



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

ANNUAL REPORT

2018



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Women

University-wide

30%

of all ladder faculty
(452 of 1494)

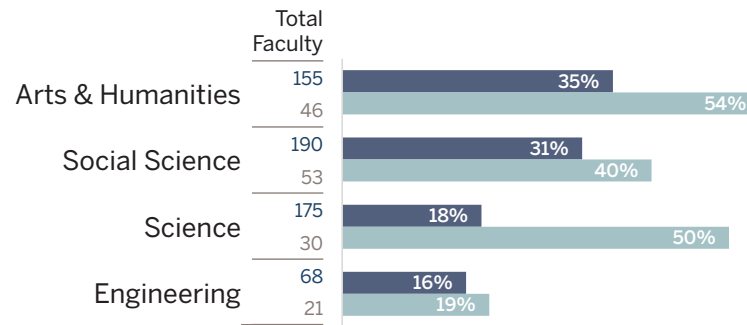
27%

of tenured faculty
(290 of 1091)

40%

of tenure-track faculty
(162 of 403)

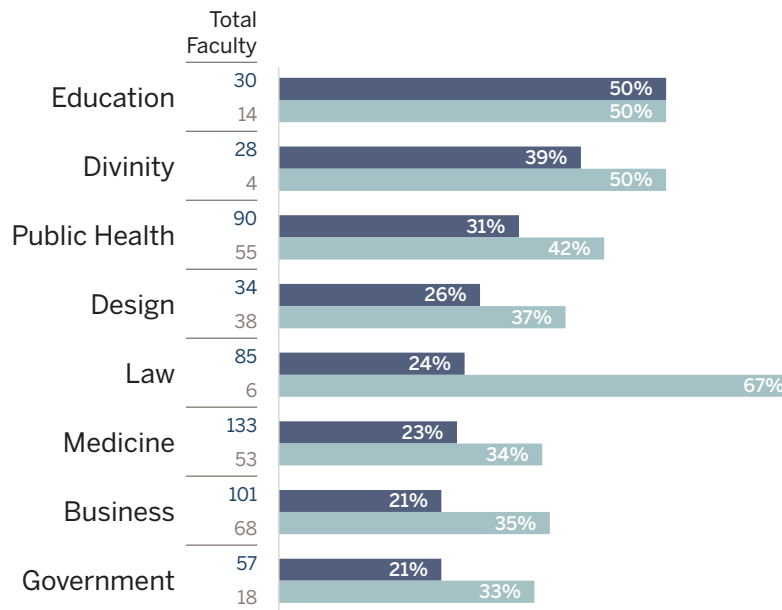
Faculty of Arts & Sciences



27%
of FAS tenured
faculty (157 of 588)

43%
of FAS tenure-track
faculty (65 of 150)

Professional Schools



1) Ladder faculty counts are as of 9/1/17 and may vary from those published by individual Schools due to differences in when data are pulled.

2) Ladder faculty with multiple appointments are counted once at the University level and once within each of their Schools. As such, the sum of the School counts will be greater than that of the University.

Minorities

University-wide

23%

of all ladder faculty
(343 of 1494)

Underrepresented
Minority (URM)

8%
of tenured faculty
(89 of 1091)

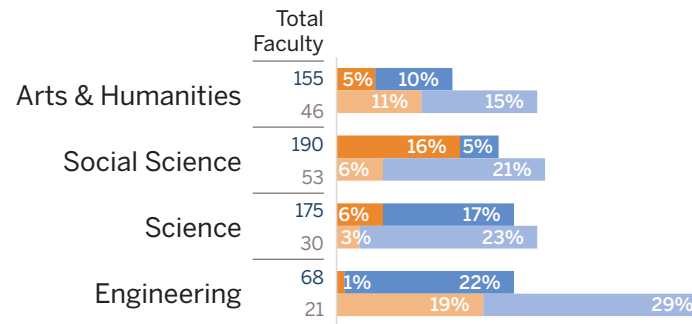
11%
of tenure-track faculty
(46 of 403)

Asian

11%
of tenured faculty
(124 of 1091)

21%
of tenure-track faculty
(84 of 403)

Faculty of Arts & Sciences



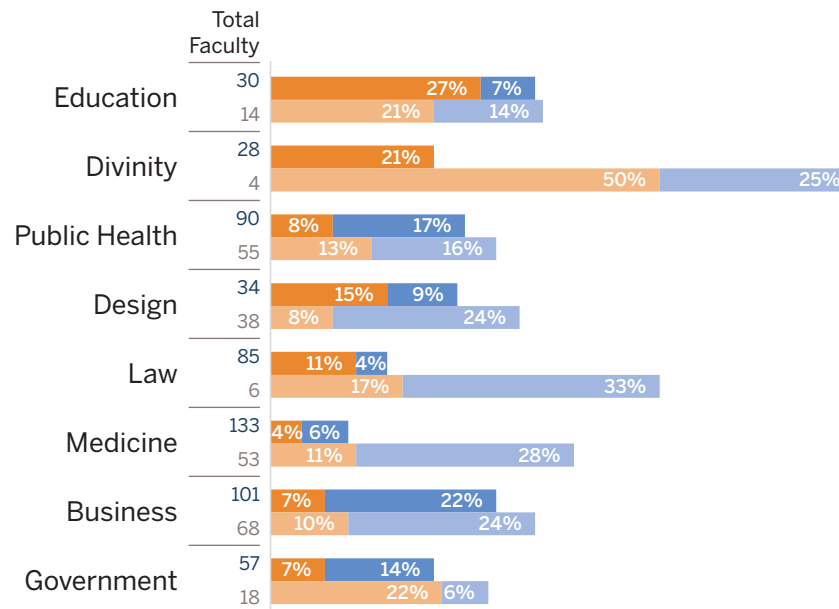
URM **9%**
of FAS tenured
faculty (50 of 588)

9%
of FAS tenure-track
faculty (13 of 150)

Asian **12%**
of FAS tenured
faculty (69 of 588)

21%
of FAS tenure-track
faculty (31 of 150)

Professional Schools



3) Tenured faculty include the ranks of tenured Professor, tenured Professor in Practice (in the Graduate School of Design), and Professor in Residence.

4) Tenure-track faculty include the ranks of Convertible Instructor, Assistant Professor, Associate Professor, Assistant Professor in Practice, and Associate Professor in Practice.

5) Clinical and hospital-affiliated faculty counts can be found in the longitudinal data section beginning on page 28.

Faculty of Arts and Sciences

In academic year (AY) 2016-17, the Faculty of Arts and Sciences (FAS) continued to strengthen and diversify the faculty through the recruitment of new faculty and the promotion, retention, and professional development of its members. In this section, we will review these efforts, including recent successes and areas in which we are looking for further improvement.

As of September 2017, the FAS includes 738 ladder faculty (up from 732 last year).¹ The FAS appointed 27 new ladder faculty in a wide variety of fields, including African American music, the history of modern East Asian science and technology, experimental condensed matter physics, and computational materials science, to name a few.

In addition, the FAS saw 21 ladder faculty depart and promoted nine tenure-track faculty to tenure.

The FAS continues to pay close attention to recruitment practices to ensure that we are selecting faculty from the broadest talent pools. We are

Figure 1: Ladder Faculty Counts in the FAS, Fall 1998 to Fall 2017

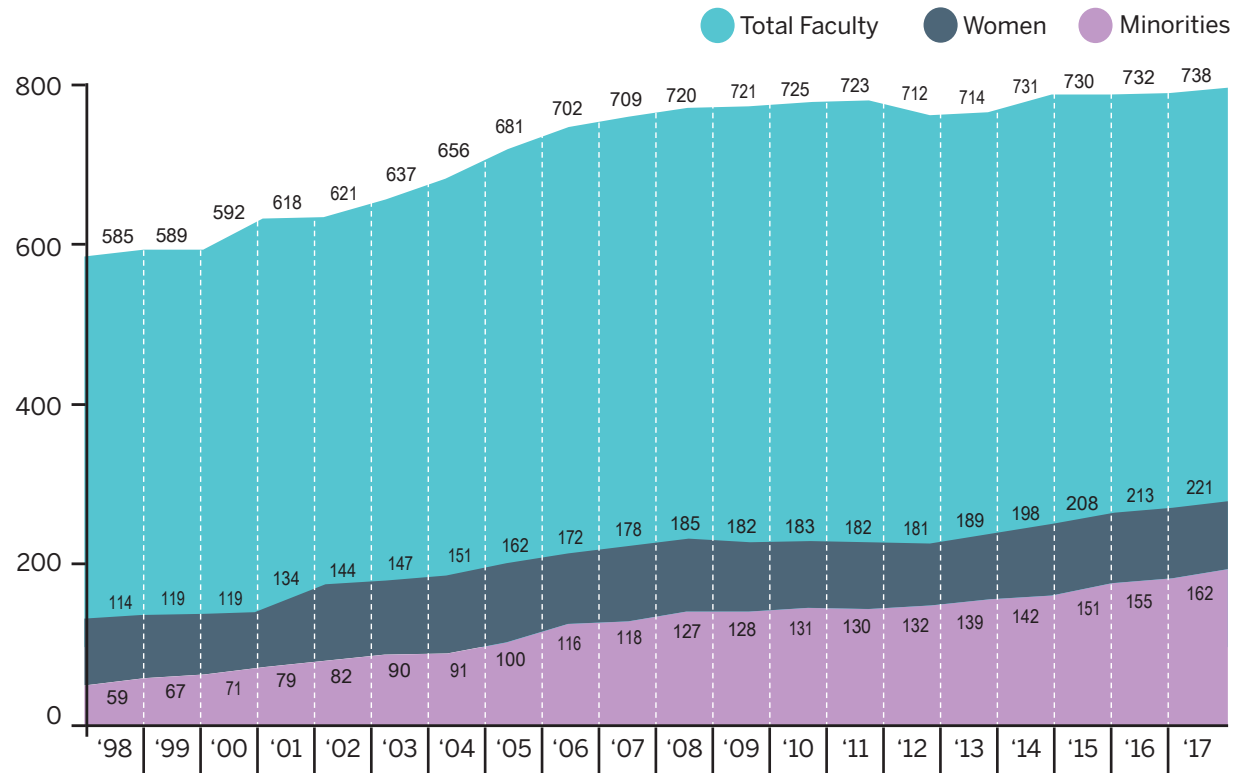


Figure 1: Ladder Faculty Counts in the FAS, Fall 1998 to Fall 2017.

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

Faculty of Arts and Sciences

pleased to report that the representation of women and minorities in our faculty continues to rise. Currently, the faculty is composed of 221 women (up from 213 last year) and 162 minorities (up from 155 last year). Women now represent 30%² of the faculty and 43% of the tenure-track faculty. Minorities³ represent 22%⁴ of the faculty and 30% of the tenure-track faculty. In last year's annual report, we expressed concern that the percentage of external offers made to women had dipped to 38% in AY 2015-16. We are pleased to report that this drop was reversed in AY 2016-17, as 49% of our offers were made to women. We attribute this progress to the outstanding candidate pools gathered by departments and areas, and to the attention our colleagues are giving to best practices and decision-making throughout each search.

**Table 1: External Ladder Faculty Offers by Gender
AY 2014-15 to 2016-17**

	2014-15	2015-16	2016-17
Offers to women	20 (45%)	14 (38%)	19 (49%)
Offers to men	24 (55%)	23 (62%)	20 (51%)
Total	44	37	39

Table 1: External Ladder Faculty Offers by Gender, AY 2014-15 to AY 2016-17. The ladder faculty ranks include Convertible Instructor, Assistant Professor, Associate Professor, Professor in Residence, Professor, and University Professor.

By applying the same focused attention and deliberate practices to all our searches, we believe we can further improve our hiring of not only men and women, but also outstanding minority ladder faculty. We have achieved some notable successes in recent years, and we must continue to do even better.

Over the last three years, 31% of all external ladder faculty offers were made to minorities. This includes 21% to Asian faculty, 5% to Black or African American faculty, 4% to Hispanic or Latino faculty, 1% to American Indian or Alaska Native faculty, and 0% to faculty of Two or More races.

Measuring Progress

As we work to build our faculty, there are many ways for departments and areas to measure the effectiveness of their searches. Below, we discuss one way to ensure that searches include the most outstanding scholars: *We can measure how well we utilize the PhD pipeline and candidate pools.*

Last year, to support recruitment efforts, we started distributing to each search committee data that shows key diversity statistics for their field of interest. This data includes the diversity make-up of PhD graduates in a cohort of U.S. R1 institutions,⁵ as well as the diversity make-up of recent applicant pools and finalists for searches in the department or area over the past five years. Providing this information allows search committees to see where they might need to broaden their attention when conducting a search. For example, if the applicant pools tend to be less diverse than the pool of recent PhD graduates in a particular field, the search committee may need to focus on outreach strategies.

