



HARVARD UNIVERSITY | Office of the Senior Vice Provost  
Faculty Development & Diversity



ANNUAL REPORT  
2014-2015

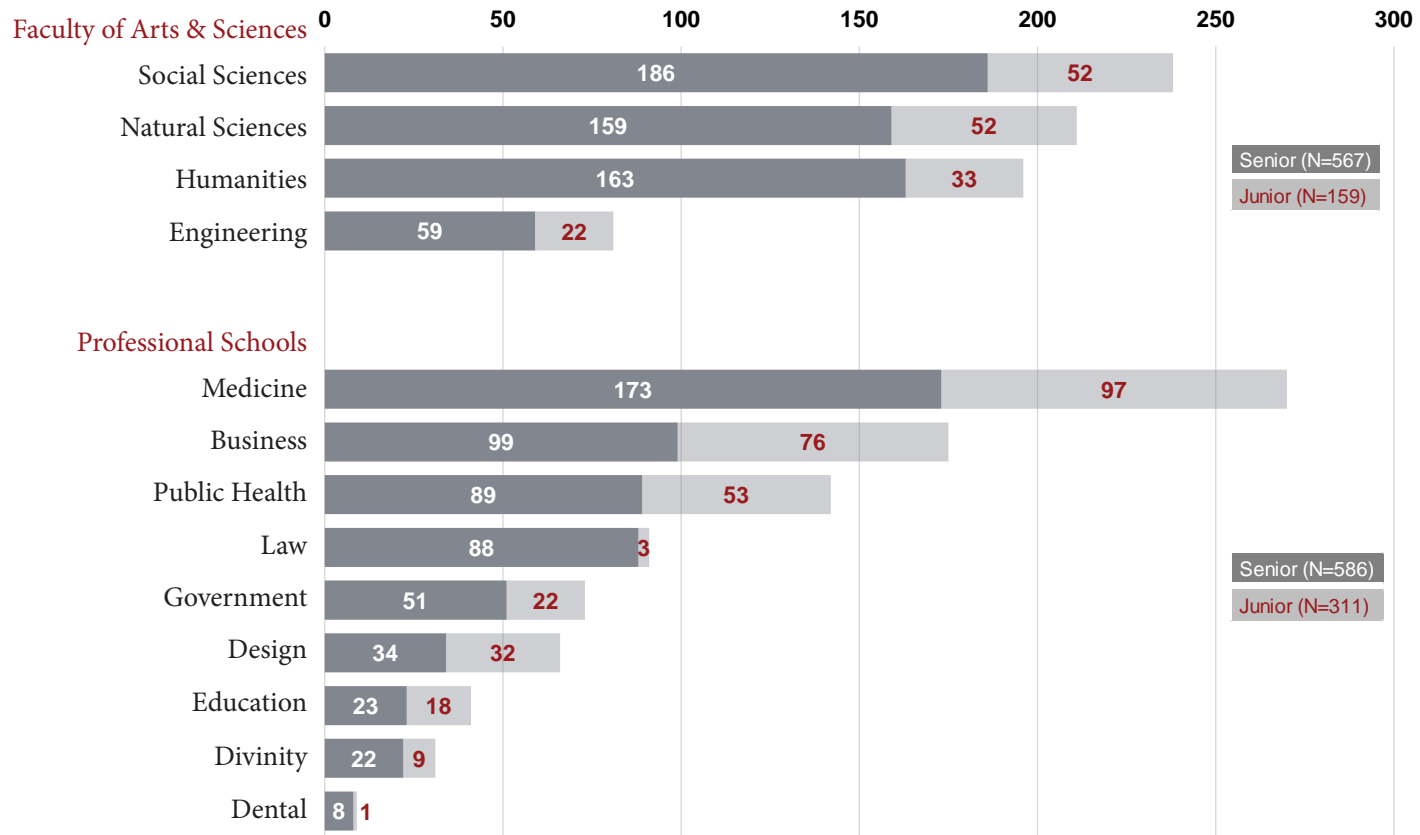


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## Number of Ladder Faculty by School and Rank

(NUMBER = 1,572<sup>1</sup>)



Harvard has 1,572 assistant, associate, and full professors, down two (.1%) from last year and up 115 (8%) from 10 years ago.

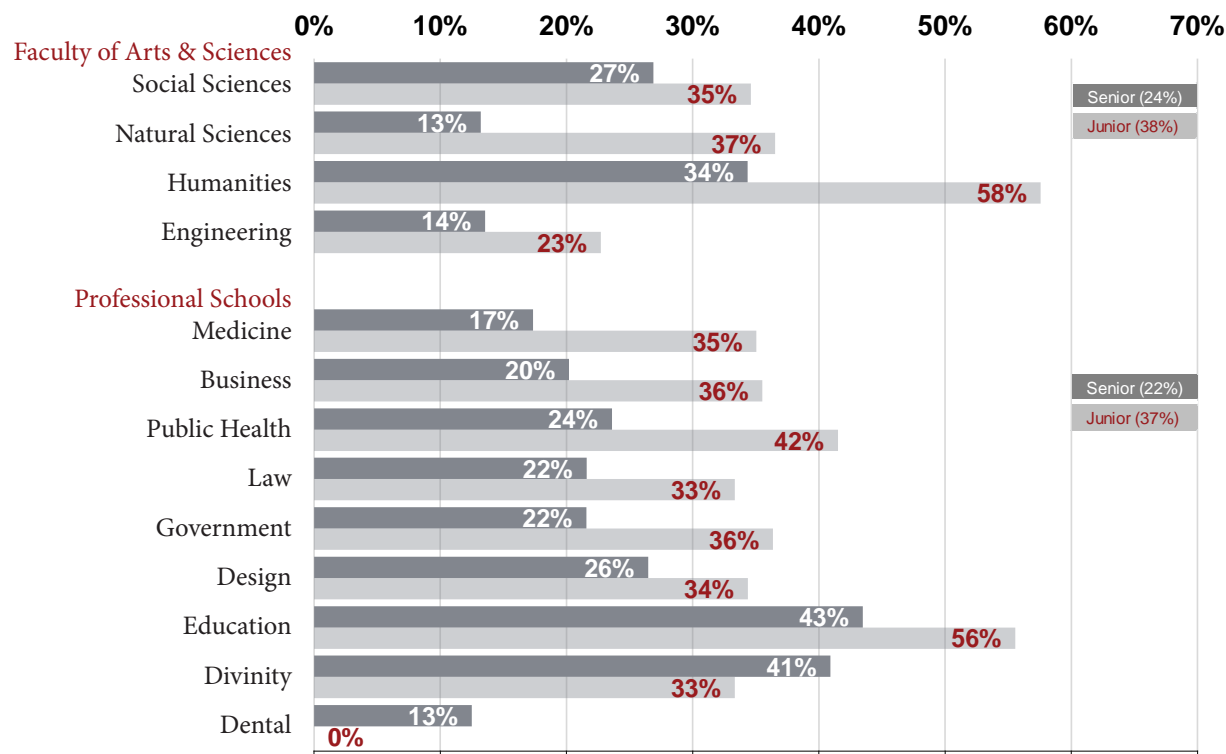
Over the past 10 years, the tenured faculty has grown by 20%, from 926 to 1,108. During this same period, the number of junior faculty has decreased by 13%, a result of all-time high internal promotion rates.

This year we welcomed 62 new junior faculty; 50% were women and 24% were minority. We also appointed 48 new senior faculty, 29 (60%) of whom were promoted from within.

[1] Though Ladder Faculty may have multiple appointments across the Schools, we count each only once at the University level. However, they are counted once in each of their Schools or FAS Divisions. So the sum of the School counts will be greater than that of the University.

## Women Ladder Faculty by School and Rank

(NUMBER = 438; 28%)



More than one-quarter (28%) of the Harvard ladder faculty are women, four more than last year and 90 more than 10 years ago.

As with the general longitudinal faculty trends, most of the increase in the number of women has been in the senior ranks, from 165 in 2004-05 to 261 in 2014-15.

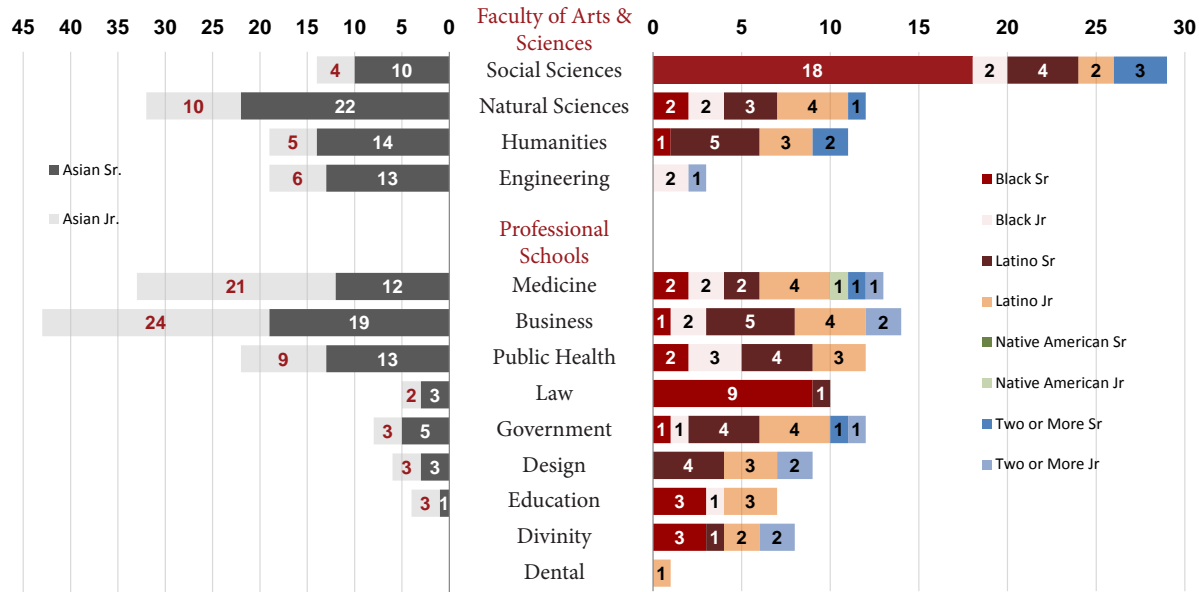
Women now comprise 24% of the Harvard tenured faculty (compared to 18% ten years ago). The percentage of senior women continues to vary tremendously by field:

it is highest in Education (43%), Divinity (41%), and FAS Humanities (34%). The percentage of senior women remains stubbornly low across the sciences, including the Medical School (17%), Engineering (14%), and FAS Natural Sciences (13%).

Between 2004-05 and 2014-15, the number of junior women has declined slightly (183 and 177, respectively), but because the total number of junior faculty has declined even more (from 531 to 464), the percentage of junior women has risen slightly (to 38%). In FAS Natural Sciences (37%) and the Business School (36%), the percentage of junior women are at all-time highs.

## Minority Ladder Faculty by School, Rank and Race/Ethnicity

(NUMBER = 334; 21%)



Approximately 21% of Harvard ladder faculty are minorities, up 110 individuals, or 49%, from 10 years ago (during which time the entire ladder faculty has grown only 115). About half of the increase of minorities during this period has been in the number of Asian faculty (from 145 to 201). During this same period, the number of Black faculty increased by 10 (24%) and the number of Latino faculty increased by 27 (75%).

Of the minority ladder faculty, 60% are Asian, 19% are Latino, 16% are Black, and 5% are two or more races. Ten years ago, 65% of the minority ladder faculty were Asian, 16% were Latino, 19% were Black, and we did not collect data for those with two or more races at that time.

## Improving Faculty Searches

FD&D works with Deans, Department Chairs, and faculty search committees in all Harvard Schools to help conduct broad, inclusive, and successful faculty searches. The Office distributes a Faculty Search Guide presenting strategies for conducting an effective search and yielding a diverse pool of the best possible candidates, and hosts sessions for faculty interested in new approaches to the search and hiring process. Of particular importance are the sections on implicit bias and strategies for mitigating its effects.

[faculty.harvard.edu/FacultySearch](http://faculty.harvard.edu/FacultySearch)

## Measuring Faculty Climate

To understand the faculty working environment at Harvard and compare it to those at peer institutions, FD&D has undertaken two Faculty Climate Surveys, the first in 2006-2007, the second in 2012-2013.

The results of Harvard's first Faculty Climate Survey inspired many policy and practice changes in the past seven years, especially in faculty mentoring, childcare support, parental leave, and greater transparency in the promotion process. This most recent survey reveals notable improvements in mentoring, support for childcare, and policies related to managing a faculty career, particularly during the child rearing years. Perspective on climate and recruitment efforts for women and minority faculty vary by gender and race/ethnicity.

[faculty.harvard.edu/Faculty\\_Climate\\_Survey\\_2013](http://faculty.harvard.edu/Faculty_Climate_Survey_2013)



## Getting Published and Getting Heard Online

Publishing is essential to an academic career, and in many fields, that means books. Lunchtime talks and Q&A sessions with senior editors from Harvard University Press, offered every fall and spring, offer suggestions about writing proposals, finding good publishers, reading contracts, and understanding the publication process.

Wide-ranging town hall discussions with senior faculty experts on law and life in cyberspace offer “practical pointers and cool tools,” as well as perspectives on the changing research ecosystem, as aids for “living your professional life online.”

[faculty.harvard.edu/videos](http://faculty.harvard.edu/videos)

## Finding Faculty Colleagues

From the Neanderthal genome, to microfinance in India, to the Dead Sea Scrolls: the Harvard Faculty Finder (HFF) offers a search and browse tool to identify the specialties of all Harvard faculty across the University. HFF indexes and links existing sources of public information to enable cross-School faculty searches. Data sources include faculty publications, courses taught, directory information, and public websites.

Launched in 2013, HFF was created and developed by the Harvard Academic Computer Committee, using open-source technologies developed at Harvard Medical School. By September 2014, it had roughly 2,700 page views every week.

[facultyfinder.harvard.edu](http://facultyfinder.harvard.edu)

# Faculty of Arts and Sciences

## Faculty Trends

2013-14 was a very active year for recruitment, as the Faculty of Arts and Sciences (FAS) grew from 713 to 730 faculty. This is the largest our faculty has ever been, and we are intellectually stronger and more diverse than ever before.

**Figure 1: Ladder Faculty in the FAS, Fall 1994 to Fall 2014**

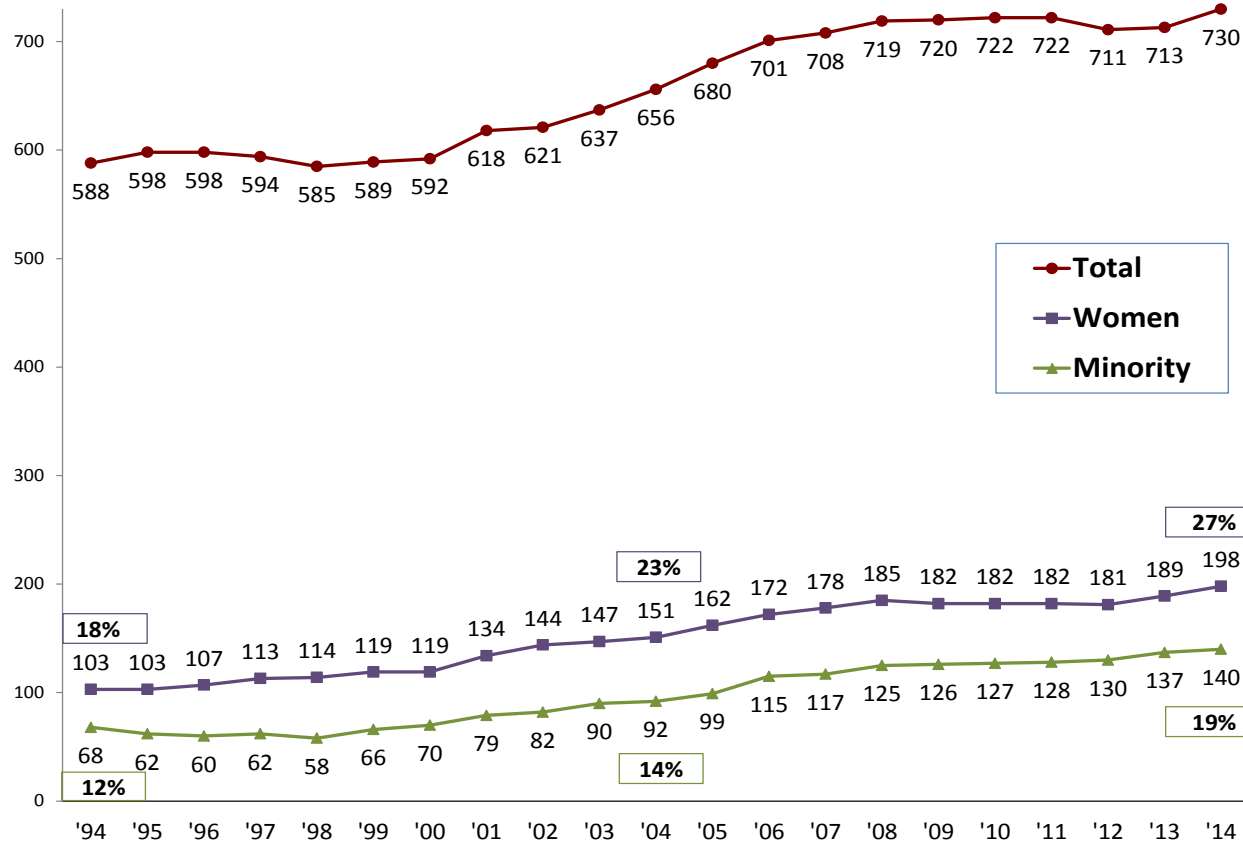


Figure 1: Ladder Faculty in the FAS, Fall 1994 to Fall 2014. The ladder faculty ranks include Convertible Instructor, Assistant Professor, Associate Professor, Professor in Residence, Professor, and University Professor. The minority category includes the following race and ethnicity designations: “Hispanic or Latino,” “Black or African American,” “Native Hawaiian or Other Pacific Islander,” “Asian,” “American Indian or Alaska Native,” and “Two or More Races.”

