



faculty trends

Office for Faculty Affairs
Academic Year 2021-22



This report highlights key trends in the FAS faculty, with special attention to its size, composition (by appointment type), growth patterns, diversity, and promotion rates. We also summarize major efforts in Academic Year (AY) 2021-2022 to update the tenure-track system, better understand faculty workload, continue to support faculty due to Covid-19 impacts, and advance faculty members' professional development.

A. Faculty Trends

1. Size and Composition (by Appointment Type)

The FAS faculty is composed of ladder and non-ladder faculty. The ladder faculty consists of tenured and tenure-track faculty.¹ The non-ladder faculty includes senior non-ladder members (i.e., those with renewable appointments in the voting Faculty, such as Professors of the Practice, Senior Lecturers, and Senior Preceptors) and faculty with term-limited appointments (primarily Lecturers and Preceptors).² In addition, we have visiting faculty who contribute to our research and teaching mission.

In AY 2022-2023, the FAS has 1,237 faculty members, grouped by appointment type in the table below.

Figure 1

Faculty Rank	Number of Faculty
Ladder Faculty	723
Senior Non-ladder Faculty (Renewable)	98
Term-limited Non-ladder Faculty (e.g., Lecturers and Preceptors)	369
Visiting Faculty	47
Total	1,237

¹ For the purposes of this report, “tenured faculty” includes University Professors and Professors in Residence. Tenure-track faculty are assistant professors and associate professors.

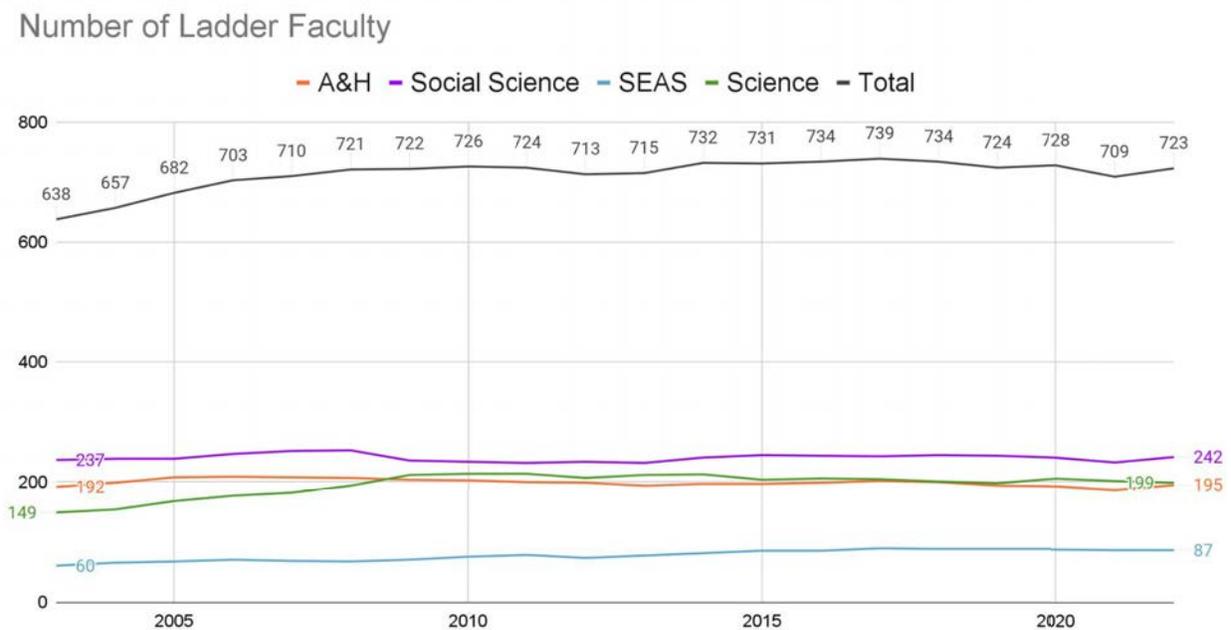
² Non-renewable appointments also include Associate Senior Lecturers, Benjamin Peirce Fellows, and Briggs-Copeland Lecturers.

How have the ladder faculty and non-ladder faculty grown in size over time? Below, we look at those growth patterns. We then look at demographic trends (i.e., gender and race/ethnicity), not only in the faculty as a whole, but broken down by tenured, tenure-track, and non-ladder faculty. We also look closely at trends in our hiring and promotions, which contribute to the size and composition of the faculty.

2. Growth Patterns in the Ladder and Non-ladder Faculty

As shown in the graph below, the size of the ladder faculty has remained relatively flat since 2009, after a period of growth (a 13% increase) from 2003 to 2009.

Figure 2



By division/SEAS, the numbers of ladder faculty in the Arts and Humanities and Social Science Divisions have been relatively flat since 2003, while the Science Division grew in the first decade of the 2000s, becoming more commensurate in size with the other divisions. SEAS has slowly grown from 2003 to the present and remains smaller than the three divisions.

