1.0 Introduction

There is no other aspect of our work as deans, faculty, research appointees, staff, and future public health scholars and professionals as important and complex as diversity and inclusion. Progress on these fronts requires collaborative and strategic efforts by the administrative and academic departments of the school, complemented by the work of grassroots initiatives, and with participation by the entire school community. In this Second Annual Dean’s Report on Diversity and Inclusion we provide updated data and information about the ongoing work of the administrative departments of the Harvard Chan School in this critical area, highlighting both our successes and those areas where we find continued challenges and need for improvement.

Before we turn to the substance of the report, it is helpful to define diversity and inclusion and articulate the values that we attach to this aspect of our mission. Diversity refers to the composition of the community in terms of the representation of individuals with different backgrounds, identities, capabilities, and life experiences. Diversity is not limited in scope to race, ethnicity, gender, or nationality, though we often focus our data analyses on these dimensions of human difference because of historic and structural inequities that continue to influence opportunities for students, staff, faculty and research appointees. Implicit in the way we use the term diversity in the context of the mission of the school is the notion that differences among students, staff, faculty, and research appointees along all dimensions lead to stronger teamwork, a richer intellectual and cultural life at the school, and ultimately more impactful research, teaching, and policy translation in public health. Inclusion is the process by which the structures and policies at the school as well as the actions of groups and individuals make it possible for people to thrive and contribute to their full extent at the school, regardless of background, identity, capability, and life experiences. The work of inclusion has policy elements to it that we will describe below, but to an even greater extent than diversity requires ongoing engagement by everyone in the school community through dialogue, openness to new ideas, and self-awareness.
There is extensive scientific evidence\(^1\) that diversity and inclusion are not only beneficial to individuals in target groups but also pay dividends to the community as a whole in ways that are of central importance to an institution of higher education. Above all, the Harvard Chan School’s efforts to increase diversity and inclusion are an expression of our commitment to equity and social justice, not only in our work as public health professionals, but also on our campus and in our community.

*Diversity and Inclusion Year in Review*

Events around the nation and around the world in 2015 provided a continual reminder of the importance of the School’s efforts to address diversity, equity and inclusion. Students speaking out against racism on campus, police-involved deaths of Black Americans and their aftermath, and anti-Muslim sentiment in the wake of the Paris and San Bernadino tragedies all reverberated on our campus during the past year. These events brought us together in mourning, reflection, and dialogue about our part as a School and as a community in naming and addressing our institutional and personal biases.

By any measure, the year that has passed since the first annual Dean’s Report on Diversity and Inclusion has been the most active in recent memory in terms of organized advocacy and programming for diversity, equity and inclusion. We are particularly indebted to the vibrant grassroots efforts at the Harvard Chan School that contribute to diversity, equity and inclusion. Student Government, a wide variety of affinity groups, and many individual staff, faculty, students, and research appointees have invested much in this work this year and in years past. We acknowledge and are grateful for the myriad ways in which so many individuals around the school go out of their way to do the daily work that is required to increase diversity and make our campus a caring and safe environment for all. An outstanding example of the energy and creativity with which our community found ways to celebrate diversity came in the form of the Different Lenses, One Vision (dLOV) series, which was first launched on our campus in April 2015 as the brainchild of Morgan Shields. dLOV takes a blended approach to promoting true diversity through a series of events and initiatives that aim to foster understanding and appreciation of diverse perspectives and experiences.

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inclusiveness by calling out various forms of oppression and otherness, providing platforms and mechanisms through which members of our community can both be validated and learn from others, and promoting collaboration across identities, lived experiences, and disciplines. The second Harvard Chan dLOV took place over an entire week this November, touching on topics of aging, listening to veterans, the ways in which racism manifests in different countries, the prison and psychiatric industry, youth empowerment, and many other dimensions of "otherness." Events spanned from panel discussions to art displays and performances. In addition to Morgan, these events were organized by student Committee Chairs Mohit Nair, Christine Mitchell, Christin Gilmer, Catherine Duarte, Jackie Jahn, Avanti Adhia and Anvita Kulkarni. The culminating event, the Discrimination Monologues, Directed by student Kalé Kponee and alum, Danielle Solomon, showcased performances by students, staff, faculty and research appointees. Prior to the Discrimination Monologues, in collaboration with the Dean’s Office dLOV unveiled LGBTQ flags in the Kresge atrium, to remain indefinitely.

During the summer of 2015, programs for undergraduates from underrepresented minority groups in the Division of Biological Sciences in Public Health, the Department of Epidemiology, the Department of Biostatistics, the Center for Communicable Disease Dynamics, and the Office of Diversity and Inclusion hosted and trained 46 future public health scholars and professionals. These programs not only provide introductory course materials and hands-on research experience, but they also pay students’ travel, housing and a stipend for participation while supplying critical information about careers in public health and applying to graduate school.

Not long after the last summer research trainee had left campus in August of 2015, the School welcomed new students through a week of orientation activities. Together, the Office of Education, the Office of Student Affairs, the Office of Diversity and Inclusion and the Dean’s Office brought increased emphasis on equity and cultural competence during this year’s orientation. As we describe in more detail below, Kenji Yoshino from NYU Law School and the Harvard Board of Overseers brought to incoming students, faculty, and staff his compelling message about authenticity and the oppressive nature of societal demands that individuals “cover” their identities. A case study on inequities in birth outcomes in the City of Boston and a session led by Fawn Phelps and Michael McCormack from the Office of Education, in collaboration with the Office of Diversity and Inclusion, was offered to students to promote self-reflection about identity, power dynamics, and the meaning of leadership. These activities further helped support the theme of equity and social justice as core principles of public health.
Early in the semester, student groups gathered to discuss our unfinished agenda around diversity and inclusion at the Harvard Chan School and engage new students as participants and leaders. A Diversity and Inclusion Town Hall meeting in October brought further opportunities for all Harvard Chan School community members to identify concerns and priorities for the School’s work in this area and for the Dean’s Office to provide information about specific goals, objectives, and progress towards improvement in all aspects of diversity and inclusion. In November, Commissioner of the New York City Department of Health and Mental Hygiene Dr. Mary Bassett electrified a standing room only audience with her Dean’s Distinguished Lecture on #BlackLivesMatter — A Challenge to the Medical and Public Health Communities.2

The central importance of diversity, inclusion and equity in public health was also reflected in high-impact Harvard Chan School research and translational activities during this academic year. A few highlights include:

• Important and timely work on police killings as public health data by Nancy Krieger, Jarvis T. Chen, Pamela D. Waterman, Mathew V. Kiang, and Justin Feldman, which ultimately led to op eds in the New York Daily News and appearances in multiple other media across the country;3
• Research by Chandra L. Jackson, Frank B. Hu, Ichiro Kawachi, David R. Williams, Kenneth J. Mukamal, and Eric B. Rimm examining the differential health benefits of moderate alcohol consumption for blacks versus other racial groups;4
• The distribution of Harvard’s Healthy Eating Plate in 15 languages;5
• Research by Bob Blendon examining differences in attitudes and perceptions among different racial and ethnic groups as to what factors they believe contribute to poor health;6

• Health policy research by Ben Sommers, Bethany Maylone, Kevin H. Nguyen, Bob Blendon, and Arnie Epstein identifying whether and how lower income individuals are accessing insurance and health care;\(^7\) and

• Research by Meryl D. Colton, Jose Guillermo Cedeno Laurent, Piers MacNaughton, John Kane, Mae Bennett-Fripp, John Spengler, and Gary Adamkiewicz about efforts to improve the health of people living in public housing in Boston and lower asthma rates.\(^8\)

The School has continued to grow and invest in diversity, equity, and inclusion over the past year. Three new staff members joined ODI, we doubled the size of our summer research program for undergraduates from underrepresented groups and expanded our student ambassador program. Renovations around the school made way for a new space for meditation and prayer with a facility for ritual washing (a wudu) and a new mother’s room on the second floor of the Kresge Building. We introduced a new ODI website with enhanced navigation to equity and inclusion resources, launched the first school-wide climate of inclusion assessment, and began mapping out opportunities to increase engagement with the Mission Hill Community.

