# Harvard University 

## Affirmative Action Plan <br> $$
2003
$$



Content Highlights
Employment goals \& timetables * Action-ORIENTED PROGRAMS

* Faculty hiring trends * Student enrollment plans

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## REAFFIRMATION OF THE UNIVERSITY'S POLICY CONCERNING AFFIRMATIVE ACTION AND EQUAL EM PLOYMENT OPPORTUNITY BY THE PRESIDENT AND FELLOWS OF HARVARD COLLEGE

The President and Fellows adopted the following statement reaffirming the University's policy concerning affirmative action and equal employment opportunity:

In their statements of November 3, 1969, and successive years, the President and Fellows of Harvard College emphasized the University's policy of affirmative action and equal employment opportunity. The President and Fellows take this occasion once again to reaffirm the University's policy.

Harvard University is committed to selecting faculty and staff without discrimination against individuals on the basis of race, color, sex, sexual orientation, religion, creed, national origin, age, veteran status, or disability unrelated to job requirements. The President and Fellows of Harvard College call upon every member of the University involved in recruitment, hiring, and promotions to exert their best efforts to achieve the goals set forth in the current affirmative action plan. The President and Fellows call upon every member of the University to engage wholeheartedly in the effort to ensure a wholly nondiscriminatory process of recruiting, hiring, and promoting women, members of minority groups, qualified handicapped individuals, and disabled and Vietnam-era veterans at all levels of employment throughout the University. Harvard also expects that outside agencies with which it contracts will comply with all applicable antidiscrimination laws.

Diversity within the University community advances the academic purposes of the University, and an affirmative action policy is essential to achieving such diversity. The University endorses the goals of equal employment opportunity and affirmative action as supportive of University values and of the values of a democratic and pluralistic society.

But simply adopting a policy of equal employment opportunity alone is insufficient. The University is also required to meet affirmative action program requirements established for contractors by the federal government and monitored by the Department of Labor. Such programs provide a mechanism for monitoring University personnel policies to ensure equal employment, as well as a means for locating and eliminating any deficiencies in relevant areas of employment.

In June 1970, the University established the Office of Minority Affairs and appointed Edward Wright, Jr., Assistant to the President, to head this office and to provide a central focus and resource within the University for pursuing with determination our goals of equal employment opportunity. Mr. Wright's office, working with the Deans, Central Administration, and the Personnel Office, developed the University's initial affirmative action program. Walter J. Leonard was appointed Special Assistant to the President in July 1971. His office developed and presented an acceptable affirmative action plan to the Department of Health, Education and Welfare in 1973. Successive Assistants to the President were Nancy Randolph and John B. Williams. Ronald L. Quincy served as Assistant to the President with the additional title of Associate Vice President from 1988 to 1991. James S. Hoyte was appointed Assistant to the President/ Associate Vice President effective November 1, 1992.

The Office of the A ssistant to the President serves as the University's liaison with the federal government in matters related to contract compliance concerning employment. Among the duties of the Assistant to the President are coordination of the University's affirmative action programs and oversight of their implementation throughout the University.

Harvard must and will maintain its commitment to the goals of affirmative action and equal employment opportunity. The President and Fellows of Harvard College request continuing cooperation at every level of the University toward implementing the University's policy.

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## HISTORY

Harvard University has Iong endorsed the principle of equal opportunity, however the University formally established its policy of nondiscrimination in 1966. During the 1960s, it became widely recognized that statements of nondiscrimination, without the review and modification of certain policies, were inadequate to overcome the effects of past discrimination. Well-conceived and directed efforts along with the commitment from senior University administrators are necessary to lessen the impact of historical patterns of discrimination.

Harvard University has responded to the need to eliminate discrimination by developing a more aggressive response to the educational needs of minority students and the career aspirations of its female and minority employees. In 1970, Clifford Alexander, Jr., a member of the Board of Overseers, was appointed to develop an affirmative action program designed to increase employment opportunities at Harvard for women and members of minority groups. A formal plan was drafted and the Office of Minority A ffairs was created in the Office of the President.

Derek C. Bok became President of Harvard University in 1971, and the University's Affirmative Action Plan was revised and submitted to the Department of Health, Education and Welfare (HEW) that year. It was one of the first affirmative action plans submitted to HEW, and, although final government regulations had not yet been issued, the Plan outlined the University's commitment to recruit and hire women and members of minority groups in every category of employment.

The Plan described special training programs designed to qualify employees to advance quickly from entry level to more advanced positions. The Plan outlined maintenance procedures and a system for improved monitoring of the University's efforts. Special attention was paid to the flow of applicants in recognition that a sufficient number of female and minority applicants for employment is essential to the success of any affirmative action effort. The 1970 Plan promised to monitor progress and provide reports at quarterly intervals. It also listed 12 existing University program opportunities for women and minorities.

In 1973, the Affirmative Action Plan was revised to incorporate new nondiscrimination policies on issues such as leaves of absence, nepotism, and grievance procedures. The revised Plan more closely followed established HEW regulations, and HEW formally accepted it in 1973.

As a result of an HEW on-site faculty review in 1975, the A ffirmative Action Plan was revised, updated, and resubmitted in December 1976. The revised Plan presented goals and timetables through June 1978, and included an analysis of Harvard's work force. A work force analysis was submitted to HEW during the spring of 1978, and HEW returned to Harvard to conduct an on-site review.

The ten-day review included interviews with key Harvard officials, an examination of complaints filed against the University, and a review of the applicant flow during the previous 12 months. A general analysis of the University's affirmative action process was also conducted. Based on the on-site review and the material submitted to HEW, HEW issued a letter of compliance to the University in July 1978.

In 1978, the Department of Labor's Office of Federal Contract Compliance Programs (OFCCP), assumed jurisdiction over Executive Order 11246, which required the establishment and implementation of an Affirmative Action Plan by certain federal contractors. OFCCP requested an update of the University's Affirmative Action Plan in May 1979. The Plan was submitted to OFCCP in June 1979, and in February 1980 the agency began a comprehensive on-site review. During the five-month review, OFCCP representatives examined University employment data for 1979 and performed a wage and salary analysis of the University work force. While much of the information of interest to OFCCP was included in the 1979 Plan, the agency sought to standardize and update the format for affirmative action plans. It should be noted that OFCCP has never been entirely satisfied with utilization analyses based on the
categories outlined by HEW's Office of Civil Rights. In 1979, OFCCP requested that the University organize its work force according to new categories called job families. The OFCCP issued a provisional letter of compliance based on the contents of the 1979 Affirmative A ction Plan, and the University revised its A ffirmative Action Plan and submitted it to OFCCP in August 1980. A letter of compliance was issued in June 1982. Since 1982, the University's Affirmative A ction Plan has been reviewed periodically through either a desk audit or an on-site pre-award audit. A pre-award audit was conducted in October 1987.

On January 2, 1990, the Department of Labor's Office of Federal Contract Compliance Programs (OFCCP) notified Harvard University that it would conduct an audit of the University's affirmative action and equal employment opportunity program. This audit included a desk audit that began on February 8 , 1990, and an on-site review including visits to individual Harvard schools and departments by OFCCP officials that lasted from March 2, 1990, until September 13, 1990. A s a result of this audit, the University signed a conciliation agreement with OFCCP that cited ten school or department specific violations to be remedied during the three-year period that the agreement remains in effect. The University submitted an interim report to the Department of Labor on progress toward compliance with the agreement in March, 1991. Harvard was found to be in compliance with the conciliation agreement. As of the end of 2001, there have been no further developments.

## STATEM ENT OF EQUAL OPPORTUNITY LAWS AND POLICIES*

Harvard University provides equal opportunity in employment for all qualified persons and prohibits discrimination in employment on the basis of race, color, religion, creed, sex, sexual orientation, national origin, ancestry, age, veteran status or disability unrelated to job requirements. All personnel actions, including but not limited to those relating to compensation, benefits, transfers, layoffs, return from layoff, training, education, and tuition assistance are based on the principle of equal employment opportunity. Each administrative officer of the University is responsible for ensuring that individuals are afforded equal opportunity and are not denied access to these benefits.

## Employment Laws

Title VII of the 1964 Civil Rights Act, as amended, and Executive Order 11246, as amended, prohibit discrimination in employment on the basis of race, color, religion, sex, or national origin. In addition, Executive Order 11246 requires certain federal contractors to take affirmative steps to ensure equality of opportunity in all aspects of employment. The Civil Rights Act of 1991 expanded the relief available to employees found to be victims of intentional discrimination based on religion, sex, national origin, or physical or mental disability. The 1991 Act gives plaintiffs seeking redress for intentional discrimination under Title VII of the Civil Rights Act of 1964 and the Americans with Disabilities Act, the right to demand a trial by jury and to recover compensatory and punitive damages. In the Commonwealth, Chapter 151B of the General Laws of Massachusetts, as amended, makes it unlawful to discriminate in employment on the basis of race, color, religious creed, national origin, ancestry, sex, sexual orientation, age, genetic information, or disability.

The Equal Pay Act of 1963 prohibits discrimination on the basis of sex in the payment of wages. The Age Discrimination in Employment Act of 1967, as amended, prohibits discrimination in employment on the basis of age.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against an otherwise qualified individual with a disability by any program or activity that receives federal financial assistance. Section 503 of that Act further requires certain federal contractors to provide for the employment and advancement of qualified workers with disabilities. In 1990, Congress enacted the Americans with Disabilities Act ("ADA"), a bill that prohibits private employers with 15 or more employees from discrimination against disabled individuals. The ADA expands the protections available to persons with disabilities, and prohibits discrimination against the disabled in employment (Title I) and public accommodations and services (Title III). Consistent with these two laws, Harvard University does not discriminate on the basis of mental or physical disability and provides reasonable accommodations for all qualified individuals with documented disabilities.

The Vietnam Era Veterans Readjustment Assistance Act of 1974 imposes affirmative action obligations on certain government contractors with respect to special disabled veterans and all veterans of the Vietnam era. Harvard University actively encourages applications for employment from disabled and Vietnam-era veterans and does not discriminate against Vietnam-era or disabled veterans in hiring, promotion, or other personnel decisions.

The Immigration Reform and Control Act of 1986 ("IRCA") makes it unlawful for an employer in hiring, discharging or recruiting to discriminate against any individual who is authorized to work in the United States because of that individual's national origin or, if the individual is a "protected individual" as

[^0]defined by the Act, because of that individual's citizenship status. Under new anti-discrimination provisions enacted as part of the Immigration Act of 1990, additional unfair immigration-related employment practices are prohibited. Harvard's employment policies and procedures are consistent with these provisions of the Immigration Act (IRCA).

## Other Equal Opportunity Laws

Title VI of the Civil Rights Act of 1964, as amended, prohibits discrimination on the basis of race, color, or national origin in programs receiving federal financial assistance. Title IX of the Education Amendments of 1972 ("Title IX") specifically bars sex discrimination in educational programs receiving federal funding. Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, prohibits discrimination on the basis of disability in admissions or access to its educational programs and activities. The Massachusetts Equal Rights Law (M.G.L. 93, Section 102 et seq.) also provides that all persons in Massachusetts "regardless of sex, race, color, creed, or national origin, shall have, except as otherwise provided or permitted by law, the same rights enjoyed by white male citizens, to make and enforce contracts . . . and to the full and equal benefit of all laws and proceedings for the security of persons and property." A 1990 amendment to this law extends this protection to individuals over forty and persons with disabilities. The Massachusetts Fair Educational Practices Law also protects applicants and students from discrimination on the basis of race, religion, creed, color, age, sex, or national origin. The University admits students without regard to sex, race, sexual orientation, color, religion, creed, ancestry, national or ethnic origin, disability or other protected status to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. The University does not discriminate on the basis of sex, race, sexual orientation, color, religion, creed, ancestry, national or ethnic origin, disability, or other protected status.in administration of its educational policies, admission policies, scholarship and loan programs, athletic, social, recreational and other University-administered programs.

Any person who believes himself or herself subject to unlawful discrimination is encouraged to bring the matter to the attention of his/ her supervisor or other appropriate University official at the earliest practical opportunity. No person will be punished, retaliated against, or limited in educational, employment, or other opportunity for exercising any rights protected under the laws, regulations or policies set out above, or for filing a complaint, furnishing information for or participating in an investigation, compliance review, hearing, or any other activity related to the administration of these laws, regulations, and policies.

The President and Fellows of Harvard College have reaffirmed the University's policy concerning affirmative action and equal employment opportunity. The Assistant to the President has been designated to coordinate the University's compliance activities under the laws and regulations mentioned above. Inquiries should be referred to the Office of the Assistant to the President, 935 Holyoke Center, Harvard University, Cambridge, M assachusetts 02138.

## FEDERAL CONTRACT COMPLIANCE PROGRAM S*

Executive Order 11246 prohibits certain federal contractors and subcontractors from employment discrimination based on race, color, sex, religion, or national origin. No person may be denied employment or related benefits on grounds of his or her race, color, religion, sex, or national origin. The order also requires that employers take affirmative action to hire and promote underrepresented groups. Among those covered by the Executive Order are contractors and subcontractors who conduct over $\$ 10,000$ in government business, have government bills of lading in any amounts, serve as federal depositories, or act as issuing and paying agents for U.S. Savings Bonds and Notes.

The equal employment obligations of federal contractors apply to all employment by a contractor and are not limited to employment associated with the receipt or use of federal funds. In the event of the contractor's noncompliance with the nondiscrimination clauses of the contract, or with the rules and regulations of the Secretary of Labor, the contract may be canceled, terminated, or suspended in whole or in part, and the contractor may be declared ineligible for further government contracts.

Executive Order 11246 embodies two concepts: nondiscrimination and affirmative action. A contractor is required to carefully and systematically examine all of the company's employment policies to be sure that they do not, if implemented as stated, operate to the detriment of any persons on grounds of race, color, religion, sex, or national origin. The contractor must also ensure that the practices of those responsible in matters of employment, including all supervisors, are nondiscriminatory. Nondiscrimination requires the elimination of impermissible discriminatory conditions, whether deliberate or inadvertent.

Affirmative action has a central premise that an employer's workforce, over time, will reflect the gender, racial, and ethnic profile of the labor pools from which the employer recruits and hires, in the absence of discrimination. Accordingly, as part of the federal contract obligation, contractors are required to determine whether women and minorities are "underutilized" in their employee work force (that is, if women and minorities are not being employed at a rate to be expected given their availability in the relevant labor pool). Where that is the case, the contractor is required to take practical steps to address such underutilization, including the development of placement goals.

Placement goals are intended to serve as objectives or targets that are reasonably attainable based on the availability of minorities and women and the expected turnover in the contractor's work force. The establishment of goals should be coupled with the adoption of effective procedures to locate qualified members of groups that have been "underutilized" in the contractor's work force. The employer should take steps to eliminate obstacles to employment and advancement for these groups within the contractor's work force.

Placement goals are used to measure progress toward achieving equal employment opportunity. If the contractor falls short of these goals at the end of a predetermined period, that failure in itself does not lead to a finding of noncompliance. It does, however, require an analysis by the contractor of the barriers that prevented attainment of the goals. Goals may not be met because of circumstances beyond the control of the employer: employment openings may have been inaccurately estimated; employment market conditions may have changed; or there may have been a lower availability of women and minorities with the specific qualifications needed. Where the record discloses that the contractor followed the affirmative action program, the company is considered to have complied with the intent of the Executive Order. If, on the other hand, it appears that the cause for failure was inattention to the

[^1]nondiscrimination and affirmative action policies and procedures established by the contractor, then the contractor may be found to be out of compliance. It should be emphasized that while goals are required, quotas are neither required nor permitted by the Executive Order.

Nothing in the Executive Order requires that a university eliminate or dilute standards that are necessary to the successful performance of the institution's educational and research functions. The affirmative action concept does not require that a university employ or promote any persons who are unqualified or that a university hire a less qualified person in preference to a more qualified person. The concept does require, however, that any standards or criteria that have had the effect of excluding women or minorities be eliminated, unless the contractor can demonstrate that such criteria are job-related and consistent with business necessity.

Under Section 503 of the Rehabilitation Act of 1973, employers with federal contracts or subcontracts of more than $\$ 10,000$ must provide equal job opportunity and affirmative action for qualified individuals with disabilities. An individual with a disability is defined as any person who (1) has a physical or mental impairment that substantially limits one or more major life activities; (2) has record of such impairment; or (3) is regarded as having such a limiting impairment.

Veterans are protected by the Vietnam Veterans Readjustment Assistance Act of 1974. The law requires that employers with federal contracts or subcontracts of $\$ 10,000$ or more provide equal opportunity and affirmative action for Vietnam-era veterans and special disabled veterans of all wars. A veteran of the Vietnam-era is generally defined as one who served on active duty for a period of more than 180 days, any part of which occurred between August 5, 1964, and May 7, 1975 (or between February 28, 1961 and May 7, 1975, in the case of veterans with any active duty in the Republic of Vietnam), and who received any discharge other than a dishonorable discharge. A special disabled veteran is generally (1) a veteran who is entitled to compensation for a disability (a) rated at $30 \%$ or more under laws administered by the Veterans Administration, or (b) rated at $10 \%$ or $20 \%$ in the case of a veteran who has been determined to have a serious employment handicap; or (2) one whose release from active duty was for a serviceconnected disability.

Responsibility for the enforcement of these programs has been delegated to the Office of Federal Contract Compliance Programs (OFCCP), a part of the U.S. Department of Labor's Employment Standards Administration.

## INTERNAL AUDIT AND MONITORING PROCEDURES

The University's internal audit and monitoring procedures are vital to the successful implementation of the Affirmative Action Plan. The Office of the Assistant to the President (OAP) has implemented the following audit and monitoring procedures at Harvard.

## Adverse Impact A nalysis and Applicant Flow M onitoring

Adverse impact analysis is performed at least once a year for all Schools and VP Offices. These analyses include all non-faculty women and minorities.

Adverse impact analysis is performed for three different job-action categories: 1) hires, including those searches for which an internal candidate is selected; 2) job changes, including transfers, reclassifications and promotions due to reorganizations and 3) employment terminations, including layoffs, discharges and voluntary terminations. These reports are shared with the affirmative action liaisons in the various Schools and administration areas.

Additionally, the OAP surveys all exempt minority staff members who have left the University and selectively interviews former minority employees, for the purposes of climate assessment and trend analysis.

On at least an annual basis, the OAP also selectively reviews the employment patterns of the four minority groups and discusses these patterns with managers at the Schools and Departments. Based on these patterns and discussions, specific action-oriented strategies have been designed to strengthen efforts in areas where underrepresentation exists.

Affirmative action liaisons at the Schools are responsible for monitoring waivers, reorganizations and strong internal candidate specifications.

The Faculties monitor the applicant flow for all faculty positions. A special report discussing reasons why minorities and women on the final list of candidates were not hired is prepared for each position in the Senior Faculty and Ladder Faculty job groups for which a White male is selected. These reports are forwarded to the Office of the Governing Boards before the appointment is made.

The applicant flow for all other posted positions is recorded through the HIRES System or on the affirmative action applicant form. HIRES references the affirmative action plan goals and calls for a description of the special recruitment efforts made for meeting the goals, as well as the following information: name, race, gender, and the reason why each candidate was not hired.

## M onitoring of Salary Equity

The OAP performs an annual salary equity review by race and gender for selected Human Resources families. Results are reviewed with the Office of Human Resources and presented to the Schools and Vice President offices for further analysis.

The workforce analysis report is al so used for the purposes of monitoring salary equity.

## M onitoring of Employment Activity and Progress toward G oals

The OAP reviews all non-faculty employment activity: hires, promotions, transfers, terminations and redassifications on a bi-annual basis. Employment activity records are the basis from which the Schools and Departments prepare their annual analysis of progress towards goals, which are included in each unit's affirmative action plan narrative.

During 1997, a new format of the employment activity report was designed, and, starting in 1998, departments in the Central Administration began reviewing their goals quarterly.

## Special Recruitment Efforts

The Administrative Fellows Program managed by the OAP, is a special initiative designed to increase the representation of minorities in managerial and professional positions. Additional efforts undertaken by the OAP are described in the section for the Offices of the President and Provost. Local initiatives at each school or department are described throughout the plan.

## DESCRIPTION OF CONTENTS

The President and Fellows of Harvard College have issued and reaffirmed a policy statement setting out the University's commitment to employment opportunities that are free of discrimination. This Affirmative Action Plan commits the University to continued evaluation of University progress toward this goal. The Plan commits the University to communicate the importance of this program to each member of the University community and to ensure that each administrative officer understands his or her individual responsibility to support its effective implementation.

This document sets forth a comprehensive body of policies, procedures, and safeguards designed to effect the aims of equal employment opportunity and affirmative action at Harvard. These policies and procedures cover all employee categories at Harvard and all facets of the employment relationship, including but not limited to recruitment, hiring, promotion, training, benefits, problem-solving procedures, and pay.

The tables contained in this Plan review progress made since 1996. Progress is measured both in numbers and in the quality of programs and efforts undertaken. The Affirmative Action Plan is also designed to consolidate information and knowledge gained over the past years and to capture changes in policy that have been developed since the publication of the last Affirmative Action Plan. The charts include an analysis of the present University employment force, accompanied by indications of employment goals, where necessary, set through October 2002 for increased representation of women and minorities in specific job groups within the University.

The 2002 Affirmative Action Plan is based on an analysis of the University work force. It has three parts: an availability analysis, a utilization analysis, and a set of goals. Below is a description of each part of the analysis.

## Job G roup Structure and Utilization Analysis

Harvard's job group structure consists of job groups that form the basis of its utilization analyses for all EEO6 categories. A university-wide redefinition of nonexempt and hourly job groups took place in 1998. In July 2001, the University combined two separate salary structures into one structure. Consistency in job groups and pay scales are more evident. The revised job group structure is also consistent with the University's human resource (HR) family groupings. (See Appendix A for a listing of Harvard's job groups and the job class codes found within each group.) These job groups are divisions of the Equal Employment Opportunity Commission's EEO6 categories that are set out below with examples of jobs that fall within each category.

Individuals are slotted into an affirmative action job group based on wage, content and opportunity similarity. These categories are consistent with federal guidelines:

1) Faculty - This category includes professor, associate professor, assistant professor, lecturer, and other faculty titles (See Appendix A for the salary grades and HR family groupings which determine each job group in this category)
2) Executive/Administrative/Managerial - This category includes individuals whose assignments require primary and major responsibility for institutional management, such as Vice Presidents, Associate Deans, Development Officers, Directors, Senior Program Officers are examples within this group. (See Appendix A for the salary grades and HR family groupings which determine each job group in this category.
3) Professional - This group includes individuals whose assignments require specialized professional training such as attorneys, physicians, accountants, or research professionals. (See Appendix A for the salary grades and HR family groupings which determine each job group in this category.)
4) Technical/Paraprofessional - This category includes employees who perform some of the duties of a professional or technician in a supportive role such as research assistants or those who are required to possess a combination of basic skills necessary for a position such as a dental technician.
5) Secretarial/Clerical - This category includes employees responsible for internal and external communication, financial support, staff assistants, library and museum support, and other general office workers.
6) Skilled Crafts - This category includes employees performing jobs which may require special manual skills. Examples of this group may include trades and grounds workers, mechanics, and printers.
7) Service/Maintenance - This category includes workers of duties related to the upkeep and care of buildings, facilities or grounds. Examples positions include custodial and maintenance, food services, police, guards, and transportation workers.

## A vailability A nalysis

The Department of Labor has currently issued the final rule of November 13, 2000; it now provides that the two primary factors should ideally be considered in determining availability. Availability was therefore computed for each job group within each EEO6 category, as suggested by Section §60-2.14(c) of the Code of Federal Regulations. Those factors are as follows:

## Minorities:

1) The percentage of minorities with requisite skills in the reasonable recruitment area. The reasonable recruitment area is defined as the geographical area from which the contractor usually seeks or reasonably could seek workers to fill the positions in question.
2) The percentage of minorities among those promotable, transferable, and trainable within the contractor's organization. Trainable refers to those employees within the contractor's organization who could, with appropriate training which the contractor is reasonably able to provide, become promotable or transferable during the AAP year.

Women:

1) The percentage of women with requisite skills in the reasonable recruitment area. The reasonable recruitment area is defined as the geographical area from which the contractor usually seeks or reasonably could seek workers to fill the positions in question.
2) The percentage of women among those promotable, transferable, and trainable within the contractor's organization. Trainable refers to those employees within the contractor's organization who could, with appropriate training which the contractor is reasonably able to provide, become promotable or transferable during the AAP year.

The following sections, detailed by EEO6, categorize the process used to arrive at availability figures that most accurately reflect those of the two factors deemed relevant according to H arvard's needs.

## EEO6 Category: Faculty

A primary distinction exists between the instructional and noninstructional work force. Thus, each Faculty develops the eight factor analysis for calculating availability for faculty positions.

Recruitment for faculty positions requires a level of sensitivity not available through census data. Census data do not reflect degrees of specialization, level or length of experience, financial requirements, or geographical preferences. Problems also arise because (1) faculty searches may be national or international, (2) the search may focus on unique skills or experiences, (3) the search may be limited to a few institutions of similar status, or (4) classification by level of educational attainment may include individuals with no interest in an academic career. Goals for faculty based solely on the census data, therefore, are somewhat inadequate.

The Faculties of the University are individually well-situated to identify the pool of individuals considered for membership in the individual Faculties. Each Faculty develops the factors that are appropriate for determining female and minority availability. These formulae attempt to encompass appropriate factors and rely on data sources specific to appropriate professions, disciplines, and specialties such as: the Association of American Medical College's data, and the A merican Assembly of Collegiate Schools of Business Profile, etc.

The Faculties have varying criteria for determining internal availability for each of the four Faculty job groups: Senior, Ladder, Research, and Other.

## EEO6 Categories: Executive/Administrative/M anagerial and Professional

A vailability in a job group is calculated using information derived from various publications such as the 1990 Census Data, Digest of Education Statistics 1998, Geographic Profile of Employment and Unemployment 1997, and several specialized surveys conducted by organizations such as COFHE. Factors regarding availability include the percentage of women and minorities with requisite skills in:
a) The relevant geographical area from which members of the job group are drawn (such as the Boston area or the entire country), and
b) Harvard's work force who are promotable to the job group.

Non-faculty availability is calculated by the Office of the Assistant to the President and does not vary from department to department. The 1990 census of Boston Consolidated Metropolitan Statistical Area (CMSA) was utilized for this category, as well as US national data from the same census. The degree of training needed for these positions is such that requisite skills and promotable employees were considered the most relevant factors.

## Executive/Administrative/Managerial Availability

|  | \% Availability <br> Minorities |  |
| :--- | ---: | ---: |
| Wob Group |  |  |
| Faculty and Student Services Managers \& Sr. Specialists | 15.35 | 51.64 |
| Human Resources Managers \& Sr. Specialists | 18.88 | 53.55 |
| Finance Managers \& Sr. Specialists | 13.65 | 52.92 |
| Food Service Managers \& Sr. Specialists | 20.57 | 44.43 |
| Facilities and Operations Managers \& Sr. Specialists | 14.45 | 49.14 |
| Administrative Managers \& Sr. Specialists | 16.65 | 55.51 |
| Information Technology Managers \& Sr. Specialists | 14.00 | 37.06 |
| Health Managers \& Sr. Specialists | 18.26 | 66.43 |
| Communications and Public Affairs Managers \& Sr. Specialists | 14.42 | 58.60 |
| Research Managers \& Sr. Specialists | 26.08 | 49.75 |
| Alumni Affairs and Development Managers \& Sr. Specialists | 5.26 | 56.73 |
| Library Managers \& Sr. Specialists | 12.15 | 67.32 |

## Professional Availability

|  | \% Availability <br> Job Group <br> Minorities |  |
| :--- | ---: | ---: |
| Women |  |  |
| Research Professionals | 23.52 | 49.04 |
| Human Resources Professionals | 19.77 | 59.68 |
| Information Technology Professionals and Supervisors | 16.00 | 34.15 |
| Technical Professionals and Sr. Specialists/Managers | 16.71 | 22.28 |
| Health Professionals | 15.73 | 65.02 |
| Library Professionals | 14.98 | 79.43 |
| Communications and Public Affairs Professionals | 14.54 | 55.46 |
| Police Professionals | 17.26 | 12.53 |
| Physicians \& Psychiatrists | 14.63 | 29.57 |
| Finance Professionals \& Financial Operations Supervisors | 14.62 | 53.75 |
| Legal Professionals | 7.44 | 26.05 |
| Alumni Affairs and Development Professionals | 5.79 | 56.42 |
| Administrative Professionals Level I | 19.95 | 65.15 |
| Faculty and Student Services Professionals | 18.20 | 56.28 |
| Food Service Supervisors and Specialists | 26.11 | 56.52 |
| Facilities and Operations Supervisors and Specialists | 31.99 | 29.44 |
| Administrative Professionals Level II | 19.13 | 65.32 |
| Museum Professionals | 13.30 | 56.02 |

EEO6 Categories: Technical/Paraprofessional, Secretarial/Clerical, Skilled Crafts, and Service/Maintenance

Eight factors were used in computing availability for job groups within these categories:

## Technical/Paraprofessional Availability

|  | \% Availability |  |
| :--- | :---: | ---: |
| Job Group | Minorities | Women |
| Animal Care | 4.09 | 54.50 |
| Lab Support | 17.76 | 52.01 |
| Technical/Mechanical | 18.45 | 43.03 |

## Secretarial/Clerical Availability

|  | \% Availability <br> Job Group |  |
| :--- | :---: | :---: |
|  |  |  |
| Minorities | Women |  |
| Staff Assistants | 10.86 | 81.46 |
| Library and Museum Support | 16.04 | 69.62 |
| Other General Office | 18.37 | 76.01 |
|  | 15.00 | 76.25 |

## Skilled Crafts Availability

|  | \% Availability |  |
| :--- | :--- | ---: |
| Job Group | Minorities | Women |
| Trades and Grounds Workers | 13.91 |  |
| Mechanics | 13.93 | 12.61 |
| Printers | 19.06 | 57.40 |

## Service/Maintenance Availability

|  | \% Availability <br> Job Group |  |
| :--- | :---: | :---: |
| Minorities | Women |  |
| Custodian |  |  |
| Food Service | 22.75 | 30.52 |
| Police Officers | 26.63 | 54.60 |
| Guards | 23.64 | 21.09 |
| Maintenance, Transportation, \& Distribution | 25.68 | 38.49 |
|  | 21.01 | 21.38 |

## Utilization Analysis

The utilization analysis is used to determine the level of participation of women and minorities in the University work force. Minority and female utilization is determined by an examination of their presence within various job groups.

The utilization analysis permits comparison between the representation of minority and female workers in the University workforce and their availability. The analysis identifies job groups in which women and/ or minorities are underutilized in the University work force. This analysis serves as a basis for establishing goals and helps to focus efforts in recruiting and training. It also provides the basis for a well-designed Affirmative Action Plan.

This Affirmative A ction Plan contains utilization analyses for each Faculty and each administrative unit. Each of the analyses displays the number of women and minorities within the job groups. The minority and female participation levels are compared to availability estimates to determine if women and/ or minorities are underutilized in those groups. Underutilization is defined as a negative difference greater than one half person between current employment levels and availability estimates.

Underutilization in a particular Faculty or unit is not by itself evidence of unlawful discrimination. Underutilization within a job group leads the University to focus its efforts within the context of the University's Affirmative Action Plan.

## G oals

The University has set goals to increase representation of minority and female employees where there is underutilization in its work force. Three-year goals for the 1999-2001 school years were statically calculated for the faculty. Within this three-year time frame, oneyear goals were estimated by each school, based on the expected number of hiring and promotional opportunities, the expected turnover, the availability rates and the existing pools of women and minorities in open faculty searches. Three-year targets were calculated within the three-year period. Progress toward goals and future opportunity projections are reported for each school.

Each school's section contains a table wit three-year goals for faculty which includes the calculated or statistical goals derived from the availability percentages, as well as the estimated number of net increases/ decreases and adjusted goals for each year. Some schools have set goals when there was no technical underrepresentation because of an anticipation in faculty growth.

Oneyear goals, based on the availability rates for women and minorities, are set every year for the administrative staff of each of the units. Goals were not set where a calculation of underutilization yields less than "one-half position."

Each unit's section also contains a summary of one-year goals and target populations for this year. A target population is the number of protected class members a unit would achieve if the goals were met at the end of each year. Target populations are determined by adding the goals to the current population of protected class members.

Goals are not rigid employment quotas. The statistical analysis and establishment of related goals represent an affirmative effort to ensure that the University continues to provide employment opportunities on a nondiscriminatory basis.

## RACIAL/ETHNIC DEFINITIONS

The definitions for racial/ ethnic groups, consistent with those found in Title 41, Part 60-3.4B of the Code of Federal Regulations, are given below:

Black (not of Hispanic origin): A person having origins in any of the Black racial groups of Africa.
Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa. The Indian subcontinent takes in the countries of India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim, and Bhutan.

Native American or Alaskan Native: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. Only those persons of Central or South American countries who are of Spanish origin, descent, or culture should be included in this classification. Persons from Brazil, Guyana, Surinam, or Trinidad, for example, would be classified according to their race and would not necessarily be included in the Hispanic classification. In addition, this classification does not include persons from Portugal, who should be classified according to race.

White (not of Hispanic origin): A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

## UNIVERSITY STRUCTURE AND RESPONSIBILITY FOR IM PLEMENTATION

Harvard University is best understood as a confederation of its various Faculties with a Central Administration. Decision-making is decentralized, and high degrees of responsibility for governance are vested in its various academic units. Consequently a great deal of cooperation, consent, and consultation characterize the governance process of the University. A collegial environment for decision making prevails, allowing for the combination of freedom and control that best suits an academic institution.

A Special Committee on Governance articulated the objective of management at Harvard in 1971:

> "Effective administration in an academic community turns less on formal assignment of power than on the general acceptance of University objectives, the support each academic unit feels it is receiving for its programs, the quality of leadership offered by the President, Deans, and department heads, and the relationship between the President and his Governing Boards and between the President and his Deans."

This section describes how responsibility for development, review, and implementation of affirmative action is assigned within the H arvard community.

## A. The President, G overning Boards, Provost, and D eans of the University

The Office of the President is the central governance unit of the University. Five Fellows of the University, along with the President and the Treasurer, comprise the Corporation, the principal governance board. This board is charged with the responsibility of maintaining the University's resources. The Board of Overseers, composed of 32 persons, reviews certain academic affairs and the management of the University through its visiting committees. The Provost works in close concert with the President on the major policy, planning, and administrative issues that are important to the University as a whole.

There are ten Deans whose responsibilities include management of both academic and administrative affairs of the following academic units: the Faculty of Arts and Sciences, the Graduate School of Business Administration, the School of Dental Medicine, the Graduate School of Design, the Divinity School, the Graduate School of Education, the John F. Kennedy School of Government, the Law School, the Medical School, and the School of Public Health. Each Faculty holds considerable autonomy in terms of determining academic purpose and management policy, and each has developed its own structure to meet the needs of its students, faculty, and staff. Coordination and communication among the Deans and Faculties occurs through the University's Academic Council. On October 1, 1999, Radcliffe College merged with Harvard University thereby establishing the Raddliffe Institute for Advanced Study. The Dean for the Radcliffe Institute also sits on the Academic Council. The President meets regularly with the Council to discuss, review, and recommend University-wide policies and procedures.

The Central Administration, structured around five Vice Presidents, holds responsibility for formulating and implementing University-wide policy and for providing administrative support for the Faculties as needed. The five administrative departments headed by Vice Presidents are: Vice President for Administration; Vice President for Alumni Affairs and Development; Vice President for Finance; Vice President and General Counsel; and Vice President for Government, Community, and Public Affairs.

The effectiveness of equal employment policies within this University structure is enhanced when flexibility is given to each Faculty to develop its own decision-making processes and procedures, such as sources of referral of female and minority candidates within specific academic disciplines. However, appropriate elements of University-wide affirmative action policies are interpreted, monitored, and reviewed centrally by representative offices and officials
within Harvard. All Faculties and administrative units hold independent responsibility for affirmative action within their own units of employment, but some officials in Central Administration offices hold specific University-wide responsibilities.

## B. The Assistant to the President and Associate Vice President

The Assistant to the President, on behalf of the Office of the President, holds responsibility for developing, advancing, and coordinating an effective University-wide affirmative action program. The Assistant to the President serves as Chair of the Equal Employment Opportunity Committee; provides regular reports on the University's performance to the Deans and the University community; maintains liaison with the Labor Department and the government agencies charged with affirmative action monitoring; monitors affirmative action implementation at Harvard including conduct of grievance procedures and hiring review practices; and initiates, sponsors, and/ or conducts a variety of ad hoc activities and programs aimed at increasing the employment and promotion of women and minorities at the University. These activities and programs range from recruitment to conferences on nationally focused affirmative action issues. The Assistant to the President also maintains communication with various organizations representing the perspectives of women and minorities at the University, and through similar liaison, provides advice and support to the Faculties and administrative units of the University.

## C. The University-Wide Equal Employment Opportunity Committee

The University-wide Equal Employment Opportunity Committee (EEOC) is composed of appointed representatives from each of the Faculties and administrative divisions of the University. Most Faculties designate two committee representatives, one for faculty affairs and one for staff employment matters. Designees are usually Associate Deans, Assistant Deans, and personnel directors.

The University EEOC was established in 1970 to provide advice and to coordinate Universitywide policies. The Committee assists the President with implementation of the Affirmative Action Plan by communicating to Deans and other supervisory officials and executives, changes in governmental requirements and review procedures; by identifying problem areas and recommending solutions; and by clarifying personnel management and planning needs for the future.

## D. Affirmative Action Liaisons and Committees within the Faculties

Each Faculty holds responsibility for periodically establishing an administrative forum on affirmative action matters. In most cases, the Faculties have established formal affirmative action committees or assigned this responsibility to an already existing personnel committee. Also each Faculty and administrative unit has designated an affirmative action liaison, with the larger Faculties designating a specialist for faculty matters and one for staff concerns. The committees and affirmative action liaisons hold responsibility for making all employees, in the various parts of the University, aware of affirmative action issues. They also monitor routine personnel activities, like hiring procedures, to make sure that minorities and women receive fair consideration and treatment.

The affirmative action liaisons also hold responsibility for data review and analysis associated with establishing the Affirmative Action Plan. They assist the Assistant to the President and the Office of Human Resources as necessary in monitoring routine personnel activities of their units. Since most participate on the University-wide EEOC, affirmative action liaisons also coordinate University-wide programs and activities and help identify University-wide areas of concern.

## E. The Offices of Human Resources

The Offices of Human Resources at each of the Schools and Vice Presidents' Offices advance the University's affirmative action policies by making known the University's commitment to employ members of minority groups and women. These offices stress the University's commitment through contacts with community groups, schools, universities, advocacy and special interest groups, and public and private employment agencies.

In cooperation with the Assistant to the President, the Central Office of Human Resources holds responsibility for personnel data analysis, identification of employment opportunities for minorities and women, and advising schools and departments on the implementation of affirmative action activities. Responsibility for personnel data collection is held by the Office for Information Systems, in cooperation with the Office of the Assistant to the President. The Office of Human Resources provides guidance to personnel officers and hiring supervisors on the processes used to hire non-faculty employees to ensure that minorities and women are considered. The Office of Human Resources has established an emphasis within its own operation on employment for minority exempt staff. It also organizes and implements regular orientation and supervisory training sessions for employees and supervisors to stress University policy and the mechanics of its implementation.

## F. Office of the Secretary of the University

The Office of the Secretary of the University plays a role in the University's affirmative action program by monitoring the processes by which faculty are hired. It does so on behalf of the President and Fellows and the Board of Overseers who jointly hold responsibility for final approval of faculty appointments. Each Faculty submits, for review by the Secretary's office, documentation of the process used to make sure as many minority and women candidates were included as possible within the pool of applicants for faculty positions.

## G. Office of the General Counsel

The Office of the General Counsel provides legal assistance to the Assistant to the President and to the Office of Human Resources by giving advice on the interpretation and implementation of federal and state laws, regulations, and court decisions. The Office provides technical assistance to officers of the Faculties and to the administrative units of Central Administration. The General Counsel represents the University in hearings, negotiations, and litigation before administrative agencies, and participates in the development of University-wide affirmative action policies as appropriate.

## H. Supervisory Staff

As in any institution, the translation of policy into reality can be accomplished only with the full cooperation of all persons who hold policy-making and supervisory positions. All executives, administrators, and managers at H arvard are charged with responsibility for implementing those affirmative action procedures that arise in the course of their assignments. Department chairs are responsible for the fairness of searches for new faculty and for vigorous searches for female and minority candidates in their departments. Administrative officers are responsible for the application of fair standards in hiring, promoting, compensating, and terminating non-teaching staff.

The supervisory staff is informed of its responsibilities by the University Affirmative Action Plan, through training programs, and through the University's Personnel Manual. Personnel interviewers must be scrupulous in the application of nondiscriminatory interviewing techniques. Purchasers and contractors for the University must be conscientious in their efforts to
seek out female and minority vendors, suppliers, and firms. All employees and University representatives are urged to advance the University's commitment to a discrimination-free environment by conscientious adherence to the policies contained in these documents.

## DISSEMINATION OF THE POLICY

As part of its efforts to disseminate its policy on affirmative action and equal employment opportunity, Harvard has implemented the following procedures:

## A. Internal

1) Harvard's Personnel $M$ anual includes a statement on affirmative action, as well as a detailed discussion of affirmative action procedures and requirements.
2) New Harvard employees are informed of the University's policy on affirmative action and equal employment opportunity.
3) The subjects of affirmative action and equal employment opportunity are discussed at senior executive and senior staff meetings.
4) The Harvard University Purchasing $M$ anual that is distributed to University personnel responsible for procurement includes a section on equal employment opportunity and civil rights and a section on the University's M inority Procurement Program.
5) Nondiscrimination clauses are included in all union agreements, and contractual provisions are included to ensure that union agreements are nondiscriminatory. Harvard has met with union officials to inform them of its affirmative action policy and to secure their cooperation in its implementation.
6) The President and Fellows' statement of reaffirmation of affirmative action and equal employment opportunity is publicized in strategic locations frequented by employees and prospective employees.
7) Harvard's annual A ffirmative A ction Plan is distributed widely to schools and departments.
8) Harvard University' Dialogues in Diversity newsletter is published and distributed widely on campus.
9) Harvard's A ffirmative A ction Plan and Summary A ffirmative A ction Plan are accessible on the internet and are accessible to all employees with an internet account. The address is www.oap.harvard.edu.
B. External
10) Recruiting sources are given notice of the University's nondiscrimination policy requesting that female and minority candidates be referred for open positions.
11) All newspaper employment advertisements contain an AA/ EEO policy statement emphasizing the University's commitment to diversity.
12) Through its application form for prospective employees, H arvard communicates the existence of its affirmative action program.
13) The University incorporates an appropriate AA/ EEO clause in all purchase order forms, leases, contracts, and other business agreements.
14) Letters of compliance with affirmative action policies and practices are required from appropriate subcontractors and vendors to the University.
15) Minority and women's organizations and community agencies throughout the state are informed of H arvard's affirmative action policies.
16) Harvard University's D ialogues in Diversity newsletter is published and distributed to peer institutions. This publication is also available on the Internet.
17) Harvard's A ffirmative A ction Plan and Summary A ffirmative A ction Plan are accessible on the internet, which are available to a variety of users nationally and internationally. The address is www.oap.harvard.edu.

## AFFIRMATIVE ACTION REPORTING STRUCTURE HARVARD UNIVERSITY

Lawrence H. Summers
Steven Hyman

President
Provost

THE FACULTIES

## Faculty of Arts and Sciences

William Kirby Marjorie Garber Geoffrey Peters Mary Straub Rebecca Wassarman

Dean
Associate Dean for Affirmative Action Associate Dean for Administrative Resources Director of Operations for Human Resources Assistant Dean for A cademic A ffairs

## Graduate School of Business Administration

Kim B. Clark AndreF. Pérold Angela Q. Crispi Imelda Dundas Ellen Mahoney
R. Bruce Donoff

Mary Cassesso
Mary Provo
Senior Associate Dean, Director of Faculty Recruiting
Associate Dean for Administration and Senior Executive Officer A ssistant Director of Faculty Administration and Secretary of the Faculty Chief Human Resources Officer

## School of Dental Medicine

Associate Dean for Administration and Finance
Director of Human Resources
Graduate School of Design
Peter Rowe
Patricia Roberts
Mike McGrath
Lauren Baccus

William Graham
Timothy Cross
David C. Lamberth
Nancy Grimes

## Harvard Divinity School

Dean
Associate Dean for A cademic Affairs
Director of Faculty Planning
Director of Human Resources

Acting Dean
Associate Dean for Finance and Administration Associate Dean for A cademic Affairs Director of Human Resource Services

## G raduate School of Education

John F. Kennedy School of G overnment
Joseph Nye
J. Bonnie Newm
John Straub
June Beth Banks
Carol Boris

Robert C. Clark
Alan Ray
Julie Englund
Chris Abbuhl

Joseph B. Martin
Joan Y. Reede
Nancy Kaufman
Mary Dupont
Robert Amelio
Tamara Suttle
Robert C. Clark
Alan Ray
Julie Englund
Chris Abbuhl

Dean
Executive Dean
Associate Dean for Human Resources and Operations
Director of Human Resources Operations A ppointments Coordinator

## H arvard Law School

## Harvard Medical School

## Radcliffe Institute for Advanced Study

Drew Faust
Louise Richardson
Annette Bonasoro

Barry Bloom
Bernita Anderson
Carolyn Everette

## School of Public Health

## CENTRAL ADMINISTRATION

## Offices of the President

## 0 ffice of the President

Lawrence $H$. Summers
Steven Hyman
James S. Hoyte
Jacqueline A. O'N eill

President
Provost
Assistant to the President and Associate Vice President Staff Director
Office of the G overning Boards

| Marc GoodheartSecretary of the Board of Overseers, <br> Secretary to the Corporation, <br> Secretary of the University, and <br> Assistant to the President |
| :--- |
| Office of the University M arshal <br> Richard Hunt <br> International O ffice <br> Sharon LaddUniversity Marshal |

Central Administration Information Technology ..... Daniel Moriarty
Deborah Brooks
A ssistant Provost for Information Systems
Director of Human Resources
University Health ServicesDr. David RosenthalDirector
David Kearns Assistant Director, Human Resources \& Central Operations
University Library Administration
Sidney VerbaBarbara S. Graham
BetteA. Viano
Associate Director for Administration and Programs
Director of Human Resources
University Art M useums
James Cuno Director
Vice President for Administration
Sally ZeckhauserVice President
Arnold Arboretum
Robert E. Cook ..... Director
Dining Services
Ted A. Mayer ..... Director
Faculty Club
June Cuomo
Heinrich Lutjens General M anager
Harvard Magazine John Rosenberg ..... Editor
Catherine Chute ..... Publisher
Harvard Planning and Real Estate
Kathy Spiegelman Associate Vice President
Harvard University PressWilliam SislerDirector

| Office of Human Resources |  |  |
| :---: | :---: | :---: |
| Polly Price |  | Associate Vice President |
| University O perations Services |  |  |
| Thomas Vautin |  | Associate Vice President |
|  | Vice President for Alumni Affairs \& D evelopment |  |
| Thomas Reardon |  | Vice President |
| John H. Hanselman |  | Recording Secretary |
| John P. Reardon, Jr. | Associate Vice P | t for University Relations |
|  | and Executive Directa | vard Alumni Association |
| Barbara Nadeau |  | cetor of Human Resources |
| Vice President for Finance |  |  |
| Elizabeth Huidekoper |  | Vice President |
| Vice President and G eneral Counsel |  |  |
| AnneTaylor |  | dent and General Counsel |
| University Security |  |  |
| Francis D. Riley |  | Director |
| Office of the G eneral Counsel |  |  |
| Robert Iuliano Deputy General Counsel |  |  |
| Mary Ann Mendes |  | OfficeAdministrator |

Vice President for G overnment, Community, and Public Affairs

| Alan Stone | Vice President <br> Jane Corlette <br> Joe Wrinn |
| :--- | ---: |
| Allied Institutions |  |
| Associate Vice President |  |
| Director, Public Affairs |  |

## AUXILIARY UNIT

## Credit Union

Eugene Foley
Lauren Wiedl
President/ Chief Executive Officer Marketing/ Human Resources Officer

## UNIVERSITY TOTALS

N on-medical Faculty Census for 1997-2002

|  | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Senior |  |  |  |  |  |  |
| Total | 762 | 785 | 795 | 795 | 815 | 825 |
| Women | 102 (13.4\%) | 113 (14.4\%) | 121 (15.2\%) | 134 (16.9\%) | 145 (17.8\%) | 153 (18.5\%) |
| Minorities | 74 (9.7\%) | 80 (10.2\%) | 79 (9.9\%) | 84 (10.6\%) | 88 (10.8\%) | 89 (10.8\%) |
| Ladder |  |  |  |  |  |  |
| Total | 485 | 490 | 525 | 524 | 535 | 530 |
| Women | 155 (32.0\%) | 159 (32.4\%) | 169 (32.2\%) | 165 (31.5\%) | 169 (31.6\%) | 172 (32.5\%) |
| Minorities | 84 (17.3\%) | 97 (19.8\%) | 97 (18.5\%) | 100 (19.1\%) | 100 (18.7\%) | 102 (19.2\%) |
| 0 ther |  |  |  |  |  |  |
| Total | 732 | 728 | 742 | 781 | 913 | 935 |
| Women | 204 (27.9\%) | 206 (28.3\%) | 218 (29.4\%) | 221 (28.3\%) | 309 (33.8\%) | 350 (37.4\%) |
| Minorities | 86 (11.7\%) | 94 (12.9\%) | 106 (14.3\%) | 124 (15.9\%) | 133 (14.6\%) | 169 (18.1\%) |
| R esearch |  |  |  |  |  |  |
| Total | 565 | 531 | 651 | 549 | 570 | 858 |
| Women | 164 (29.0\%) | 146 (27.5\%) | 183 (28.1\%) | 168 (30.6\%) | 181 (31.8\%) | 284 (33.1\%) |
| Minorities | 185 (32.7\%) | 181 (34.1\%) | 221 (33.9\%) | 199 (36.2\%) | 175 (30.7\%) | 311 (36.2\%) |
| Total Nonmedical Faculty |  |  |  |  |  |  |
| Total | 2544 | 2534 | 2713 | 2649 | 2833 | 3148 |
| Women | 625 (24.6\%) | 624 (24.6\%) | 691 (25.5\%) | 688 (26.0\%) | 804 (28.4\%) | 959 (30.5\%) |
| Minorities | 429 (16.9\%) | 452 (17.8\%) | 503 (18.5\%) | 507 (19.1\%) | 496 (17.5\%) | 671 (21.3\%) |

Non-medical faculty census includes University Professors and any faculty in Central Administration, but excludes the Faculty of the Medical School. For information on the Medical School, see pages 127-147.

## UNIVERSITY TOTALS

| N onfaculty Employee Census for 1997-2002 |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| E/A/M* |  |  |  |  |  |  |
| Total | 1484 | 1518 | 1655 | 1793 | 1935 | 2079 |
| Women | 791 (53.3\%) | 827 (54.5\%) | 891 (53.8\%) | 974 (54.3\%) | 1031 (53.3\%) | 1096 (52.7\%) |
| Minorities | 100 (6.7\%) | 116 (7.6\%) | 143 (8.6\%) | 173 (9.6\%) | 198 (10.2\%) | 218 (10.5\%) |
| Professional |  |  |  |  |  |  |
| Total | 2968 | 3175 | 3372 | 3520 | 3459 | 3548 |
| Women | 1899 (64.0\%) | 2066 (65.1\%) | 2206 (65.4\%) | 2310 (65.6\%) | 2253 (65.1\%) | 2298 (64.8\%) |
| Minorities | 373 (12.6\%) | 424 (13.4\%) | 485 (14.4\%) | 549 (15.6\%) | 554 (16.0\%) | 586 (16.5\%) |
| Technical/ |  |  |  |  |  |  |
| Paraprofessional |  |  |  |  |  |  |
| Total | 554 | 586 | 729 | 808 | 845 | 789 |
| Women | 292 (52.7\%) | 316 (53.9\%) | 398 (54.6\%) | 434 (53.7\%) | 461 (54.6\%) | 433 (54.9\%) |
| Minorities | 129 (23.3\%) | 133 (22.7\%) | 185 (25.4\%) | 200 (24.8\%) | 228 (27.0\%) | 206 (26.1\%) |
| Secretarial/ Clerical |  |  |  |  |  |  |
| Total | 2869 | 2885 | 2951 | 3153 | 3586 | 3647 |
| Women | 2218 (77.3\%) | 2219 (76.9\%) | 2243 (76.0\%) | 2372 (75.2\%) | 2679 (74.7\%) | 2708 (74.3\%) |
| Minorities | 495 (17.3\%) | 540 (18.7\%) | 591 (20.0\%) | 670 (21.2\%) | 774 (21.6\%) | 785 (21.5\%) |
| Skilled Crafts |  |  |  |  |  |  |
| Total | 223 | 208 | 200 | 203 | 194 | 214 |
| Women | 12 (5.4\%) | 11 (5.3\%) | 11 (5.5\%) | 9 (4.4\%) | 11 (5.7\%) | 12 (5.6\%) |
| Minorities | 23 (10.3\%) | 17 (8.2\%) | 18 (9.0\%) | 20 (9.9\%) | 16 (8.2\%) | 18 (8.4\%) |
| Service/ |  |  |  |  |  |  |
| M aintenan |  |  |  |  |  |  |
| Total | 995 | 942 | 995 | 1035 | 1097 | 1107 |
| Women | 325 (32.7\%) | 320 (34.0\%) | 364 (36.6\%) | 376 (36.3\%) | 407 (37.1\%) | 405 (36.6\%) |
| Minorities | 441 (44.3\%) | 427 (45.3\%) | 494 (49.6\%) | 535 (51.7\%) | 592 (54.0\%) | 596 (53.8\%) |
| Subtotal Nonfaculty |  |  |  |  |  |  |
| Total | 9093 | 9314 | 9902 | 10512 | 11116 | 11384 |
| Women | 5537 (60.9\%) | 5759 (61.8\%) | 6113 (61.7\%) | 6475 (61.6\%) | 6842 (61.6\%) | 6952 (61.1\%) |
| Minorities | 1561 (17.2\%) | 1657 (17.8\%) | 1916 (19.3\%) | 2147 (20.4\%) | 2362 (21.2\%) | 2409 (21.2\%) |
| Total Nonmedical Faculty and Nonfaculty |  |  |  |  |  |  |
| Total | 11637 | 11848 | 12615 | 13161 | 13949 | 14532 |
| Women | 6162 (53.0\%) | 6383 (53.9\%) | 6804 (53.9\%) | 7163 (54.4\%) | 7646 (54.8\%) | 7911 (54.4\%) |
| Minorities | 1990 (17.1\%) | 2109 (17.8\%) | 2419 (19.2\%) | 2654 (20.2\%) | 2858 (20.5\%) | 3080 (21.2\%) |

[^2]|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  | WOMEN |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | NATIVE |  |  | BLACK | NATIVE |  |  | AVAIL DATA | CURR <br> UTIL | AVAIL DATA | CURR UTIL |
|  |  |  |  |  | ASIAN | AMER | HISP |  | ASIAN | AMER | HISP |  |  |  |  |
| NON-MEDICAL FACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Senior | 825 | 89 | 153 | 18 | 38 | 0 | 16 | 8 | 8 | 1 | 0 |  | 10.79\% |  | 18.55\% |
| Ladder | 530 | 102 | 172 | 6 | 51 | 0 | 13 | 7 | 19 | 0 | 6 |  | 19.25\% |  | 32.45\% |
| Other | 935 | 169 | 350 | 21 | 49 | 1 | 14 | 15 | 55 | 0 | 14 |  | 18.07\% |  | 37.43\% |
| Research | 858 | 311 | 284 | 11 | 193 | 3 | 15 | 10 | 66 | 2 | 11 |  | 36.25\% |  | 33.10\% |
| NON-MEDICAL FACULTY TOTAL | 3148 | 61 | 959 | 56 | 331 | 4 | 58 | 40 | 148 | 3 | 31 |  | 21.32\% |  | 30.46\% |
| MEDICAL FACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Professors | 687 | 34 | 75 | 3 | 20 | 0 | 6 | 0 | 5 | 0 | 0 | 9.40\% | 4.95\% | 22.30\% | 10.92\% |
| Associate Professors | 1152 | 106 | 220 | 6 | 62 | 1 | 9 | 5 | 20 | 0 | 3 | 16.30\% | 9.20\% | 29.70\% | 19.10\% |
| Assistant Professors | 1653 | 271 | 493 | 15 | 165 | 1 | 25 | 14 | 45 | 0 | 6 | 18.80\% | 16.39\% | 41.70\% | 29.82\% |
| Instructor/ Lecturer | 5475 | 995 | 2276 | 60 | 397 | 3 | 97 | 72 | 285 | 2 | 79 | 35.50\% | 18.17\% | 42.90\% | 41.57\% |
| Training Status | 6277 | 2557 | 2533 | 78 | 1356 | 8 | 156 | 66 | 780 | 3 | 110 |  | 40.74\% |  | 40.35\% |
| MEDICAL FACULTY TOTAL | 15244 | 3963 | 5597 | 16 | 2000 | 13 | 293 | 157 | 1135 | 5 | 198 |  | 26.00\% |  | 36.72\% |
| FACULTY TOTAL | 18392 | 4634 | 6556 | 218 | 2331 | 17 | 351 | 197 | 1283 | 8 | 229 |  | 25.20\% |  | 35.65\% |
| NONFACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Faculty, Student Services Mgrs \& Sr Specialists | 230 | 29 | 131 | 5 | 3 | 2 | 1 | 13 | 3 | 0 | 2 | 15.35\% | 12.61\% | 51.64\% | 56.96\% |
| Human Resources M anagers \& Sr Specialists | 69 | 10 | 53 | 3 | 0 | 0 | 0 | 6 | 0 | 0 | 1 | 18.88\% | 14.49\% | 55.33\% | 76.81\% |
| Financial M anagers \& Sr Specialists | 169 | 18 | 107 | 3 | 2 | 0 | 1 | 6 | 5 | 0 | 1 | 13.65\% | 10.65\% | 52.92\% | 63.31\% |
| Food Services Managers \& Sr Specialists | 38 | 2 | 17 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 20.57\% | 5.26\% | 44.43\% | 44.74\% |
| Facilities \& Operations M grs \& Sr Specialists | 171 | 11 | 47 | 2 | 1 | 0 | 1 | 6 | 1 | 0 | 0 | 14.45\% | 6.43\% | 49.14\% | 27.49\% |
| Administrative Managers \& Sr Specialists | 354 | 19 | 220 | 1 | 4 | 0 | 3 | 6 | 3 | 0 | 2 | 16.65\% | 5.37\% | 55.51\% | 62.15\% |
| Information Technology M anagers \& Sr Specialists | 373 | 59 | 132 | 5 | 35 | 0 | 3 | 2 | 12 | 0 | 2 | 14.00\% | 15.82\% | 37.06\% | 35.39\% |
| Health M anagers \& Sr Specialists | 5 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.26\% | 0.00\% | 66.43\% | 80.00\% |
| Publications \& Comm. Mgrs \& Sr Specs | 108 | 8 | 52 | 3 | 0 | 0 | 1 | 3 | 1 | 0 | 0 | 14.42\% | 7.41\% | 58.60\% | 48.15\% |
| Research Managers \& Sr Specialists | 253 | 42 | 120 | 3 | 15 | 1 | 3 | 4 | 13 | 0 | 3 | 26.08\% | 16.60\% | 49.75\% | 47.43\% |
| Alumni Affairs, Development Mgrs \& Sr Specialists | 156 | 11 | 108 | 2 | 1 | 0 | 0 | 4 | 3 | 0 | 1 | 5.26\% | 7.05\% | 56.73\% | 69.23\% |
| Library Managers \& Sr Specialists | 153 | 9 | 105 | 0 | 5 | 0 | 0 | 1 | 2 | 0 | 1 | 12.15\% | 5.88\% | 67.32\% | 68.63\% |
| Subtotal 01 E/A/M | 2079 | 218 | 1096 | 28 | 66 | 3 | 13 | 51 | 44 | 0 | 13 |  | 10.49\% |  | 52.72\% |
| Research Professionals | 271 | 72 | 165 | 5 | 16 | 1 | 4 | 4 | 37 | 0 | 5 | 23.52\% | 26.57\% | 49.04\% | 60.89\% |
| Human Resources Professionals | 61 | 13 | 54 | 0 | 0 | 0 | 1 | 6 | 2 | 1 | 3 | 19.77\% | 21.31\% | 59.68\% | 88.52\% |
| Info Technology Professionals \& Operations M grs | 566 | 110 | 220 | 18 | 30 | 0 | 13 | 12 | 28 | 0 | 9 | 16.00\% | 19.43\% | 34.15\% | 38.87\% |
| Technical Professionals, Sr Specialists/ M anagers | 105 | 17 | 22 | 3 | 4 | 0 | 4 | 0 | 5 | 0 | 1 | 16.71\% | 16.19\% | 22.28\% | 20.95\% |
| Health Professionals | 119 | 23 | 97 | 2 | 1 | 0 | 1 | 4 | 11 | 0 | 4 | 15.73\% | 19.33\% | 65.02\% | 81.51\% |
| Library Professionals | 297 | 38 | 210 | 2 | 6 | 0 | 2 | 5 | 18 | 0 | 5 | 14.98\% | 12.79\% | 79.43\% | 70.71\% |
| Communications and Public Affairs Professionals | 276 | 27 | 196 | 2 | 3 | 0 | 2 | 4 | 16 | 0 | 0 | 14.54\% | 9.78\% | 55.46\% | 71.01\% |
| Police Professionals | 16 | 2 | 8 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 7.50\% | 12.50\% | 26.08\% | 50.00\% |
| Physicians | 49 | 8 | 17 | 2 | 1 | 0 | 1 | 2 | 2 | 0 | 0 | 14.63\% | 16.33\% | 29.57\% | 34.69\% |
| Financial Professionals \& Operations Supervisors | 301 | 68 | 227 | 3 | 6 | 0 | 2 | 25 | 16 | 0 | 16 | 14.62\% | 22.59\% | 53.75\% | 75.42\% |
| Legal Professionals | 46 | 11 | 27 | 2 | 0 | 0 | 0 | 4 | 1 | 0 | 4 | 7.44\% | 23.91\% | 26.05\% | 58.70\% |
| Alumni Affairs and Development Professionals | 119 | 16 | 95 | 1 | 2 | 0 | 1 | 6 | 5 | 0 | 1 | 5.79\% | 13.45\% | 56.42\% | 79.83\% |
| Administrative Professionals Level I | 316 | 40 | 275 | 3 | 2 | 0 | 1 | 20 | 6 | 1 | 7 | 19.95\% | 12.66\% | 65.15\% | 87.03\% |


|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  | WOMEN |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | NATIVE |  |  |  | NATIVE |  |  |  | AVAIL DATA | CURR <br> UTIL | AVAIL DATA | CURR <br> UTIL |
|  | ALL | MIN | WOMEN | BLACK | ASIAN | AMER | HISP | BLACK | ASIAN | AMER | HISP |  |  |  |  |
| Faculty and Student Services Professionals | 363 | 58 | 256 | 13 | 2 | 1 | 2 | 15 | 13 | 1 | 11 | 18.20\% | 15.98\% | 56.28\% | 70.52\% |
| Food Services Supervisors | 36 | 7 | 13 | 2 | 0 | 0 | 1 | 4 | 0 | 0 | 0 | 26.11\% | 19.44\% | 56.52\% | 36.11\% |
| Facilities and Operations Supervisors | 70 | 22 | 21 | 10 | 1 | 0 | 7 | 1 | 2 | 0 | 1 | 31.99\% | 31.43\% | 29.44\% | 30.00\% |
| Administrative Professionals Level II | 407 | 48 | 323 | 2 | 4 | 0 | 3 | 12 | 13 | 2 | 12 | 19.95\% | 11.79\% | 65.15\% | 79.36\% |
| Museum Professionals | 130 | 6 | 72 | 1 | 0 | 0 | 2 | 0 | 3 | 0 | 0 | 13.30\% | 4.62\% | 56.02\% | 55.38\% |
| Subtotal 02 Professional | 3548 | 586 | 2298 | 71 | 78 | 2 | 47 | 125 | 178 | 5 | 80 |  | 16.52\% |  | 64.77\% |
| Animal Care | 132 | 61 | 49 | 16 | 2 | 1 | 26 | 1 | 0 | 0 | 15 | 4.09\% | 46.21\% | 54.50\% | 37.12\% |
| Lab Support | 513 | 137 | 350 | 9 | 15 | 1 | 8 | 46 | 34 | 1 | 23 | 17.76\% | 26.71\% | 52.01\% | 68.23\% |
| Technical/ Mechanical | 144 | 8 | 34 | 2 | 2 | 0 | 2 | 1 | 0 | 0 | 1 | 18.45\% | 5.56\% | 43.03\% | 23.61\% |
| Subtotal 03Tech/Para | 789 | 206 | 433 | 27 | 19 | 2 | 36 | 48 | 34 | 1 | 39 |  | 26.11\% |  | 54.88\% |
| Financial Support | 313 | 100 | 241 | 13 | 3 | 0 | 5 | 38 | 22 | 1 | 18 | 10.86\% | 31.95\% | 81.46\% | 77.00\% |
| Staff Assistants | 1916 | 425 | 1545 | 34 | 12 | 1 | 24 | 190 | 80 | 2 | 82 | 16.04\% | 22.18\% | 69.62\% | 80.64\% |
| Library \& Museum Support | 530 | 100 | 325 | 13 | 18 | 0 | 6 | 15 | 41 | 0 | 7 | 18.37\% | 18.87\% | 76.01\% | 61.32\% |
| Other General Office | 888 | 160 | 597 | 40 | 9 | 0 | 15 | 48 | 23 | 0 | 25 | 15.00\% | 18.02\% | 76.25\% | 67.23\% |
| Subtotal $05 \mathrm{Sec} /$ /Clerical | 3647 | 785 | 2708 | 100 | 42 | 1 | 50 | 291 | 166 | 3 | 132 |  | 21.52\% |  | 74.25\% |
| Trades and Grounds Workers | 112 | 9 | 8 | 3 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 13.91\% | 8.04\% | 12.61\% | 7.14\% |
| Mechanics | 90 | 8 | 1 | 5 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 13.93\% | 8.89\% | 7.40\% | 1.11\% |
| Printers | 12 | 1 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.06\% | 8.33\% | 57.91\% | 25.00\% |
| Subtotal 06 Skilled Crafts | 214 | 18 | 12 | 9 | 0 | 0 | 9 | 0 | 0 | 0 | 0 |  | 8.41\% |  | 5.61\% |
| Custodian | 357 | 315 | 169 | 64 | 4 | 0 | 88 | 54 | 2 | 0 | 103 | 22.75\% | 88.24\% | 30.52\% | 47.34\% |
| Food Services | 494 | 224 | 207 | 68 | 19 | 0 | 62 | 35 | 11 | 1 | 28 | 26.63\% | 45.34\% | 54.60\% | 41.90\% |
| PoliceOfficers | 54 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23.64\% | 1.85\% | 21.09\% | 0.00\% |
| Guards | 96 | 27 | 27 | 16 | 2 | 0 | 3 | 5 | 0 | 0 | 1 | 25.68\% | 28.13\% | 38.49\% | 28.13\% |
| Maintenance, Transportation \& Distribution | 106 | 29 | 2 | 16 | 2 | 1 | 10 | 0 | 0 | 0 | 0 | 21.01\% | 27.36\% | 21.38\% | 1.89\% |
| Subtotal 08 Service/Maint. | 1107 | 596 | 405 | 165 | 27 | 1 | 163 | 94 | 13 | 1 | 132 |  | 53.84\% |  | 36.59\% |
| NONFACULTY TOTAL | 11384 | 2409 | 6952 | 400 | 232 | 9 | 318 | 609 | 435 | 10 | 396 |  | 22.16\% |  | 61.07\% |
| GRAND TOTAL | 29776 | 7043 | 13508 | 618 | 2563 | 26 | 669 | 806 | 1718 | 18 | 625 |  | 23.65\% |  | 45.37\% |

## THE FACULTIES

Faculty of Arts and Sciences

Graduate School of Business Administration

Harvard School of Dental Medicine

Graduate School of Design

Harvard Divinity School

Graduate School of Education

John F. Kennedy School of Government

Harvard Law School

Harvard Medical School

Radcliffe Institute for Advanced Study

Harvard School of Public Health

## FACULTIES TOTALS

## Non-medical Faculty Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Senior |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 745 |  | 766 |  | 776 |  | 776 |  | 796 |  | 809 |  |
| Women | 100 | (13.4\%) | 112 | (14.6\%) | 120 | (15.5\%) | 133 | (17.1\%) | 144 | (18.1\%) | 152 | (18.8\%) |
| Minorities | 72 | (9.7\%) | 77 | (10.1\%) | 76 | (9.8\%) | 81 | (10.4\%) | 85 | (10.7\%) | 87 | (10.8\%) |
| Ladder |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 485 |  | 490 |  | 525 |  | 524 |  | 535 |  | 530 |  |
| Women | 155 | (32.0\%) | 159 | (32.4\%) | 169 | (32.2\%) | 165 | (31.5\%) | 169 | (31.6\%) | 172 | (32.5\%) |
| Minorities | 84 | (17.3\%) | 97 | (19.8\%) | 97 | (18.5\%) | 100 | (19.1\%) | 100 | (18.7\%) | 102 | (19.2\%) |
| O ther |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 718 |  | 711 |  | 727 |  | 776 |  | 900 |  | 928 |  |
| Women | 202 | (28.1\%) | 203 | (28.6\%) | 215 | (29.6\%) | 219 | (28.2\%) | 306 | (34.0\%) | 347 | (37.4\%) |
| Minorities | 85 | (11.8\%) | 92 | (12.9\%) | 104 | (14.3\%) | 123 | (15.9\%) | 130 | (14.4\%) | 167 | (18.0\%) |
| Research |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 481 |  | 460 |  | 594 |  | 545 |  | 565 |  | 857 |  |
| Women | 148 | (30.8\%) | 131 | (28.5\%) | 169 | (28.5\%) | 165 | (30.3\%) | 178 | (31.5\%) | 284 | (33.1\%) |
| Minorities | 171 | (35.6\%) | 165 | (35.9\%) | 206 | (34.7\%) | 199 | (36.5\%) | 173 | (30.6\%) | 311 | (36.3\%) |
| Subtotal |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 2429 |  | 2427 |  | 2622 |  | 2621 |  | 2796 |  | 3124 |  |
| Women | 605 | (24.9\%) | 605 | (24.9\%) | 673 | (25.7\%) | 682 | (26.0\%) | 797 | (28.5\%) | 955 | (30.6\%) |
| Minorities | 412 | (17.0\%) | 431 | (17.8\%) | 483 | (18.4\%) | 503 | (19.2\%) | 488 | (17.5\%) | 667 | (21.4\%) |

## FACULTIES TOTALS

| N onf aculty Employee Census for 1997-2002 |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| E/A/M* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 921 |  | 948 |  | 1091 |  | 1216 |  | 1284 |  | 1381 |  |
| Women | 504 | (54.7\%) | 520 | (54.9\%) | 603 | (55.3\%) | 671 | (55.2\%) | 688 | (53.6\%) | 740 | (53.6\%) |
| Minorities | 59 | (6.4\%) | 75 | (7.9\%) | 94 | (8.6\%) | 119 | (9.8\%) | 135 | (10.5\%) | 146 | (10.6\%) |
| Professional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 2004 |  | 2194 |  | 2423 |  | 2618 |  | 2542 |  | 2622 |  |
| Women | 1305 | (65.1\%) | 1449 | (66.0\%) | 1607 | (66.3\%) | 1752 | (66.9\%) | 1679 | (66.1\%) | 1709 | (65.2\%) |
| Minorities | 272 | (13.6\%) | 301 | (13.7\%) | 356 | (14.7\%) | 424 | (16.2\%) | 420 | (16.5\%) | 441 | (16.8\%) |
| Technical/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Paraprofessional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 497 |  | 531 |  | 655 |  | 703 |  | 718 |  | 673 |  |
| Women | 264 | (53.1\%) | 290 | (54.6\%) | 368 | (56.2\%) | 382 | (54.3\%) | 391 | (54.5\%) | 368 | (54.7\%) |
| Minorities | 115 | (23.1\%) | 120 | (22.6\%) | 169 | (25.8\%) | 175 | (24.9\%) | 199 | (27.7\%) | 181 | (26.9\%) |
| Secretarial/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Clerical |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 1965 |  | 2019 |  | 2147 |  | 2350 |  | 2692 |  | 2741 |  |
| Women | 1511 | (76.9\%) | 1558 | (77.2\%) | 1649 | (76.8\%) | 1786 | (76.0\%) | 2036 | (75.6\%) | 2062 | (75.2\%) |
| Minorities | 341 | (17.4\%) | 370 | (18.3\%) | 421 | (19.6\%) | 478 | (20.3\%) | 560 | (20.8\%) | 573 | (20.9\%) |
| Skilled Crafts |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 3 |  | 3 |  | 3 |  | 3 |  | 3 |  | 29 |  |
| Women | 1 | (33.3\%) | 1 | (33.3\%) | 1 | (33.3\%) | 1 | (33.3\%) | 1 | (33.3\%) | 5 | (17.2\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 8 | (27.6\%) |
| Service/ |  |  |  |  |  |  |  |  |  |  |  |  |
| M aintenance |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 44 |  | 42 |  | 123 |  | 45 |  | 123 |  | 129 |  |
| Women | 3 | (6.8\%) | 3 | (7.1\%) | 4 | (3.3\%) | 3 | (6.7\%) | 43 | (35.0\%) | 43 | (33.3\%) |
| Minorities | 10 | (22.7\%) | 12 | (28.6\%) | 11 | (8.9\%) | 11 | (24.4\%) | 81 | (65.9\%) | 81 | (62.8\%) |
| Subtotal N onfaculty |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 5434 |  | 5737 |  | 6442 |  | 6935 |  | 7362 |  | 7575 |  |
| Women | 3588 | (66.0\%) | 3821 | (66.6\%) | 4232 | (65.7\%) | 4595 | (66.3\%) | 4838 | (65.7\%) | 4927 | (65.0\%) |
| Minorities | 797 | (14.7\%) | 878 | (15.3\%) | 1051 | (16.3\%) | 1207 | (17.4\%) | 1395 | (18.9\%) | 1430 | (18.9\%) |
| Total Nonfaculty and Non-medical Faculty |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 7863 |  | 8164 |  | 9064 |  | 9556 |  | 10158 |  | 10699 |  |
| Women | 4193 | (53.3\%) | 4426 | (54.2\%) | 4905 | (54.1\%) | 5277 | (55.2\%) | 5635 | (55.5\%) | 5882 | (55.0\%) |
| Minorities | 1209 | (15.4\%) | 1309 | (16.0\%) | 1534 | (16.9\%) | 1710 | (17.9\%) | 1883 | (18.5\%) | 2097 | (19.6\%) |

[^3]

|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  | WOMEN |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | NATIVE |  |  |  | NATIVE |  |  |  | AVAIL | CURR | AVAIL | CURR |
|  | ALL | MIN | WOMEN | BLACK | ASIAN | AMER | HISP | BLACK | ASIAN | AMER | HISP | DATA | UTIL | DATA | UTIL |
| Research Professionals | 271 | 72 | 165 | 5 | 16 | 1 | 4 | 4 | 37 | 0 | 5 | 23.52\% | 26.57\% | 49.04\% | 60.89\% |
| Human Resources Professionals | 23 | 7 | 23 | 0 | 0 | 0 | 0 | 5 | 1 | 0 | 1 | 19.77\% | 30.43\% | 59.68\% | 100.00\% |
| Info Technology Professionals \& Operations M grs | 418 | 87 | 154 | 14 | 24 | 0 | 12 | 11 | 19 | 0 | 7 | 16.00\% | 20.81\% | 34.15\% | 36.84\% |
| Technical Professionals, Sr Specialists/ M anagers | 81 | 11 | 14 | 2 | 2 | 0 | 3 | 0 | 4 | 0 | 0 | 16.71\% | 13.58\% | 22.28\% | 17.28\% |
| Health Professionals | 33 | 4 | 23 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 15.73\% | 12.12\% | 65.02\% | 69.70\% |
| Library Professionals | 275 | 38 | 193 | 2 | 6 | 0 | 2 | 5 | 18 | 0 | 5 | 14.98\% | 13.82\% | 79.43\% | 70.18\% |
| Communications and Public Affairs Professionals | 153 | 21 | 116 | 1 | 2 | 0 | 2 | 1 | 15 | 0 | 0 | 14.54\% | 13.73\% | 55.46\% | 75.82\% |
| Financial Professionals \& Operations Supervisors | 177 | 39 | 134 | 1 | 4 | 0 | 1 | 15 | 9 | 0 | 9 | 14.62\% | 22.03\% | 53.75\% | 75.71\% |
| Legal Professionals | 34 | 9 | 19 | 2 | 0 | 0 | 0 | 3 | 1 | 0 | 3 | 7.44\% | 26.47\% | 26.05\% | 55.88\% |
| Alumni Affairs and Development Professionals | 72 | 9 | 57 | 0 | 1 | 0 | 1 | 4 | 2 | 0 | 1 | 5.79\% | 12.50\% | 56.42\% | 79.17\% |
| Administrative Professionals Level I | 277 | 35 | 241 | 3 | 2 | 0 | 1 | 17 | 5 | 1 | 6 | 19.95\% | 12.64\% | 65.15\% | 87.00\% |
| Faculty and Student Services Professionals | 342 | 55 | 240 | 13 | 2 | 1 | 1 | 15 | 11 | 1 | 11 | 18.20\% | 16.08\% | 56.28\% | 70.18\% |
| Food Services Supervisors | 5 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26.11\% | 0.00\% | 56.52\% | 60.00\% |
| Facilities and Operations Supervisors | 34 | 9 | 7 | 7 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 31.99\% | 26.47\% | 29.44\% | 20.59\% |
| Administrative Professionals Level II | 363 | 43 | 289 | 2 | 3 | 0 | 3 | 11 | 11 | 2 | 11 | 19.13\% | 11.85\% | 65.32\% | 79.61\% |
| Museum Professionals | 64 | 2 | 31 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 13.30\% | 3.13\% | 56.02\% | 48.44\% |
| Subtotal 02 Professional | 2622 | 441 | 1709 | 52 | 6 | 2 | 34 | 92 | 134 | 4 | 61 |  | 16.82\% |  | 65.18\% |
| Animal Care | 132 | 61 | 49 | 16 | 2 | 1 | 26 | 1 | 0 | 0 | 15 | 4.09\% | 36.36\% | 54.50\% | 34.09\% |
| Lab Support | 463 | 117 | 301 | 8 | 15 | 1 | 8 | 31 | 33 | 1 | 20 | 17.76\% | 25.27\% | 52.01\% | 65.01\% |
| Technical/ Mechanical | 78 | 3 | 18 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 18.45\% | 3.85\% | 43.03\% | 23.08\% |
| Subtotal 03Tech/Para | 673 | 181 | 368 | 24 | 18 | 2 | 35 | 33 | 33 | 1 | 35 |  | 26.89\% |  | 54.68\% |
| Financial Support | 170 | 54 | 135 | 6 | 2 | 0 | 2 | 24 | 9 | 0 | 11 | 10.86\% | 31.76\% | 81.46\% | 79.41\% |
| Staff Assistants | 1405 | 306 | 1140 | 28 | 6 | 1 | 20 | 127 | 62 | 2 | 60 | 16.04\% | 21.78\% | 69.62\% | 81.14\% |
| Library \& Museum Support | 479 | 95 | 300 | 13 | 18 | 0 | 4 | 14 | 39 | 0 | 7 | 18.37\% | 19.83\% | 76.01\% | 62.63\% |
| Other General Office | 687 | 118 | 487 | 27 | 5 | 0 | 10 | 41 | 16 | 0 | 19 | 15.00\% | 17.18\% | 76.25\% | 70.89\% |
| Subtotal $\mathbf{0 5 S e c} /$ /Clerical | 2741 | 573 | 2062 | 74 | 31 | 1 | 36 | 206 | 126 | 2 | 97 |  | 20.90\% |  | 75.23\% |
| Trades and Grounds Workers | 29 | 8 | 5 | 2 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0.1391 | 27.59\% | 12.61\% | 17.24\% |
| Subtotal 06Skilled Crafts | 29 | 8 | 5 | 2 | 0 | 0 | 6 | 0 | 0 | 0 | 0 |  | 27.59\% |  | 17.24\% |
| Custodian | 77 | 66 | 37 | 13 | 0 | 0 | 18 | 15 | 2 | 0 | 18 | 22.75\% | 85.71\% | 30.52\% | 48.05\% |
| Food Services | 5 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 26.63\% | 40.00\% | 54.60\% | 100.00\% |
| M aintenance, Transportation \& Distribution | 47 | 13 | 1 | 6 | 1 | 0 | 6 | 0 | 0 | 0 | 0 | 21.01\% | 27.66\% | 21.38\% | 2.13\% |
| Subtotal 08 Service/Maintenance | 129 | 81 | 43 | 19 | 1 | 0 | 24 | 15 | 2 | 0 | 20 |  | 6279\% |  | 33.33\% |
| NONFACULTY TOTAL | 75/5 | 1430 | 4927 | 187 | 157 | 8 | 143 | 381 | 325 | 7 | 222 |  | 18.88\% |  | 65.04\% |
| GRAND TOTAL | 25943 | 6060 | 11479 | 403 | 2488 | 25 | 494 | 578 | 1607 | 15 | 450 |  | 23.36\% |  | 44.25\% |

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## FACULTY OF ARTS AND SCIENCES

## Faculty

The Faculty of Arts and Sciences' efforts to increase the representation of women and minority scholars among the senior and ladder ranks of the faculty continued to yield positive results. There has been progress in the past year, with gains in the number of senior women in two divisions (the third remained the same), and an increased number of women and minorities in all divisions in the nontenured ranks. The total number of minority group members at the senior level remained the same.

## Progress Toward Last Year's G oals

## Senior Faculty

The goals set last year were met for women and for minority scholars: since November 1, 2001 five women joined the senior faculty, as did four minority group members, out of a total of 23 new senior appointments. This year four of the new senior women are in the Social Sciences and one is in the Humanities; three of the new minority group members are in the Social Sciences and one is in the Natural Sciences. It is already known that two women will join the senior faculty as of January 1 and February 1 , 2003, and three more will begin on July 1, 2003. Offers of appointment are pending to two senior women. These are promising signs, and suggest that the Faculty will continue to grow more diverse.

Women
Women now comprise 18.3 percent of the senior faculty. The new appointments of the past year expand on the very significant gains in the appointment of women to tenured positions that have been made in the last decade, during which time the progress in increasing the number of women in the senior ranks has been substantial. Indeed, since 1992, the number of women has more than doubled (from 40 to 81), during a period when the total number of senior faculty has increased much more slowly (by almost 12 percent, from 396 to 443 ). Thus 87 percent of the net increase in the size of the senior faculty over the past decade is the result of a net increase in the number of women faculty. Progress has been especially rapid in the last several years: the net increase in the number of women in senior faculty positions since 1999 has exceeded the overall increase in the size of the faculty and the percentage of women has increased steadily. It is particularly encouraging that for women in all three divisions, utilization currently exceeds availability.

These gains have been accomplished despite the low rate of turnover in the tenured ranks, and the relatively limited number of appointments made in any given year. The end of mandatory retirement has meant fewer departures from the senior faculty, since most departures are due to retirement rather than resignation. The representation of women among new appointments, however, is markedly different from the composition of the cohort of those retiring: over 95 percent (all but one) of those who departed last year were men. Thus as turnover does occur, the Faculty will inevitably become more diverse.

| Faculty | Total | Women | Current (\%) | Availability (\%) |
| :---: | :---: | :---: | :---: | :---: |
| Humanities | 133 | 37 | 27.8 | 24.4 |
| Social Sciences | 162 | 34 | 21 | 15.9 |
| Natural Sciences | 157 | 14 | 8.9 | 7.4 |
| Total FAS | 443 | 81 | 18.3 | 15.0 |

* total FAS does not equal the sum of the divisions because several faculty hold joint appointments in two divisions

Efforts also continue to be directed at increasing the representation of minority scholars across all disciplines in the senior ranks. Due in part to the factors outlined above, and in part to relatively low availability, progress in this area has been slower. Efforts continue to bear fruit, though, as demonstrated by the addition of four minority scholars to tenured positions this past year. Unfortunately this gain was diminished by the retirement or departure of three senior minority faculty members.

| Faculty | Total | Minorities | Current (\%) | Availability (\%) |
| :---: | :---: | :---: | :---: | :---: |
| Humanities | 133 | 12 | 9.0 | 8.7 |
| Social Sciences | 162 | 17 | 10.5 | 13.7 |
| Natural Sciences | 157 | 14 | 8.9 | 8.2 |
| Total FAS | 443 | 41 | 9.3 | 10.2 |

* total FAS does not equal the sum of the divisions because several faculty hold joint appointments in two divisions.


## Ladder Faculty

From 1991 to 1998 the total number of nontenured ladder faculty (assistant and associate professors) de clined by 24 percent (from 227 to 172 ). Since then, however, the trend has begun to be reversed: there has been a moderate increase in each of the last four years (from 172 to 191 assistant and associate professors).

As has been noted in previous reports, at least some of the growth in tenured appointments overall (and of women and minority scholars in particular) has come about through internal promotion. New senior appointments since November 1, 2001 include six promotions to tenure from the ladder ranks (three in the Natural Sciences, two in the Humanities (one of whom is a woman) and one in the Social Sciences). While this is certainly a positive statistic, it does mean a concomitant decrease in the number of junior faculty. Our efforts to recruit and retain talented junior colleagues must therefore continue unabated. To the extent that the representation of women and minority scholars in the nontenured ranks of the faculty is high, and to the degree that their scholarly potential can be developed during the years prior to a tenure review, the potential pool for senior appointments of women and minority scholars will, of course, be strengthened.

## Women

Although women constitute just over one-third of nontenured faculty, utilization lags availability for the faculty in the Humanities and especially in the Natural Sciences. In the Social Sciences, however, the gain in the number of women faculty has brought the current percentage to a higher level than availability. Between November 1, 2001 and September 20, 2002, out of a total of 32 new appointees, 13, or $40.6 \%$, were women. Because annual turnover among nontenured faculty is relatively high, there is opportunity for similar gains in the Humanities and the Natural Sciences through sustained attention to effective recruitment and retention. Dean Kirby's annual letter for 2003 highlights the importance of deep and broad faculty searches at all levels and particularly notes his commitment to increasing the diversity of the Faculty. As more junior appointments are made and as, we hope, more members of the ladder faculty are promoted to tenured positions, the representation of women and minorities overall will surely improve.

| Faculty | Total | Women | Current (\%) | Availability (\%) |
| :---: | :---: | :---: | :---: | :---: |
| Humanities | 62 | 26 | 41.9 | 52.5 |
| Social Sciences | 75 | 34 | 45.3 | 43.1 |
| Natural Sciences | 59 | 8 | 13.6 | 27.5 |
| Total FAS | 191 | 64 | 33.5 | 35.5 |

* total FAS does not equal the sum of the divisions because several faculty hold joint appointments in two divisions

M inorities
The FAS has had success in recent years in the appointment of minority ladder faculty; this year five members of minority groups joined the junior faculty. With these new appointments, the utilization rate is greater than the availability rate for the nontenured faculty in all three divisions this year. Even so, we remain committed to increasing our absolute numbers.

| Faculty | Total | Minorities | Current (\%) | Availability (\%) |
| :---: | :---: | :---: | :---: | :---: |
| Humanities | 62 | 10 | 16.1 | 11.3 |
| Social Sciences | 75 | 12 | 16.0 | 12.2 |
| Natural Sciences | 59 | 10 | 16.9 | 12.6 |
| Total FAS | 191 | 30 | 15.7 | 12.3 |

* total FAS does not equal the sum of the divisions because several faculty hold joint appointments in two divisions

Efforts to recruit and retain outstanding nontenured faculty have been enhanced as a consequence of substantial improvements in compensation that Dean Knowles implemented in the spring of 2000. The standard starting salary for assistant and associate professors was increased by more than 10 percent (with commensurate adjustments for continuing nontenured faculty), the housing supplement was increased, and a degree of flexibility was added to the salary structure. Annual adjustments continue to be made to ladder faculty starting salaries and to housing supplements, and the Office for Faculty Development works closely with departments to devise competitive offer packages. These provisions, along with parental teaching relief, extensions to appointments due to significant child care responsibilities, additional leave time, more flexibility regarding leave eligibility for ladder faculty, and salary support to supple ment outside fellowships (described in past reports), contribute to the prospects for professional development and thus promotion to tenure.

New appointments of women and minority scholars in the ladder ranks enhance the Faculty, and support the conviction that a diverse faculty is essential to excellent scholarship and teaching. The FAS will continue to make every effort to recruit, to retain, and to promote outstanding women and minority scholars, and to create an environment that welcomes and supports individuals with a range of backgrounds and experiences. We recognize that the recruitment of women and minority faculty, as well as the cultivation of future women and minority scholars, depends in large measure on the creation of an atmosphere that affirms and sustains diversity.

The Faculty of Arts and Sciences will continue its efforts to achieve, in both the short and the long term, the increased diversity of its faculty. The Dean and his staff, together with the A cademic Deans, will continue to work closely with academic departments to ensure that women and scholars from underutilized minority groups are considered at every stage of the appointment process, from the solicitation of applications, through the creation of a short list of candidates, to the appointment itself.

## Other Faculty

The "Other Faculty" group includes full and part-time visiting faculty (Lecturers, A ssistant, A ssociate and full Professors), Instructors, Drill Instructors, Tutors, Preceptors, Lecturers, Senior Preceptors, Senior Lecturers, and Professors of the Practice. Many of these appointments are annual, and some are dependent upon primary appointments that are administrative or curatorial. Some, like Tutors in the Biochemical Sciences, supplement positions elsewhere at Harvard, such as the Medical School. [In order to avoid double counting with other affirmative action reports in the Faculty of Arts and Sciences or Harvard University more broadly, we count here only those whose appointments have FTEs assigned to them, that is, those who are directly paid by the FAS for their teaching.] The "other" category thus encompasses a very wide range of appointments, including visiting faculty and annual or term appointments designed to fill short-term or specialized needs; the nature of the category results in a range of career stages. Visiting Professors, Professors of the Practice, Senior Lecturers, and Senior Preceptors are often at a mature career stage and (except for visiting faculty) have ongoing appointments. By contrast, many Lecturers and Preceptors have only recently obtained the Ph.D., and are appointed for shorter periods. Consequently, the labor pool for this rather eclectic appointment category is difficult to ascertain with accuracy. The availability rates used are those for nontenured faculty, which are likely to overestimate the true representation of women and minorities in at least some segments of this labor pool. Despite these cautions, there is no pattern of significant underutilization of either women or minorities, although there are some divisional variations. In both categories overall, our utilization exceeds availability. Utilization equals availability in this category for women in the Humanities and Social Sciences; women are underutilized in the Natural Sciences. Minority scholars are underutilized in the Social Sciences.

An initial view of the number of faculty in the "other" category reveals an apparent significant increase this year (from 376 to 432). A portion of this change (18) is due to the inclusion for the first time of Drill Instructors in the Humanities, whose positions were recently reclassified from staff to faculty. [This reclassification also accounts for some of the increase in the percentage of minority scholars in the "other" teaching ranks, as all of the Drill Instructors are Asian.] Some of the rest of the apparent increase may result from the transition in the FAS to a new, more sophisticated database, which has improved the level of analysis possible for this report. This year, perhaps for the first time, Lecturers in Drama (3) and Preceptors in Continuing Education (9) have been counted.

