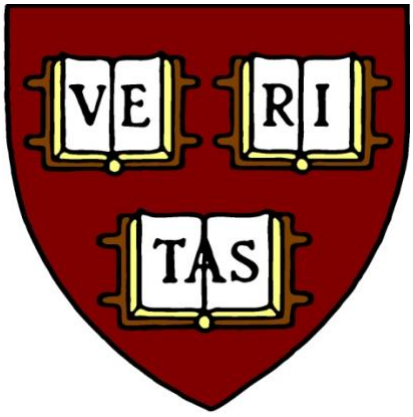
Information for Department Chairs in the Faculty of Arts and Sciences



Harvard University

2026-2027

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Introduction

This guide is designed to help department chairs[1] 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
- With the Department Administrator, provide financial oversight, which includes managing the departmental budget and the use of other resources
- With the Departmental Administrator, supervise administrative staff and oversee their annual reviews
- Ensure mentoring of tenure-track faculty
- 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.

[1] Throughout *Information for Department Chairs in the Faculty of Arts and Sciences*, the term "department chair" also refers to area chairs at the Harvard John A. Paulson School of Engineering and Applied Sciences (SEAS), the term "division" also refers to SEAS, and the term "divisional dean" also refers to the Dean of SEAS.

Note:

Department Chairs may be responsible for responding to Harvard Graduate Student Union grievances. A grievance is any dispute concerning the interpretation, the application, or claimed violation(s) of a specific provision(s) of the collective bargaining agreement. If a union grievance is filed with a department chair, the chair (or their designee) must meet with the grievant(s) and the Union representative within five business days in an effort to resolve the grievance and then has five business days to provide a written response. It is strongly suggested that department chairs contact the Office of Labor and Employee Relations (OLER) for guidance as soon as they receive a grievance from the union. OLER may act as the chair's designee.

To minimize the likelihood of a grievance, department chairs should remind faculty to become familiar with the union agreement (link above) and view a new 25-minute module on the Harvard Training Portal, entitled *An Introduction to the Harvard Graduate Student Union-UAW Contract (University-Wide, Harvard Faculty)*. The union agreement and the module cover many aspects of student worker employment, including discipline. For example, the module will explain Article 19 of the union agreement, which requires unionized student workers receive certain due process protections during an investigation and before any discipline is issued.

Questions about this role and about the union collective bargaining agreement should be directed to the Office of Labor and Employee Relations.

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. Early 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 advisors 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. With respect to undergraduate students, the department is responsible for (1) concentration and secondary field management, and student advising; (2) teaching; and (3) the administration of the undergraduate program.

Concentrations and Secondary Fields

Course Offerings and Development

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 First-Year Seminar Program and the Program in General Education
- Courses that are required by closely related fields.

Given the change in the course registration calendar, departments will need to ensure that sufficient course materials will be available in time for students to review prior to the course registration period.

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 pre-concentration academic advisers. However, departments should reach out to first-year students at events throughout the first year and especially during "Exploring Fields of Study" in the spring. All first-year students are required to document an advising conversation in their second semester. During the sophomore year, pre-concentration advisers may 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.

The director of undergraduate studies (DUS) is the most important resource for students who are considering the concentration (or secondary field), as well as for students who are already concentrators. 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. They also play a key role during formal outreach events, such as the Academic Fairs during

Orientation and in the spring term as part of Exploring Fields of Study. The DUS should be familiar with both the broader Harvard College Curriculum and the department's specific requirements and procedures.

Once a student chooses a concentration, their primary academic adviser will be assigned based on the policies of the concentration. The DUS oversees the concentration's advising program, working with the assistant director of undergraduate studies (ADUS), and undergraduate coordinator (UGC). They may utilize a team approach to advising concentrators, 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.

For more information on the College's advising programs and resources, please visit the Advising Programs Office website.

Changes to Fields

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 fall term so that changes will appear in the following year's edition of *Fields of Concentration*, published every March.
For questions about the EPC and reviews of concentrations and secondary fields, chairs should feel free to contact Sarah Champlin-Scharff, Director of Academic Policy (617-496-2657; scharff@fas.harvard.edu).

