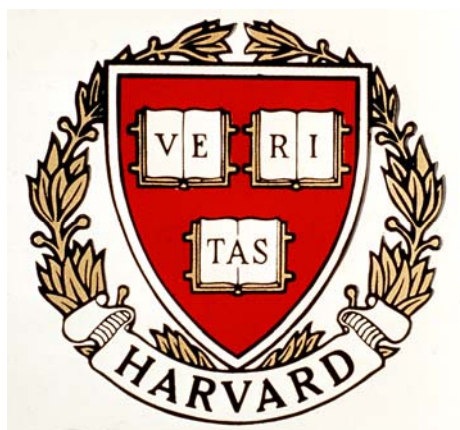


Report of the Task Force on Women Faculty



May 2005

Acknowledgements

The Task Force on Women Faculty and the Task Force on Women in Science and Engineering wish to thank the many individuals who have made invaluable contributions to this report.

We wish first to acknowledge the assistance of the deans, faculty, data liaisons and administrative staff in each of the Schools for providing detailed datasets on faculty and information on programs and policies.

We are grateful to the Office of Budgets, Financial Planning & Institutional Research for providing data and for assistance in cross-checking University-wide datasets. We also thank the staff of the Office of Work/Life Resources for their assistance in the collection of work-life policies and data from both inside and outside of Harvard, and for their help in formulating recommendations in the area of work-life.

We greatly appreciate those members of the community who participated in the working groups for the Task Force on Women in Science and Engineering. In addition, we want to thank those who offered input through open forums or sent ideas to the Task Forces.

Finally, numerous individuals outside of Harvard were consulted on policies and practices at their own institutions. We would like to thank the following people for sharing their time and expertise: Joan Williams, American University; Jean Howard, Columbia University; Cathy Trower, Study of New Scholars at the Harvard Graduate School of Education; Lotte Bailyn, Nancy Hopkins, Melissa Nobles and Mary Rowe at MIT; Marcia Mahoney, Northwestern University; Robert Drago, Pennsylvania State University; Joan Girgus and David Dobkin at Princeton University; John Hennessy, John Etchemendy and Patricia Jones at Stanford University; Marc Goulden, Carol Hoffman, Mary Ann Mason, Sheila O'Rourke and Angelica Stacy at the University of California at Berkeley; Mary Harvey, University of Chicago; Glenda Haskell, Carol Hollenshead, Martha Pollack, Beth Sullivan, and Abigail Stewart at the University of Michigan; and Jo Handelsman and Lindsey Stoddard Cameron at the University of Wisconsin.

TABLE OF CONTENTS

Executive Summary	4
Section I – Task Force Activities	8
A. Task Force Structure	8
B. Task Force Research and Consultation Process	9
Section II – Recommendations	11
A. Oversight Structures.....	11
Recommendation 1: Senior Vice Provost for Diversity and Faculty Development	11
Recommendation 2: Modify Visiting Committee Process	15
B. Data Collection.....	17
Recommendation 3: Launch Climate Survey	17
Recommendation 4: Track Metrics through Office of Senior Vice Provost	22
Recommendation 5: Publish Status Reports on Women and Minority Faculty	26
C. Faculty Recruitment	28
Recommendation 6: Design Programs on Diversity.....	28
Recommendation 7: Create Two Funds to Support Targeted Hiring	30
Recommendation 8: Establish a University Dual-Career Program	33
D. Faculty Retention	36
Recommendation 9: Significantly Increase Availability of Child Care	37
Recommendation 10: Increase Financial Support for Child Care Expenses	39
Recommendation 11: Institute a Minimum Maternity Leave for Faculty	41
Recommendation 12: Make Tenure Clock / Appointment Extensions Automatic.....	43
Recommendation 13: Improve Practice of Existing Sexual Harassment Policies.....	44
Recommendation 14: Address Work-Life Gap between Harvard and Best Practice	45
Section III – Appendices.....	46
A. Task Force on Women Faculty Charge.....	46
B. Task Force on Women Faculty Membership	47
C. “Best Practice” Work-Life Policies.....	49
D. Work-Life Gap.....	54

Executive Summary

1. A Beginning Not an End

In spite of more than three decades of concern, Harvard has made only limited progress in its efforts to create a genuinely diverse faculty. Women and minorities remain significantly underrepresented in relation not just to their proportions in the broader population, but in comparison to their presence in the student body of Harvard's ten Schools and, in many cases, to their numbers in the pool of Ph.D.s in individual academic fields. In the past year, these issues have generated intense discussion across Harvard about causes and potential remedies. On February 3, 2005, the University announced the formation of two Task Forces—the Task Force on Women Faculty and the Task Force on Women in Science and Engineering—to "develop concrete proposals to reduce barriers to the advancement of women faculty at Harvard" before the end of the academic year in May.

Within this very narrow time frame, the Task Forces have concentrated on identifying issues for immediate action, as well as recommending structures and initiatives that will ensure continuing commitment to enhancing faculty diversity. The Task Forces' investigations have revealed complex and wide ranging concerns warranting significant further attention and analysis. In their three-month effort, the Task Forces have only begun to understand and address the questions that must become an ongoing concern and a continuing priority for the Harvard community and, in particular, for its leadership. This report represents a beginning, not an end.

The Task Forces have worked to identify how Harvard can build and nurture the very best faculty. A diverse faculty is a strong faculty because it emerges from the broadest possible consideration of available talent, talent that Harvard as an institution and a community must encourage and sustain throughout the varied stages of academic careers. The development, recruitment, and support of outstanding faculty, issues which have been at the heart of the Task Forces' deliberations, provide the essential foundation of a great university.

2. Task Force Charge and Membership

The Task Force on Women Faculty has been charged with "making recommendations concerning the design and implementation of a series of concrete measures designed to promote gender diversity in faculty ranks and in academic leadership positions across the University. The examination of issues relating to women faculty will include attention to the particular challenges and barriers faced by minority women pursuing academic careers." For the full text of the charge, please see *Appendix A*.

The Task Force was chaired by Evelyn Hammonds, Professor of History of Science and of African and African American Studies, Faculty of Arts and Sciences. Members of the Task Force included faculty representatives from all Harvard Schools (with Harvard Medical School and Dental School represented jointly by one person). For the full membership of the Task Force, please see *Appendix B*.

3. Task Force Approach and Activities

In order to give appropriate attention to the complex issues identified in the charge and through consultation with faculty, the Task Force divided into four subcommittees: 1) Subcommittee on Senior Position; 2) Subcommittee on Targeted Appointments; 3) Subcommittee on Work and Life Conditions; and 4) Subcommittee on Long-Term Initiatives.

The Task Force met weekly between February 7th and May 11th, 2005 to review goals, data, research and preliminary proposals. The four subcommittees held 15 additional meetings, in which they reviewed data specific to their respective charges and refined recommendations that they later presented to the entire Task Force. The Task Force and subcommittees based their recommendations on multiple forms of research: consultation with faculty and administrators; collection of faculty demographic data and policies from individual Schools; and external benchmarking of policies and practices against peer institutions.

4. Categories of Issues Identified by the Task Force

In the process of consulting with faculty and reviewing practices at peer institutions, the Task Force identified a variety of diversity and equity-related issues. Where appropriate, the Task Force highlighted best practice approaches to addressing these concerns. Issues identified by the Task Force and corresponding recommendations are organized into four categories: 1) issues related to a lack of appropriate oversight structures; 2) issues related to a comparative weakness in collecting and tracking data; 3) issues related to faculty recruitment; and 4) issues related to faculty retention. A synopsis of each category is provided below:

- A. *Oversight Structures:* While each School at Harvard has recognized the need to recruit, retain and promote larger numbers of women and minority faculty, approaches differ by School and best practices are not necessarily shared or even known more broadly outside a particular School. A senior person in the center who would oversee efforts to diversify the faculty body across the University, would have the ability, by nature of her relationship to the President, the Provost and the deans, to bring together the various practices of the Schools, and initiate and implement new programs, as appropriate.
- B. *Data Collection:* There is an overall need for comprehensive data on women and underrepresented minorities at the University and by School. Although we have basic faculty demographic data (gender and racial/ethnic breakouts by faculty rank/title), there is no consistent approach (i.e., agreement on metrics and implementation of these metrics) to measuring gender and racial/ethnic equity at the University, or to tracking progress in increasing the representation of women and underrepresented minorities among faculty. In addition, little or no hard data exists on the overall climate for women and underrepresented minority faculty in their respective Schools/departments. Experiences of other institutions in the area of data collection underscore the critical role of data in effecting long-term cultural change. A data-driven approach lends credibility to various issues rather than allowing them to be dismissed as anecdotes and enables richer, more open and less confrontational discussions with university and departmental leadership about causes of and potential solutions to identified issues.
- C. *Faculty Recruitment:* Here, the Task Force focused on three important areas – 1) search processes, which influence the number of women candidates identified, interviewed and recruited by Harvard; 2) presence of targeted funds and their effectiveness in facilitating the

recruitment of outstanding scholars who would bring increased diversity to the faculty; and 3) presence of dual-career programs and their effectiveness in facilitating the recruitment of faculty with spouses or partners who are working professionals.

- D. *Faculty Retention:* In this area, the Task Force developed a comprehensive list of concerns based on consultation with faculty and grouped these concerns into three categories: 1) child care issues; 2) work-life policies and their role in allowing faculty members to balance the demands of work and family; and 3) departmental culture issues affecting professional development and academic advancement.

5. Corresponding Recommendations

The Task Force developed the following recommendations in response to identified issues:

A. *Oversight Structures:*

1. Create position of Senior Vice Provost of Diversity and Faculty Development in the University's central administration.
2. Modify visiting committee process to establish an additional accountability mechanism.

B. *Data Collection:*

3. Launch climate survey; target junior and senior faculty with a combination of survey instruments, as appropriate.
4. Monitor a set of agreed upon metrics through the Office of the Senior Vice Provost to track progress in increasing diversity and representation.
5. Publish 'Status of Women and Minorities' Reports at appropriate time intervals.

C. *Faculty Recruitment:*

6. Design programs on diversity.
7. Create two funds to support targeted hiring.
8. Establish a University-wide dual-career program.

Faculty Retention:

9. Significantly increase availability of child care slots in Cambridge, Longwood, Allston and surrounding areas
10. Increase financial support to faculty for child care expenses.
11. Institute a minimum maternity leave policy for faculty across the University.
12. Make tenure clock extension / appointment extension automatic upon granting maternity leave or parental teaching relief leave.
13. Improve practice of existing sexual harassment policies through specific measures
14. Address work-life gap between Harvard and "best practice" institutions on a School by School basis.

6. Relationship to the Task Force on Women in Science and Engineering

While the Task Force on Women Faculty studied the status of women faculty across all Schools at Harvard University and the issues they face, the Task Force on Women in Science and Engineering (WISE) focused on issues specific to women at all academic career stages in the sciences, from entering undergraduates to tenured faculty. The Task Force chairs and staff met weekly to coordinate efforts and recommendations across the two Task Forces. The Task Forces

exchanged and reviewed recommendations at appropriate milestones during the process. The Task Force on Women Faculty supports the recommendations developed by WISE, and where appropriate, refers to these recommendations in the report.

7. Next Steps

The Task Force on Women Faculty, in coordination with the Task Force on Women in Science and Engineering, recommends that a Transition Committee be established to provide initial oversight and implementation of recommendations developed by both Task Forces until accountability for the various action items called for in the Task Force recommendations is formally institutionalized throughout Harvard.

The Transition Committee, consisting of Task Force chairs, Professors Barbara Grosz and Evelyn Hammonds, and Dean Drew Faust, will be supported in its initiatives through expertise resident in the Office of Budgets, Financial Planning & Institutional Research (OBFPIR), Information Management Services and the Office of Work/Life Resources within the Office of Human Resources, the Office of the General Counsel and other areas of the University as appropriate.

During the summer and fall of 2005, the Transition Committee will:

- Determine the cost and further refine the proposals with a view to their effective implementation;
- Design programs on diversity for University leaders in the larger context of leadership and management;
- Work with appropriate deans to put in place the structures and people needed to begin implementation of the recommendations;
- Continue the data collection effort across Schools;
- Establish initial scope of work, identify potential membership and coordinate the work of supporting committees:
 - The Climate Survey Committee, which will launch a climate survey instrument for junior faculty in the fall of 2005 and design a survey instrument for all ladder (junior and senior) faculty by the end of 2005;
 - The University Committee on Child Care, which will analyze childcare-related alternatives put forward by the Task Forces and develop an implementation plan to achieve goals outlined in the Task Force reports.

Section I – Task Force Activities

A. Task Force Structure

In order to address the complex goals outlined in *Appendix A* (full Task Force charge) in a systematic and thoughtful manner, the Task Force on Women Faculty divided into four subcommittees:

The Subcommittee on Senior Position focused on defining a senior position in the University's central administration that would oversee efforts to enhance gender and racial/ethnic diversity among the faculty. The subcommittee identified similar positions at other universities, including Princeton, Stanford, Columbia, University of Michigan, and MIT, and conducted interviews with the incumbents. These interviews, combined with the collective Task Force knowledge of Harvard's systems, culture and governance structure, provided the basis for recommendations related to senior position title, reporting structure and key responsibilities.

The Subcommittee on Targeted Appointments focused on targeted hiring policies and practices at Harvard and at peer institutions, including Stanford, Princeton, Columbia, the University of Michigan and the University of Wisconsin. Within Harvard, the subcommittee reached out to deans of Schools and department chairs to develop a better understanding of how Harvard's existing Outreach Fund is used and perceived today, and to formulate recommendations for enhancing the effectiveness of the Outreach Fund. In addition, the subcommittee researched various dual-career programs nationwide and made recommendations with regard to a potential dual-career program at Harvard.

