



END
OF
YEAR
REPORT | *June* | 20
06



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First, I wish to express my deep gratitude for the support our work has received from so many colleagues who have championed the University's progress this year.

I am honored to serve as Harvard's first Senior Vice Provost for Faculty Development and Diversity. This role is particularly important to me, as one of my principal areas of research has been on the effects of race and gender on the evolution and growth of America's scientific, medical and technological communities. Although the responsibilities of this role seemed daunting at first, I am encouraged and inspired by the efforts of the many faculty, administrators, staff, and students across the University who have contributed to our collective achievements.

Harvard is at the beginning of a very long journey. We arrived at this juncture in the way established institutions typically do. Many factors converged to support the need for a stronger focus on the current composition of our faculty. Faculty development and diversity are industry-wide challenges in higher education, particularly for large research universities. As is shown in the graphs depicting the current composition of Harvard's faculties, by some measures we are not far out of line with our peers. However, other data show that some Schools and departments still have a lot of work to do. With the establishment of this office, the University is making a serious and sustained commitment of resources to this effort.

Because Harvard is a highly decentralized organization, we face particular challenges in achieving consistent and effective progress on faculty development and diversity. Each of Harvard's Schools operates differently, as do the departments and units within each School. The composition and scope of each of the faculties vary, as does the speed at which they grow. We have spent much of this year gaining a fuller understanding of these differences, and I am confident that, together, we can navigate Harvard's complex academic and administrative landscape to effect meaningful institutional change.

By what increments can we reasonably set expectations and assess progress?

At this early juncture, we have grouped the work into three spheres: 1) pipeline, recruitment, promotion, retention; 2) institutional culture; and 3) intellectual leadership. As this report outlines, significant progress has been made this year, and there is still much work to be done to transform this institution.

Some may question why Harvard needs a central office focused on faculty development and diversity. Yet everyone recognizes that to maintain Harvard's status as a leader in higher education in the United States and in the world, we must recruit the best scholars to our ranks.

At Harvard—and not just at Harvard, but throughout an increasingly competitive and globalized society—one of our greatest challenges is to accept the fact that in order for our faculty to continue to be excellent, it must draw upon a much broader talent pool which reflects the diversity of our students and the world. Therefore, diversity and faculty development at Harvard means to widen our vision and broaden our horizon in order to recruit the best and the brightest and to do our best to recognize and assist with the real life issues confronting the development and retention of these faculty.



The University will take a long-term, comprehensive approach to the development of the faculty. This institutional focus will take time to mature, as we work to develop, implement and evaluate new policies, practices, and programs which will ensure that Harvard remains competitive in the future. However, changes in our institutional culture are critical to the development of a diverse, world class faculty community.

Harvard's efforts to have a faculty more diverse in every sense, through greater attention to gender, race and ethnicity, class, and intellectual and methodological perspectives, should not be seen simply, or even primarily, as being about "justice," "fairness," and "equity." Such moral issues are undeniably important but, as institutional motivators, they must be coupled with factors like "achievement," "competitive edge," and "productivity." And none of these motivators must compromise our traditional commitment to excellence.

Harvard University pursues the benefits of diversity among its faculty not because they help women or people of color, but because they bring us a more excellent faculty overall and help the institution become more productive, more creative, more competitive, and more successful.

Whether as faculty, students, administrators, staff, alumni, or as associates and allies of the broader Harvard community, each of us has a role to play in transforming Harvard University into a place of opportunity and recognition for all.

So what have we learned? What is the real message for this year?

The kind of change to which Harvard has made an unprecedented commitment, through this investment in supporting a systematic approach to faculty development and diversity, comes only by creating a culture of mutual accountability that permeates the entire community. We must work together, within the departments, Schools, and central administration, to ensure that Harvard will get the most out of, and be the location of choice for, a truly global and truly inclusive pool of faculty talent.

It is clear to me that this kind of institutional change happens person by person, decision by decision.

What then are our distinct roles?

It is the job of the Schools and the units within them to find, develop, promote and retain a diverse group of the world's best scholars. It is the job of the deans to do their part to support these efforts as a matter of leadership priority, financially and administratively, and to report timely and accurate relevant data on faculty demographics.

It is the job of groups of concerned faculty, standing committees on women, and committees on diversity to serve as leaders in their departments and Schools and to continue to identify where policies, practices, and programs are succeeding or failing. These leaders must report on successes and failures through their School representatives on the University Committee on Faculty Development and Diversity, to deans, to Visiting Committees of the Governing Boards, to this office, and to the Provost and the President.



It is the job of leaders of Harvard's affiliated hospitals and research institutes to devise strategies for the extension of new policies, practices, programs, and services to Harvard faculty based at affiliated hospitals and research institutes, and to commit the necessary institutional resources to sustain these enhancements.

Our job in the University's central administration is to respond aggressively to the questions raised from all of the constituents described above. Above all, our job is to keep the issues related to maintaining a diverse and excellent faculty at the center of every strategic conversation and decision making process regarding University priorities.

Our job is to take the lead on the systemic institutional issues that cannot be effectively addressed solely at the School level, to evaluate and institute University-wide policies, set standards for procedures, and reform current practices.

Our job is to determine standard metrics and data collection requirements for all academic units of the University, and provide technical assistance, staffing capacity, and seed funding.

Our job is to serve as an organizer of dialogues and events to facilitate thoughtful exchanges within and across departments and Schools about how to bridge the gaps between our current state and aspirations regarding our policies and practices. Such activities will allow Harvard to build on our traditional commitment to leadership and innovation in higher education.

Our job is to support those faculty whose research and scholarship investigates all the complex questions that diversity as an intellectual field produces.

Our job is to report on the University's collective performance – and shortcomings.

In any University there will always be a need to address issues of faculty development. It is my hope that there will not always be a need to focus on faculty diversity. At some point, diversity should not be an issue for a great university – it should become a seamless part of how we go about the business of recruiting, developing, and retaining the first class faculty for which Harvard is justifiably known the world over.

I look forward to working with all of you on these important challenges and to reporting annually on the institution's continued progress.

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

The work presented in this report is part of a systematic effort by the University to enhance its effectiveness in recruiting a diverse and excellent faculty and providing support to scholars as they progress through the stages of an academic career. This effort grew out of the recommendations, released in May 2005, of Harvard's Task Forces on Women Faculty and on Women in Science and Engineering. The effort has been emphasized by the work of the nine research universities group originally convened by MIT (the "MIT 9"), the Presidents of which, in December 2005, issued a statement recognizing that "barriers still exist to the full participation of women, not only in science and engineering, but also in academic fields throughout higher education."¹

The centerpiece of the 2005 Task Forces' recommendations was the creation of a new position in the University's central administration, the Senior Vice Provost for Faculty Development and Diversity. The Office for Faculty Development and Diversity (FD&D) was established in September 2005 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.

The University approaches faculty development and diversity within three spheres. Specifically, the University seeks to:

- 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

¹For full text of the December 2005 statement by the MIT 9, please see page 40.

→ Executive Summary

REPORTING ON DATA & METRICS

To understand how Harvard is performing in its faculty development efforts, where improvement is needed, and what impact planned interventions will have, in-depth data analysis is essential – both to establish a baseline and to measure ongoing progress towards excellence through diversity.

Over the course of the last year, the Schools and the Office of Institutional Research have collaborated to establish data standards and commence an annual data collection process.

This report provides two analyses of the composition of Harvard's faculties:

- Demographic composition of Harvard ladder faculty for AY2005 and AY2006
- Peer comparison of demographic composition of ladder faculty for AY2005

The Harvard data presented in this report was collected directly from each School and represents a snapshot of ladder faculty as of November 2005. In follow-up reports this summer, this type of data for non-ladder faculty will also be presented.

For the peer comparison analysis, each School selected its own peer group based on data that was available from participating institutions through the Association of American Universities Data Exchange (AAUDE).

As the collection of data annually improves, Harvard will be better able to identify institutional priorities.

In order to benefit from Harvard's strength in the social sciences, at the outset of academic year 2007 the Advisory Group for Metrics and Analysis will be created. This group, which will include social science faculty from Schools across the University, will help lead Harvard's efforts to improve its performance by serving as a technical advisor to the Office of the Senior Vice Provost for Faculty Development and Diversity and the Office of Institutional Research on faculty data protocols, analysis of faculty metrics, faculty climate surveys, and reports on faculty status.

→ Executive Summary

PROGRESS IN ACADEMIC YEAR 2006

This year, the University has made progress on all three components of its approach to faculty development and diversity, the accomplishments of which are listed below.

ACCOMPLISHMENTS:

Pipeline, Recruitment, Promotion, Retention	Institutional Culture	Intellectual Leadership
<ul style="list-style-type: none"> Supported Harvard College in the development of pilot undergraduate study centers in five key science concentration courses Worked with the College to develop the Harvard College Program for Research in Science and Engineering (PRISE), a new summer residential program for over 100 Harvard undergraduates conducting research with Harvard faculty Supported a lecture series designed by graduate student women in the sciences to expose the entire graduate student population to issues around women in science Created the first University-wide Office for Postdoctoral Affairs to help improve the quality and productiveness of the postdoctoral training experience at Harvard Established with 25 founding member institutions, the New England Higher Education Recruitment Consortium, a regional resource for recruiting and retention Collaborated with the University Committee on Faculty Development & Diversity to examine faculty search processes to increase the successful recruitment of women, underrepresented minorities, and all faculty Participated fully in University tenure reviews Reviewed over 400 faculty appointment files Provided financial support for the recruitment of 20 faculty across the University, further diversifying 14 departments in 9 Schools 	<ul style="list-style-type: none"> Conducted the Collaborative on Academic Careers in Higher Education (COACHE) climate survey of junior faculty on faculty satisfaction with their employment experience at Harvard Initiated development of a new Harvard-specific climate survey of junior and senior faculty, (to be conducted in academic year 2007) Worked with the Office of the Governing Boards to enhance guidelines for the Visiting Committees to improve institutional accountability on diversity efforts and results Developed University-wide minimum standards for new faculty maternity/parental leave guidelines, which provide paid time off and teaching relief for birth and adoptive parents Collaborated with Human Resources to expand childcare offerings to increase financial assistance for childcare to faculty, postdoctoral fellows, graduate students, and staff, increase financial assistance to Harvard-affiliated childcare centers to maintain high quality of care and stabilize rates, and pilot funding mechanisms for young scholars with family responsibilities Created a University-wide portal for faculty affairs: www.faculty.harvard.edu 	<ul style="list-style-type: none"> Signed the joint statement by the Nine Universities Group (the "MIT 9") on gender equity in higher education, acknowledging that there are significant steps yet to be taken toward making academic careers compatible with family caregiving responsibilities Gathered from counterparts at peer institutions successful strategies for increasing representation of women faculty and underrepresented minority faculty Hosted meetings and events with faculty, staff, and student groups within the University Sponsored Harvard-hosted activities

→ Executive Summary

INSTITUTIONAL COMMITMENT

As noted at the outset of this report, this has been a year of beginnings. Harvard is poised to move forward on the accomplishments outlined above. The work this year has shown that certain projects and programs need to be addressed with different models, decision making processes, and more robust data. Below are some of the priorities which will be addressed in academic year 2007.

PRIORITIES FOR ACADEMIC YEAR 2007:

Pipeline, Recruitment, Promotion, Retention

- Initiate a systematic review of faculty hiring practices at each School and facilitate improvements to those practices in order to broaden and diversify our applicant pools and faculty hires
- Continue to pilot and evaluate the impact of providing funding, teaching, and administrative relief to support all populations throughout the academic pipeline

Institutional Culture

- Devise a strategy, in collaboration with the Dean of HMS and leaders of Harvard's affiliated hospitals and research institutes, for extending new policies, practices, programs and services to Harvard faculty based at affiliated hospitals and research institutes
- Build on successful strategies to develop junior faculty mentoring models for dissemination and use within the Schools
- Evaluate existing programs for elder care support and provide mechanisms to increase faculty and staff access to this support
- Review peer institutions' childbirth accommodation policies for students pursuing doctorates in order to examine adopting a similar benefit at Harvard
- Investigate flexible part-time options for faculty with substantial family responsibilities

Intellectual Leadership

- Participate in the spring 2007 meeting and host the 2008 meeting of the Presidents of the Nine Universities Group originally convened by MIT (the "MIT 9"), which includes University of California Berkeley, California Institute of Technology, Harvard University, University of Michigan, Massachusetts Institute of Technology, University of Pennsylvania, Princeton University, Stanford University, and Yale University
- Host a two-day conference focusing on faculty development and diversity in the academy to bring together 50 leading scholars to share existing knowledge, explore disciplinary and methodological and institutional synergies, and strengthen policies and practices throughout higher education

→ Reporting on Data & Metrics

In December 2005, as one of a coalition of nine top research universities (the “MIT 9”), Harvard confirmed the need to commit institutional resources to collect and share data in order to measure and benchmark the institution’s performance on the composition of its faculty.

To understand how Harvard is performing in its faculty development efforts, where improvement is needed, and what impact planned interventions will have, in-depth data analysis is essential—both to establish a baseline and to measure ongoing progress towards excellence through diversity.

THIS SECTION INCLUDES:

A comparative baseline report with two analyses of the composition of Harvard’s faculties:

- Demographic composition of Harvard ladder faculty for AY2005 and AY2006
- Peer comparison of demographic composition of ladder faculty for AY2005

Highlights on the next phase of data collection & monitoring:

As the collection of data annually improves, Harvard will be better able to identify institutional priorities. This report provides an overview of:

- Creation of the Advisory Group for Metrics & Analysis
- Disaggregation of minority faculty data
- Forthcoming Analyses
- Analysis of the HMS/HSDM Faculty Survey

The Harvard data presented in this report were collected directly from each School and represent a snapshot of the ladder faculty as of November 2005. In follow-up reports this summer, this type of data will also be presented for non-ladder faculty.

For the peer comparison analysis, each School selected its own peer group based on data that was 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 was not available through AAUDE.

→ Reporting on Data & Metrics Comparative Baseline

Over the course of the last year, the Schools and the Office of Institutional Research have collaborated to establish data standards and commence an annual data collection process.

These analyses underscore the need for institutional vigilance. They also emphasize areas where the University must redouble its efforts. As the collection of data annually improves, Harvard will be better able to identify institutional priorities.

The Harvard data presented in this report was collected directly from each School and represents a snapshot of ladder faculty as of November 2005. In follow-up reports this summer, we will also present this type of data for non-ladder faculty.

For the peer comparison analysis, each School selected its own peer group based on data that was 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 was not available through AAUDE.

DEMOGRAPHIC COMPOSITION OF HARVARD LADDER FACULTY FOR AY2005 AND AY2006:

This section summarizes the data presented in graphs 1 through 6, which depict the gender and ethnic composition of the ladder faculty for thirteen faculty populations including faculty in the Medical School Affiliated Institutions,² Medical School Quad,³ FAS Humanities,⁴ FAS Social Sciences,⁵ FAS Natural Sciences,⁶ 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.⁷

²The 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. ³The Medical School Quad includes 9 Basic and Social Science Departments. ⁴Departments 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. ⁵Departments of the FAS Social Sciences division: African and African American Studies, Anthropology, Economics, Government, History, History of Science, Psychology, Social Studies, Sociology. ⁶Departments 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. ⁷Jointly appointed faculty have been included once in each School in which they hold an academic appointment. Within FAS and HMS, faculty are only counted within the division/location in which they hold their primary academic appointment.

→ Reporting on Data & Metrics Comparative Baseline

Graph 1 illustrates the representation of women in the total ladder faculty for each of the thirteen faculty populations in academic years 2005 and 2006. In academic year 2006, women represent less than a third of the total ladder faculty in ten of the thirteen faculty populations.

Graphs 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 2006 women comprise less than a quarter of the tenured faculty in ten out of the thirteen faculty populations. By contrast, women make up at least a third of the tenure-track faculty in seven of the thirteen faculty populations.

Graph 4 illustrates the representation of minorities in the total ladder faculty for each of the thirteen faculty populations in academic years 2005 and 2006. Minority faculty includes all faculty with the following ethnic designations: Asian/Pacific Islander; Black, Non-Hispanic; Hispanic; and American Indian/Alaskan Native. In academic year 2006, minority faculty represent less than fifteen percent of the total ladder faculty in six of the thirteen faculty populations.