## Faculty of Arts and Sciences - continued

The FAS considers faculty diversity to be one of its highest priorities, and we have recently made significant progress in this area. In the last three years, the FAS made 68 external offers to women, resulting in 43 new hires. The percentage of offers to women has steadily increased each year, growing from 40% in 2011-12 to 50% in 2013-14.

**Table 1: Ladder Faculty External Offers by Gender, 2011-12 to 2013-14**

	2011-12	2012-13	2013-14	Total
Offers to women	18 (40%)	21 (45%)	29 (50%)	68 (45%)
Offers to men	27 (60%)	26 (55%)	29 (50%)	82 (55%)
Total	44	47	58	150

*Table 1: Ladder Faculty External Offers by Gender, 2011-12 to 2013-14. The percentage of offers to women has increased in each of the last three years, growing from 40% in 2011-12 to 50% in 2013-14.*

The FAS Faculty Retirement Program has also played a role in increasing diversity.<sup>1</sup> Since the program launched in 2010, 92% of participants<sup>2</sup> have been men. Consequently, the number of male faculty decreased by eight (from 540 to 532) during this period. At the same time, the number of women increased by 16 (from 182 to 198).

The FAS has also made progress in recruiting minority candidates. In the last three years, the FAS extended 36 external offers to minorities, resulting in 25 new hires. This represents 24% of all offers and 25% of all new hires during that period. Minorities currently comprise 19% of the faculty.

We are encouraged by all of these outcomes and will persist in our efforts to reinforce best practices during the faculty search process. With Professor Mahzarin Banaji, Senior Adviser to the Dean on Faculty Development, we continue to update and distribute “Recommendations for Ensuring the Integrity of Faculty Searches,”<sup>3</sup> which draws on behavioral science research and departmental feedback in suggesting ways to minimize bias when conducting a search. “Recommendations” is sent to department chairs with every search authorization, and all search committee members are asked to use it as a guide throughout the search process.

<sup>1</sup>The details of the FAS Faculty Retirement Program can be found on the Office for Faculty Affairs website: <http://isites.harvard.edu/icb/icb.do?keyword=k15149&pageid=icb.page397650>.

<sup>2</sup>Of the 75 faculty who signed a retirement agreement since the program launched in 2010, 69 were men and 6 were women.

<sup>3</sup>The latest version of this document can be found on the Office for Faculty Affairs website: <http://isites.harvard.edu/icb/icb.do?keyword=k15149&pageid=icb.page376921>.

We hope to build upon our recent success and continue to diversify and strengthen our faculty in the coming years.

### Promotions

The FAS is deeply committed to a tenure-track system, and promotion rates have remained strong in recent years.

Of the cohort of Assistant Professors hired between fall 2003 and fall 2009<sup>4</sup>, 84% were promoted to Associate Professor, including 85% of the male members of the cohort and 82% of the women. A chi-square test for independence shows no statistical difference ( $p=0.56$ ) between the two groups.

Among faculty who actually stood for their promotion review, the success rate was 96% for both men and women.

**Table 2: Assistant-to-Associate Professor Promotion Rates**

	% who stood for review to Associate Professor		Associate review success rate (conditional on standing for review)		Associate promotion rate
Women	85%	x	96%	=	82%
Men	88%	x	96%	=	85%
Total	87%	x	96%	=	84%

*Table 2: Assistant-to-Associate Professor Promotion Rates. Rates were calculated from outcomes for the 196 Assistant Professors hired between fall 2003 and fall 2009. One pending outcome was not included in the cohort.*

<sup>4</sup>This is the largest cohort available to us. The FAS Office for Faculty Affairs’ comprehensive data on associate promotions extends back to Assistant Professors hired in fall 2003. We cannot extend beyond those hired in fall 2009 because a sizeable fraction have not completed their review yet.



## Faculty of Arts and Sciences - continued

Of the cohort of Associate Professors starting their appointment between fall 2003 and fall 2010<sup>1</sup>, 48% were promoted to tenure, including 51% of the men and 42% of the women. A chi-square test for independence shows no statistical difference ( $p=0.25$ ) between the two groups; however, we will continue to monitor these rates.

Among faculty who stood for their tenure review, the success rate was 68% for both men and women.

**Table 3: Associate-to-Tenured Professor Promotion Rates**

	% who stood for review to tenured Professor		Tenure review success rate (conditional on standing for review)		Tenure promotion rate
Women	61%	x	68%	=	42%
Men	75%	x	68%	=	51%
Total	70%	x	68%	=	48%

*Table 3: Associate-to-Tenured Professor Promotion Rates. Rates were calculated from outcomes for the 184 Associate Professors who started their appointment between fall 2003 and fall 2010. One pending outcome was not included in the cohort.*

As seen in Tables 2 and 3 above, the gender difference in the cohort promotion rates is due to a smaller percentage of women deciding to be reviewed for tenure (the majority of these women left before their scheduled review year), as compared to men. In the coming year, we want to better understand and address these differing attrition rates. In collaboration with the Office of Faculty Development and Diversity, we will use the results of the 2013 Faculty Climate Survey to identify and examine any cultural or climate issues that may be discouraging women from remaining on the tenure track. We will also partner with department chairs, the Senior Adviser to the Dean on Faculty Development, and the Standing Committee on Women to tackle this important and complex issue.

<sup>1</sup> This is the largest cohort available to us. The FAS Office for Faculty Affairs' comprehensive data on tenure promotions extends back to Associate Professors starting in fall 2003. We cannot extend beyond those starting in fall 2010 because a sizeable fraction have not completed their review yet.

# Harvard School of Engineering and Applied Sciences

## Faculty Searches and Promotions

The School of Engineering and Applied Sciences (SEAS) successfully recruited five tenure-track faculty members this past year. These new faculty members (including one minority male and two females) bring needed capacity in teaching and research in the fields of computer science, electrical engineering, and environmental science and engineering. In addition, one pending tenure-track offer has been extended into the fall. These recruitments are the result of 10 tenure-track extended offers (seven to women; one to a minority candidate). Three additional FTE appointments at the tenured rank were made; one in applied physics and two in environmental science and engineering. Finally, a tenured faculty candidate was reviewed successfully by an *ad hoc* and we will engage in recruitment activities with the candidate over the coming year.

SEAS also mounted a successful search for a Professor of the Practice in Computer Science in academic year 2013-14.

Three successful promotion reviews were conducted during 2013-14, all to the rank of Associate Professor (in the fields of materials science and mechanical engineering, bioengineering, and environmental science and engineering).

These new and newly promoted faculty members will help to maintain important research and teaching efforts at SEAS, which has continued to see significant growth in enrollment.

For new and continuing searches in academic year 2014-15, the SEAS Assistant Dean for Academic Affairs will continue to work carefully with committee chairs and members to implement search guidelines that further strengthen processes meant to ensure broad and open searches and a diverse pool of candidates.

## Faculty Development and Mentoring

Building on improvements instituted in 2012-13, SEAS continued to pay careful attention to its formal mentoring program for junior faculty.

The Dean meets with junior faculty on a regular basis, including periodic lunch meetings, and discusses with them ways in which the School can better support their development, and teaching and research efforts. To that end, SEAS has over the past year offered or sponsored developmental activities, such as the Division of Science scientific management seminar series for tenure-track faculty and the MIT Leadership Skills for Engineering and Science Faculty course (attended by two incoming faculty this past summer). During 2013-14, SEAS also conducted

a 'check-in' survey of its junior faculty, and will use the feedback to inform further improvements to the mentoring program.

Following a similar event in spring 2013, a second retreat for non-ladder faculty members is planned for fall 2014. The focus of this event will be professional development and mentoring, in particular skill building and special projects. This is an important effort that will continue over the coming years, especially given this community's importance in providing necessary teaching capacity to staff our greatly expanded active learning course portfolio, which has increased over the past few years as the number of ladder faculty numbers have stayed about constant.

## Academic and Education Programs and Planning

The new Electrical Engineering and Mechanical Engineering concentrations grew over the past year and graduated the first cohort of students. Interest by prospective students and the number of SEAS undergraduate concentrators continues to increase overall, as do women concentrating in Computer Science (in part due to an active Harvard Women in Computer Science club). SEAS also graduated its first class from the Master's program in Computational Science and Engineering. Over the past year, continued improvements were made in undergraduate advising and the organization of the Student Affairs Office in order to better meet the needs of students.

Education program planning and development continued to be a priority in 2013-14. In an effort to support improvements to the undergraduate and graduate curriculum, the Dean refined the education-related standing committee structure instituted last year. Careful review of the curriculum and existing teaching capacity has been driven by the continued rise in SEAS enrollment numbers and concentrators.

## Postdocs, REUs, and Pipeline

The SEAS Office for Academic Affairs continued its professional development activities with SEAS postdoctoral fellows. The first SEAS Postdoc Appreciation event was held in September, coinciding with national Postdoc Appreciation Week events. Other activities included regular CV preparation advising, industry recruiting events, and distribution of a survey of the postdoc community. The postdoc advisory committee (formed last year) also met regularly to discuss professional development and mentoring programming initiatives and in spring 2014, the committee organized an academic career panel open to all SEAS postdocs.

## Harvard School of Engineering and Applied Sciences - continued

The SEAS diversity subcommittee, as part of the graduate admissions committee, provided a second review of domestic female applicants and made recommendations to the faculty of top candidates — resulting in a 19% yield increase of domestic female admits and enrollees for fall 2014. Responding to SEAS student and postdoc needs, efforts were initiated to build up long-term sustainable experiential learning and career development capabilities as a priority for this cohort. As part of the SEAS ethos for training the new generation of culturally-informed, socially conscious 21st century engineers, multiple new and ongoing international research initiatives with Asia (Hong Kong, China, Taiwan), South America (Chile, Brazil and Peru), and Europe (Denmark, the UK and France) meant to accentuate undergraduate student exposure to world culture and learning were implemented. The newly redesigned summer tours for prospective students met with great success — 512 people attended over the course of six tours in six weeks.

SEAS educational outreach programs include the Research Experiences for Undergraduates (REU) program for students who spend the summer conducting research in SEAS labs. Over recent years, dozens of these students (a significant percentage are women and minority students) subsequently matriculated into SEAS graduate programs. Other outreach efforts include programs for increasing diversity in Boston, Cambridge and other surrounding K-12 schools, and lectures that introduce the work of our faculty to the general public. In addition, SEAS has partnered with MIT, Howard University, and a network of collaborating institutions as part of the NSF-supported Center for Integrated Quantum Materials.

A commitment to developing a strong pipeline of scholars, especially expanding the number of women and underrepresented minority scholars in science, technology, engineering, and math, is key if we are to reach our goal of a truly diverse ladder faculty population.

### **An Expanding Campus**

Over the past year, following the academic and programmatic principles crafted by the faculty last year, the architects for the new space in Allston worked with SEAS faculty and administration to create a program for the expanded presence in Allston. Under the leadership of the Provost there were University-wide faculty meetings to focus on teaching space beyond SEAS needs for the new campus. The year ahead will likely entail finalizing the program, designing the new space, and commencing with space programming for the academic programs remaining in Cambridge.

# Harvard Medical School

## Trainees and Junior Faculty

In accordance with Harvard Medical School's commitment to building programs and systems that will ensure equity and the steady advancement through the academic and professional ranks of the very best faculty and staff from all backgrounds, the Office for Diversity Inclusion and Community Partnership (DICP) and the Office of Postdoctoral Fellows launched the Dean's Postdoctoral Fellowship in 2012. This is a two-year fellowship program available in the HMS Quad-rangle's basic and social science departments to prepare postdoctoral scientists from diverse backgrounds, particularly underrepresented minority (URM) scientists, for independent careers in basic, biomedical and social science research. The Dean's Postdoctoral Fellowship Program currently has five postdoctoral fellows in the areas of genetics, neurobiology, and microbiology and immunobiology. The number of fellowship applicants to this program has increased steadily since the application process first opened in October 2012. This past year, we received 11 applications for two Dean's Postdoctoral Fellowship slots. Applications have been submitted by qualified candidates from a wide range of scientific disciplines.

As part of the efforts to advance diversity on the HMS Quad and to support mentoring, career development, and networking opportunities for Quad-based URM postdoctoral fellows and junior faculty, the Office for Diversity Inclusion and Community Partnership also launched the HMS STARS (Society for Translational and Academic Researchers) Community for Diversity. The STARS Community for Diversity brings postdoctoral fellows and junior faculty together with diverse leaders invited from various disciplines in basic and social sciences. The HMS STARS also provides many opportunities for postdoctoral fellows and junior faculty to interact with their colleagues in different disciplines and Quad departments. URM postdoctoral fellows and junior faculty benefit from sharing unique perspectives, experiences and lessons learned from leaders from similar backgrounds as well as from their peers and near-peers. This year's invited guests included Dr. Gisela Storz, Deputy Chief of the Cell Biology and Metabolism Program of Eunice Kennedy Shriver National Institute of Child Health and Development, Dr. Darren Higgins, Professor of Microbiology and Immunobiology at HMS, and Dr. Pedro Greer, Associate Dean for Community Engagement, Professor and Chair of the Department of Humanities, Health, and Society at Florida International University Herbert Wertheim College of Medicine. In addition, a half-day workshop focused on strategies for negotiation was held at HMS in conjunction with DICP's annual New England Science Symposium (NESS). This workshop was facilitated by experts in academia and industry who led interactive sessions for 20 URM postdoctoral fellows from Harvard and across the US. The overarching goals of these initiatives are best summarized in Dean Flier's statement on diversity: "Merely attracting more minority and women faculty to

HMS will not be enough. HMS must continue its commitment to building programs and systems that will ensure equity and the steady advancement through the academic and professional ranks of the very best faculty and staff from all backgrounds. This can be achieved through mentoring, training and support programs, aggressive recruitment, an array of pipeline programs and the strategic management of career transitions."

DICP and its Minority Faculty Development Program (MFDP) continue to promote the increased recruitment, retention and advancement of diverse faculty, particularly URM faculty, at HMS. DICP continues to sponsor two-year, non-degree Faculty Fellowship Programs for HMS junior faculty to enable them to pursue activities that promote their professional development. Recognizing that the residency programs affiliated with HMS provide an extensive pool of potential new faculty, DICP's Visiting Clerkship Program provides one-month clerkships at HMS-affiliated hospitals to qualified third-year URM medical students (n=60 in 2014). The goal of the program is to attract these individuals to apply to HMS-affiliated hospitals for residency positions and to develop them into Harvard faculty. Historically, of the >1,000 students who have participated and have graduated from medical school, approximately 16% have returned to HMS as residents or fellows, and approximately 49 have in the past or currently hold HMS faculty appointments.

All recently appointed junior faculty were invited to participate in an orientation to the HMS community, including presentations by key leaders from across the community. A panel of faculty discussed 'what they wish they had known' when they started at HMS and a networking reception concluded the event. A separate successful program on grant writing and obtaining funding was held for Quad faculty with sponsorship of the Office for Academic and Clinical Affairs and the Office for Postdoctoral Programs.

## Leadership Training for Junior Faculty

An example of a DICP program aimed at leadership and career development is the three-day Faculty Development and Leadership Program, which in 2014 hosted 195 attendees in conjunction with the Minority Health Policy Annual Meeting. Now in its 10th year, this program is designed for HMS junior health care professionals, particularly minority faculty, to address issues related to professional and career advancement in academic medicine and the public health arena, to engage health care professionals in leadership and health policy training and network building, and to expose minority health professionals, students, residents, staff and individuals from community agencies and organizations to health care issues impacting vulnerable populations.

