

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
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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.