



HARVARD UNIVERSITY | Office of the Senior Vice Provost

# Faculty Development & Diversity



ANNUAL REPORT  
2013-2014

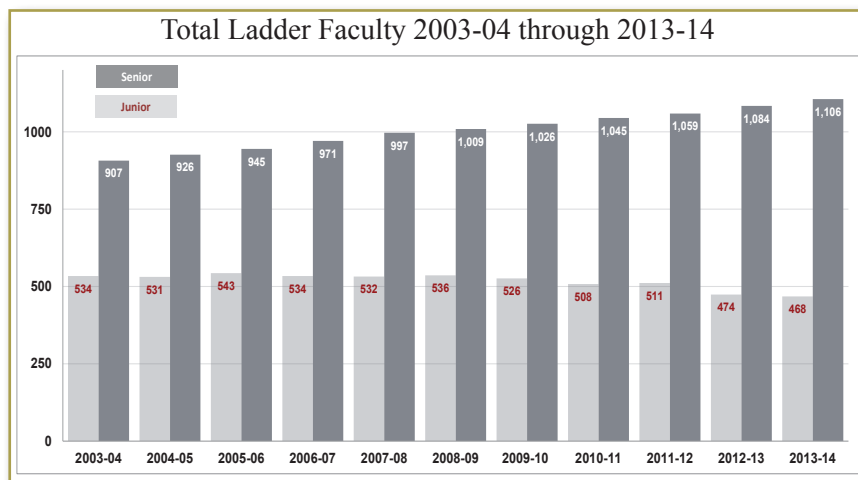
# Number of Ladder Faculty by School and Rank

(2013-14, NUMBER = 1,574)

Harvard has 1,574 assistant, associate, and full professors, up 16 individuals (1.0%) from last year and 133 individuals (9.2%) from ten years ago.

Over the past ten years, the tenured faculty has grown by 22%, from 907 in 2003-04 to 1,106 in 2013-14. During this same period, the number of junior faculty has decreased by 12%, a result of all-time high internal promotion rates.

Although over 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 3.7:1 (from a high of 6.1 in Humanities to a low of 2.8 in the Natural Sciences). In the Professional Schools, the ratios are generally lower, with an average of 1.8:1.

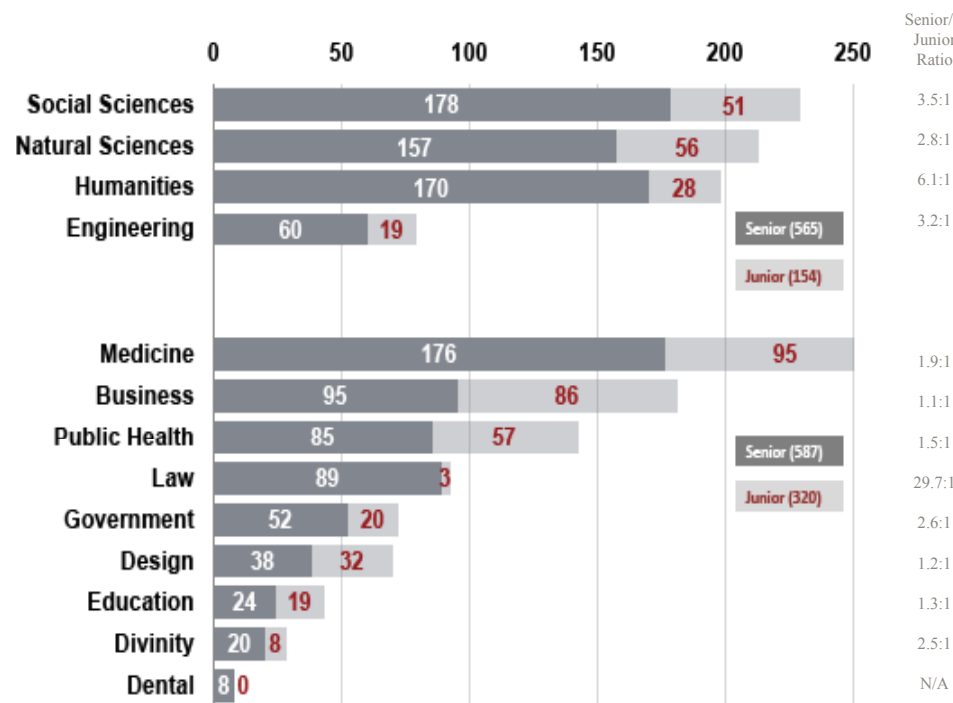


## Notes for All Data

Source: Harvard Data Warehouse and School-based systems, July 1, 2003-09 and September 2, 2010-14.

In cases when the University's system of record for appointments (PeopleSoft) varies from School-based 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.



## Clinical and Hospital Ladder Faculty

Approximately 10,694 (965 senior, 9,729 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 10 junior faculty members per senior faculty member.

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

(2013-14, NUMBER = 434, 28%)

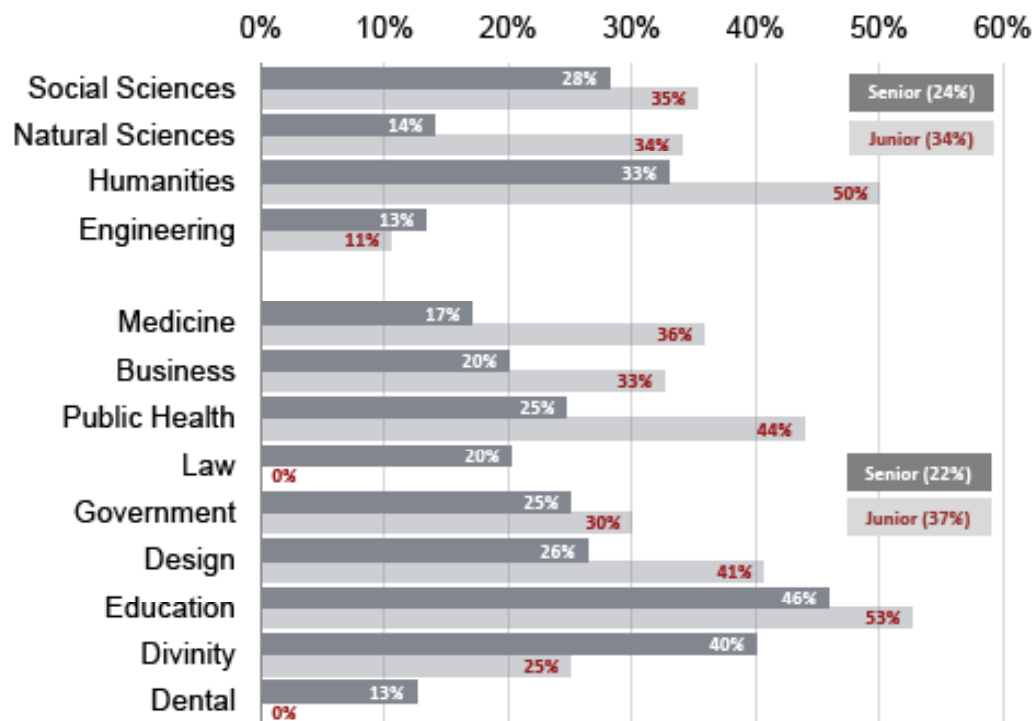
Over one-quarter (28%) of the Harvard faculty are female, up 14 individuals from last year and 90 individuals (26%) from ten years ago.

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 263 in 2013-14 (a 60% increase). For the first time in history, women now comprise 24% of the Harvard tenured faculty. As in years past, the percentage of senior women varies tremendously by field: it is highest in Education (46%), Divinity (40%), and FAS Humanities (33%), with FAS Social Science (28%) and Design (26%) close behind. The percentage of senior women remains stubbornly low across the sciences, including the Medical School (17%), FAS Natural Sciences (14%), and Engineering (13%).

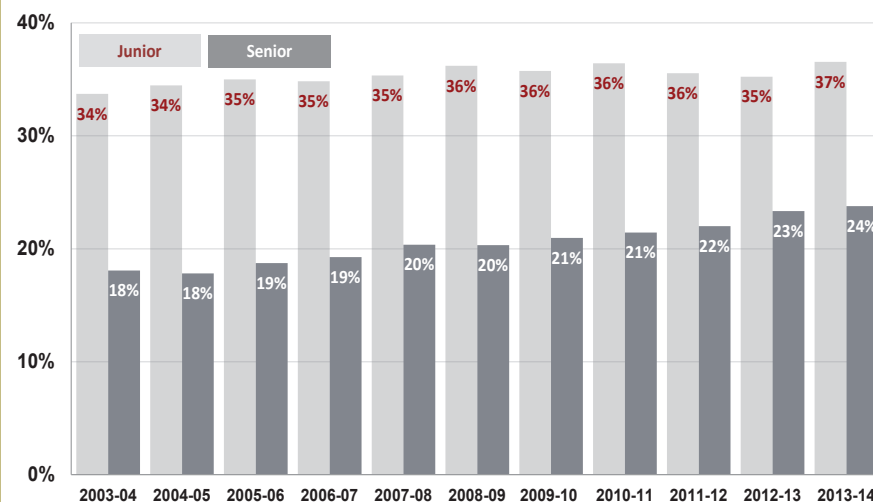
Between 2003-04 and 2013-14, the number of junior women has declined slightly (180 and 171, respectively), but because the total number of junior faculty has declined even more (from 534 to 468), the percentage of women has risen slightly (to 37%). Once again, field differences are pronounced, with women now exceeding 40% of the junior faculty in Education (53%), FAS Humanities (50%), Public Health (44%), and Design (41%), with near comparable percentages in the Medical School (36%) and FAS Social Sciences (35%). Even in FAS Natural Sciences (34%) and the Business School (33%), the percentages of women, while lower, are at or near all-time highs.

### Clinical and Hospital Ladder Faculty

Approximately 4,600 women faculty are employed by one of the 18 Harvard affiliated hospitals (over 10 times the number of women faculty employed by the University itself). Notably, the percentage of women in the junior ranks at the Hospitals (46%) is higher than almost everywhere else at the University, but the percentage of women in the senior ranks (17%) is among the lowest.



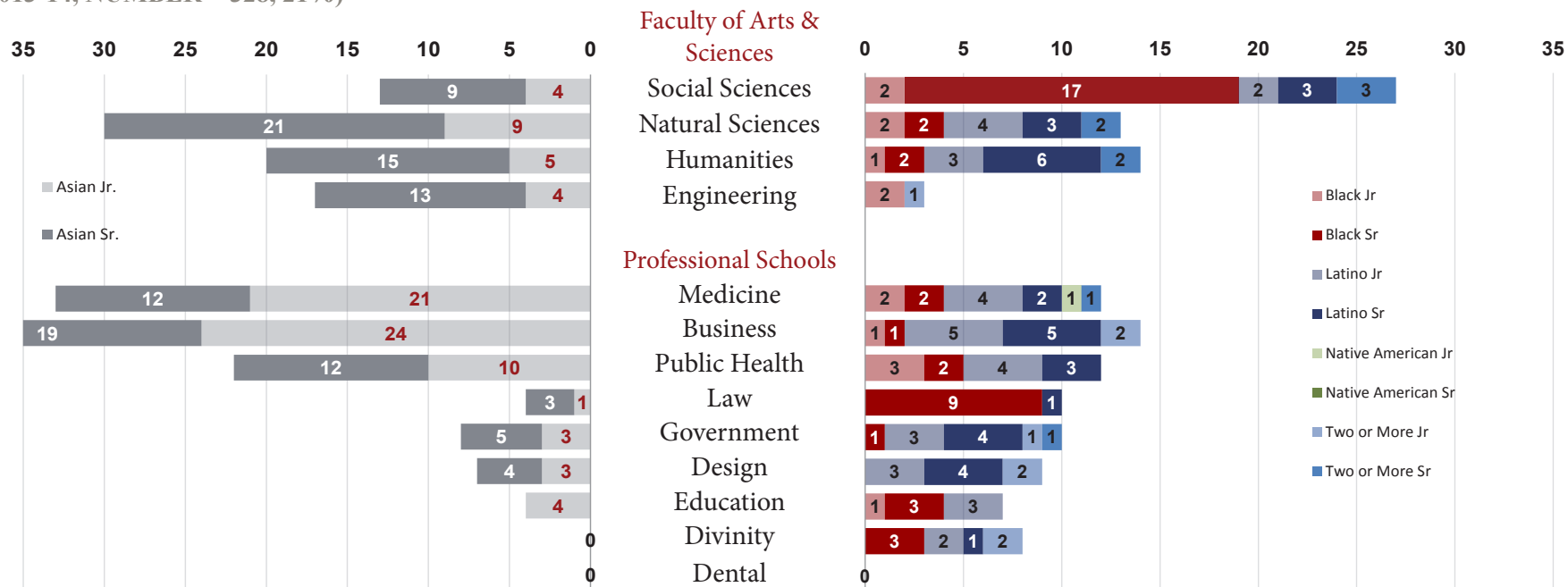
Women Ladder Faculty 2003-04 through 2013-14





# Number of Minority Ladder Faculty by School, Rank and Race/Ethnicity

(2013-14, NUMBER = 328, 21%)

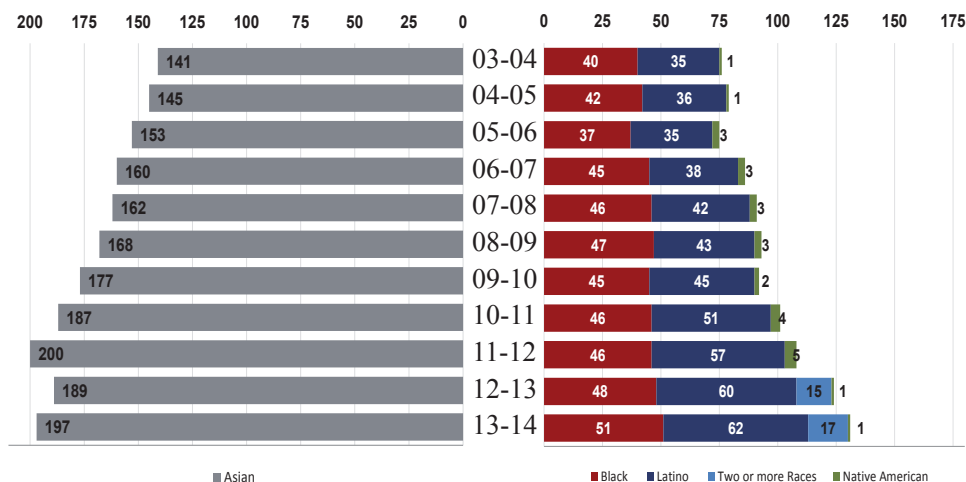


Approximately 21% of the Harvard faculty are minorities, up 111 individuals, or 51%, from ten years ago. Half of the increase during this period has been in the number of Asian/Pacific Islander faculty, from 141 in 2003-04 to 197 in 2013-14. During this same period, the number of Black faculty increased by 11 and the number of Latino faculty increased by 27.

Focusing on the entire current faculty, 60% of the minority faculty are Asian. They are particularly well represented in Business (43), Medicine (33), FAS Natural Sciences (30), and Public Health (22) and less well represented in FAS Social Sciences, FAS Humanities, and many of the smaller Professional Schools.

Blacks, Latinos, and individuals of 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. More heartening, is the decrease in the numbers of “1’s” in this graph, which indicate Schools (or FAS Division) with only one individual of that race/ethnicity at that rank.

## Minority Ladder Faculty 2003-04 through 2013-14



## Clinical and Hospital Ladder Faculty

Approximately 2,563 minority faculty are employed by one of the 18 Harvard affiliated hospitals (almost 8 times the number of minority faculty employed by the University itself). In comparison to the rest of the University, Asians account for an even greater percentage of this group (73%). That said, because of their sheer size, the hospitals have 4 to 6 times as many underrepresented minorities than the rest of the University: 209 Blacks, 361 Latinos, 15 Native-Americans, and 21 Two or More Races.

# Faculty Development & Diversity Programs

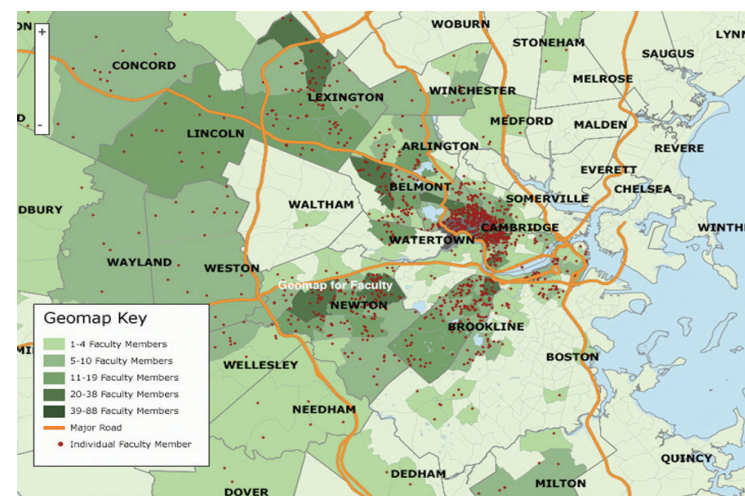
## New Faculty Institute and Tenure-Track Faculty Receptions

Faculty Development & Diversity (FD&D) events are open to all faculty, but we are especially interested in supporting tenure-track ladder faculty. At the start of the academic year, FD&D hosts the University-wide New Faculty Institute (NFI) which brings together new ladder faculty from across Harvard's Schools to learn about navigating life and one's professional path as a scholar at Harvard. Beginning with a welcome from Provost Alan M. Garber and Senior Vice Provost Judith D. Singer, current faculty share with their new colleagues their perspectives on being a faculty member at Harvard, including advice they have for new colleagues regarding resources, mentoring, navigating Harvard and one's department, and managing work load and work-life balance. The NFI ends with a reception that connects new faculty with tenure-track colleagues from across the campus. In the Spring, FD&D also hosts an end-of-year reception for tenure-track faculty to celebrate their accomplishments of the academic year with their faculty colleagues.

## Harvard Faculty Geomap

The [Harvard Faculty Geomap](#) is an interactive, map-based networking tool for Harvard faculty members to find and connect with each other around common interests.

Many Harvard faculty members live near each other. But in our mobile fast-paced world, most faculty simply have no way of knowing. To facilitate the informal social connections that many faculty—especially new and younger faculty—seek, FD&D has developed a Faculty Geomap: an online geographically organized networking tool that allows faculty to learn about and get in touch with each other.



*Harvard Faculty Geomap*

Over 800 faculty have opted into the Geomap. Eligible faculty can access the Geomap using their HUID/PIN. Once authenticated, faculty are asked to opt in and create a user profile. The user profile starts with office address, home address, and other contact information, and faculty will be able to add other information, such as number (and ages) of children, commuting preferences, and personal/professional interests. The application allows faculty to search on these attributes and users can view results either by list or by map; it also has an email feature allowing faculty to contact each other individually or in groups.

## Faculty Search Process

FD&D engages with the Schools in working with their faculty search committees on ways to conduct a broad, diverse, and inclusive faculty search. The Office provides information on advertising and outreach to generate a pool of the highest-caliber candidates as well as helpful practices for running an effective search.

FD&D also hosts exclusive workshops and seminars for faculty colleagues interested in thinking differently about the faculty search process. At the beginning of the search year, Harvard Professors Mahzarin Banaji, Richard Clarke Cabot Professor of Social Ethics and Senior Advisor to the FAS Dean on Faculty Development, and Boris Groysberg, Richard P. Chapman Professor of Business Administration in the Organizational Behavior Unit at the Harvard Business School, conducted a workshop for faculty and administrators involved in the search process on [Recognizing Talent and Ensuring Integrity of Searches](#). Professor Banaji is widely known for her groundbreaking work on unconscious thinking and feeling as they unfold in social context and the applications

# Faculty Development & Diversity Programs

of implicit cognition to improve organizational practices. Professor Groyberg is a leading scholar in organizational development and the performance, retention, and impact of star talent. In this interactive workshop, Professors Banaji and Groyberg used recent research and theory to enhance our thinking and provoke ongoing discussion around the faculty search process and the sourcing of star talent.

## Harvard Faculty Finder

FD&D recently launched the beta version of the [Harvard Faculty Finder](#) system (HFF). HFF provides, for the first time, a search and browse interface to Harvard faculty on a University-wide basis, to help students, faculty, and others identify Harvard faculty on the basis of research and teaching expertise.

HFF indexes and links existing sources of public information to enable cross-school faculty search and browse, including topic search. Data sources include faculty publications, courses taught, directory information, and various public websites.

The HFF project was developed under the auspices of the Harvard Academic Computing Committee, leveraging open source technologies developed at Harvard Medical School.

## University-wide Course Catalog and Cross Registration System

In line with all our efforts to create a true University community, FD&D sponsors the new online [University-wide Course Catalog and Cross Registration](#) system. This system allows students to navigate the full range of course offerings across Harvard, and to submit online petitions for entry into eligible courses at any of Harvard's Schools, in lieu of a paper-based petition process. It also supports online cross-registration for students at neighboring peer institutions interested in taking courses at Harvard. The increased facility of cross-registration has led to a significant rise in the number of students taking courses at multiple Harvard Schools.

## One HARVARD; Recruiting the Next Generation of Scholars

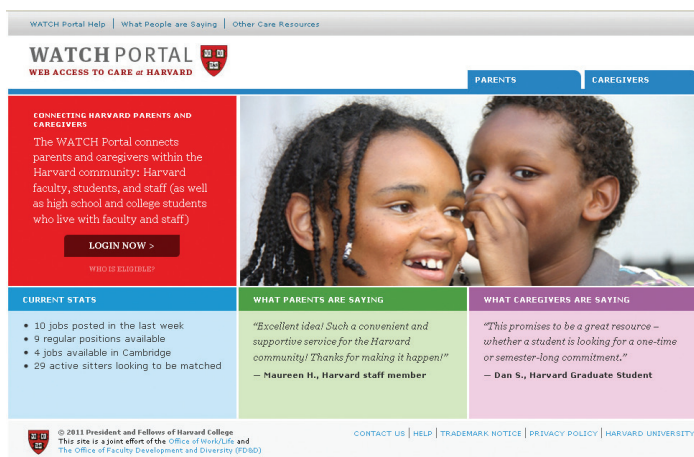
In coordination with Harvard's graduate schools, FD&D hosts the One HARVARD Initiative, a University-wide recruitment event. Over 200 students admitted to the GSAS and the professional Schools came to campus to hear "the case" for choosing Harvard for their studies. All admitted students were invited, with special invitations to those from historically underrepresented groups, given the initiative's goal of recruiting and retaining graduate students from diverse backgrounds.

## WATCH Portal

The newly expanded [WATCH Portal](#) connects households to student providers within the Harvard community, and currently has over 2000 active users in the Harvard community.

Harvard households can post ongoing positions, occasional jobs, and last-minute care requests; search for a student provider with a specific skill or language; contact student providers and save favorite provider profiles; get connected to resources for hiring and managing sitters; send a short-notice request for a provider (students registered for this feature will receive an email alert); sponsor their child – high school or college student – to be a provider.

Student providers can create profiles and post resumes; search for and apply to jobs for child and family care, tutoring, or odd jobs; receive email alerts of job opportunities that match specific criteria; get connected to resources for developing job skills and earning health and safety certifications.



