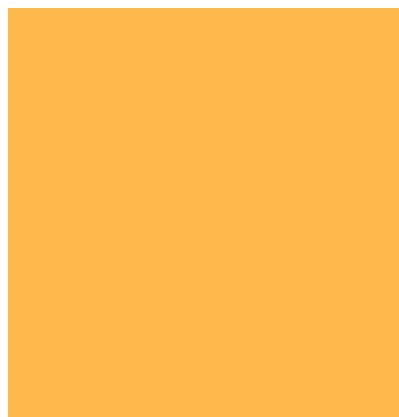




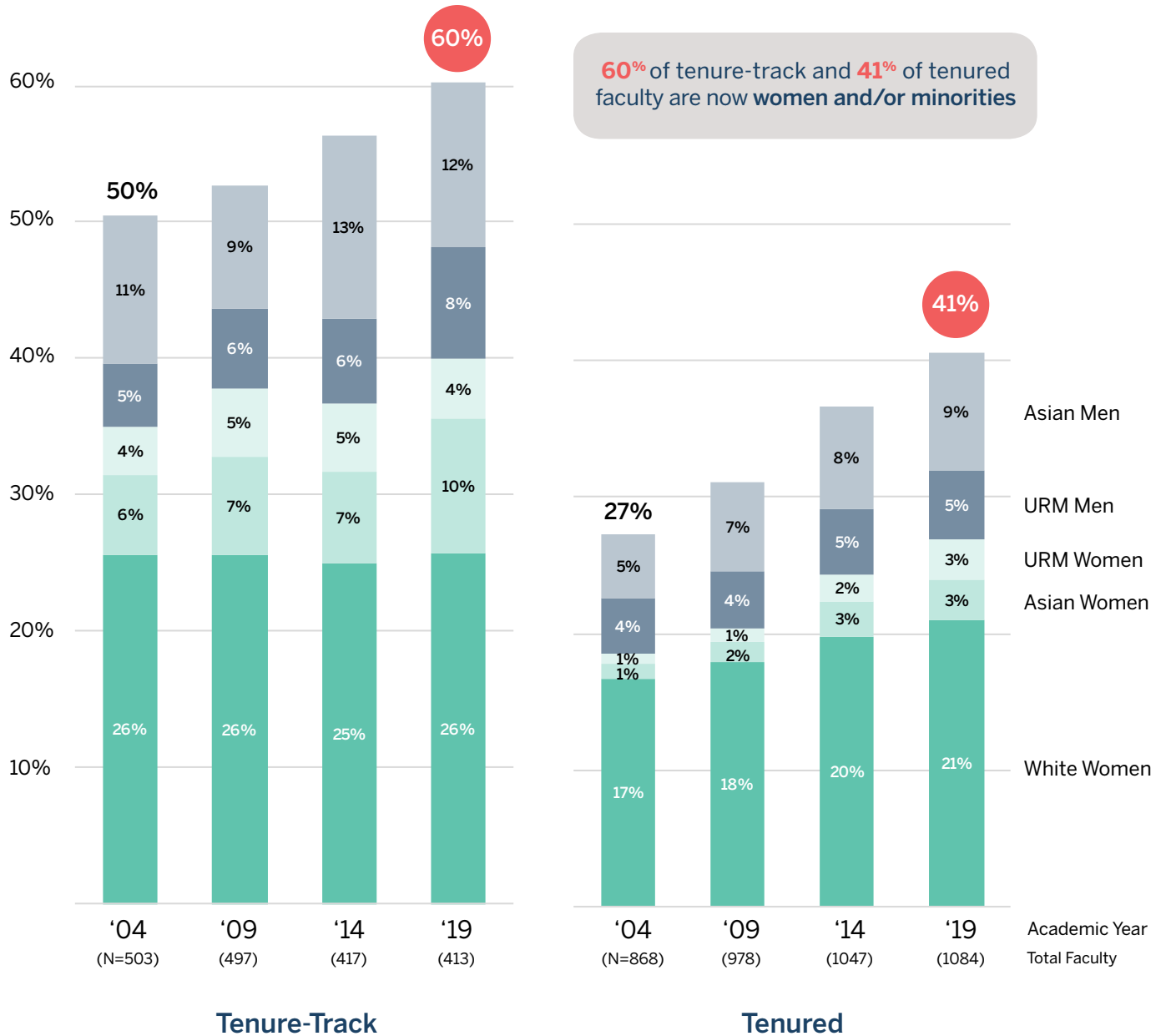
HARVARD UNIVERSITY | Office of the Senior Vice Provost  
Faculty Development & Diversity



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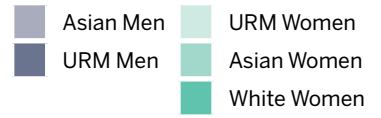
# 15 Years of Faculty Demographics, 2004 – 2019



URM = Underrepresented Minority

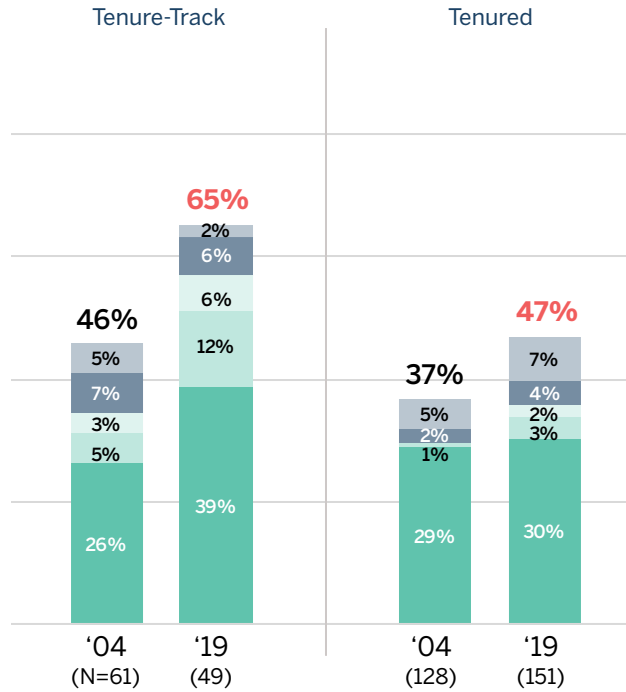
# Women and Minority Faculty

By School and Division

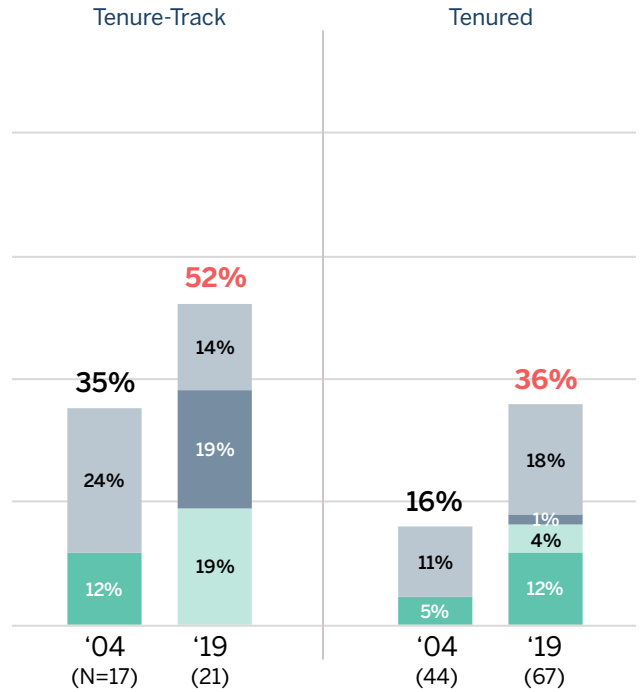


## Faculty of Arts and Sciences

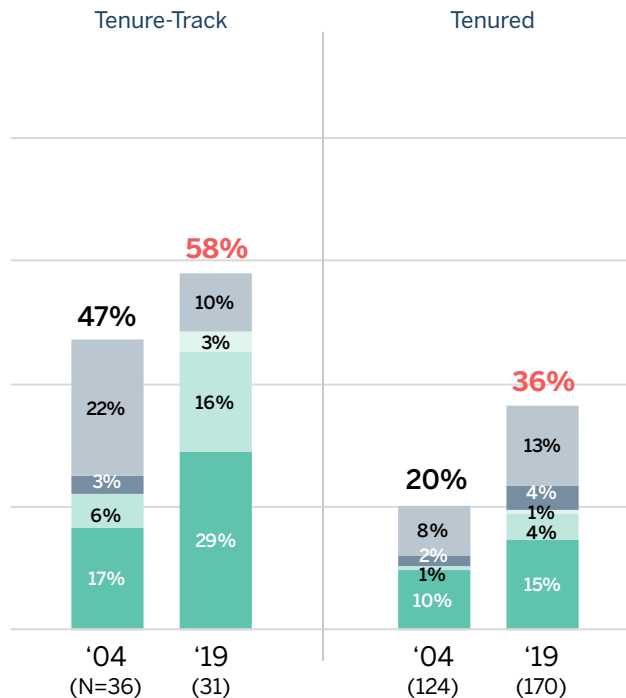
### Arts and Humanities



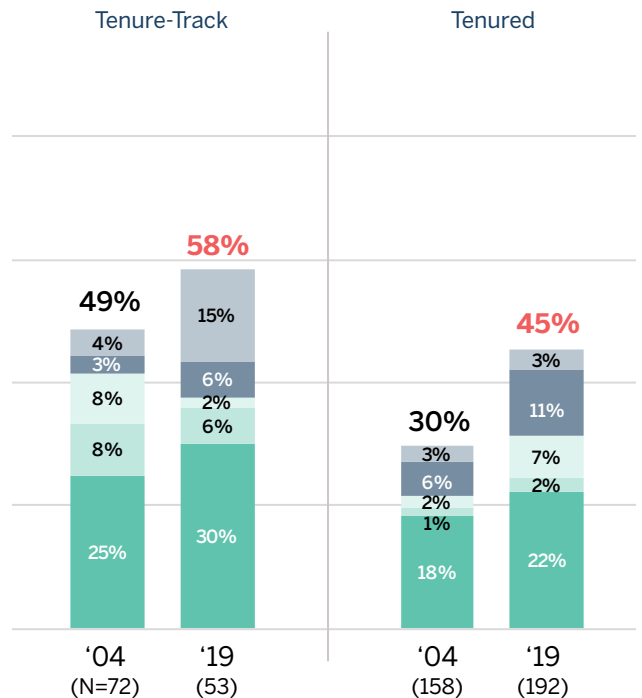
### Engineering



### Science



### Social Sciences



URM = Underrepresented Minority

1) Ladder faculty counts are as of 9/1/03 and 9/1/18, and may vary from those published by individual Schools due to differences in when data are pulled.

# Women and Minority Faculty

By School and Division



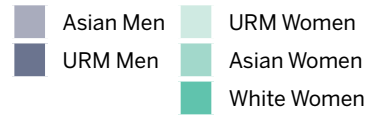
## Professional Schools



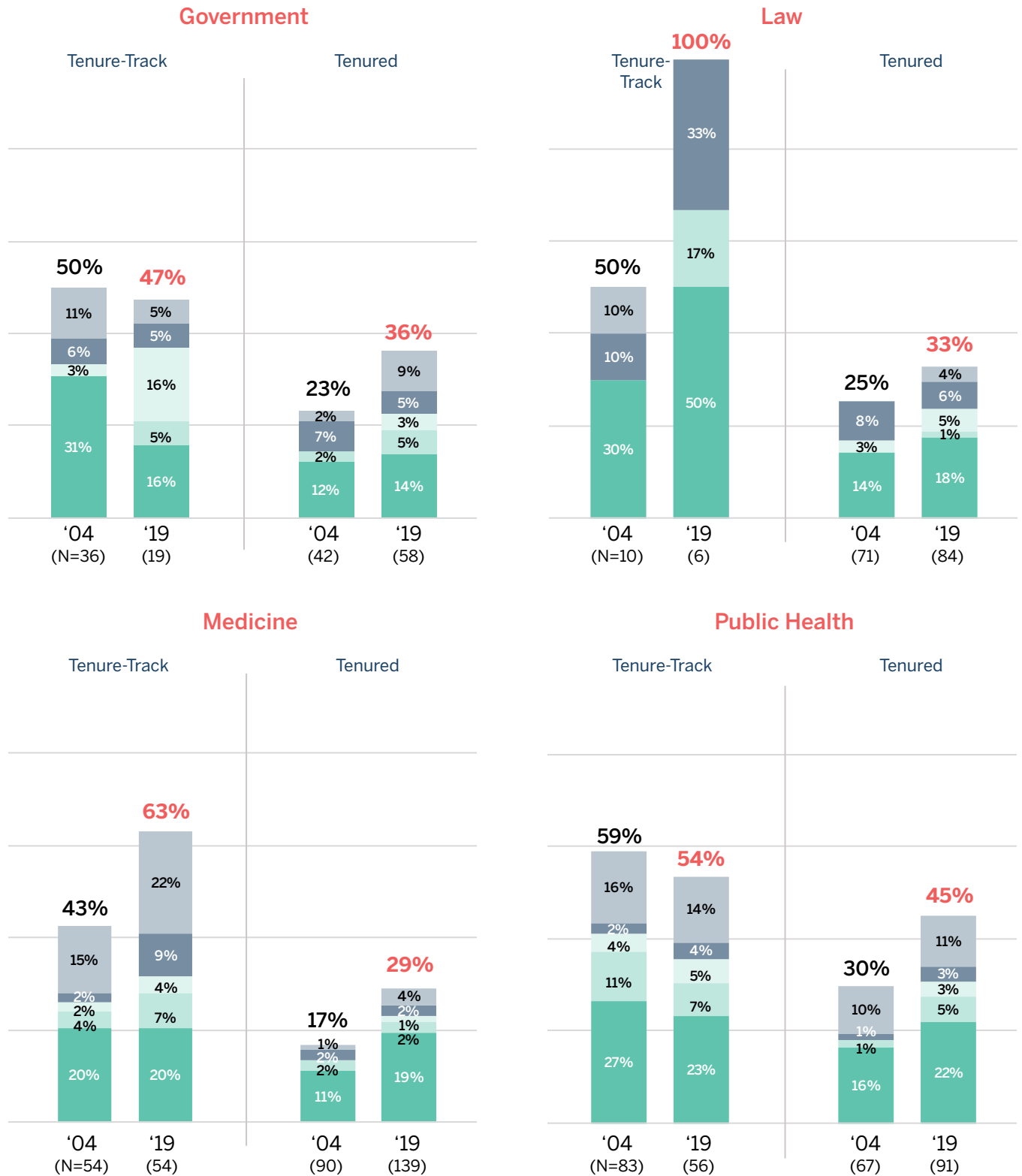
2) Ladder faculty with multiple appointments are counted once at the University level and once within each of their Schools. As such, the sum of the School counts will be greater than that of the University.  
 3) Tenured faculty include the ranks of tenured Professor, tenured Professor in Practice (in the Graduate School of Design), and Professor in Residence.

# Women and Minority Faculty

By School and Division



## Professional Schools - Continued



4) Tenure-track faculty include the ranks of Convertible Instructor, Assistant Professor, Associate Professor, Assistant Professor in Practice, and Associate Professor in Practice.  
 5) Clinical and hospital-affiliated faculty in the Medical and Dental Schools are listed in our full annual report at [www.faculty.harvard.edu](http://www.faculty.harvard.edu).

# Faculty of Arts and Sciences

## Faculty Trends

During the 11 years of Dean Michael D. Smith’s term as Edgerley Family Dean of the Faculty of Arts and Sciences (FAS), the FAS appointed 364 new ladder (i.e., tenured and tenure-track) faculty, and the ladder faculty grew from 709 to 734. The FAS gained extraordinary scholars and teachers during this time, increasing our intellectual depth and breadth and becoming more interdisciplinary.

During Dean Smith’s deanship, the percentage of women in the ladder faculty increased from 25% to 31%, and the percentage of minorities increased from 17% to 23%.

