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HARVARD UNIVERSITY OFFICE OF THE PROVOST Faculty Development & Diversity

07

END OF YEAR REPORT

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FROM THE SENIOR VICE PROVOST FOR FACULTY DEVELOPMENT & DIVERSITY



I am pleased to report on the progress the University has made over the course of this year, my second as Senior Vice Provost for Faculty Development and Diversity. We have learned much this year about the complexities this work entails and our need for new, creative, and innovative approaches. As ever, my office could not make inroads without the support of many colleagues across the University, and we are grateful for the constructive and committed engagement of leaders across the Schools.

This year's most historic milestone was of course Drew Faust's election as the twenty-eighth president of the University. As a historian and a dean, President-elect Faust has consistently demanded excellence in teaching and research, and she has championed the role of women and underrepresented minorities in realizing academic excellence. I look forward to working with her in continuing this effort in the coming year.

As I stressed last year, Harvard pursues the benefits of diversity among its faculty not simply to help women or people of color, but because we want to continue to attract and support an excellent faculty in order to make Harvard more productive, more creative, more competitive, and more successful.

If last year was a year of beginnings – including establishing the Office of Faculty Development and Diversity; designing and running a new summer research program for undergraduates in science and engineering; initiating a speaker series for graduate students in the sciences; rolling out new policies for dependent care and new programs to support junior faculty research; gathering baseline faculty demographic data; and reporting the results of the junior faculty survey – this year was a year of fine-tuning and assessing these projects and others to make them even more successful.

The Office of Faculty Development and Diversity this year launched Harvard's first University-wide faculty climate survey. The survey, which was designed in collaboration with the Office of Institutional Research, the University Committee on Faculty Development and Diversity, and a University-wide faculty advisory group, provides much needed data on a broad range of faculty experiences, needs, and preferences. Survey results will substantively inform the development of initiatives at the School and University level aimed at improving the climate for tenured, tenure-track, and non-ladder faculty at Harvard. In this report, we highlight key survey results. A full, detailed report of the survey results will be completed this summer.



The tenure-track faculty climate survey we conducted last year identified the need for junior faculty mentoring; this will be one of my highest priorities in the coming academic year. The University Committee on Faculty Development and Diversity will consider various mentoring models with the goal of creating a pilot program that can be used in a variety of contexts. This pilot program will be carefully evaluated, to ensure that it effectively supports junior faculty development. Once we determine the program's effectiveness and identify specific attributes that might be readily transferable to other units across the University, we will work with leaders from each of the Schools to implement a set of initiatives that will have real, tangible benefits for Harvard scholars early in their academic careers.

We all recognize the cultural differences that exist across and within the Schools; what works for one School may not be helpful for another. And yet, I am confident that we can still learn from each other and incorporate the best of these diverse cultures to define and pursue collective goals and aspirations for diversity and excellence in our faculty.

Last year, we began a rigorous data collection process and, for the first time at Harvard, published data on the demographic composition of our faculty relative to our peer institutions. This year, we present a current snapshot of the faculty, disaggregated by rank, gender, race, and ethnicity. Certain areas and Schools show significant improvement in faculty diversity, though there are still areas where little progress has been made.

I continue to chair the Provost's Review Committee on Faculty Appointments, which reviews appointment files for a subset of the tenure-track and term faculty appointments; and I serve as an advisor to the President and Provost in the Ad Hoc tenure reviews. Having reviewed more than 800 files over the last two years, I can say that we must do a better job of casting the widest net possible in our faculty search processes. Because new junior faculty represent our greatest opportunity to recruit diverse pools of applicants, junior faculty search committees must make a concerted effort to expand their networks and fields of vision in order to identify the most excellent scholars.

To address this concern, I have worked with the University Committee on Faculty Development and Diversity, as well as academic deans and many other colleagues across the Schools to develop a set of faculty search committee guidelines. This summer, these will be made available to all Schools, and they are intended to be a work in progress and serve as a flexible supplement to existing School-specific faculty search handbooks. Since each School follows a different process for faculty searches, committees are welcome to tailor these guidelines, as appropriate. However, it is my hope that every search committee will embrace the spirit in which these guidelines are intended, such that every search will be rigorous and exhaustive.



Retention is another crucial concern for the University. We cannot squander the resources dedicated to recruiting our excellent faculty by failing to retain our junior scholars. When we make the decision to hire a promising scholar, it behooves us to provide that scholar with a supportive environment that will foster his or her productivity. Offering a comprehensive package of work/life benefits is part of our strategy to retain faculty, and we have begun piloting programs, such as the Research Enabling Grants and the Dependent Care Fund for Short-term Professional Travel, that support scholars with family responsibilities. We must also find more creative and sustainable ways to address the challenges experienced by dual-career academic couples, and my office will continue to explore strategies aimed at recruiting and retaining these couples.

We will experiment with these initiatives and others, which were recommended by the Task Force on Women Faculty and the Task Force on Women in Science and Engineering, over three-year pilot periods. Each program will be evaluated at critical milestones, and at the end of each pilot period a decision will be made to either continue the program, adjust it in some way, shift management to an individual School (or Schools), transfer responsibility to another central function, or terminate it. To ensure that new programs are possible, and indeed welcomed, my office will continue to involve faculty early on in the design, implementation, and evaluation of the projects.

The Harvard College Program for Research in Science and Engineering, the New England Higher Education Recruitment Consortium, and the dependent care programs will enter end stages of their pilot phases next year, and I look forward to working with the Schools to determine the most effective and efficient way to sustain the initiatives that prove to be successful.

To borrow a phrase from one of my colleagues on the University Committee on Faculty Development and Diversity, we are in a “positive arms race” with our peer institutions to improve dependent care policies and work/life benefits. Recently, several of our closest peers have made major commitments to increase and extend these benefits to junior faculty, postdoctoral fellows, and graduate students. In April, Stanford University announced sizable new child care grants for junior faculty members; Princeton University announced a new, family-friendly, graduate student benefits package which includes paid maternity leave and extensions of deadlines for birth mothers and primary caregivers. Yale University also announced new maternity/parental leave benefits for doctoral students. In order for Harvard to maintain its leadership as a preeminent teaching and research institution, we must have a comprehensive plan with respect to dependent care policies and work/life benefits targeted toward these populations of scholars.



Two other populations of scholars deserve particular attention. The needs of our hospital-based medical faculty will be a focus of our efforts this coming year. Working with the academic deans at the Medical School, we will convene a series of meetings with the Offices for Women's Careers in the Harvard-affiliated hospitals to identify the needs of these faculty and collaboratively develop policies to support them.

Lastly, due to the loss of several of our minority faculty this past year, it is even more critical that we identify and address the issues these scholars face at Harvard. Unless we understand minority scholars' experiences at the University, we will not reach our goal of recruiting and sustaining a more diverse faculty.

In last year's report, I argued that the University will always need to focus on faculty development, but at some point, diversity should not present a challenge for a great university – it should be seamlessly integrated into our recruitment, development, and retention of first-class faculty for which Harvard is justifiably known the world over. With a new leadership team at the University's helm, I am confident that next year we can make even more substantial progress toward our shared goals.

Evelynn M. Hammonds

Evelynn M. Hammonds

*Professor of the History of Science and of African and African American Studies
Senior Vice Provost for Faculty Development and Diversity*

→ Executive Summary

In September 2005, the Office of the Senior Vice Provost for Faculty Development and Diversity (FD&D) was established to help the University realize its aspiration to find, develop, promote, and retain the world's best scholars by serving as a resource to individual Schools and providing needed central coordination and oversight across the University.

Specifically, the Office of FD&D seeks to:

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- 1** Improve Harvard's performance in developing scholars at all stages of the academic career ladder – pipeline, recruitment, promotion, and retention
 - 2** Establish an institutional culture that will sustain this improved performance
 - 3** Achieve intellectual leadership for Harvard by helping to define future goals for faculty development, diversity, and related issues

The Office of FD&D guides Harvard's institutional policies and change in areas of faculty affairs, including faculty growth and diversity across all Schools. The Office does this through review and analysis of faculty appointments, evaluation and implementation of University-wide programs outlined in the 2005 Women's Task Forces' recommendations, and adoption of existing and evolving strategies on faculty affairs. In addition, the Office provides advocacy in matters regarding improved climate for women and underrepresented racial/ethnic groups as well as intellectual leadership within the University on issues related to diversity.

At the unit level, the Office of FD&D seeks to help create, implement, and evaluate programs and initiatives that will support and develop the faculty. The Office provides leadership, staff, technical assistance, financial start-up capital, support, advocacy, and guidance for new policies, practices, and innovative programs.

→ Executive Summary

DATA & METRICS

Last year, data presented in our End of Year Report established Harvard's comparative baseline, and the University is delivering on its commitment to publish faculty demographics each year. Ladder faculty data have been updated to include academic year 2007, and this year's report disaggregates ladder faculty populations by race/ethnicity. Non-ladder faculty data are also presented by School for academic year 2007 and will be updated on an annual basis going forward.

The data presented in this report were collected directly from each School in November 2006. For the peer comparison analysis, each School selected its own peer group based on data that were available through the Association of American Universities Data Exchange (AAUDE).

This year, the Office of FD&D and the Office of Institutional Research (OIR) conducted Harvard's first ever full faculty climate survey, which was open from December 2006 – March 2007. The survey will provide department chairs, Deans, and the President and Provost with quantitative data about the faculty experience, thus enabling the University to identify areas of concern, as well as areas of comparative strength. The results will also enhance our understanding of faculty workloads, and we will be able to think more clearly about supporting and developing junior faculty through mentoring and other means.

This report contains headlines from the survey results. Over the summer, the OIR and a faculty advisory group will perform further analysis, and a detailed report will be released in fall 2007.

The OIR has provided the following reports on the composition of Harvard's faculties:

- Demographic composition of Harvard ladder faculty for AY 2005–AY 2007
- Demographic composition of Harvard non-ladder faculty for AY 2007
- Peer comparison of demographic composition of ladder faculty for AY 2006
- Highlights from the full faculty climate survey from AY 2007

→ Executive Summary

PROGRESS IN ACADEMIC YEAR 2006-2007

Ongoing activities

The Office of FD&D has created several new programs designed to support scholars at every stage of the academic career ladder. The Office sponsors a summer research program to enhance the undergraduate scientific research experience at Harvard and a speaker series to help a diverse population of future academics reach the professoriate. The Harvard University Office for Postdoctoral Affairs, like the Harvard Medical School/Harvard School of Dental Medicine Office for Postdoctoral Fellows, serves as an administrative contact and institutional support for postdocs in the Faculty of Arts and Sciences and the professional schools. Other initiatives have focused on finding ways to retain Harvard's most talented junior faculty members, who are trying to balance family responsibilities with professional development.

ONGOING ACTIVITIES INCLUDE:

- Harvard College Program for Research in Science and Engineering (PRISE)
- Women, Science, and Society Seminar Series and work/life speaker series
- Harvard University Office for Postdoctoral Affairs
- New England Higher Education Recruitment Consortium
- Dependent care pilots

Initiatives to debut next year

In collaboration with Schools and units across the University, the Office will unveil several new initiatives in academic year 2008. With the University Committee on Faculty Development and Diversity, the Office of FD&D completed a set of faculty search committee guidelines, which are a compendium of best practices for faculty searches. The guidelines include resources to help departments utilize more diverse applicant pools, interview protocols, and related materials. This summer, the Office will announce details of a new fund to which Schools can apply to finance the design and implementation of pilot programs aimed at addressing faculty development and diversity issues.

INITIATIVES TO DEBUT NEXT YEAR INCLUDE:

- Faculty search committee guidelines
- Faculty Development and Diversity Pilot Fund
- Speaker series fund

Future programs and policies

We have identified three issues of significant scale and scope that will be the basis for the Office of FD&D's new points of focus for academic year 2008. Recruiting and retaining excellent faculty is a serious challenge requiring a comprehensive strategy for working with dual-career couples. Child care remains a primary concern for many faculty, postdoctoral fellows, and graduate students, and we must ensure that plans for new and expanded child care centers are at the heart of the University's expansion over the coming years. Harvard must also strengthen its mentoring programs so that its junior scholars are armed with the resources necessary to thrive in their academic careers.

FUTURE PROGRAMS AND POLICIES INCLUDE:

- Dual-career recruitment and retention
- Child care
- Mentoring

→ Executive Summary

SCHOOL-BASED ACTIVITIES

Representatives who serve on the University Committee on Faculty Development and Diversity reported on the Schools' significant progress in a number of areas, including: dependent care and faculty leave policies, orientation for faculty search committees, junior faculty mentoring, and analyses of faculty compensation and promotion criteria.

REPORTS ARE INCLUDED FROM THE FOLLOWING SCHOOLS:

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

NEW INSTITUTIONAL RESOURCES

Over the past year, the Office of FD&D made improvements to the Faculty Affairs website by providing links to higher education news articles pertinent to the Office's mission. The Office also posts a monthly newsletter, to publicize upcoming events and announce updates on the pilot programs. The new events webpage contains slides and other materials distributed by guest speakers. The Faculty Affairs website also has links to the Postdoctoral Affairs website, the Child Care @ Harvard website, the New England Higher Education Recruitment Consortium website, as well as many other resources.

→ Data & Metrics

Building on the institutional baseline established in last year's End of Year Report, the Schools and the Office of Institutional Research (OIR) collaborated again to update data and produce additional analyses to measure gender and racial/ethnic inequities within each of the faculties.

The data presented in this report were collected directly from each School in November 2006. The demographic composition of Harvard ladder faculty has been updated this year to include academic year 2007, and this year's report disaggregates ladder faculty populations by race/ethnicity. Non-ladder faculty data are also presented by School for academic year 2007 and will be updated on an annual basis going forward.

For the peer comparison analysis, each School selected its own peer group based on data that were available through the Association of American Universities Data Exchange (AAUDE). In some cases, the data for an institution that would normally be considered a peer were not available through AAUDE.

This year, the Office of Faculty Development and Diversity (FD&D) and the OIR conducted Harvard's first ever full faculty climate survey, which was open from December 2006 – March 2007. The survey will provide department chairs, Deans, and the President and Provost with quantitative data about the faculty experience, thus enabling the University to identify areas of concern, as well as areas of comparative strength. The results will also enhance our understanding of faculty workloads, and we will be able to think more clearly about supporting and developing junior faculty through mentoring and other means.

This report contains headlines from the survey results. Over the summer, the OIR and a group of faculty advisors will perform further analysis, and a detailed report will be released in fall 2007.

THIS SECTION INCLUDES:

- Demographic composition of Harvard ladder faculty for AY 2005–AY 2007
- Demographic composition of Harvard non-ladder faculty for AY 2007
- Peer comparison of demographic composition of ladder faculty for AY 2006
- Highlights from the full faculty climate survey from AY 2007

→ Data & Metrics

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

DEMOGRAPHIC COMPOSITION OF HARVARD LADDER FACULTY FOR AY 2005 THROUGH AY 2007

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

Figure 1 illustrates the representation of women in the total ladder faculty for each of the thirteen faculty populations in academic years 2005 through 2007. Over this three year period, six of the thirteen faculty populations experienced slight increases in the percentage of women ladder faculty; two remained the same; and the other five experienced slight declines. Robust trends will not be visible for many years to come.

In academic year 2007, women represent less than a third of the total ladder faculty in eleven of the thirteen faculty populations. Figures 2 and 3 show that women are not as well-represented among the tenured faculty as they are among the tenure-track faculty. In particular, in academic year 2007 women comprise less than a quarter of the tenured faculty in ten of the thirteen faculty populations. In contrast, women make up at least a third of the tenure-track faculty in six of the thirteen faculty populations.

IN ACADEMIC YEAR 2007:

- Women comprise less than a quarter of the tenured faculty in ten of the thirteen faculty populations
- Women make up at least a third of the tenure-track faculty in six of the thirteen faculty populations

¹The Medical School Affiliates include 18 Affiliated Institutions: Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, Cambridge Health Alliance, CBR Institute for Biomedical Research, Children's Hospital Boston, Dana-Farber Cancer Institute, Forsyth Institute, Harvard Pilgrim Health Care, Joslin Diabetes Center, Judge Baker Children's Center, Massachusetts Eye and Ear Infirmary, Massachusetts General Hospital, Massachusetts Mental Health Center, McLean Hospital, Mount Auburn Hospital, Schepens Eye Research Institute, Spaulding Rehabilitation Hospital, Veterans Affairs Boston Healthcare System. ²Medical School Quad includes 9 Basic and Social Science Departments. ³Departments of the FAS Humanities division: Celtic Languages and Literatures, Classics, Comparative Literature, East Asian Languages and Civilizations, English and American Literature and Language, Folklore and Mythology, Germanic Languages and Literatures, History and Literature, History of Art and Architecture, Linguistics, Music, Near Eastern Languages and Civilizations, Philosophy, Romance Languages and Literatures, Sanskrit and Indian Studies, Slavic Languages and Literatures, Studies of Women, Gender, and Sexuality, Study of Religion, Visual and Environmental Studies. ⁴Departments of the FAS Social Sciences division: African and African American Studies, Anthropology, Economics, Government, History, History of Science, Psychology, Social Studies, Sociology. ⁵Departments of the FAS Natural Sciences division: Astronomy, Chemistry and Chemical Biology, Division of Engineering and Applied Sciences, Earth and Planetary Sciences, Mathematics, Molecular and Cellular Biology, Organismic and Evolutionary Biology, Physics, Statistics. ⁶Within FAS and HMS, faculty are only counted within the division/ location in which they hold their primary academic appointment.

→ Data & Metrics

Figure 4 illustrates the representation of minorities in the total ladder faculty for each of the thirteen faculty populations in academic years 2005 through 2007. Minority faculty include all faculty with the following racial/ethnic designations: Asian/Pacific Islander; Black, Non-Hispanic; Hispanic; and American Indian/Alaskan Native.⁷ Over this three-year period, nine of the thirteen faculty populations have experienced increases in the percentage of minority faculty; one has remained the same; and the other three have experienced declines. As with the gender analysis, robust trends will not be visible for many years to come.

In academic year 2007, minority faculty represent less than fifteen percent of the total ladder faculty in five of the thirteen faculty populations. Figures 5 and 6 show that in most of the thirteen populations, minority faculty are not as well-represented among the tenured faculty as they are among the tenure-track faculty. Minority tenured faculty comprise less than fifteen percent of the tenured faculty in eleven out of the thirteen faculty populations. In contrast, minority tenure-track faculty represent twenty percent or more of the tenure-track faculty in eight of the thirteen faculty populations.

Figures 7-10 compare academic year 2007 minority ladder faculty by race/ethnicity (i.e. Asian/Pacific Islander; Black, Non-Hispanic; Hispanic; and American Indian/Alaskan Native). Asian/Pacific Islander accounts for the largest percentage of minority ladder faculty in eight of the thirteen faculty populations; Black, Non-Hispanic accounts for the largest percentage of minority ladder faculty in three faculty populations; and Hispanic accounts for the largest percentage of minority ladder faculty in one faculty population.⁸

Figures 11-14 compare academic year 2007 minority tenure-track faculty by race/ethnicity. Asian/Pacific Islander accounts for the largest percentage of minority tenure-track faculty in ten of the thirteen faculty populations; Black, Non-Hispanic accounts for the largest percentage of minority tenure-track faculty in one faculty population; and Hispanic accounts for the largest percentage of minority tenure-track faculty in one faculty population.³

Figures 15-18 compare academic year 2007 minority tenured faculty by race/ethnicity. Asian/Pacific Islander accounts for the largest percentage of minority tenured faculty in seven of the thirteen faculty populations; Black, Non-Hispanic accounts for the largest percentage of minority tenured faculty in three faculty populations; and Hispanic accounts for the largest percentage of minority tenured faculty in one faculty population.^{3,9}

IN ACADEMIC YEAR 2007:

- Minority tenured faculty comprise less than fifteen percent of the tenured faculty in eleven out of the thirteen faculty populations
- Minority tenure-track faculty represent twenty percent or more of the tenure-track faculty in eight of the thirteen faculty populations
- Asian/Pacific Islander accounts for the largest percentage of minority ladder faculty in eight of the thirteen faculty populations
- Black, Non-Hispanic accounts for the largest percentage of minority ladder faculty in three faculty populations
- Hispanic accounts for the largest percentage of minority ladder faculty in one faculty population

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

→ Data & Metrics

DEMOGRAPHIC COMPOSITION OF HARVARD NON-LADDER FACULTY FOR AY 2007

This section summarizes the data presented in figures 22–25, which depict head count and full-time equivalent (FTE), by gender and racial/ethnic composition, of the non-ladder faculty for twelve faculty populations.¹⁰

Women contribute a higher percentage (both head count and FTE) of the non-ladder populations than of the ladder populations. Figure 22 illustrates that in academic year 2007, the head count of women represents at least half of the total non-ladder faculty in five of the twelve non-ladder faculty populations and represents at least a third of the total non-ladder faculty in eight of the twelve non-ladder faculty populations.¹¹

Figure 24 illustrates that in academic year 2007, minority (i.e. Asian/Pacific Islander; Black, Non-Hispanic; Hispanic; and American Indian/Alaskan Native) head count represents at least fifteen percent of the total non-ladder faculty in seven of the twelve non-ladder faculty populations.¹²

PEER COMPARISON OF DEMOGRAPHIC COMPOSITION OF LADDER FACULTY FOR AY 2006

Figures 26–69 compare the demographic composition of the Harvard faculty with that of peer institutions for both tenured and tenure-track faculty. Each School selected its own peer comparison group based on the data that are available through the Association of American Universities Data Exchange (AAUDE). AAUDE is a public service organization whose purpose is to improve the quality and usability of information about higher education. AAUDE membership is comprised of sixty-one (thirty-six publics and twenty-five privates) of the sixty-two Association of American Universities (AAU) institutions. These institutions participate in the exchange of data to support decision making at their institutions. All AAUDE institutions were encouraged to participate in an annual survey reporting faculty counts, and thirty-five submitted data for academic year 2006.¹³

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

In the analyses below, we test differences among institutions' demographic distributions.¹⁴ There are only a few instances in which we find statistically significant differences in the gender and racial/ethnic distributions of faculty across institutions. In most cases Harvard appears to be commensurate with its peer institutions.

IN ACADEMIC YEAR 2007:

- Women contribute a higher percentage (both head count and FTE) of the non-ladder populations than the ladder populations
- The head count of women represents at least half of the total non-ladder faculty in five of the twelve non-ladder faculty populations and represents at least a third of the total non-ladder faculty in eight of the twelve non-ladder faculty populations
- Minority head count represents at least fifteen percent of the total non-ladder faculty in seven of the twelve non-ladder faculty populations

¹⁰Medical Affiliated Institutions are excluded from the non-ladder faculty graphs. ¹¹Women FTEs represent at least half of the total non-ladder faculty in five of the twelve non-ladder faculty populations and represent at least a third of the total non-ladder faculty in nine of the twelve non-ladder faculty populations. ¹²Minority FTEs represent at least fifteen percent of the total non-ladder faculty in eight of the twelve non-ladder faculty populations. ¹³We mask data from peer institutions to protect their privacy. Academic year 2007 survey results are not complete as of this writing, so academic year 2006 results are used for the analyses in this document. ¹⁴Although we display the percentages of faculty in the graphs, we test the distribution of faculty using standard chi-squared tests and Fisher's exact tests on the underlying number of faculty in the relevant demographic groups. Results with a p-value of 0.05 or less are considered to be statistically significant.