Since 2003, the non-ladder faculty has grown by 44%.³ This growth was due to the following factors.

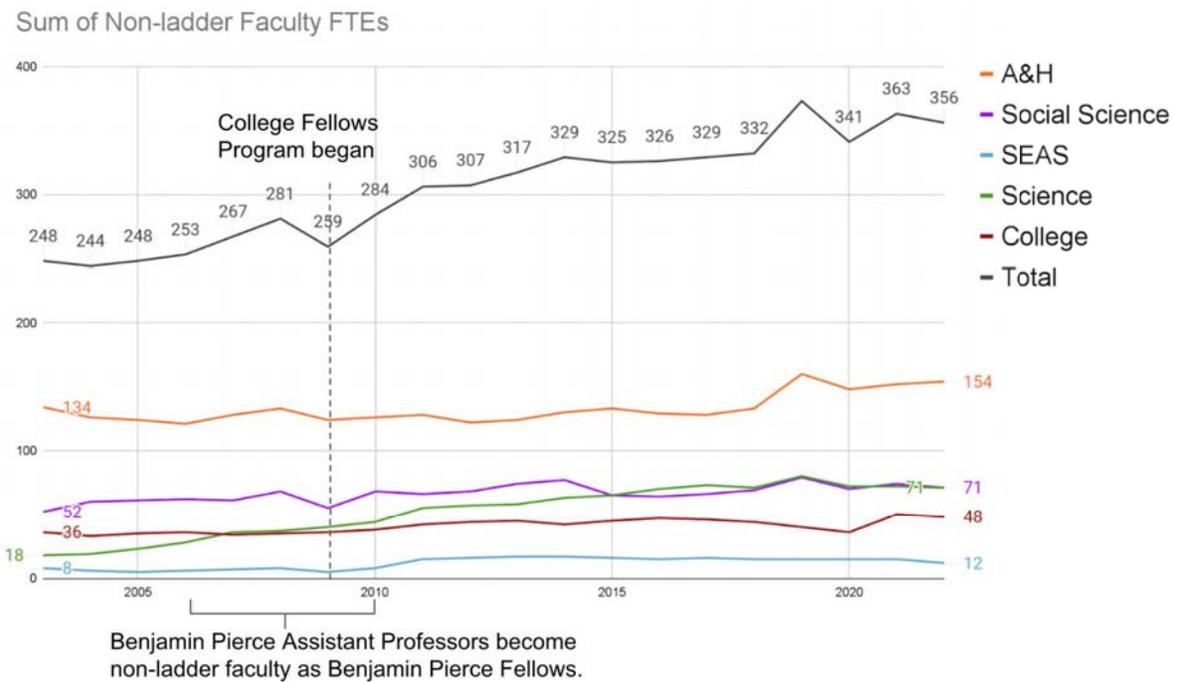
- The College Fellows Program, which appoints roughly 25 to 35 FTEs per year, was established in AY 2009-2010. This program identifies exceptional scholars who have recently completed their doctoral work and have demonstrated a strong commitment to teaching.

³ The FTEs include “purchases,” i.e., FTEs of faculty from other Harvard Schools who teach a course(s) in the FAS during the academic year.

- The Life Sciences and Physical Sciences curriculum, which utilizes non-ladder faculty to teach large, introductory science courses such as Life Sciences 1a and 1b (1a and 1b launched in 2006-2007), has seen large enrollment growth in the past 20 years.
- Benjamin Peirce Fellows are non-tenure-track positions in the Department of Mathematics, held by scholars who possess significant promise as researchers and a strong record of teaching. Prior to the establishment of the FAS tenure-track in 2005, Benjamin Peirce Fellows were appointed as Assistant Professors. After 2005, these appointments were converted to non-ladder positions.
- Mathematics service courses (e.g., Mathematics Ma, Mb, 1a, 1b, 21a, and 21b) have seen enrollment growth and corresponding non-ladder faculty growth in the past 20 years.

The graph below shows the growth of non-ladder faculty over the past few decades, by division/SEAS and in the FAS as a whole.

Figure 3



The FAS's plan is to strategically grow the ladder faculty while keeping the non-ladder faculty relatively flat.

