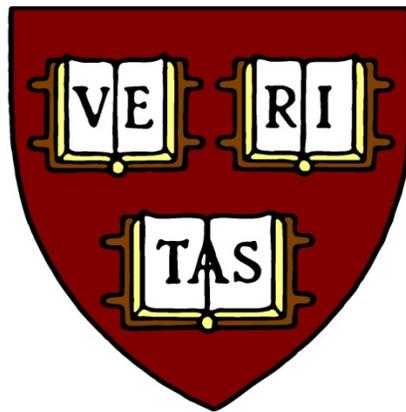


Information for Department Chairs in the Faculty of Arts and Sciences



Harvard University

2017-2018

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Introduction

This guide is designed to help department chairs in the Faculty of Arts and Sciences (FAS) get acquainted with different aspects of their job. It is not a comprehensive manual. It's a quick orientation, with pointers on where to go for more information.

Department chairs play a key role in the life of the department and in the leadership of the FAS. Each year, working with their departmental colleagues and FAS administrators, they:

- Develop an academic plan, including a curricular plan for both undergraduate and graduate education
- Search for and recruit new faculty
- Review and promote existing faculty
- Oversee the process for graduate student admissions
- Advise their divisional dean and the Edgerley Family Dean of the FAS (FAS Dean) on the setting of the departmental budget and the allocation of physical space
- Provide financial oversight, which includes managing the departmental budget and the use of other resources
- Supervise administrative staff and oversee their annual reviews
- Write letters in support of fellowships and awards for graduate students and faculty
- Keep the department organized and informed through regular department meetings and social occasions that help to build community
- Resolve departmental disputes.

The department administrator can be an enormous help, armed with practical knowledge and institutional memory. Department administrators provide real continuity in the life of the department. Chairs should stay in close and regular contact with their administrators. Starting the year off with a frank and full discussion of departmental matters can be helpful for both the administrator and the chair.

A good department chair can do a great deal to advance teaching and research at the FAS and to foster a sense of community within the department. The efforts of chairs are invaluable.

Curricular Planning

Curricular Planning

Departments typically begin their curricular planning in the early fall. Chairs should work with their directors of undergraduate studies, directors of graduate studies, department administrators, and faculty colleagues to develop a plan that considers course coverage, field coverage, and faculty leaves.

In an effort to bring curricular planning more directly in line with the larger academic planning process, the academic deans will use the Fall Department Overview Meeting with each department as a time to talk about curricular planning in the context of a broader planning conversation. This meeting will be held in either October or November and is convened by the divisional dean and may include representation from the College, Graduate School of Arts and Sciences (GSAS), and the Office for Faculty Affairs.

What should a curriculum cover?

Departments are responsible for offering a broad range of courses that include:

- Courses essential for the undergraduate program (i.e., for concentrators, for those interested in concentrating, for undergraduates in neighboring programs that require courses in your program, and for secondary fields, if applicable)
- Courses essential for graduate students in the program and neighboring programs
- Courses for the Program in General Education and Freshman Seminars.

The curriculum should ideally be coherent, integrated, and progressive, rather than simply a collection of courses. In other words, the map of the departmental curriculum should be clear to students. Most departments have a curricular committee, consisting of both tenured and tenure-track faculty, to plan and oversee the department's offerings.

Note: Chairs should bear in mind the importance of equity in the teaching loads of tenure-track and tenured faculty. Moreover, remember that, in order to maximize the opportunities for tenure-track faculty to demonstrate their teaching skills, these faculty should be allowed and encouraged to teach a wide variety of courses (e.g., large undergraduate classes, graduate seminars, specialized undergraduate classes) and to work with both undergraduate and graduate students before their promotion reviews. Tenure-track faculty members are reviewed for promotion in the penultimate year of their appointment.

Note: FAS policies on absence, leave and parental teaching relief are clearly outlined in the "Faculty" chapter of this guide, in the section entitled "Absences, Leaves, and Parental Teaching Relief for Faculty." Chairs should be aware of anticipated absences in planning their curricula.

How does curricular planning intersect with other processes?

Curricular planning will have an impact on, and will inform, several other processes involving various offices, as follows:

- Granting of leaves for faculty members (Office for Faculty Affairs)
- College-wide academic planning (Office of Undergraduate Education)
- Appointing of graduate student teaching fellows (Office of Undergraduate Education and GSAS)
- Appointing of teaching assistants (Office of Undergraduate Education and GSAS)
- Scheduling courses and listing them in the course catalog (Office of the Registrar)
- Academic advising of students (Advising Programs Office).

The courses offered each year affect decisions about faculty leaves of absence. Information about course offerings also helps to determine the number and distribution of graduate student teaching positions. Timely information related to course offerings enables the Registrar to schedule all FAS classes and to accurately publish listings in the course catalog. Timely submission of curricular information also helps advisers provide students with sound academic advice.

The Undergraduate Program

The Undergraduate Program

Departments play a fundamental role in defining and supporting the undergraduate academic program of Harvard College. Through a host of offerings and activities, the department provides a web of connections to students both within and outside the concentration. These activities and offerings include: (1) course offerings that satisfy in-depth study of a specific area, as well as courses that cover the field more broadly; (2) responsibility for the quality of teaching in courses taught by its faculty and supported by its graduate students, including appropriate discussions about academic integrity; and (3) advising responsibilities that span pre-concentration conversations through discussions about whether or not to embark on a senior thesis.

- 1) It is important that the department each year consider its course offerings so as to ensure adequate coverage of all areas, both to meet the needs of the concentration and to support the broader curricular requirements of the College. To that end, departments will need to support:
 - Courses that are essential to the intellectual and pedagogical goals of the concentration and, if applicable, secondary field
 - Courses from which concentrators may choose in order to satisfy additional elective requirements
 - Courses that meet the needs of those considering a concentration or secondary field
 - Courses that fit in the curricula of the Freshman Seminar Program and the Program in General Education
 - Courses that are required by closely related fields.
- 2) The department furthermore plays an essential role in ensuring consistent and strong teaching in the courses that it supports and must make sure that teaching assistants and graduate student teaching fellows are properly trained and supervised in their teaching. The Derek Bok Center for Teaching and Learning offers a teaching orientation session each semester for new and returning teaching fellows and teaching assistants to which departments are encouraged to send their TFs and TAs. In addition to a wide range of workshops on various pedagogical topics, the orientation also includes training in professional conduct, which is strongly encouraged for those teaching fellows and teaching assistants who will be teaching undergraduates. Additionally, many departments offer their own training in various teaching skills, including graduate courses in pedagogy to TFs. Some departments also employ departmental teaching fellows who work with graduate student TFs. (For information on these programs, contact the Derek Bok Center for Teaching and Learning.)

Incoming graduate students who are not native speakers of English and who have not received their undergraduate degree from an English-speaking institution are required by the Graduate School of Arts and Sciences (GSAS) to be tested for English proficiency. More information about this test and about support for students who need help in their proficiency in English can be found later in this handbook (see the “The Graduate Program: Other Aspects”) or by contacting the GSAS.

Responsibility for teaching includes training undergraduates about academic integrity and the relevant standards for citation, collaboration, and the integrity of research that are central to each discipline. Departments should also make sure that their faculty and teaching fellows understand College policies regarding academic integrity.

- 3) Finally, the department is responsible for advising those students who choose to concentrate in the department, as well as those pre-concentrators who are considering concentrating in the department. For concentrators, the advising role includes discussions about intellectual interests, course requirements, and senior thesis plans. Pre-concentrators may also need departments' guidance to make wise choices for their individual academic goals.

For questions about the undergraduate academic program, chairs should feel free to contact the Office of Undergraduate Education:

Jay Harris, Dean of Undergraduate Education, 617-496-7546
Noël Bisson, Associate Dean of Undergraduate Education, 617-496-6976
Stephanie Kenen, Associate Dean of Undergraduate Education, 617-496-0221

Changes to concentration or secondary field requirements

The Standing Committee on Undergraduate Educational Policy (formerly and still widely referred to as the Educational Policy Committee or EPC) reviews and approves all changes to concentration and secondary field requirements. The EPC also reviews any proposals for new concentrations or secondary fields. The process for reviewing changes to existing programs usually occurs during the early part of the spring term so that changes will appear in the following year's edition of "Fields of Concentration" and "Secondary Fields" in the *Handbook for Students*.

For questions about the EPC and reviews of concentrations and secondary fields, chairs should feel free to contact Noël Bisson, Associate Dean of Undergraduate Education (617-496-6976; bisson@fas.harvard.edu).

What are the duties of a Director of Undergraduate Studies?

The director of undergraduate studies (DUS) is responsible for ensuring the coherence of all aspects of the undergraduate program in the department, including concentration, secondary field(s), course planning, and the honors program and for overseeing both concentration and pre-concentration advising.

Working with the chair and with other faculty members in the department, the DUS should be involved with curricular planning and making sure that the courses needed for the concentration are adequately and appropriately represented. With the rest of the department, he or she will be mindful of the staffing needs and pedagogical issues of these courses, particularly the tutorials (in departments with a tutorial program).

The DUS oversees the advising program in the concentration. He or she will be an important resource to students who are already concentrators and those who are considering the concentration (or secondary field). The DUS should be able to advise students on the intellectual content of the field, in addition to giving students information about the mechanics and structure of the program. He or she also plays a key role during formal outreach events, such as the “Calendar of Opening Days” events for the newest undergraduates and the annual “Advising Fortnight” sponsored by the Advising Programs Office, and should be familiar with both the broader College curriculum and the department’s specific requirements and procedures.

The DUS is an important resource for students, and students may seek advice from the DUS that goes beyond the specific academic program. The DUS should be aware of the academic and other support services available to students in the College, such as the Bureau of Study Counsel and Counseling and Mental Health Services through the University Health Services. Similarly, the DUS should know when and how to contact an Allston Burr Assistant Dean about a student who may be having personal or academic difficulties. The House staff directory is available through this link:

<http://osl.fas.harvard.edu/icb/icb.do?keyword=k65178&pageid=icb.page296399>. The relevant advising team for a particular student can be found on the Advising Network Portal.

Questions about the Advising Programs Office and the Bureau of Study Counsel may be directed to Ann Gaylin, Associate Dean of Undergraduate Education for Academic Support (617-384-5287, agaylin@fas.harvard.edu).

What is a department’s role in advising?

Each department plays an important role in pre-concentration advising, as well as advising for students after they enter the concentration. Pre-concentrators are advised in general terms by their freshman and sophomore academic advisers. However, departments reach out to first-year students at events throughout the freshman year and especially during “Advising Fortnight” in the spring. During the sophomore year, academic advisers send students to departmental advising teams to learn more about the concentration and the field. Students then make their concentration choice in the late fall of their second year.

Once a student chooses a concentration, his or her primary academic adviser will be assigned based on the policies of the concentration. Many concentrations advise using a team approach: the director of undergraduate studies (DUS), assistant director of undergraduate studies (ADUS), and undergraduate coordinator (UGC) advise students, splitting duties as needed depending on the student, situation, and time. Some concentrations make use of House tutors in their department, advising students by House and coordinating with the Faculty Deans in the hiring process.

Department chairs work with the Advising Programs Office on a regular basis to review the departmental advising structures and initiatives. For more information on the College’s advising programs and resources, please visit the Advising Programs Office website:

<http://www.fas.harvard.edu/~advising/>.

How does one handle student disciplinary cases?

The Faculty approved the Honor Code in May 2014, and it was launched in Fall 2015. The Honor Code is as follows:

Harvard College Honor Code

Members of the Harvard College community commit themselves to producing academic work of integrity – that is, work that adheres to the scholarly and intellectual standards of accurate attribution of sources, appropriate collection and use of data, and transparent acknowledgement of the contribution of others to our ideas, discoveries, interpretations, and conclusions. Cheating on exams or problem sets, plagiarizing or misrepresenting the ideas or language of someone else as one’s own, falsifying data, or any other instance of academic dishonesty violates the standards of our community, as well as the standards of the wider world of learning and affairs.

Students will be asked to affirm their awareness of the Honor Code. More information about the Honor Code is available on <http://honor.fas.harvard.edu>.

Violations of the Honor Code and of rules on academic integrity and academic dishonesty are reviewed by the newly-created Honor Council, which was launched in Fall 2015 (<http://honor.fas.harvard.edu>). Concerns about violations of the Honor Code or rules on academic integrity and academic dishonesty may be referred to the Honor Council by any member of the community, including an undergraduate student, member of the Faculty, other officer of the University, staff member, or other community member. A complaint or charge can be made in writing directly to the Honor Council or to the Allston Burr Assistant Dean, or the Danoff Dean of Harvard College. All complaints must be referred to the Honor Council.

Chairs should be aware—and can inform faculty colleagues—that *faculty rules require that individual faculty members not attempt to resolve certain kinds of cases on their own*. If a faculty member has questions or concerns about a student’s possible academic dishonesty, neglect of course work, or unsatisfactory performance in other ways, or if the student requests alternative exam accommodations or extension of a deadline beyond the semester, the faculty member should contact the student’s resident dean or the Office of Academic Integrity and Student Conduct (formerly the Office of the Administrative Board).

It is important to note that faculty legislation allows for wide variation in response to academic dishonesty. In some instances the faculty member may determine, in consultation with the Honor Council, that a local sanction (within the course) is appropriate. *Please note, however, that even if a faculty member believes that a local resolution is warranted, the case must still be reported to the Honor Council for purposes of tracking*. If it is agreed that a local, in-class sanction is appropriate, the faculty member will have access to information as to how similar offenses have been treated in the past.

Brett Flehinger, Associate Dean of Academic Integrity and Student Conduct, can be reached at adboard@fas.harvard.edu to answer questions regarding the above scenarios. The Secretary will

keep the faculty member informed about any actions of the Honor Council and will discuss appropriate responses with you, as chair, and with the faculty member.

Administration of final exams in the FAS

The FAS has replaced the former Reading and Exam Periods with a newly defined Reading Period and Final Project Period. The change clarifies the purpose and uses of the Reading Period. It also allows greater flexibility for faculty who choose to use an alternative means of final assessment to the traditional 3-hour final examination. This change went into effect in the fall of 2014.

The most important things to remember are the following:

- With the exception of designated intensive language courses, **no regular instruction may take place during Reading Period**. Sections and review sessions may take place during Reading Period, as may class sessions that must be made up due to weather or other emergencies that occurred during the regular term.
- Courses may not assign new material during Reading Period.
- All final exams (of whatever length) must take place during the examination slot assigned by the Registrar.
- All final papers, projects, take-home assignments, etc., must be due on or before the day of the assigned Exam Period.
- Final papers, take-home exams, projects, presentations, and other culminating course assignments due after the end of regular classes must be due on or before the day of each course's assigned Examination Group, but no earlier than the fourth day of Reading Period. Final projects that include individual or group presentations may be scheduled beginning on the fourth day of Reading Period and may extend through the Final Examination and Project Period.
- Short, regular assignments that address material covered in the last two weeks of classes (such as problem sets or response papers) may be due during the first three days of Reading Period.

