

# **Toward Diversity and Inclusion at the Harvard Kennedy School**

Task Force on Diversity & Inclusion

## **Discussion Document**

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# Introduction: Our Values

The mission of the Harvard Kennedy School is train public leaders and improve public policy to make people's lives safer, more prosperous and more fulfilling through our teaching, research and engagement with practice.

Achieving that mission requires that our students, faculty and staff themselves reflect the diversity of, and within, the societies that we seek to serve. We are a school in the United States, with a substantial international student body, teaching our students to go into an interconnected world with public problems of global reach. Our mission also requires that we learn to engage and lead in teams, organizations, institutions, and communities that are themselves diverse in terms of race, ethnicity, gender, religion, geography, political perspective, sexuality, and many other dimensions. Political diversity is especially important at a policy school because politics is the contest among different views about how to solve public problems and about how to organize society.

Therefore, the Kennedy School should be a place where every student, staff person, and faculty member feels that they belong — that they are included and empowered to take advantage of the rich educational, developmental, and professional opportunities that the School offers, and to offer and have valued their own perspectives and talents fully to others in our community. That sense of security is an essential condition that enables each of us to take the intellectual, psychological, social risks, and to undertake the challenges that are required to learn and to grow into more effective public leaders.

But creating that sense of belonging and the reality of inclusion is hard work. It requires all members of our School not just to respect each other, but to strive to understand and constructively engage with the myriad perspectives, experiences, and identities of our students, faculty, and staff, even in situations where doing so is difficult.

Achieving mutual respect, understanding, and engagement requires processes to ensure that students, staff, and faculty at all levels are appropriately diverse. It requires institutions and procedures to assure equal opportunity and inclusion in the educational and professional life of the School. It requires members of the community — in classrooms, research programs, and business units — to master the demanding skills of engagement across lines of diversity and to overcome the common misunderstandings and offenses that diversity commonly creates. And it requires a culture — created by common understandings, norms, resources, and even physical spaces — that fosters diversity, inclusion, and a sense of belonging in the common pursuit of more effective public leadership and public problem-solving.

To better achieve these aims, the Harvard Kennedy School convened a Task Force in 2016 that deliberated about the challenges to diversity and inclusion and how the School can best meet those challenges. The scope of our work was broad in two respects. First, we employed throughout a broad notion of diversity and inclusion that included not only the important categories of race, ethnicity, gender, sexual orientation, and physical capability, but also other significant differences such as political ideology and religion. Second, our task force explored dimensions of diversity, inclusion and belonging for everyone at the School: faculty, staff, and students. This task force builds upon the work and recommendations of the HKS Diversity Committee as well as upon many prior years of attention to addressing the challenges of diversity and inclusion.<sup>1</sup>

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<sup>1</sup> The committee would like to thank Natalie Keng (MPP 1996) for providing insight and many documents regarding prior diversity and inclusion efforts at HKS.

Our task force was composed of faculty members, students, and administrators. Appendix I lists the members of the Task Force. We organized ourselves into five different sub-committees, with representation of students, staff, and faculty in each sub-committee:

- Campus Life and Culture (chair: Tim McCarthy)
- Curriculum and Pedagogy (chair: Robert Livingston)
- People: Students (chair: Karen Weaver)
- People: Staff (chair: Beth Banks)
- People: Faculty (chair: Suzanne Cooper)

Some findings and recommendations of this Task Force follow in the pages below. While we do offer some short term recommendations, we also aim to strengthen the on-going capacity of the Harvard Kennedy School to learn about and more effectively address the challenges of diversity, inclusion, and belonging in the years ahead.

# Some Indicators of Diversity at HKS

	AY2010-11	AY2015-16
<b>MPP Students</b>		
• % US Black	8%	4%
• % US Hispanic	7%	7%
• % US Asian	13%	7%
• % Women	47%	46%
• % International	20%	28%
<b>MC/MPA Students</b>		
• % US Black	5%	5%
• % US Hispanic	4%	6%
• % US Asian	4%	3%
• % Women	39%	41%
• % International	50%	55%
<b>Faculty</b>		
• % Black	3%	4%
• % Hispanic	3%	2%
• % Asian	4%	6%
• % Women	26%	28%
<b>Staff</b>		
• % Black	5%	7%
• % Hispanic	4%	5%
• % Asian	7%	7%
• % Women	67%	71%

# Summary Recommendations

## Structural Recommendation

Our main structural recommendation is to create a position and an office (perhaps with one or two staff people) responsible for tracking, coordinating, and pressing for improvements in diversity, inclusion and belonging across the three categories of students, staff and faculty. Currently, no person or office bears responsibility for such analysis, planning, coordination, and initiative across the School. As we expand from a focus on diversity (which faculty, student and staff processes can in principle address in their own “silos”) to include inclusion and belonging, integration across human resources, student affairs, faculty affairs, and curriculum and co-curricular programming will be required. This, in turn, requires a person and an office with the remit to coordinate among different categories of people in the HKS community and across different functions such as degree programs, curriculum, and activities of research centers.<sup>1</sup>

We therefore recommend the creation of an *Associate Dean for Diversity, Inclusion and Belonging* whose office will monitor the progress of diversity and inclusion activities across the school, to develop strategies in conjunction with appropriate offices (e.g. recruiting and admissions with DPSA, curriculum with the Academic Dean for Curriculum and Pedagogy, staff opportunities with Human Resources, the portfolio of public events with research centers), to periodically report on progress and challenges.

This position would be aided and guided by a steering committee composed of faculty, staff, and students.

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<sup>1</sup> At Harvard, the Chan School of Public Health has such a wide ranging Office and Associate Dean for Diversity and Inclusion issues. URL: <https://www.hsph.harvard.edu/diversity/>.

## **Benchmarking Progress**

In addition to creating an office responsible for diversity and inclusion issues, HKS should also create mechanisms to measure and track our achievements, progress and challenges. We recommend three such data collection and analysis mechanisms.

First, as the chapters on students, staff, and faculty below show, HKS does regularly collect information on the demographic characteristics of different members of our community. We should expand this effort in two main ways. First, though challenging, we should track other dimensions of diversity such as geography, religious orientation, and political perspective so that data guiding our efforts reflect a more fulsome conception of diversity. Second, as the chapters in this report show, HKS should more regularly and systematically analyze the diversity data that we collect in order to inform our strategic efforts to achieve the composition of students, staff, and faculty that we desire.

Second, we were impressed by the importance of public events in the minds of students, staff and faculty as indicating the kinds of people and work valued by the School. We proposed the creation of an events database that would track the demographic, geographic, ideological, and topical characteristics of speakers, panels, and events sponsored by research centers, programs, student groups, and others. This event tracking mechanisms should be incorporated into the room reservation system so that relevant data are collected in the ordinary course of organizing events.

Third, HKS should conduct periodic climate surveys of faculty, staff, and students in order to track the subjective sense and experience of inclusion and belonging in the HKS community. Episodic climate surveys at the School and University level have been very revealing in the past. Done regularly, such instruments would provide important means of measuring progress,

diagnosing problems, and formulating solutions. It is likely that the University will provide survey modules on these issues to individual schools; it would be good to make our surveys comparable with those administered by other Harvard Schools.

Fourth, HKS should more systematically track indicators of flourishing among faculty, students, and staff. Are there meaningful “achievement gaps” among people with different backgrounds or beliefs? For example, it seems that at HKS and elsewhere at Harvard, women and people of color have in the past been less likely to be promoted to the higher ranks of staff positions. Are there meaningful differentials in classroom or placement success among different kinds of students? Are some faculty members less likely to be promoted or achieve other dimensions of success at HKS?

## Short Term Actions

- Develop and propagate a compact and accessible statement of HKS Values and Norms that will become widely known and adhered to. HKS has had several diversity statements, statements of rights and responsibilities, and values statements, but none have gained wide recognition and traction throughout the organization. The Harvard Business School’s Statement of Community Values is a best practice at the University in this regard.<sup>2</sup> The statement is posted throughout the school, is widely known, and students and staff agree to abide by the statement as part of their on-boarding process.
- Allocate funds to allow HKS to participate in the Administrative Fellows Program.<sup>3</sup>

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<sup>2</sup> URL: <http://www.hbs.edu/mba/student-life/Pages/community-values.aspx>

<sup>3</sup> URL: <http://diversity.harvard.edu/pages/fellowship>



- Alongside comparable awards (e.g. teaching awards for faculty), establish faculty and staff achievement awards for diversity, inclusion and belonging.
- Designate one or two faculty members to advise and work with SLATE on diversification of curriculum materials and incorporation into existing courses.
- Create exclusion / alienation mitigation and grievance procedures and mechanisms for students, staff and faculty. Perhaps the most immediate inclusion and belonging challenge is that some members of the HKS community feel alienated, that they do not belong to the institution. Students sometimes approach faculty members, research center staff, or DPSA staff to communicate their concerns and responses are predictably uneven. Following the Title IX example, HKS should create clear grievance mechanisms — perhaps with Degree Program directors as front line staff for students — that are known to students, faculty and other staff who may be experiencing exclusion and alienation.
- Revise guidance to search committees to encourage broader, more inclusive faculty searches. Elements of this guidance are detailed in the section below on “people: faculty.” They include: directing search committees to solicit applicants beyond committee members’ professional and social networks; benchmarking candidates against the best female and minority candidates in the field; encouraging lateral hiring, especially of candidates from historically under-represented groups and different political orientations when they are among the best available; and to self-consciously de-bias themselves against known biases of indicators such as citation counts and teaching ratings.
- Improve training and preparation for those who participate in HKS admissions process to orient them to the role of diversity at HKS and factors such as implicit bias.

- Develop a strategic plan for student diversity. The plan should analyze the stages of student recruitment process: outreach — application – admission – matriculation in order to develop an account of (i) the most important diversity deficits at HKS; (ii) an inventory of our efforts to increase diversity at each of these stages; (iii) an assessment of which efforts are working well and which are not; and (iv) recommendations for additional activity and investment, especially with respect to outreach and financial aid. (Responsibility: DPSA and Office for Diversity, Inclusion and Belonging, with student consultation and participation)

## **Medium & Long Term Actions**

- HKS should review art and iconography at the School and work with research centers and facilities to create appropriately inclusive spaces. (Responsibility: Diversity, Inclusion and Belonging Office)
- HKS should work with HR, DPSA, KSSG and the Academic Dean to assess whether accommodations at HKS are fully meeting the needs of diverse community members and develop a schedule of priorities for meeting unmet needs. (Responsibility: Diversity, Inclusion and Belonging Office)
- Research centers and others who program events should reflect periodically on past programming and how future programming can better advance their respective missions. Such reflection may aid the discovery of unintentional bias and help to increase the diversity of programming as appropriate. (Responsibility: Diversity, Inclusion and Belonging Office)

- Develop teaching a support system to allow instructors to more easily access information on student backgrounds, class participation, and other dimensions of student engagement. This will enable instructors to better incorporate diverse student experiences into classroom discussion and identify pockets of non-participation / exclusion. (Responsibility: IT project + SLATE / teaching support]
- Incorporate additional training for faculty on diversity and inclusion skills such as managing difficult conversations. Should incorporate into on-boarding process (e.g. New Faculty Institute) and ongoing faculty professional development. (Responsibility: Academic Dean, Office of Diversity, Inclusion and Belonging)
- Investigate a post-doc program to develop promising young scholars from historically under-represented groups increase their chances of obtaining faculty positions at HKS or other excellent academic institutions.
- Realizing that faculty needs and funding are very substantial constraints, HKS should nevertheless seek to experiment with “cluster search” processes in which two or more positions are filled in the course of a single search. This may be more feasible for junior faculty searches.
- Develop processes for senior managers to articulate how they are advancing the diversity and inclusion agenda in their business units; regularly report and discuss these objectives with Dean and Executive Dean. (Primary Responsibility: Human Resources / Exec Dean?)



# I. Campus Life and Culture

The sub-committee on campus life and culture probed two main questions:

1. How do we change HKS campus life and culture so that people from all backgrounds and identities *feel* respected, included, and welcome?
2. How do we create a strong sense of belonging so that all members of the HKS community *can take full advantage* of its professional and educational opportunities?

## Events and Programs

One strong finding of this task force is the large role that that events — public lectures, panels and workshops — play in creating our community’s sense of what the Kennedy School stands for, admires, and — in a sense — who we are. Because so much of the life of the school — from Forum events to interactions with practitioners to the myriad of brown bag lunches — happens outside the formal classroom, these events are crucial to our campus environment. This is especially true for students, but also holds for faculty and staff. These events are not uniform. Every year, groups within the Kennedy School and outside of it protest speakers whose views or behavior they find objectionable, across political and geopolitical spectrums. In the past several years, student groups have asked research centers to pledge to maintain certain kinds of balance — gender, race, political perspective — among those who speak at their events.

Lectures, panels and other events are organized in a decentralized way, by many different organizations within the Kennedy School. The most internally and externally prominent events

often occur in the Forum and are organized, often in partnership with other units, by the Institute of Politics. Each of the Kennedy School's eleven research centers and the many programs within them also organize their own speakers, discussion series, and conferences. Student groups routinely organize events, bring speakers, and often organize conferences in which they host very high profile public leaders, including former heads of state. Administrative units such as the office of Degree Programs and Student Affairs (DPSA) organizes events and celebrations. The office of Diversity and Student Inclusion has organized a Distinguished Diversity Lecture Series, a seminar series designed to address issues related to race, gender, culture, religion, and sexual orientation, heritage celebrations such as programming for Cinco de Mayo, Latino Heritage Month; Native American Heritage Week, LGBTQ awareness, Women's History Month, African-American history month, and Asian Pacific Islander Month. The HKS Dean's office also organizes panels and discussion series on important current issues.

