

2008

HARVARD UNIVERSITY

OFFICE
of
THE PROVOST

Faculty Development & Diversity

END OF YEAR REPORT



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Since September 2005, the Office of Faculty Development and Diversity (FD&D) has served as the first-ever, central faculty affairs resource at Harvard University. Over the past three years, the Office has worked to keep issues related to maintaining a diverse and excellent faculty at the center of every strategic conversation and decision-making process regarding University priorities.

The Office of FD&D began a rigorous data collection process and published data on the demographic composition of our faculty populations, relative to one another and to peer institutions. The End of Year Report has provided additional analyses each year. In 2007, we presented the ladder faculty data snapshots disaggregated by race/ethnicity, as well as new data on non-ladder faculty. This year, in addition to updating all previous data sets, we answered questions on whether tenured faculty leaders represent the Schools' demographic profiles. The Data & Metrics section shows that in almost every faculty population, women tenured faculty and minority tenured faculty are represented proportionally in the Schools' leadership roles (Deans and Department Chairs, Directors of Research Entities, and Named Chairs) and yet, the figures in this report underscore the dearth of minority faculty across the University.

Since 2005, the Office of Faculty Development and Diversity has fulfilled its mandate to pilot the University-wide recommendations of the Women's Task Forces and to encourage and support those recommendations that were in the Schools' domains. By partnering with the Schools, the Office has been able to introduce numerous institutional supports and programs for scholars at every stage of the academic career ladder, from the Harvard College Program for Research in Science and Engineering (PRISE), to grants to support postdoctoral fellows and junior faculty, to a comprehensive child care strategy based on the University's need to provide affordable, high-quality child care so that scholars can fulfill both their professional and family responsibilities.

Harvard recognizes that increased child care supports are vital to recruiting and retaining the world's best scholars, and thereby vital to ensuring the University's preeminence. Finding affordable, high-quality child care, which at first may appear to be a personal problem for individual families to solve, is also an institutional challenge in the world of higher education. When Harvard's scholars struggle with child care inadequacies, the University faces a challenge to its competitive edge. Pressure to improve child care affordability and accessibility comes from peer institutions, whose combination of lower costs of living, more available child care, and more effective child care systems, can lure faculty recruits. The best scholars have options and some will go where their families' needs are met. In 2007, the Office of FD&D partnered with Vice President for Human Resources Marilyn Hausammann and the Office for Work/Life Resources to develop a comprehensive child care strategy to support junior faculty and staff. This effort is the culmination of three years of work on this issue.

If the University is to succeed in diversifying its faculty ranks, the Schools must weave faculty diversity throughout their strategic planning processes. We commend these efforts thus far and encourage every School to use the central resources within the Office of FD&D, to leverage the group's capacity and expertise on these issues.

I am thrilled that Prof. Judith Singer, James Bryant Conant Professor of Education, was appointed Senior Vice Provost, effective July 1, 2008. Prof. Singer has worked closely with the Office of FD&D over the past three years, and President Faust and Provost Hyman are very fortunate to have the benefit of her guidance. She is a distinguished scholar who has spent her entire professional career at Harvard, as a doctoral student, faculty member, and senior administrator. The Office of Faculty Development and Diversity is in excellent hands. I wish Prof. Singer and the rest of my colleagues in the Provost's Office well; and I look forward to working with them all for many years to come.

I would like to thank the members of the University Committee on Faculty Development and Diversity for the leadership roles they have taken, in their Schools and at the University, to advance and support the Office of FD&D over the past three years.

Finally, I want to express my gratitude to the staff within the Office of FD&D:

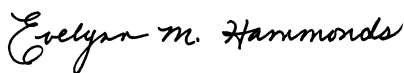
Current staff:

Liza Cariaga-Lo, Fiona Chin, Adrian Hoquee, Elton James, Greg Llacer, Linda Schneider, Taryn Sullivan.

Former staff:

Shawn Bohen, Mae Clarke, Jonathan Colburn, Sylviose Dossous, Jacqueline Hogan, Terence Keel, MariaElena Rubio.

Their commitment to the mission of this office was critical to the success of all that we've achieved, the programs we've established, and the goodwill we have built across the University.



Barbara Gutmann Rosenkrantz Professor of the History of Science and of African and African American Studies

Dean of Harvard College

*Former Senior Vice Provost for Faculty Development and Diversity
(July 2005 – May 2008)*

→ Executive Summary

The Office of Faculty Development & Diversity serves a crucial institutional function by reviewing faculty appointments and acting as a resource for faculty affairs issues across all Schools. Moreover, in the past three years, the Office has launched several programs, including the Harvard College Program for Research in Science and Engineering, Research Enabling Grants, Dependent Care Fund for Short-term Professional Travel, and New England Higher Education Recruitment Consortium, all of which are entering the third (and final) year of their pilot phases.

In academic year 2008, the Office moved out of its start-up phase and organized its functional and programmatic responsibilities within the following five “buckets”:

- Providing accountability for faculty development and diversity by collecting, analyzing, and reporting on faculty data
- Acting as a resource for Schools and units across the University to sustain improvement in diversifying Harvard’s faculty
- Coordinating University-wide initiatives to make substantial gains in diversifying Harvard’s faculty
- Serving as the central administration’s faculty affairs office in the Office of the Provost
- Fostering intellectual leadership on issues of faculty development and diversity by producing reports and working with peer institutions across the country

→ Executive Summary

DATA & METRICS

Collecting, analyzing, reporting, and disseminating faculty data has been a crucial function of the Office of Faculty Development and Diversity (FD&D) since its inception in September 2005. By publishing the demographic composition of faculty populations, the Office has provided a record of accountability for the University. Over the last three years, the Office has worked closely with the Office of Institutional Research to establish the University's baseline, from which we expect to progress until there no longer needs to be a focus on faculty diversity. Harvard is at the beginning of a very long journey, but at this point we are fortunate to have the senior leadership's commitment to "moving these bar graphs."

Each year, the Offices of FD&D and Institutional Research expand and refine their data collection efforts. This section includes:

- Demographic composition of Harvard ladder faculty, AY 2005-2008
- Demographic composition of Harvard non-ladder faculty, AY 2007-2008
- Peer comparison of demographic composition of ladder faculty, AY 2007
- Tenured faculty in positions of leadership, AY 2008
- Brief report on the Harvard Faculty Climate Survey and Pre-Tenure Ladder Minority Faculty Study

SCHOOL REPORTS

Representatives who served on the University Committee on Faculty Development and Diversity reported on their Schools' progress and accomplishments over the past academic year, as well as their challenges to advance faculty development and diversity going forward.

Reports are included from the following Schools:

- Faculty of Arts and Sciences
- Harvard Business School
- Graduate School of Design
- Harvard Divinity School
- Harvard Graduate School of Education
- Harvard Kennedy School
- Harvard Law School
- Harvard Medical School
- Harvard School of Public Health

→ Executive Summary

INSTITUTIONAL ROLE OF THE OFFICE OF FD&D

Resource to sustain improvement	University-wide initiatives	Faculty affairs	Intellectual leadership
<p>Served as a resource for Schools and units, to sustain improvement in diversifying Harvard's faculty by providing support for Schools' strategic planning, offering a University-wide perspective on diversity efforts, and funding faculty development and diversity initiatives with seed grants.</p> <ul style="list-style-type: none"> • University Committee on Faculty Development and Diversity • Harvard College Program for Research in Science and Engineering (PRISE) • Leadership Alliance Summer Research Opportunities at Harvard (SROH) • Mary Fieser Postdoctoral Fellowships 	<p>Worked with every School to coordinate University-wide initiatives that will make substantial gains in diversifying Harvard's faculty.</p> <ul style="list-style-type: none"> • Office for Postdoctoral Affairs • Junior Faculty Mentoring Program • Child Care Strategy • Dependent Care Pilot Programs • New England Higher Education Recruitment Consortium (NE HERC) • FD&D Speaker Series 	<p>Guided Harvard's institutional policies in areas of faculty affairs and provided advocacy in matters regarding improved climate for women and members of underrepresented groups.</p> <ul style="list-style-type: none"> • Provost's Review Committee on Faculty Appointments • Bok Center Players • "Advancing Scholars: Transforming the Academy through Faculty Development and Diversity" Video Resource • Dual-Career Research Initiative (DCRI) 	<p>Generated new tools to help faculty and administrators at Harvard (and other institutions) share ideas and strategies to tackle the challenges of recruiting, developing, promoting, and retaining the best scholars in the world. Fostered these conversations at Harvard by hosting a national conference with institutional leaders from research universities, non-profit foundations, and federal agencies.</p> <ul style="list-style-type: none"> • Advancing & Empowering Scholars Conference • Collaborative on Academic Careers in Higher Education (COACHE) • MIT9

→ Data & Metrics

Collecting, analyzing, reporting, and disseminating faculty data has been a crucial function of the Office of Faculty Development and Diversity (FD&D) since its inception in September 2005. By publishing the demographic composition of faculty populations, the Office provides a public record of accountability for the University. Over the last three years, the Office has worked closely with the Office of Institutional Research to establish the University's baseline, from which we expect to progress until there no longer needs to be a focus on faculty diversity. Harvard is at the beginning of a very long journey, but at this point we are fortunate to have the senior leadership's commitment to "moving these bar graphs."

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- Brief report on the Harvard Faculty Climate Survey and Pre-Tenure Ladder Minority Faculty Study

→ Data & Metrics

In this report we have presented data on the current percentages of women and minorities among the ladder and non-ladder faculty for 14 faculty populations including faculty in the Medical School Affiliated Institutions (ladder faculty only),¹ Medical School Quad,² FAS Humanities,³ FAS Social Sciences,⁴ FAS Natural Sciences,⁵ Business School, School of Public Health, Law School, School of Engineering and Applied Sciences, Kennedy School, School of Design, School of Education, Divinity School, and School of Dental Medicine. Faculty with joint appointments are included within each School in which they hold an academic appointment.⁶

DEMOGRAPHIC COMPOSITION OF HARVARD LADDER FACULTY FOR AY2005 THROUGH AY2008

This section summarizes the data presented in figures 1 through 6 below, which depict the gender and racial/ethnic composition of the ladder faculty for the 14 faculty populations.

Figure 1 illustrates the representation of women in the tenured faculty for each of the 14 faculty populations in academic years 2005 through 2008. Over this four-year period, 12 of the 14 faculty populations experienced slight increases in the percentage of tenured women faculty; and the other two experienced slight declines. Robust trends will not be visible for many years to come.

Figures 1 and 2 show that women are not as well-represented among the tenured faculty as they are among the tenure-track faculty. In particular, in academic year 2008 women comprise less than a quarter of the tenured faculty in 11 of the 14 faculty populations. In contrast, women make up at least a third of the tenure-track faculty in eight of the 14 faculty populations. Figure 3 shows that in academic year 2008, women represent less than a third of the total ladder faculty in 11 of the 14 faculty populations.

Over the four-year period from academic year 2005-2008, 12 of the 14 faculty populations experienced slight increases in the percentage of women ladder faculty. The other two experienced slight declines.

In Academic Year 2008:

- Women comprise less than a quarter of the tenured faculty in 11 of the 14 faculty populations
- Women make up at least a third of the tenure-track faculty in eight of the 14 faculty populations
- Women represent less than a third of the total ladder faculty in 11 of the 14 faculty populations

¹The Medical School Affiliates include 18 Affiliated Institutions: Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, Cambridge Health Alliance, CBR Institute for Biomedical Research, Children's Hospital Boston, Dana-Farber Cancer Institute, Forsyth Institute, Harvard Pilgrim Health Care, Joslin Diabetes Center, Judge Baker Children's Center, Massachusetts Eye and Ear Infirmary, Massachusetts General Hospital, Massachusetts Mental Health Center, McLean Hospital, Mount Auburn Hospital, Schepens Eye Research Institute, Spaulding Rehabilitation Hospital, and Veterans Affairs Boston Healthcare System. ²The Medical School Quad includes nine Basic and Social Science Departments. ³Departments of the FAS Humanities division: Celtic Languages and Literatures, Classics, Comparative Literature, East Asian Languages and Civilizations, English and American Literature and Language, Expository Writing, Folklore and Mythology, Germanic Languages and Literatures, History and Literature, History of Art and Architecture, Linguistics, Music, Near Eastern Languages and Civilizations, Philosophy, Romance Languages and Literatures, Sanskrit and Indian Studies, Slavic Languages and Literatures, Study of Religion, and Visual and Environmental Studies. ⁴Departments of the FAS Social Sciences division: African and African American Studies, Anthropology, Economics, Government, of Science, Psychology, Social Studies, Sociology, and Studies of Women, Gender, and Sexuality. ⁵Departments of the FAS Natural Sciences division: Astronomy, Chemistry and Chemical Biology, Earth and Planetary Sciences, Mathematics, Molecular and Cellular Biology, Organismic and Evolutionary Biology, Physics, and Statistics. ⁶Within FAS and HMS, faculty are only counted within the division/ location in which they hold their primary academic appointment.

→ Data & Metrics

Figure 4 illustrates the representation of minorities in the tenured faculty for each of the 14 faculty populations in academic years 2005 through 2008. Minority faculty include all faculty with the following racial/ethnic designations: Asian/Pacific Islander; Black, Non-Hispanic; Hispanic; and American Indian/Alaskan Native.⁷ Over this four-year period, 11 of the 14 tenured faculty populations have experienced slight increases in the percentage of minority tenured faculty; and the other three have remained the same. As with the gender analysis, robust trends will not be visible for many years to come.

Figures 4 and 5 show that in most of the 14 populations, minority faculty are not as well-represented among the tenured faculty as they are among the tenure-track faculty. Minority tenured faculty comprise less than 15 percent of the tenured faculty in 11 out of the 14 faculty populations.⁸ In contrast, minority tenure-track faculty represent 20 percent or more of the tenure-track faculty in eight of the 14 faculty populations. Figure 6 shows that in academic year 2008, minority faculty represent less than 15 percent of the total ladder faculty in six of the 14 faculty populations.

Figures 7-10 compare Academic Year 2008 minority tenured faculty by race/ethnicity (i.e. Asian/Pacific Islander; Black, Non-Hispanic; Hispanic; and American Indian/Alaskan Native). Asian/Pacific Islander accounts for the largest percentage of minority tenured faculty in eight of the 14 faculty populations; Black, Non-Hispanic accounts for the largest percentage of minority tenured faculty in three faculty populations; and Hispanic accounts for the largest percentage of minority tenured faculty in one faculty population.^{8,9}

Figures 11-14 compare Academic Year 2008 minority tenure-track faculty by race/ethnicity. Asian/Pacific Islander accounts for the largest percentage of minority tenure-track faculty in 13 of the 14 faculty populations; and Hispanic accounts for the largest percentage of minority tenure-track faculty in one faculty population.

Figures 15-18 compare Academic Year 2008 minority total ladder faculty by race/ethnicity. Asian/Pacific Islander accounts for the largest percentage of minority ladder faculty in 10 of the 14 faculty populations; Black, Non-Hispanic accounts for the largest percentage of minority ladder faculty in three faculty populations; and Hispanic accounts for the largest percentage of minority ladder faculty in one faculty population.

Over the four-year period from academic year 2005-2008, 11 of the 14 tenured faculty populations have experienced increases in the percentage of minority tenured faculty. The other three have remained the same.

In Academic Year 2008:⁸

- In most of the 14 populations, minority faculty are not as well-represented among the tenured faculty as they are among the tenure-track faculty
- Minority tenured faculty comprise less than 15 percent of the tenured faculty in 11 out of the 14 faculty populations. In contrast, minority tenure-track faculty represent 20 percent or more of the tenure-track faculty in eight of the 14 faculty populations.
- Minority faculty represent less than 15 percent of the total ladder faculty in six of the 14 faculty populations
- Asian/Pacific Islander accounts for the largest percentage of minority ladder faculty in 10 of the 14 faculty populations
- Black, Non-Hispanic accounts for the largest percentage of minority ladder faculty in three faculty populations
- Hispanic accounts for the largest percentage of minority ladder faculty in one faculty population

⁷These designations come from the U.S. Department of Labor Office Federal Compliance. ⁸One of the 14 faculty populations does not have minority faculty and is therefore not represented in these counts. ⁹For one of the 14 faculty populations, the largest percentage of minority faculty is represented by a tie between Asian/Pacific Islander and Black, Non-Hispanic.

→ Data & Metrics

DEMOGRAPHIC COMPOSITION OF HARVARD NON-LADDER FACULTY FOR AY 2007 THROUGH AY 2008

This section summarizes the data presented in figures 22-25, which depict head count and full-time equivalent (FTE), by gender and race/ethnicity for the non-ladder faculty for 13 faculty populations.¹⁰

Figure 22 illustrates the headcount of women in the non-ladder faculty for each of the 13 faculty populations in academic years 2007 and 2008. Over this two year period, eight of the 13 faculty populations experienced increases in the percentage of women non-ladder faculty; one remained the same; and the other four experienced declines. Robust trends will not be visible for many years to come.

Women contribute a higher percentage (both head count and FTE) of the non-ladder populations than of the ladder populations. Figure 22 illustrates that in academic year 2008, the head count of women represents at least half of the total non-ladder faculty in six of the 13 non-ladder faculty populations and represents at least a third of the total non-ladder faculty in nine of the 13 non-ladder faculty populations.

Figure 24 illustrates the headcount of minorities in the non-ladder faculty for each of the 13 faculty populations in academic years 2007 through 2008. Minority faculty include all faculty with the following racial/ethnic designations: Asian/Pacific Islander; Black, Non-Hispanic; Hispanic; and American Indian/Alaskan Native. Over this two-year period, eight of the 13 faculty populations experienced increases in the percentage of women non-ladder faculty; one remained the same; and the other four experienced declines. Robust trends will not be visible for many years to come.

Figure 24 illustrates that in academic year 2008, minority (i.e. Asian/Pacific Islander; Black, Non-Hispanic; Hispanic; and American Indian/Alaskan Native) head count represents at least 15 percent of the total non-ladder faculty in nine of the 13 non-ladder faculty populations.

Over the two-year period from academic year 2007-2008, eight of the 13 faculty populations experienced increases in the percentage of women non-ladder faculty; one remained the same; and the other four experienced declines.

In Academic Year 2008

Women contribute a higher percentage (both head count and FTE) of the non-ladder populations than of the ladder populations.

PEER COMPARISON OF DEMOGRAPHIC COMPOSITION OF LADDER FACULTY FOR AY 2007

Figures 26-69 compare the demographic composition of the Harvard faculty with that of peer institutions for both tenured and tenure-track faculty. Each School selected its own peer comparison group based on the data that was available through the Association of American Universities Data Exchange (AAUDE). AAUDE is a public service organization whose purpose is to improve the quality and usability of information about higher education. AAUDE membership is comprised of all 62 Association of American Universities (AAU) institutions (36 publics and 26 privates). These institutions participate in the

¹⁰Medical Affiliated Institutions are excluded from the non-ladder faculty graphs.

→ Data & Metrics

exchange of data to support decision-making at their institutions. All AAUDE institutions are encouraged to participate in an annual survey reporting faculty counts, and 37 (including Harvard) submitted data for academic year 2007.¹¹

Note that AAUDE uses federal methodology for ascribing race/ethnicity. In this methodology faculty without U.S. citizenship or permanent residency are assigned to a Non-resident category instead of a particular race/ethnicity.

In the analyses below, we test differences among institutions' demographic distributions.¹² There are only a few instances in which we find statistically significant differences in the gender and racial/ethnic distributions of faculty across institutions. In most cases Harvard appears to be commensurate with its peer institutions. However, Harvard Schools lead their peers in only six instances: tenure-track women faculty in FAS Social Sciences; tenure-track minority faculty in FAS Natural Sciences; tenure-track women faculty in Business; tenured minority faculty in Business; tenured minority faculty in Design; and tenure-track women faculty in Education.

There are only a few instances in which we find statistically significant differences in the gender and racial/ethnic distributions of faculty across our peer institutions.

However, Harvard Schools lead their peers in only six instances: tenure-track women faculty in FAS Social Sciences; tenure-track minority faculty in FAS Natural Sciences; tenure-track women faculty in Business; tenured minority faculty in Business; tenured minority faculty in Design; and tenure-track women faculty in Education.

Distributions of female and male faculty

There is only one instance in which the differences among institutions' gender distributions are statistically significant. Specifically, the differences among institutions' gender distributions of tenured faculty in the FAS Social Sciences (figure 30) are statistically significant. Further testing reveals that the distribution of tenured women and men in the FAS Social Sciences at Harvard is only statistically different from the gender distribution at the peer institution with the largest representation of women on its faculty.

Distributions of minority and white faculty

There are only four instances in which the differences among institutions' racial/ethnic distributions are statistically significant. Specifically, the differences among institutions' racial/ethnic distributions of tenure-track faculty in the medical schools (figure 29), tenure-track faculty in the design schools (figure 61), and both tenured and tenure-track faculty in the FAS Social Sciences at Harvard (figures 32 and 33) are statistically significant. Further testing reveals that the racial/ethnic distributions of both tenured and tenure-track faculty in the FAS Social Sciences at Harvard, and the tenure-track faculty in the Medical School are only statistically different in each case from the racial/ethnic distribution at the peer institution with the largest representation of minority faculty. In the Design School tenured comparison, the racial/ethnic distribution of tenure-track faculty at Harvard is only statistically different from the peer institutions with the two largest representations of minority faculty.

¹¹We mask data from peer institutions to protect their privacy. Academic year 2008 survey results are not complete as of this writing, so Academic Year 2007 results are used for the analyses in this document. ¹²Although we display the percentages of faculty in the graphs, we test the distribution of faculty using standard chi-square tests and Fisher's exact tests on the underlying number of faculty in the relevant demographic groups. Results with a p-value of .05 or less are considered to be statistically significant.

→ Data & Metrics

TENURED FACULTY IN POSITIONS OF LEADERSHIP FOR AY 2008

Earlier in this report we examined the current representation of women and minorities among the tenured faculty (figures 1 and 4). Using these distributions as a baseline, we now turn to the question of whether these groups are represented proportionally in leadership roles.

Deans and Department Chairs

Deans represent the highest level of academic leadership within the Harvard Schools. Because the number of tenured faculty serving in various types of deanships is small (50 individuals), analysis has been aggregated at the University-wide level.¹³ The results show that women and minorities respectively account for 20 percent and 12 percent of the tenured faculty serving as deans. In comparison, women and minorities account for 17 percent and 10 percent of all tenured faculty at the University, but the representation in deanships is not significantly different from the representation among the entire tenured faculty population in either case.¹⁴

We next apply this analysis to the cohort of tenured department chairs. Since this group is somewhat larger than the deans cohort, results can be presented at the more granular School-level.¹⁵ Figure 70 depicts the representation of women among tenured department chairs. Of the 10 schools and divisions depicted, there are no cases where the distribution of women among department chairs is significantly different from the distribution of women among tenured faculty. Figure 71 depicts the representation of minority faculty among tenured department chairs. Of the 10 schools and divisions depicted, there are no cases where the distribution of minorities among department chairs is significantly different from the distribution of minorities among tenured faculty.

Deans:

- Women and minorities, respectively, account for 20 percent and 12 percent of the tenured faculty serving as deans
- Women and minorities account for 17 percent and 10 percent of all tenured faculty at the University
- The representation in deanships is not significantly different from the representation among the entire tenured faculty population in either case

Department Chairs:

- Of the 10 Schools and divisions depicted, there are no cases where the distribution of women among department chairs is significantly different from the distribution of women among tenured faculty
- Of the 10 Schools and divisions depicted, there are no cases where the distribution of minorities among department chairs is significantly different from the distribution of minorities among tenured faculty

¹³*Deanship* is defined here as any appointment that includes the word *dean* as part of the PeopleSoft job title. This includes titles such as *associate dean* and *assistant dean* as long as the individuals holding these appointments also possess appointments as tenured professors. All percentages are based on the cohort of tenured faculty serving as deans. ¹⁴This section tests for statistical significance using chi-square and Fisher's exact tests with a p-value of .05. ¹⁵The depiction in the department chair graphs is limited to Schools which have units analogous to departments. In some cases these units are actually areas of study, programs of study, or other academic units having a chairperson.

→ Data & Metrics

Directors of Research Entities

Research is conducted across the University at a multitude of centers, programs, institutes, divisions and laboratories. One commonly accepted listing of these entities is the one published annually in the Harvard Fact Book.¹⁶ As of June 2008, 104 tenured faculty were serving as directors or co-directors of entities in this list.

Figure 72 depicts the representation of women among tenured directors of research entities. Of the 14 Schools and divisions depicted, there are no cases where the distribution of women among research directors is significantly different from the distribution of women among tenured faculty. Figure 73 depicts the representation of minority faculty among tenured directors of research entities. Of the 14 Schools and divisions depicted, there is one case (HMS Quad) where the distribution of minorities among research directors is significantly different from the distribution of minorities among tenured faculty.

Named Chairs

The final component of faculty leadership examined in this section is that of named (endowed) chairs. Figure 74 depicts the representation of women among tenured faculty holding named chairs. Of the 14 Schools and divisions depicted, there is one case (HMS Affiliates) where of the distribution of women holding named chairs is significantly different from the distribution of women among tenured faculty. Figure 75 depicts the representation of minority faculty among tenured faculty holding named chairs. Of the 14 Schools and divisions depicted, there are no cases where the distribution of minorities holding named chairs is significantly different from the distribution of minorities among tenured faculty.