Graphs 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 nine of the thirteen faculty populations.

IN ACADEMIC YEAR 2006:

- Women represent less than a third of the total ladder faculty in ten of the thirteen faculty populations
- Women comprise less than a quarter of the tenured faculty in ten out of the thirteen faculty populations
- Minority faculty represent less than fifteen percent of the total ladder faculty in six of the thirteen faculty populations
- Minority tenured faculty comprise less than fifteen percent of the tenured faculty in eleven out of the thirteen faculty populations

PEER COMPARISON OF DEMOGRAPHIC COMPOSITION OF LADDER FACULTY⁸ FOR AY2005:

Graphs 7-46 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 61 (36 publics and 25 privates) of the 62 Association of American Universities (AAU) institutions. These institutions participate in the exchange of data/information to support decision making at their institutions. Although all institutions were encouraged to participate in an annual survey reporting faculty counts, 28 submitted data for academic year 2005.^{9,10}

⁸This analysis is limited to regular, paid faculty (excludes Clinical, Research, and Other). It includes full- and part-time faculty. Tenured faculty includes Professors and Associate Professors with tenure. Tenure-track faculty includes Associate Professors, Assistant Professors, and Convertible Instructors, with the exception of the Benjamin Pierce Assistant Professors (non tenure-track faculty). ⁹Data for peer institutions has been masked to protect their privacy. Harvard Medical School data is still being analyzed within the Office of Institutional Research and will be included in future AAUDE analyses. ¹⁰Data was provided by each institution using the AAUDE Faculty Profile by the Classification of Instructional Programs (CIP) format. CIP is a taxonomic coding scheme that contains titles and descriptions of instructional programs. It was developed to facilitate the National Center for Educational Statistics' collection and reporting of postsecondary degree completions. Please note that although every attempt was made to make a straightforward comparison, each school assigns its own CIP codes. The CIP codes used in this report were chosen in order to get the best comparison possible.

→ Reporting on Data & Metrics Comparative Baseline

Note that AAUDE uses federal methodology for ascribing ethnicity. In this methodology, faculty without US citizenship or permanent residency are assigned to an International category instead of a particular ethnicity.

The Office of Institutional Research tested differences among institutions' demographic distributions.¹¹ There are a few instances in which we find statistically significant differences in the gender and ethnic distributions of faculty across institutions. However, at Harvard there remain many departments with very low representation of women and minority faculty.

Distributions of female and male faculty

For graphs 7-26, there is one instance in which the differences among the institutions' gender distributions are statistically significant. Specifically, the differences among gender distributions of tenured faculty in the Social Sciences (graph 8) are statistically significant. Further testing reveals that the distribution of tenured women and men in the Social Sciences at Harvard is statistically different from that at the peer institution with the highest representation of women faculty.

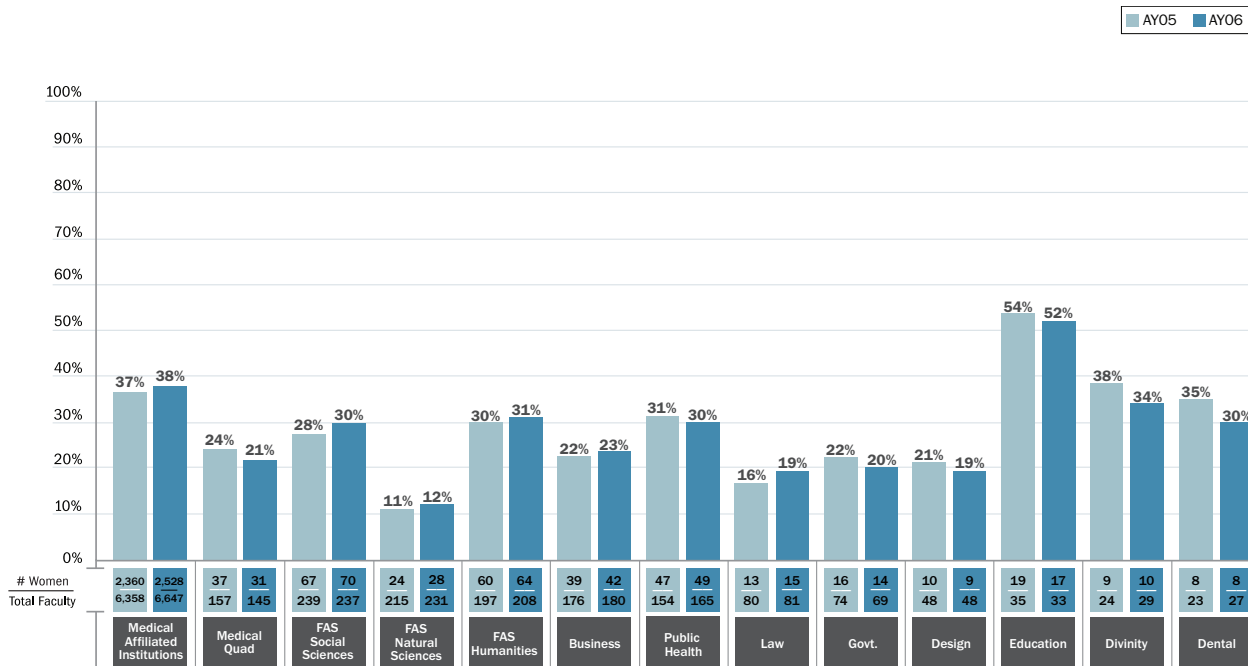
Distributions of minority and white faculty

For graphs 27-46, there are two instances in which the differences among the institutions' ethnic distributions are statistically significant. Specifically, the differences among the institutions' ethnic distributions of tenure-track faculty in the Social Sciences (graph 27) and tenured faculty in the Natural Sciences (graph 30) are statistically significant. Further testing reveals that the ethnic distributions of tenure-track faculty in the Social Sciences and tenured faculty in the Natural Sciences at Harvard are statistically different in each case from those at the peer institution with the highest representation of minority faculty.

¹¹ Although we display the percentages of faculty in the graphs, we also tested 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.

→ Reporting on Data & Metrics Comparative Baseline

graph 1. WOMEN LADDER FACULTY AS A PERCENT OF TOTAL LADDER FACULTY: AY 2005–AY 2006

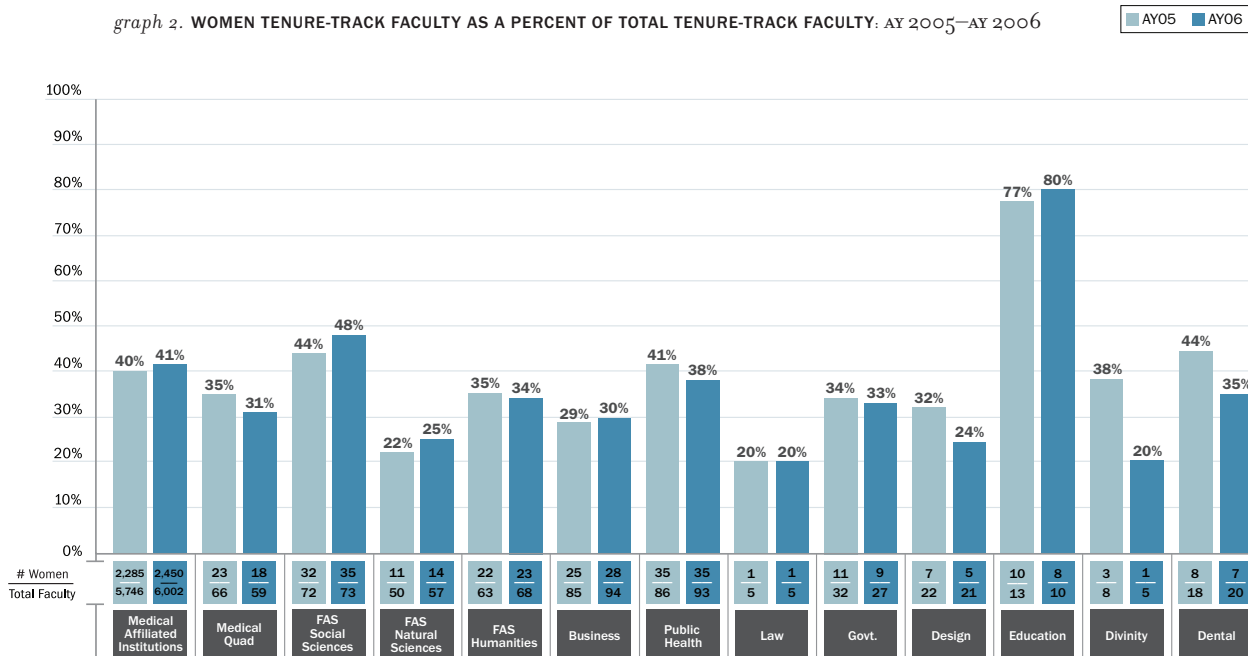


Ladder faculty include faculty designated as tenured or tenure-track. Medical Affiliated Institutions tenured faculty include all professors (with or without tenure). Medical Affiliated Institutions are limited to full-time faculty. Medical Quad includes nine Basic and Social Science Departments.

Source: Internal Survey of Each School

→ Reporting on Data & Metrics Comparative Baseline

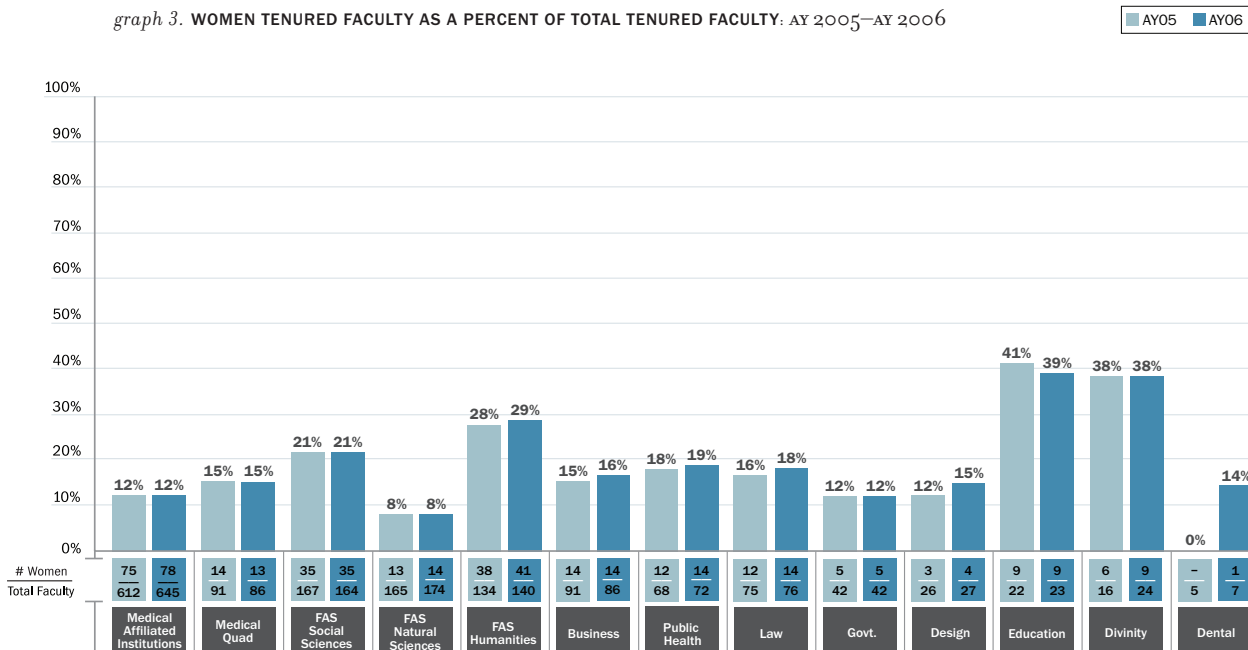
graph 2. WOMEN TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURE-TRACK FACULTY: AY 2005–AY 2006



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

graph 3. WOMEN TENURED FACULTY AS A PERCENT OF TOTAL TENURED FACULTY: AY 2005–AY 2006

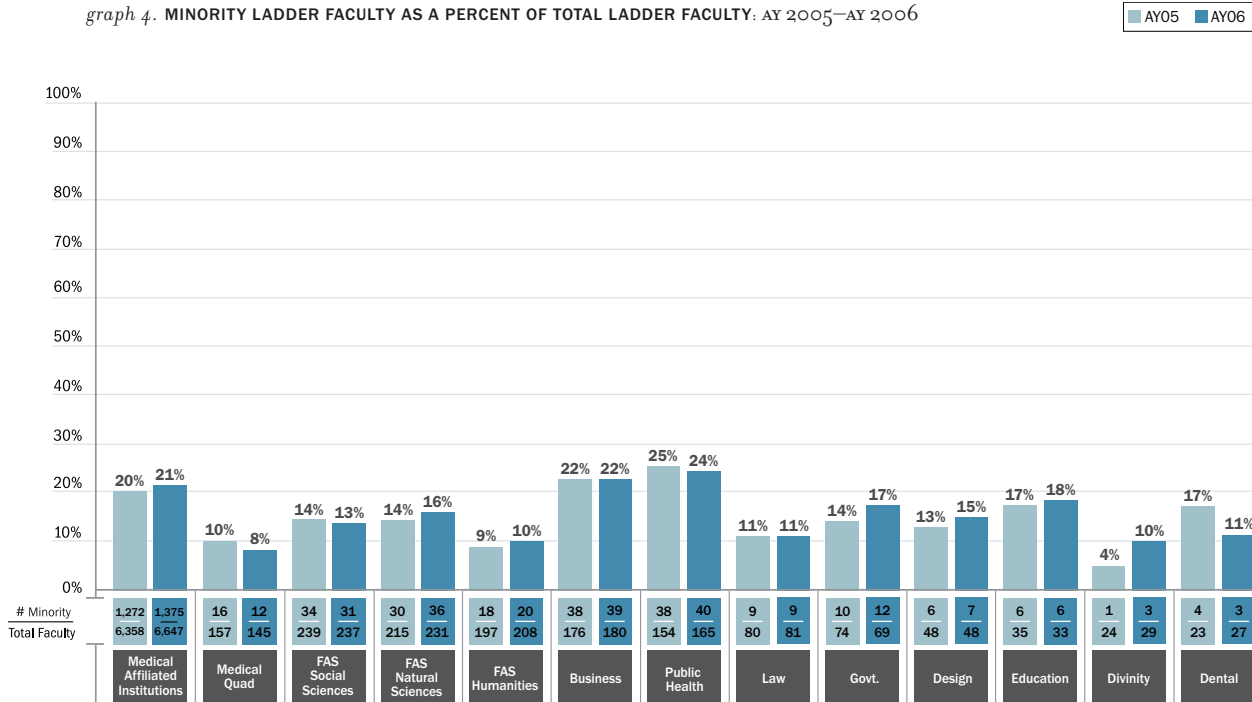


Medical Affiliated Institutions tenured faculty include all professors (with or without tenure). Medical Affiliated Institutions are limited to full-time faculty. Medical Quad includes nine Basic and Social Science Departments.