Questions about this policy may be directed to Noël Bisson, Associate Dean of Undergraduate Education, (617-496-6976, bisson@fas.harvard.edu).

Questions about the policy that specifically concern courses taught in the Program in General Education may be directed to Stephanie Kenen, Associate Dean of Undergraduate Education and Administrative Director of the Program in General Education, (617-496-0221, kenen@fas.harvard.edu).

The Graduate Program

The Graduate Program

Graduate Admissions

Selecting graduate students for the incoming class is a significant means by which a department can influence the future direction of a discipline.

The Graduate School of Arts and Sciences (GSAS) **Office of Admissions and Financial Aid** coordinates the admissions process for the 56 graduate degree programs offered by the Faculty of Arts and Sciences. Applicants submit materials via an online application system, and programs access these files using the GSAS Graduate Candidate Application Selection Tool (GCAST). The Office of Admissions works closely with both applicants and programs during all stages of the admissions process.

GSAS distributes a detailed *Department Admissions Manual* to program administrators annually. This manual describes in detail the timeline, procedures, and policies related to graduate admissions. Chairs may find it useful to review this manual.

What is an admissions committee?

The department chair is responsible for forming an **admissions committee** in the fall of each year. This committee typically includes the director of graduate studies (DGS) and a few other faculty colleagues in the department. While the committee is tasked with selecting new graduate students on behalf of the department, the department and the deans of GSAS share responsibility for making final decisions on admissions.

Department chairs are strongly encouraged to ensure that the makeup of the admissions committee reflects the gender, ethnic, racial, and intellectual diversity that the department strives to achieve. Experience demonstrates that a more diverse graduate admissions committee leads to a more diverse graduate student cohort. In addition, having a preadmissions discussion with the committee about the definition and importance of diversity, the review process, and, if applicable, the interview process, is critical to maintaining the excellence of the program. The GSAS Office of Diversity and Minority Affairs have prepared a guidebook on reviewing and selecting applicants and the dean of Academic Programs and Diversity is happy to meet with the committee to discuss best practices. To continue to attain and retain a diverse cohort, the dean of Academic Programs and Diversity will meet with the admissions chair and/or DGS to discuss the pool of underrepresented minority applicants. This conversation can take place during the internal admissions process or prior to or after submission of the rank list to GSAS.

What is an admissions agreement?

GSAS and the department enter into an understanding that specifies the dates by which the Office of Admissions and Financial Aid will make admissions applications available to the department electronically and by which the department will provide decision recommendations for all applicants to GSAS.

What is a target number?

The target number is the number of new students a program is expected to enroll in the upcoming fall semester. This number is determined annually after a careful review of recent admissions cycles and consultation with the deans of FAS and GSAS and the appropriate divisional dean. The determination of the target is also informed by the availability of faculty and multi-year financial resources (including available teaching opportunities), the progress of the program's continuing graduate students, and any noteworthy developments in the department or the field as a whole.

How is the number of offers determined?

GSAS determines the number of offers of admission to be extended by each program. This number is generally based on the recent yield history for each department or program and is calculated such that the expected yield matches the enrollment target.

What is the timeline for the admissions process?

Below is an abridged version of the admissions timeline. For full details on the admissions process and an expanded timeline, please refer to the *Department Admissions Manual* distributed annually by the GSAS.

- **In December**, GSAS deans and staff meet with program administrators to discuss policies, procedures, and other issues related to admissions.
- **During January**, the Office of Admissions and Financial Aid makes applications available to programs electronically, at which point admissions committees can begin deliberations.
- **Between mid-January and early March** (the precise date is dictated by each program's admissions agreement), programs submit their decision recommendations for each applicant along with a ranked acceptance list to the Office of Admissions and Financial Aid.
- Once decision recommendations have been submitted, the GSAS deans will promptly review the program's admissions proposal and determine if any decisions warrant further discussion. After the review of decision recommendations is complete, the Office of Admissions and Financial Aid will provide the program with a roster of final decisions for confirmation and final signoff.
- Immediately following the receipt of the program's final signoff, the Office of Admissions and Financial Aid sends electronic decision notifications to applicants through the GSAS online application system. Wait-listed applicants also receive a follow up in writing and admitted students are sent an acceptance letter that includes information about financial awards. At this point, programs are encouraged to contact admitted applicants as part of the recruitment effort (see below).
- **By April 15**, admitted applicants are required to respond to the offer of admission.

What is recruiting?

Recruiting is an extremely important part of the admissions process. National competition for the best graduate students is intense, and students who are offered admission to Harvard often have very attractive offers from other graduate schools. *Department chairs, faculty, and staff are encouraged to reach out actively to prospective applicants, welcome admitted students to campus, and help these students learn about their programs and Harvard's other resources. Engaging current students in this process can be helpful. GSAS has funds available to help support a program's recruitment activities, thanks to a generous donation from David Gochman, AM '90.*

The GSAS recruits promising students year-round, through mailings, attendance at graduate conferences or visits to schools, and other efforts. The *Department Admissions Manual* offers suggestions on how departments can reach out to prospective applicants as well. Each department develops its own approach to recruiting. With regard to the recruitment of students from underrepresented groups, the Office of Diversity and Minority Affairs is happy to meet with departments.

In March and April, after offer letters have been mailed, both GSAS and individual departments host events for prospective students. These efforts include informational meetings about a variety of issues relevant to new students, such as academics, student life, housing, and resources for underrepresented minority students. Prospective students also have the chance to sit in on classes and meet with faculty members. The Office of Admissions and Financial Aid includes information about GSAS events in the "admit package" sent to admitted students with their offer letter. Departments are encouraged to coordinate their activities with those of GSAS to ensure that students have informative and enjoyable visits to Harvard.

Once the entering class arrives at Harvard in late August, GSAS holds a series of orientation programs; departments also typically host welcome events.

Connecting with Graduate Alumni and Departmental Reunions

GSAS produces two issues of Colloquy magazine each year, which is distributed to 35,000 alumni worldwide. A regular electronic newsletter featuring GSAS related news and events is also sent to all alumni. The Graduate School Alumni Association (GSAA) annually hosts a series of alumni engagement events around the world that feature faculty and student presentations. Every April, the GSAA organizes Alumni Day as well as a targeted department reunion. GSAS works closely with chairs to communicate with the department's graduate alumni and to organize reunion events.

Departments who are interested in connecting with their alumni, distributing newsletters, organizing events, inviting alumni to professional conference receptions, or communicating departmental news and achievements should contact the GSAA at gsaa@fas.harvard.edu, or Jon Pettitt, the GSAS director of alumni relations, directly at petitt@fas.harvard.edu or 617-495-4945. We're happy to explore new and creative ideas for engagement as well as support your efforts in any way. The GSAA is also grateful to receive current employment and address information for alumni, which is used to update Harvard's University-wide alumni database.

For more information

Chairs can find more information about graduate studies on the GSAS faculty webpage (<https://gsas.harvard.edu/audiences/information-faculty>), in the *Handbook for Directors of Graduate Studies* (<https://gsas.harvard.edu/directors-graduate-studies>), and in the *GSAS Handbook* (<https://handbook.gsas.harvard.edu>).

The Graduate Program

Student Affairs

What are the responsibilities of a director of graduate studies (DGS)?

The director of graduate studies provides an important connection between the academic program and GSAS, so that graduate students are assisted in the most effective way. The DGS facilitates the creation of an environment that encourages professional development, organizing programs to support this aim. Sample activities include skills workshops or colloquia that focus on how to choose courses or seminar paper topics for pre-generals students, or how to present papers and write journal articles for post-generals students.

The DGS monitors the academic progress of the program's graduate students and participates in the establishment, review, and implementation of departmental policies.

Tools are available to facilitate the monitoring of students' progress to the degree, the understanding of one's student population, and the administration of a graduate program. The **my.harvard.edu** system offers a set of tools allowing chairs, directors of graduate studies, and department administrators to view student profiles, assign advisors, approve course enrollments, view course and grade reports, designate completion of degree requirements, and record satisfactory progress status for students in their department or program. Instructions for my.harvard can be found at <http://about.my.harvard.edu/help>.

In an effort to keep open lines of communication, the deans of GSAS hold luncheons with the directors of graduate studies each semester to share news and updates, gather feedback, and discuss and develop policies.

For detailed information about the duties of a director of graduate studies, access the GSAS *Handbook for Directors of Graduate Studies* at <https://gsas.harvard.edu/directors-graduate-studies>.

Is someone available to talk to students going through a difficult time?

In her role as director of student services, **Jackie Yun** is the go-to-person for GSAS students. She serves in an advisory role, provides ongoing support, and makes referrals to other sources of assistance, as necessary. Whatever the issue, she is here to help. Jackie can be reached at 617-495-5005 or jyun@fas.harvard.edu.

More than 65 percent of all **Counseling and Mental Health Services (CAMHS)** visits are scheduled by and for graduate students based in GSAS and throughout the University. No concern is too big or too small. Students bring a wide range of concerns to CAMHS for conversation, from relationships with a dating partner, family member, friend, or advisor, to looking into the future and thinking about next steps, to concerns about a friend or family member, or even their own well-being. Students may visit CAMHS on the 4th floor of the Smith Campus Center or call 617-495-2042.

How does one handle student disciplinary cases?

All disciplinary cases, including those concerning plagiarism and academic dishonesty, should be referred to Garth McCavana, Dean for Student Affairs in GSAS. Disciplinary cases are heard by the GSAS Administrative Board, which is composed of faculty members, the FAS Registrar, and the deans of GSAS.

What are some key services for international students?

1) Summer English Language Program (ELP)

During August, GSAS invites new international students to campus for a program that offers an introduction to life at Harvard and to the United States and allows them to activate their English language skills in preparation for beginning graduate studies. This intensive program provides opportunities to develop professional communication skills, to explore campus and classroom culture at Harvard, and to foster connections and build community across disciplines.

There is no tuition charge for ELP. During the program, international graduate students live free-of-charge in the GSAS residence halls, where they build close relationships with fellow program participants, create lasting friendships, and start to feel at home at Harvard.

Invited students are non-native English speakers who have not received an undergraduate degree from an English-language institution. These students are nominated by the departments on the basis of their language skills. Departments are informed of incoming students who meet these criteria during the admissions season.

2) The Derek Bok Center for Teaching and Learning

The Derek Bok Center for Teaching and Learning promotes graduate student professional development in teaching, learning, and scholarly communication through a variety of programs. The Bok Center's Professional Communication Program for International Teachers and Scholars offers seminars and workshops designed to help international graduate students improve their spoken language proficiency and their familiarity with common pedagogical approaches in the US (and especially at Harvard), as well as their cultural awareness and sociolinguistic competence.

3) Oral English Language Proficiency Requirement

GSAS requires that all incoming PhD students who are non-native English speakers and who have received their undergraduate degrees from non-English speaking institutions meet a minimum level of oral English language proficiency. This proficiency standard is important for classwork, research, and teaching and must be met before students are permitted to serve as teaching fellows. Students are screened for oral proficiency in their first semester; if they do not meet the minimum required level, they are advised to take classes in the Professional Communication Program for International Teachers and Scholars at the Bok Center.

4) The Bureau of Study Counsel

The Bureau of Study Counsel (BSC) offers services for graduate students to help them thrive in their academic life and learning at Harvard. The BSC provides counseling for academic and personal development, which gives students an opportunity to speak informally with a counselor for guidance in developing the skills and approaches necessary to learn effectively. Throughout the year, “The Bureau” also offers reading strategy courses and the English as a Second Language (ESL) Peer Consultation program for international students who are interested in improving their English language conversation skills.

5) The Center for Writing and Communicating Ideas

The Center for Writing and Communicating Ideas (CWCI) seeks to provide GSAS students with the means to enhance the clarity and depth of their communications. The CWCI offers individual consultations (by appointment), peer review groups, dedicated writing space, workshops, and other programming to support registered GSAS students at all stages of their careers. Tutoring support is offered to all GSAS students in any discipline who seek to improve their academic papers, dissertations, and presentations. Overall, the CWCI helps GSAS students to heighten the impact of their research by fostering and refining their written and oral communication skills. <http://gsas.harvard.edu/center-writing-and-communicating-ideas>.

The Faculty

The Faculty

Office for Faculty Affairs

The Office for Faculty Affairs coordinates academic planning; oversees all policy and procedural aspects of faculty hiring, promotions, leaves, and retirements; collects and analyzes data pertaining to the faculty; and advises individual faculty and administrators. For complete information about all topics listed in this section, please see the *FAS Appointment and Promotion Handbook* (<http://academic-appointments.fas.harvard.edu/>).

1. Faculty Affairs Timeline for 2017-2018

August 2017: Chairs receive academic planning questions and department profile data from the deans.

October to mid-December 2017:

- Draft academic plans for discussion in fall overview meetings due. Plans should be discussed with the department prior to submission.
- Annual fall overview meetings with department chairs, and often other members of the department, are convened by the divisional dean and may include representation from the College, the Graduate School of Arts and Sciences, and the Office for Faculty Affairs.

December 1, 2017: Deadline for faculty leave requests (signed by the department chair(s)) for AY 2018-2019.

December 15, 2017: Final academic plans due.

January 2018: Chairs should remind faculty members to submit their activity reports by February 1, 2018. (Chairs are sent an email when the Activity Reports application opens).

February/March 2018: Annual faculty review meetings with department chairs, divisional deans, and Faculty Affairs.

February 28, 2018: Deadline for dossier submission to Faculty Affairs: external appointment to tenure, internal promotion to tenure, appointments and reappointments of professors in residence, professors of the practice, and senior lecturers.

March 15, 2018: Deadline for dossier submission to Faculty Affairs: internal promotion to associate professor, appointments and reappointments of senior preceptors, and other reviews and reappointments, including lecturers and preceptors.

April 30, 2018: Deadline for extending offers to ladder faculty at other institutions for appointments beginning in the upcoming term, without requiring permission from the dean of the candidate's home institution.

May 1, 2018: ASPerIN deadline for all new tenure-track faculty appointments and non-ladder teaching appointments and reappointments. All required backup material relating to these appointments is also due on this date to the Appointments Office. Note: Any appointments or reappointments submitted after this date may affect the faculty member's employment status, including ID access, salary payments, and benefits.

May/June 2018: Searches are usually authorized for the following academic year.

June 2018: Chairs receive letters from the assistant dean for the division indicating which tenure-track faculty members are scheduled for review.

2. Absences, Leaves, and Parental Teaching Relief for Faculty

Paid sick time

- Please see Chapter 3 in the *FAS Appointment and Promotion Handbook* (<http://academic-appointments.fas.harvard.edu/>) for more information on paid sick time policy, conforming with the Massachusetts Paid Sick Time Law, effective July 1, 2015.

