Harvard John A. Paulson
School of Engineering
and Applied Sciences

DIVERSITY, INCLUSION, AND BELONGING STRATEGIC PLAN

2019 - 2024

Prepared by:

SEAS COMMITTEE ON DIVERSITY, INCLUSION, AND BELONGING

TABLE OF CONTENTS

Letter from Dean Frank Doyle 3

Introduction 4 - 5

Diversity, Inclusion, and Belonging Goals 6

Recommendations 7 - 21

SEAS by the Numbers 22 - 29

Appendices

- Metrics 30
- List of Abbreviations 31
- Committee Members 32 - 34

References 35 - 37

"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."

- Dean Frank Doyle

LETTER FROM THE DEAN

Dear members of the SEAS community,

I am pleased to share – and I encourage you to review – the SEAS Strategic Plan for Diversity, Inclusion, and Belonging. This is more than a report; it is a road map for the important work that we will undertake in the months and years ahead to make our School more diverse, more welcoming, and more excellent.

During the past few years, we have followed a systematic process of identifying opportunities and challenges, defining our DIB goals, gathering data, and iterating solutions to address identified needs. The 2018 SEAS Climate Survey and subsequent facilitated focus groups provided extensive quantitative and qualitative information that has informed our efforts. This strategic plan is the result of a great deal of thoughtful deliberation. I am grateful to members of the Committee on Diversity, Inclusion and Belonging, Director of DIB Alexis Stokes, as well as many other faculty, staff, students, and researchers, who contributed to this work.

Without minimizing the important work that has been done by many dedicated members of our community, in some ways, that was the easy part. Now the real work of implementing this plan begins. The Strategic Plan's 42 recommendations range from steps that can be activated relatively easily and quickly, to significant new initiatives or policy changes that will require broad action, consultation with stakeholders within and beyond SEAS, and an investment of additional resources.

We will continue to move forward methodically, to follow best practices, to measure progress, and to regularly report to the community on our performance against our DIB goals and priorities.

Best regards,
Frank Doyle

P.S. I appeal to all members of the SEAS community to be active participants in this ongoing work. Please consider joining the Committee on Diversity, Inclusion and Belonging,attend training opportunities, volunteer at events, and find your own way to make SEAS the inclusive community we aspire to be. It is only through community engagement that we can realize these goals.

INTRODUCTION

The Harvard John A. Paulson School of Engineering and Applied Sciences (SEAS) is committed to building and continuously improving a culture that embraces and exemplifies diversity, inclusion, and belonging (DIB). SEAS uses the following working definition of diversity: Diversity is reflected in the number of people from varying backgrounds, experiences, identities, and perspectives. It includes but is not limited to race, ethnicity, gender identity and expression, sexual orientation, socioeconomic background, ability, age, religion, political viewpoint, nationality, citizenship, language, and veteran status. SEAS also recognizes that identities do not exist in isolation from other identities and barriers to equity are not the same for all groups. Therefore, it is imperative that as we strive to advance diversity, inclusion, and belonging we also recognize the intersection of these various identities. Diversity work in higher education has historically been under-resourced, not supported by policy, and reactive in nature. This plan is designed to help SEAS adopt a framework that prioritizes diversity, inclusion, and belonging as central to its mission and the excellence of its people and the work they do.

STRATEGIC PLANNING PROCESS

The SEAS Diversity, Inclusion, and Belonging Strategic Plan was developed by the SEAS Committee on Diversity, Inclusion, and Belonging. This committee was launched in November 2017 and identified five priority areas: recruitment and access; community engagement; retention and success; assessment and tracking; and outreach to the broader external community. In April and May of 2018, the committee launched the first SEAS Climate Survey. The survey was designed to better understand, and to collect baseline data on how members of the community experience and view the SEAS climate. All members of the community -- undergraduate concentrators, graduate students, faculty, staff (including office, maintenance, and custodial), and postdoctoral researchers -- were invited to complete the survey. A report highlighting survey findings was released in September 2018, followed by 11 facilitated discussions to give community members the opportunity to review the results, ask questions, and provide suggestions on how SEAS should address the concerns highlighted. A summary of themes from all discussion sessions was provided to the committee. Each subcommittee met regularly throughout the Spring 2019 semester to formulate research-based recommendations.

The below recommendations were presented to Dean Doyle in May 2019. Each recommendation identifies a potential timeline for implementation based on the following key: Immediate = 1 to 6 months; Short-term = 7 to 12 months; Medium-term = 1 to 2 years; Long-term = 2 to 5 years. Some of the recommended actions will require immediate and *ongoing* attention.

Each recommendation was also categorized as low- or high- cost and low- or high- effort. Time, effort, planning, and anticipated budget were taken into consideration to determine categorization.

"Ultimately, diversity not only makes Harvard a more interesting place, it enhances the learning environment for everyone."
- President Larry Bacow

SEAS DIVERSITY, INCLUSION, AND BELONGING GOALS

Goal 1: Demonstrate an institutional commitment to diversity, inclusion, and belonging through equitable and inclusive policies, practices, and an infrastructure that supports these initiatives.

Goal 2: Recruit diverse faculty, students, postdoctoral researchers, and staff with special attention given to increasing the number of females and underrepresented minorities within the SEAS community.

Goal 3: Reduce/prevent instances of harassment or discrimination based on any aspect of identity; create clear, easily accessible processes for reporting without fear of retaliation.

Goal 4: Create a welcoming and inclusive environment where individuals of all identities, backgrounds, and experiences thrive, have a strong sense of belonging, and achieve academic and professional excellence.

Goal 5: Prepare students, faculty, postdoctoral researchers, and staff to engage in intergroup interactions; apply diversity, inclusion, and belonging best practices; and contribute to a safe environment.

Goal 6: Develop metrics to assess and report School climate, demographics, and progress toward diversity, inclusion, and belonging goals.

Goal 7: Improve disability equity and inclusion at SEAS through inclusive instruction practices and increased resources.

Goal 8: Expand outreach programs and initiatives to engage the Cambridge and Allston communities in STEM education.

GOAL 1

Demonstrate an institutional commitment to diversity, inclusion, and belonging through equitable and inclusive policies, practices, and an infrastructure that supports these initiatives.

The 2017 SEAS Diversity, Inclusion, and Belonging Climate Survey found that members of the community are skeptical of our commitment to addressing DIB issues and providing the needed resources to create a more inclusive environment. A sustained institutional commitment and effort will require policies, resources, and the collaboration of senior administrators, faculty, staff, students, and researchers.

Recommendations

1a. Develop and implement a SEAS-wide Community Standards document that outlines behavior consistent with SEAS values and is conducive to a welcoming and inclusive environment. This document, which will be posted throughout SEAS buildings and classrooms, will also outline behaviors that detract from a welcoming and inclusive environment such as intimidating and abusive behavior. (Short-term; Low-cost, High-effort)

1b. Provide financial support for the resources and staffing needed to implement the SEAS DIB plan. This should be done in partnership with fundraising efforts (ongoing; High-cost, High-effort)

1c. Establish diversity, inclusion, and belonging as strategic fundraising priority of SEAS. (Immediate; Low-cost; High-effort)

1d. Develop a proactive communication strategy to inform the community of DIB programs and progress, document successes and promising practices. (Immediate; Low-cost, High-effort)

1e. Provide guidance to administrative offices and academic areas to identify diversity and inclusion goals that align with the goals of the SEAS DIB strategic plan. (ongoing; Low-cost, High-effort)

1f. Integrate contribution to diversity, inclusion, and belonging into existing recognition programs to align with the SEAS vision and values (Short-term; Low-cost; Low-effort)

1g. Expand the current student DIB grant fund to include staff, faculty, and postdoc initiatives, as well as, individual projects. Funds will support programs, events, or projects directly related to advancing diversity, inclusion, and belonging at SEAS in the areas of recruitment and access; retention and success; community engagement; outreach to the broader external community; and assessment and tracking.

"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"
-President Drew Gilpin Faust

GOAL 2

Recruit diverse faculty, students, postdoctoral researchers, and staff with special attention given to increasing the number of females and underrepresented minorities within the SEAS community.

Concerns about the lack of diversity within each stakeholder group came up in the climate survey and discussion sessions. Individuals connected a lack of diversity to feelings of exclusion and the overall School climate. The Harvard University Presidential Task Force on Inclusion & Belonging Report calls on us to not fall into the habit of simply recruiting people who share our social background, culture, and life experiences. "The resulting homogeneity leads to intellectual blind spots that weaken both decision-making and scholarship. It is easy to forget that our teams will be stronger if we take the time and energy to tap into the broadest spectrum of talent, rather than follow the familiar habits and procedures that replicate our own." For SEAS, it is imperative that we dedicate additional time and resources to recruit those groups that are underrepresented in engineering and applied sciences.

Recommendations

2a. For the purpose of diversifying the STEM profession, pursue federal funding and philanthropy to support 1-2 years of post-baccalaureate studies for students that have not had access to resources for graduate school preparation (i.e. advanced courses, research opportunities, etc.). (Medium-term; High-cost, High-effort)

2b. Leverage relationships across Harvard to create internal staff mobility opportunities across campus. Strategies can include contacting the Administrative Fellows Program when leadership positions become available, inquiring about individuals ready for promotion in other Schools/units, and identifying internal SEAS talent for open positions. (Short-term; Low-cost, High-effort)

2c. Implement strategic hiring and recruitment practices based on current human resources and faculty affairs data. For example, examine the hiring process (i.e. application stage, interview stage, job offer, and accepted offer) and implement hiring and recruitment strategies that address the identified gaps and track progress at each stage of the process. (Short-term; Low-cost, High-effort)

- Recruitment strategies might include outreach efforts and/or advertising with job boards and professional associations that focus on diverse talent, and attending job fairs focused on recruiting diverse talent.

