1.0 Introduction

All of us at the Harvard T.H. Chan School of Public Health value diversity among our students, staff, faculty, academic appointees and all with whom we share in our work. We aspire to create a climate of inclusion where people of all backgrounds, identities, and experiences can thrive and contribute to our shared mission of improving the public’s health.

Recent high-profile deaths of black men and boys in the U.S. have led to a national movement to call greater attention to, and address the effects of, racism on society and communities of color. These events have reverberated at our School and across the University. Facilitated by student organizers, the Harvard Chan School community came together in multiple fora in late 2014 to discuss issues of racial and social justice in our nation, our community, and our School. These discussions led to a set of challenges to highlight and extend the School’s work on diversity and inclusion.

As a first step, the Office of the Dean was asked to document the percentage of students, staff, and faculty from U.S. underrepresented groups and inform the community about our efforts to increase diversity and inclusion, acknowledging the diversity inherent in our international student body. This report provides data from the academic years 2012-2014 to describe our population and depict recent trends in recruitment and retention of individuals from underrepresented groups. We also provide information on the administrative departments that are involved with recruitment and inclusion work and describe their related activities. All charts and tables referenced in this narrative appear in the Appendix.
2.0 Diversity

The Harvard T.H. Chan School of Public Health has a global mission and draws students, faculty, and researchers from around the world. Chart 2.0 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. In recent years, we have increased the number of different countries represented in the Harvard Chan School community, from 66 in 2012, to 82 in 2013, to 83 in 2014.

We value diversity of identity and experience across all dimensions including but not limited to race and ethnicity. This report, however, is focused on our inclusion of individuals from specific U.S. underrepresented racial and ethnic groups because of concerns about systematic and structural inequalities facing these individuals. Where we show statistics on the percentage of individuals in a particular category from U.S. underrepresented 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, which 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, admitted and confirmed (agree to attend) students by degree program for the admissions cycles ending in the spring
of 2012, 2013, and 2014. The table also shows the calculated admission and yield rates (i.e. the percentage of students in a group who were admitted and the percentage of admitted students who accepted the offer of admission), the percentage of U.S. confirmed students who are from underrepresented minority groups (labeled U.S. URM or U.S. Underrepresented), and the percentage of all students who are from outside of the U.S. (labeled International).

The data in Table 2.1.1 are a starting point for root cause analysis and suggest potential opportunities for learning and improvement. To illustrate, consider the results of the MPH program and DrPH program in the 2014 admissions cycle. Among confirmed U.S. students in the MPH (i.e. students admitted who say they will attend), the percentage from underrepresented groups was 17.5%. In the DrPH that number was 45.5% (although it is a much smaller program). We can then examine the degree to which this difference is a function of differential application, admission, and yield rates for applicants from U.S. underrepresented groups vs. other U.S. applicants. In this case we see that all of these factors played a role in the much higher rate of U.S. URM students entering the DrPH program. Out of 189 U.S. DrPH applicants, 66 (or 35%) were from an underrepresented group; out of 410 U.S. MPH applicants, 95 (or 23%) were from an underrepresented group. The admission rate for DrPH applicants from underrepresented groups is slightly lower (9.1%) than for other U.S. applicants (9.8%) while the admission rate for MPH applicants is much lower for applicants from underrepresented groups (48.4%) than for other U.S. applicants (74.0%). Note that in 2014, the MPH program was primarily limited to applicants with a medical (including medical students) or other professional degree, which accounts in part for the overall high admission rate. Finally, the yield (number of admitted students who accept admission to the School) for DrPH students from underrepresented groups is much higher than for other U.S. students (83.3% vs. 50.0%) while the yield for admitted MPH students from underrepresented groups is only slightly higher than for other U.S. students (80.4% vs. 75.1%). Looking across all degree programs and over time (ignoring year to year variation in the smaller programs) we see that yield rate differences explain little or
none of the gap between the percentage of students from underrepresented groups in the applicant pool and the percentage of students who accept our offer of admission; this gap is largely a function of differential admission rates. Further study is underway to understand what drives this difference and what actions are needed to increase the numbers of students from underrepresented groups who are admitted.

**Table 2.1.2** shows the numbers of applications, admitted, and confirmed students by department program for the 2012-2014 admissions cycles combined (the MPH and DrPH are School-wide rather than departmental programs and the PhD is a GSAS program so they appear in **Table 2.1.1** but not **Table 2.1.2**). Because some annual department totals are small, we aggregate 2012-2014 to smooth over the random variation in prevalence. It should be noted that some departments in Table 2.1.2 host only SM programs (HPM), while others host only SD programs (Nutrition) and data for the remaining departments include both doctoral and master's students combined.

**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 beginning in 2012, 2013, and 2014. Harvard aid does not include outside awards, loans or work (such as teaching assistantships).