We have no comprehensive account of the overall profile of speakers and public events that have occurred at the Kennedy School through these many different venues. We therefore cannot assess whether the full range of public service contributions, range of public problems, geographic areas of focus, or different kinds of public leaders that we desire for the School are reflected in those whom we invite to speak here.

Nevertheless, many in our community have the impression that there are powerful biases at work when units at the School organize events and invite speakers. For example, there appear to be relatively few visitors from conservative perspectives. Many panels and discussions series seem to have more men than women and few people of color. We neglect some important policy domains and critical areas of the world because we lack faculty who focus on those domains and regions.

We propose several general measures to help assure that events and speakers at the Kennedy School reflect the full range of perspectives and kinds of scholars and leaders that we regard as valuable in public service.

- We should create a mechanism to routinely track and perhaps even coordinate events and speakers according to several important dimensions of diversity — topic, region of the world, ideological orientation, political perspective, race, gender, etc. — into our events and space management system so that we can easily assess the degree to which our events and speakers are representative of the diversity of people and views that we aspire to.
- Encourage research centers and administrative units to strive for diversity on dimensions that are highly likely to be currently out of balance such as race, gender, and political perspective.
- Provide support — perhaps from the Office of Diversity and Inclusion — for students to organize events and bring speakers who represent perspectives and approaches that would otherwise be neglected.

## **Physical Space & Iconography**

As planners, designers and architects know, the physical space in which people learn, collaborate and conduct their research can be more or less welcoming, accessible and supportive of different kinds of people.

The Kennedy School’s iconography, art and artifacts manifestly if not intentionally express the kinds of people, public contributions, and values that that the institution regards as worthy of public recognition through display. As Iris Bohnet points out in her book, *What Works*, “If you

can't see it, you can't be it.”<sup>1</sup> As with many other spaces at Harvard University, much of the iconography at the Harvard Kennedy School has depicted white men of European descent — such as the pre-Obama-era photographs of American presidents that line the Malkin Penthouse or the photographs of HKS Deans that was until recently displayed in the seating area outside the Dean's office. This iconography is problematic because it depicts an obsolete — and historically mistaken — complexion and conception of public leadership that omits the accomplishments, aspirations and values of many students, staff and faculty at the School.

In recent times, we have made some progress in diversifying the Kennedy School's portraiture and art. One early success was Professor Jane Mansbridge's initiative to secure paintings of Ida B. Wells and Abigail Adams (both now hanging in the Fainsod room). A portrait of Kennedy School “founding mother” Edith Stokey hangs prominently near the portrait of Lucius Littauer on the second floor outside the Dean's office. Dean Elmendorf made space for a range of photos of HKS students and alumni engaged in public service in the sitting area adjacent to the Dean's office. We have also created an “History of HKS” montage on the second floor of Littauer that reflects contributions of women and men to the School. Several of our research Centers have taken the initiative to display their international work — the Carr Center for Human Rights affiliates working in distressed areas around the world and the Ash Center with representation from China, Burma and Indonesia for example — in ways that appropriately reflect the amazing diversity of public work at the Kennedy School. In Appendix II of this report, Jane Mansbridge provides a narrative of these efforts to obtain and display high quality portraits of women at the Kennedy School.

Nevertheless, much work remains to be done. According to a 2016 survey of photographs and portraits in the Littauer and Taubman buildings of the Kennedy School requested by Dean

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<sup>1</sup> Bohnet, I. (2016). *What Works: Gender Equality by Design*. Cambridge: Harvard University Press.



Elmendorf, there are 76 depictions of men, nine of women, and three of those depict individuals who do not appear white. A summary of this art audit appears in the table below:

**Table: Portraits of Public Leaders at the Kennedy School**

Object Name	Date	Artist	Location/Room	Gender	HUG
<b><i>Littauer Building</i></b>					
John F. Kennedy	1962	William Franlin Draper	Forum	M	N
Edith Stokey Portrait	2008	Stephen Coit	Near Rm 220	W	N
Lucius Nathan Littauer	20th C.	C.E. Pereira	Rm 220	M	N
Winston Churchill	20th C.	Julian Lamar	Fainsod	M	N
John Adams	1920	Unknown	Fainsod	M	N
Abigail Adams			Fainsod	W	N
Ida B Wells	2006	Patricia Watwood	Fainsod	W	Y
George Washington	1860	Jane Stuart	Malkin Penth.	M	N
American President Drawings		Various	Malkin Hall- way	43 -M	N
Ellen Johnson Sirleaf Portrait	2013	Stephen Coit	HKS Library	W	Y
JFK Painting		no name plate	HKS Library Hall near L- 237	M	N
John Harvard Stamp			Hall near L- 237	M	N
Marshall Stamp				M	N
<b>Littauer Total</b>				<b>51 M / 4 Fe- male</b>	<b>2 HUG</b>
<b><i>Taubman Building</i></b>					
Angela Merkel			Cason Rm	W	N
Nancy Pelosi		Photo	Cason Rm	W	N
Christiane Amapour		Photo	Shorenstein	W	
Ida B Wells				W	Y
Joan Shorenstein		Amado Gonzalez	Shorenstein	W	N
<b>Taubman Total</b>				<b>25 M / 5 Fe- male</b>	<b>1 HUG</b>

Going forward, the art and iconography of the Kennedy School ought to foster greater inclusion and belonging by reflecting the high aspirations that we have for excellent public service in every corner of the world — from the fields of Burma, Tanzania, and Kansas to the cities of Detroit, Los Angeles, Delhi, London, Jakarta and Shanghai. Public leaders come from those and many other diverse communities, come in every imaginable background and cast, and work in every sector of society. Iconography that properly reflects our institutional values and the full range of leadership and scholarship around the world — past, present and future — will foster inclusion and belonging at the Kennedy School.

We have not comprehensively tracked the varieties of art and iconography of the Kennedy School nor the wide variety of affordances that it provides for people with different needs.

The next steps forward in this enterprise will be:

- Regularly audit the iconography and art of (i) common spaces and (ii) research center spaces and adjust appropriately.
- Direct research centers and central administration to display art and iconography that expresses the public service values and work of the Kennedy School in their fulsome diversity.

In addition to symbols, the physical space of the Kennedy School should provide for the diverse needs of different students, staff, and faculty that form our community. Creating such space is always a work in progress because new needs emerge, old needs become newly recognized, and all needs can be met more effectively over time.

Here are some of those needs and their physical implications:

- The classrooms, common areas, offices, and other spaces at the Kennedy School should be accessible to people of all physical abilities.
- The Kennedy School should provide spaces that are appropriate for the daily religious observances of our faculty, staff, and students.
- The Kennedy School should provide for gender neutral bathrooms and has done so.
- The Kennedy School currently provides some private spaces for lactation; we should continue to monitor whether these spaces are sufficient for students, staff, and faculty.

## **Institutional Commitments and Values**

Perhaps the greatest challenge is embedding more deeply the institutional commitment to inclusion and belonging articulated in this report among students, staff, and faculty and equipping them to understand and act affirmatively to advance that commitment in each of their roles.

The first opportunity to express that commitment occurs when individuals enter the Kennedy School community. This moment is orientation for students, the New Faculty Institute for faculty, and the on-boarding process for staff. We have incorporated some training in sexual harassment and assault — in conjunction with Title IX — at student orientation, so we have some experience with conveying values in the early stages of people's time here. Both student orientation and the New Faculty Institute now organize exposure to the challenges of diversity and difficult conversations. We should continue to develop those programs and align them more deliberately with the vision and rationale for inclusion and belonging developed in this report and by the University.

Orientation and on-boarding, however, provide only an institutional introduction to our values of inclusion and belonging. The Kennedy School should reinforce commitment to these values and develop individual capacities to act on them as a regular part of professional development for staff and faculty. The SLATE (Strengthening Learning and Teaching Excellence) program and other faculty training efforts develop the capacity of faculty to teach classrooms of very diverse students, topics that stretch faculty, and skills to constructively manage the difficult conversations that emerge when diverse perspectives clash.

Third, recognition matters. At the Kennedy School, we recognize and celebrate those who have successfully advanced our mission through a variety of annual awards for teaching, research, institutional service, and public service. Going forward, we should incorporate the recognition of those who advance inclusion and belonging at HKS in two ways. First, inclusion and belonging should be a dimension of consideration these other awards for excellent teaching, research, and service. Second, we should consider establishing additional ways to recognize those who work to advance inclusion and belonging across students, faculty, and staff in Kennedy School professional activities and culture.

## **II. Curriculum and Pedagogy**

The subcommittee examining curriculum and pedagogy focused on two major questions. First, how well are we preparing our students to lead and solve public problems in a diverse world? Effective problem-solving often requires a multi-disciplinary approach as well as collaboration among actors from many different backgrounds, belief structures, and geographies. Our training aims not just to prepare students to function in diverse environments (including the HKS classroom) but also to help our students to understand how to leverage diversity as a source of comparative advantage in public leadership and problem solving. Second, as a matter of equity, inclusion and belonging, how can HKS curriculum and pedagogy be organized so enable all students — including those from disadvantaged or under-represented backgrounds and views — to take full advantage of learning opportunities at the Kennedy School?

### **Creating an Inclusive Learning Environment**

We identified two different approaches to advancing diversity and inclusion in Kennedy School classrooms. First, the School might offer elective courses that focus on themes related to diversity. Courses such as race and ethnic politics, progressive or conservative social movements, the history or politics of social conflict, gender, or disability policy. A second approach is to infuse topics and perspectives relevant to diversity into core curricula and other courses. Both approaches are crucial, but they are distinct paths that require different measures as described below.

An inclusive learning environment also requires faculty who have the pedagogical skills to grapple effectively and constructively with the challenges created by diverse learners. Many students have raised concerns that some of our faculty fail to facilitate classrooms in which students from diverse backgrounds can effectively participate. A central principle of belonging at the University and the Kennedy School is that students from all backgrounds ought to feel welcome and at home in the classroom in order to learn, grow, and fully utilize the Kennedy School's classroom opportunities and enhance the experiences of other students and faculty as well. One particular challenge is to equip faculty and students to be able to lead conversations in which both students from diverse backgrounds *and* different political perspectives participate effectively. Toward this end, the Curriculum and Pedagogy sub-committee developed multiple strategies to increase faculty capacities to leverage student expertise and serve as connectors and integrators of diverse perspectives.

## Expanding Diversity & Inclusion Offerings

The most immediate solution for addressing strong student demand for course content on themes of diversity is to allow for more stand-alone classes and modules. Two examples of such courses include “Leadership in a Diverse World” taught by Patricia Bellinger, and the new MLD-501 core class entitled “Leading Across Differences” taught by Hannah Riley Bowles, Robert Livingston, and Robert Wilkinson. The following table shows a selection of courses covering diversity and inclusion in the past two academic years.

**Table. Current “Diversity” Course Offerings**

Course #	Title	Instructor(s)	AY17 enroll	AY16 enroll	AY15 enroll
DPI-340	Conservatives and Liberals in America	Leah Wright Rigueur	28	-	-

II. Curriculum and Pedagogy — !DISCUSSION DRAFT ONLY!

DPI-360	Social Capital and Public Affairs: Research Seminar	Robert Putnam	19	14	18
DPI-390	Race, Riot, and Backlash in the United States	Leah Wright Rigueur	Brkt	5	9
DPI-393	The Civil Rights Movement: Policy, Strategy, and Leadership in the United States	Leah Wright Rigueur	Brkt	5	-
DPI-395	Political Revolutions	Leah Wright Rigueur	10	-	-
DPI-505	The Supreme Court and Public Policy	Maya Sen	17	11	-
DPI-515	Disability Law and Policy	Michael Stein	6	-	-
DPI-710	History of the U.S. for Policymakers, Activists, and Citizens	Alexander Keyssar	13	Brkt	11
IGA-372	Human Rights and the Politics of Inclusion	Charles Clements; Michael Stein	Brkt	6	5
MLD-223M	Negotiating Across Differences	Kessely Hong	91	75	75
MLD-320M	The Art of Leading in a Diverse World: Skills, Insights, and Best Practices	Patricia Bellinger	26	23	22
MLD-500	Maximizing Human Capital and Organizational Performance	Robert Livingston	48	45	-
MLD-501	Fundamentals of Leadership Across Difference	Bowles, Livingston, Wilkinson	221	-	-
SUP-207	Social Structure and Culture in the Study of Race and Urban Poverty	William Julius Wilson; James Quane	9	Brkt	Brkt
SUP-425M	Developing Effective School and Community Interventions for At-Risk Children	Richard Weissbourd	4	Brkt	11
SUP-470	Strategies and Policies for Narrowing Racial Achievement Gaps	Ronald Ferguson	5	3	8
SUP-601	Urban Politics, Planning, and Development	Quinton Mayne	27	Brkt	13
SUP-670	U.S. Housing Markets, Problems and Policies	Christopher Herbert	11	-	-

As the table above shows, we currently have a range of electives that address diversity issues. Some of these courses draw large elective enrollments while the majority are small and medium enrollment courses. We should continue to offer a ranges of diversity-relevant courses. Such classes will not only meet the needs of HKS students specializing in careers involving underrepresented and underserved groups. Such courses may also prove to be attractive to cross-registrants seeking courses relevant to their concerns and aligned with School’s mission of public service.