2d. Create a list of suggested websites and organizations for advertising of faculty, staff, and postdoc positions. (Immediate; Low-cost, Low-effort)

2e. Provide need-based scholarship funding for master's programs. (Long-term; High-cost, High-effort)

2f. For the recruitment of diverse graduate students, postdocs, and faculty, expand SEAS participation in diversity and STEM conferences and advertise where SEAS will be recruiting via the SEAS website and social media pages. At each conference, collect the names of students we had contact with and compare to list of REU and grad applications. In addition, request that GSAS send the list of people they spoke with at the conferences they attend. For the conferences that collect and share attendee information prior to the conference, reach out to students that have indicated an interest in graduate programs offered by SEAS to schedule a meeting with them. (Immediate; Low-cost, High-effort)

- Metrics:
  - Track the number of people we met with, number that apply, number admitted
  - Track # of trips and faculty attendance
  - Track responses to GSAS application and REU application question: "where did you hear about program"
  - Survey of students that attend the conferences to report their progress and experience

2g. Provide a checklist of steps search committees and hiring managers can take to increase the diversity of applicant pools. Follow up with hiring managers and search committees to determine what resources have been utilized and yielded results. (Immediate; Low-cost, Low-effort)

2h. Implement ongoing mechanisms for identifying women and underrepresented minorities for graduate student, postdoc, and faculty positions in engineering and applied sciences.Tactics may include:

- Faculty and postdocs serving as judges at poster sessions and conference talks
- Faculty and postdocs volunteering to review abstracts for diversity-related STEM conferences
- Partnering with institutions recognized by the National Science Foundation as graduating the most minorities that pursue doctoral degrees in engineering (Short-term; Lost-cost, High-effort)

2i. When a junior faculty search begins or is imminent, departments should contact colleagues at other universities to request the names of women and underrepresented minorities among their current student or recent graduates and postdoctoral fellows. The most promising women and underrepresented minority candidates should then be contacted and encouraged to apply. Include language on all faculty job postings that encourages women and underrepresented groups to apply. (Immediate; Low-cost, Low-effort)

2j. Expand existing and develop new partnerships with minority-serving institutions and create targeted recruitment initiatives. These partnerships can be either formal or informal. Current examples of formal partnerships are: the MRSEC collaboration with Navajo Technical University, Southern University and A&M College, and Florida A&M University; CIQM collaboration with Howard University, Wellesley College, and Mt. Holyoke College; and a collaboration with Bunker Hill Community College that is supported by multiple NSF grants. Examples of informal partnerships are recruitment trips to University of Maryland Baltimore Country Meyerhoff Program and San Francisco State University; and advertising the SEAS REU Program at minority-serving institutions. Resources and guidance should be provided on how to develop these partnerships. (Ongoing; High-cost, High-effort)

2k. Implement a prospective student visitation program for underrepresented groups interested in advanced degrees in STEM. During this event, program participants will have the opportunity to interact with various members of the SEAS community while exploring academic programs leading to a doctoral or master's degree. (Medium-term; High-cost, High-effort)

2l. Create a future faculty workshop for graduate students and postdocs from diverse populations. The program will be open to current members of the Harvard STEM community and individuals from other institutions. SEAS can partner with the FAS Office of Postdoc Affairs. Program will provide a professional development opportunity to individuals underrepresented in STEM fields and serve as a recruitment tool for SEAS postdoc and faculty positions. Successful models for such a program are the Rochester Institution of Technology Future Faculty Career Exploration Program and University of Michigan NextProf: Preparing the Next Generation of Scientific and Technological Leaders. The program can be piloted with current SEAS graduate students and postdocs from diverse populations. (Long-term; High-cost, High-effort)

2m. Create a fund to support postdoc positions being posted on diversity-related websites such as minoritypostdoc.org. (Immediate; Low-cost, Low-effort)

GOAL 3

Reduce/prevent instances of harassment or discrimination based on any aspect of identity; create clear, easily accessible processes for reporting without fear of retaliation.

On the climate survey, 27% of respondents indicated they have experienced harassment or discrimination (of any kind) at SEAS at least once. In addition, these individuals reported a weaker sense of belonging at SEAS and perceive the SEAS climate more negatively. Many of these incident went unreported due to lack of awareness of resources, or a culture that appears to tolerate such behavior. The National Academies of Science, Engineering, and Medicine cited organizational culture that demonstrates an intolerance of harassment, through policy and intervening, as effective in reducing and preventing future instances.

Recommendations

3a. Create a bias and harassment reporting system and response strategy that addresses situations not currently covered by existing policies and structures. If possible, pursue utilizing the Harvard anonymous hotline system as a mechanism for reporting in lieu of creating a new system. In the advertising of this system, clearly communicate how this differs from Title IX, HR, and other policies. In addition, provide the range of consequences that might arise from engaging in harassment, discrimination, or bias. Actions that violate the SEAS Community Standards (see 1a) will also be addressed. (Medium-term; Low-cost, High-effort)

3b. Provide annual bystander intervention training for all members of the SEAS community that addresses situations of bias, harassment, and discrimination. This training should be tailored to different audiences. It is strongly recommended that senior leaders and area chairs attend. This will be incorporated into the comprehensive training program mentioned in Recommendation 5a. (Medium-term; Low-cost, Low-effort)

3c. Offer an introductory bystander intervention training for those who are not as familiar with these terms and how they play out in academic environments. (Medium-term; Low-cost, Low-effort)

3d. Expand the promotion and dissemination of information related to Title IX, BLGTQ Student Life, Office of Sexual Assault, Prevention & Response, and other diversity-focused resources. (Immediate; Low-cost, Low-effort)

GOAL 4

Create a welcoming and inclusive environment where individuals of all identities, backgrounds, and experiences thrive, have a strong sense of belonging, and achieve academic and professional excellence.

Climate survey results showed women, underrepresented minorities, people with disabilities, and members of the LGBTQ community were more likely to consider leaving SEAS due to feeling unwelcomed and less sense of belonging. It is not enough to merely hire or admit diverse groups. SEAS must provide the resources and support to address systematic barriers and support the achievement of all members of our community.

Recommendations

4a. Develop an undergraduate bridge program or partner with the math department's Emerging Scholars program. This program would be for first-year undergraduate students that have indicated an interest in a SEAS concentration and test into a lower-level math course and/or have not had access to engineering concepts prior to college. Students will meet weekly to discuss application of course content to the engineering concentrations and write a research proposal for a summer project. (Long-term; High-cost, High-effort)

4b. Increase financial support for student organizations that have existing peer mentoring programs. Connect student organizations to SEAS alumni who have interest in participating in mentoring programs. Meet with student organizations that have a mentoring program to determine the needs. Harvard Graduate Women in Science and Engineering would be a great resource. (Short-term; Low-cost; Low-effort)

4c. Create a DIB event planning resource guide that is available to all members of the community. Provide a checklist of items people should consider when organizing an event such as accessibility, catering, and event design. Post this guide on the SEAS website. (Immediate; Low-cost, Low-effort)

4d. Provide events and programming that highlight the concerns and experiences of diverse groups in STEM. This may include building upon existing efforts as as BRIDGE Week and the Voices for Diversity in STEM Speaker Series. Events should also address current events that are related to diversity in STEM. (Immediate; Low-cost, High-effort)

4e. Provide the option of adding pronouns to the online staff directory. (Immediate; Low-cost, Low-effort)

4f. Provide the locations of gender-inclusive restrooms and lactation rooms on the website. (Immediate; Low-cost, Low-effort)

4g. Implement teaching, advising, and management strategies that increase sense of belonging, address stereotype threat and imposter syndrome. Provide the training and resources to assist individuals with learning the strategies related to their area. (Ongoing; Low-cost, High-effort)

4h. Recruit URM and women TFs and CAs. Provide best practices to faculty on how to advertise positions. (Immediate; Low-cost, Low-effort)

4i. Include junior-level and senior-level women and underrepresented minority scientists/engineers in every colloquium or speaker series. (Immediate; Low-cost, Low-effort)

GOAL 5

Prepare students, faculty, postdoctoral researchers, and staff to engage in intergroup interactions; apply diversity, inclusion, and belonging best practices; and contribute to a safe environment.

Over 70% of the Climate Survey respondents believe they do a great deal to contribute to a welcoming and inclusive environment. There is a disconnect between the climate we believe we are creating and the one some are experiencing. Individuals have also requested training related to bias, bystander intervention, and what actions positively and negatively impact students. Engaging in difficult conversations, intergroup dialogue, and bystander intervention have been effective in improving organization culture.

Recommendations

5a. Develop comprehensive training opportunities for all members of the SEAS community that address various DIB concepts (i.e. bias, privilege, inclusive leadership, gender identity, etc.). This may be a combination of in-house trainings and invited speakers. Special attention should be paid to trainings for senior leadership, area chairs, and search committees. Partner with LInc to provide workshops on inclusive pedagogy and course design for faculty and postdocs. (Medium-term; Low-cost, High-effort)

5b. Host an October mingling mixer event where all graduate students, faculty, and postdocs are able to meet and get to know other SEAS researchers. (Short-term; Low-cost, Low-effort)

5c. Provide Bok Center *Identity Training* and inclusive teaching trainings for TFs and CAs. These trainings should address bias, harassment, and discrimination and instructors' responsibility for avoiding this behavior. This training should be mentioned on the TF and CA job applications and strongly encouraged by faculty prior to hiring their teaching staff. (Immediate; Low-cost, Low-effort)

GOAL 6

Develop metrics to assess and report School climate, demographics, and progress toward diversity, inclusion, and belonging goals

The Harvard Task Force on Inclusion and Belonging Report calls for each school to track its progress towards inclusive excellence and build a culture of transparency around its progress. Assessment is a respected practice in all aspects of academia and our approach to DIB should align with this culture. This practice will allow us to both effectively diagnose disparities and determine our effectiveness in addressing them.

Recommendations

6a. Administer the SEAS DIB Climate survey every 3 years (Medium-term for second survey administration; Low-cost, High-effort)

6b. Publish an annual DIB report that outlines strategic plan progress, DIB successes, challenges, and opportunities. Post the report on the SEAS website. (Immediate; Low-cost, Low-effort)

6c. Convert longitudinal demographic data into an online dashboard that outline the gender and racial composition of students, staff, faculty, and postdocs. Build out the dashboard to include climate survey data. (Medium-term; Low-cost, High-effort)

6d. Build a robust and complete set of metrics to monitor data relevant to the reporting and evaluation of DIB. (See Appendix for proposed metrics) (Medium-term; Low-cost, High-effort)

6e. Encourage faculty to add customized course climate questions to the Q evaluation (examples of questions can be provided). Offer support to faculty to review the responses and develop inclusive pedagogy strategies. Design questions to align with the inclusive pedagogy practices that are covered in trainings offered (see Goal 5, Recommendations A & B). These questions can also be used on a mid-semester feedback form to allow open conversation with students and make informed mid-course changes if needed. (Immediate; Low-cost, Low-effort)

6f. Track responses to the annual senior survey of graduating SEAS concentrators by race, gender identity, and first generation status. The senior survey asks questions related to satisfaction with advising and concentration, access to internship and job placement, etc. (Immediate; Low-cost, Low-effort)

GOAL 7

Improve disability equity and inclusion at SEAS through inclusive instruction practices and increased resources.

