



HARVARD UNIVERSITY | Office of the Senior Vice Provost

Faculty Development & Diversity

# ANNUAL REPORT 2020

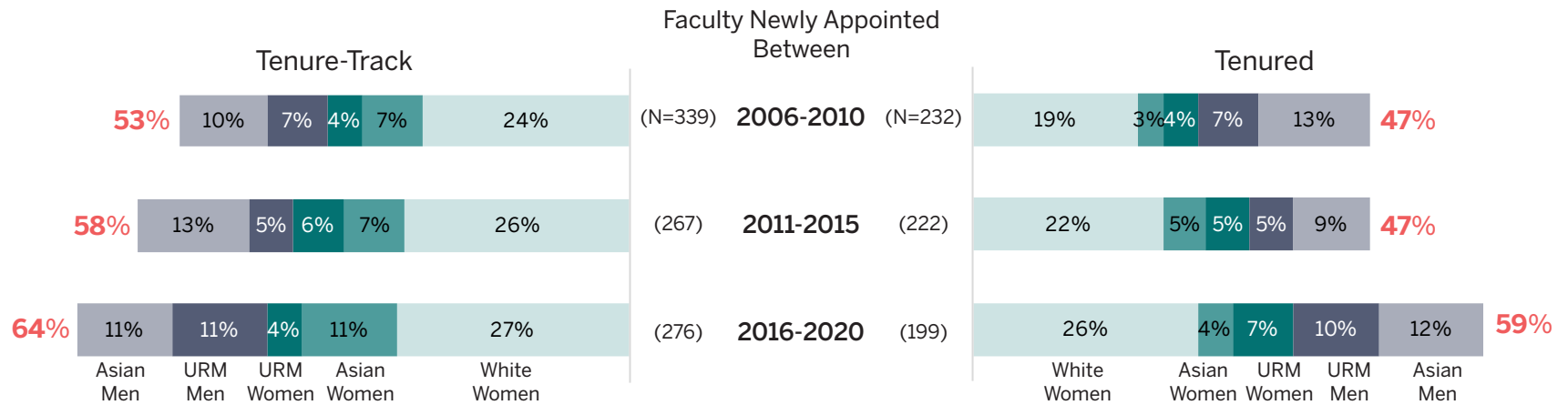
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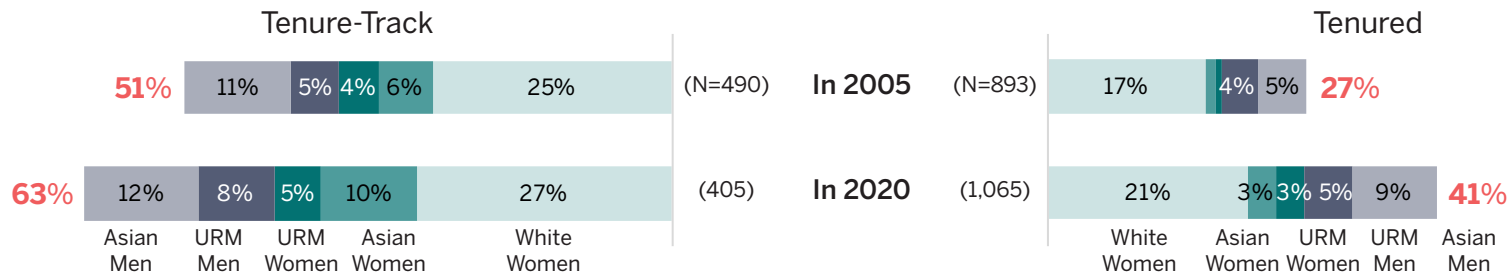
## New Faculty Cohorts Have Become Increasingly Diverse...

### Demographics of New Faculty Appointee Cohorts, 2005-2020



## ...Leading to a More Diverse Faculty Today

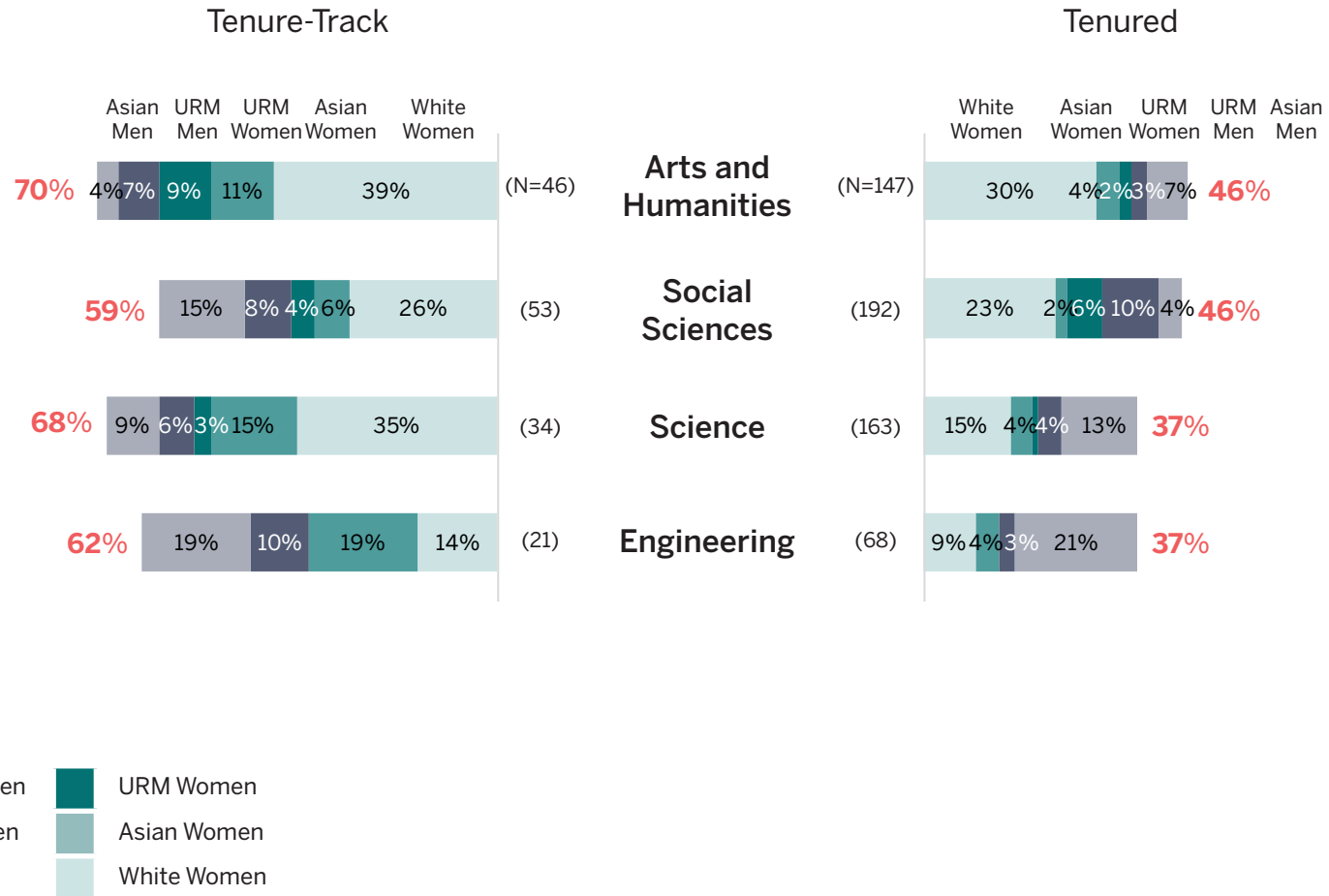
### Demographics of All Faculty



Faculty counts are as of 9/1/04 and 9/1/19 and may vary from those published by individual Schools due to differences in data pulling timing. URM = Underrepresented Minority. Data do not include clinical and hospital-affiliated faculty at the Medical and Dental Schools. To enhance readability, the percentage labels for demographic groups representing 1% or less of their respective population are not shown.

# Faculty of Arts and Sciences

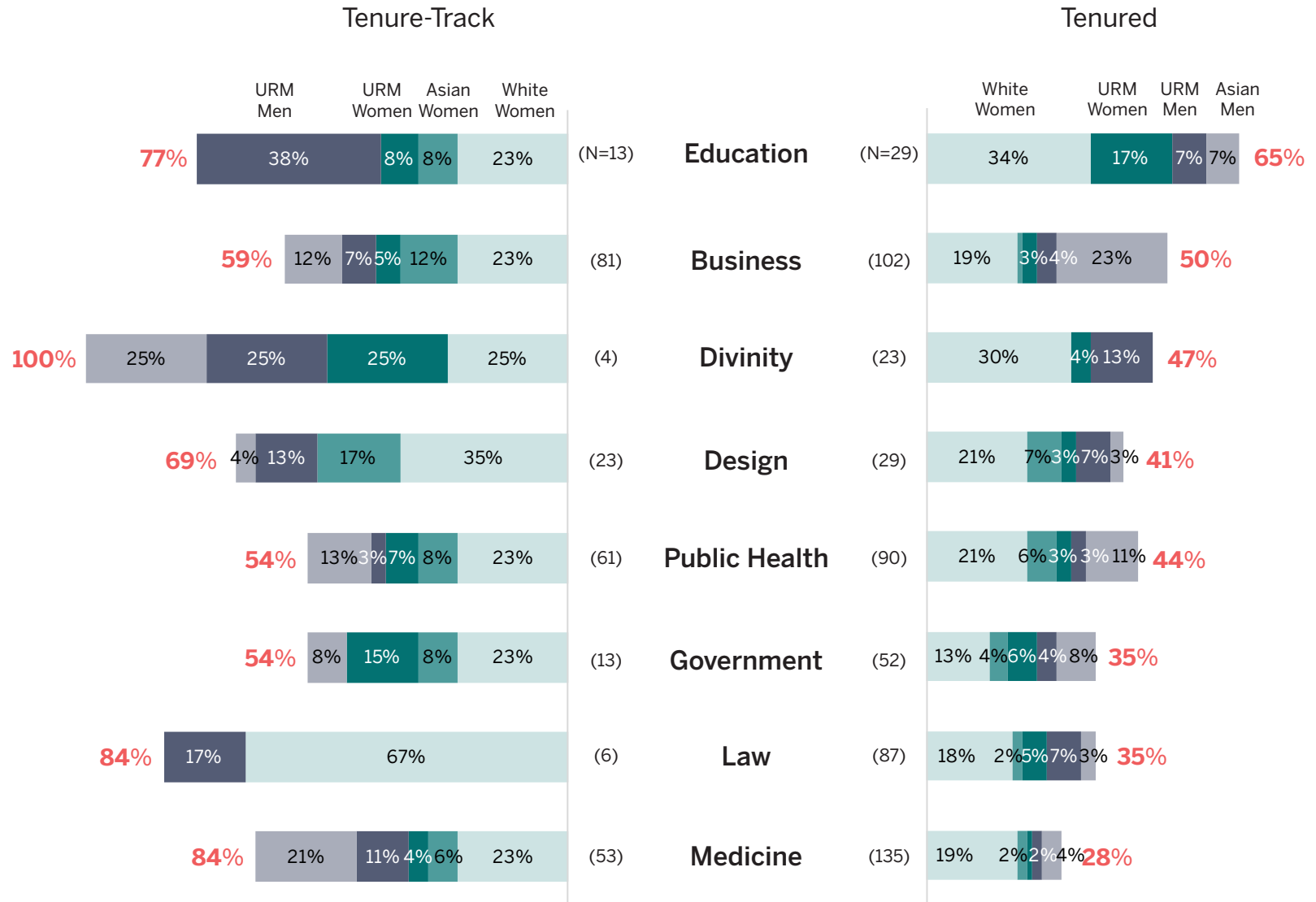
## Demographics of All Faculty In 2020



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. Tenured faculty include the ranks of Professor, tenured Professor in Practice (at the Graduate School of Design), and Professor in Residence. Tenure-track faculty include the ranks of Convertible Instructor, Assistant Professor, and Associate Professor. Clinical and hospital-affiliated faculty at the Medical and Dental Schools are listed in our full annual report at [www.faculty.harvard.edu](http://www.faculty.harvard.edu). To enhance readability, the percentage labels for demographic groups representing 1% or less of their respective population are not shown.

# Professional Schools

## Demographics of All Faculty In 2020



# Faculty of Arts and Sciences

## Faculty Trends

As of fall 2019, the Faculty of Arts and Sciences (FAS) is composed of 1,221 total faculty (1,057 full-time equivalents [FTEs]). A breakdown of faculty counts by category is provided below.

