

INCLUSIVE EXCELLENCE ANNUAL REPORT

2020-2021

*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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Message from the Chief Diversity, Inclusion & Belonging Officer

Dear Members of the Harvard Chan Community,

The 2020-2021 academic year was unprecedented in many ways. Like other universities across the globe, the Harvard T.H. Chan School of Public Health navigated a set of challenges and barriers through the pandemic that constrained and posed new challenges to our ability to deliver our most basic services and supports to students, postdocs, staff, researchers, and faculty. In addition, our underlying assumptions about what was feasible and possible in a state of remote learning and working has been changed over the course of this past academic year. During the 2020-2021 academic year, the School and the Office of Diversity and Inclusion were able to continue to deliver programs and services virtually while also reimagining new ways to implement our most basic activities. We were also able to identify practices in the virtual space that created new opportunities for access and efficiencies that will remain a part of our work and reshape our diversity work in the School for years to come.

As was stated in our ODI Tactical Plan for 2020-2021, we still continue to move through a landscape shaped by the “three pandemics”: the COVID-19 virus, a renewed fight against racial injustice, and the financial hardship experienced by many. These realities, without a doubt, informed our conversations and priorities during the year. Overall, this past year was also a time that brought significant attention to long standing issues of structural racism, health inequities, and the disparate impact of COVID-19 on Black, Indigenous and communities of color—and our most vulnerable and impoverished communities in general.

While steps were taken in 2020-2021 with new programs and strategic planning, there is more work ahead of us and still more distance to travel. This document is intended to reflect our action steps taken this academic year, as well as highlight key insights and takeaways as we look ahead. I look forward to the progression of our work as a School and as an office.

Sincerely,



Amarildo “Lilu” Barbosa, Chief Diversity, Inclusion & Belonging Officer
Office of Diversity and Inclusion
Harvard T. H. Chan School of Public Health
2020-2021

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 2020-2021 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@harvard.hsph.harvard.edu

About Our Department

The Office of Diversity and Inclusion (ODI) is a unit whose role is to advance our strategic inclusive excellence mission 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 Chan School community and beyond.

Members of Office of Diversity and Inclusion In 2020-2021

- **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 2020-2021

- Sawhel Maali
- Valentina Vargas
- Isha Nirola
- Jasmine Akuffo
- Jennifer Lee
- Keona Wynne
- Sana Farooqui
- Aharisi Bonner
- Allie Dyer
- Seblewongel Yigletu
- Jonathan Cruz
- Veronica Handunge
- Candice Carpenter



Executive Summary

This Inclusive Excellence Annual Report for 2020-2021 summarizes action steps taken throughout the academic year and is guided by the objectives outlined in the *Office of Diversity and Inclusion's (ODI) Tactical Plan for 2020-2021* academic year. The Tactical Plan highlighted a set of goals and objectives in four main dimensions: *Administrative Infrastructure; Community Fabric; Learning Framework; and Cultural Innovation*. These four dimensions were identified as part of an effort to align with key dimensions of working driving the University's diversity planning at that point in time in Summer 2020. Since the summer of 2020, the University's diversity strategic planning has evolved in a new direction with respect to its articulation of a set of guiding pillars. Although the University diversity strategic planning is still evolving, the summaries presented in this annual report are presented in the context of the four dimensions listed above. In addition, 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.

This report also contains data on diversity and representation within our community. The section entitled Diversity & Representation at Harvard Chan School provides quantitative data on students, staff, and academic appointees within the Harvard Chan community. Academic appointees in this report are identified as primary faculty, postdoctoral fellows (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 2017 to 2021. In cases where official data was not available for the 2020-2021 academic year, data was presented from the five-year period ranging 2016 to 2020.

Moving forward the Office of Diversity and Inclusion will continue to report both qualitative and quantitative data reflecting action steps taken during the academic year. As data dashboards are developed and data is captured in new areas of interest, such information will also be captured and incorporated into future annual reports.

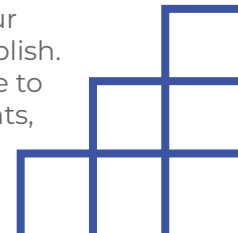
For any specific questions regarding data presented in this report, please contact our office by emailing us at odi@hsph.harvard.edu.

Diversity Leadership Within Our Community

In doing the work of equity, diversity, inclusion, and belonging, it is important that we involve our Harvard Chan School students, faculty, postdocs, researchers, staff, alumni, and local community partners when possible. We recognize that we need to include stakeholders in our work, and have their involvement be embedded in our planning activities and decision-making processes as we move through the year. This allows us to stay connected to the diversity of perspectives and needs that exist within our community at any given time.

This past year, over 150 individuals supported the work of the Office of Diversity & Inclusion through their involvement with various committees, working groups, affinity group planning, student leadership roles, bias response coordination, summer programs, event planning, co-facilitation and co-teaching, and more. Without this larger eco-system of diversity leaders made up of our constituent groups, much of what we do would not be possible. The involvement of our community ensures progress and evolution of many of our most long running and successful programs.

Such involvement is a foundational aspect of how we work, and it will be critical for our office and the School each year. The ongoing collaboration and contributions that emerge from our engagement with Harvard Chan stakeholders can only enhance what we are able to accomplish. We will continue to cultivate and grow this community of diversity leadership as we continue to partner with individual community members, advocacy and governance groups, departments, employee resource groups, and student organizations.



Summary of Efforts Driven By Our 2020-2021 ODI Tactical Plan

The content below is grounded in response to the actions identified in the summer of 2020 as a part of our ODI Tactical Plan for the 2020-2021 academic year.

Administrative Infrastructure

To enhance DIB leadership engagement and visibility; data and evidence-based change; sustainable inclusive excellence-driven strategic planning; promotion of promising practices; and incident response systems.

Progress in 2020-2021

Implemented IDEAS Diversity Leadership Program for Senior Leaders and Department Chairs

The Inclusion, Diversity, Equity in Actions (IDEAS) leadership training program was co-developed between the Office of Diversity and Inclusion, the Office for Employee Development & Wellness, and the Center for Workforce Development, using an adapted curriculum that was originally created at the School of Engineering and Applied Sciences (SEAS). Over the course of the academic year, the Dean of Faculty, academic department chairs, and other senior leaders who comprise the Academic Council, completed six developmental modules. Topics included: *Introduction to Diversity, Inclusion & Belonging; Self-Understanding; Unconscious Bias; Microaggressions in the Workplace; Anti-Racism & Anti-Black Racism; and Inclusive Excellence in Leadership*. As an institution it is critical that our leaders are engaged in dialogue and learning at the intersection of their leadership roles. In 2021-2022, we will continue with ongoing learning for our senior leaders.

Developing a Three-Year Diversity Plan and Implementation Plan

In Fall 2020, the Office of Diversity and Inclusion convened the Strategic Planning Working Group (SPWG) under the Dean's Advisory Committee for Diversity & Inclusion (DACDI). The main charge of this working group was to develop a three-year diversity strategic plan and implementation plan for FY22-24. SPWG began its process with a review of existing data, reports, and completed assessments. From there, challenges and opportunities were identified along with core priority areas. The work of SPWG also built on past work done by former members of DACDI in previous years, and community presentations were held to secure more feedback from a wider audience. The diversity strategic plan, *Foundations for Sustainable Progress and Transformation: An Inclusive Excellence Strategic Plan for Harvard Chan*, highlights core priority areas, key goals and objectives, and a set of signature projects to be implemented over the next three academic years. Implementation is set to begin in Fall 2021.

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Dean of Faculty and senior leaders participated in six interactive and experiential modules during 2020-2021 academic year, which focused on critical issues of diversity, equity, and belonging at intersection of higher education leadership.

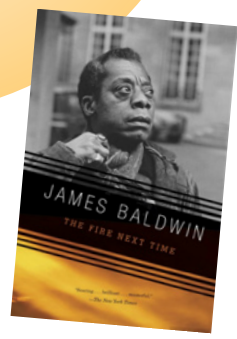
Revised Structure of DACDI to Support Diversity Goals

During the summer of 2020, professional staff from ODI and leadership from Dean’s Advisory Committee for Diversity & Inclusion (DACDI) met with former student and employee members of DACDI to better understand strengths of the group and any areas for growth. With the information collected, a number of themes emerged, which resulted in key changes to the institutional diversity committee: *adding senior leadership to full committee membership, recruiting and selecting all new members for full committee and working groups, securing membership from School governance groups (e.g., Faculty Council, Research Scientist Association Council, Harvard Chan Student Association, Postdoctoral Association), developing working groups with sub-focus and annual deliverables for year, and holding an orientation for the full committee at the start of the year.* At the conclusion of Spring 2021, a summary report for was drafted highlighting steps taken by each of the working groups. The DACDI Full Committee and working groups will reconvene in Fall 2021.

SPOTLIGHT ON PROMISING PRACTICES*

Department of Immunology and Infectious Diseases

Initiated first departmental book club with facilitated discussion on James Baldwin’s *The Fire Next Time*; and Submitted an HSPH Public Health Pedagogy Award proposal to support development of a symposium and additional resources for anti-racist and decolonizing research training within the department.



Beginning to Develop Community Values for Harvard T.H. Chan School of Public Health

In 2021-2022, via partnership between Office of Human Resources, Center for Workforce Development, and the Office of Diversity and Inclusion, the Harvard Chan School has begun a process to develop a set of community values for the institution that is also grounded in core inclusion and belonging principles that shape the behaviors we aspire towards for all community members. This project will continue into Fall 2021, with plans of completing the project in the 2021-2022 academic year. The final community values will also align with core themes within our inclusive excellence vision statement for the School, which will be supported by diversity strategic plan.

Performing a DIB Review & Audit and Action Planning with Academic Departments

In the Summer of 2020, the Office of Diversity and Inclusion began a DIB review and audit process with each academic department. This process consisted of an initial set of exploratory conversations with departmental leaders to identify opportunities and areas of growth along a set of key dimensions: *leadership, culture of belonging, recruitment & retention, and learning & development.* A unit inventory and self-assessment tool was also completed by departments, which then supported

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All nine academic departments participated in the DIB Review & Audit in Summer and Fall 2020, which consisted of multiple consultations and completion of the unit self-assessment tool for identifying areas for growth.

*During the 2020-2021 academic year, departments implemented a variety of best practices intended to enhance the experience of students, staff, postdocs, researchers, and faculty. There are many examples within the School, but the spotlights throughout this Report are a sample.

the process of beginning to identify a set of recommendations on possible areas of growth and initial steps towards diversity action planning at the department level. In Spring 2021, a similar process was initiated with the Office of Education (OED), the Office of Student Services (OSS), the Office of Educational Programs (OEP) and Executive and Continuing Professional Education (ECPE). In addition to the initial action plans developed by departments, a Progress Report was submitted at the end of Spring 2021 to summarize steps taken during the year. Diversity action plans and progress reports will be submitted yearly by departments as outlined in the *ODI Partnership Guide* for departments.