Source: Internal Survey of Each School

→ Reporting on Data & Metrics Comparative Baseline

graph 4. MINORITY LADDER FACULTY AS A PERCENT OF TOTAL LADDER FACULTY: AY 2005–AY 2006

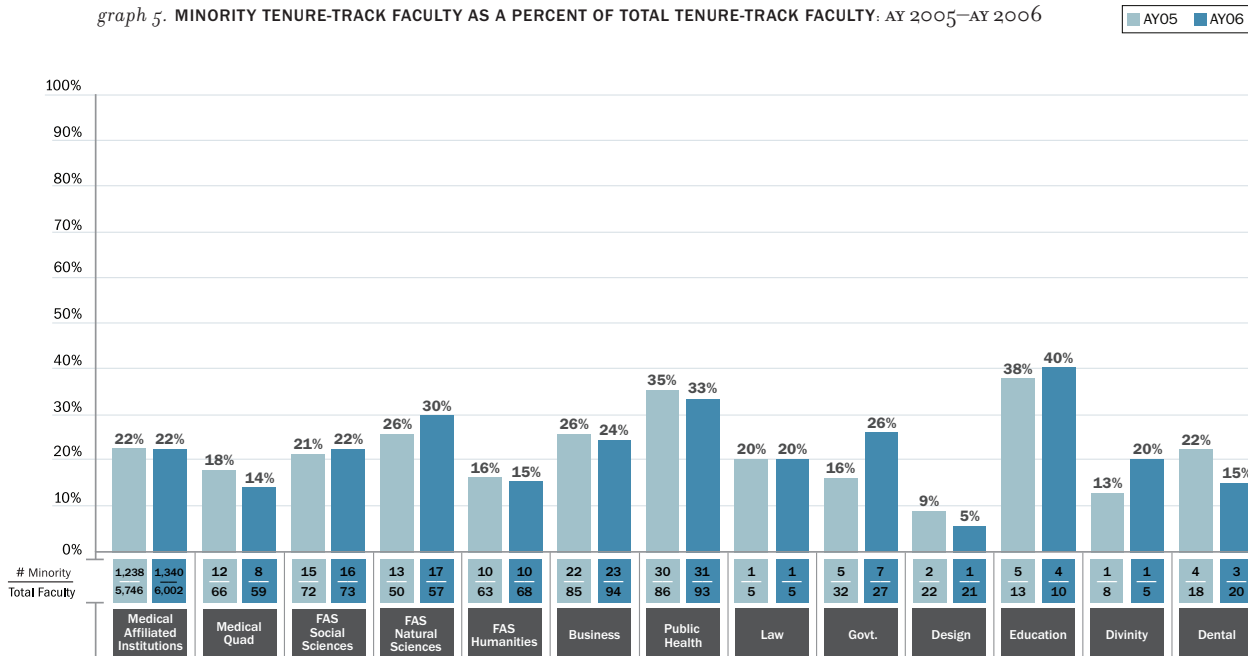


Ladder faculty include faculty designated as tenured or tenure-track. Medical Affiliated Institutions tenured faculty include all professors (with or without tenure). Medical Affiliated Institutions are limited to full-time faculty. Medical Quad includes nine Basic and Social Science Departments. Minority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

Source: Internal Survey of Each School

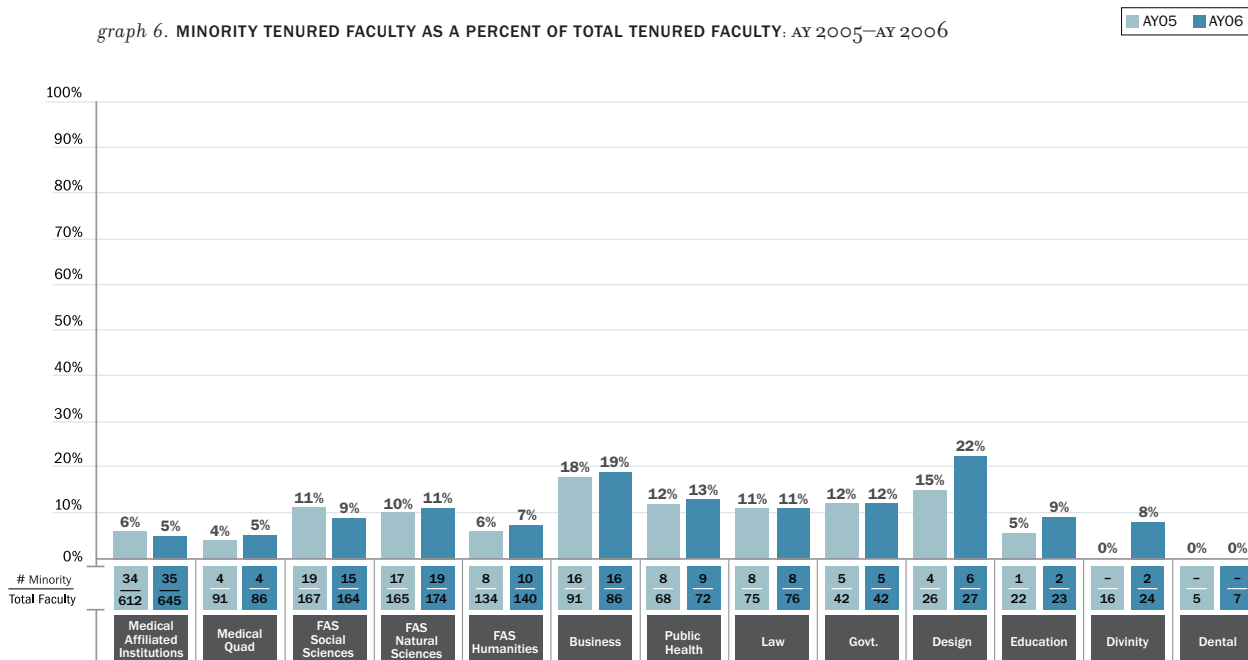
→ Reporting on Data & Metrics Comparative Baseline

graph 5. MINORITY TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURE-TRACK FACULTY: AY 2005–AY 2006



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

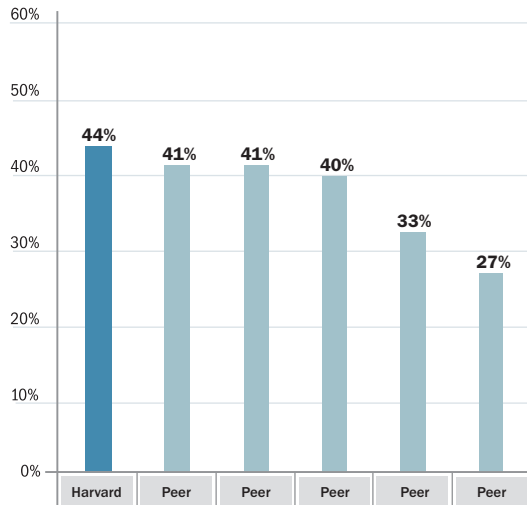
graph 6. MINORITY TENURED FACULTY AS A PERCENT OF TOTAL TENURED FACULTY: AY 2005–AY 2006



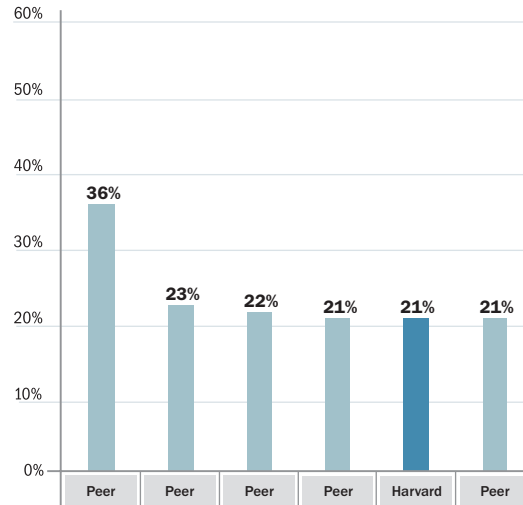
Medical Affiliated Institutions tenured faculty include all professors (with or without tenure). Medical Affiliated Institutions are limited to full-time faculty. Medical Quad includes nine Basic and Social Science Departments. Minority includes the following ethnicities: Asian/Pacific Islander; Black,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

→ Reporting on Data & Metrics Comparative Baseline

**WOMEN TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED
AND TENURE-TRACK FACULTY FOR FAS SOCIAL SCIENCES AND PEER INSTITUTIONS, 2004–2005**



graph 7.

TENURE-TRACK

graph 8.

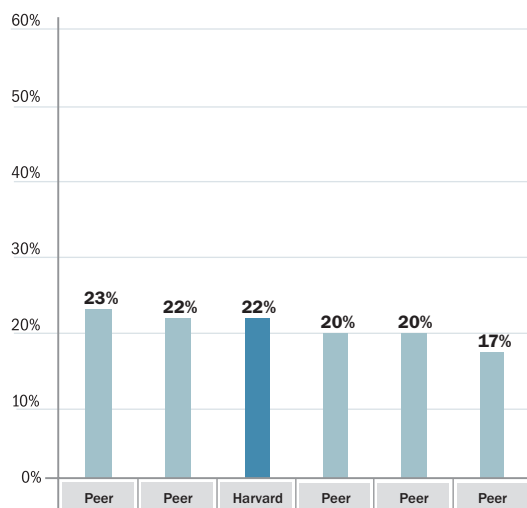
TENURED

Peer Institutions
Faculty of Arts and Sciences

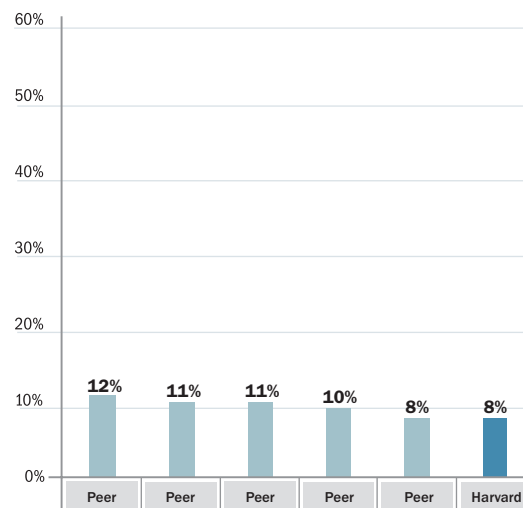
- Massachusetts Institute of Technology (MIT)
- Princeton University
- Stanford University
- University of Michigan
- Yale University

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

**WOMEN TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED
AND TENURE-TRACK FACULTY FOR FAS NATURAL SCIENCES AND PEER INSTITUTIONS, 2004–2005**



graph 9.

TENURE-TRACK

graph 10.

TENURED

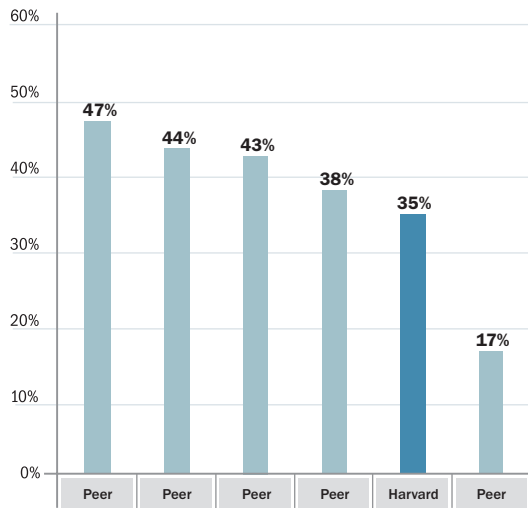
Peer Institutions
Faculty of Arts and Sciences

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

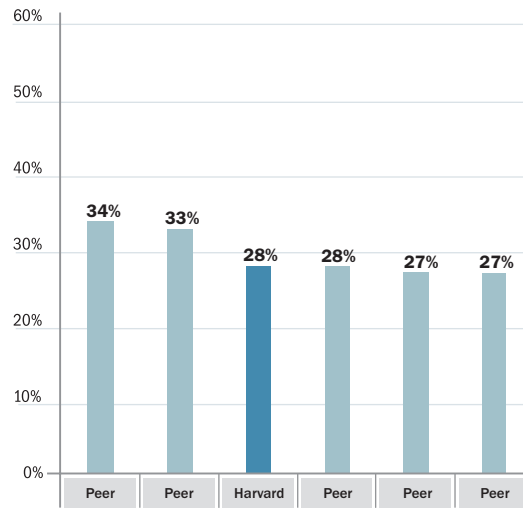
Tenure-Track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors,
with the exception of the Benjamin Pierce Assistant Professors (non tenure-track faculty).
Tenured includes Professors and Associate Professors with tenure.

→ Reporting on Data & Metrics Comparative Baseline

**WOMEN TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED
AND TENURE-TRACK FACULTY FOR FAS HUMANITIES AND PEER INSTITUTIONS, 2004–2005**



graph 11.

TENURE-TRACK

graph 12.

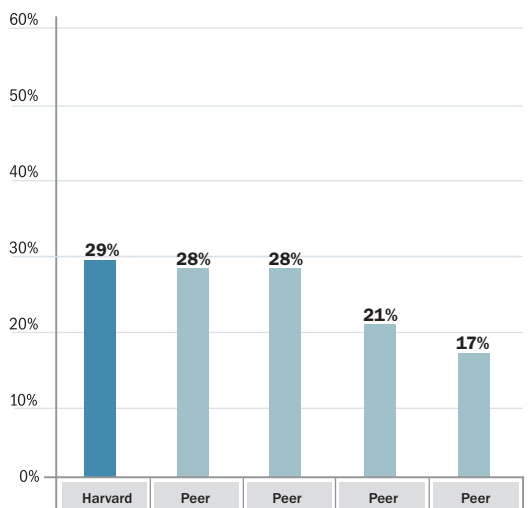
TENURED

Peer Institutions
Faculty of Arts and Sciences

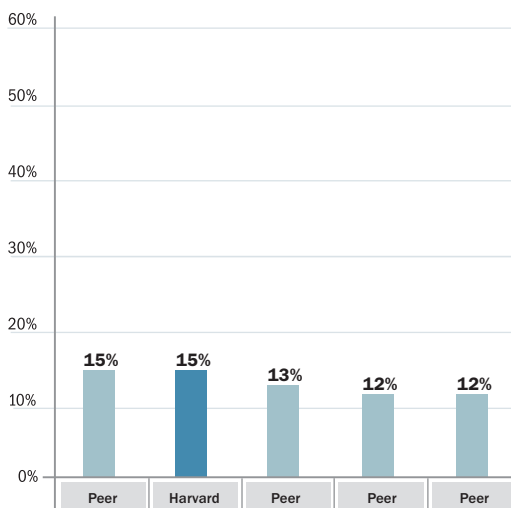
- Massachusetts Institute of Technology (MIT)
- Princeton University
- Stanford University
- University of Michigan
- Yale University

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

**WOMEN TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED
AND TENURE-TRACK FACULTY FOR BUSINESS AND PEER INSTITUTIONS, 2004–2005**



graph 13.

TENURE-TRACK

graph 14.

TENURED

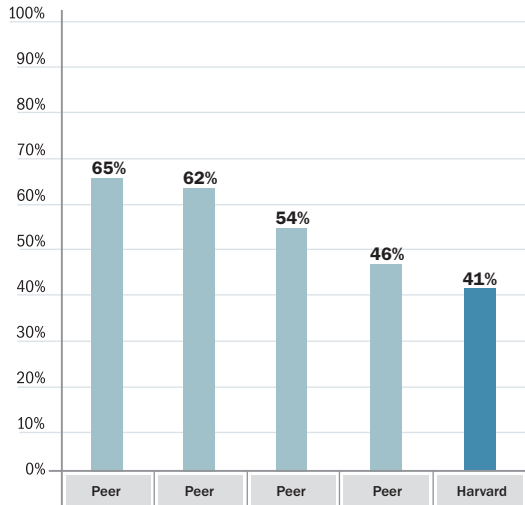
Peer Institutions
Harvard Business School

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

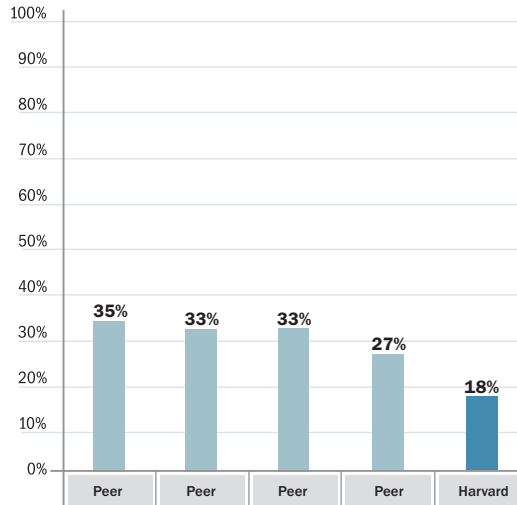
Tenured includes Professors and Associate Professors with tenure. Tenure-Track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors.

→ Reporting on Data & Metrics Comparative Baseline

**WOMEN TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED
AND TENURE-TRACK FACULTY FOR PUBLIC HEALTH AND PEER INSTITUTIONS, 2004–2005**



graph 15.

TENURE-TRACK

graph 16.