**Figure 1: Total Faculty Counts in the FAS, Fall 2019**

Faculty Category	Head Count	Full-Time Equivalent (FTE)
Tenured Professor <sup>1</sup>	563	536
Tenure-Track Professor	156	156
Professor in Residence	5	5
Professor of the Practice	23	15.5
Senior Lecturer	41	32
Senior Preceptor	26	25
Associate Senior Lecturer	2	1
Lecturer	229	143.5
Preceptor	125	115
Visiting Faculty	51	28
<b>Total Faculty</b>	<b>1,221</b>	<b>1,057</b>

<sup>1</sup>Tenured Professor includes University Professor.

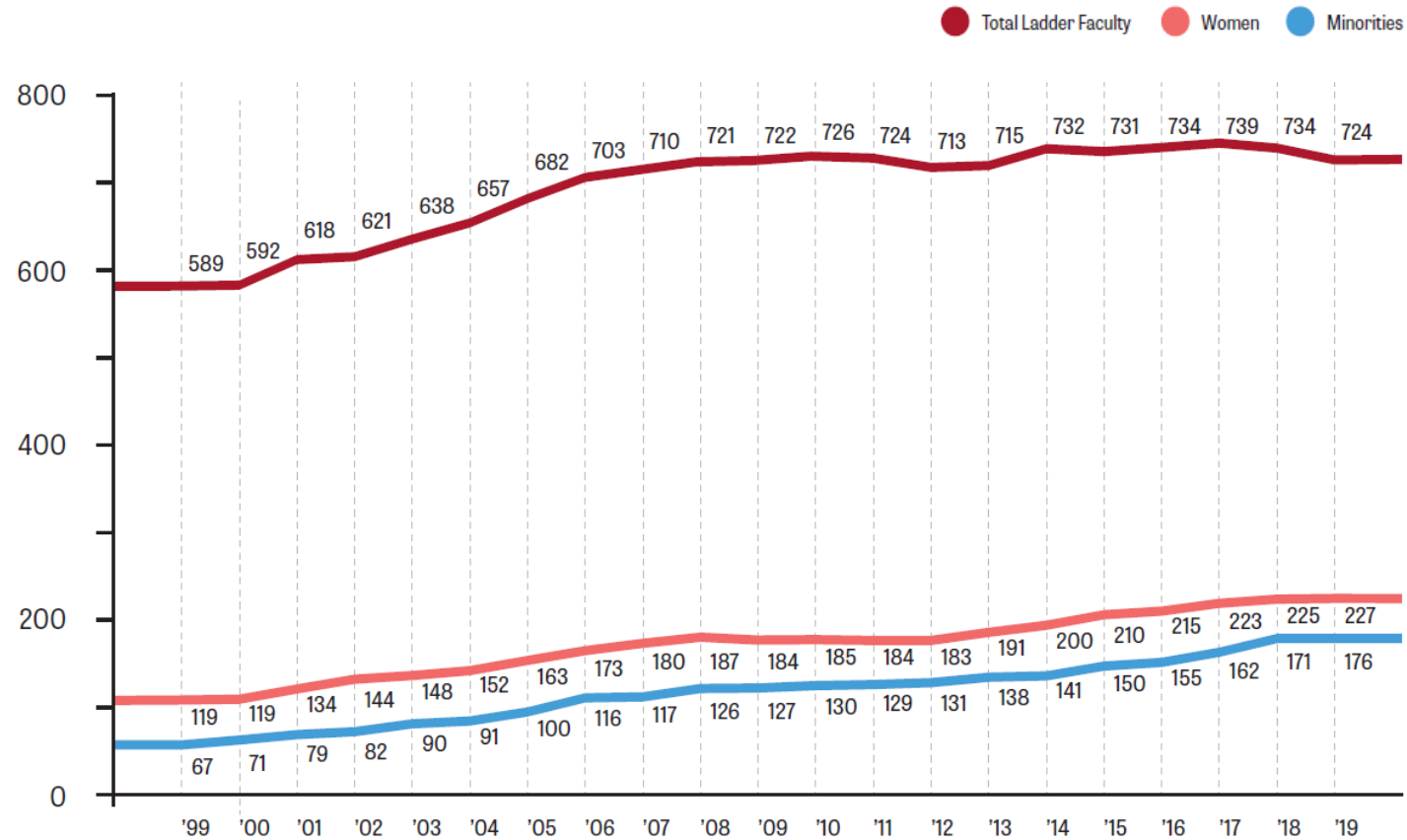
<sup>2</sup>The ladder-faculty ranks include Convertible Instructor, Assistant Professor, Associate Professor, Tenured Professor, Professor in Residence, and University Professor.

Of the 1,221 faculty, 39% are women, and 24% are minorities. Faculty who identified as Black or African American, Hispanic or Latinx, Native American, or two or more races represent 10% of the faculty.

The FAS currently includes 724 ladder faculty,<sup>2</sup> down from last year's count of 734. The decrease in ladder faculty can be attributed to a lower-than-expected number of successfully completed searches and a higher-than-expected number of faculty departures (with men and women proportionally represented in the unexpected departures). There is a sizable cohort of 16 additional incoming faculty who have accepted offers and who will start their appointments in January 2020 or beyond.

# Faculty of Arts and Sciences

Figure 2: Ladder-Faculty Counts in the FAS, Fall 1999 to Fall 2019



The FAS continues to pay close attention to recruitment practices to ensure that we are selecting faculty from the broadest possible talent pools. The representation of women and minorities in our ladder faculty has increased for the seventh year in a row.

Currently, the ladder faculty is composed of 227 women (up from 225 last year) and 176 minorities (up from 171 last year). Women now

represent 31% of the ladder faculty and 47% of the tenure-track faculty. Minorities represent 24% of the ladder faculty and 34% of the tenure-track faculty. Faculty who identified as Black or African American, Hispanic or Latinx, Native American, or two or more races represent 10% of the ladder faculty and 13% of the tenure-track faculty.

# Faculty of Arts and Sciences

## Offers

During academic year (AY) 2018–19, the FAS conducted 49 ladder-faculty searches, which resulted in 34 offers. Of the 34 offers, 18 were made to women (53%), and 16 were made to men (47%). A comparison of these outcomes with the previous two years is shown below.

**Figure 3: Ladder-Faculty Offers in the FAS, AY 2016–17 to AY 2018–19**

	2016–17	2017–18	2018–19	Total
Offers to women	20 (50%)	21 (45%)	18 (53%)	59 (49%)
Offers to men	20	26	16	62
<b>Total</b>	<b>40</b>	<b>47</b>	<b>34</b>	<b>121</b>

Our offers were racially and ethnically diverse, with 44% of offers in 2018–19 being made to minorities. Fifteen percent of those offers were made to Black or African American, Hispanic or Latinx, and Native American candidates.

The acceptance rate for 2018–19 offers was 68% (56% for women and 80% for men). These rates do not include three offers that are still pending, two of which were made to women. A comparison of acceptance rates over the last three years is shown below. Although the difference in acceptance rates between women and men in 2018–19 does not appear to be part of a pattern, we will continue to monitor this closely. Of the women who declined 2018–19 offers to date, the majority cited spousal considerations in their decision.

The acceptance rate for minority candidates in 2018–19 was 67%, compared to an overall acceptance rate of 68% for all candidates. Over a three-year period, the acceptance rate for minority candidates was 76%, compared to an overall acceptance rate of 73% for all candidates.

The FAS will continue to work on building a strong faculty. We encourage faculty to continue to follow best practices at every stage of a search, as outlined in such documents as [“Recommendations for Ensuring the Integrity of Faculty Searches.”](#) In addition, Mahzarin R. Banaji, Richard Clarke Cabot Professor of Social Ethics and Senior Advisor to the Dean on Faculty Development, continues to offer

**Figure 4: Ladder-Faculty Offer Acceptance Rates in the FAS, AY 2016–17 to AY 2018–19**

	2016–17	2017–18	2018–19	Total
Offer acceptance rate: women	60%	85%	56%	68%
Offer acceptance rate: men	60%	88%	80%	77%
<b>Total</b>	<b>60%</b>	<b>87%</b>	<b>68%</b>	<b>73%</b>
Offer acceptance rate: minorities	77%	82%	67%	76%

expertise to departments and areas on implicit bias and ways to conduct rigorous, inclusive searches.

## Promotions

Eighteen tenure-track faculty were scheduled to be reviewed for promotion to tenure during 2018–19. Of those 18 cases, 16 reviews were completed, and two faculty chose not to stand for their review. Of the 16 completed tenure reviews, 11 (69%) were successful. The success rate for women was 80%, and the success rate for men was 64%.

## Professional Development Programming

As in past years, the FAS has viewed support for the professional development of our faculty as a critical part of maintaining a vibrant intellectual community. In 2018–19, the Office for Faculty Affairs



## Faculty of Arts and Sciences

(OFA) expanded its professional development programming. In addition to offering orientations, trainings, and other events similar to ones that we have offered before, we piloted two new programs that were well received and that we will offer again in the coming year.

At the start of 2018–19, OFA's annual orientations for new faculty—the two-day “New Faculty Institute” for ladder and senior faculty and the all-day “Navigating Harvard” orientation for non-ladder faculty—engaged faculty on a range of topics related to teaching, advising, research, career development, and Title IX and civil behavior. Over the course of the year, we then built on this foundation with a series of events for ladder and senior faculty, with further programming for non-ladder faculty as a goal for 2019–20.

In support of tenure-track faculty, OFA offered two programs and piloted a third program. First, as in past years, the Standing Committee on Women (SCW) held two brilliant mini-symposia (one per semester), enabling female tenure-track faculty to present their scholarly work, gain feedback from FAS senior leadership and faculty colleagues, and forge connections across their division or School. In 2018–19, these mini-symposia featured faculty from the Division of Science and the Harvard John A. Paulson School of Engineering and Applied Sciences (SEAS). Second, as in past years, OFA connected interested faculty to academic coaching. Several tenure-track colleagues signed up for either one session or a series of four sessions with certified professional coaches to tackle issues related to academic life.

In addition to these programs, OFA piloted the Faculty Working Group (FWG) program. FWG brings tenure-track faculty together on a regular basis, in small groups conducive to low-risk, high-impact scholarly conversations—to test ideas, give and receive feedback on works-in-progress, share information on professional events and resources, and otherwise leverage the knowledge, experience, and support of peers. More than 30 faculty from the three academic divisions and SEAS participated, and OFA is refining the program for its next iteration this coming year.

In addition to these forms of support for tenure-track faculty, OFA expanded management training for tenure-track, tenured, and senior non-ladder faculty. Many FAS faculty have asked for expert guidance in navigating the transition from being an individually productive

teacher and scholar to assuming a leadership role as part of a team, whether it be a research group, a departmental program or office, a center, or other FAS unit. To help meet this need, OFA organized two events in 2018–19 and piloted a third program.

First, in fall 2018, department chairs and area chairs, Directors of Undergraduate Studies (DUS), and Directors of Graduate Studies (DGS) participated in a workshop on how to give productive feedback. This workshop, led by Gillien Todd, Lecturer on Education (Harvard Graduate School of Education) and Lecturer on Law (Harvard Law School), addressed best practices in giving encouragement, listening, and providing constructive feedback. In spring 2019, OFA held its annual orientation for new department and area chairs. This event addressed administrative and budget matters, faculty professional development and mentoring, Title IX issues, and other chair responsibilities. In the second half of the orientation, open to DUSs and DGSs as well, Gillien Todd led a workshop on “Negotiating with Faculty Peers: Moving Forward While Preserving Relationships.”

In addition to these events, OFA, in partnership with Harvard's Center for Workplace Development, piloted a program for tenured faculty called “Training for Faculty who Manage Staff.” As a training that OFA hopes to roll out once a semester, this session discussed civility in the workplace, bullying and unprofessional conduct, elements that make a good manager, and how to promote a productive work environment. Faculty feedback was positive, and OFA will partner with FAS Human Resources in developing the next iteration of this program.

In 2018–19, the FAS Science Division also offered professional development opportunities geared toward scientists. These included a fall-term workshop on “Strategies for Success in Collaboration and Team Science,” led by L. Michelle Bennett, Director of the Center for Research Strategy at the National Institutes of Health's National Cancer Institute, and a spring-term lunch seminar on “Managing Your Online Professional Identity,” led by Amy Van Epps, Director of Science and Engineering Services in the Harvard College Library.

OFA is excited to continue developing and refining programming that supports the professional development of our faculty.

