HARVARD T.H. CHAN | SCHOOL OF PUBLIC HEALTH

Dean's Annual Report on Diversity, Inclusion, and Belonging

Academic Year 2018–2019

July 2019

Prepared by the Office of Diversity, Inclusion, and Belonging

July 22, 2019

Harvard T.H. Chan School of Public Health
Dean's Annual Report on Diversity, Inclusion, and Belonging

Executive Summary

The Harvard T.H. Chan School of Public Health's commitment to diversity, inclusion, and belonging represents one of the School's highest priorities. The School's continued investment in academic rigor, teaching, and scholarship can be achieved only through inclusive excellence. More broadly, a sustained and strategic investment in diversity, inclusion, and belonging reflects the School's commitment to promoting equity and social justice throughout the world.

The purpose of this report is to advance dialogue around diversity, inclusion, and belonging in order to achieve awareness, understanding, and appreciation for multiple perspectives of the Harvard Chan School's ever-evolving community. As public health professionals, it is our responsibility to strive for and achieve:

- a comprehensive understanding of the concepts of diversity, inclusion, and belonging;
- a recognition of intersectional identities;
- the valuing and validating of others while promoting inclusivity in the classroom and workplace; and
- a commitment to diversify the School community to reflect global populations in research, teaching, and service.

The Harvard Chan School has embarked on a transformational journey from diversity and inclusion to diversity, inclusion, *and belonging.* This will be achieved by strategically identifying initiatives, programs, and cultural competencies which will be evaluated and measured in the Harvard Chan community.

Executive Summary – Key Takeaways

- In its report *Pursuing Excellence on a Foundation of Inclusion,* the Harvard University Presidential Task Force on Inclusion and Belonging has identified essential actions and behaviors expected of its community of faculty, students, staff, and academic appointees towards this end.
- The Presidential Task Force report identifies Four Goals, Four Tools, and Eight

Recommendations for each Harvard School to model and require from its community. The full report and information are noted below. We encourage you to read it and adapt the recommendations and best practices in your daily teaching, learning, and working environment at the Harvard Chan School.

- **Please refer to *Pursuing Excellence on a Foundation of Inclusion* to review the following information:**

Four Goals
1. Recruitment, Retention, and Development Practices for Excellence
2. Academic, Professional, and Social Integration
3. Union of Academic Freedom and a Culture of Mutual Respect and Concern
4. Inclusive Values, Symbols, and Spaces

Four Tools
1. Leadership from the Top
2. School and Business Unit Strategic Planning
3. Aligned Organizational Structures
4. Data, Transparency, and Dialogue

Eight Recommendations
1. Inclusive Symbols and Spaces
2. Two University-Wide Research Centers to Expand the University's Research Agenda
3. Resources to Enhance Mental Health Services in Support of Well-Being
4. School and Business Unit Strategic-Planning Work
5. Alignment and Coordination of Inclusive Excellence Work in the Office of the President and Provost (OPP)
6. Improved Focus of University Human Resources on Enabling Staff Talent and Improving Organizational Culture
7. Transparency, Feedback, and Dialogue: OPP Triennial Assessment of Progress Toward Inclusive Excellence
8. Increased Resources for Faculty Renewal and Development

1.0 Introduction and Year in Review

We are pleased to bring you the Fifth Annual Dean's Report on Diversity and Inclusion, and the first to reveal the title "Diversity, Inclusion, and Belonging." The Dean's Reports from previous years, as well as the current report, honor our commitment to transparency and dialogue in support of the conditions, policies, and practices that foster diversity and inclusion on our campus. Here we bring together data for discussion and reflect on the successes and challenges of 2018–

2019, while looking ahead to plans for the upcoming academic year.

We reiterate our working definitions of diversity and inclusion as they are used in this report. **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, sexual orientation, or nationality, though we often focus our data analyses on these dimensions of identity because of historic and structural inequities that continue to influence opportunities for faculty, students, staff, and academic appointees. Implicit in the way we use the term "diversity" is the notion that differences among students, staff, faculty, and research appointees across all dimensions can 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 taken by groups and individuals, make it possible for people to thrive and contribute to their fullest extent regardless of background, identity, capability, or life experiences. The work of inclusion has policy elements to it that we will describe below, but to an even greater extent than diversity, inclusion requires ongoing engagement through dialogue, open-mindedness, and self-awareness. The concept of **belonging** is one embraced by Harvard President Lawrence Bacow as part of his effort to lead the University on a path towards inclusive excellence. As stated in the recent *Presidential Task Force on Inclusion and Belonging* report: "Belonging is the experience that flows from participating fully in the opportunities Harvard offers to learn, to create, to discover, and to achieve. The experience of belonging also supports full embrace of the responsibilities of stewardship that we all have for the ongoing improvement of our community."

This year we add a new term to our lexicon. **Intersectional identity** refers to the concept that people with different identities experience the world in different ways based on systems of oppression and how they operate to produce inequities. Multiple identities create overlapping and interdependent systems of disadvantage; for example, a low-income, transgender, undocumented Muslim Afro-Latinx individual will navigate and experience the world much differently than a White, upper-middle-class, cisgender Christian American man. Intersectional identities determine people's exposures and experiences across the life course, including their experiences within the Harvard Chan community.

As we review the academic year through the lens of diversity, inclusion, and belonging, it is evident that the global political climate continues to shape our work and focus our attention and understanding of one another. Even as we seek to identify and address the barriers to diversity

and full inclusion within our School, we have come together to better understand inequality by taking time to understand our community's personal stories and experiences. Our identities as individual members of the Harvard Chan community make us more mindful of the local, national, and global forces that threaten to spread injustice and inequity.

We continue to broaden our efforts to host and co-sponsor events and workshops that speak to the wide range and intersections of identities represented in our community. This past academic year, the Office of Diversity, Inclusion, and Belonging (ODIB) offered programs and workshops that increased awareness and addressed biases, with a focus on learning more about members of the Harvard Chan community; these included Race and Racism in the United States; Self, Social, and Global Awareness; the Health, Equity, and Leadership (HEAL) Conference; the Yerby Diversity Lecture; and the Youth in Public Health Summit. In 2018–2019, ODIB also co-hosted the American Muslim Health Professionals Annual Conference with Harvard Medical School; the Esperanza Spalding event with the Office of Education; and numerous other events with offices, departments, and student organizations across the Harvard Chan School, as well as in partnership with other Harvard schools.

