

Report of Harvard University's Open Inquiry and Constructive Dialogue Working Group

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Executive Summary

This report describes the climate for teaching and learning at Harvard University and highlights tools and techniques to reinforce the free exchange of ideas, rigorous discourse, and empathy for all members of our learning communities.

Open inquiry and constructive dialogue are essential to the pursuit of academic excellence at Harvard and throughout higher education. Excellence through the free and respectful exchange of ideas demands much of every member of the community. Researchers, instructors, and students alike must cultivate habits of mind, social norms, and pedagogical practices that promote reasoned disagreement, engage a spectrum of ideas, and facilitate robust intellectual exchanges. Such interactions, designed to inform and challenge—even unsettle us—are vital to the intellectual and personal growth gained through a rigorous education.

To assess the state of open inquiry and constructive dialogue on campus, the co-chairs engaged a broad cross-section of the Harvard community. They met with the faculties or faculty representatives of every Harvard school; conducted 23 listening sessions with more than 600 Harvard affiliates, including faculty, instructors, students, staff, administrators, and Harvard Alumni Association representatives; and surveyed undergraduate, graduate, and professional

students, as well as faculty members, instructors, and staff drawn from each of the University's schools.

During listening sessions and in surveys, many Harvard students, including 55 percent of survey respondents, reported that they are comfortable engaging in discussions of controversial issues inside the classroom. Sixty-one percent of respondents reported they are comfortable discussing such issues outside the classroom. However, other students, including 45 percent of survey respondents, reported that they are reluctant to share their views about charged topics in class. Thirty-eight percent of survey respondents reported that they are uncomfortable discussing such issues outside of the classroom. Several factors drive students' reluctance to talk about controversial issues, including concerns about peers' judgment, worries about criticism on social media, unease about reputational damage, and fear about potential bullying and harassment complaints.

Many Harvard faculty members and instructors, particularly untenured and non-ladder instructors, also reported reluctance to discuss controversial subjects inside and outside the classroom. While 59 percent of survey respondents reported that they are comfortable pursuing research on a controversial topic, only 49 percent reported that they are comfortable leading a classroom discussion about controversial issues; 32 percent reported that they are comfortable discussing such issues outside of the classroom. They cited potential damage to their professional standing as the reason for their reluctance, in particular, the prospect of negative teaching evaluations, the possibility of contract nonrenewal or tenure denial, the potential for criticism on social media, and the possibility that difficult conversations might trigger complaints about bullying and harassment. Noninstructional staff reported concerns about discussing charged subjects, as well, because of the possibility that coworkers would criticize their views, including on social media, or that a manager would penalize them.

Such challenges are not unique to Harvard. The Working Group's findings about Harvard students are similar to the results of Heterodox Academy's [recent Campus Expression Survey](#) of thousands of college and university students nationwide. Nor is the challenge of discussing controversial issues confined to higher education. A 2023 [American Public Media opinion poll](#), among other sources, documents that the challenge of constructive dialogue about controversial issues is widespread in American society.

While not unique to Harvard, this phenomenon is especially harmful to the mission of higher education. Given that discourse about challenging issues is crucial to educational excellence, the reluctance expressed by students, faculty, or instructors to participate fully in such exchanges can chill open inquiry and constructive dialogue. It demands attention. To address this challenge, the University and its schools should express unwavering support for the values and conditions necessary to promote open inquiry, and work to ensure that these conditions are embraced across our campus.

The University and its schools should take steps to ensure that faculty members, instructors and students enter classrooms with the tools and mindset conducive to rigorous, lively discussion and constructive disagreement. To promote such dialogue in the classroom, a distinction must be drawn between the freedom of individuals to pursue their research agendas and the duty of

attentiveness to learners' educational objectives demanded of those entrusted with teaching; as the Association of University Professors' [1915 Declaration of Principles](#) and subsequent interpretations advised, freedom of teaching encompasses duties to learners. Academic freedom in teaching and learning rests on faculty members' expertise, independence, and fairmindedness; it promotes critical thinking, makes room for disagreement about controversial issues, and encourages respectful intellectual exchanges.

To promote such intellectually engaging learning communities, we also recommend that the University and individual schools, in close collaboration with faculty members, instructors, and students:

- widely promote the habits, norms, and practices that advance open and constructive learning environments;*
- make available tools and techniques to promote a shared identity as members of open and constructive learning communities;*
- develop a required teaching module for new undergraduates on constructive disagreement and programming to model respectful disagreement;*
- recognize and reward classroom instructors skilled in navigating controversial topics;*
- mandate classroom confidentiality;*
- enact responsible social media use policies;*
- review the institutional apparatus for investigating alleged violations of discrimination, bullying, and harassment in order to ensure that they foreground academic freedom in interpreting, applying, and enforcing the policies;*
- ensure that noninstructional staff know their workplace rights and responsibilities;*
- and support and amplify preexisting efforts across the University to support academic freedom, constructive discourse, and intellectual vitality.*

Introduction:

Open Inquiry, Constructive Dialogue, and Academic Excellence

Modern institutions of higher education promote ancient and enduring ideals: the pursuit of truth, the creation and transfer of knowledge across generations, and the use of knowledge to improve society, spur innovation, and fortify democracy. Through the achievement of these objectives, universities can advance the public interest. Universities pursue these laudable goals through research, teaching, learning, and service.

Open inquiry and constructive dialogue are foundational to excellence in all these endeavors. Scholars' freedom to conduct and publish research fearlessly, instructors' freedom to teach responsibly, and students' freedom to learn and think critically are bedrock principles of higher education. These same rights and duties, critical elements of the academic freedoms originally articulated in 1915 by the American Association of University Professors,¹ guide Harvard's pursuit of excellence.

The excellence in research, teaching, learning, and service that free inquiry and respectful dialogue can facilitate must not be taken for granted. Excellence demands much of scholars,

students, and instructors. It requires concerted action and frequent practice. For, as Aristotle reasoned over 2,000 years ago, we acquire a particular quality by acting in a particular way.²

Harvard University comprises an astonishing array of educators and learners, across many schools, professions, disciplines, identities, experiences, and viewpoints, and excellence requires the full participation of all of us. At this inflection point in the history of our institution, our nation, and the world, we must practice—even enshrine—habits, norms, and practices that facilitate the excellence for which we all strive.

The pursuit of excellence through open and constructive learning environments is premised on several key commitments. Open and constructive classrooms:

- enable the pursuit of truth and the enlargement of human understanding through investigation, experimentation, problem solving, fact finding, and reasoned judgment;
- are guided by the expertise, independence, candor, courage, integrity, and good judgment of scholars and educators;
- present a range of viewpoints and distinguish between tested truths and contested opinions;
- encourage students to think critically, take risks, and respectfully debate;
- enable students to pursue lives of reflection, curiosity, listening, deliberation, and civic engagement;
- prize intellectual and personal growth through lively discourse that engages controversial topics and learning inside and outside of the classroom;
- promote the free exchange of ideas by respecting the confidentiality of classroom communications;
- encourage interlocutors to challenge ideas, rather than attack people whose ideas, backgrounds, and experiences may differ from their own;
- cultivate empathy for the wide variety of people, drawn from around the globe, who comprise modern learning communities;
- deploy a variety of pedagogical approaches to encourage learning and active participation by all students in the educational process;
- honor the University's commitment to a campus climate in which everyone can thrive;
- and comply with laws and policies that protect community members from discrimination, bullying, and harassment.

The habits, norms, and practices that promote open inquiry and constructive dialogue, if widely shared, can help bridge our differences. We can forge a shared identity as members of this University community who are committed to excellence and engaged together in research, teaching, learning, and service for the common good. Learning to thrive in such a campus community has the added benefit of preparing us intellectually and socially to thrive in our modern world: a democratic society composed of many individuals, identities, experiences, and viewpoints. Ultimately, open inquiry and constructive dialogue foster the civic virtue that Aristotle extolled millennia ago.

