SEAS Diversity, Inclusion, and Belonging Report

ANNUAL REPORT
FOR 2018–2019

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Introduction

The Harvard John A. Paulson School of Engineering and Applied Sciences (SEAS) is committed to building and continuously improving a culture that embraces and exemplifies diversity, inclusion, and belonging (DIB).

SEAS uses the following working definition of diversity: Diversity is reflected in the number of people from varying backgrounds, experiences, identities, and perspectives. It includes but is not limited to race, ethnicity, gender identity and expression, sexual orientation, socioeconomic background, ability, age, religion, political viewpoint, nationality, citizenship, language, and veteran status. SEAS also recognizes that identities do not exist in isolation from other identities and barriers to equity are not the same for all groups.

This report highlights, for the academic year of 2018-2019, data on the state of diversity at SEAS and the programmatic efforts that foster our goals for diversity, inclusion, and belonging (detailed on page 3 of this report).

MISSION, VISION, AND VALUES

MISSION

Through teaching and collaborative research, SEAS discovers, designs and creates novel technologies and approaches to societal challenges—in service to the world, the nation, and our community. We bridge disciplines, both within engineering and the applied sciences and beyond, to prepare broadly trained leaders, to advance foundational science, and to achieve translational impact.

VISION

By playing an important role in the education of all Harvard students and shaping Harvard's identity as a university, SEAS will train the next generation of leaders. Our vision is for a SEAS that is...

- Diverse and Inclusive – A collaborative, tightly-knit community of scholars, educators and innovators, SEAS will be a model for diversity and inclusion at Harvard and beyond.

- World-changing – Our research and education will make a difference to people's lives, and will benefit humanity.

- Contextual – By melding rigorous analytical thinking within a liberal arts context, SEAS will prepare the next generation of ethical, engaged, visionary and innovative leaders.

- Convergent – SEAS will be a point of intersection and impact for many disciplines and for many Schools.

- Agile – SEAS will catalyze new opportunities enabled by an expanded campus, growing enrollments, and an increased array of partnerships and programs.

DIB STATEMENT AND GOALS

DIVERSITY, INCLUSION, AND BELONGING STATEMENT

The Harvard John A. Paulson School of Engineering and Applied Sciences (SEAS) is committed to building and improving a culture that embraces and exemplifies diversity and inclusion.fostering a culture of openness and inclusion, and to ensuring that all individuals have equal opportunity to benefit from, and contribute to, the mission of SEAS.

GOALS

Goal 1: Demonstrate an institutional commitment to diversity, inclusion, and belonging through equitable and inclusive policies, practices, and an infrastructure that supports these initiatives.

Goal 2: Recruit diverse faculty, students, postdoctoral researchers, and staff with special attention given to increasing the number of females and underrepresented minorities within the SEAS community.

Goal 3: Reduce/prevent instances of harassment or discrimination based on any aspect of identity; create clear, easily accessible processes for reporting without fear of retaliation.

Goal 4: Create a welcoming and inclusive environment where individuals of all identities, backgrounds, and experiences thrive, have a strong sense of belonging, and achieve academic and professional excellence.

Goal 5: Prepare students, faculty, postdoctoral researchers, and staff to engage in intergroup interactions; apply diversity, inclusion, and belonging best practices; and contribute to a safe environment.

Goal 6: Develop metrics to assess and report School climate, demographics, and progress toward diversity, inclusion, and belonging goals.

Goal 7: Improve disability equity and inclusion at SEAS through inclusive instruction practices and increased resources.

Goal 8: Expand outreach programs and initiatives to engage the Cambridge and Allston communities in STEM education.

TERMS & DEFINITIONS

Although this list of terms is not exhaustive, it provides a starting point for one's learning of the identities and issues being affirmed and addressed through the work of diversity, equity, and inclusion.

Ally: A person who is not a member of a marginalized or disadvantaged group but who expresses or gives support to that group.

Bias: Prejudice in favor of or against one thing, person, or group compared with another, usually in an unfair or negative way. Unconscious bias, also known as implicit bias, is bias that occurs outside of one's conscious awareness.

Cisgender: A person whose gender identity corresponds with the sex the person was identified as having at birth. For example, a person identified as female at birth who identifies as a woman can be said to be a cisgender woman.

Diversity v. Inclusion v. Belonging: Diversity typically means proportionate representation across all dimensions of human difference. **Inclusion** means that everyone is included, visible, and heard. **Belonging** means that everyone is treated and feels like a full member of the larger community, and can thrive.

Equity: Fair treatment for all while striving to identify and eliminate inequities and barriers.
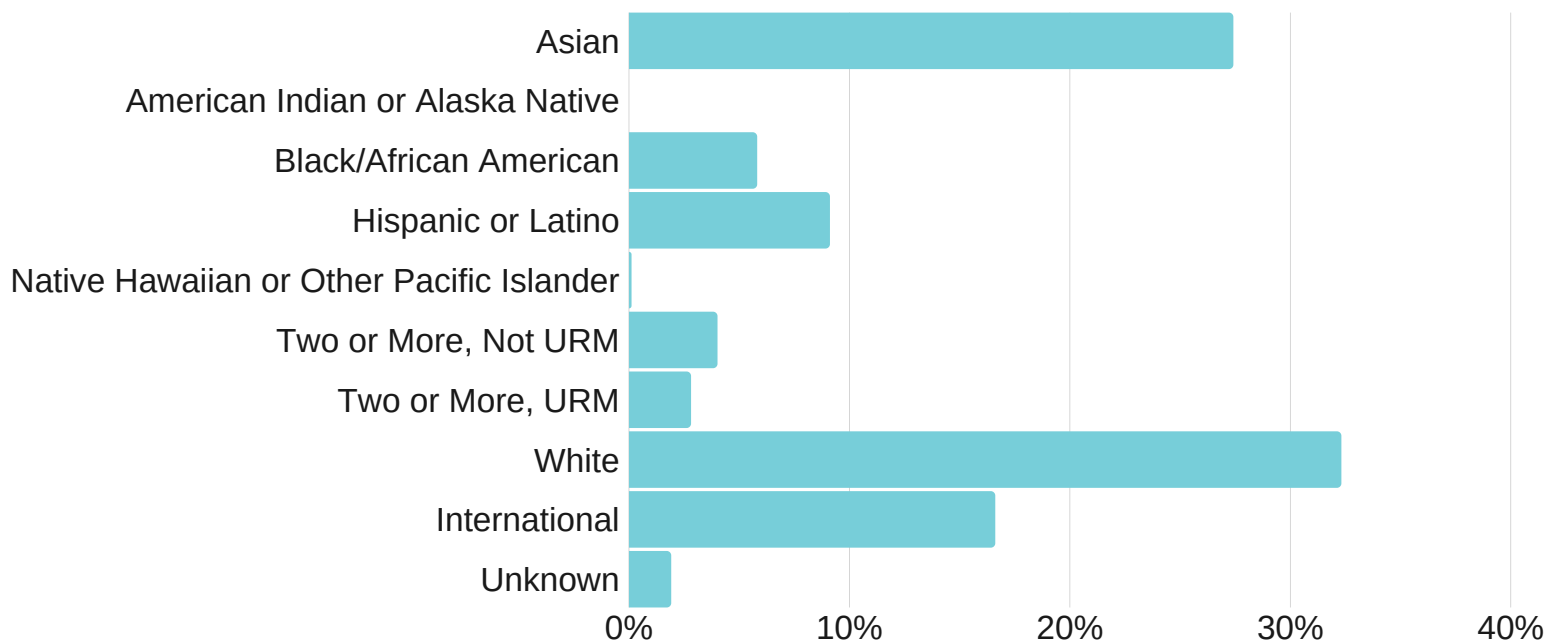
LGBTQ: An abbreviation for lesbian, gay, bisexual, transgender, and queer.