On the SEAS Climate Survey, individuals with a disability identified a number of challenges related to their experiences at SEAS, including difficulty navigating the physical environment, stigma related to mental health, inconsistent support in courses, and difficulty identifying resources. Improving disability equity involves initiatives that increase awareness, encourage inclusive language and communication strategies, and adopt universal design principles. This work should be done in partnership with other university offices such as the Harvard Office of Disability Resources and the Office of Accessible Education.

Recommendations

7a. Identify/allocate additional support faculty in handling accommodations requests. (Immediate; Low-cost, Low-effort)

7b. Ensure there is inclusive and welcoming signage throughout all SEAS buildings to improve wayfinding and accessibility. (Short-term; Low-cost, Low-effort)

7c. Advertise on the website and room booking system all spaces that have assisted listening devices and install proper signage in those spaces. (Short-term; Low-cost, Low-effort)

7d. Provide guidance on designing accessible events and environments. (Immediate; Low-cost, Low-effort)

7e. Create an accessibility grant fund to provideresources needed to increase accessibility at events and in research labs. This fund is to be used when an existing grant or other institutional funding will not cover the accommodation (such as postdoctoral researchers that may not be covered by existing Harvard resources). This may include hiring an interpreter, transcription to live-stream an event, or materials in a lab. (Medium-term; High-cost, High-effort)

GOAL 8

Expand outreach programs and initiatives to engage the Cambridge and Allston communities in STEM education.

Outreach programs that link universities and K-12 students can provide enhanced professional development for teachers, improved curriculum design, innovative pedagogy, and boost student enthusiasm around STEM. As SEAS expands into the Allston area, outreach efforts should prioritize engaging this community.

Recommendations

8a. Create an annual SEAS Service day open to all members of the community. (Immediate; Low-cost, High-effort)

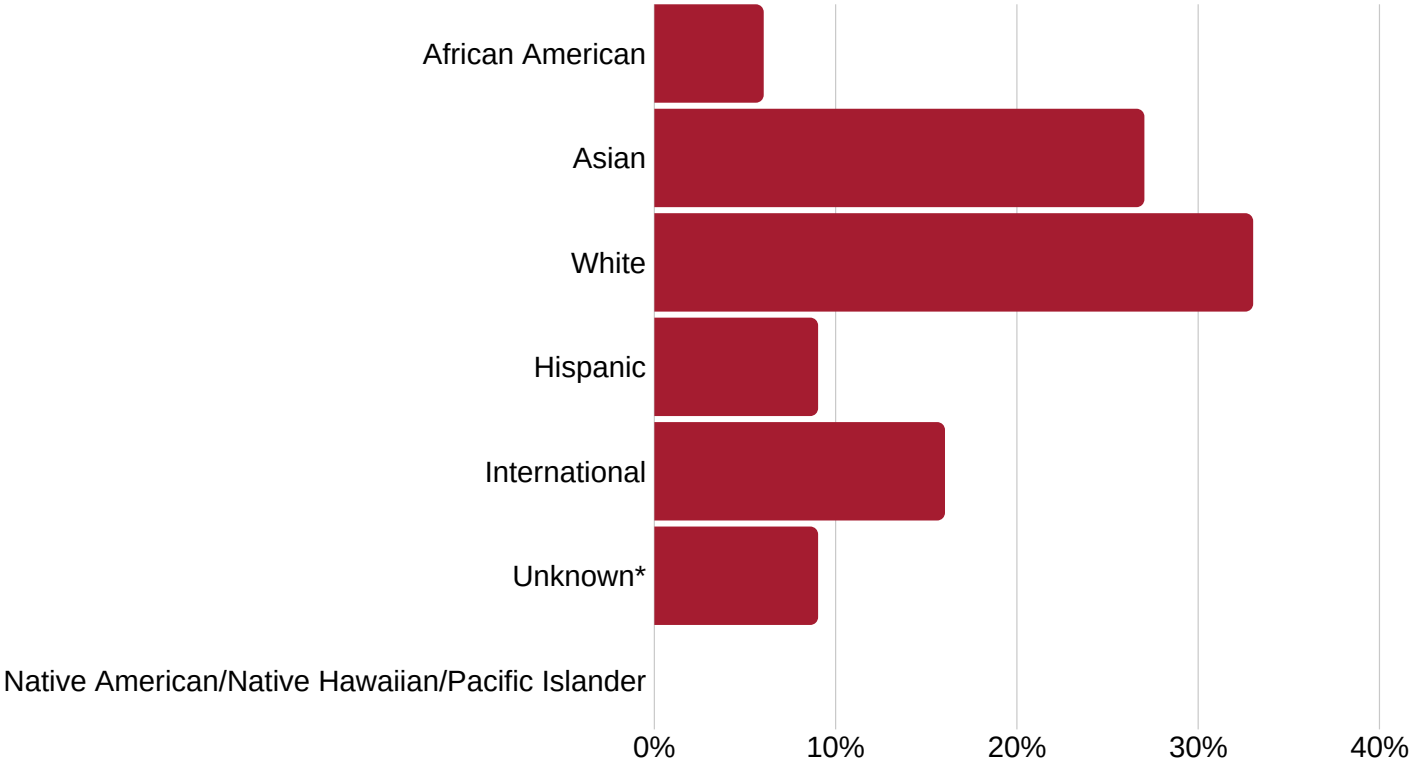
8b. Sponsor a hackathon challenge related to Allston, DIB, and/or STEM education. The challenge will be a part of one of the existing Harvard hackathon events such as MakeHarvard or HackHarvard. (Short-term; Low-cost, Low-effort)

8c. Increase financial and staff resources for existing community outreach initiatives. Hiring a staff member dedicated to developing K-12 programming would enable the expansion of cohort model programs for girls, URM, and first-generation students. (Long-term; High-cost, Low-effort)

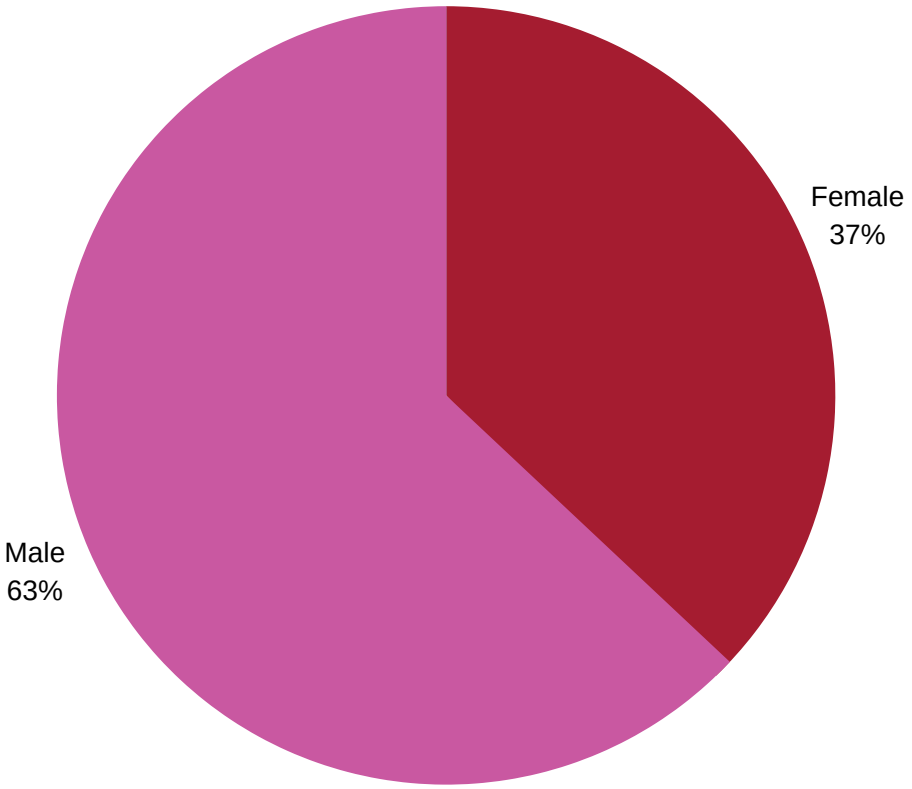
8d. Develop a program that recognizes K-12 STEM educators that have contributed to the mentoring and success of current SEAS PhD students. This program should include an opportunity to provide a workshop for Cambridge and Allston K-12 STEM teachers. (Long-term; High-cost, High-effort)

