#consciousharvard
Final Report

Release Date: Spring 2021

HARVARD UNIVERSITY

#conciousharvard has one mission: to increase Harvard community members' sense of inclusion and belonging.

The project aims to use physical and virtual spaces as a platform for sharing experiences and sparking cooperative action. This report draws on data collected from 2018 to 2020 that exposed raw emotions. It details the #consciousharvard research methods, findings, and recommendations.

We chose the name #consciousharvard because our team, from the onset, intended this project to move the University into an awareness of what the community is experiencing, thinking, doing and wanting in the diversity, inclusion and belonging space and to offer concrete ways to use what was learned to make a conscious effort to improve conditions for the entire community.

In gathering data for this report, we found many expressions of personal commitment to positive change. We also found evidence of institution-wide complacency and lack of empathy in interpersonal communications related to race, gender, gender expression, ability, and socio-economic background (including first-generation). There was evidence that people are concerned that diverse social/cultural identities are underrepresented in University leadership.

The project also revealed widespread exclusivity and hierarchal practices in meetings, events, and spaces. These norms leave many University citizens feeling powerless, voiceless, unwanted, invisible, and unconsidered by those in leadership positions.

This report was completed with urgency amidst the global COVID-19 pandemic, and while the United States fiercely grapples, with racial inequality following the murders of George Floyd, Breonna Taylor, Ahmaud Arbery, and many, many others and increasing incidents of racial violence and discrimination against Asian Americans. As the Harvard community considers the report's findings, its members are encouraged to use their power, privilege, and influence to make change, speak up, and seek collaborative ways to incorporate the recommendations offered here. Every person at Harvard is empowered to advance inclusion and a communal sense of belonging. Colleagues, managers, leaders, students, and faculty can collectively bring change — starting today. Later in the report, we will highlight ways you can "do your part" to contribute to the overall impact of change.

Introduction

Our project team is a microcosm of Harvard staff, representing varied backgrounds and deep knowledge and experience in organizational learning, growth, and change. We committed to creating a platform on which all members of our community can share their voices. In 2018, we were thrilled to receive funding from the President's Administrative Innovation Fund (PAIF) and started implementing the #consciousharvard project under the PAIF theme of Inclusion and Belonging. Our efforts continued in 2019 with a grant from the Culture Lab Innovation Fund (CLIF). In January 2020, the team was selected to present a progress report to the Harvard the Finance, Administration, and Management (FAM) Committee of the Board of Overseers.

The pervasiveness of racial and sociopolitical unrest around the country and on our own campus made the project particularly urgent, and intensified our personal investment and commitment.

Some key issues and events heightened this:

- Harvard admissions was facing a racial discrimination suit.

- Market forces identified elite colleges as "bastions of privilege" and illuminated the increasing inequalities in American higher education, while first-generation students formed the First Generation Students Union (FGSU) at Harvard.

- The final report published by the Presidential Task Force on Inclusion and Belonging led to Harvard's first-ever Pulse Survey, which garnered 20,500 responses.

- John Silvanus Wilson was appointed to lead the University's efforts on diversity, inclusion, and belonging.

- Donald Trump was inaugurated as the 45th president of the United States.

- Lawrence Bacow became the 29th president of Harvard.

- In a first, four Harvard Schools installed Black women at their helms: Claudine Gay, Faculty of Arts and Sciences; Bridget Terry Long, Graduate School of Education; Tomiko Brown-Nagin, Harvard Radcliffe Institute; and Michelle Williams, Harvard School of Public Health.

