

INCLUSIVE EXCELLENCE ANNUAL REPORT

2021-2022

*Working to position equity,
diversity, inclusion and belonging
as fundamental to institutional
excellence at Harvard T. H. Chan
School of Public Health*

Prepared by



HARVARD
T.H. CHAN

SCHOOL OF PUBLIC HEALTH
Office of Diversity and Inclusion

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Production by Nan Mellem Publishing based on Harvard T.H. Chan School of Public Health's Visual Identity • www.nm-publishing.com

Cover design and interior graphics based on the Harvard University style guide.

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Message from the Chief Diversity, Inclusion & Belonging Officer

Dear Members of the Harvard Chan Community,

As another academic year has gone by, it can feel like a tremendous amount of time, and much has happened. We have celebrated our graduating classes of 2020, 2021 and 2022 and new faculty, staff and postdoctoral fellows have joined our community. But a year is a short amount of time in the grand scheme of our longer journey. As we look to the months and years ahead, we have more work to do. This awareness and reality of the moment that there is “more to do” will not go away anytime soon, and in fact should serve as anchor to the reality that our work is about maintaining and preserving that ongoing critical lens. Unlike many endeavors in our lives, the work of anti-oppression is ongoing, and in our office, we often say that there is no arrival at that aspirational place—just a relentless pursuit to actualize and enact our values in the form of real change.

We set goals and create roadmaps to guide our efforts, but at its core we are in an endless journey to leave our institution, environments, communities, and practices better than we found them. In this first year of implementing our diversity strategic plan, there have been many steps taken as well as new insights that have emerged. As we take steps, we learn... we refine our thinking... and we are better able to respond to the specific needs of the Harvard T.H. Chan School. During the 2021-2022 academic year, we implemented a number of our Signature Projects and action items. We piloted new ideas within the School, identified new directions stemming from focus groups, and other assessment activities, and we began to integrate EDIB across the School via new leadership roles supporting ODI's work with hires in ODI and partnering departments.

Still fighting through the pandemic, which has left an impact on communities in uneven ways—disproportionately hurting our more vulnerable communities—often low income and BIPOC communities. We also know that as time passes, people can become complacent and less responsive to the challenges and issues that are no longer amplified in the media. The health inequities evident within the pandemic and impact of structural racism on public health, continues to shape our world and there is much work before us still.

All the steps that were taken this past year would not have been possible without the contributions of our growing ecosphere of diversity leaders of students, alumni, postdoctoral fellows, staff, faculty within the Harvard Chan community—all of whom have been contributing in varied ways across an interconnected web of committees, working groups, professional staff, and leadership positions.

The remainder of this document is an effort to reflect our action steps taken this past academic year. There is more ahead of us, and our Office of Diversity and Inclusion looks forward our collective next steps.

Sincerely,



Amarildo “Lilu” Barbosa, Chief Diversity, Inclusion & Belonging Officer
Office of Diversity and Inclusion
Harvard T. H. Chan School of Public Health
2021-2022

Inclusive Excellence Vision Statement

Through a bold and intentional commitment, the Harvard T.H. Chan School of Public Health aspires to be an inclusive community that harnesses a critical consciousness about equity and human rights in order to shape a healthier and more just world. With the understanding of structural racism and other forms of oppression as an urgent and global public health crisis, we will continue building an anti-oppressive foundation for public health practice and education. Through scientific rigor, academic excellence, and a workplace and community culture of equity and belonging, we will educate and train a diverse group of leaders. They will be essential to our societal transformation and evolution toward a new global paradigm that advances health equity and justice as a human right.



Why This Annual Report?

Because we are committed to long term success as an institution, it is important that we also maintain transparency with our community members regarding our efforts each year. In addition to community forums, meetings with Harvard Chan stakeholders, emails, our web presence, and other forms of communication, we also wanted to make sure that we summarized our activities each year in the form of a report that can be shared with the Harvard Chan community.

This document is intended to be a summary of various activities the School was engaged in during the 2021-2022 academic year as it relates to our equity, diversity, inclusion and belonging goals for the institution. If you come across any information or content that you would like to follow up on in more depth, please reach out to us at odi@hsph.harvard.edu

About Our Department

The Office of Diversity and Inclusion (ODI) is a unit whose role is to advance our mission grounded in the Inclusive Excellence Framework as the Harvard T. H. Chan School of Public Health and Harvard University move into the future. Our professional staff are committed to the development, implementation, and assessment of key strategic initiatives that will enhance our diversity capabilities across multiple dimensions within the institution.

Our Mission

To promote equity, diversity, inclusion, and belonging within the Harvard T.H. Chan School community and beyond.

Members of Office of Diversity and Inclusion In 2021-2022

- **Amarildo “Lilu” Barbosa**
Chief Diversity, Inclusion & Belonging Officer
- **Betty Johnson**
Assistant Dean for Faculty and Staff
Diversity, Development, and Leadership
- **Ra’Shaun Nalls**
Director of Community Engagement
- **Erica Knight**
Assistant Director of Student Diversity and
Access Initiatives
- **Jennifer Castro**
Director of Strategic Projects and
Diversity Education
- **Manny Lim**
Executive Assistant

Equity, Diversity & Inclusion (EDI) Fellows In 2021-2022

- Aharisi Bonner
- Elodia Caballero
- Kimberly Crow
- Valeria Duran
- Tawana Feimster
- Evelin Garcia
- Ayah Hamdan
- Veronica Handunge
- Omar Khan
- Jesse Osmar Najarro
- Miski Osman
- Kim Buster Turner
- Keona Wynne
- Seblewongel Yigletu
- MyMai Yuan

Executive Summary

This *Inclusive Excellence Annual Report for 2021-2022* summarizes action steps taken throughout the academic year and highlights progress with the objectives outlined in the document, *Foundations for Sustainable Progress and Transformation: An Inclusive Excellence Strategic Plan for Harvard T.H. Chan School, 2021-2024*. The strategic plan document contains a set of priorities, goals, and Signature Projects within our three priority areas: *Leadership & Institutional Systems*; *Learning Culture at Harvard Chan*; and *Diversity of Our People & Their Success*.

The three priority areas, which emerged out of the work done by our Office of Diversity and Inclusion and our Strategic Planning Working Group during the 2020-2021 academic year, were also developed in alignment with a set of guiding pillars developed by our university-wide Office of Equity, Diversity, Inclusion, & Belonging. These university wide guiding pillars, defined in our Inclusive Excellence Strategic Plan, ask each of the Harvard Schools to examine and further goals in the following domains: *Leadership for Inclusive Excellence*; *Recruit, Retain and Develop a Diverse Community*; *Create an Inclusive and Equitable Campus Climate*; and *Foster Innovation*.

This document specifically focuses on the activities we identified for implementation in the 2021-2022 academic year, some of which will lay a foundation for future activities in subsequent years. This document contains both qualitative and quantitative data on a variety of items.

While organizing our efforts under three core priority areas for the school, we took steps towards deepening partnerships between the Office of Diversity and Inclusion and our academic departments and institutional partnering offices (e.g., Office of Faculty Affairs, Office of Human Resources, and Office for Student Services, for example) at the Harvard Chan School. During this time, we have increased communications through various channels (e.g., monthly newsletter, ODI ListServ, new web content, etc.) along with more transparent reporting and sharing of key documents (e.g. annual report, bias status report, action plan, etc.).

Leadership engagement will continue to be paramount. A critical aspect to this work has been ensuring that there is ongoing and regular engagement with senior leaders and key departments on agenda items and matters tied to equity, diversity, inclusion, and belonging. This will help keep critical issues on the forefront as we make school wide decisions, which will need to be informed by community feedback and input. Our ongoing and cyclical engagement with academic department EDIB committees has yielded new opportunities and insights that have provided guidance on priority issues to address at the school and departmental level, as well as increased information flow and coordination between the university, school, and departmental level activities in general. Finally, the new opportunities in the last year for continued coordination and collaboration with diversity offices across Harvard University have also allowed for progress and new possibilities in areas tied to heritage programming, policy enhancement, learning and development content, idea sharing on best practices, collaborative planning, advocacy on issues with university-wide implications, and more.

In the report, data is also presented with respect to event participation, key stats highlighted in a set of infographics, and additional initiatives and projects that emerged over the course of the academic year. An additional section of this report will include new information on milestones and achievements within academic departments which stem from the Departmental Action Plan (DAP) projects carried out this past year as well.

The final section of this report contains data on compositional diversity and representation within our community. The section entitled *Diversity & Representation at Harvard Chan* provides quantitative data on students, staff, and academic appointees within the Harvard Chan community. Academic appointees in this report are identified as primary faculty, postdocs, research scientists, and other research appointees. Data on diversity representation among primary faculty is also displayed by rank. The majority of the quantitative data on compositional diversity is displayed over a five-year window, from 2018 to 2022. In cases where official data was not available for the 2021-2022 academic year, data was presented from the period ranging 2017 to 2021.

Our Office of Diversity and Inclusion will continue to report both qualitative and quantitative data reflecting action steps taken during the academic year. As new data is collected and compiled in areas critical to our work, such information will also be incorporated into future annual reports.

For any specific questions regarding data presented in this report, please contact our office by emailing us at odi@hsph.harvard.edu.

Diversity Leadership Within Our Community

The involvement of our Harvard Chan students, faculty, postdocs, researchers, staff, and alumni will be a staple component to our diversity work moving forward. It is an essential and integral aspect of our diversity strategy, which is to engage and activate leaders and stakeholders at multiple levels of the institution. This integrated network of Harvard Chan community members allows us to plan and make decisions in a coordinated manner so that we can make consistent and incremental progress on our three priority areas: *Leadership & Institutional Systems*, *Learning Culture at Harvard Chan*, and *Diversity of Our People & Their Success*.

In 2021-2022, a community of over 180 individuals supported the work of the Office of Diversity and Inclusion in various ways. These individuals consisted of senior administrators, faculty, staff, postdoctoral fellows, researchers, students, and alumni- and they made their contributions consistently all year via leadership teams, departmental liaison roles, student leadership roles, various committees, working groups, advisory groups, bias response coordination, summer program planning, event planning, co-facilitation and co-teaching, and more.

Without this community of active contributors and partners, we would be severely limited in what we can do in any given year. Their time, energy, and actions are much appreciated and always embraced. The collective process will always yield a greater result, which is another reason why our work should not function in an isolated and siloed manner.

Again, this is a foundational element of our strategy in subsequent years. Continued partnership and collaboration with our department leaders and stakeholders will be instrumental for us each year. Our various stakeholders will continue to be an integral part of the various steps we take. We extend a special thanks for all those involved in our committees, working groups, employee resource groups, and student organizations, as well as the individual diversity champions in our school!