Similarly, if finalists tend to be less diverse than the applicant pools they are drawn from, the search committee may need to focus on their screening and selection process, in addition to their outreach.

In some cases, the data suggests a more diverse pipeline than is commonly perceived and can remind departments and areas to extend their outreach practices in ways that welcome all candidates.

²Specifically, 27% of senior faculty (i.e., Professors, Professors in Residence, and University Professors) and 43% of tenure-track faculty (i.e., Assistant Professors and Associate Professors) are women.

³The minority category includes the following race and ethnicity designations: Hispanic or Latino, Black or African American, Native Hawaiian or Other Pacific Islander, Asian, American Indian or Alaska Native, and Two or More Races.

⁴Specifically, 20% of senior faculty and 30% of tenure-track faculty are minorities.

⁵We used Integrated Postsecondary Education Data System (IPEDS) PhD completion data, limited to institutions that are part of the Association of American Universities Data Exchange (AAUDE). "R1" denotes doctoral-granting institutions with the highest research activity, according to the Carnegie Classification of Institutions of Higher Education.

Faculty of Arts and Sciences

In other cases, the data shows a regrettable dearth of minority and female candidates among recent PhDs.

To make substantial progress in fields with low percentages of minorities and women in PhD programs, we need to focus earlier in the pipeline by encouraging undergraduates to participate in research programs and by building postdoctoral programs that support and develop exceptional and traditionally underrepresented scholars.

Encouraging underrepresented students to engage in academic endeavors and surveying and recruiting from the full range of talent in the PhD pipeline are vital if we are to bring the most extraordinary faculty into the FAS. We cannot simply hope that the best scholars will find their way to us. We need to actively develop and search for them.

Helping with Search Practices

To help our departments and areas as they tackle these issues, we are providing guidance, support, and data. For the coming year, we have provided pipeline and pool data to all departments and areas, regardless of whether or not they are conducting a search. We urge departments and areas to undertake thoughtful canvassing practices that will actively encourage applications from all qualified candidates.

This includes outreach to colleagues at a wide range of institutions, active recruitment at conferences, and the use of professional organization networks. Additional interventions that could increase the size and diversity of our applicant pools include attending events geared toward women and minorities at professional meetings and wide posting of job advertisements on sites and lists geared toward diverse candidates. In addition, defining searches as broadly as possible will ensure the most comprehensive pool of applicants, and assembling a search committee that is diverse in academic perspectives and demographic make-up will help to set an important foundation for an effective search.

Once candidates have applied, many practices can mitigate potential bias in search committee deliberations and can diminish the effects

of less diverse pools. In "[Recommendations for Ensuring the Integrity of Faculty Searches](#)," the Office for Faculty Affairs (OFA) and Mahzarin R. Banaji, the Richard Clarke Cabot Professor of Social Ethics, chair of the Department of Psychology, and Senior Adviser to the Dean on Faculty Development, suggest some easy-to-implement practices that can have significant implications. These practices include strategies for reading and discussing applications, agreeing in advance on a set of questions to be asked of all interviewees, planning consistent campus visits, and tips for conducting final deliberations. All these practices can counteract unconscious bias and ensure a fair and equitable search process for all candidates.

Many of our search committees who deploy these practices find that they bring outstanding colleagues into the FAS. Through sustained effort, we can continue to build a faculty that reflects the vibrancy and diversity of academic voices today.

Promotion Statistics

The FAS remains deeply committed to a tenure-track system, and promotion rates remain strong. Of the 18 tenure-track faculty scheduled to be reviewed for tenure, 14 faculty completed the review process, while four did not stand for promotion or withdrew from consideration, including three men and one woman. Of the 14 faculty who completed their review, nine (64%) were successfully promoted to tenure, and five (36%) were unsuccessful. Six of nine men (67%) and three of five women (60%) were successfully promoted to tenured Professor.

Faculty Development

Supporting faculty is central to the Office for Faculty Affairs' mission. In previous annual reports, we have discussed attrition from the tenure track as well as the approach we have taken to foster community and to improve the climate for faculty. Based on feedback from exit interviews, annual faculty activity reports, surveys, and informal conversations, we have expanded and tailored our offerings to suit faculty needs.

Faculty of Arts and Sciences

Each August, OFA invites all new ladder faculty to join the New Faculty Institute (NFI). The NFI convenes members of key offices—including FAS Research Administration Services, the Derek Bok Center for Teaching and Learning, and the Divisional Deans and John A. Paulson Dean of the School of Engineering and Applied Sciences (SEAS)—to offer essential resources and advice. Throughout the year, tenure-track faculty are invited to professional development events.

In AY 2016-17, this programming included a workshop on giving and receiving feedback led by Douglas Stone, Lecturer on Law (Harvard Law School), and a panel on graduate advising with Eric Beerbohm, Professor of Government; Robin Bernstein, Dillon Professor of American History and Professor of African and African American Studies and of Studies of Women, Gender, and Sexuality; and Elena Kramer, Bussey Professor of Organismic and Evolutionary Biology (OEB), Harvard College Professor, and chair of OEB. OFA also launched a successful pilot program in laser coaching, which connected tenure-track faculty to certified coaches for focused, confidential conversations about specific challenges.

In addition, OFA is expanding its support for department chairs and area chairs. As faculty leaders, chairs are key partners in the

mentoring and support of tenure-track faculty, establishing positive departmental climates, and executing equitable searches and reviews. OFA invites all new chairs to an orientation that discusses important administrative responsibilities and resources that chairs can draw upon.

In AY 2016-17, we also launched a leadership workshop with Joshua D. Margolis, James Dinan and Elizabeth Miller Professor of Business Administration (Harvard Business School). In AY 2017-18, Hannah Riley Bowles, Senior Lecturer in Public Policy (Harvard Kennedy School), and Gillien Todd, Lecturer on Law (Harvard Law School) and Lecturer on Education (Harvard Graduate School of Education), will work with our chairs on negotiation, especially negotiating with peers.

These efforts are part of a comprehensive plan to help all our colleagues make their best contributions to research, teaching, and our community. We strive to promote a positive culture of support through recruitment and retention efforts aimed at building a vibrant and diverse faculty. We also continue to listen and respond to faculty needs in order to make Harvard an outstanding place for all faculty to do their best work.

Harvard John A. Paulson School of Engineering and Applied Sciences

Faculty Searches and Promotions

The Harvard John A. Paulson School of Engineering and Applied Sciences (SEAS) successfully recruited one senior hire and three junior faculty, as well as a junior faculty member hired jointly with the Department of Earth and Planetary Sciences who will start in AY 2018-19. In addition, we welcomed a senior new hire with a 0 FTE appointment. These new faculty members (including three female) bring needed capacity in teaching and research in the fields of bioengineering, computer science, computational materials science, and environmental science and engineering.

During AY 2016-17, one promotion to the rank of tenured Professor (in the area of applied mechanics) and two promotions reviews to the rank of Associate Professor were concluded.

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

For new and continuing searches in AY 2017-18, the SEAS Assistant Dean for Faculty Affairs will continue to work closely with committee chairs and members to implement search processes that further ensure broad and open searches and a diverse pool of candidates. In an effort to engender intellectual ownership and engagement for searches, promotions, and reviews, these actions will be discussed and voted on during AY 2017-18 by faculty 'voting clusters' which are based on research and intellectual alignment.

Faculty Development and Mentoring

SEAS continues to pay careful attention to its formal mentoring program for tenure-track faculty. The Dean meets with tenure-track faculty on a regular basis, including periodic lunch meetings, and discusses with them ways in which the School can better support their development, and teaching and research efforts. SEAS encouraged tenure-track faculty to participate in mentoring activities sponsored by the FAS during AY 2016-17.

SEAS will continue to explore professional development and mentoring activities for our non-ladder faculty, particularly in the areas of skill building and special projects. This is an important effort that will continue over the coming years, especially given this community's importance in providing necessary teaching capacity to staff our greatly expanded active learning course portfolio, which has increased over the past few years.

Mission, Vision, Values (MVV)

Beginning in AY 2016-17, Dean Doyle led a School-wide initiative to refresh the mission, vision, and values of SEAS. Five faculty members helped the Dean conceptualize revised MVV statements which, through an inclusive process were vetted with faculty, staff, students, postdoctoral fellows, and alumni.

Diversity, Inclusion, and Belonging Efforts

In fall 2016, President Faust convened a University-wide Task Force on Inclusion and Belonging. In spring 2017, Dean Doyle convened the SEAS Diversity Task Force, whose charge was to examine our current diversity ethos and suggest how we may improve it, as well as serve as a conduit to the University's Task Force. The SEAS Diversity Task Force delivered a report to Dean Doyle in June 2017, which included recommendations for immediate and long-term enhancements, initiatives, and programs designed to improve not only diversity but also to instill and nurture inclusion and belonging in the SEAS community. One of the immediate outcomes of this effort was the hiring of a Diversity and Inclusion Engagement Launch Senior Manager, who will manage SEAS's efforts in this area. The Dean established the SEAS Committee on Diversity, Inclusion and Belonging in fall 2017.

As we face the challenges of our move to a split campus in 2020, and with the momentum of the University's initiative, we feel now is the time to devote our resources, energy, and dedication to this important topic.

Harvard John A. Paulson School of Engineering and Applied Sciences

Academic and Education Programs and Planning

Interest by prospective students and the number of SEAS undergraduate concentrators remains consistently high each year. SEAS tours for prospective undergraduate students saw a total of 2,030 people attending over the course of the past year, with seven tours taking place in the fall, 18 in the spring, and 14 in the summer.

In the fall of 2017, we welcomed the second cohort of students in the two-year Master of Design Engineering program, collaboratively offered by SEAS and the Graduate School of Design.

SEAS also announced, and is now recruiting for, two new joint master's degree programs: a Master in Data Science, in collaboration between the Computer Science and Statistics faculties; and a Master of Science in Engineering/MBA, in collaboration with Harvard Business School. The first cohort of both programs will start in fall 2018.

SEAS also launched a new professional education offering, a Certificate in Business Analytics, in collaboration with Harvard Business School and the Department of Statistics.

Undergraduate interest in Applied Mathematics remains high and is growing—it has long been the second largest concentration at SEAS—but the number of faculty assigned to AM as their primary teaching area is relatively small. Over the summer, SEAS worked with colleagues in FAS to establish an AM Board of Tutors in order to provide a stable and sustainable structure for oversight of the program, including curriculum and advising.

Diversity, Inclusion, and Belonging Initiatives

A commitment to developing a strong pipeline of scholars, especially expanding the number of women and underrepresented minority scholars, in science, technology, engineering, and math, is key if we are to reach our goal of a truly diverse ladder faculty population.

The SEAS Office for Faculty Affairs continued its professional development and community activities with SEAS postdoctoral

fellows. The fourth annual SEAS Postdoc Appreciation event was held in October 2016. Other activities included industry recruiting events, support of community building activities, and our continued participation in the postdoctoral development grant program supported by the FAS.

The SEAS diversity subcommittee, as part of the graduate admissions committee, reviews applicants and makes recommendations to the faculty of top minority candidates in an effort to increase diversity in the incoming class. This subcommittee has broad representation from across SEAS and our disciplines. SEAS saw an increase in the percentage of female enrollees in fall 2017 over fall 2016 and our URM PhD enrollees held steady from 2016 to 2017. In recent years, we have added specific programming for both populations at our PhD recruiting event and those have been well received.

During AY 2015-16, a SEAS committee made up of faculty, staff and students worked closely with one of its strongest student organizations, Women in Computer Science (WICS), to find several best practices for diversifying the SEAS student population. This committee continued to work closely with WICS during AY 2016-17 in their efforts to make the Computer Science community more accessible to women.

WICS has continued its outreach to incoming college freshman women prior to their arrival on campus as a way to ensure an early and welcoming exposure to Computer Science as a concentration path. WICS has also institutionalized key community events and on-campus conferences to ensure that female concentrators feel supported by a strong network of peers. Lastly, WICS has successfully developed an extensive network of sponsorships, which allows them visibility with future employers that are invested in increasing the pipeline of women entering the tech industry, upon graduation.

Both the Society of Hispanic Professional Engineers (SHPE) and National Society of Black Engineers (NSBE) created nationally affiliated chapters during AY 2016-17. The Society of Women

Harvard John A. Paulson School of Engineering and Applied Sciences

Engineers (SWE) hopes to secure sufficient registered members to become part of the national organization soon.

As part of the SEAS ethos for training the new generation of culturally-informed, socially conscious 21st century engineer, multiple new and ongoing international research initiatives centered on Asia (Hong Kong, China, and India) and South America (Chile, Brazil and Peru) continue to accentuate undergraduate student exposure to world culture and learning. Existing and new partnerships focused on these undergraduate experiences are continually vetted, developed and improved to ensure that this important SEAS educational mandate is met.