## Professional Research Appointments

Professional research appointments include full- and part-time salaried appointees with the title of Visiting Scholar, Post-Doctoral Fellow, Research Associate, or Senior Research Fellow. The vast majority of such research appointments ( $67 \%$ ) are made in the N atural Sciences. Using the availability rates for nontenured faculty shows that there is some underutilization of women in this job group, though minority group members vastly exceed availability. It should be noted that the number of these appointments in the Humanities and Social Sciences is relatively low (each representing approximately onequarter of those in the $N$ atural Sciences); utilization percentages should be considered in this light. Moreover, most appointments are made to fill specialized positions in specific research areas.

Faculty members are expected to make research appointments in the context of all applications received, with special attention to applications from women and minorities. If the nominee is not a minority or woman, the documentation for the appointment must include comparative reference to the leading minority and women candidates.

The total number of research faculty included in our data has increased substantially this year (from 380 to 663). This can largely be attributed to the more sophisticated analysis made possible by the improved database. The 2002 report provided data on researchers from only 11 units (Anthropology, Molecular and Cellular Biology, Organismic and Evolutionary Biology, Chemistry and Chemical Biology, the Clas-
sics, the Division of Engineering and Applied Sciences, Earth and Planetary Sciences, Mathematics, Physics, Psychology and Statistics). In contrast, this report reflects 51 units: the 11 noted above plus the Asia Center, the Center for Basic Research in the Social Sciences, Celtic Languages and Literatures, the Weatherhead Center for International Affairs, the Center for Middle Eastern Studies, the Center for European Studies, the Center for Jewish Studies, the Charles Warren Center for Studies in American History, the W.E.B. Dubois Institute for Afro-American Research, Economics, English and American Literature and Language, the Center for the Environment, Expository Writing, the Fairbank Center for East Asian Research, History of Art and Architecture, Harvard Forest, the Center for Genomics Research, Government, History of American Civilization, Harvard College Observatory, the Center for Hellenic Studies, the Harvard-MIT Data Center, History of Science, the David Rockefeller Center for Latin American Studies, Linguistics, Music, Near Eastern Languages and Civilizations, OEB Research, the Peabody Museum, Philosophy, Physics Maryland, the Edwin O. Reischauer Institute for Japanese Studies, Romance Languages and Literatures, the Rowland Institute, the Davis Center for Russian and Eurasian Studies, the Society of Fellows, Sociology, the Ukrainian Research Institute, Women's Studies and the HarvardYenching Institute. If we simply counted the 11 units that encompassed the previous data pool, we would have only 426 researchers this year.

## Faculty Employment Activity Summary

The following table reports the actual net gains and losses for the past three-year period and the threeyear target goals for years 2003, 2004 and 2005. The projected goals may be adjusted in future years to reflect hiring rates, the number of minorities and women in the candidate pools and the effects of attrition.

## Three-Year G oals and Projections for Employment Activity

Nov. 1, 2002 to Oct. 31, 2005

| Job Group | $\begin{array}{\|c} \hline 3 \mathrm{yr} \text {. Target } \\ \text { Goals } \\ 2000-2002 \end{array}$ |  | Actual Net Gains / (Losses) <br> 2000-2002 |  |  | $\begin{gathered} 3 \text { yr. Target } \\ \text { Goals } \\ 2003-2005 \end{gathered}$ |  | $\begin{gathered} \text { Goals } \\ 2002-2003 \end{gathered}$ |  | Projected Goals 2003-2004 |  | Projected Goals 2004-2005 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | $\begin{aligned} & \text { § } \\ & \stackrel{1}{0} \\ & \$ \end{aligned}$ |  | $\begin{aligned} & \mathscr{y} \\ & \stackrel{y}{\square} \\ & \stackrel{y}{c} \end{aligned}$ | $\begin{aligned} & \text { ¢ } \\ & \stackrel{y}{0} \\ & \vdots \end{aligned}$ | $\begin{aligned} & \text { y } \\ & \frac{1}{0} \\ & \stackrel{0}{\Sigma} \end{aligned}$ |  |  | $\begin{aligned} & \text { § } \\ & \stackrel{y}{0} \\ & \$ \end{aligned}$ | $\begin{aligned} & \text { O} \\ & \frac{1}{\bar{C}} \\ & \stackrel{C}{\Sigma} \end{aligned}$ | $\begin{aligned} & \stackrel{y}{0} \\ & \stackrel{y}{0} \\ & \$ \end{aligned}$ |  | ¢ ÉO 3 |
| Senior | 10 | 4 | 13 | 7 | 21 | 6 | 12 | 2 | 4 | 2 | 4 | 2 | 4 |
| Ladder | 0 | 12 | 8 | 5 | 4 | 5 | 6 | 2 | 2 | 1 | 2 | 2 | 2 |
| Research | 0 | 48 | 259 | 87 | 111 | 0 | 45 | - | - | - | - | - | - |
| Other | 10 | 0 | 210 | 52 | 126 | 0 | 0 | - | - | - | - | - | - |

## Strategies to Alleviate Underutilization for Women and Minorities

The emphasis in Harvard's Affirmative Action program continues to be on the need to act affirmatively at the outset of searches, and to develop pools of candidates that are as deep and diverse as possible. The effectiveness of the Task Force on Faculty Diversity (described in the 1999 Report), which has been working with departments in the $N$ atural Sciences, encourages the view that we will continue to increase the
representation of women and minority scholars in the Faculty. Last year, the Dean appointed an analogous group to focus on the Humanities and Social Sciences.

The Standing Committee on the Status of Women works with department chairs and others to address the general concerns of women within the departments and the Faculty as a whole, and responds to specific concerns as they arise. The Committee holds regular lunch meetings with women faculty from all de partments to discuss a wide range of issues affecting the quality of their professional and personal lives at Harvard. The energy and commitment the members bring are most important in making affirmative action an explicit consideration in all searches.

The consideration of each proposed tenure appointment in FAS by the Academic Deans routinely includes careful consideration of the breadth and inclusiveness of the search process. Other ongoing affirmative action recruitment activities include asking departments to carry out the following as they pursue new ladder and senior faculty:

- Advertising the position widely and take other steps, as appropriate, to enlarge the pool of applicants and to specify that minorities and women are especially invited to apply
- Consulting with other universities about potential minority and female candidates
- Reporting on specific efforts to identify minority and female candidates, and indicate the total number of applicants as well as estimates of the numbers of female and minority applicants
- Providing a list of all candidates considered, including those on the original "long list" as well as those on the final "short list"
- Reporting on withdrawals or offers rejected at earlier points in the process
- Describing the search procedure, including copies of correspondence and advertisements, records of telephone conversations, and description of all efforts to identify minority and women candidates
- Describing, if a minority or woman is not selected, the qualifications of the leading minority and women candidates and compare these candidates to the nominee, whether or not they were included in the department's short list. Departments are also asked to report to the Dean all decisions not to review, or not to recommend, a current faculty member for promotion, either to associate or full professor

During the past several years, a variety of both ongoing and one-time efforts have been made to create an atmosphere that welcomes and affirms diversity in the FAS, and to explore innovative ways to increase the representation of women and minority faculty. Many of these have been described in previous reports, and will be summarized again here:

- The Parental Teaching Relief and Childcare A ppointment Extension Policies provide that ladder faculty with children are eligible to take parental teaching relief and/ or to request an extension of their appointments. Such policies are extremely important in attracting and in retaining young faculty, and in enhancing the quality of their professional lives.
- The Faculty's Sexual Harassment Coordinating Committee continues to investigate claims of harassment and to undertake educational efforts to ensure that behavior and environment are not, even inadvertently, hostile to women.
- The Committee on Ethnic Studies, chaired in 2002-2003 by Professor Kay Kaufman Shelemay, nominates visiting faculty, who offer courses on a wide range of topics. Such visiting faculty appointments provide a vehicle for increasing, albeit temporarily, faculty diversity. The Committee has also collaborated with an academic department to fund the appointment of a ladder faculty member whose work is in the field of Ethnic Studies.

The GSAS actively recruits minority applicants, on the premise that the range of backgrounds and approaches embodied in a diverse student population increases the quality of intellectual life; this will also serve to increase diversity in the future professoriate. These and other efforts recognize that the longrange solution to the challenge of increasing gender and racial diversity in the academy as a whole continues to depend on increasing the number of women and people of color pursuing academic careers.

## Non-faculty

This affirmative action plan includes all of the administrative, managerial, supervisory, professional, support, technical, service and maintenance staff positions within the Faculty of Arts and Sciences including the Graduate School of Arts and Sciences, Division of Continuing Education and Harvard College Library.

## Progress Toward Last Year's G oals

During 2002, the total non-faculty employment at the Faculty of Arts and Sciences (FAS) increased from 2628 to 2930 staff. This reflects an overall increase of approximately $11.5 \%$, or an additional 302 employees. One hundred and six employees were added to FAS through the transfer of Hellenic Studies and Dumbarton Oaks from Central Administration and an additional 22 employees were added through a new Harvard affiliate, the Rowland Institute. The remaining 175 positions represent new positions in existing departments and programs. There were 546 hiring opportunities throughout the FAS in 2002. Approximately $63 \%$ (346) of hires were women and nearly $20 \%$ (106) of hires were minorities. Overall female representation decreased by $2 \%$ and overall minority representation increased by $2 \%$. The FAS's progress over the last year, in specific job families, is outlined below.

## Female Recruitment

In the Executive/ Administrative/ Management (EAM) category there was a recruitment goal of 29 female hires. In this category there were 64 hiring opportunities with 29 female hires (45.31\%). FAS met or exceeded the goal in several specific job families. Two key positions that have broad impact within the FAS were filled by female candidates: Assistant Dean for Faculty Development and Assistant Dean for Academic Affairs. Other key positions filled by female candidates include: Executive Director of Latin American Studies, Executive Director for the Center for European Studies, Associate Director of Athletics, Assistant Director of the DuBois Institute and Director of Information Technology Services for FAS.

- Administrative M anagers \& Senior Specialists - There was a recruitment goal of two female hires. There were 12 opportunities with nine female hires. FAS met and exceeded this goal.
- Facilities \& Operations M grs \& Senior Specialists - There was a recruitment goal of 11 female hires. There were three opportunities with no female hires.
- Faculty, Student Services M grs \& Senior Specialists - There was a recruitment goal of three female hires. There were 10 opportunities with four female hires. FAS met and exceeded this goal.
- Information Technology Managers \& Senior Specialists - There was a recruitment goal of seven female hires. There were 14 opportunities with four female hires.
- Library Managers \& Senior Specialists - There was a recruitment goal of one female hire. There were six opportunities with six female hires. FAS met and exceeded this goal.
- Research Managers \& Senior Special ists - There was a recruitment goal of five female hires. There were 15 opportunities with four female hires.

In the Professional category, there was a recruitment goal of 36 female hires. In this category, there were 164 opportunities. Of the 164 hires, 92 (56.1\%) were female. M ost of these female hires represent job families that did not have specific recruitment goals. Three hires in this area that are particularly noteworthy are the Assistant Director of Sports Media Relations and Manager of Marketing and Promotions, both in the Athletics Department; and the Production Manager in the Memorial Hall/ Lowell Complex. Additionally, there were three management positions filled by female candidates in the category of Technical Professionals, Senior Specialists/ Managers within Chemistry, Molecular and Cellular Biology and the Division of Engineering and A pplied Sciences.

- Facilities and Operations Supervisors - There was a recruitment goal of two female hires. There were three opportunities with no female hires.
- Health Professionals - There was a recruitment goal of one female hire. There were two opportunities with one female hire. FAS met this goal.
- Info Technology Professionals \& Operations Supervisors - There was a recruitment goal of threefemale hires. There were 30 opportunities with 12 female hires. FAS met and exceeded this goal.
- Library Professionals - There was a recruitment goal of 18 female hires. There were 20 opportunities with 13 female hires.
- Museum Professionals - There was a recruitment goal of six female hires. This category had only four opportunities, and all four were female hires.
- Technical Professionals, Senior Specialists/ Managers - There was a recruitment goal of six female hires. There were eight opportunities with three female hires.

In the Technical/ Paraprofessional category there was an overall recruitment goal of 19 female hires. There were 55 opportunities with 24 female hires (43.64\%), however, with the exception of two female hires in the Technical/ Mechanical job family, all of these were in the Lab Support job family which did not have specific female recruitment goals.

- Animal Care-There was a recruitment goal of threefemale hires. There were three opportunities with no female hires.
- Technical/ Mechanical - There was a recruitment goal of 16 female hires. There were seven opportunities with two female hires.

In the Secretarial/ Clerical category, there was a recruitment goal of 115 female hires. There were 261 opportunities with 200 female hires ( $76.63 \%$ ). All of the specific job family recruitment goals in this category were met and exceeded.

- Library and Museum Support - There was a recruitment goal of 44 female hires. There were 88 opportunities with 67 female hires.
- Other General Office- There was a recruitment goal of 27 female hires. There were 56 opportunities with 36 female hires.
- Staff Assistants - There was a recruitment goal of 44 female hires. There were 105 opportunities with 87 female hires.

In the Service Maintenance Workers category there was a recruitment goal of four female hires. There were only two opportunities in this category with one female hire (50\%).

- Custodial/ M aintenance- There was a recruitment goal of onefemale hire. There were no opportunities.
- Maintenance, Distribution \& Transportation - There was a recruitment goal of three female hires. There was only one opportunity with no female hires.


## Minority Recruitment

In the EAM category, there were 64 hiring opportunities. There was an overall goal to hire 34 minorities. Eight ( $12.5 \%$ ) of these resulted in the hiring of a minority candidate. While FAS did not meet all the re cruitment goals, there were a number of specific searches where advertising and recruitment efforts were developed to attract a diverse candidate pool. Due to these efforts two key positions that have broad impact within the FAS were filled by minority candidates: Director of Communications reporting directly to the Executive Dean and Senior Human Resources Professional reporting directly to the Associate Dean for Administrative Resources. Nearly 14\% of the hires in the EAM category were minority women, which represents significant progress for the FAS.

- Administrative M anagers \& Senior Specialists - There was a recruitment goal of seven minority hires. There were 12 opportunities with one minority hire.
- Communications \& Public Affairs Managers \& Senior Specialists - There was a recruitment goal of two minority hires. There were two opportunities with one minority hire.
- Facilities \& Operation M grs \& Senior Specialists - There was a recruitment goal of one minority hire. There were three opportunities with no minority hires.
- Faculty \& Student Services Managers \& Senior Special ists - There was a recruitment goal of 13 minority hires. There were 10 opportunities with one minority hire.
- Financial Managers \& Senior Specialists - There was a recruitment goal of two minority hires. There were no hiring opportunities in this job family, at the EAM level.
- Human Resources Managers \& Senior Specialists - There was a recruitment goal of one minority hire. There was one opportunity and it resulted in the hire of a minority candidate. This recruitment goal was met.
- Library M anagers \& Senior Specialists - There was a recruitment goal of one minority hire. There were six opportunities with no minority hires.
- Research Managers and Senior Specialists - There was a recruitment goal of seven minority hires. There were 15 opportunities with two minority hires.
- Information Technology Managers \& Senior Specialists - There were no minority recruitment goals for this job family. There were however, 14 hiring opportunities and two resulted in minority hires.

In the Professional category, there was an overall recruitment goal of 47 hires. There were a total of 164 hiring opportunities and 27 ( $16.46 \%$ ) were minority hires. FAS saw a $26 \%$ increase in the number of minorities employed in this category, which is significant progress. FAS sponsored an Administrative Fellow in a job within this category and formally hired two Administrative Fellows at the end of the program year. The Asia Center conducted a search for a Computer Specialist to help with high-level Chinese Japanese-Korean program support. Given the specialized nature of the work this position was difficult to fill. They successfully hired a minority (female) candidate in the spring.

- Administrative Professionals Level I - There was a recruitment goal of nine minority hires. There were 24 opportunities with three minorities hires.
- Administrative Professionals Level II - There was a recruitment goal of eight minority hires. There were eight opportunities with one minority hire.
- Facilities and Operations Supervisors - There was a recruitment goal of one minority hire. There were three opportunities with no minority hires.
- Faculty \& Student Services Professionals - There was a recruitment goal of 14 minority hires. There were 29 opportunities with four minority hires.
- Financial Professionals \& Operations Supervisors - There was a recruitment goal of three minority hires. There were seven opportunities with one minority hire.
- Food Services Supervisors \& Specialists - There was a recruitment goal of one minority hire. There was one opportunity with no minority hires.
- Health Professionals - There was a recruitment goal of one minority hires. There were two hiring opportunities with no minority hires.
- Human Resources Professionals - There was a recruitment goal of one minority hire. There were no hiring opportunities in this job family.
- Library Professionals - There was a recruitment goal of two minority hires. There were twenty opportunities with two minority hires. This goal was met.
- Museum Professionals - There was a recruitment goal of six minority hires. There were four opportunities with no minority hires.
- Research Professionals - There was a recruitment goal of one minority hire. There were 18 opportunities with four minority hires. FAS met and exceeded this goal.

In the Technical/ Paraprofessional category, FAS made progress in reaching its recruitment goal in the hiring of minorities in the Lab Support category. There was a recruitment goal of seven minority hires. There were 48 opportunities and seven were minority hires (14.58\%). In the Technician/ Mechanical cate gory FAS did not meet the recruitment goal. There was a goal of nine minority hires. There were seven opportunities with no minority hires.

In the Secretarial/ Clerical category, there were 261 opportunities with 63 minority hires (24.14\%). The only job family with specific recruitment goals was Other General Office. In this category there was a goal of five minority hires. There were 56 opportunities with nine minority hires. FAS met and exceeded this goal. Minorities were hired at the highest rate within the Secretarial/ Clerical category. While there were not specific recruitment goals in all these areas, it is worth noting that 25 of 105 hires in the Staff Assistant job group were minorities and similarly, 25 of the 88 hires in the Library/ Museum Support job group wereminorities.

FAS did not have any minority recruitment goals in the Service M aintenance Workers category.
The FAS Computer Services (FASCS) department routinely attempts to attract diverse candidates. They have been very successful in their ongoing efforts. They had 14 positions to fill over the past year and successfully hired six female and five minority candidates. The A thletics Department has also initiated efforts to recruit a more diverse candidate pool for their job openings, in particular coaching positions. They have begun routinely posting positions on a website specifically targeting black athletic coaches. They have expressed an interest in targeting Hispanic coaches as well, but neither the FAS Employment Specialist or Buyer Advertising have been able to locate this type of venue. Molecular and Cellular Biology had 44 hiring opportunities and successfully hired nine racially diverse minority candidates which represents 20\% of their hiring efforts. The Division of Engineering and Applied Sciences had 15 opportunities with 10 female hires (66\%). These female hires were primarily in the Professional category, including Administrative, Information Technology, Research and Technical job families.

One department that has found it difficult to attract minority applicants is the Office for the Arts. They have placed several ads in El Mundo, Bay State Banner and participated in the Boston Herald Minority Job Fair. They report their efforts have not resulted in developing diverse candidate pools for their jobs.

In addition to the efforts of individual departments to attract and recruit diverse candidates, FAS routinely posts job openings on two websites targeting minority candidates: www.imdiversity.com and www.HireDiversity.com. Additionally the Employment Coordinator represented FAS at the National Association for the Advancement of Colored People (NAACP) Career Fair and the National Association of Asian American Professionals (NAAAP) Career Fair and routinely participates in Team Harvard activities.

## A reas of Current Underutilization

In 2002, FAS experienced an $11.5 \%$ growth in its staff census. We have seen some modest gains in overall utilization of minorities in all job categories as compared to 2001, with 14.02\% overall utilization in 2001 and $15.97 \%$ utilization in 2002, while we experienced a slight decrease in female utilization from $60.41 \%$ in 2001 to $58.23 \%$ in 2002. Overall, FAS continues to experience underutilization in many of the same job families as in previous years. Given the growth factor we would have hoped for better minority and female representation at all levels of the organization.

We see the lowest level of minority representation at the Executive and Administrative M anagement level with $8.9 \%$ representation in this group. This is most notable in three specific job groups, Faculty and Student Services Managers and Senior Specialists, Administrative Managers and Senior Specialists and Research Managers and Senior Specialists. As the three largest groups of employees at the EAM level of the organization, these job families provide the most opportunity for hiring minorities. Female representation within the EAM category continues to be lowest among Facilities and Operations Managers and Senior Specialists and Information Technology Managers and Senior Specialists, two job families with historical under-representation of women. FAS is interested in providing promotional opportunities within the job family ladders, whenever possible. Taking this into account, there may be some limited promotional opportunities for minorities and women, at the professional level of these job families.

Within the Professional category, FAS saw a small increase in minority representation from 13.2\% in 2001 to $14.6 \%$ in 2002. Within the category, low minority representation is especially noteworthy in Faculty and Student Services, Administrative Professional Level I and Level II and the Museum job families. As already noted, FAS hired 25 minority candidates into the Staff Assistant and Library/ Museum Support job families, each. Over time there may be promotional opportunities into the Professional Category for some of those hired

## Strategies to Alleviate Underutilization of Women and M inorities

## Hiring Strategies

The recruitment and hiring process in FAS is very decentralized, which can be a barrier to school-wide recruitment initiatives. Each department is responsible for establishing recruitment strategies, including advertising and promotion. In support of the Affirmative Action Plan the FAS Employment Team notifies hiring managers of the Affirmative Action goals as they relate to specific job opportunities available in their department and offers assistance in establishing job specific recruitment strategies. Using the Guide to Diversity Advertising developed by Buyer Advertising for Harvard, we identify specific advertising venues available. The Employment Team maximizes the visibility of all jobs in FAS through active participation in University-wide recruitment efforts. Jobs are posted on the diversity websites made available to us via Harvard Employment Services, which includes www.imdiversity.com and www.HireDiversity.com. Additionally, we participate in community-based career fairs, such as those
hosted by the Boston Globe, Boston Herald, NAACP and NAAAP. Through these venues, we are able to identify candidates for specific job opportunities and forward their resumes to hiring managers.

## Retention and Climate/ Promotion and Training Opportunities

As noted in last years report, a review of turnover and retention rates in FAS showed a higher turnover rate among minority employees than among non-minority employees. FAS had identified the development of three programs to help address this disparity: exit interviews, mentoring, new hire orientation. While FAS did make some progress in developing these programs, we faced several barriers that made it difficult to effectively achieve our goals. Most notable was turnover in FAS Human Resources, increased efforts to bring jobs into better compliance with FLSA and the increased work required to respond to the new HR climate with the implementation of the new PeopleSoft system.

1. An exit interview process was established. Separating employees were either interviewed in person and/ or responded to a written survey. We found there was no discernable difference in the responses of minority staff as compared to non-minority staff. What we did find however is that many staff who worked in Service/ Maintenance, Skilled Crafts, Secretarial/ Clerical, Technical/ Paraprofessional and to some extent, Professional jobs, were less satisfied with the educational and promotional opportunities available to them as compared to those in EAM level positions. Most reported overall satisfaction with all other aspects of their employment at FAS. We have begun to address the need for training opportunities by hiring a part-time Training Specialist. This person has met with staff representing all levels of the organization and has begun to implement many new training programs as well as increasing access to University-wide training opportunities offered through the Center for Training and Development.
2. A Mentoring Program has not yet been established. FAS remains committed to this project. With the establishment of a new Director of Operations for Human Resources, we are better poised to move forward with the development of this program.
3. A N ew Hire O rientation program has been devel oped but due to the impact of the new PeopleSoft system, we were not able to role this out as planned. We intend to offer the pilot session in February/ M arch 2003.

The goal of these initiatives is to create opportunities for addressing diversity within the climate, resources and goals of FAS. In addition to these major initiatives, FASPS will continue to extend invitations to FAS managers and department administrators to participate in Workforce Initiative Conferences, Diversity Discussions, Summer Teens Employment Program, Team Harvard events and other events and activities relating to diversity.

## FACULTY OF ARTS AND SCIENCES

Faculty Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Senior |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 419 |  | 433 |  | 430 |  | 434 |  | 442 |  | 443 |  |
| Women | 52 | (12.4\%) | 58 | (13.4\%) | 60 | (14.0\%) | 69 | (15.9\%) | 76 | (17.2\%) | 81 | (18.3\%) |
| Minorities | 32 | (7.6\%) | 33 | (7.6\%) | 34 | (7.9\%) | 38 | (8.8\%) | 41 | (9.3\%) | 41 | (9.3\%) |


| Ladder |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 189 |  | 172 |  | 183 |  | 185 |  | 191 |  | 191 |  |
| Women | 62 | (32.8\%) | 58 | (33.7\%) | 60 | (32.8\%) | 56 | (30.3\%) | 59 | (30.9\%) | 64 | (33.5\%) |
| Minorities | 28 | (14.8\%) | 26 | (15.1\%) | 25 | (13.7\%) | 27 | (14.6\%) | 26 | (13.6\%) | 30 | (15.7\%) |


| Research |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 304 |  | 325 |  | 404 |  | 369 |  | 380 |  | 663 |  |
| Women | 71 | (23.4\%) | 75 | (23.1\%) | 83 | (20.5\%) | 85 | (23.0\%) | 96 | (25.3\%) | 194 | (29.3\%) |
| Minorities | 111 | (36.5\%) | 133 | (40.9\%) | 163 | (40.3\%) | 150 | (40.7\%) | 115 | (30.3\%) | 250 | (37.7\%) |


| Other |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 267 |  | 223 |  | 22 |  | 246 |  | 376 |  | 432 |  |
| Women | 91 | (34.1\%) | 75 | (33.6\%) | 71 | (32.0\%) | 57 | (23.2\%) | 150 | (39.9\%) | 197 | (45.6\%) |
| Minorities | 20 | (7.5\%) | 18 | (8.1\%) | 18 | (8.1\%) | 23 | (9.3\%) | 35 | (9.3\%) | 70 | (16.2\%) |


| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 1179 |  | 1153 |  | 1239 |  | 1234 |  | 1389 |  | 1729 |  |
| Women | 276 | (23.4\%) | 266 | (23.1\%) | 274 | (22.1\%) | 267 | (21.6\%) | 381 | (27.4\%) | 536 | (31.0\%) |
| Minorities | 191 | (16.2\%) | 210 | (18.2\%) | 240 | (19.4\%) | 238 | (19.3\%) | 217 | (15.6\%) | 391 | (22.6\%) |

## FACULTY OF ARTS AND SCIENCES

Nonfaculty Employee Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| E/A/M* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 339 |  | 344 |  | 369 |  | 400 |  | 422 |  | 513 |  |
| Women | 152 | (44.8\%) | 157 | (45.6\%) | 174 | (47.2\%) | 192 | (48.0\%) | 192 | (45.5\%) | 235 | (45.8\%) |
| Minorities | 22 | (6.5\%) | 23 | (6.7\%) | 24 | (6.5\%) | 27 | (6.8\%) | 32 | (7.6\%) | 46 | (9.0\%) |
| Professional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 820 |  | 842 |  | 908 |  | 966 |  | 915 |  | 1019 |  |
| Women | 483 | (58.9\%) | 504 | (59.9\%) | 536 | (59.0\%) | 573 | (59.3\%) | 539 | (58.9\%) | 592 | (58.1\%) |
| Minorities | 91 | (11.1\%) | 90 | (10.7\%) | 104 | (11.5\%) | 120 | (12.4\%) | 118 | (129\%) | 149 | (14.6\%) |
| Technical/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Paraprofessional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 173 |  | 173 |  | 189 |  | 206 |  | 197 |  | 190 |  |
| Women | 74 | (42.8\%) | 77 | (44.5\%) | 80 | (42.3\%) | 86 | (41.7\%) | 90 | (45.7\%) | 83 | (43.7\%) |
| Minorities | 22 | (12.7\%) | 16 | (9.2\%) | 24 | (127\%) | 28 | (13.6\%) | 27 | (13.7\%) | 31 | (16.3\%) |
| Secretarial/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 797 |  | 814 |  | 862 |  | 926 |  | 1055 |  | 1107 |  |
| Women | 587 | (73.7\%) | 602 | (74.0\%) | 627 | (727\%) | 665 | (718\%) | 755 | (71.6) | 783 | (70.7\%) |
| Minorities | 102 | (12.8\%) | 102 | (12.5\%) | 123 | (14.3\%) | 143 | (15.4\%) | 176 | (16.7\%) | 198 | (17.9\%) |
| Skilled Crafts |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 3 |  | 3 |  | 3 |  | 3 |  | 3 |  | 29 |  |
| Women | 1 | (33.3\%) | 1 | (33.3\%) | 1 | (33.3\%) | 1 | (33.3\%) | 1 | (33.3\%) | 5 | (17.2\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 8 | (27.6\%) |
| Service/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Maintenance |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 27 |  | 26 |  | 29 |  | 29 |  | 36 |  | 72 |  |
| Women | 2 | (7.4\%) | 2 | (7.7\%) | 3 | (10.3\%) | 3 | (10.3\%) | 6 | (16.7\%) | 8 | (11.1\%) |
| Minorities | 8 | (29.6\%) | 9 | (34.6\%) | 9 | (310\%) | 9 | (310\%) | 14 | (38.9\%) | 36 | (50.0\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 2159 |  | 2202 |  | 2360 |  | 2530 |  | 2628 |  | 2930 |  |
| Women | 1299 | (60.2\%) | 1343 | (61.0\%) | 1421 | (60.2\%) | 1520 | (60.1\%) | 1583 | (60.2\%) | 1706 | (58.2\%) |
| Minorities | 245 | (11.3\%) | 240 | (10.9\%) | 284 | (120\%) | 327 | (129\%) | 367 | (14.0\%) | 468 | (16.0\%) |

[^4]FACULTY OF ARTS AND SCIENCES

|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | native |  |  | BLACK | native |  |  | AVAIL <br> DATA | CURR <br> UTIL | GOALS | AVAIL DATA | CURR UTIL | GOALS |
|  |  |  |  |  | ASIAN | AMER | HISP |  | ASIAN | AMER | HISP |  |  |  |  |  |  |
| FACULTY* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Senior Faculty |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Humanities | 133 | 12 | 37 | 1 | 6 | 0 | 3 | 0 | 2 | 0 | 0 | 8.70\% | 9.02\% | 0 | 24.40\% | 27.82\% | 0 |
| Social Sciences | 162 | 17 | 34 | 6 | 3 | 0 | 2 | 3 | 3 | 0 | 0 | 13.70\% | 10.49\% | 5 | 15.90\% | 20.99\% | 0 |
| Natural Sciences | 157 | 14 | 14 | 0 | 13 | 0 | 0 | 0 | 1 | 0 | 0 | 8.20\% | 8.92\% | 0 | 7.40\% | 8.92\% | 0 |
| Total (ind. dbl. counts) | 452 | 43 | 85 | 7 | 22 | 0 | 5 | 3 | 6 | 0 | 0 |  |  |  |  |  |  |
| Total (w/o dbl. counts) | 443 | 41 | 81 | 6 | 22 | 0 | 5 | 3 | 5 | 0 | 0 | 10.20\% | 9.26\% |  | 15.0\%\% | 18.28\% |  |
| Ladder Faculty |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Humanities | 62 | 10 | 26 | 0 | 3 | 0 | 3 | 1 | 2 | 0 | 1 | 11.30\% | 16.13\% | 0 | 52.50\% | 41.94\% | 7 |
| Social Sciences | 75 | 12 | 34 | 1 | 3 | 0 | 1 | 2 | 4 | 0 | 1 | 12.20\% | 16.00\% | 0 | 43.10\% | 45.33\% | 0 |
| $N$ atural Sciences | 59 | 10 | 8 | 0 | 9 | 0 | 0 | 0 | 1 | 0 | 0 | 12.60\% | 16.95\% | 0 | 27.50\% | 13.56\% | 8 |
| Total (ind. dbl. counts) | 196 | 32 | ${ }^{6}$ | 1 | 15 | 0 | 4 | 3 | 7 | 0 | 2 |  |  |  |  |  |  |
| Total (w/o dbl. counts) | 191 | 30 | 64 | 1 | 15 | 0 | 4 | 2 | 7 | 0 | 1 | 12.30\% | 15.71\% |  | 35.50\% | 33.51\% |  |
| Other Faculty |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Humanities | 266 | 52 | 140 | 2 | 14 | 0 | 3 | 2 | 30 | 0 | 1 | 11.30\% | 19.55\% | 0 | 52.50\% | 52.63\% | 0 |
| Social Sciences | 95 | 11 | 41 | 2 | 2 | 0 | 2 | 4 | 1 | 0 | 0 | 12.20\% | 11.58\% | 1 | 43.10\% | 43.16\% | 0 |
| Natural Sciences | 75 | 9 | 18 | 1 | 3 | 1 | 0 | 0 | 3 | 0 | 1 | 12.60\% | 12.00\% | 0 | 27.50\% | 24.00\% | 3 |
| Total (ind. dbl. counts) | 436 | 72 | 199 | 5 | 19 | 1 | 5 | 6 | 34 | 0 | 2 |  |  |  |  |  |  |
| Total (w/o dbl. counts) | 432 | 70 | 197 | 4 | 19 | 1 | 5 | 6 | 33 | 0 | 2 | 1230\% | 16.20\% |  | 35.50\% | 45.60\% |  |
| Research Faculty |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Humanities | 102 | 65 | 37 | 0 | 44 | 1 | 0 | 0 | 20 | 0 | 0 | 11.30\% | 63.73\% | 0 | 52.50\% | 36.27\% | 17 |
| Social Sciences | 118 | 21 | 48 | 0 | 12 | 0 | 3 | 0 | 2 | 1 | 3 | 12.20\% | 17.80\% | 0 | 43.10\% | 40.68\% | 3 |
| $N$ atural Sciences | 443 | 164 | 109 | 3 | 118 | 2 | 6 | 2 | 25 | 1 | 7 | 12.60\% | 37.02\% | 0 | 27.50\% | 24.60\% | 13 |
| Total (ind. dbl. counts) | 663 | 250 | 194 | 3 | 174 | 3 | 9 | 2 | 47 | 2 | 10 |  |  |  |  |  |  |
| Total (w/o dbl. counts) | 663 | 250 | 194 | 3 | 174 | 3 | 9 | 2 | 47 | 2 | 10 | 1230\% | 37.71\% |  | 35.50\% | 29.2\%\% |  |
| FACULTYTOTAL |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| (INCL. DBL. COUNTS) | 1747 | 397 | 546 | 16 | 230 | 4 | 23 | 14 | 94 | 2 | 14 |  | 2272\% |  |  | 3125\% |  |
| FACULTYTOTAL (w/O DBL. COUNTS) | 1729 | 391 | 536 | 14 | 230 | 4 | 23 | 13 | 92 | 2 | 13 |  | 2261\% | 6 |  | 3100\% | 51 |

FACULTY OF ARTS AND SCIENCES

|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | native |  |  | BLACK | native |  |  | AVAIL DATA | CURR UTIL | GOALS | AVAIL <br> DATA | CURR UTIL | GOALS |
|  |  |  |  |  | ASIAN | AMER | HISP |  | ASIAN | AMER | HISP |  |  |  |  |  |  |
| NONFACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Faculty, Student Services Mgrs \& Sr Special ists | 113 | 5 | 54 | 2 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 15.35\% | 4.42\% | 12 | 51.64\% | 47.79\% | 4 |
| Human Resources M anagers \& Sr Specialists | 9 | 2 | 6 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 18.88\% | 22.22\% | 0 | 55.33\% | 66.67\% | 0 |
| Financial Managers \& Sr Specialists | 25 | 1 | 19 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 13.65\% | 4.00\% | 2 | 52.92\% | 76.00\% | 0 |
| Facilities \& Operations Mgrs \& Sr Specialists | 50 | 6 | 13 | 1 | 0 | 0 | 0 | 4 | 1 | 0 | 0 | 14.45\% | 12.00\% | 1 | 49.14\% | 26.00\% | 12 |
| Administrative Managers \& Sr Specialists | 75 | 5 | 42 | 0 | 1 | 0 | 1 | 3 | 0 | 0 | 0 | 16.65\% | 6.67\% | 7 | 55.51\% | 56.00\% | 0 |
| Information Technology Managers \& Sr Specialists | 57 | 10 | 11 | 1 | 7 | 0 | 1 | 0 | 1 | 0 | 0 | 14.00\% | 17.54\% | 0 | 37.06\% | 19.30\% | 10 |
| Publications, Communications M grs \& Sr Specialists | 15 | 1 | 6 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.42\% | 6.67\% | 1 | 58.60\% | 40.00\% | 3 |
| Research M anagers \& Sr Specialists | 78 | 9 | 21 | 0 | 8 | 0 | 1 | 0 | 0 | 0 | 0 | 26.08\% | 11.54\% | 11 | 49.75\% | 26.92\% | 18 |
| Alumni Affairs, Development Mgrs \& Sr Specialists | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.26\% | 0.00\% | 0 | 56.73\% | 50.00\% | 0 |
| Library Managers \& Sr Specialists | 89 | 7 | 62 | 0 | 4 | 0 | 0 | 1 | 2 | 0 | 0 | 12.15\% | 7.87\% | 4 | 67.32\% | 69.66\% | 0 |
| Subtotal 01E/A/M | 513 | 46 | 235 | 5 | 22 | 0 | 3 | 12 | 4 | 0 | 0 |  | 8.97\% | 38 |  | 45.81\% | 47 |
| Research Professionals | 35 | 7 | 16 | 1 | 1 | 0 | 2 | 1 | 1 | 0 | 1 | 23.52\% | 20.00\% | 1 | 49.04\% | 45.71\% | 1 |
| Human Resources Professionals | 11 | 3 | 11 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 19.77\% | 27.27\% | 0 | 59.68\% | 100.00\% | 0 |
| Info Technology Professionals \& Operations Mgrs | 155 | 31 | 54 | 5 | 6 | 0 | 7 | 7 | 6 | 0 | 0 | 16.00\% | 20.00\% | 0 | 34.15\% | 34.84\% | 0 |
| Technical Professionals, Sr Specialists/ Managers | 63 | 9 | 10 | 1 | 2 | 0 | 3 | 0 | 3 | 0 | 0 | 16.71\% | 14.29\% | 2 | 22.28\% | 15.87\% | 4 |
| Health Professionals | 19 | 2 | 10 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 15.73\% | 10.53\% | 1 | 65.02\% | 52.63\% | 2 |
| Library Professionals | 166 | 23 | 110 | 1 | 5 | 0 | 0 | 0 | 13 | 0 | 4 | 14.98\% | 13.86\% | 2 | 79.43\% | 66.27\% | 22 |
| Publications \& Communications Professionals | 63 | 20 | 47 | 1 | 2 | 0 | 1 | 1 | 15 | 0 | 0 | 14.54\% | 31.75\% | 0 | 55.46\% | 74.60\% | 0 |
| Financial Professionals \& Operations Supervisors | 52 | 9 | 35 | 0 | 0 | 0 | 0 | 6 | 1 | 0 | 2 | 14.62\% | 17.31\% | 0 | 53.75\% | 67.31\% | 0 |
| Alumni Affairs and Development Professionals | 6 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.79\% | 0.00\% | 0 | 56.42\% | 50.00\% | 0 |
| Administrative Professionals Level I | 95 | 7 | 83 | 0 | 1 | 0 | 0 | 4 | 1 | 0 | 1 | 19.95\% | 7.37\% | 12 | 65.15\% | 87.37\% | 0 |
| Faculty and Student Services Professionals | 196 | 25 | 122 | 10 | 1 | 0 | 1 | 5 | 4 | 0 | 4 | 18.20\% | 12.76\% | 11 | 56.28\% | 62.24\% | 0 |
| Food Services Supervisors | 5 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26.11\% | 0.00\% | 1 | 56.52\% | 60.00\% | 0 |
| Facilities and Operations Supervisors | 19 | 5 | 2 | 4 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 31.99\% | 26.32\% | 1 | 29.44\% | 10.53\% | 4 |
| Administrative Professionals Level II | 70 | 6 | 55 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 3 | 19.13\% | 8.57\% | 7 | 65.32\% | 78.57\% | 0 |
| Museum Professionals | 64 | 2 | 31 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 13.30\% | 3.13\% | 7 | 56.02\% | 48.44\% | 5 |
| Subtotal 02 Professional | 1019 | 149 | 592 | 24 | 18 | 0 | 19 | 26 | 47 | 0 | 15 |  | 14.2\% | 45 |  | 58.10\% | 38 |
| Animal Care | 21 | 13 | 8 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 6 | 4.09\% | 61.90\% | 0 | 54.50\% | 38.10\% | 3 |
| Lab Support | 115 | 16 | 63 | 1 | 2 | 1 | 2 | 2 | 5 | 1 | 2 | 17.76\% | 13.91\% | 4 | 52.01\% | 54.78\% | 0 |
| Technician/ Mechanical | 54 | 2 | 12 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 18.45\% | 3.70\% | 8 | 43.03\% | 22.22\% | 11 |
| Subtotal 03Tech./Para. | 190 | 31 | 83 | 1 | 3 | 1 | 9 | 3 | 5 | 1 | 8 |  | 16.32\% | 12 |  | 43.68\% | 14 |
| Financial Support | 67 | 12 | 57 | 0 | 1 | 0 | 0 | 5 | 3 | 0 | 3 | 10.86\% | 17.91\% | 0 | 81.46\% | 85.07\% | 0 |
| Staff Assistants | 442 | 77 | 350 | 10 | 2 | 1 | 9 | 23 | 22 | 0 | 10 | 16.04\% | 17.42\% | 0 | 69.62\% | 79.19\% | 0 |
| Library \& Museum Support | 351 | 70 | 220 | 8 | 14 | 0 | 4 | 8 | 32 | 0 | 4 | 18.37\% | 19.94\% | 0 | 76.01\% | 62.68\% | 47 |
| Other General Office | 247 | 39 | 156 | 12 | 0 | 0 | 3 | 9 | 6 | 0 | 9 | 15.00\% | 15.79\% | 0 | 76.25\% | 63.16\% | 32 |
| Subtotal $05 \mathrm{Sec} /$ /Clerical | 1107 | 198 | 783 | 30 | 17 | 1 | 16 | 45 | ${ }^{\text {® }}$ | 0 | 26 |  | 17.89\% | 0 |  | 70.73\% | 79 |
| Trades and Grounds Workers | 29 | 8 | 5 | 2 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 13.91\% | 27.59\% | 0 | 12.61\% | 17.24\% | 0 |
| Subtotal 06 Skilled Crafts | 29 | 8 | 5 | 2 | 0 | 0 | 6 | 0 | 0 | 0 | 0 |  | 27.59\% | 0 |  | 17.24\% | 0 |
| Guards | 28 | 20 | 0 | 8 | 2 | 0 | 10 | 0 | 0 | 0 | 0 | 25.68\% | 71.43\% | 0 | 38.49\% | 0.00\% | 11 |
| Custodial/ Maintenance | 9 | 4 | 2 | 2 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 22.75\% | 44.44\% | 0 | 30.52\% | 22.22\% | 1 |
| Food Services | 5 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 26.63\% | 40.00\% | 0 | 54.60\% | 100.00\% | 0 |
| Maintenance, Transportation \& Distribution | 30 | 10 | 1 | 4 | 1 | 0 | 5 | 0 | 0 | 0 | 0 | 21.01\% | 33.33\% | 0 | 21.38\% | 3.33\% | 5 |
| Subtotal 08 Service/Maintenance | 72 | 36 | 8 | 14 | 3 | 0 | 16 | 1 | 0 | 0 | 2 |  | 50.00\% | 0 |  | 1111\% | 17 |
| NONFACULTY TOTAL | 2930 | 468 | 1706 | 76 | 6 | 2 | 69 | 87 | 119 | 1 | 51 |  | 15.97\% | 95 |  | 58.23\% | 195 |
| GRAND TOTAL | 4659 | 859 | 2242 | 90 | 293 | 6 | 92 | 100 | 211 | 3 | 64 |  | 18.44\% | 101 |  | 48.12\% | 246 |

## 2003 G oals for M inorities

| Job Group On | One-Year Goal | Current Population | Target Population for 2003 |
| :---: | :---: | :---: | :---: |
| Faculty |  |  |  |
| Senior | 2 | 41 | 43 |
| Ladder | 2 | 30 | 32 |
| Faculty Total | 4 |  |  |
| Non-faculty |  |  |  |
| Faculty, Student Srvcs. M grs. \& Sr. Specs | cs. 12 | 5 | 17 |
| Financial M grs. \& Sr. Specs. | 2 | 1 | 3 |
| Facilities \& Oprs. M grs. \& Sr. Specs. | 1 | 6 | 7 |
| Administrative Mgrs. \& Sr. Specs. | 7 | 5 | 12 |
| Publications \& Comm. Mgrs. \& Sr. Specs. | cs. 1 | 1 | 2 |
| Research M grs. \& Sr. Specs. | 11 | 9 | 20 |
| Library M anagers \& Sr. Specs. | 4 | 7 | 11 |
| Research Profs. | 1 | 7 | 8 |
| Technical Profs. | 2 | 9 | 11 |
| Health Profs. | 1 | 2 | 3 |
| Library Profs. | 2 | 23 | 25 |
| AdministrativeProfs. Level I | 12 | 7 | 19 |
| Faculty Student Srvcs. Profs. | 11 | 25 | 36 |
| Food Services Supvsr. | 1 | 0 | 1 |
| Facilities \& Operations Supvrs. | 1 | 5 | 6 |
| AdministrativeProfs. Level II | 7 | 6 | 13 |
| Museum Profs. | 7 | 2 | 9 |
| Lab Support | 4 | 16 | 20 |
| Technician/ Mechanical | 8 | 2 | 9 |
| Non-faculty Total | 95 |  |  |
| Grand Total | 99 |  |  |


| 2003 G oals for W omen |  |  |  |
| :---: | :---: | :---: | :---: |
| Job Group On | One-Year G oal | Current Population | Target Population for 2003 |
| Faculty |  |  |  |
| Senior | 4 | 81 | 85 |
| Ladder | 2 | 64 | 66 |
| Faculty Total | 6 |  |  |
| Non-faculty |  |  |  |
| Faculty, Student Srvcs. M grs. \& Sr. Specs | ecs. 4 | 54 | 58 |
| Facilities \& Oprs. M grs. \& Sr. Specs. | 12 | 13 | 25 |
| Information Tech. M grs. \& Sr. Specs. | 10 | 11 | 21 |
| Publication \& Comm. M grs. \& Sr. Specs. | cs. 3 | 6 | 9 |
| Research M grs. \& Sr. Specs. | 18 | 21 | 39 |
| Research Profs. | 1 | 16 | 17 |
| Technical Profs. | 4 | 10 | 14 |
| Health Profs. | 2 | 10 | 12 |
| Library M grs. \& Sr. Specs. | 22 | 110 | 132 |
| Facilities Opr. Supervisors. | 4 | 2 | 6 |
| M useum Profs. | 5 | 31 | 36 |
| A nimal Care | 3 | 8 | 11 |
| Technician/ Mechanical | 11 | 12 | 23 |
| Library \& M useum Support | 47 | 220 | 267 |
| Other General Office | 32 | 156 | 188 |
| Guards | 11 | 0 | 11 |
| Custodial/ Maintenance | 1 | 2 | 3 |
| M aintenance, Transport., Dist. | 5 | 1 | 6 |
| Non-faculty Total | 195 |  |  |
| Grand Total | 201 |  |  |

## HARVARD BUSINESS SCHOOL

## Faculty

The following affirmative action plan discusses job groups classified as senior faculty (including nontenured senior professorships), ladder faculty, research faculty, and other faculty. For positions in these groups we continue to evaluate internal and external candidate pools, keeping in mind our goal of achieving and maintaining diversity. We are committed to continuing to increase the appointments of women and minorities on our faculty.

## Progress Toward Last Year's G oals

We achieved advancements towards our goals last year. In particular, we increased the number of women in the senior faculty rank and the ladder faculty rank. We also increased the number of minorities at the ladder faculty and research ranks. Of the total thirty-six new faculty appointments made last year, eleven are women (30.5\%) and eight are minorities (22.2\%) (two of whom are also women). More specifically, of the sixteen ladder appointments made last year, seven are women (43.7\%) and four are minorities (25\%).

During the 2001-2002 academic year, four associate professors were promoted to Professor with Tenure. Two of the faculty members promoted are minorities, and one is a woman. In addition, five faculty members were promoted from Assistant to Associate Professor, two of whom are minorities and one of whom is a woman.

## A reas of Current Underutilization

Because we have calculated faculty availability using the two-factor analysis for the first time this year, it is difficult to make an exact comparison of our current utilization to past utilization data. However, we continue to focus attention on improving the utilization of minorities and women in the senior faculty group. The limited number of minority candidates and the desire for minority faculty at other top business schools continues to have a significant impact on our hiring and retention efforts.

## Strategies D esigned to Alleviate Underutilization of Women and Minorities

The strategies to increase the utilization of women and minorities on our faculty continue to involve the exploration of new routes into the faculty and effective retention of women and minorities.

We continue to look for new areas in which to seek qualified applicants and for means to increase the visibility of qualified candidates in the pool. Post-doctoral fellowships have been used as a means to recruit candidates, and we continue to provide networking opportunities for promising candidates through invitations to select doctoral students to discipline specific summer conferences. Furthermore, we anticipate that effective mentoring will lead to increased retention of our female and minority faculty and ultimately alleviate underutilization in the senior faculty ranks.

Unit heads, with the cooperation of their colleagues, monitor and support the careers of new entrants from doctoral programs, as well as closely follow minorities and women currently in the unit's field of study. To enlarge the pool of candidates for entry-level and more senior positions, the faculty have looked to expand the number of institutions whose Ph.D. graduates they review most intently and increase the number of candidates with whom preliminary interviews are held.

The faculty of each unit are encouraged to contact colleagues at other business schools and departments with expertise in their fields to obtain the names of doctoral students, with particular attention to women and minorities, who are expected to enter the job market. In addition, we continue to look for ways to make our own doctoral programs attractive to increased numbers of MBA students, especially minorities and women. In order to increase our candidate pool, unit faculty members are encouraged to attend professional meetings to obtain additional information about potential candidates already identified, and to identify new candidates. Some of these professional meetings include: the American Finance Association; A cademy of Management; A merican Marketing Association; American Economics Association; Operations Management Association; Institute of Management Science; and Decision Sciences Institute. Furthermore, particular areas within the School are developing pools of candidates for senior level appointments. These pools are composed of candidates who are outstanding in research, business, or government who may be interested in career changes.

Faculty from each unit work together on a Recruiting Committee, chaired by the Senior Associate Dean, Director of Faculty Recruiting. This committee is made up of diverse faculty in both the ladder and senior faculty ranks. The committee continues to pursue new ways to bring minorities and women into the candidate pool. All women and minority candidates who pass the initial resume screening are brought to the attention of the Senior Associate Dean, Director of Faculty Recruiting. Additional effort is made to introduce those candidates to faculty with similar research interests and backgrounds, and to craft offers that will be both attractive and competitive. Our hope is to continue to increase and improve opportunities for candidates in a creative and positive environment.

Issues of work/ family balance continue to be an area of focus for the School. We have instituted a family and medical leaves policy that clearly articulates our time allowances and teaching relief options for medical, maternity and paternity leaves. Female faculty meet to discuss issues affecting the quality of their professional and personal lives. By encouraging these group meetings, we hope to gather ideas about how we might make the School a more appealing career choice for females. We continue to investigate childcare and daycare issues, and sabbatical policies that will assist us in retaining qualified faculty.

Short-term visiting professorships continue to be useful means for us to fill teaching roles. Since we have been very successful in recruiting female and minority applicants to these positions, we consider this another potential route onto our permanent faculty. Similarly we are considering the best ways to utilize post-doctoral fellowships to attract minority candidates to the School and ultimately convert them to the ladder faculty.

Each of our ten units submits its own affirmative action report to the Secretary of the Faculty's office in the spring. These reports detail the units' search processes and emphasize their efforts to identify and recruit women and minorities. Recruiting heads are asked to provide substantive evaluations of the qualifications of their final pool of candidates who were invited to visit the campus as well as those to whom faculty positions were offered.

Advertising continues to be utilized to supplement our recruiting efforts and broaden our candidate pool. The publications we advertise in include The Economist, The N ew Y ork Times, Chronicle of Higher Education, Black Issues in Higher Education, AACSB Newsline, The Hispanic Outlook in Higher Education, Women in Higher Education and the Boston Globe. Our outreach also includes posting jobs on the Internet and interviewing candidates at the American Accounting Association, American Social Science Association, American Economic Association, Academy of Management, Management Science and the American Marketing Association meetings.

## Faculty Employment Activity Summary

The following table reports the actual net gains and losses for the years 2000-2002 and the three-year target goals for years 2003-2005. The projected goals may be adjusted in future years to reflect such factors
as the limited number of openings per year, the number of minorities and women in the candidate pools and the effects of attrition.

## Three-Year G oals and Projections for Employment Activity

N ov. 1, 2002 to 0 ct. 31, 2005

| Job Group | $\begin{gathered} \hline 3 \text { yr. Target } \\ \text { Goals } \\ 2000-2002 \end{gathered}$ |  | Actual Net Gains / (Losses) 2000-2002 |  |  | $\begin{gathered} \hline 3 \text { yr. Target } \\ \text { Goals } \\ 2003-2005 \end{gathered}$ |  | $\begin{gathered} \text { Goals } \\ 2002-2003 \end{gathered}$ |  | Projected Goals 2003-2004 |  | $\begin{gathered} \hline \text { Projected } \\ \text { Goals } \\ 2004-2005 \end{gathered}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \mathscr{y} \\ & \frac{0}{\square} \\ & \frac{0}{\Sigma} \end{aligned}$ |  |  | $\begin{aligned} & \underline{y} \\ & \frac{0}{0} \\ & \frac{0}{\Sigma} \end{aligned}$ | $\begin{aligned} & \stackrel{9}{0} \\ & 0 \\ & 3 \end{aligned}$ |  | $\begin{aligned} & \text { § } \\ & 0 \\ & 3 \\ & 3 \end{aligned}$ | $\begin{aligned} & 8 \\ & =\frac{1}{\square} \\ & \frac{c}{\Sigma} \end{aligned}$ | $\begin{aligned} & \text { © } \\ & 0 \\ & 3 \end{aligned}$ |  | ¢ $\substack{0 \\ 3}$ |  | $\stackrel{\text { ¢ }}{\substack{0 \\ 3 \\ 3}}$ |
| Senior | 2 | 2 | 0 | (2) | 3 | 2 | 4 | 0 | 2 | 1 | 1 | 1 | 1 |
| Ladder | 5 | 7 | 11 | 0 | 3 | 6 | 8 | 2 | 3 | 2 | 3 | 2 | 2 |
| Research | 2 | 2 | (6) | (2) | (2) | 2 | 2 | 1 | 1 | 0 | 1 | 1 | 0 |
| Other | 3 | 2 | 12 | 5 | 3 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 1 |

## Summary

Our mission is to continue to investigate ways to seek out and hirequalified women and minority candidates. Also, we continue to believe that our Professors of M anagement Practice and visiting faculty appointments will continue to serve as effective avenues to increase diversity in our senior ranks. The School is strongly committed to increasing the diversity of the faculty by seeking out and attempting to retain excellent minority and women candidates in both senior and ladder faculty ranks.

## Non-Faculty

## Progress Toward Last Year's G oals

Minority utilization decreased for 2002 due to turnover in the Administrative Professionals job family; this group decreased its minority population from 44 to 38 . Gains, however, were seen in the following job families: Research Managers and Senior Specialists, Technical Professionals/ Senior Specialists/ Managers, Library Professionals (at least 4\% increase), Alumni Affairs and Development Professionals (at least 12\% increase), and Facilities and Operations Supervisors (at least 6\% increase). While the 2001 overall non-faculty utilization was $15.16 \%$, the current 2002 non-faculty utilization is $14.34 \%$ as reflected by unexpected turnover. Our 2003 overall goals for minority hiring are 31 in the administrative and professional positions, and 5 in the secretarial/ clerical job family.

Minority representation decreased slightly in the Administrative Managers and Senior Specialists, Information Technology Managers and Senior Specialists, Information Technology Professionals, Senior Specialists/ Managers, Financial Professionals and Operations Supervisors, Administrative Professionals Level I and II.

In regard to the utilization of women, the overall figure of $67.33 \%$ is a slight increase from last year's $67.19 \%$. The goal for hiring women in 2003 is 16 (compared to 35 in 2002). Harvard Business School tends to be well represented by women, though we still need to increase utilization in Facilities and Op-
erations Managers and Senior Specialists, Information Technology Managers and Senior Specialists, Library Professionals, and Financial Support.

Though we had made considerable gains in increasing the diversity of our staff over the past three years, it is unfortunate that we experienced approximately $7 \%$ turnover of our minority population in 2002. We can clearly explain some of this due to relocation of a spouse or marriage for example, yet exit interviews often only yield what the departing employee is willing to share. The events of September 11th continue to affect hiring dramatically. Budgets have tightened and are more closely scrutinized impacting the number of new positions that might be created as well as replacing those vacant. Turnover in 2003 is expected to be limited and sporadic, influencing our ability to increase diversity through the hiring process. In the short term, we will be in a unique position to present a diverse applicant pool to hiring managers as opportunities present themselves. However, we continually must market the School as a place of employment, not just one of learning. Assuming the economy improves, we will need to continue to be active in the local community for purposes of networking and recruitment.

HBS continues to involve managers in the recruitment process. Managers are more comfortable recruiting at job fairs with HR staff and have become more familiar with behavioral interviewing questions that guide them in identifying critical skills in applicants. Additionally, HBS has continued to offer structured management training programs to prepare new managers in creative supportive work environments. We continue to be successful in our referral bonus program, or RAVE (Referring Another Valuable Employee), which has led to several hires. For the third year in a row, our External Relations department has participated in the University's Administrative Fellows program, and we were fortunate to hire our second fellow at the end of his term appointment.

## A reas of Current Underutilization

Concentrated efforts were made over the course of 2002 to increase representation in several areas and gains were seen in such areas as Alumni Affairs and Development Professionals and Library Professionals. We do expect continued low turnover in general due to the current economic climate and threat of military intervention. With women generally being well represented at Harvard Business School, our goal will be to hire more minorities (Blacks, A sians, Hispanics), specifically in the following job families: Facilities and Operations Managers/ Senior Specialists, Administrative Managers and Senior Specialists, and Administrative Professionals Levels I and II.

## Strategies D esigned to Alleviate Underutilization of Minorities and Women

Our commitment to increasing diversity at Harvard Business School is unyielding. The 2003 strategy re garding diversity remains constant combining our hiring philosophy, training, and action steps. Our goal is an integrated organization valuing both minority and majority individuals and a community of mutual respect and integrity.

Considering diversity holistically allows us to address not only representation, but also management practices and retention when considering our strategy. While the representation figures outlined in this report are an important measurement tool, they are merely one aspect of an overall approach to creating a diverse and multi-cultural community.

With the drop in our total minority population, Human Resources has reinforced and communicated Harvard Business Schools commitment to increasing diversity on campus at the most senior levels. Decision makers are in agreement and will be working closely with Human Resources towards this goal. The number of women dropped slightly this past year as well, yet women still represent $67.33 \%$ of our popuIation (507 out of a total of 753). HBS will constantly reemphasize our minority hiring goals within the HBS community and continue to tie these goals to our performance management program. Moreover, the

School has continued to offer tailored management training programs for individual departments focusing on best practices with the goal of increasing retention, improving communication, and creating a more productive workforce.

As already noted, Administrative Professional, Faculty and Student Services and Alumni Affairs and De velopment job families continue to be a focus of hiring opportunities. Our students and alumni want to see a diverse workforce that represents the student and alumnus population. Therefore we plan - particularly for our more senior openings - to work closely with the Executive Director of the MBA Program to market positions to our own graduates and to student partners where appropriate. We continue to have success during the past year with our referral bonus. We particularly hope to broaden our participation in the University's Administrative Fellows programs and will encourage multiple business units to continue to take advantage of this unique program in 2003.

Although we have had some success in increasing diversity over the past year, we will not become complacent. We will strive to continue to increase diversity through existing methods and by experimenting with new ones. Retention and promotion of women and minorities will remain a key focus of our strategy. We also will employ the following approaches:

## Administrative/ Professional Recruiting:

Turnover in these positions is unpredictable and tends to be low, though several new positions have been created this year, giving us the opportunity to increase diversity. We will pursue the following efforts:

- Critical Skills Identification: Required skills, experience, and education continue to be crucial given the current unemployment rates. These will be examined for every job posted to determine the truly critical components of a successful candidate. Examining the key requirements for positions allows for more creativity in forming an applicant pool, and ensures there is no adverse impact.
- Senior Management Goals: All department heads have a minority recruitment and retention goal as one measure of management ability. This is directly linked to their access to variable pay. This has been reinforced with the management team over the past year and will continue to be reinforced this year.
- Human Resources Reporting: HBS Human Resources produces quarterly reports for department heads that monitor their minority outreach and recruitment efforts and successes.
- Administrative Fellows Program: HBS has had much success in hiring three fellows to work in our development office. We will be marketing this program more broadly to the HBS campus.
- RAVE Program (Referring A nother Valuable Employee): HBS has initiated a referral bonus program where current employees receive a bonus for referring candidates who complete their three-month probationary period.
- African American Alumni and Student Associations: These groups provide contacts of individuals interested in higher education careers; we recently have been featured in the Alumni Association's newsletter.
- National Black MBA Association: We utilizethe NBM BAA data bank for job listings and attend its national functions to gather resumes and network.
- Minority Job Fairs: We participate in minority job fairs to gather resumes and send a message of support to the minority community. This year HBS attended the Crimson and Brown Fair resulting in over a dozen candidates for high-level non-exempt and exempt jobs. Though the results of attending thesefairs have been mixed, we believe they continue to be a good avenuefor potential recruitment and increasing our visibility.
- Minority Advertisement: When the opportunity to advertise becomes available, HBS will investigate doing a joint ad with other major faculties in such publications as The Black Pages of $N$ ew England to develop a pool of minority candidates.
- Minority Recruitment A gencies: HBS may utilize an agency to identify minority candidates for some searches and continues to emphasize the priority of minority candidates to any executive search firm engaged. Our use of agencies is extremely limited, however, in light of the fees charged.
- Minority Recruiting On-Line: Through recent training and research, HBS will take full advantage of minority websites for not only posting of employment opportunities but for promoting HBS as an employer of choice.
- Student Partners' Club: This group is an excellent source of interested and highly skilled candidates; HR offers informational meetings and presentations to attract minority partners to positions at all levels at HBS. Though we have been able to hire minority partners in the past, it has not been as successful as we hoped it would be. We will continue to promote employment opportunities to partners of HBS students.
- Exit Interviews: During exit interviews for minority staff, HBS HR explores their ideas around retention, management practices, and recruiting.
- CandidatePool: HBS continues to commit to having multiple minority candidates in the pool of resumes considered by all hiring managers. This has been aided by the new university HIRES system.
- Minority Colleges and Universities: HBS has taken advantage of posting employment opportunities in the career offices of such schools as H oward University, M orehouse, and Hampton University.
- Outplacement Firms: HBS will begin to post employment opportunities with firms that assist individuals who are affected by company restructuring. These postings typically are free of charge or very cost effective.


## Non-exempt Recruiting:

Finding support staff in this challenging economy has been extremely difficult. HBS has continued the following activities with a keen eye on essential skills in attracting and placing candidates.

- Critical Skills Identification: Required skills, experience, and education continue to be crucial given the current unemployment rates. These will be examined for every job posted to determine the truly critical components of a successful candidate. Examining the key requirements for positions allows for more creativity in forming an applicant pool, and ensures there is no adverse impact.
- Internal Candidates: We review internal candidates for openings, and encourage minority internal candidates from other areas of Harvard by contacting other HR officers.
- High School and College Student Internships: The placement of minority students from the Private Industry Council and local high schools has been very successful over the past three years; we currently have 10 minority students on campus through this effort. M ore than 36 minority students have participated in this program, many of whom return during the summer. One present minority employee is a direct result of this program.
- Non-Profit Employment Groups: HBS will begin to post employment opportunities with the many job development groups around the city of Boston, including Operation Able, Asian American Civic Association, and Jewish Vocational Services.
- Informational Interviewing: The HR staff is committed to being available to meet with minority candidates to form a pool of potential applicants.
- Temporary Agencies: We request minority candidates from temp agencies, as temporary staff often become successful candidates for permanent positions.


## Promotion and Training Opportunities

Internal candidates have been the first priority for hiring managers, as HBS has been committed to promoting from within the institution. As future positions open up, viable internal candidates will be considered before we look outside the School.

On an ongoing basis, HBS sponsors training events (in addition to what CTD offers) on a variety of topics to better develop our staff. Past offerings have included Time Management, Career Information Exchanges, Delivering Performance A ppraisals, Coaching and Development, Presentation Skills, and faculty case lectures.

## Retention and Climate

Historically, we have been fortunate that our minority turnover rate has been relatively low with this year being an anomaly. We believe the high retention rate and longevity can be attributed to the quality of our work environment. We expect our retention rate to remain the same or increase given continued uncertainty in the market place.

## GRADUATE SCHOOL OF BUSINESS ADMINISTRATION

Faculty Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Senior* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 95 |  | 93 |  | 96 |  | 90 |  | 90 |  | 96 |  |
| Women | 11 | (11.6\%) | 12 | (12.9\%) | 13 | (13.5\%) | 14 | (15.6\%) | 15 | (16.7\%) | 16 | (16.7\%) |
| Minorities | 12 | (12.6) | 14 | (15.1\%) | 15 | (15.6\%) | 13 | (14.4\%) | 13 | (14.4\%) | 13 | (13.5\%) |


| Ladder |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 70 |  | 81 |  | 86 |  | 86 |  | 94 |  | 97 |  |
| Women | 18 | (25.7\%) | 21 | (25.9\%) | 24 | (27.9\%) | 22 | (25.6\%) | 23 | (24.5\%) | 26 | (26.8\%) |
| Minorities | 16 | (22.9\%) | 22 | (27.2\%) | 22 | (25.6\%) | 20 | (23.3\%) | 21 | (22.3\%) | 22 | (22.7\%) |


| Research |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 6 |  | 7 |  | 7 |  | 10 |  | 16 |  | 19 |  |
| Women | 2 | (33.3\%) | 2 | (28.6\%) | 1 | (14.3\%) | 2 | (20.0\%) | 5 | (31.3\%) |  | (21.1\%) |
| Minorities | 0 | (0.0\%) |  | (14.3\%) |  | (14.3\%) | 2 | (20.0\%) | 4 | (25.0\%) |  | (31.6\%) |


| Other |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 10 |  | 17 |  | 23 |  | 17 |  | 17 |  | 17 |  |
| Women | 0 | (0.0\%) | 2 | (118\%) | 5 | (21.7\%) | 3 | (17.6\%) | 3 | (17.6\%) | 4 | (23.5\%) |
| Minorities | 2 | (20.0\%) | 3 | (17.6\%) | 4 | (17.4\%) | 4 | (23.5\%) | 4 | (23.5\%) | 2 | (11.8\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 181 |  | 198 |  | 212 |  | 203 |  | 217 |  | 229 |  |
| Women | 31 | (17.1\%) | 37 | (18.7\%) | 43 | (20.3\%) | 41 | (20.2\%) | 46 | (21.2\%) | 50 | (21.8\%) |
| Minorities | 30 | (16.6\%) | 40 | (20.2\%) | 42 | (19.8\%) | 39 | (19.2\%) | 42 | (19.4\%) | 43 | (18.8\%) |

*Formerly dassified as Tenured.

## GRADUATE SCHOOL OF BUSINESS ADMINISTRATION

Nonfaculty Employee Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| E/A/M* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 118 |  | 128 |  | 146 |  | 171 |  | 171 |  | 192 |  |
| Women | 72 | (61.0\%) | 75 | (58.6\%) | 80 | (54.8\%) | 103 | (60.2\%) | 103 | (60.2\%) | 111 | (57.8\%) |
| Minorities | 4 | (3.4\%) | 9 | (7.0\%) | 10 | (6.8\%) | 12 | (7.0\%) | 12 | (7.0\%) | 17 | (8.9\%) |
| Professional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 175 |  | 222 |  | 228 |  | 260 |  | 260 |  | 281 |  |
| Women | 106 | (60.6\%) | 135 | (60.8\%) | 144 | (63.2\%) | 160 | (61.5\%) | 160 | (61.5\%) | 185 | (65.8\%) |
| Minorities | 15 | (8.6\%) | 20 | (9.0\%) | 23 | (10.1\%) | 36 | (13.8\%) | 36 | (13.8\%) | 38 | (13.5\%) |
| Technical/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Paraprofessional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 3 |  | 3 |  | 3 |  | 2 |  | 2 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Secretarial/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 222 |  | 246 |  | 248 |  | 267 |  | 267 |  | 279 |  |
| Women | 183 | (82.4\%) | 204 | (829\%) | 200 | (80.6\%) | 208 | (77.9\%) | 208 | (77.9\%) | 211 | (75.6\%) |
| Minorities | 34 | (15.3\%) | 42 | (17.1\%) | 43 | (17.3\%) | 43 | (16.1\%) | 43 | (16.1\%) | 54 | (19.4\%) |
| Skilled Crafts |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Service/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Maintenance |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 | (0.0\%) | 0 |  | 0 |  | 0 |  | 1 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 1 | (100.0\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 518 |  | 599 |  | 65 |  | 700 |  | 700 |  | 753 |  |
| Women | 361 | (69.7\%) | 414 | (69.1\%) | 424 | (67.8\%) | 471 | (67.3\%) | 471 | (67.3\%) | 507 | (67.3\%) |
| Minorities | 53 | (10.2\%) | 71 | (119\%) | 76 | (12.2\%) | 91 | (13.0\%) | 91 | (13.0\%) | 110 | (14.6\%) |

[^5]|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  |  | NORITIES |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | native |  |  | BLACK | NATIVE |  |  | $\begin{aligned} & \text { AVAIL } \\ & \text { DATA } \end{aligned}$ | CURR <br> UTIL | GOALS | AVAIL <br> DATA | CURR UTIL | GOALS |
|  |  |  |  |  | ASIAN | AMER | HISP |  | ASIAN | AMER | HISP |  |  |  |  |  |  |
| FACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Senior | 96 | 13 | 16 | 2 | 9 | 0 | 1 | 1 | 0 | 0 | 0 | 16.90\% | 13.54\% | 3 | 26.30\% | 16.67\% | 9 |
| Ladder | 97 | 22 | 26 | 2 | 9 | 0 | 5 | 1 | 4 | 0 | 1 | 22.00\% | 22.68\% | 0 | 29.10\% | 26.80\% | 2 |
| Other | 17 | 2 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 17.00\% | 11.76\% | 1 | 32.80\% | 23.53\% | 2 |
| Research | 19 | 6 | 4 | 0 | 2 | 0 | 3 | 0 | 1 | 0 | 0 | 18.70\% | 31.58\% | 0 | 33.70\% | 21.05\% | 2 |
| FACULTY TOTAL | 229 | 43 | 50 | 5 | 20 | 0 | 9 | 2 | 5 | 0 | 2 |  | 18.78\% | 4 |  | 21.83\% | 15 |
| NONFACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Faculty, Student Srvcs M grs \& Sr Specs | 27 | 3 | 19 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 15.35\% | 11.11\% | 1 | 51.64\% | 70.37\% | 0 |
| Human Resources M grs \& Sr Specs | 3 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.88\% | 0.00\% | 1 | 55.33\% | 66.67\% | 0 |
| Financial Mgrs \& Sr Specs | 6 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 13.65\% | 16.67\% | 0 | 52.92\% | 66.67\% | 0 |
| Facilities \& Operations M grs \& Sr Specs | 12 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.45\% | 0.00\% | 2 | 49.14\% | 25.00\% | 3 |
| Administrative M grs \& Sr Specs | 43 | 2 | 30 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 16.65\% | 4.65\% | 5 | 55.51\% | 69.77\% | 0 |
| Info Technology Mgrs \& Sr Specs | 52 | 8 | 17 | 0 | 6 | 0 | 0 | 0 | 2 | 0 | 0 | 14.00\% | 15.38\% | 0 | 37.06\% | 32.69\% | 2 |
| Publications \& Comm. M Mrs \& Sr Specs | 10 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.42\% | 0.00\% | 1 | 58.60\% | 50.00\% | 1 |
| Research Managers \& Sr Specs | 3 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 26.08\% | 66.67\% | 0 | 49.75\% | 66.67\% | 0 |
| Alumni Affairs \& Dev. Mgrs \& Sr Specs | 23 | 0 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.26\% | 0.00\% | 1 | 56.73\% | 82.61\% | 0 |
| Library Managers \& Sr Specs | 13 | 1 | 10 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 12.15\% | 7.69\% | 1 | 67.32\% | 76.92\% | 0 |
| Subtotal 01 E/A/M | 192 | 17 | 111 | 0 | 8 | 0 | 1 | 1 | 6 | 0 | 1 |  | 8.85\% | 12 |  | 57.81\% | 6 |
| Human Resources Professionals | 3 | 1 | 3 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 19.77\% | 33.33\% | 0 | 59.68\% | 100.00\% | 0 |
| Info Technology Pros \& Ops Mgrs | 51 | 11 | 18 | 2 | 4 | 0 | 1 | 1 | 2 | 0 | 1 | 16.00\% | 21.57\% | 0 | 34.15\% | 35.29\% | 0 |
| Technical Professionals, Sr Specs/ M grs | 4 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.71\% | 25.00\% | 0 | 22.28\% | 50.00\% | 0 |
| Library Professionals | 28 | 5 | 19 | 0 | 0 | 0 | 1 | 2 | 2 | 0 | 0 | 14.98\% | 17.86\% | 0 | 79.43\% | 67.86\% | 3 |
| Publications \& Communications Pros | 11 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.54\% | 0.00\% | 2 | 55.46\% | 63.64\% | 0 |
| Financial Pros \& Operations Suprvsrs | 6 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.62\% | 0.00\% | 1 | 53.75\% | 100.00\% | 0 |
| Alumni Affairs \& Dev. Professionals | 17 | 4 | 15 | 0 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 5.79\% | 23.53\% | 0 | 56.42\% | 88.24\% | 0 |
| Administrative Professionals Level I | 46 | 4 | 38 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 19.95\% | 8.70\% | 5 | 65.15\% | 82.61\% | 0 |
| Faculty Student Services Professionals | 12 | 1 | 10 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 18.20\% | 8.33\% | 1 | 56.28\% | 83.33\% | 0 |
| Facilities and Operations Supervisors | 5 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 31.99\% | 40.00\% | 0 | 29.44\% | 40.00\% | 0 |
| Administrative Professionals Level II | 98 | 9 | 65 | 0 | 0 | 0 | 2 | 0 | 5 | 1 | 1 | 19.13\% | 9.18\% | 10 | 65.32\% | 66.33\% | 0 |
| Subtotal O2 Profs./Nonfac. | 281 | 38 | 185 | 5 | 6 | 0 | 5 | 6 | 11 | 1 | 4 |  | 13.52\% | 19 |  | 65.84\% | 3 |
| Financial Support | 14 | 5 | 7 | 2 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 10.86\% | 35.71\% | 0 | 81.46\% | 50.00\% | 4 |
| Staff Assistants | 149 | 36 | 115 | 3 | 1 | 0 | 5 | 14 | 4 | 0 | 9 | 16.04\% | 24.16\% | 0 | 69.62\% | 77.18\% | 0 |
| Library \& Museum Support | 19 | 3 | 11 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 18.37\% | 15.79\% | 0 | 76.01\% | 57.89\% | 3 |
| Other General Office | 97 | 10 | 78 | 3 | 0 | 0 | 0 | 5 | 1 | 0 | 1 | 15.00\% | 10.31\% | 5 | 76.25\% | 80.41\% | 0 |
| Subtotal 05Sec./Clerical | 279 | 54 | 211 | 8 | 1 | 0 | 6 | 23 | 6 | 0 | 10 |  | 19.35\% | 5 |  | 75.63\% | 7 |
| Maintenance, Trasportation \& Dist. | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 21.01\% | 100.00\% | 0 | 21.38\% | 0.00\% | 0 |
| Subtotal 08 Maint, Trans. \& Dist | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |  | 100.00\% | 0 |  | 0.00\% | 0 |
| NONFACULTY TOTAL | 753 | 110 | 507 | 13 | 15 | 0 | 13 | 30 | 23 | 1 | 15 |  | 14.61\% | 36 |  | 6.33\% | 16 |
| GRAND TOTAL | 982 | 153 | 557 | 18 | 35 | 0 | 22 | 32 | 28 | 1 | 17 |  | 15.58\% | 40 |  | 56.72\% | 31 |

2003 G oals for M inorities

| Job Group On | One-Year Goal | Current Population | Target Population for 2003 |
| :---: | :---: | :---: | :---: |
| Faculty |  |  |  |
| Ladder | 2 | 22 | 24 |
| Research | 1 | 6 | 7 |
| Other | 1 | 2 | 3 |
| Total Faculty | 4 |  |  |
| Non-faculty |  |  |  |
| Faculty, Student Srvcs. M grs. \& Sr. Specs. | cs. 1 | 3 | 4 |
| Human Resources M grs. \& Sr. Specs. | 1 | 0 | 1 |
| Facilities \& Oprs. Mgrs. \& Sr. Specs. | 2 | 0 | 2 |
| Administrative M grs. \& Sr. Specs. | 5 | 2 | 7 |
| Publications \& Comm. Mgrs. \& Sr. Specs. | cs. 1 | 0 | 1 |
| Alumni Affairs \& Dev. M grs. \& Sr. Specs. | cs. 1 | 0 | 1 |
| Library M grs. \& Sr. Specs. | 1 | 1 | 2 |
| Publications \& Comm. Profs. | 2 | 0 | 2 |
| Financial Prof. \& Oprs. Mgrs. | 1 | 0 | 1 |
| Administrative Profs. Level I | 5 | 4 | 9 |
| Faculty Student Srvcs. Profs. | 1 | 1 | 2 |
| AdministrativeProfs. Level II | 10 | 9 | 19 |
| Other General Office | 5 | 10 | 15 |
| Non-faculty Total | 36 |  |  |
| G rand Total | 40 |  |  |


| Job Group | 2003 G oals for Women |  |  |
| :---: | :---: | :---: | :---: |
|  | One-Year G oal | Current Population | Target Population for 2003 |
| Faculty |  |  |  |
| Senior | 2 | 16 | 18 |
| Ladder | 3 | 26 | 29 |
| Other | 1 | 4 | 5 |
| Research | 1 | 4 | 5 |
| Faculty Total | 7 |  |  |
| Non-faculty |  |  |  |
| Facilities \& Oprs. M grs. \& Sr. Specs. | 3 | 3 | 6 |
| Information Tech. Profs. \& Oprs. M grs. | . 2 | 17 | 19 |
| Pub. \& Comm. M grs. \& Sr. Specs. | 1 | 5 | 6 |
| Library Profs. | 3 | 19 | 22 |
| Financial Support | 4 | 7 | 11 |
| Staff Assistant | 20 | 117 | 137 |
| Library \& M useum Support | 3 | 11 | 14 |
| Non-faculty Total | 36 |  |  |
| Grand Total | 43 |  |  |

# HARVARD SCHOOL OF DENTAL MEDICINE 

Faculty

## Progress Toward Last Year's G oals

The Harvard School of Dental Medicine (HSDM) has continued to do exceptionally well in attracting minorities and women at the research and instructor level, thus insuring a good pipeline for future diversity at the upper faculty levels. It is hoped that by making an early commitment to these individuals they will remain at HSDM throughout their careers. Senior faculty often remain in their positions for long periods of time, and minorities and women are difficult to recruit at this level due to their underrepresentation in the workforce. One of the problems that the HSDM continually faces is trying to keep its salaries competitive with lucrative private practices. Specialty private practices often provide twice the salary that can be earned in academia. The lucrative private practice salaries are believed to be a major reason for the current shortfall of 300 to 400 dental faculty throughout the United States.

## A reas of Current Underutilization

The HSDM goal is to add two minorities and two women at the senior level and ten additional minorities to its ladder faculty. The School expects to meet these goals through internal promotions and recruitments over the next three to five years. Unfortunately, HSDM continues to lose minority faculty members to private practice each year.

Every effort is being made to discover and recruit qualified minority faculty members who may demonstrate interest in teaching, research and practice at HSDM. Black, Native American, and Hispanic faculty are a priority for recruitment but this has continued to be a challenge. Minorities represented $26.8 \%$ of the population in 1996 but only $13.7 \%$ of practicing dentists. When one considers the usual factors inhibiting the choice of an academic career (debt in excess of $\$ 100,000$ at graduation, the lure of private practice salaries to alleviate debt, and the sacrifices one must make in order to devote time to research), the odds of attracting and developing minority faculty are daunting.

As mentioned previously our instructors and researchers are well utilized by minorities (78) and women (73) and actually exceed our affirmative action targets in these categories. However, we could improve in the areas of recruiting Blacks, Hispanics and Native A mericans. Consistent with our goals, HSDM intends to network to discover promising minority and female faculty and to do what is reasonable to attract them to the School when vacancies arise.

## Strategies D esigned to Alleviate Underutilization of Women and Minorities

Dr. Bruce Donoff, Dean of the Dental School of Medicine is totally committed to diversity at the School and explores and supports all efforts to increase the representation of females and minorities. One of the ways Dr. Donoff continues to demonstrate his commitment is through his active participation on the Executive Council on Diversity. The Council is charged with generating strategies to promote diversity among all aspects of the HMS/ HSDM community, including faculty, staff and students. The goal is the recruitment, retention and promotion of, or graduation of, culturally competent employees and clinical practitioners, regardless of race, gender, sexual orientation, disability, religion or socioeconomic circumstance.

## Hiring Strategies

The strategies to alleviate underutilization of minorities and females are the same as for the previous year. The Associate Dean of Administration and Finance and the Director of Human Resources will meet with
all department heads twice during the year. The first meeting will be to review minority and women faculty who have been earmarked for future promotions. Faculty progress will be reviewed to determine whether the same or additional faculty are still on track for promotion. If they are no longer eligible, we will review the reasons for this change in outlook and, where possible, take action to improve the situation. The second meeting will be toward the end of the year for final determination of which minority and female faculty are likely to be promoted in the fall of the next academic year.

Another HSDM strategy for the promotion of diversity is the continual review of publications in which faculty positions are advertised. Whenever possible the School attempts to advertise in journals sensitive to a minority and female faculty audience. HSDM intends to advertise in publications that attract underutilized groups in order to meet or exceed our goals for a diverse environment. Last year the School successfully recruited a black female at the instructor level as well as a female at the ladder level, both of whom hold much promisefor a career in research.

Our longer- term strategy to increase utilization of women and minorities is to recruit them as students. HSDM has an excellent record of doing so. Our current pre-doctoral student class composition is 46\% female and $54 \%$ male. In the advanced graduate education programs the breakdown of females and males is $44 \%$ female and $56 \%$ male. Significant gains in the acceptance of females started around 1980 when women dentists represented $14 \%$ of graduates and $2 \%$ of practitioners. By 1999 women constituted $35 \%$ of dental graduates and $14 \%$ of practitioners. It will take some years for current classroom percentages to reflect at the faculty recruitment and retention level. The American Dental Association predicts that in $2020,29 \%$ of practicing dentists will be female. We realize it will take many years for current percentages to impact faculty diversity at the School of Dental Medicine.

The recently concluded negotiation for Graduate Medical Education funds will provide stipends for advanced graduate education students. The School hopes that these stipends will help attract minority and female candidates by easing the financial burden of advanced study. We believe that the availability of these funds made a difference to the class matriculating this year.

The shortage in faculty throughout the United States is estimated at 300 to 400 . Programs such as the Dean's Scholars Program have been developed to address the faculty shortage by giving prospective faculty the support they need to continue their research and teach. The program recognizes, earmarks, and nurtures talented students who are inclined toward a career in academia. By providing "protected time" to post-graduates through stipend and tuition support, this award helps to offset the financial burden that accompanies careers in research or teaching. It is hoped that the stipends will enable post-graduates to be less distracted by the competitive salaries of private practice and to be more able to concentrate on their research interests. Awardees also receive mentoring in research techniques, publication preparation, grantwriting, and teaching. The ultimate goal is to attract post-graduates and develop them into successful faculty members. All three recipients to date of the Dean's Scholars A ward are women.

The School of Dental Medicine participates in pipeline programs to interest high school and undergraduate students in science careers. Programs such as these do not produce immediate results but will influence the future representation of black and other minority faculty at HSDM and elsewhere. In minority faculty representation, Asian faculty are an exception as they are often well represented in the scientific fields including dentistry.

## Promotion and Training opportunities

The Department Chairs and the Office of Dental Education are committed to making faculty aware of the steps required for a successful promotion. The current strategic plans calls for a detailed career plan for every junior faculty member. During the year many faculty workshops are held on topics such as tutor training, presentation skills, case writing, and professional development.

During the year many distinguished faculty are invited to the School of Dental Medicine in order to share their professional experiences and how they developed their career paths and scholarly interests.

For both minorities and women hope lies in the recruitment of pre-doctoral students and pipeline programs where students are recruited to develop an interest in the sciences. HSDM participates with Harvard Medical School in the Biomedical Sciences Careers Program (BSCP) where faculty mentor young students in order to stimulate interest in research and academia.

## Faculty Employment Activity Summary

The following table reports the actual net gains and losses for the three-year period 2000-2002 and the projected net gains/ (losses) for the period 2003-2005. The projected goals may be adjusted in the future years to reflect hiring rates and the effects of attrition.

Three-Year G oals and Projections for Employment Activity Nov. 1, 2002 to Oct. 31, 2005

| Job Group | $\begin{array}{\|c\|} \hline 3 \text { yr. Target } \\ \text { Goals } \\ 2000-2002 \end{array}$ |  | Actual Net Gains / (Losses) <br> 2000-2002 |  |  | $\begin{gathered} 3 \text { yr. Target } \\ \text { Goals } \\ 2003-2005 \end{gathered}$ |  | $\begin{gathered} \text { Goals } \\ 2002-2003 \end{gathered}$ |  | $\begin{aligned} & \text { Projected } \\ & \text { Goals } \\ & 2003-2004 \end{aligned}$ |  | $\begin{gathered} \hline \text { Projected } \\ \text { Goals } \\ 2004-2005 \\ \hline \end{gathered}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { y } \\ & \text { 름 } \\ & \text { 듣 } \\ & \hline \hline \end{aligned}$ | $\begin{aligned} & \text { § } \\ & \stackrel{y}{0} \\ & \$ \end{aligned}$ | $\begin{aligned} & \mathscr{y} \\ & \text { y } \\ & \text { ID } \\ & \hline \end{aligned}$ |  | $\begin{aligned} & \text { Ø } \\ & \stackrel{1}{0} \\ & \$ \end{aligned}$ |  | $\begin{aligned} & \text { § } \\ & \stackrel{1}{0} \\ & \$ \end{aligned}$ | $\begin{aligned} & \text { E } \\ & \text { N } \\ & \stackrel{C}{\Sigma} \end{aligned}$ | ¢ $\substack{0 \\ 3 \\ 3}$ | $\begin{aligned} & \mathscr{y} \\ & \text { N } \\ & \frac{0}{\Sigma} \\ & \hline \end{aligned}$ | ¢ ¢ ¢ |  | ¢ $\stackrel{\text { ¢ }}{ }$ 3 |
| Senior | 1 | 2 | 3 | 0 | 1 | 2 | 2 | 1 | 0 | 0 | 0 | 1 | 0 |
| Ladder | 5 | 1 | (4) | (4) | 3 | 10 | 0 | 0 | 0 | 2 | 1 | 8 | 5 |
| Research | 0 | 0 | (2) | 0 | (2) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | (9) | 24 | 14 | 0 | 0 | 0 | 0 | (2) | (1) | (8) | (5) |

## Non-faculty

This affirmative action report includes all administrative, managerial, supervisory, professional, and support staff positions within the Dental School. It presents the representation of non-faculty women and minorities, and the ongoing work to have an organizational climate for a diverse workforce. We recognize that the recruitment and retention of women and minorities must be a value woven into the School of Dental Medicine's culture. We are proud of our efforts towards ensuring a workplace that is welcoming for all, regardless of gender, race, sexual orientation, age, religion, disability or veteran status.

Dr. Bruce Donoff, Dean of Harvard School of Dental Medicine, has publidy stated his support for a diverse workforce:
"I am committed to creating an atmosphere of inclusion that reflects and supports the diversity of faculty, staff, students, patients, and communities with whom we teach, work, care, and interact."

The affirmative action initiatives by the Harvard School of Dental Medicine are presented in the nonfaculties report programs for recruiting and retention of women and minorities are being managed entirely by HSDM. In previous years HSDM had made a collaborative effort with the Medical School on their recruitment programs.

## Progress Toward Last Year's G oals

During 2002 the total number of non-faculty employed at Harvard School of Dental Medicine increased to a total of 109 from 96 in $2001(+13)$. The number of minorities employed is 36 , an increase of 2 , and the number of women employed increased from 81 by 11 to 92 .

## A reas of Current Underutilization

## Minorities

While successful hires were made of 7 minorities during the past year, the utilization analysis points to the need to continue to hire 2 minority staff members in the Administrative categories. This includes 1 minority in the Administrative. Professional Level II category.

## Women

Efforts will continue to retain women across all job categories. At this time, women are not underrepresented in any job categories.

## Strategies D esigned to Alleviate Underutilization of Minorities and Women

## Hiring Strategies

As positions become available, the staff in the Office of Human Resources at the Dental School will give particular attention to finding minority candidates from the Administrative Professional Level II applicants. Refer to the hiring strategy portion of the HSDM narrative for non-faculty that illustrates the collaborative efforts that will serve to reach this goal. The Dental School continues to hire women and minorities who have begun to enter the job market after long periods of unemployment.

To reach our goals among health professionals, we will continue working with local dental assistant training schools to identify minority candidates.

## Promotion and Training Opportunities

HSDM pays for the annual continuing education units (CEUs) required for each of the dental assistants and dental hygienists. The school also sponsors their attendance at the Yankee Dental Conference. Support for both of these initiatives contributes to the retention of staff and to their professional development. Minorities represent approximately $50 \%$ of staff receiving this training and support. (Refer to the promotion and training opportunities portion of the HMS non-faculty narrative for additional joint programs and services that also benefit the staff at HSDM.)

## Retention and Climate

HSDM hosts a range of events among faculty, staff, and students to foster a climate of communication across all job categories, and to promote retention. The Dental School seeks to communicate its appreciation of the diversity represented among staff by sponsoring social events in many of the neighborhoods where staff reside. In addition, the School sponsors the annual picnic, employees' appreciation day,

SnowBall, Thanksgiving party and Holiday Party. HSDM recently has formed the Joint Council between the M anagers and members of HSDM to promote retention.

## Summary

As Harvard School of Dental Medicine seeks to achieve diversity goals during 2003 it will be important to continue the broad-based strategies for the recruitment and retention of women and minorities. HSDM will face unique challenges in recruiting staff across job categories due the limited number of anticipated additional openings. However when positions do become available, extensive outreach to hire women and minorities will be implemented.

A Director and a Coordinator of the newly formed Human Resources Department were hired in 2002 solely to serve the Dental School. HSDM Human Resources continues to work with the Medical School Human Resources although recruitment is done entirely at the Dental School for non-faculty positions.

The Human Resource department staff will continue to inform hiring managers when a job category is underutilized for women and/ or minorities. Hiring managers and Human Resource staff will work collaboratively to implement outreach to numerous community groups, professional associations and websites to recruit a diverse applicant pool. We will also continue to focus on the training and development of existing staff so that they may gain the competencies required for future open positions. With the vision for an inclusive and diverse community articulated by Dr. Bruce Donoff, the Dental School managers and staff will continue to work to transform these values and goals into reality. Programs undertaken to enhance Harvard Dental School's progress will also be utilized at Harvard School of Dental Medicine.