2.2 Staff

**Chart 2.2.1** shows the percentage of Harvard Chan School employees from underrepresented minority groups by union status—as a proxy for job category—by year for 2012 to 2014. In general, jobs at grade levels 56 and below qualify as union-level positions, although some jobs at the grade 56 level are non-union.

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, 2013, and 2014. **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, 2013, and 2014. **Chart 2.3.3** shows the percentage of U.S. research-based non-faculty academic appointees (i.e., postdocs, research associate, and research scientist) from underrepresented groups by year for 2012, 2013, and 2014.

**Information about Diversity and Inclusion Programs and Policies**

Leadership for diversity and inclusion at the Harvard Chan School resides in the Dean’s Office, while central operational and strategic roles, respectively, are occupied by the Office of Diversity and Inclusion (ODI) and the Dean’s Advisory Committee on Diversity and Inclusion (DACDI). Diversity and inclusion goals and activities, however, are woven through all administrative and academic departments of the school working independently and in collaboration. The remainder of this report highlights major activities focusing on current programs, but is in no way exhaustive.

**3.1 Office of Diversity and Inclusion (ODI)**

The Harvard Chan School Office of Diversity and Inclusion (ODI) initiates and supports activities that increase diversity and promote cultural competency among all members of the School community. ODI staff includes the Associate Dean for Diversity, Meredith Rosenthal, the Office’s Director, Dr. Dale Trevino, Assistant
Director Venus Israni, and the Director of Recruitment and Special Assistant to the Dean for Diversity, Felisa Nobles. The Office hosts and co-sponsors cross-cultural educational activities and events including diversity seminars, a Multicultural Film Series, and the Yerby Diversity Lecture in Public Health. ODI is a place where students can work and socialize, talk about issues related to difference in a supportive environment, and receive counseling and referrals to academic and other assistance. ODI also leverages partnerships around the University and beyond to support a range of social, community engagement, and professional events connected to identity, inclusion, and health equity. These include the annual Harvard Health Equity and Leadership (HEAL) conference, the Centers for Disease Control Millennial Health Leaders Program, and combined social events for students of color at the Harvard professional schools.

ODI is home to the Student and Faculty Ambassador Programs. Student Ambassadors provide an invaluable link to the student body as representatives of the various student service offices, as well as select academic departments. Student Ambassadors work on diversity and inclusion projects for the Harvard Chan School and events such as the annual Youth and Public Health Conference that brings local high school students to the School to learn about the field of public health.

Through the Faculty Ambassador Program, our School faculty members initiate partnerships with key faculty and administrators at Historically Black Colleges and Universities, Minority-Serving Institutions (MSIs), and other institutions that train students from underrepresented groups in math, science, and social sciences, to provide information about careers in public health, Harvard Chan School summer internship programs, degree programs and fellowship opportunities.

_Student Diversity Recruitment Efforts – ODI’s Role_

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, Felisa Nobles, has enhanced
the School’s capacity in this area, working closely with the Office of Admissions 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.

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

Last year, ODI launched the first interdepartmental summer program at the School for undergraduates from underrepresented groups, with six students in the inaugural cohort. This is modeled after the Summer Program in Epidemiology where students complete coursework in biostatistics and epidemiology (two required courses for all students matriculating in any department at the School), attend formal lectures from faculty members, and take part in professional development activities and research training. As a way to gain exposure to the quantitative and social sides of public health, attendees receive “nano” courses designed and taught by postdoctoral fellows in various areas such as nutrition, social and behavioral sciences, chronic epidemiology, and environmental health. These courses bring participants up to date on current questions and future research ideas in a particular field, all within a short, 6-hour, time period. Students also take part in “Public Health in Action,” where they can experience the field of public health up close. This past year students participated in an HIV testing campaign in Boston. Finally, FACETS students work on a research project with
faculty mentors within different departments at the School. The ODI program also coordinates opportunities with the departmental (see below) summer programs across the School and University to provide students with optimal networking opportunities.

*Graduate Admissions*

Beginning in 2014, ODI joined the Office of Admissions and the Committee on Admissions and Degrees to ensure that each application receives a holistic review. As part of our work to understand opportunities to increase our admission of students from underrepresented U.S. groups, we have not only paid closer attention to individual applications but we are also developing aggregate data that can support admissions best practices through analysis of application, admission, and yield rates for underrepresented groups across departments, as well as tracking factors that do and do not predict success at the School.