SEAS BY THE NUMBERS

Undergraduate Students

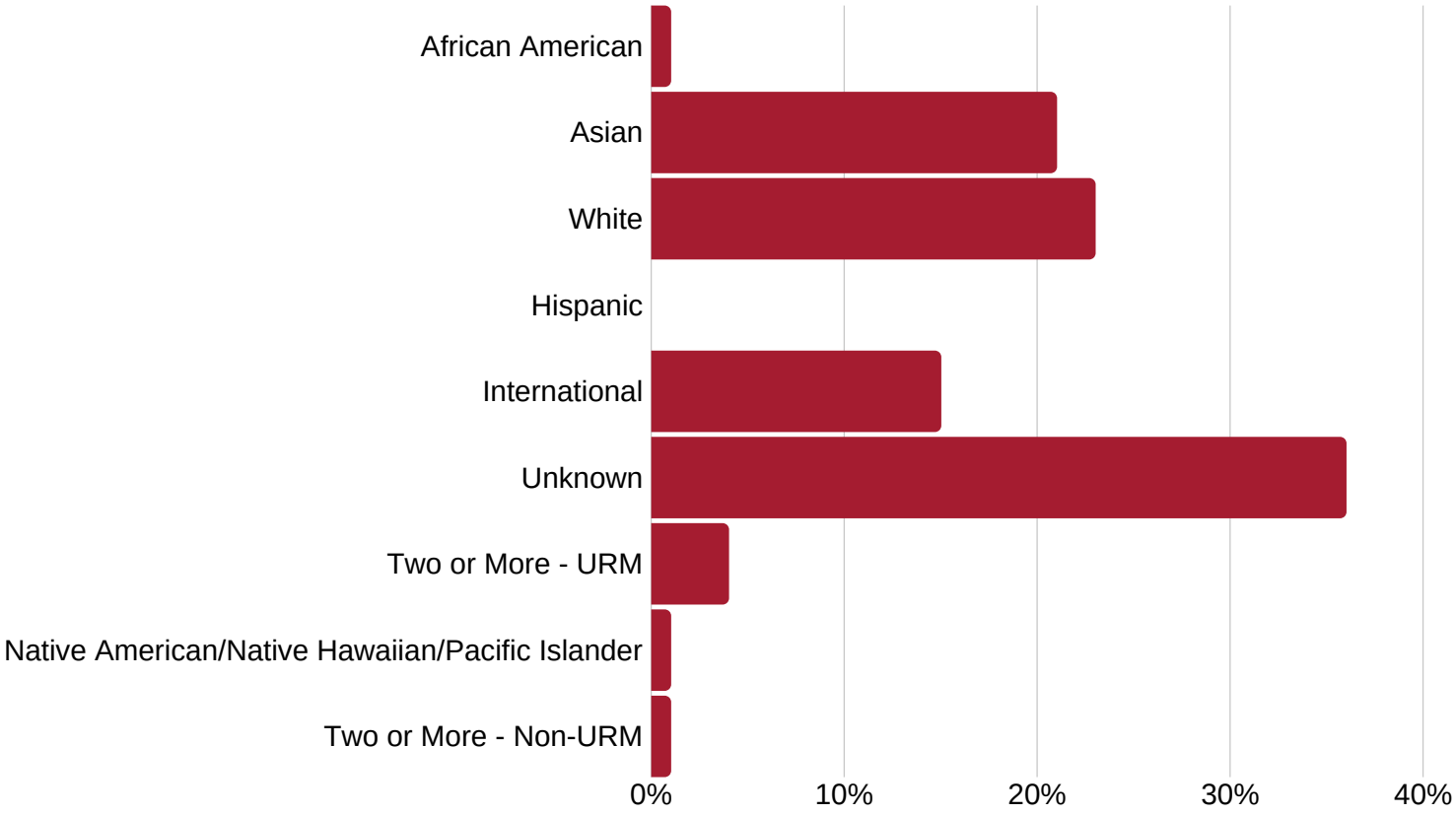


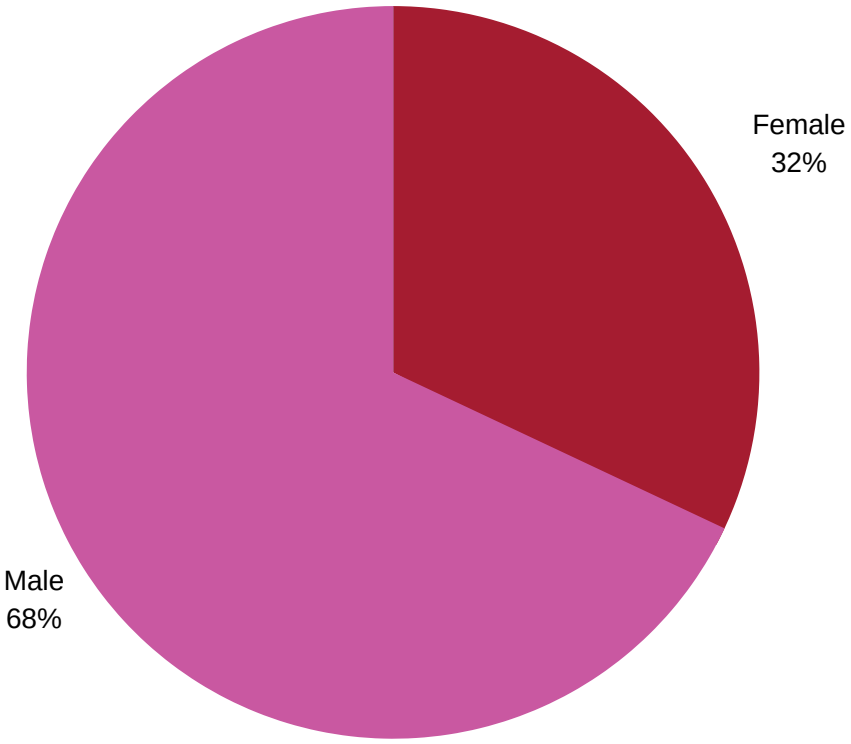
*For undergraduates, unknown includes two or more races