SEAS educational outreach and diversity programs include the Research Experiences for Undergraduates (REU) program for students who spend the summer conducting research in SEAS labs. This joint program hosted 86 students in summer 2017, and includes a strong focus on placing military veterans (50 over the past 12 years) and students from community colleges in research labs. Over recent years, dozens of these students (a significant percentage being women and minority students) subsequently matriculated into SEAS graduate programs. The SEAS program exceeds national demographics at the undergraduate level for Native American, Hispanic, Black/African American, and women.

Other outreach efforts include science and engineering programs for students in highly diverse Boston, Cambridge and other surrounding K-12 schools and public lectures that introduce the work of our faculty to the general public. In addition, SEAS faculty collaborate with minority-serving institutions such as Howard University and Florida A&M University, as well as Wellesley College, Mount Holyoke College, and Gallaudet University through several National Science Foundation-funded research centers. SEAS also recruits graduate students at several national conferences, including the Society for Advancement of Chicanos and Native Americans in Science, the Annual Biomedical Research Conference for Minority Students, the ACM Richard Tapia Celebration of Diversity in Computing conference, and the American Indian Science and Engineering Society. SEAS

hosts various diversity socials and dinners in conjunction with the Physics Department to expand the community and collaboration among underrepresented minority students at Harvard.

Finally, in spring 2017, Dean Doyle convened the SEAS Diversity Task Force, whose charge was to examine our current diversity ethos and suggest how we may improve it, as well as serve as a conduit to the University's Task Force. The SEAS Diversity Task Force developed a comprehensive report which serves as the basis for a School-wide Committee on Diversity, Inclusion, and Belonging, which comprises staff, faculty, undergraduate and graduate students, and postdoctoral researchers. The Committee's charge is to lead a strategic planning process to develop additional strategies to ensure that all individuals have the opportunity to benefit from and contribute to the mission and values of SEAS.

An Expanding Campus

Following several years of working closely with the architects and Harvard Project Planning and Management to finalize designs for the new space in Allston, construction of the new building is well under way and on schedule for occupancy in fall 2020. The faculty leads—Professors David Parkes, Rob Howe and Rob Wood—continue to provide essential guidance regarding interior finishings, wayfinding, and other details. Meanwhile, space programming for the academic programs remaining in Cambridge continues. SEAS Professors Eli Tziperman, Robert Westervelt and Evelyn Hu are representing the School as part of a planning process that also includes the FAS Science Division and is led by Dean Smith.

Resource Advisory Committee

In the fall of 2017, Dean Doyle established a SEAS Faculty Resource Advisory Committee to advise him on financial and budgetary matters and to assist in communicating financial information to the faculty. Faculty members David Brooks, David Mooney, and Joost Vlassak are serving as members in staggered terms; others will rotate onto the committee in future years.

Harvard Medical School

Faculty Recruitment

In AY 2016-17, the Faculty of Medicine welcomed 779 new members, including 689 Instructors, 59 Assistant Professors, 16 Associate Professors and 15 Professors. In the basic and social science departments, a total of 12 new faculty recruits, including two Professors, joined our ranks. With the release of the new *Appointment, Promotion and Governance Handbook* in 2016, detailed guidelines regarding search practices were widely disseminated, providing a framework for conducting faculty searches.

The Office for Faculty Affairs (OFA) provided direct support to a total of 62 professorial searches during AY 2016-17. The OFA staff represented the Dean on professorial search committees, provided training regarding unconscious bias, distributed guidelines of best search practices from the Office of Faculty Development and Diversity, and managed the appointment phase for those successful external recruits.

Despite access to guidelines for all searches and engagement of the Dean's office in senior searches, the outcomes fell short of our general goal of increasing gender and racial/ethnic diversity. For example, in July 2016, 6% of our faculty were from backgrounds underrepresented in medicine (i.e., Black and Latino) and 43% were women. Among those recruited in AY 2016-17, 7% were from underrepresented backgrounds and 51% were women. Although recruitment exceeds the current representation of underrepresented groups on the faculty, HMS is far from shifting the curve for these key demographic groups.

With the support of a grant from CRICO, the insurance partnership between the University and its affiliated hospitals, HMS is poised to embark on a comprehensive initiative to enhance our approach to faculty recruitment. The primary goals of this three-year effort are to develop training for search committees that will minimize unconscious bias and optimize recruitment of high performing leaders, to create an online portal for tracking search activities in real time, and to construct measurement tools for documenting progress in meeting recruitment goals. The first step in AY 2017-18 will be to assemble a community of thought leaders to advise regarding 'blue sky' approaches as well as feasibility for implementation.

Faculty Development

In AY 2016-17, faculty fellowships, leadership programs, trainings, orientations, and recognition events supported faculty retention and advancement.

In the 21st year of the Shore Fellowship Program, 64 junior faculty were awarded Shore Fellowships for a total of \$2,950,000. These fellowships are targeted at faculty in the early stages of their careers in recognition of the competing academic and personal demands on faculty members' time. A study of the fellowship (*The Impact of a Junior Faculty Fellowship Award on Academic Advancement and Retention*. Acad Med. 2017 Aug; 92(8):1160-1167) indicated enhanced promotion rates for instructors and retention for all junior faculty who received the support.

HMS Foundation Funds: during the 2016-17 awards cycle, 112 HMS junior faculty and postdocs competed for the HMS and Harvard University nominations for 19 limited competition awards. Those who were nominated went on to compete at the national level, with six HMS nominees being selected as award recipients for a total of \$1,140,000 in funding. Awards received by HMS faculty included the prestigious Smith Family Award for Excellence in Biomedical Research, Macy Faculty Scholars Award, Damon Runyon Clinical Investigator Award, and the Grunebaum Cancer Research Foundation Faculty Fellowship.

Four faculty fellowships offered through the Office for Diversity Inclusion and Community Partnership (DICP) and Harvard Catalyst enabled HMS junior faculty to pursue activities that enhanced their development as researchers and clinicians/teachers, led to their advancement within the Harvard system, and promoted diversity within the HMS community.

DICP bestowed four recognition awards to HMS faculty and trainees: four faculty and two trainees received the Dean's Community Service Award; two faculty received the Harold Amos Diversity Award; the Barbara McNeil Institutional Service Award was given to two faculty members; two faculty members received the Silen Lifetime Mentoring Award, seven received the Barger Award and six Young Awards were presented. In addition, three hospital programs and one

Harvard Medical School

institution received the Program Award for Culture of Excellence in Mentoring.

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

In October 2016, 12 Quad female faculty attended a two-day Female Leadership in Science (FLiS) workshop. A major theme was discussing barriers to career advancement for women at HMS, with a positive view of what the new leadership could do to recruit and retain female faculty. During a follow-up dinner at Dean Daley's house, participants shared workshop outcomes and recommendations with Deans Nancy Tarbell and George Daley.

Quad Junior Faculty Development (QJFD) Events: meetings to offer useful communication and management tools and foster thoughtful discussions tailored to the quad-based junior faculty. This year's topics included: the HMS promotion process, science communication (focusing on skills for communicating with donors and the media), and conflict resolution.

The DICP Leadership and Faculty Development Conference held in May 2017 provided 115 HMS junior faculty, along with clinical and research fellows, with information and skills needed for professional and career advancement in academic medicine, and specifically within the HMS community.

The HMS/HSDM Leadership Development Course for Physicians and Scientist received the largest pool of applicants in its 14-year history. The three-day session addressed the financial, interpersonal, public, and strategic planning aspects of a leadership career.

With the Departments of Medicine at BIDMC, BWH and MGH, DICP's research and evaluation arm, Converge, conducted research to advance knowledge about faculty networks, specifically, how connections and collaborations are formed and the effects of networks on faculty retention and advancement.

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

OFA offered more than 29 faculty trainings and orientations on the Longwood campus and in the affiliated hospitals. Key topics included paths to promotion, preparation of the CV, and engaging with HMS and HSDM. Deans Daley and Tarbell welcomed and congratulated newly promoted faculty at three separate events during the year. In support of faculty promotions, the Deans and Provost charged a Task Force to re-evaluate the effectiveness of the Clinical Expertise and Innovation as well as the Teaching and Educational Leadership promotion criteria. More than 50 faculty from across the community have been deeply engaged in the review, the results of which are anticipated in AY 2017-18.

Joint Committee on the Status of Women (JCSW): since 1973, the JCSW has advised the Dean and the Faculty Council regarding opportunities and challenges for women in the Faculty of Medicine. In the past year, the Committee tackled issues of salary equity, personal branding, Title IX Policy, and gender equality by design, featuring a presentation by Iris Bohnet. A presentation about the history of the JCSW was made to the Association of American Medical Colleges as part of a joint summit of the Group on Women in Medicine and Science and the Group on Diversity and Inclusion.

Faculty Diversity

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

Harvard Medical School

DICP's Visiting Clerkship Program (VCP) provided one-month clerkships at HMS-affiliated hospitals to 69 third and fourth-year visiting students, particularly individuals underrepresented in medicine (URiM). An expansion of VCP, DICP hosted its fourth Harvard Affiliated Residency Programs Showcase for third and fourth-year URiM medical students to meet and network with HMS-affiliated residency program training directors, attending physicians, fellows and residents. The 2016 Showcase hosted 139 students representing 39 medical schools.

The 2017 DICP New England Science Symposium (NESS) hosted close to 700 participants representing 260 institutions from 36 states, plus 8 countries. DICP and the HMS Department of Systems Biology piloted a program the afternoon before NESS. More than 40

students were invited to an interactive session with HMS faculty and postdocs to hear about their career paths and research interests. In addition, NESS participants toured HMS laboratories. Based on the success of this pilot, seven HMS-Quad laboratories have agreed to participate in this new Quad-sponsored component of the NESS in 2018. This program provides an opportunity to help PI's with NIH Diversity Supplements, mentoring and hiring diverse postdocs.

DICP pipeline programs offered opportunities for HMS faculty to mentor and advise URiM and underserved high school and college students and to help build a more diverse biomedical workforce by hosting these students in their laboratories. For example, in the summer of 2017, a total of 40 HMS faculty served as mentors in DICP's summer research internship programs.

Harvard Business School

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

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

Faculty Governance

Harvard Business School engages a broad range of senior faculty in governance roles. In 2016-17, this included four women and seven people of color. The administrative structure includes Senior Associate Deans who oversee faculty recruiting, planning, development, promotion reviews, research, and culture and community; Directors of Research who provide mentoring and allocate research funding; and Unit Heads who manage recruiting, planning, development and mentoring, promotion reviews, and intellectual life at the unit level. These faculty leaders work with the Dean and the Division of Research and Faculty Development, among others, to maintain an environment at the School where faculty at all ranks can be productive, engaged, and successful.

Culture and Community Initiative

Dean Nohria launched the Culture and Community Initiative (CCI) in 2010, led by a tenured woman, to cultivate a culture at HBS that enables all members of the community—faculty, staff, and students—to discover and realize their full potential, and thus to advance HBS's mission of educating leaders who make a difference in the world.

To ground the CCI in a thorough understanding of the current culture, HBS undertook two self-assessment and improvement projects focused on students and faculty. The student culture report was issued in spring 2012 and was shared and discussed with the full faculty; the report undergirds steps HBS has taken to address areas of concern in the student domain. The faculty culture report was issued in spring 2013 and efforts are ongoing to realize opportunities for experimentation and change—for example, faculty research culture and the promotions process.

Faculty Recruiting

The School has an immigration attorney on retainer to assist international faculty recruits and their families with the immigration process. Additionally, the offer package for Assistant Professors includes guaranteed research support, teaching load reduction, and career services assistance for accompanying partners. These support offerings are reviewed regularly. Beginning in 2013-14, teaching relief is available to Assistant Professors (in addition to Associate Professors), beyond the standard teaching load reduction for first year teachers; all junior faculty are afforded complete discretion in when teaching relief is elected; and new Assistant Professors are granted a guaranteed course assignment for their first three years (though, by choice, they may move from that assignment sooner). Beginning in 2014-15, the guaranteed research support package was increased by 40%.

Faculty diversity continues to be an area of focus. In the 2016-17 season, HBS recruited 23 teaching faculty including 12 tenure-track faculty; 35% of teaching faculty hires are women.

Faculty Development

New Initiatives

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

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

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

Starting in 2012-13, support for Assistant and Associate Professors who were not promoted was significantly enhanced to facilitate their transition to new academic institutions.

Ongoing Activities

All new teaching faculty attend an intensive three-day faculty-led orientation program in July called START. The program provides these individuals with an introduction to the School and a way to meet new colleagues. Program sessions focus on research, teaching, faculty development, and support resources, as well as the HBS culture and environment.