**Figure 1: Ladder-Faculty Counts in the FAS, Fall 2007 to Fall 2018**

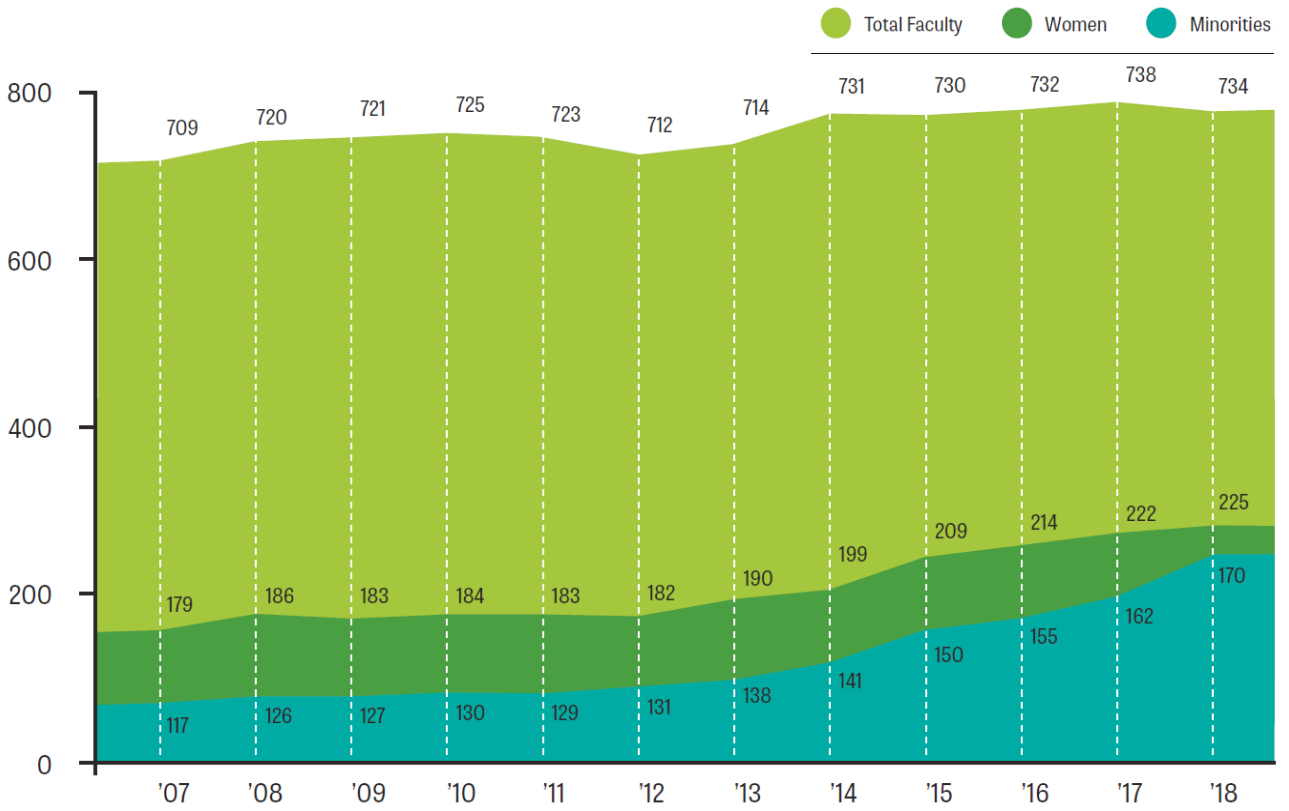


Figure 1: Ladder-Faculty Counts in the FAS, Fall 2007 to Fall 2018. The ladder-faculty ranks include Convertible Instructor, Assistant Professor, Associate Professor, Professor, Professor in Residence, and University Professor.



# Faculty of Arts and Sciences

**Table 1: External Ladder-Faculty Offers by Gender, AY 2013–14 to AY 2017–18**

	2013–14	2014–15	2015–16	2016–17	2017–18	Total
Offers to women	29 (50%)	20 (45%)	14 (38%)	20 (50%)	22 (47%)	<b>105 (46%)</b>
Offers to men	29	24	23	20	25	<b>121</b>
<b>Total</b>	<b>58</b>	<b>44</b>	<b>37</b>	<b>40</b>	<b>47</b>	<b>226</b>

Table 1: External Ladder-Faculty Offers by Gender, AY 2013–14 to AY 2017–18. The ladder-faculty ranks include Convertible Instructor, Assistant Professor, Associate Professor, Professor in Residence, Professor, and University Professor.

In the last five years, the percentage of offers to women has been almost 50%, with 47% of offers in the last academic year (AY) made to women.

After many years of roughly constant percentages, we also made significant progress in racial and ethnic diversity, with 43% of offers in AY 2017–18 made to minorities and 19% of offers made to Black or African American, Hispanic or Latinx, and Native American candidates.

Our new colleagues are doing exciting research, from exploring the complex relationships between Native and African people in early America to analyzing the drivers of economic inequality and declining intergenerational mobility in America, to studying the genetic bases for cellular reprogramming that make limb regeneration possible in certain animals, though not yet in humans.

This coming year, we are asking departments and SEAS areas to continue to follow best practices in faculty searches, as outlined in such documents as the [FAS Appointment and Promotion Handbook](#) and “[Recommendations for Ensuring the Integrity of Faculty Searches](#).” In addition, Mahzarin Banaji, the Richard Clarke Cabot Professor of Social Ethics and FAS Senior Advisor on Faculty Development, will continue to work with departments, areas, and individual faculty. If we search as widely as possible and make every effort to build broad candidate

pools, we will increase our chances of finding the most gifted scholars and teachers.

Dean Smith’s tenure was also characterized by the sustained development of an effective tenure track. Over several years, FAS policies and procedures to support a working tenure track were developed, implemented, and refined on an annual basis. As this system took hold within the departments and SEAS areas, the FAS began, and continues, to see positive results. Of the faculty who started as Assistant Professors between AY 2008 and 2013, 50% achieved tenure. As a comparison, 38% of the Assistant Professors hired in the 10 years prior to AY 2008 achieved tenure. In the last academic year, of the 14 faculty (eight men and six women) who completed tenure reviews, 11 were promoted (five men and six women).

With the tenure track working well and yielding results, the FAS has been focusing on faculty mentoring and professional development, which FAS Dean Claudine Gay has identified as a continuing priority for AY 2018–19. Departments and areas invest a tremendous amount of time and effort in bringing outstanding faculty to the FAS. Supporting these new colleagues’ professional development, work-life balance, and sense of inclusion and belonging is essential to retaining these faculty and enabling them to do their best work. We ask senior colleagues to continue to mentor their tenure-track colleagues and help them



## Faculty of Arts and Sciences

to develop as researchers, teachers, and citizens in the academic community.

Toward this end, we encourage all faculty to reread the detailed [Guide to Faculty Mentoring in the Faculty of Arts and Sciences](#) and to have regular conversations in their departments about whether their mentoring plans and practices are working and, if not, how they might be improved. In addition, the FAS Office for Faculty Affairs (OFA), which piloted a laser-coaching program in the past few years, will provide more in-depth, individual coaching opportunities for tenure-track faculty this coming year.

As in past years, in AY 2018–19 OFA will be offering several professional development workshops for faculty. Professional development occurs throughout the career of a faculty member, punctuated by important moments such as becoming a manager to staff or taking on a

leadership role, such as Director of Undergraduate Studies, Director of Graduate Studies, or Chair of a department or area. For this reason, OFA is planning management training workshops on topics such as how to be an effective manager of staff and how to give and receive feedback. We will also be offering our yearly training for new or returning department chairs and center directors. Additional targeted programming for tenure-track faculty may include a workshop on writing reference letters for students or postdoctoral fellows and honing evaluative skills for serving on search committees or prize committees. In addition, the Division of Science, in partnership with Research Administration Services and OFA, is planning events to help faculty to develop their research management skills. The Standing Committee on Women will again run its highly successful minisymposia, this year focused on the Division of Science and SEAS; these events enable tenure-track faculty to present their work to a broad network of colleagues.

# Harvard John A. Paulson School of Engineering and Applied Sciences

## Faculty Searches and Promotions

The Harvard John A. Paulson School of Engineering and Applied Sciences (SEAS) successfully recruited four junior faculty to join Harvard in academic year (AY) 2018-19, as well as two junior faculty who will start in AY 2019-20. These new faculty members (including three women) bring needed capacity in teaching and research in the fields of applied mathematics, bioengineering, computer science, electrical engineering, and environmental science and engineering. In addition, a joint senior search with the Department of Physics concluded with the approval of a candidate. Searches for senior faculty in computer science and applied mathematics continue in AY 2018-19.

During AY 2017-18, two promotions to the rank of tenured Professor (in the areas of environmental science and engineering and in materials science and mechanical engineering) and three promotions reviews to the rank of Associate Professor were successfully concluded.

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

## 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 encouraged tenure-track faculty to participate in mentoring activities sponsored by the FAS during AY 2017-18.

## Academic and Education Programs and Planning

Reflecting a successful launch during AY 2017-18, in the fall of 2018 SEAS welcomed the first cohort of students in two new joint master's degree programs: a Master in Data Science, in collaboration between the Computer Science and

Statistics faculties; and a Master of Science in Engineering/MBA, in collaboration with Harvard Business School.

Interest by prospective students and the number of SEAS undergraduate concentrators remains consistently high each year. SEAS tours for prospective undergraduate students saw a total of 1,756 people attending over the course of the past year, with 10 tours taking place in the fall, 17 in the spring, and 19 in the summer. SEAS also partnered with several pre-college programs aimed at increasing participation of historically underrepresented groups (Black, Latino and Native American students) or students from disadvantaged backgrounds, and provided tours and a panel discussion for groups from the Science & Technology Entry Program (STEP) at New York University (NYU), the Vmathroots program and SEED program run through MIT, and the Ivy League Project (ILP), an organization that brings and encourages West Coast students to apply to the most prestigious universities on the East Coast.

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 70 students in summer 2018, and includes a strong focus on placing military veterans (50+ over the past 12 years) and students from community colleges in research labs. The summer REU program consistently exceeds national percentages in enrollments for underrepresented students in science and engineering. 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, Navajo Technical University and Florida A&M University, as well as Wellesley College, Mount Holyoke College and Gallaudet University through several National

# Harvard John A. Paulson School of Engineering and Applied Sciences

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.

## Diversity, Inclusion, and Belonging Initiatives

Dean Doyle has made a commitment to Diversity Inclusion, and Belonging (DIB) a priority for SEAS. Following a School-wide process to refresh the SEAS Mission, Vision and Values statements in 2016-17, he appointed a task force to assess diversity at SEAS and to make recommendations for improving the School's climate for students, postdoctoral fellows, faculty, and staff. One of the task force's recommendations was to establish a permanent standing committee on DIB, which he did at the start of AY 2017-18. In August 2018, he established the SEAS Office of Diversity Inclusion, and Belonging, with Dr. Alexis Stokes as its first Director.

In the spring of 2018, SEAS administered a School-wide Campus Climate Survey. The results were published in September and during the fall we conducted a series of facilitated focus groups with all SEAS stakeholder groups in order to elicit additional qualitative information and to delve deeper into the survey findings. The SEAS 2017-18 Annual Diversity Report was published in September 2018, describing the Committee's first year of activities.

During AY 2018-19, the Committee will develop a more nuanced and detailed strategic DIB plan based on the Campus Climate Survey and focus group findings. The Committee will also develop a DIB Dashboard to serve as a tool for tracking and measuring progress against the goals we have established for SEAS.

To guide this work, SEAS has identified eight DIB goals:

1. Demonstrate an institutional commitment to diversity, inclusion, and belonging through equitable and inclusive policies, practices, and an infrastructure that supports these initiatives.
2. Recruit diverse faculty, students, postdoctoral researchers, and staff with special attention given to increasing the number of females and underrepresented minorities within the SEAS community.
3. Reduce/prevent instances of harassment or discrimination based on any aspect of identity; create clear, easily accessible processes for reporting without fear of retaliation.
4. Create a welcoming and inclusive environment where individuals of all identities, backgrounds, and experiences thrive, have a strong sense of belonging, and achieve academic and professional excellence.
5. Prepare students, faculty, postdoctoral researchers, and staff to engage in intergroup interactions; apply diversity, inclusion, and belonging best practices; and contribute to a safe environment.
6. Develop metrics to assess and report School climate, demographics, and progress toward diversity, inclusion, and belonging goals.
7. Improve disability equity and inclusion at SEAS through inclusive instruction practices and increased resources.
8. Expand outreach programs and initiatives to engage the Cambridge and Allston communities in STEM education.

Key activities and initiatives related to these goals include the following:

- SEAS instituted a requirement for candidates for all ladder and non-ladder faculty searches

# Harvard John A. Paulson School of Engineering and Applied Sciences

to submit a Diversity Statement as part of their applications. Discussions are under way regarding diversity statements for senior leadership and faculty.

- SEAS administers a Research Experience for Undergraduates (REU) Program, offering paid summer internship experience to expose a broad spectrum of undergraduates to bioengineering, materials research, nanoscience, computer science, computational science, and engineering. Funded by NSF grants and SEAS, the REU program focuses on the recruitment of women, URM, military veterans, and individuals with a disability.
- SEAS sends staff and faculty representatives to women- and URM-serving conferences to speak with prospective students from various cultural backgrounds and academic experiences.
- The SEAS Admissions Diversity Subcommittee, created in 2011, brings talented URM applicants to the attention of potential advisors. In fall 2018, 12.4% of new doctoral students were URM, the highest number in recent memory.
- SEAS has established a new research and education collaboration with Navajo Technical University through the Materials Research Science and Engineering Center.
- The School is taking steps to clarify/expand the processes for reporting and responding to non-gender or sexual based (non-Title IX) harassment.
- SEAS continues its financial and staff advisory support of several student affinity groups, including: the Society of Women Engineers (SWE), National Society of Black Engineers (NSBE), Society of Hispanic Professional Engineers (SHPE), and Women in Computer science (WICS).
- The School began in fall 2018 to offer Diversity 101 training twice a semester to provide staff and faculty an introduction to DIB terms and best practices. We are in the planning stages of providing inclusive teaching and bystander training in response to faculty requests.
- SEAS maintains a strong outreach program designed to bring STEM topics to K-12 and general public audiences, including the Cambridge Public Schools 8th Grade Science Showcase, Science and Cooking summer camp for children and teachers institute, SEAS Holiday Science Lecture series, Girls STEM in the City, and programs with the Horace Mann School for the Deaf and Hard of Hearing, among others.

# Harvard Business School

Dean Nitin Nohria, with input from the community, has 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 2017-18, this included three women and seven people of color. 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; and 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 & Community Initiative

Dean Nohria launched the Culture and Community Initiative (CCI) in 2010, 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 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 2017-18 season, HBS recruited 23 teaching faculty, including 13 tenure-track faculty, 38% of whom are women.

## Faculty Development

### *New Initiatives*

In 2016-17, Dean Nohria launched a "Strengthening the Faculty" initiative, comprising a number of faculty-led working groups to test hypotheses that have long been considered but never reached the finish line; create a high level of engagement; provide opportunities for distributed leadership and a sense of partnership; and conduct analysis that would yield an integrated set of ideas that could collectively make a real difference to the faculty. As noted in the initial discussion of the effort, "The ultimate purpose is to create a vibrant, growing faculty that can celebrate its diversity, yet feel a deep sense of unity that comes from a commitment to advancing the mission of the School and sustaining its distinctiveness." Working groups are examining topics including recruiting, early socialization, and growing the faculty.

In 2017-18, a number of the working groups identified some early actionable items, for example, expanding the faculty orientation program to

# Harvard Business School

include developmental and cohort-building activities throughout the first year; creating and posting a position to support field experiment research; and provide coaching support for faculty to gain access to become members of boards.

In addition, the Dean created a new role, Chair for Term Faculty, to help to strengthen the School's processes for identifying, integrating, reviewing, and renewing the appointments of the practitioners who join the faculty.

In 2014-15, HBS launched a 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.

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 faculty-led orientation program in July called START. The program 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.



# Harvard Business School

In 2014-15 HBS launched HBX and HBX Live, an online platform and a virtual classroom, respectively, that provide asynchronous and synchronous educational opportunities. These new efforts provide both students and faculty additional platforms 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

In 2015, the Senior Associate Dean assembled an advisory group to review the policies providing junior faculty with teaching relief and tenure clock extensions. The group worked with Harvard's Office of the General Counsel and Office of the Senior Vice Provost for Faculty Development and Diversity, conducted benchmarking analyses, and engaged faculty at many levels. It developed revised policies (effective 1 July 2016) to enhance support for all new parents, to bring HBS into compliance with updated state regulations for parental leave, and to align HBS's policy with the University's definition of a primary caregiver. Faculty Administration reaches out to all expectant faculty parents to make sure they are aware of the School's family leave policies.

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 areas of unmet need, and informed new policy creation and programs to fill gaps. Specifically, these efforts resulted in the launch of a Dependent Care Fund to provide financial assistance for child- or adult-dependent care during short-term, work-related travel.