2.0 Diversity

The Harvard T.H. Chan School of Public Health is committed to improving the health of people and communities locally, nationally and around the globe. In the service of that mission, we recruit students, faculty, and researchers from around the world. Chart 2.0 (all attachments follow the text) shows the percentage of students, faculty, and researchers at the Harvard Chan School from the U.S. (citizens and permanent residents) and from all other countries combined.

This year we sought to unpack the “international” category for the student population at the Harvard Chan School to increase our understanding of where applicants are coming from in the greatest numbers and conversely, the parts of the world from which we have no current students. The attached Map shows the geographic distribution of international students who entered the school in the fall of 2015. A large majority of our international students come from 10 countries: China, Canada, Taiwan, India, Nigeria, Brazil, Korea, Japan, the United Kingdom, and Mexico.


Most of the remaining data analyses (except the analysis of gender diversity in the faculty) in this report are focused on individuals from specific U.S. racial and ethnic groups that are historically underrepresented in the public health sciences because of concerns about systematic and structural inequities facing these individuals. Accrediting bodies (e.g., the Council on Education for Public Health) and many funders require that we document and improve our performance with respect to recruitment and retention of people from these specific U.S. underrepresented minority groups and women (for faculty only). Where we show statistics on the percentage of individuals in a particular category from U.S. underrepresented minority groups, these are calculated relative to all U.S. citizens and permanent residents in that category. In this report, the term “underrepresented minority” is used to denote U.S. citizens and permanent residents who identify as Hispanic/Latino, American Indian/Alaska Native, Black or African American, and/or Native Hawaiian or Other Pacific Islander or mixed race with any one or more of the above identifications; these are the categories the Admissions Office is required to report according to the Integrated Postsecondary Education Data System. Our methodology for computing and reporting these percentages follows the Association of Schools and Programs of Public Health (ASPPH) reporting of comparable statistics. For faculty, where women are numerically underrepresented and have also been shown to face barriers to advancement, we include data on the percentage of faculty who are women.

### 2.1 Students

**Table 2.1.1** shows the numbers of applications, admission rates, and yield rates (the percent of admitted students who agree to attend) by degree program for the 2015 admissions cycle. The table also shows the percentage of U.S. enrolled students who are from underrepresented minority groups (labeled U.S. URM), and the percentage of all students who are from outside of the U.S. (labeled International). In reporting URM rates as a share of U.S. students, we follow the convention of the Association of Schools and Programs in Public Health. This approach is also consistent with the meaning of “underrepresented” which is in relation to the composition of the U.S. population. For completeness, however, we have also added to the table this year a column after the “All Students” block of data that calculates the percentage of all students that U.S. URM students represent. Note that in this year’s report we present granular information on applications, admission, and yield only for 2015 to make the table more readable. Prior years of data are available on the ODI website in the 2015 Dean’s Report on Diversity and Inclusion.
Representation of students from underrepresented groups varied substantially across degree programs in patterns consistent with historical trends. Among enrolled U.S. students in the MPH program, which includes the blended (online and on-campus) MPH Epi program, the percentage from underrepresented groups was 18.6%, a one percentage point increase over 2014. The SM2 program, whose overall size decreased by about one-third due to the elimination of SM2 fields of study in health policy and management and social and behavioral sciences, saw the largest increase in the percentage of U.S. students from underrepresented groups – from 12.0% in 2014 to 16.4% in 2015, due to an increase in the yield rate. In the DrPH program – by far, the most diverse at the school – the URM percentage fell from 45.5% to 38.5%. To put this change in perspective, however, it should be noted that in 2014 there were 5 students from U.S. URM groups out of 11 U.S. students overall; in 2015 there were 5 URM students out of 13 U.S. total.

Chart 2.1.2 plots the percentage of U.S. students from underrepresented groups from 2012 to 2015 by degree. We note that the composition of some degree programs changed in 2015 in terms of the fields represented (e.g., several departments eliminated their SM2 programs). Across all programs, the share of U.S. students across all programs from underrepresented minority groups reached 17.9% in 2015, an improvement over 2014 of approximately 1.4 percentage points, and the highest prevalence we have observed to date.

Charts 2.1.3 and 2.1.4 show the average Harvard financial aid award and the percentage of students receiving Harvard aid among underrepresented minority students and all other U.S. students, respectively, by program for the academic years 2012 through 2015. Harvard aid does not include outside awards, loans or work (such as teaching assistantships). Please note that the School’s new loan forgiveness program is not included in these calculations.

2.2 Staff
Chart 2.2.1 shows the percentage of Harvard Chan School staff from underrepresented minority groups by union status by year for 2012 to 2015. In general, jobs at grade levels 56 and below qualify as union positions, although some jobs at the grade 56 level are non-union. Beginning in 2013, the school has seen a gradual increase in the percentage of union staff from underrepresented groups from 15.5% in 2013 to 18.5% in 2015. The percentage of non-union staff from underrepresented groups has been relatively stable, ending 2015 at 9.7%.
2.3 Primary Faculty and Research-based Academic Appointees
The Harvard T.H. Chan School of Public Health relies on and is enriched by many different types of academic appointees including primary and secondary faculty, research appointees, and adjunct faculty. In this report, we present diversity data for two of these groups: primary faculty and research-based academic appointees, which include post-doctoral fellows, research associates, and research scientists.

Chart 2.3.1 shows the percentage of U.S. primary faculty from underrepresented groups by rank (i.e., assistant, associate, full professor, lecturer/senior lecturer) by year for 2012 through 2015. Chart 2.3.2 shows the percentage of female primary faculty by rank (i.e., assistant, associate, full professor, lecturer/senior lecturer) by year for 2012 through 2015. While gains were seen in the full professor and lecturer ranks, women have declined as a share of assistant and associate professors.

Chart 2.3.3 shows the percentage of U.S. research-based non-faculty academic appointees (i.e., postdoctoral fellows, research associates, and research scientists) from underrepresented groups by year for 2012-2015. Because of small numbers, the departure of a single assistant professor in 2015 led to a noticeable reduction in the percentage of this group that is from an underrepresented group.

Starting in 1997, a series of analyses on faculty promotion rates by gender and race/ethnicity were initiated to examine questions of equity. To date the analysis has been repeated four times with the most recent iteration occurring in 2015. The most recent analysis was conducted by Michele Sinunu, a research project manager in the Dean’s Office, under the oversight of Paige Williams, a faculty member in the Department of Biostatistics and a former member of the Committee on the Advancement for Women Faculty (CAWF). The data included in the update reflect appointments and promotions that occurred between January 1989 and August 1, 2015, as well as including promotions and departures for those in rank as of January 1989. As in the 2010 analysis, for the School as a whole there were no significant gender or racial/ethnic disparities found in promotion rates to Associate or Full Professor.

Information about Diversity and Inclusion Programs and Policies
In this section, we provide an update to last year’s more in-depth mapping of diversity and inclusion activities across the school with a focus on the activities of the administrative
departments (Student Services, Faculty Affairs, and Human Resources). Information about the academic department-based summer pipeline programs can be accessed through academic department websites. In addition, we are pleased to introduce the community to the expanded ODI website, which serves as a centralized clearinghouse for information related to diversity and inclusion at the Harvard Chan School, with links and information about summer programs, related courses and research activities, training and cultural events, and other resources for students, staff, faculty and other academic appointees. http://www.hsph.harvard.edu/diversity/

3.1 Office of Diversity and Inclusion (ODI)
The Harvard Chan School Office of Diversity and Inclusion (ODI) initiates and supports activities that promote equity, diversity, and inclusion among students, staff, faculty and research appointees. ODI staff includes the Associate Dean for Diversity, Meredith Rosenthal, Director of Inclusion Programs, Kimberly A. Truong, the Director of Recruitment and Special Assistant to the Dean for Diversity, Felisa Nobles, and Senior Coordinator, Zennon Black.