Supporting Departments with *ODI Partnership Guide* and *University DIB Toolkit*

During the 2020-2021 academic year, two new resources were shared with departments to support diversity efforts at the department level. In April 2021, the University's Office of Diversity, Inclusion and Belonging (ODIB) developed the *University DIB Toolkit*, which serves as a tool for offices and departments on activating their diversity work within units. This document contains templates for assessment and action planning, as well as links to other resources. In June of 2021, the Office of Diversity and Inclusion at Harvard Chan School also shared the *ODI Partnership Guide*, which serves as a resource and reference for how ODI will work with departments, highlighting information and resources relevant to the work, and outlining expectations in a set of key areas. Both documents were distributed to departmental diversity committees in June 2021 via an overview session.

Filling Professional Staff Vacancies in ODI

Critical to the success of the Office of Diversity and Inclusion is our ability to be equipped with the necessary personnel and resources. During the 2020-2021 academic year, our office initiated two professional staff searches to fill vacancies that had existed within the office. In February 2021, we hired Erica Knight as our new Assistant Director of Student Diversity and Access Initiatives, and later that Spring in April, hired Jennifer Castro as the new Director of Strategic Projects and Diversity Education. These roles will be essential and critical to the success of existing initiatives and new activities that will be implemented moving forward as a part of our strategic plan.

New University-Wide Landing Page for Diversity Offices

Through a collaboration with the University's Office of Diversity, Inclusion and Belonging (ODIB), and diversity offices from across the University, a new landing page was developed on the web that brings together access links for every diversity office and unit at Harvard University. This web landing page is intended to serve as an additional resource for not only diversity professionals within the University, but also for all Harvard community members looking to more easily access information on diversity-based programming, services, and resources available at Harvard University.

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The Harvard Chan Bias Response Team followed up on 12 reported incidents during the year.

Formally Convened Harvard Chan's Bias Response Team

In Summer of 2020, our Bias Response Team (BRT) was officially convened at Harvard Chan to help track and follow up on reported incidents of bias and harassment that may occur at the Harvard T.H. Chan School of Public Health. Early on, the BRT identified a need to enhance bias response activities in key areas and work to increase awareness of our reporting system and bias related supports. This past academic year BRT was able to establish the team of coordinators, revised web language, develop new Frequently Asked Questions (FAQs) for the web, create a new Bias Response Flowchart for the web, implement a data tracking system for reported incidents, held multiple information sessions, incorporated information on bias response and related supports into new student orientations for summer, fall, and winter. Going into Fall 2021, BRT will continue to increase awareness of the reporting system and supports, while also developing new resources for the community.

Revising ODI's Web Presence

In Fall 2020, the Office of Diversity and Inclusion began to make changes to its office's main web page. The new web page will allow for more ease of access to key services and resources available to our various Harvard Chan stakeholders, and will provide more access to strategic plan activities, reports, and data. In addition, the new page will link to key resources specific to Harvard Chan School and from around the University, including a set of helpful learning guides and resources that focus on activating DIB practices, diversity leadership, inclusive teaching, and more. The new web page will be available in Fall 2021.

New Practices in ODI Communication

To start the Fall 2020 academic year, the Office of Diversity and Inclusion, implemented monthly community updates on activities and actions being taken within the School. Going into the next academic year, these updates will continue, but will instead be transitioned to the *Emma* communications platform, which will better support a newsletter function while also providing ODI professional staff access to more concise communications options, and data tracking to inform adjustments to approaches taken. We also dedicated energy toward encouraging Harvard Chan community members to join our ODI Listserv for those interested in more frequent communications from ODI. In alignment with our commitment to community involvement, we also held three community presentations, for students and employees separately, that focused on our strategic planning process. Presentations were also recorded, captioned, and then uploaded to the web for asynchronous access by community members.

Dashboard on Steps Taken During Year

In collaboration with the Office of Educational Programs, our office developed a preliminary dashboard that captured data on event participation, and activities highlighted within our *ODI Tactical Plan for 2020-2021*. Our office is still developing a long-term approach for a data dashboard, and the current data visualization does not yet include compositional diversity data on students, faculty, staff, and postdoctoral fellows.

9

Diversity task forces and committees were developed in all 9 academic departments during 2020-2021 to monitor progress on departmental action plan items.

SPOTLIGHT ON PROMISING PRACTICES

Department of Health and Policy Management

Hosted first film and dialogue event in Spring 2021 in film 13th exploring historical and present-day implications of structural racism in the United States; and developed a feedback form that will be included in newsletters and other departmental communications to guide DIB activities.

For the new academic year, we will make available current data while we work to enhance our diversity data visualization capabilities on the web.

Developing Diversity-Focused Community Learning Outcomes

Part of our work this year was to assess needs in the community on various fronts, which also includes learning and development needs. With the intention of developing our ODI Community Learning Outcomes, our professional staff, with support from our DACDI working groups, reviewed data from the *2019 Pulse Survey*, the 2020 affinity group dialogues, past reported incidents of bias and discrimination, and past DACDI and ODI annual reports. This information along with compiled data from various DACDI working groups, allowed us to synthesize the information and identify areas for DIB learning as it pertains to necessary awareness, knowledge, and skills in key dimensions such as, but not limited to, racism, ADA/disability, gender identity, and more. The ODI Community Learning Outcomes content will be used by our office to compile and/or develop learning resources and developmental workshops in those areas.

Community Fabric

To bolster inclusive recruitment and hiring; inclusive onboarding; and diverse networks.

Progress in 2020-2021

Planning for an Interdisciplinary Faculty Diversity Hiring Initiative

This academic year, with involvement from senior leadership, the Office of Research Strategy and Development (ORS), the Office of Faculty Affairs (OFA) and the Office of Diversity and Inclusion (ODI), a planning process for an interdisciplinary diversity faculty hiring initiative was initiated. In 2020-2021, the planning team, which also includes department chairs, consulted faculty cluster hire recruitment experts—both internal and external to Harvard—in order to enhance our planning process and ensure that key variables vital to the success of such initiatives are implemented. The plan for the faculty hiring initiative will be finalized during the 2021-2022 academic year.

Partnering With HR to Enhance Key Steps Within Recruitment and Selection Process

Through ongoing collaborations with the Office of Human Resources (HR), the Office of Diversity and Inclusion (ODI) identified a number of collaborative projects pertaining to the recruitment and selection process. A new diversity statement was developed for the professional staff position posting form, which highlights key values and principles needed to foster cultures of belonging and inclusion. In addition, a set of core cultural competencies were also developed for the position posting forms, with iterations for both individual contributors and managers, that speak to self-awareness and key behavioral skills for foster inclusion that Harvard Chan School desires for all employees. Among remaining projects within the recruitment and selection process moving forward, there will also be a focus on interviewing, candidate evaluation tools, and unconscious bias training. Unconscious bias training content will be developed for implementation and piloting in Fall 2021.

Convening Department Chairs to Identify Standard Faculty Recruitment and Selection Activities

In the Fall 2020 semester, professional staff from Academic Affairs and the Office of Diversity and Inclusion convened a Chair DIB Working Group, which began its work together by reviewing key practices for faculty recruitment and selection. The work within this group also included a review of best practices aligned with the ongoing development of a faculty recruitment search guide. Collectively, the Chair DIB Working Group identified a preliminary set of practices for adoption across all departments, which include completion of unconscious bias training module, early identification of prospective candidates from underrepresented backgrounds, use of inclusive evaluation tools, post-search form on inclusive practices implemented, and development of new hire mentoring plan.

Developing Resources for Faculty Recruitment and Selection

The Office of Faculty Affairs (OFA) began development of draft documents to support inclusive practices during the faculty recruitment and selection process. These documents include templates for job ad posting, mentoring plan checklist, standard candidate evaluation form, and a candidate criteria checklist. These resources coupled with unconscious bias training are intended to minimize bias and increase fairness and equity during the search process. Once finalized, these resources will be made available.

Diversity Statement for Faculty Application Portal

In a collaboration between the Office of Faculty Affairs and the Office of Diversity and Inclusion, a new diversity statement was developed for the faculty application portal where prospective faculty candidates would apply. This project parallels the work done with the Office of Human Resources. The language in the statement highlights key values and principles essential to communities grounded in cultures of belonging and inclusion.

Seminars and Workshops for Faculty from Underrepresented Backgrounds

Over the course of the year, four professional development seminars were held for Harvard Chan faculty from underrepresented backgrounds and communities. These workshops have been a staple feature within the Office of Diversity and Inclusion (ODI). In 2020-2021, the four workshops focused on the following topics: *Navigating Teaching, Research, a Global Virus and Home-life Balance; Maximizing*

SPOTLIGHT ON PROMISING PRACTICES

Department of Biostatistics

Engagement with alumni of color in adjunct roles who also provide mentoring support for students and junior faculty; and hosted the 27th annual Summer Program in Biostatistics & Computational Biology virtually, for supporting pathways for students of low socioeconomic and underrepresented backgrounds; and implemented the efforts and events led by the Biostatistics Diversity and Inclusion Group (B-DIG), an affinity group for students who self-identify as underrepresented or historically marginalized in our field.

100%

Between February and April 2021, all newly admitted students from underrepresented communities in Master's and Doctoral programs received virtual postcards from ODI as a part of recruitment yield activities at Harvard Chan School.

SPOTLIGHT ON PROMISING PRACTICES

Department of Molecular Metabolism

Developed a reporting resource guide on its internal web page for the departmental community; and developed a regular section with information and updates on DIB activities and action steps on their departmental newsletter.

Your Writing Productivity – Publications and Grants; Conversations and Strategies on Race Relations in the Workplace; and Using Team Science to Your Advantage. The workshop presenters consisted of faculty from within the Harvard T.H. Chan School of Public Health and from around the University. ODI professional staff also captured feedback from workshop participants to inform program planning for the next academic year.

Partnering with Office of Student Services on Marketing & Recruitment

In 2020-2021, the Office of Student Services (OSS) was engaged in their own strategic planning and also utilized the Marketing & Recruitment Committee to identify new steps in web content, considerations for outreach to new student populations, and use of ads to support development of wider student applicant pool. A sub-committee on Student Diversity was convened during

the year with a focus on recruitment and supports for students from historically marginalized groups, and students of color. Going into Fall 2021, this sub-committee will be chaired by ODI professional staff.

ODI Professional Staff Role on Admissions Committees

In 2020-2021, ODI professional staff participated in and supported the student applicant review process for programs at both the master's and doctoral level. As we solidify new guidance on best practices for inclusive and equitable student application review that can be implemented across programs, this work will continue to evolve. During the year, such collaborations with academic programs included support with the DrPh admissions planning team and with doctoral admissions review for the Department of Social & Behavioral Sciences and the Department of Biostatistics.