## HARVARD SCHOOL OFDENTAL MEDICINE

Faculty Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Senior |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 11 |  | 12 |  | 13 |  | 12 |  | 15 |  | 15 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 1 | (7.7\%) | 1 | (8.3\%) | 1 | (6.7\%) | 1 | (6.7\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |


| Ladder |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 71 | 73 | 71 | 73 | 67 | 69 |  |
| Women | 10 (14.1\%) | 13 (17.8\%) | 12 (16.9\%) | 14 (19.2\%) | 14 (20.9\%) | 16 | (23.2\%) |
| Minorities | 7 (9.9\%) | 9 (12.3\%) | 5 (7.0\%) | 8 (11.0\%) | 6 (9.0\%) | 5 | (7.2\%) |


| Research |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 9 | 14 | 21 | 19 | 20 | 12 |  |
| Women | 4 (44.4\%) | 7 (50.0\%) | 10 (47.6\%) | 9 (47.4\%) | 7 (35.0\%) | 5 | (41.7\%) |
| Minorities | 3 (33.3\%) | 7 (50.0\%) | 9 (42.9\%) | 10 (52.6\%) | 12 (60.0\%) | 7 | (58.3\%) |


| Other |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 261 | 269 | 273 | 270 | 266 | 260 |  |
| Women | 50 (19.2\%) | 53 (19.7\%) | 59 (21.6\%) | 68 (25.2\%) | 68 (25.6\%) | 67 | (25.8\%) |
| Minorities | 38 (14.6\%) | 47 (17.5\%) | 56 (20.5\%) | 59 (21.9\%) | 63 (23.7\%) | 71 | (27.3\%) |
| Total |  |  |  |  |  |  |  |
| Total | 352 | 368 | 378 | 374 | 368 | 356 |  |
| Women | 64 (18.2\%) | 73 (19.8\%) | 82 (21.7\%) | 92 (24.6\%) | 90 (24.5\%) | 89 | (25.0\%) |
| Minorities | 48 (13.6\%) | 63 (17.1\%) | 70 (18.5\%) | 77 (20.6\%) | 81 (22.0\%) | 83 | (23.3\%) |

## HARVARD SCHOOL OFDENTAL MEDICINE

Nonfaculty Census for 1997-2002


## SCHOOL OF DENTAL MEDICINE

|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | NATIVE |  |  | BLACK | NATIVE |  |  | AVAIL DATA | CURR <br> UTIL | GOALS | AVAIL DATA | CURR <br> UTIL | GOALS |
|  |  |  |  |  | ASIAN | AMER | HISP |  | ASIAN | AMER | HISP |  |  |  |  |  |  |
| FACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Senior Faculty | 15 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12.60\% | 0.00\% | 2 | 20.80\% | 6.67\% | 2 |
| Ladder Faculty | 69 | 5 | 16 | 0 | 3 | 0 | 0 | 0 | 2 | 0 | 0 | 21.60\% | 7.25\% | 10 | 22.90\% | 23.19\% | 0 |
| Other Faculty | 260 | 71 | 67 | 8 | 25 | 0 | 5 | 5 | 21 | 0 | 7 | 15.30\% | 27.31\% | 0 | 15.10\% | 25.77\% | 0 |
| Research Faculty | 12 | 7 | 5 | 1 | 3 | 0 | 0 | 1 | 2 | 0 | 0 | 49.50\% | 58.33\% | 0 | 44.60\% | 41.67\% | 0 |
| FACULTY TOTAL | 356 | 83 | 89 | 9 | 31 | 0 | 5 | 6 | 25 | 0 | 7 |  | 23.31\% | 12 |  | 25.00\% | 2 |
| NONFACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Faculty, Student Services M grs \& Sr Specialists | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15.35\% | 0.00\% | 0 | 51.64\% | 100.00\% | 0 |
| Human Resources Managers \& Sr Specialists | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.88\% | 0.00\% | 0 | 55.33\% | 100.00\% | 0 |
| Financial Managers \& Sr Specialists | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13.65\% | 0.00\% | 0 | 52.92\% | 0.00\% | 0 |
| Administrative Managers \& Sr Specialists | 4 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.65\% | 0.00\% | 1 | 55.51\% | 75.00\% | 0 |
| Subtotal 01E/A/M | 7 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% | 1 |  | 71.43\% | 0 |
| Research Professionals | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23.52\% | 0.00\% | 0 | 49.04\% | 0.00\% | 0 |
| Info Technology Professionals \& Operations M grs | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 16.00\% | 100.00\% | 0 | 34.15\% | 0.00\% | 0 |
| Health Professionals | 10 | 2 | 10 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 15.73\% | 20.00\% | 0 | 65.02\% | 100.00\% | 0 |
| Financial Professionals \& Operations Supervisors | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.62\% | 0.00\% | 0 | 53.75\% | 0.00\% | 1 |
| Alumni Affairs and Development Professionals | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.79\% | 0.00\% | 0 | 56.42\% | 100.00\% | 0 |
| Administrative Professionals Level I | 4 | 1 | 3 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 19.95\% | 25.00\% | 0 | 65.15\% | 75.00\% | 0 |
| Faculty and Student Services Professionals | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.20\% | 0.00\% | 0 | 56.28\% | 100.00\% | 0 |
| Facilities and Operations Supervisors | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31.99\% | 0.00\% | 0 | 29.44\% | 0.00\% | 0 |
| Administrative Professionals Level II | 6 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.13\% | 0.00\% | 1 | 65.32\% | 100.00\% | 0 |
| Subtotal 02 Professionals | 28 | 4 | 22 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 1 |  | 14.29\% | 1 |  | 78.5\%\% | 1 |
| Lab Support | 32 | 19 | 29 | 0 | 0 | 0 | 1 | 12 | 2 | 0 | 4 | 17.76\% | 59.38\% | 0 | 52.01\% | 90.63\% | 0 |
| Subtotal 03Tech./Para. | 32 | 19 | 29 | 0 | 0 | 0 | 1 | 12 | 2 | 0 | 4 |  | 59.38\% | 0 |  | 90.6\% | 0 |
| Financial Support | 5 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 10.86\% | 20.00\% | 0 | 81.46\% | 80.00\% | 0 |
| Staff Assistants | 35 | 12 | 31 | 0 | 1 | 0 | 1 | 7 | 0 | 0 | 3 | 16.04\% | 34.29\% | 0 | 69.62\% | 88.57\% | 0 |
| Other General Office | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15.00\% | 0.00\% | 0 | 76.25\% | 50.00\% | 1 |
| Subtotal 05 Secretarial/Clerical | 42 | 13 | 36 | 0 | 1 | 0 | 1 | 7 | 0 | 0 | 4 |  | 30.95\% | 0 |  | 85.71\% | 1 |
| NONFACULTY TOTAL | 109 | 36 | 92 | 0 | 1 | 0 | 3 | 21 | 2 | 0 | 9 |  | 33.03\% | 2 |  | 84.40\% | 2 |
| GRAND TOTAL | 465 | 119 | 181 | 9 | 32 | 0 | 8 | 27 | 27 | 0 | 16 |  | 25.59\% | 14 |  | 38.92\% | 4 |

## 2003 G oals for M inorities

| Job G roup | $\underline{\text { One-Year G oal }}$ | Current <br> Population | Target Population <br> for 2003 |
| :--- | :---: | :---: | :---: |
| Faculty | 1 | 0 | 1 |
| $\quad$ Senior | $\mathbf{1}$ |  |  |
| Faculty Total |  |  |  |
| Non-faculty |  | 0 | 1 |
| $\quad$ Administrative Managers \& Sr. Specs. | 1 | 0 | 1 |
| $\quad$ AdministrativeProfs. Level II | 1 |  |  |
| Non-faculty Total | $\mathbf{2}$ |  |  |
| Grand Total | $\mathbf{3}$ |  |  |

HARVARD SCHOOL OF DENTAL MEDICINE
$\left.\begin{array}{lcc}\hline \text { 2003 Goals for Women } & \\ \text { Job Group } & \underline{\text { One-Year Goal }} & \begin{array}{c}\text { Current } \\ \text { Population }\end{array}\end{array} \begin{array}{c}\text { Target Population } \\ \text { for 2003 }\end{array}\right]$

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## GRADUATE SCHOOL OFDESIGN

## Faculty

## Progress Toward Last Year's G oals

The Graduate School of Design made four tenured professorial appointments during the plan year (A Y2001-02); one in architectural design, one in architectural history, and one in urban design. The first two appointees are white males and the third is an hispanic male. It therefore did not make progress toward its goal for senior women faculty. Although one of these appointments increases the number of minority senior faculty members, minorities are not underutilized in the Senior Faculty.

The GSD made no new ladder appointments. Neither women nor minorities are under-represented in the ladder faculty category.

The Other Faculty group includes three subgroups: 1) Adjunct Professors and Senior Lecturers, who are appointed as a result of a national or international search for renewable terms of five years, usually at $0.25 \%$ FTE. They are senior professionals in private practice and, historically viewed, are re-appointed over the long term. There are currently 12 individuals in this category, some of whom have been with us for more than 20 years. During the past year two appointments were made as Adjunct Professor, one in architectural design and one in urban design; the successful candidates were, respectively, a white woman and a white man 2) Multi-year Design Critics and Lecturers, who are appointed for renewable terms of three years at less than half-time, usually $0.25 \%$ FTE. They are less senior professionals mostly in private practice and, historically viewed, are re-appointed in less than $50 \%$ of the cases. There are currently 24 individuals in this category. 3) Annual Design Critics and Lecturers. The GSD hires approximately 25-30 individuals to approximately eight FTE annual positions each fall and each spring term (for a total of 50-60 per year-however, only the annual visitors for the fall term are included in this report due to procedural requirements that only those with appointments on 09/20/ 02 be included). In fall 2002, of the 55 individuals in these three subgroups, $29 \%$ were women and $15 \%$ were minorities. Women are underutilized and minorities are not underutilized in this job group.

## A reas of Current Underutilization

During the academic year 2002-2003, the GSD is conducting searches for four tenured faculty members in the fields of architectural design ( 1 position), urban planning ( 2 positions), and housing studies ( 1 position). Searches are also being conducted for several junior faculty positions (one in architectural design and one in design computing) and for four adjunct professor/ senior lecturer positions (one in architectural history, one in architectural theory, one in architectural design, and one in urban design). We are making focused efforts to identify and encourage women and minority candidates to apply for these positions (although the searches have not been finalized, women are already leading candidates in several of the searches). Women are underutilized in this group. As there is constant turnover in both the Ladder and Other Faculty, women (as well as minorities) will have to be hired on a continuing basis in order to maintain and increase their representation in all groups.

## Strategies D esigned to Alleviate Underutilization of Women and Minorities

We are currently conducting searches to fill four senior/ tenured appointments and have made broad, concerted efforts to identify qualified women in the fields and to encourage women identified in this effort to apply for these positions.

The opportunities for progress in appointing more women and minority faculty will of course continueto depend on the nature of the pool of candidates with the appropriate academic and professional qualifications. Candidates for senior positions at the School generally have received their terminal degree (either master's or doctorate) 15 to 20 years before appointment. In 1975-76, 20.8\% (by comparison, in 1990-91, $35.7 \%$ ) of the individuals receiving master's degrees in the field of architecture and environmental design were women, and only $15.9 \%$ (in 1990-91, $25.2 \%$ ) of those receiving doctorates were women. The percentage of master's degrees awarded to minorities in 1975-76 was $10.8 \%$ (in 1989-90, 10.1\%), and the percentage of doctorates awarded to minorities was $8.5 \%$ (in 1989-90, $8.3 \%$ ). One way the School is working to overcome this "pipeline" issue is through its student admissions decisions. Since 1980-81 the School has consistently had more than a $30 \%$ female student population; the current level is $48 \%$ (up from $47 \%$ last year). In the landscape architecture degree programs, women have outnumbered men since 1983-84. Since 1980-81 the percentage of minority students in the School has grown from $9.4 \%$ to the current $21 \%$.

In the summer of 2002 we awarded seven full scholarships and two half scholarships to our summer Career Discovery Program to underutilized minority students, who would otherwise not have been able to participate in this program. The Career Discovery Program is a six-week long, hands-on, intensive introduction to the fields of architecture, landscape architecture, or urban design for students interested in exploring the possibility of entering a degree program in one of these fields.

In the course of faculty searches, we sometimes identify promising women or minority candidates deemed not suitable for an appointment at the time, but who may be eligible in the future when they have had more experience either in teaching or in practice. The School maintains contact with such individuals and invites them back to participate in studio reviews in order to keep abreast of their development and to reevaluate their potential as faculty candidates. Occasionally the School also identifies more senior women and minority professionals or faculty at other institutions who are well qualified for a teaching position but who are not interested in a GSD position at the time. The School maintains contact with these individuals and encourages their interest in the GSD for a possible future position.

One method we use to assess promising candidates in whom we are interested but for whom we lack sufficient information on abilities and effectiveness as teachers is to invite them to teach a course for one semester at the GSD as visitors. We have done that this fall with one promising candidate and plan to do it in the spring with two others.

An example of another strategy we have used to attract candidates is the following. In spring 2000 an offer was made to an outstanding woman candidate for a junior faculty position in architecture. She was reluctant to accept the position due to family concerns, including relocating her family from another city. While extending the response time to the ladder offer for another year, the school then offered her a oneyear visiting faculty position for this current academic year. This position was virtually identical to the ladder position offered to her originally. This arrangement gave her time to decide if a full-time ladder position in Cambridge would work for her. In summer 2001 she accepted the ladder position.

In a similar vein to the above of accommodating the needs of women/ minority faculty in order for the school to be an attractive place for them to be, in spring 2000 a promising young white woman assistant professor wanted to cut back on her teaching and other departmental commitments to devote more time both to her young family and to her scholarly research/ writing. The solution found to both meet her needs and to keep her on the faculty was for her to assume the non-ladder position of Lecturer, where she has half a regular ladder teaching load and no administrative work beyond advising doctoral students. While this has moved her from the category Ladder to Other, it retains her presence in the school.

All faculty searches at the GSD are advertised in the A ffirmative A ction Register in addition to subjectspecific journals. Other special efforts are made to identify women and minorities through consultation with individuals in the fields, whether at universities or in private practice. The Director of Faculty Planning, who manages all faculty searches and attends and staffs all meetings of the search committees, has a specific responsibility to make the search committees aware of affirmative action procedures and goals.

## Faculty Employment Activity Summary

The following table reports the actual net gains and losses for the years 2000 and 2001, target goals for the next three years, and projected goals for the next three years. The projected goals may be adjusted in the future to reflect hiring rates and the effects of attrition.

## Three-Year G oals and Projections for Employment Activity

 Nov. 1, 2002 to Oct. 31, 2005| Job Group | $\begin{array}{\|c\|} \hline 3 \text { yr. Target } \\ \text { Goals } \\ 2000-2002 \\ \hline \end{array}$ |  | Actual Net Gains / (Losses) <br> 2000-2002 |  |  | $\begin{gathered} \hline 3 \text { yr. Target } \\ \text { Goals } \\ 2003-2005 \\ \hline \end{gathered}$ |  | $\begin{gathered} \text { Goals } \\ \text { 2002-2003 } \end{gathered}$ |  | Projected Goals 2003-2004 |  | Projected Goals 2004-2005 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \mathscr{D} \\ & \frac{0}{\square} \\ & \frac{1}{\Sigma} \end{aligned}$ |  |  |  | $\begin{aligned} & \stackrel{y}{\otimes} \\ & \stackrel{0}{3} \end{aligned}$ | $\begin{aligned} & \mathscr{0} \\ & \frac{0}{c} \\ & \frac{0}{\Sigma} \end{aligned}$ | $\begin{aligned} & \text { § } \\ & \stackrel{1}{0} \\ & \$ \end{aligned}$ |  | $\begin{aligned} & \text { §0 } \\ & \stackrel{y}{0} \\ & \vdots \end{aligned}$ | $\begin{aligned} & \mathscr{D} \\ & \frac{1}{ㄹ} \\ & \Sigma \end{aligned}$ |  | $\begin{aligned} & \frac{y}{N} \\ & \frac{0}{5} \\ & \Sigma \end{aligned}$ | ¢ $\substack{0 \\ 3}$ |
| Senior | 0 | 3 | 5 | 1 | 0 | 0 | 5 | 0 | 1 | 0 | 1 | 0 | 1 |
| Ladder | 0 | 2 | (2) | 0 | (1) | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 |
| Research | 1 | 1 | (2) | 1 | (3) | 0 | 3 | 0 | 3 | 0 | 1 | 0 | 1 |
| Other | 0 | 0 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

## Non-faculty

The Graduate School of Design is continuing its commitment to the University policy of providing equal opportunity in employment for all qualified persons and prohibiting discrimination in employment on the basis or race, color, religion, creed, gender, sexual orientation, national origin, handicapped status, age or veteran status. In addition, the school seeks to demonstrate this commitment by creating a welcome and tolerant workplace that embraces diversity in our community.

The affirmative action plan includes all of the managerial, administrative, professional, and supervisory and support staff members of the Graduate School of Design.

## Progress Toward Last Year's G oals

Non-faculty underutilized job groups for last year were:

- Faculty, Student Services Managers and Senior Specialists - hiring goal: 1 minority
- Research M anagers and Senior Specialists - hiring goals: 1 minority; 2 women
- Faculty an Student Services Professionals - hiring goals: 1 minority; 2 women
- Library Professionals - hiring goal: 1 woman

In 2002, our minority utilization remained about the same at $15.9 \%$. We were successful in hiring five people of color: two were hired into professional level positions and three were hired into support staff positions. With an overall reduction in staff numbers this year due to layoffs and relatively low turnover there were fewer hiring opportunities available this year. However, we were still successful in hiring one minority male into the Library Professionals job group, one minority male into the Administrative Professionals Level II job group, and three minority females into the General Office job group.

Our utilization of women remains strong at 66.67\%. We were successful in meeting a goal of one woman in the Administrative Professionals level II job group with the hiring of a female into a newly created position in one of our research departments. We continue, however, to have goals for Research Managers and Senior Specialists and both levels of theFaculty and Student Services job groups.

The recruitment efforts that continue to be helpful to us in meeting our goals were the increased use of advertising and the use of employee referrals. We continue to advertise in the Boston Globe, the Affirmative Action Registrar, and the Chronicle of Higher Education. The encouragement of staff to make referrals for open positions has resulted in the hiring of one minority in the Administrative Professionals job group and assisted us in addressing a goal for a woman in the Administrative Professionals job group.

## A reas of Current Underutilization

- Faculty, Student Services Managers and Senior Specialists - hiring goal: 1 minority
- Research Managers and Senior Specialists - hiring goals: 1minority; 2 women
- Faculty and Student Services Professionals - hiring goals: 1minority; 2 women
- Library Professionals - hiring goal: 2 women
- Administrative Professionals Level II - hiring goal: 1 woman
- Administrative Managers \& Senior Specialists - hiring goal: 1 woman

This year presented us with fewer opportunities to meet our goals. Reductions in staff, lack of staff growth and relatively low turnover in senior-level positions continue to present challenges in meeting affirmation action goals, especially in Faculty, Student Services Managers \& Senior Specialist, Faculty and Student Services Professionals and the Research M anagers \& Senior Specialists job groups.

Due to the elimination of a position in the Administrative Managers \& Senior Specialists job group, we are now underutilized for women in this job group. Women continue to be underutilized in the Faculty and Student Services Professionals job groups and in the Library Professionals and Administrative Professionals Level II job groups.

## Strategies D esigned to Alleviate Underutilization of Women and Minorities

## Hiring Strategies

We continue to utilize several action steps to assist the School in making progress in the hiring of minority staff.

- Participation in the high school student summer work program, Harvard STEP. This past summer we had two students of color working in our departments. We will continue to encourage supervisors to participate in this program and increase our student numbers next summer.
- Many staff are hired into permanent roles from temporary ones. We continue to request minority temporary workers from our temporary agencies provides minority applicants with more experience, exposure and access to job opportunities.
- This year, we would like to develop a minority database of potential candidates in order to supply an additional source of minority applicants to hiring managers as positions come open. We expect that this proactive approach to minority recruitment will assist us making more minority hires.
- We plan to take advantage of the Employment Office's research initiative in developing a database of minority candidates for grade levels 58 and higher. These levels provide us with the greatest recruitment challenges. We look forward to working with the Employment Office to provide us with strong minority candidates and assist us in filling these higher-level positions as they come open.
- Harvard's Internet Recruitment and Employment System, HIRES, continues to be helpful in assisting with minority recruitment efforts. All open positions from HIRES are also advertised on Boston.com, giving our jobs exposure to an even broader audience. Recruiters have been able to provide hiring managers with diverse pools of candidates and the quick turnaround time in posting positions and reviewing applicant resumes has allowed our recruiters to respond swiftly to minority applicants in a tight and competitive labor market. To position the Graduate School of Design as a potential employer for diverse candidates, we have broadened our advertising efforts on websites and print media. Publications include the Boston Globe, Opportunity NOC's, Chronicle of Higher Education, the Affirmative Action Registrar, Black Issues in Higher Education, AVISO, and the N on-profit Career Network. Web sites such as Boston.com, ARLIS.org, monster.com, hotjobs.com, techies.com and hirediversity.com have been utilized.
- Job fairs continue to be a source of diverse candidates. Working together with the Employment Office staff has helped us increase our exposure at a number of fairs including the Boston Globe College Career Jam, the Minority Undergraduate Career Forum, Jobapal ooza, and the H arvard Career Forum, and others. We will continue to utilize these venues, and tap into additional ones, as our efforts continue in 2003.
- GSD will make a commitment to providing at least one minority candidate to all hiring managers when recruiting for open positions.
- GSD will continue to encourage internal candidates for job openings. An emphasis has and will be placed on providing career devel opment opportunities for minority employees.
- Employee referrals have been a significant factor in assisting the GSD in its efforts to create a more diverse workforce. We will continue to encourage employee referrals.

Underutilization of minorities and women continues in the Research and Managers and Senior Specialists job group. The goals we have had for both minorities and women were not met due to a lack of turnover and lack of growth in that job group. We expect that turnover and growth will continue to be low. However, if turnover or expansion of research initiatives provides us with openings, we can expect to utilize several of the hiring strategies discussed above. This includes broad advertising efforts in print and web publications such as The Boston Globe, Boston.com, Black Issues in Higher Education, the Affirmative Action Registrar, hotjobs.com, hirediversity.com. Particularly for this job group it will be useful to investigate minority professional associations affiliated with the research subject and advertise it those publications. Successful efforts such as employee referrals and job fairs will continue to be utilized.

## Promotion and Training Opportunities

GSD is committed to promoting from within and providing development opportunities for our staff. We have worked closely with managers to encourage the professional development and promotional opportunities for women and people of color. This year we created a new position that provided a Hispanic
female with a promotion from a grade 53 to a grade 54. We expect that this new role with provide her with a development opportunity that could position her well for further career opportunities.

GSD offers training programs through the Cambridge Campus Collaborative that have provided opportunities to all staff to develop their skills. Topics have included Presentation Skills, Coaching and Mentoring, Delivering Feedback and more.

The Leadership Programs presented through the Center for Training and Development have offered managers and support staff opportunities for enhancing and developing leadership qualities with topics such as negotiating, strategic thinking, developing others and valuing diversity and managing across difference, and problem solving. Each year several staff have attended, and will continue to attend, to gain competencies to manage successfully as well as develop their skills for promotional opportunities.

University Workforce Management conferences and diversity seminars have also provided learning opportunities for managers. Managers have been and will be encouraged to participate in these programs.

## Retention and Climate

Due to the structure of our School, promotional opportunities are not always in abundance and it remains a retention challenge for the GSD. Many of our departments consist of a Director with one or two staff assistants. In only a few departments do we have staff in the grade levels 54,55 , and 56 , which allow for promotional "steps." However, we encourage managers to seek out creative ways to develop their staff (cross-training is an example) in an effort to provide staff with new skills and the ability to continue to grow. The Human Resources Office and managers also involve themselves in identifying positions for staff that are either lateral or promotional opportunities here at the GSD or elsewhere in the University if a lack of availability exists here.

The GSD supports flexible work schedules, fostering its ability to attract and retain minorities and women. Examples of its success include a job share team and a part-time flex schedule for positions in the Faculty, Student Services Managers and Sr Specialist job group, where all three jobs are held by women. Additionally, within the Information Technology Professionals and Operations Managers job group three staff work four-day workweeks, two of whom are women and one of whom is a person of color.

Exit interviews are conducted of all departing staff to gain insight into the trends and climate of the work experience of GSD staff. This data informs the training and development programs that are offered to staff and other initiatives that could improve the environment. This feedback has also informed us that employee retention is influenced by the connection staff feel to the School and the relationships they have developed with other GSD staff. In an effort to encourage relationship building, the School is seeking to further build on its feeling of community.

Additionally, this year the School participated in the Great Places to Work Survey in an effort to understand our areas of strength and our opportunities for improvement. We were pleased to discover that we scored relatively highly on the question of whether employees felt they are treated fairly regardless of age, race, disability status, sexual orientation, religion or gender. However, there were also areas in which we could improvement. In our commitment to creating an optimal work environment, we have established an "Action Committee," including a cross section of staff, to meet monthly and work together to pursue issues of interest to staff and help to build our sense of community.

## GRADUATE SCHOOL OF DESIGN

Faculty Census for 1997-2002

|  | 1997 | 1998 | 1999 | 2000 |  | 2000 | 2002 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Senior |  |  |  |  |  |  |  |  |  |
| Total | 17 | 18 | 18 | 19 |  | 20 |  | 23 |  |
| Women | 2 (11.8\%) | 2 (11.1\%) | 2 (11.1\%) | 3 | (15.8\%) | 3 | (15.0\%) | 3 | (13.0\%) |
| Minorities | 4 (23.5\%) | 4 (22.2\%) | 4 (22.2\%) | 4 | (21.1\%) | 4 | (20.0\%) | 4 | (17.4\%) |


| Ladder |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 22 | 24 | 27 | 21 |  | 28 |  | 19 |  |
| Women | 10 (45.5\%) | 8 (33.3\%) | 10 (37.0\%) | 8 | (38.1\%) | 9 | (32.1\%) | 8 | (42.1\%) |
| Minorities | 3 (13.6\%) | 3 (12.5\%) | 3 (11.1\%) | 3 | (14.3\%) | 3 | (10.7\%) | 3 | (15.8\%) |


| Research |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 3 | 2 | 6 | 2 |  | 4 |  | 4 |  |
| Women | 0 (0.0\%) | 0 (0.0\%) | 1 (16.7\%) | 0 | (0.0\%) | 1 | (25.0\%) | 1 | (25.0\%) |
| Minorities | 1 (33.3\%) | 1 (50.0\%) | 1 (16.7\%) | 1 | (50.0\%) | 2 | (50.0\%) | 2 | (50.0\%) |


| Other |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 50 | 53 | 53 | 62 |  | 55 |  | 43 |  |
| Women | 13 (26.0\%) | 14 (26.4\%) | 15 (28.3\%) | 19 | (30.6\%) | 15 | (27.3\%) | 12 | (27.9\%) |
| Minorities | 7 (14.0\%) | 7 (13.2\%) | 6 (11.3\%) | 8 | (12.9\%) | 10 | (18.2\%) | 6 | (14.0\%) |
| Total |  |  |  |  |  |  |  |  |  |
| Total | 92 | 97 | 104 | 104 |  | 107 |  | 89 |  |
| Women | 25 (27.2\%) | 24 (24.7\%) | 28 (26.9\%) | 30 | (28.8\%) | 28 | (26.2\%) | 24 | (27.0\%) |
| Minorities | 15 (16.3\%) | 15 (15.5\%) | 14 (13.5\%) | 16 | (15.4\%) | 19 | (17.8\%) | 15 | (16.9\%) |

## GRADUATE SCHOOL OF DESIGN

## N onfaculty Employee Census for 1997-2002

|  | 1997 | 1998 | 1999 | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| E/A/M* |  |  |  |  |  |  |  |  |  |
| Total | 15 | 17 | 17 | 19 |  | 19 |  | 21 |  |
| Women | 6 (40.0\%) | 6 (35.3\%) | 6 (35.3\%) | 9 | (47.4\%) | 9 | (47.4\%) | 10 | (47.6\%) |
| Minorities | 0 (0.0\%) | 0 (0.0\%) | 0 (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Professional |  |  |  |  |  |  |  |  |  |
| Total | 40 | 42 | 55 | 55 |  | 52 |  | 44 |  |
| Women | 25 (62.5\%) | 28 (66.7\%) | 36 (65.5\%) | 34 | (618\%) | 29 | (55.8\%) | 23 | (52.3\%) |
| Minorities | 3 (7.5\%) | 6 (14.3\%) | 5 (9.1\%) | 9 | (16.4\%) | 10 | (19.2\%) | 8 | (18.2\%) |
| Technical/ |  |  |  |  |  |  |  |  |  |
| Paraprofessional |  |  |  |  |  |  |  |  |  |
| Total | 1 | 2 | 2 | 2 |  | 1 |  | 1 |  |
| Women | 0 (0.0\%) | 1 (50.0\%) | 1 (50.0\%) | 1 | (50.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 (0.0\%) | 0 (0.0\%) | 0 (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Secretarial/ |  |  |  |  |  |  |  |  |  |
| Total | 45 | 41 | 38 | 50 |  | 55 |  | 58 |  |
| Women | 32 (71.1\%) | 32 (78.0\%) | 28 (73.7\%) | 40 | (80.0\%) | 47 | (85.5\%) | 51 | (87.9\%) |
| Minorities | 5 (11.1\%) | 6 (14.6\%) | 9 (23.7\%) | 12 | (24.0\%) | 11 | (20.0\%) | 12 | (20.7\%) |
| Skilled Crafts |  |  |  |  |  |  |  |  |  |
| Total | 0 | 0 | 0 | 0 |  | 0 |  | 0 |  |
| Women | 0 (0.0\%) | 0 (0.0\%) | 0 (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 (0.0\%) | 0 (0.0\%) | 0 (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Service/ |  |  |  |  |  |  |  |  |  |
| M aintenance |  |  |  |  |  |  |  |  |  |
| Total | 1 | 1 | 1 | 2 |  | 2 |  | 2 |  |
| Women | 0 (0.0\%) | 0 (0.0\%) | 0 (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 (0.0\%) | 0 (0.0\%) | 0 (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Total |  |  |  |  |  |  |  |  |  |
| Total | 102 | 103 | 113 | 128 |  | 129 |  | 126 |  |
| Women | 63 (618\%) | 67 (65.0\%) | 71 (628\%) | 84 | (65.6\%) | 85 | (65.9\%) | 84 | (66.7\%) |
| Minorities | 8 (7.8\%) | 12 (11.7\%) | 14 (12.4\%) | 21 | (16.4\%) | 21 | (16.3\%) | 20 | (15.9\%) |

[^6]|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | native |  |  | BLACK | native |  |  | AVAIL DATA | CURR <br> UTIL | GOALS | AVAIL DATA | CURR UTIL | GOALS |
|  |  |  |  |  | ASIAN | AMER | HISP |  | ASIAN | AMER | HISP |  |  |  |  |  |  |
| FACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Senior | 23 | 4 | 3 | 0 | 0 | 0 | 3 | 0 | 1 | 0 | 0 | 8.20\% | 17.39\% | 0 | 35.20\% | 13.04\% | 5 |
| Ladder | 19 | 3 | 8 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 12.50\% | 15.79\% | 0 | 38.71\% | 42.11\% | 0 |
| Other | 43 | 6 | 12 | 1 | 2 | 0 | 2 | 0 | 0 | 0 | 1 | 12.40\% | 13.95\% | 0 | 33.76\% | 27.91\% | 3 |
| Research | 4 | 2 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0.00\% | 50.00\% | 0 | 0.00\% | 25.00\% | 0 |
| FACULTY TOTAL | 89 | 15 | 24 | 2 | 5 | 0 | 5 | 0 | 1 | 0 | 2 |  | 16.85\% | 0 |  | 26.97\% | 8 |
| NONFACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Faculty, Student Services Mgrs \& Sr Speciali ists | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15.35\% | 0.00\% | 1 | 51.64\% | 100.00\% | 0 |
| Human Resources Managers \& Sr Specialists | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.88\% | 0.00\% | 0 | 55.33\% | 100.00\% | 0 |
| Financial Managers \& Sr Specialists | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13.65\% | 0.00\% | 0 | 52.92\% | 50.00\% | 0 |
| Facilities \& Operations Mgrs \& Sr Specialists | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.45\% | 0.00\% | 0 | 49.14\% | 0.00\% | 0 |
| Administrative M anagers \& Sr Specialists | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.65\% | 0.00\% | 0 | 55.51\% | 33.33\% | 1 |
| Information Technology Managers \& Sr Specialists | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.00\% | 0.00\% | 0 | 37.06\% | 0.00\% | 0 |
| Publications, Communications M grs \& Sr Specialists | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.42\% | 0.00\% | 0 | 58.60\% | 0.00\% | 0 |
| Research M anagers \& Sr Specialists | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26.08\% | 0.00\% | 1 | 49.75\% | 0.00\% | 2 |
| Library Managers \& Sr Specialists | 4 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12.15\% | 0.00\% | 0 | 67.32\% | 75.00\% | 0 |
| Subtotal 01E/A/M | 21 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% | 2 |  | 47.62\% | 3 |
| Research Professionals | 5 | 2 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 23.52\% | 40.00\% | 0 | 49.04\% | 40.00\% | 0 |
| Human Resources Professionals | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.77\% | 0.00\% | 0 | 59.68\% | 100.00\% | 0 |
| Info Technology Professionals \& Operations M grs | 10 | 3 | 3 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 16.00\% | 30.00\% | 0 | 34.15\% | 30.00\% | 0 |
| Library Professionals | 7 | 2 | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 14.98\% | 28.57\% | 0 | 79.43\% | 57.14\% | 2 |
| Publications \& Communications Professionals | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.54\% | 0.00\% | 0 | 55.46\% | 100.00\% | 0 |
| Alumni Affairs and Development Professionals | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.79\% | 0.00\% | 0 | 56.42\% | 100.00\% | 0 |
| Administrative Professionals Level I | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.95\% | 0.00\% | 0 | 65.15\% | 100.00\% | 0 |
| Faculty and Student Services Professionals | 8 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.20\% | 0.00\% | 1 | 56.28\% | 37.50\% | 2 |
| Administrative Professionals Leve II | 6 | 1 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 19.13\% | 16.67\% | 0 | 65.32\% | 50.00\% | 1 |
| Subtotal $\mathbf{0 2 P r o f s . / N o n f a c . ~}$ | 44 | 8 | 23 | 0 | 4 | 0 | 2 | 0 | 0 | 0 | 2 |  | 18.18\% | 1 |  | 52.27\% | 5 |
| Technician/ Mechanical | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.45\% | 0.00\% | 0 | 43.03\% | 0.00\% | 0 |
| Subtotal O3Tech./Para. | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% | 0 |  | 0.00\% | 0 |
| Financial Support | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10.86\% | 0.00\% | 0 | 81.46\% | 100.00\% | 0 |
| Staff Assistants | 41 | 8 | 38 | 1 | 0 | 0 | 0 | 1 | 2 | 0 | 4 | 16.04\% | 19.51\% | 0 | 69.62\% | 92.68\% | 0 |
| Library \& Museum Support | 8 | 3 | 5 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 18.37\% | 37.50\% | 0 | 76.01\% | 62.50\% | 1 |
| Other General Office | 7 | 1 | 6 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 15.00\% | 14.29\% | 0 | 76.25\% | 85.71\% | 0 |
| Subtotal $05 \mathrm{Sec} /$ /Clerical | 58 | 12 | 51 | 1 | 1 | 0 | 1 | 3 | 2 | 0 | 4 |  | 20.69\% | 0 |  | 87.93\% | 1 |
| Maintenance, Transportation \& Distribution | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21.01\% | 0.00\% | 0 | 21.38\% | 0.00\% | 0 |
| Subtotal 08 Service/Maintenance | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% | 0 |  | 0.00\% | 0 |
| NONFACULTY TOTAL | 126 | 20 | 84 | 1 | 5 | 0 | 3 | 3 | 2 | 0 | 6 |  | 15.87\% | 3 |  | 66.6\% | 9 |
| GRAND TOTAL | 215 | 35 | 108 | 3 | 10 | 0 | 8 | 3 | 3 | 0 | 8 |  | 16.28\% | 3 |  | 50.23\% | 17 |

## GRADUATE SCHOOL OF DESIGN

## 2003 G oals for M inorities

| Job Group | $\underline{\text { One-Year G oal }}$ | Current <br> Population | Target Population <br> for 2003 |  |
| :--- | :---: | :---: | :---: | :---: |
| Non-faculty |  |  |  |  |
| Faculty, Student Svcs M grs \& Sr. Specs. | 1 | 1 | 0 | 1 |
| Research M grs. \& Sr. Specs. | 1 | 1 | 1 |  |
| Faculty and Student Svcs. Profs. | 1 |  | 2 |  |
|  |  |  |  |  |
| Non-faculty Total | $\mathbf{3}$ |  |  |  |
| Grand Total | $\mathbf{3}$ |  |  |  |

## 2003 G oals for Women

| Job Group | One-Year G oal | Current Population | Target Population for 2003 |
| :---: | :---: | :---: | :---: |
| Faculty |  |  |  |
| Senior | 1 | 3 | 4 |
| Ladder | 1 | 8 | 9 |
| Other | 3 | 12 | 15 |
| Faculty Total | 5 |  |  |
| Non-faculty |  |  |  |
| Administrative M grs. \& Sr. Specs. | 1 | 1 | 2 |
| Research M grs. \& Sr. Specs. | 2 | 0 | 2 |
| Library Profs. | 2 | 4 | 6 |
| Faculty \& Student Services Profs. | 2 | 3 | 5 |
| AdministrativeProfs. Level II | 1 | 3 | 4 |
| Library \& M useum Support | 1 | 5 | 6 |
| Non-faculty Total | 9 |  |  |
| Grand Total | 14 |  |  |

## HARVARD DIVINITY SCHOOL

Harvard Divinity School (HDS) is committed to achieving and maintaining diversity among faculty and staff at all levels. In this report, statistics are presented regarding availability and representation of women and minorities at the Divinity School. It is important to note, however, that given the small size of the School, percentages are often less meaningful than actual numbers.

## Faculty

Each faculty search committee is charged with the responsibility for identifying and recruiting female and minority applicants. Recruitment strategies include mailings to and direct contacts with professional colleagues soliciting nominations of minority and female candidates, as well as advertising in the Chronicle of Higher Education, A A R/SBL 0 penings, and several publications with significant female and minority readership (e.g., W omen in Higher Education, W omen's Review of Books, Black Issues in Higher Education, Journal of Blacks in Higher Education, The H ispanic Outlook in Education, A ssociacion para Educacion Theologica Hispana, and A ffirmative A ction Register). We remain committed to the fundamental goal of enhancing the diversity of our faculty and, consequently, of identifying women and minority candidates in all faculty searches.

Availability statistics for Senior Faculty are based on data compiled by the National Opinion Research Center (NORC) and the Association of Theological Schools (ATS), and by the information on the backgrounds and characteristics of current HDS faculty and the School's hiring history. This year's numbers indicate Senior Faculty availability of $19.6 \%$ and $7.7 \%$ for women and minorities, respectively. When these figures are compared with our current Senior Faculty profile (20 faculty, including seven women and two minorities), we find no underutilization among women but a goal of one minority.

Since our last report only one change to the senior faculty has occurred, namely, the retirement of Houghton Professor of Theology and Contemporary Change, Preston Williams, after over thirty years of service. We should also note that William A. Graham, who was Acting Dean at the time of our last report, was named Dean in August 2002.

Under the leadership of Dean Graham, the faculty has begun a significant effort to increase its ranks from a current complement of 36 voting members to approximately 45 . Concentrating more heavily on junior rather than senior appointments, the effort is already well underway this year. Searches for seven positions (five junior, and two senior) are currently nearing conclusion, with two more senior searches to begin this spring.

The senior-level search for a Professor of African American Religious Studies reported last year has not yet resulted in an appointment; however, the search has been continued and opened to all ranks. We expect now to make at least two appointments in this field by July 1, 2003, at least one of which will be at the senior level. In the spring we will begin senior searches to inaugurate two new chairs: the Elizabeth H. Monrad Professorship of World Christianity and the Sheikh Zayed AI Nahyan Professorship of Islamic Religious. Neither of these searches is expected to conclude with an appointment before July, 2004.

Availability figures for the Faculty Ladder job group (which includes six people: three men, three women, no minorities) are based on NORC data for doctorates granted in religion over the last ten years. Given the current availability figures for this job group ( $35 \%$ for women and $12.65 \%$ for minorities), the School has a goal of one minority in this job group. HDS made one appointment in these ranks during the reporting period: Anne M onius joined the faculty as Assistant Professor of South Asian Religious Traditions. We are currently searching for one or possibly two junior faculty in African American Religious Studies, two Iadder-rank faculty in New Testament, one junior faculty member in Christian Ethics, and an Assistant Professor of the History of Christianity (Reformation/ Early Modern). We expect to conclude all of these searches by the beginning of March, and hope to have at least five if not six appointees join us in July of 2003 at the ranks of Assistant or Associate Professor.

[^7]The Other Faculty job group population can fluctuate significantly from year to year and includes senior lecturers and lecturers with multi-year appointments, visiting faculty on short-term appointments, instructors, and research associates. Based on both NORC data on earned doctorates in the humanities and ATS data on faculty at other institutions, as well as hiring information for current incumbents in this group, availability statistics are $23.2 \%$ for women and $9.2 \%$ for minorities. Of the 29 people currently in this job group, 15 ( $52 \%$ ) are women and five ( $17 \%$ ) are minorities, indicating no underutilization in either group. We anticipate that, going forward, we will hire fewer Visiting Professors than we have in the past three years, although the other categories within this group will likely remain constant.

## Faculty Employment Activity Summary

The following table reports the actual net gains and losses for the years 2000 and 2001 and the projected net gains/ (losses) for 2002. The projected goals may be adjusted in future years to reflect hiring rates and the effects of attrition. The revised 3 -year targeted goals reflect the desired recruitment and retention activity to be accomplished based on the initially calculated 3-year targeted goals established in 1999.

Three-Year G oals and Projections for Employment Activity
Nov. 1, 2002 to Oct. 31, 2005

| Job Group | $\begin{array}{\|c\|} \hline 3 \text { yr. Target } \\ \text { Goals } \\ 2000-2002 \\ \hline \end{array}$ |  | Actual Net Gains / (Losses) <br> 2000-2002 |  |  | $\begin{gathered} 3 \text { yr. Target } \\ \text { Goals } \\ 2003-2005 \end{gathered}$ |  | Goals2002-2003 |  | Projected Goals 2003-2004 |  | Projected Goals 2004-2005 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { y } \\ & \text { N } \\ & \text { ion } \end{aligned}$ | $\begin{aligned} & \text { § } \\ & \stackrel{\varepsilon}{0} \\ & \$ \end{aligned}$ |  | $\begin{aligned} & \mathscr{y} \\ & \frac{0}{0} \\ & \stackrel{C}{\Sigma} \end{aligned}$ | $\begin{aligned} & \text { § } \\ & \text { ह1 } \\ & \$ \end{aligned}$ | $\begin{aligned} & \text { y } \\ & \frac{0}{0} \\ & \stackrel{y}{\Sigma} \end{aligned}$ | $\begin{aligned} & \text { § } \\ & \stackrel{y}{0} \end{aligned}$ | $\begin{aligned} & \mathscr{Y} \\ & \frac{1}{0} \\ & \stackrel{C}{\Sigma} \end{aligned}$ | $\begin{aligned} & \text { © } \\ & \stackrel{1}{0} \\ & \$ \end{aligned}$ | $\begin{aligned} & \text { y } \\ & \frac{1}{0} \\ & \frac{\square}{\Sigma} \end{aligned}$ | ¢ $\substack{1 \\ 3}$ | $\begin{aligned} & \text { y } \\ & \frac{1}{0} \\ & \frac{\square}{\Sigma} \end{aligned}$ | ¢ $\substack{1 \\ 3}$ |
| Senior | 1 | 2 | 0 | (1) | 1 | 2 | 3 | 1 | 2 | 0 | 0 | 1 | 1 |
| Ladder | 1 | 1 | 1 | (1) | 1 | 1 | 3 | 0 | 2 | 1 | 0 | 0 | 1 |
| Research | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | 2 | 1 | (5) | (6) | (1) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

## Non-faculty

Affirmative action responsibility for all non-faculty employees at the Divinity School resides with the Associate Dean for Finance and Administration and the Director of Human Resource Services. Included under this heading are all administrative, managerial, supervisory, professional, and support personnel. All goal-setting in this report for non-faculty positions is for one year only.

## Progress Toward Last Year's G oals

During the reporting period, 21 people were hired into non-faculty positions, 16 ( $76 \%$ ) of whom are women and five ( $23.8 \%$ ) of whom are minorities. Non-faculty job groups in which underutilization was identified last year are listed below.

- Administrative M anagers and Senior Specialists: 1 woman, 1 minority
- Library Managers and Senior Specialists: 2 women
- IT Professionals and Operation Managers: 1 woman
- Administrative Professionals Level I: 1 minority
- Administrative Professionals Level II: 1 minority
- Library A ssistants: 1 minority, 1 woman

In the Administrative Managers and Senior Specialists job group, HDS had no hiring opportunities. One person in that group left the School, but the vacated position was subsequently eliminated due to funding considerations. There were no hiring opportunities in the Library Managers and Senior Specialists or the Administrative Professionals Level II job groups. Although there was one hiring opportunity in each of the IT Professionals and Operations Managers and Administrative Professional Level I job groups, our goals were not met in those categories. In the Library Assistant job group, the appointment of two women, one of whom is minority, met both our goals.

## Discussion of A reas of Current Underutilization

We are currently reporting goals in the following job groups.

- Administrative M anagers and Senior Specialists: 1 woman, 1 minority
- Library Managers and Senior Specialists: 2 women
- IT Professionals and Operations M anagers: 2 women
- Library Professionals: 1 minority
- Administrative Professionals Level I: 1 minority
- Faculty and Student Services Professionals: 1 minority
- Administrative Professionals Level II: 1 minority
- Library and Museum Support: 1 woman

Turnover in some of these categories is historically very low, thus limiting the number of opportunities for addressing our goals. Nonetheless, we will continue to set goals and work steadily toward them. The current search for a new head librarian presents the School with an important opportunity to address underutilization in the Library Managers category.

## Strategies D esigned to Alleviate Underutilization of Minorities and Women

## Hiring Strategies

No one strategy has proven ultimately successful in diversity recruiting; rather, we have found that a number of strategies are necessary to ensure a diverse and qualified pool of applicants for open positions. The Divinity School's staff hiring process continues to provide a useful structure for the articulation and constructive discussion of the School's institutional goals of inclusiveness and diversity. This approach involves the creation of a hiring team for each staff search, chaired by the hiring supervisor, a process that supports the early identification of diversity as an important criterion.

In addition to the staff hiring team structure, the School places announcements of all vacant staff positions in a number of Boston-area publications with minority readership, as well as on-line job sites with minority readership. The HDS Career Services Office, which primarily serves Divinity School students and
alumni/ ae, has also proven useful in reaching potential candidates, as all open staff positions are posted on that office's web site. Historically, we have also circulated announcements of vacancies among several networks of local targeted colleges, universities, and professional contacts. One goal for 2003 is to revise and update our list of local contacts to reflect the increased availability of community outreach services to the Boston area population.

The University's HIRES system (the H arvard Internet Recruitment and Employment System) continues to be a very helpful resource for staff hiring. Through HIRES we recruited and eventually hired seven people (one professional, six clerical) including five women and three minorities, all of whom are women. We also hired two women who came to us through Harvard's annual Career Fair both clerical. Six new employees this past year (four of whom were women) were referred to the School by current Harvard employees. These placements were made at the professional/ managerial level (four, including two women), and two clerical (both women). A nother new staff member, a minority woman, was hired into a senior-level professional position after responding to a job ad placed in the Boston Globe. One employee was a woman promoted from a clerical position within HDS. Finally, four new persons in the clerical job family, three women (one of whom is a minority) and one man, were recent graduates of the School. We continue to take advantage of the Central Human Resource Employment Services activities as well.

We continue to find success in utilizing the many opportunities to collaborate with our colleagues across the University. The University's Office of Workforce Initiatives is developing a new resource to assist in seeking out promising candidates for senior-level positions who have not applied for positions, but who might be available either as candidates for targeted searches or as sources for referrals. The Universitywide Recruiter's group affords us the opportunity to share resources and to identify and utilize more recruiting opportunities geared toward women and minorities at all EEO levels. In 2003, Employment Services will conduct a review and redesign of its Diversity Resource Recruitment Guide, with a goal to deliver a web-based tool to help departments increase the diversity of applicant pools. A representative from the Divinity School will serve on this committee.

## Promotion and Training Opportunities

As stated in last year's report, staff training and career development is a priority at HDS. A major goal for the Divinity School is to improve our system for performance appraisal, management, and development. Over the summer, a committee of HDS staff members reviewed the existing practices and recommended significant changes in the forms and other materials used for performance evaluation as well as the overall structure and expectations for the process. Those modifications will be implemented in the spring and summer within the context of overall departmental and institutional planning. All staff members will be oriented to the new process, and supervisors will be trained in order to implement the changes most effectively.

We also continue to seek out and identify opportunities to develop and strengthen the range of skills among staff. In addition to the programs offered by the Center for Training and Development (CTD), the Divinity School is an active member of the Cambridge Campus Collaborative, a training and development initiative composed of six smaller schools and departments at the University. This group meets monthly to develop training programs that meet the needs of our staff and our commitment to diversity. This year as well as last, we have offered a program for managers on coaching and mentoring to enhance managers' ability to develop their staff and provide new or junior managers with skill development. The collaborative also offers programs on dealing with change, hiring and interviewing, and career development, to enhance the skill set of managers and staff as they perform in their current positions and as preparation for future opportunities. We are also investigating the programs offered by the Boston Consortium to complement those offered by CTD.

The University-wide Leadership Programs offer four specific programs aimed at creating and enhancing leadership qualities or skills: in executives, senior managers, middle and new managers, and in individual contributors. Last year, we had staff members attend all levels of the program. For the 2001-2002 pro-
gram year, we were allotted six spaces for the Leadership in A ction and Foundations of Leadership programs which are designed for senior and mid-level managers (four of our participants were women). We were also allotted one space for the Leadership Essentials program for high performing support staff, to which we sent a woman. We continue to take advantage of this unique opportunity to strengthen the management skill set of our organization.

## Retention and Climate

With the appointment of a permanent Dean in the late summer, academic year 2002-03 has been characterized by wideranging review, evaluation, and change in all areas and at all levels of the School. Although the relatively small size of HDS generally affords staff very few promotional opportunities, there will continue to be reorganization in several areas, and some new job opportunities will probably emerge as we go forward.

In early 2002, the Divinity School participated in theWork Environment Survey conducted by the Great Place to Work Institute. The results of that effort are being pursued along a number of dimensions, chief among them being the strengthening of institutional communication.

In 2002, President Summers issued a Statement of Values for Harvard University. The Divinity School is convening a committee (the "rights and responsibilities" committee) of faculty, staff, and students to build on that statement and articulate the fundamental values and principles that should guide our conduct as members of the Divinity School community.

A small group of HDS staff members has met regularly over the past year to consider a broad range of issues relating to workplace diversity. This committee has invited colleagues from across the University to share best practices and other considerations on specific topics, reviewed statements on diversity from a number of other institutions, discussed how concerns about diversity might be connected to both the Great Place to Work Survey and the "rights and responsibilities" committee just forming at the School, and taken up the notion of linking together relevant conversations among staff, faculty, and students about the importance of strengthening our respect for diversity and inclusively. These discussions will continue, with the hope and intention of advancing and elevating the conversation across the School.

Finally, regardless of the identification of specific goals in particular job families, the Divinity School is committed to the University policy of providing equal opportunity in employment and work life for all qualified persons and prohibiting discrimination on the basis of race, col or, religion, creed, gender, sexual orientation, national origin, handicapped status, age or veteran status. In addition, the School seeks to demonstrate this commitment by creating a welcoming and tolerant workplace that values and embraces diversity.

## HARVARD DIVINITY SCHOOL

Faculty Census for 1997-2002

|  | 1997 | 1998 | 1999 | 2000 | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Senior |  |  |  |  |  |  |  |  |
| Total | 24 | 21 | 21 | 18 | 21 |  | 20 |  |
| Women | 6 (25.0\%) | 5 (23.8\%) | 6 (28.6\%) | 6 (33.3\%) | 7 | (33.3\%) | 7 | (35.0\%) |
| Minorities | 4 (16.7\%) | 3 (14.3\%) | 3 (14.3\%) | 2 (11.1\%) | 3 | (14.3\%) | 2 | (10.0\%) |
| Ladder |  |  |  |  |  |  |  |  |
| Total | 3 | 4 | 4 | 4 | 5 |  | 6 |  |
| Women | 1 (33.3\%) | 1 (25.0\%) | 1 (25.0\%) | 1 (25.0\%) | 2 | (40.0\%) | 3 | (50.0\%) |
| Minorities | 1 (33.3\%) | 1 (25.0\%) | 1 (25.0\%) | 1 (25.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |


| Research* |  |  |  |  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Total | $\mathbf{0}$ |  | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ |  |  |  |  |  |  |
| Women | 0 | $(0.0 \%)$ | 0 | $(0.0 \%)$ | 0 | $(0.0 \%)$ | 0 | $(0.0 \%)$ | 0 | $(0.0 \%)$ | 0 |
| Winorities | 0 | $(0.0 \%)$ | 0 | $(0.0 \%)$ | 0 | $(0.0 \%)$ | 0 | $(0.0 \%)$ | 0 | $(0.0 \%)$ | 0 |


| O ther |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 20 | 23 | 20 | 34 | 32 |  | 24 |  |
| Women | 11 (55.0\%) | 12 (52.2\%) | 14 (70.0\%) | 16 (47.1\%) | 16 | (50.0\%) | 10 | (41.7\%) |
| Minorities | 2 (10.0\%) | 1 (4.3\%) | 0 (0.0\%) | 9 (26.5\%) | 5 | (15.6\%) |  | (12.5\%) |


| Total |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 47 | 48 | 45 | 56 | 58 |  | 50 |  |
| Women | 18 (38.3\%) | 18 (37.5\%) | 21 (46.7\%) | 23 (41.1\%) | 25 | (43.1\%) | 20 | (40.0\%) |
| Minorities | 7 (14.9\%) | 5 (10.4\%) | 4 (8.9\%) | 12 (21.4\%) | 8 | (13.8\%) | 5 | (10.0\%) |

[^8]
## HARVARD DIVINITY SCHOOL

## Nonfaculty Employee Census for 1997-2002

|  | 1997 | 1998 | 1999 | 2000 | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| E/A/M* |  |  |  |  |  |  |  |  |
| Total | 16 | 19 | 19 | 20 | 21 |  | 20 |  |
| Women | 8 (50.0\%) | 10 (52.6\%) | 10 (52.6\%) | 10 (50.0\%) | 9 | (42.9\%) | 10 | (50.0\%) |
| Minorities | 2 (12.5\%) | 2 (10.5\%) | 1 (5.3\%) | 2 (10.0\%) | 2 | (9.5\%) | 3 | (15.0\%) |
| Professional |  |  |  |  |  |  |  |  |
| Total | 39 | 39 | 42 | 44 | 38 |  | 39 |  |
| Women | 22 (56.4\%) | 24 (61.5\%) | 26 (61.9\%) | 29 (65.9\%) | 27 | (71.1\%) | 28 | (71.8\%) |
| Minorities | 3 (7.7\%) | 5 (12.8\%) | 5 (11.9\%) | 4 (9.1\%) | 5 | (13.2\%) | 3 | (7.7\%) |
| Technical/ |  |  |  |  |  |  |  |  |
| Paraprofessional |  |  |  |  |  |  |  |  |
| Total | 0 | 0 | 0 | 0 | 0 |  | 0 |  |
| Women | 0 (0.0\%) | 0 (0.0\%) | 0 (0.0\%) | 0 (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 (0.0\%) | 0 (0.0\%) | 0 (0.0\%) | 0 (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Secretarial/ |  |  |  |  |  |  |  |  |
| Total | 33 | 31 | 38 | 40 | 46 |  | 47 |  |
| Women | 28 (84.8\%) | 27 (87.1\%) | 32 (84.2\%) | 33 (82.5\%) | 38 | (82.6\%) | 38 | (80.9\%) |
| Minorities | 11 (33.3\%) | 10 (32.3\%) | 11 (28.9\%) | 11 (27.5\%) | 11 | (23.9\%) | 12 | (25.5\%) |
| Skilled Crafts |  |  |  |  |  |  |  |  |
| Total | 0 | 0 | 0 | 0 | 0 |  | 0 |  |
| Women | 0 (0.0\%) | 0 (0.0\%) | 0 (0.0\%) | 0 (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 (0.0\%) | 0 (0.0\%) | 0 (0.0\%) | 0 (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Service/ |  |  |  |  |  |  |  |  |
| Total | 0 | 0 | 0 | 1 | 1 |  | 1 |  |
| Women | 0 (0.0\%) | 0 (0.0\%) | 0 (0.0\%) | 0 (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 (0.0\%) | 0 (0.0\%) | 0 (0.0\%) | 0 (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Total |  |  |  |  |  |  |  |  |
| Total | 88 | 89 | 99 | 105 | 106 |  | 107 |  |
| Women | 58 (65.9\%) | 61 (68.5\%) | 68 (68.7\%) | 72 (68.6\%) | 74 | (69.8\%) | 76 | (71.0\%) |
| Minorities | 16 (18.2\%) | 17 (19.1\%) | 17 (17.2\%) | 17 (16.2\%) | 18 | (17.0\%) | 18 | (16.8\%) |

[^9]|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  |  | NORITI |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | native |  |  | BLACK | native |  |  | AVAIL DATA | CURR <br> UTIL | GOALS | AVAIL DATA | CURR <br> UTIL | GOALS |
|  |  |  |  |  | ASIAN | AMER | HISP |  | ASIAN | AMER | HISP |  |  |  |  |  |  |
| FACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Senior | 20 | 2 | 7 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 7.70\% | 10.00\% | 0 | 19.60\% | 35.00\% | 0 |
| Ladder | 6 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12.65\% | 0.00\% | 1 | 35.00\% | 50.00\% | 0 |
| Other | 24 | 3 | 10 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 9.20\% | 12.50\% | 0 | 23.20\% | 41.67\% | 0 |
| Research | 5 | 2 | 5 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0.00\% | 40.00\% | 0 | 0.00\% | 100.00\% | 0 |
| FACULTY TOTAL | 55 | 7 | 25 | 1 | 0 | 0 | 1 | 5 | 0 | 0 | 0 |  | 1273\% | 1 |  | 45.45\% | 0 |
| nonfaculty |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Faculty, Student Services Mgrs \& Sr Specialists | 6 | 2 | 4 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 15.40\% | 33.33\% | 0 | 51.64\% | 66.67\% | 0 |
| Human Resources Managers \& Sr Specialists | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.90\% | 0.00\% | 0 | 55.33\% | 100.00\% | 0 |
| Financial M anagers \& Sr Specs | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13.70\% | 0.00\% | 0 | 52.92\% | 100.00\% | 0 |
| Facilities \& Operations Mgrs \& Sr Specialists | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.50\% | 0.00\% | 0 | 49.14\% | 0.00\% | 0 |
| Administrative M anagers \& Sr Specialists | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.70\% | 0.00\% | 1 | 55.51\% | 33.33\% | 1 |
| Information Technology M anagers \& Sr Specialists | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.00\% | 0.00\% | 0 | 37.06\% | 100.00\% | 0 |
| Publications \& Communications M grs. \& Sr. Specs. | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.40\% | 0.00\% | 0 | 58.60\% | 0.00\% | 0 |
| Alumni Affairs, Development Mgrs \& Sr Specialists | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 5.30\% | 33.33\% | 0 | 56.73\% | 66.67\% | 0 |
| Library Managers \& Sr Specialists | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12.20\% | 0.00\% | 0 | 67.32\% | 0.00\% | 2 |
| Subtotal 01E/A/M | 20 | 3 | 10 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 |  | 15.00\% | 1 |  | 50.00\% | 3 |
| Info Technology Professionals \& Operations M grs | 5 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.00\% | 20.00\% | 0 | 34.15\% | 0.00\% | 2 |
| Library Professionals | 4 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15.00\% | 0.00\% | 1 | 79.43\% | 75.00\% | 0 |
| Publications \& Communications Professionals | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.50\% | 0.00\% | 0 | 55.46\% | 100.00\% | 0 |
| Alumni Affairs and Development Professionals | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.80\% | 0.00\% | 0 | 56.42\% | 100.00\% | 0 |
| Administrative Professionals Level I | 4 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20.00\% | 0.00\% | 1 | 65.15\% | 75.00\% | 0 |
| Faculty and Student Services Professionals | 16 | 2 | 12 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 18.20\% | 12.50\% | 1 | 56.28\% | 75.00\% | 0 |
| Administrative Professionals Level II | 5 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.10\% | 0.00\% | 1 | 65.32\% | 100.00\% | 0 |
| Subtotal 02Professional | 39 | 3 | 28 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |  | 7.69\% | 4 |  | 71.79\% | 2 |
| Staff A ssistants | 25 | 8 | 22 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 1 | 16.00\% | 32.00\% | 0 | 69.62\% | 88.00\% | 0 |
| Library \& M useum Support | 10 | 2 | 7 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 18.40\% | 20.00\% | 0 | 76.01\% | 70.00\% | 1 |
| Other General Office | 12 | 2 | 9 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 15.00\% | 16.67\% | 0 | 76.25\% | 75.00\% | 0 |
| Subtotal 05Sec./Clerical | 47 | 12 | 38 | 1 | 0 | 0 | 0 | 10 | 0 | 0 | 1 |  | 25.53\% | 0 |  | 80.85\% | 1 |
| Maintenance, Transportation \& Dist. | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21.00\% | 0.00\% | 0 | 21.38\% | 0.00\% | 0 |
| Subtotal $\mathbf{0 8}$ Maintenance | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% | 0 |  | 0.00\% | 0 |
| NONFACULTY TOTAL | 107 | 18 | 76 | 3 | 0 | 0 | 0 | 14 | 0 | 0 | 1 |  | 16.82\% | 5 |  | 71.03\% | 6 |
| GRAND TOTAL | 162 | 25 | 101 | 4 | 0 | 0 | 1 | 19 | 0 | 0 | 1 |  | 15.43\% | 6 |  | 6235\% | 6 |

## HARVARD DIVINITY SCHOOL

## 2003 G oals for M inorities

| Job G roup | One-Year G oal | Current <br> Population | Target <br> for |
| :--- | :---: | :---: | :---: |
| Faculty |  |  |  |
| $\quad$ Senior | 1 | 2 | 3 |
| $\quad$ Ladder | 1 | 0 | 1 |
| Faculty Total | $\mathbf{2}$ |  |  |
| Non-faculty |  |  |  |
| $\quad$ Administrative Managers \& Sr. Specs. | 1 | 0 | 1 |
| Library Prof. | 1 | 0 | 1 |
| AdministrativeProfs. Level I | 1 | 0 | 1 |
| Faculty \& Stu. Serv. Profs. | 1 | 2 | 3 |
| AdministrativeProfs. Level II | 1 | 0 | 1 |
| Non-faculty Total | $\mathbf{4}$ |  |  |
| Grand Total | $\mathbf{6}$ |  |  |


| 2003 G oals for Women |  |  |  |
| :---: | :---: | :---: | :---: |
| Job G roup | One-Year G oal | Current Population | Target Population for 2003 |
| Faculty |  |  |  |
| Senior | 2 | 7 | 9 |
| Ladder | 3 | 3 | 6 |
| Other | 1 | 10 | 11 |
| Research | 1 | 5 | 6 |
| Faculty Total | 7 |  |  |
| Non-faculty |  |  |  |
| Administrative M grs. \& Sr. Specs. | 1 | 1 | 2 |
| Library M grs. \& Sr. Specs. | 2 | 0 | 2 |
| Info. Technology Profs. \& Oper. M grs. | 2 | 0 | 2 |
| Library \& M useum Support | 1 | 7 | 8 |
| Non-faculty Total | 6 |  |  |
| Grand Total | 13 |  |  |
| Harvard University - 2003 Affirmative Action Plan HARVARD DIVINITY SCHOOL |  |  |  |

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## GRADUATE SCHOOL OFEDUCATION

The Graduate School of Education (GSE) continues to affirm the right of all individuals to equal treatment in education and employment without regard to age, race, religion, color, sex, sexual orientation, marital status, handicap, national origin, or any other consideration extraneous to effective performance. This statement appears in all School publications and internal materials such as the catalogues, alumni bulletin, and institute and seminar brochures.

## Faculty

Faculty affirmative action data are maintained by the academic dean and the academic appointments administrator, who monitor all faculty searches with regard to the recruitment of minorities and women.

## Progress Toward Last Year's G oals

In last year's affirmative action plan, we provided a faculty employment activity summary reporting the net gains and losses for the last two years, the projected gains and losses for 2002, and the revised threeyear target gains for 2002-2003. Our aim for this year was to increase our Senior Faculty by two women, our Ladder Faculty by one woman, and our Other Faculty by two women. While we did hire one woman into the Senior Faculty group and six women and one minority into the Other Faculty group, we also had losses in all of our faculty groups, resulting in a net loss of 12 people over all (eight were women; five wereminorities).

## Senior Faculty

Our goal for this year was to increase representation by two women. While we did not complete any searches at the tenure level, we did hire a woman as the new Dean of the Faculty of Education and Professor of Education. Unfortunately, one woman resigned from this group, having accepted a position elsewhere, leaving us with no gain in the number of women in this group.

## Ladder Faculty

Our goal for this year was to increase representation by one woman. We conducted a junior search in the area of communities and schools, for which we hired a man. A second junior search, in human development, resulted in the appointment of a woman who will serve this year with the title of instructor (appearing in the Other Faculty group) until she completes her doctorate. She will then become an assistant professor and move into the Ladder Faculty group (most likely in the fall of 2003). We also saw the resignation of six women, four of whom were minorities, leaving us even further behind in our plans to increase utilization in this group.

## Other Faculty

This year, we hired eight people into this group, six of whom were women and one of whom was minority. Our goal had been to increase utilization by two women, but because of the number of people whose positions ended, we were left with a net gain of just one woman.

At the School of Education, the Other Faculty group includes faculty members with the titles of instructor, lecturer, and senior lecturer, as well as those who hold visiting appointments. Because most appointments within this group are made for one semester or one academic year, the turnover is much greater than in the other faculty job categories and, in fact, only about one-half of the members of this group re main the same from one year to the next. Hiring decisions affecting this group are often made in the few months preceding the appointments (in many cases to replace a faculty member on leave of absence); thus, it is difficult to accurately predict what the actual representation of women and minorities will be
each year and to set realistic goals accordingly. However, the faculty committees charged with recommending such appointments make an effort to consider women and minorities in each case.

## A reas of Current Underutilization

This fall, we calculated new availability figures for women and minority faculty at the School of Education. In each case, and for each faculty job group, the availability pool was calculated by adding together the following figures: (A) the percent of the group promoted from within GSE, multiplied by the percent of female (or minority) representation in the ranks from which promotions are made; and (B) the percent of the group hired from outside, multiplied by the female (or minority) representation in the ranks from which we hire for this group, according to published data. The published data was taken from the Na tional Center for Education Statistics (NCES) and from the 2002 Harvard University Affirmative Action Plan. For women, we calculated new availability figures of 47.21 for senior faculty; 46.81 for ladder faculty; 46.93 for other faculty; and 82.01 for research faculty. For minorities, the new figures are 22.17 for senior faculty; 12.81 for ladder faculty; 16.66 for other faculty; and 11.65 for research faculty. These new figures were used to determine utilization data in our four current faculty groups.

We have a search under way this year in the field of language and literacy, which we hope will result in an appointment to our junior faculty group. We feel it is highly likely that this hire could be a woman, and include that in our goal to increase representation by three women in the Ladder Faculty group. The other two women are currently at the School, one as a post-doctoral fellow who has been appointed assistant professor as of July 1, 2003, and the other as an instructor who will become an assistant professor once she finishes her doctorate this year.

The only other position we expect to fill this year is a two-year post-doctoral fellowship (see Faculty Re cruitment Committee below) now named the Harvard Post-Doctoral Fellowship on Education. Although the fellowship includes a small teaching component, and carries the additional title of Lecturer, the felIows appear in the Research Faculty group for affirmative action purposes. Because the position announcement encourages "applications from recent Ph.D.s and Ed.D.s who are members of ethnic minority groups that are under-represented in American universities," and "whose life experiences and research will contribute to diversity and excellence at the School," we expect to be able to increase representation in that group by one, and possibly two, minorities.

Our utilization analysis shows that, as in past years, our current minority faculty members are, with the exception of one Asian man, either Black or Hispanic. Search committees will be made aware of that fact when conducting their deliberations this year.

## Strategies D esigned to Alleviate Underutilization of Women and Minorities

The Graduate School of Education continues to address issues of diversity in the faculty ranks through several initiatives that have worked successfully over the past few years.

Faculty recruiting and hiring are undertaken by search committees appointed by the dean and charged with bringing in the most diverse applicant pool possible. Under-representation in the current ranks is discussed at each committee's first meeting and taken into consideration when planning recruiting strategies. We have conducted studies to determine the publications that are most effective in reaching candidates of color, and continue to incorporate suggestions from our minority students, faculty, and scholars in the field. Committees have found, however, that personal contacts, i.e. letters or telephone calls to potential applicants based on recommendations from colleagues familiar with the field, bring the most positive results.

Search committees for faculty positions follow a set of procedures established by the deans and senior faculty which include efforts to recruit minorities and women as applicants to positions at all levels. We periodically survey applicants and current faculty to determine the most effective ways to advertise and publicize our faculty positions (i.e. which publications, websites, etc. are most likely to be read by minorities and women looking for positions in the field). Committees have found that the most effective ways to reach qualified applicants are advertising in the Chronicle of Higher Education, because of its broad readership, and through personal correspondence and telephone contacts to individuals identified by scholars in the field.

The deans and A cademic Services staff have initiated efforts to expand the orientation of new faculty once they are hired and have taken up residence here, including more intensive mentoring by experienced faculty who share their interests and background.

The Community Trust continues to be very active at the School of Education. The Trust is made up of junior and senior faculty, administrators, and students, with the purpose of discussing issues and recommending policies, many of which deal specifically with diversity, designed to improve the quality of life for all students at the School.

The Faculty Recruitment Committee, which began in 1992 as a way to identify and recruit minority scholars as visiting faculty members, continues to sponsor the post-doctoral program they instituted in 2000 (then called the Harvard Fellowship on Race, Culture and Education). Two minority fellows were chosen, and spent the 2001-02 and 2002-03 academic years here at the School meeting on a regular basis with their mentors, participating in a year-long seminar led by a senior member of our faculty, teaching one course during each of the two academic years, and giving an annual public lecture to the GSE community about their research. Recruitment for the program, which is intended as a way to bring and mentor young scholars in the field and prepare them to apply for positions in the ladder faculty ranks, is currently under way to bring in two fellows to begin next fall.

Our academic dean is continuing the mentoring program begun several years ago in an effort to create an enriching and supporting climate which would encourage our ladder faculty to stay on here at the School of Education. As a way to help our junior faculty to fell less isolated and more involved in the work of their departments and of the School as a whole, she meets individually with each of the current junior faculty members to advise them on such issues as how to prioritize the time they spend on teaching, re search, publishing, and advising students; how to gain the experience and skills necessary for continuation in rank as well s for promotion; and how to plan their academic careers, looking ultimately toward a tenured position here at the School of elsewhere in the field of education. There are ongoing discussions about establishing more formal mentoring arrangements by experienced members of the faculty, particularly for young faculty of color.

While these programs are officially instituted by the deans, all such efforts are discussed and analyzed by the senior faculty as the policy-making body of the school, to be certain that they are effective in bringing the best women and minority scholars to all faculty ranks and, as importantly, in creating a climate that enables our junior faculty women and minorities to thrive.

## Faculty Employment Activity Summary

The following table reports the actual net gains and losses from 2000-2002, our new oneyear and threeyear target goals, and the projected goals for the final two years of the cycle. The projected goals may be adjusted in future years to reflect hiring rates and the effects of attrition.

## Three-Year G oals and Projections for Employment A ctivity

Nov. 1, 2002 to Oct. 31, 2005

\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|c|c|c|c|}
\hline \multirow[b]{2}{*}{Job Group} \& \multicolumn{2}{|l|}{\[
\begin{array}{|c}
\hline 3 \text { yr. Target } \\
\text { Goals } \\
2000-2002
\end{array}
\]} \& \multicolumn{3}{|l|}{\begin{tabular}{l}
Actual Net Gains / (Losses) \\
2000-2002
\end{tabular}} \& \multicolumn{2}{|l|}{\[
\begin{gathered}
3 \text { yr. Target } \\
\text { Goals } \\
2003-2005
\end{gathered}
\]} \& \multicolumn{2}{|l|}{\[
\begin{gathered}
\text { Goals } \\
\text { 2002-2003 }
\end{gathered}
\]} \& \multicolumn{2}{|l|}{Projected Goals 2003-2004} \& \multicolumn{2}{|l|}{Projected Goals 2004-2005} \\
\hline \& \[
\begin{aligned}
\& \mathscr{D} \\
\& \frac{\square}{\bar{D}} \\
\& \stackrel{C}{\Sigma}
\end{aligned}
\] \& \[
\begin{aligned}
\& \text { § } \\
\& \stackrel{1}{0} \\
\& \$
\end{aligned}
\] \&  \& \[
\begin{aligned}
\& \mathscr{D} \\
\& \frac{1}{2} \\
\& \frac{\square}{\Sigma}
\end{aligned}
\] \& \[
\begin{aligned}
\& \text { § } \\
\& \stackrel{1}{0} \\
\& \$
\end{aligned}
\] \&  \& \[
\begin{aligned}
\& \S \\
\& \stackrel{\S}{0} \\
\& \$
\end{aligned}
\] \&  \& ¢
\(\substack{0 \\ 3 \\ 3}\) \&  \& ¢

3
3 \&  \& ¢

3
3 <br>
\hline Senior \& 3 \& 0 \& 4 \& 1 \& 2 \& 1 \& 1 \& 0 \& 0 \& 0 \& 1 \& 1 \& 0 <br>
\hline Ladder \& 0 \& 0 \& (6) \& (3) \& (6) \& 1 \& 3 \& 0 \& 3 \& 1 \& 0 \& 0 \& 1 <br>
\hline Research \& 1 \& 1 \& (6) \& 0 \& (4) \& 1 \& 0 \& 1 \& 0 \& 0 \& 0 \& 0 \& 0 <br>
\hline Other \& 0 \& 3 \& (13) \& (9) \& (7) \& 2 \& 2 \& 0 \& 0 \& 1 \& 1 \& 1 \& 1 <br>
\hline
\end{tabular}

## Non-faculty

This academic year has been a transitional one for the Graduate School of Education. For half of the year, we were under transition leadership as a search for a new Dean for the School took place. Ellen Condliffe Lagemann was named Dean in A pril, 2002 and officially assumed her position on July 1 ${ }^{\text {sts }}$. We are especially proud to be one of two faculties at the University with a woman in the top leadership role. It is only fitting as the Graduate School of Education was the first faculty at Harvard to admit women to a degree program and we were the first faculty to have a female Dean, Patricia Albjerg Graham, who served in this role for ten years.

## Progress Toward Last Year's G oals

We were successful in hiring a Hispanic female as a Financial Professional. We are further pleased as she is an internal transfer from another Harvard department and this was a promotional and career development opportunity for her. Likewise, we hired another woman (white) into this job group who was being laid-off from her job in another Harvard faculty. While our specific goal for women was in the Financial Manager, Senior Specialist job group for which we had no openings) we believe it is important to build the female and minority ranks in the more junior group so that should openings occur at the more senior level (whether at HGSE or elsewhere at Harvard), these employees will be better positioned for promotions.

Even though, this was not a goal from last year, we are pleased at our progress in hiring people of color in our Staff Assistant job group. This year we hired six black staff assistants and one Hispanic. Unfortunately, we lost two Asian and one Native American (who returned to HGSE in October!). While the number of female staff assistants has remained the same, we have fulfilled our goal for this group because the number of women (66) has remained constant.

We have come close to achieving our goal for minorities in the Research Professional job category as we hired two one black and one Hispanic women. We continue to be concerned about the under representation of minorities in this job group. This Fall, wehad an opportunity with the New Scholars project which has been funded to examine the satisfaction of scholars of color in colleges and universities. We recruited
broadly as well as targeting minority professionals in the field. Unfortunately, we had only had two or three minorities apply for the position and none had the required skill set. We therefore, hired a white woman.

## A reas of Current Underutilization

We continue to have a number of areas in which we had hiring opportunities but still need to make improvement. They are: Financial Support, Information Technology Professionals, General Office, Information Technology Managers and Senior Specialists, Research Managers, and Publications Professionals. We are particularly concerned about the lack of minoritiesin our Financial Support group, Research Mangers, and Publications Professionals.

This year we lost a female Information Technology Manager. The individual hired to replace her is a white male, but this was an internal, promotional opportunity for him and we were pleased to be able to offer this position to him in keeping with Harvard's policies relating to internal mobility.

We continue to have goals in a few areas in which we had no hiring opportunities this year: Technical/ Mechanical; Library Support; Financial Managers; Administrative Managers, Senior Specialists, Library Managers, and Library Professionals. Gutman Library is a very stable work environment with very little turnover. It therefore is difficult to make progress toward our minority hiring goals in the library job groups.

We have new goals for minorities in the following areas: Administrative Professional level I job group due to the loss of one position in the group and the departure of two minorities; Administrative and Professional level II due to the departure of an administrative fellow (we have only hired one administrative fellow this year as opposed to two last year).

## Strategies D esigned to Alleviate Underutilization of Women and Minorities

Following the completion of our report last December, we in Human Resources, met with a small number of HGSE doctoral students of color in order to learn their perspective on staff diversity as well as to gain some ideas on possible recruiting sources. These meetings were enlightening and resulted in our examination in ways to improve the customer service skills of many of our staff. Dianne Austin, Assistant Director of Human Resources, also met with staff of color to learn more about their experience at HGSE and ways in which they believe we can improve the quality of our work environment to make it welcoming for all employees regardless of race, ethnicity, gender, religion, sexual preference.

In response to this feedback, we developed a program to develop communication skills at the HGSE and wrote a proposal to the University's Human Resources Special Initiatives Committee to fund it. Our proposal was accepted and we have launched our "It's About Communication" initiative. The concept is new to most of the employees at HGSE and we are having some difficulty convincing people that these programs are worthy of the time commitment the are 1 day to 1.5 day programs).

We will continue many of the activities launched in previous years to ensure that staff at the HGSE receive the guidance and performance feedback they need in order to excel, that our recruiting efforts tap as broad a pool of candidates as possible, and that staff have access to training and professional development opportunities that will help them to succeed in their current positions and grow professionally.

## GRADUATE SCHOOL OF EDUCATION

Faculty Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Senior/Tenured |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 23 |  | 22 |  | 22 |  | 25 |  | 25 |  | 25 |  |
| Women | 8 | (34.8\%) | 8 | (36.4\%) | 9 | (36.4\%) | 11 | (36.4\%) | 10 | (36.4\%) | 10 | (36.4\%) |
| Minorities | 3 | (13.0\%) | 3 | (13.6\%) | 2 | (13.6\%) | 3 | (13.6\%) | 3 | (13.6\%) | 3 | (13.6\%) |
| Ladder |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 16 |  | 18 |  | 18 |  | 18 |  | 17 |  | 12 |  |
| Women | 10 | (62.5\%) | 12 | (66.7\%) | 13 | (72.2\%) | 13 | (72.2\%) | 13 | (76.5\%) | 7 | (58.3\%) |
| Minorities | 4 | (25.0\%) | 6 | (33.3\%) | 8 | (44.4\%) | 9 | (50.0\%) | 8 | (47.1\%) | 4 | (33.3\%) |
| Research |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 13 |  | 10 |  | 10 |  | 10 |  | 9 |  | 4 |  |
| Women | 6 | (46.2\%) | 5 | (50.0\%) | 5 | (50.0\%) | 7 | (70.0\%) | 5 | (55.6) | 2 | (50.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 1 | (10.0\%) | 2 | (22.2\%) | 2 | (50.0\%) |
| Other |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 46 |  | 54 |  | 58 |  | 56 |  | 47 |  | 49 |  |
| Women | 20 | (43.5\%) | 28 | (51.9\%) | 30 | (51.7\%) | 29 | (518\%) | 22 | (46.8\%) | 23 | (46.9\%) |
| Minorities | 9 | (19.6\%) | 10 | (18.5\%) | 14 | (24.1\%) | 13 | (23.2\%) | 6 | (12.8\%) | 5 | (10.2\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 98 |  | 104 |  | 108 |  | 109 |  | 98 |  | 90 |  |
| Women | 44 | (44.9\%) | 53 | (51.0\%) | 57 | (528\%) | 60 | (55.0\%) | 50 | (51.0\%) | 42 | (46.7\%) |
| Minorities | 16 | (16.3\%) | 19 | (18.3\%) | 24 | (22.2\%) | 26 | (23.9\%) | 19 | (19.4\%) | 14 | (15.6\%) |

## GRADUATE SCHOOL OF EDUCATION

## Nonfaculty EmployeeCensus for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| E/A/M* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 49 |  | 54 |  | 58 |  | 73 |  | 70 |  | 6 |  |
| Women | 36 | (73.5\%) | 38 | (70.4\%) | 41 | (70.7\%) | 50 | (68.5\%) | 46 | (65.7\%) | 42 | (627\%) |
| Minorities | 6 | (122\%) | 7 | (13.0\%) | 8 | (13.8\%) | 11 | (15.1\%) | 11 | (15.7\%) | 11 | (16.4\%) |
| Professional/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Nonfaculty |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 98 |  | 124 |  | 128 |  | 135 |  | 134 |  | 140 |  |
| Women | 74 | (75.5\%) | 97 | (78.2\%) | 101 | (789\%) | 113 | (83.7\%) | 108 | (80.6\%) | 108 | (77.1\%) |
| Minorities | 10 | (10.2\%) | 12 | (9.7\%) | 12 | (9.4\%) | 14 | (10.4\%) | 18 | (13.4\%) | 22 | (15.7\%) |
| Technical/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Paraprofessional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 2 |  | 2 |  | 2 |  | 2 |  | 2 |  | 2 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 1 | (50.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Secretarial/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Clerical |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 116 |  | 120 |  | 131 |  | 138 |  | 148 |  | 145 |  |
| Women | 96 | (828\%) | 95 | (79.2\%) | 109 | (83.2\%) | 110 | (79.7\%) | 116 | (78.4\%) | 118 | (81.4\%) |
| Minorities | 16 | (13.8\%) | 22 | (18.3\%) | 26 | (19.8\%) | 20 | (14.5\%) | 23 | (15.5\%) | 24 | (16.6\%) |
| Skilled Crafts |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Service/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Maintenance |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 265 |  | 300 |  | 319 |  | 348 |  | 354 |  | 354 |  |
| Women | 206 | (77.7\%) | 230 | (76.7\%) | 251 | (78.7\%) | 273 | (78.4\%) | 270 | (76.3\%) | 268 | (75.7\%) |
| Minorities | 33 | (125\%) | 41 | (13.7\%) | 46 | (14.4\%) | 45 | (129\%) | 52 | (14.7\%) | 57 | (16.1\%) |


|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | native |  |  | BLACK | native |  |  | AVAIL DATA | CURR UTIL | GOALS | AVAIL <br> DATA | CURR UTIL | GOALS |
|  |  |  |  |  | ASIAN | AMER | HISP |  | ASIAN | AMER | HISP |  |  |  |  |  |  |
| FACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Senior | 25 | 3 | 10 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 22.17\% | 12.00\% | 3 | 47.21\% | 40.00\% | 2 |
| Ladder | 12 | 4 | 7 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 12.81\% | 33.33\% | 0 | 46.81\% | 58.33\% | 0 |
| Other | 49 | 5 | 23 | 3 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 16.66\% | 10.20\% | 3 | 66.48\% | 46.94\% | 10 |
| Research | 4 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 11.65\% | 50.00\% | 0 | 82.01\% | 50.00\% | 1 |
| FACULTY TOTAL | 90 | 14 | 42 | 4 | 0 | 0 | 5 | 3 | 1 | 0 | 1 |  | 15.56\% | 6 |  | 46.6\% | 13 |
| NONFACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Faculty, Student Services M grs \& Sr Specialists | 16 | 6 | 9 | 1 | 1 | 1 | 0 | 2 | 1 | 0 | 0 | 15.35\% | 37.50\% | 0 | 51.64\% | 56.25\% | 0 |
| Human Resources M anagers \& Sr Specialists | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.88\% | 0.00\% | 0 | 55.33\% | 100.00\% | 0 |
| Financial Managers \& Sr Specialists | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13.65\% | 0.00\% | 0 | 52.92\% | 0.00\% | 1 |
| Administrative M anagers \& Sr Special ists | 6 | 1 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 16.65\% | 16.67\% | 0 | 55.51\% | 33.33\% | 1 |
| Information Technology M anagers \& Sr Specialists | 5 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.00\% | 0.00\% | 1 | 37.06\% | 60.00\% | 0 |
| Publications, Communications M grs \& Sr Special ists | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.42\% | 0.00\% | 0 | 58.60\% | 50.00\% | 0 |
| Research M anagers \& Sr Specialists | 26 | 3 | 20 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 26.08\% | 11.54\% | 4 | 49.75\% | 76.92\% | 0 |
| Alumni Affairs, Development M grs \& Sr Specialists | 4 | 1 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.26\% | 25.00\% | 0 | 56.73\% | 75.00\% | 0 |
| Library Managers \& Sr Specialists | 5 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12.15\% | 0.00\% | 1 | 67.32\% | 60.00\% | 0 |
| Subtotal 01E/A/M | 6 | 11 | 42 | 2 | 2 | 1 | 1 | 3 | 1 | 0 | 1 |  | 16.42\% | 6 |  | 6269\% | 2 |
| Research Professionals | 27 | 4 | 24 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 23.52\% | 14.81\% | 2 | 49.04\% | 88.89\% | 0 |
| Human Resources Professionals | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 19.77\% | 50.00\% | 0 | 59.68\% | 100.00\% | 0 |
| Info Technology Professionals \& Operations Mgrs | 24 | 4 | 7 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 16.00\% | 16.67\% | 0 | 34.15\% | 29.17\% | 1 |
| Technical Professionals, Sr Specialists/ M anagers | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.71\% | 0.00\% | 0 | 22.28\% | 50.00\% | 0 |
| Library Professionals | 8 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.98\% | 0.00\% | 1 | 79.43\% | 100.00\% | 0 |
| Publications \& Communications Professionals | 14 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.54\% | 0.00\% | 2 | 55.46\% | 71.43\% | 0 |
| Financial Professionals \& Operations Supervisors | 5 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 14.62\% | 20.00\% | 0 | 53.75\% | 100.00\% | 0 |
| Alumni Affairs and Development Professionals | 4 | 1 | 4 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 5.79\% | 25.00\% | 0 | 56.42\% | 100.00\% | 0 |
| Administrative Professionals Level I | 8 | 1 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 19.95\% | 12.50\% | 1 | 65.15\% | 87.50\% | 0 |
| Faculty and Student Services Professionals | 30 | 9 | 25 | 0 | 1 | 1 | 0 | 2 | 2 | 0 | 3 | 18.20\% | 30.00\% | 0 | 56.28\% | 83.33\% | 0 |
| Administrative Professionals Level II | 16 | 1 | 15 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 19.13\% | 6.25\% | 2 | 65.32\% | 93.75\% | 0 |
| Subtotal 02 Professional | 140 | 22 | 108 | 0 | 4 | 1 | 0 | 5 | 4 | 1 | 7 |  | 15.71\% | 8 |  | 77.14\% | 1 |
| Technician/ Mechanical | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.45\% | 0.00\% | 0 | 43.03\% | 0.00\% | 1 |
| Subtotal 03 Technical/Paraprof. | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% | 0 |  | 0.00\% | 1 |
| Financial Support | 8 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10.86\% | 0.00\% | 1 | 81.46\% | 100.00\% | 0 |
| Staff Assistants | 82 | 15 | 66 | 1 | 0 | 0 | 0 | 8 | 5 | 0 | 1 | 16.04\% | 18.29\% | 0 | 69.62\% | 80.49\% | 0 |
| Library \& Museum Support | 7 | 3 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 18.37\% | 42.86\% | 0 | 76.01\% | 42.86\% | 2 |
| Other General Office | 48 | 6 | 41 | 0 | 0 | 0 | 0 | 4 | 1 | 0 | 1 | 15.00\% | 12.50\% | 1 | 76.25\% | 85.42\% | 0 |
| Subtotal $05 \mathrm{Sec} /$ /Clerical | 145 | 24 | 118 | 3 | 1 | 0 | 0 | 12 | 6 | 0 | 2 |  | 16.55\% | 2 |  | 81.38\% | 2 |
| NONFACULTY TOTAL | 354 | 57 | 268 | 5 | 7 | 2 | 1 | 20 | 11 | 1 | 10 |  | 16.10\% | 16 |  | 75.71\% | 6 |
| GRAND TOTAL | 444 | 71 | 310 | 9 | 7 | 2 | 6 | 23 | 12 | 1 | 11 |  | 15.99\% | 22 |  | 69.82\% | 19 |

## 2003 G oals for M inorities

| Job G roup | One-Year G oal | Current <br> Population | Target Population for 2003 |
| :---: | :---: | :---: | :---: |
| Faculty |  |  |  |
| Research | 1 | 2 | 3 |
| Faculty Total | 1 |  |  |
| Non-faculty |  |  |  |
| Information Tech. M grs. \& Sr. Specs. | 1 | 0 | 1 |
| Research M grs. \& Sr. Specs. | 4 | 3 | 7 |
| Library M grs. \& Sr. Specs. | 1 | 0 | 1 |
| Research Profs. | 2 | 4 | 6 |
| Library Profs. | 1 | 0 | 1 |
| Publication \& Comm. Profs. | 2 | 0 | 2 |
| Administrative Profs. Level I | 1 | 1 | 2 |
| AdministrativeProfs. Level II | 2 | 1 | 3 |
| Financial Support | 1 | 0 | 1 |
| General Office | 1 | 6 | 7 |
| Non-faculty Total | 16 |  |  |
| Grand Total | 17 |  |  |

2003 G oals for Women

| Job Group | $\underline{\text { One-Year G oal }}$ | Current <br> Population | Target Population <br> for 2003 |
| :--- | :---: | :---: | :---: | :---: |
| Faculty |  |  |  |
| $\quad$ Ladder | 3 | 7 | 10 |
| Faculty Total | $\mathbf{3}$ |  |  |
| Non-faculty |  |  |  |
| Financial M grs. \& Sr. Specs. | 1 | 0 | 1 |
| AdministrativeM grs. \& Sr. Specs. | 1 | 2 | 3 |
| IT Prof. \& Opr. M gr. | 1 | 7 | 8 |
| Technician/ Mechanical | 1 | 0 | 1 |
| Staff Assistant | 9 | 66 | 75 |
| Library \& Museum Support | 2 | 3 | 5 |
| Non-faculty Total | $\mathbf{1 5}$ |  |  |
| Grand Total | $\mathbf{1 8}$ |  |  |

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# JOHN F.KENNEDY SCHOOLOFGOVERNMENT 

Faculty

## Progress Toward Last Year's G oals

The Kennedy School has increased the number of minorities in its senior faculty by two this past year. The School promoted one minority junior faculty member, Christopher Avery, and hired one minority professor of practice, Calestous Juma. The Kennedy School now has 6 tenured minorities among the 44 senior faculty members. Goal setting for all categories, using data compiled in 1999, has been recal culated this year. According to availability calculations, $11 \%$ (5) of the tenured faculty should be minority. The Kennedy School has met full utilization and exceeded it. We have not been as successful in attracting tenured women although there is an opportunity to recruit a tenured woman this year. The Kennedy School has 5 tenured women out of a faculty of 44 . According to availability calculations, $26.1 \%$ (11) of the tenured faculty should be women. The Kennedy School is 6 women faculty members short of full utilization.

