



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



ANNUAL REPORT
2016-2017

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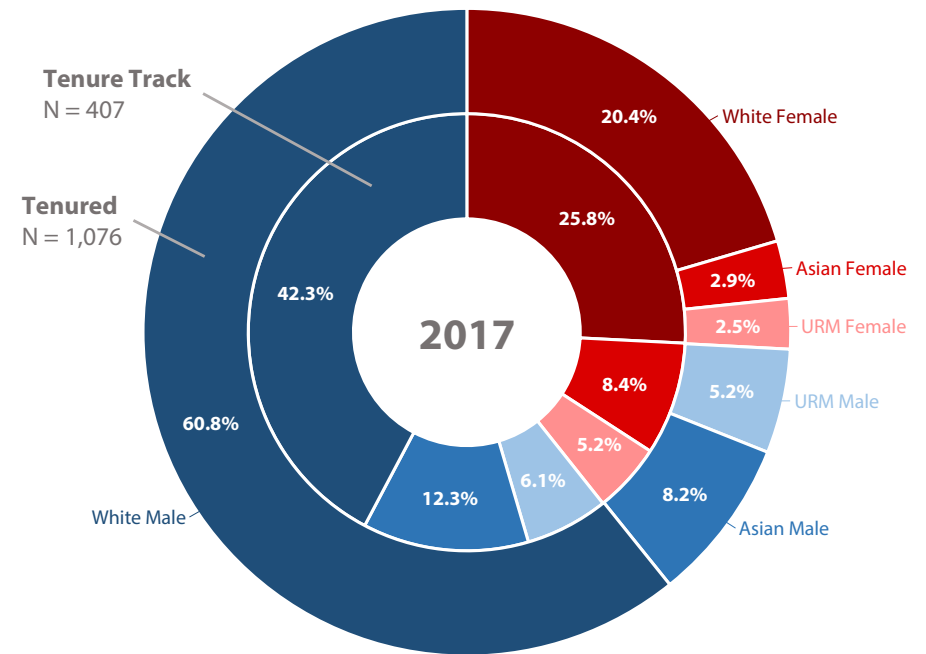
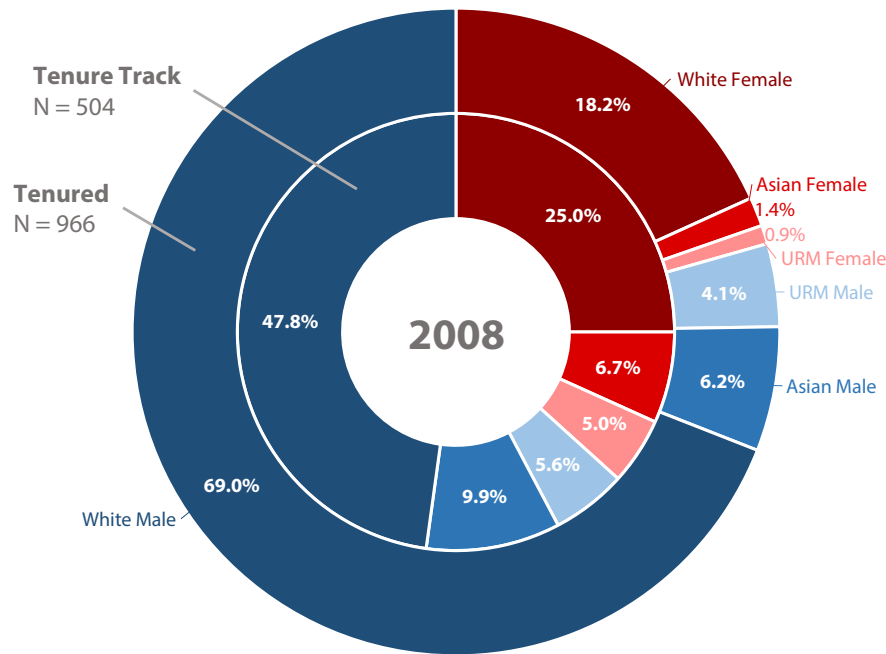


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This year we present ladder faculty demographics by gender and race/ethnicity simultaneously. This provides greater insight as we seek to diversify the faculty across both these dimensions while continuing to enhance academic excellence.

These two snapshots were taken ten years apart. Over this period, the number of ladder faculty has remained virtually unchanged (1,470 vs 1,483), while the percentage tenured has increased substantially (66% vs 73%) due to the move to a tenure track.



URM = underrepresented minority. Separate statistics for Black and Latino faculty are presented in the Longitudinal Data section of this report starting on page 27

Larger increases—from admittedly smaller bases—in the proportions of minority men and women, especially in the tenured ranks. Among tenure track faculty, the percentages of minority men and women increased to all-time highs of 18% and 14%. Among tenured faculty, these percentages—although lower—increased proportionately more, by 29% and 126% respectively, to 13% and 5%.

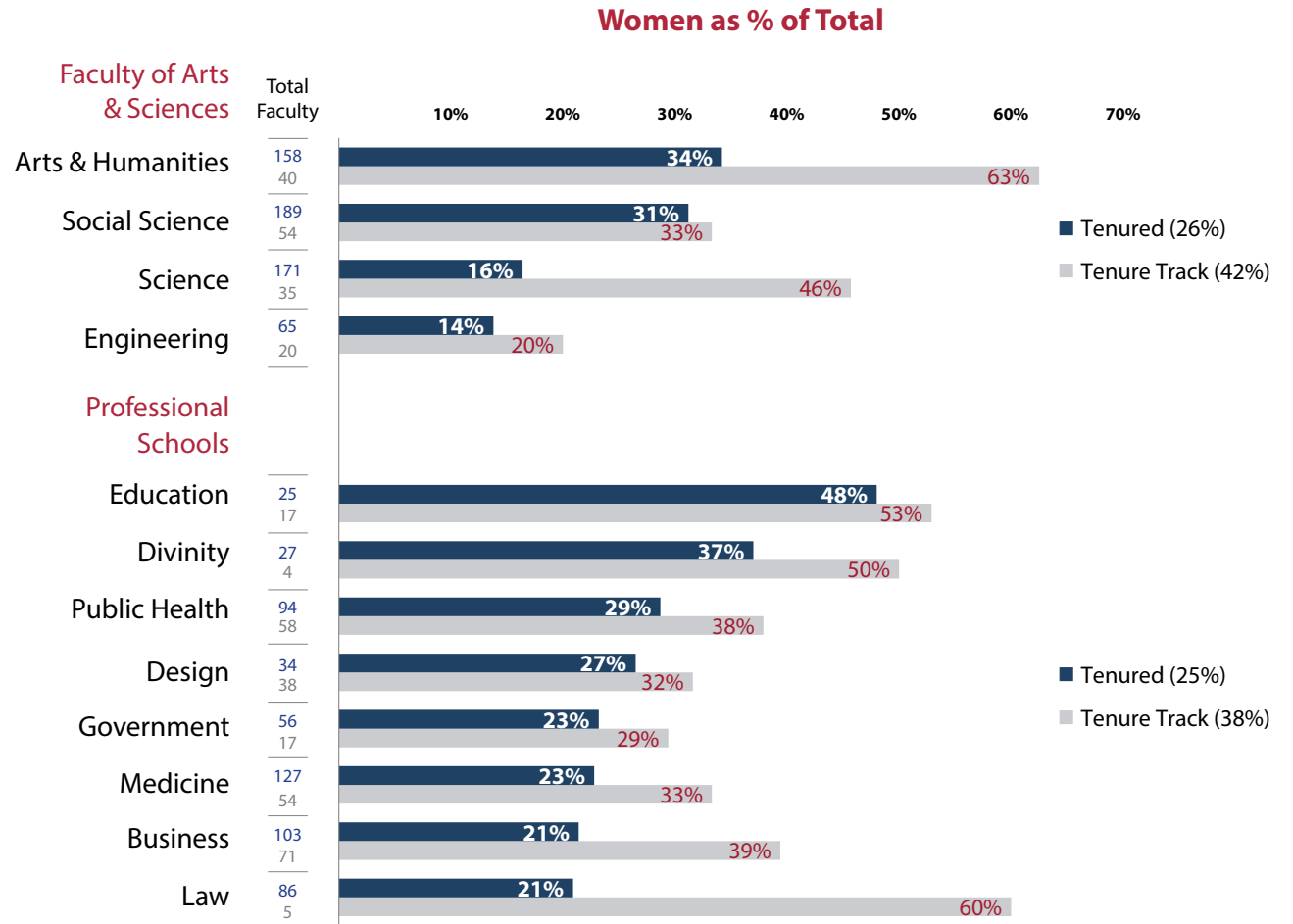
Modest to negligible increases in proportions of white women. The percentage of white women increased modestly at the tenured level and negligibly at the tenure track level; both are at all-time highs of 20% and 26%.

Smaller proportions of white men. Increasing diversity has led to a decline in the percentage of white men among the tenured and tenure track faculty; both now stand at all-time lows of 61% and 42%.

Percentage of Women Faculty

Women represent 30% (N=438) of Harvard ladder faculty, but the percentage varies by both rank and School. Especially encouraging is the greater diversity in the tenure track ranks, where 39% of the faculty are women, and, in several Schools (Law, Education and Divinity) and FAS Divisions (Arts & Humanities and Science), these percentages are even higher.

These differentials by rank continue among newly appointed faculty: 45% of the new tenure track faculty are female as compared to 31% of the new tenured faculty.

