty that have continued to be offered in AY 2017–18. In February 2017, the Standing Committee on Women

(SCW) held more mini-symposia for women faculty in the Science Division and SEAS, and mini-symposia in the divisions of the Arts and Humanities and Social Sciences were scheduled in AY 2017–18. A series of workshops on research management, for tenure-track and recently tenured faculty, co-organized by OFA and Research Administration Services, also launched in AY 2017–18.

Takeaway

This practice is a good example of how to move forward strategically on an inclusion and belonging agenda item, in this case mentoring. This case models the following steps:

- Make mentoring a top leadership priority and incorporate it into strategic planning processes.
- Allocate resources to develop practices for how effective mentoring takes place in your own context and tap a broad range of constituents to provide input and feedback.
- Offer a range of events and workshops to bring practices alive and share learnings with each other.
- Determine key points to gather feedback to assess the effectiveness of the mentoring efforts and improve over time.

GOAL 3.1**Trust-Building**

How can insights from disciplines such as history, negotiation, education, psychology, and theater help us cultivate and disseminate skills of connecting with one another even across deep fissures?

Harvard Graduate School of Design

A joint faculty-staff meeting at the start of each academic year promotes a sense of shared vision in which the dean, faculty, and administrative leadership lay out selected accomplishments and goals. Human Resources (HR) provides staff and faculty opportunities to connect outside of the regular daily routine. HR coordinates regular Druker Design Gallery tours of current exhibitions led by faculty curators. In collaboration with the GSD Joint Council, HR hosts an annual “Design Today” lecture given by a GSD faculty member to provide an opportunity for staff to learn about the intellectual content of the School.

Staff orientation to the GSD now includes a staff luncheon that helps foster a sense of community. Staff events throughout the year, especially around the holidays, reinforce this ethos.

Takeaway

This practice is an example of how to use convenings around goal-setting as a part

of trust-building. Schools can create a shared vision in which the dean, faculty, and administrative leadership lay a foundation for select goals and accomplishments. This can be done for the academic year or beyond. Two ways to accomplish this are:

- Introducing new employees to the community by way of a staff luncheon. This practice fosters a sense of community and belonging.
- Creating community events throughout the academic year to build and sustain the sense of community that already exists, while allowing new members to enter the space and build relationships.

GOAL 3.2**Skills for Difficult Conversations**

How do we equip everyone on campus — faculty and academic personnel, staff, and students — with skills to engage across difference, support freewheeling debate, navigate difficult conversations productively, and make space for minority viewpoints (whether of religious students, conservative students, or students from underrepresented identity groups or backgrounds)?

Harvard Law School

Each summer two or three of the faculty workshops focus on teaching, including topics such as gender and race in the class-

room; experiential learning; and learning outcomes and assessments. These are workshops in which faculty share best practices for creating environments that foster inclusion and belonging in teaching and learning.

Takeaway

This practice provides an example of how to schedule formal time and space for faculty members to share how they create and foster inclusion and belonging through teaching and learning. The broader practice of sharing knowledge and skills can be adopted by all community members. Examples can be workshops, trainings, diversity dialogues, and community readings led by and for members of the community. A designated time and space should be formally set aside for these activities.

GOAL 3.3**Time and Space for Difficult Conversations**

How can Schools create opportunities, whether in the curriculum or co-curriculum, for all on campus to explore issues in the world, hear differing points of view, and reflect on hard questions, in formats that both foster and model free academic expression and mutual respect and concern?

Harvard Divinity School

The Divinity School introduced a daylong conversation and presentation series during incoming student orientation titled Vital Conversations, which focused on addressing racism and sexual and gender-based violence, and offered a continued series of community conversations throughout the year with the same title, but touching on other aspects of diversity and inclusion. There were many events and programs organized within the community, particularly by the student group HDS Racial Justice and Healing Initiative:

- A conference on Buddhism and race.
- A three-part series of dialogues on racial justice called the REAL Dialogues.
- Weekly affinity group meetings.
- The Black Religions, Spirituality, and Culture conference.
- Diversity and Explorations, a recruitment event where HDS brings in 45 students, who are usually from marginalized identity groups or are focused on social justice initiatives, to come and experience the School.

Takeaway

This touches on a range of initiatives, starting with orientation, when students have time to devote to learning about the values and the commitment of their School/community. HDS has created continuity

and reinforced its commitment to difficult conversations by continuing programming throughout the year. Bringing students from marginalized communities to campus for recruitment is a positive pipeline program.

GOAL 4.1

Community

The values statements of the University, Schools, and business units should include attention to values of community as well as to values of individual autonomy. Organizational decisions and practices should align with those core values.

Harvard School of Dental Medicine

In conjunction with the 150th anniversary celebration and the launch of the Freeman, Grant, and Franklin Scholarship (named for key African-American alumni), the Office of Diversity and Inclusion and the Office of Development and Alumni Relations are working on creating a wall of portraits to celebrate alumni of color. There is also a discussion about displaying flags that represent students' countries of origin in the lobby of the Research Education Building. HSDM is also working on replacing gendered signs of single-stall bathrooms with gender-neutral ones.

Takeaway

This School is reviewing how well portraiture, symbols, and signage convey openness to its current student body, and its full alumni community.

GOAL 4.2

Present and Past in Proportion

Symbols and communications materials should convey the openness and accessibility of our campus and of an academic life to people from all backgrounds. While continuing to respect our distinguished past, we should nonetheless shift the emphasis in our images, portraits, and public art to the present and future. This will permit us to represent the campus' current and anticipated diversity.

Harvard Kennedy School of Government

HKS has hired a consultant to help develop a visual design that will pull together the old and new buildings on its campus. After that design has been set, the School will examine the use of spaces to enhance diversity, inclusion, and belonging.

Takeaway

This School is reviewing art and iconography to create appropriately inclusive spaces.

TOOL 1**Leadership From the Top**

At every level, from the Office of the President and the Provost to the vice presidents heading business units, from deans and department chairs to student organization presidents, leaders at the top need to be committed to the pursuit of excellence on a foundation of inclusion. Importantly, successful leadership for inclusive excellence requires strong practices of partnership that link all three constituencies: students, staff, and faculty and academic personnel.

Harvard Graduate School of Education

The Center for Education Policy Research (CEPR) successfully created OneCEPR, a space where information related to diversity, equity, and inclusion (DEI) is shared, and began making more connections between DEI and CEPR's work. This was prompted after CEPR's leadership reflected on the following:

- What are our core values?
- Is diversity at the organizational level reflected here?
- Does the Center value people's individual diversity?
- Are folks satisfied with CEPR's culture?

Had the leadership not posed such questions and made space to process the answers, OneCEPR would not exist.

Takeaway

This practice is an example of department heads/leads ascertaining insights about the values, culture, and climate of their departments. In addition, leadership should create space and time to discuss the results in a productive way (i.e., "We are here ... we want to be here ... let's put together a plan to address challenges and gaps as they relate to cultivating a more inclusive workplace"). Finally, leaders must support whatever strategic DEI priorities are decided upon, particularly in cases where the intervention does not come from the leadership/management.

TOOL 2**School and Business Unit Strategic Planning**

Too often, efforts at diversity, inclusion, and belonging work lead to many well-intentioned but non-strategic and uncoordinated ad hoc efforts. The result is "diversity clutter": a host of programs that do not add up to more than the sum of their parts. We should bring the tools of strategic planning to the pursuit of inclusive excellence. In addition, that work should draw on scholarly research and practitioner expertise to avoid reinven-

tion of wheels and to meet a high standard of expertise.