The Subcommittee on Work and Life Conditions focused on four components that have an impact upon work and life conditions of faculty members: 1) caregiving leaves, including maternity leaves; 2) child care; 3) tenure clock extension policies; and 4) sexual harassment policies and practices. In the areas of caregiving leaves, tenure clock extension policies and sexual harassment policies, the subcommittee interviewed experts in the field as well as peer institutions, and developed a set of best practices for each area. With regard to child care, the subcommittee relied heavily on consultation with Harvard faculty. Child-care related recommendations reflect the priorities voiced by faculty across the University.

The Subcommittee on Long-Term Initiatives took on the task of 1) developing processes and structures aimed at institutionalizing recommendations made by the Task Force; and 2) defining the substantive issues and questions that could not be addressed by the Task Force during the highly compressed timeframe, but would need to be addressed at a later point by the University. Drawing on the experience of other institutions, the subcommittee recognized the importance of data-driven, evidence-based approaches. Consequently, several of the recommendations touch on data collection, both metrics and methods.

B. Task Force Research and Consultation Process

The Task Force based its findings and recommendations on a variety of activities:

Task Force meetings and deliberations: The Task Force met weekly between February 7th and May 11th, 2005 to review goals, data, research and preliminary proposals. The four subcommittees held approximately 15 additional meetings, in which they reviewed data specific to their respective charges and refined recommendations that they later presented to the entire Task Force. Finally, the Task Force chairs and Task Force staff met weekly to coordinate efforts and recommendations across the two Task Forces.

Consultation with Harvard faculty: The Task Force reached out to faculty using the following communication mechanisms:

- Meetings with various faculty groups on campus -- some hosted by the Task Force chair, others attended by Task Force representatives;
- Establishment of two email addresses to which faculty could send in suggestions, comments and concerns (wf@harvard.edu and paradis@harvard.edu) ;
- Creation of a task-force Ombuds function to provide an entirely confidential setting for faculty members who had immediate and highly sensitive concerns in the areas of gender and racial/ethnic equity;
- Launch of a “listening” role. This role, although just as confidential a channel as the Ombuds role, served a different purpose. Whereas the Ombuds person counseled on matters requiring quick resolution, but never reported out on those issues, the listener summarized key trends and patterns as portrayed through individual conversations (while maintaining complete confidentiality and anonymity). This identification of trends and patterns helped inform Task Force deliberations, prioritization of issues and formulation of specific recommendations.
- In addition, the Task Force benefited from efforts conducted by an external consultant, Bright Horizons, who conducted on-campus focus groups with faculty, staff, postdocs and graduate students as part of an overall assessment of child care commissioned by the Office of Human Resources at Harvard.

School data collection: In February, the Task Forces launched a data collection effort across all Schools. The information collected was both quantitative and qualitative:

- The quantitative portion involved faculty demographic data over time. The Task Force requested faculty counts over time, broken out by rank. Headcount within each rank was also broken out by gender, and within gender, by race (minority versus non-minority). The time period common to all Schools was 1990 to 2005. In addition, the Task Force also collected data on named chairs for 2005 (total headcount; percent women; percent minorities) and on leadership positions in Schools for 2005 (total headcount; percent women; percent minorities).
- The qualitative portion involved policy and program data by School. The Task Force collected information on policies (searches, appointments, caregiving leaves, tenure clock

extensions, sexual harassment) and support programs (e.g., access to child care and dual-career assistance). The Task Force then compared this set of policies, procedures and support mechanisms across Schools and also against external benchmarks.

Other internal data collection: Through the central Office of Human Resources and notably through HR's Office of Work/Life Resources, the Task Force gathered information that helped it articulate child-care related recommendations. For example, the Office of Work/Life Resources provided the Task Force with summary data on child-care scholarship programs; number of scholarship applications versus number of scholarships awarded by employee group; capacity of Harvard-affiliated child care centers; and aggregate wait list information.

External benchmarking on work/life issues: The Task Force conducted interviews with peer institutions (University of California Berkeley, University of Chicago, Columbia, MIT, University of Michigan, Princeton, Stanford, University of Wisconsin, and Yale) to understand their policies in the areas of caregiving, tenure clock extensions, and child-care programs and subsidies. With regard to sexual harassment policies, the Task Force focused on Cornell, Northwestern and Stanford, which were widely cited as examples of best practice in this area. The Task Force complemented all interviews with secondary research and was able to compile a "best practice" work/life document, summarizing best practice models by area.

External benchmarking of targeted appointments practices and dual career programs: The Task Force identified a small group of institutions as leaders in the area of targeted appointments (Princeton, Stanford, University of Michigan, and University of Wisconsin) and conducted in-depth interviews with Princeton, Stanford and University of Michigan about their funds and programs. With regard to dual-career programs, the Task Force researched a wide range of programs nationwide.

Interviews with senior position incumbents: The Task Force reached out to women at other universities who had been appointed to senior administrative positions within their respective universities, and whose primary responsibility was to oversee efforts to increase gender and racial/ethnic diversity of the faculty body. Interviews with Columbia, University of Michigan, Princeton, and Stanford provided valuable input to the Task Force with regard to defining the position, the reporting structure, the responsibilities of the position and potential staffing to support the position.

Section II – Recommendations

A. Oversight Structures

Recommendation 1: Senior Vice Provost for Diversity and Faculty Development
--

- **Create a senior position in central administration that will work closely with the president and provost in support of faculty development and faculty diversity**
- **Aim to fill the position by September 2005**
- **Support the position with two advisory committees, dedicated staff and a budget**

RATIONALE

Harvard University is a decentralized institution where the various faculties and Schools have their own distinctive cultures, procedures and practices. While each School has recognized the need to recruit, retain and promote larger numbers of women faculty, approaches differ by School and best practices are not necessarily shared or even known more broadly outside a particular School. A senior person in the center who would oversee efforts to diversify the faculty body across the University, would have the ability, by nature of her relationship to the President, the Provost and the deans, to bring together the various practices of the Schools and initiate and implement new programs, as appropriate. Positions similar to the one described above already exist at a number of institutions committed to increasing representation of women and underrepresented minorities among faculty. A number of examples follow:

- *Columbia University* created the position of Vice Provost for Diversity to “lead the University's efforts to increase substantially the representation of traditionally underrepresented groups on the faculty and in the senior levels of the administration. In addition, she [Jean Howard, Professor of English] will forge efforts to link hiring initiatives to curricular and programmatic change and will promote scholarly efforts to understand the challenge of diversity in the global context of the 21st century” [2004]¹;
- *Princeton University* created the position of Special Assistant to the Dean of the Faculty [held by Joan Girgus, Professor of Psychology] to “work with Dean of the Faculty David Dobkin to develop a strategic plan to recruit women faculty as well as take on other projects to improve the climate for women at the University” [2003];
- *Stanford University* created the position of Vice Provost for Faculty Development [held by Patricia Jones, Professor of Biological Sciences, since 2000] to oversee faculty recruitment and development and to improve the climate for women faculty and minority faculty across the university;
- *University of California at Berkeley* created the position of Associate Vice Provost for Faculty Equity [held by Angelica Stacy, Professor of Chemistry] to “develop, monitor and communicate the guidelines, policies, procedures and new initiatives that will encourage diverse hiring, and to increase retention of that talent by ensuring that faculty

¹ Date in square brackets indicates when the person was appointed to the office

at the University of California at Berkeley are proactively supported professionally and in their personal lives, no matter what their gender or ethnicity.” [2001]

RECOMMENDATION

Mission

The Senior Vice Provost will work closely with the President and Provost in support of faculty development, with a particular charge to increase the representation of women and other underrepresented racial/ethnic groups within Harvard’s faculty so as to enrich the entire academic community. This position will be a singular and permanent position in the central administration of the University. Occupying a central place within Harvard, the Senior Vice Provost will direct policy and practice throughout the University to promote diversity and equitable faculty development in all Schools at Harvard.

Organizational Structure

The Senior Vice Provost will report to both the President and Provost, and will work closely with the deans of Schools. The Senior Vice Provost will be a member of the Academic Advisory Group, which includes the President, the Provost, and the deans of the faculties, and will articulate basic values relating to diversity and faculty development that should be reflected in policy and practice throughout the University.

The position will be advised by 1) the University Committee on Diversity and Faculty Development, and 2) the Advisory Committee. The Senior Vice Provost will have the authority to form additional ad hoc or advisory groups to help address issues as they arise.

The University Committee will be comprised of school representatives, one per School (senior school officers, ordinarily tenured faculty). Each dean and each designated school representative will be responsible for ensuring diversity and gender equity in his or her own School. The structure of the school representative role may vary by School, depending on the size and needs of the School, and will be negotiated jointly by the Senior Vice Provost and the dean of each School. The University Committee will meet to review programming and progress across the University, to develop education and training for department chairs and search committees within their own Schools, and to assist in carrying out the work of the Senior Vice Provost.

The Advisory Committee will be composed of three to five senior faculty members as determined by the Senior Vice Provost. This committee should be diverse (include women and minorities). The primary role of the Advisory Committee will be to assist the Senior Vice Provost in reviewing proposals for new faculty funding and in recommending allocations to the Provost.

The Senior Vice Provost position will be also supported by a group of dedicated staff.

Specific Responsibilities

Faculty Development. As part of this mandate, the Senior Vice Provost will serve as the key advisor to the Provost on matters relating to faculty appointments. Working closely with the Provost, the Senior Vice Provost will:

- Review junior faculty and other term professor appointments;
- Participate in tenure decisions through the ad hoc process;
- Prepare an annual report on faculty appointments to the Joint Committee on Appointments (JCA);
- Review and present to the JCA for approval changes to the appointments processes of the Schools;
- Support the deans' recruitment and retention efforts to build and maintain an outstanding and diverse faculty. Work closely with the deans and members of the University Committee to create new faculty development initiatives;
- Participate in the annual academic planning process that the Provost chairs.

Faculty Diversity. As part of this mandate, the Senior Vice Provost will:

- Promote diversity and gender and racial/ethnic equity in hiring:
 - Oversee design and implementation of diversity programs for deans, department chairs and search committees (as part of broader leadership and development programs);
 - Oversee and administer an augmented Faculty Development and Diversity Incentive Fund (formerly, the Outreach Fund) designed to facilitate target-of-opportunity appointments of outstanding scholars from groups that are substantially underrepresented in a department or a major subject area within a faculty or a School;
 - Collaborate with deans and their staffs to facilitate dual career opportunities for partners or spouses, particularly when there is more than one School involved, in order to maximize Harvard's ability to diversify its faculty.
- Improve the climate for women and underrepresented racial/ethnic groups:
 - In cooperation with the deans, monitor, evaluate and build on existing policies and practices to promote diversity and gender and racial/ethnic equity, both centrally and at the School level;
 - Set priorities for diversity hiring, gender and racial/ethnic equity, and climate improvement issues. Collaborate with deans of Schools to devise and implement ways to increase the representation of traditionally underrepresented groups on the faculty and to improve the working environment for them as well as for the faculty as a whole;
 - Initiate and implement new programs, including those recommended by the 2005 Task Forces on women, to ensure diversity and equity among faculty;
 - Develop metrics, working with the University's Office of Budgets, Financial Planning & Institutional Research (OBFPIR), for measuring the University's progress in achieving diversity and gender and racial/ethnic equity;

- Track progress in increasing diversity and representation by compiling metrics on a regular basis (with assistance from OIR, the deans and school representatives on the University Committee on Diversity and Faculty Development);
 - Make metrics and reports available to the faculty at large on at least an annual basis; and make data, including data on long-term trends in junior and senior offers and hiring in the various Schools, available to the Harvard community in a variety of venues, including a dedicated website accessible to the public;
 - Provide oversight for systematic analysis of equity issues through measurement of such factors as compensation, research space, and funding;
 - Oversee the Dependent Care Fund for Professional Short-Term Travel to ensure equity across Schools (please refer to the WISE recommendation on this topic);
 - Work with visiting committees and assist them in their efforts to evaluate the status of diversity and gender equity issues in Schools and departments. Meet with visiting committees to discuss advice and observations from visits, as needed;
 - Develop annual reports (Status of Women and Underrepresented Minority Faculty Reports) for submission to the Corporation, Board of Overseers, President, Provost, deans and the faculties on the status of diversity and development efforts across the University.
- Provide intellectual leadership within the University on issues related to diversity:
 - Represent the University in national and international fora on issues of diversity and faculty development;
 - Host seminars and guest speakers, and develop educational/training programs to promote diversity and gender equity on campus.

Term of Appointment

The Task Force recommends that this position be a full-time appointment, with potential limited teaching and research if the candidate desires to continue these responsibilities. In order to create continuity and have a meaningful impact on issues outlined under the position's responsibilities, the Task Force strongly believes that the term of the appointment should be at least three years.

Location and Resources

The Office of the Senior Vice Provost will be highly visible within the central administration and will be given priority in the allocation of space in the Office of the Provost. The Senior Vice Provost will be able to consult with the following functions / expertise, either within existing central administrative offices (e.g., Office of Budgets, Financial Planning & Institutional Research; Information Management Services within the Office of Human Resources) or within the newly created Office of the Senior Vice Provost:

- Research function
- Data analysis function / statistical analysis expertise
- Senior level science expertise
- Administrative support

Recommendation 2: Modify Visiting Committee Process

- **Establish accountability to governing boards through the visiting committee process for issues of 1) gender equity and the climate for women at Harvard, and 2) racial and ethnic diversity throughout the university**
- **Encourage visiting committees to devote time in their evaluation to these issues and to provide observations and advice about ways to address identified issues**
- **Encourage diverse composition of visiting committees**

RATIONALE

The authority of the Senior Vice Provost position will be lodged in the Office of the President and Provost. Slight modifications of the existing visiting committee process will also establish accountability to governing boards on issues of gender equity and the climate for women and underrepresented minorities at Harvard.