ODIB has partnered with many other offices, groups, and individuals at the School to build relationships and promote inclusive environments that bring communities together. In 2018–2019, ODIB focused on three overarching goals:

- Increased awareness of the identities of our community members

- Increased attention to how members of our community experience the Harvard Chan community through teaching, learning, and working

- Use of empirical data and analytics to inform search committee participants about implicit bias and provide insight into student, staff, and faculty recruitment and retention efforts

These goals are being advanced through numerous activities that engage our academic departments, foster collaboration between faculty and students, and encourage cross-collaboration with many other offices throughout the School. Some of these activities include:

- Diversity pipeline initiatives
- Donald Hopkins Pre-Scholars Program (predoctoral pipeline)
- Yerby Fellowship Program (faculty pipeline)
- Graduate application counseling

- Resources and professional development training
- Faculty workshops
- Staff professional development diversity and leadership training
- Junior faculty professional development diversity and leadership training
- Community narratives
- Collaborative outreach
- Equity, Diversity, and Inclusion Fellowship
- Community engagement and partnership
- Leaders in Health Community Capacity-Building Program
- Public schools' engagement
- Environmental Health Education Program

Building on previous years, ODIB also hosted workshops on culturally relevant self-care, imposter syndrome, and several other topics and continued partnerships with the Harvard Chan Student Association (HCSA) in support of the mental health of staff and students. We aim to place a heightened institutional focus on mental wellness, an effort that gained momentum this year thanks to the work of the Mental Health Student Alliance, Student Services staff, and faculty partners. In addition to the critical work of identifying and addressing the factors that increase stress, we aspire to become a community in which mental illness is destigmatized, neurodiversity is supported, and mental health support and services are accessible to all. New access to telephonic counseling and on-site services for students this past academic year represent positive steps in this direction.

In the next year, our work to advance diversity, inclusion, and belonging will be framed in part by the recent Harvard University Pulse Survey, and more specifically the excellent 49% completion rate achieved by the Harvard Chan community. The Pulse Survey results will provide gainful insights into the Harvard Chan community's climate and culture—both our diversity successes and our areas of opportunity. While many of these insights will focus on Harvard's central administration, almost all have implications for our School and are echoed in our past and ongoing work.

The Harvard Chan School's pursuit of academic excellence is not enough to sustain excellence as a global leader. The daily lived experiences of our community members should reflect a School that advances not only the public's health through learning, discovery, and communication, but

also their mental health and well-being by promoting respect, inclusivity, and belonging in intentional and meaningful ways. As Dean Michelle Williams noted in her Convocation address on May 29, 2019, "Just do right"—the powerful directive first offered by Maya Angelou—means that we must all commit to sustained care and compassion for one another.

To that end, making change also means changing behaviors that define our climate and culture in order to better support Harvard Chan's community members. In the coming academic year, we will continue working together to positively influence behaviors and strengthen diversity, inclusion, and belonging, all of which are foundational to the pursuit of our mission.

2.0 Diversity Data

The Harvard T.H. Chan School of Public Health is committed to improving the health of people and communities in our neighborhood and around the globe. In 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. The numbers break down as follows: 37.5% of our students, 24.7% of our faculty, and 53.7% of our research appointees are from outside the U.S.

During the 2018–2019 academic year, Harvard Chan students represented 42 countries (including the United States), a decline of approximately 16.6% from the previous academic year. As in past years, there were similar trends in the most represented countries, with a majority of international students coming from either Canada or China. This year we saw a decrease in representation from all countries except Canada, but especially from Brazil, Mexico, and Nigeria. The following is a list of countries with the highest representation, in order of percentage: Canada, China, Japan, South Korea, and a tie between India, United Kingdom, and Taiwan.

Most of the remaining data analyzed in this report, except for the analysis of gender diversity in the faculty, focus on individuals from specific U.S. racial and ethnic groups historically underrepresented in the public health sciences. "Underrepresented," as defined by the U.S. federal government and National Institutes of Health, denotes U.S. citizens or permanent residents from the following racial/ethnic groups: African Americans, Native Americans or Alaska Natives, Hispanics or Latinos, Native Hawaiians, Pacific Islanders, and multiracial individuals. The

Admissions Office is required to federally report these categories of race and ethnicity in accordance with the Integrated Postsecondary Education Data System (National Center for Education Statistics).

Throughout the report, we show statistics on the percentages of underrepresented minorities (URM) in various categories (programs, rank, etc.). These percentages are calculated relative *only* to the U.S. citizens and permanent residents in that category. 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, we also report the percentage of women, as they have been traditionally underrepresented and have been shown to face barriers to advancement.

2.1 Students

Table 2.1.1 shows the numbers of applications, admit rates, and yield rates (the percent of admitted students who enrolled and matriculated) by degree program for the 2018 admissions cycle. The table also shows the percentage of U.S. students who are from underrepresented minority groups (labeled "URM"), the percentage of U.S. students who are not from underrepresented minority groups ("Non-URM"), the percentage of students who are from outside of the U.S. ("Int'l"), and a composite of all three groups ("Total"). We follow the convention of ASPPH in reporting URM rates as a share of U.S. students only. 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 also report the percentage represented by URM students among *all* U.S. students. Prior years of data are available on the ODIB website in previous Dean's Reports on Diversity and Inclusion.

Representation of students from underrepresented groups varied substantially across degree programs. The percentage of underrepresented groups among enrolled U.S. students increased in the SM1/MPH, SM2, and SM60 programs. The SM1/MPH program had the highest representation at 20.1%, 1.7% higher than last year; the SM2 program's U.S. underrepresented minority percentage was 0.5% higher than last year, at 10.3%; and the SM60 program's U.S. underrepresented minority percentage was 2% higher than last year, at 9.1%.[*] The U.S.

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[*] *Due to the small size of both the SM60 and DrPH programs, year-to-year variation is expected and does not necessarily indicate a trend.*

underrepresented minority percentage decreased to 25.0% in the DrPH program and to 12.0% in the PhD program. International student representation decreased among all degree programs from 2017. International student representation is something we must track both now and in the future, as we greatly value our global diversity.

Overall, we saw significant improvement in the URM admit rates. This was the first year since data analysis began in 2011–2012 that the URM admit rates were higher than the total admit rates among all degree programs, with the exception of the DrPH program. Also, for the first time, all-degrees admit rates for the URMs were higher than the total and non-URM all-degrees admit rates. The international admit rates saw some variation but were generally on trend with previous years.

There was an increase in the overall number of applications for all degree programs across all categories (URM, Non-URM, and Int'l), with the exception of the DrPH program. The largest application increase was among the Non-URM category in the PhD program. The smallest increase in the number of applications was among the URM category. Overall, matriculation increased by approximately 11.6%.

Chart 2.1.2 plots the percentage of U.S. students from underrepresented groups from 2014 to 2018 by degree program. Across all degrees, the percentage of U.S. students from underrepresented minority groups was 21.3%, up to 3.8% from 2017.