→ Data & Metrics

Distributions of female and male faculty

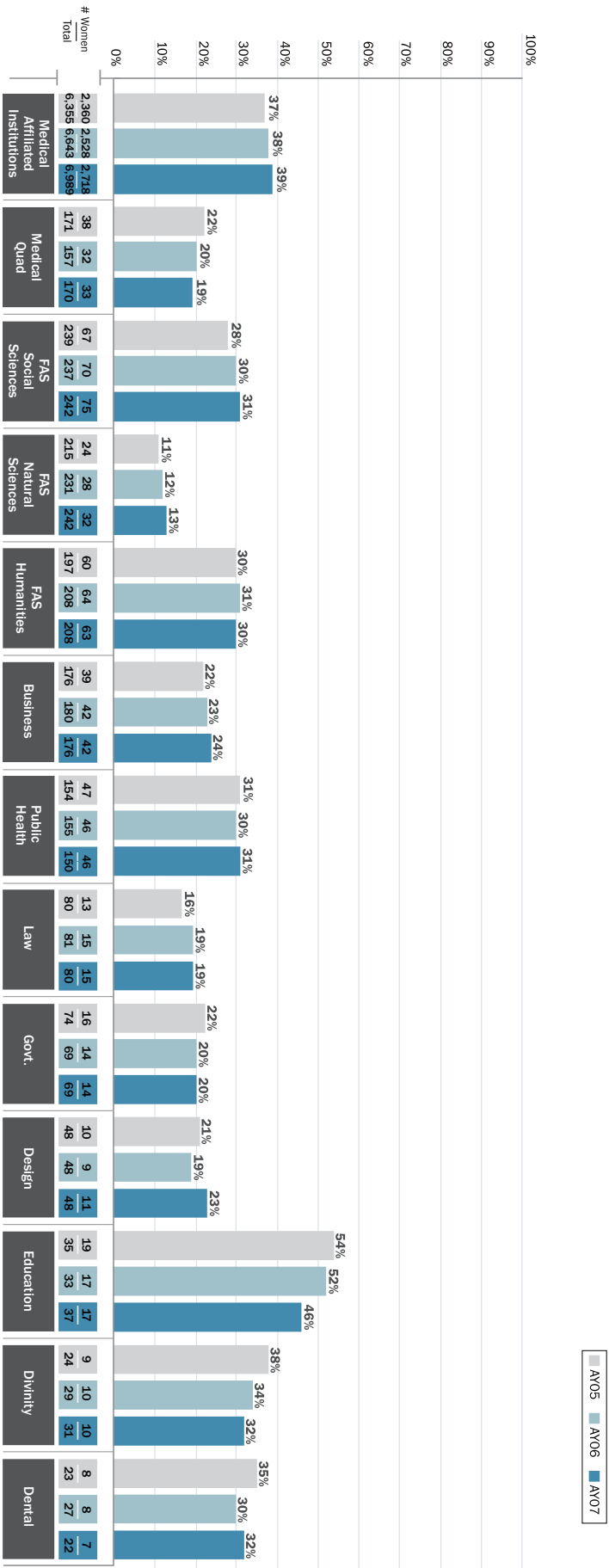
There is only one instance in which the differences among institutions' gender distributions are statistically significant. Specifically, the differences among institutions' gender distributions of tenured faculty in the FAS Social Sciences (figure 31) are statistically significant. Further testing reveals that the distribution of tenured women and men in the FAS Social Sciences at Harvard is only statistically different from the gender distribution at the peer institution with the largest representation of women on its faculty.

Distributions of minority and white faculty

There are only four instances in which the differences among institutions' racial/ethnic distributions are statistically significant. Specifically, the differences among institutions' racial/ethnic distributions of tenure-track faculty in the medical schools (figure 28), tenure-track faculty in the design schools (figure 60), and both tenure-track and tenured faculty in the FAS Social Sciences at Harvard (figures 32 and 33) are statistically significant. Further testing reveals that the racial/ethnic distributions of tenure-track faculty in the FAS Social Sciences at Harvard, the Design School, and the Medical School are only statistically different in each case from the racial/ethnic distribution at the peer institution with the largest representation of minority faculty. In the FAS Social Sciences tenured comparison, the racial/ethnic distribution of tenured faculty at Harvard is only statistically different from the peer institutions with the two largest representations of minority faculty.

→ Data & Metrics Demographic composition of Harvard ladder faculty for AY 2005–AY 2007

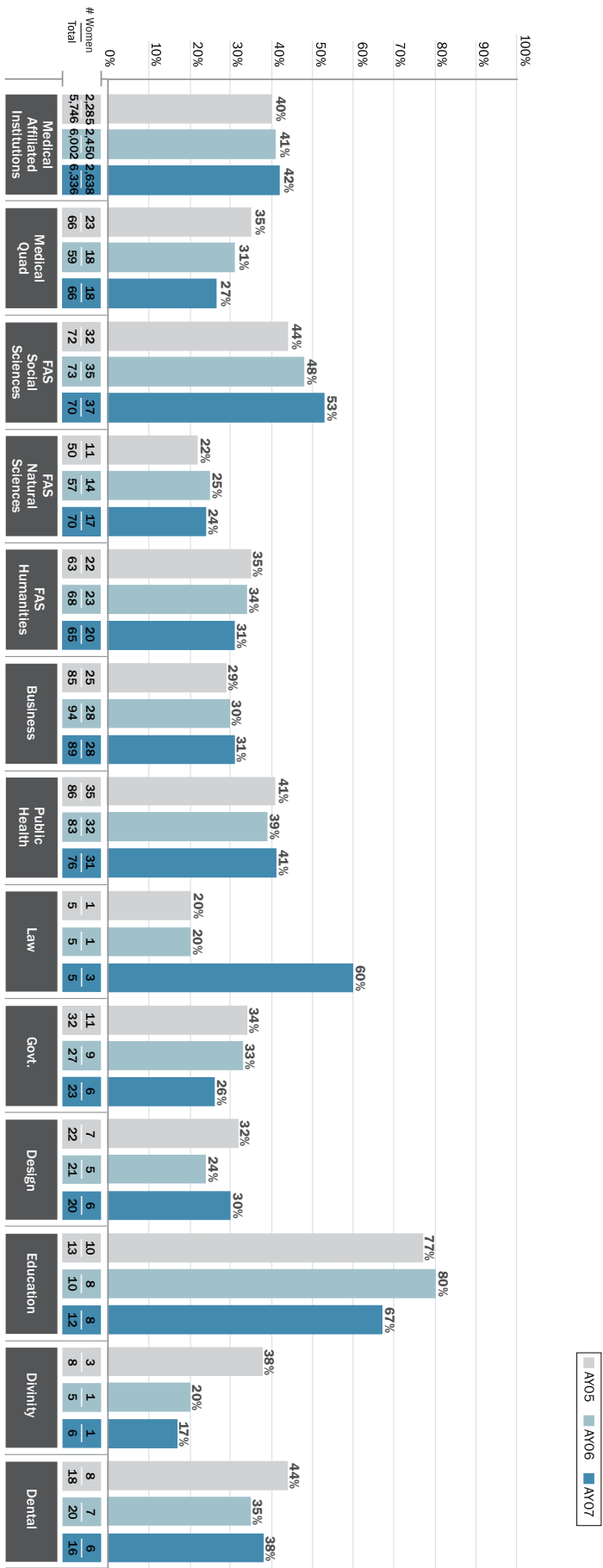
Figure 1. WOMEN LADDER FACULTY AS A PERCENT OF TOTAL LADDER FACULTY: AY 2005–AY 2007
Graph is sorted in descending order by size of School



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

→ Data & Metrics Demographic composition of Harvard ladder faculty for AY 2005–AY 2007

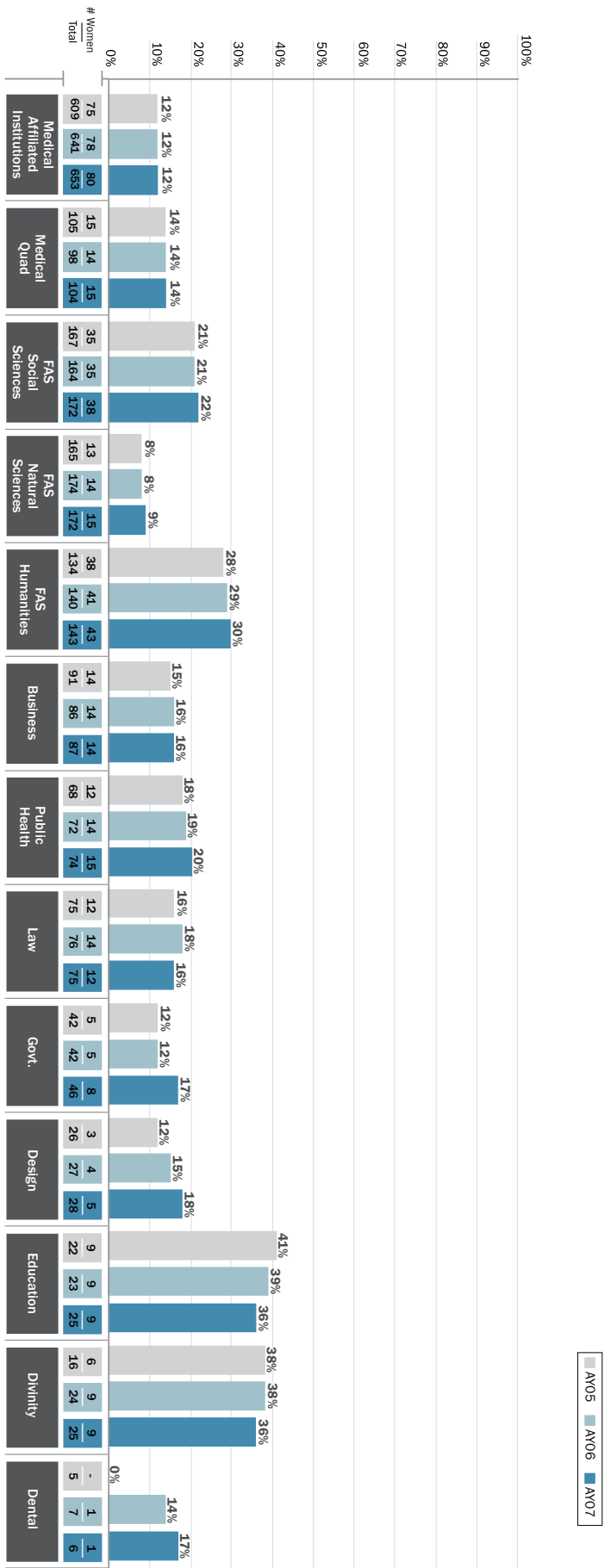
Figure 2. WOMEN TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURE-TRACK FACULTY: AY 2005–AY 2007
Graph is sorted in descending order by size of School



Medical Affiliated Institutions are limited to full-time faculty. Medical Quad includes nine Basic and Social Science Departments. Source: Internal survey of each School.

→ Data & Metrics Demographic composition of Harvard ladder faculty for AY 2005–AY 2007

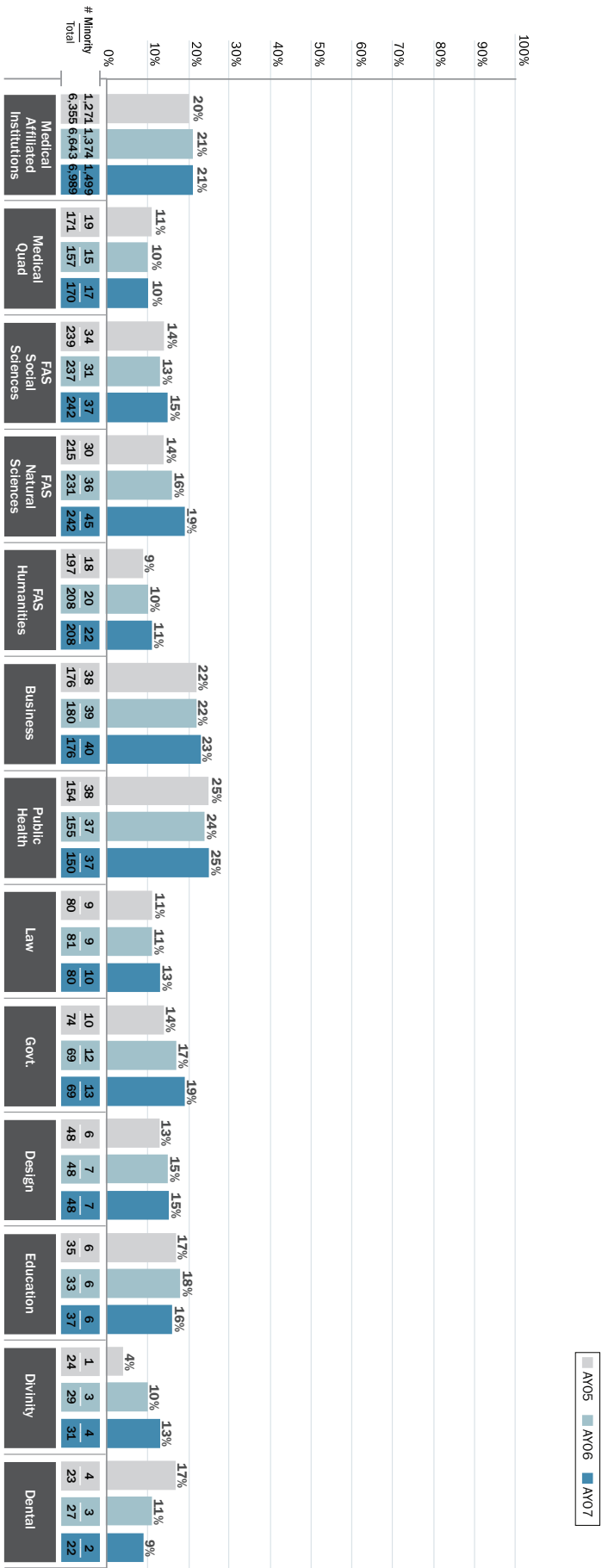
Figure 3. **WOMEN TENURED FACULTY AS A PERCENT OF TOTAL TENURED FACULTY: AY 2005–AY 2007**
Graph is sorted in descending order by size of School



Medical Affiliated Institutions tenured faculty include all professors (with or without tenure). Medical Affiliated Institutions are limited to full-time faculty. Medical Quad includes nine Basic and Social Science Departments. Source: Internal survey of each School.

→ Data & Metrics Demographic composition of Harvard ladder faculty for AY 2005–AY 2007

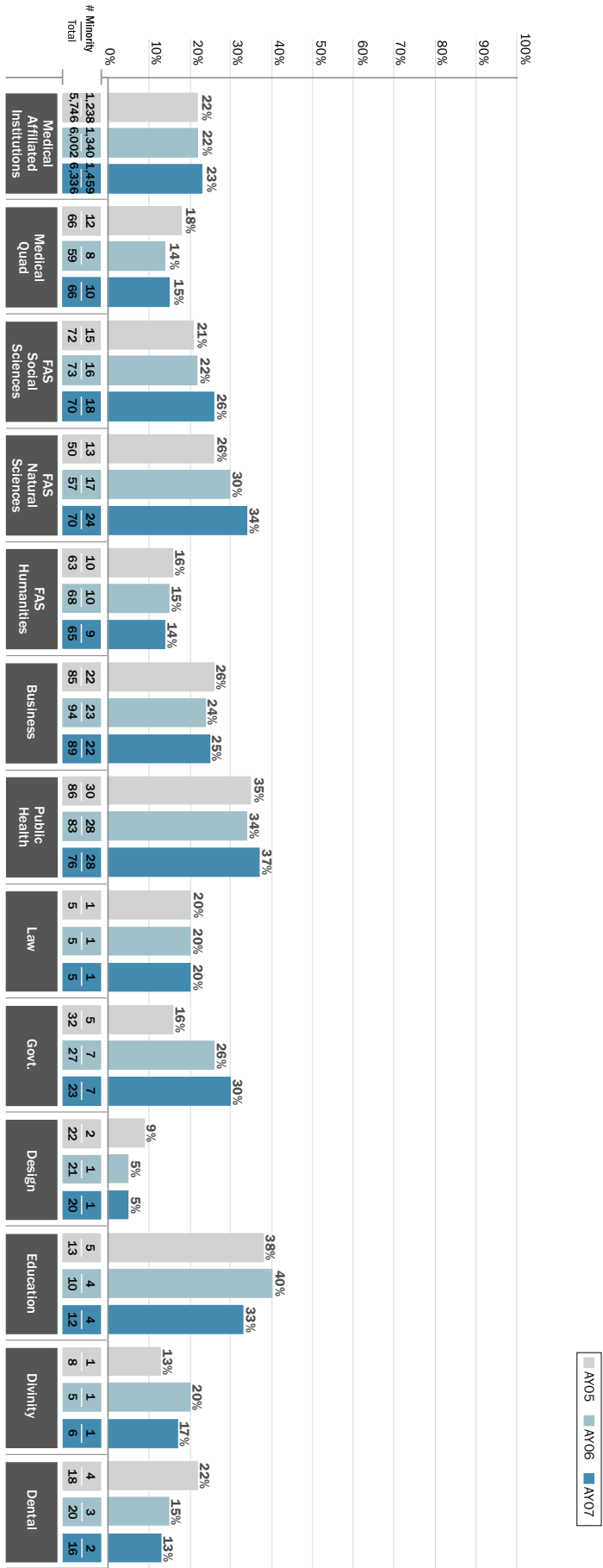
Figure 4. MINORITY LADDER FACULTY AS A PERCENT OF TOTAL LADDER FACULTY: AY 2005–AY 2007
Graph is sorted in descending order by size of School



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

→ Data & Metrics Demographic composition of Harvard ladder faculty for AY 2005–AY 2007

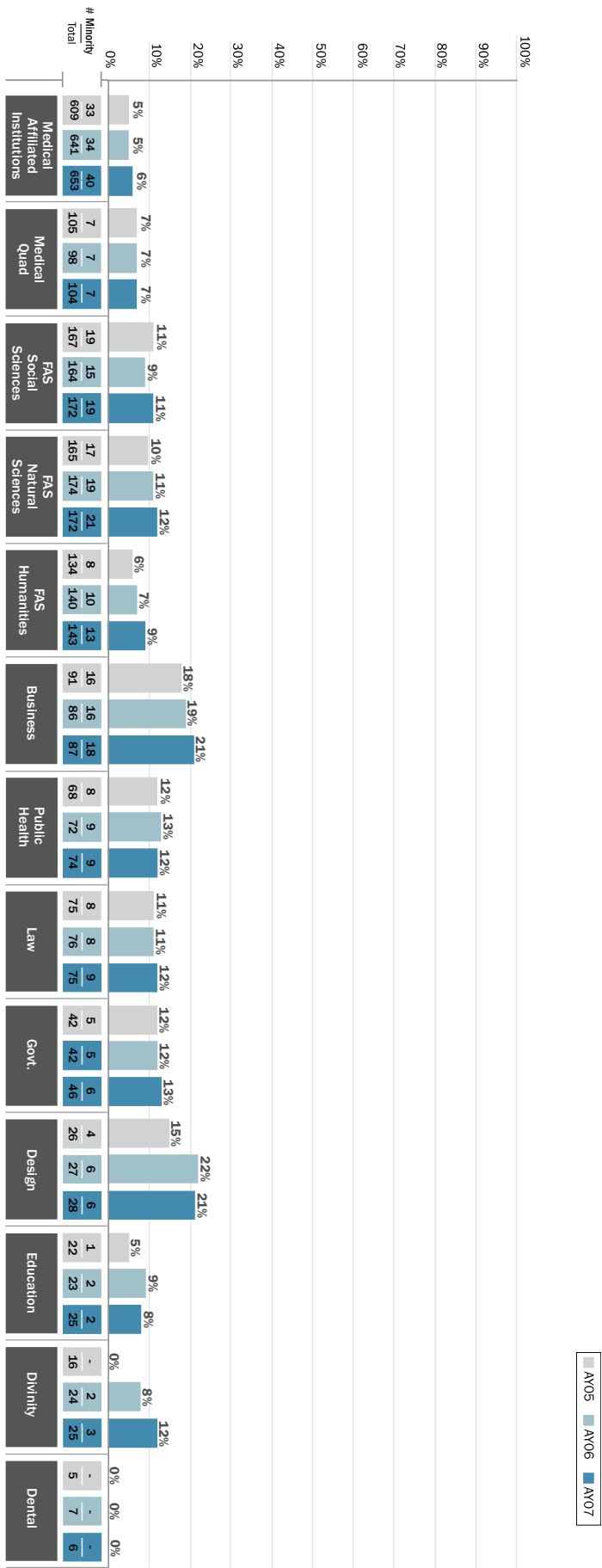
Figure 5. MINORITY TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURE-TRACK FACULTY: AY 2005–AY 2007
Graph is sorted in descending order by size of School



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

➔ Data & Metrics Demographic composition of Harvard ladder faculty for AY 2005–AY 2007

Figure 6. MINORITY TENURED FACULTY AS A PERCENT OF TOTAL TENURED FACULTY: AY 2005–AY 2007
Graph is sorted in descending order by size of School



