



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



Annual Report 2015-2016





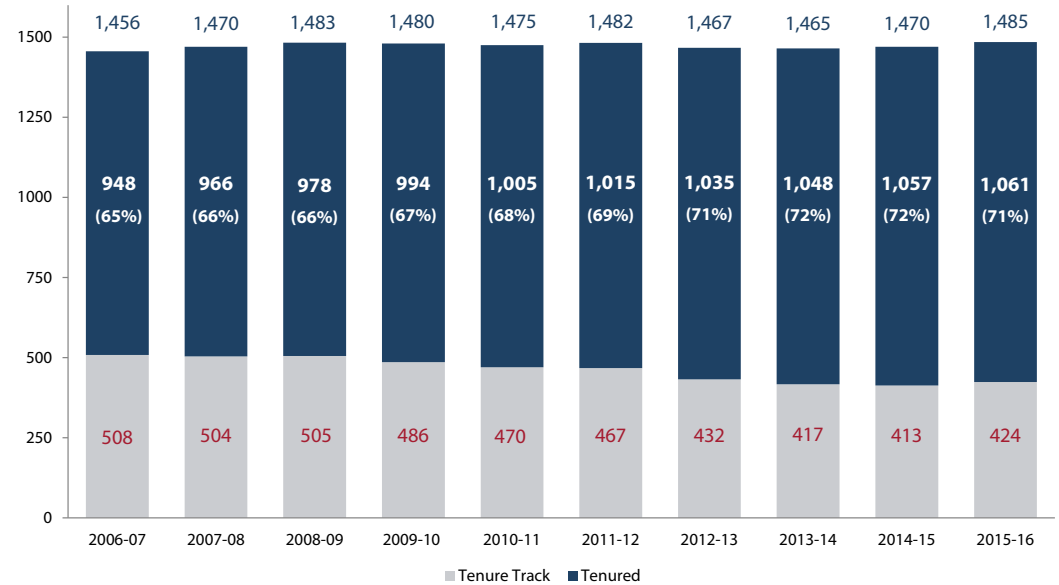
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A Stable Faculty Size . . .

The total number of ladder faculty has remained virtually constant over the past 10 years, standing now at 1,485.

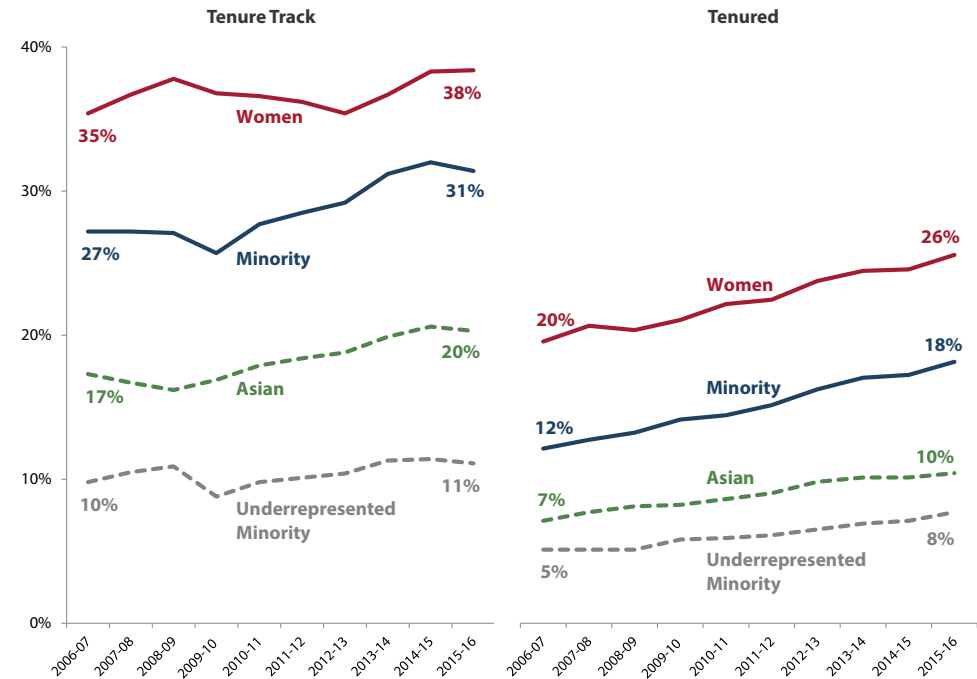
With the move to a tenure track, the percentage of ladder faculty who are tenured has generally increased, standing now at 71%.



. . . but Progress in Diversity

Among the tenured faculty, diversity has increased steadily with the percentage of women increasing by 31% (to 26% of the tenured faculty), minorities by 49% (to 18%), and underrepresented minorities by 53% (to 8%).

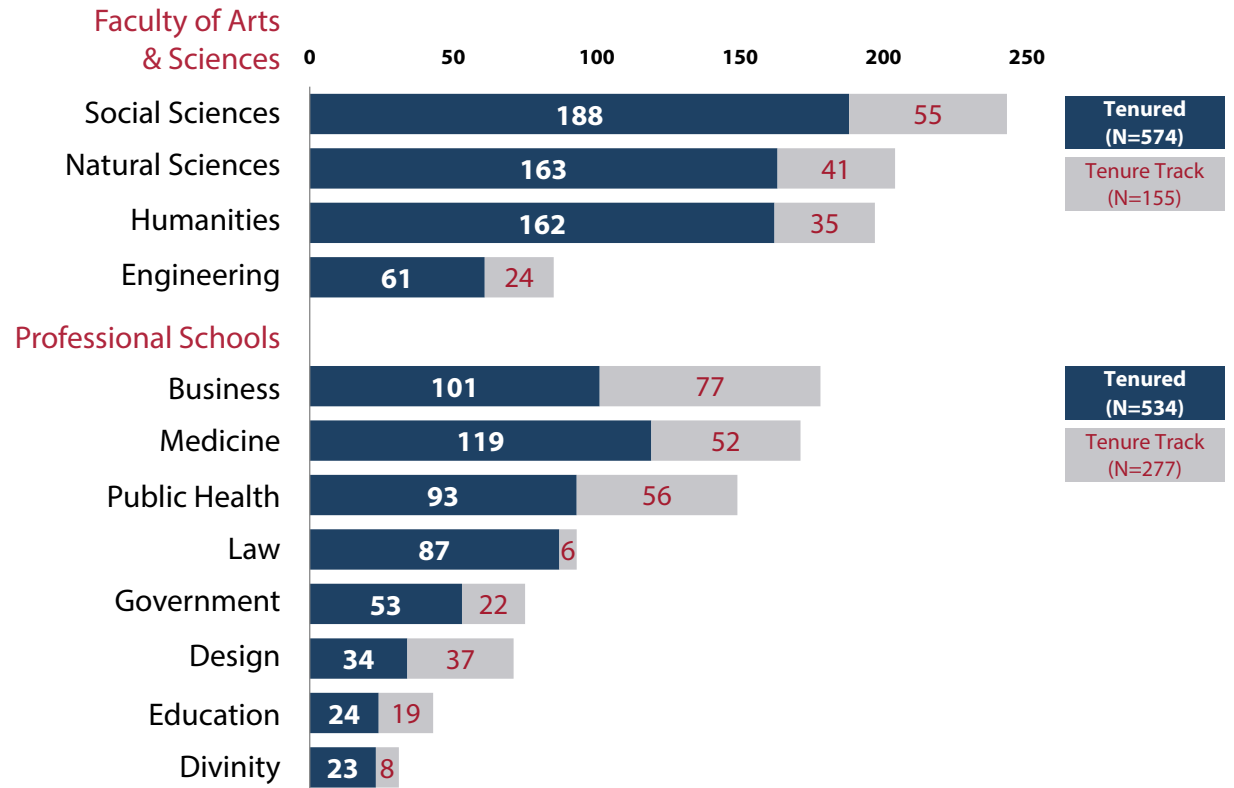
Among the tenure track faculty, the percentage of women and minorities remains stable and strong, despite the decline in the total number of tenure track faculty.



Total Faculty Size

Faculty size varies tremendously across Harvard's 10 Schools, as do the ratios of tenure track to tenured faculty.

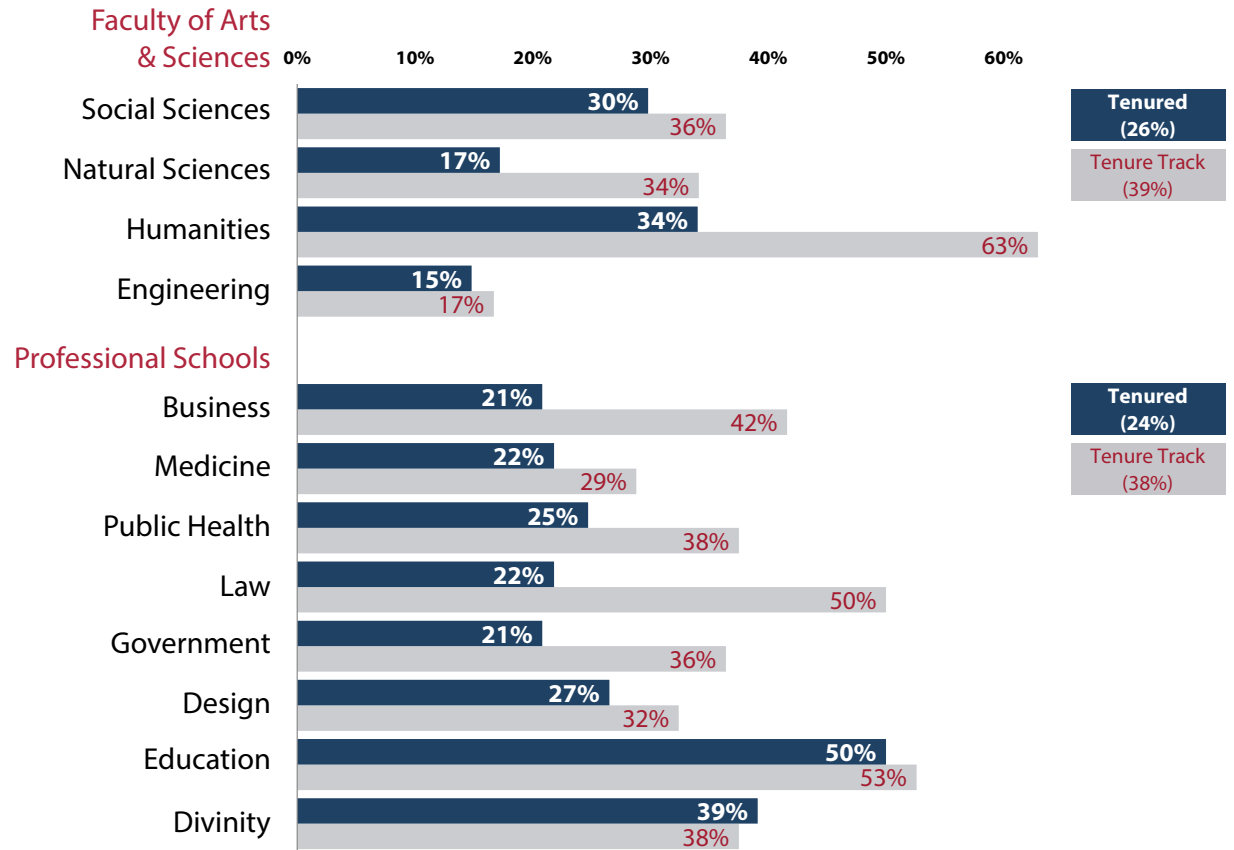
This year we appointed 69 new Assistant and Associate Professors and 52 Professors, 58% (N=30) of whom were promoted from within.



Percentage of Women Faculty

Women now represent 38% of the tenure track and 26% of the tenured faculty, both all-time highs.