The Office hosts and co-sponsors various educational, cultural, wellness, professional development programs and events open to all members of the Harvard Chan community. Several ongoing programs include 60-second Lectures, Desserts and Dialogue, Community Conversations, and the Yerby Diversity Lecture in Public Health. ODI is a common space that is open to faculty, staff, students, research scientists, postdoctoral fellows, and alumni. In this space, individuals can do work, meet others, socialize, have conversations about equity, diversity, and inclusion issues, and receive counseling, support, resources, and referrals to other assistance.

**Current Initiatives:**

- **Consultation with Community:** Provides services to specific populations at the Harvard Chan School
  - **Faculty:** provide consultation on curriculum development, creating an inclusive classroom environment, facilitating conversations in the classroom, and other matters that relate to equity, diversity, and inclusion.
  - **Staff:** discuss equity, diversity, and inclusion issues and how to support their professional development in learning about these topics.
  - **Research scientists and postdoctoral fellows:** learn more about their experiences and how to better support them.
• **Conduct outreach to academic departments:** Present research and information on the experiences of diverse graduate students in higher education.

• **Facilitating training and professional development:** Working to expand opportunities for the Harvard Chan community to participate in programs that support learning about equity, diversity, and inclusion issues, as well as professional development for underrepresented faculty, research scientists, and postdoctoral fellows to support productivity and professional success (e.g., participation in faculty development workshops), which include:
  
  o Funded professional development for faculty, staff, research scientists, and postdoctoral fellows to participate in the Penn Summit on Responding to Racism on College and University Campuses organized and facilitated by the University of Pennsylvania Center for the Study of Race and Equity in Education.
  
  o Sponsored four students to attend the Centers for Disease Control Millennial Health Leaders Program.

• **Roxbury Prep tutoring program:** Supports this program, which coordinates the efforts of numerous students and staff for math and science tutoring of students in a neighborhood charter school.

**New Initiatives:**

• **Campus Climate Assessment:** Initiated a campus climate assessment as recommended by the Dean’s Advisory Committee on Diversity and Inclusion (DACDI).

  Timeline:
  
  o **Fall 2015:** DACDI selected Samuel D. Museus and the Culturally Engaging Campus Environments Project Team to conduct the assessment
  
  o **December 1, 2015:** Dr. Museus and members of the CECE Team conducted 20 focus groups
  
  o **Winter 2015:** Based on the focus group findings, they modified the student survey from the Culturally Engagement Campus Environments Survey. They also developed surveys for faculty, staff, research scientists, and postdoctoral fellows that reflected the themes that emerged from the analysis of the focus groups
  
  o **May 2, 2016:** Dr. Museus plans to present the preliminary findings of the campus climate assessment Kresge G-1
  
  o **Summer 2016:** Dr. Museus will present us with a final report
Existing Initiatives Enhanced:

- **Professional events and programs connected to identity, inclusion, and health equity**, which include:
  - Annual Harvard Health Equity and Leadership (HEAL) conference
  - Different Lenses, One Vision (dLOV)
  - Harvard African Development Conference, Health Professions Recruitment & Exposure Program (HPREP)
  - Dr. Arshad Ali’s visit to Harvard, participation in the employee resource groups
  - Combined social events for students of color at the Harvard professional schools.

  We have conducted outreach to Harvard counterparts at HGSE, HKS, the College/FAS, and central administration

- **Student Ambassador Program restructuring**: Employed by ODI, ambassadors are placed around the School in various offices and departments. In the coming year, we will restructure the Student Ambassadors Program to create an Equity, Diversity, and Inclusion Fellowship Program. The EDI Fellows will receive mentoring and have the opportunity to engage in curriculum development and education, leadership development, and continue coordinating events. EDI Fellows will work with offices and academic departments on equity, diversity, and inclusion projects in a consultative role.

  - The program was piloted with Nicole Dickelson, a DrPH student, who co-developed the microaggressions workshop with our office and worked closely on assisting ODI with campus climate assessment efforts.

- **Providing event support**: sponsor or co-sponsor events with other offices, Student Government, and student organizations. This year’s abbreviated list includes:
  - Desserts and Dialogue with Reginald Tucker Seeley, Joan Reede, and Basmaa Ali
  - 60-second lecture with Reginald Tucker-Seeley
  - Pride on the Quad
  - *Mood Disorders & Depression: An Indigenous Perspective*
  - *When Worlds Collide: Challenging Paternalism in Public Health*
  - Doctoral Student of Color Reception
  - Unity Reception
  - Robyn Ochs workshops on gender identity and sexuality
  - Harvard Chan, Kennedy School, and HGSE tri-school mixer
• **Presenting to community**: Support efforts by a wide range of departments to improve diversity and inclusion around the School and the University through advice, technical assistance, and collaboration. This year’s abbreviated list includes:
  
  o Fall Town Hall Meeting open to the entire Harvard Chan School  
  o Biostatistics faculty retreat  
  o Global Health and Population faculty meeting  
  o Health Policy and Management Executive Council  
  o Immunology and Infectious Disease faculty meeting  
  o Takemi Fellows

A complete list of ODI’s student partners for this academic year appears below including a listing for the department where students are placed for student ambassadors:

**ODI Fellow**
Nicole Dickelson

**Student Ambassadors (Department)**
Caitlin Chan (ODI)  
Samara Jinks (ODI)  
Margaret Robotham (ODI)  
Morgan Shields (ODI)  
Anthony Sawyer (ODI)  
Alvin Tran (ODI)  
Alexandria Williams (ODI)  
Kelechi Weze (ODI)  
Nkemjika Ugonabo (Admissions)  
Agustina Saenz (Alumni Affairs)  
Hayat Ahmed (Career Advancement)  
Paul Reeping (Epidemiology)  
Jennifer Addo (HPM)  
Ariel Low (Office of Education)  
Meera Suresh (Office of Education)  
Jean Marie Calvo (SBS)

**Roxbury Prep Program Coordinators**
Kelsey Gleason  
Tayeisha Jackson  
Sam Tracy

**Student Diversity Recruitment Efforts**
The Admissions Office at the School leads student recruitment and has maintained an ongoing commitment to recruiting students from underrepresented groups. Since November 2013 the ODI Director of Recruitment Programs, Felisa Nobles, has enhanced the School’s capacity in this area by working closely with the Office of Admissions and other Harvard Schools to coordinate recruitment schedules, to develop new initiatives and to enhance existing initiatives. ODI’s recruitment efforts include a number of initiatives to advance diversity with a view towards long-term investments in developing future students, post-doctoral fellows, and faculty. Activities under this umbrella include outreach at local and national conferences that attract students from
diverse backgrounds with interests in science and math, coordination with the Office of Admissions to increase applications and matriculating students from underrepresented groups, tracking of student and faculty diversity trends at the Harvard T.H. Chan School of Public Health and peer institutions, and development of summer and post-baccalaureate programs. Ms. Nobles also serves as a coordinator and resource for departmental diversity initiatives.

Current Initiatives:

- **Graduate Application Counseling**: 43% of students counseled during the 2015 admissions season were accepted into our graduate programs.

- **Conference and Event Recruitment**: Participate and attend conferences and events geared towards increasing diversity in science on behalf of Admissions. This year’s abbreviated list includes:
  - Career Expo for People with Disabilities
  - Annual Biomedical Research Conference for Minority Students (ABRCMS)

- **Information Sessions**: Provide information sessions at colleges and universities across the country. Some examples include:
  - Howard University, Washington, D.C.
  - Kent State University, Kent, OH
  - Ohio State University, Columbus, OH

- **Application Review**: Review applications across all degree programs from individuals who self identify as an under-represented minority. In 2014 the ODI joined the Office of Admissions and the Committee on Admissions and Degrees to ensure that each candidate is evaluated for their research, academic, professional and lived experience.