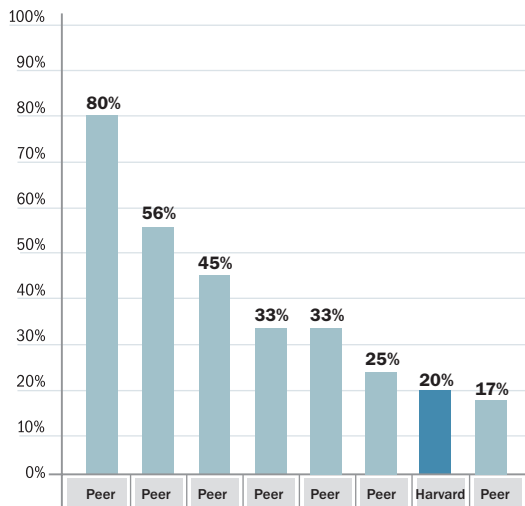
TENURED

Peer Institutions
Harvard School of
Public Health

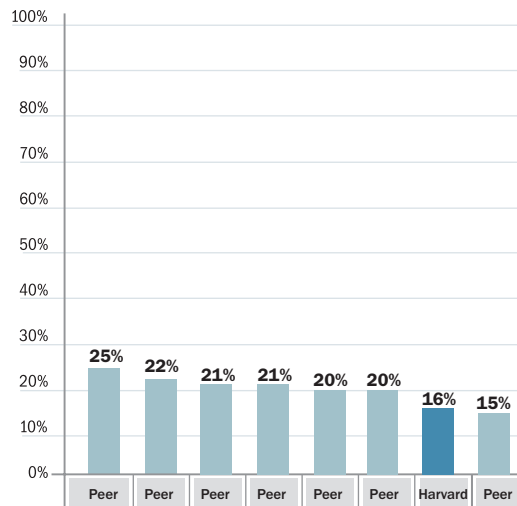
- Columbia University
- University of Michigan
- University of North Carolina
- Yale University¹

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

**WOMEN TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED
AND TENURE-TRACK FACULTY FOR LAW AND PEER INSTITUTIONS, 2004–2005**



graph 17.

TENURE-TRACK

graph 18.

TENURED

Peer Institutions
Harvard Law School

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

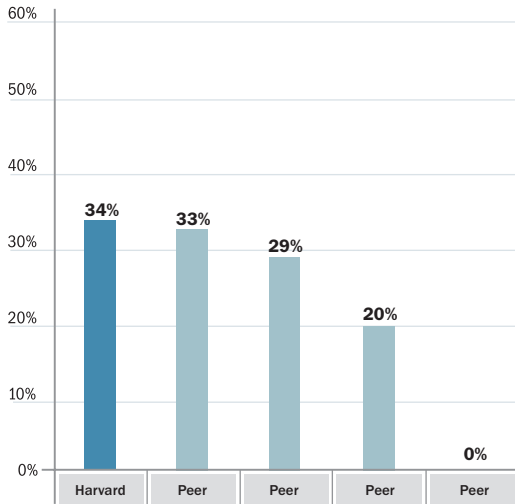
Many of the Law Schools depicted above have fewer than 10 tenure-track faculty, therefore the percentages are based on small samples. Harvard Law School's tenure-track percent of women will increase to 60% in 2006-2007.

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

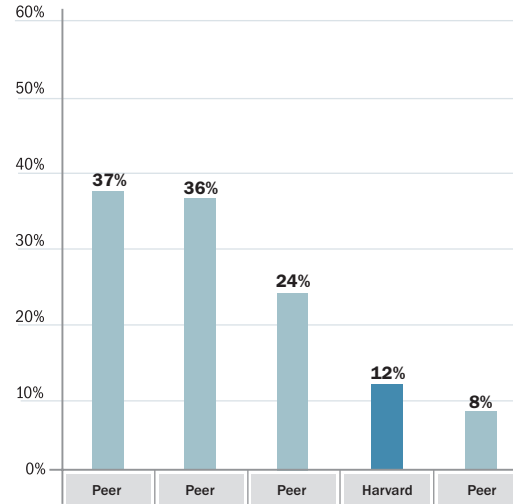
¹ Includes faculty within medicine whose CIP codes indicate public health.

→ Reporting on Data & Metrics Comparative Baseline

**WOMEN TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED
AND TENURE-TRACK FACULTY FOR GOVERNMENT AND PEER INSTITUTIONS, 2004–2005**



graph 19.

TENURE-TRACK

graph 20.

TENURED**Peer Institutions**

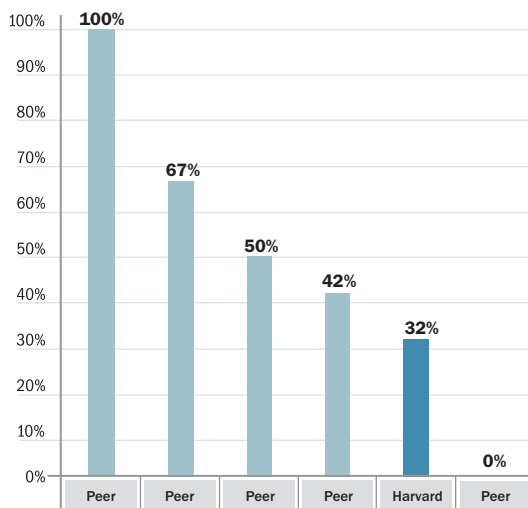
Kennedy School of Government

- Princeton University
- University of Maryland
- University of Michigan
- University of Minnesota

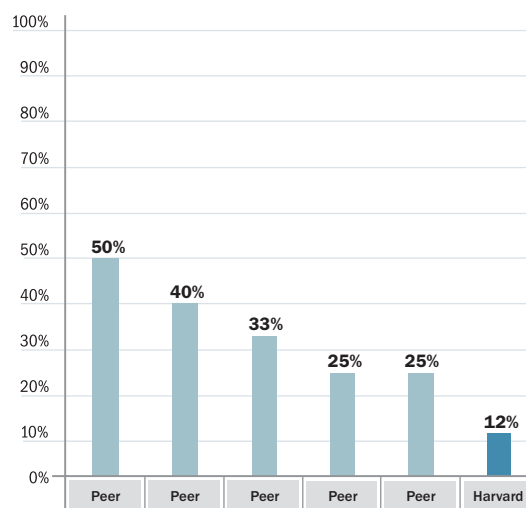
Many of the Government Schools depicted above have fewer than 10 tenure-track faculty, therefore the percentages are based on small samples.

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

**WOMEN TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED
AND TENURE-TRACK FACULTY FOR DESIGN AND PEER INSTITUTIONS, 2004–2005**



graph 21.

TENURE-TRACK

graph 22.

TENURED**Peer Institutions**

Graduate School of Design

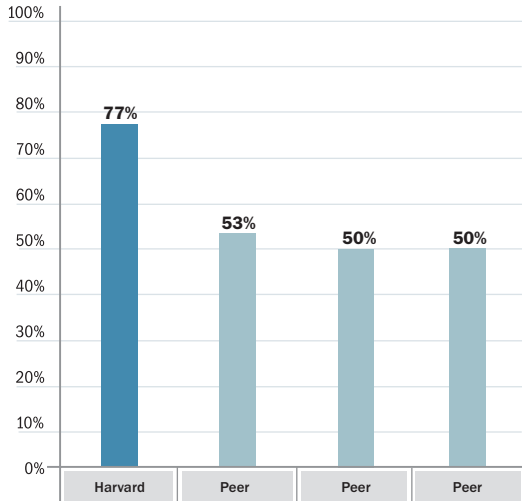
- Columbia University
- Cornell University
- Massachusetts Institute of Technology (MIT)
- Princeton University
- Yale University

Many of the Design Schools depicted above have fewer than 10 tenure-track faculty and half have fewer than 10 tenured faculty, therefore the percentages are based on small samples.

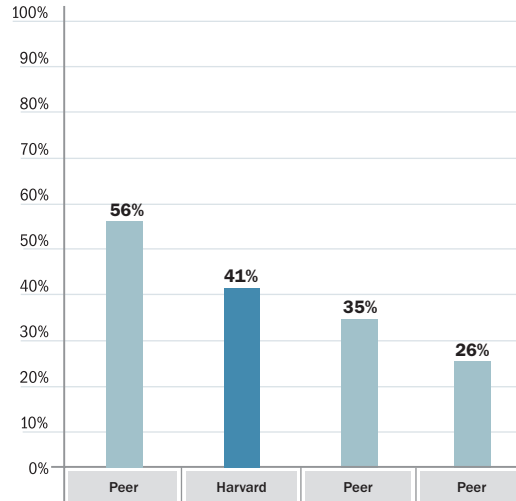
Tenured includes Professors and Associate Professors with tenure. Tenure-Track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors.

→ Reporting on Data & Metrics Comparative Baseline

**WOMEN TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED
AND TENURE-TRACK FACULTY FOR EDUCATION AND PEER INSTITUTIONS, 2004–2005**



graph 23.

TENURE-TRACK

graph 24.

TENURED

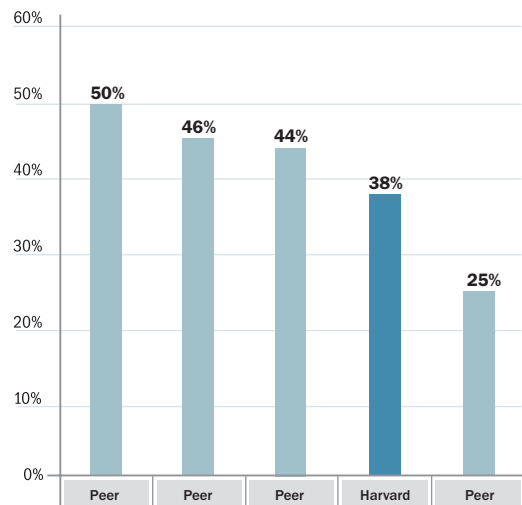
Peer Institutions
Graduate School of Education

- Northwestern University
- Stanford University
- University of Michigan

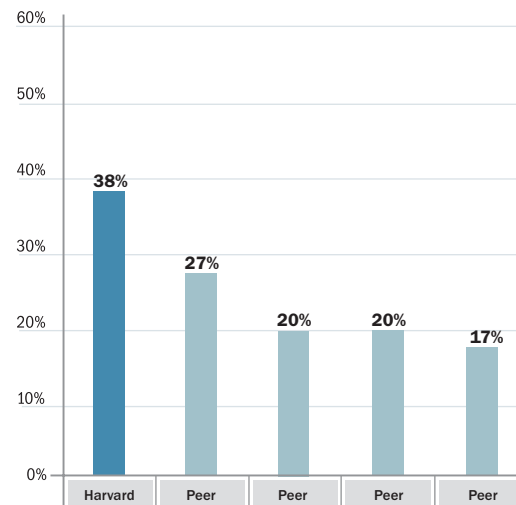
Half of the Education Schools depicted above have fewer than 10 tenure-track faculty, therefore the percentages are based on small samples.

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

**WOMEN TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED
AND TENURE-TRACK FACULTY FOR DIVINITY AND PEER INSTITUTIONS, 2004–2005**



graph 25.

TENURE-TRACK

graph 26.

TENURED

Peer Institutions
Harvard Divinity School¹

- Columbia University²
- Duke University³
- Stanford University²
- Yale University³

Many of the Divinity Schools depicted above have fewer than 10 tenure-track faculty, therefore the percentages are based on small samples.

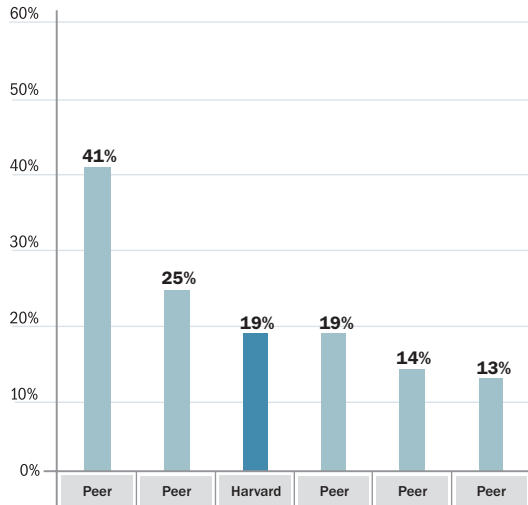
Tenured includes Professors and Associate Professors with tenure. Tenure-Track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors.

¹ Includes Divinity School faculty only. ² Includes faculty with 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.

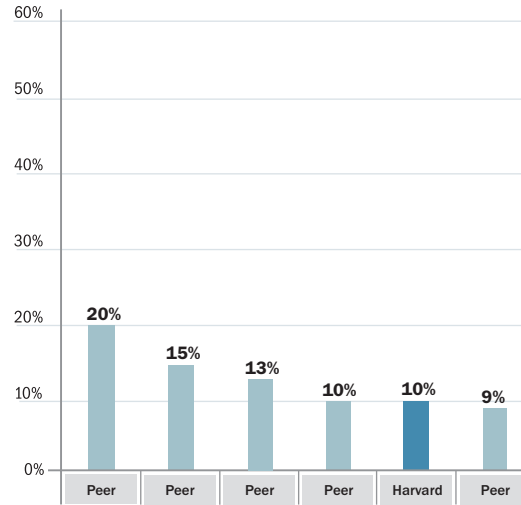
→ Reporting on Data & Metrics Comparative Baseline

MINORITY (US CITIZEN OR PERMANENT RESIDENT) TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR FAS SOCIAL SCIENCES AND PEER INSTITUTIONS, 2004–2005



graph 27.

TENURE-TRACK



graph 28.

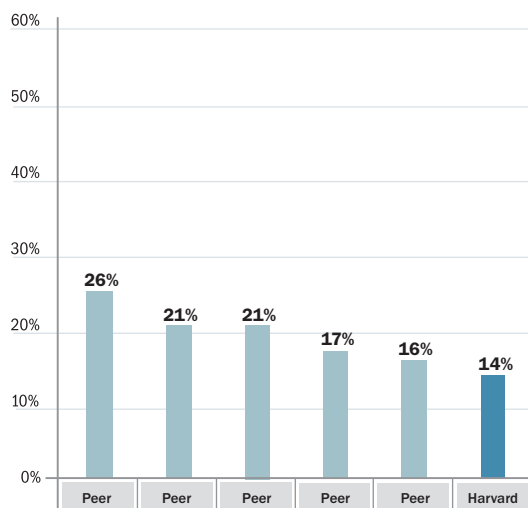
TENURED

Peer Institutions
Faculty of Arts and Sciences

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

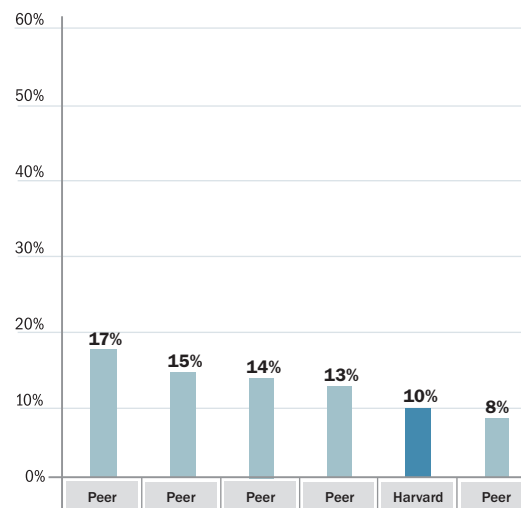
Tenured includes Professors and Associate Professors with tenure. Tenure-Track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors. Minority include the following ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority include White and International (i.e. not a US Citizen or Permanent Resident). Harvard FAS includes 6 (4%) international tenured faculty and 16 (22%) international tenure-track faculty. Faculty whose ethnicity is listed as unknown are excluded. Minorities are categorized using the US Department of Education guidelines for reporting race and ethnicity, (i.e. faculty that are not US Citizens or permanent residents are counted in the international category and not according to their ethnicity).

MINORITY (US CITIZEN OR PERMANENT RESIDENT) TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR FAS NATURAL SCIENCES AND PEER INSTITUTIONS, 2004–2005



graph 29.

TENURE-TRACK



graph 30.