Newly hired faculty who self-identify as a person of color are offered the opportunity to be sponsored for a year-long Fellows Program available through The Partnership, Inc. (a Boston-based organization committed to the advancement of professionals of color). The program is aimed at mid-career professionals and is designed to enhance leadership capacity, provide opportunities for networking and mentoring, and connect participants to a broader community. The Partnership introduced a new program in 2013-14 for current and recent C-suite level executives to foster personal and professional relationships, broaden awareness of critical issues impacting urban areas in Massachusetts, and create a platform for dialogue on local, national, and global matters. HBS offers the opportunity for appropriate newly hired practitioner faculty to be sponsored for the year-long C-Suite program.

Research Culture and Support

The Directors of Research are responsible for fostering the intellectual community and research culture, encouraging research that addresses important global and multidisciplinary questions, and supporting individual faculty in their research programs. In response to the faculty culture report, the Directors engaged in a series of discussions of their aspirations for the research culture and how to

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

- **Research coaches**—providing additional support for faculty learning to publish in scholarly journals
- **Research labs**—facilitating opportunities for faculty with shared interests to interact
- **Case writing support**—including a case writing workshop for tenure-track faculty and a working group focused on the craft of case writing

Teaching Support

In 2011-12 HBS launched FIELD, a first-year course required of all 900 MBA students. Key to FIELD and other curricular innovation is the field method, which engages students in intensive, experiential, field-based learning to bridge the “knowing-doing” gap. In addition to the new required first-year course, more than a dozen field courses are being offered in the second year/elective curriculum. In 2014-15 HBS launched HBX and HBX Live, an online platform and a virtual classroom, respectively, that provide asynchronous and synchronous educational opportunities. These new efforts provide both students and faculty additional platforms for teaching and learning.

Because providing support and feedback to faculty in the classroom is essential to their ongoing success, the Christensen Center for Teaching and Learning is dedicated to helping faculty improve their teaching effectiveness. The Center, overseen by a faculty advisory board, offers one-on-one consultations, coaching sessions, in-class observations, and videotaping, as well as workshops and colloquia devoted to teaching.

Work & Life

In 2015, the Senior Associate Dean assembled an advisory group to review the policies providing junior faculty with teaching relief and tenure clock extensions. The group worked with Harvard's Office of

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the General Counsel and Office of the Senior Vice Provost for Faculty Development and Diversity, conducted benchmarking analyses, and engaged faculty at many levels. It developed revised policies (effective 1 July 2016) to enhance support for all new parents, to bring HBS into compliance with updated state regulations for parental leave, and to align HBS's policy with the University's definition of a primary caregiver. Faculty Administration reaches out to all expectant faculty parents to make sure they are aware of the School's family leave policies.

In spring 2014, the School contracted with WFD Consulting, an independent work/life management firm, to conduct a dependent care study. Through a survey and a series of small discussion groups and interviews, the study sought to better understand the challenges faculty and staff face as care providers for children, adult dependents, and elders. Mapped against the resources and programs currently offered by Harvard University and Harvard Business School, the effort helped assess the types of offerings HBS might launch to increase the awareness and use of existing programs, identified areas of unmet need, and informed new policy creation and programs to fill gaps. Specifically, these efforts resulted in the launch of a

Dependent Care Fund to provide financial assistance for child- or adult-dependent care during short-term, work-related travel.

The School's policy on proportional-time appointments supports faculty who need to reduce their time status because of family reasons. The faculty member's teaching, administrative, and research activities, as well as research budget, compensation, and allowable outside activities would be scaled back proportionately. For tenure-track faculty, the tenure clock would be slowed proportionately as well.

The School seeks to support faculty who need to live away from the Boston area for a period of time because of family reasons. Faculty on alternative residency arrangements carry a full teaching load and receive full salary and research support. They typically are in residence at HBS full-time during their teaching term and away from the School with their family during the remaining months. Faculty receive a separate budget to facilitate travel between their home and HBS so they can stay engaged with HBS colleagues and participate in key unit and School-wide activities.

Harvard T.H. Chan School of Public Health

Faculty Diversity

During AY 2016-17, the Harvard Chan School has successfully recruited five primary faculty members, including one tenured faculty member and four tenure-track faculty. Of the four tenure-track faculty members who have joined our School, one is a White male and three are White females. The senior level recruit is a White male who will be joining the School in January 2018. Faculty recruitment during this academic year was at a lower level than in the past as many recruitments were on hold during the transition of the senior leadership team, but recruitment activities in 2017-18 are expected to reach if not surpass previous years as multiple new searches are currently underway.

Two faculty members were successfully promoted to tenured positions including one female faculty member. In addition, two female Associate Professors are currently under review for tenure and their reviews are expected to be completed in this academic year. In AY 2017-18 we expect to initiate six to eight additional tenure reviews including the review of four female Associate Professors. The School also has four ongoing senior searches.

A number of faculty members have retired or been recruited elsewhere in AY 2016-17. Unfortunately, this included two female tenured Professors, one female Associate Professor and one Black male Assistant Professor. This is a great loss to the School but we are optimistic that the search procedures, including extensive outreach to women and minority candidates, and the implicit bias training for search committees that was implemented last year will result in broader pools of diverse applicants and recruits.

Faculty Development

The School continues to provide support for junior faculty and postdoctoral fellows. The Office of Faculty Affairs (OFA) oversees adherence to school-wide standards for mentoring practices for junior faculty. These guidelines stipulate that all junior faculty members have at least one formally assigned senior mentor, and that they meet regularly with their department chairs and senior mentors to assess scientific progress, teaching load, and balance of academic responsibilities. In AY 2016-17, Richa Mishra, Assistant Director OFA, met one-on-one with new junior faculty to assess their needs as they

settled into their positions, and continued to provide guidance and assistance to junior faculty members.

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

Harvard Chan School provides “institutional support” for all primary faculty in exchange for their institutional responsibilities, including activities such as student advising, committee participation, and grant writing. Beginning July 1, 2017, the School instituted an institutional support supplement policy for tenure-track junior faculty. Under this policy, the School will provide supplemental support, per the terms below, to tenure-track faculty to assist them as they develop their careers and build their research portfolios. This policy applies to tenure-track primary junior faculty on the Harvard Chan School payroll. It covers the period after the junior faculty member’s start-up period ends through the remainder of their time as a tenure-track faculty member (typically, beginning in the faculty member’s fourth year on the Harvard Chan School faculty until he/she either achieves tenure or leaves the School).

In April 2017, Dr. Betty Johnson was appointed Assistant Dean for Faculty and Staff Diversity, Development and Leadership. In her new role, Dr. Johnson will help establish programs and policies that support the recruitment, retention, and success of faculty and staff from underrepresented groups. Dr. Johnson will support departments in the identification of diverse faculty candidates; monitor retention and promotion of underrepresented faculty and staff; and provide professional support and coaching to underrepresented students and staff. She will also oversee the Yerby Postdoctoral Fellowship program with the Office of Faculty Affairs. Dr. Johnson’s major focus this year is to develop and expand initiatives for underrepresented minority (URM) faculty and staff and to develop policies that would augment the recruitment process for URM junior faculty using the Yerby Fellowship as one pipeline.

In AY 2016-17, the Office of Faculty Affairs in collaboration with the Office of Diversity and Inclusion (ODI) organized implicit bias trainings for faculty search committees. A similar training for department administrators and faculty search administrators was

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collaboratively led by Kim Truong, Director ODI and Richa Mishra, Assistant Director, OFA. The OFA continued the faculty development workshop program with an expanded outreach to all tenure-track faculty for most events. Newly appointed non-ladder faculty members were invited to participate in relevant workshops as well.

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

Here is a brief synopsis of the workshops organized in 2016-17:

September 2016—Breakfast with the Deans

This breakfast was organized at the beginning of the fall semester just as new junior faculty members were settling in. This was an opportunity for the Deans to meet with new junior faculty in an informal setting and welcome them to the School. Dean of the Faculty Michelle Williams, former Senior Associate Dean for Academic Affairs Michael Grusby, and Associate Dean for Faculty Affairs Mahnaz El Kouedi welcomed new faculty members to the School.

October 2016—Research Proposal Strategy, Development, and Leadership Techniques

This customized program, led by Amanda Spickard, former Assistant Dean of Research Strategy and Development, discussed strategies for identifying research and career development, funding opportunities, diversifying one's funding portfolio, navigating the National Institutes of Health funding system, and accessing resources to succeed as an independent investigator at the Chan School.

November 2016—Negotiating Your Way to Nirvana

Effective negotiation skills help people to both land the career opportunities they seek and to build positive relationships with

others. This highly interactive workshop led by Melissa Brodrick, Ombudsperson of the Harvard Longwood Campus offered participants a chance to consider what they bring to informal and formal negotiations that may help or hinder. She discussed negotiation styles, elements of principled negotiations, best practices for conducting a successful negotiation, and considerations when dealing with power differentials.

January 2017—Increasing Competitiveness in a Challenging Funding Environment

This session was structured as a panel discussion moderated by Amanda Spickard, former Assistant Dean of Research Strategy and Development, and included panelists from the School's Offices of External Relations, Technology Development, Research Strategy and Development, and the senior faculty. The panel discussion focused on strategies and resources junior faculty can use to effectively communicate their work, frame their "pitch" and tailor impact statements to a range of sponsors and potential donors, cultivate funding opportunities while protecting their intellectual property and maintaining bargaining power, and mobilize the School's research development resources to help them grow their research.

February 2017—Promoting Inclusive Teaching and Learning Environments

The Harvard Chan School builds strength from the global diversity of its students, trainees, staff and faculty. In this session, Meredith Rosenthal, Senior Associate Dean for Academic Affairs, discussed the challenges and opportunities related to cultural differences, power, privilege and effective communication. She guided junior faculty on culturally inclusive engagement in educational settings and used discussion and role-playing in the context of case examples drawn from real (de-identified) accounts of experiences at the Harvard Chan School.

March 2017—Session led by the Office of Student Affairs

This workshop was led by Stacey Herman, Associate Dean for Student Services. The session covered the following issues: Title IX and the academic environment, academic integrity, FERPA, disability/accommodation services, student wellness resources, and emergency management.

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April 2017—Strategies for Success: Navigating Faculty Challenges and Building Institutional Knowledge

In this discussion led by Mahnaz El Kouedi, Associate Dean for Faculty Affairs, a panel of senior faculty members and a newly tenured faculty member discussed the process of tenure review and guided junior faculty on how to successfully navigate this process.

May 2017—Session on Case-Based Teaching

This workshop was led by Nancy Kane, Associate Dean for Case-Based Teaching and Learning and provided an introduction to case-based teaching. It included tips on determining the appropriate teaching modality for different types of learning, managing classroom discussions, building a syllabus around cases, evaluating student discussion, and how to access case-based teaching and learning resources.

June 2017—Year-end Assessment and Advice Going Forward: Wrap-up Session with the Deans

In this interactive discussion, Karen Emmons, Dean for Academic Affairs, provided guidance to junior faculty members, discussed coming up through the ranks, priority setting vis-à-vis research, teaching and other responsibilities, and helped junior faculty consider their next steps as they approached the end of their first academic year at the Harvard Chan School.

Several additional programs support faculty professional development. First, the School's Office of Education (OED) offers support and training programs to junior faculty to improve the quality of their teaching as they incorporate active learning methods into the classroom and design courses that are tied to the career needs of students. The OED consults junior faculty through classroom observation followed by well-designed feedback to assist them to continuously improve their teaching. OED offerings include case-based teaching, class management, and student advising. Further, under the leadership of the Office of Research Strategy and Development, faculty members received guidance on funding sources, support for external review and editing of grant applications and publications, and individual grant counseling.

Postdoctoral Development

The Office of Faculty Affairs (OFA) continued to improve its program of workshops for postdoctoral fellows and research associates to foster the skills necessary for them to become competitive applicants for faculty positions. From September 2016 to May 2017, 18 workshops were held. These workshops included sessions related to job search and career exploration, teaching, grant funding, and lab management. The OFA also hosted two CV and cover letter writing workshops, one of which focused on writing a resume for outside of academia. Three orientation sessions for new postdocs and research associates were given.

Donald Halstead, Director of Writing Programs and Instructor, Writing Program and Professional Communications Seminar, taught two sessions of his intensive grant writing course, a peer review course where postdocs focused on the narrative sections of grant applications. In addition, the postdoc writing courses, peer-review writing groups, and English communications courses continued to be offered, and were well attended.