Directors of Research Entities:

- Of the 14 Schools and divisions depicted, there are no cases where the distribution of women among research directors is significantly different from the distribution of women among tenured faculty
- Of the 14 Schools and divisions depicted, there is one case (HMS Quad) where the distribution of minorities among research directors is significantly different from the distribution of minorities among tenured faculty

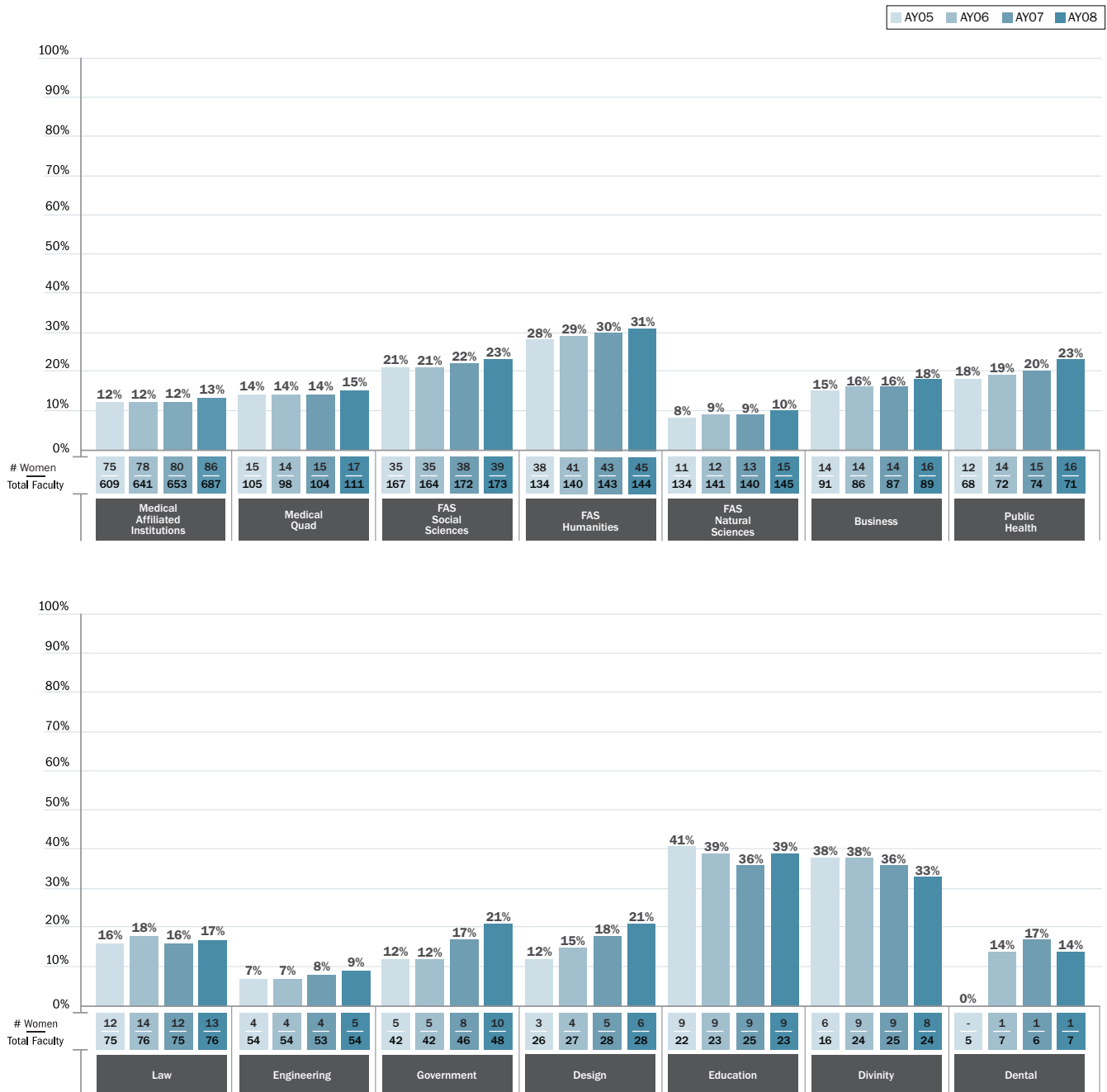
Named Chairs:

- Of the 14 Schools and divisions depicted, there is one case (HMS Affiliates) where of the distribution of women holding named chairs is significantly different from the distribution of women among tenured faculty
- Of the 14 Schools and divisions depicted, there are no cases where the distribution of minorities holding named chairs is significantly different from the distribution of minorities among tenured faculty

¹⁶The Harvard Fact Book is published each summer by the Office of Institutional Research. Institutional Research updates the list of research entities annually with input from the Provost's Office and from each Harvard School. The Fact Book is available online at http://www.provost.harvard.edu/institutional_research/factbook.php

→ Data & Metrics Demographic composition of Harvard ladder faculty for AY 2005–AY 2008

figure 1. **WOMEN TENURED FACULTY AS A PERCENT OF TOTAL TENURED FACULTY: AY 2005–AY 2008**
Graph is sorted in descending order by size of School



Medical Affiliated Institutions tenured faculty include all professors (with or without tenure). Medical Affiliated Institutions are limited to full-time faculty. Medical Quad includes nine Basic and Social Science Departments. Engineering counts prior to AY08 represent the Division of Engineering and Applied Sciences. *Source: Internal survey of each School.*

→ Data & Metrics Demographic composition of Harvard ladder faculty for AY 2005–AY 2008

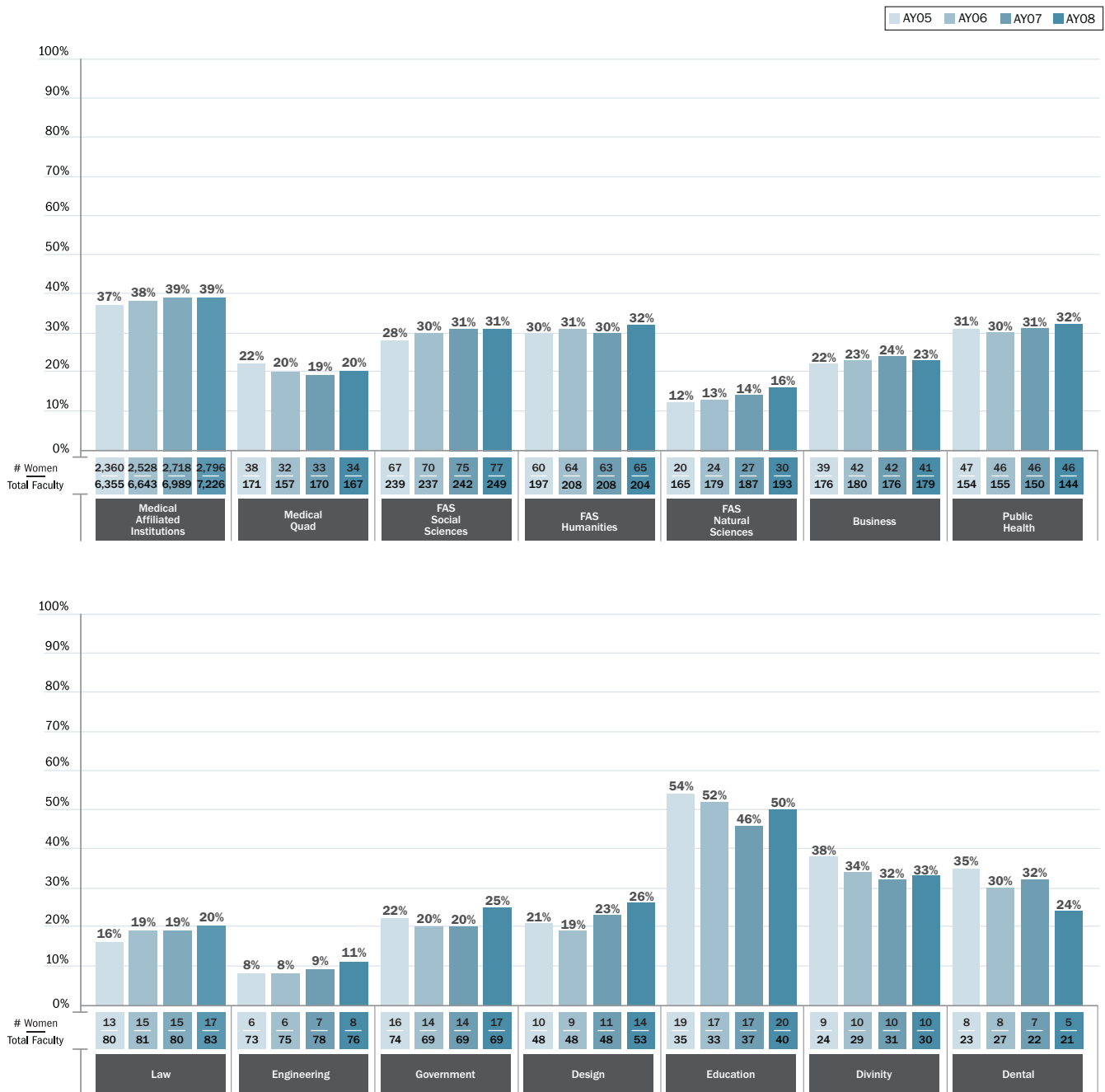
figure 2. **WOMEN TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURE-TRACK FACULTY: AY 2005–AY 2008**
Graph is sorted in descending order by size of School



Medical Affiliated Institutions are limited to full-time faculty. Medical Quad includes nine Basic and Social Science Departments. Engineering counts prior to AY08 represent the Division of Engineering and Applied Sciences.
Source: Internal survey of each School.

→ Data & Metrics Demographic composition of Harvard ladder faculty for AY 2005–AY 2008

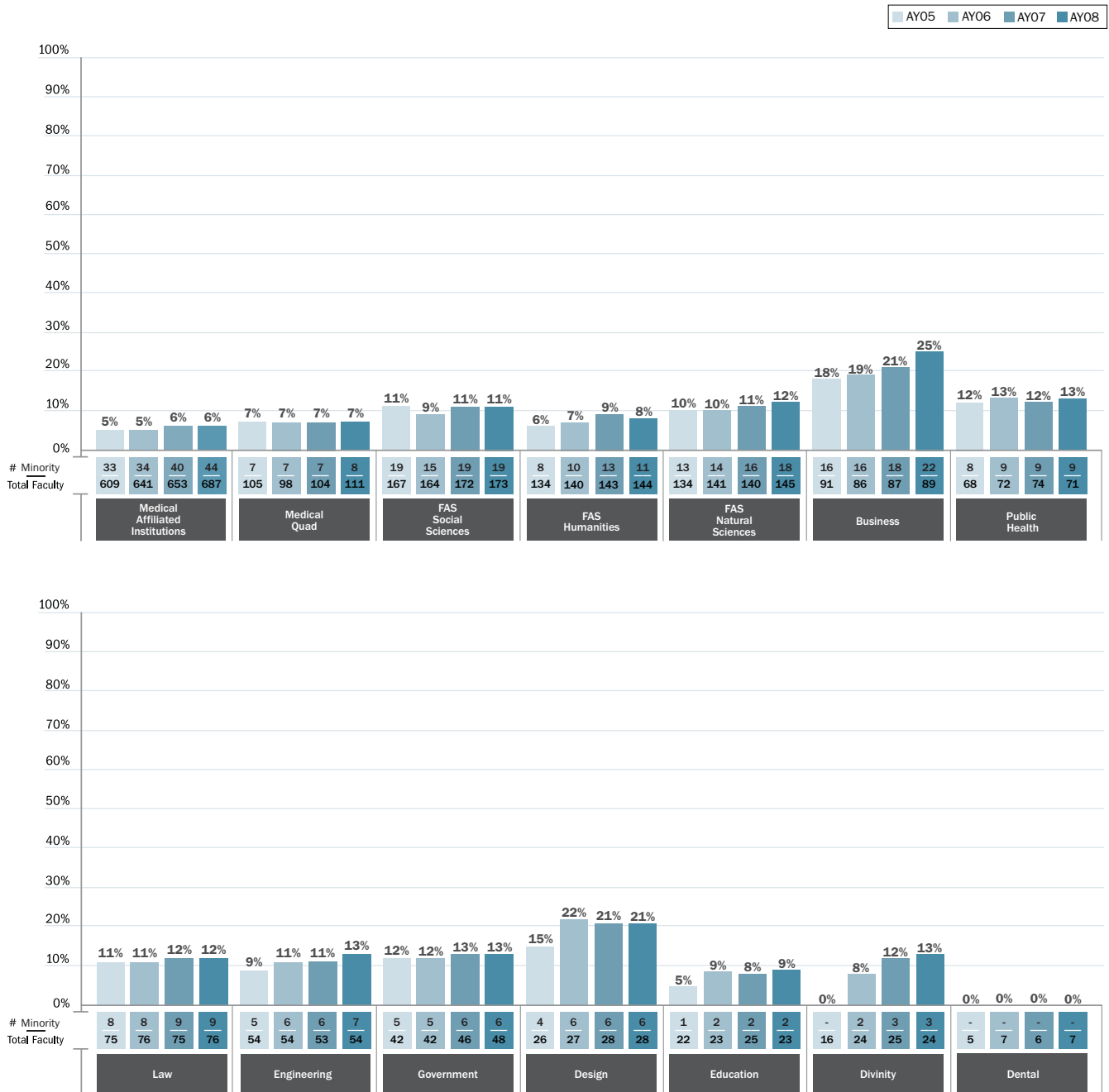
figure 3. **WOMEN LADDER FACULTY AS A PERCENT OF TOTAL LADDER FACULTY: AY 2005–AY 2008**
Graph is sorted in descending order by size of School



Ladder faculty include faculty designated as tenured or tenure-track. Medical Affiliated Institutions tenured faculty include all professors (with or without tenure). Medical Affiliated Institutions are limited to full-time faculty. Medical Quad includes nine Basic and Social Science Departments. Engineering counts prior to AY08 represent the Division of Engineering and Applied Sciences. Source: *Internal survey of each School*.

→ Data & Metrics Demographic composition of Harvard ladder faculty for AY 2005–AY 2008

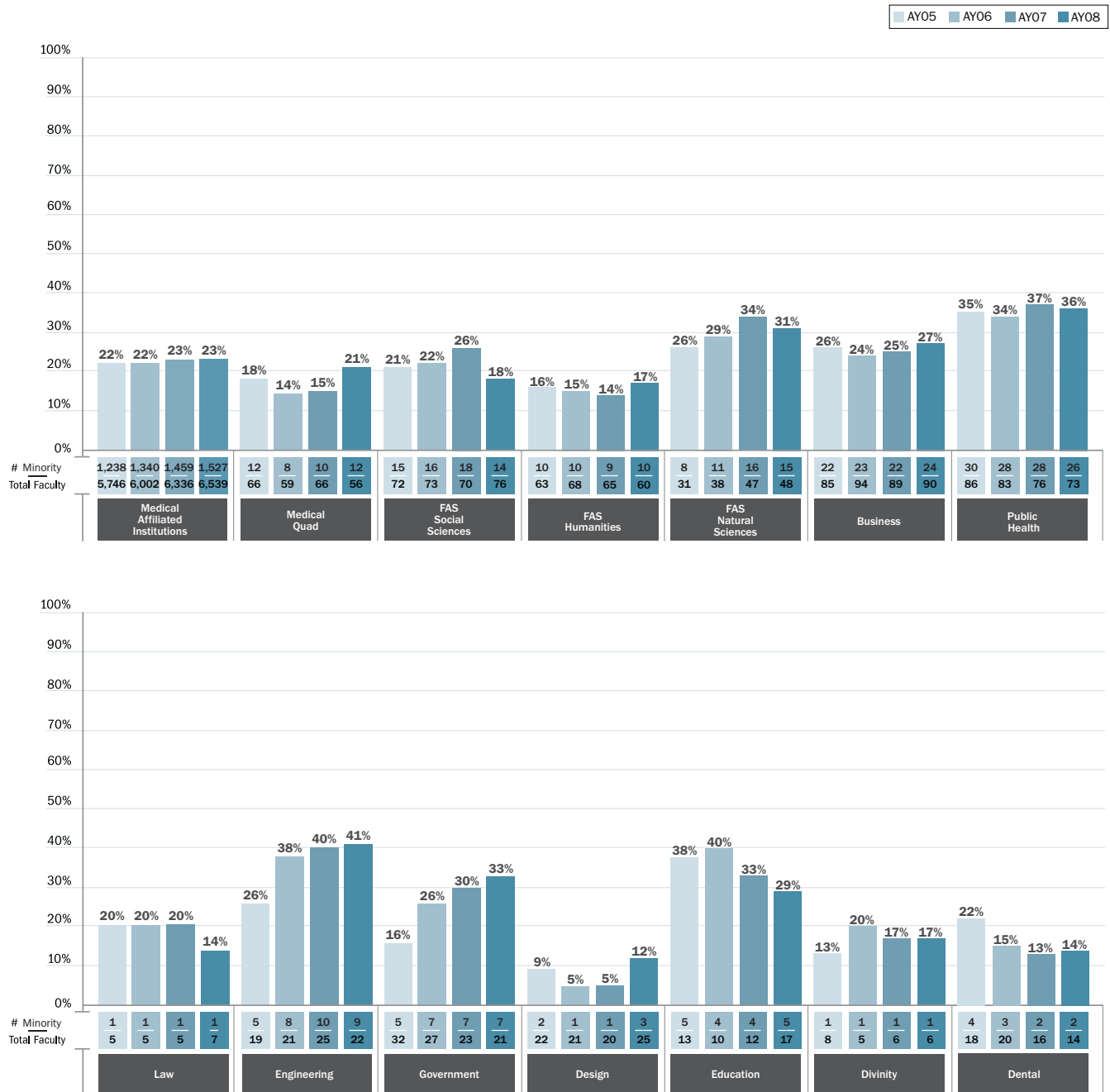
figure 4. **MINORITY TENURED FACULTY AS A PERCENT OF TOTAL TENURED FACULTY: AY 2005–AY 2008**
Graph is sorted in descending order by size of School



Medical Affiliated Institutions include all professors (with or without tenure). Medical Affiliated Institutions are limited to full-time faculty. Medical Quad includes nine Basic and Social Science Departments. Minority includes the following races/ethnicities: Asian/Pacific Islander; Black, Non-Hispanic; Hispanic and American Indian/Alaskan Native. Engineering counts prior to AY08 represent the Division of Engineering and Applied Sciences. *Source: Internal survey of each School.*

→ Data & Metrics Demographic composition of Harvard ladder faculty for AY 2005–AY 2008

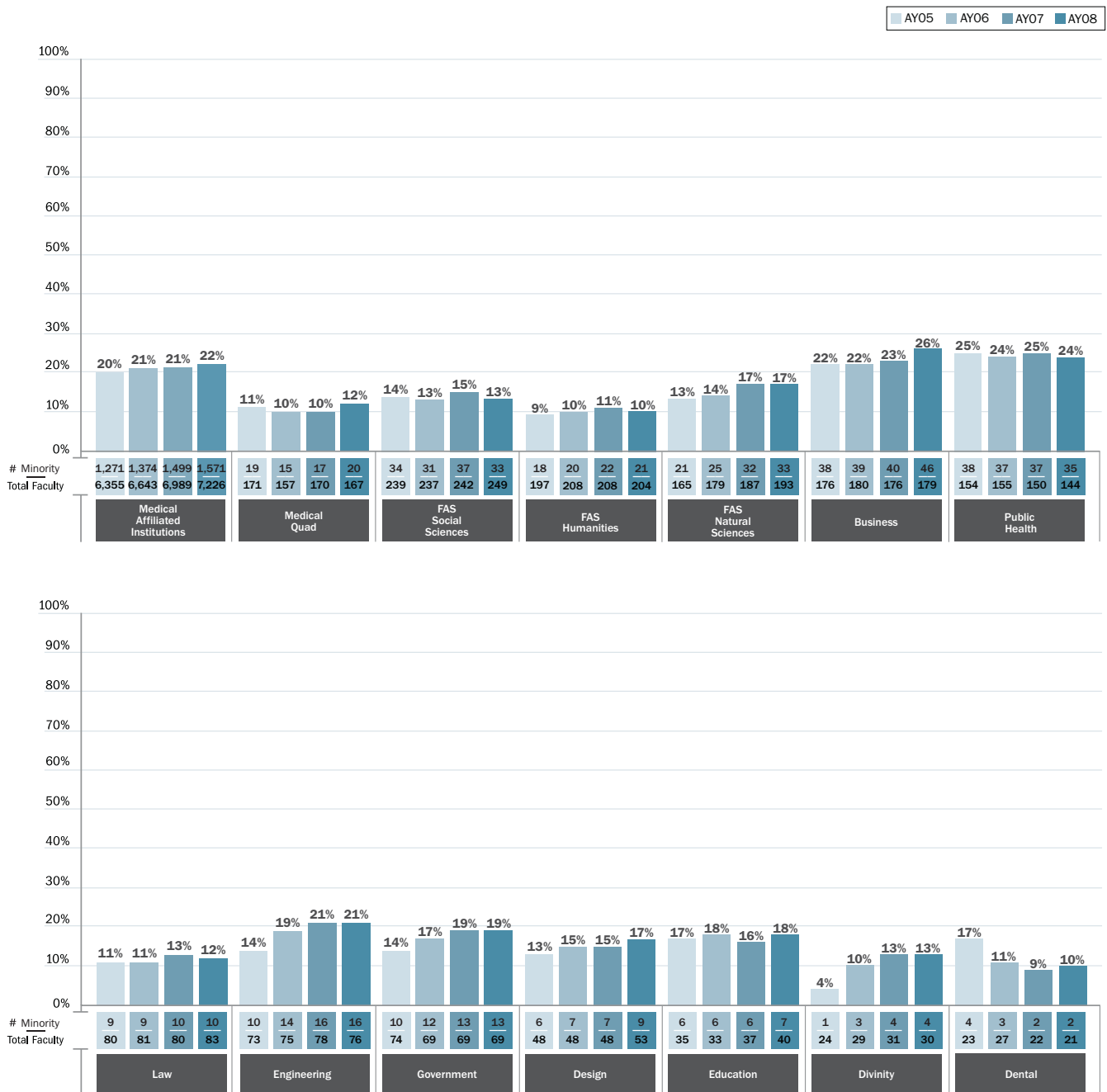
figure 5. **MINORITY TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURE-TRACK FACULTY: AY 2005–AY 2008**
Graph is sorted in descending order by size of School



Medical Affiliated Institutions counts are limited to full-time faculty. Medical Quad includes nine Basic and Social Science Departments. Minority includes the following races/ethnicities: Asian/Pacific Islander; Black, Non-Hispanic; Hispanic and American Indian/Alaskan Native. Engineering counts prior to AY08 represent the Division of Engineering and Applied Sciences. Source: *Internal survey of each School.*

→ **Data & Metrics** Demographic composition of Harvard ladder faculty for AY 2005–AY 2008

figure 6. **MINORITY LADDER FACULTY AS A PERCENT OF TOTAL LADDER FACULTY: AY 2005–AY 2008**
 Graph is sorted in descending order by size of School



Ladder faculty include faculty designated as tenured or tenure-track. Medical Affiliated Institutions tenured faculty include all professors (with or without tenure). Medical Affiliated Institutions are limited to full-time faculty. Medical Quad includes nine Basic and Social Science Departments. Minority includes the following races/ethnicities: Asian/Pacific Islander; Black, Non-Hispanic; Hispanic and American Indian/Alaskan Native. Engineering counts prior to AY08 represent the Division of Engineering and Applied Sciences. *Source: Internal survey of each School.*

→ Data & Metrics Demographic composition of Harvard ladder faculty for AY 2005–AY 2008

TENURED FACULTY BY RACE/ETHNICITY AS A PERCENT OF TOTAL TENURED FACULTY: AY 2008

figure 7. ASIAN/PACIFIC ISLANDER

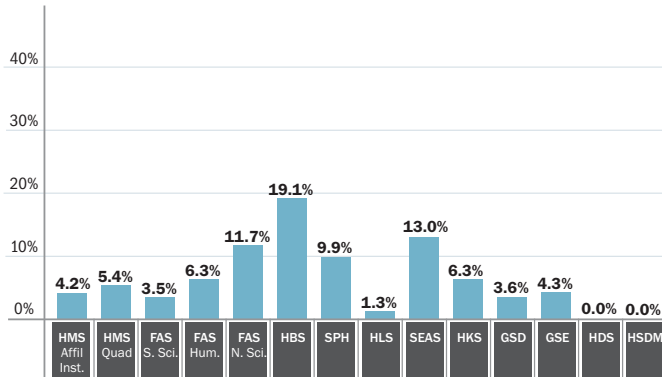


figure 8. BLACK, NON-HISPANIC

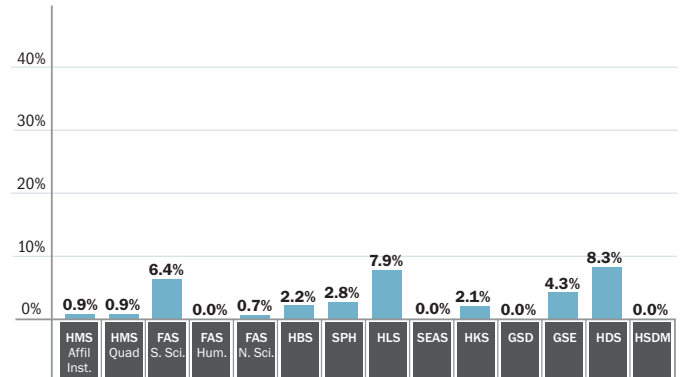


figure 9. HISPANIC

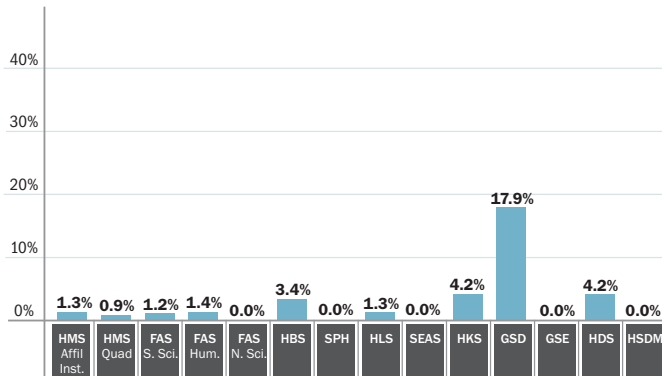
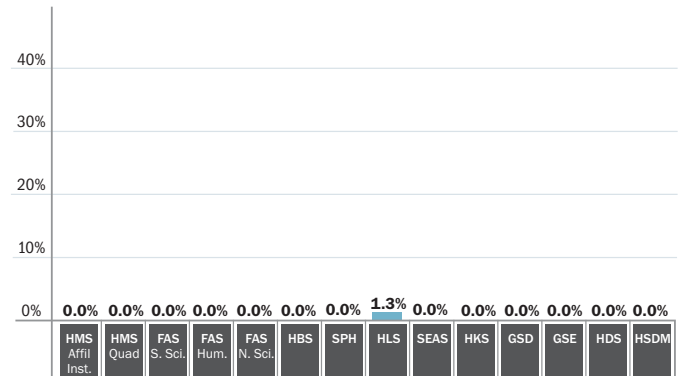


figure 10. AMERICAN INDIAN/ALASKAN NATIVE



Medical Affiliated Institutions include all professors (with or without tenure). Medical Affiliated Institutions are limited to full-time faculty. Medical Quad includes nine Basic and Social Science Departments. Minority includes the following races/ethnicities: Asian/Pacific Islander; Black, Non-Hispanic; Hispanic and American Indian/Alaskan Native. Source: Internal survey of each School.

→ Data & Metrics Demographic composition of Harvard ladder faculty for AY 2005–AY 2008

LADDER FACULTY BY RACE/ETHNICITY AS A PERCENT OF TOTAL LADDER FACULTY: AY 2008

figure 15. ASIAN/PACIFIC ISLANDER

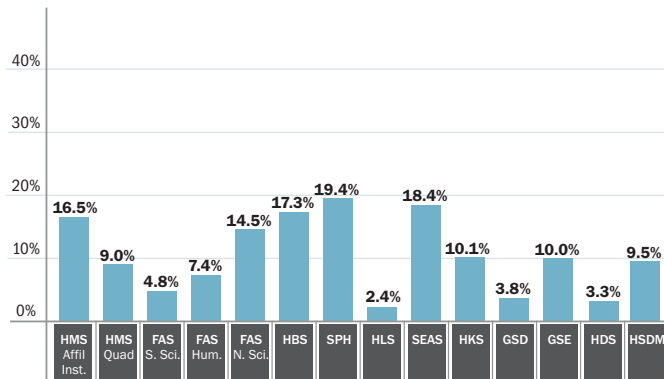


figure 16. BLACK, NON-HISPANIC

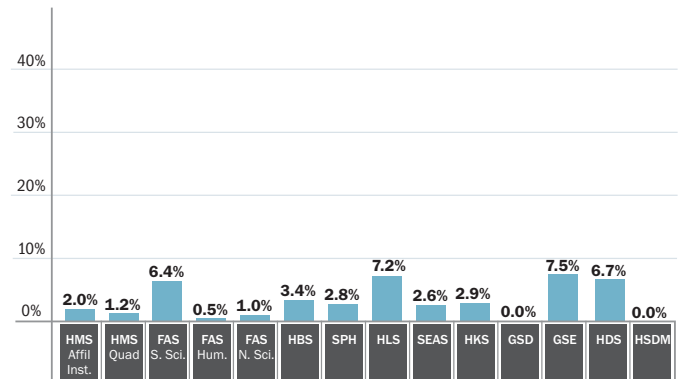


figure 17. HISPANIC

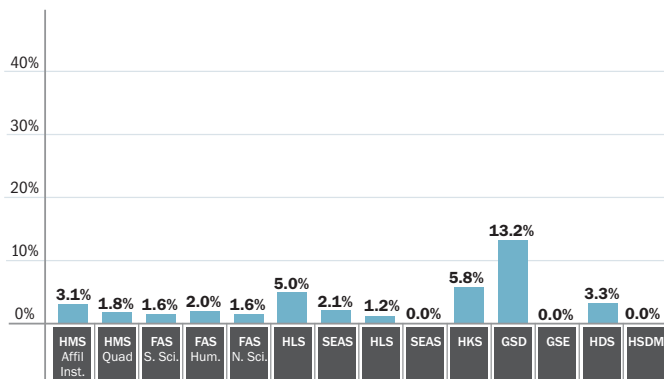
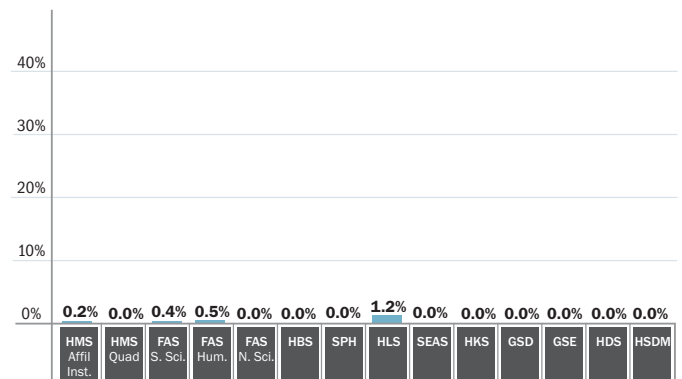


figure 18. AMERICAN INDIAN/ALASKAN NATIVE



Ladder faculty include faculty designated as tenured or tenure-track. Medical Affiliated Institutions tenured faculty include all professors (with or without tenure). Medical Affiliated Institutions are limited to full-time faculty. Medical Quad includes nine Basic and Social Science Departments. Minority includes the following races/ethnicities: Asian/Pacific Islander; Black, Non-Hispanic; Hispanic and American Indian/Alaskan Native. Source: Internal survey of each School.