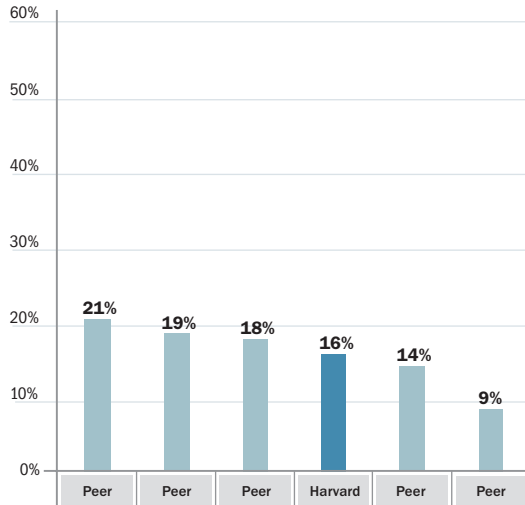
TENURED

Peer Institutions
Faculty of Arts and Sciences

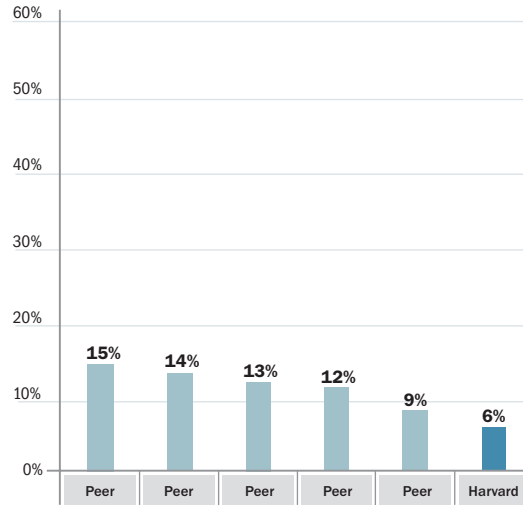
- Massachusetts Institute of Technology (MIT)
- Princeton University
- Stanford University
- University of Michigan
- Yale University

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 include the following ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority include White and International (i.e. not a US Citizen or Permanent Resident). Harvard FAS includes 5 (3%) international tenured faculty and 15 (30%) international tenure-track faculty. Faculty whose ethnicity is listed as unknown are excluded. Minorities are categorized using the US Department of Education guidelines for reporting race and ethnicity, (i.e. faculty that are not US Citizens or permanent residents are counted in the international category and not according to their ethnicity).

→ Reporting on Data & Metrics Comparative Baseline

MINORITY (US CITIZEN OR PERMANENT RESIDENT) TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR FAS HUMANITIES AND PEER INSTITUTIONS, 2004–2005


graph 31.

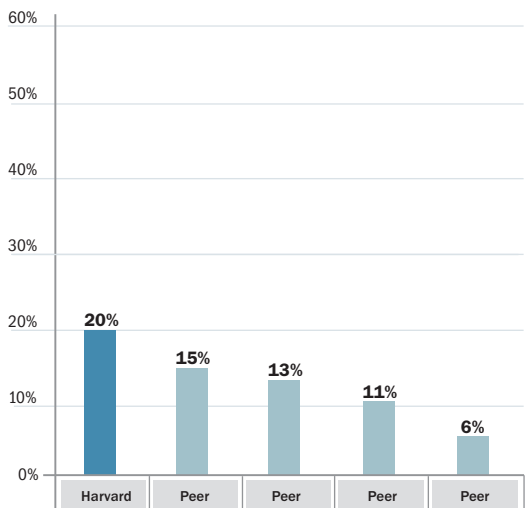
TENURE-TRACK

graph 32.

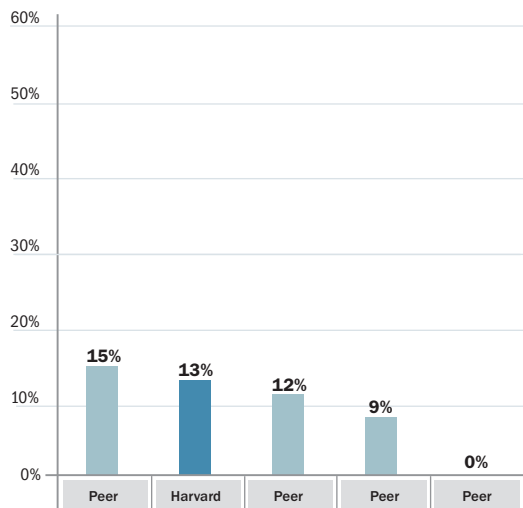
TENURED
Peer Institutions
 Faculty of Arts and Sciences

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

Tenured includes Professors and Associate Professors with tenure. Tenure-Track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors. Minority include the following ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority include White and International (i.e. not a US Citizen or Permanent Resident). Harvard FAS Humanities includes 5 (4%) international tenured faculty and 11 (17%) international tenure-track faculty. Faculty whose ethnicity is listed as unknown are excluded. Minorities are categorized using the US Department of Education guidelines for reporting race and ethnicity, (i.e. faculty that are not US Citizens or permanent residents are counted in the international category and not according to their ethnicity).

MINORITY TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR BUSINESS AND PEER INSTITUTIONS, 2004–2005


graph 33.

TENURE-TRACK

graph 34.

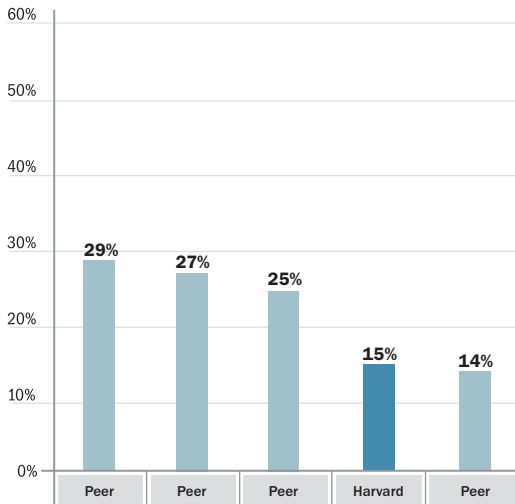
TENURED
Peer Institutions
 Harvard Business School

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

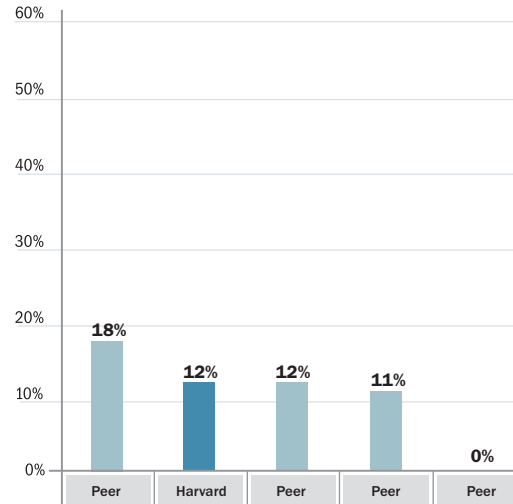
Tenured includes Professors and Associate Professors with tenure. Tenure-Track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors. Minority include the following ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority include White and International (i.e. not a US Citizen or Permanent Resident). Harvard Business School includes 6 (7%) tenured and 13 (15%) tenure-track international faculty. Faculty whose ethnicity is listed as unknown are excluded. Minorities are categorized using the US Department of Education guidelines for reporting race and ethnicity, (i.e. faculty that are not US Citizens or permanent residents are counted in the international category and not according to their ethnicity).

→ Reporting on Data & Metrics Comparative Baseline

MINORITY TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR PUBLIC HEALTH AND PEER INSTITUTIONS, 2004–2005



graph 35.

TENURE-TRACK

graph 36.

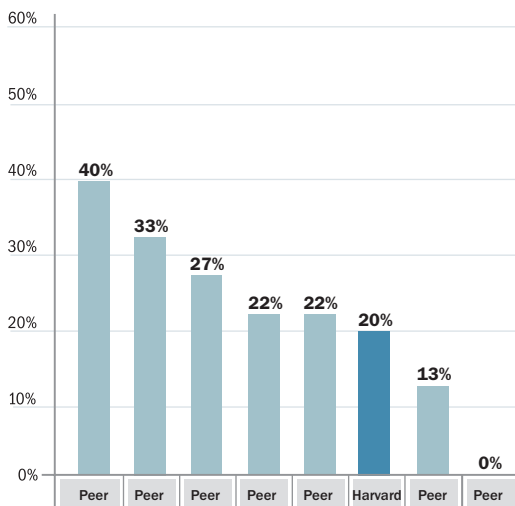
TENURED
Peer Institutions
 Harvard School of Public Health

- Columbia University
- University of Michigan
- University of North Carolina
- Yale University¹

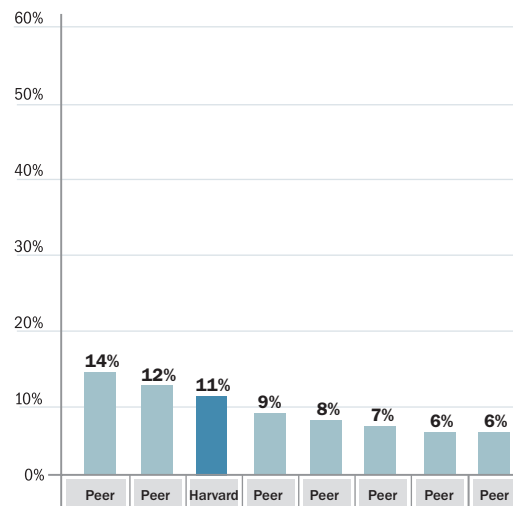
Tenured includes Professors and Associate Professors with tenure. Tenure-Track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors.

Minority include the following ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority include White and International (i.e. not a US Citizen or Permanent Resident). Harvard School of Public Health includes 1 (1%) tenured and 15 (18%) tenure-track international faculty. Faculty whose ethnicity is listed as unknown are excluded. Minorities are categorized using the US Department of Education guidelines for reporting race and ethnicity, (i.e. faculty that are not US Citizens or permanent residents are counted in the international category and not according to their ethnicity).

WOMEN TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR LAW AND PEER INSTITUTIONS, 2004–2005



graph 37.

TENURE-TRACK

graph 38.

TENURED
Peer Institutions
 Harvard Law School

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

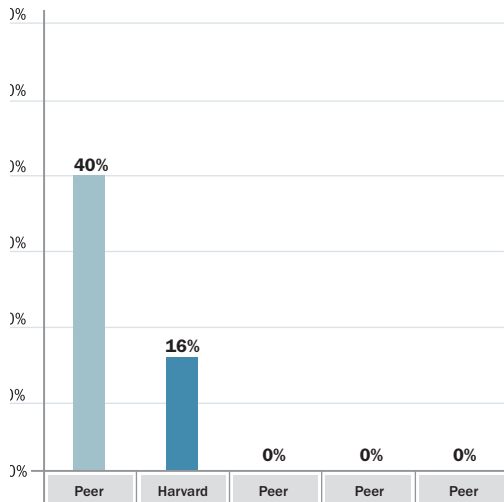
Many of the Law Schools depicted above have fewer than 10 tenure-track faculty, therefore the percentages are based on small samples.

Tenured includes Professors and Associate Professors with tenure. Tenure-Track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors. Minority include the following ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority include White and International (i.e. not a US Citizen or Permanent Resident). Harvard Law School does not have any faculty counted as international. Faculty whose ethnicity is listed as unknown are excluded. Minorities are categorized using the US Department of Education guidelines for reporting race and ethnicity, (i.e. faculty that are not US Citizens or permanent residents are counted in the international category and not according to their ethnicity).

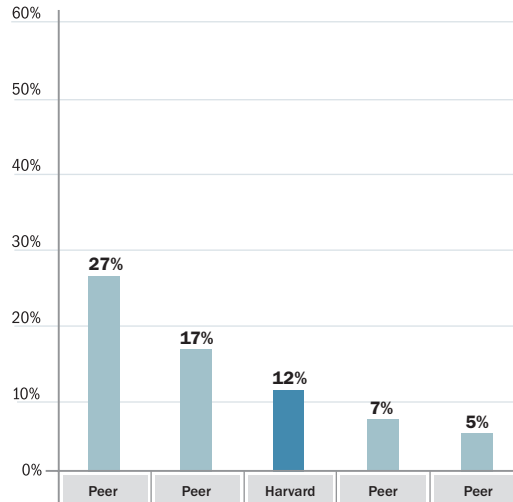
¹ Includes faculty within medicine whose CIP codes indicate public health.

→ Reporting on Data & Metrics Comparative Baseline

MINORITY TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR GOVERNMENT AND PEER INSTITUTIONS, 2004–2005



graph 39.

TENURE-TRACK

graph 40.

TENURED**Peer Institutions**

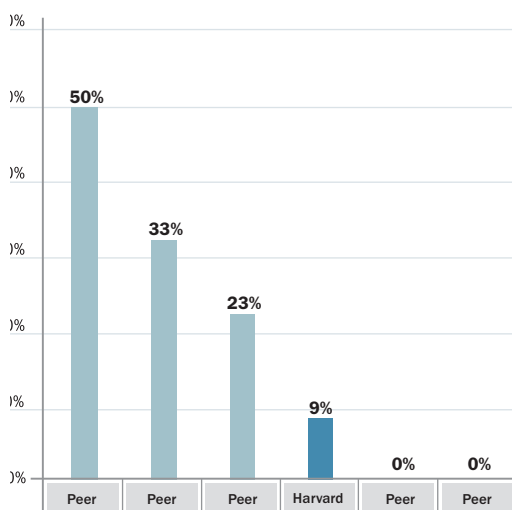
Kennedy School of Government

- Princeton University
- University of Maryland
- University of Michigan
- University of Minnesota

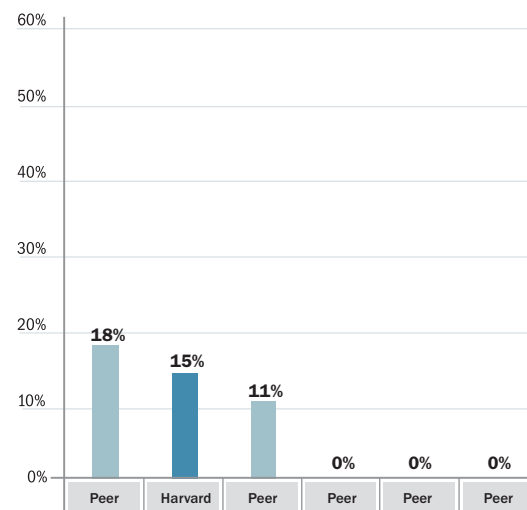
Many of the Government Schools depicted above have fewer than 10 tenure-track faculty.

Tenured includes Professors and Associate Professors with tenure. Tenure-Track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors. Minority include the following ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority include White and International (i.e. not a US Citizen or Permanent Resident). Harvard Government School includes 1 (2%) tenured and 4 (13%) tenure-track international faculty. Faculty whose ethnicity is listed as unknown are excluded. Minorities are categorized using the US Department of Education guidelines for reporting race and ethnicity, (i.e. faculty that are not US Citizens or permanent residents are counted in the international category and not according to their ethnicity).

MINORITY TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR DESIGN AND PEER INSTITUTIONS, 2004–2005



graph 41.

TENURE-TRACK

graph 42.

TENURED**Peer Institutions**

Graduate School of Design

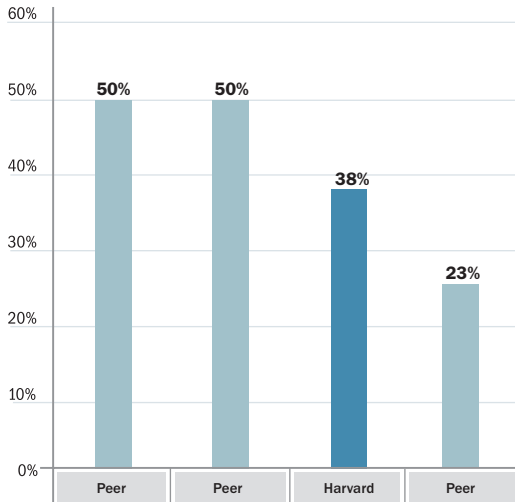
- Columbia University
- Cornell University
- Massachusetts Institute of Technology (MIT)
- Princeton University
- Yale University

Many of the Design Schools depicted above have fewer than 10 tenure-track faculty and half have fewer than 10 tenured 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 include the following ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority include White and International (i.e. not a US Citizen or Permanent Resident). Harvard Design School includes 3 (12%) tenured and 1 (5%) tenure-track international faculty. Faculty whose ethnicity is listed as unknown are excluded. Minorities are categorized using the US Department of Education guidelines for reporting race and ethnicity, (i.e. faculty that are not US Citizens or permanent residents are counted in the international category and not according to their ethnicity).