Our Challenges

The realization of these ideals can be challenging when scholars, educators, and students face controversial issues in the classrooms and the many other spaces where learning and social interaction occur. The world outside the University affects life within. Extreme political polarization, enduring social divisions, and the impacts of social media on human behavior inform and shape on-campus dynamics. Indeed, a 2023 [American Public Media opinion poll](#), among other sources, documents that the challenge of constructive dialogue about controversial issues is widespread in American society. Self-censorship is widespread in American society. Such societal challenges—as well as aspects of Harvard’s own culture, policies, and practices—can make discussions of controversial issues fraught, in reality and in perception.

Despite these challenges, many students that the Open Inquiry and Constructive Dialogue Working Group engaged this spring, including 55 percent of survey respondents, reported that they are comfortable discussing controversial issues in class. Sixty-one percent of survey respondents reported they are comfortable discussing these issues outside the classroom.

Other students, however, including forty-five percent of survey respondents, reported that they are reluctant to share their views about charged issues. Thirty-eight percent of survey respondents reported that they are reluctant to discuss these issues outside of the classroom. Several factors drive this reluctance: concern about peers’ judgment, worries about criticism on social media, unease about potential reputational damage, and apprehension of possible bullying and harassment complaints, as discussed below.³

Student Concerns about Peer Relationships

Students most frequently cited peer relationships as the source of their reluctance to engage difficult subjects in class. They reported worrying that peers would criticize their views as offensive. In particular, students told us that they feared that peers would assume that statements meant to provoke class discussions would reflect their *personal* beliefs. Ultimately, they shared that they were anxious that peers would disapprove of their comments and socially ostracize them if they said the “wrong thing” about controversial issues. These students did not seem to question whether their perceptions accorded with reality. For them, the potential reputational risk of speaking out appeared to outweigh any intellectual benefits that might be gained from debating difficult subjects or disagreeing with peers’ presumed viewpoints.

Students’ concerns about social shaming relate, in no small part, to new technologies. The advent of social media has transformed social relations in society and in schools. Reluctant speakers identified specific platforms, some of which permit anonymous posts, as the source of their anxieties: Sidechat, TikTok, and WeChat were cited, as were conversations in GroupMe or WhatsApp groups, where students engage peers without official sanction.

Student Concerns about Instructional Policies and Practices

Faculty members and instructors must teach freely and responsibly within their areas of expertise. This freedom is a cornerstone of academic inquiry at our University. Not all students, however, understood that educators are entitled to hold a variety of views on controversial issues, ranging from the conventional to the unorthodox, and to teach accordingly. Nor did students uniformly express understanding that debate about matters legitimately open to disagreement is a

welcome component of classroom instruction. Without clear norms for vibrant discussion, students cited certain instructional practices and policies as reasons for their reluctance to share views on contested issues.

Most significant, perhaps, students reported a lack of clarity about whether faculty members and instructors expected, welcomed, or discouraged debate about such matters. Classroom norms, they reported, are unclear. They cited the lack of clarity about the terms for engagement as a factor in their decisions about whether and how to participate in discussions of charged subjects. Unclear norms magnified the possible reputational risks of vigorous classroom participation. These risks include the potential for negative impacts on grades, letters of reference, and, ultimately, employment opportunities. Instead of incurring such risks, students reported disengaging from discussions or self-censoring to avoid statements that might be deemed “wrong.”

Furthermore, some students factored educators’ views about controversial issues into their own assessments of whether and how to engage. Students expressed reluctance to articulate a perspective contrary to an instructor’s stated or presumed views. Disagreement with the instructor could, potentially, negatively affect grades, references, and employment opportunities, they said. To minimize risks, students reported either aligning their statements with the instructor’s views or staying silent during controversial discussions.

Some students suggested transparency as a way to improve the classroom climate for debate. When instructors declared their viewpoints on controversial subject matter up front, students reported that they could make more-informed decisions about whether to enroll in certain courses.

Others noted that instructors can create more lively discourse in the classroom by assuming that students disagree with one another. Some instructors instead reportedly appeared to assume that students have a single perspective on controversial issues; this assumption discourages honest discussion and debate. Classrooms would be livelier if educators encouraged a variety of viewpoints, the students said.

Class size significantly influences students’ willingness to share their views on difficult topics. Students reported feeling much more comfortable discussing challenging subjects in smaller-sized classes. In smaller classes, students are better able to build rapport and trust with peers and instructors. As a consequence, they are less concerned about offending others. In short, smaller classes reportedly permit students and instructors to build the trust and sense of classroom belonging that are foundational to constructive dialogue.

While some students feel constrained by instructors’ real or presumed views about controversial issues, many choose courses specifically to hear certain instructors’ perspectives or experience their teaching styles. Seminars, clinics, and practicums, as well as lecture courses whose titles or course descriptions advertise their orientation, are well-suited to these kinds of learning experiences.

Whatever the course or perspective, instructors are obligated to emphasize critical thinking. The American Association of University Professors' founding 1915 statement about teaching is instructive on this point:

“[T]he university teacher, in giving instructions upon controversial matters, while he is under no obligation to hide his own opinion under a mountain of equivocal verbiage, should, if he is fit for his position, be a person of a fair and judicial mind; he should, in dealing with such subjects, set forth justly, without suppression or innuendo, the divergent opinions of other investigators; he should cause his students to become familiar with the best published expressions of the great historic types of doctrine upon which the questions at issue, and he should, above all, remember that his business is not to provide his students with ready-made conclusions, but to train them to think for themselves....”

Faculty and Instructional Staff Concerns about Classroom Climate

While many students rightly view faculty and instructors as highly influential, some educators reported concerns about constraints on open inquiry and dialogue inside and outside the classroom, sometimes imposed by students. Only 49 percent of survey respondents reported that they are comfortable leading a classroom discussion about controversial issues, as compared to the 59 percent who reported that they are comfortable pursuing research on a controversial topic; merely 32 percent reported that they are comfortable discussing such issues outside of the classroom. These individuals reported that they are reluctant to teach controversial subjects based, in part, on their perception that students find only certain views about controversial matters acceptable; their minds are not open to debate.

Educators also reported concerns about classroom surveillance, given the proliferation of recording devices and cameras in class. They described worries that students might post recordings or unfavorable comments about classroom conversations to social media. These possibilities are perceived to involve substantial reputational risk, even for tenured faculty.

Untenured faculty and non-ladder instructors reported feeling especially vulnerable to unfavorable student opinion. They emphasized that the ease of posting negative comments about classroom conversations on social media disincentivizes spirited debate of contested issues. Instructors worried, they said, that rigorous teaching could adversely affect teaching evaluations—and because teaching evaluations factor into employment decisions, they also worried that unfavorable student reactions to matters discussed in class ultimately could negatively affect their prospects for tenure or contract renewal. Consequently, some untenured faculty or instructors reported that they tended to steer clear of controversial areas of inquiry altogether, if possible. If a course requires teaching about hotly contested matters, instructors do so, they reported, with a view toward avoiding statements that might inflame opinion. In short, the precarity of untenured employment can undermine open inquiry and constructive dialogue in our classrooms.

Potential Chilling Impact of Investigations under Applicable Laws and Policies

Some individuals—including faculty, instructors, and students—cited Harvard's discrimination, harassment, and bullying policies as a source of concern.⁴ Students worried that classroom

debates could trigger complaints and investigations; consequently, they choose to self-censor rather than debate charged issues. Instructors reported special concern about the delegation of fact-finding or decision-making to persons who are unfamiliar with the principles of academic freedom that should guide faculty-student interactions. Inattention to these norms might tilt investigatory processes and outcomes, they worried. As a result, some instructors reportedly avoid areas of inquiry that might lead to such investigations. These perceptions and fears can chill open inquiry and constructive dialogue.

Ways Forward

The reluctance of faculty members, instructors, and learners to engage in vigorous discussion requires attention. Harvard must act swiftly to ensure that the conditions necessary to promote open inquiry and constructive dialogue are widely known and embraced across our campuses.

The administrators who are entrusted with leadership of schools, institutes, programs, and departments have a special role to play: they must set the tone and support the pursuit of open inquiry and constructive dialogue.

Many people on campus already are leading the way. In search of best practices to achieve our goals, the co-chairs and members of the Open Inquiry and Constructive Dialogue Working Group consulted faculty, instructors, students, and staff across the University. We found an exciting variety of approaches, syllabi, and tools that can help create more dynamic learning communities. We reference some of the most promising pedagogical tools already available below and in the Appendix.