→ Data & Metrics Demographic composition of Harvard ladder faculty for AY 2005–AY 2008

TENURE-TRACK FACULTY BY RACE/ETHNICITY AS A PERCENT OF TOTAL TENURE-TRACK FACULTY: AY 2008

figure 11. ASIAN/PACIFIC ISLANDER

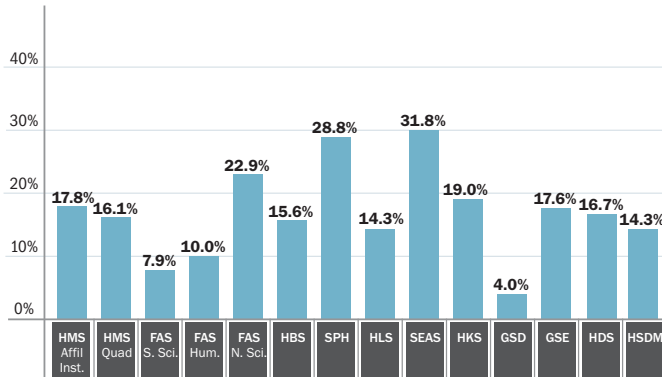


figure 12. BLACK, NON-HISPANIC

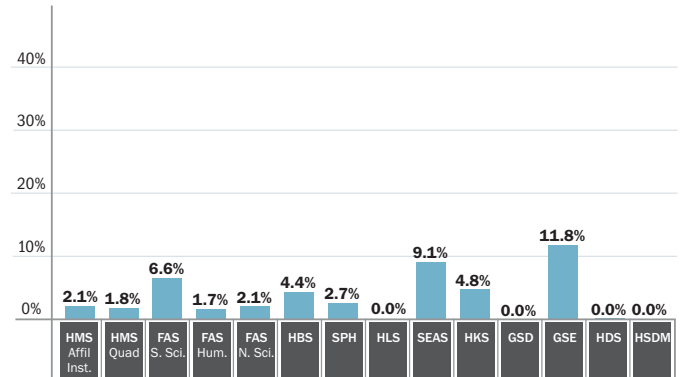


figure 13. HISPANIC

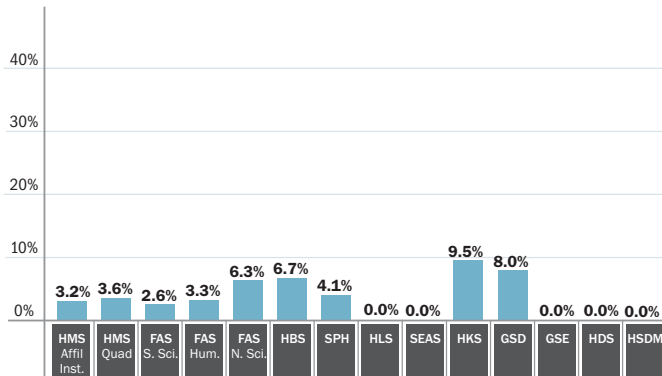
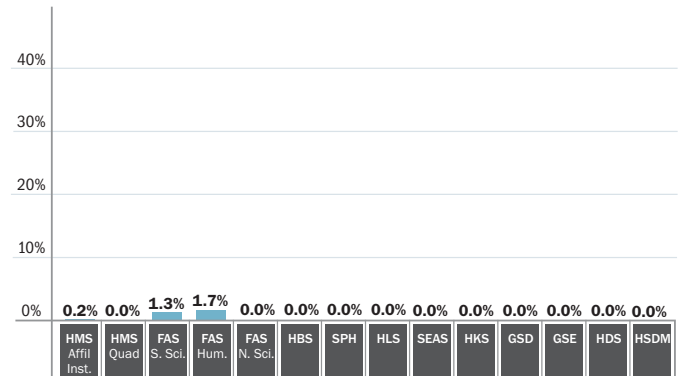


figure 14. AMERICAN INDIAN/ALASKAN NATIVE



Medical Affiliated Institutions counts are limited to full-time faculty. Medical Quad includes nine Basic and Social Science Departments. Minority includes the following races/ethnicities: Asian/Pacific Islander; Black, Non-Hispanic; Hispanic and American Indian/Alaskan Native. Source: Internal survey of each School.

→ **Data & Metrics** Demographic composition of Harvard ladder faculty for AY 2005–AY 2008figure 19. **TENURED FACULTY BY RACE/ETHNICITY: AY 2008**

	Asian/ Pacific Islander	Black, Non-Hispanic	Hispanic	American Indian/ Alaskan Native	Total Minority	Non-Minority	Total
HMS							
Affiliated Inst.	29	6	9	-	44	643	687
Quad	6	1	1	-	8	103	111
FAS							
Social Sciences	6	11	2	-	19	154	173
Humanities	9	-	2	-	11	133	144
Natural Sciences	17	1	-	-	18	127	145
BUSINESS	17	2	3	-	22	67	89
PUBLIC HEALTH	7	2	-	-	9	62	71
LAW	1	6	1	1	9	67	76
ENGINEERING	7	-	-	-	7	47	54
GOVERNMENT	3	1	2	-	6	42	48
DESIGN	1	-	5	-	6	22	28
EDUCATION	1	1	-	-	2	21	23
DIVINITY	-	2	1	-	3	21	24
DENTAL	-	-	-	-	-	7	7

figure 20. **TENURE-TRACK FACULTY BY RACE/ETHNICITY: AY 2008**

	Asian/ Pacific Islander	Black, Non-Hispanic	Hispanic	American Indian/ Alaskan Native	Total Minority	Non-Minority	Total
HMS							
Affiliated Inst.	1,162	137	212	16	1,527	5,012	6,539
Quad	9	1	2	-	12	44	56
FAS							
Social Sciences	6	5	2	1	14	62	76
Humanities	6	1	2	1	10	50	60
Natural Sciences	11	1	3	-	15	33	48
BUSINESS	14	4	6	-	24	66	90
PUBLIC HEALTH	21	2	3	-	26	47	73
LAW	1	-	-	-	1	6	7
ENGINEERING	7	2	-	-	9	13	22
GOVERNMENT	4	1	2	-	7	14	21
DESIGN	1	-	2	-	3	22	25
EDUCATION	3	2	-	-	5	12	17
DIVINITY	1	-	-	-	1	5	6
DENTAL	2	-	-	-	2	12	14

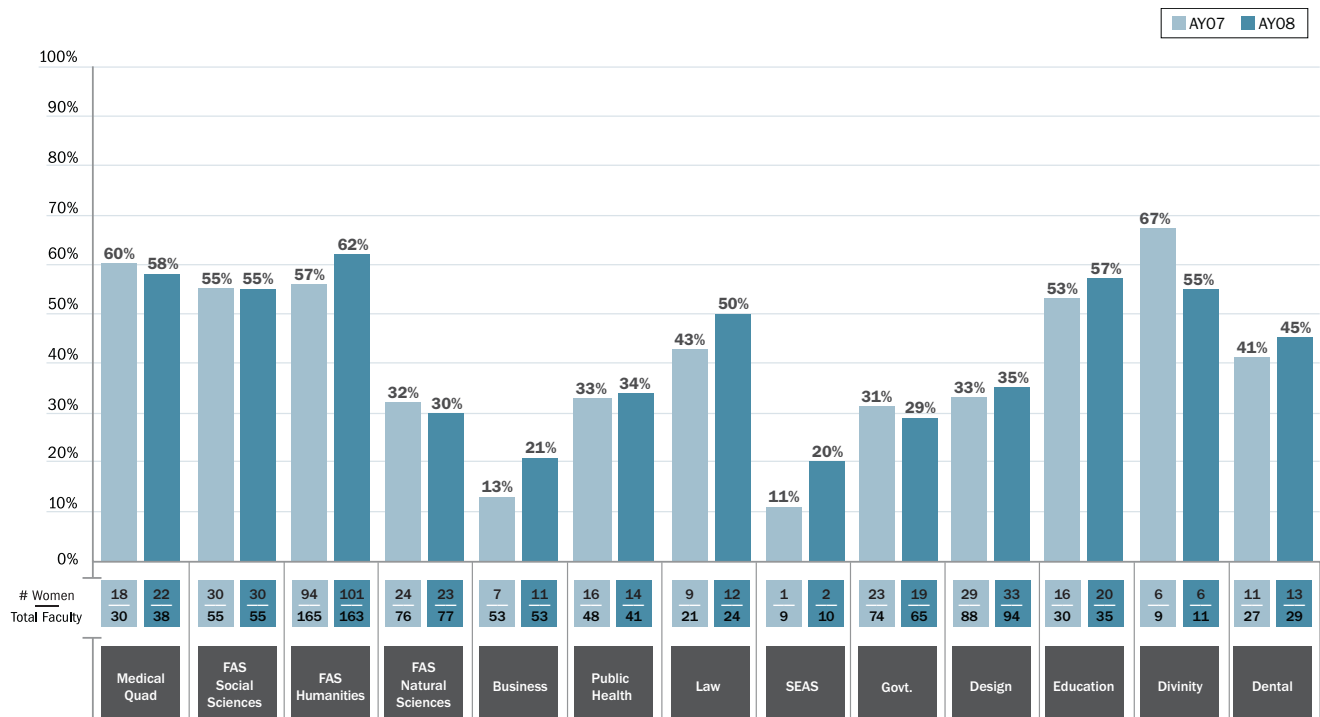
Source: Internal survey of each School.

→ **Data & Metrics** Demographic composition of Harvard ladder faculty for AY 2005–AY 2008

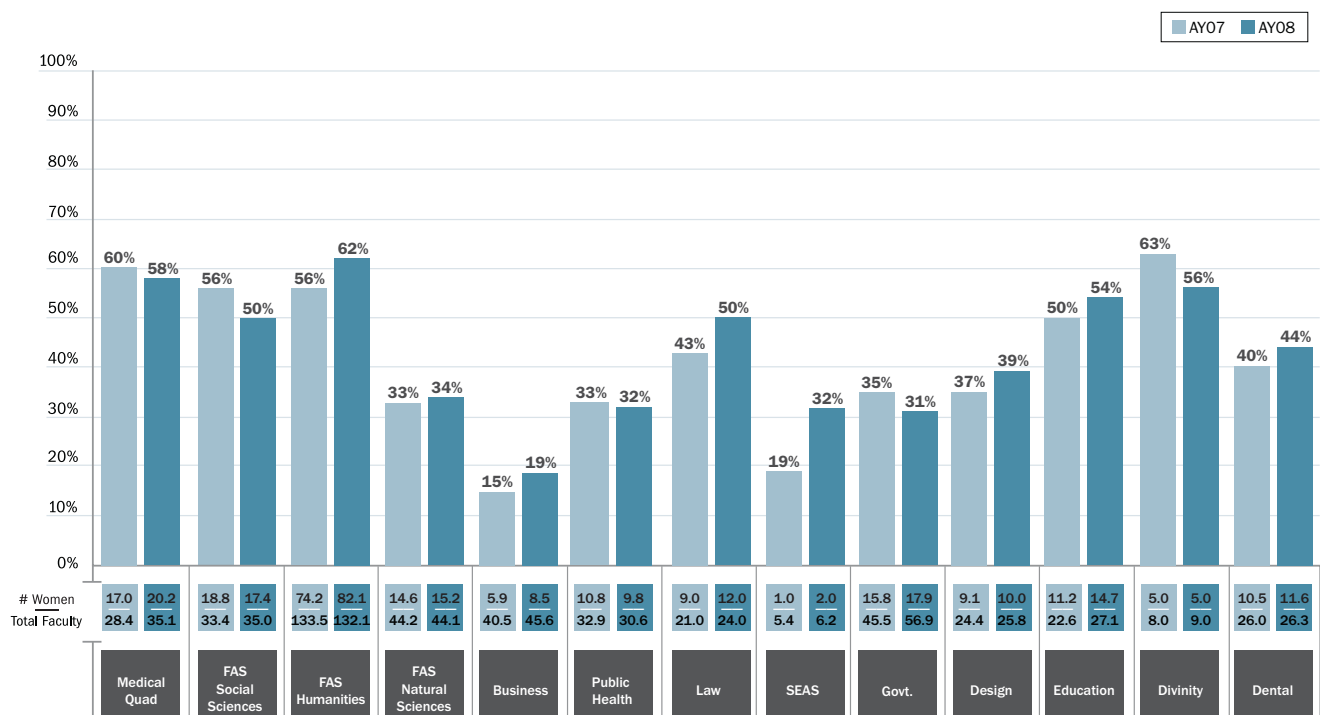
figure 21. LADDER FACULTY BY RACE/ETHNICITY: AY 2008

	Asian/ Pacific Islander	Black, Non-Hispanic	Hispanic	American Indian/ Alaskan Native	Total Minority	Non-Minority	Total
HMS							
Affiliated Inst.	1,191	143	221	16	1,571	5,655	7,226
Quad	15	2	3	-	20	147	167
FAS							
Social Sciences	12	16	4	1	33	216	249
Humanities	15	1	4	1	21	183	204
Natural Sciences	28	2	3	-	33	160	193
BUSINESS	31	6	9	-	46	133	179
PUBLIC HEALTH	28	4	3	-	35	109	144
LAW	2	6	1	1	10	73	83
ENGINEERING	14	2	-	-	16	60	76
GOVERNMENT	7	2	4	-	13	56	69
DESIGN	2	-	7	-	9	44	53
EDUCATION	4	3	-	-	7	33	40
DIVINITY	1	2	1	-	4	26	30
DENTAL	2	-	-	-	2	19	21

Source: Internal survey of each School.

→ **Data & Metrics** Demographic composition of Harvard non-ladder faculty for AY 2007–AY 2008figure 22. **WOMEN NON-LADDER FACULTY AS A PERCENT OF TOTAL NON-LADDER FACULTY: AY 2007–AY 2008**

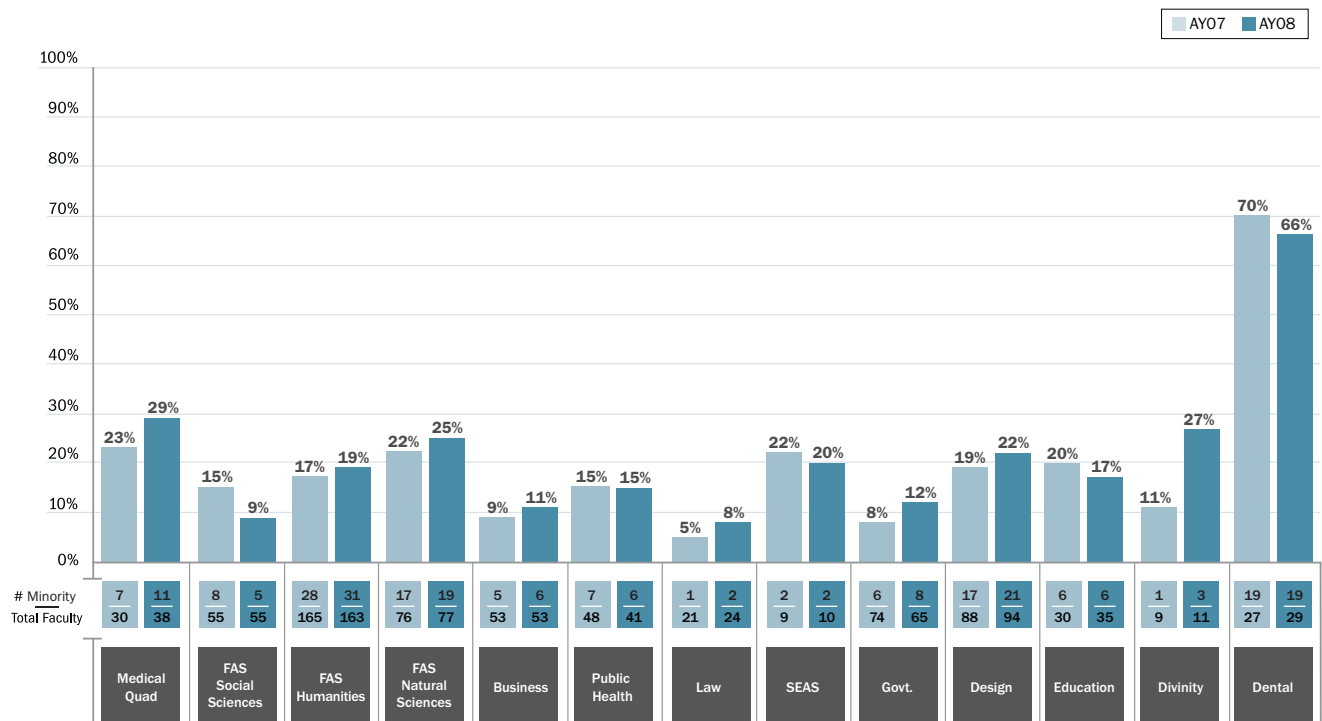
Non-Ladder faculty include faculty without tenure and not on the tenure-track. Counts exclude visiting faculty. Medical Quad includes nine Basic and Social Science Departments. *Source: Internal survey of each School.*

figure 23. **WOMEN NON-LADDER FACULTY FULL-TIME EQUIVALENTS (FTEs) AS A PERCENT OF TOTAL NON-LADDER FACULTY: AY 2007–AY 2008**

Non-Ladder faculty include faculty without tenure and not on the tenure-track. Counts exclude visiting faculty. Medical Quad includes nine Basic and Social Science Departments. *Source: Internal survey of each School.*

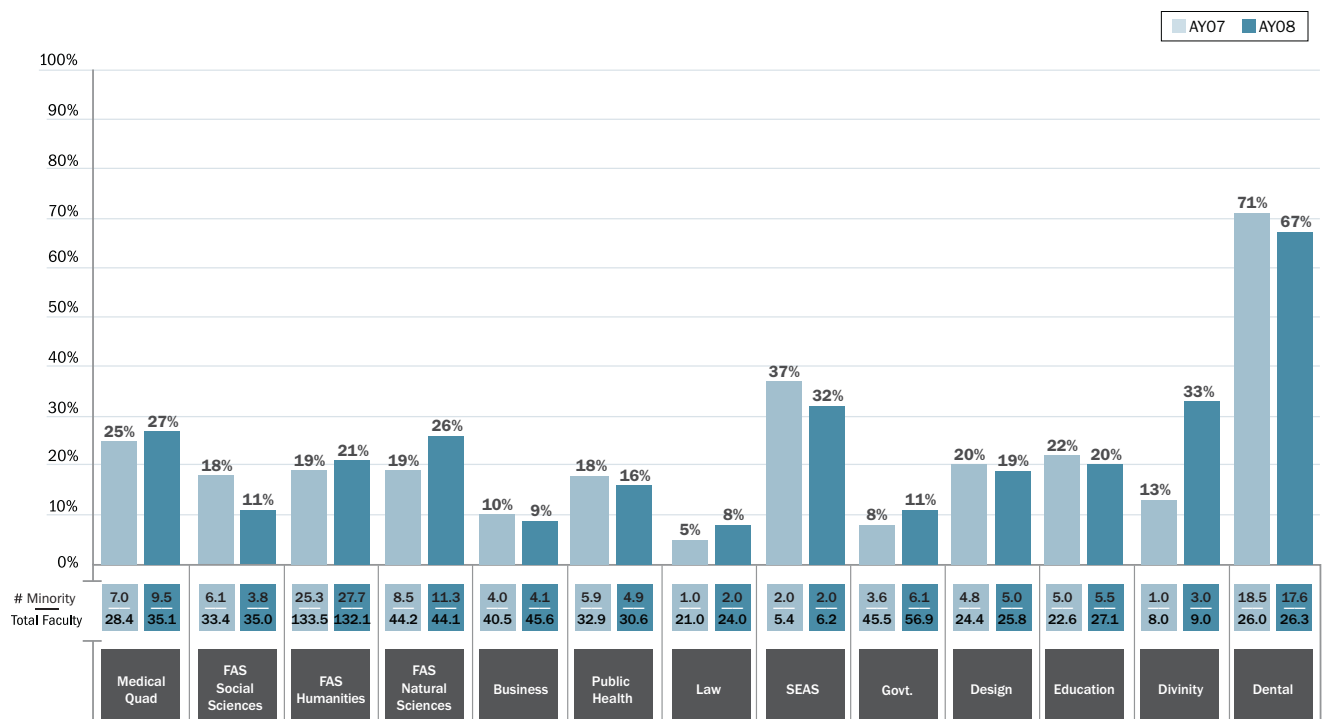
→ Data & Metrics Demographic composition of Harvard non-ladder faculty for AY 2007–AY 2008

figure 24. MINORITY NON-LADDER FACULTY AS A PERCENT OF TOTAL NON-LADDER FACULTY: AY 2007–AY 2008



Non-Ladder faculty include faculty without tenure and not on the tenure-track. Counts exclude visiting faculty. Medical Quad includes nine Basic and Social Science Departments. Minority includes the following races/ethnicities: Asian/Pacific Islander; Black, Non-Hispanic; Hispanic; and American Indian/Alaskan Native. *Source: Internal survey of each School.*

figure 25. MINORITY NON-LADDER FACULTY FULL-TIME EQUIVALENTS (FTEs) AS A PERCENT OF TOTAL NON-LADDER FACULTY: AY 2007–AY 2008



Non-Ladder faculty include faculty without tenure and not on the tenure-track. Counts exclude visiting faculty. Medical Quad includes nine Basic and Social Science Departments. Minority includes the following races/ethnicities: Asian/Pacific Islander; Black, Non-Hispanic; Hispanic and American Indian/Alaskan Native. *Source: Internal survey of each School.*

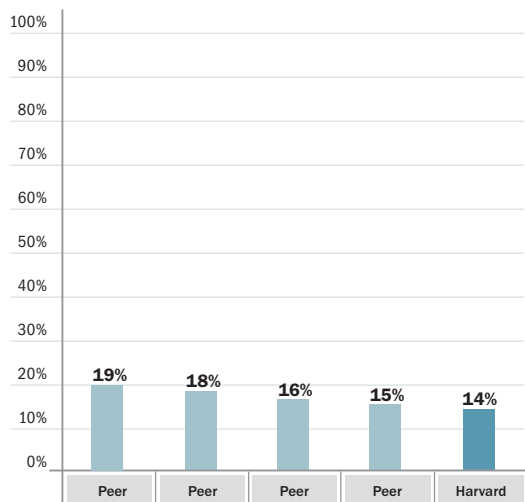
→ **Data & Metrics** Peer comparison of demographic composition of ladder faculty for AY 2007**WOMEN TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR **MEDICINE** AND PEER INSTITUTIONS: AY 2007**

figure 26.

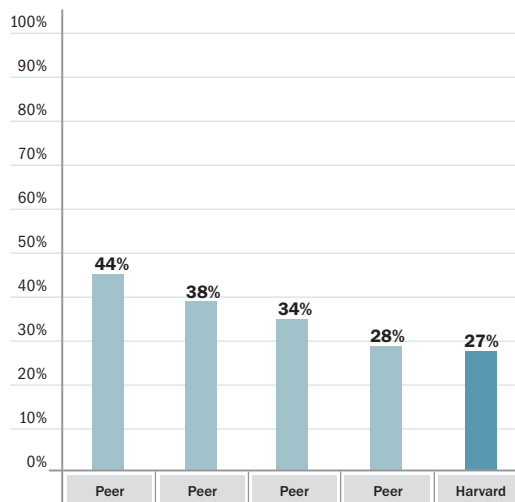
TENURED

figure 27.

TENURE-TRACK**Peer Institutions**

Harvard Medical School

- Columbia University
- Stanford University
- University of Michigan
- Washington University

HMS counts include HMS Quad only. All counts exclude clinical faculty. Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors.

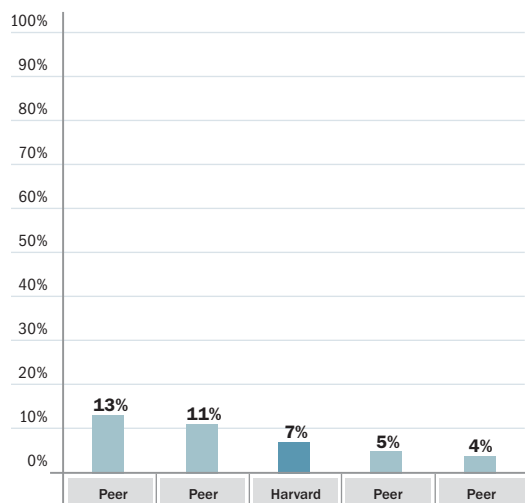
MINORITY (U.S. CITIZEN OR PERMANENT RESIDENT) TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR **MEDICINE AND PEER INSTITUTIONS: AY 2007**

figure 28.

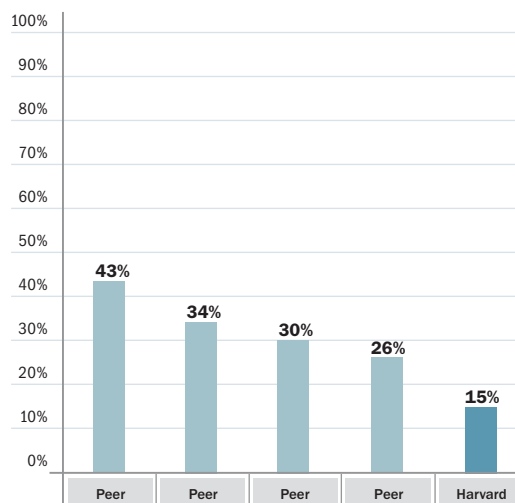
TENURED

figure 29.

TENURE-TRACK**Peer Institutions**

Harvard Medical School

- Columbia University
- Stanford University
- University of Michigan
- Washington University

HMS counts include HMS Quad only. All counts exclude clinical faculty. Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors. Minority category includes the following races/ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority includes White and international (i.e. not a US citizen or permanent resident). Harvard Medical School includes 0 (0%) international tenured faculty and 7 (11%) international tenure-track faculty. Faculty whose race/ethnicity is listed as unknown are excluded. Minorities are categorized using the US Department of Education guidelines for reporting race and ethnicity so faculty that are not US citizens or permanent residents are counted in the international category rather than according to their race/ethnicity.

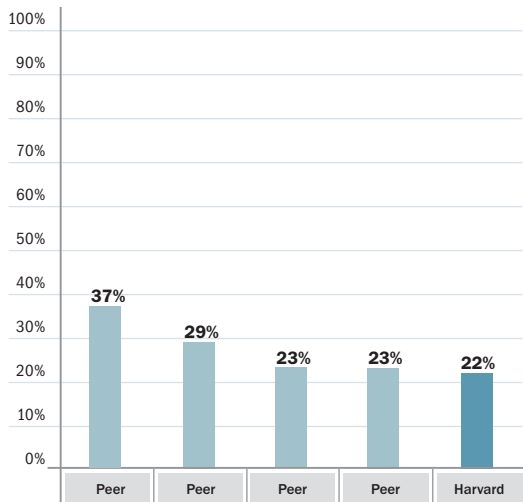
→ **Data & Metrics** Peer comparison of demographic composition of ladder faculty for AY 2007**WOMEN TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR FAS SOCIAL SCIENCES AND PEER INSTITUTIONS: AY 2007**

figure 30.

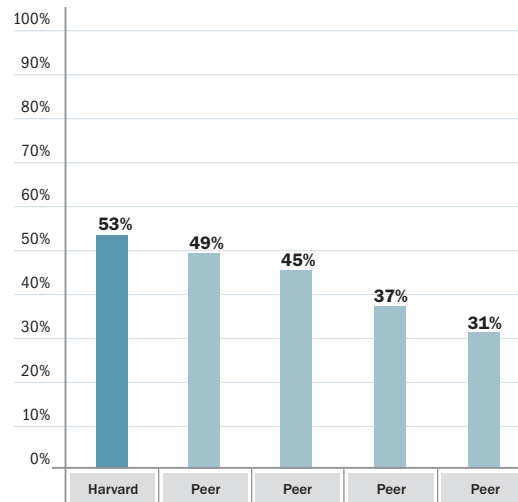
TENURED

figure 31.

TENURE-TRACK**Peer Institutions**

Faculty of Arts and Sciences

- Massachusetts Institute of Technology (MIT)
- Princeton University
- Stanford University
- University of Michigan

Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors.

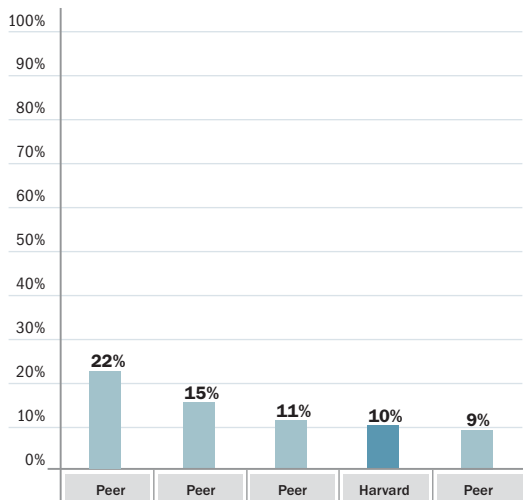
MINORITY (U.S. CITIZEN OR PERMANENT RESIDENT) TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR FAS SOCIAL SCIENCES AND PEER INSTITUTIONS: AY 2007

figure 32.

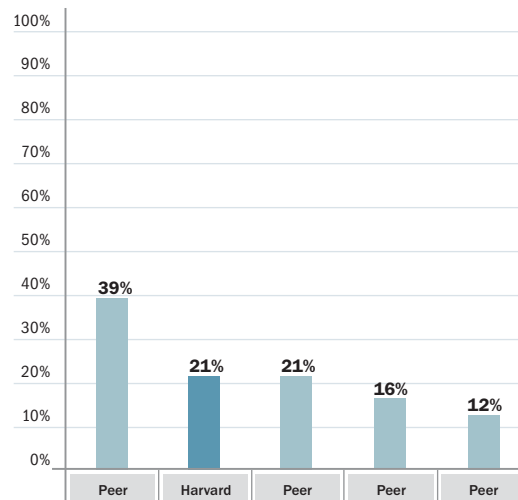
TENURED

figure 33.

TENURE-TRACK**Peer Institutions**

Faculty of Arts and Sciences

- Massachusetts Institute of Technology (MIT)
- Princeton University
- Stanford University
- University of Michigan

Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors. Minority category includes the following races/ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority includes White and international (i.e. not a US citizen or permanent resident). Harvard FAS Social Sciences division includes 9 (5%) international tenured faculty and 14 (20%) international tenure-track faculty. Faculty whose race/ethnicity is listed as unknown are excluded. Minorities are categorized using the US Department of Education guidelines for reporting race and ethnicity so faculty that are not US citizens or permanent residents are counted in the international category rather than according to their race/ethnicity.

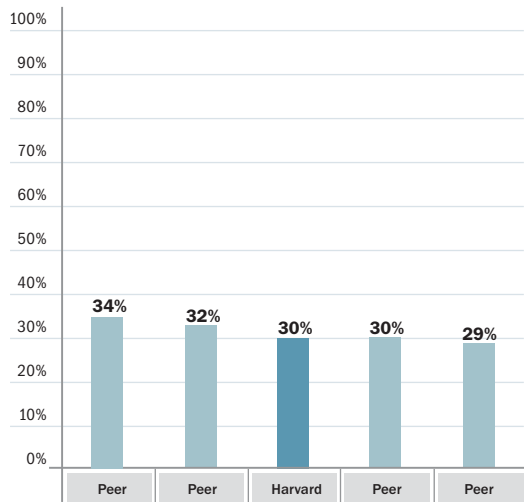
→ **Data & Metrics** Peer comparison of demographic composition of ladder faculty for AY 2007**WOMEN TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR FAS HUMANITIES AND PEER INSTITUTIONS: AY 2007**

figure 34.