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 from 2014 to 2018. Harvard aid does not include outside awards, loans, or work (such as teaching assistantships). The percentage of U.S. underrepresented minority students receiving aid slightly decreased for the SM1/MPH and ScD/DrPH/DPH programs and increased by approximately 4% for the SM2/SM60 programs. The trend was reversed for U.S. non-underrepresented minority students, which saw a slight increase in the SM1/MPH and ScD/DrPH/DPH programs, respectively, but a slight decrease in the SM2/SM60 programs. Both U.S. underrepresented and non-underrepresented minorities in the SM1/MPH program saw a decrease in the average award amount of financial aid they received. This decrease can be attributed to the 15.6% increase in the program's enrollment. Both U.S. underrepresented and non-underrepresented minorities in the SM2/SM60 programs saw an increase in the average award amount of financial aid they received. This can be

attributed to the 15.6% increase in the program's enrollment. The ScD/DrPH/DPH programs saw some variation, but those findings should not be seen as trends due to the small size of the programs.

(Note: GSAS manages financial aid for PhD students; therefore, the data is not reported here.)

2.2 Staff

Chart 2.2.1 shows the percentage of Harvard Chan staff from underrepresented minority groups by union status by year from 2014 to 2018. In general, jobs at Grades 56 and below qualify as union positions, although some jobs at the Grade 56 level are non-union. The percentage of union staff from underrepresented groups has increased gradually since 2014 and is now at 20%. The percentage of non-union staff from underrepresented groups rose from 10% last year to 12.7% in 2018.

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, lecturers, research scientists, research associates, postdoctoral fellows, 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 professor, associate professor, professor, lecturer/senior lecturer) by year for 2014 through 2018. Overall, the percentage of URM faculty at the school has decreased by 2% since 2017.

Chart 2.3.2 shows the percentage of female primary faculty by rank (i.e., assistant professor, associate professor, professor, lecturer/senior lecturer) by year for 2014 through 2018. This year saw a decrease in the overall percentage of women faculty to 34.7%, with the exception of lecturers.

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 2014 through 2018. Notably, these appointees are the most international

group at the School, so the denominator for these graphs represents less than half of the group. In 2018, the percentage of research scientists from URM groups decreased to 5.4%, while the share of research associates and postdoctoral fellows increased by 0.3%.

Diversity Data – Key Takeaways

Students
- URM admit rates were higher than the total admit rates among all degree programs, with the exception of the DrPH program, for the first time since data analysis began in 2011–2012.
- URM all-degrees admit rate was higher than the total and non-URM all-degrees admit rates, for the first time since data analysis began in 2011–2012.
- The international admit rates saw some variation but were generally on trend with previous years.
- There was an increase in the overall number of applications for all degree programs across all categories (URM, Non-URM, and Int'l), with the exception of the DrPH program.
- Matriculation increased by approximately 11.6%.
- International student representation decreased among all degree programs from 2017.

Staff
- URM, union staff, representation increased to 20%.
- URM, non-union staff, representation increased to 12.7%.
- There remains a >7% gap between non-union and union URM staff representation.

Faculty and Academic Appointees
- The percentage of U.S. URM primary faculty decreased to 6.3%.
- URM Assistant Professors decreased to 8%, URM Associate Professors decreased to 9.1%, and URM Full Professors decreased to 5.7%; URM Lecturers increased to 4.5%.
- Female Assistant Professors decreased to 35.5%, Female Associate Professors decreased to 34.8%, and Female Full Professors decreased to 29.7%; Female Lecturers increased to 52%.
- URM Research Scientists decreased to 5.4%, Research Associate/Fellows increased to 10.6%

Conclusion

As the School's most recent data indicate, improving representation of those groups facing structural and institutional barriers to success in public health requires long-term commitment. We have seen an increase in representation among underrepresented minority students, and for the first time, underrepresented minority admit rates were on par with overall admit rates. This progress is the result of the ongoing, collaborative efforts of the Offices of Admissions, Education, and Diversity, Inclusion, and Belonging. These efforts include the continued improvement of recruitment strategies that reach faculty, staff, and students from underrepresented backgrounds, as well as the education of admissions and faculty search committees on the educational barriers, implicit biases, and systemic inequalities.

This year, various pipeline and training initiatives were implemented across the School to address the decline in underrepresented minorities and female faculty. Dean Wendy McRae-Owoeye, Assistant Dean Betty Johnson, and Associate Dean for Faculty Affairs Jennifer Ivers are working closely with department chairs, faculty search committees, and the Academic Council to develop long-term strategies for increasing underrepresented minority representation and retention. These partnerships are imperative for ensuring the success and sustainability of underrepresented minority recruitment initiatives.

Conclusion – Future Insights

- The Harvard Chan School's transformation journey of diversity, inclusion, and belonging is not an overnight process.
    - As a community, we own the climate and culture we create and the inclusion and exclusion of members of our community. As a community, we have opportunities to create togetherness and not otherness.

- This report indicates that Harvard Chan has experienced a decline in underrepresented populations and women in faculty.
    - As a School, we have opportunities to be mindful of identifying and addressing the barriers to the recruitment and the retention of faculty.

- This year, with a focus on inclusive excellence, we have learned the importance of creating an inclusive community requires for each member of our community to:
    - Self-reflect
    - Take time to listen and learn from others

- o Challenge your ways of thinking—biases and stereotypes
- o Be open to change
- o See yourself as a part of the diversity, inclusion, and belonging equation
- o Hold yourself and others accountable for both the words and actions towards one another
- o Stop inappropriate behaviors which are hurtful and harmful
- o Be aware of advancing the "Public's Health" through learning, discovery, and communication, and the health and mental well-being of all members of the Harvard Chan community

Status Statement

- The Harvard Chan School's diversity, inclusion, and belonging efforts are possible only through partnerships and efforts involving all members of our community. The diversity efforts are ongoing and represent the hard work of many from the past and present.

- This report provides a snapshot of diversity, inclusion, and belonging at the Harvard Chan School. As part of the Harvard University initiative to create a foundation built on inclusive excellence, the Harvard Chan School and other Harvard schools are engaged in creating diversity strategic plans. In the fall, the Harvard Chan School will embark on a journey to communicate out and implement a diversity strategic plan and initiatives with smart, measurable, achievable, results-oriented, and timely (SMART) goals. The ability of the diversity plan and commitment to achieve success with the plan's goals will be determined by the engagement of every member of the Harvard Chan community. ODIB looks forward to hearing from the Harvard Chan community and providing support to faculty, students, staff, and academic appointees by serving our School as leaders, advocates, and catalysts for positive change.