- The University opened its first campus center welcoming the Harvard and neighborhood communities as never before.
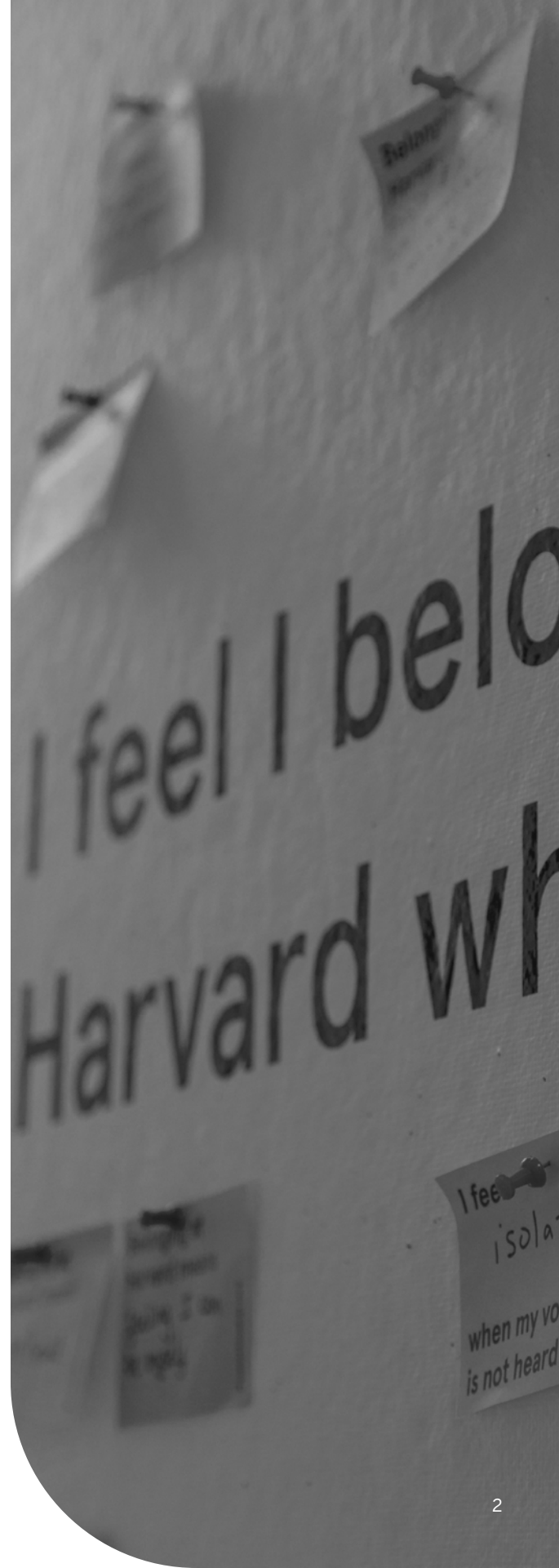
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Methodology

Prompts posted on a mobile 8-by-10-foot sounding board positioned at 14 locations around campus asked key open-ended questions to elicit deep, thoughtful responses that could be left in chalk, magnetic poetry, or through social media channels. The prompts were:

1. **I feel excluded when ...**

2. **I feel that I belong at Harvard when ...**

3. **Harvard can make me feel more included by ...**

4. **I can make Harvard more inclusive by ...**

5. **Belonging at Harvard means ...**

6. **I see others being excluded when ...**

7. **I feel_____when my voice is not heard.**
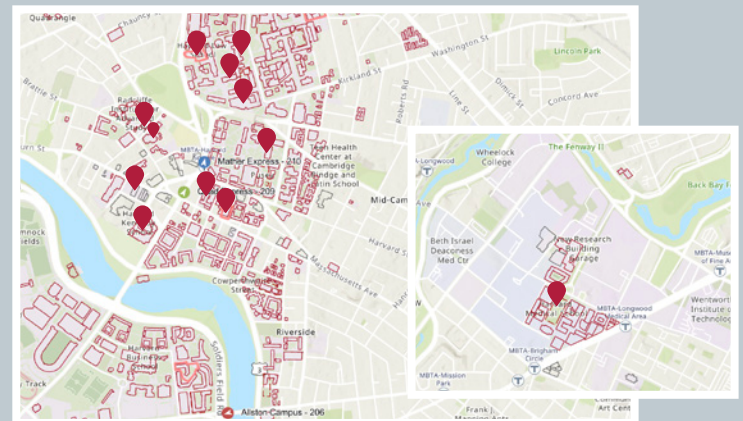
8. **Harvard is conscious when ...**
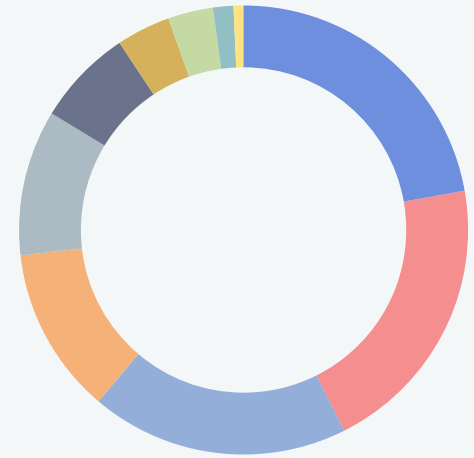
- **Belonging at Harvard means...**
- **I see others being excluded when...**
- **Harvard can make me feel more included by...**
- **Harvard is conscious when...**
- **I feel excluded when...**
- **I can make Harvard more inclusive by...**
- **I support wellness for students of color by...**
- **I belong at Harvard when...**
- **I feel included at Harvard when...**

Several of our prompts invited respondents to describe their personal perceptions of belonging at Harvard. When choosing an "I statement" prompt, people overwhelmingly focused on feelings of exclusion (their own and others') rather than feelings of inclusion and belonging.

The sounding board traveled across the University from 2018 to 2020, creating opportunities for engagement and reflection at over a dozen events hosted by Schools and departments. All responses were recorded and then analyzed as pieces of data.