*Graduate Application Counseling*

In 2014, ODI piloted Graduate Application Counseling. This service grew out of involvement with the admissions review, as there were several emerging themes across applications that were deemed not competitive for admission. Applicants from underrepresented groups in particular may not have equal access to mentorship and information about how to put together the most successful application for graduate study. This counseling service supplements the individual attention provided of the Office of Admissions in that the ODI is able to provide feedback on drafts of personal statements. Additionally, ODI also addresses the content of SOPHAS requirements, and provides students with a free service to help them improve their applications by providing advice on recommenders, and finding ways to address potential weaknesses and concerns in the application. Providing such a service free of charge helps to level the playing field for those students who may be unable to afford outside consultants to improve their applications.
This service, open to all applicants, was promoted at General Information Sessions provided by the Office of Admissions and the ODI website:
http://www.hsph.harvard.edu/diversity/support-services/.
Additionally the office created an FAQ page to address common application concerns: http://www.hsph.harvard.edu/diversity/qa-for-prospective-applicants/

Conferences and School Site Visits
ODI and the Office of Admissions frequently partner to recruit individuals from underrepresented groups at conferences and site visits to undergraduate institutions. Some examples include:

- Southern University of New Orleans, Natural Sciences, New Orleans, LA (2015)
- Aurora Indigenous Scholars International Study Tour, Harvard University, Cambridge, MA (2014)
- City University of New York City, John Jay College, New York, NY, Program for Research Initiatives in Science and Math Scholars (2014)
- University of Maryland Baltimore County, Meyerhoff Scholars, Baltimore, Maryland (2014, 2013)
- Midwest Pre-Health Conference, Bowling Green State University, Bowling Green, Ohio (2014)

Conference Exhibitor
- SACNAS National Conference, Los Angeles, CA (2014)
• Midwest Pre-Health Conference, Bowling Green State University, Bowling Green, Ohio (2014)
• Thurgood Marshall 14th Annual Leadership Institute, Washington, DC (2014)
• Annual Biomedical Research Conference for Minority Students (ABRCMS) (2014)

Virtual Admissions Sessions
• Application and Statement Virtual Fair with Recent Graduates (2014)
• Application and Statement Virtual Fair with Non-recent Graduates (2014)

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. DACDI is organized around subcommittees that develop recommendations on a focused area or topic, such as education and training. The Student Voices subcommittee of DACDI focuses specifically on identifying and addressing the concerns of current students related to diversity and inclusion. 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.

3.3 Office of Student Services

Admissions

Recruitment activities at the Harvard Chan School are carried out by the Office of Admissions with collaboration by ODI 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 via its Twitter account and Facebook page as well as promoting through the School’s social media sites. During the Spring semester, there is an on-campus event to welcome and recruit admitted students as well as virtual yield activities. The 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 that we coordinate in conjunction with the Office of Student Affairs. Through this program, current students host admitted students who are attending the Admitted Student Open House.

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 Hispanics/Chicanos & Native Americans in Science (SACNAS), UC Davis Pre-Public Health & Pre-Health Professions National Conference, and Annual Biomedical Research Conference for Minority Students (ABRCMS). 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 other Harvard
graduate schools as well as other accredited schools of public health. 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 of 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 of Student Affairs is also the primary source of support for students who need help of any kind — navigating the Harvard Chan School and Boston environment, obtaining accommodation for a disability, or addressing a problem that affects the student’s ability to thrive at the School. 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 of Student Affairs staff regularly participate in 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. The Office of Student Affairs manages the Admitted Student Open House Host Program, in which admitted
students are paired with current students who host them during their visit to the School, thereby making their trip more affordable and giving them time and space to connect with a student already here. These students are usually self-identified members of the LGBTQ community and/or seeking a connection with a student who shares their ethnic or cultural background.

Orientation
Orientation, which is managed by the Office of Student Affairs is designed with the intent of celebrating diversity and authenticity. In 2014, we added an Orientation Session called “Building a Diverse Community: Getting the Most from Your HSPH Experience” on the first day to further affirm our values. This was led by Fawn Phelps and Michael McCormack from the Office of Education. A subsequent session, “Leadership, Differences and Public Health” was offered in partnership with ODI. Students worked in groups to discuss their identities and personal narratives in the context of their professional goals. Other Orientation events focus 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 in the afternoon 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. This session will be expanded in Orientation 2015 both to a larger space and outside of Orientation week.

Student organizations and support services
The Office of Student Affairs formally recognizes and funds over 30 student affinity organizations, including the following that are relevant to diversity and inclusion:

1. Black Student Health Organization at Harvard Chan School
2. Chinese Students and Scholars Association at Harvard Chan School
3. Africa Health Student Forum
4. Christian Student Fellowship
5. Jewish Students Association
6. Korean Student Group
7. Muslim Students Association
8. Native American Student Organization
9. Nigerian Students Society
10. Queer Student Alliance
11. Student Asian Health Forum
12. Student-Community Action Partnership
13. Student Club of Japan
14. Students in Latino Public Health
15. Women in Leadership Student Organization
16. Women of Color Collective of Students and Scholars
17. 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, the Office of Education will be tasked with helping identify and develop courses and other learning opportunities to meet that competency requirement.