Short-term absences

- Faculty members wishing to be absent during term time (including reading periods and exams) for a period of more than one week, or for a period of one week or less where the absence will require some reduction or change in scheduled instruction, should consult the department chair *prior* to the absence.
- If the absence is for one week or less, no further approval is required. If a period longer than one week is necessary, the faculty member submits a “Request for Permission to be Absent” form (found on the “Leaves” page of the website for FAS faculty and researchers: <http://facultyresources.fas.harvard.edu/leaves>), signed by the chair, to the assistant dean for the division.

Paid sabbatical and unpaid research leaves

- Faculty may not be on paid sabbatical and/or unpaid research leave for more than one year at a time. Ordinarily, faculty should not be out of the Harvard classroom for more than a year at a time.
- **Tenured faculty members** are eligible for a paid semester of sabbatical leave after every six semesters in residence teaching. They may extend the period of leave to a full academic year by combining a term of unpaid research leave with a term of paid sabbatical leave. (Please see the sample “Leave Eligibility” chart that follows Section 2 of this handbook.)

Tenured faculty on paid sabbatical or unpaid research leave are expected to continue to conduct their research, mentor their students, and follow FAS and University policies, including (in the case of paid sabbatical) the 20 percent rule, which states that no more than 20 percent of one’s total professional effort may be directed to professional activities outside Harvard, during the period in which a faculty member is receiving salary from the FAS.

- For **tenure-track faculty**, implementation of leave policies varies by division. Please see Chapter 3 in the *FAS Appointment and Promotion Handbook* (<http://academic-appointments.fas.harvard.edu/>) for more information. When requesting leave, tenure-track faculty should carefully balance their research needs with the importance of developing a strong teaching portfolio for their professional development and eventual reviews for promotion to associate and tenured professor.

Tenure-track faculty on paid or unpaid research leave are expected to continue to conduct their research, mentor their students, and follow FAS and University policies, including (in the case of paid leave) the 20 percent rule.

- For **senior non-ladder and non-ladder faculty**, please see Chapter 3 in the *FAS Appointment and Promotion Handbook* (<http://academic-appointments.fas.harvard.edu/>) for information on leave eligibility.

- **Paid sabbatical and unpaid research leave requests:**
 - Department chairs review requests from their faculty colleagues concerning sabbaticals and unpaid research leave. The chair is responsible for taking departmental commitments into account before forwarding leave requests to the assistant dean for the division.
 - It may be appropriate, upon occasion, for a chair to delay certain requests for leave if the proposed absence would hinder the department's ability to meet its instructional obligations. In such situations, the chair should confer with the faculty member and the assistant dean for the division.
 - All leave requests must be submitted to the assistant dean for the division by **December 1, 2017**.

Leave and parental teaching relief in connection with birth or adoption

- FAS faculty who become parents have a number of leave options available to them. These include leave under the **Family and Medical Leave Act of 1993 (FMLA)** and, according to circumstance, **paid medical leave** and **parental teaching relief**. Faculty are encouraged to contact the assistant dean for the division to discuss their options.
- Faculty members are ordinarily eligible for no more than two consecutive terms of relief from normal departmental teaching duties.
- In the event of birth or adoption, an **appointment extension and postponement of review** are available to tenure-track faculty. Ordinarily, a maximum of two one-year appointment extensions and two one-year review postponements, regardless of the reason, are possible over the course of tenure-track faculty appointments. Tenure-track faculty may make a request for a third appointment extension and review postponement in the event of a birth or adoption of a third child.
- For more information on leave, parental teaching relief, and appointment extension and review postponement, please see Chapter 3 in the *FAS Appointment and Promotion Handbook* (<http://academic-appointments.fas.harvard.edu/>).

Leave for public service

An unpaid public service leave is required whenever an FAS faculty member takes up a non-Harvard position that meets any of the following conditions:

- Requires (or has undue potential to require) more than 20 percent of the faculty member's total professional effort, or

- Compromises (or has undue potential to compromise) the faculty member's primary professional loyalty to Harvard, or
- Impairs (or has undue potential to impair) a faculty member's ability to teach or conduct research without constraint (in particular upon election or appointment to office), or
- Increases unduly the likelihood of a conflict of commitment or conflict of interest.

FAS faculty members wishing to take up a public service position should first submit a proposal to their divisional dean/John A. Paulson Dean of SEAS (SEAS Dean), who will consult with the department chair/SEAS area dean in determining whether a leave is appropriate. In all cases, the decision to grant or require a leave for public service is ultimately at the discretion of the Edgerley Family Dean of the FAS (FAS Dean).

Consistent with the FAS's policies concerning all leaves (see [FAS Appointment and Promotion Handbook, Chapter 3](#)), leaves for public service, which are unpaid, may not be granted for more than one year at a time. Ordinarily, faculty members should not be out of the classroom for more than a year at a time. It is possible on occasion to request a second year of unpaid leave for the purpose of service in the public interest. By vote of the Corporation, leave for more than two successive years is not possible. Resignation from the Harvard appointment is the only alternative to returning to University service after more than two consecutive years of leave. With regard to the frequency with which public service leaves may be taken, or intervals of time between such leaves, it is ordinarily expected that FAS faculty members will demonstrate their primary commitment to Harvard in a sustained fashion, over the course of multiple years.

Please see Chapter 3 in the *FAS Appointment and Promotion Handbook* (<http://academic-appointments.fas.harvard.edu/>) for more information on policies governing faculty leaves for public service.

FLASHPRINT: Please insert "Leave Eligibility" chart here.

3. Faculty Hiring

How does one hire a new faculty member?

- The procedures for hiring a new faculty member are explained, in detail, in the *FAS Appointment and Promotion Handbook* (<http://academic-appointments.fas.harvard.edu/>).
- Ordinarily, in the spring, the divisional dean authorizes tenure-track and tenured professor searches for the upcoming academic year, based on departments' academic plans and ongoing conversations with the departments.
- Requests for any new non-ladder or visiting faculty should be submitted to the assistant dean for the division in the fall or early winter, based on curricular needs for the following year.
- When submitting materials regarding searches, please make sure to send a copy of all documentation to the assistant dean for the division.
- It is the responsibility of chairs to make sure all FAS and University policies are followed by the members of their departments. Please see Chapter 2 in the *FAS Appointment and Promotion Handbook* for more information on policies.

What are some best practices when conducting searches?

It is important to pay close attention to how a search is being conducted. Before a search begins, department chairs, search committee chairs, and all search committee members should carefully read the two documents below (available on the “Appointment and Promotion” page—<http://facultyresources.fas.harvard.edu/appointment-and-promotion>—of the website for FAS faculty and researchers: <http://facultyresources.fas.harvard.edu/>). Before each stage in the search process, the committee chair should remind the committee of the issues described in the relevant section of “Recommendations for Ensuring the Integrity of Faculty Searches.”

- “Recommendations for Ensuring the Integrity of Faculty Searches” makes practical suggestions for ensuring that the search is well-defined, the search committee is well-formed, the best candidates are found, and all are fairly considered.
- “Guide to Unacceptable Interview Questions” cites federal and state guidelines for interviewing candidates. Among other things, questions about marital status, gender and gender identity, race, ethnicity, religion, disabilities, and plans for children are not allowed.

Recommendations for Ensuring the Integrity of Faculty Searches

Faculty of Arts and Sciences

Please refer to the *FAS Appointment and Promotion Handbook* (available at <http://academic-appointments.fas.harvard.edu/>) for current policies and procedures for conducting faculty searches. The material below, culled from behavioral science evidence and departmental feedback, highlights critical moments in conducting tenure-track and senior searches. These moments deserve close attention to ensure that the search process has integrity and leads to the appointment of the best available candidates.

We recommend that all search committee members read this document before a search begins. Prior to each stage in the search process, the committee chair should remind the committee of the issues described in each section below:

1. Launching the search
2. Narrowing the list
3. Campus visits, interviewing finalists, and job talks
4. Departmental/SEAS area discussion and vote

1. Launching the search

- **Define the search** broadly so as not to focus too narrowly on subfields with few specialists. Fields grow and move in ways that we may not fully perceive at the start of a search, and the search definition should allow for applicants whose work may speak to us in unexpected ways. As you review candidates, consider, along with the overall quality of the candidate, the trajectory of the work and the future of that field.

Because it is hard to predict from where stellar candidates may emerge, the advertisement should be written in an open and non-exclusionary way. (It is also helpful to avoid characterizing, or internally conceiving of, a search as a direct replacement for a departing colleague.)

Many exceptional candidates do not apply to Harvard because they feel that Harvard is out of reach. We encourage search committees to compose advertisements that sound welcoming to all candidates. Evidence has shown that barriers to entry, both perceived and real, keep some of the best candidates from applying. Analyze carefully the wording of the advertisement, especially any descriptions of candidate qualities. Research has shown that gendered traits in advertisements deter men or women from applying if they think those traits do not apply to their group.

- Ensure that the **search committee membership** is diverse in academic perspectives as well as qualities such as career stage, gender, and ethnicity. (Note: Evidence suggests that men and women may be equally biased in favor of male candidates and that the presence of women on a committee does not ensure that women candidates are more likely to be considered.) The efficiency of a small committee of like-minded people should be balanced against the benefits of a larger committee of more than three members. The chair of the department/SEAS area dean is responsible for ensuring the diversity of the committee. The chair of the search committee is responsible for including expertise from around the

University, as needed. Remember that tenure search committees must include a tenured faculty member from another department/area.

We recommend that, whenever possible, tenure-track faculty be included in the search committee (e.g., when conducting searches for tenure-track faculty). Tenure-track faculty are among the best detectors of talent among their peers, yet they can be less likely to offer suggestions unless asked. Getting input from tenure-track faculty in senior searches is very important, even if they cannot vote. When tenure-track and senior faculty differ significantly on the type of candidate to pursue, it is especially important to pause, ask why, and, as needed, consult with experts outside Harvard.

In general, signaling openness to information, advice, and feedback (both within the department/area and when seeking input outside Harvard) should be maximized during a search.

- Before the search begins, the committee should discuss **methods for actively recruiting women and underrepresented minorities**. (E.g., talking with graduate students and colleagues at Harvard and elsewhere.) Why is this important? Availability and anchoring biases prevent us from thinking of people outside traditionally represented groups. Moreover, it often occurs that some names are mentioned early in the process, and those candidates may have a disproportionate likelihood of being advanced to the short list. In each discipline, some institutions appear to do an excellent job of recruiting women and minorities. Critical mass then plays a role in attracting other candidates. At a minimum, please post the advertisement in professional journals, websites, and listservs within the discipline, including those geared toward women and minorities. Whenever possible, the chair of the search committee should attend, in the year of the search, social gatherings organized by groups such as minority or women's caucuses at professional meetings. The signaling value of such attendance is greater than may be recognized.
- **Review data on past departmental/area searches** to understand the broader context of your search. Analysis shows that many Harvard departments/areas do not keep pace with the diversity in Ph.D. pools emerging from the Ivy+ schools. The FAS Office for Faculty Affairs can help you with obtaining data, as needed. The Edgerley Family Dean of the FAS takes this issue seriously; we must not lose the best talent to other institutions, due to avoidable failures of perception, detection, and prediction of talent.
- Before considering candidates, **discuss selection criteria** and a process for rating applications relative to teaching, research, and mentoring skills. Discuss how to weight different qualifications. Research has shown that people tend to generate selection criteria to fit a candidate they have grown attached to, rather than having criteria in place and finding candidates who match those criteria. Discussing criteria in the search committee is important for all searches. It is especially useful for fields undergoing changes in theoretical positions and methods, where new areas of expertise are in demand. There is nothing wrong with changing criteria during a search if the change is undertaken deliberately—for intellectual or professional reasons, and not as an unconscious response to a particular candidate.
- **Consider deadlines**. Posting your advertisement early is one of the simplest ways to advantage your search. Depending on the norms of your discipline, application deadlines will vary. Our peer institutions may have earlier deadlines than Harvard. If Harvard's January winter break delays your candidate interviews until February, you may be interviewing candidates who already have offers in hand. While norms differ according to discipline, we recommend that you consider conducting interviews as early in the academic year as possible.

2. Narrowing the list

- As the committee moves towards narrowing the list, **review the search process** to determine whether sufficient effort has been made to recruit a diverse pool of candidates. Additional steps can always be taken to encourage women and minorities to apply for the position. Please take those steps now. This is not to favor women and minorities but to improve the quality of your pool. This also recognizes the reality that institutions like Harvard cause some candidates to self-select out. Throughout the search, ask yourself, do the pool, short list, and then finalist reflect the diversity of candidates emerging from the best Ph.D. programs? If not, pause and ask why, and engage with the divisional dean/John A. Paulson Dean of SEAS to find additional ways to enhance the pool. Do not rush to a final list unless you are certain you have the best candidates in the world.

Be cautious about assumptions that scholars are unavailable or unmovable. Disregard comments like, “He/she is impossible to move,” until the candidate him or herself has said it. Strong candidates should not be ruled out from a sense that their partners will not move to the area. People’s priorities can change if an offer is extended to them.

- Include all committee members in the **evaluation process**. A study has shown that more equal distribution in conversational turn-taking—i.e., not having a few members dominate the conversation—is a stronger predictor of a team’s success than either the averaged or maximum intelligence of individual team members. The chair of the search committee should encourage reticent members to offer their opinion. Often, for expediency, a few committee members will read the full set of applications to narrow down the pool. We recommend that all committee members read a subset of the applications. This allows the committee’s diversity to actually influence early choices.

As you narrow the pool to a medium list, apply criteria consistently to all candidates, even if your favored candidate ranks low on a particular criterion. Let the data stare back at you so that you can see (and possibly reshape) your judgment. At all times, adopt the stance that the search is an evolving process, rather than one that locks the door quickly. A nagging feeling that you could do better is a valid basis for revisiting decisions. Throughout the process, if committee members identify outstanding candidates who are not in the pool, the committee should follow up with these candidates.

- **Rank candidates on weighted criteria**, such as teaching, research, and mentoring capacity. Why? These criteria will be used not only in this search but also during associate and tenure reviews. Ask if the demands of your discipline *as it now exists* signal the need to expand the criteria by which to judge talent, e.g., the ability to collaborate across disciplines or to master new technologies. These are rarely considered when we think in traditional ways about talent; but they can matter when evaluating contributions over the course of a professorship.
- Recognize and be able to work through the **evaluation biases** that often affect the review of women, minorities, and groups that are new entrants into a discipline. Evidence from the behavioral sciences repeatedly shows that people tend to underestimate women and minorities’ qualifications when evaluating their applications and job talks, and that this does not emerge from any conscious bias. One approach is for the committee to first review applications from women and minority candidates. This can help the committee to avoid anchoring on a less representative group of candidates. Ask yourself, when you find yourself strongly preferring a particular candidate, why that may be the case. Irrelevant features (such as sharing an *alma mater*) may account for feelings of comfort and admiration that could

influence the environment in which candidates are judged. Increasingly, the evidence shows that decisions are affected by the help that we provide some candidates over others. Because helping is a positive behavior, it is not likely to raise concerns, yet it can shape the outcome. Ask yourself how much a candidate's characteristics deviate from the culture's (and likely your own) image of the "strong" type of candidate. Remember, it is not your job to hire someone you like or a person with similar tastes in non-academic matters. Rather, you are here to hire somebody who will make the department/area strong, even after you have left Harvard.