Microaggression: A comment or action, whether intentional or unintentional, that expresses a prejudiced attitude toward a member of a marginalized group, such as a racial minority. These seemingly small, common occurrences include insults, slights, stereotyping, undermining, delegitimizing, overlooking or excluding someone. Over time, microaggressions can isolate and alienate those on the receiving end, and affect their health and wellbeing.
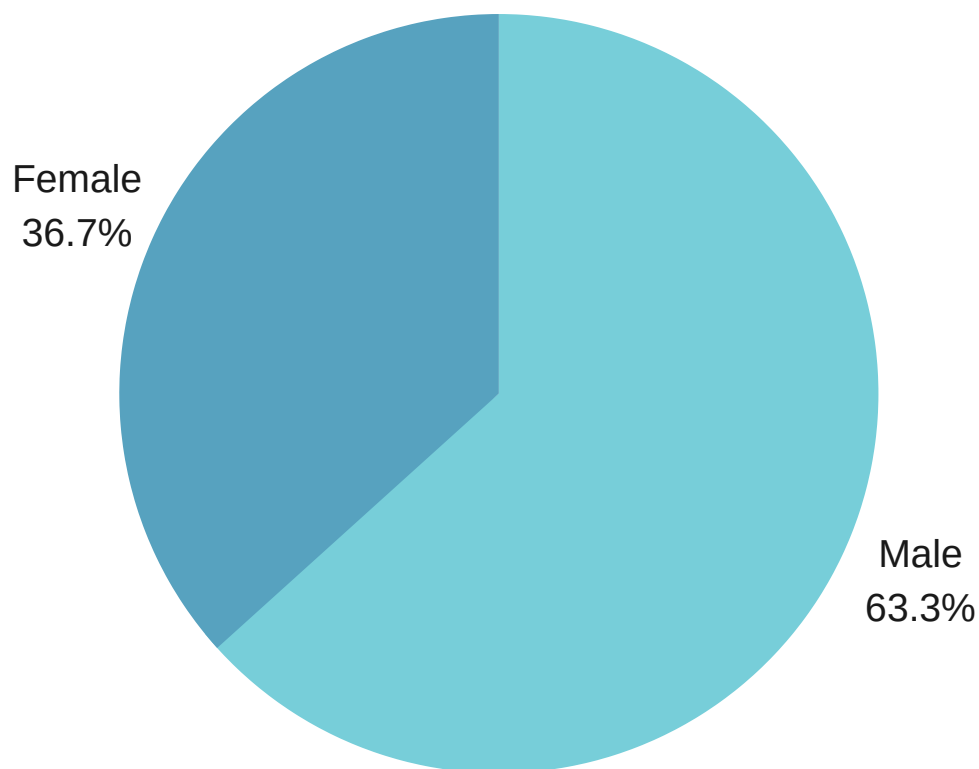
URM: An abbreviation for Under-Represented Minorities. Some institutions have defined sub-groups within larger racial/ethnic minority groups that are particularly under-represented relative to their size. For example, in a given field, Mexican-Americans may be an under-represented minority, even if Hispanic people are otherwise proportionately represented.
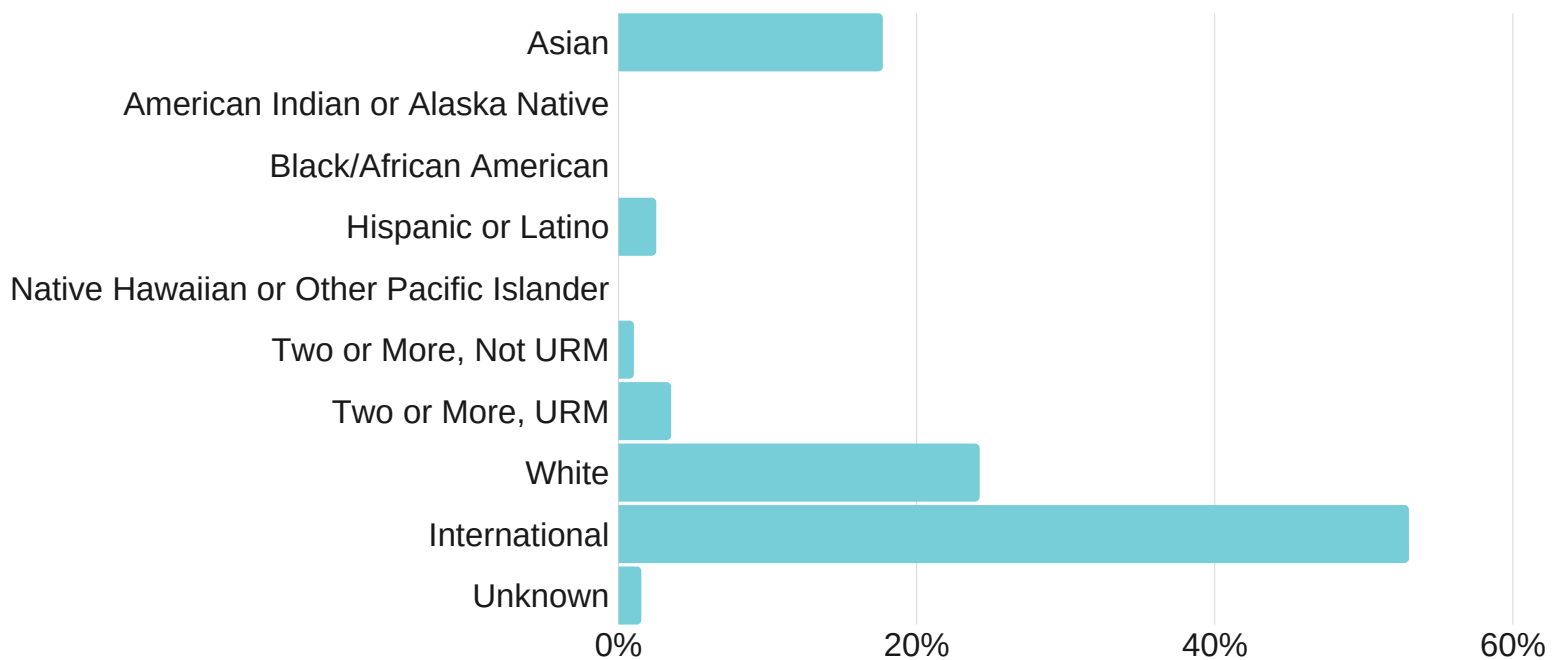
SEAS BY THE NUMBERS
Undergraduate Students

*URM includes Black/African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, American Indian or Alaska Native
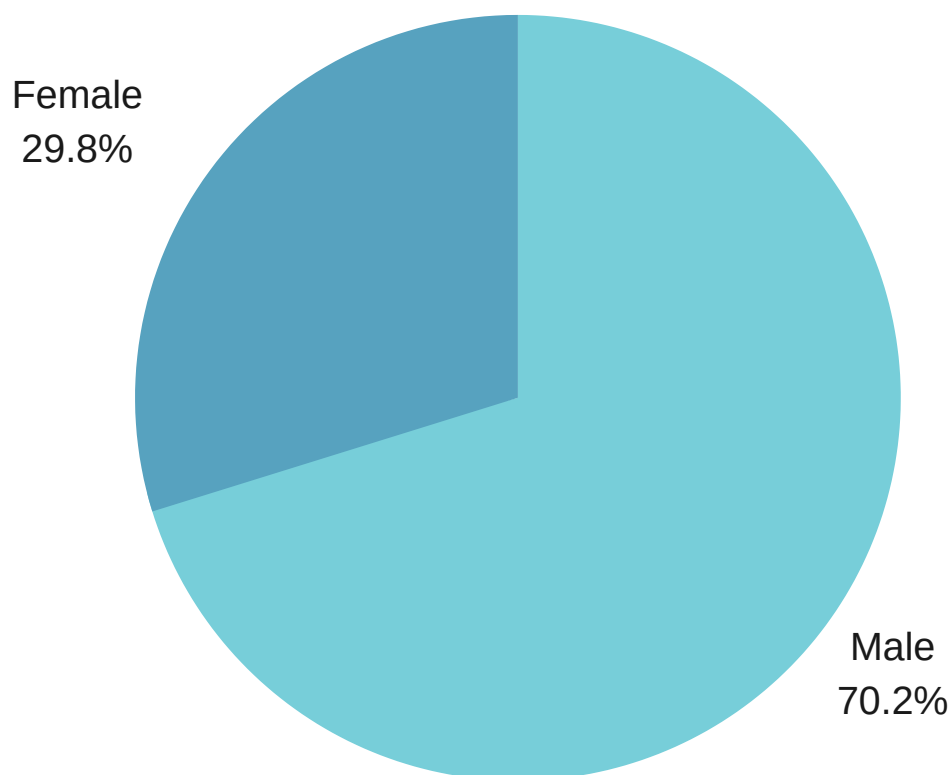
Female
36.7%