We also offer proposals for curricula and policy changes to support the University's renewed commitment to open inquiry and constructive dialogue, subject to individual schools' judgements about the best ways to pursue their missions.

- **Widely Promote the Habits of Mind, Values, and Practices Necessary for Open and Constructive Classrooms.** Discussion might begin with the content of this report and the array of courses, lectures, and activities that foster these aims that already are available across campus. See Appendix II for a range of potentially helpful examples.
- **Make Available Tools and Workshops to Promote a Shared Identity as Members of Open and Constructive Learning Communities.** Several faculty members possess expertise about ways to cultivate trust, empathy, and shared identities across difference. Schools are encouraged to share such expertise across schools.
- **Develop a Required Teaching Module for New Undergraduates on Constructive Disagreement.** The ability to engage controversial subjects effectively can be taught and learned. This skill can and should be framed as an important aspect of educational and professional competency in foundational, required teaching modules on constructive disagreement. This competency could be taught to undergraduates through the EXPOS series of courses or in other foundational courses at other schools, as appropriate.
- **Develop Programming Designed to Model Constructive Disagreement across Viewpoints, Identities, and Experiences.** Each school should be encouraged to institute programming or activities designed to promote and model respectful discourse.

- **Recognize and Support Educators, including Untenured Faculty and Non-Ladder Instructors, Who Are Skilled Facilitators of Controversial Subjects.** Outstanding facilitators of classrooms where open and constructive dialogue flourishes should be recognized and supported for their invaluable work in support of the University's pursuit of excellence.
- **Encourage Educators to Assume Disagreement about Controversial Issues, to Teach a Range of Views Where Appropriate, and to Both Model and Encourage Respectful Dialogue.** Appendix II lists resources such as pedagogical techniques, policies, and practices that may assist those who seek to create more open and constructive classrooms.
- **Encourage Responsibility among Educators to Ensure that Their Intellectual Orientations about Subject Matters Do Not Discourage Dialogue among Students.** Educators should also be encouraged to communicate their commitment to open inquiry and constructive dialogue through course syllabi and norm setting at the beginning of classes.
- **Promote the Free Exchange of Ideas by Enacting Policies That Mandate Classroom Confidentiality.** To preserve confidentiality and promote candid conversations, consider new rules or norms about the dissemination of class-related content, discussions, or activities. New policies might include the University-wide adoption of the Chatham House Rule of non-attribution of in-class comments, already mandated by some schools.
- **Enact Policies That Promote Responsible Social Media Use by Harvard Affiliates.** The parameters of such policies should be defined in collaboration with students and guided by experts. Student handbooks, codes of conduct, and orientation and teaching materials should incorporate references to the substantial risks to the learning environment of irresponsible use of social media.
- **Review the Institutional Apparatus for Investigations of Alleged Violations of Discrimination, Bullying, and Harassment in Order to Ensure That They Foreground Academic Freedom in Interpreting, Applying, and Enforcing the Policies.** We also recommend training all classroom participants about the difference between robust intellectual exchange and conduct that violates a Harvard policy.
- **Ensure That Noninstructional Staff Members Know Their Workplace Rights and Responsibilities.** Staff who support the academic enterprise should be aware of their rights as well as the professional conduct rules and community norms that govern workplace relationships.

We also suggest the following teaching and advising norms:

- **Anonymous Polling.** At the beginning of a class or class session on a controversial topic, several professors use anonymous polling software to inform students about the spectrum of views among peers about the topic. The results of the anonymous poll are shared to establish that individuals may enter classroom discussions with different perspectives on contentious issues. Armed with this information, students are invited—and may be more likely—to speak freely and articulate a range of views on contentious subject matter. For details, see, for example, G. James Lemoine (HBS), [“Embrace, Don’t Avoid, Morally Controversial Topics in Class.”](#)

- **Assignment of Students to Represent Perspectives/Arguments/Roles during Discussions.** Instructors can facilitate the airing of a wider range of perspectives during class discussions by assigning particular positions, arguments, or roles to students. This approach can teach multiple perspectives, promote empathy, and prevent peers from assuming that positions taken in class reflect personal beliefs. For more, see, for example, [“Role Play,”](#) Derek Bok Center for Teaching and Learning.
- **Opportunities for Low Stakes Disagreement.**
 - Instructional Moves (GSE), [“Fostering a Culture of Valuing Different Ways of Thinking”](#)
 - Instructional Moves (GSE), [“Probing Student Disagreement to Achieve Deeper Understanding”](#)
- **Opportunities to Bring Students Together across Affinity Groups and to Learn about Others by Taking Courses and Attending Events about Groups, Experiences, and Viewpoints Different from Their Own.** These opportunities are vital to the creation of a shared identity as open and constructive learners and empathy for all community members.
 - The [Harvard Chaplains](#) support religious, spiritual, and moral engagement for all community members.
 - The [Harvard Foundation for Intercultural and Race Relations](#) was founded in 1981 to “enhance the quality of our common life.” Through educational engagement programs, student leadership development, and cultural celebrations, the foundation seeks to involve students of all racial, ethnic, and cultural backgrounds in the full array of opportunities available at Harvard College. Its efforts are designed to build community, promote intercultural awareness, and prepare students to become inclusive leaders. The foundation supports initiatives that are designed to promote interracial and intercultural understanding in the Harvard community and to highlight the cultural contributions of students from all backgrounds.
 - [Harvard Office for Equity, Diversity, Inclusion & Belonging](#) fosters an environment where different perspectives are respectfully heard and where every individual can experience a sense of belonging. Opportunities include the annual [EDIB Forum](#), the [Harvard Culture Lab](#), and the [Community Dialogue Series](#)
 - The [Office for Gender Equity](#) works to advance Harvard’s commitment to providing an environment where each of us feels safe to participate fully in University life
 - The [Office of the Vice Provost for International Affairs](#) supports and encourages the work of Harvard students and faculty, bringing Harvard to the world and the world to Harvard.
 - The [Pluralism Project](#) at Harvard studies and interprets religious diversity and interfaith relations in the United States.

Finally, we urge the University and its schools to support and amplify efforts already under way across campus to encourage academic freedom, constructive disagreement, and viewpoint diversity:

- [Harvard College Intellectual Vitality Initiatives](#)
- [Harvard Dialogues](#)
- Harvard Dental School Conversations that Take Courage Training Series (partnered with the Harvard Ombuds Office).
- [Harvard Faculty of Arts and Sciences Civil Discourse Initiative](#)
- [Harvard Kennedy School Candid & Constructive Conversations](#)
- [Harvard Law School Rappaport Forum](#)
- Harvard Medical School Office of Graduate Education Workshop Series “Building Capacity for Critical, but Civil, Discourse in Graduate Training Environments”
- Harvard Medical School/Division of Medical Sciences Culture and Community Workshop
- [Harvard Radcliffe Institute Academic Freedom Focus Area](#)
- [Edmond & Lily Safra Center for Ethics Civil Discourse Activities](#)
- [Making Caring Common Project](#) (GSE) Resources, such as [Navigating Social Issues in the Classroom: A Toolkit for Educators as Community Bridge-Builders](#) and [Listening Deeply Strategy](#)

Conclusion

This report assessing the state of open inquiry and constructive dialogue on campus presents a tremendous opportunity for the University to rededicate itself to a more open and vibrant learning experience.

Whatever our role in this vast university, we can aid the pursuit of these goals. Whether we are researchers, educators, students, or staff members—and whatever our identities and experiences, our disciplines and professions, our ideologies and perspectives—our devotion to excellence in education unites us.

APPENDIX I

Student and Faculty/Staff Survey Data

I. Harvard Overall Student Survey Results

Figure A1 (below) illustrates the distribution of responses from students regarding how comfortable or reluctant they feel about speaking up in the classroom on controversial issues. Over half (55%) of student respondents expressed being either very comfortable (16%) or somewhat comfortable (39%) with sharing their views. In contrast, 45% were somewhat reluctant (31%) or very reluctant (14%) to speak up.