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

## Faculty Searches and Promotions

The Harvard John A. Paulson School of Engineering and Applied Sciences (SEAS) successfully recruited two senior faculty to join Harvard in 2019-20, as well as a junior faculty joint with the Division of Science who will start in January 2020. These new faculty members bring needed capacity in teaching and research in the fields of computer science (in the area of artificial intelligence) and applied physics. In addition, we successfully recruited a senior hire in the area of applied mathematics (computing in science and engineering), who will join SEAS in 2020-21.

During 2018-19, four promotion reviews to the rank of tenured Professor and seven promotion reviews to the rank of Associate Professor were conducted.

Our 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 2018-19.

## Academic and Education Programs and Planning

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 1,650 people attending over the course of the past year, with 8 tours taking place in the fall, 15 in the spring, and 18 in the summer. 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 2019, 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, Southern University and A&M College—Baton Rouge, and Florida A&M University, as well as Wellesley College, Mount Holyoke College and Gallaudet University through several National Science Foundation-funded research centers. SEAS also recruits graduate students at several national conferences, including the Society for Advancement of Chicanos and Native Americans in Science, the Annual Biomedical Research Conference for Minority Students, the ACM Richard Tapia Celebration of Diversity in Computing conference, and the American Indian Science and Engineering Society. SEAS hosts various diversity socials and dinners in conjunction with the Physics department to expand the community and collaboration among underrepresented minority students at Harvard.

## Diversity, Inclusion, and Belonging Initiatives

SEAS released its Diversity, Inclusion, and Belonging (DIB) Strategic Plan in September of 2019. The plan was developed by the SEAS Committee on Diversity, Inclusion, and Belonging and was informed by the results of the SEAS Campus Climate Survey and community discussion sessions. This plan is designed to help SEAS adopt a framework that prioritizes diversity, inclusion, and belonging as central to its excellence. The 42 recommendations were approved by Dean Doyle in May 2019. Each recommendation identifies a potential timeline for implementation based on the following key: Immediate (1-6 months); Short-term (7-12 months); Medium-term (1-2 years); Long-term (2-5 years). Some of the recommended actions will require immediate and ongoing attention. Recommendations include initiatives such as an undergraduate bridge program; establishing DIB as a strategic fundraising priority; implementing ongoing

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

mechanisms for identifying women and underrepresented minority candidates for faculty, graduate student, and postdoc positions; expanding recruitment efforts with minority serving institutions; and providing annual bystander intervention training.

Key activities and initiatives related to the SEAS DIB goals include:

- SEAS received the Bronze Award for the inaugural American Society for Engineering Education (ASEE) Diversity Recognition Program. In addition, Dean Doyle signed the ASEE Deans Diversity Pledge committing to create programs and initiatives to increase the representation of women and underrepresented minorities in engineering fields.
- SEAS sends staff and faculty representatives to women- and URM-serving conferences to speak with prospective students from various cultural backgrounds and academic experiences. In 2018-19, SEAS recruited at the Society for the Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS), Grace Hopper Celebration of Women in Computing, American Indian Science and Engineering Society (AISES), Association for Computing Machinery (ACM) Richard Tapia Celebration of Diversity in Computing, and the Annual Biomedical Research Conference for Minority Students (ABRCMS).
- The SEAS Admissions Diversity Subcommittee, created in 2011, brings talented URM applicants to the attention of potential advisors. For fall 2019, 34% of new doctoral students were female and 9.3% were URM.
- SEAS established a DIB grant fund to support programs and events—such as a Black Women in STEM Brunch, a networking banquet, and Diversity 101 for undergraduates—that advance the SEAS DIB goals. 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).
- SEAS hosted its second annual BRIDGE Week. BRIDGE stands for “building relationship, increasing diversity, and growing engineers.” This week is organized in partnership with SWE, NSBE, and SHPE. The BRIDGE honoree was Michi Garrison AB ’83. Other events included a STEM for Social Justice panel, Out in STEM panel, and a networking breakfast about careers in the medical device industry.
- SEAS launched *I’ll Make Me a World: Voices for Diversity in STEM* in partnership with undergraduate engineering student, Winston Michalak. This is a speaker series devoted to promoting DIB in STEM and related fields. We invite remarkable scholars and leaders from relevant disciplines to share their experiences with diversity and inclusion in STEM.
- SEAS launched SpeakSEAS, a community event to convene a diverse group of faculty, staff, postdocs, and graduate and undergraduate students to discuss their projects and research endeavors. Each presenter gave a big picture, five-minute TED-style talk on a project or research topic, followed by panel-style Q&A. The goal of the event was to teach attendees to speak “the language of SEAS” which is a voice and tone of understanding, kindness, confidence, appreciation, and enthusiasm for our communities’ stories, advice, skills, and contributions. Over 100 SEAS community members attended the event and 68.6% of those that responded to the event survey indicated that the event improved their sense of inclusion and belonging at SEAS.
- SEAS offered DIB training opportunities such as Diversity 101 and an 8-session cultural competency program for staff. Two workshops assisted postdocs with writing diversity statements for faculty applications. The SEAS Office of DIB was awarded a Harvard Culture Lab Innovation Grant in spring 2019 to fund the development of a bystander training model. The first iteration of the bystander training was piloted with faculty and staff in the summer of 2019. Feedback from that pilot is informing the curriculum of the final training which will be rolled out in fall 2020.
- SEAS maintains a strong outreach program designed to bring STEM topics to K-12 and general audiences, including the Cambridge Public Schools 8th Grade Science Showcase, Science and Cooking summer programs for children, SEAS Holiday Science Lecture series, Girls STEM in the City, and programs with the Horace Mann School for the Deaf and Hard of Hearing.

# 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 2018-19, this included six 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 2018-19 season, HBS recruited 24 new teaching faculty including 15 ladder faculty; 75% (18 of 24) are women.

## Faculty Development

### *New Initiatives*

In 2018-19, 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.

Additionally, the Senior Associate Dean for Faculty Strategy and Recruiting began a process to revisit faculty workload and develop a new faculty activities model that would provide protected time for research activities across faculty members' careers, ensure active engagement across the faculty in teaching activities related to educating leaders, and foster a vibrant and engaged community with shared leadership responsibilities. That work continues in 2019-20.

In 2016-17, Dean Nohria launched a "Strengthening the Faculty" initiative, comprising a number of faculty-led working groups to test hypotheses that had long been considered but never reached the

## Harvard Business School

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 examined 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 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 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 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

In 2018-19, the Senior Associate Dean for Research began a project to examine the School’s research culture; this effort will extend into 2019-20.



# Harvard Business School

In spring 2019, the Research Directors opted to celebrate and feature the work of junior faculty—specifically, Assistant Professors in their second or third year—at the annual research symposium. Thirteen junior faculty members presented on their work.

## *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. In 2014-15 HBS launched HBX (now HBS Online) 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.

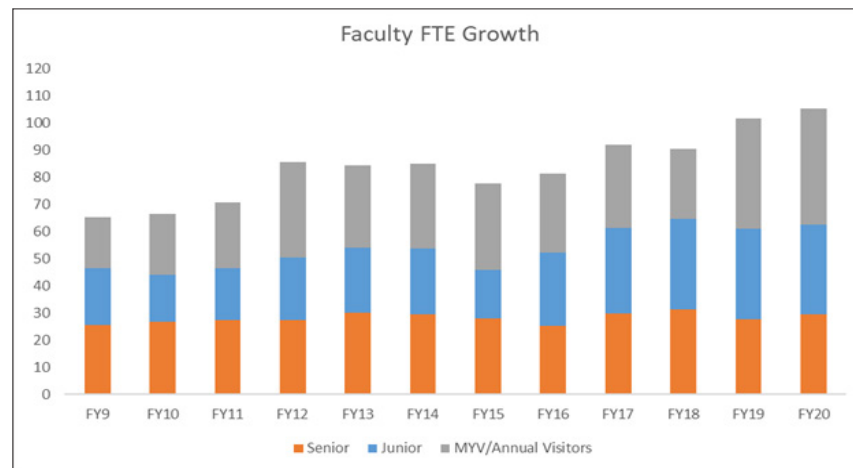
The School’s policy on proportional-time appointments supports faculty who need to reduce their time status because of family reasons. The faculty member’s teaching, administrative, and research activities, as well as research budget, compensation, and allowable outside activities would be scaled back 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 Lecturers and Design Critics 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 a 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 2018-19, the Senior Faculty Council voted to adopt a tenure-track appointments system for the full-time faculty, and completed a revision of the Faculty Appointments Handbook. The Senior Faculty Council, one of the School's key governing bodies which also serves as the standing committee on appointments, was expanded to include the non-tenured senior faculty, both Professors in Practice (non-tenured) and Senior Lecturers. In spring 2019, a cluster of new junior faculty appointments were announced including tenure-track positions in architectural design, landscape design, landscape ecology, and transportation planning, and practice faculty positions in architecture, landscape architecture, and professional practice.

With a decadal transition occurring at the conclusion of the 2018-19 academic year, in 2019-20 the School's three academic departments (Architecture, Landscape Architecture, and Urban Planning & Design) have been asked by Dean Whiting to articulate forward-looking academic plans for the degree programs and curricula. These statements of aspiration and intent will shape future faculty searches and recruitments, particularly as the School seeks to fill senior faculty positions that will provide leadership for the future.

At the same time, several key new searches have been launched in fall 2019 to fill gaps in essential areas with tenure-track positions in urban design, urban economics, and landscape design for climate, environmental or racial justice. Support for junior faculty career development continues with an ongoing 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 restructuring of the tenure-track faculty mentoring program. In addition, the new Dean is convening regular faculty seminars that focus on the practice of teaching.

In 2018-19 the GSD established the office for Diversity, Inclusion and Belonging (DIB) which has a School-wide mandate to support the institutional commitment to equitable and inclusive policies and practices, and an infrastructure that fosters and embodies them. Faculty search procedures, faculty development initiatives, and faculty policy documentation are among the ongoing activities that have benefited from coordination and collaboration between the new DIB office and the Faculty Affairs office.

# Harvard Divinity School

## Faculty Recruitment/Searches and Promotions

Harvard Divinity School is experiencing some significant faculty changes: Laura S. Nasrallah, *Professor of New Testament and Early Christianity*, has accepted an offer to join the faculty of the Yale University Divinity School effective July 1, 2019. Additionally, Jonathan L. Walton, the *Plummer Professor of Christian Morals and Pusey Minister of the Memorial Church* decided to leave Harvard University to become Dean of Wake Forest School of Divinity also as of July 1, 2019. Sadly, Anne E. Monius, *Professor of South Asian Religions*, a distinguished scholar, beloved teacher, and dedicated mentor, passed away unexpectedly at the age of 54, in early August 2019. She will be sorely missed.

Harvard Divinity School welcomed no full-time faculty members this year. However, many faculty meetings, a retreat, and discussions were encouraged and organized by the Dean and his office on the topic of faculty hiring priorities and also about the future direction and curricular needs of the Harvard Divinity School in its third century. It was decided to start with a search for one, or possibly two, tenure-track faculty members in Islamic Studies. Several internal reviews for future promotions and/or reappointment will be conducted in 2019-20.

Two visiting faculty members have been welcomed back for 2019-20: 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, and Terry Tempest Williams, award-winning author, environmentalist, and activist, who remains HDS's Writer-in-Residence for a third year in 2019-20. Additionally, HDS was fortunate to hire John P. Brown, *Practitioner in Residence, Religion,*

*Business Ethics, and the Economic Order.* Judith Lieu, *Lady Margaret's Professor of Divinity Emerita of Cambridge University*, will teach at Harvard Divinity School for three semesters (starting with spring 2020) as *Frothingham Visiting Professor in New Testament and Early Christianity*. Cornell William Brooks, former president and CEO of the National Association for the Advancement of Colored People, will serve as *Visiting Professor of the Practice of Prophetic Religion and Public Leadership* at Harvard Divinity School for the 2019-20 academic year. Professor Brooks is on the faculty of the Harvard Kennedy School as *Professor of the Practice of Public Leadership and Social Justice*, and Director of The William Monroe Trotter Collaborative for Social Justice at the Center for Public Leadership.

HDS remains dedicated to furthering its mission and is looking into opportunities to branch out into new areas of teaching (a possible new academic program of religion and public life is under construction and will be considered by the faculty later this year), and proposals about increased efforts in continuing education and life-long learning opportunities are being implemented.