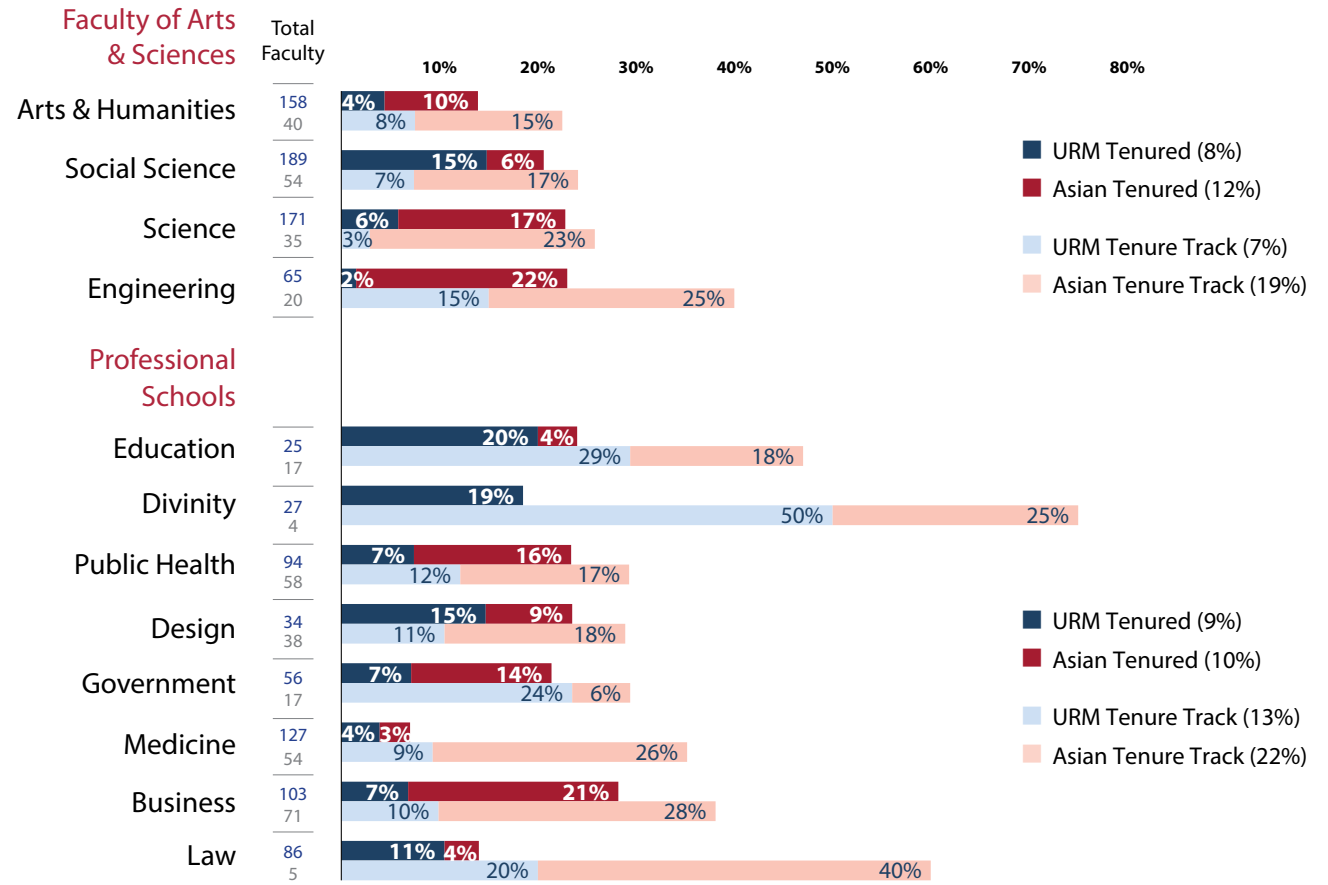


Percentage of Minority Faculty

Minorities represent 22% (N=332) of Harvard ladder faculty: 61% (N=203) are Asian and 39% (N=129) are URM. As with gender, these percentages vary by rank and School. The Education and Divinity Schools have made the greatest progress in appointing URM faculty: they constitute 20 (and 19)% of these Schools' tenured faculty and even greater percentages of their tenure track faculty. URM faculty also represent more than 10% of the tenured faculty in FAS Social Science, Design, and Law.

Among the newly appointed tenured faculty, 19% are Asian and 14% are URMs. The comparable statistics for new tenure track faculty are 27% and 8%.

Minority as % of Total



Faculty of Arts and Sciences

As of September 2016, the Faculty of Arts and Sciences (FAS) includes 732 ladder faculty, an all-time high.¹ In academic year (AY) 2015-16, the FAS appointed 25 new ladder faculty, saw 22 ladder faculty depart, and promoted 16 tenure track faculty to tenure.

The numbers of women and minority faculty continue to rise. Currently, the faculty is composed of 213 women (up from 208 last year) and 154 minorities (up from 150 last year). Women now represent 29%² of the faculty and close to half (43%) of the tenure track faculty. Minorities represent 21%³ of the faculty and 27% of the tenure track faculty.

The appointment of outstanding faculty is one of the FAS's highest priorities. We can only achieve this by creating, and searching in, the broadest possible pools of candidates. Our emphasis on this approach has led to significant progress in diversifying the faculty, although more work still needs to be done.

Figure 1: Ladder Faculty Counts in the FAS, Fall 1996 to Fall 2016

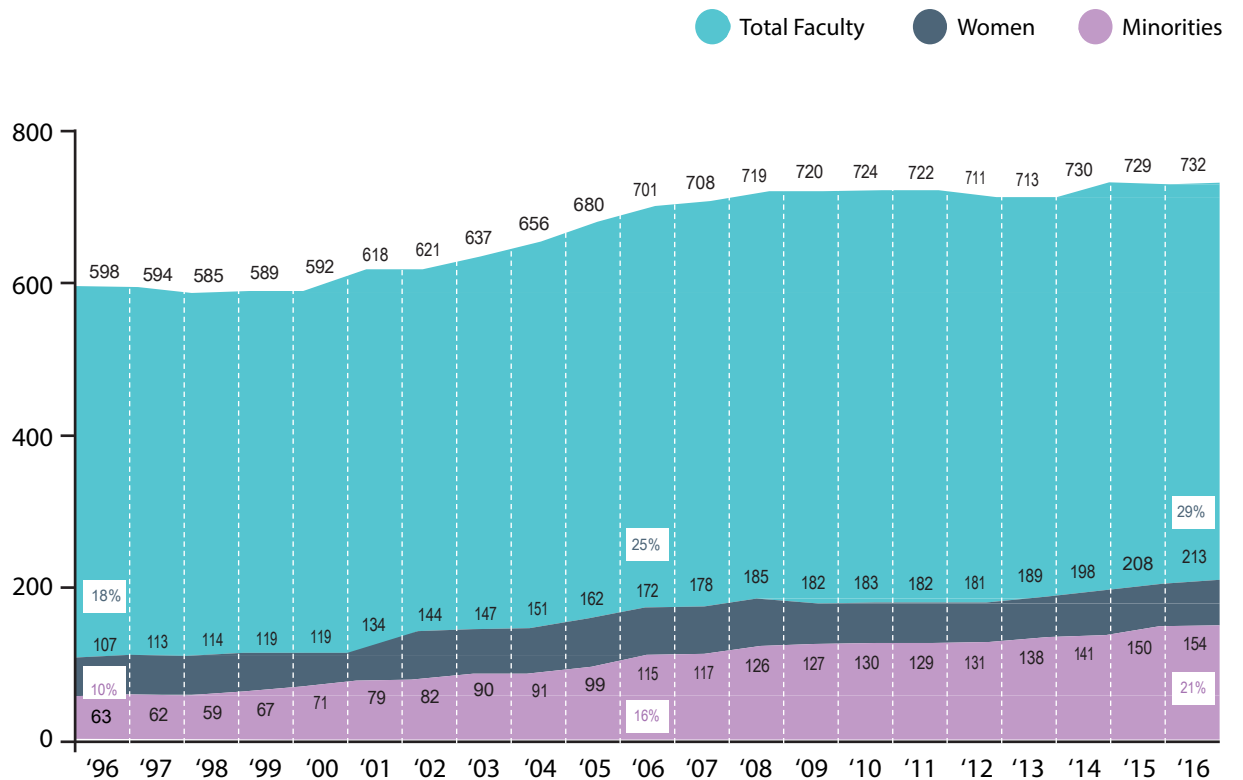


Figure 1: Ladder Faculty Counts in the FAS, Fall 1996 to Fall 2016. The ladder faculty ranks include Assistant Professor, Associate Professor, Professor, Professor in Residence, and University Professor. The minority category includes the following race and ethnicity designations: "Hispanic or Latino," "Black or African American," "Native Hawaiian or Other Pacific Islander," "Asian," "American Indian or Alaska Native," and "Two or More Races."

¹The ladder faculty ranks include 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 43% of tenure track faculty (i.e., Assistant Professors and Associate Professors) are women.

³Specifically, 20% of senior faculty and 27% of tenure track faculty are minorities.

Faculty of Arts and Sciences—continued

Recruiting Women

In AY 2015-16, 14 of 37 (38% of) external ladder faculty offers were made to women. This is a somewhat lower outcome than in the previous three years, when we achieved near gender parity in offers. We need to remain vigilant in this area. Later in this report, we discuss our recruitment strategies.

The table below shows the last three years of external offers by gender. Over the last three academic years, 63 of 139 (45% of) offers were made to women.

**Table 1: External Ladder Faculty Offers by Gender
2013-14 to 2015-16**

	2013-14	2014-15	2015-16	Total
Offers to women	29 (50%)	20 (45%)	14 (38%)	63 (45%)
Offers to men	29 (50%)	24 (55%)	23 (62%)	76 (55%)
Total	58	44	37	139

Table 1: External Ladder Faculty Offers by Gender, AY 2013–14 to AY 2015–16. The ladder faculty ranks include Assistant Professor, Associate Professor, Professor in Residence, Professor, and University Professor.

Recruiting Minorities

The FAS has made progress in recruiting minority candidates. In the last three years, 28% of external ladder faculty offers were made to minorities, and 32% of new ladder faculty appointments were minorities. These results are encouraging, given that minorities currently represent 21% of our 732 faculty.

In the last three years, faculty in the categories of “Hispanic or Latino,” “Black or African American,” “Native Hawaiian or Other Pacific Islander,” “American Indian or Alaska Native,” and “Two or More Races” collectively represented 9% of external ladder faculty offers and 11% of new ladder faculty appointments. Faculty in these categories currently represent 8% of our 732 faculty.

⁴Over the last three years, the offer acceptance rate for women was 68%, and the acceptance rate for men was 75%. Ladder faculty from other Harvard Schools who join the FAS as voting members of the Faculty are not included in the offer statistics.

⁵The latest version of this document can be found at http://facultyresources.fas.harvard.edu/files/recs_for_ensuring_integrity_of_faculty_searches_for_website.pdf?m=1463159374

In regard to incoming faculty, 13 of 25 (52% of) new ladder faculty starting in fall 2016 are women. The percentage of incoming women (52%) is higher than the percentage of offers to women (38%), due to the timing of start dates rather than the differences in acceptance rates.⁴ Several women accepted offers prior to 2015-16 but deferred their start date to fall 2016.

The table below shows the last three years of incoming ladder faculty by gender. Over the last three years, 51 of 113 (45% of) incoming faculty were women.

**Table 2: Incoming Ladder Faculty by Gender
Fall 2014 to Fall 2016**

Fall	2014	2015	2016	Total
Incoming women faculty	19 (43%)	19 (43%)	13 (52%)	51 (45%)
Incoming men faculty	25 (57%)	25 (57%)	12 (48%)	62 (55%)
Total	44	44	25	113

Table 2: Incoming Ladder Faculty by Gender, Fall 2014 to Fall 2016. The ladder faculty ranks include Assistant Professor, Associate Professor, Professor in Residence, Professor, and University Professor. Incoming faculty include new hires as well as ladder faculty from other Harvard Schools who are new to the FAS as voting members of the Faculty.

Recruiting Strategies

The FAS continues to pay close attention to recruitment practices. Mahzarin R. Banaji, Richard Clarke Cabot Professor of Social Ethics and the Senior Adviser to the Dean on Faculty Development, works with the divisional offices, the John A. Paulson School of Engineering and Applied Sciences (SEAS) department chairs and SEAS area deans, and search committee members to reinforce best practices in searches. We continue to update and distribute “Recommendations for Ensuring the Integrity of Faculty Searches,”⁵ authored by Professor Banaji and the FAS Office for Faculty Affairs (OFA), which draws on behavioral science research and departmental feedback in suggesting ways to minimize bias. “Recommendations” is sent to department

Faculty of Arts and Sciences—continued

chairs and area deans with every search authorization, and all search committee members are asked to use it as a guide.

In addition, the divisions and SEAS work very closely with the departments and areas throughout each search to ensure that they are creating deep candidate pools, that long and short lists are diverse, and that all processes are rigorous. Diversifying and strengthening our faculty remains a top priority for the FAS.

Retirement

The FAS Faculty Retirement Program continues to have an impact on faculty diversity. Last year, eight of nine faculty who retired were men, in clear contrast with the demographics of our incoming faculty. Of the 103 faculty who have signed a retirement agreement since the program launched in 2010, 90 are men (87.4%) and 13 are women (12.6%). In addition, four of the 103 faculty are minorities.

As faculty members continue to retire through the program, and as we continue to recruit and promote from more inclusive candidate pools, we expect to see greater diversity in the senior faculty.