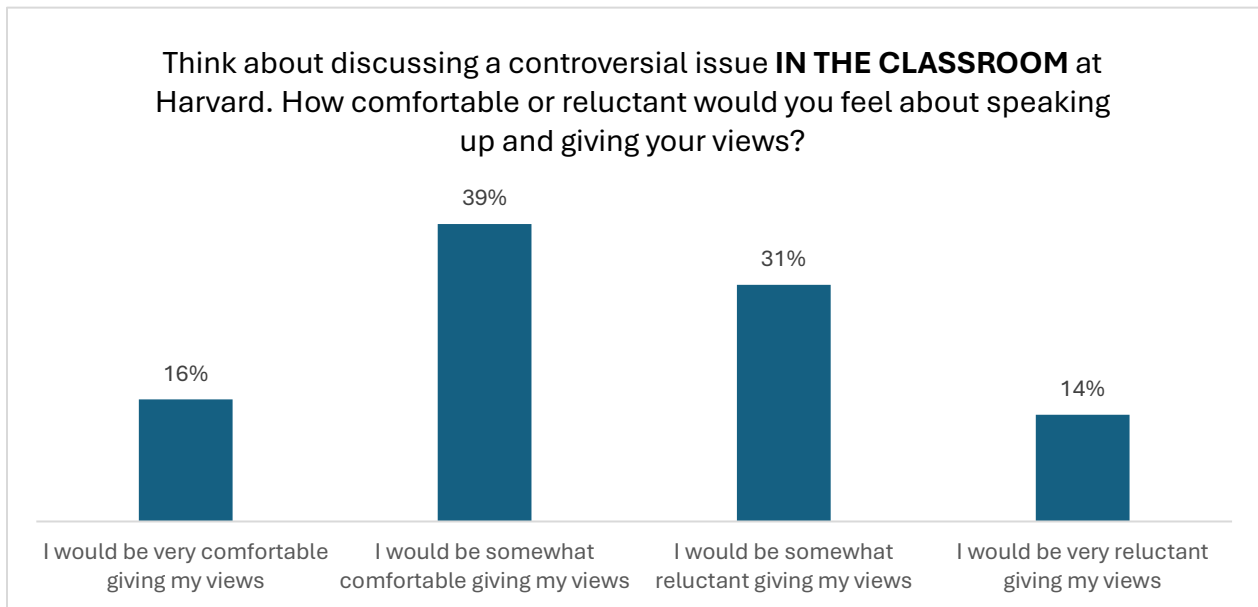


Figure A1. *Distribution of Students' Comfort or Reluctance about Speaking Up and Giving Views In the Classroom*

Figure A2 (below) shows the distribution of responses from students regarding their comfort level in discussing controversial issues outside of the classroom, such as in dining or residential spaces or at Harvard community gatherings. Approximately six out of 10 (61%) student respondents felt very comfortable (19%) or somewhat comfortable (42%); in contrast, 38% felt somewhat reluctant (26%) or very reluctant (12%) to speak up.

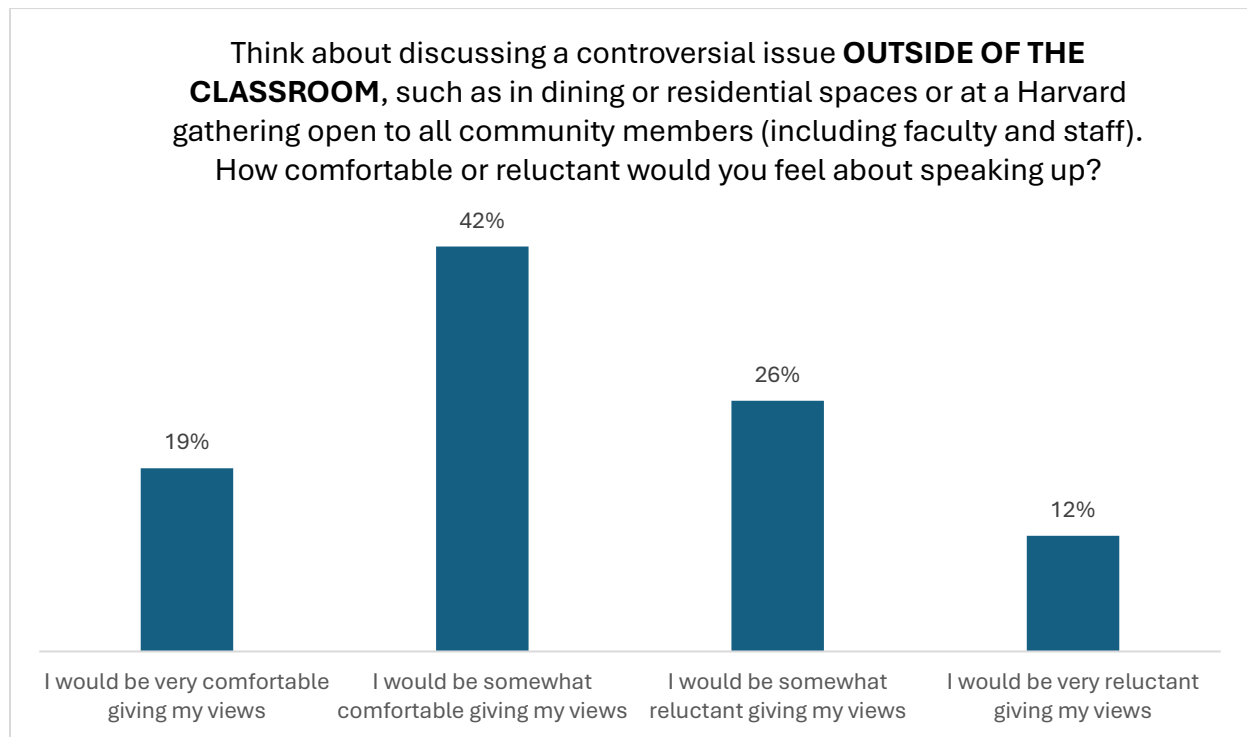


Figure A2. *Distribution of Students' Comfort or Reluctance about Speaking Up and Giving Views Outside of the Classroom*

II. Harvard Faculty and Staff Survey Results

Figure A3 (below) illustrates the distribution of responses from faculty/staff with teaching roles regarding how comfortable or reluctant they feel about leading a discussion on a controversial topic. About half of faculty/staff respondents with teaching roles (49%) replied that they would feel very or somewhat comfortable leading a discussion on a controversial issue in a class at Harvard; the other half indicated they would feel very or somewhat reluctant to do so (51%).

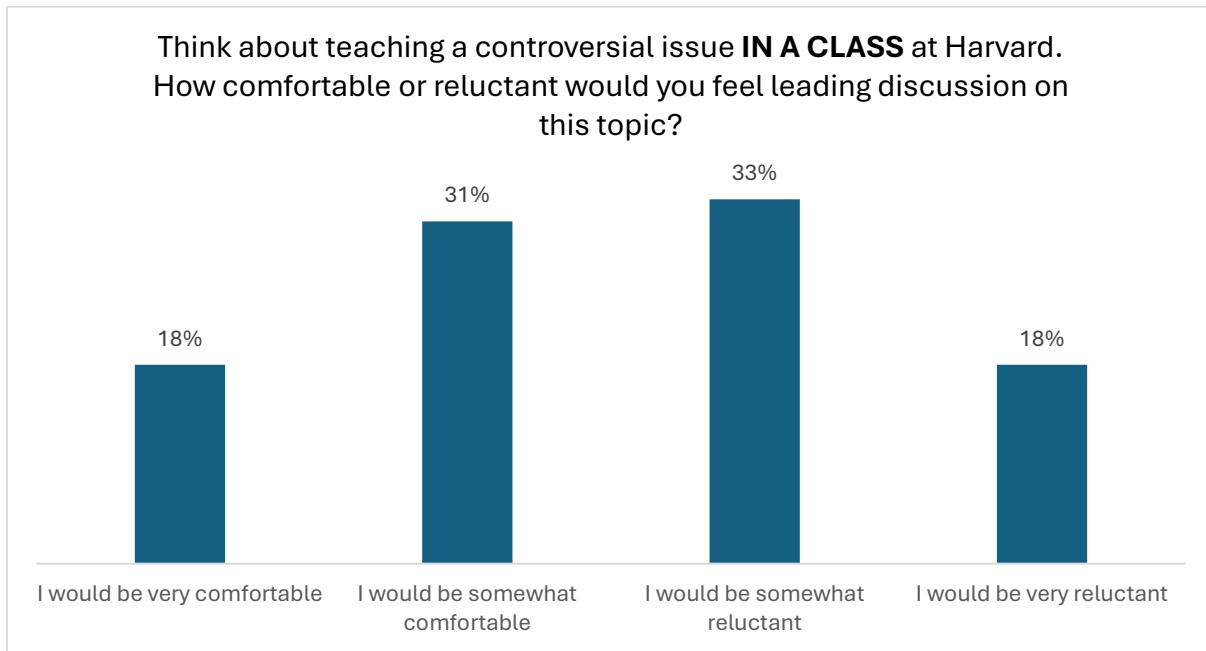


Figure A3. *Distribution of Faculty and Staff Comfort or Reluctance about Leading a Discussion on a Contraversial Issue in a Class*