- As the committee moves from the longer list to the short list, **consider including the highest-ranked women and minorities**, or provide details on why these individuals were not on the short list. Why is this important and not a bias in itself? Several studies suggest that equal achievements are not regarded as equal. For example, a recent study published in the Proceedings of the National Academy of Sciences showed that even today, men and women in academic settings like our own select men over equally qualified women. According to the study, people read identical accomplishments differently and tend to see males as more competent than females. In other studies in the employment setting, white Americans with a felony record fare just as well, and even better, than African-Americans with a clean record. We encourage you to ask yourself what you are doing to correct for what we know to be fairly widespread differences in evaluation. Be wary of "intuition" as your guide. Be prepared, and ask others, to explain a rejection or retention of a candidate due to "fit," for example. "Fit" is often a proxy for factors that, upon consideration, should not influence our decisions. (Harvard is required under its affirmative action guidelines to provide information on why women or minorities were not chosen. Be prepared to answer that question with evidence.)
- It is of utmost importance to remember that the committee's job is not to send a final list of potential interviewees to the Divisional Dean/SEAS Dean. Instead, this is a moment when the search committee chair is expected to **discuss the short list with the Divisional Dean/SEAS Dean** and determine whether it represents the field and the applicant pool. If it does not, the chair should be ready to explain why and to work with the Divisional Dean/SEAS Dean to get further information before proceeding. As you know, in the absence of a compelling explanation, the Divisional Dean/SEAS Dean is obliged to require that the search committee reconsider the composition of the short list. For example, if the gender distribution in the pool is 50:50, the law of small numbers dictates that in a given year, your short list may consist entirely of all men or all women. If you bring such a list to the Divisional Dean/SEAS Dean, you will need to demonstrate that this is rare—by providing comparisons to short lists from preceding departmental/SEAS area searches and demonstrating that selection behavior is unbiased over time. Deans can understand an imbalanced short list, but multiple searches with all-female or all-male candidates likely signal a flawed decision process. Your best baseline is the pipeline of Ph.D.s emerging in your discipline from the top institutions. Seek out this information as a check on your process.

3. Campus visits, interviewing finalists, and job talks

- **Especially when committee members are less familiar with a field, it is very useful to read a candidate's work before interviewing him or her.** Some departments/areas hold a seminar on the work of one or more candidates prior to interviewing, which provides a

stronger foundation on which the interview day and the job talk can build. In all cases, committee members should be sure to read the candidates' work before the committee's final discussion of the candidates.

- **Schedule visits with consistency.** To acquire good comparative data, schedule equal time for each candidate (including internal candidates) to interview and to meet with as many of the same people as possible. While faculty schedules can be hard to coordinate, make sure that at least a small core group of faculty, besides the search committee, meets with each candidate. Provide candidates with opportunities to interact with departmental/area faculty in multiple venues, both formal and informal, and remember that every aspect of the visit is not just part of the evaluation process, but is also an opportunity for recruitment. Adopt the perspective of the visiting candidate, and remember that the individual's experience can affect not only this recruitment but others in the future. Research shows that subtle indicators of dismissal or disrespect are easily detected, and this can impede progress in recruiting for many years. (Many of us have heard candidates share vivid, unpleasant memories of decades-old interviews.)
- It is hard to create equal interviews for all candidates. And yet, this equity is essential to develop an informed basis for choosing the best finalist. Develop a **common set of "core" questions** for all candidates, to allow comparative judgment, and evaluate candidates' responses according to the criteria developed earlier. These core questions should be supplemented with questions pertinent to each individual. Be aware that some questions cannot be asked, and learn what they are. *All faculty on search committees must read the attached "Guide to Unacceptable Interview Questions" and understand that it is illegal to base your hiring decisions on the answers to such questions.* If a candidate voluntarily provides information in non-permissible areas, the best practice is to make no further comments or inquiries.
- **The job talk.** Job talks are important. They reveal scholars' ability to teach and communicate, their level of preparation, and skill in speaking to a community broader than those in their own area of expertise. **The job talk should be allowed to unfold in a manner that can accurately reveal the candidate's talents.** While the norm in some disciplines is for audience members to interject questions early in the talk, preventing the candidate from completing planned remarks, this is not an optimal way to assess the quality of work or the ability to communicate. The formal job talk should allow the candidate to proceed without interruption, with questions occurring at the end of the talk. However, the ability of a candidate to engage with questions and even to spar is also critical to classroom performance. We recommend a second, informal "chalk talk," where the expectation is that the audience and speaker will exchange views throughout.

Videotape job talks. Consider scheduling audio-visual staff to tape all job talks. Ideally, the tapes should be available online (with password protection) at the end of the day of the talk. Make a-v arrangements well in advance, and the search committee chair should share the link to the video as soon as it is ready. All voting faculty unable to attend the job talk should view the video before the department holds its final discussions about candidates.

While it is important to have standard practices for job talks, be careful not to place undue emphasis on the job talk as a determinant of the final outcome. Some faculty rely too heavily on the talk because it is easier to attend the talk and generate a quick impression than to do the hard work of reading the candidate's work. As mentioned earlier, committee members should read candidates' work before the committee's final discussion of the candidates.

- **Avoid informal discussions about the merits and demerits of a candidate outside scheduled search committee and departmental/area meetings.** During the interview day and immediately after, it is tempting to discuss candidates with individual colleagues. It is advisable not to do so, even informally, especially with others who have voting rights. This may be hard, but it allows for independence of thought and permits a diversity of perspectives to develop up until the moment of voting. Even comments made in passing can influence others and predetermine the outcome. Tenure-track colleagues who detect that a tenured colleague prefers a particular candidate may be less likely to speak up for another, possibly better candidate. More introverted colleagues, who do not offer assessments easily and loudly, may have less impact than they should. One suggested method is to ask faculty to write a brief evaluation of the candidate immediately after the interview day (memory can play tricks on assessments, so timing is important). These evaluations can be forwarded to an administrator who does not have voting rights. That administrator can make all evaluations (both received and actively solicited) available to the search committee for its deliberations, before the committee presents its views to the department/area.

4. Departmental/SEAS area discussion and vote

- It is important to avoid a truncated, hasty discussion of candidates. **Please schedule the department's/area's meeting** at a time when the vast majority of members can attend. Find out in advance who cannot attend and get their opinion in writing, to share at the meeting. Allow sufficient time for discussion of the proposed candidate(s).
Some departments/areas find it helpful to schedule a discussion meeting separate from a voting meeting, on two different days. This separation allows the discussion to “settle” before a vote occurs. Whether you have one meeting or two, a useful norm is for every voting member to offer an opinion before a vote is taken. It is the chair's responsibility to make sure every colleague with voting rights has a chance to express his or her view. Otherwise, a call for a vote can prematurely curtail discussion.
- During the discussion, the search committee should inform the department/area of both the criteria applied during the search and the efforts made to attract a diverse applicant pool. As there are pros and cons to each candidate, it is useful to mention both, so that faculty can weigh these relative to the criteria. All discussants should **be alert to irrelevant factors influencing decisions.**
- Follow **consistent departmental/area procedure** for all candidates considered. Observe the “Guide to Unacceptable Interview Questions,” and do not allow discussion of impermissible considerations.

While the practices described in this document may initially seem difficult or strange, they emerge from evidence in the decision sciences that can help us to achieve our goal: to hire the strongest candidates for the faculty at Harvard.

Attachment: “Guide to Unacceptable Interview Questions”

Online resources:

1. FAS Office for Faculty Affairs (<http://facultyresources.fas.harvard.edu/fas-office-faculty-affairs>).
2. Website for FAS Faculty and Researchers (<http://facultyresources.fas.harvard.edu/>).
3. Harvard University Office of the Senior Vice Provost for Faculty Development and Diversity (<http://www.faculty.harvard.edu/>).
4. University of Michigan ADVANCE Program (<http://advance.umich.edu/>).

Guide to Unacceptable Interview Questions

Certain sensitive subjects should not be discussed during an interview or as part of the search process. Interviewers must avoid direct or indirect questions that touch on the subject matters listed below. It is essential for all members of a search committee to be aware of these guidelines and follow them in both spirit and letter.

Subject	What May NOT be Asked	What May Be Asked
<i>Name</i>	Birth or maiden name of a married person. Inquiries about the name that would seek to elicit information about the candidate's ancestry or descent.	Whether the applicant has worked for the University under another name. Whether any other information, such as a nickname or initials, is needed to check the candidate's work and educational record.
<i>Age</i>	Inquiry into the date of birth or age of an applicant.	Discussion should be kept to questions about the applicant's career stage.
<i>Gender and Gender Identity</i>	Inquiry into an applicant's birth name or any question that pertains to only one sex; questions about gender identity, birth gender, or changes to gender or gender identity.	No questions.
<i>Sexual Orientation</i>	Inquiry into an applicant's sexual orientation.	No questions.
<i>Religion</i>	Inquiry into an applicant's religious beliefs, denomination, affiliation, place of worship, or religious holidays observed, etc. Avoid any questions regarding organizations and/or affiliations that would identify religion.	No questions.
<i>Birthplace</i>	Birthplace of an applicant. Birthplace of applicant's parents, spouse or partner, or other close relatives.	No questions.
<i>Relatives</i>	Names, addresses, ages, number, or other information concerning applicant's children or other relatives not employed by Harvard.	Name of an applicant's relatives already employed by Harvard.
<i>Citizenship</i>	Any inquiries about citizenship or whether the applicant intends to become a U.S. citizen.	"Are you legally authorized to work in the United States?"
<i>Language</i>	Inquiries into how applicant acquired the ability to read, write, or speak a foreign language.	What languages do you read fluently? Write fluently? Speak fluently?

Subject	What May NOT be Asked	What May Be Asked
<i>Disability</i>	<p>Inquiry into whether the applicant has a physical or mental disability/handicap or about the nature or severity of the disability/handicap.</p> <p>An employer may not inquire as to the nature, severity, treatment, or prognosis of an obvious handicap or disability or of a hidden disability or handicap voluntarily disclosed by the applicant.</p> <p>Inquiry into whether an applicant has ever been addicted to illegal drugs or treated for drug abuse/alcoholism.</p> <p>Inquiry into whether an applicant has a disease.</p> <p>Inquiry into whether an applicant has ever received worker's compensation.</p> <p>Inquiry into whether an applicant has ever been absent from work due to illness.</p>	You can ask an applicant about his or her ability to perform job-related functions, as long as the questions are not phrased in terms, which would elicit whether the applicant has a disability.
<i>Marital or Relationship Status</i>	Are you married? Where does your spouse or partner work? What was your birth or maiden name?	No questions.
<i>Address</i>	Do you rent or own your home? How long at each particular address?	Applicant's place of residence.
<i>Height, Weight, or Other Aspects of Appearance</i>	When hiring for a faculty position, there should be no reason for questions on these subjects.	Questions regarding height, weight, or other aspects of appearance may be asked only if the employer can prove these requirements are necessary to do the job (never the case for a faculty position).
<i>Photograph</i>	<p>An employer cannot ask for a photograph to accompany an application.</p> <p>Note: Please do not include photos of applicants in information that is shared with colleagues as part of a search process.</p>	No questions.
<i>Military</i>	Inquiry into the applicant's general military experience or type of discharge.	Applicant's work experience, including names, addresses of previous employers, dates of employment, reasons for leaving.
<i>Criminal Record</i>	Inquiry related to arrests, juvenile record, sealed court records, misdemeanors more	While it is permissible to investigate criminal

Subject	What May NOT be Asked	What May Be Asked
	than five years old. Any inquiry or check into a person's arrest, court or conviction record if not substantially related to functions and responsibilities of the prospective employment. No questions about criminal history are permitted as part of an initial employment application.	history as part of a background check conducted on finalists for a position, it is advisable to consult with Harvard's Office of the General Counsel on any questions about criminal history.
<i>Education</i>	Questions about education designed to determine how old the applicant is.	Inquiry into the academic, vocational, or professional education of an applicant for employment.
<i>Experience</i>	Inquiry into the organizations of which the applicant for employment is a member, the nature, name or character of which would likely disclose the applicant's protected class status.	Inquiry into work experience. Inquiry into countries the applicant has visited. Inquiry into references.
<i>Organizations</i>	Inquiry into an applicant's membership in non-professional organizations (e.g., clubs, lodges, etc.)	Are you a member of any professional societies or organizations? (Exclude the organizations' name or character of which indicates race, creed, color, or national origin of its members.)

Sources: MIT Faculty Search Committee Handbook (2002), Harvard Office of Human Resources, Harvard Office of the General Counsel.

4. Faculty Recruitment and Retention

Tenured appointments, external:

- The divisional dean takes the lead during recruitment.
- The Senior Associate Dean for Faculty Development works with the divisional dean and FAS Dean to generate offer terms and manage the process of negotiations.
- The chair and Senior Associate Dean for Faculty Development arrange for a campus visit; the department administrator makes travel arrangements in consultation with the Office for Faculty Development.
- The Senior Associate Dean for Faculty Development drafts the offer letter, which is co-signed by the divisional dean(s) and FAS Dean.
- The Senior Associate Dean for Faculty Development compiles the documentation for the processing of the appointment for accepted offers.

Tenured appointments, internal promotions:

- The divisional dean takes the lead during recruitment.
- The Assistant Dean for Faculty Development works with the divisional dean and FAS Dean, in consultation with the Senior Associate Dean for Faculty Development, to generate offer terms and manage the process of negotiations.
- The Assistant Dean for Faculty Development drafts the offer letter, which is co-signed by the divisional dean(s) and FAS Dean.
- The Assistant Dean for Faculty Development compiles the documentation for the processing of the appointment for accepted offers.

Tenure-track appointments:

- The chair takes the lead during recruitment.
- The Assistant Dean for Faculty Development works with the chair and divisional dean to generate offer terms and manage the process of negotiations.
- The chair and department administrator arrange for a campus visit and make travel arrangements.
- The Assistant Dean for Faculty Development drafts the offer letter, which is signed by the chair.
- The department administrator processes the appointment for accepted offers.
- In the case of a declined offer, if the chair would like to proceed with a second candidate, the chair requests approval to do so from the divisional dean.

Retentions:

- The department chair informs the divisional dean of retention matters at both the tenured and tenure-track levels.

- The divisional dean ordinarily works with the Senior Associate Dean for Faculty Development, in consultation with the Office for Faculty Affairs and the department chair, to respond to any outside offers.