Finally, HDS has successfully moved out of Swartz Hall (formerly Andover Hall at 45 Francis Avenue) immediately following Commencement 2019 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 rebuilding, faculty, staff, students, and classrooms are located temporarily in Divinity Hall as well as at rented spaces (offices and classrooms) at 60 Oxford Street. After the end of the renovation in the spring of 2021, the plan is to have most administrative and many faculty offices united in the newly renovated Swartz Hall space together with a newly designed student commons, a multi-faith space, larger events space and new and renovated class and meeting rooms. The rejuvenation of Swartz Hall is currently on schedule for completion in January 2021.



## Harvard Graduate School of Education

HGSE's recruitment activity in 2018-19 resulted in the hire of four new full-time faculty members, all of whom are practice-based (non-ladder) faculty. Three are women, and one is a person of color.

Of the four full-time faculty searches HGSE conducted in 2018-19, one was specifically in the field of Race, Ethnicity, and Equity in Education. The search's goal was to attract a scholar focused on ethnic and racial inequality and equity in American schools.

During 2018-19, HGSE tenured and promoted to the senior faculty one faculty member from within. HGSE also promoted two non-ladder faculty members, one woman and one man.

HGSE continues to pair tenure-track faculty members with senior faculty members who serve as mentors. We substantially increased the efforts behind the tenure-track mentoring program this year, now assigning two senior faculty mentors to each junior faculty member. We have also laid out a clearer plan for feedback on the tenure track. In terms of other supports for junior faculty, we continue to provide 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. Members of the TLL are also working closely with faculty at HGSE on our expansive redesign of the Ed.M. program.

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. In 2018-19, HGSE also began new initiatives such as faculty retreats and social events in order to foster cohesiveness and collaboration.

# Harvard Kennedy School

Harvard Kennedy School is committed to recruiting, hiring, and retaining the highest caliber of scholars, educators, and practitioners in support of our mission to improve public policy and leadership so people can live in safer, freer, more just, and more prosperous societies. In the 2019 fall semester, HKS piloted instructions that streamline and improve upon our faculty hiring, support, and review processes. HKS also continues to provide faculty, students, and staff with programming and resources through the Office of Diversity, Inclusion, and Belonging (ODIB) and the office for Strengthening Learning and Teaching Excellence (SLATE).

1. **Search and Review Guidelines.** Our revised instructions build on the HKS Faculty Handbook in accordance with Harvard University guidelines and provide information on how to conduct a faculty search or review, as well as on the resources to support comprehensive and fair processes. 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.

The revised guidelines were piloted in 2019-20 after a year-long listening tour with our Appointments Committee, Senior Faculty Advisory Committee, and Visiting Committee, and were updated based on the feedback we received. We tailored instructions 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. We will make adjustments to these guidelines based on information acquired during the pilot year.

2. **Junior Faculty Support and Development.** We have streamlined our junior faculty support processes. Initially, we found a large variance in the quality of informal check-ins and reports and thus, have created a checklist for Area Chairs to facilitate a more standardized process. Area Chairs are asked to meet with the junior faculty and lecturers in their areas to discuss their progress and plans once a year. They then report back to the Faculty Steering Committee. 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 their careers.

In addition, we have opened communications and meetings to include junior faculty so that they may feel more connected to and informed about HKS. For example, we have held faculty meetings to discuss critical topics to the School, such as conversations about diversity and inclusion on campus (including Senior Lecturers and Professor of Practice) and an all faculty meeting with Harvard's President Lawrence Bacow about Harvard's priorities (including all faculty, adjuncts, and senior administrators). We now try to do a better job keeping our junior faculty "in the loop" and for example, include them on search and review update emails.

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 are exploring additional mechanisms to facilitate faculty collaboration as well as communication between the faculty and the School leadership.

3. **D&I Pulse Survey.** The results of the University D&I pulse survey were announced in November 2019. Almost half of the Harvard community responded to the survey (more than 20,000 people), and 77 percent of the respondents said that they feel like they belong at Harvard. But 23 percent of the respondents did not, and the average responses to that overall question and to other questions in the survey varied between different groups. Iris Bohnet, HKS Academic Dean, was a member of the task force that initially designed the survey. One of the lessons of the Pulse survey is that people who experience a problem related to campus culture do not always know where to go for support and for help in problem-solving. To address this concern, Dean

# Harvard Kennedy School

Douglas Elmendorf shared the resources available for all faculty, students, and staff and HKS is evaluating ways to improve our ability to respond robustly to incidents of all forms of harassment or discrimination.

4. **Climate Improvement.** There is still rather limited evidence on what works to improve workplace culture and decrease the incidents of gender and/or sex-based harassment and other types of discrimination and exclusion. 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. In addition, we are supporting behavioral, technological, or other solutions that help people be their best selves at HKS. A few examples include:
  - HKS is working on guidelines on “everyday behaviors” that contribute to an inclusive climate, including asking appropriate personal questions, engaging in respectful discussions, and accurately acknowledging work contributions.
  - HKS is piloting bystander trainings in 2019-20 to help faculty, students, and staff bridge the gap between good intentions and actions that have unintentional, negative impacts. We are running these sessions on an experimental basis to evaluate whether they are right for our community, as there is mixed-evidence on their impact.
  - HKS continues to support the development and implementation of innovative teaching tools, such as “Teachly”, which allows faculty to track participation in their classrooms, highlight diversity of backgrounds to more easily draw on the expertise in the room, and monitor faculty behavior that could lead to experiences of exclusion. At HKS, Teachly has been utilized by 90 faculty in 138 classrooms, as well as in several HKS executive education programs. It is also being implemented at the Harvard School of Public Health (among 19 faculty in 18 classrooms) and the Harvard Graduate School of Education (among 19 faculty in 24 classrooms). The impact of this tool was evaluated and shown to have important impacts on reducing academic exclusion in classrooms by closing the female participation

gap and eliminating the non-participation rate among all students.

5. **New Faculty Institute.** We continue to offer teaching support to our faculty through our very successful SLATE program. One major SLATE effort is the New Faculty Institute which introduces all entering faculty to the administrative and teaching environment at HKS. ODIB and SLATE continue to collaborate on trainings that allow 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.
6. **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.
7. **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. This year SLATE has focused its efforts on increasing the diversity of its curricular offerings.
8. **Faculty and Staff Workshops.** ODIB hosted 15 workshops on diversity and inclusion that were open to faculty and staff members.
9. **Individual Consultations.** ODIB offers individual consultations to faculty regarding how to address issues related to difference within the classroom and office hours.

HKS has increased the number of tenured women faculty from 21% last year to 22.44% at the beginning of the academic year. During this period, we were fortunate to add three tenured faculty to our

## Harvard Kennedy School

ranks—two faculty were new hires (one white male and one white female) from the Economics cluster search and a minority female was promoted from Associate Professor to Professor with tenure.

Overall 29 percent of our (non-adjunct, non-visitor) faculty are female. Over the past year we also added two Professor of Practice appointments—one, a white male Professor of Practice who was mentioned in last year’s narrative as part of a cluster hire and the other a white male who was promoted to Professor of Practice. In addition, we promoted two female Assistant Professors to Associate Professor, one of whom is a minority. We also promoted two Lecturers to the rank of Senior Lecturer, one white male and one white female.

We also have multiple searches underway, including a cluster search in Sociology and Social Policy, a Practitioner search in African Development and Public Policy, and an open-rank search in Digital Technology and Governance. In addition, we have several internal reviews for promotion in progress.

HKS 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 32.2% 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 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 mentors 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, 34% of visiting professors have been women and 21% 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 academics an opportunity to teach in the first-year curriculum while also working on their research and scholarship. Over the last three years 26% of Climenko fellows have been 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

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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 has also run 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 2018-19, the Faculty of Medicine welcomed 781 new members, including 684 Instructors, 74 Assistant Professors, 17 Associate Professors and six Professors. In the basic and social science departments, eight new faculty recruits 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/FoMhandbook>), which is updated annually.

The Office for Faculty Affairs (OFA) provided direct support to a total of 69 professorial searches during 2018-19. 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 2018, 6% of our faculty were from backgrounds underrepresented in medicine (i.e., Black and Latino) and 44 % were women. Among those recruited in 2018-19, 8% were from underrepresented backgrounds and 51% 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.

We recently completed our second year of a three-year grant from CRICO, the insurance partnership between the University and its affiliated hospitals. The goals of this effort are to develop training for search committees that will minimize unconscious bias, support professorial search committees in identifying qualified women and underrepresented minority candidates, optimize recruitment of high performing leaders, create an online portal for tracking search activities at all ranks in real time, and construct measurement tools for documenting progress in meeting recruitment goals. We completed six months of a two-year pilot for all initiatives except the online portal during 2018-19. We also worked closely with HMS IT on plans for the online portal, which we will create during 2019-20.

## Faculty Development

In 2018-19, faculty fellowships, leadership programs, trainings, orientations, and recognition events supported faculty retention and advancement.

During the 24th year of the Eleanor and Miles Shore Faculty Development Awards Program, formerly known as the Eleanor and Miles Shore 50th Anniversary Fellowship Program for Scholars in Medicine, 57 junior faculty were selected as recipients for a total \$2,500,000 in funding. Managed by the Office for Faculty Affairs, the awards disbursed by this program, ranging between \$30,000-\$50,000, target 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 program (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 2018-19 awards cycle, 132 HMS junior faculty and postdocs competed for the HMS and Harvard University nominations for 20 limited competition awards. Those who were nominated went on to compete at the national level, with seven HMS nominees being selected as award recipients for a total \$1,865,000 in funding. Awards received by HMS faculty included the prestigious Packard Foundation Fellowship in Science and Engineering, the Smith Family Foundation Award for Excellence in Biomedical Research, the Smith Family Foundation Odyssey Award, the Karin Grunebaum Cancer Research Foundation Faculty Fellowship, and the Brain Research Foundation Scientific Innovations Award.

In 2018-19 DICP bestowed five recognition awards to HMS faculty and trainees: four faculty and three trainees received the Dean's Community Service Award; six faculty received the Harold Amos Diversity Award; the Barbara McNeil Institutional Service Award was given to two faculty members; four faculty members received the Silen Lifetime Mentoring Award, eight received the Barger Award and seven Young Awards were presented. In addition, three hospital programs and one HMS student lead program received the Program Award for Culture of Excellence in Mentoring (PACEM).



# Harvard Medical School

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 postdoctoral fellows.

The DICP Leadership and Faculty Development Conference held in May 2019 provided 247 (registered) 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 hosted by the Office for Faculty Affairs selected 80 faculty from a competitive pool of 120 applications to participate during a three-day course designed for Instructors, Assistant Professors, and Associate Professors who have responsibility for a research grant, laboratory, educational course, or clinical program. The goal of the course is to build on participants' knowledge base and skills to enhance their professional development as administrative leaders in academic medicine.

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 14 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.

OFA held a Faculty Orientation & Resource Fair, open to new and long-term members of the Faculty of Medicine. The orientation focused on academic promotion, teaching and funding opportunities and included optional tours of the HMS Campus and Countway Library Services to help faculty navigate and enhance their productivity and use of technology. During the Resource Fair, faculty had the opportunity to meet leaders from a variety of offices, and have a chance to ask questions and network with other colleagues.

In 2018-19, OFA provided more than 30 faculty trainings held on the Longwood campus and at the affiliated hospitals. Key topics included paths to promotion, preparation of the CV, and engaging with HMS and HSDM. OFA also additionally provided more than 140 1:1 career development consultations to faculty members.

Deans Daley and Tarbell welcomed and congratulated newly promoted faculty at three separate events during the year.

Since 1973, the Joint Committee on the Status of Women (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 women in academic medicine and national initiatives, a summary on women in science careers, career advancement, global women's health issues, and bystander intervention.

## Faculty Diversity

The Dean's Task Force on Diversity and Inclusion, led by Joan Reede and comprised of faculty, students, trainees, fellows, and staff,



## Harvard Medical School

was established to bring forth recommendations for how to better support and advance diversity and inclusion at HMS. The task force concluded its work in July 2019.

The HMS Diversity and Inclusion Policy was drafted and its official adoption by the Faculty Council was in 2018. From the task force work, DICP created opportunities for safe dialogue and leadership training related to diversity and inclusion through Dialogues and Diversity in Leadership programming. We expanded the Dean's Postdoctoral Fellowship program.

Additionally, we: established the REACH Scholarship Program to provide funding for medical students from disadvantaged backgrounds; initiated a URM residents and fellows' barbecue and other inclusion opportunities; and provided opportunities for increasing visibility and engagement across students, trainees, staff and faculty through programs such as the First Generation Video, the Muslim Dinner, and Black Men in Medicine.