- **Identifying and applying for funding opportunities to support recruitment efforts**: Please note that in 2015 the Office of Diversity and Inclusion partnered with the Graduate School of Arts and Sciences to apply for an NIH R25 PREP Award, as there was only one submission allowed per university. The NIH Prep Award is to create a post-baccalaureate program for students to receive academic and research training for 1-2 years before applying to graduate school. The grant was awarded. We will provide start dates for the program on our website.
New Initiatives:

Data Dashboard: In creating last year’s inaugural Dean’s Report on Diversity, we compiled and analyzed data from the Office of Faculty Affairs, Human Resources, Student Financial Services, and the Office of Admissions to gain insight into our community. Through this process we recognized the need for standardized data collection on diversity and inclusion across all our constituencies. This year we established standard data requests and built a data dashboard to serve as a repository for these data and offer capabilities to view trend and subgroup data. The dashboard is one element of our efforts to increase transparency and evidence-based improvement.

Research for Quality Improvement: In order to identify challenges and understand opportunities for increasing diversity at the School we have to better understand admissions barriers, determine whether there are student retention issues, and audit our current admissions review practices. Data analysis and review of our accepted student population is critical for understanding how we are defining applicant competitiveness; we seek data from the Registrar’s Office and the Office of Admissions in addition to performing qualitative research. In an effort to understand our student population, we are working on the following projects:

1. Examining the association between GRE scores and subsequent performance in introductory methods courses at the Harvard Chan School and found only a weak association
2. Identifying global representation by country within our school and ascertaining international diversity of enrolled students
3. Analyzing three years of admitted student data to determine admissions trends by department and degree
4. Reviewing retention data to determine whether different populations are leaving programs more consistently, and the length of completion for doctoral degrees
5. Auditing past admissions processes by surveying all admissions committees

Grant, Fellowship & Scholarship Application Assistance: The Director of Recruitment Programs assists students on a 1-1 basis with grant and fellowship applications, and NIH diversity supplements in particular. Additionally, in 2015 the Office of Diversity & Inclusion partnered with the Office of Student Financial Services to provide enrolled students with two sessions on funding their graduate degree. The sessions provided students with information on how to search for external funding, the differences between types of funding, and how to apply.
Existing Initiatives Enhanced

FACETS (Fostering Advancement and Careers through Enrichment Training in Science)

Summer Program: The FACETS Summer Program was created in 2014. The inter-departmental summer internship program offers professional, academic, and research training for students from under-represented groups.

What’s New in 2015:

- The program was extended from 4 weeks to 6 weeks
- The program increased by 100% from 6 students in the first year to 12 students in 2015
- A new introductory level course was created and taught, Introduction to Social Epidemiology, by Farah Qureshi (students still received introductory epidemiology and biostatistics coursework)
- Research projects were offered in Environmental Health (Faculty Mentor: Gary Adamkiewicz), Health Policy & Management (Faculty Mentor: Meredith Rosenthal), Nutrition (Faculty Mentor: Kirsten Davison), and Social and Behavioral Sciences (Faculty Mentor: Ichiro Kawachi)

Additionally, there is an emphasis on creating a larger network for all of our summer interns, and we organize programming and activities across summer programs, which include:

- Organizing intensive GRE PREP (20 hours of preparatory GRE training) across the Harvard Chan School and several Harvard Summer Internships Programs – in 2015, 65 students participated in this initiative across Harvard
- Creating a course website for all Harvard Chan School Summer Participants
- Coordinating events/lectures and activities across all Harvard Chan School internship programs

Website: The Office of Diversity and Inclusion’s website was completely overhauled to become a better resource for the community and more reflective of all the activities and offerings around the School related to diversity and inclusion. The site now features new material such as the Research & Education section, which provides coursework related to diversity, equity, and inclusion offered at the school, and research being performed related to health inequities (http://www.hsph.harvard.edu/diversity/research-and-education/). Our website is a significant part of our outreach and, therefore, ensuring that the content shows the breadth and scope of diversity and inclusion work is a top priority. Please visit www.hsph.harvard.edu/diversity to see the new website.
3.2 Dean’s Advisory Committee on Diversity and Inclusion (DACDI)

The Dean’s Advisory Committee on Diversity and Inclusion (DACDI) is a cross-cutting committee at the School that was launched in 2013 and charged with guiding School policy and initiatives that promote diversity and inclusion. DACDI’s membership includes alumni, students, staff, faculty, and research-based academic appointees (postdoctoral fellows, research associates and those on the research scientist track). Barbara Zuckerman and Stephanie Smith-Warner serve as co-chairs of the committee. Current DACDI members by role at the School include:

**Students**
- Nicole Dickelson
- Yvette Efevbera
- Tiffany Lin
- Christina Harris

**Alumni/ae**
- Monik Jimenez
- Rhona Julien

**Postdoctoral Fellows/Researchers**
- Gillian Franklin

**Faculty**
- Goodarz Danei
- Stephanie Smith-Warner
- Ganmaa Davaasambuu

**Ex Officio from ODI**
- Emily Davies
- Tonia Smith
- Meredith Rosenthal
- Ra’Shaun Nalls
- Kim Truong

**Staff**
- Claire Berman
- Stephanie Parsons
- Barbara Zuckerman

DACDI is organized around subcommittees that develop recommendations on a focused area or topic, such as education and training. Current subcommittees include:

- Accessibility and Inclusion Among Groups with Different Abilities
- Assessment/Campus Climate Survey
- Community Engagement
- Education/Training/Communication
- Funding
- Membership
- Recruitment
- Retention/Success
- Student Voices

Each subcommittee contributed to DACDI’s 2015 strategic plan and identified both short- and longer-term goals. DACDI’s deliberations directly inform the work of ODI and the Associate Dean for Diversity and help shape the strategic priorities for diversity and inclusion at the School.
as a whole. For example, DACDI has provided strategic guidance and critical input for the campus climate assessment and bias-related incident reporting system.

3.3 Office of Student Services

Admissions

Recruitment activities at the Harvard Chan School are carried out by the Office of Admissions in conjunction with ODI, alumni, Alumni Affairs and the academic departments and programs. In addition to recruitment events across the country and outside of the U.S., Admissions hosts monthly on-campus information sessions. Virtual recruitment events and School-wide information sessions are held during the Fall semester. All events are publicized on the Admissions website and are free and open to the public. Admissions counsels prospective applicants and applicants regarding areas ranging from What is Public Health to identifying possible areas of study to the components of the application and how to pull together a competitive application. These conversations happen in person, over the phone, by email, and through virtual chats. The Admissions Office announces events by emailing prospective students in the prospective student database, via its Twitter account and Facebook page as well as promoting through the School’s social media sites and website. During the Spring semester, there is an on-campus event to welcome and recruit admitted students as well as virtual yield activities. The 2015 Admitted Student Open House Planning Committee consists of representatives from across Student Services, Career Advancement, Alumni Affairs, and the Office of Diversity and Inclusion. We offer an overnight hosting program. Through this program, current students host admitted students who are attending the Admitted Student Open House. In 2015, the option to be hosted overnight was available to those admitted students who inquired with the Admissions Office.

Moreover, Admissions works closely with the Alumni Affairs office to promote alumni volunteers and engagement as well as referral of prospective applicants. Additionally, current students have access to refer prospective students to the Admissions Office.