Harvard College

Senior leaders are held accountable to ensure that the areas they oversee achieve the diversity, inclusion, and belonging goals as defined — and included in this are strategic planning efforts such as multiyear planning to create and populate pipelines. An annual "state of the department" staff diversity report is shared with individual senior leaders by the dean, and a conversation about obstacles to staff diversity is part of the performance review process.

Takeaway

This practice is an example of elevating diversity, inclusion, and belonging work to the same accountability level as budget work.

TOOL 3**Aligned Organizational Structures**

The pursuit of inclusive excellence should be supported by organizational structures that align responsibility with authority. Most importantly, each School or business unit should develop its organization and policies so that those with responsibility for diversity, inclusion, and belonging work also have the authority to make decisions for the constituency

to which their work pertains (i.e., students, staff, or faculty and academic personnel) and/or strong and effective partnerships with those with such authority. This may mean more frequently asking faculty members to take leadership roles in this space, or it may mean developing innovative forms of staff–faculty partnerships. There may be still other solutions.

**Harvard T.H. Chan
School of Public Health**

The associate dean for diversity is formally responsible for all aspects of strategy related to diversity, inclusion, and belonging. In addition, the senior director of human resources, associate dean for faculty affairs, and associate dean for student services are responsible for specific aspects of diversity and inclusion strategy for staff, faculty, and students, respectively. These latter officials have specific compliance obligations related to diversity — e.g., affirmative action reporting, annual student diversity reporting to the Association of Schools and Programs of Public Health (ASPPH) — and to meeting Title IX requirements (some but not all of which would fall under the category of inclusion). The associate dean for diversity has authority over the Office of Diversity and Inclusion (ODI), which is a stand-alone office of the School that serves all constituents and is responsible for many of the tactics that support its strategic priorities. There are four staff

in the ODI, which has a modest operating budget funded by the Dean’s Office. The associate dean for diversity also works as a collaborator to support the strategic efforts to improve diversity and inclusion of the offices of Human Resources, Faculty Affairs, and Student Services, but has no specific authority over those offices. Accountability has been largely accomplished through reporting and transparency. ODI gathers and reports data, including a recent climate survey, which are disseminated and made available on its website; a data dashboard provides tracking data as well. The dean and associate dean for diversity host diversity and inclusion town halls to update the community on policies and programs and identify new priorities, successes, and failures. As noted, each constituent group also has reporting requirements to the University and outside agencies. The School as a whole (across all groups) is held accountable for diversity efforts through the accreditation process, which is currently underway with the Council on Education in Public Health.

Takeaway

This practice is an example of assigning top-level leadership responsibility for diversity, inclusion, and belonging work to a faculty member and of constructing strong faculty–staff partnerships to advance diversity, inclusion, and belonging work.

**Radcliffe Institute
for Advanced Study**

Over the past several years Radcliffe has worked proactively to ensure that all staff with formal responsibility have the autonomy, staff, and fiscal resources to achieve the diversity and inclusion goals set in their strategic plans. While the positions listed above have formal responsibility, the dean has repeatedly emphasized that all Radcliffe staff members, regardless of department or grade level, play an essential role in creating a diverse and inclusive community.

Takeaway

This practice is about a School’s thinking explicitly about how to align authority and responsibility for diversity and inclusion and belonging work. This School has developed three models: incorporation of the responsibilities in job descriptions; incorporation of the responsibilities in strategic plans; and cultivation of a culture in which everyone has a personal responsibility to advance inclusion and belonging work.

TOOL 4

**Data, Transparency,
and Dialogue**

Each unit should have the institutional research capacity, or access to it at the level of the central University, to diagnose disparities

in the quality of experience for each constituency by demographic group. Each unit should also have the institutional research capacity to measure its progress toward inclusive excellence. Finally, School- and unit-wide community discussions about data and progress reports in venues like town halls can help build cultures of transparency and contribute to iterative improvement.

**Harvard T.H. Chan
School of Public Health**

In 2016 the Chan School completed a Schoolwide climate survey that examined inclusion and belonging for all constituents. The survey data were collected and analyzed by an outside agency (the Culturally Engaging Campus Environments Project) and are available to all, and the findings were also presented in a number of live forums. During the last three years, the School has included questions on diversity and inclusion in student and staff exit surveys and has also added these questions to course evaluations. Exit survey and course evaluation D&I questions are used for quality-improvement purposes and the results are not published — data are fed back to faculty in aggregate and conversations are initiated by the associate dean for diversity/senior associate dean for education, as needed (in the case of concerning patterns).

Takeaway

This practice is an example of using expert resources, wrap-around survey processes, transparent dissemination of data, and community forums to reflect on the data in order to build a solid foundation of understanding to support problem identification and continuous improvement.

**Harvard Kennedy
School of Government**

HKS is prototyping cloud-based software that tracks how frequently — or infrequently — students join class discussions. The software can produce charts that show students' gender and nationality, ranking them by those who have participated least. This system is just one tool faculty can adopt to create a classroom environment where more students feel welcome to chime in and professors can level the playing field. Nine faculty members are using this new software in 13 classes with more than 300 students.

Takeaway

This School is developing systems to leverage data in order to enhance the classroom experience and teaching and learning. The system helps faculty better leverage diversity in class discussions and ensure that all voices are heard.

C. Draft Inclusion and Belonging Survey Module

The Inclusion and Belonging Task Force developed the 10-item survey module below with the intention that it be deployed University-wide on a regular basis to measure, and monitor improvement in, inclusion and belonging among Harvard students, staff, and faculty and academic personnel.

Ordinarily this module is not meant to stand alone as an instrument. It is expected to be incorporated into other surveys that are planned or already in place. Following the module, we recommend other types of information that could be collected to better understand and help to improve inclusion and belonging at Harvard. We suggest these other elements be used together with this module within an existing survey or forming a separate instrument.

Guidelines and instructions for deploying the Harvard University Inclusion and Belonging Survey module:

1. Administer the module on a single page or form as illustrated here: <http://bit.ly/huibsm>
2. The responses will be summarized as a single scale value. **Please do not change item wording, item order, or the response scale.**
3. Required elements of the survey into which this module is embedded:
 - a. **Survey introduction.** Following best practices for survey design, the introduction to the survey should specify why the respondent is being contacted, what the purpose of the survey is, and how survey responses will be kept confidential.
 - b. **Demographic information.** Standard prompts for gender and race/ethnicity, as well as additional demographic information as described in the Inclusion and Belonging Task Force Report, are critical. These demographic variables are necessary to identify relevant differences in inclusion and belonging and monitor improvement in all groups over time. They will need to be analyzed together with responses to the module below.
4. The suggested *introduction to the module* below may be adjusted if there is redundancy with the overall survey introduction.

Core module

The next 10 items relate to your feelings and experiences of inclusion and belonging at Harvard. Your honest responses are essential to our efforts to measure and improve in this area. Responses are voluntary and will be confidential. All responses will be compiled together and analyzed as a group.

RESPONSE SCALE

1. Strongly Disagree	2. Disagree	3. Slightly Disagree	4. Neither Agree nor Disagree	5. Slightly Agree	6. Agree	7. Strongly Agree
-------------------------	-------------	-------------------------	----------------------------------	----------------------	----------	----------------------

1. I feel like I belong at Harvard.
2. I feel like people at Harvard value me.
3. I feel like I can be my authentic self at Harvard.
4. I feel like I receive proper recognition at Harvard.
5. While at Harvard, I have been able to make progress toward my professional aspirations.
6. I feel a sense of accomplishment from my work at Harvard.
7. I am content with my friendships at Harvard.
8. My relationships at Harvard are as satisfying as I would want them to be.
- 9a. The academic goals I have for myself are being met at Harvard.
(for students and faculty/academic personnel)
- 9b. The professional goals I have for myself are being met at Harvard. *(for staff)*
10. I feel like I am a part of the Harvard community.