DICP's Visiting Clerkship Program (VCP) provided one-month clerkships at HMS-affiliated hospitals to 99 qualified 3rd and 4th-year visiting students, particularly individuals underrepresented in medicine (URiM) in 2018-19. An expansion of VCP, DICP hosted its fourth Harvard Affiliated Residency Programs Showcase for 3rd and

4th year URiM medical students to meet and network with HMS-affiliated residency program training directors, attending physicians, fellows and residents. The 2019 Showcase hosted over 175 students representing 85 medical schools.

The spring of 2019 DICP New England Science Symposium (NESS) hosted over 800 participants representing 268 institutions from 36 states, plus Puerto Rico, Brazil, Guatemala, Mexico, Turkey and United Kingdom. Prior to the NESS event, DICP developed and executed a Career Development for Postdocs series. Thirty nine 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.

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 2019, a total of 15 HMS/Harvard University faculty served as mentors in DICP's summer research internship programs.

# Harvard T.H. Chan School of Public Health

## Hiring

In 2018-19, the Harvard T.H. Chan School welcomed 10 tenure-track faculty members, including four women faculty (40%). One senior woman faculty member was hired and four faculty members were successfully promoted to tenure (including two women). Departures for ladder faculty included six people (five Associate Professors and one Assistant Professor). Of the two new Professors of the Practice who were hired in 2018-19, both were underrepresented minorities and one was a woman.

Our recruitment efforts continue to involve several explicit interventions for broadening our search pools and maximizing outreach to and consideration of women and underrepresented minority faculty:

- Before a search is allowed to formally begin, the department must identify at least five candidates who are women and/or underrepresented minorities, to whom they plan to do direct outreach once the search begins.
- Implicit bias training is embedded in search committees through the collaborative efforts of the Office of Faculty Affairs and the Office of Diversity and Inclusion.
  - At the first convening of the search committee, contextual data and academic search best practices are shared with the committee to support a more diverse search and prevent common causes of implicit bias. The committee brainstorms about places and people to whom they might direct the job description to request assistance identifying diverse and qualified candidates.
  - As the search proceeds, OFA reminds the committee of specific opportunities to adjust their search procedures (e.g., revising the search advertisement with more inclusive language, establishing neutral candidate criteria, or standardizing interview practices) so that theory and practice align all the way through the search.

- The search committee is encouraged to keep following up with the identified list of women and underrepresented faculty candidates until such time as they have applied or provided feedback on why they have chosen not to apply.
- By making some targeted internal changes to our process for approving the recommendations of a tenure-track search committee, we hope to have the ability to make more expedited offers to our top candidates in competitive situations and prevent losing those candidates to our peer institutions.
- Once a candidate is hired, the Office of Faculty Affairs conducts 1:1 onboarding meetings to address any lingering questions and/or provide targeted information to each tenure-track faculty member to ensure that their transition goes smoothly and that they know where to turn with any questions that might arise about their appointments or about school policies.

## Retention

Ideally, retention activities should begin during formal onboarding processes. The administrative overlap between onboarding and retention touchpoints includes:

- **Mentoring support:** At the Harvard Chan School, every new tenure-track faculty member is provided with at least one senior faculty departmental mentor; many departments have a formal practice of providing two departmental mentors (in some cases so that one mentor can address relevant research decisions and one can support work/life concerns). The Office of Faculty Affairs keeps a record of formal mentoring assignments, solicits end of year progress reports on all tenure-track faculty from department chairs, and will help faculty find additional mentors on an as needed basis.
- **Faculty development, programming, and support:** the Office of Faculty Affairs organizes monthly faculty development workshops for new faculty members, many of which are open to all tenure-track faculty members. These workshops provide

# Harvard T.H. Chan School of Public Health

useful information, resources, and skills to support ladder faculty careers at the Harvard Chan School, and strengthen relationships with the School's academic leaders and among the cohort of new faculty. The workshops cover topics such as growing a research enterprise and obtaining funding, building an inclusive teaching and learning environment, building strong mentoring partnerships, strategies for research proposals, navigating the tenure review process, and managing teams. The workshops follow an intimate, conversational approach where experienced faculty members and administrative leaders share their experience and expertise, and provide guidance to new faculty.

- **Faculty Instructional Coaches**, together with the Office of Education, support their peers through a range of mechanisms—individual discussions, classroom observations, and group workshops among them. Faculty Instructional Coaches work with new instructors, those teaching new courses, or those interested in solving particular teaching issues. Participating faculty members team up with a relevant member of the Faculty Instructional Coach team who has had similar experience as instructors at the School. The program overall is designed to promote open, confidential dialogue with the goal of building on the strengths of participating faculty and problem solving together. Coaches will emphasize practical changes to course design, classroom practices, advising, and mentoring to enhance the teaching experience for both the participating faculty members and students in their courses. The role of Faculty Instructional Coaches is to support high-quality professional development, not to evaluate.
- **The HOME (Harvard Onboarding Made Easy) Grant Concierge Program** is designed to streamline and enhance the support given to incoming faculty members as they prepare for their first grant submission. The program integrates the efforts of the Office of Faculty Affairs, the Office of Research Strategy and Development and Research Administration to provide an individualized research development support system for each new faculty member. HOME is designed to help faculty think strategically about building their research portfolios and offers a variety of resources, including: individual faculty research

strategy meetings, funding landscaping, assistance developing federal and non-federal proposals, didactic and participatory grant writing and research development programming, and concierge research administration support. This is critical support in a soft money environment. One important element of the program is our effort to establish and enhance lines of communication between administrative units and academic departments to help new faculty succeed. HOME will provide an individually tailored roadmap of potential funding opportunities, targeted grant deadlines, customized research development strategies and specific resources that each new faculty member can leverage as they launch their Harvard Chan School career.

- **Start up support** from the Dean's office for new tenure-track faculty has been increased from 20% to 30% to bolster early research activities during the critical first grant-writing period of the appointment. As many of our peer institutions enjoy hard money environments, this is a crucial retention strategy that we hope will have a beneficial effect on early career development for our tenure-track colleagues.

## Promotion

The Office of Faculty Affairs is developing more targeted support for tenure-track faculty approaching their tenure review promotion, including individual and small group meetings related to the mechanics, timeline, and strategic opportunities for assembling a dossier and writing the academic report. The support is also intended to complement the professional and discipline-specific mentoring faculty receive at the departmental level, as well as to demystify the tenure process at Harvard whenever possible.

## Offboarding

We have begun to collect exit interview data from departing faculty, and hope to be able to understand better the retention strategies that may be effective for those who receive external offers. This has resulted in the loss of some tenure-track women and underrepresented minority faculty members, and we plan to get a more accurate sense of what might have prevented such departures.

# Harvard T.H. Chan School of Public Health

## Postdoctoral Fellow Support

The Office of Faculty Affairs is also the administrative home for our postdoctoral fellow community at the Harvard Chan School and offers a robust schedule of professional development workshops, research showcases, social events, and individualized administrative support to ensure that our postdocs are thriving in their appointments. We also sponsor travel awards for postdocs to

gain conference experience and coordinate with an international exchange program Koaceli University in Turkey.

The Yerby Postdoctoral Fellowship Program recruits and supports up to several new underrepresented postdoctoral fellows per year, matching them with high quality mentors and research projects, and preparing them for research and teaching careers in the academy.

**TABLE 1: Number of Harvard Ladder Faculty by School and Rank, AY10 to AY20**

	Tenure-Track Faculty											Tenured Faculty										
	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY8	AY19	AY20	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19	AY20
<b>Harvard University</b>	<b>480</b>	<b>462</b>	<b>460</b>	<b>422</b>	<b>405</b>	<b>400</b>	<b>405</b>	<b>391</b>	<b>389</b>	<b>396</b>	<b>405</b>	<b>994</b>	<b>1005</b>	<b>1015</b>	<b>1038</b>	<b>1044</b>	<b>1055</b>	<b>1066</b>	<b>1084</b>	<b>1091</b>	<b>1088</b>	<b>1065</b>
Faculty of Arts and Sciences																						
Arts & Humanities	48	41	38	34	28	33	35	40	46	49	46	156	162	162	164	165	163	161	158	155	151	147
Engineering	17	19	20	15	17	22	24	20	21	20	21	53	56	58	58	60	59	61	65	68	68	68
Science	66	65	64	57	53	49	36	33	30	30	34	146	149	150	150	159	164	168	173	175	171	163
Life Science	41	40	42	36	34	31	22	20	18	17	21	75	75	77	80	85	89	90	94	94	91	84
Physical Science	25	25	22	21	19	18	14	13	12	13	13	71	74	73	70	74	75	78	79	81	80	79
Social Science	65	54	51	48	51	52	55	54	53	51	53	170	179	180	186	181	189	190	190	190	194	192
<b>FAS Total</b>	<b>196</b>	<b>179</b>	<b>173</b>	<b>154</b>	<b>149</b>	<b>156</b>	<b>150</b>	<b>147</b>	<b>150</b>	<b>150</b>	<b>154</b>	<b>525</b>	<b>546</b>	<b>550</b>	<b>558</b>	<b>565</b>	<b>575</b>	<b>580</b>	<b>586</b>	<b>588</b>	<b>584</b>	<b>570</b>
Business	86	86	92	86	86	76	77	71	68	74	81	104	92	95	95	95	99	101	103	101	101	102
Design	17	19	17	20	19	18	23	23	24	22	23	29	30	31	34	36	35	34	34	35	32	29
Divinity	8	9	8	6	8	9	8	4	4	4	4	22	21	20	21	20	22	23	27	28	26	23
Education	21	21	23	20	19	18	19	17	14	15	13	27	25	24	26	24	23	23	25	30	31	29
Government	22	19	23	21	20	22	21	17	18	19	13	50	52	52	53	52	51	54	56	57	58	52
Law	10	9	8	5	3	3	6	5	6	6	6	85	86	87	89	88	88	87	86	85	84	87
Medicine	60	56	51	53	50	53	53	53	53	52	53	108	111	114	128	123	120	122	128	135	139	135
Public Health	62	66	66	64	57	51	55	58	55	56	61	74	75	79	80	85	89	94	94	90	91	90
<b>Professional Schools Total</b>	<b>286</b>	<b>285</b>	<b>288</b>	<b>275</b>	<b>262</b>	<b>250</b>	<b>262</b>	<b>248</b>	<b>242</b>	<b>248</b>	<b>254</b>	<b>499</b>	<b>492</b>	<b>502</b>	<b>526</b>	<b>523</b>	<b>527</b>	<b>538</b>	<b>553</b>	<b>561</b>	<b>561</b>	<b>546</b>
<b>Dental Clinical / Hospital</b>	<b>280</b>	<b>267</b>	<b>272</b>	<b>273</b>	<b>268</b>	<b>280</b>	<b>248</b>	<b>124</b>	<b>121</b>	<b>115</b>	<b>116</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>12</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>16</b>	<b>15</b>	<b>15</b>
<b>Medical Clinical / Hospital</b>	<b>9337</b>	<b>9616</b>	<b>9819</b>	<b>9956</b>	<b>10101</b>	<b>10224</b>	<b>9791</b>	<b>9166</b>	<b>9137</b>	<b>9136</b>	<b>9285</b>	<b>741</b>	<b>789</b>	<b>858</b>	<b>913</b>	<b>957</b>	<b>1003</b>	<b>1032</b>	<b>1041</b>	<b>1071</b>	<b>1102</b>	<b>1130</b>

See page 37 for notes about the data.

