[VE] HARVARD UNIVERSITY | Office of the Senior Vice Provost
as Faculty Development \& Diversity


ANNUAL REPORT 2012

Number of Ladder Faculty by School and Rank


## Clinical and Hospital Ladder Faculty

Approximately 10,476 ( 894 senior, 9,582 junior) faculty are employed by one of the 18 Harvard affiliated hospitals (over 6 times as many as are employed by the University itself). But unlike the rest of the University, where there are generally twice as many senior faculty members as junior faculty members, the Senior/Junior ratio at the hospitals is reversed, with approximately 11 junior faculty members per senior faculty member.

Harvard has 1,558 assistant, associate, and full professors, down 12 (0.8\%) from last year.

Over the past nine years, the tenured faculty has grown by $20 \%$, from 907 in 2003-04 to 1,084 in 2012-13. During this same period, the number of junior faculty has decreased by $11 \%$, a result of all-time high internal promotion rates.

Although two-thirds of the University's ladder faculty are tenured, Senior/Junior ratios, which have important implications for faculty development and mentoring, vary tremendously across Schools. In FAS, the average ratio is 3.4:1 (from a high of 4.6 in Humanities to a low of 2.4 in the Natural Sciences). In the Professional Schools, the ratios are generally lower, with an average of 1.8:1.


## Notes for All Data

Source: Harvard Data Warehouse and School-based systems, July 1, 2003-09 and September 2, 2011-13.

In cases when the University's system of record for appointments (PeopleSoft) varies from Schoolbased data (due to timing and local appointment practices), the School-based data supersedes University data. The counts in this report may therefore differ from other University reports.

At the University, ladder faculty are the full-time professors, associate professors, assistant professors, and convertible instructors. For the purposes of this report, tenured refers to appointments without limit of time at the rank of full professor, and ladder refers to appointments on a clocked track towards tenure. Other Medical School ladder faculty include non-clock and clinical faculty, most of whom are employed by one of the 18 Harvard-affiliated hospitals.

Ladder faculty who have multiple appointments across Schools or FAS Divisions are counted in each of the School or FAS Division counts. At the University level, these individuals are counted only once.

Race/Ethnicity designations are from self-report data in PeopleSoft. Race/Ethnicity counts are being reported this year using the new government race/ethnicity categories since it is the official reporting standard for the institution. Shifts in longitudinal race/ethnicity trends may be due, in part, to the use of new government categorizations.

Changes in longitudinal data from previous Office of Faculty Development and Diversity annual reports are the result of corrections made to entries in Harvard's PeopleSoft system and a change in the definition of Medical School ladder faculty, i.e., the Medical School numbers now include Basic and Social Science faculty located at the Hospital Affiliates with Quad departmental affiliations.

## Percentage of Women Ladder Faculty by School and Rank

## (2012-13, NUMBER $=420,27 \%$ )

Over one-quarter (27\%) of the Harvard faculty are female, up 5 individuals from last year and 76 individuals (22\%) from nine years ago.

As with the general longitudinal faculty trends, the increase in the number of women has been in the senior ranks, from 164 in 2003-04 to 253 in 2012-13 (a $54 \%$ increase). For the first time in history, women now comprise $23 \%$ of the Harvard tenured faculty. As in years past, the percentage of senior women varies tremendously by field: it is highest in Education (50\%), Divinity (38\%), and FAS Humanities (33\%), with FAS Social Science (27\%) and Public Health (25\%) close behind. The percentage of senior women remains stubbornly low across the sciences, including the Medical School (17\%), FAS Natural Sciences (14\%), and Engineering (14\%).

Between 2003-04 and 2012-13, the number of junior women has declined slightly (180 and 167, respectively), but because the total number of junior faculty has declined, the percentage of women has risen slightly (to $35 \%$ ). Once again, field differences are pronounced, with women now exceeding $40 \%$ of the junior faculty in Education (57\%), FAS Humanities (43\%), FAS Social Sciences ( $42 \%$ ), and Public Health ( $41 \%$ ), with near comparable percentages in Design (38\%) and the Medical School (35\%). Even in the Business School (33\%) and FAS Natural Sciences (30\%), the percentages of women, while lower, are at or near all-time highs.

Clinical and Hospital Ladder Faculty
Approximately 4,313 women faculty are employed by one of the 18 Harvard affiliated hospitals (almost 10 times the number of women faculty employed by the University itself). Notably, the percentage of women in the junior ranks at the Hospitals ( $45 \%$ ) is higher than almost everywhere else at the University, but the percentage of women in the senior ranks (16\%) is among the lowest.


Women Ladder Faculty 2003-04 though 2012-13


Number of Minority Ladder Faculty by School, Rank and Race/Ethnicity
(2012-13, NUMBER $=313,20 \%$ )


Approximately $20 \%$ of the Harvard faculty are minorities, up 96 individuals, or $44 \%$, from nine years ago. Half of the increase during this period has been in the number of Asian/Pacific Islander faculty, from 141 in 2003-04 to 189 in 2012-13. During this same period, the number of Black faculty increased by 8 and the number of Latino faculty increased by 25 .

Focusing on the entire current faculty, $60 \%$ of the minority faculty are Asian. They are particularly well represented in Business (40), FAS Natural Sciences (31), Medical Quad (29), and Public Health (23) and less well represented in FAS Social Sciences, FAS Humanities, and many of the smaller Professional Schools.

Blacks, Latinos, and Two or More Races represent just 15\%, 19\% and $5 \%$ of the minority faculty respectively. As a fraction of the entire faculty, these percentages are just $3 \%, 4 \%$ and $1 \%$. In this graph, we present numbers, not percentages, to highlight just how few underrepresented minorities are on the Harvard faculty. Each " 1 " in this graph represents only one individual of that race/ethnicity at that rank in that School (or FAS division).


## Clinical and Hospital Ladder Faculty

Approximately 2,587 minority faculty are employed by one of the 18 Harvard affiliated hospitals ( 8 times the number of minority faculty employed by the University itself). In comparison to the rest of the University, Asian/Pacific Islanders account for an even greater percentage of this group ( $74 \%$ ). That said, because of their sheer size, the hospitals have 4 to 6 times as many underrepresented minorities than the rest of the University: 219 Blacks, 367 Latinos, and 15 Native-Americans.

## Peer Comparisons

The following figures compare the demographic composition ofthe Harvard faculty with that of peer institutions for both juniorand senior faculty. Each Harvard School selected its own peer comparison group based on the data that is available throughthe 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 highereducation. AAUDE membership is comprised of all 62 Association of American Universities (AAU) institutions ( 36 public institutions and 26 private institutions). These institutions participate in the exchange of data to support decision-making at their institutions. All AAUDE institutions are encouraged to participate in an annual survey reporting faculty counts.

Note that AAUDE uses federal methodology for ascribing race/ethnicity. In this methodology faculty without U.S. citizenship or permanent residency are assigned to a non-resident category (which is omitted from the Peer Comparison charts) instead of a particular race/ethnicity. The AAUDE Faculty Profile Exchange item is roughly based on the IPEDS EAP (Employees by Assigned

Position) survey and uses some of the definitions and inclusion criteria from that survey. The Harvard University race/ethnicity numbers presented in the FD\&D Annual Report do not separate faculty without U.S. citizenship or permanent residency into a separate non-resident category, but instead assigns them to a particular race/ethnicity. As a result, the Harvard race/ethnicity figures submitted to the AAUDE faculty profiles exchange item will be slightly different from the Harvard race/ethnicity figures that appear in other sections of the FD\&D annual report.

The data in this report are from 2011-12 and are limited to paid, primary appointments as specified by the IPEDS EAP survey. Because of the snapshot date and IPEDS criteria, the Harvard figures submitted to the AAUDE faculty profiles exchange item will be slightly different from the Harvard figures that appear in other sections of the FD\&D annual report. For the purposes of the Peer Comparison charts Junior Faculty include Assistants and Associates and Senior Faculty include Professors.

FACULTY OF ARTS \& SCIENCES: SOCIAL SCIENCES**

Peer Schools Represented*:
Columbia University
Massachusetts Institute of Tecnology
Princeton University
Stanford University
University of Michigan
Yale University

* Data from peer institutions is masked to protect
their privacy.
** Peer data for FAS Divisions are grouped using
Harvard's divisional classification of departments.

Percentage of Women Ladder Faculty by School and Rank (2011-12)


Number of Minority Ladder Faculty by School, Rank, and Race/Ethnicity (2011-12)



Harvard
13
These figures compare the demographic composition of the Harvard faculty with that of peer institutions for both junior and senior faculty. Each Harvard School selected its own peer comparison group based on the data that is available through the Association of American Universities Data Exchange (AAUDE). AAUDE is a public service organization whose purpose is to improve the quality and usability of information about higher education AAUDE membership is comprised of all 62 Association of American Universities (AAU) institutions (36 public institutions and 26 private institutions). These institutions participate in the exchange of data to support decisionmaking at their institutions. All AAUDE institutions are encouraged to participate in an annual survey reporting faculty counts.

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FACULTY OF ARTS \＆SCIENCES：NATURAL SCIENCES＊＊

Peer Schools Represented＊：
Columbia University
Massachusetts Institute of Tecnology
Princeton University
Stanford University
University of Michigan
Yale University
＊Data from peer institutions is masked to protect
their privacy．
＊＊Peer data for FAS Divisions are grouped using
Harvard＇s divisional classification of departments．

Percentage of Women Ladder Faculty by School and Rank（2011－12）


Number of Minority Ladder Faculty by School，Rank，and Race／Ethnicity（2011－12）


## Peer Schools Represented*:

Columbia University
Massachusetts Institute of Tecnology
Princeton University
Stanford University
University of Michigan
Yale University

Data from peer institutions is masked to protect
their privacy.
** Peer data for FAS Divisions are grouped using
Harvard's divisional classification of departments.

Percentage of Women Ladder Faculty by School and Rank (2011-12)


Number of Minority Ladder Faculty by School, Rank, and Race/Ethnicity (2011-12)


These figures compare the demographic composition of the Harvard faculty with that of peer institutions for both junior and senior faculty. Each Harvard School selected its own peer comparison group based on the data that is available through the Association of American Universities Data Exchange (AAUDE). AAUDE is a public service organization whose purpose is to improve the quality and usability of information about higher education. AAUDE membership is comprised of all 62 Association of American Universities (AAU) institutions ( 36 public institutions and 26 private institutions). These institutions participate in the exchange of data to support decision-making at their institutions. All AAUDE institutions are encouraged to participate in an annual survey reporting faculty counts

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## Peer Schools Represented*:

Brown University
Columbia University
Massachusetts Institute of Tecnology
Princeton University
Stanford University
Yale University
California Institue of Technology


Data from peer institutions is masked to protect their privacy.

Percentage of Women Ladder Faculty by School and Rank (2011-12)


Number of Minority Ladder Faculty by School, Rank, and Race/Ethnicity (2011-12)


HARVARD MEDICAL SCHOOL

## Peer Schools Represented*:

Columbia University
Duke University
University of Pennsylvania
University of California San Francisco
Stanford University
Washington University - St. Louis

* Data from peer institutions is masked to protect their privacy.

Percentage of Women Ladder Faculty by School and Rank (2011-12)


Number of Minority Ladder Faculty by School, Rank, and Race/Ethnicity (2011-12)


These figures compare the demographic composition of the Harvard faculty with that of peer institutions for both junior and senior faculty. Each Harvard School selected its own peer comparison group based on the data that is available through the Association of American Universities Data Exchange (AAUDE). AAUDE is a public service organization whose purpose is to improve the quality and usability of information about higher education. AAUDE membership is comprised of all 62 Association of American Universities (AAU) institutions (36 public institutions and 26 private institutions). These institutions participate in the exchange of data to support decision-making at their institutions. All AAUDE institutions are encouraged to participate in an annual survey reporting faculty counts.

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HARVARD BUSINESS SCHOOL

## Peer Schools Represented*:

Columbia University
Massachusetts Institute of Technology
Northwestern University
Stanford University
University of Chicago
University of Pennsylvania

Data from peer institutions is masked to protect their privacy.

Percentage of Women Ladder Faculty by School and Rank (2011-12)


# Number of Minority Ladder Faculty by School, Rank, and Race/Ethnicity (2011-12) 



HARVARD SCHOOL OF PUBLIC HEALTH

Peer Schools Represented*:
Columbia University
Emory University
University of Michigan
University of North Carolina
Yale University
Peer Schools with No AAUDE Data:
University of Washington

* Data from peer institutions is masked to protect their privacy.


Number of Minority Ladder Faculty by School, Rank, and Race/Ethnicity (2011-12)


These figures compare the demographic composition of the Harvard faculty with that of peer institutions for both junior and senior faculty. Each Harvard School selected its own peer comparison group based on the data that is available through the Association of American Universities Data Exchange (AAUDE). AAUDE is a public service organization whose purpose is to improve the quality and usability of information about higher education. AAUDE membership is comprised of all 62 Association of American Universities (AAU) institutions (36 public institutions and 26 private institutions). These institutions participate in the exchange of data to support decisionmaking at their institutions. All AAUDE institutions are encouraged to participate in an annual survey reporting faculty counts

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HARVARD LAW SCHOOL

## Peer Schools Represented*:

Columbia University
New York University
Stanford University
University of Chicago
University of Pennsylvania
University of Virginia
Yale University


Number of Minority Ladder Faculty by School, Rank, and Race/Ethnicity (2011-12)


These figures compare the demographic composition of the Harvard faculty with that of peer institutions for both junior and senior faculty. Each Harvard School selected its own peer comparison group based on the data that is available through the Association of American Universities Data Exchange (AAUDE). AAUDE is a public service organization whose purpose is to improve the quality and usability of information about higher education. AAUDE membership is comprised of all 62 Association of American Universities (AAU) institutions ( 36 public institutions and 26 private institutions). These institutions participate in the exchange of data to support decision-making at their institutions. All AAUDE institutions are encouraged to participate in an annual survey reporting faculty counts.

The data in this report are from 2011-12 and are limited to paid, primary appointments as specified by the IPEDS EAP survey. Because of the snapshot date and IPEDS criteria, the Harvard figures submitted to the AAUDE faculty profiles exchange item will be slightly different from the Harvard figures that appear in other sections of the FD\&D annual report. Please refer to the Peer Comparisons - Notes for more information.

HARVARD KENNEDY SCHOOL OF GOVERNMENT

Peer Schools Represented*:
Princeton University
University of Chicago
University of Michigan
University of California, Berkeley

* Data from peer institutions is masked to protect their privacy.

Percentage of Women Ladder Faculty by School and Rank (2011-12)


Number of Minority Ladder Faculty by School, Rank, and Race/Ethnicity (2011-12)


These figures compare the demographic composition of

HARVARD GRADUATE SCHOOL OF DESIGN

Peer Schools Represented*:
Columbia University
Princeton University
Massachusetts Institute of Technology
University of California, Berkeley
University of Pennsylvania
University of Virginia
Yale University


* Data from peer institutions is masked to protect their privacy.

Percentage of Women Ladder Faculty by School and Rank (2011-12)


Number of Minority Ladder Faculty by School, Rank, and Race/Ethnicity (2011-12)


10

Black Jr.
-Latino J.

Native-American Jr

15

Black Sr.
-Latino Sr.

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HARVARD GRADUATE SCHOOL OF EDUCATION

Peer Schools Represented*:
Columbia Teacher's College
Northwestern University
University of Michigan
University of Pennsylvania
Stanford University

Data from peer institutions is masked to protect their privacy.


Number of Minority Ladder Faculty by School, Rank, and Race/Ethnicity (2011-12)

15


These figures compare the demographic composition of the Harvard faculty with that of peer institutions for both junior and senior faculty. Each Harvard School selected its own peer comparison group based on the data that is available through the Association of American Universities Data Exchange (AAUDE). AAUDE is a public service organization whose purpose is to improve the quality and usability of information about higher education. AAUDE membership is comprised of all 62 Association of American Universities (AAU) institutions (36 public institutions and 26 private institutions). These institutions participate in the exchange of data to support decision-making at their institutions. All AAUDE institutions are encouraged to participate in an annual survey reporting faculty counts.

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HARVARD DIVINITY SCHOOL


Peer Schools Represented*:
University of Chicago
Emory University
Princeton Theological Seminary
Yale University

Data from peer institutions is masked to protect their privacy.