Promotion

For years now, the FAS has been 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 21 faculty who stood for their tenure review were successfully promoted, including five of six women (83%) and 11 of 15 men (73%). Below, we provide a more detailed analysis of promotion rates.

Promotions to Associate Professor

Of the cohort of 225 Assistant Professors hired between fall 2003 and spring 2012,⁶ 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 percentage of men and women (85% vs. 81%) who were promoted to Associate Professor. Not all Assistant Professors in the cohort stood for their promotion review, as discussed below.

Among Assistant Professors who stood for their promotion review to Associate Professor, the success rate was 97% for women and 96% for men. However, a lower percentage of women (83%) stood for their review compared to men (88%); a chi-square test for independence shows no statistical difference ($p=0.28$) between the percentage of men and women (88% vs. 83%) who stood for review.

Table 3: Assistant-to-Associate Professor Promotion Rates

	Percent who stood for review to Associate Professor		Associate review success rate (conditional on standing for review)		Associate promotion rate
Women	83%	x	97%	=	81%
Men	88%	x	96%	=	85%
Total	87%	x	96%	=	84%

Table 3: Assistant-to-Associate Professor Promotion Rates. Rates were calculated from outcomes for the 225 Assistant Professors hired between fall 2003 and spring 2012.

Promotions to Tenure

Of the cohort of 247 Associate Professors starting their appointments between fall 2003 and spring 2013,⁷ 51% were promoted to tenure, including 54% of the men and 44% of the women. Although a chi-square test for independence shows no statistical difference ($p=0.14$) between the percentage of men and women who were promoted to tenure, the difference is very concerning and continues a trend identified in last year's annual report.

⁶This 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 2012, because a sizable fraction have not yet completed their review.

⁷This 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 2013, because a sizable fraction have not yet completed their review.

Faculty of Arts and Sciences—continued

Among faculty who stood for their tenure review, the success rate was 68% for women and 69% for men. However, a lower percentage of women (65%) stood for their review to tenured professor compared to men (78%). This difference is statistically significant via a chi-square test for independence ($p=0.02$). Our historical analysis in last year's report showed that a smaller percentage of women remain on the tenure track through their tenure review, as compared to men, and that this fact is correlated with the outcome that women are not attaining tenure at the same rate as men. The majority of women who left the tenure track did so before their scheduled review year. Last year, three faculty departed without standing for review; two were women. In 2015-16, we made concerted efforts to change this trend, and we will extend these efforts in the coming year. In the next section, we outline our strategy from this past year and for the year to come.

Table 4: Associate-to-Tenured Professor Promotion Rates

	Percent who stood for review to Tenured Professor		Tenure review success rate (conditional on standing for review)		Tenure promotion rate
Women	65%	x	68%	=	44%
Men	78%	x	69%	=	54%
Total	73%	x	69%	=	51%

Table 4: Associate-to-Tenured Professor Promotion Rates. Rates were calculated from outcomes for the 247 Associate Professors who started their appointments between fall 2003 and spring 2013. Three Associate Professors whose reviews have not yet been completed were not included in the cohort.

The Experience of Tenure Track Faculty

In 2015-16, to address the attrition trend and climate concerns noted in the 2015 annual report, the FAS began a major push to improve the mentoring and professional development of tenure track faculty. This effort is part of a broader goal to improve the climate for all faculty and to foster community.

First, in fall 2015, the FAS informed departments and SEAS that mentoring would be a central focus of annual academic planning discussions. For these discussions, each department was asked to reflect on the mentoring plans they developed in 2010. Throughout the fall, as these discussions took

place, the Office for Faculty Affairs separately conducted focus groups with tenure track and recently tenured faculty to discuss their experiences on the tenure track. Every ladder faculty member was also asked about mentoring in his or her activity report. From these reports, OFA culled best practices on mentoring. In addition, OFA researched the literature on mentoring.

Synthesizing information from these sources, OFA created and distributed to all FAS ladder faculty in spring 2016 a Guide to Faculty Mentoring in the Faculty of Arts and Sciences. This booklet offers practical guidance to tenured faculty mentors, tenure track mentees, and departments/areas on what mentoring involves and how to build productive mentoring relationships. In particular, the Guide advocates for the development of a mentoring network within and outside of Harvard; for a mentor match, where the mentee has input into who serves as mentor; for a mentoring committee or point person within the department/area to ensure accountability; and for a formal mentor outside of the department/area, facilitated by the divisional deans and the John A. Paulson Dean of SEAS. Faculty feedback on the Guide has been positive so far, and we hope that the practices outlined in the Guide will strengthen faculty culture and help to address attrition. The FAS plans to review at regular intervals whether this mentoring push has been effective.

Second, the FAS held several events in 2015-16 to support the independent professional development of tenure track faculty. The Office for Faculty Affairs organized two workshops for tenure track faculty: a September 2015 session on leadership strategies in academia, led by Harvard Business School professor Frances X. Frei, and an April 2016 workshop offering practical strategies on managing a research group. In addition, the Standing Committee on Women expanded its series of "mini-symposia," previously held in the Science Division, to include tenure track women in the Arts and Humanities and Social Sciences. These symposia are opportunities for women faculty to present their work, gain feedback from colleagues across the FAS, and develop their professional networks.

Finally, the FAS launched in spring 2016 a new website for FAS faculty and researchers (<http://facultyresources.fas.harvard.edu>). This website significantly expands the information available to faculty and researchers on appointment and promotion, research, teaching, professional development, work/life balance, and other aspects of academic life. Looking ahead to 2016-17, we will continue our efforts to improve the experience of tenure track faculty.

Faculty of Arts and Sciences—continued

First, we will ask every departing tenure track faculty member to share their experiences in an exit interview with the Dean for Faculty Affairs and Planning. Through these and other conversations, we will continue to learn about our faculty's needs and concerns. Second, based on feedback from tenure track and recently tenured faculty about their experience on the tenure track, we will be offering new professional development opportunities for tenure track faculty. Current plans include a seminar by leading experts in communication and possible formats for tenure track faculty to discuss issues such as productivity, work/life balance, and time management. Third, we are undertaking an analysis of our appointment extension policies related to birth and adoption, to determine whether these policies correlate with different tenure outcomes for men and women.

These efforts support our broader goal of enhancing the experience of all faculty members and enabling them to make their best contributions to research, teaching, and our community. Recruitment and retention, with unflagging attention to diversity, help us to build a vibrant faculty. Mentoring and professional development not only strengthen individuals and the ties among them, but also foster a productive community. We continue to listen and respond to the needs of our faculty in order to help make Harvard an outstanding place for all faculty to do their best work.

Title IX

In 2015-16, the Office for Faculty Affairs, in collaboration with the Graduate School of Arts and Sciences, created a new position—Program Officer for Title IX and Professional Conduct—to lead the Title IX education and engagement program for faculty, researchers, teaching assistants, and graduate students.

Our goal was to engage faculty in small group education sessions on sexual assault and sexual and gender-based harassment at Harvard. OFA partnered with department chairs to conduct these sessions at regularly scheduled departmental/SEAS faculty meetings to maximize attendance. To date, OFA has conducted over 15 sessions at department faculty meetings and more than 40 sessions overall, when including other constituents such as

postdoctoral fellows, teaching assistants, and graduate students. We also conduct Title IX training at all faculty orientations, including the FAS New Faculty Institute (for ladder faculty), the “Navigating Harvard” orientation (for non-ladder faculty), the training for incoming department chairs and area deans, and orientations for new postdocs. This has been a productive way to socialize incoming members of the FAS community. In 2016-17, our goal is to continue to educate and engage our faculty and other constituents about these issues.

The response from faculty has been positive. Faculty conversations have focused primarily on the concrete steps they can take to improve the climate in their department or area and on how best to respond to disclosures of information that may violate the FAS's sexual and gender-based harassment policy. Discussing these issues raises awareness of the resources that can provide support to those who have experienced assault and/or harassment and those who wish to report such incidents.

The Office for Faculty Affairs is also developing customized, online training modules to engage a broader audience. While we prefer to conduct in-person training for faculty, it is not feasible to reach everyone in this manner. Moreover, most commercial, online training programs are geared toward staff employees or students and do not necessarily account for scenarios involving faculty (e.g., a student may disclose a sexual harassment incident during office hours). We are developing online modules in-house specifically to gear content toward our faculty, teaching assistants, and researchers. These modules will balance compliance information (e.g., laws and policies) with practical guidance (e.g., what to do if a student discloses an incident, or how to create an inclusive climate).

The goal of our education program is to improve the climate and culture around this issue. During education sessions, faculty are asked to reflect on what values they aspire to uphold individually as leaders, mentors, and colleagues and collectively as a department or area. We also ask them to discuss how they can take an active role in preventing harassment and discrimination—not just by complying with policy, but also by fostering an environment where all members of the campus community can fully engage in learning, teaching, research, and discovery.

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 one senior faculty member this past year, as well as a junior faculty member joint with the Department of Molecular and Cellular Biology. These new faculty members (including one female) bring needed capacity in teaching and research in the fields of computer science and applied physics. The senior hire is the completion of a cluster hire in the area of theoretical computer science which netted three distinguished senior scholars. An offer to a senior hire is still outstanding.

Three successful promotion reviews were conducted and/or concluded during academic year 2015-16, all to the rank of tenured Professor (in the areas of Computer Science [two] and Applied Physics). In addition, two promotions reviews to the rank of Associate Professor were concluded at the end of the 2015 calendar year, and one was concluded successfully at the end of the 2015-16 academic year.

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

For new and continuing searches in academic year 2016-17, the SEAS Assistant Dean for Faculty Affairs will continue to work closely with committee chairs and members to implement search processes that further 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. SEAS will strongly encourage tenure track faculty to participate in mentoring activities sponsored by the FAS during academic year 2016-17.

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 among prospective students and the number of SEAS undergraduate concentrators continues to increase overall. SEAS tours for prospective undergraduate students saw a total of 1,140 people attending over the course of the past year, with seven tours taking place in the fall and 17 in the spring.

SEAS also graduated its third class from the Master's program in Computational Science and Engineering (both a one-year Master of Science and a two-year Master of Engineering). In the fall of 2016, we welcomed the first cohort of students in the Master of Design Engineering program, a new degree collaboratively offered by SEAS and the Graduate School of Design. Over the past year, continued improvements were made in undergraduate advising and the organization of the Office of Academic Programs in order to better meet the needs of students; undergraduate advising remains an area of focus as our concentrations continue to grow. SEAS was visited in fall 2015 by ABET (national accreditor of undergraduate engineering programs) to re-accredit our Bachelor of Science program in Engineering Sciences and initially accredit our new Bachelor of Science programs in Electrical Engineering and Mechanical Engineering. The visit was a success and accreditation was received for all three programs.

Education program planning and development continued to be a priority in academic year 2015-16. Careful review of the curriculum and existing teaching capacity has been driven by the continued rise in SEAS enrollment numbers and concentrators.

Students and Postdocs

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 Office for Faculty Affairs continued its professional development activities with SEAS postdoctoral fellows. The third annual SEAS Postdoc Appreciation event was held in October 2015. Other activities included

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

industry recruiting events, support of community building activities, as well as continued participation in the postdoctoral development grant program supported by the FAS.

The SEAS diversity subcommittee, as part of the graduate admissions committee, reviews applicants and makes recommendations to the faculty of top candidates in an effort to increase diversity in the incoming class—this proactive effort again resulted in an increase in the number of underrepresented enrollees for fall 2016. We also saw an increase in the percentage of both female and underrepresented minority applicants, and a sharp increase in the percentage of female enrollees for fall 2016.