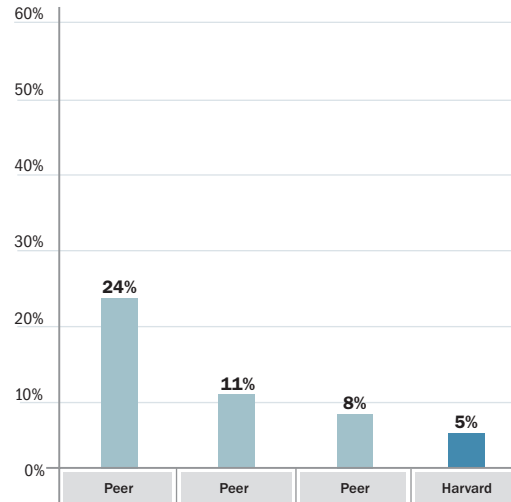
→ Reporting on Data & Metrics Comparative Baseline

MINORITY TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR EDUCATION AND PEER INSTITUTIONS, 2004–2005



graph 43.

TENURE-TRACK



graph 44.

TENURED

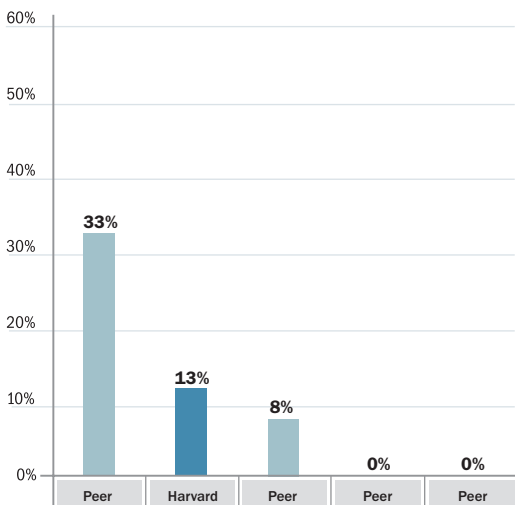
Peer Institutions Graduate School of Education

- Northwestern University
- Stanford University
- University of Michigan

Half of the Education Schools depicted above have fewer than 10 tenure-track faculty, therefore the percentages are based on small samples.

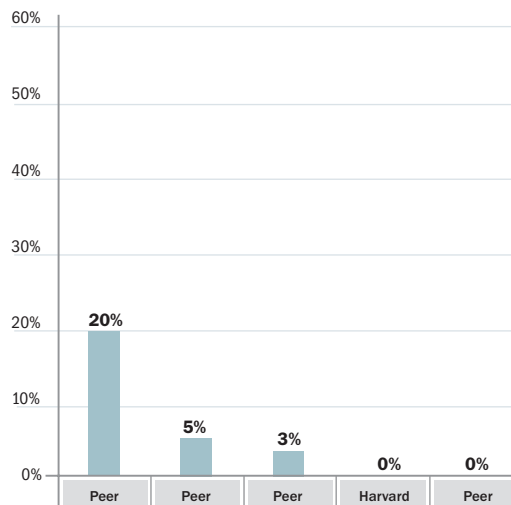
Tenured includes Professors and Associate Professors with tenure. Tenure-Track includes Associate Professors without tenure, Assistant Professors and Convertible Instructors. Minority include the following ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority include White and International (i.e. not a US Citizen or Permanent Resident). Harvard School of Education includes 1 (5%) tenured and 2 (15%) tenure-track international faculty. Faculty whose ethnicity is listed as unknown are excluded. Minorities are categorized using the US Department of Education guidelines for reporting race and ethnicity, (i.e. faculty that are not US Citizens or permanent residents are counted in the international category and not according to their ethnicity).

MINORITY TENURED AND TENURE-TRACK FACULTY AS A PERCENT OF TOTAL TENURED AND TENURE-TRACK FACULTY FOR DIVINITY AND PEER INSTITUTIONS, 2004–2005



graph 45.

TENURE-TRACK



graph 46.

TENURED

Peer Institutions Harvard Divinity School¹

- Columbia University²
- Duke University³
- Stanford University²
- Yale University³

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 include the following ethnicities: Asian/Pacific Islander, Black, Hispanic, and American Indian/Alaskan Native. Non-Minority include White and International (i.e. not a US Citizen or Permanent Resident). Harvard Divinity School includes 0 (0%) tenured and 1 (13%) tenure-track international faculty. Faculty whose ethnicity is listed as unknown are excluded. Minorities are categorized using the US Department of Education guidelines for reporting race and ethnicity, (i.e. faculty that are not US Citizens or permanent residents are counted in the international category and not according to their ethnicity).

¹ Includes Divinity School Faculty only. ² Includes faculty with 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.

→ **Reporting on Data & Metrics** Next Phase of Data Collection & Monitoring

We, as a decentralized institution, are in the early stages of collecting consistent and comprehensive data from all of the Harvard faculties.

As the collection of data annually improves, Harvard will be better able to identify institutional priorities.

The following represent efforts the University will take in the next phase of data collection and monitoring:

CREATION OF THE ADVISORY GROUP FOR METRICS & ANALYSIS

In order to benefit from Harvard's strength in the social sciences, at the outset of academic year 2007 the Advisory Group for Metrics and Analysis will be created. This group, which will include social science faculty from Schools across the University, will help lead Harvard's efforts to improve its performance by serving as technical advisors to the Office of the Senior Vice Provost for Faculty Development and Diversity and the Office of Institutional Research on faculty data protocols, analysis of faculty metrics, faculty climate surveys, and reports on faculty status.

DISAGGREGATION OF MINORITY FACULTY DATA

In the data provided in this report, the "minority" designation includes all faculty with the following ethnic designations: Asian/Pacific Islander; Black, Non-Hispanic; Hispanic; and American Indian/Alaskan Native. In the future, the Office of the Senior Vice Provost for Faculty Development and Diversity and the Office of Institutional Research will explore disaggregating the data by race/ethnicity so that counts on specific populations will be available.

FORTHCOMING DEMOGRAPHIC ANALYSES

The demographic data in this report does not include non-ladder faculty. In follow-up reports this summer, this type of data will also be presented for non-ladder faculty.

The peer comparison graphs in this report did not include Harvard Medical School. HMS data is still being analyzed within the Office of Institutional Research and will be included in future AAUDE analyses.

→ Reporting on Data & Metrics Next Phase of Data Collection and Monitoring

The Office of Institutional Research (OIR) has collaborated with the Schools to produce additional analyses which will measure gender and race/ethnicity inequities within each of the faculties. OIR has completed drafts of the following forthcoming reports:

- Promotion Statistics, examining gender and ethnic differences in promotions from assistant to associate and associate to tenured professor
- Salary Statistics, studying gender and ethnic differences in base salaries
- Research Leave and Named Chair Statistics, studying gender and ethnic differences in the percent of time current tenure-track and tenured faculty have spent on research leave and the proportion of faculty who hold named chairs

ANALYSIS OF HMS/HSDM FACULTY SURVEY

The Harvard Medical School/Harvard School of Dental Medicine Faculty Survey was conducted by the Career Satisfaction Subcommittee of the Joint Committee on the Status of Women with grant support from the Harvard Medical School Center of Excellence in Women's Health and the approval of the Harvard Medical School Institutional Review Board. Maureen Connelly, now Assistant Dean for Faculty Affairs at HMS, chaired the Subcommittee and was the Principal Investigator of the grant.

Administered in early 2003, the survey was mailed to all 5,866 full-time faculty. The purpose of the survey was to assess faculty concerns regarding mentorship, career advancement, compensation, discrimination, work-family balance, and overall career satisfaction. A commitment was made to the faculty to maintain anonymity and to limit analyses to samples of 20 or greater to prevent possible individual identification. Fifty percent of the faculty, representing both quadrangle faculty and faculty at affiliated institutions, responded.

The results of the survey are now being analyzed, and reports in four separate areas will be completed by the end of academic year 2007:

- Academic Advancement: Evaluation of the impact of gender, children, and modified work activities on time to advancement
- Work Family/Life Balance: Evaluation of how individuals balance their non-work obligations with work; how successful they feel about achieving that balance; the impact of children, elder care, extended family obligations, disability in the family; the report of needs for additional services (e.g., childcare)
- Race/ethnicity: With a sizable sample of underrepresented minority faculty, the dataset provides an opportunity to describe the academic landscape for such faculty compared with majority faculty, with particular attention to obstacles to advancement and quality of life
- Flexible Career Path: Examination of how many women choose reduced work hours and its impact on career advancement, work activities and career satisfaction

→ Progress in Academic Year 2005-2006

The University approaches faculty development and diversity within three spheres to have both an immediate and sustainable impact. What follows in this section are details on the progress this year in these three spheres:

PIPELINE, RECRUITMENT, PROMOTION, RETENTION

Details on the initiatives and programs that are being piloted and evaluated, as well as Senior Vice Provost Hammonds' participation in the University tenure review process and her leadership of the Provost's Review Committee on Faculty Appointments.

INSTITUTIONAL CULTURE

Efforts to enhance Harvard's institutional culture by assessing the experiences and attitudes of junior faculty through a climate survey, developing responses to faculty concerns by piloting work-life improvements, enhancing mentoring and clarifying promotion criteria, establishing consistent policies and improving practices across the Schools, and increasing accountability.

INTELLECTUAL LEADERSHIP

Highlights of the University's participation in a number of national fora on issues of diversity and faculty development, as well as the seminars and speakers hosted on campus this year to promote issues of faculty development and diversity.

→ Progress in Academic Year 2005-2006 Pipeline, Recruitment, Promotion, Retention

Excellent faculty are at the heart of any world class research university.

In the year 2006 and beyond, an excellent faculty must reflect the diversity of our students and the world. The University recognizes the need to diversify the composition of its faculty and therefore to assess and improve how it approaches faculty development at all stages of the academic career ladder, from offering greater support to undergraduates considering academic careers to providing career leadership opportunities for senior faculty members.

Harvard University pursues the benefits of diversity among its faculty not because they help women or people of color, but because they help the University become more productive, more creative, more competitive, and more successful.

The University is committed to improving Harvard's performance in faculty development by:

- Building a diverse pipeline of talented students interested in academic careers
- Recruiting the very best scholars
- Promoting faculty in an equitable way
- Retaining these scholars as productive members of the faculty

ACCOMPLISHMENTS 2005-2006

- Supported Harvard College in the development of pilot undergraduate study centers in five key science concentration courses
- Worked with the College to develop the Harvard College Program for Research in Science and Engineering (PRISE), a new summer residential program for over 100 Harvard undergraduates conducting research with Harvard faculty
- Supported a new lecture series to expose the entire graduate student population to issues around women in science
- Created the first University-wide Office for Postdoctoral Affairs to help improve the quality and productiveness of the postdoctoral training experience at Harvard
- Established with 25 founding member institutions, the New England Higher Education Recruitment Consortium, a regional resource for recruiting
- Collaborated with the University Committee on Faculty Development & Diversity to examine faculty search processes to increase the successful recruitment of women, underrepresented minorities, and all faculty
- Senior Vice Provost Hammonds participated fully in University tenure reviews
- Senior Vice Provost Hammonds chaired the Provost's appointment committee and reviewed over 400 faculty appointment files
- Provided financial support for the recruitment of 20 faculty across the University, further diversifying 14 departments in 9 Schools

→ **Progress in Academic Year 2005-2006 Pipeline, Recruitment, Promotion, Retention****STUDY CENTERS**

Harvard College has launched peer-led study centers in key undergraduate science concentration courses to help students form study groups to discuss and work together on challenging course material. This academic year, the following courses incorporated study centers into their course curricula: Chemistry 7, Life Sciences 1a and 1b, and Statistics 100 and 102. The study centers were staffed by undergraduate students who recently excelled in these courses and who also have strong communication and social skills. Although most of the courses are currently in the process of evaluating their study centers, the fall term Life Sciences 1a assessment showed that all LS1a students found studying in groups to be beneficial; and 97% of LS1a students would like study centers to be offered for other classes.

PRISE

The Harvard College Program for Research in Science and Engineering (PRISE) has been created to establish a stimulating, collegial, and diverse residential community for Harvard undergraduates engaged in summer research in life science, physical science, applied science, mathematics, and engineering. PRISE is a 10-week program for students working with Harvard faculty in relevant academic departments and research centers in the Faculty of Arts and Sciences, as well as principal investigators in the Medical School, the School of Public Health, affiliated research institutes and hospitals, and other academic and administrative units throughout the University. Summer 2006 will be the pilot year for this new program for over 100 Harvard undergraduates. For more details, please visit: www.prise.harvard.edu

LECTURE SERIES

The Harvard Graduate Women in Science and Engineering (HGWISE) group has created a new lecture series, "Harvard University Women in Science and Society." This series will concentrate on highlighting current research by women scientists and social scientists with a specific focus on understanding science as well as its social and cultural contexts. Following each speaker's lecture, graduate students will be able to meet with these prominent women academics in casual fora designed for networking and maintaining a positive atmosphere that encourages graduate students to stay in their scientific field. HGWISE will launch the monthly speaker series in fall 2006. For more details, please visit: www.hcs.harvard.edu/hgwise

PRISE ADVISORY BOARD:

PATRICIA O'BRIEN Chair
Deputy Dean of Harvard College

FIONA CHIN ex officio
Project Manager, Office of the Provost

DARYL CHUBIN External Assessment
Director, Center for Advancing Science & Engineering Capacity, American Association for the Advancement of Science

SCOTT EDWARDS
Professor of Organismic and Evolutionary Biology

HOWARD GEORGI
Mallinckrodt Professor of Physics

BARBARA GROSZ
Higgins Professor of Natural Sciences in the Division of Engineering and Applied Sciences; Dean of Science, Radcliffe Institute

EVELYNN HAMMONDS
Professor of the History of Science and of African and African American Studies; Senior Vice Provost for Faculty Development & Diversity

GEORGENE HERSCHBACH ex officio
Associate Dean of Undergraduate Academic Programs

GREG LLACER ex officio
Director of PRISE

ROBERT LUE
Senior Lecturer on Molecular and Cellular Biology; Director of Life Sciences Education

SHIRLEY MALCOM External Assessment
Director, Educational and Human Resources Programs, American Association for the Advancement of Science

JOAN REEDE
Associate Professor of Medicine;
Associate Professor in the Department of Society, Human Development, and Health; Dean for Diversity and Community Partnership

→ Progress in Academic Year 2005-2006 Pipeline, Recruitment, Promotion, Retention

OFFICE FOR POSTDOCTORAL AFFAIRS

In collaboration with the Office of the Vice Provost for Research Policy and with the Harvard Medical School/Harvard School of Dental Medicine Office for Postdoctoral Fellows, the first University-wide Office for Postdoctoral Affairs has been created to help improve the quality and productiveness of the postdoctoral training experience at Harvard. Scheduled to formally open in fall 2006, this new University capacity will provide postdocs with administrative resources, centralized information on University policies and benefits, professional development and mentoring programs, career resources, procedures for grievance resolution, social events, and a website for postdoctoral affairs. Harvard's Office of Human Resources estimates that there are nearly 3,000 postdocs across the Schools; and HMS estimates that there are approximately 3,400 postdocs at HMS-affiliated hospitals and research institutes. However, precise data on the size of the postdoc population is unavailable due to differences among the Schools in how postdocs are defined and categorized. One of the first tasks for the Office for Postdoctoral Affairs will be to establish more consistent pathways to produce demographic information on the postdoc population, in order to ensure that all postdocs are receiving the benefits of this new capacity.