The Kennedy School continues to be at full utilization in the ladder faculty area. The availability of minority ladder faculty is $12 \%$. Eight of the Kennedy School's 39 ladder faculty should be minorities. Currently, there are 8 minority faculty members who are either assistant or associate professors. In the area of women ladder faculty, Elizabeth Keating was hired as an assistant professor this year. According to availability calculations, $35.7 \%$ (14) of the 39 ladder faculty should be women. The Kennedy School has 14 women on its ladder faculty.

Utilization for Other Faculty, including Lecturers, A djunct Lecturers and Visiting Faculty, is calculated at $32 \%$ for women and $15.9 \%$ for minorities. In this area, two women were hired as lecturers, increasing by two the number of women who were in this category last year. The School has met and exceeded full utilization for women. While the number of minority faculty has increased from 5 in 2001 to 7 this year, the Kennedy School needs two more minority faculty in this category to meet full utilization.

The Kennedy School maintains 42 Research Faculty. These appointments are annual and the classification can cover a wide range of activities, including part-time, non-stipendiary positions and consultants to research projects. The research area is by nature very fluid as to its make up from year to year. This year both the number of minorities and the number of women increased. Utilization is calculated using the same availability as Other Faculty ( $32 \%$ women, $15.9 \%$ minorities). The School has met and exceeded full utilization in the Research Faculty category for both women and minorities.

Though the Kennedy School has a very limited number of searches this academic year, faculty are working actively to recruit women and minorities in senior searches and to recruit minorities in the area of other faculty. Looking to the future, the Kennedy School has a large pool of minority and women ladder faculty from which to draw.

## Strategies D esigned to Alleviate Underutilization of Women and Minorities

The School is pursuing several strategies aimed at increasing diversity. We continue to update the manual that clearly outlines steps in the search process, including a section stressing the importance of encouraging women and minority candidates to apply. Increased candidate referrals across search committees continue to be particularly helpful by allowing exceptional minority candidates to be reviewed for all relevant positions at the School.

In addition, the Dean's Committee on Diversity continues its work on creating a more positive experience for all those who are affiliated with the School. On-going projects include incorporating diversity-
relevant exercises into student orientation and creating pedagogical tools to help faculty build skills for dealing with issues of diversity as well as presenting workshops on cross-cultural communication. This year, the Case Program at the Kennedy School organized a series of faculty teaching seminars whose focus was on sharing teaching experiences including developing strategies to facilitate the expression of diverse opinions in the classroom. The Women and Public Policy Program at the Kennedy School continues to be a visible presence as a forum for putting forward women and their work. The program schedules frequent meetings with women faculty and guests as speakers as well as a program, Women Waging Peace, that draws women from throughout the world. Kenneth Winston, Lecturer in Ethics at the Kennedy School, holds the position of Assistant to the Dean for Special Projects on International Ethics and Diversity.

## Faculty Employment Activity Summary

The following table reports the actual net gains and losses for the 2000-2002 period and the three-year target goals for years 2003-2005. The projected goals may be adjusted in future years to reflect such factors as the limited number of openings per year, the number of minorities and women in the candidate pools and the effects of attrition.

Three-Year G oals and Projections for Employment Activity
Nov. 1, 2002 to Oct. 31, 2005

| Job Group | $\begin{array}{\|c\|} \hline 3 \text { yr. Target } \\ \text { Goals } \\ 2000-2002 \\ \hline \end{array}$ |  | Actual Net Gains / (Losses) 2000-2002 |  |  | $\begin{gathered} \hline 3 \text { yr. Target } \\ \text { Goals } \\ 2003-2005 \\ \hline \end{gathered}$ |  | $\begin{gathered} \text { Goals } \\ \text { 2002-2003 } \end{gathered}$ |  | $\begin{aligned} & \text { Projected } \\ & \text { Goals } \\ & \text { 2003-2004 } \end{aligned}$ |  | $\begin{aligned} & \text { Projected } \\ & \text { Goals } \\ & 2004-2005 \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | $\begin{aligned} & \stackrel{\S}{\#} \\ & \stackrel{1}{3} \end{aligned}$ |  | $\begin{aligned} & \mathscr{y} \\ & \text { N } \\ & \text { ion } \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { § } \\ & 0 \\ & 3 \end{aligned}$ |  | $\begin{aligned} & \text { § } \\ & \stackrel{1}{0} \\ & \$ \end{aligned}$ | $\begin{aligned} & 8 \\ & =\frac{1}{0} \\ & \frac{c}{\Sigma} \end{aligned}$ | ¢ $\substack{1 \\ 3}$ |  | ¢ $\substack{\text { che } \\ 3 \\ 3}$ |  | $\stackrel{\square}{¢}$ |
| Senior | 3 | 3 | 2 | 2 | 0 | 0 | 3 | 0 | 1 | 0 | 1 | 1 | 1 |
| Ladder | 3 | 3 | 5 | 0 | 1 | 0 | 2 | 0 | 1 | 1 | 1 | 0 | 1 |
| Research | 0 | 0 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | (2) | (2) | 2 | 2 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |

## Non-faculty

The Kennedy School of Government faced many challenges in its efforts to achieve its affirmative action goals and objectives. This past year the non-faculty population decreased by $8.8 \%$ from 563 to 496 . This reduction was part of a strategic effort to reevaluate our fiscal health and staffing needs. The reduction was achieved by eliminating positions through layoffs, attrition, and closing the Washington D.C. office. Consequently there were limited opportunities to accomplish our goals. The school is committed to remaining at its current size with limited new opportunities in the coming year.

## Progress Toward Last Year's G oals

## Managerial

- There was a goal to hire one woman into the H uman Resources Managers and Senior Specialists cate gory. This goal was not achieved.
- There were no opportunities to hire one minority in the Facilities and Operations Managers and Senior Specialists category.
- Although the goal to hire six minorities into the Administrative M anagers and Senior Specialists cate gory was not met, progress was made by hiring two minorities in this category.
- There were goals to hire three minorities and eight women into the Research Managers and Senior Specialists category. There were no opportunities to hire in this category.
- There was a goal to hire one minority into the Alumni Affairs and Development Managers and Senior Specialists category. There were no opportunities to hire in this category.


## Professional

- There was one opportunity to hire in the Research Professional category. We were unsuccessful in reaching the goal to hire one woman.
- There were no opportunities to achieve a goal of hiring one minority in the Library Professionals category.
- The goal to hire two minorities in the Publications and Communications Professionals category was not achieved.
- Progress was made by hiring one minority into the Administrative Professionals Level I category, which had a goal to hire six minorities.
- There were no opportunities to hire one minority and one woman in the Facilities and Operations Supervisors category.
- Progress was made by hiring one minority in the Administrative Professionals Level II category, which has a goal to hire two minorities.


## Support Staff

- There was one opportunity to hire in the Technical and Mechanical category. We were unsuccessful in reaching the goal to hire one woman.
- The goal to hire fourteen women in the Staff A ssistant category was met by hiring twenty five women and four minorities.
- The goal to hire one woman in the Library and M useum Support category was achieved. There was only one opportunity to hire in this category and we were not successful in achieving the goal to hire oneminority.
- The goal to hire five women in the Other General Office category was achieved by hiring seven women and two minorities.


## A reas of Current Underutilization and Strategies Designed to Alleviate Underutilization of Women and Minorities

## Recruitment and Hiring Strategies during the past year

- The Kennedy School participated in the Cambridge Work Force Authority's Internship Program, which places minority high school students living in Cambridge Public Housing in clerical positions at Harvard University. Valuable work skills and training are provided to a high school student and our candidate pool is broadened by the potential of future employment of former intern participants.
- A search of the internal H arvard applicant database for minority candidates who had submitted a general application to the University resulted in several interviews with women and minority candidates.
- Operation ABLE has a pool of trained minority candidates that the Kennedy School provides internships to, and assists in job placement. Operation ABLE is a local non-profit training agency that trains unemployed mature workers. Many of their trainees are women and minorities from within the city of Boston who may be candidates for future positions.
- Staff attended the NAACP job fair at the Newton Marriott that resulted in hiring a minority woman and developing relationships with several minority candidates for potential future employment.
- The Office of Human Resources listed the position of Coordinator, Dean's Councils (under the Alumni and Development goals for a minority hire) with the central Employment Services office, which posted this position with targeted minority recruitment websites (IMDiversity.com and HireDiversity.com). Also, we contacted a current minority Harvard employee who helped us to post this position with "Sisters in Development."


## Recruitment and Hiring Strategies for the current year

The School will continue to participate in local recruiting events, internship programs, and work with central Employment Services to use HIRES to search for women and minority candidates. Over the next year there will be a broader communication strategy to encourage community-wide participation in working toward the current goals. The Kennedy School Office of Human Resources publishes a biweekly newsletter. Current hiring opportunities are highlighted to encourage employees to refer candidates. Diversity events and actions focused at attracting and retaining women and minorities are featured periodically in the newsletter.

Beginning March 2003 quarterly hiring reports will be produced and distributed to all employees. The hiring reports will contain all hiring and promotional opportunities, sorted by individual Kennedy School department. The report will also list the race and sex of all new hires and promoted employees. The goal of distributing this report is to acknowledge progress in departments that are successful in hiring and retaining women and minorities.

## Climate Improvement Efforts and Retention Strategies, Training and Development Opportunities

- Earlier this year, Kennedy School staff participated in the Great Places to Work survey as a follow-up to the original survey conducted in 2000. Participation in the survey almost doubled from 2000 to 2002. Employees attitudes about the Kennedy School being a great place to work rose from $46 \%$ in 2000 to 63\% in 2002.
- Over the past year two new communication initiatives were started to create more open dial ogue in the community. The Executive Dean hosts coffee hours a few times each semester and the A ssociate Dean for Human Resources hosts community discussions twice per month. Each of these opportunities cover various topics including morale issues and provides a great opportunity to learn more
about what is going on around the school, ask specific questions about management practices or bring information to share with the group.
- In an effort to develop and retain employees, selected employees were nominated and participated in Harvard University's Leadership Development Programs. Six women including two women of color participated in Leadership in Action, three women participated in Foundations of Leadership, and five women participated in Leadership Essentials.


## JOHN F. KENNEDY SCHOOL OF GOVERNMENT

Faculty Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 ** |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Senior* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 35 |  | 36 |  | 38 |  | 39 |  | 43 |  | 44 |  |
| Women | 5 | (14.3\%) | 6 | (16.7\%) | 6 | (15.8\%) | 5 | (12.8\%) | 5 | (128\%) | 5 | (11.4\%) |
| Minorities | 3 | (8\%\%) | 3 | (8.3\%) | 2 | (5.3\%) | 4 | (10.3\%) | 4 | (10.3\%) | 6 | (13.6\%) |


| Ladder |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 28 |  | 34 |  | 40 |  | 40 |  | 39 |  | 39 |  |
| Women | 8 | (28.6\%) | 11 | (32.4\%) | 13 | (325\%) | 15 | (37.5\%) | 14 | (37.5\%) | 14 | (35.9\%) |
| Minorities | 8 | (28.6\%) | 10 | (29.4\%) | 11 | (27.5\%) | 11 | (27.5\%) | 11 | (27.5\%) | 8 | (20.5\%) |


| Research |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 5 |  | 13 |  | 33 |  | 25 |  | 26 |  | 42 |  |
| Women | 3 | (60.0\%) | 6 | (46.2\%) | 15 | (45.5\%) | 11 | (44.0\%) | 11 | (44.0\%) | 23 | (54.8\%) |
| Minorities | 2 | (40.0\%) | 3 | (23.1\%) | 9 | (27.3\%) | 9 | (36.0\%) | 11 | (36\%) | 18 | (429\%) |


| Other |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 29 |  | 35 |  | 36 |  | 48 |  | 55 |  | 54 |  |
| Women | 9 | (31.0\%) | 11 | (31.4\%) | 11 | (30.6\%) | 15 | (31.3\%) | 16 | (313\%) | 17 | (31.5\%) |
| Minorities | 3 | (10.3\%) | 4 | (11.4\%) | 5 | (13.9\%) | 6 | (12.5\%) | 5 | (125\%) | 7 | (13.0\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 97 |  | 118 |  | 147 |  | 152 |  | 163 |  | 179 |  |
| Women | 25 | (25.8\%) | 34 | (28.8\%) | 45 | (30.6\%) | 46 | (30.3\%) | 46 | (30.3\%) | 59 | (33.0\%) |
| Minorities | 16 | (16.5\%) | 20 | (16.9\%) | 27 | (18.4\%) | 30 | (19.7\%) | 31 | (19.7\%) | 39 | (21.8\%) |

[^10]
## JOHN F. KENNEDY SCHOOL OF GOVERNMENT

Nonfaculty Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000* |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| E/A/M* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 88 |  | 87 |  | 101 |  | 134 |  | 149 |  | 131 |  |
| Women | 47 | (53.4\%) | 50 | (57.5\%) | 60 | (59.4\%) | 76 | (56.7\%) | 80 | (53.7\%) | 73 | (55.7\%) |
| Minorities | 2 | (23\%) | 6 | (69\%) | 10 | (9.9\%) | 17 | (127\%) | 20 | (13.4\%) | 14 | (10.7\%) |
| Professional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 104 |  | 128 |  | 151 |  | 208 |  | 190 |  | 171 |  |
| Women | 7 | (74.0\%) | 100 | (78.1\%) | 105 | (69.5\%) | 140 | (67.3\%) | 123 | (64.7\%) | 111 | (64.9\%) |
| Minorities | 12 | (11.5\%) | 14 | (10.9\%) | 17 | (11.3\%) | 34 | (16.3\%) | 26 | (13.7\%) | 20 | (11.7\%) |
| Technical/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Paraprofessional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 2 |  | 3 |  | 3 |  | 3 |  | 3 |  | 3 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 1 | (33.3\%) |
| Minorities | 1 | (50.0\%) | 1 | (33.3\%) | 1 | (33.3\%) | 1 | (33.3\%) | 1 | (33.3\%) | 1 | (33.3\%) |
| Secretarial/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 127 |  | 153 |  | 169 |  | 217 |  | 221 |  | 191 |  |
| Women | 110 | (86.6\%) | 127 | (83.0\%) | 140 | (828\%) | 164 | (75.6\%) | 174 | (78.7\%) | 152 | (79.6\%) |
| Minorities | 20 | (15.7\%) | 23 | (15.0\%) | 31 | (18.3\%) | 41 | (18.9\%) | 42 | (19.0\%) | 32 | (16.8\%) |
| Skilled Crafts |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Service |  |  |  |  |  |  |  |  |  |  |  |  |
| Maintenance |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 1 |  | 1 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 1 | (100.0\%) | 1 | (100.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 322 |  | 372 |  | 424 |  | 562 |  | 563 |  | 496 |  |
| Women | 234 | (727\%) | 27 | (74.5\%) | 305 | (71.9\%) | 380 | (67.6\%) | 377 | (67.0\%) | 337 | (6.9\%) |
| Minorities | 36 | (11.2\%) | 45 | (12.1\%) | 59 | (13.9\%) | 93 | (16.5\%) | 89 | (15.8\%) | 67 | (13.5\%) |


|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | native |  |  | BLACK | NATIVE |  |  | $\begin{aligned} & \text { AVAIL } \\ & \text { DATA } \end{aligned}$ | CURR <br> UTIL | GOALS | $\begin{aligned} & \text { AVAIL } \\ & \text { DATA } \end{aligned}$ | CURR <br> UTIL | GOALS |
|  |  |  |  |  | ASIAN | AMER | HISP |  | ASIAN | AMER | HISP |  |  |  |  |  |  |
| FACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Senior Faculty | 44 | 6 | 5 | 1 | 1 | 0 | 3 | 0 | 1 | 0 | 0 | 11.00\% | 13.64\% | 0 | 26.10\% | 11.36\% | 6 |
| Ladder Faculty | 39 | 8 | 14 | 0 | 4 | 0 | 2 | 2 | 0 | 0 | 0 | 12.00\% | 20.51\% | 0 | 35.70\% | 35.90\% | 0 |
| Other Faculty | 54 | 7 | 17 | 3 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 15.90\% | 12.96\% | 2 | 32.00\% | 31.48\% | 0 |
| Research Faculty | 42 | 18 | 23 | 1 | 5 | 0 | 2 | 2 | 8 | 0 | 0 | 15.90\% | 42.86\% | 0 | 32.00\% | 54.76\% | 0 |
| FACULTY TOTAL | 179 | 39 | 59 | 5 | 13 | 0 | 8 | 4 | 9 | 0 | 0 |  | 2179\% | 2 |  | 3296\% | 6 |
| NONFACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Faculty, Student Services M grs \& Sr Specialists | 13 | 5 | 11 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 2 | 15.35\% | 38.46\% | 0 | 51.64\% | 84.62\% | 0 |
| Human Resources Managers \& Sr Specialists | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 18.88\% | 33.33\% | 0 | 55.33\% | 33.33\% | 1 |
| Financial Managers \& Sr Specialists | 8 | 1 | 5 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 13.65\% | 12.50\% | 0 | 52.92\% | 62.50\% | 0 |
| Facilities \& Operations M grs \& Sr Specialists | 5 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.45\% | 0.00\% | 1 | 49.14\% | 40.00\% | 0 |
| Administrative M anagers \& Sr Specialists | 47 | 3 | 31 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 16.65\% | 6.38\% | 5 | 55.51\% | 65.96\% | 0 |
| Information Technology M anagers \& Sr Specialists | 7 | 1 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 14.00\% | 14.29\% | 0 | 37.06\% | 28.57\% | 1 |
| Publications, Communications M grs \& Sr Specialists | 2 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 14.42\% | 50.00\% | 0 | 58.60\% | 50.00\% | 0 |
| Research M anagers \& Sr Specialists | 33 | 2 | 9 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 26.08\% | 6.06\% | 7 | 49.75\% | 27.27\% | 7 |
| Alumni Affairs, Development M grs \& Sr Specialists | 11 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.26\% | 0.00\% | 1 | 56.73\% | 81.82\% | 0 |
| Library Managers \& Sr Specialists | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12.15\% | 0.00\% | 0 | 67.32\% | 100.00\% | 0 |
| Subtotal 01E/A/M | 131 | 14 | 73 | 0 | 4 | 1 | 1 | 5 | 1 | 0 | 2 |  | 10.69\% | 14 |  | 55.73\% | 9 |
| Research Professionals | 23 | 4 | 10 | 0 | 3 | 0 | 0 | 0 | 1 | 0 | 0 | 23.52\% | 17.39\% | 1 | 49.04\% | 43.48\% | 1 |
| Human Resources Professionals | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.77\% | 0.00\% | 0 | 59.68\% | 100.00\% | 0 |
| Info Technology Professionals \& Operations Mgrs | 20 | 3 | 6 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 16.00\% | 15.00\% | 0 | 34.15\% | 30.00\% | 1 |
| Library Professionals | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.98\% | 0.00\% | 1 | 79.43\% | 100.00\% | 0 |
| Publications \& Communications Professionals | 14 | 1 | 12 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 14.54\% | 7.14\% | 1 | 55.46\% | 85.71\% | 0 |
| Financial Professionals \& Operations Supervisors | 14 | 2 | 10 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 14.62\% | 14.29\% | 0 | 53.75\% | 71.43\% | 0 |
| Alumni Affairs and Development Professionals | 7 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.79\% | 0.00\% | 0 | 56.42\% | 71.43\% | 0 |
| Administrative Professionals Level I | 27 | 3 | 21 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 19.95\% | 11.11\% | 2 | 65.15\% | 77.78\% | 0 |
| Faculty and Student Services Professionals | 17 | 2 | 10 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.20\% | 11.76\% | 1 | 56.28\% | 58.82\% | 0 |
| Facilities and Operations Supervisors | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31.99\% | 0.00\% | 1 | 29.44\% | 50.00\% | 0 |
| Administrative Professionals Level II | 42 | 5 | 31 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 19.13\% | 11.90\% | 3 | 65.32\% | 73.81\% | 0 |
| Subtotal O2 Professional | 171 | 20 | 111 | 5 | 6 | 0 | 2 | 2 | 3 | 1 | 1 |  | 1170\% | 10 |  | 64.91\% | 2 |
| Lab Support | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17.76\% | 100.00\% | 0 | 52.06\% | 0.00\% | 0 |
| Technician/ Mechanical | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.45\% | 0.00\% | 0 | 43.03\% | 50.00\% | 0 |
| Subtotal O3Tech./Para. | 3 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 33.33\% | 0 |  | 33.33\% | 0 |
| Financial Support | 10 | 4 | 8 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 10.86\% | 40.00\% | 0 | 81.46\% | 80.00\% | 0 |
| Staff Assistants | 148 | 24 | 122 | 2 | 0 | 0 | 1 | 6 | 12 | 1 | 2 | 16.04\% | 16.22\% | 0 | 69.62\% | 82.43\% | 0 |
| Library \& Museum Support | 5 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.37\% | 0.00\% | 1 | 76.01\% | 60.00\% | 1 |
| Other General Office | 28 | 4 | 19 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 15.00\% | 14.29\% | 0 | 76.25\% | 67.86\% | 2 |
| Subtotal 05 Secretaria//Clerical | 191 | 32 | 152 | 2 | 1 | 0 | 1 | 10 | 14 | 1 | 3 |  | 16.75\% | 1 |  | 79.58\% | 3 |
| NONFACULTY TOTAL | 496 | 6 | 337 | 8 | 11 | 1 | 4 | 17 | 18 | 2 | 6 |  | 13.51\% | 25 |  | 6.94\% | 14 |
| GRAND TOTAL | 675 | 106 | 396 | 13 | 24 | 1 | 12 | 21 | 27 | 2 | 6 |  | 15.70\% | 27 |  | 58.6\% | 20 |

## 2003 G oals for M inorities

| Job Group On | One-Year Goal | Current <br> Population | Target Po for 20 |
| :---: | :---: | :---: | :---: |
| Faculty |  |  |  |
| Other | 1 | 7 | 8 |
| Faculty Total | 1 |  |  |
| Non-faculty |  |  |  |
| Facilities \& Oprs. M grs. \& Sr. Specs. | 1 | 0 | 1 |
| Administrative M grs. \& Sr. Specs. | 5 | 3 | 8 |
| Research M grs. Sr. Specs. | 7 | 2 | 9 |
| Alumni Affairs Dev. Mgrs. \& Sr. Specs. | cs. 1 | 0 | 1 |
| Research Prof. | 1 | 4 | 5 |
| Library Profs. | 1 | 0 | 1 |
| Publications \& Comm. Profs. | 1 | 1 | 2 |
| AdministrativeProfs. Level I | 2 | 3 | 5 |
| Fac.\& Stu. Service Profs. | 1 | 2 | 3 |
| Facilities \& Oper. Supervisors | 1 | 0 | 1 |
| Administrative Profs. Level II | 3 | 5 | 8 |
| Library \& M useum Support | 1 | 0 | 1 |
| Non-faculty Total | 25 |  |  |
| Grand Total | 26 |  |  |


| Job G roup | 2003 G oals for Women |  |  |
| :---: | :---: | :---: | :---: |
|  | One-Year G oal | Current Population | Target Population for 2003 |
| Faculty |  |  |  |
| Senior | 1 | 5 | 6 |
| Ladder | 1 | 14 | 15 |
| Faculty Total | 2 |  |  |
| Non-faculty |  |  |  |
| Human Resources M grs. \& Sr. Specs | 1 | 1 | 2 |
| IT Mgrs. \& Sr. Specs. | 1 | 2 | 3 |
| Research M grs. \& Sr. Specs. | 7 | 9 | 16 |
| Research Profs. | 1 | 10 | 11 |
| IT Mgrs. \& Sr. Specs. | 1 | 6 | 7 |
| Library \& M useum Support | 1 | 3 | 4 |
| Other General Office | 2 | 19 | 21 |
| Non-faculty Total | 14 |  |  |
| Grand Total | 16 |  |  |

## HARVARD LAW SCHOOL

## Faculty

## Strategies D esigned to Alleviate Underutilization of Women and Minorities

The Faculty has vested primary responsibility for appointments in the Entry Level Appointments Committee and Lateral Appointments Committee (collectively, the "appointments committees"). ${ }^{1}$ The chairs of the appointments committees seek to implement the School's affirmative action goals by identifying qualified women and minority candidates from the pool of available applicants world-wide. The chairs, in coordination with the Office of A cademic Affairs, gather and disseminate to their committees information on all candidates. The committees, giving due weight in their deliberations to the School's affirmative action plan, as set forth more fully below, prepare initial evaluations and recommendations for action by the full Faculty. The Dean serves on the Entry Level and Lateral A ppointments Committees. In addition, the Dean acts independently to identify qualified women and minority candidates, contact them, and bring them to the attention of the relevant appointments committee.

In furtherance of its commitment to increasing the diversity of the Faculty, the School has, for many years, acted in the following ways:

## Faculty Solicitation.

Each year, the Entry Level A ppointments Committee sends to the Faculty a memorandum requesting recommendations of promising candidates for teaching appointments from among the School's recent graduates. This memorandum specifically solicits the names of women and minority graduates. Candidates identified in this manner receive special consideration by the appointments committees. Since $1994-$ 95, this method has yielded three women faculty members, two now tenured and the other tenure-track; all three were also detected through the Canvass of HLS Honor Graduates (see below). In 1999-00, this method resulted in the recommendation for appointment of one minority male, who was also detected through the Canvass of HLS Honor Graduates. In 2001-02, this method yielded one minority male, who was recommended for appointment by vote of the faculty, and who is now the first Asian American member of our faculty. This individual was also identified through the Canvass of HLS Honors Graduates. Recruiting efforts for 2002-03 are underway and women and minority candidates are being interviewed.

## Canvass of HLS H onor Graduates.

The Entry Level Appointments Committee annually reviews and updates a list of recent HLS honor graduates, to identify promising candidates for consideration as Faculty members. Women and minority honor graduates identified in this process receive special consideration by the appointments committees. Since 1994-95, this method has yielded three women faculty members, two now tenured and the other tenure-track; all three were also detected through the Faculty Solicitation process. In 1999-00, this method resulted in the recommendation for appointment of one minority male, who was also detected through the Faculty Solicitation process (see above). In 2001-02, this method yielded one minority male, who was recommended for appointment by vote of the faculty, and is now the first Asian American member of our faculty. This individual was also identified through the Faculty Solicitation method. Recruiting efforts for 2002-03 are underway and women and minority candidates are being interviewed.

[^11]
## Recruitment of Non-Harvard Scholars.

Members of the appointments committees monitor faculty composition at leading law schools around the country to identify and solicit the candidacies of promising scholars. Since 1994-95, this method has resulted in the appointment of five tenured women including one African American woman. The Entry Level Appointments Committee targets promising women and minority candidates, among others, through an exchange of information with their counterparts at other leading law schools. Since 1994-95, the School has recruited one woman minority candidate exclusively through this method (she later withdrew from the market before her evaluation was completed). However, this method typically functions in conjunction with Participation in the AALS A nnual Meeting, discussed below. In 1999-2000, Recruitment of Non-Harvard Scholars in conjunction with Participation in the AALS Annual Meeting resulted in the recommendation for appointment of one woman candidate, who was subsequently appointed. In spring 2002, the Lateral Appointments Committee systematically identified professors who recently received tenure at 27 of the top American law schools for possible recruitment to the faculty. As a result of that project, the Committee recommended offers (all of which were approved by the Dean and faculty) to the 15 most promising candidates to visit over the next three to five years. The 15 include 5 women and one A frican A merican male, one A frican American female, and one Hispanic male.

## Participation in the AALSAnnual Meeting.

The Association of American Law Schools (AALS) holds an annual conference where teaching candidates are interviewed by interested law schools. The Law School regularly sends two members of the Entry Level Appointments Committee to interview approximately 20-24 candidates, who have been selected in advance for their scholarly promise and fit with the existing and anticipated needs of the School. After the AALS interviews, the most attractive candidates are invited back to make mini-presentations to the appointments committee and, if successful in that forum, the full Faculty. At each step in this process, the appointments committee gives weight to the affirmative action goals of the School in determining the relative strength of a particular candidate. Promising women and minority applicants are identified at the outset, and tracked in their progress from application through interview, mini-presentation, and Faculty presentation. Since 1994-95, through this process HLS has extended tenuretrack offers to two women and two minority males. Four of the five offers were accepted. Two of the four have received tenure (including one minority male) and the remaining two continue on tenure-track. In 1999-00, participation in the AALS Annual Meeting in conjunction with Recruitment of Non-Harvard Scholars resulted in the recommendation for appointment of one woman candidate. In 2000-01, participation in the AALS Annual Meeting led to the Entry Level Appointments Committee's recommendation of one woman candidate, who was not recommended for appointment by the full faculty. No women or minorities were recommended for appointment in 2001-02. Recruiting efforts for 2002-03 are underway and women and minority candidates are being interviewed.

## Other Efforts.

In addition to the above, the appointments committees and the Dean maintain regular contacts with prominent members of the legal profession and their organizational affiliations which provide opportunities for the School to identify and evaluate potential women and minority candidates. For example, members of the Entry Level Appointments Committee maintain ongoing communications with Justices of the United States Supreme Court and other federal and state judges, to identify and evaluate potential junior Faculty members. The appointments committees also make efforts to create contacts with major law firms, governmental agencies, and other legal organizations in order to identify and vet qualified women and minority candidates. In addition, the Entry Level Appointments Committee maintains close contact with the faculty director of the Law School's Houston and Lewis Fellowships. Applications for these Fellowships are especially encouraged from minority candidates and prospective law teachers who will enhance the diversity of the profession. Especially strong Fellows are brought to the attention of the hiring Committee. Other efforts work in tandem with the more specific methods, described above.

The foregoing discussion serves to underscore, however, that promising candidates often spend a number of years in legal practice or a related occupation before deciding to compete for a position in legal education. Unlike most other academic institutions, where job candidates move directly from graduate school to teaching, the Law School often attracts candidates from the ranks of outstanding legal practitioners, who bring experience in private practice, public service, or a combination of both. The appointments committees frame their recruitment efforts accordingly, and attempt to identify and cultivate contacts with talented individuals, especially women and minorities, who may be years away from deciding to take up careers in teaching.

## Discussion of A reas of Current Underutilization

The Law School typically requires that members of its junior faculty spend five years at the rank of Assistant Professor before becoming eligible for tenure review and possible promotion to Professor. It is not uncommon for Assistant Professors to wait an additional year or two after becoming eligible for tenure review, in order to build their professional portfolios. The Law School's pool of Ladder Faculty is consistently very small and subject to variation in demographic composition from year to year; in 2002-03, it consists of ten Assistant Professors, of whom three are women and two are minorities. Because of its small size, changeable composition, and the ability of eligible candidates to influence the timing of their tenure review, the pool of Ladder Faculty is not deemed to be a reliable basis for predicting availability and setting hiring goals. As specified below, the Law School determines availability for Faculty members based on information maintained by the Association of American Law Schools (AALS). All references to statistics, below, pertain to data of the AALS.

The following statistics represent the utilization of women and minorities within the Faculty ranks.

## Senior Faculty (Professors)

These positions are usually filled by candidates with a minimum of ten years of experience. Our availability figures for gender therefore are based on 1992-93 statistics, and are derived from the AALS Directory of Law Teachers. These statistics show that of 3,858 faculty in AALS-member American law schools listed with the title of full professor, 575 or $14.9 \%$ are women. Our availability figures for minorities are also based on 1992-93 statistics derived from the AALS Directory of Law Teachers. These statistics show that of the 3,495 full professors in AALS-member American law schools for whom ethnicity data are available, 246 or $7.0 \%$ are minorities.

Current utilization for women is $17.14 \%$ and availability is $14.90 \%$. Women are not underutilized in this job group. We met our 1998 goal of three additional women in this category by 1999, through two promotions to tenure, and one lateral hire. We set no goal for 1999 and did not appoint a woman to the Senior Faculty in 1999-00. We hired one woman to the Senior Faculty in 2000-01. One Ladder-Faculty woman was promoted in 2000-01. This met our goal of hiring at least one woman to the Senior Faculty in 2000-01. We also set a goal of hiring one woman to the Senior Faculty in 2001-02. We met this goal through a lateral tenured appointment; however, in 2002-03, one woman member of our Senior Faculty left to take up an appointment at Princeton University. After reviewing the field, we have set no goals in this category for 2002-03.

The utilization of minority Senior Faculty is $11.43 \%$ and the availability is $7.00 \%$. Minorities are not underrepresented in this job group. Two minorities were added to the Senior Faculty in 1998; no goal was set for 1999; no appointment in this job group was made in 1999-00. The Law School set no goals in this category for 2000-01 or 2001-02 and made no appointments in this category. A fter reviewing the field, we have set no goals in this category for 2002-03.

## Ladder Faculty (Assistant Professors)

These positions are usually filled by candidates with a minimum of three to five years of experience. The AALS 's annual recruitment conference is the primary means for obtaining entry-level jobs in the American legal academic market. Our availability figures are based on statistics of job seekers registered with the AALS for the years 1996-1997, 1997-1998, and 1998-1999. Of 2596 registrants during this period, 857 or $33.01 \%$ were women, and 469 or $18.06 \%$ were minorities.

Current utilization for women faculty in ladder positions is $30.00 \%$ and the availability pool is $33.01 \%$. Women are underutilized in this job group. We set no goal for 1999-00 and did not appoint a woman in 1999-00. Although we set no goal for 2000-01, we appointed one woman in this category in 2000-01. We set a goal of hiring one woman to the Ladder Faculty in 2001-02, but after reviewing the field and interviewing a number of women candidates at the AALS and on campus, we did not extend an offer to anyone in this category. We have set a goal of hiring one woman to the tenure track in 2002-03.

The utilization of minority Ladder Faculty is $20.00 \%$ and the availability pool is $18.06 \%$. Minorities are not underutilized in this job group. The School achieved its goal of one such hire for 2000-01. The School set no goal for hiring in this category for 2001-02, and did not hire a minority candidate in 2001. However, the School met its goal of one minority hire to the Ladder faculty for 2002-03. The hire is the first Asian American member of our tenured or tenure-track faculty. After reviewing the field, we have set no goals in this category for 2002-03.

Other Faculty (Emeriti, A djunct Professors, Visiting Professors, Lecturers)
Visiting Faculty (Adjunct Professor, Visiting Professor) positions are usually filled by candidates with a minimum of ten years of experience, who have held or hold faculty positions at other institutions. Visiting Professors do not feed into the Ladder Faculty. Our availability figures are based on the same AALS statistics used for Senior Faculty. Lecturer on Law positions are filled by candidates with varying degrees of experience, who teach part-time for one or two semesters in an area of specific curricular need. Lecturers do not feed into the Ladder Faculty. Our availability figures are based on the same AALS statistics used for Senior Faculty

On September 20, 2002, the Law School payroll included 2 Emeriti, 1 Adjunct Professor, 4 Visiting Professors, and 15 Lecturers. Utilization for women Other Faculty is $40.91 \%$ and availability is $14.9 \%$. Women are not underutilized in this job group. Utilization for minority Other Faculty is $9.09 \%$ and availability is $7.00 \%$. Minorities are not underutilized in this job group. Other Faculty are appointed to teach for a se mester or a year, and in a very few cases, for longer terms. However, the number of Other Faculty for a given year depends upon the needs of the teaching program which vary from year to year. Our intent is to continue to utilize minorities and women at or in excess of their statistical availability, but the number of appointments that will be made is not possible to predict accurately given the nature of this category. Accordingly, the Law School has not set goals for this job group.

Research: The Law School does not recognize a category of Research faculty.

## Faculty Employment Activity Summary

The following table reports the actual net gains and losses for the 2000-2002 period and the three-year target goals for years 2003-2005. The projected goals may be adjusted in future yeas to reflect such factors as the limited number of openings per year, the number of minorities and women in the candidate pools and the effects of attrition.

## Three-Year G oals and Projections for Employment Activity

N ov. 1, 2002 to 0 ct. 31, 2005

| Job Group | $\begin{array}{\|c\|} \hline 3 \text { yr. Target } \\ \text { Goals } \\ 2000-2002 \\ \hline \end{array}$ |  | Actual Net Gains / (Losses) <br> 2000-2002 |  |  | $\begin{gathered} \hline 3 \text { yr. Target } \\ \text { Goals } \\ 2003-2005 \\ \hline \end{gathered}$ |  | $\begin{gathered} \text { Goals } \\ 2002-2003 \end{gathered}$ |  | $\begin{gathered} \hline \text { Projected } \\ \text { Goals } \\ \text { 2003-2004 } \end{gathered}$ |  | Projected Goals 2004-2005 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  | $\begin{aligned} & \text { © } \\ & \stackrel{1}{0} \\ & \$ \end{aligned}$ |  | $\begin{aligned} & \text { © } \\ & \stackrel{y}{0} \\ & \$ \end{aligned}$ | 表 <br> 들 | $\begin{aligned} & \text { Ø } \\ & \stackrel{1}{0} \\ & \vdots \end{aligned}$ |  | ¢ É6 3 |
| Senior | 1 | 2 | 0 | 0 | 2 | 2 | 3 | 0 | 0 | 1 | 2 | 1 | 1 |
| Ladder | 1 | 2 | 4 | 2 | 1 | 1 | 3 | 0 | 1 | 0 | 1 | 1 | 1 |
| Research | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |

## Non-faculty

The non-faculty categories include all of the administrative, managerial, supervisory, professional, and support staff members of Harvard Law School. The Dean for Administration, Assistant Dean for Human Resources, staff of Human Resource Services, department managers, and supervisors share the affirmative action responsibilities for this employee population.

## Progress Toward Last Year's G oals

Overall, the numbers of minorities and women increased at a slightly higher rate than overall staff. During the past year, the staff at the Law School increased by 42 positions or $9.8 \%$ primarily in areas sponsored by external funding sources. Minority representation increased by 8 people or $10.7 \%$, while female representation increased by 29 people or 10.1\%.

Progress was made in increasing the representation of women in three categories: Financial Support, Library and M useum Support, and Other General Office. Shifts in the representation of minorities resulted in meeting goals for Alumni Affairs and Development Managers and Senior Specialists, Library Managers and Senior Specialists, and Information Technology Professionals and Operations M anagers.

## A reas of Current Underutilization

This year's plan includes new goals in three areas and increases in existing goals by four persons.
In the category of Administrative Managers and Senior Specialists, there is a new goal of one for minorities. This new goal arises from an increase in the number of these positions at the Law School rather than from a failure to retain staff. For minorities, there is a new goal of one in the Technical / Mechanical category. This goal arises from the correction of a coding error that was discovered in our detailed data review. Although only underutilized by $2.15 \%$ (availability $34.15 \% /$ utilization $32.00 \%$ ), there is now a goal for women in the Information Technology and Operations Manager category.

All four instances of increased goals come from an increase in the number of positions without a corresponding increase in the number of minority or female incumbents. For minorities, goals increased in the Research Manager and Senior Special and in the Library Professional categories. Goals for women increased in the Alumni Affairs and Development Managers and Senior Specialists and in the Library Professionals categories. Although we have retained the absolute number of women and minorities in these categories, serious effort continues to be called for in these areas.

## Strategies D esigned to Alleviate Underutilization of Women and Minorities

The Law School is a diverse community. Staff diversity that reflects the broader community as well as the diversity of our student body remains a very important goal. As a result, there is a strong commitment to increasing the diversity of our staff at all levels.

## Hiring Strategies

The Harvard Law School has used print and internet advertising as a primary method of outreach. In addition, Human Resources Services has worked collaboratively with our colleagues across campus to strengthen the University's presence and reputation among minority candidates through the participation in networking events and organizations that help us identify and cultivate minority and women applicants.

During the planning of each search, attention has been directed at identifying specific recruitment activity that will yield women and minority applicants. We are formalizing this planning by producing written search plans in every case where goals exist for a particular opportunity. The execution of these plans will require hiring managers to be fully engaged in our efforts to increase the diversity of the staff.

We have been making special efforts to identify minority candidates as we fill temporary positions. We recently filled two temporary positions with minority female candidates who would not have been identified without personal networking effort. It is reasonable to expect that these individuals will be competitive for non-temporary jobs in the near future. These hiring decisions mark the beginning of communitybased relationships with Roxbury Community College and the University of Massachusetts Boston that represent largely untapped sources of applicants for the Law School.

HLS Human Resource Services has actively participated in a number of training and development programs sponsored by the Office of Human Resources and the Office of the Assistant to the President. These programs are serving to enhance our capacity to think and act creatively in our recruitment efforts. This participation will continue as more programs are offered.

## Promotion and Training Opportunities

We continue to support minorities and women as employees are selected to participate in special developmental opportunities like the various University Leadership Programs. A substantial amount has been budgeted for employee development, and a rigorous nomination and review process for participation includes careful consideration of our existing minority and female staff. In addition to selective programs, HLS provides financial support for other staff training and development and works to assure broad participation.

As promotional opportunities arise, we actively review our staff rosters to assure that we are not overlooking talent that is already part of the Law School. Human Resource Services will reach out to potential internal candidates to get them to consider applying. When doing this, we take special care to encourage and support the promotional aspirations of women and minorities.

## Retention and Climate

Human Resource Services has been focused on policies and practices aimed at retention and climate. These efforts include regular staff events designed to build the social and community fabric of the organization, exit interviewing to collect information on why people are leaving, and practices like flexible scheduling. These activities will continue.

During the Fall, a school-wide committee was appointed by the Dean to examine the climate as it pertains to diversity and to formulate strategies for improving it. This committee, which is comprised of faculty, staff, and students, has begun some challenging and exciting work. A sub-committee has been designated to consider staff issues in an effort to assure that staff concerns are addressed. The HLSJoint Council, a body comprised of members of our principal employee union and managers, has expressed strong interest in assisting the committee. Along with Human Resource Services, the Diversity Committee and the Joint Council will develop some broad-based strategies for improving the climate so that people from all backgrounds can be fully engaged as members of the HLS community. While there is much work to be done, the widespread interest at the Law School bodes well for our future success at attracting and retaining a diverse workforce that is representative of both the larger Cambridge and Boston community and our student body.

## HARVARD LAW SCHOOL

Faculty Census for 1997-2002

|  | 1997 | 1998 | 1999 | 2000 |  | 2001 | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Senior |  |  |  |  |  |  |  |  |
| Total | 63 | 69 | 70 | 68 |  | 71 | 70 |  |
| Women | 7 (11.1\%) | 10 (14.5\%) | 10 (14.3\%) | 11 | (16.2\%) | 13 (18.3\%) | 12 | (17.1\%) |
| Minorities | 6 (9.5\%) | 8 (11.6\%) | 8 (11.4\%) | 8 | (11.8\%) | 8 (11.3\%) | 8 | (11.4\%) |
| Ladder |  |  |  |  |  |  |  |  |
| Total | 9 | 6 | 8 | 11 |  | 8 | 10 |  |
| Women | 4 (44.4\%) | 3 (50.0\%) | 3 (37.5\%) | 4 | (36.4\%) | 3 (37.5\%) | 3 | (30.0\%) |
| Minorities | 1 (11.1\%) | 0 (0.0\%) | 0 (0.0\%) | 1 | (9.1\%) | 1 (12.5\%) | 2 | (20.0\%) |


| Research |  |  |  |  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Total | $\mathbf{0}$ |  | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ |  | $\mathbf{0}$ |  | $\mathbf{0}$ |  |  |
| Women | 0 | $0.00 \%$ | 0 | $(0.0 \%)$ | 0 | $(0.0 \%)$ | 0 | $(0.0 \%)$ | 0 | $(0.0 \%)$ | 0 |
| $(0.0 \%)$ |  |  |  |  |  |  |  |  |  |  |  |
| Minorities | 0 | $0.00 \%$ | 0 | $(0.0 \%)$ | 0 | $(0.0 \%)$ | 0 | $(0.0 \%)$ | 0 | $(0.0 \%)$ | 0 |
| $(0.0 \%)$ |  |  |  |  |  |  |  |  |  |  |  |


| Other (Visiting Professors and Lecturers on Law) |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 16 | 14 | 18 | 17 |  | 24 | 22 |  |
| Women | 3 (18.8\%) | 2 (14.3\%) | 4 (22.2\%) | 7 | (41.2\%) | 9 (37.5\%) | 9 | (40.9\%) |
| Minorities | 2 (12.5\%) | 1 (7.1\%) | 1 (5.6\%) | 1 | (5.9\%) | 1 (4.2\%) | 2 | (9.1\%) |
| Total |  |  |  |  |  |  |  |  |
| Total | 88 | 89 | 96 | 96 |  | 103 | 102 |  |
| Women | 14 (15.9\%) | 15 (16.9\%) | 17 (17.7\%) | 22 | (22.9\%) | 25 (24.3\%) | 24 | (23.5\%) |
| Minorities | 9 (10.2\%) | 9 (10.1\%) | 9 (9.4\%) | 10 | (10.4\%) | 10 (9.7\%) | 12 | (11.8\%) |

## HARVARD LAW SCHOOL



LAW SCHOOL

|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | NATIVE |  |  | BLACK | ASIAN | native |  | AVAIL DATA | CURR <br> UTIL | GOALS | $\begin{aligned} & \text { AVAIL } \\ & \text { DATA } \end{aligned}$ | CURR UTIL | GOALS |
|  |  |  |  |  | ASIAN | AMER | HISP |  |  | AMER | HISP |  |  |  |  |  |  |
| FACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Senior Faculty | 70 | 8 | 12 | 5 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 7.00\% | 11.43\% | 0 | 14.90\% | 17.14\% | 0 |
| Ladder Faculty | 10 | 2 | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 18.06\% | 20.00\% | 0 | 33.01\% | 30.00\% | 0 |
| Other Faculty | 22 | 2 | 9 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 7.00\% | 9.09\% | 0 | 14.90\% | 40.91\% | 0 |
| FACULTY TOTAL | 102 | 12 | 24 | 6 | 1 | 0 | 1 | 3 | 0 | 1 | 0 |  | 117\%\% | 0 |  | 23.53\% | 0 |
| NONFACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Faculty, Student Services M grs \& Sr Specialists | 17 | 2 | 11 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 15.35\% | 11.76\% | 1 | 51.64\% | 64.71\% | 0 |
| Human Resources Managers \& Sr Specialists | 4 | 1 | 3 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 18.88\% | 25.00\% | 0 | 55.33\% | 75.00\% | 0 |
| Financial Managers \& Sr Specialists | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13.65\% | 0.00\% | 0 | 52.92\% | 0.00\% | 1 |
| Facilities \& Operations Mgrs \& Sr Specialists | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.45\% | 0.00\% | 1 | 49.14\% | 25.00\% | 1 |
| Administrative M anagers \& Sr Specialists | 5 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.65\% | 0.00\% | 1 | 55.51\% | 100.00\% | 0 |
| Information Technology Managers \& Sr Specialists | 7 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.00\% | 0.00\% | 1 | 37.06\% | 57.14\% | 0 |
| Publications, Communications M grs \& Sr Specialists | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.42\% | 0.00\% | 1 | 58.60\% | 25.00\% | 1 |
| Research M anagers \& Sr Specialists | 22 | 3 | 10 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 26.08\% | 13.64\% | 3 | 49.75\% | 45.45\% | 1 |
| Alumni Affairs, Development Mgrs \& Sr Specialists | 12 | 1 | 5 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 5.26\% | 8.33\% | 0 | 56.73\% | 41.67\% | 2 |
| Library Managers \& Sr Specialists | 12 | 1 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 12.15\% | 8.33\% | 0 | 67.32\% | 66.67\% | 0 |
| Subtotal 01E/A/M | 89 | 8 | 48 | 0 | 2 | 1 | 0 | 3 | 0 | 0 | 2 |  | 8.99\% | 8 |  | 53.93\% | 6 |
| Research Professionals | 6 | 4 | 4 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 23.52\% | 66.67\% | 0 | 49.04\% | 66.67\% | 0 |
| Info Technology Professionals \& Operations M grs | 25 | 4 | 8 | 2 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 16.00\% | 16.00\% | 0 | 34.15\% | 32.00\% | 1 |
| Technical Professionals, Sr Specialists/ M anagers | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.71\% | 0.00\% | 0 | 22.28\% | 0.00\% | 0 |
| Health Professionals | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15.73\% | 0.00\% | 0 | 65.02\% | 0.00\% | 0 |
| Library Professionals | 25 | 2 | 15 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 14.98\% | 8.00\% | 2 | 79.43\% | 60.00\% | 5 |
| Publications \& Communications Professionals | 9 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.54\% | 0.00\% | 1 | 55.46\% | 55.56\% | 0 |
| Financial Professionals \& Operations Supervisors | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.62\% | 0.00\% | 1 | 53.75\% | 100.00\% | 0 |
| Legal Professionals | 34 | 9 | 19 | 2 | 0 | 0 | 0 | 3 | 1 | 0 | 3 | 7.44\% | 26.47\% | 0 | 26.05\% | 55.88\% | 0 |
| Alumni Affairs and Development Professionals | 12 | 3 | 5 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 5.79\% | 25.00\% | 0 | 56.42\% | 41.67\% | 2 |
| Administrative Professionals Level I | 6 | 2 | 6 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 19.95\% | 33.33\% | 0 | 65.15\% | 100.00\% | 0 |
| Faculty and Student Services Professionals | 31 | 9 | 29 | 0 | 0 | 0 | 0 | 5 | 2 | 1 | 1 | 18.20\% | 29.03\% | 0 | 56.28\% | 93.55\% | 0 |
| Facilities and Operations Supervisors | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31.99\% | 0.00\% | 0 | 29.44\% | 100.00\% | 0 |
| Administrative Professionals Level II | 13 | 2 | 10 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 19.13\% | 15.38\% | 0 | 65.32\% | 76.92\% | 0 |
| Subtotal 02Professional | 168 | 35 | 106 | 4 | 2 | 0 | 1 | 12 | 10 | 1 | 5 |  | 20.83\% | 4 |  | 63.10\% | 8 |
| Technician/ Mechanical | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.45\% | 0.00\% | 1 | 43.03\% | 0.00\% | 3 |
| Subtotal 03 Tech./Para. | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% | 1 |  | 0.00\% | 3 |
| Financial Support | 9 | 2 | 6 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 10.86\% | 22.22\% | 0 | 81.46\% | 66.67\% | 1 |
| Staff Assistants | 85 | 16 | 75 | 0 | 0 | 0 | 0 | 6 | 2 | 1 | 7 | 16.04\% | 18.82\% | 0 | 69.62\% | 88.24\% | 0 |
| Library \& M useum Support | 45 | 9 | 30 | 1 | 2 | 0 | 0 | 0 | 4 | 0 | 2 | 18.37\% | 20.00\% | 0 | 76.01\% | 66.67\% | 4 |
| Other General Office | 65 | 13 | 49 | 3 | 2 | 0 | 1 | 3 | 2 | 0 | 2 | 15.00\% | 20.00\% | 0 | 76.25\% | 75.38\% | 1 |
| Subtotal 05 Secretarial/Clerical | 204 | 40 | 160 | 4 | 5 | 0 | 1 | 10 | 8 | 1 | 11 |  | 19.61\% | 0 |  | 78.43\% | 6 |
| NONFACULTY TOTAL | 469 | 83 | 314 | 8 | 9 | 1 | 2 | 25 | 18 | 2 | 18 |  | 17.70\% | 13 |  | 66.95\% | 23 |
| GRAND TOTAL | 571 | 95 | 338 | 14 | 10 | 1 | 3 | 28 | 18 | 3 | 18 |  | 16.64\% | 13 |  | 59.19\% | 23 |

## 2003 G oals for M inorities



2003 G oals for Women

| Job Group On | One-Year Goal | Current <br> Population | Target Population for 2003 |
| :---: | :---: | :---: | :---: |
| Faculty |  |  |  |
| Ladder | 1 | 3 | 4 |
| Faculty Total | 1 |  |  |
| Non-faculty |  |  |  |
| Financial M grs. \& Sr. Specs. | 1 | 0 | 1 |
| Facilities \& Operations M grs. \& Sr. Specs. | cs. 1 | 1 | 2 |
| Publications, Comm. Mgrs. \& Sr. Specs. | . 1 | 1 | 2 |
| Research M grs. \& Sr. Specs. | 1 | 10 | 11 |
| Alumni Affairs Dev. M grs. \& Sr. Specs. | 1 | 5 | 6 |
| IT Prof. \& Opr. M grs. | 1 | 8 | 9 |
| Library Profs. | 5 | 15 | 20 |
| Alumni Affairs \& Dev. Profs. | 2 | 5 | 7 |
| Technician/ Mechanical | 3 | 0 | 3 |
| Financial Support | 1 | 6 | 7 |
| Library \& Museum Support | 4 | 30 | 34 |
| Other General Office | 1 | 49 | 50 |
| Non-faculty Total | 22 |  |  |
| Grand Total | 23 |  |  |

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# HARVARD MEDICAL SCHOOL 

Faculty

## Progress Towards Last Year's G oals

This academic year again showed a slight increase in the number of underutilized faculty with the largest increment at the Assistant Professor level. Since the vast majority of Medical School faculty is in the clinical arena, and most HMS faculty are promoted upward within the system rather than being recruited at the senior faculty ranks, attracting clinical trainees at the residency level remains essential for increasing the ranks of underutilized minority dinical faculty. This year shows a slight improvement of underutilized minority trainees over the past year, and efforts continue to address these issues with communication and meetings with the training directors and department heads at HMS-affiliated hospitals. The Office for Diversity and Community Partnership also works closely with many of these hospitals that have established offices and/ or programs and initiatives directly related to diversity, faculty development, and minority health.

The Medical School maintains its commitment to developing a diverse medical community at the faculty, trainee, staff and student levels. In the fall of 2002, Joseph B. Martin, MD, PhD, Dean of the Faculty of Medicine at HMS, re-emphasized that commitment as one of his top priorities in his State of the School Forum.

## Strategies D esigned to Alleviate Underutilization of Women and Minorities

The Office for Diversity and Community Partnership at Harvard Medical has been awarded the status of a three-year (09/ 092-08/ 05) Center of Excellence in Minority Health and Health Disparities (COE). The COE is funded by the Health Resources and Services Administration, a part of the U.S. Department of Health and Human Services that is working to improve minority health by increasing diversity of the health professions work force through programs such as the Centers of Excellence program. These initiatives support health professions training for individuals who are underutilized minorities and/ or are from disadvantaged backgrounds.

The COE seeks to enhance the development of linking opportunities for underutilized minority students and faculty advisors; further strengthening underutilized minority residency recruitment initiatives; providing career development opportunities for residents and junior faculty; augmenting cultural compe tency training; and increasing student knowledge of, and participation in, community-based minority health facility opportunities. Initiatives aimed specifically at faculty include a Faculty Fellowship Program designed to provide training and support for underutilized minority junior faculty academicians, clinicians and researchers, who will, over time, improve the capacity of the health care system and address the needs of minority and disadvantaged populations. In addition, the COE will enhance communication to underutilized minority faculty by providing a Web-based listing of available faculty positions, a Webbased calendar of cross-H arvard career development seminars, and a database of sponsored research/ funding opportunities related to minority health/ health disparities. The COE will also provide learning counseling to assist underutilized minority residents, fellows and junior faculty in passing the Step III and Board exams, and will offer a career development series that targets underutilized minority residents, fellows and junior faculty. In addition, a database, directory and bibliography will be created of all Har-vard-affiliated investigators with an interest in basic or clinical research in minority health, health disparities or minority workforce issues.

Dr. Joseph Martin and the Harvard Medical Collaborative have hosted special forums to talk about the importance of a high-level effort for recruitment of senior faculty from an underutilized minority background. These forums are attended by various HMS faculty, as well as the Presidents and CEOs of the HMS-affiliated hospitals.

Harvard Medical School recognizes the importance of developing an interest in science among students at very young levels and has developed programs aimed at addressing the crucial pipeline issues for minorities interested in careers in medicine and science. The office of Minority Faculty Development Programs (MFDP), part of the Office for Diversity and Community Partnership, offers a variety of programs that begin as early as the middle school level and carry on through the postgraduate level and is directed to primarily underutilized minority students. These programs include offering minority high school and undergraduate level students mentored summer research internships at HMS and its affiliated institutions; after school programs that link Boston Public School 8th grade and $9^{\text {th }}$ grade students and their teachers with HMS faculty, and graduate and medical students; a three week math and science summer program; and a summer SAT Prep program that helps our high school students better prepare for their future. MFDP also provides conferences for New England area minority students (high school through professional school) interested in careers in science and medicine. Students meet with faculty and professional advisors, attend workshops that focus on career and life skills, and hear lectures from nationally known speakers from medicine and science. In addition, MFDP offers a program that identifies HMS faculty and students for involvement in Boston Public School classroom presentations and discussions and judging of science fairs. MFDP also offers a one-day career exploration program in which faculty and research associates at HMS and its affiliated hospitals host Boston Public Schools middle school students for a day of presentations, panel discussions about educational paths, and shadowing researchers. It is anticipated that these programs will have an impact in slowly beginning to increase the number of minority faculty persons at the H arvard Medical School. For example, $99 \%$ of the alums from our summer mentored research internship program for high school and college, Project Success, have matriculated at 4 year colleges/ universities and several are now in medical and graduate schools or teaching in public schools. Programs have also been developed to target curriculum development and teacher training to enhance the teaching of science to Boston Public School students.

The Division of Medical Sciences continues to offer diversity programs, including the Summer Honors Undergraduate Research Program (SHURP) primarily for under-represented minority college students interested in research careers and in Ph.D. or M.D./ Ph.D. training. SHURP now has 249 graduates, over $98 \%$ of whom are continuing in science or sciencerelated careers, including 31 who are in or who have graduated from doctoral programs at Harvard. The Division sponsors the Four Directions Summer Research Program (FDSRP) for Native A merican College students interested in medicine or biomedical re search careers. Of the 76 students who have participated in FDSRP, 43 are pursuing medical careers, and 8 others are planning careers in health-related fields. The Division also provides administrative support for the Minority Biomedical Scientists of Harvard (MBSH), a group of research science graduate students and postdoctoral research fellows who meet periodically for career development, scientific, or outreach activities.

## Hiring

Harvard's commitment to diversity is not only reflected in the variety of institutions from which students are accepted, but also in the ethnic and economic backgrounds of the student body. The Office of Recruitment and Multicultural Affairs visits various undergraduate school campuses to help recruit students from groups underrepresented in medicine to HMS . It is our hope that these students will matriculate at HMS, apply to our residency programs, and, ultimately, become HMS faculty members. Many of the HMS-affiliated residency programs have increased their outreach efforts to HMS underrepresented students. This has led to $51 \%$ of the HMS underrepresented minority students matching at HMSaffiliated residency programs this past academic year.

Increasing the numbers of minorities and women on the HMS faculty continues to be a major priority of this administration, and we are working to identify new measures that will bring us closer to our goals. Recognizing that the residency programs affiliated with HMS provide an enormous pool of potential new
faculty, the office of MFDP provides one-month clerkships at HMS-affiliated hospitals to fourth-year and qualified third-year underrepresented minority medical students. The goal is to attract these individuals to apply to Harvard-affiliated hospitals for residency positions and to develop them into Harvard faculty. Since its inception in 1990, the program has hosted over 500 students, $11 \%$ of whom have matriculated in residency programs at Harvard-affiliated hospital. Six of these persons are now members of the Harvard faculty.

In order to help publicize the HMS-affiliated hospital residency training programs to a wide audience of underrepresented minority students, copies of the HMS Residency Training Directory are sent annually to the offices of minority student affairs at all United States medical schools.

One-on-one consultative assistance is provided to principal investigators interested in developing minor-ity-training programs, increasing minority participation in existing training programs or applying for minority supplements. The office stands ready to meet individually with the principal investigators and to offer suggestions of what they might do to help increase the representation of underrepresented minorities in their training grants.

MFDP also offers three fellowships focused on leadership and minority health policy -The Commonwealth Fund/ Harvard University Fellowship in Minority Health Policy (CFHUF) (est. 1995), The Commonwealth Fund/ Harvard University Fellowship in Minority Oral Health Policy (est. 2001), and The California Endowment Scholars in Health Policy at Harvard University (est. 2001). To date, 29 fellows have graduated from CFHUF. All are actively engaged in aspects of policy, research and/ or service delivery related to minority health, and $76 \%$ currently hold faculty appointments in schools of medicine and/ or of public health. Nine (31\%) of the CFHUF alumni have become faculty members at HMS.

In addition, MFDP sponsors research-bridging funds, a career development series, and individual meetings and consultations concerning career issues for minority faculty.

For both basic science and dinical faculty, the challenges of identifying and recruiting qualified minority postdoctoral fellows and junior faculty continues. To help increase the pool of underrepresented minority post-doctoral fellows at HMS, the Division of Medical Sciences has developed a networking initiative designed to encourage greater diversity among the ranks of postdoctoral research fellows working with Division faculty. Upper-level minority graduate student applicants at other universities complete a brief form and submit letters of recommendation. Those for whom suitable labs and potential advisors are identified are invited to visit for interviews and to give a seminar of their thesis research. Travel and hotel expenses are paid with funds provided by HMS. To date, five candidates have participated individually in this initiative, and all five have taken postdoctoral positions at HMS.

In December 2000, twelve graduate students from Meharry Medical College visited as a group in order to explore postdoctoral research opportunities. One member of this group then returned on an individual basis and subsequently accepted a postdoctoral position at HMS. In the spring of 2003, the Division plans to host graduate students from two HBCUS, who will visit as a group with their deans to explore postdoctoral research opportunities at HMS.

## Promotion and training

HMS continues to monitor promotions to look at whether there are minorities among us who can be assisted to promotion by better mentoring and better concern about their specific issues. A committee has been formed in the MFDP office to review the curriculum vitas of graduates from the office's Visiting Clerkship Program and fellowship programs who are now on faculty at HMS and to discuss their academic development. It is our hope that as this committee begins to monitor and track these faculty members that we will be identify opportunities for them to be promoted within the H arvard system.

The Office for Faculty Affairs is responsible for overseeing the faculty appointments and promotions process in the Faculty of Medicine. This oversight includes monitoring compliance with HMS' procedures and counseling junior faculty about academic careers. Increased academic career advising has been offered by an Associate Dean for Faculty Affairs through monthly sessions in 4 of the hospitals, with a commitment to assist a fifth. Appointment and promotion policies and procedures have been posted on the web to assist all junior faculty in their academic planning. In matters related to academic advance ment of women, the Office also collaborates with the Joint Committee on the Status of Women (initiated in 1973 to survey yearly the status of women at the Harvard Medical and Dental Schools and to suggest ways of increasing the number of women on the Faculty within the Medical and Dental Schools), with the Offices of Women's Careers or Faculty Development in the largest HMS-affiliated hospitals, and with the Academic Leadership Subcommittee of the HMS Center of Excellence in Women's Health (a contract from the Department of Health and Human Services).

The Office for Faculty Affairs also includes the Ombuds Office and the Office of Work and Family, both of which work to improve the working environment for faculty and staff. With the combined efforts of all these groups and offices as well as the Office for Diversity and Community Partnership, there has been a steady increase in the representation of women since 1984. However, there is recognition by all these participants that progress needs to be accelerated if parity is to be achieved for women and minorities. Since the 2001 Affirmative Action report, the percentage of women has risen at every rank except for Professor where the representation has hovered around $11 \%$. In addition 6 women now serve as Department Heads for a representation of 6 out of 57 or $10.5 \%$.

Through a National Center of Excellence in Women's Health established in 1998 through the Office for Women in the Department of Health and Human Services, Harvard Medical School, in collaboration with the Brigham and Women's Hospital, Beth Israel Deaconess Medical Center, and Massachusetts General Hospital works on a broad range of problems related to women's health, including increasing the repre sentation of women in academic leadership positions. In 2000, four additional institutions including Dana-Farber Cancer Institute, Joslin Diabetes Center, Harvard School of Dental Medicine, and Harvard School of Public Health became partners in the effort. Other goals of the Center of Excellence are to provide innovative community-based health care for women, with a special emphasis on the health needs of minority women, to increase community outreach to women in both clinical care and health education, to catalyze an expansion of medical school curriculum in women's health, and to do research on women's health, particularly regarding issues related to minority women. In 2002, the Center of Excellence contract was renewed for an additional 4 years.

Examples of activities of the Center of Excellence's A cademic M edicine Leadership Subcommittee include a faculty salary equity audit that was conducted in every clinical department at HMS in the year 2000 and will be repeated in 2003. (Basic science departments had been audited previously.) These audits are a part of the expectation of every National Center of Excellence in Women's Health. Each Department Head was asked to report the method used, the findings, and the Department's response to the findings. All 47 dinical departments responded. The results have been shared with the Dean and each Hospital President.

A cooperative effort between the Committee to Advance the Health of Minority Women and the Academic Medicine Leadership Subcommittee was mounted to organize focus groups of minority faculty women to probe the factors that may contribute to the finding of slower academic advancement of minority women faculty than that of women faculty generally. In addition, the chair of this Center of Excellence Committee and the Director of the Office of Multicultural Affairs at MGH have both met with the Academic Leadership Subcommittee to discuss new efforts to accelerate the academic progress of minority faculty.

The Fiftieth Anniversary Program for Scholars in Medicine, which was initiated in 1995 by the Dean for Faculty Affairs, continues to expand each year. The goal of this Program is to buy protected time or provide additional laboratory support for promising junior faculty members who are trying to encompass
unusual family or other personal responsibilities while trying to establish a strong academic career. AIthough this support is intended to be an important part of HMS' efforts to increase the representation of women at the higher ranks in the Faculty of Medicine, both men and women may apply. In year 2002, 47 such fellowships were awarded. Funding comes from the Medical and Dental Schools, hospitals, research institutes, departments, offices, foundations, senior women, and friends. In the 7 years of its existence, 188 awards, total, have been made for a cost of 4.7 million dollars. The Program seeks to use these, as well as other strategies, to increase the diversity of the faculty at all levels.

In addition, a joint effort between HMS, Partners, and CareGroup was made to establish a competitive fund for collaborative, interinstitutional research projects focused on women's health issues. An additional priority is set on furthering minority women's health and on supporting academic careers for minority faculty. Now, after 4 annual competitions, 36 awards have been given for a total cost of approximately $\$ 1.5$ million. As of 2001, three additional institutions have begun contributing to the Research Fund, the Dana Farber Cancer Institute, Joslin Diabetes Center, and the Harvard School of Dental Medicine. These awards, while furthering research on women's health issues, also support the academic careers of junior women faculty.

To further understand those factors that impeded the academic advancement of women, the Dean for Faculty Affairs organized a panel of women academic physicians from China and from Harvard Medical School during a June 2001 conference entitled "Health Care, East M eets West, M oving into the 21st Century". In June 2002, she organized a conference in Spain for women academic physicians from Complutense University in Madrid and from Harvard Medical School. Of great interest was the fact that the representation of women at the top faculty rank in this Spanish medical school was very similar to that at Harvard Medical School, despite very different academic and family supports. The goal of the conference was to explore the obstacles and opportunities for academic advancement in the 2 medical schools.

## Retention and climate

The 2002 Diversity Directory, available on the MFDP web site and as a hard copy, catalogues these and the many other diversity-related programs available in the HMS medical community. This list serves as a base-line reference, giving information that can be used to better understand areas that are currently addressed, as well as those that require additional attention. It is our hope that this directory may also serve to form discussions regarding areas for potential collaboration and new programmatic efforts.

In conjunction with department heads, residency program directors, and medical school committees, HMS works to support faculty development. Members of the Office for Diversity and Community Partnership meet with individual faculty, trainees and students regarding career development and diversity concerns.

In an effort to increase the representation of women in the upper faculty ranks and in leadership positions has been the development of 2 pilot leadership courses with men as well as women eligible to attend. The first, "Leadership Development Course for Junior Faculty", was offered at Beth Israel Deaconess Medical Center in October 2002. The second will be a $21 / 2$ day conference, with attendees from Harvard Medical School and all the major affiliates, to be held in January 2003. This course is sponsored by the Harvard Medical School Office for Faculty Affairs and Office for Diversity and Community Partnership, by all the hospital Offices for Women on Faculty Development, by theH arvard Medical School Center of Excellence in Women's Health, the Office for Diversity and Community Partnership, and by the Joint Committee on the Status of Women.

The Bridge Awards Program offers one year of financial support to promote the careers of outstanding clinical and basic science researchers who display promise for advancement and to strengthen our efforts at achieving a more diverse HMS faculty. Such support is intended to be an especially important part of HMS' efforts to increase the representation of underrepresented minority researchers at the higher ranks in the Faculty of Medicine.

It is widely understood that successful career development in clinical medicine, teaching, research and administration requires the experience of quality mentoring relationships. To this end, the A. Clifford Barger Award for Excellence in Mentoring continues to be awarded annually to individual faculty, as well as the William Silen Lifetime A chievement A ward for Mentoring.

The Ombuds Office continues to provide a safe place for members of the Harvard community (faculty, trainee, staff or students) to go for voicing concerns about discrimination or harassment in the workplace and/ or as a referral point for other institutional resources.

In response to strong expressions on the part of minority students and faculty of the need for exposure to minority professors, the Office for Faculty Development and Diversity continues to host visiting minority scholars. This visiting professorship invites outstanding female and minority physicians and scientists to HMS to mingle with students and faculty in small groups in all of the H arvard hospitals.

Organized and directed by minority graduate students and post-doctoral research fellows, the Minority Biomedical Scientists of Harvard provide informal scientific exchange and career development advice for research trainees.

The office of Community Outreach Programs (COP) is dedicated to expanding and establishing relationships between HMS and its surrounding communities. For example, COP has coordinated forums and symposia in collaboration with other HMS programs and community organizations. The dual purpose of the office is to function as a liaison between HMS and local community organizations, schools and other agencies, and to increase the accessibility of HMS to individuals of the local work force and various com-munity-based organizations.

The Dean's Community Service A ward, a major initiative in the office, continues to recognize individuals (students, trainees--house officers, post-doctoral fellows--staff and faculty) who have made outstanding efforts in serving the local, national, or international community. COP continues to work closely with other HMS programs, e.g., the Inter-society Multicultural Fellows Committee, Longwood Green Consortium, the Office of Enrichment Programs and the Division of Service Learning, to develop partnerships within the Boston community that are needed and sustainable.

The Family Van is a 35 foot long Winnebago ® mobile home that, for the past ten years, has been providing health and social service to families in Boston at the curbside of seven predetermined sites in neighborhoods at risk for poor health outcomes. It offers free and confidential medical screenings, health education, and referrals into appropriate services. The Family Van plan to offer more quality services to its clients and to continue collaboration with its community health center partners.

In addition to recruiting and providing supportive services to individuals from groups underrepresented in medicine and dentistry, the Office of Recruitment and Multicultural Affairs is available for personal as well as academic counseling and overseeing academic and social support activities both for disadvantaged minority students and for the entire student body.

The HMS Orientation Guide is sent to all new minority faculty, trainees, and visiting clerkship students informing them about resources in the Longwood Medical Area, e.g., minority groups, community-based organizations, available services, recreational facilities and Boston neighborhoods.

Recognizing the ways in which childcare issues affect parents and especially women in the academic and professional workplaces, both Brigham and Women's Hospital and HMS (with the support of a Faculty Council subcommittee) are exploring the possibility of establishing an emergency back-up childcare center in the Longwood Area. This center would provide back up care for children of Harvard and the participating hospitals' faculty and staff when their regular child care arrangements break down, whether due to illness of the care provider, school vacation days or snow days.

HMS, Brigham and Women's Hospital (BWH), Beth Israel Deaconess Medical Center (BIDMC), Dana Farber Cancer Institute (DFCI) and Children's Hospital (CH) have another option for parents who need emergency child care. This employer-subsidized option, through an agency called Parents in a Pinch, allows parents to have a childcare provider come into their home if a child is mildly ill or if childcare arrangements fall through.

HMS has increased its childcare scholarship fund to make child care more affordable for faculty and staff who receive their paychecks and benefits from Harvard Medical School or Harvard School of Dental Medicine.

There are currently three childcare centers in the Longwood area that provide a total of 275 full time child care slots for employees of HMS, Harvard School of Dental Medicine (HSDM), Harvard School of Public Health (HSPH), BWH, DFCI, Joslin Diabetes Center, and CH. These centers are the Longwood Medical Area Child Care Center, the Bright Horizons Family Center at Landmark, and the Children's Hospital Child Care Center.

Massachusetts General Hospital, Partners and MGH Institute of Health Professions have two affiliated centers in the Charlestown Navy Yard, providing 105 full time childcare slots to eligible employees of MGH, Partners and MGH IHP. These centers are the MGH Children's Center and the Children's Quarters at MGH Institute of Health Professions.

MGH also has an on-site emergency and backup childcare center in Boston, the MGH Backup Center, which has space for 24 children of faculty, staff or patients.

Each of the Harvard-affiliated hospitals, along with HSDM, HMS AND HSPH, have access to the services of the Harvard Medical Center Office of Work and Family, a resource for child care information, family support programs and eldercare information and referral. All these efforts will contribute to the ability of faculty and staff to work with less anxiety and less interruption as they try to discharge their academic and personal responsibilities simultaneously.

## Faculty Employment Activity Summary

The table on the following page reports the actual net gains and losses from 2000-2002, our new one-year and threeyear target goals, and the projected goals for the final two years of the cycle. The projected goals may be adjusted in future years to reflect hiring rates and the effects of attrition.

## Three-Year G oals and Projections for Employment A ctivity

Nov. 1, 2002 to Oct. 31, 2005

| Job Group | $\begin{gathered} \hline 3 \text { yr. Target } \\ \text { Goals } \\ 2000-2002 \end{gathered}$ |  | Actual Net Gains / (Losses) <br> 2000-2002 |  |  | $\begin{array}{\|c\|} \hline 3 \text { yr. Target } \\ \text { Goals } \\ 2003-2005 \end{array}$ |  | $\begin{gathered} \text { Goals } \\ \text { 2002-2003 } \end{gathered}$ |  | $\begin{aligned} & \text { Projected } \\ & \text { Goals } \\ & \text { 2003-2004 } \end{aligned}$ |  | $\begin{aligned} & \text { Projected } \\ & \text { Goals } \\ & 2004-2005 \\ & \hline \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | $\begin{aligned} & \text { § } \\ & \text { E } \\ & 3 \end{aligned}$ |  | y 흫 $\dot{\Sigma}$ | $\begin{aligned} & \text { ¢ } \\ & \stackrel{y}{0} \\ & \vdots \end{aligned}$ | $\begin{aligned} & \text { y } \\ & \frac{0}{0} \\ & \frac{0}{\Sigma} \end{aligned}$ | $\begin{aligned} & \S \\ & \stackrel{\S}{0} \\ & \$ \end{aligned}$ |  | $\begin{aligned} & \text { © } \\ & \stackrel{1}{0} \\ & \$ \end{aligned}$ |  | $\begin{aligned} & \text { § } \\ & \stackrel{\varepsilon}{0} \\ & \$ \end{aligned}$ | $\begin{aligned} & \text { y } \\ & \text { ( } \\ & \text { ict } \end{aligned}$ | ¢ ÉO 3 |
| Professor | 12 | 24 | 52 | 4 | 5 | 12 | 12 | 2 | 2 | 4 | 4 | 6 | 6 |
| Assc. Prof. | 44 | 44 | 84 | 15 | 34 | 24 | 48 | 6 | 14 | 8 | 16 | 10 | 18 |
| Asst. Prof. | 14 | 35 | 161 | 46 | 77 | 70 | 123 | 20 | 35 | 23 | 38 | 27 | 50 |
| Instructor | 195 | 195 | 256 | 135 | 56 | 163 | 88 | 50 | 25 | 54 | 29 | 59 | 34 |
| Trainee | 325 | 335 | 318 | 275 | 187 | 315 | 245 | 100 | 75 | 105 | 80 | 110 | 90 |

## Non-faculty

## Progress Toward Last Year's G oals

During 2002, the total non-faculty employment at Harvard Medical School (HMS) increased from 1380 to 1387 staff. This reflects an overall increase of $0.5 \%(+7)$, an increase of $1 \%$ ( +7 ) in the total female representation, and a $1.1 \%(-23)$ decrease in minority representation. Overall hiring decreased as compared to 2001, when staff increased by 100 persons.

Improvements in female representation occurred among Administrative M anagers and Senior Specialists (+9), Information Technology Managers and Senior Specialists(+4), Publications, Communications Managers and Senior Specialists ( +2 ), Research Managers and Senior Specialists ( +5 ), Alumni Affairs, Development Managers and Senior Specialists ( +2 ), Financial Professionals Level I ( +3 ), Animal Care ( +13 ) and Other General Support (+12). The largest decreases in female representation occurred in Lab Support (17), Financial Support (-6), Staff A ssistants ( -7 ) and Library and Museum Support ( -8 ).

Improvements in minority representation occurred among Information Technology Managers and Senior Specialists (+2) and Animal Care (+9). The largest decreases in minority representation occurred in Administrative Professional Level I (-3), Lab Support (-16), Staff Assistants (-7), and Other General Support (4).

## A reas of Current Underutilization

Women.
The goals are for forty-four (44) women, and represents a decrease of twenty-three (-23) from 2002. Efforts will be made to hire women in the following categories, as positions become available.

- Facilities and Operations Managers and Senior Specialists. This is a challenging area given that engineering and building systems have been a traditional male dominated field particularly at the more senior levels. Limited openings are projected for 2003 in this area.
- Technical Professional, Senior Specialists/ Managers.
- Facilities and Operations Supervisors. This is a challenging area given that engineering and building systems have been a traditional mal e dominated field, particularly at the more senior levels. Limited openings are projected for 2003 in this area.
- Animal Care. A nimal Care jobs typically involve cleaning cages and lab equipment, and have traditionally attracted more male than female applicants for this entry-level role.
- Financial Support.
- Library and Museum Support.
- Other General Office.
- Maintenance, Transportation and Distribution.


## Minorities

The 2003 hiring goal of thirty-three (33) for minorities represents an increase of six (+6) from 2002. Efforts will be made to hire minorities in the following categories, as positions become available.

- Financial M anagers and Senior Specialists.
- Facilities and Operations Managers and Senior Specialists. This is a challenging area given that engineering and building systems have been a traditional white male dominated field, particularly at the more senior levels. Limited openings are projected for 2003 in this area.
- Administrative M anagers \& Senior Specialists.
- Publications, Communications M anagers and Senior Specialists, Publications and Communications Professionals. Major expansion in this category is not anticipated.
- Research M anagers and Senior Specialists.
- Library Managers and Senior Specialists.
- Technical Professionals, Senior Specialists/ Managers.
- AdministrativeProfessional Level I. This goal, which reflects an increase of two from last year, has been influenced by reorganization in some departments by staff being promoted or transferring to other sections of the University, or accepting positions in the private sector.
- AdministrativeProfessional Level II.
- Maintenance, Transportation and Distribution. This is a challenging area given that engineering and building systems have been a traditional male dominated field particularly at the more senior levels. Limited openings are projected for 2003 in this area.


## Strategies D esigned to Alleviate Underutilization of Minorities and Women

## Hiring Strategies

The goals are for forty-four (44) women, and represent a decrease of twenty-three (-23) from 2002. Efforts will be made to hire women in the following categories, as positions become available.

- Facilities and Operations Managers and Senior Specialists (6). When a position becomes available, we will advertise in professional association publications such as the National Association of Women in Construction, Association of Facilities Managers, and networking within the medical community will be done to identify qualified candidates.
- Technical Professionals, Senior Specialists/ Managers (1). As positions open, we will take appropriate opportunities to promote from within, and we will take steps to strengthen our retention efforts.
- Facilities and Operations Supervisors (1). When a position becomes available, we will advertise in professional association publications such as the National Association of Women in Construction, Association of Facilities M anagers, and networking within the medical community will be done to identify qualified targeted candidates.
- Animal Care (19). As positions become available, we will contact the Just A Start Program and continue other current initiatives.
- Financial Support (3). As positions open, we will take appropriate opportunities to promote from within, and we will take steps to strengthen our retention efforts.
- Library and M useum Support (5). Promotion of job opportunities will continue at Simmons College, a leading women's college providing academic programs in Library Science.
- Other General Office (6). As positions open, we will take appropriate opportunities to promote from within, and we will take steps to strengthen our retention efforts. Our ongoing community outreach and employee referral programs should assist us to reach this goal.
- Maintenance, Transportation \& Distribution (3). As positions become avai lable at some satellite locations, jobs will be advertised in local papers, and with use of the employee referral bonus program will be used to help attract qualified women.

The 2003 hiring goal of thirty-three (33) for minorities represents an increase of six (+6) from 2002. Efforts will be made to hire minorities in the following categories, as positions become available. Selected open positions are being advertised in "Black Issues in Higher Education" on a monthly basis.

- Financial Managers and Senior Specialists (1).
- Facilities and Operations M anagers and Senior Specialists (2). When a position does become available, we will advertise in professional association publications such as the National Association of Women in Construction, Association of Facilities Managers, and networking within the medical community will be done to identify qualified targeted candidates.
- Administrative M anagers and Senior Specialists (9). As positions become available, jobs will be advertised through networking efforts with the National Association of Black Accountants, Urban League of Eastern Massachusetts, and other minority groups.
- Publications, Communications M anagers and Senior Specialists, Publications and Communications Professionals (5). As positions develop outreach will take place to minority professional associations such as Boston Women in Communication and National Science Writers. Jobs will be posted within leading black colleges with communication degree programs.
- Research Managers and Senior Specialists (2).
- Library Managers and Senior Specialists (1).
- Technical Professionals, Senior Specialists/ Managers (1). HMS jobs will be promoted by our recruiting staff joining with the central University IT initiative in attending IT job fairs, advertising in targeted publications and on websites to attract minority candidates.
- Administrative Professional Level I (6). As openings occur, we will take appropriate opportunities to promote from within, and we will take steps to strengthen our retention efforts. The programs planned for coaching managers for effective supervision and the mentoring program should contribute toward retention in this category.
- Administrative Professionals Level II (4).
- Maintenance, Transportation and Distribution (2). A s positions become available at some satellite locations, jobs will be advertised in local papers, and our ongoing community outreach and employee referral programs should assist us to reach this goal.


## General Recruitment Efforts

During the past year outreach by the University and HMS/ HSDM through job fairs brought linkages to a broad array of groups to address increasing our diversity. These included: undergraduate minority students in community colleges, urban colleges, minority graduate students from prestigious colleges, minority and ethnic groups representing Latino, A frican American, Native American, and A sian communities seeking entry to professional level positions, immigrants and refugees from around the world completing skills training programs, individuals over age 40, the disabled, and not-for-profit networking consortium.

We continue to use the university-wide web based job posting system (HIRES) which has greatly enhanced internal and external applicants' access to job opportunities throughout HMS/ HSDM. Jobs are posted to the web within 48 hours of approval, allowing a broad circulation of openings in a very timely manner. Upon completion of the ten-day waiting period, all jobs can be viewed from the outside on the Harvard website. Applicants can elect to declare their AA/ EEO status on the system thereby assisting our recruiting staff and managers in their outreach efforts to minorities and women. Within the past year our most active hiring departments have been given access to the system to perform searches and better streamline the hiring process.

Postings to major websites such as the Boston Works, Career Mosaic, Careerpath, and headhunter.net automatically pick up jobs posted to the University system. Departments working with OHR can also elect to post to targeted websites such as flipdog.com, yahoo.com, monster.com, and Career City.

Through the University both HMS and HSDM jobs are sent to a variety of professional associations, community groups, and college-oriented websites that target women and minorities. These printed announcements continue to be mailed to numerous community-based organizations. These activities focus on the hiring of entry level and mid level staff across all job categories.

Employee Referral Program: The HMS/ HSDM employee referral program now includes all staffing levels. The referring staff member is granted $\$ 100$ net for referring a successfully hired staff member. This is an expansion from the IT bonus plan implemented several years ago. Seven employees were hired through this bonus program. This program has been particularly successful in leading to hires across all categories.

## Promotion and Training Opportunities

HMS/ HSDM continues a range of training and development programs directed at managers and staff. The goals for training managers include improving skills both in the hiring and retention of women and minorities. For staff, training seeks to improve job performance in their current job, and/ or to increase competencies for promotional opportunities within HMS/ HSDM.

The Office of Human Resources continues to offer mandatory Supervisory/ Management trainings for all new supervisors and managers. This ten-hour training introduces them to Harvard University policies
and procedures, as well as to the different resources that are available to them and their staff. Topics covered include Supervisor/ Manager as Leader, Managing Differences, Retention, Interviewing and the Hiring Process, Working with the Union as Partners, Career Development and, Dealing With and Leading Change.

Harvard Medical School continued to reach the community through WILD AM 1090. The local radio station ran HMS/ HSDM spots for Black History and Women's History M onths and throughout the year.

HMS/ HSDM is an active member of the Bridges to the Future Program. Through this multi-year program with the Jamaica Plain and Fenway Neighborhood Development Corp and four area hospitals, HMS trained selected staff for a range of lateral and horizontal career advancement opportunities across various job categories. Supervisors received training in improving communication and supervisory skills to optimize the career development of participating staff. These programs focus are on hiring and retention of entry-level minorities and women in animal care, facilities, and clerical job categories.

Our involvement with the Bridges to the Future Program has expanded to include the Boston Health Care and Research Training Institute (the Institute). This initiative is a collaboration of many of the Harvardaffiliated hospitals, Harvard Medical School (HMS), Harvard School of Dental Medicine (HSDM), and several community development and job readiness and placement agencies. The Institute will provide a number of career-enriching programs for staff, beginning with training and career coaching in administrative skills. Pre-college and college courses are also offered. The goal of the Institute is to enhance current skills among employees and develop new ones for career advancement.

Internship Program: Along with four of our affiliated hospitals Harvard Medical School and School of Dental Medicine are collaborating closely with the Jamaica Plain Neighborhood Development Corporation (JPNDC) to create job-training opportunities for workers from nearby communities. Through the STEPS to the Future Program with the JPNDC, job trainees will participate in an eight-week job-training program, followed by a four-week internship at HMS/ HSDM. The internships will work to fill positions in the animal care, general office and entry level administrative position.

Co-op Program: HMS will continue to hire co-op students from area colleges. Participation should assist in filling vacancies particularly in information technology, library sciences, and engineering/ building systems.

## Retention and Climate

Staff Committee on Diversity at HMS/HSDM : The purpose of the Committee is to foster a working and learning environment at HMS and HSDM which affirms, celebrates, and values a variety of perspectives and experiences. The primary focus is on the areas of recruitment, retention, and organizational culture.

Currently, the committee has more than twenty actively contributing members from the medical and dental school that meet once a month. Funding and oversight for the committee are received from the Office of Diversity and Community Partnership; leadership and direction is provided by two members of the Office of Human Resources. During the past year key subcommittees were formed to work on recruitment and retention at both schools.

The Committee presented its second Multicultural Holiday Celebration in December. The event focused on the diversity of celebrations that take place during the month and centered around Hanukkah, Ramadan, Winter Solstice, Kwanzaa and Christmas. The celebration was attended by over 300 staff, students, and faculty. The Committee has successfully integrated the HMS/ HSDM Diversity A wards with the presentation of an award to a staff and faculty member, as well as two diversity lifetime achievement awards and a department diversity award.

Joint Committee on the Status of W omen: A Human Resources liaison continues to participate on the JCSW. For more information on the Committee, please see the complete write up.

N ew Employe O rientation Program: The new employee orientation program for HMS/ HSDM, designed to present a broader picture of HMS/ HSDM, continues to receive impressive evaluations from participants. The program speakers, participant activities, materials, and informational video all seek to foster and communicate the value we place on our diverse work community.

Exit Interviews: The Office of Human Resources continues its formal exit interview procedure with surveys from departing employees and personal interviews. The survey results track patterns and reasons why employees leave HMS/ HSDM, and help inform strategies for organizational initiatives aimed at retention.

A ppreciating and promoting an inclusive environment: Internal outreach to foster retention and understanding within the HMS community brought the Office of Human Resources and the Staff Committee on Diversity together to support the Kinsey Caucus a coalition of straight, gay, lesbian, bisexual and trans members of the Harvard medical community working to make our society more comfortable for all.

Tuition A ssistance Program (TAP): The Tuition Assistance Plan offers a wide variety of opportunities for staff members to further their career development through education. TAP provides reimbursement to staff members who take approved job-related courses at Harvard and other accredited institutions. This benefit receives high utilization by women and minorities.

The Center for Career Renewal: HMS/ HSDM, Beth Israel Deaconess Medical Center and Dana Farber Cancer Institute jointly fund the CCR. Staffed by professional career counselors, the Center provides all eligible employees with invaluable confidential career management and development services, customized career counseling, specialized workshops and seminars geared to a wide range of general and targeted populations, a comprehensive library with on line resources, and a variety of formal and informal assessment tools. During the plan year $22.7 \%$ of the participating clients represented diverse origins and 76.3\% were women.

O mbuds Office: This HMS/ HSDM campus-based office provides an additional safe place for faculty, staff, and students to go for assistance regarding concerns about discrimination or harassment in the workplace and educational setting. The office is independent from any existing administrative or academic structures and reports only to the dean of each school. The office supplements the existing resources available to members of the HMS/ HSDM community. The Ombuds Office disseminates a yearly report that includes data on the concerns such as harassment and discrimination that are brought to it. The Office of Human Resources is active in planning programs and developing organizational interventions based on the themes or issues from the report. This year there was an increase in the issues of discrimination as compared to last year from 62 to 79 . The increase was due to contacts with the office related to both ethnicity and race issues and gender and sexual orientation issues. The number of disability-related complaints remained the same as last year.

Family Scholarship Program: Through this program, coordinated by the Office of Human Resources, scholarships are awarded to heads of household for daycare or other childcare costs. A wards are made to staff or faculty on the basis of financial need. HMS/ HSDM view this program as a crucial element in the recruitment and retention of a diverse workforce. During the past year, approximately 112 awards were granted based on the $\$ 310,000$ commitment from HMS/ HSDM.

Public transit discounts and Longwood M edical area transit linkage system: HMS and HSDM contribute significantly to monthly passes for employees using public transportation and thereby reducing the burden of this expense for all employees, including women and minorities. A $40 \%$ subsidy is applied up to $\$ 65$ of the rate. Both schools also support a Longwood Medical area free transportation system link between LMA and Cambridge, and the Longwood Medical area with minority community linkages throughout

Mission Hill/ Roxbury, including the Ruggles Street " T " station. This transportation network contributes to making HMS/ HSDM an employer of choice with greater accessibility for many women and minorities.

## Summary

As we seek to achieve our diversity goals during 2003 it is important to continue our broad-based strategies for recruitment, retention, and cultural diversity. HMS/ HSDM will continue to face unique challenges in recruiting and retaining staff across most job categories due to the lucrative salaries and benefits frequently offered in the for-profit sector such as the flourishing biotechnology, computer and finance sectors throughout M assachusetts.

The Human Resource staff will work to inform hiring managers when a job is underutilized for women and/ or minorities. Hiring managers and Human Resource staff will continue to work collaboratively to implement outreach to numerous community groups, professional associations, websites and job fairs in order to recruit a diverse applicant pool. We will also continue to focus on the training and development of existing staff so that they may gain the competencies required for future open positions.

In supporting the vision and goals for a diverse community articulated by Dr. Joseph Martin and Dr. Bruce Donoff, Harvard Medical School and Harvard School of Dental Medicine will continue to work to transform these Affirmative A ction goals into reality.