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

LADDER FACULTY BY ETHNICITY AS A PERCENT OF TOTAL LADDER FACULTY: AY 2007

figure 7. ASIAN/PACIFIC ISLANDER

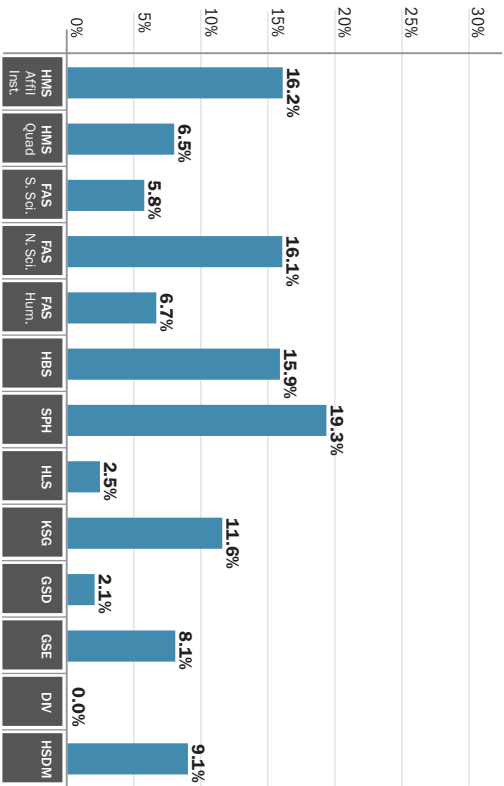


figure 9. HISPANIC

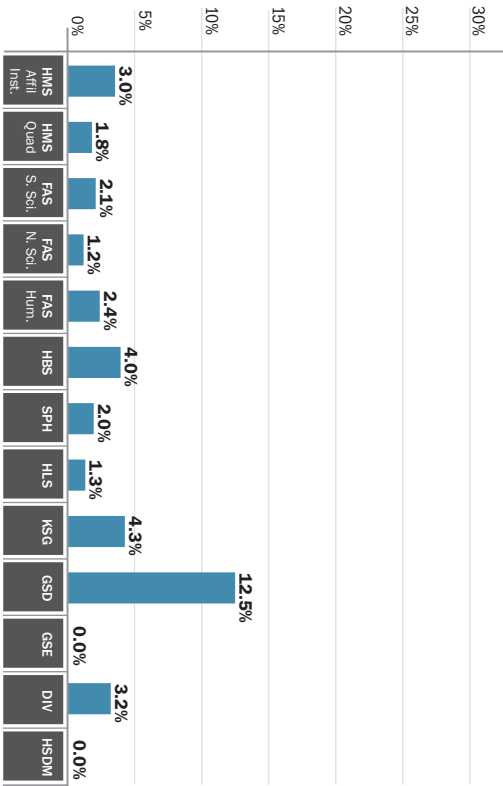


figure 8. BLACK, NON-HISPANIC

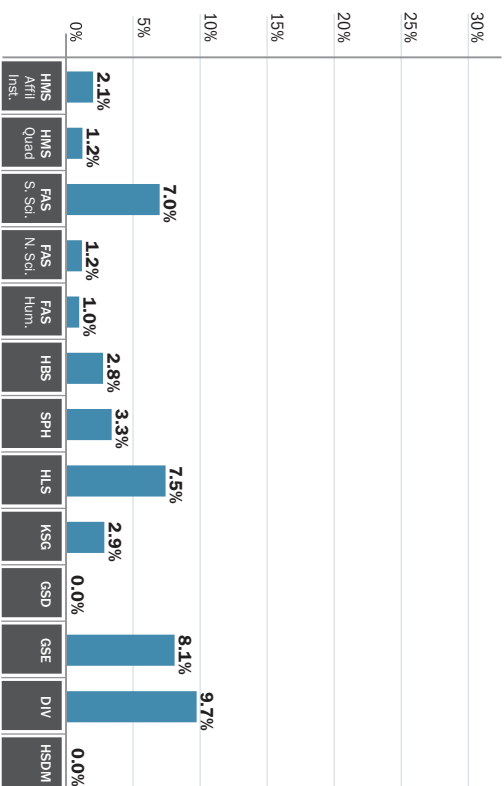


figure 10. AMERICAN INDIAN/ALASKAN NATIVE



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

TENURE-TRACK FACULTY BY ETHNICITY AS A PERCENT OF TOTAL TENURE-TRACK FACULTY: AY 2007

figure 11. ASIAN/PACIFIC ISLANDER

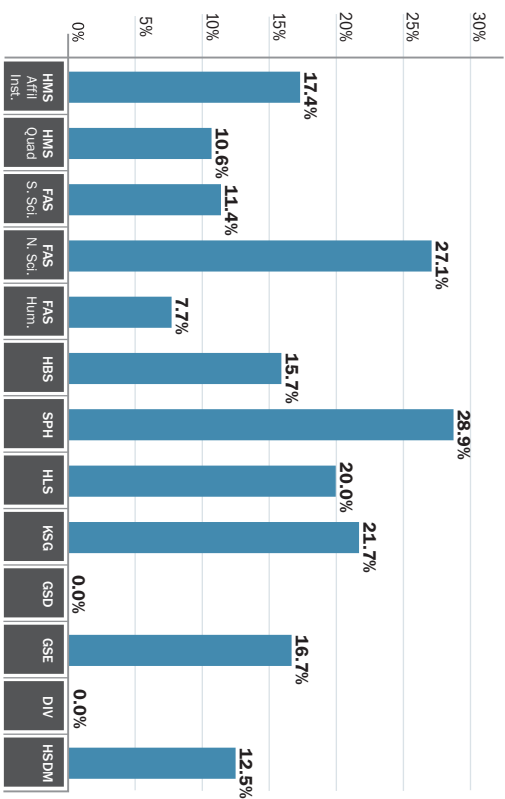


figure 12. BLACK, NON-HISPANIC

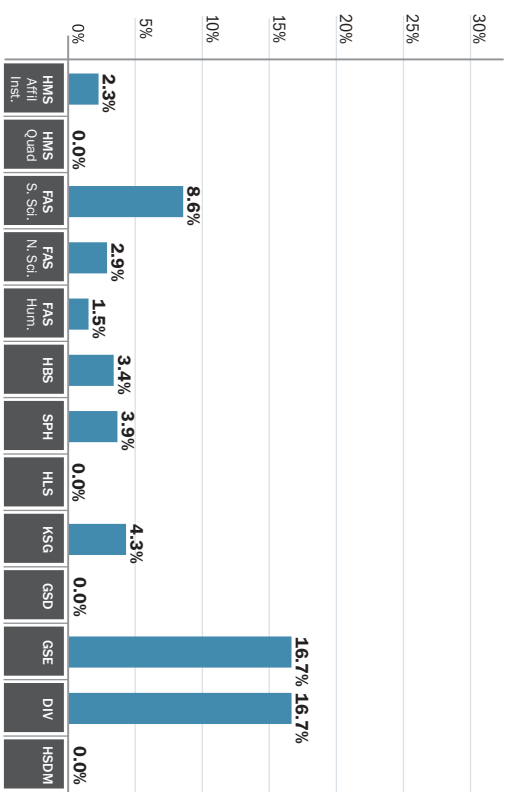


figure 13. HISPANIC

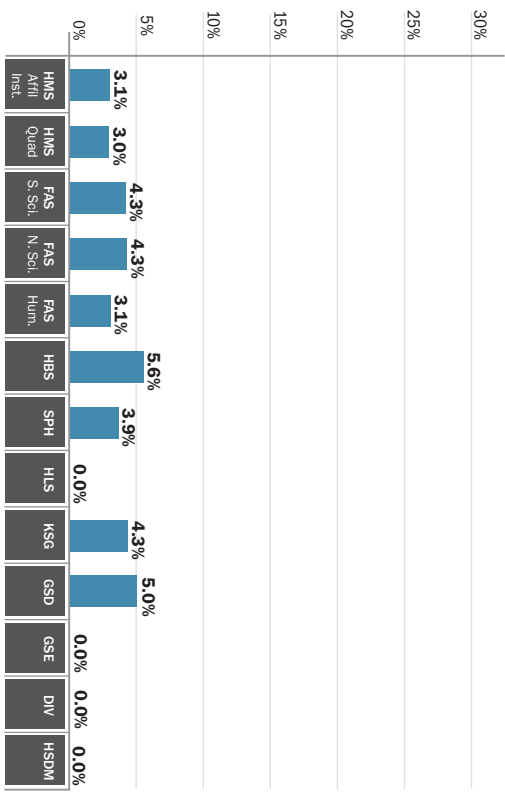
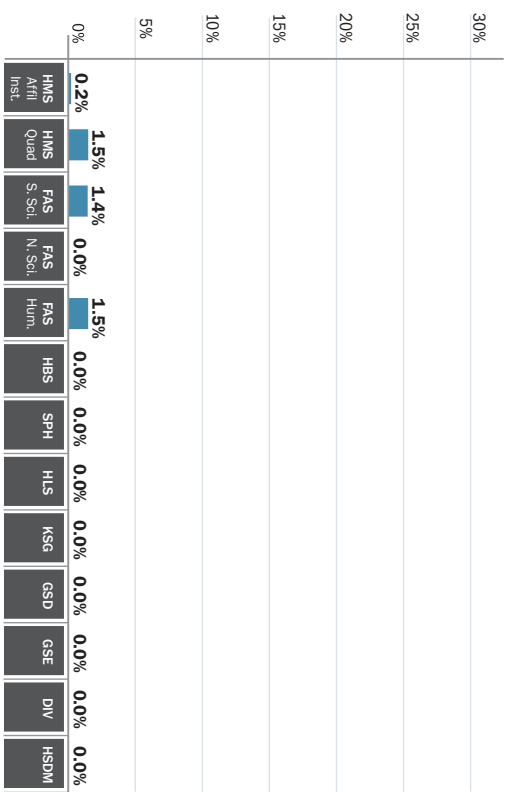


figure 14. AMERICAN INDIAN/ALASKAN NATIVE



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

TENURED FACULTY BY ETHNICITY AS A PERCENT OF TOTAL TENURED FACULTY, AY 2007

figure 15. ASIAN/PACIFIC ISLANDER

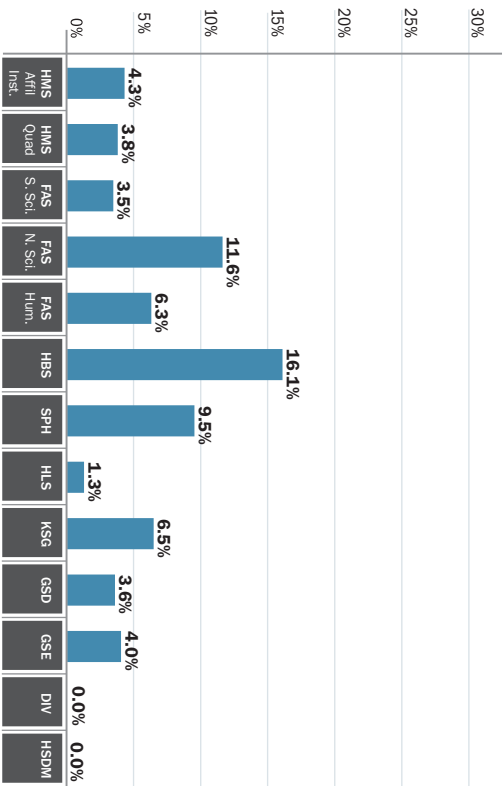


figure 17. HISPANIC

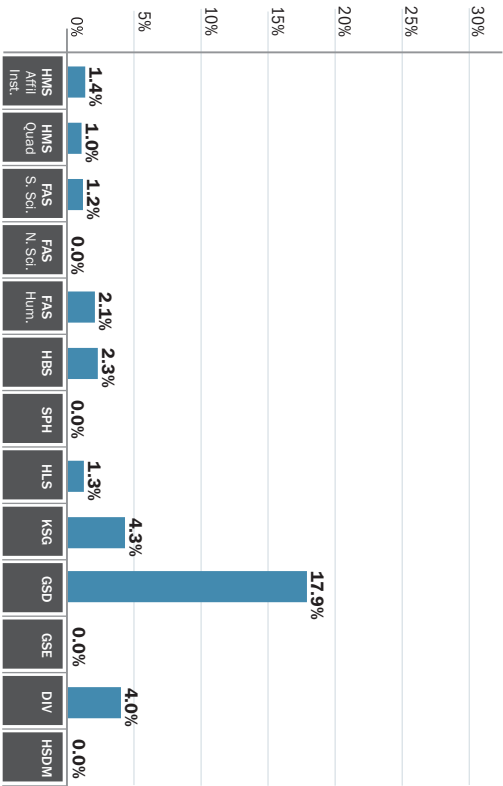


figure 16. BLACK, NON-HISPANIC

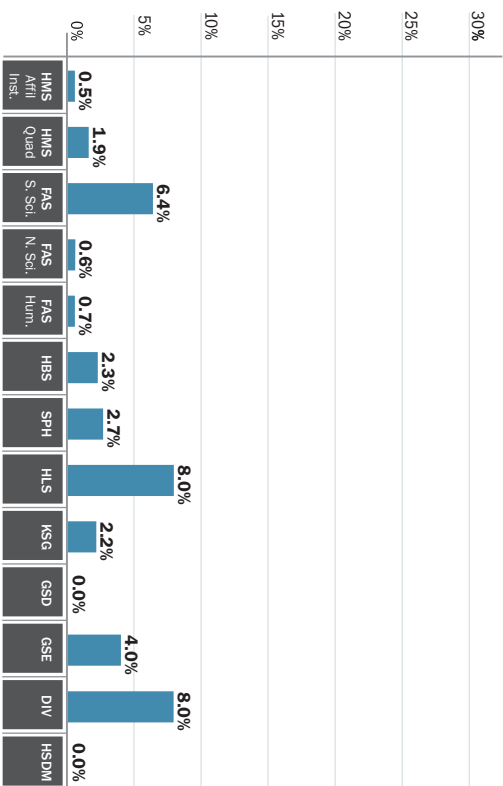
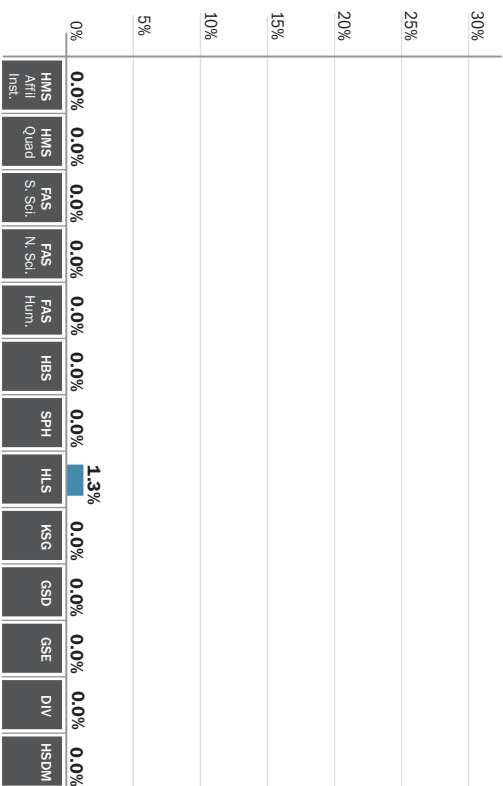


figure 18. AMERICAN INDIAN/ALASKAN NATIVE



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

→ **Data & Metrics** Demographic composition of Harvard ladder faculty for AY 2005–AY 2007

figure 19. LADDER FACULTY BY ETHNICITY: AY 2007

	Asian/ Pacific Islander	Black, Non-Hispanic	Hispanic	American Indian/ Alaskan Native	Total Minority	Non-Minority	Total
HMS							
Affiliated Inst.	1,132	148	207	12	1,499	5,490	6,989
Quad	11	2	3	1	17	153	170
FAS							
Social Sciences	14	17	5	1	37	205	242
Natural Sciences	39	3	3	-	45	197	242
Humanities	14	2	5	1	22	186	208
BUSINESS	28	5	7	-	40	136	176
PUBLIC HEALTH	29	5	3	-	37	113	150
LAW	2	6	1	1	10	70	80
GOVERNMENT	8	2	3	-	13	56	69
DESIGN	1	-	6	-	7	41	48
EDUCATION	3	3	-	-	6	31	37
DIVINITY	-	3	1	-	4	27	31
DENTAL	2	-	-	-	2	20	22

→ **Data & Metrics** Demographic composition of Harvard ladder faculty for AY 2005–AY 2007figure 20. **TENURE-TRACK FACULTY BY ETHNICITY: AY 2007**

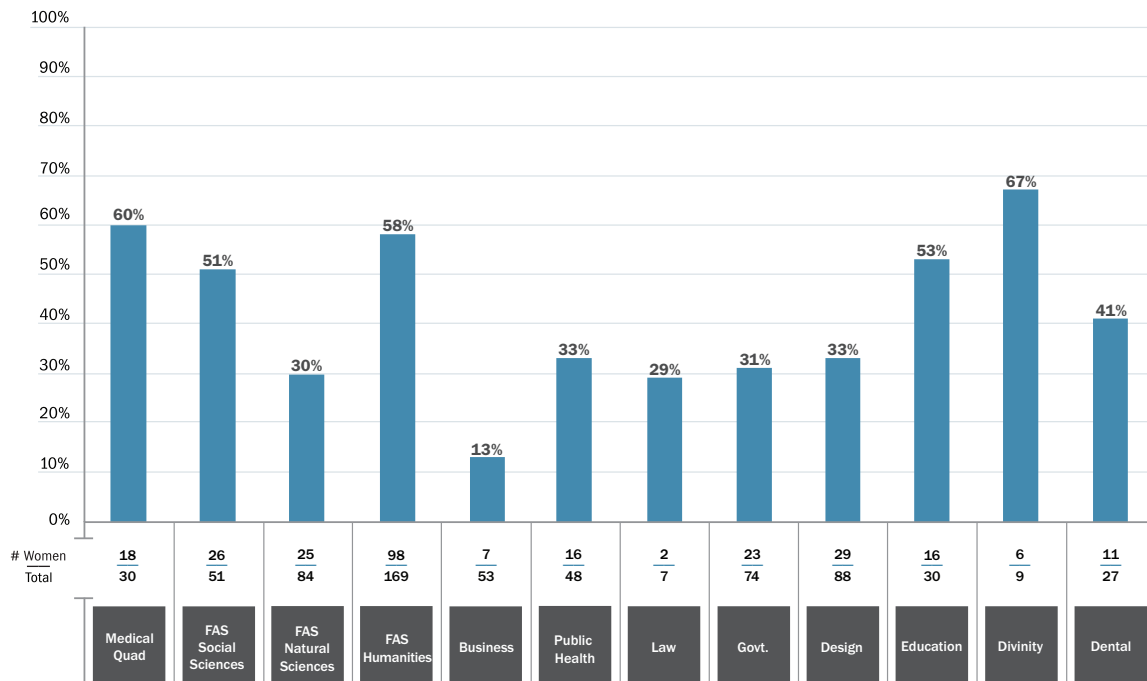
	Asian/ Pacific Islander	Black, Non-Hispanic	Hispanic	American Indian/ Alaskan Native	Total Minority	Non-Minority	Total
HMS							
Affiliated Inst.	1,104	145	198	12	1,459	4,877	6,336
Quad	7	-	2	1	10	56	66
FAS							
Social Sciences	8	6	3	1	18	52	70
Natural Sciences	19	2	3	-	24	46	70
Humanities	5	1	2	1	9	56	65
BUSINESS	14	3	5	-	22	67	89
PUBLIC HEALTH	22	3	3	-	28	48	76
LAW	1	-	-	-	1	4	5
GOVERNMENT	5	1	1	-	7	16	23
DESIGN	-	-	1	-	1	19	20
EDUCATION	2	2	-	-	4	8	12
DIVINITY	-	1	-	-	1	5	6
DENTAL	2	-	-	-	2	14	16

figure 21. **TENURED FACULTY BY ETHNICITY: AY 2007**

	Asian/ Pacific Islander	Black, Non-Hispanic	Hispanic	American Indian/ Alaskan Native	Total Minority	Non-Minority	Total
HMS							
Affiliated Inst.	28	3	9	-	40	613	653
Quad	4	2	1	-	7	97	104
FAS							
Social Sciences	6	11	2	-	19	153	172
Natural Sciences	20	1	-	-	21	151	172
Humanities	9	1	3	-	13	130	143
BUSINESS	14	2	2	-	18	69	87
PUBLIC HEALTH	7	2	-	-	9	65	74
LAW	1	6	1	1	9	66	75
GOVERNMENT	3	1	2	-	6	40	46
DESIGN	1	-	5	-	6	22	28
EDUCATION	1	1	-	-	2	23	25
DIVINITY	-	2	1	-	3	22	25
DENTAL	-	-	-	-	-	6	6

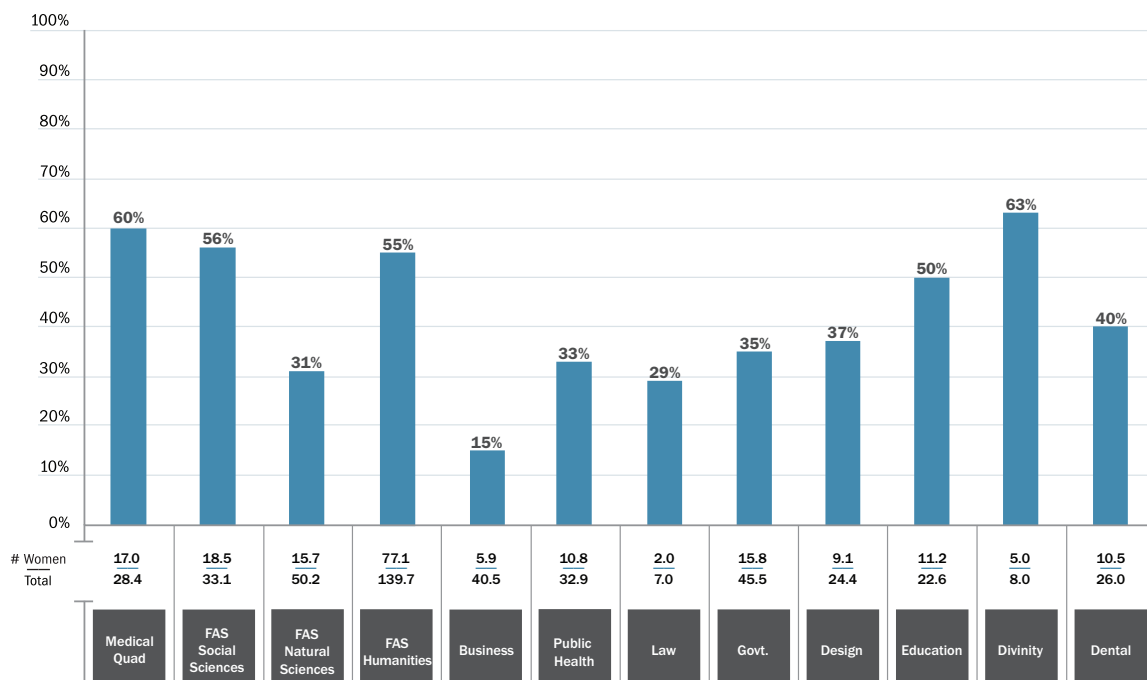
→ Data & Metrics Demographic composition of Harvard non-ladder faculty for AY 2007

figure 22. WOMEN NON-LADDER FACULTY AS A PERCENT OF TOTAL NON-LADDER FACULTY: AY 2007



Non-Ladder faculty include faculty not having tenure and not on the tenure-track. Counts exclude visiting faculty. Medical Quad includes nine Basic and Social Science Departments. Source: Internal survey of each School.

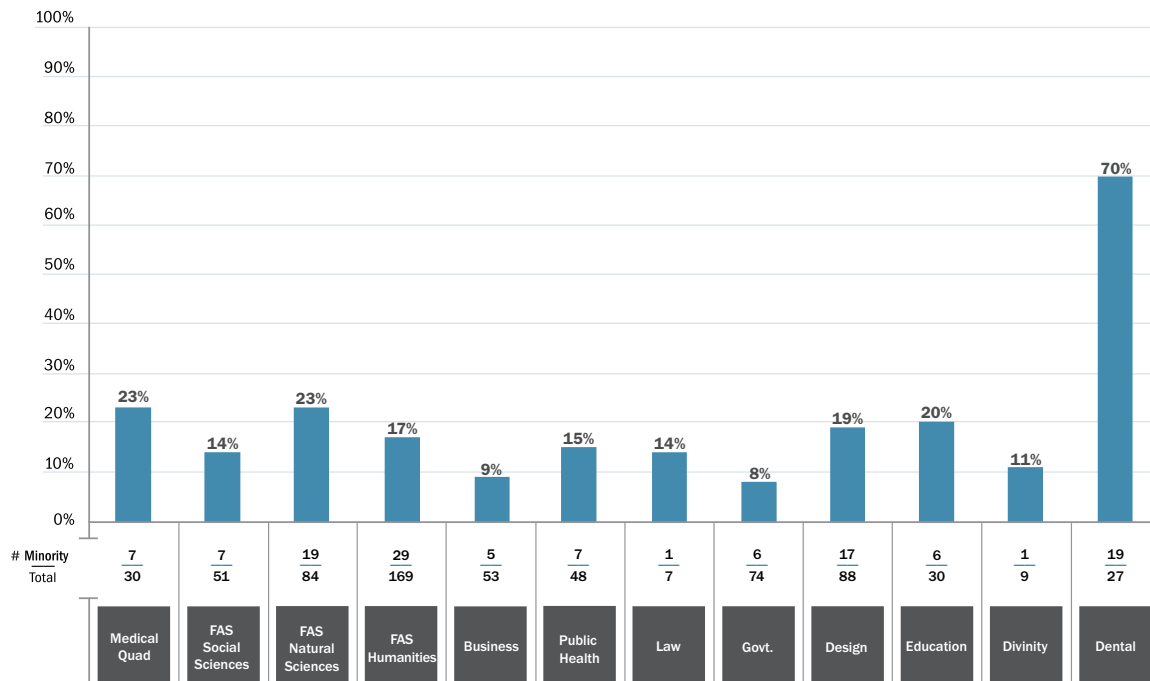
figure 23. WOMEN NON-LADDER FACULTY FULL-TIME EQUIVALENTS (FTEs) AS A PERCENT OF TOTAL NON-LADDER FACULTY: AY 2007



Non-Ladder faculty include faculty not having tenure and not on the tenure-track. Counts exclude visiting faculty. Medical Quad includes nine Basic and Social Science Departments. Source: Internal survey of each School.

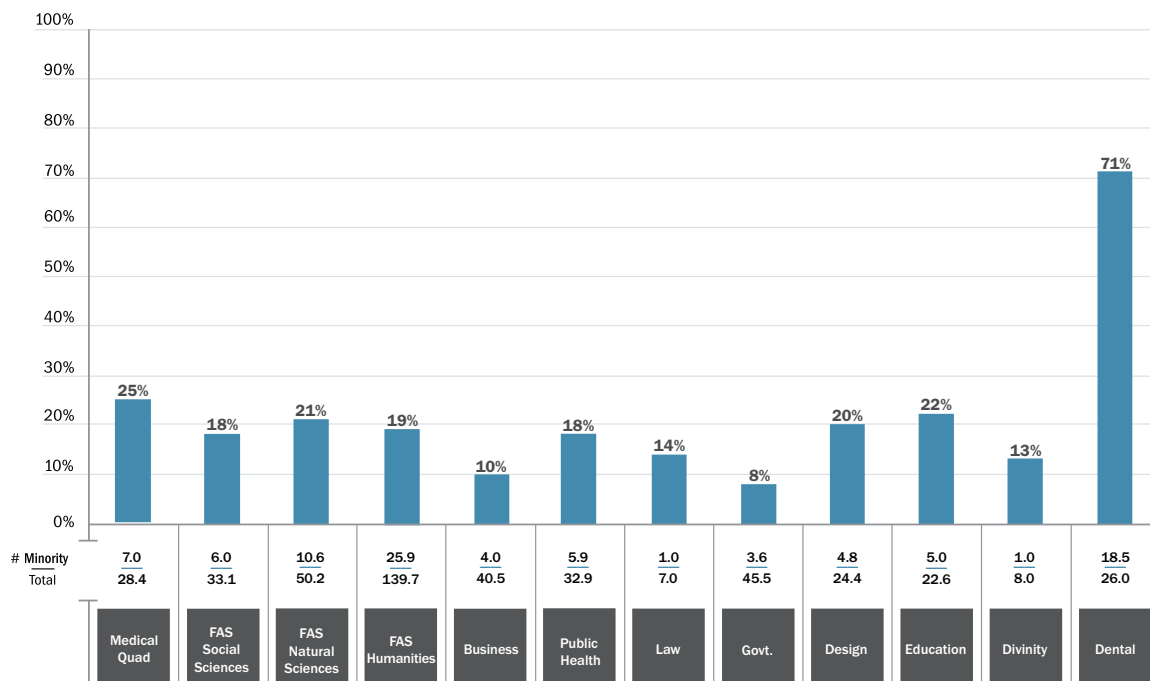
→ Data & Metrics Demographic composition of Harvard non-ladder faculty for AY 2007

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



Non-Ladder faculty include faculty not having tenure and not on the tenure-track. Counts exclude visiting faculty. Medical Quad includes nine Basic and Social Science Departments. Minority includes the following races/ethnicities: Asian/Pacific Islander; Black, Non-Hispanic; Hispanic; and American Indian/Alaskan Native. *Source: Internal survey of each School.*

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



Non-Ladder faculty include faculty not having tenure and not on the tenure-track. Counts exclude visiting faculty. Medical Quad includes nine Basic and Social Science Departments. Minority includes the following races/ethnicities: Asian/Pacific Islander; Black, Non-Hispanic; Hispanic and American Indian/Alaskan Native. *Source: Internal survey of each School.*

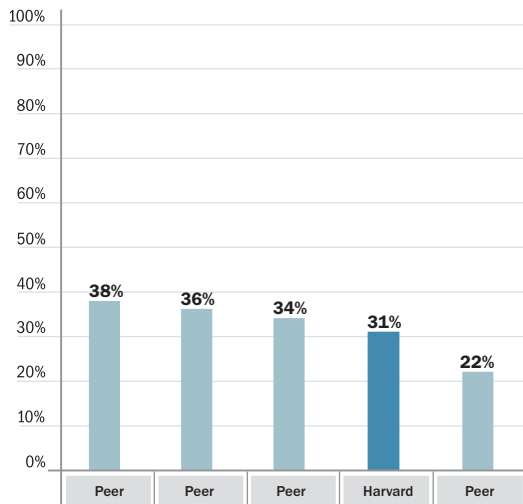
→ **Data & Metrics** Peer comparison of demographic composition of ladder faculty for AY 2006**WOMEN TENURE-TRACK AND TENURED FACULTY AS A PERCENT OF TOTAL TENURE-TRACK AND TENURED FACULTY FOR MEDICINE AND PEER INSTITUTIONS, 2005–2006**

figure 26.