**Power & Differences Workshop**

Power and Difference is a workshop created at the School by Andrew Eisenmann, the former Director for Student Affairs, Michael McCormack from the Office of Educational Programs, and Dale Trevino, the Director of ODI. It is being organized and taught this year with a group of committed students and staff. This workshop explores new dimensions in leadership by developing the ability to work and interact in a multicultural,
global world. Topics include privilege, social class, race, gender, and sexual orientation, explored through experiential learning and dialogue.

*Student Exit Survey*

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. Last year, working with DACDI and the Committee on Educational Policy, the Office of Education added questions to 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 is developing parallel questions for the student course evaluations.

**3.5 Office of Faculty Affairs**

The Office of Faculty Affairs is responsible for all aspects of administration pertaining to faculty, research scientist, and annual appointments, as well as faculty searches and standing committees of the faculty. The Office works closely with the Harvard Senior Vice Provost for Faculty Development and Diversity to increase recruitment and retention of faculty from underrepresented minority groups and women.

In September 2014, the Office of Faculty Affairs (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 brings new expertise to the OFA and strengthens the collaboration between our school and central administration with regards to aligning our diversity efforts.
The Office of Faculty Affairs and ODI have partnered to develop learning opportunities that support faculty development and diversity strategies. Ms. Fox and Dean Rosenthal will be conducting a workshop on cultural competence, inclusion, and communication at the end of February 2015 for new faculty members. In 2014, Ms. Fox met with leaders and faculty across the School to identify professional and leadership development needs that support diversity and inclusion efforts. She also has a lineup of other workshops designed to increase communication and collaboration between departments, junior and senior faculty, and Harvard Chan School senior leadership. Ms. Fox is working with Harvard’s Diversity, Equity, and Inclusion office, led by Lisa Coleman, 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 2015 include workshops on mentoring, research and innovation, and working groups to strategize about innovation, support, resources, and higher education diversity and inclusion learning opportunities.

In addition to faculty development efforts, OFA has reached out to administrators to plan a search procedure and process review and identify opportunities to increase efficiency, responsiveness to candidates, and to implement standard best practices for recruiting and retaining diverse faculty. Ms. Fox is also building relationships with the FAS workforce development office and will be inviting Harvard Chan School faculty to attend a session in March 2015 on managing multigenerational teams to support faculty in more effective cross-cultural and generational collaborations on research teams and with mentors.

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.

*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.

*Committee on the Advancement of Women Faculty*

The office of Faculty Affairs also hosts the Committee on the Advancement of Women Faculty, 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 insure 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.
Among other activities, the Committee on the Advancement of Women Faculty has 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.

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. The following is a list of job fairs to where the Office of Human Resources has exhibited for recruitment purposes:

1. Roxbury College Career Fair
2. Northeastern University – Disability Hiring Work Without Limits Career Fair
3. Year Up Boston Career Fair
4. National Association of Black Journalists Career Fair Veterans Hiring Event
5. Mass Rehab Commission Awards Breakfast and Networking Event
The online job search/advertising tool, the Harvard Chan School JobConnect (http://www.hsph.harvard.edu/human-resources/hsp-jobconnect-online/), is also sent to organizations that service underrepresented populations. The receiving organizations are as follows:

1. Cambridge Employment Program
2. Paralyzed Veterans of America
3. Massachusetts Rehabilitation Commission
4. Sociedad Latina
5. Roxbury Community College
6. Fenway CDC
7. JobNet
8. JPNDC
10. ABCD/Fenway/Roxbury
11. Mission Hill Neighborhood Services
12. mydorchester.org
13. ABCD/Dorchester
15. YMCA

Internship programs for individuals from underrepresented groups have served as an important mechanism at the School for recruiting and investing in the professional development of individuals who might not otherwise join our staff. For several years, the Office of Human Resources has worked successfully with the Roxbury Community College Internship Program. In total, the office hosted 15 interns at the School with two this past fall. Unfortunately, Roxbury Community College discontinued this program this year and the Office of Human Resources is actively working to establish new partnerships including one with the Massachusetts Commission for the Blind, and Year Up (http://www.yearup.org/) with the goal of placing two interns in July. The School is also an active participant in the Harvard University Administrative Fellowship Program (http://diversity.harvard.edu/pages/fellowship). The Administrative Fellowship Program seeks to attract talented professionals, and in particular members of historically underrepresented groups, to promote leadership opportunities and careers in higher education. Harvard Chan School hosted three resident fellows last year, two resident fellows this year and one external fellow this year.
Finally, the Office of Human Resources has several ongoing efforts to offer support and training for staff to be part of an inclusive workplace. Through the Harvard Longwood Campus Initiative (a joint effort with the Medical and Dental Schools) the Office of Human Resources is offering managers training in “Effective Strategies for Recruiting a Diverse Team.” The same group, spearheaded by the School, will hold its first Diversity Dialogue (open to all) on the Longwood Campus this spring. The Harvard Chan School also participates in Harvard’s Universal Manager Training which covers Leave, Disability, Policy, Diversity and Inclusion, Work/Life Balance, Performance Management, and Title IX among other topics (nine managers are attending this Spring and four managers attended the pilot last year.) The Office is monitoring the impact of these programs on staff experience in part through the addition of questions to the staff exit interview mirroring the student exit interview and asking about positive and negative experiences related to diversity and inclusion.