Watch Portal



# Faculty Development & Diversity Programs

## Talking About Teaching

**Talking About Teaching** is a University-wide seminar that explores pedagogical connections across disciplines and Schools. Designed by faculty for faculty, this seminar series showcases the work of Harvard master teachers through demonstrations of their pedagogy and discussions of its broader applications. In multiple two-hour sessions, participants from across the University experience the pedagogy of one teacher, followed by a discussion – led by a faculty member from a different School – in which the seminar’s participants explore uses of the demonstrated method in their own classrooms.

This year, the theme is Feedback for Learning. The three seminars in the series will progress as a sequence from feedback to individual students, to larger group feedback dynamics, ending with how instructors can incorporate feedback from student learning.

## Publishing and Media Workshops

FD&D holds regular events for faculty on **publishing** and **communicating** their scholarship. In addition to our ongoing book writing workshops, in which small groups of faculty meet with experienced editors to discuss their own book projects, our featured event this year, called “**Getting Your Voice into Popular Media**,” offered faculty interested in writing an op-ed piece for a major newspaper or an idea piece for a popular periodical, or in speaking on radio, the opportunity to join leading news editors and faculty colleagues for a lively panel discussion. Participants included: Caroline Elkins, Professor of History and of African and African-American Studies; Edward Glaeser, Fred and Eleanor Glimp Professor of Economics and Director of the Taubman Center for State and Local Government; Trish Hall, Op-Ed Editor of The New York Times; and Amanda Katz, Deputy Editor of the Ideas Section of The Boston Globe.

## ARIES

The **Academic Recruiting Information eSystem** (ARIES) went live in 2011 as the University’s first centralized system for faculty hiring. Implemented through a collaboration between FD&D and Harvard University Information Technology, ARIES has created a streamlined process for faculty hiring, increased committee access to dossiers, automated reference letter collection, and facilitated EEO/AA data collection. After three years of use, the system has handled over 24,000 applications for approximately 475 faculty openings across the campus.



## Faculty Climate Survey

The University’s second ever Faculty Climate Survey ran from October 2012-February 2013. The overall response rate was 72% which compares favorably against response rates of peer institutions and of the Harvard 2007 survey (75%).

The climate survey was designed in consultation with the Office of Institutional Research, Harvard Deans, faculty, and School leaders, and peer institutions. It was designed specifically to provide insights into the working environment for faculty, both in an absolute sense and relative to faculty at peer institutions. Major sections of the survey focus on satisfaction, atmosphere, workload, tenure, mentoring, and work/life balance.

Analyses are currently underway and results will be shared throughout the coming academic year.

All FD&D videos can be found at [www.faculty.harvard.edu/videos](http://www.faculty.harvard.edu/videos)

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## School-Based Activities

The School-Based Activity reports are provided by each School to provide insight, updates, and trends in faculty at over the past year, including hires, departures, awards, and trends in composition of the faculty.



# Faculty of Arts and Sciences

Submitted by Nina Zipser, Dean for Faculty Affairs and Planning

## Searches

2012–2013 was a very active year for faculty searches, as the FAS continued to build a robust pipeline of exceptional faculty. Overall, the FAS conducted 73 ladder (tenured and tenure-track) faculty searches, the highest number of searches authorized in a single year since the onset of the recession and the subsequent hiring slowdown that began in 2008–2009. This recent increase in search activity has generated a steady stream of incoming faculty, who are set to arrive on campus in the coming years.

From the 73 searches conducted in 2012–2013, the FAS extended 46 offers to a diverse set of candidates, including 21 women and 15 minorities. Of the 46 offers, 28 faculty accepted, 9 declined, and 9 are pending an outcome.

A total of 33 new faculty members will join our community this September—15 from the searches conducted in 2012–2013 and 18 from searches conducted in previous years. Of these incoming faculty members, 13 are women and 10 are minorities.

Looking ahead, our faculty pipeline now consists of the 9 offers where the outcome is pending and an additional 18 faculty who have accepted offers to start in future years.

FIGURE 1: LADDER FACULTY SEARCHES IN THE FAS FROM 2007–2008 TO 2012–2013

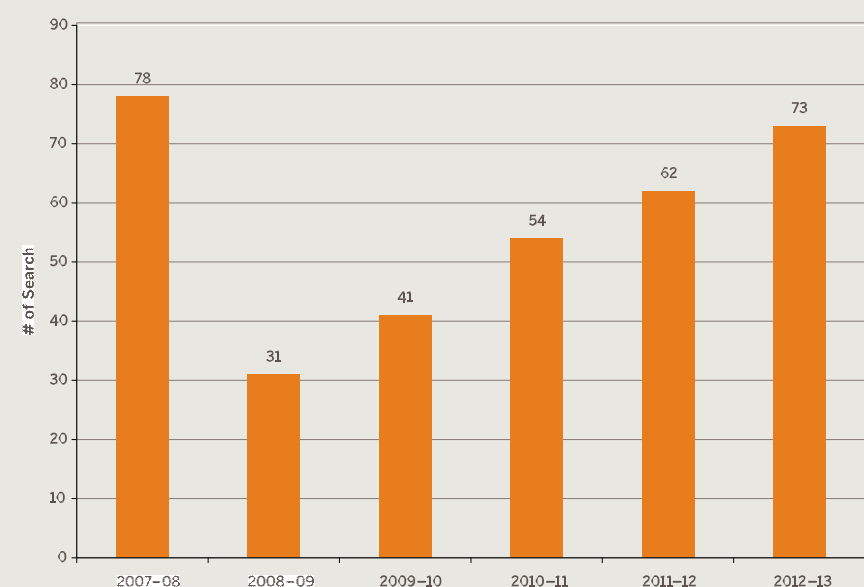


FIGURE 2: LADDER FACULTY IN THE FAS FROM FALL 1995 TO FALL 2013

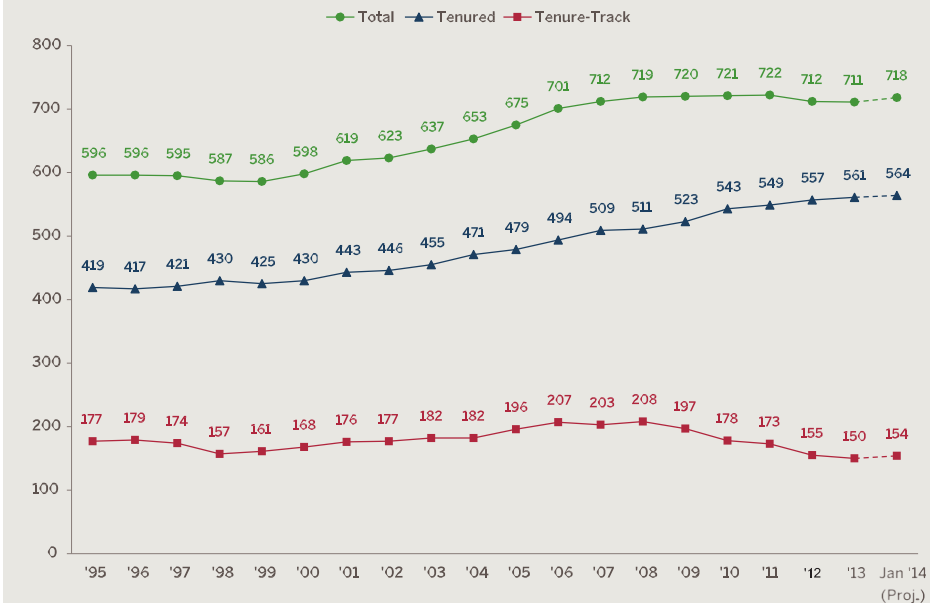


Figure 2: Ladder faculty head counts from fall 1995 to fall 2013, with a projection for January 1, 2014. Tenure-track faculty ranks include Convertible Instructor, Assistant Professor, and Associate Professor. Tenured faculty ranks include Professor and University Professor; though not ladder faculty, our two Professors in Residence are also included. Counts from 1995 to 2007 use a July 1 snapshot, while counts from 2008 onward use a September 1 snapshot (with the exception of the January 1, 2014, projection).

# Faculty of Arts and Sciences - continued

## Departures

On the other side of the pipeline, we bid farewell to 11 faculty who retired from the FAS in 2012–2013 as part of the FAS Faculty Retirement Program, which allows faculty to choose a personalized and phased retirement path. Since the launch of the program in 2009, 62 faculty members have entered into retirement agreements.

An additional 23 faculty departed the FAS for reasons other than retirement, including 11 tenured faculty and 12 tenure-track faculty.

## Faculty Size

As of September 1, 2013, the FAS had 711 active ladder faculty, down slightly from 712 a year ago due to 33 incoming faculty and 34 departures. However, the size of the faculty is expected to increase to 718 by January 1, 2014, as 7 faculty members have accepted offers to arrive on campus this winter, with no known departures by then.

## Promotions

In addition to the external search activity during the last academic year, the FAS concluded 22 promotion reviews to Associate Professor and 23 promotion reviews to tenure. Twenty-one of the associate professor reviews and 14 of the tenure reviews were successful.

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 during the 2008–2009 through 2012–2013 academic years. Promotion rates to Associate Professor over the last five years, conditional on standing for review, remain high for both women and men at 96%.

**FIGURE 3A: PROMOTION TO ASSOCIATE PROFESSOR AMONG THOSE STANDING FOR REVIEW**

	Promoted
Women	96%
Men	96%
<b>Total</b>	<b>96%</b>
(2008–2009 through 2012–2013)	

**FIGURE 3B: PROMOTION TO TENURED PROFESSOR AMONG THOSE STANDING FOR REVIEW**

	Promoted
Women	66%
Men	74%
<b>Total</b>	<b>71%</b>
(2008–2009 through 2012–2013)	

The promotion rate to tenure over the last five years, conditional on standing for review, was 71% overall. Broken down by gender, women experienced a 66% success rate compared to a 74% success rate for men. A chi-square test for independence shows no statistical difference ( $p=0.41$ ) between the two groups. We will continue to monitor these rates in the coming years.

## Diversity

Currently, women comprise 26% of ladder faculty in the FAS. The number of women has grown from 181 to 188 since last fall, due to 13 new female appointments compared with 6 departures. This is the first year of growth in this area over the last five years. Furthermore, our pipeline consists of 8 acceptances with deferred start dates from women and 4 pending acceptances from women. Thus, we are hopeful that we can sustain this upward trend.

**FIGURE 4: LADDER FACULTY IN THE FAS BY GENDER**

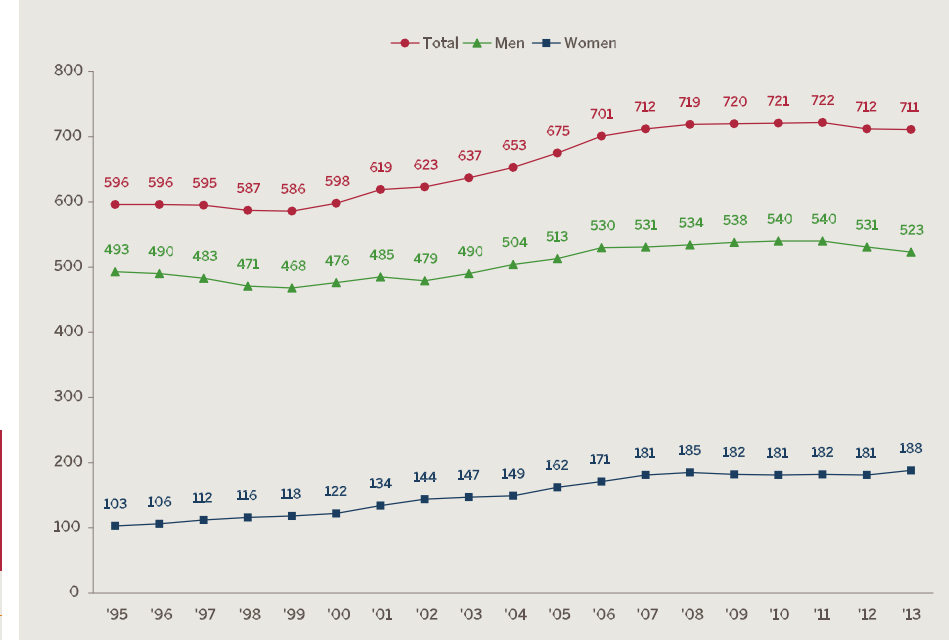


Figure 4: Ladder faculty counts by gender from fall 1995 to fall 2013. Ladder faculty ranks include Convertible Instructor, Assistant Professor, Associate Professor, Professor, and University Professor. Counts from 1995 to 2007 use a July 1 snapshot, while counts from 2008 onward use a September 1 snapshot. Faculty who have accepted offers for appointments starting beyond September 1, 2013, are not included in the counts.

## Faculty of Arts and Sciences - continued

When broken down into tenured and tenure-track faculty, we see that the representation of tenured women has continued to slowly increase. Most of this increase is due to internal promotions of women from the tenure track. Currently, women comprise 24% of the tenured faculty (135 out of 561), up slightly from 23% last year. The representation of women on the tenure track remains constant since last year, at 35% (53 out of 151).

In 2012–2013, the Standing Committee on Women (SCW) updated its 2010 report on gender demographics and faculty hiring. In addition to some of the trends above, the report noted that, in many departments, the proportion of women on the tenure track falls well below female representation in the PhD pipeline and at peer institutions. The report suggested some best practices applicable to the recruitment of both women and minority faculty.

Currently, minorities comprise 19.3% of ladder faculty, up slightly from 18.3% last year. Underrepresented minorities and multi-race faculty together comprise 8.2% of ladder faculty, up from 7.4% last year. When broken down by rank, minorities comprise 17.5% of the tenured faculty and 26% of the tenure-track faculty.

To continue to improve minority representation and in response to the SCW's report, the Committee on Appointments and Promotions and the senior adviser to the FAS Dean for Faculty Development have compiled a list of best practices during faculty searches. This document, "Recommendations for Ensuring the Integrity of Faculty Searches,"\* draws on departmental feedback and behavioral science research in suggesting ways to minimize bias when launching a search, developing a short list of candidates, conducting interviews and campus visits, holding departmental discussions, and voting. "Recommendations" was sent to department chairs with search authorizations for 2013–2014. Chairs and all search committee members are asked to use "Recommendations" as a guide when conducting tenure-track and senior searches.

FIGURE 5: LADDER FACULTY IN THE FAS BY RACE/ETHNICITY, FALL 1995 TO FALL 2013

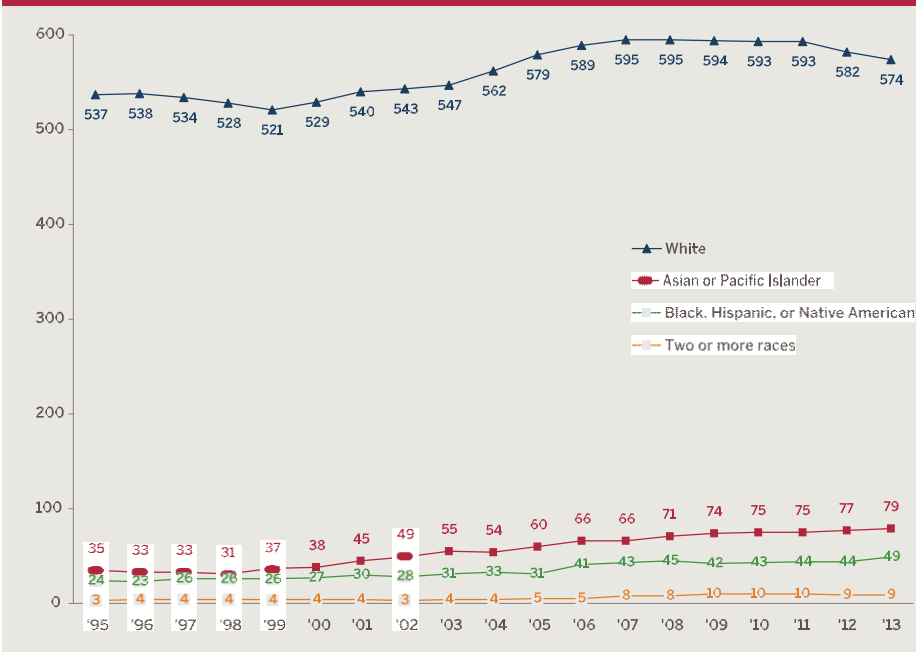


Figure 5: Tenured and tenure-track faculty by race/ethnicity, September 1, 2013, snapshot. Counts from previous years have been restated to account for faculty who self-identified with more than one race. The "Hispanic" category includes Hispanic and Latino faculty of any race.

FIGURE 6: LADDER FACULTY IN THE FAS BY RACE/ETHNICITY, FALL 2013

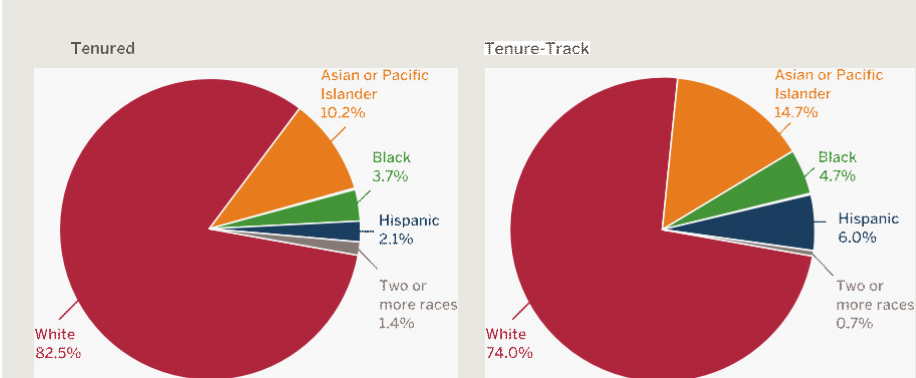


Figure 6: Tenured and tenure-track faculty by race/ethnicity, September 1, 2013, snapshot. The "Hispanic" category includes Hispanic and Latino faculty of any race. The "Native American" category has been omitted because the only faculty members who belonged to that category also self-identified with other categories and thus appear as "Two or more races".



# Harvard School of Engineering and Applied Science

*Submitted by Ed Kleifgen, Senior Associate Dean for Faculty Affairs and Student Services*

## Faculty Searches and Promotions

The School of Engineering and Applied Sciences (SEAS) was successful in recruiting five ladder faculty members this past year from a broad range of searches. Four were tenure-track appointees (one a minority female). These new faculty members bring needed capacity in teaching and research in the fields of applied math, computer science, and electrical engineering. The fifth is a tenured appointment in applied physics at 0 FTE for Richard McCullough, who also serves as the University's vice provost for research. These recruitments are the result of 10 extended offers (9 tenure-track; 3 to women; 2 to minority candidates).

Five successful promotion reviews were conducted during 2012-13. Three were to the rank of associate professor (two in computer science and one in applied physics), and two resulted in tenured appointments (both in applied physics). Two successful reappointments for Professors of the Practice were completed during 2012-13 as well.

The new, newly promoted, and reappointed faculty members will help to maintain important research and teaching efforts at SEAS, which are especially important after six tenured faculty members associated with SEAS retired in 2011-12 and another retired in 2012-13. Three more will transition into retirement over the next two years. These departures make it essential that SEAS continue to invest in developing and diversifying our faculty ranks.

For new and continuing searches in 2013-14, SEAS' assistant dean for academic affairs will work carefully with committee chairs and members to implement new search guidelines that further strengthen processes meant to ensure broad and open searches and a diverse pool of candidates.

## Faculty Development and Mentoring

The mentoring program for tenure-track faculty was further strengthened this past year through enhancements to how meetings between mentors and mentees are arranged, the frequency of progress reports to the Dean, and a greater emphasis on the second year (interim) review. Additionally, faculty leadership agreed to implement changes to promotion review guidelines that will have candidates for promotion to associate professor give seminar talks and have at least one mentoring committee member observe one of their classes. These changes are meant to strengthen the quality of feedback candidates receive as a result of the review process.

The Dean convened periodic lunch meetings with tenure-track colleagues, primarily to discuss ways in which the School could better support their development and teaching and research efforts. SEAS faculty also began attending the Division of Science scientific management seminar series for tenure-track faculty, and our assistant dean for academic affairs now serves on the coordinating committee for that series.

A retreat was held for non-ladder faculty members in the spring that focused on building a more cohesive and collaborative cadre among those who manage and staff the infrastructure that supports our laboratory courses, our courses focused on design, innovation, and entrepreneurship, and our advising network. This is an important effort that will continue, especially given this community's importance in providing that necessary teaching capacity to staff our greatly expanded active learning course portfolio, which has increased over the past few years as ladder faculty numbers have stayed about constant.

## Academic and Education Programs and Planning

New undergraduate concentrations in Electrical Engineering and Mechanical Engineering began 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. SEAS again received a record number of applications for our graduate programs, and accepted the first class of the Master's program in Computational Science and Engineering.

Education program planning and development was a priority this past year, in part necessitated by increased demand for SEAS courses and the steadily growing numbers of concentrators. As a result, the administration was reorganized. Senior administrators were shifted and one added to staff new education-related standing committees (Educational Policy Committee, its Graduate counterpart, Undergraduate Engineering, Engineering Design, and Entrepreneurship and Innovation) and to better manage the offices associated with teaching and student services.

## Postdocs, REUs, and Pipeline

The range of SEAS educational outreach programs grew to new breadth this past year with its largest ever class of Research Experiences for Undergraduates (REU) students, who spend the summer conducting research in SEAS labs. Over recent years, dozens of these students (a significant percentage are women and minority students) subsequently matriculated into SEAS gradu-

## Harvard School of Engineering and Applied Science - continued

ate programs. Other outreach efforts range from elementary- to high school-based student and teacher programs in Boston, Cambridge and other surrounding schools, as well as with the Science Museum. Such programs will expand further in coming years as SEAS partners with MIT and Howard University in a newly awarded NSF Science and Technology Center grant.

With technical assistance from the FAS Office for Postdoctoral Affairs, SEAS began working more closely with its postdoctoral fellows this past year. Industry recruiting events were held, advising on CV preparation was offered, a survey of the postdoc community was conducted, and an advisory council was formed with support from the SEAS Office for Academic Affairs. The council will help advise on additional programming for postdocs, focusing on development, including more coordinated access to teaching opportunities.

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

### **An Expanding Campus**

During the spring and summer, the faculty engaged in a range of discussions, at faculty meetings and at weekly lunches, about the prospect of moving some portion of the School and its many endeavors to an Allston-based campus. The intent was to provide academic and programmatic principles and guidelines to inform the planning process as it moves to site and building design. The faculty continue to work closely with the administration and University leadership to guide the planning in Allston.

# Harvard Medical School

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

Prepared by:

Maureen T. Connelly, MD, MPH, Dean for Faculty Affairs

Joan Y. Reede, MD, MPH, MS, MBA, Dean for Diversity & Community Partnership

Phillip Boiselle, MD, Associate Dean for Academic and Clinical Affairs

## 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, which began accepting applications in October 2012. 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 first Dean's Postdoctoral Fellow was named this year and will be doing her fellowship in the Department of Genetics. As part of the efforts to advance diversity on the HMS Quad and to further support mentoring, career development, and networking opportunities for Quad-based URM postdoctoral fellows and junior faculty, the Office for Diversity Inclusion and Community Partnership will launch the HMS STARS (Scientists, Translational and Academic Researchers) Community for Diversity. The STARS Community for Diversity will bring postdoctoral fellows and junior faculty together with diverse leaders invited from various disciplines in basic and social sciences. URM Postdoctoral fellows and junior faculty will benefit from the sharing of unique perspectives, experiences and lessons learned from leaders from similar backgrounds as well as from their peers and near-peers.