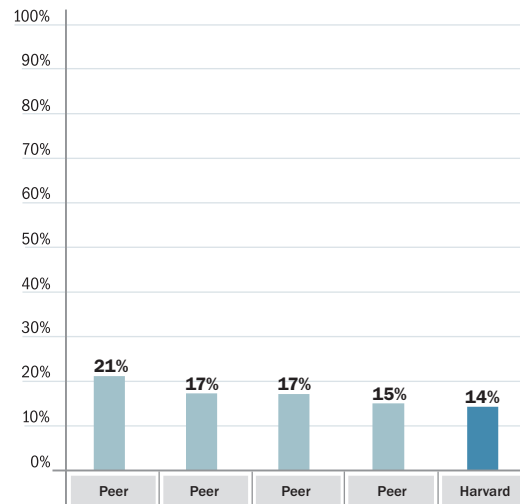
TENURE-TRACK

figure 27.

TENURED**Peer Institutions**

Harvard Medical School

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

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

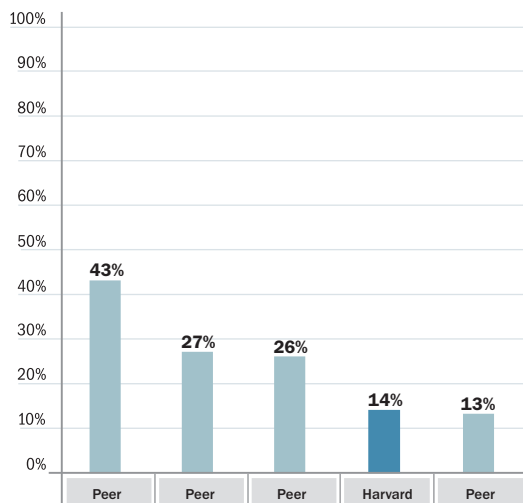
MINORITY (U.S. CITIZEN OR PERMANENT RESIDENT) TENURE-TRACK AND TENURED FACULTY AS A PERCENT OF TOTAL TENURE-TRACK AND TENURED FACULTY FOR MEDICINE AND PEER INSTITUTIONS, 2005–2006

figure 28.

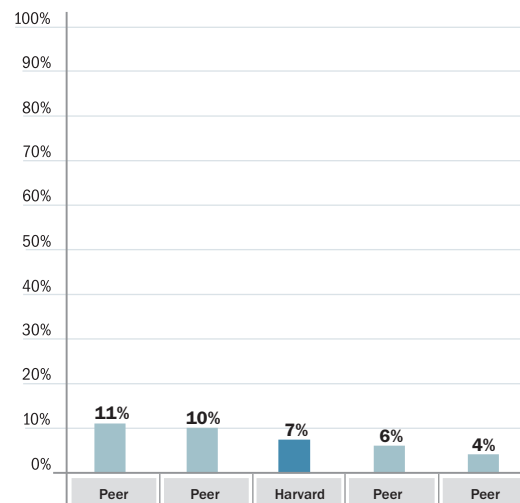
TENURE-TRACK

figure 29.

TENURED**Peer Institutions**

Harvard Medical School

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

HMS counts include HMS Quad only. All counts exclude clinical faculty. Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors, and Convertible Instructors. Minority category includes the following races/ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority includes White and international (i.e. not a U.S. citizen or permanent resident). Harvard Medical School includes 0 (0%) international tenured faculty and 5 (9%) international tenure-track faculty. Faculty whose ethnicity is listed as unknown are excluded. Minorities are categorized using the U.S. Department of Education guidelines for reporting race and ethnicity so faculty that are not U.S. citizens or permanent residents are counted in the international category rather than according to their ethnicity.

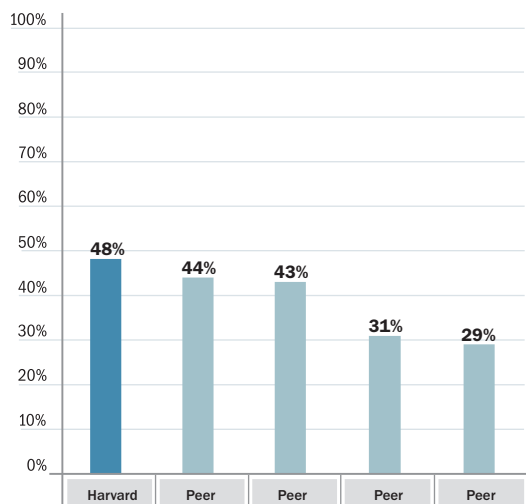
→ **Data & Metrics** Peer comparison of demographic composition of ladder faculty for AY 2006**WOMEN TENURE-TRACK AND TENURED FACULTY AS A PERCENT OF TOTAL TENURE-TRACK AND TENURED FACULTY FOR FAS SOCIAL SCIENCES AND PEER INSTITUTIONS, 2005–2006**

figure 30.

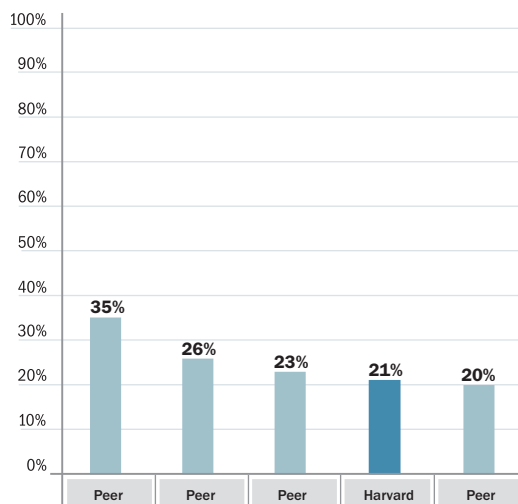
TENURE-TRACK

figure 31.

TENURED**Peer Institutions**

Faculty of Arts and Sciences

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

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

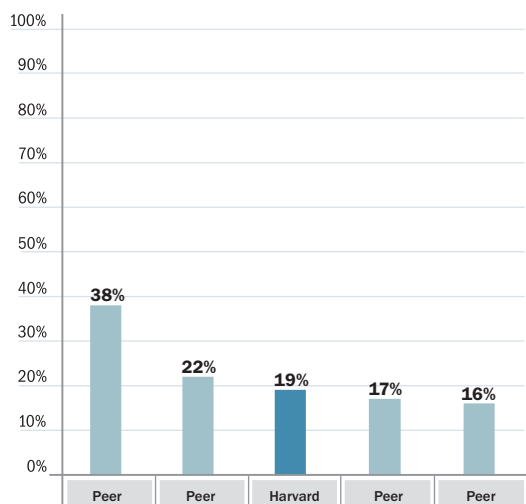
MINORITY (U.S. CITIZEN OR PERMANENT RESIDENT) TENURE-TRACK AND TENURED FACULTY AS A PERCENT OF TOTAL TENURE-TRACK AND TENURED FACULTY FOR FAS SOCIAL SCIENCES AND PEER INSTITUTIONS, 2005–2006

figure 32.

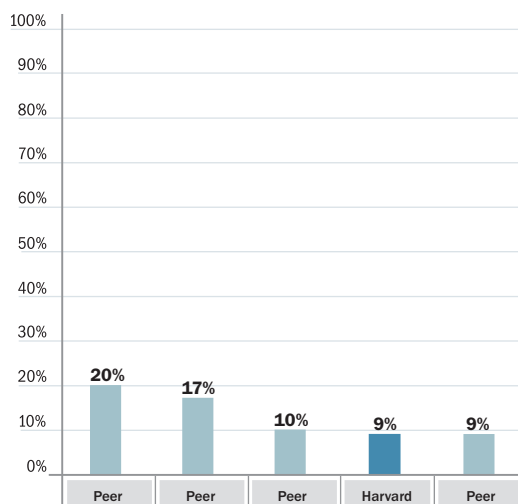
TENURE-TRACK

figure 33.

TENURED**Peer Institutions**

Faculty of Arts and Sciences

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

Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors, and Convertible Instructors. Minority category includes the following races/ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority includes White and international (i.e. not a U.S. citizen or permanent resident). Harvard FAS Social Sciences division includes 6 (4%) international tenured faculty and 14 (19%) international tenure-track faculty. Faculty whose ethnicity is listed as unknown are excluded. Minorities are categorized using the U.S. Department of Education guidelines for reporting race and ethnicity so faculty that are not U.S. citizens or permanent residents are counted in the international category rather than according to their ethnicity.

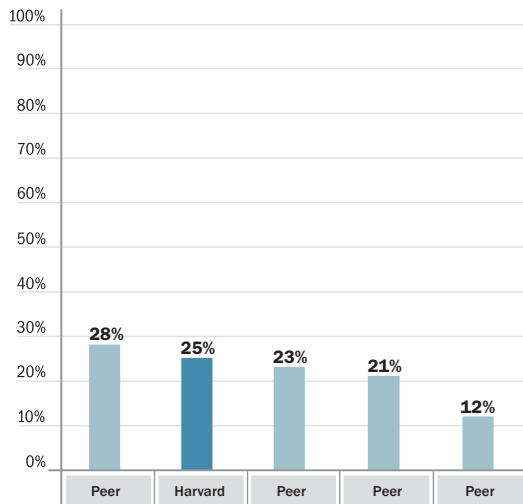
→ **Data & Metrics** Peer comparison of demographic composition of ladder faculty for AY 2006**WOMEN TENURE-TRACK AND TENURED FACULTY AS A PERCENT OF TOTAL TENURE-TRACK AND TENURED FACULTY FOR FAS NATURAL SCIENCES AND PEER INSTITUTIONS, 2005–2006**

figure 34.

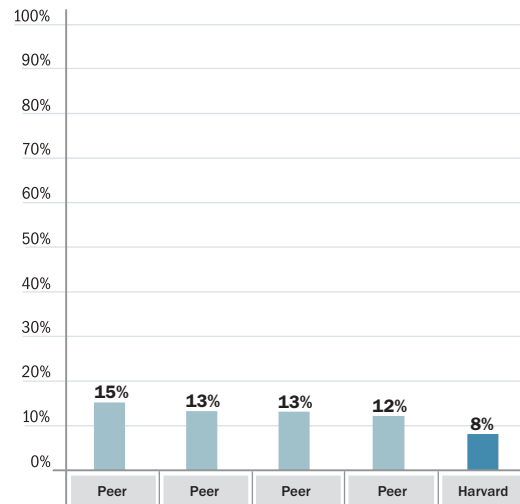
TENURE-TRACK

figure 35.

TENURED

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

Peer Institutions

Faculty of Arts and Sciences

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

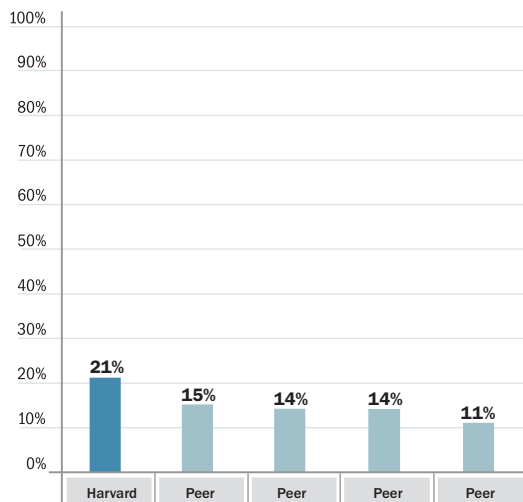
MINORITY (U.S. CITIZEN OR PERMANENT RESIDENT) TENURE-TRACK AND TENURED FACULTY AS A PERCENT OF TOTAL TENURE-TRACK AND TENURED FACULTY FOR FAS NATURAL SCIENCES AND PEER INSTITUTIONS, 2005–2006

figure 36.

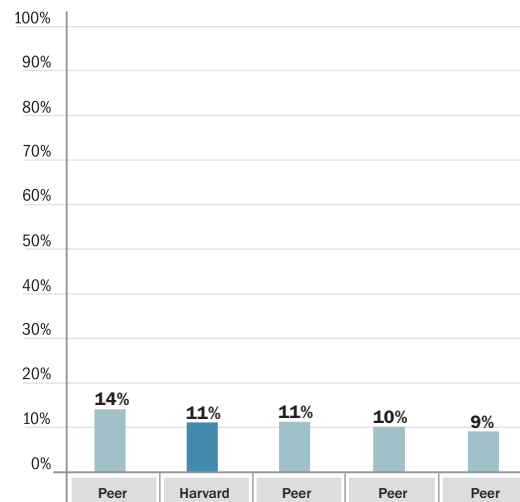
TENURE-TRACK

figure 37.

TENURED

Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors, and Convertible Instructors, with the exception of the Benjamin Pierce Assistant Professors (non tenure-track faculty). Minority category includes the following races/ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority includes White and international (i.e. not a U.S. citizen or permanent resident). Harvard FAS Natural Sciences division includes 5 (3%) international tenured faculty and 13 (23%) international tenure-track faculty. Faculty whose ethnicity is listed as unknown are excluded. Minorities are categorized using the U.S. Department of Education guidelines for reporting race and ethnicity so faculty that are not U.S. citizens or permanent residents are counted in the international category rather than according to their ethnicity.

Peer Institutions

Faculty of Arts and Sciences

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

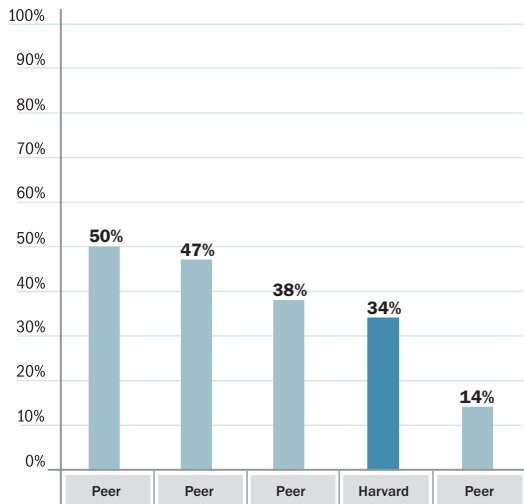
→ **Data & Metrics** Peer comparison of demographic composition of ladder faculty for AY 2006**WOMEN TENURE-TRACK AND TENURED FACULTY AS A PERCENT OF TOTAL TENURE-TRACK AND TENURED FACULTY FOR FAS HUMANITIES AND PEER INSTITUTIONS, 2005–2006**

figure 38.

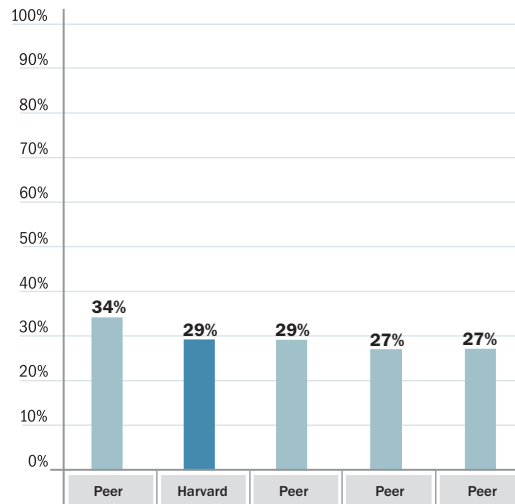
TENURE-TRACK

figure 39.

TENURED

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

Peer Institutions

Faculty of Arts and Sciences

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

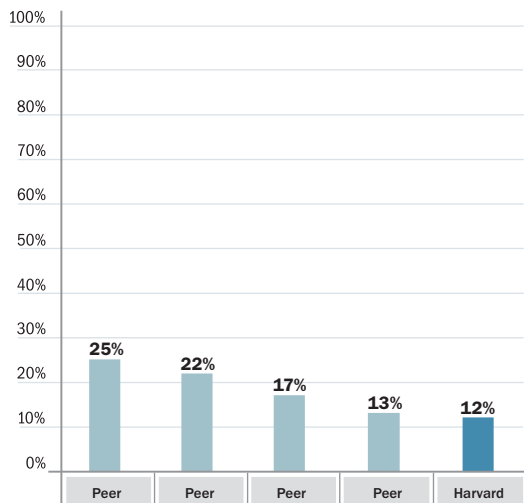
MINORITY (U.S. CITIZEN OR PERMANENT RESIDENT) TENURE-TRACK AND TENURED FACULTY AS A PERCENT OF TOTAL TENURE-TRACK AND TENURED FACULTY FOR FAS HUMANITIES AND PEER INSTITUTIONS, 2005–2006

figure 40.

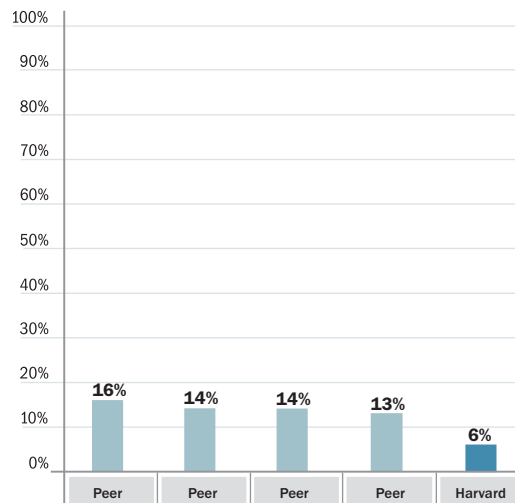
TENURE-TRACK

figure 41.

TENURED

Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors, and Convertible Instructors. Minority category includes the following races/ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority includes White and international (i.e. not a U.S. citizen or permanent resident). Harvard FAS Humanities division includes 9 (6%) international tenured faculty and 14 (21%) international tenure-track faculty. Faculty whose ethnicity is listed as unknown are excluded. Minorities are categorized using the U.S. Department of Education guidelines for reporting race and ethnicity so faculty that are not U.S. citizens or permanent residents are counted in the international category rather than according to their ethnicity.

Peer Institutions
Faculty of Arts and Sciences

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

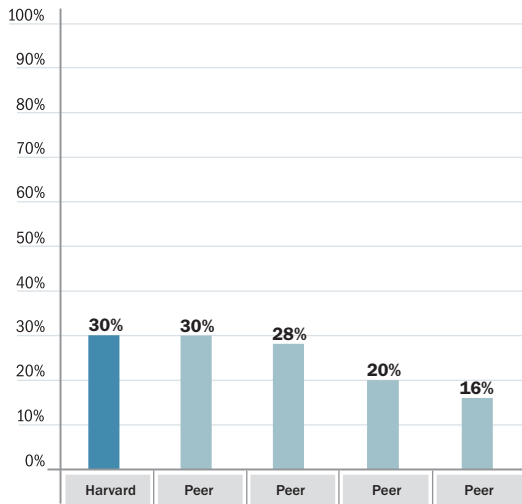
→ **Data & Metrics** Peer comparison of demographic composition of ladder faculty for AY 2006**WOMEN TENURE-TRACK AND TENURED FACULTY AS A PERCENT OF TOTAL TENURE-TRACK AND TENURED FACULTY FOR BUSINESS AND PEER INSTITUTIONS, 2005–2006**

figure 42.

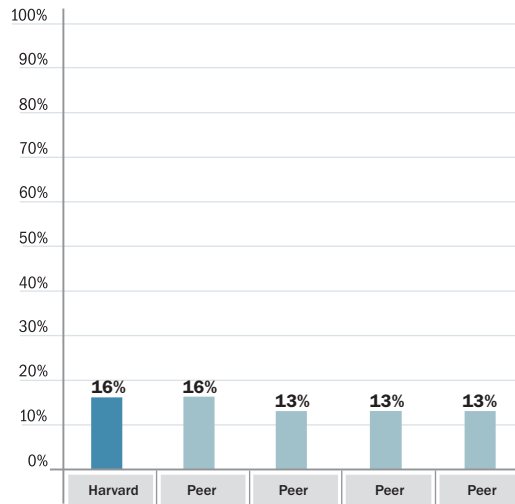
TENURE-TRACK

figure 43.

TENURED

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

Peer Institutions

Harvard Business School

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

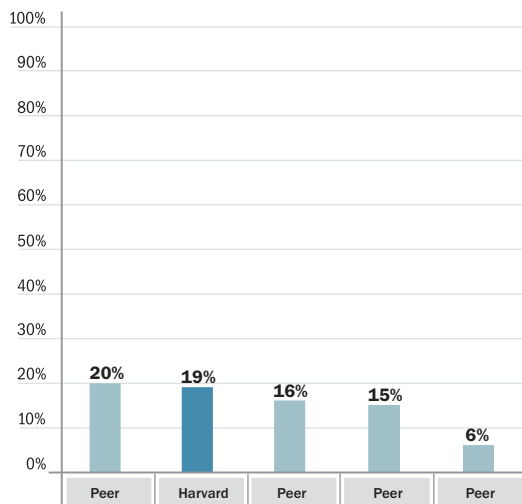
MINORITY (U.S. CITIZEN OR PERMANENT RESIDENT) TENURE-TRACK AND TENURED FACULTY AS A PERCENT OF TOTAL TENURE-TRACK AND TENURED FACULTY FOR BUSINESS AND PEER INSTITUTIONS, 2005–2006

figure 44.

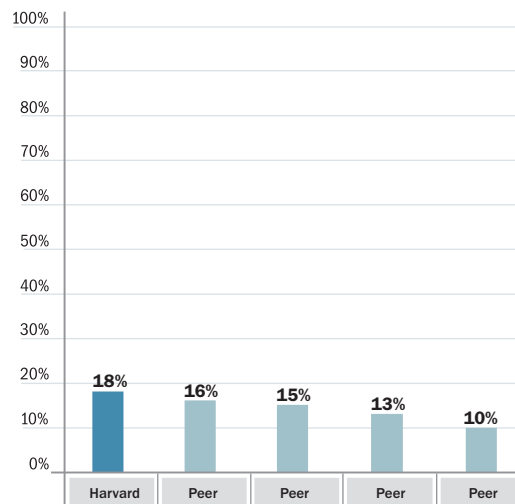
TENURE-TRACK

figure 45.

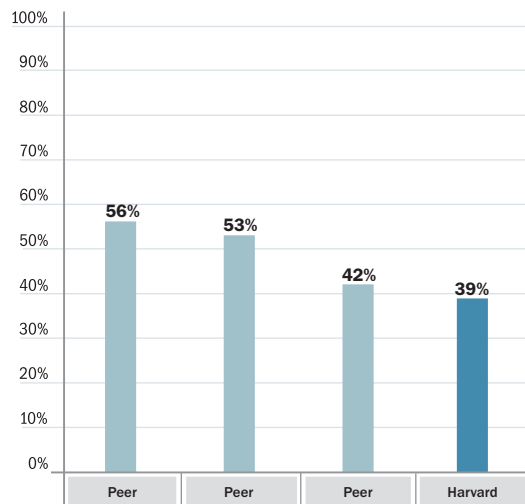
TENURED

Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors, and Convertible Instructors. Minority category includes the following races/ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority includes White and international (i.e. not a U.S. citizen or permanent resident). Harvard Business School includes 3 (3%) international tenured faculty and 14 (15%) international tenure-track faculty. Faculty whose ethnicity is listed as unknown are excluded. Minorities are categorized using the U.S. Department of Education guidelines for reporting race and ethnicity so faculty that are not U.S. citizens or permanent residents are counted in the international category rather than according to their ethnicity.

Peer Institutions

Harvard Business School

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

→ **Data & Metrics** Peer comparison of demographic composition of ladder faculty for AY 2006**WOMEN TENURE-TRACK AND TENURED FACULTY AS A PERCENT OF TOTAL TENURE-TRACK AND TENURED FACULTY FOR PUBLIC HEALTH AND PEER INSTITUTIONS, 2005–2006**

graph 46.