New Recruitment Collaborations and Yield Events With Office of Admissions

To support recruitment of more diverse applicant pools, the Office of Admissions and the Office of Diversity and Inclusion (ODI), collaborated on a number of programs and activities during the year. Efforts were taken to directly connect with students from Historically Black Colleges and Universities (HBCUs) via an outreach campaign with HBCU Connect, and panels with prospective students of color. In supporting the yield efforts during recruitment, ODI sent virtual congratulatory messages to all admitted students identified as being from underrepresented backgrounds. In collaboration with the employee affinity group UNITY, the Office of Admissions also held an LGBTQ+ student, staff, and faculty panel for newly admitted students who self-identified as members of the LGBTQ+ community and allies. In ongoing efforts to ensure an inclusive selection process, new language was drafted for the *HSPH Handbook for Reviewers on Student Admissions* speaking to key steps and approaches for reviewers. New learning content on unconscious bias and recommended approaches for the student application review process will be

4

Four professional development workshops were held for faculty from under-represented backgrounds.

developed for the 2021-2022 academic year. Lastly, in the new year, ODI professional staff will partner on development of new approaches focused on recruitment from Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), and Tribal Colleges and Universities (TCUs) for the upcoming academic year.

Partnership and Collaborations Across Summer Pipeline Programs

Out of the Marketing & Recruitment sub-committee on Student Diversity, a data collection project was led by two Equity, Diversity, & Inclusion (EDI) Fellows to identify strengths and areas of growth across five of our summer programs: *Biostatistics & Computational Biology*; *Biological Sciences*; *Epidemiology*; *Fostering Advancement & Careers through Enrichment Training in Science (FACETS)*; and *Multidisciplinary International Research Training (MIRT)*. Key themes from the assessment highlighted areas for growth relative to data tracking on participants and activities; marketing and outreach; recruitment opportunities at HBCUs, HSIs and TCUs; new web content; and barriers to the application process. A Summer Pipeline Programs Working Group was convened to monitor and implement changes based on recommendations generated from data collected in 2020-2021.

70%

The 2020-2021 academic year produced a 70% increase in URM student applicants with a 17% yield
(Note: Official data for 2020-2021 is not yet available).

Learning Framework

Improving access to core DIB knowledge; expertise for facilitated discussions; DIB upskilling, learning + support; and individual and collective DIB progress recognition.

Progress in 2020-2021

Hosted New Cultural and Identity-Focused Events During Year

During the academic year, cultural events and programs were held each month by the Office of Diversity and Inclusion (ODI), with some events developed in collaboration with the University's DIB Leadership Council. These events were intended to honor the various identity and heritage months recognized and celebrated in the United States. In 2020-2021, events were held for *Latinx Heritage Month*, *Trans Day of Remembrance*, *Native American Awareness Month*, *Disability Awareness Month*, *Black History Month*, *Women's History Month*, and *Juneteenth*. All events were delivered virtually and were available for the entire Harvard Chan

community. These events included panel discussions, film and dialogue programs, lectures, and moderated discussions. Recorded events can be accessed on the ODI web page. In the next coming year, our office will look to have a stronger presence on the various identity and cultural heritage months and holidays.

Requesting Custom Workshops from ODI

This past year, several departments and offices requested support from the Office of Diversity and Inclusion (ODI) with respect to facilitating discussion or leading learning and development workshops on custom topics related critical diversity issues. Of the custom facilitated workshops and discussions, topics included: *Exploring Self-Awareness & Our Socialization*, *Foundations for Inclusive Team Cultures (Part I and II)*, and *Exploring Racism Within Departments*. For TA and Faculty audiences, requested workshops included the following topics: *Understanding & Engaging Diverse Groups of Learners (Part I Asynchronous Module)*, *Understanding & Engaging Diverse Groups of Learners (Part II Synchronous Module)*, *Responding to Microaggressions in the Classroom*, and *13th: A Community Discussion (Film & Dialogue)*.

Online ODI Workshop Request Form for Students and Employees

An online workshop request form was developed in Spring 2021 to support ODI with planning on requested learning and development activities. The request form allows ODI professional staff access to information on anticipated number of participants, desired date for workshop, participant needs or special accommodations, desired learning outcomes, and a list of existing workshops for request via a drop down menu. This form is available for use by departments, employee governance/advocacy groups, affinity/resource groups, and student organizations.

Implemented *Race.Dialogue.Action* Series during year

ODI implemented the *Race.Dialogue.Action* series during Fall 2020 and Spring 2021 semesters. Two workshops were held each semester and presenters focused their content on skills for fostering racially inclusive environments with attention to communication and behavior. Each session was followed up by employee race-based affinity group reflective sessions in subsequent weeks. In the coming year, our office will revise approaches for the *Race.Dialogue.Action* program and affinity group activities.

The New Narratives Project and the Intersection of Racism and Public Health

The New Narratives Project (NNP) commenced with an ad hoc group that eventually formed into a planning team that met all year. From this planning team's work, an overarching theme was developed, which encompassed a set of three events leading up to the *Health Equity & Leadership (HEAL) Conference in April 2021*. The three programs, held between Fall 2020 and Spring 2021, included an alumni panel on decolonized and indigenous health practices, a panel of local public health practitioners on community trauma and healing, and the *Belly of*

SPOTLIGHT ON PROMISING PRACTICES

Department of Social & Behavioral Sciences

Successfully awarded grant through the Culture Lab Innovation Fund (CLIF) for 2021-2022 academic year through collaboration with Office of Diversity and Inclusion to implement the *Racial Literacy Course Redesign Project*.

**Culture Lab
Innovation Fund**

DIB.HARVARD.EDU/CULTURE-LAB



the Beast film screening that centered on black maternal health in the prison and criminal justice system. These events and the HEAL conference all aimed to bring attention to the work of community leaders, health practitioners, and grassroots initiatives in the community addressing some aspect of structural racism. NNP will again be implemented in 2021-2022.

Anti-racism Resource Web Page

In summer of 2020, Harvard T.H. Chan School of Public Health developed the Anti-racism Resource web page, which connects community members to resources internal to Harvard University and additional non-Harvard resources. The contents of the web page include reading lists and key organizations that any member of the Harvard Chan community can engage with. Resources include items such as frameworks for leading dialogue, reading lists, local organizations to connect with (e.g., *Black Lives Matter* and *Showing Up for Racial Justice*), learning guides (e.g., Harvard University's *Combating Anti-Black Racism Resources Guide*), and more. Our office will continue to update and revise this curated set of resources on an ongoing basis each year.

Virtual HEAL Conference and Global Participation in the Spring

In Spring 2021, the Health Equity and Leadership (HEAL) Conference was held via the WHOVA virtual platform. Conference programming consisted of a keynote talk by Rev. Karlene Griffith Sekou, MPH, and a total of five workshops/panels: *Dalit Women's Life Narratives*; *The Role of Eugenics in Reproductive Health and Involuntary Sterilization*; *Counter Surveillance, Criminalization, and Policing: A Health Justice Perspective*; and *Building Solidarity Among BIPOC Communities*. The conference brought in participants from around the globe with a total of 501 attendees from various countries. The virtual nature of the conference created increased levels of access, and also brought global perspectives to much needed critical discussions of identity, health, and cross-racial coalition building.

Self, Social & Global Awareness (SSGA) Workshop at Fall and Winter Orientation

In collaboration with the Office of Student Affairs, the Office of Diversity and Inclusion (ODI) held a virtual iteration of the *Self, Social and Global Awareness* (SSGA) workshop for newly enrolling students in August 2020 and January 2021 as a part of new student orientation. The interactive sessions allowed for identity self-exploration and small group dialogue led by ODI professional staff. The plan moving forward is to extend the learning experience beyond the new student orientations and to develop a follow up learning experience for returning students that builds on the content of SSGA.

Held ODI Appreciation Event at the End of the Year

This event was held virtually in May 2021 and created an opportunity to recognize ODI professional staff and all Harvard Chan community members actively shaping directions and contributing to ODI-led projects and initiatives. In 2020-2021, just under 100 students, staff, researchers, postdocs, and faculty consistently contributed to supporting ODI via steering committees, working groups, co-facilitation, event planning, presentations and guest talks, and more. Their collective contributions supported progress with Dean's Advisory Committee for Diversity & Inclusion (DACDI), Lunch n' Learn Program for Staff of Color & Allies, UNITY LGBTQ+ Affinity Group, Equity, Diversity & Inclusion (EDI) Fellowship Program, Donald Hopkins Pre-Doctoral Scholars Program, Bias Response Team, Yerby Fellowship Program, New Narratives Project, Summer Program in Epidemiology, IDEAS Leadership Training Program, Culture Lab Innovation Fund (CLIF) Project Team, Rose Service Fellowship, Leaders in Health Program, and the Community Based Participatory Research Course.

SPOTLIGHT ON PROMISING PRACTICES

Office of Diversity and Inclusion

Hosted or co-sponsored 29
Educational Programs
and Workshops

Average Rates of Attendance for Each Event Type During a Year of Virtual Engagement

Community Dialogue	99 participants
Community Space	16 participants
Presentations	39 participants
Educational Programs and Workshops	52 participants
Information Sessions	7 participants
Receptions/Socials	32 participants

Virtual Space Allowed for Increased Access and Significantly High Attendance for a Number of Events During the Year

Summer 2020, Community Dialogue on Racism	133 attendees
Summer 2020, Strategic Planning Presentation for Employees	150 attendees
Fall 2020, Voting, Health Policy & Social Justice	142 attendees
Spring 2021 Alonzo Yerby Diversity Lecture	131 attendees
Spring 2021 Inaugural Donald Hopkins Lecture	151 attendees
Spring 2021 Health Equity and Leadership (HEAL) Conference	501 attendees

Cultural Innovation

Advancing School-wide programming; innovative DIB practices; equitable mental health, wellness, and safety measures; and culturally rich programs, tools, and images.

Progress in 2020-2021

HSPH Community Spaces and National Events

Throughout the 2020-2021 academic year, our Harvard Chan community was impacted directly and indirectly by a number of local, national, and global incidents of violence, injustice, and hate. It is important that our community is responsive to these incidents and that we not only acknowledge the impact and communicate with our stakeholders during such moments, but that we also convene community spaces for solidarity, dialogue, and support when possible. This past year, ODI professional staff led a number of community spaces that created space for processing and discussion in response to various events: *police shootings of unarmed Black people; concerns regarding Presidential election and societal implications, anti-Asian violence and rhetoric, and the Capitol Hill insurrection before the Presidential inauguration*. ODI professional staff also facilitated community spaces and affinity group discussions on the University level in collaboration with the Office of Diversity, Inclusion and Belonging (ODIB). Community spaces will continue to be a part of our response to the direct and indirect impact and harm that result from incidents of injustice in larger society.

New University-wide Affinity Graduations

In addition to the Harvard Black Graduation, the Harvard Latinx Graduation, and the Harvard University Native American Program (HUNAP) Graduation, new University-wide affinity graduation ceremonies were developed and held at Harvard this past year. Grounded in a grassroots movement among University stakeholders to elevate these programs to the University level, in the 2020-2021 academic year, the following new graduation events were implemented: the First Gen/Next Gen Graduation, and the LGBTQ+ Lavender Graduation. In Spring 2021, a University-wide Affinity Graduation Working Group was convened under the University's Office of Diversity, Inclusion & Belonging (ODIB) to centralize the planning and coordination of all University affinity graduations. ODI professional staff was represented on this working group and will continue to be moving forward.