Sounding Board Hosts:

- Alumni Affairs and Development Retreat
- Diversity, Inclusion, and Belonging Conference
- Faculty of Arts and Sciences, Diversity Dialogues 10th Anniversary
- Faculty of Arts and Sciences, Science Division Retreat
- Faculty of Arts and Sciences, Department of Molecular & Cellular Biology
- Graduate Commons' Grad Fest
- Harvard Graduate School of Education
- Harvard Human Resources Conference
- Harvard University Dining Services Training Week
- Harvard University Information Technology IT Summit
- President's Administrative Innovation Fund Open House
- University Disability Resources Open House
- Young, Gifted and Well Conference

Sounding Board Locations Across Campus:

Center for Workplace Development, Cabot Library, Farkas Hall, Gutman Library, Harvard Business School, Harvard Law School, Physics Departmental Library, Harvard Medical School, Harvard John A. Paulson School of Engineering and Applied Sciences, Science Center, Smith Campus Center and Student Organization at Hilles

Methodology

In addition to the sounding board, our team launched a virtual space for voices to be heard. The #conciousharvard website was developed and linked with social media channels Twitter and Instagram. The website and social media presence have allowed us to spread awareness of #consciousharvard and helped us create an interactive, inclusive space where members of the Harvard community can express themselves even without seeing the physical boards.

Three highlights of the website include:

1. A virtual sounding board using the same sentence prompts referenced above (powered by PollEverywhere)

2. An interactive map capturing locations where the physical sounding boards had traveled ("Boards on Tour")

3. A form on which anyone can ask to host the sounding boards

Data Analysis

Once all data had been collected, the team analyzed it under the guidance of Maia Jacobs, a postdoctoral fellow in the Center for Research on Computation and Society at the Harvard John A. Paulson School of Engineering and Applied Sciences. Using an iterative inductive analysis, 500 items were coded and then reviewed to surface primary and secondary theme concepts. The individual items of analysis were exact, full quotes written by participants. For the analysis, all core team members open-coded a subset of 100 items. They met to discuss emergent themes and to develop an initial codebook. The team members then began three rounds of independently coding the full dataset and discussed missing themes and qualitative coding discrepancies until they reached full agreement. The team verified emergent themes and associated data. The analysis was characterized by high rater agreement from the start, but also exposed important differences in interpretation. These were fully reconciled.

Findings

The #consciousharvard findings represent two distinct streams: significant surface voices and undercurrent voices. Significant surface voices are the most frequent types of responses, while the undercurrent voices are those illuminating perspectives too important not to share. The experiences of both streams clearly described personal behavior and prevailing cultural norms at Harvard in relation to exclusion or inclusion.

We found the following key themes:

Significant _Surface_ Voices

1. Desired more consciousness about how we listen and talk to each other.

2. Noted that University leaders and faculty could show more respect for diversity and underrepresented communities.

3. Found that power dynamics at Harvard create inequitable access and opportunity.

4. Reported that experiences of exclusion often relate to race,ethnicity, and white privilege.

Undercurrent Voices

1. Cited exclusion related to gender expression.

2. Saw insufficient support for accessibility.

3. Reported limited support for low-income and first-generation students.

"Belonging at Harvard means your ideas are valued regardless of who you are."

1. Desire for more consciousness about how we listen and talk to each other.

Among comments specifically related to behavior, 44 percent focused on communication, especially how we listen and talk to each other.

Within this most prevalent theme, we heard examples of **intentionally disrespectful or discriminatory communication:**

Prompt: I feel excluded when ...
- "People say ignorant/hurtful things about my LGBTQ identity."
- "People talk over me."

Prompt: I see others being excluded when ...
- "I am speaking Spanish to the custodial staff and someone tells me not to."

More common were specific examples of **disrespectful listening and talking rooted in carelessness or lack of awareness:**
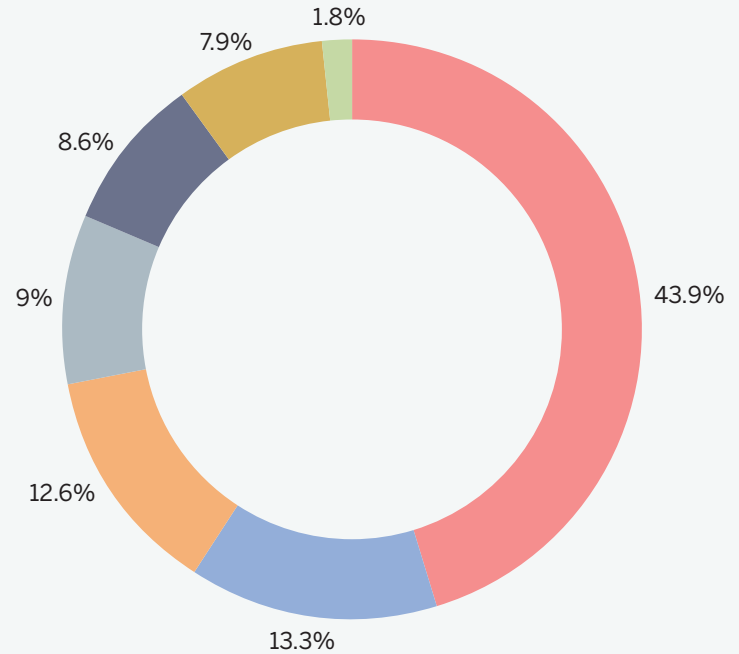
Prompt: I feel excluded when ...
- "People ask where I'm really from."
- "Others assess me on my race and appearance before learning who I am or what I can do."