**TABLE 2: Percentage of Harvard Ladder Faculty by School and Rank, AY10 to AY20**

	Tenure-Track Faculty											Tenured Faculty										
	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY8	AY19	AY20	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19	AY20
<b>Harvard University</b>	<b>33%</b>	<b>32%</b>	<b>31%</b>	<b>29%</b>	<b>28%</b>	<b>28%</b>	<b>28%</b>	<b>27%</b>	<b>26%</b>	<b>27%</b>	<b>28%</b>	<b>67%</b>	<b>69%</b>	<b>69%</b>	<b>71%</b>	<b>72%</b>	<b>73%</b>	<b>73%</b>	<b>74%</b>	<b>74%</b>	<b>73%</b>	<b>72%</b>
Faculty of Arts and Sciences																						
Arts & Humanities	24%	20%	19%	17%	15%	17%	18%	20%	23%	25%	24%	77%	80%	81%	83%	86%	83%	82%	80%	77%	76%	76%
Engineering	24%	25%	26%	21%	22%	27%	28%	24%	24%	23%	24%	76%	75%	74%	80%	78%	73%	72%	77%	76%	77%	76%
Science	31%	30%	30%	28%	25%	23%	18%	16%	15%	15%	17%	69%	70%	70%	73%	75%	77%	82%	84%	85%	85%	83%
Life Science	35%	35%	35%	31%	29%	26%	20%	18%	16%	16%	20%	65%	65%	65%	69%	71%	74%	80%	83%	84%	84%	80%
Physical Science	26%	25%	23%	23%	20%	19%	15%	14%	13%	14%	14%	74%	75%	77%	77%	80%	81%	85%	86%	87%	86%	86%
Social Science	28%	23%	22%	21%	22%	22%	22%	22%	22%	21%	22%	72%	77%	78%	80%	78%	78%	78%	78%	78%	79%	78%
<b>FAS Total</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>20%</b>	<b>21%</b>	<b>73%</b>	<b>75%</b>	<b>76%</b>	<b>78%</b>	<b>79%</b>	<b>79%</b>	<b>80%</b>	<b>80%</b>	<b>80%</b>	<b>80%</b>	<b>79%</b>
Business	45%	48%	49%	48%	48%	43%	43%	41%	40%	42%	44%	55%	52%	51%	53%	53%	57%	57%	59%	60%	58%	56%
Design	37%	39%	35%	37%	35%	34%	40%	40%	41%	41%	44%	63%	61%	65%	63%	66%	66%	60%	60%	59%	59%	56%
Divinity	27%	30%	29%	22%	29%	29%	26%	13%	13%	13%	15%	73%	70%	71%	78%	71%	71%	74%	87%	88%	87%	85%
Education	44%	46%	49%	44%	44%	44%	45%	41%	32%	33%	31%	56%	54%	51%	57%	56%	56%	55%	60%	68%	67%	69%
Government	31%	27%	31%	28%	28%	30%	28%	23%	24%	25%	20%	69%	73%	69%	72%	72%	70%	72%	77%	76%	75%	80%
Law	11%	10%	8%	5%	3%	3%	7%	6%	7%	7%	7%	90%	91%	92%	95%	97%	97%	94%	95%	93%	93%	94%
Medicine	36%	34%	31%	29%	29%	31%	30%	29%	28%	27%	28%	64%	67%	69%	71%	71%	69%	70%	71%	72%	73%	72%
Public Health	46%	47%	46%	44%	40%	36%	37%	38%	38%	38%	40%	54%	53%	55%	56%	60%	64%	63%	62%	62%	62%	60%
<b>Professional Schools Total</b>	<b>36%</b>	<b>37%</b>	<b>37%</b>	<b>34%</b>	<b>33%</b>	<b>32%</b>	<b>33%</b>	<b>31%</b>	<b>30%</b>	<b>31%</b>	<b>32%</b>	<b>64%</b>	<b>63%</b>	<b>64%</b>	<b>66%</b>	<b>67%</b>	<b>68%</b>	<b>67%</b>	<b>69%</b>	<b>70%</b>	<b>69%</b>	<b>68%</b>
<b>Dental Clinical / Hospital</b>	<b>96%</b>	<b>95%</b>	<b>95%</b>	<b>96%</b>	<b>96%</b>	<b>96%</b>	<b>94%</b>	<b>89%</b>	<b>88%</b>	<b>89%</b>	<b>89%</b>	<b>4%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>	<b>4%</b>	<b>4%</b>	<b>6%</b>	<b>11%</b>	<b>12%</b>	<b>12%</b>	<b>12%</b>
<b>Medical Clinical / Hospital</b>	<b>93%</b>	<b>92%</b>	<b>92%</b>	<b>92%</b>	<b>91%</b>	<b>91%</b>	<b>91%</b>	<b>90%</b>	<b>90%</b>	<b>89%</b>	<b>89%</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>11%</b>	<b>11%</b>	<b>11%</b>

See page 37 for notes about the data.

TABLE 3: Number of Harvard Ladder Faculty who are Women, AY10 to AY20

	Tenure-Track Faculty											Tenured Faculty										
	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY8	AY19	AY20	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19	AY20
<b>Harvard University</b>	<b>176</b>	<b>170</b>	<b>168</b>	<b>151</b>	<b>151</b>	<b>156</b>	<b>158</b>	<b>155</b>	<b>157</b>	<b>158</b>	<b>171</b>	<b>208</b>	<b>221</b>	<b>226</b>	<b>245</b>	<b>254</b>	<b>258</b>	<b>273</b>	<b>281</b>	<b>290</b>	<b>294</b>	<b>288</b>
Faculty of Arts and Sciences																						
Arts & Humanities	19	17	17	14	14	19	22	25	25	28	27	49	50	49	52	55	55	54	54	55	54	53
Engineering	4	5	5	2	2	5	4	4	4	4	7	5	6	6	7	8	8	9	9	11	11	9
Science	20	20	21	17	18	17	13	15	15	14	18	18	20	20	21	22	24	29	29	32	34	32
Life Science	15	14	16	13	14	14	10	11	10	8	11	12	14	14	15	15	18	20	20	21	22	20
Physical Science	5	6	5	4	4	3	3	4	5	6	7	6	6	6	6	7	6	9	9	11	12	12
Social Science	29	22	19	20	18	18	20	18	21	19	19	38	43	45	48	52	52	57	59	59	61	61
<b>FAS Total</b>	<b>72</b>	<b>64</b>	<b>62</b>	<b>53</b>	<b>52</b>	<b>59</b>	<b>59</b>	<b>62</b>	<b>65</b>	<b>65</b>	<b>71</b>	<b>110</b>	<b>119</b>	<b>120</b>	<b>128</b>	<b>137</b>	<b>139</b>	<b>149</b>	<b>151</b>	<b>157</b>	<b>160</b>	<b>155</b>
Business	25	27	30	28	28	27	32	28	24	28	33	18	17	18	19	19	20	21	22	21	21	23
Design	8	9	8	10	10	8	9	8	10	11	12	5	5	5	7	9	9	9	9	9	9	9
Divinity	3	3	2	2	2	3	3	2	2	2	2	8	8	8	8	8	9	9	10	11	10	8
Education	12	12	12	11	10	10	10	9	7	6	5	10	11	11	13	11	10	12	12	15	16	15
Government	6	6	7	4	6	8	7	5	6	7	6	10	10	10	11	12	11	12	13	12	13	12
Law	4	3	1	0	0	1	3	3	4	4	4	14	16	17	18	17	19	19	18	20	20	22
Medicine	22	18	19	18	18	19	16	17	17	16	17	16	19	19	23	23	23	27	29	31	32	31
Public Health	25	29	27	26	25	21	20	22	23	20	23	17	17	19	20	21	21	24	27	28	28	27
<b>Professional Schools Total</b>	<b>105</b>	<b>107</b>	<b>106</b>	<b>99</b>	<b>99</b>	<b>97</b>	<b>100</b>	<b>94</b>	<b>93</b>	<b>94</b>	<b>102</b>	<b>98</b>	<b>103</b>	<b>107</b>	<b>119</b>	<b>120</b>	<b>122</b>	<b>133</b>	<b>140</b>	<b>147</b>	<b>149</b>	<b>147</b>
Dental Clinical / Hospital	94	96	95	100	102	106	96	54	55	52	52	2	2	2	2	2	3	5	5	5	4	4
Medical Clinical / Hospital	3974	4129	4276	4397	4532	4657	4483	4223	4268	4304	4418	102	115	129	140	157	163	178	188	215	226	241

See page 37 for notes about the data.

TABLE 4: Percentage of Harvard Ladder Faculty who are Women, AY10 to AY20

	Tenure-Track Faculty											Tenured Faculty										
	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY8	AY19	AY20	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19	AY20
<b>Harvard University</b>	<b>37%</b>	<b>37%</b>	<b>37%</b>	<b>36%</b>	<b>37%</b>	<b>39%</b>	<b>39%</b>	<b>40%</b>	<b>40%</b>	<b>40%</b>	<b>42%</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>	<b>27%</b>
Faculty of Arts and Sciences																						
Arts & Humanities	40%	42%	45%	41%	50%	58%	63%	63%	54%	57%	59%	31%	31%	30%	32%	33%	34%	34%	34%	36%	36%	36%
Engineering	24%	26%	25%	13%	12%	23%	17%	20%	19%	20%	33%	9%	11%	10%	12%	13%	14%	15%	14%	16%	16%	13%
Science	30%	31%	33%	30%	34%	35%	36%	46%	50%	47%	53%	12%	13%	13%	14%	14%	15%	17%	17%	18%	20%	20%
Life Science	37%	35%	38%	36%	41%	45%	46%	55%	56%	47%	52%	16%	19%	18%	19%	18%	20%	22%	21%	22%	24%	24%
Physical Science	20%	24%	23%	19%	21%	17%	21%	31%	42%	46%	54%	9%	8%	8%	9%	10%	8%	12%	11%	14%	15%	15%
Social Science	45%	41%	37%	42%	35%	35%	36%	33%	40%	37%	36%	22%	24%	25%	26%	29%	28%	30%	31%	31%	31%	32%
<b>FAS Total</b>	<b>37%</b>	<b>36%</b>	<b>36%</b>	<b>34%</b>	<b>35%</b>	<b>38%</b>	<b>39%</b>	<b>42%</b>	<b>43%</b>	<b>43%</b>	<b>46%</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>	<b>27%</b>
Business	29%	31%	33%	33%	33%	36%	42%	39%	35%	38%	41%	17%	19%	19%	20%	20%	20%	21%	21%	21%	21%	23%
Design	47%	47%	47%	50%	53%	44%	39%	35%	42%	50%	52%	17%	17%	16%	21%	25%	26%	27%	27%	26%	28%	31%
Divinity	38%	33%	25%	33%	25%	33%	38%	50%	50%	50%	50%	36%	38%	40%	38%	40%	41%	39%	37%	39%	39%	35%
Education	57%	57%	52%	55%	53%	56%	53%	53%	50%	40%	39%	37%	44%	46%	50%	46%	44%	52%	48%	50%	52%	52%
Government	27%	32%	30%	19%	30%	36%	33%	29%	33%	37%	46%	20%	19%	19%	21%	23%	22%	22%	23%	21%	22%	23%
Law	40%	33%	13%	0%	0%	33%	50%	60%	67%	67%	67%	17%	19%	20%	20%	19%	22%	22%	21%	24%	24%	26%
Medicine	37%	32%	37%	34%	36%	36%	30%	32%	32%	31%	32%	15%	17%	17%	18%	19%	19%	22%	23%	23%	23%	23%
Public Health	40%	44%	41%	41%	44%	41%	36%	38%	42%	36%	38%	23%	23%	24%	25%	25%	24%	26%	29%	31%	31%	30%
<b>Professional Schools Total</b>	<b>37%</b>	<b>38%</b>	<b>37%</b>	<b>36%</b>	<b>38%</b>	<b>39%</b>	<b>38%</b>	<b>38%</b>	<b>38%</b>	<b>38%</b>	<b>40%</b>	<b>20%</b>	<b>21%</b>	<b>21%</b>	<b>23%</b>	<b>23%</b>	<b>23%</b>	<b>25%</b>	<b>25%</b>	<b>26%</b>	<b>27%</b>	<b>27%</b>
<b>Dental Clinical / Hospital</b>	<b>34%</b>	<b>36%</b>	<b>35%</b>	<b>37%</b>	<b>38%</b>	<b>38%</b>	<b>39%</b>	<b>44%</b>	<b>46%</b>	<b>45%</b>	<b>45%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>17%</b>	<b>23%</b>	<b>33%</b>	<b>33%</b>	<b>31%</b>	<b>27%</b>	<b>27%</b>
<b>Medical Clinical / Hospital</b>	<b>43%</b>	<b>43%</b>	<b>44%</b>	<b>44%</b>	<b>45%</b>	<b>46%</b>	<b>46%</b>	<b>46%</b>	<b>47%</b>	<b>47%</b>	<b>48%</b>	<b>14%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>16%</b>	<b>16%</b>	<b>17%</b>	<b>18%</b>	<b>20%</b>	<b>21%</b>	<b>21%</b>

See page 37 for notes about the data.