## HARVARD MEDICAL SCHOOL

## Faculty Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Professor |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 520 |  | 557 |  | 592 |  | 632 |  | 655 |  | 687 |  |
| Women | 45 | (87\%) | 52 | (9.3\%) | 62 | (10.5\%) | 70 | (11.1\%) | 73 | (111\%) | 75 | (10.9\%) |
| Minorities | 24 | (4.6\%) | 27 | (4.8\%) | 30 | (5.1\%) | 31 | (4.9\%) | 33 | (5.0\%) | 34 | (4.9\%) |
| Associate Professor |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 989 |  | 1,046 |  | 1052 |  | 1052 |  | 1091 |  | 1152 |  |
| Women | 144 | (14.6\%) | 159 | (15.2\%) | 168 | (160\%) | 179 | (17.0\%) | 202 | (18.5\%) | 220 | (19.1\%) |
| Minorities | 64 | (6.5\%) | 75 | (7.2\%) | 86 | (8.2\%) | 89 | (8.5\%) | 99 | (9.1\%) | 106 | (9.2\%) |
| Assistant Professor |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 1,459 |  | 1,438 |  | 1411 |  | 146 |  | 156 |  | 1653 |  |
| Women | 380 | (26.0\%) | 373 | (25.9\%) | 375 | (26\%\%) | 408 | (27.8\%) | 455 | (29.1\%) | 493 | (29.8\%) |
| Minorities | 177 | (12.1\%) | 180 | (12.5\%) | 182 | (129\%) | 221 | (15.1\%) | 236 | (15.1\%) | 271 | (16.4\%) |
| Instructor/Lecturer |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 5,158 |  | 5,298 |  | 5347 |  | 5173 |  | 5359 |  | 5475 |  |
| Women | 1,983 | (38.4\%) | 2,089 | (39.4\%) | 2142 | (40.1\%) | 2191 | (42.4\%) | 2301 | (429\%) | 2776 | (41.6) |
| Minorities | 690 | (13.4\%) | 810 | (15.3\%) | 852 | (15.9\%) | 861 | (16.6\%) | 936 | (17.5\%) | 995 | (18.2\%) |
| Training Status* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 5,709 |  | 5,813 |  | 5900 |  | 6088 |  | 6384 |  | 627 |  |
| Women | 2,134 | (37.4\%) | 2,220 | (38.2\%) | 2280 | (38.6) | 2401 | (39.4\%) | 2509 | (39.3\%) | 2533 | (40.4\%) |
| Minorities | 2,029 | (35.5\%) | 2,149 | (37.0\%) | 2210 | (37.5\%) | 2310 | (37.9\%) | 2533 | (39.7\%) | 255 | (40.7\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 13,835 |  | 14,152 |  | 14302 |  | 14412 |  | 15052 |  | 15244 |  |
| Women | 4,686 | (33.9\%) | 4,893 | (34.6\%) | 5027 | (35.1\%) | 5249 | (36.4\%) | 5540 | (36.8) | 5597 | (36.7\%) |
| Minorities | 2,984 | (216\%) | 3,241 | (229\%) | 3360 | (23.5\%) | 3512 | (24.4\%) | 3837 | (25.5\%) | 3963 | (26.0\%) |

* Medical School interns, residents, and Postdoctoral Fellows who arein training to becometeaching faculty. Annual Appointments.


## HARVARD MEDICAL SCHOOL

## Nonfaculty Census for 1997-2002



MEDICAL SCHOOL

|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | NATIVE |  |  | BLACK | NATIVE |  |  | AVAIL DATA | CURR <br> UTIL | GOALS | $\begin{aligned} & \text { AVAIL } \\ & \text { DATA } \end{aligned}$ | CURR UTIL | GOALS |
|  |  |  |  |  | ASIAN | AMER | HISP |  | ASIAN | AMER | HISP |  |  |  |  |  |  |
| FACULTY* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Professors | 687 | 34 | 75 | 3 | 20 | 0 | 6 | 0 | 5 | 0 | 0 | 9.40\% | 4.95\% | 31 | 22.30\% | 10.92\% | 78 |
| Associate Professors | 1152 | 106 | 220 | 6 | 62 | 1 | 9 | 5 | 20 | 0 | 3 | 16.30\% | 9.20\% | 82 | 29.70\% | 19.10\% | 122 |
| Assistant Professors | 1653 | 271 | 493 | 15 | 165 | 1 | 25 | 14 | 45 | 0 | 6 | 18.80\% | 16.39\% | 40 | 41.70\% | 29.82\% | 196 |
| Instructors | 5475 | 995 | 2276 | 60 | 397 | 3 | 97 | 72 | 285 | 2 | 79 | 35.50\% | 18.17\% | 949 | 42.90\% | 41.57\% | 73 |
| Trainees | 6277 | 2557 | 2533 | 78 | 1356 | 8 | 156 | 66 | 780 | 3 | 110 |  | 40.74\% |  |  | 40.35\% |  |
| FACULTY TOTAL | 15244 | 3963 | 5597 | 162 | 2000 | 13 | 293 | 15 | 1135 | 5 | 198 |  | 26.00\% | 1102 |  | 36.72\% | 469 |
| NONFACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Faculty, Student Services M grs \& Sr Specialists | 10 | 2 | 5 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 15.35\% | 20.00\% | 0 | 51.64\% | 50.00\% | 0 |
| Human Resources Managers \& Sr Specialists | 4 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.88\% | 25.00\% | 0 | 55.33\% | 50.00\% | 0 |
| Financial Managers \& Sr Specialists | 13 | 1 | 9 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 13.65\% | 7.69\% | 1 | 52.92\% | 69.23\% | 0 |
| Facilities \& Operations Mgrs \& Sr Specialists | 14 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.45\% | 0.00\% | 2 | 49.14\% | 7.14\% | 6 |
| Administrative Managers \& Sr Specialists | 62 | 1 | 43 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 16.65\% | 1.61\% | 9 | 55.51\% | 69.35\% | 0 |
| Information Technology Managers \& Sr Specialists | 44 | 9 | 16 | 0 | 4 | 0 | 1 | 0 | 3 | 0 | 1 | 14.00\% | 20.45\% | 0 | 37.06\% | 36.36\% | 0 |
| Publications, Communications M grs \& Sr Specialists | 13 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.42\% | 0.00\% | 2 | 58.60\% | 61.54\% | 0 |
| Research Managers \& Sr Specialists | 25 | 5 | 17 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 26.08\% | 20.00\% | 2 | 49.75\% | 68.00\% | 0 |
| Alumni Affairs, Development Mgrs \& Sr Specialists | 18 | 1 | 14 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 5.26\% | 5.56\% | 0 | 56.73\% | 77.78\% | 0 |
| Library Managers \& Sr Specialists | 6 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12.15\% | 0.00\% | 1 | 67.32\% | 66.67\% | 0 |
| Subtotal 01E/A/M | 209 | 20 | 119 | 2 | 5 | 0 | 2 | 2 | 7 | 0 | 2 |  | 9.5\%\% | 17 |  | 56.94\% | 6 |
| Research Professionals | 75 | 18 | 50 | 1 | 0 | 0 | 1 | 0 | 16 | 0 | 0 | 23.52\% | 24.00\% | 0 | 49.04\% | 66.67\% | 0 |
| Human Resources Professionals | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.77\% | 0.00\% | 0 | 59.68\% | 100.00\% | 0 |
| Info Technology Professionals \& Operations M grs | 76 | 18 | 28 | 1 | 7 | 0 | 1 | 0 | 5 | 0 | 4 | 16.00\% | 23.68\% | 0 | 34.15\% | 36.84\% | 0 |
| Technical Professionals, Sr Specialists/ M anagers | 9 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 16.71\% | 11.11\% | 1 | 22.28\% | 11.11\% | 1 |
| Health Professionals | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15.73\% | 0.00\% | 0 | 65.02\% | 100.00\% | 0 |
| Library Professionals | 20 | 3 | 17 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 14.98\% | 15.00\% | 0 | 79.43\% | 85.00\% | 0 |
| Publications \& Communications Professionals | 19 | 0 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.54\% | 0.00\% | 3 | 55.46\% | 78.95\% | 0 |
| Financial Professionals \& Operations Supervisors | 67 | 15 | 52 | 0 | 1 | 0 | 0 | 4 | 5 | 0 | 5 | 14.62\% | 22.39\% | 0 | 53.75\% | 77.61\% | 0 |
| Alumni Affairs and Development Professionals | 6 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.79\% | 0.00\% | 0 | 56.42\% | 83.33\% | 0 |
| Administrative Professionals Level I | 54 | 5 | 49 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 1 | 19.95\% | 9.26\% | 6 | 65.15\% | 90.74\% | 0 |
| Faculty and Student Services Professionals | 22 | 4 | 20 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 18.20\% | 18.18\% | 0 | 56.28\% | 90.91\% | 0 |
| Facilities and Operations Supervisors | 5 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31.99\% | 40.00\% | 0 | 29.44\% | 0.00\% | 1 |
| Administrative Professionals Level II | 58 | 7 | 57 | 0 | 0 | 0 | 0 | 3 | 2 | 0 | 2 | 19.13\% | 12.07\% | 4 | 65.32\% | 98.28\% | 0 |
| Subtotal 02 Professionals | 416 | 73 | 299 | 5 | 8 | 0 | 2 | 12 | 32 | 0 | 14 |  | 17.55\% | 14 |  | 71.88\% | 2 |
| Animal Care | 109 | 47 | 40 | 15 | 2 | 1 | 19 | 1 | 0 | 0 | 9 | 4.09\% | 43.12\% | 0 | 54.50\% | 36.70\% | 19 |
| Lab Support | 214 | 58 | 141 | 5 | 7 | 0 | 3 | 14 | 19 | 0 | 10 | 17.76\% | 27.10\% | 0 | 52.01\% | 65.89\% | 0 |
| Technician/ Mechanical | 8 | 1 | 4 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 18.45\% | 12.50\% | 0 | 43.03\% | 50.00\% | 0 |
| Subtotal 03Tech./Para. | 331 | 106 | 185 | 20 | 9 | 1 | 23 | 15 | 19 | 0 | 19 |  | 3202\% | 0 |  | 55.89\% | 19 |
| Financial Support | 22 | 9 | 15 | 1 | 0 | 0 | 0 | 3 | 3 | 0 | 2 | 10.86\% | 40.91\% | 0 | 81.46\% | 68.18\% | 3 |
| Staff Assistants | 211 | 49 | 171 | 4 | 1 | 0 | 4 | 28 | 5 | 0 | 7 | 16.04\% | 23.22\% | 0 | 69.62\% | 81.04\% | 0 |
| Library \& Museum Support | 29 | 5 | 17 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 18.37\% | 17.24\% | 0 | 76.01\% | 58.62\% | 5 |
| Other General Office | 89 | 22 | 62 | 6 | 0 | 0 | 3 | 9 | 2 | 0 | 2 | 15.00\% | 24.72\% | 0 | 76.25\% | 69.66\% | 6 |
| Subtotal 05 Secretarial/Clerical | 351 | 85 | 265 | 13 | 1 | 0 | 7 | 40 | 12 | 0 | 12 |  | 24.22\% | 0 |  | 75.50\% | 14 |
| Custodial/ Maintenance | 68 | 62 | 35 | 11 | 0 | 0 | 17 | 14 | 2 | 0 | 18 | 22.75\% | 91.18\% | 0 | 30.52\% | 51.47\% | 0 |
| Maintenance, Transportation \& Distribution | 12 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21.01\% | 8.33\% | 2 | 21.38\% | 0.00\% | 3 |
| Subtotal 08 Service/Maintenance | 80 | ${ }^{6}$ | 35 | 12 | 0 | 0 | 17 | 14 | 2 | 0 | 18 |  | 78.75\% | 2 |  | 43.75\% | 3 |
| NONFACULTY TOTAL | 1387 | 347 | 903 | 52 | 23 | 1 | 51 | 83 | 72 | 0 | 65 |  | 25.02\% | 33 |  | 65.10\% | 44 |
| GRAND TOTAL | 16631 | 4310 | 6500 | 214 | 2023 | 14 | 344 | 240 | 1207 | 5 | 263 |  | 25.92\% | 1135 |  | 39.08\% | 513 |

## HARVARD MEDICAL SCHOOL

## 2003 G oals for M inorities

| Job Group On | One-Year G oal | Current Population | Target Pop for 200 |
| :---: | :---: | :---: | :---: |
| Faculty |  |  |  |
| Professor | 2 | 34 | 36 |
| Assoc. Professor | 6 | 106 | 112 |
| Asst. Professor | 20 | 271 | 291 |
| Instructor | 50 | 995 | 1045 |
| Trainee | 100 | 2557 | 2657 |
| Faculty Total | 178 |  |  |
| Non-faculty |  |  |  |
| Financial M grs. \& Sr. Specs. | 1 | 1 | 2 |
| Facilities \& Oprs. M grs. \& Sr. Specs. | 2 | 0 | 2 |
| Administrative M grs. \& Sr. Specs. | 9 | 1 | 10 |
| Publications \& Comm. Mgrs. \& Sr. Specs. | cs. 2 | 0 | 2 |
| Research M grs. \& Sr. Specs. | 2 | 5 | 7 |
| Library M grs. \& Sr. Specs. | 1 | 0 | 1 |
| Technical Profs., Sr. Specs./ M grs. | 1 | 1 | 2 |
| Publications \& Comm Profs. | 3 | 0 | 3 |
| Administrative Profs. Level I | 6 | 5 | 11 |
| AdministrativeProfs. Level II | 4 | 7 | 11 |
| M aintenance, Transport. \& Dist. | 2 | 1 | 3 |
| Non-faculty Total | 33 |  |  |
| Grand Total | 211 |  |  |


| 2003 G oals for Women |  |  |  |
| :---: | :---: | :---: | :---: |
| Job Group On | One-Year Goal | Current Population | Target Population for 2003 |
| Faculty |  |  |  |
| Professor | 2 | 75 | 77 |
| Assoc. Professor | 14 | 220 | 234 |
| Asst. Professor | 35 | 493 | 527 |
| Instructor | 25 | 2276 | 2301 |
| Trainees | 75 | 2533 | 2608 |
| Faculty Total | 151 |  |  |
| Non-faculty |  |  |  |
| Faculty, Student Svcs., M grs. \& Sr. Specs. | acs. 1 | 6 | 7 |
| Facilities \& Oprs. M grs. \& Sr. Specs. | 6 | 1 | 7 |
| Information Tech. M grs. \& Sr. Specs. | 1 | 12 | 13 |
| Technical Profs. \& Sr. Specs./ M grs. | 2 | 0 | 2 |
| Facilities \& Oprs. Srvcs. | 1 | 0 | 1 |
| Animal Care | 22 | 27 | 49 |
| Financial Support | 2 | 21 | 23 |
| Staff A ssistant | 19 | 178 | 197 |
| Library \& Museum Support | 4 | 25 | 29 |
| Other General Office | 6 | 50 | 56 |
| M aintenance, Transport. \& Dist. | 3 | 0 | 3 |
| Non-faculty Total | 67 |  |  |
| G rand Total | 218 |  |  |

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## RADCLIFFE INSTITUTE FOR ADVANCED STUDY

The Raddiffe Institute for Advanced Study is a community of scholars, professionals, and creative artists who are dedicated to the creation of knowledge in every field of learning, the professions, and the creative arts. Radcliffe has been undergoing a comprehensive administrative review. The result is a reassessment and restructuring of the administrative structures and functions to better support Radcliffe's new mission. Raddliffe is committed to ensuring nondiscrimination and affirmative action in employment, and will continue to maintain a culture that regards people's differences as an asset and be proactive in managing diversity. The goal of Radcliffe is threefold: (1) to increase the opportunity for people of color to be hired; (2) to bring an awareness of various differences to the workplace; and (3) to invite change within the existing practices and policies of Raddiffe that will enhance employment opportunities and performance. At Radcliffe we believe that managing diversity is an extension of affirmative action and equal employment opportunity. It is a process, a direction, and a long-term strategy.

## Progress Toward Last Year's G oals

Underutilized job groups for last year were:

## Executive/ Administrative/ Managerial

- Administrative M anagers \& Senior Specialists -- Hiring Goal: one minority One opening occurred and one woman was hired, but our minority hiring goal was not met.
- Research Managers \& Senior Specialists -- Hiring Goal: one minority No vacancy occurred in this category; unable to meet hiring goal.
- Facilities \& Operations M anagers \& Senior Specialists - Hiring Goal: one woman No vacancy occurred in this category, and therefore we were unable to meet hiring goal.


## Professional/ Non-faculty

- Publications \& Communications Professionals -- Hiring Goal: one minority One opening occurred and onefemale was hired, but our minority hiring goal was not met.
- Alumni Affairs \& Development Professionals -- Hiring Goal: one minority No vacancy occurred in this category, and therefore we were unable to meet hiring goal.
- Administrative Professionals Level I -- Hiring Goal: one minority Three vacancies occurred in this category; three women were hired, two of whom were minorities. The hiring goal was met.


## Secretarial/ Clerical

- Library \& Museum Support -- Hiring Goal: one minority
- One employment opportunity became available; and one women was hired. Unfortunately we did not meet our hiring goal.
- Staff Assistants -- Hiring Goal: four women
- In this category, 11 people were hired; one minority male, and ten women, of which four were minorities. Our hiring goal was met.
- Other General Office- Hiring Goal: two women
- One open position occurred, and one female was hired. Our hiring goal was not met.

In the Executive/ Administrative/ Managerial category we did not met our hiring goals in three categories: Administrative Managers and Senior Specialists, Research Managers and Senior Specialists, and Facilities and Operations Managers and Senior Specialists. A long-term Harvard faculty member was hired in the Administrative Managers and Senior Specialists category, and there were no vacancies in the following two categories: Research Managers and Senior Specialists and Facilities \& Operations Managers and Senior Specialists. The lack of employment opportunities was a barrier to achieving our hiring goals.

In the Professional/ N on-Faculty category, there was one opening for the Publications \& Communications Professionals and a female was hired through HIRES. There were no vacancies in the Alumni Affairs \& Development Professionals category. Three employment opportunities occurred in the Administrative Professionals Level I category. Three women were hired through HIRES, two of whom were minorities, and our goal was met.

In the Secretarial/ Clerical category there was one opening in the Library \& Museum Support category, and one woman was hired through HIRES. We did not achieve our minority-hiring goal. In the Staff Assistants category 11 people were hired; one minority male and ten women, of which four were minorities. Our hiring goal for Staff A ssistants was met.

In 2002, Radcliffe increased its minority utilization rate to $15 \%$. Radcliffe has worked diligently to increase its minority hiring, and $33 \%$ of the new hires in 2002 were minorities. Women continue to be strongly represented at Radcliffe with a utilization rate of $84.29 \%$.

The goal of recruiting and retaining minorities at Radcliffe continued to receive emphasis in 2002. Some of the factors that prevented Radcliffe from reaching its affirmative action hiring goals in underutilized job groups were: the reassessment and restructuring of the administrative structures and functions at Radcliffe, little or no turnover in certain job categories, limited growth in the number of positions, and difficulty in identifying minority candidates. To assist in alleviating the negative outcome of the abovementioned factors, the following steps were taken:

- "Employment Opportunities at Radcliffe" bulletin mailed monthly to the RadcliffeCommunity in which diversity is emphasized. This publication has led to staff promotions and more employeereferrals, currently one of the best sources of hiring qualified employees (1 minority employee was hired through an employee referral).
- Emphasis on staff retention (an important component of our affirmative action plan). In addition to supporting flexible work schedules for our professional, administrative and support staff to address work and family responsibilities, Raddliffe is committed to staff training and development. The RadcliffeJoint Council and OHR have made Career Development a major goal for staff. A part-time trainer to assist staff with computer technology skills, and a PT OHR professional with an expertise in Career Development are part of the commitment to assist staff with their professional development.
- A Diversity Committee was formed to assist in educating the Radcliffe Community concerning diversity, foster a positive work environment, and aid in attracting and retaining qualified people of color. To educate the Radcliffe community, several successful events have taken place and three films with discussion following the firms have occurred. Future events and a quarterly "Diversity Update" bulletin to the community are being planned.
- When a job is posted and has been noted as underutilized for women or minorities, OHR informs the hiring manager and works collaboratively to outreach in order to recruit a diverse applicant pool.
- Recruitment: HIRES has assisted OHR in our outreach efforts since applicants can elect to declare their minority status on the system. M ost of Raddliffe's resumes are now received through HIRES.

Raddliffe also encourages employee referrals as a number of our minority hires have been through this excellent source. Our Administrative Professionals Level I category hiring goal and Secretarial/ Clerical category hiring goal was met through HIRES Outreach has been donethrough job fairs, contact with several community groups, several local community colleges, and networking with other Harvard HR professionals to share resumes of minorities. Regular meetings with HR recruiters have also been done to assist in creating a share pool of minority candidates.

## A reas of Current Underutilization

Radcliffe will continue to focus on effective recruitment, as well as training, development, and career planning opportunities for Radcliffe staff. We are currently underutilized in the following job families: Facilities \& Operations Managers (1W), Administrative Managers \& Senior Specialists (1M), Research Managers \& Senior Specialists (1M ), Publications \& Communications Professionals Level I (1M), Library \& Museum Support (1M), and Other General Office (2W). However, because of the comprehensive administrative review in which our administrative structures and functions are being reassessed and restructured, it is expected that there will be a negative impact on hiring in certain job families because of no employment opportunities. The percentage of women in all areas at Radcliffe is high, but we continue to strive for minority candidates at all levels to meet our affirmative action goals. Because we do not have a major representation of any one minority group at Radcliffe, we actively seek qualified candidates who are Black, Asian, Hispanic and Native American.

## Strategies D esigned to Alleviate Underutilization of Women and Minorities

Radcliffe will continue to focus on training, development, and career planning opportunities for staff. It is expected that opportunities for advancement at Radcliffe will result in improved retention of current employees. However, recruitment and retention will be the two main areas of focus to achieve our hiring goals.

The following represent some of the existing as well as new initiatives to address recruitment and retention and to achieve a more diverse candidate pool:

## Hiring Strategies:

- HIRES applicant database continues to be an excellent source for diversity candidates. The database provides us with a greater number of diversity applicants than any other outreach effort.
- The "Employment Opportunities at Radcliffe" bulletin, which is distributed to the RadcliffeCommunity monthly, has also created a good source of hiring qualified diversity employees. Through this, staff have been promoted and employee referrals have increased. The Office of Human Resources has done informational interviews with potential minority candidates through employee referrals, and one minority hire has resulted. Radcliffe's goal is to develop a pool of strong minority candidates.
- We secured the assistance of a minority staff member with over 14 years of employment with Harvard to more aggressively recruit minority staff throughout H arvard.
- We worked with the Office of the A ssistant to the President to assist in reaching a more diverse pool of candidates.
- While we have included positions on boston.com, hotjobs.com, and jobs@highered.com, we will seek to identify Internet sites that enhance our diversity pool.
- In addition to advertising in the Chronicle of Higher Education and the Affirmative Action Register, we plan to secure additional funding to advertise in Black Issues in Higher Education and Hispanic Outlook in Higher Education.
- Through the Summer Student Minority Hiring Program we employed two minority students (two females) full time during the summer. We offered both the opportunity to continue PT employment with Radcliffe in the fall. One student works as a temporary during school breaks.
- The network of Harvard HR professionals will continue to be utilized to secure the resumes of strong minority candidates who were interviewed but were not successful candidates for their employment openings.
- We request minority employees when using temporary help agencies because some positions could result in regular employment.
- We collaborate with many branches throughout H arvard in our outreach efforts and partnerships with national and local minority professional associations and minority job fairs as well as participation in the University-wide Career Forum.


## Promotion and Training Opportunities

- Career development for staff is a commitment at Raddliffe. We employ a part-time OHR professional with expertise in career development and a part-time computer technology trainer to assist staff in developing their technical and professional skills. Every member of the Radcliffe community is encouraged and supported in activities that not only further develop the skills required to improve job performance, but also knowledge and skills for their long-term career. Staff are provided customized career counseling, confidential career management and development services, and a variety of formal and informal assessment tools. 44\% of our minority staff availed themselves of this expertise.
- Annually, Radcliffe sponsors numerous half-day, full-day and luncheon seminars. All minority employees at Radcliffe have participated in the various activities.
- Radcliffe promotes the Center for Training and Development and the Tuition Assistance Program for professional development so staff may gain competencies required for further open positions and promotions. $28 \%$ of minority staff participated in workshops and seminars provided at the Center for Training and Development.
- Managers and supervisors are encouraged to support the growth and development of talented minorities. We are searching for good consultants that will help us to develop a workshop designed to assist managers to help develop their staff.
- Radcliffe has sponsored the participation of a minority female manager and three other managers in Harvard's Leadership Development Program. This past year two female managers participated, and one high-performing female staff member has participated in the Staff Leadership Development Program.
- When the position of a long-term minority employee was eliminated, temporarily retained the employee to assist them to learn and develop skills towards a new career path.
- Encouraged 7 minority employees from maintenance subcontractor to participate in the Bridge Program.


## Retention and Climate

- We support a flexible work schedule to attract and retain minorities and other qualified staff.
- A Diversity Committee meets to assess diversity issues and develop initiatives to improve the quality of work life at Raddliffe. This enthusiastic committee continues its mission to educate the community
concerning diversity, foster a positive work environment, and aid in attracting and retaining people of color. Dean Drew Faust has participated in several extremely successful events. Several other events are being planned, as well as a quarterly "Diversity Update" bulletin to the community.
- Exit interviews with minority staff are used to explore their perceptions and experience at Radcliffe and to elicit their suggestions on recruitment and retention. Feedback will be reviewed by members of the Diversity Committee for opportunities for positive change.
- We attend department/ program staff meetings that highlight diversity. We provide all managers and supervisors with a Diversity training workshop at Radcliffe as part of their professional development. We share and discuss with them Raddliffe's workforce and affirmative action utilization analysis.
- A new employee orientation program was developed, and the welcoming packet includes the diversity mission of Radcliffe and the role of the Diversity Committee.
- The Radcliffe One-to-One M entoring Program will serve as a resource available for all new and current employees. In collaboration with the Diversity Committee an emphasis to serve people of color will be made.
- We hope to increase retention through positive resolution of workplace problems.
- We participate in the Longwood Medical Community HR Forum. This forum, which focuses on diversity and recruiting/ retaining minorities, will assist OHR in identifying and addressing the issues and concerns for minority employees and candidates.
- We strive to ensure that the interview pool for all positions includes at least one candidate from an underrepresented group.
- We expect to hire two minority students through the Student's Summer Jobs Program.
- We participated in the Work Environment Survey conducted for Harvard by the Great Place to Work Institute

Radcliffe, like many other organizations, continues to face the unique challenges in recruiting and retaining staff across most job categories due to the lucrative salaries and benefits frequently offered in the profit sector. However, while we strive to increase the number of talented minority employees at Radcliffe, we also feel that diversity is part of the fabric of the many activities at Raddiffe. These programs and activities incorporate diversity as a value and contribute to a positive environment and quality of work life. Radcliffe offers benefits and opportunities that are unique, salaries that are competitive, and an environment that is welcoming. As we seek to achieve our diversity goals during 2003, it is important that we raise our profile as a good employer and continue our broad-based strategies for recruitment, retention, and cultural diversity. When positions become available, extensive outreach to hire minorities will be implemented. Hiring managers and OHR will work collaboratively to implement outreach to numerous community groups, professional associations, and web-sites to recruit a diverse applicant pool.

The Radcliffe Institute for A dvanced Study continues its commitment to hire women and people of color. The diversity strategy for the coming year will be a combination of an assertive diversity philosophy, appropriate staff training, and a responsive, proactive hiring and retention process that will ensure entry and upward mobility for women and people of color. Radcliffe's Office of Human Resources will continue to identify training needs, organize and present workshops and seminars for the Radcliffe Community, and provide case-by-case hiring assistance. Raddliffe's Office of Human Resources will assist its constituency to achieve a more positive work environment and a better appreciation, sensitivity and openness to a diverse community that will enhance and advance the programs at the Radcliffe Institute for Advanced Study.

Employee Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Research Faculty |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 1 |  | 1 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |  | (100.0\%) |  | (100.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| E/A/M* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 36 |  | 32 |  | 32 |  | 34 |  | 29 |  | 27 |  |
| Women | 32 | (88.9\%) | 30 | (93.8\%) | 27 | (84.4\%) | 29 | (85.3\%) | 26 | (89.7\%) | 25 | (92.6\%) |
| Minorities | 4 | (11.1\%) | 3 | (9.4\%) | 3 | (9.4\%) | 2 | (5.9\%) | 2 | (6.9\%) | 1 | (3.7\%) |
| Professional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 62 |  | 59 |  | 57 |  | 66 |  | 58 |  | 52 |  |
| Women | 54 | (87.1\%) | 50 | (84.7\%) | 51 | (89.5\%) | 58 | (87.9\%) | 50 | (86.2\%) | 47 | (90.4\%) |
| Minorities | 9 | (14.5\%) | 5 | (8.5\%) | 6 | (10.5\%) | 9 | (13.6\%) | 8 | (13.8\%) | 8 | (15.4\%) |
| Technical/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Paraprofessional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Secretarial/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Clerical |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 69 |  | 62 |  | 59 |  | 58 |  | 66 |  | 61 |  |
| Women | 63 | (91.3\%) | 53 | (85.5\%) | 48 | (81.4\%) | 48 | (82.8\%) | 51 | (77.3\%) | 46 | (75.4\%) |
| Minorities | 14 | (20.3\%) | 12 | (19.4\%) | 7 | (11.9\%) | 10 | (17.2\%) | 13 | (19.7\%) | 11 | (18.0\%) |
| Skilled Crafts |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Serviced |  |  |  |  |  |  |  |  |  |  |  |  |
| Maintenance |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| NofacultyTotal |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 16 |  | 153 |  | 148 |  | 158 |  | 153 |  | 140 |  |
| Women | 149 | (89.2\%) | 133 | (86.9\%) | 126 | (85.1\%) | 135 | (85.4\%) | 127 | (83.0\%) | 118 | (84.3\%) |
| Minorities | 27 | (16.2\%) | 20 | (13.1\%) | 16 | (10.8\%) | 21 | (13.3\%) | 23 | (15.0\%) | 20 | (14.3\%) |

[^12]|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | ASIAN | NATIVE <br> AMER | HISP | BLACK | ASIAN | NATIVE <br> AMER | HISP | AVAIL <br> DATA | CURR UTIL | GOALS | AVAIL DATA | CURR <br> UTIL | GOALS |
| FACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| FACULTY TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% | 0 |  | 0.00\% | 0 |
| NONFACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Faculty, Student Srvcs M grs \& Sr Specs | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15.35\% | 0.00\% | 0 | 51.64\% | 100.00\% | 0 |
| Human Resources Managers \& Sr Specialists | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.88\% | 0.00\% | 0 | 55.33\% | 100.00\% | 0 |
| Finance M grs \& Sr Specs | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13.65\% | 0.00\% | 0 | 52.92\% | 100.00\% | 0 |
| Facilities \& Operations M grs \& Sr Specs | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.45\% | 0.00\% | 0 | 49.14\% | 0.00\% | 1 |
| Administrative Mgrs \& Sr Specs | 5 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.65\% | 0.00\% | 1 | 55.51\% | 100.00\% | 0 |
| Information Technology M anagers \& Sr Specialists | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.00\% | 0.00\% | 0 | 37.06\% | 100.00\% | 0 |
| Publications, Communications Mgrs \& Sr Specialists | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.42\% | 0.00\% | 0 | 58.60\% | 100.00\% | 0 |
| Research M anagers \& Sr Special ists | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26.08\% | 0.00\% | 1 | 49.75\% | 100.00\% | 0 |
| Alumni Affairs \& Dev. M grs \& Sr Specs | 6 | 1 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 5.26\% | 16.67\% | 0 | 56.73\% | 100.00\% | 0 |
| Library Managers \& Sr Specs | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12.15\% | 0.00\% | 0 | 67.32\% | 100.00\% | 0 |
| Subtotal 01E/A/M | 27 | 1 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |  | 3.70\% | 2 |  | 9259\% | 1 |
| Info Technology Pros \& Ops Mgrs | 11 | 2 | 7 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 16.00\% | 18.18\% | 0 | 34.15\% | 63.64\% | 0 |
| Library Professionals | 13 | 3 | 13 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 14.98\% | 23.08\% | 0 | 79.43\% | 100.00\% | 0 |
| Publications \& Communications Professionals | 8 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.54\% | 0.00\% | 1 | 55.46\% | 87.50\% | 0 |
| Finance Pros \& Operations Suprvsrs | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.62\% | 0.00\% | 0 | 53.75\% | 100.00\% | 0 |
| Alumni Affairs \& Dev. Professionals | 8 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.79\% | 0.00\% | 0 | 56.42\% | 100.00\% | 0 |
| Administrative Professionals Level I | 6 | 2 | 6 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 19.95\% | 33.33\% | 0 | 65.15\% | 100.00\% | 0 |
| Administrative Professionals Level II | 4 | 1 | 4 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 19.13\% | 25.00\% | 0 | 65.32\% | 100.00\% | 0 |
| Subtotal $\mathbf{O 2}$ Profs./Nonfac. | 52 | 8 | 47 | 0 | 1 | 0 | 0 | 6 | 1 | 0 | 0 |  | 15.38\% | 1 |  | 90.38\% | 0 |
| Financial Support | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10.86\% | 0.00\% | 0 | 81.46\% | 100.00\% | 0 |
| Staff Assistants | 37 | 7 | 29 | 1 | 0 | 0 | 0 | 3 | 2 | 0 | 1 | 16.04\% | 18.92\% | 0 | 69.62\% | 78.38\% | 0 |
| Library \& Museum Support | 4 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.37\% | 0.00\% | 1 | 76.01\% | 75.00\% | 0 |
| Other General Office | 16 | 4 | 10 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 15.00\% | 25.00\% | 0 | 76.25\% | 62.50\% | 2 |
| Subtotal $05 \mathrm{Sec} /$ /Clerical | 61 | 11 | 46 | 2 | 0 | 0 | 0 | 6 | 2 | 0 | 1 |  | 18.03\% | 1 |  | 75.41\% | 2 |
| NONFACULTY TOTAL | 140 | 20 | 118 | 2 | 1 | 0 | 0 | 12 | 3 | 0 | 2 |  | 14.29\% | 4 |  | 84.29\% | 3 |
| GRAND TOTAL | 140 | 20 | 118 | 2 | 1 | 0 | 0 | 12 | 3 | 0 | 2 |  | 14.29\% | 4 |  | 84.29\% | 3 |

## RADCLIFFE INSTITUTE FOR ADVANCED STUDY

| 2003 G oals for M inorities |  |  |  |
| :---: | :---: | :---: | :---: |
| Job Group $\underline{0}$ | One-Year G oal | Current Population | Target Population for 2003 |
| Non-faculty |  |  |  |
| Administrative M grs. \& Sr. Specs. | 1 | 0 | 1 |
| Research M grs. \& Sr. Specs. | 1 | 0 | 1 |
| Communications \& Public Affairs Profs. | s. 1 | 0 | 1 |
| Library \& M useum Support | 1 | 0 | 1 |
| Non-faculty Total | 4 |  |  |
| 2003 G oals for Women |  |  |  |
| Job Group $\underline{0}$ | One-Year G oal | Current <br> Population | Target Population for 2003 |
| Non-faculty |  |  |  |
| Facilities \& Oprs. M grs. \& Sr. Specs. | 1 | 0 | 1 |
| Other General Office | 2 | 10 | 12 |
| Non-faculty Total | 3 |  |  |

## HARVARD SCHOOL OF PUBLIC HEALTH

Faculty

## Progress Toward Last Year's G oals

Eight individuals joined the senior faculty during the past year: four white men, one Asian man, and three white women. Of these, three white men came from other institutions, two white women and the Asian man were promoted from the ladder category, and one white man and one white woman were promoted from the "other" category. Four professors left the school, all white men; three assumed emeritus status and one left academia for industry. This totals a net increase of four at the senior faculty level, including the addition of one minority (Asian) and three women. We were unable to increase the number of senior women by four and the number of minorities by two as planned.

At the ladder faculty level, we hired nine individuals (six men and three women) and lost eight (four men and four women), for a net increase of one person. We gained six minorities (five men and one woman, all Asian) and lost two, both Asian, one of whom left the school and one of whom was promoted to the senior faculty. We also had a loss of four white women and two white men. Four of the individuals leaving this category left the school (both men and two women); the other two women moved off the ladder into the senior faculty category. Of the nine new hires, five were internal candidates from the research category.

Two white women, both previously adjunct appointees, moved into the "other" category. One white woman and one white man were promoted to the senior faculty, resulting in a net gain/ loss of zero in this category. We were unable to meet the one-year goal that had been set for us of adding one woman. It should be noted that the school does not generally plan for hires in this category or conduct searches for these positions.

The research category comprises a sizable group of individuals with annual appointments. While normally this category can fluctuate unpredictably from year to year, the size of the group has remained stable over the past year. We saw an overall net increase in this category of four, including a net gain of two minorities (both Asian) and one woman.

## A reas of Current Underutilization

Both minorities and women are underutilized at the senior faculty level. At the ladder level, women are underutilized, while minorities overall are not underutilized. Most of the minority faculty at this level are Asian, with African Americans and Hispanics underutilized. Minorities and women are both technically underutilized among "other" faculty, but increasing their representation in this category is less of a priority than increasing the numbers in the senior and ladder ranks. Among the research group, women are slightly underutilized; minorities are not underutilized, although most of the minorities are Asian.

At the senior level, we will gain two minority professors (both Asian), one a promotion from the ladder, and lose one (African American) during the coming year. We do not anticipate losing any senior women. While it is impossible to project the results of faculty searches, currently five white men are internal candidates in searches scheduled for completion in 2003. There are several senior searches under way in which strong internal candidates have not been identified and which represent potential opportunities for the recruitment of women and minorities from outside the school.

The ladder category will be affected by the possible promotions discussed in the previous paragraph, with losses offset by new faculty hired as a result of searches recently completed (one white man) or now
under way. During 2002-03, it is anticipated that six white men and one Asian man will leave the school, while three Asian women and one white woman have already joined the ladder. There are currently ten junior searches either ongoing or approved, which are expected to yield fourteen new faculty members; several of these searches have strong internal candidates (all white). We would expect to see a net increase of women in this category. However, these searches have not, to our knowledge, attracted many non-Asian minority applicants.

The school rarely searches for individuals in the "other" category, which comprises lecturers and senior lecturers. These appointments normally represent a change in status for individuals already on the faculty (for example, a move off the tenure ladder or a move from adjunct lecturer to regular faculty lecturer). At this time, we anticipate no additions to or losses from this category.

## Strategies D esigned to Alleviate Underutilization of Women and Minorities

The school believes that it is important to develop a "pipeline" of individuals from underrepresented minority groups who are interested in public health careers and who may ultimately choose to pursue positions in academia, thus increasing the diversity of the faculty over time. At HSPH, this pipeline begins formally with a variety of programs to bring minority undergraduates to the school, including the Summer Program in Biostatistics, the Undergraduate Summer Internship Program for Minority Students in the Division of Biological Sciences, and the NIH MORE (Minority Students Opportunities in Research) program. Recruitment for these programs takes place via direct mail to undergraduate institutions, supplemented by a presence on the Internet, and through the ongoing development of relationships with institutions having significant minority enrollments and strong programs in science and math. Several former participants in these programs have subsequently enrolled at HSPH.

With respect to our master's and doctoral degree programs, the admissions statistics for underrepre sented minority applicants (African American, Hispanic, Native American, Chicano, Puerto Rican) show a downturn this year after the significant increases reported last year. While the number of applications was up $10 \%$ from last year (from 110 to 121 ), the number admitted students was exactly the same (59), and the yield was lower (from $69 \%$ in 2001 to $53 \%$ in 2002), resulting in a $22.5 \%$ decrease in minority enrollment (from 40 to 31 ). We believe that the lower yield was largely a result of turnover in the admissions staff responsible for minority recruitment. Staffing has now stabilized, and an expanded outreach effort is under way for the current admissions season.

The Minority Postdoctoral Fellowship Program was created over a decade ago with the intention of providing a bridge between doctoral work and faculty positions in the various fields represented at the Harvard School of Public Health. We reported last year that this program was being enlarged and revitalized. To better express the school's commitment to the program, its name has been changed to the Alonzo Smythe Yerby Fellowship Program, in honor of the late distinguished professor who was known worldwide as an advocate for equal access to health care. We currently host five two-year Yerby Fellows and anticipate, after the next round of recruitment, having a steady state of nine or ten. We also host two fellows in a new postdoctoral program funded by the Kellogg Foundation to train minority scientists in researching causes of and solutions to health disparities. Yerby and Kellogg Fellows participate in a formal mentoring program and convene regularly during the academic year for sessions geared toward enhancing their career development. This year we plan to evaluate the effectiveness of these pipeline programs on the representation of women and minorities in the faculty.

The Faculty Diversity Committee, formed in September 2001, has been meeting regularly to devise strategies for increasing diversity among the faculty ranks beyond the pipeline programs. The committee has resolved to pursue a variety of approaches:

1. Because postdoctoral fellows and research associates are the richest source of new assistant professors at HSPH, the Faculty Diversity Committee focused initially on strengthening the Yerby Fellowship

Program, as described above. The committee also recommended that the school undertake a more systematic process of nurturing minority doctoral students, postdoctoral fellows (those who are not part of the Yerby and Kellogg programs), and research staff.
2. An evaluation of past faculty searches confirmed an absence of minorities in the candidate pools. During the spring of 2002, a consultant was engaged to look into best practices in faculty recruitment and to develop a set of resources that can be used to expand outreach efforts. After receiving the consultant's report, the committee recommended that a staff person be hired to organize these resources and to work with each search committee on minority recruitment; the position has now been posted. We will continue the practice of having the dean for academic affairs or the associate dean serve on all search committees to ensure that women and minority candidates are sought and given every consideration.
3. The committee recommended that the school exercise creativity and flexibility in hiring excellent minority candidates for faculty positions who are identified through a search for which they may not precisely fit a position description or requirements. For example, a talented candidate who is slightly too junior for an assistant professor position might be presented with a hybrid offer that allows the candidate to undertake a postdoctoral fellowship before assuming the faculty position, or a second faculty position might be created, with financial support from the dean's office, for a promising candidate who is not the closest fit in terms of the specific field requirements being sought.

## Retention and Climate

Continuing agenda items for the committee include strategies for building a schoolwide commitment to the diversity effort and for improving the climate for people of color at HSPH, from the need for a schoolwide communication from the dean to creating a school identity and easy access to its diversity activities initially through a website. The committee has also begun to discuss ways to bring prominent academics and public health leaders to the school on either a permanent or visiting basis in order to begin building a critical mass of minority scholars and practitioners at the senior level even as we are working to increase representation at junior levels.

## Faculty Employment Activity Summary

The table on the following page reports the actual net gains and losses for the 2000-2002 period and the three-year target goals for years 2003-2005. The projected goals may be adjusted in future years to reflect such factors as the limited number of openings per year, the number of minorities and women in the candidate pools and the effects of attrition.

## Three-Year G oals and Projections for Employment A ctivity

Nov. 1, 2002 to Oct. 31, 2005

| Job Group | $\begin{array}{\|c\|} \hline 3 \text { yr. Target } \\ \text { Goals } \\ 2000-2002 \\ \hline \end{array}$ |  | Actual Net Gains / (Losses) 2000-2002 |  |  | $\begin{gathered} \hline 3 \text { yr. Target } \\ \text { Goals } \\ 2003-2005 \\ \hline \end{gathered}$ |  | $\begin{gathered} \text { Goals } \\ \text { 2002-2003 } \end{gathered}$ |  | Projected Goals 2003-2004 |  | Projected Goals 2004-2005 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \underline{0} \\ & \frac{1}{\square} \\ & \stackrel{y}{\Sigma} \end{aligned}$ | $\begin{aligned} & \text { § } \\ & \stackrel{1}{0} \\ & \$ \end{aligned}$ |  | $\begin{aligned} & \text { y } \\ & \text { N } \\ & \text { C } \end{aligned}$ | $\begin{aligned} & \text { § } \\ & \stackrel{1}{0} \\ & \$ \end{aligned}$ | $\begin{aligned} & \text { Y } \\ & \frac{1}{2} \\ & \stackrel{0}{\Sigma} \end{aligned}$ | $\begin{aligned} & \text { § } \\ & \stackrel{y}{0} \\ & \$ \end{aligned}$ | $\begin{aligned} & \text { y } \\ & \text { D } \\ & \text {. } \\ & \Sigma \end{aligned}$ | ¢ $\stackrel{y}{0}$ $\vdots$ |  | ¢ E ¢ 3 |  | ¢ 3 3 |
| Senior | 1 | 3 | 5 | 2 | 3 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 1 |
| Ladder | 2 | 5 | (1) | 6 | (2) | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 1 |
| Research | 3 | 3 | 16 | 4 | 13 | 5 | 6 | 5 | 2 | 0 | 2 | 0 | 2 |
| Other | 1 | 1 | 2 | (2) | (1) | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 |

## Non-faculty

## Progress Toward Last Year's G oals

The School of Public Health made significant progress toward its 2002 goals. This progress was achieved through strategic recruitment and internal promotions:

- Three women of color were promoted into the E/ A/ M category bringing the minority representation to approximately $25 \%$ and the women representation to over $55 \%$.
- Staff in the secretarial and clerical category grew by approximately $10 \%$; however, over $77 \%$ of the staff are women and $35 \%$ are people of color.
- Two women who are co-op students were hired as IT support in A cademic Computing. Co-op programs have been effective recruitment resources especially in providing temporary support.


## A reas of Current Underutilization

The School continues to have goals for Facilities \& Operations and for Publications \& Communications. There were no hiring or promotion opportunities in either category. We will, however, have openings in resource development communication, including a director position, in 2003. The recruitment strategy will encompass diversity outreach efforts.

Although the Facilities and Operations department does not anticipate any changes to its permanent staff in 2003, the management will continue to monitor the contractors who provide security and maintenance to insure that their staff are diverse and that promotion opportunities are available to staff assigned to the School.

## Strategies D esigned to Alleviate Underutilization of Women and Minorities

The SPH continues the tradition of holding career fairs in the spring and fall of each year. We, also, participated in University's annual job fair and in local professional and community job fairs, e.g. the career fair for the National Association of Black Accountants (NABA) and the Mission Main job fairs (Mission Hill community). The faculty and staff who volunteer at these events provide job counseling, employment advice to potential candidates, and assist them with on line applications. These value-added services promote SPH as a great place to work and, we believe, make our diversity recruitment efforts successful. Eighteen (18) staff persons were hired from these events in 2002.

SPH has continued to use internet recruiting effectively and has identified several internet websites for general and targeted applicant searches. For example, through collaboration with other schools, several websites have been identified and will be utilized to recruit for the communication and publications professionals we expect to hire 2003.

Hundreds of staff and managers received training in 2002. In addition, the school continues to offer courses computer courses, including a WEB certification program for staff in 2003. Minorities and women were well represented in these training programs.

## Training and Promotion

Ten managers/ directors completed the Leadership in Action Program in 2002, four of whom were African American and eight were women. Over 95\% of Administrative Directors and Assistant Deans have attended this program since its inception. Two new directors - both of whom are women and one who is A frican American - are enrolled for the 2002/ 2003 program.

Six (6) high performing office and clerical staff attended the Leadership Essentials Program. The staff included women and Latinos and African-A mericans. The SPH also had IT, HR, and financial managers, including 2 women of color, attend the Foundations of Leadership program in 2002.

The SPH two-day Supervisory program was held for first line supervisors. The 2003 schedule, which be gins in March, will be presented quarterly.

Hundreds of staff and managers attended Peoplesoft and/ or Wasabi (SPH financial system) workshops during late summer/ fall of 2002. This was a major undertaking that preempted other training initiatives, including a planned Supervisory training program in the fall. This training will continue as needed and will be linked to orientation for new staff.

Seventy promotions were awarded in Fiscal $02 / 03$ to staff in administrative, financial, IT, and research positions in acknowledgement of their capability and willingness to assume different and more complex roles and responsibilities. Of these staff, twenty-seven (27) or 38\% were people of color and 49 or $70 \%$ were women.

## Retention and Climate

Over $50 \%$ of staff and faculty completed the Great Place to W ork Survey in the spring, 2002. The results were shared through many forums commencing in late summer through the fall as briefings were conducted for the deans, department and administrative heads, and for the faculty. The first town meeting, held of October 29, 2002, were led by Deans Bloom and Ware (A cademic Affairs). Department chairs and administrative directors have discussed their respective department results with their faculty and staff.

Additionally, a Planning Committee of faculty, staff, and union representatives was formed and will lead the school efforts to: 1) celebrate and build upon the strong support expressed for the school's mission, its contributions to world health, and its welcoming environment; 2) recommend strategies to address the
concerns that were expressed; namely, for the Deans and senior management to communicate more and be more visible and available to the broader school community; and 3) provide recommendations regarding issues of fairness and recognition that were raised in the survey.

The SPH annual Employee Recognition event is scheduled for April, 2003. This event, which was held in A pril, 2002 received outstanding evaluations, from staff who were recognized and others who were in attendance. Dean Bloom will conduct a second town meeting in February, 2003.

## SCHOOL OF PUBLIC HEALTH

Faculty Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Senior |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 58 |  | 62 |  | 68 |  | 70 |  | 69 |  | 73 |  |
| Women | 9 | (15.5\%) | 11 | (17.7\%) | 14 | (20.6\%) | 14 | (20.0\%) | 14 | (20.3\%) | 17 | (23.3\%) |
| Minorities | 8 | (13.8\%) | 9 | (14.5\%) | 8 | (118\%) | 9 | (12.9\%) | 9 | (13.0\%) | 10 | (13.7\%) |


| Ladder |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 77 |  | 78 |  | 88 |  | 86 |  | 86 |  | 87 |  |
| Women | 32 | (41.6\%) | 32 | (41.0\%) | 33 | (37.5\%) | 32 | (37.2\%) | 32 | (37.2\%) | 31 | (35.6\%) |
| Minorities | 16 | (20.8\%) | 20 | (25.6\%) | 22 | (25.0\%) | 20 | (23.3\%) | 24 | (27.9\%) | 28 | (32.2\%) |


| Research* |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 141 |  | 89 |  | 93 |  | 110 |  | 109 |  | 108 |  |
| Women | 62 | (44.0\%) | 36 | (40.4\%) | 40 | (43.0\%) | 51 | (46.4\%) | 52 | (47.7\%) | 50 | (46.3\%) |
| Minorities | 54 | (38.3\%) | 20 | (22.5\%) | 23 | (24.7\%) | 26 | (23.6\%) | 27 | (24.8\%) | 24 | (22.2\%) |


| Other |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 19 |  | 23 |  | 24 |  | 23 |  | 27 |  | 27 |  |
| Women | 5 | (26.3\%) | 6 | (26.1\%) | 6 | (25.0\%) | 5 | (217\%) | 7 | (25.9\%) | 8 | (29.6\%) |
| Minorities | 2 | (10.5\%) | 1 | (4.3\%) | 0 | (0.0\%) | 1 | (4.3\%) | 1 | (3.7\%) | 1 | (3.7\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 295 |  | 252 |  | 273 |  | 289 |  | 291 |  | 295 |  |
| Women | 108 | (36.6\%) | 85 | (33.7\%) | 93 | (34.1\%) | 102 | (35.3\%) | 105 | (36.1\%) | 106 | (35.9\%) |
| Minorities | 80 | (27.1\%) | 50 | (19.8\%) | 53 | (19.4\%) | 56 | (19.4\%) | 61 | (21.0\%) | 63 | (21.4\%) |

* Does not indude Research Fellows that areeither unpaid or on a stipend.

SCHOOL OF PUBLIC HEALTH
Nonfaculty Census for 1997-2002


## SCHOOL OF PUBLIC HEALTH

|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | NATIVE |  |  | BLACK | NATIVE |  |  | AVAIL <br> DATA | CURR <br> UTIL | GOALS | $\begin{aligned} & \text { AVAIL } \\ & \text { DATA } \end{aligned}$ | CURR <br> UTIL | GOALS |
|  |  |  |  |  | ASIAN | AMER | HISP |  | ASIAN | AMER | HISP |  |  |  |  |  |  |
| FACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Senior Faculty | 73 | 10 | 17 | 2 | 6 | 0 | 0 | 1 | 1 | 0 | 0 | 19.00\% | 13.70\% | 4 | 34.00\% | 23.29\% | 8 |
| Ladder Faculty | 87 | 28 | 31 | 1 | 18 | 0 | 0 | 0 | 6 | 0 | 3 | 21.00\% | 32.18\% | 0 | 45.00\% | 35.63\% | 8 |
| Other Faculty | 27 | 1 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 21.00\% | 3.70\% | 5 | 45.00\% | 29.63\% | 4 |
| Research Faculty | 108 | 24 | 50 | 5 | 7 | 0 | 1 | 3 | 7 | 0 | 1 | 21.00\% | 22.22\% | 0 | 53.00\% | 46.30\% | 7 |
| FACULTY TOTAL | 295 | 63 | 106 | 8 | 31 | 0 | 1 | 4 | 14 | 0 | 5 |  | 21.36\% | 9 |  | 35.93\% | 27 |
| NONFACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Faculty, Student Services M grs \& Sr Specialists | 11 | 3 | 6 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 15.35\% | 27.27\% | 0 | 51.64\% | 54.55\% | 0 |
| Human Resources Managers \& Sr Specialists | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 18.88\% | 100.00\% | 0 | 55.33\% | 100.00\% | 0 |
| Financial Managers \& Sr Specialists | 8 | 2 | 6 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 13.65\% | 25.00\% | 0 | 52.92\% | 75.00\% | 0 |
| Facilities \& Operations Mgrs \& Sr Specialists | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.45\% | 0.00\% | 0 | 49.14\% | 0.00\% | 1 |
| Administrative M anagers \& Sr Specialists | 15 | 1 | 9 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 16.65\% | 6.67\% | 1 | 55.51\% | 60.00\% | 0 |
| Information Technology M anagers \& Sr Specialists | 8 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.00\% | 12.50\% | 0 | 37.06\% | 0.00\% | 3 |
| Publications, Communications M grs \& Sr Specialists | 3 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.42\% | 33.33\% | 0 | 58.60\% | 33.33\% | 1 |
| Research M anagers \& Sr Specialists | 52 | 16 | 36 | 3 | 2 | 0 | 0 | 1 | 10 | 0 | 0 | 26.08\% | 30.77\% | 0 | 49.75\% | 69.23\% | 0 |
| Alumni Affairs, Development Mgrs \& Sr Specialists | 5 | 1 | 3 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 5.26\% | 20.00\% | 0 | 56.73\% | 60.00\% | 0 |
| Subtotal 01 E/A/M | 105 | 26 | 62 | 7 | 2 | 0 | 0 | 6 | 11 | 0 | 0 |  | 24.76\% | 1 |  | 59.05\% | 5 |
| Research Professionals | 99 | 33 | 59 | 3 | 10 | 1 | 1 | 2 | 15 | 0 | 1 | 23.52\% | 33.33\% | 0 | 49.04\% | 59.60\% | 0 |
| Human Resources Professionals | 3 | 2 | 3 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 19.77\% | 66.67\% | 0 | 59.68\% | 100.00\% | 0 |
| Info Technology Professionals \& Operations Mgrs | 40 | 9 | 23 | 1 | 1 | 0 | 0 | 1 | 5 | 0 | 1 | 16.00\% | 22.50\% | 0 | 34.15\% | 57.50\% | 0 |
| Technical Professionals, Sr Specialists/ M anagers | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.71\% | 0.00\% | 0 | 22.28\% | 0.00\% | 0 |
| Publications \& Communications Professionals | 10 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.54\% | 0.00\% | 1 | 55.46\% | 80.00\% | 0 |
| Financial Professionals \& Operations Supervisors | 25 | 12 | 20 | 1 | 1 | 0 | 1 | 5 | 3 | 0 | 1 | 14.62\% | 48.00\% | 0 | 53.75\% | 80.00\% | 0 |
| Alumni Affairs and Development Professionals | 6 | 1 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 5.79\% | 16.67\% | 0 | 56.42\% | 100.00\% | 0 |
| Administrative Professionals Level I | 25 | 10 | 23 | 2 | 0 | 0 | 0 | 4 | 1 | 0 | 3 | 19.95\% | 40.00\% | 0 | 65.15\% | 92.00\% | 0 |
| Faculty and Student Services Professionals | 8 | 3 | 7 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 18.20\% | 37.50\% | 0 | 56.28\% | 87.50\% | 0 |
| Facilities and Operations Supervisors | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31.99\% | 0.00\% | 0 | 29.44\% | 100.00\% | 0 |
| Administrative Professionals Level II | 45 | 11 | 38 | 0 | 1 | 0 | 0 | 6 | 1 | 0 | 3 | 19.13\% | 24.44\% | 0 | 65.32\% | 84.44\% | 0 |
| Subtotal $\mathbf{0}$ Professionals | 264 | 81 | 188 | 7 | 13 | 1 | 2 | 20 | 26 | 0 | 12 |  | 30.68\% | 1 |  | 71.21\% | 0 |
| Animal Care | 2 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4.09\% | 50.00\% | 0 | 54.50\% | 50.00\% | 0 |
| Lab Support | 101 | 23 | 68 | 1 | 6 | 0 | 2 | 3 | 7 | 0 | 4 | 17.76\% | 22.77\% | 0 | 52.01\% | 67.33\% | 0 |
| Technician/ Mechanical | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.45\% | 0.00\% | 1 | 43.03\% | 33.33\% | 0 |
| Subtotal 03Tech./Para. | 106 | 24 | 70 | 2 | 6 | 0 | 2 | 3 | 7 | 0 | 4 |  | 22.64\% | 1 |  | 66.04\% | 0 |
| Financial Support | 29 | 21 | 24 | 3 | 0 | 0 | 1 | 10 | 2 | 0 | 5 | 10.86\% | 72.41\% | 0 | 81.46\% | 82.76\% | 0 |
| Staff Assistants | 150 | 54 | 121 | 6 | 1 | 0 | 0 | 24 | 8 | 0 | 15 | 16.04\% | 36.00\% | 0 | 69.62\% | 80.67\% | 0 |
| Library \& Museum Support | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.37\% | 0.00\% | 0 | 76.01\% | 100.00\% | 0 |
| Other General Office | 76 | 17 | 56 | 1 | 2 | 0 | 2 | 6 | 3 | 0 | 3 | 15.00\% | 22.37\% | 0 | 76.25\% | 73.68\% | 2 |
| Subtotal 05 Secretarial/Clerical | 256 | 92 | 202 | 10 | 3 | 0 | 3 | 40 | 13 | 0 | 23 |  | 35.94\% | 0 |  | 78.91\% | 2 |
| Maintenance, Transportation \& Distribution | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21.01\% | 100.00\% | 0 | 21.38\% | 0.00\% | 0 |
| Subtotal 08Service/Maintenance | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 100.00\% | 0 |  | 0.00\% | 0 |
| NONFACULTY TOTAL | 732 | 224 | 522 | 27 | 24 | 1 | 7 | 69 | 57 | 0 | 39 |  | 30.60\% | 3 |  | 71.31\% | 7 |
| GRAND TOTAL | 1027 | 287 | 628 | 35 | 55 | 1 | 8 | 73 | 71 | 0 | 44 |  | 27.95\% | 12 |  | 61.15\% | 34 |

2003 G oals for M inorities

| Job G roup | One-Year G oal | Current <br> Population | Target Population for 2003 |
| :---: | :---: | :---: | :---: |
| Faculty |  |  |  |
| Senior | 1 | 10 | 11 |
| Ladder | 1 | 28 | 29 |
| Research | 5 | 24 | 29 |
| Other | 0 | 1 | 1 |
| Faculty Total | 7 |  |  |
| Non-faculty |  |  |  |
| Administrative M grs. \& Sr. Specs. | 1 | 1 | 2 |
| Publications \& Comm. Profs. | 1 | 0 | 1 |
| Technical Mechanical | 1 | 0 | 1 |
| Non-faculty Total | 3 |  |  |
| Grand Total | 10 |  |  |

2003 G oals for Women

| Job Group On | One-Year G oal | Current <br> Population | Target Population for 2003 |
| :---: | :---: | :---: | :---: |
| Faculty |  |  |  |
| Senior | 1 | 17 | 18 |
| Ladder | 1 | 31 | 32 |
| Research | 2 | 50 | 52 |
| Other | 0 | 8 | 8 |
| Faculty Total | 4 |  |  |
| Non-faculty |  |  |  |
| Facilities \& Operations M grs. \& Sr. Specs. | cs. 1 | 0 | 1 |
| Information Tech. M grs. \& Sr. Specs. | 3 | 0 | 3 |
| Publications \& Comm. M grs. \& Sr. Specs | Cs 1 | 1 | 2 |
| Other General Office | 2 | 56 | 58 |
| Non-faculty Total | 7 |  |  |
| G rand Total | 11 |  |  |

# CENTRAL ADMINISTRATION 

Office of the President and Provost

Harvard University Art Museums

Harvard University Library Administration

Central Administration Information Technology

University Health Services

Office of the Vice President for Administration

Offices of the Vice President for Alumni Affairs and Development

## Office of the Vice President for Finance

## Offices of the Vice President and General Counsel

Offices of the Vice President for Government, Community, and Public Affairs

| CENTRAL ADMINISTRATION |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Employee Census for 1997-2002 |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 1997 * |  | 1998 |  | 1999 * |  | 2000 |  | 2001 |  | 2002 |  |
| Faculty |  |  |  |  |  |  |  |  |  |  |  |  |
| Women | 2 | (13.3\%) | 1 | (5.6\%) | 1 | (5.6\%) | 1 | (5.6\%) | 1 | (5.6\%) | 1 | (6.7\%) |
| Minorities | 1 | (0.0\%) | 2 | (0.0\%) | 2 | (11.1\%) | 2 | (11.1\%) | 2 | (11.1\%) | 1 | (6.7\%) |
| Research | 1 |  | 3 |  | 0 |  | 4 |  | 4 |  | 0 |  |
| Women | 1 | (100.0\%) | 1 | (33.3\%) | 0 | (0.0\%) | 3 | (75.0\%) | 3 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 1 | (0.0\%) | 0 | (0.0\%) | 1 | (25.0\%) | 2 | (0.0\%) | 0 | (0.0\%) |
| Other | 4 |  | 1 |  | 4 |  | 5 |  | 13 |  | 7 |  |
| Women | 3 | (75.0\%) | 0 | (0.0\%) | 2 | (50.0\%) | 2 | (40.0\%) | 3 | (23.1\%) | 3 | (42.9\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 1 | (25.0\%) | 0 | (0.0\%) | 3 | (23.1\%) | 2 | (28.6\%) |
| Total Faculty | 20 |  | 22 |  | 22 |  | 27 |  | 35 |  | 22 |  |
| Women | 6 | (30.0\%) | 2 | (9.1\%) | 3 | (13.6\%) | 6 | (22.2\%) | 7 | (20.0\%) | 4 | (18.2\%) |
| Minorities | 1 | (0.0\%) | 3 | (0.0\%) | 3 | (13.6\%) | 3 | (11.1\%) | 7 | (20.0\%) | 3 | (13.6\%) |
| E/A/M* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 498 |  | 514 |  | 524 |  | 559 |  | 632 |  | 678 |  |
| Women | 242 | (48.6\%) | 259 | (50.4\%) | 273 | (52.1\%) | 299 | (53.5\%) | 338 | (53.5\%) | 350 | (51.6\%) |
| Minorities | 35 | (7.0\%) | 36 | (7.0\%) | 46 | (8.8\%) | 53 | (9.5\%) | 63 | (10.0\%) | 72 | (10.6\%) |
| Professional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 812 |  | 842 |  | 863 |  | 854 |  | 869 |  | 881 |  |
| Women | 478 | (58.9\%) | 505 | (60.0\%) | 532 | (61.6\%) | 522 | (61.1\%) | 539 | (62.0\%) | 557 | (63.2\%) |
| Minorities | 77 | (9.5\%) | 103 | (12.2\%) | 110 | (12.7\%) | 113 | (13.2\%) | 125 | (14.4\%) | 139 | (15.8\%) |
| Technical/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Paraprofessional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 57 |  | 55 |  | 74 |  | 105 |  | 127 |  | 116 |  |
| Women | 28 | (49.1\%) | 26 | (47.3\%) | 30 | (40.5\%) | 52 | (49.5\%) | 70 | (55.1\%) | 65 | (56.0\%) |
| Minorities | 14 | (24.6\%) | 13 | (23.6\%) | 16 | (21.6\%) | 25 | (23.8\%) | 29 | (22.8\%) | 25 | (21.6\%) |
| Secretarial/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 740 |  | 720 |  | 723 |  | 757 |  | 839 |  | 845 |  |
| Women | 572 | (77.3\%) | 543 | (75.4\%) | 535 | (74.0\%) | 548 | (72.4\%) | 600 | (71.5\%) | 600 | (71.0\%) |
| Minorities | 120 | (16.2\%) | 139 | (19.3\%) | 155 | (21.4\%) | 177 | (23.4\%) | 197 | (23.5\%) | 196 | (23.2\%) |
| Skilled Crafts |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 220 |  | 205 |  | 197 |  | 200 |  | 191 |  | 185 |  |
| Women | 11 | (5.0\%) | 10 | (4.9\%) | 10 | (5.1\%) | 8 | (4.0\%) | 10 | (5.2\%) | 7 | (3.8\%) |
| Minorities | 13 | (5.9\%) | 17 | (8.3\%) | 18 | (9.1\%) | 20 | (10.0\%) | 16 | (8.4\%) | 10 | (5.4\%) |
| Service/ |  |  |  |  |  |  |  |  |  |  |  |  |
| M aintenance |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 951 |  | 900 |  | 950 |  | 990 |  | 974 |  | 978 |  |
| Women | 322 | (33.9\%) | 317 | (35.2\%) | 360 | (37.9\%) | 373 | (37.7\%) | 364 | (37.4\%) | 362 | (37.0\%) |
| Minorities | 431 | (45.3\%) | 415 | (46.1\%) | 483 | (50.8\%) | 524 | (52.9\%) | 511 | (52.5\%) | 515 | (52.7\%) |
| Total N onfaculty | 3278 |  | 3236 |  | 3331 |  | 3465 |  | 3632 |  | 3683 |  |
| Women | 1653 | (50.4\%) | 1660 | (51.3\%) | 1740 | (52.2\%) | 1802 | (52.0\%) | 1921 | (52.9\%) | 1941 | (52.7\%) |
| Minorities | 700 | (21.4\%) | 723 | (22.3\%) | 828 | (24.9\%) | 912 | (26.3\%) | 941 | (25.9\%) | 957 | (26.0\%) |
| TOTAL | 3278 |  | 3258 |  | 3353 |  | 3492 |  | 3667 |  | 3705 |  |
| Women | 1659 | (50.6\%) | 1662 | (51.0\%) | 1743 | (52.0\%) | 1808 | (51.8\%) | 1928 | (52.6\%) | 1945 | (52.5\%) |
| Minorities | 701 | (21.4\%) | 726 | (22.3\%) | 831 | (24.8\%) | 915 | (26.2\%) | 948 | (25.9\%) | 960 | (25.9\%) |
| *E/A/ M = Executive/ Administrative/ Managerial |  |  |  |  |  |  |  |  |  |  |  |  |
| ** In 1997, HIID, LASPAU, M emorial Church and Niemann Foundation, previously included in the Central <br> Administration, were grouped under Allied Institutions. <br> ** In 1999, H arvard Student Agency, previously included in the Central Administration, was grouped under Allied Institution |  |  |  |  |  |  |  |  |  |  |  |  |


|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  | WOMEN |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | ASIAN | NATIVE <br> AMER | HISP | BLACK | ASIAN | NATIVE <br> AMER | HISP | AVAIL <br> DATA | CURR <br> UTIL | AVAIL <br> DATA | CURR UTIL |
| FACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Senior | 15 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 6.67\% |  | 6.67\% |
| Other | 7 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |  | 28.57\% |  | 42.86\% |
| FACULTY TOTAL | 22 | 3 | 4 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |  | 13.64\% |  | 18.18\% |
| NONFACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Faculty \& Student Servcs. Managers \& Sr Specialists | 4 | 1 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 15.35\% | 25.00\% | 51.64\% | 50.00\% |
| Human Resources Managers \& Sr Specialists | 39 | 4 | 32 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 18.88\% | 10.26\% | 55.33\% | 82.05\% |
| Financial Managers \& Sr Specialists | 94 | 12 | 60 | 2 | 0 | 0 | 1 | 5 | 3 | 0 | 1 | 13.65\% | 12.77\% | 52.92\% | 63.83\% |
| Food Services Managers \& Sr Specialists | 38 | 2 | 17 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 20.57\% | 5.26\% | 44.43\% | 44.74\% |
| Facilities \& Operations M grs \& Sr Specialists | 80 | 5 | 27 | 1 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 14.45\% | 6.25\% | 49.14\% | 33.75\% |
| Administrative Managers \& Sr Specialists | 80 | 6 | 47 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 16.65\% | 7.50\% | 55.51\% | 58.75\% |
| Information Technology Managers \& Sr Specialists | 189 | 30 | 77 | 3 | 17 | 0 | 1 | 2 | 6 | 0 | 1 | 14.00\% | 15.87\% | 37.06\% | 40.74\% |
| Health M anagers \& Sr Specialists | 5 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.26\% | 0.00\% | 66.43\% | 80.00\% |
| Communications and Public Affairs Mgrs \& Sr Spee | 56 | 5 | 28 | 1 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 14.42\% | 8.93\% | 58.60\% | 50.00\% |
| Research Managers \& Sr Specialists | 6 | 2 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 26.08\% | 33.33\% | 49.75\% | 16.67\% |
| Alumni Affairs, Development M grs \& Sr Specialists | 72 | 5 | 46 | 1 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 5.26\% | 6.94\% | 56.73\% | 63.89\% |
| Library Managers \& Sr Specialists | 15 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12.15\% | 0.00\% | 67.32\% | 60.00\% |
| Subtotal 01E/A/M | 68 | 72 | 350 | 12 | 21 | 0 | 5 | 16 | 14 | 0 | 4 |  | 10.6\% |  | 51.2\% |
| Research Professionals | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23.52\% | 0.00\% | 49.04\% | 0.00\% |
| Human Resources Professionals | 38 | 6 | 31 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 2 | 19.77\% | 15.79\% | 59.68\% | 81.58\% |
| Info Technology Professionals \& Operations M grs | 145 | 23 | 64 | 4 | 6 | 0 | 1 | 1 | 9 | 0 | 2 | 16.00\% | 15.86\% | 34.15\% | 44.14\% |
| Technical Professionals, Sr Specialists/ Managers | 24 | 6 | 8 | 1 | 2 | 0 | 1 | 0 | 1 | 0 | 1 | 17.10\% | 25.00\% | 12.54\% | 33.33\% |
| Health Professionals | 86 | 19 | 74 | 2 | 1 | 0 | 0 | 3 | 10 | 0 | 3 | 15.73\% | 22.09\% | 65.02\% | 86.05\% |
| Library Professionals | 22 | 0 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.98\% | 0.00\% | 79.43\% | 77.27\% |
| Communications and Public Affairs Professionals | 118 | 6 | 75 | 1 | 1 | 0 | 0 | 3 | 1 | 0 | 0 | 14.54\% | 5.08\% | 55.46\% | 63.56\% |
| Police Professionals | 16 | 2 | 8 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 7.50\% | 12.50\% | 26.08\% | 50.00\% |
| Physicians | 49 | 8 | 17 | 2 | 1 | 0 | 1 | 2 | 2 | 0 | 0 | 14.63\% | 16.33\% | 29.57\% | 34.69\% |
| Financial Professionals \& Operations Supervisors | 108 | 26 | 84 | 2 | 2 | 0 | 1 | 8 | 6 | 0 | 7 | 14.62\% | 24.07\% | 53.75\% | 77.78\% |
| Legal Professionals | 12 | 2 | 8 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 7.50\% | 16.67\% | 26.08\% | 66.67\% |
| Alumni Affairs and Development Professionals | 46 | 7 | 38 | 1 | 1 | 0 | 0 | 2 | 3 | 0 | 0 | 5.79\% | 15.22\% | 56.42\% | 82.61\% |
| Administrative Professionals Level I | 33 | 4 | 30 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 19.95\% | 12.12\% | 65.15\% | 90.91\% |
| Faculty and Student Services Professionals | 9 | 1 | 7 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 18.20\% | 11.11\% | 56.28\% | 77.78\% |
| Food Services Supervisors | 31 | 7 | 10 | 2 | 0 | 0 | 1 | 4 | 0 | 0 | 0 | 26.11\% | 22.58\% | 56.52\% | 32.26\% |
| Facilities and Operations Supervisors | 36 | 13 | 14 | 3 | 1 | 0 | 6 | 1 | 2 | 0 | 0 | 31.99\% | 36.11\% | 29.44\% | 38.89\% |
| Administrative Professionals Level II | 41 | 5 | 31 | 0 | 1 | 0 | 0 | 1 | 2 | 0 | 1 | 19.13\% | 12.20\% | 65.32\% | 75.61\% |
| Museum Professionals | 66 | 4 | 41 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 26.60\% | 6.06\% | 56.02\% | 62.12\% |
| Subtotal 02 Professional | 881 | 139 | 55 | 19 | 16 | 0 | 12 | 31 | 42 | 1 | 18 |  | 15.78\% |  | 63.22\% |

## UTILIZATION ANALYSIS CENTRAL ADMINISTRATION

|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  | WOMEN |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | NATIVE |  |  |  | NATIVE |  |  |  | AVAIL | CURR | AVAIL | CURR |
|  | ALL | MIN | WOMEN | BLACK | ASIAN | AMER | HISP | BLACK | ASIAN | AMER | HISP | DATA | UTIL | DATA | UTIL |
| Lab Support | 50 | 20 | 49 | 1 | 0 | 0 | 0 | 15 | 1 | 0 | 3 | 17.76\% | 40.00\% | 52.01\% | 98.00\% |
| Technical/ Mechanical | 66 | 5 | 16 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 18.45\% | 7.58\% | 43.03\% | 24.24\% |
| Subtotal 03Tech/Para | 116 | 25 | 65 | 3 | 1 | 0 | 1 | 15 | 1 | 0 | 4 |  | 21.55\% |  | 56.03\% |
| Financial Support | 126 | 39 | 96 | 6 | 1 | 0 | 3 | 11 | 11 | 1 | 6 | 10.86\% | 30.95\% | 81.46\% | 76.19\% |
| Staff Assistants | 473 | 112 | 374 | 5 | 5 | 0 | 4 | 63 | 18 | 0 | 17 | 16.04\% | 23.68\% | 69.62\% | 79.07\% |
| Library \& M useum Support | 51 | 5 | 25 | 0 | 0 | 0 | 2 | 1 | 2 | 0 | 0 | 18.37\% | 9.80\% | 76.01\% | 49.02\% |
| Other General Office | 195 | 40 | 105 | 13 | 4 | 0 | 5 | 7 | 6 | 0 | 5 | 15.00\% | 20.51\% | 76.25\% | 53.85\% |
| Subtotal $\mathbf{0 5 S e c} /$ /Clerical | 845 | 196 | 600 | 24 | 10 | 0 | 14 | 82 | 37 | 1 | 28 |  | 23.20\% |  | 7101\% |
| Trades and Grounds Workers | 83 | 1 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13.91\% | 1.20\% | 12.61\% | 3.61\% |
| Mechanics | 90 | 8 | 1 | 5 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 13.93\% | 8.89\% | 7.40\% | 1.11\% |
| Printers | 12 | 1 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.06\% | 8.33\% | 57.91\% | 25.00\% |
| Subtotal 06Skilled Crafts | 185 | 10 | 7 | 7 | 0 | 0 | 3 | 0 | 0 | 0 | 0 |  | 5.41\% |  | 3.78\% |
| Custodian | 280 | 249 | 132 | 51 | 4 | 0 | 70 | 39 | 0 | 0 | 85 | 22.75\% | 88.93\% | 30.52\% | 47.14\% |
| Food Services | 489 | 222 | 202 | 68 | 19 | 0 | 62 | 35 | 11 | 1 | 26 | 26.63\% | 45.40\% | 54.60\% | 41.31\% |
| Police Officers | 54 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23.64\% | 1.85\% | 21.09\% | 0.00\% |
| Guards | 96 | 27 | 27 | 16 | 2 | 0 | 3 | 5 | 0 | 0 | 1 | 25.68\% | 28.13\% | 38.49\% | 28.13\% |
| M aintenance, Transportation \& Distribution | 59 | 16 | 1 | 10 | 1 | 1 | 4 | 0 | 0 | 0 | 0 | 84.04\% | 27.12\% | 21.38\% | 1.69\% |
| Subtotal 08 Service/Maint | 978 | 515 | 362 | 146 | 26 | 1 | 139 | 79 | 11 | 1 | 112 |  | 5266\% |  | 37.01\% |
| NONFACULTY TOTAL | 3683 | 957 | 1941 | 211 | 74 | 1 | 174 | 223 | 105 | 3 | 166 |  | 25.98\% |  | 52.70\% |
| GRAND TOTAL | 3705 | 960 | 1945 | 212 | 74 | 1 | 174 | 223 | 106 | 3 | 167 |  | 25.91\% |  | 52.50\% |

## OFFICE OF THE PRESIDENT AND PROVOST

The Office of the President and Provost also includes the Office of the Assistant to the President, the Office of the governing Boards, the Treasurer's Office, the University Professors, the Interfaculty Initiatives (staff only), the Office of the University Marshal, and the International Office.

## Progress Toward Last Year's G oals

The Office of the President and Provost has experienced significant change during the past year due to the installation of the new President. No current plans exist for hiring additional staff.

## A reas of Current Underutilization

Goals for women in the Office of the President and Provost have been met. The current utilization analysis identifies a goal of two minorities in the administrative job category.

## Strategies D esigned to Alleviate Underutilization of Women and Minorities

There are currently no plans to hire additional staff in the job category where there are goals. If, however, unanticipated openings occur, we will make every attempt to make sure that the applicant pools for these positions are diverse. The Office of the President and Provost continues to support its longstanding commitment to affirmative action.

## Hiring Strategies

There exist no current plans to hire staff in the underutilized job category. When a position becomes available for an administrator or manager, the office is committed to insuring that minorities will be considered for the position.

## Promotion and Training Opportunities

In its efforts to increase the supply of talent from underrepresented groups, the Office of the Assistant to the President effectively administers the Administrative Fellowship Program. The Program seeks to attract racial/ ethnic minorities with at least five years of experience to administrative careers in higher education. The Program consists of a oneyear management experience at Harvard University complemented by seminars and advisory services regarding career development. This past May 76 former fellows attended the Second Administrative Fellowship Alumni Reunion Conference. In addition, the Office of the President was pleased to have participated in the undertaking of an Administrative Fellow for the 2002 fiscal year.

In its efforts to continue to provide a forum for various levels of management to hear and share best thinking and practices with respect to the range of workplace issues, especially diversity, the Office of the Assistant to the President once again jointly sponsored with OHR the university-wide conference.

## Retention and Climate

The Office of the President and Provost will continue to support the recommendations of The Great Place to Work Survey, which was successfully administered in 2002. The 2002 survey was conducted as a fol-low-up to the 1999 survey in an effort to assess employees' attitudes in Central Administration. The 2002 survey illustrated some improvements in our efforts to develop a positive workforce environment for employees in Central Administration.

In the upcoming year, the Office of the Assistant to the President will continue to publish the newsletter entitled Dialogues in Diversity, designed to communicate diversity activities and events undertaken by the Office of the Assistant to the President, Schools and Departments. The newsletter will also continue to highlight topical issues in the field of diversity, equal opportunity and affirmative action.

This Office also coordinates the affirmative action program, oversees its implementation and disseminates University policies concerning affirmative action and equal employment opportunity. The Office also focuses on issues pertaining to the quality of life for women, people of color and students and employees with alternate life-styles. The Office of the Assistant to the President will continue its support of several programs during the 2003 year to increase the supply of minority staff and faculty available at the University. These programs include:

- University Disability Services - The responsibilities of this position include the coordination of policy and planning in the areas of academics, human resources and architectural access for individuals with disabilities. This office also acts as the liaison with federal, state and local government and as a resource to the overall community around questions and issues that arise.
- Community Outreach - The Office is actively involved in community outreach activities on behalf of the University. These efforts include participation in and contributions to many local, regional and national organizations involved with civil rights, cultural diversity and equal opportunity programs.
- Multicultural Affairs - On a University-wide level, the Office supports the work of the H arvard Foundation for Intercultural and Race Relations and other student groups. The office also sponsors receptions for or participates in other university organizations such as minority faculty and administrators group and the Disability Advisory Group.
- Consultative Services - The Office provides advice on affirmative action/ equal opportunity policies and procedures to faculty, deans, vice presidents, personnel officers and hiring supervisors within the H arvard schools and departments, particularly as they relate to staff recruitment and retention. The Office also provides training for the Harvard schools and departments on federal and stateAA/ EEO requirements, utilization and availability calculation.

Employee Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 * |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Faculty |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 15 |  | 18 |  | 18 |  | 20 |  | 27 |  | 17 |  |
| Women | 2 | (13.3\%) | 1 | (5.6\%) | 1 | (5.6\%) | 2 | (10.0\%) | 5 | (18.5\%) | 1 | (5.9\%) |
| Minorities | 1 | (6.7\%) | 2 | (11.1\%) | 2 | (11.1\%) | 2 | (10.0\%) | 4 | (14.8\%) | 1 | (5.9\%) |
| E/A/M*** |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 24 |  | 27 |  | 30 |  | 34 |  | 52 |  | 51 |  |
| Women | 13 | (54.2\%) | 18 | (66.7\%) | 19 | (63.3\%) | 22 | (64.7\%) | 31 | (59.6\%) | 29 | (56.9\%) |
| Minorities | 3 | (12.5\%) | 2 | (7.4\%) | 2 | (6.7\%) | 3 | (8.8\%) | 5 | (9.6\%) | 5 | (9.8\%) |
| Professional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 27 |  | 22 |  | 22 |  | 23 |  | 57 |  | 55 |  |
| Women | 24 | (88.9\%) | 21 | (95.5\%) | 20 | (90.9\%) | 19 | (82.6\%) | 37 | (64.9\%) | 37 | (67.3\%) |
| Minorities | 2 | (7.4\%) | 4 | (18.2\%) | 4 | (18.2\%) | 4 | (17.4\%) | 5 | (8.8\%) | 7 | (12.7\%) |
| Technical/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Paraprofessional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 17 |  | 18 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 6 | (35.3\%) | 9 | (50.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 1 | (5.9\%) | 1 | (5.6\%) |
| Secretarial/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 34 |  | 29 |  | 32 |  | 36 |  | 37 |  | 42 |  |
| Women | 30 | (88.2\%) | 26 | (89.7\%) | 29 | (90.6\%) | 33 | (91.7\%) | 30 | (81.1\%) | 35 | (83.3\%) |
| Minorities | 7 | (20.6\%) | 6 | (20.7\%) | 8 | (25.0\%) | 13 | (36.1\%) | 11 | (29.7\%) | 12 | (28.6\%) |
| Skilled Crafts |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Service/ |  |  |  |  |  |  |  |  |  |  |  |  |
| M aintenance |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Nonfaculty Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 85 |  | 78 |  | 84 |  | 93 |  | 163 |  | 166 |  |
| Women | 67 | (78.8\%) | 65 | (83.3\%) | 68 | (81.0\%) | 74 | (79.6\%) | 104 | (63.8\%) | 110 | (66.3\%) |
| Minorities | 12 | (14.1\%) | 12 | (15.4\%) | 14 | (16.7\%) | 20 | (21.5\%) | 22 | (13.5\%) | 25 | (15.1\%) |

[^13]
## UTILIZATION ANALYSIS

## OFFICES OF THE PRESIDENT AND PROVOST

|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | NATIVE |  |  | BLACK | NATIVE |  |  | AVAIL CURR DATA UTIL GOALS |  |  | AVAIL DATA | CURR <br> UTIL | GOALS |
|  |  |  |  |  | ASIAN | AMER | HISP |  | ASIAN | AMER | HISP |  |  |  |  |  |  |
| FACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Senior | 15 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.00\% | 6.67\% | 0 | 0.00\% | 6.67\% | 0 |
| Other Faculty | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.00\% | 0.00\% | 0 | 0.00\% | 0.00\% | 0 |
| FACULTY TOTAL | 17 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 5.88\% | 0 |  | 5.88\% | 0 |
| NONFACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Faculty, Student Services M grs \& Sr. Spec. | 3 | 1 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 15.35\% | 33.33\% | 0 | 51.64\% | 66.67\% | 0 |
| Human Resources M anagers \& Sr. Specs. | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 18.88\% | 100.00\% | 0 | 55.33\% 100 | 100.00\% | 0 |
| Financial Managers \& Sr Specialists | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13.65\% | 0.00\% | 0 | 52.92\% 10 | 100.00\% | 0 |
| Administrative M anagers \& Sr Specialists | 29 | 3 | 20 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 16.65\% | 10.34\% | 2 | 55.51\% | 68.97\% | 0 |
| Information Technology Managers \& Sr. Specialists | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.00\% | 0.00\% | 0 | 37.06\% | 0.00\% | 0 |
| Publications. Communications M grs \& Sr. Specs | 12 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.42\% | 0.00\% | 2 | 58.60\% | 25.00\% | 4 |
| Research M anagers \& Sr. Specialists | 1 | 0 | 1 |  |  |  |  |  |  |  |  | 26.08\% | 0.00\% | 0 | 49.75\% 10 | 100.00\% | 0 |
| Alumni Affairs, Development M anagers \& Sr. Special | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.26\% | 0.00\% | 0 | 56.73\% | 0.00\% | 1 |
| Subtotal 01 E/A/M | 51 | 5 | 29 | 1 | 1 | 0 | 1 | 2 | 0 | 0 | 0 |  | 9.80\% | 4 |  | 56.86\% | 5 |
| Info Technology Prof. \& Oper. Mgr. | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.00\% | 0.00\% | 0 | 34.15\% 1 | 100.00\% | 0 |
| Publications \& Communications Professionals | 29 | 0 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.54\% | 0.00\% | 4 | 55.46\% | 55.17\% | 0 |
| Financial Professionals \& Operations Supervisors | 3 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 14.62\% | 33.33\% | 0 | 53.75\% 100 | 100.00\% | 0 |
| Alumni Affairs and Development Professionals | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.79\% | 0.00\% | 0 | 56.42\% 10 | 100.00\% | 0 |
| Administrative Professionals Level I | 5 | 2 | 4 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 19.95\% | 40.00\% | 0 | 65.15\% | 80.00\% | 0 |
| Faculty and Student Services Professionals | 7 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 18.20\% | 14.29\% | 0 | 56.28\% | 71.43\% | 0 |
| Administrative Professionals Level II | 9 | 3 | 7 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 19.13\% | 33.33\% | 0 | 65.32\% | 77.78\% | 0 |
| Subtotal 02 Professional | 55 | 7 | 37 | 0 | 0 | 0 | 0 | 2 | 4 | 0 | 1 |  | 1273\% | 4 |  | 67.27\% | 0 |
| Technical/ Mechanical | 18 | 1 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 18.45\% | 5.56\% | 2 | 43.03\% | 50.00\% | 0 |
| Subtotal 03Tech/Paraprofessional | 18 | 1 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |  | 5.5\%\% | 2 |  | 50.00\% | 0 |
| Staff Assistants | 33 | 10 | 29 | 0 | 1 | 0 | 1 | 4 | 3 | 0 | 1 | 16.04\% | 30.30\% | 0 | 69.62\% | 87.88\% | 0 |
| Other General Office | 9 | 2 | 6 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 15.00\% | 22.22\% | 0 | 76.25\% | 66.67\% | 1 |
| Subtotal $05 \mathrm{Sec} . / \mathrm{Cl}$ erical | 42 | 12 | 35 | 1 | 1 | 0 | 1 | 4 | 3 | 0 | 2 |  | 28.57\% | 0 |  | 83.33\% | 1 |
| M aintenance, Trans. \& Dist. | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21.01\% | 0.00\% | 0 | 21.38\% | 0.00\% | 0 |
| Subtotal 08Service/Maintenance | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% | 0 |  | 0.00\% | 0 |
| NONFACULTY TOTAL | 16 | 25 | 110 | 2 | 2 | 0 | 2 | 8 | 7 | 0 | 4 |  | 14.97\% | 10 |  | 65.87\% | 6 |
| GRAND TOTAL | 184 | 26 | 111 | 3 | 2 | 0 | 2 | 8 | 7 | 0 | 4 |  | 14.13\% | 10 |  | 60.33\% | 6 |

[^14]2003 G oals for M inorities

| Job Group $\underline{0}$ | One-Year G oal | Current <br> Population | Target Population for 2003 |
| :---: | :---: | :---: | :---: |
| Non-faculty |  |  |  |
| Administrative M grs. \& Sr. Specs. | 2 | 3 | 5 |
| Publications, Comm. Mgrs. \& Sr. Specs. | . 2 | 0 | 2 |
| Publications, Comm. Profs. | 4 | 0 | 4 |
| Technical/ Mechanical | 2 | 1 | 3 |
| Non-faculty Total | 10 |  |  |

2003 G oals for Women

| Job G roup | One-Year G oal | Current <br> Population | Target Po for 20 |
| :---: | :---: | :---: | :---: |
| Non-faculty |  |  |  |
| Publications, Comm. Mgrs. \& Sr. Specs. | . 4 | 3 | 7 |
| Alumni Affairs \& Sr. Specs. | 1 | 0 | 1 |
| Other General Office | 1 | 6 | 7 |
| Non-faculty Total | 6 |  |  |

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## THE HARVARD UNIVERSITY ART M USEUMS

The Harvard University Art Museums (HUAM) staff work to preserve, document, present, interpret, and strengthen the collections and resources in their care and, in keeping with the educational mission of Harvard University, to advance the knowledge and appreciation of art and art museums through re search, teaching, professional training, and public service.

James Cuno resigned as director in 2002 to assume the directorship of the Cortauld in London, England. Marjorie Cohn, Carl A. Weyerhaeuser Curator of Prints, will assume the Acting Directorship and, with Deputy Director Richard Benefield, will lead the HUAM during the course of a Director search (conducted by the Provost's Office). Energies were diverted from many fronts, including diversity initiatives to leadership transition activity during the second half of the 2002 affirmative action plan year. The Human Resources staff works in partnership with the director, the deputy director, and the department supervisors to promote and affirm the value of diversity within the organization. This report presents the HUAM's progress towards goals, current areas of underutilization, and strategies designed to alleviate underutilization.

## Progress Toward Last Year's G oals

The HUAM had approximately 48 hiring opportunities during the period of November 1, 2001 through October 31, 2002. This does not include the non-benefits eligible Museum Attendant positions (Guards job group) posted during this period, but does include eight internships (Museum Professionals job group). According to 2002 goals, progress for women was made in the Staff Assistants job group and progress for minorities was made in the Library \& Museum Support job group

## Progress for women

Among managers in the Publications \& Communications Professionals group there was one hiring opportunity. The HUAM was able to maintain its current population of women by hiring a female former HUAM employee.

Among secretarial and clerical staff, there were 12 hiring opportunities in the Library \& M useum Support group, EIGHT of which were newly created positions. According to the Utilization A nalysis Detail report, the HUAM also maintained its current population of women and did not make progress. Two women, however, were hired into temporary positions (Visual Resources Assistant) from February, 2002 through July, 2002.

There were four hiring opportunities in the General Office group, two of which were newly created positions. One woman hired into a Front Desk Attendant position was a former temporary worker at the HUAM.

There were eight hiring opportunities among staff assistants, four of which were new positions. The hiring goal of three women was satisfied.

There was no increase among women in the job group category for guards.
There was no increase in the number of women in the Financial Support and Facilities \& Operations Managers \& Senior Specialists job groups due to the lack of hiring opportunities.

Progress for minorities
M useum Professionals - There were 12 hiring opportunities, eight internships and four new positions. Three of the four new hiring opportunities became available through temporary funding for the restora-
tion of the John Singer Sargent murals in the Boston Public Library. Although there was no increase in minorities during this affirmative action year, an Asian female was hired soon thereafter as an Assistant Paintings Conservator.

Library \& M useum Support - There were 12 hiring opportunities, including 8 newly created positions. Progress was made when an Asian woman was hired into a Curatorial A ssistant position. However, it is also important to note that next year's report should reflect some progress in this area.

Publications \& Communications Professionals - There was one hiring opportunity. While being able to maintain the current population of women in this job group, the HUAM did not make progress for minorities in this job group.

Technical/M echanical - There was one hiring opportunity. Although there was no increase among minorities this year, we do expect to see an increase next year.

Guards - There were no increases among minorities in this group.
Information Technology Professionals \& Operations M anagers - There was one hiring opportunity. No progress was made in this job group due to an applicant pool that included minority candidates with less related experience. Hiring supervisors were attentive to affirmative action goals, but despite this awareness they were unsuccessful in identifying a qual ified minority candidate.