Over the past year, a SEAS committee made up of faculty, staff and students worked closely with one of its strongest student organizations, Women in Computer Science (WICS), to find several best practices for diversifying the SEAS student population. As a result, WICS begins its outreach to incoming college freshman women prior to their arrival on campus as a way to ensure an early and welcoming exposure to Computer Science as a concentration path. WICS has also institutionalized key community events and on-campus conferences to ensure that female concentrators feel supported by a strong network of peers. Lastly, WICS has successfully developed an extensive network of sponsorships, which allows them visibility with future employers that are invested in increasing the pipeline of women entering the tech industry, upon graduation. After examining the strong outcomes of WICS in Computer Science, we are working with student leaders who have expressed interest in starting chapters of the Society of Women Engineers (SWE) and the National Society of Black Engineers (NSBE), with the goal of increasing the number of students from underrepresented groups, both in terms of gender and race, in SEAS concentrations. Both organizations currently have shown evidence of student interest in creating local groups and pursuing chapters that are linked to a larger national network for mentorship and career opportunities. We hope to institutionalize a process for SWE, NSBE and future affinity group requests to be reviewed and gain access to departmental support to ensure the future success of underrepresented groups at SEAS.

As part of the SEAS ethos for training the new generation of culturally-informed, socially conscious 21st Century engineers, multiple new and on-going international research initiatives centered on Asia (Hong Kong, China, and India) and South America (Chile, Brazil and Peru) continue to accentuate

undergraduate student exposure to world culture and learning. Existing and new partnerships focused on these undergraduate experiences are continually vetted, developed and improved to ensure that this important SEAS educational mandate is met.

Finally, SEAS educational outreach and diversity programs include the Research Experiences for Undergraduates (REU) program for students who spend the summer conducting research in SEAS labs. This joint program hosted 100 students in summer 2016, and includes a strong focus on placing military veterans and community colleges in research labs. Over recent years, dozens of these students (a significant percentage being women and minority students) subsequently matriculated into SEAS graduate programs. Other outreach efforts include science and engineering programs for students in highly diverse Boston, Cambridge and other surrounding K-12 schools and public lectures that introduce the work of our faculty to the general public. In addition, SEAS faculty collaborate with minority-serving institutions such as Howard University and Florida A&M University, as well as Wellesley College, Mount Holyoke College, and Gallaudet University through several National Science Foundation-funded research centers. SEAS also recruits graduate students at several national conferences, including the Society for Advancement of Chicanos and Native Americans in Science, the Annual Biomedical Research Conference for Minority Students, the ACM Richard Tapia Celebration of Diversity in Computing conference, and the American Indian Science and Engineering Society. SEAS hosts various diversity socials and dinners in conjunction with the Physics department to expand the community and collaboration among underrepresented minority students at Harvard.

An Expanding Campus

Following the academic and programmatic principles crafted by the faculty over the past three years, SEAS faculty and administration continued to work closely with the architects and Harvard Project Planning and Management to finalize designs for the new space in Allston during academic year 2015-16. Under the leadership of Professors David Parkes, Rob Howe and Rob Wood, significant progress was made on finalizing the design of the new space, confirming the layout and fit-out of prototypical lab spaces and classrooms, and setting adjacencies within the building. Space programming for the academic programs remaining in Cambridge continued in 2015, under the leadership of Professors Eli Tziperman, Robert Westervelt and Evelyn Hu.

Harvard Business School

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

- **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 2015-16, this included six 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 2015-16 recruiting season, 33% of ladder acceptances were women (including one tenured woman), and 53% of term and visiting faculty acceptances were women.

For the period July 2012 through June 2016, a tenured woman held 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 was lateral recruiting (both tenured and tenure track) and identifying top candidates, particularly women and underrepresented minorities. Attention continues to be 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 then 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

Continuing to build 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. During this academic year, the Dean's Postdoctoral Fellowship continued to support its two current postdoctoral fellows and also supported two new postdoctoral fellows. 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. In addition, through the Harvard Catalyst Program for Faculty Development and Diversity Inclusion (PFDD), DICP continued to offer a two-year, Faculty Fellowship Program for Harvard junior faculty.

The Consortium of Harvard Affiliated Offices for Faculty Development and Diversity (CHADD) offered its annual mentoring course during this academic year. This year's course "Enhancing Mentoring Relationships through a Mutual Understanding of Unconscious Bias: A Faculty Development Course for Mentors", was attended by over 75 HMS faculty from across eight HMS-affiliated institutions, HMS and HSDM. The course was designed to raise awareness of the potential influence of unconscious bias in mentoring relationships, provide faculty with an opportunity to reflect on their personal biases, and offer them with strategies to mitigate their own bias.

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 79 third and fourth-year visiting students, particularly individuals underrepresented in medicine. DICP continued to host the 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

Celebrating its 25th year anniversary, the Minority Faculty Development Program (MFDP), which resides within DICP, hosted a year-long lecture series celebrating its accomplishments in Achieving Excellence through Diversity. The programming culminated in a two-day Faculty Development and Leadership Program attended by close to 100 junior faculty and trainees, and focused on diversity in health and sciences: different perspectives, and social responsibility and social justice.

Also marking a milestone anniversary, the DICP Commonwealth Fund Mongan Fellowship in Minority Health Policy (CFMF) celebrated its 20th year anniversary by holding a four-day Health Policy conference. More than 150 CFMC fellows and alumni, as well as other junior faculty, trainees and individuals in the field of health policy were in attendance. The overarching theme of the conference was Advancing Minority Health: Where We Are, Where We Need to Go.

In collaboration with the Offices represented by Academic and Clinical Affairs, the Office for Faculty Affairs held its 13th 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. More than 50 faculty participated in the training. Harvard Catalyst also provided a two-day course with both interactive and didactic sessions, with a focus on best practices in leading and managing a team, and navigating a career path in research.

To address the unique career development needs of HMS quadrangle-based research faculty members, a junior faculty development program has been

Harvard Medical School—continued

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, communication skills, and building and managing a successful laboratory team.

Faculty Policies in Support of Faculty Development and Diversity

All faculty appointed from the rank of Instructor to Associate Professor are now required to have 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. Data regarding compliance with these policies are collected at the time of reappointment.

The Faculty Recruitment Task Force recommendations have been approved by the Dean and the Faculty Council and plans for implementation are in progress. The Task Force has recommended that the School leverage the evolving science related to unconscious bias to enhance training of search committee members, extend efforts to expand pools of candidates for searches, provide a mechanism for “target of opportunity” recruitment, and report regularly to the Faculty of Medicine on the success of searches and other hiring approaches in enhancing diversity in our community.

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 2015-2016 awards cycle, 125 HMS junior faculty and postdocs competed for the HMS and Harvard University nominations for 17 limited competition awards. Those who were nominated went on to compete at the national level, with seven HMS nominees being selected as award recipients for a total \$2,755,000 in funding. Awards received by HMS faculty included the prestigious Smith Family Award for Excellent in Biomedical Research, Mary Kay Ash Charitable Foundation, and the Damon Runyon Clinical Investigator Award, among others.

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

This year, DICP sponsored five awards that: recognize individuals whose dedication and commitment to community service have made a positive impact on the local, national, or international community (n=9); acknowledge achievements in moving HMS/HSDM toward being a diverse and inclusive community (n=4); and honor those who set the standard for service at HMS/HSDM through personal initiative to provide service and engaging others to do the same. In addition to its mentoring awards for individuals (n=18), DICP established a new mentoring award to recognize the efforts of a department, division, office or program to foster innovation and sustainability in mentoring while building a culture of mentoring (n=2).

Scholarship on Diversity

Through its research and evaluation arm, Converge, DICP’s research continued to focus 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 four publications in peer-reviewed journals within this academic year.

Harvard Catalyst | The Harvard Clinical and Translational Science Center

As mentioned above, through the Program for Faculty Development and Diversity Inclusion (PFDD), DICP continued to offer a two-year, Faculty Fellowship Program for Harvard junior faculty. Fellows have consistently

Harvard Medical School—continued

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 community engagement, career advancement, professional equity, work/life, and rebranding/restructuring. The Committee has just completed its new 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 continued to work closely and collaborate with other Harvard, HMS and HMS-affiliated institution offices to provide an environment for LGBT faculty and students to thrive professionally and personally. Examples of programming included working with Harvard University to promote easy to find transgender healthcare options for Harvard employees during open-enrollment period, educational and training programs, participation in the Bathrooms Task Force to create new all-gender inclusive signage across the HMS campus, and an annual reception for LGBT and Allies.

Unconscious Bias Training

During this academic year, DICP hosted its second 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. An Unconscious Bias website is being created and will be positioned within the DICP website.

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 as 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. For example, the AP Biology Hinton Scholars Program, an academic year after-school enrichment program that addresses AP Biology concepts, provides laboratory exposure, and increases knowledge about careers in science. Many Boston Public School (BPS) students who take the AP Biology examination do not fare well and receive non-passing grades (grades 1-2). However, a majority of BPS students who participated in the AP Biology Hinton Scholars Program scored a passing grade of 3 or higher, which is above average for other, non-Hinton Scholars, BPS students.

Harvard T.H. Chan School of Public Health

Faculty Diversity

During the past academic year 2015-16, the Harvard Chan School successfully recruited 14 primary faculty members, including 11 tenured or tenure track faculty. Of the nine tenure track faculty members who have joined our School, four are Caucasian males (including one veteran), two are Asian females, two are Caucasian females and one is an African American female. Of the three senior level recruits, one was a targeted professor search for a female leader in the field of public health nutrition, who is also an African American. The School also conducted a targeted search for a female Professor of the Practice in the field of global health systems with a focus in China. Our open search resulted in the recruitment of one Caucasian male.

In addition, three female faculty members advanced to the rank of full tenured Professor; two Caucasian females, one Asian female. The tenure reviews of two additional Caucasian females are expected to be completed in fall/winter 2016-17. Academic year 2016-17 will see the initiation of six additional tenure reviews including the review of three female Associate Professors. The School also has four on-going senior searches, including a search for a department chair in Environmental Health. The School anticipates a number of junior searches to be initiated in this academic year.

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 (OFA) will monitor the efficacy of this strategy in attracting diverse candidates to open faculty positions. The OFA in collaboration with the Office of Diversity and Inclusion (ODI) is also implementing search committee training including an implicit bias workshop.

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.

In 2016, Richa Mishra, OFA Assistant Director, met one-on-one with new junior faculty to assess their needs as they settled into their positions. The Office of Faculty Affairs continued its faculty development workshop program. For some workshops, the OFA expanded its reach to all faculty. New non-ladder faculty members were invited to participate in relevant workshops as well. The new faculty cohort, continuing faculty, and senior administrators collaboratively discussed professional development, mentorship, and research strategy and funding opportunities.

These workshops were held monthly and provided support, resources, and information to junior faculty to assist their progress in obtaining their professional and academic goals and to further their careers at the Harvard Chan School. The workshops were also opportunities for junior faculty to network with Harvard Chan School's academic leaders. The workshops covered a range of subjects such as growing a research enterprise, building mentoring partnerships, devising strategies for research proposals, obtaining funding, navigating the tenure review process and so forth.

Two workshops were organized in collaboration with the Office of Research Strategy and Development (ORSD). The first workshop, "Research Proposal Strategy, Development, and Leadership Techniques", discussed strategies for identifying research and career development funding opportunities, diversifying the funding portfolio, navigating the National Institutes of Health funding system, and accessing resources to succeed as an independent investigator at the Harvard Chan School. The second, "Increasing Competitiveness in a Challenging Funding Environment", was structured as a panel discussion, including panelists from the School's offices of External Relations, Technology Development, Research Strategy and Development, and senior faculty. The panel discussion focused on strategies and resources to: effectively communicate one's work, frame the "pitch" and tailor impact statements to a range of sponsors and potential donors; cultivate funding opportunities while protecting one's intellectual property and maintaining bargaining power; mobilize the School's research development resources to help grow one's research.