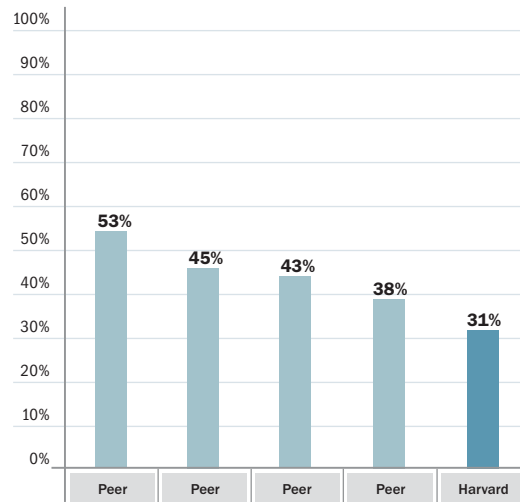
TENURED

figure 35.

TENURE-TRACK**Peer Institutions**

Faculty of Arts and Sciences

- Massachusetts Institute of Technology (MIT)
- Princeton University
- Stanford University
- University of Michigan

Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors.

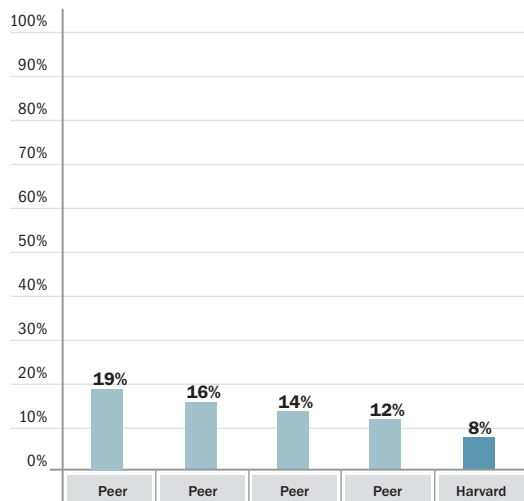
MINORITY (U.S. CITIZEN OR PERMANENT RESIDENT) TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR FAS HUMANITIES AND PEER INSTITUTIONS: AY 2007

figure 36.

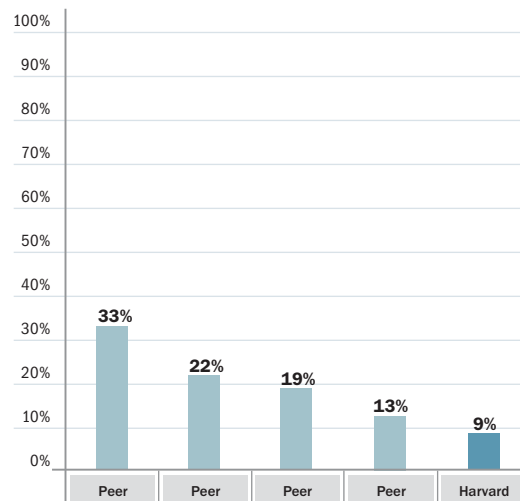
TENURED

figure 37.

TENURE-TRACK**Peer Institutions**
Faculty of Arts and Sciences

- Massachusetts Institute of Technology (MIT)
- Princeton University
- Stanford University
- University of Michigan

Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors. Minority category includes the following races/ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority includes White and international (i.e. not a US citizen or permanent resident). Harvard FAS Humanities division includes 9 (6%) international tenured faculty and 13 (20%) international tenure-track faculty. Faculty whose race/ethnicity is listed as unknown are excluded. Minorities are categorized using the US Department of Education guidelines for reporting race and ethnicity so faculty that are not US citizens or permanent residents are counted in the international category rather than according to their race/ethnicity.

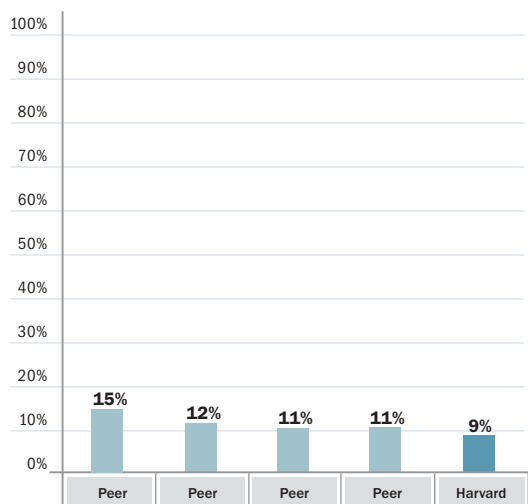
→ **Data & Metrics** Peer comparison of demographic composition of ladder faculty for AY 2007**WOMEN TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR FAS NATURAL SCIENCES AND PEER INSTITUTIONS: AY 2007**

figure 38.

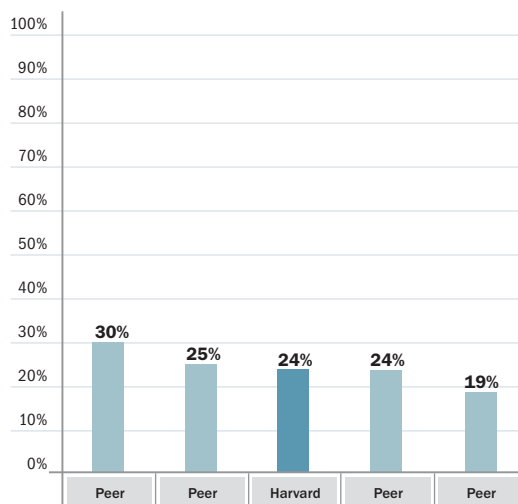
TENURED

figure 39.

TENURE-TRACK**Peer Institutions**

Faculty of Arts and Sciences

- Massachusetts Institute of Technology (MIT)
- Princeton University
- Stanford University
- University of Michigan

Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors, with the exception of the Benjamin Pierce Assistant Professors (non tenure-track faculty).

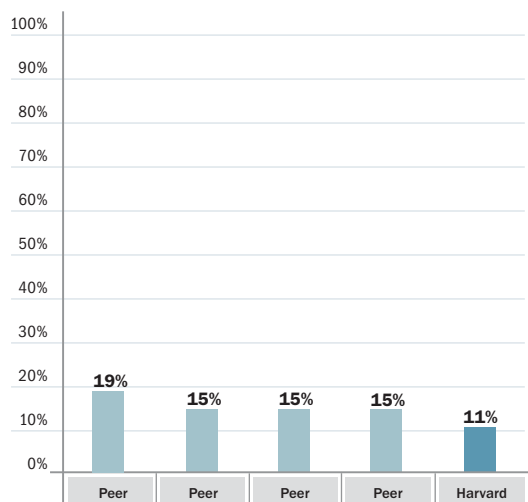
MINORITY (U.S. CITIZEN OR PERMANENT RESIDENT) TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR FAS NATURAL SCIENCES AND PEER INSTITUTIONS: AY 2007

figure 40.

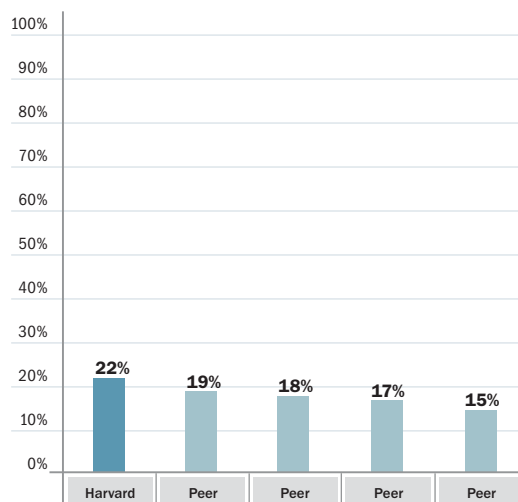
TENURED

figure 41.

TENURE-TRACK**Peer Institutions**

Faculty of Arts and Sciences

- Massachusetts Institute of Technology (MIT)
- Princeton University
- Stanford University
- University of Michigan

Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors, with the exception of the Benjamin Pierce Assistant Professors (non tenure-track faculty). Minority category includes the following races/ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority includes White and international (i.e. not a US citizen or permanent resident). Harvard FAS Natural Sciences division includes 6 (3%) international tenured faculty and 21 (29%) international tenure-track faculty. Faculty whose race/ethnicity is listed as unknown are excluded. Minorities are categorized using the US Department of Education guidelines for reporting race and ethnicity so faculty that are not US citizens or permanent residents are counted in the international category rather than according to their race/ethnicity.

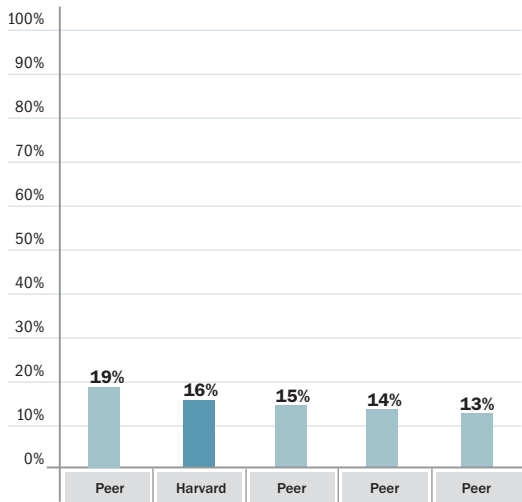
→ **Data & Metrics** Peer comparison of demographic composition of ladder faculty for AY 2007**WOMEN TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR BUSINESS AND PEER INSTITUTIONS: AY 2007**

figure 42.

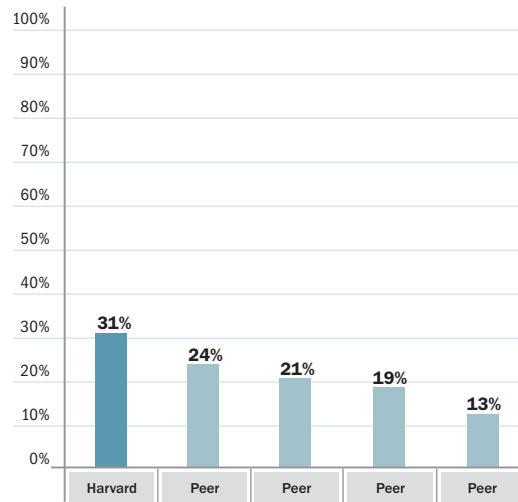
TENURED

figure 43.

TENURE-TRACK**Peer Institutions**

Harvard Business School

- Columbia University
- Massachusetts Institute of Technology (MIT)
- Northwestern University
- Stanford University

Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors.

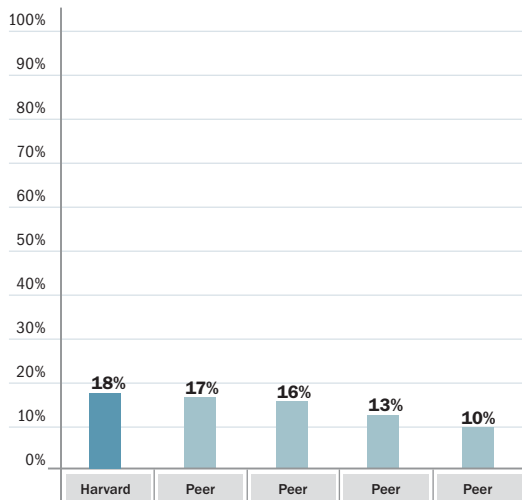
MINORITY (U.S. CITIZEN OR PERMANENT RESIDENT) TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR BUSINESS AND PEER INSTITUTIONS: AY 2007

figure 44.

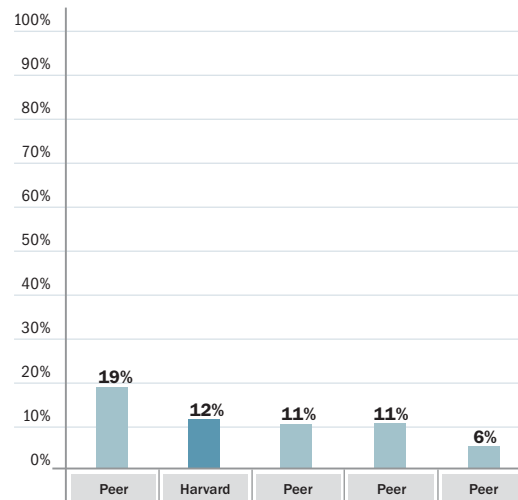
TENURED

figure 45.

TENURE-TRACK**Peer Institutions**

Harvard Business School

- Columbia University
- Massachusetts Institute of Technology (MIT)
- Northwestern University
- Stanford University

Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors. Minority category includes the following races/ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority includes White and international (i.e. not a US citizen or permanent resident). Harvard Business School includes 4 (5%) international tenured faculty and 17 (19%) international tenure-track faculty. Faculty whose race/ethnicity is listed as unknown are excluded. Minorities are categorized using the US Department of Education guidelines for reporting race and ethnicity so faculty that are not US citizens or permanent residents are counted in the international category rather than according to their race/ethnicity.

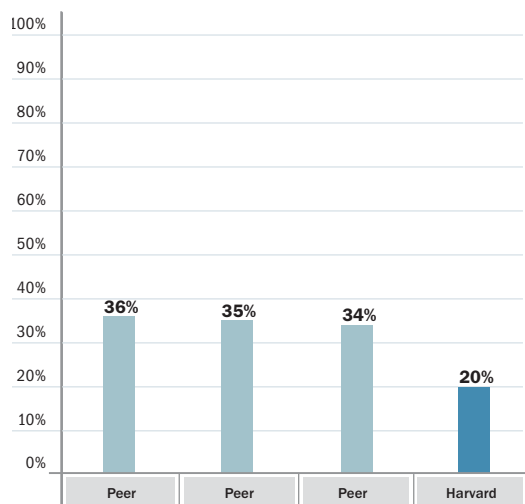
→ **Data & Metrics** Peer comparison of demographic composition of ladder faculty for AY 2007**WOMEN TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR PUBLIC HEALTH AND PEER INSTITUTIONS: AY 2007**

figure 46.

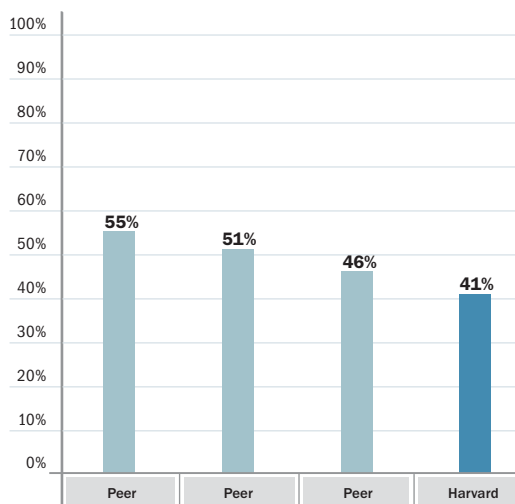
TENURED

figure 47.

TENURE-TRACK**Peer Institutions**

Harvard School of Public Health

- Columbia University
- University of Michigan
- University of North Carolina

Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors.

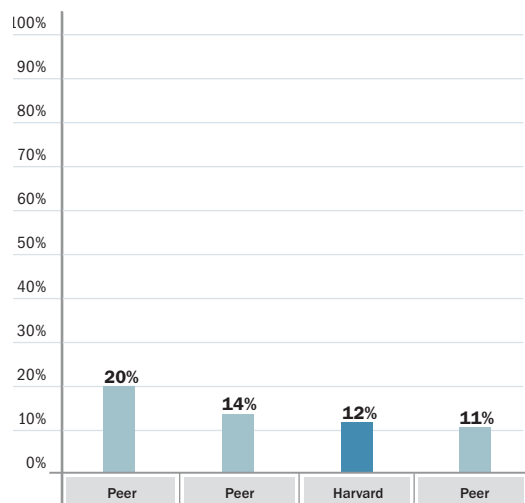
MINORITY (U.S. CITIZEN OR PERMANENT RESIDENT) TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR PUBLIC HEALTH AND PEER INSTITUTIONS: AY 2007

figure 48.

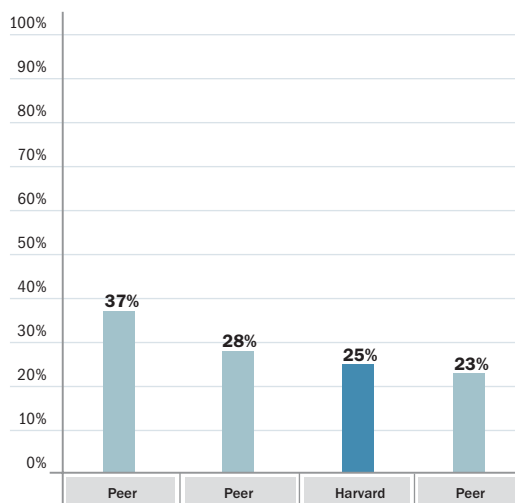
TENURED

figure 49.

TENURE-TRACK**Peer Institutions**

Harvard School of Public Health

- Columbia University
- University of Michigan
- University of North Carolina

Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors. Minority category includes the following races/ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority includes White and international (i.e. not a US citizen or permanent resident). Harvard's School of Public Health includes 1 (1%) international tenured faculty and 13 (17%) international tenure-track faculty. Faculty whose race/ethnicity is listed as unknown are excluded. Minorities are categorized using the US Department of Education guidelines for reporting race and ethnicity so faculty that are not US citizens or permanent residents are counted in the international category rather than according to their race/ethnicity.

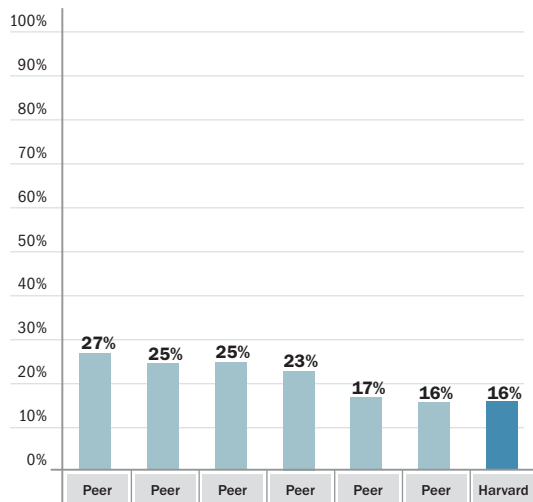
→ **Data & Metrics** Peer comparison of demographic composition of ladder faculty for AY 2007**WOMEN TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR LAW AND PEER INSTITUTIONS: AY 2007**

figure 50.

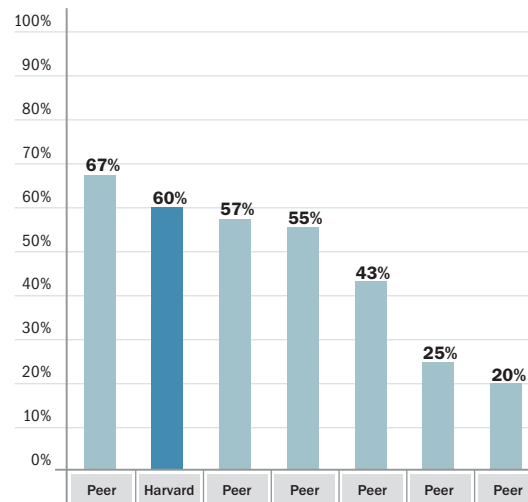
TENURED

figure 51.

TENURE-TRACK**Peer Institutions**

Harvard Law School

- Columbia University
- Cornell University
- Duke University
- Northwestern University
- Stanford University
- University of Michigan

Many of the law schools depicted above have fewer than 10 tenure-track faculty, therefore the percentages are based on small samples. Tenure-track includes non-tenured faculty at the Professor, Associate Professor, and Assistant Professor ranks who have been categorized as tenure-track by their institutions.

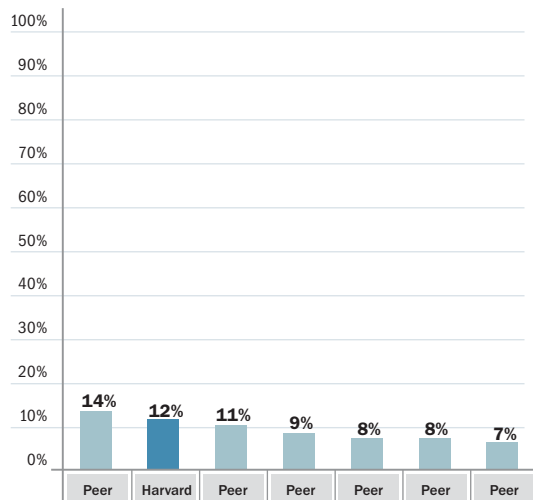
MINORITY (U.S. CITIZEN OR PERMANENT RESIDENT) TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR LAW AND PEER INSTITUTIONS: AY 2007

figure 52.

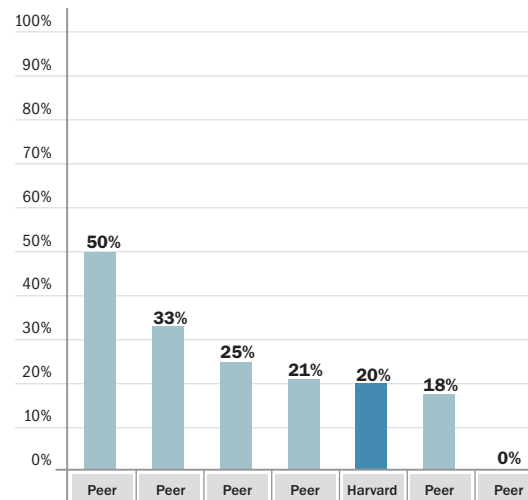
TENURED

figure 53.

TENURE-TRACK**Peer Institutions**

Harvard Law School

- Columbia University
- Cornell University
- Duke University
- Northwestern University
- Stanford University
- University of Michigan

Many of the law schools depicted above have fewer than 10 tenure-track faculty, therefore percentages are based on small samples. Tenure-track includes non-tenured faculty at the Professor, Associate Professor, and Assistant Professor ranks who have been categorized as tenure-track by their institutions. Minority category includes the following races/ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority includes White and international (i.e. not a US citizen or permanent resident). Harvard Law School does not have any faculty counted in the international category. Faculty whose race/ethnicity is listed as unknown are excluded. Minorities are categorized using the US Department of Education guidelines for reporting race and ethnicity so faculty that are not US citizens or permanent residents are counted in the international category rather than according to their race/ethnicity.

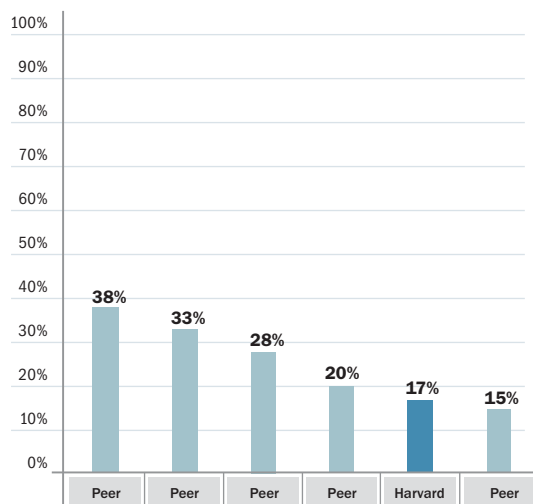
→ **Data & Metrics** Peer comparison of demographic composition of ladder faculty for AY 2007**WOMEN TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR GOVERNMENT AND PEER INSTITUTIONS: AY 2007**

figure 54.

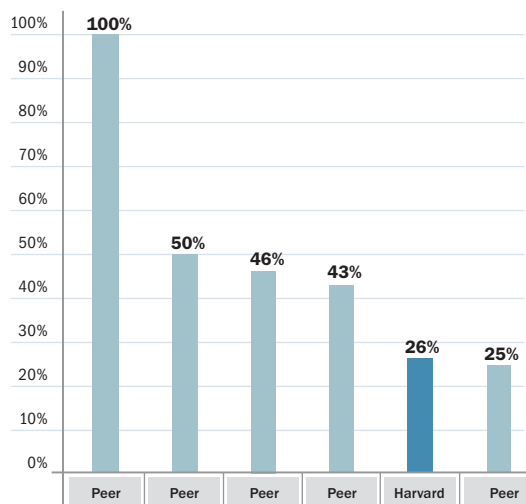
TENURED

figure 55.

TENURE-TRACK

Many of the government schools depicted above have fewer than 10 tenure-track faculty, therefore the percentages are based on small samples. Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors.

Peer Institutions

Harvard Kennedy School

- Princeton University
- University of California - Berkeley
- University of Maryland
- University of Michigan
- University of Minnesota

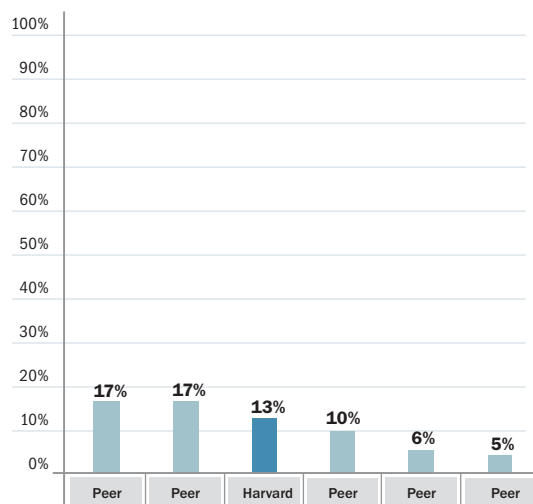
MINORITY (U.S. CITIZEN OR PERMANENT RESIDENT) TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR GOVERNMENT AND PEER INSTITUTIONS: AY 2007

figure 56.

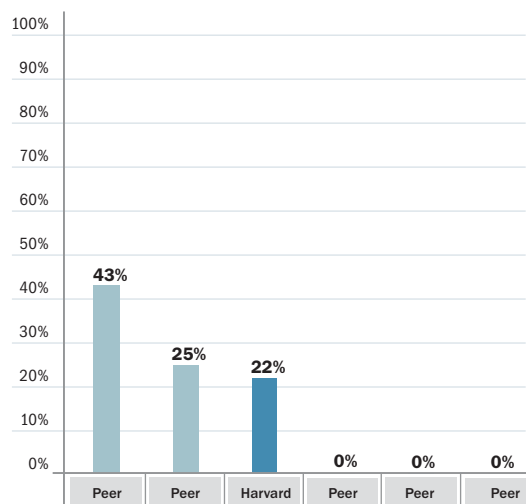
TENURED

figure 57.

TENURE-TRACK

Many of the government schools depicted above have fewer than 10 tenure-track faculty, therefore the percentages are based on small samples. Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors. Minority category includes the following races/ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority includes White and international (i.e. not a US citizen or permanent resident). The Harvard Kennedy School includes 1 (2%) international tenured faculty and 5 (22%) international tenure-track faculty. Faculty whose race/ethnicity is listed as unknown are excluded. Minorities are categorized using the US Department of Education guidelines for reporting race and ethnicity so faculty that are not US citizens or permanent residents are counted in the international category rather than according to their race/ethnicity.

Peer Institutions

Harvard Kennedy School

- Princeton University
- University of California - Berkeley
- University of Maryland
- University of Michigan
- University of Minnesota

→ Data & Metrics Peer comparison of demographic composition of ladder faculty for AY 2007

WOMEN TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR DESIGN AND PEER INSTITUTIONS: AY 2007

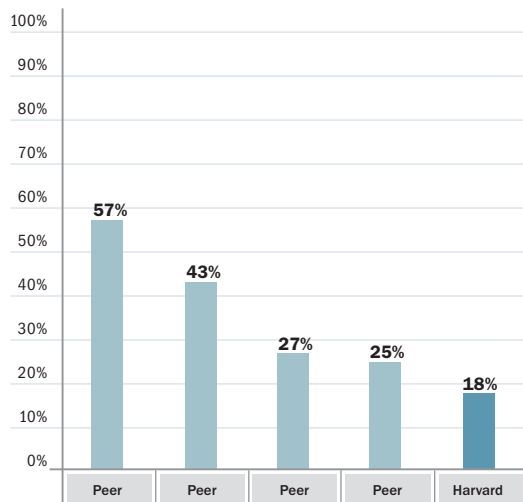


figure 58.

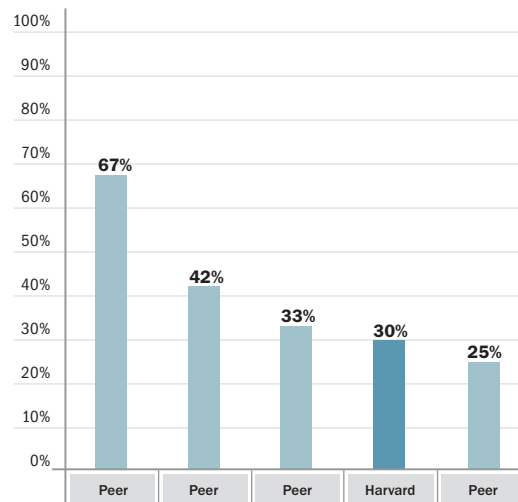
TENURED

figure 59.