Optional elements to consider using with the core module

The elements outlined below, together with the core module, will help the University and individual Schools/units to understand more about inclusion and belonging experiences, illuminate possible moderating or mediating variables, and point to actionable next steps. They are meant to be optional; however, we suggest that they be embedded with the core module into other surveys. Should a School/unit wish to deploy a standalone inclusion and belonging survey, it might combine the core module with some or all of these elements.

As always, we recommend that supplemental survey items be piloted with their desired respondent populations before deployment. Please be in touch with the [Office of Institutional Research](#) to discuss any questions, for help to pilot survey items, or for help with analysis.

1. Validated General Flourishing Module. Items that assess flourishing more broadly can help to clarify both the determinants of and the outcomes of inclusion and belonging. Harvard professor Tyler VanderWeele has developed a module that measures flourishing in six dimensions and is used at Harvard and elsewhere. Using a validated instrument will allow for helpful comparisons by population group. Note that two of the items on the core module above (7 and 8) are adapted from this instrument (domain 5: close social relationships); when this module is added to the core, we recommend removing those questions so that they are not redundant. Use this [link](#) to read the journal article and full set of survey questions. Four suggested examples of the other general flourishing items, using a 1-7 or a 1-10 response scale, are:

Overall, how satisfied are you with life as a whole these days?

[0 = Not Satisfied at All,
10 = Completely Satisfied]

In general, how happy or unhappy do you usually feel?

[0 = Extremely Unhappy,
10 = Extremely Happy]

Overall, to what extent do you feel the things you do in your life are worthwhile?

[0 = Not at All Worthwhile,
10 = Completely Worthwhile]

I understand my purpose in life.

[0–10 Agreement Scale]

2. Information about observed behaviors and direct experiences. Specific behavioral prompts may help to generate statements such “XX percent of respondents report YY” or “XX percent of group A relative to XX percent of group B report YY.” These may also help in understanding the determinants of inclusion and belonging and identifying specific areas in which action might be taken. Four suggested examples of this kind of question, using a 1-7 frequency scale:

I have experienced the following in my primary School/unit:

- Interruptions when I’m speaking in settings such as classes or meetings.
- My ideas being attributed to other people.
- Non-majority opinions being devalued.
- Disrespectful behavior taking place without comment or sanction.

3. Questions about local processes and climate. Questions of this kind might already exist in a full survey into which the core module is embedded. For example, a faculty climate survey might include questions such as “My performance is evaluated fairly within my department.” These kinds of questions, if they are not included in a full survey, can provide meaningful context for the full inclusion and belonging responses and may also help in understanding where action might be taken to improve inclusion and belonging. Three suggested examples of this kind of question, using a 1-7 agreement scale:

I am satisfied with my ability to influence decision-making at [Harvard/School/unit].

I know what I need to do to succeed at [Harvard/School/unit].

People from all backgrounds have equal opportunities to succeed at [Harvard/School/unit].

4. One or more open-ended questions. Many individuals find it helpful to be able to write comments, voicing their concerns or specific ideas in their own words. In addition to the core module, it may be helpful to add a question or more that allows them to do so. Note that open-ended questions typically come at the end of a full survey. An example of this kind of prompt is:

Please make specific suggestions about what would improve your sense of inclusion and belonging within the School/unit that represents your primary affiliation at Harvard.

D. Inclusion and Belonging Essential Readings

Allen, Danielle. "[Toward a Connected Society.](#)" In *Our Compelling Interests: The Value of Diversity for Democracy and a Prosperous Society*, edited by Earl Lewis and Nancy Cantor, 71–105. Princeton, NJ: Princeton University Press, 2016.

Banaji, Mahzarin R., and Anthony G. Greenwald. [Blindspot: Hidden Biases of Good People.](#) New York: Delacorte Press, 2013.

Bohnet, Iris. [What Works: Gender Equality by Design.](#) Cambridge, MA: The Belknap Press of Harvard University Press, 2016.

Brooks, Arthur C. "[Academia's Rejection of Diversity.](#)" *The New York Times*, 2015.

Cheryan, Sapna, Victoria C. Plaut, Paul G. Davies, and Claude M. Steele. "[Ambient belonging: How stereotypical cues impact gender participation in computer science.](#)" *Journal of Personality and Social Psychology* 97, no. 6 (2009): 1045–1060.

"Complete Mentor Curricula." Center for the Improvement of Mentored Experiences in Research (CIMER). 2017. <https://www.cimerproject.org/#/completeCurricula>.

Crenshaw, Kimberle. "[Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Policies.](#)" *University of Chicago Legal Forum* 1989, no. 1 (1989): 139–167.

Dobbin, Frank, and Alexandra Kalev. "[Why Diversity Programs Fail.](#)" *Harvard Business Review*, 2016.

Frey, William H. "[The 'Diversity Explosion' Is America's Twenty-first-Century Baby Boom.](#)" In *Our Compelling Interests: The Value of Diversity for Democracy and a Prosperous Society*, 16–38. Princeton, NJ: Princeton University Press, 2016.

Lareau, Annette. "[Cultural Knowledge and Social Inequality.](#)" *American Sociological Review* 80, no. 1 (2015): 1–27.

Moss-Racusin, Corinne A., John F. Dovidio, Victoria L. Brescoll, Mark J. Graham, and Jo Handelsman. "[Science faculty's subtle gender biases favor male students.](#)" *Proceedings of the National Academy of Sciences* 109, no. 41 (2012): 16474–16479.

Paul, Annie Murphy. "[Are College Lectures Unfair?](#)" *The New York Times*, 2015.

Walton, Gregory M. "[The Myth of Intelligence.](#)" In *Education, Justice, and Democracy*, edited by Danielle Allen and Rob Reich. Chicago: The University of Chicago Press, 2013.

Walton, Jonathan L., et al. [Report of the College Working Group on Diversity and Inclusion.](#) Harvard College Office for Equity, Diversity, and Inclusion, 2015.

Weingarten, Elizabeth. "[Why companies that take pride in diversity programs still wind up hiring white guys.](#)" *Quartz*, 2016.

Williams, Damon A., Joseph B. Berger, and Shederick A. McClendon. [Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions.](#) Washington, D.C.: Association for American Colleges & Universities, 2005.

Wu, Ellen D. "[Introduction: Imperatives of Asian American Citizenship; and The Melting Pot of the Pacific.](#)" In *The Color of Success: Asian Americans and the Origins of the Model Minority*, 1–10; 210–241. Princeton University Press, 2014.

VII. Appendices

Appendix A.