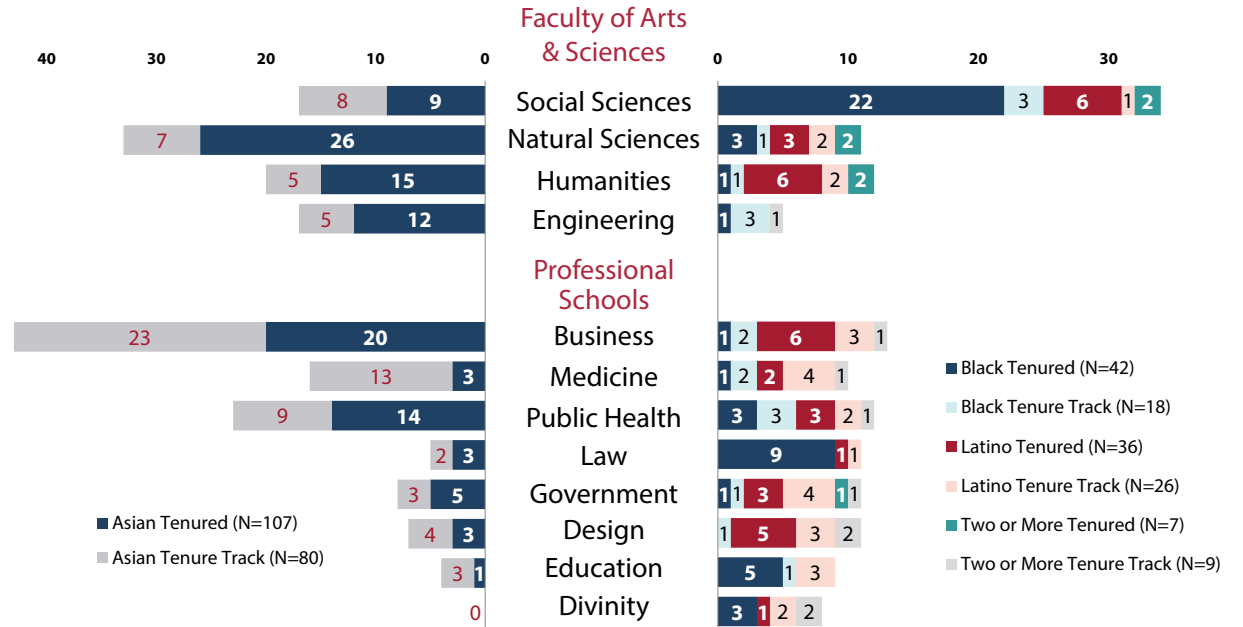
These percentages are even higher among the newly appointed ladder faculty, with 41% of the tenure track and 37% of the tenured faculty being women.



Number of Minority Faculty

Harvard has 325 minority ladder faculty, 58% of whom are Asian (N=187).

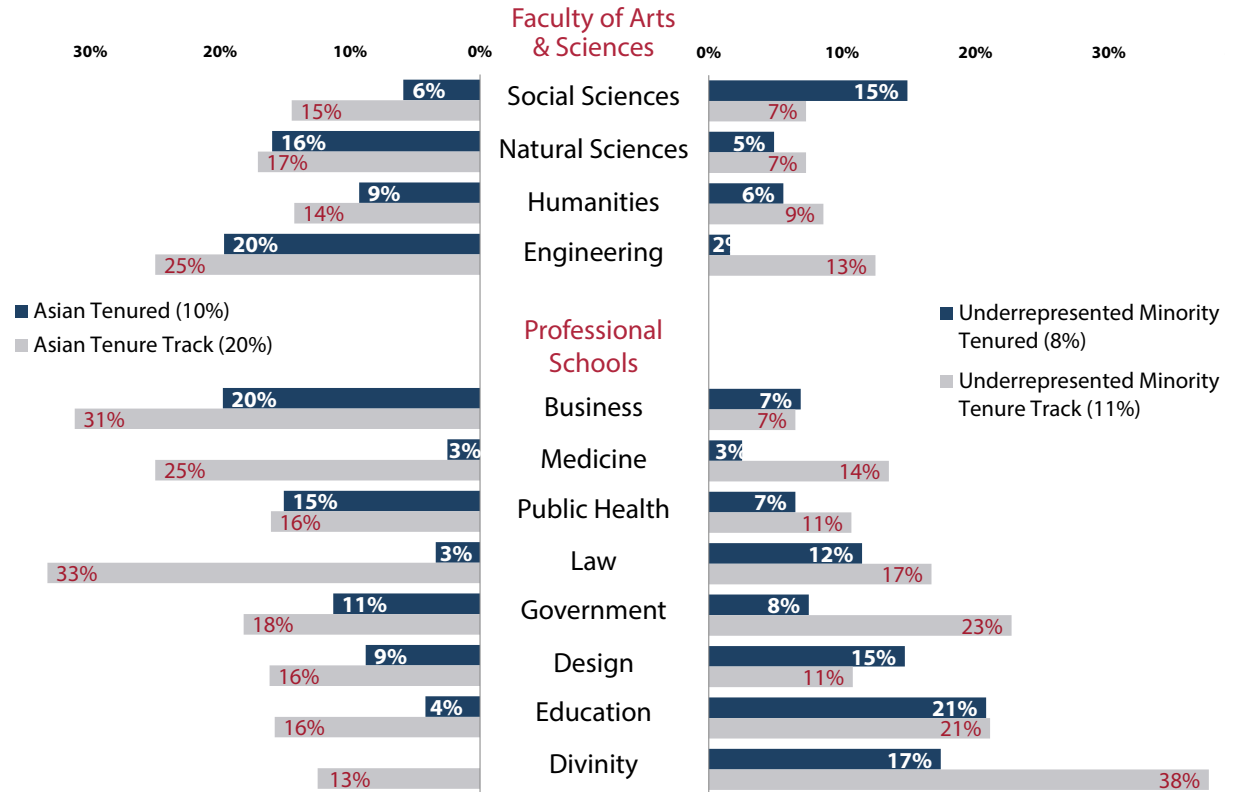
Although the graph now contains far fewer "1"s, meaning the number of isolated minority faculty is smaller than it once was, we still need to make more progress, as we have only 60 who are Black, 62 who are Latino, and none who are Native American.



Percentage of Minority Faculty

For the first time since we began distributing these annual snapshots, we now present the *percentage* of minority faculty in addition to the numbers.

Although field differences persist, Asians represent 20% of the tenure track and 10% of the tenured faculty; the comparable statistics for underrepresented minorities are 11% and 8%.

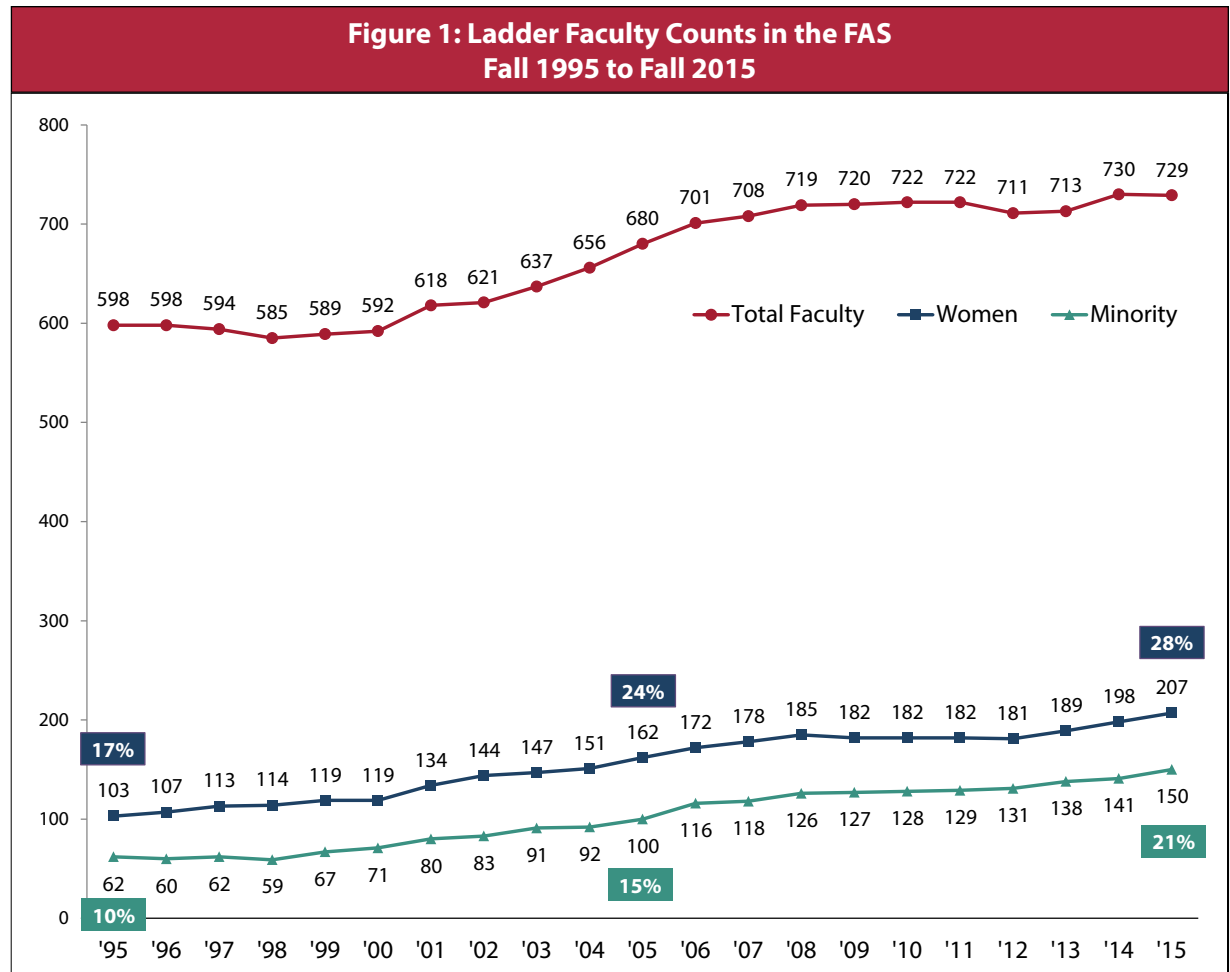


Faculty of Arts and Sciences

As of September 2015, the Faculty of Arts and Sciences (FAS) includes 729 ladder faculty, close to its all-time high last year of 730.¹ In 2014–15, the FAS appointed 43 new ladder faculty, saw 44 ladder faculty depart, and promoted 16 tenure track faculty to tenure.

The numbers of women and minority faculty continue to increase. Currently, the faculty is composed of 207 women (up from 198 last year) and 150 minorities (up from 141 last year). Women now represent 28%² of the faculty, and minorities represent 21%³ of the faculty.

The appointment of outstanding faculty continues to be one of the FAS's highest priorities. We can only achieve this goal by creating, and searching in, the broadest possible pools of candidates. This approach has led to significant progress in diversifying the faculty, even in years such as the last where we experienced no faculty growth.



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.” Of the 729 current ladder faculty, 16 are ladder faculty from other Harvard Schools who have joint appointments in the FAS as voting members of the faculty.

¹The ladder-faculty ranks include Convertible Instructor, Assistant Professor, Associate Professor, Professor in Residence, Professor, and University Professor.

²Specifically, 26% of senior faculty (i.e., Professors in Residence, Professors, and University Professors) and 39% of tenure track faculty (Convertible Instructors, Assistant Professors, and Associate Professors) are women.

³Specifically, 19% of senior faculty and 26% of tenure track faculty are minorities.

Faculty of Arts and Sciences - continued

Recruiting Women

Last year, 20 of 43 (i.e., 47% of) external ladder faculty offers were made to women. Over the last three years, 70 of 148 (47% of) offers were made to women. The table below shows the last three years of external offers by gender.

	2012-13	2013-14	2014-15	Total
Offers to women	21 (45%)	29 (50%)	20 (47%)	70 (47%)
Offers to men	26 (55%)	29 (50%)	23 (53%)	78 (53%)
Total	47	58	43	148

The ladder faculty ranks include Convertible Instructor, Assistant Professor, Associate Professor, Professor in Residence, Professor and University Professor.

With regard to incoming faculty, 19 of 43 (44% of) new faculty appointees starting in fall 2015 are women. Over the last three years, 52 of 122 (43% of) new faculty appointees were women. The table below shows the last three years of incoming ladder faculty by gender.

	Fall 2013	Fall 2014	Fall 2015	Total
New women appointees	14 (40%)	19 (43%)	19 (44%)	52 (43%)
New men appointees	21 (60%)	25 (57%)	24 (56%)	70 (57%)
Total	35	44	43	122

The ladder faculty ranks include Convertible Instructor, Assistant Professor, Associate Professor, Professor in Residence, Professor, and University Professor. New appointees include new hires as well as ladder faculty from other Harvard Schools who are new to the FAS as voting members of the faculty (two in fall 2013, two in fall 2014, and four in fall 2015). New appointments in Table 2 do not necessarily correspond to the offers in Table 1, as some faculty deferred their appointment start date after accepting an offer.

Recruiting Minorities

The FAS has also made progress in recruiting minority candidates. In the last three years, the FAS extended 41 external offers to minorities, representing 28% of all ladder faculty offers. During the same period, the FAS appointed 37 new minority faculty, representing 30% of all new ladder faculty appointments. Currently, minorities represent 21% of the faculty (up from 19% last year).

In the last three years, underrepresented minorities⁴ represented 9% of external offers and 14% of new appointments. Currently, underrepresented minorities represent 8% of the faculty (up from 7% last year). We are encouraged by all of these outcomes and will persist in our efforts to reinforce best practices during the faculty search process. Mahzarin R. Banaji, Richard Clarke Cabot Professor of Social Ethics, who has been the Senior Adviser to the Dean on Faculty Development since 2010–11, has played a vital role in this area. Professor Banaji has been working with our divisional offices, the department chairs, and search committee members in a true team effort. We continue to update and distribute “Recommendations for Ensuring the Integrity of Faculty Searches,”⁵ authored with Professor Banaji, 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.

Diversifying and strengthening our faculty is a shared responsibility and takes a collective effort. We would like to express our gratitude to all of our colleagues who continue to advance this important goal.