Prompt: I see others being excluded when ...
- "People refer to women as 'girls.'"
- "Comments are made about their hair."

Prompt: Harvard can make me feel more included by ...
- "Learning to pronounce my name."

Communication was, by far, the most frequently cited behavior that influences feelings of inclusion and belonging.

- Communication – How we listed and talk to each other (e.g., express value, ignore, etc.)
- Identity-based actions, power, assumptions
- Understanding/Empathy/Awareness, Mindfulness
- Bringing Whole Self or Acting as Whole Self
- Role/Status-related actions, power, assumptions (standards, access)
- Collaborating/Connecting
- Exposure (creating exposure, seeking exposure)

Significant Surface Voices: Key Themes

2. Leaders and faculty could show more respect for diversity and underserved communities.

Many respondents cited examples of faculty and institutional leaders failing to demonstrate respect for diversity and underrepresented communities, whether through marginalization, microaggression, course content/grading criteria, faculty representation, or diversity training:

Prompt: Harvard can make me feel more included by [requiring] ...

- "Anti-racism training for faculty."
- "Syllabi [that] reflect diverse histories and voices."
- "Hiring more Black staff at all levels."

Discounted Disheartened Alone Belittled Tired Unappreciated Unvalued Sad Hurt Tired Annoyed Belittled Patronized Small Bad Disrespected Frustrated Alone Angry Upset Unwelcome Sad Belittled Unappreciated Sad Invisible Unwelcome Ashamed Insulted Tired Ashamed Dismissed Unfree Frustrated Unfree Alone Angry Isolated Unvalued Dismissed Small Ashamed Angry Not Important Invisible Invalidated Alone Hurt Unappreciated Bad Demoralized

3. Power dynamics create inequitable access and opportunity.

Respondents wrote about how Harvard's hierarchical structure can silence certain voices. Many described witnessing or experiencing inequitable invitations to academic and professional opportunities on campus. This theme speaks to feelings of exclusivity — intended or unintended — and of being overlooked, discounted, and disrespected, as represented in quotes below.

Prompt: I feel excluded when ...
- "My grade does not equal my intelligence or ability to make productive contributions."

Prompt: Belonging at Harvard means ...
- "Your ideas are valued regardless of who you are."

Prompt: I see others being excluded when ...
- "They aren't invited to meetings that are relevant to their work."
- "Support staff feel like they can't sit at the table, only on the edges during meetings."
- "Managers are allowed to abuse support staff."

"Belonging at Harvard means feeling entitled to respect and support."

4. Experiences of exclusion often relate to race, ethnicity, and white privilege.

People of color on campus experience a range of microaggressions every day, in addition to instances of more blatant racism by fellow students, staff, and faculty. The intensity of these comments reflects a deeper problem than the frequency with which these ideas were expressed. In many cases, people lingered by the sounding boards but declined to risk publicly adding their own perspective, despite the availability of an anonymous box. We provide some powerful examples of those who bravely shared their experiences below:

Prompt: I feel excluded when ....

- "They are asked 'Why are all the people of color sitting next to each other in the meeting?'"

Prompt: Belonging at Harvard means ...

- "Feeling entitled to respect and support." (Young, Gifted and Well Conference participant)

- "Acknowledging that white privilege isn't made up."

Prompt: Harvard can make me feel more included by ...

- "Recognizing the experiences of people of color."

- "[Creating] a Title VI Office. Racial Harassment is traumatizing! Treat it that way!"

- "Calling out instances of racism when I see them so my POC [people of color] peers do not have to."

#Consciousharvard
at The Young, Gifted and Well Conference

In April 2019, #consciousharvard participated in the Young, Gifted and Well conference, jointly hosted by the Harvard Graduate School of Education, Harvard T.H. Chan School of Public Health, Office of the President and Provost, and the Steve Fund. The conference brought together students of color, leading researchers, practitioners, administrators, and faculty to discuss the mental and emotional health experiences of young people of color within the University.

In response to two custom prompts at the conference, attendees identified key strategies for maximizing empathetic action to drive student success — at both the individual and the institutional level. We share these here with permission of the conference organizers as responses directly connected with the overall #consciousharvard key findings.

Prompt "I support wellness for students of color by ...":

- "Including them in important conversations."

- "Bringing students of color together to vent and validate their experiences."

- "Standing up for and supporting others."