RECOMMENDATION

The Task Force recommends that the visitation process operating through the Board of Overseers engage in structured, systematic and efficacious ways with issues of gender equity and the climate for women at Harvard and with issues of racial and ethnic diversity throughout the University.

Implementation Guidelines

Since visiting committees work with a wide variety of schools and departments across the university, specific implementation of this recommendation will necessarily vary from committee to committee.

Nevertheless, each committee should be encouraged 1) to devote time in its evaluations and deliberations to the representation of women and minorities within Schools / departments, and to the climate within which women and minorities work; and 2) to provide observations and advice on ways to address any issues identified through the visitation process.

The Office of the Senior Vice Provost for Diversity and Faculty Development will provide assistance to visiting committees as needed. Among other things, the Office of the Senior Vice Provost will establish a set of metrics that will be tracked consistently across units and thus allow for cross-unit comparisons and monitoring of progress over time. Units will provide their visiting committees with data on numbers of women and minorities involved in their activities, with a comparison of these numbers to those available for similar units at peer institutions, with changes in the numbers since the last visit, and with plans for how the unit intends to achieve full inclusion of women and minorities at all levels of its activities, including the unit's efforts to recruit individuals from these groups in graduate and post-doctoral training.

In addition, visiting committees will make sure there are appropriate channels, through formal visits and otherwise, for individuals within a visited unit to raise candidly and confidentially any qualitative concerns they may have about the teaching, learning and research environments as they relate to issues of gender and racial/ethnic diversity. The Office of the Senior Vice Provost should work with the visiting committee chair and with the relevant department chair or dean to ensure that such issues receive attention, through discussion with appropriate individuals, as part of the visiting committee's work. Visiting committees may in some instances meet directly with the Senior Vice Provost during the course of the visit to discuss such matters, and they are encouraged to communicate directly with the Senior Vice Provost following the visit to highlight observations of special interest or concern.

Composition of Visiting Committees

Visiting committees should be diverse and include both women and minorities where possible (otherwise, they should include members with expertise on questions of diversity).

Reporting

Quantitative and qualitative considerations and concerns raised by visiting committees should be communicated to the Senior Vice Provost and to the appropriate Overseers standing committees or University officials through reports or other communications, and should be monitored by the Board of Overseers.

B. Data Collection

Recommendation 3: Launch Climate Survey

- **Launch COACHE survey instrument, targeted at junior faculty, in Fall 2005**
- **Design and launch a climate survey targeted at both junior and senior faculty by Spring 2006. Include in survey topics highlighted by the Task Force as a result of consultation with faculty and analysis of climate surveys at peer institutions**
- **Repeat the survey at regular intervals to create longitudinal data**
- **Ensure that hospitals are appropriately included in surveys and analyses**
- **Develop mechanisms for examining issues related to fixed-contract faculty**

DEFINITIONS

Campus Climate: Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect.²

Climate Survey: Systematic study of members' perceptions and perspectives of an organization. A climate survey helps identify attitudes toward and concerns with various aspects of the organization. It allows the organization to see what it is doing well and where it needs to make changes. Additionally, a climate survey can serve as a baseline (or benchmark for future surveys), which in turn allows more in-depth and time series analysis.

RATIONALE

The Task Force interviewed a number of representatives from peer institutions that had conducted surveys of their own faculties. Based on these interviews, the Task Force believes that climate surveys are highly beneficial to the University for two reasons: 1) they surface issues critical to the recruitment and retention of faculty, especially women faculty; and 2) they ground these issues in data rather than allowing them to be dismissed as anecdotes. This in turn enables richer, more open and less confrontational discussions with university and departmental leadership about causes of and potential solutions to identified issues. Examples of institutions that have conducted climate surveys include:

- *University of California Berkeley Faculty Climate Survey* targeted at tenured and tenure-track faculty. Conducted by the UCB Faculty Equity Office in 2004 [60% response rate].
- *University of Michigan Faculty Work-Life Study* targeted at all tenure and tenure-track faculty with at least halftime appointments. Conducted by the Center for the Study of Higher and Postsecondary Education and the Center for the Education of Women in 1999 [44% response rate].

² Campus Climate Network Group, University of Wisconsin

- *MIT Faculty Survey on the Quality of Life* targeted at all MIT faculty, designed internally through targeted interviews and focus groups. Implemented by the Council on Family and Work in 2001 [33% response rate].
- *Princeton Survey of Faculty in Natural Sciences and Engineering* targeted at all *current* faculty in Natural Sciences and Engineering as well as all faculty who had left in the last 10 years. Conducted by the Survey Research Center at Princeton, in cooperation with the Dean of Faculty's office in 2003 [76% response rate of current faculty; 43% of former faculty].
- *Stanford Faculty Quality of Life Survey* targeted at current faculty at all levels, including medical tracks. Developed and conducted by an internal faculty subcommittee chaired by Prof. Milbrey McLaughlin from the School of Education [49% response rate].
- *University of Wisconsin Study of Faculty Worklife* targeted at current faculty at Madison. Conducted by the University of Wisconsin Survey Center in 2003 [62% response rate].
- *Tenure-Track Faculty Job Satisfaction Survey (COACHE—Collaborative on Academic Careers in Higher Education)*. Developed by a team of researchers at Harvard Graduate School of Education and targeted at all full-time probationary (tenure-track) faculty. Tenured faculty, non-tenure-track and part-time faculty were not included. A pilot of this survey was conducted in the spring of 2002 with six research universities in the U.S. (two private—Brown University and Duke University—and four public—University of Arizona, University of California at Berkeley, University of Illinois-Urbana Champaign, University of Washington). A total of 1,614 individuals (587 females, 1,027 males) received the survey. A total of 981 university faculty members (389 females, 597 males) responded to the survey for a university response rate of 61%.

RECOMMENDATION

The Task Force recommends that climate surveys be developed and conducted under the auspices of the Senior Vice Provost's office. The Senior Vice Provost will create a committee charged with designing and implementing appropriate climate survey instruments targeted at junior and senior faculty (tenure-track and tenured). Potential candidates for the committee include representatives from the University's Office of Budgets, Financial Planning & Institutional Research, individuals within the University with expertise in designing such instruments, as well as external consultants. Survey instruments developed by our peer institutions should be used as a guide, but the instrument ultimately used to survey Harvard faculty should also measure issues of particular interest to our Schools and faculties.

Junior Faculty

The existing COACHE survey instrument (developed by a research team at Harvard Graduate School of Education) would be ready for implementation in the fall of 2005. The Task Force recommends using the COACHE instrument to survey junior faculty at Harvard in the fall of 2005. Using the COACHE instrument will allow the University to identify top issues for junior faculty quickly. The other benefit of using COACHE is that a number of institutions have expressed interest in using this instrument for their own faculty, which will allow for important and interesting comparisons across institutions (the provisional list of COACHE participants for Fall 2005 counts 9 liberal arts colleges and 14 research universities, including Duke and

Stanford). In addition, COACHE allows for some customization of questions, which the climate survey committee should use as an opportunity to add in issues of particular interest to junior faculty at Harvard.

Clinical Tracks in Hospitals

The process for developing climate surveys needs to ensure that the situation of women in clinical faculty positions at Harvard University affiliated hospitals is appropriately addressed in surveys and analyses. Certain categories/questions in climate surveys may not be applicable to hospital-affiliated faculty, or may need to be adapted to reflect the realities of the affiliate system [non-tenure system]. The Task Force recommends that these questions draw upon 1) the ongoing work of the Joint Committee on the Status of Women at the Harvard Medical School and the Harvard School of Dental Medicine, and 2) the Women Faculty Needs Assessment tool developed by the Committee on Women in Medicine and Science at Stanford University School of Medicine.³

Fixed-Contract Faculty

Because 55% of women in teaching roles at Harvard are fixed-contract faculty rather than ladder faculty, considerations of gender equity have important implications beyond the ladder faculty on which the attention of the Task Forces have focused.⁴ Further consideration should be addressed to the important and complex questions raised by both the substantial percentage of such faculty at Harvard and by the substantial representation of women among them. Collection of quantitative data on fixed contract faculty positions and inclusion of such faculty in qualitative analyses such as climate survey mechanisms is an important initial step in this effort.

Senior Faculty

In addition to using the existing COACHE instrument for junior faculty, the Task Force recommends that the climate survey committee develop a survey that targets both junior and senior faculty. The benefit of a full ladder (junior and senior) faculty survey is that it will enable Harvard to compare teaching load distributions across ranks, knowledge of the tenure process across ranks, and differences in the level of satisfaction across ranks.

Other institutions have begun to collaborate in the area of climate surveys. Duke is administering a version of the MIT survey this spring. Stanford and MIT have expressed an interest in working with other universities from the Group of Nine (Berkeley, Caltech, Harvard, MIT, Princeton, Stanford, University of Michigan, University of Pennsylvania, and Yale) on climate surveys. MIT has included six questions directly from the Stanford survey, which ask the faculty to what extent they agree or do not agree with the following statements:

³ Mentioned in the Report of Provost's Advisory Committee on the Status of Women Faculty at Stanford University dated May 27, 2004 (page 15). The studies findings and resulting initiatives were also discussed in "Career Advancement for Women Faculty in a U.S. School of Medicine: Perceived Needs," *Academic Medicine*, Vol. 79, pp. 319-325 (April 2004).

⁴ 36% of male faculty and 42% of Harvard faculty overall are on fixed contracts. The fixed-contract group is extremely varied and includes non-tenured Professors; non-tenured Professors of Practice; Directors of Studies; Librarian III-Dumbarton Oaks; Senior Preceptors; Preceptors; Senior Lecturers; Lecturers; Adjunct Professors; Assistant Adjunct Professors; Associate Adjunct Professors; Visiting Faculty and Visiting Scientists. Source: University Fact Book 2004-05; University faculty headcount as of Fall 2004 (does not include hospital-based faculty).

- 1) *Women faculty with family responsibilities are viewed or treated differently from men faculty with family responsibilities in my academic unit;*
- 2) *I have enough time to manage both my responsibilities as a faculty member and my personal/family responsibilities;*
- 3) *My department/unit is a place where individual faculty may comfortably raise personal and/or family issues when scheduling departmental responsibilities;*
- 4) *I have personal health issues that affect my ability to do my research, teaching, and/or other faculty responsibilities;*
- 5) *My colleagues solicit my opinions about their research ideas and problems;*
- 6) *I constantly feel under scrutiny by my colleagues.*

The Task Force recommends that the climate survey committee work with the Group of Nine to form a common subset of questions for benchmarking purposes. Most of the institutions in the Group of Nine have already conducted their own versions of a climate survey, but are now getting to a natural point in time when these surveys might be repeated. The Task Force also recommends that, at a minimum, the six questions listed above be included in the Harvard climate survey so that Harvard can benchmark responses against the responses of faculty from the 2003 and 2004 Stanford and MIT surveys.

Additional Guidelines

The Task Force suggests that the climate survey committee give serious consideration to adopting the following guidelines, which have been developed as a result of research into existing climate survey instruments:

Potential Content. The following topics could be included in climate surveys developed by Harvard and targeted at junior and senior faculty:

- 1) Demographic Background (e.g., current appointment, education, ethnicity, gender, number of children, spouse's employment status)
- 2) Tenure (e.g., understanding of the process, standards, and decision criteria for tenure; whether expectations/requirements for tenure are reasonable)
- 3) Nature of Work (e.g., satisfaction with the daily activities of being a faculty member, such as level of courses, quality of students taught, time devoted to research, quality of facilities)
- 4) Policies and Practices (e.g., importance of policies on mentoring, assistance in obtaining funding, maternity/paternity leave, the effectiveness of these policies, whether the institution could improve child-bearing/rearing policies)
- 5) Workload (e.g., number of hours spent on various activities, number of committees, number of advisees, number of classes, other administrative burdens)
- 6) Hiring Process (e.g., satisfaction with the hiring process, factors which influenced faculty to accept their position)
- 7) Resources and Services (e.g., institutional support for research, teaching)
- 8) Retention (e.g., responsiveness of departments/institution during retention efforts)

- 9) Climate, Culture, and Collegiality (e.g., commitment of department/colleagues to tenure-track faculty, interactions with colleagues in department, ethnic and gender diversity of departments, overall climate of department)
- 10) Global Satisfaction (e.g., overall satisfaction with department/institution as a place to work, satisfaction with leadership)

Survey Distribution Mechanism. Surveys analyzed by the Task Force were Web-based. Given general openness of target audiences to this format of data collection, the Task Force recommends that Web-based survey instruments be developed.

Survey Analysis. Data from the survey will be used to identify areas of improvement and to develop a baseline against which progress can be measured. The Task Force recommends that survey analyses be vetted by independent third parties.

Survey Frequency. The Task Force recommends that climate surveys be repeated at regular intervals to create longitudinal data. The Office of the Senior Vice Provost will use survey results to monitor changes in climate within school faculties and departments across the University.

Publication of Results. The Task Force recommends that survey results be publicized widely to those in administrative positions within Schools (e.g., deans, department chairs) and be reported to faculty of each School. Full reports should be made available on a website.

Recommendation 4: Track Metrics through Office of Senior Vice Provost

- **Define metrics to be tracked annually and at periodic intervals**
- **Collect metrics through the office of the new central senior position**
- **Utilize metrics to monitor progress in increasing representation of women and minorities, and in improving the climate in which they work**

RATIONALE

Peer institutions interviewed by the Task Force are pursuing a two-prong approach to data collection: 1) a self-study (climate survey) which provides a detailed assessment of the climate for women and minority faculty on campus; and 2) regular collection of certain metrics, which are then used to monitor changes in gender and racial/ethnic equity and to track progress in increasing the representation of women and minorities among faculty.