Task Force Charge

From Diversity to Belonging

A community that draws on the widest possible pool of talent, one that fully embraces individuals from varied backgrounds, cultures, races, identities, life experiences, perspectives, beliefs, and values, is a more just community. It is also an environment in which learning, creativity, and discovery can flourish. Harvard aspires to be such a place. Diversity, inclusion, and belonging are not incidental concerns; they are fundamental to Harvard’s mission and identity. As noted in a report unanimously adopted by the Faculty of Arts and Sciences in February 2016, true diversity is:

“... the substance from which much human learning, understanding, and wisdom derive. It offers one of the most powerful ways of creating the intellectual energy and robustness that lead to greater knowledge, as well as the tolerance and mutual respect that are so essential to the maintenance of our civic society.” (Quoting from *The President’s Report: 1993–95*)

For nearly 400 years, Harvard has steadily — though often painfully slowly — opened its doors, as it has welcomed groups previously excluded from its faculty, staff, and student body. But, as recent events both here and elsewhere have reminded us, much work remains to be done if we are to fulfill our ideals and if we are to succeed

in educating leaders and scholars who can effectively contribute to a complex and too often fractured world. It is essential that we bring together a diverse community. To realize the community’s full promise, and to foster the personal and intellectual transformation at the heart of our mission, we must also work affirmatively and collectively to advance a culture of belonging. This requires an openness to change, as well as a willingness to learn from and embrace difference in the spirit that defines a vibrant and respectful academic community.

Over the past several months, Harvard’s Schools have undertaken a range of inquiries and initiatives designed to make this a more open and inclusive campus, an effort made more urgent by the searing experiences of marginalization and discrimination described in the broader society and by members of our community. Since so many critical decisions and policies — on issues from academic priorities and recruitments to student services — are determined at the School level, this focus has already produced important outcomes. But the promise of Harvard University, its inspiring culture of excellence and its most salient opportunities, rests beyond any individual School — in foundational institutional values and in what we contribute to and learn from one another, with each of us and all our endeavors enlarged and expanded by what we share.

To help fulfill that promise, I am convening a University-wide task force on diversity and belonging. I will ask the group, to be made up of faculty, staff, and students from across the University, to focus on four specific areas, and ultimately to recommend programs or initiatives based in an assessment of how we can make progress toward our goal of a community in which everyone may participate as a full member and everyone has the opportunity to thrive.

The task force should consider the following issues, gathering and generating qualitative and quantitative data to help inform its work:

1. *Demographic Realities*

What are the current realities across the University? Where are we doing better; where worse? How do we increase the diversity of faculty, staff, and students? How do we enhance the attractiveness of the campus to faculty, students, and staff who would increase its diversity? What initiatives, incentives, processes, and resources would bring positive change?

2. *The Fabric of the Institution & the Lived Experience of Belonging*

Across and within its 12 Schools, Harvard offers its students, faculty, and staff many different experiential path-

ways but also elements of a common culture. What are the defining characteristics of Harvard's common culture? That is, what is the lived experience of diversity, inclusion, empowerment, and belonging among students, staff, and faculty? How can we transform that culture to achieve not just inclusion but full belonging and empowerment for all members of our community? What are the social, academic, or other structural barriers that may inhibit full membership and participation? Can we identify the critical junctures where opportunities to leverage diversity as a positive benefit for all go untapped? How do we effectively teach and create a dynamic learning environment in an increasingly diverse community? How do we help the entire community understand that the work ahead is a collective opportunity and responsibility?

3. *Academic Resources & Contributions*

Harvard is dedicated to discovery and learning as means of advancing knowledge and changing the world. What intellectual resources do we currently devote across the University to understanding and advancing issues of diversity, inclusion, and social and organizational transformation? How do these issues fit within our teaching and research agendas and in our curricula?

What more can and should we do to create and disseminate knowledge that can advance our common goals?

4. *Harvard's Organizational Structures*

Harvard has a plethora of diversity officers, programs, and initiatives. How can we ensure that these efforts work together well and are known to the community? How do we best measure and improve their effectiveness? Have we defined their roles appropriately? How does our approach compare to established best practices?

Ultimately, the work of the task force is about promise and opportunity: making sure that Harvard continues to attract the most talented people from all walks of life and creates an environment where we can be our best selves. This work will never be complete, nor does it belong to the task force alone, but the University will benefit from the sustained focus of a dedicated group that will help us continue to make progress on the path from diversity to belonging.

May 2016

Appendix B.

Task Force Process

In spring and summer of 2016, President Faust invited 51 individuals from across the University to serve on the Task Force, and five staff members were asked to staff the Task Force. Danielle Allen, Archon Fung, and Meredith Weenick were appointed as co-chairs of the Task Force. This group of 56 individuals represented all the Schools and all three constituencies on campus — students, staff, and faculty and academic personnel — as well as alumni. Student representatives included undergraduate, graduate, and professional students. Staff representatives included administrative and professional staff as well as members with direct experience serving in nonexempt positions in dining services and facilities. Faculty representatives included tenure-track as well as clinical faculty members.

The Task Force divided its work into three phases: 1) a preparatory and organizational phase; 2) a listening and discovery phase; and, finally, 3) a solution generation and prioritization phase.

Preparatory and Organizational Work

In summer 2016, the three co-chairs developed a bibliography to inform the work of the Task Force and sought assistance from the Office of Institutional Research to develop initial data portraits of diversity, inclusion, and belonging at the University for students, staff, and faculty and academic personnel. In addition, the co-chairs established a structure for moving

its work forward with five subcommittees that aligned with the Task Force's charge:

- Demographic Realities, chaired by Andrew Ho.
- Fabric of the Institution, co-chaired by Pat Byrne, Diane Lopez, and Frances Frei.
- Academic Resources, co-chaired by Katrina Armstrong and Jonathan Walton.
- Organizational Structures, chaired by Meredith Rosenthal.
- Outreach, chaired by Stephanie Khurana.

The Task Force met in plenary 11 times over the course of roughly 16 months. It also met during an all-day retreat in September on the Longwood campus. The co-chairs met weekly and convened the subcommittee chairs monthly.

Listening and Discovery Work

The Task Force listening and discovery work was completed over the course of fall 2016 and spring 2017. We were mindful that our listening and discovery work could lead to discussions that were potentially personal and sensitive, so we sought to provide Task Force members with training on how to facilitate sensitive conversations. We were able to engage a few members of the Harvard community with expertise in this area to lead these trainings:

- Amy Edmondson, Novartis Professor of Leadership and Management at Harvard Business School, who has done research on psychological safety.
- Bruce Patton, co-founder and Distinguished Fellow of the Harvard Negotiation Project, who co-authored *Difficult Conversations: How to Discuss What Matters Most*.
- Douglas Stone, lecturer on law at Harvard Law School, who co-authored *Difficult Conversations: How to Discuss What Matters Most*.
- Whitney Bennis, teaching assistant in education at Harvard Graduate School of Education, who teaches negotiation.

Leadership Meetings

The Outreach subcommittee met with key leadership personnel at each School and business unit (see list below) to develop an understanding of how diversity, inclusion, and belonging efforts are furthered within their specific context. The subcommittee gathered insights into strategies and tactics, along with successes and shortcomings. The co-chairs and the Outreach subcommittee met with more than 30 leadership teams, including hundreds of people across the University. Learnings were organized and shared with the other subcommittees as well as codified in the Promising Practices catalog. The co-chairs also met with the governing boards in December 2016 to get

their support for the work ahead and to gain insights about successes and failures in other contexts and industries.

School Narrative Descriptions

Each School prepared a confidential, detailed narrative based upon key questions and themes developed by each subcommittee. These questions enabled both the Schools and the Task Force to reflect upon the practices, tools, and structures currently in place that might foster or limit diversity, inclusion, and belonging efforts. School teams contributed hundreds of pages of responses to these key questions, informing the overall structure and content of the Task Force report.