NEW ENGLAND HERC

In partnership with twenty-five founding institutions, Harvard has established the New England Higher Education Recruitment Consortium (NE-HERC) to help address issues related to academic recruitment, particularly the dual-career challenge. A central aspect of the NE-HERC is a web-based search engine that includes listings for both faculty and staff jobs at all member institutions. Central location of job postings and regional resources, as well as the website's ability to accommodate dual-career searches distinguishes NE-HERC from other employment websites. For more details, please visit: www.newenglandherc.org

SEARCH COMMITTEE PRACTICES

This academic year, several members of the University Committee for Faculty Development and Diversity (FD&D Committee¹²) have initiated an effort to examine faculty search processes in order to increase the successful recruitment of women and underrepresented minorities. A search committee guidebook outlining successful strategies for both junior and senior faculty searches is being created. The guidebook will provide a new resource which can be tailored to fit the specific needs of each School. In addition, several FD&D Committee members will lead individual School efforts by:

- Offering workshops on effective searches for search committee and department chairs and other interested parties
- Identifying criteria for what constitutes successful searches and meeting with department chairs to review plans for new searches in the next year
- Continuing rigorous review on each step of the search process and revising procedures as needed

NEW ENGLAND HERC FOUNDING INSTITUTIONS:

- Babson College
- Bentley College
- Berklee College of Music
- Boston College
- Boston University
- Brown University
- Clark University
- Colleges of the Fenway
- Dartmouth College
- Emerson College
- Fitchburg State College
- Harvard University
- Keene State College
- Massachusetts Institute of Technology (MIT)
- Merrimack College
- Middlesex Community College
- Mount Wachusett Community College
- Northeastern University
- Suffolk University
- Tufts University
- University of Massachusetts Boston
- University of Vermont
- Wellesley College
- Wheaton College
- WPI

¹² A complete list of the FD&D Committee appears on page 44

→ Progress in Academic Year 2005-2006 Pipeline, Recruitment, Promotion, Retention

APPOINTMENTS

Senior Vice Provost (svp) Hammonds advised the President and the Provost in the University Ad Hoc tenure reviews this academic year. In weekly meetings this year, the Provost's Review Committee on Faculty Appointments (a central review instituted by the Governing Boards in 2003), chaired by svp Hammonds, reviewed over 400 appointment files, as well as School-based proposals for changes and additions to faculty titles and related criteria. The Committee focuses on the review of junior and term faculty appointments, paying close attention to each department and School's search, hiring, and promotion processes and practices.

Over the summer, there will be a review and analysis of all faculty titles and related appointment criteria in use within each of Harvard's Schools, as requested by the Governing Boards' Joint Committee on Academic Appointments, in preparation for svp Hammonds' annual report to the committee in October. In collaboration with John Huchra, Vice Provost for Research Policy, members of the Provost's Appointment Committee, and the University Planning Committee on Science and Engineering, svp Hammonds is reviewing the disparate practice/clinical faculty tracks and positions across the University in order to inform the utility of creating a discrete research professor track, which some peer institutions currently have.

RECRUITMENT

This year, svp Hammonds has been asked to engage with several scholars who are considering offers to join Harvard's faculty. This work has provided another window into understanding that Harvard's Schools have varying capacities to respond to the concerns of scholars who are considering accepting offers to join Harvard's faculty. Frequently cited concerns include questions regarding housing, spousal hiring, childcare, and secondary school admissions, among others. In order for Harvard to continue to be the employer of choice for these talented scholars, the University needs to ensure adequate capacity among Schools to respond to the needs of faculty recruits. To strengthen Harvard's faculty ranks, the University must not only ensure that the Schools identify and make offers to excellent faculty, but that these offers are also accepted.

→ Progress in Academic Year 2005-2006 Institutional Culture

Faculty talent is a precious resource for which peer research universities compete in an ever more connected and rapidly changing world. Therefore, Harvard must enhance its institutional culture to create a community which attracts this talent to maintain excellence in its faculties. As an institution, we must figure out how to embrace and celebrate—and not just tolerate or accommodate—differences in gender, culture, belief system, language, class and economic background.

An institutional culture that supports a diverse, world class faculty will ultimately:

- Inspire a broader set of talented students to consider academic careers
- Make Harvard a more attractive destination for faculty recruits (intellectually and personally)
- Foster a transparent and equitable promotion process
- Support faculty so that they are able to flourish in their careers

This year across the University, progress has been made to:

- Assess the experiences and attitudes of junior faculty through a climate survey
- Establish consistent work-life policies, benefits, and services and improve consistency of practices across the Schools
- Increase transparency and accountability

ACCOMPLISHMENTS 2005-2006

- Collaborative on Academic Careers in Higher Education (COACHE) climate survey of junior faculty on faculty satisfaction with their employment experience at Harvard.
- Initiated development of a new Harvard-specific climate survey of junior and senior faculty (to be conducted in academic year 2007)
- Worked with the Office of the Governing Boards to enhance guidelines for the Visiting Committees to improve institutional accountability to diversity efforts and results
- Developed University-wide minimum standards for new faculty maternity/parental leave guidelines, which provide paid time off and teaching relief for birth and adoptive parents
- Collaborated with Human Resources to expand childcare offerings to increase financial assistance for childcare to faculty, postdoctoral fellows, graduate students, and staff, increase financial assistance to Harvard-affiliated childcare centers to maintain high quality of care and stabilize rates, and pilot funding mechanisms for young scholars with family responsibilities
- Created a University-wide portal for faculty affairs: www.faculty.harvard.edu

→ Progress in Academic Year 2005-2006 Institutional Culture

COACHE SURVEY

The Collaborative on Academic Careers in Higher Education (COACHE)¹³ survey of tenure-track faculty was conducted in late fall of 2005 to provide benchmark data on faculty satisfaction comparable with data from peer institutions. Harvard's five peer schools, chosen from those who participate in COACHE, were Brown University, Stanford University, Dartmouth College, Tufts University, and the University of Virginia. A detailed analysis of the survey will be released in July 2006.

Harvard's response rate for the survey was 63%. The response rate for all 51 colleges and universities participating in COACHE to date is 61%. Of the Harvard faculty population who were sent the survey, 34% were women. Seventy-four percent of the women surveyed and 52% of the men surveyed completed the survey.

HIGHLIGHTS OF PRELIMINARY ANALYSIS

- Of all the policies and practices that faculty were asked to rate on an importance scale, "informal mentoring" and "an upper limit on teaching obligations" were rated as most important to junior faculty success at Harvard. Over 90% of the respondents rated these as either "somewhat important" or "very important." Both informal mentoring and an upper limit on teaching obligations also are rated among the top five most effective policies and practices at Harvard.
- The policies and practices rated least effective at Harvard include "childcare," "professional assistance in obtaining externally funded grants," and "formal mentoring program for junior faculty."
- According to survey respondents, the three worst aspects about working at Harvard are: cost of living; tenure requirements in general; and unrelenting pressure to perform. None of the five peer institutions who participated in COACHE listed tenure issues among the top five worst aspects.
- The three best aspects about working at Harvard are: quality of colleagues, quality of graduate students, and support for research (e.g. research leave). Each of Harvard's peer institutions also listed "quality of colleagues" as the number one best aspect, and "quality of graduate students" as number two. However, "geographic location" came in third at Harvard's peers.

DEMOGRAPHIC HIGHLIGHTS OF COACHE SURVEY RESPONDENTS:

- 244 faculty of the 410 (60%) who received the survey completed the survey
 - 141 men out of 271 (52%) completed the survey¹⁴
 - 103 women out of 139 (74%) completed the survey
 - 177 white faculty out of 315 (56%) completed the survey
 - 67 minority faculty out of 95 (71%) completed the survey
 - 64% earned their highest degree sometime during the ten year period from 1991 to 2000; 29% did so after 2000
 - About half (48%) held a postdoctoral position prior to taking their position at Harvard; 51% did not
 - For 81%, their Harvard appointment is their first tenure-track appointment; for 18%, it is not their first tenure-track appointment
 - Just over two-thirds (67%) are U.S. citizens; 29% are not
 - 57% are between the ages of 35 and 44; 25% are under 35
 - 53% percent earn \$90,000 or above; 44% earn less than \$90,000
 - 44% have no children under the age of 18 living at home; 55% have at least one child under the age of 18 living at home
 - 86% have a spouse/partner; 12% do not
- Of those with a spouse/partner:*
- 83% have a spouse/partner who is employed
 - Women are more likely than men to have a spouse/partner who is employed (95% v. 75%)¹⁵
 - Women are more likely than men to reside in a separate community from their spouse/partner for work reasons (20% v. 10%)

¹³Developed by Harvard Graduate School of Education researchers Cathy Trower and Richard Chait, the survey is a fifty-item instrument that collects faculty demographic data as well as data on their perceptions concerning their work-life atmosphere. A number of Harvard-specific questions were added to the survey to gauge satisfaction on unique institutional attributes. For more details, please visit: www.gse.harvard.edu/~newscholars/info/survey.html.

¹⁴COACHE defines a "completer" as anyone who answered at least one question in the core COACHE survey.

Although Harvard's response rate was 63%, only 60% of the faculty population who were sent the survey completed it. All percentages in the remainder of the demographic highlights section are calculated based on these 244 completers, unless otherwise specified, and may not sum to 100% if any respondents chose "decline to answer" as a response to the relevant demographic question. ¹⁵The gender difference was tested with a standard chi-squared test and found to be statistically significant at the 5% level.

→ Progress in Academic Year 2005-2006 Institutional Culture

VISITING COMMITTEES

The Visiting Committees of the Governing Boards requested enhanced guidelines to add to their responsibilities for oversight of department and School diversity efforts and results. Modifications have been made to ensure that the visitation process can play an effective role both in focusing attention on quantifiable measures of progress in enhancing faculty diversity and in probing less quantifiable, but no less important, aspects of institutional culture and environment. Starting in academic year 2007, every Visiting Committee will devote time in its visits to issues of gender equity and the climate for women and minorities, as well as racial and ethnic diversity throughout the University. The Committees will continue to further diversify their own composition. In some cases, Visiting Committees will choose to assign one or more members with responsibility for paying special attention to reporting on diversity issues.

NEW MATERNITY/PARENTAL LEAVE GUIDELINES FOR FACULTY

Effective July 1, 2006, the University will adopt a new set of maternity/parental leave guidelines, which will provide a framework for individual Schools at Harvard to support faculty parents with new children, by birth or adoption, by providing them with paid time off and opportunities for relief from their teaching duties. Individual Schools have the flexibility to tailor their own policies based on the University's new minimum guidelines. However, Schools must have written policies in place and funds must be allocated accordingly. The availability of both funds and childcare options must be readily and regularly communicated to faculty not only centrally through the Office of the Senior Vice Provost and the Office of Human Resources but also by deans and department chairs. A central fund will be piloted to provide supplemental financing to Schools in need of additional resources, so that all faculty can be provided access to the same maternity/parental leave options.

EXPANSION PLANS FOR CHILDCARE OFFERINGS TO INCREASE AVAILABILITY

- Pilot a Back-up Care Advantage Program, which will provide Harvard employees with priority access to a broad network of childcare centers and the use of short-term back-up slots when regular childcare arrangements fall through
- Expand Peabody Terrace Children's Center to accommodate 20 more children, a 30% increase to the Center's current capacity. These spots will become available in academic year 2008
- Develop a new Harvard-affiliated childcare center on campus or in a host community
- Integrate childcare into Harvard's planned Allston campus, beginning with the first phase of development
- Partner with American Nanny Company, which provides Harvard employees and affiliates with reduced rates for nanny selection and placement
- Pilot the School's Out Vacation Camp, which will provide "gap care" for 40 school-aged children four times a year during school vacations and the difficult transition weeks between the school year and summer vacation. The camps will be held in both Cambridge and Longwood for one week each in June, August, February and April

→ Progress in Academic Year 2005-2006 Institutional Culture

FINANCIAL ASSISTANCE PLANS FOR PARENTS TO INCREASE CHILDCARE AFFORDABILITY

- Double the childcare scholarship fund for staff
- Create a dedicated faculty-only fund for childcare scholarships, more than doubling the financial resources
- Increase childcare scholarship fund for postdoctoral fellows by 150% to increase number of recipients
- Pilot University subsidies for doctoral student parents of children enrolled in Harvard-affiliated childcare centers
- Pilot funding for Just-in-Time care to provide financial assistance to all employees earning less than \$55,000 annually. This funding can be used for back-up childcare provided by family members or other providers

FINANCIAL ASSISTANCE PLANS FOR HARVARD CHILDCARE CENTERS TO MAINTAIN EXCELLENCE WHILE CONTROLLING RATES

- Pilot a childcare management fee for each center to support innovation and excellence in early childcare education programming
- Pilot Childcare Center Services program, which will provide equal operating support to the affiliated centers for cleaning supplies, ground supplies, and internet for all centers

FUNDING PLANS FOR YOUNG SCHOLARS WITH FAMILY RESPONSIBILITIES

- Pilot a Research Enabling Grants fund for competitive two-year grants to support hiring additional technical staff, purchasing equipment to enable more efficient research, providing management of a research team, or, taking a child and caregiver on extended field work
- Pilot an expanded Dependent Care Fund for Short-term Professional Travel (currently a fund at FAS) to enable faculty to apply for up to two small awards per academic year to finance dependent care travel. The fund also will be available to postdoctoral fellows and graduate students, under special circumstances

FACULTY AFFAIRS WEBSITE

A new website for faculty affairs has been created and is the first central resource for Harvard faculty affairs across the University. This website will include information on excellence and diversity, research and practice, teaching and advising, work-life benefits for faculty, and the Office of Faculty Development and Diversity. The site serves as a portal with links to faculty resources at Harvard's Schools. For more details, please visit: www.faculty.harvard.edu

HIGHLIGHTS OF NEW MATERNITY/ PARENTAL LEAVE GUIDELINES

- Ensure that all Schools have written policies in place
- Make extension to tenure clock or appointment automatic upon birth/adoption of a child
- Define benefit in terms of teaching relief or weeks of leave, as appropriate
- Offer substantial improvement in benefits for adoptive parents
- Make benefit available to all full-time faculty who have appointments with duration of greater than two years
- Make guidelines gender-neutral, as required by law, and recognize caregivers

→ Progress in Academic Year 2005-2006 Intellectual Leadership

Together with colleagues across the University, we are building on Harvard's traditional commitment to leadership and innovation in higher education.

Over the last nine months, Senior Vice Provost (svp) Hammonds and Assistant Provost Shawn Bohen have represented the University at a number of national fora on issues of diversity and faculty development. The University has also hosted a number of seminars and speakers to promote issues of faculty development and diversity.

The University looks forward to its continued participation in stimulating dialogues with peer institutions to share innovations and future goals for faculty development, diversity, and related issues collaboration with peers on defining successful strategies in higher education.

ACCOMPLISHMENTS 2005-2006

- Signed the joint statement by The Nine Universities Group (the "MIT 9") on gender equity in higher education acknowledging that there are significant steps yet to be taken toward making academic careers compatible with family caregiving responsibilities
- Gathered from counterparts at peer institutions successful strategies for increasing representation of women faculty and underrepresented minority faculty
- Hosted meetings and events with faculty, staff, and student groups within the University
- Sponsored Harvard-hosted activities

→ Progress in Academic Year 2005-2006 Intellectual Leadership

9 PRESIDENTS STATEMENT

In December 2005, leaders of nine of the nation's premier research universities (the "MIT 9"), issued a statement reaffirming that "[i]nstitutions of higher education have an obligation, both for themselves and for the nation, to develop and utilize fully all the creative talent available." The group also made a new commitment to "develop academic personnel policies, institutional resources, and a culture that supports family commitments." President Lawrence Summers signed the statement along with the Presidents of California Institute of Technology, Massachusetts Institute of Technology, Princeton University, Stanford University, University of California Berkeley, University of Michigan, University of Pennsylvania, and Yale University.

LEARNING FROM PEER INSTITUTIONS

SVF Hammonds has joined peer leaders who participate in the "MIT 9," which has been meeting annually since 2001 to discuss key challenges and share strategies on successful interventions, which will assist their institutions in moving forward on diversifying their faculties. Last year the group shared information on maternal/parental leave policies and the need for greater utilization data and assessment of these policies. This June, the group discussed the graduate student pipeline as it relates to issues of faculty recruitment and the definition of applicant pools.