## Harvard Medical School - continued

In collaboration with the Offices represented by Academic and Clinical Affairs, the Office for Faculty Affairs held its 11th annual Leadership Program for Physicians and Scientists. Attended by 71 junior faculty, the Leadership Program is a selective, three-day event that focuses on key leadership skills, including approaches to negotiation, hiring, supporting diversity, public speaking, and financial management. Harvard Catalyst provides a two-day leadership program for translational scientists that focused on work/life balance and academic advancement, among other topics.

In order to address the unique career development needs of HMS quadrangle-based research faculty members, a junior faculty development program has been developed with an emphasis upon scientific leadership training. The program includes a two-day leadership training course focused on developing the leadership skills required to run a successful academic laboratory group and is complemented by a series of ongoing faculty development seminars. The leadership course covers topics such as conflict resolution, time management, setting goals and priorities, leadership styles, communication skills, managing group dynamics, and additional key management issues from the perspective of the academic life. Initially offered as a pilot program in 2013, the leadership course will be expanded beginning in 2015 with the goal of offering this training to all junior faculty members within two-years of their initial appointment. Ongoing, interactive faculty seminars have covered complementary career development topics including promotion, research funding, and publishing.

### Faculty Policies in Support of Faculty Development and Diversity

Beginning in academic year 2014-15, HMS and HSDM will require that all faculty appointed from the rank of Instructor to Associate Professor be assigned a mentor and have a documented annual career conference. These policies operationalize key recommendations from the 2010 Faculty Development and Diversity Task Force as well as ensure compliance with LCME accrediting requirements. During the past academic year, the policies were reviewed and endorsed by key leaders at the School and University, an IT infrastructure was built to support the documentation, and a school-wide educational program was used to publicize the new policies.

The Faculty Recruitment Task Force is completing its recommendations for review by the Dean and key University committees this fall. The Task Force has reviewed HR hiring best practices, search committee training protocols, and approaches to target of opportunity searches.

### Faculty Awards and Recognition

#### *Shore Fellowships*

In 2014, the Office for Faculty Affairs sponsored the 19th annual Eleanor and Miles Shore 50th Anniversary Scholars in Medicine Fellowship program. Eighty-six faculty members were recognized at a reception sponsored by the Dean. Under the umbrella of the Shore Fellowship program for the past 19 years, junior faculty have received more than \$27 million in one- and two-year grants to support faculty members' academic activities at a time in their careers when they are also managing personal responsibilities such as raising children.

#### *HMS Foundation Funds*

During the 2013-14 awards cycle, 119 HMS junior faculty and postdocs competed for the HMS and Harvard University nominations for 19 limited competition awards. Those who were nominated went on to compete at the national level, with three HMS nominees being selected as award recipients for a total \$840,000 in funding. Awards received by HMS faculty included the prestigious Burroughs Wellcome Career Award for Medical Scientists.

#### *HMS Recognition Awards for Mentorship, Diversity, Community Service and Institutional Service*

The Office for Diversity Inclusion and Community Partnership currently administers four awards to recognize excellence in mentoring, community service work, and raising the awareness and importance of diversity at HMS and HSDM. The Excellence in Mentoring Awards, established in 1995, honor members of the HMS and HSDM faculty who have been exemplary mentors. Nominations are submitted by medical and dental faculty, trainees and students. To date, 192 HMS/HSDM faculty members have received an award for excellence in mentoring. The Community Service Award, established in 1999, recognizes HMS/HSDM faculty, trainees, staff and students, who have made outstanding personal efforts to serve the local, national, or international community. To date, HMS has recognized 96 faculty, trainees, students and staff with a Community Service Award for their extraordinary service to 87 organizations that have had an important impact on our local, regional and international community. The Diversity Awards for faculty and staff serve as a vehicle to raise the awareness and importance of diversity at HMS/HSDM, and to honor those who demonstrate a significant commitment to creating an inclusive environment and the delivery of concrete outcomes. Since its inception in 1999, there have been 54 Diversity Awards presented to faculty and staff in recognition of their contribution to advancing diversity and inclusion at HMS/HSDM. The Office for Diversity Inclusion and Community Partnership has established new HMS recognition awards for institutional service to HMS/HSDM. The Barbara J. McNeil Faculty Award

## Harvard Medical School - continued

and the Daniel D. Federman Staff Award for Exceptional Service to HMS/HSDM were established to recognize faculty and staff whose exemplary contributions to service have been key to the overall success of HMS/HSDM, and to honor individuals who have set the standard for service at HMS/HSDM through their personal initiative in providing service and engaging others to do the same.

### Scholarship on Diversity

Through its research and evaluation arm, Converge, DICP's research focuses on faculty advancement, retention, and productivity in academic medicine through three major studies. The first continues the work of the ARRA Pathways study through a new research project "A Systems Approach to Advancing Diversity in Academic Medicine: A Focus on Network Connections." This project aims to better understand faculty intra-organizational career networks and connections, particularly as they relate to productivity and career advancement. The second NIH grant "Organizational and Individual Factors that Promote and Support the Careers of Women of Color in Academic Medicine" involves 13 partner institutions and seeks to clarify individual, institutional and sociocultural factors affecting entry and advancement of women of color in academic medicine. This study is in the data analysis and dissemination phase. Manuscript preparation is underway. The third, an AETNA Foundation-funded grant "Increasing Diversity among Medical School Faculty: A Vehicle for Addressing Physician Diversity" will 1) identify and describe the process, barriers and facilitators of connecting senior faculty and junior URM and women faculty and 2) conduct preliminary work to identify procedures for extracting data from the CVs of medical school faculty. In evaluating the impact of the Shore Fellowship Awards program on faculty advancement and retention, the Office for Faculty Affairs has documented a significant impact of the program, especially for women junior faculty.

### Harvard Catalyst | The Harvard Clinical and Translational Science Center

As part of its mission to advance clinical and translational research at Harvard, Harvard Catalyst nurtures the growth of junior investigators by providing educational and training opportunities, pilot funding for innovative multidisciplinary research, and technologies for connecting people to each other and to research resources across Harvard's 10 schools and 17 HMS-affiliated hospitals and research institutions. Through its Program for Faculty Development and Diversity Inclusion (PFDD), Harvard Catalyst works closely with the Office for Diversity Inclusion and Community Partnership to offer a two-year, non-degree Faculty Fellowship Program for Harvard junior faculty, designed to address faculty need for additional support to conduct clinical and/or translational research and to free junior faculty from clinical and teaching demands at a key point in

their career development. In addition, PFDD offers two educational outreach programs—the Visiting Research Internship Program (VRIP) and the Summer Clinical Translational Research Program (SCTRP), an eight- and ten-week mentored summer research program, respectively. Both programs are designed to enrich students' interest in research and health-related careers, particularly clinical/translational research careers.

### Organizational Support for Faculty Development and Diversity Goals

#### *Joint Committee on the Status of Women*

The Joint Committee on the Status of Women, a standing committee of the Dean of the Faculty of Medicine, continues to pursue its five year strategic plan to address issues of mentoring, salary equity, records management, career satisfaction, flexible careers, outreach, and membership recruitment. The Committee celebrated 40 years since its founding with a celebration event of women at Harvard Medical School. The Committee continues to review candidates for the Joseph B. Martin Dean's Awards for the Advancement of Women Faculty and Staff and make recommendations to the Dean.

#### *Enhancing Support and Recognition for the LGBT Community*

Following recommendations from the Faculty Council and Dean Jeffrey Flier's efforts to "engage, support and recognize our lesbian, gay, bisexual and transgender students, staff, faculty and trainees," Dean Joan Reede convened an advisory committee of staff, students, trainees and faculty to provide counsel to the School about how best to support the LGBT members of the community. In support of this effort, a part-time program manager has been hired to lead the development and implementation of new initiatives. A website was also launched to provide resources and build connections for the LGBT and allies community across HMS and HMS-affiliated institutions. In addition, the Office for Diversity Inclusion and Community Partnership and Dean Fliers and Donoff hosted a kick-off reception for members of the LGBT community and allies to foster continued growth in support of the larger HMS LGBT community.

#### *Annual School-wide Mentorship Course*

HMS continued its ongoing collaboration with leaders of faculty development and diversity at our affiliated institutions to conduct a day-long training program for mentors focused on strategies to strengthen the mentoring relationship. Approximately 75 faculty members from HMS and the affiliated hospitals attended this year's program.

## Harvard Medical School - continued

### Visiting Scholars: Enriching Our Community

DICP visiting lectures feature prominent scientists and clinicians from populations underrepresented in medicine. These lectures increase the Harvard community's awareness of these scientists and clinicians and present accomplished role models for students and fellows. To enhance the visiting lecturer's familiarity with HMS and the wider Harvard community, and to increase collaborative efforts with other Harvard institutions, activities such as grand rounds, clinical conferences, and undergraduate/graduate student meetings are scheduled at affiliated hospitals and the Harvard University, Cambridge campus. For example, this year's visiting lecturers presented at Boston Children's Hospital and Massachusetts General Hospital. In addition, DICP co-sponsored a speaker at the Countway Library's Medicine in the Civil War Series. Lectures presented at HMS focused on themes related to youth violence, social justice and health care, and health care reform. These lectures provide a vehicle for bringing HMS alumni/ae back to campus and may help identify and recruit potential faculty candidates, particularly faculty candidates underrepresented in medicine. To assist in identifying these visiting lecturers, DICP has created a speakers database to serve as a repository of prospective speakers available for HMS departments and its affiliated hospitals for events such as visiting lectures, grand rounds, and resident and fellows meetings. The database features approximately 4,345 scientists and clinicians, most of whom do not currently hold Harvard faculty appointments.

### Looking to our Future: Increasing the K-12 Pipeline

Educational Outreach pipeline programs within DICP focus on efforts that increase the science knowledge and interest in science careers of Boston and Cambridge middle and high school students, particularly URM and underserved students. For example, Project Success provides a mentored summer research experience for high school students from underrepresented groups and disadvantaged backgrounds who reside in Cambridge and Boston. HPREP (Health Professions Recruitment and Exposure Program), organized by HMS and HSMD students and HU graduate students and postdocs, provides mentorship and guidance on scientific topics, clinical experiences and oral presentations. Professional development activities are offered for Boston middle and high school science teachers, thus enhancing their professional learning community. DICP has also developed case-based science curriculum materials for Boston and Cambridge schools using real life problems and hands-on activities, and have science content integrated across disciplines. Programs include collaborations with Boston public schools and Cambridge public schools. Teachers of Boston and Cambridge Public Schools serve on advisory committees and work closely with DICP to conceptualize, plan, implement and evaluate educational outreach

programs. Teachers actively participate in DICP-sponsored teacher professional development programs and also bring their students to participate in several HMS-offered on-site programs including Explorations, Reflection in Action: Building Healthy Communities™ and AP Biology Hinton Scholars Program. Investigation into personalized student learning and preparation for future STEM careers includes research on how mobile devices can transform student learning environments. One example is the Hinton Scholar Digital BioLab initiative where student owned devices are used to access digitized lab data and track progress in learning AP Biology content.

# Harvard Business School

When Nitin Nohria became Dean of Harvard Business School, he met with every member of the faculty (and many other members of the community), asking each to share his or her perspective on the challenges and opportunities facing the School. With this input, and believing that HBS can and should be a beacon for management education worldwide, he shaped a strategic vision and agenda that resulted in five priorities for the School:

- **Innovation** in our educational programs
- A recommitment to **intellectual ambition**
- **Internationalization** by expanding the School's intellectual footprint
- Creating a culture of **inclusion**
- Enhancing **integration** within HBS and across Harvard University

## Faculty Governance

Harvard Business School engages a broad range of senior faculty in the leadership of the School. In 2013-14, this diverse group included seven women and six people of color (of whom one is a woman). The administrative structure that supports faculty recruiting and development includes, among others, Senior Associate Deans who oversee School-wide processes and activities for faculty recruiting, planning, development, promotion reviews, and research, as well as to enhance culture and community; Directors of Research who provide mentoring and allocate research funding to individual faculty; Unit Heads who manage recruiting, planning, development and mentoring, promotion reviews, and intellectual life at the unit level; and a faculty advisory board for the Christensen Center for Teaching and Learning. These faculty leaders work together with the Division of Research and Faculty Development and the Dean of the Faculty to maintain an environment at the School where faculty at all ranks can be productive, engaged, and successful.

## Culture & Community Initiative

With an eye toward ensuring HBS is indeed an inclusive community, Dean Nohria launched a Culture and Community Initiative (CCI), led by a tenured woman in a newly created Senior Associate Dean role. The CCI is designed to cultivate a culture at HBS that enables all members of the community—faculty, staff, and students—to discover and realize their full potential, and thus to advance HBS's mission of educating leaders who make a difference in the world.

To ground the CCI in a thorough understanding of the current culture, HBS has undertaken a series of self-assessment and improvement projects; the first two projects focus on students and faculty. Each project comprises two overlapping

phases: diagnosis-and-feedback and experimentation-and-change. By project's end, HBS will have in place a system of ongoing self-assessment and improvement. The student culture report was issued in spring 2012 and was shared and discussed with the full faculty; the report undergirds steps HBS has taken to address areas of concern in the student domain. The faculty culture report was issued in spring 2013 and 118 faculty participated in 19 small group meetings to discuss the findings and begin to identify areas for experimentation and change.

## Faculty Recruiting

For many years, the School has had an immigration attorney on retainer to assist international faculty recruits and their families through the immigration process, and the offer package for Assistant Professors has included guaranteed research support, teaching load reduction, and career services assistance for accompanying partners. These support offerings are reviewed regularly. Beginning in 2013-14, teaching relief is available to Assistant Professors, beyond the standard teaching load reduction for first year teachers; all junior faculty are afforded complete discretion in when teaching relief is elected; and new Assistant Professors are granted a guaranteed course assignment for their first three years (though, by choice, they may move from that assignment sooner). Beginning in 2014-15, the guaranteed research support package was increased by 40%.

Faculty diversity continues to be an area of focus at both the School-wide and unit levels. In the 2013-14 recruiting season, 86% of the tenure-track offers made to women were accepted (six of seven), and half of the incoming ladder faculty are women.

In July 2012, a tenured woman assumed the role of Senior Associate Dean for Faculty Planning and Recruiting. A key area of focus for the Senior Associate Dean is understanding the faculty's perspective on lateral recruiting (both tenured and tenure-track) and how the School might identify top candidates, particularly women and underrepresented minorities. Attention is being concentrated not only on identifying the very best scholars, but also how best to assess potential fit at HBS.



## Harvard Business School - continued

### Faculty Development

#### *New Initiatives*

In 2012-13, the Senior Associate Dean for Faculty Planning and Recruiting led the development and launch of a new articulation of the faculty workload metric with a specific focus on junior faculty development, making the workload system simpler and more transparent, and clarifying opportunities for teaching relief during one's years on the tenure track faculty.

Starting in 2012-13, support for Assistant and Associate Professors who were not promoted was significantly enhanced to facilitate their transition to new academic institutions.

In 2013-14, the Dean continued the five-year review process for tenured faculty and more than 15% of the tenured faculty participated. The process is led by the Dean and includes the Senior Associate Dean for Research and the Senior Associate Dean for Planning and Recruiting.

Beyond annual reporting, these sessions provide an opportunity both to look back and to look forward over a longer time frame. The reflection and discussion can help shape research agendas and teaching plans, and tee up conversations about assignments and roles at the School more generally.

Finally, in light of the demographics of the faculty, new cultural norms, and longer life spans, a faculty advisory group was assembled to review the HBS retirement incentive plan for tenured faculty and recommend modifications to it; the goal was to ensure that the plan best reflected the needs of the faculty and the School. The new plan was rolled out in September 2013.

#### *Ongoing Activities*

All new teaching faculty attend an intensive three-day orientation program in July called START. The program, chaired by a recently tenured woman, provides these individuals with an introduction to the School and a way to meet new colleagues. Program sessions focus on research, teaching, faculty development, and support resources, as well as the HBS culture and environment.

Newly hired faculty who self-identify as a person of color are offered the opportunity to be sponsored by the School for a year-long Fellows Program available through The Partnership, Inc. (a Boston-based organization committed to the advancement of professionals of color). The program is aimed at mid-career professionals and is designed to enhance leadership capacity, provide opportunities for networking and mentoring, and connect participants to a broader community.

As part of the annual reporting and planning process, faculty provide information about their mentoring and collaborative relationships—both those they are mentored by and those with whom they collaborate—for research and teaching. These data are used by the Dean, the Senior Associate Dean for Faculty Planning and Recruiting, Unit Heads, and Research Directors to determine if junior faculty are receiving adequate support across these important dimensions. The planning process emphasizes equity across junior faculty assignments, and ensures access to junior faculty development leaves for all eligible faculty.

Each year the Dean and Senior Associate Dean for Faculty Development meet with Assistant and Associate Professors to discuss the promotions process.