Male
63.3%

Bar chart — percentage of Masters Students by race/ethnicity:

- Asian: ~18%
- American Indian or Alaska Native: ~0%
- Black/African American: ~0%
- Hispanic or Latino: ~3%
- Native Hawaiian or Other Pacific Islander: ~0%
- Two or More, Not URM: ~1%
- Two or More, URM: ~3%
- White: ~24%
- International: ~53%
- Unknown: ~2%

*URM includes Black/African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, American Indian or Alaska Native

Female 29.8%

Male 70.2%

SEAS BY THE NUMBERS

Ph.D. Students

Asian
American Indian or Alaska Native
Black/African American
Hispanic or Latino
Native Hawaiian or Other Pacific Islander
Two or More, Not URM
Two or More, URM
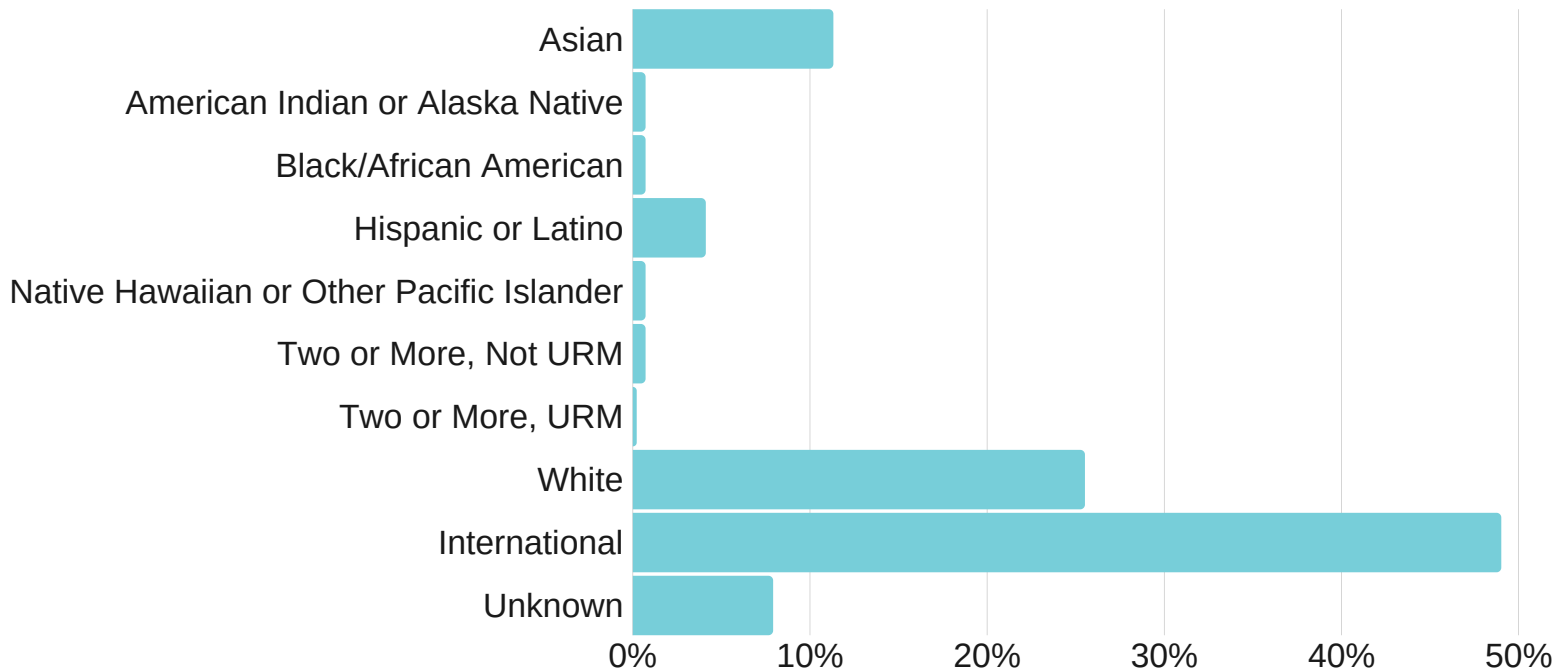White
International
Unknown

0%   10%   20%   30%   40%   50%

*URM includes Black/African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, American Indian or Alaska Native

Female
30.7%

Male
69.3%

*URM includes Black/African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, American Indian or Alaska Native

