

## 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.