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 Graduate School of Design

Since its founding, the Graduate School of Design has been a crossroads of learning and intellectual debate centered on the transformative power of design and its capacity to create just and equitable cities. The nature of the design disciplines requires a uniquely composed faculty, with a balance between full-time tenured and tenure-track faculty and part-time tenured and untenured practice faculty. This stable core is complemented by a large and diverse cohort of visiting faculty with annual or multi-year part-time appointments. The balance ensures that the GSD's array of degree programs and research units is unmatched elsewhere, with internationally acclaimed senior faculty driving excellence in core disciplinary knowledge and cross-disciplinary innovation, and distinguished visiting faculty providing steady influx of new ideas and technologies as well as supporting variable teaching loads.

Over the past decade, the school has been engaged in a phased 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 curricular needs in the Advanced Studies Programs.

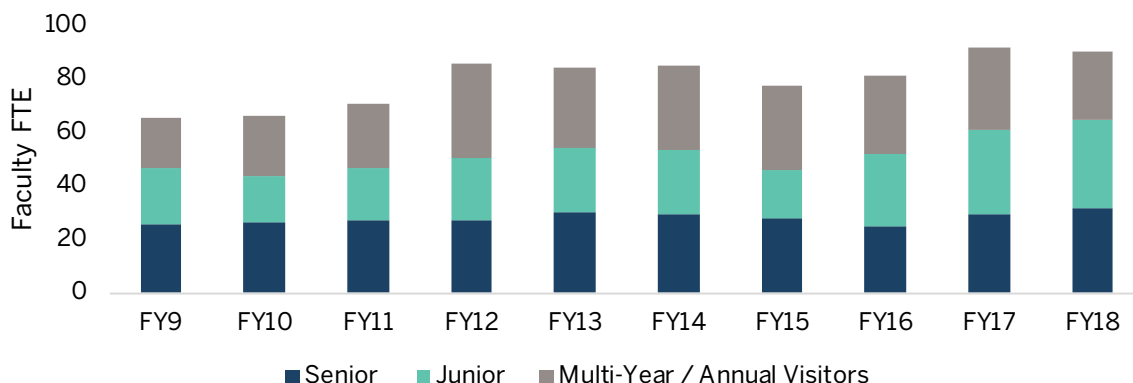
Expansion of the faculty has been accompanied by a focus on sustaining excellence and recruiting candidates who will shape the global future of design practices and research. To support this aim, in 2017-18 the Senior Faculty Council approved the shift to a tenure track for full-time ladder faculty appointments at GSD. With new policies scheduled for adoption in 2018-19, the next phase of the transition is an overhaul of the Handbook

for Appointments to the Faculty of Design, which will take place over the coming year. The school is also reviewing and updating additional policies and procedures contained in the GSD Faculty Handbook, with a particular focus on policies that support the commitment to inclusion and belonging and reinforce the GSD Community Values Statement.

In spring 2018 the Dean announced the appointment of a new Chair for the Department of Architecture, one result of the Architectural Design search that was launched in early 2017. Several other significant faculty searches were ongoing or launched in 2017-18, including searches for positions in landscape history, urban design, landscape architecture, and architectural professional practice, all 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 outside the academy.

Support for junior faculty career development continues with an expanded program of annual research grants to each Assistant and Associate Professor, the competitive program of Dean's Research Grants for Junior Faculty, supplemental support for portfolio preparation prior to promotion reviews, and the evolving junior faculty mentoring program.

### Faculty Growth



# Harvard Divinity School

## Faculty Recruitment/Searches and Promotions

Harvard Divinity School mounted one faculty search during academic year (AY) 2017-18, an open-rank search to fill the T.J. Dermot Dunphy Professorship of Religion, Violence, and Peacebuilding; this search did not result in a faculty appointment, so HDS welcomed no full-time faculty members this year. However, in mid-June 2018, the Dean's Office was notified that Professor Aisha Beliso-De Jesús, Professor of African American Religions, had accepted an offer to join the faculty of the department of Spanish & Portuguese Studies at Princeton University effective July 1, 2018.

With the start of AY 2018-19, Michelle Sanchez has been promoted from Assistant to Associate Professor of Theology at the Harvard Divinity School.

Two visiting faculty members have been welcomed back for AY 2018-19: Professor E.J. Dionne, a senior fellow at the Brookings Institute, a syndicated columnist for the Washington Post, and university professor in the Foundations of Democracy and Culture at Georgetown University, who continues to visit HDS in a joint appointment with Harvard's Faculty of Arts and Sciences and with the Harvard Kennedy School as the William H. Bloomberg Visiting Professor; and Terry Tempest Williams, award-winning author, environmentalist, and activist, who remains HDS's Writer-in-Residence for a second year in 2018-19.

The Divinity School will run four reviews in 2018-19: a tenure review, a Professor of the Practice reappointment review, a second-year Associate review, and a second-year Assistant review.

Faculty hiring priorities will remain a docketed discussion item during Voting Faculty Meetings in the fall 2018 semester. With upcoming faculty retirements and the need to fill several positions in the coming years, there is a great likelihood that two faculty searches may be initiated at some time during the spring 2019 term to be completed in 2019-20: a search to fill a chair in Religion, Business Ethics, and the Economic Order; and a search in Hebrew Bible/Old Testament Studies.

HDS also initiated a pilot meeting of its Executive Education Program in June of 2018. It was a successful start with eight HDS faculty members joining Dean Hempton in welcoming participants from all over the country for this week-long program. Because of this initial success, the program is already preparing to run again in 2019.

Finally, HDS is preparing to move out of Andover Hall (at 45 Francis Avenue) immediately following Commencement 2019 (at the end of May) to have the building undergo a three-semester-long renovation to update the building's infrastructure, and to add classrooms, offices, and events spaces. During the time of the renovation, faculty, staff, students, and classrooms will be moved temporarily to Divinity Hall, and to additionally rented space nearby. After the end of the renovation in the spring of 2021, the plan is to have most administrative offices united in the newly renovated Andover space together with a newly designed café, a multi-faith space, events space, class and meeting rooms, as well as new offices for faculty and meeting spaces for the HDS community. Currently, community meetings are held to explore the needs of various groups and to engage everyone at HDS in a conversation about the new building.

## Harvard Graduate School of Education

HGSE's recruitment activity in 2017-18 resulted in the hire of four new full-time faculty members, all of whom are faculty of color.

The Strategic Hiring Committee at HGSE continued its work in the 2017-18 academic year. Appointed in the fall of 2015, the Committee was tasked with improving the excellence of the faculty, diversifying the substantive topics of faculty research, and searching for strong junior and senior faculty candidates. One of the new hires for fall 2018 was the result of this group's outreach. Additionally, the Dean's Distinguished Postdoctoral Fellows Program was launched during the 2015-16 year with the goal of nurturing future faculty members. Three minority postdocs started at HGSE in 2016-17, and one was a successful recruit for an Assistant Professorship beginning in fall 2018.

During the 2017-18 academic year HGSE tenured and promoted to the Senior Faculty two faculty members from within, one woman and one man. HGSE also promoted two non-ladder faculty members, both women.

HGSE continues to pair tenure-track faculty members with senior faculty members who serve

as mentors and to provide other supports such as course reductions for first-year faculty, a paid semester of leave for research, and a two-day new faculty orientation. HGSE also offers non-ladder faculty members the option to apply for a semester of reduced teaching load for work on large-scale projects.

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.

# Harvard Kennedy School

In the fall semester 2018, Harvard Kennedy School set out to revise and improve a number of our faculty hiring, support, and review processes. HKS also introduced faculty, student, and staff programming and resources through the newly established Office of Diversity, Inclusion, and Belonging (ODIB).

1. **Search and Review Guidelines:** HKS is committed to recruiting and hiring the highest caliber of scholars, educators and practitioners to support our mission of improving public policy and public leadership across the United States and around the world, consistently employing a comprehensive, equitable and inclusive search process. Our revised guidelines build on the [HKS Faculty Handbook](#) (pages 67-82) in accordance with Harvard University guidelines to provide information on how to conduct faculty searches as well as on the resources to support comprehensive and fair search processes that Harvard has made available: <https://faculty.harvard.edu/recruitment>. Our work was inspired by the research evidence on what works to create more inclusive work environments and overcome implicit bias and other barriers to inclusive excellence.

We organized our search guidelines into six sections: (1) Job advertisement, candidate sourcing and recruitment; (2) Candidate screening and preliminary evaluation (CV, publications/citations, teaching, practice—and letters if available); (3) Creation of long list and short list; (4) On-campus visit; (5) External reviewers and comparators; (6) Final evaluation and report (CV, publications/citations, teaching, practice, campus visit, external and internal letters and feedback), followed by an annotated list of references explaining the evidence that our recommendations are based on. We employed a similar approach to the review guidelines, organizing our recommendation in three sections: (1) Field definition, statement of need, external reviewers and comparators; (2) Candidate evaluation (CV, publications/citations, teaching, practice and letters) and (3) Final report, again, followed by an annotated bibliography.

The revised guidelines were discussed with our Appointments Committee as well as with the Senior Faculty Advisory Committee and have been updated based on the feedback received. We are now in the process of adjusting our master guidelines to the various search and review categories at HKS, including tenure and tenure-track searches and reviews, Lecturer searches and Lecturer/Senior Lecturer reviews, and Professor of Practice searches and reviews.

2. **Appointments Committee:** We changed the composition of the Appointments Committee to now consist of the Area Chairs and of a number of impartial faculty. We introduced the change for a number of reasons, with the most important possibly being that we want the Area Chairs to be involved in shaping the processes and practices that then influence their respective areas and to share the ownership of these processes and practices with the School leadership. In addition, we were hoping that this would help the Area Chairs take a school-wide approach and think of hires and promotions more broadly, including possible cluster hires across areas that we know also advance diversity. So far, it has been working quite well, with three expected outcomes: the Area Chairs are more engaged and invested than “random” faculty members; this investment also means that we have to delineate the difference between process and substance more often than before; we have more discussions bridging areas, disciplinary perspectives and other backgrounds. We also find that having “disinterested” parties in the room is important as it adds additional checks. However, it is likely too early to tell as this “experiment” has only been run for one semester so far. We plan to discuss the benefits and costs of this change in more depth after one year.
3. **Junior Faculty Support Processes:** We are in the process of streamlining our junior faculty support processes. Area Chairs are asked to meet with the junior faculty in their areas to discuss their progress-and-plans once a year. They then report back to the Faculty Steering Committee. We have found a large variance in the quality of these informal check-ins and

# Harvard Kennedy School

reports and thus, have created a checklist for Area Chairs. It includes a short online survey to be shared with the junior faculty member before the meeting. The survey asks each junior faculty to evaluate his/her experiences and growth needs based on the five performance and promotion review criteria applied at HKS: quality of mind, teaching, research, practice and service. We are rolling out this mechanism in spring 2019.

4. **I&B Pulse Survey:** We look forward to the University rolling out its Inclusion & Belonging pulse survey in spring 2019 and learning from it. Iris Bohnet, our Academic Dean, was a member of the taskforce that initially designed the survey but due to coordination complexities, it has not been administered yet. In parallel, we are collecting what looks like the still rather slim evidence on what works to improve workplace culture and, e.g., decrease the incidents of gender- and/or sex-based harassment. We welcome the recently administered Title IX training but believe that additional steps are necessary to help faculty, students and staff bridge the gap between their virtuous intentions and their actions. Thus, we are on the lookout for behavioral, technological or other solutions that help people be their best selves at HKS. For example, we are supporting the development of new teaching tools such as “Teachly” allowing faculty to track participation in their classrooms, highlight diversity of backgrounds to be able to more easily draw on the expertise in the room, and monitor faculty behavior that could lead to experiences of exclusion. The impact of this tool is currently being rigorously evaluated to enhance our evidence base on what works.
5. **Climate Improvement:** We have begun to gather materials and evidence on how to build and sustain a climate of inclusivity at HKS for students, faculty, and staff. We aim to produce guidelines on “everyday behaviors” that contribute to such a climate, including asking appropriate personal questions, engaging in respectful discussions, and accurately acknowledging work contributions.
6. **New Faculty Institute: ODIB and the Strengthening Learning and Teaching Excellence (SLATE) initiative** collaborated on new trainings that were integrated into the existing programming of the New Faculty Institute. These trainings allowed new faculty to: (1) understand and identify unconscious bias; (2) practice using an unconscious bias worksheet to make decisions about how to minimize bias in the classroom, syllabus, and in exchanges with students; (3) practice using the Ladder of Inference to revisit and articulate how assumptions may lead to biased decision making.
7. **Inclusion and Belonging Library Collection:** ODIB and the HKS Library collaborated on the curation of an inclusion and belonging collection of materials that are accessible both on the library shelves and the website. These resources are primarily intended to help faculty develop more inclusive teaching practices, engage in cross cultural mentoring, and manage challenging moments in the classroom.
8. **Case Study Diversity:** ODIB engaged in a series of discussions with SLATE on techniques staff members can use to encourage faculty to diversify protagonists and remove biased assumptions about characters and behaviors in case studies.
9. **Faculty and Staff Workshops:** ODIB hosted three workshops on diversity and inclusion that were open to faculty and staff members.
10. **Individual Consultations:** ODIB offers individual consultations to faculty regarding how to address issues related to difference within the classroom and office hours.

## Harvard Kennedy School

The Kennedy School has increased the number of tenured women faculty from 9 % in 2004 to 23% at the beginning of this academic year. Overall, 27% of our (non-adjunct, non-visitor) faculty are female. Over the past year we hired three new Assistant Professors, including a female, an Asian male, and a white male. We also hired one tenured female and two Lecturers, one of whom is female. As the result of a cluster search, we hired multiple Professors of Practice, including one African-American male and one female. A third hire in that cluster is a white male who will arrive next academic year.

We have multiple searches underway, including a cluster search in Economics and Social Policy that we hope will yield multiple hires. In addition we have several internal promotion reviews underway.

We continue with teaching support for our faculty through our very successful SLATE program, Strengthen Learning and Teaching Excellence. One major SLATE effort is the New Faculty Institute which introduces all entering 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 be sure 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. All faculty are encouraged to present and participate in the School's weekly Faculty Research Seminar, as well as seminars sponsored by the HKS Research Centers. These seminars are particularly useful for junior faculty to receive feedback from colleagues on their research and presentation style. We also support a Friday lunch to bring faculty together from across the School in an informal setting.

We will continue to focus on improving our efforts to foster the hiring of a diverse faculty, the development of junior faculty, and support for all faculty to create a more inclusive environment for faculty, staff, and students.



# Harvard Law School

The Law School is committed to the promotion of a diverse faculty, including diversity of backgrounds, points of view, research and teaching methodologies, and connections with fields of law study and practice. It continues to work creatively to broaden the pool of candidates from which it hires faculty and to provide a nurturing environment in which faculty and aspiring scholars of all backgrounds can succeed.

## Faculty Appointments and Development

Over the last several years, the Law School has made a concerted effort to increase the diversity of its faculty. Since 2008-09, the percentage of full-time faculty who are women has grown from 20% to 31% and the percentage of full-time faculty who are people of color has grown from 13% to 18%.

Equally important, the Law School acknowledges that hiring a more diverse faculty is just a first step. It must also facilitate and promote the development of the faculty. Assistant Professors at the Law School are closely mentored and integrated into all aspects of the Law 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, and includes a formal discussion in the third year of the five-year tenure-track term. 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. And in addition to regular research leaves, tenured and tenure-track faculty are eligible for personal and parental leaves.

In order to provide even more robust feedback to its faculty members and informed by the latest research and best practices in teaching and learning—the Law School recently engaged in a two-year comprehensive redesign of its course evaluation system. Implemented in the fall term of 2017, the new course evaluation system provides more specific and more actionable teaching feedback to faculty members both on traditional metrics of pedagogical competency and also on metrics specifically tailored to each individual course's expected student learning outcomes.

## Faculty Appointments Pipeline

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. Over the last three years, on average, 33% of visiting professors have been women and 24% of visiting professors who provided their race/ethnicity have been people of color.

Harvard Law School also 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



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academics an opportunity to teach in the first-year curriculum while also working on their research and scholarship. Over the last three years, cohorts of Climenko Fellows have, on average, been 31% women and 18% people of color. 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 teacher-scholars who are enhancing the diversity of the profession.

The Law School also runs a summer academic fellowship program for Harvard Law School JD, LLM, 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 Medical School

## Faculty Recruitment

In academic year (AY) 2017-18, the Faculty of Medicine welcomed 631 new members, including 546 Instructors, 56 Assistant Professors, 18 Associate Professors and 11 Professors. In the basic and social science departments, a total of seven new faculty recruits, including two Professors, joined our ranks. Guidelines providing a framework for conducting faculty searches are available on the Office for Faculty Affairs website through the Governance, Appointment and Promotion Handbook ([https://fa.hms.harvard.edu/files/hmsofa/files/fom\\_handbook\\_current\\_issue.oct2018.pdf](https://fa.hms.harvard.edu/files/hmsofa/files/fom_handbook_current_issue.oct2018.pdf)), which is updated annually.