Summary of Efforts in the 2021-2022 Academic Year

The content below corresponds to the Signature Projects, objectives, and action items identified within our diversity strategic plan, *Foundations for Sustainable Progress and Transformation: An Inclusive Excellence Strategic Plan for Harvard T.H. Chan School, 2021-2024*.

Priority Area: **Leadership & Institutional Systems**

Build institutional systems and policies coupled with leadership practices and organizational resources that allow for sustainable diversity best practices and progress across core functions of the School.

Progress in 2021-2022

Started Year with Equity, Diversity, Inclusion & Belonging (EDIB) Fall Forum

The EDIB Fall Forum in October 2021 was implemented as a platform to kick off the year with the School community by introducing priorities for the year, new projects, new resources, and highlighting promising practices. The virtual program also featured opening remarks from Dean of Faculty, Michelle Williams, and guest keynote speaker, Dr. William Lewis, Founder and CEO of Willhouse Global. The EDIB Fall Forum will be an annual platform hosted by the Office of Diversity and Inclusion.

Launched a New Diversity Main Page for the School

A new addition to start the academic year was the launching of the *Diversity at Harvard Chan* web page, which was designed to be the main diversity web landing page for the School. The web page contains School level documents and data regarding diversity efforts at the Harvard Chan School, such as: our Inclusive Excellence Vision Statement; our Inclusive Excellence Strategic Plan and Implementation Plan documents highlighting core objectives and priority projects for 2021 through 2024; our Inclusive Excellence Annual Report data; and our implementation dashboard.

Revisions Made to Office of Diversity & Inclusion Web Page

During summer and Fall 2022, the Office of Diversity and Inclusion made substantial changes to their web page, which included new content and reformatting the page layout. The changes were made to organize the web page contents in a way that align with current activities and that increase visibility and access to key content for the Harvard Chan community members. The new ODI web page's main tabs include the following: *Diversity at Harvard Chan School*; *Our Team*; *Our Strategy*; *Our Diversity Committee*; *Calendar of Events*; *Programs & Initiatives*; *Summer & Pathway Programs*; *Resources & Training*; and *Get Involved*. To explore the new page, community members can go to <https://www.hsph.harvard.edu/diversity/>.

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The HSPH Bias Response Team followed up on 14 reported incidents during the year- compared to 12 reported incidents in the previous year.

Developed a New Community Resource on Bias Response at Harvard Chan

To start the academic year, the School introduced the Community Guide for Addressing Bias, which is a resource developed by the Bias Response Team at the Harvard Chan School. This guide provides information on where and how to report incidents of bias, discrimination, and hate crime, as well as information on available resources in our community. The guide also contains content in several key areas: defines commonly used terms such as bias, bias incidents and hate crimes; highlights expectations around reporting for those who have knowledge of bias incidents; provides general guidance on ways to support others when incidents occur and how to report incidents; and contains information on additional resources at Harvard University, and local Boston organizations. This resource will be updated each year.

Increasing Awareness of Bias Response Resources Across Departments

Building on information sessions held in the previous year as the Bias Response Team was first implemented, this past academic year, bias response overview sessions were held with academic departments and administrative areas over the course of the academic year. From October 2021 to April 2022, bias response overview sessions were held with all nine academic departments during their monthly faculty meetings. Similarly, an overview session was held with a convening of 160+ professional staff members on the bias response process and work of the Bias Response Team. In addition to the dialogue during the actual session, all participants were given access to the overview content, the *Community Guide for Addressing Bias*, and web information related to bias reporting- including when and how to report.

Increasing Ease of Web Access to Bias Response Resources and Information

For our students, bias reporting information and web links were added to the Canvas learning management system for ease of access. Here students can access a custom web landing page, which was developed so that students can go to one web landing page and find all key documents, FAQs, resource guides, and web links on how to report incidents of bias- all in one place. Similar information was also added to the Harvard Chan Student Association's (HCSA) student officer handbook. The web link to this new web landing page was also added to the Office of Human Resources' web content geared towards new staff members, and the Office of Faculty Affairs' web content for new faculty and academic appointees.

In the last two years, **race/ethnicity** and **gender/gender identity** have been the identities most often central to the incidents reported to Bias Response Team.



Harvard Chan community members were hired into the ODI Departmental Committee Liaison role in Fall 2022.

Introducing the Visualization Dashboard for Tracking Progress

In partnership with the Office of Communications and our DACDI Implementation Working Group, the Office of Diversity and Inclusion developed an implementation visualization and dashboard that allows Harvard Chan community members to see where progress is being made with respect to the three priority areas and action items identified in our diversity strategic plan. The intention with this dashboard is to be transparent about not only areas of progress but also areas where timeline adjustments have been made. As needed, action items will be added and/or amended, and timelines will be updated. The visualization dashboard will be updated quarterly during the year.

New DACDI Co-Chair Selected in Fall 2022

In efforts to fill a leadership vacancy with the Co-Chair role for the Dean's Advisory Committee for Diversity and Inclusion, Kerry Ivey, a Research Scientist in the Department of Nutrition and a DACDI representative from the Research Scientist Association, was selected as the new DACDI CO-Chair. Dr. Ivey will continue to serve in this role under a three-year term that ends in June 2024.

Creation of the Departmental Liaison Role to Support Departmental Partnerships with ODI

In July of 2021, the Office of Diversity and Inclusion developed the new ODI Departmental Committee Liaison leadership role. The liaison role supports ODI with school diversity goals and priority goals of the academic department's EDIB Committee by participating in ongoing engagement and communication with ODI in key areas throughout the year. The departmental liaisons met with ODI professional staff throughout the year individually, as a group of liaisons across academic departments, and as a part of the individual departmental committee meetings with the ODI professional staff. The liaison also helped facilitate submission of action plans for the year, information sharing between their committees, other liaisons, and ODI. They also supported with submission of the departmental EDIB committee's end of year progress report.

Academic Department EDIB End of Year Progress Reports Submitted in July

The academic departments' EDIB committees submitted their end of year progress reports summarizing actions taken during the 2021-2022 academic year. Reports were reviewed by the Progress Report Review Committee and feedback was subsequently shared with the academic department EDIB committees later that summer. In preparation for the new academic year, each academic department has been refining and identifying their departmental priority objectives for FY23 (i.e., with the aim of 3 to 5 objectives for the year per department).

New Draft Policy on Non-Discrimination, Anti-Bullying, and Title IX

In April 2022, Harvard University released a set of new draft policy in three core areas that will also inform how our School responds to reported incidents and concerns: Non-Discrimination Policy, Anti-Bullying Policy, and Title IX Sexual Harassment and Other Sexual Misconduct Policy. The draft policies, developed through the efforts of a university wide task force and sub-committees, are in an open comments period that will end in Fall 2022. Once these policies are finalized in the 2022-2023 academic year, the School will implement and refine internal practices to align with the new university guidance.

Implemented a School-Wide Campus Climate Survey

In Spring 2022, the Harvard Chan School partnered with the Higher Education Data Sharing (HEDS) consortium to implement the EDIB Campus Climate Survey. The survey, which focused on *perceptions of institutional climate, perceptions of how the institution supports diversity efforts, and experiences with bias-related incidents and discrimination* was administered to all students, staff, postdoctoral fellows, faculty and academic appointees. The survey closed on April 30th and findings from the survey will be made available to the Harvard Chan community in the 2022-2023 academic year once the data reports are completed by HEDS and shared back to the Office of Diversity and Inclusion. In identify any key trends or patterns, the survey data report will also allow for disaggregated data as well to inform our steps ahead.

Assisted with Creation of New University Calendar of Identity Recognitions and Heritage Month Celebrations

Through collaboration with the university wide Harvard Heritage Month Work Group, a calendar containing a set of identity recognitions and cultural heritage events was developed for Harvard University. These recognitions are an opportunity for all at Harvard to learn more about the traditions, people, scholarship, history and current experiences of historically marginalized groups- and to celebrate the diversity of our community. This calendar will guide programming and events hosted within the Harvard Chan School in addition to collaborative events that will be held across the Harvard schools and with the Longwood schools. The calendar contents include *Latinx Heritage Month, National Coming Out Day, Indigenous People's Day, Black History Month, Women's History Month, Asian American & Pacific Islander Heritage Month, LGBTQ+ Pride Month, Disability Pride Month*, and much more. The full calendar can be found at <https://edib.harvard.edu/heritage-months>.

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bias response overview sessions were held across the School to increase awareness and knowledge of bias response resources within the School—reaching over 325 faculty and staff.

Implemented the Leaders in Health Community Capacity-Building Program

Originally launched in 2017, the goal of the Leaders in Health (LIH) program is to build upon the capacity of our community partners by providing participants with an introduction to the fundamentals of community-based participatory research (CBPR), program planning, and evaluation. LIH program participants attended weekly training sessions, completed program assignments, and received continuous support as they worked to develop an action plan intended to enhance professional practice and work within their organizations. The eight-week LIH program utilized discussion-based activities to build the skills of community activists, local health department employees, and practitioners from community-based organizations who do not possess a public health graduate degree. In addition, the LIH program continues to be supported by current Harvard Chan MPH candidates through an independent study model. Through a matching process, these MPH candidates were partnered with three participants/organizations to provide technical assistance on projects, while also creating new opportunities for their own immersion in community practice. This year's LIH cohort participants were from a variety of local organizations: *Global Collaborative for Preventing and Healing Sexual Abuse*; *Central Massachusetts Agency on Aging*; *Center to Advance Consumer Partnership*; *City of Somerville Department of Health and Human Services*; *Urban Edge Housing Corporation*; *Boston Trauma Response at Justice Resource Institute*; and *New Hampshire Hunger Solutions*.

Facilitated Public Health Dialogues with Teen Youth

Three students from the Harvard Chan School via collaboration with Office of Diversity and Inclusion's Director of Community Engagement, facilitated a group dialogue with teen youth at the Daniel Marr Boys & Girls Club in the Dorchester neighborhood of Boston. A total of 75 youth participated in this dialogue program.

Applying Restorative Justice Circles in Public Health Dialogue

In Fall 2022, the Office of Diversity and Inclusion through a collaboration with the Transformational Prison Project (TPP) organization held a 6-week program with ten members of the Harvard Chan community that provided opportunities for participants to learn about their work with implementing restorative justice circles in the Massachusetts prison and corrections system. The workshops and training included an introduction to restorative justice, the practice of circle facilitation, and intervention circles designed to interrupt the cradle-to-prison pipeline. These sessions were also an opportunity to examine the relationship between structural racism, the prison pipeline and mass incarceration, and public health.

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All 9 academic departments submitted action plans at the start of the year and progress reports in July 2022.