#### *Research Culture and Support*

The Directors of Research are responsible for fostering the HBS intellectual community and research culture, encouraging research that addresses important global and multidisciplinary questions, and supporting individual faculty in their research programs. In response to the faculty culture report, the Directors engaged in a series of discussions of their aspirations for the HBS research culture and how to enhance that culture. They presented their aspirations and ideas to the faculty and held a series of 10 small group discussions in fall 2013 to solicit feedback and additional ideas; 60 faculty participated. During the spring term they held two focus group meetings with faculty who organize research labs, engaged the Dean's Management Group, and convened the School's Unit Heads for further discussions to help shape their ideas. In May 2014, the Senior Associate Dean for Research presented to the full faculty, outlining three experiments:

- Research coaches—providing additional support for faculty learning to publish in scholarly journals.
- Research labs—facilitating opportunities for faculty with shared interests to interact.
- Case writing support—including a case writing workshop for tenure track faculty and a working group focused on the craft of case-writing.

Additional activities in recent years have included:

- Increasing the visibility of inspirational research through an annual School-wide research symposium, now in its 12th year.
- Hosting the Course Development Research (CORE) seminar, now in its 11th year, to provide a forum for faculty engaged in course development research to discuss early stage work with colleagues throughout the School.

## Harvard Business School - continued

- Sponsoring research conferences, many with a multidisciplinary focus, that academic and practitioners attend; in 2013-14 this included 17 conferences with 1,134 attendees.
- In spring 2013, in honor of the 50th anniversary of women's admission to the traditional two-year MBA program at HBS, the Research Directors sponsored a two-day research symposium, Gender & Work: Challenging Conventional Wisdom, and hosted a series of six research talks on gender and work. The symposium brought together forward-thinking scholars and practitioners doing cutting-edge research on gender in organizations. The seminar series expanded on the symposium, and offered current research from HBS faculty on a range of multidisciplinary questions. Both the symposium and the seminar series were continued in 2013-14.
- Faculty Immersion Experience Programs (IXP) provide opportunities for faculty learning, and in the case of international IXPs, to reduce barriers to conducting international research. IXP trips are led by HBS faculty, and, in previous years, have included a trip to Israel, a trip to Brazil and two trips to China; in 2013-14, there was a faculty IXP to Turkey.
- The Global Research Fellowship program provides opportunities for HBS faculty to pursue in-depth research and course development projects outside the United States. The fellowships allow for a true immersion experience by providing funding (including expenses for family accommodations and travel) for a one to nine month international stay. Over a four-year period, 10 faculty spent a total of 55 months in the following countries: Australia, Brazil, China, England, France, Japan, India, and Spain.
- The Directors focus on faculty development by aligning their assignments to faculty research interests rather than academic units and, in the annual reporting and planning process, by providing additional attention to faculty at important inflection points.
- To create opportunities for faculty members to meet colleagues in other academic units and share their work, the Directors have lead small group discussions with tenure-track faculty and hosted informal get-togethers for ladder faculty at all ranks.
- Faculty members are provided with an annual stipend as a supplement to their research budget that offers flexibility to cover research-related expenses that might not otherwise be covered by the research budget, such as technology purchases and expenses associated with travel for co-authors to visit HBS.

Two key faculty development objectives are assisting faculty with the dissemination of their work and creating opportunities for faculty connections. HBS Working Knowledge is an online portal to the work of the HBS faculty. While developed for external audiences, Working Knowledge has come to serve an important

role internally and is used heavily by the faculty to learn about the work of colleagues. With an eye toward further advancing the dissemination of HBS faculty research and course development by making ideas more accessible, a new Faculty & Research website and Research Information System were launched. In 2012-13, the School's research administration team did personalized outreach to more than 160 faculty with specific recommendations for enhancing their profiles; this targeted-outreach effort was continued in 2013-14. In addition, the Senior Associate Dean for Research sends a weekly report to the faculty listing their latest research publications, awards, and honors. The on-line report includes links to read, order, or contact a colleague about a publication as well as information about upcoming HBS and affiliated research seminars.

### *Teaching Support*

In 2011-12 the MBA Program launched FIELD, a new first-year course required of all 900 MBA students. Key to FIELD and other curricular innovation is the introduction of the field method, which engages small teams of students in intensive, experiential, field-based learning. The field method seeks to bridge the "knowing-doing" gap by providing students with opportunities to practice the skills and tools they are learning in real-world situations, thus developing the competence and character they will need to succeed as business leaders. In addition to the new required first-year course, more than a dozen field courses are being offered in the second year/elective curriculum, providing both students and faculty a different platform for teaching and learning.

Because providing support and feedback to faculty in the classroom is essential to their ongoing success, the Christensen Center for Teaching and Learning is dedicated to helping all faculty improve their teaching effectiveness. The Center was established in 2004 and provides a variety of services to all levels of faculty, with an emphasis on supporting those who are new to the case method of teaching. The Center offers one-on-one consultations, coaching sessions, in-class observations, and videotaping, as well as workshops and colloquia devoted to teaching. Faculty use of the Center is entirely voluntary. Eighty-nine percent of the School's 2013-14 teaching faculty (comprising the ladder, senior and other ranks) have taken advantage of the Center's offerings, including 100% of non-tenured ladder faculty. Furthermore, the Center has observed or collaborated with additional senior faculty such that 95% of all current teaching faculty have had interactions with the Center during their teaching career at the School.

A faculty teaching seminar for recently hired teaching faculty provides ongoing support to faculty new to the HBS classroom.

## Harvard Business School - continued

In 2012-13 the Center worked with the School's Executive Education organization to deliver a workshop on achieving excellence in executive teaching. As a follow-on to the workshop, the Center launched a new executive teaching intranet site in 2013-14 to provide a comprehensive set of online resources for faculty at all stages of executive teaching development.

### Work & Life

The Senior Associate Dean for Faculty Planning and Recruiting reaches out to all expectant faculty parents to make sure they are aware of the options available to them under the School's family leave policies. Maternity Leaves and New Child Care Leaves for Primary Caregivers provide junior faculty with automatic tenure clock extensions.

In spring 2014, the School contracted with WFD Consulting, an independent work/life management firm, to conduct a dependent care study. Through a survey and a series of small discussion groups and interviews, the objective of the study was to better understand the challenges faculty and staff face as care providers for children, adult dependents and elders. Mapped against the resources and programs currently offered by Harvard University and Harvard Business School, the effort will help assess the types of offerings HBS might launch to increase the awareness and use of existing programs, identify areas of unmet need, and create policies and programs to fill gaps in support of its community.

The School's policy on proportional-time appointments supports faculty who need to reduce their time status because of family reasons. The faculty member's teaching, administrative, and research activities, as well as research budget, compensation, and allowable outside activities would be scaled back proportionately. For tenure-track faculty, the tenure clock would be slowed proportionately as well.

The School seeks to support faculty who need to live away from the Boston area for a period of time because of family reasons. Faculty on alternative residency arrangements carry a full teaching load and receive full salary and research support. They typically are in residence at HBS full-time during their teaching term and away from the School with their family during the remaining months of the arrangement. Faculty receive a separate budget to facilitate travel between their home away from the Boston area and HBS. This support is provided to assist faculty in staying engaged with HBS colleagues and facilitates their participation in key unit and School-wide activities.

# Harvard T.H. Chan School of Public Health

## Faculty Diversity

During the past academic year 2013–14, the Harvard Chan School has had several successful junior and senior faculty searches. Of the four junior faculty members who have joined our school this year, two were white males, one was an Asian male and one was a Hispanic female. Of the three senior level recruits, one was a targeted search for a female leader in the field of psychiatric epidemiology.

In academic year 2013-14, of the four faculty members to advance to the rank of full professor, two are female and one is Hispanic. The School has started tenure reviews for an additional five Associate Professors; three white women, one Asian male, and one black male.

## New Associate Dean for Diversity

In academic year 2013-14, Dean Frenk appointed Dr. Meredith Rosenthal, Professor of Health Economics and Policy, as Associate Dean for Diversity. Dr. Rosenthal is tasked with oversight of student and faculty diversity initiatives including analysis of trends, collaboration with the Offices of Faculty and Student Affairs to identify opportunities to increase recruitment and retention of students and faculty from underrepresented groups (including women among the faculty), and the development of a strategic plan for diversity at the Harvard Chan School. Dr. Rosenthal's office is also responsible for assessing and improving the inclusiveness of the Harvard Chan School climate for all community members. During the past year, Dr. Rosenthal has worked with the Dean's Advisory Committee on Diversity and Inclusion and the Committee for the Advancement of Women Faculty to identify strategic priorities and elicit concerns and ideas for improving both diversity and inclusion. The committees are working to develop strategic planning materials to be completed early in the next academic year. In parallel, Dr. Rosenthal has worked with the Office of Faculty Affairs and the Office of Admissions to analyze current and historic data on the diversity of applicants, students, and faculty for the purpose of benchmarking and identification of areas of focus for recruitment. Based on the analysis of ten-year trends in faculty diversity (for both ladder and non-ladder faculty) at the department level, Dr. Rosenthal will be reaching out to department chairs to help identify and disseminate best practices in the recruitment and support of women and underrepresented minority faculty across departments.

## Faculty Development

The School continues to provide support for junior faculty and postdoctoral fellows. For the junior faculty, the Office of Faculty Affairs oversees adherence to school-wide standards for mentoring adopted several years ago. These guidelines require all junior faculty to have a formally assigned senior mentor, and to meet regularly with their department chairs and senior mentors to assess their research progress, teaching load, and balance of academic responsibilities.

The Office of Faculty Affairs continued with its orientation/workshop program for first- and second-year ladder faculty and in 2014, met one-on-one with the new faculty to assess their needs as they settled into their positions. The new faculty joined as a group with seasoned faculty and senior administrators to discuss professional development, authorship and postdoctoral recruitment, and research strategy and development.

Several additional programs support faculty professional development. To help junior faculty improve the quality of their teaching, the School's Office of Education (OED) offers support and training programs as they incorporate active learning methods into the classroom and design courses that are tied to the career needs of students. To continuously improve their teaching, OED consults through classroom observation followed by well-designed feedback. OED offerings include case-based teaching, class management, and advising students. In academic year 2014, three junior faculty sabbaticals with funding from the Dean's office were awarded. Under the auspices of the Senior Associate Dean for Research, School faculty members received guidance on funding sources, support for external review and editing of grant applications and publications, and individual grants counseling. In academic year 2014, faculty participated in a seminar focused on diversifying grant portfolios to include private foundation and corporate sponsorship. Finally, the School has an opt-in tenured clock extension program for faculty with child care responsibilities: Assistant and Associate Professors may extend their time on the ladder for up to two years, for a maximum of two children.

## Postdoctoral Development

The Office of Faculty Affairs continued to improve its program of workshops for postdoctoral fellows to foster the skills necessary for them to become competitive applicants for faculty positions. In addition, the Office of Faculty Affairs in collaboration with the Postdoctoral Advisory Committee initiated a new postdoctoral fellow mentoring program. The School continues to enrich its intellectual diversity through the Yerby Postdoctoral Fellowship Program. Last year, the School received over 60 competitive applications for this fellowship program for

## Harvard T.H. Chan School of Public Health - continued

underrepresented minorities. Five outstanding new fellows will join five continuing fellows during the academic year 2015. Of the more than 30 fellows who have completed the program since 2000, four have held faculty appointments at Harvard Chan School, and 20 have held faculty positions at U.S. universities, including the University of Washington, Duke University, University of Illinois and the University of Texas (MD Anderson Cancer Center).

### Environment

The Committee on the Advancement of Women Faculty (CAWF), formerly the Committee on the Concerns of Women Faculty, continues its efforts to address equity and climate issues, working with department chairs and the administration to craft a school-wide plan to improve the gender balance of our faculty and to bring greater equity between the responsibilities of male and female faculty members. CAWF worked with the Dean's Office, with financial support from the Office of the Senior Vice Provost for Faculty Development and Diversity, to create a new lecture series to highlight some of the many important contributions of women leaders in the field of public health. The Centennial Women Leaders in Public Health Series included a daylong event with Dr. Linda Fried, Dean of the Mailman School of Public Health at Columbia University and a presentation and lunch with Dr. Margaret Hamburg, Commissioner of the Food and Drug Administration. Additional seminars and events are being scheduled for the upcoming academic year.

This year, CAWF and the Dean's Office presented the fourth annual Alice Hamilton Award and Lecture, to recognize the achievements and promise of a young woman investigator in the field of public health. The recipient this year was Dr. Marcia Castro, Associate Professor of Demography in the Department of Global Health and Population. Dr. Castro presented a seminar entitled "Designing and Implementing Malaria Control Interventions: Lessons from the Field."

In 2013, the Harvard Chan School established the Dean's Advisory Committee for Diversity and Inclusion (DACDI). This advisory and implementation committee comprises committed faculty, administrators, alumni, students, and postdoctoral fellows. This year, the committee continued its mission of setting a foundation for the work of the School in the area of diversity, inclusion and campus climate within all areas of our community: students, staff, researchers, postdoctoral fellows, faculty, policies, support, and structural/organizational systems. The committee is developing a strategic plan in collaboration with the Associate Dean for Diversity.

# Harvard Law School

It is vital to the Law School's mission of teaching, research, and service that the diversity of the faculty continues to increase in terms of faculty members' backgrounds, points of view, research and teaching methodologies, and connections with fields of law study and practice. The Law School continues to work creatively to broaden the pool of candidates from which it hires faculty and to provide a nurturing environment in which tenure-track faculty and aspiring scholars of all backgrounds can succeed.

## Faculty Appointments and Development

As is common practice among law schools, Harvard Law School develops a pool of candidates for lateral appointments by regularly bringing tenured faculty from other schools to Harvard for semester or year-long visits. It continues to be a priority of the Law School's lateral appointments committee to make visiting offers to women and to people of color. Visitors teach throughout the curriculum including required first-year courses, and they participate in faculty workshops and other faculty events during their visits. During the 2013-2014 year, 24% of School's visiting professors were women and 21% were people of color. Additionally, during 2013-2014 the Law School's faculty approved 26 women for visiting appointments in future terms.

The Law School has a small pool of tenure-track faculty. Assistant Professors at the Law School are closely mentored and integrated into all aspects of the School during their tenure-track appointments. Each junior faculty member is assigned two or three senior faculty colleagues whose role is to regularly review and comment on the scholarship and teaching of their mentees. This mentoring program provides opportunity for regular feedback and guidance from early on in the professor's career. Assistant Professors also are invited to present at faculty workshops at least once, often twice, during their five-year tenure-track appointments. To support Assistant Professors in their scholarly development, the Law School provides teaching relief in their first year of teaching; a full semester's leave from teaching at full pay; and an annual research budget, which includes funding to hire research assistants. Assistant Professors participate fully in the Law School's governance: they are regularly invited to serve on Law School committees and they guide school-wide curricular initiatives, including joint degree programs and upper-level programs of study. Tenure-track faculty members have been given the opportunity to direct or co-direct major research centers at the Law School, setting the centers' research agendas and future direction. In addition to regular research leaves, tenured and tenure-track faculty are eligible for personal and parental leaves. In 2013-2014, 67% of the Law School's offers for entry-level positions were made to women. In this same pool, 67% were made to people of color.

Additionally, the Law School continues to focus on appointing highly qualified Professors of Practice. These appointments not only create an additional important pipeline for recruiting a diverse faculty but also bring highly accomplished practitioners with a wide range of experience to the faculty and into the Law School's classrooms, further promoting the School's mission of connecting theory and practice in our faculty collaborations and in our teaching. The Law School will continue to focus on Professor of Practice appointments, with a goal of bringing to the faculty lawyers who are at the very top of their fields, deeply interested in the questions at the nexus of the profession and the academy, proven teachers, and who will bring methodological, professional, ideological and demographic diversity to the faculty.

The Law School regularly hosts forums for faculty discussion regarding teaching, including gender and diversity in the classroom. Two such workshops were held in the summer of 2014, one of which focused faculty members' attention on issues of race in the classroom. In addition, faculty teaching each of the required first-year subjects will continue to meet to discuss subject matter coverage and approaches to teaching in their fields, creating a team-based learning environment for new and experienced teachers.

## Faculty Appointments Pipeline

Harvard Law School engages in a broad range of efforts to build and maintain a diverse pipeline of aspiring law teachers. The School's programs include full-year, funded, postgraduate research fellowships and a summer academic fellowship program. The postgraduate fellowships offer fellows a stipend; an office on campus; access to all Harvard Law School library and research resources; access to faculty workshops where Law School faculty, visiting faculty, and other invited scholars present works in progress; and additional opportunities for mentoring and interaction. The largest of the postgraduate fellowship programs is the Climenko program, which offers future academics an opportunity to teach in the first-year curriculum while also working on their research and scholarship. The program generally has 13 fellows each year. Forty-three percent of the new fellows for 2014-2015 are women. The overall class of Climenko Fellows in 2014-2015 includes 38% women. In addition to teaching first-year students, fellows in these programs are offered an opportunity to present their work at a workshop with tenured and tenure-track faculty, and a few fellows each year teach seminars in the upper-level curriculum. Fellows have been appointed to the faculties in top schools throughout the country, including Harvard Law School.