The Office for Faculty Affairs (OFA) provided direct support to a total of 62 professorial searches during AY 2017-18. The OFA staff represented the Dean on professorial search committees, provided training regarding unconscious bias, distributed guidelines of best search practices from the Office of Faculty Development and Diversity and managed the appointment phase for external recruits who were evaluated for professorial appointments.

Despite access to guidelines for all searches and engagement of the Dean's office in senior searches, the outcomes fell short of our general goal of increasing gender and racial/ethnic diversity. For example, in July 2017, 6% of our faculty were from backgrounds underrepresented in medicine (i.e., Black and Latino) and 43 % were women. Among those recruited in AY 2017-18, 8% were from underrepresented backgrounds and 48% were women. Although recruitment exceeds the current representation of underrepresented groups on the faculty, HMS could do more to shift the curve for these key demographic groups.

With the support of a grant from CRICO, the insurance partnership between the University and its affiliated hospitals, HMS has embarked on a comprehensive initiative to enhance our approach to faculty recruitment. The original goals of this three-year effort were to develop training for search committees that will minimize unconscious bias and optimize recruitment of high performing leaders, create an online portal for tracking search activities in real time, and construct measurement tools for documenting progress in meeting recruitment

goals. Based on feedback from a community of thought leaders convened in AY 2017-18 we added a fourth goal, which is to support professorial search committees in identifying qualified female and underrepresented minority candidates. We plan to pilot all initiatives except the online portal beginning in 2019 and are exploring both in-house and commercial options for that key tool.

## Faculty Development

In AY 2017-18, faculty fellowships, leadership programs, trainings, orientations, and recognition events supported faculty retention and advancement.

In the 22nd year of the Shore Fellowship Program, 61 junior faculty were awarded Shore Fellowships most of which provided \$30,000 of support. These fellowships are targeted at faculty in the early stages of their careers in recognition of the competing academic and personal demands on faculty members' time. A study of the fellowship (The Impact of a Junior Faculty Fellowship Award on Academic Advancement and Retention. Acad Med. 2017 Aug;92(8):1160-1167) indicated enhanced promotion rates for instructors and retention for all junior faculty who received the support.

HMS Foundation Funds: During the 2017-18 awards cycle, 157 HMS junior faculty and postdocs competed for the HMS and Harvard University nominations for 19 limited competition awards. Those who were nominated went on to compete at the national level, with six HMS nominees being selected as award recipients for a total \$1,595,000 in funding. Awards received by HMS faculty included the prestigious Packard Foundation Fellowship in Science and Engineering, the Edward Mallinckrodt Jr. Foundation Grant, the Mary Kay Foundation Cancer Research Grant, the Smith Family Award for Excellence in Biomedical Research, the Grunebaum Cancer Research Foundation Faculty Fellowship and the Breast Cancer Alliance Exceptional Projects Grant.

One Faculty Fellowship was offered through Harvard Catalyst that enabled HMS junior faculty to pursue activities that enhanced their development as researchers and clinicians/teachers, led to their

## Harvard Medical School

advancement within the Harvard system, and promoted diversity within the HMS community.

The Office for Diversity Inclusion and Community Partnership (DICP) bestowed five recognition awards to HMS faculty and trainees: four faculty and two trainees received the Dean's Community Service Award; five faculty received the Harold Amos Diversity Award; the Barbara McNeil Institutional Service Award was given to two faculty members; five faculty members received the Silen Lifetime Mentoring Award, eight received the Barger Award and seven Young Awards were presented. In addition, two hospital programs and one HMS-MIT program received the Program Award for Culture of Excellence in Mentoring (PACEM).

DICP continued support of the Dean's Postdoctoral Fellowship and the HMS Society for Translational and Academic Researchers (STARs) program which provided additional career enhancement opportunities for post-doctoral fellows.

In collaboration with Harvard Catalyst, Office of Faculty Affairs, DICP hosted an appreciation dinner to celebrate underrepresented minority faculty promotions of 2015-16 and 2016-17 and full Professors on May 17, 2018.

Continuing follow-up on the highly successful 2016 two-day Female Leadership in Science (FLiS) workshop, Deans Nancy Tarbell and George Daley hosted a luncheon in May where participants discussed current FDD programs and recommendations for future programs, such as opportunities for professional training and possible individual coaching.

Quad Junior Faculty Development (QJFD) Events: Luncheon series to offer useful communication and management tools and foster thoughtful discussions tailored to the quad-based junior faculty. This year's topics included: Mentoring Strategies, Styles and Challenges; Time Management; and Communicating Science with Civilians: Working with News Media and Beyond.

The DICP Leadership and Faculty Development Conference held in May 2018 provided 194 HMS junior faculty, along with clinical and research fellows, with information and skills needed for professional and career advancement in academic medicine, and specifically advancement within the HMS community.

The HMS/HSDM Leadership Development Course for Physicians and Scientists trained 71 faculty in a three-day course focused upon core leadership skills.

DICP's research and evaluation arm, Converge, is conducting several research studies aimed at providing data as evidence from which knowledge-based interventions can be developed. With the Departments of Medicine at BIDMC, BWH and MGH, faculty networks are being examined, specifically, how the connections and collaborations are formed and the effects of networks on faculty retention and advancement. In conjunction with HMS Catalyst, a mixed method, exploratory sequential study is in progress that is designed to understand the influence of medical school teaching and learning environment on the training choices and outcomes of medical students and residents as these decisions can influence career intentions regarding an academic research track. Also underway is a compendium that broadly relates to emotional exhaustion in the professional work environment and which provides the foundation for creating a multi-item scale that more fully addresses the spectrum of emotional exhaustion among diverse populations. Through HMS CRICO and in conjunction with the Office for Faculty Affairs, Converge is providing evaluation and monitoring support on a pilot project designed to transform the search process for senior administrators.

DICP hosted three leadership forums, three special sessions and 18 equity and social justice programs designed to build advocacy and leadership skills and to raise awareness of the key issues related to health policy, health disparities and the health care delivery system transformation.

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OFA offered more than 30 faculty trainings and orientations on the Longwood campus and in the affiliated hospitals. Key topics included paths to promotion, preparation of the CV, and engaging with HMS and HSDM. Deans Daley and Tarbell welcomed and congratulated newly promoted faculty at three separate events during the year.

Joint Committee on the Status of Women (JCSW): Since 1973, the JCSW has advised the Dean and the Faculty Council regarding opportunities and challenges for women in the Faculty of Medicine. In the past year, the Committee presented programming on salary equity, gender bias, personal finance, promotions, and human trafficking.

### Faculty Diversity

The Dean's Task Force on Diversity and Inclusion, led by Joan Reede and comprising faculty, students, trainees, fellows and staff, was established to bring forth recommendations for how to better support and advance diversity and inclusion at HMS. Through input from discussion groups and town halls held with guest presenters, faculty, trainees, students and staff, and HMS committees, a diversity statement was drafted by the Task Force and was released in fall 2017.

In AY 2017-18, the Task Force also established six deep-dive subcommittees: Diversity in Residency Training, Diversity in Scientific Pathways (focusing on graduate students and postdoctoral fellows), Diversity Pipeline and Community Engagement, Career Development and Retention of Diverse Faculty, Culture, Climate and Communication, and Metrics. Multiple subcommittees have held retreats to engage stakeholders for feedback, including the first-ever coming together of training program directors to discuss diversity in April 2018.

Additionally as a result of community feedback, the Task Force has developed two ongoing diversity-focused series: Dialogues (topics: Microaggressions,

Being 'Other', and Images at HMS); and Diversity in Leadership (geared toward senior administrators; topics: Psychological Safety, Unconscious Bias, and Mentoring Across Differences).

DICP's Visiting Clerkship Program (VCP) provided one-month clerkships at HMS-affiliated hospitals to 95 third and fourth-year visiting students, particularly individuals underrepresented in medicine (URiM). An expansion of VCP, DICP hosted its fourth Harvard Affiliated Residency Programs Showcase for third and fourth-year URiM medical students to meet and network with HMS-affiliated residency program training directors, attending physicians, fellows and residents. The 2017 Showcase hosted 135 students representing 62 medical schools.

The 2018 DICP New England Science Symposium (NESS) hosted close to 700 participants representing 268 institutions from 34 states, plus Puerto Rico, Canada and Australia. Prior to the NESS event, DICP developed and executed a Career Development for Postdocs series. Twenty postdoctoral students attended the program. DICP and the HMS Department of Systems Biology piloted a program in 2017. More than 40 students were invited to an interactive session with HMS faculty and postdocs to hear about their career paths and research interests. In addition, NESS participants toured HMS laboratories. Based on the success of this pilot, the program continued in 2018. This program provides an opportunity to help PI's with NIH Diversity Supplements, mentoring and hiring diverse post-docs.

DICP pipeline programs offered opportunities for HMS faculty to mentor and advise URiM and underserved high school, college and medical students and to help build a more diverse biomedical workforce by hosting these students in their laboratories. For example, in the summer of 2018, a total of 28 HMS/Harvard University faculty served as mentors in DICP's summer research internship programs.

# Harvard T.H. Chan School of Public Health

## Faculty Diversity

During the past academic year (AY) 2017–18, the Harvard Chan School has successfully recruited 14 primary faculty members, including one tenured faculty, nine tenure-track faculty and four non-ladder faculty. Of the nine tenure-track faculty members who have joined our School, four are Caucasian males, two are Caucasian females, and three are Asian males. The tenured faculty recruit is a Caucasian male who joined the School in January 2018. Two senior level recruits at the rank of Professor of the Practice were female, one of whom is a URM female faculty member. Faculty recruitment during this academic year was at a higher level than the previous years and, based on current on-going searches, we expect similar recruitment levels in the coming year.

Four Assistant Professors were promoted to Associate Professor; these include two female faculty members. In addition, four faculty members were successfully promoted to tenured positions including two female faculty members. Three Associate Professors, two male and one female, are currently under review for tenure and their reviews are expected to be completed in this academic year. During AY 2018-19 we expect to initiate four additional tenure reviews including the review of two female Associate Professors. The School also has two on-going senior searches.

A number of faculty members have retired or been recruited elsewhere in AY 2017-18. Unfortunately, this included one male URM tenured Professor, two female tenured Professors, three female Associate Professors (one being an URM faculty member) and one female URM Assistant Professor. This is a great loss to the School but we are optimistic that search procedures involving extensive outreach to women and minority candidates, and this year's implicit bias training, a collaboration between the OFA and the Office of Diversity and Inclusion (ODI), is resulting in broader pools of diverse applicants and recruits.

## Faculty Development

The School continues to provide support for junior faculty and postdoctoral fellows. The Office of Faculty Affairs (OFA) oversees adherence to school-wide standards for mentoring practices for junior faculty. These guidelines stipulate that all junior faculty members have at least one formally assigned senior mentor, and that they meet regularly with their department chairs and senior mentors to assess scientific progress, teaching commitment, and balance of academic responsibilities. In AY 2017-18, Richa Mishra, Associate Director of Faculty Affairs, met one-on-one with all new junior faculty to assess their needs as they settled into their positions, and continued to provide guidance and assistance to junior faculty members.

The OFA continued the faculty development workshop program with an expanded outreach to all tenure-track faculty for most events. Newly appointed non-ladder faculty members were invited to participate in relevant workshops as well.

These monthly workshops were organized around themes relevant to junior faculty and provided information and tools to assist junior faculty develop their careers, and succeed at the School. The workshops covered a range of subjects such as growing a research enterprise, building mentoring partnerships, negotiation and conflict resolution, devising strategies for research proposals, obtaining funding, navigating the tenure review process and so forth. These sessions also provided a platform for junior faculty to build strong relationships with Harvard Chan School's academic leaders and establish strong networks among their peers.

Here is a brief synopsis of the workshops organized in 2017-18:

### ***September 2017—Breakfast with the Deans***

This breakfast was organized at the beginning of the fall semester just as new junior faculty members were settling in. This was an opportunity for the



# Harvard T.H. Chan School of Public Health

Deans to meet with new junior faculty in an informal setting and welcome them to the School. Dean for Academic Affairs Karen Emmons welcomed new faculty members to the School and led an informal discussion on how new faculty could make the best out of their first year/s at the School.

## **October 2017—Research Proposal Strategy, Development, and Leadership Techniques**

This customized program, led by Amanda Spickard, Associate Dean of Research Strategy and External Relations, discussed strategies for identifying research and career development, funding opportunities, diversifying a funding portfolio, navigating the National Institutes of Health funding system, and accessing resources to succeed as an independent investigator at the Harvard Chan School.

## **December 2017—Negotiating Your Way to Nirvana**

Effective negotiation skills help people to both land the career opportunities they seek and to build positive relationships with others. This highly interactive workshop led by Melissa Brodrick, Ombudsperson of the Harvard Longwood Campus offered participants a chance to consider what they bring to informal and formal negotiations that may help or hinder. She discussed negotiation styles, elements of principled negotiations, best practices for conducting a successful negotiation, considerations when dealing with power differentials, and building strong mentoring partnerships.

## **January 2018—Promoting Inclusive Teaching and Learning Environments**

The Harvard Chan School builds strength from the global diversity of its students, trainees, staff and faculty. In this session, Meredith Rosenthal, Senior Associate Dean for Academic Affairs, discussed the challenges and opportunities related to cultural differences, power, privilege and effective communication. She guided junior faculty on 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.

## **February 2018—Research Funding Strategies for Success: A Guide to Harvard Chan School's Resource-generating Offices**

This session was structured as a panel discussion, and included panelists from the School's Offices of External Relations, Technology Development, Research Strategy and Development, and Sponsored Programs Administration. The panel discussion focused on strategies and resources faculty could employ to effectively communicate their work and tailor impact statements to a range of sponsors and potential donors, cultivate funding opportunities while protecting intellectual property and maintaining bargaining power, and mobilize the School's research development resources to grow their research.

## **April 2018—Student Support 101**

This workshop was led by Leah Kane, Director for Student Affairs and Colleen Cronin, Associate Director for Student Affairs. The session covered the following issues: Title IX and the academic environment, academic integrity, FERPA, disability/accommodation services, student wellness resources, and emergency management.

## **June 2018—Year-end Assessment and Advice Going Forward: Wrap-up Session with Dean Grusby**

In this interactive discussion, Michael Grusby, Acting Dean for Academic Affairs, Executive Dean for Administration, and Senior Vice Dean for Institutional Planning and Policy provided guidance to junior faculty members. He discussed coming up through the ranks, priority setting vis-à-vis research, teaching and other responsibilities, and helped junior faculty consider their next steps as they approached the end of their first academic year at the Harvard Chan School.

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

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assist them to continuously improve their teaching. OED offerings include case-based teaching, class management, and student advising. Nancy Kane, Professor of Management and Co-Chair, Task Force on Educational Quality, provides an introduction to case-based teaching. She also discusses tips on determining the appropriate teaching modality for different types of learning, managing classroom discussions, building a syllabus around cases, evaluating student discussion, and how to access case-based teaching and learning resources.

Further, under the leadership of the Office of Research Strategy and Development, faculty members received guidance on funding sources, support for external review and editing of grant applications and publications, and individual grant counseling.

An additional benefit for junior faculty is the “institutional support” which the Harvard Chan School provides for all primary faculty in exchange for their institutional responsibilities; these include activities such as student advising, committee participation, and grant writing. Beginning July 1, 2017, the School initiated an institutional support supplement policy for tenure-track faculty. Under this policy, the School will provide supplemental support to tenure-track faculty to assist them as they develop their careers and build their research portfolios. This policy applies to tenure-track primary faculty on the Harvard Chan School payroll. It covers the period after the junior faculty member’s start-up period ends through the remainder of their time as a tenure-track faculty member (typically, beginning in the faculty member’s fourth year on the Harvard Chan School faculty until they either achieve tenure or leave the School).

The School also offers an opt-out tenure clock extension program for faculty with childcare responsibilities: Assistant and Associate Professors may extend their time on the ladder for up to two years, for a maximum of two children.

## Postdoctoral Development

The Office of Faculty Affairs (OFA) continued to improve its program of workshops for postdoctoral fellows and research associates to foster the

skills necessary for them to become competitive applicants for faculty positions. From September 2017 to May 2018, 19 workshops were held. These workshops included sessions related to job search and career exploration, teaching, grant funding, and lab management. The OFA also hosted two CV and cover letter writing workshops, one of which focused on writing a resume for outside academia. Donald Halstead taught two sessions of his 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.