At the Kennedy School, many courses and faculty employ the case method of teaching and rely upon teaching cases that are produced by the HKS Case Program or from other sources. In a 2001 review of some of the most popular cases, Carol Chetkovich found that “The cases depict a world run almost entirely by white men. Only two of the nine full cases feature female actors; all other principal characters are male. All of the protagonists are either known to be white or are of unspecified racial background.”<sup>1</sup> Since that time, the case program and the faculty with whom they work have deliberately sought to develop cases that feature a more diverse range of actors and that occur in a wider range of contexts — in particular internationally and in civil society. Of the 51 cases produced in the past six (fiscal) years (by our case writers, so not including ‘contributed’ cases, which we don’t select or control except for making sure they meet certain standards for publication), 19 were about a non-US protagonist. Of the 32 which were about a US protagonist, eight (= 25%) had a protagonist who is from an under-represented minority group or were directly about race. These eight cases are:

- A Rising Storm: Eric Garner and the Explosive Controversy over Race & Policing (features an African American)

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<sup>1</sup> Chetkovich, C., & Kirp, D. L. (2001). Cases and controversies: How Novitiates are Trained to be Masters of the Public Policy Universe. *Journal of Policy Analysis and Management*, 20(2), 283-314. p. 288.



- Negotiating from the Margins: The Santa Clara Pueblo Seeks Key Ancestral Lands (features a Native American)
- A Tampa “Town Hall” Forum Goes Awry: Anatomy of a Public Meeting Fiasco (features an African American)
- Innovating by the Book: The Introduction of Innovation Teams in Memphis and New Orleans
- Two cases on Michelle Rhee (features an Asian American in a predominantly African American school system)
- Reclaiming the American Dream: Thomas Perez and the Department of Labor (Features Tom Perez, who is Latino)
- The Geography of Poverty: Exploring the Role of Neighborhoods in the Lives of Urban, Adolescent Poor

In total, 37% of cases (19 of 51) written by our case program in the last 6 years were set outside of the US or focused on international issues. 29% of cases (15/51) featured a female protagonist. 25% of US cases (8 of 32) featured an under-represented minority or directly addressed race. There are other important dimensions of diversity — such as political viewpoint — for which we have not yet collected data regarding our case offerings.

## **Integrating Diversity Concerns into Current Curricula**

We also recommend three measures to integrate diversity themes and perspectives into current curricula.

1. Increase the number of cases and other curricular materials that feature diverse actors and content related to the challenges of pluralism, group conflict, domination, inequality, and other challenges arising from diversity. Many students will face situations that involve complex sociopolitical dynamics in their public service careers. We are currently in the process of compiling data on the characteristics of protagonists in all newly written cases.
2. Coordinate extracurricular lectures series with existing curricula such that they become co-curricular activities. One example is coordinating certain themes in the Office for Student Diversity and Inclusion's lecture series to match themes covered by the MPP core. When co-curricular events are closely related to course themes, some faculty may require their students to attend specific events.
3. Establish a group of advisors (including students, staff, and faculty) to research and identify specific ways in which curricula can be integrated with diverse content and perspectives. This group would essentially serve as an implementation vehicle for the previously described initiatives regarding integrating diversity into curricula. For example, the group might increase the number of diverse cases by finding key gaps of information within current curricula, identifying courses and faculty that could utilize new cases and then begin to develop those cases. In order to maximize impact and utilize scarce case development resources well, this group would begin with a focus on the MPP core and then encourage faculty to seek the help and guidance of this group in improving their own course curricula.

## Improving Pedagogy: Data, Skills and Supports

1. Improve course evaluations with respect to treatment of diversity concerns and facilitating an inclusive learning environment. Improving this dimension of course evaluations will encourage faculty to pay greater attention to addressing the needs of diverse learners. Additionally, it will allow students and faculty to assess more systematically classroom conditions over time with regard to diversity concerns. Faculty who perform especially well on such evaluations should be recognized both symbolically (through well-recognized awards) and substantively (when considered for professional advancement).
2. Establish practices and technology to better collect information about student backgrounds, perspectives and class participation so that faculty can utilize this information to engage more deeply with the full range of student experiences in the classroom. (Obviously, we will need to be sensitive to the way we encourage this; students should not be put in a position where they feel pressured to disclose personal or sensitive information.) For example, many leading professors take the initiative to survey their students regarding their backgrounds (including home country, ethnicity, and work experience) in order to promote the exchange of diverse perspectives in a way that is not misled by stereotypes (such as assuming a particular ethnicity based on race). Other faculty closely track participation patterns to mitigate against systematic over- and under- participation that is often biased on dimensions like gender, country of origin, or socio-economic background. The new classroom management system that HKS is developing should be attentive to gathering these sorts of data and making them available to teaching faculty.

3. Increase the quality of training for faculty and expose more faculty to that training. For example, professors must navigate between encouraging students with diverse perspectives to participate and creating a damaging impression that they are spokespersons for an entire social group. We recommend mandatory attendance for the New Faculty Institute and stronger encouragement to attend teaching seminar lunches. These training opportunities should be imbued with themes related to diversity under the framing of general pedagogical skills (e.g. discussing diversity in classrooms under the broad title of “improving student engagement” or “managing difficult conversations”).
4. Create additional on-line materials and resources for faculty to improve their pedagogical skills to supplement face-to-face training. For example, training sessions can be transmitted via Skype or recorded for those that cannot be physically present. Professor Livingston’s “Strategies for Inclusive Classroom Environments” list is currently available on the HKS website (<https://www.hks.harvard.edu/content/download/81067/1818706/version/1/file/Strategies+for+Promoting+Classroom+Inclusion.pdf>), but is more widely used amongst other schools than it is at HKS. These tools are efficient and effective ways to encourage better pedagogical strategies and faculty awareness, adoption, and buy-in of these strategies should be improved.

## **Future Directions**

It will be critical to assess progress by continuously collecting data around the effectiveness of our interventions. A further step would be the broader adoption and institutionalization of recommendations that prove to be most effective. Finally, we should also strive to augment our toolkit by being up-to-date on best (and worst) practices adopted at other institutions and

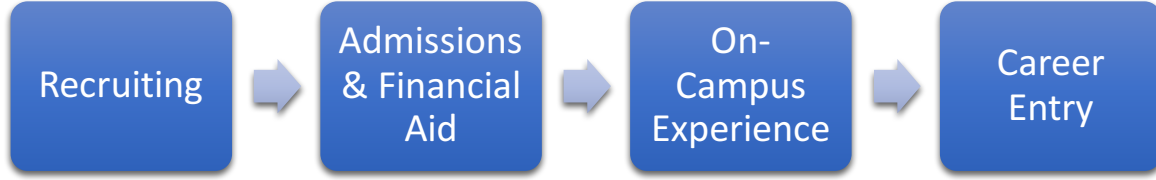
organizations. We will also take steps to coordinate our implementation strategies with those of other subcommittees, whose recommendations might substantively overlap with our own.

### **III. People: Students**

The Kennedy School trains leaders and develops ideas to solve public problems in every corner of the world. The most effective public leaders often come from the communities they serve, and students who learn to work effectively in diverse teams whose members have different backgrounds, experiences, and perspectives will be more effective public professionals. Therefore, the Kennedy School seeks a student body that is diverse along many dimensions, including: race, socio-economic status, gender, political orientation, religious belief, and nationality. Furthermore, we strive to create a professional educational environment in which every student can flourish and in which students, staff, and faculty can benefit from each other's diverse experiences and perspectives.

With respect to the student body, achieving diversity, inclusion, and belonging at the Kennedy School requires a clear strategy for and attention to outreach to potential applicants to the Kennedy School in order to build a robust pipeline and encourage interest in public service generally and in the Kennedy School in particular; attention to the value and relevance of diverse experiences of applicants in the admissions process; recruitment and financial support to enable those who are admitted to matriculate at HKS; assuring that every student, regardless of background and perspective, can take advantage of the rich educational opportunities of the Kennedy School; and helping the full range of diverse students — with their very different aspirations — launch their professional careers after they graduate. Figure 1 illustrates the stages along the student lifecycle in each of which there are rich opportunities to achieve the kind of community to which we aspire.

**Figure 1 – The Student Lifecycle**



While we do not have precise numerical targets for the ideal composition of the student body, our goal – consistent with the narrative above and throughout this report – is to attract a community of individuals that reflects the rich diversity of the world itself, by ensuring that the various dimensions of difference are well-represented in our classrooms and our hallways. Simply put, no student should feel uniquely obliged to represent an entire perspective. Table 1 below provides a snapshot of the composition of our two largest degree programs (the Master in Public Policy and (MPP) and Mid-Career Master in Public Administration (MC/MPA)) over time.

**Table 1: Degree Program Composition**

	MPP New Students			MC/MPA New Students		
	2005	2010	2015	2005	2010	2015
% Black	9%	8%	4%	4%	5%	5%
% Hispanic of Any Race	12%	7%	7%	9%	4%	6%
% Asian	10%	13%	7%	3%	4%	3%
% Women	49%	47%	46%	36%	39%	41%
% International	16%	20%	28%	41%	50%	55%

On the whole, over the past decade, the relative numbers of African American and Latinx students on campus have declined despite our recruitment efforts. Assuming that our goal is to move closer to parity with US demographics, our current student composition trajectory is in the

wrong direction. During that same period, there has been a slight increase in the overall percentage of women at HKS. However, recruiting US women to the Mid-Career program is an ongoing challenge. In 2015, US women accounted for just 10% of the overall MC/MPA class. There has been a significant shift in the overall proportion of HKS students who come from outside of the US. While this is not necessarily problematic, it is also likely not wholly intentional. As we contemplate the classroom and community dynamic we want to create, careful consideration should be given to this effect. Finally, many factors that contribute to diversity are not represented in the table above such as religion, political perspective, socioeconomic class, sexual orientation, and more. These dimensions of diversity have received less attention in higher education in recent decades and so we lack good measures of student body composition along these dimensions. Nevertheless, finding ways to evaluate and build diversity along all of its many dimensions should remain a top priority.

The remainder of this section steps through the various stages of the Student Lifecycle outlined above as a framework for identifying the progress we have made and the work that remains as we think about building future HKS classes.

## **Recruiting and Outreach Activities**

Outreach and recruiting are critical initial stages to filling our admissions pipeline with applicants with diverse backgrounds and experiences. As such, we enlist the help of faculty, staff, students, and alumni in this important work. Our efforts are extensive – including travel to conferences, schools and employers, alumni- and current-student information sessions throughout the world, email blasts, web and blog communications – but quite decentralized as members of our Admissions Office, our Degree Programs teams, the Office of Student Diversity and Inclusion, our Centers, and others are engaged in this work.



Generally, attracting top talent from underrepresented groups requires more targeted attention, and a strong articulation of the value-add of a degree from HKS. DPSA efforts at more targeted outreach rely primarily on building new and maintaining existing relationships and leveraging pre-existing infrastructure. These include:

- Working closely with “pipeline” programs, expert at identifying top talent from underrepresented communities, including:
  - **Prep for Prep** – a program that identifies high-potential students of color from New York City schools and prepares them for college. HKS has enrolled at least 15 PFP alums to date.
  - **POSSE** – a program that sends groups of 10 students of color (a “posse”) to the same college to encourage a support system.
  - **New York City Urban Fellows** – recruits minority students for job placement in city government offices.
  - **MLT** - Management Leadership for Tomorrow is the premier career development institution that equips high potential African Americans, Hispanics and Native Americans with the key ingredients—skills, coaching, and door-opening relationships—that unlock their potential.
  - **Public Policy & International Affairs (PPIA)** – a program that prepares underrepresented students for public service and civic engagement through summer fellowships at a variety of college campuses throughout the US. HKS partners with PPIA to help fund scholarships for PPIA alumni who enroll at HKS.

- **Graduate Horizons** - a graduate school admissions workshop for Native American students. HKS has sent a representative to this program for many years.
- **Public Policy and Leadership Conference (PPLC)** – a program hosted by HKS that introduces first- and second-year college students from historically underrepresented and underserved communities to the graduate school environment with a focus on public policy and international affairs.
- Obtaining email lists and communicating with individuals tracked in external databases including:
  - **The National Name Exchange** - The National Name Exchange was established to help match graduate schools with minority students interested in graduate education.
  - **The Educational Testing Service’s** list of minority test takers with top GRE test scores.
- Reaching out to organizations and membership groups, through presentations, conference attendance, and more, including:
  - American Enterprise Institute
  - Congressional Black Caucus
  - Congressional Hispanic Caucus
  - US Hispanic Leadership Institute
  - CATO Institute
  - Heritage Foundation

- National Black MBA Conference
- National Society of Black Engineers
- Partnering with other schools of public policy (Princeton, Syracuse, and the University of Chicago) as part of a diversity alliance that conducts focused outreach to Historically Black Colleges and Universities

These efforts have undoubtedly contributed to an increase in the overall number of applications we receive from underrepresented students (see data later in this report), but we do not currently consistently assess the effectiveness of each of the above initiatives. Within the past year, the HKS Office of Admissions has begun using our existing admissions software to better track prospective applicants' participation in various pre-admission programs and information sessions, but we have not yet leveraged that data to hone in on the most effective methods for connecting with high quality applicants with diverse backgrounds or to determine how best to spend our limited human and financial resources to ensure the greatest returns on our investments. In addition, the decentralized nature of our recruiting work makes it difficult to ascertain the full impact of our efforts.