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 2013 hosted 101 attendees. Now in its 9th year, this Program is 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 ad-



## Harvard Medical School - continued

dition, through DCP's Center of Excellence in Minority Health and Health Disparities, a Health Disparities Post Graduate Fellowship was 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 (n=47 in 2013). 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. Ninety-four 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 year 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.

#### *HMS Recognition Awards for Mentorship, Diversity, Community Service and Institutional Service*

The Office for Diversity Inclusion and Community Partnership currently administers three awards to recognize excellence in mentoring, community service work, and to raise the awareness and importance of diversity at HMS and HSDM. 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, 170 HMS/HSDM faculty members have received an award for excellence in mentoring. The Diversity Awards

for faculty and staff serve as a vehicle to raise the awareness and importance of diversity at HMS/HSDM, 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 47 Diversity Awards presented to faculty and staff in recognition of their contribution to advancing diversity and inclusion at HMS/HSDM. The Community Service Award, established in 1999, recognizes HMS/HSDM faculty, trainees, staff and students, who have made outstanding personal efforts to serve the local, national, or international community. To date, HMS has recognized 92 faculty, trainees, students and staff with a Community Service Award for their extraordinary service to 87 organizations that have had an important impact on our local, regional and international community. This year, the Office for Diversity Inclusion and Community Partnership convened a committee to develop a new HMS recognition award for institutional service to HMS/HSDM. The Barbara J. McNeil-Daniel D. Federman Award will recognize faculty and staff whose exemplary service contributions have been key to the overall success of HMS/HSDM and honor individuals who have set the standard for service at HMS/HSDM through their personal initiative in providing service and engaging others to do the same.

### 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 individual, institutional and sociocultural 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:**

## Harvard Medical School - continued

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 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 2,590 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 minority 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 (Health Professions Recruitment and Exposure Program), 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™ and AP Biology Hinton Scholars Program.

# Harvard Business School

*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 resulted in five priorities for the School:

- **Innovation** in our educational programs
- A recommitment to **intellectual ambition**
- **Internationalization** by expanding the School's intellectual footprint
- Creating a culture of **inclusion**
- Enhancing **integration** within HBS and across Harvard University

## Faculty Governance

Harvard Business School engages a broad range of senior faculty in the leadership of the School. In 2012-13, this diverse group included eight 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 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.

## Culture & Community Initiative

With an eye toward ensuring HBS is indeed an inclusive community, Dean Nohria launched a Culture and Community Initiative (CCI) in 2010, 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.

To ground the CCI in a thorough understanding of the current culture, HBS has undertaken a series of self-assessment and improvement projects; the first two projects focus on students and faculty. 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 student culture report was issued in spring 2012 and the faculty culture report in spring 2013.

## 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.

In spring 2010, individual interviews were conducted with 12 assistant professors who had joined the faculty in either 2008 or 2009 to understand their perceptions of HBS prior to joining the faculty and how these perceptions mapped to their actual experience of the School, and to obtain feedback on how the School might improve the recruiting experience for prospective faculty. A summary of the interview findings was discussed in sessions with the Dean's Management Group and Unit Heads.

Faculty diversity continues to be an area of focus at both the School-wide and unit levels. Resulting from the 2012-13 recruiting season, 55% of incoming ladder faculty are minorities.

In July 2012, a tenured woman assumed the role of Senior Associate Dean for Faculty Planning and Recruiting. A key area of focus for the new Senior Associate Dean is understanding the faculty's perspective on lateral recruiting and how the School might identify top candidates, particularly women and under-represented minorities. Attention is being concentrated not only on identifying the very best scholars, but also how best to assess potential fit at HBS.



# Harvard Business School - continued

## Faculty Development

### *New Initiatives*

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

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

Also in 2012-13, the Dean reinstituted a five-year review process for tenured faculty and more than 20% of the tenured faculty participated. The process is led by the Dean and includes the Senior Associate Dean for Research and the Senior Associate Dean for Planning and Recruiting.

Beyond annual reporting, these sessions provide an opportunity both to look back and to look forward over a longer time frame. The reflection and discussion can help shape research agendas and teaching plans, and tee up conversations about assignments and roles at the School more generally.

Finally, in light of the demographics of the faculty, new cultural norms, and longer life spans, a faculty advisory group was assembled in 2012-13 to review the HBS retirement incentive plan for tenured faculty and recommend modifications to it; the goal is to ensure that the plan best reflected the needs of the faculty and the School.

### *Ongoing Activities*

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 and collaborative relationships – both those they are mentored by and those with whom they collaborate – for research and teaching. These data are used by the Dean, the Senior Associate Dean for Faculty Planning and Recruiting, Unit Heads, and Research Directors to determine if junior faculty are receiving adequate support across 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 for Faculty Development meet with Assistant and Associate Professors to discuss the promotion process.

### *Research Culture and Support*

The Directors of Research are responsible for fostering the HBS intellectual community and research culture, encouraging research that addresses important global and multidisciplinary questions, and supporting individual faculty in their research programs. Key activities in recent years have included:

- Increasing the visibility of inspirational research through an annual School-wide research symposium, now in its eleventh year.
- Hosting the Course Development Research (CORE) seminar, now in its tenth year, to provide a forum for faculty engaged in course development research to discuss early stage work with colleagues throughout the School.
- Sponsoring research conferences, many with a multidisciplinary focus, that academic and practitioners attend; in 2012-13 this included 20 conferences with 1,500 attendees.
- In spring 2013, in honor of the 50th anniversary of women's admission to the traditional two-year MBA program at HBS, the Research Directors sponsored a two-day research symposium, Gender & Work: Challenging Conventional Wisdom, and hosted a series of six research talks on gender and work. The symposium brought together forward-thinking scholars doing cutting-edge research on gender in organizations. The seminar series expanded on the symposium, and offered current research from HBS faculty on a range of multi-disciplinary questions.

## Harvard Business School - continued

- A new Faculty Immersion Experience Program (IXP) was launched in 2010-11 to provide opportunities for faculty learning, and in the case of international IXPs, to reduce barriers to conducting international research. IXP trips are led by HBS faculty, and, in previous years, have included a trip to Israel and two trips to China; in 2012-13, there was a faculty IXP to Brazil.
- The Global Research Fellowship program provides 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. Over a three-year period, six faculty spent a total of 33 months in the following countries: China, France, Japan, India, and Spain.
- In 2011-12, the Directors increased their focus on faculty development by aligning their assignments to faculty research interests rather than academic units and, in the annual reporting and planning process, by providing additional attention to faculty at important inflection points.
- To create opportunities for faculty members to meet colleagues in other academic units and share their work, the Directors led small group discussions with tenure-track faculty in 2011-12 and hosted informal get-togethers for ladder faculty at all ranks in 2012-13.
- Beginning in spring 2011, faculty members are provided with an annual stipend as a supplement to their research budget that offers flexibility to cover research-related expenses that might not otherwise be covered by the research budget, such as technology purchases and expenses associated with travel for co-authors to visit HBS.

Two key faculty development objectives are assisting faculty with the dissemination of their work and creating opportunities for faculty connections. 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 by making ideas more accessible, in 2011-12, a new Faculty & Research website and Research Information System were launched. In 2012-13, the School's research administration team did personalized outreach to more than 160 faculty with specific recommendations for enhancing their profiles. In addition, the Senior Associate Dean for 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.

### *Teaching Support*

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 engages 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 real-world situations, thus developing the competence and character they will need to succeed as business leaders. 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.

Because providing support and feedback to faculty in the classroom is essential to their ongoing success, the Christensen Center for Teaching and Learning is dedicated to helping all faculty improve their teaching effectiveness. The Center was established in 2004 and 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. Ninety-four percent of the School's 2012-13 teaching faculty (comprising the ladder, senior and other ranks) have taken advantage of the Center's offerings, including 100% of tenure-track faculty.

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 2012-13.

The Center also offers workshops on topics such as tracking classroom participation, grading and feedback, and responding to difficult moments in the classroom. In 2011-12, the Center co-hosted a special faculty workshop with the MBA program on Effectiveness in the Elective Curriculum. In 2012-13 the Center worked with the School's Executive Education organization to deliver a workshop on achieving excellence in executive teaching.

## Harvard Business School - continued

### Work & Life

The Senior Associate Dean for 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.

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.



# Harvard School of Public Health

*Submitted by Michael J. Grusby, Senior Associate Dean for Academic Affairs and Diversity*

## Faculty Diversity

During the past academic year (2012–13), HSPH has continued to expand the diversity of its academic community through several successful junior and senior faculty searches. Of the three junior faculty members who have joined our school this year, one is African-American; Dr. Reginald Tucker-Seeley who is based in the Department of Social and Behavioral Sciences and is jointly affiliated with the Dana-Farber Cancer Institute. Dr. Christina Roberto (Hispanic female) was approved by the University as an Assistant Professor of Social and Behavioral Sciences and we are anticipating her joining our faculty at the end of the summer. In addition, we recruited a Hispanic male to a tenured professorship; Dr. Raphael Irizarry who joined the department of Biostatistics.

In academic year 2013, of the five faculty members to advance to the rank of full professor, one is female; Laura Kubzansky was promoted to Professor of Social and Behavioral Sciences.

Finally, the Faculty Ambassadors Program continued its work of connecting HSPH faculty to historically black colleges and other universities with significant underrepresented populations. In the 2012-13 academic year, our Faculty Ambassadors made a joint trip to the Atlanta University Center, reaching students from diverse majors from Morehouse College, Spelman College, and Clark Atlanta University.

## Faculty Development

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

Lacking a critical mass of new junior faculty members last year, the established (since 2000) junior faculty orientation/workshop program was exchanged for one-on-one counseling with representatives from the Offices of Research Strategy and Development and Faculty Affairs. These three faculty members will participate with the new ladder faculty cohort in academic year 2014 in the year-long program of monthly meetings with seasoned faculty and senior administrators. Topics include research strategy and development, authorship, teaching (e.g., models for dynamic teaching/learning scenarios, mentoring students), and 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 of Education (formerly Office for Educational Programs) sponsored a series of seminars on various aspects of teaching and course design. Planning is underway for academic year 2014 to train 40 faculty members in case writing and teaching. Second, in academic year 2013, three junior faculty sabbaticals with funding from the dean's office were 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.

## 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, including initiating a new postdoctoral fellow mentoring program.

The school continues to enrich its intellectual diversity through the Yerby Postdoctoral Fellowship Program. Last year, the school received one hundred applications for this fellowship program for underrepresented minorities. Five outstanding new fellows will join three continuing fellows during the academic year 2014. Of the four fellows who completed the program this spring, two were successful in attaining faculty positions. Of the more than thirty fellows who have completed the program since 2000, four have held faculty appointments at HSPH, and twenty have held faculty positions at U.S. universities, including the University of Washington, Duke University, University of Illinois and the University of Texas (MD Anderson Cancer Center).

## Environment

The Committee on the Concerns of Women Faculty (CCWF) continues its efforts to address equity and climate issues. CCWF is working with department chairs and with the administration to craft a school-wide plan to improve the gender balance of our faculty and to bring greater equity between the responsibilities of male and female faculty members. CCWF has worked with the dean's office along with financial support from the Office of the Senior Vice Provost for Faculty Development and Diversity to create a new lecture series to highlight some of the many important contributions of women leaders in the field of public health. This year, CCWF and the dean's office presented the third annual Alice Hamilton Award and Lecture, to recognize the achieve-

## Harvard School of Public Health - continued

ments and promise of a young woman investigator in the field of public health. The recipient this year was Dr. Sarah Fortune, the Melvin J. and Geraldine L. Glimcher Associate Professor of Immunology and Infectious Diseases. The CCWF membership recently approved a name change to the Committee on the Advancement of Women Faculty (CAWF) to better reflect the mission of the committee. The website is being updated this summer in preparation for a school-wide announcement in September 2013.

Finally, the establishment of the Dean's Advisory Committee for Diversity and Inclusion (DACDI) is another demonstration of the administration's continued commitment to the school's mission of an inclusive community at HSPH. This advisory and implementation committee is comprised of committed faculty, administrators, alumni, students, and postdoctoral fellows. The committee held its first formal meeting in January 2013 and is setting a foundation for the work of the School in the area of diversity, inclusion and campus climate. The committee's work has a comprehensive and school-wide focus and it is charged with addressing diversity and inclusion within all areas of our community (i.e. students, staff, researchers, postdoctoral fellows, faculty, policies, support, and structural/organizational systems).

# Harvard Law School

*Submitted by Catherine Claypoole, Associate Dean and Dean for Faculty and Academic Affairs*

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

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 2012-13 year, 30% of School's visiting professors were women and 26% were people of color. This past year 66% of the School's offers for tenured professorships were made to women. Thirty-three percent of those offers were made to people of color.

The Law School has a small pool of tenure-track faculty. Assistant professors at the Law School are closely mentored and integrated into all aspects of the 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. In 2012-13, 50% of the Law School's offers for entry-level positions were made to women. In this same pool, 50% were made 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 continue to focus on professor of practice appointments, 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.

The Law School regularly hosts 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 2013-14 are women. The overall class of Climenko Fellows in 2013-14 includes 31% 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 upper-level 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 34 fellows participating in the summer of 2013, 41% were women and 9% were students of color. This is the earliest point in the pipeline at which the Law School provides funding for future academics, and we are encouraged by the percentage of women and students of color in this program.



# Harvard Kennedy School of Government

*Submitted by Iris Bohnet, Academic Dean*

## Diversity

The Kennedy School has increased the number of tenured women faculty from 9 percent in 2004 to 23 percent in 2013. Overall, 29 percent of our faculty are female. HKS continues its efforts to increase diversity at the school. In addition to diversity, however, we are also dealing with faculty demographics that require us to search more actively in certain areas. To start addressing faculty demographics and diversity at the same time, we have focused on the three demographically most affected areas, Social and Urban Policy (SUP), International and Global Affairs (IGA) and Markets, Business and Government (MBG), in our searches in the last two years. To increase the chances of being able to attract stars and enhance diversity, we have focused on cluster searches/hiring and new collaborations with departments and other professional schools at Harvard, and importantly, the Radcliffe Institute. In addition, for junior searches, we have included “senior juniors” (assistant professors who got their PhD two to four years ago) and bundled our searches. Through these processes, we have been able to hire three exceptional senior faculty members, all women, one of them Hispanic; and four junior faculty, three women and one man, one of them Hispanic and two of them non-Americans. Thus, of the newly hired ladder faculty in AY12 and 13, 6 out of 7 are female, 2 out of 7 are minority members and 2 out of 7 non-American.

## Development

We continue with teaching support for our faculty through our very successful SLATE program, Strengthen Learning and Teaching Excellence, including the New Faculty Institute, which introduces new faculty to the administrative and teaching environment at HKS.

We also continue to give our tenure-track faculty feedback at the end of their second year. In addition, all Area Chairs are asked to report on how the junior ladder faculty and lecturers in their area are doing on an annual basis. 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.

Overall, this process is working well and a large number of our junior faculty members have benefited from it. However, we are struggling with “critical mass” issues, with some disciplines more heavily represented at HKS than others, providing more of an intellectual community and mentors to some than to others. We are continuing

with our efforts to connect our “disciplinary minority faculty” with colleagues in their fields across Harvard. In addition, a number of senior faculty with primary appointments elsewhere at Harvard have joined the Kennedy School as center directors, bringing additional expertise and mentoring capacity in “minority disciplines” to our campus. Finally, our research centers have introduced seminars that either explicitly focus on junior faculty member presentations (e.g., the Taubman Center and the Ash Center) or at least explicitly offer the seminar as an opportunity for junior faculty members to present work-in-progress and get feedback (e.g., the Center for International Development, the Center for Public Leadership, and the Women and Public Policy Program). It is too early to tell whether these initiatives will bear fruit and we certainly acknowledge that the issue of “critical mass,” both in terms of disciplinary background and in terms of demography, are crucial challenges moving ahead.

We conclude that we have made progress towards increasing gender diversity of our faculty during Dean Ellwood’s deanship. Forty-five percent of all newly tenured faculty have been women. We have made less progress toward increasing the ethnic and racial diversity of our faculty and must do better here. In terms of junior faculty members, we have generally made progress towards more effectively mentoring and sponsoring our junior colleagues. However, groups already in the majority at HKS and men seem to have benefited more from these interventions than scholars in other fields or women. We must do better here and work towards closing these gaps.

# 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, nine 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.

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, 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 six-week 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 newly created mentoring program is now monitored by the Associate Dean for Academic Affairs and the Director of Faculty Planning. The first phase of the program included meeting with junior faculty individually and as a group to share information about promotions, reappointments, and general guidelines and templates for academic reports and curriculum vitae. Moving ahead, awareness will continue to be increased about the program to showcase accomplishments and key elements of the program, including that an official timeline and structure has been put in place. In addition, now in its fourth 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*

Last year was a transitional year at HGSE following the announcement in early December of Dean Kathleen McCartney's departure to become the President of Smith College. In June, President Faust announced the appointment of James E. Ryan as the School's new dean.

HGSE's modest level of recruitment activity in 2012-13 resulted in the appointment of a new assistant professor of education and a new Professor of Practice, both of whom are faculty of color. At the same time, a number of faculty members retired or departed from the School at the end of the year. HGSE is proud to lead the University in the percentage of senior and tenure-track faculty who are women.

HGSE also revised its policy on the appointment, review and promotion of tenure-track faculty, with the goal of increasing clarity about the process, improving feedback given to faculty, and providing a more flexible set of options for promotion to associate professor. In the coming year, we expect to revisit our policies for the renewal and promotion of non-ladder faculty to ensure that the processes, criteria, and standards in place serve the institution and individual faculty members well. We hope that information from the University Faculty Climate survey will be useful in this regard and others. 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. We continue to implement Early Career and Mid Career Advisory Reviews to help tenure-track faculty progress toward appointment milestones such as promotion or tenure, to flag areas of strength or weakness, and to provide tenure-track faculty members with consistent advice and signaling from senior colleagues and the dean. The Academic Dean also sponsors professional development opportunities and workshops for tenure-track faculty on topics such as book publishing, grant-getting, and disseminating one's work. 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, made progress on 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. In the coming year DACED will work with directors of HGSE's master's programs and support individual faculty members in implementing the competencies in their courses and programs.

# Harvard Divinity School

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

Following the release of the “Report on Religion” in the fall of 2012, President Faust convened a “Working Group on Religion.” Several faculty members from HDS and FAS as well as senior administrators worked on implementations of the previously commissioned “Report on Religion at Harvard” and to envision some of the outcomes. The working group, under the chairmanship of Professor Michael Puett (FAS), submitted its recommendations to the President in the summer of 2013 and both the faculties of HDS and FAS will work to implement the recommendations in the coming year.

We are happy to report that HDS has been reaccredited for ten years by the Association of Theological Schools. A final report and a response to the ATS report will be written this fall semester and thereby the final stage of the reaccreditation review will have been concluded.

## Incoming Faculty

**David F. Holland**, Associate Professor of North American Religious History Professor Holland joined the HDS faculty as of July 1, 2013. A renowned scholar of American religious history, he casts a broad and inclusive net in understanding the deep intellectual, theological, and cultural currents driving New England church history. Holland earned a BA in history from Brigham Young University and an MA and PhD from Stanford University. He is the author of numerous book reviews, journal articles, and review essays, including “From Anne Hutchinson to Horace Bushnell: A New Take on the New England Sequence” (The New England Quarterly, 2005) and “‘A Mixed Construction of Subversion and Conversion’: The Complicated Lives and Times of Religious Women” (Gender and History, 2010). He is the author of Sacred Borders: Continuing Revelation and Canonical Restraint in Early America, published by Oxford University Press in 2011. His new projects include a comparative biography of Mary Baker Eddy and Ellen White and a study of the legacy of Perry Miller.

**Matthew L. Potts**, Assistant Professor in Ministry Studies Professor Potts joined the faculty of HDS in the summer of 2013. He studies the practices of Christian communities with a focus on the relationship between liturgy and ethics. In particular, he seeks to analyze and interpret Christian sacramental practices while employing the resources of literature, literary theory, and contemporary theology. His dissertation, “The Frail Agony of Grace: Story, Act, and Sacrament in the Fiction of Cormac McCarthy,” argues that the sacramental character of McCarthy’s novels challenges readers to consider their ethical acts and responsibilities in ways deeply indebted to Christian theology. Other interests include theologies of revelation and atonement, the ethics of forgiveness and reconciliation, contemporary Anglican theology, and preaching. He is ordained a priest in the Episcopal Church and has served several parishes in Massachusetts, most recently as assistant rector of

St. Barnabas Church in Falmouth.

## Faculty Promotions and Reappointments

**Giovanni Bazzana** was promoted from Assistant to Associate Professor of New Testament. Bazzana’s main interests are the synoptic Gospels and apocalyptic literature. In the last decade, Bazzana’s work has become increasingly focused on papyrology and the interplay between this discipline and New Testament studies, in particular with respect to the potential broadening of the scope of historical analysis and comparison to the wider Jewish and Greco-Roman contexts. Bazzana joined HDS in 2009, coming from the University of Toronto.

**Mayra Rivera Rivera** was promoted from Assistant to Associate Professor of Theology and Latino/a Studies. Rivera Rivera joined the HDS faculty in July 2010, having previously been Assistant Professor of Theology at the Pacific School of Religion in Berkeley, California. Her transdisciplinary work in critical theological studies engages key Christian themes in relation to current theory and philosophy. Rivera Rivera’s work also analyzes the role of religious ideas in Latina theory.

**Cheryl A. Giles** was reappointed as the Francis Greenwood Peabody Senior Lecturer in Pastoral Care and Counseling at Harvard Divinity School. She is a licensed clinical psychologist and has extensive experience in the treatment of children, adolescents, and families with significant mental illness, high-risk behaviors, and traumatic stress. Her primary research interests are identifying the role of risk and resilience in developing healthy adolescents, health care disparities in African American populations, and contemplative care for the dying. Professor Giles is a core faculty member of the Buddhist Ministry Program and the co-editor of The Arts of Contemplative Care: Pioneering Voices in Buddhist Chaplaincy and Pastoral Work (Wisdom Press, 2012). She is a student of Tibetan Buddhist meditation.

**Stephanie Paulsell** was reappointed to another term as Houghton Professor of the Practice of Ministry Studies. She joined the faculty of HDS in 2001 as Lecturer on Ministry. She studies the points of intersection between intellectual work and spiritual practice, between the academic study of religion and the practices of ministry, and between the contemplative and active dimensions of the vocations of minister and teacher. She is the author of Honoring the Body: Meditations on a Christian Practice and co-editor of The Scope of Our Art: The Vocation of the Theological Teacher. Her current research is on Virginia Woolf and religion. She is an ordained minister in the Christian Church (Disciples of Christ).