Retirement

In addition to an increasingly diverse pipeline, the FAS Faculty Retirement Program has contributed to faculty diversity.⁶ Last year, 15 of 17 faculty who retired were men. Of the 90 faculty who have signed a retirement agreement since the program launched in 2010, 77 are men (86%), and 13 are women (14%). In addition, only three of the 90 faculty are minorities.

⁴The underrepresented minority category includes the following race and ethnicity designations: “Hispanic or Latino,” “Black or African American,” “Native Hawaiian or Other Pacific Islander,” and “American Indian or Alaska Native.”

⁵The latest version of this document can be found on the Office for Faculty Affairs website: <http://facultyresources.fas.harvard.edu/handbooks-guides>.

⁶The details of the FAS Faculty Retirement Program can be found on the Office for Faculty Affairs website: <http://facultyresources.fas.harvard.edu/retirement>.

Promotion

The FAS is deeply committed to a tenure track system in which qualified faculty members are reviewed for promotion at regular intervals and according to clearly stated criteria. Promotion rates remain strong. Last year, 16 of 18 faculty who stood for their tenure review were successfully promoted, including five of six women (83%) and 11 of 12 men (92%). Below, we provide more detailed promotion statistics.

Promotions to Associate Professor

Of the cohort of 216 Assistant Professors hired between fall 2003 and spring 2011,⁷ 84% were promoted to Associate Professor, including 85% of the men and 81% of the women. A chi-square test for independence shows no statistical difference ($p=0.40$) between the two groups. Not all Assistant Professors in the cohort stood for promotion, as discussed below.

Among Assistant Professors who stood for their promotion review to Associate Professor, the success rate was 97% for both men and women. However, a lower percentage of women (84%) stood for their review compared to men (88%); a chi-square test for independence shows no statistical difference ($p=0.35$) between the two groups.

Table 3: 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	84%	x	97%	=	81%
Men	88%	x	97%	=	85%
Total	87%	x	97%	=	84%

Rates were calculated from outcomes for the 216 Assistant Professors hired between fall 2003 and spring 2011. One pending outcome was not included in the cohort.

⁷This is the largest cohort available to the FAS Office for Faculty Affairs. Our comprehensive data on associate promotions extends back to Assistant Professors hired in fall 2003. We cannot extend beyond those hired in spring 2011, because a sizable fraction have not yet completed their review.

⁸This is the largest cohort available to the FAS Office for Faculty Affairs. Our comprehensive data on tenure promotions extends back to Associate Professors starting in fall 2003. We cannot extend beyond those starting in spring 2012, because a sizable fraction have not yet completed their review.

Promotions to Tenure

Of the cohort of 222 Associate Professors starting their appointment between fall 2003 and spring 2012,⁸ 50% were promoted to tenure, including 53% of the men and 44% of the women. A chi-square test for independence shows no statistical difference ($p=0.21$) between the two groups.

Among faculty who stood for their tenure review, the success rate was 67% for women and 68% for men. However, a lower percentage of women (66%) stood for their review to tenured Professor compared to men (78%), which is a troubling difference that approaches statistical significance via a chi-square test for independence ($p=0.06$).

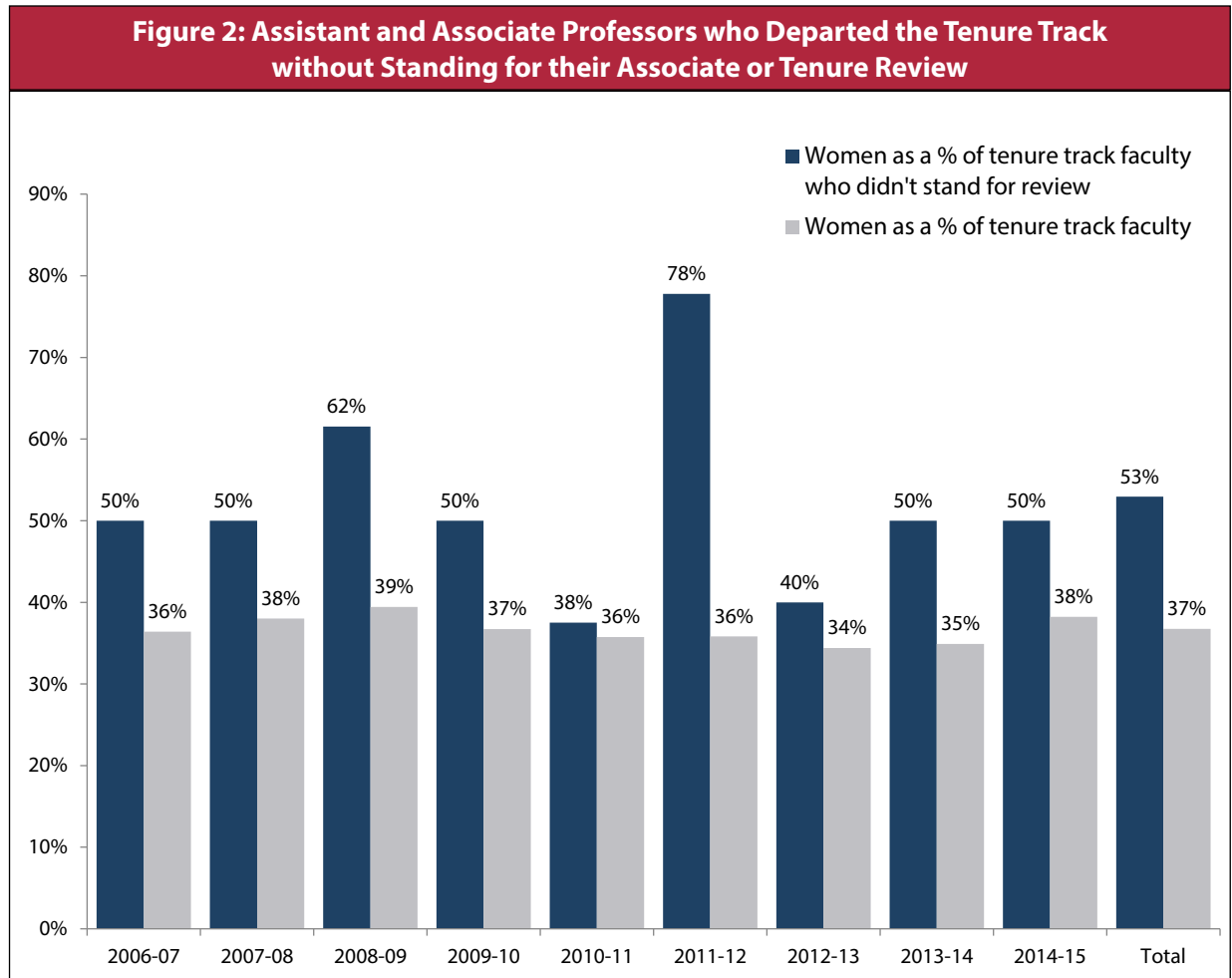
Table 4: Associate-to-Tenured Professor Promotion Rates

	% Who Stood for Review to Tenured Professor		Tenure Review Success Rate (conditional on standing for review)		Tenure Promotion Rate
Women	66%	x	67%	=	44%
Men	78%	x	68%	=	53%
Total	73%	x	68%	=	50%

Rates were calculated from outcomes for the 222 Associate Professors who started their appointment between fall 2003 and spring 2012. Seven Associate Professors who started their appointment beyond spring 2012 were included in the cohort, because they were hired on to the tenure track under a now obsolete review schedule in which the standard Associate Professor appointment lasted three years rather than the current standard of four years. In addition, three Associate Professors whose reviews are still pending were not included in the cohort.

As seen in Tables 3 and 4 on the previous page, the gender difference in the cohort promotion rates is due to a smaller percentage of women deciding to stand for review (the majority of these women left before their scheduled review year), as compared to men.

After reporting on this trend in last year's annual report, we analyzed the historical trends and found that the trend of higher attrition rates for women has been persistent over the last nine years.⁹ Since 2007, 53% (45 of 85) of faculty who left the tenure track without standing for their tenure review were women. This finding is striking, considering that women made up 37% of the tenure track, on average, during that period.



A disproportionate number of tenure track women have not stood for their promotion reviews since 2007.

⁹The Office for Faculty Affairs started systematically tracking reasons for tenure-track departure in 2007.

The Experience of Tenure Track Faculty

Beyond the attrition data, we also studied the results of the University-wide 2013 Faculty Climate Survey (conducted by the Office of the Senior Vice Provost for Faculty Development and Diversity) and talked with women faculty who are leaving Harvard. The FAS data from the 2013 Faculty Climate Survey showed that tenure track women in the FAS reported lower levels of overall satisfaction with being a faculty member at Harvard than the tenure track women in any of the other Harvard Schools. The tenure track women in the FAS were more likely than tenure track men to report work stress in such areas as time to do research, scholarly productivity, securing funding, managing research groups, teaching load, and administrative duties.

This finding was coupled with tenure track women reporting higher levels of stress in trying to balance their personal and professional lives. For all tenure track faculty, the responses to questions regarding mentoring showed that majorities of both female and male tenure track faculty are not satisfied with the advice they receive, on multiple dimensions.

In conversations with tenure track women who were leaving Harvard, we found many reasons for their decisions to depart. The most striking reason provided, however, was departmental culture. In many cases, these faculty members found that the culture of the department was not conducive to their productivity and was a significant factor in their decision to leave.

It is critical that we address the experience of all tenure track faculty, and that we are especially attentive to the experience of women. Investing vast resources and faculty time, as we do, in recruiting outstanding faculty is a wasted effort if we cannot retain these faculty and show them that Harvard is an outstanding place to build their careers.

To address these findings and improve the experience of our tenure track faculty, the FAS Dean is launching several initiatives this year.

First, during this fall's academic planning meetings, the academic deans will review with departments the mentoring plans that each department established for its tenure track faculty in 2010–11. This review will enable us

to gather and share best practices and also to assess where we are failing. The academic deans will also talk with departments about what, beyond mentoring, they do to support their faculty, and what, if anything, can be done to strengthen their departmental culture.

Second, the Office for Faculty Affairs is creating a series of leadership workshops for tenure track faculty. Leadership is a key aspect of professional development, for men and women alike. The first workshop, held in September, was led by Frances X. Frei, Harvard Business School's UPS Foundation Professor of Service Management and Senior Associate Dean for Faculty Planning and Recruiting. Professor Frei is a distinguished scholar in organizational management, with a particular understanding of the issues facing emerging leaders. Her workshop foregrounded the principles and strategies for effective leadership in academia.

Third, the Standing Committee on Women (SCW), under the leadership of Mary C. Brinton, Reischauer Institute Professor of Sociology, will expand its highly successful series of mini-symposia beyond the Science Division to include tenure track women in the Arts and Humanities and Social Sciences. Mini-symposia for tenure track women in the sciences were originally developed by Elena M. Kramer, Bussey Professor of Organismic and Evolutionary Biology and previous chair of the SCW. In addition to its symposia, the SCW will discuss the "nudges" that faculty and administrative leadership can use in departments to create a more productive work environment for tenure track colleagues.

Finally, the FAS will work to develop more day-care options available to the FAS community. As we move forward with this project, we will consult with the community to ensure that the options we consider meet people's needs.

These efforts will help us to sustain an environment in which all of our faculty members can thrive and build careers. Contributing actively and positively to this environment is an important, shared responsibility. We hope that all faculty will reflect deeply on these issues and join with the leadership of the FAS to improve mentoring and change departmental cultures to better support our tenure track faculty.

Harvard John A. Paulson School of Engineering and Applied Sciences

Faculty Searches and Promotions

The Harvard John A. Paulson School of Engineering and Applied Sciences (SEAS) successfully recruited four tenure track (one with a deferred start date) and two senior faculty members this past year. These new faculty members (including one minority male) bring needed capacity in teaching and research in the fields of computer science, electrical engineering, robotics, and materials science and mechanical engineering. These recruitments are the result of nine tenure track extended offers and three senior offers (one senior offer is still pending into the fall). Two additional senior searches are continuing into 2015-16. An additional 0 FTE appointment at the tenured rank was made in applied mathematics. Finally, SEAS welcomed two new tenure track faculty who had deferred their start dates from previous years.

The Harvard Paulson School welcomed a new Dean on July 1, 2015, with the appointment of Dr. Francis J. Doyle, III as the John A Paulson Dean. We are grateful to Professor Harry Lewis for his exemplary service as Interim Dean from January to June 2015.

Three successful promotion reviews were conducted during 2014-15, all to the rank of tenured Professor (two in Computer Science and one in Bioengineering). In addition, one tenure review and two promotions reviews to the rank of Associate Professor are ongoing and will be concluded at the end of 2015.

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

For new and continuing searches in 2015-16, the SEAS Assistant Dean for Faculty 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

SEAS continues to pay careful attention to its formal mentoring program for tenure track faculty. The Dean meets with tenure track 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 faculty this past summer). In addition, SEAS and the Division of Science co-sponsored a workshop for tenure track faculty entitled, "Strategic Performance: Achieving Success in Meetings & Negotiations," which was attended by 11 tenure track faculty from across SEAS and the Division of Science. SEAS will strongly encourage tenure track faculty to participate in mentoring activities sponsored by the FAS during 2015-16.