## Harvard Law School - continued

The Law School also runs a summer academic fellowship program for Harvard Law School JD, LLM, and SJD students, and recent graduates. This program—which pairs students and graduates with members of the faculty—provides fellows with a wide array of academic support, including access to library resources, and financial support to enable them to focus on producing publishable work in anticipation of entering the academic teaching market in a few years. Of the 58 fellows participating in the summer of 2014, 48% were women and 48% were students of color. This is the earliest point in the pipeline at which the Law School provides funding for future academics, and we are encouraged by the percentage of women and students of color in this program.

# Harvard Kennedy School of Government

## Diversity

The Kennedy School has increased the number of tenured women faculty from 9% in 2004 to 23% in 2015. Overall, 29 percent of our faculty are female. HKS continues its efforts to increase diversity at the school. In addition to diversity, however, we are also dealing with faculty demographics that require us to search more actively in certain areas. To start addressing faculty demographics and diversity at the same time, we have focused on the three demographically most affected areas, Social and Urban Policy (SUP), International and Global Affairs (IGA) and Markets, Business and Government (MBG), in our recent and upcoming searches. To increase the chances of being able to attract stars and enhance diversity, we have focused on cluster searches/hiring and new collaborations with departments and other professional schools at Harvard, and importantly, the Radcliffe Institute. In addition, for junior searches, we have included “senior juniors” (Assistant Professors who got their PhD two to four years ago) and bundled our searches. Through these processes, we have been able to hire three exceptional senior faculty members, all women, one of them Hispanic; and seven junior faculty, five women and two men, three of them are minority members and two of them non-Americans. Thus, of the newly hired ladder faculty in the last three academic years, eight out of 10 are female, four out of 10 are members of minority groups and two out of 10 come from outside the United States.

## Development

We continue with teaching support for our faculty through our very successful SLATE program, Strengthen Learning and Teaching Excellence, including the New Faculty Institute, which introduces new faculty to the administrative and teaching environment at HKS.

We also continue to give our tenure-track faculty feedback at the end of their second year. In addition, all area chairs are asked to report on the progress of junior ladder faculty and lecturers in their area annually. These are not formal reviews of their performance, teaching or research, but rather a check-in to see how they are doing, whether they are connected to other faculty around the School and across Harvard, and an opportunity for them to receive feedback and advice from senior faculty early on. This is not meant to replace the more formal review later on but rather an attempt ensuring that our junior faculty receive some mentoring and advice early on in their careers.

Overall, this process is working well and a large number of our junior faculty members have benefited from it. However, we are struggling with “critical mass” issues, with some disciplines more heavily represented at HKS than others,

providing more of an intellectual community and mentors to some than to others. We are continuing with our efforts to connect our “disciplinary minority faculty” with colleagues in their fields across Harvard. In addition, a number of senior faculty with primary appointments elsewhere at Harvard have joined the Kennedy School as center directors, bringing additional expertise and mentoring capacity in “minority disciplines” to our campus. Finally, our research centers have introduced seminars that either explicitly focus on junior faculty member presentations (e.g., the Taubman Center and the Ash Center) or at least explicitly offer the seminar as an opportunity for junior faculty members to present work-in-progress and get feedback (e.g., the Center for International Development, the Center for Public Leadership, and the Women and Public Policy Program).

We have made progress towards increasing gender diversity of our faculty during Dean Ellwood’s deanship. Fifty percent of all newly tenured faculty members have been women since 2004. We have made less progress toward increasing the ethnic and racial diversity of our faculty, especially among tenured faculty, and must do better here. In terms of junior faculty members, we have generally made progress towards more effectively mentoring and sponsoring our junior colleagues. However, groups already in the majority at HKS and men seem to have benefited more from these efforts, and so we will focus on improving our efforts to foster the development of junior faculty who are female and/or members of racial and ethnic minority groups in order to strengthen our faculty overall by assuring its diversity on many dimensions and at all ranks.



## Graduate School of Design

Faculty hiring remains one of the most important priorities at the Harvard University Graduate School of Design. A goal of nine senior appointments within three years was set at the end of academic year 2007-08. To date, nine tenured Professors and one tenured Professor in Practice have been appointed. Additionally, the senior faculty includes two Professors in Residence who add to the School's offerings in architecture and the Art, Design and the Public Domain concentration. The full professor appointments have provided the additional faculty and the leadership needed by the school to respond to the needs of an expanded student population and to the University-wide activities that the school now participates in to an unprecedented extent.

Junior faculty hiring continues, as does the hiring of visitors, to complement the pedagogy in evolving areas such as technology and representation. Adjustments to faculty promotion and search procedures have been implemented, and a new student information system and faculty database now aid in tracking faculty teaching loads, as well as other data that is helpful to faculty planning.

Another ongoing goal has been to increase the diversity of the faculty. A committee under the auspices of the Dean's Diversity Initiative, has been very active since 2009, and hosted the second GSD diversity summit hosted by the Dean this past March 2014. The agenda included a productive discussion on the current state of diversity at the GSD, and invited guests suggested ways that diversity could be improved in the future. The committee actively seeks and compiles a list of potential African-American candidates for the full spectrum of possible appointments or other involvement with the School, which has been very useful for consideration as ladder faculty, visiting design critics and lecturers, participants in our lecture series, and one-time jurors for studio reviews to provide exposure to many practitioners and academics in the field. A second goal of the group is to increase the number of underrepresented minorities in the student population, and thus in the pipeline for future academic appointments. One immediate result is a significant increase in the number of African-American students. The number of African-American students enrolled has increased from eight in 2008 to 32 in 2013-2014. We saw a decrease in Hispanic applicants and students in 2012, but the number has since increased in 2013 and 2014. Student conferences on diversity, summer programs for high school students, scholarships for underrepresented minorities to the six-week Career Discovery program, support of minority student organizations, and support for students to attend professional conferences are all part of these efforts.

Support for junior faculty research continues with an expanded program of annual research and development grants to each Assistant and Associate Professor, and the Dean's Research Grants for Junior Faculty program in which a review

committee of three senior faculty members, review proposals and advise applicants on proposal writing and research directions. This coming year, this committee will offer a session for all GSD junior faculty regarding the goals and expectations of a successful research proposal. A newly created mentoring program is now monitored by the Associate Dean for Academic Affairs and the Director of Faculty Planning. The first phase of the program was launched last year, through information sessions with junior faculty about promotions, reappointments, and general guidelines and templates for academic reports and curriculum vitae. Moving ahead, awareness will continue to be increased about the program to showcase accomplishments and key elements of the program. In addition the position of Associate Dean, now in its fifth year, provides more oversight of searches and support to the Dean and chairs in faculty planning. The Associate Dean has also chaired initiatives such as the development of an undergraduate concentration in architecture and other cross-University collaborations.

## Harvard Graduate School of Education

Last year was the first year of James E. Ryan's service as the School's new Dean. Since then, Ryan has put in place initiatives to strength faculty intellectual community and to engage in recruiting new faculty, including leading experts on the promotion of educational equity and quantitative methods in social research.

HGSE's modest level of recruitment activity in 2013-14 resulted in the appointment of a new female Associate Professor of Education. At the same time, a number of faculty members retired or departed from the School at the end of the year. HGSE is proud to lead the University in the percentage of senior and tenure-track faculty who are women.

HGSE continues to pair tenure-track faculty members with at least two senior faculty members who serve as mentors, and to provide other supports such as course reductions for first-year faculty, a paid semester of leave for research, and a new faculty orientation, with a focus on teaching effectively in our professional-school environment. We continue to implement early career and midcareer advisory reviews to help tenure-track faculty make progress toward appointment milestones such as promotion and tenure, to flag areas of strength or weakness, and to provide tenure-track faculty members with consistent advice and signaling from senior colleagues and the Dean. The Academic Dean also sponsors professional development opportunities and workshops for tenure-track faculty on topics such as book publishing, grant-getting, and disseminating one's work.

The Faculty Appointments Committee and Senior Faculty revised the School's appointment policies for the appointment of Lecturers and Senior Lecturers. These revisions followed extensive consultation with affected faculty members. The new policy provides for streamlined consideration of initial renewal and greater clarity about the criteria for promotion to Senior Lecturer, based on impact within HGSE and externally in the field of education.

The School has inaugurated a series of new supports for faculty success. A new faculty governance body, the Teaching Workgroup, now exists to support faculty members in continuously improving and innovating their classroom practice. Additional sources of venture funding, teaching innovation support, and research support have also been created to encourage faculty collaboration. Multiple research colloquia, both within areas of the School and encompassing the entire faculty, have been successfully launched as a way to strengthen daily collegial interaction and ongoing feedback around faculty members' in-progress research.

# Harvard Divinity School

In the fall of 2013, 128 MDiv students were enrolled in the Master of Divinity program and 157 students were enrolled in the Master of Theological Studies program.

Most other universities with divinity schools also have a department of religion. There may be some overlap between the faculty and curriculum of the two entities, but there commonly is also some history of conflict and highly divergent understanding of respective missions. The situation at Harvard differs significantly from this norm. The Faculty of Arts and Sciences (FAS) at Harvard does not have a religious studies department. Instead, courses at the doctoral level and a concentration in religion for undergraduates have been offered for decades by the Committee on the Study of Religion (CSR), a fully joint committee comprising equal numbers of faculty from FAS and from HDS. Under this joint-arrangement HDS faculty regularly teach, on average, about half of the religious studies courses offered for Harvard undergraduates.

In the last decade or so, HDS has deliberately and substantially increased its ability to cover the major religious traditions of the world. HDS now has at least three faculty, who deal centrally with Buddhism, three who deal centrally with Hinduism or South Asia, four who deal centrally with Islam, three who deal centrally with Judaism, and four who deal with indigenous traditions in Africa, the Caribbean, and South and Central America. HDS scholars also work closely with disciplinary colleagues in allied fields in FAS and other Schools at Harvard.

This deliberate strategy means that today HDS faculty members research and offer courses in areas beyond Christian studies and the modern West. In fact, more than half HDS's faculty resources are devoted in whole or in part to understanding religious practices and beliefs—and theories about religious practices and beliefs—that extend beyond the borders of the United States. And, not surprisingly, given the global interests of the faculty, about one in five of the Divinity School's regular faculty comes from abroad: three from Europe, two from Africa, two from Egypt, and one from New Zealand. About one in six students at HDS comes from overseas, thereby bringing an international perspective into the classroom. Note also that even the traditional category of “ministerial training” at HDS has been expanded to include principally the Buddhist tradition, alongside the Christian, and with other religious traditions (Jewish, Islamic, Hindu, etc.) also represented as their students prepare for leadership within their particular traditions.

Harvard Divinity School grants the ThD degree, and the Faculty of Arts and Sciences grants a PhD in Religion. However, the CSR oversees both programs, and the two programs have been increasingly brought into close alignment. At

present, there are almost no differences between the requirements of the two programs.

In the autumn of 2012, President Drew Faust asked Dean Hempton to organize an internal committee of faculty drawn from HDS and the FAS to build upon these previous reports and discussions and develop a plan that can be implemented. The resulting Working Group on Religion recommended merging the two doctoral programs into a single, unified PhD program. The subfields within the two programs would simply be combined. The new program would be fully unified, with its only distinguishing feature being that, by result of historical development, two separate schools would be contributing finances to the program. Degrees would be voted by the Standing Committee and both HDS and FAS faculties before coming to the Corporation for official approval. In the spring semester 2014, the faculty members of HDS and FAS voted unanimously in favor of the merger of the two doctoral programs into one with effect from the next admissions cycle.

Also, HDS launched its Capital Campaign in April of 2014 and the academic year 2014-15 will offer numerous exciting events for the HDS and Harvard University community.

## Changes in Leadership

Professor Kevin Madigan having stepped down to return to full-time teaching and research, Professor Janet Gyatso, Hershey Professor of Buddhist Studies took on the responsibilities of Associate Dean for Faculty and Academic Affairs (Academic Dean).

## Faculty Recruitment/Searches

In 2013-14, HDS finished the search for a Warren Chair in American Religious History, a junior faculty search for a faculty member in theology, and accomplished a targeted search for a faculty member in religion and society and ethics.

**TABLE 1: NUMBER OF HARVARD LADDER<sup>1</sup> FACULTY BY SCHOOL AND RANK 2005-06 THROUGH 2014-15**

	Assistants										Associates										Professors									
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>HARVARD UNIVERSITY<sup>2</sup></b>	320	315	322	323	313	297	281	234	226	238	223	219	210	213	213	211	230	240	242	226	945	971	997	1,009	1,026	1,045	1,059	1,084	1,106	1,108
Faculty of Arts and Sciences	117	120	122	123	115	99	80	66	63	78	61	64	60	67	65	59	73	78	72	59	430	446	460	461	470	487	491	480	505	508
Humanities <sup>3</sup>	46	43	40	31	29	25	17	17	17	24	21	24	21	26	19	16	21	18	11	9	140	145	149	150	156	162	162	162	170	163
Social Sciences <sup>4</sup>	44	47	48	47	37	34	30	24	26	32	29	25	26	29	29	18	21	24	25	20	162	172	178	175	175	177	178	174	178	186
Natural Sciences <sup>5</sup>	27	30	34	45	49	40	33	25	20	22	11	15	13	12	17	25	31	36	36	30	128	129	133	136	139	148	151	144	157	159
Life Sciences	12	13	18	27	30	25	23	15	13	15	7	11	9	8	10	15	19	25	24	20	58	60	64	67	69	74	77	76	82	84
Physical Sciences	15	17	16	18	19	15	10	10	7	7	4	4	4	4	7	10	12	11	12	10	70	69	69	69	70	74	74	68	75	75
SEAS	10	12	11	9	10	11	10	9	10	11	8	11	10	9	7	9	10	6	9	11	49	48	49	50	53	56	57	59	60	59
<b>FAS and SEAS Total</b>	<b>127</b>	<b>132</b>	<b>133</b>	<b>132</b>	<b>125</b>	<b>110</b>	<b>90</b>	<b>75</b>	<b>73</b>	<b>89</b>	<b>69</b>	<b>75</b>	<b>70</b>	<b>76</b>	<b>72</b>	<b>68</b>	<b>83</b>	<b>84</b>	<b>81</b>	<b>70</b>	<b>479</b>	<b>494</b>	<b>509</b>	<b>511</b>	<b>523</b>	<b>543</b>	<b>548</b>	<b>539</b>	<b>565</b>	<b>567</b>
HBS	57	57	56	52	52	42	48	46	46	43	36	33	35	37	34	44	44	40	40	33	86	86	89	94	96	92	95	93	95	99
HMS <sup>6</sup>	46	43	51	54	53	55	42	41	48	48	32	34	30	29	32	32	36	40	47	49	129	134	138	138	141	143	149	163	176	173
HSPH	47	40	37	36	27	30	34	32	24	23	33	35	33	28	34	35	33	32	33	30	71	74	72	76	73	75	79	80	85	89
HLS	6	5	7	10	10	9	8	5	3	3	0	0	0	0	0	0	0	0	0	0	76	75	76	80	83	85	86	88	89	88
HKS	11	9	7	10	13	12	15	12	13	13	19	16	14	13	9	7	7	9	7	9	46	49	52	53	53	55	52	51	52	51
HGSE	7	9	11	11	14	12	13	11	8	6	4	4	6	9	7	9	10	10	11	12	25	27	26	26	27	25	24	26	24	23
GSD	6	9	9	10	7	10	11	11	12	12	18	12	15	14	14	13	14	23	20	20	27	29	29	29	31	31	32	33	38	34
HDS	3	3	4	3	4	6	7	3	3	3	1	2	1	2	3	3	1	3	5	6	21	22	23	22	22	21	20	21	20	22
HSDM	11	9	8	10	12	14	16	0	0	0	10	8	6	6	6	5	4	0	0	1	6	6	7	7	7	6	5	8	8	8
<b>Professional Schools Total</b>	<b>194</b>	<b>184</b>	<b>190</b>	<b>196</b>	<b>192</b>	<b>190</b>	<b>194</b>	<b>161</b>	<b>157</b>	<b>151</b>	<b>153</b>	<b>144</b>	<b>140</b>	<b>138</b>	<b>139</b>	<b>148</b>	<b>149</b>	<b>157</b>	<b>163</b>	<b>160</b>	<b>487</b>	<b>502</b>	<b>512</b>	<b>525</b>	<b>533</b>	<b>533</b>	<b>542</b>	<b>563</b>	<b>587</b>	<b>587</b>
Other Total <sup>7</sup>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	7	9	7	8	10	9	20	37	16
											Junior Faculty <sup>8</sup>										Professors									
Medical School Clinical or Hospital Total <sup>9</sup>											7,432	7,783	7,990	8,326	8,481	8,743	9,222	9,582	9,729	10,626	583	593	614	632	653	696	829	894	965	1,028

The source of these data is PeopleSoft/Harvard Data Warehouse, with a few modifications to errors found when data cleaning. It contains snapshots of ladder faculty from July 1 of 2003-2009 pulled from the system on October 5, 2009 and snapshots as of September 1 for 2010-14.