## Harvard Divinity School - continued

### Faculty grants and awards

**Leila Ahmed**, Victor S. Thomas Professor of Divinity, was awarded the 2013 Grawemeyer Award in Religion for her recent book, *A Quiet Revolution: The Veil's Resurgence, from the Middle East to America*. The award is conferred annually by the University of Louisville and the Louisville Presbyterian Theological Seminary. It recognizes "highly significant contributions to religious and spiritual understanding." <http://harvardmagazine.com/2012/11/harvard-divinitys-ahmed-wins-grawemeyer-award>

**David N. Hempton**, Dean of the Faculty of Divinity, Alonzo L. McDonald Family Professor of Evangelical Theological Studies, and John Lord O'Brien Professor of Divinity, was awarded the Albert C. Outler Prize by the American Society of Church History for his recent book, *The Church in the Long Eighteenth Century*. The award is presented to the author of the best monograph, biography, critical edition, or bibliography published in the two previous calendar years in ecumenical church history broadly conceived.

**Karen King**, Hollis Professor of Divinity, 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. Luce Fellows engage in year-long projects selected on the basis of the strength of their proposals to conduct creative and innovative research in religion and theology

**Elisabeth Schüssler Fiorenza**, Krister Stendahl Professor of Divinity, was honored by The Public Understanding of Religion Committee of the American Academy of Religion (AAR) as the recipient of the 2012 Martin E. Marty Award for the Public Understanding of Religion. Schüssler Fiorenza has done pioneering work in biblical interpretation and feminist theology, and her teaching and research focuses on questions of biblical and theological epistemology, hermeneutics, rhetoric, and the politics of interpretation, as well as on issues of theological education, radical equality, and democracy.

**Charles Stang**, Associate Professor of Early Christian Thought, has been named a recipient of the 2013 Manfred Lautenschlaeger Award for Theological Promise, formerly known as the John Templeton Prize for Theological Promise. The annual award is presented to a select group of young scholars in recognition of the best doctoral or first postdoctoral works each year on the topic "God and Spirituality (as broadly understood)."

### Faculty Departures

One faculty member departed the Harvard Divinity School at the end of June 2013.

Susan Abraham, Assistant Professor in Ministry Studies had joined the faculty of Divinity in 2007 and served as associate director of the Center for the Study of World Religions from 2010 to 2012. She left HDS in 2013 for a tenure-track position as Assistant Professor of Theological Studies in the Department of Theology at Loyola Marymount University, Los Angeles.

The HDS community was saddened by the death of Professor Ronald F. Thiemann, Bussey Professor of Theology, this past year. The former dean of Harvard Divinity School died on Thursday, November 29, 2012, at the age of 66. A noted scholar, theologian, teacher, and administrator, Thiemann was a leading voice in discussions about contemporary theology and the role of religion in American public life. His obituary can be found at: <http://www.hds.harvard.edu/news-events/articles/2012/11/30/ronald-f-thiemann-1946-2012>

### Faculty Development

We have had a good mentoring program of junior faculty in place for the past 4-5 years. Junior faculty also have annual regular meetings with the Academic Dean to check in and to talk about upcoming milestones and projects in their careers. Furthermore, several of our junior faculty members have presented their work either at HDS faculty lunch meetings at the Center for the Study of World Religions, or other venues at Harvard such as the Weatherhead Center or the Mahindra Humanities Center series. We are hoping to continue those efforts to create successful and positive cohorts of junior, tenure-track faculty members who will continue to contribute their efforts and work to HDS and to Harvard.

## Appendix: Peer Comparisons and Longitudinal Faculty Data

# Peer Comparisons

The following 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.

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 2012-13 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.

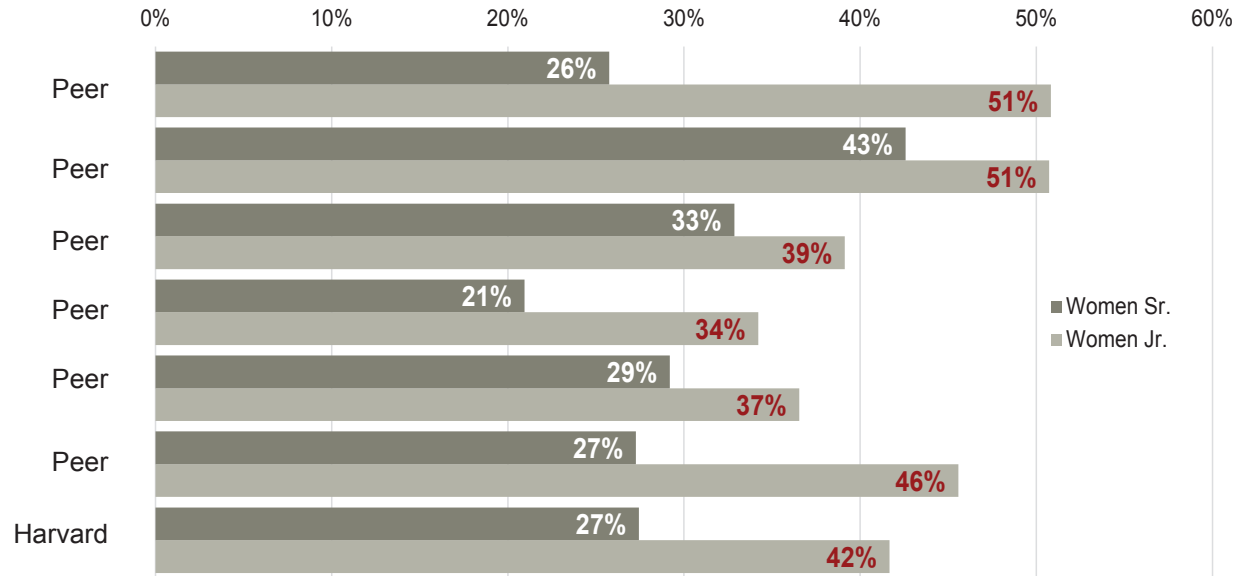
## Notes on Peer Comparisons Data

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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## FACULTY OF ARTS & SCIENCES: SOCIAL SCIENCES\*\*

### Percentage of Women Ladder Faculty by School and Rank (2012-13)



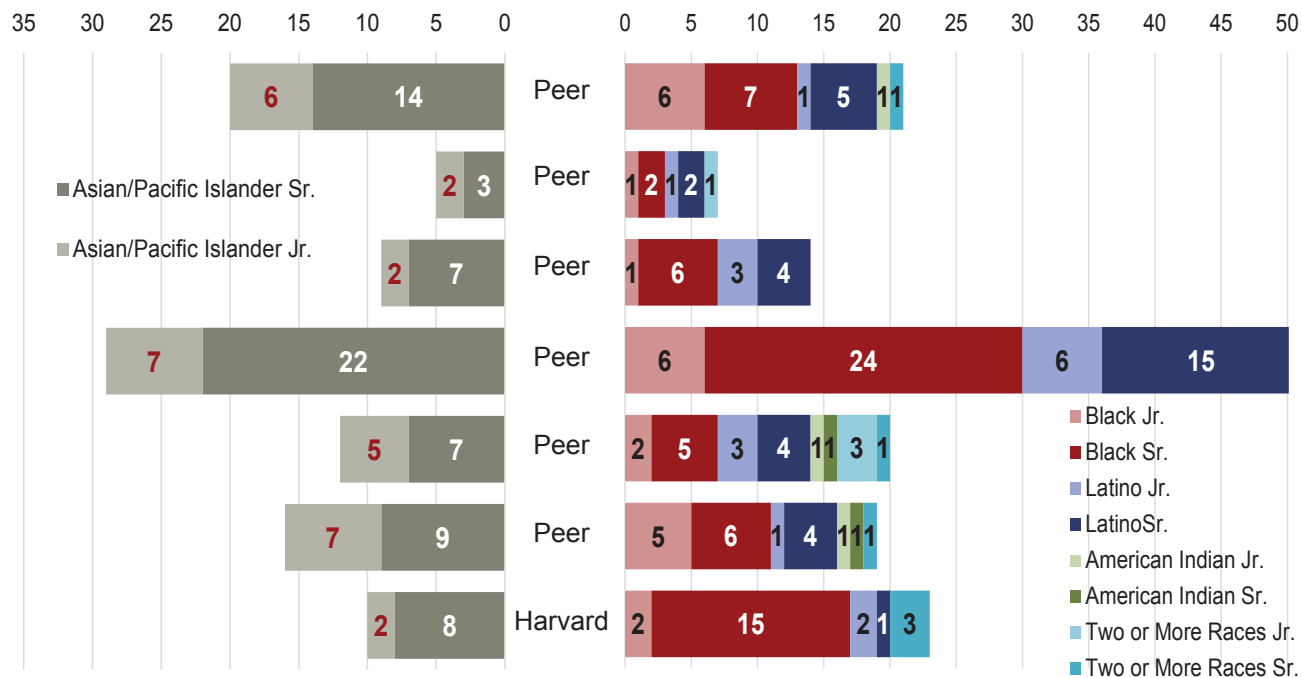
#### Peer Schools Represented\*:

Columbia University  
Massachusetts Institute of Technology  
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.

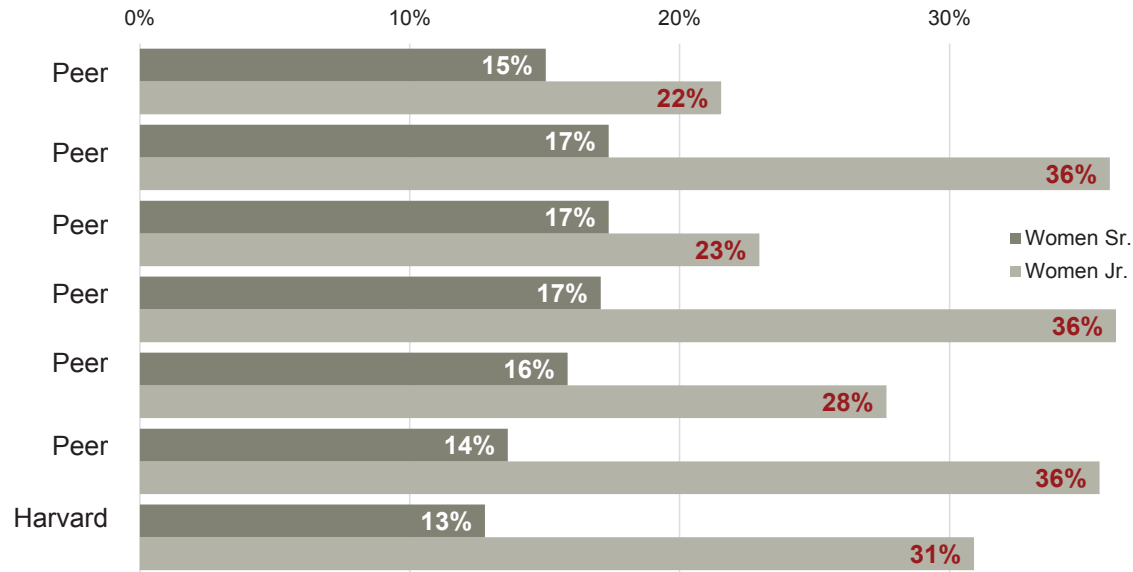
### Number of Minority Ladder Faculty by School, Rank, and Race/Ethnicity (2012-13)





# FACULTY OF ARTS & SCIENCES: NATURAL SCIENCES\*\*

## Percentage of Women Ladder Faculty by School and Rank (2012-13)



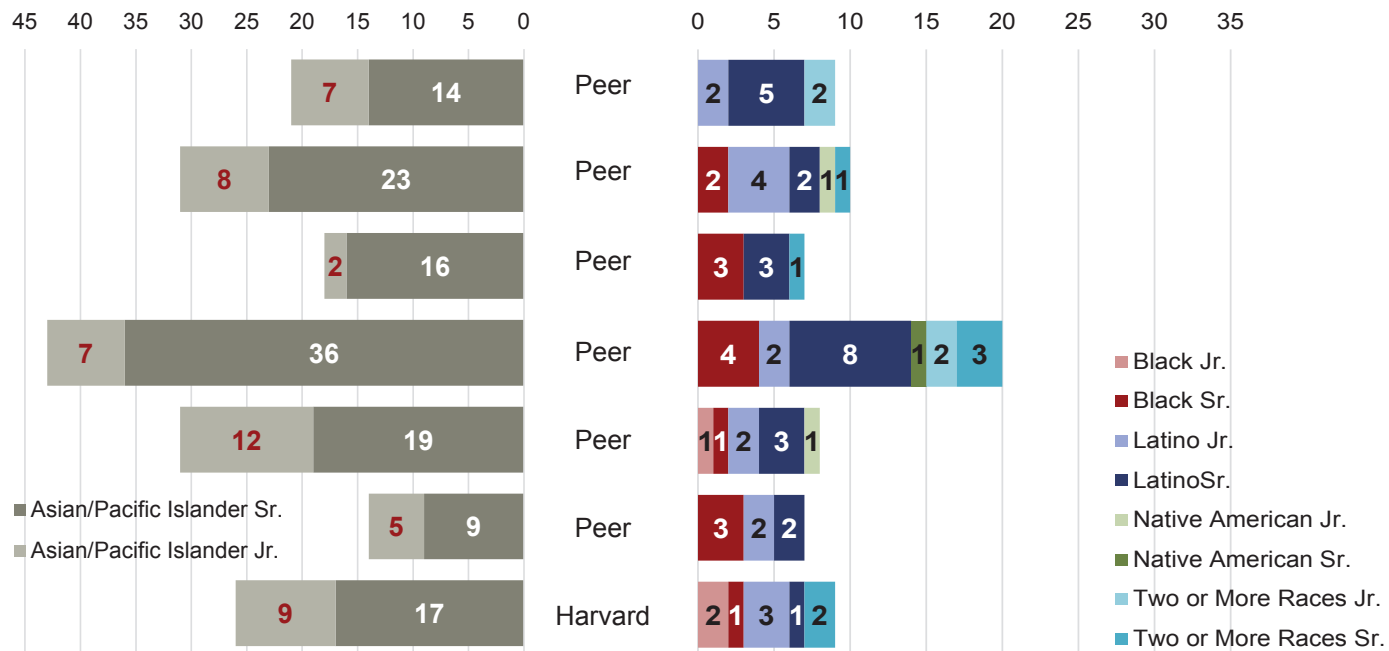
### Peer Schools Represented\*:

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

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

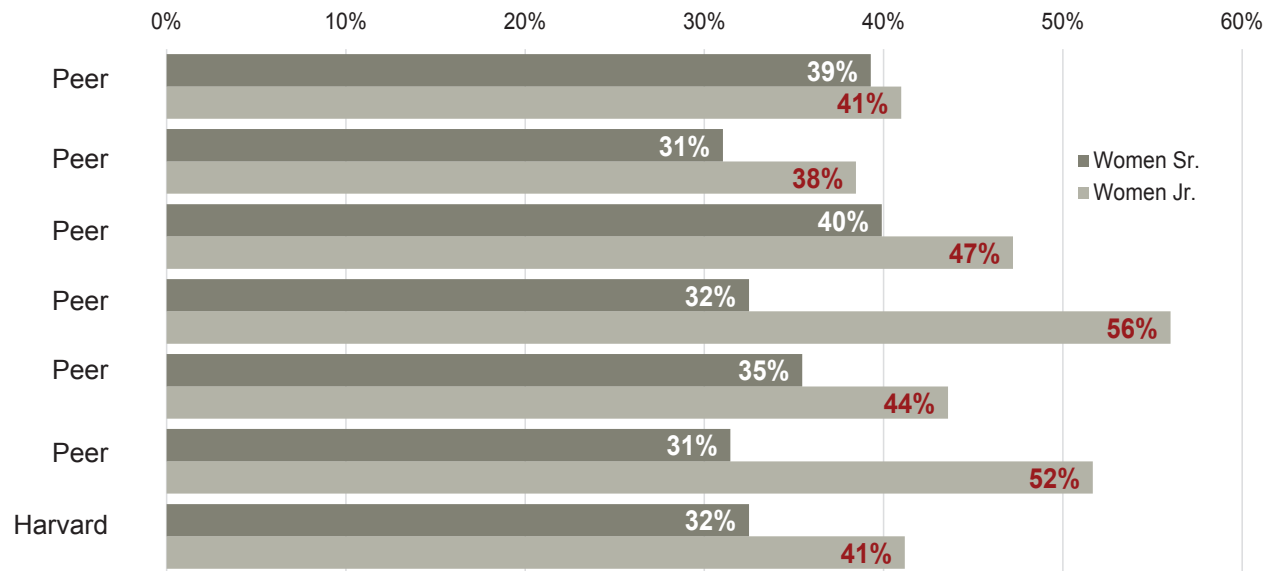
\*\* Peer data for FAS Divisions are grouped using Harvard's divisional classification of departments.

## Number of Minority Ladder Faculty by School, Rank, and Race/Ethnicity (2012-13)



## FACULTY OF ARTS & SCIENCES: HUMANITIES\*\*

### Percentage of Women Ladder Faculty by School and Rank (2012-13)



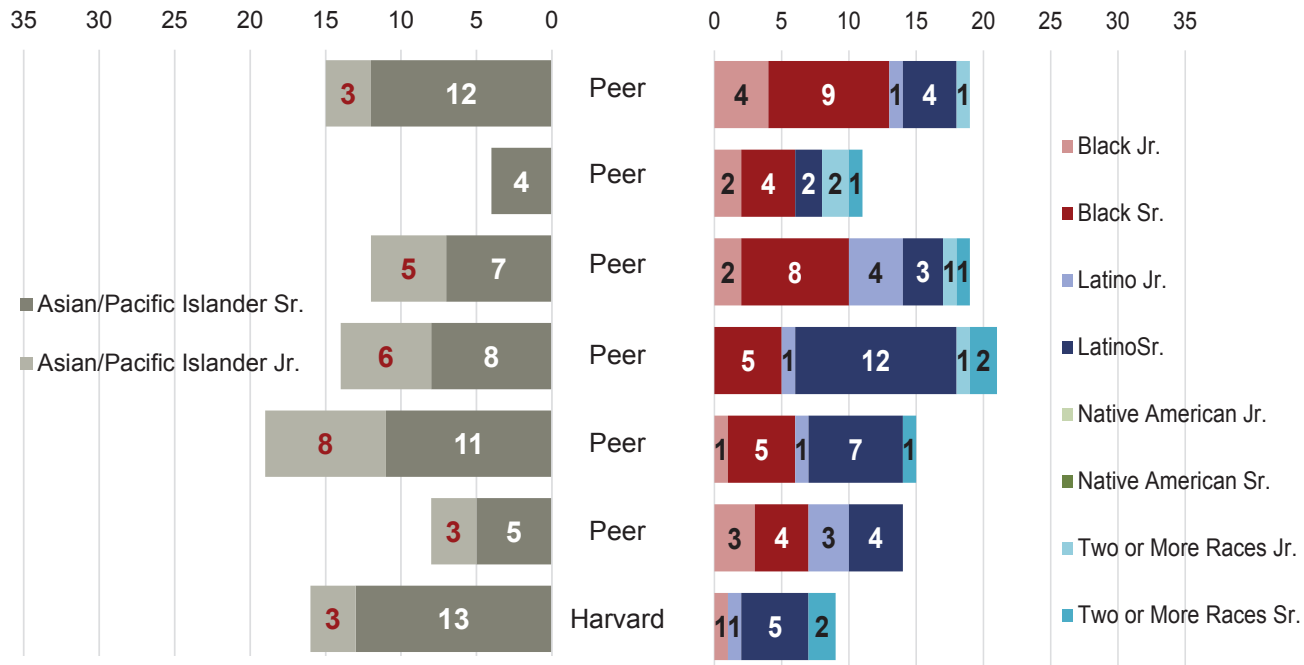
### Peer Schools Represented\*:

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

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

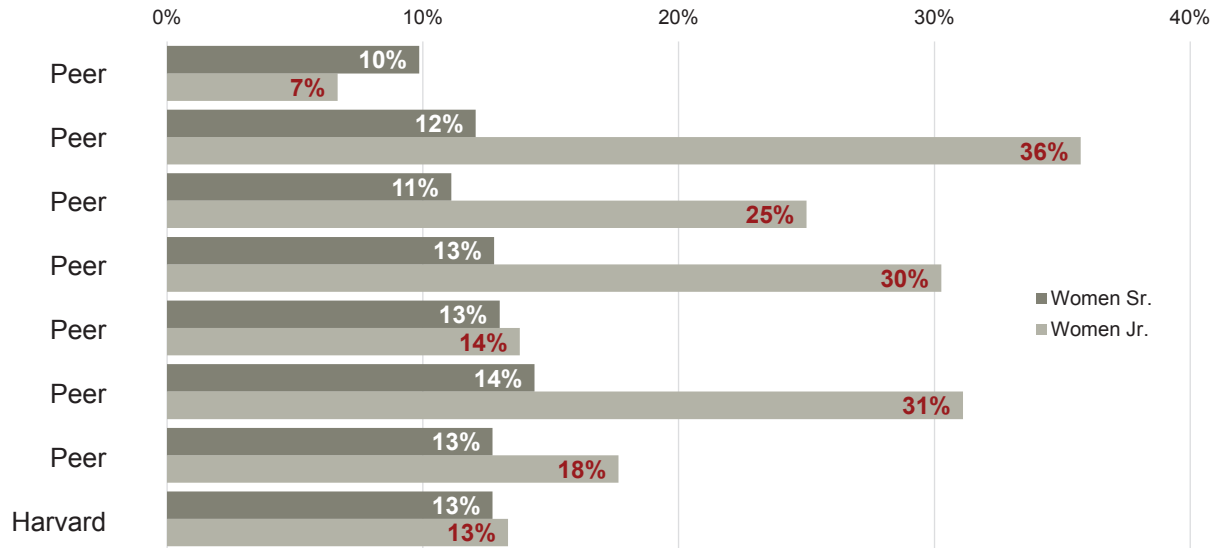
\*\* Peer data for FAS Divisions are grouped using Harvard's divisional classification of departments.