SEAS BY THE NUMBERS

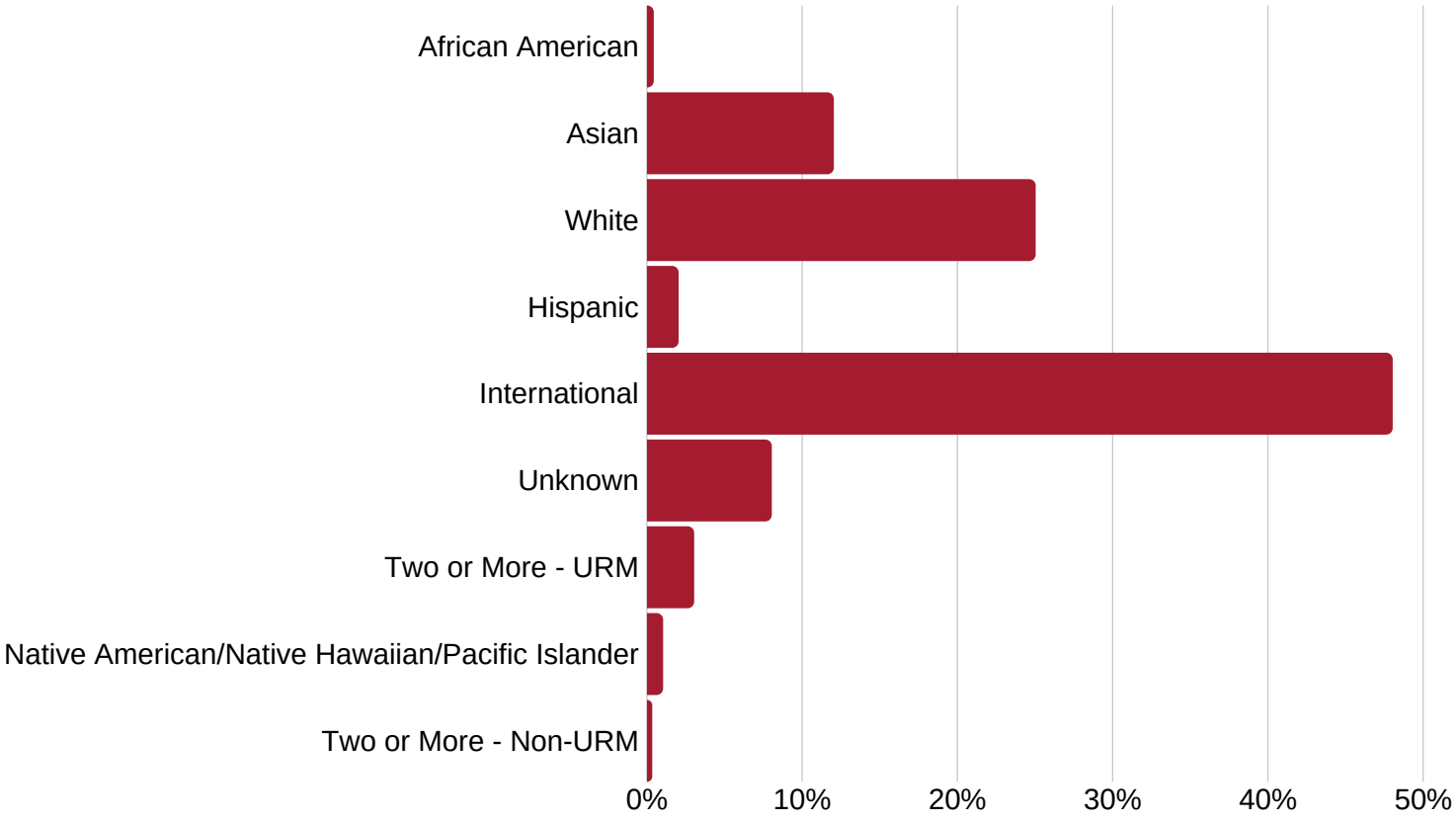
Masters Students

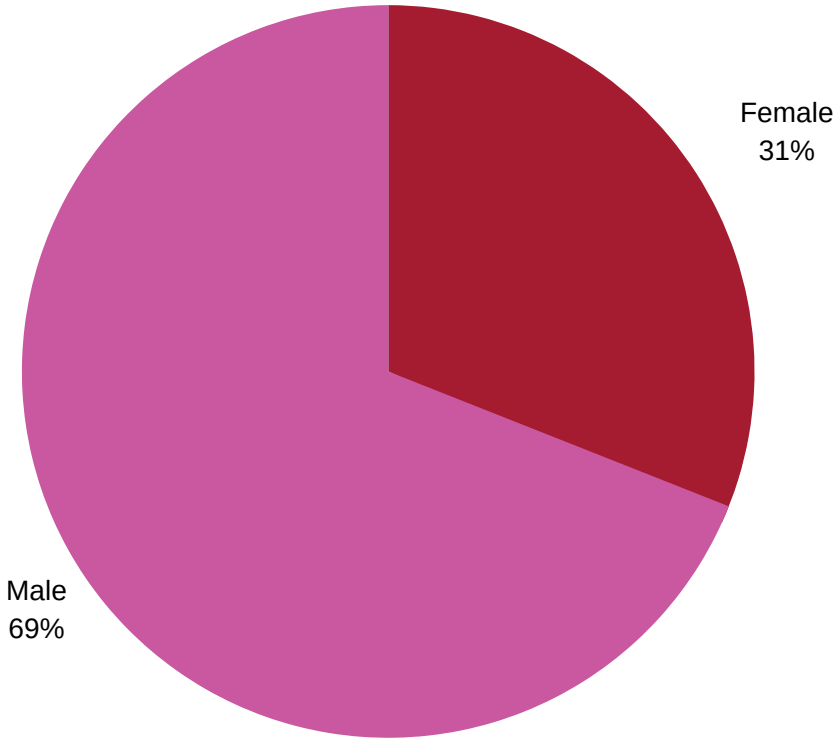




SEAS BY THE NUMBERS

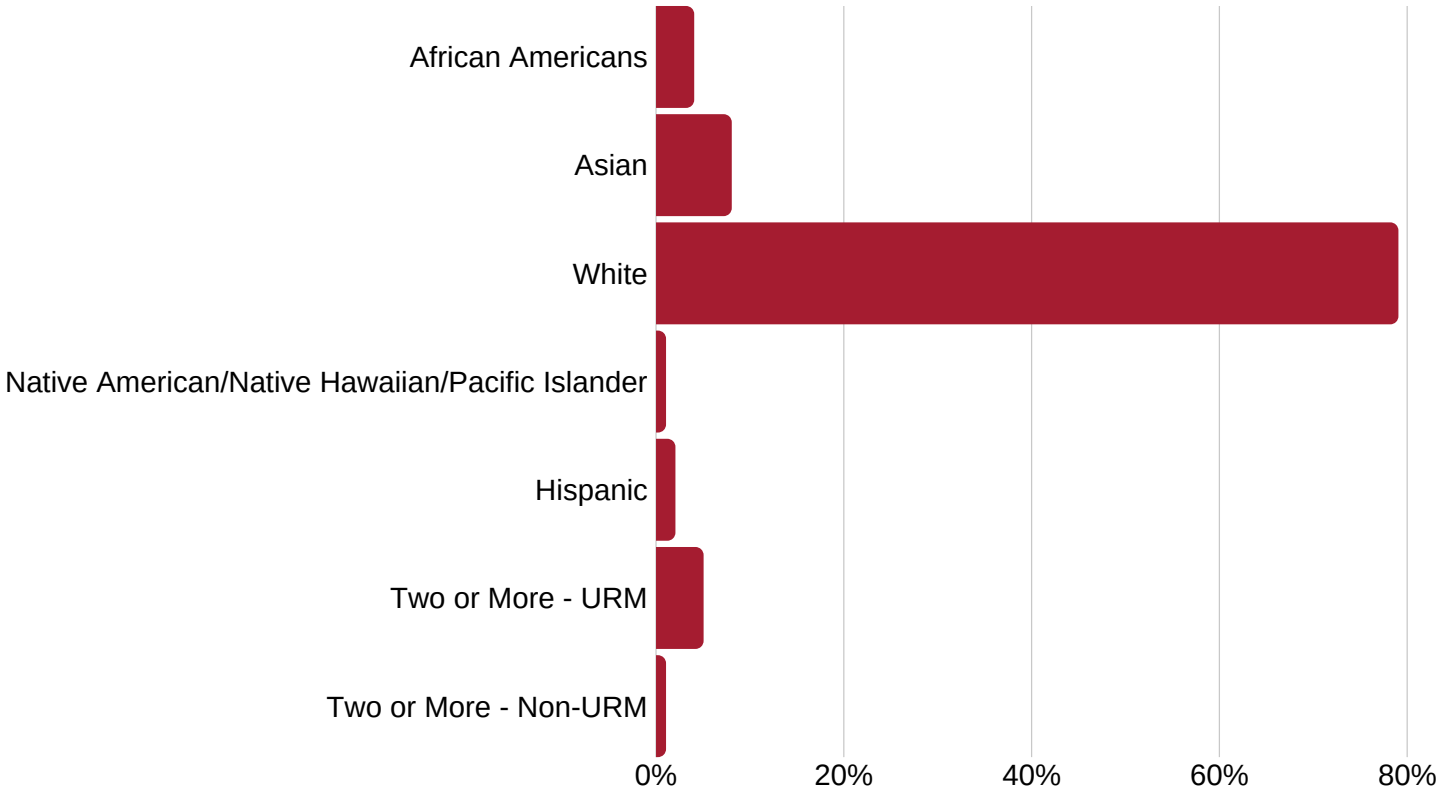
Ph.D. Students

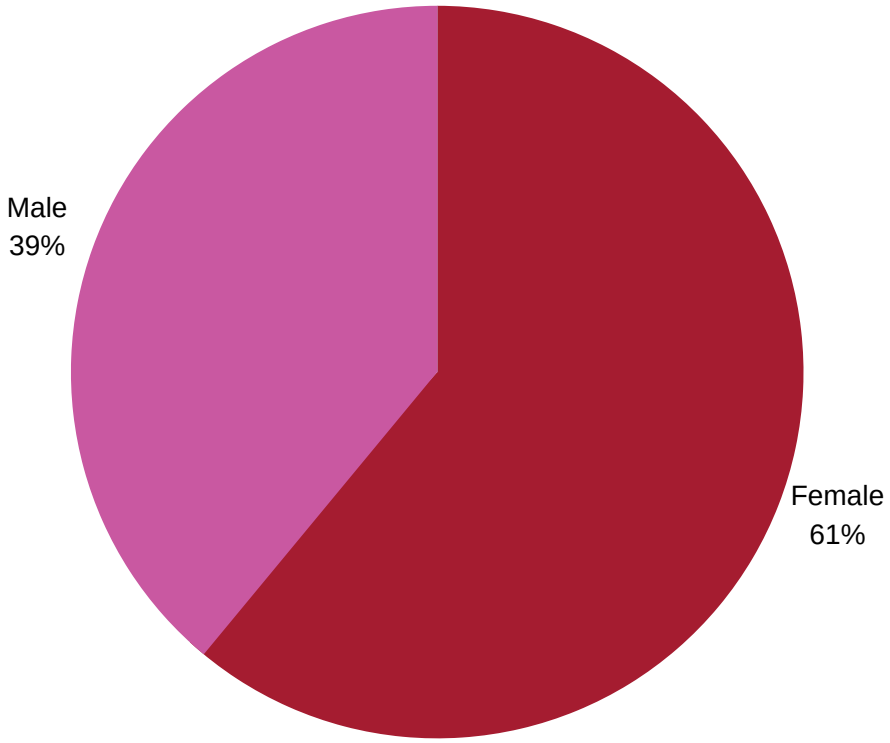




SEAS BY THE NUMBERS

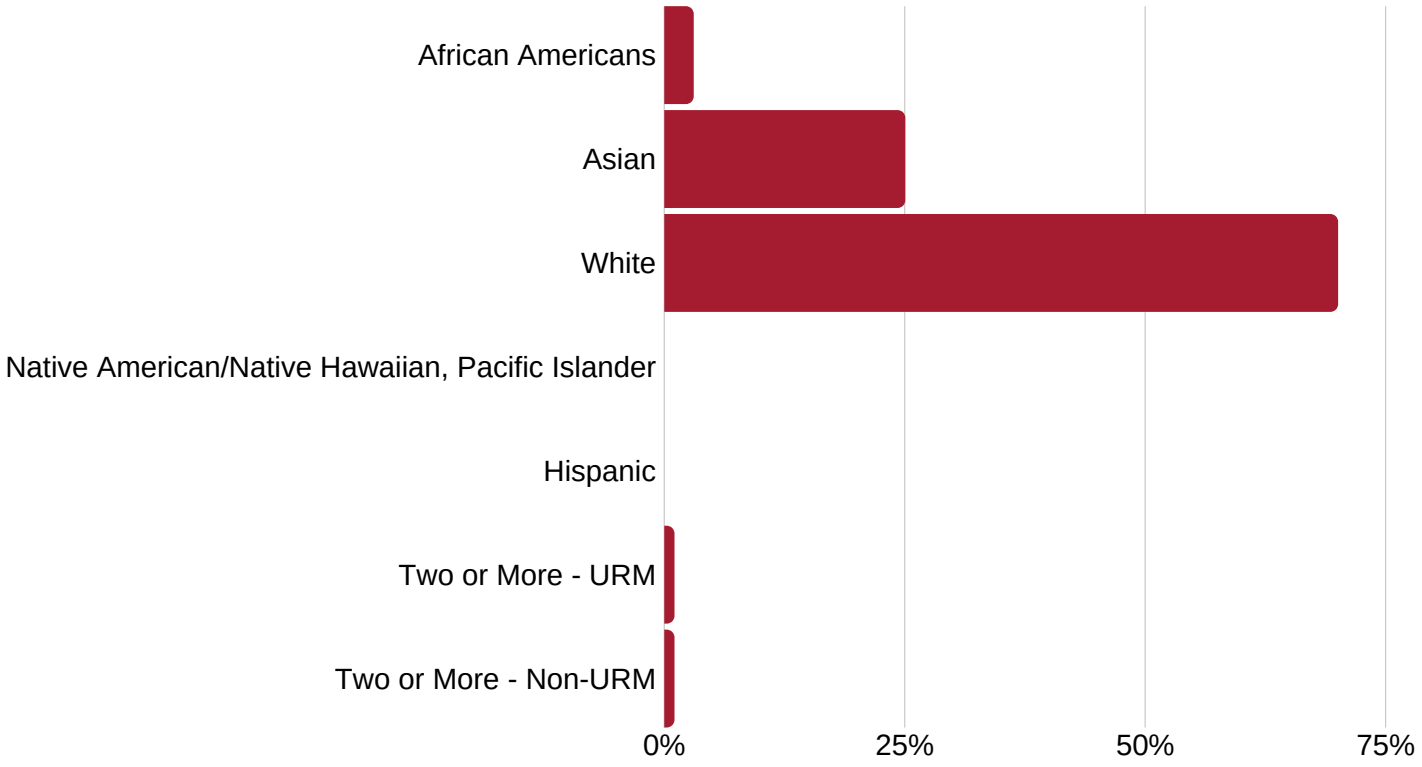
Staff

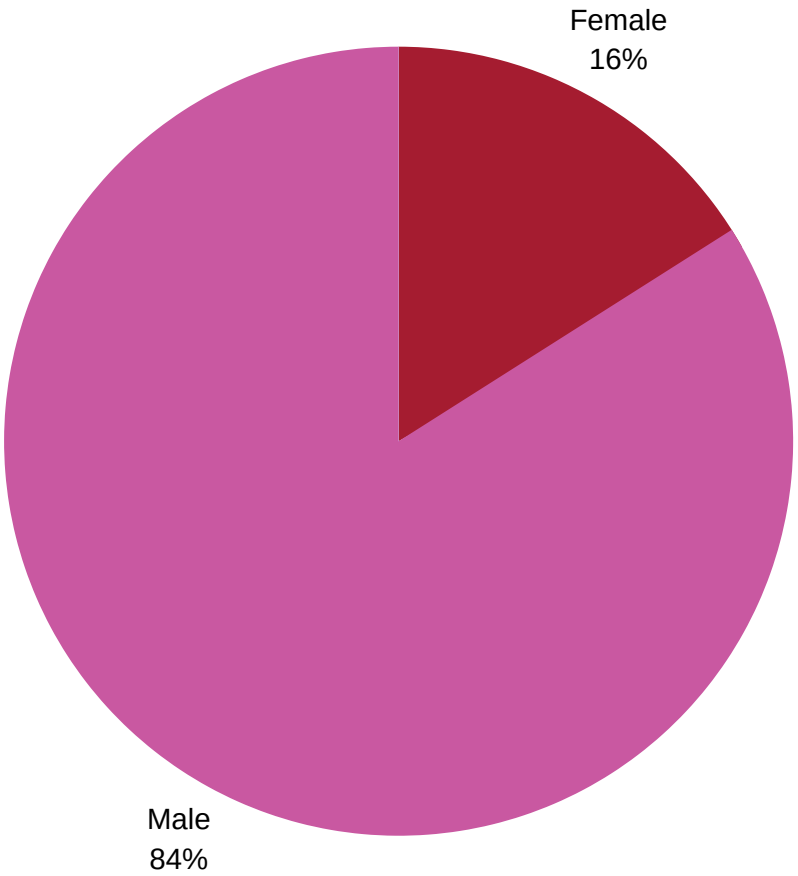




SEAS BY THE NUMBERS

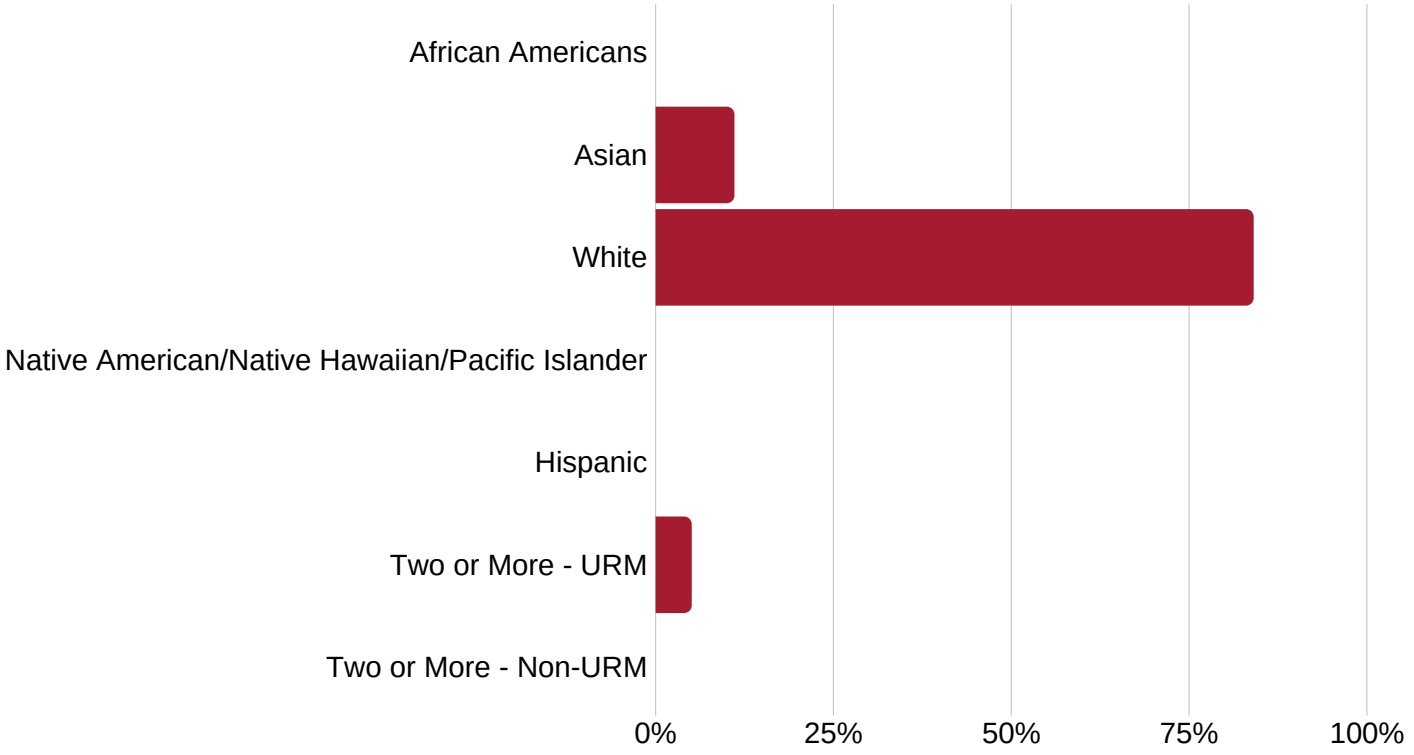
Ladder Faculty

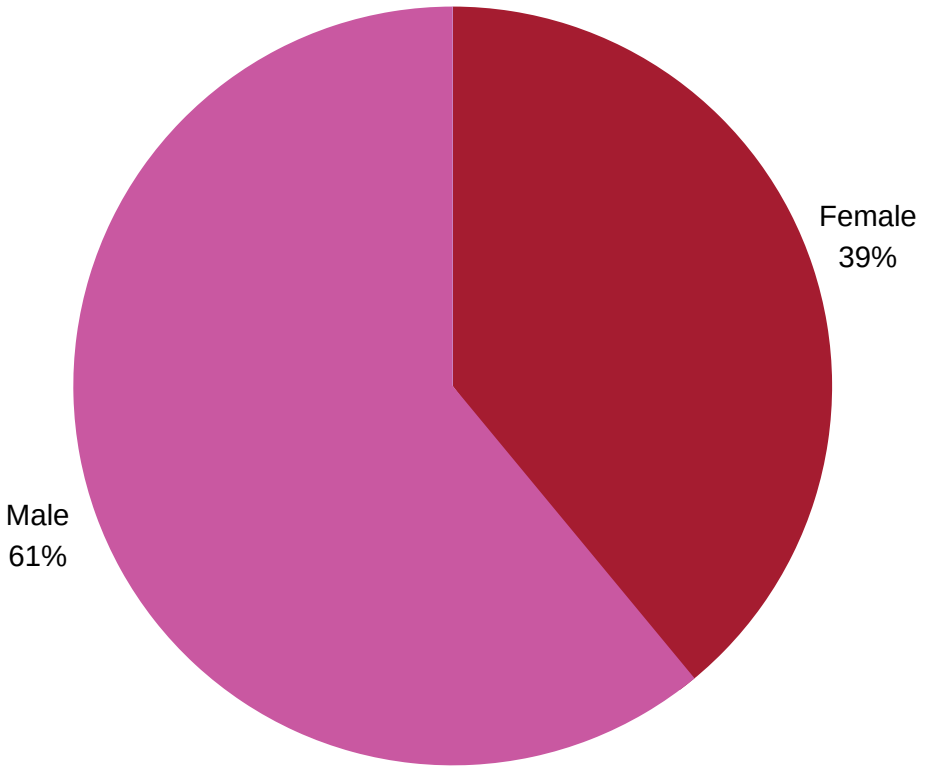




SEAS BY THE NUMBERS

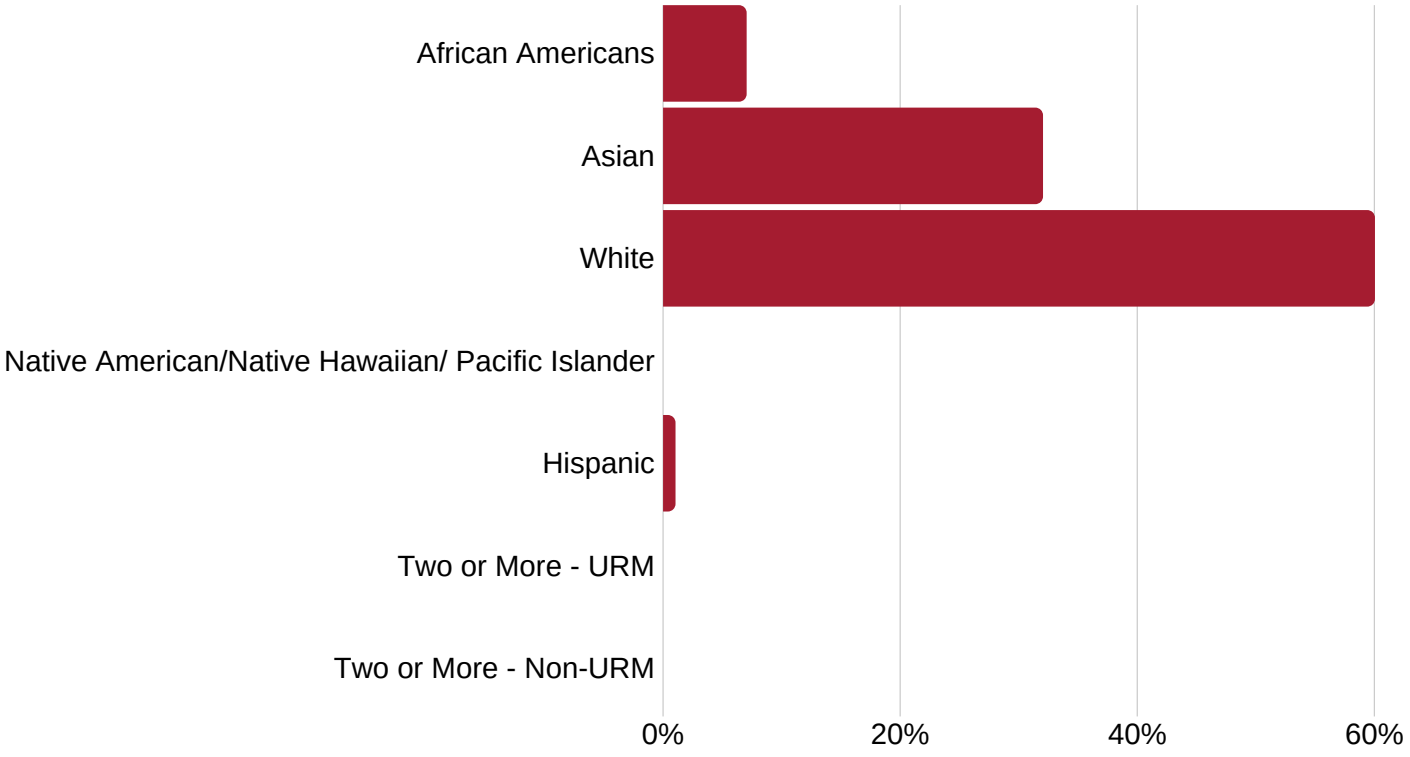
Non-Ladder Faculty

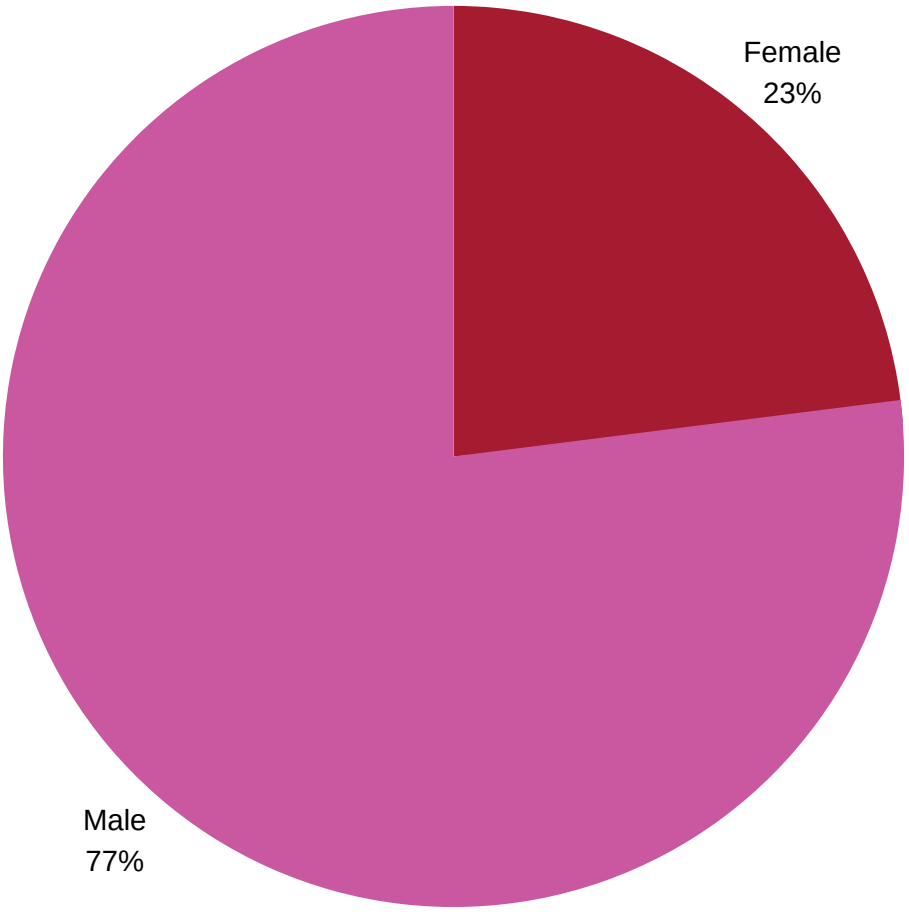




SEAS BY THE NUMBERS

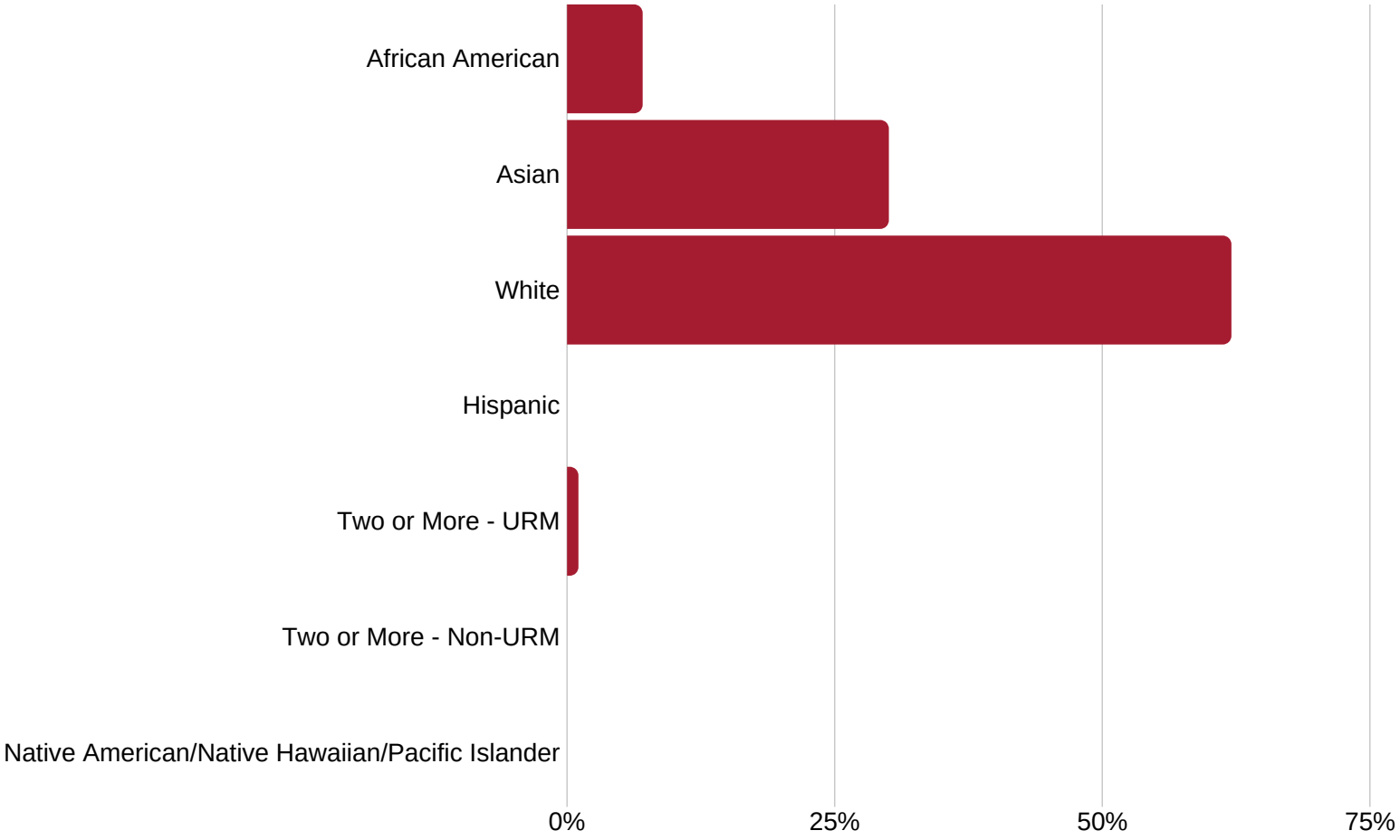
Research Appointments

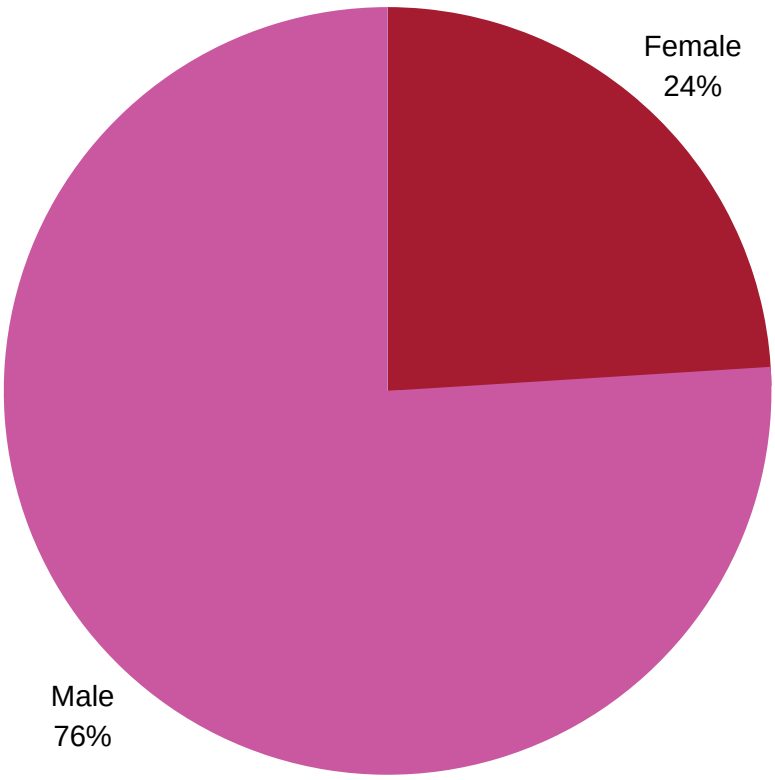




SEAS BY THE NUMBERS

Postdocs





APPENDIX A - METRICS

School

- Benchmark comparisons with peer institutions for each stakeholder group
- Number of DIB activities for students, staff, faculty, and researchers
- Participation in activities
- Climate survey results
- Number of recruitment events/trips by stakeholder group
- Percentage of veterans, individuals with a disability, and first-generation status

Faculty