Chart 2.0: International Students, Faculty, and Research-Focused Academic Appointees at the Harvard T.H. Chan School of Public Health, 2018
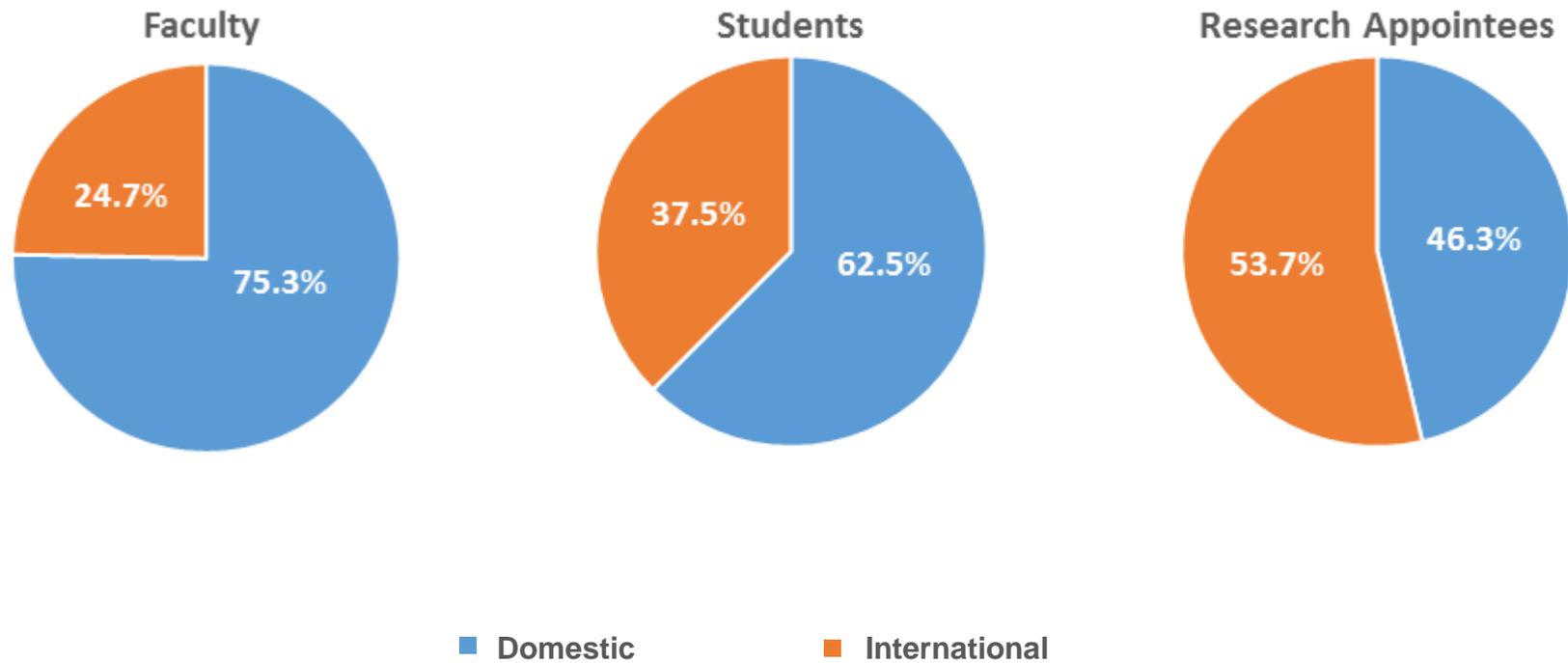

Faculty
24.7%
75.3%

Students
37.5%
62.5%

Research Appointees
46.3%
53.7%

■ Domestic   ■ International

Table 2.1.1: Applications, Admit Rates, and Yield Rates by Degree Program at the Harvard T.H. Chan School of Public Health, 2018

URM	Applied	Admitted	Enrolled	Admit Rate	Yield Rate
SM1/MPH	200	100	62	50.0%	62.0%
SM2	36	13	4	36.1%	30.8%
SM60	4	2	1	50.0%	50.0%
DrPH	38	2	2	5.3%	100.0%
PhD	109	10	9	9.2%	90.0%

Non-URM	Applied	Admitted	Enrolled	Admit Rate	Yield Rate	URM as % of US
SM1/MPH	694	366	246	52.7%	67.2%	20.1%
SM2	179	69	35	38.5%	50.7%	10.3%
SM60	37	14	10	37.8%	71.4%	9.1%
DrPH	60	8	6	13.3%	75.0%	25.0%
PhD	961	90	66	9.4%	73.3%	12.0%

Int'l	Applied	Admitted	Enrolled	Admit Rate	Yield Rate
SM1/MPH	423	188	144	44.4%	76.6%
SM2	271	64	44	23.6%	68.8%
SM60	134	19	11	14.2%	57.9%
DrPH	77	3	1	3.9%	33.3%
PhD	435	26	22	6.0%	84.6%

Total	Applied	Admitted	Enrolled	Admit Rate	Yield Rate	Intl as % of ALL
SM1/MPH	1317	654	452	49.7%	69.1%	31.9%
SM2	486	146	83	30.0%	56.8%	53.0%
SM60	175	35	22	20.0%	62.9%	50.0%
DrPH	175	13	9	7.4%	69.2%	11.1%
PhD	1505	126	97	8.4%	77.0%	22.7%

All Degrees	Applied	Admitted	Enrolled	Admit Rate	Yield Rate
URM	387	127	78	32.8%	61.4%
Non-URM	1931	547	363	28.3%	66.4%
Int'l	1340	300	222	22.4%	74.0%
Total	3658	974	663	26.6%	68.1%

Percentages of all confirmed students	
URM as % of US	21.3%
URM as % of all students	11.8%
Int'l as % of all students	33.5%