Figure A4 (below) shows the distribution of responses from faculty/staff engaged in research activities regarding how comfortable or reluctant they feel about pursuing research in a controversial subject area. Over half of faculty/staff respondents engaged in research activities (59%) replied that they would feel very or somewhat comfortable researching a controversial subject area, while 41% would feel very or somewhat reluctant to do so.

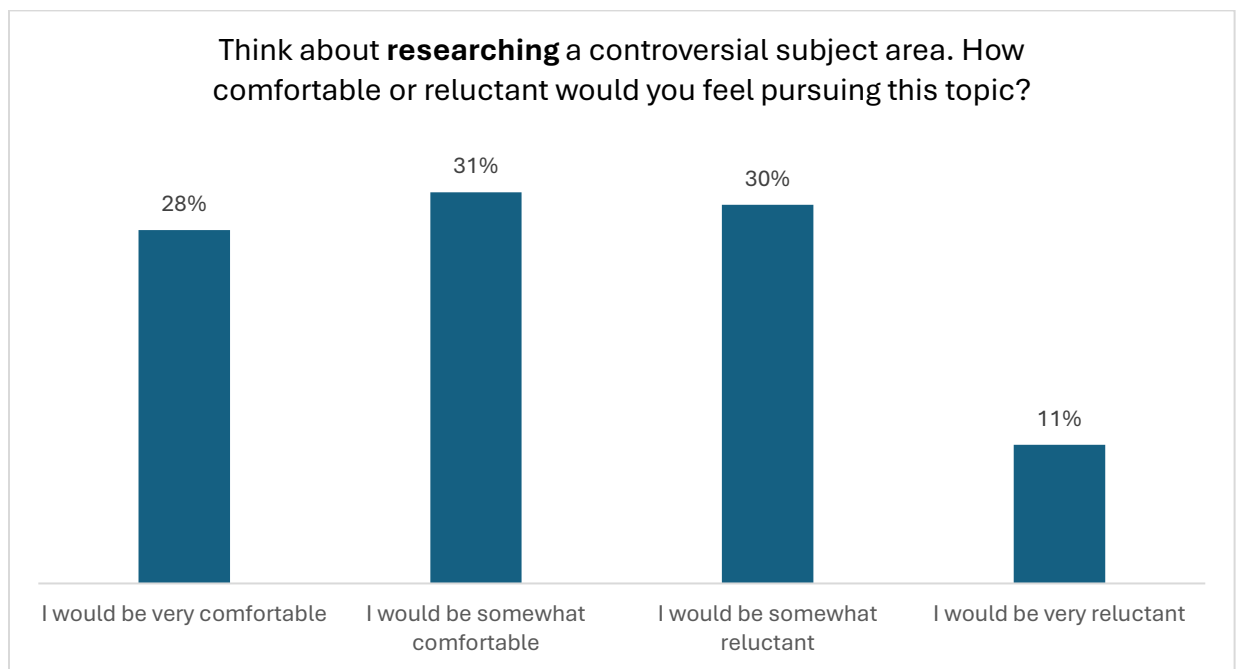


Figure A4. *Distribution of Faculty and Staff Comfort or Reluctance about Researching a Contraversial Subject Area*

Figure A5 (below) illustrates the distribution of responses from faculty/staff regarding how comfortable or reluctant they feel discussing a controversial issue in the Harvard Community outside the classroom, such as with colleagues in the workplace or at an event or location open to students, faculty, and staff. Over two-thirds of faculty/staff respondents (68%) replied that they would feel very or somewhat reluctant to speak up in a discussion of a controversial issue in the Harvard Community outside the classroom.

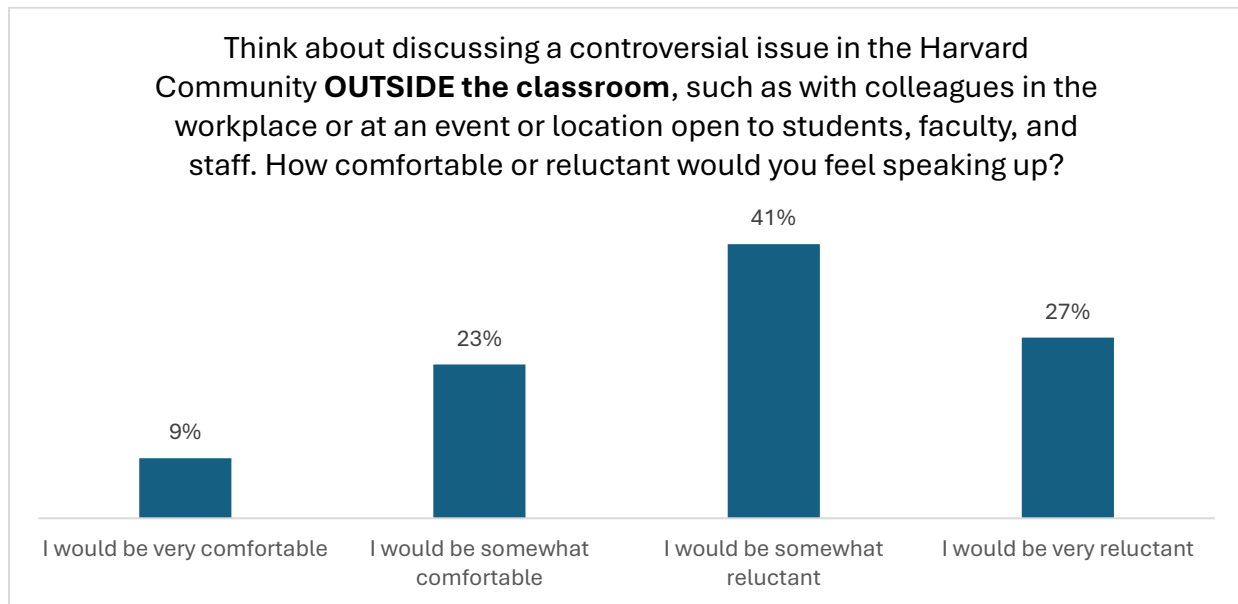


Figure A5. *Distribution of Faculty and Staff Comfort or Reluctance about Researching a Contraversial Subject Area*

Methodological Note on Data Collection

Student Data Collection

Harvard undergraduate, graduate, and professional students' opinions and beliefs were collected primarily through items added to existing annual surveys of graduating students that were administered by each School. Although the goals and contexts of the School-based surveys varied—they ranged from graduating student exit surveys to climate and satisfaction surveys—the survey questions asked of students were identical. The surveys asked about students' comfort level and reluctance about speaking up.

Survey questions were added to Schools' local survey instruments through a collaboration led by the Office of Institutional Research & Analytics (OIRA). The OIRA team worked to ensure that each school integrated questions in a methodologically sound manner and reported the resulting data in a consistent way that allowed for meaningful aggregation and analysis.

The findings of the surveys must be evaluated and interpreted in the context of how they were administered. The survey items were embedded in preexisting end-of-year surveys, which also had different target survey populations depending on the Schools' goals and timeline. Seven schools surveyed graduating students, two schools surveyed first-year students, and three schools surveyed all enrolled students. A total of 5,395 responses were collected from FAS, GSAS, HBS, HGSE, HSPH, GSD, HDS, HMS, HSDM, HKS, and HLS. Response rates varied by school and survey population, ranging from 19% to 89%, with an approximate 55.9% combined response rate for all surveyed populations.