Program Review

In addition to reviewing proposed changes to concentrations and secondary fields, the EPC is responsible for conducting regular reviews of all undergraduate academic programs. The chair and DUS will work closely with the Office of Undergraduate Education and an EPC subcommittee on this continuous improvement process. For more information about the program review process and to see the tentative upcoming schedule, please visit Undergraduate Program Reviews on the OUE website.

Teaching

Teacher Training

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, graduate student teaching fellows, and undergraduate course assistants 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, teaching assistants, and undergraduate course assistants to which departments are encouraged to send their TFs, TAs, and CAs. In addition to a wide range of workshops on various pedagogical topics, the orientations also include training in professional conduct, which is strongly encouraged for all instructional support staff. Additionally, many departments offer their own training in various teaching skills, including graduate courses in pedagogy to TFs. Some departments also participate in the Bok

Center's departmental Pedagogy Fellows and Media & Design Fellows programs, for further support of graduate student TFs. (For information on these programs, contact the Derek Bok Center for Teaching and Learning.)

Particular considerations on the appointment of undergraduate Course Assistants may be found in Information for Faculty.

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 Harvard Kenneth C. Griffin Graduate School of Arts and Sciences (Harvard Griffin 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 in the GSAS Student Handbook.

Academic Integrity

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 are asked to affirm their awareness of the Honor Code as they enter the College. More information about the Honor Code is available on the Honor Code website. Questions about the Honor Code and requests for support should be directed to honorcouncil@fas.harvard.edu.

Violations of the Honor Code and of rules on academic integrity and academic dishonesty are reviewed by the Honor Council, which was launched in Fall 2015. 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 Resident 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.

Questions regarding the above scenarios may be sent to honorcouncil@fas.harvard.edu. The Secretary of the Honor Council 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.

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 instructional support staff (graduate student teaching fellows, teaching assistants, and undergraduate course assistants) understand College policies regarding academic integrity and the Honor Code at Harvard College.

Student Feedback and Grading Considerations

Course heads are responsible for evaluation of student work, and the Grading System at Harvard College is described in the FAS Information For Faculty. In 2022, the Dean of Harvard College commissioned the OUE and Bok Center to compile a report on grading at the College. This report was presented to the Faculty on February 17, 2023. Key findings included an increase in mean grades at Harvard College over time, and a compression at the top end of the grading scale. The report included several recommendations to help grades fulfill their essential purpose of giving students meaningful and diagnostic information about their learning. These include an annual review of median grades across departments and divisions, and annual departmental discussions of grading criteria and norms.

Beginning in the academic year 2027-28, as legislated by the FAS Faculty, the grade of A may be awarded to, at most, 20 percent plus 4 of the total number of undergraduate students enrolled in a course. No restriction applies to the grade of A-. Detailed guidance will be forthcoming during the 2026-27 academic year.

Administration of Final Exams

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 the Office of Undergraduate Education, (617-495-0450, oue@fas.harvard.edu). Questions about the policy that specifically concern courses taught in the Program in General Education may be directed to the Program in General Education, (617-495-2563, gened@fas.harvard.edu).

Administration of the Undergraduate Program

The 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 as noted above, 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 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 support services offered through the Academic Resource Center and Disability Access Office as well as other support services available to students in the College including, Counseling and Mental Health Services through the University Health Services. Similarly, the DUS should know when and how to contact an Allston Burr Resident Dean about a student who may be having personal or academic difficulties. The House staff directory is available here. The relevant advising team

for a particular student can be found in the student's my.harvard record. The DUS is encouraged to direct advisers to use the Advising Journal in my.harvard to share information about a student with the advising team members.

Questions about the Advising Programs Office, advising resources generally, and academic support for undergraduates may be directed to advising@fas.harvard.edu.

For questions about the undergraduate academic program, chairs should feel free to contact the Office of Undergraduate Education at 617-496-7546 or oue@fas.harvard.edu

The Graduate Program

The Graduate Program

Harvard Griffin GSAS students are at the center of Harvard's research mission, conducting their own academic study while connecting with faculty throughout the University and with undergraduates. Chairs play an essential role in developing an environment in which graduate students may thrive and grow.