SEAS will continue to explore professional development and mentoring activities for our non-ladder faculty, particularly in the areas of 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.

Academic and Education Programs and Planning

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). The Electrical Engineering and Mechanical Engineering concentrations grew over the past year. SEAS also graduated its second class from the Master's program in Computational Science and Engineering. Over the past year, continued improvements were made in undergraduate

Harvard John A. Paulson School of Engineering and Applied Sciences - continued

advising and the organization of the Office of Academic Programs in order to better meet the needs of students.

Education program planning and development continued to be a priority in 2014-15. Careful review of the curriculum and existing teaching capacity has been driven by the continued rise in SEAS enrollment numbers and concentrators.

In July 2015 the Corporation approved a new collaborative Masters in Design Engineering program that was developed by and will be co-taught by faculty from SEAS and the Graduate School of Design. The first cohort in the two-year program will begin in fall 2016.

Postdocs, REUs, and Pipeline

The SEAS Office for Faculty Affairs continued its professional development activities with SEAS postdoctoral fellows. The second SEAS Postdoc Appreciation event was held in September, coinciding with national Postdoc Appreciation Week events.

Other activities included regular advising on CV preparation, industry recruiting events, distribution of a survey to the community, and the inauguration of a competitive grants program that supported community building and professional development events.

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.

The SEAS diversity subcommittee, as part of the graduate admissions committee, was tasked with reviewing applicants and made recommendations to the faculty of top candidates in an effort to increase diversity in the incoming class—this resulted in an increase in the number of underrepresented minority admits and enrollees for fall 2015. Responding to

SEAS student and postdoc needs, efforts to build up long-term sustainable experiential learning and career development capabilities continued over the year. As part of the SEAS ethos for training the new generation of culturally-informed, socially conscious 21st Century engineer, multiple new and ongoing international research initiatives with Asia (Hong Kong, China, Taiwan, and Singapore), South America (Chile, Brazil and Peru), and Europe (Denmark, UK and France) meant to accentuate undergraduate student exposure to world culture and learning were implemented in various stages of planning and execution. The SEAS tours for prospective undergraduate students saw a total of 1,056 people attending over the course of the year, with five tours taking place in the fall and 15 in the spring.

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, programs aimed at veterans, 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.

An Expanding Campus

Following the academic and programmatic principals crafted by the faculty over the past two years, the architects for the new space in Allston continued to work closely with SEAS faculty and administration during 2014-15 to create a program for the expanded presence in Allston. Under the leadership of Professor David Parkes and Professor Rob Howe, significant progress was made on finalizing the program and designing the new space. Space programming for the academic programs remaining in Cambridge began in 2014, under the leadership of Professor Eli Tziperman and Professor Robert Westervelt.

Harvard Business School

When Nitin Nohria became Dean, he articulated five strategic priorities for Harvard Business School with input from the community:

- **Innovation** in the School's educational programs
- **Intellectual ambition** for widespread impact
- **Internationalization** to build global knowledge
- Creating a culture of **inclusion**
- **Integration** with Harvard and within HBS

Faculty Governance

Harvard Business School engages a broad range of senior faculty in governance roles. In 2014-15, this included seven women and seven people of color (of whom one is a woman). The administrative structure includes Senior Associate Deans who oversee faculty recruiting, planning, development, promotion reviews, research, and culture and community; Directors of Research who provide mentoring and allocate research funding; Unit Heads who manage recruiting, planning, development and mentoring, promotion reviews, and intellectual life at the unit level. These faculty leaders work with the Dean and the Division of Research and Faculty Development, among others, to maintain an environment at the School where faculty at all ranks can be productive, engaged, and successful.

Culture and Community Initiative

Dean Nohria launched the Culture and Community Initiative (CCI), led by a tenured woman, 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 undertook two self-assessment and improvement projects focused on students and faculty. 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 efforts are ongoing to realize opportunities for experimentation and change—for example, faculty research culture and the promotions process.

Faculty Recruiting

The School has an immigration attorney on retainer to assist international faculty recruits and their families with the immigration process. Additionally, the offer package for Assistant Professors includes 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 (in addition to Associate 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. In the 2014-15 recruiting season, 54% of the tenure track offers were made to women (12 of 22), and, again this year, 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. In addition to entry-level recruiting, a key area of focus for the Senior Associate Dean is lateral recruiting (both tenured and tenure track) and identifying 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.

Faculty Development

New Initiatives

In 2014-15, HBS launched its Gender Initiative. Led by a tenured woman, the Gender Initiative supports research, education, and knowledge dissemination to accelerate the advancement of women leaders and promote gender equity in business and society.

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

Harvard Business School - continued

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.

Ongoing Activities

All new teaching faculty attend an intensive three-day orientation program in July called START. The program, co-chaired by a recently tenured woman and a tenure track man, 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 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. The Partnership introduced a new program in 2013-14 for current and recent C-suite level executives to foster personal and professional relationships, broaden awareness of critical issues impacting urban areas in Massachusetts, and create a platform for dialogue on local, national, and global matters. HBS offers the opportunity for appropriate newly hired practitioner faculty to be sponsored for the year-long C-suite program.

Research Culture and Support

The Directors of Research are responsible for fostering the 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 research culture and how to enhance it. They presented their ideas to the faculty and held a series of small group discussions, focus group meetings, and meetings with the School's senior faculty leadership in 2013-14 to solicit feedback. In May 2014, the Senior Associate Dean for Research presented to the full faculty, outlining three experiments that were launched that year:

- 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

Teaching Support

In 2011-12 HBS launched FIELD, a first-year course required of all 900 MBA students. Key to FIELD and other curricular innovation is the field method, which engages students in intensive, experiential, field-based learning to bridge the “knowing-doing” gap. 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 faculty improve their teaching effectiveness. The Center, overseen by a faculty advisory board, offers one-on-one consultations, coaching sessions, in-class observations, and videotaping, as well as workshops and colloquia devoted to teaching.

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 School's family leave policies. In 2015, the Senior Associate Dean assembled an advisory group to review the policies providing junior faculty with teaching relief and 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 study sought 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 helped assess the types of offerings HBS might launch to increase the awareness and use of existing programs, identified

Harvard Business School - continued

areas of unmet need, and informed new policy creation and programs to fill gaps.

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. Faculty receive a separate budget to facilitate travel between their home and HBS so they can stay engaged with HBS colleagues and participate in key unit and School-wide activities.

Harvard Medical School

Trainees and Junior Faculty

Building upon the HMS Faculty Development and Diversity Task Force Report to address the ongoing challenges of identifying and recruiting qualified minority postdoctoral fellows and junior faculty in the basic and social sciences, the Office for Diversity Inclusion and Community Partnership (DICP) and the Office for Postdoctoral Fellows continued to offer the Dean's Postdoctoral Fellowship. The Program offers postdoctoral research training, professional development and mentorship to individuals from backgrounds underrepresented in basic and social sciences. The DICP HMS Society for Translational and Academic Researchers (STARs) program provided additional career enhancement opportunities for postdoctoral fellows.

DICP continued to sponsor a two-year, non-degree faculty fellowship program for HMS junior faculty to enable them to pursue activities that promote professional development.

Recognizing that the residency programs affiliated with HMS provide a path toward faculty entry, DICP's Visiting Clerkship Program (VCP) provided one-month clerkships at HMS-affiliated hospitals to 72 third and fourth-year underrepresented minority medical students. VCP celebrated its 25th anniversary with a day-long program dedicated to "Advancing Diversity: A Critical Role of Pipeline Programs," followed by formally recognizing several HMS faculty who have been long-standing VCP student advisors to more than 1,200 students. DICP also hosted the inaugural Harvard Affiliated Residency Programs Showcase. An expansion of VCP, the Showcase provides medical students from the Northeast with an opportunity to meet and network with Harvard affiliated residency program training directors, faculty, residents and fellows.

Under the direction of the Office of Faculty Affairs, all recently appointed junior faculty were invited to participate in an orientation to the Faculty of Medicine, 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.

Leadership Training for Junior Faculty

More than 180 junior faculty and trainees attended DICP's annual four-day Faculty Development and Leadership Program, designed for HMS junior health care professionals, particularly those underrepresented in medicine, and addresses issues related to professional and career advancement in academic medicine, and specifically, advancement in the HMS Community.

In collaboration with the Offices represented by Academic and Clinical Affairs, the Office for Faculty Affairs held its 12th annual Leadership Program for Physicians and Scientists. Attended by 75 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 provided two, two-day leadership programs for translational scientists that focused on work/life balance and academic advancement, among other topics.

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 academic life. Initially offered as a pilot program in 2013, the leadership course was expanded 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, publishing, and building and managing a successful laboratory team.

Harvard Medical School - continued

Faculty Policies in Support of Faculty Development and Diversity

Beginning in this academic year, HMS and HSDM required 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.

The Faculty Recruitment Task Force recommendations are under review by the Dean and will be shared with 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 2015, the Office for Faculty Affairs sponsored the 20th annual Eleanor and Miles Shore 50th Anniversary Scholars in Medicine Fellowship program. Seventy-five faculty members were recognized at a reception sponsored by the Dean. Under the umbrella of the Shore Fellowship program for the past 20 years, junior faculty have received more than \$30 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 2014-15 awards cycle, 199 HMS junior faculty and postdocs competed for the HMS and Harvard University nominations for 21 limited competition awards. Those who were nominated went on to compete at the national level, with 10 HMS nominees being selected as award recipients for a total \$4,070,000 in funding. Awards received by HMS faculty included the prestigious Burroughs Wellcome Career Award for Medical Scientists and the Damon Runyon Clinical Investigator Award, among others.

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

This year, DICP presented three awards that recognize excellence in mentoring (n=18), community service work (n=6), and raising the awareness and importance of diversity at HMS/HSDM (n=7).

Scholarship on Diversity

Through its research and evaluation arm, *Converge*, DICP's research focused on the science of diversity, specifically the advancement, retention and productivity of faculty, and the role of internal connections and context on career trajectories. This research resulted in publications in peer-reviewed journals.

Harvard Catalyst | The Harvard Clinical and Translational Science Center

Through the Program for Faculty Development and Diversity Inclusion (PFDD), DICP offered a two-year, Faculty Fellowship Program for Harvard junior faculty. Fellows have consistently published, gained additional external funding and received Harvard promotions. In addition, PFDD offered two mentored summer research programs—the Visiting Research Internship Program (Medical Students) and the Summer Clinical Translational Research Program (College Students). Both programs 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 focus on mentoring, career advancement, salary equity, work/life, and member engagement. The Committee is embarking upon a process to create an updated strategic plan to guide its work for the next five years. The Committee continues to review candidates for the Joseph B. Martin Dean's Awards for the Advancement of Women Faculty and Staff, to make recommendations to the Dean, and to celebrate the awardees.

Enhancing Support and Recognition for the LGBT Community

The LGBT Office worked closely with other HMS and HMS-affiliated institution offices to provide an environment for LGBT faculty and students to thrive professionally and personally. Examples of programming included an annual reception for LGBT and Allies, a meeting with AAMC and 10 New England

Harvard Medical School - continued

medical schools to discuss the guidelines to improve health care, as well as educational and training programs.

Unconscious Bias Training

DICP hosted an AAMC one-day “Everyday Bias Workshop,” and an Unconscious Bias “Train-the-Trainer Program.” The latter is an intensive, four-day course to provide attendees with a deeper knowledge of unconscious bias and how it affects individuals, the workplace, organizations, and the care they provide to patients, as well as the ability to provide introductory training to others. These workshops were attended by HMS and HMS-affiliated institutions faculty and staff who are in various stages of planning and/or conducting unconscious bias training in their institutions.

Visiting Scholars: Enriching Our Community

DICP continued to sponsor visiting lectures featuring prominent scientists and clinicians from populations underrepresented in medicine or whose

scholarship focus on issues of health disparities and/or social determinants of health. These lectures increase the Harvard community’s awareness of diverse scientists and clinicians, act a vehicle for bringing HMS alumni/ae back to campus, and have the potential to assist in the identification and recruitment of faculty candidates.

Looking to our Future: Increasing the K-12 Pipeline

DICP’s educational outreach pipeline programs continued to focus on increasing the science knowledge and interest in science careers of Boston and Cambridge, MA middle and high school students, particularly underrepresented minority, disadvantaged and underserved students (n=~750 students this year). For example, the AP Biology Hinton Scholars Program, an academic year after-school enrichment program addresses AP Biology concepts, provides laboratory exposure, and increases knowledge about careers in science.

Harvard T.H. Chan School of Public Health

Faculty Diversity

During the past academic year 2014-15, the Harvard Chan School has successfully recruited 13 faculty members. Of the 11 junior faculty members who have joined our School, seven are white males, one is an Asian male, one is an Asian female, one is a white female and one is an African American female. Of the three senior level recruits, one was a targeted search for a female leader in the field of psychiatric epidemiology. Our two open searches resulted in the recruitment of one Asian male and one white male.