SPOTLIGHT ON PROMISING PRACTICES

FXB Center for Health & Human Rights at Harvard University

Led by Dr. Mary Bassett, the FXB Center was able to secure grant funding through the JPB Foundation for their Structural Racism Initiative for Diversity with Equity (STRIDE) initiative. The FXB Center also recently welcomed a number of new fellows and support staff who will advance goals for the STRIDE initiative.

Securing Culture Lab Innovation Grant for Racial Literacy Course Redesign

In recent years, Harvard University has put out a call for proposals for the Culture Lab Innovation Fund (CLIF), which is overseen by the University's Office of Diversity, Inclusion & Belonging (ODIB). This year the CLIF grant consisted of three tracks for submission: mental health, community rebuilding, and racial justice. In a collaboration between the Office of Diversity and Inclusion (ODI) and leaders, faculty and students from the Department of Social & Behavioral Sciences (SBS), a proposal for a project entitled *Racial Literacy Course Redesign* was submitted and awarded in June 2021. This \$14,000 award will support the implementation of the pilot project, which is focused on course redesign with a critical race lens and racially inclusive learning experiences. In the pilot, key steps will include reviewing course content and creating recommendations and a plan for 1) enhancing course content and 2) training for faculty to deliver that content. In terms of building internal capacity, the pilot project also has a focus on developing resources, templates, and training for such supports to be sustained and delivered through the Course Support Working Group in the Office of Educational Programs.

Using Race-based Affinity Groups to Further Learning and Understanding

Following the murders of George Floyd, Breonna Taylor, and Ahmaud Arbery, race-based affinity groups were held for students and employees during the months of June and July of 2020. The affinity groups allowed for community members to process their racialized experiences and thoughts in a group of shared identity while also providing feedback to ODI on ways to support their experience at the Harvard T.H. Chan School of Public Health in general. The following affinity groups were utilized (and community members were able to attend any group that they self-identified with): Black, Multiracial/biracial, Indigenous, Communities of Color (non-Black), and White. During the Fall and Spring semesters, post-workshop reflective sessions were held for employees in connection to the *Race.Dialogue*. *Action* program series.

Implemented Leaders in Health Program in Virtual Space

The 8-week program was held from September to November in Fall 2020, with 12 participants from greater Boston community-based organizations. Three MPH students enrolled in the course through an independent study to serve as T.A.s for course participants and to engage in reflective learning and field immersion. This year's participants came from a variety of organizations: *Roxbury Tenants of Harvard*; *Brigham and Women's Hospital*; *City of Lawrence Mayor's Health Task Force*; *Boston Public Health Commission*; *Madison Park Community Development Corporation*; *Ron Burton Training Village*; *Chelsea Collaborative*; *Cambridge Public Health Department*; *Action for Boston Community Development*; and *Immigrant Family Services Institute*. This program also culminated with a capstone event at the end of the academic year.

12

Individuals from local community organizations participated in the Leaders In Health Course.

Ongoing Engagement With Our Community Advisory Boards

Although in a virtual capacity, ODI professional staff was able to continue service and contributions on advisory boards for the *Boston Foundation Advisory Board* with a focus on addressing racial and ethnic inequities in maternal health, and with the Harvard Prevention Research Center Community Advisory Board.

Supporting the Boston Black COVID Coalition

A group of HSPH-affiliated researchers were convened in order to identify opportunities to support the ongoing efforts of the Boston Black COVID Coalition, who work to ensure that policies and actions taken in the city are able to enhance the well-being of Black residents and businesses while also addressing challenges disproportionately impacting the Black community during and prior to the pandemic. HSPH researchers and ODI professional staff participated in Boston Black COVID Coalition's weekly meetings as a part of this collaboration.

Connecting Human Resources to Roxbury Community College (RCC)

Initial collaboration meeting was held between HSPH's Office of Human Resources and representatives from Roxbury Community College (RCC) to explore possible collaboration to support professional staff recruitment activities and efforts intended to increase diversity in the pool of applicants for professional staff positions from local communities of color in Boston. This collaboration is early in exploration and will require more follow up in the coming year.

Community Based Participatory Research Course

ODI professional staff again co-led the Community Based Participatory Research course this year and were able to successfully accomplish course goals through an entirely virtual experience. In 2020-2021, a total of 22 students participated in the course.

SPOTLIGHT ON PROMISING PRACTICES

Department of Global Health & Populations

Interviews conducted within departmental stakeholder community to identify needs and areas of growth with respect to climate which then informed development of departmental action plan by their DIBE Taskforce in Spring 2021.

42

Number of participants in workshops facilitated as a part of the Robert Woods Foundation Interdisciplinary Research Leadership Program

Engaging Rose Service Learning Fellows in the Virtual Space

In Fall 2020 and Spring 2021, ODI professional staff participated in the review, selection, and mentorship of a newly selected cohort of participants for the Rose Service Learning Fellowship. Despite engagement in the virtual space, the selected fellows were still able to participate in a cohort-based experience and complete their respective projects during the year. The Rose Service Learning Fellowship has been an annually implemented program through the Office of Educational Programs in partnership with ODI and it will continue in 2021-2022.

Connecting Students and Senior Leaders on Community Engagement

In Summer 2020, a new Community Engagement Working Group was convened with membership from senior leaders in the Office of Educational Programs (OEP) and the Harvard Chan Student Association (HCSA) to explore critical issues tied to engagement in the local community and opportunities for community based participatory research. The work of this group is grounded in a desire to identify more opportunities within the student experience for engaging in community-based research. This working group will continue to meet in the upcoming academic year.

Graduating First Cohort of Donald Hopkins Program and Next Steps

The Donald Hopkins Pre-Doctoral Scholars program aims to prepare students from underrepresented communities for doctoral study and to increase diversity among students pursuing doctoral degrees in Biostatistics, Epidemiology, and Global Health and Population departments. In 2020-2021, the Hopkins program graduated its first two students and brought in a new cohort of four new students who started in the Fall 2020 semester. During the year, Hopkins students received mentoring and participated in enrichment workshops on topics such as *self-care*, *peer networking*, *academic goal setting*, *strategies for scientific writing*, and more. ODI professional staff along with Steering Committee members from our academic departments also identified new practices for enhancing the student experience and program outcomes, which had implications for web content, onboarding experience, enrichment activities, and staple services offered by program. Given the positive outcomes of the program early on, new funds were secured for an additional five years, which will carry the Hopkins program through the 2025-2026 academic year. The two students who graduated from the Hopkins program in May 2021, were also accepted into doctoral programs for start dates in Fall 2021.

11

Cohort based enrichment and professional development seminars took place this year for Students in the Hopkins Pre-Doctoral Scholars program.

22

students participated in 8-week *SBS 501 Community Based Participatory Research* course

96%

of surveyed respondents found the Lunch n' Learn Program for Staff of Color & Allies to be effective, which consisted of a total of 9 workshops this past year.

Lunch n' Learn Program During a Revitalized Racial Justice Movement

Led by ODI professional staff, Committee Chair, and the Lunch n' Learn Advisory Committee members, a total of nine workshops were held during the year for the Lunch n' Learn Program for Staff of Color & Allies. The program's primary goals are to develop community, promote creativity, innovation, learning, and foster personal and professional growth. This year's set of workshops were also grounded in the themes highlighted in Ijeoma Oluo's book *So you Want to Talk About Race*. On average, 31 professional staff attended monthly workshops. This year an additional Coffee Break session was added each month for extended dialogue and processing with participants on a given monthly topic. The Lunch n' Learn program will re-commence in Fall 2021 with a new theme and monthly activities.

New EDI Fellows Cohort and Virtual Experience in 2020-2021

The Office of Diversity and Inclusion recruited a new cohort of 12 Equity, Diversity, & Inclusion (EDI) Fellows for the 2020-2021 academic year. This group of fellows provided support to office that included a variety of activities such as data collection, panel moderation, program planning, working group, and committee service, training facilitation, general advocacy, content presentation, and strategic planning. The EDI Fellows have continued to be a tremendous resource for the School and ODI. This year, a bi-weekly "*EDI Fellow Cypher*" was held virtually to create opportunities for cohort gatherings and relationship building. The EDI Fellowship Program will be continuing in the upcoming year once again.

3

modules were led by ODI professional staff as a part of Community Engaged Research Training (CERn) through Harvard Catalyst Community Engagement activities: Community Engaged Research Strengths and Limitations; Cultivating Effective Collaboration; Incorporating CERn into Your Research and Practice.

Diversity and Representation at Harvard Chan School

The content below is intended to provide a snapshot of the compositional diversity within the Harvard Chan School of Public Health. **Please note that official student enrollment yield data for the 2020-2021 academic year is not yet final. Student data below reflects data from the 2019-2020 academic year.**

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.

Student Data

Table 1.0: Historical Degree Program Admissions and Enrollment – All Applications

Degree Program	Applications					Admits					Matriculants					Yield				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
MPH45	583	581	639	523	574	364	364	366	310	350	259	259	257	221	243	71%	71%	70%	71%	69%
MPH65	110	561	461	424	310	61	166	146	172	157	47	88	79	90	66	77%	53%	54%	52%	42%
MPH-EPI	561	111	113	109	104	83	61	83	72	60	45	49	66	62	44	54%	80%	80%	86%	73%
MHCM	35	34	39	47	39	29	29	31	30	31	26	26	27	28	26	90%	90%	87%	93%	84%
SM	548	543	727	715	691	216	216	210	196	230	135	132	129	115	134	63%	61%	61%	59%	58%
DrPH	231	194	175	168	139	27	21	13	16	12	21	18	9	9	10	78%	86%	69%	56%	83%
PhD	748	748	859	970	966	79	81	83	89	83	64	67	66	67	62	81%	83%	80%	75%	75%
TOTAL	2816	2772	3013	2956	2823	859	938	932	885	923	597	639	633	592	585	69%	68%	68%	67%	63%

The table above presents Admissions and Enrollment data for all student applications for the 2016-2020 academic years. Please note that at the time of this report, official data for the academic year 2020-2021 is not yet available. 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, number of students admitted, the number of students officially matriculated, and the percentage of yield (i.e., percentage of admitted students who matriculated).

