

# **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.