In addition, four faculty members advanced to the rank of full Professor; two white women, one Asian male, and one African American male. The tenure reviews of two additional white females are expected to be completed in September 2015 and February 2016. Academic year 2015-16 will see the initiation of five additional tenure reviews including the review of three female Associate Professors. It is unfortunate that one junior female underrepresented minority faculty member left the Harvard Chan School for opportunities elsewhere.

In an effort to diversify our applicant pool the School now requires that Departments identify at least five underrepresented minority and/or women candidates at the initiation of a search. In this way, search committees can reach out to these candidates at the start of the search process and invite them to apply. Over the next few years, the Office of Faculty Affairs will monitor the efficacy of this strategy in attracting diverse candidates to open faculty positions.

Faculty Development

The School continues to provide support both for junior faculty and postdoctoral fellows. The Office of Faculty Affairs (OFA) oversees adherence to school-wide standards for mentoring of junior faculty. These guidelines stipulate that all junior faculty members have a formally assigned senior mentor, and that they meet regularly with their department chairs and senior mentors to assess scientific progress, teaching load, and balance of academic responsibilities.

The Office of Faculty Affairs continued its orientation/workshop program for ladder faculty in their first and second years at the School. In 2015, Talia Fox, OFA Assistant Director, met one on one with the new junior faculty to assess their needs as they settled into their positions. The new

faculty cohort, continuing faculty and senior administrators collaboratively discussed professional development, mentorship, and research strategy and funding opportunities. New this year was a two-part workshop on cultural competence that was co-led by Dr. Meredith Rosenthal, Associate Dean for Diversity, and Talia Fox that was open to the Harvard Chan School community.

Several additional programs support faculty professional development. First, the School's Office of Education (OE) offers support and training programs to junior faculty to improve the quality of their teaching as they incorporate active learning methods into the classroom and design courses that are tied to the career needs of students. The OE consults junior faculty through classroom observation followed by well-designed feedback to assist them to continuously improve their teaching. OE offerings include case-based teaching, class management, and student advising. Also, two junior faculty sabbaticals were awarded in 2015, with funding from the Dean's office. Further, under the leadership of the Senior Associate Dean for Research, Francesca Dominici, faculty members received guidance on funding sources, support for external review and editing of grant applications and publications, and individual grant counseling. For instance, in 2015, faculty participated in a seminar focused on diversifying grant portfolios to include private foundation and corporate sponsorship. Finally, the School offers an opt-out tenure 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 (OFA) continued to improve its program of workshops for postdoctoral fellows to foster the skills necessary for them to become competitive applicants for faculty positions. From September 2014 to May 2015, 17 workshops were held and expanded to include invitations to research associates. The 2015 offerings included three sessions related to job search and career exploration, two on teaching, and two on grant funding. There were two workshops on CV and cover letter writing, one of which focused on writing a resume for outside of academia. In addition, a session on intellectual property was held, and there were four orientation sessions for new postdocs and research associates. OFA also introduced a new intensive grant writing course including a peer-review session where postdocs focused on the narrative sections of grant applications. Postdoc

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

writing courses, peer-review writing groups, and English communications courses were also offered and were well attended.

The OFA plans to update its website to include more information for new postdocs and international fellows, and will be creating a page for faculty mentors to provide additional resources. The OFA will also create an orientation presentation that can be viewed online to assist those who arrive at times that are not convenient to our scheduled orientations.

The OFA, in collaboration with the Postdoctoral Advisory Committee, continued the postdoctoral fellows mentoring program for a second year, with a vast improvement in the submission of mentoring forms over the initial year. The OFA and Postdoctoral Association continue to coordinate efforts and to meet several times a year to discuss the postdoc program and related issues.

The School continues to enrich its intellectual diversity through the Yerby Postdoctoral Fellowship Program. The goal of the program is to advance the intellectual and professional development of each Yerby fellow. Under the guidance of a Harvard Chan School faculty member with compatible interests, fellows develop their research agendas, gain experience in publishing papers in peer-reviewed journals and obtaining grant support, participate in a variety of professional development workshops, and increase their teaching expertise. The OFA streamlined the application process in 2015, with excellent results, and plans to make improvements in the onboarding process for these fellows in the coming year.

Four outstanding new fellows will join five continuing fellows during 2016. More than 30 fellows have completed the program since 2000, four have held faculty appointments at the School, including a former fellow who was recently promoted to full Professor a few months ago. In addition, over 20 former Yerby Fellows 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).

Office for Diversity and Inclusion

In 2014, 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 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 School. Dr. Rosenthal's office is also responsible for assessing and improving inclusiveness of the School climate for all members of the community. During the past year, Dr. Rosenthal has worked with the Dean's Advisory Committee on Diversity and Inclusion and the Committee on the Advancement of Women Faculty to identify strategic priorities and elicit concerns and ideas for improving both diversity and inclusion. The respective committees are working toward the development of strategic planning materials to be completed early in the next academic year. In parallel, Dr. Rosenthal has worked with the OFA 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. These analyses have been compiled and form the basis for ongoing meetings with department chairs about opportunities to strengthen recruitment and retention of students and faculty from underrepresented groups.

Environment

The Committee on the Advancement of Women Faculty (CAWF) continues its efforts to address equity and climate issues. CAWF is working with department chairs and with 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. Toward that goal, the Committee communicated to President Faust an interest and willingness to serve the University in any appropriate way in the search for a new Dean.

In 2013-14, with financial support from the Office of the Senior Vice Provost for Faculty Development and Diversity, CAWF worked with the Dean's office to launch the Centennial Women Leaders in Public Health Series. This special lecture series was continued in 2014-15. Highlighting some of the many important contributions of women leaders in the field of public health, three guests visited this year: Dr. Shiriki Kumanyika, Emeritus Professor of Epidemiology from the University of Pennsylvania Perelman School of Medicine, talked about "Reflections on Strategy for Combating Obesity on a Global Scale." Dr. Michelle Bell, Professor of Environmental Health, Yale University School of Forestry and Environmental Studies, presented on "Air Pollution and Human Health: Reflections on Research and Paths Forward" and Dr. Joy Lawn, Professor of Maternal Reproductive and Child Health

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

Epidemiology from the London School of Hygiene and Tropical Medicine, presented on “6 Million Deaths at Birth: Progress, Priorities and Potential for Change Post-2015.”

This year, CAWF and the Dean’s office presented the fifth annual Alice Hamilton Award and Lecture which recognizes the achievements and promise of a young woman investigator in the field of public health. The recipient this year was Dr. Lorelei Mucci, Associate Professor of Epidemiology. Dr. Mucci presented a seminar entitled “A female researcher exploring the male prostate.” To celebrate the role of mentors in the success of our faculty members and the growth of our community the inaugural CAWF Mentoring Award was awarded this year to Dr. Meredith Rosenthal.

In 2013, the School established the Dean’s Advisory Committee for Diversity and Inclusion (DACDI). This advisory and implementation committee is comprised of committed faculty, administrators, alumni, students, and postdoctoral fellows. This year, the committee continued its mission of setting a foundation for strengthening diversity, inclusion and campus climate. The committee’s work has a comprehensive and school-wide focus, and it is charged with addressing diversity and inclusion within all areas of our community (i.e., 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 2014-15 year, 38% of School's visiting professors were women and 23% were people of color. Additionally, during 2014-15 the Law School's faculty approved 13 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 2014-15, 100% of the Law School's offers for entry-level positions were made to women.

The Law School regularly hosts forums for faculty discussion regarding teaching, including gender and diversity in the classroom. Two such workshops were held in 2014-15, one of which focused faculty members' attention on issues of microaggressions 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. Fifty percent of the new fellows for 2015-16 are women. The overall class of Climenko Fellows in 2015-16 includes 15% people of color and 39% 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 72 fellows participating in the summer of 2015, 46% were women and 60% 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

Diversity

The Kennedy School has increased the number of tenured women faculty from 9% in 2004 to 21% in 2015-16. Overall, 28 percent of our faculty are female. HKS continues its efforts to increase diversity at the school. In recent years, 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, this past year we made two offers to women at the Assistant Professor rank, but unfortunately were unsuccessful. Additionally, we have one internal promotion to the Professor rank for a minority woman, and again, are hopeful for an acceptance. As a result of searches last academic year, we have offers out to—and are actively trying to recruit—two senior faculty members who would add to our diversity. One is female and one is African-American. We were very pleased that these candidates rose to the top of the searches and hope we will be able to entice them to Harvard Kennedy School.

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. In addition, we continue

to try to ensure that each junior faculty member is receiving attention and informal mentoring from at least one senior faculty member. This is not meant to replace the more formal review later on but rather an attempt at ensuring that our more 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 since 2004 have been women. 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 continue to 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

Since its founding, the Graduate School of Design has been a crossroads of learning and intellectual debate. Today, the school is committed to building on that legacy of cultural diversity, firm in the conviction that a multiplicity of voices and viewpoints among students, staff, and faculty is essential to our mission of advancing the fields of architecture, landscape architecture, and urban planning and design.

The Dean's Diversity Initiative (DDI) serves as the committee arm of the GSD's ongoing efforts. The faculty, staff, students, and alumni of the DDI are tasked with increasing the number of underrepresented minorities within our community and maintaining an inclusive environment that encourages an active and effective exchange of views. The DDI's budget has been increased by 150%, and will be meeting throughout the year to revise its mission statement. Beyond internal efforts, the DDI hosts an annual open discussion at Alumni Weekend and convenes the Dean's Diversity Summit, inviting outside experts to work with the DDI to shape its approach.

Faculty hiring remains one of the most important priorities at the Harvard University Graduate School of Design. Junior faculty hiring continues, as does the hiring of visitors, to complement the pedagogy in evolving areas such as technology and representation. Seven new junior faculty appointments were made beginning in the fall 2015 semester in the departments of Architecture, Landscape Architecture, and Urban Planning and Design. 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.

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 comprising three senior faculty members and the Director of Faculty Planning, review proposals and advise applicants on proposal writing and research directions. In the past year, this committee offered a session for all GSD junior faculty regarding the goals and expectations of a successful research proposal.

The junior faculty mentoring program, monitored by the Associate Dean for Academic Affairs and the Director of Faculty Planning was launched in 2012. This program provides an important resource to our junior faculty through formalized mentorship assignments and consistent communications with academic leadership, primary and secondary mentors, senior faculty, and department chairs. Information sessions with junior faculty also continue to improve transparency regarding promotions, reappointments, and other related appointment issues. In addition, now in its sixth year, the position of Associate Dean provides more oversight of searches and support to the Dean and Chairs with issues related to faculty planning. The Associate Dean has also chaired initiatives such as the development of an undergraduate concentration in architecture, the joint GSD/SEAS masters in design engineering program, and other cross-University collaborations.

Harvard Graduate School of Education

HGSE's high level of recruitment activity in 2014-15 resulted in the appointment of three new Assistant Professors of Education—two male and one female. Also hired was a Senior Lecturer on Education (male). The Harvard Teacher Fellows Program (HTF) launched during the 2014-15 academic year, and a Director and Associate Director were hired (both male). Additionally, three Master Teachers in Residence were hired (one female, two male) to teach in the HTF Program. All five HTF hires were appointed as Lecturers in Education.

Also during the 2014-15 academic year one male senior faculty member retired and one resigned, and HGSE tenured a woman from within to the Senior Faculty. 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. 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 School has inaugurated the Teaching and Learning Lab (TLL). The TLL supports faculty growth at HGSE by providing innovative, effective approaches to the design and development of powerful learning experiences—both residential and online—in courses, degree and certificate programs, and professional institutes. The TLL is advised by a committee of faculty and administrators that provides strategic guidance and support. Sources of venture funding, teaching innovation support, and research support have also been sustained to encourage faculty collaboration. Multiple research colloquia, both within areas of the School and spanning the entire faculty, have been successfully launched and aim to strengthen daily collegial interaction and ongoing feedback around faculty members' in-progress research.

Finally, HGSE is in the second year of an important effort titled Fulfilling the Promise of Diversity (FPD). Fulfilling the Promise of Diversity is a community conversation and set of cohesive experiences and events that brings the HGSE community together around a topic that is central to our work as educators. An important goal of this ongoing conversation is to prepare our students to build and lead more equitable and inclusive schools and other education organizations in the U.S. and around the world.

Harvard Divinity School

In the fall of 2014, 129 students were enrolled in the Master of Divinity program, 165 students were enrolled in the Master of Theological Studies Program, three students were enrolled in the Master of Theology Program, and 42 students were enrolled in the Doctor of Theology program.