RECOMMENDATION

All metrics listed below should be tracked at the appropriate unit level (School or department) and be broken out by gender and race/ethnicity. These are not necessarily all the metrics that should be tracked. The Task Force recommends that the data collection effort begin with these metrics and may include others, as necessary.

Metrics to be Tracked Annually

The Task Force recommends that the following metrics be tracked annually by the Office of the Senior Vice Provost for Diversity and Faculty Development:

1. Overall Representation (i.e., percent women and underrepresented minorities). Populations should include, as appropriate and feasible:
 - a. Professors / tenured faculty
 - b. Associate professors
 - c. Assistant professors
 - d. Instructors (hospitalists)
 - e. Fixed-contract faculty (appropriate categories within this group)
 - f. Postdocs
 - g. Graduate students
 - h. Undergraduate concentrators
2. Comparisons of Overall Representation against External Benchmarks (at school or departmental level, as appropriate).
3. Leadership Representation (i.e., percent women and underrepresented minorities) for total, tenured and tenure-track faculty by department, division and for the University:
 - a. Academic leadership (e.g., deans, associate deans, department chairs)
 - b. Committee leadership (e.g., chairs, vice chairs)
 - c. Named chairs

4. Comparison of Leadership Representation to Overall Representation
5. Hiring – Offers (i.e., percent of offers to women and underrepresented minorities). Populations should include, as appropriate and feasible:
 - a. Tenured faculty
 - b. Non-tenured (tenure-track only) faculty
6. Hiring – Acceptances (i.e., percent of acceptances by women and underrepresented minorities). Populations should include, as appropriate and feasible:
 - a. Tenured faculty
 - b. Non-tenured (tenure-track only) faculty
7. Utilization Factors by department and/or division:
 - a. Percent women faculty in a given department vs. percent women in relevant Ph.D. pools [need to agree on which Ph.D. production years to use. For example, Princeton used a five-year Ph.D. cohort 1991-96 to compare against 2002 faculty figures].
 - b. Percent underrepresented minority faculty in a given department vs. percent underrepresented minority in relevant Ph.D. pools.
8. Compensation for women faculty versus men faculty and for minority faculty versus non-minority faculty (total compensation; to include salaries, bonuses, housing subsidies, etc.) Populations should include, as appropriate and feasible:
 - a. Tenured faculty
 - b. Non-tenured (tenure-track only) faculty
 - c. Fixed-contract faculty (appropriate categories within this group)

Metrics to be Tracked at Periodic Intervals

The Task Force recommends that the following metrics be tracked at appropriate time intervals by the Office of the Senior Vice Provost, with support from the deans of Schools and from the members of the University Committee for Faculty Development (one representative per School, designated by the dean of the School).

Frequency of updating these metrics should be determined by the Office of the Senior Vice Provost in consultation with the Office of Budgets, Financial Planning & Institutional Research in the University's central administration and with the members of the University Committee for Diversity and Faculty Development designated by the deans of Schools.

9. Start-up funds for women faculty versus men faculty and for underrepresented minority faculty versus non-minority faculty. Populations should include, as appropriate and feasible:
 - a. Tenured faculty
 - b. Non-tenured (tenure-track faculty)
10. Space allocations (e.g., lab space) for women faculty versus men faculty and for underrepresented minority faculty versus non-minority faculty. Populations should include, as appropriate and feasible:
 - a. Tenured faculty
 - b. Non-tenured (tenure-track) faculty

11. Promotion rates for women faculty versus men faculty and for underrepresented minority faculty versus non-minority faculty:
 - a. Internal promotions from Instructor to Assistant level (hospitals)
 - b. Internal promotions from Assistant to Associate level
 - c. Internal promotions from Associate to Full Professor level
12. Time to tenure for women faculty versus men faculty and for underrepresented minority faculty versus non-minority faculty:
 - a. Promotion to Assistant Professor (hospitals)
 - b. Promotion to Associate Professor
 - c. Promotion from Associate to Full Professor
13. Retention rates for tenured faculty: women faculty versus men faculty and underrepresented minority faculty versus non-minority faculty:
 - a. Cohort analysis
14. Duration (years with Harvard) for tenure-track faculty: women faculty versus men faculty and underrepresented minority faculty versus non-minority faculty:
 - a. Cohort analysis
15. Faculty utilization of tenure extension policies: by women faculty versus men faculty and underrepresented minority faculty versus non-minority faculty. Populations:
 - a. Non-tenured (tenure-track faculty)
16. Faculty utilization of workload relief policies: by women faculty versus men faculty and underrepresented minority faculty versus non-minority faculty. Populations:
 - a. Tenured faculty
 - b. Non-tenured (tenure-track faculty)
17. Workload assessment⁵ by women faculty versus men faculty and underrepresented minority faculty versus non-minority faculty. Categories of workload to include teaching, research, committee time, advising, mentoring, recommendation writing, etc. Populations should include, as appropriate and feasible:
 - a. Tenured faculty
 - b. Non-tenured (tenure-track faculty)
 - c. Fixed-contract faculty (appropriate categories within this group)

Process for Tracking Metrics and Corresponding Resources

The Senior Vice Provost will be supported in this substantial data collection process by a number of groups/constituents:

- Members of the University Committee for Diversity and Faculty Development (one representative per School, designated by the dean of the School);
- Staff directly in the Office of the Senior Vice Provost;
- Staff from the Office of Budgets, Financial Planning & Institutional Research in central administration (OBFPIR). The OBFPIR is, among other initiatives, responsible for

⁵ This could be measured through the climate survey, administered at periodic intervals.

collecting data for the Harvard University Fact Book, published annually, and has important existing relationships with each of the Schools;

- Staff from Information Management Services within the Office of Human Resources;
- External resources.

The exact mechanism of collecting, processing and analyzing the data and the extent of staff support required outside the Office of the Senior Vice Provost will be determined through consultations between the Senior Vice Provost and the appropriate offices in central administration.

Storage / Availability of Metrics

The Task Force recommends that the Stanford model for data accessibility be considered at an appropriate point in time. Stanford's Vice Provost for Faculty Development publishes the data on the Faculty Development Office website, as part of the many resources available to faculty, deans, and chairs.

Recommendation 5: Publish Status Reports on Women and Minority Faculty

- **Publish first Status Report at a time when baseline data has been collected, analyzed and vetted**
- **Update Status Reports at appropriate time intervals**
- **Include in reports climate survey data, metrics collected by School/department and a narrative of trends and progress**

RATIONALE

Institutions that have launched climate surveys and put in place a set of metrics to monitor changes in climate and in representation, publish the results of these data collection efforts, along with supporting narratives, in what has become known across universities as “Status of Women Reports.” Examples of status reports include:

- *Duke University*. President’s Commission on the Status of Women Annual Report, 2003-04 (produced / updated every summer)
- *University of Michigan*. Women at the University of Michigan, A Statistical Report on the Status of Women Students, Staff and Faculty on the Ann Arbor Campus, October 2003 (Fourth Edition)
- *MIT*. A Study on the Status of Women Faculty in Science at MIT, 1999
- *MIT*. Reports of the Committees on the Status of Women Faculty, March 2002 (Report of the School of Architecture and Planning; Report of School of Engineering; Report of the Schools of Humanities, Arts, and Social Sciences; Report of the Sloan School of Management)
- *Princeton University*. Report of the Task Force on the Status of Women Faculty in the Natural Sciences and Engineering at Princeton, May 2003
- *Princeton University*. The Status of Women Faculty in the Humanities and Social Sciences at Princeton University, January 2005
- *Stanford*. The Status of Women Faculty at Stanford University, 1998, 2000
- *Stanford*. Report of the Provost’s Advisory Committee on the Status of Women Faculty, May 2004

RECOMMENDATION

Baseline Report and Update Reports

The Task Force would like to differentiate between a baseline Status Report and subsequent updates to the Report. The Task Force recommends that a baseline Status of Women and Underrepresented Minority Faculty Report be published at such a time when baseline data (as outlined in Proposal 4 on Metrics) has been collected, analyzed and appropriately vetted. Data published in this baseline report should include an analysis of climate survey results—at a

minimum of COACHE survey results (targeted at junior faculty), if a broader survey instrument targeted at both junior and senior faculty has not yet been launched.

Frequency of Updates

Following this baseline report, the Status Report should be updated and published at appropriate time intervals, as determined by the Office of the Senior Vice Provost in consultation with the Office of Budgets, Financial Planning & Institutional Research and members of the University Committee on Diversity and Faculty Development (one representative from each School).

Suggested Mechanism for Input Collection and Report Publication

The mechanism for processing and publishing the data should be determined by the Senior Vice Provost for Diversity and Faculty Development in consultation with deans, the University Committee on Diversity and Faculty Development, and appropriate central administration offices. The Task Force offers the following suggestions with respect to a potential mechanism:

- School officers, nominated by the deans (these could be the same representatives who are part of the University Committee on Diversity and Faculty Development), drive the data collection process within each School;
- The dean of each School reviews information provided to the Office of the Senior Vice Provost for Diversity and Faculty Development;
- The Office of the Senior Vice Provost prepares annual Status Reports;
- The Senior Vice Provost prepares key results for sharing with the faculties and governing boards, as appropriate;
- The Office of the Senior Vice Provost publishes the Status Report on the web (model followed by institutions pursuing the practice of issuing Status Reports).

C. Faculty Recruitment

Recommendation 6: Design Programs on Diversity

- **Design a program on diversity for the president, provost, and deans by July 1, 2005**
- **Design a program on diversity for all department chairs**
- **Work with hospital leaders to design and implement programs on diversity for department chairs and division chiefs**

Note:

This recommendation has been developed by the Task Force on Women in Science and Engineering (WISE) to support the objective of building and sustaining the pipeline of women pursuing academic careers in science.

The Task Force on Women Faculty fully supports this proposal and strongly believes that the substance and intent of the WISE recommendation are applicable to all Schools and departments. The Task Force on Women Faculty recommends that this proposal be adopted by Schools and departments University-wide.

RATIONALE

A number of universities have found that programs on bias and diversity that inform those responsible for recruiting faculty and supporting faculty development (e.g., deans, department chairs, and search committees) about current research on bias and successful approaches to incorporating this research into faculty decision making can make a significant difference in the recruitment and retention of women and underrepresented minority faculty. For example, Stanford University includes discussion on diversity issues in its annual "Chairs Institute" and quarterly "Chairs Workshops." They also established a Faculty Recruitment Office within the Office of Faculty Development. The University of Michigan, under an NSF Advance grant has created a training program on diversity for department chairs and search committees as part of its STRIDE (Science and Technology Recruiting to Improve Diversity and Excellence) program. The University of Wisconsin, also with NSF Advance support, has developed climate workshops for department chairs, workshops for search committee chairs, sessions on sexual harassment, and workshops where the deans and the Equity and Diversity Committee meet with individual schools.

The success of programs at other universities has depended on the programs being developed by their own faculty and administrators, the continuing participation of faculty and administrators in the programs, and the support of high-level administrators for the importance of these programs to faculty development.

Discussions with those responsible for programs at other universities as well as with various members of the Harvard community make evident that department chairs and search committee chairs are the two high-leverage points within the system for changing Harvard's success in the identification, recruitment, and retention of women and underrepresented minority faculty. For

programs on faculty diversity and development to serve as the catalyst for institutional change, it is essential that they occur in the context of more general leadership programs and that deans participate in the discussion of the issues and use their leadership roles to implement programs in their respective schools. Thus, the Task Force recommendations are staged, with proposed deadlines for program development that would enable plans to be put in place for the deployment of such programs during the fall semester of 2005.

RECOMMENDATION

The Task Force recommends Harvard develop and implement two pipeline-diversity programs, one directed at university administrative leadership (deans and department chairs) and the other at search committees (see Proposal 14). In each case, the Task Force proposes that these programs be embedded in a larger context so that attention to diversity is portrayed as an essential element of decanal and departmental leadership and of proper search procedures. In particular, the Task Force recommends that programs for administrative leaders be done in the context of deans' and chairs' meetings. The deans of each school should participate in the programs for their department chairs. The Task Force recommends that the programs for deans and department chairs occur early each academic year so that they can influence the full year of faculty development. Longer programs might be offered to new chairs, with shorter programs for those who are continuing as chairs.

1. Design a program on diversity for the President, Provost, and deans to be given at the deans' summer retreat.

Explanatory Note: This program would focus on educating the top university administrators about the current state of research on bias and actions that have proved useful for broadening the representation of women and underrepresented minorities in university settings. The main goals of this program include: to demonstrate the importance of such programs, to convey the importance of decanal leadership in the successful development of departmental leadership and improvement of faculty diversity, and to help launch programs for department chairs within individual Schools. The Task Force recommends that this program be developed by July 1, 2005 to be presented at the deans' summer retreat.

2. Design a program on diversity for department chairs of science departments in FAS, HMS, and HSPH as part of a larger session on departmental leadership and management.

Explanatory Note: By the end of the summer, deans should have developed plans and appointed committees to design and run a program on bias for chairs' meetings. These committees should have both male and female members, as the participation of leading scientists of both genders will be crucial to the success of this effort. It should either include or consult with chairs who have been successful in areas of diversity, experts on gender bias, and general program design and implementation. Department chairs should participate annually.

Recommendation 7: Create Two Funds to Support Targeted Hiring

- **Create two funds to replace current Outreach Fund**
- **Seek endowment or other durable funding mechanism to support these funds fully**
- **Make the process of overseeing and administering the funds more formal and transparent without slowing it down**
- **Develop an education and communication effort to raise awareness about funding programs and to position the programs appropriately with deans and faculties**

RATIONALE

The Task Force studied targeted hiring policies, practices, and programs at Harvard University and other major research universities. Harvard's existing Outreach Fund, administered by the Office of the Provost, is intended to support the appointment of outstanding scholars from groups that are underrepresented in a Department or major subject area within a faculty. Consultations conducted by the Subcommittee on Targeted Appointments indicated that many Harvard deans and department chairs were not aware of the funds, and that there was a sense that candidates hired with support of the funds are somehow less qualified. The subcommittee identified a need for strong, systematic, and positive information efforts to support the overall initiative of targeted hiring, including the use of development funds.