### Number of Minority Ladder Faculty by School, Rank, and Race/Ethnicity (2012-13)



# SCHOOL OF ENGINEERING AND APPLIED SCIENCES

## Percentage of Women Ladder Faculty by School and Rank (2012-13)

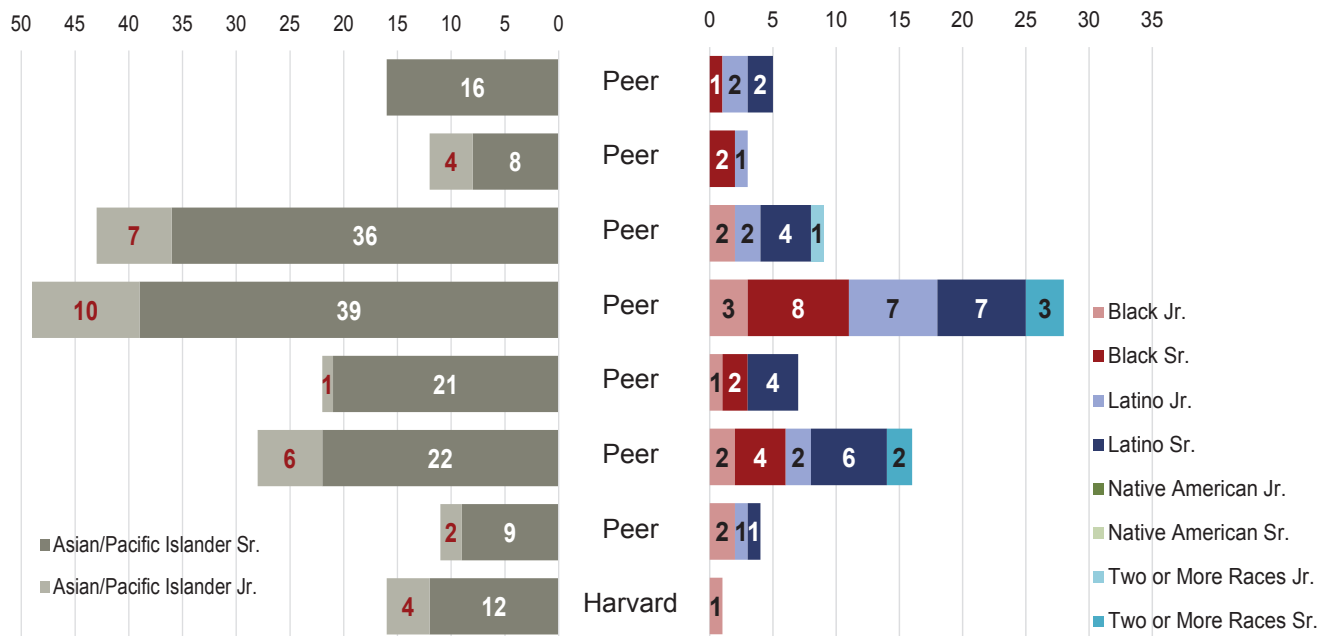


### Peer Schools Represented\*:

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

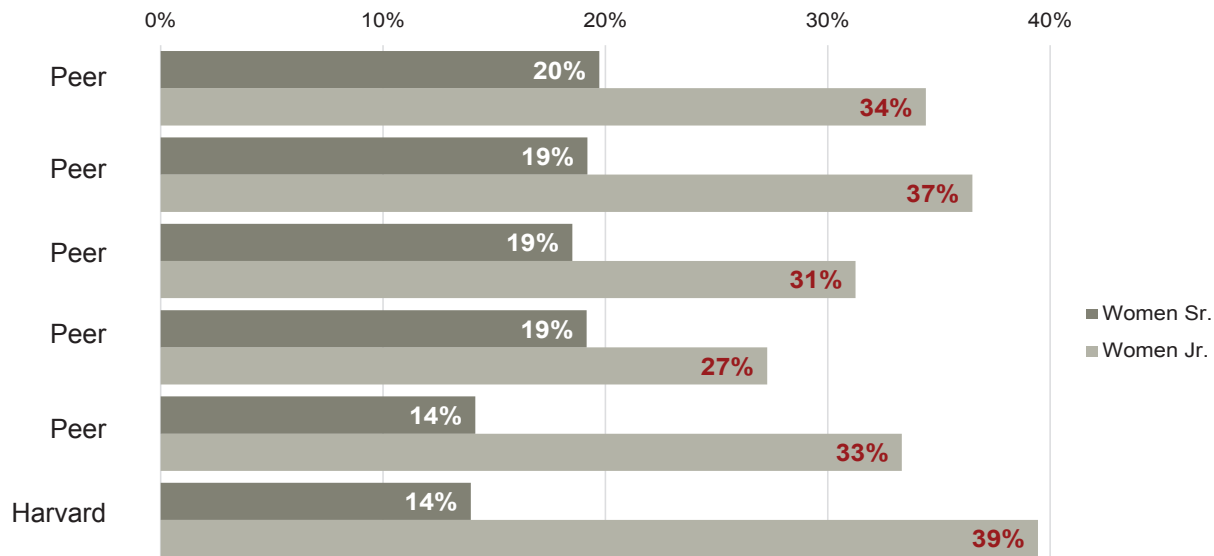
\* Data from peer institutions is masked to protect their privacy.

## Number of Minority Ladder Faculty by School, Rank, and Race/Ethnicity (2012-13)



# HARVARD MEDICAL SCHOOL

## Percentage of Women Ladder Faculty by School and Rank (2012-13)

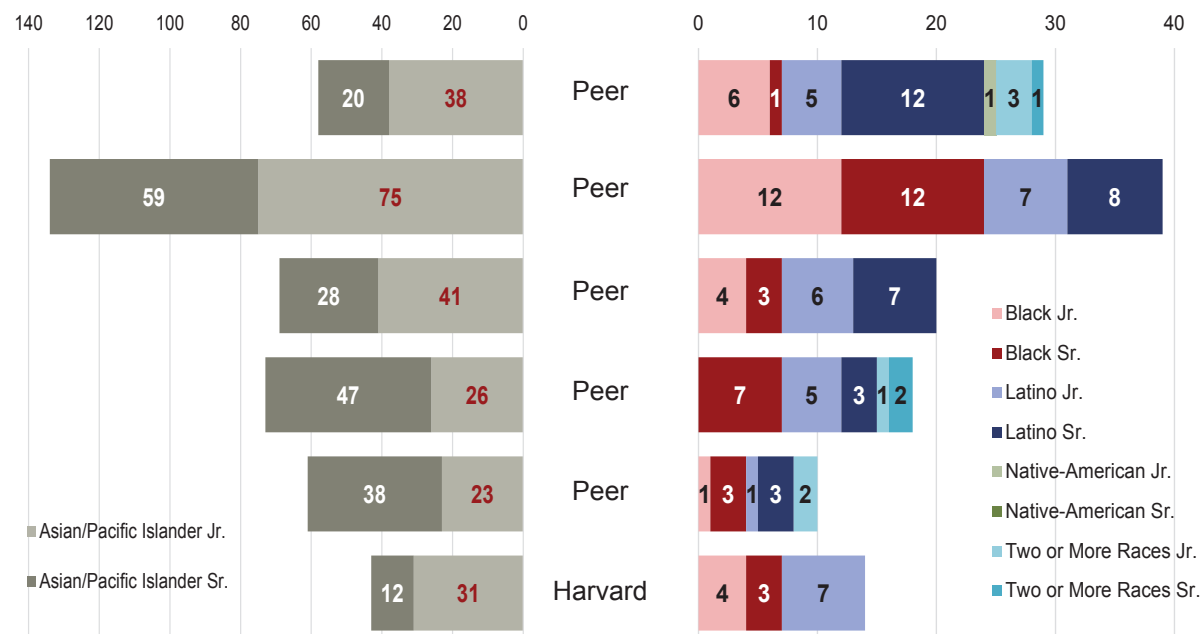


### Peer Schools Represented\*:

Columbia University  
Duke University  
University of Pennsylvania  
Stanford University  
Washington University - St. Louis

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

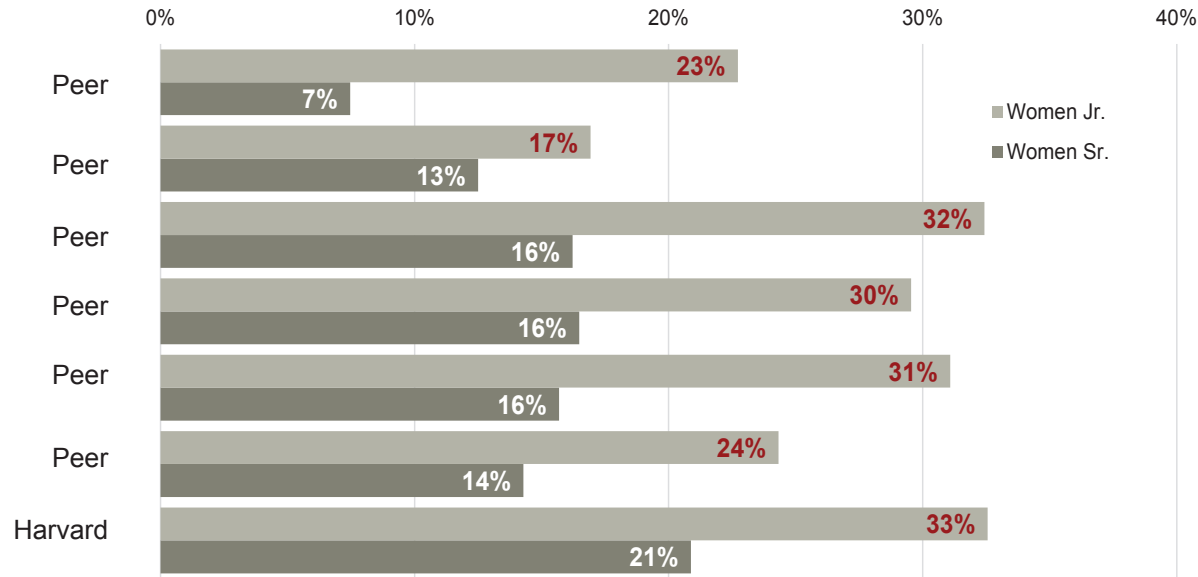
## Number of Minority Ladder Faculty by School, Rank, and Race/Ethnicity (2012-13)





# HARVARD BUSINESS SCHOOL

## Percentage of Women Ladder Faculty by School and Rank (2012-13)

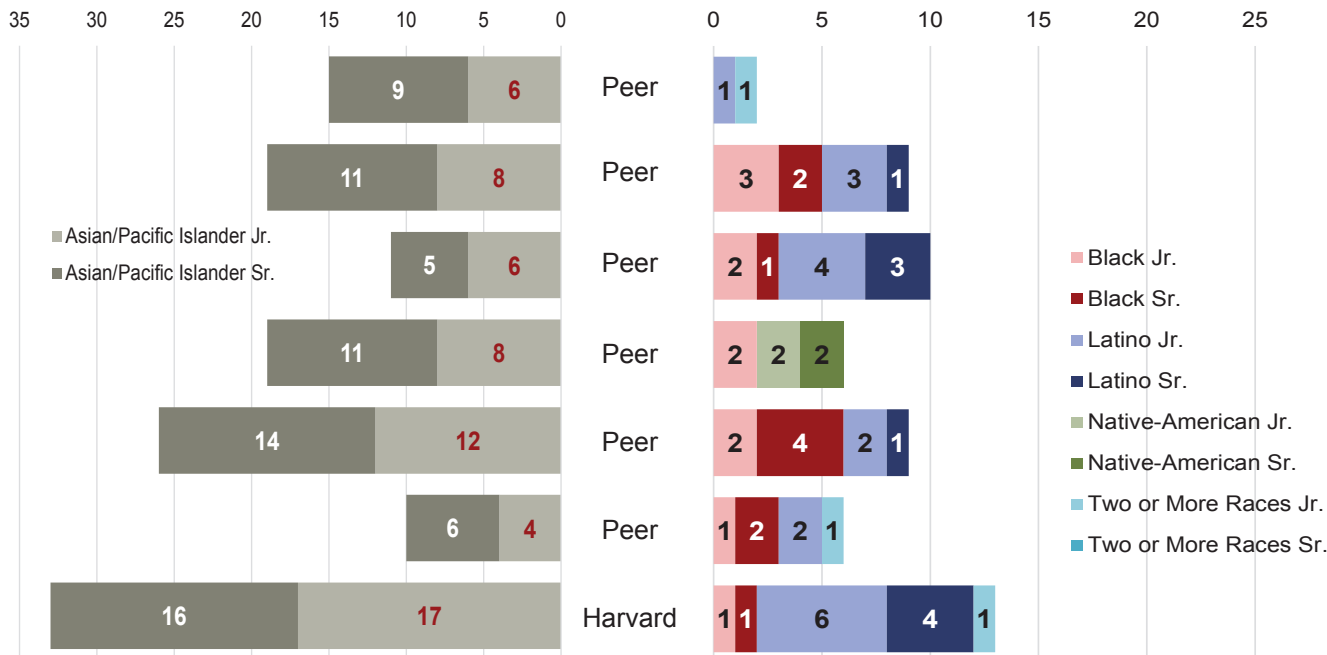


### Peer Schools Represented\*:

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

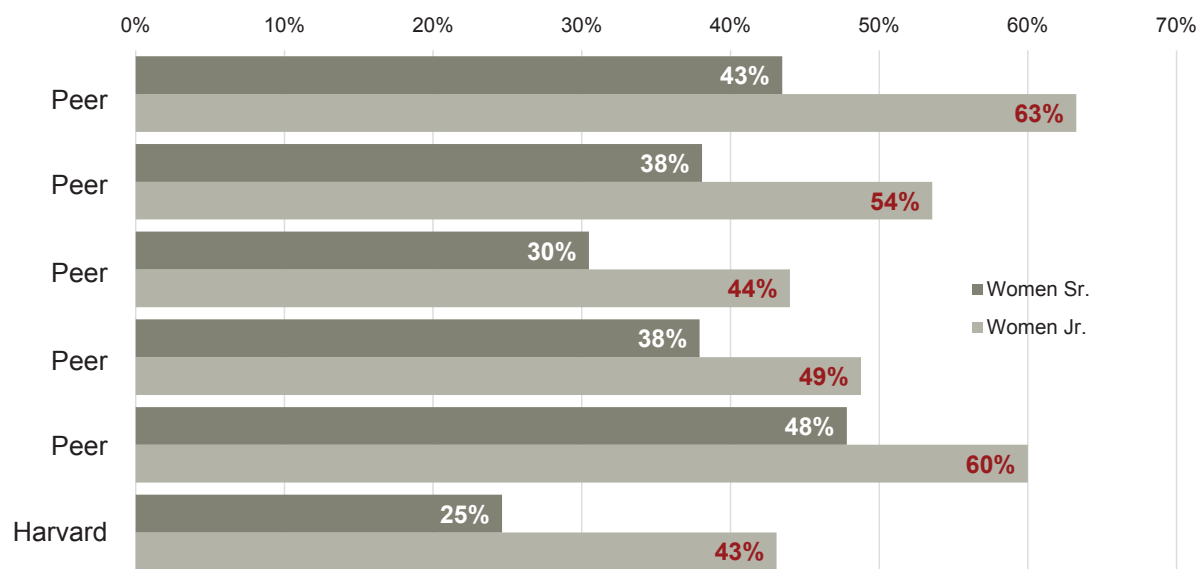
\* Data from peer institutions is masked to protect their privacy.

## Number of Minority Ladder Faculty by School, Rank, and Race/Ethnicity (2012-13)



# HARVARD SCHOOL OF PUBLIC HEALTH

## Percentage of Women Ladder Faculty by School and Rank (2012-13)



### Peer Schools Represented\*:

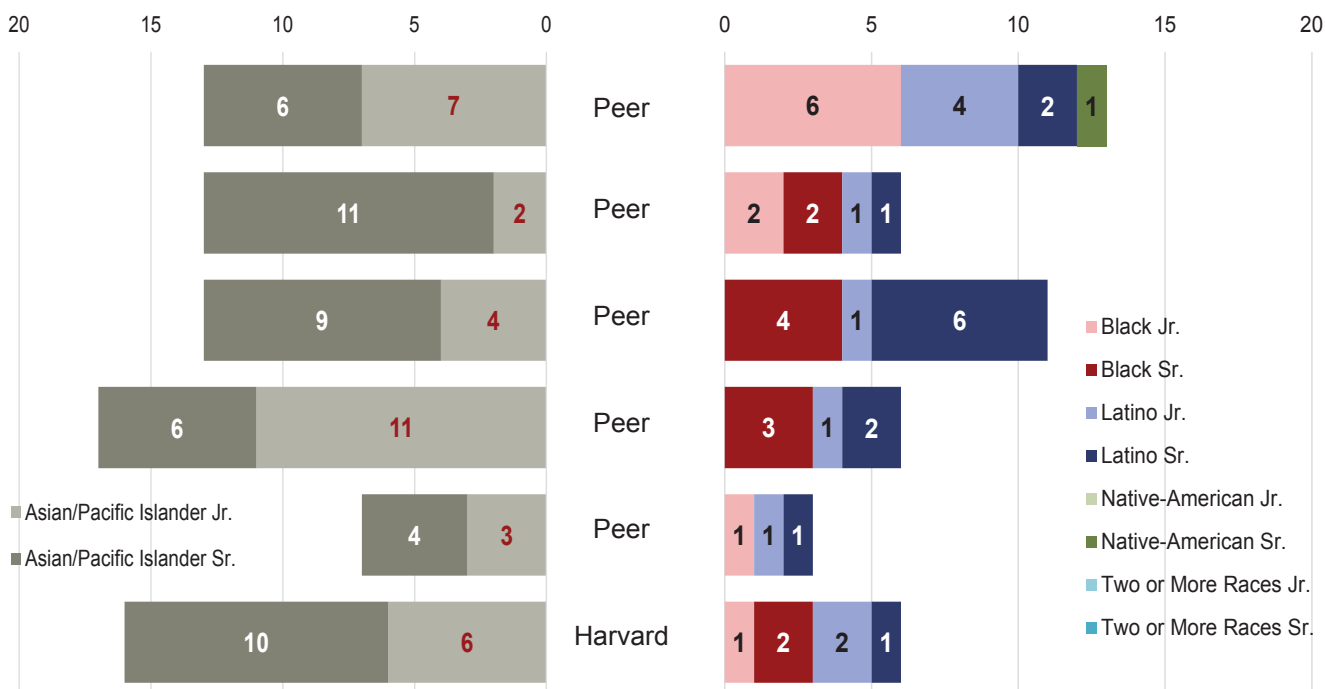
Columbia University  
Emory University  
University of Michigan  
University of North Carolina  
Yale University

### Peer Schools with No AAUDE Data:

University of Washington

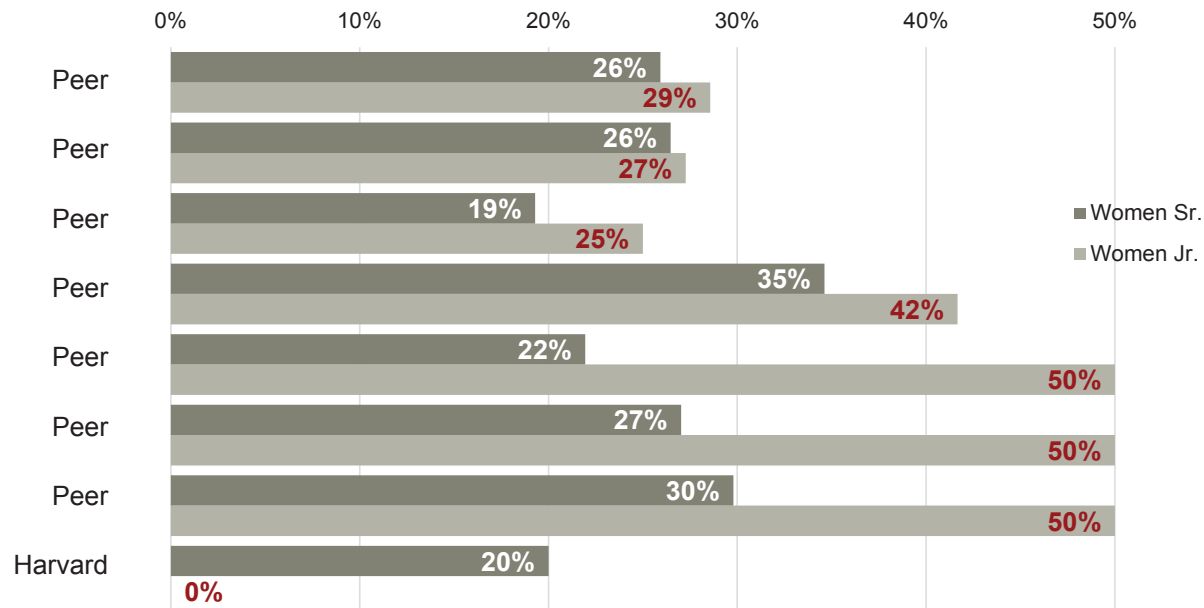
\* Data from peer institutions is masked to protect their privacy.

## Number of Minority Ladder Faculty by School, Rank, and Race/Ethnicity (2012-13)



# HARVARD LAW SCHOOL

## Percentage of Women Ladder Faculty by School and Rank (2012-13)

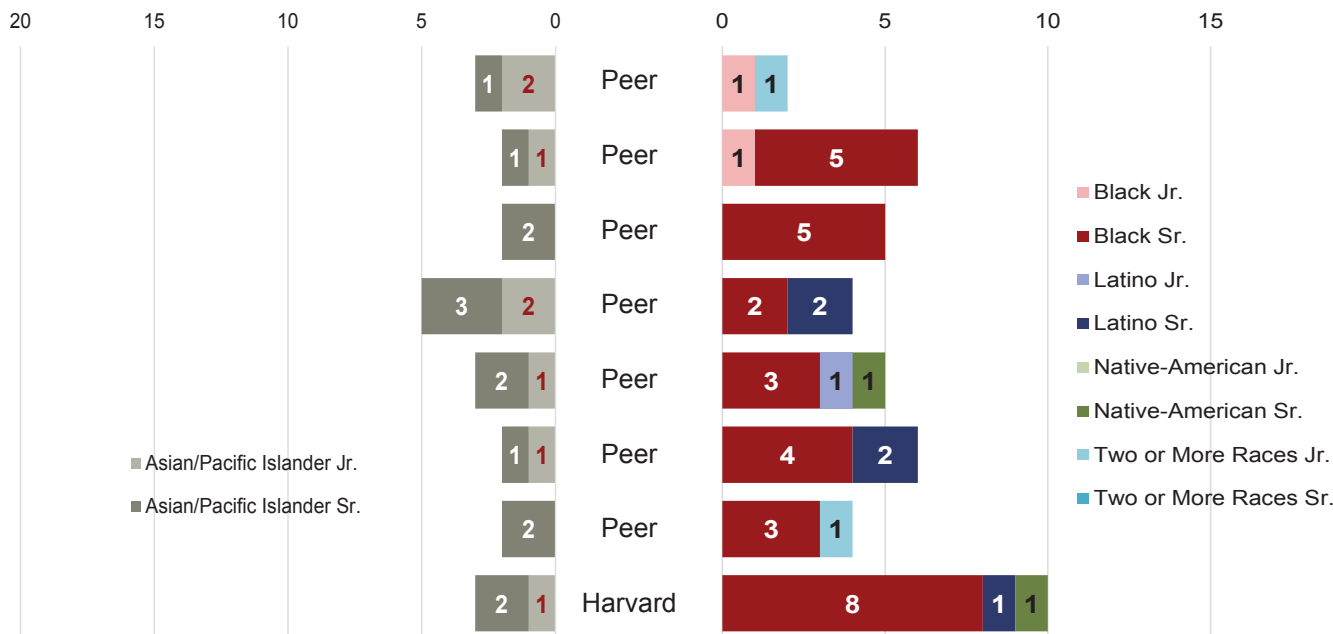


### Peer Schools Represented\*:

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

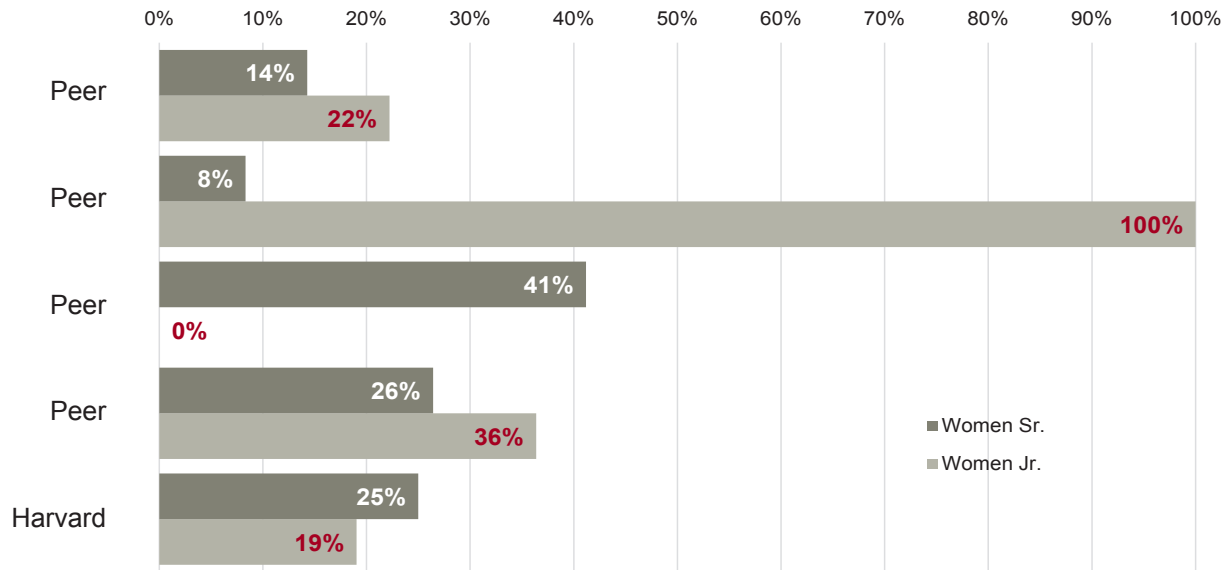
\* Data from peer institutions is masked to protect their privacy.