- "Being available."

- "Arming myself/learning about how to best support them as an aspiring faculty."

Prompt "Wellness for students of color requires ..." highlighted:

- "Dedicated Diversity, Equity, and Inclusion staff members per department."

- "Space for them to express themselves and to be heard."

- "Mental health literacy."

- "The collective belief that all students of color deserve to feel supported, accepted and well. Constant revisiting is a must!"

- "Normalizing discussions about wellness and mental health."

< This sounding board visit was customized to focus on mental-health and wellness for students of color.

Undercurrent Voices: Key Themes

Consistent with data from the 2019 University Pulse Survey, some of the most troubling reflections we heard highlighted a **negative correlation between belonging and personal identity.**

In numerous comments related to both behaviors and cultural norms, respondents whose gender expression or sexual orientation put them in the minority at Harvard described barriers to a sense of belonging on campus. Additionally, we saw comments about discrimination against people with disabilities on campus, and further comments about the lack of understanding and support for the needs of low-income and first-generation students.

1. Exclusion related to gender expression.

Prompt: I feel excluded when …

- "I am constantly misgendered"

Prompt: I see others being excluded when …

- "HR systems force them to make a binary gender choice to identify themselves."

Prompt: Harvard can make me feel more included by…

- "Having gender-neutral bathrooms."
- "Holding LGBTA sensitivity training for my peers."

2. Perceived insufficient support for accessibility.

Prompt: I feel excluded when …

- "I notice disability is missing in the discourse of diversity, equity, and inclusion."

Prompt: I can make Harvard more inclusive by …

- "Using microphones in meetings."

Prompt: Harvard is conscious when …

- "Accessibility is not an added component but rather embedded in the culture."
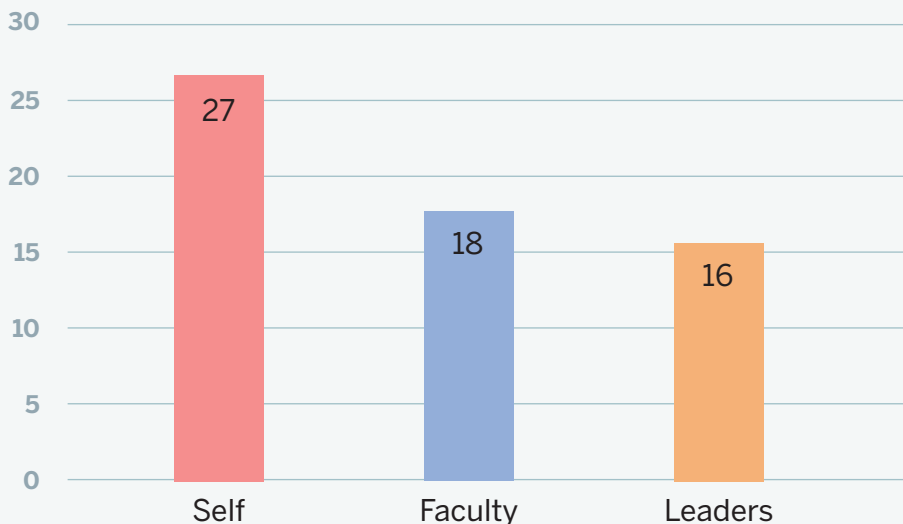
#conscioushavard respondents expressed a clear understanding of their shared responsibility for improving behavioral and cultural norms at Harvard. Observations about opportunities for self-improvement were almost as frequent as suggestions about new actions on the part of faculty and university leaders.

3. Reported limited support for low-income and first-generation students.

Prompt: I see others being excluded when …

- "Participating in Harvard activities costs money! #whatistuitionfor #70k"

Prompt: Harvard can make me feel more included by ….

- "Bringing to light the need for more [understanding of] undocumented and low-income students."

Overall, findings from both Surface and Undercurrent voices reveal that there are actions both individuals and the institution can take to become more inclusive. We were heartened to find that many respondents described actions they could take themselves to increase others' experience of belonging in answering the prompt:

Prompt: I can make Harvard more inclusive by…:

- "Being responsible with and about my privilege."
- "The space is heteronormative. As a straight cis woman, I need to speak up about this."
- "Including student workers and temps in floor events and parties."

The #consciousharvard findings present enormous potential for both immediate and strategic actions to ensure inclusive excellence at Harvard. The following recommendations offer some specific ways to widen the net of support so that all staff, students, and faculty can thrive.

"Harvard can make me feel more included by bringing to light the need for more [understanding of] undocumented and low income students.

Recommendations

Continue to engage the community via the #consciousharvard web presence.

Complement the biannual Pulse Survey with continuous, real-time feedback

Provide an always-accessible, anonymous if desired, power-neutral environment in which community members can express their experiences of inclusion or exclusion as soon as they occur, rather than waiting for a formal survey to be offered. Decision-makers should consider extending the #consciousharvard presence by developing an application to facilitate point-of-experience reporting and establishing a real-time/virtual drop-in chat room to complement other #consciousharvard tools.