- Faculty (ladder and non-ladder) by gender, race and ethnicity
- Faculty hires by level, gender, race and ethnicity
- Gender, race and ethnicity of applicant pool, offers, and yields
- Ads placed in diverse publications and websites

Undergraduate

- Year-over-year change in concentrators by gender, race and ethnicity
- Retention in concentrations from high school application to sophomore declaration
- Retention by cohort and by gender, race and ethnicity
- Degrees awarded to women and URMs
- Course retention from registration to drop deadline

Graduate

- Number/percentage of applications by gender, race and ethnicity
- Admits and yields by gender, race and ethnicity
- Degrees awarded to women and URMs

Staff

- Number/percentage of staff employed by grade and by gender, race and ethnicity
- Staff attrition by gender, race and ethnicity
- Staff promotions by gender, race and ethnicity
- Ads placed in diverse publications and websites

Postdocs and Researchers

- Researchers by gender, race and ethnicity

APPENDIX B- LIST OF ABBREVIATIONS

- BRIDGE Week = Building Relationships, Increasing Diversity, Growing Engineers
- CA = Course Assistant
- CIQM = Center forIntegrated Quantum Materials
- DIB = Diversity, Inclusion, and Belonging
- GSAS = Graduate School of Arts & Sciences
- HBCU = Historically Black College or University
- HGWISE = Harvard Graduate Women in Science and Engineering
- HR = Human Resources
- HSI = Hispanic-Serving Institution
- FAS = Faculty of Arts and Sciences
- LGBTQ+ = Lesbian, Gay, Bisexual, Transgender, Queer
- MRSEC = Materials Research Science and Engineering Center
- MSI - Minority-Serving Institution
- NSBE= National Society of Black Engineers
- REU = Research Experiences for Undergraduates
- SEAS = Harvard John A. Paulson School of Engineering and Applied Sciences
- SHPE = Society of Hispanic Professional Engineers
- STEM = Science, Technology, Engineering, and Mathematics
- SWE = Society of Women Engineers
- TF = Teaching Fellow
- URM = Underrepresented Minority
- WICS = Women in Computer Science

"We are working to understand and address diversity, inclusion, and belonging through recruiting and building community, so that everyone feels welcome."
- Dean Frank Doyle

APPENDIX C - COMMITTEE MEMBERS

Thank you to the SEAS Committee on Diversity, Inclusion, and Belonging for their hard work and dedication.