Percentage of Women Ladder Faculty by School and Rank (2011-12)

Number of Minority Ladder Faculty by School, Rank, and Race/Ethnicity (2011-12)

These figures compare the demographic composition
 of the Harvard faculty with that of peer institutions for both junior and senior faculty. Each Harvard School selected its own peer comparison group based on the data that is available through the Association of American Universities Data Exchange (AAUDE). AAUDE is a public service organization whose purpose is to improve the quality and usability of information about higher education. AAUDE membership is comprised of all 62 Association of American Universities (AAU) institutions (36 public institutions and 26 private institutions). These institutions participate in the exchange of data to support decision-making at their institutions. All AAUDE institutions are encouraged to participate in an annual survey reporting faculty counts

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TABLE 1: NUMBER OF HARVARD LADDER ${ }^{1}$ FACULTY BY SCHOOL AND RANK 2003-04 THROUGH 2012-13

|  | Assistants |  |  |  |  |  |  |  |  |  | Associates |  |  |  |  |  |  |  |  |  | Professors |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | \|2010-11 | 2011-12 | 2012-13 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| HARVARD UNIVERSITY2 | 335 | 309 | 320 | 315 | 322 | 323 | 313 | 297 | 281 | 234 | 199 | 222 | 223 | 219 | 210 | 213 | 213 | 211 | 230 | 240 | 907 | 926 | 945 | 971 | 997 | 1,009 | 1,026 | 1,045 | 1,059 | 1,084 |
| Faculty of Arts and Sciences | 121 | 110 | 117 | 120 | 122 | 123 | 115 | 99 | 80 | 66 | 45 | 54 | 61 | 64 | 60 | 67 | 65 | 59 | 73 | 78 | 411 | 424 | 430 | 446 | 460 | 461 | 470 | 487 | 491 | 480 |
| Humanities ${ }^{3}$ | 47 | 45 | 46 | 43 | 40 | 31 | 29 | 25 | 17 | 17 | 13 | 17 | 21 | 24 | 21 | 26 | 19 | 16 | 21 | 18 | 131 | 136 | 140 | 145 | 149 | 150 | 156 | 162 | 162 | 162 |
| Social Sciences ${ }^{4}$ | 49 | 43 | 44 | 47 | 48 | 47 | 37 | 34 | 30 | 24 | 25 | 30 | 29 | 25 | 26 | 29 | 29 | 18 | 21 | 24 | 165 | 166 | 162 | 172 | 178 | 175 | 175 | 177 | 178 | 174 |
| Natural Sciences ${ }^{5}$ | 25 | 22 | 27 | 30 | 34 | 45 | 49 | 40 | 33 | 25 | 7 | 7 | 11 | 15 | 13 | 12 | 17 | 25 | 31 | 36 | 115 | 122 | 128 | 129 | 133 | 136 | 139 | 148 | 151 | 144 |
| Life Sciences | 13 | 10 | 12 | 13 | 18 | 27 | 30 | 25 | 23 | 15 | 6 | 6 | 7 | 11 | 9 | 8 | 10 | 15 | 19 | 25 | 52 | 56 | 58 | 60 | 64 | 67 | 69 | 74 | 77 | 76 |
| Physical Sciences | 12 | 12 | 15 | 17 | 16 | 18 | 19 | 15 | 10 | 10 | 1 | 1 | 4 | 4 | 4 | 4 | 7 | 10 | 12 | 11 | 63 | 66 | 70 | 69 | 69 | 69 | 70 | 74 | 74 | 68 |
| SEAS | 9 | 11 | 10 | 12 | 11 | 9 | 10 | 11 | 10 | 9 | 7 | 7 | 8 | 11 | 10 | 9 | 7 | 9 | 10 | 6 | 44 | 47 | 49 | 48 | 49 | 50 | 53 | 56 | 57 | 59 |
| FAS and SEAS Total | 130 | 121 | 127 | 132 | 133 | 132 | 125 | 110 | 90 | 75 | 52 | 61 | 69 | 75 | 70 | 76 | 72 | 68 | 83 | 84 | 455 | 471 | 479 | 494 | 509 | 511 | 523 | 543 | 548 | 539 |
| HBS | 62 | 55 | 57 | 57 | 56 | 52 | 52 | 42 | 48 | 46 | 33 | 31 | 36 | 33 | 35 | 37 | 34 | 44 | 44 | 40 | 89 | 91 | 86 | 86 | 89 | 94 | 96 | 92 | 95 | 93 |
| HMS ${ }^{6}$ | 34 | 37 | 46 | 43 | 51 | 54 | 53 | 55 | 42 | 41 | 30 | 34 | 32 | 34 | 30 | 29 | 32 | 32 | 36 | 40 | 116 | 127 | 129 | 134 | 138 | 138 | 141 | 143 | 149 | 163 |
| HSPH | 52 | 51 | 47 | 40 | 37 | 36 | 27 | 30 | 34 | 32 | 32 | 35 | 33 | 35 | 33 | 28 | 34 | 35 | 33 | 32 | 67 | 69 | 71 | 74 | 72 | 76 | 73 | 75 | 79 | 80 |
| HLS | 10 | 7 | 6 | 5 | 7 | 10 | 10 | 9 | 8 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 71 | 72 | 76 | 75 | 76 | 80 | 83 | 85 | 86 | 88 |
| HKS | 16 | 11 | 11 | 9 | 7 | 10 | 13 | 12 | 15 | 12 | 20 | 24 | 19 | 16 | 14 | 13 | 9 | 7 | 7 | 9 | 47 | 45 | 46 | 49 | 52 | 53 | 53 | 55 | 52 | 51 |
| HGSE | 10 | 9 | 7 | 9 | 11 | 11 | 14 | 12 | 13 | 11 | 5 | 6 | 4 | 4 | 6 | 9 | 7 | 9 | 10 | 10 | 29 | 26 | 25 | 27 | 26 | 26 | 27 | 25 | 24 | 26 |
| GSD | 4 | 5 | 6 | 9 | 9 | 10 | 7 | 10 | 11 | 11 | 19 | 18 | 18 | 12 | 15 | 14 | 14 | 13 | 14 | 23 | 27 | 27 | 27 | 29 | 29 | 29 | 31 | 31 | 32 | 33 |
| HDS | 5 | 3 | 3 | 3 | 4 | 3 | 4 | 6 | 7 | 3 | 3 | 5 | 1 | 2 | 1 | 2 | 3 | 3 | 1 | 3 | 17 | 16 | 21 | 22 | 23 | 22 | 22 | 21 | 20 | 21 |
| HSDM | 10 | 10 | 11 | 9 | 8 | 10 | 12 | 14 | 16 | 0 | 6 | 7 | 10 | 8 | 6 | 6 | 6 | 5 | 4 | 0 | 6 | 5 | 6 | 6 | 7 | 7 | 7 | 6 | 5 | 8 |
| Professional Schools Total | 203 | 188 | 194 | 184 | 190 | 196 | 192 | 190 | 194 | 161 | 148 | 160 | 153 | 144 | 140 | 138 | 139 | 148 | 149 | 157 | 469 | 478 | 487 | 502 | 512 | 525 | 533 | 533 | 542 | 563 |
| Other Total7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 7 | 6 | 7 | 9 | 7 | 8 | 10 | 9 | 20 |
|  |  |  |  |  |  |  |  |  |  |  | Junior Faculty ${ }^{8}$ |  |  |  |  |  |  |  |  |  | Professors |  |  |  |  |  |  |  |  |  |
| Medical School Clinical or Hospital Total9 |  |  |  |  |  |  |  |  |  |  | 7,049 | 7,232 | 7,432 | 7,783 | 7,990 | 8,326 | 8,481 | 8,743 | 9,222 | 9,582 | 521 | 547 | 583 | 593 | 614 | 632 | 653 | 696 | 829 | 894 |

The source of these data is PeopleSotHHarvard Data Warehouse, with a few modifications to errors found when data cleaning. It contains snapshots of ladder faculty from July 1 of 2003 -2009 pulled from the system on October 5,2009 and snapshots as of September 1 for $2010-12$.

 Ladder Faculty at the Affliates comprise full-time Professors, Associate Professors, Assistant Professors, Instructors and Clinical Faculty.

 called DEAS. For those earlier years, SEAS is still counted separately from FAS for purposes of consistency and comparability
 Eastern Languages and Civilizations, Philosophy, Romance Languages and Literatures, Sanskrit and Indian Studies, Slavic Languages and Literatures, Study of Reigion, and Visual and Environmental Studies.
${ }^{[4]}$ Departments of the FAS Social Sciences Division: African and African-American Studies, Anthropology, Economics, Govermment, History, History of Science, Psychology, Social Studies, Sociology, and Studies of Women, Gender, and Sexuality
${ }^{[5]}$ Departments of the FAS Natural Sciences Division: Astronomy, Chemistry and Chemical Biology, Earth and Planetary Sciences, Environmental Science and Public Policy, Human Evolutionary Biology, Mathematics, Molecular and Celluar Biology, Organismic and Evolutionary Biology, Physics, Staisitics, and Stem Cell and Regenerative Biology.
${ }^{[6]}$ The Medical School includes nine Basic and Social Science Departments.
${ }^{[1 /}$ Appointments in "OTHER" include those in Radclife, President's Office, UNiversity Professors, Office of the Governing Boards, and Memorial Church. Clinical and Hospital Faculty in the Medical and Dental Schools are not included here, regardless of their rank and ladder status.
${ }^{[8]}$ Junior Faculty at he Affiliates comprise full-time Associate Professors, Assistant Professors, Instructors, and Clinical Faculty. Junior Faculty at FAS (all divisions), SEAS, HBS, HMS Quad, HSPH, HLS, HKS, HGSE, GSD, HDS, and HSDM comprise Associate and Assistant Professors.

 Professors, Assistant Professors, Instructors, and Clinical Faculty,

TABLE 2：PERCENTAGE OF HARVARD LADDER ${ }^{1}$ FACULTY BY SCHOOL AND RANK 2003－04 THROUGH 2012－13

|  | Assistants |  |  |  |  |  |  |  |  |  | Associates |  |  |  |  |  |  |  |  |  | Professors |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003－04 | 2004－05 | 2005－06 | 2006－07 | 2007－08 | 2008－09 | 2009－10 | 2010－11 | 2011－12 | 2012－13 | 2003－04 | 2004－05 | 2005－06 | 2006－07 | 2007－08 | 2008－09 | 2009－10 | 2010－11 | 2011－12 | 2012－13 | 2003－04 | 2004－05 | 2005－06 | 2006－07 | 2007－08 | 2008－09 | 2009－10 | 2010－11 | 2011－12 | 2012－13 |
| HARVARD UNIVERSITY ${ }^{2}$ | 23\％ | 21\％ | 22\％ | 21\％ | 21\％ | 21\％ | 20\％ | 19\％ | 18\％ | 15\％ | 14\％ | 15\％ | 15\％ | 15\％ | 14\％ | 14\％ | 14\％ | 14\％ | 15\％ | 15\％ | 63\％ | 64\％ | 64\％ | 65\％ | 65\％ | 65\％ | 66\％ | 67\％ | 67\％ | 70\％ |
| Faculty of Arts and Sciences | 21\％ | 19\％ | 19\％ | 19\％ | 19\％ | 19\％ | 18\％ | 15\％ | 12\％ | 11\％ | 8\％ | 9\％ | 10\％ | 10\％ | 9\％ | 10\％ | 10\％ | 9\％ | 11\％ | 12\％ | 71\％ | 72\％ | 71\％ | 71\％ | 72\％ | 71\％ | 72\％ | 76\％ | 76\％ | 77\％ |
| Humanities ${ }^{3}$ | 25\％ | 23\％ | 22\％ | 20\％ | 19\％ | 15\％ | 14\％ | 12\％ | 9\％ | 9\％ | 7\％ | 9\％ | 10\％ | 11\％ | 10\％ | 13\％ | 9\％ | 8\％ | 11\％ | 9\％ | 69\％ | 69\％ | 68\％ | 68\％ | 71\％ | 72\％ | 76\％ | 80\％ | 81\％ | 82\％ |
| Social Sciences ${ }^{4}$ | 21\％ | 18\％ | 19\％ | 19\％ | 19\％ | 19\％ | 15\％ | 15\％ | 9\％ | 11\％ | 11\％ | 13\％ | 12\％ | 10\％ | 10\％ | 12\％ | 12\％ | 8\％ | 9\％ | 11\％ | 69\％ | 69\％ | 69\％ | 70\％ | 71\％ | 70\％ | 73\％ | 77\％ | 78\％ | 78\％ |
| Natural Sciences ${ }^{5}$ | 17\％ | 15\％ | 16\％ | 17\％ | 19\％ | 23\％ | 24\％ | 20\％ | 16\％ | 12\％ | 5\％ | 5\％ | 7\％ | 9\％ | 7\％ | 6\％ | 8\％ | 12\％ | 15\％ | 18\％ | 78\％ | 81\％ | 77\％ | 74\％ | 74\％ | 71\％ | 68\％ | 72\％ | 74\％ | 71\％ |
| Life Sciences | 18\％ | 14\％ | 16\％ | 15\％ | 20\％ | 26\％ | 28\％ | 22\％ | 19\％ | 13\％ | 8\％ | 8\％ | 9\％ | 13\％ | 10\％ | 8\％ | 9\％ | 13\％ | 16\％ | 22\％ | 73\％ | 78\％ | 75\％ | 71\％ | 70\％ | 66\％ | 63\％ | 65\％ | 65\％ | 66\％ |
| Physical Sciences | 16\％ | 15\％ | 17\％ | 19\％ | 18\％ | 20\％ | 20\％ | 15\％ | 10\％ | 11\％ | 1\％ | 1\％ | 4\％ | 4\％ | 4\％ | 4\％ | 7\％ | 10\％ | 13\％ | 12\％ | 83\％ | 84\％ | 79\％ | 77\％ | 76\％ | 76\％ | 73\％ | 75\％ | 77\％ | 76\％ |
| SEAS | 15\％ | 17\％ | 15\％ | 17\％ | 16\％ | 13\％ | 14\％ | 14\％ | 13\％ | 12\％ | 12\％ | 11\％ | 12\％ | 15\％ | 14\％ | 13\％ | 10\％ | 12\％ | 13\％ | 8\％ | 73\％ | 72\％ | 73\％ | 68\％ | 70\％ | 74\％ | 76\％ | 74\％ | 74\％ | 80\％ |
| FAS Total | 20\％ | 19\％ | 19\％ | 19\％ | 19\％ | 18\％ | 17\％ | 15\％ | 13\％ | 11\％ | 8\％ | 9\％ | 10\％ | 11\％ | 10\％ | 11\％ | 10\％ | 9\％ | 12\％ | 12\％ | 71\％ | 72\％ | 71\％ | 70\％ | 71\％ | 71\％ | 73\％ | 75\％ | 76\％ | 77\％ |
| HBS | 34\％ | 31\％ | 32\％ | 32\％ | 31\％ | 28\％ | 29\％ | 24\％ | 26\％ | 26\％ | 18\％ | 18\％ | 20\％ | 19\％ | 19\％ | 20\％ | 19\％ | 25\％ | 24\％ | 22\％ | 48\％ | 51\％ | 48\％ | 49\％ | 49\％ | 51\％ | 53\％ | 52\％ | 51\％ | 52\％ |
| HMS ${ }^{6}$ | 19\％ | 19\％ | 22\％ | 20\％ | 23\％ | 24\％ | 23\％ | 24\％ | 19\％ | 17\％ | 17\％ | 17\％ | 15\％ | 16\％ | 14\％ | 13\％ | 14\％ | 14\％ | 16\％ | 16\％ | 64\％ | 64\％ | 62\％ | 63\％ | 63\％ | 62\％ | 62\％ | 62\％ | 66\％ | 67\％ |
| HSPH | 34\％ | 33\％ | 31\％ | 27\％ | 26\％ | 26\％ | 20\％ | 21\％ | 23\％ | 22\％ | 21\％ | 23\％ | 22\％ | 23\％ | 23\％ | 20\％ | 25\％ | 25\％ | 23\％ | 22\％ | 44\％ | 45\％ | 47\％ | 50\％ | 51\％ | 54\％ | 55\％ | 54\％ | 54\％ | 56\％ |
| HLS | 12\％ | 9\％ | 7\％ | 6\％ | 8\％ | 11\％ | 11\％ | 10\％ | 9\％ | 5\％ | 0\％ | 0\％ | 0\％ | 0\％ | 0\％ | 0\％ | 0\％ | 0\％ | 0\％ | 0\％ | 88\％ | 91\％ | 93\％ | 94\％ | 92\％ | 89\％ | 89\％ | 90\％ | 91\％ | 95\％ |
| HKS | 20\％ | 14\％ | 14\％ | 12\％ | 10\％ | 13\％ | 17\％ | 16\％ | 20\％ | 17\％ | 24\％ | 30\％ | 25\％ | 22\％ | 19\％ | 17\％ | 12\％ | 9\％ | 9\％ | 13\％ | 57\％ | 56\％ | 61\％ | 66\％ | 71\％ | 70\％ | 71\％ | 74\％ | 70\％ | 71\％ |
| HGSE | 23\％ | 22\％ | 19\％ | 23\％ | 26\％ | 24\％ | 29\％ | 26\％ | 28\％ | 23\％ | 11\％ | 15\％ | 11\％ | 10\％ | 14\％ | 20\％ | 15\％ | 20\％ | 21\％ | 21\％ | 66\％ | 63\％ | 69\％ | 68\％ | 60\％ | 57\％ | 56\％ | 54\％ | 51\％ | 55\％ |
| GSD | 8\％ | 10\％ | 12\％ | 18\％ | 17\％ | 19\％ | 14\％ | 19\％ | 19\％ | 16\％ | 38\％ | 36\％ | 35\％ | 24\％ | 28\％ | 26\％ | 27\％ | 24\％ | 25\％ | 34\％ | 54\％ | 54\％ | 53\％ | 58\％ | 55\％ | 55\％ | 60\％ | 57\％ | 56\％ | 49\％ |
| HDS | 20\％ | 13\％ | 12\％ | 11\％ | 14\％ | 11\％ | 14\％ | 20\％ | 25\％ | 11\％ | 12\％ | 21\％ | 4\％ | 7\％ | 4\％ | 7\％ | 10\％ | 10\％ | 4\％ | 11\％ | 68\％ | 67\％ | 84\％ | 81\％ | 82\％ | 81\％ | 76\％ | 70\％ | 71\％ | 78\％ |
| HSDM | 45\％ | 45\％ | 41\％ | 39\％ | 38\％ | 43\％ | 48\％ | 56\％ | 64\％ | 0\％ | 27\％ | 32\％ | 37\％ | 35\％ | 29\％ | 26\％ | 24\％ | 20\％ | 16\％ | 0\％ | 27\％ | 23\％ | 22\％ | 26\％ | 33\％ | 30\％ | 28\％ | 24\％ | 20\％ | 100\％ |
| Professional Schools Total | 25\％ | 23\％ | 23\％ | 22\％ | 23\％ | 23\％ | 22\％ | 22\％ | 22\％ | 19\％ | 18\％ | 19\％ | 18\％ | 17\％ | 17\％ | 16\％ | 16\％ | 17\％ | 17\％ | 18\％ | 57\％ | 58\％ | 58\％ | 60\％ | 61\％ | 61\％ | 62\％ | 62\％ | 63\％ | 65\％ |
| Other Total ${ }^{7}$ | 0\％ | 0\％ | $0 \%$ | 0\％ | 0\％ | 0\％ | 0\％ | 0\％ | 0\％ | 0\％ | $0 \%$ | 0\％ | 0\％ | 0\％ | $0 \%$ | $0 \%$ | $0 \%$ | 0\％ | 0\％ | $0 \%$ | 100\％ | 100\％ | 100\％ | 100\％ | 100\％ | 100\％ | 100\％ | 100\％ | 100\％ | 100\％ |
|  |  |  |  |  |  |  |  |  |  |  | Junior Faculty ${ }^{8}$ |  |  |  |  |  |  |  |  |  | Professors |  |  |  |  |  |  |  |  |  |
| Medical School Clinical or Hospital Total ${ }^{9}$ |  |  | ＋ | － | तू女 | स | ד | 人世女， |  |  | 93\％ | 93\％ | 93\％ | 93\％ | 93\％ | 93\％ | 93\％ | 93\％ | 92\％ | 92\％ | 7\％ | 7\％ | 7\％ | 7\％ | 7\％ | 7\％ | 7\％ | 7\％ | 8\％ | 9\％ |


 the Affiliaes comprise full－time Professors，Associate Professors，Assistant Professors，Instructors and Clinical Faculty．

 those eariier years，SEAS is still counted separately from FAS for purposes of consistency and comparability．
 Languages and Civilizations，Philosophy，Romance Languages and Literatures，Sanskrit and Indian Studies，Slavic Languages and Literatures，Study of Religion，and Visual and Environmental Studies．
${ }^{14}$ Departments of the FAS Social Sciences Division：Affican and African－American Studies，Anthropology，Economics，Goverrment，History，History of Science，Psychology，Social Studies，Sociology，and Studies of Women，Gender，and Sexuality．
${ }^{[5]}$ Departments of the FAS Natural Sciences Division：Astronomy，Chemistry and Chemical Biology，Earth and Planetary Sciences，Environmental Science and Public Policy，Human Evolutionary Biology，Mathematics，Molecular and Cellular Biology，Organismic and Evolutionary Biology，Physics，Statistics，and Stem Cell and Regenerative Biology．
${ }^{[6]}$ The Medical School includes nine Basic and Social Science Departments．
[]$_{\text {Appointments in in＂OTHER＂include those in Radcifife，President＇s Office，University Professors，Office of the Governing Boards，and Memorial Church．Clinical and Hospital Faculty in the Medical and Dental Schools are not included here，regardess of their rank and ladder status．}}^{\text {I }}$ ．
$\left.{ }^{[8]}\right]$ Junior Faculty at the Affiliates comprise full－time Associate Professorr，Assistant Professors，Instructors，and Clinical Faculty．Junior Faculty at FAS（all divisions），SEAS，HBS，HMS Quad，HSPH，HLS，HKS，HGSE，GSD，HDS，and HSDM comprise Associate and Assistant Professors．