Continuing the work begun by President Faust in 2012 with initiation of the interfaculty Working Group on Religion, Harvard Divinity School (HDS) and the Committee on the Study of Religion (CSR) within the Faculty of Arts and Sciences have revised the study of religion at Harvard at all levels, from undergraduate to doctoral. Central to the new arrangements is a new interfaculty Committee on the Study of Religion (CSR) comprising some 40 Harvard faculty, of which the HDS faculty constitute more than half, who will dedicate at least a quarter of their teaching and advising to the undergraduate curriculum in addition to teaching in the master's and doctoral programs, for a renewable period of four years. This has produced a much more dynamic and varied curriculum than was possible in the past, and will fully utilize Harvard's considerable strength in religion across its many faculties.

Beginning in the fall of 2015, the CSR and HDS will offer a unified PhD program in Religion, replacing the old bifurcated PhD and ThD (Doctor of Theology) programs that complicated admissions, reduced the quality of enrollments, and produced numerous administrative and academic anomalies. The new program enrolls the same number of fully funded doctoral students as previously but has an integrated structure for admission, advising, degree requirements, and fields of study. The first cohort of students in the new unified doctoral program was admitted and started their programs this fall. All will receive the PhD degree and HDS will no longer admit new ThD students.

HDS has also launched several important new initiatives to bring our knowledge and understanding of religion beyond HDS, beyond Harvard, and even beyond the United States:

Our "Religions and the Practice of Peace" Initiative (RPP) was launched in 2014-15 bringing together scholars, practitioners, and students from different Harvard faculties and from universities in the greater Boston area hosting colloquia and building expertise, creating a new website with a bibliography and list of resources in this field, and laying the groundwork for ambitious plans for the future. The activities and events that the initiative sponsored in 2014-15 highlighted powerful religious leaders around the

world who have positively contributed to peace and reconciliation in various world conflicts. Starting with seed funding, the RPP has now attracted support from donors, foundations, and parallel organizations. By using our knowledge base and convening power, HDS's ambition is to make Harvard a world leader in the area of religion, conflict, and peace-building.

The Religious Literacy Program (RLP), which was discontinued in 2008 as a result of the global financial crisis, is resuming its work. The RLP has a reappointed director, is conducting a student-led research project on the state of religious education in our nation's schools, is developing new HarvardX courses on the world's major religious traditions, and has just launched its major new website which includes accessible materials on the world's religious traditions, country studies, teacher education materials, religion in the news, and other resources.

Additional interfaculty projects include:

- "Crossing the Charles," a new collaborative venture involving faculty and students from HDS and the Harvard Business School centering around research and discussion of religion, business ethics, and the economic order; HBS and HDS faculty are also collaborating on a "case study" of HDS on its 200th birthday which will be celebrated in 2016-17.
- The Science, Religion, and Culture Program, which engages HDS faculty members and students with partners from the Chan School of Public Health and the Harvard Medical School, continues to host the largest graduate student conference on religion within the United States every year in addition to its already robust event schedule.
- The Religious Pluralism Project, the remarkably successful program developed by Professor Diana Eck, has lead several ad hoc student seminars that read literature as a religious practice (as with *lectio divina*), culminating in the visits to HDS of distinguished poets and novelists such as Russell Banks and Toni Morrison, and bringing together faculty and students from HDS, along with faculty members from FAS, BU, Tufts, and other universities in the area.
- Finally, HDS's newest and as-yet-unnamed initiative focuses on religion, counseling, and end-of-life issues in partnership with historically black churches in the Boston area.

HDS's Capital Campaign, which launched in April 2014, recently reached half of its fundraising goal. The campaign has enjoyed numerous successes thus far: HDS has substantially increased its number of donors and its profile in major cities around the US and beyond, has restructured its Dean's Council, has increased support for our funds, has improved the School's visibility with major foundations, and has secured funding for two to three new faculty chairs.

Faculty Recruitment/Searches and Promotions

During summer 2014, HDS was notified by University Provost Alan Garber that it had been awarded the third Prince Alwaleed Bin Talal Chair in

Contemporary Islam, to be focused on the study of Islamic religion in Southeast Asia. This is the second Alwaleed Chair to be awarded to HDS, the first having resulted in the successful appointment of Professor Ousmane Kane in July 2012, a scholar of Islamic studies and comparative and Islamic politics with a focus on Sub-Saharan Africa, who serves as the committee chair for the current search. The search for a Prince Alwaleed Bin Talal Professor of Contemporary Islamic Religion and Society in Southeast Asia remains ongoing.

HDS also saw the first review for promotion to full Professor with tenure of a faculty member appointed to the tenure track. HDS anticipates convening four additional tenure reviews during 2015-16.

TABLE 1: Number of Harvard Ladder Faculty by School and Rank, 2006-07 to 2015-16

	Tenure Track										Tenured									
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
HARVARD UNIVERSITY	508	504	505	486	470	467	432	417	413	424	948	966	978	994	1,005	1,015	1,035	1,047	1,055	1,061
Faculty of Arts & Sciences																				
Social Sciences	74	73	77	66	54	51	48	51	52	55	176	171	182	169	178	178	183	181	189	188
Natural Sciences	61	57	62	70	65	64	57	52	48	41	131	134	138	147	150	151	150	159	164	163
Life Sciences	25	27	35	41	40	42	36	33	31	26	60	64	67	75	75	77	80	85	89	86
Physical Sciences	36	30	27	29	25	22	21	19	17	15	71	70	71	72	75	74	70	74	75	77
Humanities	65	59	57	48	41	38	34	28	33	35	143	146	148	154	160	161	164	165	163	162
Engineering	23	21	18	17	19	20	15	17	22	24	47	48	49	53	56	58	58	60	59	61
FAS Total	223	210	214	201	179	173	154	148	155	155	497	499	517	523	544	548	555	565	575	574
Business	89	90	89	86	86	92	86	86	76	77	94	94	102	103	92	95	95	95	99	101
Medicine	54	54	58	60	56	51	53	50	53	52	104	102	105	108	111	114	128	122	119	119
Public Health	87	78	70	66	66	66	64	57	51	56	77	70	77	74	75	79	80	85	89	93
Law	5	7	10	10	9	8	5	3	3	6	75	77	81	84	85	86	89	88	88	87
Government	24	21	21	22	19	23	21	20	22	22	47	44	49	51	53	52	53	52	51	53
Design	17	21	21	17	24	24	28	32	32	37	29	28	28	30	31	32	34	40	36	34
Education	10	17	20	21	21	23	20	19	18	19	27	25	26	27	25	24	26	24	23	24
Divinity	5	6	6	8	9	8	6	8	9	8	22	20	22	22	21	20	21	20	22	23
Professional Schools Total	291	294	295	290	290	295	283	275	264	277	475	460	490	499	493	502	526	526	527	534
Other Total	0	0	0	0	0	0	0	0	0	1	13	8	11	13	13	13	10	11	13	12
Medicine and Dental Clinical/Hospital Total	8,842	9,055	9,382	9,532	9,798	10,011	10,152	10,296	10,434	10,095	355	380	703	720	769	839	902	944	988	1,130

The University total for tenured faculty in years 2013-14 and 2014-15 have been revised slightly from the ten year trends reported as part of our Faculty Snapshot (<http://faculty.harvard.edu/fdd-annual-reports>). Specifically, the total number of tenure faculty is 1,047 (instead of 1,048) in 2013-14 and 1,055 in 2014-15 (instead of 1,057). See page 41 for other notes about the data.

TABLE 2: Percentage of Harvard Ladder Faculty by School and Rank, 2006-07 to 2015-16

	Tenure Track										Tenured									
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
HARVARD UNIVERSITY	35%	34%	34%	33%	32%	32%	29%	29%	28%	29%	65%	66%	66%	67%	68%	69%	71%	72%	72%	71%
Faculty of Arts & Sciences																				
Social Sciences	30%	30%	30%	28%	23%	22%	21%	22%	22%	23%	70%	70%	70%	72%	77%	78%	79%	78%	78%	77%
Natural Sciences	32%	30%	31%	32%	30%	30%	28%	25%	23%	20%	68%	70%	69%	68%	70%	70%	73%	75%	77%	80%
Life Sciences	29%	30%	34%	35%	35%	35%	31%	28%	26%	23%	71%	70%	66%	65%	65%	65%	69%	72%	74%	77%
Physical Sciences	34%	30%	28%	29%	25%	23%	23%	20%	19%	16%	66%	70%	72%	71%	75%	77%	77%	80%	82%	84%
Humanities	31%	29%	28%	24%	20%	19%	17%	15%	17%	18%	69%	71%	72%	76%	80%	81%	83%	86%	83%	82%
SEAS	33%	30%	27%	24%	25%	26%	21%	22%	27%	28%	67%	70%	73%	76%	75%	74%	80%	78%	73%	72%
FAS Total	31%	30%	29%	28%	25%	24%	22%	21%	21%	21%	69%	70%	71%	72%	75%	76%	78%	79%	79%	79%
Business	49%	49%	47%	46%	48%	49%	48%	48%	43%	43%	51%	51%	53%	55%	52%	51%	53%	53%	57%	57%
Medicine	34%	35%	36%	36%	34%	31%	29%	29%	31%	30%	66%	65%	64%	64%	67%	69%	71%	71%	69%	70%
Public Health	53%	53%	48%	47%	47%	46%	44%	40%	36%	38%	47%	47%	52%	53%	53%	55%	56%	60%	64%	62%
Law	6%	8%	11%	11%	10%	9%	5%	3%	3%	7%	94%	92%	89%	89%	90%	92%	95%	97%	97%	94%
Government	34%	32%	30%	30%	26%	31%	28%	28%	30%	29%	66%	68%	70%	70%	74%	69%	72%	72%	70%	71%
Design	37%	43%	43%	36%	44%	43%	45%	44%	47%	52%	63%	57%	57%	64%	56%	57%	55%	56%	53%	48%
Education	27%	41%	44%	44%	46%	49%	44%	44%	44%	44%	73%	60%	57%	56%	54%	51%	57%	56%	56%	56%
Divinity	19%	23%	21%	27%	30%	29%	22%	29%	29%	26%	82%	77%	79%	73%	70%	71%	78%	71%	71%	74%
Professional Schools Total	38%	39%	38%	37%	37%	37%	35%	34%	33%	34%	62%	61%	62%	63%	63%	63%	65%	66%	67%	66%
Other Total	0%	0%	0%	0%	0%	0%	0%	0%	0%	8%	100%	100%	100%	100%	100%	100%	100%	100%	100%	92%
Medicine and Dental Clinical/Hospital Total	96%	96%	93%	93%	93%	92%	92%	92%	91%	90%	4%	4%	7%	7%	7%	8%	8%	8%	9%	10%

See page 41 for notes about the data.

TABLE 3: Number of Harvard Ladder Faculty who are Women, 2006-07 to 2015-16

	Tenure Track										Tenured									
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
HARVARD UNIVERSITY	180	185	191	179	172	169	153	153	158	163	185	199	199	209	222	227	245	255	258	271
Faculty of Arts & Sciences																				
Social Sciences	39	38	39	30	22	19	20	18	18	20	41	41	42	38	43	45	48	52	52	56
Natural Sciences	18	18	19	21	20	21	17	17	16	14	13	14	14	18	20	20	21	22	24	28
Life Sciences	7	8	12	15	14	16	13	13	14	11	8	9	9	12	14	14	15	15	18	19
Physical Sciences	11	10	7	6	6	5	4	4	2	3	5	5	5	6	6	6	6	7	6	9
Humanities	20	20	21	19	17	17	14	14	19	22	44	45	47	50	51	50	53	56	56	55
SEAS	3	3	4	4	5	5	2	2	5	4	2	3	3	5	6	6	7	8	8	9
FAS Total	80	79	83	74	64	62	53	51	58	60	100	103	106	111	120	121	129	138	140	148
Business	28	25	26	25	27	30	28	28	27	32	14	16	16	18	17	18	19	19	20	21
Medicine	17	18	20	22	18	19	18	18	19	15	15	16	15	16	19	19	23	23	23	26
Public Health	35	31	28	27	29	27	26	25	21	21	15	17	18	17	17	19	20	21	21	23
Law	3	4	4	4	3	1	0	0	1	3	12	13	14	14	16	17	18	17	19	19
Government	7	7	7	6	6	7	4	6	8	8	7	10	10	10	10	10	11	12	11	11
Design	6	8	8	8	10	9	11	13	11	12	6	7	6	6	6	6	7	10	9	9
Education	6	11	13	12	12	12	11	10	10	10	10	9	9	10	11	11	13	11	10	12
Divinity	1	2	2	3	3	2	2	2	3	3	8	8	7	8	8	8	8	8	9	9
Professional Schools Total	103	106	108	107	108	107	100	102	100	104	87	96	95	99	104	108	119	121	122	130
Other Total	0	0	0	0	0	0	0	0	0	1	1	0	0	2	4	4	2	4	6	5
Medicine and Dental Clinical/Hospital Total	3,566	3,707	3,902	4,033	4,192	4,337	4,462	4,604	4,737	4,595	53	58	92	102	115	129	141	158	165	209

See page 41 for notes about the data.