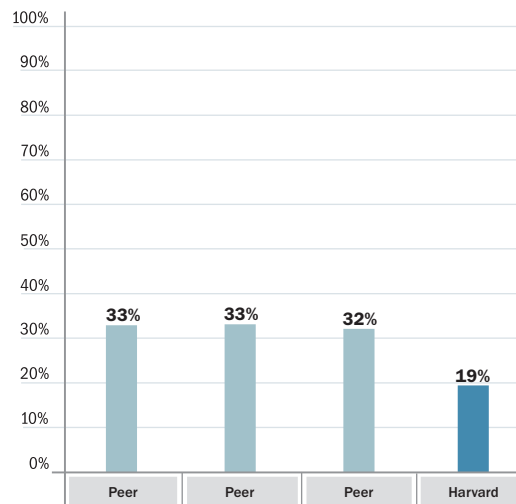
TENURE-TRACK

figure 47.

TENURED**Peer Institutions**

Harvard School of Public Health

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

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

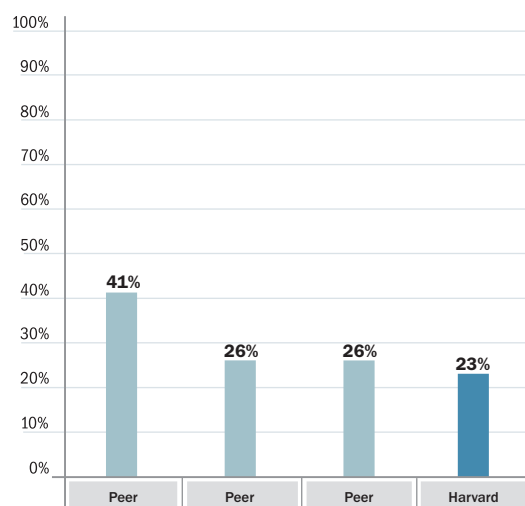
MINORITY (U.S. CITIZEN OR PERMANENT RESIDENT) TENURE-TRACK AND TENURED FACULTY AS A PERCENT OF TOTAL TENURE-TRACK AND TENURED FACULTY FOR PUBLIC HEALTH AND PEER INSTITUTIONS, 2005–2006

figure 48.

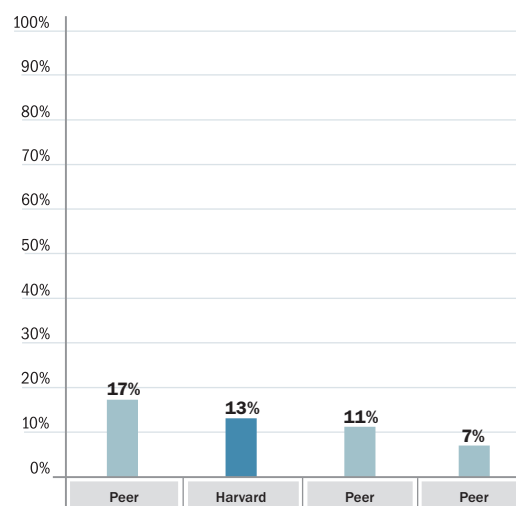
TENURE-TRACK

figure 49.

TENURED**Peer Institutions**

Harvard School of Public Health

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

Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors, and Convertible Instructors. Minority category includes the following races/ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority includes White and international (i.e. not a U.S. citizen or permanent resident). Harvard's School of Public Health includes 1 (1%) international tenured faculty and 14 (17%) international tenure-track faculty. Faculty whose ethnicity is listed as unknown are excluded. Minorities are categorized using the U.S. Department of Education guidelines for reporting race and ethnicity so faculty that are not U.S. citizens or permanent residents are counted in the international category rather than according to their ethnicity.

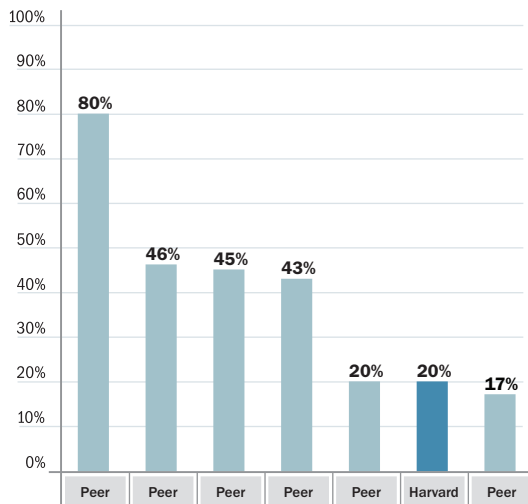
→ **Data & Metrics** Peer comparison of demographic composition of ladder faculty for AY 2006**WOMEN TENURE-TRACK AND TENURED FACULTY AS A PERCENT OF TOTAL TENURE-TRACK AND TENURED FACULTY FOR LAW AND PEER INSTITUTIONS, 2005–2006**

figure 50.

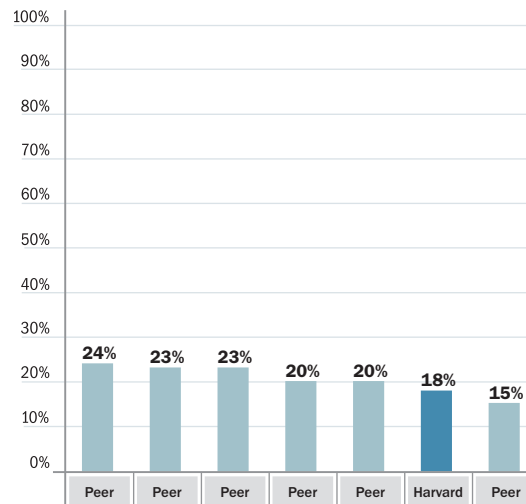
TENURE-TRACK

figure 51.

TENURED**Peer Institutions**

Harvard Law School

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

Many of the Law Schools depicted above have fewer than 10 tenure-track faculty, therefore the percentages are based on small samples. Harvard Law School's tenure-track percent of women increased to 60% in 2006-2007. Tenure-track includes non-tenured faculty at the Professor, Associate Professor, and Assistant Professor ranks who have been categorized as tenure-track by their institutions.

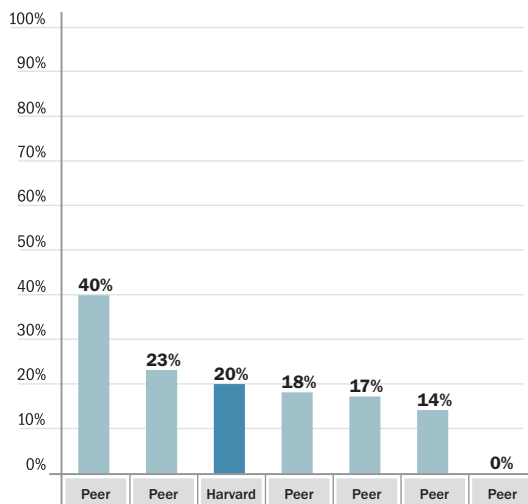
MINORITY (U.S. CITIZEN OR PERMANENT RESIDENT) TENURE-TRACK AND TENURED FACULTY AS A PERCENT OF TOTAL TENURE-TRACK AND TENURED FACULTY FOR LAW AND PEER INSTITUTIONS, 2005–2006

figure 52.

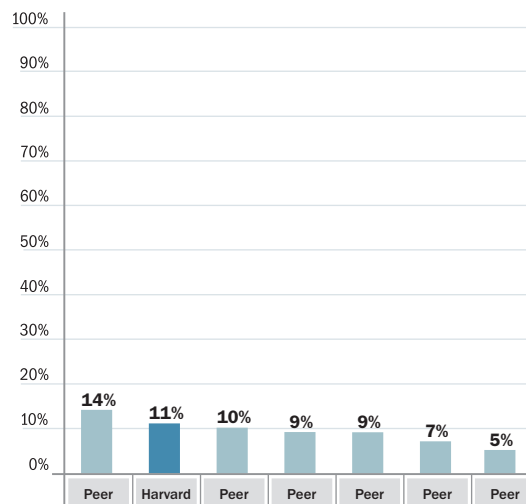
TENURE-TRACK

figure 53.

TENURED**Peer Institutions**

Harvard Law School

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

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

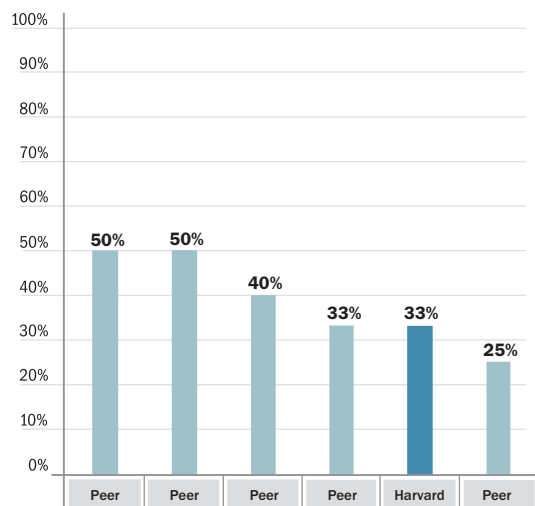
→ **Data & Metrics** Peer comparison of demographic composition of ladder faculty for AY 2006**WOMEN TENURE-TRACK AND TENURED FACULTY AS A PERCENT OF TOTAL TENURE-TRACK AND TENURED FACULTY FOR GOVERNMENT AND PEER INSTITUTIONS, 2005–2006**

figure 54.

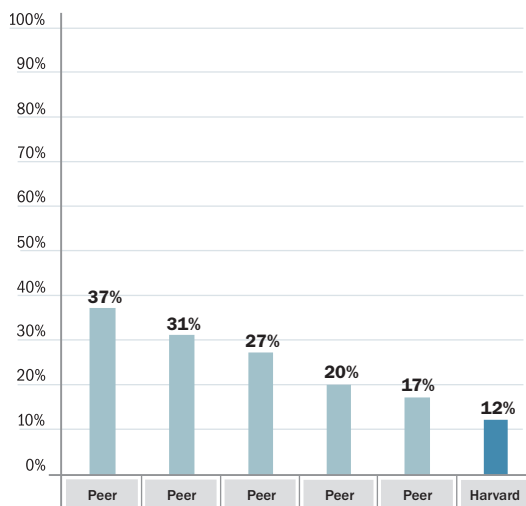
TENURE-TRACK

figure 55.

TENURED**Peer Institutions**

Kennedy School of Government

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

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

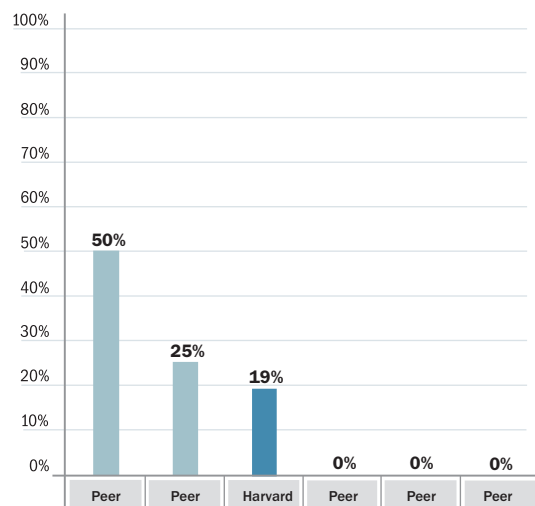
MINORITY (U.S. CITIZEN OR PERMANENT RESIDENT) TENURE-TRACK AND TENURED FACULTY AS A PERCENT OF TOTAL TENURE-TRACK AND TENURED FACULTY FOR GOVERNMENT AND PEER INSTITUTIONS, 2005–2006

figure 56.

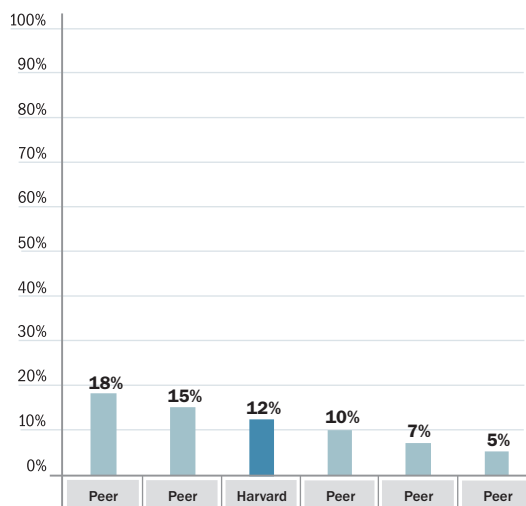
TENURE-TRACK

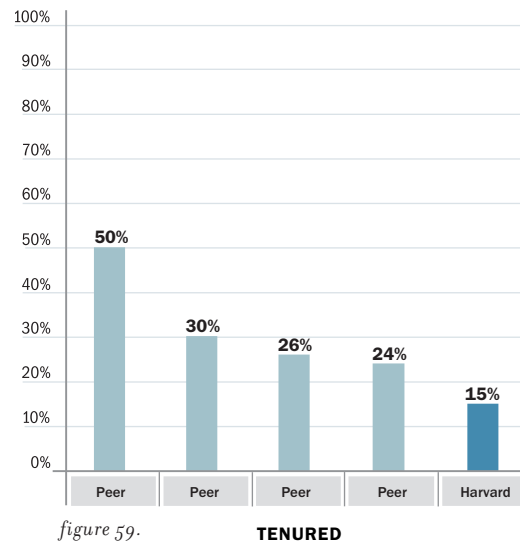
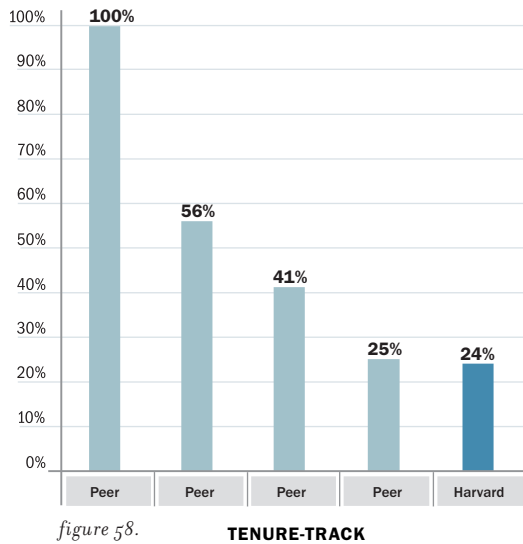
figure 57.

TENURED**Peer Institutions**

Kennedy School of Government

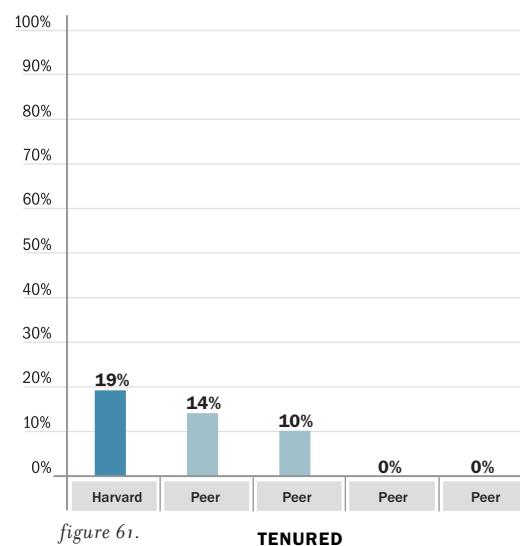
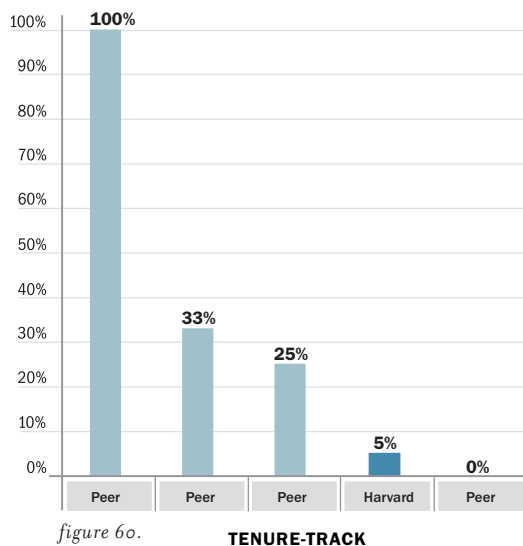
- Princeton University
- University of California-Berkeley
- University of Maryland
- University of Michigan
- University of Minnesota

Many of the Government Schools depicted above have fewer than 10 tenure-track faculty, therefore the percentages are based on small samples. Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors, and Convertible Instructors. Minority category includes the following races/ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority includes White and international (i.e. not a U.S. citizen or permanent resident). Harvard's Kennedy School of Government includes 1 (2%) international tenured faculty and 5 (19%) international tenure-track faculty. Faculty whose ethnicity is listed as unknown are excluded. Minorities are categorized using the U.S. Department of Education guidelines for reporting race and ethnicity so faculty that are not U.S. citizens or permanent residents are counted in the international category rather than according to their ethnicity.

→ **Data & Metrics** Peer comparison of demographic composition of ladder faculty for AY 2006**WOMEN TENURE-TRACK AND TENURED FACULTY AS A PERCENT OF TOTAL TENURE-TRACK AND TENURED FACULTY FOR DESIGN AND PEER INSTITUTIONS, 2005–2006****Peer Institutions**
Graduate School of Design

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

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

MINORITY (U.S. CITIZEN OR PERMANENT RESIDENT) TENURE-TRACK AND TENURED FACULTY AS A PERCENT OF TOTAL TENURE-TRACK AND TENURED FACULTY FOR DESIGN AND PEER INSTITUTIONS, 2005–2006**Peer Institutions**
Graduate School of Design

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

Many of the Design Schools depicted above have fewer than 10 tenure-track faculty, therefore the percentages are based on small samples. Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors, and Convertible Instructors. Minority category includes the following races/ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority includes White and international (i.e. not a U.S. citizen or permanent resident). Harvard's Graduate School of Design includes 1 (4%) international tenured faculty and 4 (19%) international tenure-track faculty. Faculty whose ethnicity is listed as unknown are excluded. Minorities are categorized using the U.S. Department of Education guidelines for reporting race and ethnicity so faculty that are not U.S. citizens or permanent residents are counted in the international category rather than according to their ethnicity.

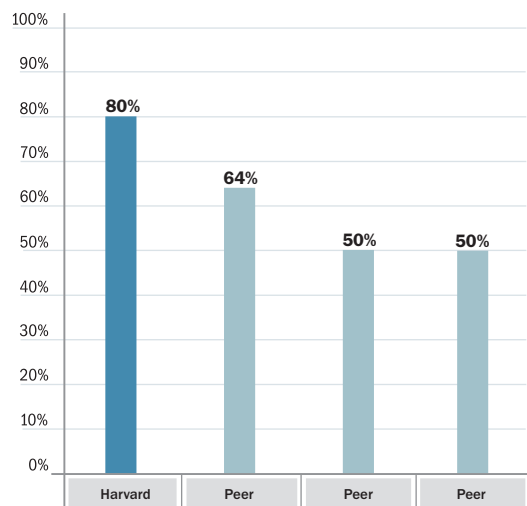
→ **Data & Metrics** Peer comparison of demographic composition of ladder faculty for AY 2006**WOMEN TENURE-TRACK AND TENURED FACULTY AS A PERCENT OF TOTAL TENURE-TRACK AND TENURED FACULTY FOR EDUCATION AND PEER INSTITUTIONS, 2005–2006**

figure 62.

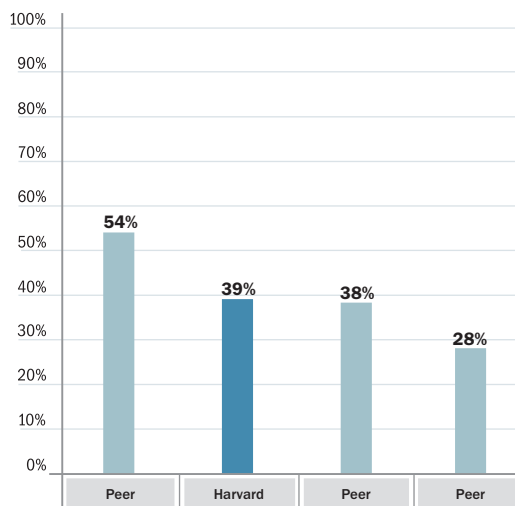
TENURE-TRACK

figure 63.

TENURED**Peer Institutions**

Graduate School of Education

- Northwestern University
- Stanford University
- University of Michigan

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

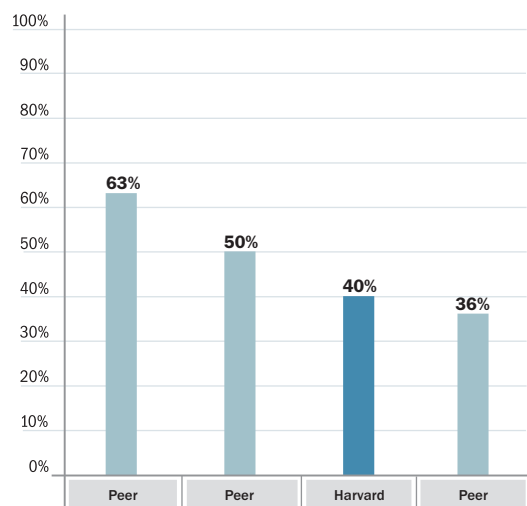
MINORITY (U.S. CITIZEN OR PERMANENT RESIDENT) TENURE-TRACK AND TENURED FACULTY AS A PERCENT OF TOTAL TENURE-TRACK AND TENURED FACULTY FOR EDUCATION AND PEER INSTITUTIONS, 2005–2006

figure 64.

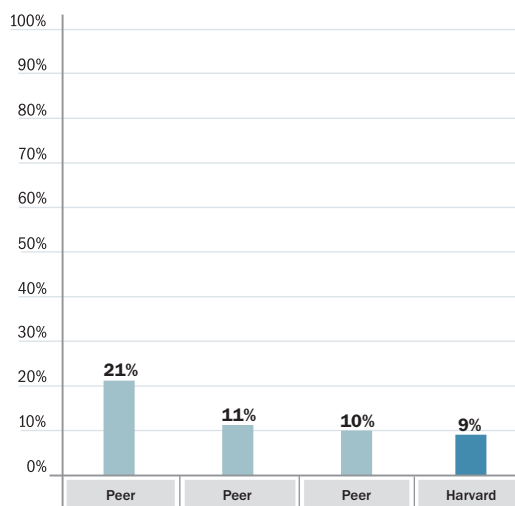
TENURE-TRACK

figure 65.

TENURED**Peer Institutions**

Graduate School of Education

- Northwestern University
- Stanford University
- University of Michigan

Half the Education Schools depicted above have fewer than 10 tenure-track faculty, therefore the percentages are based on small samples. Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors, and Convertible Instructors. Minority category includes the following races/ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority includes White and international (i.e. not a U.S. citizen or permanent resident). Harvard's Graduate School of Education includes 1 (4%) international tenured faculty and 2 (20%) international tenure-track faculty. Faculty whose ethnicity is listed as unknown are excluded. Minorities are categorized using the U.S. Department of Education guidelines for reporting race and ethnicity so faculty that are not U.S. citizens or permanent residents are counted in the international category rather than according to their ethnicity.

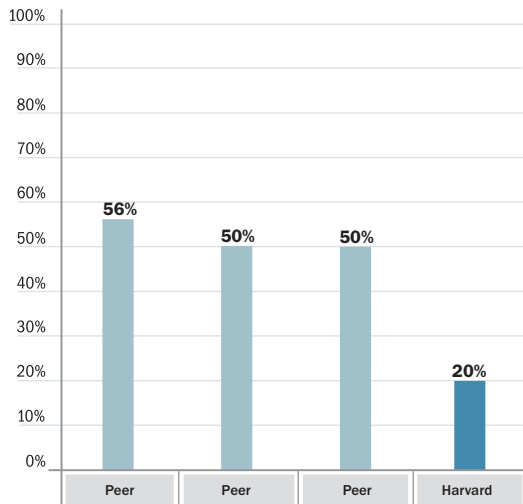
→ **Data & Metrics** Peer comparison of demographic composition of ladder faculty for AY 2006**WOMEN TENURE-TRACK AND TENURED FACULTY AS A PERCENT OF TOTAL TENURE-TRACK AND TENURED FACULTY FOR DIVINITY AND PEER INSTITUTIONS, 2005–2006**

figure 66.