 Assistant Professors，Instructors，and Clinical Faculty．

TABLE 3: NUMBER OF HARVARD LADDER ${ }^{1}$ FACULTY THAT ARE WOMEN BY SCHOOL AND RANK 2003-04 THROUGH 2012-13

|  | Assistants |  |  |  |  |  |  |  |  |  | Associates |  |  |  |  |  |  |  |  |  | Professors |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | -882008-09 2 | 2009-10 | 02010-11 | 1 2011-12 | 2012-13 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 72007-08 | 82008-09 | 2009-10 | 02010-11 | 12011-12 | 22012-13 |
| HARVARD UNIVERSITY ${ }^{2}$ | 118 | 118 | 121 | 117 | 124 | 117 | 111 | 109 | 98 | 80 | 62 | 65 | 69 | 69 | 64 | 77 | 77 | 76 | 84 | 87 | 164 | 165 | 177 | 187 | 203 | 205 | 215 | 224 | 233 | 253 |
| Faculty of Arts and Sciences | 45 | 48 | 48 | 45 | 49 | 46 | 39 | 35 | 26 | 22 | 14 | 14 | 22 | 27 | 25 | 32 | 29 | 24 | 31 | 31 | 84 | 83 | 87 | 93 | 99 | 99 | 104 | 111 | 114 | 120 |
| Humanities ${ }^{3}$ | 16 | 17 | 17 | 14 | 14 | 12 | 13 | 12 | 7 | 7 | 4 | 5 | 6 | 7 | 6 | 9 | 6 | 5 | 10 | 8 | 38 | 38 | 41 | 43 | 45 | 46 | 49 | 50 | 49 | 53 |
| Social Sciences ${ }^{4}$ | 22 | 24 | 23 | 22 | 24 | 20 | 13 | 11 | 8 | 9 | 10 | 8 | 12 | 16 | 15 | 19 | 17 | 10 | 11 | 11 | 35 | 35 | 35 | 38 | 41 | 40 | 40 | 42 | 45 | 47 |
| Natural Sciences ${ }^{5}$ | 7 | 7 | 8 | 9 | 11 | 14 | 13 | 12 | 11 | 6 | 0 | 1 | 4 | 4 | 4 | 4 | 6 | 9 | 10 | 12 | 11 | 10 | 11 | 12 | 13 | 13 | 15 | 19 | 20 | 20 |
| Life Sciences | 5 | 4 | 3 | 3 | 5 | 9 | 10 | 10 | 10 | 5 | 0 | 1 | 3 | 3 | 3 | 3 | 4 | 5 | 6 | 9 | 7 | 6 | 7 | 8 | 9 | 9 | 10 | 13 | 14 | 14 |
| Physical Sciences | 2 | 3 | 5 | 6 | 6 | 5 | 3 | 2 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 2 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 6 | 6 | 6 |
| SEAS | 0 | 1 | 2 | 3 | 4 | 4 | 3 | 4 | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 1 | 3 | 3 | 3 | 3 | 4 | 4 | 6 | 6 | 5 | 8 |
| FAS Total | 45 | 49 | 50 | 48 | 53 | 50 | 42 | 39 | 29 | 23 | 15 | 14 | 22 | 27 | 25 | 32 | 30 | 25 | 33 | 32 | 87 | 86 | 90 | 96 | 103 | 103 | 110 | 117 | 119 | 128 |
| HBS | 21 | 19 | 22 | 20 | 20 | 18 | 18 | 16 | 17 | 16 | 7 | 6 | 6 | 8 | 6 |  | 7 | 11 | 13 | 12 | 14 | 14 | 14 | 14 | 16 | 16 | 18 | 17 | 18 | 18 |
| HMS ${ }^{6}$ | 8 | 12 | 14 | 15 | 19 | 19 | 21 | 20 | 15 | 13 | 9 | 11 | 9 | 7 | 5 | 7 | 10 | 10 | 13 | 15 | 14 | 17 | 18 | 19 | 20 | 20 | 21 | 21 | 24 | 28 |
| HSPH | 20 | 21 | 20 | 16 | 14 | 13 | 9 | 14 | 15 | 13 | 13 | 13 | 12 | 13 | 13 | 13 | 15 | 15 | 12 | 13 | 12 | 12 | 14 | 15 | 16 | 18 | 16 | 17 | 19 | 20 |
| HLS | 3 | 1 | 1 | 3 | 4 | 4 | 4 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 12 | 14 | 12 | 13 | 14 | 14 | 16 | 17 | 18 |
| HKS | 6 | 4 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 6 | 7 | 8 | 5 | 5 | 5 | 3 | 4 | 3 | 2 | 6 | 5 | 5 | 7 | 10 | 10 | 10 | 10 | 10 | 11 |
| HGSE | 8 | 8 | 6 | 6 | 6 | 6 | 7 | 6 | 6 | 6 | 2 | 3 | 3 | 3 | 5 | 7 | 5 | 6 | 6 | 6 | 11 | 10 | 9 | 9 | 9 | 9 | 10 | 11 | 11 | 13 |
| GSD | 2 | 1 | 2 | 4 | 4 | 4 | 5 | 6 | 6 | 6 | 7 | 6 | 5 | 3 | 4 | 4 | 4 | 4 | 4 | 7 | 3 | 3 | 4 | 6 | 7 | 7 | 6 | 6 | 6 | 7 |
| HDS | 3 | 1 | 1 | 1 | 1 | 0 | 1 | 2 | 2 | 1 | 1 | 2 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 5 | 6 | 8 | 8 | 8 | 7 | 8 | 8 | 8 | 8 |
| HSDM | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 4 | 0 | 2 | 3 | 4 | 3 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Professional Schools Total | 73 | 69 | 71 | 69 | 71 | 69 | 70 | 71 | 69 | 57 | 47 | 51 | 47 | 42 | 39 | 46 | 46 | 52 | 52 | 56 | 77 | 79 | 87 | 91 | 100 | 102 | 104 | 107 | 114 | 124 |
| Other Total ${ }^{7}$ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 4 | 4 | 4 |
|  | Junior Faculty ${ }^{8}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Professors |  |  |  |  |  |  |  |  |  |
| Medical School Clinical or Hospital Total ${ }^{9}$ |  | W | $1 \times 0$ | 1..... |  | W |  | 1.6... | + | $\cdots$ | 2,781 | 2,928 | 3,071 | 3,268 | 3,398 | 3,580 | 3,694 | 3,825 | 4,083 | 4,313 | 58 | 63 | 65 | 68 | 72 | 79 | 88 | 102 | 128 | 139 |


 Affiliates comprise full-time
 eartier years, SEAS is still counted separately from FAS for purposes of consistency and comparability.
 and Civilizaions, Philosophy, Romance Languages and Literatures, Sanskrit and Indian Studies, Slavic Languages and Literatures, Study of Religion, and Visual and Environmental Studies.
${ }^{[4]}$ Departments of the FAS Social Sciences Division: African and African-American Studies, Anthropology, Economics, Goverrment, History, History of Science, Psychology, Social Studies, Sociology, and Studies of Women, Gender, and Sexuality
${ }^{[55}$ Departments of the FAS Natural Sciences Division: Astronomy, Chemistry and Chemical Biology, Earth and Planetary Sciences, Environmental Science and Public Policy, Human Evolutionary Biology, Mathematics, Molecular and Celluar Biology, Organismic and Evolutionary Biology, Physics, Staisisics, and Stem Cell and Regenerative Biology.
${ }^{[6]}$ The Medical School includes nine Basic and Social Science Departments.
${ }^{[7]}$ Appointments in "OTHER" include those in Radclife, President's Office, University Professors, Office of the Governing Boards, and Memorial Church. Clinical and Hospital Faculty in the Medical and Dental Schools are not included here, regardless of their rank and ladder status.
${ }^{[8]}$ J Junior Faculty at the Affiliates comprise full-time Associate Professors, Assistant Professors, Instructors, and Clinical Faculty. Junior Faculty at FAS (all divisions), SEAS, HBS, HMS Quad, HSPH, HLS, HKS, HGSE, GSD, HDS, and HSDM comprise Associate and Assistant Professors.
 Profeessors, Instructors, and Clinical Faculty

TABLE 4: PERCENTAGE OF HARVARD LADDER FACULTY ${ }^{1}$ THAT ARE WOMEN BY SCHOOL AND RANK 2003-04 THROUGH 2012-13

|  | Assistants |  |  |  |  |  |  |  |  |  | Associates |  |  |  |  |  |  |  |  |  | Professors |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 9 2009-10 2 | 2010-11 | \|2011-12 | 2012-13 | 2003-04 | \|2004-05 | 2005-06 | 2006-07 | 2007-08 | \| 2008-09 | 2009-10 2 | 2010-11 | 2011-12 | 2012-13 | 2003-04 | 2004-05 | 2005-06 2 | 2006-07 | 2007-08 | 2008-09 | 2009-10 2 | 2010-11 | \|2011-12 | 2012-13 |
| HARVARD UNIVERSITY ${ }^{2}$ | 35\% | 38\% | 38\% | 37\% | 39\% | 36\% | 35\% | 37\% | 35\% | 34\% | 31\% | 29\% | 31\% | 32\% | 30\% | 36\% | 36\% | 36\% | 37\% | 36\% | 18\% | 18\% | 19\% | 19\% | 20\% | 20\% | 21\% | 21\% | 22\% | 23\% |
| Faculty of Arts and Sciences | 37\% | 44\% | 41\% | 38\% | 40\% | 37\% | 34\% | 35\% | 32\% | 33\% | 31\% | 26\% | 36\% | 42\% | 42\% | 48\% | 45\% | 41\% | 42\% | 40\% | 20\% | 20\% | 20\% | 21\% | 22\% | 21\% | 22\% | 23\% | 23\% | 25\% |
| Humanities ${ }^{3}$ | 34\% | 38\% | 37\% | 33\% | 35\% | 39\% | 45\% | 48\% | 41\% | 41\% | 31\% | 29\% | 29\% | 29\% | 29\% | 35\% | 32\% | 31\% | 48\% | 44\% | 29\% | 28\% | 29\% | 30\% | 30\% | 31\% | 31\% | 31\% | 30\% | 33\% |
| Social Sciences ${ }^{4}$ | 45\% | 56\% | 52\% | 47\% | 50\% | 43\% | 35\% | 32\% | 27\% | 36\% | 40\% | 27\% | 41\% | 64\% | 58\% | 66\% | 59\% | 56\% | 52\% | 46\% | 21\% | 21\% | 22\% | 22\% | 23\% | 23\% | 23\% | 24\% | 25\% | 27\% |
| Natural Sciences ${ }^{5}$ | 28\% | 32\% | 30\% | 30\% | 32\% | 31\% | 27\% | 30\% | 33\% | 25\% | 0\% | 14\% | 36\% | 27\% | 31\% | 33\% | 35\% | 36\% | 32\% | 33\% | 10\% | 8\% | 9\% | 9\% | 10\% | 10\% | 11\% | 13\% | 13\% | 14\% |
| Life Sciences | 38\% | 40\% | 25\% | 23\% | 28\% | 33\% | 33\% | 40\% | 43\% | 33\% | 0\% | 17\% | 43\% | 27\% | 33\% | 38\% | 40\% | 33\% | 32\% | 36\% | 13\% | 11\% | 12\% | 13\% | 14\% | 13\% | 14\% | 18\% | 18\% | 18\% |
| Physical Sciences | 17\% | 25\% | 33\% | 35\% | 38\% | 28\% | 16\% | 13\% | 10\% | 10\% | 0\% | 0\% | 25\% | 25\% | 25\% | 25\% | 29\% | 40\% | 33\% | 27\% | 6\% | 6\% | 6\% | 6\% | 6\% | 6\% | 7\% | 8\% | 8\% | 9\% |
| SEAS | 0\% | 9\% | 20\% | 25\% | 36\% | 44\% | 30\% | 36\% | 30\% | 11\% | 14\% | 0\% | 0\% | 0\% | 0\% | 0\% | 14\% | 11\% | 20\% | 17\% | 7\% | 6\% | 6\% | 6\% | 8\% | 8\% | 11\% | 11\% | 9\% | 14\% |
| FAS Total | 35\% | 40\% | 39\% | 39\% | 40\% | 38\% | 34\% | 35\% | 32\% | 31\% | 29\% | 23\% | 32\% | 36\% | 36\% | 42\% | 42\% | 37\% | 40\% | 38\% | 19\% | 18\% | 19\% | 19\% | 20\% | 20\% | 21\% | 22\% | 22\% | 24\% |
| HBS | 34\% | 35\% | 39\% | 35\% | 36\% | 35\% | 35\% | 38\% | 35\% | 35\% | 21\% | 19\% | 17\% | 24\% | 17\% | 22\% | 21\% | 25\% | 30\% | 30\% | 16\% | 15\% | 16\% | 16\% | 18\% | 17\% | 19\% | 18\% | 19\% | 19\% |
| HMS ${ }^{6}$ | 24\% | 32\% | 30\% | 35\% | 37\% | 35\% | 40\% | 36\% | 36\% | 32\% | 30\% | 32\% | 28\% | 21\% | 17\% | 24\% | 31\% | 31\% | 36\% | 38\% | 12\% | 13\% | 14\% | 14\% | 14\% | 14\% | 15\% | 15\% | 16\% | 17\% |
| HSPH | 38\% | 41\% | 43\% | 40\% | 38\% | 36\% | 33\% | 47\% | 44\% | 41\% | 41\% | 37\% | 36\% | 37\% | 39\% | 46\% | 44\% | 43\% | 36\% | 41\% | 18\% | 17\% | 20\% | 20\% | 22\% | 24\% | 22\% | 23\% | 24\% | 25\% |
| HLS | 30\% | 14\% | 17\% | 60\% | 57\% | 40\% | 40\% | 33\% | 13\% | 0\% | 0\% | 0\% | 0\% | 0\% | 0\% | 0\% | 0\% | 0\% | 0\% | 0\% | 17\% | 17\% | 18\% | 16\% | 17\% | 18\% | 17\% | 19\% | 20\% | 20\% |
| HKS | 38\% | 36\% | 27\% | 22\% | 29\% | 30\% | 23\% | 17\% | 20\% | 17\% | 30\% | 29\% | 42\% | 31\% | 36\% | 38\% | 33\% | 57\% | 43\% | 22\% | 13\% | 11\% | 11\% | 14\% | 19\% | 19\% | 19\% | 18\% | 19\% | 22\% |
| HGSE | 80\% | 89\% | 86\% | 67\% | 55\% | 55\% | 50\% | 50\% | 46\% | 55\% | 40\% | 50\% | 75\% | 75\% | 83\% | 78\% | 71\% | 67\% | 60\% | 60\% | 38\% | 38\% | 36\% | 33\% | 35\% | 35\% | 37\% | 44\% | 46\% | 50\% |
| GSD | 50\% | 20\% | 33\% | 44\% | 44\% | 40\% | 71\% | 60\% | 55\% | 55\% | 37\% | 33\% | 28\% | 25\% | 27\% | 29\% | 29\% | 31\% | 29\% | 30\% | 11\% | 11\% | 15\% | 21\% | 24\% | 24\% | 19\% | 19\% | 19\% | 21\% |
| HDS | 60\% | 33\% | 33\% | 33\% | 25\% | 0\% | 25\% | 33\% | 29\% | 33\% | 33\% | 40\% | 0\% | 0\% | 0\% | 50\% | 33\% | 33\% | 0\% | 33\% | 29\% | 38\% | 38\% | 36\% | 35\% | 32\% | 36\% | 38\% | 40\% | 38\% |
| HSDM | 20\% | 20\% | 18\% | 22\% | 13\% | 20\% | 17\% | 14\% | 25\% | 0\% | 33\% | 43\% | 40\% | 38\% | 17\% | 17\% | 17\% | 20\% | 25\% | 0\% | 0\% | 0\% | 17\% | 17\% | 14\% | 14\% | 14\% | 17\% | 20\% | 13\% |
| Professional Schools Total | 36\% | 37\% | 37\% | 37\% | 37\% | 35\% | 35\% | 36\% | 37\% | 35\% | 32\% | 32\% | 31\% | 29\% | 28\% | 33\% | 33\% | 33\% | 35\% | 36\% | 16\% | 17\% | 18\% | 18\% | 20\% | 19\% | 19\% | 20\% | 20\% | 22\% |
| Other Total ${ }^{7}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 40\% | 29\% | 17\% | 14\% | 22\% | 14\% | 25\% | 40\% | 44\% |  |
|  |  |  |  |  |  |  |  |  |  |  | Junior Faculty ${ }^{8}$ |  |  |  |  |  |  |  |  |  | Professors |  |  |  |  |  |  |  |  |  |
| Medical School Clinical or Hospital Total ${ }^{9}$ |  |  |  |  |  |  | K |  |  |  | 39\% | 40\% | 41\% | 42\% | 43\% | 43\% | 44\% | 44\% | 44\% | 45\% | 11\% | 12\% | 11\% | 11\% | 12\% | 13\% | 13\% | 15\% | 15\% | 16\% |

The source of these data is PeopleSoft/harvard Data Warehouse, with a few modifications to errors found when data cleaning. It contains snapshots of ladder faculty from July 1 of 2003-2009 pulled from the system on October 5,2009 and snapshots as of September 1 for 2010 -13.

 Professors are Non-Ladder Faculty everywhere, including GSD. Ladder Faculty at the Affiliates comprise full-time Professors, Associate Professors, Assistant Professors, Instructors and Clinical Faculty.

 though the data include years in which SEAS was part of FAS and called DEAS. For those earrier years, SEAS is still counted separately from FAS for purposes of consistency and comparability.
 Linguistics, Music, Near Eastern Languages and Civilizations, Philosophy, Romance Languages and Literatures, Sanskrit and Indian Studies, Slavic Languages and Literatures, Study of Religion, and Visual and Environmental Studies.
${ }^{[4]}$ Departments of the FAS Social Sciences Division: African and African-American Studies, Anthropology, Economics, Government, History, History of Science, Psychology, Social Studies, Sociology, and Studies of Women, Gender, and Sexuality.
 ${ }^{6}$ Biology.
${ }^{[6]}$ The Medical School includes nine Basic and Social Science Departments.
${ }^{[7]}$ Appointments in "OTHER" include those in Radclife, President's Office, University Professors, Office of the Governing Boards, and Memorial Church. Faculty in the Medical and Dental Affiliates are not included here, regardless of their rank and ladder status.
${ }^{[8]}$ Junior Faculty at the Affiliates comprise full-time Associate Professors, Assistant Professors, Instructors, and Clinical Faculty. Junior Faculty at FAS (all divisions), SEAS, HBS, HMS Quad, HSPH, HLS, HKS, HGSE, GSD, HDS, and HSDM comprise Associate and Assistant Professors.

 the Affiliates comprise full-time Professors, Associate Professors, Assistant Professors, Instructors, and Clinical Faculty.