In survey research, response rate and representativeness are important in evaluating the quality and relevance of findings. Because most survey items were embedded into existing survey instruments that were already designed to be methodologically rigorous and representative, and because many response rates were relatively high for higher education settings, we have reason to believe that these survey results were no less representative than typical school-administered surveys. The OIRA team also conducted subgroup analyses and found no statistically significant differences in responses by degree type, length of time at Harvard, and international status.

Importantly, the Working Group conducted listening sessions to complement survey data and findings. These listening sessions, which follow a standard research protocol, are often used in social science and educational research to triangulate and validate survey findings. The analysis presented in this report draws upon data collected from these multiple sources to ensure that no single data collection methodology or sample was driving or potentially biasing results.

Faculty and Staff Data Collection

Surveys and listening sessions were also used to collect data from staff and faculty. A survey for faculty and staff was administered in July 2024 with support from the Office of Institutional Research & Analytics (OIRA). The survey was advertised in an email communication sent on July 17, which also invited recipients to attend one of two focused discussions via Zoom. The message was sent to roughly 7,200 faculty, instructors, researchers, and other academic personnel (including postdoctoral fellows) and 18,100 staff members. The survey was placed behind HarvardKey to ensure that only Harvard affiliates could submit responses. It received

1,411 responses: 685 staff, and 456 faculty and other academic personnel, representing response rates of 4% among staff and 6% among faculty and academic personnel.

As with the student surveys, faculty and staff surveys should be evaluated in the context of their representativeness to the entire population. One key limitation of the survey was its timing and the minimal publicity surrounding it. The survey was administered at a time when many faculty members and staff are less actively engaged in campus activities. A single communication often goes unnoticed, especially when there is no expectation of such an effort. Moreover, the survey was only one item advertised in the message. Results may be expected to be biased toward those already more engaged in the topic through other channels.

One other qualification of the faculty/staff survey data involves evidence that survey participants may have interpreted the statements differently. Some recipients were unsure whether they should be thinking of a classroom discussion around specific current events, or about a topic within their academic expertise that contained some possible controversy. Staff comments also indicated that there were a wide range of possible contexts in which they might express opinions on a controversial issue, with varying comfort levels.

When interpreting results, it's important to keep in mind that individual recipients received different questions based on their roles; staff members, for instance, typically did not receive the questions on leading a classroom discussion or conducting research, so when comparing results to the different questions, it's important to keep in mind that the populations are different. However, every participant received the question on participating in a discussion outside the classroom.

As with student data collection, faculty and staff data collection was complemented by a series of listening sessions with faculty, instructors, staff, administrators, and Harvard Alumni Association representatives. These data collection methods were used to provide a robustness check on survey findings, as is common in social science and educational research.

APPENDIX II

Harvard Programs to Foster Constructive Discourse on Campus

Harvard Dialogues, a Campus-Wide Week of Programming, Jan. 2024

- PEN America’s Free Expression Student Summit, Jan. 18–19, Faculty of Arts and Sciences
- Setting the Table: Best Practices in Establishing Civil Discourse Norms in the Classroom, Jan. 19, Faculty of Arts and Sciences
- Art and Science of Engaging Across Disagreement, Jan. 19, Harvard Kennedy School
- Intercollegiate Civil Disagreement Partnership (ICDP) Retreat, Jan. 19–Jan. 22, Faculty of Arts and Sciences
- Leading When It’s Difficult, Jan. 22, Harvard Business School
- Community Dialogue Series: What it Means to Be a Good Neighbor, Jan. 23, Harvard Chaplains and the University Office for Equity, Diversity, Inclusion, and Belonging
- Dialogue across Differences: Teaching and Learning in Polarized Times, Faculty of Arts and Sciences
- Connecting beyond Difference, Jan. 24, Harvard Radcliffe Institute
- Modeling Civil Dialogue for Students, with Michael Sandel, Jan. 24, Faculty of Arts and Sciences
- Staff Summit on Free Expression, with PEN America, Jan. 24, Faculty of Arts and Sciences
- Building Capacity for Critical, but Civil, Discourse in Graduate Training Environments at HMS, Jan. 24, HMS
- How Do We Talk about Spaces of Conflict and Build for Peace?, Jan. 25, Harvard Graduate School of Design
- *Trump v. Anderson*: Does the 14th Amendment Disqualify Former President Trump from Public Office?, Jan. 25, Harvard Law School; the Harvard Law School Rappaport Forum is designed to promote and model full, vigorous, and civil discourse on critical and complicated issues facing our community, our nation, and our world.
- IOP Forum on Dissent, Disagreement, and Democracy, Jan. 25, Harvard Kennedy School; JFK Forum
- Dialogue across Differences: Learning and Serving in a Multi-Religious Society, Jan. 26, Harvard Divinity School
- Listening for Constructive Conversations, Jan. 26, Harvard Chan School of Public Health
- SEAS Faculty Dialogue Panels, Jan. 26, Harvard John A. Paulson School of Engineering and Applied Sciences:
 - Generative AI: Winners and Losers
 - The Bionic Human: Societal Challenges and Opportunities at the Frontier of Biomedical Innovation

- Researching Solar Geoengineering: A Necessary Climate Approach or Dangerous Distraction?

Candid & Constructive Conversations at Harvard Kennedy School, a multiyear schoolwide effort to strengthen the campus climate, including:

- [Signature events](#) about important but contentious policy issues under discussion in the United States and around the world, such as “[Is the Democratic Party \(small-d\) democratic Enough?](#)” and “[Depoliticizing Public Health](#)”
- Ongoing, facilitated community-building events, such as “[Agree to Eat](#)” and the Dialogue Circle series
- Launching a new online module on Constructive Disagreement, developed by HKS Associate Professor Julia Minson
- Launching DebateMate, a chatbot that helps coach the user in more effective receptive listening, developed by HKS Professors Julia Minson and Sharad Goel
- Offering workshops on productive disagreement during new student orientations
- Providing new resources to faculty on supporting constructive disagreement in the classroom
- Maintaining the [Candid & Constructive Conversations Research Guide](#), offering data-driven resources to support the research and practice of bridge-building, constructive disagreement, and engagement with diverse stakeholders

Intellectual Vitality captures Harvard College’s commitment to a culture sustained by academic freedom and enlivened by free expression, open inquiry, and civil discourse.

- In partnership with the Harvard College Dean of Students Office, the Edmond & Lily Safra Center for Ethics is pleased to pilot a new Fellowship in Values Engagement. The goal of this program is to foster intellectual vitality on campus by promoting ethical reflection and a culture of civil disagreement in undergraduate community life.
- Events have included the [Intellectual Vitality Summit](#) (Jan. 24, 2024), “[Civil Disagreement Series: Academic Freedom, DEI, & the Future of Higher Education](#),” (March 21, 2024), “[Books Open, Gates Unbarred: The University and the Limits of Free Speech](#)” (April 8, 2024)

Civil Discourse initiative at the Faculty of Arts and Sciences, a long-term commitment to continue to foster an environment of curiosity, ambition, mutual understanding and achievement for the entire FAS community, including students, faculty and staff.

- The Office of the Vice Provost for Advances in Learning’s [2024 HILT Conference](#) on September 20, 2024, centered this year’s theme on “Open Minds in Dialogue,” focusing on challenges to free inquiry and how best to foster open, rigorous conversations in academic settings.

The [Edmond & Lily Safra Center for Ethics](#) seeks to strengthen teaching and research about pressing ethical issues; to foster sound norms of ethical reasoning and civic discussion; and to share the work of our community in the public interest.