Work-life and dual-career matters:

- Working closely with department chairs and other deans, the Office for Faculty Development takes the lead on work-life and dual-career matters concerning the candidates.
- Information on dual-career assistance is also available on the “Dual Career Assistance” page of the *Resources for Faculty & Researchers* website:
<http://facultyresources.fas.harvard.edu/dual-career-assistance>

5. Reviews

Each spring, department chairs receive from the assistant dean for the division a list of ladder and non-ladder faculty eligible to be reviewed during the next academic year. All promotion and review procedures are explained, in detail, in the *FAS Appointment and Promotion Handbook* (<http://academic-appointments.fas.harvard.edu/>).

Ladder Faculty:

- **Second-year reviews of assistant professors and externally-appointed associate professors:**
 - Primary goals: To ensure tenure-track faculty are receiving the appropriate advice; foster career-development; identify early any potential concerns.
 - Should be concluded by the end of the second year of the appointment.
 - Can be conducted in the manner the department finds most productive for its tenure-track faculty.
 - The final letter to the assistant professor should be submitted and reviewed by the divisional dean before it is sent to the assistant professor.

- **Reviews for promotion to associate professor or tenured professor:**
 - Dossiers for promotions to associate professor should be submitted by March 15, 2018. Dossiers for promotion to tenured professor should be submitted by February 28, 2018. Promotion dossiers for calendar-year appointments (i.e., appointments ending on December 31) are due on October 3. Please see the full timelines for the review processes (for both academic-year and calendar-year appointments) in the *FAS Appointment and Promotion Handbook*.
 - Chairs should meet with associate professor or tenured professor candidates in the summer prior to the beginning of the penultimate year of their appointment, to discuss review procedures.
 - Chairs are also responsible for the following:
 - keeping the review on target for dossier submission on February 28 or March 15, as applicable
 - appointing the departmental review committee
 - leading departmental discussions of the case
 - finalizing the case statement for the dossier
 - communicating with the tenure-track faculty member and the appropriate deans and administrative offices as the review progresses.

Non-Ladder Faculty:

- Reviews of professors in residence, professors of the practice, and senior lecturers are due by February 28, 2018.
- Reviews of senior preceptors, lecturers, and preceptors are due by March 15, 2018.
- Preceptors and lecturers with multi-year appointments must be reviewed after their first semester of teaching. In years where there is no scheduled first-year review or review for reappointment, departments should conduct their own annual review of the lecturer or preceptor, following departmental protocols.

Suggested Timeline for Departmental Review of Tenure-Track Faculty for Promotion¹

Note: Reviews for promotion should ordinarily be completed by the end of the penultimate year of appointment.

June/July: Prior to, or at the beginning of, candidates' penultimate year of appointment, chairs receive letters from the assistant dean for the division indicating which tenure-track faculty (both calendar-year and academic-year appointees) are eligible for review. Chairs meet with candidates to go over the materials needed for the review.

By early September:

- Department chairs request approval of review committee membership from divisional deans. After approval, the chairs appoint the review committees.
- Candidates submit their materials to departments.
- Departments compile summary teaching charts and gather materials on the candidates' performance as advisors of undergraduates and mentors of graduate students.

September/October (for tenure reviews):

- Review committees consider the candidates' materials and present the cases to the departments. The tenured faculty members in the departments then discuss and decide whether the cases warrant further review.
- If the departments are recommending further review, the chairs request divisional dean authorization to collect external evaluation letters, submitting for divisional dean approval drafts of the review letters, proposed recipient lists, and (if departments choose to send initial inquiries) the initial inquiry emails.
- Departments send approved letters to approved recipient lists. Departments should give letter writers at least at least six to eight weeks to prepare their letters (dating from the mailing of the review letter), depending on the volume of materials under review.

September to early November (for associate reviews):

- Review committees consider the candidates' materials and decide which cases should move forward. If the committee recommends that a case not move forward, the department must discuss and affirm this decision.
- If a case moves forward, the chair requests divisional dean authorization to collect external evaluation letters, submitting for divisional dean approval a draft of the review letter and proposed recipient list.

¹ This timeline applies to tenure-track faculty whose appointments will end on June 30. Departments may complete the process in a more compressed timeframe, if they prefer, as long as their accelerated timetable allows all parties the full measure of time for completing their tasks and all promotion dossiers are submitted to Faculty Affairs by February 28, 2018 (for tenure dossiers) or March 15, 2018 (for associate review dossiers). Timelines applying to tenure-track faculty whose appointments will end on December 31 are available in the *FAS Appointment and Promotion Handbook*.

- Departments send approved letters to approved recipient lists. The department should give letter writers at least six weeks to prepare their letters (dating from the mailing of the review letter), depending on the volume of materials under review.

Early January (for tenure reviews) or January (for associate reviews): Expected date of replies from external scholars

January/February (for tenure reviews) or February to early March (for associate reviews):

- Tenured members of departments review dossiers and vote on whether to recommend promotions.
- If the recommendations are positive, departments finalize dossiers for submission to Faculty Affairs. In tenure cases, each tenured member of the department submits a confidential letter to the FAS Dean regarding the case, as appropriate.

February 28: Deadline for submission of tenure promotion dossiers to Faculty Affairs.

March 15: Deadline for submission of associate promotion dossiers to Faculty Affairs.

March – June: Review, as appropriate, by divisional deans, the FAS Dean advised by the Committee on Appointments and Promotions, *ad hoc* committees, and the President, followed by notification to candidates about the outcomes.

6. Professional Development

What is professional development?

- Faculty can develop their abilities as teachers, researchers, administrators, and members of the academic community in a number of ways. For example, formal and informal mentoring by colleagues, Harvard-sponsored workshops addressing aspects of professional life, and conferences in one's field can advance a faculty member's professional development.
- Support for tenure-track faculty is especially important. The *Guide to Faculty Mentoring in the Faculty of Arts and Sciences* (<http://facultyresources.fas.harvard.edu/mentoring-professional-development>) advocates empowering tenure-track faculty through mentorship, involvement in department decision-making, opportunities to share their research, and connection to colleagues within and outside of the department.

What role do department chairs play in professional development?

- All department chairs (or their designated colleague[s]) should have on file with the Office for Faculty Affairs a written plan outlining how the department will support the professional development of its tenure-track colleagues. Each tenure-track faculty member should have at least one formal mentor or a mentoring committee within the department assigned with input from the tenure-track faculty member; and ideally, this should be supplemented by other measures (e.g., departmental symposia for tenure-track colleagues to present their work, workshops on professional challenges specific to the field; informal departmental get-togethers for tenure-track colleagues to connect with peers and senior colleagues). If a tenure-track faculty member is interested, chairs can also help facilitate finding a mentor outside of the department via the divisional dean's office.
- Chairs should also encourage tenure-track colleagues to draw up personal plans for their professional development. While not required, these plans can help the faculty member identify professional goals over several years, inventory areas for professional growth, and consider specific means to achieve this growth.
- Chairs should ensure that tenure-track colleagues are engaging in useful, high-value service that will give them a voice in departmental decision-making, while also protecting them from too much service. It is the chair's responsibility to ensure that tenure-track colleagues are not overburdened with service requests.

What resources are available?

- *Guide to Faculty Mentoring in the Faculty of Arts and Sciences* (<http://facultyresources.fas.harvard.edu/mentoring-professional-development>) offers concrete advice for department chairs, mentors, and tenure-track faculty on implementing mentorship plans and other support for tenure-track faculty.
- The New Faculty Institute (NFI), hosted annually by the academic deans and the Derek Bok Center for Teaching and Learning, is an intensive two-day program that orients new FAS faculty to Harvard University, with a special emphasis on teaching. The program focuses on

career development for tenure-track faculty. For more information, see the NFI link on the *Mentoring and Professional Development* page, on the *Resources for FAS Faculty and Researchers* website, hosted by the FAS Office for Faculty Affairs:

<http://facultyresources.fas.harvard.edu/>

- The Standing Committee on Women (SCW) provides additional professional development opportunities for tenure-track women. Faculty can contact Professor Mary Brinton, chair of the SCW in AY 2017-2018, for further information (617-495-5821, brinton@wjh.harvard.edu).
- Professional development events occur at the divisional level as well. Chairs may check with the divisional assistant deans for more information.
- The Office for Faculty Affairs offers professional development opportunities for tenure-track faculty throughout the year. Tenure-track faculty are invited to participate, and chairs can encourage them to take advantage of these offerings.
- The Senior Vice-Provost's Office for Faculty Development and Diversity also holds events during the year. Please see <http://www.faculty.harvard.edu>

7. Annual Activity Reports and Salary-Setting

What are annual activity reports?

Individual activity reports provide an opportunity for faculty members to describe their teaching, advising, research, and citizenship for the year. Chairs should remind colleagues that these reports play a key role during the annual salary-setting process. Activity reports are submitted online and are due February 1, 2018. Faculty receive an e-mail request with a link to the activity report application.

How are faculty salaries set each year?

- Each year, in February and March, the department chair meets with the divisional dean, the Dean for Faculty Affairs and Planning, the Senior Associate Dean for Faculty Development, and the divisional assistant dean to discuss the work of every faculty member in the department. Chairs have access to all activity reports of faculty in their department and should review each member's activity reports in preparation for this meeting.
- During the meeting, the chair and deans review the research, teaching, citizenship, grant activity (including the effort to obtain funding), and advising/mentoring of each faculty member. After this meeting, the divisional dean, the Dean for Faculty Affairs and Planning, the Senior Associate Dean for Faculty Development, the Associate Dean for Faculty Affairs, and the divisional assistant dean meet to discuss salary setting.
- Department chairs are not privy to the salary figures for individual tenured faculty members. The FAS Dean, together with the divisional/SEAS Dean, notifies each faculty member individually by letter what their salary will be for the coming year.

8. Non-Harvard Activities

Faculty members may occasionally be offered the opportunity to earn compensation for work performed outside of their Harvard appointments. Policies governing conflicts of commitment and conflicts of interest are detailed in *FAS Faculty Research Policies* (available at <http://research.fas.harvard.edu/policies/faculty-research>) and the *University Statement on Outside Activities of Holders of Academic Appointments* (available at <http://provost.harvard.edu/statement-outside-activities-holders-academic-appointments>). All faculty members are expected to familiarize themselves with these guidelines and to conduct their research and teaching accordingly. If questions about potential conflicts of commitment arise, they should be brought in advance to the attention of the Office for Faculty Affairs, which will work with the faculty member (and other FAS offices as relevant) to resolve the matter in accordance with FAS policies. If questions about potential conflicts of interest arise, they should be brought in advance to Denise Moody, the FAS Designated Institutional Official for Conflicts of Interest, in FAS Research Administration Services. The Committee on Research Policy (CRP) is the body charged with advising the Dean and individual faculty members on potential conflicts of interest.

In general, as noted in the *University Statement on Outside Activities of Holders of Academic Appointments* (available at <http://provost.harvard.edu/statement-outside-activities-holders-academic-appointments>):

[T]he University and its members have long recognized that persons holding academic appointments at Harvard should conduct outside professional pursuits in ways that respect their responsibilities to their home institution. Along with status as a full-time Harvard academic appointee comes the expectation that one's primary professional duties are to Harvard and that outside professional activities will not conflict with obligations to one's students, to colleagues, and to the University as a whole. . . . anyone holding a full-time academic appointment at Harvard should not, without permission of the Corporation upon recommendation of the appropriate Dean, engage in teaching, research, or salaried consulting at any other educational institution during the academic year.

It may be possible, on a limited basis, for faculty members with full-time appointments to accept compensation for outside activities. The *University Statement on Outside Activities of Holders of Academic Appointments* states the following:

In undertaking consulting and related outside professional activities, faculty members and other academic appointees should take care to observe the limits on the amount of time properly devoted to such activities and to avoid situations in which the activities may create a conflict with their responsibilities as an officer of the University. Academic appointees should not engage in paid consulting at or for another educational institution or educational organization without prior approval from their Dean and the Corporation.

Faculty members must report all non-Harvard professional activities in their annual activity reports (a description of the faculty member's research, teaching, and citizenship during that year), which are submitted to the Dean and used as part of the salary-setting process. In addition to reporting in the annual activity report, and in accordance with the *FAS Policy on Financial*

Conflicts of Interest Disclosures (<http://research.fas.harvard.edu/policies/financial-conflicts-interest-disclosures>), ladder, senior non-ladder, and non-ladder faculty at the FAS, as well as other individuals (including, on occasion, postdoctoral fellows, fellows, graduate students, and others), must under certain conditions submit an internal, confidential disclosure of their and their family members' significant financial interests in the preceding twelve months in any related outside entity, using the online Financial Interest Disclosure application (<https://fcoi.harvard.edu>). Some financial interests may be excluded from disclosure. Please see the "Compensation" section in Chapter 2 of the *FAS Appointment and Promotion Handbook* (<http://academic-appointments.fas.harvard.edu/>), for more detailed information.

There is a policy that is generally known in the FAS as the "20 percent rule," which states that no more than 20 percent of one's total professional effort may be directed to professional activities outside Harvard.² This rule is intended to govern effort, not specific levels of compensation, and applies to the period in which a faculty member is receiving salary from the FAS—for nine months of the academic year and then for any months in which summer ninths are paid. If a faculty member is not receiving any summer funding and only receives a nine-month salary, the 20 percent rule does not apply for the three months of the year for which s/he is effectively unpaid. This remains the case even when the nine-month base salary is paid over a twelve-month period.

In interpreting this rule, faculty members should be mindful of the ultimate manifestation of any non-Harvard activities undertaken. Even if the work initially falls within the 20 percent rule or occurs during unpaid summer months, there may exist the possibility that a conflict of interest or of commitment may eventually arise. Faculty members are strongly encouraged to consult with the Office for Faculty Affairs in advance of any such situations developing.

² The 20 percent rule applies not only to faculty members, but to all academic appointees.

9. Faculty Retirements

How does one handle faculty retirements?

- There is no mandatory retirement age at American universities, including Harvard University. Department chairs can be helpful, however, in pointing colleagues towards those individuals who can assist faculty as they consider their options.
- Nina Zipser, Dean for Faculty Affairs and Planning, or Laura Fisher, Senior Associate Dean for Faculty Development, are available to faculty members who are considering retirement. They meet with these faculty members to answer questions and, as appropriate, draft retirement agreements. To set up a meeting with Nina or Laura, faculty members can contact Jerrine Milke (jmilke@g.harvard.edu, 617-495-0531). Nina is also available to department chairs who have questions or concerns related to faculty retirement. She can be reached at 617-496-2969 or zipser@g.harvard.edu.
- Vicki Donovan, Senior Benefits Consultant, is a good source of information on the benefits (e.g., medical insurance) for which faculty are eligible in retirement. Vicki can be reached at 617-495-4938 or victoria_donovan@harvard.edu.

10. Black-Bordered Cards and Memorial Minutes

How can one commemorate a faculty member who passes away?

The FAS has a policy of distributing black-bordered cards upon the death of an *emeritus* member of the Faculty or a professor, associate professor, or assistant professor who was on active duty. So that the cards can be distributed promptly, please inform the Office of the Secretary (secfas@fas.harvard.edu) as soon as you learn of the death of a present or former member of your department. Your message should include the full name and title of the deceased and the exact date of death.