Table 2.0: Historical Degree Program Admissions and Enrollment – All International Applications

Degree Program	Applications					Admits					Matriculants					Yield				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
MPH45	250	249	253	223	248	132	140	108	107	169	98	98	79	81	85	74%	70%	73%	76%	50%
MPH65	54	124	67	91	60	37	24	14	29	20	27	18	13	24	10	73%	75%	93%	83%	50%
MPH-EPI	124	54	57	60	56	23	39	45	44	34	18	28	36	40	25	78%	72%	80%	91%	74%
MHCM	9	8	5	8	9	6	7	2	1	5	4	4	1	1	5	67%	57%	50%	100%	100%
SM	357	352	446	481	463	117	126	102	96	116	79	76	70	57	74	68%	60%	69%	59%	64%
DrPH	92	89	77	73	63	10	10	3	4	5	10	10	1	4	4	100%	100%	33%	100%	80%
PhD	304	322	359	420	447	23	23	23	25	22	15	21	22	24	18	65%	91%	96%	96%	82%
TOTAL	1190	1198	1264	1356	1346	348	369	297	306	371	251	255	222	231	221	72%	69%	75%	75%	60%

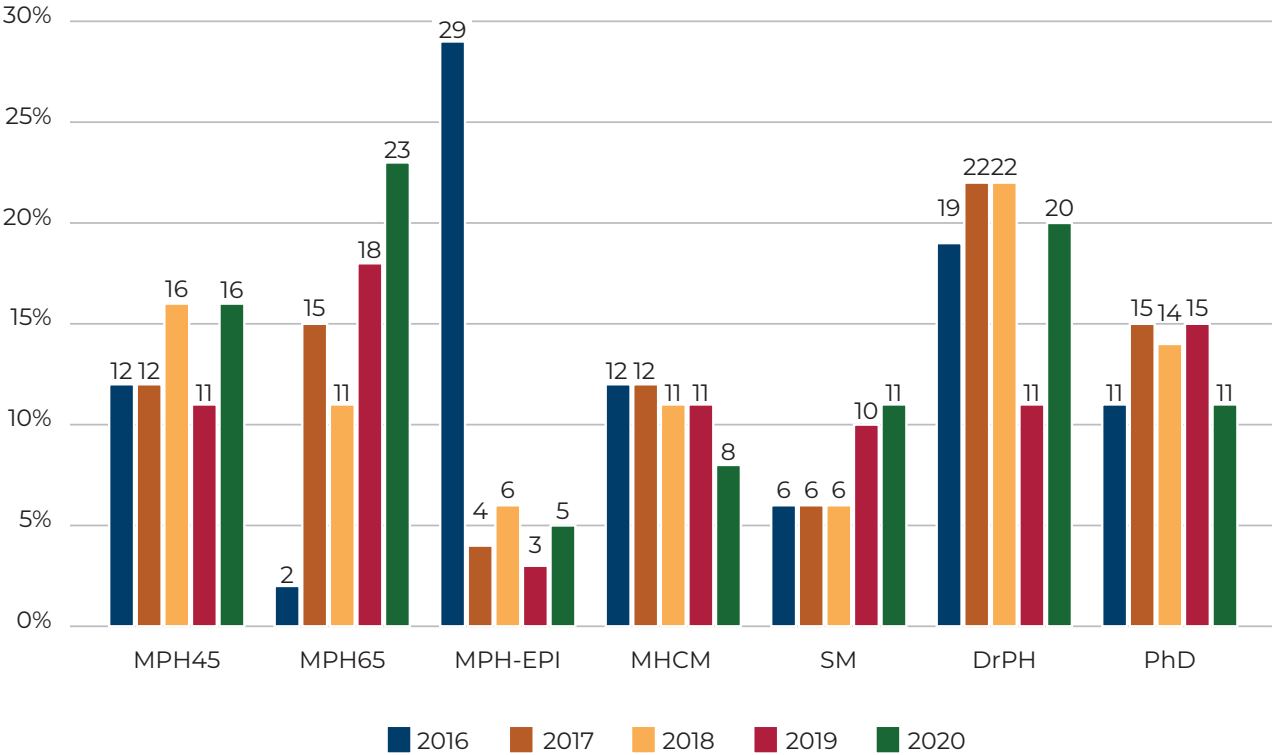
The table above presents Admissions and Enrollment data for all international student applications for the 2016-2020 academic years. Please note that at the time of this report, official data for the academic year 2020-2021 is not yet available. The table reflects data by degree program and overall for the Harvard T.H. Chan School of Public Health on the number of international student applications, number of international students admitted, the number of international students officially matriculated, and the percentage of yield (i.e., percentage of admitted international students who matriculated).

Table 3.0: Historical Degree Program Admissions and Enrollment – Underrepresented Student (URM) Applications

Degree Program	Applications					Admits					Matriculants					Yield				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
MPH45	74	72	103	65	83	50	55	66	40	57	32	31	40	25	39	64%	56%	61%	63%	68%
MPH65	13	81	68	69	71	1	21	19	27	36	1	13	9	16	15	100%	62%	47%	59%	42%
MPH-EPI	81	14	9	8	14	23	2	4	2	3	13	2	4	2	2	57%	100%	100%	100%	67%
MHCM	3	3	4	6	3	3	3	3	3	2	3	3	3	3	2	100%	100%	100%	100%	100%
SM	35	35	44	42	42	12	15	18	18	21	8	8	8	12	15	67%	53%	44%	67%	71%
DrPH	55	48	43	46	27	5	5	2	3	3	4	4	2	1	2	80%	80%	100%	33%	67%
PhD	95	101	117	93	108	12	12	10	10	9	7	10	9	10	7	58%	83%	90%	100%	78%
TOTAL	356	354	388	329	348	106	113	122	103	131	68	71	75	69	82	64%	63%	61%	67%	63%

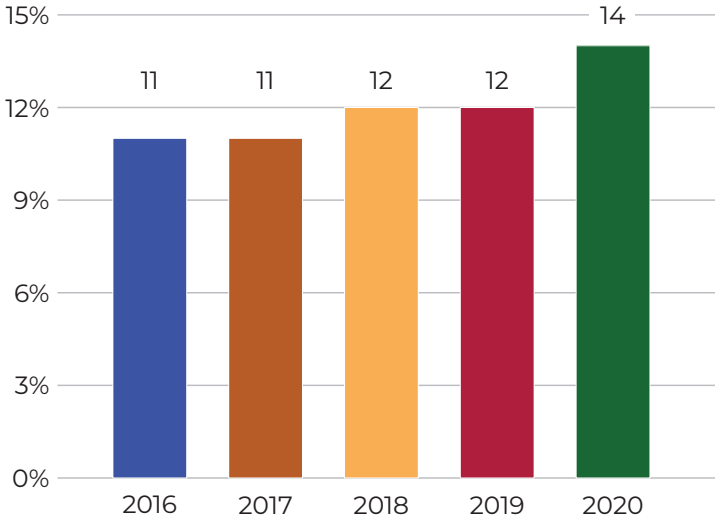
The table above presents Admissions and Enrollment data for all underrepresented student (URM) applications for the 2016-2020 academic years. Please note that at the time of this report, official data for the academic year 2020-2021 is not yet available. The table reflects data by degree program and overall for the Harvard T.H. Chan School of Public Health on the number of URM student applications, number of URM students admitted, the number of URM students officially matriculated, and the percentage of yield (i.e., percentage of admitted URM students who matriculated).

Chart 1.0: Percentage of Incoming Harvard T.H. Chan School of Public Health Students from Underrepresented Groups (URM) by Program, 2016-2020



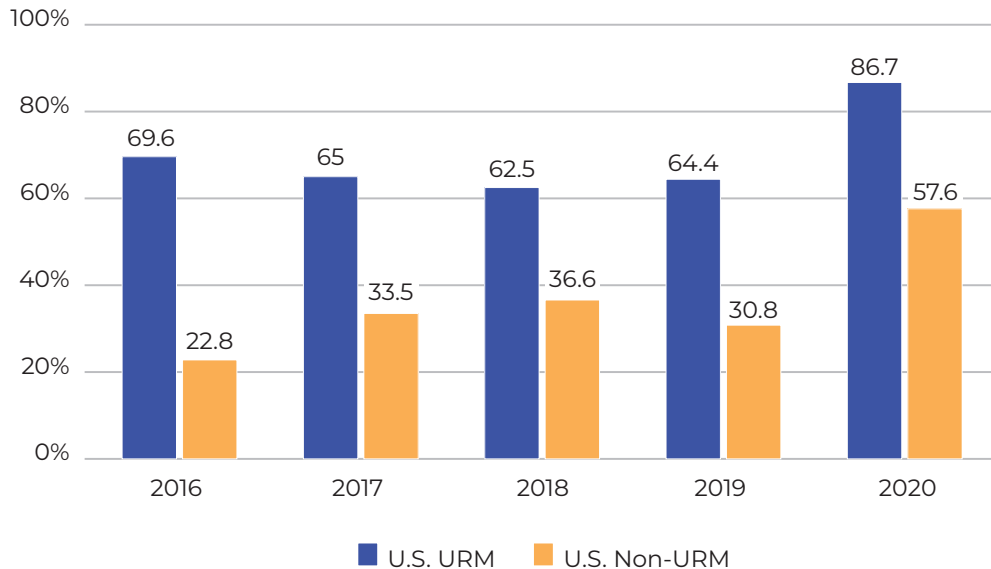
The chart above presents admissions and enrollment data on the percentage of all incoming Harvard Chan School students who are identified as being students from underrepresented backgrounds (i.e., underrepresented minority, URM) for the years ranging 2016 to 2020. Please note that at the time of this report, official student enrollment data for the academic year 2020-2021 is not yet available. The chart reflects data on percentage of incoming URM students by degree program.

Chart 2.0: Total Percentage of Incoming Harvard T.H. Chan School of Public Health Students from Underrepresented Groups (URM), 2016-2020



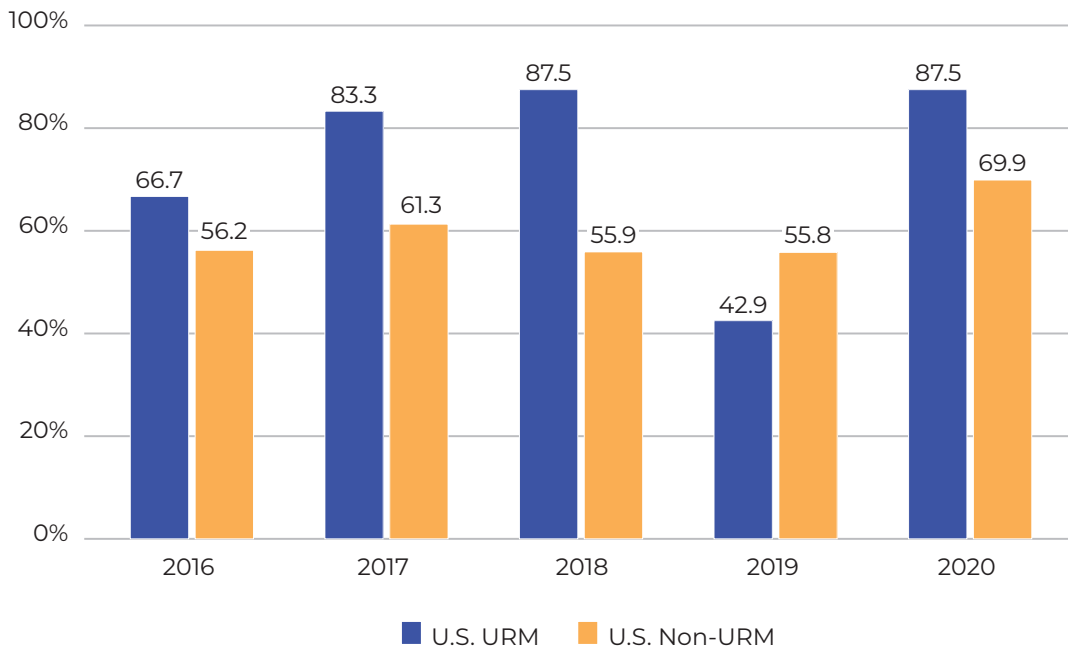
The chart above presents admissions and enrollment data on the percentage of all incoming Harvard Chan School students who are identified as being students from underrepresented backgrounds (i.e., underrepresented minority, URM) for the years ranging 2016 to 2020. Please note that at the time of this report, official student enrollment yield data for the academic year 2020-2021 is not yet available. The chart reflects data on the overall percentage of incoming URM students for the Harvard Chan School.