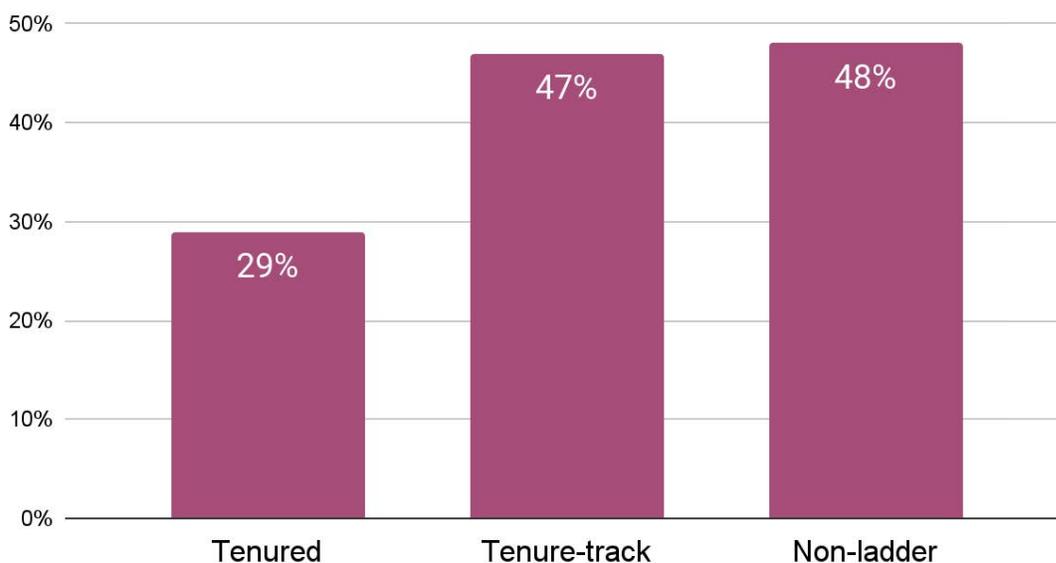
3. Faculty Diversity (Gender and Race/Ethnicity)

The diversity of the FAS faculty as a whole has increased over time, but it remains well below national and international population and pipeline benchmarks.

In terms of gender, 39% of the FAS faculty (ladder and non-ladder) are women.⁴ If we break this down further, the tenure-track faculty and non-ladder faculty are more gender-diverse than the tenured faculty, as shown in the graph below. The robust fraction of tenure-track faculty who are women suggests an encouraging trajectory towards a more gender-diverse ladder faculty.

Figure 4

Fraction of Women Faculty



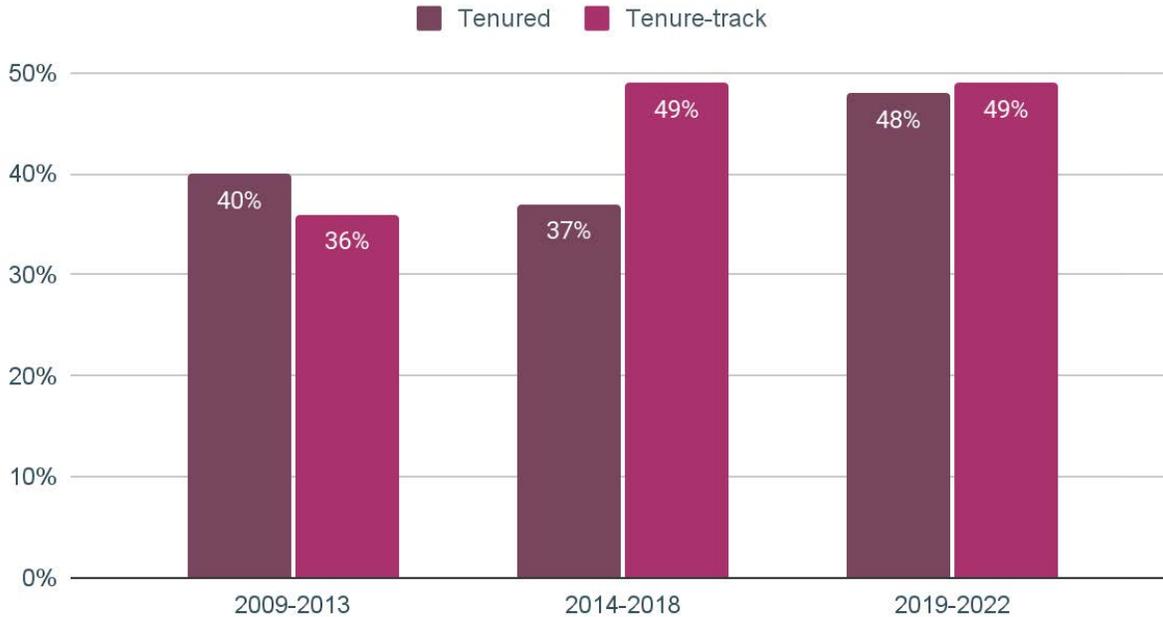
Ladder-faculty hiring patterns more precisely show how gender diversity has developed. The chart below shows that from 2009 to 2013, the percentage of offers made to women was higher for tenured than tenure-track faculty. Over time, this trend reversed. We see this same initial trend (i.e., more offers in the tenured than tenure-track ranks) in the hiring of Historically Underrepresented Faculty,⁵ as we will discuss further below.

⁴ While the University changed reporting to include non-binary genders this year, historically that data has not been available. In following years, we will include all available data.

⁵ In this report, “Historically Underrepresented Faculty” refers to faculty who are Black or African American, Hispanic or Latinx, American Indian/Alaskan Native, or Two or More Races.

