

# 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

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>12. Harvard Memorial Church and Chaplains</li> <li>13. Harvard Office of Technology Development</li> <li>14. Harvard Office of the Assistant to the President for Institutional Diversity and Equity</li> <li>15. Harvard Office of the General Counsel</li> <li>16. Harvard Public Affairs and Communications</li> <li>17. Harvard University Disability Services</li> <li>18. Harvard University Health Services</li> <li>19. Harvard University Information Technology</li> <li>20. Harvard University Ombudsman Office and Longwood Ombuds Office</li> <li>21. Harvard University Police Department</li> <li>22. Harvard University Press</li> <li>23. HarvardX</li> <li>24. Interfaculty Initiatives including the Berkman Klein Center for Internet &amp; Society; David Rockefeller Center for Latin American Studies; and Harvard University Center for the Environment</li> <li>25. Nieman Foundation for Journalism at Harvard</li> </ul> | <ul style="list-style-type: none"> <li>4. Harvard College student-faculty Committee on Undergraduate Education</li> <li>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 &amp; Staff Group)</li> <li>6. Harvard Faculty of Arts and Sciences Office of Physical Resources and Planning</li> <li>7. Harvard Graduate School of Education students, staff, and faculty and academic personnel</li> <li>8. Harvard Kennedy School of Government students, staff, and faculty and academic personnel</li> <li>9. Harvard School of Dental Medicine faculty and academic personnel</li> <li>10. Harvard School of Dental Medicine staff</li> <li>11. Harvard School of Dental Medicine students</li> <li>12. Harvard T.H. Chan School of Public Health students, staff, and faculty and academic personnel</li> <li>13. Radcliffe Institute for Advanced Study all-staff meeting</li> </ul> | <ul style="list-style-type: none"> <li>4. Harvard Administrative Innovation Group</li> <li>5. Harvard Business School Community Meeting</li> <li>6. Harvard Council of Deans</li> <li>7. Harvard Council of Deans of Students</li> <li>8. Harvard Corporation</li> <li>9. Harvard Divinity School Faculty Meeting</li> <li>10. Harvard Faculty Affairs Deans</li> <li>11. Harvard Faculty of Arts and Sciences Academic Planning Group</li> <li>12. Harvard Faculty of Arts and Sciences Faculty Council</li> <li>13. Harvard Faculty of Arts and Sciences Faculty Meeting</li> <li>14. Harvard Graduate School of Education Faculty Meeting</li> <li>15. Harvard Graduate (Student) Council</li> <li>16. Harvard Human Resources Deans</li> <li>17. Harvard Kennedy School Faculty Meeting</li> <li>18. Harvard Law School Faculty Meeting</li> <li>19. Harvard Medical School Faculty Council Meeting</li> <li>20. Harvard Undergraduate Council General Meeting</li> <li>21. Harvard T.H. Chan School of Public Health Faculty Meeting</li> <li>22. <i>The Crimson</i> Editorial Board</li> </ul> |
|--|---|--|
- 
- |   |   |
|---|---|
| <p><b><i>Outreach Workshops</i></b></p> <ul style="list-style-type: none"> <li>1. Harvard Business School student leaders of clubs and section values and international reps</li> <li>2. Harvard Business School students</li> <li>3. Harvard College senior staff</li> </ul> | <p><b><i>Discussion Draft Report Outreach</i></b></p> <ul style="list-style-type: none"> <li>1. Accreditation Evaluation Visiting Team</li> <li>2. Harvard Academic Deans</li> <li>3. Harvard Administrative Deans Council</li> </ul> |
|---|---|

## 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](https://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.