Chart 3.0: Percentage of SM1/MPH Students Receiving Harvard Financial Aid among U.S. Students from URM and Non-URM Groups, 2016–2020



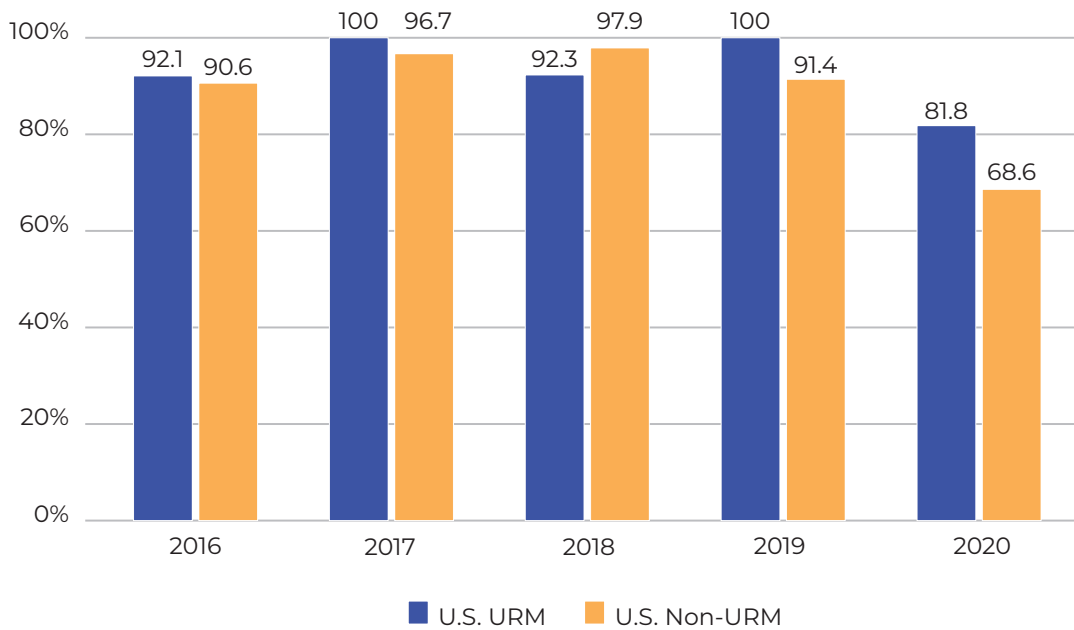
The chart above presents financial aid data on the percentage of U.S. students from URM and non-URM groups receiving financial aid within the **SM1/MPH programs**. The data above reflects the years ranging from 2016 to 2020. Please note that at the time of this report, official student enrollment yield data for the academic year 2020-2021 is not yet available. (**Note:** GSAS manages financial aid for PhD students; therefore, the data is not reported here.)

Chart 4.0: Percentage of SM2/SM60 Students Receiving Harvard Financial Aid among U.S. Students from URM and Non-URM Groups, 2016–2020



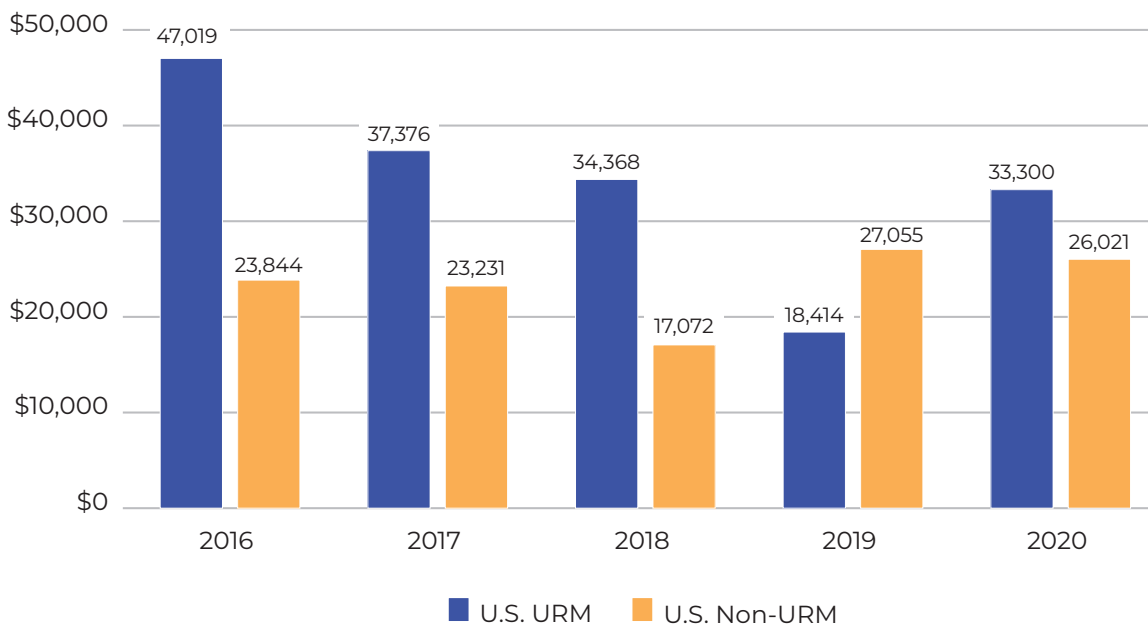
The chart above presents financial aid data on the percentage of U.S. students from URM and non-URM groups receiving financial aid within the **SM2/SM60 programs**. The data above reflects the years ranging from 2016 to 2020. Please note that at the time of this report, official student enrollment yield data for the academic year 2020-2021 is not yet available. (**Note:** GSAS manages financial aid for PhD students; therefore, the data is not reported here.)

Chart 5.0: Percentage of ScD/DrPH/DPH Students Receiving Harvard Financial Aid among U.S. Students from URM and Non-URM Groups, 2016–2020



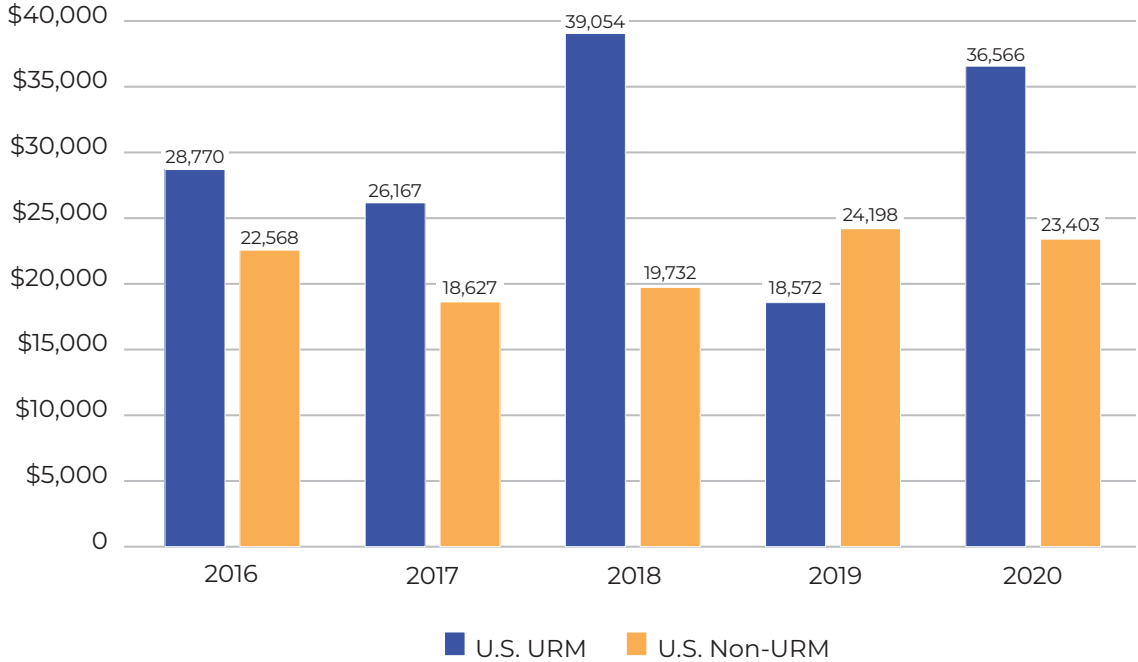
The chart above presents financial aid data on the percentage of U.S. students from URM and non-URM groups receiving financial aid within the **ScD/DrPH/DPH programs**. The data above reflects the years ranging from 2016 to 2020. Please note that at the time of this report, official student enrollment yield data for the academic year 2020-2021 is not yet available. (**Note:** GSAS manages financial aid for PhD students; therefore, the data is not reported here.)

Chart 6.0: Chart 6.0: Average Amount of Harvard Financial Aid among SM1/MPH Students from URM and Non-URM Groups, 2016–2020



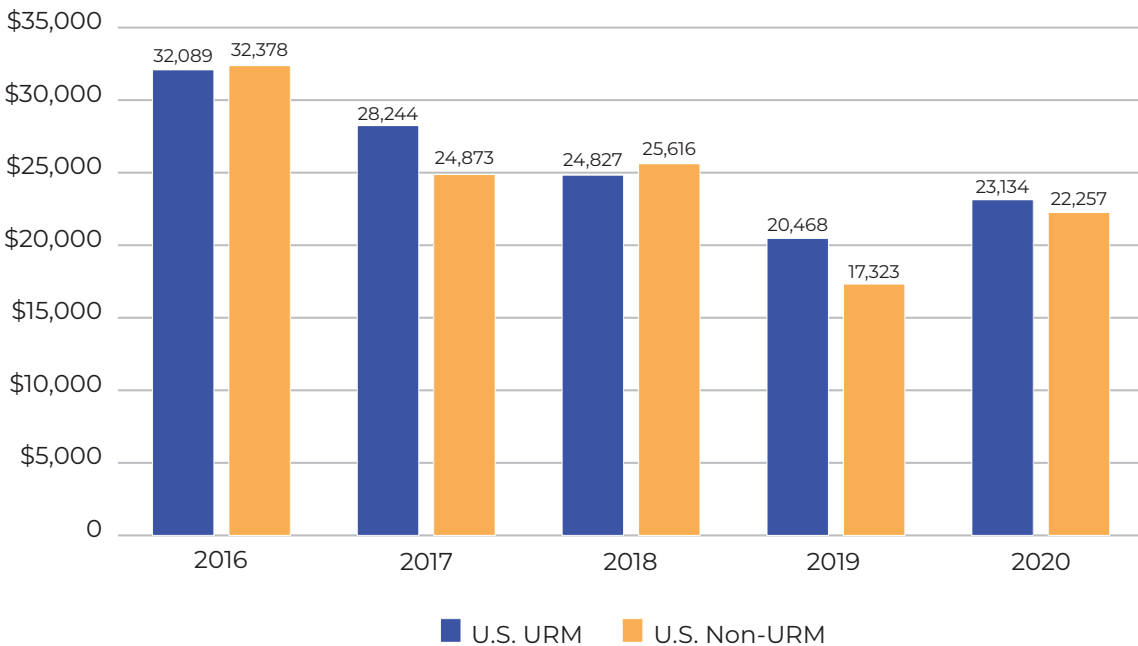
The chart above presents financial aid data on the average amount of financial aid awarded to U.S. students from URM and non-URM groups within the **SM1/MPH programs**. The data above reflects the years ranging from 2016 to 2020. Please note that at the time of this report, official student enrollment yield data for the academic year 2020-2021 is not yet available. (**Note:** GSAS manages financial aid for PhD students; therefore, the data is not reported here.)

