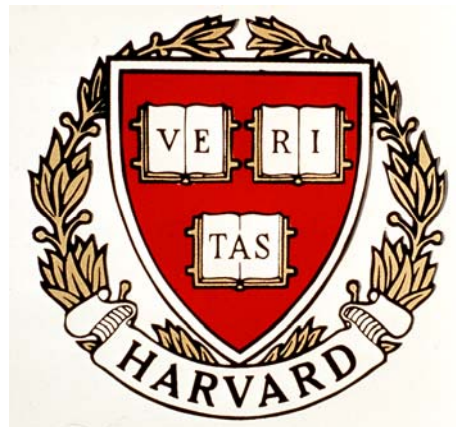


# **Report of the Task Force on Women Faculty**

## **Executive Summary**



**May 2005**

# Executive Summary

## 1. A Beginning Not an End

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

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

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

## 2. Task Force Charge and Membership

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

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

### **3. Task Force Approach and Activities**

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

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

### **4. Categories of Issues Identified by the Task Force**

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

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

recruited by Harvard; 2) presence of targeted funds and their effectiveness in facilitating the recruitment of outstanding scholars who would bring increased diversity to the faculty; and 3) presence of dual-career programs and their effectiveness in facilitating the recruitment of faculty with spouses or partners who are working professionals.

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

## 5. Corresponding Recommendations

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

### A. *Oversight Structures:*

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

### B. *Data Collection:*

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

### C. *Faculty Recruitment:*

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

### *Faculty Retention:*

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

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

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

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

## **7. Next Steps**

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

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

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

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