Figure 5

Ladder Faculty Offers to Women



In AY 2021-2022, the FAS conducted 71 ladder faculty searches and made 59 offers.⁶ Of the 59 offers, 29 were made to women (49%), 30 were made to Faculty of Color⁷ (51%), and 13 were made to Historically Underrepresented Faculty (22%).

In terms of race/ethnicity, the FAS ladder, non-ladder, and visiting faculty as a whole are comprised of 5.6% Black or African American faculty, 4.9% Hispanic or Latinx faculty,⁸ 0.2% American Indian/Alaskan Native faculty, 14.6% Asian or Asian American faculty, 1.5% faculty of Two or More Races, and 73.2% White Faculty.

As with gender diversity, the tenure-track faculty are more racially/ethnically diverse than the tenured faculty. And whereas the tenure-track and non-ladder faculty have similar gender diversity (47% and 48% women, respectively), the tenured and non-ladder faculty have similar overall racial/ethnic diversity (22.4% and 28.1% Faculty of Color, respectively), and the tenure-track faculty are significantly more racially/ethnically diverse (41.5% Faculty of Color) than either of the other two groups of faculty, as shown in the three pie charts below.⁹

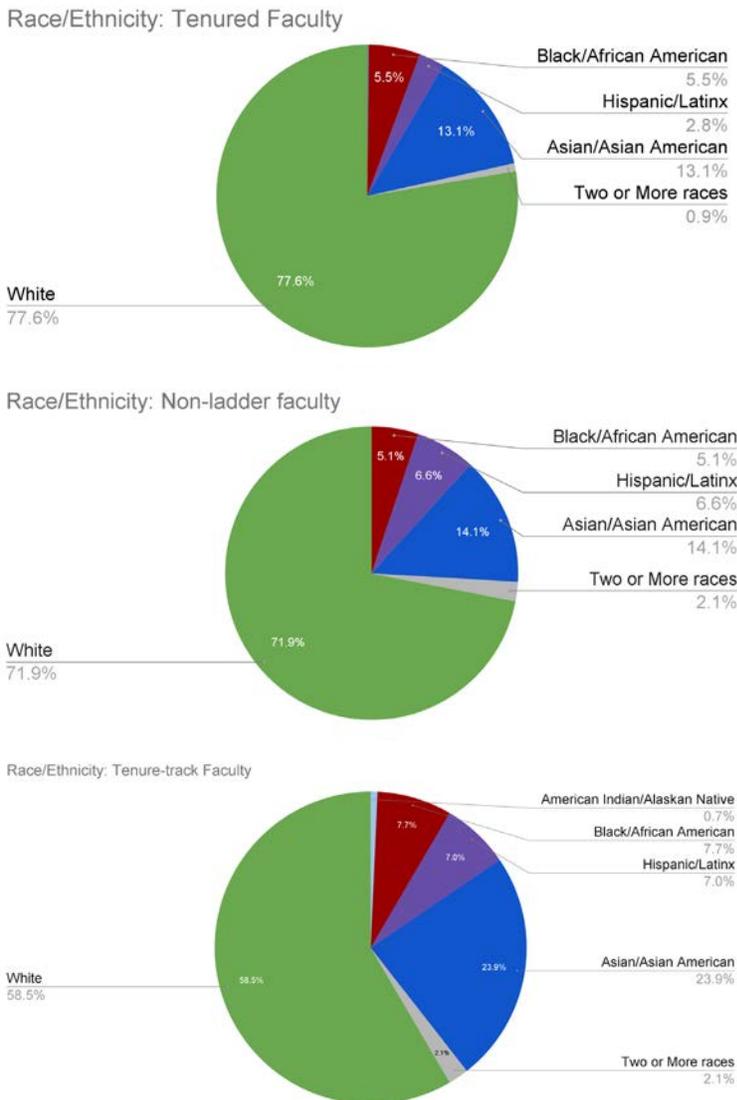
⁶ Of the 59 offers, 52 offers stemmed from AY 2021-2022 searches, and seven offers stemmed from AY 2020-2021 searches.

⁷ In this report, “Faculty of Color” refers to faculty who are Black or African American, Hispanic or Latinx, American Indian/Alaskan Native, Asian or Asian American, or Two or More Races.

⁸ The Census Bureau designates the ethnicity of “Hispanic or Latino,” which we refer to as “Hispanic or Latinx,” as including “Mexican, Mexican Am., Chicano,” “Puerto Rican,” “Cuban,” or “another Hispanic, Latino, or Spanish origin.” In this report, we place faculty who identify as “Hispanic or Latinx” into that ethnic designation. We do not double-count faculty who identify as both Hispanic or Latinx and as belonging to a racial category.

⁹ 0.2% of the tenured faculty are American Indian/Alaskan Native.