Chart 2.1.2: Percentage of Incoming U.S. Harvard Chan School Students from Underrepresented Minority Groups, 2014–2018
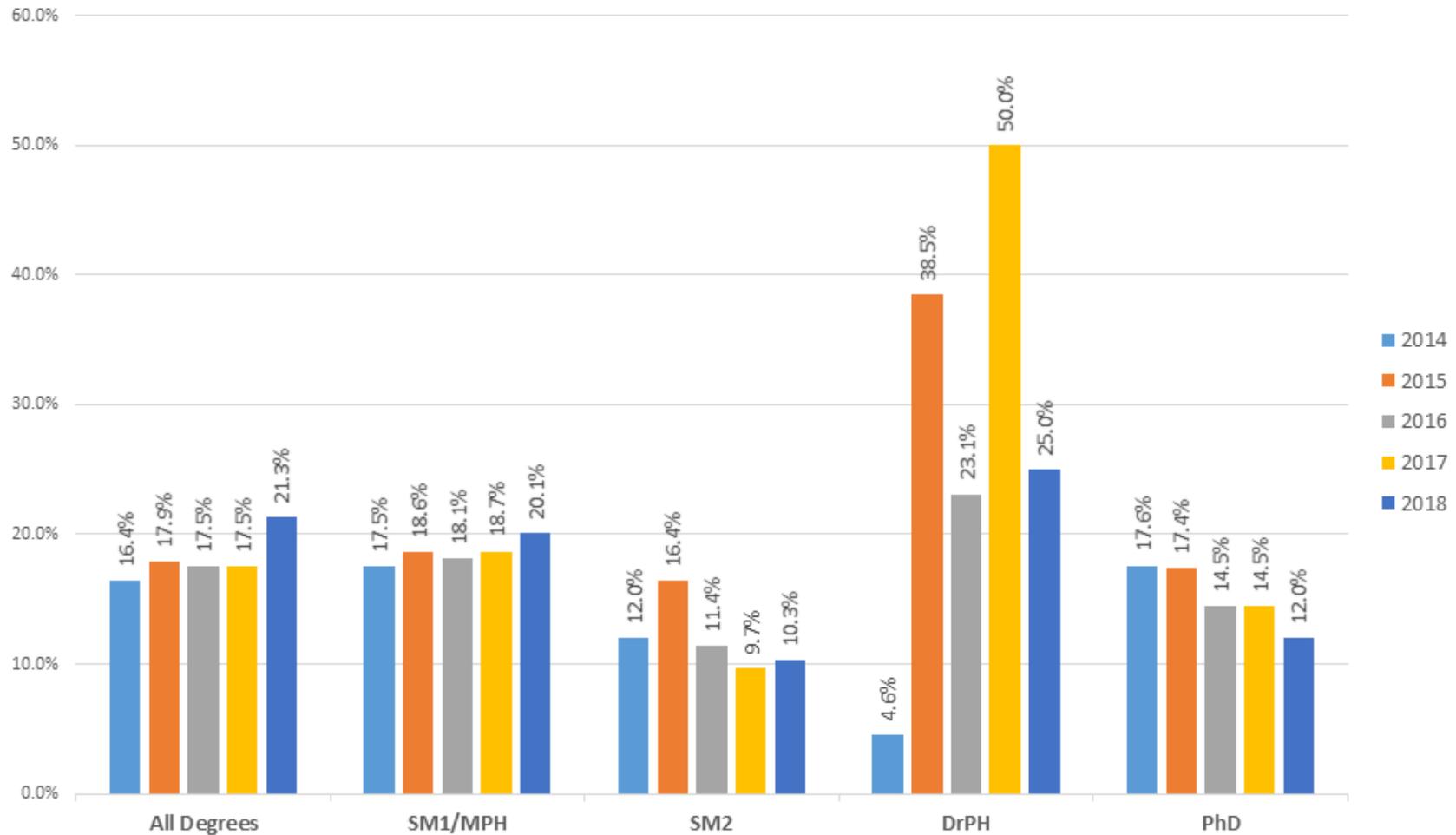
Note: Because of its small size, we omit the SM60 as a separate column; those students are included in the "All Degrees" column.

Chart 2.1.3: Percentage Receiving Harvard Financial Aid among U.S. Students from URM and Non-URM Groups by Program, 2015–2018
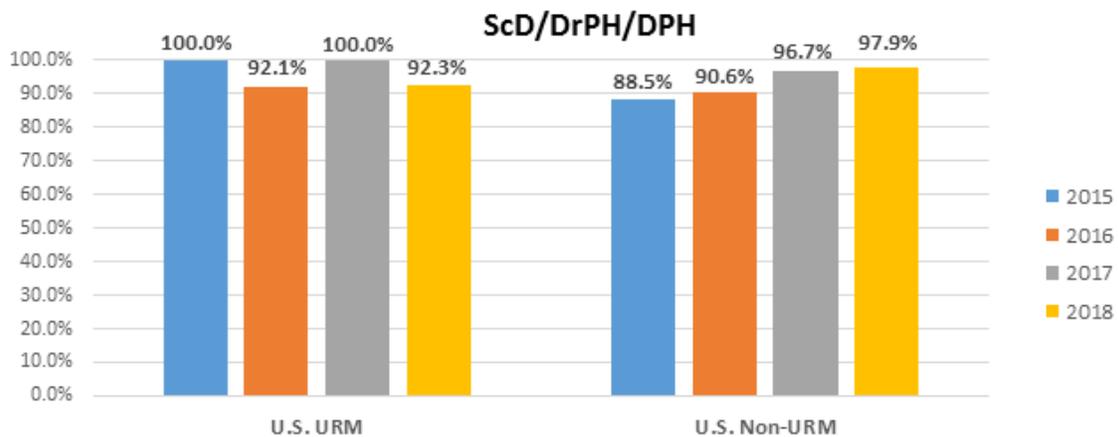
SM1/MPH