An orientation session for new postdocs and research associates was provided in fall 2017. In lieu of holding an orientation session during the spring, the OFA began holding monthly office hours for postdoctoral fellows and research associates to answer questions about appointments, benefits, upcoming courses and workshops, and career development. A postdoc orientation module is in the process of being added to the online Harvard Training Portal and is expected to launch in spring 2019.

The OFA and the Postdoc Association (PDA) continue to meet at least three times a year with the Postdoc Advisory Committee to discuss the postdoc program and other postdoc-related issues. During the 2017 academic year, the PDA focused on advocacy efforts and increasing the minimum salary. The OFA supported the PDA with the annual Poster Day by providing administrative assistance. The annual postdoc career development process continued this year in the same configuration as in AY 2018. As of November 1, 2018, 67% of the evaluation forms have been submitted to the OFA, which has decreased from last year’s 79% return rate.

The OFA continued to sponsor travel awards for postdocs, providing opportunities to attend conferences and gain experience presenting research and/or networking with professionals. During this year, awards were given to eight postdocs. The PDA continues to coordinate an international exchange program with Kocaeli



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University in Turkey. The program includes a week at Kocaeli University, where postdocs can teach a class or workshop, present seminars, establish research collaborations, and consult with local researchers. Four postdocs participated in the exchange program this academic year.

## Yerby Postdoctoral Fellowship Program

The School continues to enrich its intellectual diversity through the Yerby Postdoctoral Fellowship Program. This initiative is geared toward expanding the diversity of those entering academic public health, with a special interest in those from groups historically underrepresented in the U.S. health-related sciences. 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 organized 10 workshops for the Yerby Fellows between September 2016 and May 2017, including topics on being successful in your postdoc, preparing a K award application, and salary negotiations.

During the 2017 application cycle, 55 applications were received, which increased from 48 the previous year. Six outstanding new fellows joined five continuing fellows for the 2018 academic year. More than 50 fellows have completed the program since 2000, and three currently hold 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.

The Yerby Program for 2019-20 has been substantially redesigned from prior years and

reconfigured to increase the diversity of fellows who pursue academic careers in public health. The successful fellow will have publications in peer review journals, knowledge in grant development, have a level of expertise in their field of research, experience in teaching and possess demonstrated leadership ability. Senior faculty mentors will continue to guide and advise fellows in the academy. The Yerby Postdoctoral Fellowship will be renamed the Yerby Fellowship.

## Office for Diversity and Inclusion

In October 2018, Wendy McRae-Owoeye, JD, became the School's new Dean for Diversity, Inclusion and Belonging. She oversees, leads, and supervises the efforts and staff of the Office of Diversity and Inclusion (ODI), which includes vision development, strategic and resource planning, reporting, and policy and practice development—as well as prioritization around efforts including recruitment and retention of faculty.

ODI's guiding principles are:

- Act as an advocate to ensure equitable access to all facets of the Harvard Chan School
- Capacity building for self, social, and community awareness about isms and privilege
- Supplement and complement curriculum around equity and health
- Create dialogue about structures of inequality
- Increase access to educational, research, and professional opportunities at the School
- Increase transparency around policies, efforts, issues, and concerns
- Collaborate with internal and external partners
- Serve as a resource to the Harvard Chan School community
- Increase overall public health diversity

## Professional Development for Assistant/Associate URM Faculty—2018

The Assistant Dean for Faculty and Staff Diversity, Development and Leadership, focuses on the development of a school-wide strategy to support the recruitment, retention, and success of faculty and academic appointees. During fall 2018, professional development activities for Assistant

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and Associate URM faculty included, but were not limited to, the following activities:

- Meet and Greet Social for underrepresented Assistant and Associate faculty from Harvard Chan School (SPH), Tufts, Northeastern, Boston University, MIT, Harvard Medical School and the Harvard Graduate School of Education. This social event was implemented for the purpose of encouraging and enhancing URM Assistant/Associate faculty relationships, to discuss opportunities to network, collaborate on research, and to start the development of community within the Boston area. This effort will hopefully increase retention at SPH and other local universities. The group is scheduled to meet at SPH in the spring to participate and collaborate in a session entitled Advance Your Writing.
- Professional development workshops for fall 2018 included: Funding Administrative Aspects of Grant Submission and Management and Leadership in Academe. All workshops were presented by senior HSPH/HMS faculty.
- Additional activities have included—Lunch with the Dean of SPH, and a Conversation with Biostatistics Chair John Quackenbush on Tenure Track Considerations.

In spring 2019, additional workshops will include:

- Beware of Threats: Research Ethics, Presenting Your Research to the Public Domain
- A discussion series that will be known as URM Faculty Chats has been designed to help foster the relationship between the senior faculty mentor, Department Chair, and Assistant/Associate faculty. One discussion will be organized this spring; subsequent discussions will be held twice a semester beginning in the fall of 2019. These discussions will specifically focus on topics selected by the faculty and related to teaching, research, service, and professional acumen.

In addition, the Assistant Dean for Faculty, and Staff Diversity, Development and Leadership will

continue to meet twice a semester with this group to ensure that the positive connection between the Assistant faculty, senior mentor and Department Chair is being nurtured. Mentoring and additional professional support is also provided.

## Environment

The Committee for the Advancement of Women Faculty (CAWF) in 2017-18 continued its advocacy in matters related to the career advancement and the well-being of women faculty at the School.

Two subcommittees worked respectively on awareness raising and strategic planning. Expanding its outreach and engagement in issues of concern to women faculty, in addition to cosponsoring the School's Annual LGBTQA Pride Week Reception, the committee co-sponsored the annual International Women's Day event hosted by the Concentration on Women, Gender and Health. The committee also hosted several guests at its regular bi-monthly meetings including the Director of Faculty Development and the Faculty Vice President for Faculty Development at the Dana Farber Cancer Institute, the School's Vice Dean for External Relations, and representatives of the School's Postdoctoral Association.

The committee's signature event, the Alice Hamilton Award Ceremony 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, Margaret Kruk, Associate Professor of Global Health, delivered a lecture entitled, "Access is not enough: learning from users to build better health systems," and was the eighth recipient of the annual award. This year, the committee awarded the inaugural CAWF Service Award to Paige Williams, Senior Lecturer on Biostatistics, in recognition of both the recipient's service as a founding member of the committee and her work throughout her career to advance the Committee's agenda. 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 fourth annual CAWF Mentoring Award to Donna Spiegelman, Professor of Epidemiologic Methods.

TABLE 1: Number of Harvard Ladder Faculty by School and Rank

	Tenured Faculty															
	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19
<b>Harvard University</b>	<b>868</b>	<b>893</b>	<b>913</b>	<b>946</b>	<b>965</b>	<b>978</b>	<b>994</b>	<b>1,005</b>	<b>1,015</b>	<b>1,035</b>	<b>1,047</b>	<b>1,055</b>	<b>1,065</b>	<b>1,083</b>	<b>1,091</b>	<b>1,084</b>
Faculty of Arts and Sciences																
Arts & Humanities	129	133	140	143	147	148	154	160	161	163	164	162	161	158	155	151
Engineering	44	46	48	47	48	49	53	56	58	58	60	59	61	65	68	67
Science	124	130	135	137	141	144	147	150	151	150	159	164	167	172	175	170
Life Science	57	61	64	66	70	73	75	75	77	80	85	89	89	94	94	90
Physical Science	67	69	71	71	71	71	72	75	74	70	74	75	78	78	81	80
Social Science	158	159	159	170	173	177	170	179	179	183	181	189	190	190	190	192
<b>FAS Total</b>	<b>455</b>	<b>468</b>	<b>482</b>	<b>497</b>	<b>509</b>	<b>518</b>	<b>524</b>	<b>545</b>	<b>549</b>	<b>554</b>	<b>564</b>	<b>574</b>	<b>579</b>	<b>585</b>	<b>588</b>	<b>580</b>
Business	86	91	89	93	96	102	103	92	95	95	95	99	101	103	101	101
Design	27	27	27	29	29	28	30	31	32	34	40	36	34	34	35	32
Divinity	16	16	21	22	22	22	22	21	20	21	20	22	23	27	28	26
Education	28	26	26	27	25	26	27	25	24	26	24	23	23	25	30	31
Government	42	41	42	45	48	48	50	52	52	53	52	51	54	56	57	58
Law	71	73	76	75	77	81	84	85	86	89	88	88	87	86	85	83
Medicine	90	101	100	106	107	106	108	111	114	128	123	120	122	128	135	139
Public Health	67	68	72	75	73	76	74	75	79	80	85	89	94	94	90	91
<b>Professional Schools Total</b>	<b>427</b>	<b>443</b>	<b>453</b>	<b>472</b>	<b>477</b>	<b>489</b>	<b>498</b>	<b>492</b>	<b>502</b>	<b>526</b>	<b>527</b>	<b>528</b>	<b>538</b>	<b>553</b>	<b>561</b>	<b>561</b>
Dental Clinical / Hospital	12	12	14	14	15	14	13	13	13	13	12	13	15	15	16	15
Medical Clinical / Hospital	585	618	653	662	692	717	741	789	858	913	957	1,003	1,032	1,041	1,071	1,102

	Tenure-Track Faculty															
	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19
<b>Harvard University</b>	<b>503</b>	<b>492</b>	<b>491</b>	<b>486</b>	<b>489</b>	<b>497</b>	<b>481</b>	<b>470</b>	<b>467</b>	<b>432</b>	<b>417</b>	<b>413</b>	<b>420</b>	<b>407</b>	<b>404</b>	<b>413</b>
Faculty of Arts and Sciences																
Arts & Humanities	61	65	71	65	59	57	48	41	38	34	28	33	35	40	46	49
Engineering	17	19	19	23	21	18	17	19	20	15	17	22	24	20	21	21
Science	36	35	40	48	50	61	67	65	64	57	52	48	37	34	30	31
Life Science	21	19	21	26	29	38	41	40	42	36	33	31	23	20	18	18
Physical Science	15	16	19	22	21	23	26	25	22	21	19	17	14	14	12	13
Social Science	72	72	76	73	72	74	66	54	51	48	51	52	55	54	53	53
<b>FAS Total</b>	<b>186</b>	<b>191</b>	<b>206</b>	<b>209</b>	<b>202</b>	<b>210</b>	<b>198</b>	<b>179</b>	<b>173</b>	<b>154</b>	<b>148</b>	<b>155</b>	<b>151</b>	<b>148</b>	<b>150</b>	<b>154</b>
Business	94	85	93	89	90	89	86	86	92	86	86	76	77	71	68	74
Design	19	17	16	17	21	21	17	24	24	28	32	32	37	38	38	33
Divinity	9	8	4	5	6	6	8	9	8	6	8	9	8	4	4	4
Education	15	13	9	10	17	20	21	21	23	20	19	18	19	17	14	15
Government	36	33	26	24	21	21	22	19	23	21	20	22	21	17	18	19
Law	10	7	5	5	7	10	10	9	8	5	3	3	6	5	6	6
Medicine	54	56	58	54	54	58	60	56	51	53	50	53	53	53	54	54
Public Health	83	85	80	76	73	65	62	66	66	64	57	51	55	58	55	56
<b>Professional Schools Total</b>	<b>320</b>	<b>304</b>	<b>291</b>	<b>280</b>	<b>289</b>	<b>290</b>	<b>286</b>	<b>290</b>	<b>295</b>	<b>283</b>	<b>275</b>	<b>264</b>	<b>276</b>	<b>263</b>	<b>257</b>	<b>261</b>
Dental Clinical / Hospital	264	273	276	272	286	278	280	267	272	273	268	280	248	124	121	115
Medical Clinical / Hospital	7,849	8,047	8,306	8,652	8,854	9,186	9,337	9,616	9,819	9,956	10,101	10,224	9,791	9,166	9,137	9,136

See page 40 for notes about the data.

TABLE 2: Percentage of Harvard Ladder Faculty by School and Rank

	Tenured Faculty															
	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19
<b>Harvard University</b>	<b>63%</b>	<b>65%</b>	<b>65%</b>	<b>66%</b>	<b>66%</b>	<b>66%</b>	<b>67%</b>	<b>68%</b>	<b>69%</b>	<b>71%</b>	<b>72%</b>	<b>72%</b>	<b>72%</b>	<b>73%</b>	<b>73%</b>	<b>72%</b>
Faculty of Arts and Sciences																
Arts & Humanities	68%	67%	66%	69%	71%	72%	76%	80%	81%	83%	85%	83%	82%	80%	77%	76%
Engineering	72%	71%	72%	67%	70%	73%	76%	75%	74%	80%	78%	73%	72%	77%	76%	76%
Science	78%	79%	77%	74%	74%	70%	69%	70%	70%	73%	75%	77%	82%	84%	85%	85%
Life Science	73%	76%	75%	72%	71%	66%	65%	65%	65%	69%	72%	74%	80%	83%	84%	83%
Physical Science	82%	81%	79%	76%	77%	76%	74%	75%	77%	77%	80%	82%	85%	85%	87%	86%
Social Science	69%	69%	68%	70%	71%	71%	72%	77%	78%	79%	78%	78%	78%	78%	78%	78%
<b>FAS Total</b>	<b>71%</b>	<b>71%</b>	<b>70%</b>	<b>70%</b>	<b>72%</b>	<b>71%</b>	<b>73%</b>	<b>75%</b>	<b>76%</b>	<b>78%</b>	<b>79%</b>	<b>79%</b>	<b>79%</b>	<b>80%</b>	<b>80%</b>	<b>79%</b>
Business	48%	52%	49%	51%	52%	53%	55%	52%	51%	53%	53%	57%	57%	59%	60%	58%
Design	59%	61%	63%	63%	58%	57%	64%	56%	57%	55%	56%	53%	48%	47%	48%	49%
Divinity	64%	67%	84%	82%	79%	79%	73%	70%	71%	78%	71%	71%	74%	87%	88%	87%
Education	65%	67%	74%	73%	60%	57%	56%	54%	51%	57%	56%	56%	55%	60%	68%	67%
Government	54%	55%	62%	65%	70%	70%	69%	73%	69%	72%	72%	70%	72%	77%	76%	75%
Law	88%	91%	94%	94%	92%	89%	89%	90%	92%	95%	97%	97%	94%	95%	93%	92%
Medicine	63%	64%	63%	66%	67%	65%	64%	67%	69%	71%	71%	69%	70%	71%	71%	72%
Public Health	45%	44%	47%	50%	50%	54%	54%	53%	55%	56%	60%	64%	63%	62%	62%	62%
<b>Professional Schools Total</b>	<b>57%</b>	<b>59%</b>	<b>61%</b>	<b>63%</b>	<b>62%</b>	<b>63%</b>	<b>64%</b>	<b>63%</b>	<b>63%</b>	<b>65%</b>	<b>66%</b>	<b>67%</b>	<b>66%</b>	<b>68%</b>	<b>69%</b>	<b>68%</b>
Dental Clinical / Hospital	4%	4%	5%	5%	5%	5%	4%	5%	5%	5%	4%	4%	6%	11%	12%	12%
Medical Clinical / Hospital	7%	7%	7%	7%	7%	7%	7%	8%	8%	8%	9%	9%	10%	10%	11%	11%

	Tenure-Track Faculty															
	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19
<b>Harvard University</b>	<b>37%</b>	<b>36%</b>	<b>35%</b>	<b>34%</b>	<b>34%</b>	<b>34%</b>	<b>33%</b>	<b>32%</b>	<b>32%</b>	<b>29%</b>	<b>29%</b>	<b>28%</b>	<b>28%</b>	<b>27%</b>	<b>27%</b>	<b>28%</b>
Faculty of Arts and Sciences																
Arts & Humanities	32%	33%	34%	31%	29%	28%	24%	20%	19%	17%	15%	17%	18%	20%	23%	25%
Engineering	28%	29%	28%	33%	30%	27%	24%	25%	26%	21%	22%	27%	28%	24%	24%	24%
Science	23%	21%	23%	26%	26%	30%	31%	30%	30%	28%	25%	23%	18%	17%	15%	15%
Life Science	27%	24%	25%	28%	29%	34%	35%	35%	35%	31%	28%	26%	21%	18%	16%	17%
Physical Science	18%	19%	21%	24%	23%	25%	27%	25%	23%	23%	20%	19%	15%	15%	13%	14%
Social Science	31%	31%	32%	30%	29%	30%	28%	23%	22%	21%	22%	22%	22%	22%	22%	22%
<b>FAS Total</b>	<b>29%</b>	<b>29%</b>	<b>30%</b>	<b>30%</b>	<b>28%</b>	<b>29%</b>	<b>27%</b>	<b>25%</b>	<b>24%</b>	<b>22%</b>	<b>21%</b>	<b>21%</b>	<b>21%</b>	<b>20%</b>	<b>20%</b>	<b>21%</b>
Business	52%	48%	51%	49%	48%	47%	46%	48%	49%	48%	48%	43%	43%	41%	40%	42%
Design	41%	39%	37%	37%	42%	43%	36%	44%	43%	45%	44%	47%	52%	53%	52%	51%
Divinity	36%	33%	16%	19%	21%	21%	27%	30%	29%	22%	29%	29%	26%	13%	13%	13%
Education	35%	33%	26%	27%	41%	44%	44%	46%	49%	44%	44%	44%	45%	41%	32%	33%
Government	46%	45%	38%	35%	30%	30%	31%	27%	31%	28%	28%	30%	28%	23%	24%	25%
Law	12%	9%	6%	6%	8%	11%	11%	10%	9%	5%	3%	3%	7%	6%	7%	7%
Medicine	38%	36%	37%	34%	34%	35%	36%	34%	31%	29%	29%	31%	30%	29%	29%	28%
Public Health	55%	56%	53%	50%	50%	46%	46%	47%	46%	44%	40%	36%	37%	38%	38%	38%
<b>Professional Schools Total</b>	<b>43%</b>	<b>41%</b>	<b>39%</b>	<b>37%</b>	<b>38%</b>	<b>37%</b>	<b>37%</b>	<b>37%</b>	<b>37%</b>	<b>35%</b>	<b>34%</b>	<b>33%</b>	<b>34%</b>	<b>32%</b>	<b>31%</b>	<b>32%</b>
Dental Clinical / Hospital	96%	96%	95%	95%	95%	95%	96%	95%	95%	96%	96%	96%	94%	89%	88%	89%
Medical Clinical / Hospital	93%	93%	93%	93%	93%	93%	93%	92%	92%	92%	91%	91%	91%	90%	90%	89%

See page 40 for notes about the data.