Male
39.2%
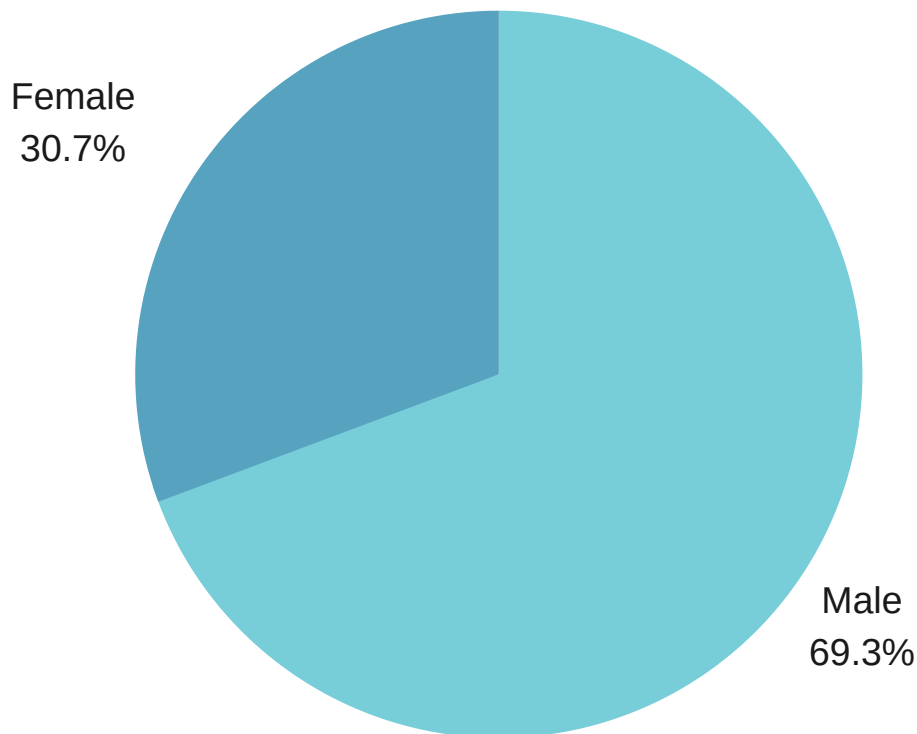
Female
60.8%

Asian

American Indian or Alaska Native

Black/African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

Two or More, Not URM

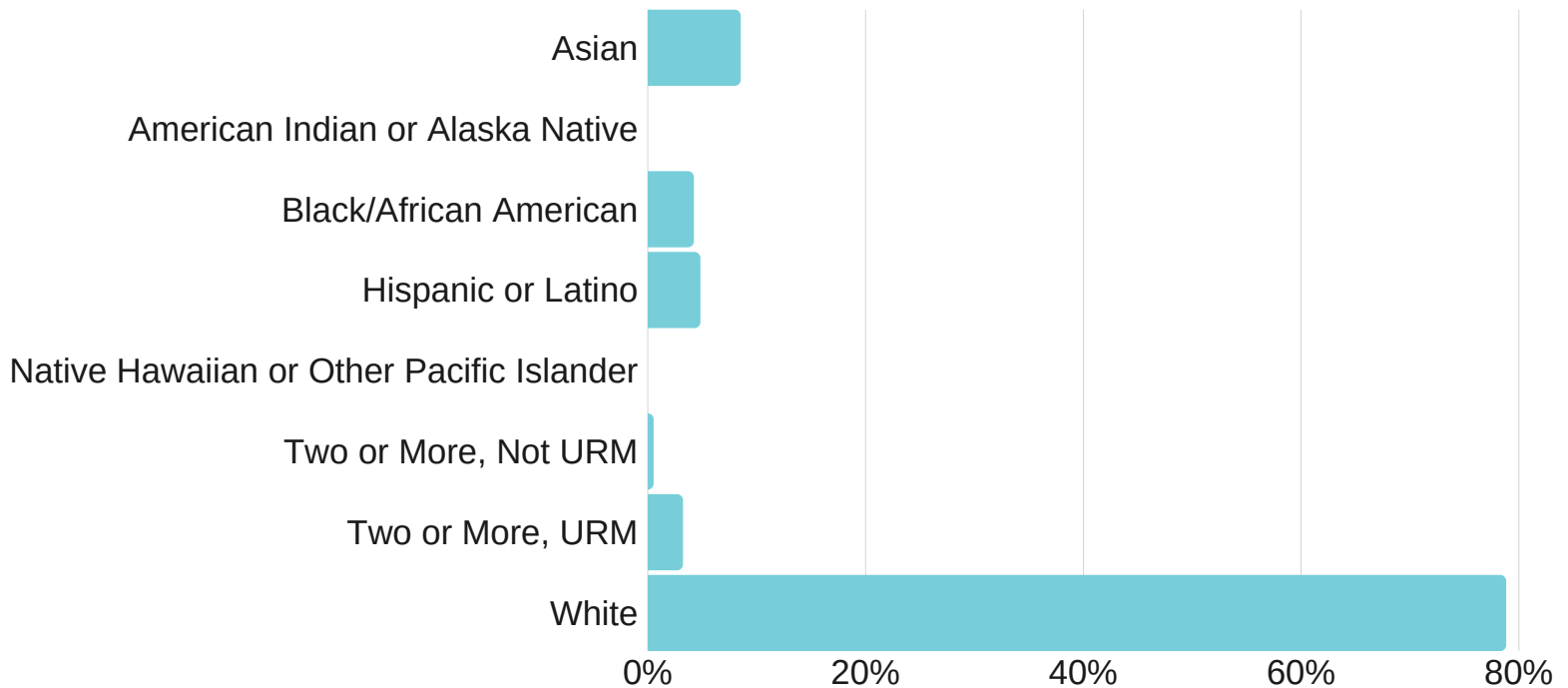Two or More, URM

White

0%   25%   50%   75%

*URM includes Black/African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, American Indian or Alaska Native
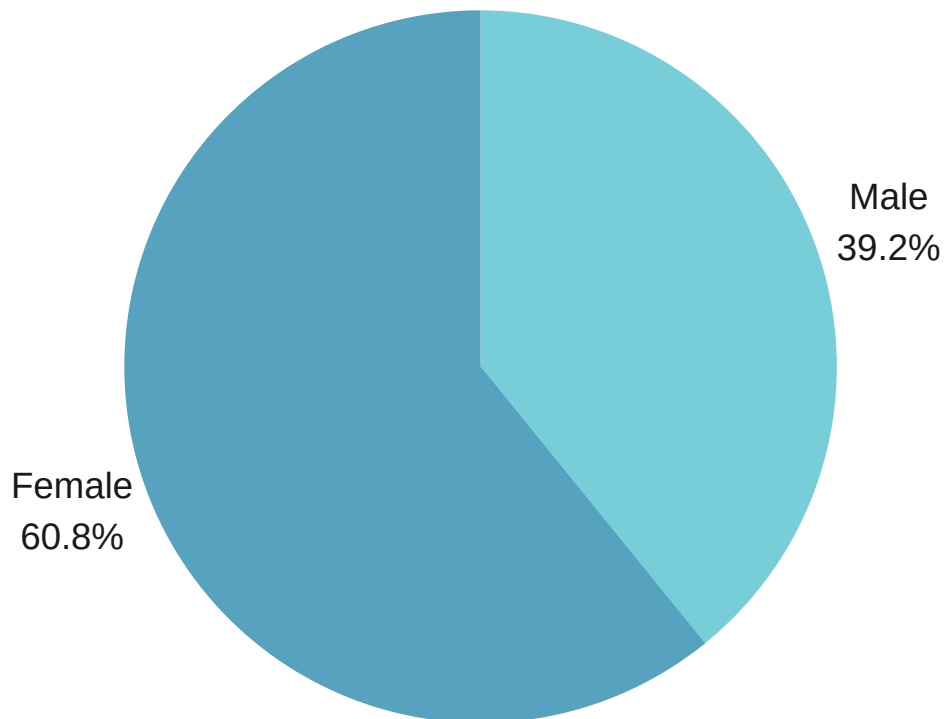
Female
17.1%

Male
82.9%

Asian

American Indian or Alaska Native

Black/African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

Two or More, Not URM

Two or More, URM

White

0%   25%   50%   75%
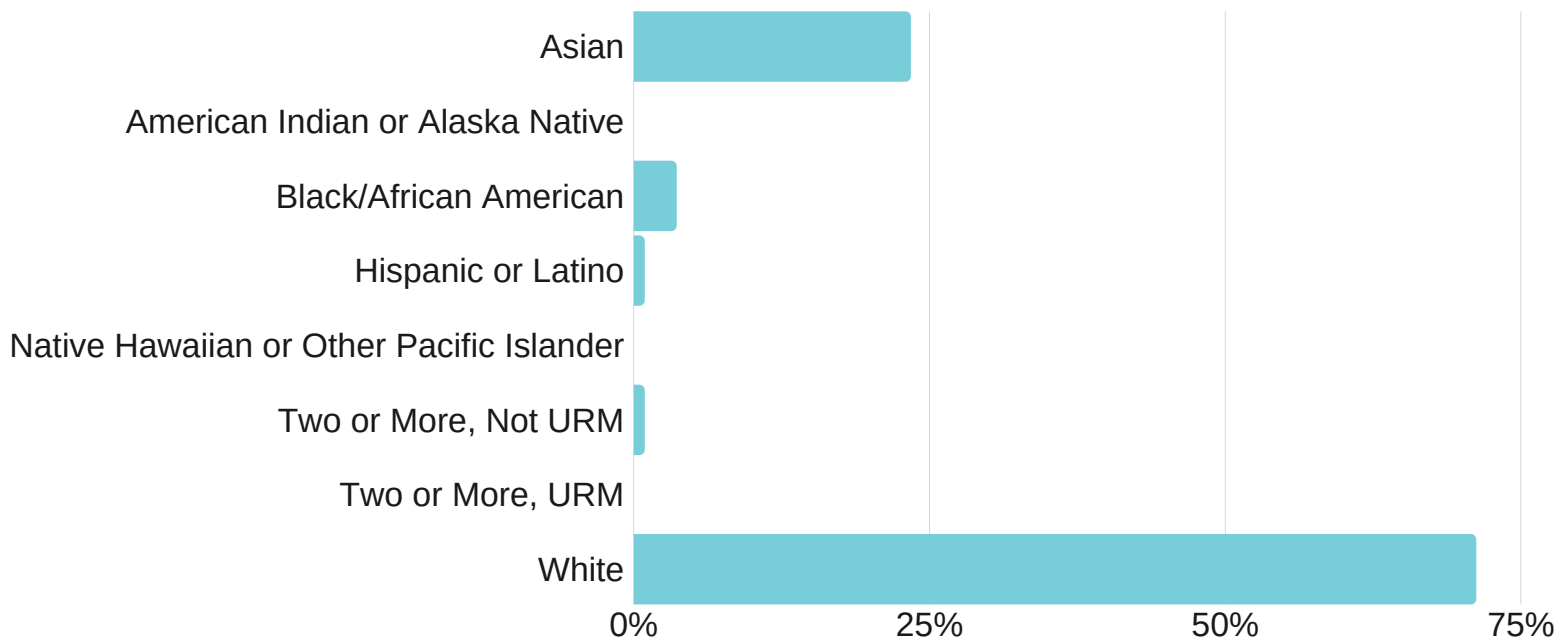
*URM includes Black/African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, American Indian or Alaska Native