OFA also organized a workshop, "Negotiating Your Way to Nirvana", led by Melissa Brodrick, Ombudsperson, Harvard Longwood Campus. The session focused on expanding leadership capacity with effective negotiation and conflict resolution skills, and managing power differentials effectively. The workshop was designed to strengthen participants' negotiation skills to help them both land the career opportunities they seek and to build positive relationships with others. This highly interactive workshop

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

encouraged participants to consider what they bring to informal and formal negotiations that may help or hinder. The workshop covered the following areas: negotiation styles; elements of principled negotiations; best practices for conducting a successful negotiation; considerations when dealing with power differentials.

In addition, the OFA organized a workshop, “Promoting Inclusive Teaching and Learning Environments”, in collaboration with the Office of Diversity and Inclusion, that was led by Meredith Rosenthal, Associate Dean for Diversity and Professor of Health Economics and Policy. The Harvard Chan School builds strength from the global diversity of its students, trainees, staff and faculty. Teaching and learning in such an environment brings challenges and opportunities related to cultural differences, power, privilege and effective communication. The session discussed the research and other guidance around culturally inclusive engagement in educational settings and used discussion and role-playing in the context of case examples drawn from real (de-identified) accounts of experiences at the Harvard Chan School.

Further, the OFA organized a panel discussion, “Strategies for Success: Navigating Faculty Challenges and Building Institutional Knowledge.” In this workshop, a panel of faculty members discussed tenure review and offered tips to help junior faculty successfully navigate the process. Panelists included: Mahnaz El-Kouedi, Associate Dean for Faculty Affairs; Wafaie Fawzi, Chair of the Department of Global Health and Population; Richard Saltonstall, Professor of Population Sciences, and Professor of Nutrition, Epidemiology, and Global Health; Joe Brain, Cecil K. and Philip Drinker Professor of Environmental Physiology; and Jane Kim, Professor of Health Decision Science.

Finally, the OFA organized a session entitled “Year-end assessment and advice going forward: Wrap-up session with Dean Grusby”, which was led by Michael Grusby, Senior Associate Dean for Academic Affairs and Professor of Molecular Immunology. In this discussion, Dean Grusby spoke about coming up through the ranks, priority setting vis-à-vis research, teaching and other responsibilities, “operationalizing” success, and provided individual guidance to workshop participants.

In addition, three junior faculty sabbaticals were awarded in 2015-16 to support the career development of junior faculty, with funding from the Dean’s office. 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.

Several additional programs support faculty professional development. First, the School’s Office of Education (OED) 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 OED consults junior faculty through classroom observation followed by well-designed feedback to assist them to continuously improve their teaching. OED offerings include case-based teaching, class management, and student advising. 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

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 2015 to May 2016, 18 workshops were held. These workshops included sessions related to job search and career exploration, teaching, and grant funding. The OFA also hosted two CV and cover letter writing workshops, one of which focused on writing a resume for outside of academia. Four orientation sessions for new postdocs and research associates were given. Donald Halstead taught a new intensive grant writing course, a peer review course where postdocs focused on the narrative sections of grant applications. In addition, the postdoc writing courses, peer-review writing groups, and English communications courses continued to be offered, and were well attended.

The OFA and the Postdoc Association (PDA) meet three times a year with the Postdoc Advisory Committee to discuss the postdoc program and other postdoc-related issues. The OFA supported the PDA with the annual Poster Day by providing administrative assistance and managing logistics for setting up the event. The annual postdoc career development process continued this year in the same configuration as in 2015. As of June 30, 2016, 73% of the evaluation forms have been returned to Faculty Affairs, which has increased from last year’s 63% return rate.

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

OFA continued to sponsor travel awards for postdocs giving them an opportunity to travel to a conference and gain experience presenting research and/or networking with professionals. This year awards were given to six postdoc and two research associates.

Yearby Postdoctoral Fellowship Program

The School continues to enrich its intellectual diversity through the Yerby Postdoctoral Fellowship Program. The program creates a bridge between academic training in health-related disciplines and entry-level faculty positions at institutions throughout the United States. 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 related 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 continues to streamline the application process in order to match incoming fellows with the most compatible faculty mentor.

Five outstanding new fellows will join two continuing fellows during the 2017 academic year. Two of the most recent fellows have gone on to faculty positions at Johns Hopkins Bloomberg School of Public Health and Georgia State University. More than 30 fellows have completed the program since 2000, and three have held faculty appointments at the School. In addition, over 20 former Yerby Fellows have held faculty positions at U.S. universities, including Johns Hopkins Bloomberg School of Public Health, Massachusetts Institute of Technology, New York University, University of Washington, Duke University, and University of Illinois.

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. As part of a commitment to transparency, these data have also been shared with the community in the form of annual Dean's reports on diversity and inclusion and a series of data dashboards available on the Office of Diversity and Inclusion's website.

Environment

Through regular, bi-monthly meetings, two special meetings, and its signature Alice Hamilton event, the Committee for the Advancement of Women Faculty (CAWF) in 2015-16 continued its advocacy in matters related to the career advancement of women faculty as well as the well-being of all women faculty at the School.

In October the Committee met with President Faust to reinforce the strong sentiment shared among the faculty that the future Dean have a track record of commitment to diversity. In addition to sharing with the President current data on the percentages of women at all ranks on the faculty and an overview of its ongoing initiatives, the Committee communicated its perspective on the priorities for the decanal appointment.

Amanda Spickard, Assistant Dean of Research Strategy and Development, and Krista Coleman, Associate Director of Research Strategy and Development, were the Committee's guests at its regular meeting in January, when they shared a proposal for a workshop on women in science leadership. The Committee is pursuing with the Office of Research Strategy and Development more intensive leadership training opportunities for women faculty.

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

The Committee welcomed Paige Williams, PhD, Senior Lecturer on Biostatistics, and Michele Sinunu, Research Project Manager, to a special meeting in April to present for feedback their promotion analysis report on behalf of Acting Dean Hunter.

The Alice Hamilton Award and Lecture, co-sponsored with the Office of the Dean, recognizes the contributions and future promise of a junior woman faculty member in the field of public health. In the spring Theresa Betancourt, ScD, Associate Professor of Child Health and Human Rights, delivered a lecture entitled, “Child mental health and development in multiple contexts of adversity: from longitudinal research to implementation science”, and was the sixth recipient of the annual award. This event also provides an opportunity to spotlight the important role of mentors in the success of our faculty members and the growth of our community: the Committee awarded the second annual CAWF Mentoring Award to Dyann Wirth, PhD, Richard Pearson Strong Professor of Infectious Diseases.

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. 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). This year, the committee continued its mission of setting a foundation for strengthening diversity, inclusion and campus climate. The Student Voices Subcommittee of DACDI also worked with the Office of Diversity and Inclusion to establish a bias-related incident reporting system that is accessible to all members of the school community. The committee is working on refinement of a strategic plan and identification of short-term priorities 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 2015-16 year, 35% of School's visiting professors were women and 15% were people of color. During the 2016-17 year, 42% of visiting professors were women and 23% were people of color.

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.

The Law School is currently undertaking a year-long study of academic community and student engagement that is looking at institutional culture and support, and, in particular, how the Law School can foster an environment in which members of the community can have difficult conversations about hard questions freely, openly, and with mutual respect, and ensure the exchange of ideas inside and outside the classroom that is crucial to the study and practice of law. We expect the study will inform school-wide practices in the classroom and outside, supporting teachers and students together.

In addition, the Law School regularly hosts forums for faculty discussion regarding teaching, including gender and diversity in the classroom. Two such workshops were held in 2015 and three additional teaching workshops were held in 2016. In addition, faculty teaching in some of the required first-year subjects 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 and teaching 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 has 13 fellows each year. Forty-two percent of the **new** fellows for 2016-17 are women and 14% minority. The **overall** class of Climenko Fellows in 2016-17 includes 32% people of color and 46% women. In

Harvard Law School—continued

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. In addition to the Climenko Fellowship, the Law School also offers the *Reginald F. Lewis Fellowship for Law Teaching* which is designed to support a recent law school graduate who has demonstrated a strong interest in legal scholarship and who is preparing for a career in law teaching. The Lewis fellowship has had great success in training prospective law teachers who are enhancing the diversity of the profession.

The Law School also runs a summer academic fellowship program for Harvard Law School JD, LL.M., and SJD students, as well as 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. 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 20% in 2016-17. Overall, 26% 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. Last year, we successfully recruited one tenured female faculty member in the area of social innovation (shared with HBS) and we promoted to tenure one male underrepresented minority (Middle Eastern descent, Muslim American). Significantly, we recruited a tenured African American historian who is the third African American ever to hold a tenured appointment at HKS.

Procedurally, we encourage all search and review committees to follow a set of best practices to assure that they give due consideration beyond convenient professional networks and to mitigate some of the effects of implicit bias. We are experimenting with asking search committees to rate candidates independently on our five criteria for promotion—quality of mind, scholarship, teaching, contributions to applied public policy and management, and institutional citizenship.

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. Forty 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. In recent years, the School has been engaged in a strategic expansion of its faculty to maintain a favorable student/faculty ratio, balance core disciplines with an eye towards the importance of transdisciplinary collaboration, and fill specific curricular needs. The School remains committed to building on its legacy of cultural diversity, firm in the conviction that a multiplicity of voices and viewpoints among students, staff, and faculty is an essential element in maintaining leadership at the cutting edge of design pedagogy.

In 2015-16 the GSD launched several significant faculty searches, including a search to fill the Aga Khan Professorship and several senior positions in the Departments of Architecture, Landscape Architecture, and Urban Planning and Design to address key areas of emerging and ongoing importance both in terms of practice and research. The search committees are actively seeking candidates with a diversity of cross-disciplinary interests and expertise, as well as encouraging applications that will increase the representation of women and minorities in the design faculty and support the larger goal of increasing representation in the design professions.

Junior faculty hiring continues, as does the hiring of visitors, to complement the pedagogy in evolving areas such as technology and representation. 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.

The junior faculty mentoring program, launched in 2012, 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.

The Dean's Diversity Initiative (DDI) serves as the committee arm of the GSD's ongoing diversity and inclusion activities. 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. 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.

Now in its seventh year, the position of Associate Dean continues to provide support to the Dean and Chairs in overseeing the search process as well as faculty development and review processes. 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. The GSD also elevated the leadership of its faculty affairs and faculty planning office with the newly hired Assistant Dean for Faculty Affairs.

Harvard Graduate School of Education

HGSE's recruitment activity in 2015-16 resulted in the hire of three new Assistant Professors of Education, all male. Also hired was a Senior Lecturer on Education (male). The Dean's Distinguished Postdoctoral Fellows Program launched during the 2015-16 year and three postdoctoral fellows were appointed—two females and one male.

Also during the 2015-16 HGSE tenured two men 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 senior (and, as appropriate, more senior tenure track) 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. At the start of the year, the Academic Dean and Associate Dean for Faculty Affairs meet with and orient our new faculty. 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 School continues to benefit from 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 third 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. As part of this initiative, we are now offering faculty-led teaching seminars on facilitating discussions around tense topics and recovering from mistakes.