Outreach Engagement Sessions

The Outreach subcommittee also conducted 16 workshops directly with students, staff, and faculty and academic personnel across Schools and business units. Participants in these grassroots efforts shared their direct experiences and sense of belonging at Harvard. In addition, the subcommittee held numerous individual and small group meetings. With input from more than 600 people, the Outreach subcommittee gathered thousands of ideas that informed the Task Force's work as well as connected directly to actions and behaviors that each Harvard community member can take to underscore our newly stated values.

The listening and discovery phase of the Task Force's work concluded on April 5, 2017, with an Afternoon of Engagement. The University-wide event filled Sanders Theatre and the Joseph B. Martin Conference Center in Longwood with an engaged audience of staff, students, and academic personnel for an innovative program of storytelling and small group participatory reflection. Using digital tools, scribes, and a "theme team," we were able to capture notes from all those conversations. Thanks to the terrific energy and engagement in the room, we gathered 1,536 distinct comments about experiences of inclusion and belonging (or non-belonging) on the Harvard campus and about potential solutions for problems. (For a full report, please see appendix H.)

At the Afternoon of Engagement, we also implemented two of our first preliminary recommendations: 1) that the *Alma Mater* be revised to ensure a more affirmative connection between Harvard's distinguished past and its present and future; and 2) that the University improve methods of University-wide communication around key strategic themes. To implement these two ideas we launched a competition to revise the *Alma Mater* (see appendix E) and an online tool, the Solution Space, that permits members of the Harvard community to add to the Task Force's conversation by contributing solutions (see appendix H).

Solution Generation and Prioritization Work

The Task Force gathered a tremendous amount of information and data over the seven-month listening and discovery phase that needed to be synthesized in order to generate solutions that could then be prioritized. A group of graduate student research assistants coded the notes from the leadership team meetings to identify each comment's type (e.g., grievance, existing solution, new solution, or value) and topic (e.g., organizational structure, teaching, research, lived experience). The subcommittees reviewed the coding as well as the notes from leadership meetings to identify the most important issues for their focus areas.

At an all-day retreat in September 2017, the Task Force drafted an executive summary of a report that could be shared with the Harvard community for discussion and feedback. The discussion draft proposed a framework of shared standards to articulate aspirations for the community, and recommendations for the Office of the President and Provost to help support the Schools and business units in achieving the goals set in relation to the shared standards.

The Task Force released the discussion draft executive summary on its website at the end of September 2017 and accepted

comments and suggestions through the Solution Space through November 30. We also organized meetings with various groups around campus (see list below), including student councils, faculty meetings, and staff groups including the Harvard Administrative Innovation Group comprising 100 administrators representing all Schools and central units. Finally, to encourage broader discussion of the draft executive summary, we created a "DIY Discussion Toolkit" that provided members of the community with discussion topics and resources. The feedback from these discussions was invaluable for us to refine our approach and presentation to make sure that the final report would be meaningful, clear, and responsive to the needs of the community.

Summary of Outreach to the Harvard Community

School Leadership Team Meetings

1. Harvard Business School
2. Harvard College
3. Harvard Divinity School
4. Harvard Division of Continuing Education
5. Harvard Faculty of Arts and Sciences
6. Harvard Graduate School of Arts and Sciences
7. Harvard Graduate School of Design

8. Harvard Graduate School of Education
9. Harvard John A. Paulson School of Engineering and Applied Sciences
10. Harvard Kennedy School of Government
11. Harvard Law School
12. Harvard Medical School
13. Harvard School of Dental Medicine
14. Harvard T.H. Chan School of Public Health
15. Radcliffe Institute for Advanced Study at Harvard University

Business Unit and University-wide Office Leadership Team Meetings

1. American Repertory Theater (A.R.T.) at Harvard University
2. Arnold Arboretum of Harvard University
3. Harvard Administrative Deans Council
4. Harvard Alumni Association
5. Harvard Art Museums
6. Harvard Campus Services
7. Harvard Corporation and Board of Overseers
8. Harvard Financial Administration Department
9. Harvard Human Resources
10. Harvard Initiative for Learning and Teaching (HILT) Teaching and Learning Consortium
11. Harvard Library

12. Harvard Memorial Church and Chaplains
13. Harvard Office of Technology Development
14. Harvard Office of the Assistant to the President for Institutional Diversity and Equity
15. Harvard Office of the General Counsel
16. Harvard Public Affairs and Communications
17. Harvard University Disability Services
18. Harvard University Health Services
19. Harvard University Information Technology
20. Harvard University Ombudsman Office and Longwood Ombuds Office
21. Harvard University Police Department
22. Harvard University Press
23. HarvardX
24. Interfaculty Initiatives including the Berkman Klein Center for Internet & Society; David Rockefeller Center for Latin American Studies; and Harvard University Center for the Environment
25. Nieman Foundation for Journalism at Harvard

Outreach Workshops

1. Harvard Business School student leaders of clubs and section values and international reps
2. Harvard Business School students
3. Harvard College senior staff

4. Harvard College student-faculty Committee on Undergraduate Education
5. Harvard employee resource groups (i.e., Association of Black Faculty, Administrators, and Fellows; Association of Harvard Latino Faculty and Staff; Committee on the Concerns for Women; Association of Harvard Asian and Asian American Faculty and Staff; LGBT Faculty & Staff Group)
6. Harvard Faculty of Arts and Sciences Office of Physical Resources and Planning
7. Harvard Graduate School of Education students, staff, and faculty and academic personnel
8. Harvard Kennedy School of Government students, staff, and faculty and academic personnel
9. Harvard School of Dental Medicine faculty and academic personnel
10. Harvard School of Dental Medicine staff
11. Harvard School of Dental Medicine students
12. Harvard T.H. Chan School of Public Health students, staff, and faculty and academic personnel
13. Radcliffe Institute for Advanced Study all-staff meeting

Discussion Draft Report Outreach

1. Accreditation Evaluation Visiting Team
2. Harvard Academic Deans
3. Harvard Administrative Deans Council

4. Harvard Administrative Innovation Group
5. Harvard Business School Community Meeting
6. Harvard Council of Deans
7. Harvard Council of Deans of Students
8. Harvard Corporation
9. Harvard Divinity School Faculty Meeting
10. Harvard Faculty Affairs Deans
11. Harvard Faculty of Arts and Sciences Academic Planning Group
12. Harvard Faculty of Arts and Sciences Faculty Council
13. Harvard Faculty of Arts and Sciences Faculty Meeting
14. Harvard Graduate School of Education Faculty Meeting
15. Harvard Graduate (Student) Council
16. Harvard Human Resources Deans
17. Harvard Kennedy School Faculty Meeting
18. Harvard Law School Faculty Meeting
19. Harvard Medical School Faculty Council Meeting
20. Harvard Undergraduate Council General Meeting
21. Harvard T.H. Chan School of Public Health Faculty Meeting
22. *The Crimson* Editorial Board

Appendix C.

Key Terms

Constituencies

Harvard University aspires to provide education and scholarship of the highest quality — to advance the frontiers of knowledge; to equip students, staff, and faculty and academic personnel for fulfilling experiences of life, work, and inclusive leadership in a diverse world; and to provide all members of the community with opportunities for growth. Achieving these aims depends on the efforts of thousands of diverse students, staff, and faculty and academic personnel across the University, including in our virtual endeavors. Some make their contributions by engaging directly in teaching, learning, and research; others contribute by supporting and enabling those core activities in essential ways, while also pursuing professional growth. With some variation School to School, the category “academic personnel” includes lecturers, preceptors, postdoctoral fellows, academic personnel in the hospitals, and other researchers. The first three core University constituencies are students, staff, and faculty and academic personnel. Alumni and friends constitute an additional core constituency. Because this Task Force included the staff constituency in its focus, we talk routinely not only about Schools — which house most faculty, academic personnel, students, and staff — but also about business units. These are central organizational units that

house staff, such as Human Resources, Information Technology, and Campus Services, where janitorial and dining services staff are housed.