TENURE-TRACK

Peer Institutions Graduate School of Design

- Columbia University
- Massachusetts Institute of Technology (MIT)
- Princeton University
- Yale University

Many of the design schools depicted above have fewer than 10 tenure-track faculty, therefore the percentages are based on small samples. Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors.

MINORITY (U.S. CITIZEN OR PERMANENT RESIDENT) TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR DESIGN AND PEER INSTITUTIONS: AY 2007

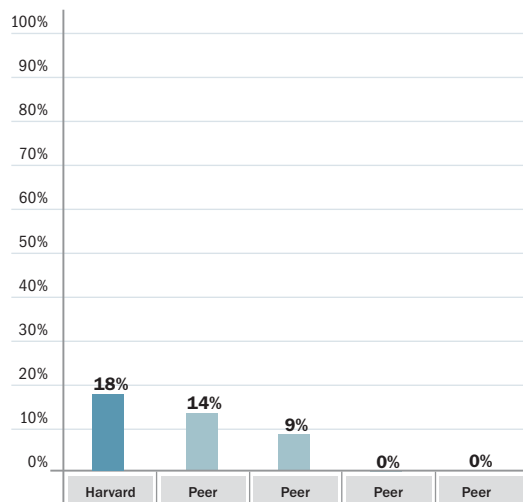


figure 60.

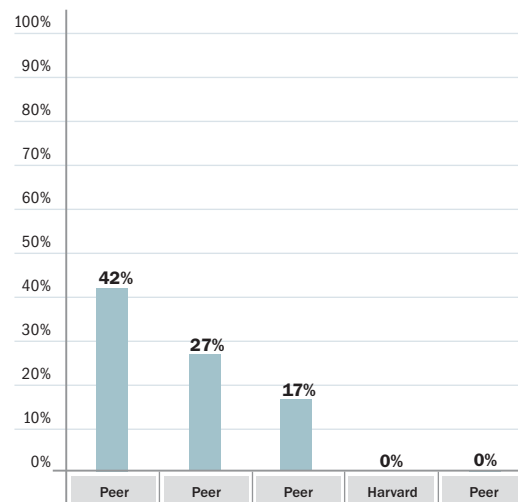
TENURED

figure 61.

TENURE-TRACK

Peer Institutions Graduate School of Design

- Columbia University
- Massachusetts Institute of Technology (MIT)
- Princeton University
- Yale University

Many of the design schools depicted above have fewer than 10 tenure-track faculty, therefore the percentages are based on small samples. Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors. Minority category includes the following races/ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority includes White and international (i.e. not a US citizen or permanent resident). Harvard's Graduate School of Design includes 4 (14%) international tenured faculty and 6 (30%) international tenure-track faculty. Faculty whose race/ethnicity is listed as unknown are excluded. Minorities are categorized using the US Department of Education guidelines for reporting race and ethnicity so faculty that are not US citizens or permanent residents are counted in the international category rather than according to their race/ethnicity.

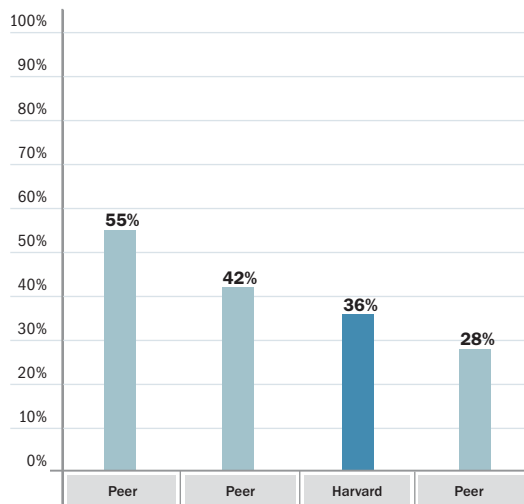
→ **Data & Metrics** Peer comparison of demographic composition of ladder faculty for AY 2007**WOMEN TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR EDUCATION AND PEER INSTITUTIONS: AY 2007**

figure 62.

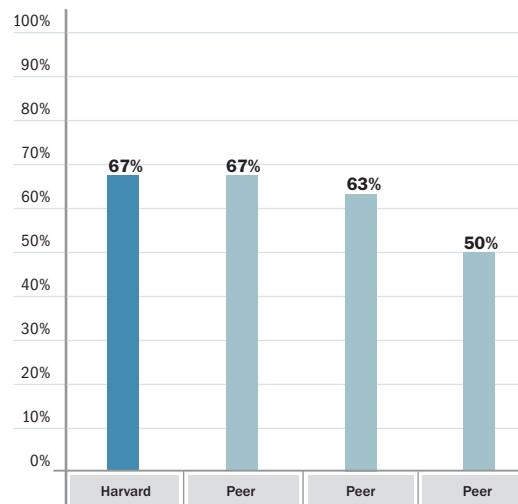
TENURED

figure 63.

TENURE-TRACK**Peer Institutions**
Graduate School of
Education

- Northwestern University
- Stanford University
- University of Michigan

Half the education schools depicted above have fewer than 10 tenure-track faculty, therefore the percentages are based on small samples. Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors.

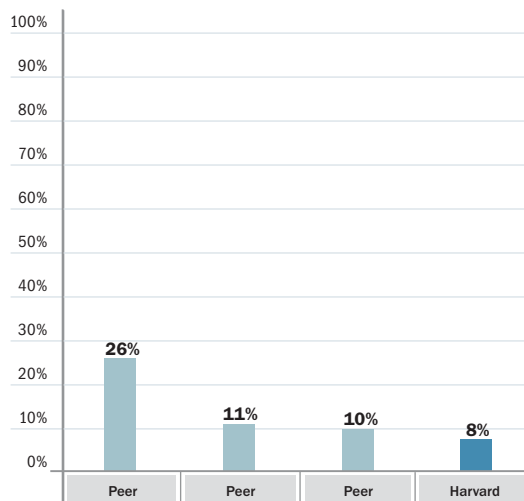
MINORITY (U.S. CITIZEN OR PERMANENT RESIDENT) TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR EDUCATION AND PEER INSTITUTIONS: AY 2007

figure 64.

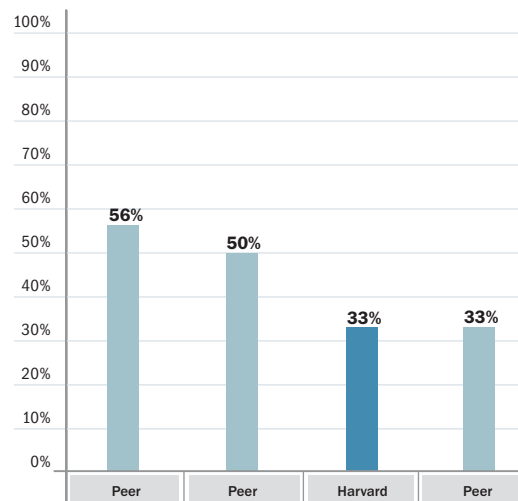
TENURED

figure 65.

TENURE-TRACK**Peer Institutions**
Graduate School of
Education

- Northwestern University
- Stanford University
- University of Michigan

Half the education schools depicted above have fewer than 10 tenure-track faculty, therefore the percentages are based on small samples. Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors. Minority category includes the following races/ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority includes White and international (i.e. not a US citizen or permanent resident). Harvard's Graduate School of Education includes 1 (4%) international tenured faculty and 1 (8%) international tenure-track faculty. Faculty whose race/ethnicity is listed as unknown are excluded. Minorities are categorized using the US Department of Education guidelines for reporting race and ethnicity so faculty that are not US citizens or permanent residents are counted in the international category rather than according to their race/ethnicity.

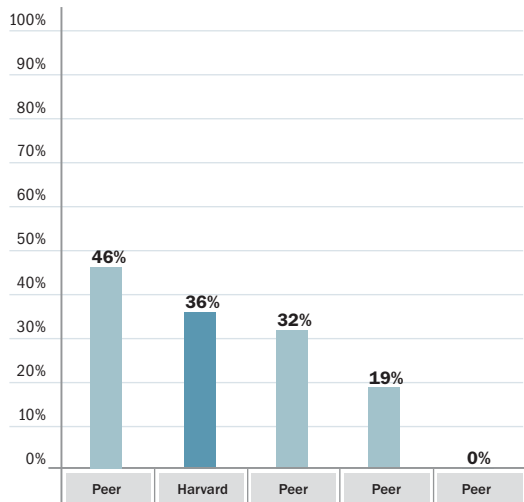
→ **Data & Metrics** Peer comparison of demographic composition of ladder faculty for AY 2007**WOMEN TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR DIVINITY AND PEER INSTITUTIONS: AY 2007**

figure 66.

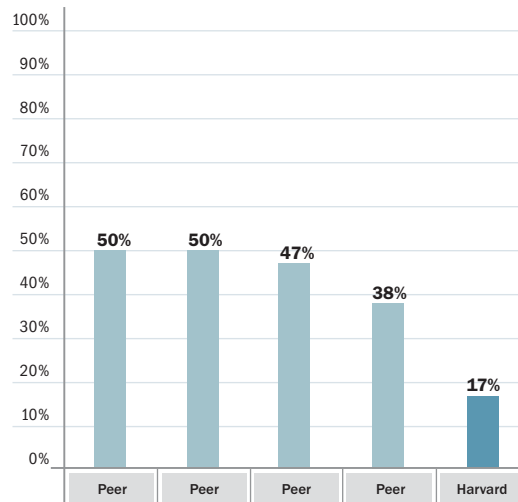
TENURED

figure 67.

TENURE-TRACK**Peer Institutions**Harvard Divinity School ¹

- Columbia University ²
- Duke University ³
- Princeton University ²
- Yale University ³

Many of the divinity schools depicted above have fewer than 10 tenure-track faculty, therefore the percentages are based on small samples. Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors.

¹ Includes Divinity School faculty only. ² Includes faculty within Arts & Sciences whose CIP codes indicate study of religion.

³ Includes Divinity School faculty as well as faculty within the Arts & Sciences whose CIP codes indicate study of religion.

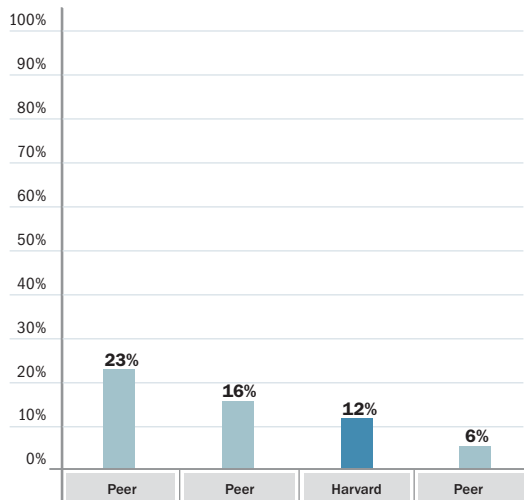
MINORITY (U.S. CITIZEN OR PERMANENT RESIDENT) TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR DIVINITY AND PEER INSTITUTIONS: AY 2007

figure 68.

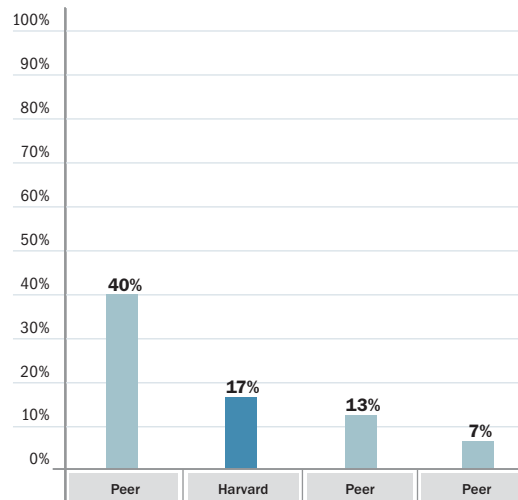
TENURED

figure 69.

TENURE-TRACK**Peer Institutions**Harvard Divinity School ¹

- Columbia University ²
- Duke University ³
- Princeton University ²
- Yale University ³

Many of the divinity schools depicted above have fewer than 10 tenure-track faculty, therefore the percentages are based on small samples. Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors. Minority category includes the following races/ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority includes White and international (i.e. not a US citizen or permanent resident). Harvard Divinity School includes 1 (7%) international tenured faculty and 0 (0%) international tenure-track faculty. Faculty whose race/ethnicity is listed as unknown are excluded. Minorities are categorized using the US Department of Education guidelines for reporting race and ethnicity so faculty that are not US citizens or permanent residents are counted in the international category rather than according to their race/ethnicity.

¹ Includes Divinity School faculty only. ² Includes faculty within the Arts & Sciences whose CIP codes indicate study of religion.

³ Includes Divinity School faculty and faculty within the Arts & Sciences whose CIP codes indicate study of religion.

→ **Data & Metrics** Tenured faculty in positions of leadership for AY 2008

figure 70. **TENURED FACULTY SERVING AS DEANS BY RACE/ETHNICITY: AY 2008**

	Asian/ Pacific Islander	Black, Non-Hispanic	Hispanic	American Indian/ Alaskan Native	Total Minorities	Non-Minority	Total
Deans	3	2	1	-	6	44	50

Because the number of tenured faculty serving in various types of deanships is small (50 individuals), analysis has been aggregated at the University level. Counts include individuals that possess any type of deanship as well as a tenured faculty appointment. *Deanship* is defined here as any appointment that includes the word *dean* as part of the PeopleSoft job description. Source: *Harvard Data Warehouse and Internal Survey*.

→ **Data & Metrics** Tenured faculty in positions of leadership for AY 2008

figure 71. REPRESENTATION OF WOMEN AMONG TENURED DEPARTMENT CHAIRS AY: 2008

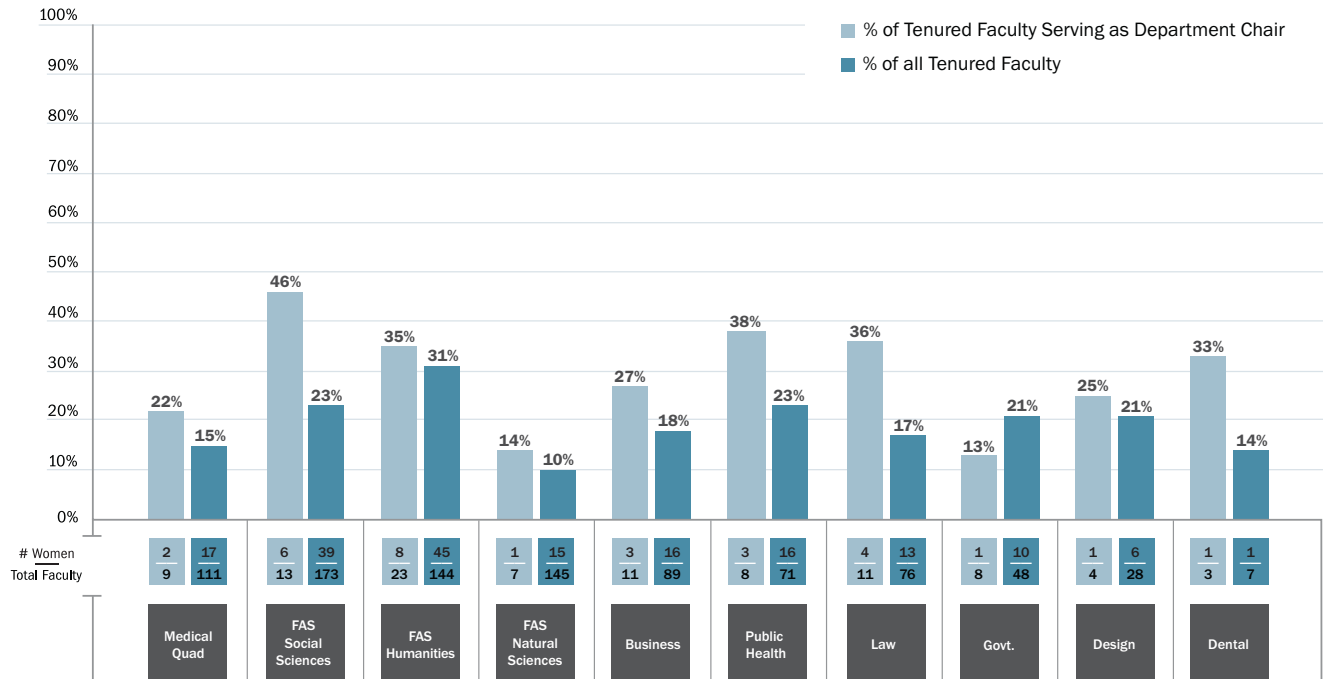
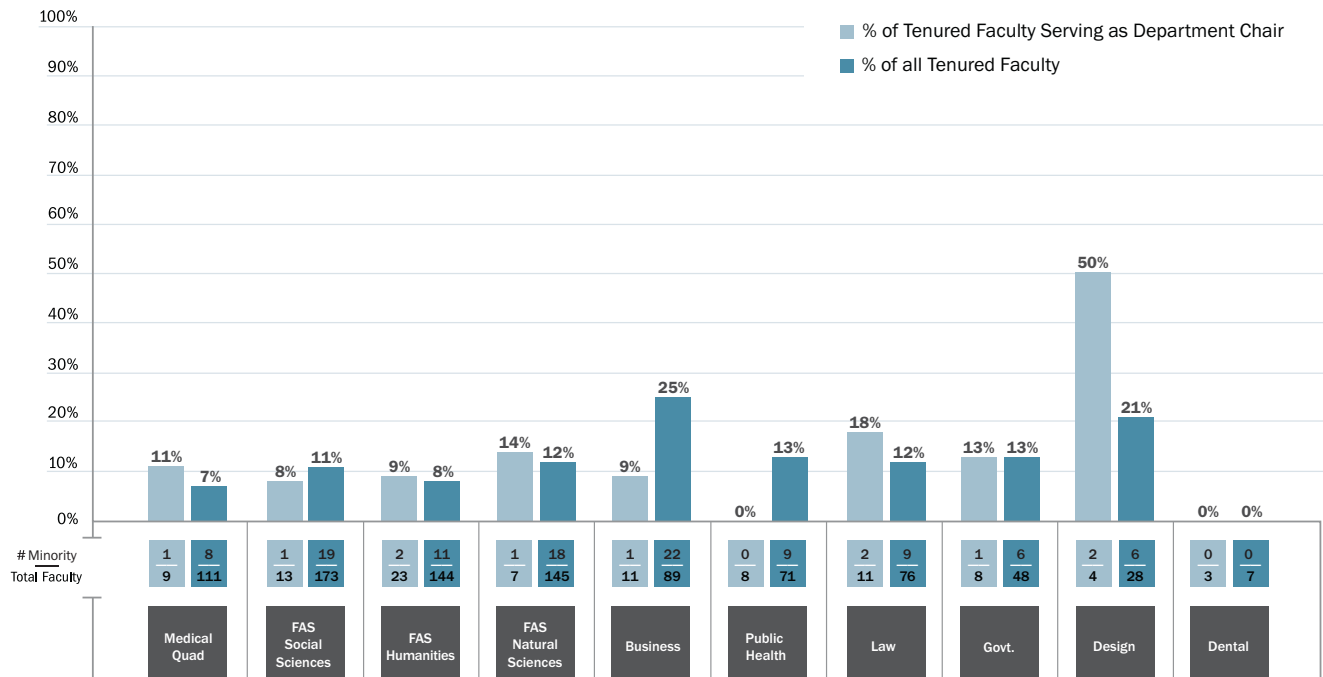


figure 72. REPRESENTATION OF MINORITIES AMONG TENURED DEPARTMENT CHAIRS AY: 2008



All percentages are based on the cohort of tenured faculty serving as department chairs. Minority includes the following races/ethnicities: Asian/Pacific Islander; Black, Non-Hispanic; Hispanic and American Indian/Alaskan Native. In this exhibit, the term *department chair* includes the following positions at Harvard Schools: department chairs (basic and social sciences) at the Harvard Medical School; department chairs at the Faculty of Arts and Sciences, School of Public Health, Graduate School of Design, and Dental School; unit heads at the Business School; faculty leaders for programs of study at the Law School; and area chairs (for areas of study) and faculty chairs (for degree programs) at the Harvard Kennedy School. The Harvard Divinity School and the School of Engineering and Applied Sciences do not have academic units analogous to departments and are excluded from this exhibit. The Graduate School of Education does have academic programs analogous to departments, however it is excluded because only two of 14 chairpersons are tenured faculty. The Harvard Medical School Affiliates are also excluded because governance of the clinical departments is not sufficiently comparable to that of the Quad-based departments. Source: *Harvard Data Warehouse and Internal Survey*.

→ **Data & Metrics** Tenured faculty in positions of leadership for AY 2008figure 73. **TENURED FACULTY SERVING AS DEPARTMENT CHAIRS BY RACE/ETHNICITY: AY 2008**

	Asian/ Pacific Islander	Black, Non-Hispanic	Hispanic	American Indian/ Alaskan Native	Total Minority	Non-Minority	Total
HMS QUAD	1	-	-	-	1	8	9
FAS							
Social Sciences	-	1	-	-	1	12	13
Humanities	-	-	2	-	2	21	23
Natural Sciences	1	-	-	-	1	6	7
BUSINESS	-	1	-	-	1	10	11
PUBLIC HEALTH	-	-	-	-	-	8	8
LAW	-	1	1	-	2	9	11
GOVERNMENT	1	-	-	-	1	7	8
DESIGN	1	-	1	-	2	2	4
DENTAL	-	-	-	-	-	3	3

In this exhibit, the term *department chair* includes the following positions at Harvard Schools: department chairs (basic and social sciences) at the Harvard Medical School; department chairs at the Faculty of Arts and Sciences, School of Public Health, Graduate School of Design, and School of Dental Medicine; unit heads at the Business School; faculty leaders for programs of study at the Law School; and area chairs (for areas of study) and faculty chairs (for degree programs) at the Harvard Kennedy School. The Harvard Divinity School and School of Engineering and Applied Sciences do not have academic units analogous to departments and are excluded from this exhibit. The Graduate School of Education does have academic programs analogous to departments, however it is excluded because only two of 14 chairpersons are tenured faculty. The Harvard Medical School Affiliates are also excluded because governance of the clinical departments is not sufficiently comparable to that of the Quad-based departments. *Source: Harvard Warehouse and Internal Survey.*

→ **Data & Metrics** Tenured faculty in positions of leadership for AY 2008

figure 74. REPRESENTATION OF WOMEN AMONG TENURED FACULTY DIRECTING RESEARCH ENTITIES: AY 2008

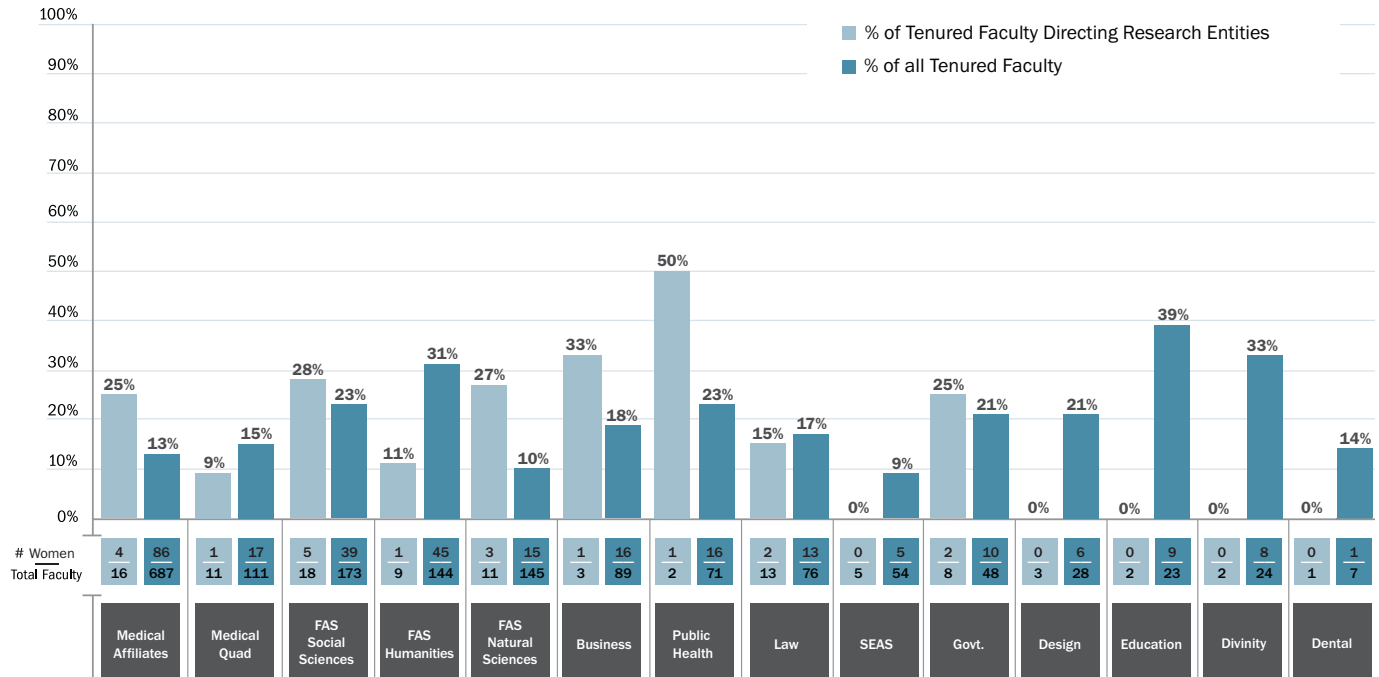
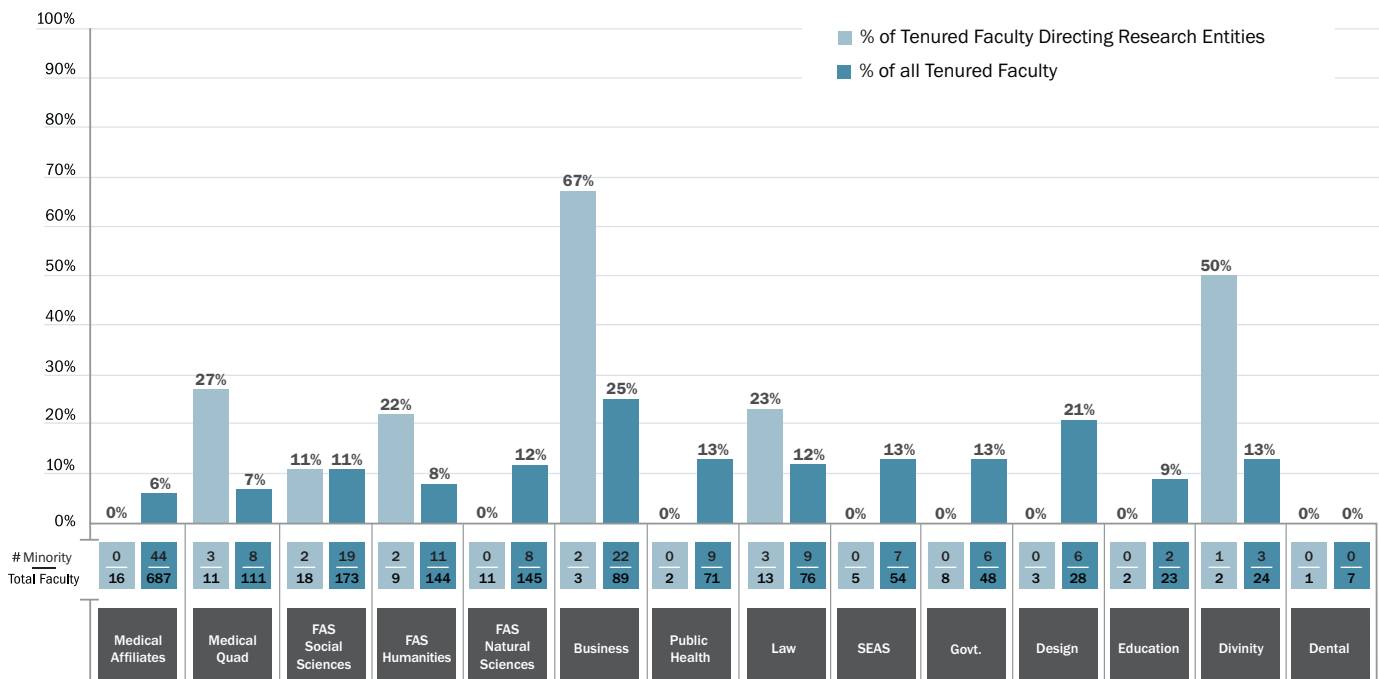


figure 75. REPRESENTATION OF MINORITIES AMONG TENURED FACULTY DIRECTING RESEARCH ENTITIES: AY 2008



All percentages are based on the cohort of tenured faculty serving as directors of research entities. In this exhibit, the term research entity refers to all centers, divisions, programs and institutes listed in the Harvard Fact Book. Minority includes the following races/ethnicities: Asian/Pacific Islander; Black, Non-Hispanic; Hispanic and American Indian/Alaskan Native. Source: *Harvard Data Warehouse and Internal Survey*.