TABLE 5: NUMBER OF HARVARD LADDER FACULTY¹ BY SCHOOL AND RACE/ETHNICITY 2003-04 THROUGH 2012-13

|  | AsianPacific Slander |  |  |  |  |  |  |  |  |  | Black |  |  |  |  |  |  |  |  |  | Latino |  |  |  |  |  |  |  |  |  | Native American |  |  |  |  |  |  |  |  |  | $\begin{array}{\|c\|} \hline \begin{array}{c} \text { Twoor } \\ \text { More } \end{array} \\ \hline \text { 2012-13 } \end{array}$ | $\begin{array}{\|c} \hline \begin{array}{c} \text { Native Hawaiian } \\ \text { or Other Pacific } \\ \text { Islander } \end{array} \\ \hline 2012-13 \\ \hline \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\frac{2033}{141}$ | 220405 | [2005-06 2006-07 |  | $\frac{2007-082}{} \frac{162}{2}$ | $\frac{2008-092}{168}$ | $\frac{92009-10}{177}$ | 2010-11 2011-12 2012-13 |  |  | 2003.04120405 |  | 2005.06 2006-07 |  | -072007-08 | 2008-09 2009-11 |  | 20010-11 2011-12 2012-13 |  |  | $32003 \cdot 04$ | $420040.05$ | $\frac{52005-06}{35}$ | $\frac{6006-07}{38}$ | $\frac{2007 \cdot 08}{42}$ | 8 2008-09 2009-10 2010-11 20011-12 2012-13 |  |  |  |  | 2003.04 | 2004.05 |  |  | 2007-08 2008.09 |  | 2009-10 |  | 2011-12 2002-13 |  |  |  |
| HARVARO UNVERSTITY |  | 145 | 153 | 160 |  |  |  | 187 | 200 | 189 | 40 | 42 | 37 | 45 | 46 | 47 | 45 | 46 | 46 | 48 |  |  |  |  |  | 43 | 45 | 51 | 57 | 60 | 1 | 1 | 3 | 3 | 3 | 3 | 2 | 4 | 5 | 1 | 15 |  |
| Faculy of Ats and Sciences | 45 | 44 | 49 | 54 | 54 | 58 | 61 | 59 | 63 | 59 | 17 | 18 | 14 | 20 | 21 | 23 | 21 | 21 | ${ }^{23}$ | 25 | 12 | 13 | 13 | 15 | 14 | 14 | 15 | 16 | 19 | 19 | 0 | 0 | 2 | 2 | 2 | 2 | 1 | 1 | 4 | 0 | 8 | 0 |
| Humanities ${ }^{3}$ | 12 | 12 | 14 | 14 | 15 | 16 | 16 | 15 | 17 | 17 | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 6 | 5 | 4 | 5 | 5 | 5 | 6 | 7 | 8 | 8 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 0 | 2 | 0 |
| Social Sciences ${ }^{\text {a }}$ | 13 | 12 | 12 | 14 | 12 | 12 | 13 | 12 | 13 | 11 | 15 | 15 | 12 | 17 | 18 | 20 | 18 | 17 | 19 | 20 | 4 | 5 | 6 | 6 | 4 | 5 | 4 | 4 | 4 | 4 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 3 | 0 |
| Natural Sciences ${ }^{5}$ | 20 | 20 | 23 | 26 | 27 | 30 | 32 | 32 | 33 | 31 | 0 | 1 | 1 | 1 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 4 | 5 | 4 | 5 | 5 | 7 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 3 | 0 |
| Life Sciences | 9 | 9 | 8 | 10 | 11 | 12 | 14 | 14 | 15 | 14 | 0 | 1 | 1 | 1 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 4 | 4 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0 | 1 | 0 |
| Physical Sciences | 11 | 11 | 15 | 16 | 16 | 18 | 18 | 18 | 18 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 0 |
| SEAS | 9 | 9 | 11 | 12 | 12 | 13 | 15 | 18 | 18 | 17 | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| FAS Total | 54 | 53 | 60 | 66 | 66 | 71 | 76 | 77 | 81 | 76 | 17 | 18 | 14 | 22 | 23 | 25 | 23 | 23 | 25 | 26 | 12 | ${ }^{13}$ | ${ }^{13}$ | 15 | 14 | 14 | 15 | 16 | 19 | 19 | 0 | 0 | 2 | 2 | 2 | 2 | 1 | 1 | 4 | 0 | 9 | 0 |
| HBS | 25 | 26 | 27 | 28 | 31 | 32 | 33 | 35 | 39 | 40 | 6 | 5 | 5 | 5 | 6 | 6 | 4 | 3 | 3 | 2 | 7 | 7 | 7 | 7 | 9 | 9 | 9 | 9 | 10 | 11 | 0 | 0 |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| HMS ${ }^{\text {e }}$ | 16 | 19 | 21 | 20 | 22 | 21 | 23 | 22 | 25 | 29 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 4 | 4 | 4 | 4 | 4 | 5 | 6 | 6 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| HSPH | 31 | 32 | 29 | 29 | 27 | 26 | 24 | 23 | 24 | 23 | 2 | 3 | 4 | 4 | 5 | 4 | 3 | 4 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 5 | 3 | 5 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| HLS | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 3 | 4 | 4 | 7 | 6 | 6 | 6 | 6 | 6 | 6 | 7 | 7 | 8 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | - | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 |
| HKS | 6 | 6 | 7 | 8 | 7 | , | 8 | 10 | 10 | 8 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 3 | 3 | 3 | 3 | 4 | 4 | 5 | 5 | 7 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| HGSE | 2 | 2 | 2 | 3 | 4 | 5 | 7 | 7 | 7 | 6 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 5 | 4 | 2 | 0 | 0 | 0 | 1 | 1 | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GSD | 2 | 2 | , | 1 | 2 | 2 | 2 | 4 | 6 | 6 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 5 | 5 | 5 | 6 | 7 | 8 | 7 | 6 | 6 | 7 | 0 | - 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| HDS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 3 | 3 | 3 | 0 | - 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| HSDM | 3 | 4 | 4 | 2 | 2 | 4 | 5 | 6 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Professional Schools Total | ${ }^{86}$ | 92 | 93 | ${ }^{93}$ | 97 | 100 | 104 | 110 | 122 | 116 | ${ }^{23}$ | 24 | ${ }^{23}$ | ${ }^{24}$ | 25 | ${ }^{24}$ | 23 | 25 | 25 | 25 | ${ }^{27}$ | ${ }^{27}$ | 26 | ${ }^{27}$ | 31 | 32 | 35 | 35 | 41 | ${ }_{4}$ | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 6 | 0 |
| Other Totala ${ }^{\text {l }}$ | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 3 | , | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | , | 10 | 0 | 0 | $\underline{0}$ | 0 | 0 | 0 | 0 |  | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Medical School Clinical and Hospital Total ${ }^{910}$ | 962 | 1,019 | 1,087 | 1,196 | 1,266 | 1,410 | 1,493 | 1,594 | 1,796 | 1,912 | 155 | 157 | 168 | 175 | 168 | 172 | 177 | 187 | 202 | 219 | 212 | 219 | 227 | 248 | 279 | 288 | 288 | 295 | 321 | 367 | 6 | 9 | 8 | 9 | 15 | 13 | 13 | 15 | 16 | 15 | 19 | 55 |

Ladder Faculty are defined as Assistant Professors or Convertible Instructors, Associate Professors, and Professors that have been appointed in the following Schools: FAS (all divisions), SEAS, HBS, HMS Quad, HSPH, HLS, HKS, HGSE, GSD, HDS, and HSDM. Non-tenured Professors are included in the dataset as Professors because we cannotreliably distinguish them from tenured Professors a t this time. Professors of the Pracice are considered Non-Ladder Faculty in all Schools except GSD where they are grouped with Ladder Facuity. Adjunct Assistants and Adjunct Associates at GSD are also considered Ladder Faculty, but not in any other School Adjunct Professors are Non-Ladder Faculty everrwhere, including GSD. Ladder Faculty at the Afflilates comprise full-time Professors, Associate Professors, Assistant Professors, Instructors and Clinical Facuity.
Though Ladder Faculty may have multiple appointments across the Schools, we count each only once at the University level. However, they are counted once in each of their Schools at the School level. So the sum of the School counts will be greater than that of the University. We provide data for the Faculty of Arts and Sciences and break it out into three divisions: Humanties, Social Sciences, and Natural Sciences. Natural Sciences is a combination of Life Sciences and Physical Sciences. SEAS counts are not included in the Faculty of Arts and Sciences totals, but rather indicated separately, regardless of the snapshot year, even though the data include years in which SEAS was part of FAS and caled DEAS. For those earlier years, SEAS is stiil counted separateily from FAS for purposes of consistency and comparabiity,
${ }^{23}$ Departments of the FAS Humanities Division: Celtic Languages and Literatures, Classics, Comparative Literature, East Asian Languages and Civiilzations, Engish and American Literature and Language, Expository Writing, Folklore and Mythology, Germanic Languages and Literatures, History and Literature, History of Art and Architecture, Linguistics, Music, Near Eastern Languages and Civilizations, Philosophy, Romance Languages and Literatures, Sanskrit and Indian Studies, Slavic Languages and Literatures, Study of Religion, and Visual and Environmental Studies,
${ }^{[4]}$ Departments of the FAS Social Sciences Division: African and African-American Studies, Anthropology, Economics, Government, History, History of Science, Psychology, Social Studies, Sociology, and Studies of Women, Gender, and Sexuality.
${ }^{[5]}$ Departments of the FAS Natural Sciences Division: Astronomy, Chemistry and Chemical Biology, Earth and Planetary Sciences, Environmental Science and Public Policy, Human Evolutionary Biology, Mathematics, Molecular and Cellular Biology, Organismic and Evolutionary Biology, Physics, Staitisics, and Stem Cell and Regenerative Biology.
${ }^{[6]}$ The Medical School includes nine Basic and Social Science Departments.
${ }^{[7]}$ Appointments in "OTHER" include those in Radcifife, President's Office, University Professors, Office of the Governing Boards, and Memorial Church. Faculty in the Medical and Dental Affiliates are not included here, regardless of their rank and ladder status.
[JJunior Faauly at the Afflilates comprise full-time Associate Professors, Assistant Professors, Instructors, and Clinical Faculty. Junior Faculty a FAS (all divisions), SEAS, HBS, HMS Quad, HSPH, HLS, HKS, HGSE, GSD, HDS, and HSDM comprise Associate and Assistant Professors.
 SeniorLife, Joslin Diabetes Center, Judge Baker Chidren's Center,
Professors, Assistant Professors, Instructors, and Clinical Faculty.
 International faculty are included as part of each category and not listed separately. Harvard Affiliates minority categories include Asian, American Indian/Alaska Native, Black/African-American, Hispanic/Latino, White, and Not Specified. Individuals in the Not Specified category have not been listed here.

TABLE 6: NUMBER OF HARVARD LADDER FACULTY ${ }^{1}$ BY SCHOOL AND RACE/ETHNICITY 2003-04 THROUGH 2012-13

|  | Asian/Pacific Islander |  |  |  |  |  |  |  |  |  | Underrepresented Minorities ${ }^{11}$ |  |  |  |  |  |  |  |  |  | White |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| HARVARD UNIVERSITY ${ }^{2}$ | 141 | 145 | 153 | 160 | 162 | 168 | 177 | 187 | 200 | 189 | 76 | 79 | 75 | 86 | 91 | 93 | 92 | 101 | 108 | 124 | 1,224 | 1,233 | 1,260 | 1,259 | 1,276 | 1,284 | 1,283 | 1,260 | 1,258 | 1,236 |
| Faculty of Arts and Sciences | 45 | 44 | 49 | 54 | 54 | 58 | 61 | 59 | 63 | 59 | 29 | 31 | 29 | 37 | 37 | 39 | 37 | 38 | 46 | 52 | 503 | 513 | 530 | 539 | 551 | 554 | 552 | 548 | 534 | 509 |
| Humanities ${ }^{3}$ | 12 | 12 | 14 | 14 | 15 | 16 | 16 | 15 | 17 | 17 | 8 | 7 | 6 | 8 | 7 | 7 | 8 | 9 | 10 | 12 | 171 | 179 | 187 | 190 | 188 | 184 | 180 | 179 | 172 | 167 |
| Social Sciences ${ }^{4}$ | 13 | 12 | 12 | 14 | 12 | 12 | 13 | 12 | 13 | 11 | 19 | 20 | 19 | 25 | 23 | 26 | 23 | 22 | 22 | 27 | 207 | 207 | 204 | 206 | 217 | 213 | 206 | 196 | 191 | 181 |
| Natural Sciences ${ }^{5}$ | 20 | 20 | 23 | 26 | 27 | 30 | 32 | 32 | 33 | 31 | 2 | 4 | 4 | 5 | 7 | 6 | 7 | 8 | 11 | 13 | 125 | 127 | 139 | 143 | 146 | 157 | 166 | 173 | 171 | 161 |
| Life Sciences | 9 | 9 | 8 | 10 | 11 | 12 | 14 | 14 | 15 | 14 | 2 | 3 | 3 | 4 | 5 | 5 | 6 | 7 | 9 | 10 | 60 | 60 | 66 | 70 | 75 | 85 | 89 | 93 | 95 | 92 |
| Physical Sciences | 11 | 11 | 15 | 16 | 16 | 18 | 18 | 18 | 18 | 17 | 0 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 3 | 65 | 67 | 73 | 73 | 71 | 72 | 77 | 80 | 76 | 69 |
| SEAS | 9 | 9 | 11 | 12 | 12 | 13 | 15 | 18 | 18 | 17 | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 51 | 56 | 56 | 57 | 56 | 53 | 53 | 56 | 57 | 55 |
| FAS Total | 54 | 53 | 60 | 66 | 66 | 71 | 76 | 77 | 81 | 76 | 29 | 31 | 29 | 39 | 39 | 41 | 39 | 40 | 48 | 54 | 554 | 569 | 586 | 596 | 607 | 607 | 605 | 604 | 591 | 564 |
| HBS | 25 | 26 | 27 | 28 | 31 | 32 | 33 | 35 | 39 | 40 | 13 | 12 | 12 | 12 | 15 | 15 | 13 | 12 | 13 | 14 | 146 | 139 | 140 | 136 | 134 | 136 | 136 | 131 | 135 | 125 |
| HMS ${ }^{6}$ | 16 | 19 | 21 | 20 | 22 | 21 | 23 | 22 | 25 | 29 | 4 | 6 | 6 | 6 | 6 | 6 | 7 | 8 | 8 | 10 | 160 | 173 | 180 | 185 | 191 | 194 | 196 | 200 | 194 | 192 |
| HSPH | 31 | 32 | 29 | 29 | 27 | 26 | 24 | 23 | 24 | 23 | 6 | 7 | 9 | 9 | 10 | 8 | 8 | 7 | 10 | 10 | 114 | 116 | 113 | 111 | 105 | 106 | 102 | 110 | 112 | 89 |
| HLS | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 3 | 4 | 4 | 9 | 8 | 8 | 8 | 8 | 8 | 8 | 9 | 9 | 10 | 71 | 70 | 73 | 70 | 73 | 80 | 83 | 80 | 78 | 74 |
| HKS | 6 | 6 | 7 | 8 | 7 | 8 | 8 | 10 | 10 | 8 | 5 | 5 | 5 | 5 | 6 | 6 | 7 | 7 | 7 | 9 | 72 | 69 | 64 | 61 | 60 | 62 | 60 | 57 | 57 | 45 |
| HGSE | 2 | 2 | 2 | 3 | 4 | 5 | 7 | 7 | 7 | 6 | 7 | 6 | 3 | 3 | 3 | 4 | 5 | 5 | 6 | 7 | 35 | 33 | 31 | 34 | 36 | 37 | 36 | 34 | 34 | 34 |
| GSD | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 4 | 6 | 6 | 6 | 6 | 5 | 6 | 7 | 8 | 8 | 7 | 7 | 9 | 42 | 42 | 44 | 43 | 44 | 43 | 42 | 43 | 44 | 50 |
| HDS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 2 | 3 | 2 | 2 | 3 | 5 | 6 | 7 | 24 | 22 | 23 | 24 | 26 | 25 | 26 | 25 | 22 | 20 |
| HSDM | 3 | 4 | 4 | 2 | 2 | 4 | 5 | 6 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 19 | 18 | 23 | 21 | 19 | 19 | 20 | 18 | 17 | 6 |
| Professional Schools Total | 86 | 92 | 93 | 93 | 97 | 100 | 104 | 100 | 100 | 116 | 51 | 52 | 50 | 52 | 57 | 57 | 59 | 61 | 67 | 76 | 683 | 682 | 691 | 685 | 688 | 702 | 701 | 698 | 693 | 635 |
| Other Total ${ }^{7}$ | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 3 | 2 | 5 | 3 | 5 | 4 | 5 | 7 | 6 | 6 | 7 | 7 | 15 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Medical School Clinical and Hospital Total ${ }^{910}$ | 962 | 1,019 | 1,087 | 1,196 | 1,266 | 1,410 | 1,493 | 1,594 | 1,796 | 1,912 | 373 | 385 | 403 | 432 | 462 | 473 | 478 | 497 | 539 | 693 | 6,155 | 6,280 | 6,408 | 6,603 | 6,704 | 6,862 | 6,922 | 7,075 | 7,471 | 7,862 |


 Associate Professors, Assistant Professors, Instructors and Clinical Faculty.

 consistency and comparability.
${ }^{[3]}$ Departments of the FAS Humanities Division. Colic Lic Civilizaztions, Philosophy, Romance Languages and Literatures, Sanskitand Indian Studies, Slavic Languages and Literatures, Study of Reigion, and Vissual and Environmental Studies.
${ }^{[14]}$ Departments of the FAS Social Sciences Division: African and African-American Studies, Antitropology, Economics, Government, History, History of Science, Psychology, Social Studies, Sociology, and Studies of Women, Gender, and Sexuality.
${ }^{[5]}$ Departments of the FAS Natural Sciences Division: Astronomy, Chemistry and Chemical Biology, Earth and Planetary Sciences, Environmental Science and Public Policy, Human Evolutionary Biology, Mathemaicics, Molecular and Celluar Biology, Organismic and Evolutionary Biology, Physics, Staisisics, and Stem Cell and Regenerative Biology.
${ }^{[6]}$ The Medical School incudes nine Basic and Social Science Departments.

$\left.{ }^{[8]}\right]_{\text {Junior Faculty at the Affiliates comprise full-time Associate Professors, Assistant Professors, Instructors, and Clinical Faculty. Junior Faculty at FAS (all divisions), SEAS, HBS, HMS Quad, HSPH, HLS, HKS, HGSE, GSD, HDS, and HSDM comprise Associate and Assistant Professors. }}{ }^{[9}$ The

${ }^{10} 10$ Harvard University minority categoies include Asian, Black or African American, HispaniclLatino, American Indian or Alaska Native, Native Hawaiian or Other Pacific slander, Two or More Races and White. Prior 2011-12, minoority categories included
${ }^{[11}$ Undeerrepresented minoorites includes Black, Latino, Native Hawaiian and Other Pacific Islander, and American Indian and Native Alaskan racelethnicity categories.