Diversity and Inclusive Excellence

A community that draws on the widest possible pool of talent, one that fully embraces individuals from varied backgrounds, cultures, races, identities, life experiences, perspectives, beliefs, and values, unifies excellence and diversity. In so doing, it achieves inclusive excellence. The aspiration to achieve inclusive excellence moves beyond the goal of nondiscrimination and toward embrace of the value that flows from bringing diversity of experience and thought to campus, and the rich and varied forms of excellence that can emerge from that diversity.

By diversity, we mean simply social heterogeneity, the idea that a given community has a membership deriving from plural backgrounds, experiences, and identities. Race, ethnicity, gender identity, sexual orientation, socioeconomic background, disability, religion, political outlook, nationality, citizenship, and other forms of formal status have all been among the backgrounds, experiences, and identities to which the Task Force has given special attention, but we have also attended to issues of language, differences in prior

educational background, veteran status, and even differences in research methodologies and styles.

In addition, we recognize that identities are “intersectional”—each of us has multiple facets of identity, some of which are salient in one context, others of which are salient in others. Sometimes these facets of identity intersect in ways that amplify challenges; in other contexts, they may work in contradictory ways. Our expectation is that in communities characterized by social heterogeneity, a routine part of a campus’ self-assessment should be consideration of whether patterned disparities of experience have emerged where those patterns correlate to differences in background, prior experience, and/or identity. We take it that for reasons of justice, intellectual excellence, and organizational excellence, Harvard should aspire to maximize the diversity of the cohorts of talented students, staff, and academic personnel who contribute to its educational and research mission. The faculties of each School define the modes of excellence they pursue; as they draw people from a diverse pool of highly talented individuals into their pursuits of excellence, they achieve mission-specific forms of inclusive excellence. Inclusive excellence, in other words, is about the simultaneous pursuit of our own individual excellence and — equally importantly — the vibrant and multifaceted excellence

of our community. It captures the goal of working together to achieve excellence across a diversity of domains, missions, and purposes.

Integration

The term “integration” refers to the question of whether each person in our community is successfully connected to an academic program or professional context that richly supports individual growth and whether each person is also connected to a personally meaningful social context that supports well-being. In this definition, the term refers to the integration of individuals with contexts in which they can thrive, rather than referring in the first instance to the integration of “groups” with one another. A focus on the “intersectionality” of identity in fact makes it harder to think in terms of stable, separable “groups.”

Inclusion

Inclusion has had two meanings within the work of the Task Force. Just as campuses need to pursue inclusive excellence, drawing upon talent wherever it may be found to build the cohorts of students, staff, and academic personnel that define the campus, so too those who control opportunities and resources on campus, and those who supervise the campus’ decision-making practices, should pursue inclusive approaches to distributing opportunities

and resources and inclusive practices of decision-making. In this usage, inclusion refers to the incorporation of people from all backgrounds, experiences, identities, and formal national residency statuses on campus and in the provision of campus opportunities and resources, and the formal participation of people from all backgrounds in campus decision-making. But inclusion in itself — incorporation and participation — does not suffice to achieve academic and social integration. For instance, women may be included in a decision-making committee but find that they are not given opportunities to speak. In these cases, people are included but do not yet experience full integration, or full belonging.

Belonging

Belonging connotes full membership in the Harvard community. This entails success in achieving not merely formal participation but also rewarding participation for all members of a diverse campus community in the opportunities, resources, and decision-making structures of the campus. Because membership entails not only rights but also responsibilities, our success requires that each of us understands how he, she, or they contributes to crafting this community, to supporting academic excellence, to fostering individual well-being, and to respecting each other’s

dignity. Every member of our community has the right to experiences of inclusion and belonging. And all members of our community, deliberately or not, contribute to our ability to deliver experiences of inclusion and belonging for ourselves and others.

Belonging is a challenging concept because it has both a psychological and a behavioral meaning. As a psychological term, belonging connotes the opposite of feelings of alienation. We can measure an individual's subjective experiences of feelings of belonging, or the lack thereof, as part of a diagnostic strategy for assessing how well we are doing at enabling the academic and professional flourishing of all members of our community. Drawing on the literature on sense of community, we can say that belonging entails the following elements:

- **Experiences of membership:** Individuals have an ownership stake in a community.

- **Influence:** Positive influence from others and ability to be a positive influence and role model to others.
- **Integration and fulfillment of needs:** Members find their participation in the community rewarding.
- **Shared emotional connection:** Opportunity to bond through formal and informal events and interactions.

Yet at the end of the day, the work of promoting belonging must focus on crafting the kinds of experiences that are recognized in the scholarly literature as being most likely to generate such feelings of belonging because they support the forms of growth and flourishing on which feelings of belonging depend. In this regard, the key components of belonging relevant to the work of this Task Force — the elements of belonging that are within the control of our direct actions — are behavioral, the policies, practices, and rituals out of which we construct life at Harvard University.

Appendix D. Revised Values Statement

Harvard University aspires to provide education and scholarship of the highest quality — to advance the frontiers of knowledge; to equip students, staff, and faculty and academic personnel for fulfilling experiences of life, work, and inclusive leadership in a complex world; and to provide all members of our diverse community with opportunities for growth. We pursue these goals for our own good and for the public good through the many ways that advancing and sharing knowledge can improve human flourishing and through the service and leadership of our community members on campus and beyond. Achieving these aims depends on the efforts of thousands of students, staff, and faculty and academic personnel across the University. Some make their contributions by engaging directly in teaching, learning, and research; others contribute by supporting and enabling those core activities in essential ways, while also pursuing professional growth.

Whatever each person's individual role or location within Harvard, we owe it to one another to uphold certain basic values of the community. These include:

- Respect for the rights, differences, and dignity of others.
- Honesty and integrity in all dealings.
- Conscientious pursuit of excellence in our work.
- Accountability for actions and conduct in the community.
- Responsibility for the bonds and bridges that enable all to grow with and learn from one another.

The more we embrace these values in our daily lives, the more we will prove ourselves trustworthy to one another, build a foundation of inclusion, and create an environment of cooperation, lively inquiry, and mutual understanding, thus advancing a shared commitment to education, scholarship, and excellence.

Appendix E.

Revised Alma Mater

Lyrics to Fair Harvard

*Fair Harvard! we join in thy Jubilee throng,
And with blessings surrender thee o'er
By these Festival-rites, from the Age that is past,
To the Age that is waiting before.
O Relic and Type of our ancestors' worth,
That hast long kept their memory warm,
First flow'r of their wilderness! Star of their night!
Calm rising thro' change and thro' storm.*

*Farewell! be thy destinies onward and bright!
To thy children the lesson still give,
With freedom to think, and with patience to bear,
And for Right ever bravely to live.
Let not moss-covered Error moor thee at its side,
As the world on Truth's current glides by;
Be the herald of Light, and the bearer of Love,
Till the stars in the firmament die.*

New last line by Janet Pascal, A.B. '84.