Each year the Office of Admissions recruits at national conferences for underrepresented minority students. These conferences include Society for Advancement of Chicanos/Hispanics & Native Americans in Science (SACNAS), American Indian Science and Engineering Society (AISES), and Annual Biomedical Research Conference for Minority Students (ABRCMS). We reach out to prospective applicants through pipeline programs such as National Institutes of Health Graduate and Professional School Fair, the Harvard Chan School summer internship
programs, and the Harvard Integrated Life Sciences (HILS) internship programs. We also attend general events that have a sizeable number of underrepresented minority prospects in attendance including UC Davis Pre-Public Health & Pre-Health Professions National Conference, and the Idealist Grad Fairs. The office has partnered with colleagues across the School to have representation of both staff and students when possible to attract more applicants to their information sessions and presentations. The office conducts joint recruitment activities with top-tier and regional schools and programs of public health as well as other Harvard graduate schools. These joint activities have allowed us to publicize our events to a wider range of prospective students.

Since 2011, the School has participated in a joint activity to maximize acceptances for students from underrepresented groups across all Harvard graduate schools. These “One Harvard” activities were designed to allow admitted underrepresented minority students to visit Boston/Cambridge, meet other admitted students, connect with current underrepresented minority students, and to hear from Harvard faculty. Every year since 2005, there has been a Reception for Students of Color during the Harvard T.H. Chan School of Public Health Admitted Student Open House. Starting in 2011, additional programming has included a diversity and inclusion panel facilitated by ODI.

**Student Affairs**

The Office for Student Affairs works independently and collaboratively with ODI on a wide range of activities that engage prospective and current students in dialogue and personal development around culture, identity and differences. The Office for Student Affairs is also the primary source of support for students who need help of any kind — navigating the Harvard Chan School and U.S. and Boston environment, obtaining accommodation for a disability, or addressing a problem that affects the student’s ability to thrive at the School. Since 2013, OSA staff have participated in Teaching Assistant (TA) training at the School to raise awareness of the legal issues around disability accommodation and educate TAs about their obligations and responsibilities when working with a student with an accommodation. Both the Director and Associate Director serve as Local Disability Coordinators for Harvard Chan School students working to address individual student needs as well as improve accessibility in general.

**Prospective Students**

The Office for Student Affairs staff participate in virtual and in person question and answer sessions for prospective students focusing on areas of student support resources and student
life at the School. During these sessions we emphasize and celebrate the multicultural nature of our school community and the city.

**Orientation**

Orientation, which is managed by the Office for Student Affairs in collaboration with the Office of Education, is designed with the intent of celebrating diversity and authenticity. For example, in 2015, “Calling to Public Health”, co-led by Fawn Phelps and Michael McCormack, from the Office of Education, and Meredith Rosenthal and Felisa Nobles, from the Office of Diversity and Inclusion, was offered in partnership with ODI and OSA. Students worked in groups to discuss their identities and personal narratives in the context of their professional goals. Previous Orientation events have focused on our International Student needs, beginning with addresses by Professor Wafaie Fawzi and Dean David Hunter, themselves former international students. The Global Classroom at Harvard Chan School session introduces students to learning and teaching styles at the School and fosters the notion that international and domestic students should engage in cultural exchange rather than adapting to the dominant culture. For 2016, OSA is working with OED and ODI to offer a new orientation program that will incorporate more in-depth opportunities for students to grapple with the role of identity, privilege and social justice in public health.

**Student organizations and support services**

The Office for Student Affairs formally recognizes and funds over 50 student affinity organizations, including the following that are relevant to diversity and inclusion:

1. Africa Health Student Forum
2. Australia and New Zealand Student Society
3. Black Student Health Organization at Harvard Chan School
4. Chinese Students and Scholars Association at Harvard Chan School
5. Christian Student Fellowship
6. European Student Society
7. French Conversation Club
8. Health Equity and Leadership Student Organization
9. Jewish Students Association
10. Korean Student Group
11. Middle East North Africa Student Association
12. Muslim Students Association
13. Native American Student Organization
14. Nigerian Students Society Association
15. Queer Student Alliance
16. Refugee Crisis Action Network
17. Response Action Committee for Equity
18. South Asian Student Association
19. Student Asian Health Forum
20. Student Club of Japan
21. Student-Community Action Partnership
22. Students for Nepal Society
23. Students in Latino Public Health
24. Taiwanese Students Association
25. The Canadian Student Association
26. Women in Leadership Student Organization
27. Women of Color Collective of Students and Scholars
28. Yan Xin Qigong Student Group

3.4 Office of Education
The essential role of the Office of Education at the School is to deliver student-centered educational programs, inform and update educational goals and objectives, and support faculty in teaching effectively. The Office is the locus for the current school-wide curriculum reforms including the new DrPH and MPH programs. With the inclusion of cultural competency in the new core MPH curriculum (Cultural Competency Skills: Recognize and incorporate diverse cultural perspectives of individuals and families, communities and populations in the development of public health interventions) the Office of Education, working in partnership with the MPH Steering Committee is now helping to identify and develop courses and other learning opportunities to meet that competency requirement. To this end, the new Core Course for the MPH will contain a number of opportunities for students to develop cultural competency skills as they work through modules covering topics such as malaria, tobacco, and climate change.

Orientation
As noted earlier, the Office of Education collaborates with the Office of Student Affairs to support programming student orientation. In 2015, the Office of Education spearheaded two new contributions to the content of orientation. The first was the development of a new module
based on a case study of inequities in birth outcomes in Boston. The case study, which incorporated data and information from the Boston Public Health Commission, was developed by Nashira Baril in the Office of Career Advancement with support from the Center for Case-Based Teaching and Learning. This required session had the goals of helping new students learn more about racial and ethnic disparities in birth outcomes, a current and important public health problem that is a microcosm of more systemic health and social justice issues in the United States, and encouraging them to explore and learn more about Boston and its diverse neighborhoods.

The second innovation was a shared reading – *Covering*, by Kenji Yoshino – and a visit by the author. Professor Yoshino’s research and writings examine the ways people “cover” or downplay those aspects of their identities that are based on race, gender, sexual orientation, religion, and disability, in an effort to “fit in” and get ahead professionally and personally. Yoshino said that it is imperative for organizations to focus on creating a culture in which people, regardless of their gender, race, sexual orientation, religion, or disability, feel that they can be more truly themselves and “authentic” — not simply because it is the right thing to do, but because it is good for productivity and impact. Yoshino talked about the importance of creating what political scientist Robert Putnam has called “bridging capital,” that is creating solidarity across groups. While ties within groups — so-called “bonding capital” — is naturally in more plentiful supply in many organizations, helping members of a work or school community understand the ways in which so many people in all groups are engaged in “covering” behaviors and encouraging a culture of authenticity is one route to breaking down barriers between groups, said Yoshino.

*Power & Differences Workshop*

Power and Difference is a workshop created at the School by staff from Student Affairs, the Office of Education, and the Office of Diversity and Inclusion. It is being organized and taught this spring with a group of committed students and staff. The workshop explores identity and leadership with an emphasis on developing the knowledge and skills required to work effectively and interact in a multicultural world. Topics include privilege, social class, race, gender, and sexual orientation, explored through experiential learning and dialogue.
Collecting Student Feedback on the Climate of Inclusion

Every year, the Office of Education conducts a student exit survey to gather information that can be used to improve student experiences at the School. For the last two years, questions have been included in the exit survey to gather feedback from students about negative and positive experiences at the School related to diversity and inclusion and recommendations for the school to improve. Working with DACDI and the Committee on Educational Policy, the Office of Education will pilot parallel questions for student course evaluations in the spring of 2016.

Community Engagement

In 2015, in collaboration with ODI, the Office of Education established a Community Engagement position and hired Ra'Shaun Nalls as the inaugural Associate Director of Community Engagement. Since his arrival at the beginning of the academic year, Mr. Nalls has been building the foundation for coordinated and consistent engagement with our community through meeting and listening to our neighbors. The Harvard Chan School of Public Health is located in the city of Boston’s Mission Hill neighborhood. This neighborhood is approximately one square mile in size, and is home to a diverse mix of youth, long-term residents, college students, and medical professionals. Bordering the town of Brookline and the neighborhoods of Roxbury (which Mission Hill is a part of), Jamaica Plain, and Fenway, Mission Hill also receives support from many of the local hospitals (Beth Israel Medical Center, Brigham & Women’s, Children’s Hospital, New England Baptist) and educational institutions (e.g., Wentworth, Northeastern) to address the health needs of the surrounding community.