Community Organizations Awarded Grants Through Boston Children's Hospital

This past year, the Boston Children's Hospital awarded grants to 20 organizations through their Health Youth Development Initiative. The Office of Diversity and Inclusion's Director of Community Engagement, as a representative of the Harvard Chan School, served on the Review Committee, which awarded three-year grants ranging from \$25,000 to \$100,000 in total award funding to the recipient organizations. This grant award is geared towards driving forward the mission of community-based organizations, community health centers, as well as coalitions and advocacy organizations.

Using Assessment and Data to Inform Our Diversity Work

Over the course of this past academic year, a variety of data collection efforts were implemented to help us better understand the needs, challenges, and opportunities across the School. Data collection efforts also occurred at various levels of the institution (i.e., School wide and departmental), in addition to having varying areas of focus depending on the assessment activity. In 2021-2022, EDIB-focused data was collected through the following efforts:

- Equity, Diversity, Inclusion & Belonging (EDIB) Campus Climate Survey in April 2022. Findings will be shared in Fall 2022.
- Graduating Student Exit Survey, 2022
- Faculty Attrition Survey 2022, which was administered as a part of the grant application planning for the NIH FIRST grant centered on implementation of a faculty diversity cluster hire initiative.
- Focus group with junior faculty from backgrounds underrepresented in public health, which was held in May 2022.
- Interviews and affinity-based focus group discussions led by members of the Gender Equity Working Group in Spring 2022, which centered on understanding the needs and lived experiences of Harvard Chan community members who identify as transgender and nonbinary.
- In addition, several academic departments engaged in their own internal assessment activities at the department level, which included focus groups and surveys intended to better understand the desired areas of growth and experiences of their community members around inclusion and belonging.



Congratulations to (left to right) Kim Buster Turner, Sarah Ann Filson, and Pedro Cunha.

Departmental Action Plan Highlights from 2021-2022

Promising Practices & Exemplary Efforts Within Academic Departments

Department of Biostatistics

- Successfully implemented the Summer Program in Biostatistics and Computational Biology in summer 2022, which serves undergraduate students from under-represented backgrounds and has been running for decades.
- Made adjunct faculty appointments comprised of alumni, who helped mentor students and junior faculty from historically marginalized backgrounds, and who spoke with students at the department's Diversity & Inclusion lunch time series.
- Steps taken to communicate departmental EDIB goals on departmental web page
- Explored a series of topics through their Brown Bag lunch time series. Held five sessions during the year, which focused on topics such as diversity in Biostatistics courses, personal sharing of career experiences, and issues at intersection of diversity and research, among others.
- Completed an internal assessment on postdoctoral fellow diversity recruitment, which led to recommendations on recruitment, job posting language, job posting placement, networking, onboarding practices, and long-term monitoring of postdoctoral fellows tenure.
- Was awarded a university Culture Lab Innovation Fund (CLIF) grant in the amount of \$10,000 for the StatStart program, which serves high school students from backgrounds underrepresented in public health.
- Have matriculated all four biostatistics students who participated in the Donald Hopkins Predoctoral Scholars Program (since 2019) into the PhD programs at Harvard or other institutions.

Department of Immunology & Infectious Diseases

- Held monthly community building and group mentoring activities and dinners for trainees, students, and faculty
- Worked to ensure diversity of seminar speakers within their department with consideration to racial and gender diversity of speakers as well as topics.
- Requested that guest speakers explored health equity issues in their talks along with other key points- in a letter sent on behalf of departmental EDIB committee
- Included recognitions and EDIB updates in departmental newsletter and communications

Department of Epidemiology

- Steps taken to communicate departmental EDIB goals on departmental web page
- Provided periodic EDIB updates at monthly faculty meetings
- Took steps to ground diversity action planning steps on insights gathered within department
- Created web links to institutional EDIB resources from their departmental pages (such as bias response, Title IX resources, and ERG resources, for example).
- Developed a seminar speaker nomination form to encourage increased diversity of speakers and broader representation, which resulted in 39 nomination submissions.
- Developed standard language included in guest speaker invitation letters asking them to address and/or reflect on EDIB themes in their talk.
- Communicated to faculty to utilize open searches for postdoctoral fellow hiring to allow for increased diversity of postdoctoral fellow applicant pools.
- Developed standard academic recruitment form that is a guide for faculty search committees to develop comprehensive and inclusive job descriptions.
- Developed a 90-day check-in survey to capture feedback from appointees early in their tenure in order to address their concerns during the onboarding experience.

Department of Molecular Metabolism

- Took steps to ground departmental diversity action items in findings from assessment activities and data collected within their department.
- Held monthly EDIB lunch and discussion programs moderated by members of their EDIB committee, and held monthly lunch time “department walks” in efforts to create new opportunities for community building.
- Implemented use of Microsoft Teams to centralize communication within entire department, which also increased ease of sending department-wide EDIB messaging.
- Set expectation for administrators to incorporate EDIB into their yearly performance goals.
- Offered microaggressions training to constituent groups within department and were able to secure 80% attendance and participation.

Department of Health Policy & Management

- Held two departmental workshops on teaching and curriculum, which included a focus on sensitive topics and issues of inclusion that emerge in the classroom.
- Held two faculty focused workshops in February and April of 2022, led by faculty and staff from Harvard Chan School and the Harvard Medical School.

Priority Area: **Learning Culture at Harvard Chan School**

Establish institutional policies, practices, and expectations for our leaders and all community members that center on the development of awareness, knowledge, and skills necessary for fostering cultures of belonging and inclusion.

Progress in 2021-2022

Implemented Pilot Departmental Training Program in Office of Education

In December 2021, the pilot training program on *Cross Cultural Engagement* in the Office of Education (OED) was concluded with 79 staff participants completing the learning modules. Following the completion of the modules, training participants were invited to attend optional debrief sessions (i.e., open session; and affinity-based) to capture feedback on their experiences as learners in the pilot program. In early 2022, VISIONS Inc. and ODI completed collection of all feedback and debrief sessions with program participants, in addition to anonymous feedback that was also collected. Feedback was collected in areas pertaining to the following: *communication; engagement in between modules; workshop content areas; affinity group debrief opportunities; small group/breakout room interactions; facilitation; and guided support beyond trainings*. These insights will help inform a sustainable approach for how to structure and deliver learning and development activities with departments while also better supporting the learner's experience during and beyond the course and/or workshop.

Provided New Opportunities for Senior Leadership Training During Year

In 2021-2022, as a part of our pilot departmental training program on *Cross Cultural Engagement* in collaboration with the local organization VISIONS Inc., a cohort of senior administrators was established to provide a learning community for ongoing participation in the three-module pilot program during the Fall 2022 semester. This cohort included the Dean of Academic Affairs, Dean of Education, Executive Dean of Administration, and other senior leaders from the Office of Education.

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A cohort of 16 faculty and staff comprise the EDIB Facilitator Program's inaugural cohort.

270+

faculty and staff completed the new self-paced course on *Unconscious Bias for Student Application Review*, and participated in the synchronous workshop, *Considerations in Admissions*

Piloted New Self-Paced Course and Workshops for Student Admissions Committee Reviewers

During the year, 270+ faculty and staff completed our new self-paced course on *Unconscious Bias for Student Application Review*, and they also participated in a synchronous workshop on *Considerations in Admissions* led by the Office of General Counsel. These activities were introduced in the Harvard Chan community as a part of new training expectations for faculty and staff involved in the admissions student application review process. Feedback was also collected from participants regarding the course learning outcomes, content areas of the course and workshop, delivery format, and communications associated with the pilot trainings. The collected feedback will be used to enhance the delivery of the self-pace course in future years and to inform approaches for other asynchronous course learning and training activities at Harvard Chan.

Facilitated Scenario-Based Discussions on Creating Inclusive Classrooms at Annual Faculty Retreat

At the annual Faculty Retreat, in April 2022, the Office of Education and Office of Diversity and Inclusion co-led the *Creating Inclusive Classrooms* workshop where faculty members engaged in small group discussions and exploration of case vignettes that centered themes of microaggression and *identity insults* in the classroom. The session allowed faculty to explore real scenarios and discuss approaches for responding to the various concerns, as well as identifying proactive approaches and practices intended to mitigate and/or prevent such challenges.

Future workshops and activities will be implemented to engage faculty on practices for enhancing the teaching and learning experience while also responding to harm stemming from microaggressions and bias incidents.

Established a New EDIB Facilitator Program

In Fall 2021, the Office of Diversity and Inclusion launched the EDIB Facilitator Program, which engages community members in a developmental train-the-trainer program that prepares them to deliver EDIB content across the school. In 2021-2022, a total of 16 faculty and staff members joined the inaugural cohort, which participates in a series of training sessions focused on developing knowledge, awareness, and skills in the context of EDIB facilitation.

79

staff participants completing the *Cross Cultural Engagement* learning modules during the pilot training program in the Office of Education

Created New Web Learning Guides and Handouts for “Activating EDIB” on Campus

In summer 2022, the Office of Diversity and Inclusion developed a new web landing page entitled *Activating EDIB in Your Department*. This web page houses a series of learning guides, handouts, and tip sheets that are intended to assist departments, departmental leaders, student organizations, and departmental diversity committees with assessing, planning, and implementing various diversity-related activities. The resources were initially organized into five main categories: *Assessing & Understanding Issues*; *Communicating Vision & Commitment*; *Building a Plan of Action*; *Behaviors for Inclusive Cultures*; and *Building an Antiracist Environment*. The plan is to continue to refine existing content and add new curated content to this landing page over time.

Resources and Event Information Communicated to Department Chairs and Departmental EDIB Committees

Throughout the academic year, regular communications were sent directly to our email list containing department Chairs and all departmental EDIB committee members regarding upcoming events, professional development opportunities, diversity focused grant opportunities, free webinars, learning guides, handouts, and more. These communications are intended to add another method of direction communication between ODI and the students, faculty, staff, postdoctoral fellows and researchers involved with departmental EDIB committees. On average, between one and three communications were sent to this email distribution list each month.

Began Implementation of Culture Lab Innovation Grant Funded Project on Syllabus Redesign

In 2021-2022, the Department of Social & Behavioral Sciences in collaboration with the Office of Diversity and Inclusion initiated the *Racial Literacy Course Redesign* project, which focuses on course syllabus enhancement through a critical race lens. This project focuses on enhancements in four key areas

1. Racial diversity of scholars and authors utilized in the course
2. Incorporation of structural racism and critical race analysis during classroom-based activities
3. Incorporation of structural racism and critical race analysis within course assignments
4. Identification of critical awareness, knowledge, and skills necessary for effective facilitation by faculty

Through a collaborative effort between the Syllabus Reviewers and Faculty participating in the project, reviews of the course syllabi have been completed, and areas of enhancement have been identified for the two courses within the pilot project. For the Spring 2022 the course, feedback stemming from the review was used to make changes to the course in the core dimensions central to the pilot project. This course concluded in May 2022 and a set of interviews with course students and the teaching assistant were conducted in June 2022 to gather insights on how they experienced the revised course content and its delivery. This CLIF project also received a grant extension until the end of December 2022.

