



Data on Certain Aspects of Diversity

at Harvard Kennedy School

A CORE VALUE of Harvard Kennedy School is belief in the worth of each person regardless of their race, gender, political views, religion, sexual orientation, disability status, national origin, ethnicity, and socioeconomic status. Including fully in our community people with a diversity of backgrounds and characteristics is important in its own right, as a matter of fairness. It is also important to our ability to improve public policy and leadership, because drawing the best people helps us to achieve excellence, because we learn more from people with different perspectives, and because we want to serve diverse societies and work in diverse groups.

In order to improve diversity of the Kennedy School community and create a stronger sense of belonging for everyone, we are continuing to improve our recruiting approach for students and search process for faculty and staff, to adjust our curriculum and pedagogy, and to make other changes recommended by a School task force in 2017. One of the recommendations of that task force was to benchmark progress on diversity in our community. This report, which we plan to update each year in October, responds to that recommendation and gives us common information for our continued conversations about the work we need to do together.

The Kennedy School community includes approximately 1000 students across four master's degree programs and a much smaller number in doctoral programs. This report excludes doctoral students because they are formally enrolled at Harvard's Graduate School of Arts and Sciences even though they spend a significant amount of time on our campus. Also, because we have joint and concurrent degree programs in which students spend some time at other schools, the total number of master's students on our campus fluctuates over time even though our admissions process is designed to admit roughly the same number of students each year. This report presents statistics for all master's students and for students in each master's program.

Our community also includes close to 200 faculty members and nearly 600 staff members. Of the total number of faculty, about 60 are outside experts whom we invite as adjunct or visiting faculty to teach generally one course per year, and the remaining 130 are full-time members of the community (or were full-time before reducing their time for personal reasons). This report presents statistics for the entire faculty and for different types of faculty. Of the total number of staff, the great majority are full-time, so this report does not provide a further breakout.

This report presents data on diversity of students, faculty, and staff regarding nationality, gender, and race and ethnicity. We strive to improve diversity along many other dimensions, but we do not collect data systematically along those dimensions (including, for example, LGBTQ identity and political viewpoint) and therefore cannot present comparable data for those aspects of diversity.



TABLE 1 Nationality of Students, Faculty, and Staff

The data presented here on faculty members reflect the fact that some faculty members who were born and initially educated in other countries have, over time, transferred out of visas and into permanent residency and into U.S. citizenship. Therefore, our faculty are more international in their origins and experiences than these data suggest.

NATIONALITY	STUDENTS	% STUDENTS	FACULTY	% FACULTY	STAFF	% STAFF
US	534	53%	156	82	*	*
Non-US (incl. Perm. Res.)	471	47%	34	18	*	*
Total	1005		190		551	

* For staff we do not have information on nationality.

TABLE 2 Gender of Students, Faculty, and Staff

The data presented here reflect a binary gender breakdown. Our application for student admission to degree programs offers the opportunity to declare a nonbinary gender identity along with a binary categorization; however, the nonbinary responses are too open-ended to summarize effectively here. For faculty and staff, the University's online personnel system offers a binary gender classification only and does not offer a broader gender identity field.

Summary

GENDER	STUDENTS	% STUDENTS	FACULTY	% FACULTY	STAFF	% STAFF
Female	469	47%	55	29%	387	70%
Male	535	53%	135	71%	164	30%
Unknown	1					
Total	1005		190		551	

Students (by degree program)

GENDER	MPP	% MPP	MPAID	% MPAID	MPA2	% MPA2	MCMPPA	% MCMPPA
Female	242	51%	57	43%	65	40%	105	46%
Male	234	49%	77	57%	99	60%	125	54%
Unknown	1							
Total	477		134		164		230	

Faculty (by type)

GENDER	PROFESSOR	% PROFESSOR	ASST/ ASSOCIATE PROFESSOR	% ASST/ ASSOCIATE PROFESSOR	POP/SL	% POP/SL	LECTURER	% LECTURER	ADJUNCT	% ADJUNCT
Female	12	22%	7	37%	6	21%	10	38%	20	33%
Male	43	78%	12	63%	23	79%	16	62%	41	67%
Total	55		19		29		26		61	

POP: Professor of Practice

SL: Senior Lecturer

ADJUNCT: Includes visiting faculty



TABLE 3 Race and Ethnicity of Students, Faculty, and Staff

The data presented here on race and ethnicity are based on self-reporting by students, faculty, and staff. We use IPEDS classifications (<https://nces.ed.gov/ipeds/about-ipeds>) and report only on U.S. citizens because race and ethnicity are interpreted differently in different settings around the world. People who do not report race or ethnicity are labeled in IPEDS as “unknown”.

Summary

RACE/ETHNICITY	STUDENTS	% STUDENTS	FACULTY	% FACULTY	STAFF	% STAFF
American Indian or Alaska Native	0	0%	0	0%	1	< 1%
Asian	95	18%	11	7%	39	7%
Black or African American	40	7%	8	5%	34	6%
Hispanic/Latinx	43	8%	3	2%	38	7%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%	2	< 1%
Two or More Races	28	5%	5	3%	14	3%
Unknown	5	1%	0	0%	7	1%
White	323	60%	129	83%	416	75%
US Total	534		156		551	

Students *(by degree program)*

RACE/ETHNICITY	MPP	% MPP	MPAID	% MPAID	MPA2	% MPA2	MCMPA	% MCMPA
American Indian or Alaska Native	0	0%	0	0%	0	0%	0	0%
Asian	60	17%	3	14%	15	20%	17	19%
Black or African American	23	7%	0	0%	10	13%	7	8%
Hispanic/Latinx	23	7%	4	18%	10	13%	6	7%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%	0	0%	0	0%
Two or More Races	24	7%	2	9%	1	1%	1	1%
Unknown	3	1%	0	0%	1	1%	1	1%
White	215	62%	13	59%	37	50%	58	64%
US Total	348		22		74		90	



Faculty *(by type)*

RACE/ETHNICITY	PROFESSOR	% PROFESSOR	ASST/ ASSOCIATE PROFESSOR	% ASST/ ASSOCIATE PROFESSOR	POP/SL	% POP/SL	LECTURER	% LECTURER	ADJUNCT	% ADJUNCT
American Indian or Alaska Native	0	0%	0	0%	0	0%	0	0%	0	0%
Asian	5	11%	1	8%	0	0%	0	0%	5	10%
Black or African American	2	4%	1	8%	1	4%	2	9%	2	4%
Hispanic/Latinx	1	2%	0	0%	0	0%	0	0%	2	4%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%
Two or More Races	2	4%	1	8%	0	0%	1	5%	1	2%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
White	37	79%	9	75%	23	96%	19	86%	41	80%
US Total	47		12		24		22		51	

POP: Professor of Practice

SL: Senior Lecturer

ADJUNCT: Includes visiting faculty