Chart 7.0: Average Amount of Harvard Financial Aid among SM2/SM60 Students from URM and Non-URM Groups, 2016–2020



The chart above presents financial aid data on the average amount of financial aid awarded to U.S. students from URM and non-URM groups within the **SM2/SM60 programs**. The data above reflects the years ranging from 2016 to 2020. Please note that at the time of this report, official student enrollment yield data for the academic year 2020-2021 is not yet available. (**Note:** GSAS manages financial aid for PhD students; therefore, the data is not reported here.)

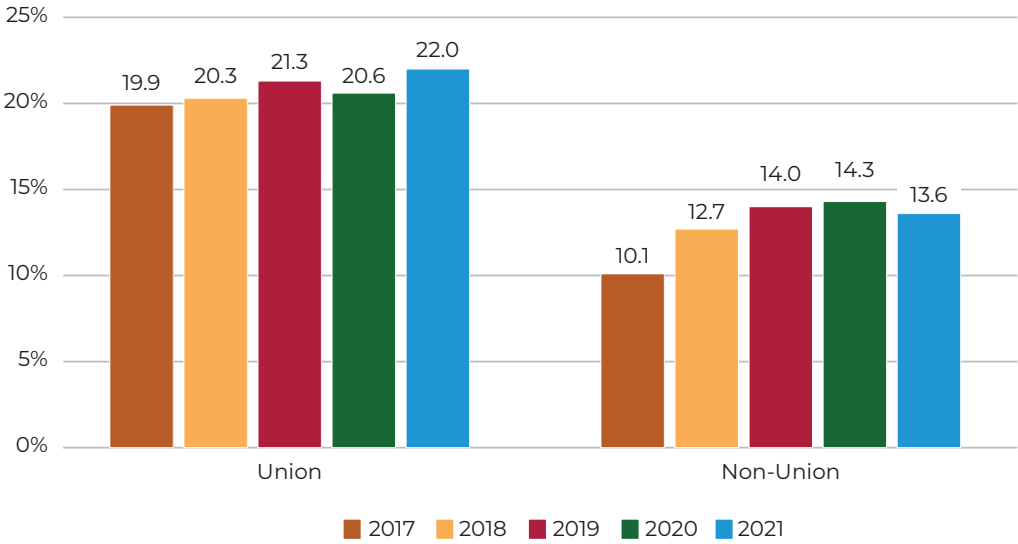
Chart 8.0: Average Amount of Harvard Financial Aid among ScD/DrPH/DPH Students from URM and Non-URM Groups, 2016–2020



The chart above presents financial aid data on the average amount of financial aid awarded to U.S. students from URM and non-URM groups within the **ScD/DrPH/DPH programs**. The data above reflects the years ranging from 2016 to 2020. Please note that at the time of this report, official student enrollment yield data for the academic year 2020-2021 is not yet available. (**Note:** GSAS manages financial aid for PhD students; therefore, the data is not reported here.)

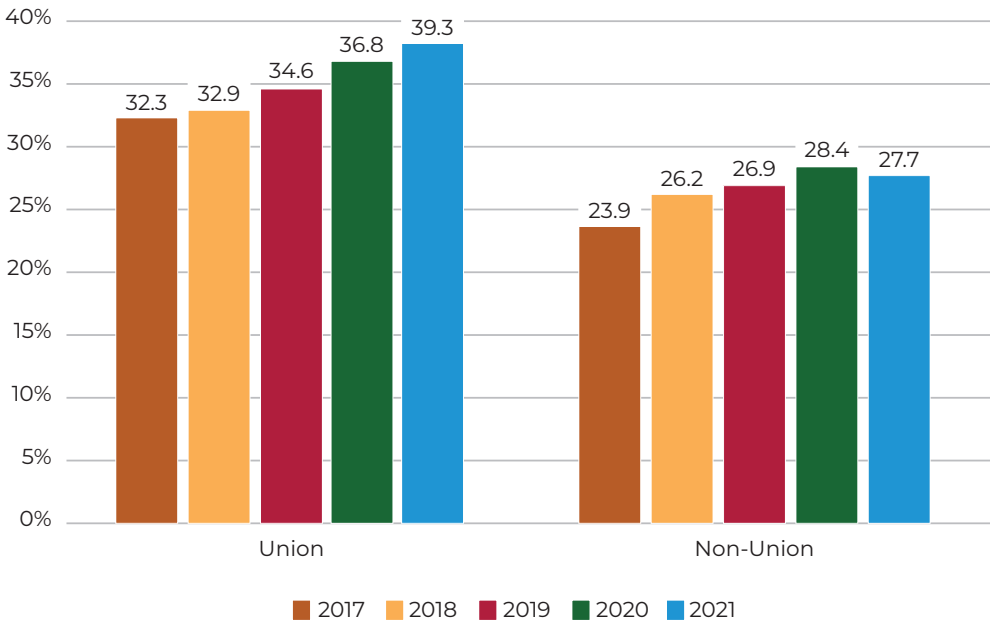
Staff Data

Chart 9.0: Percentage of U.S. Harvard Chan School Union and Non-Union Staff from Underrepresented Groups (URM), 2017–2021



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 2021. In general, jobs at Grades 56 and below qualify as union positions, although some jobs at the Grade 56 level are non-union.

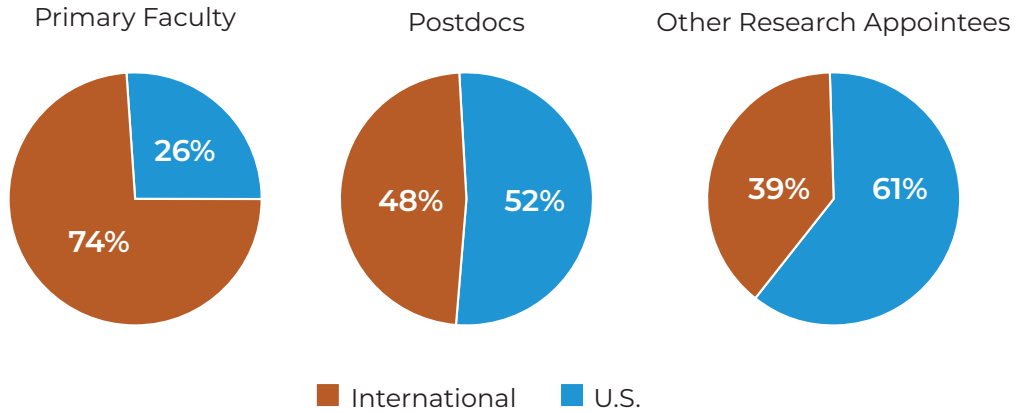
Chart 10.0: Percentage of U.S. Harvard Chan School Union and Non-Union Staff Who Self-Identify as People of Color, 2017–2021



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 2021. In general, jobs at Grades 56 and below qualify as union positions, although some jobs at the Grade 56 level are non-union.

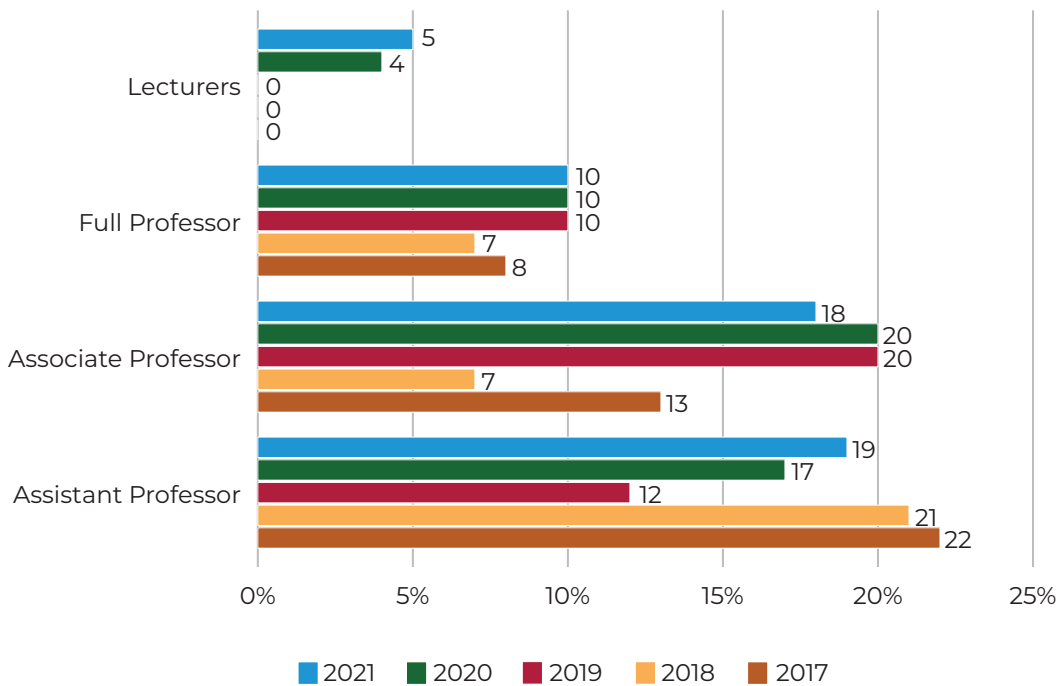
Faculty, Postdoctoral Fellow and Academic Appointee Data

Chart 11.0: Percentage of U.S. and International Faculty, Postdoctoral Fellows and Other Research Appointees for 2021