Once the project concludes, we will have new data on the impact of course enhancements on the learning experience. In terms of building internal capacity for similar efforts to be replicated across departments, the overall goal of the pilot project is to develop a system, templates, and training material for such supports to be sustained and delivered through our Office of Educational Programs.

Hosted New Monthly Open Enrollment Workshops for Students and Employees

This past year, the Office of Diversity and Inclusion introduced a new set of monthly open enrollment workshops available to both students and employees. Both students and employees were provided access to a year-long schedule of open enrollment workshops that centered on curriculum developed through the *Harvard (Inclusion Diversity & Equity in Actions) IDEAS* content. The introductory content included *Introduction to Diversity, Inclusion & Belonging; Self-Understanding; Microaggressions; Introduction to Antiracism and Anti-Black Racism*, and more. Community members are able to view the workshop schedule online for both the Fall and Spring semesters.

Partnered with Vendor on Creation of Self-Paced Courses for Asynchronous Learning

In Summer 2022, the Office of Diversity and Inclusion began a collaboration with the external organization Cypher Worx in the development of self-paced courses to enhance our EDIB asynchronous learning capabilities within the School. Now, this collaboration allows ODI to develop courses created in the Articulate 360 program that can be delivered through the Harvard Training Portal (HTP) learning management system for both student and employee audiences. To date, Cypher Worx has supported with the creation of two self-paced courses with more scheduled for coming academic years.

Offered Additional 8 Weeks for Community Based Participatory Research Course Experience

Building off of efforts from previous years, the Community Based Participatory Research (CBPR) course experience was expanded from eight weeks to 16 weeks, which in turn allowed students an opportunity to explore theory and key concepts during the first eight weeks in SBS 501 in Spring 1; then followed by SBS 551 in Spring 2, which created opportunities for practical field experience and projects in local communities via collaborations with community-based organizations. For SBS 501, 26 students participated in the course, followed by nine students for the SBS 551 course.

Partnering with Teaching & Learning Support Collaborative (TLSC)

At the start of 2022, ODI and TLSC initiated collaborations and joint meetings intended to support with efforts within the Office of Educational Programs, and the Teaching & Learning Support Collaborative (TLSC), (formerly the Course Support Working Group) focused on:

1. the co-creation and prioritization of approaches and strategies intended to impact classroom teaching and learning from a EDIB standpoint
2. the roll out of new EDIB initiatives and resources geared towards faculty, teaching assistants, pedagogy fellows, and instructional coaches

Part of our recent work has been mapping out current and existing trainings, resources, and services geared towards the classroom experience in efforts to identify gaps, opportunities, and priority areas for the short term and long term. The development of an overarching community learning framework will help coordinate and guide direction of new workshops, resources guides, and services available to faculty and instructional support staff.

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Community Based Participatory Research (CBPR) Course expanded from 8 weeks to 16 weeks to allow for theory and conceptual learning, followed by practical field experience and projects in local communities.

Held a Variety of Identity Recognitions and Cultural Heritage Month Events

During the academic year, a number of programs were held in honor of the various heritage months and identity recognitions. These Harvard Chan events were held in alignment with the identity recognition and heritage months calendar developed in partnership with diversity offices across Harvard University. Through these programs our community was engaged in a variety of program formats, which included guest speakers, workshops, moderated panel discussions, and film and dialogue events. In addition, select programs and events were recorded and made available the web for access by Harvard Chan community members. For those interested, past recorded events can be access here: <https://edib.harvard.edu/heritage-months>.

Guest Presenters Examine Core Elements of Racialized Experiences at Race.Dialogue.Action Workshops

In Fall 2021, Dr. Darnisa Amante-Jackson, founder of Disruptive Equity Education Project (DEEP), served as the speaker for the first **Race.Dialogue.Action** program of the year and spoke on core concepts such as differences between being an ally, accomplice and co-conspirator; the personal growth necessary for systemic change; the four levels of racism (i.e., internalized, ideological, individual and institutional); and more.

In Spring 2022, Jeff Rogers, founder and consultant at *RogersLeads*, led a conversation on the nuances of growing up as a person of mixed-race and biracial identity in the Boston area, and the complexities of navigating race and interactions across racial difference. Both workshops were also followed by race-based affinity group debrief sessions in subsequent weeks for further processing of workshop themes and debriefing.

Student Leaders Consistently Contributed to School-Wide Programming

At the start of the academic year, the Office of Diversity and Inclusion had hired a total of 15 EDI Fellows, who supported the office through a variety of efforts. In addition to supporting with department action planning, recruitment and retention efforts, diversity committees, student advocacy, and diversity assessment activities within the school, our EDI Fellows maintained prominent roles in the planning and implementation of a variety of programs during the year:

- Women of Color Work Circle (networking event)
- New Visionary Public Health (book club)
- Nubian Square Tours
- Decolonizing Public Health (student group)
- Harvard Chan Students of Color (student group)
- Department Action Planning,
- Recruitment and Retention efforts
- Dean's Advisory Committee for Diversity and Inclusion (DACDI)
- And general student advocacy on key issues

3

initiatives piloted by the Office of Diversity and Inclusion to inform future efforts related to departmental learning, asynchronous course implementation, and syllabus enhancement supports.

University-Wide Learning Opportunities Available to Harvard Chan Community

In Spring 2022, Harvard University's central Office of Equity, Diversity, Inclusion and Belonging (OEDIB) held the inaugural *Equity, Diversity, Inclusion, and Belonging (EDIB) Forum: Reimagine Our Community*, which was an online professional and personal development opportunity open to all members of the Harvard University—namely those involved with EDIB work in a volunteer, committee, or professional capacity. This event is intended to be an annual professional development event at Harvard University. In addition, as a part of the Presidential Initiative on Harvard and the Legacy of Slavery, the Harvard Radcliffe Institute held a full day conference, *Telling the Truth About All This: Reckoning with Slavery and Its Legacies at Harvard and Beyond*, which was open to all Harvard community members in a hybrid format. The conference featured a series of guest speakers, panelists, and presentations on a wide range of topics and issues tied to the larger context of slavery's impact on society, education, families, art, and the individual lived experience.

Average Rates of Attendance for Each Event Type

Community Dialogue	53 participants
Community Space	13 participants
Presentations	39 participants
Educational Programs and Workshops	66 participants
Informational Sessions	45 participants
Receptions/Socials	?? participants

Virtual Webinars and Lecture Events Continued to Allow for Increased Access and Attendance

Fall 2022 Alonzo Yerby Diversity Lecture	151 attendees
Spring 2022 Donald Hopkins Lecture	420 attendees
Spring 2022 Alonzo Yerby Diversity Lecture	123 attendees

Departmental Action Plan Highlights from 2021-2022

Promising Practices & Exemplary Efforts Within Academic Departments

Department of Environment Health

- EDIB committee developed its mission statement.
- Identified a set of departmental goals and objectives aligned with EDIB mission statement.
- Initiated recruitment of new membership for departmental EDIB committee.
- Leveraging and elevating existing initiatives within department that have diversity and inclusion themes.

Department of Global Health and Population

- Implemented a new course on decolonization of global health which received positive course evaluations overall (i.e., 18 students participated in the course)
- Implemented a blended format of offering both *in-person* and *virtual* seminars, which allowed for increased diversity of speakers during the virtual offerings.
- Took steps to ground departmental diversity action items in findings from assessment activities and data collected within their department; and shared findings of assessment with department via facilitated community dialogue.
- Implemented *doctoral student seminars* to provide platform for students to speak to the departmental community on their current research topics.

Department of Social & Behavioral Sciences

- Developed an anonymous comment and feedback board on what would make their department more inclusive (i.e., received 40+ comments). Used board to identify needs for constituent groups and overlapping needs.
- Leveraging departmental newsletter as a way to recognize and elevate contributions (i.e. feature stories) of those making impact in spheres with historically less visibility (i.e., community service/ engagement).
- Hosted departmental community building events intended to bring together faculty and students.
- Included recognitions and EDIB updates in departmental newsletter and communications.

Department of Nutrition

- Included recognitions and EDIB updates in departmental newsletter and communications.
- Held listening sessions with separate constituent groups in Fall 2021 following completion of departmental climate survey.
- Offered unconscious bias training to each constituent group (e.g., students, staff, faculty) within their department.
- Provided scholarships to address financial need of incoming MPH students to increase level of access.
- Re-organized departmental diversity committee into a structure with sub-committees aligned with four core areas of focus (also tied to school diversity priority areas).
- Took steps to ground departmental diversity action items in findings from assessment activities and data collected within their department.

Priority Area: **Diversity of Our People & Their Success**

Increase representation of historically marginalized communities, underrepresented Black, Indigenous and communities of color, and access to resources, programs, and networks that promote success and value unique perspectives in an anti-oppressive environment.

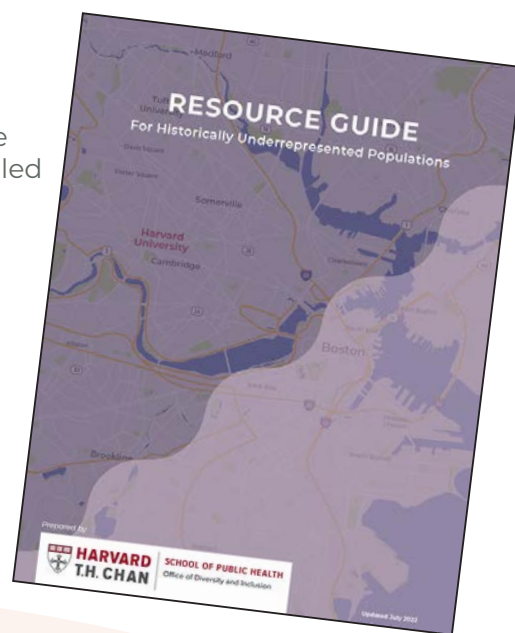
Progress in 2021-2022

New University Role in Planning Affinity Graduations and Newly Added Ceremonies

In the 2021-2022 academic year, Harvard University and the university's Office of Equity, Diversity, Inclusion and Belonging developed a new central organizing structure, that still allowed for the affinity graduation ceremonies to continue to be student-led and staff supported. The goal of the affinity graduations is to recognize and celebrate the accomplishments of graduates from historically marginalized and underrepresented communities. In May 2022, via cross school collaboration, the university hosted the Black Graduation, Lavender Graduation, Native American Program & Indigenous Graduation, First Gen/Next Gen Graduation, Latinx Graduation, and the newly added AAPI Graduation. A total of 108 Harvard Chan students participated in the affinity graduations.