TABLE 7: NUMBER OF HARVARD ASIAN/PACIFIC LADDER FACULTY ${ }^{1}$ BY SCHOOL AND RANK 2003-04 THROUGH 2012-13

|  | Assistants |  |  |  |  |  |  |  |  |  | Associates |  |  |  |  |  |  |  |  |  | Professors |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 1 2011-12 | 2012-13 | 2003-04 | 2004-05 | 52005-06 | 2006-07 | 2007-08 | [ 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2003-04 | \|2004-05 | 2005-06 | 2006-07 | 2007-08 | 8 2008-09 | 9 2009-10 | 2010-11 | \| 2011-12 | 2012-13 |
| HARVARD UNIVERSITY ${ }^{2}$ | 57 | 54 | 58 | 60 | 59 | 59 | 60 | 64 | 63 | 41 | 33 | 35 | 30 | 28 | 26 | 26 | 30 | 31 | 37 | 45 | 51 | 56 | 65 | 72 | 77 | 83 | 87 | 92 | 100 | 103 |
| Faculty of Arts and Sciences | 15 | 12 | 14 | 17 | 16 | 17 | 15 | 13 | 11 | 6 | 7 | 7 | 8 | 8 | 6 | 6 | 9 | 7 | 10 | 16 | 23 | 25 | 27 | 29 | 32 | 35 | 37 | 39 | 42 | 40 |
| Humanities ${ }^{3}$ | 4 | 4 | 4 | 3 | 3 | 2 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 2 | 3 | 3 | 3 | 2 | 1 | 2 | 7 | 7 | 8 | 9 | 9 | 11 | 11 | 12 | 14 | 13 |
| Social Sciences ${ }^{4}$ | 5 | 3 | 4 | 5 | 4 | 4 | 3 | 3 | 3 | 1 | 3 | 3 | 2 | 3 | 1 | 2 | 3 | 1 | 1 | 2 | 5 | 6 | 6 | 6 | 7 | 6 | 7 | 8 | 9 | 8 |
| Natural Sciences ${ }^{5}$ | 6 | 5 | 6 | 9 | 9 | 11 | 10 | 9 | 6 | 3 | 3 | 3 | 4 | 3 | 2 | 1 | 3 | 4 | 8 | 9 | 11 | 12 | 13 | 14 | 16 | 18 | 19 | 19 | 19 | 19 |
| Life Sciences | 1 | 1 | 0 | 2 | 3 | 3 | 4 | 5 | 3 | 2 | 3 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 3 | 4 | 5 | 6 | 6 | 7 | 8 | 9 | 10 | 9 | 9 | 8 |
| Physical Sciences | 5 | 4 | 6 | 7 | 6 | 8 | 6 | 4 | 3 | 1 | 0 | 1 | 2 | 2 | 2 | 1 | 3 | 4 | 5 | 5 | 6 | 6 | 7 | 7 | 8 | 9 | 9 | 10 | 10 | 11 |
| SEAS | 4 | 3 | 3 | 2 | 2 | 3 | 3 | 4 | 4 | 2 | 0 | 1 | 2 | 4 | 3 | 2 | 2 | 3 | 3 | 3 | 5 | 5 | 6 | 6 | 7 | 8 | 10 | 11 | 11 | 12 |
| FAS Total | 19 | 15 | 17 | 19 | 18 | 20 | 18 | 17 | 15 | 8 | 7 | 8 | 10 | 12 | 9 | 8 | 11 | 10 | 13 | 19 | 28 | 30 | 33 | 35 | 39 | 43 | 47 | 50 | 53 | 52 |
| HBS | 9 | 8 | 9 | 11 | 11 | 10 | 11 | 12 | 15 | 13 | 7 | 6 | 6 | 3 | 3 | 4 | 4 | 5 | 5 | 8 | 9 | 12 | 12 | 14 | 17 | 18 | 18 | 18 | 19 | 19 |
| HMS ${ }^{6}$ | 4 | 7 | 9 | 8 | 10 | 9 | 11 | 11 | 9 | 10 | 8 | 7 | 3 | 3 | 3 | 3 | 3 | 4 | 6 | 7 | 4 | 5 | 9 | 9 | 9 | 9 | 9 | 7 | 10 | 12 |
| HSPH | 16 | 16 | 15 | 14 | 13 | 10 | 8 | 8 | 7 | 6 | 7 | 8 | 6 | 7 | 7 | 8 | 9 | 8 | 9 | 6 | 8 | 8 | 8 | 8 | 7 | 8 | 7 | 7 | 8 | 11 |
| HLS | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 3 |
| HKS | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 0 | 1 | 2 | 2 | 3 | 2 | 1 | 1 | 1 | 1 | 3 | 2 | 2 | 2 | 3 | 3 | 4 | 5 | 6 | 6 | 5 |
| HGSE | 2 | 2 | 2 | 2 | 2 | 3 | 5 | 4 | 4 | 3 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 2 | 2 | 2 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| GSD | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 |
| HDS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| HSDM | 1 | 2 | 2 | 2 | 2 | 4 | 5 | 6 | 7 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Professional Schools Total | 36 | 38 | 40 | 40 | 41 | 40 | 43 | 47 | 49 | 34 | 26 | 26 | 20 | 16 | 17 | 18 | 19 | 21 | 24 | 29 | 24 | 28 | 33 | 37 | 39 | 42 | 42 | 42 | 49 | 53 |
| Other Total ${ }^{7}$ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 |
|  |  |  |  |  |  |  |  |  |  |  | Junior Faculty ${ }^{8}$ |  |  |  |  |  |  |  |  |  | Professors |  |  |  |  |  |  |  |  |  |
| IVearcal School CIInical and Hospital Total ${ }^{910}$ | Q | \% | - | - | W | - | - | + | W, | - | 945 | 1,001 | 1,069 | 1,173 | 1,240 | 1,383 | 1,464 | 1,555 | 1,749 | 1,864 | 17 | 18 | 18 | 23 | 26 | 27 | 29 | 39 | 47 | 48 |

The source of these data is PeopleSottH-arvard Data Warehouse, with a few modifications to errors found when data cleaning. It contains snapshots of ladder faculty from July 1 of 2003 -2009 pulled from the system on October 5,2009 and snapshoits as of September 1 for 2010 -13.


 ${ }^{14}{ }^{[4]}$ Departments of the FAS Social Sciences Division: African and African-American Studies, Anthroooloav, Economics. Government. Historv, Histor of Science. Psvcholoav, Social Studies. Socioloav. and Studies of Women, Gender, and Sexuality.
${ }^{{ }^{15} \text { D }}$ Departments of the FAS Natural Sciences Division: Astronomv. Chemistrvand Chemical Bioloav. Earth and Planetarv Sciences. Environmental Science and Public Policy. Human Evolutionarv Bioloav. Mathematics. Molecular and Cellular Bioloav. Oraanismic and Evolutionarv Bioloav. Physics. Statistics. and Stem Cell and Reaenerative Bioloav.
The Medical School incudes nine Basic and Social Science Departments.
A8poointments in "OTHER" include those in Radoliffe. President's Office. University Professorrs. Office of the Govemina Boards. and Memorial Church. Facuitv in the Medica and Dental Affliates are not included here. rearardess of their rank and ladder status.




TABLE 8: NUMBER OF UNDERREPRESENTED MINORITY LADDER FACULTY ${ }^{1}$ BY SCHOOL AND RANK 2003-04 THROUGH 2012-13

|  | Assistants |  |  |  |  |  |  |  |  |  | Associates |  |  |  |  |  |  |  |  |  | Professors |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | \| 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2003-04 | \|2004-05 | 2005-06 | 2006-07 | 2007-08 | 82008-09 | 92009-10 | 2010-11 | 12011-12 | 2012-13 | 2003-04 | \|2004-05 | 2005-06\| | 2006-07 | 2007-08 | 8 2008-09 | 2009-10\| | \|2010-11 | 2011-12 | 2012-13 |
| HARVARD UNIVERSITY ${ }^{2}$ | 27 | 29 | 29 | 29 | 31 | 30 | 25 | 29 | 27 | 24 | 10 | 13 | 11 | 15 | 16 | 18 | 18 | 15 | 20 | 27 | 39 | 37 | 35 | 42 | 44 | 45 | 49 | 57 | 61 | 73 |
| Faculty of Arts and Sciences | 11 | 10 | 10 | 12 | 12 | 11 | 10 | 11 | 9 | 7 | 3 | 6 | 6 | 6 | 4 | 5 | 3 | 2 | 7 | 9 | 15 | 15 | 13 | 19 | 21 | 23 | 24 | 25 | 30 | 38 |
| Humanities ${ }^{3}$ | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 2 | 2 | 1 | 2 | 1 | 0 | 1 | 1 | 0 | 0 | 2 | 1 | 3 | 2 | 2 | 4 | 3 | 3 | 5 | 5 | 7 | 9 |
| Social Sciences ${ }^{4}$ | 6 | 6 | 6 | 6 | 5 | 5 | 3 | 3 | 3 | 2 | 2 | 3 | 4 | 5 | 3 | 4 | 3 | 1 | 2 | 2 | 11 | 11 | 9 | 13 | 15 | 17 | 16 | 17 | 19 | 23 |
| Natural Sciences ${ }^{5}$ | 1 | 1 | 1 | 2 | 4 | 3 | 4 | 4 | 4 | 2 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 3 | 5 | 1 | 2 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 6 |
| Life Sciences | 1 | 0 | 0 | 1 | 2 | 2 | 3 | 3 | 4 | 2 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 2 | 4 | 1 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 4 |
| Physical Sciences | 0 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 |
| SEAS | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| FAS Total | 11 | 10 | 10 | 14 | 14 | 13 | 12 | 13 | 10 | 8 | 3 | 6 | 6 | 6 | 4 | 5 | 3 | 2 | 8 | 10 | 15 | 15 | 13 | 19 | 21 | 23 | 21 | 25 | 30 | 38 |
| HBS | 7 | 6 | 6 | 6 | 5 | 4 | 1 | 1 | 2 | 3 | 2 | 2 | 2 | 2 | 5 | 6 | 7 | 6 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 7 | 6 |
| HMS ${ }^{6}$ | 1 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 1 | 3 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 |
| HSPH | 4 | 5 | 6 | 4 | 4 | 3 | 2 | 2 | 3 | 4 | 1 | 1 | 2 | 4 | 4 | 3 | 3 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 3 | 3 | 5 | 4 |
| HLS | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 7 | 7 | 8 | 8 | 8 | 8 | 9 | 9 | 10 |
| HKS | 1 | 1 | 1 | 1 | 2 | 3 | 3 | 2 | 3 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 5 |
| HGSE | 3 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 3 | 2 | 1 | 1 | 1 | 1 | 3 | 3 | 3 | 3 |
| GSD | 0 | 0 | 0 | 1 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 3 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 |
| HDS | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 3 | 4 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 4 |
| HSDM | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Professional Schools Total | 17 | 19 | 19 | 15 | 16 | 16 | 13 | 15 | 18 | 18 | 7 | 8 | 6 | 10 | 12 | 13 | 14 | 13 | 12 | 18 | 27 | 25 | 25 | 27 | 29 | 28 | 31 | 31 | 31 | 40 |
| Other Total ${ }^{7}$ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 3 | 2 | 5 |
|  | Junior Faculty ${ }^{8}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Professors |  |  |  |  |  |  |  |  |  |
| Medical School Clinical and |  |  |  |  |  |  |  | 1....... |  | $1 \times+\ldots$ | 367 | 377 | 393 | 421 | 450 | 461 | 467 | 485 | 521 | 670 | 6 | 8 | 10 | 11 | 12 | 12 | 11 | 12 | 18 | 23 |


 including GSD. Ladder Faculty at the Aftiliates comprise full-time Professors, Associate Professors, Assistant Professors, Instructors and Clinical Faculty.

 divisions: Humanties, Social Sciences, and Naturar Sciences. Natural Sciences is a combination ontie sciennes
For those eariier years, SEAS is still counted separately from FAS for purposes of consistency and comparability.
 Near Eastern Languages and Civilizations, Philosophy, Romance Languages and Literatures, Sanskit and Indian Studies, Slavic Languages and Literature, Study of Religion, and Visual and Environmental Studies,
${ }^{[4]}$ Departments of the FAS Social Sciences Division: African and African-American Studies, Anthropology, Economics, Government, History, History of Science, Psychology, Social Studies, Sociology, and Studies of Women, Gender, and Sexuality.
${ }^{[5]}$ Departments of the FAS Natural Sciences Division: Astronomy, Chemistry and Chemical Biology, Earth and Planetary Sciences, Environmental Science and Public Policy, Human Evolutionary Biology, Mathematics, Molecular and Cellular Biology, Organismic and Evolutionary Biology, Physics, Staisicics, and Stem Cell and Regenerative Biology.
${ }^{[66]}$ The Medical School includes nine Basic and Social Science Departments.
${ }^{[1]}$ Appointments in "OTHER" include those in Raddiffe, President's Office, University Professors, Office of the Goverming Boards, and Memorial Church. Faculty in the Medical and Dental Affiliates are not included here, regardless of their rank and ladder status.
${ }^{[83]}$ Junior Faculty at the Affiliates comprise full-lime Associate Professors, Assistant Professors, Instructors, and Clinical Faculty. Junior Faculty at FAS (all divisions), SEAS, HBS, HMS Quad, HSPH, HLS, HKS, HGSE, GSD, HDS, and HSDM comprise Associate and Assistant Professors.

 Professors, Associate Professors, Assistant Professors, Instructors, and Clinical Faculty.
 designation. International faculty are included as part of each category and not listed separately. Harvard Affliates minority categories include Asian, American Indian/Alaska Native, BlackAffican-American, HispaniclLatino, White, and Not Specified. Individuals in the Not Specified category have not been listed here.
${ }^{[11}$ Underrepresented minorities includes Black, Latino, Native Hawaiian and Other Pacific slander, and American Indian and Native Alaskan racelethnicity categories.

TABLE 9: NUMBER OF WHITE LADDER FACULTY ${ }^{1}$ BY SCHOOL AND RANK 2003-04 THROUGH 2012-13

|  | Assistants |  |  |  |  |  |  |  |  |  | Associates |  |  |  |  |  |  |  |  |  | Professors |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 9009-10 | 2010-11 | 2011-12 | 2012-13 | 2003-04 | [2004-05 | 2005-06\| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| HARVARD UNIVERSITY ${ }^{2}$ | 251 | 226 | 233 | 226 | 232 | 234 | 228 | 204 | 190 | 168 | 156 | 174 | 182 | 176 | 168 | 169 | 165 | 165 | 173 | 168 | 817 | 833 | 845 | 857 | 876 | 881 | 890 | 891 | 895 | 905 |
| Faculty of Arts and Sciences | 95 | 88 | 93 | 91 | 94 | 95 | 90 | 75 | 60 | 54 | 35 | 41 | 47 | 50 | 50 | 56 | 53 | 50 | 56 | 57 | 373 | 384 | 390 | 398 | 407 | 403 | 409 | 423 | 418 | 401 |
| Humanities ${ }^{3}$ | 39 | 38 | 39 | 36 | 34 | 26 | 24 | 20 | 13 | 13 | 11 | 14 | 18 | 22 | 17 | 22 | 16 | 14 | 18 | 15 | 121 | 127 | 130 | 132 | 137 | 136 | 140 | 145 | 141 | 140 |
| Social Sciences ${ }^{4}$ | 38 | 34 | 34 | 36 | 39 | 38 | 31 | 28 | 24 | 21 | 20 | 24 | 23 | 17 | 22 | 23 | 23 | 16 | 18 | 20 | 149 | 149 | 147 | 153 | 156 | 152 | 152 | 152 | 149 | 142 |
| Natural Sciences ${ }^{5}$ | 18 | 16 | 20 | 19 | 21 | 31 | 35 | 27 | 23 | 20 | 4 | 3 | 6 | 11 | 11 | 11 | 14 | 20 | 20 | 22 | 103 | 108 | 113 | 113 | 114 | 115 | 117 | 126 | 128 | 119 |
| Life Sciences | 11 | 9 | 12 | 10 | 13 | 22 | 23 | 17 | 16 | 11 | 3 | 3 | 4 | 9 | 9 | 8 | 10 | 14 | 14 | 17 | 46 | 48 | 50 | 51 | 53 | 55 | 56 | 62 | 65 | 64 |
| Physical Sciences | 7 | 7 | 8 | 9 | 8 | 9 | 12 | 10 | 7 | 9 | 1 | 0 | 2 | 2 | 2 | 3 | 4 | 6 | 6 | 5 | 57 | 60 | 63 | 62 | 61 | 60 | 61 | 64 | 63 | 55 |
| SEAS | 5 | 8 | 7 | 8 | 7 | 4 | 5 | 5 | 5 | 6 | 7 | 6 | 6 | 7 | 7 | 7 | 5 | 6 | 6 | 2 | 39 | 42 | 43 | 42 | 42 | 42 | 43 | 45 | 46 | 47 |
| FAS Total | 100 | 96 | 100 | 99 | 101 | 99 | 95 | 80 | 65 | 60 | 42 | 47 | 53 | 57 | 57 | 63 | 58 | 56 | 62 | 59 | 412 | 426 | 433 | 440 | 449 | 445 | 452 | 468 | 464 | 445 |
| HBS | 46 | 41 | 42 | 40 | 40 | 38 | 40 | 29 | 31 | 30 | 24 | 23 | 28 | 28 | 27 | 27 | 23 | 33 | 35 | 27 | 76 | 75 | 70 | 68 | 67 | 71 | 73 | 69 | 69 | 68 |
| HMS $^{6}$ | 29 | 27 | 34 | 33 | 39 | 43 | 39 | 41 | 32 | 28 | 22 | 27 | 29 | 30 | 26 | 25 | 28 | 27 | 27 | 29 | 109 | 119 | 117 | 122 | 126 | 126 | 129 | 132 | 135 | 149 |
| HSPH | 32 | 30 | 26 | 22 | 20 | 23 | 17 | 20 | 24 | 22 | 24 | 26 | 25 | 24 | 22 | 17 | 22 | 25 | 22 | 24 | 58 | 60 | 62 | 65 | 63 | 66 | 63 | 65 | 66 | 65 |
| HLS | 8 | 5 | 5 | 4 | 6 | 9 | 9 | 7 | 6 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 63 | 65 | 68 | 66 | 67 | 71 | 74 | 73 | 72 | 73 |
| HKS | 12 | 8 | 7 | 6 | 3 | 4 | 8 | 7 | 9 | 10 | 18 | 21 | 16 | 12 | 11 | 11 | 7 | 4 | 5 | 4 | 42 | 40 | 41 | 43 | 46 | 47 | 45 | 46 | 43 | 41 |
| HGSE | 5 | 5 | 4 | 6 | 8 | 7 | 8 | 7 | 7 | 6 | 4 | 4 | 3 | 3 | 4 | 6 | 5 | 6 | 7 | 6 | 26 | 24 | 24 | 25 | 24 | 24 | 23 | 21 | 20 | 22 |
| GSD | 4 | 5 | 6 | 8 | 7 | 7 | 5 | 7 | 6 | 8 | 16 | 15 | 17 | 12 | 14 | 13 | 12 | 11 | 12 | 16 | 22 | 22 | 21 | 23 | 23 | 23 | 25 | 25 | 26 | 27 |
| HDS | 5 | 2 | 2 | 3 | 4 | 3 | 3 | 3 | 3 | 1 | 3 | 5 | 1 | 1 | 1 | 2 | 3 | 3 | 1 | 2 | 16 | 15 | 20 | 20 | 21 | 20 | 20 | 19 | 18 | 17 |
| HSDM | 9 | 8 | 9 | 7 | 6 | 6 | 7 | 7 | 8 | 0 | 4 | 5 | 8 | 8 | 6 | 6 | 6 | 5 | 4 | 0 | 6 | 5 | 6 | 6 | 7 | 7 | 7 | 6 | 5 | 8 |
| Professional Schools Total | 150 | 131 | 135 | 129 | 133 | 140 | 136 | 128 | 126 | 108 | 115 | 126 | 127 | 118 | 111 | 107 | 106 | 114 | 113 | 108 | 418 | 425 | 429 | 438 | 444 | 455 | 459 | 456 | 454 | 470 |
| Other Total ${ }^{7}$ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 5 | 4 | 5 | 7 | 6 | 6 | 7 | 7 | 17 |
|  | Junior Faculy ${ }^{8}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Professors |  |  |  |  |  |  |  |  |  |
| Medical School Clinical and Hospital Total ${ }^{910}$ |  |  |  |  |  |  |  | - |  | 1 mou 1 | 5,658 | 5,760 | 5,854 | 6,045 | 6,129 | 6,270 | 6,312 | 6,433 | 6,712 | 7,039 | 497 | 520 | 554 | 558 | 575 | 592 | 610 | 642 | 759 | 823 |
| The source of these data is Peoplesotthavard Data Warehouse, with few modifications to errors found when data cleaning. It contains snapshots of ladder faculy f rom July 1 of 2003-2009 pulled from the system on Octioer 5, 2009 and snapshoits as of September 1 for 2010 -13. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  <br>  the Affiliates comprise full-time Professors, Associate Professors, Assistant Professors, Instructors and Clinical Faculty. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  Languages and Civilizations, Philosophy, Romance Languages and Literatures, Sanskit and Indian Studies, Slavic Languages and Literatures, Study of Religion, and Visual and Environmental Studies. <br> ${ }^{[4]}$ Departments of the FAS Social Sciences Division: African and African-American Studies, Anthropology, Economics, Government, History, History of Science, Psychology, Social Studies, Sociology, and Studies of Women, Gender, and Sexuality. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ${ }^{[5]}$ Departments of the FAS Natural Sciences Division: Astronomy, Chemistry and Chemical Biology, Earth and Planetary Sciences, Environmental Science and Public Policy, Human Evolutionary Biology, Mathematics, Molecular and Celluar Biology, Organismic and Evolutionary Biology, Physics, Statisics, and Stem Cell and Regenerative Biology. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ${ }^{[6]} T_{\text {The }}$ Medical School includes nine Basic and Social Science Departments. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ${ }^{[7}$ Appoitments in "OTHER" include those in Radifife, President's Office, University Professors, Office of the Governing Boards, and Memorial Church. Faculty in the Medical and Dental Affiliates are not included here, regardless of their rank and ladder status. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ${ }^{[8]}$ Junior Faculty at the Affiliates comprise full-ime Associate Professors, Assistant Professors, Instuctors, and Clinical Faculty. Junior Faculty at FAS (all divisions), SEAS, HBS, HMS Quad, HSPH, HLS, HKS, HGSE, GSD, HDS, and HSDM compise Associate and Assistant Professors. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  <br>  Assistant Professors, Instructors, and Clinical Faculty. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  faculty are included as part of each category and not listed separately. Harvard Affiliates minority categories include Asian, American Indian/Alaska Native, Black/African-American, Hispanic/Latino, White, and Not Specified. Individuals in the Not Specified category have not beeen listed here. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## Faculty of Arts and Sciences