TABLE 4: Percentage of Harvard Ladder Faculty who are Women, 2006-07 to 2015-16

	Tenure Track										Tenured									
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
HARVARD UNIVERSITY	35%	37%	38%	37%	37%	36%	35%	37%	38%	38%	20%	21%	20%	21%	22%	22%	24%	24%	25%	26%
Faculty of Arts & Sciences																				
Social Sciences	53%	52%	51%	46%	41%	37%	42%	35%	35%	36%	23%	24%	23%	23%	24%	25%	26%	29%	28%	30%
Natural Sciences	30%	32%	31%	30%	31%	33%	30%	33%	33%	34%	10%	10%	10%	12%	13%	13%	14%	14%	15%	17%
Life Sciences	28%	30%	34%	37%	35%	38%	36%	39%	45%	42%	13%	14%	13%	16%	19%	18%	19%	18%	20%	22%
Physical Sciences	31%	33%	26%	21%	24%	23%	19%	21%	12%	20%	7%	7%	7%	8%	8%	8%	9%	10%	8%	12%
Humanities	31%	34%	37%	40%	42%	45%	41%	50%	58%	63%	31%	31%	32%	33%	32%	31%	32%	34%	34%	34%
SEAS	13%	14%	22%	24%	26%	25%	13%	12%	23%	17%	4%	6%	6%	9%	11%	10%	12%	13%	14%	15%
FAS Total	36%	38%	39%	37%	36%	36%	34%	35%	37%	39%	20%	21%	21%	21%	22%	22%	23%	24%	24%	26%
Business	32%	28%	29%	29%	31%	33%	33%	33%	36%	42%	15%	17%	16%	18%	19%	19%	20%	20%	20%	21%
Medicine	32%	33%	35%	37%	32%	37%	34%	36%	36%	29%	14%	16%	14%	15%	17%	17%	18%	19%	19%	22%
Public Health	40%	40%	40%	41%	44%	41%	41%	44%	41%	38%	20%	24%	23%	23%	23%	24%	25%	25%	24%	25%
Law	60%	57%	40%	40%	33%	13%	0%	0%	33%	50%	16%	17%	17%	17%	19%	20%	20%	19%	22%	22%
Government	29%	33%	33%	27%	32%	30%	19%	30%	36%	36%	15%	23%	20%	20%	19%	19%	21%	23%	22%	21%
Design	35%	38%	38%	47%	42%	38%	39%	41%	34%	32%	21%	25%	21%	20%	19%	19%	21%	25%	25%	27%
Education	60%	65%	65%	57%	57%	52%	55%	53%	56%	53%	37%	36%	35%	37%	44%	46%	50%	46%	44%	50%
Divinity	20%	33%	33%	38%	33%	25%	33%	25%	33%	38%	36%	40%	32%	36%	38%	40%	38%	40%	41%	39%
Professional Schools Total	35%	36%	37%	37%	37%	36%	35%	37%	38%	38%	18%	21%	19%	20%	21%	22%	23%	23%	23%	24%
Other Total										100%	8%	8%	8%	15%	31%	31%	20%	36%	46%	42%
Medicine and Dental Clinical/Hospital Total	40%	41%	42%	42%	43%	43%	44%	45%	45%	46%	15%	15%	13%	14%	15%	15%	16%	17%	17%	19%

See page 41 for notes about the data.

TABLE 5: Number of Harvard Ladder Faculty who are Asian, 2006-07 to 2015-16

	Tenure Track										Tenured									
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
HARVARD UNIVERSITY	86	79	77	76	78	79	76	76	78	80	66	73	78	81	85	89	97	102	104	107
Faculty of Arts & Sciences																				
Social Sciences	8	5	6	6	5	3	3	4	4	8	6	7	6	7	8	8	9	9	10	9
Natural Sciences	17	15	14	13	13	13	12	9	9	7	14	16	18	18	18	18	19	21	23	26
Life Sciences	5	4	4	5	5	6	6	5	6	4	7	8	9	9	8	8	8	9	10	11
Physical Sciences	12	11	10	8	8	7	6	4	3	3	7	8	9	9	10	10	11	12	13	15
Humanities	6	6	5	5	3	3	4	5	5	5	9	9	11	11	12	13	13	13	14	15
SEAS	6	5	5	4	5	6	5	4	6	5	6	7	8	11	11	11	12	13	13	12
FAS Total	37	31	30	28	26	25	24	22	24	25	35	39	43	47	49	50	53	56	60	62
Business	14	13	13	14	16	19	21	24	24	23	14	16	18	18	18	19	19	19	19	20
Medicine	6	7	7	7	8	8	9	10	12	13	5	6	5	4	4	4	6	5	3	3
Public Health	23	19	18	16	16	15	12	10	8	9	7	7	8	7	7	8	11	12	13	14
Law	1	1	1	1	2	1	1	1	2	2	1	1	1	1	1	3	3	3	3	3
Government	5	4	4	4	3	3	3	3	3	3	2	2	3	4	5	5	5	5	5	5
Design	0	0	0	0	2	2	2	3	3	4	1	1	1	1	2	2	2	4	3	3
Education	1	3	3	5	5	6	5	4	3	3	1	1	1	1	1	1	1	0	1	1
Divinity	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Professional Schools Total	50	48	47	48	52	54	53	55	55	57	31	34	37	36	38	42	47	48	47	49
Other Total	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Medicine and Dental Clinical/Hospital Total	1,330	1,398	1,527	1,603	1,701	1,766	1,823	1,850	1,903	1,894	16	17	30	33	42	48	53	50	61	77

See page 41 for notes about the data.

TABLE 6: Percentage of Harvard Ladder Faculty who are Asian, 2006-07 to 2015-16

	Tenure Track										Tenured									
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
HARVARD UNIVERSITY	17%	17%	16%	17%	18%	18%	19%	20%	21%	20%	7%	8%	8%	8%	9%	9%	10%	10%	10%	10%
Faculty of Arts & Sciences																				
Social Sciences	11%	10%	10%	12%	13%	8%	6%	8%	8%	15%	3%	4%	3%	4%	5%	5%	6%	6%	6%	6%
Natural Sciences	30%	28%	24%	20%	22%	22%	21%	17%	19%	17%	11%	12%	13%	12%	12%	12%	13%	14%	14%	16%
Life Sciences	20%	15%	11%	12%	13%	14%	17%	15%	19%	15%	12%	13%	13%	12%	11%	10%	10%	11%	11%	13%
Physical Sciences	36%	40%	41%	31%	36%	36%	29%	21%	18%	20%	10%	11%	13%	13%	13%	14%	17%	18%	17%	20%
Humanities	9%	10%	9%	10%	7%	8%	12%	18%	15%	14%	6%	6%	7%	7%	8%	8%	8%	8%	9%	9%
SEAS	26%	24%	28%	29%	32%	35%	40%	29%	32%	25%	13%	15%	16%	21%	20%	19%	21%	22%	22%	20%
FAS Total	17%	16%	15%	16%	17%	16%	16%	16%	16%	17%	7%	8%	8%	9%	9%	9%	10%	10%	11%	11%
Business	16%	16%	16%	17%	20%	22%	26%	30%	34%	31%	15%	17%	18%	18%	20%	20%	20%	20%	19%	20%
Medicine	11%	13%	12%	12%	14%	16%	17%	20%	23%	25%	5%	6%	5%	4%	4%	4%	5%	4%	3%	3%
Public Health	28%	26%	27%	26%	24%	23%	19%	18%	16%	16%	9%	10%	10%	10%	9%	10%	14%	14%	15%	15%
Law	20%	14%	10%	10%	22%	13%	20%	33%	67%	33%	1%	1%	1%	1%	1%	4%	3%	3%	3%	3%
Government	21%	19%	19%	18%	21%	17%	19%	20%	18%	18%	6%	7%	8%	10%	11%	12%	11%	12%	12%	11%
Design	0%	0%	0%	0%	8%	17%	14%	16%	16%	16%	3%	4%	4%	3%	7%	6%	6%	10%	8%	9%
Education	10%	18%	15%	24%	24%	26%	25%	21%	17%	16%	4%	4%	4%	4%	4%	4%	4%	0%	4%	4%
Divinity	0%	17%	17%	13%	0%	0%	0%	13%	11%	13%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Professional Schools Total	18%	17%	17%	17%	19%	20%	20%	22%	23%	22%	7%	8%	8%	7%	8%	9%	9%	9%	9%	9%
Other Total										8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%
Medicine and Dental Clinical/Hospital Total	15%	16%	16%	17%	17%	18%	18%	18%	18%	19%	5%	5%	5%	5%	6%	6%	6%	6%	7%	7%

See page 41 for notes about the data.

TABLE 7: Number of Harvard Ladder Faculty who are Black, 2006-07 to 2015-16

	Tenure Track										Tenured									
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
HARVARD UNIVERSITY	20	19	19	14	15	14	11	14	14	18	26	25	28	30	32	32	35	37	39	42
Faculty of Arts & Sciences																				
Social Sciences	7	5	5	4	3	3	2	2	2	3	12	11	16	15	17	17	19	20	20	22
Natural Sciences	0	1	1	1	2	2	2	2	1	1	1	1	1	1	1	1	1	2	3	3
Life Sciences	0	1	1	1	2	2	2	2	1	1	1	1	1	1	1	1	1	1	2	2
Physical Sciences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Humanities	1	1	1	1	1	1	1	1	0	1	1	0	0	0	0	0	1	1	1	1
SEAS	2	2	2	2	2	2	1	2	2	3	0	0	0	0	0	0	0	0	0	1
FAS Total	10	9	9	8	8	8	6	7	5	8	14	12	17	16	18	18	21	23	24	27
Business	3	4	4	2	1	1	1	1	2	2	2	2	2	2	2	2	1	1	1	1
Medicine	1	1	1	0	0	0	0	2	2	2	1	1	1	2	2	2	1	1	1	1
Public Health	3	2	2	2	2	2	2	3	3	3	2	1	2	2	2	3	2	2	2	3
Law	0	0	0	0	0	0	0	0	0	0	6	6	6	6	7	7	8	8	9	9
Government	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1
Design	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Education	2	2	2	1	1	1	2	1	1	1	1	1	1	3	3	3	3	3	3	5
Divinity	1	0	0	0	1	1	0	0	0	0	1	0	1	1	1	1	3	3	3	3
Professional Schools Total	11	10	10	6	7	6	5	7	9	10	14	12	14	17	18	19	19	19	20	23
Other Total	0	0	0	0	0	0	0	0	0	0	1	1	1	2	3	2	3	3	4	3
Medicine and Dental Clinical/Hospital Total	187	179	186	189	205	209	213	215	236	233	2	2	4	3	3	5	5	6	6	7

See page 41 for notes about the data.

TABLE 8: Number of Harvard Ladder Faculty who are Latino, 2006-07 to 2015-16

	Tenure Track										Tenured									
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
HARVARD UNIVERSITY	27	31	33	27	29	30	32	32	31	26	18	19	17	23	22	25	27	30	31	36
Faculty of Arts & Sciences																				
Social Sciences	3	2	3	2	2	2	2	2	2	1	2	1	2	2	2	2	2	3	4	6
Natural Sciences	4	5	4	5	5	5	5	4	4	2	1	2	2	2	2	2	2	3	3	3
Life Sciences	2	3	3	4	4	4	4	3	3	2	1	2	2	2	2	2	2	3	3	3
Physical Sciences	2	2	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0
Humanities	5	5	5	1	2	2	2	3	3	2	2	2	2	6	6	6	6	6	5	6
SEAS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FAS Total	12	12	12	8	9	9	9	9	9	5	5	5	6	10	10	10	10	12	12	15
Business	5	6	6	6	6	5	6	5	4	3	3	3	3	3	3	5	5	5	5	6
Medicine	3	3	3	3	3	3	5	4	4	4	1	1	1	1	1	1	1	1	1	2
Public Health	5	6	5	3	3	3	4	4	3	2	0	0	0	1	1	2	2	3	4	3
Law	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1
Government	1	2	3	3	3	4	3	3	4	4	3	3	2	3	3	3	4	4	4	3
Design	1	2	3	2	2	2	2	3	3	3	5	5	4	5	4	4	5	5	5	5
Education	0	0	1	1	1	2	2	3	3	3	0	0	0	0	0	0	0	0	0	0
Divinity	0	0	0	1	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1
Professional Schools Total	15	19	21	19	20	21	24	24	23	22	14	14	12	15	14	17	19	20	21	21
Other Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medicine and Dental Clinical/Hospital Total	276	308	317	320	322	334	344	351	365	362	5	5	11	10	12	13	15	18	20	23

See page 41 for notes about the data.