Harvard Divinity School

Academic year 2016 saw the continuation of the search for the Prince Alwaleed Bin Talal Professorship in Contemporary Islam in Southeast Asia that had begun in the previous year. Sadly, the finalists withdrew their applications before the final stage of the search process.

2016 was a very active year for HDS promotion and internal reviews. Four HDS faculty members successfully completed a tenure review: Professors Giovanni Bazzana, David Holland, Mayra Rivera Rivera, and D. Andrew Teeter. Professor Ahmed Ragab was successfully reviewed for promotion to

Associate Professor. Ann Braude and Charles Hallisey were reappointed as Senior Lecturers through June 30, 2022, following reappointment reviews.

In this current academic year, Cornel West was appointed Professor of the Practice of Public Philosophy, in a joint appointment with the FAS, for a five-year term beginning January 1, 2017. HDS is also working on two searches: one tenure track position in African American Religions and one tenured Richard Reinhold Niebuhr Professorship of Divinity

TABLE 1: Number of Harvard Ladder Faculty by School and Rank, 2007-08 to 2016-17

	Tenure Track										Tenured									
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
HARVARD UNIVERSITY	504	505	486	470	467	432	417	413	420	407	966	978	994	1,005	1,015	1,035	1,047	1,055	1,065	1,076
Faculty of Arts & Sciences																				
Social Science	74	77	66	54	51	48	51	52	55	54	178	182	169	178	178	182	180	188	189	189
Science	57	62	70	65	64	57	52	48	37	35	135	138	147	150	151	150	159	164	160	171
Life Science	27	35	41	40	42	36	33	31	23	21	64	67	75	75	77	80	85	89	82	93
Physical Science	30	27	29	25	22	21	19	17	14	14	71	71	72	75	74	70	74	75	78	78
Arts & Humanities	59	57	48	41	38	34	28	33	35	40	147	148	154	160	161	163	164	162	161	158
Engineering	21	18	17	19	20	15	17	22	24	20	48	49	53	56	58	58	60	59	61	65
FAS Total	211	214	201	179	173	154	148	155	151	149	508	517	523	544	548	553	563	573	571	583
Medicine	54	58	60	56	51	53	50	53	53	54	106	105	108	111	114	128	122	119	121	127
Business	90	89	86	86	92	86	86	76	77	71	97	102	103	92	95	95	95	99	101	103
Public Health	81	70	66	66	66	64	57	51	55	58	75	77	74	75	79	80	85	89	94	94
Law	7	10	10	9	8	5	3	3	6	5	77	81	84	85	86	89	88	88	87	86
Government	21	21	22	19	23	21	20	22	21	17	50	49	51	53	52	53	52	51	54	56
Design	21	21	17	24	24	28	32	32	37	38	29	28	30	31	32	34	40	36	34	34
Education	17	20	21	21	23	20	19	18	19	17	25	26	27	25	24	26	24	23	23	25
Divinity	6	6	8	9	8	6	8	9	8	4	22	22	22	21	20	21	20	22	23	27
Professional Schools Total	297	295	290	290	295	283	275	264	276	264	481	490	499	493	502	526	526	527	537	552
Other Total	0	0	0	0	0	0	0	0	1	3	13	11	13	13	13	10	11	13	12	14
Medicine Clinical & Hospital	8,854	9,186	9,337	9,616	9,819	9,956	10,101	10,224	9,791	9,155	693	718	742	790	859	914	958	1,004	1,033	1,048
Dental	286	278	280	267	272	273	268	280	248	125	15	14	13	13	13	13	12	13	15	15

See page 41 for notes about the data.

TABLE 2: Percentage of Harvard Ladder Faculty by School and Rank, 2007-08 to 2016-17

	Tenure Track										Tenured									
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
HARVARD UNIVERSITY	34%	34%	33%	32%	32%	29%	29%	28%	28%	27%	66%	66%	67%	68%	69%	71%	72%	72%	72%	73%
Faculty of Arts & Sciences																				
Social Science	29%	30%	28%	23%	22%	21%	22%	22%	23%	22%	71%	70%	72%	77%	78%	79%	78%	78%	78%	78%
Science	30%	31%	32%	30%	30%	28%	25%	23%	19%	17%	70%	69%	68%	70%	70%	73%	75%	77%	81%	83%
Life Science	30%	34%	35%	35%	35%	31%	28%	26%	22%	18%	70%	66%	65%	65%	65%	69%	72%	74%	78%	82%
Physical Science	30%	28%	29%	25%	23%	23%	20%	19%	15%	15%	70%	72%	71%	75%	77%	77%	80%	82%	85%	85%
Arts & Humanities	29%	28%	24%	20%	19%	17%	15%	17%	18%	20%	71%	72%	76%	80%	81%	83%	85%	83%	82%	80%
Engineering	30%	27%	24%	25%	26%	21%	22%	27%	28%	24%	70%	73%	76%	75%	74%	80%	78%	73%	72%	77%
FAS Total	29%	29%	28%	25%	24%	22%	21%	21%	21%	20%	71%	71%	72%	75%	76%	78%	79%	79%	79%	80%
Medicine	34%	36%	36%	34%	31%	29%	29%	31%	31%	30%	66%	64%	64%	67%	69%	71%	71%	69%	70%	70%
Business	48%	47%	46%	48%	49%	48%	48%	43%	43%	41%	52%	53%	55%	52%	51%	53%	53%	57%	57%	59%
Public Health	52%	48%	47%	47%	46%	44%	40%	36%	37%	38%	48%	52%	53%	53%	55%	56%	60%	64%	63%	62%
Law	8%	11%	11%	10%	9%	5%	3%	3%	7%	6%	92%	89%	89%	90%	92%	95%	97%	97%	94%	95%
Government	30%	30%	30%	26%	31%	28%	28%	30%	28%	23%	70%	70%	70%	74%	69%	72%	72%	70%	72%	77%
Design	42%	43%	36%	44%	43%	45%	44%	47%	52%	53%	58%	57%	64%	56%	57%	55%	56%	53%	48%	47%
Education	41%	44%	44%	46%	49%	44%	44%	44%	45%	41%	60%	57%	56%	54%	51%	57%	56%	56%	55%	60%
Divinity	21%	21%	27%	30%	29%	22%	29%	29%	26%	13%	79%	79%	73%	70%	71%	78%	71%	71%	74%	87%
Professional Schools Total	38%	38%	37%	37%	37%	35%	34%	33%	34%	32%	62%	62%	63%	63%	63%	65%	66%	67%	66%	68%
Other Total	0%	0%	0%	0%	0%	0%	0%	0%	8%	18%	100%	100%	100%	100%	100%	100%	100%	100%	92%	82%
Medicine Clinical & Hospital	93%	93%	93%	92%	92%	92%	91%	91%	91%	90%	7%	7%	7%	8%	8%	8%	9%	9%	10%	10%
Dental	95%	95%	96%	95%	95%	96%	96%	96%	94%	89%	5%	5%	4%	5%	5%	5%	4%	4%	6%	11%

See page 41 for notes about the data.

TABLE 3: Number of Harvard Ladder Faculty who are Women, 2007-08 to 2016-17

	Tenure Track										Tenured									
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
HARVARD UNIVERSITY	185	191	179	172	169	153	153	158	162	160	199	199	209	222	227	245	255	258	272	278
Faculty of Arts & Sciences																				
Social Science	38	39	30	22	19	20	18	18	20	18	41	42	38	43	45	48	52	52	57	59
Science	18	19	21	20	21	17	17	16	14	16	14	14	18	20	20	21	22	24	26	28
Life Science	8	12	15	14	16	13	13	14	11	12	9	9	12	14	14	15	15	18	17	19
Physical Science	10	7	6	6	5	4	4	2	3	4	5	5	6	6	6	6	7	6	9	9
Arts & Humanities	20	21	19	17	17	14	14	19	22	25	46	47	50	51	50	52	55	55	54	54
Engineering	3	4	4	5	5	2	2	5	4	4	3	3	5	6	6	7	8	8	9	9
FAS Total	79	83	74	64	62	53	51	58	60	63	104	106	111	120	121	128	137	139	146	150
Medicine	18	20	22	18	19	18	18	19	16	18	16	15	16	19	19	23	23	23	27	29
Business	25	26	25	27	30	28	28	27	32	28	16	16	18	17	18	19	19	20	21	22
Public Health	33	28	27	29	27	26	25	21	20	22	17	18	17	17	19	20	21	21	24	27
Law	4	4	4	3	1	0	0	1	3	3	13	14	14	16	17	18	17	19	19	18
Government	7	7	6	6	7	4	6	8	7	5	10	10	10	10	10	11	12	11	12	13
Design	8	8	8	10	9	11	13	11	12	12	7	6	6	6	6	7	10	9	9	9
Education	11	13	12	12	12	11	10	10	10	9	9	9	10	11	11	13	11	10	12	12
Divinity	2	2	3	3	2	2	2	3	3	2	8	7	8	8	8	8	8	9	9	10
Professional Schools Total	108	108	107	108	107	100	102	100	103	99	96	95	99	104	108	119	121	122	133	140
Other Total	0	0	0	0	0	0	0	0	1	3	1	0	2	4	4	2	4	6	5	6
Medicine Clinical & Hospital	3,661	3,852	3,974	4,129	4,276	4,397	4,532	4,657	4,483	4,207	87	92	102	115	129	140	157	163	178	188
Dental	83	88	94	96	95	100	102	106	96	54	2	2	2	2	2	2	2	3	5	5

See page 41 for notes about the data.

TABLE 4: Percentage of Harvard Ladder Faculty who are Women, 2007-08 to 2016-17

	Tenure Track										Tenured									
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
HARVARD UNIVERSITY	37%	38%	37%	37%	36%	35%	37%	38%	39%	39%	21%	20%	21%	22%	22%	24%	24%	25%	26%	26%
Faculty of Arts & Sciences																				
Social Science	51%	51%	46%	41%	37%	42%	35%	35%	36%	33%	23%	23%	23%	24%	25%	26%	29%	28%	30%	31%
Science	32%	31%	30%	31%	33%	30%	33%	33%	38%	46%	10%	10%	12%	13%	13%	14%	14%	15%	16%	16%
Life Science	30%	34%	37%	35%	38%	36%	39%	45%	48%	57%	14%	13%	16%	19%	18%	19%	18%	20%	21%	20%
Physical Science	33%	26%	21%	24%	23%	19%	21%	12%	21%	29%	7%	7%	8%	8%	8%	9%	10%	8%	12%	12%
Arts & Humanities	34%	37%	40%	42%	45%	41%	50%	58%	63%	63%	31%	32%	33%	32%	31%	32%	34%	34%	34%	34%
Engineering	14%	22%	24%	26%	25%	13%	12%	23%	17%	20%	6%	6%	9%	11%	10%	12%	13%	14%	15%	14%
FAS Total	37%	39%	37%	36%	36%	34%	35%	37%	40%	42%	21%	21%	21%	22%	22%	23%	24%	24%	26%	26%
Medicine	33%	35%	37%	32%	37%	34%	36%	36%	30%	33%	15%	14%	15%	17%	17%	18%	19%	19%	22%	23%
Business	28%	29%	29%	31%	33%	33%	33%	36%	42%	39%	17%	16%	18%	19%	19%	20%	20%	20%	21%	21%
Public Health	41%	40%	41%	44%	41%	41%	44%	41%	36%	38%	23%	23%	23%	23%	24%	25%	25%	24%	26%	29%
Law	57%	40%	40%	33%	13%	0%	0%	33%	50%	60%	17%	17%	17%	19%	20%	20%	19%	22%	22%	21%
Government	33%	33%	27%	32%	30%	19%	30%	36%	33%	29%	20%	20%	20%	19%	19%	21%	23%	22%	22%	23%
Design	38%	38%	47%	42%	38%	39%	41%	34%	32%	32%	24%	21%	20%	19%	19%	21%	25%	25%	27%	27%
Education	65%	65%	57%	57%	52%	55%	53%	56%	53%	53%	36%	35%	37%	44%	46%	50%	46%	44%	52%	48%
Divinity	33%	33%	38%	33%	25%	33%	25%	33%	38%	50%	36%	32%	36%	38%	40%	38%	40%	41%	39%	37%
Professional Schools Total	36%	37%	37%	37%	36%	35%	37%	38%	37%	38%	20%	19%	20%	21%	22%	23%	23%	23%	25%	25%
Other Total									100%	100%	8%	0%	15%	31%	31%	20%	36%	46%	42%	43%
Medicine Clinical & Hospital	41%	42%	43%	43%	44%	44%	45%	46%	46%	46%	13%	13%	14%	15%	15%	15%	16%	16%	17%	18%
Dental	29%	32%	34%	36%	35%	37%	38%	38%	39%	43%	13%	14%	15%	15%	15%	15%	17%	23%	33%	33%

See page 41 for notes about the data.