## **Admissions, Financial Aid and Yield**

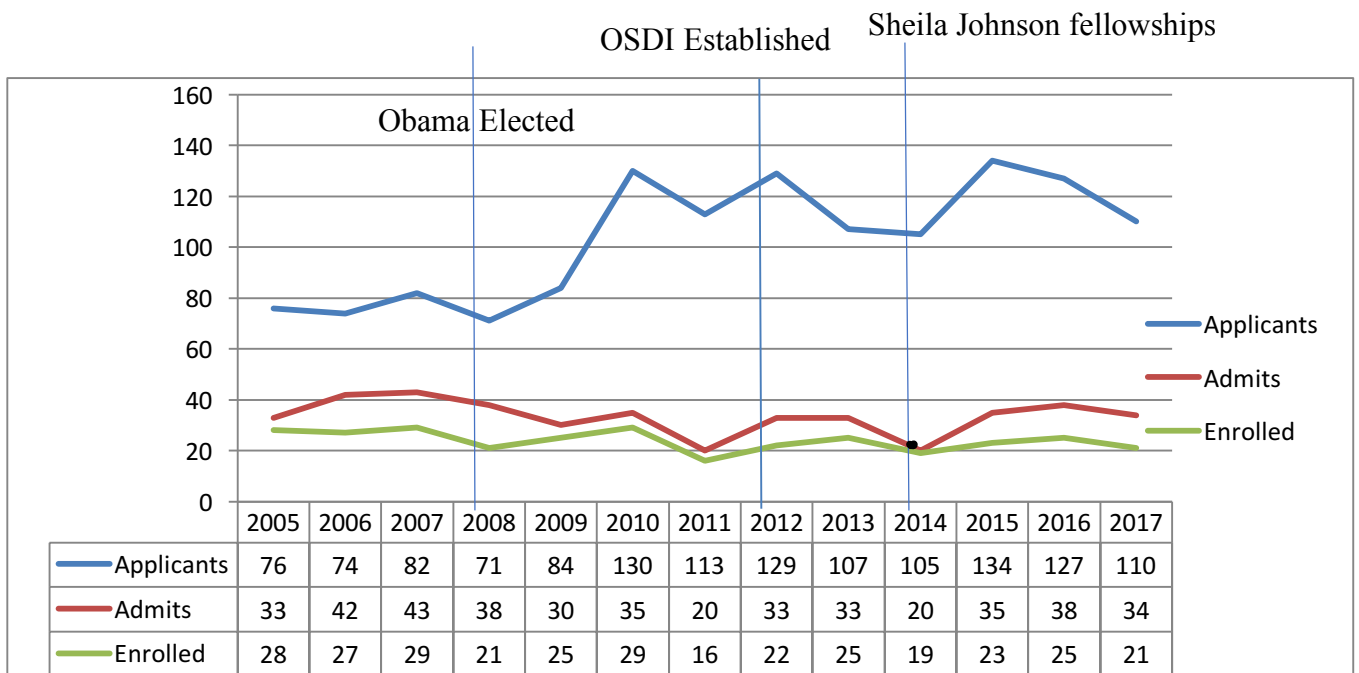
Once we have attracted applicants to our degree programs, we begin the challenging but ultimately rewarding task of admitting a robust class of talented individuals who will both contribute to and learn from the HKS experience.

Table 2 and Charts 1 through 5 below, provide a picture of diversity over time on those dimensions most easily measured by self-reported student data.

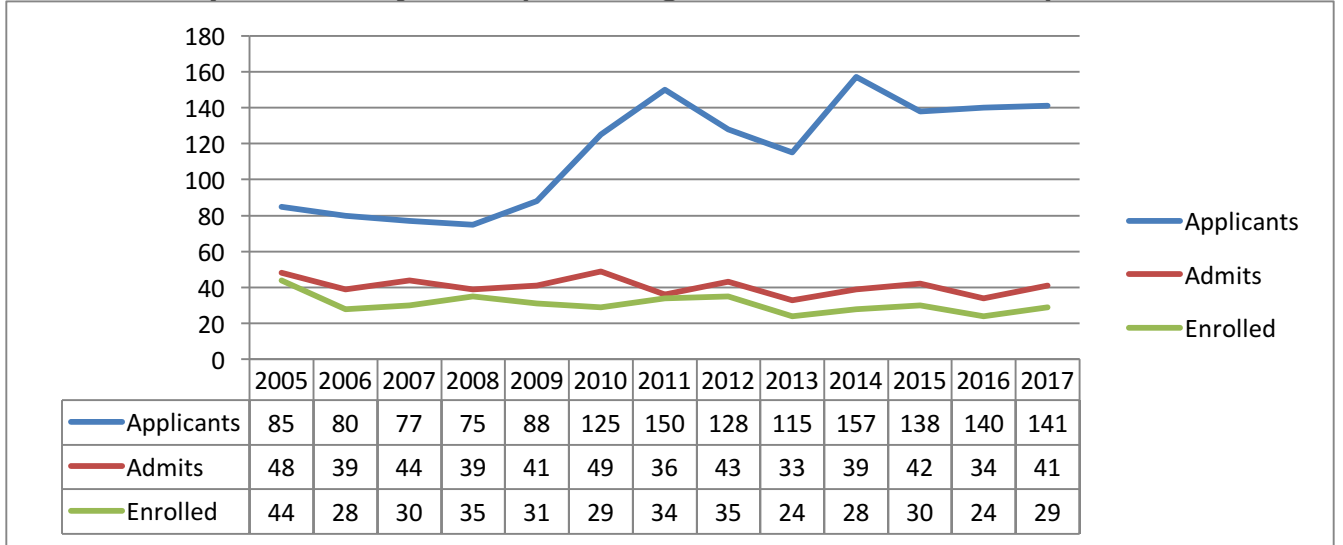
**Table 2: Admissions Outcomes**

Category	AY2005				AY2010				AY2015			
	# Applied	# Admitted	# Matric.	Yield %	# Applied	# Admitted	# Matric.	Yield %	# Applied	# Admitted	# Matric.	Yield %
African American	76	33	28	85	130	35	29	83	134	35	23	66
Latinx	85	48	44	92	125	49	29	59	138	42	30	71
Asian	154	52	35	67	207	64	48	75	195	48	37	77
Women	871	327	233	71	1198	349	239	68	1309	352	248	70
International	820	295	213	72	1101	320	238	74	1558	357	271	76

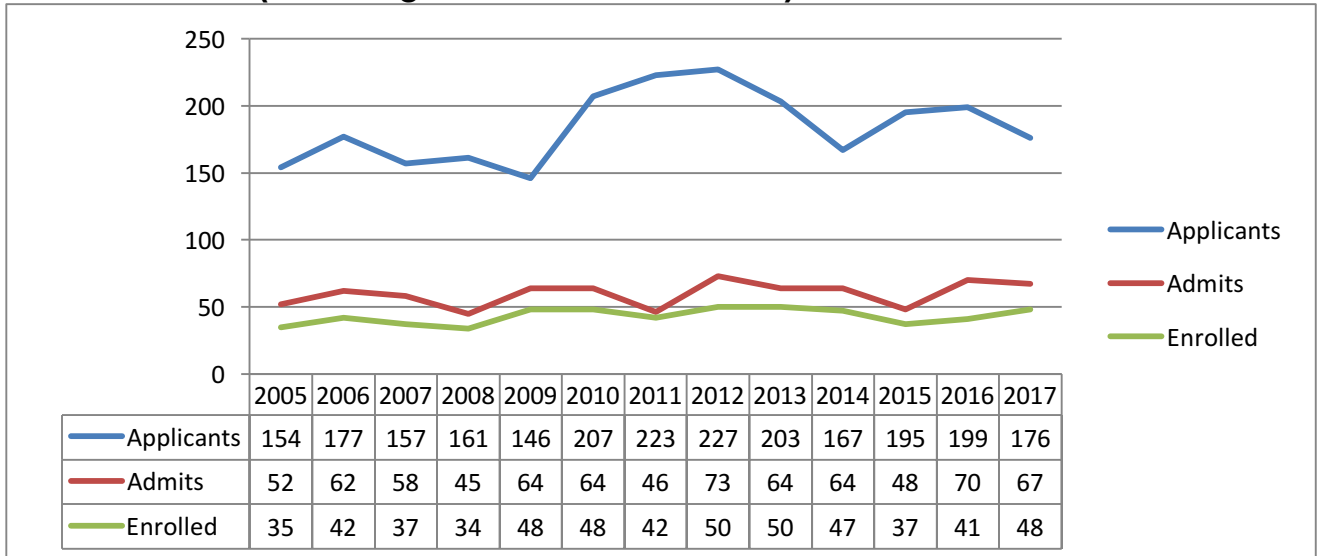
**Chart 1: Black or African American (Including Permanent Residents)**



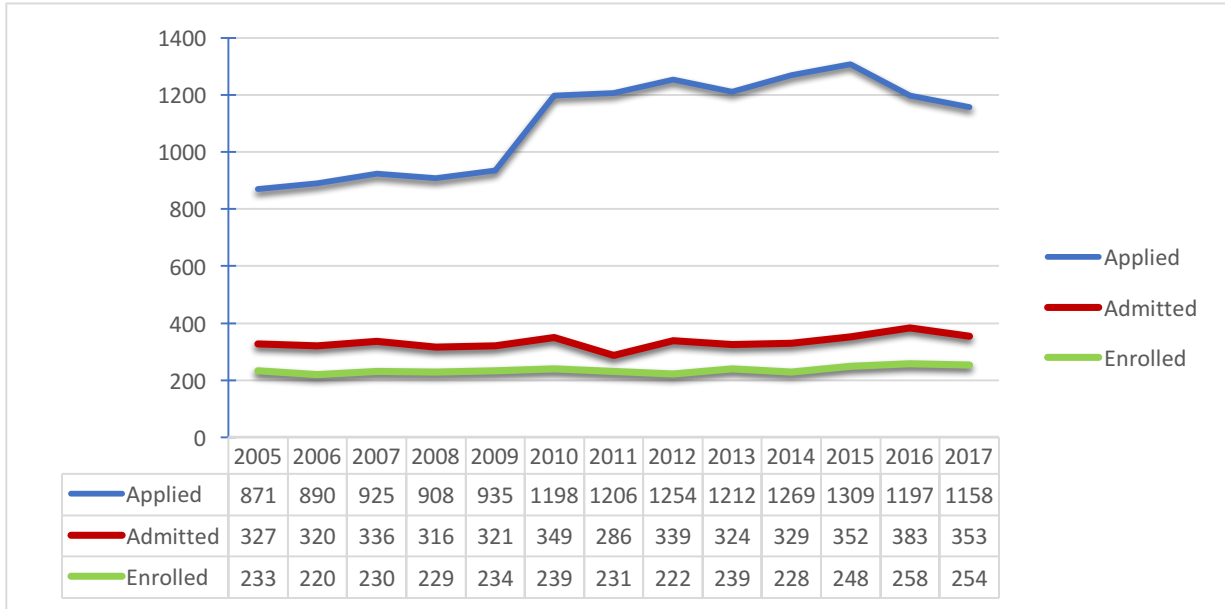
**Chart 2: Hispanic of Any Race (Including Permanent Residents)**



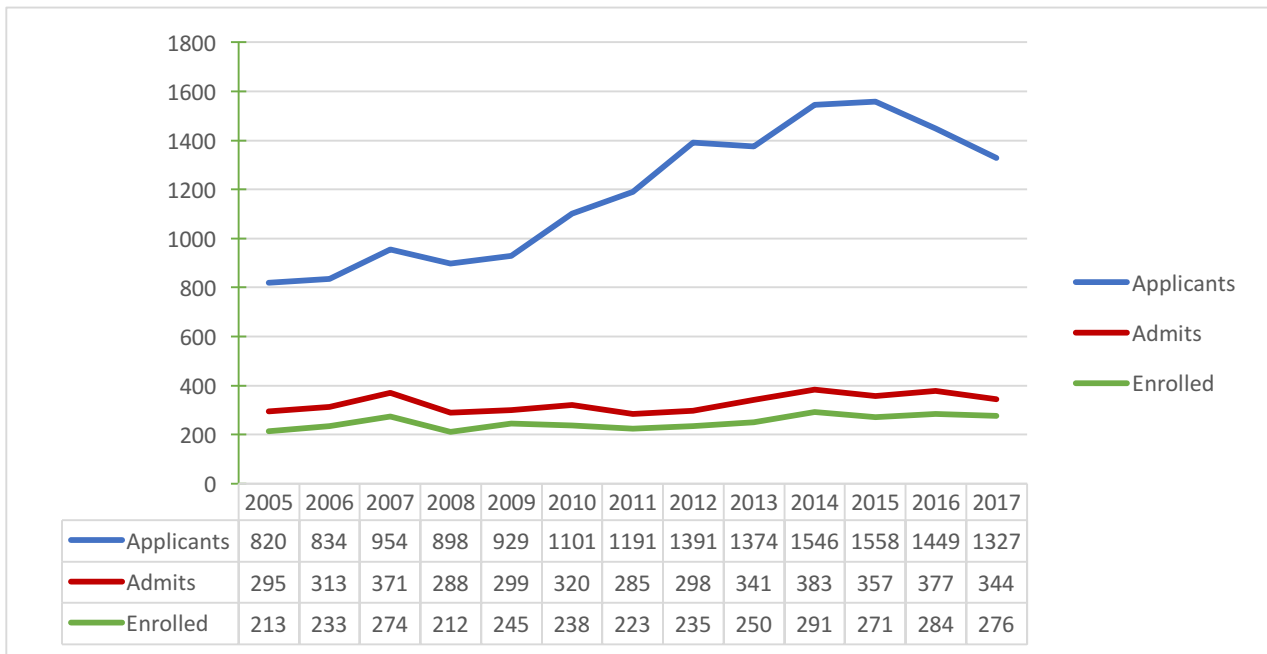
**Chart 3: Asian (Including Permanent Residents)**



**Chart 4: Women**



**Chart 5: International (Non-US)**



We have long understood that events and factors both outside and within our control affect the overall magnitude of applications to HKS. During the time period depicted in the charts above, a few events merit closer examination:

- In 2008, President Obama was elected and the economy was suffering. We believe that applications for all groups in the US rose during this time period both as a result of the “Obama effect” – renewed enthusiasm (particularly among liberals) for the value of public service – and because individuals often turn to graduate school as a “safe harbor” during difficult economic times.
- The HKS Office of Student Diversity and Inclusion was established in 2012 to “increase and celebrate diversity.” This included but was not limited to efforts to continue to recruit students from diverse backgrounds to HKS.
- The inaugural class of Sheila Johnson Fellows enrolled during the 2014/15 academic year. This fellowship provides 10 students, who are “selected for their outstanding potential and dedication to working in African American and other underserved communities in the U.S.,” with full tuition scholarships and a stipend to support their pursuit of a degree at HKS.