TABLE 9: Number of Harvard Ladder Faculty who are Two or More Races, 2006-07 to 2015-16

	Tenure Track										Tenured									
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
HARVARD UNIVERSITY	4	7	7	8	8	10	7	8	9	9	4	5	5	5	5	6	8	9	8	7
Faculty of Arts & Sciences																				
Social Sciences	0	2	2	2	2	1	0	0	0	0	1	1	1	1	1	2	3	3	3	2
Natural Sciences	2	2	2	2	2	2	1	0	0	0	1	1	1	1	1	1	2	3	2	2
Life Sciences	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	1
Physical Sciences	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	2	2	1	1
Humanities	1	1	1	1	1	1	0	0	0	0	1	2	2	2	2	2	2	2	2	2
SEAS	0	0	0	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0
FAS Total	3	5	5	6	6	5	2	1	1	1	3	4	4	4	4	5	7	8	7	6
Business	0	1	1	1	1	1	1	2	2	1	0	0	0	0	0	0	0	0	0	0
Medicine	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
Public Health	1	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Law	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Government	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Design	0	0	0	0	0	2	2	2	2	2	0	0	0	0	0	0	0	0	0	0
Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Divinity	0	0	0	0	0	1	1	2	2	2	0	0	0	0	0	0	0	0	0	0
Professional Schools Total	1	2	2	2	2	5	5	7	8	8	1	1	1	1	1	1	1	1	1	1
Other Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medicine and Dental Clinical/Hospital Total	5	5	9	11	14	18	20	23	25	34	2	2	2	2	2	2	2	2	3	3

See page 41 for notes about the data.

TABLE 10: Percentage of Harvard Ladder Faculty who are Underrepresented Minorities, 2006-07 to 2015-16

	Tenure Track										Tenured									
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
HARVARD UNIVERSITY	10%	11%	11%	9%	10%	10%	10%	11%	11%	11%	5%	5%	5%	6%	6%	6%	7%	7%	7%	8%
Faculty of Arts & Sciences																				
Social Sciences	15%	11%	12%	9%	9%	10%	8%	8%	8%	7%	9%	8%	10%	11%	11%	11%	12%	13%	13%	15%
Natural Sciences	8%	12%	10%	10%	12%	13%	14%	12%	10%	7%	2%	3%	3%	3%	3%	3%	3%	4%	5%	5%
Life Sciences	12%	19%	14%	15%	18%	17%	19%	15%	13%	12%	3%	5%	5%	4%	4%	4%	4%	6%	7%	7%
Physical Sciences	6%	7%	4%	3%	4%	5%	5%	5%	6%	0%	1%	1%	1%	1%	1%	1%	1%	3%	3%	3%
Humanities	11%	12%	12%	6%	10%	11%	9%	14%	9%	9%	3%	3%	3%	5%	5%	5%	6%	6%	5%	6%
SEAS	9%	10%	11%	12%	11%	10%	7%	12%	9%	13%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%
FAS Total	11%	11%	11%	9%	11%	11%	10%	11%	9%	8%	4%	4%	5%	6%	6%	6%	6%	7%	7%	8%
Business	9%	11%	11%	9%	8%	7%	8%	7%	8%	7%	5%	5%	5%	5%	5%	7%	6%	6%	6%	7%
Medicine	7%	7%	7%	5%	5%	6%	9%	12%	13%	14%	2%	2%	2%	3%	3%	3%	2%	2%	2%	3%
Public Health	9%	10%	10%	8%	8%	8%	9%	12%	12%	11%	3%	1%	3%	4%	4%	6%	5%	6%	7%	7%
Law	0%	0%	0%	0%	0%	0%	0%	0%	0%	17%	11%	10%	10%	10%	11%	11%	11%	10%	11%	12%
Government	8%	14%	19%	18%	21%	22%	14%	15%	23%	23%	9%	9%	6%	8%	8%	8%	9%	10%	10%	8%
Design	6%	10%	14%	12%	13%	8%	7%	9%	9%	11%	17%	18%	14%	17%	13%	13%	15%	13%	14%	15%
Education	20%	12%	15%	10%	10%	13%	20%	21%	22%	21%	4%	4%	4%	11%	12%	13%	12%	13%	13%	21%
Divinity	20%	0%	0%	13%	33%	50%	50%	38%	33%	38%	9%	5%	9%	9%	10%	10%	19%	20%	18%	17%
Professional Schools Total	9%	10%	11%	9%	9%	10%	11%	12%	13%	13%	6%	6%	6%	7%	7%	7%	7%	7%	8%	8%
Other Total										0%	8%	13%	9%	15%	23%	15%	30%	27%	31%	25%
Medicine and Dental Clinical/Hospital Total	5%	6%	6%	6%	6%	6%	6%	6%	7%	7%	2%	2%	2%	2%	2%	2%	2%	3%	3%	3%

See page 41 for notes about the data.

TABLE 11: Number of Harvard Ladder Faculty who are White, 2006-07 to 2015-16

	Tenure Track										Tenured									
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
HARVARD UNIVERSITY	370	366	367	361	340	334	306	286	280	290	833	843	849	854	860	862	867	869	873	869
Faculty of Arts & Sciences																				
Social Sciences	55	58	60	52	42	42	41	43	44	43	155	151	157	144	150	149	150	146	152	149
Natural Sciences	38	34	41	49	43	42	37	37	34	31	114	114	116	125	128	129	126	130	133	129
Life Sciences	17	18	26	30	28	29	23	23	21	19	51	53	55	63	64	66	69	71	73	69
Physical Sciences	21	16	15	19	15	13	14	14	13	12	63	61	61	62	64	63	57	59	60	60
Humanities	52	46	45	40	34	31	27	19	25	27	130	133	133	135	140	140	142	143	141	138
SEAS	15	14	11	10	11	11	8	10	13	15	41	41	41	42	45	47	46	47	46	48
FAS Total	160	152	157	151	130	126	113	109	116	116	440	439	447	446	463	465	464	466	472	464
Business	67	66	65	63	62	66	57	54	44	48	75	73	79	80	69	69	70	70	74	74
Medicine	44	43	47	50	45	40	39	34	34	32	97	94	98	101	104	107	120	115	114	113
Public Health	55	50	44	44	45	46	46	40	37	41	68	62	67	64	65	66	65	68	70	73
Law	4	6	9	9	7	7	4	2	1	3	66	68	72	75	75	74	76	76	75	74
Government	17	14	13	14	11	14	14	13	13	13	40	37	42	42	43	42	42	41	40	43
Design	16	18	17	15	19	18	22	23	23	26	23	22	23	24	25	26	27	31	28	26
Education	7	12	14	14	14	14	11	11	11	12	25	23	24	23	21	20	22	21	19	18
Divinity	4	5	5	6	6	4	3	4	5	4	20	19	20	20	19	18	17	16	18	19
Professional Schools Total	214	214	214	215	209	209	196	181	168	179	414	398	425	429	421	422	439	438	438	440
Other Total	0	0	0	0	0	0	0	0	0	1	11	7	10	11	10	11	7	8	9	9
Medicine and Dental Clinical/Hospital Total	6,894	6,982	7,130	7,168	7,279	7,380	7,440	7,535	7,559	7,226	330	354	656	671	709	768	823	864	892	1,011

See page 41 for notes about the data.

TABLE 12: Percentage of Harvard Ladder Faculty who are White, 2006-07 to 2015-16

	Tenure Track										Tenured									
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
HARVARD UNIVERSITY	73%	73%	73%	74%	72%	72%	71%	69%	68%	68%	88%	87%	87%	86%	86%	85%	84%	83%	83%	82%
Faculty of Arts & Sciences																				
Social Sciences	74%	80%	78%	79%	78%	82%	85%	84%	85%	78%	88%	88%	86%	85%	84%	84%	82%	81%	80%	79%
Natural Sciences	62%	60%	66%	70%	66%	66%	65%	71%	71%	76%	87%	85%	84%	85%	85%	85%	84%	82%	81%	79%
Life Sciences	68%	67%	74%	73%	70%	69%	64%	70%	68%	73%	85%	83%	82%	84%	85%	86%	86%	84%	82%	80%
Physical Sciences	58%	53%	56%	66%	60%	59%	67%	74%	77%	80%	89%	87%	86%	86%	85%	85%	81%	80%	80%	78%
Humanities	80%	78%	79%	83%	83%	82%	79%	68%	76%	77%	91%	91%	90%	88%	88%	87%	87%	87%	87%	85%
SEAS	65%	67%	61%	59%	58%	55%	53%	59%	59%	63%	87%	85%	84%	79%	80%	81%	79%	78%	78%	79%
FAS Total	72%	72%	73%	75%	73%	73%	73%	74%	75%	75%	89%	88%	87%	85%	85%	85%	84%	83%	82%	81%
Business	75%	73%	73%	73%	72%	72%	66%	63%	58%	62%	80%	78%	78%	78%	75%	73%	74%	74%	75%	73%
Medicine	82%	80%	81%	83%	80%	78%	74%	68%	64%	62%	93%	92%	93%	94%	94%	94%	94%	94%	96%	95%
Public Health	63%	64%	63%	67%	68%	70%	72%	70%	73%	73%	88%	89%	87%	87%	87%	84%	81%	80%	79%	79%
Law	80%	86%	90%	90%	78%	88%	80%	67%	33%	50%	88%	88%	89%	89%	88%	86%	85%	86%	85%	85%
Government	71%	67%	62%	64%	58%	61%	67%	65%	59%	59%	85%	84%	86%	82%	81%	81%	79%	79%	78%	81%
Design	94%	86%	81%	88%	79%	75%	79%	72%	70%	70%	79%	79%	82%	80%	81%	81%	79%	78%	78%	77%
Education	70%	71%	70%	67%	67%	61%	55%	58%	61%	63%	93%	92%	92%	85%	84%	83%	85%	88%	83%	75%
Divinity	80%	83%	83%	75%	67%	50%	50%	50%	56%	50%	91%	95%	91%	91%	91%	90%	81%	80%	82%	83%
Professional Schools Total	74%	73%	73%	74%	72%	71%	69%	66%	64%	65%	87%	87%	87%	86%	85%	84%	84%	83%	83%	82%
Other Total										100%	85%	88%	91%	85%	77%	85%	70%	73%	69%	75%
Medicine and Dental Clinical/Hospital Total	78%	77%	76%	75%	74%	74%	73%	73%	72%	72%	93%	93%	93%	93%	92%	92%	91%	92%	90%	90%

See page 41 for notes about the data.

Notes for Tables 1 through 12

- 1) 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 as of September 1st of each year. Counts may be different than those published by individual Schools due to differences in when data are pulled.
- 2) Ladder faculty with multiple appointments are counted once at the University level and once within each of their Schools. As such, the sum of the School counts will be greater than that of the University.
- 3) Tenured faculty in the Harvard Schools include the ranks of tenured Professor, tenured Professor in Practice (in the Graduate School of Design), and Professor in Residence.
- 4) Tenure track faculty in the Harvard Schools include the ranks of Convertible Instructor, Assistant Professor, Associate Professor, Assistant Professor in Practice, and Associate Professor in Practice.
- 5) Departments of the FAS Humanities Division: Celtic Languages and Literatures, Classics, Comparative Literature, East Asian Languages and Civilizations, English, Germanic Languages and Literatures, History of Art and Architecture, Linguistics, Music, Near Eastern Languages and Civilizations, Philosophy, Romance Languages and Literatures, Slavic Languages and Literatures, South Asian Studies, and Visual and Environmental Studies.
- 6) 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.
- 7) Departments of the FAS Natural Sciences Division: Astronomy, Chemistry and Chemical Biology, Earth and Planetary Sciences, Human Evolutionary Biology, Mathematics, Molecular and Cellular Biology, Organismic and Evolutionary Biology, Physics, Statistics, and Stem Cell and Regenerative Biology.
- 8) The Medical School includes 10 Basic and Social Science Departments: Biological Chemistry and Molecular Pharmacology, Biomedical Informatics, Cell Biology, Genetics, Global Health and Social Medicine, Health Care Policy, Microbiology and Immunobiology, Neurobiology, Stem Cell and Regenerative Biology, and Systems Biology.
- 9) Appointments in "OTHER" include those in Radcliffe, President's Office, University Professors, Office of the Governing Boards, and Memorial Church.
- 10) The clinical and hospital affiliates of the Medical and Dental Schools include: Beth Israel Deaconess Medical Center, Boston Children's Hospital, Brigham and Women's Hospital, Cambridge Health Alliance, Dana-Farber Cancer Institute, Forsyth Institute, Harvard Pilgrim Health Care, Hebrew SeniorLife, Joslin Diabetes Center, Judge Baker Children's Center, Massachusetts Eye and Ear, Massachusetts General Hospital, McLean Hospital, Mount Auburn Hospital, Spaulding Rehabilitation Hospital, and Veterans Affairs Boston Healthcare System.



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Faculty Development & Diversity

The Office of Faculty Development & Diversity is Harvard's central faculty affairs office. We work with colleagues in all the Schools to guide and coordinate policies and practices in all areas of faculty affairs, with the aim of increasing accountability and fostering progress in diversifying Harvard's faculty. **In all our activities, we place a special emphasis on tenure track faculty and on women and minorities at all academic ranks.**

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- **Initial faculty appointments, from search authorization to accepted offer.** We review institutional policies, search and appointments processes and prospective faculty appointments, and offer feedback to the Schools to ensure excellence and increasing diversity.
- **Faculty review, retention, and promotion.** Here as with initial appointments, we review institutional policies and prospective promotions, and offer feedback to the Schools to ensure excellence and increased diversity.
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