This past academic year, our school supported the Mission Hill Road Race, which brings the Mission Hill Community together to support the Kevin W. Fitzgerald Park and is hosted by the Mission Hill Neighborhood Housing Services (MHNHS). Our students volunteered to provide a safe environment to enjoy the festive spirit of Halloween at the Mission Hill Youth Collaborative’s Haunted on the Hill event, which drew over 700 children and families. Additionally, Harvard Chan Student Government representatives spent time with local seniors at the Mission Main Tenant Task Force’s Thanksgiving Holiday Dinner. Our efforts have focused on learning about the culture of our community while continuing to cultivate relationships with residents, community-based organizations, and institutional partners.

Moving forward, our approach will be to identify and focus on the community assets that currently exist, and to position our school to complement the work that is being done on behalf
of improving the quality of life of local residents. Advocacy groups such as the Roxbury Tenants of Harvard and the Mission Hill Legacy Project have been instrumental in supporting the local senior community. Organizations such as Sociedad Latina and the Boston Center for Youth and Families (BCYF) John Tobin Community Center are integral to providing health career exploration, academic support, leadership development, and safe havens for Mission Hill youth. Resident-led groups like the Mission Hill Health Movement and the Community Alliance of Mission Hill continue to address health and other quality of life issues impacting the community. The Mission Hill Main Streets program and MHNHS provide economic and community development efforts to stabilize and revitalize the community.

As we continue to shape our school’s community engagement strategy, we will embrace the following principles to guide our work:

- **Asset Based Approach** – focus on community strengths and assets rather than focusing on a community’s needs.
- **Community Driven** – resident and community-based organizations (CBOs) identified issues are addressed with respect to equitable decision-making and problem solving strategies.
- **Participatory** – deliberately engages individuals that are directly impacted by the identified quality of life issue(s) in all phases of the process.
- **Transparency** – clearly articulated purpose, intent, roles, and deliverables communicated in a timely and appropriate method.
- **Place Based** – accept our responsibility as a school of public health and future practitioners to make health investments in our community, and other Boston neighborhoods that are experiencing health inequities.

### 3.5 Office of Faculty Affairs

The Office of Faculty Affairs (OFA) is responsible for all aspects of administration pertaining to faculty, research scientist, and annual academic appointments, as well as faculty searches and standing committees of the faculty. OFA’s overall goals for diversity and inclusion pertain to strengthening search procedures and processes, identifying and researching national availability data to guide committees on relevant applicant pool numbers, and providing broad and collaborative learning opportunities that address professional and leadership development needs relevant to the Harvard Chan School culture.
In Academic year 2014-2015, the OFA sponsored a visiting fellow as part of the Administrative Fellowship Program (AFP) overseen by the University’s Office of Institutional Diversity and Equity. Talia Fox joined the OFA as the Assistant Director for Junior Searches and Reviews. Ms. Fox’s background in diversity and leadership training brought new expertise to the OFA and strengthened the collaboration between our school and central administration with regards to aligning our diversity efforts.

The OFA and ODI have partnered to develop learning opportunities that support faculty development and diversity strategies. Ms. Fox and Dean Rosenthal conducted a workshop on cultural competence, inclusion, and communication at the end of February 2015 for faculty members, and due to popular demand presented a follow-up event at the beginning of December 2015. In addition, OFA staff met with leaders and faculty across the School to identify professional and leadership development needs that support diversity and inclusion efforts. The Office continues to work with Harvard's Office for Faculty Development and Diversity, led by Senior Vice Provost Judith Singer, to share best practices in searches, recruitment, and development for junior faculty. Further, the Office of Faculty Affairs is also collaborating with Ian Lapp, Associate Dean for Strategic Educational Initiatives, to develop a session about leadership and diversity practices in learning and teaching approaches and strategies. Other development opportunities planned for 2016 include workshops on mentoring, research and innovation, and working groups to strategize about innovation, support, resources, and higher education diversity and inclusion learning opportunities.

The Yerby Postdoctoral Fellows Program
The Office of Faculty Affairs is home to the Yerby Postdoctoral Fellows Program, named after Dr. Alonzo Smythe Yerby, an African-American pioneer in public health, and the first African-American Department Chair at the School. The Yerby Program aims to expand the diversity of those entering academic careers in public health by creating a bridge between academic training in health-related disciplines and entry-level faculty positions at institutions throughout the United States. Under the guidance of a senior Harvard Chan faculty member with compatible interests, fellows develop their research agendas, gain experience in publishing papers in peer-reviewed journals and obtaining grant support, participate in a variety of professional development workshops, and increase their teaching expertise. Yerby fellows receive a competitive salary with benefits for one year, renewable for a second year. Up to five
new fellowships are awarded annually to researchers working in departments throughout the School. There are seven Yerby fellows in residence during this academic year.

Committee on the Advancement of Women Faculty

The Office of Faculty Affairs also administers the Committee on the Advancement of Women Faculty (CAWF), which was created to address issues of concern to women faculty at the School: to promote the career advancement of women by addressing such issues as recruitment, promotion, retention, and tenure; to ensure equity in salary, space and resources; to promote a positive professional work environment; to address issues related to the perception of women in the sciences; to address issues related to parenting; to serve as a liaison with the Harvard Chan School Faculty Council and other groups within the Longwood area and University on concerns of mutual interest; and to serve in an advisory capacity by reviewing policies and recommending changes, if warranted, to the deans and administration of the School.

CAWF sponsors the annual Alice Hamilton lecture and award to recognize especially promising Harvard Chan junior faculty women investigators in public health. In 2015, the Committee initiated the CAWF mentoring award to highlight a faculty member that has been instrumental in mentoring junior women faculty. The presentation of this award is now an annual event.

CAWF collaborated with the Dean’s Office to sponsor a lecture series aimed at highlighting the important contributions of women leaders in public health. The Harvard Chan School Centennial Lecture Series: Women Leaders in Public Health serves as a vehicle for academic enrichment and inspiration at the School, particularly for our many women students, post-doctoral fellows, and faculty. Future events are being planned.

3.6 Human Resources

The School’s Office of Human Resources manages staff (i.e., all those on the School payroll other than academic appointees for whom the Office of Faculty Affairs is responsible) recruitment, employment, training and performance improvement systems for the School. The Office of Human Resources’ mission is to be a proactive and strategic ally with the Harvard Chan School community in recruiting, managing, compensating, rewarding, and developing employees to most effectively support the School’s strategic priorities.
The Harvard Chan School is an equal opportunity employer and all qualified applicants receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law. Moreover, the Office of Human Resources actively seeks to recruit staff members from a variety of backgrounds.

*Diversity Recruitment Efforts*  
The Harvard T.H. Chan School of Public Health has taken a number of steps in the 2015 calendar year to further diversify our staff positions.

- **Diversity Sourcing Agreement:** Including/updating Diversity Sourcing Agreements for each listing in ASPIRE (Harvard University’s applicant tracking system).  
  - Newly required tracking of speaking with hiring managers about diversity-related goals for each position, and tracking where roles have been posted.

- **Diversity-Related Career Fairs:**
  - Career Expo for People with Disabilities, April
  - Research Diversity and Open House, April
  - Ethnic Online Networking Event, July
  - VA Career Fair, August
  - All Veterans Career Fair, September
  - Work without Limits, October
  - Jewish Vocational Services Information Session, October
  - Fenway CDC Career Fair, October
  - Association of Fundraising Professionals – Northern New England Conference, November

- **Veteran’s Outreach/Appreciation:** Participated in the committee for the Veteran’s Appreciation Night held on 11/17, and will continue to serve on committee to hold events/workshops for interested veterans.