TABLE 5: Number of Harvard Ladder Faculty who are Asian, AY10 to AY20

	Tenure-Track Faculty											Tenured Faculty										
	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY8	AY19	AY20	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19	AY20
<b>Harvard University</b>	<b>82</b>	<b>83</b>	<b>85</b>	<b>80</b>	<b>82</b>	<b>83</b>	<b>83</b>	<b>80</b>	<b>80</b>	<b>86</b>	<b>89</b>	<b>82</b>	<b>86</b>	<b>91</b>	<b>101</b>	<b>105</b>	<b>107</b>	<b>113</b>	<b>120</b>	<b>124</b>	<b>126</b>	<b>130</b>
Faculty of Arts and Sciences																						
Arts & Humanities	5	3	3	4	5	5	5	6	7	7	7	11	12	13	13	13	14	15	15	15	16	16
Engineering	5	6	7	6	5	7	6	5	6	7	8	11	11	11	12	13	13	12	14	15	15	17
Science	14	14	14	12	10	9	6	8	7	8	8	18	18	18	20	22	23	28	29	30	29	29
Life Science	5	5	6	6	6	6	4	6	6	6	5	9	8	8	8	9	10	12	12	12	11	11
Physical Science	9	9	8	6	4	3	2	2	1	2	3	9	10	10	12	13	13	16	17	18	18	18
Social Science	8	7	4	3	4	4	8	9	11	11	11	7	8	9	11	11	12	11	11	9	10	12
<b>FAS Total</b>	<b>32</b>	<b>30</b>	<b>28</b>	<b>25</b>	<b>24</b>	<b>25</b>	<b>25</b>	<b>28</b>	<b>31</b>	<b>33</b>	<b>34</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>	<b>74</b>
Business	15	17	20	22	26	26	24	20	16	18	20	18	18	19	19	19	19	20	22	22	23	24
Design	0	1	3	3	3	3	4	3	5	4	5	1	2	2	2	3	3	3	3	3	3	3
Divinity	1	0	0	0	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0
Education	5	5	6	5	4	3	3	3	2	2	1	1	1	1	1	0	1	1	1	2	2	2
Government	4	4	4	4	4	4	3	1	1	2	2	5	6	6	6	6	6	7	8	8	8	6
Law	1	2	1	1	1	2	2	2	2	1	0	1	1	3	3	3	3	3	3	3	4	5
Medicine	7	8	8	9	10	12	14	14	15	15	14	4	4	4	6	6	4	4	5	8	8	8
Public Health	17	16	15	12	10	8	9	10	9	12	13	7	7	8	11	12	13	15	15	15	15	15
<b>Professional Schools Total</b>	<b>50</b>	<b>53</b>	<b>57</b>	<b>56</b>	<b>59</b>	<b>59</b>	<b>60</b>	<b>54</b>	<b>51</b>	<b>55</b>	<b>56</b>	<b>37</b>	<b>39</b>	<b>43</b>	<b>48</b>	<b>49</b>	<b>49</b>	<b>53</b>	<b>57</b>	<b>61</b>	<b>63</b>	<b>63</b>
<b>Dental Clinical / Hospital</b>	<b>68</b>	<b>59</b>	<b>59</b>	<b>62</b>	<b>59</b>	<b>62</b>	<b>54</b>	<b>31</b>	<b>34</b>	<b>32</b>	<b>33</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Medical Clinical / Hospital</b>	<b>1553</b>	<b>1655</b>	<b>1722</b>	<b>1780</b>	<b>1809</b>	<b>1858</b>	<b>1825</b>	<b>1788</b>	<b>1847</b>	<b>1871</b>	<b>1920</b>	<b>35</b>	<b>44</b>	<b>50</b>	<b>55</b>	<b>53</b>	<b>64</b>	<b>77</b>	<b>86</b>	<b>93</b>	<b>99</b>	<b>112</b>

See page 37 for notes about the data.

TABLE 6: Percentage of Harvard Ladder Faculty who are Asian, AY10 to AY20

	Tenure-Track Faculty											Tenured Faculty										
	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY8	AY19	AY20	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19	AY20
<b>Harvard University</b>	<b>17%</b>	<b>18%</b>	<b>19%</b>	<b>19%</b>	<b>20%</b>	<b>21%</b>	<b>21%</b>	<b>21%</b>	<b>21%</b>	<b>22%</b>	<b>22%</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>	<b>12%</b>
Faculty of Arts and Sciences																						
Arts & Humanities	10%	7%	8%	12%	18%	15%	14%	15%	15%	14%	15%	7%	7%	8%	8%	8%	9%	9%	10%	10%	11%	11%
Engineering	29%	32%	35%	40%	29%	32%	25%	25%	29%	35%	38%	21%	20%	19%	21%	22%	22%	20%	22%	22%	22%	25%
Science	21%	22%	22%	21%	19%	18%	17%	24%	23%	27%	24%	12%	12%	12%	13%	14%	14%	17%	17%	17%	17%	18%
Life Science	12%	13%	14%	17%	18%	19%	18%	30%	33%	35%	24%	12%	11%	10%	10%	11%	11%	13%	13%	13%	12%	13%
Physical Science	36%	36%	36%	29%	21%	17%	14%	15%	8%	15%	23%	13%	14%	14%	17%	18%	17%	21%	22%	22%	23%	23%
Social Science	12%	13%	8%	6%	8%	8%	15%	17%	21%	22%	21%	4%	5%	5%	6%	6%	6%	6%	6%	5%	5%	6%
<b>FAS Total</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>22%</b>	<b>22%</b>	<b>9%</b>	<b>9%</b>	<b>9%</b>	<b>10%</b>	<b>10%</b>	<b>11%</b>	<b>11%</b>	<b>12%</b>	<b>12%</b>	<b>12%</b>	<b>13%</b>
Business	17%	20%	22%	26%	30%	34%	31%	28%	24%	24%	25%	17%	20%	20%	20%	20%	19%	20%	21%	22%	23%	24%
Design	0%	5%	18%	15%	16%	17%	17%	13%	21%	18%	22%	3%	7%	7%	6%	8%	9%	9%	9%	9%	9%	10%
Divinity	13%	0%	0%	0%	13%	11%	13%	25%	25%	25%	25%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Education	24%	24%	26%	25%	21%	17%	16%	18%	14%	13%	8%	4%	4%	4%	4%	0%	4%	4%	4%	7%	7%	7%
Government	18%	21%	17%	19%	20%	18%	14%	6%	6%	11%	15%	10%	12%	12%	11%	12%	12%	13%	14%	14%	14%	12%
Law	10%	22%	13%	20%	33%	67%	33%	40%	33%	17%	0%	1%	1%	3%	3%	3%	3%	3%	4%	4%	5%	6%
Medicine	12%	14%	16%	17%	20%	23%	26%	26%	28%	29%	26%	4%	4%	4%	5%	5%	3%	3%	4%	6%	6%	6%
Public Health	27%	24%	23%	19%	18%	16%	16%	17%	16%	21%	21%	10%	9%	10%	14%	14%	15%	16%	16%	17%	17%	17%
<b>Professional Schools Total</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>21%</b>	<b>22%</b>	<b>22%</b>	<b>7%</b>	<b>8%</b>	<b>9%</b>	<b>9%</b>	<b>9%</b>	<b>9%</b>	<b>10%</b>	<b>10%</b>	<b>11%</b>	<b>11%</b>	<b>12%</b>
<b>Dental Clinical / Hospital</b>	<b>24%</b>	<b>22%</b>	<b>22%</b>	<b>23%</b>	<b>22%</b>	<b>22%</b>	<b>22%</b>	<b>25%</b>	<b>28%</b>	<b>28%</b>	<b>28%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>7%</b>	<b>7%</b>	<b>6%</b>	<b>7%</b>	<b>7%</b>
<b>Medical Clinical / Hospital</b>	<b>17%</b>	<b>17%</b>	<b>18%</b>	<b>18%</b>	<b>18%</b>	<b>18%</b>	<b>19%</b>	<b>20%</b>	<b>20%</b>	<b>21%</b>	<b>21%</b>	<b>5%</b>	<b>6%</b>	<b>6%</b>	<b>6%</b>	<b>6%</b>	<b>6%</b>	<b>8%</b>	<b>8%</b>	<b>9%</b>	<b>9%</b>	<b>10%</b>

See page 37 for notes about the data.

TABLE 7: Number of Harvard Ladder Faculty who are Underrepresented Minorities, AY10 to AY20

	Tenure-Track Faculty											Tenured Faculty										
	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19	AY20	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19	AY20
<b>Harvard University</b>	<b>43</b>	<b>45</b>	<b>47</b>	<b>45</b>	<b>46</b>	<b>46</b>	<b>46</b>	<b>45</b>	<b>45</b>	<b>51</b>	<b>55</b>	<b>58</b>	<b>59</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>	<b>84</b>
Faculty of Arts and Sciences																						
Arts & Humanities	3	4	4	3	4	3	3	3	5	6	7	8	8	7	8	8	7	9	7	8	9	8
Engineering	2	2	2	1	2	2	3	3	4	4	2	0	0	0	0	0	0	1	1	1	1	2
Science	7	8	8	8	6	5	3	1	1	1	3	4	4	4	4	7	8	8	10	9	8	8
Life Science	6	7	7	7	5	4	3	1	1	1	3	3	3	3	3	5	6	6	8	7	6	6
Physical Science	1	1	1	1	1	1	0	0	0	0	0	1	1	1	1	2	2	2	2	2	2	2
Social Science	6	5	5	4	4	4	4	4	3	4	6	18	20	20	22	24	25	29	30	31	34	32
<b>FAS Total</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>	<b>18</b>	<b>30</b>	<b>32</b>	<b>31</b>	<b>34</b>	<b>39</b>	<b>40</b>	<b>47</b>	<b>48</b>	<b>49</b>	<b>52</b>	<b>50</b>
Business	8	7	6	7	6	6	5	7	7	8	10	5	5	7	6	6	6	7	7	7	7	7
Design	2	2	2	2	2	2	3	3	2	2	3	5	4	4	5	5	5	5	5	5	4	3
Divinity	1	3	4	3	3	3	3	2	2	2	2	2	2	2	4	4	4	4	5	6	5	4
Education	2	2	3	4	4	4	4	5	3	6	6	3	3	3	3	3	3	5	5	8	8	7
Government	4	4	5	3	3	5	5	4	4	4	2	4	4	4	5	5	5	4	4	4	5	5
Law	0	0	0	0	0	0	1	1	1	2	1	8	9	9	10	9	10	10	9	9	9	10
Medicine	3	3	3	5	6	7	7	5	6	7	8	3	3	3	2	2	2	3	5	5	5	5
Public Health	5	5	5	6	7	6	6	7	7	5	6	3	3	5	4	5	6	6	7	7	6	6
<b>Professional Schools Total</b>	<b>25</b>	<b>26</b>	<b>28</b>	<b>30</b>	<b>31</b>	<b>33</b>	<b>34</b>	<b>34</b>	<b>32</b>	<b>36</b>	<b>38</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>	<b>47</b>
<b>Dental Clinical / Hospital</b>	<b>26</b>	<b>26</b>	<b>28</b>	<b>30</b>	<b>29</b>	<b>32</b>	<b>28</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Medical Clinical / Hospital</b>	<b>529</b>	<b>564</b>	<b>598</b>	<b>621</b>	<b>640</b>	<b>694</b>	<b>695</b>	<b>650</b>	<b>664</b>	<b>680</b>	<b>700</b>	<b>14</b>	<b>16</b>	<b>19</b>	<b>22</b>	<b>26</b>	<b>29</b>	<b>30</b>	<b>32</b>	<b>38</b>	<b>38</b>	<b>37</b>

See page 37 for notes about the data.