Examples of funds and their impact at other major research universities include:

- *Columbia University*: The fund is administered by Jean Howard (Professor of English), Vice Provost for Diversity, and by an Advisory Committee, chosen by the Vice Provost, which includes 3 lawyers from Columbia Law School. The size of the fund is limited; but funds are available for both senior and junior hires.
- *University of Michigan*: The UM ADVANCE Project is led by Abigail Stewart (Professor of Psychology), Director/Principal Investigator and four other co-PI's: Stephen Director (Dean, College of Engineering), Allen Lichter (Dean, School of Medicine), Terry McDonald (Dean, Literature, Science & the Arts), and Pamela Raymond (Professor, Cell and Development Biology). The program is limited in terms of NSF ADVANCE support, but receives a significant contribution from the University of Michigan.
- *Princeton University*: The fund, called the Faculty Incentive Fund, is administered by Joan Girgus (Professor of Psychology), Special Assistant to the Dean of the Faculty, and by a committee of senior faculty including women, minorities and a legal expert. The fund is not limited in terms of number of appointments, and can be used for junior faculty, senior faculty, and spousal hires that increase diversity of faculty or curriculum. On average, about 4 hires per year are made through this fund.
- *Stanford University*: The fund, known as the Provost's Faculty Incentive Fund, is administered by Patricia Jones (Professor of Biological Sciences), Vice Provost for Faculty Development. The fund is not limited and is available for junior faculty, senior

faculty and spousal hires who would add diversity to the faculty or curriculum. The fund supports between 5 and 10 appointments/recruitments per year..

- *University of Wisconsin:* Strategic Hiring Funds are administered by the Provost's Office. The funds serve three purposes: 1) recruitment and retention of targeted tenured and tenure-track minorities; 2) recruitment and retention of tenured and tenure-track women in areas where they are underrepresented with priority given to women in sciences and engineering; and 3) dual-career spousal hires. In the case of spousal hires, provostial/fund support is typically limited to one third of the salary (with department making the primary hire and the department hiring the spouse/partner splitting the difference between them) and for a specified period of time (typically three years).

RECOMMENDATION

Two Funds rather than a Single Fund

The Task Force recommends not one but two funds instead of the current Outreach Fund. One fund will provide salary support for new appointments of extraordinary scholars, with the expectation that such appointments would contribute to increased diversity within a department, unit, or school where women or minorities are substantially underrepresented. The other fund is intended to support lab or research set up and other expenses related to the hiring and settlement of new faculty—with the range of services to be determined by the Senior Vice Provost, responsible for administration of both funds.

Fund Names

The Task Force recommends that the Harvard Outreach Fund be renamed. The Task Force believes that the term "Outreach Fund" connotes civic or cultural improvement, but that these funds are intended to identify and recruit top-flight faculty. Therefore the Task Force recommends that the fund to support hiring be called the Faculty Development and Diversity Fund and the fund to support other non-salary expenses related to hiring be called the Special Assistance Fund.

Size/Source of Funding

Currently, funds to support targeted hiring are provided by the President's/Provost's office using unrestricted funds. The Task Force recommends that an endowment or some other durable funding mechanism be sought to support this effort fully. Until such time as the funds are raised, the Task Force recommends funding 8 – 10 new appointments per year for the next 5 years with the expectation that approximately 40 new faculty members (in addition to those already hired under previous funding) will join the faculty during that time. Though the numbers suggested above may serve as a target, the Task Force does not recommend a specified limit on hiring to be undertaken through this program.

Use of Funds

The Faculty Development and Diversity Fund will provide fractional salary support (most often ½) for junior and senior hires, with priority given to the hiring of women and underrepresented minorities. The financial support would continue for the term of the appointment. In the case of

junior faculty appointments, a request for additional support would be required when the candidate comes under consideration for tenure. Funding is specifically allocated to:

- 1) Support new hires of outstanding women and underrepresented minority faculty members, for which a department may not have an existing FTE;
- 2) Facilitate the making of two offers rather than one when a search turns up two strong candidates, one of whom is a woman or an underrepresented minority (note: in this case the funding can be used to support either of the two candidates, not necessarily the woman or the underrepresented minority scholar); or
- 3) Make offers in fields in which women (or underrepresented minority scholars) are significantly underrepresented in the department. The conditions of under-representation must be explained in the application. Thus the fund may allow departments to hire in areas of research and teaching in which they already have faculty (overlapping and building to strength) if the new hire will add to faculty diversity.

The Special Assistance Fund will be used, at the discretion of the Senior Vice Provost, to support research, lab set up, spousal hires (some fraction of the partner or spousal salary over a specified period of time—typically three years at institutions that pursue this model) and other costs associated with settlement of new faculty at Harvard University, as appropriate. In this context, when the Task Force uses the phrase “new faculty,” it is referring to appointments that contribute to increased diversity within a department, unit, or School where women or minorities are substantially underrepresented.

Administration/Governance

The Task Force recommends that the Senior Vice Provost administer the funds, as one of only many tools she will use to increase the representation of women and underrepresented minority scholars at Harvard. The Task Force also recommends the following two committees to assist in the discharge of her duties, including oversight of the funds. The Task Force feels strongly that the membership of both committees should be comprised of highly qualified experienced faculty members, but recognizes that the University Committee may include senior staff members from some Schools.

- 1) *University Committee on Diversity and Faculty Development*: The Senior Vice Provost will chair a committee of senior school officers from each of the university’s Schools. (The respective Schools will determine titles but representatives should ordinarily be drawn from senior faculty ranks.) This committee will meet monthly to review programming and progress across the university, to develop education and training for department chairs and search committees within their own Schools, and to assist in carrying out the work of the Senior Vice Provost. Members of this committee, to be chosen by the individual School deans in consultation with the Senior Vice Provost, will also be responsible for strategic guidance and the development of appropriate policies and procedures for the use of funds.
- 2) *Senior Vice Provost’s Advisory Committee on Faculty Development*: Committee of 3 – 5 faculty members who, with the Senior Vice Provost, will review proposals for new faculty funding and recommend allocations to the Provost. This committee should include individuals who are sensitive to the concerns of women and minority faculty members, as well as a member who can advise on legal issues.

Recommendation 8: Establish a University Dual-Career Program

- **Build responsibility for coordinating a University-wide dual-career program into the Office of the Senior Vice Provost, with the understanding that existing School-based programs and networks would continue to function as before**
- **Explore the feasibility of creating a Higher Education Recruitment Consortium for the Greater Boston / Massachusetts region**

RATIONALE

The phenomenon of dual-career partners is becoming a critical recruitment issue in higher education. The Executive Summary recently released by the American Council on Education “An Agenda for Excellence: Creating Flexibility in Tenure-Track Faculty Careers” (February 10, 2005), while focusing primarily on issues of career satisfaction and retention, also makes a series of recommendations in the faculty recruitment area. These recommendations include providing assistance to new faculty hires with spousal / partner employment needs.

Some frequently quoted statistics that illustrate the magnitude of the problem include:

- 80% of faculty members have spouses or partners who are working professionals⁶
- 35% of male faculty and 40% of female faculty nationally are partnered with other scholars who are faculty members⁷
- 80% of female mathematicians and 69% of women physicists are married to other scientists⁸
- 59% of men and 52% of women said that their spouses’ careers were as important as their own⁹
- The number of dual-career couples in academia is expected to increase¹⁰

Research into institutional responses to the “dual-career dilemma” highlights a wide range of dual-career “programs.” These programs include 1) providing contacts outside the university and within the university; 2) sending curriculum vitae to contacts; 3) creating a shared faculty position; 4) finding or creating a non-tenure track position (e.g., adjunct; part-time); 5) finding or creating an administrative position; and 6) finding or creating a tenure-track position.

In addition, some universities have begun to organize career networks with other universities and employers in the area in an effort to expand the job market. While not created explicitly with dual-career couples in mind, these “consortia” have realized the value of this type of service to

⁶ Didion, C.J. 1996. Dual careers and shared positions: Adjusting university policy to accommodate academic couples. *Journal of College Science Teaching* 26 (2): 123-24.

⁷ Astin, H.S., and J.F. Milem. 1997. The status of academic couples in U.S. institutions. In *Academic Couples: Problems and promises*, ed. M.A. Ferber and J.W. Loeb. Urbana: University of Illinois Press.

⁸ McNeil, L., and Sher, M. 1998. Report on the dual career couple survey.

<http://www.physics.wm.edu/~sher/survey.html>

⁹ Moen, P., D. Harris-Abbott, S. Lee, and P. Roehling. 1999. *The Cornell couples and careers study*. Ithaca, NY: Cornell Employment and Family Careers Institute, Cornell University.

¹⁰ Loeb, J.W. 1997. Programs for academic partner: How well can they work? In *Academic couples: Problems and promises*, ed. M.A. Ferber and J.W. Loeb. Urbana: University of Illinois Press.

dual-career couples and have started advertising accordingly. For instance, the site of one such consortium states “Are you and your partner both looking for a position in higher education? Our Dual-Search feature allows you to link two profiles when performing a search of our job listings.” Examples of consortia include:

Northern California’s Higher Education Consortium (<http://www.norcalherc.org/>), which includes California State University Hayward, California State University Monterey Bay, San José State University, Santa Clara University, Sonoma State University, Stanford University, University of California, Berkeley, University of California, Davis, University of California, Office of the President, University of California, San Francisco, University of California, Santa Cruz, University of San Francisco. Members of the consortium pay an annual fee to maintain the website, which lists all job openings for professors, administrators, and staff members. Job seekers have free access to the site.

Southern California Higher Education Consortium (<http://www.socalherc.org/>), which includes California Institute of Technology, Loyola Marymount University, Mount St. Mary's College, Occidental College, Pepperdine University, The Claremont Colleges, University of California, Irvine, University of California, Los Angeles, University of California, Riverside, University of California, San Diego, University of California, Santa Barbara, University of La Verne, University of Redlands, University of San Diego, University of Southern California, Westmont College, Woodbury University.

New Jersey Higher Education Consortium (<http://www.njherc.org/>), which counts 27 institutions to date, including Princeton University, Rutgers University, Montclair State University, New Jersey Institute of Technology, Saint Peter's College, University of Medicine and Dentistry of New Jersey.

RECOMMENDATION

Based on research of dual-career programs at other institutions and on interviews with representatives from Harvard Schools, the Task Force recommends the following approach to dual-career issues:

- 1) Harvard Schools should continue with their existing and proven approaches (e.g., Faculty of Arts and Sciences and Harvard Business School).
- 2) A University-wide dual-career program should be established within the Office of the Senior Vice Provost for Diversity and Faculty Development. This program would be charged with facilitating dual-career opportunities (both academic and non-academic) for partners or spouses of new hires or of current tenure-track and tenured faculty, particularly when there is more than one School involved. The person responsible for this program would collaborate on dual-career issues with deans and their staff, and would work with existing networks (e.g., FAS Office for Faculty Development and their local career management partner, Essex Partners) as well as identify/establish potential new networks.
- 3) In addition, the dual-career program should be equipped with appropriate tools that will a) enhance the University’s ability to identify suitable job opportunities and b) strengthen relationships with neighboring institutions. HERC (Higher Education Recruitment

Consortium) represents a useful and proven tool that can accomplish both goals. The Task Force supports the proposal put forward by the Faculty of Arts and Sciences to build a Higher Education Recruitment Consortium for the Greater Boston or Massachusetts area and recommends that the feasibility of creating a Greater Boston / Massachusetts HERC be explored further.

- 4) The Task Force also recognizes that there are a number of important next steps that need to be discussed further and resolved in order to proceed with implementation. Given that the dual-career program would be located within the new Office of the Senior Vice Provost for Diversity and Faculty Development, the Task Force believes that the Senior Vice Provost should take a lead role in determining the exact next steps and the extent of Harvard's role in developing a consortium. Next steps include:
- Defining the region
 - Assessing interest from other institutions
 - Selecting the optimal funding option (e.g., lead vs. member)
 - Enlisting members
 - Developing a process to ensure that all positions (academic and non-academic are posted/advertised)

D. Faculty Retention

Important Notes

The recommendations described in this section are based on research that was possible in the short timeframe allotted to the Task Force. The Task Force recognizes that the work-life recommendations that follow touch on complicated issues and have implications far broader than just the faculty body. Data collected by the Office of Human Resources and Bright Horizons, as well as future faculty climate survey data, will continue to inform the process of analyzing and further refining work-life proposals developed by the Task Force. A thorough investigation and vetting of peer institution policies will also be part of this process.

With regard to child-care proposals (#9 and #10) which follow, the Task Force specifically recommends that a University Committee on Child Care be appointed to:

- 1) Develop an implementation plan to address the two immediate action items proposed by the Task Force (availability of child care and financial support for child care). The implementation plan would include further refinement of the concepts and development of a careful, sophisticated approach to costing out the various alternatives;
- 2) Conduct an in-depth analysis of other child-care related issues, including prioritization of issues, identification of potential solutions, and detailed assessment of associated costs and benefits. Issues raised by faculty include (more data on this will be available once the university-wide child-care survey commissioned by central HR is completed and analyzed):
 - a. Insufficient flexibility of child care (hours, weekends, sick child policies);
 - b. Insufficient back-up care;
 - c. No holiday/vacation child care program (for when school is not in session). Harvard Business School is the exception to this rule (offering a pilot school vacation program through ChildrenFirst);
 - d. Lack of University-wide web system that allows for access to central information through multiple entry points (i.e., Schools' intranets). This makes publicizing /marketing of existing policies (e.g., Parents in a Pinch, the Dependent Care Flexible Spending Account, etc.), more difficult and less effective;
 - e. Lack of transparent system for awarding scholarships/grants (clear guidelines);
 - f. Timing of scholarships/grants not coordinated to coincide with center registration deadlines. Ideally, faculty and staff would apply in January and get a response by March vs. July. (This would still not work for post docs and new faculty who arrive in September.);
 - g. No slots reserved for use in faculty recruitment or for children of Visiting Fellows. This would help address child care issues that new faculty face when they arrive on campus after all deadlines for submitting applications to centers have passed.