Alexis J. Stokes
Director of Diversity, Inclusion, and Belonging [Committee Chair]

Diane L. Schneeberger
Assistant Dean for Faculty Affairs [Committee Vice-Chair]

Krzysztof Gajos
Gordon McKay Professor of Computer Science [Committee Vice-Chair]

Buse Aktas
Ph.D. candidate in Mechanical Engineering

Herdeline Ardona
Postdoctoral Fellow in Bioengineering

Natasha Baker*
Administrative Coordinator

Nicole Black-Pettit
Ph.D. candidate in Bioengineering

Ellie Carlough*
Director of Corporate Partnerships

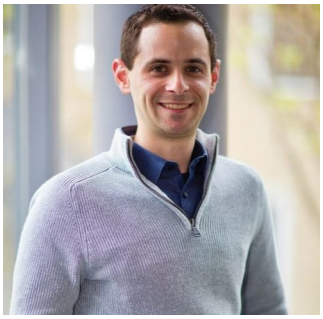
Allison O. Choat
Faculty Coordinator

Veronique Corrdin
Assistant Director of Research Administration and Finance

Rachel DeLucas
Active Learning Labs Manager

Tobias Egle
Ph.D. candidate in Materials Science and Mechanical Engineering

Joey Feffer
Mathematics Undergraduate Student



Benjamin Freedman
Postdoctoral Fellow in Bioengineering in the Wyss Institute

Myrna Garza
SEAS Diversity, Inclusion,and Belonging Fellow

John Girash
Director of Graduate Academic Programs

Angie Greer
Staff Scientist

Kathryn Hollar
Director of Community Engagement and Diversity Outreach

Sarah Iams
Associate Director of Undergraduate Studies in Applied Mathematics

Emily Jia
Mathematics and Computer Science Undergraduate Student

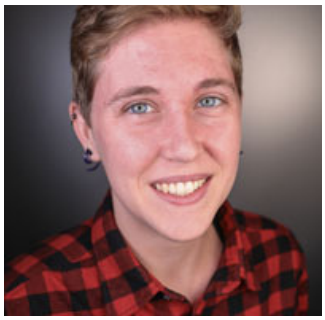
Paul Karoff
Assistant Dean for Communications and Strategic Priorities

Allison Kao
Neuroscience and Computer Science Undergraduate Student

Catherine Kerner
Computer Science Undergraduate Student

Ann Marie King
Faculty Coordinator

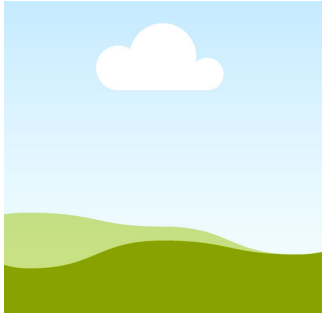
Allison Kao
Undergraduate Student



Isaac Lage
Ph.D. candidate in Computer Science

Tomye Little
Human Resources Coordinator

Vinothan Manoharan
Wagner Family Professor of Chemical Engineering and Professor of Physics



Winston Michalak
Electrical Engineering Undergraduate Student

Saraf Nawar
Postdoctoral Fellow in Applied Physics

Raman Prasad
Senior Software Developer

Gladys Prins
Faculty Coordinator

Chris Rogers
Project Manager, SEAS Information Technology

Heidi Shea
Human Resources Consultant

Rebecca Thrope
Undergraduate Student

Brandon Tilghman
Academic Appointments Manager

Patrick Ulrich
Associate Director of Undergraduate Studies in Environmental Science and Engineering

Jennifer Vasquez
Area Coordinator

Stephanie Vincent
Interim Team Lead

Alex Wendland
Computer Science Undergraduate Student

Robert M. Westervelt
Mallinckrodt Professor of Applied Physics and Physics

Marybeth Wilcox
Assistant Director of Human Resources

Christina Zaldana
Manager for Advising Programs and Diversity Outreach

REFERENCES

1. Association of American Colleges & Universities. (2015) Preparing Future STEM Faculty for Diverse Classrooms at the University of Wisconsin-Madison. AAC&U News, February 2015.
2. Bohanon, M. (2017). A team approach: Expanding the work of diversity and inclusion beyond a central office. *Insight Into Diversity*, October 25, 2017.
3. Davis, J. (2010). The First Generation Student Experience :Implications for Campus Practice, and Strategies for Improving Persistence and Success (An ACPA Publication). Sterling: Stylus Publishing.
4. Hall, S. (1982). The classroom climate: A chilly one for women? Washington D.C.: Association of American Colleges.
5. Hirschy, A., Braxton, J., & Bayer, Alan E. (2004). Effects of student classroom incivilities on students. New Directions for Teaching and Learning, 2004(99), 67-76.
6. Kitchen, J. A. & Sadler, P. & Sonnert, G. (2018). The Impact of Summer Bridge Programs on College Students' STEM Career Aspirations. Journal of College Student Development 59(6), 698-715. Johns Hopkins University Press.
7. Killpack, T., Melón, L., & Marsteller, P. (2016). Toward Inclusive STEM Classrooms: What Personal Role Do Faculty Play? CBE Life Sciences Education, 15(3), 9.
8. Leigh Miles Jackson, Kent Mcguire, Lorelle L. Espinosa, National Academies of Sciences, Engineering, Medicine, Policy Global Affairs, & Board on Higher Education Workforce. (2019). Minority Serving Institutions: America's Underutilized Resource for Strengthening the STEM Workforce. National Academies Press.
9. LePeau, L. (2015). A Grounded Theory of Academic Affairs and Student Affairs Partnerships for Diversity and Inclusion Aims. *Review of Higher Education*,39(1), 97-122.
10. Martinez-Acosta, V., & Favero, C. (2018). A Discussion of Diversity and Inclusivity at the Institutional Level: The Need for a Strategic Plan. Journal of Undergraduate Neuroscience Education : JUNE : A Publication of FUN, Faculty for Undergraduate Neuroscience, 16(3), A252-A260.
11. McMurtrie, B. (2016). What Minority-Serving Institutions Can Teach Other Colleges. The Chronicle of Higher Education, N/a.
12. Minter, M. & Mobley, M. (2019). Fundraising for Diversity Officers: An Overlooked Opportunity. *Insight to Diversity*, Jan/Feb 2019, 20 - 22.
13. Moskal, B. & Skokan, C. (2011). Supporting the K-12 Classroom through University Outreach. *Journal of Higher Education Outreach and Engagement*, 15(1), 53-75.

16. Murphy, M. & Destin, M. (2016). Promoting inclusion and identify safety to support college success. The Century Foundation.
17. Myers, K., Lindburg, J., Nied, D., Ward, K., Wolf-Wendel, L., & Kwasniewski, E. (2013). Allies for inclusion : Disability and equity in higher education(ASHE higher education report ; v. 39, no. 5). Hoboken, New Jersey: Wiley.
18. National Academies of Sciences, Engineering, and Medicine. 2018. Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine. Washington, DC: The National Academies Press
19. National Research Council. 2003. Evaluating and Improving Undergraduate Teaching in Science, Technology, Engineering, and Mathematics. Washington, DC: The National Academies Press.
20. Puritty, C., Strickland, L., Alia, E., Blonder, B., Klein, E., Kohl, M., . . . Gerber, L. (2017). Without inclusion, diversity initiatives may not be enough. Science (New York, N.Y.), 357(6356), 1101-1102.
21. Scully, M. & Rowe, M. (2009). Bystander trainng within organization. Journal of the International Ombudsman Association, 2(1), 1-9.
22.Smith, D., & Wolf-Wendel, L. (1989). The challenge of diversity : Involvement or alienation in the academy? (ASHE higher education report ; v.31, no.1). Washington, D.C.: School of Education and Human Development, George Washington University.
23. Smith, D. (2012). Building Institutional Capacity for Diversity and Inclusion in Academic Medicine. Academic Medicine, 87(11), 1511-1515.
24. Tomasko, D., Ridgway, J., Waller, R., & Olesik, S. (2016). Association of Summer Bridge Program Outcomes With STEM Retention of Targeted Demographic Groups. Journal of College Science Teaching, 45(4), 90-99.
25. Wadors, P. (2016). Diversity efforts fall short unless employees feel that they belong. Harvard Business Review, Aug 21, 2016.
26. Walton, G., Cohen, G. and Steele, C.M. (2012) Empirically validated strategies to reduce stereotype threat.
https://ed.stanford.edu/sites/default/files/interventionshandout.pdf
27. Whittaker, J. A., & Montgomery, B. L. (2012). Cultivating Diversity and Competency in STEM: Challenges and Remedies for Removing Virtual Barriers to Constructing Diverse Higher Education Communities of Success. Journal of undergraduate neuroscience education : JUNE : a publication of FUN, Faculty for Undergraduate Neuroscience, 11(1), A44–A51.
28. Wiebe, E. Faber, M., Corn, J., Collins, T. L., Unfried, A., & Townsend, L. (2013). A large-scale survey of K-12 students about STEM: Implications for engineering curriculum development and outreach efforts (Research to practice). Presented at the 120th American Society of Engineering Education Conference & Exposition.

29. Williams, V. (2002). Merging University Students into K-12 Science Education Reform. Santa Monica, CA: Rand.
30. Zuniga, X., Nagda, B., Chesler, M., & Cytron-Walker, A. (2007). Intergroup Dialogue in Higher Education : Meaningful Learning about Social Justice. Hoboken: John Wiley & Sons, Incorporated.