TABLE 8: Percentage of Harvard Ladder Faculty who are Underrepresented Minorities, AY10 to AY20

	Tenure-Track Faculty											Tenured Faculty										
	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY8	AY19	AY20	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19	AY20
<b>Harvard University</b>	<b>9%</b>	<b>10%</b>	<b>10%</b>	<b>11%</b>	<b>11%</b>	<b>12%</b>	<b>11%</b>	<b>12%</b>	<b>12%</b>	<b>13%</b>	<b>14%</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>	<b>8%</b>
Faculty of Arts and Sciences																						
Arts & Humanities	6%	10%	11%	9%	14%	9%	9%	8%	11%	12%	15%	5%	5%	4%	5%	5%	4%	6%	4%	5%	6%	5%
Engineering	12%	11%	10%	7%	12%	9%	13%	15%	19%	20%	10%	0%	0%	0%	0%	0%	0%	2%	2%	2%	2%	3%
Science	11%	12%	13%	14%	11%	10%	8%	3%	3%	3%	9%	3%	3%	3%	3%	4%	5%	5%	6%	5%	5%	5%
Life Science	15%	18%	17%	19%	15%	13%	14%	5%	6%	6%	14%	4%	4%	4%	4%	6%	7%	7%	9%	7%	7%	7%
Physical Science	4%	4%	5%	5%	5%	6%	0%	0%	0%	0%	0%	1%	1%	1%	1%	3%	3%	3%	3%	3%	3%	3%
Social Science	9%	9%	10%	8%	8%	8%	7%	7%	6%	8%	11%	11%	11%	11%	12%	13%	13%	15%	16%	16%	18%	17%
<b>FAS Total</b>	<b>9%</b>	<b>11%</b>	<b>11%</b>	<b>10%</b>	<b>11%</b>	<b>9%</b>	<b>9%</b>	<b>8%</b>	<b>9%</b>	<b>10%</b>	<b>12%</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>	<b>9%</b>
Business	9%	8%	7%	8%	7%	8%	7%	10%	10%	11%	12%	5%	5%	7%	6%	6%	6%	7%	7%	7%	7%	7%
Design	12%	11%	12%	10%	11%	11%	13%	13%	8%	9%	13%	17%	13%	13%	15%	14%	14%	15%	15%	14%	13%	10%
Divinity	13%	33%	50%	50%	38%	33%	38%	50%	50%	50%	50%	9%	10%	10%	19%	20%	18%	17%	19%	21%	19%	17%
Education	10%	10%	13%	20%	21%	22%	21%	29%	21%	40%	46%	11%	12%	13%	12%	13%	13%	22%	20%	27%	26%	24%
Government	18%	21%	22%	14%	15%	23%	24%	24%	22%	21%	15%	8%	8%	8%	9%	10%	10%	7%	7%	7%	9%	10%
Law	0%	0%	0%	0%	0%	0%	17%	20%	17%	33%	17%	9%	11%	10%	11%	10%	11%	12%	11%	11%	11%	12%
Medicine	5%	5%	6%	9%	12%	13%	13%	9%	11%	14%	15%	3%	3%	3%	2%	2%	2%	3%	4%	4%	4%	4%
Public Health	8%	8%	8%	9%	12%	12%	11%	12%	13%	9%	10%	4%	4%	6%	5%	6%	7%	6%	7%	8%	7%	7%
<b>Professional Schools Total</b>	<b>9%</b>	<b>9%</b>	<b>10%</b>	<b>11%</b>	<b>12%</b>	<b>13%</b>	<b>13%</b>	<b>14%</b>	<b>13%</b>	<b>15%</b>	<b>15%</b>	<b>7%</b>	<b>7%</b>	<b>7%</b>	<b>7%</b>	<b>8%</b>	<b>8%</b>	<b>8%</b>	<b>9%</b>	<b>9%</b>	<b>9%</b>	<b>9%</b>
<b>Dental Clinical / Hospital</b>	<b>9%</b>	<b>10%</b>	<b>10%</b>	<b>11%</b>	<b>11%</b>	<b>11%</b>	<b>11%</b>	<b>6%</b>	<b>7%</b>	<b>8%</b>	<b>8%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Medical Clinical / Hospital</b>	<b>6%</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>2%</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>	<b>4%</b>	<b>3%</b>	<b>3%</b>

See page 37 for notes about the data.

**TABLE 9: Number of Harvard Ladder Faculty who are White, AY10 to AY20**

	Tenure-Track Faculty											Tenured Faculty										
	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY8	AY19	AY20	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19	AY20
<b>Harvard University</b>	<b>355</b>	<b>334</b>	<b>328</b>	<b>297</b>	<b>277</b>	<b>271</b>	<b>276</b>	<b>266</b>	<b>264</b>	<b>259</b>	<b>261</b>	<b>854</b>	<b>860</b>	<b>863</b>	<b>871</b>	<b>868</b>	<b>874</b>	<b>872</b>	<b>880</b>	<b>879</b>	<b>875</b>	<b>851</b>
Faculty of Arts and Sciences																						
Arts & Humanities	40	34	31	27	19	25	27	31	34	36	32	137	142	142	143	144	142	137	136	132	126	123
Engineering	10	11	11	8	10	13	15	12	11	9	11	42	45	47	46	47	46	48	50	52	52	49
Science	45	43	42	37	37	35	27	24	22	21	23	124	127	128	126	130	133	132	134	136	134	126
Life Science	30	28	29	23	23	21	15	13	11	10	13	63	64	66	69	71	73	72	74	75	74	67
Physical Science	15	15	13	14	14	14	12	11	11	11	10	61	63	62	57	59	60	60	60	61	60	59
Social Science	51	42	42	41	43	44	43	41	39	36	36	145	151	151	153	146	152	150	149	150	150	148
<b>FAS Total</b>	<b>146</b>	<b>130</b>	<b>126</b>	<b>113</b>	<b>109</b>	<b>117</b>	<b>112</b>	<b>108</b>	<b>106</b>	<b>102</b>	<b>102</b>	<b>448</b>	<b>465</b>	<b>468</b>	<b>468</b>	<b>467</b>	<b>473</b>	<b>467</b>	<b>469</b>	<b>470</b>	<b>462</b>	<b>446</b>
Business	63	62	66	57	54	44	48	44	45	48	51	81	69	69	70	70	74	74	74	72	71	71
Design	15	16	12	15	14	13	16	17	17	16	15	23	24	25	27	28	27	26	26	27	25	23
Divinity	6	6	4	3	4	5	4	1	1	1	1	20	19	18	17	16	18	19	22	22	21	19
Education	14	14	14	11	11	11	12	9	9	7	6	23	21	20	22	21	19	17	19	20	21	20
Government	14	11	14	14	13	13	13	12	13	13	9	41	42	42	42	41	40	43	44	45	45	41
Law	9	7	7	4	2	1	3	2	3	3	5	76	76	75	76	76	75	74	74	73	71	72
Medicine	50	45	40	39	34	34	32	34	32	30	31	101	104	107	120	115	114	115	118	122	126	122
Public Health	40	45	46	46	40	37	40	41	39	39	42	64	65	66	65	68	70	73	72	68	70	69
<b>Professional Schools Total</b>	<b>211</b>	<b>206</b>	<b>203</b>	<b>189</b>	<b>172</b>	<b>158</b>	<b>168</b>	<b>160</b>	<b>159</b>	<b>157</b>	<b>160</b>	<b>429</b>	<b>420</b>	<b>422</b>	<b>439</b>	<b>435</b>	<b>437</b>	<b>441</b>	<b>449</b>	<b>449</b>	<b>450</b>	<b>437</b>
<b>Dental Clinical / Hospital</b>	<b>183</b>	<b>176</b>	<b>179</b>	<b>175</b>	<b>173</b>	<b>179</b>	<b>160</b>	<b>83</b>	<b>77</b>	<b>72</b>	<b>72</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>14</b>	<b>15</b>	<b>14</b>	<b>14</b>
<b>Medical Clinical / Hospital</b>	<b>7046</b>	<b>7167</b>	<b>7256</b>	<b>7315</b>	<b>7409</b>	<b>7427</b>	<b>7031</b>	<b>6502</b>	<b>6404</b>	<b>6355</b>	<b>6418</b>	<b>689</b>	<b>726</b>	<b>784</b>	<b>831</b>	<b>873</b>	<b>903</b>	<b>915</b>	<b>915</b>	<b>932</b>	<b>957</b>	<b>973</b>

See page 37 for notes about the data.

**TABLE 10: Percentage of Harvard Ladder Faculty who are White, AY08 to AY18**

	Tenure-Track Faculty											Tenured Faculty										
	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY8	AY19	AY20	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19	AY20
<b>Harvard University</b>	<b>74%</b>	<b>72%</b>	<b>71%</b>	<b>70%</b>	<b>68%</b>	<b>68%</b>	<b>68%</b>	<b>68%</b>	<b>68%</b>	<b>65%</b>	<b>64%</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>	<b>80%</b>
Faculty of Arts and Sciences																						
Arts & Humanities	83%	83%	82%	79%	68%	76%	77%	78%	74%	74%	70%	88%	88%	88%	87%	87%	87%	85%	86%	85%	83%	84%
Engineering	59%	58%	55%	53%	59%	59%	63%	60%	52%	45%	52%	79%	80%	81%	79%	78%	78%	79%	77%	77%	77%	72%
Science	68%	66%	66%	65%	70%	71%	75%	73%	73%	70%	68%	85%	85%	85%	84%	82%	81%	79%	78%	78%	78%	77%
Life Science	73%	70%	69%	64%	68%	68%	68%	65%	61%	59%	62%	84%	85%	86%	86%	84%	82%	80%	79%	80%	81%	80%
Physical Science	60%	60%	59%	67%	74%	78%	86%	85%	92%	85%	77%	86%	85%	85%	81%	80%	80%	77%	76%	75%	75%	75%
Social Science	79%	78%	82%	85%	84%	85%	78%	76%	74%	71%	68%	85%	84%	84%	82%	81%	80%	79%	78%	79%	77%	77%
<b>FAS Total</b>	<b>75%</b>	<b>73%</b>	<b>73%</b>	<b>73%</b>	<b>73%</b>	<b>75%</b>	<b>75%</b>	<b>74%</b>	<b>71%</b>	<b>68%</b>	<b>66%</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>	<b>78%</b>
Business	73%	72%	72%	66%	63%	58%	62%	62%	66%	65%	63%	78%	75%	73%	74%	74%	75%	73%	72%	71%	70%	70%
Design	88%	84%	71%	75%	74%	72%	70%	74%	71%	73%	65%	79%	80%	81%	79%	78%	77%	77%	77%	77%	78%	79%
Divinity	75%	67%	50%	50%	50%	56%	50%	25%	25%	25%	25%	91%	91%	90%	81%	80%	82%	83%	82%	79%	81%	83%
Education	67%	67%	61%	55%	58%	61%	63%	53%	64%	47%	46%	85%	84%	83%	85%	88%	83%	74%	76%	67%	68%	69%
Government	64%	58%	61%	67%	65%	59%	62%	71%	72%	68%	69%	82%	81%	81%	79%	79%	78%	80%	79%	79%	78%	79%
Law	90%	78%	88%	80%	67%	33%	50%	40%	50%	50%	83%	89%	88%	86%	85%	86%	85%	85%	86%	86%	85%	83%
Medicine	83%	80%	78%	74%	68%	64%	60%	64%	60%	58%	59%	94%	94%	94%	94%	94%	95%	94%	92%	90%	91%	90%
Public Health	65%	68%	70%	72%	70%	73%	73%	71%	71%	70%	69%	87%	87%	84%	81%	80%	79%	78%	77%	76%	77%	77%
<b>Professional Schools Total</b>	<b>74%</b>	<b>72%</b>	<b>71%</b>	<b>69%</b>	<b>66%</b>	<b>63%</b>	<b>64%</b>	<b>65%</b>	<b>66%</b>	<b>63%</b>	<b>63%</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>	<b>80%</b>
<b>Dental Clinical / Hospital</b>	<b>65%</b>	<b>66%</b>	<b>66%</b>	<b>64%</b>	<b>65%</b>	<b>64%</b>	<b>65%</b>	<b>67%</b>	<b>64%</b>	<b>63%</b>	<b>62%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>93%</b>	<b>93%</b>	<b>94%</b>	<b>93%</b>	<b>93%</b>
<b>Medical Clinical / Hospital</b>	<b>76%</b>	<b>75%</b>	<b>74%</b>	<b>74%</b>	<b>73%</b>	<b>73%</b>	<b>72%</b>	<b>71%</b>	<b>70%</b>	<b>70%</b>	<b>69%</b>	<b>93%</b>	<b>92%</b>	<b>91%</b>	<b>91%</b>	<b>91%</b>	<b>90%</b>	<b>89%</b>	<b>88%</b>	<b>87%</b>	<b>87%</b>	<b>86%</b>

See page 37 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, and Associate Professor.
- 5) Underrepresented minorities are faculty who self identify as Latino, Black or African American, Native 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.
- 8) The Medical School includes 11 Basic and Social Science Departments: Biological Chemistry and Molecular Pharmacology, Biomedical Informatics, Cell Biology, Genetics, Global Health and Social Medicine, Health Care Policy, Immunology, Microbiology, Neurobiology, Stem Cell and Regenerative Biology, and Systems Biology.
- 9) The clinical and hospital affiliates of the Medical and Dental Schools include: Beth Israel Deaconess Medical Center, Boston Children's Hospital, Brigham and Women's Hospital, Cambridge Health Alliance, Dana-Farber Cancer Institute, Forsyth Institute, Harvard Pilgrim Health Care, Hebrew SeniorLife, Joslin Diabetes Center, Judge Baker Children's Center, Massachusetts Eye and Ear, Massachusetts General Hospital, McLean Hospital, Mount Auburn Hospital, Spaulding Rehabilitation Hospital, and Veterans Affairs Boston Healthcare System.

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## **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