Impact: Community members will gain confidence to speak up as they increasingly feel seen and heard by institutional leaders who seek their input and take responsive action. Community voices will directly inform institutional leaders' decisions about programming and other important aspects of campus culture.

Implementation/Maintenance: The #consciousharvard website was designed in OpenScholar, which should make it fairly easy to integrate it into the Office of Diversity, Inclusion and Belonging (ODIB) site developed in the same platform. The site would need to be monitored daily for new responses and periodic updates to ensure the vibrancy and usability of the channel.

Accountability Owner: Chief Diversity and Inclusion Officer (CDIO), Office of Diversity, Inclusion and Belonging (ODIB), and the Diversity, Inclusion and Belonging (DIB) Leadership Council

Related Findings:

More consciousness about how we listen and talk to each other on page 9.

Power dynamics that create inequitable access and opportunity on page 10.

Experiences of exclusion related to race, ethnicity, and white privilege on page 12.

Recommendations

Use an accountability checklist for decision-makers
Rethink who is in the room and who informs decision-making

Provide managers and conveners with a personal accountability tool to ensure more inclusive meetings and decision-making processes. All through the #consciousharvard data we found instances where students, staff, or faculty felt that many individuals were persistently left out of meetings and discussions, though their perspectives might have improved the ultimate decisions and outcomes. While in many cases leaders will still need to deliver a final decision, those can be informed by more nuanced understanding of the issues by engaging a broader and inclusive range of inputs. Several people who responded to #consciousharvard had experienced being the only woman in the room, or the only Black person in the room, or the only gender non-conforming person in the room. The rooms where Harvard affiliates gather to discuss and make decisions need to change. Who gets to be in the room really does matter.

Some managers and decisions-makers may be unsure where to start. See Appendix A for a sample checklist tool.

Impact: Deeper engagement of staff at all levels; stronger decisions based on more input from diverse perspectives; address the real issues students, staff, and faculty care about, not assumed or theoretical ones.

Implementation/Maintenance: Managers can self-implement immediately.

Accountability Owner: Harvard managers and leaders.

Recommendations

Establish a Title VI Office

Create a safe, brave space for community conversations on anti-racism and diversity, inclusion, belonging and equity (DIB&E)

Establish a Title VI Office as a stand-alone or as a team within the Office of Diversity, Inclusion and Belonging (ODIB) to address race and DIB&E issues and to strategically continue a growth trajectory that will retard or eliminate regression lessening impact over time.

- Create a dedicated space where faculty, staff, and students at all levels can share lived diversity, inclusion, belonging, and equity experiences that can be channeled to the Office of the President and Chief Diversity and Inclusion Officer (CDIO) for planning and action.

- Create a home for the sounding boards and #consciousharvard within the ODIB, and consolidate it into the network of resources available there.

- Identify and arrange a conversation space staffed with skillful, rotating facilitators available for "drop-in" conversations and gatherings.

- Share lessons and data learned with the Harvard community through current reporting mediums such as an ODIB Report, the Harvard Gazette, DIB Leadership

  Council Forums, DIB Academy, and other sources throughout the University.

Impact: A Title VI office will close a longstanding gap in resources dedicated to responding to and initiating dialogue on the topics of race and experiences of racial inequity. Open forums will allow students, staff, and faculty to share their questions and concerns. This will help identify actions to address how these issues negatively affect life on campus. Over time, this will lead to a changed environmental culture and paradigm shift toward anti-racism, making Harvard a safe place for all to speak up. We can expect increased engagement, discernable improvement in Pulse Survey results, retention, and a decrease in microaggressions.

Implementation/Maintenance: All the wood behind one arrow as Schools, departments, and units collaborate with the ODIB to illuminate and drive the value of inclusive excellence at Harvard and work to end racial and social injustices with every decision we make.

Accountability Owner: The ODIB will manage the space and information flow that evolves from the partnerships described above.

Related Findings:

Consciousness about how we listen and talk to each other on page 9.

Leaders and faculty need to show more respect for diversity and underserved communities on page 10.

Power dynamics create inequitable access and opportunity on page 10.

Experiences of exclusion related to race, ethnicity, and white privilege on page 12.

Enhance University Curriculum

Inclusive, socially conscious, robust learning and relevant course content taught by diverse faculty

Develop and support the expansion of curricula and pedagogy to include underrepresented histories, scholarly research and resources, and syllabi in every course and ancillary program taught at the University, beginning this fiscal year and ongoing.

- Create a curriculum dashboard that will monitor, track, and communicate content used in classrooms.

- Use the dashboard to document best instructional and engagement practices and tools for the Harvard community.

- Involve faculty and students in identifying gaps in curricula, pedagogy, syllabus creation, and inclusion in courses, programs, and resources.

