Diversity, Inclusion, and Belonging at SEAS

SEAS Faculty Retreat - December 8, 2017
• Create a long-term (e.g., five-year) strategic plan that is 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.

• Create opportunities for community-wide engagement and feedback, as well as continuous assessment and updating of the SEAS Diversity Strategic Plan.

• Subcommittees: Recruitment and Access (students, postdoctoral fellows, faculty, and staff); Community Engagement; Retention and Success; Outreach to the Broader Community; and Assessment and Tracking.
Committee Members

Krzysztof Gajos, *co-chair*, Gordon McKay Professor of Computer Science
Diane Schneeberger, *co-chair*, Assistant Dean for Faculty Affairs

**Faculty**
- Vinny Manoharan, Wagner Family Professor of Chemical Engineering and Professor of Physics

**Undergraduate Students**
- Jose (Rafa) Hernandez
- Christina Qiu
- Marcy Park
- Abby Lyons

**Graduate Students**
- Tobias Egle
- Nicole Black
- Buse Aktas
- Erika Lage
- Saraf Nawar

**Postdocs**
- Christian Agatemor
- Heredrine Ardoña
- Ankush Chakrabarty

**Staff**
- Corinne Espinoza, Senior Assistant to the Dean
- Katelyn Federico, Senior Institutional Research Analyst
- Kathryn Hollar, Director of Community Engagement and Diversity Outreach
- Steve Marley, Director of Human Resources
- Christina Zaldana, Administrator of Advising Programs and Diversity Outreach
- Alexis Stokes, Diversity and Inclusion Engagement Launch Senior Manager
- Paul Karoff, *ex officio*, Assistant Dean for Communications and Strategic Priorities
- Stephanie Vincent, Faculty Coordinator
- Veronique Corrdin, Assistant Director of Research Administration and Finance
- Sarah Iams, Assistant Director of Undergraduate Studies in Applied Mathematics; Lecturer of Applied Mathematics
What Do We Know

SEAS Historical Trends and Data
Diversity at SEAS: Women

Data as of May 2017 SEAS Diversity Task Force Report

Undergraduate Students
- 32%

Graduate Students
- 30%

Ladder Faculty
- 16%

Non-Ladder Faculty
- 25%

Post-docs
- 23%

Other Researchers
- 33%

Staff
- 61%
Diversity at SEAS: Under-represented Minorities

Data as of May 2017 SEAS Diversity Task Force Report

Undergraduate Students

Graduate Students

Ladder Faculty

Non-Ladder Faculty

Post-docs

Other Researchers

Staff
New Ph.D. Applications Male vs. Female
Fall 2011-2017

Male
Female

<table>
<thead>
<tr>
<th>Year</th>
<th>Male %</th>
<th>Female %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>76%</td>
<td>24%</td>
</tr>
<tr>
<td>2012</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>2013</td>
<td>76%</td>
<td>24%</td>
</tr>
<tr>
<td>2014</td>
<td>76%</td>
<td>24%</td>
</tr>
<tr>
<td>2015</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>2016</td>
<td>72%</td>
<td>28%</td>
</tr>
<tr>
<td>2017</td>
<td>73%</td>
<td>27%</td>
</tr>
</tbody>
</table>
New Ph.D. Admits Male vs. Female, Fall 2011-2017
New Female Ph.D. Applications/Admits/Accepted Offer-by Area, Fall 2017

Note:
- There is one female student who requested a deferral for next year (1 BIO). They are included here.
For Fall 2017
There will be 3 incoming URM students in Fall ‘17.

Notes:
• Underrepresented Minorities (URM) include applicants who identify their citizenship status as U.S. Citizen or Permanent Residents and race/ethnicity as American Indian or Alaska Native, Black or African American, Mexican or Mexican American, Puerto Rican, Other Hispanic, Latino, or Latin American.
• Not all URM applicants are eligible for the GSAS Prize Fellowship (GPF).
For Fall 2017
There will be 3 incoming URM students in Fall ‘17.

Notes:
• Underrepresented Minorities (URM) include applicants who identify their citizenship status as U.S. Citizen or Permanent Residents and race/ethnicity as American Indian or Alaska Native, Black or African American, Mexican or Mexican American, Puerto Rican, Other Hispanic, Latino, or Latin American.
• Not all URM applicants are eligible for the GSAS Prize Fellowship (GPF).
Where do the Ph.D.’s Who Decline Go?