Potential representatives on the University Committee on Child Care include, in addition to faculty members, representatives from the Office of Work/Life Resources in central HR, representatives from the Office of Work and Family at the Harvard Medical School, and experts in the fields of child care and child education both within the University and externally.

Recommendation 9: Significantly Increase Availability of Child Care

- **Develop plans to increase the number of available child care spaces in each geographic region of the campus**
- **Appoint a University Committee on Child Care to oversee a detailed analysis of alternatives to increase availability of child care**

RATIONALE

Total capacity of the independently owned and operated Harvard-affiliated child care centers (5 in Cambridge, 1 in Allston) is 354 children.¹¹ The Task Force also obtained waiting list information for the six centers as a measure of potential unmet demand on the Cambridge and Allston campuses. However, there are several important caveats which need to be considered when estimating the true waiting list figure:

- 1) The centers' waiting lists are not centralized and there is no mechanism for checking how many lists the same name might appear on. Parents very often apply to more than one center. One can assume that a person who is on one list is also on at least one and up to five others lists;
- 2) The fact that a name is still on a list does not mean that the child has not already been "accommodated" in another Harvard center. Some families are enrolled at one center even while they continue to remain on the waiting list for another;
- 3) Each child care center manages its own enrollment and lists slightly differently. Some centers keep people on their waiting lists longer than others, and go through them as spots come open, removing those who do not want to be on the list anymore. Therefore, inactive names may show up as active.

With all these caveats in mind, the "real" wait list in Cambridge and Allston could be between 150 and 300 distinct names / children. This is a very rough estimate. There will be more data available in the summer of 2005 on the quantity of demand for child-care, as the child-care assessment study commissioned by the Office of Human Resources progresses.

In Longwood, the total number of allotted child care slots (allotted to Harvard Medical School, Harvard School of Public Health and Hospital Affiliates) is 371 (excludes 10 slots allocated to the community). Of those, HMS has secured 34 slots and HSPH has secured 5 slots.¹² We have no information currently on the size of the waiting list for these allotted slots, but anecdotal feedback (focus groups, emails sent in by faculty) indicates that there is a scarcity of slots relative to demand.

¹¹ Based on information provided by central HR's Office of Work/Life Resources

¹² Information provided by the Medical Area Office of Work and Family (Harvard Medical School)

RECOMMENDATION

Some Alternatives to Consider

The Task Force has discussed the following options with the Office of Work/Life Resources and would like to put them forward as alternatives to be analyzed further. This should be viewed as a preliminary, not a comprehensive list of options. Also, these options are not mutually exclusive. Approaches will necessarily vary by campus and/or School, depending on the supply and demand factors in each geographical area (availability of physical space, number of suitable providers, preferences of faculty parent population, cost and feasibility):

- 1) Revisit the current mix of infant/toddler/preschool slots at existing Harvard-affiliated day care centers;
- 2) Explore the possibility of expanding the size of existing Harvard-affiliated day care centers beyond their current square footage. Might include renovations/retrofitting some areas to gain additional physical space in same facility. Might also include finding a new home for the smallest center to give it space to accommodate more children and achieve better economies of scale;
- 3) Consider reserving/buying slots in existing local non-Harvard day care centers to accommodate demand;
- 4) Consider creating a network of licensed family day care providers overseen by a Harvard employee who helps train staff and provides general support to maintain a level of high quality care. In exchange, Harvard affiliates would get preferential treatment in terms of access to slots;
- 5) Build a new day care facility (or facilities): Ensure that day care is part of the new campus being planned in Allston; investigate options for creating a facility in Longwood (e.g., through retrofitting existing space owned by Harvard).

Recommendation 10: Increase Financial Support for Child Care Expenses

- **Conduct a full analysis of various alternatives under the auspices of the University Committee on Child Care and recommend specific plans to increase financial support to faculty for child-care expenses**

RATIONALE

The Task Force compiled some illustrative examples of costs for child care provided through group centers, recognizing that this type of child care represents the middle range of costs (with family child care at the lower end of the cost spectrum and at-home child care—i.e., nannies—at the higher end of the cost spectrum). The table below illustrates annualized costs for local day care centers (academic year 2004-05 rates for Harvard-affiliated child care centers; and 2005 rates for the for-profit chain examples). The figures provided in the table assume full-time rather than part-time care and year-round attendance rather than academic year attendance (without summer).

Facility	Infants	Toddlers	Preschool
Harvard-Affiliated Child Care Centers			
Botanic Gardens Children’s Center	\$24,120	\$18,960	\$15,180 - \$15,960
Harvard Yard Child Care Center	\$19,248	\$17,004 - \$18,828	\$13,104 - \$13,416
Oxford Street Daycare Cooperative	\$15,840 - \$22,800	\$14,640 - \$20,040	\$11,880 - \$15,600
Peabody Terrace Children’s Center	\$24,360	\$18,540 - \$20,340	\$15,300 - \$16,200
Radcliffe Child Care Centers, Inc.	\$24,300	\$18,780 - \$21,060	\$16,500
Soldiers Field Park Children’s Ctr	\$23,400	\$18,840 - \$20,520	\$15,300 - \$16,080
Examples of For Profit Chains			
Kinder Care	\$17,160	\$15,804	\$14,632
Mulberry	\$20,076	\$17,472	\$15,652 - \$16,640
Bright Horizons (Longwood area)	\$20,964	\$18,312	\$14,688

Central HR’s Office of Work/Life Resources administers a child-care scholarship fund for the following university populations: postdocs, union staff and Administrative, Professional Staff and Faculty (APSF). Faculty are included in the APSF group. Grants awarded to income-eligible faculty under APSF totaled \$58,000 in 2004-05 for 13 awards, or approximately \$4,500 per award. 20 applications were submitted –this total likely underestimates the actual demand for these types of subsidies (e.g., feedback through focus groups indicated that faculty are often not aware of existing child care policies and programs, and when they do know about income-based programs, they often—sometimes erroneously— assume that they would not qualify because of their household income levels).

RECOMMENDATION

Some Alternatives to Consider

The Task Force has discussed the following options with the Office of Work/Life Resources and would like to put them forward as alternatives to be analyzed further. This should be viewed as a preliminary, not a comprehensive list of options:

- 1) Increase the scholarship pool for faculty to award a larger number of scholarships. All scholarships awarded would be portable, that is the recipient could use the award toward covering the cost of a child-care provider (including child-care centers, family day care and at-home child-care providers).
- 2) Explore the possibility of subsidizing a sliding scale tuition program based on household income. Caveat: existing Harvard-affiliated child care centers are not run/managed by Harvard. While the University has strong relationships with the centers (including a financial relationship through rent subsidies provided to the centers), the University has no say in how tuition rates are set. Explore whether a sliding scale tuition program could be managed by the centers but somehow subsidized by Harvard.
- 3) Consider an annual “per child” or “per family” benefit to any faculty member with children under the age of five (similar in spirit to the annual housing supplement provided by the Faculty of Arts and Science to faculty members).
 - a. A variation on this theme is being implemented by the Faculty of Arts and Sciences: a one-time benefit of up to \$5,000 per household will be made available for new non-tenured faculty to use toward the expense of hiring a child-care referral service;
- 4) Consider folding existing centers into Harvard to make them part of the institution and allow them to benefit from Harvard’s purchasing power which result in preferential rates from vendors (e.g., medical benefits for employees). Caveat: Converting the centers from Harvard-affiliated to Harvard-owned carries larger liability risks and costs. On the other hand, it allows the University to manage risk better. This is an issue that should be investigated further.

Recommendation 11: Institute a Minimum Maternity Leave for Faculty

- **Institute a maternity benefit of 13 weeks at full pay**

RATIONALE

The Task Force identified two key issues in this area. First, most existing maternity policies at Harvard are limited to an eight-week leave—the length of the leave is not aligned with the demands and expectations of the academic calendar (13 weeks). Consequently, women faculty rarely take maternity leave; instead they opt to take parental teaching relief which is typically a semester-long relief from teaching duties. Second, women faculty on “soft money” / grant funds (many faculty at the Medical School, Dental School and the School of Public Health) are particularly disadvantaged, given that they may be required to remain on their current funding sources while on maternity leave (and are consequently left with less time to complete the proposed research before funding runs out once they have returned from maternity leave). The Medical School and Dental School have actually implemented a pilot program to help address this issue. A pilot Maternity and Parental Leave Benefits Program in place as of April 1, 2005, was created to provide equity for both school funded and grant/soft money funded employees. The pilot offers 8 weeks of maternity leave and 4 weeks of parental leave for a total leave of 12 weeks to birth mothers. The program will be evaluated at the six-month mark and in Jan. 2006.

The Task Force identified the following maternity leave policies within Harvard:

- 1) *Harvard Business School*: Maternity leave is available to birth mothers for 13 weeks at full pay. In case of multiples, 8 additional weeks are allowed per child.
- 2) *Graduate School of Design*: Tenured and junior faculty are eligible for a paid eight-week leave from instruction and administrative responsibilities for pregnancy and childbirth. Alternatively, a program of relief from obligations for instruction, while maintaining advising and administrative responsibilities, can be tailored on an individual basis.
- 3) *Harvard Divinity School*: Maternity leave of up to eight weeks may be taken for pregnancy and childbirth.
- 4) *Harvard Graduate School of Education*: No specific maternity policy. Faculty can take disability leaves for health reasons only and are covered under the FMLA when requesting leaves of absence upon the birth of a child or placement of a child in the home for adoption or foster care.
- 5) *Faculty of Arts and Sciences*: Maternity leave of up to eight weeks may be taken for pregnancy and childbirth. This is not a disability policy. Women faculty take parental teaching relief rather than the maternity leave. If they were to take the maternity leave, it would be paid for out of unrestricted funds which cover faculty salaries.
- 6) *Kennedy School of Government*: Paid short-term maternity leave of up to 8 weeks may be taken for pregnancy and childbirth
- 7) *Harvard Law School*: Maternity-related medical leave—a faculty member may take a paid maternity leave of up to 8 weeks in connection with her pregnancy and childbirth. During the period when a faculty member is on maternity leave, she is relieved of all faculty obligations, including teaching and committee service.

- 8) *Harvard Medical School*: A pilot Maternity and Parental Leave Benefits Program in place as of April 1, 2005 which will provide equity for both school funded and grant/soft money funded employees. The pilot offers 8 weeks of maternity leave and 4 weeks of parental leave for a total leave of 12 weeks to birth mothers.
- 9) *Harvard Dental School*: The pilot program above applies to the Dental School as well.
- 10) *Harvard School of Public Health*: A faculty member may request paid leave in order to be the primary caregiver for up to 13 weeks following the birth or adoption of a child. If the faculty member is on a grant, leave is funded by the grant if the faculty member wishes to work from home on her research during the 13 weeks. If the faculty member chooses not to work on her grant at all during those 13 weeks, HSPH covers leave from unrestricted departmental funds. Typically, however, leave is funded by grants.

The Task Force identified Princeton University as a potential external best practice for this specific policy: Princeton offers faculty members paid temporary disability leave typically from 3 weeks before to 10 weeks after birth (or more) based on medical certification that a faculty member is unable to perform her work (for a total of 13 weeks). The disability benefit is paid either by Princeton University's Temporary Disability Plan or by New Jersey state plan.¹³

RECOMMENDATION

The Task Force recommends that a maternity leave of 13 weeks be made available to faculty members at full pay. This policy is NOT intended to replace any School's policy that provides better benefits. It should be perceived as a floor, not a ceiling. It does not replace any supplementary policy for primary care-givers who are not the birth-giving parent.

Composition of the 13 Weeks

The first eight weeks of the leave would duplicate the current paid maternity leave policy of up to 8 weeks, during which period the faculty member is relieved of all faculty obligations, including teaching and committee service. The subsequent five weeks would consist of "active service modified duties" (language borrowed from the University of California Berkeley). These five weeks would not be a leave of absence, but rather relief from teaching and some administrative duties. Research duties and selected administrative / advising duties would continue as usual.

Additional Guidelines

- 1) The task force recommends that the leave be automatic upon notification of pregnancy;
- 2) Mothers giving birth in the summer would be entitled to the leave in the following semester.

Note on Soft Money Faculty

In addition, the Task Force recommends that Harvard University work with peer institutions and national granting agencies to develop mechanisms to support women faculty on soft money.

¹³ If the disability starts within 14 days of the normal ten month pay cycle or within 14 days of the day worked prior to an unpaid leave of absence, the disability benefit is paid by Princeton's University's Temporary Disability Plan and is equal to the regular 10 month base salary/. If the disability begins after the 14 day grace period, the faculty member is eligible to apply for benefits from the New Jersey state plan (paid out based on the New Jersey state benefit formula).

Recommendation 12: Make Tenure Clock / Appointment Extensions Automatic

- **Make automatic upon granting maternity leave or parental teaching relief**

RATIONALE

A study of tenure clock extension policies within Harvard indicates that Harvard has strong tenure clock extension policies in terms of:

- 1) Situations that qualify for tenure clock extension (the Business School, FAS, Kennedy School of Government, the Law School, the School of Public Health grant extensions not just for child care, but also for compelling personal reasons such as care for ill spouse, partner, parent); and
- 2) Lifetime allowance for the extension (2 years at Harvard; 1 year at most researched institutions. The single exception was Yale, which allows tenure clock extensions of up to three years).

