



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 essential in its own right, as a matter of fairness. It is also essential to our ability to achieve excellence in our mission—because drawing the best people to our community and helping them thrive make us better at what we do, because we learn more from people with different perspectives from our own, and because we need to serve diverse societies and work in diverse groups.

We have much more work to do together to advance diversity, inclusion, and belonging at the Kennedy School, and each of us has an important part to play. As part of our efforts, a School task force in 2017 recommended that we report regularly on diversity in our community. This report responds to that recommendation and gives us common information for our continued work. Our first report was released last October, and we plan to update this information each year at this time.

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 time at other schools, the total number of master's students on our campus fluctuates 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 80 are outside experts whom we invite as adjunct or visiting faculty to teach generally one course per year, and the remaining 120 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, more than 300 are "exempt" from being eligible for overtime pay because their scope of managerial control and salaries are above a certain threshold, and about 250 are "non-exempt" meaning they are eligible for overtime pay. This report presents statistics for the entire staff and for these two groups of staff.

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
U.S.	562	57%	163	84%	*	*
Non-U.S. (incl. Perm. Res.)	432	43%	31	16%	*	*
Total	994		194		577	

** For staff we do not have information on nationality, but since the great majority are U.S., we treat all staff as U.S. in Table 3.*



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; in some years not every student completes the binary categorization, and 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	495	50%	61	31%	403	70%
Male	499	50%	133	69%	174	30%
Total	994		194		577	

Students *(by degree program)*

GENDER	MPP	% MPP	MPAID	% MPAID	MPA2	% MPA2	MCMPA	% MCMPA
Female	259	53%	71	46%	76	47%	89	46%
Male	226	47%	83	54%	87	53%	103	54%
Total	485		154		163		192	

Faculty *(by type)*

GENDER	PROFESSOR	% PROFESSOR	ASST/ ASSOCIATE PROFESSOR	% ASST/ ASSOCIATE PROFESSOR	POP/SL	% POP/SL	LECTURER	% LECTURER	ADJUNCT	% ADJUNCT
Female	11	22%	6	46%	9	26%	9	43%	26	34%
Male	38	78%	7	54%	25	74%	12	57%	51	66%
Total	49		13		34		21		77	

POP: Professor of Practice

SL: Senior Lecturer

ADJUNCT: Includes visiting faculty

Staff *(by type)*

GENDER	EXEMPT	%	NON-EXEMPT	%
Female	214	67%	189	74%
Male	107	33%	67	26%
Total	321		256	



TABLE 3 Race and Ethnicity of U.S. 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%	1	1%	2	< 1%
Asian	94	17%	12	7%	44	8%
Black or African American	46	8%	9	6%	38	7%
Hispanic/Latinx	61	11%	4	2%	46	8%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%	2	< 1%
Two or More Races	30	5%	6	4%	14	2%
Unknown	6	1%	0	0%	1	< 1%
White	325	58%	131	80%	430	75%
U.S. Total	562		163		577	

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	48	14%	10	33%	23	27%	13	14%
Black or African American	25	7%	2	7%	14	17%	5	5%
Hispanic/Latinx	32	9%	3	10%	12	14%	14	15%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%	0	0%	0	0%
Two or More Races	23	7%	1	3%	1	1%	5	5%
Unknown	5	1%	1	3%	0	0%	0	0%
White	221	62%	13	44%	35	41%	56	61%
U.S. Total	354		30		85		93	



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%	1	1%
Asian	4	10%	1	14%	0	0%	0	0%	7	10%
Black or African American	1	2%	1	14%	1	4%	2	11%	4	6%
Hispanic/Latinx	1	2%	0	0%	0	0%	0	0%	3	4%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%
Two or More Races	3	7%	0	0%	0	0%	1	6%	2	3%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
White	33	79%	5	71%	27	96%	15	83%	51	75%
U.S. Total	42		7		28		18		68	

POP: Professor of Practice

SL: Senior Lecturer

ADJUNCT: Includes visiting faculty

Staff *(by type)*

RACE/ETHNICITY	EXEMPT	% EXEMPT	NON-EXEMPT	% NON-EXEMPT
American Indian or Alaska Native	1	<1%	1	<1%
Asian	23	7%	21	8%
Black or African American	15	5%	23	9%
Hispanic/Latinx	14	4%	32	13%
Native Hawaiian or Other Pacific Islander	2	1%	0	0%
Two or More Races	9	3%	5	2%
Unknown	0	0%	1	<1%
White	257	80%	173	68%
U.S. Total	321		256	