As a courtesy to the family, you might also wish to inform the *Harvard Gazette* (617-495-1585) and the Benefits Office (617-496-4001). Families wishing to make arrangements with Memorial Church may do so by calling 617-496-3195.

Once a black-bordered card has been distributed, the Office of the Secretary contacts the chair of the relevant department to set up a committee of colleagues to write a Memorial Minute on the life and service of the deceased, to be presented at a meeting of the Faculty. Further information on Memorial Minutes can be found at <http://secfas.fas.harvard.edu/memorialminutes>.

Finances

Finances

Overview

Department chairs bear the ultimate responsibility for the safeguarding and sound management of their department's finances. A chair has three partners in this effort.

- 1) First, the **Department Administrator** is the primary financial resource within the department. He or she is involved in both the preparation and implementation of the budget and knows what income and expenses have been planned, as well as the correct procedures for requesting funding, reimbursing expenses, etc. *Chairs should stay in close communication with their administrators on all financial matters, especially before making funding commitments or setting other financial processes in motion.*
- 2) Second, your **Divisional Administrative Office** works closely with departments to help them develop financial strategies that maximize their resources and enable them to achieve their educational and research goals. Your department administrator is actively engaged with your divisional administrative dean throughout the year to help you monitor your annual expenses and to develop plans for future years. You may also work closely with your divisional dean on broad financial issues that impact your strategic planning.
- 3) Third, the **FAS Finance Office** works closely with your divisional office and department to support your financial needs. A financial analyst from the FAS Finance Office has been assigned to your department and division. Administrators from your department and division and the FAS Finance Office work as a collective team to ensure sound stewardship of fiscal resources. This team assists your department in developing an annual budget, identifying strategies for investing or conserving departmental funds, helping to interview staff candidates for positions that require financial expertise, dealing with any fiscal improprieties, and addressing a variety of other financial issues.

The FAS Finance Office welcomes regular communication with the departments and is eager to involve departments more fully in the setting of sound fiscal policies. Chairs and administrators should not hesitate to contact the Finance Office with any questions. A contact list follows on the next page.

For more information on FAS financial policies and procedures, please see <http://www.fas.harvard.edu/~finance/>.

What are some of a department chair's fiscal responsibilities?

- The chair must safeguard the department's financial assets and other resources and ensure that they are used in optimal ways that support the academic priorities of the department and the University.
- The chair works with the department administrator to develop an annual budget.

- The chair, with the support of the department administrator, ensures that the department operates within budgetary constraints each year.
- The chair ensures that gift and endowment funds are used appropriately, i.e., according to the terms of the gift or the endowment fund.
- The chair ensures that the department has a process for monitoring grant expenditures and regulatory compliance. In the event of a projected cost overrun, the chair is responsible for working with the principal investigator to develop a remediation plan.
- The chair sets the appropriate tone for the department to ensure that the department follows University policies and procedures and maintains proper internal controls.

What is the process for developing a departmental budget?

- The Finance Office and the divisions will work closely with chairs and department administrators as they prepare and submit their budgets, which will include all planned income and expense from both unrestricted (subvention) and restricted (endowments and gifts) sources.
- Despite an improving economy, higher education institutions continue to face significant fiscal challenges such as increased competition for funding from donors, uncertain federal funding environment due to sequestration, and pressure to keep education affordable to all students. We must continue to maintain the fiscal discipline that has served us well during the past few years, to sustain the important investments we are making into our academic enterprise as well as consider new initiatives.
- These challenges require a collaborative budget process between FAS Finance, divisional leadership, and departments.
- The divisions and the Finance Office will communicate budget guidelines, assumptions, and timelines with departments.

Contact List

When calling from outside Harvard, the extensions below beginning with “4” can be dialed in full as “617-384”; extensions beginning with “5” or “6” can be dialed in full as “617-495” or “617-496.”

FAS Finance

Jay Herlihy Associate Dean for Finance	4-7333	jherlihy@fas.harvard.edu
Susan Duda Assistant Dean for Budget and Financial Planning	6-2863	smduda@fas.harvard.edu
Nancy Guisinger Assistant Dean & Controller for Finance	5-0690	nancy_guisinger@harvard.edu
Bob Daley Manager of Payroll Services	5-7441	daley@fas.harvard.edu
Andry McFall Manager of Procurement Operations	6-4292	andry_mcfall@fas.harvard.edu
Tom Skerry Assistant Dean & Faculty Financial Administrator	5-0443	tskerry@harvard.edu
Shannon Ingraham Department Administrator	6-0455	shannon_ingraham@harvard.edu

Divisional Administrative Deans

Russ Porter Administrative Dean for Science	5-0904	russ_porter@harvard.edu
Heather McCormick (interim) Manager, Budget Operations	5-0970	hvmccorm@fas.harvard.edu
Beverly Beatty Administrative Dean for Social Science	4-7774	beverly_beatty@harvard.edu
Tracey-Ann Herbert Senior Financial Analyst for Social Science	6-4218	therbert@fas.harvard.edu
Mathilda van Es Associate Dean for Administration for Arts and Humanities	5-4093	vanes@fas.harvard.edu
Kathleen Daly Senior Financial Analyst	6-9023	kdaly@fas.harvard.edu

Sponsored Research

Sponsored Research

FAS faculty who conduct sponsored research require support and guidance to administer their projects in accordance with both the sponsors' terms and conditions and Harvard policies. Department chairs, area deans and directors, department administrators, laboratory directors, and departmental financial officers work with faculty to establish and manage sponsored projects.

What is the department chair's and area dean's role in sponsored research?

As part of his or her overall understanding of the department or area, the chair or area dean should be aware of proposals submitted by faculty for external funds and of grants or contracts that faculty are awarded.

The chair or area dean is responsible for approving faculty proposals for external funds. Although the review process may be, and often is, performed by department or area administrators, the ultimate responsibility remains with the chair. Proposals may contain commitments of the department's space, personnel, or financial resources that only the chair can approve. A proposal may also contain commitments of FAS resources that the chair must forward to the FAS divisional dean, the John A. Paulson Dean of SEAS (SEAS Dean) or the Edgerley Family Dean of the FAS (FAS Dean) for approval.

The chair and area dean also has a role in ensuring there is a process in place for monitoring projected and actual over-expenditures that may occur on externally sponsored projects, as department or area resources may be needed to cover the over-expenditures.

The chair and area dean play a key role in ensuring that faculty both understand the responsibilities that accompany sponsored funding and have the resources they need to manage their projects effectively and efficiently.

In addition to the chair, **FAS Research Administration Services (FAS RAS)** and Harvard's **Office for Sponsored Programs (OSP)** work with FAS and SEAS faculty and departments and areas in the pre-award, award management, and post-award stages.

Please note: Both FAS RAS and OSP require *five days prior to the sponsor submission deadline* to review and process faculty proposals. Chairs and area deans are encouraged to alert their faculty colleagues to this fact so they can plan accordingly to meet their external deadlines. The proposal submission policy can be found at (<http://osp.fad.harvard.edu/content/proposal-submission-deadlines>).

Where can one go for more information or assistance?

FAS RAS has created a comprehensive website (<http://www.fas.harvard.edu/~research/>) that contains information about identifying funding sources, preparing a research proposal, guiding it through the FAS, SEAS and Harvard University review and approval process, submitting the proposal to sponsors, and setting up, maintaining, and closing out an award.

The website also contains FAS (including SEAS) and Harvard University policies and guidelines related to research, training opportunities, approval forms, a directory of the FAS RAS team, and a more detailed list of whom to contact for further assistance. Patrick Fitzgerald (617-495-4083, pwf@fas.harvard.edu), Associate Dean for Research Administration, leads RAS.

The FAS RAS team is available to assist faculty with all aspects of sponsored project management and help departments and areas ensure that research projects are administered in a manner consistent with both the award terms and conditions and Harvard's policies.

Harvard's Office for Sponsored Programs website (<http://osp.fad.harvard.edu>) also provides extensive information about each stage of the sponsored research process.

A list of OSP contacts for each FAS department is available by following this link: <http://osp.fad.harvard.edu/content/contact-osp>. Sarah Axelrod (617-496-2513, sarah_axelrod@harvard.edu) leads the OSP.

Physical Resources and Planning

Physical Resources and Planning

What is the Office of Physical Resources and Planning?

The Office of Physical Resources and Planning operates and maintains FAS buildings, oversees space and campus planning, manages the design and construction of capital projects (projects over \$100,000), and, with the FAS Finance Office, prepares the FAS annual building operations and capital budget and long-range capital plans.

Who makes space decisions at the FAS?

Space decisions are made by the divisional deans, taking into account the needs and recommendations of each department. Space planning involves the collaboration of three parties:

- 1) The department, represented by the chair, assisted by the administrator or lab director
- 2) The divisional dean, assisted by the administrative dean
- 3) The Physical Resources and Planning team.

The Physical Resources and Planning team includes a senior planner for each of the three divisions (Arts & Humanities, Social Sciences, and Sciences) and for the College and GSAS. These planners are charged with both helping departments use space efficiently and equitably and finding solutions that span departmental space boundaries.

For major space allocations spanning multiple divisions within FAS, the Edgerley Family Dean of the FAS (FAS Dean) may elect to make the final decision.

How are departmental space needs met?

Early in the academic year, the parties described above meet to review the current space situation in each department and to create a plan to accommodate the department's needs. If the department plans to conduct a faculty search(es) or make any new faculty appointment in the upcoming year, the parties should address potential space needs for the appointment as part of this discussion, as such a plan is needed prior to search authorization. No action on a proposed appointment can be taken until this information is available to the FAS Dean.

Budgets for faculty projects are included in the annual FAS capital plan that is approved by the FAS Dean and the University Corporation.

How is space set up for a new faculty member?

When a new faculty member is appointed, a project manager from the Office of Physical Resources and Planning is assigned to oversee the new faculty member's space needs. When appropriate, the planner, project manager, faculty member, department chair or administrator, and architect meet to discuss the faculty member's requirements. Physical Resources and Planning is responsible for architect and contractor selection and makes every effort to secure the

services of firms who understand the particular programs and buildings of the department. The department administrator often follows through on the process, keeping in touch with the project manager and faculty member as the design and construction or space fit-out proceeds.

For more information about departmental space issues, please contact:

Mike Lichten, Associate Dean of Physical Resources and Planning,
mlichten@fas.harvard.edu.

For space planning, please contact:

Celia Kent, Director of Planning and Senior Planner for Social Science,
celia_kent@harvard.edu

Sharalee Field, Senior Planner for Science, sharalee_field@harvard.edu

Maryellen Fitzgibbon, Senior Planner for Arts and Humanities,
mfitzgib@fas.harvard.edu

Cara Noferi, Spatial Database Planner, cnoferi@fas.harvard.edu

For project design and construction, please contact:

Petrina Garbarini, Director of Capital Projects, pgarbar@fas.harvard.edu

Whom do I contact if something in the department needs repair?

Every FAS building has a building manager who can be contacted if something in the building needs repair or if there are problems with building systems or services. The department administrator or lab director often works closely with both Physical Resources and the building manager; they can contact the appropriate person to help solve the problem. To identify your building manager, please contact the Office of Physical Resources and Planning, at 617-495-3678. If you have difficulty resolving a building issue, please contact Zak Gingo, Senior Director of Facilities Operations, at zgingo@fas.harvard.edu.

For urgent building-related problems needing immediate response, please call the Harvard Control Center at 617-495-5560. In case of emergency, please follow emergency procedures by calling 911.

Human Resources

Human Resources

Who is FAS Human Resources (FAS HR) and how can they help?

FAS HR provides advice and coaching regarding compensation (e.g., job classification, salary setting), performance management, talent management, and organizational development. Faculty chairs should contact their HR consultant before hiring, disciplining, or terminating an employee in their department.

Departments should also contact their HR consultant to discuss staff changes and requirements for additional staff. FAS HR reviews requests for regular, benefits-eligible staff through a **position management process** that includes FAS Finance, the administrative deans, and others depending on the request. Requests for new or incremental FTEs will require approval by the appropriate FAS dean.

What is the role of the HR Consultant?

HR Consultants partner with managers and staff to address all types of workplace matters, providing guidance, advice, and answers informed by a deep understanding of FAS managers' and staffs' particular business needs and challenges. He or she is available for guidance and coaching on matters such as employee relations issues, recruitment, organizational development, new employee on-boarding, compensation, retention, and career development. He or she may also provide referrals to existing resources within the FAS or across all of Harvard.

How does a department hire new staff?

To create a new position or to fill an FAS staff vacancy, departments should first contact their HR consultant to discuss the needs of the department and the approvals that are required. FAS HR reviews requests for regular, benefits-eligible staff after consulting with the appropriate administrative dean, the FAS Finance Office, and the Office of the Dean for Administration and Finance.

In most cases, newly approved positions will also go through the classification process (see below). Once the department, often with the assistance of its HR consultant, creates a final job description, FAS HR will assist the department in posting the position.

Upon request, FAS HR can help with various elements of the hiring process, including candidate searches, advertising, reference checking, and background screening. FAS HR sends out all offer letters. Please note that hiring independent contractors and/or any employees that do most of their work outside Massachusetts presents special issues that should be discussed in advance with the department's HR consultant.

For extensive information and resources to assist you with staff hiring, please visit the Staff Hiring Toolkit: <http://hr.fas.harvard.edu/staffhiringtoolkit>

Why is pre-employment background screening important?

To enhance the safety of and reduce the risk to the Harvard community, the University has implemented a uniform hiring and screening process for all newly hired staff and internal transfers into exempt and non-bargaining-unit administrative professional support positions. At a minimum, all new hires' identification will be verified; some positions will require additional screening. An offer letter may not be completed until the applicable pre-employment screen(s) have been conducted and FAS HR has determined that all required screens are satisfactory. Departments should direct any questions regarding pre-employment screening to FAS HR. (recruitment@fas.harvard.edu)

What is job classification and reclassification?

- **Job Classification** refers to an evaluative process of assigning the most appropriate job code and corresponding grade level to a position. Positions are classified based on how they fit into the established University-wide classification system and the FAS organizational structure. This determination is based on a review of the position's duties and responsibilities and takes into consideration the scope and breadth of the position, impact to the organization, essential functions of the position, level of difficulty/complexity of work, scope and complexity of budgetary/financial responsibilities (if appropriate), level of decision making, independence of action, and management responsibilities (if any).
- **Reclassification** is a change in the job code of an existing position.

Reclassifications should be considered when:

- More than one third of the job responsibilities have significantly increased in scope and impact.
- The employee has successfully carried out the new responsibilities for six months or more.

Reclassification is not an appropriate vehicle to:

- Retain a high-performing employee.
- Recognize stellar performance, if the role itself has not grown significantly.
- Reward longevity (an employee who has been in her or his role for an extended period).

While new responsibilities added to a position allow employees to naturally grow and develop in their careers, they do not necessarily mean that the scope and responsibilities of the position have substantially increased.