TABLE 3: Number of Harvard Ladder Faculty who are Women

	Tenured Faculty															
	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19
<b>Harvard University</b>	<b>161</b>	<b>164</b>	<b>173</b>	<b>185</b>	<b>199</b>	<b>199</b>	<b>209</b>	<b>222</b>	<b>227</b>	<b>245</b>	<b>255</b>	<b>258</b>	<b>272</b>	<b>281</b>	<b>290</b>	<b>292</b>
Faculty of Arts and Sciences																
Arts & Humanities	39	39	43	44	46	47	50	51	50	52	55	55	54	54	55	54
Engineering	2	2	2	2	3	3	5	6	6	7	8	8	9	9	11	11
Science	13	14	14	15	16	16	18	20	20	21	22	24	28	29	32	33
Life Science	8	8	9	10	11	11	12	14	14	15	15	18	19	20	21	21
Physical Science	5	6	5	5	5	5	6	6	6	6	7	6	9	9	11	12
Social Science	34	33	34	39	39	40	38	43	45	48	52	52	57	59	59	60
<b>FAS Total</b>	<b>88</b>	<b>88</b>	<b>93</b>	<b>100</b>	<b>104</b>	<b>106</b>	<b>111</b>	<b>120</b>	<b>121</b>	<b>128</b>	<b>137</b>	<b>139</b>	<b>148</b>	<b>151</b>	<b>157</b>	<b>158</b>
Business	14	14	14	14	16	16	18	17	18	19	19	20	21	22	21	21
Design	3	3	4	6	7	6	6	6	6	7	10	9	9	9	9	9
Divinity	5	6	8	8	8	7	8	8	8	8	8	9	9	10	11	10
Education	10	11	10	10	9	9	10	11	11	13	11	10	12	12	15	16
Government	6	5	5	7	10	10	10	10	10	11	12	11	12	13	12	13
Law	12	12	14	12	13	14	14	16	17	18	17	19	19	18	20	20
Medicine	12	15	14	15	16	15	16	19	19	23	23	23	27	29	31	32
Public Health	12	12	14	15	17	18	17	17	19	20	21	21	24	27	28	28
<b>Professional Schools Total</b>	<b>74</b>	<b>78</b>	<b>83</b>	<b>87</b>	<b>96</b>	<b>95</b>	<b>99</b>	<b>104</b>	<b>108</b>	<b>119</b>	<b>121</b>	<b>122</b>	<b>133</b>	<b>140</b>	<b>147</b>	<b>149</b>
Dental Clinical / Hospital	2	2	2	2	2	2	2	2	2	2	2	3	5	5	5	4
Medical Clinical / Hospital	67	74	80	81	87	92	102	115	129	140	157	163	178	188	215	226

	Tenure-Track Faculty															
	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19
<b>Harvard University</b>	<b>176</b>	<b>173</b>	<b>173</b>	<b>173</b>	<b>179</b>	<b>188</b>	<b>177</b>	<b>172</b>	<b>169</b>	<b>153</b>	<b>153</b>	<b>158</b>	<b>162</b>	<b>159</b>	<b>162</b>	<b>165</b>
Faculty of Arts and Sciences																
Arts & Humanities	21	23	24	20	20	21	19	17	17	14	14	19	22	25	25	28
Engineering	2	2	2	3	3	4	4	5	5	2	2	5	4	4	4	4
Science	8	11	13	15	17	20	20	20	21	17	17	16	14	15	15	15
Life Science	6	7	7	8	10	14	15	14	16	13	13	14	11	11	10	9
Physical Science	2	4	6	7	7	6	5	6	5	4	4	2	3	4	5	6
Social Science	30	31	35	38	36	37	30	22	19	20	18	18	20	18	21	20
<b>FAS Total</b>	<b>61</b>	<b>67</b>	<b>74</b>	<b>76</b>	<b>76</b>	<b>82</b>	<b>73</b>	<b>64</b>	<b>62</b>	<b>53</b>	<b>51</b>	<b>58</b>	<b>60</b>	<b>62</b>	<b>65</b>	<b>67</b>
Business	28	25	28	28	25	26	25	27	30	28	28	27	32	28	24	28
Design	9	7	5	6	8	8	8	10	9	11	13	11	12	12	14	15
Divinity	5	3	1	1	2	2	3	3	2	2	2	3	3	2	2	2
Education	10	9	7	6	11	13	12	12	12	11	10	10	10	9	7	6
Government	12	11	9	7	7	7	6	6	7	4	6	8	7	5	6	7
Law	3	1	1	3	4	4	4	3	1	0	0	1	3	3	4	4
Medicine	14	17	17	17	18	20	22	18	19	18	18	19	16	17	18	17
Public Health	34	33	31	30	28	26	25	29	27	26	25	21	20	22	23	20
<b>Professional Schools Total</b>	<b>115</b>	<b>106</b>	<b>99</b>	<b>98</b>	<b>103</b>	<b>106</b>	<b>105</b>	<b>108</b>	<b>107</b>	<b>100</b>	<b>102</b>	<b>100</b>	<b>103</b>	<b>98</b>	<b>98</b>	<b>99</b>
Dental Clinical / Hospital	66	72	71	74	83	88	94	96	95	100	102	106	96	54	55	52
Medical Clinical / Hospital	2,986	3,145	3,319	3,528	3,661	3,852	3,974	4,129	4,276	4,397	4,532	4,657	4,483	4,223	4,268	4,304

See page 40 for notes about the data.

TABLE 4: Percentage of Harvard Ladder Faculty who are Women

	Tenured Faculty															
	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19
<b>Harvard University</b>	<b>19%</b>	<b>18%</b>	<b>19%</b>	<b>20%</b>	<b>21%</b>	<b>20%</b>	<b>21%</b>	<b>22%</b>	<b>22%</b>	<b>24%</b>	<b>24%</b>	<b>25%</b>	<b>26%</b>	<b>26%</b>	<b>27%</b>	<b>27%</b>
Faculty of Arts and Sciences																
Arts & Humanities	30%	29%	31%	31%	31%	32%	33%	32%	31%	32%	34%	34%	34%	34%	36%	36%
Engineering	5%	4%	4%	4%	6%	6%	9%	11%	10%	12%	13%	14%	15%	14%	16%	16%
Science	11%	11%	10%	11%	11%	11%	12%	13%	13%	14%	14%	15%	17%	17%	18%	19%
Life Science	14%	13%	14%	15%	16%	15%	16%	19%	18%	19%	18%	20%	21%	21%	22%	23%
Physical Science	8%	9%	7%	7%	7%	7%	8%	8%	8%	9%	10%	8%	12%	12%	14%	15%
Social Science	22%	21%	21%	23%	23%	23%	22%	24%	25%	26%	29%	28%	30%	31%	31%	31%
<b>FAS Total</b>	<b>19%</b>	<b>19%</b>	<b>19%</b>	<b>20%</b>	<b>20%</b>	<b>21%</b>	<b>21%</b>	<b>22%</b>	<b>22%</b>	<b>23%</b>	<b>24%</b>	<b>24%</b>	<b>26%</b>	<b>26%</b>	<b>27%</b>	<b>27%</b>
Business	16%	15%	16%	15%	17%	16%	18%	19%	19%	20%	20%	20%	21%	21%	21%	21%
Design	11%	11%	15%	21%	24%	21%	20%	19%	19%	21%	25%	25%	27%	27%	26%	28%
Divinity	31%	38%	38%	36%	36%	32%	36%	38%	40%	38%	40%	41%	39%	37%	39%	39%
Education	36%	42%	39%	37%	36%	35%	37%	44%	46%	50%	46%	44%	52%	48%	50%	52%
Government	14%	12%	12%	16%	21%	21%	20%	19%	19%	21%	23%	22%	22%	23%	21%	22%
Law	17%	16%	18%	16%	17%	17%	17%	19%	20%	20%	19%	22%	22%	21%	24%	24%
Medicine	13%	15%	14%	14%	15%	14%	15%	17%	17%	18%	19%	19%	22%	23%	23%	23%
Public Health	18%	18%	19%	20%	23%	24%	23%	23%	24%	25%	25%	24%	26%	29%	31%	31%
<b>Professional Schools Total</b>	<b>17%</b>	<b>18%</b>	<b>18%</b>	<b>18%</b>	<b>20%</b>	<b>19%</b>	<b>20%</b>	<b>21%</b>	<b>22%</b>	<b>23%</b>	<b>23%</b>	<b>23%</b>	<b>25%</b>	<b>25%</b>	<b>26%</b>	<b>27%</b>
Dental Clinical / Hospital	17%	17%	14%	14%	13%	14%	15%	15%	15%	15%	17%	23%	33%	33%	31%	27%
Medical Clinical / Hospital	12%	12%	12%	12%	13%	13%	14%	15%	15%	15%	16%	16%	17%	18%	20%	21%

	Tenure-Track Faculty															
	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19
<b>Harvard University</b>	<b>35%</b>	<b>35%</b>	<b>35%</b>	<b>36%</b>	<b>37%</b>	<b>38%</b>	<b>37%</b>	<b>37%</b>	<b>36%</b>	<b>35%</b>	<b>37%</b>	<b>38%</b>	<b>39%</b>	<b>39%</b>	<b>40%</b>	<b>40%</b>
Faculty of Arts and Sciences																
Arts & Humanities	34%	35%	34%	31%	34%	37%	40%	42%	45%	41%	50%	58%	63%	63%	54%	57%
Engineering	12%	11%	11%	13%	14%	22%	24%	26%	25%	13%	12%	23%	17%	20%	19%	19%
Science	22%	31%	33%	31%	34%	33%	30%	31%	33%	30%	33%	33%	38%	44%	50%	48%
Life Science	29%	37%	33%	31%	35%	37%	37%	35%	38%	36%	39%	45%	48%	55%	56%	50%
Physical Science	13%	25%	32%	32%	33%	26%	19%	24%	23%	19%	21%	12%	21%	29%	42%	46%
Social Science	42%	43%	46%	52%	50%	50%	46%	41%	37%	42%	35%	35%	36%	33%	40%	38%
<b>FAS Total</b>	<b>33%</b>	<b>35%</b>	<b>36%</b>	<b>36%</b>	<b>38%</b>	<b>39%</b>	<b>37%</b>	<b>36%</b>	<b>36%</b>	<b>34%</b>	<b>35%</b>	<b>37%</b>	<b>40%</b>	<b>42%</b>	<b>43%</b>	<b>44%</b>
Business	30%	29%	30%	32%	28%	29%	29%	31%	33%	33%	33%	36%	42%	39%	35%	38%
Design	47%	41%	31%	35%	38%	38%	47%	42%	38%	39%	41%	34%	32%	32%	37%	46%
Divinity	56%	38%	25%	20%	33%	33%	38%	33%	25%	33%	25%	33%	38%	50%	50%	50%
Education	67%	69%	78%	60%	65%	65%	57%	57%	52%	55%	53%	56%	53%	53%	50%	40%
Government	33%	33%	35%	29%	33%	33%	27%	32%	30%	19%	30%	36%	33%	29%	33%	37%
Law	30%	14%	20%	60%	57%	40%	40%	33%	13%	0%	0%	33%	50%	60%	67%	67%
Medicine	26%	30%	29%	32%	33%	35%	37%	32%	37%	34%	36%	36%	30%	32%	33%	32%
Public Health	41%	39%	39%	40%	38%	40%	40%	44%	41%	41%	44%	41%	36%	38%	42%	36%
<b>Professional Schools Total</b>	<b>36%</b>	<b>35%</b>	<b>34%</b>	<b>35%</b>	<b>36%</b>	<b>37%</b>	<b>37%</b>	<b>37%</b>	<b>36%</b>	<b>35%</b>	<b>37%</b>	<b>38%</b>	<b>37%</b>	<b>37%</b>	<b>38%</b>	<b>38%</b>
Dental Clinical / Hospital	25%	26%	26%	27%	29%	32%	34%	36%	35%	37%	38%	38%	39%	44%	46%	45%
Medical Clinical / Hospital	38%	39%	40%	41%	41%	42%	43%	43%	44%	44%	45%	46%	46%	46%	47%	47%

See page 40 for notes about the data.

TABLE 5: Number of Harvard Ladder Faculty who are Asian

	Tenured Faculty															
	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19
<b>Harvard University</b>	<b>50</b>	<b>54</b>	<b>61</b>	<b>67</b>	<b>74</b>	<b>79</b>	<b>82</b>	<b>86</b>	<b>91</b>	<b>101</b>	<b>106</b>	<b>107</b>	<b>113</b>	<b>120</b>	<b>124</b>	<b>126</b>
Faculty of Arts and Sciences																
Arts & Humanities	7	6	8	9	9	11	11	12	13	13	13	14	15	15	15	16
Engineering	5	5	6	6	7	8	11	11	11	12	13	13	12	14	15	15
Science	11	10	12	14	16	18	18	18	18	20	22	23	28	29	30	29
Life Science	5	5	5	7	8	9	9	8	8	8	9	10	12	12	12	11
Physical Science	6	5	7	7	8	9	9	10	10	12	13	13	16	17	18	18
Social Science	6	7	6	6	7	6	7	8	9	11	11	12	11	11	9	10
<b>FAS Total</b>	<b>29</b>	<b>28</b>	<b>32</b>	<b>35</b>	<b>39</b>	<b>43</b>	<b>47</b>	<b>49</b>	<b>51</b>	<b>56</b>	<b>59</b>	<b>62</b>	<b>66</b>	<b>69</b>	<b>69</b>	<b>70</b>
Business	9	12	12	14	17	18	18	18	19	19	19	19	20	22	22	23
Design	1	1	1	1	1	1	1	2	2	2	4	3	3	3	3	3
Divinity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Education	0	0	0	1	1	1	1	1	1	1	0	1	1	1	2	2
Government	2	2	2	3	3	4	5	6	6	6	6	6	7	8	8	8
Law	0	0	1	1	1	1	1	1	3	3	3	3	3	3	3	4
Medicine	3	4	5	5	6	5	4	4	4	6	6	4	4	5	8	8
Public Health	8	7	8	7	7	8	7	7	8	11	12	13	15	15	15	15
<b>Professional Schools Total</b>	<b>23</b>	<b>26</b>	<b>29</b>	<b>32</b>	<b>36</b>	<b>38</b>	<b>37</b>	<b>39</b>	<b>43</b>	<b>48</b>	<b>50</b>	<b>49</b>	<b>53</b>	<b>57</b>	<b>61</b>	<b>63</b>
Dental Clinical / Hospital	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1
Medical Clinical / Hospital	24	22	25	30	30	31	35	44	50	55	53	64	77	86	93	99

	Tenure-Track Faculty															
	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19
<b>Harvard University</b>	<b>84</b>	<b>83</b>	<b>80</b>	<b>83</b>	<b>81</b>	<b>81</b>	<b>82</b>	<b>84</b>	<b>86</b>	<b>81</b>	<b>84</b>	<b>86</b>	<b>86</b>	<b>84</b>	<b>85</b>	<b>91</b>
Faculty of Arts and Sciences																
Arts & Humanities	6	7	8	6	6	5	5	3	3	4	5	5	5	6	7	7
Engineering	4	5	5	6	5	5	5	6	7	6	5	7	6	5	6	7
Science	10	10	12	15	13	14	14	14	14	12	9	9	6	8	7	8
Life Science	4	3	2	5	4	4	5	5	6	6	5	6	4	6	6	6
Physical Science	6	7	10	10	9	10	9	9	8	6	4	3	2	2	1	2
Social Science	9	7	6	8	7	8	8	7	4	3	4	4	8	9	11	11
<b>FAS Total</b>	<b>29</b>	<b>29</b>	<b>31</b>	<b>35</b>	<b>31</b>	<b>32</b>	<b>32</b>	<b>30</b>	<b>28</b>	<b>25</b>	<b>23</b>	<b>25</b>	<b>25</b>	<b>28</b>	<b>31</b>	<b>33</b>
Business	16	14	15	14	14	14	15	17	20	22	26	26	24	20	16	18
Design	1	1	1	0	0	0	0	2	4	4	6	6	7	7	9	8
Divinity	0	0	0	0	1	1	1	0	0	0	1	1	1	1	1	1
Education	1	1	1	1	3	3	5	5	6	5	4	3	3	3	2	2
Government	4	4	5	5	4	4	4	4	4	4	4	4	3	1	1	2
Law	1	1	0	1	1	1	1	2	1	1	1	2	2	2	2	1
Medicine	10	11	7	6	7	7	7	8	8	9	10	12	14	14	16	16
Public Health	22	23	21	21	20	19	17	16	15	12	10	8	9	10	9	12
<b>Professional Schools Total</b>	<b>55</b>	<b>55</b>	<b>50</b>	<b>48</b>	<b>50</b>	<b>49</b>	<b>50</b>	<b>54</b>	<b>58</b>	<b>57</b>	<b>62</b>	<b>62</b>	<b>63</b>	<b>58</b>	<b>56</b>	<b>60</b>
Dental Clinical / Hospital	48	55	60	63	71	66	68	59	59	62	59	62	54	31	34	32
Medical Clinical / Hospital	1,016	1,088	1,170	1,292	1,344	1,478	1,553	1,655	1,722	1,780	1,809	1,858	1,825	1,788	1,847	1,871

See page 40 for notes about the data.