Through your leadership as chair, and in partnership with the director of graduate studies, you provide support to the graduate program by:

- Overseeing the process for graduate student admissions and ensuring that cohorts reflect multiple, broad perspectives
- Ensuring all faculty are committed to the effective advising of graduate students
- Ensuring an academic climate that fosters success, from curriculum and research guidance, to dissertation support and beyond
- Fostering a diversity of perspectives that promote innovation in the field and sustain a climate in which students can thrive and do their best work
- Providing robust academic and professional development opportunities designed to produce scholars ready to lead within academia and beyond
- Preparing students for the evolving nature of the field and for expected employment outcomes
- Offering students an unparalleled and intellectually exciting academic experience consistent with FAS's academic priorities and Harvard's reputation for innovative scholarship
- Assessing graduate students' time to degree;
- Understanding the HGSU-UAW contract as it pertains to graduate student workers and responding to graduate student worker grievances (see page 2).

Graduate Admissions

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

The Harvard Griffin GSAS **Office of Admissions and Financial Aid** coordinates the admissions process for the over 50 graduate degree programs offered by the Faculty of Arts and Sciences and in partnership with other Harvard Schools. Applicants submit materials via an online application system, and programs access these files using the application review system. The Office of Admissions and Financial Aid works closely with both applicants and programs during all stages of the admissions process.

Harvard Griffin GSAS maintains a Graduate Programs SharePoint site shared with graduate program administrators, admission chairs, and directors of graduate studies. This site includes an admissions section outlining the timeline, procedures, and policies related to graduate admissions. Department chairs may find it useful to review this information: reach out to your DA or DGS for access to the content.

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 program. While the committee is tasked with selecting new graduate students on behalf of the program, the program and the deans of Harvard Griffin GSAS share responsibility for making final decisions on admissions.

As part of the pre-admissions discussion, the department chair should also ensure that the admissions committee is aware of both GSAS's and the program's minimum requirements for admission and that committee members are familiar with the minimum standards necessary before recommending candidates for admission.

How is a program's admissions timeline determined?

Harvard Griffin GSAS and the program enter into an understanding that specifies the dates by which the program will provide decision recommendations for all applicants to Harvard Griffin GSAS and by which the official admissions and financial aid decisions will be posted for applicants to view in the Applicant portal.

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 Harvard Griffin 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 program or the field as a whole. The FAS Division of Science is currently piloting a division-specific approach to target setting. FAS Science programs should contact the Division's office for further information.

How is the number of offers determined?

The number of offers of admission typically matches the target number; alternatively, the number is based upon the recent yield history for a 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 *Graduate Programs SharePoint*.

- **The application for admission becomes available in early fall. There are three application deadlines: early December, mid-December, and early January. Programs can select one of these deadlines. Applications are available for programs to review as they are submitted.**
- **Programs are responsible for communicating to GSAS their application deadline and admissions requirements by early June each year. GSAS contacts programs, typically in early May, with instructions for submitting updates and requirements for the upcoming admissions cycle. Once admissions deadlines and requirements are published on the GSAS website at the beginning of July, changes are not permissible since applicants have begun to make their plans and schedule tests based on the published requirements.**
- **In late November/early December**, Harvard Griffin GSAS deans and staff meet with program administrators to discuss policies, procedures, and other issues related to admissions. Admissions chairs are required to attend an annual admissions training session held by Harvard Griffin GSAS deans.
- **Between January and early March** (the precise date is dictated by each program's admissions timeline), programs submit their decision recommendations for each applicant to the Office of Admissions and Financial Aid. *Note: it is critical that communications regarding offers of admission do not occur until after Harvard Griffin GSAS has officially approved the recommended candidates for admission.*
- Once decision recommendations have been submitted, the Harvard Griffin 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 confirmation by the Office of Admissions and Financial Aid of receipt of the program's final signoff, programs are encouraged to contact admitted and waitlisted applicants as part of the recruitment effort (see below).