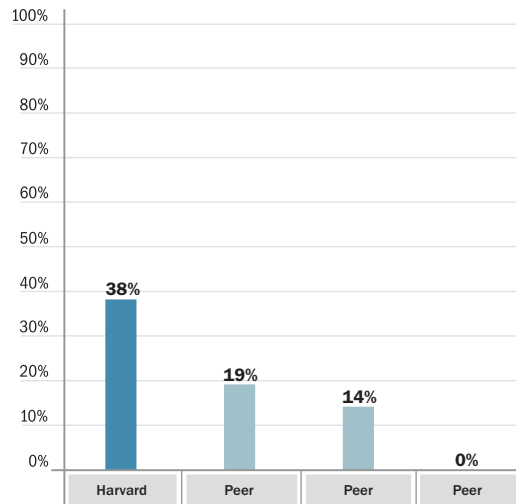
TENURE-TRACK

figure 67.

TENURED**Peer Institutions**Harvard Divinity School ¹

- Columbia University ²
- Duke University ³
- Stanford University ²

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

¹ Includes Divinity School faculty only. ² Includes faculty within the Arts & Sciences whose CIP codes indicate study of religion. ³ Includes Divinity School faculty as well as faculty within the Arts & Sciences whose CIP codes indicate study of religion.

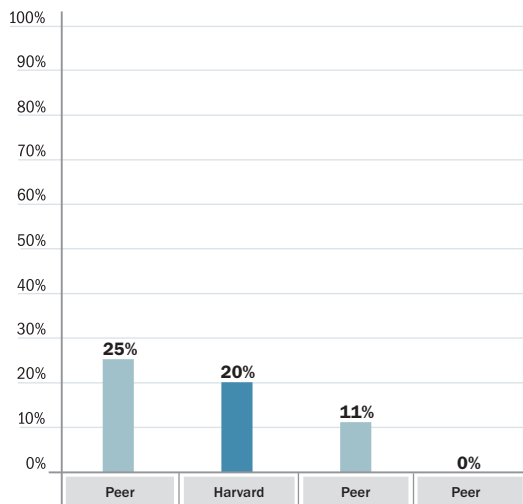
MINORITY (U.S. CITIZEN OR PERMANENT RESIDENT) TENURE-TRACK AND TENURED FACULTY AS A PERCENT OF TOTAL TENURE-TRACK AND TENURED FACULTY FOR DIVINITY AND PEER INSTITUTIONS, 2005–2006

figure 68.

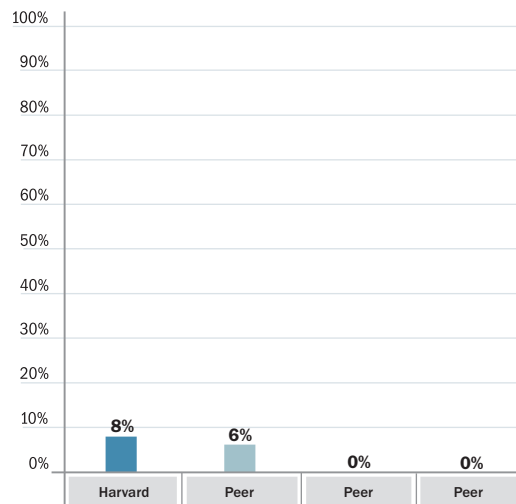
TENURE-TRACK

figure 69.

TENURED**Peer Institutions**Harvard Divinity School ¹

- Columbia University ²
- Duke University ³
- Stanford University ²

Many of the Divinity Schools depicted above have fewer than 10 tenure-track faculty, therefore the percentages are based on small samples. Tenured includes Professors and Associate Professors with tenure. Tenure-track includes Associate Professors without tenure, Assistant Professors, and Convertible Instructors. Minority category includes the following races/ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority includes White and international (i.e. not a U.S. citizen or permanent resident). Harvard Divinity School includes 1 (4%) international tenured faculty and 0 (0%) international tenure-track faculty. Faculty whose ethnicity is listed as unknown are excluded. Minorities are categorized using the U.S. Department of Education guidelines for reporting race and ethnicity so faculty that are not U.S. citizens or permanent residents are counted in the international category rather than according to their ethnicity.

¹ Includes Divinity School faculty only. ² Includes faculty within the Arts & Sciences whose CIP codes indicate study of religion. ³ Includes Divinity School faculty and faculty within the Arts & Sciences whose CIP codes indicate study of religion.

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

This year, the Office of FD&D and the Office of Institutional Research (OIR) conducted Harvard's first ever full faculty climate survey, which was open from December 2006 – March 2007. The survey will provide department chairs, Deans, and the President and Provost with quantitative data about the faculty experience, thus enabling the University to identify areas of concern, as well as areas of comparative strength. It will also enhance our understanding of faculty workloads, and we will be able to think more clearly about issues of supporting and developing junior faculty through mentoring and other means.

The survey included questions tailored to our specific environment at Harvard, as well as a set of questions written in collaboration with our peer institutions (Massachusetts Institute of Technology, Stanford University, and Yale University). We will thus have a rich set of data for comparative analyses.

Multiple drafts of the survey instrument were reviewed and revised by the following groups:

Advisory Group for Metrics and Analysis (AGMA): Sunshine Hillygus (FAS), Caroline Hoxby (FAS), Lawrence Katz (FAS), Donna Spiegelman (HSPH), and Alan Zaslavsky (HMS)

University Committee on Faculty Development and Diversity: Ann Braude (HDS), Catherine Claypoole (HLS), Janice Hammond (HBS), Daphne Layton (HGSE), Ellice Lieberman (HMS), Jane Mansbridge (KSG), Lisa Martin (FAS), Toshiko Mori (GSD), and Deborah Prothrow-Stith (HSPH).

The overall response rate was seventy-five percent of all junior and senior ladder and non-ladder faculty. Of surveys done at Massachusetts Institute of Technology, Princeton University, Stanford University, University of Michigan, and University of Pennsylvania, only Princeton had a higher rate, seventy-six percent.

This summer, the OIR and the AGMA will perform various analyses of the survey responses. In the fall, we will discuss the full results with Deans and various faculty groups across the University.

FACULTY SURVEY RESPONSE RATES*All Schools***Total: 75%***Faculty of Arts and Sciences*

Ladder: 74%

Non-ladder: 70%

Total: 73%*Harvard Business School*

Ladder: 87%

Non-ladder: 83%

Total: 86%*Graduate School of Design*

Ladder: 71%

Non-ladder: 61%

Total: 66%*Harvard Divinity School*

Ladder: 88%

Non-ladder: 86%

Total: 88%*Harvard Graduate School of Education*

Ladder: 81%

Non-ladder: 72%

Total: 78%*Kennedy School of Government*

Ladder: 75%

Non-ladder: 75%

Total: 75%*Harvard Law School*

Ladder: 73%

Non-ladder: 60%

Total: 72%*Harvard Medical School/School of Dental Medicine*

Ladder: 76%

Non-ladder: 55%

Total: 71%*Harvard School of Public Health*

Ladder: 76%

Non-ladder: 87%

Total: 78%

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

In this analysis, we test for gender, rank (i.e., tenured, tenure-track, and non-ladder), and ethnic-based differences in the survey data.¹⁵ Although we find gender and rank differences, we do not find any ethnic-based differences in the areas highlighted below. However, since Harvard has a small number of ethnic minorities currently employed as faculty, a plausible difference in, say, satisfaction between different ethnic groups might not be discernable in the survey data even if it existed. (Formally, plausible differences would generally not be statistically significant at a conventional level of confidence.)

DEMOGRAPHIC OVERVIEW

- 75% of the 1,863 faculty (both ladder and non-ladder) who received the survey responded.¹⁶
- The demographic characteristics of the respondents closely mirror those of the overall population that was eligible to participate in the survey.
- The 1,400 respondents included 986 males and 414 females. (74% of males and 78% of females responded to the survey.)
- There were 1,197 white faculty, 123 Asian/Pacific Islander faculty, 41 Black faculty, and 32 Hispanic faculty who responded to the survey. Fewer than 5 American Indian/Alaskan Native faculty and faculty with unknown ethnicity responded. (76% of white faculty, 69% of Asian/Pacific Islander faculty, 73% of Black faculty, and 74% of Hispanic faculty responded to the survey.)
- There were 356 tenure-track faculty, 698 tenured faculty, and 345 non-ladder faculty who responded to the survey.¹⁷ (77% of tenure-track faculty, 77% of tenured faculty, and 70% of non-ladder faculty responded to the survey.)
- 37% of the tenure-track respondents are female, 21% of the tenured respondents are female, and 39% of the non-ladder respondents are female.
- 23% of the tenure-track respondents are minorities, 10% of the tenured respondents are minorities, and 14% of the non-ladder respondents are minorities.
- 92% of respondents are U.S. citizens or permanent residents; 8% are not.
- 8% of respondents are below the age of 35; 27% are between the ages of 35 and 44; 26% are between the ages of 45 and 54; 26% are between the ages of 55 and 64; 13% are 65 years old or older.

¹⁵We test for differences in means using t-tests (for differences between two groups) and ANOVA (for differences between more than two groups) but we then check these results by running the Wilcoxon rank-sum and the Kruskal-Wallis tests, respectively, to ensure that the results are robust. ¹⁶A faculty member is included as a respondent if he or she entered data for at least one question on the survey. ¹⁷There is one ladder faculty member in the database with an unknown rank. All individuals with the rank of “Professor” are classified as tenured faculty. (We believe there are a small number of non-tenured professors in the database who completed the ladder survey. Since we are unable to identify any individual faculty member, we have no way of breaking out these individuals.) However, “Professors of the Practice” (with the exception of those at GSD) and “Baker Foundation Professors” at HBS are classified as non-ladder faculty. “Professors of the Practice” at GSD are classified as tenured faculty.

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

- Overall, the full faculty (which includes both ladder and non-ladder faculty) are “somewhat satisfied” being a faculty member at Harvard University. The mean is 4.16 on a five-point scale, where 4 is “somewhat satisfied” and 5 is “very satisfied.” The 25th percentile and median satisfaction levels are 4.00 while the 75th percentile is 5.00.
- On average, the full faculty are significantly less satisfied with their particular School than with Harvard overall. The mean satisfaction with School is 3.98 on a five-point scale, where 3 is “neither satisfied nor dissatisfied,” 4 is “somewhat satisfied,” and 5 is “very satisfied.” The 25th percentile and median satisfaction levels are 4.00 while the 75th percentile is 5.00.
- Women, on average, are significantly less satisfied than men with both Harvard overall and their particular School. The mean satisfaction with being a faculty member at Harvard is 3.90 (s.d. = 1.09, median = 4.00) for women versus 4.27 (s.d. = 0.88, median = 4.00) for men. The mean satisfaction with their particular School is 3.70 (s.d. = 1.19, median = 4.00) for women versus 4.10 (s.d. = 1.02, median = 4.00) for men. These differences persist after controlling for rank.
- Tenured faculty are significantly more satisfied being faculty members at Harvard University than both tenure-track faculty and non-ladder faculty. Further, non-ladder faculty are significantly more satisfied being faculty members at Harvard University than tenure-track faculty. The mean for tenured faculty is 4.31 (s.d. = 0.93, median = 5.00), for tenure-track faculty is 3.94 (s.d. = 1.01, median = 4.00), and for non-ladder faculty is 4.11 (s.d. = 0.92, median = 4.00). These differences persist after controlling for gender.
- Tenured faculty and non-ladder faculty are both significantly more satisfied with their particular School than tenure-track faculty. The mean for tenured faculty is 4.07 (s.d. = 1.11, median = 4.00), for tenure-track faculty is 3.79 (s.d. = 1.11, median = 4.00), and for non-ladder faculty is 4.00 (s.d. = 1.00, median = 4.00). These differences persist after controlling for gender.
- Of all the specific items asked about on the satisfaction section of the survey, “availability of nearby parking” had the greatest disparity between ranks. 44% of both tenure-track and non-ladder faculty are dissatisfied with the “availability of nearby parking,” while only 19% of tenured faculty feel this way.

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

- Tenure-track and tenured faculty spend significantly more hours working per week than non-ladder faculty. These differences persist after controlling for gender. The mean hours worked for tenure-track faculty is 59.69 (s.d. = 11.38, median = 60), for tenured faculty is 61.79 (s.d. = 12.56, median = 60), and for non-ladder faculty is 53.24 (s.d. = 14.24, median = 50).
- Of all the sources of academic stress included on the faculty survey, the highest source of stress is "time for scholarly work," regardless of rank gender, or ethnicity. 48% of the full faculty cite this as an extensive source of stress.

ATMOSPHERE

- 92% of the full faculty feel that they are respected by the students. This feeling of respect extends across rank, gender, and ethnic lines.
- 40% of tenure-track faculty and 45% of non-ladder faculty do not feel as if they have "a voice in the decision-making that affects the direction of [their] department," whereas only 18% of tenured faculty feel this way. This difference across ranks persists even after controlling for gender.
- 44% of women do not feel as if they have "a voice in the decision-making that affects the direction of [their] department," whereas only 24% of men feel this way. This difference between men and women persists even after controlling for rank.

MENTORING

- Almost two-thirds (62%) of tenured faculty consider their department effective in mentoring its tenure-track faculty, whereas only 40% of tenure-track faculty consider their department effective.
- Less than a third (31%) of non-ladder faculty members consider their department to be effective in mentoring its non-ladder faculty.
- Women faculty consider their department significantly less effective in mentoring than men, even after controlling for rank. 43% of tenure-track men but only 35% of tenure-track women believe that their department is effective in mentoring its tenure-track faculty, while 36% of non-ladder men but only 23% of non-ladder women believe that their department is effective in mentoring its non-ladder faculty.

TENURE/PROMOTION

- 67% of tenured faculty believe that tenure-track faculty members in their department receive clear feedback on their likelihood of getting tenure, whereas only 28% of tenure-track faculty believe this to be the case.
- Women ladder faculty (tenured and tenure-track) are less likely than men to feel that tenure-track faculty members in their department receive clear feedback on their likelihood of getting tenure, even after controlling for rank. 31% of tenure-track men but only 21% of tenure-track women believe that tenure-track faculty members in their department receive clear feedback on their likelihood of getting tenure.

→ **Data & Metrics** Highlights from the full faculty climate survey from AY 2007**HIRING/RETENTION**

- 46% of tenure-track faculty but only 20% of tenured faculty say they are likely to leave Harvard University in the next three years. 44% of tenure-track faculty say they have extensively considered leaving “to improve [their] prospects for tenure.”
- 41% of non-ladder faculty say they have extensively considered leaving “to move to a tenure-track position.”

LIFE OUTSIDE HARVARD UNIVERSITY

- Of all of the sources of personal stress asked about on the faculty survey, the highest source of stress is attributable to “managing household responsibilities.” 21% of the full faculty (31% of women and 17% of men) cite this as an extensive source of stress.
- Women express significantly higher levels of stress than men regarding all sources of personal stress asked about on the faculty survey (e.g. household responsibilities, child or dependent care, reproductive decisions/issues, health), except cost of living.
- Significantly more women (17%) than men (11%) say they have had to leave early from, arrive late to, or miss an important work-related meeting or commitment because of care-giving and/or other domestic responsibilities at least once or twice a month. This difference persists after controlling for rank.
- Significantly more women (49%) than men (25%) agree with the statement “My care-giving and/or other domestic responsibilities have had a negative impact on my career.” This difference persists after controlling for rank.
- Of those faculty who answered that they have children in need of child care, 21% use Harvard-affiliated child care centers. However, an additional 19% say they wanted to use these centers but were unable to get in.
- 10% of the full faculty live in a different community (more than an hour away) than their spouse/domestic partner at least part of the time. Significantly more women (15%) than men (8%) live in a different community than their spouse. This difference persists after controlling for rank.

→ Progress in Academic Year 2006–2007

In September 2005, the Office of the Senior Vice Provost for Faculty Development and Diversity (FD&D) was established to help the University realize its aspiration to find, develop, promote, and retain the world's best scholars by serving as a resource to individual Schools and providing needed central coordination and oversight across the University.

Specifically, the Office of FD&D seeks to:

- Improve Harvard's performance in developing scholars at all stages of the academic career ladder – pipeline, recruitment, promotion, and retention
- Establish an institutional culture that will sustain this improved performance
- Achieve intellectual leadership for Harvard by helping to define future goals for faculty development, diversity, and related issues

The Office of FD&D guides Harvard's institutional policies and change in areas of faculty affairs, including faculty growth and diversity across all Schools. The Office does this through review and analysis of faculty appointments, evaluation and implementation of University-wide programs outlined in the 2005 Women's Task Forces' recommendations, and adoption of existing and evolving strategies on faculty affairs. In addition, the Office provides advocacy in matters regarding improved climate for women and underrepresented racial/ethnic groups as well as intellectual leadership within the University on issues related to diversity.

At the unit level, the Office of FD&D seeks to help create, implement, and evaluate programs and initiatives that will support and develop the faculty. The Office provides leadership, staff, technical assistance, financial start-up capital, support, advocacy, and guidance for new policies, practices, and innovative programs.

UNIVERSITY COMMITTEE ON FACULTY DEVELOPMENT AND DIVERSITY

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

Ann Braude, *Senior Lecturer on American Religious History; Director of the Women's Studies in Religion Program, Harvard Divinity School*

Catherine Claypoole, *Associate Dean for Academic Affairs; Chief of Staff, Harvard Law School*

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

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

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

Jane Mansbridge, *Adams Professor of Political Leadership and Democratic Values, John F. Kennedy School of Government*

Lisa Martin, *Clarence Dillon Professor of International Affairs; Senior Advisor to the Dean of FAS, Faculty of Arts and Sciences*

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

Deborah Prothrow-Stith, *Professor of Public Health Practice; Associate Dean for Faculty Development, Harvard School of Public Health*

→ Progress in Academic Year 2006–2007 Ongoing activities

The Office of Faculty Development and Diversity (FD&D) has created several new programs designed to support scholars at every stage of the academic career ladder. The Office sponsors a summer research program to enhance the undergraduate scientific research experience at Harvard and a speaker series to help a diverse population of future academics reach the professorate. The Harvard University Office for Postdoctoral Affairs, like the Harvard Medical School/Harvard School of Dental Medicine Office for Postdoctoral Fellows, serves as an administrative contact and institutional support for postdocs in the Faculty of Arts and Sciences and the professional schools. Other initiatives have focused on finding ways to retain Harvard's most talented junior faculty members, who are trying to balance family responsibilities with professional development.

ONGOING ACTIVITIES INCLUDE:

- Harvard College Program for Research in Science and Engineering (PRISE)
- Women, Science, and Society Seminar Series and work/life speaker series
- Harvard University Office for Postdoctoral Affairs
- New England Higher Education Recruitment Consortium
- Dependent care pilots

→ Progress in Academic Year 2005-2006 Ongoing activities

HARVARD COLLEGE PROGRAM FOR RESEARCH IN SCIENCE AND ENGINEERING

As part of the Office of FD&D's mandate to support women and underrepresented minorities' participation in the sciences and engineering, for the second year the Office supported the Harvard College Program for Research in Science and Engineering (PRISE). PRISE is a summer program created to establish a stimulating, collegial, and diverse residential community for Harvard undergraduates pursuing research in life science, physical science, applied science, mathematics, and engineering. Throughout the ten-week program, Harvard undergraduates work with Harvard faculty in relevant academic departments and research centers in the FAS, HMS, HSPH, and affiliated research institutes and hospitals.

Last summer, 119 student Fellows lived in Leverett House and participated in organized evening and weekend activities, which included seminars on research ethics, fellowship application and résumé writing, public speaking and scientific presentations, graduate school applications, postgraduate career options, and a distinguished speaker series featuring leading scientists from around the country.

To determine the effectiveness of PRISE, the Office of FD&D engaged the American Association for the Advancement of Science (AAAS). The assessment strategy for 2006 included pre- and post-program surveys of participants, as well as focus groups and individual interviews with students and faculty.

AAAS ASSESSMENT OF PRISE

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

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

The PRISE website www.priselink.harvard.edu provides complete program information.

Harvard Magazine's September–October, 2006 [issue](#) includes a feature on PRISE.

PRISE APPLICANTS DEMOGRAPHIC DATA¹⁷

	AY06		AY07	
	#	%	#	%
Female	100	54%	119	45%
Male	85	46%	146	55%
Total	185		265	
Junior	73	39%	95	36%
Sophomore	56	30%	87	33%
Freshman	56	30%	83	31%
Asian	79	43%	113	43%
Black	11	6%	14	5%
Hispanic	14	8%	21	8%
Native American	0	0%	1	0%
Other	14	8%	22	8%
White	62	34%	90	34%
Unknown	5	3%	4	2%

PRISE SELECTED FELLOWS DEMOGRAPHIC DATA¹⁷

	AY06		AY07	
	#	%	#	%
Female	78	61%	68	49%
Male	50	39%	70	51%
Total	128		138	
Junior	52	41%	56	39%
Sophomore	37	29%	39	28%
Freshman	39	30%	44	32%
Asian	53	41%	54	39%
Black	10	8%	9	7%
Hispanic	9	7%	17	12%
Native American	0	0%	1	1%
Other	10	8%	11	8%
White	42	33%	47	34%
Unknown	4	3%	0	0%

¹⁷In fall 2006, of the undergraduates concentrating in the sciences and engineering, 43.1% were female and 56.9% were male. 21.8% were Asian/Pacific Islander; 6.1% were Black; 5.4% were Hispanic; 0.5% were Native American; 3.2% were Other; 41.9% were white; and 21.1% had an unknown race/ethnicity. Source: FAS Registrar, May 2007.

→ Progress in Academic Year 2005-2006 Ongoing activities

The program proved very popular among undergraduate students; the number of applications increased by over forty percent in the second year with strong gains in applications from underrepresented minorities. The PRISE selection committee chose 138 Fellows for summer 2007.

The 2007 cohort will also undergo a similar assessment with AAAS, and a longitudinal study is also planned, to track PRISE participants for five years after their fellowship summer in order to determine the program's long-range impact on Fellows' careers in science.

WOMEN, SCIENCE, AND SOCIETY SEMINAR SERIES AND WORK/LIFE SPEAKER SERIES

The Office of FD&D supported two speaker series this year: the Women, Science, and Society Seminar Series and a speaker series focused on work/life challenges facing academics.

Many female graduate students in science have reported feelings of isolation and expressed the desire to network with professional women working in their fields of study. The dearth of female role models in the Academy can discourage many women from pursuing careers in science. To encourage and facilitate more conversations about women, gender, and science, the Office of FD&D partnered with Harvard Graduate Women in Science and Engineering (HGWISE) and the Graduate School of Arts and Sciences to sponsor the Women, Science, and Society Seminar Series.

Eight prominent scientists participated in the Series, which addressed the gender imbalance in science and the social and cultural contexts of current research. Throughout the year, the Series attracted hundreds of graduate students, postdoctoral fellows, and faculty. Following each presentation, speakers met with students over dinner or for a casual reception. Allowing for networking between students and invited speakers will ideally encourage more graduate students to stay on the academic career track.

The second series the Office sponsored this year focused on the topic of work/life challenges facing academics. The series also served to disseminate information about policy issues and resources available to academic families at Harvard. The Office of FD&D hosted nationally-recognized experts on work/life policy, and the events were open to the Harvard community, attracting several hundred attendees.

WOMEN, SCIENCE, AND SOCIETY SEMINAR SERIES

10/13/06 Charis Thompson, Associate Professor in the Department of Gender and Women's Studies and the Department of Rhetoric at the University of California, Berkeley, "Stem Cells, Women, and Dangerous Things: Reflections on Gender and the Politics of Science"

10/19/06 Phoebe Leboy, Professor of Biochemistry at the University of Pennsylvania School of Dental Medicine, "Analyzing the Leaky Pipeline: Why are Women Scientists Under-represented in Senior Positions?"