→ **Data & Metrics** Tenured faculty in positions of leadership for AY 2008figure 76. **TENURED FACULTY DIRECTING RESEARCH ENTITIES BY RACE/ETHNICITY: AY 2008**

	Asian/ Pacific Islander	Black, Non-Hispanic	Hispanic	American Indian/ Alaskan Native	Total Minorities	Non-Minority	Total
HMS							
Affiliated Inst.	-	-	-	-	-	16	16
Quad	2	-	1	-	3	8	11
FAS							
Social Sciences	1	1	-	-	2	16	18
Humanities	2	-	-	-	2	7	9
Natural Sciences	-	-	-	-	-	11	11
BUSINESS	1	1	-	-	2	1	3
PUBLIC HEALTH	-	-	-	-	-	2	2
LAW	-	2	1	-	3	10	13
ENGINEERING	-	-	-	-	-	5	5
GOVERNMENT	-	-	-	-	-	8	8
DESIGN	-	-	-	-	-	3	3
EDUCATION	-	-	-	-	-	2	2
DIVINITY	-	1	-	-	1	1	2
DENTAL	-	-	-	-	-	1	1

Medical Affiliated Institutions include all professors (with or without tenure) and are limited to full-time faculty. Medical Quad includes the nine basic and social science departments. In this exhibit, the term *research entity* refers to all centers, divisions, programs and institutes listed in the Harvard Fact Book. *Source: Harvard Data Warehouse and Internal Survey.*

→ **Data & Metrics** Tenured faculty in positions of leadership for AY 2008

figure 77. REPRESENTATION OF WOMEN AMONG TENURED FACULTY HOLDING NAMED CHAIRS: AY 2008

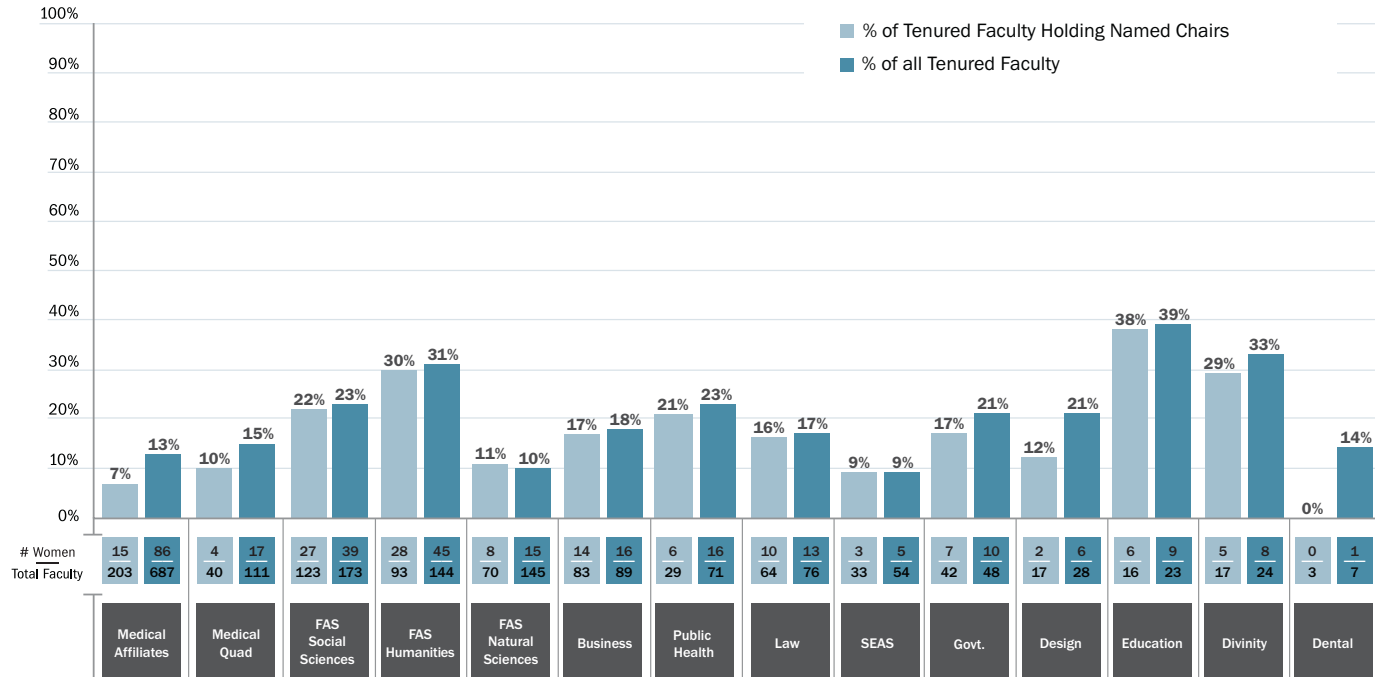
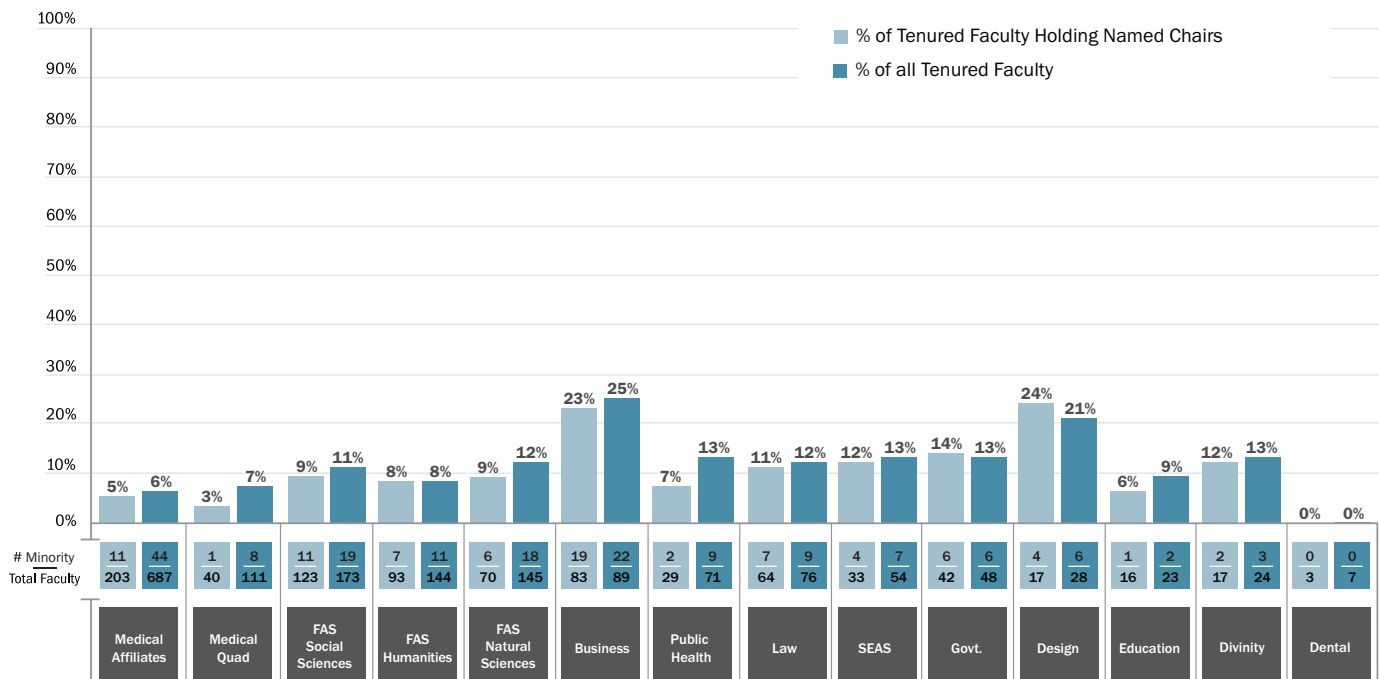


figure 75. REPRESENTATION OF MINORITIES AMONG TENURED FACULTY HOLDING NAMED CHAIRS: AY 2008



All percentages are based on the cohort of tenured faculty holding named chairs. Minority includes the following races/ethnicities: Asian/Pacific Islander; Black, Non-Hispanic; Hispanic and American Indian/Alaskan Native. Source: Harvard Data Warehouse and Internal Survey.

→ **Data & Metrics** Tenured faculty in positions of leadership for AY 2008figure 79. **TENURED FACULTY HOLDING NAMED CHAIRS BY RACE/ETHNICITY: AY 2008**

	Asian/ Pacific Islander	Black, Non-Hispanic	Hispanic	American Indian/ Alaskan Native	Total Minorities	Non-Minority	Total
HMS							
Affiliated Inst.	6	2	3	-	11	192	203
Quad	1	-	-	-	1	39	40
FAS							
Social Sciences	5	4	2	-	11	112	123
Humanities	6	-	1	-	7	86	93
Natural Sciences	6	-	-	-	6	64	70
BUSINESS	15	2	2	-	19	64	83
PUBLIC HEALTH	1	1	-	-	2	27	29
LAW	1	4	1	1	7	57	64
ENGINEERING	4	-	-	-	4	29	33
GOVERNMENT	3	1	2	-	6	36	42
DESIGN	1	-	3	-	4	13	17
EDUCATION	-	1	-	-	1	15	16
DIVINITY	-	1	1	-	2	15	17
DENTAL	-	-	-	-	-	3	3

Medical Affiliated Institutions include all professors (with or without tenure) and are limited to full-time faculty. Medical Quad includes the nine basic and social science departments. *Source: Harvard Data Warehouse and Internal Survey.*

→ **Data & Metrics** Highlights from the full faculty climate survey from AY 2007**FACULTY CLIMATE SURVEY**

In March 2008, the Office of Faculty Development and Diversity (FD&D) and the Office of Institutional Research released the results of the Harvard University Faculty Climate Survey, conducted in academic year 2007. As Harvard's first-ever climate survey of ladder and non-ladder faculty from across the University, the Survey helped identify attitudes toward, and concerns with, various aspects of faculty life (e.g., teaching loads, leave policies, research support, work/life policies, etc.). While the Survey's results have allowed the University to see what it is doing well and where it needs to make changes, additionally, it represents Harvard's baseline (or benchmark) for future surveys, which in turn allows for more in-depth analyses over time.

Undertaking a climate survey was one of the recommendations of the 2005 Task Force on Women Faculty. The Task Force stated that climate surveys are highly beneficial because "1) they surface issues critical to the recruitment and retention of faculty, especially women faculty; and 2) they ground these issues in data rather than allowing them to be dismissed as anecdotes." A number of Harvard's peers had already undertaken climate surveys of their faculties, including Cornell, Duke, Michigan, MIT, Penn, and Stanford. Both Yale and Stanford surveyed their faculties concomitantly with Harvard. In developing the Harvard Faculty Climate Survey, the Office of Institutional Research worked with our peers through the Association of American Universities Data Exchange (AAUDE) to develop a set of common questions for faculty climate surveys. Yale included many of these common questions in its faculty survey in fall 2006; and many of our other peers intend to use the common questions in their future surveys as well.

The overall response rate for the Harvard Faculty Climate Survey was 75 percent. Response rates from all Schools and across all demographic groupings were consistently high, and the characteristics of the respondents very closely matched those of the overall population. The Survey's report analyzed demographic differences (e.g., gender, ethnicity, citizenship and age) among the faculty at Harvard. The body of the report focused on differences for which there are large, discernible patterns in the data, such as gender and rank. Since some demographic groups are small in sizes, trends—even if they existed—may not have been discernable in the survey data for these groups. The complete report, as well as a condensed summary and PowerPoint presentation on the report's highlights can be viewed and downloaded from the Faculty Affairs website (www.faculty.harvard.edu).

Two University-wide committees reviewed the survey instrument, the Advisory Group for Metrics and Analysis (comprised of leading quantitative social scientists from three schools) and the University Committee on Faculty Development and Diversity (faculty and administrators appointed by the deans to act as liaisons between the Schools and the Office of FD&D). Several of the report's most notable findings are provided on the next page.

Advisory Group on Metrics and Analysis (AGMA), Academic Year 2008

Sunshine Hillygus, *Frederick S. Danziger*
Associate Professor of Government, FAS

Lawrence Katz, *Elisabeth Allison* Professor of Economics, FAS

Donna Spiegelman, *Professor of Epidemiologic Methods, SPH*

Alan Zaslavsky, *Professor of Health Care Policy, HMS*

→ **Data & Metrics** Highlights from the full faculty climate survey from AY 2007**Satisfaction:**

- Overall, 85 percent of the faculty are at least “somewhat satisfied” with being faculty members at Harvard, and 80 percent are at least “somewhat satisfied” with their Schools
- Tenure-track faculty are less satisfied than tenured faculty with Harvard and their individual Schools
- Women are less satisfied than men with Harvard and their individual Schools

Atmosphere:

The Atmosphere section of the survey explores the extent to which faculty find their colleagues to be collegial, collaborative, and respectful of their work. Together these factors help to explain whether faculty feel comfortable working in their departments or, in general, find that their departments are a “good fit” for them.

- Seventy percent of the faculty agree to some extent with the statement: “My department is a good fit for me”
- Tenured and tenure-track women find their departments to be less of a good fit than their male counterparts do
- Tenure-track women feel that their departments are less of a good fit for them than do tenured women

Since March, the Senior Vice Provost, the Assistant Provost, and members of the University Committee on FD&D have presented the Climate Survey results to several Schools, women’s committees, and other faculty groups. Several Schools have already used the Survey’s data to alter or refine practices and policies. Further School-specific details are provided in the School-based Activities chapter.

PRE-TENURE LADDER MINORITY FACULTY STUDY

Although the faculty climate survey provided a quantitative overview of the University climate and faculty experience, it was difficult to glean more detailed information about the experiences of minority faculty because of their small numbers. Yet, anecdotal information suggests that experiences of minority faculty may be different from their non-minority counterparts. Consequently, the Office of FD&D is in the process of conducting a qualitative study of tenure-track minority faculty from the FAS, GSE, and HMS Quad, to understand issues that may uniquely affect them. This systematic study of pre-tenure ladder minority faculty will yield data that will allow the University to better understand the concerns of this group. Interviews with pre-tenure ladder minority faculty began in May and will continue through September 2008.

Faculty Climate Survey: Junior Faculty Concerns

The survey results highlight several issues of particular concern for junior faculty:

- **Mentoring:** A majority of the tenure-track faculty find mentoring in several areas to be “inadequate” or “barely adequate”
- **Tenure:** Only one-third of the tenure-track faculty, compared to two-thirds of the tenured faculty, consider the criteria for tenure and the feedback junior faculty receive about their tenure prospects to be clear. Women find both of these issues to be less clear than men
- **Hiring and Retention:** Almost half of the tenure-track faculty report being “somewhat” or “very” likely to leave Harvard in the time between their first appointment and promotion to associate—with 56 percent of tenure-track women and 40 percent of tenure-track men of this opinion. The main reasons tenure-track faculty have considered leaving Harvard are to improve their prospects for tenure and to find a more supportive work environment
- **Life Outside Harvard:** Almost half of tenure-track faculty and nearly half of all women agree that caregiving and/or other domestic responsibilities have had a negative impact on their careers, compared to only about a quarter of tenured faculty and a quarter of all men

→ Institutional Role of the Office of FD&D

The Office of Faculty Development & Diversity serves a crucial institutional function by reviewing faculty appointments and acting as a resource for faculty affairs issues across all Schools. Moreover, in the past three years, the Office has launched several programs, including the Harvard College Program for Research in Science and Engineering, Research Enabling Grants, Dependent Care Fund for Short-term Professional Travel, and New England Higher Education Recruitment Consortium, all of which are entering the third (and final) year of their pilot phases.

In academic year 2008, the Office moved out of its start-up phase and organized its functional and programmatic responsibilities within the following five “buckets”:

- Providing accountability for faculty development and diversity by collecting, analyzing, and reporting on faculty data (as discussed in the Data & Metrics section)
- Acting as a resource for Schools and units across the University to sustain improvement in diversifying Harvard’s faculty
- Coordinating University-wide initiatives to make substantial gains in diversifying Harvard’s faculty
- Serving as the central administration’s faculty affairs office in the Office of the Provost
- Fostering intellectual leadership on issues of faculty development and diversity by producing reports and working with peer institutions across the country

University Committee on Faculty Development and Diversity, Academic Year 2008

Evelynn Hammonds, *Chair, Barbara Gutmann Rosenkrantz Professor of the History of Science and of African and African American Studies; Senior Vice Provost for Faculty Development and Diversity*

Iris Bohnet, *Professor of Public Policy, Faculty Chair Women and Public Policy Program*

Janice Hammond, *Jesse Phillips Professor of Manufacturing; Senior Associate Dean, Director of Faculty Planning, Harvard Business School*

Daphne Layton, *Associate Dean for Curriculum and Faculty Appointments, Graduate School of Education*

Ellice Lieberman, *Professor of Obstetrics, Gynecology, and Reproductive Biology, Harvard Medical School; Professor in the Department of Society, Human Development and Health, Harvard School of Public Health; Dean for Faculty Affairs, Harvard Medical School*

Toshiko Mori, *Robert P. Hubbard Professor in the Practice of Architecture, Graduate School of Design*

Stephanie Paulsell, *Amory Houghton Professor of the Practice of Ministry Studies, Harvard Divinity School*

Deborah Prothrow-Stith, *Henry Pickering Walcott Professor of the Practice of Public Health and Associate Dean of Diversity, School of Public Health*

Jeannie Suk, *Assistant Professor of Law, Harvard Law School*

Rebecca Wasserman, *Assistant Dean for Academic Affairs, Faculty of Arts and Sciences*

→ Institutional Role of the Office of FD&D Resources to sustain improvement

The Office of Faculty Development and Diversity (FD&D) has served as a resource for Schools and units, to sustain improvement in diversifying Harvard's faculty by providing supports for Schools' strategic planning, offering a University-wide perspective on diversity efforts, and funding faculty development and diversity initiatives with seed grants.

UNIVERSITY COMMITTEE ON FACULTY DEVELOPMENT AND DIVERSITY

The University Committee on Faculty Development and Diversity (FD&D Committee), chaired by the Senior Vice Provost, has consisted of senior faculty and administrators who work with their Deans, department chairs, faculty and staff leaders, and other colleagues to address issues related to faculty development and diversity within each School. The FD&D Committee has met monthly to review programming and progress within their Schools and to share practices from across the University.

HARVARD COLLEGE PROGRAM FOR RESEARCH IN SCIENCE AND ENGINEERING (PRISE)

The Harvard College Program for Research in Science and Engineering (PRISE) was created at the recommendation of the 2005 Task Force on Women in Science and Engineering (WISE), to establish a stimulating, collegial, and diverse residential community for Harvard undergraduates engaged in summer research in life science, physical science, applied science, mathematics, and engineering.

PRISE is a 10-week program for students working with Harvard faculty in relevant academic departments and research centers in the Faculty of Arts and Sciences, as well as program directors and principal investigators in the Harvard Medical School, the School of Public Health, affiliated research institutes and hospitals, and other academic units throughout the University.

→ Institutional Role of the Office of FD&D Resources to sustain improvement

In its first summer, 119 student Fellows lived in Leverett House and participated in organized evening and weekend activities, which included seminars on research ethics, fellowship application and résumé writing, public speaking and scientific presentations, graduate school applications, postgraduate career options, and a distinguished speaker series. (The PRISE website provides complete program information.) In academic years 2007 and 2008, 139 Fellows and 134 Fellows were selected, respectively, (see table below).

The Office of FD&D engaged the American Association for the Advancement of Science (AAAS) to determine the effectiveness of PRISE, and, in the past two years, has found that participating Fellows had overwhelmingly positive reports on their PRISE experiences. Currently, the 2008 assessment is underway, and a longitudinal study to determine the program's long-range impact on the Fellows' careers in science is planned also. PRISE Fellows will be measured against a control group of other Harvard undergraduates conducting scientific research over the summer to continue to assess the program's effect on students' participation in research science over the long-term.

Summer 2008 will be PRISE's third and final year as a pilot program funded by the Provost's Office. Given the program's unqualified success (and demonstrated benefits to the undergraduate scientific community at Harvard), the Provost's Office will transition full financial and administrative responsibility to Harvard College.

PRISE APPLICANTS DEMOGRAPHIC DATA¹⁷

	AY06		AY07		AY08	
	#	%	#	%	#	%
Female	100	54%	119	45%	100	50%
Male	85	46%	146	55%	101	50%
Total	185		265		201	
Freshman	56	30%	83	31%	79	39%
Sophomore	56	30%	87	33%	55	28%
Junior	73	40%	95	36%	67	33%
Asian	79	42%	113	43%	77	38%
Black	11	6%	14	5%	13	7%
Hispanic	14	8%	21	8%	12	6%
Native American	0	0%	1	0%	0	0%
Other	14	8%	22	8%	16	8%
White	62	33%	90	34%	75	37%
Unknown	5	3%	4	2%	8	4%

PRISE SELECTED FELLOWS DEMOGRAPHIC DATA¹⁷

	AY06		AY07		AY08	
	#	%	#	%	#	%
Female	78	61%	68	49%	66	49%
Male	50	39%	71	51%	68	51%
Total	128		139		134	
Freshman	39	30%	44	32%	55	41%
Sophomore	37	29%	39	28%	27	20%
Junior	52	41%	56	40%	52	39%
Asian	53	41%	54	39%	53	40%
Black	10	8%	9	6%	5	4%
Hispanic	9	7%	17	12%	10	7%
Native American	0	0%	1	1%	0	0%
Other	10	8%	11	8%	13	10%
White	42	33%	47	34%	47	35%
Unknown	4	3%	0	0%	6	4%

¹⁷In fall 2007, of the undergraduates concentrating in the natural sciences and engineering 44 percent were female and 56 percent were male. 24 percent were Asian/Pacific Islander; 6 percent were Black, 6 percent were Hispanic; 1 percent were Native American; 12 percent were other, 40 percent were white; and 11 percent had an unknown race/ethnicity. Source: FAS Registrar.

→ Institutional Role of the Office of FD&D Resources to sustain improvement

LEADERSHIP ALLIANCE SUMMER RESEARCH OPPORTUNITIES AT HARVARD (SROH)

Summer Research Opportunities at Harvard (SROH) is a new program created by the Office of FD&D in close partnership with Robert Lue, Professor of the Practice in Molecular and Cellular Biology and Director of Life Sciences Education, and the Leadership Alliance, which is an academic consortium of 33 research and teaching colleges and universities. The Leadership Alliance works to support and develop underrepresented students as the next leaders and role models in academia, business, and the public sector.¹⁸

This eight-week program, which is being held in conjunction with the Harvard Summer School, is open to students who are considering Ph.D. careers in the life and physical sciences, who have already had at least one summer of experience in a research laboratory (or equivalent experience during term-time) and have taken at least one upper-level life sciences or physical sciences course.

The review committee selected five students for the program for summer 2008, representing five institutions: UC Los Angeles (Biochemistry), University of Iowa (Psychology), UC San Diego (Chemistry), University of Kansas (Biochemistry), University of Central Florida (Microbiology and Molecular Biology).

MARY FIESER POSTDOCTORAL FELLOWSHIPS

In November 2007, a study conducted by University of Oklahoma chemistry professor Donna Nelson found that while an increasing percentage of researchers from underrepresented minority groups are receiving Ph.D.s in science-related disciplines, the increases are not leading to improved numbers on the faculties of the top U.S. universities. Further, the study stated that the academic path from undergraduate degree to tenured faculty member loses underrepresented minorities at each step.

In January 2008, the Department of Chemistry and Chemical Biology (CCB) announced the creation of the Mary Fieser Postdoctoral Fellowships Program to promote the recruitment, development, and mentorship of women, members of groups underrepresented in areas across the chemical sciences, and other candidates who will increase diversity in these fields. Sponsored by CCB and the Office of FD&D, the program awarded eight fellowships in the spring of 2008. The fellows, who were selected by a committee of CCB faculty members, receive support for an initial period of one year with the potential for renewal of up to one year. The overarching goal is to increase the number of scholars who will contribute to academic diversity and excellence at Harvard and to higher education as a whole.

AAAS Assessment

The 2006 AAAS assessment reported that Fellows gave the program very high marks:

- More than 90 percent of Fellows reported feeling “like part of a community,” liking the mix of participants by year and concentration, and feeling very enthusiastic about the social activities
- More than 90 percent of the Fellows expect to continue their summer lab relationships, sustain their friendships with other PRISE students, and would recommend the program to others
- Three out of four would participate in PRISE again if given the opportunity

The 2007 evaluation yielded similar positive marks about the program’s ability to improve Fellows’ “connectedness” to the science community at Harvard. The assessment report also states that “PRISE students were ebullient about being part of the ‘PRISE residential community,’ liking the mix by class years and concentrations, enjoying the social activities, and appreciating the ‘entryway proctors’ and the organization and management of PRISE. Looking forward, PRISE students at the end of the summer overwhelmingly expected ‘to continue the relationships’ developed in the lab, and declared interest in participating in a PRISE alumni group.”

¹⁸For additional information about the Leadership Alliance, please visit their website:
<http://www.theleadershipalliance.org>

→ Institutional Role of the Office of FD&D Resources to sustain improvement

The fellowships honor the late Mary Fieser, a highly influential researcher in chemistry and associate in CCB for more than 60 years. Noted for her research on the chemistry of steroids and for the landmark 16-volume reference series, *Reagents of Organic Synthesis*, created with her husband, the late Louis Fieser (former Emery Professor of Organic Chemistry in CCB), Mrs. Fieser earned her A.B. at Bryn Mawr College and received a master's degree in organic chemistry from Radcliffe College in the 1930s. She was one of only three women pursuing graduate studies in chemistry at the time. Few women were able to pursue Ph.D. studies, and Mrs. Fieser instead joined her husband's laboratory to conduct independent research. Mrs. Fieser continued the *Reagents* series and remained a vibrant member of the Harvard chemistry community long after Prof. Fieser's death. She bequeathed much of her estate to CCB, where it has served many purposes, including sponsorship of the present program, with a significant contribution from the Office of FD&D.

→ Institutional Role of the Office of FD&D University-wide initiatives

The Office of Faculty Development and Diversity (FD&D) has worked with every School to coordinate University-wide initiatives that will make substantial gains in diversifying Harvard's faculty.

OFFICE FOR POSTDOCTORAL AFFAIRS

Opened in October 2006, the Office for Postdoctoral Affairs has established itself as the primary University-wide source of institutional information for this indispensable population. The office serves postdoctoral fellows in the Faculty of Arts and Sciences and the Cambridge-based Schools and is the liaison for postdoctoral services units in the Harvard Medical School and the Harvard School of Public Health.

Last year, the Postdoc Office held several focus groups, whose respondents underscored how information had been provided to postdoctoral fellows, especially incoming fellows, unevenly. After analyzing a variety of possible models, the first-ever institutional postdoctoral fellow orientation was held in October 2007. The orientation session consisted of a variety of presentations by administrative units. Presenters for the orientation, which will be held quarterly in academic year 2009, included representatives from the following offices:

- Office for Human Resources
- Harvard International Office
- University Ombudsman Office
- Center for Work/Life Resources
- Environmental Health and Safety
- FAS Human Subjects
- FAS Animal Subjects

The office continues to partner with other administrative and academic units to host nationally prominent speakers on subjects of interest to postdoctoral fellows. Additionally, the office coordinates professional development programming that includes monthly seminars on topics such as preparing for academic or private sector interviews, curriculum vitae and résumé writing, and public speaking.

Data from the National Postdoctoral Association (NPA)

The majority of postdocs will pursue, out of choice or necessity, non-academic careers. In 2003, employed science and engineering doctorates worked in the following sectors:

- Universities and four-year colleges, 44percent
- Other educational institutions, 3 percent
- Private for- or not-for-profit, 37 percent
- Government, 10 percent
- Self employed, 6 percent

In 2003, among science and engineering doctorate degree holders who received their degree four to six years previously, 20 percent were in tenure-track or tenured positions at four-year institutions of higher education. The rates varied for individuals in the following degree fields:

- Engineering, 16 percent
- Life Sciences, 18 percent
- Physical Sciences, 17 percent
- Social Sciences, 31 percent

Source: National Postdoctoral Association, 2007.

"Factsheet on Postdoctoral Scholars." Retrieved June 20, 2008 (<http://www.nationalpostdoc.org/atf/cf/%7B89152E81-F2CB-430C-B151-49D071AEB33E%7D/PostdocScholarsFactsheet.pdf>).

→ Institutional Role of the Office of FD&D University-wide Initiatives

In academic year 2008, the office launched two pilot programs: one allows postdoctoral fellows to obtain individual counseling sessions for career development matters; the other is a course that provides research ethics training, which is required by federal grant sources. Thus far, postdocs from across the University have responded positively to these pilots.

Perhaps most significantly, the Office for Postdoctoral Affairs has filled a crucial role in coordinating a course on Responsible Conduct in Research, which is required for Harvard labs to be in compliance with NIH and NSF requirements. The office continues to develop and formalize institutional guidelines for administrative processes. A University-wide committee has been charged with making recommendations to formalize recruiting and hiring practices, and also to define methodologies for collecting demographic data for official reporting purposes. The goal of this advisory working group is to more clearly delineate and understand the status of the postdoctoral population at Harvard.

JUNIOR FACULTY MENTORING PROGRAM

The Committee for the Equality of Women at Harvard (CEWH) has funded a University-wide project on mentoring for Harvard pre-tenure women faculty. The project's goal is to foster active mentoring relationships within an engaged, supportive network of women faculty, meeting a need identified by women faculty both anecdotally and through survey data. The CEWH Harvard Women Faculty Mentoring Project will consist of a series of seminars on matters of common concern to pre-tenure women faculty, developed and delivered under the aegis of the Office of FD&D, with the guidance of the representatives of the various Schools.