The OFA and the Postdoc Association (PDA) meet three times a year with the Postdoc Advisory Committee to discuss the postdoc program and other postdoc-related issues. During AY 2017, the PDA focused on advocacy efforts and increasing the minimum salary for all researchers, and are working with postdoctoral fellows to review further increases. The OFA supported the PDA with the annual Poster Day by providing administrative assistance. The annual postdoc career development process continued this year in the same configuration as in AY 2017. As of June 30, 2017, 79% of the evaluation forms have been returned to Faculty Affairs, which has increased from last year's 73% return rate.

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

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

Yerby Postdoctoral Fellowship Program

The School continues to enrich its intellectual diversity through the Yerby Postdoctoral Fellowship Program. This initiative is geared toward expanding the diversity of those entering academic public health, with a special interest in those from groups historically underrepresented in the U.S. health-related sciences. The program creates a bridge between academic training in health-related disciplines and entry-level faculty positions at institutions throughout the United States. The goal of the program is to advance the intellectual and professional development of each Yerby Fellow. Under the guidance of a Harvard Chan School faculty member with related interests, fellows develop their research agendas, gain experience in publishing papers in peer-reviewed journals and obtaining grant support, participate in a variety of professional development workshops, and increase their teaching expertise.

The OFA organized 10 workshops for the Yerby Fellows between September 2016 and May 2017, including topics on being successful in your postdoc, preparing a K award application, and salary negotiations.

During the 2017 application cycle, 55 applications were received, which increased from 48 the previous year. Six outstanding new fellows will join five continuing fellows for the 2018 academic year. More than 50 fellows have completed the program since 2000, and three currently hold faculty appointments at the School. In addition, over 20 former Yerby Fellows have held faculty positions at U.S. universities, including Johns Hopkins Bloomberg School of Public Health, Massachusetts Institute of Technology, New York University, University of Washington, Duke University, and University of Illinois.

Office for Diversity and Inclusion

In AY 2014, Dean Frenk appointed Dr. Meredith Rosenthal Professor of Health Economics and Policy as Associate Dean for Diversity. In 2017, Dean Williams promoted Dr. Rosenthal to Senior Associate Dean for Academic Affairs. Dr. Rosenthal is tasked with oversight of student and faculty diversity initiatives including analysis of trends, collaboration with the Offices of Faculty Affairs and Student Services to increase recruitment and retention of students and faculty from underrepresented groups (including women among the faculty) and the development of a strategic plan for diversity at the School. Dr. Rosenthal's office is also responsible for assessing and improving inclusiveness of the School climate for all members of the community. During the past year, Dr. Rosenthal has worked with the Dean's Advisory Committee on Diversity and Inclusion and the Committee on the Advancement of Women Faculty to identify strategic priorities and elicit concerns and ideas for improving both diversity and inclusion. The respective committees are working toward the development of strategic planning materials to be completed early in the next academic year.

In parallel, Dr. Rosenthal has worked with the OFA, Human Resources, and the Office of Admissions to analyze current and historic data on the diversity of applicants, students, and faculty for the purpose of benchmarking and identification of areas of focus for recruitment. These analyses have been compiled and form the basis for ongoing meetings with department chairs about opportunities to strengthen recruitment and retention of students and faculty from underrepresented groups. As part of a commitment to transparency, these data have also been shared with the community in the form of annual Dean's reports on diversity and inclusion and a series of data dashboards available on the Office of Diversity and Inclusion's website.

Starting in AY 2016-17, members of the ODI facilitated conversations with members of all faculty search committees. Also in this year, Dr. Meredith Rosenthal facilitated a workshop on inclusive teaching

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at the faculty retreat. Kim Truong also facilitated a workshop for staff working with faculty search committees on recruiting and considering diverse faculty. In addition, ODI has facilitated two workshops, one in spring 2017 and one in fall 2017 for teaching assistants to support equity, diversity, and inclusion in the classroom.

Environment

Through regular, bi-monthly meetings and its signature Alice Hamilton event, the Committee for the Advancement of Women Faculty (CAWF) in 2016-17 continued its advocacy in matters related to the career advancement and the wellbeing of women faculty at the School.

Members of the Committee met with 2016-17 Yerby Lecturers, Scarlett Bellamy, ScD, Professor of Epidemiology and of Biostatistics, Drexel University, and Rachel Morello-Frosch, PhD, MPH, Professor of Environmental Science, Policy, and Management, University of California, Berkeley School of Public Health.

Dean Michelle Williams and Dean Karen Emmons were the Committee's special guests at its regular meeting in January 2017. The productive and informative discussion focused on faculty searches, institutional research, and endowed chairs with regard to issues of equity.

At its regular meeting in May, the Committee welcomed Dr. Barbara Zuckerman, Assistant Director of Faculty and Academic Affairs in Environmental Health, to share issues and best practices related to the Advancement of Women Faculty at Very High Research Universities in the United States, based on the findings of her doctoral dissertation. Barbara received her EdD from Boston University School of Education in 2017.

For the second year in a row, the Committee co-sponsored the School's Annual LGBTQA Pride Week Reception.

The Alice Hamilton Award and Lecture, co-sponsored with the Office of the Dean, recognizes the contributions and future promise of a junior woman faculty member in the field of public health. In the spring Kirsten Davison, PhD, Donald and Sue Pritzker Associate Professor of Nutrition, delivered a lecture entitled, "Serving Underserved Children: Scalable solutions to prevent obesity and promote emotional wellbeing in families," and was the seventh recipient of the annual award. This event also provides an opportunity to spotlight the important role of mentors in the success of our faculty members and the growth of our community: the Committee awarded the third annual CAWF Mentoring Award to Lisa Berkman, PhD, Thomas D. Cabot Professor of Public Policy and of Epidemiology.

Harvard Law School

It is vital to the Law School's mission of teaching, research, and service that the diversity of the faculty continues to increase in terms of faculty members' backgrounds, points of view, research and teaching methodologies, and connections with fields of law study and practice. The Law School continues to work creatively to broaden the pool of candidates from which it hires faculty and to provide a nurturing environment in which tenure-track faculty and aspiring scholars of all backgrounds can succeed.

Faculty Appointments and Development

As is common practice among law schools, Harvard Law School develops a pool of candidates for lateral appointments by regularly bringing tenured faculty from other schools to Harvard for semester or year-long visits. It continues to be a priority of the Law School's lateral appointments committee to make visiting offers to women and to people of color. Visitors teach throughout the curriculum including required first-year courses, and they participate in faculty workshops and other faculty events during their visits. During the 2016-17 year, 42% of visiting professors were women and 23% were people of color. And during the 2017-18 year, 30% of visiting professors were women and 25% were people of color.

The Law School has a small pool of tenure-track faculty. Assistant Professors at the Law School are closely mentored and integrated into all aspects of the Law School during their tenure-track appointments. Each junior faculty member is assigned two or three senior faculty colleagues whose role is to regularly review and comment on the scholarship and teaching of their mentees. This mentoring program provides opportunity for regular feedback and guidance from early on in the professor's career, and includes a formal discussion in the third year of the five-year tenure-track term.

Assistant Professors also are invited to present at faculty workshops at least once, often twice, during their five-year tenure-track appointments. To support Assistant Professors in their scholarly development, the Law School provides teaching relief in their first year of teaching, a full semester's leave from teaching at full pay, and an annual research budget which includes funding to hire research

assistants. And in addition to regular research leaves, tenured and tenure-track faculty are eligible for personal and parental leaves.

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

Faculty Appointments Pipeline

Harvard Law School engages in a broad range of efforts to build and maintain a diverse pipeline of aspiring law teachers. The School's programs include full-year, funded, postgraduate research and teaching fellowships and a summer academic fellowship program. The postgraduate fellowships offer fellows a stipend; an office on campus; access to all Harvard Law School library and research resources; access to faculty workshops where Law School faculty, visiting faculty, and other invited scholars present works in progress; and additional opportunities for mentoring and interaction.

The largest of the postgraduate fellowship programs is the Climenko program, which offers future academics an opportunity to teach in the first-year curriculum while also working on their research and scholarship. The overall class of Climenko Fellows in 2017-18 includes 26% people of color and 39% women. In addition to teaching first-year students, fellows in these programs are offered an opportunity to present their work at a workshop with tenured and tenure-track faculty, and a few fellows each year teach seminars in the upper-level curriculum. Fellows have been appointed to the faculties in top schools throughout the country, including Harvard.

In addition to the Climenko Fellowship, the Law School also offers the *Reginald F. Lewis Fellowship for Law Teaching* which is designed to support a recent law school graduate who has demonstrated a strong

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interest in legal scholarship and who is preparing for a career in law teaching. The Lewis fellowship has had great success in training prospective law teacher-scholars who are enhancing the diversity of the profession.

The Law School also runs a summer academic fellowship program for Harvard JD, LLM, and SJD students, as well as recent graduates. This program—which pairs students and graduates with faculty—provides fellows with a wide array of academic support, including access to library resources, and financial support to enable them to focus on producing publishable work in anticipation of entering the academic teaching market in a few years. This is the earliest point in the pipeline at which the Law School provides funding for future academics, and we are encouraged by the percentage of women and students of color in this program.

Harvard Kennedy School

Diversity

The Kennedy School has increased the number of tenured women faculty from 9 percent in 2004 to 21 percent in AY 2017-18. Overall, 27 percent of our faculty are female. HKS continues its efforts to increase diversity at the school. In recent years, to increase the chances of being able to attract stars and enhance diversity, we have focused on cluster searches/hiring and new collaborations with departments and other professional schools at Harvard, and importantly, the Radcliffe Institute. In addition, for junior searches, we have included “senior juniors” (Assistant Professors who got their PhD two to four years ago) and bundled our searches. Over the past year we have hired two junior faculty from a search in AY 2015-16 who deferred. One is a male from outside the US, and the other is female. In addition we hired a US veteran to our faculty. Returning from public service was one female Professor of Practice. We also promoted two women from Assistant to Associate Professor and were successful in retaining a minority woman who had been promoted to tenure.

At the same time, one tenured woman retired, and another will do so at the end of this academic year. Renewal of our faculty with improved diversity is a priority. We currently have three junior searches, one open-rank search, two Professor of Practice searches, and a number of tenured searches launched.

Procedurally, we encourage all search and review committees to follow a set of best practices to assure that they give due consideration beyond convenient professional networks and to mitigate some of the effects of implicit bias. We are now requiring search committees to rate candidates independently on our five criteria for promotion—quality of mind, scholarship, teaching, contributions to applied public policy and management, and institutional citizenship. We also circulate to all search and review committees, as well as all our tenured faculty, a document that summarizes research on gender and other biases in conventional measures of research productivity (number of publications, citation counts, etc.) and teaching quality (student evaluations of courses). We are trying to make our faculty more self-aware in order to develop more fair and accurate assessments of candidates at all levels.

Development

We continue with teaching support for our faculty through our very successful SLATE program, Strengthen Learning and Teaching Excellence. One major SLATE effort is the New Faculty Institute which introduces all entering faculty to the administrative and teaching environment at HKS.

We also continue to give our tenure-track faculty feedback at the end of their second year. In addition, all Area Chairs are asked to report on the progress of junior ladder faculty and lecturers in their area annually. These are not formal reviews of their performance, teaching or research, but rather a check-in to see how they are doing, whether they are connected to other faculty around the School and across Harvard, and an opportunity for them to receive feedback and advice from senior faculty early on. In addition, we continue to try to ensure that each junior faculty member is receiving attention and informal mentoring from at least one senior faculty member. This is not meant to replace the more formal review later on but rather an attempt at ensuring that our more junior faculty receive some mentoring and advice early on in their careers.

Overall, this process is working well and a large number of our junior faculty members have benefited from it. However, we are struggling with “critical mass” issues, with some disciplines more heavily represented at HKS than others, providing more of an intellectual community and mentors to some than to others. We are continuing with our efforts to connect our “disciplinary minority faculty” with colleagues in their fields across Harvard. In addition, a number of senior faculty with primary appointments elsewhere at Harvard have joined the Kennedy School as center directors, bringing additional expertise and mentoring capacity in “minority disciplines” to our campus. Finally, our research centers have introduced seminars that either explicitly focus on junior faculty member presentations (e.g., the Taubman Center and the Ash Center) or at least explicitly offer the seminar as an opportunity for junior faculty members to present work-in-progress and get feedback (e.g., the Center for International Development, the Center for Public Leadership, and the Women and Public Policy Program).