- In partnership with FAS’s Civil Discourse Initiative, the Safra Center is pleased to announce a call for abstracts for the upcoming conference, “[Challenging the Barriers to Civil Discourse](#).”
- Events include “[On Giving and Taking Offense with Emily McTernan](#)” (September 19, 2024), “[Free and Equal: A Manifesto for a Just Society with Daniel Chandler](#)” (October 7, 2024), and “[Civil Disagreement Series: Who Wants to Be a Trillionaire? The Ethics of Extreme Wealth](#)” (October 10, 2024).
- The [Design Studio](#) at the Edmond & Lily Safra Center for Ethics at Harvard University is a hub where scholars, practitioners, and policymakers collaborate to
 - generate ethics and civics learning tools and assessments for use across disciplines, professions, and learners’ lifespans;
 - amplify and grow innovative projects and initiatives across the University that are working to improve ethics and civics learning;
 - educate a new generation of students, professionals, and leaders to tackle the hardest civic and ethical challenges of our time.

[Harvard Radcliffe Institute](#) promotes timely research, discourse, and programming across disciplinary boundaries, including:

- [Academic Freedom Focus Area](#)
- “[Institutional Neutrality in a Polarized World: What Should Harvard and Higher Ed Do?](#)”
- “[Free Speech, Political Speech, and Hate Speech on Campus](#)”
- **Upcoming Events include a Middle East Series, which will explore** modern Jewish and modern Arab/Muslim identities with the aim of exemplifying the principles of open and constructive discourse while also modeling the importance of connecting across differences.
 - November 13, 2024: Dean Tomiko Brown-Nagin in conversation with Noah Feldman, Felix Frankfurter Professor of Law at Harvard Law School, about his book, *To Be a Jew Today: A New Guide to God, Israel, and the Jewish People* (Farrar, Straus and Giroux, 2024).
 - November 25, 2024: Aslı Ü. Bâli, professor of law at Yale and current president of the Middle East Studies Association, to discuss her perspective on modern Arab/Muslim identity.

[Harvard Office for Equity, Diversity, Inclusion & Belonging Community Dialogue Series](#) brings together experts from different viewpoints to discuss critical issues in productive ways and model dialogue across difference.

Harvard Graduate School of Education Making Caring Common Project Resources:

- [Navigating Social Issues in the Classroom: A Toolkit for Educators as Community Bridge-Builders](#)
- [Listening Deeply Strategy](#)

Harvard Chan LEADs (Learn & Engage Across Differences) Initiative

- *An effort begun last fall at Harvard T.H. Chan School of Public Health aims to support students, faculty, and staff in having constructive, respectful conversations—even when they have differing opinions on challenging topics.*

Teaching Norms, Policies and Practices

Harvard Business School Teaching Center's Strategies and Tactics for Managing Challenging Moments in the Classroom

Excerpt:

The ability to discuss sensitive topics that engage students with their own values and those of others is critical to building students' leadership capabilities. To provide a foundation for these conversations in class, instructors can set discussion expectations at the beginning of the course and take advantage of opportunities along the way to help students build their capabilities in framing arguments, listening attentively, articulating responses, and exercising judgment. In a course introduction, for example, instructors may invite students to raise sensitive issues and concerns, encouraging the class to approach these topics with curiosity, candor, and respect.

Harvard Law School Policy on Use of Personal Narratives in Classroom Discussions Use of **personal narratives to buttress arguments**. The range of approaches with respect to invocations of personal experiences to buttress arguments is wide. Some faculty welcome such comments, others discourage them, still others ban them altogether. **Examples of the latter two approaches follow.**

“The criminal law is a subject of deep relevance and interest to many individuals outside of law school, and some of you may have had personal or professional experiences that relate directly to the topics we discuss, which will invariably inform your thinking. At the same time, it is often difficult to maintain productive discussion if the conversation shifts from the merits of specific laws and policies to the validity of individuals' experiences, or if individuals make claims of personal authority over particular questions. Accordingly, whenever possible, please focus your contributions on the substance of your insights and experiences rather than on the fact of those experiences. For instance, instead of saying, ‘As an intern for a public defender, I regularly saw how prosecutors dominate plea negotiations...,’ try to say, ‘Defendants often have fewer financial resources and bargaining chips during plea negotiations, so the balance of power can often favor the prosecution...’”

“No Personal Narratives. Narratives infuse law. We will focus on the narratives presented in the course materials, and they will resonate with some of our own

experiences. During our class discussion we will not proceed by sharing our own personal narratives. Examples: ‘When I was working on the Hill’ ‘When I was victimized by this crime...’ ‘I was arrested once...’ ‘My mother is a Senator and she says ...’ ‘My sister is in prison for selling LSD...’ ‘As a Jewish man, I think...’ ‘I had a tricycle when I was growing up and so I...’ I have many reasons for preferring this rule despite some losses that come with it. We all have various firsthand experiences of situations related to the course materials. The power of personal narrative can lead to a tacit perception that the voice of a person who reveals he or she had a particular experience matters more (or less) in a relevant discussion than that of a person who has not. Meanwhile some students do not wish to disclose their personal experiences in class but may feel the need to do so for their voices to carry the weight of those who do disclose. My imperfect solution is a rule of no personal narratives in class. Notwithstanding this pedagogical choice for class, I do care about personal stories. Feel free to share them with me outside of class or in your journals.”

Open Debate, Protest, and Dissent at HKS

The members of the HKS community—students, faculty, staff, and fellows—are here because of our commitment to making the world a better place. We care deeply, observe scrupulously, analyze rigorously, and converse passionately about public policy. That is what we do here. The desire to share with each other the conclusions we reach is the most natural thing in the world.

We are diverse, however, in which of the planet’s myriad problems and opportunities we prioritize. And we often come to different conclusions about what “better” means for a particular policy issue. Making our rich diversity a strength rather than a struggle is a prime imperative for the Kennedy School. This imperative motivates our efforts to promote candid and constructive conversations in general and underscores the importance of well-considered rules about public protest and other forms of organized dissent.

It is normal for each of us to consider our own views to be both righteous and urgent. This can tempt us to neglect others’ right to decide not to listen, whether because they disagree or because they have other priorities for their time and attention. Those of us who find HKS rules too constraining might reflect on their own willingness to tolerate insistent exposure to unwelcome messages. And those of us who wish the school went further in regulating protests might consider the intensity and sincerity of community members’ hunger to share their deepest convictions.

The core principle behind our debate, protest and dissent policy is that each of us has the right to solicit the community’s attention to our viewpoint, but not to compel, force, or monopolize it. Depriving others of the right to decide which public issues to think about, how to think about them, and where and when to express opinions about them violates foundational HKS values of rigorous and open inquiry. And we need to recognize that acts of deprivation include not just direct actions by students and other members of the HKS community but also any actions that enable individuals from the HKS community, other schools at Harvard, or outside Harvard to engage in stifling and disruptive protest inside the Kennedy School. Upholding the right to invite

but not to compel attention underpins all our policies on protest and dissent but manifests in different ways for different settings.

Non-Attribution Policies (the Chatham House Rule)

Harvard Business School Classroom Non-Attribution Policy

Harvard Business School's mission is to educate leaders who make a difference in the world. As outlined in the School's Community Values, realizing that mission requires an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. In our classrooms, in particular, students must feel able to engage in open and respectful discussion of complex, sensitive, and consequential questions. Our case method learning model requires students to make arguments—sometimes because they deeply believe in them, sometimes because they're exploring what they believe, and sometimes because they're trying to understand a contrary view or have been asked by the professor to take a position with which they may disagree. Everybody is learning, everybody has to think and respond within fast-moving discussions, and everybody will make mistakes, all as part of the HBS learning process. In training to take on positions of responsibility and make consequential decisions with limited information and time, students must be able to build the skills of exploring various viewpoints, changing their minds, and taking risks.

The proliferation of social media has affected this learning environment. Because of the potential permanence and widespread dissemination of communications designed to reach a broader audience, if statements made in class are quoted or described with attribution in online channels or platforms, students may be reluctant to approach any question, particularly controversial ones, with the openness and vulnerability they need to grow and to learn from one another. Moreover, it may be hard, when quoting statements made in class, to accurately distinguish when speakers are expressing their own views or seeking to test their views against others, to capture all of the qualifications or nuance that speakers may have provided, or to fairly convey the full context necessary to understand why speakers took a particular position on a complex business question. In addition, the widespread dissemination of such statements with attribution may risk subjecting the speaker to harassment, bullying, or worse.