Figure 6

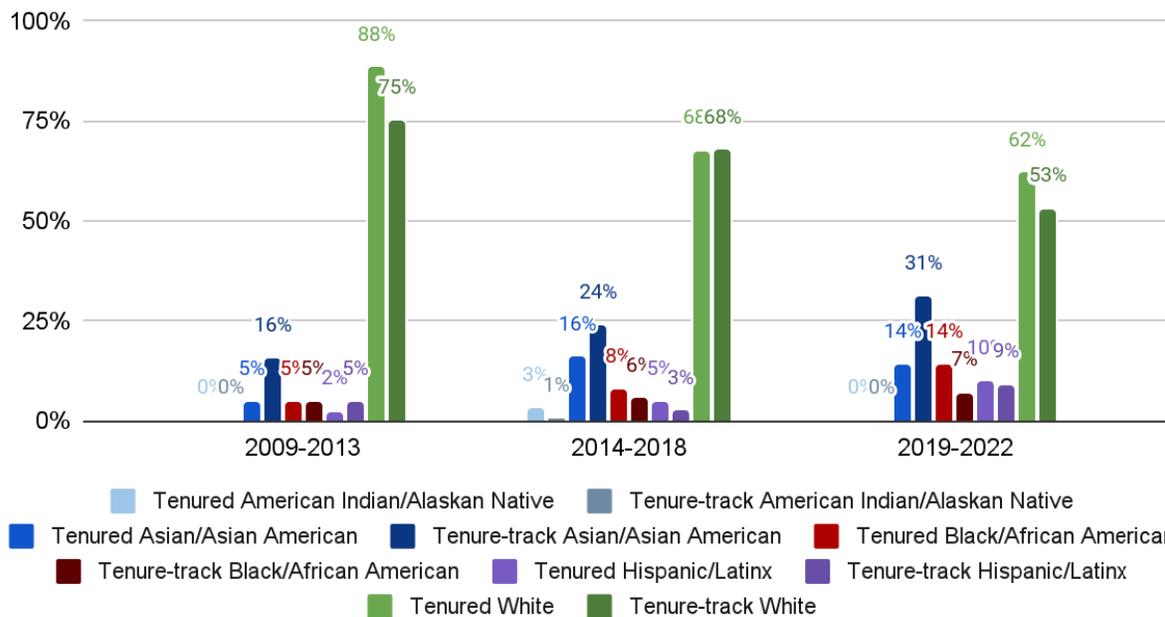


Just as we did in analyzing gender diversity in ladder faculty offers, we can look at race/ethnicity in ladder faculty offers.¹⁰ Like offers to women ten years ago, offers now to Black or African American and Hispanic or Latinx faculty are higher at the tenured rank than the tenure-track ranks.

¹⁰ Data source: ARieS, the University's faculty applicant tracking system.

Figure 7

Ladder Offers by Race/Ethnicity and Rank



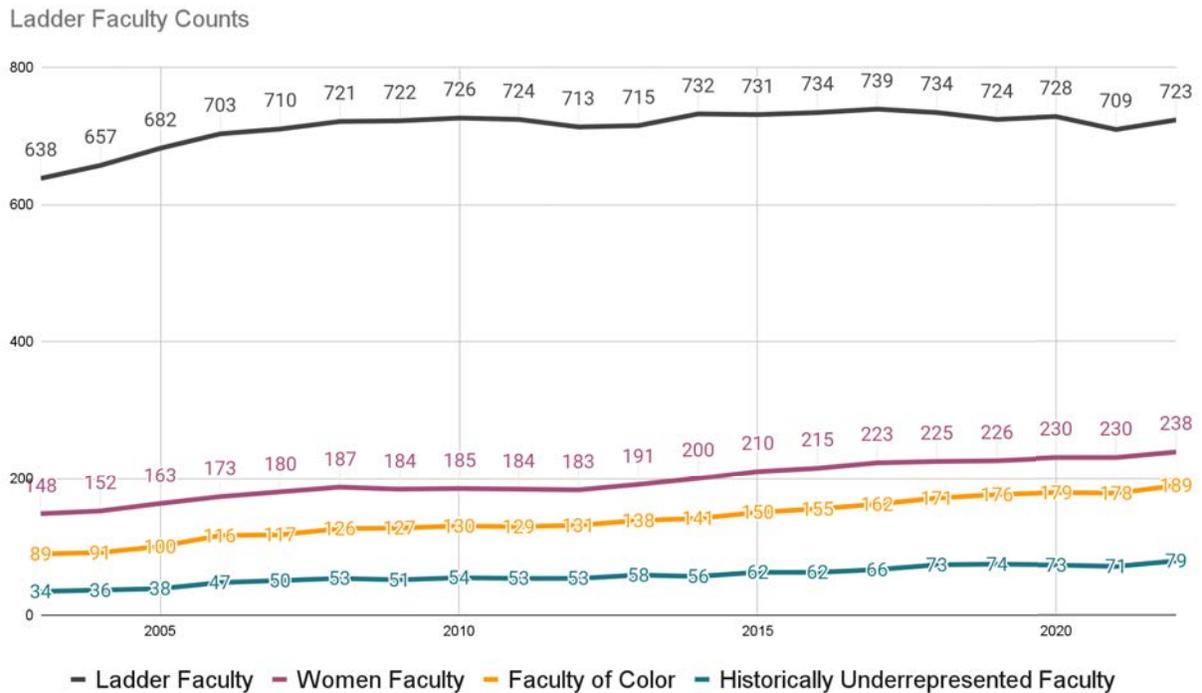
This is counterintuitive, since PhD cohorts have become more diverse over time, according to Integrated Postsecondary Education Data System (IPEDS) data. When we compare the racial and ethnic composition of tenure-track offers to the PhD pipeline, we are clearly underutilizing the diversity of the pipeline. In particular, Historically Underrepresented students are less likely to apply to Harvard than is indicated by their representation in the pipeline, as seen below.