No progress was made in the Administrative Managers \& Senior Specialists group due to the lack of hiring opportunities.

## Discussion of A reas of Current Underutilization

Although progress has been made in some job groups, new goals have appeared in other job groups and an increase in goals has appeared in job groups with current goals. New goals for women have appeared in the Technical/ Mechanical, Police Officers, and Maintenance/ Transportation/ Distribution job groups. Current target job groups which have seen an increase in goals for women are Other General Office and Guards. New goals for minorities have appeared in Staff Assistants and Administrative Professionals Level II. Current target job groups which have seen an increase in goals for minorities are Publications and Communications Professionals, and Museum Professionals.

The Technical/ Mechanical job group saw a decrease in its population due to the reclassification of three women in graphics positions and a reorganization of Security Shift Supervisors (which included one woman) into the Police Officers job group. Unfortunately, the one woman in the Police Officers job group has left the HUAM, thus creating a new goal for women in this job group. Conversely, an increase in the M aintenance/ Transportation Distribution job group population prompted a new goal.

Two males from the Guards job group were promoted into Mail Clerk and Information Systems Specialist I positions. The reclassification of two women in Publications Coordinator positions, and the promotion of a woman who held the Mail Clerk position to a position in the Staff Assistants job group all contributed to a decrease in women in the Other General Office job group prompting an increase in goals for women. A decrease in the population of women in the Guards job group has prompted an increase in goals.

An increase in the Staff Assistants population and the termination of a Black male in a Staff Assistant position prompted a new goal in this job group. An increase in the Administrative Professionals Level II job group population also prompted a new goal.

Reclassifications of non-exempt positions from overtime pay have led to a substantial population increase, prompting increased goals for minorities in the Publications and Communications Professionals job
group. Similarly, an increase in the population of Museum Professionals prompted an increase in goals for minorities.

## Strategies D esigned to Alleviate Underutilization of Minorities and Women

## Hiring Strategies

Recruitment efforts include annual participation in job fairs and advertisements. Museum professionals are recruited through professional networks and with advertisements in the American Association of Museums' AVISO, the College Art Association, and the New England Museum Association. Professional publications and list serves for museum or art conservation professionals will continue to be the major source of candidates for curator and conservator positions. With the assistance of Employment Services, we recently posted an Information Technology Professional position at local colleges and universities that enjoy strong diversity across their alumni.

The HUAM is no longer permitted by Harvard University employment policy to post non-benefits eligible positions on the Harvard University Employment Web Site (www.jobs.harvard.edu) even though individuals in this category are often soon promoted into benefits eligible Museum Attendant positions based on an increase in scheduled hours. This has negatively impacted recruitment for the Guards job group. New hiring strategies will be developed to compensate for the loss of the Harvard employment website as a recruitment tool.

The HUAM continues to participate in monthly recruiter meetings, enabling access to internal and external diversity candidates through networking with human resources offices of other schools/ departments.

The HUAM Human Resources office will continue to communicate Affirmative Action goals to supervisors who operate quite independently in candidate selection, and support their efforts to give women and minority candidates affirmative consideration for open positions in their departments.

A documentary style film, entitled "Behind The Scenes" was recently produced and will not only be an integral part of the new HUAM staff orientation, but will also be used as a tool for recruitment. The need for improved orientation stemmed from growth in the size and complexity of the art museums organization. Survey and anecdotal information reveal that we can do a better job of building community by enhancing communications and by strengthening supportive work relationships across the HUAM.

## Promotion and Training Opportunities

Several current staff members were retained through promotional and lateral transfers within the HUAM. Staff members from various departments in the HUAM receive training and professional development throughout the year. The process for applying for training and development funds to participate in courses or conferences is available to all staff. Information is available on the staff intranet and through routine notices and reminders. Five individuals have enrolled in the Harvard Leadership Development Program for the 02-03 year. Participants represent a range of position types including high performing support staff, mid-level managers and senior managers. A component on diversity issues in the workplace is included. Four of five of the leadership program students are women. As of October 2002, 15 women and one minority have participated in training and professional development.

For post-graduate students, the Curatorial Internship Program and the Advanced-Level Conservation Training Program are designed to broaden the experience of persons embarking on professional and scholarly careers in art history who are considering the museum profession. Although no minorities have participated in this program in the past year there were five women interns. The programs offer practical training and mentorship. In total, six or more internships are available each year in the museum professional category. Current interns come to us from Germany, France, Ireland, and Romania.

## Retention and Climate

The budget constraints for the coming year may require creative staffing solutions. Level funding of budgets, a reduction of staff via attrition, and other adjustments may be required.

In 2002 the HUAM participated in the Great Places to Work (GPTW) survey. Results have been analyzed and improvements are being implemented. Discussions for improvements will continue on an ongoing basis. The HUAM is also represented on the Human Resources Advisory Group for Central Administration and through this committee is building awareness of and support for the University Values statement recently issued by President Summers.

A museums-wide performance appraisal program was introduced in October 2001, designed to enhance communication between employees and supervisors. This program was improved and reintroduced for 2003, based on suggestions from the staff. These performance appraisals will track strengths and developmental areas as well as inform training and development planning.

The final draft version of the HUAM's code of ethics was distributed to current staff and is distributed to new staff. A committee representing viewpoints from across the HUAM contributed to the effort to update the HUAM code of ethics. The code begins with the mission statement, which is also the introductory paragraph to this affirmative action plan. The mission statement is used to inform and to strengthen organizational commitment and focus.

Often throughout the year all employees of the HUAM are invited to enjoy celebratory activities surrounding exhibition openings, lectures and symposia. These events offer insight into other cultures through research and discussion featured in the programs that support the exhibitions. Permanent exhibitions include artwork from African, Islamic, Indian and Asian cultures. Through these exhibitions we hope to foster a sense of pride in staff members that bel ong to these groups, as well as an overall sense of pride in the workplace.

## HARVARD UNIV. ART MUSEUMS

Employee Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Faculty |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 1 |  | 0 |  | 2 |  | 2 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 2 | (100.0\%) | 2 | (100.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 1 | (50.0\%) | 1 | (50.0\%) | 0 | (0.0\%) |
| E/A/M* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 11 |  | 17 |  | 12 |  | 13 |  | 15 |  | 15 |  |
| Women | 9 | (81.8\%) | 14 | (82.4\%) | 9 | (75.0\%) | 9 | (69.2\%) | 10 | (66.7\%) | 10 | (66.7\%) |
| Minorities | 0 | (0.0\%) | 1 | (5.9\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Professional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 50 |  | 50 |  | 57 |  | 59 |  | 71 |  | 86 |  |
| Women | 33 | (66.0\%) | 35 | (70.0\%) | 40 | (70.2\%) | 38 | (64.4\%) | 47 | (66.2\%) | 54 | (628\%) |
| Minorities | 2 | (4.0\%) | 2 | (4.0\%) | 3 | (5.3\%) | 4 | (6.8\%) | 4 | (5.6\%) | 4 | (4.7\%) |
| Technical/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Paraprofessional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 11 |  | 12 |  | 4 |  | 12 |  | 7 |  | 4 |  |
| Women | 4 | (36.4\%) | 4 | (33.3\%) | 1 | (25.0\%) | 4 | (33.3\%) | 3 | (42.9\%) | 1 | (25.0\%) |
| Minorities | 1 | (9.1\%) | 1 | (8.3\%) | 0 | (0.0\%) | 1 | (8.3\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Secretarial/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 41 |  | 37 |  | 37 |  | 46 |  | 61 |  | 62 |  |
| Women | 32 | (78.0\%) | 25 | (67.6\%) | 25 | (67.6\%) | 28 | (60.9\%) | 39 | (63.9\%) | 38 | (61.3\%) |
| Minorities | 2 | (4.9\%) | 2 | (5.4\%) | 6 | (16.2\%) | 2 | (4.3\%) | 6 | (9.8\%) | 6 | (9.7\%) |
| Skilled Crafts |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Service/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Maintenance |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 54 |  | 48 |  | 53 |  | 59 |  | 77 |  | 71 |  |
| Women | 14 | (25.9\%) | 11 | (22.9\%) | 16 | (30.2\%) | 20 | (33.9\%) | 22 | (28.6\%) | 18 | (25.4\%) |
| Minorities | 11 | (20.4\%) | 12 | (25.0\%) | 14 | (26.4\%) | 13 | (22.0\%) | 21 | (27.3\%) | 20 | (28.2\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 167 |  | 165 |  | 163 |  | 191 |  | 233 |  | 238 |  |
| Women | 92 | (55.1\%) | 89 | (53.9\%) | 91 | (55.8\%) | 101 | (52.9\%) | 123 | (52.8\%) | 121 | (50.8\%) |
| Minorities | 16 | (9.6\%) | 18 | (10.9\%) | 23 | (14.1\%) | 21 | (110\%) | 32 | (13.7\%) | 30 | (12.6) |

* Executive/ Administrative/ Managerial

HARVARD UNIV. ART MUSEUMS

|  | ALL | TOTAL |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | BLACK | NATIVE |  |  | BLACK | NATIVE |  |  | AVAIL DATA | CURR <br> UTIL | GOALS | AVAIL DATA | CURR <br> UTIL | GOALS |
|  |  | MIN | WOMEN |  | ASIAN | AMER | HISP |  | ASIAN | AMER | HISP |  |  |  |  |  |  |
| NONFACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Human Resources M anagers \& Sr Specialists | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.88\% | 0.00\% | 0 | 55.33\% | 100.00\% | 0 |
| Financial M anagers \& Sr Specialists | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13.65\% | 0.00\% | 0 | 52.92\% | 100.00\% | 0 |
| Facilities \& Operations M grs \& Sr Specialists | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.45\% | 0.00\% | 0 | 49.14\% | 0.00\% | 1 |
| Administrative M anagers \& Sr Specialists | 6 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.65\% | 0.00\% | 1 | 55.51\% | 83.33\% | 0 |
| Information Technology M grs \& Sr Specs | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.00\% | 0.00\% | 0 | 37.06\% | 0.00\% | 0 |
| Publications, Communications M grs \& Sr Specr | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.42\% | 0.00\% | 0 | 58.60\% | 50.00\% | 0 |
| Alumni Affairs, Development Mgrs \& Sr Specs | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.26\% | 0.00\% | 0 | 56.73\% | 100.00\% | 0 |
| Subtotal 01 E/A/M | 15 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% | 1 |  | 66.6\% | 1 |
| Info Technology Professionals \& Operations M | 5 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.00\% | 0.00\% | 1 | 34.15\% | 40.00\% | 0 |
| Publications \& Communications Professionals | 11 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.54\% | 0.00\% | 2 | 55.46\% | 63.64\% | 0 |
| Financial Professionals \& Operations Supervisc | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.62\% | 0.00\% | 0 | 53.75\% | 100.00\% | 0 |
| Administrative Professionals Level I | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.95\% | 0.00\% | 0 | 65.15\% | 100.00\% | 0 |
| Administrative Professionals Level II | 3 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.13\% | 0.00\% | 1 | 65.32\% | 66.67\% | 0 |
| Museum Professionals | 64 | 4 | 40 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 13.30\% | 6.25\% | 5 | 56.02\% | 62.50\% | 0 |
| Subtotal 02 Profs./Nonfac. | 86 | 4 | 54 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 0 |  | 4.65\% | 9 |  | 6279\% | 0 |
| Technician/ Mechanical | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.45\% | 0.00\% | 1 | 43.03\% | 25.00\% | 1 |
| Subtotal 03Tech./Para. | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% | 1 |  | 25.00\% | 1 |
| Financial Support | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10.86\% | 0.00\% | 0 | 81.46\% | 33.33\% | 1 |
| Staff Assistants | 25 | 2 | 19 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 16.04\% | 8.00\% | 2 | 69.62\% | 76.00\% | 0 |
| Library \& Museum Support | 17 | 1 | 8 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 18.37\% | 5.88\% | 2 | 76.01\% | 47.06\% | 5 |
| Other General Office | 17 | 3 | 10 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 15.00\% | 17.65\% | 0 | 76.25\% | 58.82\% | 3 |
| Subtotal $05 \mathrm{Sec} . / \mathrm{Clerical}$ | 6 | 6 | 38 | 0 | 0 | 0 | 1 | 0 | 3 | 0 | 2 |  | 9.68\% | 4 |  | 61.29\% | 9 |
| Custodial/ Maintenance | 7 | 5 | 3 | 2 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 22.75\% | 71.43\% | 0 | 30.52\% | 42.86\% | 0 |
| Police Officers | 4 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23.64\% | 25.00\% | 0 | 21.09\% | 0.00\% | 1 |
| Guards | 57 | 12 | 15 | 4 | 2 | 0 | 1 | 4 | 0 | 0 | 1 | 25.68\% | 21.05\% | 3 | 38.49\% | 26.32\% | 7 |
| M aintenance, Transportation \& Distribution | 3 | 2 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 21.01\% | 66.67\% | 0 | 21.38\% | 0.00\% | 1 |
| Subtotal 08 Service/Maint. | 71 | 20 | 18 | 8 | 2 | 0 | 3 | 5 | 0 | 0 | 2 |  | 28.17\% | 3 |  | 25.35\% | 9 |
| GRAND TOTAL | 238 | 30 | 121 | 9 | 2 | 0 | 4 | 5 | 6 | 0 | 4 |  | 1261\% | 18 |  | 50.84\% | 20 |


| 2003 G oals for M inorities |  |  |  |
| :---: | :---: | :---: | :---: |
| Job Group O | One-Year Goal | Current <br> Population | Target Population for 2003 |
| Non-faculty |  |  |  |
| Administrative M grs. \& Sr. Specs. | 1 | 0 | 1 |
| Info Technology Profs. | 1 | 0 | 1 |
| Publications \& Comm. Profs. | 2 | 0 | 1 |
| Administrative Profs. Leve II | 1 | 0 | 1 |
| Museum Profs. | 5 | 4 | 9 |
| Technical/ Mechanical | 1 | 0 | 1 |
| Library \& M useum Support | 2 | 1 | 3 |
| Staff Assistants | 2 | 2 | 4 |
| Guards | 3 | 12 | 15 |
| Non-faculty Total | 18 |  |  |
| 2003 G oals for Women |  |  |  |
| Job Group O | One-Year Goal | Current Population | Target Population for 2003 |
| Non-faculty |  |  |  |
| Facilities \& Opers. M grs. \& Sr. Specs. | 1 | 0 | 1 |
| Technichal / Mechanical | 1 | 0 | 1 |
| Financial Support | 1 | 1 | 2 |
| Library \& M useum Support | 5 | 8 | 13 |
| Other General Office | 3 | 10 | 13 |
| Police Officer | 1 | 0 | 1 |
| Guards | 7 | 15 | 22 |
| M aintenance, Transport. \& Distribution | - 1 | 0 | 1 |
| Non-faculty Total | 20 |  |  |

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## HARVARD UNIVERSITY LIBRARY

This affirmative action plan includes all of the administrative, supervisory, professional, and support staff members of the Harvard University Library. The Associate Director of Administration and Programs and the Director of Human Resources along with department mangers share the affirmative action responsibilities with the full support of the Director of the University Library.

## Progress Toward Last Year's G oals

HUL had approximately 17 hiring opportunities during the period November 2001 and September 2002. Four minorities were placed among three job groups, 1 of which had minority goals. Utilization of minorities rose from $6.7 \%$ to $9.5 \%$. Eleven women were placed among five job groups, 1 of which had goals. Three of the 17 hiring opportunities were filled by the internal promotion of staff; two were females, one of whom was promoted from the library support ranks to a library professional position.

## Minorities:

- Library A ssistants - Traditionally in the A rchives operation, library assistant staff are the feeder pool for library professional and library manager positions. In recognition of this practice, concerted efforts were made to recruit minority candidates for an important library assistant opening, which resulted in a minority, female hire. Travel and relocation assistance, not typically budgeted for in a support staff level search, were provided for this out-of-state candidate.
- Staff Assistants - One entry level staff support position was added to the Records M anagement Office; the manager and human resources director worked closely with the Bridge to Learning Program as well as with several non-profit job assistance programs to identify candidates. Several minority candidates were sourced and interviewed. A minority female was hired by the RMO. A minority female also was hired for a highly visible staff assistant position supporting the A ssociate Director of HUL.
- Information Technology Professionals - Focused recruitment efforts undertaken by Human Resources and IT senior managers resulted in attracting a diverse candidate pool for a mid-level IT professional opening in the Office of Information Systems. Final candidates included persons of color and resulted in the hire of a minority, male. John Kendzior assisted in identifying this candidate after meeting him at an outside recruitment fair.


## Women:

- Library Support
- Information Technology - Although there were no goals for women in any IT job group, four of seven hiring opportunities in this function were women, including 2 into senior IT management positions.

Recruitment efforts include regular outreach through regional and national graduate schools of library science, professional library associations such as the American Library Association and the A merican College Research Library Association as well as targeted internet venues for library, IT, and administrative professional positions focused on attracting women and minorities.

## A reas of Current Underutilization

Information Technology Managers and Senior Specialists - 1 minority

Library M anagers and Senior Specialists - 2 minorities; 1 female
Library Professionals - 3 minorities; 1 female
Library and Musuem Support - 2 minorities; 10 female
Other General Office Support - 1 minority; 3 female
The areas of greatest need for increased representation of minorities and/ or women are apparent in Library Managers/ Sr. Specialists, Library Professionals, and Library Support. Each category will require an individualized recruitment approach tailored to the job type. There was no turnover in senior library management again where a goal of one minority has existed for 3 years. Therefore, continued attention on minority outreach will continue in library searches in the future year.

## Strategies D esigned to Alleviate Underutilization of Women and Minorities

## Hiring Strategies:

Our single most important strategy has been regular discussion of the importance of affirmative action in senior manager meetings by the HUL Library Director and Associate Director. As a one-person Human Resources department juggling multiple HR priorities, additional voices of support and fresh ideas for maintaining our focus on diversity are critically important. As previously stated, Human Resources relies on other HR colleagues such as John Kendzior, Recruiters Network, and the Bridge to Learning program to identify minority candidates for all levels of jobs. This past year, there has been a higher percentage of minorities interviewed and identified as finalists in HUL searches, a direct result of hiring managers' heightened awareness of diversity goals. While minority candidates have not always been selected as the final hire, their presence in finalist pools speaks to more effective sourcing and screening on the part of Human Resources and hiring managers.

Devising more systematic strategies to increase minority librarian representation was actively discussed at several University Library Council meetings. Our plans to implement a Minority Librarian Fellowship were hampered this year by other large-scale library priorities, specifically ALEPH and a challenging economic climate. In the coming year, we will rededicate ourselves to this important initiative intended to improve librarian diversity and to create a network of minority professionals.

## Promotion and Training Opportunities

HUL's primary strategy has been to create a supportive and challenging work environment which encourages retention among all staff, with particular individual attention paid to retaining our small number of minority staff.

Retention of library staff has been strong. Among five hiring opportunities for library professionals this year; four were filled by Harvard internals: one by a longer service library professional who made a lateral career move into HUL from another Harvard library and three filled by non-minority HUL internals.

HUL continues to offer Leadership Development training to new and existing managers. Building competencies across a broad spectrum of staff clearly makes a difference evidenced by the active level of promotional activity at HUL.

Human Resources continues to focus more attention on the workforce of the Harvard Depository to encourage staff to sharpen their computer skills. Managers developed individual training plans for staff members with an eye towards keeping skills up-to-date, and have devised enrichment assignments for several staff who identified career interests in other areas. Recently, a female Harvard Depository operations assistant was hired into a highly specialized library assistant position where she was selected over a large number of candidates with advanced degrees. Human Resources and her managers provided her
with a great deal of job search coaching and tapped into the librarian network to facilitate her transition to a new career path.

## Retention and Climate

The majority of HUL departments again scored at or near the 100 Best benchmark companies in the Great Places to Work Survey in all survey categories related to trust in management, fair treatment, and job satisfaction in the recent survey. While proud to have received these positive results, maintaining a healthy climate in all departments will require ongoing attention from management. Our priorities in next year are: to improve overall two-way communication through targeted training and to better integrate our offcampus, Harvard Depository staff into the main mission of HUL. With the addition of a staff member to the Human Resources team, more staff resources can now be dedicated to implementing a crossfunctional team model at HD, as well as a process for integrating the University Values statement in a meaningful way across all departments.

## UNIVERSITY LIBRARY AD MINISTRATION

## Employee Census for 1997-2002

| 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| :--- | :--- | :--- | :--- | :--- | :--- |


| Faculty |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| E/A/M* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 17 |  | 18 |  | 21 |  | 24 |  | 23 |  | 23 |  |
| Women | 8 | (47.1\%) | 11 | (61.1\%) | 11 | (52.4\%) | 16 | (66.7\%) | 15 | (65.2\%) | 14 | (60.9\%) |
| Minorities | 2 | (11.8\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Professional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 26 |  | 25 |  | 33 |  | 37 |  | 40 |  | 42 |  |
| Women | 18 | (69.2\%) | 17 | (68.0\%) | 24 | (72.7\%) | 26 | (70.3\%) | 24 | (60.0\%) | 24 | (57.1\%) |
| Minorities | 2 | (7.7\%) | 4 | (16.0\%) | 4 | (12.1\%) | 4 | (10.8\%) | 4 | (10.0\%) | 4 | (9.5\%) |
| Technical/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Paraprofessional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Secretarial/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 33 |  | 35 |  | 37 |  | 39 |  | 41 |  | 40 |  |
| Women | 15 | (45.5\%) | 15 | (42.9\%) | 17 | (45.9\%) | 19 | (48.7\%) | 18 | (43.9\%) | 19 | (47.5\%) |
| Minorities | 0 | (0.0\%) | 1 | (2.9\%) | 2 | (5.4\%) | 2 | (5.1\%) | 3 | (7.3\%) | 6 | (15.0\%) |
| Skilled Crafts |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |


| Service/ <br> Maintenance |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 76 |  | 78 |  | 91 |  | 100 |  | 104 |  | 105 |  |
| Women | 41 | (53.9\%) | 43 | (55.1\%) | 52 | (57.1\%) | 61 | (61.0\%) | 57 | (54.8\%) | 57 | (54.3\%) |
| Minorities | 4 | (5.3\%) | 5 | (6.4\%) | 6 | (6.6\%) | 6 | (6.0\%) | 7 | (6.7\%) | 10 | (9.5\%) |

* Executive/ Administratived Managerial


## UTILIZATION ANALYSIS

## HARVARD UNIVERSITY LIBRARY ADMINISTRATION

|  |  | OTA |  |  |  | EN |  |  | WOM | MEN |  | MI | NORITI | ES |  | WOMEN |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | NATIVE |  |  |  | NATIVE |  | AVAIL | CURR |  | AVAIL | CURR |  |
|  | ALL | MIN | WOMEN | BLACK | ASIAN | AMER | HISP | BLACK | ASIAN | AMER | HISP | DATA | UTIL | GOALS | DATA | UTIL | GOALS |
| NONFACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Human Resources M anagers \& Sr Specialists | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.88\% | 0.00\% | 0 | 55.33\% | 100.00\% | 0 |
| Information Technology M anagers \& Sr Specialis | 7 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.00\% | 0.00\% | 1 | 37.06\% | 57.14\% | 0 |
| Library Managers \& Sr Specialists | 15 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12.15\% | 0.00\% | 2 | 67.32\% | 60.00\% | 1 |
| Subtotal 01 E/A/M | 23 | 0 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% | 3 |  | 60.87\% | 1 |
| Info Technology Professionals \& Operations M gr: | 19 | 4 | 7 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 16.00\% | 21.05\% | 0 | 34.15\% | 36.84\% | 0 |
| Library Professionals | 18 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.98\% | 0.00\% | 3 | 79.43\% | 72.22\% | 1 |
| Publications \& Communications Professionals | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.54\% | 0.00\% | 0 | 55.46\% | 0.00\% | 0 |
| Financial Professionals \& Operations Supervisors | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.62\% | 0.00\% | 0 | 53.75\% | 100.00\% | 0 |
| Administrative Professionals Level I | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.95\% | 0.00\% | 0 | 65.15\% | 100.00\% | 0 |
| Administrative Professionals Level II | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.13\% | 0.00\% | 0 | 65.32\% | 100.00\% | 0 |
| Subtotal 02 Professional | 42 | 4 | 24 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |  | 9.52\% | 3 |  | 57.14\% | 1 |
| Staff Assistants | 10 | 3 | 9 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 16.04\% | 30.00\% | 0 | 69.62\% | 90.00\% | 0 |
| Library \& Museum Support | 26 | 3 | 10 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 18.37\% | 11.54\% | 2 | 76.01\% | 38.46\% | 10 |
| Other General Office | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15.00\% | 0.00\% | 1 | 76.25\% | 0.00\% | 3 |
| Subtotal 05 Sec ./Clerical | 40 | 6 | 19 | 0 | 0 | 0 | 2 | 3 | 0 | 0 | 1 |  | 15.00\% | 3 |  | 47.50\% | 13 |
| GRAND TOTAL | 105 | 10 | 57 | 1 | 1 | 0 | 2 | 3 | 1 | 0 | 2 |  | 9.52\% | 9 |  | 54.29\% | 15 |


| Job G roup | 2003 G oals for M inorities |  |  |
| :---: | :---: | :---: | :---: |
|  | One-Year G oal | Current Population | Target Population for 2003 |
| Non-faculty |  |  |  |
| Information Tech. M grs. \& Sr. Specs. | 1 | 0 | 1 |
| Library M grs. \& Sr. Specs. | 2 | 0 | 2 |
| Library Profs. | 3 | 0 | 3 |
| Library \& M useum Support | 2 | 3 | 5 |
| Other General Office | 1 | 0 | 1 |
| Non-faculty Total | 9 |  |  |
|  | 2003 G oals for Women |  |  |
| Job G roup | One-Year Goal | Current Population | Target Population for 2003 |
| Non-faculty |  |  |  |
| Library M grs. \& Sr. Specs. | 1 | 9 | 10 |
| Library Profs. | 1 | 13 | 14 |
| Library \& M useum Support | 10 | 10 | 20 |
| Other General Office | 3 | 0 | 3 |
| Non-faculty Total | 15 |  |  |

## CENTRAL ADMINISTRATION INFORMATION TECHNOLOGY

The Central Administration Information Technology (CAIT) organization is comprised of University Information Systems (which includes Technology Services, Telecommunications Services and Network and Server Systems) and IT units in Central Administration including the HR Project, the Office for Administrative Systems, Harvard Planning and Real Estate, Dining Services, and the Harvard University Police. Due to the changing needs of our customers, the UIS organization reorganized and reduced the staffing in all departments this year. Reducing the staff in the largest CAIT unit with no immediate plans for growth in these areas will clearly impact our ability to achieve many of the Affirmative Action goals in FY03.

## Progress Toward Last Year's G oals

We are pleased to report continued progress in increasing the percentages of minorities and women in our organization during a period in which our department is facing an increasingly competitive market for the products and services we provide. This year, we had significant growth in our overall population of Information Technology Managers and Information Technology Professionals with a combined increase of 20 in these job groups (of these 20 , there are eight are minorities and one woman).

As noted in our FY02 plan, we did not anticipate hiring any additional senior financial managers; therefore, this goal was not met. We had a goal of two women and one minority in our Publications and Communications Managers and Senior Specialist and Publications \& Communications Professional categories and as anticipated, we did not realize growth in these areas, and in fact reduced staff in this group by $35 \%$.

We continue to make good progress in the General Office job groups (Financial Support, Staff Assistants, and General Office). Through our recruiting efforts, we have increased the number of women in these groups from 52 to 55.

## A reas of Current Underutilization

The Information Technology Managers and Information Technology Professionals job groups comprise approximately $84 \%$ of our exempt staff, and we continue to have the largest number of opportunities (open positions) in these groups this year. We have a FYO3 goal of five women in the Information Technology Managers category. We will strive to increase diversity in these groups for the few positions that may be needed through focused recruiting efforts and development and promotion of internal staff.

We do not anticipate hiring any additional financial managers in FYO3. We continue to have a goal of two women in our Publications and Communications Managers and Senior Specialists and category. It is not antici pated that we will realize any growth in the area during the next year.

We again have a goal of one minority in the Administrative Professionals II group and a goal of one minority in the Administrative Professionals I group, however these are small and stable group and we anticipate little turnover in this category.

We have a goal of one woman in the Technical Mechanical category in FY02. We do not foresee growth in this area.

## Strategies D esigned to Alleviate Underutilization of Minorities and Women

Hiring Strategies

CAIT HR continues to maintain a central account to fund the costs incurred by business units when they elicit the help of external consultants and agencies for minority recruiting these funds provide an additional incentive for unit managers to make sound long-term hiring decisions without direct negative short-term financial impact. We are also planning to participate in several recruitment events for IT professionals. CAIT will also continue its collaboration with other Central Administration units around diversity issues as a member of the HR Confederation.

## Promotion and Training Opportunities

The recruiting and retention of skilled information technology professionals continues to be a priority for the CAIT organization. These ongoing recruiting efforts also provide expanded opportunities to increase the diversity our organization as we change and grow to better support the activities of the University and the increasing demand for efficient and cost effective IT services. CAIT has developed an integrated professional development program for the organization. This program will be instrumental in our re cruitment and retention efforts and includes the following components:

- Competency based job profiles that can be used for recruiting, promotions and pay.
- Career paths that encourage movement across IT units.
- Individualized training plans for all CAIT staff.

In addition, CAIT will continue its participation in the Harvard Leadership Program.

## Retention and Climate

This year CAIT again participated in several minority recruitment events and job fairs including the Na tional Association of Black Accountants' Career Fair. We will continue to solicit staff referrals and utilize theHIRES centralized on-line application system to identify minority candidates.

CAIT remains strongly committed to the goals of equal employment and affirmative action and continues to strive to further increase the diversity of the organization.

## CENTRAL ADMINISTRATION INFORMATION TECHNOLOGY

## Employee Census for 1997-2002

|  | 1997 |  | 1998 ** |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| E/A/M* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 67 |  | 73 |  | 58 |  | 106 |  | 128 |  | 146 |  |
| Women | 29 | (43.3\%) | 31 | (425\%) | 21 | (36.2\%) | 38 | (35.8\%) | 48 | (37.5\%) | 51 | (34.9\%) |
| Minorities | 3 | (4.5\%) | 3 | (4.1\%) | 5 | (8.6\%) | 13 | (12.3\%) | 17 | (13.3\%) | 26 | (17.8\%) |
| Professional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 97 |  | 119 |  | 122 |  | 116 |  | 100 |  | 84 |  |
| Women | 45 | (46.4\%) | 56 | (47.1\%) | 53 | (43.4\%) | 51 | (44.0\%) | 48 | (48.0\%) | 36 | (42.9\%) |
| Minorities | 9 | (9.3\%) | 17 | (14.3\%) | 19 | (15.6\%) | 17 | (14.7\%) | 15 | (15.0\%) | 13 | (15.5\%) |
| Technical/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Paraprofessional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 3 |  | 3 |  | 3 |  | 6 |  | 5 |  | 2 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Secretarial/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 66 |  | 76 |  | 77 |  | 92 |  | 125 |  | 125 |  |
| Women | 29 | (43.9\%) | 35 | (46.1\%) | 33 | (429\%) | 38 | (41.3\%) | 52 | (41.6\%) | 55 | (44.0\%) |
| Minorities | 7 | (10.6\%) | 15 | (19.7\%) | 17 | (22.1\%) | 25 | (27.2\%) | 30 | (24.0\%) | 29 | (23.2\%) |
| Skilled Crafts |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 20 |  | 21 |  | 21 |  | 21 |  | 12 |  |
| Women | 0 | (0.0\%) | 6 | (30.0\%) | 6 | (28.6\%) | 5 | (23.8\%) | 6 | (28.6\%) | 3 | (25.0\%) |
| Minorities | 0 | (0.0\%) | 3 | (15.0\%) | 2 | (9.5\%) | 2 | (9.5\%) | 2 | (9.5\%) | 1 | (8.3\%) |
| Service/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Maintenanc |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 4 |  | 4 |  | 4 |  | 4 |  | 2 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 1 | (25.0\%) | 1 | (25.0\%) | 1 | (25.0\%) | 1 | (25.0\%) | 0 | (0.0\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 233 |  | 295 |  | 285 |  | 345 |  | 383 |  | 371 |  |
| Women | 103 | (44.2\%) | 128 | (43.4\%) | 113 | (39.6\%) | 132 | (38.3\%) | 154 | (40.2\%) | 145 | (39.1\%) |
| Minorities | 19 | (8.2\%) | 39 | (13.2\%) | 44 | (15.4\%) | 58 | (16.8\%) | 65 | (17.0\%) | 69 | (18.6\%) |

## UTILIZATION ANALYSIS

CENTRAL ADMINISTRATION INFORMATION TECHNOLOGY

## NONFACULTY

Human Resources M anagers \& Sr Specialists Financial Managers \& Sr Specialists

| MEN |  |  | WOMEN |  |  |  | MINORITIES |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| NATIVE |  |  | NATIVE |  |  |  | AVAIL | CURR |  | AVAIL | CURR |  |
| SIAN | AMER | HISP | BLACK | ASIAN | AMER | HISP | DATA | UTIL | GOALS | DATA | UTIL | GOALS |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.88\% | 0.00\% | 0 | 55.33\% | 100.00\% | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13.65\% | 0.00\% | 1 | 52.92\% | 66.67\% | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.45\% | 0.00\% | 0 | 49.14\% | 0.00\% | 0 |
| 16 | 0 | 1 | 1 | 4 | 0 | 1 | 14.00\% | 19.12\% | 0 | 37.06\% | 33.09\% | 5 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.42\% | 0.00\% | 0 | 58.60\% | 0.00\% | 0 |
| 16 | 0 | 1 | 1 | 4 | 0 | 1 |  | 17.81\% | 1 |  | 34.93\% | 5 |
| 3 | 0 | 0 | 0 | 4 | 0 | 1 | 16.00\% | 15.79\% | 0 | 34.15\% | 36.84\% | 0 |
| 1 | 0 | 0 | 1 | 0 | 0 | 0 | 14.54\% | 22.22\% | 0 | 55.46\% | 33.33\% | 2 |
| 0 | 0 | 0 | 0 | 1 | 0 | 0 | 14.62\% | 22.22\% | 0 | 53.75\% | 66.67\% | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.95\% | 0.00\% | 1 | 65.15\% | 75.00\% | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.13\% | 0.00\% | 1 | 65.32\% | 60.00\% | 0 |
| 4 | 0 | 0 | 1 | 5 | 0 | 1 |  | 15.48\% | 2 |  | 4286\% | 2 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.45\% | 0.00\% | 0 | 43.03\% | 0.00\% | 1 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% | 0 |  | 0.00\% | 1 |
| 0 | 0 | 0 | 0 | 1 | 0 | 0 | 10.86\% | 40.00\% | 0 | 81.46\% | 80.00\% | 0 |
| 0 | 0 | 0 | 8 | 3 | 0 | 1 | 16.04\% | 23.33\% | 0 | 69.62\% | 65.00\% | 3 |
| 2 | 0 | 4 | 0 | 0 | 0 | 0 | 15.00\% | 21.67\% | 0 | 76.25\% | 20.00\% | 34 |
| 2 | 0 | 4 | 8 | 4 | 0 | 1 |  | 23.20\% | 0 |  | 44.00\% | 37 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.06\% | 8.33\% | 1 | 57.91\% | 25.00\% | 4 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 8.33\% | 1 |  | 25.00\% | 4 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21.01\% | 0.00\% | 0 | 21.38\% | 0.00\% | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% | 0 |  | 0.00\% | 0 |
| 22 | 0 | 5 | 10 | 13 | 0 | 3 |  | 18.60\% | 4 |  | 39.08\% | 49 |

2003 G oals for M inorities

| Job G roup | $\underline{\text { One-Year G oal }}$ | Current <br> Population | Target Population <br> for 2003 |  |
| :--- | :---: | :---: | :---: | :---: |
| Non-faculty |  |  |  |  |
|  |  |  |  |  |
| Financial Mgrs. \& Sr. Specs. | 1 | 0 | 1 |  |
| AdministrativeProfs. Level I | 1 | 0 | 1 |  |
| AdministrativeProfs. Level II | 1 | 0 | 1 |  |
| Printers | 1 | 1 | 2 |  |
|  |  |  |  |  |
| Non-faculty Total | 4 |  |  |  |

## 2003 G oals for Women

Job G roup $\quad \underline{\text { One-Year G oal }} \quad$\begin{tabular}{c}
Current <br>
Population

$\quad$

Target Population <br>
for 2003
\end{tabular}

Non-faculty

| IT Mgrs. \& Sr. Specs. | 5 | 45 | 50 |
| :--- | ---: | ---: | ---: |
| Publications \& Comm. Profs. | 2 | 3 | 5 |
| Technician/ Mechanical | 1 | 0 | 1 |
| Staff Assistants | 3 | 39 | 42 |
| Other General Office | 34 | 12 | 46 |
| Printers | 4 | 3 | 7 |
| Non-faculty Total | 49 |  |  |

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## UNIVERSITY HEALTH SERVICES

## Progress Toward Last Year's G oals

During the year we have made significant progress toward the goals that had been previously set. We are pleased to have fulfilled the minority goals in 4 groups: Financial Manager/ Senior Specialist, Financial Support, Physicians, and General Office.

Our overall hiring goal for hiring minorities for the past year was two, for the coming year this has been reduced to one. The overall hiring goal for women for the past year was four, for the upcoming year has been reduced to one. During the past year the total number of women staff members has increased by four, from 236 to 240, and the total number of minorities has remained constant at 83 . The total number of our staff has remained relatively stable at 303, from 306 from the previous year.

During the year a total of 33 staff were hired into open positions; 29 ( $88 \%$ ) were women, and 5 ( $16 \%$ ) were minorities.

The achieved hiring goals were distributed within categories as follows:

- There was one staff member hired into the Financial Manager/ Senior. Specialist. This position was filled by a woman
- A minority woman filled one position in Financial Support.
- One position in General Office support was filled by a woman.
- A minority woman filled one Physician position.


## A reas of Current Utilization

We made great progress during the past year in the recruitment and hiring of minorities. Although we did hire a minority candidate this past year, there remains a hiring goal of one woman in the Financial Support group and one minority in the Health Manager/ Senior Specialist category.

Both of the above groups are relatively small. The Financial group contains a total of eight staff members and the Health Manager \& Senior Specialist group contains five staff members. At this time we do not anticipate turnover in either group however, we will continue to search for qualified women and minorities to fill any vacancies that may arise in the coming year.

## Strategies D esigned to Alleviate Underutilization of Minorities and Women

## Hiring Strategies

The most effective short-term strategy for increasing the diversity of our staff is in the recruitment for open positions. Our primary concerns are to maintain the current level of diversity in groups with turnover and groups where there are no hiring goals. We are also very focused on increasing the diversity of the staff in groups where there are hiring goals.

Employee Referral Program: We have found that our Employee Referral Program has been very successful in our recruiting efforts, therefore we will continue with this lucrative program. This program has contributed to our success in obtaining recruitment goals and has been a good way to maintain the diversity in groups that are already relatively diverse. This program also sends an important message that we welcome and value staff referrals.

Fellowship Program: Our Administrative Health Care Fellowship Program modeled on the University's Administrative Fellowship Program continues with the goal of recruiting minorities with advanced degrees. It offers a two-year administrative experience working along side senior administrators and midlevel management. One of the recipients this year is an African American. Through this effort we hope to increase our minority staff in the Executive/ Administrative/ Managerial group.

M anager A wareness: The HUHS Human Resources staff will continue to inform hiring managers when a job is underutilized in the hiring of women and/ or minorities. Human Resources will also continue to implement programs to maintain the recruiting of a diverse applicant pool.

## Promotions and Training Opportunities

M anaging Differences/Team Building and Conflict Resolution Training: A new workforce initiative is being implemented. This initiative involves staff and managers participating in training to facilitate working collaboratively together, working with differences and resolving workplace issues.

Tuition A ssistance Program, Center for Training and Development, and Grand Rounds: HUHS strives to allow flexible scheduling and continues to promote the Center for Training and Development (CTD) and the Tuition Assistance program (TAP) for professional development so staff may gain competencies required for further advancement into open positions and promotions. Our Clinical departments (Nursing \& Medicine) have held in-service programs concerned with cross-cultural care and continue to develop cross-cultural competencies. Specific programs offered have been a Grand Rounds discussion on 'Cultural Competency and Sensitivity to M ulticultural needs in the delivery of H ealth Care', as well as one on 'U nderstanding the experience of A sian students in an A merican Institution'. Nursing in-service has also held a discussion on Cultural Competency.

Leadership D evelopment and Training Program: HUHS continues to participate in the University's Leadership Development Program for managers and supervisors. Six women managers have participated this year including oneAsian.

Summer Teen Employment Program (STEP): HUHS has participated in this summer's teen program (STEP) and hired a Hispanic teen. By hiring staff of young people from our neighboring community, Harvard and HUHS have provided them with an opportunity to learn more about future career possibilities as well as the Harvard community.

## Retention \& Climate

Flexible W ork Schedules: We support flexible work schedules that are attractive to, and help retain qualified minorities and women and have implemented such schedules in our Internal Medicine department.

Salary Parity A nalysis: A comprehensive study of staff salaries has begun that involves reviewing salary equity in specific job classifications. This audit is part of an on-going effort to ensure that staff is being paid fairly and equitably in the market place and in relationship to one another.

Social Activities Committee: HUHS has developed a multicultural group of staff that continues to provide events designed to increase a cross-cultural understanding of differences among peers. These activities draw staff from across HUHS to events and programs that promote staff members working together outside their normal work area. Sponsored events have been a celebration of National Black History Month and Multicultural Celebration, Toy Drive for Phillips Brooks House and volunteering to provide and serve meals at the H arvard Square H omeless Shelter located in the Lutheran Church.

Speaker Series on Student Life: Deans of Students and senior staff at the schools that access care at Harvard University Health Services have collaborated with HUHS staff to develop a speaker series. Various deans
and speakers, including James Hoyte, Associate Vice President for Equal Opportunity Programs, have addressed issues of diversity and cultural competence.

Health Fairs: HUHS continues to provide Health Fairs in Cambridge and on the Longwood Campus designed to reach a large audience from across the University. Health Fairs have been conducted at the following locations: Harvard Business School Health Fair, Spangler Lawn; Harvard University Health Fair, Science Center Green; Harvard Law School Health Fair, Ropes Gray Room, Pound Hall

New Staff Orientation Program: The new staff orientation program was redesigned to provide a broader perspective of the diverse community of HUHS and its local community. Information and materials are provided to foster and encourage participation in multicultural offerings in the local community.

HUHS N ewsletter: In addition to keeping staff informed about happenings at HUHS, the monthly staff newsletter was expanded to include a section on local multicultural events in Cambridge.

W ork Environment Survey: HUHS experienced an improvement in overall staff satisfaction in 2002 as compared to 2000 and is continuing efforts by working collaboratively with staff to review results and develop action plans for continued success.

## UNIVERSITY HEALTH SERVICES

|  | Empl oyeeCensus for 1997-2002 |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| E/A/M* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 14 |  | 15 |  | 13 |  | 14 |  | 16 |  | 17 |  |
| Women | 8 | (57.1\%) | 10 | (66.7\%) | 7 | (53.8\%) | 8 | (57.1\%) | 10 | (625\%) | 11 | (64.7\%) |
| Minorities | 2 | (14.3\%) | 1 | (6.7\%) | 1 | (7.7\%) | 2 | (14.3\%) | 3 | (188\%) | 2 | (118\%) |
| Professionals |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 142 |  | 140 |  | 141 |  | 141 |  | 143 |  | 145 |  |
| Women | 90 | (63.4\%) | 91 | (65.0\%) | 95 | (67.4\%) | 92 | (65.2\%) | 93 | (65.0\%) | 99 | (68.3\%) |
| Minorities | 15 | (10.6\%) | 11 | (7.9\%) | 13 | (9.2\%) | 14 | (9.9\%) | 24 | (168\%) | 29 | (20.0\%) |
| Technical/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Paraprofessional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 2 |  | 23 |  | 25 |  | 46 |  | 5 |  | 50 |  |
| Women | 20 | (95.2\%) | 21 | (913\%) | 24 | (96.0\%) | 43 | (93.5\%) | 56 | (982\%) | 49 | (98.0\%) |
| Minorities | 8 | (38.1\%) | 9 | (39.1\%) | 10 | (40.0\%) | 18 | (39.1\%) | 23 | (40.4\%) | 20 | (40.0\%) |
| Secretarial/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 108 |  | 118 |  | 114 |  | 85 |  | 90 |  | 91 |  |
| Women | 99 | (917\%) | 110 | (93.2\%) | 104 | (912\%) | 73 | (85.9\%) | 77 | (85.6\%) | 81 | (89.0\%) |
| Minorities | 28 | (25.9\%) | 34 | (28.8\%) | 35 | (30.7\%) | 29 | (34.1\%) | 33 | (36.7\%) | 32 | (35.2\%) |
| Skilled Crafts |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0\%\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0\%\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Service/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Maintenanc |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 1 |  | 1 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 1 | (100.0\%) | 1 | (100.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 286 |  | 297 |  | 293 |  | 286 |  | 306 |  | 303 |  |
| Women | 217 | (75.9\%) | 232 | (78.1\%) | 230 | (785\%) | 216 | (75.5\%) | 236 | (77.1\%) | 240 | (79.2\%) |
| Minorities | 54 | (189\%) | 56 | (18.9\%) | 59 | (20.1\%) | 63 | (22.0) | 83 | (27.1\%) | 83 | (27.4\%) |


|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | NATIVE |  |  | BLACK | NATIVE |  |  | AVAIL CURR DATA UTIL GOALS |  |  | AVAIL DATA | CURR <br> UTIL | GOALS |
|  |  |  |  |  | ASIAN | AMER | HISP |  | ASIAN | AMER | HISP |  |  |  |  |  |  |
| NONFACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Financial M anagers \& Sr Specialists | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 13.65\% | 33.33\% | 0 | 52.92\% | 66.67\% | 0 |
| Facilities \& Operations M grs \& Sr Specialists | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.45\% | 0.00\% | 0 | 49.14\% | 0.00\% | 0 |
| Administrative M anagers \& Sr Specialists | 7 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 16.65\% | 14.29\% | 0 | 55.51\% | 71.43\% | 0 |
| Information Technology M anagers \& Sr Specialis | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.00\% | 0.00\% | 0 | 37.06\% | 0.00\% | 0 |
| Health M anagers \& Sr Specialists | 5 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.26\% | 0.00\% | 1 | 66.43\% | 80.00\% | 0 |
| Subtotal 01 E/A/M | 17 | 2 | 11 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |  | 1176\% | 1 |  | 64.71\% | 0 |
| Info Technology Professionals \& Operations Mgr | 3 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.00\% | 0.00\% | 0 | 34.15\% | 66.67\% | 0 |
| Health Professionals | 86 | 19 | 74 | 2 | 1 | 0 | 0 | 3 | 10 | 0 | 3 | 15.73\% | 22.09\% | 0 | 65.02\% | 86.05\% | 0 |
| Physicians | 49 | 8 | 17 | 2 | 1 | 0 | 1 | 2 | 2 | 0 | 0 | 14.63\% | 16.33\% | 0 | 29.57\% | 34.69\% | 0 |
| Financial Professionals \& Operations Supr | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.62\% | 0.00\% | 0 | 53.75\% | 100.00\% | 0 |
| Administrative Professionals Level I | 4 | 1 | 4 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 19.95\% | 25.00\% | 0 | 65.15\% | 100.00\% | 0 |
| Administrative Professionals Level II | 2 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 19.13\% | 50.00\% | 0 | 65.32\% | 50.00\% | 0 |
| Subtotal 02 Professional | 145 | 29 | 99 | 4 | 3 | 0 | 1 | 6 | 12 | 0 | 3 |  | 20.00\% | 0 |  | 68.28\% | 0 |
| Lab Support | 50 | 20 | 49 | 1 | 0 | 0 | 0 | 15 | 1 | 0 | 3 | 17.76\% | 40.00\% | 0 | 52.01\% | 98.00\% | 0 |
| Subtotal 03Tech/Para | 50 | 20 | 49 | 1 | 0 | 0 | 0 | 15 | 1 | 0 | 3 |  | 40.00\% | 0 |  | 98.00\% | 0 |
| Financial Support | 8 | 4 | 6 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 10.86\% | 50.00\% | 0 | 81.46\% | 75.00\% | 1 |
| Staff Assistants | 61 | 22 | 57 | 1 | 0 | 0 | 0 | 15 | 2 | 0 | 4 | 16.04\% | 36.07\% | 0 | 69.62\% | 93.44\% | 0 |
| Other General Office | 22 | 6 | 18 | 2 | 0 | 0 | 1 | 2 | 0 | 0 | 1 | 15.00\% | 27.27\% | 0 | 76.25\% | 81.82\% | 0 |
| Subtotal $05 \mathrm{Sec} . / \mathrm{Clerical}$ | 91 | 32 | 81 | 4 | 0 | 0 | 1 | 19 | 2 | 0 | 6 |  | 35.16\% | 0 |  | 89.01\% | 1 |
| GRAND TOTAL | 303 | 83 | 240 | 9 | 3 | 0 | 2 | 41 | 16 | 0 | 12 |  | 27.39\% | 1 |  | 79.21\% | 1 |

## UNIVERSITY HEALTH SERVICES

| 2003 G oals for M inorities |  |  |
| :--- | :---: | :---: |
| Job Group <br> Non-faculty <br> Health Manager \& Sr. Specs. <br> Non-faculty Total | Current <br> Population | Target Population <br> for 2003 |

## THE OFFICE OF THE VICE PRESIDENT FOR ADMINISTRATION

The Office of the Vice President for Administration (VPA) includes the Arnold Arboretum, the Harvard Faculty Club, Harvard Planning and Real Estate (HPRE), the Harvard Magazine, Harvard University Dining Services (HUDS), the Harvard University Press, the Office of Human Resources (OHR), and University Operations Services (UOS). These departments are committed to increasing the diversity among their staff, developing new strategies to improve employee retention, and creating workplaces that are welcoming, supportive and encouraging for all employees.

## Progress Toward Last Year's G oals

The total number of employees in VPA increased by 30 to 1726 in 2002. Minority employees remained steady at $35 \%$ in 2002. VPA experienced a slight increase in the total number of minority employees, moving from 594 to 599. The number of women employees increased from 746 to 756 . Women employees continued to represent 44\% of the VPA workforce in 2002.

Progress toward hiring goals in the areas of publications/ communications managers and professionals (minorities were underutilized), skilled crafts (minorities and women were underutilized), and service and maintenance jobs (women were underutilized) continue to be a challenge. Of the 74 publications/ communications managers and professionals in VPA, three are minorities; the number has remained exactly the same as last year.

The Press experienced layoffs in March of 2002, causing a setback in its staffing goals, in particular in its minority population. OHR/ UAHR will continue to work with the Magazine and the Press to identify any anticipated openings, and will assess the feasibility of paying for research to identify potential minority candidates at other employers in the industry.

The underutilization of both women and minorities in the skilled crafts job area continues to be a challenge and a concern for 2003. In 2001, the 170 employees in this area included 4 women and 14 minorities; in 2002 there were a total of 173 employees, four women and 9 minorities. Last year's goals of hiring eight minority trades/ grounds workers and eight women trades/ grounds workers were not met. The difficulty in reaching the set hiring goals within this area is predominately due to a standing agreement by UOS to offer all trades openings to the union before going outside. Nearly all of UOS' service/ trade positions are filled through this method. The available applicant pool is overwhelmingly male and pre dominantly non-minority, which is reflected by UOS' hires pool and the low turnover rate in this employee group.

Due to the continued low availability and turnover, the service/ maintenance job family hiring goals for women were not accomplished. Hiring women in the guard and transportation/ distribution positions continues to be both a goal and a challenge for 2003.

As the human resources support to the VPA departments, UAHR found itself undergoing changes in 2002 with the hiring of a new director and assistant director. Under new director leadership UAHR is continuing to work with the VPA departments to develop new strategies for sourcing more diverse applicant pools.

The job fairs that Dining Services has instituted on weekdays and Saturdays have continued to be an effective outreach mechanism. They have received very positive feedback about their efforts to make finding out about job opportunities at Harvard as easy as possible. Most VPA departments continue to advertise positions in community publications such as EI M undo and the Bay State Banner. The Harvard University web site also provides information and access to a wide range of candidates allowing them to investigate opportunities 24 hours a day. As more and more people become web-fluent, this method of job
search continues to grow and has begun to dominate the way in which jobs are found in many categories. We continue to assess the employment piece of our web site to make sure that it is easy to use and conveys the importance of diversity at Harvard.

## A reas of Current Underutilization

VPA continues to face areas of underutilization where traditional diversity recruiting strategies have only provided incremental success. Given its agreement with the union, the UOS challenge in creating more diversity among its skilled crafts remains the same. Minority food service managers continue to be underutilized in VPA - there is a hiring goal of seven employees in Dining Services. Other hiring goals are strewn throughout department and job families. They range from four minority facility managers in HPRE to two research managers at the Arboretum to one woman financial professional at the Press.

## Strategies D esigned to Alleviate Underutilization of Women and Minorities

## Hiring Strategies

Our diversity hiring strategy will maintain its focus on employment opportunities in the managerial and professional job groups. The continued dedine in the state economy and the resulting poor job market has resulted in a large number of applicants for most positions. We will continue to use this opportunity to access minority and women candidates who may not ordinarily have considered working in a university setting. Furthermore, OHR is examining ways to better market Harvard as an employer of choice. For example, Harvard's benefits are much richer than in the for-profit sector, and the advantages of working in a university setting can be promoted in ways that distinguish us from the competition.

In the upcoming year, OHR will publish an updated web-based edition of the Diversity Recruitment Re source Guide. A pilot recruitment program will be put into practice in the first half of 2003. UAHR will evaluate current recruitment methods and develop and execute new strategies that are more effective in attracting and retaining women and people of color, particularly in management level positions. The directors and HR managers of the VPA departments will meet to clarify hiring goals, share best practices, and develop strategies for improved recruiting and hiring.

As part of the overall strategy to increase diversity in the VPA management ranks, UAHR, the Office of the Vice President for Administration, and the departmental HR representatives will communicate regularly about these goals, collaborate on publicity and recruitment strategies, and share resumes of qualified candidates. UAHR will coordinate this effort for the VPA departments by 1 ) consulting to departments on diversity recruitment strategies; 2) reviewing and monitoring local hiring plans; and 3) reviewing final hiring decisions for all positions at grade 58 and above. Work is already underway to identify anticipated openings and to begin building diverse applicant pools.

## Promotion and Training Opportunities

The H arvard Bridge to Learning \& Literacy Program is managed by OHR and provides training and development in basic literacy skills, English competencies, preparation for the GED (General Education Development) diploma and basic computer skills to Harvard service employees. In addition to educating the University's service workers, the Bridge Program currently offers classes to six contractor companies whose employees work in various schools across the university. As of fall 2002, 442 employees are enrolled in Bridge courses. The program will continue to expand, adding more units throughout the University and additional contractors. As a result of the Katz Committee recommendations, the MultiLingual Outreach office was formed. This office has successfully provided orientation to new and current staff in a variety of different languages including, Spanish, Portuguese, Haitian Creole/ French and Mandarin. In addition, copies of the Statement of Values, President Summers' remarks on union organization,
and information about Harvard benefits are also available in the above-mentioned languages. The 2002 Open Enrollment information sessions were presented to employees in four different languages. The number of attendees at these sessions was approximately 294. In addition, the VPA departments sent 97 employees to OH R's leadership training programs this year, and more will participate next year.

## Retention and Climate

The VPA departments share the belief that workplace environment and retention issues need to go hand in hand with recruiting and hiring. The Great Place to Work Survey, originally administered in 1999, was again administered in 2002. The survey depicted some improvement in our efforts to create a positive work environment for minority employees at Harvard. UAHR, Workforce Initiatives and VPA will continue to work toward developing appropriate actions in response to the 2002 survey results.

VPA implemented its Diversity Matters Program series in 2002. The series has addressed issues such as conflict resolution, supervisor respect, and mentoring across differences. The program series is sponsored by VPA's Diversity Initiative, which was begun in 1999. The Diversity Council developed a diversity video last year that will be presented to staff across all job groups in VPA. Dining Services will be providing translation for the video in Spanish, Portuguese, H aitian Creole/ French and Mandarin. It is our hope that this video will begin a dialogue about diversity at all levels within VPA. The Council held a three day retreat for all of its members in March 2002; another is planned for February 2003. The first issue of a quarterly VPA diversity newsletter, the M osaic, was developed and distributed to all VPA employees in 2002. Work has begun to more specifically define the business case for diversity for each VPA department, as well as to develop longer-range diversity plans that are linked to departmental affirmative action plans.

OHR and Team Harvard experienced immense success with the development of a series of four Diversity Seminars for 2002-03. The seminars are designed to address specific diversity topics as defined by OHR's clientele.

Employee Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999* |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Faculty |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 5 |  | 3 |  | 4 |  | 5 |  | 6 |  | 5 |  |
| Women | 3 | (60.0\%) | 1 | (33.3\%) | 3 | (75.0\%) | 2 | (40.0\%) | 0 | (0.0\%) | 3 | (60.0\%) |
| Minorities | 3 | (60.0\%) | 1 | (33.3\%) | 1 | (25.0\%) | 0 | (0.0\%) | 2 | (33.3\%) | 2 | (40.0\%) |
| E/A/M** |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 189 |  | 190 |  | 202 |  | 200 |  | 213 |  | 226 |  |
| Women | 85 | (45.0\%) | 85 | (44.7\%) | 92 | (45.5\%) | 96 | (48.0\%) | 106 | (49.8\%) | 108 | (47.8\%) |
| Minorities | 15 | (7.9\%) | 15 | (7.9\%) | 20 | (9.9\%) | 18 | (9.0\%) | 19 | (8.9\%) | 16 | (7.1\%) |
| Professional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 265 |  | 266 |  | 252 |  | 256 |  | 244 |  | 241 |  |
| Women | 144 | (54.3\%) | 144 | (54.1\%) | 139 | (55.2\%) | 151 | (59.0\%) | 137 | (56.1\%) | 139 | (57.7\%) |
| Minorities | 33 | (12.5\%) | 32 | (120\%) | 35 | (13.9\%) | 40 | (15.6\%) | 35 | (14.3\%) | 38 | (15.8\%) |
| Technical/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Paraprofessional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 14 |  | 14 |  | 29 |  | 34 |  | 35 |  | 37 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 1 | (2.9\%) | 2 | (5.7\%) | 3 | (8.1\%) |
| Minorities | 3 | (21.4\%) | 3 | (21.4\%) | 4 | (13.8\%) | 5 | (14.7\%) | 5 | (14.3\%) | 4 | (10.8\%) |
| Secretarial/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 157 |  | 161 |  | 164 |  | 192 |  | 204 |  | 209 |  |
| Women | 125 | (79.6\%) | 128 | (79.5\%) | 127 | (77.4\%) | 148 | (77.1\%) | 167 | (819\%) | 165 | (78.9\%) |
| Minorities | 30 | (19.1\%) | 30 | (18.6\%) | 34 | (20.7\%) | 43 | (22.4\%) | 43 | (211\%) | 42 | (20.1\%) |
| Skilled Crafts |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 185 |  | 185 |  | 176 |  | 179 |  | 170 |  | 173 |  |
| Women | 4 | (2.2\%) | 4 | (2.2\%) | 4 | (2.3\%) | 3 | (17\%) | 4 | (2.4\%) | 4 | (2.3\%) |
| Minorities | 14 | (7.6\%) | 14 | (7.6\%) | 16 | (9.1\%) | 18 | (10.1\%) | 14 | (8.2\%) | 9 | (5.2\%) |
| Service/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 752 |  | 752 |  | 816 |  | 850 |  | 824 |  | 835 |  |
| Women | 297 | (39.5\%) | 297 | (39.5\%) | 331 | (40.6\%) | 340 | (40.0\%) | 330 | (40.0\%) | 334 | (40.0\%) |
| Minorities | 380 | (50.5\%) | 380 | (50.5\%) | 452 | (55.4\%) | 496 | (58.4\%) | 496 | (60.2\%) | 488 | (58.4\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 156 |  | 1571 |  | 1643 |  | 1716 |  | 1696 |  | 1726 |  |
| Women | 658 | (42.0\%) | 659 | (41.9\%) | 696 | (42.4\%) | 741 | (43.2\%) | 746 | (44.0\%) | 756 | (43.8\%) |
| Minorities | 478 | (30.5\%) | 475 | (30.2\%) |  | (34.2\%) | $\bigcirc 2$ | (36.1\%) | 614 | (36.2\%) | 599 | (34.7\%) |


|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | ASIAN | NATIVE <br> AMER | HISP | BLACK | ASIAN | NATIVE <br> AMER | HISP | AVAIL <br> DATA | CURR UTIL | GOALS | AVAIL <br> DATA | CURR <br> UTIL | GOALS |
| FACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| FACULTY TOTAL | 5 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |  | 40.00\% | 0 |  | 60.00\% | 0 |
| NONFACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Faculty \& Student Srvc. M grs. \& Sr. Specs | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15.35\% | 0.00\% | 0 | 51.64\% | 0.00\% | 0 |
| Human Resources Mgrs \& Sr Specs | 32 | 3 | 25 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 18.88\% | 9.38\% | 3 | 55.33\% | 78.13\% | 0 |
| Financial Mgrs \& Sr Specs | 18 | 1 | 9 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 13.65\% | 5.56\% | 1 | 52.92\% | 50.00\% | 1 |
| Food Services M anagers \& Sr Specialists | 38 | 2 | 17 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 20.57\% | 5.26\% | 6 | 44.43\% | 44.74\% | 0 |
| Facilities \& Operations M grs \& Sr Specs | 76 | 5 | 27 | 1 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 14.45\% | 6.58\% | 6 | 49.14\% | 35.53\% | 10 |
| Administrative M grs \& Sr Specs | 20 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.65\% | 0.00\% | 3 | 55.51\% | 50.00\% | 1 |
| Info Technology Mgrs \& Sr Specs | 13 | 1 | 7 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 14.00\% | 7.69\% | 1 | 37.06\% | 53.85\% | 0 |
| Publications \& Comm. M grs \& Sr Specs | 23 | 2 | 13 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 14.42\% | 8.70\% | 1 | 58.60\% | 56.52\% | 0 |
| Research Managers \& Sr Specialists | 5 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 26.08\% | 40.00\% | 0 | 49.75\% | 0.00\% | 2 |
| Subtotal 01E/A/M | 226 | 16 | 108 | 4 | 3 | 0 | 2 | 3 | 3 | 0 | 1 |  | 7.08\% | 21 |  | 47.79\% | 14 |
| Research Professionals | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23.52\% | 0.00\% | 0 | 49.04\% | 0.00\% | 0 |
| Human Resources Professionals | 34 | 5 | 26 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 2 | 19.77\% | 14.71\% | 2 | 59.68\% | 76.47\% | 0 |
| Info Technology Pros \& Ops M grs | 19 | 4 | 12 | 1 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 16.00\% | 21.05\% | 0 | 34.15\% | 63.16\% | 0 |
| Technical Professionals, Sr Specialists/ Managers | 23 | 3 | 6 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 16.71\% | 13.04\% | 1 | 22.28\% | 26.09\% | 0 |
| Library Professionals | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.98\% | 0.00\% | 0 | 79.43\% | 100.00\% | 0 |
| Publications \& Communications Pros | 52 | 1 | 41 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 14.54\% | 1.92\% | 7 | 55.46\% | 78.85\% | 0 |
| Financial Pros \& Operations Suprvsrs | 21 | 3 | 11 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 14.62\% | 14.29\% | 0 | 53.75\% | 52.38\% | 0 |
| Alumni Affairs \& Dev. Professionals | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.79\% | 0.00\% | 0 | 56.42\% | 0.00\% | 0 |
| Administrative Professionals Level I | 8 | 1 | 7 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 19.95\% | 12.50\% | 1 | 65.15\% | 87.50\% | 0 |
| Food Services Supervisors | 31 | 7 | 10 | 2 | 0 | 0 | 1 | 4 | 0 | 0 | 0 | 26.11\% | 22.58\% | 1 | 56.52\% | 32.26\% | 8 |
| Faculty and Student Services Professionals | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.20\% | 0.00\% | 0 | 56.28\% | 100.00\% | 0 |
| Facilities and Operations Supervisors | 36 | 13 | 14 | 3 | 1 | 0 | 6 | 1 | 2 | 0 | 0 | 31.99\% | 36.11\% | 0 | 29.44\% | 38.89\% | 0 |
| Administrative Professionals Level II | 10 | 1 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 19.13\% | 10.00\% | 1 | 65.32\% | 80.00\% | 0 |
| Museum Professionals | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13.30\% | 0.00\% | 0 | 56.02\% | 50.00\% | 0 |
| Subtotal 02 Profs./Nonfac. | 241 | 38 | 139 | 6 | 5 | 0 | 9 | 8 | 6 | 1 | 3 |  | 15.7\%\% | 13 |  | 57.68\% | 8 |

## UTILIZATION ANALYSIS

## OFFICES OF THE VICE PRESIDENT FOR ADMINISTRATION

|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | Minorities |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | MIN | WOMEN | BLACK | NATIVE |  |  | BLACK | NATIVE |  |  | AVAIL DATA 18.45\% | $\begin{gathered} \text { CURR } \\ \text { UTIL } \\ 10.81 \% \end{gathered}$ | $\begin{gathered} \text { GOALS } \\ 3 \end{gathered}$ | $\begin{aligned} & \text { AVAIL } \\ & \text { DATA } \\ & 43.03 \% \end{aligned}$ | CURR UTIL 8.11\% | $\begin{gathered} \text { GOALS } \\ 13 \end{gathered}$ |
|  | ALL 37 |  |  |  | ASIAN 1 | AMER | HISP 1 |  | ASIAN 0 | AMER | HISP 0 |  |  |  |  |  |  |
| Subtotal O3Tech./Para. | 37 | 4 | 3 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |  | 10.81\% | 3 |  | 8.11\% | 13 |
| Financial Support | 27 | 6 | 22 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 10.86\% | 22.22\% | 0 | 81.46\% | 81.48\% | 0 |
| Staff Assistants | 132 | 24 | 109 | 0 | 2 | 0 | 1 | 14 | 4 | 0 | 3 | 16.04\% | 18.18\% | 0 | 69.62\% | 82.58\% | 0 |
| Library \& M useum Support | 8 | 1 | 7 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 18.37\% | 12.50\% | 0 | 76.01\% | 87.50\% | 0 |
| Other General Office | 42 | 11 | 27 | 3 | 2 | 0 | 0 | 2 | 4 | 0 | 0 | 15.00\% | 26.19\% | 0 | 76.25\% | 64.29\% | 5 |
| Subtotal 05 Sec./Clerical | 209 | 42 | 165 | 5 | 4 | 0 | 1 | 18 | 11 | 0 | 3 |  | 20.10\% | 0 |  | 78.95\% | 5 |
| Trades and Grounds Workers | 83 | 1 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13.91\% | 1.20\% | 11 | 12.61\% | 3.61\% | 7 |
| Mechanics | 90 | 8 | 1 | 5 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 13.93\% | 8.89\% | 5 | 7.40\% | 1.11\% | 6 |
| Subtotal 06 Skilled Crafts | 173 | 9 | 4 | 6 | 0 | 0 | 3 | 0 | 0 | 0 | 0 |  | 5.20\% | 16 |  | 231\% | 13 |
| Custodial/ Maintenance | 273 | 244 | 129 | 49 | 4 | 0 | 69 | 38 | 0 | 0 | 84 | 22.75\% | 89.38\% | 0 | 30.52\% | 47.25\% | 0 |
| Food Services | 489 | 222 | 202 | 68 | 19 | 0 | 62 | 35 | 11 | 1 | 26 | 26.63\% | 45.40\% | 0 | 54.60\% | 41.31\% | 65 |
| Guards | 20 | 8 | 2 | 6 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 25.68\% | 40.00\% | 0 | 38.49\% | 10.00\% | 6 |
| Maintenance, Transportation \& Distribution | 53 | 14 | 1 | 9 | 1 | 1 | 3 | 0 | 0 | 0 | 0 | 21.01\% | 26.42\% | 0 | 21.38\% | 1.89\% | 10 |
| Subtotal O8Service/Maint. | 835 | 488 | 334 | 132 | 24 | 1 | 135 | 74 | 11 | 1 | 110 |  | 58.44\% | 0 |  | 40.00\% | 81 |
| NONFACULTY TOTAL | 1721 | 597 | 753 | 155 | 37 | 1 | 151 | 103 | 31 | 2 | 117 |  | 34.69\% | 53 |  | 43.75\% | 134 |
| GRAND TOTAL | 1726 | 599 | 756 | 155 | 37 | 1 | 151 | 103 | 32 | 2 | 118 |  | 34.70\% | 53 |  | 43.80\% | 134 |

## 2003 G oals for M inorities

| Job Group On | One-Year G oal | Current Population | Target Population for 2003 |
| :---: | :---: | :---: | :---: |
| Non-faculty |  |  |  |
| Human Resources M grs. \& Sr. Specs. | 3 | 3 | 6 |
| Financial M grs. \& Sr. Specs. | 1 | 1 | 2 |
| Food Services Mgrs. \& Sr. Specs. | 6 | 2 | 8 |
| Facilities \& Operation Mgrs. \& Sr. M grs. | s. 6 | 5 | 11 |
| Administrative M grs. \& Sr. Specs. | 3 | 0 | 3 |
| IT Mgrs. \& Sr. Specs. | 1 | 1 | 2 |
| Publications \& Comm. Mgrs. \& Sr. Specs. | cs. 1 | 2 | 3 |
| Human Resources Profs. | 2 | 5 | 7 |
| Technical. Profs., M grs., Sr. Specs. | 1 | 3 | 4 |
| Publications \& Comm. Profs. | 7 | 1 | 8 |
| Administrative Profs. Level I | 1 | 1 | 2 |
| Food Service Super. | 1 | 7 | 8 |
| AdministrativeProfs. Level II | 1 | 1 | 2 |
| Technical/ Mechanical | 3 | 4 | 7 |
| Trades \& Grounds Workers | 11 | 1 | 12 |
| Mechanics | 5 | 8 | 13 |
| Non-faculty Total | 53 |  |  |

2003 G oals for Women

| Job Group On | One-Year G oal | Current Population | Target Population for 2003 |
| :---: | :---: | :---: | :---: |
| Non-faculty |  |  |  |
| Financial M grs. \& Sr. Specs. | 1 | 9 | 10 |
| Facilities \& Operations M grs. \& Sr. Specs. | cs. 10 | 27 | 35 |
| Administrative M grs. \& Sr. Specs. | 1 | 10 | 11 |
| Research M grs. \& Sr. Specs. | 2 | 0 | 2 |
| Food Services Supvrs. | 8 | 10 | 19 |
| Technician/ Mechanical | 13 | 3 | 16 |
| Other General Office | 5 | 27 | 26 |
| Trades \& Grounds Workers | 7 | 3 | 10 |
| Mechanics | 6 | 1 | 6 |
| Food Services | 65 | 202 | 266 |
| Guards | 6 | 2 | 6 |
| M aintenance, Transport., \& Dist. | 10 | 1 | 11 |

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## OFFICES OF THE VICE PRESIDENT FOR ALUMNI AFFAIRS AND DEVELOPMENT

The four offices of the Vice President for Alumni Affairs and Development affirm the right of all individuals to fair treatment and equal opportunity without regard to age, race, religion, color, gender, sexual orientation, marital status, disability, national origin, or any other considerations extraneous to effective performance. We are striving to reach our Department's affirmative action goals through effective recruitment and retention practices.

There are four major divisions reporting into the Vice President: the Harvard Alumni Association, the Recording Secretary's Office, FAS Development and the University Development Office. With the leadership of the Vice President, the Director of Human Resources serves as the affirmative action officer.

## Progress Toward Last Year's G oals

Our hiring goals for last year were to hire a minority fundraiser and a minority in our Communications department. When an opening occurred for a fundraiser, we considered our CASE Fellow for the position. We also had a hiring goal for four minorities among managerial and professional staff. Overall our hiring goals were to recruit successful minority employees in the Harvard College Fund, Major Gifts, FAS Development, Communications and the H arvard Alumni Association.

In Communications we were able to hire 2 female candidates, one at a grade 57 and one at a grade 58. This is great progress, especially considering the infrequent turnover in that department. We also promoted one female employee from a grade 57 to a grade 58.

Our CASE Fellowship program has improved and our selected Fellow started January 2002 in the AA \&D office. When the fellowship was completed our office did not have a position available that suited the fellows background and experience. Our office did assist in finding the fellow another position in the University. She accepted a position with the Office of Career Services at FAS as the A ssistant Director of the International Experience Program and Director of the Weissman International Internship Program.

In FAS Development we hired a female minority at a Grade 59 as a Senior Associate Director of the H arvard College Fund. We also hired a female candidate at a Grade 63 as the Associate Vice President and Dean for FAS Development.

Overall in our fundraising positions we continue to be successful in increasing our number of female employees within grades 57 and 58. In addition we have hired 4 female fundraisers ranging from grades 58 to 60. We have also hired female candidates at grades 57 in both Development Planning and Donor Relations.

In Development Technology Services we have hired two female minorities. One is at a grade 56 and the other at a grade 59.

We have promoted 16 female employees in the past year to Grades 57 and up.
At the staff level we have hired 5 minority candidates during the last year of recruiting.
We would have preferred a higher success rate in hiring minorities for senior positions within Alumni Affairs and Development. The hiring goals seemed even more difficult this year because we continue to enforce promotions from within for these high level positions, which in turn have decreased our level of attrition officewide.

## A reas of Current Underutilization

We will continue to have a hiring goal of four minorities among managerial and professional staff. Our overall hiring goals are to recruit successful minority employees in the Harvard College Fund, Major Gifts, FAS Development and the Harvard Alumni Association.

## Strategies D esigned to Alleviate Underutilization of Women and Minorities

## Hiring Strategies

We are hoping to hire our CASE Fellow into a position within Alumni Affairs and Development. We will broaden our focus from just development opportunities to alumni relations as well.

When recruiting for development and alumni relations' positions we carry out our usual postings with Women in Development, National Society of Fundraising Executives, Chronicle of Philanthropy, and Chronicle of Higher Education. In addition, our recruitment strategy is to contact various minority professional organizations (Association of Black Women in Higher Education, CASE, Latino Professional Network, National Association for Asian American Professionals) and to do extensive networking among our minority employees.
We continue to contact Henry Ryan, Director of Workforce Initiatives to inform him of our hiring needs. We do this hoping that his organization will be able to further network our opportunities to minority candidates.

The Harvard Alumni Association is an area where we will be further utilizing the above-mentioned re sources. It is a high priority for that section of Alumni Affairs and Development to recruit minority candidates into managerial and professional positions.

We run advertisements in minority publications (Bay State Banner, Black Issues in Higher Education, El Mundo, Hispanic Outlook in Higher Education) and post on Internet sites (Career Mosaic, Career Resources, A cademic Position Network, Latino Link, NetN oir Online, HigherEd Jobs Online and Women's Career Resources). To date, our most successful source has been through our own employees via networking. Our referral bonus program, which pays $\$ 250$ has been helpful in thanking our employees who refer candidates to us. The D iversity Guide published by CTD is another excellent resource for identifying potential job candidates.

The implementation of HIRES, our centralized on-line application system, continues to be extremely helpful in learning of job candidates across the University, and has allowed us to respond quickly to minority candidates who are often in great demand. AA\&D participates in the H arvard Career Fair annually.

## Promotion and Training Opportunities

This office offers Brown Bag Lunches (i.e. Fundraising Fundamentals), which could help current minority employees gain the necessary skills for promotions.

The AA\&D Human Resources' Department continues to educate managers on the importance of diversity in the workplace. We continue to utilize our Manager Packet that has been developed for new and experienced managers, which includes information on Diversity as well as FMLA and other important information. These packets are distributed whenever we are recruiting for a new position (packet given to the hiring manager). They are also distributed to avoid and manage any employee relation's type issues. The Human Resource Department also acts us a consultant during the recruiting process to help hiring managers understand the value of increasing the level of diversity within their departments.

In addition to recruitment and retention efforts, AA\&D is committed to the career development of our minority staff, with their participation in the Harvard Leadership Program, the Administrative Fellows seminar series, the Harvard Supervisor Program, and FSAP employee coaching seminars for managers.

Recently we started having forums for educating our staff on the multiple functions existing within Alumni Affairs and Development. These forums take place on a monthly basis and are led by a different department head each month. We see this as not only an opportunity for employees to obtain a better understanding of our organization but to recognize potential career development opportunities.

Alumni Affairs and Development will participate again this year in the CASE Fellowship Program. The Director of Human Resources has expanded the Fellowship to more closely tailor the experience to the specific interests of our intern and to fall in line better with our fundraising cycle. We expect these changes to allow for greater mentoring and orientation to our office and the University. It will also allow the Fellow to participate in a full development cycle as opposed to joining us in the mid-cycle and missing important pieces of the training. AA\&D has proactively developed their own advertising to attract the best candidates for our Fellowship and will continue its extended schedule of 9 months. The timeline for this project is as follows:

## Retention and Climate

We are continuing to work on department-specific and University short and long-term strategies to increase workforce diversity at AA\&D. We feel we will become a more attractive employer to both new and current employees by becoming more welcoming and inclusive to all staff. We continue to effectively use ongoing internal and external resources in our recruitment practices to attract and retain a diverse workforce.

Our Human Resource Department made a presentation at our summer conference called Navigating Retention Management. Information was presented to staff and managers to help them understand how to treat employees in areas such as recognition and succession planning to help improve retention.

AA\&D has also been an active participant in the Workforce Management Conference series and specifically involved with sharing our recruiting/ management/ retention plan for our diverse workforce with other participants. The department participated in "The Great Place to Work" survey in 1999 and we are working on a proposed plan stemming from the results.

Our office also continues to be very proactive in promoting our junior level employees into higher-level positions. This initiative has decreased our attrition rate and increased our level of job satisfaction within thegroups.

## OFFICES OF THE VICE PRESIDENT <br> FOR ALUMNI AFFAIRS AND DEVELOPMENT

Employee Census for 1997-2002


## UTILIZATION ANALYSIS

OFFICES OF THE VICE PRESIDENT FOR ALUMNI AFFAIRS AND DEVELOPMENT

|  |  |  |  |  |  | NATIVE |  |  |  | NATIVE |  | AVAIL | CURR |  | AVAIL | CURR |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | ASIAN | AMER | HISP | BLACK | ASIAN | AMER | HISP | DATA | UTIL | GOALS | DATA | UTIL | GOALS |
| NONFACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Human Resources Managers \& Sr Specialists | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.88\% | 0.00\% | 0 | 55.33\% | 100.00\% | 0 |
| Financial Managers \& Sr Specialists | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13.65\% | 0.00\% | 0 | 52.92\% | 50.00\% | 0 |
| Administrative M anagers \& Sr Specialists | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.65\% | 0.00\% | 0 | 55.51\% | 100.00\% | 0 |
| Information Technology M anagers \& Sr Specialists | 12 | 1 | 9 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 14.00\% | 8.33\% | 1 | 37.06\% | 75.00\% | 0 |
| Publications, Communications M grs \& Sr Specialists | 8 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.42\% | 0.00\% | 1 | 58.60\% | 75.00\% | 0 |
| Alumni Affairs, Development Mgrs \& Sr Specialists | 68 | 5 | 44 | 1 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 5.26\% | 7.35\% | 0 | 56.73\% | 64.71\% | 0 |
| Subtotal 01E/A/M | 93 | 6 | 63 | 1 | 0 | 0 | 0 | 3 | 2 | 0 | 0 |  | 6.45\% | 2 |  | 6.74\% | 0 |
| Human Resources Professionals | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 19.77\% | 50.00\% | 0 | 59.68\% | 100.00\% | 0 |
| Info Technology Professionals \& Operations M grs | 17 | 4 | 6 | 1 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 16.00\% | 23.53\% | 0 | 34.15\% | 35.29\% | 0 |
| Library Professionals | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.98\% | 0.00\% | 0 | 79.43\% | 100.00\% | 0 |
| Publications \& Communications Professionals | 4 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.54\% | 0.00\% | 1 | 55.46\% | 75.00\% | 0 |
| Financial Professionals \& Operations Supervisors | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.62\% | 0.00\% | 0 | 53.75\% | 100.00\% | 0 |
| Alumni Affairs and Development Professionals | 44 | 7 | 37 | 1 | 1 | 0 | 0 | 2 | 3 | 0 | 0 | 5.79\% | 15.91\% | 0 | 56.42\% | 84.09\% | 0 |
| Administrative Professionals Level I | 8 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.95\% | 0.00\% | 2 | 65.15\% | 100.00\% | 0 |
| Administrative Professionals Level II | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.13\% | 0.00\% | 1 | 65.32\% | 100.00\% | 0 |
| Subtotal $\mathbf{0}$ Professional | 81 | 12 | 62 | 2 | 1 | 0 | 1 | 3 | 5 | 0 | 0 |  | 14.81\% | 4 |  | 76.54\% | 0 |
| Financial Support | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10.86\% | 0.00\% | 0 | 81.46\% | 0.00\% | 2 |
| Staff Assistants | 78 | 17 | 62 | 1 | 2 | 0 | 0 | 6 | 4 | 0 | 4 | 16.04\% | 21.79\% | 0 | 69.62\% | 79.49\% | 0 |
| Other General Office | 11 | 2 | 8 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 15.00\% | 18.18\% | 0 | 76.25\% | 72.73\% | 0 |
| Subtotal $05 \mathrm{Sec} /$ /Clerical | 92 | 19 | 70 | 1 | 2 | 0 | 0 | 8 | 4 | 0 | 4 |  | 20.65\% | 0 |  | 76.09\% | 2 |
| GRAND TOTAL | 266 | 37 | 195 | 4 | 3 | 0 | 1 | 14 | 11 | 0 | 4 |  | 13.91\% | 6 |  | 73.31\% | 2 |


|  | 2003 G oals for M inorities |  |  |
| :--- | :---: | :---: | :---: |
| Job G roup | One-Year G oal | Current <br> Population | Target Population <br> for 2003 |
| Non-faculty |  |  |  |
| IT Mgrs. \& Sr. Specs. |  |  |  |
| Publications, Comm. Mgrs \& Sr. Specs | 1 | 1 | 2 |
| Publication \& Comm. Profs. | 1 | 0 | 1 |
| AdministrativeProfs. Level I | 2 | 0 | 1 |
| Administrative Profs. Level II | 1 | 0 | 2 |
| Non-faculty Total |  |  |  |

2003 G oals for M inorities

| Job Group | $\underline{\text { One-Year G oal }}$ | Current <br> Population | Target P <br> for 2 |
| :--- | :---: | :---: | :---: | :---: |
| Non-faculty |  |  |  |
| Financial Support | 2 | 0 | 2 |
| Non-faculty Total | 2 |  |  |

# THE OFFICE OF THE VICE PRESIDENT FOR FINANCE 

FINANCIAL ADMINISTRATION

Over the past year, the departments of Financial Administration made great strides toward our 2002 Affirmative Action goals. Our data indicates that our utilization remains high among women and minorities in the majority of job areas, and we will continue to be proactive in our efforts to recruit, retain, and develop qualified women and minorities in specific job categories and to Financial Administration in general.

## Progress Towards Last Year's Goals

- The FAD employee population remained stable in 2002, increasing by $2.5 \%$ (eight positions). De spite the nominal growth, we showed great overall improvement in our utilization of women and slight improvement in our utilization of minorities. Evidenced by the fact that our goals for both women and minorities have decreased, Financial Administration remains committed to the sourcing, recruitment, and retention of these groups. Of significant note for FY02:
- Among the $\mathrm{E} / \mathrm{A} / \mathrm{M}(01)$ groups, the total number of minorities increased by three, the number of women remained stable. Despite the increase in the total number of minorities in this group, we continue to have a goal of one minority to bring us to full utilization. Our underutilization of women in this group decreased by $4.5 \%$ and we now have one goal in this population.
- In the Professional and N on-faculty (02) groups, the total number of minorities increased by one, the number of women increased by five. We improved our goals for women significantly from one to zero, goals for minorities increased by one.
- A mong the Secretarial/ Clerical (05) groups FAD had great success in the goals for minorities and women in 2002, despite a 4\% decrease in the population of this job category. We met our minority goal for last year and this category is now fully utilized. We have also made great progress in our utilization of women and this coming year we will have a goal of two in comparison to last year's goal of fourteen.


## A reas of Current Underutilization

We are very pleased the Financial Administration has shown overall improvement over the past year. Although we have made improvement, we are aware that we need to remain proactive in the recruitment and retention of minorities and women in all categories, as mentioned above. To address this need, we will continue to make all hiring managers aware of the current underutilization so that they can take a leadership role in seeking qualified candidates.

## Strategies D esigned to Alleviate Underutilization of Women and Minorities

## Hiring Strategies

- Financial Administration will continue to aggressively post open positions to web-based recruiting sites that are targeted to a diverse population, such as IMDiversity and HireDiversity. We will also continue to advertise our positions in local and national publications that are geared toward people of col or. In the past year we advertised in: Black Issues in Higher Education, Sampan and $\mathrm{EI} M$ undo.
- Employees of Financial Administration's Human Resources department will participate in activities with Team Harvard, which partners with the N ational Association of Asian American Professionals, Latino Professional Network, National Society of Hispanic MBAs, and National Association of Black Accountants. By networking with these groups we seek to increase our pool of diverse applicants and market Harvard as an employer of choice.
- Our managers will continue to participate in professional organizations that are specific to their industry, seeking opportunities to network and establish relationships with potential diverse candidates for open and/ or future positions.
- Recognizing the importance of diversity to the success of Financial Administration in this market place, we will add "diversity" as a competency to our existing Financial Administration's Performance Development Plan by June 2003.


## Retention Strategies

- To ensure a welcoming, comfortable environment, the new-hire orientation for Financial Administration will be updated, and will continue to supplement the general Harvard Orientation Program. In addition to the Harvard and FAD Orientation Programs, and FAD N ew Hire Network Program will be implemented in January 2003. New FAD employees will have a designated "host" that will help in getting new staff get successfully acclimated and integrated into our organization.
- In order to note trends in the workplace and potential problem areas, we will redesign the Exit Interview and the process for conducting it. Information from these interviews will give managers the feedback they need to improve their workplace, and encourage them to continue what they do well.
- We will carry on our sponsorship of cultural and social events throughout Financial Administration to bring all employees together in a welcoming manner. Hosting events such as potluck lunches, bringing in speakers to discuss diversity in the workplace, and teambuilding exercises. Also acknowledging employees' milestones such as work anniversaries, birthdays, and family events.
- We will continue to establish new ways to improve communication throughout Financial Administration to ensure that employees understand how their work contributes to the overall success of FAD and the University. Key to our workforce is the communication of our mission, and linking our mission with that of the University. FAD is in the course of drafting a Workplace Values document that will connect the University's mission with FAD, enabling staff to realize how their contributions aretied to the larger organization. We will continue to encourage regular communication vehicles such as electronic newsletters and town hall meetings with Senior Management.
- Thefostering of an environment where diversity is recognized is an essential factor to our continued success. To ensure this outcome, the work of the Diversity Advisory Group will continue to be supported by Senior Management.
- FAD will continue to utilize the recommendations from the results of the Great Place to Work Survey, which was originally administered in 1999, and again in 2002, to assist in assessing, planning, and implementing programs that will create a positive work environment at FAD and the University at large.


## Promotion and Training Opportunities

- Senior M anagement participated on a one and one-half day training session on Diversity, which was part of the Diversity Council initiatives. We look forward to having all staff participate in a
half-day training session by the end of CY03. These training sessions are geared toward educating staff on the importance of integrating diversity into the FAD culture and developing sensitivity to differences across various diversity dimensions (e.g. race, religion, ethnicity, gender, job classification).
- We will proactively seek out high performing women and minorities in Financial Administration to send them to either Foundations of Leadership or Leadership in Action training. In addition to leadership training, we will continue to encourage employees to develop their proficiency by attending any of a number of training courses offered here at Harvard.
- The development of a succession plan that identifies strong internal candidates will ensure that those candidates receive training in areas that may be necessary for them to progress in their profession in Financial Administration and at Harvard.

Nonfaculty Employee Census for 1997-2002

|  | 1997 |  | 1998 *** |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| E/A/M* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 83 |  | 84 |  | 103 |  | 81 |  | 85 |  | 91 |  |
| Women | 54 | (65.1\%) | 52 | (61.9\%) | 68 | (66.0\%) | 61 | (75.3\%) | 58 | (68.2\%) | 58 | (63.7\%) |
| Minorities | 5 | (6.0\%) | 8 | (9.5\%) | 11 | (10.7\%) | 9 | (11.1\%) | 11 | (12.9\%) | 14 | (15.4\%) |
| Professional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 81 |  | 94 |  | 109 |  | 98 |  | 88 |  | 96 |  |
| Women | 54 | (66.7\%) | 67 | (71.3\%) | 77 | (70.6\%) | 69 | (70.4\%) | 70 | (79.5\%) | 75 | (78.1\%) |
| Minorities | 15 | (18.5\%) | 21 | (22.3\%) | 19 | (17.4\%) | 14 | (14.3\%) | 20 | (22.7\%) | 21 | (21.9\%) |
| Technical/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Paraprofessional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Secretarial/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 156 |  | 137 |  | 136 |  | 138 |  | 151 |  | 145 |  |
| Women | 121 | (77.6\%) | 99 | (72.3\%) | 101 | (74.3\%) | 106 | (76.8\%) | 114 | (75.5\%) | 115 | (79.3\%) |
| Minorities | 31 | (19.9\%) | 31 | (22.6\%) | 33 | (24.3\%) | 37 | (26.8\%) | 45 | (29.8\%) | 47 | (32.4\%) |
| Skilled Crafts |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |

## Service/

Maintenance
$\left.\begin{array}{llllllllllll}\text { Total } & \mathbf{0} & & \mathbf{0} & \mathbf{0} & & \mathbf{0} & & \mathbf{0} & & \mathbf{0} & \\ \text { Women } & 0 & (0.0 \%) & 0 & (0.0 \%) & 0 & (0.0 \%) & 0 & (0.0 \%) & 0 & (0.0 \%) & 0 \\ (0.0 \%) \\ \text { Minorities } & 0 & (0.0 \%) & 0 & (0.0 \%) & 0 & (0.0 \%) & 0 & (0.0 \%) & 0 & (0.0 \%) & 0\end{array}\right)(0.0 \%)$

| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 320 |  | 315 |  | 348 |  | 317 |  | 324 |  | 332 |  |
| Women | 229 | (71.6\%) | 218 | (69.2\%) | 246 | (70.7\%) | 236 | (74.4\%) | 242 | (74.7\%) | 248 | (74.7\%) |
| Minorities | 51 | (15.9\%) | 60 | (19.0\%) | 63 | (18.1\%) | 60 | (18.9\%) | 76 | (23.5\%) | 82 | (24.7\%) |

* Executive/ Administrative/ Managerial
** As of January 1, 1996, the Office of Information Technology, formerly reporting to the Vice President of Finance, was renamed Uni versity Information Service and since then is reported under the Offices of the President.
*** In 1998, LA SPAU and HIID, formerly included in the Offices of the VicePresident for Finance, were dassified as Allied Institutions. The Offices of theVice President for Finance now include the Financial Administration only.