Harvard Kennedy School

We have made progress towards increasing gender diversity of our faculty. Nearly 40 percent of all newly tenured faculty members since 2004 have been women. We have made less progress toward increasing the ethnic and racial diversity of our faculty, especially among tenured faculty, and must do better here. Professor Khalil Gibran Muhammad is the third African-American ever to be a tenured Professor at the Kennedy School [the other two are Glenn Loury (no longer at HKS) and William Julius Wilson]. While that is a milestone, the number is very small. In terms of junior faculty members, we have generally made progress towards more effectively mentoring and sponsoring our junior colleagues. However, groups already in the majority at HKS and men seem to have benefited more from these efforts, and so we will continue to focus on improving our efforts to foster the development of junior faculty who are female and/or members of racial and ethnic minority groups in order to strengthen our faculty overall by assuring its diversity on many dimensions and at all ranks

Harvard Graduate School of Design

Since its founding, the Graduate School of Design has been a crossroads of learning and intellectual debate centered on the transformative power of design and its capacity to create just and equitable cities. In recent years, the school has been engaged in a strategic expansion of its faculty to maintain a favorable student/faculty ratio, balance core disciplines with an eye towards the importance of transdisciplinary collaboration, and fill specific curricular needs. The school remains committed to building on its legacy of cultural diversity, firm in the conviction that a multiplicity of voices and viewpoints among students, staff, and faculty is an essential element in maintaining leadership at the cutting edge of design pedagogy.

Expansion of the faculty has been accompanied by a focus on sustaining excellence and recruiting candidates who will shape the global future of design practices and research. To support this aim, in 2016-17 the Senior Faculty Council began formal deliberations on the development of a tenure track at GSD, led by the Dean and the Academic Dean. With a timeline for development continuing into 2017-18, the proposed structure will entail changes to GSD appointments policies as well as potential changes in the governance structures of the Faculty of Design.

In the meantime, several significant faculty searches were ongoing in 2016-17, including a search to fill the Aga Khan Professorship and several senior positions in the Departments of Architecture, Landscape Architecture, and Urban Planning and Design, to address key areas of emerging and ongoing importance both in terms of

practice and research. The search committees are actively seeking candidates with a diversity of cross-disciplinary interests and expertise, as well as encouraging applications that will increase the representation of women and minorities in the design faculty and support the larger goal of increasing representation in the design professions.

Junior faculty hiring continues, as does the hiring of visitors, to complement the pedagogy in evolving areas such as technology and representation and bring dynamic leading designers every year to further energize the Option Studio program. A new student information system and faculty database now aid in tracking faculty teaching loads, as well as other data that is helpful to faculty planning. Support for junior faculty research continues with an expanded program of annual research and development grants to each Assistant and Associate Professor, the competitive program of Dean's Research Grants for Junior Faculty, and the evolving junior faculty mentoring program.

The Dean's Diversity Initiative (DDI) serves as the committee arm of the GSD's ongoing diversity and inclusion activities, and in 2016-17 DDI also served as GSD's internal working group to coordinate with the University's Task Force on Inclusion and Belonging. The faculty, staff, students, and alumni of the DDI are tasked with increasing the number of underrepresented minorities within our community and maintaining an inclusive environment that encourages an active and effective exchange of views.

Harvard Graduate School of Education

HGSE's recruitment activity in 2016-17 resulted in the hire of one new female faculty member, who was hired as a tenured Professor of Education.

Also during AY 2016-17 HGSE tenured and promoted four faculty from within. Of the four who have now joined the Senior Faculty, two are women and two are men. Three-quarters of those promoted are minority faculty. HGSE is proud to lead the University in the percentage of senior faculty who are women.

The Dean's Distinguished Postdoctoral Fellows Program was launched during the 2015-16 year. The searches resulted in the recruitment of three minority postdocs for 2016-17, and two of these fellows continued at HGSE for the 2017-18 year. The third left for a tenure-track faculty appointment elsewhere in fall 2017, demonstrating that the program is successful in nurturing future faculty members.

The Strategic Hiring Committee at HGSE continued its work in AY 2016-17. Appointed in the fall of 2015, the Committee was tasked with improving the excellence of the faculty, diversifying the substantive topics of faculty research, and searching for strong junior and senior faculty candidates.

HGSE continues to pair tenure-track faculty members with senior (and, as appropriate, more senior tenure-track) faculty members

who serve as mentors, and to provide other supports such as course reductions for first-year faculty, a paid semester of leave for research, and a new faculty orientation. At the start of the year, the Academic Dean and Associate Dean for Faculty Affairs meet with and orient our new faculty. We continue to implement Early Career and Mid-Career Advisory Reviews to help tenure-track faculty make progress toward appointment milestones such as promotion and tenure, to flag areas of strength or weakness, and to provide tenure-track faculty members with consistent advice, feedback, and signaling from senior colleagues and the Dean.

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

Harvard Divinity School

Faculty Recruitment/Searches and Promotions

Harvard Divinity School (HDS) welcomed one new faculty member as of July 1, 2017: Todne Thomas, Assistant Professor of African American Religions (HDS) and Suzanne Young Murray Assistant Professor (Radcliffe Institute for Advanced Study), as a result of the 2016-17 Junior Search in African American Religions. Earlier in the spring 2017 semester, in cooperation with the Department of African & African American Studies in the Faculty of Arts and Sciences, HDS welcomed Cornel West as Professor of the Practice of Public Philosophy.

HDS is also hosting two visiting faculty members during AY 2017: E.J. Dionne, senior fellow at the Brookings Institute, a syndicated columnist for the Washington Post, and University Professor in the Foundations of Democracy and Culture at Georgetown University, who is visiting HDS in a joint appointment with Harvard's Faculty of Arts and Sciences and the Harvard Kennedy School as the William H. Bloomberg Visiting Professor; and Terry Tempest Williams, award-winning author, environmentalist, and activist, who is HDS's Writer-in-Residence for 2017-18.

HDS currently has one active faculty search, an open rank search for the T.J. Dermot Dunphy Professorship of Religion, Violence, and Peacebuilding, that was kicked off in May 2017. Over 140 applications were received for the search, and initial interviews were held at the annual meeting of the American Academy of Religion/Societies of Biblical Literatures in Boston in November 2017. In December 2017, the HDS Voting Faculty approved a short list of candidates and campus visits are currently being planned for early February 2018.

Three internal reviews are also taking place this academic year: a review for promotion to Associate Professor, a Senior Lecturer reappointment review, and a second-year Associate review.

TABLE 1: Number of Harvard Ladder Faculty by School and Rank, AY08 to AY18

	Tenure-Track Faculty											Tenured Faculty										
	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18
Harvard University	504	505	486	470	467	432	417	413	420	407	403	966	978	994	1005	1015	1035	1047	1055	1065	1083	1091
Faculty of Arts and Sciences																						
Social Science	74	77	66	54	51	48	51	52	55	54	53	179	183	170	179	179	183	181	189	190	190	190
Science	57	62	70	65	64	57	52	48	37	34	30	135	138	147	150	151	150	159	164	167	172	175
Life Science	27	35	41	40	42	36	33	31	23	20	18	64	67	75	75	77	80	85	89	89	94	94
Physical Science	30	27	29	25	22	21	19	17	14	14	12	71	71	72	75	74	70	74	75	78	78	81
Arts & Humanities	59	57	48	41	38	34	28	33	35	40	46	147	148	154	160	161	163	164	162	161	158	155
Engineering	21	18	17	19	20	15	17	22	24	20	21	48	49	53	56	58	58	60	59	61	65	68
FAS Total	211	214	201	179	173	154	148	155	151	148	150	509	518	524	545	549	554	564	574	579	585	588
Medicine	54	58	60	56	51	53	50	53	53	53	53	106	105	108	111	114	128	123	120	122	128	133
Business	90	89	86	86	92	86	86	76	77	71	68	96	102	103	92	95	95	95	99	101	103	101
Public Health	81	70	66	66	66	64	57	51	55	58	55	75	77	74	75	79	80	85	89	94	94	90
Law	7	10	10	9	8	5	3	3	6	5	6	77	81	84	85	86	89	88	88	87	86	85
Government	21	21	22	19	23	21	20	22	21	17	18	50	49	51	53	52	53	52	51	54	56	57
Design	21	21	17	24	24	28	32	32	37	38	38	29	28	30	31	32	34	40	36	34	34	34
Education	17	20	21	21	23	20	19	18	19	17	14	25	26	27	25	24	26	24	23	23	25	30
Divinity	6	6	8	9	8	6	8	9	8	4	4	22	22	22	21	20	21	20	22	23	27	28
Professional Schools Total	297	295	290	290	295	283	275	264	276	263	256	480	490	499	493	502	526	527	528	538	553	558
Other Total	0	0	0	0	0	0	0	0	1	3	7	13	11	13	13	13	10	11	13	12	13	15
Medical Clinical / Hospital	8,854	9,186	9,337	9,616	9,819	9,956	10,101	10,224	9,791	9,166	9,087	692	717	741	789	858	913	957	1,003	1,032	1,041	1,081
Dental Clinical / Hospital	286	278	280	267	272	273	268	280	248	124	122	15	14	13	13	13	13	12	13	15	15	16

See page 38 for notes about the data.

TABLE 2: Percentage of Harvard Ladder Faculty by School and Rank, AY08 to AY18

	Tenure-Track Faculty											Tenured Faculty										
	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18
Harvard University	34%	34%	33%	32%	32%	29%	29%	28%	28%	27%	27%	66%	66%	67%	68%	69%	71%	72%	72%	72%	73%	73%
Faculty of Arts and Sciences																						
Social Science	29%	30%	28%	23%	22%	21%	22%	22%	22%	22%	22%	71%	70%	72%	77%	78%	79%	78%	78%	78%	78%	78%
Science	30%	31%	32%	30%	30%	28%	25%	23%	18%	17%	15%	70%	69%	68%	70%	70%	73%	75%	77%	82%	84%	85%
Life Science	30%	34%	35%	35%	35%	31%	28%	26%	21%	18%	16%	70%	66%	65%	65%	65%	69%	72%	74%	80%	83%	84%
Physical Science	30%	28%	29%	25%	23%	23%	20%	19%	15%	15%	13%	70%	72%	71%	75%	77%	77%	80%	82%	85%	85%	87%
Arts & Humanities	29%	28%	24%	20%	19%	17%	15%	17%	18%	20%	23%	71%	72%	76%	80%	81%	83%	85%	83%	82%	80%	77%
Engineering	30%	27%	24%	25%	26%	21%	22%	27%	28%	24%	24%	70%	73%	76%	75%	74%	80%	78%	73%	72%	77%	76%
FAS Total	29%	29%	28%	25%	24%	22%	21%	21%	21%	20%	20%	71%	71%	72%	75%	76%	78%	79%	79%	79%	80%	80%
Medicine	34%	36%	36%	34%	31%	29%	29%	31%	30%	29%	29%	66%	64%	64%	67%	69%	71%	71%	69%	70%	71%	72%
Business	48%	47%	46%	48%	49%	48%	48%	43%	43%	41%	40%	52%	53%	55%	52%	51%	53%	53%	57%	57%	59%	60%
Public Health	52%	48%	47%	47%	46%	44%	40%	36%	37%	38%	38%	48%	52%	53%	53%	55%	56%	60%	64%	63%	62%	62%
Law	8%	11%	11%	10%	9%	5%	3%	3%	7%	6%	7%	92%	89%	89%	90%	92%	95%	97%	97%	94%	95%	93%
Government	30%	30%	30%	26%	31%	28%	28%	30%	28%	23%	24%	70%	70%	70%	74%	69%	72%	72%	70%	72%	77%	76%
Design	42%	43%	36%	44%	43%	45%	44%	47%	52%	53%	53%	58%	57%	64%	56%	57%	55%	56%	53%	48%	47%	47%
Education	41%	44%	44%	46%	49%	44%	44%	44%	45%	41%	32%	60%	57%	56%	54%	51%	57%	56%	56%	55%	60%	68%
Divinity	21%	21%	27%	30%	29%	22%	29%	29%	26%	13%	13%	79%	79%	73%	70%	71%	78%	71%	71%	74%	87%	88%
Professional Schools Total	38%	38%	37%	37%	37%	35%	34%	33%	34%	32%	31%	62%	62%	63%	63%	63%	65%	66%	67%	66%	68%	69%
Other Total	0%	0%	0%	0%	0%	0%	0%	0%	8%	18%	29%	100%	100%	100%	100%	100%	100%	100%	100%	92%	81%	68%
Medical Clinical / Hospital	93%	93%	93%	92%	92%	92%	91%	91%	91%	90%	89%	7%	7%	7%	8%	8%	8%	9%	9%	10%	10%	11%
Dental Clinical / Hospital	95%	95%	96%	95%	95%	96%	96%	96%	94%	89%	88%	5%	5%	4%	5%	5%	5%	4%	4%	6%	11%	12%

See page 38 for notes about the data.