Creation of a Resource Guide for Students of Historically Marginalized Groups

In Summer 2022, the School made available a new resource guide for students of historically marginalized groups enrolled at the Harvard T. H. Chan School of Public Health, which is also available for access via the [web](#). This guide provides information and resources in multiple categories intended to assist students with navigating the local communities of Boston and greater Boston, exploring cultural amenities in various neighborhoods, and with learning about local organizations and resources advocating for members of historically under-represented and marginalized communities. This resource will continue to evolve, and the Office of Diversity and Inclusion will continuously incorporate new updates overtime to ensure that it continues to meet the needs of our student community.



108

Harvard Chan students participated in the affinity graduation ceremonies in May 2022, which consisted of the Black Graduation, Lavender Graduation, Native American Program & Indigenous Graduation, First Gen/Next Gen Graduation, Latinx Graduation, and the newly added AAPI Graduation.

4

Four of the nine total participants in the FACETS summer program were undergraduate students at a historically Black college.

Implementation of Our Revived and Reimagined Facets Summer Program

In June 2022, the Harvard Chan School re-instituted the Fostering Advancement & Careers through Enrichment Training in Science (FACETS) Summer Program, which is geared toward serving undergraduate students interested in exploring the field of public health. This past summer the six-week virtual summer program ran from June 6th to July 15th and provided an interdisciplinary and research-intensive experience for undergraduate students from around the country. The cohort-based program consisted of nine undergraduate students and the program culminated with a research symposium on the final day, which showcased a variety of public health issues and research interests. This past summer the expanded network of FACETS program support staff included faculty mentors, course instructors, guest workshop presenters, and Harvard Chan student group leaders. In Summer 2023, the FACETS program will return as an in-person program.

New Yerby Fellows Joined the Harvard Chan Community

The Yerby Fellowship Program aims to expand the diversity of those entering the public health field and intends to serve as a bridge between academic training in public health-related fields and entry-level faculty positions for postdoctoral fellows from under-represented groups. In Spring 2022, four talented individuals from across the United States accepted an offer to join the Harvard Chan School as members of the incoming cohort for the Yerby Fellowship Program—bringing with them a diversity of experiences and research interests. Visit our [web page](#) to learn more about our current and new Yerby Fellows.

Outreach and Relationship Building for Greater Student Diversity

With respect to student diversity outreach efforts, via collaboration between the Office of Admissions and the Office of Diversity and Inclusion, the school has been active on attending and hosting recruitment fairs and open house events. Some examples from this past year include:

- **Relationship building with HBCUs**, most notably with Spelman College, a Black women's college, where a number of collaborations have been identified including recruitment for Harvard summer research program, Harvard/Spelman public health workshop series, and URM faculty workshop facilitation. In the coming year, our efforts with historically Black colleges & universities (HBCUs) will be expanded to include multiple institutions and more collaborative planning with our HBCU collaborators. We also plan to deepen our engagement with Hispanic serving institutions (HSIs) and tribal colleges in the coming year.
- **Black Doctoral Network Fair**, which is a professional event for undergraduate students who are interested in attending graduate school programs. ODI held a virtual table at this event which brought together 230 participants from various career/educational backgrounds.
- **National Association of African American Honors Programs, Career/Graduate Fair**, which was a virtual tabling and recruitment event for undergraduate students that brought together 150 perspective students.

- **Harvard Chan School's Diversity Open House**, which was geared towards prospective students of color and students from communities and backgrounds under-represented in public health and the biomedical sciences. A total of 79 participants from various career/educational backgrounds participated in this event.
- **Harvard Chan School's Virtual Open House Week**, which is a collaboration with the Office for Admissions, provided an opportunity for professional staff from the Office of Diversity and Inclusion to engage with prospective students of all identities and backgrounds. This Fall event was an informational session on our diversity office's supports, resources, and vision for the Harvard Chan student experience. Of the attendees at the virtual open house events, 35+ prospective students attended this session.

Seminars Held for Junior Faculty From Under-Represented Backgrounds

During the academic year, a series of workshops were held for Harvard Chan faculty from racial and ethnic groups under-represented in public health. These seminars are an opportunity for sharing and group dialogue on issues central to their experience as journey in higher education as faculty from under-represented communities. The cohort participated in workshops centered on topics such as *Advanced Goal Setting*, *Career Trajectory as URM Faculty*, *Engaging With the Media*, and other topics during the year. Workshop presenters consisted of faculty and staff from the Harvard Chan community, such as Dr. Karen Emmons (Department of Social and Behavioral Sciences), Todd Datz (Office for Communications), Dr. Flaminia Catteruccia (Department of Immunology & Infectious Diseases), as well as individuals external to the Harvard community, such as Dr. Gary Bennett (Duke University, and a former Yerby Fellow at Harvard Chan School) and Dr. Cynthia Spence (Spelman College).

New Donald Hopkins Scholars Join Harvard Chan School

The Donald Hopkins Pre-doctoral Scholars Program, which aims to prepare students from underrepresented communities for doctoral study, welcomed three new students into the program in the Spring 2022 semester. In May 2022, the program graduated its third cohort, consisting of four students from three of our academic departments: *Department of Biostatistics*, *Department of Epidemiology*, and the *Department of Global Health and Population*. In Fall 2022, the program will move forward with an overall cohort of five students, which includes both the new and returning students.

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The Donald Hopkins Scholars Program has graduated every student since its inception—a total of six students across three cohorts since 2019.

Monthly Affinity Programs for BIPOC, LGBTQ+, and First Gen Students

In 2021-2022, the Office of Diversity and Inclusion added monthly student affinity group programming to our set of program offerings for students. These programs, which were offered in-person and virtually, also paralleled the affinity-based community spaces offered to students during New Student Orientation during the Summer of 2021. ODI implemented programming for three affinity groups for Harvard Chan students: *Black, Indigenous, & People of Color (BIPOC)*; *Lesbian Gay Bisexual Transgender Queer/Questioning LGBTQ+*; and *First-Generation* students. The monthly events this past year included social and networking building events, dinner outings, virtual game nights, a professional photography event, as well as large group programs that brought all three groups together. Student feedback over the course of the year has also guided the direction of our affinity group activities, and in the new academic year we hope to offer more in-person activities that will continue to strengthen community-building and networking opportunities, which will also include School-wide community building events.

Implemented Virtual Sessions of Lunch n Learn Program for Staff of Color & Allies

In 2021-2022, the Lunch N Learn Program was implemented in a virtual format throughout the academic year. A total of nine workshops were held between the months of September and May for professional staff at the Harvard Chan School. The workshops also were organized around the theme of professional and career advancement at the intersection of race in the workplace. An average of 20+ individuals attended the program each month. In the next academic year, we look forward to also holding in-person Lunch n Learn events coupled with virtual sessions.

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Lunch N Learn
workshops were held
during the year for staff.

Diversity and Representation at Harvard T.H. Chan School

The content below is intended to provide a snapshot of the compositional diversity within the Harvard T.H. Chan School of Public Health.

The Harvard T.H. Chan School of Public Health is committed to improving the health of people and communities in our neighborhood and around the globe. In service of that mission, we recruit students, faculty, and researchers from around the world. In addition to students and professional staff, our Harvard Chan community also consists of many different types of academic appointees, including primary and secondary faculty, lecturers, research scientists, research associates, postdoctoral fellows, and adjunct faculty.

Throughout the report, we show statistics on the percentages of underrepresented minorities (URM) in various categories (programs, rank, etc.), and underrepresented racial and ethnic groups. Percentages are also displayed on individuals identified as persons of color, which is more broad than the URM distinction—also including representation of Asians and Asian Americans.

Some percentages are calculated relative only to the U.S. citizens and permanent residents in that category. 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, we also report the percentage of women (captured in the data collection process as “female”), as they have been traditionally underrepresented and have been shown to face barriers to advancement. Please note that our data collection processes currently do not allow our office to present data on individuals who identify as cisgender, transgender, or gender nonconforming/non-binary.

Some tables and charts were amended to include figures for 2022-2023.

Student Data

Table 1.0: Degree Program – All Applications

Degree Program	Applications				
	2018-19	2019-20	2020-21	2021-22	2022-23
MPH-45	523	574	593	739	675
MPH-65	424	310	305	488	445
MPH-EPI	109	104	105	274	167
MHCM	47	39	40	52	40
MPH-GEN	NA	NA	NA	40	180
SM	715	691	694	987	1210
DrPH	168	139	140	230	195
PhD	970	966	967	1384	1757
TOTAL	2956	2823	2844	4194	4669

The table above presents Admissions and Enrollment data for overall student applications for the 2018-2023 academic years. The table reflects data by degree program and overall for the Harvard T.H. Chan School of Public Health on the number of student applications.

NOTE: 1) Deferrals from prior years count as new enrollments once students officially enroll in our programs. 2) Due to the launch of the MPH-GEN program mid-cycle, AY20-21 applications do not necessarily represent distinct counts. 3) Data prior to AY20-21 were previously compiled in 2020.

Table 2.0: Degree Program – All Enrollments

Degree Program	Enrollment				
	2018-19	2019-20	2020-21	2021-22	2022-23
MPH-45	221	243	247	266	232
MPH-65	90	66	64	76	81
MPH-EPI	62	44	45	62	52
MHCM	28	26	26	28	21
MPH-GEN	NA	NA	NA	24	56
SM	115	134	135	167	175
DrPH	9	10	10	10	9
PhD	67	62	62	68	67
TOTAL	592	585	589	701	693

The table above presents Admissions and Enrollment data for overall student enrollment for the 2018-2023 academic years. The table reflects data by degree program and overall for the Harvard T.H. Chan School of Public Health on the number of students officially enrolled.

NOTE: 1) Deferrals from prior years count as new enrollments once students officially enroll in our programs. 2) Due to the launch of the MPH GEN program mid-cycle, AY20-21 applications do not necessarily represent distinct counts. 3) Data prior to AY20-21 were previously compiled in 2020.

Table 3.0: Degree Program – All International Applications

Degree Program	Applications				
	2018-19	2019-20	2020-21	2021-22	2022-23
MPH-45	223	248	250	356	382
MPH-65	91	60	59	89	121
MPH-EPI	60	56	52	107	86
MHCM	8	9	10	6	16
MPH-GEN	NA	NA	NA	22	47
SM	481	463	466	669	897
DrPH	73	63	62	96	115
PhD	420	447	449	722	1184
TOTAL	1356	1346	1348	2067	2848

The table above presents Admissions and Enrollment data for all international student applications for the 2018-2023 academic years. The table reflects data by degree program and overall for the Harvard T.H. Chan School of Public Health on the number of international student applications.