Since September 2005, SVF Hammonds has met with colleagues at 14 peer institutions and has attended and spoken at 35 events and conferences across the country. Many of Harvard's peers have provided extraordinary leadership in developing policies and procedures to improve faculty diversity and faculty satisfaction at their own campuses. Harvard has benefited tremendously from their work and accomplishments and will to continue to collaborate with them going forward.

SPONSORED ACTIVITIES

Founded in summer 2005, the Project for Science and Engineering Equity and Diversity (Project SEED), an initiative of The Civil Rights Project at Harvard, works to address issues of racial equity where they intersect with science, technology, engineering, and mathematics (STEM). Project SEED's day-long symposium, "The First Symposium of The Project SEED Initiative: Promoting Educational Equity and Diversity in Science, Technology, Engineering, and Mathematics" was the organization's inaugural event. The symposium was held at the Graduate School of Education in January 2006 and focused on STEM issues in higher education and careers. The event brought together leading scholars and activists who are working towards racial and ethnic equity in STEM fields across higher education, government, and industry. For more information on Project SEED, please visit: www.projectseed.org

JOINT STATEMENT BY THE NINE PRESIDENTS ON GENDER EQUITY IN HIGHER EDUCATION

Released December 6, 2005

In 2001, we came together as a group to state publicly that "[i]nstitutions of higher education have an obligation, both for themselves and for the nation, to develop and utilize fully all the creative talent available." That statement, which we reaffirm today, recognizes that barriers still exist to the full participation of women, not only in science and engineering, but also in academic fields throughout higher education.

In the summer of 2005, representatives from our nine universities convened to share successful strategies and specific initiatives addressing faculty with family responsibilities. While considerable progress has been made since 2001, we acknowledge that there are still significant steps to be taken toward making academic careers compatible with family caregiving responsibilities.

Our goal as research universities is to create conditions in which all faculty are capable of the highest level of academic achievement. Continuing to develop academic personnel policies, institutional resources, and a culture that supports family commitments is therefore essential for maximizing the productivity of our faculty.

The future excellence of our institutions depends on our ability to provide equitable and productive career paths for all faculty.

DAVID BALTIMORE, California Institute of Technology

LAWRENCE H. SUMMERS, Harvard University

SUSAN HOCKFIELD, Massachusetts Institute of Technology

SHIRLEY M. TILGHMAN, Princeton University

JOHN HENNESSY, Stanford University

ROBERT BIRGENEAU, University of California, Berkeley

MARY SUE COLEMAN, University of Michigan

AMY GUTMANN, University of Pennsylvania

RICHARD C. LEVIN, Yale University

→ Progress in Academic Year 2005-2006 Intellectual Leadership

The Fae Golden Kass Lectureship at Harvard Medical School was created in 1977 by gifts of the family and friends of Fae Golden Kass to support an annual lecture by a woman in the medical sciences. Dr. Julie Freischlag, this year's speaker, is the William Stewart Halsted Professor, Chair of the Department of Surgery and Surgeon-in-Chief of The Johns Hopkins Hospital. Dr. Freischlag is one of only four current female chairs of surgery in the country and, in April 2006, delivered a talk titled, "Are We Ready for a Woman in Charge: Maintaining Leadership in Surgery." For more information on the Lectureship, please visit: www.hms.harvard.edu/fa/kass.htm

In May 2006, the CRLT Players, a theatre troupe associated with the Center for Research on Learning and Teaching at the University of Michigan, held two performances on campus. The first performance, hosted at Harvard Medical School, explored the mentoring relationship between faculty and postdoctoral fellows and examined the many factors, both individual and institutional, which can foster or hinder effective mentoring. The second performance, held at the Faculty of Arts and Sciences, specifically targeted senior faculty and the mentoring role they have with their junior faculty colleagues.

DR. JULIE FREISCHLAG

"We need to recognize that diversity—managing and leading across differences—is not an initiative or a program; it should be a competency that anyone who manages people must learn if he or she is to be an effective leader."

→ Institutional Commitment

The Office of the Senior Vice Provost for Faculty Development and Diversity, now undergirded by a mandate and a dedicated staff, grew out of a formidable history. This new central resource, which serves as a connection among the faculty affairs capacities within the Schools, stands proudly on this firm chronicle.

Many faculty, students, administrators, staff, and alumni persevered over the years and documented the need for serious institutional attention to faculty development and diversity. We are heartened that the University has dedicated a meaningful central capacity to act on these issues in support of finding, developing, promoting, and retaining the world's best scholars.

This section includes:

- Honoring Our History
- New Capacity
- Academic Year 2006–2007

→ Institutional Commitment Honoring Our History

Over the last four decades, many concerned groups of faculty, students, alumni, and affiliates have worked to increase the population of women and minorities among the faculty and to improve the campus climate for these faculty and therefore the entire Harvard community.

Prior to the 2005 Task Forces on Women Faculty and on Women in Science and Engineering, the Faculty Committee on the Status of Women in the Faculty of Arts and Sciences (co-chaired by Caroline Bynum and Michael Walzer) published a report in 1971 and the Faculty of Arts and Sciences Standing Committee on Women published a series of reports from 1991-1997 detailing the concerns and recommendations for junior faculty and graduate students in the sciences (chaired by Barbara Grosz in 1991), for women faculty in the social sciences (chaired by Susan Pedersen in 1997), and for women in the humanities (with Marjorie Garber as acting chair in 1999). Committees of concerned faculty in the professional schools such as the Harvard Medical School/ Harvard School of Dental Medicine Joint Committee on the Status of Women have also produced a number of reports during this time.

These reports included recommendations that ranged from educating departments on gender discrimination and familiarizing all junior faculty with clearer guidelines for promotion and tenure to improving the recruitment processes for potential faculty to ensure that applicant pools are both deep and wide. Among other points, these reports recommended that more support be given to junior faculty in terms of career advice, departmental resources, and reduced teaching loads in their first year; that deans pay close attention to senior faculty members' views and records on issues of gender equity when appointing faculty to leadership positions; and that junior faculty be included in departmental decision making to the greatest possible extent. The need for adequate, accessible, and affordable childcare has been a constant theme in these reports for many years.

The 2005 Task Force Reports on Women Faculty and on Women in Science and Engineering reiterated and broadened earlier identified concerns. Chief among these was that despite several thoughtful reports, Harvard has made only limited progress in its efforts to build a genuinely diverse faculty. A key component of the 2005 Task Forces' reports was the significance given to recommendations regarding the creation of a central office to direct, oversee and hold the institution to account for diversifying Harvard's faculty, University-wide.

1971 "Report of the Faculty Committee on the Status of Women in the FAS" published

1973 HMS/HSDM Joint Committee on the Status of Women established

1988 Committee for the Equality of Women at Harvard founded

1990 HMS Minority Faculty Development Program established

1991 Women's Leadership Board at KSC originated by forming the Women's Leadership Initiative Advisory Board

1991 "Report on Women in the Sciences at Harvard" published

1992 HSPH Committee on the Concerns of Women Faculty established

1995 HMS Faculty Development and Diversity program established

1996 KSC Women's Leadership Board created the Women and Public Policy Program (WAPPP)

1997 "Report on Women in the FAS: the Social Sciences" published

1998 HMS/HSDM Dean's Award for Leadership in the Advancement of Women established

1999 "Report on Women in the FAS: the Humanities" published

2001 HSPH Committee on Faculty Diversity established

2005 "Report of the Task Force on Women Faculty" and "Report of the Task Force on Women in Science and Engineering" published

2006 Harvard College Women's Center appointed first director

→ Institutional Commitment New Capacity

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.

The University approaches faculty development and diversity within three spheres. Specifically, the University 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 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 successful 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, FD&D seeks to help all University units create, implement, and evaluate programs and initiatives that will support and develop the faculty. FD&D provides leadership, staff, technical assistance, financial start-up capital, support, advocacy, and guidance for new policies, practices, and innovations.

UNIVERSITY COMMITTEE ON FACULTY DEVELOPMENT & 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, Assistant 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

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, 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

JUDITH SINGER, James Bryant Conant Professor of Education, Graduate School of Education

→ Institutional Commitment New Capacity

The Office of the Senior Vice Provost is committed to creating a sense of mutual obligation within the Schools for progress in these arenas by working with Deans, Academic Deans, University FD&D Committee representatives, department chairs, search committee chairs, and faculty affairs colleagues throughout the University. FD&D intends to work with these colleagues to instill accountability by annually reporting on the progress made throughout the University.

In addition to regular meetings with the University Committee on Faculty Development and Diversity, the Provost's Review Committee on Faculty Appointments, the Governing Boards, the Deans Council, the Administrative Deans, and others, Senior Vice Provost Hammonds and Assistant Provost Bohen have participated in numerous meetings and events this year with groups of faculty, staff and students across the University. These groups include: the Faculty of Arts and Sciences Standing Committee on Women, the Harvard Medical School/Harvard School of Dental Medicine Joint Committee on the Status of Women, the Harvard School of Public Health Faculty Diversity Committee, Faculty Council, and Committee on the Concerns of Women Faculty, the Kennedy School's Women's Leadership Board as well as the Center for Public Leadership Conference, and the Divinity School's Diversity Standing Committee, among others.

HIGHLIGHTS OF SCHOOL-BASED EFFORTS THIS YEAR ARE DESCRIBED BELOW:

In October 2005 at the Kennedy School, Dean Ellwood created a Committee on Term Appointments that collected data and perceptions, met many times throughout the year, and will give recommendations in the fall. The goals of the committee are to: rationalize the term appointments system, recognize the contribution of term appointees to the School, provide greater predictability for ladder appointments and institutional capacity to recognize distinction.

During the past three years, Dean Elena Kagan has made it a priority of the Law School's entry-level and lateral appointments committees to consider candidates who would bring diversity to the Law School faculty.

At Harvard Divinity School, the faculty voted in March 2006 to make a committee on diversity into a faculty standing committee, which would be joined by student and staff representatives. At the request of the committee, Dean William Graham invited svp Hammonds to address the annual faculty retreat at the beginning of academic year 2007.

→ Institutional Commitment Academic Year 2006–2007

This report began by noting that this has been a year of beginnings. Harvard is poised to move forward on the accomplishments outlined in the previous pages. The work this year has shown that projects and programs need to be addressed with an array of different models and be supported by more robust data. Furthermore, changes in our institutional culture are crucial to the development of a diverse, world class faculty community.

All of these efforts require resources, and Harvard has made clear its intention to support faculty development and diversity with significant funding. President Summers expressed that commitment at the time the 2005 Women's Task Forces reports were issued last May. Specifically, President Summers stated,

"In recognition of the importance and far-reaching nature of these recommendations, the University will commit \$50 million over the next decade to support the proposed initiatives... Meanwhile, we will conduct the feasibility and cost analyses that will enable us to further shape and implement the proposals. There is no doubt that these initiatives will require significant additional expenditures. But I want to make clear at the outset that this is a serious effort calling for a serious commitment of resources."

This commitment will continue into the future.

In conversations with colleagues at peer institutions, it has become clear that there exists neither an accepted collection of successful strategies nor a great theory of how best to use an institution's central resources to create compelling incentives for departments to outperform their historical track records in diversifying their faculties. Harvard will create a sustainable model that will serve the University's future aspirations for global excellence by diversifying the composition of its faculty; and the University will secure financing to sustain this new model. Fortunately, given Harvard's robust financial base, our primary challenge is not financial resources. Nevertheless, we will continue to face trade-offs with every hiring, policy, and programmatic decision.

Focusing on addressing the inequities and gaps in faculty recruitments and retentions across the institution, the University will continue its assessment of how best to meld School and central capacity to provide equitable support services to prospective faculty regarding housing, education, spousal hires, childcare, and related concerns, once a decision has been made by a School to make an offer for a faculty position.

→ Institutional Commitment Academic Year 2006–2007

The improvements made this year on work-life offerings represent the University's ongoing, holistic response to what Harvard faculty, postdoctoral fellows, and doctoral students identify as some of the key obstacles to pursuing academic and professional excellence. On July 1, 2006, the University will implement new guidelines, a new standard "floor" for faculty maternity and parental leave. The University also recently announced an expansion of childcare offerings for affordable, accessible and high-quality childcare. The new work-life initiatives also offer additional support young scholars with dependent care responsibilities.

However, we are not nearly finished. This year's efforts in work-life, a critical component of improving institutional culture, should be viewed as a "down payment" on the work at hand. It was intended to meet both the letter and the spirit of the 2005 Women's Task Forces' recommendations by implementing those changes we could in the short term. We labor under no delusion that the initiatives to date—in part or in whole—fully address our institutional issues, or solve the work-life dilemmas our faculty, staff and students face every day. But we do think they will begin to help.

→ **Institutional Commitment** Academic Year 2006–2007

The list below outlines some of the priorities which will be addressed in the coming year:

PIPELINE, RECRUITMENT, PROMOTION, RETENTION

- Initiate a systematic review of faculty hiring practices at each School and facilitate improvements to those practices in order to broaden and diversify our applicant pools and faculty hires
- Continue to pilot and evaluate the impacts of providing funding, teaching, and administrative relief to support all populations throughout the academic pipeline

INSTITUTIONAL CULTURE

- Devise a strategy, in collaboration with the Dean of HMS and leaders of Harvard's affiliated hospitals and research institutes, for extending new policies, practices, programs, and services to Harvard faculty based at affiliated hospitals and research institutes
- Build on successful strategies to develop junior faculty mentoring models for dissemination and use within the Schools
- Evaluate existing programs for elder care support and provide mechanisms to increase faculty and staff access to this support
- Review peer institutions' childbirth accommodation policies for students pursuing doctorates in order to examine adopting a similar benefit at Harvard
- Investigate flexible part-time options for faculty with substantial family responsibilities

INTELLECTUAL LEADERSHIP

- Participate in the spring 2007 meeting and host the 2008 meeting of the Nine Universities Group originally convened by MIT (the "MIT 9"), which includes University of California Berkeley, California Institute of Technology, Harvard University, University of Michigan, Massachusetts Institute of Technology, University of Pennsylvania, Princeton University, Stanford University, and Yale University
- Host a two-day conference focusing on faculty development and diversity in the academy to bring together 50 leading scholars to share existing knowledge, explore disciplinary, methodological and institutional synergies, and strengthen policies and practices throughout higher education

The University is fortunate to have a base of donors who are eager to support faculty development and diversity initiatives. In academic year 2007, the University will work to facilitate the generosity of this base, to ensure that Harvard can continue to find, develop, promote, and retain the world's best scholars. This donor base represents another constituency to which Harvard will be accountable for making measurable, sustained progress on faculty development and diversity.

ACKNOWLEDGMENTS

The Office of the Senior Vice Provost for Faculty Development and Diversity (FD&D) wishes to thank many individuals within the University and beyond for their contributions to our work this year.

Foremost, FD&D would like to recognize the Task Force on Women Faculty and the Task Force on Women in Science and Engineering. In an incredibly turbulent institutional moment, the Task Forces were honorable stewards of the work which the Office of FD&D continues today.

We are grateful to Nina Zipser, Ruth Loescher, Barbara Portner, Jason DeWitt, and the entire Office of Institutional Research for their analysis, insight, and diligence. We appreciate the data teams across the Schools, and in particular, Brian Casey and Kwok Yu at FAS, who exemplify the University's new commitment to an investment in process systems.

We also wish to thank the following groups of colleagues who made this startup year possible: 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 Office of the President; the Office of the Governing Boards; the Office of the General Counsel; the Offices of the Vice Presidents and their staffs; the Office of Work/Life Resources; the communications teams; University Information Systems; and Harvard Real Estate Services.

We would like to thank Provost Steve Hyman and our colleagues in the Provost's Office, whose encouragement and support have been instrumental in this first year.

We would like to acknowledge the invaluable contributions of the members of the University Committee on Faculty Development and Diversity, who, through diligent collaboration with their faculty and staff colleagues in their Schools, have contributed considerable time and effort to this year's accomplishments, laying the groundwork for future progress. The University is able to move forward because of their efforts to lead institutional change in this arena.

Finally, we would like to thank President Larry Summers. Without his leadership and support, Harvard would not be making this important institutional commitment to faculty development and diversity.