[1] Ladder Faculty are defined as Assistant Professors or Convertible Instructors, Associate Professors, and Professors that have been appointed in the following Schools: FAS (all divisions), SEAS, HBS, HMS Quad, HSPH, HLS, HKS, HGSE, GSD, HDS, and HSDM. Non-tenured Professors are included in the dataset as Professors because we cannot reliably distinguish them from tenured Professors at this time. Professors of the Practice are considered Non-Ladder Faculty in all Schools except GSD where they are grouped with Ladder Faculty. Adjunct Assistants and Adjunct Associates at GSD are also considered Ladder Faculty, but not in any other School. Adjunct Professors are Non-Ladder Faculty everywhere, including GSD. Ladder Faculty at the Affiliates comprise full-time Professors, Associate Professors, Assistant Professors, Instructors and Clinical Faculty.

[2] Though Ladder Faculty may have multiple appointments across the Schools, we count each only once at the University level. However, they are counted once in each of their Schools or FAS Divisions at the School or FAS Division level. So the sum of the School counts will be greater than that of the University. We provide data for the Faculty of Arts and Sciences and break it out into three divisions: Humanities, Social Sciences, and Natural Sciences. Natural Sciences is a combination of Life Sciences and Physical Sciences. SEAS counts are not included in the Faculty of Arts and Sciences totals, but rather indicated separately, regardless of the snapshot year, even though the data include years in which SEAS was part of FAS and called DEAS. For those earlier years, SEAS is still counted separately from FAS for purposes of consistency and comparability.

[3]Departments of the FAS Humanities Division: Celtic Languages and Literatures, Classics, Comparative Literature, East Asian Languages and Civilizations, English and American Literature and Language, Expository Writing, Folklore and Mythology, Germanic Languages and Literatures, History and Literature, History of Art and Architecture, Linguistics, Music, Near Eastern Languages and Civilizations, Philosophy, Romance Languages and Literatures, Sanskrit and Indian Studies, Slavic Languages and Literatures, Study of Religion, and Visual and Environmental Studies.

[4]Departments of the FAS Social Sciences Division: African and African-American Studies, Anthropology, Economics, Government, History, History of Science, Psychology, Social Studies, Sociology, and Studies of Women, Gender, and Sexuality.

[5]Departments of the FAS Natural Sciences Division: Astronomy, Chemistry and Chemical Biology, Earth and Planetary Sciences, Environmental Science and Public Policy, Human Evolutionary Biology, Mathematics, Molecular and Cellular Biology, Organismic and Evolutionary Biology, Physics, Statistics, and Stem Cell and Regenerative Biology.

[6]The Medical School includes nine Basic and Social Science Departments.

[7]Appointments in "OTHER" include those in Radcliffe, President's Office, University Professors, Office of the Governing Boards, and Memorial Church. Clinical and Hospital Faculty in the Medical and Dental Schools are not included here, regardless of their rank and ladder status.

[8]Junior Faculty at the Affiliates comprise full-time Associate Professors, Assistant Professors, Instructors, and Clinical Faculty. Junior Faculty at FAS (all divisions), SEAS, HBS, HMS Quad, HSPH, HLS, HKS, HGSE, GSD, HDS, and HSDM comprise Associate and Assistant Professors.

[9]The Medical School Clinical and Hospital include 18 Affiliated Institutions: Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, Cambridge Health Alliance, CBR Institute for Biomedical Research (part of Children's Hospital Boston), Children's Hospital Boston, Dana-Farber Cancer Institute, Forsyth Institute, Harvard Pilgrim Health Care, Hebrew SeniorLife, Joslin Diabetes Center, Judge Baker Children's Center, Massachusetts Eye and Ear Infirmary, Massachusetts General Hospital, McLean Hospital, Mount Auburn Hospital, Schepens Eye Research Institute, Spaulding Rehabilitation Hospital, and Veterans Affairs Boston Healthcare System. Ladder faculty at the Affiliates comprise full-time Professors, Associate Professors, Assistant Professors, Instructors, and Clinical Faculty.



**TABLE 3: NUMBER OF HARVARD LADDER<sup>1</sup> FACULTY WHO ARE WOMEN BY SCHOOL AND RANK 2005-06 THROUGH 2014-15**

	Assistants										Associates										Professors									
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>HARVARD UNIVERSITY<sup>2</sup></b>	121	117	124	117	111	109	98	80	81	94	69	69	64	77	77	76	84	87	90	83	177	187	203	205	215	224	233	253	263	261
Faculty of Arts and Sciences	48	45	49	46	39	35	26	22	25	34	22	27	25	32	29	24	31	31	26	22	87	93	99	99	104	111	114	120	128	127
Humanities <sup>3</sup>	17	14	14	12	13	12	7	7	9	14	6	7	6	9	6	5	10	8	5	5	41	43	45	46	49	50	49	53	56	56
Social Sciences <sup>4</sup>	23	22	24	20	13	11	8	9	10	11	12	16	15	19	17	10	11	11	8	7	35	38	41	40	40	42	45	47	50	50
Natural Sciences <sup>5</sup>	8	9	11	14	13	12	11	6	6	9	4	4	4	4	6	9	10	12	13	10	11	12	13	13	15	19	20	20	22	21
Life Sciences	3	3	5	9	10	10	10	5	5	8	3	3	3	3	4	5	6	9	10	9	7	8	9	9	10	13	14	14	15	15
Physical Sciences	5	6	6	5	3	2	1	1	1	1	1	1	1	1	2	4	4	3	3	1	4	4	4	4	5	6	6	6	7	6
SEAS	2	3	4	4	3	4	3	1	0	2	0	0	0	0	1	1	2	1	2	3	3	3	3	4	4	6	6	5	8	8
<b>FAS Total</b>	<b>50</b>	<b>48</b>	<b>53</b>	<b>50</b>	<b>42</b>	<b>39</b>	<b>29</b>	<b>23</b>	<b>25</b>	<b>36</b>	<b>22</b>	<b>27</b>	<b>25</b>	<b>32</b>	<b>30</b>	<b>25</b>	<b>33</b>	<b>32</b>	<b>28</b>	<b>25</b>	<b>90</b>	<b>96</b>	<b>103</b>	<b>103</b>	<b>110</b>	<b>117</b>	<b>119</b>	<b>128</b>	<b>136</b>	<b>135</b>
HBS	22	20	20	18	18	16	17	16	15	16	6	8	6	8	7	11	13	12	13	11	14	14	16	16	18	17	18	18	19	20
HMS <sup>6</sup>	14	15	19	19	21	20	15	13	14	14	9	7	5	7	10	10	13	15	20	20	18	19	20	20	21	21	24	28	30	30
HSPH	20	16	14	13	9	14	15	13	10	9	12	13	13	13	15	15	12	13	15	13	14	15	16	18	16	17	19	20	21	21
HLS	1	3	4	4	4	3	1	0	0	1	0	0	0	0	0	0	0	0	0	0	14	12	13	14	14	14	16	17	18	19
HKS	3	2	2	3	3	2	3	2	4	6	8	5	5	5	3	4	3	2	2	2	5	7	10	10	10	10	10	11	13	11
HGSE	6	6	6	6	7	6	6	6	5	4	3	3	5	7	5	6	6	6	5	6	9	9	9	9	10	11	11	13	11	10
GSD	2	4	4	4	5	6	6	6	7	7	5	3	4	4	4	4	4	7	6	4	4	6	7	7	6	6	6	7	10	9
HDS	1	1	1	0	1	2	2	1	1	1	0	0	0	1	1	1	1	0	1	1	2	8	8	8	7	8	8	8	8	9
HSDM	2	2	1	2	2	4	0	0	0	4	3	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1
<b>Professional Schools Total</b>	<b>71</b>	<b>69</b>	<b>71</b>	<b>69</b>	<b>70</b>	<b>71</b>	<b>69</b>	<b>57</b>	<b>56</b>	<b>58</b>	<b>47</b>	<b>42</b>	<b>39</b>	<b>46</b>	<b>46</b>	<b>52</b>	<b>52</b>	<b>56</b>	<b>62</b>	<b>58</b>	<b>87</b>	<b>91</b>	<b>100</b>	<b>102</b>	<b>104</b>	<b>107</b>	<b>114</b>	<b>124</b>	<b>131</b>	<b>130</b>
<b>Other Total<sup>7</sup></b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>10</b>	<b>7</b>
											Junior Faculty <sup>8</sup>										Professors									
<b>Medical School Clinical or Hospital Total<sup>9</sup></b>											3,071	3,268	3,398	3,580	3,694	3,825	4,083	4,313	4,439	4,808	65	68	72	79	88	102	128	139	161	173

The source of these data is PeopleSoft/Harvard Data Warehouse, with a few modifications to errors found when data cleaning. It contains snapshots of ladder faculty from July 1 of 2003-2009 pulled from the system on October 5, 2009 and snapshots as of September 1 for 2010-14.

[1] Ladder Faculty are defined as Assistant Professors or Convertible Instructors, Associate Professors, and Professors that have been appointed in the following Schools: FAS (all divisions), SEAS, HBS, HMS Quad, HSPH, HLS, HKS, HGSE, GSD, HDS, and HSDM. Non-tenured Professors are included in the dataset as Professors because we cannot reliably distinguish them from tenured Professors at this time. Professors of the Practice are considered Non-Ladder Faculty in all Schools except GSD where they are grouped with Ladder Faculty. Adjunct Assistants and Adjunct Associates at GSD are also considered Ladder Faculty, but not in any other School. Adjunct Professors are Non-Ladder Faculty everywhere, including GSD. Ladder Faculty at the Affiliates comprise full-time Professors, Associate Professors, Assistant Professors, Instructors and Clinical Faculty.

[2] Though Ladder Faculty may have multiple appointments across the Schools, we count each only once at the University level. However, they are counted once in each of their Schools or FAS Divisions at the School or FAS Division level. So the sum of the School counts will be greater than that of the University. We provide data for the Faculty of Arts and Sciences and break it out into three divisions: Humanities, Social Sciences, and Natural Sciences. Natural Sciences is a combination of Life Sciences and Physical Sciences. SEAS counts are not included in the Faculty of Arts and Sciences totals, but rather indicated separately, regardless of the snapshot year, even though the data include years in which SEAS was part of FAS and called DEAS. For those earlier years, SEAS is still counted separately from FAS for purposes of consistency and comparability.

[3]Departments of the FAS Humanities Division: Celtic Languages and Literatures, Classics, Comparative Literature, East Asian Languages and Civilizations, English and American Literature and Language, Expository Writing, Folklore and Mythology, Germanic Languages and Literatures, History and Literature, History of Art and Architecture, Linguistics, Music, Near Eastern Languages and Civilizations, Philosophy, Romance Languages and Literatures, Sanskrit and Indian Studies, Slavic Languages and Literatures, Study of Religion, and Visual and Environmental Studies.

[4]Departments of the FAS Social Sciences Division: African and African-American Studies, Anthropology, Economics, Government, History, History of Science, Psychology, Social Studies, Sociology, and Studies of Women, Gender, and Sexuality.

[5]Departments of the FAS Natural Sciences Division: Astronomy, Chemistry and Chemical Biology, Earth and Planetary Sciences, Environmental Science and Public Policy, Human Evolutionary Biology, Mathematics, Molecular and Cellular Biology, Organismic and Evolutionary Biology, Physics, Statistics, and Stem Cell and Regenerative Biology.

[6]The Medical School includes nine Basic and Social Science Departments.

[7]Appointments in "OTHER" include those in Radcliffe, President's Office, University Professors, Office of the Governing Boards, and Memorial Church. Clinical and Hospital Faculty in the Medical and Dental Schools are not included here, regardless of their rank and ladder status.

[8]Junior Faculty at the Affiliates comprise full-time Associate Professors, Assistant Professors, Instructors, and Clinical Faculty. Junior Faculty at FAS (all divisions), SEAS, HBS, HMS Quad, HSPH, HLS, HKS, HGSE, GSD, HDS, and HSDM comprise Associate and Assistant Professors.

[9]The Medical School Clinical and Hospital include 18 Affiliated Institutions: Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, Cambridge Health Alliance, CBR Institute for Biomedical Research (part of Children's Hospital Boston), Children's Hospital Boston, Dana-Farber Cancer Institute, Forsyth Institute, Harvard Pilgrim Health Care, Hebrew SeniorLife, Joslin Diabetes Center, Judge Baker Children's Center, Massachusetts Eye and Ear Infirmary, Massachusetts General Hospital, McLean Hospital, Mount Auburn Hospital, Schepens Eye Research Institute, Spaulding Rehabilitation Hospital, and Veterans Affairs Boston Healthcare System. Ladder faculty at the Affiliates comprise full-time Professors, Associate Professors, Assistant Professors, Instructors, and Clinical Faculty.

**TABLE 4: PERCENTAGE OF HARVARD LADDER FACULTY<sup>1</sup> WHO ARE WOMEN BY SCHOOL AND RANK 2005-06 THROUGH 2014-15**

	Assistants										Associates										Professors									
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>HARVARD UNIVERSITY<sup>2</sup></b>	38%	37%	39%	36%	35%	37%	35%	34%	36%	39%	31%	32%	30%	36%	36%	36%	37%	36%	37%	36%	19%	19%	20%	20%	21%	21%	22%	23%	24%	22%
Faculty of Arts and Sciences	41%	38%	40%	37%	34%	35%	32%	33%	40%	44%	36%	42%	42%	48%	45%	41%	42%	40%	36%	37%	20%	21%	22%	21%	22%	23%	23%	25%	25%	
Humanities <sup>3</sup>	37%	33%	35%	39%	45%	48%	41%	41%	53%	58%	29%	29%	29%	35%	32%	31%	48%	44%	45%	56%	29%	30%	30%	31%	31%	31%	30%	33%	34%	
Social Sciences <sup>4</sup>	52%	47%	50%	43%	35%	32%	27%	36%	38%	34%	41%	64%	58%	66%	59%	56%	52%	46%	32%	35%	22%	22%	23%	23%	23%	24%	25%	27%	28%	
Natural Sciences <sup>5</sup>	30%	30%	32%	31%	27%	30%	33%	25%	30%	41%	36%	27%	31%	33%	35%	36%	32%	33%	36%	33%	9%	9%	10%	10%	11%	13%	13%	14%	13%	
Life Sciences	25%	23%	28%	33%	33%	40%	43%	33%	38%	53%	43%	27%	33%	38%	40%	33%	32%	36%	42%	45%	12%	13%	14%	13%	14%	18%	18%	18%	18%	
Physical Sciences	33%	35%	38%	28%	16%	13%	10%	10%	14%	14%	25%	25%	25%	25%	29%	40%	33%	27%	25%	10%	6%	6%	6%	6%	7%	8%	8%	9%	8%	
SEAS	20%	25%	36%	44%	30%	36%	30%	11%	0%	18%	0%	0%	0%	0%	14%	11%	20%	17%	22%	27%	6%	6%	8%	8%	11%	11%	9%	14%	14%	
<b>FAS Total</b>	<b>39%</b>	<b>39%</b>	<b>40%</b>	<b>38%</b>	<b>34%</b>	<b>35%</b>	<b>32%</b>	<b>31%</b>	<b>34%</b>	<b>40%</b>	<b>32%</b>	<b>36%</b>	<b>36%</b>	<b>42%</b>	<b>42%</b>	<b>37%</b>	<b>40%</b>	<b>38%</b>	<b>35%</b>	<b>36%</b>	<b>19%</b>	<b>19%</b>	<b>20%</b>	<b>20%</b>	<b>21%</b>	<b>22%</b>	<b>22%</b>	<b>24%</b>	<b>24%</b>	
HBS	39%	35%	36%	35%	35%	38%	35%	35%	33%	37%	17%	24%	17%	22%	21%	25%	30%	30%	33%	33%	16%	16%	18%	17%	19%	18%	19%	20%	20%	
HMS <sup>6</sup>	30%	35%	37%	35%	40%	36%	36%	32%	29%	29%	28%	21%	17%	24%	31%	31%	36%	38%	43%	41%	14%	14%	14%	14%	14%	15%	15%	16%	17%	
HSPH	43%	40%	38%	36%	33%	47%	44%	41%	42%	39%	36%	37%	39%	46%	44%	43%	38%	41%	45%	43%	20%	20%	22%	24%	22%	23%	24%	25%	24%	
HLS	17%	60%	57%	40%	40%	33%	13%	0%	0%	33%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	18%	16%	17%	18%	17%	19%	20%	20%	22%	
HKS	27%	22%	29%	30%	23%	17%	20%	17%	31%	46%	42%	31%	36%	38%	33%	57%	43%	22%	29%	22%	11%	14%	19%	19%	19%	18%	19%	22%	25%	
HGSE	86%	67%	55%	55%	50%	50%	46%	55%	63%	67%	75%	75%	83%	78%	71%	67%	60%	45%	50%	36%	33%	35%	37%	44%	46%	50%	46%	43%		
GSD	33%	44%	44%	40%	71%	60%	55%	55%	58%	58%	28%	25%	27%	29%	29%	31%	29%	30%	30%	20%	15%	21%	24%	24%	19%	19%	21%	26%	26%	
HDS	33%	33%	25%	0%	25%	33%	29%	33%	33%	33%	0%	0%	0%	50%	33%	33%	0%	33%	20%	33%	38%	36%	35%	32%	36%	38%	40%	38%	41%	
HSDM	18%	22%	13%	20%	17%	14%	25%	0%	0%	0%	40%	38%	17%	17%	17%	20%	25%	0%	0%	0%	17%	14%	14%	14%	17%	20%	13%	13%		
<b>Professional Schools Total</b>	<b>37%</b>	<b>37%</b>	<b>37%</b>	<b>35%</b>	<b>35%</b>	<b>36%</b>	<b>37%</b>	<b>35%</b>	<b>36%</b>	<b>38%</b>	<b>31%</b>	<b>29%</b>	<b>28%</b>	<b>33%</b>	<b>33%</b>	<b>33%</b>	<b>35%</b>	<b>36%</b>	<b>38%</b>	<b>36%</b>	<b>18%</b>	<b>18%</b>	<b>20%</b>	<b>19%</b>	<b>20%</b>	<b>20%</b>	<b>22%</b>	<b>22%</b>	<b>22%</b>	
<b>Other Total<sup>7</sup></b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>17%</b>	<b>14%</b>	<b>22%</b>	<b>14%</b>	<b>25%</b>	<b>40%</b>	<b>44%</b>	<b>44%</b>	<b>44%</b>	
											Junior Faculty <sup>8</sup>										Professors									
Medical School Clinical or Hospital Total <sup>9</sup>											41%	42%	43%	43%	44%	44%	44%	45%	46%	45%	11%	11%	12%	13%	13%	15%	15%	16%	17%	17%

The source of these data is PeopleSoft/Harvard Data Warehouse, with a few modifications to errors found when data cleaning. It contains snapshots of ladder faculty from July 1 of 2003-2009 pulled from the system on October 5, 2009 and snapshots as of September 1 for 2010-14.