- Stanford - 19
- MIT - 15
- Caltech - 5
- Princeton - 5
- Columbia - 4
- Chicago - 2
- Brown - 1
- Cambridge - 1
- Columbia - 1
- Georgia Tech - 1
- Illinois UC - 1
- Rice University - 1
- UCSD - 1
- Univ. of Colorado - 1
- Univ. of Toronto - 1

#### Formulas

- $\%\text{Women-hired} = \frac{\text{women-hired}}{\text{total-hired}}$
- $\text{Total-decided} = \text{total} - \text{tenured}$
- $\%\text{Basic-retention} = \frac{\text{total-decided} - \text{left-before-tenure}}{\text{total-decided}}$
- $\%\text{Tenured-at-review} = \frac{\text{total-tenured}}{\text{total-decided} - \text{left-before-tenure}}$
- $\%\text{Final-retention} = \frac{\text{total-retained}}{\text{total-decided}}$
- $\%\text{Women-in-retained-set} = \frac{\text{tenure-and-stayed-women}}{\text{total-retained}}$

<table>
<thead>
<tr>
<th>Department</th>
<th>SEAS</th>
<th>OEB</th>
<th>MCB</th>
<th>PHY</th>
<th>CHEM</th>
<th>ASTR</th>
<th>STAT</th>
<th>SCRB</th>
<th>EPS</th>
<th>HEB</th>
<th>Math</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Hired</strong></td>
<td>49</td>
<td>24</td>
<td>15</td>
<td>16</td>
<td>10</td>
<td>11</td>
<td>11</td>
<td>13</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>163</td>
</tr>
<tr>
<td>$%\text{Women-hired (women:men)}$</td>
<td>18% (9:40)</td>
<td>54% (13:11)</td>
<td>33% (5:10)</td>
<td>13% (2:14)</td>
<td>40% (4:6)</td>
<td>27% (3:8)</td>
<td>18% (2:9)</td>
<td>23% (3:10)</td>
<td>37% (3:5)</td>
<td>67% (4:2)</td>
<td>0</td>
<td>29% (48:115)</td>
</tr>
<tr>
<td>$%\text{Basic-retention}$</td>
<td>84% (21:25)</td>
<td>81% (13:16)</td>
<td>83% (10:12)</td>
<td>83% (10:12)</td>
<td>88% (7:8)</td>
<td>71% (5:7)</td>
<td>14% (1:7)</td>
<td>88% (7:8)</td>
<td>100% (6:6)</td>
<td>75% (3:4)</td>
<td>0</td>
<td>79% (83:105)</td>
</tr>
<tr>
<td>Women</td>
<td>40% (2/5)</td>
<td>78% (7/9)</td>
<td>75% (3/4)</td>
<td>100% (1/1)</td>
<td>50% (1/2)</td>
<td>100% (1/1)</td>
<td>0% (0/2)</td>
<td>100% (2/2)</td>
<td>100% (3/3)</td>
<td>67% (2/3)</td>
<td>0</td>
<td>69% (22:32)</td>
</tr>
<tr>
<td>Men</td>
<td>95% (19:20)</td>
<td>86% (6/7)</td>
<td>88% (7/8)</td>
<td>82% (9:11)</td>
<td>100% (6/6)</td>
<td>67% (4/6)</td>
<td>20% (1:5)</td>
<td>83% (5/6)</td>
<td>100% (3/3)</td>
<td>100% (1:1)</td>
<td>0</td>
<td>84% (61:73)</td>
</tr>
<tr>
<td>$%\text{Tenured-at-review}$</td>
<td>90% (19:21)</td>
<td>69% (9:13)</td>
<td>60% (6:10)</td>
<td>80% (8:10)</td>
<td>71% (5:7)</td>
<td>80% (4:5)</td>
<td>100% (1/1)</td>
<td>100% (7:7)</td>
<td>83% (5:6)</td>
<td>0% (0:3)</td>
<td>0</td>
<td>77% (64:83)</td>
</tr>
<tr>
<td>Women</td>
<td>100% (2/2)</td>
<td>71% (5:7)</td>
<td>67% (2:3)</td>
<td>100% (1/1)</td>
<td>100% (1/1)</td>
<td>0% (0/1)</td>
<td>0% (0/0)</td>
<td>100% (2/2)</td>
<td>100% (3:3)</td>
<td>0% (0/2)</td>
<td>0</td>
<td>73% (16:22)</td>
</tr>
<tr>
<td>Men</td>
<td>89% (17:19)</td>
<td>67% (4:6)</td>
<td>57% (4:7)</td>
<td>78% (7:9)</td>
<td>67% (4:6)</td>
<td>100% (4/4)</td>
<td>100% (1/1)</td>
<td>100% (5/5)</td>
<td>67% (2:3)</td>
<td>0% (0:1)</td>
<td>0</td>
<td>79% (48:61)</td>
</tr>
<tr>
<td>$%\text{Final-retention}$</td>
<td>72% (18:25)</td>
<td>56% (9:16)</td>
<td>50% (6:12)</td>
<td>58% (7:12)</td>
<td>50% (4:8)</td>
<td>43% (3:7)</td>
<td>14% (1:7)</td>
<td>88% (7:8)</td>
<td>67% (4:6)</td>
<td>0% (0:4)</td>
<td>0</td>
<td>56% (59:105)</td>
</tr>
<tr>
<td>Women</td>
<td>40% (2/5)</td>
<td>56% (5:9)</td>
<td>50% (2:4)</td>
<td>0% (0:1)</td>
<td>50% (1:2)</td>
<td>0% (0:1)</td>
<td>0% (0:2)</td>
<td>100% (2/2)</td>
<td>67% (2:3)</td>
<td>0% (0:3)</td>
<td>0</td>
<td>44% (14:32)</td>
</tr>
<tr>
<td>Men</td>
<td>80% (16:20)</td>
<td>57% (4:7)</td>
<td>50% (4:8)</td>
<td>64% (7:11)</td>
<td>50% (3:6)</td>
<td>50% (3:6)</td>
<td>20% (1:5)</td>
<td>83% (5:6)</td>
<td>67% (2:3)</td>
<td>0% (0:1)</td>
<td>0</td>
<td>62% (45:73)</td>
</tr>
<tr>
<td>$%\text{Women-in-retained-set (women:men)}$</td>
<td>11% (2:16)</td>
<td>55% (5:4)</td>
<td>33% (2:4)</td>
<td>0% (0:7)</td>
<td>25% (1:3)</td>
<td>0% (0:3)</td>
<td>0% (0:1)</td>
<td>29% (2:5)</td>
<td>50% (2:2)</td>
<td>0% (0:0)</td>
<td>0</td>
<td>24% (14:45)</td>
</tr>
</tbody>
</table>