11/16/06 Lorna Gibson, Matoula S. Salapatas Professor of Materials Science at the Massachusetts Institute of Technology, "Engineering a Career at MIT"

12/1/06 Joan Steitz, Sterling Professor of Molecular Biophysics and Biochemistry at Yale University, "Lupus, Snurps and Women in Science"

2/15/07 Anne Fausto-Sterling, Professor of Biology and Gender Studies in the Department of Molecular and Cell Biology and Biochemistry at Brown University, "Race, Gender, Science – Still Questions After All These Years"

3/8/07 Lotte Bailyn, Professor of Management Behavioral and Policy Sciences at the Massachusetts Institute of Technology, "Beyond Bias and Barriers"

4/19/07 Elizabeth Watkins, Associate Professor in the School of Medicine at the University of California, San Francisco, "The Estrogen Elixir: Women and Science in the Making and Unmaking of Hormone Replacement Therapy"

5/10/07 Margrit Betke, Associate Professor in the Computer Science Department at Boston University, "Video-based Tracking for Human-Computer Interaction and Conservation Biology"

→ Progress in Academic Year 2005-2006 Ongoing activities

OTHER EVENTS

MIT9 Annual Meeting

In April 2007, Harvard organized the MIT9 annual meeting, which this year focused on challenges to and strategies for increasing the racial and ethnic diversity of every institution's science and engineering faculties. Presidents, provosts, deans, and senior faculty attended from the nine universities: California Institute of Technology, Harvard University, Massachusetts Institute of Technology, Princeton University, Stanford University, University of California, Berkeley, University of Michigan, University of Pennsylvania, and Yale University. Institution representatives participated in a day-long series of presentations and discussions, including a panel session with the university leaders. The panel included:

- Jean-Lou Chameau, President, California Institute of Technology
- Steven Hyman, Provost, Harvard University
- Susan Hockfield, President, Massachusetts Institute of Technology
- Shirley Tilghman, President, Princeton University
- Patricia Jones, Vice Provost for Faculty Development, Stanford University
- Robert Birgeneau, Chancellor, University of California, Berkeley
- Mary Sue Coleman, President, University of Michigan
- Amy Gutmann, President, University of Pennsylvania
- Richard Levin, President, Yale University

ABOUT THE MIT9

In January 2001, presidents, chancellors, provosts, and several leading scholars from nine research universities were invited to the Massachusetts Institute of Technology to participate in an unprecedented dialogue on the status of women faculty in science and engineering.

Following that meeting, the group, now known as the "MIT9," released a statement, agreeing to analyze the salaries and university resources provided to women faculty, work toward a faculty that reflects the diversity of the student body, and reconvene to share strategies.

The group meets annually and has broadened its focus to include both women faculty and underrepresented minorities in science and engineering fields.

WORK/LIFE SPEAKER SERIES

10/30/06 "Stopping for Directions: A Conversation about Career, Family, and Success" panel event featuring Jeanne Shaheen, Harvard University Institute of Politics Director and former New Hampshire Governor and Bill Shaheen, lawyer and former New Hampshire judge; Sharon Meers, author and former Managing Director at Goldman Sachs and Steve Dostart, real estate developer; Rakesh Khurana, Associate Professor at Harvard Business School and Stephanie Khurana, Managing Director of Higher Aims LLC; Monica Higgins, moderator, Associate Professor at the Harvard Business School

11/29/06 Robert Drago, Professor of Labor Studies and Women's Studies at Pennsylvania State University, "Work-Family Issues for Faculty: Problems, Opportunities, and Policies"

2/16/07 Mary Ann Mason, Dean of the Graduate Division, University of California, Berkeley, "Do Babies Matter? Closing the Baby Gap"

5/7/07 Sylvia Ann Hewlett, President, Center for Work-Life Policy, "Off-Ramps and On-Ramps: Keeping Talented Women on the Road to Success" presentation and panel discussion with Evelyn Hammonds, Professor of the History of Science and of African and African American Studies and Senior Vice Provost for Faculty Development and Diversity, Harvard University; Marilyn Hausammann, Vice President for Human Resources, Harvard University; Kathleen McGinn, Cahners-Rabb Professor of Business Administration, Harvard Business School; Jeanne Shaheen, Former Governor of New Hampshire and Director, Harvard University Institute of Politics

→ Progress in Academic Year 2005-2006 Ongoing activities

University of Michigan Center for Research on Learning and Teaching (CRLT) Players

The Office of FD&D hosted performances by the CRLT Players, who use interactive theatre to draw audiences into scenes designed to portray the complexities and challenges of academic situations. Following each sketch, the audience speaks with and asks questions of the actors, who stay in character. A trained facilitator guides the discussion and provides professional expertise and research-based information about the topic at hand.

In March 2007, the CRLT Players performed sketches at Harvard for Cambridge-based faculty ("The Faculty Meeting") and postdoctoral fellows in Cambridge and in the Longwood Medical Area ("Faculty Advising Faculty").

HARVARD UNIVERSITY OFFICE FOR POSTDOCTORAL AFFAIRS

Postdoctoral fellows are an important, and largely unnoticed, population at the University. The postdoctoral period is important in many fields, especially laboratory research-based fields, as an entry-point into the professoriate. The Harvard University Office for Postdoctoral Affairs opened in October 2006, serving postdoctoral fellows in the FAS and the professional schools. In addition, the office serves as a liaison for postdoctoral affairs offices at the Harvard Medical School/Harvard School of Dental Medicine, the Harvard School of Public Health, the Longwood Medical Area, and administrative units across the University. The objective of the postdoctoral affairs offices is to provide administrative contacts and institutional support to postdocs during their terms at Harvard.

In February 2007, the Postdoctoral Affairs website launched (www.postdoc.harvard.edu), providing essential information to new postdoctoral fellows about their Harvard appointments, supplementary reference materials about life at Harvard, and professional development resources. The site also includes a calendar of events and several direct links to appropriate postdoctoral information in each of the Schools.

Over the past year, the office has co-sponsored a variety of events that give postdoctoral fellows an opportunity to engage experts in conversations about a range of topics, such as diversity in the laboratory, child care issues for academics, mentoring, and networking.

The office has begun an effort with the Schools and affiliated research units across Harvard to formalize institutional guidelines for postdoctoral fellows. To this end, the office has convened focus groups that include faculty, lab directors, School administrators, and postdocs to help determine priorities and establish strategic benchmarks. A faculty advisory committee for postdoctoral affairs will begin meeting this summer to further consider operational plans and priorities for the office.

POSTDOCTORAL FELLOWS AT HARVARD¹⁸

- 3,724 total postdocs across the University
- 1,148 internally-funded postdocs
- 1,469 stipendee postdocs
- 1,107 externally-funded postdocs
- Of the total postdoctoral population, thirty-nine percent of postdocs are female and seven percent are underrepresented minorities (American Indian, Black, and Hispanic)

¹⁸These counts do not include postdoctoral fellows with primarily affiliations at the hospitals. Source: Office of Human Resources, May 2007.

→ Progress in Academic Year 2005-2006 Ongoing activities

NEW ENGLAND HIGHER EDUCATION RECRUITMENT CONSORTIUM

In October 2006, based on successful models in California and New Jersey, Harvard led a group of twenty-five regional higher education institutions and hospitals that together launched the New England Higher Education Recruitment Consortium (NE HERC). Since the launch, NE HERC has grown to include fifty-eight member institutions. NE HERC's online database provides jobseekers with more than 4,000 open faculty, staff, and medical positions, more New England jobs than The Chronicle of Higher Education and Higheredjobs.com combined.

Since the debut of NE HERC, Yale University, Columbia University, and New York University have partnered to launch the Metro New York and Southern Connecticut HERC; and Syracuse University and Cornell University launched the Upstate New York HERC. Currently, HERCs are in development in Chicago, Georgia, Michigan, and St. Louis, in addition to a national HERC organization.

NE HERC was established to help address academic recruitment issues, especially the challenge of recruiting dual-career couples, which is an issue that has gained visibility in academia recently. Studies have shown that eighty percent of faculty members have spouses who are working professionals,¹⁹ and more than thirty-five percent of faculty members are partnered with other faculty.²⁰ Dual-career academic couples are a challenge to traditional recruitment practices, and we need to dedicate more resources to help attract these couples.

This year, Schools have used NE HERC in their recruitment efforts. For example, in the past eleven months, the FAS offered positions to thirty-nine junior and twenty-six senior faculty. Of that group, fifteen junior and nine senior faculty had partners working in higher education, and the FAS used NE HERC to identify opportunities for partners who were looking for new jobs.

NE HERC STATISTICS

- NE HERC's website regularly lists over 400 faculty and 3,800 staff positions
- Over 2,000 users have registered on the site
- More than half of the registered users hold an advanced degree
- Users have an approximately equal interest in searching for academic and administrative jobs

¹⁹Didion, C. J. (1996). Dual-careers and shared positions: Adjusting university policy to accommodate academic couples. *Journal of College Science Teaching*, 26(2), 123-124. ²⁰Astin, H. S., & Milem, J. F. (1997). The status of academic couples in U.S. institutions. In M. A. Ferber & J. W. Loeb (Eds.), *Academic couples: Problems and promises*. Urbana: University of Illinois Press.

→ **Progress in Academic Year 2005-2006** Ongoing activities**DEPENDENT CARE PILOT PROGRAMS**

In September 2006, the Office of FD&D launched two pilot programs which give scholars with dependent care obligations the support to keep their academic careers on track while simultaneously meeting the demands of their families. Both programs had four funding rounds (October, December, March, and June) and in academic year 2007 had supported a total of forty-one scholars across the University.

Research Enabling Grants

Research Enabling Grants support extremely talented junior faculty and postdoctoral fellows, who have the potential to become tenured faculty members, but whose research would suffer if interrupted to attend to pressing dependent care responsibilities. Recipients can use these one-year grants to hire additional staff, purchase equipment, or take dependents on extended field work. Through the March funding round, the review committee has received thirty-nine applications from across the University and awarded ten grants. June 2007 applications are currently under review.

The faculty review committee members for academic year 2006-2007 were Evelyn Hammonds (FAS), Beth Molnar (HSPH), Judith Palfrey (HMS/HSPH), and Steven Wofsy (FAS).

Dependent Care Fund

The Dependent Care Fund for Short-Term Professional Travel provides grants so that scholars can arrange local care for their dependents when they travel to a professional event, or take dependents with them on the trip. Non-tenured faculty and postdoctoral fellows are eligible for up to \$1,000 per academic year. Through the March funding round, Catherine Claypoole (HLS), along with members of the Office of FD&D had reviewed thirty-six applications and granted thirty-one awards. June 2007 applications are currently under review.

Graduate Student Assistance Program

The Graduate Student Assistance Program (GSAP) was created this year, providing a suite of services to graduate student families. The program is modeled after the Employee Assistance Program and offers services including legal consultation, financial advice on issues such as budgeting and debt reduction, help finding openings at local day care facilities, and resources on housing. Consultation is provided in over a dozen languages, and services are available twenty-four hours a day.

→ Progress in Academic Year 2005-2006 Ongoing activities

DEPENDENT CARE FUND, AY 2007²¹

BY SCHOOL

	APPLICANTS		RECIPIENTS	
	#	\$	#	\$ ²²
FAS	27	19,208	24	21,604
GSE	1	580	1	812
HBS	1	144	1	202
HMS	5	4,217	3	2,660
KSG	1	1,525	1	2,135
SPH	1	1,000	1	1,400
Total	36	26,674	31	28,812

WITHIN FAS, BY FIELD

	APPLICANTS		RECIPIENTS	
	#	\$	#	\$ ²²
Humanities	6	3,622	6	4,077
Life Sciences	-	-	-	-
Physical Sciences	11	6,604	10	7,888
Social Sciences	10	8,982	8	9,639
Total	27	19,208	24	21,604

BY TITLE

	APPLICANTS		RECIPIENTS	
	#	\$	#	\$ ²²
Postdoctoral Fellow	5	4,528	3	3,549
Instructor	3	2,058	2	1,260
Assistant Professor	16	11,725	15	14,492
Associate Professor	5	3,809	5	5,333
Other	7	4,554	6	4,179
Total	36	26,674	31	28,812

RESEARCH ENABLING GRANTS, AY 2007²¹

BY SCHOOL

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

WITHIN FAS, BY FIELD

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

BY TITLE

	APPLICANTS		RECIPIENTS	
	#	\$	#	\$
Postdoctoral Fellow	9	485,134	3	107,910
Instructor	3	224,917	-	-
Assistant Professor	17	1,119,722	3	131,168
Associate Professor	8	537,279	4	250,279
Other	2	150,000	-	-
Total	39	2,517,052	10	489,357

²¹Includes October 2006, December 2006 and March 2007 application rounds. ²²Because DCF awards are taxable income, awards are grossed up by forty percent, in order for recipients to realize the full benefit of their grants. Applicant numbers represent individual applications. For individuals who applied more than once, each submitted application is counted.

→ Progress in Academic Year 2006–2007 Initiatives to debut next year

In collaboration with Schools and units across the University, the Office will unveil several new initiatives in academic year 2008. With the University Committee on Faculty Development and Diversity, the Office of FD&D completed a set of faculty search committee guidelines, which are a compendium of best practices for faculty searches. The guidelines include resources to help departments utilize more diverse applicant pools, interview protocols, and related materials. This summer, the Office will announce details of a new fund to which Schools can apply to finance the design and implementation of pilot programs aimed at addressing faculty development and diversity issues.

FACULTY SEARCH COMMITTEE GUIDELINES

The University Committee on Faculty Development and Diversity and the Office of FD&D, in consultation with academic deans and many other colleagues, together have worked to define a set of guidelines for faculty search committees. Later this summer, these guidelines will be posted online and will include resources to help committees develop position descriptions, attract larger and more diverse candidate pools, and complete comprehensive evaluations and interviews.

These guidelines are intended to be a work in progress and serve as a flexible supplement to existing School-specific faculty search handbooks. Since each School follows a different process for faculty searches, committees are welcome to tailor these guidelines, as appropriate. The guidelines include several resources for committees:

- Ways to ensure that a search committee is diverse in background, perspective and expertise
- Strategies for generating and evaluating a diverse applicant pool
- Help in conducting candidate interviews, including a guide to acceptable interview questions
- Relevant research in an annotated bibliography on faculty searches and diversity in higher education

The Office of FD&D will continue to add resources on recruitment and diversity to its website, www.faculty.harvard.edu.

INITIATIVES TO DEBUT NEXT YEAR INCLUDE:

- Faculty search committee guidelines
- Faculty Development and Diversity Pilot Fund
- Speaker series fund

→ **Progress in Academic Year 2006-2007** Initiatives to debut next year**FACULTY DEVELOPMENT AND DIVERSITY PILOT FUND**

The Office of FD&D is working with the University Committee on Faculty Development and Diversity and external consultants to develop a rigorous, transparent, and competitive process through which Harvard Schools can apply for funding for programs that will demonstrably advance diversity at the University. The Office of FD&D looks forward to supporting efforts that have high potential for replication across the Schools. Funds will be allocated to provide support for the development of programs, the improvement of faculty recruitment, and the enhancement of institutional capacities directly related to faculty diversity.

Beginning this summer, Schools will be able to apply online and will be asked to provide detailed proposals that must include explicit, quantifiable goals and metrics they will monitor. Early projects may include pilots that will address faculty promotions processes, mentoring for junior faculty, and women's experiences in the laboratory.

SPEAKER SERIES FUND

Based on the success of the Women, Science, and Society Seminar Series, the Office of FD&D has decided to afford more student and faculty groups the opportunity to invite guests to address scholars at the undergraduate level, as well as graduate students, postdoctoral fellows, junior and senior faculty. The Office will partner with Schools and departments to encourage faculty and student groups to apply online if they would like to invite a guest scholar to speak about issues that fall under the Office's mission. All events co-sponsored by the Office of FD&D will be open to the Harvard community, to encourage cross-University conversations.

→ Progress in Academic Year 2006–2007 Future programs and policies

We have identified three issues of significant scale and scope that will be the basis for the Office of FD&D's new points of focus for academic year 2008. Recruiting and retaining excellent faculty is a serious challenge requiring a comprehensive strategy for working with dual-career couples. Child care remains a primary concern for many faculty, postdoctoral fellows, and graduate students; we must ensure that plans for new and expanded child care centers are at the heart of the University's expansion over the coming years. Harvard must also strengthen its mentoring programs so that its junior scholars are armed with the resources necessary to thrive in their academic careers.

FUTURE PROGRAMS AND POLICIES INCLUDE:

- Dual-career recruitment and retention
- Child care
- Mentoring

DUAL-CAREER COUPLE RECRUITMENT AND RETENTION

Dual-career couples present a recruitment challenge not only in higher education, but in every sector. According to the Bureau of Labor Statistics, dual-career couples now account for sixty-seven percent of the national workforce. In academia, dual-career couples are particularly common in the sciences, where, for example, sixty-eight percent of women physicists are married to other scientists.²¹

The Office of FD&D is committed to working with colleagues throughout the University to recruit and retain talented scholars. Harvard and nineteen other higher education institutions from the United States and Canada participated in the Dual Career Conference held at Cornell University earlier this month. At the conference, representatives from institutions that have either created, or are considering establishing, dual-career programs will share successful recruiting strategies. In the coming year, the Office of FD&D and units throughout the University will work to identify new strategies to address the challenges in recruiting and retaining dual-career couples.

CHILD CARE

The dearth of affordable child care options at Harvard hinders academic careers, impedes productivity, and directly threatens the University's competitive edge, according to data from a number of sources, including the benchmarking data collected by the 2005 Task Forces on Women Faculty and Women in Science and Engineering, the 2006 Collaborative on Academic Careers in

²¹McNeil, L., and Sher, M. 1998. Report on the dual career couple survey.
<http://www.physics.wm.edu/~sher/survey.html>

→ **Progress in Academic Year 2006-2007** Future programs and policies

Higher Education (COACHE) survey of tenure-track faculty, the 2006 University-wide dependent care needs study, and the 2007 faculty climate survey.

Our ability to support scholars with child care responsibilities directly impacts our ability to recruit and retain world-class talent. Several of our closest peer competitors have recently committed significant resources to new work/life initiatives. Stanford University announced sizable new child care grants for junior faculty members; Princeton University announced a new, family-friendly, graduate student benefits package which includes paid maternity leave and extensions of deadlines for birth mothers and primary caregivers; and Yale University announced new maternity/parental leave benefits for doctoral students.

In the coming year, the Office of FD&D will work with the Office for Work/Life Resources, the Office of Human Resources, and colleagues from across the Schools to develop a comprehensive, strategic plan to address the availability and cost of high-quality child care.

MENTORING

The results of the COACHE survey and full faculty climate survey showed that many junior faculty believe that the formal and informal mentoring they receive at Harvard is less than adequate. There are a wide variety of mentoring options available to junior faculty across the University, but there has been little systematic study of the effectiveness of these programs. In the coming year, the University Committee on Faculty Development and Diversity will examine mentoring programs at Harvard and at other universities. By the end of the academic year, we will provide a set of guidelines, which will outline various mentoring models and their effectiveness, and make a set of recommendations for units interested in implementing mentoring programs.

→ School-based Activities

Representatives who serve on the University Committee on Faculty Development and Diversity each submitted an update on their Schools' activities from this year. The Schools have made significant progress in a number of areas, including: dependent care and family leave policies; orientation for faculty search committees; junior faculty mentoring; and analyses of faculty compensation and promotions criteria.

REPORTS ARE INCLUDED FROM THE FOLLOWING SCHOOLS:

- Faculty of Arts and Sciences
- Harvard Business School
- Graduate School of Design
- Harvard Divinity School
- Harvard Graduate School of Education
- John F. Kennedy School of Government
- Harvard Law School
- Harvard Medical School/Harvard School of Dental Medicine
- Harvard School of Public Health

Faculty of Arts and Sciences

Submitted by Lisa Martin, *Clarence Dillon Professor of International Affairs, Senior Advisor to the Dean of the FAS on Diversity Issues*

This year, the Senior Advisor to the Dean on Diversity Issues, Professor Lisa Martin, led several efforts related to faculty development and diversity in the FAS.

ANNUAL REPORT

In September 2006, the Senior Advisor released her first annual report, which presented data on offers of faculty positions, detailing the percentages of offers that went to women and the percentages of offers accepted that went to women. The report included a focused discussion of a topic related to diversity concerns, the increased commuting times borne by faculty and the consequences for life within the FAS.

FAMILY POLICIES

Beginning in July 2007, new mothers in the FAS will be able to take an eight-week maternity leave coincident with giving birth and will be eligible for teaching relief.

A new early evening babysitting program will be conducted by Parents in a Pinch. For a specially negotiated rate, up to three children at a time will receive care in campus offices and classrooms.

FACULTY SEARCH COMMITTEES

Throughout the academic year, the Senior Advisor worked with the deans, department chairs, and faculty to improve faculty search procedures. The Senior Advisor meets regularly with divisional deans and department chairs to discuss their search processes and data on the demographics of their department compared to those of peer departments and availability pools.

FACULTY DEVELOPMENT

The FAS Standing Committee on Women (SCW), chaired by the Senior Advisor, hosted a number of gatherings of women faculty in 2006-07. The SCW met monthly throughout the year, and lunches in each semester for all ladder women faculty provided an opportunity for the discussion of mutual concerns, the sharing of information, and informal mentoring.

ANNUAL REPORT OF THE SENIOR ADVISOR TO THE DEAN ON DIVERSITY ISSUES, 2005-06

The position of Senior Advisor to the Dean on Diversity Issues was created by the Dean of the Faculty of Arts and Sciences, William Kirby, in July 2005. This first annual report presents data on offers of faculty positions, detailing the percentages of offers that went to women and the percentage of offers accepted that went to women. It includes a focused discussion of a topic related to diversity concerns, the increased commuting times borne by faculty and the consequences for life within the FAS.

The full report is available [here](#).

→ School-based Activities Faculty of Arts and Sciences

The Senior Advisor has developed a mentoring program in which senior faculty women mentor junior faculty women within their academic division. Seventy-five women have participated in the program during the 2006–07 academic year, with twenty-five senior women mentoring between one and three junior women each. The SCW provided funding for these groups to meet over lunch once a semester. The Senior Advisor has developed tips for mentors and a list of additional resources for the divisional mentors. Evaluation of the mentoring program will take place through individual conversations with participants. The feedback to date has been highly positive.

Divisional mentoring complements departmental mentoring. Junior faculty members often have questions or concerns that they are uncomfortable raising with colleagues in their department, especially those who might serve on their promotion committees. Formal mentoring programs are especially helpful for minorities and women, who may have less success in establishing productive mentoring relationships when no formal program exists.

Harvard Business School

Submitted by Janice Hammond, *Jesse Philips Professor of Manufacturing, Senior Associate Dean, Director of Faculty Planning*

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

When named Dean in April 2006, Dean Light identified building and developing the faculty as a priority. In July 2006, he asked Professor Srikant Datar to work closely with him as a Senior Associate Dean to build a strategy for attracting, developing, and retaining an outstanding faculty.

FACULTY RECRUITING

In academic year 2006–2007, a number of enhancements were made to the offer package for assistant professors, including guaranteed research support, a teaching load reduction, and career services assistance for accompanying partners.

This recruiting season, thirty-eight percent of those who accepted tenure-track offers are women and thirty-one percent are minorities.

CLIMATE FOR JUNIOR FACULTY

Following the Collaborative on Academic Careers in Higher Education (COACHE) survey of Harvard University junior faculty conducted in academic year 2006, Dean Light initiated a series of discussions to gain a better understanding of the experience of women faculty, and to determine what might be done to improve it.

FAMILY POLICIES

In September 2006, HBS implemented new policies for Family and Medical Leave and Proportional Appointments. The Family and Medical Leave policies include time off, workload reduction, and automatic one-year extensions of the tenure clock for birth mothers and primary caregivers. Proportional appointments, which also provide for tenure clock extensions, are intended primarily for child care.

CHILD CARE

HBS has engaged an outside consultant to assess the child care needs of faculty, staff, and students and develop recommendations for ways in which the School might respond to these needs.

HBS TASK FORCE ON THE FACULTY

In August 2006, Dean Light established a Task Force on the Faculty, chaired by Professor Datar and comprising fourteen senior faculty members. It had been a number of years since the School had conducted a systematic examination of its approaches to a range of key faculty-related processes and activities. The Task Force was charged with thinking creatively about the ways in which the School supports faculty throughout their careers. Five subgroups were formed:

- Recruiting: focused on enhancing offer packages, improving recruiting processes, broadening candidate pools, and making it more attractive for families to choose HBS
- Mentoring and Development: explored what more the School can do to build the capabilities of junior faculty and ensure they have the support they need to be successful
- Promotions: reviewed promotions standards
- Engaging and Leveraging the Faculty: looked at the development of tenured faculty, as well as what more can be done to reduce faculty workloads and better leverage faculty time
- Retirement: reviewed retirement policies

To inform the work of the Task Force, faculty were invited to attend small group discussions; eighty-one percent of the total faculty participated including seventy-nine percent of the junior faculty and eighty-four percent of the senior faculty. Recommendations will be developed and discussed during spring/summer 2007 and beyond

Graduate School of Design

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

In the fall of 2006, the President's Committee to Review Policies and Practices, the Visiting Committee, and the group reviewing the Strategic Payout Planning process all addressed issues related to faculty at the GSD. These include faculty recruiting, senior faculty growth and diversity, junior faculty development, family leave policies, and other forms of support.

FACULTY RECRUITING

During 2006-07, of nine new appointments to the GSD faculty, four were offered to women, including one tenured position. While the numbers of senior faculty at GSD have increased significantly in recent years, additional positions are needed to achieve depth in specific fields, as well as to provide leadership for the School. Current searches are expected to produce several new senior faculty appointments in the near future. A procedure has been implemented for targeted searches in which either a potential external candidate is identified or a specific internal candidate is considered for a senior position.

