

→ Executive Summary

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

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

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

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

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

REPORTING ON DATA & METRICS

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

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

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

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

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

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

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

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

→ Executive Summary

PROGRESS IN ACADEMIC YEAR 2006

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

ACCOMPLISHMENTS:**Pipeline, Recruitment, Promotion, Retention**

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

Institutional Culture

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

Intellectual Leadership

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

→ Executive Summary

INSTITUTIONAL COMMITMENT

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

PRIORITIES FOR ACADEMIC YEAR 2007:

Pipeline, Recruitment, Promotion, Retention

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

Institutional Culture

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

Intellectual Leadership

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