The main comparative weakness was in the procedure used for granting a tenure clock extension. At Harvard, faculty members wishing to extend the tenure clock or extend their appointment/contract need to submit a written request to the appropriate academic supervisor (typically the dean); in the letter they need to detail their responsibilities in providing care and discuss the impact that these responsibilities will have on their scholarly work. Consultation with women faculty indicates that women this procedure makes women reluctant to request tenure clock extensions.

The Task Force has identified two institutions—University of California Berkeley and Princeton University—which make tenure clock extensions automatic upon granting childbearing or parental leave:

- 1) University of California Berkeley prospective policies: Childbearing or parental leave, equal to one semester and not greater than one year; with or without salary, is automatically excluded from service toward the eight-year probationary period unless the faculty member informs the department chair in writing that the leave should not be excluded from service (before, during, or within one semester after the leave). Berkeley's prospective policies were under a period of review/commentary at the time of the interview, but the spokespeople at UC Berkeley interviewed by the Task Force were optimistic that these policies would be implemented after the review period.
- 2) Princeton University: Tenure clock extension is automatic upon granting childbearing or parental leave.

RECOMMENDATION

The Task Force recommends that tenure clock extension / appointment extension be automatic upon granting a faculty member maternity leave or parental teaching relief. For all other cases (e.g., personal illness; family/dependent care), tenure extensions would still need to be requested (opt-in rather than opt-out mechanism).

Recommendation 13: Improve Practice of Existing Sexual Harassment Policies

- **Make improvements as necessary to ensure clarity, transparency of policies and appropriate access to information across all Schools**

RATIONALE

The Task Force focused on understanding Harvard's sexual harassment policies and programs, and on researching four universities that were identified as leaders in sexual harassment policy: Stanford, Cornell, Brandeis, and Northwestern. Of these schools, Stanford serves as an exceptional model for policy implementation. Please see *Appendix C* and *Appendix D* for a summary of best practices and a comparison of Harvard to the best practice model. Harvard has well-written and comprehensive sexual harassment policies (University-wide policy and school-level policies). Massachusetts dictates a high standard for written policies with which all schools must comply. Harvard's main weaknesses relative to best practice models fall into two areas: 1) dissemination of information and 2) training. Consultation with faculty and students indicates a lack of clarity about procedures and insufficient access to information. People are not certain where to turn for information. While faculty and staff can access the university's central policy on Harvie (www.harvie.harvard.edu) with a PIN, links to designated officers provide titles rather than individual names, and there are no links to individual Schools' policies and procedures.

Consultation with faculty and students also indicates that Harvard's employee groups are not comprehensively and consistently trained on the University's sexual harassment policy. Training is not mandatory and there is little documentation of who has and who has not been trained. Stanford is the benchmark for training—nearly all faculty and staff receive training. Stanford keeps clear records of who has been trained and encourages near full compliance by emailing all untrained faculty members, staff and administrators until they have completed training.

RECOMMENDATION

The Task Force recommends that the central officer responsible for sexual harassment oversight work with the Schools to ensure that each School has in place programs that address current issues of clarity, transparency, access to information and relative lack of training / education. By working with the deans or with officers designated by the deans, the central officer responsible for sexual harassment would oversee:

- 1) Development and implementation of a comprehensive faculty/staff/student training and education program. Decisions about which forms of training should be mandatory vs. voluntary should be left to each School, with oversight provided by the central officer to ensure that the issue of sexual harassment receives equal attention across Schools;
- 2) Improvements in the visibility and ease of access to information about policies and procedures, through a variety of channels and formats including brochures, pamphlets, orientation workshops, websites. This could involve the creation of a central website with policies, procedures and access points (like the Stanford model – Stanford makes all sexual harassment policy easily accessible through a single place on the web, the Sexual Harassment Policy Office) and improvements to the presentation of information within the policy document itself (like the Cornell model—Cornell has a very comprehensive, informative, and well-organized policy).

Recommendation 14: Address Work-Life Gap between Harvard and Best Practice

- **Deans and members of the University Committee on Diversity and Faculty Development to discuss with faculty of each School “best practice” models and potential approaches to bridging gap**
- **University Committee on Diversity and Faculty Development to report back to the President on results of consultations by May 2006**

RATIONALE

Beyond maternity leave policy, tenure clock extension and sexual harassment, the Task Force identified several other areas of importance to women faculty (e.g., parental teaching relief and part-time tenure track positions) and documented the “best practice” policies in these areas. Please see *Appendix C* for a description of “best practices” and *Appendix D* for comparisons between Harvard and the “best practice” model. It is important to note that these two documents were developed by the Subcommittee on Work and Life Conditions in a very narrow timeframe. Given the short amount of time available to research these issues, the documents present best practices of selected institutions, not a systematic survey of institutional policies.

RECOMMENDATION

The Task Force recommends that each School address the work-life gap between the particular School and “best practice” model identified by the Task Force in view of the needs and preferences of its faculty members. The Task Force recognizes that further analysis, policy investigation and consultation with key constituents are required to evaluate the need for potential policy adjustments.

The Task Force recommends that the dean of every School discuss with his or her faculty over the next year the Work-Life Gap between Harvard and “best practice” institutions, determine whether identified “best practices” are applicable to Harvard University and the School specifically, and identify approaches to bridging the gap that are best suited to meet faculty needs in the context of the particular requirements and environment of each School. Members of the University Committee on Diversity and Faculty Development (one representative per School, designated by the dean of each School) should report back to the president on the results of these consultations by May 2006.

Section III – Appendices

A. Task Force on Women Faculty Charge

As part of a broad effort to affirm its commitment to the advancement and support of women in academic life, Harvard has announced the formation of a university-wide Task Force on Women Faculty, chaired by Evelyn Hammonds, Professor of History of Science and African and African-American Studies, and charged with making recommendations concerning the design and implementation of a series of concrete measures designed to promote gender diversity in faculty ranks and in academic leadership positions across the University. The examination of issues relating to women faculty will include attention to the particular challenges and barriers faced by minority women pursuing academic careers.

The Task Force will consider and make recommendations with respect to:

- The creation of a senior position, presumably to be occupied by a tenured faculty member, in the University's central administration that will include as one of its key elements the consideration, implementation, and oversight of new and continuing efforts to enhance gender diversity on the faculty;
- The use of targeted searches as a means of enhancing gender diversity on the faculty;
- Means for enhancing the effectiveness of the University's existing "Outreach Fund" that supports the appointment of outstanding scholars from groups that are underrepresented in a department or major subject area within a Faculty or School.

The Task Force also will evaluate existing means, and consider potential new ones, for:

- Improving the conduct of searches for senior faculty, junior faculty, and other academic positions, with a view to increasing gender diversity on the faculty;
- Enhancing Harvard's capacity to recruit outstanding women faculty members identified through search processes, to create an environment conducive to their remaining at Harvard once appointed, and to support their successful career development and achievement;
- Ensuring that women are fully and fairly considered for positions of leadership in the University and for various forms of recognition and honor;
- Enhancing institutional support for faculty members balancing the demands of work and family, including but not limited to childcare;
- Exploring such other measures as may enable Harvard to improve its effectiveness in recruiting, retaining, and supporting women faculty.

The Task Force will be expected to consider and make recommendations concerning the most effective means for accomplishing the goals outlined above, taking into account best practices, proven effectiveness, and the distinctive cultures and hiring practices of Harvard's various faculties and Schools. While careful analysis and thoughtful deliberation will be required to ensure that the University adopts approaches that are effective and durable, it is hoped that the Task Force will complete its work by the end of the 2004-05 academic year, and that its recommendations may be considered for implementation in time for the beginning of the 2005-06 academic year, or sooner if practicable.

B. Task Force on Women Faculty Membership

Evelynn Hammonds, Professor of History of Science and of African and African American Studies, Faculty of Arts and Sciences, *Chair*

Members:

Lizabeth Cohen, Howard Mumford Jones Professor of American Studies and Director of the Charles Warren Center for Studies in American History, Department of History, Faculty of Arts and Sciences

Marjorie Garber, William R. Kenan, Jr. Professor of English and American Literature and Language and of Visual and Environmental Studies, Director of the Humanities Center and Director of the Carpenter Center for Visual Arts, Faculty of Arts and Sciences

Sue Goldie, Associate Professor of Health Decision Science in the Faculty of Public Health, Harvard School of Public Health

William Graham, Dean of the Faculty of Divinity; John Lord O'Brian Professor of Divinity; Honorary Associate and Former Master of Currier House; Murray A. Albertson Professor of Middle Eastern Studies, Faculty of Arts and Sciences

Myra Hart, MBA Class of 1961 Chair and Professor of Management Practice, Harvard Business School

Elena Kagan, Charles Hamilton Houston Professor of Law; Dean of the Faculty of Law

Jane Mansbridge, Adams Professor of Political Leadership and Democratic Values, Kennedy School of Government; Radcliffe Institute Fellow

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

Susan Pharr, Edwin O. Reischauer Professor of Japanese Politics, Department of Government and Director of Reischauer Institute of Japanese Studies, Faculty of Arts and Sciences

Ann Rowland, Assistant Professor, Department of English and American Literature and Language, Faculty of Arts and Sciences

Christine E. Seidman, Professor of Medicine & Genetics, Harvard Medical School, Brigham and Women's Hospital; Investigator, Howard Hughes Medical Institute; and Director, Cardiovascular Genetics Center

Robert Selman, Roy E. Larsen Professor of Education and Human Development; Graduate School of Education and Professor of Psychology in the Department of Psychiatry, Harvard Medical School

Margo Seltzer, Herchel Smith Professor of Computer Science; Associate Dean for Computer Science and Engineering in the Division of Engineering and Applied Sciences, Faculty of Arts and Sciences

Drew Faust, Lincoln Professor of History and Dean of the Radcliffe Institute for Advanced Study, *ex officio*

Clayton Spencer, Associate Vice President for Higher Education Policy, *Advisory*

Staff:

Kasia Lundy

Amy Paradis

Jared Craft

C. “Best Practice” Work-Life Policies

[Leaves, Tenure Extension, Dual Career Couples, Sexual Harassment]

Note 1:

This document has been developed by the Subcommittee on Work and Life Conditions and represents best practices of selected institutions, not a systematic survey of institutional policies.

Note 2:

Square brackets indicate “best practice” model

I. Maternity Leave [University of California Berkeley prospective policies]

1. Policy: [The University of California Berkeley (UC) prospective policies are currently ending an extended process of review and are expected to go into effect July 1, 2005.] As an option to replace or be combined with maternity benefit disability leave, UC offers a policy of “Childbearing Active Service Modified Duties” (ASMD). ASMD provides teaching relief for faculty to allow them to maintain their scholarly productivity and faculty service during periods of intense family demands. In ASMD faculty continue their research duties and some of their administrative duties, with the expectation that they will also usually receive partial administrative relief.
2. Eligible Population: Childbearers (birth mothers) only. Adoptive parents, partners, and fathers not included. This ASMD is intended to compensate in part for the physical disability experience by the childbearer.
3. Pay: At 100%
4. Length: one semester. (Individual has the option of taking paid maternity leave for 6 weeks instead of ASMD or, on request, taking full maternity leave for 6 weeks then the remainder of the semester on ASMD).
5. Combination Leaves: Childbearers are expected to add to this leave one semester of “Substantial Care-giving ASMD,” described in Section II below, for a total of two semesters on ASMD.
6. Multiple Events: All children covered, with no limit.
7. Procedure: Entitlement, on notification.
8. Funding: Funded centrally at the university level. Reason: funding at the department level has the potential for causing resentment among faculty in that department and in small departments would work a hardship on the department. The potential costs for the department have the inevitable effect of putting some pressure on faculty members not to take the ASMD. Central funding works as a university-wide insurance system.

9. Provision for Health Sciences and Public Health Faculty and other faculty on soft money. No best practice yet discovered. However, Harvard Medical School and Harvard School of Dental Medicine have recently launched a one-year maternity leave pilot program for faculty. The pilot program offers 8 weeks maternity leave plus 4 weeks of parental leave to birth mothers (including women faculty on soft funds) at full pay, paid out of separate school funds, once eligibility is determined. The pilot program is in effect as of April 1, 2005 and will be evaluated at the six-month mark and in January 2006.

II. Parental Leave [University of California Berkeley prospective policies]

1. Policy: The language of the prospective policy replaces “parental leave” with “Substantial Care-giving Active Service Modified Duties.” (Note: UC offers parental leave as well, up to one year, without pay, for the purpose of caring for a child. See below under III.)
2. Eligible Population: Available to faculty who are “substantial caregivers.” The category includes birth mothers, fathers, partners, adoptive parents (child under age 5), and foster parents (child under age 5). It also includes both caregivers in 50-50 parenting if both are faculty at the university. [Adopting this policy would not mean necessarily adopting this definition. There is no consensus on a “best practice” definition.]
3. Length: One semester of full teaching relief per child at full pay. [Could be presented with an option of one year of half teaching relief at full pay, not currently in U of California policy].
4. Pay: At 100%.
5. Combination Leaves: The childbearing parent is entitled to Childbearing ASMD in addition to Substantial Care-giving ASMD, making a total of two semesters ASMD. Other substantial care-givers are entitled to one semester Substantial Care-giving ASMD.
6. Procedure: Entitlement upon notification for childbearer and on request for others.
7. Multiple Events: No limit.
8. Accounting: Not a “leave” but active service (with modified duties), so does not count against number of leaves allowed under regular system.
9. Funding: As with Childbearing ASMD, funds are available centrally to meet needs.
10. Provision for Health Sciences and Public Health Faculty and other faculty on soft money. No best practice yet discovered. Important issue to be deliberated in the relevant faculties. The proposed UC policy states that “health sciences faculty with clinical responsibilities may reduce clinical duties in lieu of teaching relief, as appropriate.” This is the “spirit of the law,” but in practice no one has really resolved this issue.