[1] Ladder Faculty are defined as Assistant Professors or Convertible Instructors, Associate Professors, and Professors that have been appointed in the following Schools: FAS (all divisions), SEAS, HBS, HMS Quad, HSPH, HLS, HKS, HGSE, GSD, HDS, and HSDM. Non-tenured Professors are included in the dataset as Professors because we cannot reliably distinguish them from tenured Professors at this time. Professors of the Practice are considered Non-Ladder Faculty in all Schools except GSD where they are grouped with Ladder Faculty. Adjunct Assistants and Adjunct Associates at GSD are also considered Ladder Faculty, but not in any other School. Adjunct Professors are Non-Ladder Faculty everywhere, including GSD. Ladder Faculty at the Affiliates comprise full-time Professors, Associate Professors, Assistant Professors, Instructors and Clinical Faculty.

[2] Though Ladder Faculty may have multiple appointments across the Schools, we count each only once at the University level. However, they are counted once in each of their Schools or FAS Divisions at the School or FAS Division level. So the sum of the School counts will be greater than that of the University. We provide data for the Faculty of Arts and Sciences and break it out into three divisions: Humanities, Social Sciences, and Natural Sciences. Natural Sciences is a combination of Life Sciences and Physical Sciences. SEAS counts are not included in the Faculty of Arts and Sciences totals, but rather indicated separately, regardless of the snapshot year, even though the data include years in which SEAS was part of FAS and called DEAS. For those earlier years, SEAS is still counted separately from FAS for purposes of consistency and comparability.

[3]Departments of the FAS Humanities Division: Celtic Languages and Literatures, Classics, Comparative Literature, East Asian Languages and Civilizations, English and American Literature and Language, Expository Writing, Folklore and Mythology, Germanic Languages and Literatures, History and Literature, History of Art and Architecture, Linguistics, Music, Near Eastern Languages and Civilizations, Philosophy, Romance Languages and Literatures, Sanskrit and Indian Studies, Slavic Languages and Literatures, Study of Religion, and Visual and Environmental Studies.

[4]Departments of the FAS Social Sciences Division: African and African-American Studies, Anthropology, Economics, Government, History, History of Science, Psychology, Social Studies, Sociology, and Studies of Women, Gender, and Sexuality.

[5]Departments of the FAS Natural Sciences Division: Astronomy, Chemistry and Chemical Biology, Earth and Planetary Sciences, Environmental Science and Public Policy, Human Evolutionary Biology, Mathematics, Molecular and Cellular Biology, Organismic and Evolutionary Biology, Physics, Statistics, and Stem Cell and Regenerative Biology.

[6]The Medical School includes nine Basic and Social Science Departments.

[7]Appointments in "OTHER" include those in Radcliffe, President's Office, University Professors, Office of the Governing Boards, and Memorial Church. Faculty in the Medical and Dental Affiliates are not included here, regardless of their rank and ladder status.

[8]Junior Faculty at the Affiliates comprise full-time Associate Professors, Assistant Professors, Instructors, and Clinical Faculty. Junior Faculty at FAS (all divisions), SEAS, HBS, HMS Quad, HSPH, HLS, HKS, HGSE, GSD, HDS, and HSDM comprise Associate and Assistant Professors.

[9]The Medical School Clinical and Hospital include 18 Affiliated Institutions: Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, Cambridge Health Alliance, CBR Institute for Biomedical Research (part of Children's Hospital Boston), Children's Hospital Boston, Dana-Farber Cancer Institute, Forsyth Institute, Harvard Pilgrim Health Care, Hebrew SeniorLife, Joslin Diabetes Center, Judge Baker Children's Center, Massachusetts Eye and Ear Infirmary, Massachusetts General Hospital, McLean Hospital, Mount Auburn Hospital, Schepens Eye Research Institute, Spaulding Rehabilitation Hospital, and Veterans Affairs Boston Healthcare System. Ladder faculty at the Affiliates comprise full-time Professors, Associate Professors, Assistant Professors, Instructors, and Clinical Faculty.





**TABLE 6: NUMBER OF HARVARD LADDER FACULTY<sup>1</sup> BY SCHOOL AND RACE/ETHNICITY 2005-06 THROUGH 2014-15**

	Asian/Pacific Islander										Underrepresented Minorities <sup>10</sup>										White									
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>HARVARD UNIVERSITY<sup>2</sup></b>	<b>153</b>	<b>160</b>	<b>162</b>	<b>168</b>	<b>177</b>	<b>187</b>	<b>200</b>	<b>189</b>	<b>197</b>	<b>201</b>	<b>75</b>	<b>86</b>	<b>91</b>	<b>93</b>	<b>92</b>	<b>101</b>	<b>108</b>	<b>109</b>	<b>114</b>	<b>116</b>	<b>1,260</b>	<b>1,259</b>	<b>1,276</b>	<b>1,284</b>	<b>1,283</b>	<b>1,260</b>	<b>1,258</b>	<b>1,236</b>	<b>1,238</b>	<b>1,229</b>
Faculty of Arts and Sciences	49	54	54	58	61	59	63	59	63	65	29	37	37	39	37	38	46	44	47	46	530	539	551	554	552	548	534	509	521	526
Humanities <sup>3</sup>	14	14	15	16	16	15	17	17	20	19	6	8	7	7	8	9	11	10	12	9	187	190	188	184	180	179	172	167	164	166
Social Sciences <sup>4</sup>	12	14	12	12	13	12	13	11	13	14	19	24	23	26	22	21	24	24	24	26	204	206	217	213	206	196	191	181	187	193
Natural Sciences <sup>5</sup>	23	26	27	30	32	32	33	31	30	32	4	5	7	6	7	8	11	10	11	11	139	143	146	157	166	173	171	161	170	167
Life Sciences	8	10	11	12	14	14	15	14	14	16	3	4	5	5	6	7	9	9	9	9	66	70	75	85	89	93	95	92	96	94
Physical Sciences	15	16	16	18	18	18	18	17	16	16	1	1	2	1	1	1	2	1	2	2	73	73	71	72	77	80	76	69	74	73
SEAS	11	12	12	13	15	18	18	17	17	19	0	2	2	2	2	2	2	2	2	2	56	57	56	53	56	57	55	59	59	59
<b>FAS Total</b>	<b>60</b>	<b>66</b>	<b>66</b>	<b>71</b>	<b>76</b>	<b>77</b>	<b>81</b>	<b>76</b>	<b>80</b>	<b>84</b>	<b>29</b>	<b>39</b>	<b>39</b>	<b>41</b>	<b>39</b>	<b>40</b>	<b>48</b>	<b>45</b>	<b>49</b>	<b>48</b>	<b>586</b>	<b>596</b>	<b>607</b>	<b>607</b>	<b>605</b>	<b>604</b>	<b>591</b>	<b>564</b>	<b>580</b>	<b>585</b>
HBS	27	28	31	32	33	35	39	40	43	43	12	12	15	15	13	12	13	13	12	12	140	136	134	136	136	131	135	125	124	118
HMS <sup>6</sup>	21	20	22	21	23	22	25	29	33	33	6	6	6	6	7	8	8	10	11	11	180	185	191	194	196	200	194	192	224	221
HSPH	29	29	27	26	24	23	24	23	22	22	9	9	10	8	8	7	10	10	12	12	113	111	105	106	102	110	112	89	108	108
HLS	1	2	2	2	2	3	4	4	4	5	8	8	8	8	8	9	9	10	10	10	73	70	73	80	83	80	78	74	75	73
HKS	7	8	7	8	8	10	10	8	8	8	5	5	6	6	7	7	7	7	8	10	64	61	60	62	60	57	57	45	54	53
HGSE	2	3	4	5	7	7	7	6	4	4	3	3	3	4	5	5	6	7	7	7	31	34	36	37	36	34	34	34	32	30
GSD	2	1	2	2	2	4	6	6	7	6	5	6	7	8	8	7	7	7	7	7	44	43	44	43	42	43	44	50	53	50
HDS	0	0	0	0	0	0	0	0	0	0	2	3	2	2	3	5	6	6	6	6	23	24	26	25	26	25	22	20	20	23
HSDM	4	2	2	4	5	6	7	0	0	0	0	0	0	0	0	1	1	0	0	0	23	21	19	19	20	18	17	6	8	8
<b>Professional Schools Total</b>	<b>93</b>	<b>93</b>	<b>97</b>	<b>100</b>	<b>104</b>	<b>110</b>	<b>122</b>	<b>116</b>	<b>121</b>	<b>121</b>	<b>50</b>	<b>52</b>	<b>57</b>	<b>57</b>	<b>59</b>	<b>61</b>	<b>67</b>	<b>70</b>	<b>73</b>	<b>75</b>	<b>691</b>	<b>685</b>	<b>688</b>	<b>702</b>	<b>701</b>	<b>698</b>	<b>693</b>	<b>635</b>	<b>698</b>	<b>684</b>
<b>Other Total<sup>7</sup></b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>7</b>	<b>7</b>	<b>15</b>	<b>30</b>	<b>11</b>
<b>Medical School Clinical and Hospital Total<sup>8,9</sup></b>	<b>1,087</b>	<b>1,196</b>	<b>1,266</b>	<b>1,410</b>	<b>1,493</b>	<b>1,594</b>	<b>1,796</b>	<b>1,912</b>	<b>1,883</b>	<b>1,996</b>	<b>403</b>	<b>432</b>	<b>462</b>	<b>473</b>	<b>478</b>	<b>123</b>	<b>539</b>	<b>693</b>	<b>680</b>	<b>739</b>	<b>6,408</b>	<b>6,603</b>	<b>6,704</b>	<b>6,862</b>	<b>6,922</b>	<b>7,075</b>	<b>7,471</b>	<b>7,862</b>	<b>7,889</b>	<b>8,634</b>

The source of these data is PeopleSoft/Harvard Data Warehouse, with a few modifications to errors found when data cleaning. It contains snapshots of ladder faculty from July 1 of 2003-2009 pulled from the system on October 5, 2009 and snapshots as of September 1 for 2010-14.

[1] Ladder Faculty are defined as Assistant Professors or Convertible Instructors, Associate Professors, and Professors that have been appointed in the following Schools: FAS (all divisions), SEAS, HBS, HMS Quad, HSPH, HLS, HKS, HGSE, GSD, HDS, and HSDM. Non-tenured Professors are included in the dataset as Professors because we cannot reliably distinguish them from tenured Professors at this time. Professors of the Practice are considered Non-Ladder Faculty in all Schools except GSD where they are grouped with Ladder Faculty. Adjunct Assistants and Adjunct Associates at GSD are also considered Ladder Faculty, but not in any other School. Adjunct Professors are Non-Ladder Faculty everywhere, including GSD. Ladder Faculty at the Affiliates comprise full-time Professors, Associate Professors, Assistant Professors, Instructors and Clinical Faculty.

[2] Though Ladder Faculty may have multiple appointments across the Schools, we count each only once at the University level. However, they are counted once in each of their Schools at the School level. So the sum of the School counts will be greater than that of the University. We provide data for the Faculty of Arts and Sciences and break it out into three divisions: Humanities, Social Sciences, and Natural Sciences. Natural Sciences is a combination of Life Sciences and Physical Sciences. SEAS counts are not included in the Faculty of Arts and Sciences totals, but rather indicated separately, regardless of the snapshot year, even though the data include years in which SEAS was part of FAS and called DEAS. For those earlier years, SEAS is still counted separately from FAS for purposes of consistency and comparability.

[3]Departments of the FAS Humanities Division: Celtic Languages and Literatures, Classics, Comparative Literature, East Asian Languages and Civilizations, English and American Literature and Language, Expository Writing, Folklore and Mythology, Germanic Languages and Literatures, History and Literature, History of Art and Architecture, Linguistics, Music, Near Eastern Languages and Civilizations, Philosophy, Romance Languages and Literatures, Sanskrit and Indian Studies, Slavic Languages and Literatures, Study of Religion, and Visual and Environmental Studies.

[4]Departments of the FAS Social Sciences Division: African and African-American Studies, Anthropology, Economics, Government, History, History of Science, Psychology, Social Studies, Sociology, and Studies of Women, Gender, and Sexuality.

[5]Departments of the FAS Natural Sciences Division: Astronomy, Chemistry and Chemical Biology, Earth and Planetary Sciences, Environmental Science and Public Policy, Human Evolutionary Biology, Mathematics, Molecular and Cellular Biology, Organismic and Evolutionary Biology, Physics, Statistics, and Stem Cell and Regenerative Biology.

[6]The Medical School includes nine Basic and Social Science Departments.

[7]Appointments in "OTHER" include those in Radcliffe, President's Office, University Professors, Office of the Governing Boards, and Memorial Church. Faculty in the Medical and Dental Affiliates are not included here, regardless of their rank and ladder status.

[8]The Medical School Clinical and Hospital include 18 Affiliated Institutions: Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, Cambridge Health Alliance, CBR Institute for Biomedical Research (part of Children's Hospital Boston), Children's Hospital Boston, Dana-Farber Cancer Institute, Forsyth Institute, Harvard Pilgrim Health Care, Hebrew SeniorLife, Joslin Diabetes Center, Judge Baker Children's Center, Massachusetts Eye and Ear Infirmary, Massachusetts General Hospital, McLean Hospital, Mount Auburn Hospital, Schepens Eye Research Institute, Spaulding Rehabilitation Hospital, and Veterans Affairs Boston Healthcare System. Ladder faculty at the Affiliates comprise full-time Professors, Associate Professors, Assistant Professors, Instructors, and Clinical Faculty.

[9]Harvard University minority categories include Asian, Black or African American, Hispanic/Latino, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Two or More Races and White. Prior to 2011-12, minority categories included Asian/Pacific Islander, Native-American, Black, Latino, and White. All individuals have a race/ethnicity designation. International faculty are included as part of each category and not listed separately. Harvard Affiliates minority categories include Asian, American Indian/Alaska Native, Black/African-American, Hispanic/Latino, White, and Not Specified. Individuals in the Not Specified category have not been listed here.

[10]Underrepresented minorities includes Black, Latino, Native Hawaiian and Other Pacific Islander, and American Indian and Native Alaskan race/ethnicity categories.