Figure 8: Percentage of Domestic U.S. Doctoral Recipients in 2021 and FAS Tenure-track Applicants in 2022 who Identified as Black or African American, Hispanic or Latinx, American Indian/Alaskan Native, or Two or More Races

	IPEDS US PhDs	IPEDS AAU PhDs	FAS Tenure-track Applicants
Arts & Humanities	20.0%	19.0%	11.7%
Science	16.9%	17.1%	3.8%
SEAS	16.8%	15.8%	3.4%
Social Science	24.3%	21.3%	7.9%
FAS Total	19.0%	17.9%	7.2%

With the entirety of the discussion above in mind, we can now look with some nuance at the chart below, which shows the numbers of women, Faculty of Color, and Historically Underrepresented Faculty in the FAS over the last 20 years.

Figure 9



4. Tenure Promotion Rates

Promotions to tenure are another factor contributing to the size, composition, and diversity of the faculty.

In AY 2021-2022, 10 faculty stood for their tenure review: six women and four men, including two Faculty of Color and eight White faculty. Nine of the 10 faculty received tenure.

For a more robust understanding of tenure promotion rates, we can look at cohorts of faculty¹¹ who were reviewed between AY 2014-2015 and AY 2021-2022. Seventy-six percent of these tenure reviews were successful. This promotion rate represents an 80% promotion rate for women, a 74% rate for men, a 73% promotion rate for White faculty, an 86% rate for Faculty of Color, and an 82% rate for Historically Underrepresented Faculty.

As we have seen in past years' data analysis, women are less likely to stand for tenure than men (68% of women compared with 78% of men). Combining attrition and promotion rates, we

¹¹ In this discussion, we use AY 2014-2015 as the starting point for this cohort analysis, as AY 2013-2014 was the first year that the Office for Faculty Affairs highlighted attrition rates for women in the Dean's Annual Report. After that report, the FAS focused intensely on countering the problem.

find that the tenure rate for the full cohort of women in this time period (whether they stood for tenure or not) was 54%, and the tenure rate for men was 57%. This difference is not statistically significant. Faculty of Color have similar rates of standing for tenure as White faculty (74% compared to 73%). Seventy-nine percent of Historically Underrepresented Faculty stood for tenure.

While the tenure rate for women is lower than the tenure rate for men due to attrition, the difference between men and women has shrunk over the years, as retention and promotion rates have increased. The table below compares cohorts of faculty who were scheduled to be reviewed for tenure between AY 2008-2009 and AY 2013-2014 (N=179) and between AY 2014-2015 and AY 2021-2022 (N=171).

Figure 10

	Fraction of Successful Tenure Reviews		% Stood for Tenure Review		Full Cohort Promotion Rate	
	AY08-09 to AY13-14	AY14-15 to AY21-22	AY08-09 to AY13-14	AY14-15 to AY21-22	AY08-09 to AY13-14	AY14-15 to AY21-22
Women	64%	80%	58%	68%	37%	54%
Men	70%	74%	71%	78%	50%	57%

The increase in retention rates and subsequent increase in the fraction of women achieving tenure in the post-AY 2013-2014 cohorts can likely be attributed at least in part to concerted efforts at the FAS to address this issue.

B. Implementing Changes to the Tenure-Track System

In October 2021, Dean Gay [shared](#) with the faculty a report from the FAS Tenure-Track Review Committee (TTRC) that recommended changes to the FAS tenure-track system. Among other things, these changes proposed to align and create more continuity between the second-year review, associate review, and tenure review; generate more complete and useful information for both those making promotion decisions and the candidates themselves; reduce potential inequities by providing clearer guidance, formalizing some practices, and employing new or improved templates; more clearly differentiate between teaching, advising, and mentoring; and increase transparency and trust in the system. More broadly, as Dean Gay said at the time, “The report calls for a new level of shared responsibility for the tenure-track system among the tenured faculty. This will require a greater degree of senior faculty engagement with our tenure-track colleagues, not just proximate to promotion reviews, but in an ongoing way from the point of hire....”