The effectiveness of program offerings will be evaluated periodically by the Office of FD&D, using established methodology to ensure continuous improvement. The project will also encourage dialogue and reflection among women faculty regarding the ways in which institutions can best serve their needs and concerns, as well as acknowledge their roles as essential and valued members of the academic community.

CHILD CARE

Harvard recognizes that increased child care supports are vital to recruiting and retaining the world's best scholars, and thereby vital to ensuring the University's preeminence.

Finding affordable, high-quality child care, which at first may appear to be a personal problem for individual families to solve, is also an institutional challenge in the world of higher education. Historically, employers (including universities) have taken responsibility for certain basic services, such as health insurance, as these have become essential to their ability to recruit workers,

→ Institutional Role of the Office of FD&D University-wide Initiatives

and therefore to operate. Child care is beginning to be understood as an operational support service, rather than an amenity. When Harvard's scholars struggle with child care inadequacies, the University faces a challenge to its competitive edge. Pressure to improve child care affordability and accessibility comes from peer institutions, whose combination of lower costs of living, more available child care, and more effective child care systems can lure faculty recruits. The best scholars have options and some will go where their families' needs are met.

In May 2005, the Task Force on Women Faculty underlined the importance of child care for the Harvard community and exposed the urgency of the problem. The Task Force's work accelerated the pace and raised the profile of child care development and improvement efforts on Harvard's campus. Since that time, the Office of Human Resources and the Office of FD&D, in consultation with individual Harvard faculties and units, have gathered and analyzed data on the history and structure of child care at Harvard and the needs of today's University community.

In June 2006, Harvard announced \$7.5 million in enhancements to its work/life offerings. These included several pilot programs to expand back-up child care options, improved financial supports, and a public commitment to increase the capacity of the campus child care system. Since then, Peabody Terrace Children's Center has been expanded by 25 slots; a child care center is planned for the First Science complex in Allston; and several pilot programs designed to address back-up child care needs are in place.

Although six child care centers operate in Harvard space, (now licensed to serve more than 381 children²⁰), in Harvard's case, insufficient child care center capacity is compounded by lack of control, since the Harvard-affiliated centers give preference to Harvard affiliates but historically have not had a formal mechanism for using child care as a recruitment tool. Moreover, the growth in Harvard-affiliated child care slots has not kept pace with the growth of the overall Harvard community over the last 20 years (see graphs on next page). Between 1985 and 2005, the number of child care slots grew from 317 to 354, an increase of 12 percent.²¹ Over the same period, the number of faculty increased by 14 percent; the number of graduate students increased by 31 percent; and the number of staff increased by 35 percent. In particular, child care capacity has not kept pace with the growth in women faculty and women graduate students, populations that have grown by over 70 percent in the last 20 years. Additional pressure must be brought to bear in order to increase the child care center capacity at Harvard.

Since 2006, Harvard has introduced several enhancements to existing programs and a number of pilot programs designed to fill gaps and test services and vendors. These fit into a strategic framework that is based on the following principles:

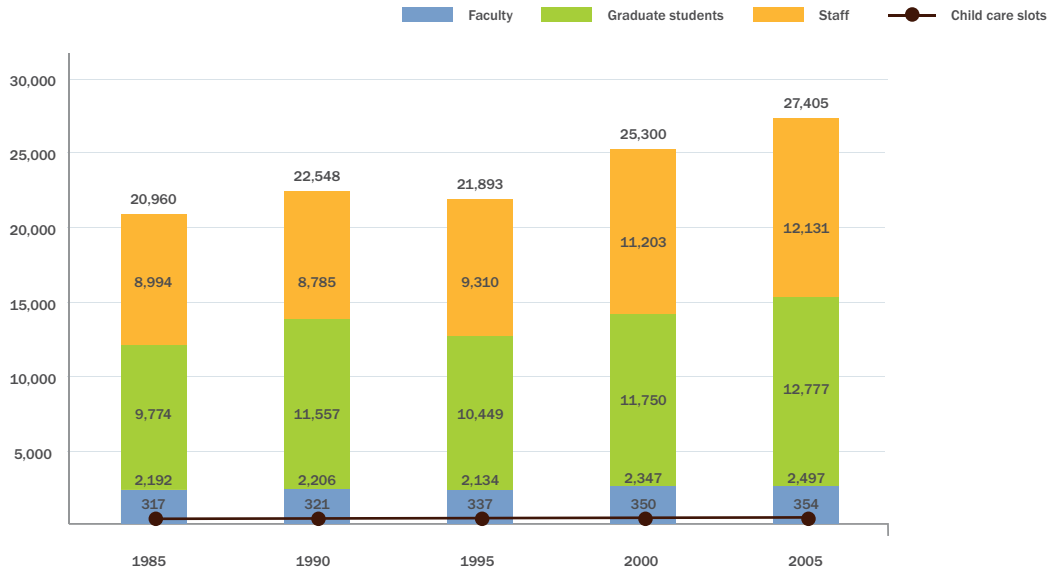
- Financial support is critical to families' abilities to access high-quality regular and back-up child care
- No one solution works for every family or every child, and educated child care choices are best made from among diverse options
- Economies of scale will defray but not eliminate the high cost of child care for today's working parents
- No single program meets all needs simultaneously but works in concert with other programs, workplace policies, and practices that balance the needs of children with the needs of the parents and the institution

²⁰In addition, Harvard Medical School and Harvard School of Public Health purchase 51 slots in two medical-area child care centers.

²¹Since 2005, the number of child care slots has increased to 381, for an increase of 20 percent since 1985 levels.

→ Institutional Role of the Office of FD&D University-wide Initiatives

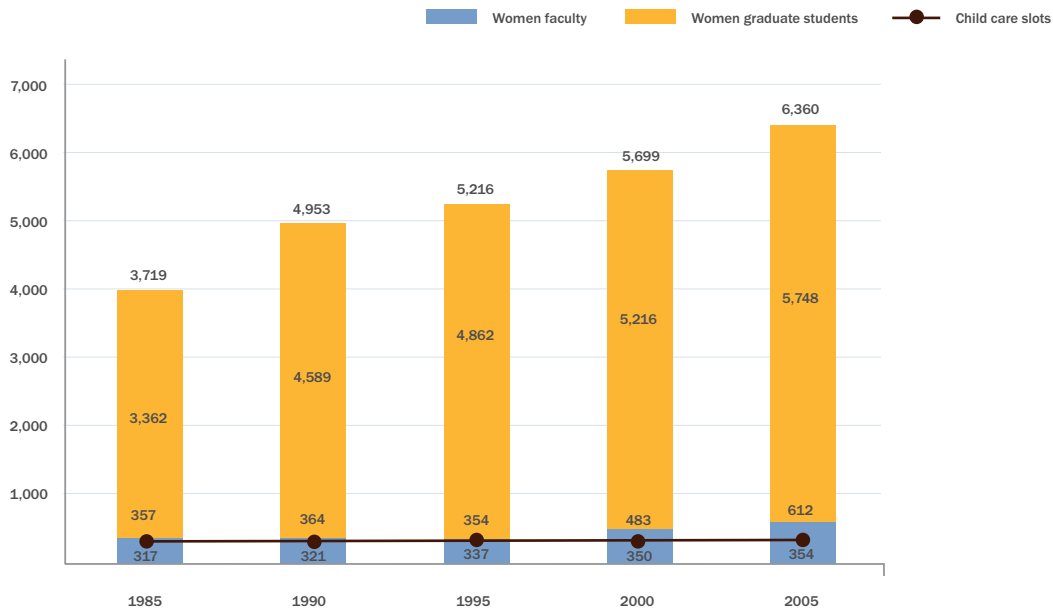
GROWTH OF HARVARD FACULTY, GRADUATE STUDENT, AND STAFF POPULATIONS COMPARED WITH HARVARD-AFFILIATED CHILD CARE SLOTS, 1985-2005



These counts exclude hospital-based faculty and staff. Harvard Medical School and Harvard School of Public Health purchase 51 slots in two medical-area child care centers.

Source: Human Resources.

GROWTH OF HARVARD WOMEN FACULTY AND WOMEN GRADUATE STUDENT POPULATIONS COMPARED WITH HARVARD-AFFILIATED CHILD CARE SLOTS, 1985-2005



1985 and 1990 data represent headcounts; 1995-2005 faculty data represent FTEs. Faculty counts do not include the Longwood Medical Area (HMS/HSDM, HSPH, or the affiliated hospitals). Harvard Medical School and Harvard School of Public Health purchase 51 slots in two medical-area child care centers.

Source: Office of Institutional Research.

→ Institutional Role of the Office of FD&D University-wide Initiatives

Harvard offers significant child care scholarship funding: in AY 2008, over \$2.5 million was distributed to faculty, postdoctoral fellows, doctoral students, exempt and non-exempt staff, and hourly workers. Harvard also provides a portfolio of other child care services, assisting staff, faculty, and students with the task of locating both regular child care and back-up (“gap care”) for children when regular arrangements are disrupted. These three areas—centers, scholarships, and gap-care—are the three pillars of Harvard’s child care strategy.

DEPENDENT CARE PILOTS

In September 2006, the Office launched two pilot programs intended to provide financial support to scholars who have child care or adult dependent care obligations, in order to give those scholars the support and flexibility necessary to fulfill the potential of their academic careers while also meeting the time demands of their families.

The Dependent Care Fund for Short-Term Professional Travel provides grants for junior faculty and postdoctoral fellows with dependent care responsibilities who need to travel for a professional event that will advance their academic careers. These grants are for up to \$1,000 per scholar per academic year and provide funding in advance to pay for the incremental dependent care costs associated with attending an academic conference or conducting off-site field research.

Research Enabling Grants are designed to support extremely talented junior faculty and postdoctoral fellows, who have the potential to become tenured faculty, and whose research would suffer if interrupted to attend to dependent care responsibilities. The competitive one-year grants can be used to hire additional staff, purchase equipment, or take dependents on extended field work.

→ Institutional Role of the Office of FD&D University-wide Initiatives

DEPENDENT CARE FUND, AY 2007²²

BY SCHOOL

	APPLICANTS		RECIPIENTS	
	#	\$	#	\$ ²³
FAS	27	19,208	24	21,604
HBS	1	144	1	202
GSE	1	580	1	812
HKS	1	1,525	1	2,135
HMS	5	4,217	3	2,660
SPH	1	1,000	1	1,400
Total	36	26,674	31	28,812

WITHIN FAS, BY FIELD

	APPLICANTS		RECIPIENTS	
	#	\$	#	\$ ²³
Humanities	6	3,622	6	4,077
Life Sciences	-	-	-	-
Physical Sciences	11	6,604	10	7,888
Social Sciences	10	8,982	8	9,639
Total	27	19,208	24	21,604

BY TITLE

	APPLICANTS		RECIPIENTS	
	#	\$	#	\$ ²³
Postdoctoral Fellow	5	4,528	3	3,549
Assistant Professor	16	11,725	15	14,492
Associate Professor	5	3,809	5	5,333
Other	10	6,612	8	5,439
Total	36	26,674	31	28,812

DEPENDENT CARE FUND, AY 2008²²

BY SCHOOL

	APPLICANTS		RECIPIENTS	
	#	\$	#	\$ ²³
FAS	18	14,760	17	17,374
GSD	2	2,065	2	2,631
HDS	1	690	1	966
GSE	2	1,060	2	1,484
HKS	4	4,972	4	5,544
HLS	2	531	2	743
HMS	6	5,259	6	6,663
SPH	10	10,713	9	10,921
Total	45	40,050	43	46,326

WITHIN FAS, BY FIELD

	APPLICANTS		RECIPIENTS	
	#	\$	#	\$ ²³
Humanities	4	3,700	4	4,760
Life Sciences	-	-	-	-
Physical Sciences	8	6,395	7	6,083
Social Sciences	6	4,665	6	6,531
Total	18	14,760	17	17,374

BY TITLE

	APPLICANTS		RECIPIENTS	
	#	\$	#	\$ ²³
Postdoctoral Fellow	12	10,278	10	11,119
Assistant Professor	12	7,736	12	10,410
Associate Professor	13	14,269	13	15,393
Other	8	7,767	8	9,404
Total	45	40,050	43	46,326

²²Applicant numbers represent individual applications. For individuals who applied more than once, each submitted application is counted.²³Because DCF awards are taxable income, awards are grossed up by 40 percent, in order for recipients to realize the full benefit of their grants.

→ Institutional Role of the Office of FD&D University-wide Initiatives

RESEARCH ENABLING GRANTS, AY 2007²⁴

BY SCHOOL

	APPLICANTS		RECIPIENTS	
	#	\$	#	\$
FAS	21	1,266,471	5	257,473
HMS	15	1,065,727	3	146,624
SPH	3	184,854	2	85,260
Total	39	2,517,052	10	489,357

RESEARCH ENABLING GRANTS, AY 2008²⁴

BY SCHOOL

	APPLICANTS		RECIPIENTS	
	#	\$	#	\$
FAS	21	1,144,139	9	309,595
GSD	1	53,507	-	-
HMS	14	900,384	4	194,032
SPH	10	574,456	3	105,632
Total	46	2,672,486	16	609,259

WITHIN FAS, BY FIELD

	APPLICANTS		RECIPIENTS	
	#	\$	#	\$
Humanities	-	-	-	-
Life Sciences	2	150,000	-	-
Physical Sciences	9	445,497	2	39,973
Social Sciences	10	670,974	3	217,500
Total	21	1,266,471	5	257,473

WITHIN FAS, BY FIELD

	APPLICANTS		RECIPIENTS	
	#	\$	#	\$
Humanities	3	150,798	3	117,016
Life Sciences	10	607,439	2	106,397
Physical Sciences	4	209,390	3	73,900
Social Sciences	4	176,512	1	12,282
Total	21	1,144,139	9	309,595

BY TITLE

	APPLICANTS		RECIPIENTS	
	#	\$	#	\$
Postdoctoral Fellow	9	485,134	3	107,910
Assistant Professor	17	1,119,722	3	131,168
Associate Professor	8	537,279	4	250,279
Other	5	374,917	-	-
Total	39	2,517,052	10	489,357

BY TITLE

	APPLICANTS		RECIPIENTS	
	#	\$	#	\$
Postdoctoral Fellow	15	895,420	2	124,510
Assistant Professor	25	1,448,401	11	394,449
Associate Professor	4	203,665	2	40,300
Other	2	125,000	1	50,000
Total	46	2,672,486	16	609,259

²⁴Applicant numbers represent individual applications. For individuals who applied more than once, each submitted application is counted.

→ Institutional Role of the Office of FD&D University-wide Initiatives

NEW ENGLAND HIGHER EDUCATION RECRUITMENT CONSORTIUM (NE HERC)

The New England Higher Education Recruitment Consortium (NE HERC) was established to help address academic recruitment issues, especially the challenge of recruiting dual-career couples. With over 400 faculty jobs and 3,800 staff jobs regularly posted on the website, the NE HERC provides additional resources for dual-career academic couples as well as a forum for presenting higher education as a major industry of choice for job seekers in the New England region.

Since its October 2006 launch, the NE HERC has grown from 25 to 61 diverse member institutions. The membership includes research institutions, teaching hospitals, state and community colleges, art and music schools, and includes 10 of the region's largest employers. With more faculty and staff jobs than the Chronicle of Higher Education or HigherEdJobs.com, the NE HERC is the largest higher education job board in New England. Currently, the website has nearly 4,000 registered users.

The NE HERC launched as the fourth HERC and has grown to become the largest regional HERC. There are now 11 HERC regions as well as a National HERC entity (www.nationalherc.org). HERC-wide jobs include over 3,900 faculty jobs and 9,300 staff jobs at 394 institutions in 16 states. At the national level, HERC secured a partnership with the American Council of Education.

Through subcommittee work and events such as the Diversity Roundtable, NE HERC members work collaboratively to identify strategies that address persistent recruitment and retention challenges. The NE HERC co-sponsored the 2008 Diversity Roundtable with Boston College and will co-sponsor a new faculty social event and the Metro New York/Southern CT HERC Diversity Conference, both in the fall of 2008.

The NE HERC also provides another avenue for advertising all of Harvard's open positions, while enhancing the diversity of the applicant pool. The NE HERC provides recruitment cost savings through job referrals and hires and by leveraging the membership's combined purchasing power and recently negotiated significant discounts on behalf of the membership with vendors such as Monster.com/Boston.com, Careerbuilder, JobFox, and Herald Hotjobs.

Harvard Schools have continued to use the NE HERC in their recruitment efforts. For example, between July 2007 and May 2008, the FAS offered positions to 48 junior and 23 senior faculty. Of that group, 15 junior and 10 senior faculty had partners working in higher education, and the FAS used NE HERC to identify opportunities for partners who were looking for new jobs.

NE HERC Statistics

- NE HERC's website regularly lists over 400 faculty and 3,800 staff positions
- Over 4,000 users have registered on the website
- More than half of the users hold an advanced degree
- Users have an approximately equal interest in searching for academic and administrative positions

→ Institutional Role of the Office of FD&D University-wide Initiatives

FD&D SPEAKER SERIES FUND

In academic year 2007, the Office of FD&D supported two speaker series, one on women, science, and society, and another on work/life challenges facing academics. This past year, the Office broadened the scope of events it sponsored and co-sponsored. To encourage cross-University conversations about issues of faculty development and diversity in higher education, the Office established the FD&D Speaker Series Fund, to afford student and faculty groups the opportunity to invite scholars to speak about issues that fall under the Office's mission. The Office of FD&D provided financial and administrative support to a number of groups throughout the year.

Women in Design (WiD), a student group at the Graduate School of Design, presented "Progress in Process," a symposium that examined the current state of women in the design fields. The symposium featured an exhibit displaying existing structures and networks at work for women in design worldwide. The large, graphical presentation represented the professional relationships of both GSD alumni and professors around the world. WiD also hosted four days of discussion in March and April 2008:

3/13/08 *Kickoff Panel: What is the role of a collective identity for women in design?*

Denise Scott Brown, Principle, VSBA; Liz Diller, Principle, Diller Scofidio + Renfro; Martha Schwartz, Principle, Martha Schwartz Partners; K. Michael Hays, Eliot Noyes Professor in Architectural Theory, GSD; Beverly Willis, architect and founder, Beverly Willis Architecture Foundation; Beatriz Colomina, Professor of History and Theory, Princeton University; Sylvia Lavin, Professor, University of California Los Angeles; Hilde Heynen, Constance E. Smith Fellow of Architectural History, Radcliffe University

3/14/08 *Women and International Practice*

Billie Tsien, Principle, Todd Williams Billie Tsien Architects; Farshid Moussavi, Principle, Foreign Office Architects; Anita Berrizbeitia, Associate Chair of Landscape Architecture, University of Pennsylvania; Susan Fainstein, Professor of Urban Planning, GSD

4/14/08 *The New Collaborative Practice*

Sheila Kennedy, Principle, Kennedy & Violich Architecture; Jesse Reiser, Principle, Reiser + Umemoto; Julie Bargmann, Associate Professor of Landscape Architecture, University of Virginia; Dorothee Imbert, Associate Professor of Landscape Architecture, GSD; Antoine Picon, Professor of Architecture, GSD

4/27/08 *Partnerships in Practice*

John Hong, Single Speed Design; Andrea Leers, Leers/Weinzapfel Architecture; Eve Blau, Architectural Historian; Monica Ponce de Leon, Office dA; Anuradha Matthur, Principle Mathur/da Cunha

→ Institutional Role of the Office of FD&D University-wide Initiatives

In April 2008, the Office of FD&D co-sponsored another GSD student group, Social Change and Activism (SoCA), who organized a one-day conference, “Our Communities: FuturePresent,” attended by a community of minority students and faculty in the field of design. The conference served to amplify discussion of the interrelationship between marginalized cultural environments, schools of architecture, and minority architects, to facilitate collaborations to increase diversity within landscape/architecture, urban planning, and design. The Office provided funds not only for the speakers and logistics, but also for student leaders across the country (presidents of school chapters of the National Organization of Minority Architecture Students), to enable them to travel to and attend the conference. Since the conference, several student attendees have contacted current GSD students to solicit their advice in planning ahead to apply to the GSD after completing college. The GSD anticipates that the event (and follow up discussions) will significantly enhance the School’s minority student recruitment efforts.

FuturePresent conference speakers included:

Derek Ham, Assistant Professor of Architecture, Florida A&M University

Clifton James, President and CEO, Clifton C. James & Associates

M. David Lee, Adjunct Professor in Planning and Urban Design, GSD

Steven Lewis, incoming President of the National Organization of Minority Architects (NOMA)

Craig Barton, Chair, Department of Architecture and Landscape Architecture, University of Virginia

Toni Griffin, Director of Community Development, City of Newark, NJ

Maurice Cox, Director of Design, National Endowment for the Arts

Jason Glenn, Assistant Professor of the History of Medicine, Institute for the Medical Humanities, University of Texas Medical Branch at Galveston

→ Institutional Role of the Office of FD&D University-wide Initiatives

The Office of FD&D also sponsored The Race and Ethnicity in the Study of Religion Speaker Series, which hosted:

10/22/07 Rudy Busto, Associate Professor of Asian/Pacific American & Chicano/Latino Religions at the University of California Santa Barbara, "Theorizing Race and Ethnicity in Theology and the Study of Religion"

3/6/08 Dr. Eddie Glaude, William S. Tod Professor of Religion and African American Studies at Princeton University, "The 'African' in African American Religion"

The Race and Ethnicity in the Study of Religion Speaker Series concluded in May 2008 with a two-day symposium, which featured several speakers, including:

David Carrasco, Neil L. Rudenstine Professor of the Study of Latin America, Faculty of Arts and Sciences

Evelynn Hammonds, Barbara Gutmann Rosenkrantz Professor of the History of Science and of African and African American Studies, and then-Senior Vice Provost for Faculty Development and Diversity

John L. Jackson, Richard Perry University Associate Professor of Communication and Anthropology, University of Pennsylvania

David Kyuman Kim, Associate Professor of Religious Studies, Director of the Center for the Comparative Study of Race and Ethnicity, Connecticut College

Stacey Floyd-Thomas, Associate Professor of Ethics and Director Black Church Studies at Brite Divinity School, Texas Christian University

Ronald Thiemann, Bussey Professor of Theology, Harvard Divinity School

Additional Events Co-sponsored by the Office of FD&D in Academic Year 2008

10/10/07 "Beyond Bias and Barriers," a symposium led by the Harvard Graduate Women in Science and Engineering (HGWISE)

11/6/07 "Domestic Partner Benefits Discussion Panel," Willis Emmons, Director of the C. Roland Christensen Center For Teaching & Learning and Senior Lecturer of Business Administration, HBS; Brad Epps, Professor of Romance Languages and Literatures and of Studies of Women, Gender, and Sexuality, FAS; Marilyn Hausammann, Vice President for Human Resources; Nancy Costikyan, Director of the Office for Work/Life Resources

12/13/07 "Of Canaries and Choirs: A Primer for Establishing Mentoring Relationships and Fostering Inclusion in the Sciences," John Matsui, Director of the Biology Scholars Program, University of California Berkeley

3/17/08 "Some Reflections on the Dearth of Women in Science," Ben Barres, Professor of Neurobiology, Developmental Biology, and Neurology, Stanford University

→ Institutional Role of the Office of FD&D Faculty Affairs

The Office of Faculty Development and Diversity (FD&D) has guided Harvard's institutional policies and guidelines in areas of faculty affairs, including faculty growth and diversity across all Schools through the review and analysis of faculty appointments, evaluation and implementation of University-wide programs outlined in the 2005 Women's Task Forces' recommendations, and adoption of existing and evolving successful strategies on faculty affairs. In addition, the Office has provided advocacy in matters regarding improved climate for women and underrepresented racial/ethnic groups.

PROVOST'S REVIEW COMMITTEE ON FACULTY APPOINTMENTS

In 2003, the University's Governing Boards instituted a central review process for faculty appointments. Since the position was created in July 2005, the Senior Vice Provost has chaired the Provost's Review Committee on Faculty Appointments, which each year reviews over 400 appointment files and School-based proposals for changes to faculty titles and related appointments criteria. The Committee focuses on the review of junior and term faculty appointments, paying close attention to each department and School's search, hiring, and promotion processes and practices.

NEW RESOURCES

In collaboration with the Bok Center Players, a new initiative of the Derek Bok Center for Teaching and Learning, the Office of FD&D developed an interactive theatre sketch based on the faculty hiring process. The new sketch, "The Right Fit," premiered at the welcome reception at the Advancing and Empowering Scholars conference hosted by the Office in April 2008.

→ Institutional Role of the Office of FD&D Faculty Affairs

To provide Schools and departments a window into the experience of junior scholars today, the Office of FD&D produced a 20-minute video entitled, “Advancing Scholars: Transforming the Academy through Faculty Development and Diversity.” The video, which also premiered at the Advancing and Empowering Scholars conference, illustrates many of the themes on which the Office focused in academic year 2008: dependent care, mentoring, and dual-career challenges facing junior scholars. Conference participants received copies of the video, and the full version is also available on the Office’s website: www.faculty.harvard.edu.

DUAL-CAREER RESEARCH INITIATIVE

With a generous gift from two College alumni, the Office of FD&D has launched the Dual-Career Research Initiative. In academic year 2008, the first of the three-year project, the Office of FD&D hosted another panel event on “The Two Body Problem: Dual-Career Couples in Higher Education” and conducted a benchmarking study, to determine the landscape of dual-career hiring programs and practices at Harvard’s peer institutions, as well as at a handful of other institutions with aggressive dual-career hiring initiatives.

→ Institutional Role of the Office of FD&D Intellectual Leadership

The following section outlines the Office of FD&D's work to generate new reports and tools to help faculty and administrators at Harvard (and other institutions) share ideas and strategies to tackle the challenges of recruiting, developing, promoting, and retaining the best scholars in the world. In addition to fostering these conversations at Harvard, this year the Office of FD&D hosted a national conference with institutional leaders from research universities, non-profit foundations, and federal agencies.

ADVANCING & EMPOWERING SCHOLARS CONFERENCE

In April 2008, the Office of FD&D hosted a national conference entitled "Advancing and Empowering Scholars: Transforming the Landscape of the American Academy through Faculty Diversity." Over 120 institutional leaders, representing more than 30 research universities, foundations, and federal agencies, gathered in Cambridge to address several important issues:

- Fostering an inclusive institutional climate
- Developing the talent pool
- Creating and sustaining mentoring networks
- Providing dependent care and work/life resources
- Determining creative solutions for dual-career couples
- Identifying benchmarks for success.

The conference opened on April 11, 2008 with a welcome reception that featured a performance of a new sketch, "The Right Fit," by the Bok Center Players, an initiative of the Derek Bok Center for Teaching and Learning. In collaboration with the Office of FD&D, the Bok Center developed an interactive theatre sketch based on a faculty search committee meeting at a fictional Ivy League university. Six actors presented a 15-minute skit that initiated a subsequent discussion between the audience and the actors, who remained in character throughout. The director facilitated a question and answer period between the audience and actors; and audience members were asked to consider alternative scenarios and make suggestions to improve the dynamic among the search committee. Audience members each received a packet of information including

→ Institutional Role of the Office of FD&D Intellectual Leadership

an overview of the characters and scenario in the sketch, a brief summary of resources for faculty search committees available on the Faculty Affairs website (www.faculty.harvard.edu), as well as recent articles on faculty hiring.

The conference continued throughout the weekend, and Bennett Boskey Professor of Law Lani Guinier and George M. Jaffin Professor of Law and Social Responsibility Susan Sturm (from Harvard Law School and Columbia Law School, respectively) delivered the keynote presentation, entitled “The Architecture of Inclusion.”

Others presentations included:

“Mentoring Programs in a Box?” Joanne Cohoon, Senior Research Scientist, National Center for Women and Information Technology; Telle Whitney, Co-founder, National Center for Women and Information Technology; CEO, the Anita Borg Institute

“Equalizing Mentoring Supports to Match Organizational Demands,” Eileen McGowan, Lecturer in the Graduate School of Education, Harvard University

“Providing Dependent Care and Work-Life Resources: Rebalancing the Work-Life Norm,” Joan Girgus, Professor of Psychology; Special Assistant to the Dean of the Faculty, Princeton University

“The Stanford Study: Dual-Career Academic Couples—What Universities Need to Know,” Andrea Henderson, Research Director, Michelle R. Clayman Institute for Gender Research, Stanford University; Londa Schiebinger, L. Hinds Professor of History of Science; Barbara D. Finberg Director of the Michelle R. Clayman Institute for Gender Research, Stanford University

“New Problems, New Practices: Dual Careers and Elite Institutions,” Jean Howard, George Delacorto Professor in the Humanities, Columbia University

“Transforming the Academy: A Paradigm Shift for Diversity,” Lydia English, Program Officer and Director of the Mellon Mays Undergraduate Fellowship Program, Andrew W. Mellon Foundation

“Developing a Talent Pool for Science: Pathways, Potential and Performance,” Shirley Malcom, Head of the Directorate for Education and Human Resources Programs, American Association for the Advancement of Science

“Identifying Benchmarks for Success: Diversifying the Faculty for the Next Generation,” Daryl Smith, Professor of Education and Psychology, Claremont Graduate University

Conference Participants

Thirty colleges, universities, foundations, and federal agencies attended the Advancing and Empowering Scholars conference in April 2008:

American Association for the Advancement of Science (AAAS)

American Council on Education

Andrew W. Mellon Foundation

Anita Borg Institute for Women and Technology

Boston University

Brown University

California Institute of Technology

Claremont Graduate University

Columbia University

Cornell University

Duke University

Harvard University

Massachusetts Institute of Technology

National Center for Women & Information Technology

National Science Foundation

New York University

Princeton University

Stanford University

University of California, Berkeley

University of Chicago

University of Colorado Boulder

University of Massachusetts Amherst

University of Michigan

University of North Carolina at Chapel Hill

University of Pennsylvania

University of Puget Sound

University of Virginia

University of Washington

Washington University in St. Louis

Wellesley College

Yale University

→ Institutional Role of the Office of FD&D Intellectual Leadership

By convening this audience of eminent scholars and practitioners of faculty diversity work, it was our goal to cultivate an active and stimulating “market-place” for participants to share ideas and trade strategies to tackle the challenges facing scholars today in our major research universities. The Office of FD&D plans to synthesize all of the notes from the conference proceedings and breakout discussions and then harvest the common themes, strategies, and resources. Subsequently, the Office will post these notes to its website, so that individuals at Harvard may continue these conversations throughout the coming year, sustaining the energy produced during the conference, while concomitantly engaging in these discussions across campuses throughout the country.