Departments: SEAS, OEB, MCB, PHY, CHEM, ASTR, STAT, SCRB, EPS, HEB, MATH
### FAS Assistant-to-Associate Professor Promotion Rates

<table>
<thead>
<tr>
<th>Percent who stood for review to Associate Professor</th>
<th>Associate review success rate (conditional on standing for review)</th>
<th>Associate promotion rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>83%</td>
<td>x</td>
</tr>
<tr>
<td>Men</td>
<td>88%</td>
<td>x</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>87%</strong></td>
<td><strong>x</strong></td>
</tr>
</tbody>
</table>

Assistant-to-Associate Professor Promotion Rates. Rates were calculated from outcomes for the 225 Assistant Professors hired between Fall 2003 and Spring 2012.
## FAS Associate-to-Tenure Professor Promotion Rates

<table>
<thead>
<tr>
<th>Percent who stood for review to Tenured Professor</th>
<th>Tenure review success rate (conditional on standing for review)</th>
<th>Tenure promotion rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>65%</td>
<td>x</td>
</tr>
<tr>
<td>Men</td>
<td>78%</td>
<td>x</td>
</tr>
<tr>
<td>Total</td>
<td>73%</td>
<td>x</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>68%</th>
<th>69%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>= 44%</td>
<td>= 54%</td>
</tr>
<tr>
<td>Total</td>
<td>= 51%</td>
<td></td>
</tr>
</tbody>
</table>