About the Competition to Revise the Last Line of the *Alma Mater*

The Task Force launched the competition to affirm that Harvard's motto, *Veritas*, speaks to and on behalf of all members of the Harvard community, regardless of background, identity, religious affiliation, or viewpoint. The University's *Alma Mater* is a powerful element in its repertoire of rituals, anchoring its culture and values and framing each student's Harvard experience: It is a living symbol used to welcome each incoming College class, and to celebrate the conclusion of each class' journey at Commencement.

The line to be replaced was, "Till the stock of the Puritans die." The metaphor of the final line fails in its own aspiration to project a valuable Puritan commitment to education into the future. The line reduces human experience to biology with the word "stock," and ties the commitment to education to ethnic lineage and to the rise and fall of racial groupings.

This is not the first time the *Alma Mater* has been altered. In 1998, the lyrics were adapted, also through a community competition, to achieve gender inclusivity. The campus community also no longer employs the middle verses of the *Alma Mater* and has not done so for many years.

Entries were submitted online from April through September 2017. The Task Force received 168 entries from Harvard students, staff, faculty and academic personnel, and alumni. A subcommittee of the Task Force selected a long list of 20 entries that were then passed along to a panel of distinguished campus community judges:

- Steph Burt, professor of English
- Kurt Crowley, A.B. '06, associate conductor of *Hamilton*
- Franklin Leonard, A.B. '00, founder of The Black List
- Marcyliena Morgan, professor of African and African American Studies
- Carol Oja (chair), William Powell Mason Professor of Music

The judges selected three finalists to move forward to the University to select the winner:

- "Till the shadows of ignorance die."
- "Till the stars in the firmament die."
- "Till the end of the ages draws nigh."

The three entries work within the constraints of the rhymes, rhythm, and sense of the existing *Alma Mater* lyrics to convey the accessibility and value of the pursuit of truth to people from all backgrounds and to affirm the University's commitment to inclusive excellence.

Appendix F. Report of the Afternoon of Engagement

On April 5, 2017, students, staff, and faculty and academic personnel filled Sanders Theatre and the Joseph B. Martin Conference Center in Longwood. The afternoon included an innovative program of storytelling and small group participatory reflection. Using digital tools, scribes, and a “theme team,” we were able to capture notes from all those conversations. Thanks to the terrific energy and engagement in the room, we gathered 1,536 distinct comments. Here is a summary of what we learned:

1. Staff turnout was much higher than turnout by students or academic personnel. The timing of the event during classes was surely an issue, as were the challenges of communicating to these constituencies and fatigue, particularly among students, with the thematic area arising from the numerous School-based task forces that have been underway for the past few years.
2. Harvard is a very hierarchical organization, with tenured faculty at the top. The basic hierarchical structure is unlikely to change, but this makes it all the more important to increase empathy and respect. Many people commented that people who should know their names did not, that people who know them pass them on campus without acknowledging them, and that they are

infrequently invited to comment (for instance during committee meetings) on their domains and areas of expertise. Many specific suggestions were made for how we might develop a culture of empathy and build bridges across the lines dividing students, staff, and academic personnel. These can be found in the [Solution Space](#).

3. Harvard operates with a reliance on relationships, tacit knowledge, and social networks. This is evident in the prolific use of acronyms and the minimal use of signage. Newcomers especially find navigating Harvard a challenge unless someone takes them under his, her, or their wing. The difficulty of acquiring all the relevant tacit knowledge means that people feel like newcomers for longer than they think they should. The fact that improvements of this situation rely on what feels like the contingent acquisition of a mentor, guide, or adviser was troubling to people. The basic message is that life, study, and work at Harvard need to be easier to navigate. We need more in the way of guidebooks, or the equivalent. Also, we need to make sure that mentorship, guidance, and advising are provided equitably. Again, many specific suggestions were made, which can be found in the [Solution Space](#).

4. We heard concerns about marginalization and exclusion connected to specific identities and experiences: religious minorities; second-language speakers; people with disabilities; LGBTQ individuals; low-income students; students of color; ideological minorities; and staff, students, and academic personnel who spend most of their time at the Longwood campus.
5. Participants offered many suggestions about ways to increase inclusion and belonging at Harvard for staff especially. These included increasing “One Harvard” events, activities, and opportunities to mix across Schools and units. Many suggestions focused on increasing staff inclusion such as providing more opportunities for professional development; increasing voice and influence for staff; making diversity, inclusion, and belonging a more general priority among managers; and improving onboarding.
6. Participants committed themselves to taking action immediately to increase inclusion and belonging in their offices, classrooms, and Schools. Some committed to meeting and greeting colleagues whom they work with but do not know. Others committed to spending more energy mentoring others. Several committed to meet others from their Afternoon of Engagement small group to continue conversations across Schools and, especially, student-staff divides. Some committed to increasing recognition and respect, for example by “learning the names of security guards and dining hall staff” and “taking time to get to know people instead of racing by them.” Some committed to trying to overcome the “imposter syndrome” by, for example “being brave enough to share my own opinions” and calling out the imposter phenomenon with graduate students and colleagues.
7. Finally, after the event, we heard from many both how rewarding and how difficult the conversations had been. The conversations were in randomly mixed small groups and brought together people from very different positions. In the moment, participants rose to the occasion. This was experienced as liberating by very many but also as personally difficult and emotionally taxing by others. We have, however, consistently received feedback from people that they wished Harvard had more events of this kind and more events that made the aspiration to be “One Harvard” a reality.

and sharing (64); cultivating a resilient campus (60); authority, responsibility, and accountability (57); enabling difficult conversations (47); retention (45); combining free expression and trustworthiness (44); and residential experience (42).

As part of a deeper analysis of more than 50 individual posts, we received the following *recommendations* to enhance diversity, inclusion, and belonging. This is a summary of the most common or highly rated recommendations. Many recommendations were suggested by multiple people and/or endorsed by voting. Not included in the list below are the numerous personal stories and reflections about the current environment. These suggestions have not been assessed for effectiveness or feasibility but provide a community-generated list of solutions at every scale.

Hiring and Staff

- Increase funding and hire additional staff for current diversity and inclusion efforts across the University.
- Anonymize resumes for students, staff, and faculty to ensure unbiased selection processes.
- Support career development, promotions and retention of community members who enhance our diversity.

Programs and Tools

- Establish a center for research on race and ethnicity that would serve as a national hub for this work. This center would support the study of race and ethnicity among Harvard's Schools, including a robust undergraduate and graduate ethnic studies program within FAS. (This recommendation was the most supported, with 591 votes.)
- Expand mentoring programs to cut across different Schools and units on campus.
- Host facilitated group conversations, including town halls, community sharing, and in-depth interviews.
- Provide interactive tools that increase access to current resources and reports.
- Host more frequent social events that create a culture of collaboration, connection, and friendliness among all members of the Harvard community.
- Develop Solution Space portals for each School so suggestions can continue to be shared among all community members.

Symbols and Space

- Declare Harvard University a Sanctuary Campus and provide legal counsel for those affected by immigration enforcement.

- Create a reporting mechanism for areas where physical access is impaired (e.g. obstructions, lack of ADA ramps, etc.) to alert community members with disabilities and expedite solutions across the campus.
- Remove Columbus Day from Harvard's calendars and replace it with Indigenous People's Day.
- Promote clear labels and signage to ensure the campus is accessible for all members of the community.
- Commission a new statue on the main campus that illustrates a more inclusive, dynamic image of Harvard.
- Create or reinvigorate physical spaces that promote social cohesion between underrepresented minority community members at Harvard.
- Within the Coop campus store and for giveaways, expand T-shirt size offerings to encompass XS to 3XL.