COACHE

The Collaborative on Academic Careers in Higher Education (COACHE) survey of tenure-track faculty was conducted in late fall of 2005 to provide benchmark data on faculty satisfaction comparable with data from peer institutions. Six major research universities participated in COACHE survey: Brown, Duke, Harvard, Stanford, the University of Virginia, and the University of North Carolina at Chapel Hill. Most institutions have now had ample opportunity to review and disseminate their results, discuss the implications, and initiate appropriate responses. Undoubtedly, each institution has also encountered some pockets of resistance and particularly difficult challenges.

With support from the Office of FD&D, COACHE staff convened all six universities to participate in a half-day workshop, which directly preceded the Advancing and Empowering Scholars conference. COACHE held a half-day workshop for leaders from all six universities. (In order to ensure a productive meeting, in the months before the conference COACHE staff visited each campus and conducted one-on-one interviews with department chairs, institutional COACHE representatives, and other key academic leaders.) In the workshop, 15 representatives from the various institutions discussed the experiences, successes, and obstacles the seven sites have had with the COACHE survey and reports. Additionally, participants walked through mini-cases on situations and challenges related to faculty diversity that each institution submitted in advance of the meeting. Finally, Richard Chait, Research Professor at the GSE and Co-Principal Investigator at COACHE, led workshop participants in a discussion of a non-fiction case study about the University of Oregon. Soon COACHE plans to release a summary report of the workshop’s discussion and the themes that emerged.

Institutional Role of the Office of FD&D Intellectual Leadership**MIT9**

In April 2007, Harvard organized the MIT9 annual meeting, which focused on challenges to and strategies for increasing the racial and ethnic diversity of every institution's science and engineering faculties. Presidents, provosts, deans, and senior faculty attended from the nine universities: California Institute of Technology, Harvard University, Massachusetts Institute of Technology, Princeton University, Stanford University, University of California, Berkeley, University of Michigan, University of Pennsylvania, and Yale University. In April 2008, the MIT9 institutional liaisons met directly after the conclusion of the Advancing and Empowering Scholars conference and decided that next year's meeting, which Stanford will host in May 2009, will focus on challenges facing the retention of diverse scholars in the academic pipeline, at the graduate, postdoctoral, and junior faculty ranks.

→ School-based Activities

Representatives who serve on the University Committee on Faculty Development and Diversity reported on the Schools' progress and accomplishments over the past academic year, as well as their challenges to advance faculty development and diversity going forward.

REPORTS ARE INCLUDED FROM THE FOLLOWING SCHOOLS:

- Faculty of Arts and Sciences
- Harvard Business School
- Graduate School of Design
- Harvard Divinity School
- Harvard Graduate School of Education
- Harvard Kennedy School
- Harvard Law School
- Harvard Medical School
- Harvard School of Public Health

Faculty of Arts and Sciences

Submitted by Rebecca Wassarman, *Assistant Dean for Academic Affairs*

Over the past two years, the Faculty of Arts and Sciences has worked to increase the efficiency of the faculty search protocol. In academic year 2008, approximately 100 faculty searches were conducted in the FAS.

Once a search is authorized, the department enters the position into the new Faculty HIRES system, a new, online tracking system that allows departments to track and report on candidates in a more systematic, automated way. As of this academic year, departments use Faculty HIRES to track candidate pools for ladder faculty searches and non-ladder faculty searches.

Once a department identifies candidates for a short list, the department submits to the relevant divisional dean a brief summary of the search process and the demographics of the applicant pool (as well as the demographics of the scholars within the field, overall). This juncture allows the divisional dean to consult with the Standing Committee on Women and others, and it provides a check-point in the search process. The divisional dean can authorize departments to move forward with inviting the short list candidates to interview, or alternatively, can ask departments to clarify the search process or to explore additional candidates.

Before a department makes an offer to the final candidate, it must submit an updated summary on the search process and the short-list candidates. These additional check points have been instrumental in ensuring increased attention to junior ladder faculty appointments, which are now considered tenure-track.

The FAS, in consultation with the Office of Faculty Development and Diversity, continues to develop resources to facilitate comprehensive senior faculty searches. Several departments have reached out for guidance, and the FAS Office for Faculty Affairs is working to develop tools for search committee chairs. Next year, the office endeavors to provide additional resources for cultivating and evaluating diverse applicant pools.

Harvard Business School

Submitted Janice Hammond, *Jesse Phillips Professor of Manufacturing; Senior Associate Dean for Faculty Planning*

Harvard Business School engages a broad range of senior faculty in the leadership of the School. The administrative structure that supports faculty recruiting and development includes, among others, a Deputy Dean and Senior Associate Deans who oversee School-wide processes and activities for faculty recruiting, planning, development, promotion reviews, and research; Directors of Research who provide mentoring and allocate research funding to individual faculty; unit heads who manage recruiting, mentoring, assignment planning, and intellectual life at the unit level; and a faculty chair for the Christensen Center for Teaching and Learning. These faculty leaders work together with Dean Jay Light to maintain an environment at the School where faculty at all ranks can be productive, engaged, and successful.

In August 2006, Dean Light established a Task Force on the Faculty, chaired by Professor Srikant Datar, Senior Associate Dean, and comprising 14 senior faculty members. The Task Force was charged with thinking creatively about the ways in which the School supports faculty throughout their careers. A broad range of faculty-related processes and activities were examined, including recruiting, mentoring and development, promotion reviews, engaging and leveraging the faculty, and retirement. During the 2007-08 academic year, efforts focused on implementation of actions designed to address issues that emerged from the Task Force's findings and from the University climate surveys.

FACULTY RECRUITING

As a result of the Task Force's work, a number of enhancements were made to the offer package for assistant professors in 2006-07, including guaranteed research support, a teaching load reduction, and career services assistance for accompanying partners. To further enhance relocation assistance, a pilot program was launched in 2007-08 to provide the services of an educational consultant to prospective and new tenured and tenure-track faculty to assist them in identifying Boston-area public and/or independent schools for their children.

Faculty diversity continues to be an area of focus at both the School-wide and unit levels. For the 2007-08 recruiting season, 36 percent of those who accepted tenure-track offers are women and 36 percent are minorities.

→ School-based Activities Harvard Business School

Also in 2007-08, a new policy was established to increase the number of women and underrepresented minorities being considered for assistant professor positions. Units evaluate applications and develop a final pool from which a limited number of invitations are extended for on-campus interviews. Units now invite all women and underrepresented minorities who are in that final pool, even if it requires adding seminar slots to the recruiting schedule.

At the School-wide level, resources have been devoted to identifying potential lateral candidates at all ranks. For practitioner hiring, a pilot program will be launched in 2008-09 to explore the use of executive and/or board search firms in identifying possible candidates.

A new, full-time, Associate Director was added to the team of administrators supporting the Senior Associate Dean, Director of Faculty Recruiting, and unit recruiting activities.

FACULTY DEVELOPMENT

The Senior Associate Dean, Director of Faculty Planning conducted a series of analyses with the data from the 2007 University climate survey and led discussions about the results with senior faculty in governance roles at the School.

As part of the work of the Task Force on the Faculty, the tenured faculty reviewed and revised the HBS promotion standards. The Dean and Senior Associate Deans for Faculty Development meet annually with assistant and associate professors to discuss the promotions process.

As part of the annual reporting and planning process, faculty provided information about their mentoring relationships for research, teaching, course development and personal/career development. These data are used by the Senior Associate Dean, Director of Faculty Planning, Unit Heads, and Research Directors to ensure that junior faculty are receiving adequate mentoring across each of these important dimensions.

A new model for unit and unit head support was developed to enable unit heads and other unit senior faculty to enhance their focus on junior faculty development and the intellectual environment at the unit level. A new, full-time, director will implement and oversee this support structure.

In January 2007, the Division of Research and Faculty Development announced a new Global Research Fellowship. The fellowship provides an opportunity for two HBS faculty members per year to pursue in-depth research or course development projects outside the United States. The School provides full funding (including the costs of family accommodations and travel) for a three- to six-month stay. Two Global Research Fellows were named for 2007-08; one spent three months in Shanghai, and the other spent five months in Paris.

→ School-based Activities Harvard Business School

The Christensen Center for Teaching and Learning (CCTL) continues to play an important role in teaching skills development for faculty at all stages of career. In addition to its regular service offerings, a new faculty teaching seminar was piloted by the CCTL in 2007-08. Attendance was voluntary and open to new teaching faculty hired in 2006 and 2007. Sessions included an interactive discussion incorporating a framework presentation, vignettes based on classroom experience and/or classroom video excerpts. The seminar will be expanded in 2008-09.

In the MBA Program, the number of senior women faculty in section chair roles (a leadership role that guides a 90-person section of first-year MBA students) was increased and a diversity workshop for students was piloted. Also in 2007-08, a faculty committee was convened to plan a new mini-course for MBA students on the HBS learning model. The objective of the course, which will be taught by section chairs, will be to improve the learning environment for both students and faculty.

Periodic networking events for all HBS women faculty were held during the year.

CHILD CARE

HBS engaged an outside consultant in 2006-07 to assess the child care needs of faculty, staff and students and develop recommendations for ways in which the School might respond to these needs. In 2007-08, a large sample of junior faculty were individually interviewed as part of the overall assessment. As a result of this work, a plan was developed to expand the capacity of the Soldiers Field Park Childcare Center and provide better access for HBS faculty. The plan will be implemented in 2008-09.

Graduate School of Design

Submitted by Toshiko Mori, *Robert P. Hubbard Professor in the Practice of Architecture*

With the appointment of a new dean, goals and priorities related to faculty planning have shifted somewhat during academic year 2007-08. New searches at the senior level have been established towards the goal of a total of nine appointments within three years. One challenge for the school is funding these positions. There are several current faculty without named chairs, and these new appointments will add to those numbers. Meanwhile a number of senior faculty are choosing to retire, putting even more pressure on the need for new searches. Several assistant professor/associate professor searches are also in progress, and visiting faculty will be added who will help meet the goal of offering more cross-disciplinary courses.

In the short time he has been here, the new dean has initiated several practices to promote open discussion and planning related to faculty and the future of the departments through conversations that often include external experts. He has invited visitors who may be current candidates for positions, or who might potentially be considered at some point in the future, to give informal, brief lectures about their work. This has included several African Americans, a group that is very underrepresented in the faculty. He has also increased the FTE faculty allocations to each department so that several appointments can be made in each department, and a few across departments, beyond those typically offered. The newly formed "Dean's Committee on Diversity" has as one of its goals the recruitment and retention of more minority faculty. A second goal of increasing the number of underrepresented minorities in the student population, will help address the low number of several minority groups in the professions. The goal of increasing women faculty at both the junior and senior level continues.

A discussion has begun of promotion policies related to junior faculty, and the consideration of a tenure-track process that resembles those of other schools at Harvard. Creating a more transparent process of promotion, and considering ways to promote mentorship options have also been topics of concern raised by the junior faculty with the dean and in the Faculty Climate Survey, which served as a basis for their agenda with the visiting committee. The results of the survey will continue to be referenced in assessing policies and procedures related to junior faculty.

Harvard Divinity School

Submitted by Stephanie Paulsell, *Amory Houghton Professor of the Practice of Ministry Studies*

Harvard Divinity School welcomed three new colleagues to its faculty this year. Charles Adams, the William and Lucille Nickerson Professor of the Practice in Ethics and Ministry brings an expertise in traditions of African American preaching, urban ministry, and faith-based economic development. Susan Abraham, a scholar from South India whose work engages feminist and postcolonial theory, women's studies, and theology, joined us as an Assistant Professor in Women's Studies. Matthew Myer Boulton, a scholar whose work focuses on the relationship between theology, liturgical practice, and the arts, joined us as an Assistant Professor of Ministry Studies.

Two of our colleagues were promoted to Associate Professorships and another promoted to a Professorship with tenure.

We ran six searches for new faculty colleagues this year, three of which have been successfully completed and two of which have resulted in offers but not yet acceptances. The search for a new colleague in Latino/a Studies will remain open for the coming year.

In the midst of so many searches, it has been difficult to sustain intellectual engagement with one another, an issue that surfaced in the 2006-2007 faculty survey. Three significant faculty conversations provided avenues for nurturing the intellectual life of the School: the Center for the Study of World Religions offered a series of faculty conversations on the work of individual faculty members throughout the year; the Religion and Society area sponsored a year-long colloquium on race and ethnicity in the study of religion which drew faculty and graduate students from HDS and FAS; and the HDS Faculty Council and Standing Committee on Diversity brought to the faculty a proposal to the Faculty Diversity and Development Pilot Fund for a postdoctoral program in race, class and ethnicity in the study of religion which initiated conversations about how we, as a faculty, might provide mentoring and support for scholars working in this area.

Although these conversations have been rich and productive, HDS faculty continue to feel that faculty workload imperils the intellectual life of the School. At a discussion of the 2006-2007 faculty survey in May, the dean proposed a task force on faculty workload to address these issues.

The HDS Faculty Council developed a mentoring plan for junior faculty that we will implement next year. Each non-tenured member of our faculty will be assigned a mentor from the senior faculty in the coming year to provide assistance in the development of the mentee's scholarly work; to advise the mentee about leaves and grant proposals; and to be available to the mentee as a friendly colleague for discussion of any problems or issues that might arise with regard to teaching, advising, committee work, scholarship, and the broader life of the School.

Harvard Graduate School of Education

Submitted by Daphne Layton, *Associate Dean for Curriculum and Faculty Appointments*

ACCOMPLISHMENTS THIS YEAR

The 2007-08 academic year is one in which HGSE made important progress related to faculty development and diversity.

Among the most important developments of the year was the adoption by the Senior Faculty of a new Policy on the Review and Promotion of Tenure-Track Faculty Through Promotion to Full Professor with Tenure. A major goal of this policy is to provide greater clarity, transparency, and support to junior faculty concerning the promotion and tenure process. This policy, which was developed by the Faculty Appointments Committee working with the Dean's Office, was approved by the Senior Faculty on January 28, 2008. The new policy establishes a clear process for the review of associate professors for promotion to tenure. Importantly for a professional school, the policy also revises the criteria for appointments and promotions to add "relevance and potential importance of work to education policy and practice."

The School is also working to improve the mentoring of new junior faculty. As part of an effort to provide better support and more clear, constructive, consistent and systematic feedback and advice to junior faculty members at HGSE, the Faculty Appointments Committee (FAC) implemented a pilot test of a new annual "advisory" review process for Assistant and Associate Professors. The goal of the annual review process is to help keep junior faculty members "on track" toward appointment milestones such as promotion or tenure. The review is designed, in a global way, to flag areas of strength as well as areas that may need attention in a faculty member's research, teaching, and/or service. After reviewing CVs and brief statements submitted by the junior faculty, the FAC discussed its impressions with the full Senior Faculty (and solicited additional input from colleagues). Individual members of the FAC then met with junior faculty following the reviews to convey feedback. The initial response from junior faculty has been positive, and we plan to continue the process next year.

Our initial faculty recruitment efforts this year have yielded two new scholars of color, and we hope to recruit more before the season is ended. We are proud that of 16 search candidates brought to campus over the course of the year, 10 were scholars of color and nine were women.

CHALLENGES FOR THE FUTURE

HCSE will continue to address the following challenges going forward. We must make excellent new faculty appointments as we renew and grow our faculty. We seek to diversify our faculty at all levels, especially the Senior Faculty. We seek to provide better mentoring and support to junior faculty so that they have a higher chance of succeeding at HCSE over the long term than was usually the case in the past. We need to revisit our faculty workload model to accommodate our evolving mission as a professional school, including the increasing imperative of engaging more deeply in work with practitioners, schools and other education organizations, and other schools at Harvard. Finally, despite the fact that among Harvard's schools, HCSE has the highest percentage of women faculty who are tenured and who are tenure-track, the recently released Faculty Climate survey revealed a large "gender gap" in faculty satisfaction. We hope to understand the dynamics that led to this surprising finding.

Harvard Kennedy School

Submitted by Iris Bohnet, *Professor of Public Policy, Faculty Chair Women and Public Policy Program*

In AY07/08, the Harvard Kennedy School focused on learning from the Harvard Faculty Climate Survey, which was conducted in the winter of 2006/07, and on examining and introducing appropriate policies and practices addressing the faculty's concerns. Thirty tenured, 17 tenure-track, and 48 non-ladder faculty participated in the survey (response rates: 65 percent, 74 percent, 63 percent, respectively). There were no significant differences in overall satisfaction between women and men, or between tenured and non-ladder faculty at HKS. The result that stood out was the gap between tenured and tenure-track faculty, with the junior faculty being less satisfied with being a faculty member at Harvard and at HKS than the senior faculty. In particular, tenure-track faculty members were much less satisfied with mentoring, the tenure process and the atmosphere of their primary unit at the school.

In order to address these concerns, the following steps were taken:

1. HKS's FD&D representative presented the survey results to Deans Ellwood and Bane, and their leadership team and, based on the research on mentoring presented to the FD&D Committee this year and practices successfully implemented in other schools and departments at Harvard, made suggestions for possible interventions.
2. The FD&D representative then met with the tenure-track faculty members to discuss the survey results and invite suggestions for change. The meeting was very productive and resulted in six specific suggestions (presented below).
3. Dean Ellwood invited the FD&D representative and a number of tenure-track faculty to the meeting with the Kennedy School's visiting committee to further discuss the survey results and get its input.
4. Finally, Deans Ellwood and Bane met with the tenure-track faculty, together with the FD&D representative, to discuss their suggestions for improvement and address questions regarding the tenure process.

→ School-based Activities Harvard Kennedy School

The following steps will be taken at HKS to increase the satisfaction of tenure-track faculty members:

Feedback on performance will be given earlier than has been the case so far (namely, during the review for associate professor in years 4/5). Specifically, at the end of Year 2, the junior faculty member will be invited to submit a small package containing a short summary of her/his work, some information on future plans, opportunities and challenges, the CV, and two papers. The material will be reviewed over the summer by two senior faculty members in the person's area, and detailed feedback, including on career planning, will be given at the beginning of Year 3.

More **opportunities to present and get feedback on work** (ideally, work-in-progress) will be given. In AY07/08, a new informal breakfast seminar was introduced for junior economists, and in AY08/09, a new seminar will be introduced in the area of Management & Leadership, focusing on Decision Making and Negotiation. The latter area is of particular concern for the school as there are more tenure-track and non-ladder faculty than tenured faculty in Management & Leadership, making it particularly challenging for the junior faculty to get advice on research in their area.

The Dean will continue meetings with the tenure-track faculty to **clarify the tenure process** and more generally, increase transparency and consistency over time.

The school **examines a somewhat more formal mentoring program** where junior faculty would select a group of senior faculty to act as mentors, which would be recognized in their workload. No such program has been introduced yet, as the tenure-track faculty members' needs varied by discipline, with some junior faculty members not wanting such a program, others a program focusing on research and yet others focusing on the intersection of teaching and research.

The school also **examines ways to change the "atmosphere"** at HKS, and in particular, would like to foster better relationships between tenure-track and tenured faculty members. A suggestion that the tenure-track faculty made was a "take a senior faculty to lunch on the dean"-program. The school may experiment with this approach next year.

Finally, Dean Ellwood and the leadership at HKS agree that we should try harder to **recognize achievements**, both in research and teaching, with public praise, thank-you notes and other signs of appreciation, to decrease the anonymity and loneliness that some junior faculty members are experiencing. Generally, Dean Ellwood said that he would like to create a culture that signals that "we are in this together."

Harvard Law School

Submitted by Jeannie Suk, *Assistant Professor of Law*

CLIMATE SURVEY

Dean Kagan circulated to the faculty a memo discussing findings of the Faculty Climate Survey and copies of highlights from the survey.

MENTORING

Dean Kagan plans to implement several proposals with respect to junior faculty that came out of the discussions in the FD&D mentoring working group, including:

1. Funds for junior faculty to go to lunch as a group several times a semester.
2. Opening session for junior faculty members during the summer to discuss teaching and mentorship. We will meet as a group over one day. Several successful teachers will discuss classroom techniques and share experience and advice on Socratic teaching. We will also discuss how juniors can most effectively seek mentoring and guidance from senior colleagues on their scholarship.
3. Experienced teachers who wish to will have an ongoing open door policy for junior faculty who want to observe their teaching any time. This is intended to make it easier for juniors to visit classes and get ideas for teaching without feeling that they might be intruding.
4. The Dean will consider other ways to facilitate mentoring, including funds for lunch between a junior and a senior faculty member to talk about scholarship or teaching.
5. In September the number of junior faculty will rise to 10. We are thinking about starting a regular junior faculty lunch group for discussing our early work and paper ideas.

CHALLENGES

HLS continues to try to appoint and recruit women and minority professors, at both junior and senior levels. This year HLS successfully recruited Ann Alstott, a senior tax scholar from Yale Law School.

Harvard Medical School

Submitted by Ellice Lieberman, *Professor of Obstetrics, Gynecology, and Reproductive Biology, Harvard Medical School; Professor in the Department of Society, Human Development and Health, Harvard School of Public Health; Dean for Faculty Affairs, Harvard Medical School*

HMS, under the leadership of Dean Jeffrey Flier, has been actively addressing issues related to faculty development and diversity. Below are some examples of new and ongoing activities and accomplishments:

New promotion criteria: The new promotion criteria being implemented by HMS explicitly reward faculty for leadership activities that enhance diversity of our faculty, trainees and students. In addition, the more detailed description of the metrics by which candidates will be evaluated for promotion and an extensive, multimedia educational program about the criteria, may benefit groups such as women and underrepresented minorities, who tend to benefit less from informal networks.

Climate survey: Dr. Evelyn Hammonds presented the results of the Climate Survey to a meeting of the Heads of the Preclinical Departments chaired by Dean Flier and attended by Dean for Faculty Affairs Ellice Lieberman and Dean for Diversity and Community Partnership Joan Reede. The implications of the results were discussed and plans were made for a follow-up meeting in which search strategies for increasing the diversity of the basic science faculty would be discussed.

Leadership Course: The HMS Office for Faculty Affairs, in collaboration with its affiliated hospitals, offers an annual, three-day Leadership Courses for junior faculty at the early stages of leadership who exhibit potential for further advancement. Of the 60 faculty members enrolled this year, 29 were women and 13 were minority faculty.

Office for Diversity and Community Partnership (DCP): To help advance the career development of junior faculty, DCP and its Minority Faculty Development Program continues to offer leadership and career development programs for junior faculty at HMS/HSDM, particularly underrepresented minority individuals. In addition, DCP offers three fellowships focused on leadership and minority health. All alumni from these programs are actively engaged in policy, research, or service delivery targeting minority health issues. Of the 80 fellowship alumni, 16 currently hold faculty of medicine appointments. To address pipeline issues in medicine and science, DCP's program include those that aim to develop minority pre-professional school students' interest in careers in science and medicine and assist medical and graduate students and fellows to develop skills needed for success in academe.

→ **School-based Activities** Harvard Medical School

Joint Committee on the Status of Women (JCSW): The JCSW is celebrating its 35th year with numerous activities that benefit women at HMS. The group published an article on the differences between men and women with regard to grant applications and funding. The group is engaged in active dialog with the Dean about issues related to the challenges faced by women at HMS and is participating in a consortium of women's groups from across the University. Members of the group were also active participants in the Advancing and Empowering Scholars program organized by the University Office for Faculty Development and Diversity this spring.

Shore Faculty Development Fellowships: The Office for Faculty Affairs also manages the Shore Fellowships, a program launched in 1996 to help junior faculty overcome personal obstacles to the advancement of their careers. The program provides \$30,000 for faculty that may fund time or personnel for academic endeavors. Since its inception, there have been over 500 awards and \$13 million awarded to junior faculty. In 2007, the program supported 94 faculty members.

Harvard School of Public Health

Submitted by Deborah Prothrow-Stith, *Henry Pickering Walcott Professor of the Practice of Public Health and Associate Dean of Diversity*

In October 2007, HSPH announced its new Office of Diversity and the appointment of Dr. Deborah Prothrow-Stith as its first associate dean for diversity. The new Office's mission is to initiate and support activities that increase diversity and promote cultural competency among members of the HSPH community. Its four areas of focus are:

1. recruitment strategies
2. cultural competency training
3. representing the HSPH's diversity agenda
4. monitoring and reporting on the status of diversity

The Office hosted its inaugural event on May 21, 2008 featuring Geraldo Rivera and his latest book, *HIS PANIC*, a treatise on immigration policy in the United States. As one of its first activities, the Office has created a faculty ambassadors program to enhance recruitment. Each ambassador will build a strong and consistent relationship with faculty and administrators at one historically-black college or university or minority-serving institution to represent and recruit for HSPH programs. The Faculty Diversity Committee, which hosts diversity lecturers and the Yerby Visiting Professorships (Dr. Shiriki Kumanyaka '06-'07), now falls under the auspices of the Office. The Committee's inaugural diversity lecturer, David Williams, PhD, is now the Florence Sprague Norman and Laura Smart Norman Professor of Public Health in the Department of Society, Human Development, and Health.

At HSPH, the Alonzo Smythe Yerby Postdoctoral Fellowship (named for the first and only African American to become a department chair) serves as a bridge between academic training and entry-level faculty positions in public health. A current HSPH African American assistant professor was hired from the Yerby program. In previous years, the program awarded up to five fellowships; however, this year six were awarded, carrying an annual salary of \$55,000 plus benefits.

→ **School-based Activities** Harvard School of Public Health

HSPH recruited a new faculty member in the Department of Health Policy and Management (HPM), increasing the number of tenured women at the school by one; the same department recruited a woman assistant professor as well. Several search committees have recommended women candidates who, if successfully recruited, are expected to join the faculty early in the next academic year.

The HSPH Committee on the Concerns of Women Faculty (CCWF—chaired by Professor Marianne Wessling-Resnick and Associate Professor Jonathan Levy) is a driving force behind several faculty initiatives, including recruitment, retention, and salary equity. The Committee hosted a luncheon series for graduate students and postdoctoral fellows to learn more about the current barriers that women face while pursuing and transitioning into academic careers. The CCWF also co-hosted an alumni panel series with the Office of Career Services to share information and help encourage female doctoral students and postdoctoral fellows to consider academic careers. The CCWF is overseeing a faculty salary analysis, under the direction of Professor Donna Spiegelman, and is developing faculty exit questionnaires that are expected to provide information about changes that could be made to improve retention.

Dean Barry R. Bloom created an ad hoc child care task force during the summer of 2007. Associate Professor Meredith Rosenthal chaired the task force and membership included staff, faculty, and HSPH and University administrators. The task force recommendations have led to the creation of a work/life liaison position, plans for a standing child care committee, collaborative efforts to obtain additional child care slots in the Longwood area, and a renewed presence in child care planning for Allston.

The Longwood Area ombudsperson, Linda Wilcox, gave an HSPH community forum and shared information about her office and the types of assistance she provides.

ACKNOWLEDGMENTS

The Office of Faculty Development and Diversity (FD&D) would like to thank many individuals and groups within Harvard and beyond.

The Task Force on Women Faculty and the Task Force on Women in Science and Engineering provided a necessary foundation as the Office of FD&D began its work. The 2005 Task Forces made possible the work that the Office continues today.

We are grateful to Nina Zipser, Dawn Brancati, Jason DeWitt, Ruth Loescher, Barbara Portner, Darrick Yee, the entire Office of Institutional Research, as well as data teams across the Schools for their insight and diligence. Their Herculean efforts on the University's first-ever full faculty climate survey are very much appreciated. The University has gleaned invaluable insights into the faculty experience at Harvard, and we look forward to collaborating on future faculty data collection and analysis.

We also wish to thank the following groups of colleagues who have supported us during our first three years: our faculty affairs colleagues across the Schools, as well as the members of the Corporation, members of the Board of Overseers, deans (academic and divisional deans, executive deans, administrative deans, finance deans, and deans of human resources), department chairs, our colleagues in the Offices of the President and Provost, the Office of the Governing Boards, the Office of Human Resources, the Office for Work/Life Resources, and the alumni who have supported our office.

We would like to acknowledge the members of the University Committee on Faculty Development and Diversity and their faculty and staff colleagues. The University is able to move forward because of their efforts to lead institutional change in this arena.

Finally, we would like to thank President Drew Faust as well as Provost Steven Hyman and former Presidents Lawrence Summers and Derek Bok. Their support has elevated faculty development and diversity to the highest level of University priorities. We look forward to many more years of collaboration with Harvard's leadership and with our myriad other constituents.