TABLE 5: Number of Harvard Ladder Faculty who are Asian, 2007-08 to 2016-17

	Tenure Track										Tenured									
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
HARVARD UNIVERSITY	79	77	76	78	79	76	77	79	80	79	73	78	81	85	89	97	102	104	109	114
Faculty of Arts & Sciences																				
Social Science	5	6	6	5	3	3	4	4	8	9	7	6	7	8	8	9	9	10	9	9
Science	15	14	13	13	13	12	9	9	6	7	16	18	18	18	18	19	21	23	28	29
Life Sciences	4	4	5	5	6	6	5	6	4	5	8	9	9	8	8	8	9	10	12	12
Physical Sciences	11	10	8	8	7	6	4	3	2	2	8	9	9	10	10	11	12	13	16	17
Arts & Humanities	6	5	5	3	3	4	5	5	5	6	9	11	11	12	13	13	13	14	15	15
Engineering	5	5	4	5	6	5	4	6	5	5	7	8	11	11	11	12	13	13	12	13
FAS Total	31	30	28	26	25	24	22	24	24	27	39	43	47	49	50	53	56	60	64	66
Medicine	7	7	7	8	8	9	10	12	14	14	6	5	4	4	4	6	5	3	3	4
Business	13	13	14	16	19	21	24	24	23	19	17	18	18	18	19	19	19	19	20	22
Public Health	21	18	16	16	15	12	10	8	9	10	7	8	7	7	8	11	12	13	14	14
Law	1	1	1	2	1	1	1	2	2	2	1	1	1	1	3	3	3	3	3	3
Government	4	4	4	3	3	3	3	3	2	0	2	3	4	5	5	5	5	5	6	7
Design	0	0	0	2	2	2	4	4	5	6	1	1	1	2	2	2	4	3	3	3
Education	3	3	5	5	6	5	4	3	3	3	1	1	1	1	1	1	0	1	1	1
Divinity	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Professional Schools Total	50	47	48	52	54	53	56	56	58	54	35	37	36	38	42	47	48	47	50	54
Other Total	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Medicine Clinical/Hospital	1,344	1,478	1,553	1,655	1,722	1,780	1,809	1,858	1,825	1,770	30	31	35	44	50	55	53	64	77	84
Dental Clinical/Hospital	71	66	68	59	59	62	59	62	54	30	0	0	0	0	0	0	0	0	1	1

See page 41 for notes about the data.

TABLE 6: Percentage of Harvard Ladder Faculty who are Asian, 2007-08 to 2016-17

	Tenure Track										Tenured									
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
HARVARD UNIVERSITY	17%	16%	17%	18%	18%	19%	20%	21%	21%	21%	8%	8%	8%	9%	9%	10%	10%	10%	11%	11%
Faculty of Arts & Sciences																				
Social Science	10%	10%	12%	13%	8%	6%	8%	8%	15%	17%	4%	3%	4%	5%	5%	6%	6%	6%	6%	6%
Science	28%	24%	20%	22%	22%	21%	17%	19%	16%	23%	12%	13%	12%	12%	12%	13%	14%	14%	18%	17%
Life Sciences	15%	11%	12%	13%	14%	17%	15%	19%	17%	29%	13%	13%	12%	11%	10%	10%	11%	11%	15%	13%
Physical Sciences	40%	41%	31%	36%	36%	29%	21%	18%	14%	14%	11%	13%	13%	13%	14%	17%	18%	17%	21%	22%
Arts & Humanities	10%	9%	10%	7%	8%	12%	18%	15%	14%	15%	6%	7%	7%	8%	8%	8%	8%	9%	9%	10%
Engineering	24%	28%	29%	32%	35%	40%	29%	32%	25%	25%	15%	16%	21%	20%	19%	21%	22%	22%	20%	22%
FAS Total	16%	15%	16%	17%	16%	16%	16%	16%	17%	19%	8%	8%	9%	9%	9%	10%	11%	11%	12%	12%
Medicine	13%	12%	12%	14%	16%	17%	20%	23%	26%	26%	6%	5%	4%	4%	4%	5%	4%	3%	3%	3%
Business	16%	16%	17%	20%	22%	26%	30%	34%	31%	28%	18%	18%	18%	20%	20%	20%	20%	19%	20%	21%
Public Health	27%	27%	26%	24%	23%	19%	18%	16%	16%	17%	9%	10%	10%	9%	10%	14%	14%	15%	16%	16%
Law	14%	10%	10%	22%	13%	20%	33%	67%	33%	40%	1%	1%	1%	1%	4%	3%	3%	3%	3%	4%
Government	19%	19%	18%	21%	17%	19%	20%	18%	14%	6%	6%	8%	10%	11%	12%	11%	12%	12%	13%	14%
Design	0%	0%	0%	8%	17%	14%	19%	19%	19%	18%	3%	4%	3%	7%	6%	6%	10%	8%	9%	9%
Education	18%	15%	24%	24%	26%	25%	21%	17%	16%	18%	4%	4%	4%	4%	4%	4%	0%	4%	4%	4%
Divinity	17%	17%	13%	0%	0%	0%	13%	11%	13%	25%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Professional Schools Total	18%	17%	17%	19%	20%	20%	23%	24%	23%	22%	8%	8%	7%	8%	9%	9%	9%	9%	10%	10%
Other Total									0%	0%	8%	0%	0%	0%	0%	0%	0%	0%	0%	
Medicine Clinical/Hospital	15%	16%	17%	17%	18%	18%	18%	18%	19%	19%	4%	4%	5%	6%	6%	6%	6%	6%	8%	8%
Dental Clinical/Hospital	25%	24%	24%	22%	22%	23%	22%	22%	22%	24%	0%	0%	0%	0%	0%	0%	0%	0%	7%	7%

See page 41 for notes about the data.

TABLE 7: Number of Harvard Ladder Faculty who are Black, 2007-08 to 2016-17

	Tenure Track										Tenured									
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
HARVARD UNIVERSITY	19	19	14	15	14	11	14	14	18	20	25	28	30	32	32	35	37	39	42	43
Faculty of Arts & Sciences																				
Social Science	5	5	4	3	3	2	2	2	3	3	13	16	15	17	17	18	19	19	22	22
Science	1	1	1	2	2	2	2	1	1	1	1	1	1	1	1	1	2	3	3	3
Life Sciences	1	1	1	2	2	2	2	1	1	1	1	1	1	1	1	1	1	2	2	2
Physical Sciences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1
Arts & Humanities	1	1	1	1	1	1	1	0	1	1	0	0	0	0	0	1	1	1	1	1
Engineering	2	2	2	2	2	1	2	2	3	3	0	0	0	0	0	0	0	0	1	1
FAS Total	9	9	8	8	8	6	7	5	8	8	14	17	16	18	18	20	22	23	27	27
Medicine	1	1	0	0	0	0	2	2	2	2	1	1	2	2	2	1	1	1	1	1
Business	4	4	2	1	1	1	1	2	2	3	2	2	2	2	2	1	1	1	1	1
Public Health	2	2	2	2	2	2	3	3	3	4	2	2	2	2	3	2	2	2	3	4
Law	0	0	0	0	0	0	0	0	0	0	6	6	6	7	7	8	8	9	9	8
Government	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	2
Design	0	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
Education	2	2	1	1	1	2	1	1	1	1	1	1	3	3	3	3	3	3	5	5
Divinity	0	0	0	1	1	0	0	0	0	0	1	1	1	1	1	3	3	3	3	3
Professional Schools Total	10	10	6	7	6	5	7	9	10	12	14	14	17	18	19	19	19	20	23	24
Other Total	0	0	0	0	0	0	0	0	0	0	1	1	2	3	2	3	3	4	3	4
Medicine Clinical/Hospital	172	178	181	196	199	203	205	224	222	199	5	5	4	4	6	6	7	7	7	7
Dental Clinical/Hospital	9	10	11	11	12	12	12	12	10	3	0	0	0	0	0	0	0	0	0	0

See page 41 for notes about the data.

TABLE 8: Number of Harvard Ladder Faculty who are Latino, 2007-08 to 2016-17

	Tenure Track										Tenured									
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
HARVARD UNIVERSITY	31	33	27	29	30	32	32	31	26	23	19	17	23	22	25	27	30	31	35	37
Faculty of Arts & Sciences																				
Social Science	2	3	2	2	2	2	2	2	1	1	2	2	2	2	2	2	3	4	6	6
Science	5	4	5	5	5	5	4	4	2	0	2	2	2	2	2	2	3	3	3	5
Life Sciences	3	3	4	4	4	4	3	3	2	0	2	2	2	2	2	2	3	3	3	5
Physical Sciences	2	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Arts & Humanities	5	5	1	2	2	2	3	3	2	2	2	2	6	6	6	6	6	5	6	5
Engineering	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FAS Total	12	12	8	9	9	9	9	9	5	3	6	6	10	10	10	10	12	12	15	16
Medicine	3	3	3	3	3	5	4	4	4	2	1	1	1	1	1	1	1	1	2	4
Business	6	6	6	6	5	6	5	4	3	4	3	3	3	3	5	5	5	5	6	6
Public Health	6	5	3	3	3	4	4	3	2	2	0	0	1	1	2	2	3	4	3	3
Law	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1
Government	2	3	3	3	4	3	3	4	4	3	3	2	3	3	3	4	4	4	3	2
Design	2	3	2	2	2	2	3	3	3	3	5	4	5	4	4	5	5	5	5	5
Education	0	1	1	1	2	2	3	3	3	4	0	0	0	0	0	0	0	0	0	0
Divinity	0	0	1	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1	2
Professional Schools Total	19	21	19	20	21	24	24	23	22	20	14	12	15	14	17	19	20	21	21	23
Other Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medicine Clinical/Hospital	294	303	307	310	324	332	340	353	352	339	10	11	10	12	13	15	18	20	21	23
Dental Clinical/Hospital	16	16	15	15	15	16	16	17	16	3	0	0	0	0	0	0	0	0	0	0

See page 41 for notes about the data.