- Three business days after the signoff, the Office of Admissions and Financial Aid sends electronic decision notifications to admitted and waitlisted applicants through the online application system. Financial awards are also communicated electronically to admitted applicants at this time, if applicable. Denied applicants receive electronic decision notifications within a week of the admit and waitlist notifications.
- **By April 15 at 5:00 p.m.**, admitted applicants are required to respond to the offer of admission.

What is recruiting?

Recruiting is a critical part of the admissions process. National competition for top graduate students is intense, and students admitted to Harvard often receive very attractive offers from other graduate schools. *Department chairs, faculty, and staff are encouraged to engage with prospective applicants, welcome admitted students to campus, and help them learn about their programs and Harvard's other resources. Involving current students in this process can be highly effective.*

The Harvard Griffin GSAS Office of Culture, Community, and Engagement (CCE) recruits promising students year-round through targeted communications, attendance at national and local conferences dedicated to promoting research, scholarship and advance study; visits to schools; and other outreach efforts. The *admissions section of the Graduate Programs SharePoint* also offers suggestions on how departments can engage with prospective applicants. Programs are encouraged to contact the CCE team to discuss their recruitment strategies and learn more about ongoing efforts.

In March and April, after offer letters are sent electronically, both Harvard Griffin 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 students from socio-economic disadvantaged backgrounds.

Prospective students also have the chance to sit in on classes and meet with faculty members. The Office of Admissions and Financial Aid shares information about Harvard Griffin GSAS events with admitted students, and departments are encouraged to coordinate their activities with these events to ensure informative and enjoyable visits to Harvard.

Each year, Harvard Griffin GSAS holds events for admitted students, offering opportunities to hear from current students about life at Harvard Griffin GSAS and to learn about the available resources. After the entering class arrives in late August, Harvard Griffin GSAS offers a series of orientation programs, and departments typically host their own welcome events as well.

Graduate Student Advising

The advisor-advisee relationship can be one of the most rewarding—and challenging—aspects of graduate education, for both faculty and students. As chair, you can help ensure that the faculty in your program provide their advisees with the guidance they need to successfully navigate their academic training, graduate in a timely manner, and enter the profession of their choosing. Encouraging discussions around advising in your program can be one effective way to strengthen these vital relationships. Staff with The Advising Project are available to help facilitate such conversations and provide suggestions from the rich literature on advising and mentoring. Additional resources are available on The Advising Project's Canvas site (open to anyone with a HarvardKey).

While each advising relationship is unique and no single approach can or should be applied universally, successful relationships nevertheless hold many commonalities. Below are five recommendations for effective advising developed by The Advising Project that faculty, students, and graduate programs can enact to improve advising across Harvard Griffin GSAS.

Create a Respectful and Inclusive Environment

Graduate programs and research groups should promote a climate that allows all students and faculty to thrive. This means creating an environment in which members are supported and feel a sense of belonging. Faculty should be especially sensitive to power dynamics and should provide support to advisees as developing scholars and unique individuals. Graduate students should be similarly aware of the power dynamics in their own roles as teaching fellows or mentors to other students.

Clearly Communicate Expectations

Students and advisors should engage in transparent, recurring conversations about what they need from one another and outline mutual expectations in areas that include frequency of meetings, communication preferences, and response times for written feedback. Oral or written agreements can be used to make hidden expectations explicit, thereby limiting assumptions that could derail the advising relationship. (See examples in the Resources section of The Advising Project website.)

Milestones should be clearly communicated and included in program materials. Progress towards the degree should be regularly reviewed.

Engage Multiple Mentors

In addition to the primary advisor, students at all stages of their graduate careers should have the support of a network of advisors— an advising village, if you will— that includes multiple mentors. Chairs can work with faculty and staff to help students identify individuals who can

assist them with academic and professional goals, such as secondary advisors, committee members, directors of graduate studies, department administrators, or others. All students, faculty, and administrators should be aware of and encouraged to use Harvard Griffin GSAS and University resources.

Promote Professional Development

Students should be provided with the support and tools they need to develop skills that will allow them to successfully navigate their graduate career and prepare them for their chosen profession. Chairs can contribute by encouraging open discussion of the job market and working with faculty and staff to help students explore career pathways within and beyond academia.