Although the overall number of applicants, in all the categories identified above, has increased between 2005 and 2015, the number of Hispanic and African American students enrolled at HKS has declined during this same time period. Two factors seem to contribute to this phenomenon. The first is that a smaller percentage of applicants from each of these two groups is being admitted now than in 2005 (e.g., in 2005 56% of Hispanic applicants were admitted, in 2015 29% of Hispanic applicants were admitted). This suggests that while our recruitment efforts are attracting more applicants, the quality of those applications has not grown at the same rate or our admissions process has not adjusted to the availability of newly qualified applicants.

The second is that the overall yield among African American, Latinx, and Women has declined over the past decade, indicating that we still have work to do help prospective students understand the value of an HKS degree and to limit the obstacles they face (financial, welcoming HKS environment, career, etc.) to enrolling (see more on this point in the “Increasing Matriculation” section below).

Although we have a relatively robust amount of data, the effort required to collect and analyze it is significant. We could add measurably to the efficiency and effectiveness of our efforts if we established a data “dashboard” to engage in regular benchmarking and data analysis to evaluate progress toward our admissions goals. Further, those goals should be based on a strategic plan that clearly articulates our principles and our collective understanding of the “right” mixture of students to maximize learning and the HKS experience.

## **Increasing Matriculation**

The Kennedy School faces competition from law, business and other public policy schools for all qualified candidates, and we suspect this is especially so for under-represented minorities who prefer the relative certain return on investment that comes from enrollment in a JD or MBA program or in a public policy program that provides more generous financial aid. Our ability to encourage students to come to the Kennedy School relies on persuasion and incentive.

Through various recruiting efforts, Kennedy School staff, students, and faculty directly encourage successful applicants to enroll. These include:

- **Faculty email messages and phone calls to top ranked admits.**
- Student outreach to new admits, by email or phone, based on student group affiliation.



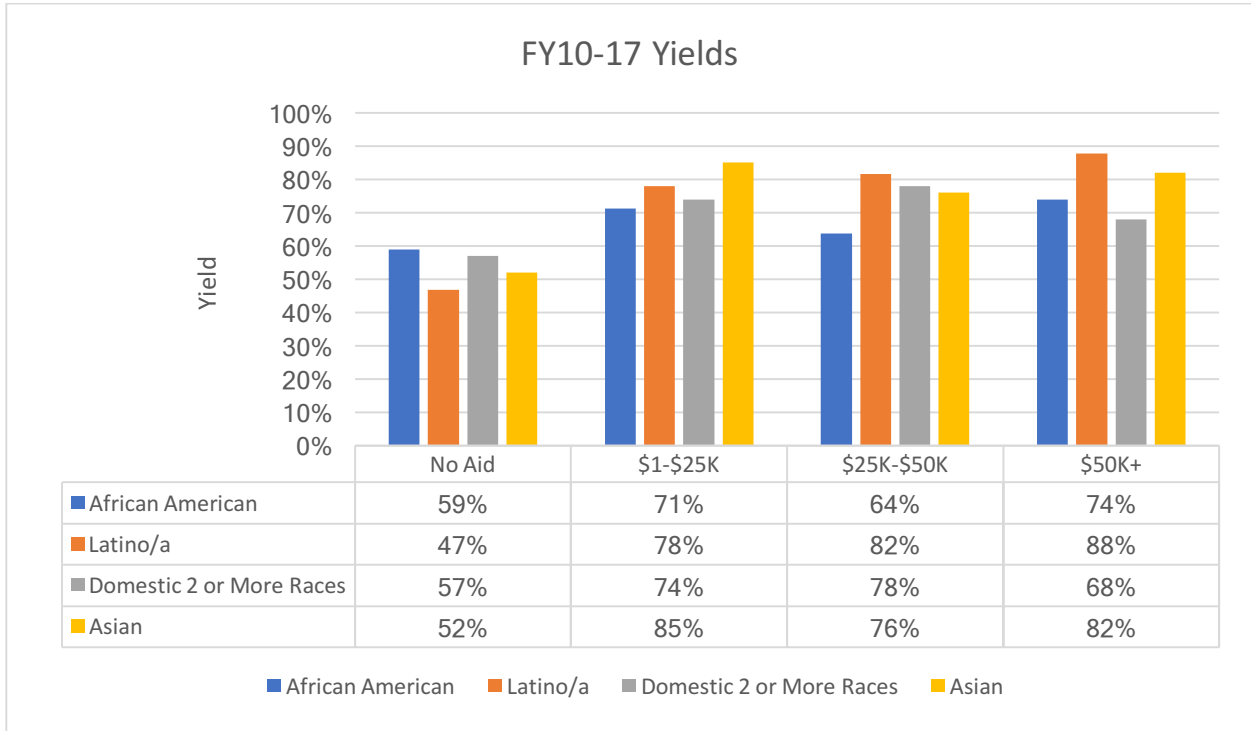
- Student engagement with admits through our Dean’s Ambassadors Program, including hosting students during new admit day.
- Coordinating the timing of the annual Black Policy Conference with new admit day.
- Leveraging alumni in special interest groups to reach out to targeted new admits.

On the dimension of incentives, we have a very strong sense that financial aid plays a significant role in an admitted student’s decision to come to the Kennedy School. Table 3 below shows the distribution of overall financial aid in 2010 and 2015 to US students based on race, and chart 6 shows the correlation between financial aid and matriculation based on admissions yields between 2010 and 2017.

**Table 3: Overall Domestic Financial Aid**

Category	2010				2015			
	Total (Domestic)	% of Overall Domestic Aid	# of Students	% of overall Domestic Students	Total (Domestic) Aid	% of Overall Domestic Aid	# of Students	% of overall Domestic Students
African American	\$ 1,071,803	12%	44	8%	\$ 1,297,988	14%	32	7%
Asian	\$ 1,389,412	15%	77	14%	\$ 1,028,859	11%	69	14%
Caucasian or Unknown	\$ 3,845,002	43%	276	51%	\$ 4,669,349	52%	321	65%
Latino	\$ 899,506	10%	52	10%	\$ 1,464,622	16%	50	10%
Native American	\$ 389,648	4%	13	2%	\$ 48,261	1%	1	0%
2 or More Races	\$ 1,419,642	16%	78	14%	\$ 453,132	5%	18	4%
<b>Total</b>	<b>\$ 9,015,013</b>		<b>540</b>		<b>\$ 8,962,211</b>		<b>491</b>	

**Chart 6: What difference does financial aid make?**



While financial aid isn’t the only factor upon which students base their decision to join the HKS community, it clearly has some influence on that decision making; there is a clear increase in yield rates between the (i) “no aid” group and the (ii) group receiving some aid (divided into three segments in the figure above). However, since admits offered “full ride” financial aid offers (\$50K+) don’t universally decide to matriculate and since in some instances yield rates appear to decline in the higher financial aid ranges, further analysis should be done to determine what other factors most affect decision making (e.g. are these students also receiving generous aid packages from competing institutions) and therefore what levers we might pull in combination with or in lieu of financial assistance to improve yield among underrepresented groups.

We currently collect data from individuals who decline our offer of admission through an online survey, but completion of the survey is optional and data is therefore spotty. An alternate approach, although significantly more labor intensive, would be to conduct phone surveys to

learn more from the population of individuals who decide not to attend HKS. This could further help us identify strategies for improving yield.

## **On-Campus Experience and Career Entry**

A top priority of for the School, as this report stresses throughout, is that all students are included in school programming and feel that they are full members who belong at the Kennedy School. This sense of belonging — or its absence — is created by physical space, extra-curricular programming, and institutional culture (as described in the Campus Life and Culture section) as well as by the courses, curriculum, and pedagogy (as described in the Curriculum and Pedagogy section). It is also affected by appropriate representation in our classrooms, and strong support from colleagues in our Office of Student Diversity and Inclusion, our Student Services team, coaches and colleagues in the Office of Career Advancement, and from our Degree Programs teams. Opportunities for students to engage with peers through the Diversity Committee, student clubs, PICs (professional interest councils), caucuses, and journals all contribute to a sense of belonging. We can and should, however, consider:

- Increasing the number of opportunities for community-building across difference during new student orientation and through the year,
- Providing training for faculty and staff to increase their sensitivity to population-specific needs in advising and counseling,
- Customizing career coaching and professional development to address the needs and sensitivities of students from a variety of backgrounds.

In addition, there exists – again – an opportunity to focus on better data collection and measurement in order to evaluate our progress in improving student inclusion and belonging.

These might include:

- Better tracking of students’ academic performance to understand any existing “achievement gaps” and correlations with admissions rating to understand whether, and which, admissions factors are predictive of success (or difficulty) at HKS.
- Analysis of career placement and success post-HKS to understand if there is anything we can do to better prepare students professionally.
- Routinely measuring the “climate” at HKS in order to understand opportunities for continued work.

## Recommendations

As noted at the beginning of this section, ensuring a robust student body and the benefits that derive from it requires: a clear set of priorities and a cohesive strategy for recruiting/outreach to priority populations; a robust pipeline that helps ensure a regular flow of applicants that help us maintain representation along the various dimensions of diversity; a clear articulation of the value proposition of an HKS degree that helps students from all backgrounds understand its worth and want what it offers; financial support to enable enrollment regardless of background: supports while at HKS to ensure everyone feel a sense of inclusion and belonging: and career guidance and services catered to individual needs to help ensure long-term career success.

In order to support those efforts, we recommend the following:

**A Core Strategic Plan** that establishes our priorities and goals and serves as a guideline for all of the parties around the School engaged in outreach/recruitment work.

**A much more concerted effort to collect and analyze data throughout the student lifecycle** so that we have a clear understanding of our progress toward the goals articulated in the core strategic plan and an appreciation for the effectiveness of our various efforts to guide our future investments of time and financial resources. Initial areas for measurement, analysis and possible action should include:

- **Applicant quality** or an evaluation of the effectiveness of our outreach efforts and communications to attract competitive applicants.
- **Yield analysis**, through targeted interviews with admits who decline our offer of admission, to determine the factors that affect decision making and to help determine whether additional, targeted financial aid dollars would help reduce the gap between admission and enrollment.
- **Student performance and satisfaction** to determine whether our admissions selection processes and on-campus supports set students up for academic success.
- **Career placement and success** including an understanding of job opportunities, job selection, and satisfaction. Getting this piece “right” is important not only for alumni satisfaction but also for our ability to better articulate the value of an HKS degree to future generations of applicants.
- **Regular interviews with alumni** to gain their backward-looking perspectives on experiences with the School.

**A Centralized Entity** that holds all the parties responsible for recruiting, admitting and supporting diverse students accountable and ensures that they are collaborating effectively and efficiently.

## **IV. People: Staff**

In 2016, there were 532 staff people at the Kennedy School performing a vast array of functions that include, for example, leading and running substantive policy programs at research centers, monitoring and planning to assure the financial stability and other core operations, maintaining IT security, tending to the School's physical plant, supporting faculty and students in research, teaching, admissions and student life, and many other roles.

The Harvard Kennedy School is as committed to diversity, inclusion, and belonging among staff as we are to students and faculty. Diversity of the staff at the Kennedy School should result from equal opportunities that are unblemished by barriers rooted in race, gender, religion, political view, or other arbitrary considerations. Our non-discrimination policy states that:

The Harvard Kennedy School does not discriminate against any person on the basis of race, color, creed, national or ethnic origin, age, sex, gender identity, sexual orientation, marital or parental status, disability, source of income, or status as a veteran in admission to, access to, treatment in, or employment in its programs and activities.

Beyond this basic commitment to non-discrimination, the Kennedy School should create an environment in which all staff members feel that they belong and share in the common values of our enterprise. Our professional environment should encourage the development and flourishing of every staff person regardless of background or minority status. Achieving this goal requires energetic efforts to recruit diverse staff at all levels of the organization, to create conditions in which all can learn and grow, and in which recruitment, hiring, training, and promotion opportunities are offered equitably.

## **Staff Diversity at HKS**

*Please refer to the Staff Diversity Table in the section below for more details regarding the following staff diversity information.*

Overall, staff diversity has increased at HKS since 2005. Total minority representation has increased from 16.1% in 2005 to 21.1% in 2015.

There is an increase in overall minority representation for higher grade levels, with a significant increase in historically underrepresented groups in grades 60-64 (the highest level staff positions); up from 3% in 2005 to 14.9% in 2015.

There is also a significant increase in female representation in grade levels 60-64; up from 36.4% in 2005 to 61.7% in 2015.

Black or African American representation has remained relatively stagnant over time; 6.1% in 2005 compared to 6.6% in 2015.

Staff promotion rates for both minorities and non-minorities have increased over time. However, the minority promotion rate was higher in 2015 at 16.9%, compared to non-minority promotion rates at 14.3%. (Promotions are defined as an increase in pay grade whether through job reclassification or through an internal hire filling an open position).