For a high potential employee who is ready for her/his next step, it may be elsewhere in FAS or Harvard, as opposed to reclassifying the position when the business needs do not support the expansion.

All FAS requests that will potentially increase people-related costs will be submitted to the **position management review** process described above.

All proposals for classification and reclassification are reviewed by the FAS Classification Committee in FAS HR.

For additional information and tools on the FAS Classification process, please contact your HR consultant: <http://hr.fas.harvard.edu/people-taxonomy/consultants>.

How is staff compensation determined?

FAS HR makes its best effort to maintain a fair and equitable compensation program across the FAS. Within limits, compensation decisions are made by managers, with guidance provided by FAS HR and Finance.

- **Salary offers, promotional increases, and equity reviews:** Departments making a salary offer as part of the hiring process or making compensation adjustments regarding a staff position that has been reclassified should consult their HR consultant in advance, who can provide salary analysis and recommendations. These recommendations are based on analyses of salaries of Harvard staff doing comparable work across the University.

Additionally, if a department chair feels there are current inequities in the staff salary structure, he or she may request an equity review of the staff salaries in his/her department from the HR consultant. Salary adjustments should be planned for and requested during the annual budget process. Your HR consultant and department administrator can help prepare any data points that would be helpful for you prior to the start of the academic planning process.

- **Annual salary program:** The Associate Dean for Human Resources will distribute salary planning information (general guidelines and a memo regarding administrative matters) to the department chairs and department administrators outlining that year's Annual Salary Program.

The chair, often in consultation with the department administrator, will determine how a department's increase dollars will be allocated among the staff. Managers are encouraged to differentiate the increases they give to staff based on the strength of their performance, if possible.

The Annual Salary Program varies from year to year, depending on available funding and market conditions. In some years, each eligible department will have the discretion to provide performance bonuses to their staff within a prescribed budgetary limit. Performance bonuses and larger increases to base pay should be reserved only for the highest performers for achieving excellence in exceeding the goals and mission of the department.

FAS HR consultants are available to work with department chairs when planning how to best use any funds available for variable pay awards.

- **HUCTW salary increases:** The annual increases for members of the HUCTW bargaining unit are calculated centrally based on the terms of the current HUCTW contract. If you have

concerns with an HUCTW member's performance, please contact your FAS HR consultant as soon as possible.

What are some important aspects of positive employee relations?

- **Management of staff:** Most chairs directly manage some staff, including the senior department administrator and their own support staff. Managing staff requires orienting staff to their positions, setting performance goals and expectations, being available to identify and reshape priorities, managing performance, advising on development, conducting performance reviews, and resolving issues as they arise. For further guidance on staff management, chairs should contact their HR consultant.
- **Performance management:** Michael D. Smith, the Edgerley Family Dean of the FAS (FAS Dean), has said, *“When our staff members have a clear understanding of what is expected of them, what they are doing well and where they need to develop, they are more engaged in their work. This in turn increases our effectiveness and makes the FAS a stronger institution.”*

Performance management is a collaborative process that supports a positive working relationship between managers and staff. All FAS staff should have the benefit of an annual performance conversation, conducted in Q4 of the fiscal year. In addition to the performance conversation, the review process should include a self-assessment by the staff member and a written evaluation by the manager.

FAS HR strongly encourages managers, including faculty managers, to meet with staff at the beginning of the fiscal year to agree on goals and to communicate clear expectations for performance. Managers should have regular meetings with staff to discuss whether they are meeting their performance goals and expectations.

For more information on the Performance Management tools and resources available at the FAS, please see <http://hr.fas.harvard.edu/eperformance>.

- **Problem solving:** While the general principles of problem solving are the same for both professional and support staff, procedures may differ slightly. In all cases, the goal is the resolution of the identified issue to the benefit of the workplace and retention of staff.

In some instances, problem solving may be a prelude to discipline and/or termination. *The department's HR consultant should be involved in all such processes.*

When problem solving involves staff who are members of the HUCTW or any other bargaining unit, these processes are governed by contract-determined procedures.

Chairs should contact their HR consultant with any questions about problem solving.

- **Staff development:**

- **Getting Started:** All employees new to FAS should attend Getting Started, an FAS specific orientation program designed to complement Harvard's University-wide orientation program. Getting Started educates new staff about the unique aspects of working in FAS. Employees can sign up for a session on the FAS HR website. <http://hr.fas.harvard.edu/gettingstarted>
- **Managers' Essentials:** The five-session professional development program, "Managers' Essentials," was designed as a complement to CWD's Universal Manager Training (UMT) specifically for managers who are new to managing at the FAS or have new management responsibilities. Through this program, managers develop the skills and capabilities needed to be effective in their leadership roles. The program focuses on building collaborative relationships, developing effective communication skills, enhancing the skills and abilities of direct reports, motivating and engaging staff members, and problem solving. <http://hr.fas.harvard.edu/managersessentials>
- **Learning for Success:** Open to all staff, this is a series of lunchtime training sessions or panel discussions on a wide range of topics that provide FAS staff with useful information and resources. <http://hr.fas.harvard.edu/learning-for-success>
- **FAS Staff Mentoring Program:** The mentoring program is for top-performing FAS staff members who are interested in developing their career at Harvard and willing to invest time and energy into their professional development. <http://hr.fas.harvard.edu/pages/fas-mentoring-program>
- **CareerPlus:** FAS CareerPlus provides one-on-one professional development and emerging leadership coaching for a limited number of strong-performing FAS staff members per year (exempt staff, job levels 56-58). <http://hr.fas.harvard.edu/pages/careerplus-program-0>
- **Center for Workplace Development (CWD):** The University's Center for Workplace Development offers FAS staff high-quality, low-cost classroom instruction and online learning tools for management, career, and skill development.
 - *Universal Manager Training (UMT):* Focuses on equipping all Harvard managers with the core knowledge and skills required to successfully manage and foster an environment that engages employees and enables them to perform at their best. UMT is a blended training program with content delivered via a combination of in-class and online formats.
 - *CWD Leadership Courses:* Through assessment tools, group exercises and case studies, participants will develop leadership skills, gain a full understanding of their strengths and development needs and learn to influence and improve the performance of others. Program lengths vary from one day a week for three weeks to monthly meetings throughout the academic year.
 - For more information on CWD offerings and registration information, please see <http://hr.harvard.edu/training-courses>.

How does a department handle staff benefits?

Benefits at the University are one of the few areas where central HR (HHR) is the sole provider of information. While a department's HR consultant can provide guidance on benefits generally

and can help employees access their benefits, FAS HR strongly recommends that the department administrator work directly with the Benefits Services Group on any questions related to University benefits.

For more information, please see <http://hr.harvard.edu/totalrewards>

Where can a department find more information about staff-related University policies?

For information about University-wide policies for staff and the rights and responsibilities of all members of the University, please refer to the following links:

FAS Human Resources

<http://www.hr.fas.harvard.edu/policies>

University Office of Human Resources

<http://hr.harvard.edu/home>

Harvard University Personnel Manual for Administrative/Professional Staff and Non-Bargaining Unit Support Staff

<http://hr.harvard.edu/staff-personnel-manual>

Harvard Union of Clerical and Technical Workers (HUCTW)

April 3, 2013 – September 30, 2015 Agreement

<https://hr.harvard.edu/files/humanresources/files/huctw-agreement.pdf>

April 3, 2013 – September 30, 2015 Personnel Manual

<https://hr.harvard.edu/files/humanresources/files/huctw-manual.pdf?m=1424795814>

Discrimination

<http://hr.harvard.edu/staff-personnel-manual/general-employment-policies/discrimination-policy-and-review-procedure>

Environmental Health & Safety

<http://www.uos.harvard.edu/ehs/>

Policy for the Safety and Protection of Minors

This University-wide policy includes guidelines for interactions with minors; the requirement to report any instance of suspected abuse or neglect of a minor; education for those who interact with minors and those who oversee programs for minors; and background screening for those in certain positions of responsibility for minors in University programs.

<http://youthprotection.harvard.edu/policy>

Sexual & Gender-Based Harassment Policy/Resources (Title IX)

Harvard University Sexual and Gender-Based Harassment Policy

<http://titleix.harvard.edu/policy>

FAS Specific Policy/Resources

<http://www.fas.harvard.edu/sexual-gender-based-harassment-policyresources>

Affirmative Action Plan

For Minorities and Females

http://diversity.harvard.edu/files/diversity/files/harvard_university_-_2016_aap_narrative_-_minority_female_0.pdf?m=1459790643

For Individuals with Disabilities and Protected Veterans

http://diversity.harvard.edu/files/diversity/files/harvard_university_-_2016_aap_narrative_-_veteran_disabled_0.pdf?m=1459790814

Other University-Wide Policies and Guidelines at Harvard

<http://provost.harvard.edu/pages/policies>

Center establishment and principles governing commercial activities

<http://provost.harvard.edu/principles-and-guidelines-establishment-centers>

Digital Millennium Copyright Act (DMCA)

Copyright Policy

<http://dmca.harvard.edu/pages/copyright-policy>

Policy on Access to Electronic Information

http://hwpi.harvard.edu/files/provost/files/policy_on_access_to_electronic_information.pdf

Information Technology

Information Technology

Harvard University Information Technology (HUIT) provides the following services and support to FAS faculty and staff. For more information, please contact ithelp@harvard.edu (email), <http://huit.harvard.edu> (web), or 617-495-7777.

Emergency Notification

The MessageMe system lets Harvard contact you quickly in the event of an emergency. Register to receive voice, text, or email alerts at <http://messageme.harvard.edu>.

Directory Listing

To view your on-line directory listing, visit <https://www.directory.harvard.edu/phonebook>. To update your listing, please contact ithelp@harvard.edu (email) or 617-495-7777.

Email and Calendaring

Your FAS account allows you to log in to your office computer, email, and departmental file shares. To manage your account, visit <http://accounts.fas.harvard.edu>. To access your email and calendar, choose either:

- 1) MS Outlook on your computer
- 2) Outlook Web Access (OWA): <http://mso.harvard.edu> (Click on the O365 Outlook Web App link and enter your FAS email address and password)

Academic Technology

The Academic Technology group offers consulting and assistance in the following areas:

- Help setting up course web pages, including support for the Canvas learning management system
- Consulting on innovative uses of technology for teaching and learning, using online and mobile technologies
- Developing interactive software
- Connecting faculty and staff to the right people to answer questions and provide support for a variety of technology-related teaching topics.

Please contact atg@fas.harvard.edu (email), <http://atg.fas.harvard.edu> (web), or 617-495-7777.

Instructional Media Services

- Multimedia support for classes and events is available at <http://ims.fas.harvard.edu>, or 617-495-9460.

- For media production services, including an audio and video recording studio, contact ims_mpc@fas.harvard.edu or 617-495-9440

Research Computing Support

Research Computing in the FAS is provided through divisional support in the Arts and Humanities, Sciences, and Social Sciences.

- **Arts and Humanities:**
Provides assistance and consultation on tools and techniques for research computing in the Arts and Humanities. Contact artshumrc@fas.harvard.edu.
- **Sciences:**
FAS Research Computing provides researchers access to large-scale high performance computing and support. Users have access to more than 60,000 CPUs, 35 petabytes of storage on the Odyssey cluster, and over 1,000 pre-installed software packages. For more information visit <https://rc.fas.harvard.edu> or contact rchelp@fas.harvard.edu
- **Social Sciences:**
The Institute for Quantitative Social Science provides researchers access to cluster computing, software, and tools for storing data and running complex analyses. Visit <http://www.iq.harvard.edu>, contact help@iq.harvard.edu, or call 617-496-2450.

Additional Technology Resources

Computers and Software

- Computer ordering, setup, and recycling: ithelp@harvard.edu, or 617-495-7777
- Licensed software: <https://downloads.fas.harvard.edu>
- Personal and other department hardware and software purchases: www.computers.harvard.edu

Conferencing and Connectivity

- Conference calling: 617-495-4900
- Video conferencing (Instructional Media Services): <http://ims.fas.harvard.edu/videoconferencing>, or 617-495-9460

Departmental Resources

- File shares (network drives): 617-495-7777
- Mailing lists (listservs): 617-495-7777

Information Security

- The University Information Security program aspires to make everyone at Harvard a good steward of the institution's information, including information entrusted to us by others. Visit <http://security.harvard.edu> for additional details.
- Information on reporting IT security incidents: <http://security.harvard.edu/pages/reporting-incident>

- Secure, large file transfer (Accellion): fta.fas.harvard.edu
- Secure remote access (VPN): vpn.fas.harvard.edu

Web Resources

- Survey tools: surveytools.harvard.edu
- Website consulting/building (Harvard Web Publishing): <http://hwp.harvard.edu>

The Library

Harvard Library

The Harvard Library's mission is to advance scholarship and teaching by committing itself to the creation, application, preservation and dissemination of knowledge. Library staff members support faculty in their research and teaching through a range of programs and services, to place Harvard's world-class collections of the libraries in the center of the research endeavors.

The following is an overview of library resources. More detailed information can be found on our Ask a Librarian page at <http://asklib.hcl.harvard.edu/>. Please contact Anu Vedantham (vedantham@harvard.edu, 617-998-5172) with questions.

Library Liaisons

Each department has a liaison, listed at <http://hcl.harvard.edu/research/contacts/>. Liaisons will:

- Meet with faculty and teaching fellows to discuss course support, including designing assignments to build student's research skills
- Work with faculty members to design and conduct active learning sessions in a library collaborative learning space
- Provide one-on-one consultation for student papers, project, thesis and dissertation work
- Develop course-based research guides, and content for Canvas sites
- Provide general reference services to the department
- Introduce new faculty and graduate students to library services and collections.

Support for Teaching

Primary Sources and Library Spaces

Harvard Library's collections and library facilities are unparalleled. Integration of primary sources can help students understand the historical context for your course. Library collaboration spaces can help create conversations and interactions to facilitate active learning.

Course-Integrated Research Instruction

Librarians can design in-class research learning opportunities, tailored to course learning goals. We integrate materials from library collections into course activities. We can provide instruction in your classroom, or bring your students to a library space. We provide customized instruction on a variety of topics including:

1. Introduction to research methods
2. Demonstrations of specific databases and citation tools
3. Strategies for critical assessment of sources

4. A curated collection of materials designed for the course

Course Materials and Reserves

Harvard Library provides course reserves for hundreds of courses each year. We process faculty requests, and help to identify, locate, scan, purchase and borrow materials. When possible, readings are linked online from within Canvas. Please place your requests through the Reserves Tool in Canvas or by contacting us at reserves@fas.harvard.edu. Print reserves are maintained at the following library locations: Cabot, Fine Arts, Harvard-Yenching, Lamont, Loeb Music, and Tozzer. For more information, see “Course Reserves Service for Faculty and Instructors” at <http://hcl.harvard.edu/info/reserves/>.

E-Resources for Canvas Course Sites

Librarians can help instructors identify and locate e-resources and link them from course web pages, giving students direct access to online readings. This may help reduce the size and cost of printed course packs. Contact the department’s Library Liaison for assistance.