Through Fall 2021, feedback on the report was gathered from faculty and senior leaders. Dean

Gay and FAS leaders then formulated an [implementation plan](#) that was shared with the faculty in March 2022. Throughout Spring 2022, the divisional deans, SEAS Dean, and Dean for Faculty Affairs and Planning then led 10 discussion sessions with tenure-track faculty, tenured faculty, and department/area chairs in all divisions and SEAS, to help faculty familiarize themselves with the upcoming changes to the system. These changes went into effect on July 1, 2022.

As the implementation plan noted, two additional measures will be implemented in the near future. 1) Previously specified changes to the criteria for the associate professor position and to the related letter that solicits external evaluations for associate reviews will go into effect starting in AY 2023-2024. 2) The FAS is working with the Derek Bok Center for Teaching and Learning to develop a process for implementing peer observation of teaching as a required element in associate reviews and tenure reviews.

C. Faculty Workload Committee

In AY 2021-2022, as part of the FAS Strategic Planning process, Dean Gay charged the FAS Faculty Workload Committee (FWC) to undertake an analysis of faculty workload. Through rigorous examination of data and of feedback gathered from the FAS community, FWC concluded in its Fall 2022 report ([fwc_report.pdf \(harvard.edu\)](#)) that “an increasing and unsustainable amount of non-research work” is expected of FAS faculty and that “non-research work is inequitably distributed across faculty.” (According to FWC, non-research work includes teaching, advising, mentoring, committee and administrative work, and contributions to diversity, inclusion, and belonging.)

As the report states, “the committee found large variations in non-research workload within and across FAS divisions/SEAS....women serve on more committees and advise more graduate students than men. In addition...faculty who do more non-research work do so across multiple domains. Unequal distribution of work engenders an environment in which some faculty benefit at the expense of others who sacrifice both their research time and their work-life balance. The current situation—both the growing amount of administrative work and the unequal distribution of this work—is untenable.”

FAS leadership is acting on FWC’s findings, beginning with the academic planning process in AY 2022-2023. The FAS has asked each department to conduct a preliminary equity analysis of non-research workloads. This analysis includes assessing (and stating) the intensity of work associated with each departmental committee; examining the past four years of data from each faculty member’s Faculty Activity Report (FAR) and assessing whether there are workload inequities across the departmental faculty; clarifying non-research work expectations; and formulating a plan for increasing workload equity over the next three years.

D. COVID-related Support for Faculty

In AY 2021-2022, the FAS built on its previous two years of efforts to support faculty impacted by the Covid-19 pandemic.

In a December 2021 FAS survey of tenure-track faculty, a majority of respondents reported

such issues as decreased research productivity between March 2020 and Spring 2021, disrupted access to labs, libraries, archives and field work, more childcare responsibilities than in pre-pandemic times, and more time spent (and with greater intensity) on teaching, mentoring, advising, and committee work.

To help address these impacts, in January 2022 the FAS offered a number of additional supports to tenure-track faculty, including the following:

- A **third appointment extension** (in addition to the two Covid-related appointment extensions that had previously been made available to tenure-track faculty), for those tenure-track faculty who had not yet had their tenure review.
- **Expanded eligibility for the term of backstopped research leave** that had previously been offered to tenure-track faculty teaching three or more courses a year, who had children at home aged 12 or under. Any tenure-track faculty with this teaching load now became eligible.
- A one-time **reimbursement up to \$20,000 for childcare costs**, to tenure-track faculty with a child or children under the age of five.
- Earmarked funds for **research grants** of \$5000 to \$10,000, in each division and SEAS.

These measures built on other, already existing efforts to alleviate the impact of Covid, such as:

- Research awards ranging from \$5,000 to \$75,000, from the Dean's Competitive Fund for Promising Scholarship (<https://research.fas.harvard.edu/deans-competitive-fund-promising-scholarship>)
- A one-time course of teaching relief (for tenure-track faculty who teach in departments/areas that have a typical teaching load of two courses or more per year).
- Instructions (in the *FAS Appointment and Promotion Handbook*) to internal and external evaluators, to not count any Covid-related appointment extensions or teaching relief against candidates during their promotion reviews, and language that tenure-track faculty can use in their c.v.s to explain the timing of their promotion review.
- A one-time grant of \$6,000 to help FAS tenure-track faculty defray the costs of nanny placement services. (https://hr.harvard.edu/finding-child-care#nanny_placement)

E. Professional Development Programming

In AY 2021–2022, the FAS continued to expand its offerings to support the professional development of tenured, tenure-track, senior non-ladder, and non-ladder faculty.

As it does each August, the Office for Faculty Affairs (OFA) ran two orientations for new faculty. At the New Faculty Institute (NFI), an intensive orientation for tenure-track, tenured, and senior non-ladder faculty, speakers addressed teaching, research, the faculty and student body, civility, working with graduate students, and career development. OFA's "Navigating Harvard" orientation, for new non-ladder faculty, highlighted teaching and advising resources.