TABLE 3: Number of Harvard Ladder Faculty who are Women, AY08 to AY18

	Tenure-Track Faculty											Tenured Faculty										
	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18
Harvard University	185	191	179	172	169	153	153	158	162	159	162	199	199	209	222	227	245	255	258	272	281	290
Faculty of Arts and Sciences																						
Social Science	38	39	30	22	19	20	18	18	20	18	21	41	42	38	43	45	48	52	52	57	59	59
Science	18	19	21	20	21	17	17	16	14	15	15	14	14	18	20	20	21	22	24	28	29	32
Life Science	8	12	15	14	16	13	13	14	11	11	10	9	9	12	14	14	15	15	18	19	20	21
Physical Science	10	7	6	6	5	4	4	2	3	4	5	5	5	6	6	6	6	7	6	9	9	11
Arts & Humanities	20	21	19	17	17	14	14	19	22	25	25	46	47	50	51	50	52	55	55	54	54	55
Engineering	3	4	4	5	5	2	2	5	4	4	4	3	3	5	6	6	7	8	8	9	9	11
FAS Total	79	83	74	64	62	53	51	58	60	62	65	104	106	111	120	121	128	137	139	148	151	157
Medicine	18	20	22	18	19	18	18	19	16	17	18	16	15	16	19	19	23	23	23	27	29	30
Business	25	26	25	27	30	28	28	27	32	28	24	16	16	18	17	18	19	19	20	21	22	21
Public Health	33	28	27	29	27	26	25	21	20	22	23	17	18	17	17	19	20	21	21	24	27	28
Law	4	4	4	3	1	0	0	1	3	3	4	13	14	14	16	17	18	17	19	19	18	20
Government	7	7	6	6	7	4	6	8	7	5	6	10	10	10	10	10	11	12	11	12	13	12
Design	8	8	8	10	9	11	13	11	12	12	14	7	6	6	6	6	7	10	9	9	9	9
Education	11	13	12	12	12	11	10	10	10	9	7	9	9	10	11	11	13	11	10	12	12	15
Divinity	2	2	3	3	2	2	2	3	3	2	2	8	7	8	8	8	8	8	9	9	10	11
Professional Schools Total	108	108	107	108	107	100	102	100	103	98	98	96	95	99	104	108	119	121	122	133	140	146
Other Total	0	0	0	0	0	0	0	0	1	3	6	1	0	2	4	4	2	4	6	5	6	8
Medical Clinical / Hospital	3,661	3,852	3,974	4,129	4,276	4,397	4,532	4,657	4,483	4,223	4,219	87	92	102	115	129	140	157	163	178	188	217
Dental Clinical / Hospital	83	88	94	96	95	100	102	106	96	54	55	2	2	2	2	2	2	2	3	5	5	5

See page 38 for notes about the data.

TABLE 4: Percentage of Harvard Ladder Faculty who are Women, AY08 to AY18

	Tenure-Track Faculty											Tenured Faculty										
	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18
Harvard University	37%	38%	37%	37%	36%	35%	37%	38%	39%	39%	40%	21%	20%	21%	22%	22%	24%	24%	25%	26%	26%	27%
Faculty of Arts and Sciences																						
Social Science	51%	51%	46%	41%	37%	42%	35%	35%	36%	33%	40%	23%	23%	22%	24%	25%	26%	29%	28%	30%	31%	31%
Science	32%	31%	30%	31%	33%	30%	33%	33%	38%	44%	50%	10%	10%	12%	13%	13%	14%	14%	15%	17%	17%	18%
Life Science	30%	34%	37%	35%	38%	36%	39%	45%	48%	55%	56%	14%	13%	16%	19%	18%	19%	18%	20%	21%	21%	22%
Physical Science	33%	26%	21%	24%	23%	19%	21%	12%	21%	29%	42%	7%	7%	8%	8%	8%	9%	10%	8%	12%	12%	14%
Arts & Humanities	34%	37%	40%	42%	45%	41%	50%	58%	63%	63%	54%	31%	32%	33%	32%	31%	32%	34%	34%	34%	34%	36%
Engineering	14%	22%	24%	26%	25%	13%	12%	23%	17%	20%	19%	6%	6%	9%	11%	10%	12%	13%	14%	15%	14%	16%
FAS Total	37%	39%	37%	36%	36%	34%	35%	37%	40%	42%	43%	20%	21%	21%	22%	22%	23%	24%	24%	26%	26%	27%
Medicine	33%	35%	37%	32%	37%	34%	36%	36%	30%	32%	34%	15%	14%	15%	17%	17%	18%	19%	19%	22%	23%	23%
Business	28%	29%	29%	31%	33%	33%	33%	36%	42%	39%	35%	17%	16%	18%	19%	19%	20%	20%	20%	21%	21%	21%
Public Health	41%	40%	41%	44%	41%	41%	44%	41%	36%	38%	42%	23%	23%	23%	23%	24%	25%	25%	24%	26%	29%	31%
Law	57%	40%	40%	33%	13%	0%	0%	33%	50%	60%	67%	17%	17%	17%	19%	20%	20%	19%	22%	22%	21%	24%
Government	33%	33%	27%	32%	30%	19%	30%	36%	33%	29%	33%	20%	20%	20%	19%	19%	21%	23%	22%	22%	23%	21%
Design	38%	38%	47%	42%	38%	39%	41%	34%	32%	32%	37%	24%	21%	20%	19%	19%	21%	25%	25%	27%	27%	27%
Education	65%	65%	57%	57%	52%	55%	53%	56%	53%	53%	50%	36%	35%	37%	44%	46%	50%	46%	44%	52%	48%	50%
Divinity	33%	33%	38%	33%	25%	33%	25%	33%	38%	50%	50%	36%	32%	36%	38%	40%	38%	40%	41%	39%	37%	39%
Professional Schools Total	36%	37%	37%	37%	36%	35%	37%	38%	37%	37%	38%	20%	19%	20%	21%	22%	23%	23%	23%	25%	25%	26%
Other Total									100%	100%	86%	8%	0%	15%	31%	31%	20%	36%	46%	42%	46%	53%
Medical Clinical / Hospital	41%	42%	43%	43%	44%	44%	45%	46%	46%	46%	46%	13%	13%	14%	15%	15%	15%	16%	16%	17%	18%	20%
Dental Clinical / Hospital	29%	32%	34%	36%	35%	37%	38%	38%	39%	44%	45%	13%	14%	15%	15%	15%	15%	17%	23%	33%	33%	31%

See page 38 for notes about the data.

TABLE 5: Number of Harvard Ladder Faculty who are Asian, AY08 to AY18

	Tenure-Track Faculty											Tenured Faculty										
	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18
Harvard University	84	82	82	84	86	81	84	86	86	84	84	74	79	82	86	91	101	106	107	113	120	124
Faculty of Arts and Sciences																						
Social Science	7	8	8	7	4	3	4	4	8	9	11	7	6	7	8	9	11	11	12	11	11	9
Science	16	15	14	14	14	12	9	9	6	8	7	16	18	18	18	18	20	22	23	28	29	30
Life Science	4	4	5	5	6	6	5	6	4	6	6	8	9	9	8	8	8	9	10	12	12	12
Physical Science	12	11	9	9	8	6	4	3	2	2	1	8	9	9	10	10	12	13	13	16	17	18
Arts & Humanities	6	5	5	3	3	4	5	5	5	6	7	9	11	11	12	13	13	13	14	15	15	15
Engineering	5	5	5	6	7	6	5	7	6	5	6	7	8	11	11	11	12	13	13	12	14	15
FAS Total	34	33	32	30	28	25	23	25	25	28	31	39	43	47	49	51	56	59	62	66	69	69
Medicine	7	7	7	8	8	9	10	12	14	14	15	6	5	4	4	4	6	6	4	4	5	8
Business	14	14	15	17	20	22	26	26	24	20	16	17	18	18	18	19	19	19	19	20	22	22
Public Health	22	19	17	16	15	12	10	8	9	10	9	7	8	7	7	8	11	12	13	15	15	15
Law	1	1	1	2	1	1	1	2	2	2	2	1	1	1	1	3	3	3	3	3	3	3
Government	4	4	4	4	4	4	4	4	3	1	1	3	4	5	6	6	6	6	7	8	8	8
Design	0	0	0	2	4	4	6	6	7	7	9	1	1	1	2	2	2	4	3	3	3	3
Education	3	3	5	5	6	5	4	3	3	3	2	1	1	1	1	1	1	0	1	1	1	2
Divinity	1	1	1	0	0	0	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0
Professional Schools Total	52	49	50	54	58	57	62	62	63	58	55	36	38	37	39	43	48	50	49	53	57	61
Other Total	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0
Medical Clinical / Hospital	1,344	1,478	1,553	1,655	1,722	1,780	1,809	1,858	1,825	1,788	1,837	30	31	35	44	50	55	53	64	77	86	94
Dental Clinical / Hospital	71	66	68	59	59	62	59	62	54	31	33	0	0	0	0	0	0	0	0	1	1	1

See page 38 for notes about the data.

TABLE 6: Percentage of Harvard Ladder Faculty who are Asian, AY08 to AY18

	Tenure-Track Faculty											Tenured Faculty										
	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18
Harvard University	17%	16%	17%	18%	18%	19%	20%	21%	21%	21%	21%	8%	8%	8%	9%	9%	10%	10%	10%	11%	11%	11%
Faculty of Arts and Sciences																						
Social Science	10%	10%	12%	13%	8%	6%	8%	8%	15%	17%	21%	4%	3%	4%	5%	5%	6%	6%	6%	6%	6%	5%
Science	28%	24%	20%	22%	22%	21%	17%	19%	16%	24%	23%	12%	13%	12%	12%	12%	13%	14%	14%	17%	17%	17%
Life Science	15%	11%	12%	13%	14%	17%	15%	19%	17%	30%	33%	13%	13%	12%	11%	10%	10%	11%	11%	14%	13%	13%
Physical Science	40%	41%	31%	36%	36%	29%	21%	18%	14%	14%	8%	11%	13%	13%	13%	14%	17%	18%	17%	21%	22%	22%
Arts & Humanities	10%	9%	10%	7%	8%	12%	18%	15%	14%	15%	15%	6%	7%	7%	8%	8%	8%	8%	9%	9%	10%	10%
Engineering	24%	28%	29%	32%	35%	40%	29%	32%	25%	25%	29%	15%	16%	21%	20%	19%	21%	22%	22%	20%	22%	22%
FAS Total	16%	15%	16%	17%	16%	16%	16%	16%	17%	19%	21%	8%	8%	9%	9%	9%	10%	11%	11%	11%	12%	12%
Medicine	13%	12%	12%	14%	16%	17%	20%	23%	26%	26%	28%	6%	5%	4%	4%	4%	5%	5%	3%	3%	4%	6%
Business	16%	16%	17%	20%	22%	26%	30%	34%	31%	28%	24%	18%	18%	18%	20%	20%	20%	20%	19%	20%	21%	22%
Public Health	27%	27%	26%	24%	23%	19%	18%	16%	16%	17%	16%	9%	10%	10%	9%	10%	14%	14%	15%	16%	16%	17%
Law	14%	10%	10%	22%	13%	20%	33%	67%	33%	40%	33%	1%	1%	1%	1%	4%	3%	3%	3%	3%	4%	4%
Government	19%	19%	18%	21%	17%	19%	20%	18%	14%	6%	6%	6%	8%	10%	11%	12%	11%	12%	12%	13%	14%	14%
Design	0%	0%	0%	8%	17%	14%	19%	19%	19%	18%	24%	3%	4%	3%	7%	6%	6%	10%	8%	9%	9%	9%
Education	18%	15%	24%	24%	26%	25%	21%	17%	16%	18%	14%	4%	4%	4%	4%	4%	4%	0%	4%	4%	4%	7%
Divinity	17%	17%	13%	0%	0%	0%	13%	11%	13%	25%	25%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Professional Schools Total	18%	17%	17%	19%	20%	20%	23%	24%	23%	22%	22%	8%	8%	7%	8%	9%	9%	10%	9%	10%	10%	11%
Other Total									0%	0%	29%	8%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Medical Clinical / Hospital	15%	16%	17%	17%	18%	18%	18%	18%	19%	20%	20%	4%	4%	5%	6%	6%	6%	6%	6%	8%	8%	9%
Dental Clinical / Hospital	25%	24%	24%	22%	22%	23%	22%	22%	22%	25%	27%	0%	0%	0%	0%	0%	0%	0%	0%	7%	7%	6%

See page 38 for notes about the data.