- **Diversity Advertising:**
  - Automatically advertise to the following for all positions
    - Be a Hero Hire a Hero
- Black Perspective
- Disabled Person
- Hispanic Today
- Job Opportunities for Disabled American Veterans
- VetJobs
- Veteran’s Enterprise
- Women in Business and Industry.
  - Advertise to the following for fundraising positions
    - New England Blacks in Philanthropy
    - Latino Professional Network
    - Philanthropy News Digest
    - Women in Development
    - Asian Americans/Pacific Islanders in Philanthropy
    - Native Americans in Philanthropy
    - Hispanics in Philanthropy

- **Massachusetts Rehabilitation Commission**: Working with a representative from MRC to identify disabled candidates for on-the-job training and on-the-job evaluation programs.
  - Have met with Susan Gilbert in GHP as well, who will participate in a pilot once candidates are identified by MRC.

- **Year-Up** - Year Up’s mission is to close the Opportunity Divide by providing urban young adults with the skills, experience, and support that will empower them to reach their potential through professional careers and higher education specializing in IT and finance. Currently one intern has been placed in the Department of Information Technology.

- **YuPro** - YUPRO is a temporary staffing agency that offers a unique, socially responsible alternative to traditional talent acquisition. They represent and place only Year Up graduates. We have placed one YuPro temp into a permanent position this year.
• **SPH Job Connect** – SPH JobConnect, an on-line job search/advertising tool is sent to organizations that service underrepresented populations. The receiving organizations are as follows:

  o Cambridge Employment Program
  o Paralyzed Veterans of America
  o Massachusetts Rehabilitation Commission
  o Sociedad Latina
  o Roxbury Community College
  o Fenway CDC
  o JobNet
  o Jamaica Plain Neighborhood Development Corp
  o Roxbury Tenants of Harvard
  o Jewish Vocational Services
  o ABCD Fenway/Roxbury
  o Mission Hill Neighborhood Services
  o ABCD Dorchester
  o Mydorchester.org
  o Boston Private Industry Council
  o YMCA

• **Administrative Fellows Program** - SPH hosted one administrative fellow during the 2014-2015 fellow year. HR participated in interviewing and reviewing resumes of fellows who finished the program this year. SPH placed one graduate into a permanent position (Director of Inclusion Programs, Dr. Kim Truong).

• **SPH Success Stories** - SPH Recruitment Services interviews a diverse slate of employees about their success at Harvard and posts their secrets to success on the website.

**Overall Diversity and Inclusion Efforts**
The Harvard T.H. Chan School of Public Health has taken a number of steps to build community engagement and inclusiveness in the 2015 calendar year to create an environment to attract and retain a diverse workforce.
Community Building Events

- **SPH 100% Club Celebration** – Event with refreshments and raffles that celebrates all departments that complete 100% of their performance evaluations. Staff, faculty and academic appointees from specific departments are invited.

- **SPH Scoopfest** – Event with ice cream scooped by senior leaders. Students, staff, faculty and academic appointees are invited.

- **SPH Fall Social** – Event with fall treats served by senior leaders. Students, staff, faculty and academic appointees are invited.

- **SPH Administrative Breakfast Forum** – An opportunity for staff, faculty and academic appointees to discuss school related topics with senior leadership.

- **SPH Celebration with the Stars** – Ceremony and reception that honors staff, faculty and academic appointees who have reached specific service milestones at 5-year increments.

- **Harvard Longwood Campus (HLC) On My Own Time Exhibit** – Students, staff, faculty and academic appointees are invited to display what they do and what they are passionate about outside of work. A reception and performances are included.

- **HLC Season of Giving and Give Thanks Event** – Staff, faculty and academic appointees are provided with an opportunity to attend a discussion on gratitude and share messages of appreciation with each other, followed by opportunities to help our local community through a voluntary food, clothing and gift drive.

- **HLC Summer Concert Music Series** – Students, staff, faculty and academic appointees are invited to enjoy music taking place on the HMS Quad and Kresge Courtyard.
• **HLC Diversity Dialogues** - In collaboration with the Harvard Longwood Campus HR, ODI, OFA and Student Services Offices, invited speakers present on diversity related topics. Students, staff, faculty and academic appointees are invited.

**Training**

• **HLC Recruiting a Diverse Team** – new local training this year.

• **Center for Workforce Development (CWD) Universal Manager Training (UMT)** – Covers Leave, Disability, Policy, Diversity and Inclusion, Work/Life Balance, Performance Management, Title IX among other topics. Goal is for all staff managers to attend.

• **HLC Manager/Supervisor Series** – Compliments the CWD UMT and focuses on recruitment and selection; management styles; interpersonal skills; personal effectiveness; teambuilding; coaching. Goal is for all staff managers to attend.

• **HLC COMPASS Series** – Training series for staff around career development, mentoring and networking.

• **Resident Fellows Program** - SPH had one employee participate in the resident fellows program 2014-2015 fellowship year.

• **Unconscious Bias** - One HR staff member has received certification and training is being planned.

• **Cultural Intelligence** – Three HR staff members have received certification and training is being planned.

**4.0 Conclusion**

There is much work yet to be done at the School to achieve our aspirations for diversity, equity, and inclusion. We continue to work towards launching an anonymous bias-related incident reporting mechanism, to identify ways to extend our recruitment programs, address bias in searches and admissions, and improve the capacity of all community members to recognize
and mitigate the ways in which our policies, speech and behavior marginalize some groups and individuals, participate in difficult conversations, and embrace inclusion as a practice and a mindset. We commit to continued measurement, reporting, listening, self-reflection, and engagement as key elements of the process of continuous improvement for these critical aspects of our School.
Chart 2.0

International Students, Faculty and Research-based Academic Appointees at the
Harvard T. H. Chan School of Public Health, 2015

- **Students**
  - Domestic: 60%
  - International: 40%

- **Faculty**
  - Domestic: 75%
  - International: 25%

- **Researchers**
  - Domestic: 54%
  - International: 46%
FULL MAP IS SHOWN BELOW
Table 2.1.1
Applications, Admitted and Confirmed Students for U.S. URM, non-URM, and International Students by Degree, 2015 Admission Cycle

<table>
<thead>
<tr>
<th>U.S. URM</th>
<th>Applied</th>
<th>Admitted</th>
<th>Confirmed</th>
<th>Admission rate</th>
<th>Yield</th>
<th>U.S. Non-URM</th>
<th>Applied</th>
<th>Admitted</th>
<th>Confirmed</th>
<th>Admission rate</th>
<th>Yield</th>
<th>Total U.S. URM as % of U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SM1/MPH</td>
<td>108</td>
<td>61</td>
<td>44</td>
<td>56.5%</td>
<td>72.1%</td>
<td>SM1/MPH</td>
<td>328</td>
<td>259</td>
<td>193</td>
<td>79.0%</td>
<td>74.5%</td>
<td>237 (18.6%)</td>
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<tr>
<td>SM2</td>
<td>56</td>
<td>14</td>
<td>9</td>
<td>25.0%</td>
<td>64.3%</td>
<td>SM2</td>
<td>285</td>
<td>96</td>
<td>46</td>
<td>33.7%</td>
<td>47.9%</td>
<td>55 (16.4%)</td>
</tr>
<tr>
<td>SM60</td>
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<td>0</td>
<td>0</td>
<td>--</td>
<td>--</td>
<td>SM60</td>
<td>11</td>
<td>5</td>
<td>2</td>
<td>45.5%</td>
<td>40.0%</td>
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<tr>
<td>SD</td>
<td>58</td>
<td>7</td>
<td>2</td>
<td>12.1%</td>
<td>28.6%</td>
<td>SD</td>
<td>217</td>
<td>41</td>
<td>25</td>
<td>18.9%</td>
<td>61.0%</td>
<td>27 (7.4%)</td>
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<tr>
<td>DrPH</td>
<td>48</td>
<td>5</td>
<td>5</td>
<td>10.4%</td>
<td>100.0%</td>
<td>DrPH</td>
<td>102</td>
<td>17</td>
<td>8</td>
<td>16.7%</td>
<td>47.1%</td>
<td>13 (38.5%)</td>
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<tr>
<td>PhD</td>
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<td>4</td>
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<td>80.0%</td>
<td>PhD</td>
<td>215</td>
<td>27</td>
<td>19</td>
<td>12.6%</td>
<td>70.4%</td>
<td>23 (17.4%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>295</td>
<td>92</td>
<td>64</td>
<td>31.2%</td>
<td>69.6%</td>
<td><strong>Total</strong></td>
<td>1158</td>
<td>445</td>
<td>293</td>
<td>38.4%</td>
<td>65.8%</td>
<td>357 (17.9%)</td>
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</table>