Multimedia Resources and Training

Training and support for multimedia assignments is available at the Lamont Media Lab and the Cabot Science Library. Equipment loans (cameras, microphones, etc.) are available at several library locations. Accessible 24/5, the media facilities include trained staff to help you integrate media in all formats into projects and assignments.

- The Lamont Media Lab is jointly managed by Harvard Library and Academic Technologies for FAS. Faculty can contact Kevin Guiney (guiney@fas.harvard.edu, 617-495-1059); students can contact Paul Worster (worster@fas.harvard.edu, 617-495-8730).
- The Cabot Science Library includes two video studios. Please contact the Access Services Desk (cabcirc@fas.harvard.edu, 617-495-5355).

HarvardX

The library supports HarvardX in many ways. Librarians are available to provide copyright review of course materials, assist in identifying materials from Harvard’s unique library collections, classify and preserve digital course assets, locate open access resources, and develop research modules on various subjects to develop student research skills. Please contact Ramona Islam (rlislam@fas.harvard.edu, 617-384-5848).

Purchase of New Materials

Harvard Library’s collections support scholarship and teaching broadly. We are available to discuss information needs and potential acquisitions. Our contact list is at http://www.hcl.harvard.edu/collections/collection_dev_librarians.cfm.

You can submit purchase requests at <https://hcl.harvard.edu:8001/forms/requests/purchase.cfm>.

Research Data Management Services

Harvard Library offers multi-disciplinary support and services spanning the research data lifecycle and guided by the FAIR principles for the management and stewardship of data: Findable, Accessible, Interoperable, and Reusable (Nature Scientific Data. 2016; doi:10.1038/sdata.2016.18). Details are at <http://guides.library.harvard.edu/dmp>

We can help researchers manage their data using Harvard's Data Management Planning (DMP) Tool. We can help identify existing Harvard data resources and acquire licensed data. We can help you curate their data in alignment with FAIR and connect you with computing, data storage, preservation, and disposal resources. We provide instruction on the research data lifecycle.

Research data service needs vary by discipline. We partner actively with Harvard University Information Technology (HUIT), Harvard University Arts & Humanities Research Computing (DARTH), Faculty of Arts and Sciences Research Computing (FASRC), and the Harvard Institute for Quantitative Social Science (IQSS & Dataverse) to help meet campus data management needs.

Harvard Library's work on research data management is distributed across several units. Please contact Ceilyn Boyd (ceilyn_boyd@harvard.edu, 617-496-0955).

Teaching Resources

Teaching Resources

What teaching resources are available to faculty?

In addition to the teaching resources listed in the “Library” section of this guide, selected resources are listed below.

Information for Faculty Offering Instruction in Arts and Sciences

This handbook (<http://infoforfaculty.fas.harvard.edu>) lists resources for teachers (below):

Assistive Technology Center (formerly Adaptive Technology Lab)

Science Center Room B06j

617-496-8800

atc@fas.harvard.edu

<http://atc.fas.harvard.edu/>

Advising Programs Office

Smith Campus Center, Fourth Floor

617-496-0218

advising@fas.harvard.edu

<http://apo.fas.harvard.edu>

Bok Center for Teaching and Learning

Science Center, Room 316A

617-495-4869

bokcenter@fas.harvard.edu

<http://www.bokcenter.harvard.edu>

Bureau of Study Counsel

5 Linden Street

617-495-2581

bsc@harvard.edu

<http://bsc.harvard.edu>

Harvard College Library Teaching and Curricular Services

Widener Library

617-495-2401

http://hcl.harvard.edu/research/for_instructors/

Harvard University Information Technology (HUIT)

617-495-7777

ithelp@harvard.edu

<http://huit.harvard.edu/>

Humanities Faculty Services

Barker Center, Room 058-059, 617-495-0340
Boylston Hall Mezzanine 617-495-0510
hfs@fas.harvard.edu
<http://www.fas.harvard.edu/~hfs>

Instructional Media Services

<http://ims.fas.harvard.edu/>

Media and Technology Services (MTS) Division

Main Office, Science Center B-02, 617-495-9460
Provides classroom technology support for all FAS locations except Sever Hall, CGIS, Northwest Building, and the Science Center. Email requests to mts@fas.harvard.edu.

CGIS Office, CGIS South Building S053, 617-495-9807
Supports classes and events in CGIS.
Email requests to mtscgis@fas.harvard.edu.

Sever Hall Office, Sever Hall 301, 617-495-9470
Supports classes and events in Sever Hall.
Email requests to sevmedia@fas.harvard.edu.

Northwest Building Office, Northwest Building B-111, 617-495-5775
Supports classes and events in the Northwest Building.
Email requests to nwmedia@fas.harvard.edu.

Prep Room, Science Center B-00, 617-495-5357
Supports classes and events in the Science Center.
Email requests to prep@fas.harvard.edu.

Media Production Center (MPC) Division

Main Office, Lower Level Rosovsky Hall, 59 Plympton Street, 617-495-9440
Provides audio and video production support for FAS faculty and departments
Email requests to ims_mpc@fas.harvard.edu

The Rita E. and Gustave M. Hauser Digital Teaching and Learning Studio
Widener Library G90, 617-495-3979
hauserdigitalstudio@harvard.edu
<http://hauserdigitalstudio.harvard.edu/>

Language Resource Center

Lamont Library, 4th floor
617-495-9448
lrc@fas.harvard.edu
<http://lrc.fas.harvard.edu/>

Office of Career Services

54 Dunster Street

617-495-2595

www.ocs.fas.harvard.edu

Office of International Education

77 Dunster Street

617-496-2722

oi@fas.harvard.edu

<http://oi.fas.harvard.edu/home>

Office of Undergraduate Research and Fellowships

77 Dunster Street, 2nd floor

617-495-5095

<http://uraf.harvard.edu>

Piano Technical Services

Vanserg Hall (25 Francis Avenue), Piano Shop

617-495-2981

pts@fas.harvard.edu

<http://pts.fas.harvard.edu/>

Writing Center

Barker Center, Ground Floor

617-495-1655

<http://writingcenter.fas.harvard.edu/>

Sexual and Gender-Based Harassment and Unprofessional Conduct

Sexual and Gender-Based Harassment and Unprofessional Conduct

The Faculty of Arts and Sciences has clear guidelines and procedures for dealing with questions or concerns about sexual and gender-based harassment and unprofessional conduct. It has also identified designated officers to serve as key contacts for undergraduate students, graduate students, faculty, and staff members.

Overview of FAS Policy on Sexual and Gender-Based Harassment:

The Faculty of Arts and Sciences (FAS) prohibit sexual and gender-based harassment as part of its commitment to maintaining a safe, healthy, and equitable educational and work environment. The FAS Policy fully incorporates the University Sexual and Gender-Based Harassment Policy. The FAS policy also contains additional provisions that prohibit certain relationships between individuals of different university status and defines categories of sexual misconduct in student organizations and off-campus, even when the conduct may not affect someone in the Harvard community.

Harvard University's Sexual and Gender-Based Harassment Policy:

The University Policy places sexual assault within a wider spectrum of sexual harassment. It also prohibits harassment based on sexual orientation or gender identity. Sexual harassment is defined as “unwelcome conduct of a sexual nature” when either:

- submission to or rejection of such conduct is made a condition of an individual's employment or academic standing or is used as the basis for academic decisions (“quid pro quo” harassment); *or*
- such conduct is sufficiently severe, persistent, or pervasive that it interferes with or limits a person's ability to participate in or benefit from the University's education or work programs or activities (“hostile environment” harassment).

When is conduct considered unwelcome? Conduct is unwelcome if:

- the conduct was not requested or invited, *and*
- the unrequested or uninvited conduct was undesirable or offensive.

The University Policy makes the following important points about unwelcome conduct:

- If a person welcomes some sexual contact, it does not necessarily mean that person welcomes other sexual contact. Similarly, if someone willingly participates in conduct on one occasion, it does not necessarily mean that the same conduct is welcome on subsequent occasions.
- When a person is so impaired or incapacitated as to be incapable of requesting or inviting the conduct, conduct of a sexual nature is deemed unwelcome, provided that the

accused party knew or reasonably should have known of the person's impairment or incapacity.

Interim measures:

- Interim measures designed to support and protect individuals or the University community may be considered or implemented at any time, including during a request for information or advice, informal resolution, or a formal complaint proceeding.

Confidentiality and the role of Title IX Coordinators:

- The University Policy outlines the need for university officers to notify a Title IX Coordinator if they are informed of an instance of possible sexual or gender-based harassment. The reason for this notification is to help the University identify any concerns and work to address them. Such notification will allow any person affected to be supported by the School, and will allow School and University officials to consider whether there are broader issues for the community that need to be addressed.

FAS Policy on Other Sexual and Gender-Based Misconduct:

- The FAS may ask ODR to investigate allegations of sexual and gender-based misconduct directed at people outside our community even if the conduct occurs off-campus and as a consequence falls outside of the jurisdiction of the University policy.
- The FAS includes student organizations in its prohibition of quid pro quo sexual harassment. The FAS prohibits unwelcome conduct of a sexual nature when submission to or rejection of such conduct is made either explicitly or implicitly a condition of an individual's acceptance into or standing within a student organization or club.

FAS Policy on Relationships between People of Different University Status:

- The FAS policy prohibits romantic or sexual relationships between its faculty and any undergraduate student at Harvard College, regardless of whether the instructor is currently supervising or teaching that student. FAS Policy also prohibits romantic or sexual relationships between faculty and graduate students or DCE students whom the faculty member is teaching or supervising.
- The FAS policy does not expressly forbid other kinds of romantic or sexual relationships, but it warns against the possibility of complications in relationships between people of different university status. The policy states that it is the person in a position of greater authority who will be held responsible for problems that emerge from such relationships.

University Resources – different resources offer different levels of confidentiality:

1. Title IX Officer, ODR, and Title IX Coordinators:

The University-wide Acting Title IX Officer (william_mccants@harvard.edu, (617-495-1128), the Office for Sexual and Gender-Based Dispute Resolution (“ODR,” at 617-495-3786 or odr@harvard.edu) and FAS Title IX coordinators (for a list see <http://diversity.harvard.edu/title-ix-coordinators-school>) are all available to discuss options, support services, interim measures and how to file a complaint.

The Title IX Coordinators for FAS faculty and researchers are:

Seth Avakian

Program Officer for Title IX and Professional Conduct
avakian@fas.harvard.edu
617-495-9583

Johannah Park

Appointments Administrator and Sexual Harassment Officer
jkpark@fas.harvard.edu
617-495-9892

Kwok Yu

Associate Dean for Faculty Affairs (FAS)
kwok_yu@harvard.edu
617-495-7483

The Title IX Officer and the Title IX Coordinators will handle information with utmost sensitivity, maintaining as much privacy as possible, but they may need to share information with those who have a need to know, for example when there is an ongoing risk of a hostile environment to the individual or other members of the community.

2. Confidential Resources: Harvard offers resources for confidential conversations, within certain limits proscribed by law.

- a) The Office of Sexual Assault Prevention and Response (OSAPR). OSAPR offers confidential counseling and support for anyone who has experienced sexual harassment, including sexual assault, and will not share the information provided with others at the University without permission. OSAPR can provide more information about the services its counselors offer and how it maintains confidentiality. 24-hour response hotline: 617- 495-9100
- b) University Mental Health Services. Provides confidential counseling services and referrals to students who have paid the student health fee: 617-495-2042.
- c) Harvard Chaplains – Provides confidential counseling for a variety of faiths: 617-495-5529.
- d) Response (peer counseling for Harvard College students): 617-495-9600.

3. *HUPD* - Call the HUPD at 617-495-1212 or 617-432-1212 (Longwood Campus) to report an incident of sexual assault. HUPD can provide information about how it handles information.

Department chairs should not hesitate to contact any of the Title IX Coordinators listed above about situations that may potentially involve sexual and gender-based harassment or unprofessional conduct. It is strongly recommended that department chairs involve the relevant officer at the earliest opportunity. There is no need to attempt to handle these difficult and complicated issues alone.

Individual members of the FAS community are also welcome to contact the officers directly.

To read more about FAS guidelines, officers and related resources, and procedures for resolving sexual and gender-based harassment and unprofessional conduct problems, please see: <http://www.fas.harvard.edu/sexual-gender-based-harassment-policyresources>.

Additional information about professional conduct for FAS instructors is provided in *Information for Faculty Offering Instruction in Arts and Sciences* (<http://infoforfaculty.fas.harvard.edu>), under “Responsibilities of Instructors”.

FAS Faculty members (“Faculty” or “Faculty Members”) hold positions of authority and trust at FAS. As such, they have an obligation to uphold the highest standards of professionalism and integrity in their interactions with all members of the FAS community, including faculty colleagues, students, persons holding research appointments (e.g., postdoctoral fellows), and staff members. In keeping with this role:

- a. Faculty should treat members of the FAS community with respect and collegiality.
- b. Faculty members should not use their positions to obtain uncompensated labor from any member of the community under their supervision. This includes, but is not limited to, requiring staff under their direction to perform services or duties unrelated to or outside their professional/job responsibilities.
- c. Faculty members must uphold confidentiality in matters pertaining to employee files, records, or activities, which could reasonably be considered confidential. This could include employment information or employee records.
- d. Faculty must comply with all applicable laws, rules, regulations, and professional standards including FAS policies and practices; this includes, but is not limited to, policies regarding discrimination and sexual and gender-based harassment.

Non-compliance with these guidelines will be communicated to the Edgerley Family Dean of the FAS (FAS Dean) and could result in varying sanctions.

Note: Members of the Harvard community who interact with minors (i.e., individuals under the age of 18) in any official capacity are expected to foster and maintain an appropriate and secure environment for minors. Please see Harvard University’s “Policy for the Safety and Protection of Minors” (<http://youthprotection.harvard.edu/policy>) for more information.

Useful Documents

Useful Documents

Information for Faculty Offering Instruction in Arts and Sciences
<http://infoforfaculty.fas.harvard.edu>

FAS Courses of Instruction
<https://courses.harvard.edu/index.html>

FAS Appointment and Promotion Handbook
<http://academic-appointments.fas.harvard.edu/>

FAS Tenure-Track Handbook
https://facultyresources.fas.harvard.edu/files/facultyresources/files/final_2017-2018_tenuretrackhbkb_for_website.pdf

Guide to Faculty Mentoring in the Faculty of Arts and Sciences
<http://facultyresources.fas.harvard.edu/mentoring-professional-development>

Harvard College Handbook for Students
<http://handbook.fas.harvard.edu/book/welcome>

Graduate School of Arts and Sciences Handbook
<http://handbook.gsas.harvard.edu/gsas-handbook>

Handbook for Directors of Graduate Studies
<https://gsas.harvard.edu/directors-graduate-studies>

FAS Faculty Research Policies
<http://research.fas.harvard.edu/policies/faculty-research>