TABLE 9: Number of Harvard Ladder Faculty who are Two or More Races, 2007-08 to 2016-17

	Tenure Track										Tenured									
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
HARVARD UNIVERSITY	7	7	8	8	10	7	8	9	9	8	5	5	5	5	6	8	9	8	8	8
Faculty of Arts & Sciences																				
Social Science	2	2	2	2	1	0	0	0	0	0	1	1	1	1	2	3	3	3	2	2
Science	2	2	2	2	2	1	0	0	0	1	1	1	1	1	1	2	3	2	2	2
Life Sciences	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	1	1	1	1
Physical Sciences	1	1	1	1	1	0	0	0	0	0	1	1	1	1	1	2	2	1	1	1
Arts & Humanities	1	1	1	1	1	0	0	0	0	0	2	2	2	2	2	2	2	2	2	1
Engineering	0	0	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1
FAS Total	5	5	6	6	5	2	1	1	1	1	4	4	4	4	5	7	8	7	6	6
Medicine	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0
Business	1	1	1	1	1	1	2	2	1	1	0	0	0	0	0	0	0	0	0	0
Public Health	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	1
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	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Design	0	0	0	0	2	2	2	2	2	1	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	1	1	2	2	2	2	0	0	0	0	0	0	0	0	0	0
Professional Schools Total	2	2	2	2	5	5	7	8	8	7	1	1	1	1	1	1	1	1	2	2
Other Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medicine Clinical/Hospital	5	9	11	15	18	20	23	24	31	33	2	2	2	2	2	2	2	3	3	3
Dental Clinical/Hospital	0	0	0	0	1	1	1	2	2	2	0	0	0	0	0	0	0	0	0	0

See page 41 for notes about the data.

TABLE 10: Percentage of Harvard Ladder Faculty who are Underrepresented Minorities, 2007-08 to 2016-17

	Tenure Track										Tenured									
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
HARVARD UNIVERSITY	11%	11%	9%	10%	10%	10%	11%	11%	11%	11%	5%	5%	6%	6%	6%	7%	7%	7%	8%	8%
Faculty of Arts & Sciences																				
Social Science	11%	12%	9%	9%	10%	8%	8%	8%	7%	7%	9%	10%	11%	11%	11%	12%	13%	13%	15%	15%
Science	12%	10%	10%	12%	13%	14%	12%	10%	8%	3%	3%	3%	3%	3%	3%	3%	4%	5%	5%	6%
Life Sciences	19%	14%	15%	18%	17%	19%	15%	13%	13%	5%	5%	5%	4%	4%	4%	4%	6%	7%	7%	9%
Physical Sciences	7%	4%	3%	4%	5%	5%	5%	6%	0%	0%	1%	1%	1%	1%	1%	1%	3%	3%	3%	3%
Arts & Humanities	12%	12%	6%	10%	11%	9%	14%	9%	9%	8%	3%	3%	5%	5%	5%	6%	6%	5%	6%	4%
Engineering	10%	11%	12%	11%	10%	7%	12%	9%	13%	15%	0%	0%	0%	0%	0%	0%	0%	0%	2%	2%
FAS Total	11%	11%	9%	11%	11%	10%	11%	9%	9%	7%	5%	5%	6%	6%	6%	6%	7%	7%	8%	8%
Medicine	7%	7%	5%	5%	6%	9%	12%	13%	13%	9%	2%	2%	3%	3%	3%	2%	2%	2%	3%	4%
Business	11%	11%	9%	8%	7%	8%	7%	8%	7%	10%	5%	5%	5%	5%	7%	6%	6%	6%	7%	7%
Public Health	10%	10%	8%	8%	8%	9%	12%	12%	11%	12%	3%	3%	4%	4%	6%	5%	6%	7%	6%	7%
Law	0%	0%	0%	0%	0%	0%	0%	0%	17%	20%	10%	10%	10%	11%	11%	11%	10%	11%	12%	11%
Government	14%	19%	18%	21%	22%	14%	15%	23%	24%	24%	8%	6%	8%	8%	8%	9%	10%	10%	7%	7%
Design	10%	14%	12%	13%	8%	7%	9%	9%	11%	11%	17%	14%	17%	13%	13%	15%	13%	14%	15%	15%
Education	12%	15%	10%	10%	13%	20%	21%	22%	21%	29%	4%	4%	11%	12%	13%	12%	13%	13%	22%	20%
Divinity	0%	0%	13%	33%	50%	50%	38%	33%	38%	50%	9%	9%	9%	10%	10%	19%	20%	18%	17%	19%
Professional Schools Total	10%	11%	9%	9%	10%	11%	12%	13%	13%	13%	6%	6%	7%	7%	7%	7%	7%	8%	8%	9%
Other Total									0%	0%	8%	9%	15%	23%	15%	30%	27%	31%	25%	29%
Medicine Clinical/Hospital	6%	6%	6%	6%	6%	6%	6%	7%	7%	7%	2%	2%	2%	2%	2%	2%	3%	3%	3%	3%
Dental Clinical/Hospital	9%	9%	9%	10%	10%	11%	11%	11%	11%	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

See page 41 for notes about the data.

TABLE 11: Number of Harvard Ladder Faculty who are White, 2007-08 to 2016-17

	Tenure Track										Tenured									
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
HARVARD UNIVERSITY	366	367	361	340	334	306	286	280	287	277	843	849	854	860	862	867	869	873	871	874
Faculty of Arts & Sciences																				
Social Science	59	60	52	42	42	41	43	44	43	41	155	157	144	150	149	150	146	152	150	150
Science	34	41	49	43	42	37	37	34	28	26	115	116	125	128	129	126	130	133	124	132
Life Sciences	18	26	30	28	29	23	23	21	16	14	53	55	63	64	66	69	71	73	64	73
Physical Sciences	16	15	19	15	13	14	14	13	12	12	62	61	62	64	63	57	59	60	60	59
Arts & Humanities	46	45	40	34	31	27	19	25	27	31	134	133	135	140	140	141	142	140	137	136
Engineering	14	11	10	11	11	8	10	13	15	12	41	41	42	45	47	46	47	46	48	50
FAS Total	153	157	151	130	126	113	109	116	113	110	445	447	446	463	465	463	465	471	459	468
Medicine	43	47	50	45	40	39	34	34	32	35	98	98	101	104	107	120	115	114	115	118
Business	66	65	63	62	66	57	54	44	48	44	75	79	80	69	69	70	70	74	74	74
Public Health	51	44	44	45	46	46	40	37	40	41	66	67	64	65	66	65	68	70	73	72
Law	6	9	9	7	7	4	2	1	3	2	68	72	75	75	74	76	76	75	74	74
Government	14	13	14	11	14	14	13	13	13	12	43	42	42	43	42	42	41	40	43	44
Design	18	17	15	19	18	22	23	23	26	27	23	23	24	25	26	27	31	28	26	26
Education	12	14	14	14	14	11	11	11	12	9	23	24	23	21	20	22	21	19	17	19
Divinity	5	5	6	6	4	3	4	5	4	1	20	20	20	19	18	17	16	18	19	22
Professional Schools Total	215	214	215	209	209	196	181	168	178	171	416	425	429	421	422	439	438	438	441	449
Other Total	0	0	0	0	0	0	0	0	1	3	11	10	11	10	11	7	8	9	9	10
Medicine Clinical/Hospital	6,856	7,004	7,046	7,167	7,256	7,315	7,409	7,427	7,031	6,494	646	669	690	727	785	832	874	904	916	921
Dental Clinical/Hospital	187	184	183	176	179	175	173	179	160	84	15	14	13	13	13	13	12	13	14	14

See page 41 for notes about the data.

TABLE 12: Percentage of Harvard Ladder Faculty who are White, 2007-08 to 2016-17

	Tenure Track										Tenured									
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
HARVARD UNIVERSITY	73%	73%	74%	72%	72%	71%	69%	68%	68%	68%	87%	87%	86%	86%	85%	84%	83%	83%	82%	81%
Faculty of Arts & Sciences																				
Social Science	80%	78%	79%	78%	82%	85%	84%	85%	78%	76%	87%	86%	85%	84%	84%	82%	81%	81%	79%	79%
Science	60%	66%	70%	66%	66%	65%	71%	71%	76%	74%	85%	84%	85%	85%	85%	84%	82%	81%	78%	77%
Life Sciences	67%	74%	73%	70%	69%	64%	70%	68%	70%	67%	83%	82%	84%	85%	86%	86%	84%	82%	78%	79%
Physical Sciences	53%	56%	66%	60%	59%	67%	74%	77%	86%	86%	87%	86%	86%	85%	85%	81%	80%	80%	77%	76%
Arts & Humanities	78%	79%	83%	83%	82%	79%	68%	76%	77%	78%	91%	90%	88%	88%	87%	87%	87%	86%	85%	86%
Engineering	67%	61%	59%	58%	55%	53%	59%	59%	63%	60%	85%	84%	79%	80%	81%	79%	78%	78%	79%	77%
FAS Total	73%	73%	75%	73%	73%	73%	74%	75%	75%	74%	88%	87%	85%	85%	85%	84%	83%	82%	80%	80%
Medicine	80%	81%	83%	80%	78%	74%	68%	64%	60%	65%	93%	93%	94%	94%	94%	94%	94%	96%	95%	93%
Business	73%	73%	73%	72%	72%	66%	63%	58%	62%	62%	77%	78%	78%	75%	73%	74%	74%	75%	73%	72%
Public Health	63%	63%	67%	68%	70%	72%	70%	73%	73%	71%	88%	87%	87%	87%	84%	81%	80%	79%	78%	77%
Law	86%	90%	90%	78%	88%	80%	67%	33%	50%	40%	88%	89%	89%	88%	86%	85%	86%	85%	85%	86%
Government	67%	62%	64%	58%	61%	67%	65%	59%	62%	71%	86%	86%	82%	81%	81%	79%	79%	78%	80%	79%
Design	86%	81%	88%	79%	75%	79%	72%	72%	70%	71%	79%	82%	80%	81%	81%	79%	78%	78%	77%	77%
Education	71%	70%	67%	67%	61%	55%	58%	61%	63%	53%	92%	92%	85%	84%	83%	85%	88%	83%	74%	76%
Divinity	83%	83%	75%	67%	50%	50%	50%	56%	50%	25%	91%	91%	91%	91%	90%	81%	80%	82%	83%	82%
Professional Schools Total	72%	73%	74%	72%	71%	69%	66%	64%	65%	65%	87%	87%	86%	85%	84%	84%	83%	83%	82%	81%
Other Total									100%	100%	85%	91%	85%	77%	85%	70%	73%	69%	75%	71%
Medicine Clinical/Hospital	77%	76%	76%	75%	74%	74%	73%	73%	72%	71%	93%	93%	93%	92%	91%	91%	91%	90%	89%	88%
Dental Clinical/Hospital	65%	66%	65%	66%	66%	64%	65%	64%	65%	67%	100%	100%	100%	100%	100%	100%	100%	100%	93%	93%

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 Women, Gender, and Sexuality Studies.
- 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.

About the Office of Faculty Development & Diversity (FD&D)

The Office of Faculty Development & Diversity is Harvard's central faculty affairs office. We work with colleagues in the Schools to guide and coordinate institutional 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.**

FD&D's main mission is to develop, implement, and evaluate University-wide programs designed to improve faculty life and diversity, and to collect, analyze, and disseminate data on faculty appointments. Working closely with the President and Provost, the Senior Vice Provost for FD&D is a key adviser in the ad hoc tenure process, chairs the Provost's Appointments Review Committee, and administers funds to facilitate the appointment of outstanding faculty members who increase Harvard's diversity. FD&D oversees:

- **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 increased 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.
- **The quality of faculty members' experiences at the University.** We convene groups and build bridges across the University, and help with tenure track faculty mentoring and development, insitutional climate, and support for teaching, work/family balance, and child care.