	U.S. URM	U.S. Non-URM
2015	32.7%	12.1%
2016	69.6%	22.8%
2017	65.0%	33.5%
2018	62.5%	36.6%

SM2/SM60

	U.S. URM	U.S. Non-URM
2015	80.0%	58.6%
2016	66.7%	56.2%
2017	83.3%	61.3%
2018	87.5%	55.9%

ScD/DrPH/DPH

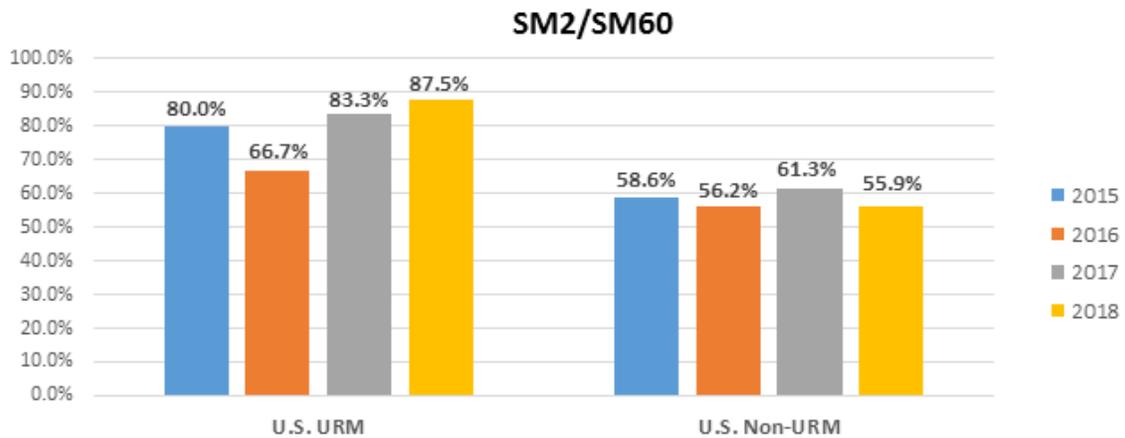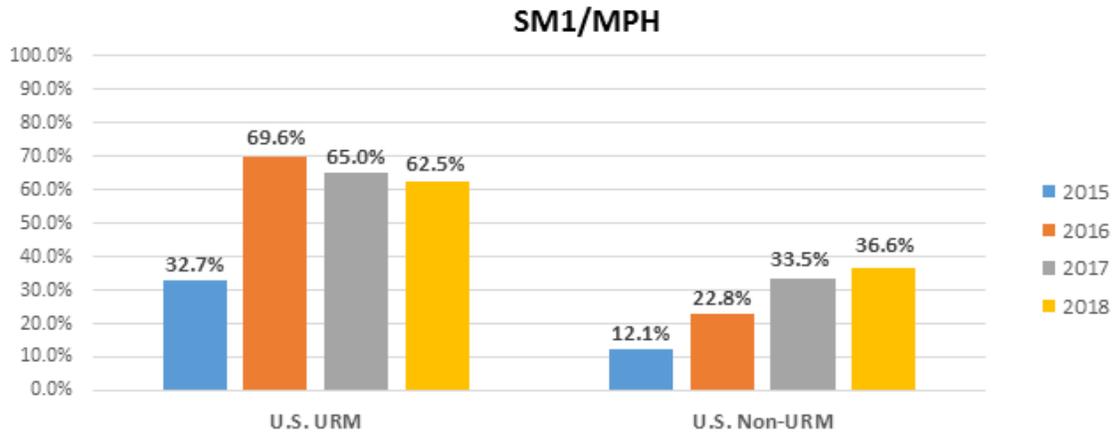|	U.S. URM	U.S. Non-URM
2015	100.0%	88.5%
2016	92.1%	90.6%
2017	100.0%	96.7%
2018	92.3%	97.9%

Chart 2.1.4: Average Harvard Financial Aid among U.S. Students from URM and Non-URM groups by Program, 2015–2018

SM1/MPH

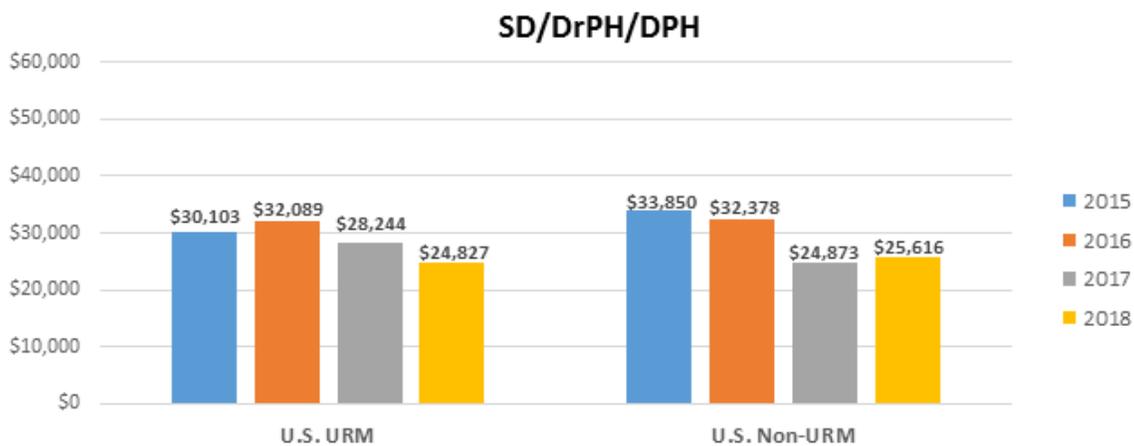|	U.S. URM	U.S. Non-URM
2015	$58,470	$22,684
2016	$47,019	$23,844
2017	$37,376	$23,231
2018	$34,368	$17,072

SM2/SM60

	U.S. URM	U.S. Non-URM
2015	$26,636	$19,514
2016	$28,770	$22,568
2017	$26,167	$18,627
2018	$39,054	$19,732

SD/DrPH/DPH

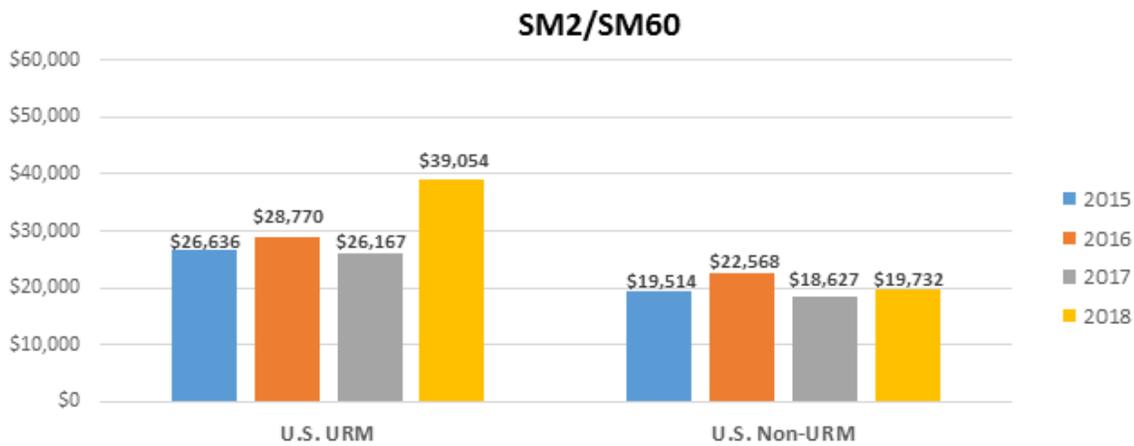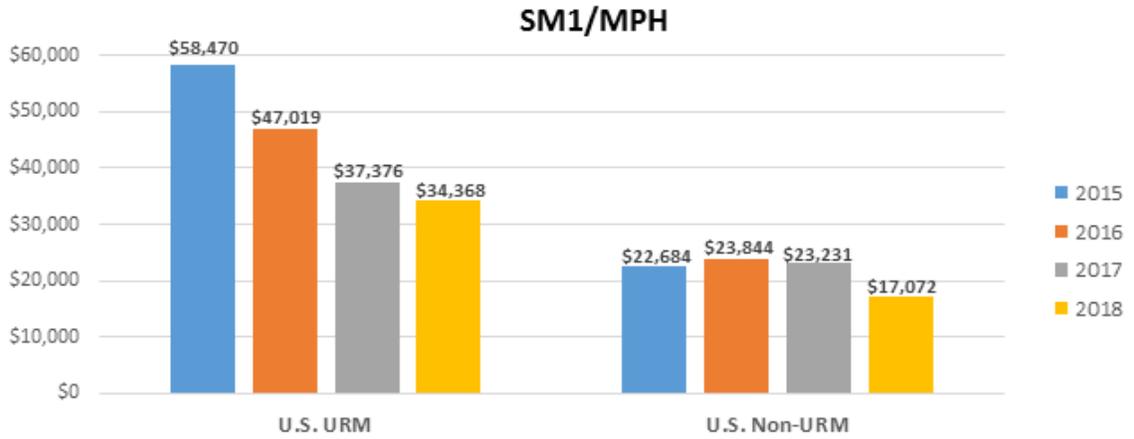|	U.S. URM	U.S. Non-URM
2015	$30,103	$33,850
2016	$32,089	$32,378
2017	$28,244	$24,873
2018	$24,827	$25,616