NOTE: NOTE: 1) Deferrals from prior years count as new enrollments once students officially enroll in our programs. 2) Due to the launch of the MPH-GEN program mid-cycle, AY20-21 applications do not necessarily represent distinct counts. 3) Data prior to AY20-21 were previously compiled in 2020. 4) International is defined as students who are neither U.S. citizens nor U.S. permanent residents.

Table 4.0: Degree Program – All International Enrollments

Degree Program	Enrollment				
	2018-19	2019-20	2020-21	2021-22	2022-23
MPH-45	81	85	84	110	101
MPH-65	24	10	10	9	16
MPH-EPI	40	25	23	31	27
MHCM	1	5	5	0	3
MPH-GEN	NA	NA	NA	12	14
SM	57	74	74	91	104
DrPH	4	4	4	4	6
PhD	24	18	18	27	22
TOTAL	231	221	218	284	293

The table above presents Admissions and Enrollment data for all international student applications for the 2018-2023 academic years. The table reflects data by degree program and overall for the Harvard T.H. Chan School of Public Health on the number of international students officially enrolled.

NOTE: 1) Deferrals from prior years count as new enrollments once students officially enroll in our programs. 2) Due to the launch of the MPH-GEN program mid-cycle, AY20-21 applications do not necessarily represent distinct counts. 3) Data prior to AY20-21 were previously compiled in 2020. 4) International is defined as students who are neither US citizens nor US permanent residents.

Table 5.0: Degree Program – Underrepresented Student (URM) Applications

Degree Program	Applications				
	2018-19	2019-20	2020-21	2021-22	2022-23
MPH-45	65	83	76	117	102
MPH-65	69	71	61	101	70
MPH-EPI	8	14	14	61	20
MHCM	6	3	3	11	8
MPH-GEN	NA	NA	NA	11	47
SM	42	42	35	67	63
DrPH	46	27	26	61	46
PhD	93	108	108	144	142
TOTAL	329	348	323	573	498

The table above presents Admissions and Enrollment data for all under-represented student (URM) applications for the 2018-2023 academic years. The table reflects data by degree program and overall for the Harvard T.H. Chan School of Public Health on the number of URM student applications.

NOTE: Harvard Chan School defines Underrepresented Minority (URM) students as U.S. citizens or permanent residents who self-identify as at least one of the following: Hispanic/Latino, American Indian or Alaska Native, Black or African American, and Native Hawaiian or Other Pacific Islander.

NOTE: 1) Deferrals from prior years count as new enrollments once students officially enroll in our programs. 2) Due to the launch of the MPH-GEN program mid-cycle, AY20-21 applications do not necessarily represent distinct counts. 3) Data prior to AY20-21 were previously compiled in 2020.

**Table 6.0: Degree Program –
Underrepresented Student (URM) Enrollments**

Degree Program	Enrollment				
	2018-19	2019-20	2020-21	2021-22	2022-23
MPH-45	25	39	34	43	35
MPH-65	16	15	11	15	18
MPH-EPI	2	2	2	11	2
MHCM	3	2	2	7	5
MPH-GEN	NA	NA	NA	5	10
SM	12	15	14	18	15
DrPH	1	2	2	6	2
PhD	10	7	7	17	14
TOTAL	69	82	72	122	101

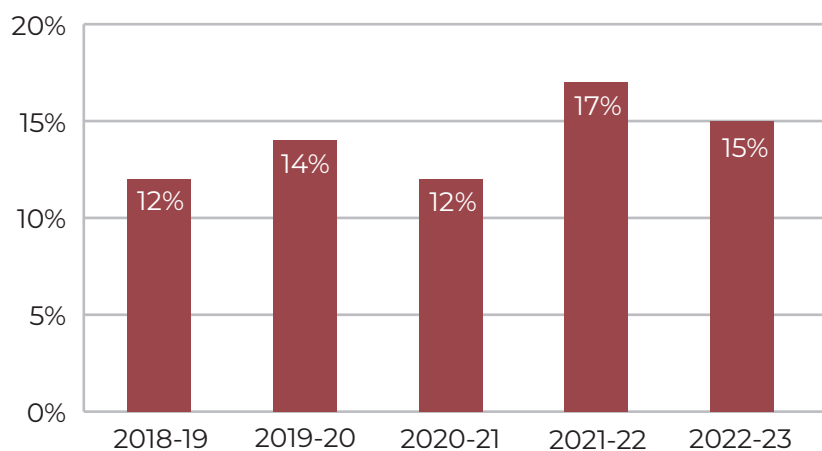
The table above presents Admissions and Enrollment data for all under-represented student (URM) applications for the 2018-2023 academic years. The table reflects data by degree program and overall for the Harvard T.H. Chan School of Public Health on the number of URM students officially enrolled.

NOTE: Harvard Chan School defines Underrepresented Minority (URM) students as U.S. citizens or permanent residents who self-identify as at least one of the following: Hispanic/Latino, American Indian or Alaska Native, Black or African American, and Native Hawaiian or Other Pacific Islander.

NOTE: 1) Deferrals from prior years count as new enrollments once students officially enroll in our programs. 2) Due to the launch of the MPH-GEN program mid-cycle, AY20-21 applications do not necessarily represent distinct counts. 3) Data prior to AY20-21 were previously compiled in 2020.



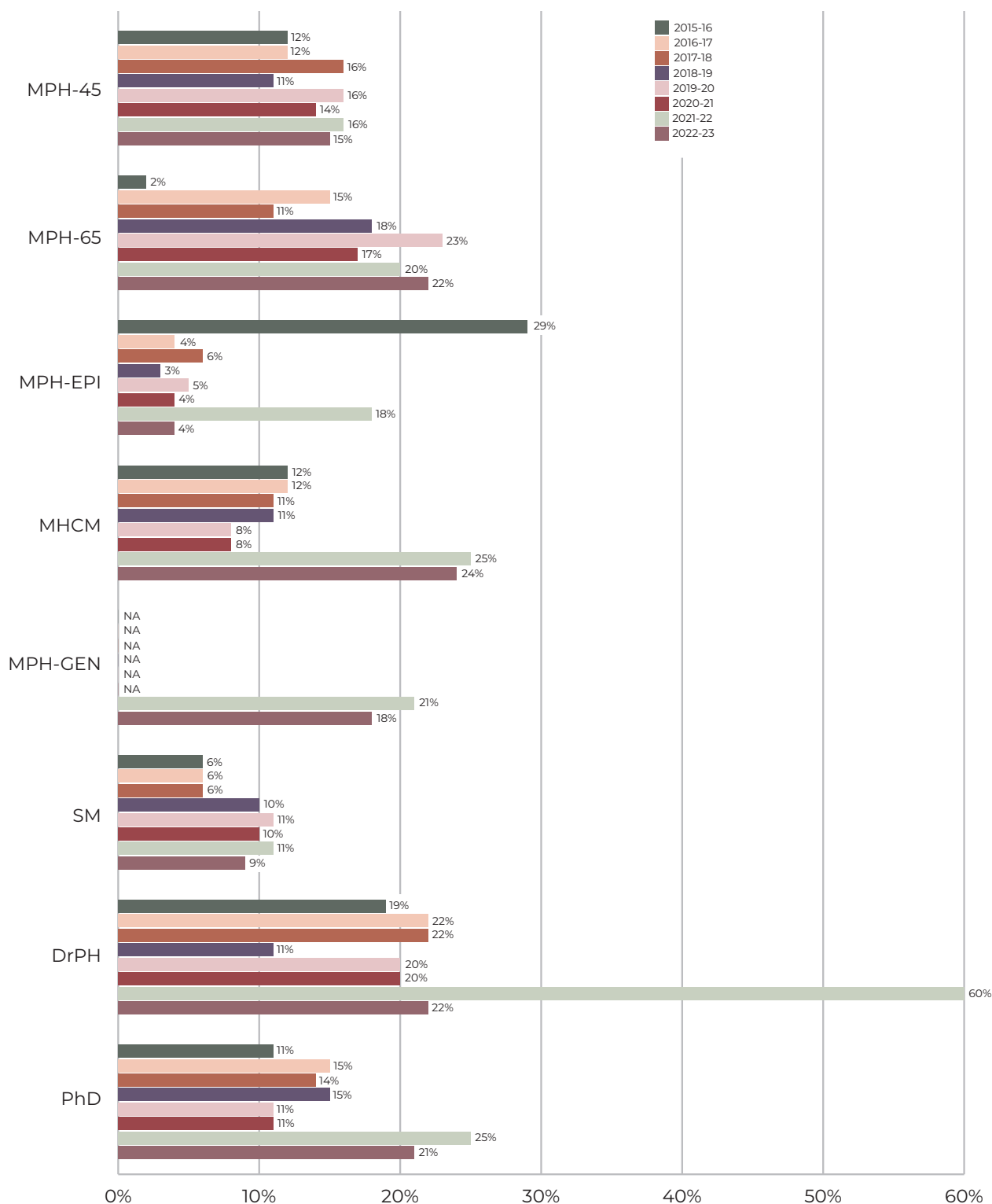
Chart 1.0: Percentage of Incoming Underrepresented Groups (URM) Out of Total Incoming Enrollments (Including International, and PhD Students)



The chart above presents Admissions and Enrollment data on the percentage of incoming underrepresented students (URM) out of the total incoming enrollments. This includes data for under-represented student (URM) enrollment data for the academic years 2018-2023.



Chart 2.0: Total Percentage of Incoming Harvard T.H. Chan School of Public Health Students from Underrepresented Groups (URM) by Degree Program, 2015-2023



The chart above presents Admissions and Enrollment data on the percentage of incoming under-represented students (URM) by degree program for the 2015-2023 academic years.

NOTE: Harvard Chan School defines Underrepresented Minority (URM) students as U.S. citizens or permanent residents who self-identify as at least one of the following: Hispanic/Latino, American Indian or Alaska Native, Black or African American, and Native Hawaiian or Other Pacific Islander.

Table 7.0: Percentage of Harvard Chan Students Funded By ALL HARVARD Fund Sources

Degree Program	FY20	FY21	FY22
DrPH	54%	71%	69%
MPH-45	30%	38%	56%
MPH-65	57%	76%	57%
MPH-EPI	50%	54%	57%
MPH-GEN	NA	NA	58%
SM	47%	50%	45%

The table above presents Office of Financial Aid data for the fiscal years FY20, FY21, and FY22. The table reflects data by degree program on the percentage of Harvard Chan School students who have received financial aid support from one or more of the Harvard University funding sources.