3.7 Departmental Initiatives

In addition to Harvard Chan School administrative offices, academic departments and centers often perform their own outreach and recruitment of individuals from underrepresented groups. Many departments and their admissions committees, including those in Global Health and Population, Environmental Health, and Nutrition, are now working actively with ODI’s Director of Recruitment to analyze their results and discuss field-specific opportunities to increase student diversity.

Another key channel through which Harvard Chan School academic departments have worked to increase diversity is through Federal training grant activities. These types of federally funded programs provide trainees with stipends and/or tuition support and targeted funding opportunities to enrich their training. Trainees are required to be U.S. citizens or permanent residents to receive support. A core
component of training grants is to increase diversity in the workforce, and all training grants must submit a comprehensive Recruitment and Retention Plan to Increase Diversity. The following goals serve as a framework for faculty when selecting trainees for support: “The NIH expects efforts to diversify the workforce to lead to the recruitment of the most talented researchers from all groups; to improve the quality of the educational and training environment; to balance and broaden the perspective in setting research priorities; to improve the ability to recruit subjects from diverse backgrounds into clinical research protocols; and to improve the nation’s capacity to address and eliminate health disparities.”

In the section below, we describe a few highlights of specific departmental activities that support diversity and inclusion. This summary is by no means comprehensive but is intended to illustrate the depth and breadth of these efforts.

Department of Biostatistics
Since 1994, the Department of Biostatistics at the School has run its Summer Program in Quantitative Sciences, now the Summer Program in Biostatistics and Computational Biology, for minority and underrepresented undergraduates, with the goal of encouraging the future participation of these students in graduate programs in public health, biomedicine, and biostatistics. This first-of-its-kind program served as a model for similar programs throughout the country, which have continued and strengthened this very important mission of increasing the diversity in public health and biostatistics. In 2010, the American Mathematical Society recognized Harvard’s program with its Mathematics Programs that Make a Difference Award, its annual award for programs that do an “outstanding job of bringing more individuals from underrepresented minority groups into the mathematical sciences ... through replicable methods.” The citation for the award stated: “The program has made a remarkable contribution to the national effort to produce more minority students pursuing careers in biostatistics and public health.” In 2013, the program was renewed for another five years with a new T36 from the
National Institute of General Medical Sciences (NIGMS) (PI: Rebecca Betensky). The program includes an expanded summer program (6 weeks), a faculty program for faculty from minority serving institutions, and a small post-baccalaureate program.

Department of Social and Behavioral Sciences
The Department of Biostatistics was originally awarded an IMSD (Initiative for Maximizing Student Diversity) grant from the Minority Opportunities in Research (MORE) division of the National Institute of General Medical Sciences (NIGMS) in 1995. In September 2008, the grant was transferred to the School’s Department of Society, Human Development and Health. The reason for this change was an abundance of other training grant slots available for Biostatistics minority graduate students (the Biostatistics Department holds six T32 grants), as well as support from the Faculty of Arts and Sciences. Biostatistics underrepresented minority students continue to participate in IMSD program activities. The broad aim of the IMSD training program is to increase the number of underrepresented minorities pursuing quantitative research careers in public health by expanding and supporting doctoral training opportunities for underrepresented minorities at the School (Co PIs: Ichiro Kawachi and Stephen Gilman). Many IMSD students serve as mentors for our Summer Program students.

Since March 2014, IMSD trainees have been provided the opportunity to participate in the annual Northeast Regional Scientific Training (NEST) Program Development Conference (PI: Andrew Campbell, Brown University; 1R13 GM106577-01). The NEST retreat provides the opportunity for Harvard Chan School trainees to network with IMSD trainees from throughout the Northeast region: Brown University, Harvard University, Morgan State University, UMass Boston, and Tufts University.

Department of Epidemiology
The Multidisciplinary International Research Training (MIRT) Program is a national program designed to encourage students to pursue careers in biomedical and behavioral research. The program provides support for undergraduate and
graduate students to do health-related population-based research and training in developing countries. Trainees get knowledge of scientific literature associated with projects, biomedical research ethics, and cultural aspects with a focus on how these aspects affect public health issues as well as scientific and medical issues. MIRT is funded by The National Institute on Minority Health and Health Disparities (NIMHD) of the National Institutes of Health (PI Michelle Williams).