Job reclassification rates have decreased in time overall for both minorities and non-minorities. However, job reclassification rates were higher in 2015 for non-minorities at 3.8% compared to 1.3% for minorities. (Job reclassifications typically occur when an employee has a significant change or increase in position responsibilities/duties that warrant an increase in pay grade.)

## **Staff Diversity Table**

*Data below from Harvard's analytic database, Qlikview*

HKS staff data as of December 31st each year	Calendar Year		
	2005	2010	2015
Total number of staff	477	479	519
% Total minority	16.1%	19.2%	21.1%
% Total HUG*	9.0%	9.6%	11.3%
% Black or African American	6.1%	5.4%	6.6%
% Hispanic of any race	2.9%	4.2%	4.7%
% Asian	5.9%	7.3%	6.8%
% Female	69.8%	66.8%	70.6%
% Total minority in grades 60-64	9.1%	4.8%	17.0%
% Total minority in grades 56-59	14.9%	18.3%	18.9%
% Total minority in grades 51-55	18.7%	23.4%	24.3%
% HUG* in grades 60-64	3.0%	4.8%	14.9%
% HUG* in grades 56-59	7.7%	9.6%	8.6%
% HUG* in grades 51-55	11.3%	10.7%	13.5%
% Female in grades 60-64	36.4%	52.4%	61.7%
% Female in grades 56-59	67.3%	65.7%	67.9%
% Female in grades 51-55	77.8%	70.7%	75.2%
Promotion Rate - Minority	10.2%	10.9%	16.9%
Promotion Rate - Non-Minority	10.4%	11.6%	14.3%
Job Reclassification Rate - Minority	8.3%	1.1%	1.3%
Job Reclassification Rate - Non-Minority	7.7%	1.6%	3.8%

\*HUG = historically underrepresented groups = Black or African American, Hispanic of any race

## Staff Feeling a Sense of Belonging at HKS

In 2015 Harvard conducted a university-wide Staff Engagement Survey to measure employee’s engagement. Employee engagement represents an alignment of **maximum job satisfaction** (“*I like the work, I am able to do it well, and I am connected to the organization*”) with **maximum perceived job contribution** (“*I help achieve the goals of the organization*”).

The overall response rate to the survey was 73% for HKS staff, so this gives us a helpful snapshot of staff perceptions and feelings. Questions on the survey included engagement items



(items that reflect how the individual feels about their work/organization and how they perceive their manager and senior leaders), as well as 11 custom questions for Harvard regarding collaboration, safety in speaking up, respect, diversity, and training/resources. The HKS results show:

- Overall, minorities are more engaged than non-minorities. 70.4% of minorities responded that they are engaged or always engaged, compared to 62.5% of non-minorities. However, 14.1% of minorities are disengaged, compared to 10.8% of non-minorities.
- When looking at core engagement questions from the 2015 survey, overall scores are similar between minorities and non-minorities. However, there were some survey questions with larger discrepancies:
  - “*Senior Leaders communicate honestly*” (Minority staff ranked this measure lower; 51% for minorities vs. 59% for non-minorities).
  - “*I have a great working relationship with my manager*” (Minorities answered positively at a higher rate; 79% for minorities vs. 74% for non-minorities.)
- When looking at custom engagement questions for Harvard, minorities at the Kennedy School scored lower on topics regarding feeling safe in speaking up, respect in the workplace, and diversity/inclusion. Minorities less positively on the following custom survey questions:

“*It is safe to speak up and constructively challenge things here*” (30% for minorities vs. 41% for non-minorities).

“*My organization is progressing toward greater diversity and inclusion*” (47% for minorities vs. 57% for non-minorities).

*“I feel respected as a person regardless of my race/ethnic background, gender, religion, age, disability, sexual orientation, or marital status” (73% for minorities vs. 86% for non-minorities).*

## **Recommendations**

There is a need to improve managers understanding of recruiting and hiring practices aimed at increasing the diversity of the staff. We can create a greater understanding of the recruitment, hiring and promotion processes and our responsibilities for diversity by investing in and promoting training for individuals responsible for making decisions associated with these processes.

- **Improve Manager Training:** Utilize existing training and outreach mechanisms through the University’s Learning and Professional Development, Staff Human Resources, or the Office for Institutional Equity. One focus should be increasing quality of communication by senior managers.
- Consider a regular training cycle as well as “just in time” self-service modules.
- Incorporate into the training our legal obligations, as well as the reasons diversity matters and content aimed at increasing awareness of unconscious biases that might negatively impact minority candidates in the hiring or promotion process.
- Train and encourage managers, supervisors and others involved in the hiring process to be open and transparent about the process, the job requirements, and hiring decisions.

Although staff diversity has increased from 2005 to 2015, much work still needs to be done to raise awareness about the value of diversity, equity, and inclusion in the workplace.

- Develop a shared leadership statement on the definition of diversity articulates its deep and enduring value to the campus experience, including the role that staff members play.
- Develop a diversity and cultural competency that can be applied to all and encourage them to incorporate it in annual performance appraisals of staff and conversations with faculty.

We need to establish a practice of communicating about diversity successes and opportunities.

- Periodically share affirmative action reporting and specific HKS statistics and trends with managers.
- Develop process where stakeholders periodically review opportunities to hire diverse candidates.
- Dean discusses diversity goals with Center Directors and Faculty.
- Train managers to avoid bias during employment and general management.
- Set up a dedicated in-house data base or resume bank for diverse candidates who have applied to HKS (but may not have been hired), so that if a manager wants to increase the diversity of the pool for a specific job, he/she does not have to rely only on what comes in “over the transom.”
- Transparency in reporting to managers, departments on statistics regarding race, first to the Dean then the community.
- Provide incentives for managers to make diverse hires, i.e. funding for future hires.

- Allocate funds for participation in the Administrative Fellows Program. AFP is a university program that places diverse administrator from other Universities into one year “fellowships” working at Harvard as a part of their professional development.
- Require managers to describe diversity efforts in their units in their annual budget report.

# People: Faculty

Faculty at the Harvard Kennedy School come from a range of backgrounds and perspectives. However, U.S. historically underrepresented minorities are also underrepresented on our faculty according to a range of definitions or benchmarks. While it is true that the Ph.D. pipelines from which we hire the vast majority of our faculty are not as diverse as the U.S. population as a whole and that the faculty hiring process and turnover is much slower than for staff, it is essential that we have a diversity of perspectives on policy issues at HKS. In addition to top scholars and practitioners, our faculty should represent diversity of race and ethnicity, gender, political perspectives, geography, sexual orientation, and so on. Without that diversity, we risk taking narrow views on policy issues important to our students and to the world and to missing important issues altogether. In addition, we have insufficient faculty role models for our students. And while we think we have the very best faculty in the world, to the extent that there is implicit bias in our search processes, we may miss truly top-notch faculty altogether.

The faculty subcommittee of the Diversity and Inclusion Task Force has looked at data on our current situation, existing efforts to diversify our faculty, and then outlined recommendations that we hope will enable us to attract the very best, and most diverse faculty possible. In doing so we have looked at the many steps in the faculty hiring process and tried to build on previous efforts in order to make progress in areas where we hope change can make the greatest difference. Note that these data do not capture many important dimensions of diversity such as political viewpoint or sexual orientation.

## Current Situation

Over the past 10 years, despite efforts to diversify the HKS faculty, we have not made as much progress as we'd have liked. We have added US faculty from underrepresented groups, but we have also lost faculty during that time, for a net total of 15% this year vs. 12% (among US faculty) 10 years ago. Our fraction of faculty who are US non-white or non-US has risen from 26% to 33%. Tables 1a and 1b show the breakdown, but note that the categories change during that time as the US Census introduced the “two or more races” category.

**Table 1a: Diversity of HKS faculty, Academic Year 2006**

RANK	Asian, Hawaiian, Pac Island	Black	Hispanic	International	White	Grand Total
Assistant Professor	2			3	5	10
Associate Professor	1	1		5	8	15
Lecturer		1	1	5	36	43
POP/PSP		1		3	5	9
Professor	2	1	2	3	35	43
<b>Grand Total</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>19</b>	<b>89</b>	<b>120</b>

$$\text{U.S. nonwhite} = 12 / (120-19) = 12\%$$

$$\text{U.S. nonwhite} + \text{non-U.S.} = (12+19) / 120 = 26\%$$

**Table 1b: Diversity of HKS faculty, Academic Year 2017**

RANK	2 or More Races	Asian, Hawaiian, Pac Island	Black	Hispanic	International	Unknown	White	Grand Total
Assistant Professor	1		1		2		3	7
Associate Professor					5		5	10
Lecturer		1	2		5		18	26
POP/PSP					3		7	10
Professor		6	2	2	8	1	36	55
Senior Lecturer					2		13	15
<b>Grand Total</b>	<b>1</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>25</b>	<b>1</b>	<b>82</b>	<b>123</b>

$$\text{U.S. nonwhite} = 15 / (122-25) = 15\%$$

$$\text{U.S. nonwhite} + \text{non-U.S.} = (15+25) / 122 = 33\%$$

During the same time period, the percentage of women faculty did rise modestly, as shown in Table 1c. Of particular note, the percentage of tenured faculty who are women doubled.

**Table 1c: Percentage Women on HKS Faculty, 2006 to 2017**

	%Female, 2006	%Female, 2017
Assistant Professor	30%	71%
Associate Professor	33%	10%
Lecturer	35%	38%
POP/PSP	11%	10%
Professor	12%	24%
Senior Lecturer		33%
<b>Grand Total</b>	<b>24%</b>	<b>28%</b>

One obstacle to rapid changes in the composition of our faculty is the longevity of university faculty in general. So, a logical question is whether the overall distribution is masking improvement in more recent hiring. Table 2 shows the distribution by age cohort of the faculty. The most remarkable feature of the table below is that racial diversity increases strikingly in younger age cohorts of ladder track faculty.

	2 or More Races	Asian, Hawaiian, PI	Black	Hispanic	International	Unknown	White	Grand Total
<b>Ladder</b>	<b>1</b>	<b>6</b>	<b>3</b>	<b>2</b>	<b>15</b>	<b>1</b>	<b>44</b>	<b>72</b>
30-39	1		1		5	1	6	14
40-49		4	1		6		4	15
50-59		1			2		6	9
60-69				2	2		14	18
70+		1	1				14	16
<b>Lecturer/P OP</b>		<b>1</b>	<b>2</b>		<b>10</b>		<b>38</b>	<b>51</b>
30-39							1	1
40-49		1	2		4		9	16
50-59					1		8	9
60-69					5		8	13
70+							12	12
<b>Grand Total</b>	<b>1</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>25</b>	<b>1</b>	<b>82</b>	<b>123</b>

The University’s Office of Faculty Development and Diversity collects data on all the schools within Harvard, so we can compare HKS with the other Schools. Tables 3a and 3b show how HKS compares in the percentage of ladder faculty who are female and who are minorities. HKS is roughly in the middle in both cases, although low in relative terms on the percentage of tenured women. For most schools, including HKS, the diversity is greater among tenure-track faculty (Assistant and Associate Professors) than tenured faculty (Professors). If promotion rates were equal across demographic groups, we would expect to see (very slow) progress toward a more diverse ladder faculty over time. However, progress would be very slow, as there are few promotion cases each year and the success rate is far from 100%. Furthermore, HKS faculty consist of those who excel in scholarship, teaching, as well as practice. Many who excel in teaching and practice are promoted in the non-ladder tracks and so diversity is important there also. We are somewhat less constrained in by pipelines from Ph.D. programs in non-ladder hiring.