- Increase the number of faculty with diverse lived experiences at all levels, in all Schools and departments, accelerating the appointment of diverse department chairs, faculty directors, and deans throughout the campus in and beyond the current hiring and selection cycles.

- Ensure that restructuring decision-making and selection processes post-COVID and Early Retirement Program replacements keep diversity and equity at the forefront.

Impact: Increased student morale and learning value, consistent with Harvard's values and academic freedom and reinforcement that students have been listened to and their suggestions acted upon..

Implementation/Maintenance: Using a dashboard and annual reporting practices, the Bok Center, faculty development directors, Teachly, and other support resources will communicate progress by Schools and departments for both undergraduate and graduate curricula.

Accountability Owner: Provost, academic deans, and faculty.

Related Findings:

Consciousness of how we listen and talk to each other on page 9.

Leaders and faculty need to show more respect for diversity and underserved communities on page 10.

Power dynamics create inequitable access and opportunity on page 10.

Experiences of exclusion related to race, ethnicity, and white privilege on page 12.

Invest in compassion-based, inclusive leadership development training

*A new leadership development program
for senior leaders*

Give senior leaders with influence and decision-making power the awareness and skills needed to embody inclusive practices by addressing deeply seated and sometimes implicit intentions behind those practices — specifically, more compassion, less ego. Ego is often at the core of racism, sexism, discrimination, and violence. When individuals, and collectively society, have ego and the need to control or wield power, behaviors that exclude, disrespect, demoralize, or humiliate are likelier to ensue. This program would provide facilitated dialogue, training, and coaching to create more compassionate leadership.

Impact: Senior leaders (including faculty) will have the awareness and skills to:

- Notice how they listen and talk to others

- Call out their own and others' exclusive or biased behaviors

- Bring humility to their leadership role and the hierarchy it creates

- Act with compassion and inclusiveness

- Create inclusive systems and structures

Implementation/Maintenance: The Management and Leadership Development team within the Center for Workplace Development (CWD) is positioned to design, develop, and implement this program within their already-defined work. In a separate, concurrent study, the team surveyed more than 200 leaders across Harvard, and the top competencies for success these leaders identified were inclusion, communication, and trust — all of which require a capacity for compassion. The team would pilot the program with 24 leaders from across the University, then use findings from the pilot to implement the program more broadly and frequently.

Accountability Owner: The Management and Leadership Development team within CWD.

Related Findings:

Consciousness of how we listen and talk to each other on page 9.

Leaders and faculty need to show respect for diversity and underserved communities on page 10.

Power dynamics create inequitable access and opportunity on page 10.

Experiences of exclusion related on race, ethnicity, and white privilege on page 12.

Launch A "Doing My Part" Campaign

*How can you positively impact diversity
and inclusion at Harvard?*

Encourage members of the Harvard community to identify how they are empowered
to improve diversity and inclusion. This individualized approach lets people decide for
themselves what their "part" is and how they can contribute to making a difference —
whether it's educating themselves, seeking exposure to other cultures, paying attention to
how peers are treated, speaking up, advocating, becoming an ally to individuals and groups,
making sure all groups are represented in decision-making, or providing opportunity.

Impact: This effort gives everyone permission to speak and become part
of the solution.

Implementation/Maintenance: Minimal effort, limited to promotion by word
of mouth, brief mentions at events, and inclusion of the tagline #DoingMyPart
on applicable flyers.

Accountability Owner: The Office for Diversity, Inclusion and Belonging (ODIB),
the Diversity, Inclusion and Belonging (DIB) Leadership Council, and local DIB officers.

Related Findings:

Consciousness of how we listen
and talk to each other on page 9.

Leaders and faculty need to
show respect for diversity and
underserved communities on
page 10.

Power dynamics create
inequitable access and
opportunity on page 10.

Experiences of exclusion based
on race, ethnicity, and white
privilege on page 12.

Implement university-wide programming series on ending discrimination on campus and beyond
13 schools+ 13 focus areas + 13 days + 13 methods = 1 goal

Ensure academic leaders at the University work to identify, address, and resolve systemic and ongoing challenges in eradicating racism, prejudice, and exclusive thinking. To achieve this goal, faculty, students, and staff must have access to tools as well as a commitment to taking action in their individual fields, lives, and environments. Harvard leaders can provide the necessary support by committing to one day each quarter to push away from normalcy and collectively lean into the work. While reserving one day a quarter is envisioned for the University-wide effort, that day should build upon the work being done each day by each School and department. This goal emphasizes engaging faculty in this work and using their research/expertise and involves the whole community in DIB&E. Where we put our energy shifts the universe.

Related Findings:

Consciousness of how we listen and talk to each other on page 9.

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Experiences of exclusion based on race, ethnicity, and white privilege on page 12.