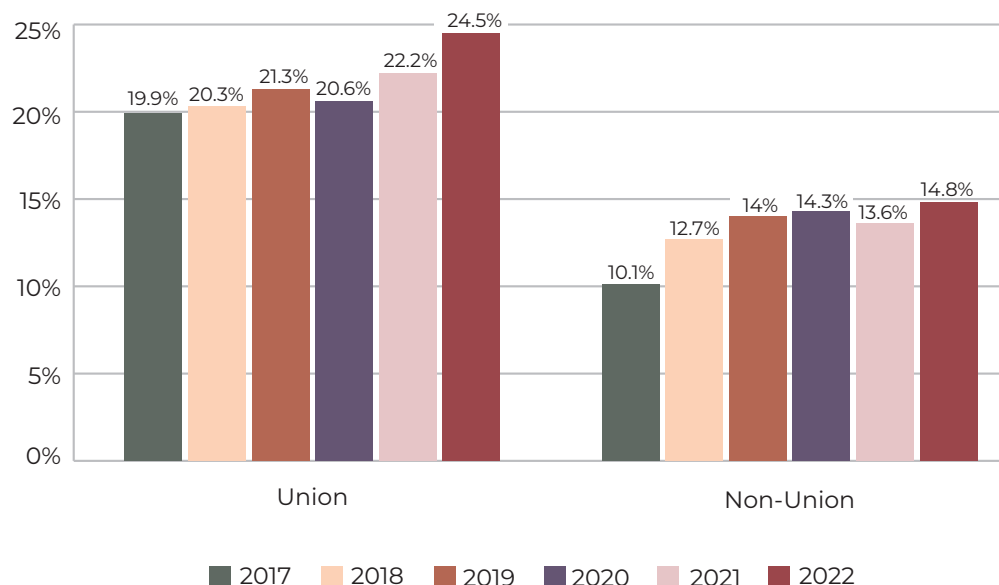
Table 8.0: Percentage of Harvard Chan Student Tuition Funded From ALL HARVARD Fund Sources

Degree Program	FY20	FY21	FY22
DrPH	50%	57%	58%
MPH-45	31%	28%	25%
MPH-65	29%	24%	13%
MPH-EPI	15%	15%	14%
MPH-GEN	NA	NA	11%
SM	29%	33%	22%

The table above presents Office of Financial Aid data for the fiscal years FY20, FY21, and FY22. The table reflects data by degree program on the percentage of Harvard Chan School student tuition covered by financial aid support from one or more of the Harvard University funding sources.

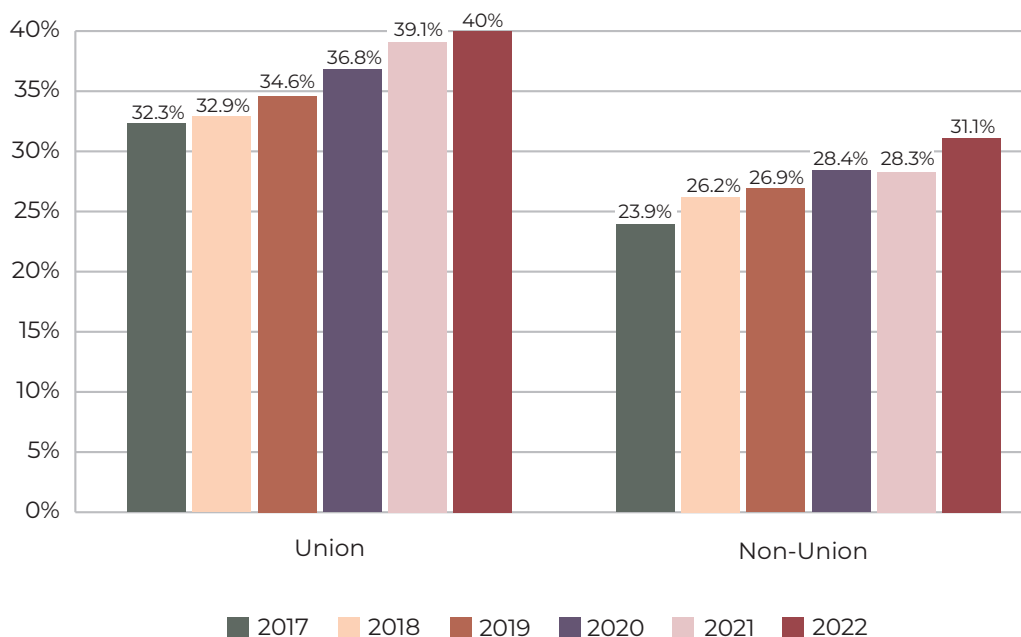
Staff Data

Chart 3.0: Percentage of U.S. Harvard Chan School Union and Non-Union Staff from Underrepresented Groups (URM), 2017–2022



The chart above presents data on the percentage of U.S. Harvard Chan School union and non-union professional staff from underrepresented groups (i.e., URM). The data above reflects the years ranging from 2017 to 2022. In general, jobs at Grades 56 and below qualify as union positions, although some jobs at the Grade 56 level are non-union.

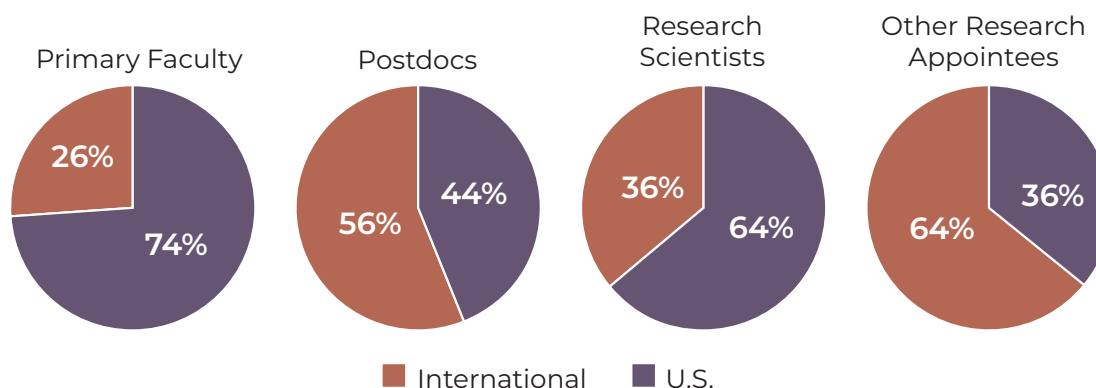
Chart 4.0: Percentage of U.S. Harvard Chan School Union and Non-Union Staff Who Self-Identify as People of Color, 2017–2022



The chart above presents data on the percentage of U.S. Harvard Chan School union and non-union professional staff identified as people of color. Staff of color is defined as individuals who identified as being from one or more of the following groups: Black, African American, Hispanic or Latino(a)/Latinx, Native American or Alaskan Native, Pacific Islander, Asian, and/or Multiracial (two or more races). The data above reflects the years ranging from 2017 to 2022. In general, jobs at Grades 56 and below qualify as union positions, although some jobs at the Grade 56 level are non-union.

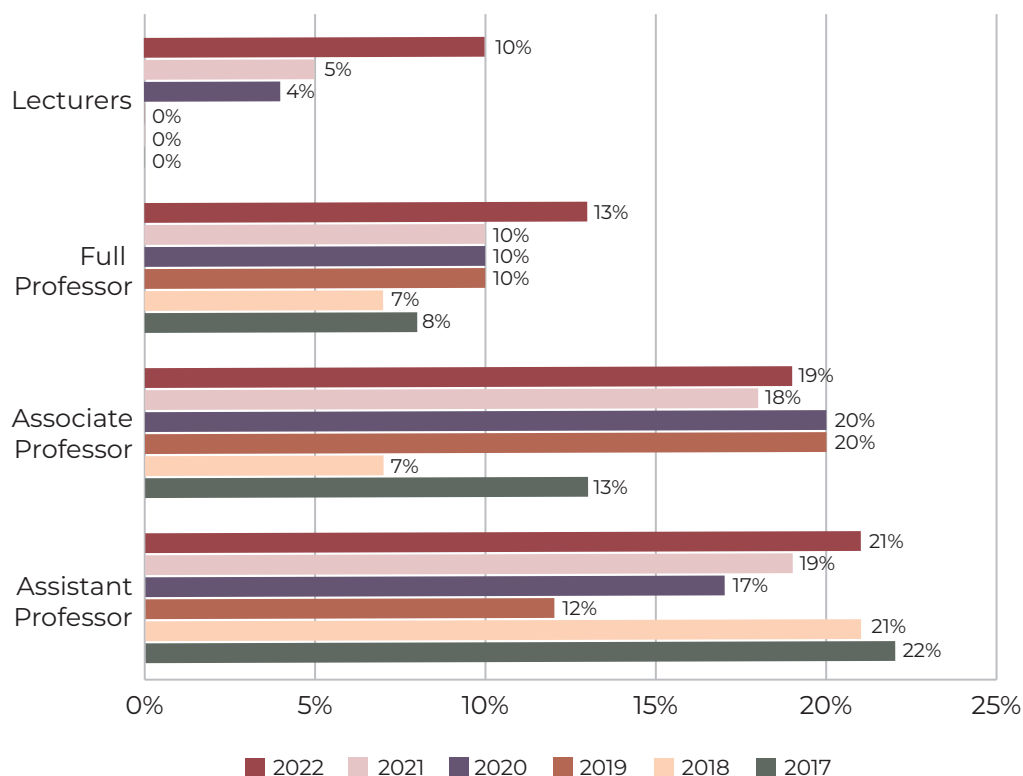
Faculty, Postdoctoral Fellow and Academic Appointee Data

Chart 5.0: Percentage of International Primary Faculty and Research-Focused Academic Appointees at the Harvard T.H. Chan School of Public Health, 2022