The Solution Space served as a valuable tool to hear from the diverse members of the Harvard community. These insights are publicly available on solutionspace.harvard.edu. We encourage you to read these posts as you think about ways to make a more inclusive Harvard community.

Appendix H. Benchmarking Peer Diversity and Inclusion Action Plans

*Office of Institutional
Research / May 18, 2017*

This document includes a matrix summarizing themes across “Ivy Plus” institutional plans for creating more diverse and inclusive communities. Our research process was informal. We read each peer plan to identify major themes, and if new themes emerged in the reading, returned to code prior plans. While not exhaustive or necessarily fully comparable across institutions (given differing levels of specificity, for example), we believe this approach captures the range of thinking represented among our peers.

While many of the institutions here consider all campus constituents (students, faculty, and staff), three developed plans that focus on faculty and non-faculty academic positions. The centralized structure of some of the institutions allowed for more cohesive institutional-level

frameworks. Some frameworks may be suitable for a more decentralized structure, in which each department and affiliated School develops plans for addressing its unique needs. To maintain accountability and oversee progress of department-level plans, one institution reported establishing a permanent committee structure.

While some Ivy Plus peers had diversity and inclusion initiatives or offices focused on these issues among particular constituents (e.g., faculty or students), they did not appear to have a comprehensive plan. The following matrix reflects proposed initiatives comprised within reports and does not necessarily reflect an institution’s broader strategic plan or existing initiatives for creating more diverse and inclusive communities.

“FAIR HARVARD”

Fair Harvard! we join in thy Jubilee throng,
And with blessings surrender thee o'er
By these Festival-rites, from the Age that is past,
To the Age that is waiting before.
O Relic and Type of our ancestors' worth,
That hast long kept their memory warm,
First flow'r of their wilderness! Star of their night!
Calm rising thro' change and thro' storm.

Farewell! be thy destinies onward and bright!
To thy children the lesson still give,
With freedom to think, and with patience to bear,
And for Right ever bravely to live.
Let not moss-covered Error moor thee at its side,
As the world on Truth's current glides by;
Be the herald of Light, and the bearer of Love,
Till the stars in the firmament die.

SAMUEL GILMAN, Class of 1811

(Revised 1998 and 2018)

Harvard University Presidential Task Force on Inclusion and Belonging

Danielle Allen, *Task Force co-chair*
James Bryant Conant University Professor;
Director of the Edmond J. Safra Center for Ethics

Archon Fung, *Task Force co-chair*
Winthrop Laffin McCormack Professor of
Citizenship and Self-Government, and
Academic Dean, Kennedy School

Meredith Weenick, *Task Force co-chair*
Vice President for Campus Services

Katrina Armstrong, *subcommittee co-chair*
Jackson Professor of Clinical Medicine, Medical
School; Head of the Department of Medicine,
Massachusetts General Hospital

Ali Asani, Professor of Indo-Muslim and Islamic
Religion and Cultures, Faculty of Arts and Sciences

Anita Berrizbeitia, Professor of Landscape
Architecture, and Chair of the Department
of Landscape Architecture, Graduate School
of Design

Iris Bohnet, Roy E. Larsen Professor of
Public Policy, and Director of the Women
and Public Policy Program, Kennedy School

Mohan Boodram, Dean for Admissions
and Financial Aid, Graduate School of Arts
and Sciences

Pat Byrne, *subcommittee co-chair*
Executive Dean, Divinity School

Elson Callejas, Custodial Manager

Tez “Bank” Chantaruchirakorn, *staff*
Associate Director for Special Projects,
Office of the Provost

Eric Chavez, M.B.A. '18

Daniel Cossen, M.P.A. '16, M.T.S. '18

Andrew Manuel Crespo, Assistant Professor
of Law, Law School

Chuck Curti, Director of Human Resources,
Radcliffe Institute for Advanced Study

Tania deLuzuriaga, *staff*
Director of Media Relations, Public Affairs and
Communications

Alberto de Salvatierra, M.L.A. '17, M.Des. '17

Erin Driver-Linn, Associate Provost for
Institutional Research; Director of the Harvard
Initiative for Learning and Teaching

Erika Eitland, S.D. '20

Frances Frei, *subcommittee co-chair*
UPS Foundation Professor of Service
Management, Business School

Eden Girma, A.B. '18

Marc Goodheart, Vice President, Secretary
of the University, Assistant to the President

Annette Gordon-Reed, Charles Warren
Professor of American Legal History, Law School;
Professor of History, Faculty of Arts and Sciences

Kent Haeffner, A.B. '18

Natasha Hicks, M.U.P. '19, M.Des. '19

Elizabeth Hinton, Assistant Professor of History
and of African and African American Studies,
Faculty of Arts and Sciences

Andrew Ho, *subcommittee chair*
Professor of Education, Graduate School
of Education

Chris Hopson, A.B. '19

Kiera Hudson, Ph.D. '20

Bob Iuliano, *staff*
Senior Vice President and General Counsel,
Deputy to the President

Vincent James, Director of Admissions,
T.H. Chan School of Public Health

Jack Jennings, Executive Dean for
Administration, Graduate School of Education

Lisa Kamisher, *staff*
Associate Director for Research and Programs,
Office of the President

Jordan Kennedy, Ph.D. '21

Cameron Khansarinia, A.B. '18

Stephanie Khurana, *subcommittee chair*
Faculty Dean of Cabot House,
Faculty of Arts and Sciences

Avi Loeb, Frank B. Baird, Jr. Professor
of Science, and Chair of the Department
of Astronomy, Faculty of Arts and Sciences;
Director of the Institute for Theory
and Computation

Diane Lopez, *subcommittee co-chair*
Deputy General Counsel

Sophia Lozano, Assistant Manager,
Winthrop House Dining Services

Michael Lynton, Chairman, Snap Inc.;
Member of the Board of Overseers
(A.B. '82, M.B.A. '87)

Vinny Manoharan, Wagner Family Professor
of Chemical Engineering and Professor of
Physics, John A. Paulson School of
Engineering and Applied Sciences

Dave Miller, M.B.A. '17

Anshi Moreno-Jimenez, A.B. '19

Tim Murphy, The Thomas Stephenson
Family Head Coach for Harvard Football

William Oh, A.B. '18

Shaiba Rather, A.B. '17

Joan Reede, Professor of Medicine,
and Dean for Diversity and Community
Partnership, Medical School; Professor
in the Department of Social and Behavioral
Sciences, T.H. Chan School of Public Health

Meredith Rosenthal, *subcommittee chair*
C. Boyden Gray Professor of Health
Economics and Policy, and Senior
Associate Dean for Academic Affairs,
T.H. Chan School of Public Health

Liam Schwartz, *staff*
Assistant Provost, Institutional Research

Marcia Sells, Associate Dean and
Dean of Students, Law School

Edirin Sido, A.B. '14, D.M.D. '19

Judy Singer, James Bryant Conant
Professor of Education, Graduate School
of Education; Senior Vice Provost for
Faculty Development and Diversity

Jonathan Walton, *subcommittee co-chair*
Pusey Minister in the Memorial Church,
Plummer Professor of Christian Morals;
Professor of Religion and Society, Divinity School

Sarah Wu, A.B. '19

Kenji Yoshino, Chief Justice Earl Warren
Professor of Constitutional Law; and Director
of the Center for Diversity, Inclusion, and
Belonging; New York University School of Law;
Former President, Board of Overseers (A.B. '91)

LEARN MORE inclusionandbelongingtaskforce.harvard.edu



HARVARD
UNIVERSITY