FACULTY DEVELOPMENT

Senior faculty salaries have been reviewed and increased where appropriate, and junior faculty salaries were increased across the board.

Junior faculty development has also been a priority. Release from teaching is routinely granted to enable assistant and associate professors to focus on their research. Each junior faculty member is given an individual annual research/professional development account. About fifteen percent of junior faculty are awarded additional research grants each year through a process that includes constructive feedback from the members of the senior faculty who comprise the selection committee. School leadership has also been discussing a more formal mentoring program for junior faculty. Currently, they are encouraged to develop support systems among themselves and across the departments, such as through monthly meetings where they discuss issues of concern.

FAMILY POLICIES

While the GSD has provided, as a matter of policy, a fairly generous family leave program, this year a few adjustments were made to comply with recommendations from the Office of Faculty Development and Diversity. Ways to provide assistance with securing child care, in cooperation with the Office of Work/Life Resources, are being investigated.

HIGHLIGHTS

- Funds for junior faculty research and development were increased by almost thirty percent and junior faculty salaries were increased by fifteen percent for FY07
- Since fall 2005, the number of senior faculty women has increased from three to six, with one pending. Until 1994, the GSD had never tenured a woman faculty member. Since then, six of fourteen tenured appointments have been of women (all are still on the faculty) and a tenured offer is currently outstanding to another woman

Harvard Divinity School

Submitted by Ann Braude, *Senior Lecturer, Director of the Women's Studies in Religion Program*

The Divinity School began a multi-year focus on issues of race, class, and ethnicity in the fall of 2006. This followed the year-long celebration in 2005–2006 of the fiftieth anniversary of the admission of women to the School, which highlighted issues of gender and the scholarly contributions of women graduates. The focus on race, class, and ethnicity began at the opening convocation at which David Carrasco, Neil L. Rudenstine Professor of the Study of Latin America and chair of the School's Standing Committee on Diversity presented an address entitled "Borderlands and the 'biblical hurricane': Images and Stories of Latin American Rhythms of Life." Senior Vice Provost Evelyn Hammonds represented the University and made comments about the shifting meaning of diversity in intellectual inquiry as well as in movements for social justice.

These events were followed by other named lectureships addressing issues of diversity, including a dramatic Ingersoll lecture by James Cone, Charles A. Briggs Distinguished Professor of Systematic Theology at Union Theological Seminary, entitled "Strange Fruit: the Cross and the Lynching Tree." The Standing Committee on Diversity and the student Anti-Racism Coalition sponsored follow-up conversations in which faculty and students discussed the significance of the scholarly presentations for local issues at the School. At the annual faculty retreat, Senior Vice Provost Hammonds addressed the faculty at the request of the Dean and the Committee on Diversity. Her presentation on "The Challenge of Diversity" brought current research as well as the fruit of her own experience at Harvard to bear on the relation between diversity and excellence in the faculty hiring process.

FACULTY RECRUITING

In academic year 2007, the School welcomed its first Professor of African Religious Traditions, Jacob Olupona, jointly appointed as Professor of African and African American Studies in the Faculty of Arts and Sciences. In addition, Associate Professor of African American Religious Studies Wallace D. Best completed a successful tenure review and was promoted to full professor.

HDS STANDING COMMITTEE ON DIVERSITY

Wallace Best, *Professor of African American Religious Studies*

Ann Braude, *Senior Lecturer on American Religious History, Director of the Women's Studies in Religion Program*

David Carrasco, *Neil L. Rudenstine Professor for the Study of Latin America, Committee Chair*

Quardricos Bernard Driskell, *Student*

Cheryl Giles, *Francis Greenwood Peabody Professor of the Practice in Pastoral Care and Counseling*

Maritza Hernandez, *Director of Admissions and Financial Aid*

Michael Jackson, *Distinguished Visiting Professor of World Religions*

Pamela Massey, *Director of Human Resources*

Robert Jay Rivera, *Student*

Anne Sung, *Student*

Harvard Graduate School of Education

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

This academic year, the Harvard Graduate School of Education (HGSE) engaged in planning to inform faculty renewal and growth strategies; took steps to encourage professional growth in its junior faculty ranks; began revising its appointment policies; and reexamined its faculty recruitment strategy with a focus on diversifying its applicant pools.

FACULTY RECRUITING

In May 2006, Kathleen McCartney was named Dean of the Harvard Graduate School of Education. She takes the reins as the School is entering a period of unprecedented turnover in the faculty (three quarters of the senior faculty, and two fifths of the entire core faculty—ladder and non-ladder faculty—are at or above the age of sixty). Recognizing the importance of this moment for the School's future, Dean McCartney and the Faculty Appointments Committee have engaged the faculty in a strategic faculty recruitment planning process this year, seeking to identify areas for faculty renewal and growth over the next decade. The initial phase of this process involved extensive consultation with the faculty this year and will result in the identification of near-term search authorizations.

FACULTY DEVELOPMENT

HGSE is engaged in an aggressive strategy to increase the ranks of its junior faculty. The School is also committed to increasing the number of junior faculty who achieve promotion to tenure. With this goal in mind, HGSE is undertaking an extensive review of its appointment policies, especially as they pertain to review for promotion to tenure. The School is also working to promote more systematic mentoring of new junior faculty. Because the School is small (currently there are only eight assistant professors and six associate professors), HGSE finds it is more effective to use informal, individualized mentoring arrangements. Lastly, the School is actively engaged in communal discussions on how to improve pedagogical and classroom practices, and is developing an orientation program for new faculty focused on teaching successfully at the School.

Diversifying the faculty, especially at the senior levels, is a high priority at HGSE. The School is educating the next generation of leaders for urban public schools and the next generation of researchers who will contribute solutions to today's pressing education challenges. The HGSE faculty and student body need to represent the diversity of the schools and populations they hope to serve. Among the School's key strategies for diversifying the faculty are doing better research on pools from which HGSE might recruit, creating more explicit instructions and guidance for search committees, soliciting earlier input from students on possible candidates, executing targeted searches, and greater efforts to retain and promote junior faculty. Because upcoming retirements lead to more opportunities to recruit, the coming years present a great opportunity to make progress.

HGSE DEMOGRAPHIC DATA

- Of the ten new core faculty members (ladder and non-ladder) who joined HGSE in 2006-07, four are faculty of color and four are women
- One fifth of the School's core faculty members are faculty of color
- Almost half the School's core faculty are women
- Among Harvard's Schools, HGSE has the highest percentage of women faculty who are tenured and who are tenure-track
- Among Harvard's Schools, HGSE has one of the highest proportions of faculty of color among its tenure-track faculty

John F. Kennedy School of Government

Submitted by Jane Mansbridge, *Adams Professor of Political Leadership and Democratic Values*

Over the last year, the Kennedy School of Government modified its appointment periods for lecturers in order to create a more predictable career path, conducted a study of its faculty workload and salaries, and is in the process of rewriting its faculty search committee guidelines.

FACULTY RECRUITING

In 2005–6 the Kennedy School added two new female tenured faculty; and in 2006–7 the School promoted one female faculty member to tenure and made two tenure offers to female faculty (both of whom accepted and will be joining the School in September 2008). These additions raise the number of tenured women faculty at the School from five to ten (or twenty-one percent of a total tenured faculty base of forty-seven). The School's two hires at the assistant professor level this year were Latina and Latino.

The School also did an availability pool study for the fields of economics and political science, the two most heavily represented disciplines in the School.

In the years 1982 and 1973 (the average years, respectively, that economists and political scientists at the School in 2006 received their Ph.D.s), women made up fifteen percent and fourteen percent of the Ph.D.s in those disciplines. This is the pool from which the average existing tenured faculty member at the School in those disciplines was drawn. In the years 1995 and 1989 (dates calculated from the average age from Ph.D. to hire as a tenured faculty member in those two disciplines at the School), the percentages of women Ph.D.s in economics and political science were twenty-three percent and twenty-nine percent. This is the pool from which the School expects to be making hires at the professor level in these disciplines. The current percentage of women Ph.D.s graduating in those disciplines is twenty-nine percent in economics and thirty-four percent in political science (four percentage points less in the top ten departments in economics; no comparable data available in political science). This is the pool from which the School will be making hires at the Assistant Professor level in those disciplines.

FACULTY DEVELOPMENT

The Term Appointments Committee (chaired by Professor William Clark and including Professor Jane Mansbridge) spent a year consulting widely within the School and reviewing the lecturer position at the KSG. The revised policy abolishes the current system of repeated one-year term appointments and creates a more predictable career trajectory for lecturers at the School, with appropriate recognition for excellent work. It stresses contribution to the teaching mission of the School and reaffirms the traditional five criteria for all appointments at the KSG (quality of mind, research, teaching, public service, and institutional contribution).

REVISED POLICY ON TERM APPOINTMENTS

- Lecturers will be judged primarily on the quality of their teaching
- One-year appointments to lecture positions will continue as a possible entry mechanism “to meet an urgent teaching need through flexible procedures determined by Area Chair and Academic Dean.” In the second year, such appointments will be considered for a three-year term appointment
- Other first appointments, after an “appropriate search or evaluation procedure,” will be for three years
- After the first three-year term, lecturers will be eligible for a second appointment for a year term
- After six years, lecturers will be eligible for the position of senior lecturer. This position will be awarded after a significant evaluation of the work and a conclusion of extraordinary contribution to the teaching mission of the School

→ School-based Activities John F. Kennedy School of Government**FACULTY SEARCH COMMITTEES**

The School is engaged in a process of revising its search committee guidelines in response to changes it has made in several parts of the process (term appointments, internal promotions to tenure, etc.) and in light of suggested policies proposed by members of the University Committee on Faculty Development and Diversity. A study of workload and salaries revealed no significant differences by gender or minority status.

OTHER ACTIVITIES

A portrait committee is beginning to diversify the portraits at the School, beginning with a portrait of Ida B. Wells, a post-Civil War, anti-lynching crusader and continuing with a portrait of Edith Stokey, one of the founding faculty members at the School, which is currently in preparation.

Harvard Law School

Submitted by Catherine Claypoole, *Associate Dean for Academic Affairs, Chief of Staff*

This past year, the Law School has continued to focus on its goal of expanding the faculty. This goal reflects the teaching needs created by recently enacted curricular reforms, a growing program of international legal studies, and a continuing desire to reduce the School's student-faculty ratio. There are three primary dimensions to this effort:

- The hiring of outstanding junior faculty members and their timely promotion to tenured positions
- The successful recruitment of faculty from other Schools into tenured positions
- The expansion of our clinical professor ranks

Increasing the number of women faculty members and faculty of color is a goal in all three of these categories. In the last year, the Law School has been most successful in meeting this goal at the entry-level and in clinical professor appointments.

FACULTY RECRUITING

The Law School makes three to four entry-level offers each year. Generally, these faculty members are identified through the American Association of Law Schools' hiring conference and are new to teaching. In the past three years, six new teachers, including four women (one of whom is of color), have joined the faculty as assistant professors. In the same period, all five of the Law School's assistant professors who were up for tenure were promoted. Two of these faculty members are of color. The Law School has an established program of mentoring junior faculty, which involves regular advice and counseling by senior faculty in the field. The Dean also meets annually with each assistant professor to provide feedback on his or her progress toward tenure.

The market for top law scholars and teachers has become noticeably more competitive over the past decade. Successful recruitments often depend on joint academic appointments, on spousal considerations, and on additional services and support regarding housing, child care, and relocation. The Law School is working across all of these areas to ensure successful recruitment and retention of senior faculty. It has worked with departments in the FAS to create joint appointments for two faculty recruits, both of whom have offers outstanding, and for two scholars who will be visiting Harvard next year. It also has focused additional efforts on providing faculty recruits with housing and child care support services.

In April 2005, the Law School faculty voted to create two new faculty positions: clinical professor of law and assistant clinical professor of law. In the past two years, eight outstanding clinical professors, including one woman and two men of color, have joined the faculty. These professors, all of whom are responsible for developing a clinical program in their fields of expertise, bring highly regarded experience and innovative ideas for clinical legal education to the School.

FELLOWSHIPS AT HLS

The Law School continues to offer a number of fellowships that prepare aspiring scholars for the entry-level teaching market. Two of these are the Climenko Fellowships (fourteen two-year positions) and the Lewis Fellowships (two one-year positions). These fellowships allow recipients to spend time at the Law School, working on their research and writing, connecting with scholars in their fields, and participating in the academic community in a variety of ways. Fellows occasionally receive offers to join the Law School faculty. Seven of this year's Climenko Fellows are women, and both Lewis Fellows are of color.

Harvard Medical School/Harvard School of Dental Medicine

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

Harvard Medical School and Harvard School of Dental Medicine (HMS/HSDM) are actively engaged in a variety of initiatives that will enhance the development of our faculty and the experience of our students. Key activities during the last year have included a critical re-evaluation of two fundamental aspects of the academic enterprise: revision of the criteria for promotion and a restructuring of the curriculum for medical education.

FACULTY SEARCH COMMITTEES

HMS/HSDM have redoubled their efforts to support the identification of the widest possible pool of candidates in faculty searches. Through a one-on-one orientation program for all chairs of professorial search committees, the Office for Faculty Affairs attempts to educate all faculty leading senior searches about strategies for identifying women and minority candidates. The School is developing a web-based module for tracking affirmative action data related to searches that will be available to all departments, further enhancing the ability to document the search process. Ultimately, the School plans to develop a web-based reporting system that will facilitate the retention of critical documents and prompt administrative staff and search committee chairs to attend to procedures that result in the broadest pool of applicants. HMS/HSDM, working with the Office of the Senior Vice Provost, has facilitated the inclusion of the affiliated hospitals in the New England Higher Education Research Consortium, creating a mechanism for identifying job opportunities for spouses of search candidates.

FACULTY DEVELOPMENT: PROMOTION CRITERIA

A Task Force on Promotion Criteria meeting during the last year devised a new set of promotion criteria for HMS/HSDM faculty. The criteria, which will be implemented during the next academic year, endeavor to recognize not only the traditional faculty achievements in research and teaching, but also a broad range of other faculty contributions that support the academic mission. Activities recognized in support of promotion include service to the community, leadership of programs that enhance diversity of trainees and faculty at HMS/HSDM, as well as innovations that improve access to health care. By allowing diverse activities to contribute toward the evaluation for promotion, the new criteria will ideally enhance recognition of non-traditional career trajectories and focus.

FELLOWSHIPS AT HMS/HSDM

Now in its twelfth year, HMS/HSDM continue to provide the Eleanor and Miles Shore Fellowships to support junior faculty who are working to build their careers at the same time they may have increased family or other responsibilities. The number of fellowships has increased from ten when the program began, to sixty-nine in 2006. Seventy five percent of the recipients were women and seven point three percent were underrepresented minorities. Since 1995, more than 400 fellowships totaling approximately ten million dollars have been awarded.

For five years, HMS/HSDM have offered an annual three-day leadership course for junior faculty with the goal of enhancing their professional development as administrative leaders in academic medicine. Of the 300 participants since the course's inception, half have been women and approximately ten percent have been underrepresented minorities. A Leadership Conference for underrepresented minority faculty at HMS/HSDM and other institutions is also offered annually.

The Minority Faculty Development Program continues to offer three fellowships focused on leadership and minority health. All alumni from these programs are actively engaged in policy, research, or service delivery targeting minority health issues. Of the sixty-seven fellowship alumni, fourteen currently hold faculty of medicine appointments.

→ **School-based Activities** Harvard Medical School/Harvard School of Dental Medicine

FAMILY POLICIES

The HMS Parental Leave Policy was successfully piloted in 2005-2006 and has now been implemented as a permanent program for faculty employed by HMS. The program provides funding for up to twelve weeks of leave institutional support for new mothers and four weeks for new fathers and adoptive parents.

OTHER HIGHLIGHTS

Dr. Joseph Martin, Dean of the Faculty of Medicine, will announce the tenth annual recipients of the Dean's Award for Leadership in the Advancement of Women this spring. This prestigious honor is bestowed annually on one faculty member and one HMS staff member to recognize their contributions to leadership in advancing gender equity in the HMS/HSDM community.

MEDICAL EDUCATION CURRICULUM

The medical education curriculum at HMS/HSDM has undergone a major restructuring. The revised curriculum includes new content on cultural awareness in the new Introduction to the Profession course and an emphasis on disparities in the new Social Medicine and Clinical Epidemiology and Population Health courses. New cases focused on cultural competence have been added to the clinical exams required of students. In addition, the Academy Center for Teaching and Learning will be establishing new sessions that will prepare faculty to teach students about issues of cultural diversity and their importance in the diagnosis, treatment and care of patients.

Harvard School of Public Health

Submitted by Deborah Prothrow-Stith, *Professor of Public Health Practice, Associate Dean for Faculty Development*

This academic year, efforts at the Harvard School of Public Health (HSPH) have centered on family policies for faculty and a faculty promotion analysis.

FACULTY RECRUITMENT

HSPH's Faculty Diversity Committee (FDC) has been meeting regularly since its formation in September 2001 to identify opportunities and create strategies to increase diversity among the School's faculty, from underrepresented minority communities in particular. The committee has focused its attention on ways to improve the School's culture and environment for people of color and to build a School-wide commitment to diversity. As one step toward increasing the visibility of the School's diversity effort, in February 2005 the FDC inaugurated a "Diversity and Public Health" lecture series in which distinguished academics and public health leaders of color are invited to the School to present a lecture and to meet with members of the administration, faculty, and student body; the aim is to host at least two such lectures each year. (Subsequently, the inaugural diversity lecturer was recruited into a tenured faculty position.) The FDC has also developed a visiting faculty program in which individuals are invited to spend up to a full academic year at the School.

FACULTY DEVELOPMENT

Senior Lecturer Paige Williams has completed a comprehensive evaluation of faculty promotions and presented her findings to the School of Public Health faculty. This is the second report of its kind; the first report was completed by Dr. Williams in 1997. The 2007 analysis found no overall differences in promotion rates by gender, but did identify gender differences in promotion to associate professor within certain academic areas. In particular, men were more likely to be promoted from assistant to associate professor in the quantitative area, and women were more likely to be promoted to associate professor in the social sciences area. Although only dramatic differences in promotion rates to full professor could be detected in the 2007 analysis, given the small sample size, the promotion rates for men and women appeared to be similar.

WORKING GROUP ON WOMEN, GENDER AND HEALTH

The Working Group on Women, Gender and Health was founded in 1996 by HSPH faculty members, postdoctoral fellows, and students interested in advancing the study of women, gender, and health at the School. In 2002, the School-wide faculty approved the Interdisciplinary Concentration on Women, Gender and Health. This concentration is now governed by a steering committee composed of faculty members, postdoctoral fellows, and students who meet monthly to discuss ways to promote curriculum development and public health research and practice regarding women, gender, and health at HSPH.

→ School-based Activities Harvard School of Public Health

HSPH has contracted a team of researchers at Johns Hopkins University to conduct an analysis of faculty salaries. Professor Donna Spiegelman is coordinating the study and results are expected this summer. Professor Spiegelman is also an active member of the University Advisory Group for Metrics and Analysis.

The Yerby Postdoctoral Fellowship Program, named after Alonzo Yerby, the first and only African American to become a department chair at HSPH, is designed as a bridge between academic training in health-related disciplines and entry-level faculty positions in public health, primarily for members of underrepresented minority groups. The program engages fellows in exceptional professional development opportunities under the tutelage and guidance of experienced faculty members within the School. The Yerby Program enhances presentation skills, and a strong emphasis is placed on the development of research and teaching. Up to five fellowships, carrying an annual salary of \$55,000 plus benefits, are awarded each year.

FAMILY POLICIES

HSPH has adopted policy changes to help faculty balance the responsibilities of family and career development, and to encourage and enable equal parenting. As of April 2006, faculty members receive an automatic, one-year appointment and tenure clock extension following the birth or adoption of a child. This type of extension is granted for up to two years. Paid parental leave is also automatic upon notification of the birth or adoption of a child. The clock extension and paid parental leave policies have been streamlined to complement one another and reduce paperwork.

OTHER HIGHLIGHTS

The HSPH Committee on Concerns of Women Faculty (CCWF) was reinstated by Dean Barry Bloom in May of 2005, and has been the driving force behind several of the projects listed above. In the past year the CCWF has also conducted a School-wide child care survey, secured additional child care slots at the nearby Landmark Center, presented to the Visiting Committee, and hosted a luncheon series for doctoral students to discuss barriers faced by women in academic careers. The CCWF is chaired by Professor Marianne Wessling-Resnick and Associate Professor Jonathan Levy.

→ New Institutional Resources

Over the past year, the Office of Faculty Development and Diversity (FD&D) made improvements to the Faculty Affairs website by providing links to higher education news articles pertinent to the Office's mission. The Office also posts a monthly newsletter, to publicize upcoming events and announce updates on the pilot programs. The new events webpage contains slides and other materials distributed by guest speakers. The Faculty Affairs website also has links to the Postdoctoral Affairs website, the Child Care @ Harvard website, the New England Higher Education Recruitment Consortium website, as well as many other resources.

FACULTY AFFAIRS WEBSITE

The Faculty Affairs website launched in 2006 and serves as a scholarship resource, a source of information on faculty benefits and services, a reference point for faculty search committees, and a point of contact for the Office of FD&D. 2007 enhancements to the website include:

- Higher Education and Diversity News page: This new page links to current articles on issues pertinent to the Office of FD&D's mission.
- Monthly newsletter: The Office of FD&D began distributing a monthly newsletter available on the Faculty Affairs website, announcing upcoming events and speakers, notifying faculty of upcoming application deadlines for pilot programs and work/life initiatives, and apprising constituents of the Office's latest activities.
- Events page: Information on upcoming events and speakers, as well as multimedia resources from past guests are available on the Faculty Affairs events page.
- Additional data & reports: Reports from Harvard and other universities and pertinent sources are posted in the Data & Reports section of the Faculty Affairs website. Recently posted items include:

→ New Institutional Resources

"Building Capacity: A Study of the Impact of the James Irvine Foundation Campus Diversity Initiative," by Daryl Smith, Professor of Education and Psychology, Claremont Graduate University

Johns Hopkins University's report from the Committee on the Status of Women, "Vision 2020," to resolve current gender-based career obstacles for women faculty, staff and students

National Academies of Sciences' "Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering"

"National Analysis of Diversity in Science and Engineering Faculties at Research Universities," by Donna Nelson, Associate Professor of Chemistry, University of Oklahoma

[POSTDOCTORAL AFFAIRS WEBSITE](#)

The Postdoctoral Affairs website includes essential information to new post-doctoral fellows about their Harvard appointments, supplementary reference materials about life at Harvard, and professional development resources. The site also includes a calendar of events and several direct links to appropriate postdoctoral information in each of the Schools.

[NEW ENGLAND HIGHER EDUCATION RECRUITMENT CONSORTIUM WEBSITE](#)

NE HERC's website includes an online database providing jobseekers with more than 4,000 open faculty, staff, and medical positions.

[CHILD CARE @ HARVARD WEBSITE](#)

In December 2006, the Office of Work/Life Resources launched a new website, Child Care @ Harvard, that serves as a one-stop resource for parents looking for information on child care and schooling. The website provides information on center-based care, family day care, or in-home providers.

Through the Child Care @ Harvard website, parents within the Harvard community can chat through the child care bulletin board to recommend nannies and babysitters, compare notes on preschools and day care, talk about summer camps, and discuss a wide range of child care topics.

 **New Institutional Resources****HARVARD COLLEGE WOMEN'S CENTER**

In fall 2006, the Harvard College Women's Center opened, to promote awareness of gender issues and support contributions by women. By centralizing resources and offering original programs, the Women's Center provides a welcoming environment that encourages diversity of perspective, experience, and values.

DEREK BOK CENTER PLAYERS

The Bok Center Players are based on the University of Michigan's Center for Research on Learning and Teaching (CRLT) Players Theatre Program that uses interactive theatre to draw audiences into scenes designed to portray the complexities and challenges of academic situations. The Bok Center Players plan to begin performing in fall 2007 at the Bok Center Fall Teaching Conference and also plans to perform for other training sessions for beginning graduate students in the sciences. Following each sketch, the audience will be able to speak with and ask questions of the actors, who will stay in character. A trained facilitator will guide the discussion and provide professional expertise and research-based information about the topic at hand.

ACKNOWLEDGMENTS

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

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

We are grateful to Nina Zipser, Dawn Brancati, Jason Dewitt, Kristin Knox, Ruth Loescher, Rebecca Mathews, Barbara Portner, the entire Office of Budgets, Financial Planning and Institutional Research, and data teams across the Schools for their analysis, insight, and diligence.

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

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

Finally, we would like to thank Interim President Derek Bok and President-elect Drew Faust. President Bok's leadership and support during a year of transition has allowed Harvard to continue its commitment to faculty development and diversity, and we look forward to working with President-elect Faust when she begins her tenure.