III. Personal Leave / Dependent Care Leave

In general, many universities have policies such as the following:

1. Policy: Leaves available for care of parents, children, or partners and spouses.
2. Length: If not specifically a medical leave (up to 6 months), to be negotiated with the appropriate dean.
3. Pay: Unpaid leave available to all. Any paid leave to be negotiated with the appropriate dean.
4. Supporting Programs: Elder Care face-to-face walk-in service [UC Berkeley model] reports high utilization and satisfaction rates.

IV. Part-time Tenure-Track Positions [UC Berkeley prospective policies]

1. Policy: Part-time tenure-track positions available upon request. [At the University of California, a part-time option existed in the past, but the policy revisions make this option better and more attractive (see <http://www.ucop.edu/acadadv/acadpers/apm/revised-220-03-15-05.pdf>, particularly 220-10 for appointment at a part time level and 220-16 for becoming part-time if currently full time.)] Also, MIT currently offers part-time positions for tenured faculty only.
2. Tenure clock: For part-time positions, tenure clock will be extended “to allow for an extended time frame” (see Appendix B of the above web document for considerations relevant to the tenure clock issue under part time status; the document does not conclude with a definitive policy). [Although this UC policy is currently the best practice, it could be improved upon.]
3. Eligibility: Tenured as well as tenure-track faculty may use part-time option [UC].

V. Tenure Clock Extensions

No overall institutional “best practice” identified, but some “best practice” elements exist:

1. Procedure [UC Berkeley prospective policy]: “Opt-out” rather than “opt-in” tenure clock extension for childbearing or parental leave. “Any childbearing or parental leave which is equal to or exceeds one semester or one quarter and which is not greater than one year, whether with or without salary, shall automatically be excluded from service toward the eight-year probationary period unless the faculty member informs the department chair in writing before, during, or within

one quarter or semester after the leave that it should not be excluded from the service towards the eight-year probationary period.”

2. Additional Flexibility for Births/Adoptions which Precede Employment Date [U. of Wisconsin]: If birth / adoption occurs in the 6-month period before employment date, tenure clock extension of up to 12 months may be requested by new faculty member and is granted automatically for primary caregivers. If birth / adoption occurs in the 7-12 month period before employment date, tenure clock extension of up to 6 months may be requested and is granted automatically for primary caregivers.

VI. Sexual Harassment [Northwestern; Stanford]

1. Oversight
 - a. Full-time appointment in charge of sexual harassment and discrimination, with law degree [Northwestern sets the standard].
 - b. University-wide policy and implementation processes, overseen by the sexual harassment officer [Northwestern].
 - c. Institutional memory in office of fulltime appointment [Northwestern and Stanford]
2. Training:
 - a. Comprehensive faculty/staff training program, including mandatory or intensely encouraged initial training for all faculty and staff and for all new employees faculty and staff. Training is the key factor to both having an effective policy and procedure for sexual harassment and also protecting the university from law suits. [Harvard's faculty/staff is not comprehensively and consistently trained on our sexual harassment policy. Training is not mandatory and there is little documentation of who has and who has not been trained, thus little accountability in this area]

Stanford sets the standard for training- nearly all faculty and staff have received training. They keep clear records of who has been trained and encourage near full compliance by emailing all untrained faculty members/staff/ administrators until they have completed training.
 - b. Top administrators set example. [Stanford]
 - c. Special training for access points mandatory [Northwestern, Stanford]
 - d. Special training for chairs and supervisors mandatory [Northwestern, Stanford]
3. Publicity:
 - a. Written policy includes comprehensive and centralized information on policies, procedures, and contact people, with full information on website [Stanford sets the standard].

- b. Examples /"caselets" of what constitutes sexual harassment are included in all policies, with both male and female examples [Cornell].
 - c. Multilingual versions of policy beyond existing Portuguese, French and Spanish [many other universities set the standard]
4. Fairness and support: Fairness, training and support for both parties (e.g. one person can accompany each party in process) [Northwestern]
 5. Access Points: High number of access points [Stanford]

VII. Dual-Career Couples

1. Full-time appointment [University of Michigan sets standard]
 - a. Looks for positions for partners in geographical area, arranges job interviews
 - b. Consults with partners about job search
 - c. Assists with visas
2. Higher education recruitment consortium (HERC) with other universities in geographical area [Stanford, UCLA, Princeton set standard]. Existing HERCs are Northern California's Higher Education Recruitment Consortium, Southern California Higher Education Recruitment Consortium and New Jersey Higher Education Recruitment Consortium. These consortia represent organized career networks where universities and local private employers come together in an effort to expand the job market. While not created explicitly with dual-career couples in mind, the consortia have realized the value of this type of service to dual-career couples and have started advertising accordingly. For instance, the site of one such consortium states "Are you and your partner both looking for a position in higher education? Our Dual-Search feature allows you to link two profiles when performing a search of our job listings."
3. "Strategic Hiring Fund" for academic partners within the university [Michigan, Wisconsin set standard]. At Wisconsin, Strategic Hiring Funds for Dual-Career Couples are used to recruit or retain a tenure track faculty member by hiring the spouse/partner into a faculty, academic staff, or classified staff position. Priority is given to dual-career hires who contribute to faculty diversity. Department chairs contact the dean or designated associate dean to obtain approval to make a request for Strategic Hiring Funds. Usual formula for dual-career funding is 1/3 from the Provost's Strategic Hiring Fund, 1/3 from the unit hiring the faculty member, and 1/3 from the unit hiring the spouse/partner. Typically, the Provost's support is provided for no more than 3 years. Thereafter, the unit that hired the spouse/partner is responsible for the entire salary.

D. Work-Life Gap

Harvard vs. identified “Best Practice” in the following areas:

Leaves, Tenure Clock Extension, Part-Time Tenure-Track Positions, Sexual Harassment

Note:

Shaded areas denote gaps = areas where most Harvard Schools underperform relative to identified “Best Practice”

MATERNITY LEAVE POLICIES

	Harvard	“Best practice”	“Best Practice” Institution
Language	Maternity Leave	Childbearing Active Service Modified Duties (ASMD) [Not a leave, but active service, so does not count against number of leaves allowed under regular system]	University of California
Eligibility	Birth mothers	Birth mothers	Norm
Pay	100%	100%	Practices vary, but multiples institutions provide full pay (for modified duties)
Length	Varies. 8 weeks at most Schools. Best case = HBS (13 weeks) Some Schools have no formal maternity policy (e.g., HGSE)	One semester	University of California
Flexibility of Leave	Leave occurs at event (childbirth)	Must be concluded within a year of the birth event but can begin 3 months after the event.	University of California
Combination Leaves	Cannot combine maternity leave with parental teaching relief. Exception = HBS	Child bearers expected to add to this leave one semester of “Substantial Care-giving ASMD,” described below, for a total of two semesters on ASMD	University of California
Multiple Events	All children covered, with no limit.	All children covered, with no limit.	Norm
Multiple Births	No additional time, except in the case of HBS (8 weeks per additional child).	8 weeks per additional child	Harvard Business School
Procedure	Entitlement, upon notification	Entitlement, upon notification	Norm

PARENTAL TEACHING RELIEF POLICIES

	Harvard	“Best practice”	“Best Practice” Institution
Language	Parental Teaching Relief at most Schools. Teaching Relief at Schools which do not have a specific parental policy (GSE).	Substantial Care-giving Active Service-Modified Duties (ASMD) [Not a leave, but active service, so does not count against number of leaves allowed under regular system]	University of California
Eligibility	Primary caregivers. Language varies by School, from “more than 50%” at HBS to “substantially more than half-time” at HDS to “20 hours a week, during regular hours 9-5” at HLS.	Available to <i>primary or equal caregivers</i> only. Includes birth mothers, fathers, partners, adoptive parents; also includes both caregivers in 50-50 parenting).	University of California
Situations that Qualify	In most Schools, newborn or newly adopted child. Only GSD and HSPH have broader caregiving definitions (e.g., parents), while HBS expands qualifying situation to include “children under two years of age.”	Caregiving extended to include parents and other family members in need of special attention. Birth and adoption of children <u>under 5</u>	Harvard (HSPH and GSD) University of California
Length	Typically 1 term of full teaching relief or 2 terms of half load	One semester	Norm
Pay	Several models: Full pay at half load for one semester; Half pay for full load relief for one semester	Full pay	Norm
Combination Leaves	May not be combined with maternity leave, with the exception of HBS.	Childbearing parent (only) expected to take Childbearing ASMD in addition to Substantial Care-giving ASMD, making a total of two semesters ASMD	University of California
Multiple Events	No cap on number of events	No cap on number of events	Norm
Flexibility of Leave	Typically taken within 1 year of the event. HLS specifies that relief <u>must</u> be taken within 1 year of the event.	Bankable leave: unused leave can be applied from once child to subsequent children.	Harvard (HBS)
Procedure	Typically through request to the dean.	Entitlement, upon notification	University of California

TENURE CLOCK EXTENSIONS

	Harvard	“Best practice”	“Best Practice” Institution
Eligibility	At most Schools, tenure clock extensions granted not only for primary child care, but also in response to other caregiving situations (spouse, parent).	Caregiving extended to mean dependent care rather than just child care.	Harvard
Length per Event	One year per event	One year per event	Norm
Lifetime Allowance	2 years	3 years	Yale
Additional Flexibility for Births/Adoptions which Precede Employment Date	None	If birth / adoption occurs in the 6-month period before employment date, tenure clock extension of up to 12 months may be requested by new faculty member and is granted automatically for primary caregivers. If birth / adoption occurs in the 7-12 month period before employment date, tenure clock extension of up to 6 months may be requested and is granted automatically for primary caregivers	University of Wisconsin
Procedure	Typically through written request to the dean. At FAS, the letter needs to address the impact of child care responsibilities on the individual’s scholarly work.	Childbearing or parental leave, equal to one semester and not greater than one year; with or without salary, is automatically excluded from service toward the eight-year probationary period unless the faculty member informs the department chair in writing that the leave should not be excluded from service (before, during, or within one semester after the leave). Automatic upon granting childbearing or parental leave.	UC Berkeley Princeton

PART-TIME POSITIONS FOR TENURE-TRACK AND TENURED FACULTY

	Harvard	“Best practice”	“Best Practice” Institution
For Tenure-Track and Tenured Faculty			
Types of Reductions	Not available	An Appointee in the Professor series (Instructor, Assistant Professor, Associate Professor, Professor) may request a permanent change to a part-time appointment or temporary reduction in percentage of time of a full-time appointment	University of California
Situations that Qualify	Not applicable	“May be granted to accommodate family needs” (substantial responsibility for the care of a newborn child or a child under five newly placed for adoption or foster care)	University of California
Procedure	Not applicable	Available upon request The Chancellor approves such arrangements	University of California
Duties and Evaluation while on Part-Time	Not applicable	Memorandum of understanding between the appointee and the University, specifying: <ul style="list-style-type: none"> • Period of temporary reduction • Percentage of time • Workload (teaching and service expectations pro-rated) • Expectations for productivity • Reviews • Any other applicable conditions of the appointment 	University of California
Tenure Clock Extensions	Not applicable	“When circumstances warrant, a lesser rate of scholarly accomplishment or an extended time frame for review will be acceptable.” “For a temporary reduction in the percentage of time of the appointments as an Associate or full Professor, <u>the normal period of review may be extended by mutual agreement</u> to allow for scholarly productivity to meet the normal expectations for a merit review.” Reviewers “are instructed to evaluate <u>the totality of accomplishment, not the rate of accomplishment.</u> ”	University of California
For Tenured Faculty			
Situations that Qualify	Not applicable	Tenured faculty who need time for family care (children, parents, elders) can apply for reduced time, reduced pay appointments	MIT
Length	Not applicable	For one semester up to five years (with possible renewal)	MIT

SEXUAL HARASSMENT POLICIES AND PRACTICES

	Harvard	“Best practice”	“Best Practice” Institution
Written Policy	Comprehensive	Comprehensive	
Degree of Encouragement to Participate in Training	Not mandatory. Available through the Employee Assistance Program (EAP).	Mandatory for those in supervisory positions; for faculty who serve as faculty co-investigators; for access points. Additional online sexual harassment training program is optional for all employees.	Stanford
Recordkeeping	No records kept of individuals receiving training.	Records kept of individuals receiving training. Email all untrained faculty members/staff/administrators until they have completed training.	Stanford
Methods of Distribution	The University-wide policy is available on the Harvie website and is printed each year in The Resource, a publication of the HR Office that is distributed to all faculty and staff. FOR STUDENTS: Published in the Student Handbook and an online publication called "Empowering You."	Hard copy of policy and web link provided.	Norm
Frequency	Distributed Once a year.	Distributed once a year.	Norm
Central Website	Faculty and staff can access the university's central policy on Harvie with a PIN. Links to designated officers provide titles not individual names, and there are no links to individual Schools' policies.	Central web pages list the Universities' sexual harassment policies, procedures, and designated contacts by name for students, faculty, and staff.	Stanford Northwestern
Access Points	On average 1-3 contacts per School, though a few Schools have 4-5 contacts. FOR STUDENTS: Office of Sexual Assault (about 6 people). Also there are many more informal contacts (proctors, resident deans, tutors).	70+	Stanford
Institutional Memory	Complaints against an individual are maintained as part of his/her personnel record (unless determined to be unfounded). There is no central file. FOR STUDENTS: Brief notes are kept.	Keeps track of all issues brought forward through the Officer of the Day program (developed based on an EEOC program) for which an Inquiry Documentation Form is completed. Even if someone calls to inquire about a matter but is not interested in pursuing it, a record is kept of the inquiry.	Cornell