## Submitted by Nina Zipser, Dean for Faculty Affairs and Planning

## Faculty Demographic Trends

The FAS undertakes academic planning each year with the goal of maintaining the strength of the faculty. During the previous four years, the size of the faculty has been stable. Although the size of the faculty declined by 1.4 percent in 2011-2012, we expect it to bounce back in the coming academic year.

Figure 1: Ladder faculty in the FAS from fall 2003 through fall 2012


Note: The fall 2008 through fall 2012 faculty counts represent a September 1 snapshot, whereas the fall 2003 through fall 2007 counts represent a July 1 snapshot as in previous annual reports. This new counting methodology was implemented in order to capture appointments starting on September 1.

## Faculty of Arts and Sciences - continued

## Submitted by Nina Zipser, Dean for Faculty Affairs and Planning

The decline in the size of the faculty, as depicted in Figure 1, is due to a slightly higher-than-expected number of faculty departures, and a lower-than-expected yield in Science and SEAS searches.

## External Searches

In the 2011-12 academic year, 62 ladder (tenured and tenure-track) faculty searches were conducted. As a result of these searches, 43 offers were extended, of which 25 were accepted and 7 are still pending. Of the 25 accepted offers, 14 represent appointments that will begin in fall 2012 , while the remaining 11 new faculty have deferred their appointments to a later start date (and do not appear in the faculty totals in Figure 1). Thirteen additional faculty members, mostly acceptances from previous years, who had deferred their appointments, will also begin this fall.

## Departures

The effect of the FAS retirement program became apparent during the 2011-2012 academic year, with 15 tenured faculty members retiring. In comparison, over the last five years there were, on average, 6 tenured faculty retirements per year. The total number of faculty departures in during the 2011-2012 academic year was 37, including departures of tenured faculty for other reasons than retirement and tenure-track departures

## Promotions

In addition to the external search activity during the last academic year, the FAS concluded 23 associate promotion reviews and 28 tenure promotion reviews. All 23 of the associate professor reviews and 19 of the tenure reviews were successful.
Promotion rates have remained strong over the last four years. The tables below summarize the rate of promotion to associate professor and to tenured professor for those faculty members who chose to stand for review and whose review was completed during the 2008-2009 through 2011-2012 academic years (on average, 87\% of assistant professors and $70 \%$ of associate professors choose to stand for a promotion review).

Figure 2a: Promotion to Associate Professor among those standing for review (2008-2009 through 2011-2012)

|  | Promoted |
| :--- | :--- |
| Women | $95 \%$ |
| Men | $97 \%$ |
| Total | $96 \%$ |

Figure 2b: Promotion to Tenured Professor among those standing for review (2008-2009 through 2011-2012)

|  | Promoted |
| :--- | :--- |
| Women | $73 \%$ |
| Men | $74 \%$ |
| Total | $74 \%$ |

## Faculty of Arts and Sciences - continued

## Submitted by Nina Zipser, Dean for Faculty Affairs and Planning

## Demographic Trends

Including new appointments and tenure promotions, the FAS has a record number of tenured faculty.


While the FAS has more tenured women than ever before, the total number and percentage of women on the ladder faculty have remained approximately constant over the last five years. Currently, there are 181 women on the ladder faculty, representing 25 percent of the faculty. With respect to rank, women represent 23 percent of tenured faculty and 35 percent of tenure-track faculty. In the 2011-12 academic year, 44 percent of all accepted offers went to women, and women represented 32 percent of all successful tenure promotions.

The ethnic composition of the ladder faculty has also remained relatively constant over the last several years. Currently, 17 percent of the ladder faculty members are minorities. With respect to rank, minorities make up 15 percent of tenured faculty and 25 percent of tenure-track faculty. Of the 25 offers that have been accepted to-date, minorities represent 2 (or 8 percent) of these acceptances. Of the 19 successful promotion cases, 2 (or 11 percent) are minorities.

## Faculty of Arts and Sciences - continued

Submitted by Nina Zipser, Dean for Faculty Affairs and Planning
Figure 4: Ladder faculty in the FAS from fall 2003 through fall 2012, by ethnicity


The average age of the tenured faculty has continued to increase, even with a record number of promotions-to-tenure (19) and retirements (15) in the last academic year. Over the last ten years, the average age of the tenured faculty has risen from 55 to 57 . The chart below shows a robust upward shift in the age distribution of the tenured faculty.

## Faculty of Arts and Sciences - continued

Submitted by Nina Zipser, Dean for Faculty Affairs and Planning
Figure 5: Tenured faculty age distribution, fall 2002 versus fall 2012


The FAS continues to work on increasing diversity of all forms among the faculty. Since only $5 \%$ or less of the faculty is renewed each year, it is vital that decisions regarding searches and promotions are undertaken with enormous thought and care. The Divisional Deans are an important part of this process and work closely with departments on searches and promotions.

To further help departments with these efforts, the Dean has asked Mahzarin Banaji, Richard Clarke Cabot Professor of Social Ethics, to continue in her role as the Senior Adviser for Faculty Development. Professor Banaji has been meeting with department chairs to share research on the cognitive and affective bases of decision-making as it concerns the detection of talent, selection, hiring and promotion of the strongest faculty at Harvard. To further enhance the support for departments and search and committees, Professor Banaji is working with Vice Provost for Faculty Development and Diversity, Judy Singer to create a website for search committees that summarizes the research in the articles bank they have developed over the last two years. The article bank includes studies on the impact of diversity in professional and academic settings, trends in the academic and career trajectories of women and minorities, decision-making and judgment-formation, recommendations for promoting equity, and current diversity policies and practices in place at Harvard, peer institutions, and selected professional and government organizations. Faculty members on search committees will be encouraged to visit this website before they begin the process of searching. In addition, Professor Banaji, together with Elena Kramer, Bussey Professor of Organismic and Evolutionary Biology and Chair of the Standing Committee on Women, are preparing reports for the department chairs, which analyze hiring and promotion trends. Also, Professors Banaji and Kramer are working closely to create forums in which tenure-track faculty have the opportunity to present their work to faculty and deans.

# Harvard School of Engineering and Applied Science 

Submitted by Ed Kleifgen, Associate Dean for Administration and Academic Affairs

## Searches/Promotions

A broad range of ladder and non-ladder faculty searches were conducted during academic-year 2011-12, resulting in six non-ladder appointments (four female, including one minority female) that strengthened teaching and advising capacity significantly in math, computational science, and engineering science. We were also pleased that as a result of the ladder searches, two new faculty members accepted appointments at SEAS and will provide needed research and teaching capacity. One appointment is at the tenured level (female) and will also be a core member of the Wyss Institute for Biologically Inspired Engineering, and the other is a tenure-track appointment. These new faculty members will enhance our research and teaching efforts in materials science, applied math, and computer science. Several of the ladder faculty searches initiated in 2011-12 will continue into 2012-13.

Five successful promotion reviews were conducted during 2011-12. One was to the rank of associate professor in computer science (female), and four resulted in tenured appointments (one minority female and three males, including one minority).

Six tenured faculty members associated with SEAS retired this year and four more will transition into retirement over the next three years. A tenure-track woman left SEAS this year as well. These departures affect each of SEAS' seven Areas and make it essential that we continue to invest in developing and diversifying our faculty ranks.

## Mentoring

The Dean's focus on tenure-track faculty mentoring and development continued through individual meetings with tenure-track colleagues, lunch meetings with the entire tenure-track group, support for attending external development activities, and by engaging them in efforts to plan more internal development activities. The formal mentoring program was also reviewed and strengthened, which is coordinated locally by the Area Deans and includes mentors from within SEAS and beyond.

## Academic Programs

With the seven Area Deans and the Dean for Academic Programs, Dean Murray continued to focus on curricular and educational program planning. SEAS students benefited from an expanded design program and enhanced teaching laboratory infrastructure, including additional design teaching staff, new design program workspaces, and new state-of-the-art equipment. SEAS recruited two additional Assistant Directors of Undergraduate Studies (ADUS) to teach and advise students in engineering sciences and in environmental science and engineering, and hired preceptors into newly created positions for applied math, applied physics (focusing on the new AP50 course), and computer science, as well as a senior preceptor for design. These positions complement the ADUS positions for biomedical engineering and applied math and the preceptors in design and science and cooking that were added in 2010-11.

New undergraduate concentrations in Electrical Engineering and Mechanical Engineering were approved, along with a new graduate program in computational science, which all begin in the fall of 2012. The number of SEAS undergraduate concentrators continues to increase, as do women concentrating in computer science and interest by prospective students. We again received a record number of applications for our graduate programs.

SEAS also initiated efforts to integrate our programs and courses that focus on entrepreneurship and innovation within an emerging administrative structure that will also ultimately coordinate all SEAS teaching and learning support activities. These efforts include plans to develop new programs to assist faculty members with undergraduate and graduate course development and assessment.

## Community

The Dean's popular "All Hands Meetings," continued to be held quarterly and provided the entire SEAS community (faculty, staff, researchers, students) updates on academic planning, the School's financial status, and new programs, courses, initiatives, and research advancements. A continuing focus has been to celebrate faculty accomplishments, in both teaching and scholarship.

Submitted by Maureen Connelly, Dean for Faculty Affairs and Joan Reede, Dean for Diversity and Community Partnership

## Faculty Development and Diversity

In support of the initiatives recommended by the 2010 Task Force on Faculty Development and Diversity chaired by Nancy Tarbell, Dean for Academic and Clinical Affairs, a committee were convened in 2011 to focus specifically on the unique faculty development and diversity needs of the HMS quadrangle faculty. A needs assessment of all junior faculty in the basic and social sciences was conducted and recommendations for enhanced mentorship, cross-departmental programming and leadership training are currently being implemented.

To support the school-wide faculty development and diversity goals, three new senior leaders have been successfully recruited, including an Associate Dean for Academic and Clinical Affairs, an Assistant Dean for Diversity and Community Partnership, and a senior search specialist charged with facilitating a wholesale reconsideration of current recruitment practices. .

Key faculty development and diversity initiatives are in various stages of development and implementation in the areas of mentoring, career support, diversity recruitment, promotion, and communications. Among the highlights of the new initiatives has been the substantial revision of the professorial promotion process to improve transparency and the pace of the promotion review. As a result of the successful restructuring of the senior promotions process, a record number of HMS faculty members (103) were promoted to professor last year, and the average time of the senior promotions process was reduced from 16 months to 9 months. In collaboration with the Consortium of Hospital Affiliated Offices for Faculty Development and Diversity, HMS co-sponsored a popular and successful school-wide mentorship course. To disseminate information about faculty development and diversity opportunities and programs, the Office for Academic and Clinical Affairs has partnered with the Office of Communications and External Relations to develop a consistent communications and web presence regarding programs and opportunities.

In accordance with Harvard Medical School's commitment to building programs and systems that will ensure equity and the steady advancement through the academic and professional ranks of the very best faculty and staff from all backgrounds, the Office for Diversity Inclusion and Community Partnership and the Office of Postdoctoral Fellows have launched the Dean's Postdoctoral Fellowship. This new fellowship is a two-year program available in the HMS Quadrangle's basic and social science departments, which will prepare postdoctoral scientists from diverse backgrounds, particularly underrepresented minority scientists, for independent careers
in biomedical and social science research. The overarching goals of these initiatives are best summarized in Dean Flier's statement on diversity: "Merely attracting more minority and women faculty to HMS will not be enough. HMS must continue its commitment to building programs and systems that will ensure equity and the steady advancement through the academic and professional ranks of the very best faculty and staff from all backgrounds. This can be achieved through mentoring, training and support programs, aggressive recruitment, an array of pipeline programs and the strategic management of career transitions."

## Office for Diversity Inclusion and Community Partnership (DCP)

DCP and its Minority Faculty Development Program continue to promote the increased recruitment, retention and advancement of diverse faculty, particularly URM faculty, at HMS. An example of a DCP program aimed at leadership and career development is the three-day Faculty Development and Leadership Program, which in 2012 hosted 166 attendees. Now in its 8th year, this Program was designed for HMS junior health care professionals, particularly minority faculty, to address issues related to professional and career advancement in academic medicine and the public health arena, to engage health care professionals in leadership and health policy training and network building, and to expose minority health professionals, students, residents, staff and individuals from community agencies and organizations to health care issues impacting minority populations. DCP continues to sponsor two-year, non-degree Faculty Fellowship Programs for HMS junior faculty to enable them to pursue activities that promote their professional development. In addition, through DCP’s Center of Excellence in Minority Health and Health Disparities, a Health Disparities Post Graduate Fellowship is offered to provide training and support for URM post-graduate and junior faculty interested in minority health and/or health disparities. Recognizing that the residency programs affiliated with HMS provide an enormous pool of potential new faculty, DCP's Visiting Clerkship Program provides one-month clerkships at HMS-affiliated hospitals to qualified third-year URM medical students ( $\mathrm{n}=60$ in 2012). The goal of the program is to attract these individuals to apply to HMS-affiliated hospitals for residency positions and to develop them into Harvard faculty.

## Faculty Awards and Recognition

## Shore Fellowships

In 2011-12, the Office for Faculty Affairs sponsored the 17th annual Eleanor and Miles Shore 50th Anniversary Scholars in Medicine Fellowship program. Ninetyfour faculty members were recognized at a reception sponsored by the Dean. Under the umbrella of the Shore Fellowship program for the past 17 years, junior faculty have received more than $\$ 20$ million in 1 and 2 years grants to support faculty members' academic activities at a time in their careers when they are also managing personal responsibilities such as raising children.

HMS Foundation Funds
During the 2011-2012 awards cycle, 195 HMS junior faculty and postdocs competed for the HMS and Harvard University nominations for nineteen limited competition awards. Those who were nominated went on to compete at the national level, with nine HMS nominees being selected as award recipients for a total \$4,295,000 in funding. Awards received by HMS faculty included the prestigious Doris Duke Clinical Scientist Development Award, and Burroughs Wellcome Career Award for Medical Scientists.

Diversity, Mentorship and Community Service Awards
The Office for Diversity Inclusion and Community Partnership sponsors three awards to recognize excellence in mentoring, community service work, and to raise the awareness and importance of diversity at HMS. The Excellence in Mentoring Awards, established in 1995, honor members of the HMS and HSDM faculty who have been exemplary mentors. Nominations are submitted by medical and dental faculty, trainees and students. To date, 153 HMS/HSDM faculty have been recipients of the award. The Community Service Award, established in 1999, recognizes faculty, trainees, staff and students, who have made outstanding personal efforts by serving the local, national, or international community. There have been 85 awards given to date to faculty, trainees, students and staff. The Diversity Award for faculty and staff serves as a vehicle to raise the awareness and importance of diversity at HMS, and to honor those who demonstrate a significant commitment to creating an inclusive environment and the delivery of concrete outcomes. Since its inception in 1999, there have been 42 Diversity Awards presented to faculty and staff.