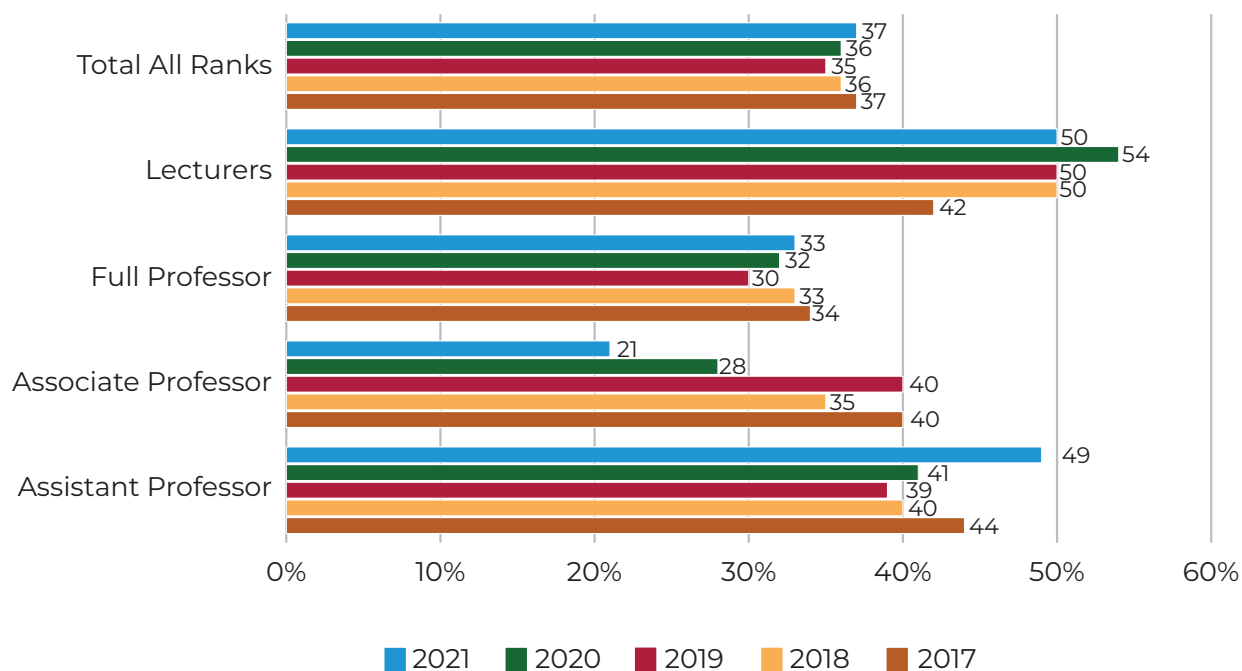
The chart above shows the percentage of faculty, postdocs, and researchers at the Harvard Chan School from the U.S. (citizens and permanent residents) and from all other countries combined (i.e., International). The numbers break down as follows: 26% of our faculty, 52% of our postdocs, and 61% of our research appointees are from outside the U.S.

Chart 12.0: Percentage of U.S. Harvard Chan School Primary Faculty from Underrepresented Racial & Ethnic Groups - 2017-2021



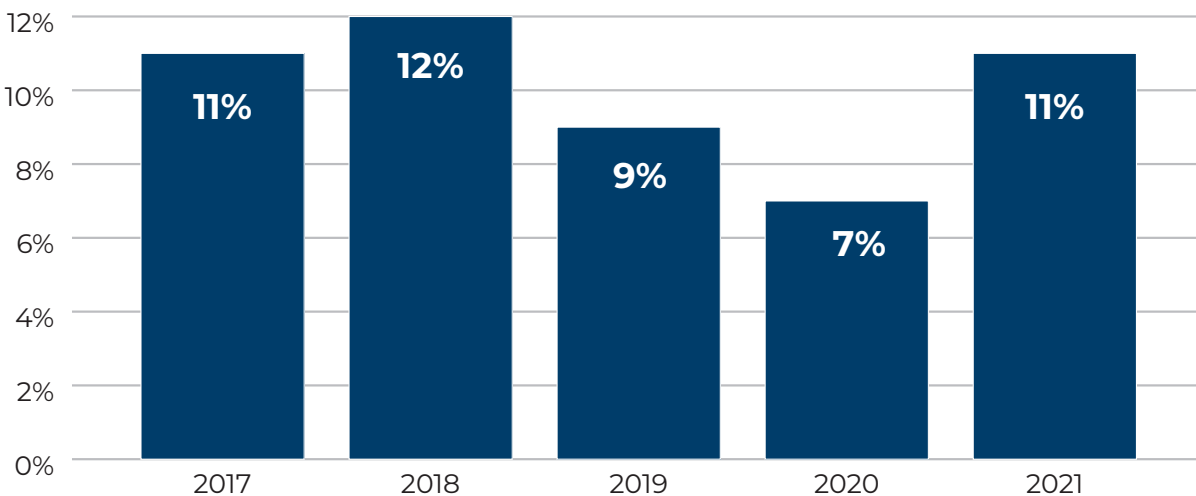
The chart above shows the percentage of Harvard T.H. Chan School of Public Health primary faculty from underrepresented racial and ethnic groups in the years ranging from 2017 to 2021. In the data, underrepresented racial and ethnic groups as defined by the U.S. federal government and National Institutes 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 13.0: Percentage of Female Harvard Chan School In Primary Faculty - 2017-2021



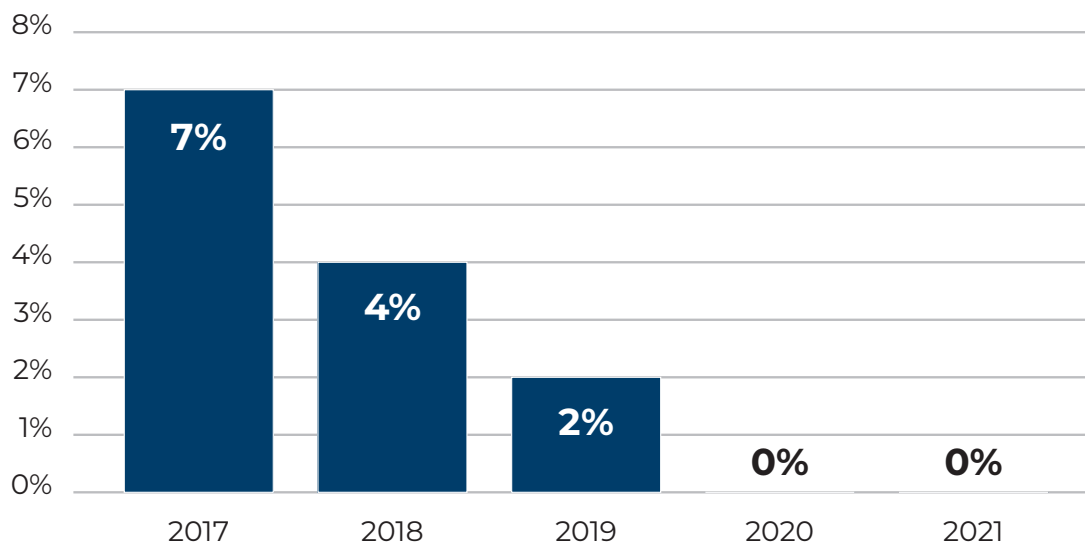
The chart above shows the percentage of Harvard T.H. Chan School of Public Health primary faculty identified as being “Female” in the years ranging from 2017 to 2021. Please note that our data collection processes currently do not allow our office to present data on individuals who identify as cisgender, 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 14.0: Percentage of U.S. Harvard Chan School Research-Focused Academic Appointees (Postdocs) from Underrepresented Groups (URM) - 2017-2021



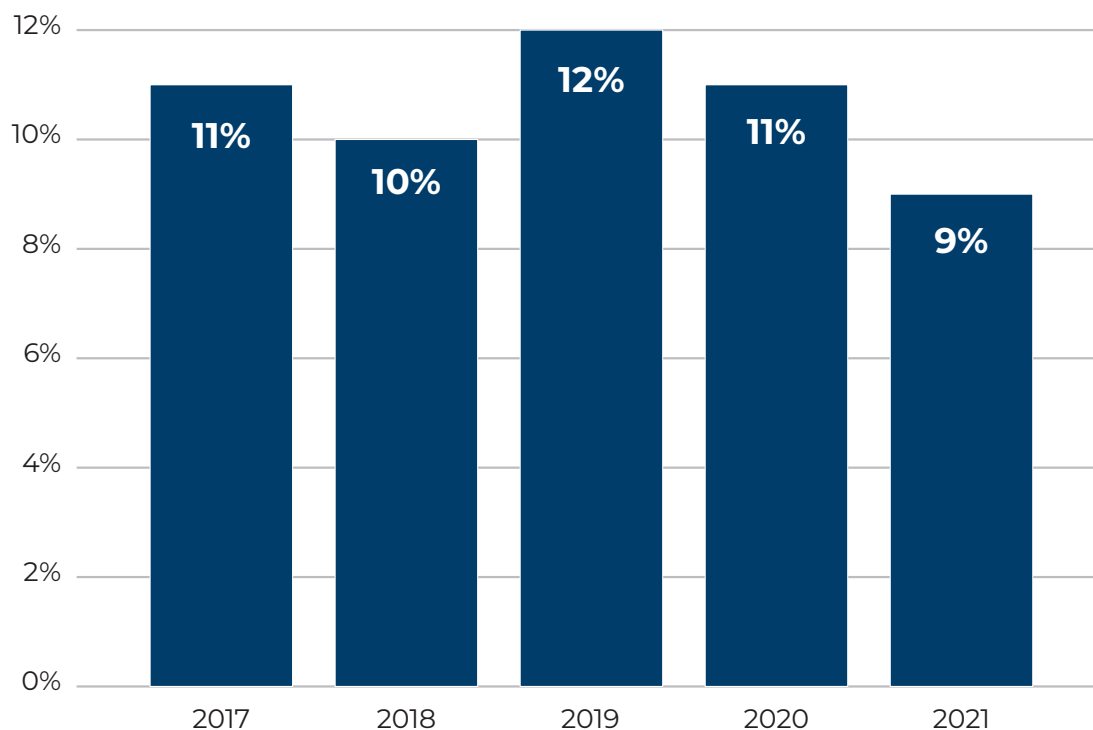
The chart above presents data on the percentage of U.S. postdocs at the Harvard Chan School identified as being from an underrepresented background (i.e., underrepresented minority, URM) for the years ranging 2017 to 2021.

Chart 15.0: Percentage of U.S. Harvard Chan School Research-Focused Academic Appointees (Research Scientists) from Underrepresented Groups (URM) - 2017–2021



The chart above presents data on the percentage of U.S. Research Scientists at the Harvard Chan School identified as being from an underrepresented background (i.e., underrepresented minority, URM) for the years ranging 2017 to 2021.

Chart 16.0: Percentage of U.S. Harvard Chan School Research-Focused Academic Appointees (Other Researchers) from Underrepresented Groups (URM) - 2017–2021



The chart above presents data on the percentage of U.S. individuals at the Harvard Chan School in the category of Other Researchers who are from an underrepresented background (i.e., underrepresented minority, URM) for the years ranging 2017 to 2021. Other Researchers includes: *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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