## Number of Minority Ladder Faculty by School, Rank, and Race/Ethnicity (2012-13)



# HARVARD KENNEDY SCHOOL OF GOVERNMENT

## Percentage of Women Ladder Faculty by School and Rank (2012-13)

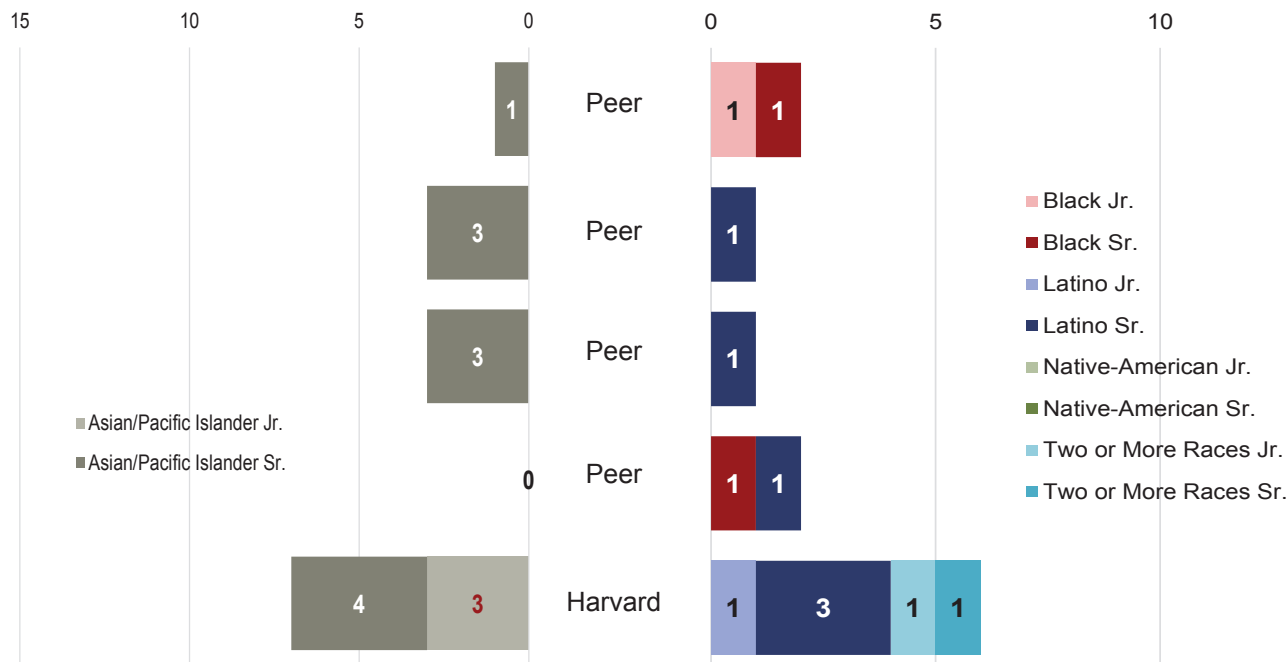


### Peer Schools Represented\*:

Princeton University  
University of Chicago  
University of Michigan  
University of California, Berkeley

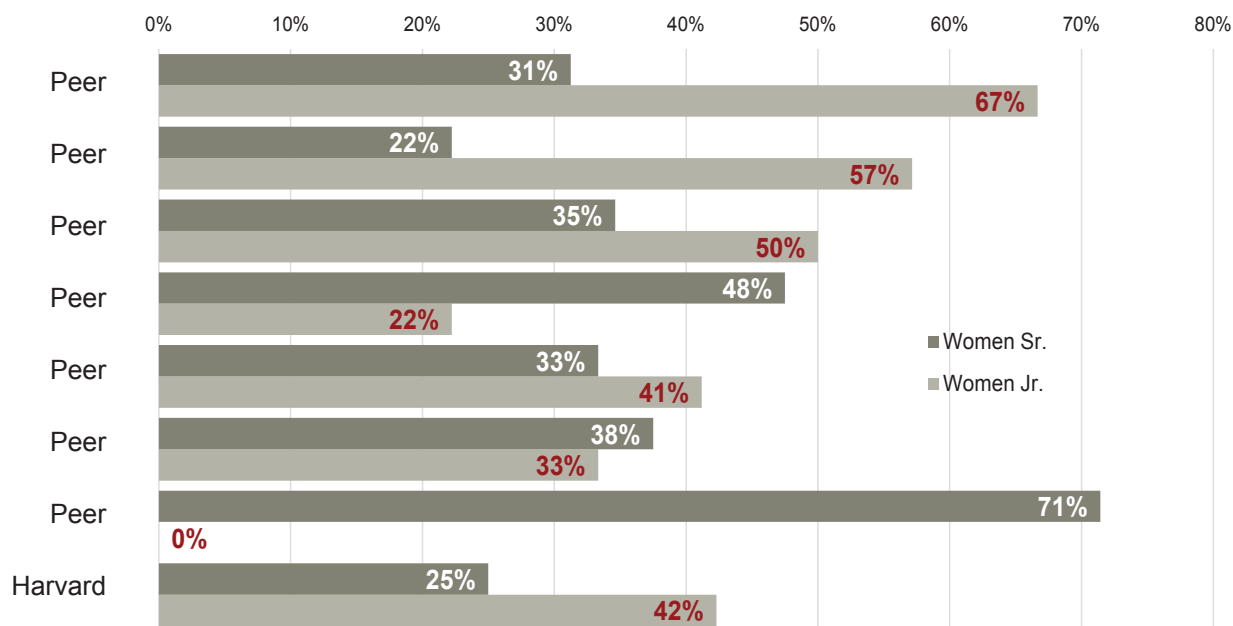
\* Data from peer institutions is masked to protect their privacy.

## Number of Minority Ladder Faculty by School, Rank, and Race/Ethnicity (2012-13)



**HARVARD GRADUATE SCHOOL OF DESIGN**

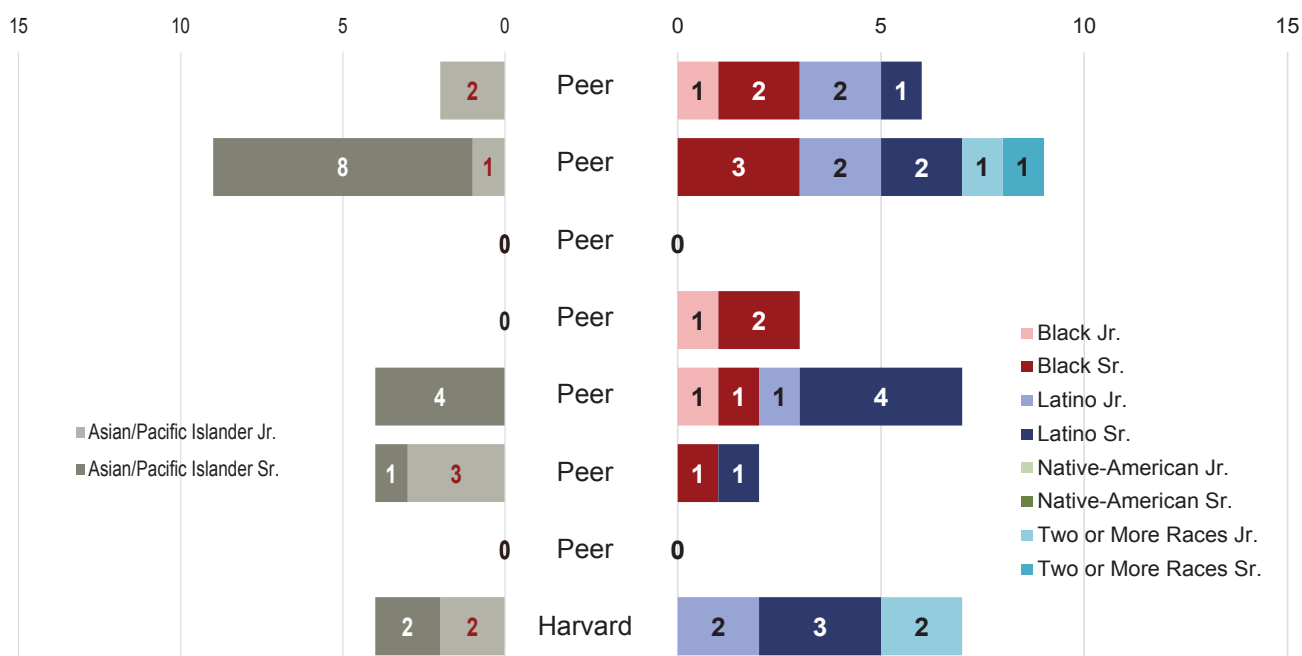
### Percentage of Women Ladder Faculty by School and Rank (2012-13)

**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.

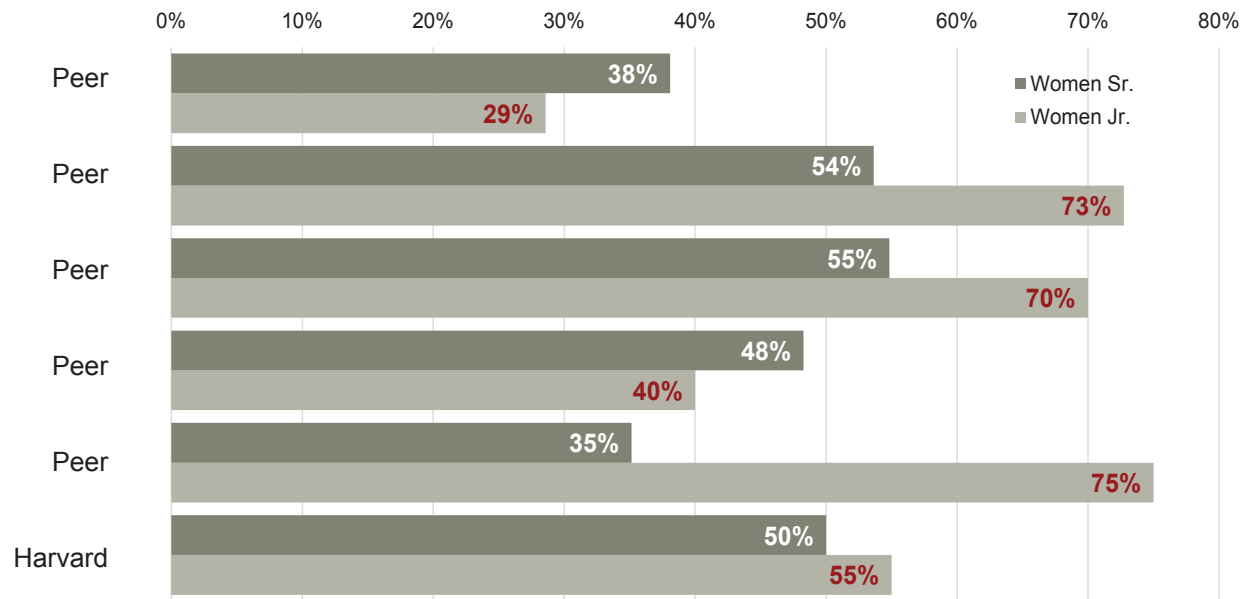
**Number of Minority Ladder Faculty by School, Rank, and Race/Ethnicity (2012-13)**





# HARVARD GRADUATE SCHOOL OF EDUCATION

## Percentage of Women Ladder Faculty by School and Rank (2012-13)

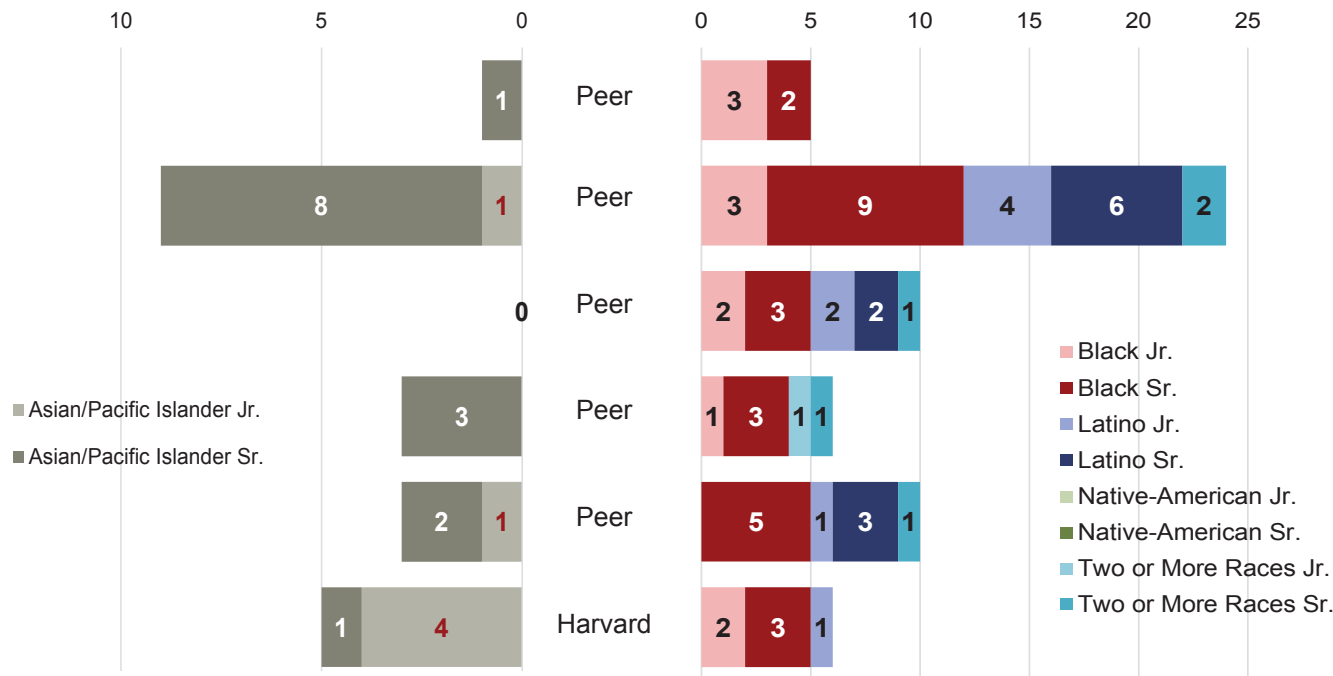


### Peer Schools Represented\*:

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 (2012-13)



### **Percentage of Women Ladder Faculty by School and Rank (2012-13)**



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

[illegible]

# Longitudinal Faculty Data

The tables on the following nine pages show the composition of the Harvard faculty from 2004-2005 through 2013-2014 at the University level, as well as at each School and FAS Division. The Natural Sciences Division is broken down further into Life Sciences and Physical Sciences.

The numbers reflect 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 2010-2014

**TABLE 1: NUMBER OF HARVARD LADDER<sup>1</sup> FACULTY BY SCHOOL AND RANK  
2004-05 THROUGH 2013-14**

	Assistants										Associates										Professors									
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
HARVARD UNIVERSITY <sup>2</sup>	309	320	315	322	323	313	297	281	234	226	222	223	219	210	213	213	211	230	240	242	926	945	971	997	1,009	1,026	1,045	1,059	1,084	1,106
Faculty of Arts and Sciences	110	117	120	122	123	115	99	80	66	63	54	61	64	60	67	65	59	73	78	72	424	430	446	460	461	470	487	491	480	505
Humanities <sup>3</sup>	45	46	43	40	31	29	25	17	17	17	17	21	24	21	26	19	16	21	18	11	136	140	145	149	150	156	162	162	162	170
Social Sciences <sup>4</sup>	43	44	47	48	47	37	34	30	24	26	30	29	25	26	29	29	18	21	24	25	166	162	172	178	175	175	177	178	174	178
Natural Sciences <sup>5</sup>	22	27	30	34	45	49	40	33	25	20	7	11	15	13	12	17	25	31	36	36	122	128	129	133	136	139	148	151	144	157
Life Sciences	10	12	13	18	27	30	25	23	15	13	6	7	11	9	8	10	15	19	25	24	56	58	60	64	67	69	74	77	76	82
Physical Sciences	12	15	17	16	18	19	15	10	10	7	1	4	4	4	4	7	10	12	11	12	66	70	69	69	69	70	74	74	68	75
SEAS	11	10	12	11	9	10	11	10	9	10	7	8	11	10	9	7	9	10	6	9	47	49	48	49	50	53	56	57	59	60
FAS and SEAS Total	121	127	132	133	132	125	110	90	75	73	61	69	75	70	76	72	68	83	84	81	471	479	494	509	511	523	543	548	539	565
HBS	55	57	57	56	52	52	42	48	46	46	31	36	33	35	37	34	44	44	40	40	91	86	86	89	94	96	92	95	93	95
HMS <sup>6</sup>	37	46	43	51	54	53	55	42	41	48	34	32	34	30	29	32	32	36	40	47	127	129	134	138	138	141	143	149	163	176
HSPH	51	47	40	37	36	27	30	34	32	24	35	33	35	33	28	34	35	33	32	33	69	71	74	72	76	73	75	79	80	85
HLS	7	6	5	7	10	10	9	8	5	3	0	0	0	0	0	0	0	0	0	0	72	76	75	76	80	83	85	86	88	89
HKS	11	11	9	7	10	13	12	15	12	13	24	19	16	14	13	9	7	7	9	7	45	46	49	52	53	53	55	52	51	52
HGSE	9	7	9	11	11	14	12	13	11	8	6	4	4	6	9	7	9	10	10	11	26	25	27	26	26	27	25	24	26	24
GSD	5	6	9	9	10	7	10	11	11	12	18	18	12	15	14	14	13	14	23	20	27	27	29	29	29	31	31	32	33	38
HDS	3	3	3	4	3	4	6	7	3	3	5	1	2	1	2	3	3	1	3	5	16	21	22	23	22	22	21	20	21	20
HSDM	10	11	9	8	10	12	14	16	0	0	7	10	8	6	6	6	5	4	0	0	5	6	6	7	7	7	6	5	8	8
Professional Schools Total	188	194	184	190	196	192	190	194	161	157	160	153	144	140	138	139	148	149	157	163	478	487	502	512	525	533	533	542	563	587
Other Total <sup>7</sup>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	6	7	9	7	8	10	9	20	37
											Junior Faculty <sup>8</sup>										Professors									
Medical School Clinical or Hospital Total <sup>9</sup>											7,232	7,432	7,783	7,990	8,326	8,481	8,743	9,222	9,582	9,729	547	583	593	614	632	653	696	829	894	965

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 2010-14.

[1] 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 cannot reliably distinguish them from tenured Professors at this time. Professors of the Practice are considered Non-Ladder Faculty in all Schools except GSD where they are grouped with Ladder Faculty. Adjunct Assistants and Adjunct Associates at GSD are also considered Ladder Faculty, but not in any other School. Adjunct 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.

[2] 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 or FAS Divisions at the School or FAS Division 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: Humanities, 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 called DEAS. For those earlier years, SEAS is still counted separately from FAS for purposes of consistency and comparability.

[3] Departments of the FAS Humanities Division: Celtic Languages and Literatures, Classics, Comparative Literature, East Asian Languages and Civilizations, English 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, Statistics, and Stem Cell and Regenerative Biology.

[6] The Medical School includes nine Basic and Social Science Departments.

[7] Appointments in "OTHER" include those in Radcliffe, 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 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 Medical School Clinical and Hospital include 18 Affiliated Institutions: Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, Cambridge Health Alliance, CBR Institute for Biomedical Research (part of Children's Hospital Boston), Children's Hospital Boston, Dana-Farber Cancer Institute, Forsyth Institute, Harvard Pilgrim Health Care, Hebrew SeniorLife, Joslin Diabetes Center, Judge Baker Children's Center, Massachusetts Eye and Ear Infirmary, Massachusetts General Hospital, McLean Hospital, Mount Auburn Hospital, Schepens Eye Research Institute, Spaulding Rehabilitation Hospital, and Veterans Affairs Boston Healthcare System. Ladder faculty at the Affiliates comprise full-time Professors, Associate Professors, Assistant Professors, Instructors, and Clinical Faculty.