TABLE 6: Percentage of Harvard Ladder Faculty who are Asian

	Tenured Faculty															
	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19
<b>Harvard University</b>	<b>6%</b>	<b>6%</b>	<b>7%</b>	<b>7%</b>	<b>8%</b>	<b>8%</b>	<b>8%</b>	<b>9%</b>	<b>9%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>11%</b>	<b>11%</b>	<b>11%</b>	<b>12%</b>
Faculty of Arts and Sciences																
Arts & Humanities	5%	5%	6%	6%	6%	7%	7%	8%	8%	8%	8%	9%	9%	10%	10%	11%
Engineering	11%	11%	13%	13%	15%	16%	21%	20%	19%	21%	22%	22%	20%	22%	22%	22%
Science	9%	8%	9%	10%	11%	13%	12%	12%	12%	13%	14%	14%	17%	17%	17%	17%
Life Science	9%	8%	8%	11%	11%	12%	12%	11%	10%	10%	11%	11%	14%	13%	13%	12%
Physical Science	9%	7%	10%	10%	11%	13%	13%	13%	14%	17%	18%	17%	21%	22%	22%	23%
Social Science	4%	4%	4%	4%	4%	3%	4%	5%	5%	6%	6%	6%	6%	6%	5%	5%
<b>FAS Total</b>	<b>6%</b>	<b>6%</b>	<b>7%</b>	<b>7%</b>	<b>8%</b>	<b>8%</b>	<b>9%</b>	<b>9%</b>	<b>9%</b>	<b>10%</b>	<b>11%</b>	<b>11%</b>	<b>11%</b>	<b>12%</b>	<b>12%</b>	<b>12%</b>
Business	11%	13%	14%	15%	18%	18%	18%	20%	20%	20%	20%	19%	20%	21%	22%	23%
Design	4%	4%	4%	3%	3%	4%	3%	7%	6%	6%	10%	8%	9%	9%	9%	9%
Divinity	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Education	0%	0%	0%	4%	4%	4%	4%	4%	4%	4%	0%	4%	4%	4%	7%	7%
Government	5%	5%	5%	7%	6%	8%	10%	12%	12%	11%	12%	12%	13%	14%	14%	14%
Law	0%	0%	1%	1%	1%	1%	1%	1%	4%	3%	3%	3%	3%	4%	4%	5%
Medicine	3%	4%	5%	5%	6%	5%	4%	4%	4%	5%	5%	3%	3%	4%	6%	6%
Public Health	12%	10%	11%	9%	10%	11%	10%	9%	10%	14%	14%	15%	16%	16%	17%	17%
<b>Professional Schools Total</b>	<b>5%</b>	<b>6%</b>	<b>6%</b>	<b>7%</b>	<b>8%</b>	<b>8%</b>	<b>7%</b>	<b>8%</b>	<b>9%</b>	<b>9%</b>	<b>10%</b>	<b>9%</b>	<b>10%</b>	<b>10%</b>	<b>11%</b>	<b>11%</b>
Dental Clinical / Hospital	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	7%	7%	6%	7%
Medical Clinical / Hospital	4%	4%	4%	5%	4%	4%	5%	6%	6%	6%	6%	6%	8%	8%	9%	9%

	Tenure-Track Faculty															
	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19
<b>Harvard University</b>	<b>17%</b>	<b>17%</b>	<b>16%</b>	<b>17%</b>	<b>17%</b>	<b>16%</b>	<b>17%</b>	<b>18%</b>	<b>18%</b>	<b>19%</b>	<b>20%</b>	<b>21%</b>	<b>21%</b>	<b>21%</b>	<b>21%</b>	<b>22%</b>
Faculty of Arts and Sciences																
Arts & Humanities	10%	11%	11%	9%	10%	9%	10%	7%	8%	12%	18%	15%	14%	15%	15%	14%
Engineering	24%	26%	26%	26%	24%	28%	29%	32%	35%	40%	29%	32%	25%	25%	29%	33%
Science	28%	29%	30%	31%	26%	23%	21%	22%	22%	21%	17%	19%	16%	24%	23%	26%
Life Science	19%	16%	10%	19%	14%	11%	12%	13%	14%	17%	15%	19%	17%	30%	33%	33%
Physical Science	40%	44%	53%	46%	43%	44%	35%	36%	36%	29%	21%	18%	14%	14%	8%	15%
Social Science	13%	10%	8%	11%	10%	11%	12%	13%	8%	6%	8%	8%	15%	17%	21%	21%
<b>FAS Total</b>	<b>16%</b>	<b>15%</b>	<b>15%</b>	<b>17%</b>	<b>15%</b>	<b>15%</b>	<b>16%</b>	<b>17%</b>	<b>16%</b>	<b>16%</b>	<b>16%</b>	<b>16%</b>	<b>17%</b>	<b>19%</b>	<b>21%</b>	<b>21%</b>
Business	17%	17%	16%	16%	16%	16%	17%	20%	22%	26%	30%	34%	31%	28%	24%	24%
Design	5%	6%	6%	0%	0%	0%	0%	8%	17%	14%	19%	19%	19%	18%	24%	24%
Divinity	0%	0%	0%	0%	17%	17%	13%	0%	0%	0%	13%	11%	13%	25%	25%	25%
Education	7%	8%	11%	10%	18%	15%	24%	24%	26%	25%	21%	17%	16%	18%	14%	13%
Government	11%	12%	19%	21%	19%	19%	18%	21%	17%	19%	20%	18%	14%	6%	6%	11%
Law	10%	14%	0%	20%	14%	10%	10%	22%	13%	20%	33%	67%	33%	40%	33%	17%
Medicine	19%	20%	12%	11%	13%	12%	12%	14%	16%	17%	20%	23%	26%	26%	30%	30%
Public Health	27%	27%	26%	28%	27%	29%	27%	24%	23%	19%	18%	16%	16%	17%	16%	21%
<b>Professional Schools Total</b>	<b>17%</b>	<b>18%</b>	<b>17%</b>	<b>17%</b>	<b>17%</b>	<b>17%</b>	<b>18%</b>	<b>19%</b>	<b>20%</b>	<b>20%</b>	<b>23%</b>	<b>24%</b>	<b>23%</b>	<b>22%</b>	<b>22%</b>	<b>23%</b>
Dental Clinical / Hospital	18%	20%	22%	23%	25%	24%	24%	22%	22%	23%	22%	22%	22%	25%	28%	28%
Medical Clinical / Hospital	13%	14%	14%	15%	15%	16%	17%	17%	18%	18%	18%	18%	19%	20%	20%	21%

See page 40 for notes about the data.

TABLE 7: Number of Harvard Ladder Faculty who are URM

	Tenured Faculty															
	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19
<b>Harvard University</b>	<b>42</b>	<b>40</b>	<b>40</b>	<b>48</b>	<b>49</b>	<b>50</b>	<b>57</b>	<b>58</b>	<b>61</b>	<b>66</b>	<b>71</b>	<b>74</b>	<b>81</b>	<b>84</b>	<b>88</b>	<b>87</b>
Faculty of Arts and Sciences																
Arts & Humanities	3	2	2	4	4	4	7	7	7	8	8	7	9	7	8	9
Engineering	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1
Science	2	3	3	3	4	4	4	4	4	4	7	8	8	10	9	8
Life Science	1	2	2	2	3	3	3	3	3	3	5	6	6	8	7	6
Physical Science	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2
Social Science	12	12	11	15	17	20	19	21	21	22	24	25	29	30	31	34
<b>FAS Total</b>	<b>17</b>	<b>17</b>	<b>16</b>	<b>22</b>	<b>25</b>	<b>28</b>	<b>30</b>	<b>32</b>	<b>32</b>	<b>34</b>	<b>39</b>	<b>40</b>	<b>47</b>	<b>48</b>	<b>49</b>	<b>52</b>
Business	4	5	5	5	5	5	5	5	7	6	6	6	7	7	7	7
Design	4	4	5	5	5	4	5	4	4	5	5	5	5	5	5	4
Divinity	1	1	1	2	2	2	2	2	2	4	4	4	4	5	6	5
Education	3	1	1	1	1	1	3	3	3	3	3	3	5	5	8	8
Government	3	3	4	4	4	3	4	4	4	5	5	5	4	4	4	5
Law	8	7	7	8	8	8	8	9	9	10	9	10	10	9	9	9
Medicine	2	2	2	2	2	2	3	3	3	2	2	2	3	5	5	5
Public Health	1	1	1	2	2	2	3	3	5	4	5	6	6	7	7	6
<b>Professional Schools Total</b>	<b>26</b>	<b>24</b>	<b>26</b>	<b>29</b>	<b>29</b>	<b>27</b>	<b>33</b>	<b>33</b>	<b>37</b>	<b>39</b>	<b>39</b>	<b>41</b>	<b>44</b>	<b>47</b>	<b>51</b>	<b>49</b>
Dental Clinical / Hospital	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medical Clinical / Hospital	9	12	13	14	15	16	14	16	19	22	26	29	30	32	38	38

	Tenure-Track Faculty															
	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19
<b>Harvard University</b>	<b>41</b>	<b>45</b>	<b>47</b>	<b>49</b>	<b>52</b>	<b>54</b>	<b>43</b>	<b>46</b>	<b>47</b>	<b>45</b>	<b>47</b>	<b>47</b>	<b>47</b>	<b>46</b>	<b>46</b>	<b>52</b>
Faculty of Arts and Sciences																
Arts & Humanities	6	6	6	6	6	6	3	4	4	3	4	3	3	3	5	6
Engineering	0	0	1	2	2	2	2	2	2	1	2	2	3	3	4	4
Science	1	2	3	5	7	6	7	8	8	8	6	5	3	1	1	1
Life Science	1	1	2	3	5	5	6	7	7	7	5	4	3	1	1	1
Physical Science	0	1	1	2	2	1	1	1	1	1	1	1	0	0	0	0
Social Science	8	9	10	11	8	9	6	5	5	4	4	4	4	4	3	4
<b>FAS Total</b>	<b>15</b>	<b>17</b>	<b>20</b>	<b>24</b>	<b>23</b>	<b>23</b>	<b>18</b>	<b>19</b>	<b>19</b>	<b>16</b>	<b>16</b>	<b>14</b>	<b>13</b>	<b>11</b>	<b>13</b>	<b>15</b>
Business	9	8	8	8	10	10	8	7	6	7	6	6	5	7	7	8
Design	2	2	0	1	2	3	2	3	2	2	3	3	4	4	3	3
Divinity	0	1	1	1	0	0	1	3	4	3	3	3	3	2	2	2
Education	4	4	2	2	2	3	2	2	3	4	4	4	4	5	3	6
Government	3	3	2	2	3	4	4	4	5	3	3	5	5	4	4	4
Law	1	1	1	0	0	0	0	0	0	0	0	0	1	1	1	2
Medicine	2	3	4	4	4	4	3	3	3	5	6	7	7	5	6	7
Public Health	5	6	9	8	8	7	5	5	5	6	7	6	6	7	7	5
<b>Professional Schools Total</b>	<b>26</b>	<b>28</b>	<b>27</b>	<b>26</b>	<b>29</b>	<b>31</b>	<b>25</b>	<b>27</b>	<b>28</b>	<b>30</b>	<b>32</b>	<b>34</b>	<b>35</b>	<b>35</b>	<b>33</b>	<b>37</b>
Dental Clinical / Hospital	21	23	20	23	25	26	26	26	28	30	29	32	28	7	8	9
Medical Clinical / Hospital	395	406	428	466	490	516	529	564	598	621	640	694	695	650	664	680

See page 40 for notes about the data.

TABLE 8: Percentage of Harvard Ladder Faculty who are URM

	Tenured Faculty															
	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19
<b>Harvard University</b>	<b>5%</b>	<b>5%</b>	<b>4%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>	<b>6%</b>	<b>6%</b>	<b>6%</b>	<b>6%</b>	<b>7%</b>	<b>7%</b>	<b>8%</b>	<b>8%</b>	<b>8%</b>	<b>8%</b>
Faculty of Arts and Sciences																
Arts & Humanities	2%	2%	1%	3%	3%	3%	5%	4%	4%	5%	5%	4%	6%	4%	5%	6%
Engineering	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	2%	2%	2%
Science	2%	2%	2%	2%	3%	3%	3%	3%	3%	3%	4%	5%	5%	6%	5%	5%
Life Science	2%	3%	3%	3%	4%	4%	4%	4%	4%	4%	6%	7%	7%	9%	7%	7%
Physical Science	2%	1%	1%	1%	1%	1%	1%	1%	1%	1%	3%	3%	3%	3%	3%	3%
Social Science	8%	8%	7%	9%	10%	11%	11%	12%	12%	12%	13%	13%	15%	16%	16%	18%
<b>FAS Total</b>	<b>4%</b>	<b>4%</b>	<b>3%</b>	<b>4%</b>	<b>5%</b>	<b>5%</b>	<b>6%</b>	<b>6%</b>	<b>6%</b>	<b>6%</b>	<b>7%</b>	<b>7%</b>	<b>8%</b>	<b>8%</b>	<b>8%</b>	<b>9%</b>
Business	5%	6%	6%	5%	5%	5%	5%	5%	7%	6%	6%	6%	7%	7%	7%	7%
Design	15%	15%	19%	17%	17%	14%	17%	13%	13%	15%	13%	14%	15%	15%	14%	13%
Divinity	6%	6%	5%	9%	9%	9%	9%	10%	10%	19%	20%	18%	17%	19%	21%	19%
Education	11%	4%	4%	4%	4%	4%	11%	12%	13%	12%	13%	13%	22%	20%	27%	26%
Government	7%	7%	10%	9%	8%	6%	8%	8%	8%	9%	10%	10%	7%	7%	7%	9%
Law	11%	10%	9%	11%	10%	10%	10%	11%	11%	11%	10%	11%	12%	11%	11%	11%
Medicine	2%	2%	2%	2%	2%	2%	3%	3%	3%	2%	2%	2%	3%	4%	4%	4%
Public Health	2%	2%	1%	3%	3%	3%	4%	4%	6%	5%	6%	7%	6%	7%	8%	7%
<b>Professional Schools Total</b>	<b>6%</b>	<b>5%</b>	<b>6%</b>	<b>6%</b>	<b>6%</b>	<b>6%</b>	<b>7%</b>	<b>7%</b>	<b>7%</b>	<b>7%</b>	<b>7%</b>	<b>8%</b>	<b>8%</b>	<b>9%</b>	<b>9%</b>	<b>9%</b>
Dental Clinical / Hospital	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Medical Clinical / Hospital	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	3%	3%	3%	3%	4%	3%