<table>
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<tr>
<th>International</th>
<th>Applied</th>
<th>Admitted</th>
<th>Confirmed</th>
<th>Admission rate</th>
<th>Yield</th>
<th>All Students</th>
<th>Applied</th>
<th>Admitted</th>
<th>Confirmed</th>
<th>Admission rate</th>
<th>Yield</th>
<th>URM as % of All Students</th>
<th>International as % of All Students</th>
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<td>428</td>
<td>208</td>
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<td>70.2%</td>
<td>SM1/MPH</td>
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<td>383</td>
<td>61.1%</td>
<td>72.5%</td>
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<tr>
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<td>29.1%</td>
<td>66.2%</td>
<td>SM2</td>
<td>575</td>
<td>178</td>
<td>100</td>
<td>31.0%</td>
<td>56.2%</td>
<td>9.0% (45.0%)</td>
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</tr>
<tr>
<td>SM60</td>
<td>22</td>
<td>8</td>
<td>5</td>
<td>36.4%</td>
<td>62.5%</td>
<td>SM60</td>
<td>33</td>
<td>13</td>
<td>7</td>
<td>39.4%</td>
<td>53.8%</td>
<td>0.0% (71.4%)</td>
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</tr>
<tr>
<td>SD</td>
<td>201</td>
<td>23</td>
<td>21</td>
<td>11.4%</td>
<td>91.3%</td>
<td>SD</td>
<td>476</td>
<td>71</td>
<td>48</td>
<td>14.9%</td>
<td>67.6%</td>
<td>4.2% (43.8%)</td>
<td></td>
</tr>
<tr>
<td>DrPH</td>
<td>105</td>
<td>14</td>
<td>11</td>
<td>13.3%</td>
<td>78.6%</td>
<td>DrPH</td>
<td>255</td>
<td>36</td>
<td>24</td>
<td>14.1%</td>
<td>66.7%</td>
<td>20.8% (45.8%)</td>
<td></td>
</tr>
<tr>
<td>PhD</td>
<td>210</td>
<td>10</td>
<td>8</td>
<td>4.8%</td>
<td>80.0%</td>
<td>PhD</td>
<td>450</td>
<td>42</td>
<td>31</td>
<td>9.3%</td>
<td>73.8%</td>
<td>12.9% (25.8%)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1200</td>
<td>331</td>
<td>236</td>
<td>27.6%</td>
<td>71.3%</td>
<td><strong>Total</strong></td>
<td>2653</td>
<td>868</td>
<td>593</td>
<td>32.7%</td>
<td>68.3%</td>
<td>10.8% (39.8%)</td>
<td></td>
</tr>
</tbody>
</table>
Note: Because of its small size we omit the SM60 as a separate column but those students are included in the All Degrees column.
Chart 2.1.3 Percentage Receiving Harvard Financial Aid among U.S. students from URM and non-URM Groups by Program, by Year

**MPH/SM1**

<table>
<thead>
<tr>
<th>Year</th>
<th>U.S. URM</th>
<th>U.S. Non-URM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>37.5%</td>
<td>21.8%</td>
</tr>
<tr>
<td>2013</td>
<td>47.1%</td>
<td>22.3%</td>
</tr>
<tr>
<td>2014</td>
<td>46.2%</td>
<td>14.2%</td>
</tr>
<tr>
<td>2015</td>
<td>32.7%</td>
<td>12.1%</td>
</tr>
</tbody>
</table>

**SM2**

<table>
<thead>
<tr>
<th>Year</th>
<th>U.S. URM</th>
<th>U.S. Non-URM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>85.7%</td>
<td>66.4%</td>
</tr>
<tr>
<td>2013</td>
<td>87.5%</td>
<td>64.1%</td>
</tr>
<tr>
<td>2014</td>
<td>75.0%</td>
<td>57.3%</td>
</tr>
<tr>
<td>2015</td>
<td>80.0%</td>
<td>58.6%</td>
</tr>
</tbody>
</table>

**SD/DPH/DRPH**

<table>
<thead>
<tr>
<th>Year</th>
<th>U.S. URM</th>
<th>U.S. Non-URM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>89.3%</td>
<td>90.4%</td>
</tr>
<tr>
<td>2013</td>
<td>100.0%</td>
<td>87.7%</td>
</tr>
<tr>
<td>2014</td>
<td>100.0%</td>
<td>87.7%</td>
</tr>
<tr>
<td>2015</td>
<td>100.0%</td>
<td>87.7%</td>
</tr>
</tbody>
</table>

Note: Financial aid excludes work and loans. Harvard aid only.
Chart 2.1.4 Average Harvard Financial Aid for U.S. students from URM and non-URM Groups by Program, by Year

Note: Financial aid excludes work and loans. Harvard aid only.
Chart 2.2.1 Percentage of U.S. Harvard Chan School Union and non-Union Staff from Underrepresented Groups, 2012-2015
Chart 2.3.1 Percentage of U.S. Harvard Chan School Primary Faculty from Underrepresented Minority Groups, 2012-2015

- **Assistant Professor**
  - 2012: 6.2%
  - 2013: 7.6%
  - 2014: 7.2%
  - 2015: 7.6%

- **Associate Professor**
  - 2012: 4.5%
  - 2013: 5.0%
  - 2014: 5.3%
  - 2015: 5.3%

- **Full Professor**
  - 2012: 3.2%
  - 2013: 4.3%
  - 2014: 4.3%
  - 2015: 5.4%

- **Lecturer/Senior Lecturer**
  - 2012: 4.2%
  - 2013: 3.8%
  - 2014: 3.4%
  - 2015: 3.7%
Chart 2.3.2 Percentage Female Harvard Chan School Primary Faculty, 2012-2015

<table>
<thead>
<tr>
<th>Year</th>
<th>All Ranks</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Full Professor</th>
<th>Lecturer/Senior Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>33.3%</td>
<td>37.5%</td>
<td>45.5%</td>
<td>25.3%</td>
<td>37.0%</td>
</tr>
<tr>
<td>2013</td>
<td>32.7%</td>
<td>37.0%</td>
<td>45.2%</td>
<td>24.7%</td>
<td>39.3%</td>
</tr>
<tr>
<td>2014</td>
<td>31.8%</td>
<td>32.0%</td>
<td>41.9%</td>
<td>23.6%</td>
<td>40.0%</td>
</tr>
<tr>
<td>2015</td>
<td>31.5%</td>
<td>40.0%</td>
<td>40.0%</td>
<td>25.5%</td>
<td>41.4%</td>
</tr>
</tbody>
</table>
Chart 2.3.3 Percentage of U.S. Harvard Chan School Research-focused Academic Appointees from Underrepresented Minority Groups, 2012-2015

Research Scientist
- 2012: 0.0%
- 2013: 1.7%
- 2014: 3.2%
- 2015: 4.5%

Research Associate/Fellow
- 2012: 13.9%
- 2013: 12.7%
- 2014: 13.5%
- 2015: 12.5%