## UTILIZATION ANALYSIS

## OFFICES OF THE VICE PRESIDENT FOR FINANCE

## Financial Administration

|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | NATIVE |  |  | BLACK | NATIVE |  |  | AVAIL DATA | CURR <br> UTIL GOALS |  | AVAIL DATA | CURR <br> UTIL GOALS |  |
|  |  |  |  |  | ASIAN | AMER | HISP |  | ASIAN | AMER | HISP |  |  |  |  |  |  |
| NONFACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Financial M anagers \& Sr Specialists | 62 | 10 | 41 | 2 | 0 | 0 | 0 | 4 | 3 | 0 | 1 | 13.65\% | 16.13\% | 0 | 52.92\% | 66.13\% | 0 |
| Administrative M anagers \& Sr Specialists | 11 | 2 | 5 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 16.65\% | 18.18\% | 0 | 55.51\% | 45.45\% | 1 |
| Information Technology M anagers \& Sr Speciali | 18 | 2 | 12 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 14.00\% | 11.11\% | 1 | 37.06\% | 66.67\% | 0 |
| Subtotal 01 E/A/M | 91 | 14 | 58 | 2 | 1 | 0 | 1 | 4 | 4 | 0 | 2 |  | 15.38\% | 1 |  | 63.74\% | 1 |
| Human Resources Professionals | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.77\% | 0.00\% | 0 | 59.68\% | 100.00\% | 0 |
| Info Technology Professionals \& Operations Mg | 22 | 2 | 13 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 16.00\% | 9.09\% | 2 | 34.15\% | 59.09\% | 0 |
| Financial Professionals \& Operations Supervisoı | 69 | 19 | 58 | 1 | 1 | 0 | 0 | 7 | 5 | 0 | 5 | 14.62\% | 27.54\% | 0 | 53.75\% | 84.06\% | 0 |
| Administrative Professionals Level I | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.95\% | 0.00\% | 0 | 65.15\% | 100.00\% | 0 |
| Faculty and Student Services Professionals | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.20\% | 0.00\% | 0 | 56.28\% | 100.00\% | 0 |
| Administrative Professionals Level II | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.13\% | 0.00\% | 0 | 65.32\% | 50.00\% | 0 |
| Subtotal 02 Profs./Nonfac. | 96 | 21 | 75 | 1 | 2 | 0 | 0 | 8 | 5 | 0 | 5 |  | 21.88\% | 2 |  | 78.13\% | 0 |
| Financial Support | 80 | 27 | 63 | 2 | 1 | 0 | 3 | 7 | 8 | 1 | 5 | 10.86\% | 33.75\% | 0 | 81.46\% | 78.75\% | 2 |
| Staff Assistants | 51 | 18 | 41 | 1 | 0 | 0 | 1 | 13 | 1 | 0 | 2 | 16.04\% | 35.29\% | 0 | 69.62\% | 80.39\% | 0 |
| Other General Office | 14 | 2 | 11 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 15.00\% | 14.29\% | 0 | 76.25\% | 78.57\% | 0 |
| Subtotal 05 Sec./Clerical | 145 | 47 | 115 | 3 | 1 | 0 | 4 | 20 | 10 | 1 | 8 |  | 32.41\% | 0 |  | 79.31\% | 2 |
| GRAND TOTAL | 332 | 82 | 248 | 6 | 4 | 0 | 5 | 32 | 19 | 1 | 15 |  | 24.70\% | 3 |  | 74.70\% | 3 |

## 2003 G oals for M inorities

| Job G roup | One-Year G oal | Current <br> Population | Target Population <br> for 2003 |
| :--- | :---: | :---: | :---: | :---: |
| Non-faculty |  |  |  |
| IT Managers \& Sr. Specialists 1 2 |  |  |  |
| IT Prof. \& Operations M grs. | 2 | 2 | 3 |
| Non-faculty Total | 3 |  | 4 |

2003 G oals for Women
Current
Population

5
63

Target Population for 2003

1
Non-faculty
Administrative M grs. \& Sr. Spec.
Financial Support 2
Non-faculty Total 3

## OFFICE OF THE VICE PRESIDENT AND GENERAL COUNSEL

The Office of the General Counsel and the Police and Security Department make up the offices of the Vice President and General Counsel. Consistent with University policy, these offices are committed to ensuring nondiscrimination and affirmative action in employment. The Vice President and General Counsel has assigned affirmative action and equal employment opportunity responsibilities to the Associate Director for Finance and Administration in the Police and Security Department and the Deputy General Counsel in the Office of the General Counsel.

Statistics for the utilization analysis for the Office of the General Counsel and the Police and Security De partment are presented separately.

## Progress Toward Last Year's G oals

Last year the Office of the General Counsel had one minority goal for the staff assistant category. The position in this category which was vacated last year was eliminated and, thus, there were no hiring opportunities in this job group. There was one hiring opportunity in the legal professional category. There are no minority goals in this category.

The Harvard University Police Department posted twenty-six positions this fiscal year, and filled seventeen, the majority of which were in the police job categories. We were successful in actively recruiting and hiring two minority males and two females to fill police vacancies. These hires were goals that were previously identified.

## A reas of Current Underutilization

The Office of the General Counsel currently has one minority goal in the staff assistant category. There was no turnover in this category during the past year.

This year the Police Department had three retirements that created new opportunities for the department to employ an additional eight police officers. In the Administrative Professional Level, the Department also fulfilled its goal of hiring one woman in this category.

The Police Department anticipates new opportunities due to the University's demand for increased security after September 11, 2001. Given that demand, the Department will likely have the opportunity to meet or exceed its goals for women and minority police professionals. While there is a goal to hire four additional security guards, the University has decided to not hire any guards at this time.

It should be noted that there is competition for women and minority candidates that are interested in a career in police and law enforcement. As such, the Department will continue to aggressively pursue individuals in these categories.

## Strategies D esigned to Alleviate Underutilization of Women and Minorities

## Hiring Strategies

When hiring opportunities arise, the office has more recently relied upon the University's hiring system for our pool of candidates and have found that its on-line posting system (HIRES) elicits a more diverse pool of candidates than previous advertising efforts.

## Promotion and Training Opportunities

Because of the relatively small size of the Office of the General Counsel, there are very limited promotional opportunities within the office; however, all employees are encouraged to enhance their professional development by utilizing available training opportunities both within and outside the University.

## Retention and Climate

This office continues its efforts to enhance the retention and climate in the office. The office has met with its employees and discussed the favorable results of the most recent Great Place to Work Survey (2002). The office plans to have functions on a more regular basis that will bring staff together informally. Additionally, the office has also met with its employees to discuss the University Values Statement. We continue to encourage all staff to utilize training opportunities, both within and outside of the University.

## OFFICES OF THE VICE PRESIDENT AND GENERAL COUNSEL

Employee Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| E/A/M* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 6 |  | 5 |  | 6 |  | 6 |  | 6 |  | 5 |  |
| Women | 2 | (33.3\%) | 3 | (60.0\%) | 3 | (50.0\%) | 3 | (50.0\%) | 3 | (50.0\%) | 1 | (20.0\%) |
| Minorities | 2 | (33.3\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Professional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 35 |  | 35 |  | 31 |  | 35 |  | 37 |  | 36 |  |
| Women | 9 | (25.7\%) | 9 | (25.7\%) | 11 | (35.5\%) | 14 | (40.0\%) | 15 | (40.5\%) | 16 | (44.4\%) |
| Minorities | 3 | (8.6\%) | 4 | (11.4\%) | 4 | (12.9\%) | 7 | (20.0\%) | 7 | (18.9\%) | 7 | (19.4\%) |
| Technical/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Paraprofess |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Secretarial/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 15 |  | 19 |  | 22 |  | 20 |  | 21 |  | 24 |  |
| Women | 10 | (66.7\%) | 14 | (73.7\%) | 16 | (72.7\%) | 15 | (75.0\%) | 14 | (66.7\%) | 14 | (58.3\%) |
| Minorities | 2 | (13.3\%) | 3 | (15.8\%) | 4 | (18.2\%) | 1 | (5.0\%) | 2 | (9.5\%) | 3 | (12.5\%) |
| Skilled Crafts |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Service/ |  |  |  |  |  |  |  |  |  |  |  |  |
| M aintenanc |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 108 |  | 95 |  | 77 |  | 77 |  | 69 |  | 69 |  |
| Women | 8 | (7.4\%) | 9 | (9.5\%) | 13 | (16.9\%) | 13 | (16.9\%) | 12 | (17.4\%) | 13 | (18.8\%) |
| Minorities | 23 | (21.3\%) | 21 | (22.1\%) | 16 | (20.8\%) | 14 | (18.2\%) | 13 | (18.8\%) | 14 | (20.3\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 164 |  | 154 |  | 136 |  | 138 |  | 133 |  | 134 |  |
| Women | 29 | (17.7\%) | 35 | (22.7\%) | 43 | (31.6\%) | 45 | (32.6\%) | 44 | (33.1\%) | 44 | (32.8\%) |
| Minorities | 30 | (18.3\%) | 28 | (18.2\%) | 24 | (17.6\%) | 22 | (15.9\%) | 22 | (16.5\%) | 24 | (17.9\%) |

## UTILIZATION ANALYSIS

GENERAL COUNSEL

|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | NATIVE |  |  | BLACK | NATIVE |  |  | AVAIL DATA | CURR UTIL | GOAL | AVAIL CURR DATA UTIL |  | GOAL |
|  |  |  |  |  | ASIAN | AMER | HISP |  | ASIAN | AMER | HISP |  |  |  |  |  |  |
| NONFACULTY <br> Administrative Managers \& Sr Specialists | 5 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.44\% | 0.00\% | 1 | 55.81\% | 20.00\% | 2 |
| Subtotal 01 E/A/M | 5 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% | 1 |  | 20.00\% | 2 |
| Information Technology Professionals | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.19\% | 0.00\% | 0 | 35.94\% | 100.00\% | 0 |
| Technical Professionals, Sr Specialists/ M anagers | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12.50\% | 0.00\% | 0 | 22.71\% | 0.00\% | 0 |
| Police Professionals | 16 | 3 | 2 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 17.10\% | 18.75\% | 0 | 12.54\% | 12.50\% | 0 |
| Legal Professionals | 12 | 2 | 8 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 7.50\% | 16.67\% | 0 | 26.08\% | 66.67\% | 0 |
| Financial Professionals \& Operation Supvrs. | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 14.62\% | 100.00\% | 0 | 53.75\% | 100.00\% | 0 |
| Administrative Professionals Level II | 3 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.13\% | 0.00\% | 1 | 65.32\% | 66.67\% | 0 |
| Human Resources Professionals | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 19.77\% | 100.00\% | 0 | 59.68\% | 100.00\% | 0 |
| Subtotal 02 Profs./Nonfac. | 36 | 7 | 16 | 1 | 0 | 0 | 1 | 2 | 0 | 0 | 3 |  | 19.44\% | 1 |  | 44.44\% | 0 |
| Staff Assistants | 11 | 0 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.04\% | 0.00\% | 2 | 69.62\% | 100.00\% | 0 |
| Other General Office | 13 | 3 | 3 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 15.00\% | 23.08\% | 0 | 76.25\% | 23.08\% | 7 |
| Subtotal 05 Sec./Clerical | 24 | 3 | 14 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 |  | 1250\% | 2 |  | 58.33\% | 7 |
| Police | 50 | 7 | 10 | 6 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 21.86\% | 14.00\% | 4 | 21.20\% | 20.00\% | 1 |
| Guards | 19 | 7 | 3 | 5 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 25.58\% | 36.84\% | 0 | 37.53\% | 15.79\% | 4 |
| Subtotal 08 Service/Maintenance | 69 | 14 | 13 | 11 | 0 | 0 | 1 | 1 | 1 | 0 | 0 |  | 20.29\% | 4 |  | 18.84\% | 5 |
| NONFACULTY TOTAL | 134 | 24 | 44 | 13 | 0 | 0 | 4 | 3 | 1 | 0 | 3 |  | 17.91\% | 8 |  | 3284\% | 14 |
| GRAND TOTAL | 134 | 24 | 44 | 13 | 0 | 0 | 4 | 3 | 1 | 0 | 3 |  | 17.91\% | 8 |  | 3284\% | 14 |

## OFFICES OF THE VICE PRESIDENT AND GENERAL COUNSEL

(exduding Police and Security)

|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | NATIVE |  |  | BLACK | NATIVE |  |  | AVAIL CURR DATA UTIL GOALS |  |  | AVAIL CURR DATA UTIL GOALS |  |  |
|  |  |  |  |  | ASIAN | AMER | HISP |  | ASIAN | AMER | HISP |  |  |  |  |  |  |
| NONFACULTY <br> Administrative M grs. \& Sr. Specs. | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.65\% | 0.00\% | 0 | 55.51\% | 50.00\% | 0 |
| Subtotal 01E/A/M | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% |  |  | 50.00\% |  |
| Information Technology Professionals | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.00\% | 0.00\% | 0 | 34.15\% | 100.00\% | 0 |
| Legal Professionals | 12 | 2 | 8 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 7.44\% | 16.67\% | 0 | 26.05\% | 66.67\% | 0 |
| Administrative Professionals Level II | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.13\% | 0.00\% | 0 | 65.32\% | 100.00\% | 0 |
| Subtotal $\mathbf{0 2}$ Profs./Nonfac. | 14 | 2 | 10 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |  | 14.29\% |  |  | 71.43\% |  |
| Staff Assistants | 7 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.04\% | 0.00\% | 1 | 69.62\% | 100.00\% | 0 |
| Other General Office | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15.00\% | 0.00\% | 0 | 76.25\% | 100.00\% | 0 |
| Subtotal $05 \mathbf{S e c} /$ /Clerical | 9 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% |  |  | \#\#\#\#\#\# |  |
| GRAND TOTAL | 25 | 2 | 20 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |  | 8.00\% | 1 |  | 80.00\% | 0 |

## UTILIZATION ANALYSIS

POLICE AND SECURITY


2003 G oals for M inorities

| Job Group | One-Year G oal | Current <br> Population | Target Population <br> for 2003 |  |
| :--- | :---: | :---: | :---: | :---: |
| Non-faculty |  |  |  |  |
| Staff Assistant 2 0 <br> Police5 7 12 |  |  |  |  |
| Non-faculty Total | 7 |  | 2 |  |
|  |  |  |  |  |

2003 G oals for Women

| Job Group | One-Year Goal | Current <br> Population | Target Po for 20 |
| :---: | :---: | :---: | :---: |
| Non-faculty |  |  |  |
| Administrative M grs. \& Sr. Specs. | 2 | 0 | 2 |
| Other General Office | 7 | 1 | 8 |
| Police1 | 10 | 11 |  |
| Guard | 4 | 3 | 7 |
| Non-faculty Total | 14 |  |  |

## OFFICES OF THE VICE PRESIDENT FOR GOVERNMENT, COMMUNITY AND PUBLIC AFFAIRS

This affirmative action plan includes all employees in the Office of Government, Community, and Public Affairs. The Vice-President, Associate Vice-President and senior managers share affirmative action responsibilities for the Office.

## Progress Toward Last Year's G oals

Last year we had an unusual amount of turnover, which presented us with a great opportunity to seek out minority and women candidates. In the last year we filled four vacant positions, while creating and filling four additional positions. Half of the positions were filled by minorities, three of whom are women.

Our overall goals in 2002 were two minorities, one each in the Publications, Communication, and Professional and Technical/ Paraprofessional categories; and three women, one each in the Publication, Communication, and Professional, Staff Assistant, and Other General Office categories.

While we were able to meet and exceed our goals overall, there remains the goal of hiring a minority in the Technical and Paraprofessional category. We did hire two minorities, one female, in the Publications, Communication, and Professional category and two minority females were hired into the Staff Assistant and Other General Office category. A minority female was promoted internally from the staff assistant category to a role in the Publications, Communication and Professional category.

## A reas of Current Underutilization

As noted above, minorities were underrepresented in the Technical and Mechanical category. While we do not expect any changes in staffing in this category, we remain attentive to the needs of finding minorities and women to fill these roles as they become available in the future.

Currently, our goal is to hire three women: one in the E/ A/ M category and two in the Publications and Communications Professional category. We hope to achieve these goals in the coming weeks as we have three vacant positions, representing these categories, and our top candidate choices are all women.

## Strategies D esigned to Alleviate Underutilization of Minorities and Women

Several strategies are used to alleviate underutilization. Minorities make up 30\% of our senior managers, while women make up $50 \%$. Having strong representation at this level is especially important as this group shares the affirmative action responsibility for the office. We make an effort to recruit in our host communities of Boston, Cambridge and Watertown and seek minority and women candidates as widely as possible, often advertising in minority publications and using the minority recruiters in the Office of Human Resources. We are particularly mindful of the need to retain the talented minorities that we have hired and make every effort to create a collegial and welcoming environment for them and to support their professional and personal development at Harvard.

OFFICES OF THE VICE PRESIDENT
FOR GOVERNMENT, COMMUNITY, AND PUBLIC AFFAIRS
Employee Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Research |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 1 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 1 | (100.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| E/A/M* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 12 |  | 10 |  | 9 |  | 12 |  | 12 |  | 11 |  |
| Women | 4 | (33.3\%) | 4 | (40.0\%) | 4 | (44.4\%) | 5 | (41.7\%) | 6 | (50.0\%) | 5 | (45.5\%) |
| Minorities | 2 | (16.7\%) | 2 | (20.0\%) | 2 | (22.2\%) | 4 | (33.3\%) | 4 | (33.3\%) | 3 | (27.3\%) |
| Professional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 7 |  | 8 |  | 13 |  | 11 |  | 7 |  | 15 |  |
| Women | 5 | (71.4\%) | 5 | (6.5\%) | 8 | (61.5\%) | 6 | (54.5\%) | 4 | (57.1\%) | 8 | (53.3\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 1 | (7.7\%) | 0 | (0.0\%) | 0 | (0.0\%) | 3 | (20.0\%) |
| Technical/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Paraprofessi |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 3 |  | 3 |  | 4 |  | 6 |  | 6 |  | 5 |  |
| Women | 1 | (33.3\%) | 1 | (33.3\%) | 1 | (25.0\%) | 3 | (50.0\%) | 3 | (50.0\%) | 3 | (60.0\%) |
| Minorities | 1 | (33.3\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Secretarial/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Clerical |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 11 |  | 12 |  | 13 |  | 15 |  | 13 |  | 15 |  |
| Women | 9 | (81.8\%) | 9 | (75.0\%) | 10 | (76.9\%) | 11 | (73.3\%) | 10 | (76.9\%) | 11 | (73.3\%) |
| Minorities | 1 | (9.1\%) | 3 | (25.0\%) | 3 | (23.1\%) | 3 | (20.0\%) | 3 | (23.1\%) | 3 | (20.0\%) |
| Skilled Crafts |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Service/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Maintenance |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 34 |  | 33 |  | 39 |  | 44 |  | 38 |  | 46 |  |
| Women | 20 | (58.8\%) | 19 | (57.6\%) | 23 | (59.0\%) | 25 | (56.8\%) | 23 | (60.5\%) | 27 | (58.7\%) |
| Minorities | 4 | (118\%) | 5 | (15.2\%) | 6 | (15.4\%) | 7 | (15.9\%) | 7 | (18.4\%) | 9 | (19.6\%) |

## UTILIZATION ANALYSIS

OFFICES OF THE VICE PRESIDENT FOR GOVERNMENT, COMMUNITY, AND PUBLIC AFFAIRS

|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | NATIVE |  |  | BLACK | NATIVE |  |  | AVAIL DATA | CURR <br> UTIL | GOALS | AVAIL DATA | CURR <br> UTIL | GOALS |
|  |  |  |  |  | ASIAN | AMER | HISP |  | ASIAN | AMER | HISP |  |  |  |  |  |  |
| NONFACULTY Administrative M anagers \& Sr Specialists | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.65\% | 0.00\% | 0 | 55.51\% | 0.00\% | 0 |
| Publications, Communications M grs \& Sr Speciali | 10 | 3 | 5 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | $16.65 \%$ $14.42 \%$ | 30.00\% | 0 | 58.51\% | 50.00\% | 1 |
| Subtotal 01E/A/M | 17 | 3 | 5 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 |  | 27.27\% | 0 |  | 45.45\% | 1 |
| Library Professionals | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.98\% | 0.00\% | 0 | 79.43\% | 100.00\% | 0 |
| Publications \& Communications Professionals | 12 | 3 | 5 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 14.54\% | 25.00\% | 0 | 55.46\% | 41.67\% | 2 |
| Administrative Professionals Level II | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.13\% | 0.00\% | 0 | 65.32\% | 100.00\% | 0 |
| Subtotal 02 Professional | 15 | 3 | 8 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |  | 20.00\% | 0 |  | 53.33\% | 2 |
| Technician/ Mechanical | 5 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.45\% | 0.00\% | 1 | 43.03\% | 60.00\% | 0 |
| Subtotal 03Tech./Para. | 5 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% | 1 |  | 60.00\% | 0 |
| Staff Assistants | 12 | 2 | 9 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 16.04\% | 16.67\% | 0 | 69.62\% | 75.00\% | 0 |
| Other General Office | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 15.00\% | 33.33\% | 0 | 76.25\% | 66.67\% | 0 |
| Subtotal $05 \mathrm{Sec} /$ /Clerical | 15 | 3 | 11 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 1 |  | 20.00\% | 0 |  | 73.33\% | 0 |
| NONFACULTY TOTAL | 46 | 9 | 27 | 2 | 0 | 0 | 0 | 5 | 1 | 0 | 1 |  | 19.5\%\% | 1 |  | 58.70\% | 3 |
| GRAND TOTAL | 46 | 9 | 27 | 2 | 0 | 0 | 0 | 5 | 1 | 0 | 1 |  | 19.5\% | 1 |  | 58.70\% | 3 |

## OFFICES OF THE VICE PRESIDENT

## FOR GOVERNMENT, COMMUNITY AND PUBLIC AFFAIRS

2003 G oals for M inorities

| Job G roup | $\underline{\text { One-Year G oal }}$ | Current <br> Population | Target Population <br> for 2003 |
| :--- | :---: | :---: | :---: | :---: |
| Non-faculty |  |  |  |
| Technician/ Mechanical | 1 | 0 | 1 |
| Non-faculty Total | 1 |  |  |

2003 G oals for Women

Job Group $\quad$ One-Year G oal $\quad$\begin{tabular}{c}
Current <br>
Population

$\quad$

Target Population <br>
for 2003
\end{tabular}

Non-faculty

| Pub. \& Comm. Mgrs. \& Sr. Specs. | 1 | 5 | 6 |
| :--- | :--- | :--- | :--- |
| Pub. \& Comm. Profs. | 2 | 5 | 8 |
| Non-faculty Total | 3 |  |  |

## ALLIED INSTITUTIONS

LASPAU: Academic And Professional Programs For The Americas

Memorial Church

Nieman Foundation

Harvard Student Agencies

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## ALLIED INSTITUTIONS

The Allied Institutions include LASPAU, Memorial Church, the Nieman Foundation and the Harvard Student Agencies. Before 1998, HIID and LASPAU were reported under the Office of the Vice President of Finance; Memorial Church and the Nieman Foundation were included in the Office of the President.

During 1999, Provost Harvey V. Fineberg appointed a Faculty Task Force to examine the operations of HIID. In January of 2000 the task force made a recommendation to distribute the function of HIID to the appropriate faculties within Harvard University and dissolve the Institute as a distinct entity effective June 30, 2000. The largest transfer of functions was to the Kennedy School. Twenty former HIID employees transferred to the Kennedy School between July 1, 2000 and October 31, 2000.

## LASPAU: ACADEMIC AND PROFESSIONAL PROGRAMS FOR THE AMERICAS

LASPAU is committed to recruiting, retaining, developing and promoting a diverse workforce by offering a flexible and innovative workplace. This commitment to action thus enables us to enhance our organization's competencies and thereby our success here at Harvard and in the international community.

## Progress Toward Last Year's G oals

There were twelve opportunities to hire staff during the year. Eight of these positions were filled by women (two were minority) and four by men (one minority). Of staff promoted in this group of hires during the year, four were women, and two of these women were minorities. One staff member of color transferred to another Harvard unit due to a promotional opportunity, and we now have a closer collaboration with that unit as a result. Two of the openings this year resulted from the procurement of new programs that allowed re-hire and continuation of LASPAU staff members.

Although we did not have new overall goals to hire persons of color, we planned and continued efforts to create more diversity among our staff, especially the representation of African-American and Asian staff. We focused on recruitment and retention of A frican-A merican and Asian candidates with experience and interest in Latin American issues with skill sets specifically in the Financial and Administrative job categories. We have one A frican-A merican and two A sian staff members in these job groups.

When we lack openings in specific categories that traditionally have shown underutilization of women and minorities such as Development, we offer informational interviews (provided by professional staff in the unit, as well as by Human Resources) in an effort to attract future candidates. Last year, 50\% of those interviewed were women and almost $50 \%$ of the pool were persons of color. This has resulted in contracted or temporary work for external candidates who are interested in LASPAU. These individuals indicate their interest in future regular positions, and resumes are kept on file to enhance future candidate pools. For instance, this year, two persons of color accepted research fellowships at LASPAU.

Recruitment efforts of the past year included participation by our Human Resources unit at the University Career Forum in June. Regular communication with staff for networking referrals yielded candidates as well. Pursuit of Spanish, Portuguese, and French language courses is encouraged in the Staff Assistant job category as appropriate, specifically. Proficiency in this area is crucial to taking on higher level work at LASPAU.

## A reas of Current Underutilization

We do not have any areas of underutilization currently, but continue to work to maintain and increase our staff diversity. We will continue to offer informational interviews and follow-up communication with a focus on educating candidates about the work of LASPAU and University employment. We will also continue when possible to create short-term employment as a pipeline for future opportunities. In 2002, this approach resulted in retention of an African-American male in our information technology unit as a temporary employee. We hope to refer him on for regular University employment when this project ends since he has expressed interest in this path. We continued to collaborate with the Cambridge Workforce Initiative and employed a Latina student for the summer and academic year. We coach current staff regarding careers in higher education administration and how to navigate career paths at H arvard.

## Strategies D esigned to Alleviate Underutilization of Minorities and Women

## Hiring Strategies

One source for regular staffing that has been quite successful is our temporary staff pool. When an opportunity arises, it is posted internally and shared at area locations. Temporary employees periodically join our regular staff, and this past year one woman did. When regular positions are posted, affirmative action information is shared with the hiring manager and a recruitment plan developed. We will continue to maintain our goal of having at least one person of color in the final candidate pool for each open search.

Referrals from internal and external colleagues has led to successful recruitment. We will attend academically geared recruiting events such as the Harvard Career Forum and will also invite hiring managers to these events. When we are able, we refer candidates al ong to other Harvard units if we lack an appropriate opening. We will continue to advertise positions as appropriate using our recruiting contact list for area organizations or in publications.

## Promotion and Training Opportunities

LASPAU is committed to career planning for all staff. Within that, we have strong commitment to grooming and promoting women for senior positions. All current employees participate in an annual performance appraisal process that includes discussions on career development. This proved to be quite helpful in planning use of resources. For instance, the opportunity to attend conferences has been cited by senior staff as a way to gain exposure to the field. As a result, both exempt and non-exempt female staff attended a higher education conference in 2002 that was financially supported by LASPAU.

We promote the use of TA P, leadership training and other training tools like computer-based training and maintain a library containing books and software of interest, including diversity materials. We host brown bag lunches that are open to all staff (subjects ranging from computer management techniques to field notes from Brazil or sister organizations). These provide a forum for sharing of experience and information that has proven key for enabling staff to address training goals. Although our resources are quite limited, we are pleased to report that human resources training dollars were again set aside so that three staff may attend the Harvard leadership training.

As we work with Harvard to create a more diverse range of services to the University community here, we look forward to crafting collaborative ventures such as in-service training and forums that may bring HU staff and students together with the LASPAU community to foster cross-cultural dialogue and exchange. We will focus on bringing board members and our new Harvard University advisory board in closer contact with staff so that they have opportunities for connection, as well. As part of our efforts around community outreach, we were able to donate used computer equipment to the Cambridge Public Schools this year. We also now serve as host for Latino Roots, a Boston non-profit educational organization.

## Retention and Climate

Treating employees as customers with the intent to focus on meeting their needs is the strategic approach needed to continue to increase our diversity and success. LASPAU senior management has historically addressed diversity issues, policy and action. The team addresses diversity issues around recruitment and retention (training, compensation, mentoring) and is open to ideas from all staff concerning enhancement of our work environment. Full staff meetings now occur monthly so that staff can gain information about general business trends and upcoming job opportunities within the organization. The staff meetings have been combined with the more informal monthly staff gatherings that we call Fiestas which are geared to be culturally specific based on staff input and coordination. We are committed to being a family friendly organization for all staff and support flexible scheduling and telecommuting. This past year we piloted more job sharing, as well. Human Resources provides regular communication both individually and formally concerning these options with the knowledge that, traditionally, minority and female staff have felt less comfortable pursuing such benefits in the workplace.

A friendly and open work environment that fosters sharing of ideas, feedback, and learning is key to our success. The LASPAU orientation program includes a welcome packet sent before a new staff member comes on board and a learning plan that includes exposure to different aspects of LASPAU 's mission and work. We use our internal web site to list position openings and policy information for easy access by staff. Our Informaltivo newsletter is the vehicle used to share proud moments (graduations, new hires, and anniversaries). A ny staff member who wishes to share experiences and information with others can sponsor informal lunches. Events such as the holiday potluck allow staff a chance to generate, plan, and participate in activities with a cultural focus.

The performance management process was enhanced to include the chance for staff to comment on their career progress. We continue to seek ways to share information about University resources in order to connect female and minority staff to the broader community here at Harvard and nurture and manage our talent pool.

We hope that our hiring patterns in 2003 will enable us to maintain our current level of diversity and, if possible, expand to include increased representation of other minority groups in addition to those of Hispanic descent. As we enhance existing programs and incorporate new initiatives, we will review and revise our staffing structure in an effort to create additional career ladders when possible as a means of enhancing our staff retention. We will build on our commitment to increasing and maintaining a diverse workforce, to encouraging career growth, and to providing internal opportunities for our staff in all areas.

## ALLIED INSTITUTIONS

| Employee C ensus for 1997-2002 |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1997 |  | 1998 |  | 1999 * |  | 2000 * |  | 2001 |  | 002 |  |
| Faculty |  |  |  |  |  |  |  |  |  |  |  |  |
| Senior | 2 |  | 1 |  | 1 |  | 1 |  | 1 |  | 1 |  |
| W omen | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| M inorities | 1 | (50.0\%) |  | (100.0\%) |  | (100.0\%) |  | (100.0\%) |  | 100.0\%) | 1 | 100.0\%) |
| 0 ther | 13 |  | 14 |  | 11 |  | 0 |  | 0 |  | 0 |  |
| W omen | 1 | (7.7\%) | 2 | (14.3\%) | 1 | (9.1\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| M inorities | 1 | (7.7\%) | 1 | (7.1\%) | 1 | (9.1\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| R esearch | 80 |  | 70 |  | 57 |  | 0 |  | 1 |  | 1 |  |
| W omen | 13 | (16.3\%) | 15 | (21.4\%) |  | (24.6\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| M inorities | 14 | (17.5\%) | 16 | (22.9\%) |  | (26.3\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Total Faculty | 95 |  | 85 |  | 69 |  | 1 |  | 1 |  | 2 |  |
| W omen | 14 | (14.7\%) | 17 | (20.0\%) |  | (21.7\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 16 | (16.8\%) | 18 | (21.2\%) |  | (24.6\%) |  | (100.0\%) |  | 100.0\%) | 1 | (50.0\%) |
| E/A/M *** |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 27 |  | 31 |  | 35 |  | 13 |  | 14 |  | 15 |  |
| W omen | 13 | (48.1\%) | 16 | (51.6\%) | 15 | (42.9\%) | 4 | (30.8\%) | 5 | (35.7\%) | 6 | (40.0\%) |
| M inorities | 2 | (7.4\%) | 4 | (12.9\%) | 3 | (8.6\%) | 1 | (7.7\%) | 1 | (7.1\%) | 0 | (0.0\%) |
| Professional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 79 |  | 68 |  | 73 |  | 34 |  | 32 |  | 32 |  |
| W omen | 56 | (70.9\%) | 54 | (79.4\%) |  | (80.8\%) | 27 | (79.4\%) | 26 | (81.3\%) | 24 | (75.0\%) |
| M inorities | 13 | (16.5\%) | 13 | (19.1\%) |  | (20.5\%) | 8 | (23.5\%) | 8 | (25.0\%) | 3 | (9.4\%) |
| Technical/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Paraprofessional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| W omen | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| M inorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Secretarial/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 73 |  | 62 |  | 58 |  | 25 |  | 27 |  | 31 |  |
| W omen | 54 | (74.0\%) | 48 | (77.4\%) |  | (72.4\%) | 22 | (88.0\%) | 24 | (88.9\%) | 26 | (83.9\%) |
| M inorities | 14 | (19.2\%) | 13 | (21.0\%) | 9 | (15.5\%) | 9 | (36.0\%) | 9 | (33.3\%) | 9 | (29.0\%) |
| Skilled Crafts |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| W omen | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| M inorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Service/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| W omen | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| M inorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| T otal N onfaculty | 179 |  | 161 |  | 166 |  | 72 |  | 73 |  | 78 |  |
| W omen | 123 | (68.7\%) | 118 | (73.3\%) | 116 | (69.9\%) | 53 | (73.6\%) | 55 | (75.3\%) | 56 | (71.8\%) |
| M inorities | 29 | (16.2\%) | 30 | (18.6\%) | 27 | (16.3\%) | 18 | (25.0\%) | 18 | (24.7\%) | 12 | (15.4\%) |
| TOTAL | 274 |  | 246 |  | 235 |  | 73 |  | 75 |  | 80 |  |
| W omen | 137 | (50.0\%) | 135 | (54.9\%) | 131 | (55.7\%) | 53 | (72.6\%) | 55 | (73.3\%) | 56 | (70.0\%) |
| M inorities | 45 | (16.4\%) | 48 | (19.5\%) | 44 | (18.7\%) | 19 | (26.0\%) | 19 | (25.3\%) | 13 | (16.3\%) |

[^15]ALLIED INSTITUTIONS

|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | NATIVE |  |  | BLACK | NATIVE |  |  | AVAIL DATA | CURR UTIL | GOAL | AVAIL DATA | CURR <br> UTIL | GOAL |
|  |  |  |  |  | ASIAN | AMER | HISP |  | ASIAN | AMER | HISP |  |  |  |  |  |  |
| FACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Senior | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 100.00\% |  |  | 0.00\% |  |
| Research | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% |  |  | 0.00\% |  |
| FACULTY TOTAL | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 50.00\% |  |  | 0.00\% |  |
| NONFACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Faculty, Student Services M grs \& Sr Specialists | 6 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15.35\% | 0.00\% | 1 | 51.64\% | 50.00\% | 0 |
| Human Resources M anagers \& Sr Specialists | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.88\% | 0.00\% | 0 | 55.33\% | 100.00\% | 0 |
| Finance M anagers \& Sr Specialists | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13.65\% | 0.00\% | 0 | 52.92\% | 50.00\% | 0 |
| Administrative Managers \& Sr Specialists | 6 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.65\% | 0.00\% | 1 | 55.51\% | 16.67\% | 2 |
| Subtotal 01 E/A/M | 15 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% | 2 |  | 40.00\% | 2 |
| Info Technology Professionals \& Operations M grs | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.00\% | 0.00\% | 0 | 34.15\% | 100.00\% | 0 |
| Publications \& Communications Professionals | 5 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.54\% | 0.00\% | 1 | 55.46\% | 100.00\% | 0 |
| Finance Professionals \& Operations Supervisors | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.62\% | 0.00\% | 0 | 53.75\% | 33.33\% | 1 |
| Administrative Professionals Level I | 6 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 19.95\% | 16.67\% | 0 | 65.15\% | 66.67\% | 0 |
| Alumni Affairs and Development Profs. | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.79\% | 0.00\% | 0 | 56.42\% | 0.00\% | 0 |
| Faculty and Student Services Professionals | 12 | 2 | 9 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 18.20\% | 16.67\% | 0 | 56.28\% | 75.00\% | 0 |
| Administrative Professionals Level II | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.95\% | 0.00\% | 1 | 65.15\% | 100.00\% | 0 |
| Subtotal 02 Profs./Nonfac. | 32 | 3 | 24 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 |  | 9.38\% | 2 |  | 75.00\% | 1 |
| Financial Support | 5 | 3 | 4 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 10.86\% | 60.00\% | 0 | 81.46\% | 80.00\% | 0 |
| Staff Assistants | 20 | 4 | 17 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 16.04\% | 20.00\% | 0 | 69.62\% | 85.00\% | 0 |
| Other General Office | 6 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 15.00\% | 33.33\% | 0 | 76.25\% | 83.33\% | 0 |
| Subtotal 05 Sec./Clerical | 31 | 9 | 26 | 0 | 1 | 0 | 0 | 2 | 2 | 0 | 4 |  | 29.03\% | 0 |  | 83.87\% | 0 |
| NONFACULTY TOTAL | 78 | 12 | 56 | 0 | 1 | 0 | 1 | 2 | 3 | 0 | 5 |  | 15.38\% | 4 |  | 7179\% | 3 |
| GRAND TOTAL | 80 | 13 | 56 | 1 | 1 | 0 | 1 | 2 | 3 | 0 | 5 |  | 16.25\% | 4 |  | 70.00\% | 3 |


|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | native |  |  | BLACK | native |  |  | AVAIL <br> DATA | CURR UTIL | GOALS | AVAIL DATA | CURR <br> UTIL | GOALS |
|  |  |  |  |  | ASIAN | AMER | HISP |  | ASIAN | AMER | HISP |  |  |  |  |  |  |
| NONFACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Faculty, Student Services Mgrs \& Sr Special ists | 4 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15.35\% | 0.00\% | 1 | 51.64\% | 50.00\% | 0 |
| Human Resources M anagers \& Sr. Specialists | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18.88\% | 0.00\% | 0 | 55.33\% | 100.00\% | 0 |
| Financial Managers \& Sr Specialists | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13.65\% | 0.00\% | 0 | 52.92\% | 0.00\% | 0 |
| Subtotal 01E/A/M | 6 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% | 1 |  | 50.00\% | 0 |
| Info Technology Professionals \& Operations M | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.00\% | 0.00\% | 0 | 34.15\% | 100.00\% | 0 |
| Communications and Public Affairs Profession | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.54\% | 0.00\% | 0 | 55.46\% | 100.00\% | 0 |
| Financial Professionals \& Operations Supervisc | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.62\% | 0.00\% | 0 | 53.75\% | 0.00\% | 0 |
| Alumni Affairs and Development Professionals | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.79\% | 0.00\% | 0 | 56.42\% | 0.00\% | 0 |
| Administrative Professionals Level I | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 19.95\% | 33.33\% | 0 | 65.15\% | 66.67\% | 0 |
| Faculty and Student Services Professionals | 12 | 2 | 9 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 18.20\% | 16.67\% | 0 | 56.28\% | 75.00\% | 0 |
| Administrative Professionals Level II | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.13\% | 0.00\% | 0 | 65.32\% | 100.00\% | 0 |
| Subtotal O2Profs./Nonfac. | 20 | 3 | 14 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 |  | 15.00\% | 0 |  | 70.00\% | 0 |
| Financial Support | 4 | 2 | 3 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 10.86\% | 50.00\% | 0 | 81.46\% | 75.00\% | 0 |
| Staff Assistants | 11 | 3 | 9 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 16.04\% | 27.27\% | 0 | 69.62\% | 81.82\% | 0 |
| Other General Office | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 15.00\% | 50.00\% | 0 | 76.25\% | 100.00\% | 0 |
| Subtotal $\mathbf{0 5 S e c} /$ /Clerical | 17 | 6 | 14 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 3 |  | 35.29\% | 0 |  | 82.35\% | 0 |
| GRAND TOTAL | 43 | 9 | 31 | 0 | 1 | 0 | 1 | 1 | 2 | 0 | 4 |  | 20.93\% | 1 |  | 7209\% | 0 |

## UTILIZATION ANALYSIS

NIEMAN FOUNDATION

|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | ASIAN | NATIVE AMER | HISP | BLACK | ASIAN | NATIVE AMER | HISP | $\begin{aligned} & \text { AVAIL } \\ & \text { DATA } \end{aligned}$ | CURR UTIL | GOALS | $\begin{aligned} & \text { AVAIL } \\ & \text { DATA } \end{aligned}$ | CURR UTIL | GOALS |
| NONFACULTY <br> Administrative Managers \& Sr Specialists | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.65\% | 0.00\% | 0 | 55.51\% | 0.00\% | 2 |
| Subtotal 01E/A/M | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% |  |  | 0.00\% |  |
| Info Technology Professionals \& Oper. Mgrs. | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.00\% | 0.00\% | 0 | 34.15\% | 100.00\% | 0 |
| Communications and Public Affairs Professior | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.54\% | 0.00\% | 0 | 55.46\% | 100.00\% | 0 |
| Administrative Professionals Level I | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.95\% | 0.00\% | 0 | 65.15\% | 100.00\% | 0 |
| Administrative Professionals Level II | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.95\% | 0.00\% | 0 | 65.15\% | 100.00\% | 0 |
| Subtotal O2 Professional | 6 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% |  |  | 100.00\% |  |
| Staff Assistants | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 16.04\% | 33.33\% | 0 | 69.62\% | 66.67\% | 0 |
| Other General Office | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15.00\% | 0.00\% | 0 | 76.25\% | 0.00\% | 0 |
| Subtotal $05 \mathrm{Sec} /$ /Clerical | 4 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |  | 25.00\% |  |  | 50.00\% |  |
| GRAND TOTAL | 13 | 1 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |  | 7.69\% | 0 |  | 61.54\% | 2 |


|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | ASIAN | NATIVE <br> AMER | HISP | BLACK | ASIAN | NATIVE <br> AMER | HISP | AVAIL <br> DATA | CURR UTIL | GOALS | AVAIL <br> DATA | CURR UTIL | GOALS |
| FACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Senior Faculty | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.00\% | 100.00\% | 0 | 0.00\% | 0.00\% | 0 |
| Research Faculty | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.00\% | 0.00\% | 0 | 0.00\% | 0.00\% | 0 |
| FACULTY TOTAL | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 50.00\% |  |  | 0.00\% |  |
| NONFACULTY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Faculty, Student Services Mgrs \& Sr Specialists | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15.35\% | 0.00\% | 0 | 51.64\% | 50.00\% | 0 |
| Administrative Managers \& Sr Specialists | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.65\% | 0.00\% | 0 | 55.51\% | 50.00\% | 0 |
| Subtotal 01E/A/M | 4 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% |  |  | 50.00\% |  |
| Publications \& Communications Professionals Financial Professionals \& Operations Supervis Administrative Professionals Level I | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.54\% | 0.00\% | 0 | 55.46\% | 100.00\% | 0 |
|  | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.62\% | 0.00\% | 0 | 53.75\% | 100.00\% | 0 |
|  | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.95\% | 0.00\% | 0 | 65.15\% | 50.00\% | 0 |
| Subtotal 02 Professional | 4 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% | 0 |  | 75.00\% | 0 |
| Staff Assistants | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.04\% | 0.00\% | 1 | 69.62\% | 100.00\% | 0 |
|  | 3 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 15.00\% | 33.33\% | 0 | 76.25\% | 100.00\% | 0 |
| Subtotal $05 \mathrm{Sec} /$ /Clerical | 7 | 1 | 7 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |  | 14.29\% | 1 |  | 100.00\% | 0 |
| NONFACULTY TOTAL | 15 | 1 | 12 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |  | 6.6\% | 2 |  | 80.00\% | 0 |
| GRAND TOTAL | 17 | 2 | 12 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |  | 1176\% | 2 |  | 70.59\% | 0 |

## UTILIZATION ANALYSIS

HARVARD STUDENT AGENCIES

|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | BLACK | native |  |  | BLACK | NATIVE |  |  | AVAIL <br> DATA | CURR <br> UTIL | GOALS | $\begin{aligned} & \text { AVAIL } \\ & \text { DATA } \end{aligned}$ | CURR <br> UTIL | GOALS |
|  |  |  |  |  | ASIAN | AMER | HISP |  | ASIAN | AMER | HISP |  |  |  |  |  |  |
| Financial Mgrs \& Sr Specialists | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13.65\% | 0.00\% | 0 | 52.92\% | 100.00\% | 0 |
| Administrative Managers \& Sr. Specialists | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.65\% | 0.00\% | 0 | 55.51\% | 0.00\% | 0 |
| Subtotal 01 E/A/M | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% | 0 |  | 50.00\% | 0 |
| Financial Professionals \& Operations Supvrs | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.62\% | 0.00\% | 0 | 53.75\% | 0.00\% | 0 |
| Administratove Professionals Level II | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19.13\% | 0.00\% | 0 | 65.32\% | 100.00\% | 0 |
| Subtotal $\mathbf{O 2}$ Profs./Nonfac. | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% | 0 |  | 100.00\% | 0 |
| Fiancial Support | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 10.86\% | 100.00\% | 0 | 81.46\% | 100.00\% | 0 |
| Staff Assistants | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.04\% | 0.00\% | 0 | 69.62\% | 100.00\% | 0 |
| Subtotal $\mathbf{0 5 S e c} /$ Clerical | 3 | 1 | 3 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |  | 33.33\% | 0 |  | 100.00\% | 0 |
| GRAND TOTAL | 7 | 1 | 5 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |  | 14.29\% | 0 |  | 71.43\% | 0 |

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# AUXILIARY UNIT 

## Harvard Credit Union

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## HARVARD CREDIT UNION

## Progress Toward Last Year's G oals

The Harvard Credit Union is committed to proactive affirmative action in employment. It also continues to work on efforts in recruiting, hiring, and promoting minority and female candidates.

For the purpose of analyzing the 2002 affirmative action utilization, Credit Union employees have been categorized into the following three EEOC job categories: Managers who are Financial Managers \& Senior Specialists, and Information Technology Managers \& Senior Specialists; Professionals who are Information Technology Professionals \& Operations Supervisors, and Financial Professionals \& Operation Supervisors; and Clerical Staff who are comprised of Financial Support and Staff Assistants.

The Credit Union increased the representation of women (2) into the Staff Assistant group.
Our recruitment efforts continue to include communicating the importance of diversity to all hiring managers and supervisors. We remain focused on training employees so that they can move into higher level positions. We filled two Financial Support and one Staff Assistant position internally, promoting a woman in each case. We also filled a Financial Support position with a minority candidate and a Staff Assistant position with a woman. Both candidates were referred by Harvard employees.

Overall, there were eight hiring opportunities in the Clerical Staff group since January 2002. Five of the positions were filled with women, one with a minority candidate.

## A reas of Current Underutilization

The Credit Union has maintained a level number of managers for the past five years. A mong those, there are five white males. There are goals established for minorities (1) and women (2) for the current level of staffing. The Credit Union was unable to achieve its 2002 goals for Managers in the Finance Manager \& Senior Specialists group because there were no openings within this group. Goals have been set to increase the representation of women and minorities in the Financial M anagers \& Senior Specialists group if positions become available during 2003.

Of the 30 clerical staff, there are 20 women including five minorities. Goals are established to increase the representation of women by four among those in Financial Support in the Clerical job group. The analysis also shows that minorities are still underrepresented among Managers in the Financial Professionals \& Operations Supervisors group with a slight increase in representation since 2001. In 2003, the Credit Union plans to promote minority and female employees in this group.

## Strategies D esigned to Alleviate Underutilization of Minorities and Women

## Hiring Strategies

The Credit Union currently advertises jobs at Harvard in the Gazette and through HIRES, and with a statewide Credit Union trade organization. Affirmative Action information and recruitment plans will be shared with hiring managers when jobs are advertised. We will continue to encourage and accept referrals from employees and will participate in the Harvard Job Fair again this year. In the past, we have worked with Harvard University's Office of Human Resources. This year we will use that office as a re-
source and request referrals for minority and female candidates, particularly for our higher level positions.

Increasing representation of women and minorities in the Financial Managers \& Senior Specialists group remains a concern. Currently there are no job openings in this area. Informational interviews will be offered and resumes, for female and minority candidates, kept on file should anything open up in this area.

## Promotion and Training Opportunities

To help current employees, who are members of underrepresented groups, gain the necessary skills for promotion we will encourage enrollment in career/ development and leadership programs offered through Harvard. We will also promote the use of TAP and outside job-related training such as conferences geared toward Credit Union professionals. We will continue cross-training employees so they may gain skills for promotion within or across our functional areas.

In 2003 we plan to promote three women (one minority) into higher level positions in the Financial Professionals \& Operation Supervisors group. These promotions combined with the necessary training, should make room for promotions among the Staff Assistant group into positions with more responsibility.

For the past three years we have worked with the Cambridge Office of Workforce Development, hiring minority female students and training them for multiple positions at the Credit Union. These students continue to return on school breaks and would be considered for permanent positions. We will participate in this program again this year.

## HARVARD CREDIT UNION

## Employee Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| E/A/M* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 2 |  | 5 |  | 5 |  | 5 |  | 5 |  | 5 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Professional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 11 |  | 11 |  | 13 |  | 14 |  | 16 |  | 14 |  |
| Women | 6 | (54.5\%) | 7 | (63.6\%) | 8 | (61.5\%) | 9 | (64.3\%) | 9 | (56.3\%) | 8 | (57.1\%) |
| Minorities | 2 | (18.2\%) | 2 | (18.2\%) | 4 | (30.8\%) | 4 | (28.6\%) | 3 | (18.8\%) | 3 | (21.4\%) |
| Technical/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Paraprofessional |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Secretarial/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Clerical |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 22 |  | 22 |  | 23 |  | 21 |  | 28 |  | 30 |  |
| Women | 18 | (81.8\%) | 17 | (77.3\%) | 17 | (73.9\%) | 16 | (76.2\%) | 19 | (67.9\%) | 20 | (66.7\%) |
| Minorities | 6 | (27.3\%) | 6 | (27.3\%) | 6 | (26.1\%) | 6 | (28.6\%) | 8 | (28.6\%) | 7 | (23.3\%) |
| Skilled Crafts |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Service/ |  |  |  |  |  |  |  |  |  |  |  |  |
| Maintenanc |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Minorities | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 35 |  | 38 |  | 41 |  | 40 |  | 49 |  | 49 |  |
| Women | 24 | (68.6\%) | 24 | (63.2\%) | 25 | (61.0\%) | 25 | (62.5\%) | 28 | (57.1\%) | 28 | (57.1\%) |
| Minorities | 8 | (22.9\%) | 8 | (21.1\%) | 10 | (24.4\%) | 10 | (25.0\%) | 11 | (22.4\%) | 10 | (20.4\%) |

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## HARVARD CREDIT UNION

|  | TOTAL |  |  | MEN |  |  |  | WOMEN |  |  |  | MINORITIES |  |  | WOMEN |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ALL | MIN | WOMEN | NATIVE |  |  |  | BLACK | NATIVE |  |  | AVAIL DATA | CURR <br> UTIL | GOALS | AVAIL DATA | CURR <br> UTIL | GOALS |
|  |  |  |  | BLACK | ASIAN | AMER | HISP |  | ASIAN | AMER | HISP |  |  |  |  |  |  |
| NONFACULTY Financial Managers \& Sr Specialists | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13.65\% | 0.00\% | 1 | 52.92\% | 0.00\% | 2 |
| Info Technology Managers \& Sr Specialists | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14.00\% | 0.00\% | 0 | 37.06\% | 0.00\% | 0 |
| Subtotal 01 E/A/M | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |  | 0.00\% | 1 |  | 0.00\% | 2 |
| Info Technology Professionals \& Operations Mg | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16.00\% | 0.00\% | 0 | 34.15\% | 0.00\% | 0 |
| Finance Professionals \& Operations Supervisors | 13 | 3 | 8 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 14.62\% | 23.08\% | 0 | 53.75\% | 61.54\% | 0 |
| Subtotal 02 Profs./Nonfac. | 14 | 3 | 8 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 |  | 21.43\% | 0 |  | 57.14\% | 0 |
| Financial Support | 12 | 4 | 6 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 10.86\% | 33.33\% | 0 | 81.46\% | 50.00\% | 4 |
| Staff Assistants | 18 | 3 | 14 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 16.04\% | 16.67\% | 0 | 69.62\% | 77.78\% | 0 |
| Subtotal 05 Sec./Clerical | 30 | 7 | 20 | 2 | 0 | 0 | 0 | 1 | 1 | 0 | 3 |  | 23.33\% | 0 |  | 66.6\% | 4 |
| GRAND TOTAL | 49 | 10 | 28 | 2 | 0 | 0 | 0 | 3 | 2 | 0 | 3 |  | 20.41\% | 1 |  | 57.14\% | 6 |


|  | 2003 G oals for Women |  |  |
| :--- | :---: | :---: | :---: |
| Job G roup | $\underline{\text { One-Year G oal }}$ | $\underline{$ Current  <br>  Population $}$ | Target Population <br> for 2003 |
| Non-faculty <br> Financial M grs. \& Sr. Specs <br> Non-faculty Total | 1 | 0 | 1 |

## 2003 G oals for Women

| Job G roup | One-Year G oal | Current Population | Target Population for 2003 |
| :---: | :---: | :---: | :---: |
| Non-faculty |  |  |  |
| Financial M grs. \& Sr. Specs. | 2 | 0 | 2 |
| Financial Support | 4 | 6 | 10 |
| Non-faculty Total | 6 |  |  |

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AFFIRMATIVE ACTION PROGRAM FOR PERSONS WITH DISABILITIES

# AFFIRMATIVE ACTION PROGRAM FOR VETERANS <br> WITH DISABILITIES AND VIETNAM-ERA VETERANS 

## MINORITY PROCUREMENT PROGRAM

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## AFFIRMATIVE ACTION PROGRAM FOR PERSONS WITH DISABILITIES

## Affirmative Action Policy for Applicants and Employees with Disabilities

The President and Fellows of Harvard College have issued a policy statement setting forth the University's commitment to equal employment opportunity and affirmative action which includes qualified employees with disabilities. The University's Affirmative Action Program for employees with disabilities was published in the H arvard University Gazette in 1978; it continues to be revised, as appropriate, and is disseminated on a regular basis. Data on the number of Harvard employees with disabilities is available at the Office of the Assistant to the President, (H olyokeCenter, 9th Floor, Room 935.)

## Law and Regulation

The purpose of this section of the Affirmative A ction Plan is to meet the obligations of Chapter 60 of Title 41 of the Code of Federal Regulations, Part 60-741, implementing Section 503 of the Rehabilitation Act of 1973.

Section 503(a) provides that contracts with the federal government in excess of $\$ 2,500$ "shall contain a provision requiring that, in employing persons to carry out such contract the party contracting with the United States shall take affirmative action to employ and advance in employment qualified handicapped individuals..." This provision applies as well to subcontracts in excess of $\$ 2,500$. The language of the Rehabilitation Act itself does not purport to extend to subcontractors below the first tier. The Office of Federal Contract Compliance Programs has, however, interpreted the Department of Labor regulations to apply to all contractors working on government contract jobs, regardless of how far down the contracting ladder they are.

Additionally, every government contractor or subcontractor holding a contract of \$50,000 or more and having 50 or more employees is required by the Department of Labor to maintain a written affirmative action program at each of its establishments, which complies with 40 C.F.R., Sec. 60-741.5.

In accordance with the aforementioned law and regulations, an individual with a disability is defined as one who (1) has a physical or mental impairment that substantially limits one or more of such person's major life activities, (2) has a record of such impairment, or (3) is regarded as having such an impairment.

A "qualified handicapped individual" means an individual with a disability as defined above who is capable of performing a particular job, with reasonable accommodation to his/ her handicap.

The affirmative action requirements of the Act differ significantly from the affirmative action mandate of Executive Order 11246 in the following ways:
A. Affirmative action plans developed under the provisions of the Rehabilitation Act are not required to contain a utilization analysis or goals and timetables. The regulations thus recognize the unique nature of the work force with disabilities which, with its highly individualized skills, abilities, and limitations, does not lend itself to group generalizations for goals.
B. The University invites employees who believe themselves covered by the Act, and who wish to benefit from the Affirmative Action Program, to identify themselves. The information provided to the University under the provisions of this Act must be kept on a confidential basis.
C. The University must make a reasonable accommodation to the physical or mental limitations of the applicant or employee with a disability. In determining the extent of the contractor's accommodation obligations, the following factors, among others, must be considered: (1) business necessity and (2) financial cost and expenses.

Labor Department regulations require that an affirmative action clause appear in all government contracts and subcontracts for the furnishing of supplies or services or for the use of real property for $\$ 2,500$ or more. The clause must contain the following provisions: (1) that the employer will take affirmative action to employ, advance in employment, and otherwise treat individuals with disabilities without discrimination based upon their physical or mental impairment; (2) an agreement that the employer will be bound by the rules, regulations, and orders issued by the Secretary of Labor pursuant to the Act; (3) an agreement to take appropriate action in the event of noncompliance; (4) an agreement to post appropriate notices informing employees and applicants of the contractor's affirmative action obligations under the Act; (5) an agreement to notify collective bargaining representatives of the contractor's obligations under the Act; and (6) an agreement that the clause will be included in every subcontract or purchase order that exceeds $\$ 2,500$, unless specifically exempted.

The regulations of the Labor Department require that the contractor make a reasonable accommodation to the physical and mental limitations of an employee unless the contractor can prove undue business hardship as demonstrated by business necessity, financial cost, and expenses or resulting personnel problems. 41 C.F.R. 60-741.5(d); 45 FR 86265 (1980).

In determining whether an "undue hardship" would be imposed by accommodation, the Labor Department regulations provide that the following factors should be considered: (1) the overall size of the recipient's program with respect to the number of employees, number and type of facilities, and size of budget; (2) the type of the recipient's operation, including the composition and structure of the recipient's work force; and (3) the nature and cost of the accommodation needed. The weight assigned to each of these factors will vary depending upon the particular situation. 42 FR 22688.

Labor Department regulations require that the University policy must be stated, a plan for external and internal policy dissemination must be established, responsibility must be assigned, appropriate recruiting sources must be contacted, problem areas must be identified, and a plan for remedial action must be de veloped.

## The Affirmative Action Plan at H arvard University

The attached Affirmative Action Plan format incorporates and reflects the elements of Affirmative Action Plan requirements set forth at 41 C.F.R. 60-741. The five primary actions taken by the University to ensure compliance include:

1) Reviewing the University's employment practices to determine whether its personnel policies provide the required affirmative action for employment retention and advancement of individuals covered by the Act.
2) Reviewing its personnel process to determine whether present procedures ensure proper consideration of qualifications of applicants or employees covered by the Act for job vacancies (filled either by hiring or promotion), promotion, and training opportunities.
3) Reviewing all physical or mental job qualification requirements to ensure that they do not screen out qualified applicants, are job related, and are consistent with business necessity and safety.
4) Including affirmative action clauses in each of its covered government contracts or subcontracts.
5) Inviting all employees who believe themselves covered by the Act and who wish to benefit under the A ffirmative Action Program to identify themselves.

In furtherance of its affirmative action obligations toward persons with disabilities, the University:

1) Utilizes publications to inform all employees of the Plan.
2) Posts information publicly to inform employees and applicants of the Rehabilitation Act of 1973.
3) Enlists the assistance of organizations serving and training individuals with disabilities, including, but not limited to, M assachusetts Department of Employment and Training, Massachusetts Rehabilitation Commission and The Resource Partnership.
4) Consults with local human resource professionals in determining reasonable accommodation, consistent with business needs, for such qualified individuals with disabilities on a case by case basis.
5) Coordinates internal procedures to ensure that the program is implemented.
6) Includes in its advertisements the program of nondiscrimination with respect to individuals with disabilities.
7) Reviews records of employees with disabilities, who self-identify and request consultation, to assist in identifying qualifications for professional development and/ or training.
8) Provides written notification of the University's obligation to its contractors and subcontractors.
9) Includes employees with disabilities in advertisements and University publications.

Responsibility for coordinating the overall Affirmative Action Plan for Persons with Disabilities has been delegated to the Office of the Assistant to the President (OAP). Any staff member may inspect a copy of the plan in the Office of the University Disability Coordinator, Holyoke Center Room 547, 1350 M assachusetts A venue, Cambridge, M assachusetts.

The University's Office of Human Resources ensures implementation of personnel policies when qualified individuals with disabilities are considered for hire or promotion. The Self Identification Form that includes coding for members of protected groups has been amended to include individuals with disabilities. Confidentiality is assured for those employees who so identify themselves.

## Dissemination of Policy

Internal
Steps taken to disseminate the policy internally include:

1) Publication of the University policy in the Harvard University Personnel $M$ anual.
2) Publication of the University policy in the preface to each Harvard Opportunities section of the H arvard U niversity Gazette.
3) Discussion of the policy and Plan in management training programs for supervisors and managers as well as in special affirmative action workshops.
4) Discussion of the policy as part of orientation for new staff members and in updates of personnel policies and benefits for existing staff members.
5) Communication of the policy through written notice to officials of the Maintenance Trades Council of New England, AFL-CIO; Harvard University Police Association; Hotel, Restaurant, Institutional Employees and Bartenders Union, Local 26, AFL-CIO; Graphic Arts International Union, Local 600; Boston Typographical Union, \#13, AFL-CIO; Service Employees International Union, Local 254; International Union of Operating Engineers, Local 877; and Harvard Union of Clerical and Technical Workers.
6) Posting the policy statement on bulletin boards in central, faculty, and departmental personnel offices.
7) Dissemination of the policy through memoranda to holders of the Harvard University Personnel $M$ anual.

## External

All of the University's recruiting sources have been informed of Harvard's equal employment opportunity policy and of its A ffirmative Action Program. Lists of current openings are sent regularly to agencies and other recruitment sources for their information. Additional steps that have been taken by the University to disseminate this policy include:

1) Listing all appropriate positions with the Massachusetts Department of Employment and Training.
2) Contacting local offices or service organizations such as The Resource Partnership, Massachusetts Rehabilitation Commission, and Massachusetts Commission for the Blind.
3) Assuring that letters and advertisements that are used as part of the recruitment effort clearly state the University's policy.
4) Assuring that all contractors and subcontractors are notified by written communication from the University's director of purchasing of the University's commitment and ongoing programs.

## Employment Policies and Practices

Pre-employment procedures are scrupulously reviewed to ensure that individuals with disabilities do not face discrimination in the employment process. For example, there is no University-wide pre employment medical examination requirement. Medical examinations are required only in those administrative units where health and physical condition are important safety considerations for those being served and for the welfare of the employee.

Harvard's Affirmative Action Program is a good faith effort to hire and retain qualified persons with disabilities. The University has taken the following specific steps:

1) The Harvard University employment application and the entire selection process, both in the central Office of Human Resources and the faculties and other administrative units, have been reviewed to eliminate discriminatory practices.
2) A review has been conducted to make sure that the Offices of Human Resources are accessible to all applicants. Furthermore, faculties and departments are being notified that as part of their affirmative action obligation they must be prepared to interview Office of Human Resources referrals at an accessible site.
3) The central Office of Human Resources uses a map to refer qualified individuals with disabilities to buildings and facilities that are accessible. This does not preclude referring qualified persons with disabilities to job sites not presently accessible.
4) Departments are encouraged to make reasonable accommodations to hire qualified persons with disabilities. The Office of Human Resources and the Office of the University Disability Coordinator are each prepared to provide technical assistance in developing appropriate accommodations.
5) The University does not reduce the amount of compensation offered at the time of hire or promotion to individuals with disabilities based on prior disability, income, pension, or other benefits received from other sources.
6) Union officials and representatives of collective bargaining units have been informed of the University's affirmative action policies and participate in efforts to make all staff members aware of the University's commitment to these policies.
7) All union contracts contain appropriate affirmative action language. Contracts are reviewed by the General Counsel's Office to ensure that they do not discriminate against persons with disabilities.

## Accountability

The University's Disability Coordinator, located in the Office of the Assistant to the President, has primary responsibility for the implementation of the University's Affirmative Action Plan for Persons with Disabilities. Sources that include qualified individuals with disabilities in their applicant pools are utilized in University recruitment efforts.

Staff members of the University's Office of Human Resources play an important role in ensuring that potential and current employees with disabilities have equal access to information about vacancies. They are considered for employment and promotion on an equal basis.

The University Disability Coordinator has principal responsibility for outreach, recruitment, and referral of qualified individuals with disabilities. Individuals with disabilities are encouraged to contact and identify themselves to the coordinator in order to assist with questions about employment.

The Disability Coordinator also participates in disseminating this policy and keeping the Harvard community aware of issues concerning staff and applicants with disabilities. This duty includes but is not limited to the following:

1) Reviewing all job descriptions at Harvard to locate what type of reasonable accommodations may be made.
2) Assisting personnel in developing the skills and knowledge necessary to advise supervisors and staff members with disabilities who experience difficulties.
3) Assisting the Office of Human Resources and human resources officers in developing support networks for supervisors of employees with disabilities.
4) Assisting in the development of follow-up and tracking of applicants with disabilities.
5) Assisting in the evaluation of situations where applicants with disabilities were not hired, and working with the Office of Human Resources staff and hiring supervisors to assure that the hiring process is fair, consistent, and effective.
6) Advising and consulting with employment professionals about the characteristics of disabilities, and developing effective referral strategies.
7) Assisting employment professionals in researching and developing working relationships with agencies, organizations, and individuals that work with, or have contact with, persons with disabilities.
8) Working with the Office of Human Resources staff in the continued development and running of programs for hiring supervisors and personnel administrators who work with persons with disabilities.
9) Assisting the Office of Human Resources staff in identifying the career development needs of employees with disabilities at Harvard, and ways to respond to these needs.
10) Working within the Office of the Assistant to the President in keeping issues of hiring and supervising persons with disabilities before the administrative deans and the Equal Employment Opportunity Committee.
11) Continuing to keep Harvard's commitment to persons with disabilities "in the news;" generating articles for the H arvard U niversity Gazette, Resource, and other in-house media.
12) Assisting in revisions of those parts of the Affirmative Action Plan related to persons with disabilities.
13) Reviewing all job postings and descriptions to ensure that mental and physical job qualifications are job related and consistent with legitimate business needs.

Oversight responsibility for this plan is delegated to the Office of the Assistant to the President. This office participates in the annual review and update of the University Affirmative Action Plan; periodically reviews the progress of affirmative action efforts and takes corrective action where appropriate; provides pertinent personnel information for government agency review where appropriate; and offers the Office of the University Disability Coordinator as a site for informal review, guidance, and counseling when complaints allege discrimination.

## Harvard Resources for Students with Disabilities

Harvard University is committed to the policy of providing all students, faculty, and staff common access to academic opportunities, and to attempting to provide access to cultural and recreational facilities and programs at the University. The administrators, faculty, staff, and students listed below are directly involved in working to fulfill that commitment.

## University Disability C oordinator

The University officer responsible for coordinating support for students with disabilities is the Disability Coordinator. This officer, with assistance from the local disability coordinators within each faculty, is responsible for the development of University-wide policy relating to students with disabilities; for compliance with federal legislation covering students with disabilities; for identification and publication of central resources; for coordination of University-wide services such as transportation and snow removal; and for providing assistance with the interpretation of federal, state and local regulations.

## Local Disability Coordinators

Local faculty disability coordinators are responsible for assisting students with disabilities in their adaptation to the University, and for aiding individual students in resolving particular problems (e.g., finding readers and interpreters, coordinating with the registrar the movement of classes to accessible rooms). After admission acceptances are announced, all entering students with disabilities are encouraged to contact the local disability coordinator for the faculty in which they are enrolled as soon as possible. Local disability coordinators meet with the University Disability Coordinator formally throughout the year.

## Resources for Persons with Disabilities

Copies of handbooks, maps, etc. are available from the local disability coordinators or through the University Disability Coordinator, 547 Holyoke Center, Cambridge, MA, telephone: (617) 495-1859 (voice); (617) 495-4801 (TTY).

## AFFIRMATIVE ACTION PROGRAM FOR VETERANS WITH disabilities and vietnam-era veterans

## Policy of N ondiscrimination and Affirmative Action

The University will not discriminate against any applicant or staff member because he or she is a veteran with a disability or a veteran of the Vietnam era. Such action shall apply to all employment practices, including but not limited to the following: hiring, upgrading, demotion or transfer, recruitment or recruitment advertising, layoff or termination, rates of pay, or other forms of compensation, and selection for training, including apprenticeship and on-the-job training programs.

The President and Fellows of Harvard College have issued a policy statement setting forth the University's commitment to equal employment opportunity and nondiscrimination. That policy includes veterans with disabilities and Vietnam-era veterans. That policy statement is updated as appropriate.

## Law and Regulations

The purpose of this section of the Affirmative Action Plan is to meet the obligation of 41 C.F.R. Chapter 60, Part 60-250, implementing Section 402 of the Vietnam Veterans Readjustment Assistance Act of 1974 and Title V of the Veteran's Employment Assistance Act of 1980. In accordance with the aforementioned law and regulations, a "veteran of the Vietnam era (nondisabled)" is defined as one who served on active duty for a period of more than 180 days, any part of which occurred between August 5, 1964, and May 7, 1975, and who received any discharge other than a dishonorable discharge.

The definition of "special disabled veteran" is generally (1) a person who is entitled to disability compensation of $30 \%$ or more under Veterans Administration laws, or (2) one whose release from active duty was for a disability incurred or aggravated in the line of duty.

## The Affirmative A ction Plan at Harvard University

Affirmative action policy statements have been issued by the responsible officials of Harvard University. Internal and external dissemination of University policy will be described later in this Plan.

Responsibility for coordinating the overall Affirmative Action Program for veterans with disabilities and Vietnam-era veterans has been delegated to the Office of the Assistant to the President. Implementation of those parts of the Plan covering staff members and applicants in these categories is handled through the offices of human resources at each of the faculties and departments. Any University employee may inspect a copy of the Plan in the Office of the Assistant to the President or the central Office of Human Resources in Cambridge.

The offices of human resources ensure implementation of personnel policies when veterans' qualifications are considered at the time of promotion. Record keeping includes the Self Identification Form that applies to members of protected groups including veterans with disabilities or Vietnam-era veterans.

## Dissemination of Policy

Internal
Copies of the statement by the President and Fellows of Harvard College concerning nondiscrimination are widely distributed and on prominent display in all faculties and departments of the University.

Specific steps to disseminate the policy internally include:

1) Publication of University policy regarding veterans with disabilities and Vietnam-era veterans in the Harvard University Personnel M anual.
2) Publication of the policy in the preface to each Harvard Opportunities section of the H arvard U niversity Gazette.
3) Publication and dissemination of a summary of the Affirmative Action Plan.
4) Discussion of the policy and Plan in management training for Harvard supervisors and managers, as well as in special affirmative action workshops.
5) Discussion of the policy as part of the orientation for new staff members and in updates of personnel policies and benefits for existing staff members.
6) Inclusion of the policy in nondiscrimination clauses in all union agreements.
7) Posting of the policy statement on bulletin boards in central administration, faculty, and departmental personnel offices.
8) Dissemination of the policy and updates to University procedures through memoranda to members of the H arvard University HR community.

## External

All of the University's recruiting sources have been informed of Harvard's equal employment opportunity policy and of its A ffirmative Action Program. Lists of current openings are sent regularly to agencies and other recruitment sources for their information. Additional steps that have been taken by the University to disseminate this policy include:

1) Listing all appropriate positions with the Massachusetts Department of Employment and Training.
2) Contacting the local veterans employment representative or his/ her designee in the Massachusetts Department of Employment and Training in Cambridge and Boston for the purpose of recruiting for open positions.
3) Maintaining contacts with the Boston Regional Office of Veterans Administration as well as local offices of service organizations such as the American Legion, Department of Veteran Services, US Army Research Laboratory, Hanscomb Air Force Base, and Defense Contract Management District for the purpose of recruiting for open positions.
4) Ensuring that letters and advertisements that are used as part of the recruitment effort clearly state the University's policy.
5) Ensuring that all contractors and subcontractors are notified by written communication from the University's director of purchasing of the University's commitment and ongoing programs.

## Employment Policies and Practices

Coordinated by the central Office of Human Resources, pre-employment procedures are scrupulously reviewed to ensure that no member of a protected group, including veterans with disabilities and Viet-nam-era veterans, is discriminated against in the employment process. For example, there is no Univer-sity-wide pre-employment medical examination requirement at the University. Only in those departments where health and physical condition are considered important for the safety of those being served and of co-workers is the passing of a medical examination a condition of employment.

## MINORITY PROCUREMENT PROGRAM

## Purchasing, Contracting, and Subcontracting

Historically, Harvard has championed the principle of Equal Opportunity. The University continues to make every effort to promote diversity throughout the student and employee populations but recognizes that special efforts are needed to increase the level of participation by minority business enterprises in the University's procurement process. Harvard strives to create a climate that encourages minority business enterprises to compete for University business and eliminates any barriers that might impede their participation in the University's purchasing activities.

The Harvard University Procurement Department supports Harvard's Minority Business Enterprise Program by identifying qualified minority business entrepreneurs and introducing them to the University community through outreach programs and vendor fairs. Buyers interested in learning more about the Minority Business Enterprise Program are encouraged to contact the Minority Business Enterprise Coordinator at 495-5431, or check the Harvard Procurement Management web site at: http://vpfweb.harvard.edu/procurement, Procurement Manual, Section 1 - Minority Business Enterprise Program.

Harvard University maintains its commitment to the minority business community through its association with the New England Minority Purchasing Council, the Minority Business Development Group of the National Association of Purchasing Management, and the National Minority Supplier Development Council.

In addition, Harvard University maintains an affirmative action program on all University construction projects. This program, established in 1970, continues to be included in all construction documents. It places a strong emphasis on the level of minority and female personnel employed on each construction site as well as the level of opportunity offered to minority- and women-owned businesses.

The affirmative action program for construction projects is administered by the Affirmative Action Officer for Construction Projects. The construction contract clauses clearly state that:

- The contractor shall direct special efforts toward the recruitment of minority and female workers; and
- The contractor shall make affirmative effort to work with individual minority and women subcontractors to insure that minority and women subcontractors have the option to submit bids on all phases of the work. The contractor shall notify the owner of their intended bid list. The owner may recommend additional bidders for any phase of the work.

In addition, the contractor is required to submit a forecast of the projected level of minority and female personnel scheduled for each trade category involved on the construction site. On projects over $\$ 5$ million, contractors are required to submit every week a summary of weekly worker hours, by trade, that tabulates minority and female participation rates.

Harvard's larger capital projects in Boston and Allston fall under the Boston Resident Jobs Policy, which requires good faith efforts toward the achievement of $25 \%$ minority, $10 \%$ female, and $50 \%$ Boston resident participation based on project work hours. In Cambridge there is no similar statutory requirement, but our bid and contract documents request similar efforts for minority and female participation.

- In fiscal year 2002, H arvard Planning and Real Estate monitored 5 construction projects valued over $\$ 5$ million. Two of them were built within Boston and came under the Boston Jobs Policy. The percentage of hours worked by Boston residents on the Boston projects was $13.5 \%$. The per-
centage of hours worked by minorities and women on all 5 projects was $16.4 \%$ and $3.4 \%$, respectively.


## APPENDICES

A. Job Groups by EE06 Categories
B. Procedures to Solve Work Related Problems for Administrative, Professional, and Non-Bargaining Support Staff
C. Discrimination Policy Against Discrimination
D. Family and Medical Leaves Policy
E. Nepotism Policy
F. University Policies Against Sexual Harassment
G. University-Wide Student Enrollment Data

## APPENDIX A

## Job G roups by EEO 6 Categories

FACULTY
EXECUTIVE/ ADMINISTRATIVE/ MANAGERIAL PROFESSIONAL/ NON-FACULTY TECHNICAL/ PARAPROFESSIONAL

SECRETARIAL/ CLERICAL
SKILLED CRAFTS
SERVICE/ MAINTENANCE

## JOB GROUPS BY EEO6CATEG ORIES

## 0-FACULTY

51 Faculty Tenured
000012 - Professor, University
000022 - Professor, Chaired (Tenured)
000023 - Professor, Chaired, N on-tenured
000032 - Professor
000042 - Professor, Non-tenured
000052 - Professor of the Practice, Tenured
000053 - Professor of the Practice, Non-
Tenured
000054-Chaired Prof. of Practice Tenured
000055 - Chaired Prof. of Practice Non-Ten
000062 - Professor, Clinical (Tenured)
000063 - Professor, Clinical Non-tenured
52 Faculty Ladder
000072 - Instructor, Convertible
000152 - Associate Professor
000162 - Associate Professor, Clinical
000202 - A ssistant Professor
000262 - Assistant Professor, Clinical
53 Faculty Other
000056 - Professor of Practice, Visiting
000082 - Professor, Visiting
000092 - Institute Fellow Emeritus
000102 - Emeritus (N on-Teaching)
000103 - Teaching Emeritus
000122 - Research Professor
000172 - Assistant Professor, Visiting
000182 - Associate Professor, Visiting
000212 - Adjunct Associate Professor
000222 - Adjunct A ssistant Professor
000232 - Adjunct Professor
000302 - Lecturer
000312 - Lecturer, Senior
000382 - Lecturer, Visiting
000392 - Lecturer, Adjunct
000402 - Instructor
000462 - Instructor, Clinical
000502 - Associate
000662 - Clinical Assistant

000702 - Critic
000722 - Preceptor
000732 - Student Supervisor
000742 - Preceptor, Senior
000802 - Tutor, A cademic
000902 - Teaching Fellow
000922 - Fellow, Visiting
000942 - Fellow
000952 - Honorary
018102 - Teaching Assistant
069552 - Member of Faculty
069562 - Fellow, A cademic
54 Research
061002 - Research A ssociate, Senior
061102 - Research Associate
061202 - Research A ssistant
061302 - Research Fellow
061312 - Senior Research Fellow
061352 - Fellow, Clinical
061402 - Associate, Senior
061602 - Associate, Principal
069582 - N ieman Fellow
069592 - Post Doctoral Fellow
069602 - Scholar, Visiting
069632 - Scholar
064102 - A cademic A ssociate

## APPENDIX A (continued) JOB GROUPS BY EEO6CATEGORIES

## 1- EXECUTIVE/AD M INISTRATIVE/MANAGERIAL

01 Faculty and Student Services Managers \&
Sr. Specialists (including A thletics)
Criteria: HR ATH/FSS family \& grades 57-64, 90
111000 - Coach, Senior
112000 - Athletics Manager
113000 - Athletics Sr. Specialist
138000 - Faculty \& Student Services Management
139000 - Admissions/Financial Aid Management
140000 - Registrar Management
141000 - Faculty \& Student Services Sr. Specialist
142000 - Admissions/Financial Aid Sr. Specialist
143000 - Registrar Sr. Specialist
144000 - Faculty \& Student Services Dean
145000 - House Master
404000 - House Associate
02 Human Resources Managers \& Sr. Specialists
Criteria: HR HR family \& grades 58-64
185000 - Human Resources Manager
186000 - Human Resources Officer or Sr. Specialist

03 Finance Managers \& Sr. Specialists
Criteria: HR FIN family \& grades 58-64, 90
150000 - Auditor Management
151000 - Financial Officer or Sr. Specialist
152000 - Financial Manager
226000 - Financial Dean
04 Food Service M anagers \& Sr. Specialists
Criteria: HR FSERV family \& grades 57-64
155000 - Food Services - Manager
156000 - Food Services - Sr. Specialist
05 Facilities \& Operations M anagers \& Sr. Specialists
Criteria: HR FAC family \& grades 57-64
129000 - Facilities and Operations, Management
130000 - Facilities and Operations, Sr. Specialist
131000 - Custodial, Management
132000 - Construction/Project Management
06 Administrative M anagers \& Sr. Specialists Criteria: HR GENAD family \& grades 58-64, 90 000751 - President
000752 - President, Emeritus/a
000753 - Provost

161000 - Administrative Officer or Sr. Indiv Contributor
162000 - Administrative - Management
227000 - Administrative Dean
399000 - Fellow of Harvard College 400000 - Dean of Faculty

21 Information Technology Managers \& Sr. Specialists
Criteria: HR IT family \& grades 58-64
197000 - IT Manager
198000 - IT Sr. Specialist
199000 - Applications Programming/Analysis/ Development, Sr.
200000 - Systems Programming/Analysis/ Administration, Sr.
201000 - Database Administration, Sr.
202000 - Network Design/Administration/ Analysis, Sr.
203000 - Technical/User Support, Sr.
204000 - IT Project Planning/Management, Sr.
205000 - Software Engineer, Sr.
206000 - IT Quality Assurance Analyst, Sr.
22 Health Managers \& Sr. Specialists Criteria: HR HLTH family \& grades 59-64
182000 - Health Management
183000 - Health Sr. Specialist
23 Communications and Public Affairs M anagers \& Sr. Specialists
Criteria: HR ARTS/COMM family \&
grades 57-64, 90
107000 - Artists - Sr. Specialist
108000 - Artists Manager
121000 - Media/Communications Management
122000 - Media/Communications Senior Specialist
123000 - Print Senior Specialist
124000 - Print Management
225000 - Artistic Director/Instructor
27 Research Managers \& Sr. Specialists
Criteria: HR RES family \& grades 57-64
216000 - Research Manager
217000 - Researcher - Humanities/Social Science, Sr.
218000 - Researcher - Physical/Medical/Basic Sci., Sr.
228000 - Biostatistician/Statistician, Sr.