Female
25%

Male
75%

Asian

American Indian or Alaska Native

Black/African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

Two or More, Not URM

Two or More, URM

White

0%   20%   40%   60%

*URM includes Black/African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, American Indian or Alaska Native
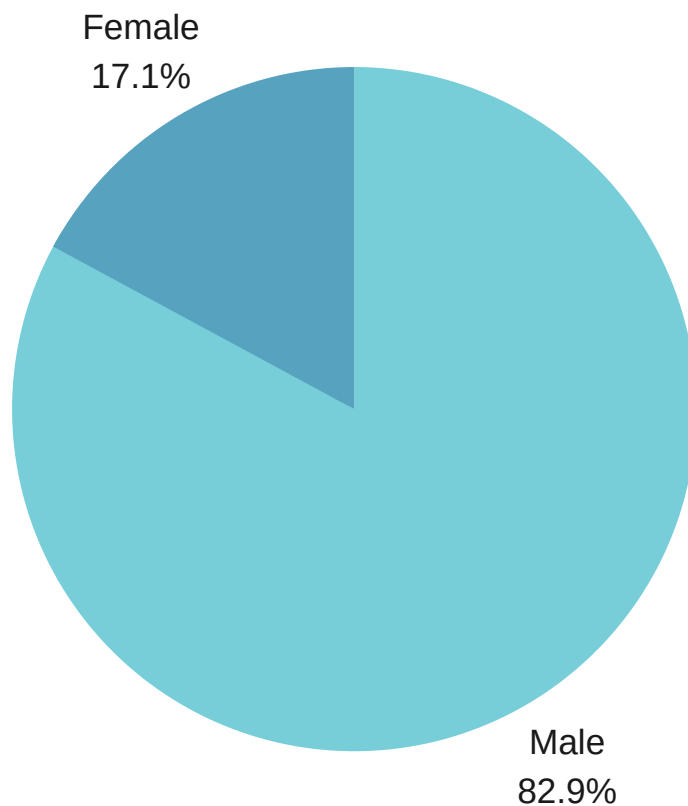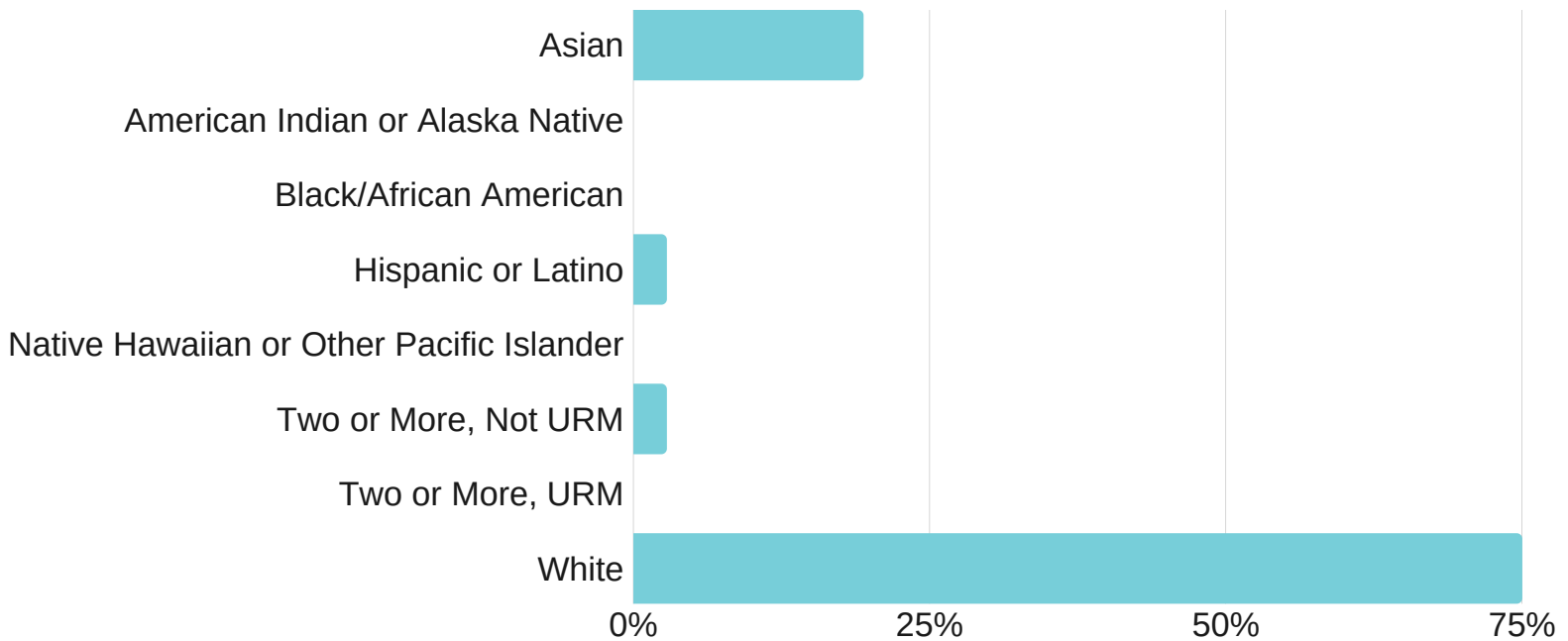
Female
23.3%

Male
76.7%

Asian
American Indian or Alaska Native
Black/African American
Hispanic or Latino
Native Hawaiian or Other Pacific Islander
Two or More, Not URM
Two or More, URM
White

0%   25%   50%   75%

*URM includes Black/African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, American Indian or Alaska Native