In the summer of 2015 the Center for Communicable Disease Dynamics (PI Marc Lipsitch) will continue its collaboration with the Epidemiology Department to bring the fifth cohort of undergraduate students from underrepresented groups to the Harvard Chan School for a four-week Summer Program. Each year, the program brings a cohort of 8-12 students to campus. The Summer Program curriculum consists of three parts: introductory coursework in epidemiology and biostatistics; formal lectures, which are provided by faculty members with different foci in epidemiology; and a group research project where students will investigate a question of public health relevance that interests them. Students also get to take professional development sessions, including GRE preparation, along with other networking opportunities. Based on underrepresented minority student recruitment trends and the admission of two alumni from the Summer Program in Epidemiology, this is one of the most effective recruitment tools and pipeline initiatives at the school.

The Center for Communicable Disease Dynamics (CCDD) within the department of Epidemiology offers a funded MS Program in Infectious Disease Epidemiology for students from underrepresented groups. The Center offers a stipend for students and the School generously offers a tuition scholarship. Each year a cohort of one to four students is admitted into the Program. The purpose of this initiative is to create a master’s program with funding comparable to doctoral programs in an effort to funnel students into the doctoral programs here at the Harvard Chan School. Students from past cohorts in this program have both continued their doctoral studies here at the Harvard Chan School, as well as gone on to study in doctoral
programs at Johns Hopkins, the University of California, Berkeley, and an MD/PhD program at UCLA. The aim of this program is to provide these students an opportunity to take quantitative coursework to prepare them for the rigors of their first semester of graduate school in the field of infectious disease epidemiology, be matched with a writing tutor that focuses on cogent scientific writing, and other professional development sessions.

The CCDD also hosts an annual Outreach Conference for about 80 undergraduate students from underrepresented groups focused on introducing them to the field of mathematical modeling within a public health context. Students with strong quantitative backgrounds from across the U.S. apply to attend, and registration for accepted students is free. Travel scholarships are available that cover travel and lodging costs. In March 2015 students will be hosted here in Boston for the Center’s fourth-annual Outreach Conference (this conference was created in 2012 by the current Director of Recruitment Programs). Students will hear from investigators within the MIDAS (Models of Infectious Disease Agent Study) network and from Harvard Chan School researchers, and will be matched with researchers in small groups for a journal club session. Additionally, the conference will include professional development sessions as a part of programming. The Center will select faculty and researchers who present talks at the conference that reflect the diversity of the researchers in this field.

*Department of Genetics and Complex Diseases*

Hosted by the Department of Genetics and Complex Diseases, the Summer Internship Program in Biological Sciences in Public Health has been in existence for over 20 years and is directed by Dr. Marianne Wessling-Resnick. With mentoring and programmatic support from faculty in the department and those affiliated with the Division of Biological Sciences, the Summer Internship Program has introduced generations of undergraduate students to the critical questions and tools of the biological sciences in public health. The program provides a nine-week internship to undergraduates from across the country and places students
with faculty at the School. The program goal is to expose undergraduate science students (rising juniors or seniors) to the rewards of laboratory research directed toward solving important public health problems.

Health Policy and Management
Faculty and staff in the Department of Health Policy and Management work to support the non-profit Health Career Connection (HCC), which promotes training and placement of individuals from underrepresented minority groups in health careers. HCC uses Harvard Chan School departmental facilities for their orientation programs and interviews, and offers workshops and policy-related talks. Working with this program has yielded several successful health policy and management students. The departmental administrator, Anne Occhipinti, also serves as a coach in the University-wide administrative fellowship program referenced earlier.

In addition, Health Policy and Management hosts an ODI Student Ambassador who works with the department on recruitment and yield efforts and reached out to all admitted SM2 students last year. As a side benefit, the department was also proud to support the Harvard-wide LGBTQ conference in February, which was co-chaired by the Health Policy and Management Student Ambassador, Kevin Nguyen.

Nutrition
The Nutrition Department proactively works to increase student diversity. All doctoral applications to the department received from students who identify themselves as members of underrepresented groups are carefully reviewed by the Program Director and Executive Committee, who work with members of the admissions committee to assure that these applications are given full evaluation of all credentials. Accepted students are personally contacted by faculty and students who can address their possible concerns about the Harvard environment.

Environmental Health
The Department of Environmental Health has a longstanding commitment to
research that supports environmental justice. With support from the JPB Foundation, the JPB Environmental Health Fellowship Program has been established at the Harvard Chan School, directed by Professors Spengler, Kubzansky, and Weisskopf. The Fellowship promotes a new generation of Environmental Health scholars who are committed to comprehensive approaches to address health disparities in disadvantaged communities. The Program offers Fellowships to support junior faculty or research scientists who are at an early career stage at institutions across the U.S. Fellows are offered training in research and scholarship, as well as in leadership and communication. The Program will facilitate learning opportunities from recognized scientific leaders on conducting rigorous research on social and environmental factors that contribute to health disparities. The Program will also provide guidance on the appropriate methods required for this work, along with mentorship and funding.
Chart 2.0