**TABLE 2: PERCENTAGE OF HARVARD LADDER<sup>1</sup> FACULTY BY SCHOOL AND RANK 2004-05 THROUGH 2013-14**

	Assistants										Associates										Professors									
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
HARVARD UNIVERSITY <sup>2</sup>	21%	22%	21%	21%	21%	20%	19%	18%	15%	14%	15%	15%	15%	14%	14%	14%	15%	15%	15%	64%	64%	65%	65%	65%	66%	67%	67%	70%	70%	
Faculty of Arts and Sciences	19%	19%	19%	19%	19%	18%	15%	12%	11%	10%	9%	10%	10%	9%	10%	10%	9%	11%	12%	11%	72%	71%	71%	72%	71%	72%	76%	76%	77%	79%
Humanities <sup>3</sup>	23%	22%	20%	19%	15%	14%	12%	9%	9%	9%	9%	10%	11%	10%	13%	9%	8%	11%	9%	6%	69%	68%	68%	71%	72%	76%	80%	81%	82%	86%
Social Sciences <sup>4</sup>	18%	19%	19%	19%	19%	15%	15%	9%	11%	11%	13%	12%	10%	10%	12%	12%	8%	9%	11%	11%	69%	69%	70%	71%	70%	73%	77%	78%	78%	78%
Natural Sciences <sup>5</sup>	15%	16%	17%	19%	23%	24%	20%	16%	12%	9%	5%	7%	9%	7%	6%	8%	12%	15%	18%	17%	81%	77%	74%	74%	71%	68%	72%	74%	71%	74%
Life Sciences	14%	16%	15%	20%	26%	28%	22%	19%	13%	11%	8%	9%	13%	10%	8%	9%	13%	16%	22%	20%	78%	75%	71%	70%	66%	63%	65%	65%	66%	69%
Physical Sciences	15%	17%	19%	18%	20%	20%	15%	10%	11%	7%	1%	4%	4%	4%	4%	7%	10%	13%	12%	13%	84%	79%	77%	76%	76%	73%	75%	77%	76%	80%
SEAS	17%	15%	17%	16%	13%	14%	14%	13%	12%	13%	11%	12%	15%	14%	13%	10%	12%	13%	8%	11%	72%	73%	68%	70%	74%	76%	74%	74%	80%	76%
FAS Total	19%	19%	19%	19%	18%	17%	15%	13%	11%	10%	9%	10%	11%	10%	11%	10%	9%	12%	12%	11%	72%	71%	70%	71%	71%	73%	75%	76%	77%	79%
HBS	31%	32%	32%	31%	28%	29%	24%	26%	26%	25%	18%	20%	19%	19%	20%	19%	25%	24%	22%	22%	51%	48%	49%	49%	51%	53%	52%	51%	52%	52%
HMS <sup>6</sup>	19%	22%	20%	23%	24%	23%	24%	19%	17%	18%	17%	15%	16%	14%	13%	14%	14%	16%	16%	17%	64%	62%	63%	63%	62%	62%	62%	66%	67%	65%
HSPH	33%	31%	27%	26%	26%	20%	21%	23%	22%	17%	23%	22%	23%	23%	20%	25%	25%	23%	22%	23%	45%	47%	50%	51%	54%	55%	54%	54%	56%	60%
HLS	9%	7%	6%	8%	11%	11%	10%	9%	5%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	91%	93%	94%	92%	89%	89%	90%	91%	95%	97%
HKS	14%	14%	12%	10%	13%	17%	16%	20%	17%	18%	30%	25%	22%	19%	17%	12%	9%	9%	13%	10%	56%	61%	66%	71%	70%	71%	74%	70%	71%	72%
HGSE	22%	19%	23%	26%	24%	29%	26%	28%	23%	19%	15%	11%	10%	14%	20%	15%	20%	21%	21%	26%	63%	69%	68%	60%	57%	56%	54%	51%	55%	56%
GSD	10%	12%	18%	17%	19%	14%	19%	19%	16%	17%	36%	35%	24%	28%	26%	27%	24%	25%	34%	29%	54%	53%	58%	55%	55%	60%	57%	56%	49%	54%
HDS	13%	12%	11%	14%	11%	14%	20%	25%	11%	11%	21%	4%	7%	4%	7%	10%	10%	4%	11%	18%	67%	84%	81%	82%	81%	76%	70%	71%	78%	71%
HSDM	45%	41%	39%	38%	43%	48%	56%	64%	0%	0%	32%	37%	35%	29%	26%	24%	20%	16%	0%	0%	23%	22%	26%	33%	30%	28%	24%	20%	100%	100%
Professional Schools Total	23%	23%	22%	23%	23%	22%	22%	22%	19%	17%	19%	18%	17%	17%	16%	16%	17%	17%	18%	18%	58%	58%	60%	61%	61%	62%	62%	63%	65%	65%
Other Total <sup>7</sup>	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 <sup>8</sup>										Professors									
Medical School Clinical or Hospital Total <sup>9</sup>											93%	93%	93%	93%	93%	93%	93%	92%	92%	91%	7%	7%	7%	7%	7%	7%	7%	8%	9%	9%

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 2010-14.

[1] 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 cannot reliably distinguish them from tenured Professors at this time. Professors of the Practice are considered Non-Ladder Faculty in all Schools except GSD where they are grouped with Ladder Faculty. Adjunct Assistants and Adjunct Associates at GSD are also considered Ladder Faculty, but not in any other School. Adjunct 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.

[2] 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 or FAS Divisions at the School or FAS Division 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: Humanities, 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 called DEAS. For those earlier years, SEAS is still counted separately from FAS for purposes of consistency and comparability.

[3] Departments of the FAS Humanities Division: Celtic Languages and Literatures, Classics, Comparative Literature, East Asian Languages and Civilizations, English 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, Statistics, and Stem Cell and Regenerative Biology.

[6] The Medical School includes nine Basic and Social Science Departments.

[7] Appointments in "OTHER" include those in Radcliffe, 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 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 Medical School Clinical and Hospital include 18 Affiliated Institutions: Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, Cambridge Health Alliance, CBR Institute for Biomedical Research (part of Children's Hospital Boston), Children's Hospital Boston, Dana-Farber Cancer Institute, Forsyth Institute, Harvard Pilgrim Health Care, Hebrew SeniorLife, Joslin Diabetes Center, Judge Baker Children's Center, Massachusetts Eye and Ear Infirmary, Massachusetts General Hospital, McLean Hospital, Mount Auburn Hospital, Schepens Eye Research Institute, Spaulding Rehabilitation Hospital, and Veterans Affairs Boston Healthcare System. Ladder faculty at the Affiliates comprise full-time Professors, Associate Professors, Assistant Professors, Instructors, and Clinical Faculty.



**TABLE 3: NUMBER OF HARVARD LADDER<sup>1</sup> FACULTY WHO ARE WOMEN BY SCHOOL AND RANK 2004-05 THROUGH 2013-14**

	Assistants										Associates										Professors									
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
<b>HARVARD UNIVERSITY<sup>2</sup></b>	<b>118</b>	<b>121</b>	<b>117</b>	<b>124</b>	<b>117</b>	<b>111</b>	<b>109</b>	<b>98</b>	<b>80</b>	<b>81</b>	<b>65</b>	<b>69</b>	<b>69</b>	<b>64</b>	<b>77</b>	<b>77</b>	<b>76</b>	<b>84</b>	<b>87</b>	<b>90</b>	<b>165</b>	<b>177</b>	<b>187</b>	<b>203</b>	<b>205</b>	<b>215</b>	<b>224</b>	<b>233</b>	<b>253</b>	<b>263</b>
Faculty of Arts and Sciences	48	48	45	49	46	39	35	26	22	25	14	22	27	25	32	29	24	31	31	26	83	87	93	99	99	104	111	114	120	128
Humanities <sup>3</sup>	17	17	14	14	12	13	12	7	7	9	5	6	7	6	9	6	5	10	8	5	38	41	43	45	46	49	50	49	53	56
Social Sciences <sup>4</sup>	24	23	22	24	20	13	11	8	9	10	8	12	16	15	19	17	10	11	11	8	35	35	38	41	40	40	42	45	47	50
Natural Sciences <sup>5</sup>	7	8	9	11	14	13	12	11	6	6	1	4	4	4	4	6	9	10	12	13	10	11	12	13	13	15	19	20	20	22
Life Sciences	4	3	3	5	9	10	10	10	5	5	1	3	3	3	3	4	5	6	9	10	6	7	8	9	9	10	13	14	14	15
Physical Sciences	3	5	6	6	5	3	2	1	1	1	0	1	1	1	1	2	4	4	3	3	4	4	4	4	4	5	6	6	6	7
SEAS	1	2	3	4	4	3	4	3	1	0	0	0	0	0	0	1	1	2	1	2	3	3	3	4	4	6	6	5	8	8
<b>FAS Total</b>	<b>49</b>	<b>50</b>	<b>48</b>	<b>53</b>	<b>50</b>	<b>42</b>	<b>39</b>	<b>29</b>	<b>23</b>	<b>25</b>	<b>14</b>	<b>22</b>	<b>27</b>	<b>25</b>	<b>32</b>	<b>30</b>	<b>25</b>	<b>33</b>	<b>32</b>	<b>28</b>	<b>86</b>	<b>90</b>	<b>96</b>	<b>103</b>	<b>103</b>	<b>110</b>	<b>117</b>	<b>119</b>	<b>128</b>	<b>136</b>
HBS	19	22	20	20	18	18	16	17	16	15	6	6	8	6	8	7	11	13	12	13	14	14	14	16	16	18	17	18	18	19
HMS <sup>6</sup>	12	14	15	19	19	21	20	15	13	14	11	9	7	5	7	10	10	13	15	20	17	18	19	20	20	21	21	24	28	30
HSPH	21	20	16	14	13	9	14	15	13	10	13	12	13	13	13	15	15	12	13	15	12	14	15	16	18	16	17	19	20	21
HLS	1	1	3	4	4	4	3	1	0	0	0	0	0	0	0	0	0	0	0	0	12	14	12	13	14	14	16	17	18	18
HKS	4	3	2	2	3	3	2	3	2	4	7	8	5	5	5	3	4	3	2	2	5	5	7	10	10	10	10	11	13	13
HGSE	8	6	6	6	6	7	6	6	6	5	3	3	3	5	7	5	6	6	6	5	10	9	9	9	9	10	11	11	13	11
GSD	1	2	4	4	4	5	6	6	6	7	6	5	3	4	4	4	4	4	7	6	3	4	6	7	7	6	6	6	7	10
HDS	1	1	1	1	1	0	1	2	2	1	1	2	0	0	0	1	1	1	0	1	1	6	8	8	8	7	8	8	8	8
HSDM	2	2	2	1	2	2	2	4	0	0	3	4	3	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1
<b>Professional Schools Total</b>	<b>69</b>	<b>71</b>	<b>69</b>	<b>71</b>	<b>69</b>	<b>70</b>	<b>71</b>	<b>69</b>	<b>57</b>	<b>56</b>	<b>51</b>	<b>47</b>	<b>42</b>	<b>39</b>	<b>46</b>	<b>46</b>	<b>52</b>	<b>52</b>	<b>56</b>	<b>62</b>	<b>79</b>	<b>87</b>	<b>91</b>	<b>100</b>	<b>102</b>	<b>104</b>	<b>107</b>	<b>114</b>	<b>124</b>	<b>131</b>
<b>Other Total<sup>7</sup></b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>10</b>
											Junior Faculty <sup>8</sup>										Professors									
<b>Medical School Clinical or Hospital Total<sup>9</sup></b>											<b>2,928</b>	<b>3,071</b>	<b>3,268</b>	<b>3,398</b>	<b>3,580</b>	<b>3,694</b>	<b>3,825</b>	<b>4,083</b>	<b>4,313</b>	<b>4,439</b>	<b>63</b>	<b>65</b>	<b>68</b>	<b>72</b>	<b>79</b>	<b>88</b>	<b>102</b>	<b>128</b>	<b>139</b>	<b>161</b>

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 2010-14.

[1] 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 cannot reliably distinguish them from tenured Professors at this time. Professors of the Practice are considered Non-Ladder Faculty in all Schools except GSD where they are grouped with Ladder Faculty. Adjunct Assistants and Adjunct Associates at GSD are also considered Ladder Faculty, but not in any other School. Adjunct 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.

[2] 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 or FAS Divisions at the School or FAS Division 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: Humanities, 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 called DEAS. For those earlier years, SEAS is still counted separately from FAS for purposes of consistency and comparability.

[3] Departments of the FAS Humanities Division: Celtic Languages and Literatures, Classics, Comparative Literature, East Asian Languages and Civilizations, English 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, Statistics, and Stem Cell and Regenerative Biology.

[6] The Medical School includes nine Basic and Social Science Departments.

[7] Appointments in "OTHER" include those in Radcliffe, 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 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 Medical School Clinical and Hospital include 18 Affiliated Institutions: Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, Cambridge Health Alliance, CBR Institute for Biomedical Research (part of Children's Hospital Boston), Children's Hospital Boston, Dana-Farber Cancer Institute, Forsyth Institute, Harvard Pilgrim Health Care, Hebrew SeniorLife, Joslin Diabetes Center, Judge Baker Children's Center, Massachusetts Eye and Ear Infirmary, Massachusetts General Hospital, McLean Hospital, Mount Auburn Hospital, Schepens Eye Research Institute, Spaulding Rehabilitation Hospital, and Veterans Affairs Boston Healthcare System. Ladder faculty at the Affiliates comprise full-time Professors, Associate Professors, Assistant Professors, Instructors, and Clinical Faculty.

**TABLE 4: PERCENTAGE OF HARVARD LADDER FACULTY<sup>1</sup> WHO ARE WOMEN BY SCHOOL AND RANK 2004-05 THROUGH 2013-14**

	Assistants										Associates										Professors									
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
HARVARD UNIVERSITY <sup>2</sup>	38%	38%	37%	39%	36%	35%	37%	35%	34%	36%	29%	31%	32%	30%	36%	36%	36%	37%	36%	37%	18%	19%	19%	20%	20%	21%	21%	22%	23%	24%
Faculty of Arts and Sciences	44%	41%	38%	40%	37%	34%	35%	32%	33%	40%	26%	36%	42%	42%	48%	45%	41%	42%	40%	36%	20%	20%	21%	22%	21%	22%	23%	23%	25%	25%
Humanities <sup>3</sup>	38%	37%	33%	35%	39%	45%	48%	41%	41%	53%	29%	29%	29%	29%	35%	32%	31%	48%	44%	45%	28%	29%	30%	30%	31%	31%	31%	30%	33%	33%
Social Sciences <sup>4</sup>	56%	52%	47%	50%	43%	35%	32%	27%	36%	38%	27%	41%	64%	58%	66%	59%	56%	52%	46%	32%	21%	22%	22%	23%	23%	23%	24%	25%	27%	28%
Natural Sciences <sup>5</sup>	32%	30%	30%	32%	31%	27%	30%	33%	25%	30%	14%	36%	27%	31%	33%	35%	36%	32%	33%	36%	8%	9%	9%	10%	10%	11%	13%	13%	14%	14%
Life Sciences	40%	25%	23%	28%	33%	33%	40%	43%	33%	38%	17%	43%	27%	33%	38%	40%	33%	32%	36%	42%	11%	12%	13%	14%	13%	14%	18%	18%	18%	18%
Physical Sciences	25%	33%	35%	38%	28%	16%	13%	10%	10%	14%	0%	25%	25%	25%	25%	29%	40%	33%	27%	25%	6%	6%	6%	6%	6%	7%	8%	8%	9%	9%
SEAS	9%	20%	25%	36%	44%	30%	36%	30%	11%	0%	0%	0%	0%	0%	0%	14%	11%	20%	17%	22%	6%	6%	6%	8%	8%	11%	11%	9%	14%	13%
FAS Total	40%	39%	39%	40%	38%	34%	35%	32%	31%	34%	23%	32%	36%	36%	42%	42%	37%	40%	38%	35%	18%	19%	19%	20%	20%	21%	22%	22%	24%	24%
HBS	35%	39%	35%	36%	35%	35%	38%	35%	35%	33%	19%	17%	24%	17%	22%	21%	25%	30%	30%	33%	15%	16%	16%	18%	17%	19%	18%	19%	19%	20%
HMS <sup>6</sup>	32%	30%	35%	37%	35%	40%	36%	36%	32%	29%	32%	28%	21%	17%	24%	31%	31%	36%	38%	43%	13%	14%	14%	14%	14%	15%	15%	16%	17%	17%
HSPH	41%	43%	40%	38%	36%	33%	47%	44%	41%	42%	37%	36%	37%	39%	46%	44%	43%	36%	41%	45%	17%	20%	20%	22%	24%	22%	23%	24%	25%	25%
HLS	14%	17%	60%	57%	40%	40%	33%	13%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	17%	18%	16%	17%	18%	17%	19%	20%	20%	20%
HKS	36%	27%	22%	29%	30%	23%	17%	20%	17%	31%	29%	42%	31%	36%	38%	33%	57%	43%	22%	29%	11%	11%	14%	19%	19%	19%	18%	19%	22%	25%
HGSE	89%	86%	67%	55%	55%	50%	50%	46%	55%	63%	50%	75%	75%	83%	78%	71%	67%	60%	60%	45%	38%	36%	33%	35%	35%	37%	44%	46%	50%	46%
GSD	20%	33%	44%	44%	40%	71%	60%	55%	55%	58%	33%	28%	25%	27%	29%	29%	31%	29%	30%	30%	11%	15%	21%	24%	24%	19%	19%	21%	21%	26%
HDS	33%	33%	33%	25%	0%	25%	33%	29%	33%	33%	40%	0%	0%	0%	50%	33%	33%	0%	33%	20%	38%	38%	36%	35%	32%	36%	38%	40%	38%	40%
HSDM	20%	18%	22%	13%	20%	17%	14%	25%	0%	0%	43%	40%	38%	17%	17%	17%	20%	25%	0%	0%	0%	17%	17%	14%	14%	14%	17%	20%	13%	13%
Professional Schools Total	37%	37%	37%	37%	35%	35%	36%	37%	35%	36%	32%	31%	29%	28%	33%	33%	33%	35%	36%	38%	17%	18%	18%	20%	19%	19%	20%	20%	22%	22%
Other Total <sup>7</sup>	16%	16%	16%	16%	16%	16%	16%	16%	16%	16%	40%	41%	42%	43%	43%	44%	44%	44%	45%	46%	29%	17%	14%	22%	14%	25%	40%	44%	20%	27%
											Junior Faculty <sup>8</sup>										Professors									
Medical School Clinical or Hospital Total <sup>9</sup>											40%	41%	42%	43%	43%	44%	44%	44%	45%	46%	12%	11%	11%	12%	13%	13%	15%	15%	16%	17%

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 2010-14.

[1] 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 cannot reliably distinguish them from tenured Professors at this time. Professors of the Practice are considered Non-Ladder Faculty in all Schools except GSD where they are grouped with Ladder Faculty. Adjunct Assistants and Adjunct Associates at GSD are also considered Ladder Faculty, but not in any other School. Adjunct 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.

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[3] Departments of the FAS Humanities Division: Celtic Languages and Literatures, Classics, Comparative Literature, East Asian Languages and Civilizations, English 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.

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[6] The Medical School includes nine Basic and Social Science Departments.

[7] Appointments in "OTHER" include those in Radcliffe, 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.

[9] The Medical School Clinical and Hospital include 18 Affiliated Institutions: Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, Cambridge Health Alliance, CBR Institute for Biomedical Research (part of Children's Hospital Boston), Children's Hospital Boston, Dana-Farber Cancer Institute, Forsyth Institute, Harvard Pilgrim Health Care, Hebrew SeniorLife, Joslin Diabetes Center, Judge Baker Children's Center, Massachusetts Eye and Ear Infirmary, Massachusetts General Hospital, McLean Hospital, Mount Auburn Hospital, Schepens Eye Research Institute, Spaulding Rehabilitation Hospital, and Veterans Affairs Boston Healthcare System. Ladder faculty at the Affiliates comprise full-time Professors, Associate Professors, Assistant Professors, Instructors, and Clinical Faculty.

TABLE 5: NUMBER OF HARVARD LADDER FACULTY<sup>1</sup> BY SCHOOL AND RACE/ETHNICITY  
2004-05 THROUGH 2013-14

	Asian/Pacific Islander										Black										Latino										Native American										Two or More		Native Hawaiian or Other			
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14		
HARVARD UNIVERSITY <sup>2</sup>	145	153	160	162	168	177	187	200	189	197	42	37	45	46	47	45	46	46	48	51	36	35	38	42	43	45	51	57	60	62	1	3	3	3	3	2	4	5	1	1	15	17				
Faculty of Arts and Sciences	44	49	54	54	58	61	59	63	59	63	18	14	20	21	23	21	21	23	25	26	13	13	15	14	14	15	16	19	19	21	0	2	2	2	2	1	1	4	0	0	8	7	0	0		
Humanities <sup>3</sup>	12	14	14	15	16	16	15	17	17	20	2	1	2	1	1	1	1	1	2	3	5	4	5	5	5	6	7	8	8	9	0	1	1	1	1	1	1	1	2	0	0	2	2	0	0	
Social Sciences <sup>4</sup>	12	12	14	12	12	13	12	13	11	13	15	12	17	18	20	18	17	19	20	19	5	6	6	4	5	4	4	4	4	5	0	1	1	1	1	0	0	1	0	0	3	3	0	0		
Natural Sciences <sup>5</sup>	20	23	26	27	30	32	32	33	31	30	1	1	1	2	2	2	3	3	4	3	3	4	5	4	5	5	7	7	7	7	0	0	0	0	0	0	0	0	1	0	0	3	2	0	0	
Life Sciences	9	8	10	11	12	14	14	15	14	14	1	1	1	2	2	2	3	3	3	3	2	2	3	3	3	4	4	6	6	6	0	0	0	0	0	0	0	0	0	1	0	0	0	0		
Physical Sciences	11	15	16	16	18	18	18	18	17	16	0	0	0	0	0	0	0	0	0	1	1	1	1	2	1	1	1	1	1	1	1	0	0	0	0	0	0	0	1	0	0	2	2	0	0	
SEAS	9	11	12	12	13	15	18	18	17	17	0	0	2	2	2	2	2	2	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	
FAS Total	53	60	66	66	71	76	77	81	76	80	18	14	22	23	25	23	23	25	26	28	13	13	15	14	14	15	16	19	19	21		2	2	2	2	1	1	4		9	8					
HBS	26	27	28	31	32	33	35	39	40	43	5	5	5	6	6	4	3	3	2	2	7	7	7	9	9	9	9	10	11	10	0	0	0	0	0	0	0	0	0	0	1	2	0	0		
HMS <sup>6</sup>	19	21	20	22	21	23	22	25	29	33	2	2	2	2	2	2	2	2	3	4	4	4	4	4	4	4	4	5	6	6	7	6	0	0	0	0	0	0	0	0	1	0	1	0	0	
HSPH	32	29	29	27	28	24	23	24	23	22	3	4	4	5	4	3	4	5	4	5	4	5	5	5	4	5	3	5	6	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
HLS	1	1	2	2	2	2	3	4	4	4	6	6	6	6	6	6	7	7	8	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0		
HKS	6	7	8	7	8	8	10	10	8	8	2	2	2	2	2	2	2	2	0	1	3	3	3	4	4	4	5	5	7	7	7	0	0	0	0	0	0	0	0	0	0	2	2	0	0	
HGSE	2	2	3	4	5	7	7	7	6	4	4	3	3	3	3	4	4	4	5	4	2	0	0	0	0	1	1	1	2	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
GSD	2	2	1	2	2	2	4	6	6	7	1	0	0	0	0	1	1	1	0	0	5	5	6	7	8	7	6	6	7	7	7	0	0	0	0	0	0	0	0	0	0	2	2	0	0	
HDS	0	0	0	0	0	0	0	0	0	0	1	1	2	1	1	1	1	2	3	3	3	1	1	1	1	1	1	2	3	3	3	0	0	0	0	0	0	0	0	0	0	1	2	0	0	
HSDM	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	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Professional Schools Total	92	93	93	97	100	104	110	122	116	121	24	23	24	25	24	23	25	25	25	28	27	26	27	31	32	35	35	41	44	44	1	1	1	1	1	1	1	1	1	1	1	6	9			
Other Total <sup>7</sup>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	3	2	5	6	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
Medical School Clinical and Hospital Total <sup>10</sup>	1,019	1,087	1,196	1,266	1,410	1,493	1,594	1,796	1,912	1,883	157	168	175	168	172	177	187	202	219	209	219	227	248	279	288	288	295	321	367	361	9	8	9	15	13	13	15	16	15	15	19	21	55	74		

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[2] 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: Humanities, 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 called DEAS. For those earlier years, SEAS is still counted separately from FAS for purposes of consistency and comparability.