The Harvard Business School Community Values generally address these types of concerns by requiring students, faculty, and staff to “respect the rights, differences, and dignity of others,” maintain “honesty and integrity in dealing with all members of the community,” and demonstrate “accountability for personal behavior.” Because it is especially important for students to bring an attitude of openness and experimentation to their learning, and because our pedagogy often requires students to speak in class and take positions on topics not of their choosing, we are providing additional clarity on non-attribution, modeled on the Chatham House Rule, for student statements made in class:

When communicating with anyone who did not participate in the relevant classroom discussion, whether verbally or in writing (including via text, email, or social media platforms), no one may repeat or describe a statement made by a student in class in a manner that would enable a person who was not present in the class to identify the speaker of the statement.

To support our educational objectives and to enable excellence in teaching and learning, it is vital to foster the norms and conditions that will encourage free, open, vigorous, and respectful classroom discourse that allows everyone in our broad and diverse community to learn from one another.

Harvard Kennedy School Non-Attribution Rule

All HKS events are, unless otherwise explicitly stated, not for attribution. This means you can share in a general way what you learned, but not who said what, without expressed permission. We follow this rule to maintain a culture of mutual respect and trust within our community, and to ensure that we can learn from candid discussion about a wide range of perspectives and experiences.

The non-attribution rule does not supersede the university's Title IX, Non-Discrimination, and Anti-Bullying Policies. If you have a concern about a potential policy violation, please share your concern with the appropriate official at the Kennedy School.

HLS Community Principle on Non-Attribution

To fulfill Harvard Law School's mission of training excellent lawyers, our classrooms must offer an environment in which all participants feel able to engage in free, open, respectful discussion of complex, sensitive, and consequential questions. Our classrooms are places in which students make arguments sometimes because they deeply believe in them, sometimes because they're exploring what they believe, and sometimes because they're trying to understand a contrary view or have been asked by the professor to take a position with which they may disagree. Everybody is learning, everybody has to think and respond within fast-moving discussions, and everybody will make mistakes as part of the law school learning process. In training to be the best lawyers they can be, students must be able to try arguments on for size, change their minds, and take risks.

The proliferation of social media affects this learning environment. Because of the potential permanence and widespread dissemination of communications through social media and other forms of communication designed to reach members of the public, if statements made in class are quoted or described with attribution in those media, students may be reluctant to approach any question, particularly controversial ones, with the openness and vulnerability they need to grow as lawyers and to learn from one another. Moreover, given the particular pedagogy of law classes, it may be hard, when quoting statements made in class, to accurately distinguish when speakers are expressing their own views or speaking in the role of advocate, to capture all of the qualifications or nuance that speakers may have provided, or to fairly convey the full context necessary to understand why speakers took a particular position on a complex legal question. In addition, the widespread dissemination of such statements with attribution may risk subjecting the speaker to online harassment, bullying, or worse.

The Harvard Law School Community Principles generally address these types of concerns by requiring all of us "to respect the rights, dignity, and differences of others, pursue honesty and integrity in dealing with all members of the community in person and online, and accept personal responsibility in these efforts." See Preface A above. That community includes students, staff,

and faculty. However, because it is especially important for 2024-2025 Handbook of Academic Policies Page 10 of 135 students to bring an attitude of openness and experimentation to their learning, and because our pedagogy often requires students to speak in class and take positions on topics not of their choosing, an additional Community Principle, modeled on the Chatham House Rule, is appropriate for student statements made in class. In particular, the following principle applies to classroom discussion: When using social media or other forms of communication designed to reach members of the public, no one may repeat or describe a statement made by a student in class in a manner that would enable a person who was not present in the class to identify the speaker of the statement. In addition to this non-attribution principle, it is important always to work to identify and foster the norms and conditions that will encourage free, open, and respectful classroom discourse that will build community, enable all in a broad and diverse community to learn from one another, and support excellence in teaching and learning.

Technology Policies

HKS Use of Personal Technology in Classrooms Policy

HKS discourages the use of technology for personal purposes during classes, seminars, or other professional events. We do this to minimize distractions that might interfere with learning, to maintain a culture of mutual respect and trust within our community, and to ensure that we can learn from candid discussion about a wide range of perspectives and experiences. Repeated uses of technology for unauthorized purposes in the classroom may result in a reduction of your grade. If you require an accommodation related to technology, please contact the Disability Accommodations Coordinator. And if you need an exception to these rules due to a family emergency or acute care responsibilities, please talk to your instructor.

Harvard Business School Classroom Recording, Photography and Social Media Policy

Harvard Business School does not allow any students, staff, faculty, or class visitors to use social media during course-related activities: “The use of social media by students, staff, faculty, or class visitors is not permitted in any form during course-related sessions. This is intended to ensure that class-related activities remain confidential, allowing for candid participation and risk-taking in our learning environments.” When social media is used before and after class, the administration requires usage to respect the privacy of students and faculty and refrain from posting material about course content. “For example, sharing comments attributed to individual students or class guests is not allowed. As another example, photographs that include seating cards with student names should not be shared unless individual permission has been explicitly granted.”

Harvard Law School Classroom Recordings and Technology Policies

Audio or Video Recording of classes. Several codes reiterate the prohibitions already contained in the Handbook of Academic Policies, thereby strengthening students’ sense of the privacy of their conversations. Example:

“Capturing of content, images, or conversations during class sessions in any form, whether by photography, audio or video recording, live streaming, or other means is prohibited. (Per HLS policy, I will record classes held on major religious holidays.)”

Use of technology in class. Some codes restrict the use of laptops or the use of technology to send private messages during class. **Examples:**

“Use of laptops, electronic devices, or recording devices is not allowed in class. Please turn off your phones and do not check them during class. It is quite visible to both your classmates and your educators when you do so.”

“Use during class of a computer, tablet, e-reader, phone or other comparable device is prohibited. However, you may use such a device during class to access your casebook if you have purchased the book in ‘digital-only’ format. Such a device may *only be used to access your casebook*.”

“During class time, the use of electronic devices to chat, message, email, or otherwise communicate through social media is prohibited.”

Posting on social media comments about or quotations from classmates’ contributions to classroom discussions. Again, the range of approaches to this increasingly common behavior is wide. Three options follow. The first two are included in codes that are currently used by HLS faculty. The third is the “Chatham House Rule,” the policy commonly used to govern meetings when the organizers wish to encourage attendees to speak freely.^{††}

¹ The Declaration of Principles on Academic Freedom and Academic Tenure, as originally articulated by the American Association of University Professors in 1915 and later amended and interpreted, guide our reflections on the purposes and objectives of the academic enterprise. See Committee on Academic Freedom and Academic Tenure, American Association of University Professors, [Declaration of Principles](#) (1915); [1940 Statement of Principles on Academic Freedom and Tenure](#), with 1970 Interpretative Comments. On the nature of research and its relationship to public opinion, the 1915 principles endorse the pursuit of research “without fear or favor.” On expected research and publication standards, the 1915 principles note, “the liberty of the scholar within the university to set forth his conclusions [...] is conditioned by their being conclusions gained by a scholar’s method and held in a scholar spirit; [...] they must be the fruits of competent and patient and sincere inquiry, and they should be set forth with dignity, courtesy, and temperateness of language.” On teaching, the principles and subsequent interpretations of them note that freedom of teaching includes the teachers’ rights and “corresponding duties” to students in freedom of learning.

² See translation of Aristotle, Book II, Chapter 1, Line 33 “Nicomachean Ethics” by Terence Irwin (2d. ed. 1999).

³ Responses were collected as a part of schools’ exit surveys, climate surveys, satisfaction surveys, or instruments that were administered by the Open Inquiry and Constructive Dialogue Working Group. Response rates varied by school and survey population. See Appendix I for additional information about the surveys’ design, methods, results, and limitations.

⁴ The University and all recipients of federal funds are bound by Title VI, Title VII and Title IX of the Civil Rights Act of 1964, among other laws. In addition, Harvard University’s University-Wide Statement of Rights and Responsibilities and its policy on Non-Discrimination and Anti-Bullying, and the handbooks and values statements of individual schools, apply to community members. For an overview of applicable legal authorities, see [Policies](#), Harvard University Office of the Provost.