Associate-to-Tenured Professor Promotion Rates. Rates were calculated from outcomes for the 247 Associate Professors who started their appointments between Fall 2003 and Spring 2012. Three Associate Professors whose reviews have not yet been completed were not included in the cohort.
What Don’t We Know
Holes in the Data

- Data on other demographic groups
  - LGBTQI
  - Persons with a Disability
  - Religion
  - First Generation Status
  - Veterans
- Applicant and hiring data by function and grade
- Pay variance data by gender
- Staff mobility by gender and race
- Comprehensive picture of the campus climate
Diversity and Inclusion Listening Tour

• 46 individual and group meetings
  – Faculty
  – Staff
  – Undergraduate Students
  – Graduate Students
  – Postdoc
• 8 events
• 17 existing reports
• Participants: Students (undergraduate and graduate); Faculty; Staff; Postdocs; Staff outside of SEAS
Emerging Themes

• For SEAS to be a top school in the field, we must be a leader in diversity and inclusion
  – “Excellence means being diverse”
• Senior leadership must be heavily involved
• Success requires more than increasing the numbers; we need a culture change
• There are a lot of great intentions but a lack of genuine effort
• Recruiting for diversity but rewarding for conformity
• We are avoiding difficult conversations about race, gender, and sexual orientation
STRENGTHS

- Graduate Admissions Diversity Committee
- REU Program
- Student Affinity Groups
- Sponsoring students at national conferences
- CS Advising Initiative
- Blind Grading
- Harvard College Engineering Society Friday Lunches
CHALLENGES

• Leadership is very male and very white; this trend continues at all levels of SEAS
• STEM, SEAS, and Harvard can be intimidating
• Negative messaging that discourages female and URM from concentrating in SEAS
• Need for additional partnerships with Minority Serving Institutions
• Lack of training and development around a diverse and inclusive classroom and campus
• Inconsistent assessment and tracking of data
• Lack of diversity among speakers and guest lecturers
• Inconsistent advising structure
Challenges

• Male-dominated conversations in meetings; female colleagues being interrupted or ideas not respected
• Belief that it is the responsibility of females and URMs to support diversity initiatives and be the voice of their importance
• Difficulty finding other students to work with on group assignments
• Lack of attention to the needs of the LGBTQI community, individuals with disabilities, and individuals of various religious groups
Immediate Opportunities

Recruitment and Access

• Partner with Emerging Scholars Program in the Mathematics Department
  – Offer research opportunities to program participants that are interested in SEAS concentrations
• Add diversity commitment to job descriptions
• In interviews, inquire about the methods interviewees have used to create an inclusive classroom/campus and advance diversity in previous positions
• Advertise postdoc positions externally to recruit a more diverse pool
• Network with colleagues at minority serving institutions to build strong partnerships
Immediate Opportunities

Retention and Success

• Direct outreach for TF positions
• Increased quality faculty-student interactions
• Incorporate findings and assigned readings from a diverse set of scientists
• Eliminate stereotype threat triggers
  – Move from a fixed mindset to a growth mindset
  – Place demographic information at the end of a survey or assessment
  – Constructive feedback that communicates high standards and assurance the student can meet those standards
  – Sharing growth experiences as faculty and staff
  – Providing opportunities for self-reflection and self-affirmation (i.e. minute papers)
• Avoid phrases such as “It’s easy to see” or “I’m sure the answer is obvious to all”
Immediate Opportunities

Retention and Success cont.

• Blind Grading
• Utilizing alternative ways for students to ask questions during class (i.e. online platforms for posting questions live)
• Connect students to colleagues that match their research and career interests
• Invite staff to research lab open houses
• Be aware of and avoid microaggressions
• Attend an implicit bias workshop
• Reflect on how your own culture-bound assumptions can influence your interactions with students, staff, and postdocs
Immediate Opportunities

Community Engagement
• Join the SEAS Diversity Committee
• Provide additional resources and publicize current initiatives on the diversity committee website
• Use “she” as much as “he”. Or begin using singular “they” when using stories to emphasize points
• Guest lectures for student groups

Assessment and Tracking
• Assess classroom climate mid-semester

Outreach to the Broader External Community
• Participate in outreach programs with SEAS student groups
• Talks at local public libraries
• Collaboration with Kathryn Hollar and the REU Program
QUESTIONS