	Tenure-Track Faculty															
	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19
<b>Harvard University</b>	<b>8%</b>	<b>9%</b>	<b>10%</b>	<b>10%</b>	<b>11%</b>	<b>11%</b>	<b>9%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>11%</b>	<b>11%</b>	<b>11%</b>	<b>11%</b>	<b>11%</b>	<b>13%</b>
Faculty of Arts and Sciences																
Arts & Humanities	10%	9%	9%	9%	10%	11%	6%	10%	11%	9%	14%	9%	9%	8%	11%	12%
Engineering	0%	0%	5%	9%	10%	11%	12%	11%	10%	7%	12%	9%	13%	15%	19%	19%
Science	3%	6%	8%	10%	14%	10%	10%	12%	13%	14%	12%	10%	8%	3%	3%	3%
Life Science	5%	5%	10%	12%	17%	13%	15%	18%	17%	19%	15%	13%	13%	5%	6%	6%
Physical Science	0%	6%	5%	9%	10%	4%	4%	4%	5%	5%	5%	6%	0%	0%	0%	0%
Social Science	11%	13%	13%	15%	11%	12%	9%	9%	10%	8%	8%	8%	7%	7%	6%	8%
<b>FAS Total</b>	<b>8%</b>	<b>9%</b>	<b>10%</b>	<b>12%</b>	<b>11%</b>	<b>11%</b>	<b>9%</b>	<b>11%</b>	<b>11%</b>	<b>10%</b>	<b>11%</b>	<b>9%</b>	<b>9%</b>	<b>7%</b>	<b>9%</b>	<b>10%</b>
Business	10%	9%	9%	9%	11%	11%	9%	8%	7%	8%	7%	8%	7%	10%	10%	11%
Design	11%	12%	0%	6%	10%	14%	12%	13%	8%	7%	9%	9%	11%	11%	8%	9%
Divinity	0%	13%	25%	20%	0%	0%	13%	33%	50%	50%	38%	33%	38%	50%	50%	50%
Education	27%	31%	22%	20%	12%	15%	10%	10%	13%	20%	21%	22%	21%	29%	21%	40%
Government	8%	9%	8%	8%	14%	19%	18%	21%	22%	14%	15%	23%	24%	24%	22%	21%
Law	10%	14%	20%	0%	0%	0%	0%	0%	0%	0%	0%	0%	17%	20%	17%	33%
Medicine	4%	5%	7%	7%	7%	7%	5%	5%	6%	9%	12%	13%	13%	9%	11%	13%
Public Health	6%	7%	11%	11%	11%	11%	8%	8%	8%	9%	12%	12%	11%	12%	13%	9%
<b>Professional Schools Total</b>	<b>8%</b>	<b>9%</b>	<b>9%</b>	<b>9%</b>	<b>10%</b>	<b>11%</b>	<b>9%</b>	<b>9%</b>	<b>10%</b>	<b>11%</b>	<b>12%</b>	<b>13%</b>	<b>13%</b>	<b>13%</b>	<b>13%</b>	<b>14%</b>
Dental Clinical / Hospital	8%	8%	7%	9%	9%	9%	9%	10%	10%	11%	11%	11%	11%	6%	7%	8%
Medical Clinical / Hospital	5%	5%	5%	5%	6%	6%	6%	6%	6%	6%	6%	7%	7%	7%	7%	7%

See page 40 for notes about the data.

**TABLE 9: Number of Harvard Ladder Faculty who are White**

	Tenured Faculty															
	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19
<b>Harvard University</b>	<b>776</b>	<b>799</b>	<b>812</b>	<b>831</b>	<b>842</b>	<b>849</b>	<b>855</b>	<b>861</b>	<b>863</b>	<b>868</b>	<b>870</b>	<b>874</b>	<b>871</b>	<b>879</b>	<b>879</b>	<b>871</b>
Faculty of Arts and Sciences																
Arts & Humanities	119	125	130	130	134	133	136	141	141	142	143	141	137	136	132	126
Engineering	39	41	42	41	41	41	42	45	47	46	47	46	48	50	52	51
Science	111	117	120	120	121	122	125	128	129	126	130	133	131	133	136	133
Life Science	51	54	57	57	59	61	63	64	66	69	71	73	71	74	75	73
Physical Science	60	63	63	63	62	61	62	64	63	57	59	60	60	59	61	60
Social Science	140	140	142	149	149	151	144	150	149	150	146	152	150	149	150	148
<b>FAS Total</b>	<b>409</b>	<b>423</b>	<b>434</b>	<b>440</b>	<b>445</b>	<b>447</b>	<b>447</b>	<b>464</b>	<b>466</b>	<b>464</b>	<b>466</b>	<b>472</b>	<b>466</b>	<b>468</b>	<b>470</b>	<b>458</b>
Business	73	74	72	74	74	79	80	69	69	70	70	74	74	74	72	71
Design	22	22	21	23	23	23	24	25	26	27	31	28	26	26	27	25
Divinity	15	15	20	20	20	20	20	19	18	17	16	18	19	22	22	21
Education	25	25	25	25	23	24	23	21	20	22	21	19	17	19	20	21
Government	37	36	36	38	41	41	41	42	42	42	41	40	43	44	45	45
Law	63	66	68	66	68	72	75	75	74	76	76	75	74	74	73	71
Medicine	85	95	93	99	99	99	101	104	107	120	115	114	115	118	122	126
Public Health	58	60	63	66	64	66	64	65	66	65	68	70	73	72	68	70
<b>Professional Schools Total</b>	<b>378</b>	<b>393</b>	<b>398</b>	<b>411</b>	<b>412</b>	<b>424</b>	<b>428</b>	<b>420</b>	<b>422</b>	<b>439</b>	<b>438</b>	<b>438</b>	<b>441</b>	<b>449</b>	<b>449</b>	<b>450</b>
Dental Clinical / Hospital	12	12	14	14	15	14	13	13	13	13	12	13	14	14	15	14
Medical Clinical / Hospital	552	584	615	618	645	668	689	726	784	831	873	903	915	915	932	957

	Tenure-Track Faculty															
	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19
<b>Harvard University</b>	<b>378</b>	<b>364</b>	<b>364</b>	<b>354</b>	<b>355</b>	<b>361</b>	<b>356</b>	<b>340</b>	<b>334</b>	<b>306</b>	<b>286</b>	<b>280</b>	<b>287</b>	<b>277</b>	<b>273</b>	<b>270</b>
Faculty of Arts and Sciences																
Arts & Humanities	49	52	57	53	47	46	40	34	31	27	19	25	27	31	34	36
Engineering	13	14	13	15	14	11	10	11	11	8	10	13	15	12	11	10
Science	25	23	25	28	30	41	46	43	42	37	37	34	28	25	22	22
Life Science	16	15	17	18	20	29	30	28	29	23	23	21	16	13	11	11
Physical Science	9	8	8	10	10	12	16	15	13	14	14	13	12	12	11	11
Social Science	55	56	60	54	57	57	52	42	42	41	43	44	43	41	39	38
<b>FAS Total</b>	<b>142</b>	<b>145</b>	<b>155</b>	<b>150</b>	<b>148</b>	<b>155</b>	<b>148</b>	<b>130</b>	<b>126</b>	<b>113</b>	<b>109</b>	<b>116</b>	<b>113</b>	<b>109</b>	<b>106</b>	<b>106</b>
Business	69	63	70	67	66	65	63	62	66	57	54	44	48	44	45	48
Design	16	14	15	16	18	17	15	19	18	22	23	23	26	27	26	22
Divinity	9	7	3	4	5	5	6	6	4	3	4	5	4	1	1	1
Education	10	8	6	7	12	14	14	14	14	11	11	11	12	9	9	7
Government	29	26	19	17	14	13	14	11	14	14	13	13	13	12	13	13
Law	8	5	4	4	6	9	9	7	7	4	2	1	3	2	3	3
Medicine	42	42	47	44	43	47	50	45	40	39	34	34	32	34	32	31
Public Health	56	56	50	47	45	39	40	45	46	46	40	37	40	41	39	39
<b>Professional Schools Total</b>	<b>239</b>	<b>221</b>	<b>214</b>	<b>206</b>	<b>209</b>	<b>209</b>	<b>211</b>	<b>209</b>	<b>209</b>	<b>196</b>	<b>181</b>	<b>168</b>	<b>178</b>	<b>170</b>	<b>168</b>	<b>164</b>
Dental Clinical / Hospital	192	192	192	183	187	184	183	176	179	175	173	179	160	83	77	72
Medical Clinical / Hospital	6,364	6,467	6,599	6,762	6,856	7,004	7,046	7,167	7,256	7,315	7,409	7,427	7,031	6,502	6,404	6,355

See page 40 for notes about the data.

**TABLE 10: Percentage of Harvard Ladder Faculty who are White**

	Tenured Faculty															
	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19
<b>Harvard University</b>	<b>89%</b>	<b>90%</b>	<b>89%</b>	<b>88%</b>	<b>87%</b>	<b>87%</b>	<b>86%</b>	<b>86%</b>	<b>85%</b>	<b>84%</b>	<b>83%</b>	<b>83%</b>	<b>82%</b>	<b>81%</b>	<b>81%</b>	<b>80%</b>
Faculty of Arts and Sciences																
Arts & Humanities	92%	94%	93%	91%	91%	90%	88%	88%	88%	87%	87%	87%	85%	86%	85%	83%
Engineering	89%	89%	88%	87%	85%	84%	79%	80%	81%	79%	78%	78%	79%	77%	77%	76%
Science	90%	90%	89%	88%	86%	85%	85%	85%	85%	84%	82%	81%	78%	77%	78%	78%
Life Science	90%	89%	89%	86%	84%	84%	84%	85%	86%	86%	84%	82%	80%	79%	80%	81%
Physical Science	90%	91%	89%	89%	87%	86%	86%	85%	85%	81%	80%	80%	77%	76%	75%	75%
Social Science	89%	88%	89%	88%	86%	85%	85%	84%	83%	82%	81%	80%	79%	78%	79%	77%
<b>FAS Total</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>89%</b>	<b>87%</b>	<b>86%</b>	<b>85%</b>	<b>85%</b>	<b>85%</b>	<b>84%</b>	<b>83%</b>	<b>82%</b>	<b>81%</b>	<b>80%</b>	<b>80%</b>	<b>79%</b>
Business	85%	81%	81%	80%	77%	78%	78%	75%	73%	74%	74%	75%	73%	72%	71%	70%
Design	82%	82%	78%	79%	79%	82%	80%	81%	81%	79%	78%	78%	77%	77%	77%	78%
Divinity	94%	94%	95%	91%	91%	91%	91%	91%	90%	81%	80%	82%	83%	82%	79%	81%
Education	89%	96%	96%	93%	92%	92%	85%	84%	83%	85%	88%	83%	74%	76%	67%	68%
Government	88%	88%	86%	84%	85%	85%	82%	81%	81%	79%	79%	78%	80%	79%	79%	78%
Law	89%	90%	90%	88%	88%	89%	89%	88%	86%	85%	86%	85%	85%	86%	86%	86%
Medicine	94%	94%	93%	93%	93%	93%	94%	94%	94%	94%	94%	95%	94%	92%	90%	91%
Public Health	87%	88%	88%	88%	88%	87%	87%	87%	84%	81%	80%	79%	78%	77%	76%	77%
<b>Professional Schools Total</b>	<b>89%</b>	<b>89%</b>	<b>88%</b>	<b>87%</b>	<b>86%</b>	<b>87%</b>	<b>86%</b>	<b>85%</b>	<b>84%</b>	<b>84%</b>	<b>83%</b>	<b>83%</b>	<b>82%</b>	<b>81%</b>	<b>80%</b>	<b>80%</b>
Dental Clinical / Hospital	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	93%	93%	94%	93%
Medical Clinical / Hospital	94%	95%	94%	93%	93%	93%	93%	92%	91%	91%	91%	90%	89%	88%	87%	87%

	Tenure-Track Faculty															
	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19
<b>Harvard University</b>	<b>75%</b>	<b>74%</b>	<b>74%</b>	<b>73%</b>	<b>73%</b>	<b>73%</b>	<b>74%</b>	<b>72%</b>	<b>72%</b>	<b>71%</b>	<b>69%</b>	<b>68%</b>	<b>68%</b>	<b>68%</b>	<b>68%</b>	<b>65%</b>
Faculty of Arts and Sciences																
Arts & Humanities	80%	80%	80%	82%	80%	81%	83%	83%	82%	79%	68%	76%	77%	78%	74%	74%
Engineering	77%	74%	68%	65%	67%	61%	59%	58%	55%	53%	59%	59%	63%	60%	52%	48%
Science	69%	66%	63%	58%	60%	67%	69%	66%	66%	65%	71%	71%	76%	74%	73%	71%
Life Science	76%	79%	81%	69%	69%	76%	73%	70%	69%	64%	70%	68%	70%	65%	61%	61%
Physical Science	60%	50%	42%	46%	48%	52%	62%	60%	59%	67%	74%	77%	86%	86%	92%	85%
Social Science	76%	78%	79%	74%	79%	77%	79%	78%	82%	85%	84%	85%	78%	76%	74%	72%
<b>FAS Total</b>	<b>76%</b>	<b>76%</b>	<b>75%</b>	<b>72%</b>	<b>73%</b>	<b>74%</b>	<b>75%</b>	<b>73%</b>	<b>73%</b>	<b>73%</b>	<b>74%</b>	<b>75%</b>	<b>75%</b>	<b>74%</b>	<b>71%</b>	<b>69%</b>
Business	73%	74%	75%	75%	73%	73%	73%	72%	72%	66%	63%	58%	62%	62%	66%	65%
Design	84%	82%	94%	94%	86%	81%	88%	79%	75%	79%	72%	72%	70%	71%	68%	67%
Divinity	100%	88%	75%	80%	83%	83%	75%	67%	50%	50%	50%	56%	50%	25%	25%	25%
Education	67%	62%	67%	70%	71%	70%	67%	67%	61%	55%	58%	61%	63%	53%	64%	47%
Government	81%	79%	73%	71%	67%	62%	64%	58%	61%	67%	65%	59%	62%	71%	72%	68%
Law	80%	71%	80%	80%	86%	90%	90%	78%	88%	80%	67%	33%	50%	40%	50%	50%
Medicine	78%	75%	81%	82%	80%	81%	83%	80%	78%	74%	68%	64%	60%	64%	59%	57%
Public Health	68%	66%	63%	62%	62%	60%	65%	68%	70%	72%	70%	73%	73%	71%	71%	70%
<b>Professional Schools Total</b>	<b>75%</b>	<b>73%</b>	<b>74%</b>	<b>74%</b>	<b>72%</b>	<b>72%</b>	<b>74%</b>	<b>72%</b>	<b>71%</b>	<b>69%</b>	<b>66%</b>	<b>64%</b>	<b>65%</b>	<b>65%</b>	<b>65%</b>	<b>63%</b>
Dental Clinical / Hospital	73%	70%	70%	67%	65%	66%	65%	66%	66%	64%	65%	64%	65%	67%	64%	63%
Medical Clinical / Hospital	81%	80%	79%	78%	77%	76%	76%	75%	74%	74%	73%	73%	72%	71%	70%	70%

See page 40 for notes about the data.

## Notes for Tables 1 through 10

- 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 academic 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) Underrepresented minorities are faculty who self identify as Latino, Black or African American, American or Native Hawaiian or Other Pacific Islander.
- 6) Departments of the FAS Arts and 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.
- 7) Departments of the FAS Social Science Division: African and African-American Studies, Anthropology, Economics, Government, History, History of Science, Psychology, Social Studies, Sociology, and Women, Gender, and Sexuality Studies.
- 8) Departments of the FAS Natural Science 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.
- 9) 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.
- 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 and Diversity is Harvard's central faculty affairs office.

Our goal is to recruit and retain outstanding scholars and teachers as we continue to diversify the faculty.

We are especially attentive to tenure-track faculty needs and the concerns of women and minority faculty at all academic ranks.

FD&D works with the Schools to guide faculty affairs policies and practices through:

- Leading efforts to strengthen Harvard's faculty
- Offering University-wide programs to improve faculty life and diversity
- Gathering and analyzing data on faculty appointments

The Senior Vice Provost for Faculty Development and Diversity works with the President and Provost and is responsible for:

- Advising on the tenure process
- Reviewing tenure-track and senior non-ladder appointments in some Schools
- Reviewing requests to appoint endowed chairs
- Administering central funds earmarked for appointing outstanding scholars who increase the excellence and diversity of Harvard faculty

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