International Students, Faculty and Research-based Academic Appointees at the Harvard T.H. Chan School of Public Health, 2014

- Students: 66% International, 34% Domestic
- Faculty: 73% International, 27% Domestic
- Researchers: 48% International, 52% Domestic
### Table 2.1.1

Applications, Admitted and Confirmed Students for U.S. URM, non-URM, and International Students by Degree

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>U.S. Under Represented</th>
<th>Total U.S.</th>
<th>U.S. non-URM</th>
<th>Total International</th>
<th>% International of All</th>
<th>Total All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>U.S.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>URM</td>
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<td>802</td>
<td>202</td>
<td>206</td>
<td>16.5%</td>
<td>1067</td>
</tr>
<tr>
<td>non-URM</td>
<td>67</td>
<td>376</td>
<td>135</td>
<td>88</td>
<td>11.4%</td>
<td>510</td>
</tr>
<tr>
<td>International</td>
<td>2</td>
<td>280</td>
<td>132</td>
<td>152</td>
<td>12.0%</td>
<td>284</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>162</td>
<td>998</td>
<td>367</td>
<td>445</td>
<td>17.5%</td>
<td>1445</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>U.S. Under Represented</th>
<th>Total U.S.</th>
<th>U.S. non-URM</th>
<th>Total International</th>
<th>% International of All</th>
<th>Total All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S.</td>
<td>302</td>
<td>1092</td>
<td>300</td>
<td>355</td>
<td>15.5%</td>
<td>1457</td>
</tr>
<tr>
<td>URM</td>
<td>31</td>
<td>289</td>
<td>104</td>
<td>180</td>
<td>18.0%</td>
<td>453</td>
</tr>
<tr>
<td>non-URM</td>
<td>102</td>
<td>585</td>
<td>128</td>
<td>77</td>
<td>7.8%</td>
<td>762</td>
</tr>
<tr>
<td>International</td>
<td>1</td>
<td>220</td>
<td>43</td>
<td>40</td>
<td>32.5%</td>
<td>263</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>305</td>
<td>1092</td>
<td>300</td>
<td>355</td>
<td>15.5%</td>
<td>1457</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>U.S. Under Represented</th>
<th>Total U.S.</th>
<th>U.S. non-URM</th>
<th>Total International</th>
<th>% International of All</th>
<th>Total All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S.</td>
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<td>1134</td>
<td>288</td>
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<tr>
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<td>527</td>
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<tr>
<td>non-URM</td>
<td>102</td>
<td>585</td>
<td>128</td>
<td>77</td>
<td>7.8%</td>
<td>762</td>
</tr>
<tr>
<td>International</td>
<td>1</td>
<td>220</td>
<td>43</td>
<td>40</td>
<td>32.5%</td>
<td>263</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>305</td>
<td>1134</td>
<td>288</td>
<td>349</td>
<td>17.5%</td>
<td>1483</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>U.S. Under Represented</th>
<th>Total U.S.</th>
<th>U.S. non-URM</th>
<th>Total International</th>
<th>% International of All</th>
<th>Total All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S.</td>
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<td>1546</td>
<td>315</td>
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<td>16.4%</td>
<td>1898</td>
</tr>
<tr>
<td>URM</td>
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<td>409</td>
<td>133</td>
<td>242</td>
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<td>544</td>
</tr>
<tr>
<td>non-URM</td>
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<td>418</td>
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<td>51</td>
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<td>461</td>
</tr>
<tr>
<td>International</td>
<td>1</td>
<td>220</td>
<td>43</td>
<td>40</td>
<td>32.5%</td>
<td>263</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>305</td>
<td>1546</td>
<td>315</td>
<td>377</td>
<td>16.4%</td>
<td>1898</td>
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</table>
# Table 2.1.2