Table 3a: Percentage of Women Among Ladder Faculty at Harvard

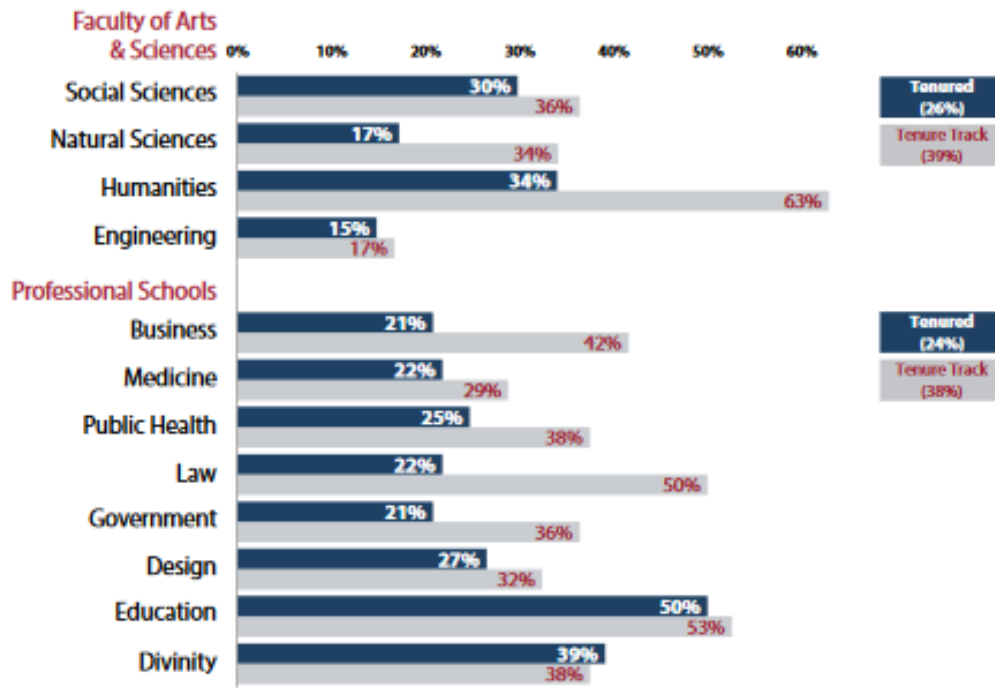
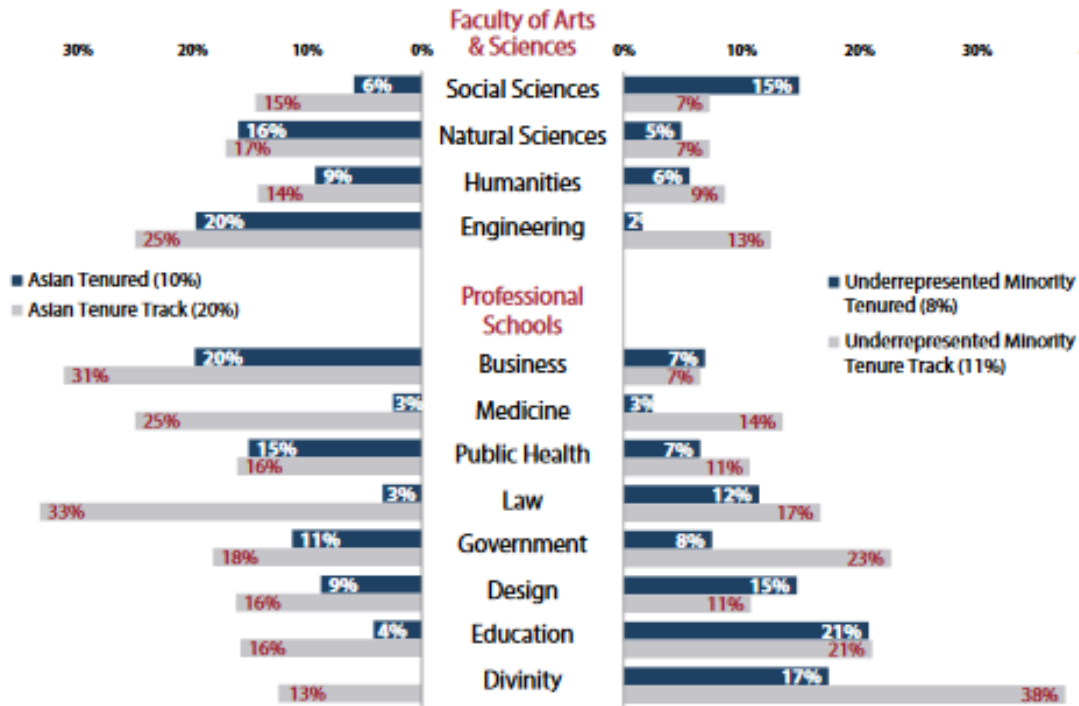


Table 3b: Percentage of Minorities Among Ladder Faculty at Harvard



The next logical question is whether promotion rates are comparable across these groups. Table 4 shows these promotion rates over the decade from 2006-2015. Over the decade from 2006-2015, and considering all forms of promotion (to tenure, for Associate Professors, but also including to Senior Lecturer for Lecturers), promotion rates appear widely variable. Some people are promoted, some are reviewed and not promoted, and some are never reviewed. In the latter case, they may leave HKS before review, or the person may be moved into a different category (from Associate Professor to Lecturer or Senior Lecturer, for example). Note that with very small numbers of cases in some categories, a 0% or 100% promotion rate is not surprising.

**Table 4: Promotion Rates at HKS, AY06-AY15**

	Asian	Black	Hispanic	White	International	Grand Total
Promoted (of total)	100%	0%	100%	30%	33%	36%
Promoted (of reviewed)	100%		100%	53%	60%	61%
Not reviewed	0%	100%	0%	42%	44%	40%

## Existing Efforts

The modest improvement in diversification of the HKS faculty has not come about by accident. We have taken several steps to move in this direction. Before recommending more significant changes, it is important to note the steps that we have already taken to this point. In the process of searches, an early step is to determine who will be on the search committee. We have actively tried to have search committees that represent some of the diversity among our faculty and that we seek in finding an applicant pool. Both because a more diverse search committee will leverage broader networks in seeking candidates, as well as perhaps helping candidates feel more welcome as they visit campus, this step is important regardless of whether the small number of hires since we began shows any strong evidence of improvement.

In addition, we have involved students in the faculty searches so we both get their perspective and have them help us recruit the candidates we hope to hire. While students are not formally members of search committees, the Academic Affairs Committee and the HKS Diversity Committee coordinate on finding student volunteers who will attend each of the candidate seminars for a particular search, as well as meet those candidates who visit campus. Student feedback is compiled and submitted to the chair of the search committee. This feedback is part of the materials that go to the faculty when the search committee reports and a vote is taken. Again,

this involvement is important well beyond the hope that it will contribute to more diverse faculty hiring, but we also hope it will contribute to more diverse faculty hiring.

In addition to setting up search committees and getting students involved, we give very specific instructions to each search committee. Beginning in the current year, those instructions will also include the University's pamphlet on best practices for faculty searches:

<http://faculty.harvard.edu/files/fdd/files/bestpracticesforconductingfacultysearchesv1.2.pdf>. We also require that every search committee report explain why the highest rated women or minority wasn't chosen as the preferred candidate. While that is surely not a foolproof method to reduce bias, it does force the search committees to evaluate each candidate relative to our criteria for appointment. And finally, we have clarified for our faculty the use of the term "target of opportunity" in a search environment. While in the past it has been used to mean a person whom we would like to hire and who has become available (most commonly, leaving government), a target of opportunity actually means a person from an underrepresented group whom we might be able to hire. The requirements for a full search are reduced in such a case, which makes it easier to hire exceptionally talented people from underrepresented groups when we find them.

## **Our Approach and Determination of Priorities for Action**

In the recommendations below, we focus on faculty hiring. Our goal is to attract a more diverse group of excellent faculty to the Kennedy School via our search process. Although promotions are also important, we don't actually have evidence of differential promotion rates. At this point, it is not clear that differential promotion rates are contributing factors to the lack of faculty diversity. However, we will continue to track and review our promotion processes.

While there are certainly differences in some aspects of faculty searches that differ across ranks (e.g., are we looking at scholarly production and influence for ladder faculty vs. hands-on policy

experience for lecturers or professors of practice), here we consider those aspects of the faculty search process that if changed would impact all types of faculty searches. Recommendations that would differ across faculty ranks are further work for the future, but we expect that the changes that are common to all faculty searches would be both easier to adopt (since they'd be universally applied and search committees would all need to learn and use them) and have greater influence (since they are likely the biggest issues).

One of the greatest challenges to the faculty search process is that selection of candidates is an inherently subjective process. We should strive to both acknowledge inevitably subjectivity but also recommend ways to improve those subjective judgments and alert us to many kinds of biases in search processes and associated judgements. We know from the implicit bias literature that subjective assessments are flawed and we need to adopt ways of counterbalancing those flaws. At the same time, moving toward more seemingly-objective measures (citation counts, teaching evaluation scores, for example) can lull us into a false sense that we have improved the process because even the seemingly-objective metrics are themselves biased. See, for example, Maliniak, Powers, and Walter, "The Gender Citation Gap in International Relations", *International Organization*.<sup>1</sup> Scholars in a network will cite the work of the people they see and know. And if women and minorities are less likely to be in a particular field or are less likely to get invited to conferences or are less likely to be rated at the top of their class, or all of the above, then they will not be cited as heavily, even if their work is worthy of greater influence. And there is now evidence that men self-cite more than women, thus increasing citations of male authors more than female authors.<sup>2</sup> And of course there are differences across disciplines, fields, and even subfields in citation behavior, as well as female and minority representation in those fields,

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<sup>1</sup> Maliniak, D., Powers, R., & Walter, B. F. (2013). The gender citation gap in international relations. *International Organization*, 67(04), 889-922.

<sup>2</sup> King, M. M., Correll, S. J., Jacquet, J., Bergstrom, C. T., & West, J. D. Men set their own cites high (Working Paper, Stanford University). URL: <http://www.eigenfactor.org/gender/self-citation/SelfCitation.pdf>

which can impact citation counts.<sup>3</sup> Therefore in our recommendations, we focus on both subjective assessments in the process (internally and externally), as well as biases in criteria that are often taken to be objective and unbiased — but may not be.

## Recommendations

We have organized our recommendations by phase of hiring, from what we might be able to do to increase the diversity of the pipeline in fields in which we hire, through the stages of the search process.

### 1. Pipeline

Create a bridge to tenure-track positions via a post-doc program that is structured to help recent Ph.D.s in fields relevant to HKS develop their research careers and explore relevance to policy. The goal of such a program would be to attract to HKS people who can't otherwise see themselves here and therefore may not even apply for junior faculty positions. We would enable them to explore HKS and see themselves in this environment. We would invest in them in the hope that they can be hired here at HKS or by another top policy school or department. We would be contributing to future diversity of our own faculty, but to the faculty exploring and researching key policy questions, wherever they end up. An additional advantage of a post-doc program of this sort is to de-emphasize the 'job-market seminar' which sometimes does not go well, particularly when the candidate is uncomfortable at HKS. By getting more comfortable in our environment, and working with our faculty and giving our faculty an opportunity to get to know the post-doc, she or he has a better chance of delivering a good job-market seminar. Eligibility would be limited to underrepresented groups, perhaps people who are the first in their

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<sup>3</sup> Ferber, M. A., & Brün, M. (2011). The gender gap in citations: does it persist. *Feminist Economics*, 17(1), 151-158.

family to go to college, or some equivalents. We would need to work out the details to comply with legal requirements, but these types of pipeline programs have been instituted in other schools.

## **2. Pre-Search**

1. Cluster hiring has long been suggested as a means to hiring a more diverse faculty (see Bazerman, M. H., & Moore, D. A. (2008). *Judgment in managerial decision making* (7th ed.)).<sup>4</sup>

The analogy given at a faculty meeting some years ago was that ten searches to hire a single police chief in each case might not end up with a very diverse set of ten. But a single search to hire ten police chiefs might yield a more diverse group. Although cluster hiring is always suggested as a tool, we rarely do it in faculty searches because of financial constraints. But we recommend that fields be defined sufficiently broadly and the potential for multiple hires be acknowledged so that we can hire multiple people from a single search.

2. Search committees should be provided specific guidelines to ask women and minority scholars to nominate candidates, including those of their own race/gender. When we solicit people in our self-selected, often homogenous, social networks to surface candidates for HKS faculty positions, we often reinforce our prior biases. When we ask women and minorities in a field to recommend candidates, and also to specifically recommend women and minorities, a more diverse pool may result at the outset of a search.

3. In soliciting nominations and establishing the pool of candidates, explicitly identify the world's top one or two woman/minority candidates in the field, and either include those people in the search or provide an explanation for why those individuals could not be included. If a

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<sup>4</sup> Hsee, C. K., Loewenstein, G. F., Blount, S., & Bazerman, M. H. (1999). Preference reversals between joint and separate evaluations of options: A review and theoretical analysis. *Psychological bulletin*, 125(5), 576.

committee believes there is no woman or minority candidate in the field, the search committee would need to say so explicitly in the report, and be open to challenge from colleagues.

4. Identify lateral hiring opportunities from underrepresented groups. An additional means of diversifying the pool in a search is to find faculty from underrepresented groups at other universities who might be appropriate for the search at HKS. For example, in junior hiring, we are not constrained to look only at new Ph.D.s, but can look at junior faculty elsewhere.

### **3. Long List to Short List**

1. Look at all the applications. There is a tendency in large searches to look primarily at the candidates who were recommended by people known to HKS faculty. But of course, that just reinforces the existing network and a simple way to expand beyond the networks is to consider every application regardless of source.

2. We might consider blind reading of applications. In some fields, e.g., economics, the top departments are known, and the PhD advisors have recommended students by name and those names are known. We might experiment with reading the research materials in the application without the applicant's name or PhD program affiliation. If we find that a broader set of applicants is chosen for interviews, we could expand the practice to other junior searches.

3. Once we have a more diverse applicant pool, we can require a comparison of the short list with the applicant pool before the invitations to campus are made. To the extent that the short list is less diverse than the pool, we would require more information on those from underrepresented groups who are not recommended for a campus visit, and explanation of the reasons the person is not qualified for the position or for a campus visit.



#### **4. Short List to Recommended Hire or Promotion**

1. When the short list candidates come to campus for visits, a diversity of faculty should participate in the interviews. Not only do we want and need diverse perspectives on the research and other qualities of the candidates, but we hope a diverse audience will be a more comfortable environment and enable the presenter to feel more at ease and give a better presentation, thus increasing the possibility that the person is offered an HKS faculty appointment.

2. The comparator list used in external letters in senior searches should be diverse and, in particular, include the top women and minorities in the field, for comparison purposes. If we find that others on the comparison list, beyond the selected candidates for HKS, are highly rated, we should consider them in the pool as well while we still have the chance.

3. To address bias in citation counts, one option is to require that faculty read candidate dossier and work of the candidates more carefully before voting on the search committee recommendations. By reading the work, our faculty will be better informed and we hope less reliant on seemingly objective statistics that may not be objective. At other schools (e.g., HBS) faculty need to go to the Dean's office to access the materials, and then sign to indicate they've read the dossier. The hope is that substantive and informed views on the case would reduce the weight given to counting citations.

4. A panel discussion of behavioral experts in 2010, sponsored by the Office of Faculty Development and Diversity (<https://www.youtube.com/watch?v=yRxtSOYd-Ns&feature=youtu.be>) noted that independent (private) votes before committees meet leads to less group-think and potentially better decisions. Decisions could be better because one dominant voice wouldn't influence others and each voice gets equal weight to start. But also, by avoiding a feeling of pressure to move toward a single consensus, minority voices can be heard and the result could be that support for minority candidates is heard.