Female
24.2%
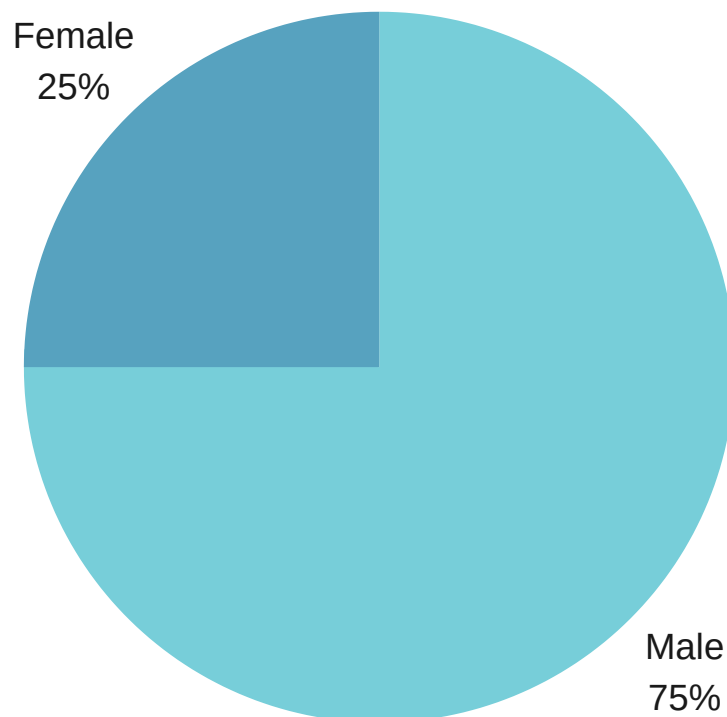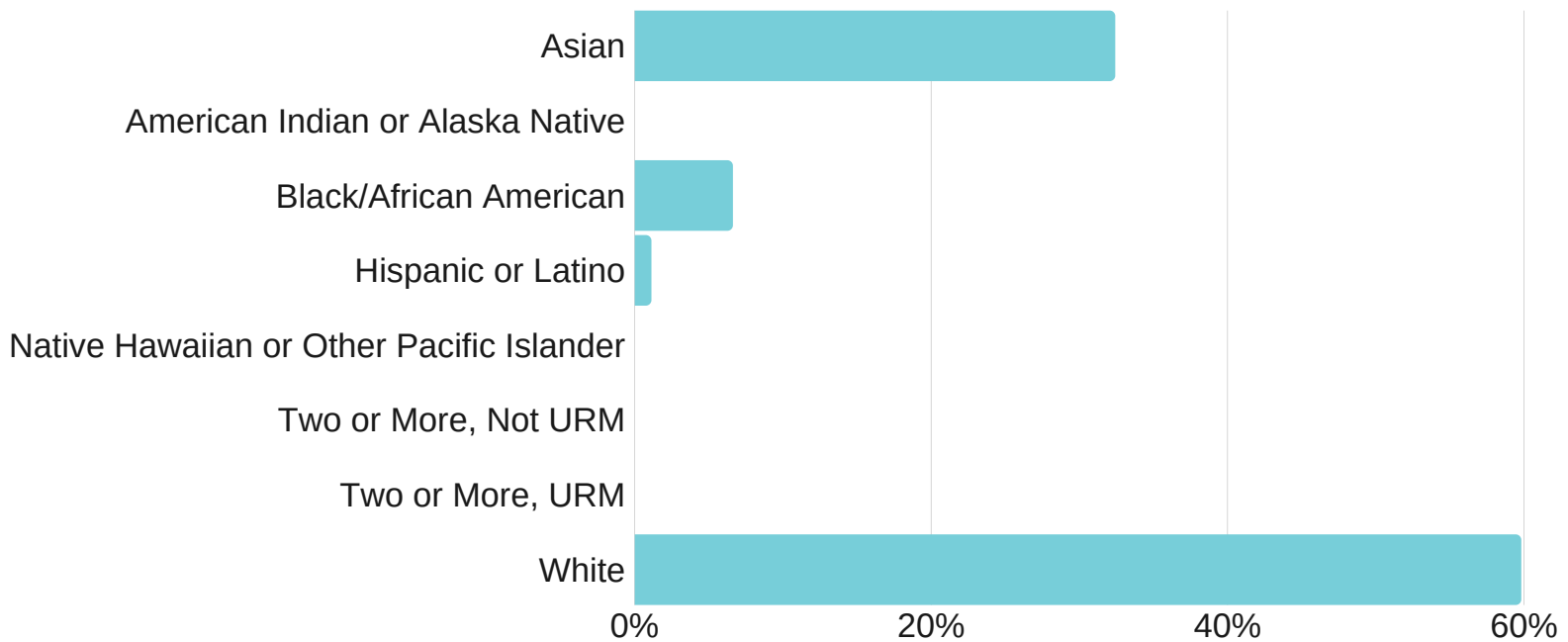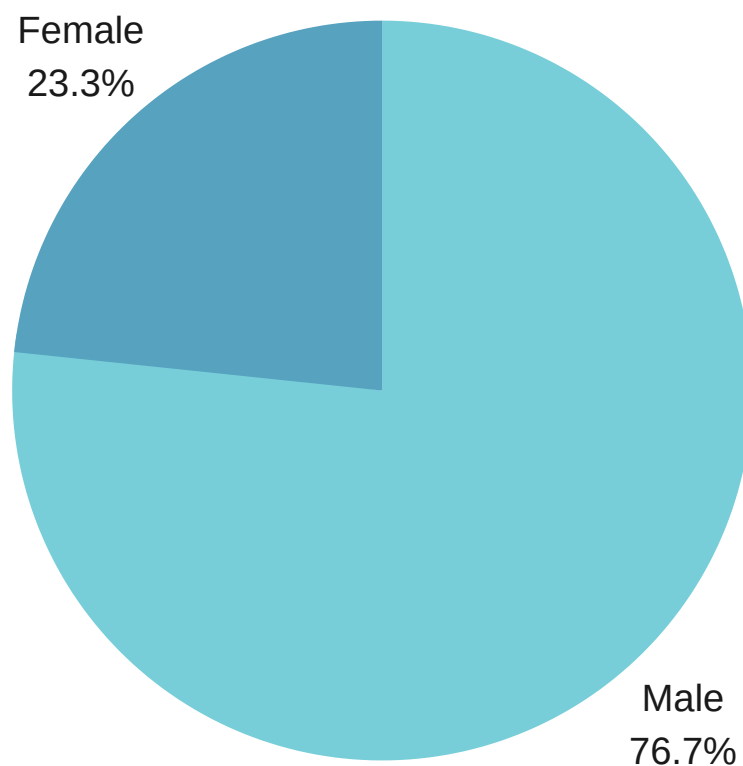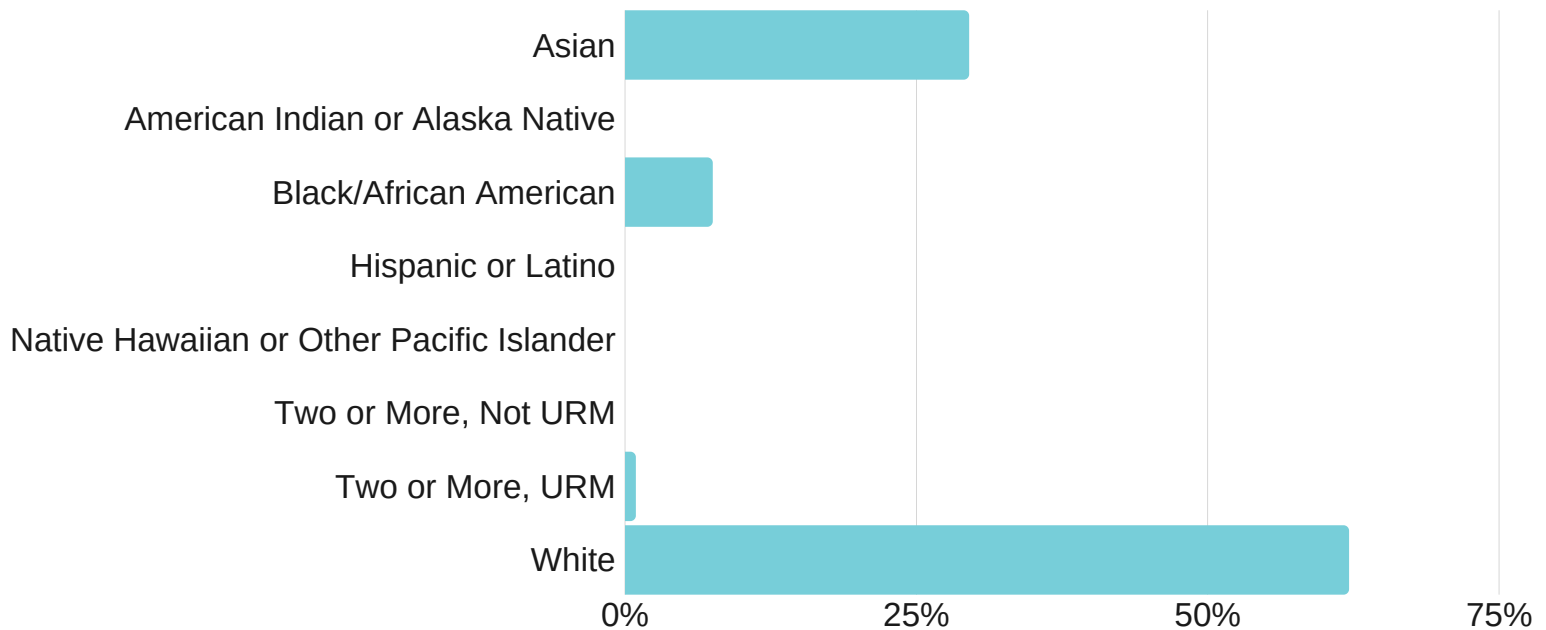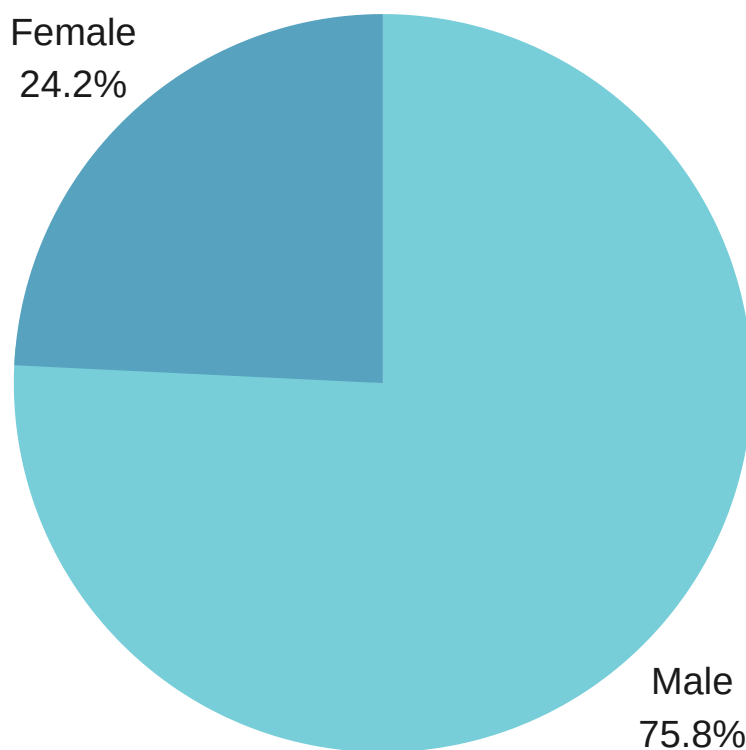
Male
75.8%