TABLE 7: Number of Harvard Ladder Faculty who are Underrepresented Minorities, AY08 to AY18

	Tenure-Track Faculty											Tenured Faculty										
	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18
Harvard University	52	54	43	46	47	45	47	47	47	46	46	49	50	57	58	61	66	71	74	81	84	89
Faculty of Arts and Sciences																						
Social Science	8	9	6	5	5	4	4	4	4	4	3	17	20	19	21	21	22	24	25	29	30	31
Science	7	6	7	8	8	8	6	5	3	1	1	4	4	4	4	4	4	7	8	8	10	10
Life Science	5	5	6	7	7	7	5	4	3	1	1	3	3	3	3	3	3	5	6	6	8	8
Physical Science	2	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	2	2	2	2	2
Arts & Humanities	6	6	3	4	4	3	4	3	3	3	5	4	4	7	7	7	8	8	7	9	7	8
Engineering	2	2	2	2	2	1	2	2	3	3	4	0	0	0	0	0	0	0	0	1	1	1
FAS Total	23	23	18	19	19	16	16	14	13	11	13	25	28	30	32	32	34	39	40	47	48	50
Medicine	4	4	3	3	3	5	6	7	7	5	6	2	2	3	3	3	2	2	2	3	5	5
Business	10	10	8	7	6	7	6	6	5	7	7	5	5	5	5	7	6	6	6	7	7	7
Public Health	8	7	5	5	5	6	7	6	6	7	7	2	2	3	3	5	4	5	6	6	7	7
Law	0	0	0	0	0	0	0	0	1	1	1	8	8	8	9	9	10	9	10	10	9	9
Government	3	4	4	4	5	3	3	5	5	4	4	4	3	4	4	4	5	5	5	4	4	4
Design	2	3	2	3	2	2	3	3	4	4	3	5	4	5	4	4	5	5	5	5	5	5
Education	2	3	2	2	3	4	4	4	4	5	3	1	1	3	3	3	3	3	3	5	5	8
Divinity	0	0	1	3	4	3	3	3	3	2	2	2	2	2	2	2	4	4	4	4	5	6
Professional Schools Total	29	31	25	27	28	30	32	34	35	35	33	29	27	33	33	37	39	39	41	44	47	51
Other Total	0	0	0	0	0	0	0	0	0	0	2	1	1	2	3	2	3	3	4	3	4	4
Medical Clinical / Hospital	490	516	529	564	598	621	640	694	695	650	645	15	16	14	16	19	22	26	29	30	32	38
Dental Clinical / Hospital	25	26	26	26	28	30	29	32	28	7	7	0	0	0	0	0	0	0	0	0	0	0

See page 38 for notes about the data.

TABLE 8: Percentage of Harvard Ladder Faculty who are Underrepresented Minorities, AY08 to AY18

	Tenure-Track Faculty											Tenured Faculty										
	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18
Harvard University	10%	11%	9%	10%	10%	10%	11%	11%	11%	11%	11%	5%	5%	6%	6%	6%	6%	7%	7%	8%	8%	8%
Faculty of Arts and Sciences																						
Social Science	11%	12%	9%	9%	10%	8%	8%	8%	7%	7%	6%	10%	11%	11%	12%	12%	12%	13%	13%	15%	16%	16%
Science	12%	10%	10%	12%	13%	14%	12%	10%	8%	3%	3%	3%	3%	3%	3%	3%	3%	4%	5%	5%	6%	6%
Life Science	19%	14%	15%	18%	17%	19%	15%	13%	13%	5%	6%	5%	5%	4%	4%	4%	4%	6%	7%	7%	9%	9%
Physical Science	7%	4%	3%	4%	5%	5%	5%	6%	0%	0%	0%	1%	1%	1%	1%	1%	1%	3%	3%	3%	3%	3%
Arts & Humanities	10%	11%	6%	10%	11%	9%	14%	9%	9%	8%	11%	3%	3%	5%	4%	4%	5%	5%	4%	6%	4%	5%
Engineering	10%	11%	12%	11%	10%	7%	12%	9%	13%	15%	19%	0%	0%	0%	0%	0%	0%	0%	0%	2%	2%	2%
FAS Total	11%	11%	9%	11%	11%	10%	11%	9%	9%	7%	9%	5%	5%	6%	6%	6%	6%	7%	7%	8%	8%	9%
Medicine	7%	7%	5%	5%	6%	9%	12%	13%	13%	9%	11%	2%	2%	3%	3%	3%	2%	2%	2%	3%	4%	4%
Business	11%	11%	9%	8%	7%	8%	7%	8%	7%	10%	10%	5%	5%	5%	5%	7%	6%	6%	6%	7%	7%	7%
Public Health	10%	10%	8%	8%	8%	9%	12%	12%	11%	12%	13%	3%	3%	4%	4%	6%	5%	6%	7%	6%	7%	8%
Law	0%	0%	0%	0%	0%	0%	0%	0%	17%	20%	17%	10%	10%	10%	11%	11%	11%	10%	11%	12%	11%	11%
Government	14%	19%	18%	21%	22%	14%	15%	23%	24%	24%	22%	8%	6%	8%	8%	8%	9%	10%	10%	7%	7%	7%
Design	10%	14%	12%	13%	8%	7%	9%	9%	11%	11%	8%	17%	14%	17%	13%	13%	15%	13%	14%	15%	15%	15%
Education	12%	15%	10%	10%	13%	20%	21%	22%	21%	29%	21%	4%	4%	11%	12%	13%	12%	13%	13%	22%	20%	27%
Divinity	0%	0%	13%	33%	50%	50%	38%	33%	38%	50%	50%	9%	9%	9%	10%	10%	19%	20%	18%	17%	19%	21%
Professional Schools Total	10%	11%	9%	9%	10%	11%	12%	13%	13%	13%	13%	6%	6%	7%	7%	7%	7%	7%	8%	8%	9%	9%
Other Total									0%	0%	29%	8%	9%	15%	23%	15%	30%	27%	31%	25%	31%	27%
Medical Clinical / Hospital	6%	6%	6%	6%	6%	6%	6%	7%	7%	7%	7%	2%	2%	2%	2%	2%	2%	3%	3%	3%	3%	4%
Dental Clinical / Hospital	9%	9%	9%	10%	10%	11%	11%	11%	11%	6%	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

See page 38 for notes about the data.

TABLE 9: Number of Harvard Ladder Faculty who are White, AY08 to AY18

	Tenure-Track Faculty											Tenured Faculty										
	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18
Harvard University	367	368	361	340	334	306	286	280	287	277	273	843	849	855	861	863	868	870	874	871	879	878
Faculty of Arts and Sciences																						
Social Science	59	60	52	42	42	41	43	44	43	41	39	155	157	144	150	149	150	146	152	150	149	150
Science	34	41	49	43	42	37	37	34	28	25	22	115	116	125	128	129	126	130	133	131	133	135
Life Science	18	26	30	28	29	23	23	21	16	13	11	53	55	63	64	66	69	71	73	71	74	74
Physical Science	16	15	19	15	13	14	14	13	12	12	11	62	61	62	64	63	57	59	60	60	59	61
Arts & Humanities	47	46	40	34	31	27	19	25	27	31	34	134	133	136	141	141	142	143	141	137	136	132
Engineering	14	11	10	11	11	8	10	13	15	12	11	41	41	42	45	47	46	47	46	48	50	52
FAS Total	154	158	151	130	126	113	109	116	113	109	106	445	447	447	464	466	464	466	472	466	468	469
Medicine	43	47	50	45	40	39	34	34	32	34	32	98	98	101	104	107	120	115	114	115	118	120
Business	66	65	63	62	66	57	54	44	48	44	45	74	79	80	69	69	70	70	74	74	74	72
Public Health	51	44	44	45	46	46	40	37	40	41	39	66	67	64	65	66	65	68	70	73	72	68
Law	6	9	9	7	7	4	2	1	3	2	3	68	72	75	75	74	76	76	75	74	74	73
Government	14	13	14	11	14	14	13	13	13	12	13	43	42	42	43	42	42	41	40	43	44	45
Design	18	17	15	19	18	22	23	23	26	27	26	23	23	24	25	26	27	31	28	26	26	26
Education	12	14	14	14	14	11	11	11	12	9	9	23	24	23	21	20	22	21	19	17	19	20
Divinity	5	5	6	6	4	3	4	5	4	1	1	20	20	20	19	18	17	16	18	19	22	22
Professional Schools Total	215	214	215	209	209	196	181	168	178	170	168	415	425	429	421	422	439	438	438	441	449	446
Other Total	0	0	0	0	0	0	0	0	1	3	3	11	10	11	10	11	7	8	9	9	9	11
Medical Clinical / Hospital	6,856	7,004	7,046	7,167	7,256	7,315	7,409	7,427	7,031	6,502	6,373	645	668	689	726	784	831	873	903	915	915	941
Dental Clinical / Hospital	187	184	183	176	179	175	173	179	160	83	79	15	14	13	13	13	13	12	13	14	14	15

See page 38 for notes about the data.

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

	Tenure-Track Faculty											Tenured Faculty										
	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16	AY17	AY18
Harvard University	73%	73%	74%	72%	72%	71%	69%	68%	68%	68%	68%	87%	87%	86%	86%	85%	84%	83%	83%	82%	81%	81%
Faculty of Arts and Sciences																						
Social Science	80%	78%	79%	78%	82%	85%	84%	85%	78%	76%	74%	87%	86%	85%	84%	83%	82%	81%	80%	79%	78%	79%
Science	60%	66%	70%	66%	66%	65%	71%	71%	76%	74%	73%	85%	84%	85%	85%	85%	84%	82%	81%	78%	77%	77%
Life Science	67%	74%	73%	70%	69%	64%	70%	68%	70%	65%	61%	83%	82%	84%	85%	86%	86%	84%	82%	80%	79%	79%
Physical Science	53%	56%	66%	60%	59%	67%	74%	77%	86%	86%	92%	87%	86%	86%	85%	85%	81%	80%	80%	77%	76%	75%
Arts & Humanities	80%	81%	83%	83%	82%	79%	68%	76%	77%	78%	74%	91%	90%	88%	88%	88%	87%	87%	87%	85%	86%	85%
Engineering	67%	61%	59%	58%	55%	53%	59%	59%	63%	60%	52%	85%	84%	79%	80%	81%	79%	78%	78%	79%	77%	77%
FAS Total	73%	74%	75%	73%	73%	73%	74%	75%	75%	74%	71%	87%	86%	85%	85%	85%	84%	83%	82%	81%	80%	80%
Medicine	80%	81%	83%	80%	78%	74%	68%	64%	60%	64%	60%	93%	93%	94%	94%	94%	94%	94%	95%	94%	92%	90%
Business	73%	73%	73%	72%	72%	66%	63%	58%	62%	62%	66%	77%	78%	78%	75%	73%	74%	74%	75%	73%	72%	71%
Public Health	63%	63%	67%	68%	70%	72%	70%	73%	73%	71%	71%	88%	87%	87%	87%	84%	81%	80%	79%	78%	77%	76%
Law	86%	90%	90%	78%	88%	80%	67%	33%	50%	40%	50%	88%	89%	89%	88%	86%	85%	86%	85%	85%	86%	86%
Government	67%	62%	64%	58%	61%	67%	65%	59%	62%	71%	72%	86%	86%	82%	81%	81%	79%	79%	78%	80%	79%	79%
Design	86%	81%	88%	79%	75%	79%	72%	72%	70%	71%	68%	79%	82%	80%	81%	81%	79%	78%	78%	77%	77%	77%
Education	71%	70%	67%	67%	61%	55%	58%	61%	63%	53%	64%	92%	92%	85%	84%	83%	85%	88%	83%	74%	76%	67%
Divinity	83%	83%	75%	67%	50%	50%	50%	56%	50%	25%	25%	91%	91%	91%	91%	90%	81%	80%	82%	83%	82%	79%
Professional Schools Total	72%	73%	74%	72%	71%	69%	66%	64%	65%	65%	66%	87%	87%	86%	85%	84%	83%	83%	83%	82%	81%	80%
Other Total									100%	100%	43%	85%	91%	85%	77%	85%	70%	73%	69%	75%	69%	73%
Medical Clinical / Hospital	77%	76%	76%	75%	74%	74%	73%	73%	72%	71%	70%	93%	93%	93%	92%	91%	91%	91%	90%	89%	88%	87%
Dental Clinical / Hospital	65%	66%	65%	66%	66%	64%	65%	64%	65%	67%	65%	100%	100%	100%	100%	100%	100%	100%	100%	93%	93%	94%

See page 38 for notes about the data.

Notes for Tables 1 through 10

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

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

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

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

- **Initial faculty appointments, from search authorization to accepted offer.** We review institutional policies, search and appointments processes, and prospective faculty appointments, and offer feedback to the Schools to ensure excellence and increased diversity.
- **Faculty review, retention, and promotion.** Here as with initial appointments, we review institutional policies and prospective promotions, and offer feedback to the Schools to ensure excellence and increased diversity.
- **The quality of faculty members' experiences at the University.** We convene groups and build bridges across the University, and help with tenure-track faculty mentoring and development, institutional climate, and support for teaching, work/family balance, and child care.