## Scholarship on Diversity

In partnership with Harvard Catalyst and through the ARRA Pathfinder Award to Promote Diversity in the Scientific Workforce "A Systems Approach to Advancing Workforce Inclusion and Diversity", DCP continues to examine the institutional and environmental factors that impede and/or support the careers of clinical and
research faculty, as well as how an individual's publication and other related networks affect productivity, advancement and retention. Recognizing the potential differential effects of faculty development across the spectrum of faculty, this study pays particular attention to the career progression of faculty who are traditionally underrepresented in academic medicine. Another of ODCP's projects through its research and evaluation arm, Converge is the NIH grant "Organizational and Individual Factors that Promote and Support the Careers of Women of Color in Academic Medicine" that involves 13 partner institutions and seeks to clarify factors affecting entry and advancement of women of color in academic medicine. In evaluating the impact of the Shore Fellowship Awards program on faculty advancement and retention, the Office for Faculty Affairs has documented significant impact of the program, especially for junior women.

## Harvard Catalyst | The Harvard Clinical and Translational Science Center:

As part of its mission to advance clinical and translational research at Harvard, Harvard Catalyst nurtures the growth of junior investigators by providing educational and training opportunities, pilot funding for innovative multidisciplinary research, and technologies for connecting people to each other and to research resources across Harvard's 10 schools and 16 affiliated academic health care centers. Through its Program for Faculty Development and Diversity (PFDD), Harvard Catalyst works closely with the Office for Diversity Inclusion and Community Partnership to offer a two-year, non-degree Faculty Fellowship Program for Harvard junior faculty designed to address faculty need for additional support to conduct clinical and/or translational research and to free junior faculty from clinical and teaching demands at a key point in their career development. PFDD offers two educational outreach programs -- the Visiting Research Internship Program (VRIP) and the Summer Clinical Translational Research Program, an eight- and ten-week mentored, summer research program, respectively. Both programs are designed to enrich students' interest in research and health-related careers, particularly clinical/translational research careers.

## Organizational Support for Faculty Development and Diversity Goals

## Joint Committee on the Status of Women

The Joint Committee on the Status of Women, a standing committee of the Dean of the Faculty of Medicine, continues to pursue its 5 year strategic plan to address issues of mentoring, salary equity, records management, career satisfaction, flexible careers, outreach, and membership recruitment. This year members of the Committee published the results of a survey in the Journal of

## Harvard Medical School - continued

Women's Health entitled " Academic Women Faculty: Are They Finding the Mentoring They Need?"

Faculty Council addresses concerns of LGBT students
The Dean and the Faculty Council are currently considering a sub-committee report about the status of support for LGBT students and recommendations for enhancing the admissions process, curriculum, student programs, and student support in this area.

## Visiting Scholars: Enriching Our Community

The DCP Visiting Lecture Series (VLS) features prominent scientists and clinicians from populations underrepresented in medicine. The purpose of the VLS is to increase Harvard community awareness of these scientists and clinicians and to present accomplished role models for students and fellows. It also provides a vehicle for bringing HMS alumni/ae back to campus and assists recruitment of potential faculty candidates, particularly faculty candidates underrepresented in medicine. To enhance the visiting lecturer's familiarity with HMS and the wider Harvard community, and to increase collaborative efforts with other Harvard institutions, activities such as grand rounds, clinical conferences, and undergraduate/graduate student meetings are scheduled at affiliated hospitals and the Harvard University, Cambridge campus. To assist in identifying these visiting lecturers, DCP has created a Speaker Database to serve as a repository of prospective speakers available for HMS departments and its affiliated hospitals for events such as visiting lectures, grand rounds, and resident and fellows meetings. The Database features approximately 2,400 scientists and clinicians who do not currently hold Harvard faculty appointments.

## Looking to our Future: Increasing the K-12 Pipeline

Educational Outreach pipeline programs within DCP focus on efforts that increase the science knowledge and interest in science careers of Boston and Cambridge, MA middle and high school students, particularly underrepresented minorities students. For example, Project Success provides a mentored summer research experience for high school students from underrepresented groups and disadvantaged backgrounds who reside in Cambridge and Boston. HPREP (HarvardPrep), organized by HMS and HSDM students and HU graduate students and postdocs, provides mentorship and guidance on scientific topics, clinical experiences and oral presentations. Professional development activities are offered for Boston middle and high school science teachers, thus enhancing their professional learning community. DCP has also developed case-based science curriculum materials for Boston and Cambridge schools using real life problems and hands-on activities, and have science content integrated across disciplines. Programs include collaborations with Boston Public Schools and

Cambridge Public Schools. Teachers of Boston and Cambridge Public Schools serve on advisory committees and work closely with DCP to conceptualize, plan, implement and evaluate educational outreach programs. Teachers actively participate in DCP-sponsored teacher professional development programs and also bring their students to participate in several HMS-offered on-site programs including Explorations, Reflection in Action: Building Healthy Communities ${ }^{\text {ma }}$ and AP Biology Hinton Scholars Program.

## Harvard Business School - continued

## Submitted by Valerie Porciello, Executive Director, Division of Research and Faculty Development

Nitin Nohria became Dean of Harvard Business School in July 2010. As part of his transition, he met with every member of the faculty (and many other members of the community), asking each to share his or her perspective on the challenges and opportunities facing the School. With this input, and believing that HBS can and should be a beacon for management education worldwide, he shaped a strategic vision and agenda that included a commitment to collaboration and innovation and an aspiration for HBS to become the model of an inclusive community where everyone can do their best work. In September 2010, Dean Nohria articulated five priorities for the School:

- Innovation in HBS educational programs, with an early focus on the MBA - A commitment to intellectual ambition in research
- An international strategy shaped by the School's desire to have a large intel lectual but small physical footprint
- An inclusive community that enables every member to do their best
- Integration with the rest of Harvard University, particularly in the area of innovation and entrepreneurship

With an eye toward ensuring HBS is indeed an inclusive community, Dean Nohria launched a Culture and Community Initiative (CCI), led by a tenured woman in a newly created Senior Associate Dean role. The CCI is designed to cultivate a culture at HBS that enables all members of the community-faculty, staff, and students-to discover and realize their full potential, and thus to advance HBS's mission of educating leaders who make a difference in the world.

The Initiative is founded on the belief that a fully engaged community is vital to the School's ability to address the business and leadership challenges facing society. Full engagement means having the wherewithal to do one's best work-and to draw out the best in others-in service of HBS's mission. The CCI strives to create the conditions for full engagement, and in so doing, to help HBS model the kind of leadership we seek to inspire in our students and in the world more broadly.

The CCI is a broad umbrella for a network of activities that will unfold at the School, ranging from conferences and events to initiatives in course and curriculum development to institutionalization of systems and practices that facilitate full engagement.

To ground the CCI in a thorough understanding of the current culture, HBS is undertaking a series of self-assessment and improvement projects to be carried out
over the next three years, one focused on faculty, a second on students and alumni, and a third on staff. Each project comprises two overlapping phases: diagnosis-and-feedback and experimentation-and-change. By project's end, HBS will have in place a system of ongoing self-assessment and improvement The faculty and student culture projects are currently underway; the staff culture project will begin next year.

Harvard Business School engages a broad range of senior faculty in the leadership of the School. In 2010-11, this diverse group included seven women and seven people of color (of which one is a woman). The administrative structure that supports faculty recruiting and development includes, among others, Senior Associate Deans who oversee School-wide processes and activities for faculty recruiting, planning, development, promotion reviews, and research, as well as the new position to enhance culture and community; Directors of Research who provide mentoring and allocate research funding to individual faculty; Unit Heads who manage recruiting, planning, development and mentoring, promotion reviews, and intellectual life at the unit level; and a faculty advisory board for the Christensen Center for Teaching and Learning. These faculty leaders work together with the Division of Research and Faculty Development and the Dean of the Faculty to maintain an environment at the School where faculty at all ranks can be productive, engaged, and successful.

## Faculty Recruiting

A number of enhancements were made to the offer package for Assistant Professors joining the HBS faculty starting in 2007-08 including guaranteed research support, teaching load reduction, and career services assistance for accompanying partners. To further enhance relocation assistance, HBS provides the services of an educational consultant to prospective and new ladder faculty to assist them in identifying Boston-area public and/or independent schools for their children. The School has an immigration attorney on retainer to assist international faculty recruits and their families through the immigration process.

Faculty diversity continues to be an area of focus at both the School-wide and unit levels. For the 2010-11 recruiting season: 53\% of ladder faculty offers were made to women (up from $36 \%$ in 2009-10) and $32 \%$ were made to mi norities (up from $21 \%$ in 2009-10); $36 \%$ of ladder faculty offers were accepted by women and $29 \%$ were accepted by minorities.

In spring 2010, individual interviews were conducted with 12 assistant professors who had joined the faculty in either 2008 or 2009 to understand their

## Submitted by Valerie Porciello, Executive Director, Division of Research and Faculty Development

## FACULTY DEVELOPMENT

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

Newly hired faculty who self-identify as a person of color are offered the opportunity to be sponsored by the School for a year-long Fellows Program available through The Partnership, Inc. (a Boston-based organization committed to the advancement of professionals of color). The program is aimed at mid-career professionals and is designed to enhance leadership capacity, provide opportunities for networking and mentoring, and connect participants to a broader community.

As part of the annual reporting and planning process, faculty provide information about their mentoring relationships - both those they mentor and those they are mentored by - for research, teaching, course development, and personal/career development. These data are used by the Dean, the Senior Associate Dean and Director of Faculty Planning and Recruiting, Unit Heads, and Research Directors to determine if junior faculty are receiving adequate support across each of these important dimensions. The planning process emphasizes equity across junior faculty assignments, and ensures access to junior faculty development leaves for all eligible faculty.

Each year the Dean and Senior Associate Dean and Director of Faculty Development meet with Assistant and Associate Professors to discuss the promotions process.

Regular networking events are held for all HBS women faculty. These events provide additional opportunities for senior faculty to connect with their more junior colleagues and also help foster cross-unit collaborations and mentoring relationships.

## Research Support

The Directors of Research strengthened their efforts to foster the HBS intellectual community and encourage research that addresses important global and multidisciplinary questions by: aligning their assignments to research interest rather than academic unit; increasing the visibility of inspirational research through the tenth annual research symposium; hosting the Course Development Research (CORE)
seminar for its ninth year (CORE provides a forum for faculty engaged in course development research to discuss early stage work with colleagues throughout the School); supporting projects such as the U.S. Competiveness Project; and sponsoring 18 research conferences - many with a multidisciplinary focus - that 1,100 academic and practitioners attended. The Directors' focus on faculty development was also increased through director-led small group discussions with tenure-track faculty and in the annual reporting and planning process, by providing additional attention to faculty at important inflection points.

A new Faculty Immersion Experience Program (IXP) was launched in 2010-11 and continued in 2011-12 to provide opportunities for faculty learning, and in the case of international IXPs, to reduce barriers to conducting international research. IXP trips were led by HBS faculty and included China and Israel.

The Global Research Fellowship program was reinstated after having been put on hold during the economic downturn. The purpose of the program is to provide opportunities for HBS faculty to pursue in-depth research and course development projects outside the United States. The fellowships allow for a true immersion experience by providing funding (including expenses for family accommodations and travel) for a one to nine month international stay. Three fellowships were awarded for 2011-12.

HBS Working Knowledge is an on-line portal to the work of the HBS faculty. While developed for external audiences, Working Knowledge has come to serve an important role internally and is used heavily by the faculty to learn about the work of colleagues. With an eye toward further advancing the dissemination of HBS faculty research and course development, a new Faculty \& Research website and Research Information System were launched. In addition, the Senior Associate Dean and Director of Research sends a weekly report to the faculty listing their latest research publications, awards, and honors. The on-line report includes links to read, order, or contact a colleague about a publication. Beginning in 2009-10 the report was expanded to include information about upcoming HBS and affiliated research seminars. A key objective of all of these research activities is to create opportunities for faculty connections across units.

# Harvard Business School - continued 

## Submitted by Valerie Porciello, Executive Director, Division of Research and Faculty Development

## Teaching Support

Because providing support and feedback to faculty in the classroom is essential to their ongoing success, the Christensen Center for Teaching and Learning is dedicat ed to helping all faculty improve their teaching effectiveness. The Center provides a variety of services to all levels of faculty, with an emphasis on supporting those who are new to the case method of teaching. The Center offers one-on-one consultations, coaching sessions, in-class observations, and videotaping, as well as workshops and colloquia devoted to teaching. Faculty use of the Center is entirely voluntary Since the Center's inception in 2004, 94\% of the School's 2011-12 teaching faculty (comprising the ladder, senior and other ranks) have taken advantage of the Center's offerings, including $100 \%$ of tenure-track faculty.

In 2011-12, the Center hosted its Faculty Workshop on Effectiveness in the Elective Curriculum as well as additional workshops on topics such as tracking classroom participation, grading and feedback, and responding to difficult moments in the classroom. A Faculty Teaching Seminar targeting recently hired teaching faculty was piloted in spring 2008 with the objective of providing ongoing support to faculty new to the HBS classroom. The seminar series has been expanded since then and continued through 2011-12.

## The MBA Program

In the MBA Program, tenured women held to two of the four senior leadership positions: Senior Associate Dean and Chair of the MBA Program, and Chair of the MBA Required Curriculum. In partnership with the Chair of the MBA Elective Curriculum and Chair of MBA Global, they led a planning process for curricular innovation in 2010-11. In 2011-12 the MBA Program launched FIELD, a new first-year course required of all 900 MBA students.

Key to FIELD and other curricular innovation is the introduction of the field method, which will engage small teams of students in intensive, experiential, field-based learning. The field method seeks to bridge the "knowing-doing" gap by providing students with opportunities to practice the skills and tools they are learning in realworld situations, thus developing the competence and character they will need to succeed as business leaders. In the same way that HBS pioneered the use of the case method in management education, the hope is that the field method will become an equally powerful and widely-adopted form of instruction at business schools around the world. In addition to the new required first-year course, more than a dozen field
courses are being offered in the second year/elective curriculum, providing both students and faculty a different platform for teaching and learning.

Other important initiatives in the MBA Program included efforts to further strengthen student culture and the learning environment, with the aim of helping both students and faculty thrive in the classroom. During Spring 2012, every first year section of students participated in a required, faculty-led discussion on this topic, and work in this area will continue in 2012-13.

The Joint Committee on Diversity (JCD), formed in 2005, includes student representatives from the African American Student Union, Latino Student Organization, Lesbian, Gay, Bisexual, \& Transgender Student Association, and the Leadership \& Values Initiative in partnership with HBS faculty and administrators. The JCD, in service to the MBA program, aims to foster a safe and inclusive culture at HBS, encourage community-wide awareness of diversity, and build students' capacity to lead in diverse environments.

## Work Life Balance

The Senior Associate Dean and Director of Faculty Planning and Recruiting reaches out to all expectant faculty parents to make sure they are aware of the options available to them under the School's family leave policies. Maternity Leaves and New Child Care Leaves for Primary Caregivers provide junior faculty with automatic tenure clock extensions.

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

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

## Harvard Business School - continued

Submitted by Valerie Porciello, Executive Director, Division of Research and Faculty Development

The School seeks to support faculty who need to live away from the Boston area for a period of time because of family reasons. Based on guidelines in use since 2005, faculty on alternative residency arrangements carry a full teaching load and receive full salary and research support. They typically are in residence at HBS full-time during their teaching term and away from the School with their family during the remaining months of the arrangement. Faculty receive a separate budget to facilitate travel between their home away from the Boston area and HBS. This support is provided to assist faculty in staying engaged with HBS colleagues and facilitates their participation in key unit and School-wide activities.

Submitted by Michael J. Grusby, Senior Associate Dean for Academic Affairs and Diversity<br>Faculty Diversity

During the past academic year (2011-12), HSPH continued to expand the diversity of its faculty community. The two junior faculty members who joined our school this year are both women, and one, Josiemer Mattei, is Hispanic. Dr. Mattei joined the Department of Nutrition as an assistant professor. Lisa Signorello was hired at the associate professor level and will be based in the Department of Epidemiology. In addition, our one recruitment to a professorship of the practice, Jacqueline Bhabha, is a female.

We also have several relevant promotions to report for 2011-12: Of the five faculty members to advance to the rank of full professor, two are women; Tianxi Cai and Xiaole (Shirley) Liu are both in the Department of Biostatistics. Three of the four assistant professors promoted to associate professor are women; Theresa Betancourt, associate professor of child health and human rights, and Marcia Caldes de Castro, associate professor of demography, are in the Department of Global Health and Population, and Sarah Fortune is the Melvin J. and Geraldine L. Glimcher associate professor of immunology and infectious diseases.

Beyond these advances, the school continues to enrich its intellectual diversity for both students and faculty through two initiatives named for Dr. Alonzo Yerby: the Yerby Visiting Scholars Program and the Yerby Postdoctoral Fellowship Program. In 2011-12, the Yerby Visiting Scholars Program, which brings underrepresented academicians to HSPH for a semester or a year, hosted Dr. Faye Grimsley, associate professor of global environmental health sciences at Tulane University School of Public Health and Tropical Medicine, and Dr. Mahlet Tadesse, associate professor of mathematics and statistics at Georgetown University. Both gave presentations, met with students and fellows, and forged new collaborations. We are in the process of soliciting nominations from department chairs for the 2013-14 academic year.

The school's minority-faculty pipeline initiative, the Yerby Postdoctoral Fellowship Program, again received more than fifty applications last year. Three outstanding new fellows will join six continuing fellows, and the three fellows who completed the program this spring are all moving on to faculty positions. One of them (Dr. Mattei, mentioned above) accepted an assistant professor position in the HSPH Department of Nutrition, bringing the number of former Yerby fellows currently on the HSPH faculty to three. Of the thirty fellows who have completed the program since

2000, four have held faculty appointments at HSPH, and twenty currently hold faculty positions at U.S. universities, including the University of Washington, Duke University, and the University of Texas (MD Anderson Cancer Center). Finally, the Faculty Ambassadors Program continued its work of connecting HSPH faculty to historically black colleges and other universities with sig nificant underrepresented populations. This past year, faculty members gave presentations at Xavier University of Louisiana, Spelman College, and Clark Atlanta University. The program also gained a new partner in Harvard Medical School and hopes to attract more medical students to the MPH program at HSPH.

## Faculty Development

In addition to its recruitments, both for junior faculty positions and for postdoctoral fellows, the school continues to provide support. For the junior faculty, the Office of Faculty Affairs oversees adherence to schoolwide standards for mentoring, adopted three years ago. These guidelines require all junior faculty to have a formally assigned senior mentor, and regular meetings with their department chairs and seniors mentors to assess scientific progress, teaching load, and balance of academic responsibilities.

Last year, as they have since 2000, new junior faculty participated in a required year-long group orientation/mentoring program, comprising monthly meetings with seasoned faculty members and senior administrators, focusing on subjects relating to research (e.g., research strategy and development, authorship, grant writing), teaching (e.g., models for dynamic teaching/learning scenarios, mentoring students), and general academic professional development (e.g., balancing and prioritizing the responsibilities, critical factors in advancing to tenure).