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[6]The Medical School includes nine Basic and Social Science Departments.

[7]Appointments in "OTHER" include those in Radcliffe, 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.

[9]The Medical School Clinical and Hospital include 18 Affiliated Institutions: Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, Cambridge Health Alliance, CBR Institute for Biomedical Research (part of Children's Hospital Boston), Children's Hospital Boston, Dana-Farber Cancer Institute, Forsyth Institute, Harvard Pilgrim Health Care, Hebrew SeniorLife, Joslin Diabetes Center, Judge Baker Children's Center, Massachusetts Eye and Ear Infirmary, Massachusetts General Hospital, McLean Hospital, Mount Auburn Hospital, Schepens Eye Research Institute, Spaulding Rehabilitation Hospital, and Veterans Affairs Boston Healthcare System. Ladder faculty at the Affiliates comprise full-time Professors, Associate Professors, Assistant Professors, Instructors, and Clinical Faculty.

[10]Harvard University minority categories include Asian, Black or African American, Hispanic/Latino, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Two or More Races and White. Prior to 2011-12, minority categories included Asian/Pacific Islander, Native-American, Black, Latino, and White. All individuals have a race/ethnicity designation. 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<sup>1</sup> BY SCHOOL AND RACE/ETHNICITY 2004-05 THROUGH 2013-14**

	Asian/Pacific Islander												Underrepresented Minorities <sup>11</sup>												White											
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14					
HARVARD UNIVERSITY <sup>2</sup>	141	145	153	160	162	168	177	187	200	189	197	79	75	86	91	93	92	101	108	124	131	1,233	1,260	1,259	1,276	1,284	1,283	1,260	1,258	1,236	1,238					
Faculty of Arts and Sciences	45	44	49	54	54	58	61	59	63	59	63	31	29	37	37	39	37	38	46	52	54	513	530	539	551	554	552	548	534	509	521					
Humanities <sup>3</sup>	12	12	14	14	15	16	16	15	17	17	20	7	6	8	7	7	8	9	10	12	14	179	187	190	188	184	180	179	172	167	164					
Social Sciences <sup>4</sup>	13	12	12	14	12	12	13	12	13	11	13	20	19	25	23	26	23	22	22	27	27	207	204	206	217	213	206	196	191	181	187					
Natural Sciences <sup>5</sup>	20	20	23	26	27	30	32	32	33	31	30	4	4	5	7	6	7	8	11	13	13	127	139	143	146	157	166	173	171	161	170					
Life Sciences	9	9	8	10	11	12	14	14	15	14	14	3	3	4	5	5	6	7	9	10	9	60	66	70	75	85	89	93	95	92	96					
Physical Sciences	11	11	15	16	16	18	18	18	18	17	16	1	1	1	2	1	1	1	2	3	4	67	73	73	71	72	77	80	76	69	74					
SEAS	9	9	11	12	12	13	15	18	18	17	17	0	0	2	2	2	2	2	2	2	3	56	56	57	56	53	53	56	57	55	59					
FAS Total	54	53	60	66	66	71	76	77	81	76	80	31	29	39	39	41	39	40	48	54	57	569	586	596	607	607	605	604	591	564	580					
HBS	25	26	27	28	31	32	33	35	39	40	43	12	12	12	15	15	13	12	13	14	14	139	140	136	134	136	136	131	135	125	124					
HMS <sup>6</sup>	16	19	21	20	22	21	23	22	25	29	33	6	6	6	6	6	7	8	8	10	12	173	180	185	191	194	196	200	194	192	224					
HSPH	31	32	29	29	27	26	24	23	24	23	22	7	9	9	10	8	8	7	10	10	12	116	113	111	105	106	102	110	112	89	108					
HLS	1	1	1	2	2	2	2	3	4	4	4	8	8	8	8	8	8	9	9	10	10	70	73	70	73	80	83	80	78	74	75					
HKS	6	6	7	8	7	8	8	10	10	8	8	5	5	5	6	6	7	7	7	9	10	69	64	61	60	62	60	57	57	45	54					
HGSE	2	2	2	3	4	5	7	7	7	6	4	6	3	3	3	4	5	5	6	7	7	33	31	34	36	37	36	34	34	34	32					
GSD	2	2	2	1	2	2	2	4	6	6	7	6	5	6	7	8	8	7	7	9	9	42	44	43	44	43	42	43	44	50	53					
HDS	0	0	0	0	0	0	0	0	0	0	0	2	2	3	2	2	3	5	6	7	8	22	23	24	26	25	26	25	22	20	20					
HSDM	3	4	4	2	2	4	5	6	7	0	0	0	0	0	0	0	0	1	1	0	0	18	23	21	19	19	20	18	17	6	8					
Professional Schools Total	86	92	93	93	97	100	104	100	100	116	121	52	50	52	57	57	59	61	67	76	82	682	691	685	688	702	701	698	693	635	698					
Other Total <sup>7</sup>	1	1	1	1	1	0	0	0	0	0	1	1	1	1	1	1	2	3	2	5	6	5	4	5	7	6	6	7	7	15	30					
Medical School Clinical and Hospital Total <sup>10</sup>	962	1,019	1,087	1,196	1,266	1,410	1,493	1,594	1,796	1,912	1,883	385	403	432	462	473	478	497	539	693	680	6,280	6,408	6,603	6,704	6,862	6,922	7,075	7,471	7,862	7,889					

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 2010-14.

[1] 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 cannot reliably distinguish them from tenured Professors at this time. Professors of the Practice are considered Non-Ladder Faculty in all Schools except GSD where they are grouped with Ladder Faculty. Adjunct Assistants and Adjunct Associates at GSD are also considered Ladder Faculty, but not in any other School. Adjunct 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.

[2] 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: Humanities, 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 called DEAS. For those earlier years, SEAS is still counted separately from FAS for purposes of consistency and comparability.

[3]Departments of the FAS Humanities Division: Celtic Languages and Literatures, Classics, Comparative Literature, East Asian Languages and Civilizations, English 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, Statistics, and Stem Cell and Regenerative Biology.

[6]The Medical School includes nine Basic and Social Science Departments.

[7]Appointments in "OTHER" include those in Radcliffe, 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.

[9]The Medical School Clinical and Hospital include 18 Affiliated Institutions: Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, Cambridge Health Alliance, CBR Institute for Biomedical Research (part of Children's Hospital Boston), Children's Hospital Boston, Dana-Farber Cancer Institute, Forsyth Institute, Harvard Pilgrim Health Care, Hebrew SeniorLife, Joslin Diabetes Center, Judge Baker Children's Center, Massachusetts Eye and Ear Infirmary, Massachusetts General Hospital, McLean Hospital, Mount Auburn Hospital, Schepens Eye Research Institute, Spaulding Rehabilitation Hospital, and Veterans Affairs Boston Healthcare System. Ladder faculty at the Affiliates comprise full-time Professors, Associate Professors, Assistant Professors, Instructors, and Clinical Faculty.

[10]Harvard University minority categories include Asian, Black or African American, Hispanic/Latino, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Two or More Races and White. Prior to 2011-12, minority categories included Asian/Pacific Islander, Native-American, Black, Latino, and White. All individuals have a race/ethnicity designation. 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.

[11]Underrepresented minorities includes Black, Latino, Native Hawaiian and Other Pacific Islander, and American Indian and Native Alaskan race/ethnicity categories.

**TABLE 7: NUMBER OF HARVARD ASIAN/PACIFIC LADDER FACULTY<sup>1</sup> BY SCHOOL AND RANK 2004-05 THROUGH 2013-14**

	Assistants										Associates										Professors									
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
HARVARD UNIVERSITY <sup>2</sup>	54	58	60	59	60	64	63	41	43	35	30	28	26	26	30	31	37	45	44	56	65	72	77	83	87	92	100	103	110	
Faculty of Arts and Sciences	12	14	17	16	17	15	13	11	6	8	7	8	6	6	9	7	10	16	10	25	27	29	32	35	37	39	42	40	63	
Humanities <sup>3</sup>	4	4	3	3	2	2	1	2	2	3	1	2	2	3	3	3	2	1	2	2	7	8	9	9	11	11	12	14	13	15
Social Sciences <sup>4</sup>	3	4	5	4	4	3	3	3	1	2	3	2	3	1	2	3	1	1	2	2	6	6	6	7	6	7	8	9	8	9
Natural Sciences <sup>5</sup>	5	6	9	9	11	10	9	6	3	3	3	4	3	2	1	3	4	8	9	6	12	13	14	16	18	19	19	19	21	
Life Sciences	1	0	2	3	3	4	5	3	2	2	2	2	1	0	0	0	3	4	3	6	6	7	8	9	10	9	9	8	9	
Physical Sciences	4	6	7	6	8	6	4	3	1	1	1	2	2	2	1	3	4	5	5	3	6	7	7	8	9	9	10	10	11	16
SEAS	3	3	2	2	3	3	4	4	2	2	1	2	4	3	2	2	3	3	3	2	5	6	6	7	8	10	11	11	12	13
FAS Total	15	17	19	18	20	18	17	15	8	10	8	10	12	9	8	11	10	13	19	12	30	33	35	39	43	47	50	53	52	28
HBS	8	9	11	11	10	11	12	15	13	15	6	6	3	3	4	4	5	8	9	12	12	14	17	18	18	19	19	19		
HMS <sup>6</sup>	7	9	8	10	9	11	11	9	10	12	7	3	3	3	3	3	4	6	7	9	5	9	9	9	9	7	10	12	12	
HSPH	16	15	14	13	10	8	8	7	6	3	8	6	7	7	8	9	8	9	6	7	8	8	8	7	8	7	7	8	11	12
HLS	1	0	1	1	1	1	2	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	3	3	3
HKS	2	3	2	2	3	2	3	3	0	0	2	2	3	2	1	1	1	1	3	3	2	2	3	3	4	5	6	6	5	5
HGSE	2	2	2	2	3	5	4	4	3	2	0	0	0	1	1	1	2	2	2	0	0	1	1	1	1	1	1	1	1	0
GSD	0	0	0	0	0	0	1	3	1	1	1	1	0	1	1	1	1	3	2	1	1	1	1	1	1	1	2	2	2	4
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	2	2	2	2	4	5	6	7	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Professional Schools Total	38	40	40	41	40	43	47	49	34	34	26	20	16	17	18	19	21	24	29	32	28	33	37	39	42	42	49	53	55	
Other Total <sup>7</sup>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	1	1	1	
											Junior Faculty <sup>8</sup>										Professors									
Medical School Clinical and Hospital Total <sup>9,10</sup>											1,001	1,069	1,173	1,240	1,383	1,464	1,555	1,749	1,864	1,830	18	18	23	26	27	29	39	47	48	53

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 2010-14.

[1] 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 cannot reliably distinguish them from tenured Professors at this time. Professors of the Practice are considered Non-Ladder Faculty in all Schools except GSD where they are grouped with Ladder Faculty. Adjunct Assistants and Adjunct Associates at GSD are also considered Ladder Faculty, but not in any other School. Adjunct 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.

[2] 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: Humanities, 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 called DEAS. For those earlier years, SEAS is still counted separately from FAS for purposes of consistency and comparability.

[3]Departments of the FAS Humanities Division: Celtic Languages and Literatures, Classics, Comparative Literature, East Asian Languages and Civilizations, English 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, Statistics, and Stem Cell and Regenerative Biology.

[6]The Medical School includes nine Basic and Social Science Departments.

[7]Appointments in "OTHER" include those in Radcliffe, 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.

[9]The Medical School Clinical and Hospital include 18 Affiliated Institutions: Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, Cambridge Health Alliance, CBR Institute for Biomedical Research (part of Children's Hospital Boston), Children's Hospital Boston, Dana-Farber Cancer Institute, Forsyth Institute, Harvard Pilgrim Health Care, Hebrew SeniorLife, Joslin Diabetes Center, Judge Baker Children's Center, Massachusetts Eye and Ear Infirmary, Massachusetts General Hospital, McLean Hospital, Mount Auburn Hospital, Schepens Eye Research Institute, Spaulding Rehabilitation Hospital, and Veterans Affairs Boston Healthcare System. Ladder faculty at the Affiliates comprise full-time Professors, Associate Professors, Assistant Professors, Instructors, and Clinical Faculty.

[10]Harvard University minority categories include Asian, Black or African American, Hispanic/Latino, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Two or More Races and White. Prior to 2011-12, minority categories included Asian/Pacific Islander, Native-American, Black, Latino, and White. All individuals have a race/ethnicity designation. 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 8: NUMBER OF UNDERREPRESENTED MINORITY LADDER FACULTY<sup>1</sup> BY SCHOOL AND RANK 2004-05 THROUGH 2013-14**

	Assistants													Associates													Professors												
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14									
HARVARD UNIVERSITY <sup>2</sup>	29	29	29	31	30	25	29	27	24	29	13	11	15	16	18	18	15	20	27	26	37	35	42	44	45	49	57	61	73	76									
Faculty of Arts and Sciences	10	10	12	12	11	10	11	9	7	6	6	6	6	4	5	3	2	7	9	8	15	13	19	21	23	24	25	30	38	40									
Humanities <sup>3</sup>	3	3	4	3	3	3	4	2	2	2	2	1	0	1	1	0	0	2	1	2	2	2	4	3	3	5	5	7	9	10									
Social Sciences <sup>4</sup>	6	6	6	5	5	3	3	3	2	3	3	4	5	3	4	3	1	2	2	1	11	9	13	15	17	16	17	19	23	23									
Natural Sciences <sup>5</sup>	1	1	2	4	3	4	4	4	2	1	1	1	1	0	0	0	1	3	5	5	2	2	2	3	3	1	3	4	6	7									
Life Sciences	0	0	1	2	2	3	3	4	2	1	1	1	1	0	0	0	1	2	4	4	2	2	2	3	3	3	3	4	4	4									
Physical Sciences	1	1	1	2	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1	2	3									
SEAS	0	0	2	2	2	2	2	1	1	1	0	0	0	0	0	0	0	1	1	2	0	0	0	0	0	0	0	0	0	0									
FAS Total	10	10	14	14	13	12	13	10	8	7	6	6	6	4	5	3	2	8	10	10	15	13	19	21	23	21	25	30	38	40									
HBS	6	6	6	5	4	1	1	2	3	3	2	2	2	5	6	7	6	4	5	5	4	4	4	5	5	5	5	7	6	6									
HMS <sup>6</sup>	3	3	2	2	2	3	3	1	3	3	0	0	1	1	1	1	1	3	3	4	3	3	3	3	3	3	4	4	4	4									
HSPH	5	6	4	4	3	2	2	3	4	5	1	2	4	4	3	3	2	2	2	2	1	1	1	2	2	3	3	5	4	5									
HLS	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	7	8	8	8	8	9	9	10	10									
HKS	1	1	1	2	3	3	2	3	2	3	1	1	1	1	1	1	2	1	2	1	3	3	3	3	2	3	3	3	5	6									
HGSE	2	1	1	1	1	1	1	2	2	3	2	1	1	1	2	1	1	1	2	1	2	1	1	1	1	3	3	3	3	3									
GSD	0	0	1	2	3	2	2	2	2	2	2	0	0	0	0	1	1	1	3	3	4	5	5	5	5	5	4	4	4	4									
HDS	1	1	0	0	0	1	3	4	2	3	0	0	1	0	0	0	0	0	1	1	1	1	2	2	2	2	2	2	4	4									
HSDM	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	0									
Professional Schools Total	19	19	15	16	16	13	15	18	18	22	8	6	10	12	13	14	13	12	18	17	25	25	27	29	28	31	31	31	40	42									
Other Total <sup>7</sup>	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	2	3	2	5	6									
											Junior Faculty <sup>8</sup>										Professors																		
Medical School Clinical and Hospital Total <sup>9 10</sup>											377	393	421	450	461	467	485	521	670	650	8	10	11	12	12	11	12	18	23	30									

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 2010-14.

[1] 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 cannot reliably distinguish them from tenured Professors at this time. Professors of the Practice are considered Non-Ladder Faculty in all Schools except GSD where they are grouped with Ladder Faculty. Adjunct Assistants and Adjunct Associates at GSD are also considered Ladder Faculty, but not in any other School. Adjunct 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.

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[3] Departments of the FAS Humanities Division: Celtic Languages and Literatures, Classics, Comparative Literature, East Asian Languages and Civilizations, English 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.

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[6] The Medical School includes nine Basic and Social Science Departments.

[7] Appointments in "OTHER" include those in Radcliffe, 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.

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[9] The Medical School Clinical and Hospital include 18 Affiliated Institutions: Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, Cambridge Health Alliance, CBR Institute for Biomedical Research (part of Children's Hospital Boston), Children's Hospital Boston, Dana-Farber Cancer Institute, Forsyth Institute, Harvard Pilgrim Health Care, Hebrew SeniorLife, Joslin Diabetes Center, Judge Baker Children's Center, Massachusetts Eye and Ear Infirmary, Massachusetts General Hospital, McLean Hospital, Mount Auburn Hospital, Schepens Eye Research Institute, Spaulding Rehabilitation Hospital, and Veterans Affairs Boston Healthcare System. Ladder faculty at the Affiliates comprise full-time Professors, Associate Professors, Assistant Professors, Instructors, and Clinical Faculty.

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[11] Underrepresented minorities includes Black, Latino, Native Hawaiian and Other Pacific Islander, and American Indian and Native Alaskan race/ethnicity categories.

**TABLE 9: NUMBER OF WHITE LADDER FACULTY<sup>1</sup> BY SCHOOL AND RANK  
2004-05 THROUGH 2013-14**

	Assistants										Associates										Professors									
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
HARVARD UNIVERSITY <sup>2</sup>	226	233	226	232	234	228	204	190	168	151	174	182	176	168	169	165	165	173	168	171	833	845	857	876	881	890	891	895	905	916
Faculty of Arts and Sciences	88	93	91	94	95	90	75	60	54	49	41	47	50	50	56	53	50	56	57	54	384	390	398	407	403	409	423	418	401	418
Humanities <sup>3</sup>	38	39	36	34	26	24	20	13	13	12	14	18	22	17	22	16	14	18	15	7	127	130	132	137	136	140	145	141	140	145
Social Sciences <sup>4</sup>	34	34	36	39	38	31	28	24	21	21	24	23	17	22	23	23	16	18	20	22	149	147	153	156	152	152	145	149	142	144
Natural Sciences <sup>5</sup>	16	20	19	21	31	35	27	23	20	16	3	6	11	11	11	14	20	20	22	25	108	113	113	114	115	117	126	128	119	129
Life Sciences	9	12	10	13	22	23	17	16	11	10	3	4	9	9	8	10	14	14	17	17	48	50	51	53	55	56	62	65	64	69
Physical Sciences	7	8	9	8	9	12	10	7	9	6	0	2	2	2	3	4	6	6	5	8	60	63	62	61	60	61	64	63	55	60
SEAS	8	7	8	7	4	5	5	5	6	7	6	6	7	7	7	5	6	6	2	5	42	43	42	42	42	43	45	46	47	47
FAS Total	96	100	99	101	99	95	80	65	60	56	47	53	57	57	63	58	56	62	59	59	426	433	440	449	445	452	468	464	445	465
HBS	41	42	40	40	38	40	29	31	30	28	23	28	28	27	27	23	33	35	27	26	75	70	68	67	71	73	69	69	68	70
HMS <sup>6</sup>	27	34	33	39	43	39	41	32	28	31	27	29	30	26	25	28	27	27	29	34	119	117	122	126	126	129	132	135	149	158
HSPH	30	26	22	20	23	17	20	24	22	16	26	25	24	22	17	22	25	22	24	24	60	62	65	63	66	63	65	66	65	68
HLS	5	5	4	6	9	9	7	6	3	1	0	0	0	0	0	0	0	0	0	0	65	68	66	67	71	74	73	72	73	74
HKS	8	7	6	3	4	8	7	9	10	10	21	16	12	11	11	7	4	5	4	3	40	41	43	46	47	45	46	43	41	41
HGSE	5	4	6	8	7	8	7	7	6	3	4	3	3	4	6	5	6	7	6	8	24	24	25	24	24	23	21	20	22	21
GSD	5	6	8	7	7	5	7	6	8	9	15	17	12	14	13	12	11	12	16	14	22	21	23	23	23	25	25	26	27	30
HDS	2	2	3	4	3	3	3	3	1	0	5	1	1	1	2	3	3	1	2	4	15	20	20	21	20	20	19	18	17	16
HSDM	8	9	7	6	6	7	7	8	0	0	5	8	8	6	6	6	5	4	0	0	5	6	6	7	7	7	6	5	8	8
Professional Schools Total	131	135	129	133	140	136	128	126	108	98	126	127	118	111	107	106	114	113	108	113	425	429	438	444	455	459	456	454	470	486
Other Total <sup>7</sup>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	4	5	7	6	6	7	7	17	30
										Junior Faculty <sup>8</sup>										Professors										
Medical School Clinical and Hospital Total <sup>9,10</sup>											5,760	5,854	6,045	6,129	6,270	6,312	6,433	6,712	7,039	7,011	520	554	558	575	592	610	642	759	823	878

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HARVARD UNIVERSITY | Office of the Senior Vice Provost

## Faculty Development & Diversity

**The Office of Faculty Development and Diversity (FD&D)** serves as Harvard University's central faculty affairs office. Working closely with colleagues across the University, it oversees and guides institutional policies and practices in all areas of faculty affairs, providing intellectual leadership and coordination across the Schools with the twin goals of increasing accountability and fostering measurable progress in important domains. In all its activities, FD&D places a special emphasis on junior faculty and on women and minorities at all academic ranks.

Central to the FD&D mission is the systematic collection, analysis, and dissemination of data on faculty appointments and the development, implementation, and evaluation of University-wide programs designed to improve faculty life. Working closely with the President and Provost, the Senior Vice Provost for FD&D serves as a key adviser in the *ad-hoc* tenure process, chairs the Provost's Appointments Review Committee, and oversees the administration of funds designated to facilitate the appointment of outstanding scholars who increase the faculty's diversity.

Working closely with the Schools and the President/Provost, FD&D's purview includes:

- **Initial faculty appointments, from search authorization to accepted offer.**  
Areas of focus include institutional policies, ongoing monitoring of search and appointments processes, review of prospective faculty appointments, and constructive feedback to the Schools to ensure both excellence and increasing diversity.
- **The quality of faculty members' experiences at the University.**  
Areas of focus include cross-university convening, junior faculty mentoring and development, support for teaching, work/life balance, and institutional climate.
- **Faculty review, retention, and promotion.**  
Areas of focus include institutional policies, ongoing monitoring of processes, review of prospective promotions, and constructive feedback to the Schools to ensure both excellence and increasing diversity.
- **Support for pipeline programs.**  
Because tomorrow's faculty are today's students, the FD&D office, in concert with the Schools, also supports a variety of pipeline programs—graduate students and postdoctoral fellows—with the goal of increasing the pool of women and minorities who can become the faculty of the future.

### Contact the Office of Faculty Development & Diversity

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