Chart 2.2.1: Percentage of U.S. Harvard Chan School Union and Non-Union Staff from Underrepresented Minority Groups, 2014–2018
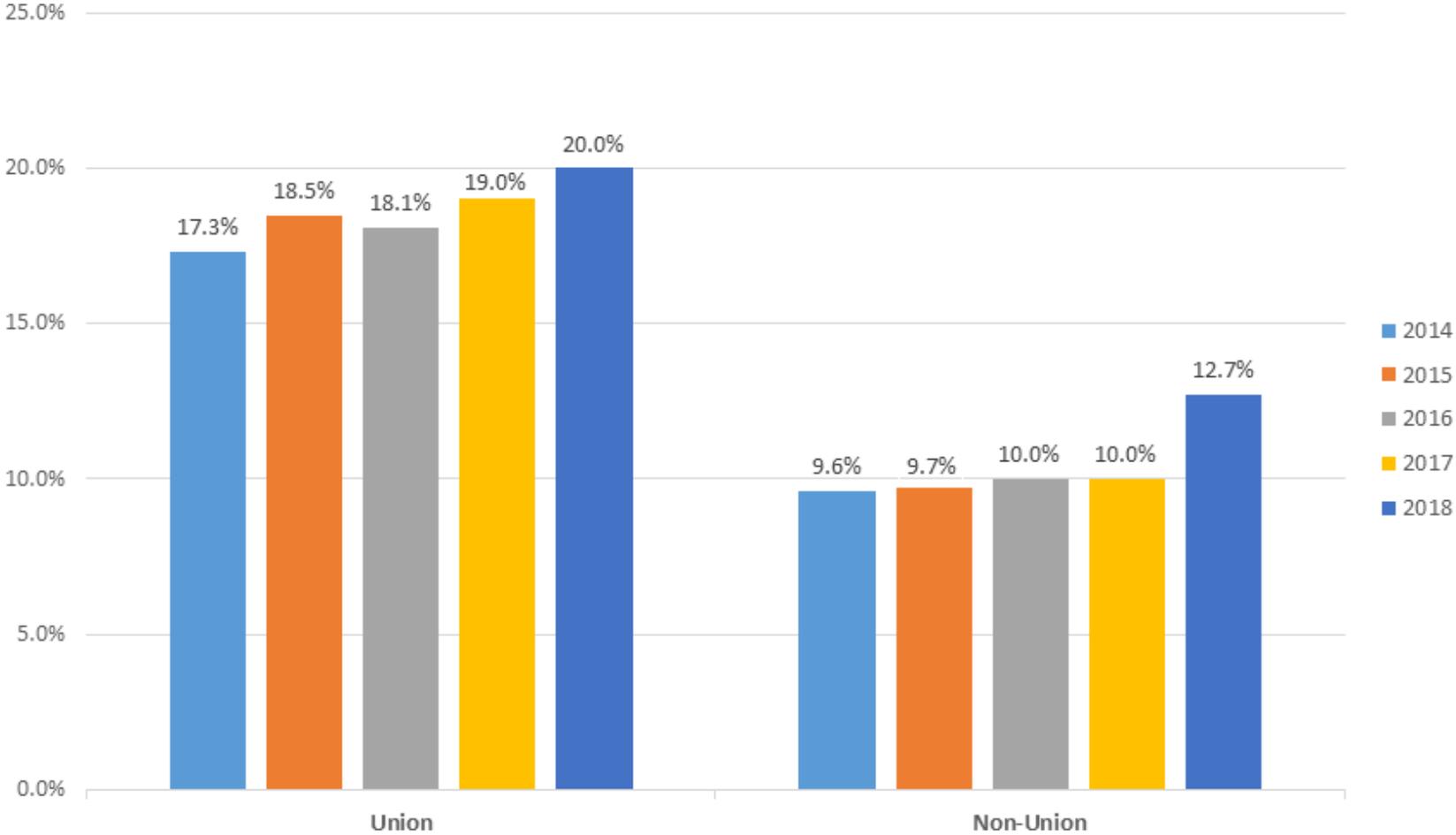
Chart 2.3.1: Percentage of U.S. Harvard Chan School Primary Faculty from Underrepresented Minority Groups, 2014–2018
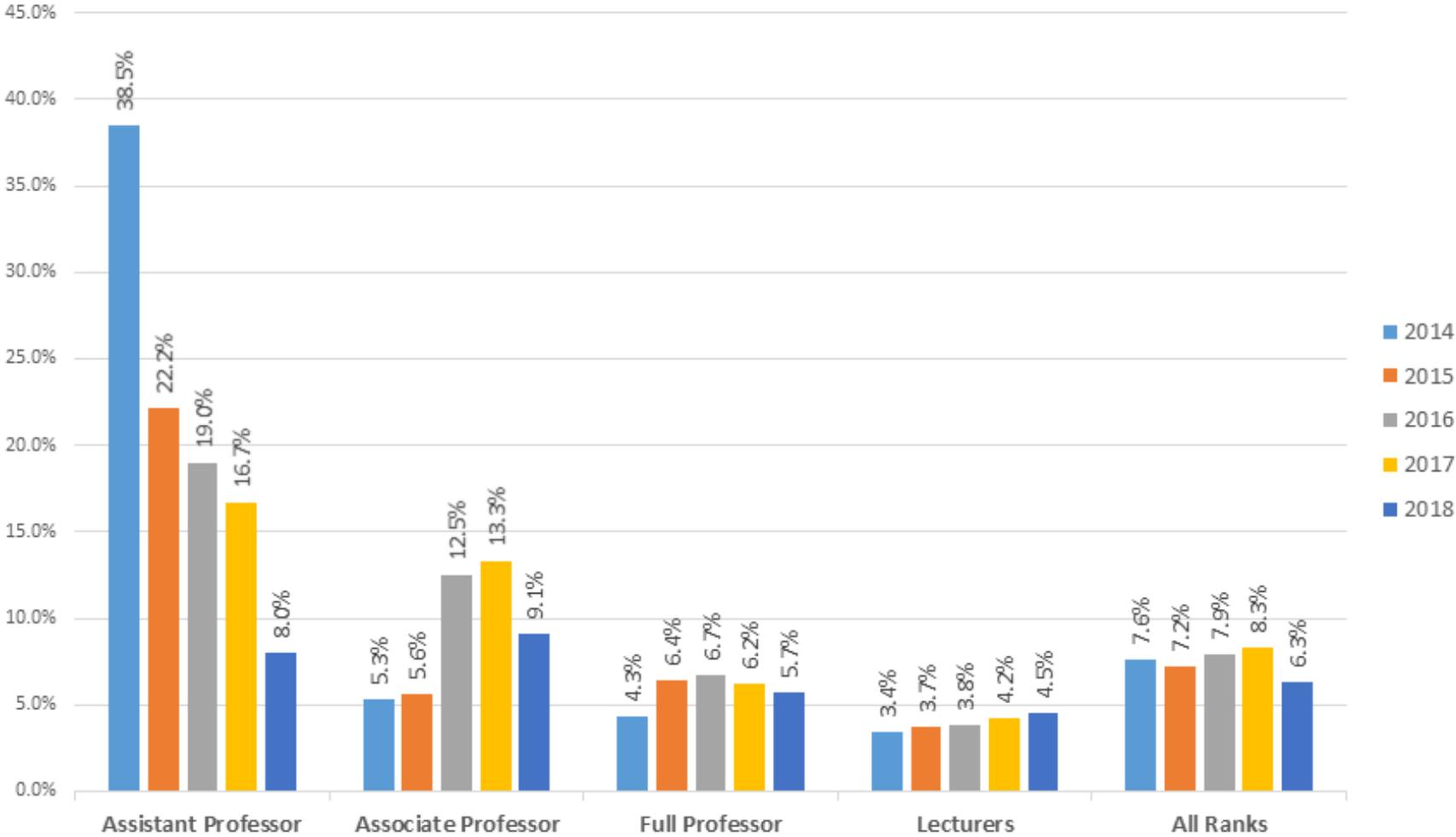
Chart 2.3.2: Percentage of Female Harvard Chan School Primary Faculty, 2014–2018