## 1-EXECUTIVE/ADMINISTRATIVE/MANAGERIAL

28 Alumni Affairs and Development Managers
\& Sr. Specialists
Criteria: HR ALDEV family \& grades 58-64
102000 - Development Manager
103000 - Development Sr. Specialist
104000 - AA Manager
105000 - AA Sr. Specialist
32 Library Managers \& Sr. Specialists
Criteria: HR LIB family \& grades 58-64
208000 - Library Management
209000 - Library Sr. Specialist

# APPENDIX A (continued) <br> JOB G ROUPS BY EE06 CATEG ORIES 

## 2-PROFESSIONAL/NON-FACULTY

07 Research Professionals
Criteria: HR RES family \& grades 54*-56, 90
213000 - Researcher - Humanities/Social Science
214000 - Researcher - Physical/Medical/Basic Scienice
215000 - Biostatician/Statistician
471000 - Grndfthrd - Bio/Statistician 3
472000 - Grndfthrd - Res Phys/Med Sci 3
473000 - Grndfthrd - Res Hum/Soc Sci 3
496000 - Grndfthrd - Bio/Statistician 5
497000 - Grndfthrd - Res Phys/Med Sci 5
498000 - Grndfthrd - Res Hum/Soc Sci 5
509000 - Research Assistant IV (Lab)
510000 -Research Assistant IV (Non-Lab)
555000 - Scientific Instrument Maker, Specialist
602000 - Biostatistician/Statistician 3(N)
603000 - Biostatistician/Statistician 5(N)
604000 - Res Hum/Soc Sci 3(N)
605000 - Res Hum/Soc Sci 5(N)
606000 - Res Phys/Med Sci 3(N)
607000 - Res Phys/Med Sci 5(N)
624000 - Res Hum/Soc Sci (N)
625000 - Res Phys/Med Sci
08 Human Resources Professionals
Criteria: HR HR family \& grades 54*-57
184000 - Human Resources Professional
466000 - Grndfthrd - HR Prfsnl 3
490000 - Grndfthrd - HR Prfsnl 5
589000 - HR Professional 3 (N)
590000 - HR Professional 3 (N)
620000 - HR Professional (N )
09 Information Technology Professionals \& Operations Supervisors
Criteria: HR IT family \& grades 54*-57
187000 - IT Specialist
188000 - Applications Programming/Analysis/ Development
189000 - Systems Programming/Analysis/ Administration
190000 - Database Administration
191000 - Network Design/Administration/ Analysis
192000 - Technical/User Support
193000 - IT Project Planning/Management
194000 - Computer Operations
195000 - Software Engineer
196000 - IT Quality Assurance Analyst
467000 - Grndfthrd - IT Prfsnl 3
468000 - Grndfthrd - IT Help/Support 3
491000 - Grndfthrd - IT Prfsnl 5
492000 - Grndfthrd - Prog/Analyst 5
493000 - Grndfthrd - IT Help/Support 5
504000 - Grndfthrd - IT Help/Support 7
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507000 - Info Tech Support Associate II
591000 - IT Help/Support 3 (N)
592000 - IT Help/Support 5 (N)
593000 - IT Help/Support 7 (N)
594000 - IT Professional 3 (N)
595000 - IT Professional 5 (N)
596000 - IT Professional 7 (N)
597000 - Programmer Analyst 5 (N)
610000 - Grndfthrd - IT Help/Support 7 (N)
10 Technical Professionals \& Sr. Specialists/Managers
Criteria: HR TECH family \& grades 54*-64, 90
219000 - Engineer
220000 - Environmental Health \& Safety
221000 - Audiovisual
222000 - Technical Management
223000 - Technical, Other
474000 - Grndfthrd - Technical Prfsnl 3
499000 - Grndfthrd - Technical Prfsnl 5
591000 - IT Help/Support 3 (N)
592000 - IT Help/Support 5 (N)
593000 - IT Help/Support 7 (N)
594000 - IT Professional 3 (N)
595000 - IT Professional 5 (N)
597000 - Programmer Analyst 5 (N)
608000 - Technical Professional 3(N)
609000-Technical Professional 5(N)
621000 - IT Professional (N)
626000 - Technical Professional (N)
11 Health Professionals
Criteria: HR HLTH family \& grades 54*-58, 90
168000 - Athletic Trainer
169000 - Physical Therapist
170000 - Dietitian
171000 - Optician
172000 - Optometrist
173000 - Health Professional, Other
174000 - Pharmacist
175000 - Podiatrist
176000 - Psychologist
177000 - Nurse
178000 - Social Worker
179000 - Dentist
343000 - Dental Hygienist
465000 - Grndfthrd - Health Prfsnl 3
489000 - Grndfthrd - Health Prfsnl 5
587000 - Health Professional 3 (N)
588000 - Health Professional 5 (N)

## APPENDIX A (continued) <br> JOB G ROUPS BY EE06CATEG ORIES

## 2-PROFESSIONAL/NON-FACULTY

12 Library Professionals
Criteria: HR LIB family \& grades 55-57
207000 - Library Professional
469000 - Grndfthrd - Library Prfsnl 3
598000 - Library Professional 3(N)
599000 - Library Professional 5(N)
622000 - Library Professional (N)
13 Communications and Public Affairs Professionals Criteria: HR ARTS/COMM family \& grades 54*-57, 90
106000 - Artists Professional
114000 - Writer
115000 - Publication Management
116000 - Sales
117000 - Print Production
118000 - Public/Media Information
119000 - Language
120000 - Editor
224000 - Artists Intern
422000 - Publications Coordinator
423000 - Graphic Designer
453000 - Grndfthrd - Artists Prfsnl 3
456000 - Grndfthrd - Comm Prfsnl 3
477000 - Grndfthrd - Artist Prfsnl 5
479000 - Grndfthrd - Comm Prfsnl 5
559000 - Artist Prof 3(N)
560000 - Artist Prof 5(N)
564000 - Comm Prof 3(N)
565000 - Comm Prof 5(N)
613000 - Artist Professional (N)
614000 - Communications Professional
14 Police Professionals
Criteria: HR GENAD family \& grades 54*-64
163000 - Police Captain
164000 - Police Lieutenant
165000 - Police Sergeant
15 Physicians
Criteria: HR HLTH family \& grade 90
180000 - Physician
181000 - Psychiatrist

16 Finance Professionals and Financial Opera-
tions Supervisors
Criteria: HR FIN family \& grades 54*-57
146000 - Accountant
147000 - Buyer/Purchasing
148000 - Financial Professional or Specialist
149000 - Financial Operations Supervisor
458000 - Grndfthrd - Accountant 3
459000 - Grndfthrd - Financial Prfsnl 4

481000 - Grndfthrd - Accountant 5
482000 - Grndfthrd - Financial Prfsnl 5
500000 - Grndfthrd - Accountant 7
500001 - Grndfthrd - Financial Professional 7
501000 - Grndfthrd - Financial Prfsnl 7
505000 - Financial Associate II
568000 - Accountant 3(N)
569000 - Accountant 5(N)
570000 - Accountant 7(N)
571000 - Financial Prfsnl 3(N)
572000 - Financial Prfsnl 5(N)
573000 - Financial Prfsnl 7(N)
616000 - Financial Professional (N)
17 Legal Professionals
Criteria: HR GENAD family \&
grades 54*-64, 90
166000 - Legal Professional
167000 - Legal Clinical Instructor
18 Alumni Affairs \& Development Professionals
Criteria: HR ALDEV family \& grades 54*-57
100000 - Development Professional
101000 - AA Professional
434000 - Grndfthrd - AA\&D Prfsnl 3
476000 - Grndfthrd - Devel Prfsnl 5
556000 - AA\&D Professional 3(N)
557000 - AA\&D Professional 5(N)
558000 - AA\&D Devel Professional 5(N)
612000 - AA\&D Professional (N)
19 Administrative Professionals Level I
Criteria: HR GENAD family \& grade 55
157000 - Administrative Professional or Indiv Contributor I
158000 - Administrative - Department/Program Administration I
426000 - Coordinator
463000 - Grndfthrd - Administrator 3
464000 - Grndfthrd - Admin Prfsnl 3
487000 - Grndfthrd - Administrator 5
488000 - Grndfthrd - Admin Professional 5
502000 - Grndfthrd - Administrator 7
503000 - Grndfthrd - Admin Professional 7
506000 - Faculty Assistant III
581000 - Admin Professional 3(N)
582000 - Admin Professional 5(N)
583000 - Admin Professional 7(N)
584000 - Administrator 3(N)
585000 - Administrator 5(N)
586000 - Administrator 7(N)
619000 - Admin Professional (N)

# APPENDIX A (continued) <br> JOB GROUPS BY EE06CATEG ORIES 

## 2-PROFESSIONAL/NON-FACULTY

20 Faculty and Student Services Professionals<br>(including Athletics)<br>Criteria: HR ATH/FSS family \&<br>grades 54*-57, 00<br>109000 - Coach<br>110000 - Athletics Professional<br>133000 - Faculty \& Student Services<br>Professional<br>134000 - Admissions/Financial Aid Professional<br>135000 - Registrar Specialist<br>136000 - Counselor<br>137000 - Proctor<br>402000 - Assistant Senior Tutor<br>403000 - Senior Tutor<br>405000 - House Tutor<br>409000 - Coaching Assistant<br>454000 - Grndfthrd - Athletics Prfsnl 3<br>455000 - Grndfthrd - Coach 3<br>461000 - Grndfthrd - Admins/Finaid/Rgstr 3<br>462000 - Grndfthrd - FSS Prfsnl 3<br>468000 - Grndfthrd - Coach 5<br>484000 - Grndfthrd - Registrar 5<br>485000 - Grndfthrd - Ad/Finaid Prfsnl 5<br>486000 - Grndfthrd - Stud Serv Prfsnl 5<br>561000 - Athl. Prof 3(N)<br>562000 - Coach 3(N)<br>563000 - Coach 5(N)<br>576000 - Admis/FinAid/Registrar 5(N)<br>577000 - Admis/FinAid/Registrar 3(N)<br>578000 - FSS Professional 3(N)<br>579000 - Registrar 5(N)<br>580000 - Student Serv Professional 5 (N)<br>618000 - FSS Professional (N)

24 Food Service Supervisors and Specialists
Criteria: HR FSERV family \& grades 54*-56
153000 - Food Services - Supervisor
154000 - Food Services - Specialist
460000 - Grndfthrd - Food Serv Supervisor 3
574000 - Food Service Professional 5(N)
575000 - Food Service Professional 3(N)
483000 - Grndfthrd - Food Serv Prfsnl 5
617000 - Food Serv. Supervisor (N)
25 Facilities and Operations Supervisors and Specialists
Criteria: HR FAC family \& grades 54*-56
125000 - Facilities and Operations, Supervisor
126000 - Facilities and Operations, Specialist
127000 - Custodial, Supervisor
128000 - Construction/Project Supervisor
390000 - Maint. Tech - HMS Specialists
424000 - Building Services Coordinator

457000-Grndfthrd - Fac \& Op Prfsnl 3
480000 - Grndfthrd - Fac \& Op Prfsnl 5
566000 - Fac Op Prof 5(N)
567000 - Fac Op Prof 3(N)
615000 - Fac. \& Op. Professional
26 Administrative Professionals Level II
Criteria: HR GENAD family \& grades 56-57
159000 - Administrative Professional or Indiv Contributor II
160000 - Administrative - Department/Program Administration II
502000 - Grdnfthrd - Administrator 7
503000 - Grndfthrd - Admin Professional 7

## 31 Museum Professionals

Criteria: HR M U S family \& grades 54*-64, 90
210000 - Museum Professional
211000 - Museum Senior Specialist
212000 - Museum Manager
431000 - Conservation Technician, Sr .
432000 - Curatorial Technician, Sr.
433000 - Intern, Museum
470000 - Grndfthrd - Museum Prfsnl 3
495000 - Grndfthrd - Museum Pfsnl 5
600000 - Museum Professional 3(N)
601000 - Museum Professional 5(N)
623000 - Museum Professional (N)

## APPENDIXA (continued) <br> JOB G ROUPS BY EE06 CATEG ORIES

## 3-TECHNICAL/PARAPROFESSIONAL

61 Animal Care<br>Criteria: HR RES family \& grades 47-48, 50-52<br>357000-Animal Technician<br>358000 - Animal Tech-Specialist<br>359000 - Animal Technologist<br>62 Lab Support<br>Criteria: HR FAC/HLTH/RES family \&<br>grades 47-54<br>247000 - Radiation Safety, Technician<br>339000 - Nurse Assistant<br>340000 - Dietary, Technician<br>341000 - Radiologic, Technician<br>342000 - Dental Asst.<br>360000 - Laboratory Aide<br>361000 - Laboratory Aide-Specialist<br>362000 - Laboratory Assistant<br>363000 - Laboratory, Technician<br>364000 - Research Assistant (Lab)<br>365000 - Instruct Lab/Tech Curric Asst.<br>373000 - Scientific Instrument Maker<br>408000 - Health Assistant<br>428000 - Licensed Practical Nurse (LPN)<br>443000 - Grndfthrd - Health Prfsnl 1<br>449000 - Grndfthrd - Res Phys / Med Sci 1<br>63 Technical/ Mechanical<br>Criteria: HR ARTS/COMM/FAC/HLTH/M US/RES<br>family \& grades 49-54<br>244000 - Loeb, Technician<br>245000 - Piano, Technician<br>232000 - Photographic Assistant<br>230000 - Media Technician<br>231000 - Photographer<br>229000 - Graphics Assistant<br>248000 - Environ Hlth \& Safety Tech<br>249000 - Building Supervisor, Assistant<br>250000 - Building Services Assistant<br>344000 - Clinical Lab, Technician<br>366000 - Instructional Lab, Tech.<br>367000 - Exper. Research Machinist<br>368000 - Electronic, Technician<br>369000 - Exper. Res. Mach-Specialist<br>370000 - Drafter, Design<br>382000 - Media Technician - Specialist<br>389000 - Loeb Technician - Specialist<br>393000 -- Lifeguard<br>395000 - Property Operations Assistant<br>396000 - Environ Hlth \& Safety Tech - Spec.<br>407000 - Graphic Assistant Specialist<br>421000 - Theater Technician, Sr<br>435000 - Grndfthrd - Artists Prfsnl 1<br>437000 - Grndfthrd - Fac \& Op Prfsnl 1<br>451000 - Grndfthrd - Technical Prfsnl 1<br>611000 - Media Technician IV

# APPENDIX A (continued) <br> JOB G ROUPS BY EE06 CATEG ORIES 

## 5-SECRETARIAL/CLERICAL

## 71 Financial Support

Criteria: HR FIN family \& grades 48, $50-54$
301000 - Accounting Assistant
302000 - Financial Assistant
303000 - Loan Collector
304000 - Purchasing Assistant
305000 - Purchasing Asst.-Specialist
306000 - Accounting Asst.-Specialist
425000 - Financial Assoc
438000 - Grndfthrd - Financial Prfsnl 1

72 Staff Assistants
Criteria: HR GENAD family \& grades49, 51-54
326000 - Staff Assistant
327000 - Staff Assistant-Specialist
73 Library \& Museum Support
Criteria: HR LIB/M US family \& grades 48-49, 51-54
346000 - Library Assistant
350000 - Curatorial Assistant
351000 - Exhibit Assistant
352000 - Preparator
353000 - Installer
381000 - Exhibit Assistant-Specialist
391000 - Library Assistant - Specialist
448000 - Grndfthrd - Museum Prof 1
74 Other General Office
Criteria: HR COMM/FAC/GENAD/IT/LIB/RES
family \& grades 47-54
233000 - Editorial Assistant
234000 - Editorial Assistant-Specialist
251000 - Mail Clerk
252000 - Supply Clerk
253000 - Mail Clerk-Specialist
254000 - Supply Clerk-Specialist
255000 - Communications Dispatcher
328000 - Clerical Assistant
330000 - Receptionist
331000 - Secretary
332000 - Secretary, Technical
333000 - Executive Secretary
345000 - Computer Assistant
347000 - Library Doorchecker
348000 - Microfilm Camera Operator
372000 - Research Assistant (Non-Lab)
387000 - Reprographics Assistant
392000 - Communications Dispatcher - Spec.
394000 - Attendant, Front Desk
398000 - Library Doorchecker Specialist
410000 - Administrative Support +
414000 - Communications Assistant **
427000 - Faculty Assistant
429000 - Info Tech Support Assistant
430000 - Info Tech Support Associate
434000 - Grndfthrd - AA\&D Prfsnl 1
** Use Comm. Asst for grade 54 publication coord positions

## APPENDIX A (continued) JOB G ROUPS BY EE06CATEG ORIES

## 6-SKILLED CRAFTS

| 81 | Trades \& Grounds Workers |
| :---: | :---: |
|  | Criteria: HR ARTS/FAC/RES/TECH family \& grades 52, 54 |
|  | 246000 - Boat Builder |
|  | 258000 - Electrician |
|  | 259000 - Electrician, Working Foreman |
|  | 260000 - Locksmith |
|  | 261000 - Locksmith, Working Foreman |
|  | 262000 - Plumber |
|  | 371000 - Plant Technologist |
|  | 374000 - Arboretum Apprentice |
|  | 379000 - Horticulturist |
|  | 380000 - Arboretum Arborist |
|  | 406000 - Arboretum Gardener |
|  | 521000 - Electrician, Fire |
|  | 525000 - Electrician, Automation |
|  | 526000 - Electrician, High Tension |
|  | 536000 - Technician, High Tension |
| 82 | Mechanics |
|  | Criteria: HR FAC family, regardless of grade |
|  | 263000 - Auto Mechanic |
|  | 264000 - Auto Mechanic-Class B |
|  | 265000 - HVAC Mechanic |
|  | 266000 - HVAC Control Mechanic |
|  | 267000 - HVAC Fire Inspec Mechanic |
|  | 268000 - HVAC Machinist Mechanic |
|  | 269000 - HVAC Maint Operator Mechanic |
|  | 270000 - HVAC Pipe Cover Mechanic |
|  | 271000 - HVAC Refrigeration Mechanic |
|  | 272000 - HVAC Steamfitter Mechanic |
|  | 273000 - HVAC Systems Operator Mechanic |
|  | 274000 - HVAC Working Foreman Mechanic |
|  | 275000 - HVAC Worker |
|  | 276000 - Lead Mechanic |
|  | 513000 - Auto Mechanic, Asst |
|  | 514000 - Delivery Driver I |
|  | 515000 - Delivery Driver II |
|  | 518000 - Operator |
|  | 519000 - Workstation Operator B |
|  | 520000 - HVAC Mechanic Chill |
|  | 521000 - HVAC Mechanic Boiler |
|  | 523000 - Workstation Operator A |
|  | 524000 - Operator, Systems |
|  | 527000 - Steamfitter Mech Wrk Fore |
|  | 528000 - HVAC Controls Mech Wrk Fore |
|  | 529000 - HVAC Pipecover Mech Wrk Fore |
|  | 530000 - HVAC Machinist Mech Wrk Fore |
|  | 531000 - HVAC Refrige Mech Wrk Fore |
|  | 532000 - HVAC Fire Inspec Mech Wrk Fore |
|  | 533000 - HVAC Maint Oper Mech Wrk Fore |
|  | 534000 - HVAC Chill Oper Mech Wrk Fore |
|  | 535000 - HVAC Boilers Mech Wrk Fore |

81 Trades \& Grounds Workers
Criteria: HR ARTS/FAC/RES/TECH family \& grades 52, 54
246000 - Boat Builder
258000 - Electrician
259000 - Electrician, Working Foreman

261000 - Locksmith, Working Foreman
262000 - Plumber
371000 - Plant Technologist

- Arboretum Apprentice

380000 - Arboretum Arborist
406000 - Arboretum Gardener
521000 - Electrician, Fire
525000 Electrician, Automation
536000 - Technician, High Tension

82 Mechanics
Criteria: HR $\boldsymbol{F A C}$ family, regardless of grade
63000 - Auto Mechanic

265000 - HVAC Mechanic
266000 - HVAC Control Mechanic
267000 - HVAC Fire Inspec Mechanic
268000 - HV AC Machinist Mechanic

270000 - HVAC Pipe Cover Mechanic
271000 - HVAC Refrigeration Mechanic
272000 - HVAC Steamfitter Mechanic
273000 - HVAC Systems Operator Mechanic
27000-HV AC W orking Foreman Mechanic
27600 HVAC Worker
513000 - Auto Mechanic, Asst
514000 - Delivery Driver I
518000 - Operator
519000 - Workstation Operator B
520000 - HVAC Mechanic Chill
521000 - HVAC Mechanic Boile

524000 - Operator, Systems
527000 - Steamfitter Mech Wrk Fore
528000 - HVAC Controls Mech Wrk Fore
529000 - HVAC Pipecover Mech Wrk Fore
531000 - HVAC Refrige Mech Wrk Fore
532000 - HVAC Fire Inspec Mech Wrk Fore
533000 - HVAC Maint Oper Mech Wrk Fore
535000 - HVAC Boilers Mech Wrk Fore

83 Printers
Criteria: HR COMM family, regardless of grade
235000 - Cameraperson
237000 - Journeyperson A-1
238000 - Journeyperson A-2
239000 - Journeyperson A-3
240000 - Journeyperson B
241000 - Platemaker
242000 - Pressperson, Offset
243000 - Stripper, Color
537000 - Pressperson, Offset 1C to 15 "
538000 - Pressperson, Offset 2C to 40 ", OPR
539000 - Pressperson, Offset 1C to 18 "
540000 - Pressperson, Offset 1C to 22 "
541000 - Pressperson, Offset 2C to 18 "
542000 - PrePress I
543000 - Pressperson, Offset 1C to 28 "
544000 - PrePress II
545000 - Pressperson, Offset 1C to 40"
546000 - PrePress III
547000 - Pressperson, Offset 2C to 29"
548000 - Pressperson, Offset 2C to 40 "

# APPENDIX A (continued) JOB G ROUPS BY EE06 CATEG ORIES 

## 8\& 9-SERVICE/MAINTENANCE

| 91 Custodian |  |
| :---: | :---: |
|  | Criteria: HR FAC family, regardless of grade |
|  | 277000 - Custodial Crew Chief A |
|  | 278000 - Custodial Crew Chief A, Asst |
|  | 279000 - Custodian A |
|  | 280000 - Custodian B |
|  | 549000 - Crew Chief B |
|  | 550000 - Crew Chief B, Asst. |
|  | 551000 - Custodian B/5 Year |
| 92 | Food Service |
|  | Criteria: HR FAC/FSERV family, regardless of grade 307000 - Butcher |
|  | 308000 - Cashier/General Service |
|  | 309000 - Cash Operations, Lead |
|  | 310000 - Cook, Asst |
|  | 311000 - Cook, Asst Second-Fac |
|  | 312000 - Cook, General |
|  | 313000 - Cook, Second |
|  | 314000 - Cook, Short Order Counter Comb |
|  | 315000 - Counter/General Service |
|  | 316000 - Dining Checker |
|  | 317000 - Dining Room Service, Lead |
|  | 318000 - General Service Employee |
|  | 319000 - Kitchenperson-Party Combo-Fac |
|  | 320000 - Kitchen/Chf Hlpr/Ptwsr/Lndry/Com |
|  | 321000 - Saladperson, Pantry Combo |
|  | 322000 - Short Order Cook/General Serv |
|  | 323000 - Steward, Pantry |
|  | 324000 - Storekeeper |
|  | 325000 - Waitress/General Service |
|  | 439000 - Grndfthrd - Food Srvc Prfsnl 1 |

93 Police Officers
Criteria: HR GENAD family, regardless of grade 334000 - Police Officer
349000 - Security Shift Supervisor
383000 - Security Shift Supervisor Spec.

94 Guards
Criteria: HR GENAD/MUS family, regardless of grade
335000 - Guard
336000 - Guard, Limited Regular
337000 - Parking Serv Monitor
338000 - Parking Serv Monitor, Lim. Reg.
354000 - Museum Attendant
355000 - Museum Attendant, Limited Regular
356000 - Museum Monitor
95 Maintenance, Distribution \& Transportation Criteria: HR FAC family \& grades 48-54
256000 - Maintenance Tech
257000 - Maintenance Tech-Specialist
281000 - Stockperson/Driver
282000 - Athletics Supply Room
283000 - Delivery Driver I
284000 - Delivery Driver II
285000 - Driver
286000 - Lead Delivery Driver
287000 - Operations Services Dispatcher
288000 - Operator, Engineers
289000 - Property Maintenance Crew Chief
290000 - Property Maintenace Worker
291000 - Shipper
292000 - Shipper, Head
293000 - Shipper/Driver
294000 - Shuttle Driver
295000 - Truck Driver Dng Serv/Strm Com
296000 - Truck Driver I
297000 - Truck Driver II
298000 - Truck Operator, Electric
299000 - Utilities Plant Dispatcher
300000 - VIP Driver
386000 - Workstation Operator
388000 - Maintenance Tech - HMS
397000 - Stockperson/Driver Foreman
281000 - Stockperson/Driver
397000 - Stockperson/Driver Foreman
511000 - Property Maint Worker pre-6/93
512000 - Property Maint Worker post-6/93
514000 - Driver I - Delivery
515000 - Driver II - Delivery
516000 - Driver III - Passenger Transp. CDI
517000 - Driver IV - Recycling Services
552000 - Driver I - Passenger Transp. No CDI
553000 - Driver II - Stockroom
554000 - Property Maintenance Worker II

## APPENDIX B

## PROCEDURES TO SOLVE WORK RELATED PROBLEMS FOR ADMINISTRATIVE, PROFESSIONAL, AND NON-BARGAINING SUPPORT STAFF

## I. Resolving Problems Within Local Schools/D epartments

## Overview

Occasional problems inevitably arise in the workplace. Such problems may occur between a staff member and supervisor, between two or more staff members, managers, or departments, or as the re sult of formal or informal work-related policies. Problems can be easier to resolve when people promptly identify them and work cooperatively towards resolution.

The following procedures and resources are available to regular administrative/ professional staff members and non-bargaining unit support staff members who seek to resolve work-related problems, or to review a work-related decision such as discipline or termination of employment. These procedures are not available to staff members hired on a casual payroll, those not employed on a regular Harvard payroll (e.g. consultants), teaching faculty and other instructional staff, or staff covered by collective bargaining agreements. Therefore, the term "staff member" as used in this policy does not includesuch persons.

The review procedures described below are designed to ensure fairness and consistency in the University's relations with its staff members. Formal review of alleged discrimination is addressed in Section 2-2, 4 of the University Personnel Manual and review of alleged sexual harassment is addressed in Section 2-2, 2.

The failure to extend employment beyond a previously established term and the termination of employment due to a layoff or reduction in staff are not reviewable under these procedures. When a staff member's employment has been terminated for other reasons, and only after review at the local level, a request may be submitted for a University-level review of the termination.

No staff member's status with the University shall be adversely affected in any way because $s /$ he uses these procedures. Likewise, a staff member's use of these procedures will not prevent, limit, or delay any appropriate disciplinary action or enforcement of a policy.
A. Initial informal steps to resolve a work-related problem

Work-related issues should be raised promptly. Any staff member with a work-related problem involving his/ her supervisor, another staff member, or a formal or informal work-related policy (e.g., flexible scheduling, changes in work responsibilities, etc.) is encouraged to discuss and attempt to resolve the matter directly with the other person(s) involved.

When a staff member believes that he or she has been treated unfairly, within $\mathbf{1 4}$ calendar days of the action in question, $s /$ he should express in detail (in writing where appropriate) his/ her concerns to her/ his supervisor, or to the other staff member(s) involved in the matter. The staff member should state the reason $s /$ he believes the action to be unfair and how $s /$ he would prefer to see the matter resolved. As soon as possible thereafter, the supervisor or other party should discuss the staff member's concerns with him/ her, in an attempt to resolve the matter.
B. Continuing steps to resolve work-related problems when initial informal efforts do not succeed

If these initial informal attempts to reach a resolution are not successful, a staff member may request assistance through his/ her local human resources office. Each local school/ administrative
unit has designated resources and procedures to assist staff members in addressing workplace issues (such as peer mediation programs, ombuds programs, and other formal and informal problem solving programs). The local human resource officers are available to inform and guide all parties in resolving workplace problems. The staff member should work with his/ her supervisor, human resources officer, and/ or the other local problem-solving resources to determine an approach and time frame for resolving the matter (i.e., what needs to be communicated to whom, what is the desired outcome, etc.).

The staff member may request that the human resources officer or other persons assisting in the matter contact any of the other parties in the dispute, including his/ her supervisor, other staff member(s), and the local human resources officer (wheres/ he is involved in the matter and not participating in the review of the problem). Discussions should be held with the parties (either separately or together) to determine the facts and to work towards a resolution. Such discussions normally should conclude within $\mathbf{3 0}$ calendar days of the staff member's request for formal assistance. At the conclusion of this process, the person conducting the review should summarize the results of these efforts in writing and send a copy to each party.

## C. Additional problem-solving resources available within the University

Many other resources are available within the University to advise staff members on strategies and options prior to or in conjunction with their efforts to resolve workplace problems. These re sources include the Office of Human Resources (OHR), Office of Labor and Employee Relations, the Faculty and Staff Assistance Program, the University Health Services Counseling Center, and human resource officers from other University schools/ units.
D. Second-level (formal) review within the local school/ unit following informal steps to resolve a work-related problem

If a problem is not resolved as a result of the informal steps described above, the staff member may request a review by his/ her local Dean, Vice President, or his/ her designee in an attempt to resolve the matter. In administrative units that do not report to a Dean or Vice President, the local human resource officer, in conjunction with the unit director may select a designee from within the University community to review the matter.

The staff member's request for a review must be delivered in writing to the local human resource officer and other person(s) involved in the matter within $\mathbf{1 4}$ calendar days of receiving the written summary at the conclusion of the initial problem-solving steps (see 1,B). The staff member must summarize the problem, the problem-solving efforts to date, their outcomes, and describe what $s /$ he believes to be the appropriate resolution to the matter. The other person(s) involved may, but is not required to, deliver a reply to the staff member and a copy to the local human resource officer within $\mathbf{1 4}$ calendar days of receiving the request for review. The human resource officer will promptly forward the staff member's request, any reply, and other appropriate documentation to the Dean, Vice President, or designee, and to OHR Labor and Employee Relations.

Within a reasonable period of time (normally 45 calendar days) of having the matter referred to him/ her, the Dean, Vice President, or designee will review the documents, investigate the matter further as $s /$ he determines appropriate, and render a written decision. A copy of this decision will be delivered promptly to the staff member. This decision is final except in the case of termination of employment (see section II, below).

## II. Review of an Employment Termination Decision at the University Level

A. Request for a University-level review of a decision to terminate employment

Solely in the case where a staff member disputes the decision of the Dean, Vice President, or designee regarding termination of his/ her employment, the staff member may submit a written request for a review of the decision at the University level. This request must detail the reason(s) the staff member disputes the decision and must be delivered to the OHR Labor and Employee Relations department within $\mathbf{1 4}$ calendar days of receiving the decision. The Labor and Employee Relations officer will send copies of this request to the local human resource officer and to the Dean or VicePresident.

## B. Review by the University Office of Human Resources

When a staff member requests a University-level review of a termination decision, the OHR Director of Labor and Employee Relations will review the matter, or will designate another OHR staff member (other than the Labor and Employee Relations officer who is facilitating the process) to review the matter to date, including the decision of the Dean, Vice President or designee. The OHR designee will conduct any inquiries s/ he deems necessary, and will work with the parties to mediate a mutually agreeable resolution. At the conclusion of this review, the OHR designee will summarize the disposition of the matter in writing and send copies to all parties.

## C. Review by a University fact-finder

If a resolution is not achieved through the OHR review and the staff member desires further review, the Labor and Employee Relations officer will refer the matter to a Harvard University factfinder who will conduct a review of the termination decision. This fact-finder, who will be assigned by the Director of Labor and Employee Relations, will serve in this role except in the rare instance where either party presents demonstrable evidence of a conflict of interest, bias, or other potential disqualification. The fact-finder may regularly be employed within or outside of the University and will be knowledgeable of and experienced with Alternative Dispute Resolution (ADR) procedures, as well as with Harvard University human resources policies and practices.

The Labor and Employee Relations officer will provide the fact-finder with: 1) a copy of the summary prepared by the OHR designee; 2) an outline of issues to be resolved; and 3) any other pertinent information. The Labor and Employee Relations officer will assist in the review process as requested by the fact-finder.

The fact-finder may conduct any further investigation(s) s/ he deems necessary including, as appropriate, interviewing witnesses and reviewing documents. The fact-finder will prepare a written report which will include findings of fact and recommendations for a final disposition of the matter. The fact-finder will send the report in draft form, with a request for written comments and/ or response, to the staff member and the representative(s) of the school/ unit. The parties must submit any responses to the fact-finder within 14 calendar days of receiving the report. The fact-finder may modify his/ her findings or recommendations in consideration of any comments or responses received from the parties. The written comments or responses of the staff member and/ or school/ unit representative(s) will be appended to the final report that the fact-finder will send to the parties.
D. Final review and decision by the University Provost

In the event that either party is not satisfied with the fact-finder's final recommendations, within 14 calendar days of receiving the report, the party may submit a written request to the Labor and Employee Relations officer for a final review. The written request(s) received from the parties
along with the report of the University fact-finder, will be sent to the University Provost. The Provost or his/ her designee will review the fact-finder's report and may meet with the staff member and/ or the representative(s) of the school/ unit as deemed appropriate. After such a review, the Provost or designee will render a final decision.

## APPENDIX C

## DISCRIMINATION POLICY AND REVIEW PROCEDURE

Discrimination on the basis of race, color, sex, sexual orientation, religion, creed, national origin, age, ancestry, veteran status, or disability unrelated to job requirements is unlawful and intolerable to the University. Any staff member or casual employee who feels $s /$ he is a victim of discrimination is encouraged to seek assistance through the informal or the formal processes. It should be noted that the process described below may not be appropriate in every circumstance. Therefore, the process should be considered a flexible one that can be modified as appropriate to the situation.

## A. Informal Complaint Process

A ny staff member who feels that s/ he is a victim of discrimination is encouraged to discuss the matter with his/ her supervisor or local human resources officer. Through such discussions a satisfactory resolution to the problem may be found.
B. Formal Complaint Process

In cases when an informal review does not yield a satisfactory resolution, the staff member should first refer to any discrimination complaint process in place at his/ her school or department. Most schools and departments have formal procedures to investigate complaints of discrimination. In the absence of such a mechanism, the staff member may request a formal review of a complaint of discrimination by submitting a written request to the local human resources officer.

The human resources officer and, if requested by the staff member or school/ department, a Labor and Employee Relations consultant from the Office of Human Resources will consult with the staff member bringing the complaint, the person against whom the complaint has been made, and others, if appropriate, to determine the facts and views of both parties. The Office of the General Counsel may also be consulted. The human resources officer and Labor and Employee Relations consultant (if appropriate) will then prepare a set of findings within 90 days of the original complaint. These findings will be sent to the appropriate dean or vice president, the complainant, and the person against whom the complaint was made. The dean or vice president, or his/ her designee, will determine the resolution of the matter.

If this review is not satisfactory to the complainant, s/ he may request a final review by the President's Office by submitting in writing a request for review that contains an explanation of the basis for further appeal of the resolution that was made by the dean or vice president, or his/ her designee. The President's Office may designate a representative to review the complaint in order to accept or modify the dean's or vice president's resolution.

## APPENDIXD

## FAMILY AND MEDICAL LEAVES POLICY

This policy incorporates the provisions of the Family and Medical Leave Act of 1993 (FMLA) with policies and benefits that were available to eligible Harvard staff before the A ct was passed. The FMLA provides eligible staff up to 12 weeks of unpaid, job-protected leave each year for specified family and medical reasons; other University policies and programs may provide salary continuation and additional benefits (see details below). Harvard will simultaneously administer any policies and programs that may apply (for example, the Short Term Disability Plan or Worker's Compensation) when a staff member is on a Family and Medical Leave.

A regular staff member who works at least 17-1/ 2 hours per week is entitled to up to 12 weeks of Family and Medical Leave during any 12 -month period for: (1) the birth of a child and to care for the newborn; (2) the placement of a child with the staff member for adoption or foster care; (3) a serious health condition that makes the staff member unable to perform the functions of his/ her job; or (4) the care of a spouse (which includes, for the purposes of this policy, a qualified domestic partner; see Section 4-6 for definition), child (including the dependent child of a qualified domestic partner), or parent with a serious health condition. Each absence from work for the above-stated reasons will be considered as Family and Medical Leave and will count toward fulfillment of the 12 weeks.

A staff member who has a serious health condition or a female staff member who gives birth to a child is eligible for Family and Medical Leave upon date of hire. To be eligible for a Family and Medical Leave for other covered reasons, staff must successfully complete their orientation and review period.

The 12-month period is measured forward from the date a staff member's first Family and Medical Leave begins. For example, a staff member's first Family and Medical Leave begins on May 1. From that point forward, that staff member's "leave year" begins on May 1 and ends on A pril 30 of the following year.

Requests for Family and Medical Leave should be made in writing to the supervisor or local human resources officer. When leave is foreseeable based on childbirth, placement of a child for adoption or foster care, or planned medical treatment, the staff member is expected to give as much advance notice as possible, generally at least 30 days. When this is not possible (for example, due to unanticipated medical circumstances or inadequate notice from relevant agencies), the staff member must provide notice as soon as possible -- ordinarily within one or two business days of when $s /$ he learns of the need for leave. A staff member on Family and Medical Leave may be asked to report periodically to the employing department on his/ her status and intention to return to work.

Upon return from Family and Medical Leave, the staff member will be returned to the position $\mathrm{s} /$ he held when the leave began or, if agreeable to the staff member and the employing department, an equivalent position with equivalent employment benefits, pay and other terms and conditions of employment. A staff member whose position is eliminated while on Family and Medical Leave is entitled to the same rights and benefits as other staff members whose positions are eliminated. However, $s /$ he will have no greater rights to reinstatement or other benefits and conditions of employment than if $s /$ he had continued to work.

Spouses who work for Harvard and who are both eligible for Family and Medical Leaves are limited to a combined total of 12 weeks of Family and Medical Leave during any 12-month period for birth or placement of a child and to care for a sick parent. Each eligible spouse is entitled to 12 weeks of Family and Medical Leave for his/ her own serious health condition or that of the other spouse or a child.
A. Leave for Birth or for Placement of a Child for Adoption or Foster Care

A staff member may take leave for the birth or placement of a child for adoption or foster care for the length of time indicated below. Leave to care for a newborn child or for placement of a
child for adoption or foster care must be concluded within twelve months of the child's birth or placement.

1. Birth Mothers - A pregnant staff member may take up to 13 weeks of leave. She may use short-term disability benefits and accrued sick leave (generally eight weeks), and vacation and personal time to pay for all or part of the leave.
2. Adoptive Mothers - A female staff member adopting a child may take up to 13 weeks of leave. The first week of leave is at full pay and she may use any accrued vacation and personal time during the balance of the leave.
3. Birth and Adoptive Fathers - A male staff member may take up to 13 weeks of leave for birth or adoption of a child. The first week of leave is at full pay and he may use any accrued vacation and personal time during the balance of the leave.
4. Birth and adoptive parents who can demonstrate, to the satisfaction of the University, that they will be the primary caregiver for all or part of the first 13 weeks after the birth or adoption of a child will be eligible for four weeks of paid parental leave equal to $70 \%$ pay for staff with less than seven years and $100 \%$ pay for staff with over 7 years service. Such leave must be used within the first 13 weeks after the birth or adoption of the child. If utilized, this pay shall be in lieu of the one week of paid leave referred to in subparagraph 2 and 3 above.
5. Foster M others and Fathers - A staff member initiating foster care may take up to 12 weeks of leave. S/ he may use any accrued vacation and personal time to pay for all or part of the leave.
B. Leave for a Serious H ealth Condition (Staff Member or Spouse, Child, or Parent)
6. Care of a Spouse, Child or Parent - A staff member may take up to 12 weeks of Family and Medical leave to care for a spouse, child or parent with a serious health condition. The staff member may use up to twelve accrued sick days per year for the care of a sick dependent. The staff member may also use accrued vacation and/ or personal time during the leave.
7. Staff with a Serious Health Condition - Up to 24 weeks of short term disability benefits are available to an eligible staff member who is unable to perform his/ her job for longer than two (2) consecutive calendar weeks, or s/ he may choose a combination of short term disability benefits and accrued sick, vacation and personal time (see Section 4.2 for provisions of the short term disability plan).

The first 12 weeks of the absence will count toward fulfillment of the annual leave requirement of the Family and Medical Leave Act. Certification by a physician of physical or mental impairment is required to be submitted in a timely manner. Recertification may be requested to support continuation of a leave.

While on medical leave, the staff member may be asked to report periodically to the employing department on his/ her condition and intention to return to work.
3. Intermittent Leave - Leave for a staff member's own serious health condition or that of a family member may be taken on an intermittent basis or on a reduced leave schedule when medically necessary. If the need for intermittent leave or reduced leave schedule is foreseeable based on planned medical treatment, the staff member must make reasonable efforts to schedule the treatment so as not to disrupt the operations of his/ her unit. A staff member may also be transferred temporarily to an available alternative position with equivalent pay and benefits that better accommodates recurring periods of leave.

A staff member on an intermittent or reduced leave schedule is not eligible for Short Term Disability Plan benefits. The staff member may use accrued sick, vacation or personal timeor may take this time as unpaid leave.
4. Medical Certification - A staff member requesting leave for his/ her own serious health condition or that of a spouse, child or parent must provide a completed medical certification form in a timely manner, generally within 15 days. If the staff member fails to provide timely certification, the leave may be delayed until the required certification is submitted. The certification must state the date on which the serious health condition began, the probable duration, and appropriate medical facts about the condition. Leave to care for a spouse, child or parent must include a statement that the staff member is needed to care for the family member. Recertification may be required during the leave.

If the University questions the adequacy of a medical certification, it may require, at its own expense, that the staff member get the opinion of a second health care provider designated or approved by the University. If the second opinion differs from the first, the University may require, again at its own expense, a third opinion from a health care provider designated or approved jointly by the university and staff member. The third opinion will be final and binding.

A staff member returning from leave for his/ her own illness may be required to provide certification that $s /$ he is able to resume work.

## APPENDIXE

## NEPOTISM POLICY

Staff members should neither initiate nor participate in, directly or indirectly, decisions involving a direct benefit (e.g., initial employment or appointment, retention, promotion, salary, course or work assignments, research funds, leave of absences, etc.) to members of their immediatefamily or household.

For the purpose of this policy statement:
(1) Immediate family includes husband and wife; son and daughter (including stepchildren); grandchildren; son- and daughter-in-law; parents (including stepparents); grandparents; father- and mother-in-law; brother and sister (including stepbrother and stepsister); and brother- and sister-in-law.
(2) H ousehold includes individuals regularly sharing the staff member's residence.

It may be that other personal relationships are also such that objective and equitable supervisory decisions are not possible; in all such cases, Labor and Employee Relations should be consulted to ensure consistency with the spirit and intent of this policy.

Persons should not be employed in positions where they will be subject to the close supervisory authority of a member of their immediate family or household, or where a member of their immediate family or household, in the ordinary course of business, makes decisions or plays a significant role in making decisions concerning their direct benefits. In situations where this policy would be applicable, but the department is large enough that decisions concerning direct benefits and supervision can be made without the participation of the immediate family or household member of the person employed, hiring and other employment decisions should be made on the appropriateness of the situation, without reference to this policy.
In some instances, the University's policy of preserving the confidentiality of records or other materials may make it inappropriate to have a member of the immediate family or household of another staff member in a particular job at the University. For example, it is usually inappropriate for someone to hold a job providing access to confidential records concerning the performance of a member of the staff member's immediate family or household.

Exceptions to this policy, which applies to all categories of employment at the University, require the written approval of the appropriate dean or vice president. Questions on the interpretation of this policy should be referred to the local human resources officer.

## APPENDIX F

## UNIVERSITY POLICIES AGAINST SEXUAL HARASSMENT

A. Introduction

Sexual harassment in the workplace is discriminatory, unlawful, and clearly inconsistent with the nature of an academic community. The University regards such behavior as a violation of the standard of conduct required of all persons associated with the institution.

Federal and state laws define sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when submission to such conduct is made either explicitly or implicitly a term or condition of employment; submission to or rejection of such conduct is used as the basis for employment decisions; or such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

It is difficult to define with precision what kinds of verbal or physical behavior constitute sexual harassment because it depends on circumstances such as the severity of the conduct and whether it is part of a pattern or an isolated incident. Although it is not possible to list all types of conduct that, if unwel come, might under certain circumstances constitute sexual harassment, the following are some examples:

- Sexual advances, whether or not they involve physical touching.
- Requests for sexual favors in exchange for actual or promised job benefits, such as favorable re views, salary increases, promotions, increased benefits, or continued employment.
- Lewd or sexually suggestive comments, jokes, innuendoes, or gestures.
- Displaying sexually suggestive objects, pictures, magazines, or cartoons.
- Commenting about or inappropriately touching an individual's body.
- Inquiries or discussion about an individual 's sexual experiences or activities and other written or oral references to sexual conduct.


## A. Reporting Sexual Harassment

Any staff member who believes he or she has been harassed should report the incident promptly. Staff members are urged to bring any concerns or complaints of sexual harassment to the University's attention through the most comfortable of a variety of routes.

The staff member may select an informal process and discuss the problem with his or her supervisor or Human Resources Officer. Most schools and departments also have formal procedures to investigate complaints of sexual harassment. Each Human Resources office has information about specific procedures in its school or department.

A staff member may request a formal review of a sexual harassment complaint by submitting a written request for such action to his or her Human Resources Officer.

If such procedures are not available or appropriate for the circumstances, a staff member may request a formal review under paragraph C below by submitting a written request to his/ her designated contact, listed below.

Staff may also consult the University Office of Labor and Employee Relations (617 495-2786, 1350 Massachusetts A ve., Cambridge, MA 02138.
Staff may find the counseling services of the Faculty and Staff Assistance Program or the University Health Services hel pful in these circumstances.

Complaints of sexual harassment will be treated confidentially, to the extent appropriate and consistent with conducting a fair investigation. Any staff member who, after investigation is found to have violated this policy, will be subject to appropriate disciplinary action by the University, up to and including dismissal.
It is unlawful to retaliate against a staff member for filing a complaint of sexual harassment or for cooperating in an investigation of such a complaint. Retaliation against a staff member who in good faith reports alleged harassment or who participates in an investigation is a violation of this policy and is subject to appropriate discipline.

## C. Formal Complaint Process

The human resources officer and a consultant from the Office of Labor and Employee Relations (if re quested by the staff member or school/ department) will consult with the staff member bringing the complaint, the alleged harasser, and others, if appropriate, to determine the facts and views of both parties. The University Office of the General Counsel may also be consulted. The human resources officer and Labor and Employee Relations consultant (if appropriate) will then prepare a set of findings within 90 days of the original complaint. These findings will be sent to the appropriate dean or vice president, the complainant, and the alleged harasser. The dean or vice president, or his/ her designee, will determine the resolution of the matter.

If this review is not satisfactory to the complainant, $s /$ he may request a final review by the President's Office by submitting in writing a request for review that contains an explanation of the basis for further appeal of the resolution that was made by the dean or vice president, or his/ her designee. The President's Office may designate a representative to review the complaint in order to accept or modify the dean's or vice president's resolution.

## Below is a list of H arvard designated contacts for staff:

The following state and federal employment discrimination agencies enforce the law against sexual harassment and can be contacted at the addresses and telephone numbers listed:

M assachusetts Commission Against Discrimination
One A shburton Place, Room 601
Boston, MA 02108
436 Dwight Street, Suite 220
Springfield, MA 01103
U.S. Equal Employment Opportunity Commission

Government Center
John F. Kennedy Building, Room 475
Boston, MA 02203
http:/ / www.eeoc.gov
(617) 727-3990
(413) 739-2145
(617) 565-3200

APPENDIXG
UNIVERSITY-WIDE STUDENT ENROLLMENT DATA

## HARVARD COLLEGE

Degree Candidates Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Black |  |  |  |  |  | (7.9\%) | 530 | (8.0\%) | 511 | (7.7\%) | 483 | (7.3\%) |
| Women | 320 | (57.7\%) | 322 | (59.0\%) | 301 | (57.0\%) | 298 | (56.2\%) | 267 | (52.3\%) | 250 | (518\%) |
| Men | 235 | (42.3\%) | 224 | (410\%) | 227 | (43.0\%) | 232 | (43.8\%) | 244 | (47.7\%) | 233 | (48.2\%) |
| Asian |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 1180 | (17.8\%) | 1165 | (17.4\%) | 1166 | (17.4\%) | 1163 | (17.5\%) | 1130 | (17.0\%) | 1107 | (16.6\%) |
| Women | 603 | (51.1\%) | 594 | (51.0\%) | 602 | (51.6\%) | 616 | (53.0\%) | 593 | (52.5\%) | 594 | (53.7\%) |
| Men | 577 | (48.9\%) | 571 | (49.0\%) | 564 | (48.4\%) | 547 | (47.0\%) | 537 | (47.5\%) | 513 | (46.3\%) |
| Native American |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 43 | (0.6\%) | 43 | (0.6\%) | 45 | (0.7\%) | 44 | (0.7\%) | 48 | (0.7\%) | 51 | (0.8\%) |
| Women | 24 | (55.8\%) | 26 | (60.5\%) | 24 | (53.3\%) | 23 | (52.3\%) | 23 | (47.9\%) | 25 | (49.0\%) |
| Men | 19 | (44.2\%) | 17 | (39.5\%) | 21 | (46.7\%) | 21 | (47.7\%) | 25 | (52.1\%) | 26 | (51.0\%) |
| Hispanic |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 503 | (7.6\%) | 528 | (7.9\%) | 513 | (7.7\%) | 508 | (7.6\%) | 518 | (7.8\%) | 508 | (7.6\%) |
| Women | 253 | (50.3\%) | 266 | (50.4\%) | 265 | (517\%) | 261 | (51.4\%) | 254 | (49.0\%) | 249 | (49.0\%) |
| Men | 250 | (49.7\%) | 262 | (49.6\%) | 248 | (48.3\%) | 247 | (48.6\%) | 264 | (51.0\%) | 259 | (51.0\%) |
| Foreign Students* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 450 | (6.8\%) | 472 | (7.0\%) | 462 | (6.9\%) | 461 | (6.9\%) | 479 | (7.2\%) | 502 | (7.6\%) |
| Women | 168 | (37.3\%) | 204 | (43.2\%) | 196 | (42.4\%) | 210 | (45.6\%) | 220 | (45.9\%) | 230 | (45.8\%) |
| Men | 282 | (627\%) | 268 | (56.8\%) | 266 | (57.6\%) | 251 | (54.4\%) | 259 | (54.1\%) | 272 | (54.2\%) |
| White |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 2782 | (42.0\%) | 2852 | (42.5\%) | 2821 | (42.2\%) | 2876 | (43.2\%) | 2970 | (44.7\%) | 3094 | (46.5\%) |
| Women | 1138 | (40.9\%) | 1188 | (41.7\%) | 1189 | (42.1\%) | 1228 | (42.7\%) | 1318 | (44.4\%) | 1374 | (44.4\%) |
| Men | 1644 | (59.1\%) | 1664 | (58.3\%) | 1632 | (57.9\%) | 1648 | (57.3\%) | 1652 | (55.6\%) | 1720 | (55.6\%) |
| Unknown/Other** |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 1117 | (16.8\%) | 1098 | (16.4\%) | 1149 | (17.2\%) | 1078 | (16.2\%) | 994 | (14.9\%) | 904 | (13.6\%) |
| Women | 523 | (46.8\%) | 501 | (45.6) | 515 | (44.8\%) | 460 | (42.7\%) | 434 | (43.7\%) | 396 | (43.8\%) |
| Men | 594 | (53.2\%) | 597 | (54.4\%) | 634 | (55.2\%) | 618 | (57.3\%) | 560 | (56.3\%) | 508 | (56.2\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 6630 |  | 6704 |  | 6684 |  | 6660 |  | 6650 |  | 6649 |  |
| Women | 3029 | (45.7\%) | 3101 | (46.3\%) | 3092 | (46.3\%) | 3096 | (46.5\%) | 3109 | (46.8\%) | 3118 | (46.9\%) |
| Men | 3601 | (54.3\%) | 3603 | (53.7\%) | 3592 | (53.7\%) | 3564 | (53.5\%) | 3541 | (53.2\%) | 3531 | (53.1\%) |

Source: IPEDSFederal Report.

## GRADUATE SCHOOL OF ARTS AND SCIENCES

Degree Candidates Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Black <br> Total | 104 | (3.5\%) | 105 | (3.6\%) | 110 | (3.7\%) | 115 | (3.7\%) | 122 | (3.6\%) | 116 | (3.5\%) |
| Women | 60 | (57.7\%) | 59 | (56.2\%) | 62 | (56.4\%) | 63 | (54.8\%) | 71 | (58.2\%) | 70 | (60.3\%) |
| Men | 44 | (42.3\%) | 46 | (43.8\%) | 48 | (43.6\%) | 52 | (45.2\%) | 51 | (41.8\%) | 46 | (39.7\%) |
| Asian |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 172 | (5.9\%) | 203 | (6.9\%) | 192 | (6.4\%) | 215 | (6.8\%) | 246 | (7.3\%) | 260 | (7.7\%) |
| Women | 79 | (45.9\%) | 98 | (48.3\%) | 91 | (47.4\%) | 99 | (46.0\%) | 128 | (520\%) | 148 | (56.9\%) |
| Men | 93 | (54.1\%) | 105 | (51.7\%) | 101 | (52.6\%) | 116 | (54.0\%) | 118 | (48.0\%) | 112 | (43.1\%) |
| Native American |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 6 | (0.2\%) | 5 | (0.2\%) | 6 | (0.2\%) | 8 | (0.3\%) | 5 | (0.1\%) | 6 | (0.2\%) |
| Women | 2 | (33.3\%) | 1 | (20.0\%) | 1 | (16.7\%) | 2 | (25.0\%) | 2 | (40.0\%) | 4 | (66.7\%) |
| Men | 4 | (66.7\%) | 4 | (80.0\%) | 5 | (83.3\%) | 6 | (75.0\%) | 3 | (60.0\%) | 2 | (33.3\%) |
| Hispanic Total | 114 | (3.9\%) | 108 | (3.7\%) | 111 | (3.7\%) | 118 | (3.8\%) | 128 | (3.8\%) | 120 | (3.6\%) |
| Women | 65 | (57.0\%) | 62 | (57.4\%) | 59 | (53.2\%) | 63 | (53.4\%) | 71 | (55.5\%) | 65 | (54.2\%) |
| Men | 49 | (43.0\%) | 46 | (42\%) | 52 | (46.8\%) | 55 | (46.6\%) | 57 | (44.5\%) | 55 | (45.8\%) |
| Foreign Students* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 747 | (25.4\%) | 742 | (25.4\%) | 773 | (25.9\%) | 883 | (28.1\%) | 933 | (27.8\%) | 857 | (25.5\%) |
| Women | 262 | (35.1\%) | 276 | (37.2\%) | 294 | (38.0\%) | 336 | (38.1\%) | 360 | (38.6\%) | 325 | (37.9\%) |
| Men | 485 | (64.9\%) | 466 | (62\%) | 479 | (620\%) | 547 | (61.9\%) | 573 | (61.4\%) | 532 | (621\%) |
| White |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 681 | (23.2\%) | 795 | (27.2\%) | 831 | (27.9\%) | 979 | (31.1\%) | 1133 | (33.7\%) | 1233 | (36.7\%) |
| Women | 307 | (45.1\%) | 352 | (44.3\%) | 355 | (427\%) | 407 | (41.\%) | 475 | (41.9\%) | 524 | (42.5\%) |
| Men | 374 | (54.9\%) | 443 | (55.7\%) | 476 | (57.3\%) | 572 | (58.4\%) | 658 | (58.1\%) | 709 | (57.5\%) |
| Unknown/Other** |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 1113 | (37.9\%) | 968 | (33.1\%) | 956 | (32.1\%) | 826 | (26.3\%) | 791 | (23.6\%) | 765 | (22.8\%) |
| Women | 464 | (41.7\%) | 397 | (41.0\%) | 432 | (45.2\%) | 389 | (47.1\%) | 358 | (45.3\%) | 332 | (43.4\%) |
| Men | 649 | (58.3\%) | 571 | (59.0\%) | 524 | (54.8\%) | 437 | (52.9\%) | 433 | (54.7\%) | 433 | (56.6\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 2937 |  | 2926 |  | 2979 |  | 3144 |  | 3358 |  | 3357 |  |
| Women | 1239 | (42.2\%) | 1245 | (42.5\%) | 1294 | (43.4\%) | 1359 | (43.2\%) | 1465 | (43.6\%) | 1468 | (43.7\%) |
| Men | 1698 | (57.8\%) | 1681 | (57.5\%) | 1685 | (56.6\%) | 1785 | (56.8\%) | 1893 | (56.4\%) | 1889 | (56.3\%) |

Source: IPEDSFederal Report.

Degree Candidates Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Black <br> Total | 72 | (4.9\%) | 76 | (5.0\%) | 71 | (4.8\%) | 80 | (5.5\%) | 113 | (6.1\%) | 108 | (5.9\%) |
| Women | 23 | (31.9\%) | 17 | (22.4\%) | 18 | (25.4\%) | 25 | (31.3\%) | 40 | (35.4\%) | 46 | (42.\%) |
| Men | 49 | (68.1\%) | 59 | (77.6\%) | 53 | (74.6\%) | 55 | (68.8\%) | 73 | (64.6\%) | 6 | (57.4\%) |
| Asian |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 146 | (9.9\%) | 155 | (10.2\%) | 152 | (10.2\%) | 139 | (9.5\%) | 159 | (8.6\%) | 165 | (9.0\%) |
| Women | 50 | (34.2\%) | 66 | (42.6\%) | 70 | (46.1\%) | 66 | (47.5\%) | 72 | (45.3\%) | 81 | (49.1\%) |
| Men | 96 | (65.8\%) | 89 | (57.4\%) | 82 | (53.9\%) | 73 | (52.5\%) | 87 | (54.7\%) | 84 | (50.9\%) |
| Native American |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 2 | (0.1\%) | 4 | (0.3\%) | 4 | (0.3\%) | 3 | (0.2\%) | 8 | (0.4\%) | 9 | (0.5\%) |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 1 | (12.5\%) | 1 | (11.1\%) |
| Men | 2 | (100.0\%) | 4 | (100.0\%) | 4 | (100.0\%) | 3 | (100.0\%) | 7 | (87.5\%) | 8 | (88.9\%) |
| Hispanic |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 35 | (2.4\%) | 38 | (2.5\%) | 43 | (2.9\%) | 42 | (2.9\%) | 49 | (2.7\%) | 65 | (3.5\%) |
| Women | 13 | (37.1\%) | 6 | (15.8\%) | 12 | (27.9\%) | 15 | (35.7\%) | 20 | (40.8\%) | 21 | (32.3\%) |
| Men | 22 | (62.9\%) | 32 | (84.2\%) | 31 | (72.1\%) | 27 | (64.3\%) | 29 | (59.2\%) | 44 | (67.7\%) |
| Foreign Students* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 383 | (26.0\%) | 393 | (25.9\%) | 429 | (28.9\%) | 482 | (33.1\%) | 613 | (33.2\%) | 613 | (33.4\%) |
| Women | 68 | (17.8\%) | 79 | (20.1\%) | 99 | (23.1\%) | 134 | (27.8\%) | 187 | (30.5\%) | 186 | (30.3\%) |
| Men | 315 | (82.2\%) | 314 | (79.9\%) | 330 | (76.9\%) | 348 | (72.2\%) | 426 | (69.5\%) | 427 | (69.7\%) |
| White |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 402 | (27.3\%) | 361 | (23.8\%) | 227 | (15.3\%) | 38 | (2.6\%) | 350 | (18.9\%) | 65 | (36.8\%) |
| Women | 129 | (32.1\%) | 131 | (36.3\%) | 79 | (34.8\%) | 17 | (44.7\%) | 143 | (40.9\%) | 262 | (38.8\%) |
| Men | 273 | (67.9\%) | 230 | (63.7\%) | 148 | (65.2\%) | 21 | (55.3\%) | 207 | (59.1\%) | 413 | (61.2\%) |
| Unknown/Other** |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 435 | (29.5\%) | 490 | (32.3\%) | 559 | (37.6\%) | 67 | (46.2\%) | 555 | (30.0\%) | 201 | (10.9\%) |
| Women | 106 | (24.4\%) | 153 | (31.2\%) | 178 | (31.8\%) | 221 | (32.8\%) | 172 | (31.0\%) | 59 | (29.4\%) |
| Men | 329 | (75.6\%) | 337 | (68.8\%) | 381 | (68.2\%) | 453 | (67.2\%) | 383 | (69.0\%) | 142 | (70.6\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 1475 |  | 1517 |  | 1485 |  | 1458 |  | 1847 |  | 1836 |  |
| Women | 389 | (26.4\%) | 452 | (29.8\%) | 456 | (30.7\%) | 478 | (32.8\%) | 635 | (34.4\%) | 656 | (35.7\%) |
| Men | 1086 | (73.6\%) | 1065 | (70.2\%) | 1029 | (69.3\%) | 980 | (67.2\%) | 1212 | (65.6\%) | 1180 | (64.3\%) |

Source: IPEDSFederal Report.

## GRADUATE SCHOOL OF DESIGN

Degree Candidates Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Black |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 5 | (10\%) | 6 | (1.1\%) | 6 | (1.1\%) | 10 | (18\%) | 10 | (19\%) | 21 | (3.8\%) |
| Women | 1 | (20.0\%) | 2 | (33.3\%) | 2 | (33.3\%) | 7 | (70.0\%) | 7 | (70.0\%) | 9 | (429\%) |
| Men | 4 | (80.0\%) | 4 | (66.7\%) | 4 | (66.7\%) | 3 | (30.0\%) | 3 | (30.0\%) | 12 | (57.1\%) |
| Asian |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 95 | (18.1\%) | 86 | (16.2\%) | 91 | (16.9\%) | 64 | (11\%\%) | 63 | (118\%) | 81 | (14.6\%) |
| Women | 49 | (51.\%) | 42 | (48.8\%) | 47 | (51.\%) | 37 | (57.8\%) | 38 | (60.3\%) | 51 | (63.0\%) |
| Men | 46 | (48.4\%) | 44 | (51.2\%) | 44 | (48.4\%) | 27 | (42.2\%) | 25 | (39.7\%) | 30 | (37.0\%) |
| Native American |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 4 | (0.8\%) | 3 | (0.6\%) | 2 | (0.4\%) | 1 | (0.2\%) | 0 | (0.0\%) | 3 | (0.5\%) |
| Women | 1 | (25.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 1 | (100.0\%) | 0 | (0.0\%) | 3 | 100.0\%) |
| Men | 3 | (75.0\%) | 3 | (100.0\%) | 2 | 100.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Hispanic |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 29 | (5.5\%) | 29 | (5.5\%) | 24 | (4.5\%) | 20 | (3.6\%) | 13 | (2.4\%) | 30 | (5.4\%) |
| Women | 8 | (27.6\%) | 11 | (37.9\%) | 10 | (41.7\%) | 7 | (35.0\%) | 4 | (30.8\%) | 19 | (63.3\%) |
| Men | 21 | (72.4\%) | 18 | (621\%) | 14 | (58.3\%) | 13 | (65.0\%) | 9 | (69.2\%) | 11 | (36.7\%) |
| Foreign Students* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 151 | (28.8\%) | 163 | (30.6\%) | 188 | (34.9\%) | 232 | (42.2\%) | 305 | (56.9\%) | 168 | (30.2\%) |
| Women | 6 | (41.7\%) | 69 | (423\%) | 73 | (38.8\%) | 97 | (41.8\%) | 134 | (43.9\%) | 72 | (429\%) |
| Men | 88 | (58.3\%) | 94 | (57.7\%) | 115 | (61.2\%) | 135 | (58.2\%) | 171 | (56.1\%) | 96 | (57.1\%) |
| White |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 218 | (41.\%) | 211 | (39.7\%) | 197 | (36.6\%) | 190 | (34.5\%) | 119 | (22.2\%) | 218 | (39.2\%) |
| Women | 108 | (49.5\%) | 95 | (45.0\%) | 80 | (40.6\%) | 80 | (42.1\%) | 51 | (429\%) | 95 | (43.6\%) |
| Men | 110 | (50.5\%) | 116 | (55.0\%) | 117 | (59.4\%) | 110 | (57.9\%) | 68 | (57.1\%) | 123 | (56.4\%) |
| Unknown/Other** |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 22 | (4.2\%) | 34 | (6.4\%) | 30 | (5.6\%) | 33 | (6.0\%) | 26 | (4.9\%) | 35 | (6.3\%) |
| Women | 13 | (59.1\%) | 17 | (50.0\%) | 15 | (50.0\%) | 15 | (45.5\%) | 15 | (57.7\%) | 15 | (429\%) |
| Men | 9 | (40.9\%) | 17 | (50.0\%) | 15 | (50.0\%) | 18 | (54.5\%) | 11 | (423\%) | 20 | (57.1\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 524 |  | 532 |  | 538 |  | 550 |  | 536 |  | 556 |  |
| Women | 243 | (46.4\%) | 236 | (44.4\%) | 227 | (42.2\%) | 244 | (44.4\%) | 249 | (46.5\%) | 264 | (47.5\%) |
| Men | 281 | (53.6\%) | 296 | (55.6\%) | 311 | (57.8\%) | 306 | (55.6\%) | 287 | (53.5\%) | 292 | (52.5\%) |

[^17]Source: IPEDSFederal Report.

## HARVARD DIVINITY SCHOOL

DegreeCandidates Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Black |  |  |  |  |  |  |  |  |  |  |  | (7.0\%) |
| Women | 15 | (42.9\%) | 21 | (63.6\%) | 23 | (59.0\%) | 16 | (45.7\%) | 20 | (52.6\%) | 17 | (54.8\%) |
| Men | 20 | (57.1\%) | 12 | (36.4\%) | 16 | (41.0\%) | 19 | (54.3\%) | 18 | (47.4\%) | 14 | (45.2\%) |
| Asian |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 29 | (5.6\%) | 30 | (5.8\%) | 23 | (4.8\%) | 28 | (5.8\%) | 23 | (5.1\%) | 25 | (5.6\%) |
| Women | 13 | (44.8\%) | 15 | (50.0\%) | 10 | (43.5\%) | 17 | (60.7\%) | 13 | (56.5\%) | 12 | (48.0\%) |
| Men | 16 | (55.2\%) | 15 | (50.0\%) | 13 | (56.5\%) | 11 | (39.3\%) | 10 | (43.5\%) | 13 | (520\%) |
| Native American |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 1 | (0.2\%) | 0 | (0.0\%) | 2 | (0.4\%) | 5 | (10\%) | 4 | (0.9\%) | 5 | (1.1\%) |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 1 | (50.0\%) | 2 | (40.0\%) | 1 | (25.0\%) | 2 | (40.0\%) |
| Men |  | (100.0\%) | 0 | (0.0\%) | 1 | (50.0\%) | 3 | (60.0\%) | 3 | (75.0\%) | 3 | (60.0\%) |
| Hispanic |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 12 | (2.3\%) | 11 | (2.1\%) | 11 | (23\%) | 19 | (4.0\%) | 18 | (4.0\%) | 16 | (3.6\%) |
| Women | 4 | (33.3\%) | 6 | (54.5\%) | 5 | (45.5\%) | 8 | (42.1\%) | 7 | (38.9\%) | 8 | (50.0\%) |
| Men | 8 | (66.7\%) | 5 | (45.5\%) | 6 | (54.5\%) | 11 | (57.9\%) | 11 | (61.1\%) | 8 | (50.0\%) |
| Foreign Students* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 44 | (8.5\%) | 44 | (8.6\%) | 44 | (9.1\%) | 46 | (9.6\%) | 45 | (10.0\%) | 43 | (9.7\%) |
| Women | 19 | (43.2\%) | 17 | (38.6) | 18 | (40.9\%) | 20 | (43.5\%) | 17 | (37.8\%) | 17 | (39.5\%) |
| Men | 25 | (56.8\%) | 27 | (61.4\%) | 26 | (59.1\%) | 26 | (56.5\%) | 28 | (622\%) | 26 | (60.5\%) |
| White |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 375 | (72.7\%) | 361 | (70.4\%) | 339 | (70.5\%) | 327 | (68.1\%) | 299 | (66.3\%) | 293 | (66.1\%) |
| Women | 228 | (60.8\%) | 200 | (55.4\%) | 191 | (56.3\%) | 134 | (41.0\%) | 180 | (60.2\%) | 169 | (57.7\%) |
| Men | 147 | (39.2\%) | 161 | (44.6\%) | 148 | (43.7\%) | 193 | (59.0\%) | 119 | (39.8\%) | 124 | (423\%) |
| Unknown/Other** |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 20 | (3.9\%) | 34 | (6.6\%) | 23 | (4.8\%) | 20 | (4.2\%) | 24 | (5.3\%) | 30 | (6.8\%) |
| Women | 11 | (55.0\%) | 19 | (55.9\%) | 14 | (60.9\%) | 13 | (65.0\%) | 20 | (83.3\%) | 25 | (83.3\%) |
| Men | 9 | (45.0\%) | 15 | (44.1\%) | 9 | (39.1\%) | 7 | (35.0\%) | 4 | (16.7\%) | 5 | (16.7\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 516 |  | 513 |  | 481 |  | 480 |  | 451 |  | 443 |  |
| Women | 290 | (56.2\%) | 278 | (54.2\%) | 262 | (54.5\%) | 210 | (43.8\%) | 258 | (57.2\%) | 250 | (56.4\%) |
| Men | 226 | (43.8\%) | 235 | (45.8\%) | 219 | (45.5\%) | 270 | (56.3\%) | 193 | (428\%) | 193 | (43.6\%) |

Source: IPEDSFederal Report.

## GRADUATE SCHOOL OF EDUCATION

## Degree Candidates Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Black |  |  |  |  |  |  |  |  |  |  |  |  |
| Women | 71 | (66.4\%) | 84 | (65.1\%) | 53 | (60.9\%) | 59 | (68.6) | 57 | (64.0\%) | 51 | (70.8\%) |
| Men | 36 | (33.6\%) | 45 | (34.9\%) | 34 | (39.1\%) | 27 | (31.4\%) | 32 | (36.0\%) | 21 | (29.2\%) |
| Asian |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 65 | (5.6\%) | 86 | (7.3\%) | 76 | (6.9\%) | 77 | (7.1\%) | 89 | (7.9\%) | 88 | (8.3\%) |
| Women | 54 | (83.1\%) | 67 | (77.9\%) | 58 | (76.3\%) | 60 | (77.9\%) | 68 | (76.4\%) | 70 | (79.5\%) |
| Men | 11 | (16.9\%) | 19 | (22.1\%) | 18 | (23.7\%) | 17 | (22.1\%) | 21 | (23.6\%) | 18 | (20.5\%) |
| Native American |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 25 | (2.1\%) | 15 | (13\%) | 10 | (0.9\%) | 9 | (0.8\%) | 10 | (0.9\%) | 6 | (0.6\%) |
| Women | 16 | (64.0\%) | 10 | (66.7\%) | 8 | (80.0\%) | 7 | (77.8\%) | 7 | (70.0\%) | 4 | (66.7\%) |
| Men | 9 | (36.0\%) | 5 | (33.3\%) | 2 | (20.0\%) | 2 | (22.2\%) | 3 | (30.0\%) | 2 | (33.3\%) |
| Hispanic |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 84 | (7.2\%) | 117 | (10.0\%) | 104 | (9.5\%) | 67 | (6.2\%) | 90 | (8.0\%) | 83 | (7.9\%) |
| Women | 52 | (61.9\%) | 86 | (73.5\%) | 78 | (75.0\%) | 45 | (67.2\%) | 61 | (67.8\%) | 55 | (66.3\%) |
| Men | 32 | (38.1\%) | 31 | (26.5\%) | 26 | (25.0\%) | 22 | (32.8\%) | 29 | (32.2\%) | 28 | (33.7\%) |
| Foreign Students* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 135 | (11.5\%) | 87 | (7.4\%) | 108 | (9.9\%) | 121 | (11.1\%) | 124 | (11.1\%) | 100 | (9.5\%) |
| Women | 99 | (73.3\%) | 71 | (81.6) | 89 | (82.4\%) | 89 | (73.6\%) | 87 | (70.2\%) | 72 | (720\%) |
| Men | 36 | (26.7\%) | 16 | (18.4\%) | 19 | (17.6\%) | 32 | (26.4\%) | 37 | (29.8\%) | 28 | (28.0\%) |
| White |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 538 | (45.9\%) | 534 | (45.6\%) | 505 | (46.1\%) | 557 | (51.2\%) | 534 | (47.6\%) | 544 | (51.5\%) |
| Women | 376 | (69.9\%) | 393 | (73.6\%) | 367 | (727\%) | 422 | (75.8\%) | 406 | (76.0\%) | 421 | (77.4\%) |
| Men | 162 | (30.1\%) | 141 | (26.4\%) | 138 | (27.3\%) | 135 | (24.2\%) | 128 | (24.0\%) | 123 | (22\%) |
| Unknown/Other** |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 217 | (18.5\%) | 203 | (17.3\%) | 206 | (18.8\%) | 170 | (15.6\%) | 185 | (16.5\%) | 164 | (15.5\%) |
| Women | 149 | (68.7\%) | 151 | (74.4\%) | 149 | (72.3\%) | 124 | (72.9\%) | 133 | (71.9\%) | 115 | (70.1\%) |
| Men | 68 | (31.3\%) | 52 | (25.6\%) | 57 | (27.7\%) | 46 | (27.1\%) | 52 | (28.1\%) | 49 | (29.9\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 1171 |  | 1171 |  | 1096 |  | 1087 |  | 1121 |  | 1057 |  |
| Women | 817 | (69.8\%) | 862 | (73.6\%) | 802 | (73.2\%) | 806 | (74.1\%) | 819 | (73.1\%) | 788 | (74.6\%) |
| Men | 354 | (30.2\%) | 309 | (26.4\%) | 294 | (26.8\%) | 281 | (25.9\%) | 302 | (26.9\%) | 269 | (25.4\%) |

Source: IPEDSFederal Report.

JOHN F. KENNEDY SCHOOL OF GOVERNMENT
Degree Candidates Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Black |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 46 | (5.5\%) | 41 | (5.6\%) | 33 | (4.3\%) | 32 | (3.8\%) | 48 | (5.4\%) | 53 | (5.9\%) |
| Women | 25 | (54.3\%) | 17 | (41.5\%) | 7 | (21.2\%) | 15 | (46.9\%) | 30 | (62.5\%) | 34 | (64.2\%) |
| Men | 21 | (45.7\%) | 24 | (58.5\%) | 26 | (78.8\%) | 17 | (53.1\%) | 18 | (37.5\%) | 19 | (35.8\%) |
| Asian |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 62 | (7.5\%) | 41 | (5.6\%) | 43 | (5.6\%) | 58 | (6.9\%) | 58 | (6.6\%) | 63 | (7.0\%) |
| Women | 37 | (59.7\%) | 26 | (63.4\%) | 22 | (51.2\%) | 30 | (51.7\%) | 27 | (46.6\%) | 34 | (54.0\%) |
| Men | 25 | (40.3\%) | 15 | (36.6\%) | 21 | (48.8\%) | 28 | (48.3\%) | 31 | (53.4\%) | 29 | (46.0\%) |
| Native American |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 1 | (0.1\%) | 3 | (0.4\%) | 4 | (0.5\%) | 7 | (0.8\%) | 8 | (0.9\%) | 6 | (0.7\%) |
| Women | 0 | (0.0\%) | 1 | (33.3\%) | 3 | (75.0\%) | 4 | (57.1\%) | 2 | (25.0\%) | 2 | (33.3\%) |
| Men | 1 | (100.0\%) | 2 | (66.7\%) | 1 | (25.0\%) | 3 | (42.9\%) | 6 | (75.0\%) | 4 | (66.7\%) |
| Hispanic |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 46 | (5.5\%) | 32 | (4.4\%) | 35 | (4.5\%) | 45 | (5.4\%) | 40 | (4.5\%) | 54 | (6.0\%) |
| Women | 20 | (43.5\%) | 14 | (43.8\%) | 18 | (51.4\%) | 25 | (55.6\%) | 25 | (62.5\%) | 29 | (53.7\%) |
| Men | 26 | (56.5\%) | 18 | (56.3\%) | 17 | (48.6\%) | 20 | (44.4\%) | 15 | (37.5\%) | 25 | (46.3\%) |
| Foreign Students* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 279 | (33.6\%) | 271 | (37.2\%) | 316 | (410\%) | 367 | (43.7\%) | 393 | (44.6\%) | 358 | (40.0\%) |
| Women | 88 | (31.5\%) | 81 | (29.9\%) | 102 | (32.3\%) | 121 | (33.0\%) | 135 | (34.4\%) | 129 | (36.0\%) |
| Men | 191 | (68.5\%) | 190 | (70.1\%) | 214 | (6.7\%) | 246 | (67.0\%) | 258 | (65.6\%) | 229 | (64.0\%) |
| White |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 355 | (42.7\%) | 291 | (40.0\%) | 274 | (35.6\%) | 274 | (32.6\%) | 276 | (31.3\%) | 296 | (33.0\%) |
| Women | 157 | (44.2\%) | 143 | (49.1\%) | 133 | (48.5\%) | 125 | (45.6\%) | 132 | (47.8\%) | 142 | (48.0\%) |
| Men | 198 | (55.8\%) | 148 | (50.9\%) | 141 | (51.5\%) | 149 | (54.4\%) | 144 | (52.2\%) | 154 | (52.0\%) |
| Unknown/Other** |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 42 | (5.1\%) | 49 | (6.7\%) | 65 | (8.4\%) | 57 | (6.8\%) | 58 | (6.6\%) | 66 | (7.4\%) |
| Women | 20 | (47.6\%) | 18 | (36.7\%) | 25 | (38.5\%) | 24 | (42.1\%) | 25 | (43.1\%) | 28 | (42.4\%) |
| Men | 22 | (52.4\%) | 31 | (63.3\%) | 40 | (61.5\%) | 33 | (57.9\%) | 33 | (56.9\%) | 38 | (57.6\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 831 |  | 728 |  | 770 |  | 840 |  | 881 |  | 896 |  |
| Women | 347 | (41.8\%) | 300 | (41.2\%) | 310 | (40.3\%) | 344 | (41.0\%) | 376 | (42.7\%) | 398 | (44.4\%) |
| Men | 484 | (58.2\%) | 428 | (58.8\%) | 460 | (59.7\%) | 496 | (59.0\%) | 505 | (57.3\%) | 498 | (55.6\%) |

Source: IPEDSFederal Report.

## HARVARD LAW SCHOOL

## Degree Candidates Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Black |  |  |  |  |  |  |  |  | 144 | (7.5\%) | 147 | (7.7\%) |
| Women | 83 | (53.5\%) | 81 | (53.3\%) | 72 | (51.4\%) | 81 | (60.4\%) | 93 | (64.6\%) | 98 | (66.7\%) |
| Men | 72 | (46.5\%) | 71 | (46.7\%) | 68 | (48.6\%) | 53 | (39.6\%) | 51 | (35.4\%) | 49 | (33.3\%) |
| Asian |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 183 | (9.9\%) | 164 | (8.8\%) | 146 | (7.8\%) | 164 | (8.9\%) | 170 | (8.9\%) | 171 | (8.9\%) |
| Women | 95 | (51.9\%) | 92 | (56.1\%) | 80 | (54.8\%) | 89 | (54.3\%) | 89 | (52.4\%) | 84 | (49.1\%) |
| Men | 88 | (48.1\%) | 72 | (43.9\%) | 66 | (45.2\%) | 75 | (45.7\%) | 81 | (47.6\%) | 87 | (50.9\%) |
| Native American |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 9 | (0.5\%) | 10 | (0.5\%) | 10 | (0.5\%) | 9 | (0.5\%) | 3 | (0.2\%) | 4 | (0.2\%) |
| Women | 7 | (77.8\%) | 7 | (70.0\%) | 8 | (80.0\%) | 6 | (66.7\%) | 3 | (100.0\%) | 3 | (75.0\%) |
| Men | 2 | (22.2\%) | 3 | (30.0\%) | 2 | (20.0\%) | 3 | (33.3\%) | 0 | (0.0\%) | 1 | (25.0\%) |
| Hispanic |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 84 | (4.5\%) | 78 | (4.2\%) | 78 | (4.2\%) | 61 | (3.3\%) | 59 | (3.1\%) | 74 | (3.9\%) |
| Women | 33 | (39.3\%) | 32 | (41.0\%) | 39 | (50.0\%) | 26 | (426\%) | 25 | (42.4\%) | 31 | (41.9\%) |
| Men | 51 | (60.7\%) | 46 | (59.0\%) | 39 | (50.0\%) | 35 | (57.4\%) | 34 | (57.6\%) | 43 | (58.1\%) |
| Foreign Students* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 232 | (12.5\%) | 238 | (12.8\%) | 230 | (12.4\%) | 216 | (118\%) | 273 | (14.3\%) | 266 | (13.9\%) |
| Women | 83 | (35.8\%) | 88 | (37.0\%) | 85 | (37.0\%) | 76 | (35.2\%) | 110 | (40.3\%) | 118 | (44.4\%) |
| Men | 149 | (64.2\%) | 150 | (63.0\%) | 145 | (63.0\%) | 140 | (64.8\%) | 163 | (59.7\%) | 148 | (55.6\%) |
| White |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 1009 | (54.4\%) | 921 | (49.5\%) | 997 | (53.6\%) | 985 | (53.6\%) | 954 | (49.8\%) | 901 | (47.0\%) |
| Women | 385 | (38.2\%) | 357 | (38.8\%) | 403 | (40.4\%) | 401 | (40.7\%) | 396 | (41.5\%) | 372 | (41.3\%) |
| Men | 624 | (618\%) | 564 | (61.2\%) | 594 | (59.6\%) | 584 | (59.3\%) | 558 | (58.5\%) | 529 | (58.7\%) |
| Unknown/Other** |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 184 | (9.9\%) | 298 | (16.0\%) | 259 | (13.9\%) | 269 | (14.6\%) | 311 | (16.2\%) | 352 | (18.4\%) |
| Women | 85 | (46.2\%) | 121 | (40.6\%) | 110 | (42.5\%) | 115 | (428\%) | 134 | (43.1\%) | 143 | (40.6\%) |
| Men | 99 | (53.8\%) | 177 | (59.4\%) | 149 | (57.5\%) | 154 | (57.2\%) | 177 | (56.9\%) | 209 | (59.4\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 1856 |  | 1861 |  | 1860 |  | 1838 |  | 1914 |  | 1915 |  |
| Women | 771 | (41.5\%) | 778 | (41.8\%) | 797 | (428\%) | 794 | (43.2\%) | 850 | (44.4\%) | 849 | (44.3\%) |
| Men | 1085 | (58.5\%) | 1083 | (58.2\%) | 1063 | (57.2\%) | 1044 | (56.8\%) | 1064 | (55.6\%) | 1066 | (55.7\%) |

Source: IPEDSFederal Report

## HARVARD MEDICAL SCHOOL

DegreeCandidates Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Black |  |  |  |  |  |  |  |  |  |  |  | (11.8\%) |
| Women | 39 | (50.6) | 32 | (48.5\%) | 36 | (50.0\%) | 33 | (44.6\%) | 45 | (52.3\%) | 51 | (54.8\%) |
| Men | 38 | (49.4\%) | 34 | (51.5\%) | 36 | (50.0\%) | 41 | (55.4\%) | 41 | (47.7\%) | 42 | (45.2\%) |
| Asian |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 184 | (24.4\%) | 186 | (24.6\%) | 187 | (25.1\%) | 184 | (24.3\%) | 190 | (24.5\%) | 199 | (25.3\%) |
| Women | 93 | (50.5\%) | 92 | (49.5\%) | 89 | (47.6) | 84 | (45.7\%) | 79 | (41.6\%) | 84 | (42.2\%) |
| Men | 91 | (49.5\%) | 94 | (50.5\%) | 98 | (52.4\%) | 100 | (54.3\%) | 111 | (58.4\%) | 115 | (57.8\%) |
| Native American |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 6 | (0.8\%) | 5 | (0.7\%) | 4 | (0.5\%) | 11 | (15\%) | 9 | (12\%) | 13 | (1.7\%) |
| Women | 3 | (50.0\%) | 2 | (40.0\%) | 2 | (50.0\%) | 7 | (63.6\%) | 5 | (55.6\%) | 7 | (53.8\%) |
| Men | 3 | (50.0\%) | 3 | (60.0\%) | 2 | (50.0\%) | 4 | (36.4\%) | 4 | (44.4\%) | 6 | (46.2\%) |
| Hispanic |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 57 | (7.6\%) | 6 | (8.2\%) | 60 | (8.1\%) | 72 | (9.5\%) | 65 | (8.4\%) | 58 | (7.4\%) |
| Women | 17 | (29.8\%) | 21 | (33.9\%) | 21 | (35.0\%) | 22 | (30.6\%) | 20 | (30.8\%) | 17 | (29.3\%) |
| Men | 40 | (70.2\%) | 41 | (66.1\%) | 39 | (65.0\%) | 50 | (69.4\%) | 45 | (69.2\%) | 41 | (70.7\%) |
| Foreign Students* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 45 | (6.0\%) | 40 | (5.3\%) | 41 | (5.5\%) | 48 | (6.3\%) | 44 | (5.7\%) | 40 | (5.1\%) |
| Women | 17 | (37.8\%) | 15 | (37.5\%) | 11 | (26.8\%) | 13 | (27.1\%) | 12 | (27.3\%) | 16 | (40.0\%) |
| Men | 28 | (22\%) | 25 | (62.5\%) | 30 | (73.2\%) | 35 | (72.9\%) | 32 | (727\%) | 24 | (60.0\%) |
| White |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 363 | (48.2\%) | 374 | (49.4\%) | 359 | (48.3\%) | 341 | (45.1\%) | 352 | (45.3\%) | 362 | (46.0\%) |
| Women | 185 | (51.0) | 188 | (50.3\%) | 176 | (49.0\%) | 166 | (48.7\%) | 186 | (528\%) | 194 | (53.6\%) |
| Men | 178 | (49.0\%) | 186 | (49.7\%) | 183 | (51.0\%) | 175 | (51.3\%) | 166 | (47.2\%) | 168 | (46.4\%) |
| Unknown/Other** |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 21 | (28\%) | 24 | (3.2\%) | 21 | (28\%) | 26 | (3.4\%) | 31 | (4.0\%) | 22 | (2.8\%) |
| Women | 8 | (38.1\%) | 9 | (37.5\%) | 9 | (429\%) | 9 | (34.6\%) | 8 | (25.8\%) | 6 | (27.3\%) |
| Men | 13 | (61.9\%) | 15 | (62.5\%) | 12 | (57.1\%) | 17 | (65.4\%) | 23 | (74.2\%) | 16 | (727\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 753 |  | 757 |  | 744 |  | 756 |  | 777 |  | 787 |  |
| Women | 362 | (48.1\%) | 359 | (47.4\%) | 344 | (46.2\%) | 334 | (44.2\%) | 355 | (45.7\%) | 375 | (47.6\%) |
| Men | 391 | (51.9\%) | 398 | (52.6) | 400 | (53.8\%) | 422 | (55.8\%) | 422 | (54.3\%) | 412 | (52.4\%) |

Source: IPEDSFederal Report.

## SCHOOL OF DENTAL MEDICINE

DegreeCandidates Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Black <br> Total | 3 | (13\%) | 3 | (1.4\%) | 1 | (0.5\%) | 4 | (19\%) | 4 | (19\%) | 7 | (3.4\%) |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 1 | (14.3\%) |
| Men |  | (100.0\%) | 3 | (100.0\%) |  | (100.0\%) |  | (100.0\%) | 4 | (100.0\%) | 6 | (85.7\%) |
| Asian |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 65 | (27.8\%) | 60 | (28.6\%) | 66 | (31.\%) | 54 | (25.2\%) | 59 | (27.7\%) | 57 | (27.5\%) |
| Women | 42 | (64.6\%) | 37 | (61.7\%) | 34 | (51.5\%) | 25 | (46.3\%) | 29 | (49.2\%) | 30 | (526\%) |
| Men | 23 | (35.4\%) | 23 | (38.3\%) | 32 | (48.5\%) | 29 | (53.7\%) | 30 | (50.8\%) | 27 | (47.4\%) |
| Native American |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Women | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Men | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 0 | (0.0\%) |
| Hispanic |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 6 | (2.6\%) | 5 | (2.4\%) | 7 | (3.3\%) | 9 | (4.2\%) | 7 | (3.3\%) | 8 | (3.9\%) |
| Women | 3 | (50.0\%) | 1 | (20.0\%) | 3 | (42.9\%) | 4 | (44.4\%) | 4 | (57.1\%) | 5 | (62.5) |
| Men | 3 | (50.0\%) | 4 | (80.0\%) | 4 | (57.1\%) | 5 | (55.6\%) | 3 | (42.9\%) | 3 | (37.5\%) |
| Foreign Students* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 60 | (25.6\%) | 51 | (24.3\%) | 47 | (22.5\%) | 46 | (21.5\%) | 40 | (18.8\%) | 40 | (19.3\%) |
| Women | 30 | (50.0\%) | 22 | (43.1\%) | 18 | (38.3\%) | 21 | (45.7\%) | 18 | (45.0\%) | 16 | (40.0\%) |
| Men | 30 | (50.0\%) | 29 | (56.9\%) | 29 | (61.7\%) | 25 | (54.3\%) | 22 | (55.0\%) | 24 | (60.0\%) |
| White |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 96 | (41.0\%) | 86 | (41.0\%) | 82 | (39.2\%) | 93 | (43.5\%) | 93 | (43.7\%) | 85 | (41.1\%) |
| Women | 37 | (38.5\%) | 39 | (45.3\%) | 37 | (45.1\%) | 43 | (46.2\%) | 43 | (46.2\%) | 34 | (40.0\%) |
| Men | 59 | (61.5\%) | 47 | (54.7\%) | 45 | (54.9\%) | 50 | (53.8\%) | 50 | (53.8\%) | 51 | (60.0\%) |
| Unknown/Other** |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 4 | (17\%) | 5 | (2.4\%) | 6 | (2.9\%) | 8 | (3.7\%) | 10 | (4.7\%) | 10 | (4.8\%) |
| Women | 3 | (75.0\%) | 4 | (80.0\%) | 2 | (33.3\%) | 4 | (50.0\%) | 4 | (40.0\%) | 4 | (40.0\%) |
| Men | 1 | (25.0\%) | 1 | (20.0\%) | 4 | (66.7\%) | 4 | (50.0\%) | 6 | (60.0\%) | 6 | (60.0\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 234 |  | 210 |  | 209 |  | 214 |  | 213 |  | 207 |  |
| Women | 115 | (49.1\%) | 103 | (49.0\%) | 94 | (45.0\%) | 97 | (45.3\%) | 98 | (46.0\%) | 90 | (43.5\%) |
| Men | 119 | (50.9\%) | 107 | (51.0\%) | 115 | (55.0\%) | 117 | (54.7\%) | 115 | (54.0\%) | 117 | (56.5\%) |

Source: IPEDSFederal Report.

## SCHOOL OF PUBLIC HEALTH

DegreeCandidates Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Black |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 31 | (4.3\%) | 35 | (4.6\%) | 34 | (4.5\%) | 31 | (3.8\%) | 37 | (4.6\%) | 39 | (4.7\%) |
| Women | 19 | (61.3\%) | 23 | (65.7\%) | 24 | (70.6\%) | 22 | (71.0\%) | 24 | (64.9\%) | 28 | (718\%) |
| Men | 12 | (38.7\%) | 12 | (34.3\%) | 10 | (29.4\%) | 9 | (29.0\%) | 13 | (35.1\%) | 11 | (28.2\%) |
| Asian |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 77 | (10.6\%) | 81 | (10.7\%) | 86 | (113\%) | 106 | (12.9\%) | 85 | (10.5\%) | 86 | (10.4\%) |
| Women | 55 | (71.4\%) | 57 | (70.4\%) | 60 | (69.8\%) | 73 | (68.9\%) | 66 | (77.6\%) | 57 | (66.3\%) |
| Men | 22 | (28.6\%) | 24 | (29.6\%) | 26 | (30.2\%) | 33 | (31.1\%) | 19 | (22.4\%) | 29 | (33.7\%) |
| Native American |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 5 | (0.7\%) | 4 | (0.5\%) | 4 | (0.5\%) | 4 | (0.5\%) | 3 | (0.4\%) | 3 | (0.4\%) |
| Women | 3 | (60.0\%) | 4 | (100.0\%) | 4 | (100.0\%) | 3 | (75.0\%) | 2 | (66.7\%) | 2 | (66.7\%) |
| Men | 2 | (40.0\%) | 0 | (0.0\%) | 0 | (0.0\%) | 1 | (25.0\%) | 1 | (33.3\%) | 1 | (33.3\%) |
| Hispanic |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 18 | (2.5\%) | 20 | (2.6\%) | 17 | (2.2\%) | 20 | (2.4\%) | 22 | (2.7\%) | 26 | (3.2\%) |
| Women | 11 | (61.1\%) | 11 | (55.0\%) | 9 | (52.9\%) | 8 | (40.0\%) | 13 | (59.1\%) | 17 | (65.4\%) |
| Men | 7 | (38.9\%) | 9 | (45.0\%) | 8 | (47.1\%) | 12 | (60.0\%) | 9 | (40.9\%) | 9 | (34.6\%) |
| Foreign Students* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 183 | (25.2\%) | 195 | (25.8\%) | 184 | (24.2\%) | 210 | (25.5\%) | 218 | (27.0\%) | 215 | (26.1\%) |
| Women | 98 | (53.6\%) | 101 | (51.8\%) | 91 | (49.5\%) | 109 | (51.9\%) | 112 | (51.4\%) | 105 | (48.8\%) |
| Men | 85 | (46.4\%) | 94 | (48.2\%) | 93 | (50.5\%) | 101 | (48.1\%) | 106 | (48.6\%) | 110 | (51.2\%) |
| White |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 324 | (44.6\%) | 331 | (43.8\%) | 341 | (44.9\%) | 339 | (41.2\%) | 320 | (39.6\%) | 341 | (41.3\%) |
| Women | 206 | (63.6) | 209 | (63.1\%) | 208 | (61.0\%) | 199 | (58.7\%) | 203 | (63.4\%) | 219 | (64.2\%) |
| Men | 118 | (36.4\%) | 122 | (36.9\%) | 133 | (39.0\%) | 140 | (41.3\%) | 117 | (36.6\%) | 122 | (35.8\%) |
| Unknown/Other** |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 88 | (12.1\%) | 90 | (11.9\%) | 94 | (12.4\%) | 113 | (13.7\%) | 123 | (15.2\%) | 115 | (13.9\%) |
| Women | 51 | (58.0\%) | 59 | (65.6\%) | 64 | (68.1\%) | 77 | (68.1\%) | 86 | (69.9\%) | 73 | (63.5\%) |
| Men | 37 | (420\%) | 31 | (34.4\%) | 30 | (31.9\%) | 36 | (31.9\%) | 37 | (30.1\%) | 42 | (36.5\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 726 |  | 756 |  | 760 |  | 823 |  | 808 |  | 825 |  |
| Women | 443 | (610\%) | 464 | (61.4\%) | 460 | (60.5\%) | 491 | (59.7\%) | 506 | (62.6) | 501 | (60.7\%) |
| Men | 283 | (39.0\%) | 292 | (38.6\%) | 300 | (39.5\%) | 332 | (40.3\%) | 302 | (37.4\%) | 324 | (39.3\%) |

Source: IPEDSFederal Report.

## HARVARD UNIVERSITY EXTENSION SCHOOL

Degree Candidates Census for 1997-2002

|  | 1997 |  | 1998 |  | 1999 |  | 2000 |  | 2001 |  | 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Black |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 36 | (3.8\%) | 42 | (4.4\%) | 50 | (5.0\%) | 47 | (4.4\%) | 42 | (4.0\%) | 42 | (3.9\%) |
| Women | 22 | (61.1\%) | 22 | (52.4\%) | 26 | (520\%) | 24 | (51.1\%) | 19 | (45.2\%) | 24 | (57.1\%) |
| Men | 14 | (38.9\%) | 20 | (47.6\%) | 24 | (48.0\%) | 23 | (48.9\%) | 23 | (54.8\%) | 18 | (429\%) |
| Asian |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 34 | (3.6\%) | 48 | (5.0\%) | 45 | (4.5\%) | 6 | (6.3\%) | 67 | (6.3\%) | 83 | (7.7\%) |
| Women | 13 | (38.2\%) | 25 | (52.1\%) | 22 | (48.9\%) | 40 | (59.7\%) | 36 | (53.7\%) | 41 | (49.4\%) |
| Men | 21 | (61.8\%) | 23 | (47.9\%) | 23 | (51.1\%) | 27 | (40.3\%) | 31 | (46.3\%) | 42 | (50.6\%) |
| Native American |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 3 | (0.3\%) | 5 | (0.5\%) | 7 | (0.7\%) | 9 | (0.8\%) | 4 | (0.4\%) | 8 | (0.7\%) |
| Women | 1 | (33.3\%) | 2 | (40.0\%) | 5 | (71.4\%) | 5 | (55.6\%) | 2 | (50.0\%) | 3 | (37.5\%) |
| Men | 2 | (66.7\%) | 3 | (60.0\%) | 2 | (28.6\%) | 4 | (44.4\%) | 2 | (50.0\%) | 5 | (62.5\%) |
| Hispanic |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 27 | (29\%) | 28 | (2.9\%) | 31 | (3.1\%) | 33 | (3.1\%) | 41 | (3.9\%) | 37 | (3.5\%) |
| Women | 13 | (48.1\%) | 15 | (53.6\%) | 16 | (51.\%) | 20 | (60.6\%) | 21 | (51.2\%) | 17 | (45.9\%) |
| Men | 14 | (51.9\%) | 13 | (46.4\%) | 15 | (48.4\%) | 13 | (39.4\%) | 20 | (48.8\%) | 20 | (54.1\%) |
| Foreign Students* |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 73 | (7.7\%) | 109 | (113\%) | 155 | (15.6\%) | 177 | (16.6\%) | 177 | (16.7\%) | 156 | (14.6\%) |
| Women | 38 | (52.1\%) | 57 | (52.3\%) | 88 | (56.8\%) | 102 | (57.6\%) | 98 | (55.4\%) | 74 | (47.4\%) |
| Men | 35 | (47.9\%) | 52 | (47.7\%) | 67 | (43.2\%) | 75 | (42.4\%) | 79 | (44.6\%) | 82 | (52.6) |
| White |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 724 | (76.7\%) | 650 | (67.4\%) | 612 | (61.7\%) | 650 | (60.9\%) | 642 | (60.5\%) | 664 | (61.9\%) |
| Women | 403 | (55.7\%) | 360 | (55.4\%) | 353 | (57.7\%) | 359 | (55.2\%) | 370 | (57.6\%) | 379 | (57.1\%) |
| Men | 321 | (44.3\%) | 290 | (44.6\%) | 259 | (42.3\%) | 291 | (44.8\%) | 272 | (42.4\%) | 285 | (42.9\%) |
| Unknown/Other** |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 47 | (5.0\%) | 82 | (8.5\%) | 92 | (9.3\%) | 85 | (8.0\%) | 88 | (8.3\%) | 82 | (7.6\%) |
| Women | 28 | (59.6\%) | 49 | (59.8\%) | 57 | (620\%) | 49 | (57.6\%) | 50 | (56.8\%) | 41 | (50.0\%) |
| Men | 19 | (40.4\%) | 33 | (40.2\%) | 35 | (38.0\%) | 36 | (42.4\%) | 38 | (43.2\%) | 41 | (50.0\%) |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 944 |  | 964 |  | 992 |  | 1068 |  | 1061 |  | 1072 |  |
| Women | 518 | (54.9\%) | 530 | (55.0\%) | 567 | (57.2\%) | 599 | (56.1\%) | 596 | (56.2\%) | 579 | (54.0\%) |
| Men | 426 | (45.1\%) | 434 | (45.0\%) | 425 | (42.8\%) | 469 | (43.9\%) | 465 | (43.8\%) | 493 | (46.0\%) |

Source: IPEDSFederal Report.


[^0]:    *The following is a summary of equal opportunity laws and Harvard policies currently in force. As such, it is not meant to be definitive or comprehensive, and persons seeking complete information in any of the areas discussed should consult an attorney (with respect to nondiscrimination and Affirmative Action laws) or Harvard's Office of the Assistant to the President (with respect to Harvard policies).

[^1]:    * The following is a summary of equal opportunity laws and Harvard policies currently in force. As such, it is not meant to be definitive or comprehensive, and persons seeking complete information in any of the areas discussed should consult an attorney (with respect to nondiscrimination and Affirmative Action laws) or Harvard's Office of the Assistant to the President (with respect to Harvard policies).

[^2]:    University totals include: University Faculties, Central Administration, Allied Institutions, and Credit Union.

    * Executive/ Administrative/ Managerial.

[^3]:    * Executive/ Administrative/ Managerial

[^4]:    * Executived Administratived Managerial

[^5]:    * Executived Administratived Managerial

[^6]:    * Executive/ Administrative/ Managerial: the Dean, a tenured faculty member, is counted in this category only.

[^7]:    Harvard University - 2003 Affirmative Action Plan HARVARD DIVINITY SCHOOL

[^8]:    * Beginning in 1995, Research Faculty are included in the Other Faculty category.

[^9]:    * Executive/ Administrative/ Managerial

[^10]:    *Beginning in 1994, "Professors of Pradice" areinduded, together with theTenured Faculty, in the Senior Faculty job group. Professors of Pradicehaveall therights and responsibilities of Tenured Faculty, however their contracts arerenewed in fiveyear cydes.
    *in 2000, HIID became part of the Kennedy School of Government.

[^11]:    ${ }^{1}$ The Lecturers and Visitors Committee, chaired by the Dean of theJ.D. Program, recommends appointments to fill anticipated gaps in the teaching program for subsequent academic years, and to staff new courses put forward by a separate Curriculum Group. The Lecturers and Visitors Committee, like the appointments committees, strives to implement the School's affirmative action goals by identifying and recruiting qualified women and minority scholars and practitioners for available teaching positions as Adjunct Professors, Visiting Professors, and Lecturers on Law.

[^12]:    * Executive/ Administrative/ Managerial

[^13]:    *TheOffice of thePresident includes thePresident's Office, Provost's Office, Office of theAssistant to thePresident, Treasurer's Office, Interfaculty Initiatives, Office of the Governing Boards, and the University Marshal, the International Office, and American Rep. Theater.
    ** In 2001, American Repertory Theater became part of the Office of the President.
    ** Executive/ Administrative Managerial.

[^14]:    The Office of the President includes the President's Office, Provost's Office, Office of the Assistant to the President, Treasurer's Office, the University Professors,

[^15]:    * In 1999, H arvard Student A gency, previously included in VPA, was grouped under A llied Institutions.
    ** In 2000, H IID became part of the K ennedy School of Education.
    *** Executive/ A dministrative/ M anagerial

[^16]:    * Executive/ Administrative/ Managerial

[^17]:    * Foreign students who areBlack, Asian, or Hispanic are counted only in this category.
    ** The Unknown category exists because thesubmission of ethnidity data is not mandatory for students.