Diversity, Inclusion, and Belonging Strategic Plan 2019-2024

SEAS COMMITTEE ON DIVERSITY, INCLUSION, AND BELONGING

The SEAS Committee on Diversity, Inclusion, and Belonging is comprised of SEAS students, staff, post docs, and faculty. Since the committee's creation in 2017, their main charge has been to create a long-term (five-year) strategic plan based on qualitative and quantitative data and evidence-based best practices, for increasing the diversity of SEAS and cultivating a more inclusive and welcoming environment for all stakeholder groups. The plan was also informed by the results of the SEAS Campus Climate Survey and community discussion sessions. This strategic plan was completed and presented to Dean Doyle in May 2019.

The strategic plan's recommendations are organized around eight goals (presented on page 3 of this report). All members of the SEAS Community are encouraged to take part in supporting and implementing the recommendations. The full strategic plan can be found on the SEAS website.

Committee Member Testimonials

I took a few years off undergrad to cofound a startup where we hired around a dozen engineers. Unintentionally, we didn't hire any URMs or non-male identifying people—without realizing it we had become perpetuators of the problem. When I came back to college I wanted to be a part of building a better environment. I was excited to see the school committing to making engineering concentrations accessible to everyone entering the college and to making people aware of the implicit biases that we hold. I hope the DIB plan will provide the kindling for a better ecosystem moving forward.
-**Alex Wedland**
  SEAS Undergraduate Student

My hope towards creating a strategic plan is to build a better and more inclusive climate here at SEAS. I think it is important that differences are acknowledged and appreciated rather than seen as intolerable. I think this standpoint is vital to bring about a more forward thinking SEAS.
-**Gladys Prinns**
  Faculty Coordinator

My experience with the DIB committee has been and is continuously broadening my understanding of the multifaceted nature of keeping a diverse and affirmative campus climate. As an aspiring principal investigator, wherever I may end up going in the future, I will bring these lessons with me to help cultivate a welcoming training environment where everyone is supported to excel in what they do.
-**Herdeline Ann M. Ardoña**
  Postdoctoral Fellow

RECRUITMENT & ACCESS

Goal 2: Recruit diverse faculty, students, postdoctoral researchers, and staff with special attention given to increasing the number of females and underrepresented minorities within the SEAS community.

- Kathryn Hollar, Director of Community Engagement and Diversity Outreach; Christina Zaldana, Manager for Advising Programs and Diversity Outreach, and SEAS graduate student ambassadors attended **8** conferences. They spoke with over **300** prospective graduate students and postdocs regarding admissions and the SEAS experience.

- **8%** of the incoming PhD students in Fall 2019 identify as URM

- **31%** of the incoming PhD students in Fall 2019 are female

- Over **15** advising events to promote SEAS concentrations and student organizations

RECRUITMENT & ACCESS

Where did we go this year?

- Association for Computing Machinery (ACM) Richard Tapia Celebration of Diversity in Computing

- American Indian Science and Engineering Society (AISES)

- Grace Hopper Celebration of Women in Computing

- Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS)

- Society of Women Engineers (SWE) National Conference

- Society of Hispanic Professional Engineers (SHPE) National Conference

- Annual Biomedical Research Conferences for Minority Students (ABRCMS)

- Emerging Researchers National Conference in STEM

- National Society of Black Engineers (NSBE) Annual Convention

RETENTION & SUCCESS

Goal 2: Recruit diverse faculty, students, postdoctoral researchers, and staff with special attention given to increasing the number of females and underrepresented minorities within the SEAS community.

Professional Development Opportunities and work balance benefits aim to foster staff talent and increase employee wellness.

60 staff took part in Flexible Work Arrangements

$47,000 approved for Professional Devolpment

33 staff members took **47** *CWD session

30 staff attended **29** professional conferences/ activities.

*The Center for Workplace Development

Increasing URM's and Women holding faculty and leadership positions:

Elena Glassman joined SEAS as an Assistant Professor within Computer Science in January 2019. She specializes in human-computer interaction. Elena is also the Stanley A. Marks and William H. Marks Assistant Professor at the Radcliffe Institute . She designs, builds and evaluates systems for comprehending and interacting with population-level structure and trends in large code and data corpora.

SPOTLIGHT: SEAS Network Mentoring Circles

A mentoring circle is a group of SEAS staff colleagues who meet regularly throughout the academic year. This initiative stemmed from research on mentorship programs at other institutions and SEAS focus groups. After being run as a successful pilot program in 2016-2017; it is now conducted annually with 18-24 participants split into groups of 6-8, in addition to two facilitators/learning partners. These mentoring circles create an environment for teaching, learning, and professional growth.

In Participants own words...

We discussed strategies for improving workflow and pursuing advancement, workplace culture and self-education, and building balanced and meaningful lives both in and out of the office. I'd highly recommend it for anyone looking to have similar conversations!

-Allison Choat
Faculty Coordinator

This was my first year at SEAS, and it was great to be part of the SEAS Mentoring Circle. It gave me an opportunity to connect with colleagues from all across SEAS, and to have fun and supportive conversations about professional growth and development at SEAS and beyond.

-Dan Lilienthal
Research Portfolio Manager

AWARDS & HONORS

SEAS has developed staff recognition programs as part of an ongoing effort to celebrate and cultivate talent at all levels. SEAS honors and celebrates staff and faculty accomplishments every Spring.

Venkatesh "Venky" Narayanamurti Award for Mentoring and Community Building

Dina Adams
Service Center
Manager

John Girash
Director of Graduate
Academic Programs

Alexis Stokes
Director of Diversity,
Inclusion and Belonging

SEAS Harvard Hero

The Harvard Heroes 2019 Ceremony honored and recognized 61 outstanding staff members from across the University. They were celebrated for their extraordinary above and beyond contributions. The event was hosted by President Bacow on June 13, 2019.