There are three additional programs that support faculty professional development. First, to help junior faculty improve the quality of their teaching, the school's Office for Educational Programs sponsored a series of seminars on various aspects of teaching and course planning. Second, in academic year 2011-12, one junior faculty sabbatical with funding from the dean's office was awarded. And third, under the auspices of the associate dean for research, HSPH faculty members received guidance on funding sources, support for external review and editing of grant applications and publications, and individual grants counseling.

## Harvard School of Public Health - continued

## Postdoctoral Development

The Office of Faculty Affairs continued to improve its program of workshops for postdoctoral fellows to foster the skills necessary for them to become competitive applicants for faculty positions.

## Environment

Finally, the Committee on the Concerns of Women Faculty (CCWF) continues its efforts to address equity and climate issues. The CCWF is working with department chairs and with the senior associate dean for academic affairs and diversity to craft a schoolwide plan to improve the gender balance of our faculty and to bring greater equity between the responsibilities of male and female faculty members. Last year CCWF and the dean's office presented the second annual Alice Hamilton Award and Lecture, designed to highlight the accomplishments and boost the career trajectory of talented junior faculty women.

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

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

## Faculty Appointments and Development

The Law School has a small pool of tenure-track faculty. Assistant professors at the Law School are closely mentored and integrated into all aspects of the School during their tenure-track appointments. Each junior faculty member is assigned two or three senior faculty colleagues, whose role it is to regularly review and comment on the scholarship and teaching of their mentees. This mentoring program provides opportunity for regular feedback and guidance from early on in the professor's career Assistant professors also are invited to present at faculty workshops at least once, often twice, during their five-year tenure-track appointments. To support assistant professors in their scholarly development, the Law School provides junior faculty teaching relief in their first year of teaching; a full semester's leave from teaching at full pay; and an annual research budget, which includes funding to hire research assistants. Assistant professors participate fully in the Law School's governance: they are regularly invited to serve on Law School committees and they guide school-wide curricular initiatives, including joint degree programs and upper-level programs of study. Tenure-track faculty have been given the opportunity to direct or co-direct major research centers at the Law School, setting the centers' research agendas and future direction. In addition to regular research leaves, tenure and tenure-track faculty are eligible for personal and parental leaves.

As is common practice among law schools, Harvard Law School develops a pool of candidates for lateral appointments by regularly bringing tenured faculty from other schools to Harvard for semester or year-long visits. It continues to be a priority of the Law School's lateral appointments committee to make visiting offers to women and people of color. Visitors teach throughout the curriculum, including required first-year courses; and participate in faculty workshops and other faculty events during their visits. During the 2011-12 year, 29\% of School's offers for visits were made to women and $43 \%$ were made to people of color. Also, during the 2011-12 year, $60 \%$ of the School's offers to join the full-time faculty were made to women, and $20 \%$ to people of color.

The Law School continues to focus on expanding our ranks of professors of practice. These appointments not only create an additional important pipeline for recruiting a diverse faculty but also bring highly accomplished practitioners with a wide range of experience to the faculty and into the Law School's classrooms, further promoting the School's mission of connecting theory and practice in our faculty collaborations and in our teaching. The Law School will focus on additional professor of practice appointments in the next few years, with a goal of bringing to the faculty lawyers who are at the very top of their fields; deeply interested in the questions at the nexus of the profession and the academy; and proven teachers; and who will bring methodological, professional, ideological and demographic diversity to the faculty.

This past year, the Law School hosted several forums for faculty discussion regarding teaching, including gender and diversity in the classroom. In addition, faculty teaching each of the required first-year subjects will continue to meet to discuss subject matter coverage and approaches to teaching in their fields, creating a team-based learning environment for new and experienced teachers.

## Faculty Appointments Pipeline

Harvard Law School engages in a broad range of efforts to build and maintain a diverse pipeline of aspiring law teachers. The School's programs include full-year, funded, post-graduate research fellowships and a summer academic fellowship program. The post-graduate fellowships offer fellows a stipend; an office on campus; access to all Harvard Law School library and research resources; access to faculty workshops where Law School faculty, visiting faculty, and other invited scholars present works in progress; and additional opportunities for mentoring and interaction. The largest of the post-graduate fellowship programs is the Climenko program, which offers future academics an opportunity to teach in the first-year curriculum while also working on their research and scholarship. The program generally has 13 fellows each year. Thirty-three percent of the new fellows for 2012-13 are women. The overall class of Climenko Fellows in 2012-13 includes 38\% women and 8\% people of color. In addition to teaching first-year students, fellows in these programs are offered an opportunity to present their work at a workshop with tenured and tenure-track faculty, and a few fellows each year teach seminars in the upperlevel curriculum. Fellows have been appointed to the faculties in top schools throughout the country, including Harvard Law School.

## Harvard Law School - continued

The Law School also runs a summer academic fellowship program for Harvard Law School JD, LLM, and SJD students, and recent graduates. This program - which pairs students and graduates with members of the faculty - provides fellows with a wide array of academic support, including access to library resources, and financial support to enable them to focus on producing publishable work in anticipation of entering the academic teaching market in a few years. Of the 35 fellows participating in the summer of $2012,65 \%$ were women and $34 \%$ were people of color. This is the earliest point in the pipeline at which the Law School sponsors funding for future academics, and we are encouraged by the high percentage of women in this program.

# Harvard Kennedy School of Government 

## Submitted by Iris Bohnet, Academic Dean

## Diversity

The Kennedy School has increased the number of women faculty from 9 percent in 2004 to 23 percent in 2012. Forty-five percent of all newly tenured faculty have been women. HKS continues to nurture women faculty through its Women and Public Policy Program, by hosting meetings for women faculty at least once a semester. HKS continues its efforts to increase diversity at the school. Specifically, and based on research by the current Academic Dean and collaborators, we try to bundle searches whenever possible. Bohnet, van Geen and Bazerman (2011) have shown that evaluators are more likely to base their decisions on a candidate's performance rather than demographic characteristics when evaluating multiple candidates at the same time instead of looking at job applicants sequentially. We were able to bundle our junior searches for the first time in AY13, discussing the top three candidates of three searches simultaneously.

## Development

In AY13, the Academic Dean introduced regular breakfasts with junior faculty members and by now, has met with all of them. In addition, she hosted lunches for the newly hired members of the faculty to help them get acculturated more easily. We aim to improve our support for faculty. Specifically, SLATE, the School's Strengthen Learning and Teaching Excellence program, continues to offer its orientation sessions for new faculty. The New Faculty Institute introduces new faculty to the administrative and teaching environment at HKS. This multi-day seminar includes panels with experienced faculty to offer a perspective on the school as well as the opportunity to "practice teach" in an informal environment and get feedback before entering a real classroom. During the year, SLATE offers regular seminars on a wide range of topics related to teaching, including case teaching, experiential teaching, or embracing diversity in the classroom.
We also continue to give our new faculty feedback at the end of their second year. Each spring, all Area Chairs are asked to report on how the ladder faculty and lecturers in their area are doing. These are not formal reviews of their performance, teaching or research, but rather a check-in to see how they are doing, whether they are connected to other faculty around the School and across Harvard, and an opportunity for them to receive feedback and advice from senior faculty early on. This is not meant to replace the more formal review later on but rather an attempt at insuring that our more junior faculty receive some mentoring and advice early on in their careers.

## Graduate School of Design

## Submitted by Patricia Roberts, Executive Dean

Faculty hiring remains one of the most important priorities at the Harvard Graduate School of Design. A goal of nine senior appointments within three years was set at the end of academic year 2007-08. To date, six tenured professors and one tenured professor in practice have been appointed. Additionally, the senior faculty now includes three term professors (Professors in Residence) who add to the school's offerings in theory and criticism and to the new Art, Design and the Public Domain concentration. The full professor appointments have provided the additional faculty and the leadership needed by the school to respond to the needs of an expanded student population and to the University wide activities that the school now participates in to an unprecedented extent. It is hoped that two additional senior faculty searches will be successfully completed shortly.

Junior faculty hiring continues, as does the hiring of visitors, to complement the pedagogy in evolving areas such as technology and representation. Adjustments to faculty promotion and search procedures have been implemented, and a new Student Information System and Faculty Database now aid in tracking faculty teaching loads, as well as other data that is helpful to faculty planning.

Another ongoing goal has been to increase the diversity of the faculty. A committee under the auspices of the Dean's Diversity Initiative, who have been very active since 2009. Their list of African American potential candidates for the full spectrum of possible appointments or other involvement with the school has been very useful for consideration as regular tenure-track faculty, adjunct or visiting design critics and lecturers, participants in our lecture series, and one-time jurors for studio reviews to provide exposure to many practitioners and academics in the field. A second
goal of the group is to increase the number of underrepresented minorities in the student population, and thus in the pipeline for future academic appointments. One immediate result is a significant increase in the number of African American students. Student conferences on diversity, summer programs for high school students, scholarships for underrepresented minorities to the sixweek Career Discovery program, support of minority student organizations, and support for students to attend professional conferences are all part of these efforts.
Support for junior faculty research continues with an expanded program of annual research and development grants to each assistant and associate professor, and the Dean's Research Grants for Junior Faculty program in which Senior faculty review proposals and advise applicants on proposal writing and research directions. A mentoring program is monitored by the Associate Dean for Academic Affairs and the Director of Faculty Planning. Now in its third year, the position of Associate Dean provides more oversight of searches and support to the dean and chairs with issues related to faculty planning The Associate Dean has also chaired initiatives such as the development of an undergraduate concentration in architecture and other cross-University collaborations.

## Harvard Graduate School of Education

## Submitted by Daphne Layton, Senior Associate Dean for Academic Affairs

HGSE conducted three open faculty searches in 2011-12, resulting in the in the appointment of three new tenure-track faculty members (of whom one is a person of color) and one senior lecturer. Although the size of the core faculty has remained essentially constant for the past four years, the percentage of faculty who are persons of color has increased. HGSE also promoted two female Associate Professors to full Professor with tenure during 2011-12.

This year, the School implemented revisions to our process for voluntary annual tenure-track faculty reviews, which were approved by the Senior Faculty at the end of the 2010-11 academic year. The new format preserves the goals of the original process-to help tenure-track faculty progress toward appointment milestones such as promotion or tenure, to flag areas of strength or weakness, and to provide tenuretrack faculty members with consistent advice and signaling from senior colleagues and the dean. However, the conduct of reviews is now slightly different at the Assistant and Associate Professor ranks, reflecting the needs and issues of different career stages. The new policy also reduces the frequency of reviews.

HGSE continues to pair tenure-track faculty members with at least two senior faculty members who serve as mentors, and to provide other supports such as course reductions for first-year faculty, a paid semester of leave for research, and a new faculty orientation, with a focus on teaching in our environment. More broadly, under the auspices of the Committee on Curriculum and Instruction, HGSE sponsors a "Faculty Focus on Teaching" initiative that brings faculty together to discuss common teaching challenges, ideas, and innovations in the classroom.

The Dean's Advisory Committee on Equity and Diversity (DACED), a standing committee of the School, began to focus on actionable ways to increase the Ed School's capacity to sustain a supportive climate for a diverse faculty and student body. At the end of the year, DACED recommended a revision to its charge, which will be implemented in the coming year. The committee will oversee the development of competencies that graduates should have in order to effectively address issues of diversity in the multiple educational, policy, and practice settings they will enter post-HGSE. To prepare for this work, DACED organized a set of faculty workshops which took place over the course of three Faculty of the Whole meetings in 2011-12.

## Harvard Divinity School

Submitted by Karin Grundler-Whitacre, Assistant Dean for Faculty and Academic Affairs

In early 2011-12, President Faust invited an advisory committee composed of six nationally renowned scholars in the field of religion, chaired by Dr. Caroline Bynum, to explore religion at Harvard, with the understanding that "now is an important moment for the field" and that "Harvard can do more to take full advantage of the intellectual resources across the University to build a strong undergraduate program as well as a more integrated and vibrant scholarly community of graduate students and faculty." Another charge to the committee was to provide insight into "how to define the appropriate relationship between the role of professional ministerial training and the scholarly study of religion." The committee met with faculty members of the Harvard Divinity School (HDS), the Faculty of Arts and Sciences (FAS) and administrators during the 2011-12 academic year and will be issuing a report to President Faust in the summer or early fall of 2012-13.

Simultaneously, the HDS is preparing for a reaccreditation visit by the Association of Theological Schools in October of 2012. The Self-Study report has been written and submitted at this point.

With the support of a generous gift from the Robert H. N. Ho Family Foundation, HDS has expanded its offerings in ministerial training to include an eight-year pilot project in the study of Buddhist ministry. The Buddhist Ministry Initiative at HDSthe first of its kind at a divinity school within a research university-trains future Buddhist religious professionals in terms appropriate to modern, global conditions. Drawing on the strengths of Harvard's unique faculty resources in the academic study of religion and Buddhist studies, the Buddhist Ministry Initiative coordinates a range of courses on the history, thought, and practice of Buddhism, in Buddhist languages, and in Buddhist arts of ministry. The initiative also supports the field education of Buddhist ministry students in hospitals and other sites of pastoral care, and offers the insights of Buddhist textual traditions and practices to students from all religious traditions who study ministry at HDS.

## Changes in Leadership

The academic year 2011-12 was marked by a change in leadership for the Harvard Divinity School. William A. Graham, who had served as Dean of HDS from 2002 to 2012, stepped down in June of 2012 to return to research and teaching. He will be on leave during the academic year 2012-13 and is now Harvard University Distin guished Service Professor and Murray A. Albertson Professor of Middle Eastern Studies (Faculty of Arts and Sciences). Jane I. Smith, Senior Lecturer in Divinity and Associate Dean for Faculty and Academic Affairs, retired from HDS in the summer of 2012.

As of July 1, 2012, President Drew Faust appointed David N. Hempton as Dean of the Faculty of Divinity, Alonzo L. McDonald Family Professor of Evangelical Theological Studies, and John Lord O'Brian Professor of Divinity. President Faust introduced the incoming dean to the HDS community and the HDS Leadership Council on March 30, 2012 with a reception. Kevin J. Madigan, Winn Professor of Ecclesiastical History, was appointed as Associate Dean for Faculty and Academic Affairs.

## Incoming Faculty

The Divinity School learned during the spring 2011 semester that it had been given the third of five professorships in the study of Islam that were bestowed upon the University by Prince Alwaleed Bin Talal, the first professorship having been granted to the Committee on the Study of Religion (FAS) in the field of contemporary Islamic thought, and the second to the History department (FAS) in Islam in Central Asia. Given the University's strengths in other areas of the study of Islam, the Divinity School faculty, in conversation with colleagues around the University, opted to conduct a search for a specialist in contemporary Islamic religion and society in either Sub-Saharan African or Southeast Asia. Prof. Ousmane Oumar Kane, Associate Professor of International and Public Affairs at Columbia University was appointed as the inaugural Prince Alwaleed Bin Talal Professor of Contemporary Islamic Religion and Society at HDS. Prof. Kane has also been jointly appointed in the department of Near Eastern Languages and Civilizations (FAS) as Professor of Near Eastern Languages and Civilizations. Kane studies the history of Islamic religious institutions and organizations since the eighteenth century, and he is engaged in documenting the intellectual history of Islam in Africa. He has also focused on the phenomenon of Muslim globalization. His book Homeland Is the Arena: Religion, Transnationalism and the Integration of Senegalese Immigrants in America (Oxford University Press, 2010) looks at the community of Senegalese immigrants to the United States in New York and the importance these immigrants assign to their religious communities for the organization of their lives. His other books include Muslim Modernity in Postcolonial Nigeria (Brill, 2003) and Timbuktu and Beyond: Rethinking African Intellectual History, forthcoming from Harvard University Press.

# Harvard Divinity School - continued 

## Submitted by Karin Grundler-Whitacre, Assistant Dean for Faculty and Academic Affairs

## Faculty Promotions and Reappointments

Jonathan L. Walton, who came to HDS in 2010 as Assistant Professor of African American Religions from the University of California-Riverside where he had served previously as Assistant Professor of Religious Studies since 2006, was slated to be reviewed for promotion to associate professor during the fall 2011 semester. Given Dr. Walton's advanced standing as an assistant professor, the strength of his scholarship, and his growing role as a highly-regarded and sought-after University citizen, the HDS faculty decided to shift Dr. Walton's review to a promotion to full professor. Following a full tenure review, the search committee proposed, the HDS faculty recommended, and the University approved the promotion of Dr. Walton to Professor of Religion and Society. Subsequently, Dr. Walton was also appointed by the University as the Plummer Professor of Christian Morals and Pusey Minister in Memorial Church, where he succeeds the late Reverend Peter J. Gomes

Charles Marshall Stang, who was appointed an Assistant Professor in Early Christian Thought in 2008 following the completion of his ThD in Theology at HDS, was promoted to Associate Professor in Early Christian Thought. Dr. Stang's first book, Apophasis and Pseudonymity in Dionysius the Areopagite: "No Longer I," was released by Oxford University Press in the spring of 2012.
D. Andrew Teeter, who has served as Assistant Professor of Hebrew Bible/Old Testament since 2008, was promoted to Associate Professor of Hebrew Bible/Old Testament. Dr. Teeter's first book on scribal hermeneutics in the Second Temple Period is expected in late 2012/early 2013.

Prof. Dan McKanan, who came to HDS in 2008 as the inaugural Ralph Waldo Emerson Unitarian Universalist Association Senior Lecturer in Divinity after having previously served as department chair and associate professor of theology at the College of Saint Benedict/Saint John's University, was reappointed to a second term. Prof. McKanan's most recent book, Prophetic Encounters: Religion and the American Radical Tradition, was published by Beacon Press in the fall of 2011.

## Faculty grants and awards

Laura Sallah Nasrallah, Professor of New Testament and Early Christianity, has received funding from the Battelle Memorial Institute to organize a symposium. Scholars of diverse disciplinary training will meet for a symposium during the 201213 academic year to discuss the topic "How Bodies Matter: Religion, Archaeology, and Physical Anthropology in the Ancient Mediterranean World."

Jacob K. Olupona, Professor of African Religious Traditions, with a joint appointment as Professor of African and African American Studies in the Faculty of Arts and Sciences, is one of eight professors named 2012 Walter Channing Cabot Fellows by Harvard University.

Karen King, Hollis Professor of Divinity at Harvard Divinity School, has been named as one of six Henry Luce III Fellows in Theology for 2012-13 by the Association of Theological Schools in the United States and Canada (ATS) and the Henry Luce Foundation.

## Faculty Departures

Three faculty members departed the Harvard Divinity School at the end of June:
Charles G. Adams, William and Lucille Nickerson Professor of the Practice of Ethics and Ministry, returned to his congregation and the Hartford Memorial Baptist Church in Detroit, Michigan.
Mark Jordan, Richard Reinhold Niebuhr Professor of Divinity and Professor of Studies of Women, Gender, and Sexuality in the Faculty of Arts and Sciences accepted a post as university professor of the humanities at the John C. Danforth Center on Religion and Politics at Washington University in St. Louis. Jonathan W. Schofer, Associate Professor of Comparative Ethics, accepted a visiting associate professorship at Reed College in Portland, Oregon.