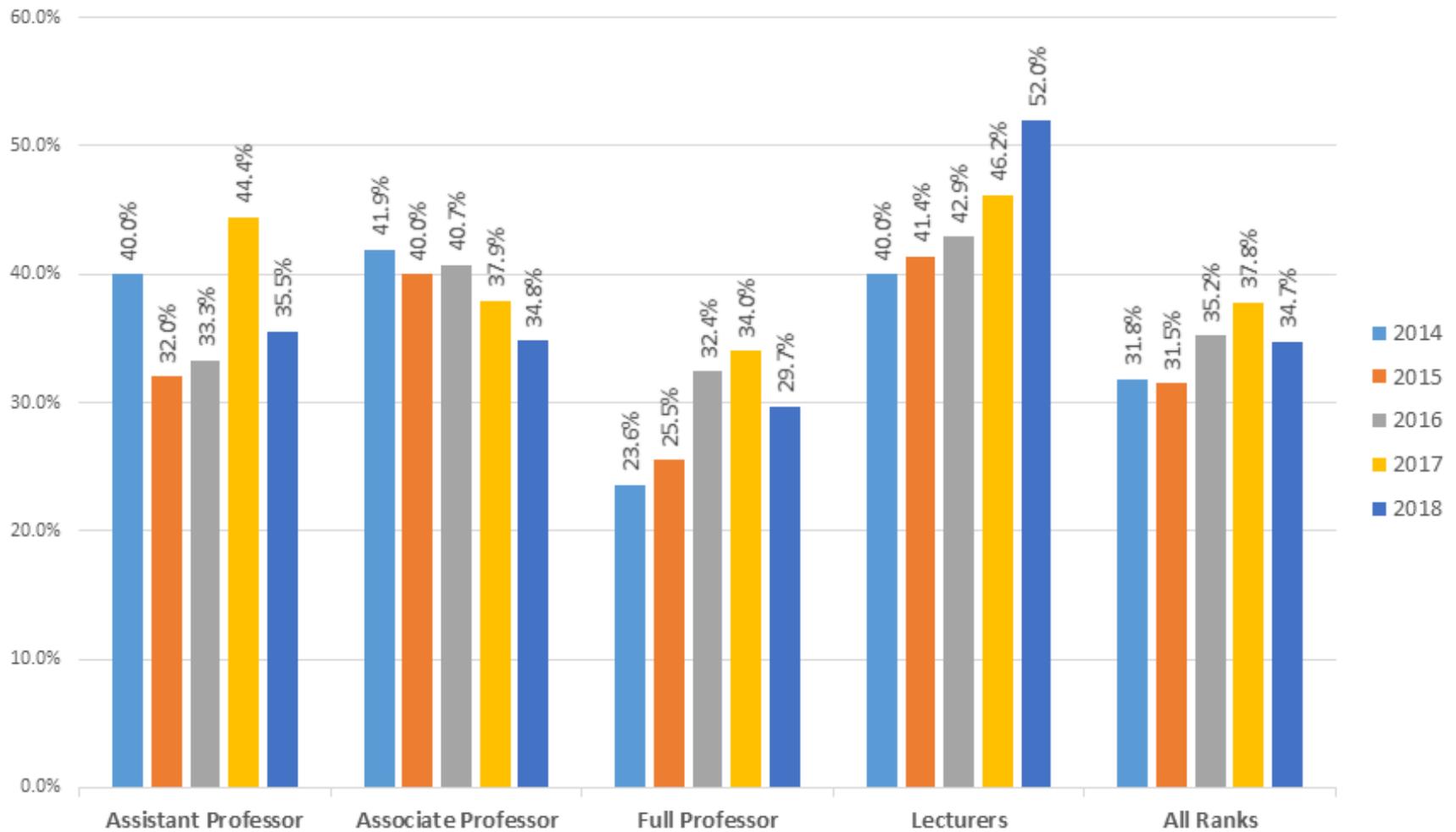|	Assistant Professor	Associate Professor	Full Professor	Lecturers	All Ranks
2014	40.0%	41.9%	23.6%	40.0%	31.8%
2015	32.0%	40.0%	25.5%	41.4%	31.5%
2016	33.3%	40.7%	32.4%	42.9%	35.2%
2017	44.4%	37.9%	34.0%	46.2%	37.8%
2018	35.5%	34.8%	29.7%	52.0%	34.7%

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Chart 2.3.3: Percentage of U.S. Harvard Chan School Research-Focused Academic Appointees from Underrepresented Minority Groups, 2014–2018