Brandon Tilghman, SEAS Academic Appoints Manager, was honored as a Harvard Hero. He was commended for creating "innovative, inclusive ways for underrepresented members of the community to meet and network."

Brandon Tilghman
Academic Appointments Manager

COMMUNITY ENGAGEMENT

Goal 5: Prepare students, faculty, postdoctoral researchers, and staff to engage in intergroup interactions; apply diversity, inclusion, and belonging best practices; and contribute to a safe environment.

We hosted over **20** DIB focused events this year, including:

An overview of terminology and issues regarding diversity and inclusion.

Diversity 101

An eight session training program designed to build leadership capability and organizational capacity to advance inclusive excellence and belonging.

Harvard IDEAS

VOICES FOR DIVERSITY IN STEM – Speaker Series

STEM scholars share their voices and experiences, with the goal of sparking conversation about ways to foster diversity and belonging with the field
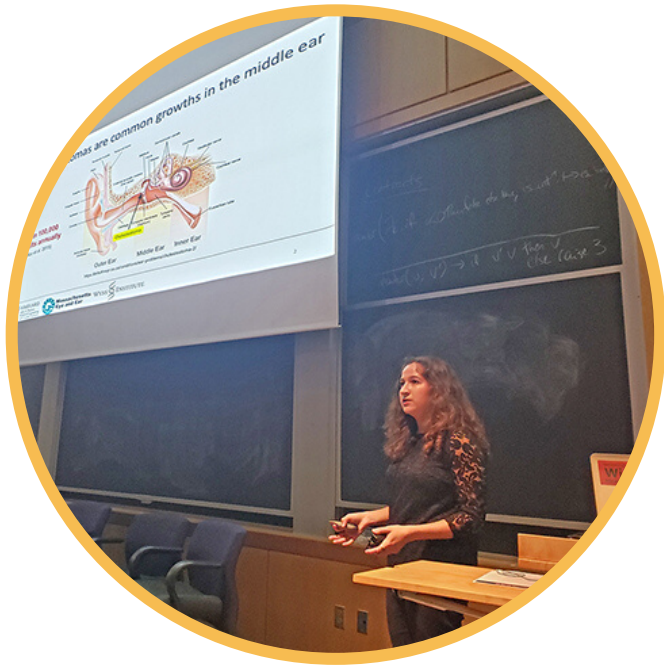

Evelynn Hammonds
MODERATOR

Professor Evelyn Hammonds, Chair of the Department of the History of Science, and panel organizer Winston Michalak, S.B. '21, an electrical engineering concentrator, welcome students to the Diversity in STEM panel discussion.

COMMUNITY ENGAGEMENT CONT.

Goal 4: Create a welcoming and inclusive environment where individuals of all identities, backgrounds, and experiences thrive, have a strong sense of belonging, and achieve academic and professional excellence.

SPOTLIGHT: SPEAKSEAS

"Our students are amazing and staff don't always have opportunities to hear what they are working on. I was so impressed with all of them! On a personal level, having a friend who is deaf, I really enjoyed the presentation on the middle ear bone replacement. I thought the speaker did an excellent job of explaining what her research was about to an audience that may not have been familiar with this topic."

–Event Attendee

SpeakSEAS brought together a diverse group of faculty, staff, postdocs, graduate students, and undergraduates to discuss their exciting projects and research endeavors.

OUTREACH TO THE BROADER EXTERNAL COMMUNITY

Goal 8: Expand outreach programs and initiatives to engage the Cambridge and Allston communities in STEM education.

1900
PEOPLE ATTENDED THE SCIENCE AND COOKING LECTURE SERIES

968
K-12 STUDENTS VISITED SEAS

1000
PEOPLE ATTENDED SEAS PUBLIC EVENTS

2
ACTIVE LEARNING LAB – SUMMER PROGRAMS

SPOTLIGHT: SCIENCE OF COOKING & FOOD LECTURE SERIES

SEAS sixth annual Science and Cooking lecture series continued its exploration of the scientific principles, cultural significance, and creativity within the culinary world.

The culturally diverse series included chefs hailing from Cambridge/Boston, San Francisco, Copenhagen, the Southern US, Spain, Bolivia, Singapore, and more.

"Liquid Fire: the Science of Philippine Kinilaw"

Margarita Forés, @MargaritaFores
Asia's Best Female Chef 2016; Cibo Restaurants, Manila Philippines

7:00 PM

"From Low and Slow Smoking to High Heat Wok Cooking"

Tiffani Faison, @TiffaniFaison
Sweet Cheeks BBQ, Tiger Mama

7:00 PM

"Cooking is a Call to Act"

Massimo Bottura, @MassimoBottura
Osteria Francescana in Modena, Italy;
voted best restaurant in the world of 2018

7:00 PM

LOOKING AHEAD: IMPLEMENTING DIB STRATEGIC PLAN

IMPLEMENTING THE DIB STRATEGIC PLAN 19'-20'

The DIB Strategic Plan consists of recommended tasks and projects that will be carried out from 2019-2024. While bigger initiatives will be carried out through working groups consisting of SEAS community members, smaller projects will be advanced by the SEAS DIB team. The DIB team will regularly review what has been implanted to assess impact and detmerine next steps.

*WORKING GROUPS FOR 2019-2020

- **Faculty Recruitment Working Group**
  - Associated with Goal 2 of DIB Strategic Plan 19'-24'
- **Graduate & Postdoc Recruitment Working Group**
  - Associated with Goal 2 of DIB Strategic Plan 19'-24'
- **Bias Reporting System Working Group**
  - Associated with Goal 3 of DIB Strategic Plan 19'-24'
- **Community Standards Working Group**
  - Associated with Goal 1 of DIB Strategic Plan 19'-24'

*DIB Strategic Plan Goals can be found on page 3 of this report. Further information on specific recommendations can be found in the strategic plan.

EXAMPLES OF OTHER PROJECTS:

- **Faculty Search Committee Process**
  - Creating and Implementing Anti-Bias Training
  - Creating SEAS specific search committee guide around creating postings, outreach & recruitment, and evaluation of applicants

- **Review DIB Related Data**
  - Collaborate on systems of shared data collection
  - Create shared understanding and uniform definitions for teams, such as Underrepresented Minorities

RESOURCES

AFFINITY GROUPS

Association of Black Faculty, Administrators and Fellows (ABFAF)

Association of Harvard Asian and Asian American Faculty and Staff (AHAAAFS)

Association of Harvard Latinx Faculty and Staff (AHLFS)

LGBTQ Staff and Faculty Employee Resource Group (QERG)

The Committee on Concerns of Women (CCW)

BIAS/HARASSMENT REPORTING

Harvard University Anonymous Reporting Hotline – 877-694-2275

Anonymous Reporting – Harvard Police – 617-496-2700

Harvard College – Report Blas Form – Office of Diversity, Education, & Support

Harvard Title IX

REPORTS/CLIMATE SURVEYS

SEAS Diversity, Inclusion, and Belonging Reports

Presidential Task Force on Inclusion and Belonging

WORKSHOPS/TRAININGS

Center for Workplace Development

LinkedIn Learning @ Harvard

SEAS Office of Human Resources

SOURCES

PHOTOS

- The Voices for Diversity in STEM – Richard Tong
- The Holiday Lecture – Oleksandr Babii
- The Active Learning Lab – Olivia Nie

OUTREACH TO BROADER EXTERNAL COMMUNITY DATA

- Kathryn Ann Hollar, Director of Community Engagement and Diversity Outreach
- Lila St. Joy, Programs Manager for Teaching and Learning
- Rachel DeLucas, Active Learning Labs Manager

RECRUITMENT & ACCESS DATA

- Christina Zaldana, Manager for Advising Programs and Diversity Outreach

RETENTION & SUCCESS DATA

- SEAS Human Resources

SEAS BY THE NUMBERS DATA

- SEAS Diversity, Inclusion, and Belonging Strategic Plan 2019-2024

Thank you to all those who provided data, background knowledge, and their experiences for this report!