Sample Happenings	Sample Focus Areas
• All-staff conversations • Celebration • Concert/Dance • Fundraising • Writing letters • Listening • Meditating • Pedagogy • Plays on the Plaza • Symposiums • Teaching and Learning • Town Hall • Trainings	• An afternoon of silence and reflection guided by Harvard's religious leaders • Designing gender-neutral spaces • Review of discriminatory, racist, or marginalized public and social policies • Eradicating discriminatory laws • A conference addressing how to improve medical outcomes for people of color (PoC) • Investing in Black and brown businesses • Libraries bring in young authors and poets for readings and book signings • Displays of Native American, African American, and LGBTQ works, accompanied by lectures at museums • Reducing diseases of burden in PoC, Black people of color (BPoC), and Black Indigenous people of color (BIPoC) • Run a contest to design #consciousharvard T-shirts and marketing signage

Impact: Increased awareness and collective action can move the needle toward inclusive excellence. Because of its reach, this could have University-wide impact across all schools as well as centrally. On this day everyone can be a part of something that is meaningful to them.

Implementation/Maintenance: A multi-venue, -didactic, -faceted, and -dimensional approach would bring universal attention to shifting the prevailing challenges at Harvard related to inclusion, belonging, and diversity on a quarterly or at least semi-annual basis.

Accountability Owner: The Office of the President and Provost (OPP) and academic deans of the schools, in partnership with their faculty.

Convene a "Meet the Leaders" Forum

Create an open space for University community members to meet with senior leaders/decision-makers and air their issues

Break through hierarchical barriers within the University by creating a space where staff at all levels "have a voice."

Structural and cultural barriers prevent leaders from hearing community members' unvarnished perspectives. Creating a safe space for direct dialogue closes the gap between hierarchical levels. There have been various efforts to promote an environment in which it is "safe to speak up," however, these efforts have been inconsistent and issues surrounding power and authority throughout Harvard can prevent that from happening.

Impact: This forum provides an opportunity for senior leaders to:

- Experience the voices of the sounding board in real time.

- Be more visible. We know their names and their faces but it is not often they are in the same space as the majority of the campus community. They rarely interact with the community at large.

- Challenge their assumptions. Engaging directly with the community allows senior leaders to hear from "the source".

- Begin to build trust with the rest of the community. Being in the same space creates a more interpersonal relationship.

Implementation/maintenance plan: Running a regular forum or panel where University leaders can come together and listen to others within the community. Staff and other community members have the opportunity to submit their questions and or concerns ahead of time (for example, via PollEverywhere) and senior leaders can choose to respond in ways that address both surface and undercurrent voices.

Accountability Owner: Expanding on the new Chief Diversity Inclusion Officer's (CDIO) community dialogues, this recommendation is a natural fit with the Office of Diversity, Inclusion and Belonging (ODIB).

Related Findings:

Consciousness of how we listen and talk to each other on page 9.

Leaders and faculty need to show respect for diversity and underserved communities on page 10.

Power dynamics create inequitable access and opportunity on page 10.

Conclusion

There is clearly urgent work to be done in every part of the University. Harvard could benefit broadly from seizing this opportunity to be a leader in catalyzing change, raising awareness, and making inclusive excellence a reality. With gratitude to those who shared their voices on the sounding board, we offer these recommendations so that Harvard can take action to ensure that each member of the community is seen, heard, acknowledged, and represented as students, staff and faculty.

It is our hope that this body of work provides a broad prospective of views and experiences of working, researching, teaching and studying at Harvard and some actionable suggestions to improve Harvard collective beliefs about what it means to be a fully inclusive, diverse and equitable institution. Secondary to this outcome we envision the University becoming aware of internal systems that impede consciousness and external actions that limit our ability to discern community norms that ignore, shutout, or exclude members.

Acknowledgements

#consciousharvard Meeting and Decision-Making Checklist to Foster Trust and Transparency

1. When setting up my meeting, I will develop an attendee list based on the following:

❑ Who could offer a perspective and/or value different from my own?

❑ Who would benefit from networking and meeting other colleagues (e.g., a student, new colleague, or intern)?

❑ Who works directly with the issue at hand and may have insights that I might not easily see?

2. When facilitating the meeting, I will:

❑ Provide an agenda to participants in advance.

❑ Provide a microphone at meetings and ask all participants to use it.

❑ Set ground rules to ensure all participants know they have a right to be heard. Disagreement on issues will be civil and professional, not personal.

❑ Be clear about the role of the meeting — discussion, consultative, or decision-making — and anticipate follow-up, if any.

❑ Avoid using acronyms in meetings and in all communications.

3. When making a decision, I will ensure:

❑ I have consulted and discussed the matter with colleagues who have different perspectives from my own.

❑ I have looked at the problem/issue from multiple points of view.

❑ I have consulted and discussed the challenge with stakeholders who will be impacted by the decision.

❑ I have worked to overcome biases by consulting with campus experts and advocates.