## 5. Other Recommendations

1. We are also concerned that once faculty are hired, there are unseen differences in workload for women and minority faculty that should be recognized and rewarded. As we try to make more diverse search committees, the limited number of women and minority faculty are spread across multiple search committees. But in addition, students seek out role models and faculty they are comfortable talking with about their experiences at HKS and beyond. Much of this mentoring work is not seen, but is hugely valuable to HKS. We need to find ways to acknowledge and reward that work effort. If faculty are doing informal mentoring and advising but still need to keep up with all their formal research and teaching and administrative duties, they must either work harder than others, or they will fall short on those dimensions in which they are compared with others in promotion decisions.

2. There has been recent literature on the gender bias in student evaluations of teaching. While we ask committees to read qualitative comments from teaching evaluations, in addition to looking at quantitative scores, there is no reason to believe the qualitative comments are less biased. Internally, we have broader definitions of teaching quality than student evaluations, but particularly for external candidates we generally do not have more than the student evaluations. We need better measures of teaching quality as it is one of our five criteria. One possibility is to ask each candidate to submit a teaching statement, which would tell us how the candidates approach their teaching in their own words rather than through the potentially biased impressions of the students. We should also continue to encourage review committees to directly observe classroom teaching by faculty who are being considered for promotion.

## **6. Future Work**

1. Promotions have not been considered here in detail. We should apply all aspects of the search recommendations that are applicable to promotions, but also consider in the future whether there are other aspects of our promotion process that should be reevaluated.

2. Our committee focused on research faculty searches. Many aspects apply to both ladder and non-ladder hiring, but some might be different, and as a subsequent effort we should in the future examine aspects unique to non-ladder hiring from the perspective of diversity, inclusion, and belonging.

# **Appendix I: Membership of Diversity & Inclusion Task Force**

Archon Fung (chair)

Beth Banks

Amitabh Chandra

Suzanne Cooper

Ellen Gallagher

Tessa Henry

Debra Isaacson

Robert Livingston

Timothy McCarthy

Kevin Ryan

Koji Ukai

Sarah Wald

Karen Weaver

# Appendix II: On Gender, Race and Portraiture at the Kennedy School

## Jane Mansbridge (February 20, 2017)

First came Ida B. Wells. In 2004, we asked Larry Summers to fund a portrait of Wells for the Fainsod Room. He used Harvard presidential funds to do so, in honor of Joe Nye, who was retiring as Kennedy School dean. With the advice of Sandra Grindlay, the portrait specialist at the Fogg Art Museum, we contacted the New York portraitist Patricia Watwood, who had achieved some renown for her portraits of African Americans. Watwood rented a beautiful dress from the period for the model she hired, used the Wells photograph we gave her for the face, did some preliminary small paintings (one of which hangs in the WAPPP Cason Seminar Room), and then revised Well's stance on the basis of a photograph that my husband, Christopher Jencks, took of me imitating the stance I imagined Wells taking.

Before the Forum event for the unveiling on April 6, 2006, the Kennedy School held a reception with the Host Committee, comprised of notable individuals from greater Boston African American community. Then, as the Forum floor filled, participants watched 10-15 minutes of scenes from William Greaves's film, *Ida B. Wells: A Passion for Justice*, without sound. The event itself began with Dean David Ellwood introducing Harvard President Lawrence Summers, who spoke and recognized the portraitist Patricia Watwood and Dean Nye, both in attendance. Professor William Julius Wilson then spoke movingly of Wells and her legacy, and unveiled the portrait. Assistant Professor Kim Williams then introduced the following speakers: the novelist

Paula Giddings, who spoke on her biography of Wells; Professor Evelyn Higginbotham, who read from the oral interview with Alfreda Duster, Wells's youngest daughter, in the Schlesinger collection; and filmmaker William Greaves, who showed a short selection from *Ida B. Wells: A Passion for Justice* and commented on the making of the film. Williams then moderated a Q/A from the audience. Troy Duster, a Professor of Sociology at New York University, Chancellor Professor at Berkeley, and Wells's grandson, gave the benediction with guest Patricia Williams. After the event, the entire film, *Ida B. Wells: A Passion for Justice*, was screened, followed by a Q/A with William Greaves. In addition to Troy Duster, Donald Duster and Alfreda Ferrell, his siblings and Wells's grandchildren, attended the event courtesy of the Kennedy School.

The portrait was based on a photograph taken in 1893, when Wells was 30 or 31, just after she fled Memphis, having been warned never to return. Her newspaper office was dismantled and the newspaper put out of business. Her partner in the paper also fled for his life. The cause of the threats to their lives was one of Wells's strong editorials against lynching, prompted by a recent lynching of one of her friends, a prominent businessman in Memphis. One sentence in the editorial had suggested, in passing and extremely obliquely, that sometimes white women might be attracted to Black men. Wells had written many editorials against lynching before this. After she left Memphis for New York, she used these editorials as the basis for a speaking tour in what became an anti-lynching crusade, which was ultimately successful. Wells used this photograph on her pamphlets.

There is much to say about Wells, including her work for women's suffrage and her challenge to the racism of the White suffragists who had asked the Black women suffrage clubs to march in the back of their largest pro-suffrage demonstration. Wells famously stood on the sidewalk as the White women walked by and then stepped into their ranks to walk with them, guessing correctly that she would be unchallenged. Her courage extended to many corners of her life and affected many.

I chose Wells for our first portrait in part because she was the only feminist I knew who could stand up pictorially to being placed side by side with Churchill. (The portrait is hung in the Fainsod Room, our grandest seminar room, next to Churchill.)

Wells also represents politics through social movements rather than elected office. Together with Frederick Douglass and others, Wells organized a black boycott of the 1893 World's Columbian Exposition in Chicago for not representing African-American life. At the exposition 20,000 copies were distributed of a pamphlet that she and others wrote entitled, "Reasons Why the Colored American Is Not in the World's Columbian Exposition." Along with W.E.B. DuBois and others, Wells also helped found the NAACP.

After the Forum event, Kahris McLaughlin of the Cambridge NAACP approached me with the idea of making a poster of the portrait. We each contributed \$2000 for 1000 posters, 1500 notecards, and 1500 postcards, which we divided between us. Sandra Grindlay of the Fogg supervised the printing of the poster, paying particular attention to the color. The Women and Public Policy Program has many of these posters and cards, available for use by the HKS.

Second came Edith Stokey in 2007-2008. Merilee Grindle, Marie Danziger and I polled the women faculty and the response was overwhelmingly in favor of a portrait of Edith. The antechamber to the dean's office, where one sits waiting to meet the dean, is adorned with photographs of white males, unavoidably, as all the deans of the Kennedy School have been white males. We discussed the problem with Joe Nye and decided to place the portrait of Edith on the wall one sees as one leaves the dean's office. It seemed appropriate to honor the first female member of the faculty at the Kennedy School, especially as her retirement was looming. As an economist, teacher, researcher, author, administrator, and the inventor of the "point system" to prevent discrimination against junior faculty in the assigning of work, Edith was an extraordinary citizen of the school. One major problem came in persuading her to agree. David

Ellwood and Joe Nye both phoned her to say that I would be coming to ask her for something and they hoped she would say yes. When, meeting with her, I stressed the great disappointment the women faculty in particular would feel if she declined, to our great relief and joy she agreed. The portrait curator at the Fogg, Sandra Grindlay, was again central to the endeavor. She introduced us to the portraitist, Stephen Coit, who had painted many portraits for Harvard. Joe and Molly Nye personally funded the portrait. Edith had several sittings at Coit's house and by March 2008 the portrait was finished. In the portrait, the trees behind her double as "decision trees," a concept central to her renowned Primer for Policy Analysis with Richard Zeckhauser. The May 2008 reception, with its unveiling of the portrait and many tributes from the faculty, was very well attended, as Edith was much loved at the school. Edith's daughter came to the reception and unveiling, and we made an album of the tributes to give to Edith. In June 2012, Edith died. We were glad to have had this happy occasion while she was still in fine health.

Third came Abigail Adams in 2008-9. We would not have chosen next another White woman, but we had run out of money and potential funders. The Fainsod Room, which is the only room at HKS with more than one oil painting in it, still had three men to one woman. All three original paintings (Churchill on the left wall; John Adams and Oliver Cromwell on the right wall) had been borrowed free from the Fogg, with the mandate from the Kennedy School to the Fogg being that the portraits had to be of political individuals (interpreted as having held political office). All were White men, no others meeting that description being in the Fogg's basement. I asked around among the staff and faculty and discovered that the portrait of Cromwell had no supporters and several strong detractors of Irish ancestry. No one would miss that portrait and many would feel "good riddance." A match to John Adams seemed an innocuous replacement. Barbara Whalen and I visited the Massachusetts Historical Society to view the original portrait of Abigail Adams, a pastel on paper by Benjamin Blyth circa 1766, and decided that it was suitable. Sandy Grindlay from the Fogg helped us out here too. Our first thought had been to have the



painting copied by a painter, but that was too expensive. So, after measuring John Adams to get an exact match in size, we ordered a high quality reproduction from the Mass Historical Society, had it reproduced by an expensive art producer (\$225), bought an expensive frame equal to that on the John Adams portrait (more than \$225), and replaced the Cromwell with no ceremony. The Women's Leadership Board paid for both the reproduction and the frame. I wrote two matching labels, identifying Abigail as wife of John and John as husband of Abigail. In the Fainsod one day I heard a somewhat conservative alumnus who, upon reading the label on John Adams, huffed, "Hmm – a feminist must have written this!" I smiled. The label was unfortunately too small to reproduce Abigail Adams's famous words to John: "Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could," reminding her revolutionary husband that no individuals, including women, should "hold ourselves bound by any Laws in which we have no voice, or Representation." In the same letter she expressed strong abolitionist sentiments. John responded to her comment about women with a joke.

Finally, and triumphantly, came Ellen Sirleaf Johnson. In 2011, I had been looking with Melodie Jackson for a good space for a portrait of Sirleaf Johnson, President of Liberia. Nothing seemed quite right. We considered a wall in Taubman of all the heads of state with HKS degrees. That would have entailed a great deal of work and a row of portraits seemed too static to me. One day, picking up a book at the HKS library, I saw the empty wall near the checkout desk and realized it was perfect. In January 2012 I contacted Stephen Coit to see if he might be interested in a new portrait; he was. The Women and Public Policy Program secured funding from the Women's Leadership Board and we measured the space on the wall. David Ellwood contacted Sirleaf Johnson in May to get her permission, receiving it in October. In May 2013, Steve Coit travelled to New York City, where Sirleaf Johnson had travelled from Liberia to give a major speech at the UN, and took hundreds of photographs of her in lieu of her sitting in person for the portrait. The portrait was finished in time for the HKS Campaign Celebration May 15-16, 2014, in which

Ellen Sirleaf Johnson gave the keynote, having travelled from Liberia with entourage courtesy of the Kennedy School. A grand reception and unveiling was held in the Malkin Penthouse, and Johnson Sirleaf was pleased by the event. We are all particularly proud of the Sirleaf portrait, as she looks down inspiringly on every Kennedy School student whenever they use the library.

The future could hold many possibilities, including a small statuette of Eleanor Roosevelt for the wall of the Malkin corridor to the left as you step out of the elevator; a larger portrait of President Obama in Malkin; a portrait of a Latina woman with a Kennedy School degree who has accomplished much, preferably in the field of non-profits or international organization; a wall of portraits of the heads of state with an HKS degree, which would include Ellen Johnson Sirleaf again as well as Ban Ki Moon, former Secretary General of the UN; and group portraits of our diverse student body at the Kennedy School.

# Appendix III

## Steps in the Faculty Hiring Process

Note: AD=Academic Dean (Archon Fung); ADTC=Academic Dean for Teaching and Curriculum (Suzanne Cooper)

- Area/Program statements of need + faculty conversations with AD and Dean + Donors (new chair endowments) + faculty departures
- Dean decides to have a search
- AD, ADTC discuss chair/committee
- AD asks chair, suggests members, chair responds
- Members invited
- ADTC sends search instructions, which vary in part by type of search but always include certain components and a detailed set of steps
- Committee drafts advertisement
- ADTC, AD review/edit job posting and AD approves final version. Standard language included: Qualified women and minorities are encouraged to apply.
- ADTC staff post ad in Chronicle of Higher Education and anywhere else committee suggests based on topic of search. ARiES posting created (online application portal at Harvard, used for junior searches only).
- (For senior searches) letter to experts in the field to suggest nominees for the position.
- Committee reviews applications and selects short list. ADTC/AD review short list to be sure it's a diverse group.

- Short list candidates invited for visit, which includes seminar, meetings with AD or ADTC, other faculty, and student group. Comments collected.
- External comparative letters (most types of search).
- Citation counts for short list candidates
- Committee recommends and writes report
- Appointments Committee discusses report and evidence and recommendation (note – no vote is taken as the Appointments Committee reviews process and consistence of the recommendation with the evidence).
- SFAC or TFAC discussion and vote – advisory to the Dean
- Provost (Senior Vice Provost for Faculty Development and Diversity) must approve promotions to Senior Lecturer and Associate Professor, as well as initial appointments to Assistant Professor and Professor of Practice. For tenured appointments, ad hoc process is used...
- *Ad hoc* includes 2 Harvard tenured faculty unaffiliated with HKS and 2 non-Harvard tenured faculty expert in the field of the search. That meeting is advisory to the President of the University, who decides on every tenure case.