<table>
<thead>
<tr>
<th>US Under-Represented</th>
<th>Applied</th>
<th>Admitted</th>
<th>Confirmed</th>
<th>Admission Rate</th>
<th>Yield</th>
</tr>
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<tbody>
<tr>
<td>Biostatistics</td>
<td>9</td>
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<td>33.3%</td>
</tr>
<tr>
<td>Environmental Health</td>
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</tr>
<tr>
<td>Epidemiology</td>
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<td>25</td>
<td>15</td>
<td>17.2%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Global Health &amp; Population</td>
<td>100</td>
<td>15</td>
<td>8</td>
<td>15.0%</td>
<td>53.3%</td>
</tr>
<tr>
<td>Health Policy &amp; Mgmt</td>
<td>51</td>
<td>12</td>
<td>3</td>
<td>23.5%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Nutrition</td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>37.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>154</td>
<td>32</td>
<td>20</td>
<td>20.8%</td>
<td>62.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>US Non-URM</th>
<th>Applied</th>
<th>Admitted</th>
<th>Confirmed</th>
<th>Admission Rate</th>
<th>Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>103</td>
<td>44</td>
<td>21</td>
<td>42.7%</td>
<td>47.7%</td>
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<tr>
<td>Environmental Health</td>
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<td>47.3%</td>
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</tr>
<tr>
<td>Epidemiology</td>
<td>662</td>
<td>180</td>
<td>111</td>
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<td>61.7%</td>
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<tr>
<td>Global Health &amp; Population</td>
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<td>27.6%</td>
<td>47.4%</td>
</tr>
<tr>
<td>Health Policy &amp; Mgmt</td>
<td>263</td>
<td>98</td>
<td>61</td>
<td>37.3%</td>
<td>62.2%</td>
</tr>
<tr>
<td>Nutrition</td>
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<td>6</td>
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<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>454</td>
<td>127</td>
<td>69</td>
<td>28.0%</td>
<td>54.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>International</th>
<th>Applied</th>
<th>Admitted</th>
<th>Confirmed</th>
<th>Admission Rate</th>
<th>Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>206</td>
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<td>31</td>
<td>28.2%</td>
<td>53.4%</td>
</tr>
<tr>
<td>Environmental Health</td>
<td>161</td>
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<tr>
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<tr>
<td>Global Health &amp; Population</td>
<td>265</td>
<td>39</td>
<td>30</td>
<td>14.7%</td>
<td>76.9%</td>
</tr>
<tr>
<td>Health Policy &amp; Mgmt</td>
<td>120</td>
<td>13</td>
<td>10</td>
<td>10.8%</td>
<td>76.9%</td>
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<tr>
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</tr>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>142</td>
<td>28</td>
<td>14</td>
<td>19.7%</td>
<td>50.0%</td>
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</table>

<table>
<thead>
<tr>
<th>All students</th>
<th>Applied</th>
<th>Admitted</th>
<th>Confirmed</th>
<th>Admission Rate</th>
<th>Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
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<td>50.5%</td>
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<tr>
<td>Global Health &amp; Population</td>
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<td>54.8%</td>
</tr>
<tr>
<td>Health Policy &amp; Mgmt</td>
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<td>74</td>
<td>28.3%</td>
<td>60.2%</td>
</tr>
<tr>
<td>Nutrition</td>
<td>140</td>
<td>23</td>
<td>22</td>
<td>16.4%</td>
<td>95.7%</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>750</td>
<td>187</td>
<td>103</td>
<td>24.9%</td>
<td>55.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Composition of confirmed students</th>
<th>Total US</th>
<th>% URM of U.S.</th>
<th>% Int'l of all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>22</td>
<td>4.5%</td>
<td>58.5%</td>
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<tr>
<td>Environmental Health</td>
<td>35</td>
<td>20.0%</td>
<td>53.3%</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>126</td>
<td>11.9%</td>
<td>36.7%</td>
</tr>
<tr>
<td>Global Health &amp; Population</td>
<td>62</td>
<td>12.9%</td>
<td>32.6%</td>
</tr>
<tr>
<td>Health Policy &amp; Mgmt</td>
<td>64</td>
<td>4.7%</td>
<td>13.5%</td>
</tr>
<tr>
<td>Nutrition</td>
<td>9</td>
<td>33.3%</td>
<td>59.1%</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>89</td>
<td>22.5%</td>
<td>13.6%</td>
</tr>
</tbody>
</table>

Note: Only SD and SM students are included in this table. MPH, DrPH and PhD, which are School-wide and GSAS programs, respectively, are reported in Table 2.1.1.
Chart 2.1.3
Average Harvard Financial Aid for U.S. students from URM and non-URM Groups by Year

Note: Doctoral programs includes DPH in 2012, 2013 and DrPH in 2014.
Note: For all charts: Financial Aid excludes work and loans.
Chart 2.1.4
Percentage Receiving Harvard Financial Aid among U.S. Students from URM and non-URM Groups by Year

Note: Doctoral programs includes DPH in 2012, 2013 and DrPH in 2014.
Note: For all charts: Financial Aid excludes work and loans.
In 2012, 2013, and 2014, respectively, there were 21, 17, and 13 Assistant Professors who were U.S. citizens or permanent residents and 32, 27, and 20 in total. In 2012, 2013, and 2014, respectively, there were 22, 20, and 19 Associate Professors who were U.S. citizens or permanent residents and 33, 31, and 31 in total. In 2012, 2013, and 2014, respectively, there were 63, 69, and 70 Full Professors who were U.S. citizens or permanent residents and 79, 85, and 89 in total. In 2012, 2013, and 2014, respectively, there were 24, 26, and 29 Lecturers/Senior Lecturers who were U.S. citizens or permanent residents and 27, 28, and 30 in total.
Chart 2.3.3
Proportion of U.S. Research-focused Non-faculty Academic Appointees from Underrepresented Groups by Year

- **2012**: 14% (N=466)
- **2013**: 13% (N=462)
- **2014**: 13% (N=487)