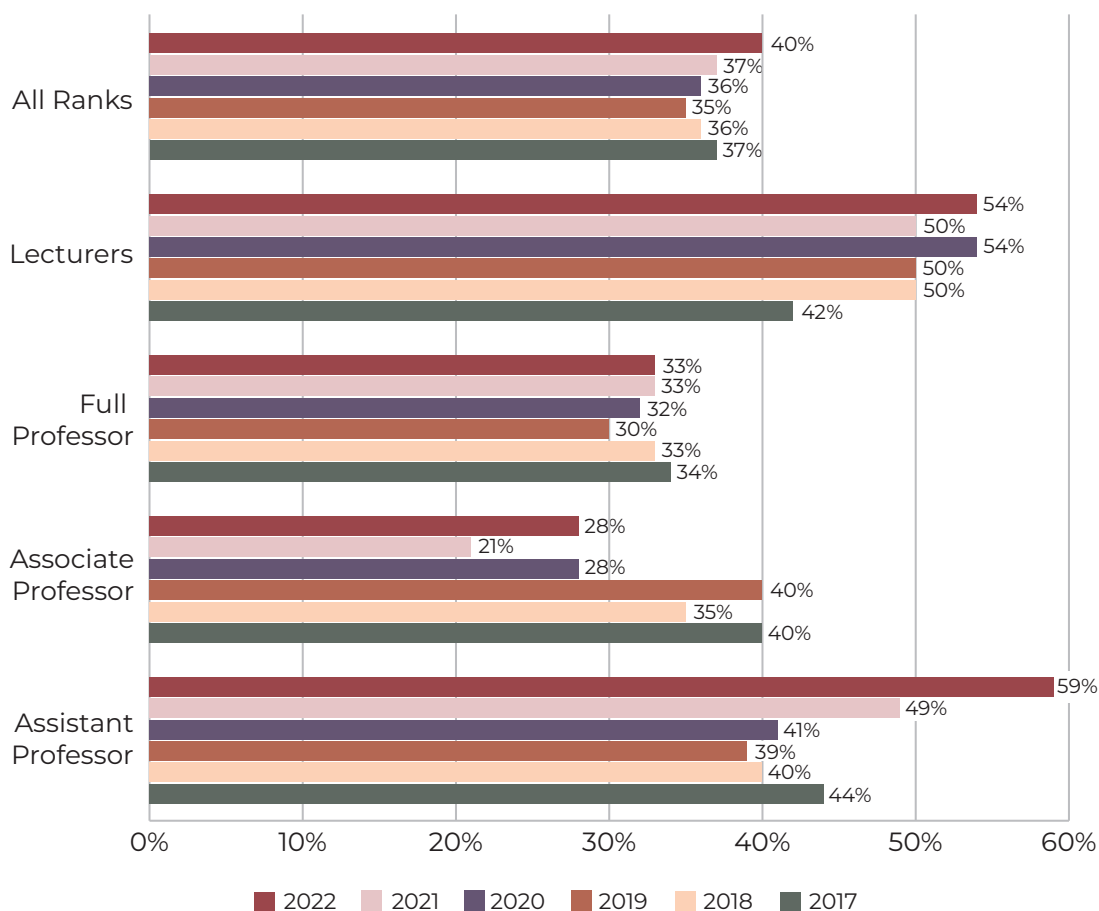
The charts above show the percentage of faculty, postdocs, research scientists, and research appointees at the Harvard Chan School from the U.S. (citizens and permanent residents) and from all other countries combined (i.e., International). The numbers break down as follows: 26% of our Faculty, 56% of our Postdocs, and 36% of our Research Scientists, and 64% of Other Research Appointees are from outside the U.S.

Chart 6.0: Percentage of U.S. Harvard Chan School Primary Faculty from Underrepresented Minority Groups - 2017-2022



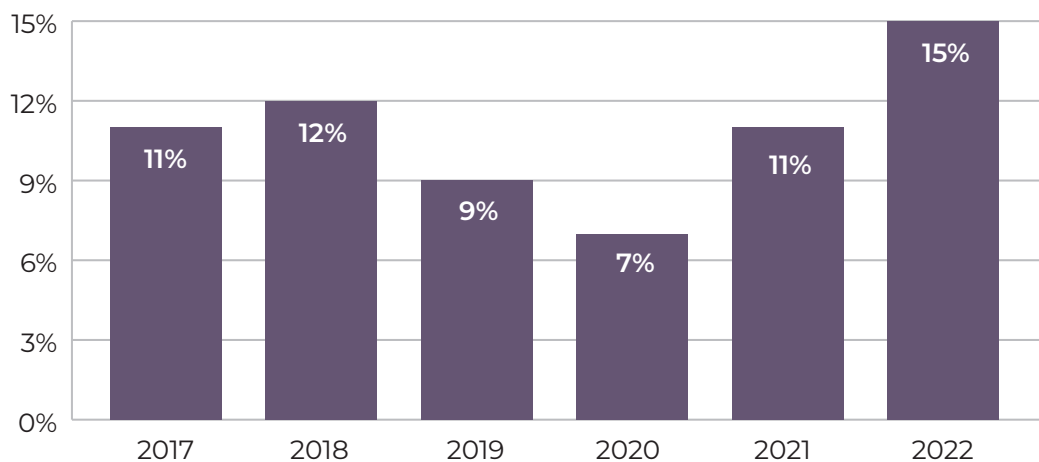
The chart above shows the percentage of Harvard T.H. Chan School of Public Health primary faculty from underrepresented racial and ethnic groups in the years ranging from 2017 to 2022. In the data, underrepresented racial and ethnic groups as defined by the U.S. federal government and National Institutes of Health, denotes U.S. citizens or permanent residents who identify as being from one or more of the following groups: Black/African American, Hispanic, Latino(a)/Latinx, Native American or Alaskan Native, and/or Pacific Islander. The data on primary faculty is also presented by rank: Lecturer, Full Professor, Associate Professor and Assistant Professor.

Chart 7.0: Percentage of Female Harvard Chan School - Primary Faculty, 2017-2022



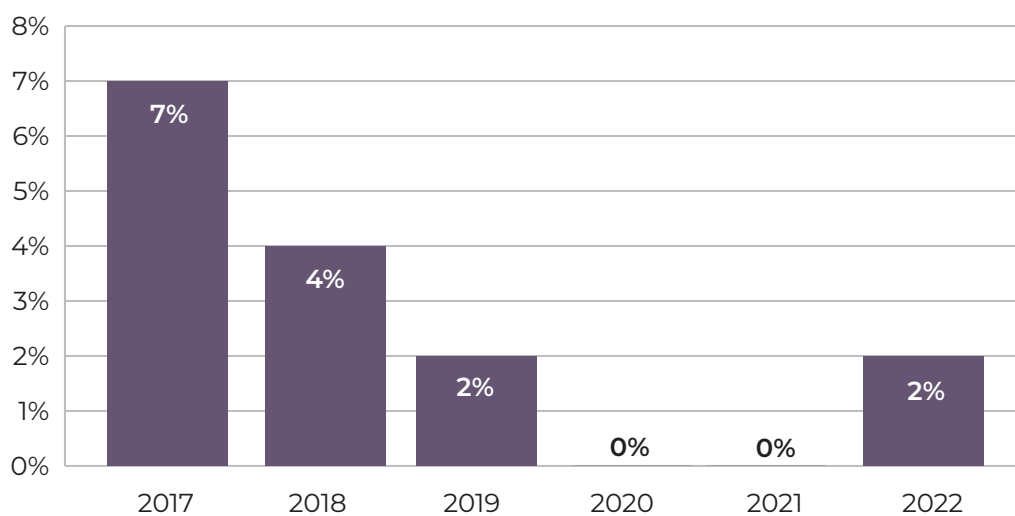
The chart above shows the percentage of Harvard T.H. Chan School of Public Health primary faculty identified as being “Female” in the years ranging from 2017 to 2022. Please note that our data collection processes currently do not allow our office to present data on individuals who identify as cisgender, transgender, or gender nonconforming/non-binary. The data on primary faculty is also presented by rank: Lecturer, Full Professor, Associate Professor and Assistant Professor.

Chart 8.0: Percentage of U.S. Harvard Chan School Research-Focused Academic Appointees from Underrepresented Minority Groups - Postdocs - 2017-2022



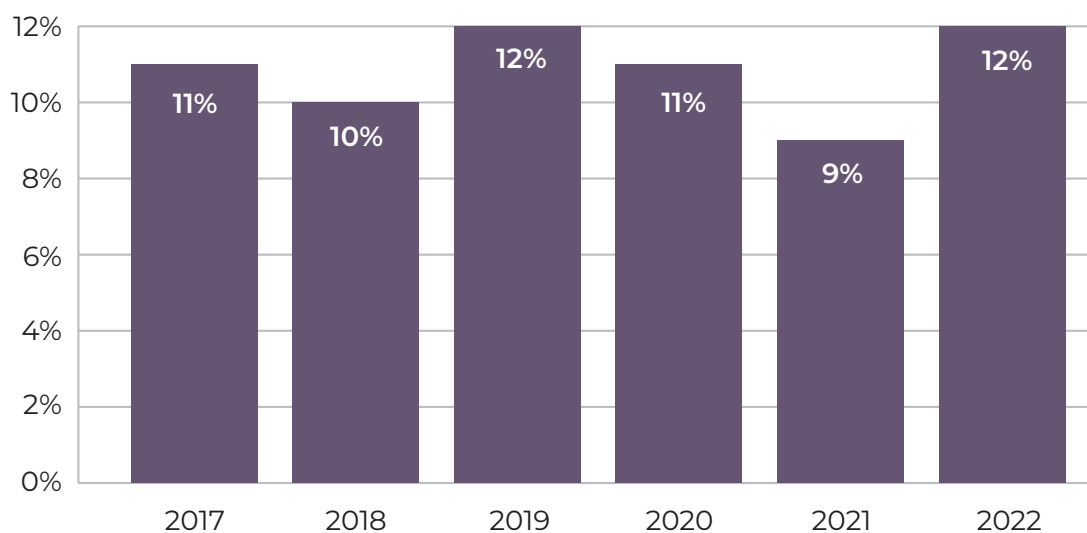
The chart above presents data on the percentage of U.S. postdocs at the Harvard T.H. Chan School of Public Health identified as being from an underrepresented background (i.e., underrepresented minority, URM) for the years ranging 2017 to 2022.

Chart 9.0: Percentage of U.S. Harvard Chan School Research-Focused Academic Appointees from Underrepresented Minority Groups - Research Scientists - 2017–2022



The chart above presents data on the percentage of U.S. Research Scientists at the Harvard T.H. Chan School of Public Health identified as being from an underrepresented background (i.e., underrepresented minority, URM) for the years ranging 2017 to 2022.

Chart 10.0: Percentage of U.S. Harvard Chan School Research-Focused Academic Appointees from Underrepresented Minority Groups - Other Researchers - 2017–2022



The chart above presents data on the percentage of U.S. individuals at the Harvard T.H. Chan School of Public Health in the category of Other Researchers who are from an underrepresented background (i.e., underrepresented minority, URM) for the years ranging 2017 to 2022. Other Researchers includes various categories: *Fogarty Fellow*, *LEAD Scholar*, *Lown Scholar*, *Preparedness Fellow*, *Takemi Fellow*, *Scholar in Residence*, *Senior Lown Scholar*, *Senior Preparedness Fellow*, *Distinguished Visiting Fellow*, *Distinguished Visiting Scholar*, *Visiting Graduate Student*, *Visiting Scholar*, *Visiting Scientist* (other titles may apply by year).



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