In fall 2021, OFA and the FAS Office for Diversity, Inclusion, and Belonging hosted a retreat on inclusive leadership for department/area chairs and center directors. Led by Sheree Ohen, Associate Dean for Diversity, Inclusion and Belonging, the retreat focused on navigating the complexities of departmental diversity, inclusion, and belonging issues. Additional topics included academic freedom, bias, and fostering civil discourse.

OFA's leadership programming continued in spring 2022, with our annual orientation for new department/area chairs. This orientation included an overview of the academic year and of the role and responsibilities of chairs, as well as discussion of search and promotion processes, mentoring, professional development, Title IX, and diversity, inclusion, and belonging.

AY 2021-2022 brought other opportunities for tenure-track faculty. Colleagues have said how much they benefit from experience in publicly presenting their work. The Standing Committee on Women's mini-symposia, held twice a year and rotating among the divisions and SEAS, have become highly regarded opportunities for faculty to gain such experience. In fall 2021, four tenure-track faculty from the Social Science division presented their work and fielded questions from fellow faculty, department chairs, and deans. In spring 2022, four tenure-track faculty from the Arts and Humanities division did the same.

In AY 2021–2022, OFA also created a more robust professional coaching program for tenure-track faculty. Any interested tenure-track faculty member was provided with an introductory session with a professional coach. If the faculty member chose to continue with coaching, OFA funded up to eight additional sessions. Over 20 tenure-track faculty members took advantage of this opportunity, and OFA is offering it again in AY 2022-2023.

In addition to one-on-one coaching, OFA funded a group-coaching program for five faculty members in one department. This training was tailored to meet the specific needs of the group and included cohort exercises as well as individual coaching.

One of our ongoing goals is to provide more professional development for non-ladder faculty. In AY 2021–2022, OFA continued its partnership with Stephen Kargère, director of the FAS Office of Postdoctoral Affairs. Together, we hosted a workshop for non-ladder faculty entitled, "The Academic Job Search: Preparing your Academic Materials." During this lively workshop, Dr. Kargère worked with faculty on reviewing and polishing their CV, cover letter, and teaching, research, and diversity statements. In AY 2022-2023, OFA will continue to develop events with Dr. Kargère, to support the professional development of our valued non-ladder colleagues.



Paulina Alberto

(Photo credit: Scott Soderberg)



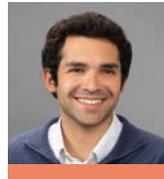
George Aumoithe

(Photo credit: Elliott J. Brown Jr)



Charrise Barron

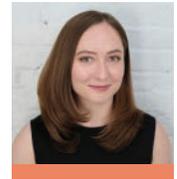
(Photo credit: Ben Gebo)



Adrien Bilal



Jessica Bodner



Tatiana Bondarenko



Emily Breza

(Photo credit: McKenzie Elizabeth)



Terence Capellini



Daniel Carranza



Gabriel Chodorow-Reich

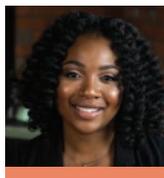


Daniel Chong

(Photo credit: Olivier Roller)



Jeeyun Chung



Christina Cross



Myisha Eatmon

(Photo credit: Neal Hamberg)



Kathryn Franich



Emily Greenwood



Ken Hamao

(Photo credit: Jürgen Frank)



Jesse Hoffnung-Garskof

(Photo credit: Leisa Thompson)



Zoë Johnson King



Sham Kakade



Lisa Kewley



Kee-Hyun Kim

(Photo credit: Jamie Jung)



Hoa Le



Taeku Lee



Jie Li



Richard Liu



Naijia Liu



Ivy Livingston

-  Appointed to tenured professor
-  Internally promoted to tenured professor
-  Appointed to tenure-track positions
-  Appointed to Professor of the Practice
-  Appointed to Professor in Residence
-  Appointed to Senior Lecturer
-  Appointed to Senior Preceptor



Alejandro Madrid



Mashail Malik



Christina Maranci



Jamie Martin



Kelly McConville



Kelly Miller

(Photo credit: Ekaterina Pirozhenko)



Derek Miller



Toru Momii



Ryan Nett



Stephanie Pierce



Gabriel Pizzorno



Usha Rungoo

(Photo credit: MCB Graphics)



Gina Schouten



Martha Selby

(Photo credit: Brian Birzer)



Giulia Semeghini

(Photo credit: Kris Snibbe)



Jesse Shapiro

(Photo credit: Martha Stewart)



Haim Sompolinsky



Irene Soto Marín



David Spreen



Chiara Trebaiocchi

(Photo credit: Alexa Hoyer)



Veronika Tuckerova

(Photo credit: Karel Cudlín)



Nader Uthman



Yuhua Wang



Melanie Weber



Naomi Weiss



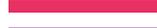
P. Quinn White



Kiyoul Yang



Norman Yao

-  Appointed to tenured professor
-  Internally promoted to tenured professor
-  Appointed to tenure-track positions
-  Appointed to Professor of the Practice
-  Appointed to Professor in Residence
-  Appointed to Senior Lecturer
-  Appointed to Senior Preceptor