**TABLE 7: NUMBER OF HARVARD ASIAN/PACIFIC LADDER FACULTY<sup>1</sup> BY SCHOOL AND RANK 2005-06 THROUGH 2014-15**

	Assistants										Associates										Professors									
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>HARVARD UNIVERSITY<sup>2</sup></b>	<b>58</b>	<b>60</b>	<b>59</b>	<b>59</b>	<b>60</b>	<b>64</b>	<b>63</b>	<b>41</b>	<b>43</b>	<b>45</b>	<b>30</b>	<b>28</b>	<b>26</b>	<b>26</b>	<b>30</b>	<b>31</b>	<b>37</b>	<b>45</b>	<b>44</b>	<b>44</b>	<b>65</b>	<b>72</b>	<b>77</b>	<b>83</b>	<b>87</b>	<b>92</b>	<b>100</b>	<b>103</b>	<b>110</b>	<b>112</b>
Faculty of Arts and Sciences	14	17	16	17	15	13	11	6	8	9	8	8	6	6	9	7	10	16	10	10	27	29	32	35	37	39	42	40	63	46
Humanities <sup>3</sup>	4	3	3	2	2	1	2	2	3	4	2	2	3	3	3	2	1	2	2	1	8	9	9	11	11	12	14	13	15	14
Social Sciences <sup>4</sup>	4	5	4	4	3	3	3	1	2	2	2	3	1	2	3	1	1	2	2	2	6	6	7	6	7	8	9	8	9	10
Natural Sciences <sup>5</sup>	6	9	9	11	10	9	6	3	3	3	4	3	2	1	3	4	8	9	6	7	13	14	16	18	19	19	19	19	21	22
Life Sciences	0	2	3	3	4	5	3	2	2	3	2	1	0	0	0	0	3	4	3	4	6	7	8	9	10	9	9	8	9	9
Physical Sciences	6	7	6	8	6	4	3	1	1	0	2	2	2	1	3	4	5	5	3	3	7	7	8	9	9	10	10	11	16	13
SEAS	3	2	2	3	3	4	4	2	2	3	2	4	3	2	2	3	3	2	3	3	6	6	7	8	10	11	11	12	13	13
<b>FAS Total</b>	<b>17</b>	<b>19</b>	<b>18</b>	<b>20</b>	<b>18</b>	<b>17</b>	<b>15</b>	<b>8</b>	<b>10</b>	<b>12</b>	<b>10</b>	<b>12</b>	<b>9</b>	<b>8</b>	<b>11</b>	<b>10</b>	<b>13</b>	<b>19</b>	<b>12</b>	<b>13</b>	<b>33</b>	<b>35</b>	<b>39</b>	<b>43</b>	<b>47</b>	<b>50</b>	<b>53</b>	<b>52</b>	<b>28</b>	<b>59</b>
HBS	9	11	11	10	11	12	15	13	15	15	6	3	3	4	4	5	5	8	9	9	12	14	17	18	18	18	19	19	19	19
HMS <sup>6</sup>	9	8	10	9	11	11	9	10	12	10	3	3	3	3	3	4	6	7	9	11	9	9	9	9	9	9	10	12	12	12
HSPH	15	14	13	10	8	8	7	6	3	4	6	7	7	8	9	8	9	6	7	5	8	8	7	8	7	7	8	11	12	13
HLS	0	1	1	1	1	2	1	1	1	2	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	3	3	3
HKS	3	2	2	3	2	3	3	0	0	0	2	3	2	1	1	1	1	3	3	3	2	3	3	4	5	6	6	5	5	5
HGSE	2	2	2	3	5	4	4	3	2	1	0	0	1	1	1	2	2	2	2	2	0	1	1	1	1	1	1	1	0	1
GSD	0	0	0	0	0	1	3	1	1	1	1	1	1	1	1	1	1	3	2	2	1	1	1	1	1	1	2	2	4	3
HDS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HSDM	2	2	2	4	5	6	7	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Professional Schools Total</b>	<b>40</b>	<b>40</b>	<b>41</b>	<b>40</b>	<b>43</b>	<b>47</b>	<b>49</b>	<b>34</b>	<b>34</b>	<b>33</b>	<b>20</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>21</b>	<b>24</b>	<b>29</b>	<b>32</b>	<b>32</b>	<b>33</b>	<b>37</b>	<b>39</b>	<b>42</b>	<b>42</b>	<b>42</b>	<b>49</b>	<b>53</b>	<b>55</b>	<b>56</b>
<b>Other Total<sup>7</sup></b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	
											Junior Faculty <sup>8</sup>										Professors									
<b>Medical School Clinical and Hospital Total<sup>9,10</sup></b>											<b>1,069</b>	<b>1,173</b>	<b>1,240</b>	<b>1,383</b>	<b>1,464</b>	<b>1,555</b>	<b>1,749</b>	<b>1,864</b>	<b>1,830</b>	<b>1,936</b>	<b>18</b>	<b>23</b>	<b>26</b>	<b>27</b>	<b>29</b>	<b>39</b>	<b>47</b>	<b>48</b>	<b>53</b>	<b>60</b>

The source of these data is PeopleSoft/Harvard Data Warehouse, with a few modifications to errors found when data cleaning. It contains snapshots of ladder faculty from July 1 of 2003-2009 pulled from the system on October 5, 2009 and snapshots as of September 1 for 2010-14.

[1] Ladder Faculty are defined as Assistant Professors or Convertible Instructors, Associate Professors, and Professors that have been appointed in the following Schools: FAS (all divisions), SEAS, HBS, HMS Quad, HSPH, HLS, HKS, HGSE, GSD, HDS, and HSDM. Non-tenured Professors are included in the dataset as Professors because we cannot reliably distinguish them from tenured Professors at this time. Professors of the Practice are considered Non-Ladder Faculty in all Schools except GSD where they are grouped with Ladder Faculty. Adjunct Assistants and Adjunct Associates at GSD are also considered Ladder Faculty, but not in any other School. Adjunct Professors are Non-Ladder Faculty everywhere, including GSD. Ladder Faculty at the Affiliates comprise full-time Professors, Associate Professors, Assistant Professors, Instructors and Clinical Faculty.

[2] Though Ladder Faculty may have multiple appointments across the Schools, we count each only once at the University level. However, they are counted once in each of their Schools at the School level. So the sum of the School counts will be greater than that of the University. We provide data for the Faculty of Arts and Sciences and break it out into three divisions: Humanities, Social Sciences, and Natural Sciences. Natural Sciences is a combination of Life Sciences and Physical Sciences. SEAS counts are not included in the Faculty of Arts and Sciences totals, but rather indicated separately, regardless of the snapshot year, even though the data include years in which SEAS was part of FAS and called DEAS. For those earlier years, SEAS is still counted separately from FAS for purposes of consistency and comparability.

[3]Departments of the FAS Humanities Division: Celtic Languages and Literatures, Classics, Comparative Literature, East Asian Languages and Civilizations, English and American Literature and Language, Expository Writing, Folklore and Mythology, Germanic Languages and Literatures, History and Literature, History of Art and Architecture, Linguistics, Music, Near Eastern Languages and Civilizations, Philosophy, Romance Languages and Literatures, Sanskrit and Indian Studies, Slavic Languages and Literatures, Study of Religion, and Visual and Environmental Studies.

[4]Departments of the FAS Social Sciences Division: African and African-American Studies, Anthropology, Economics, Government, History, History of Science, Psychology, Social Studies, Sociology, and Studies of Women, Gender, and Sexuality.

[5]Departments of the FAS Natural Sciences Division: Astronomy, Chemistry and Chemical Biology, Earth and Planetary Sciences, Environmental Science and Public Policy, Human Evolutionary Biology, Mathematics, Molecular and Cellular Biology, Organismic and Evolutionary Biology, Physics, Statistics, and Stem Cell and Regenerative Biology.

[6]The Medical School includes nine Basic and Social Science Departments.

[7]Appointments in "OTHER" include those in Radcliffe, President's Office, University Professors, Office of the Governing Boards, and Memorial Church. Faculty in the Medical and Dental Affiliates are not included here, regardless of their rank and ladder status.

[8]Junior Faculty at the Affiliates comprise full-time Associate Professors, Assistant Professors, Instructors, and Clinical Faculty. Junior Faculty at FAS (all divisions), SEAS, HBS, HMS Quad, HSPH, HLS, HKS, HGSE, GSD, HDS, and HSDM comprise Associate and Assistant Professors.

[9]The Medical School Clinical and Hospital include 18 Affiliated Institutions: Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, Cambridge Health Alliance, CBR Institute for Biomedical Research (part of Children's Hospital Boston), Children's Hospital Boston, Dana-Farber Cancer Institute, Forsyth Institute, Harvard Pilgrim Health Care, Hebrew SeniorLife, Joslin Diabetes Center, Judge Baker Children's Center, Massachusetts Eye and Ear Infirmary, Massachusetts General Hospital, McLean Hospital, Mount Auburn Hospital, Schepens Eye Research Institute, Spaulding Rehabilitation Hospital, and Veterans Affairs Boston Healthcare System. Ladder faculty at the Affiliates comprise full-time Professors, Associate Professors, Assistant Professors, Instructors, and Clinical Faculty.

[10]Harvard University minority categories include Asian, Black or African American, Hispanic/Latino, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Two or More Races and White. Prior to 2011-12, minority categories included Asian/Pacific Islander, Native-American, Black, Latino, and White. All individuals have a race/ethnicity designation. International faculty are included as part of each category and not listed separately. Harvard Affiliates minority categories include Asian, American Indian/Alaska Native, Black/African-American, Hispanic/Latino, White, and Not Specified. Individuals in the Not Specified category have not been listed here.

**TABLE 8: NUMBER OF UNDERREPRESENTED MINORITY LADDER FACULTY<sup>1</sup> BY SCHOOL AND RANK 2005-06 THROUGH 2014-15**

	Assistants										Associates										Professors									
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>HARVARD UNIVERSITY<sup>2</sup></b>	<b>29</b>	<b>29</b>	<b>31</b>	<b>30</b>	<b>25</b>	<b>29</b>	<b>27</b>	<b>18</b>	<b>22</b>	<b>23</b>	<b>13</b>	<b>15</b>	<b>16</b>	<b>18</b>	<b>18</b>	<b>15</b>	<b>20</b>	<b>27</b>	<b>25</b>	<b>25</b>	<b>35</b>	<b>42</b>	<b>44</b>	<b>45</b>	<b>49</b>	<b>57</b>	<b>61</b>	<b>64</b>	<b>67</b>	<b>68</b>
Faculty of Arts and Sciences	10	12	12	11	10	11	9	7	6	5	6	6	4	5	3	2	7	9	8	8	13	19	21	23	24	25	30	38	40	33
Humanities <sup>3</sup>	3	4	3	3	3	4	2	2	2	1	2	1	0	1	1	0	2	1	2	2	2	4	3	3	5	5	7	9	10	6
Social Sciences <sup>4</sup>	6	6	5	5	3	3	3	2	3	3	3	5	6	3	3	1	2	2	1	1	11	9	13	15	16	17	19	23	23	22
Natural Sciences <sup>5</sup>	1	2	4	3	4	4	4	2	1	1	1	1	0	0	0	1	3	5	5	5	2	2	3	3	1	3	4	6	7	5
Life Sciences	0	1	2	2	3	3	4	2	1	1	1	1	0	0	0	1	2	4	4	4	2	2	3	3	3	3	3	4	4	4
Physical Sciences	1	1	2	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	0	0	0	1	2	3	1
SEAS	0	2	2	2	2	2	1	1	1	1	0	0	0	0	0	0	1	1	2	1	0	0	0	0	0	0	0	0	0	0
<b>FAS Total</b>	<b>10</b>	<b>14</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>13</b>	<b>10</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>8</b>	<b>10</b>	<b>10</b>	<b>9</b>	<b>13</b>	<b>19</b>	<b>21</b>	<b>23</b>	<b>21</b>	<b>25</b>	<b>30</b>	<b>38</b>	<b>40</b>	<b>33</b>
HBS	6	6	5	4	1	1	2	3	3	2	2	2	2	5	6	6	4	5	5	4	4	4	4	5	5	5	7	6	6	6
HMS <sup>6</sup>	3	2	2	2	3	3	1	3	3	3	0	0	1	1	1	1	3	3	4	4	3	3	3	3	3	4	4	4	4	4
HSPH	6	4	4	3	2	2	3	4	5	5	1	4	4	3	3	2	2	2	2	1	1	1	1	2	3	3	5	4	5	6
HLS	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	7	8	8	8	9	9	10	10	10
HKS	1	1	2	3	3	2	3	2	3	4	1	1	1	1	1	2	1	2	1	1	3	3	3	3	3	3	3	5	6	5
HGSE	1	1	1	1	1	1	2	2	3	3	2	1	1	1	2	1	1	2	1	1	2	1	1	1	3	3	3	3	3	3
GSD	0	1	2	3	2	2	2	2	2	0	2	0	0	0	0	1	1	3	3	2	4	5	5	5	5	4	4	4	4	4
HDS	1	0	0	0	1	3	4	2	3	0	0	0	1	0	0	0	0	1	1	2	1	1	2	2	2	2	2	4	4	4
HSDM	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
<b>Professional Schools Total</b>	<b>19</b>	<b>15</b>	<b>16</b>	<b>16</b>	<b>13</b>	<b>15</b>	<b>18</b>	<b>18</b>	<b>22</b>	<b>17</b>	<b>8</b>	<b>8</b>	<b>10</b>	<b>11</b>	<b>13</b>	<b>13</b>	<b>12</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>25</b>	<b>25</b>	<b>27</b>	<b>29</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>40</b>	<b>42</b>	<b>42</b>
<b>Other Total<sup>7</sup></b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>6</b>	<b>5</b>
											Junior Faculty <sup>8</sup>										Professors									
<b>Medical School Clinical and Hospital Total<sup>9,10</sup></b>											<b>393</b>	<b>421</b>	<b>450</b>	<b>461</b>	<b>467</b>	<b>485</b>	<b>521</b>	<b>670</b>	<b>650</b>	<b>739</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>12</b>	<b>11</b>	<b>12</b>	<b>18</b>	<b>23</b>	<b>30</b>	<b>28</b>

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[4]Departments of the FAS Social Sciences Division: African and African-American Studies, Anthropology, Economics, Government, History, History of Science, Psychology, Social Studies, Sociology, and Studies of Women, Gender, and Sexuality.

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[6]The Medical School includes nine Basic and Social Science Departments.

[7]Appointments in "OTHER" include those in Radcliffe, President's Office, University Professors, Office of the Governing Boards, and Memorial Church. Faculty in the Medical and Dental Affiliates are not included here, regardless of their rank and ladder status.

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[9]The Medical School Clinical and Hospital include 18 Affiliated Institutions: Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, Cambridge Health Alliance, CBR Institute for Biomedical Research (part of Children's Hospital Boston), Children's Hospital Boston, Dana-Farber Cancer Institute, Forsyth Institute, Harvard Pilgrim Health Care, Hebrew SeniorLife, Joslin Diabetes Center, Judge Baker Children's Center, Massachusetts Eye and Ear Infirmary, Massachusetts General Hospital, McLean Hospital, Mount Auburn Hospital, Schepens Eye Research Institute, Spaulding Rehabilitation Hospital, and Veterans Affairs Boston Healthcare System. Ladder faculty at the Affiliates comprise full-time Professors, Associate Professors, Assistant Professors, Instructors, and Clinical Faculty.

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[11]Underrepresented minorities includes Black, Latino, Native Hawaiian and Other Pacific Islander, and American Indian and Native Alaskan race/ethnicity categories.





HARVARD UNIVERSITY | Office of the Senior Vice Provost

## Faculty Development & Diversity

**The Office of Faculty Development and Diversity (FD&D)** serves as Harvard University's central faculty affairs office. Working closely with colleagues across the University, it oversees and guides institutional policies and practices in all areas of faculty affairs, providing intellectual leadership and coordination across the Schools with the twin goals of increasing accountability and fostering measurable progress in important domains. **In all its activities, FD&D places a special emphasis on junior faculty and on women and minorities at all academic ranks.**

Central to the FD&D mission is the development, implementation, and evaluation of University-wide programs designed to improve faculty life and the systematic collection, analysis, stewardship, and dissemination of data on faculty appointments. Working closely with the President and Provost, the Senior Vice Provost for FD&D serves as a key adviser in the ad hoc tenure process, chairs the Provost's Appointments Review Committee, and oversees the administration of funds designated to facilitate the appointment of outstanding scholars who increase the faculty's diversity. Working closely with the Schools and the President/Provost, FD&D oversees:

- **Initial faculty appointments, from search authorization to accepted offer.**  
Areas of focus include institutional policies, ongoing monitoring of search and appointments processes, review of prospective faculty appointments, and constructive feedback to the Schools to ensure both excellence and increasing diversity.
- **The quality of faculty members' experiences at the University.**  
Areas of focus include cross-university convening, junior faculty mentoring and development, support for teaching, work/family balance, and institutional climate.
- **Faculty review, retention, and promotion.**  
Areas of focus include institutional policies, ongoing monitoring of processes, review of prospective promotions, and constructive feedback to the Schools to ensure both excellence and increased diversity.

For additional information about FD&D, please visit our website: [www.faculty.harvard.edu](http://www.faculty.harvard.edu)

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