Foster Well-Being

All members of the community should foster an environment that encourages appropriate care for each individual's mental and physical health. Faculty should engage in active listening, keeping in mind that some students may not be comfortable opening up about their challenges. Advising can encompass a range of conversations, and although not every advisor will feel able to talk in detail about every issue, they should be responsive when an advisee expresses a need for support in the areas of mental or physical health. Harvard Griffin GSAS and University resources can help.

Visit The Advising Project for resources and more information.

Directors of Graduate Studies

Chairs work closely with the department's director of graduate studies (DGS). The DGS provides an important connection between the department or program and Harvard Griffin GSAS, and they facilitate graduate student support and engagement with University resources.

The DGS monitors the academic progress of the program's graduate students, including students' progress toward meeting degree requirements, and participates in and has some oversight of the establishment, review, and implementation of departmental policies. Although each department and program manages graduate student advising differently, Harvard Griffin GSAS looks to the DGS to help in establishing and modeling effective advising practices. The DGS is often the conduit of information from Harvard Griffin GSAS to the chair, other department faculty, and graduate students. The Harvard Griffin GSAS dean will from time to time seek input from DGSs on matters of policy.

The DGS fosters an environment that encourages professional development and coordinates programing to support this aim. For example, the DGS may work with Harvard Griffin GSAS and other campus partners to implement skills workshops or colloquia that help students develop a strategic, goal-oriented course of study with an advisor, compose a compelling article or chapter for publication, or prepare conference presentations and interviews.

The **my.harvard.edu** system offers tools and reports that allow chairs, DGSs, and department administrators to view student profiles, assign advisors, approve course enrollments, view course and grade reports, designate completion of degree requirements, and record the details of academic progress for students in their department or program. Additionally, the FAS Registrar's Office offers training on various parts of the system commonly used by faculty and staff (instructions for my.harvard).

To keep open lines of communication, Harvard Griffin GSAS holds regular meetings with DGSs to share news and updates, gather feedback, and discuss, develop, and implement policies and processes.

Student Affairs and Academic Programs

Who can help when a student is going through a difficult time personally?

Harvard Griffin GSAS has prepared guidance and resources, called the **Harvard Griffin GSAS Crimson Folder**, for administrators, faculty, or staff members to assist Harvard Griffin GSAS students in distress. Harvard Griffin GSAS students often encounter challenges during graduate school and may not recognize that they need help. As an administrator, faculty member, or staff member, you are in a prime position to guide Harvard Griffin GSAS students in distress to support services. The Harvard Griffin GSAS Crimson Folder is designed to help you prepare to support students by learning how to recognize signs of distress, respond to a student's needs with attentiveness and empathy, refer the student to others who may be best equipped to help, and by becoming familiar with resources.

The **Office of Student Services** is the go-to office for students experiencing any type of academic or personal difficulty. The office partners with students to navigate and connect with Harvard Griffin GSAS, Harvard, and community resources based on the individual student's needs and/or goals. They provide advice and ongoing support and make referrals to other key campus resources as necessary. Additionally, the Office of Student Services receives emergency notifications from campus partners. Following an emergency, the Office of Student Services will contact students to offer support and resources. The Office of Student Services is also available to faculty and staff who have concerns about a student or who are helping a student connect to resources. Whatever the issue, the Office of Student Services is a great place to start. The office is located in the basement level of the Student Center at Harvard Griffin GSAS (Lehman Hall, Office B-2). They can be reached at 617-495-5005 or stuserv@fas.harvard.edu. Students may book an appointment online.

Students bring a wide range of concerns to the **Counseling and Mental Health Service** at HUHS including adjustment, stress, relationships, mood issues including anxiety and depression, imposter feelings, academic and career challenges, substance use, eating issues, concerns about family or peers, and medication evaluation and management. The CAMHS website provides a wealth of information and resources on how to get support through CAMHS in many different ways, including individual in-person and telehealth visits for short-term care, groups and workshops, psychiatry appointments, and referrals to outside providers. Students may schedule an Initial Consultation appointment with an Access Clinician to explore their needs and options via the HUHS Patient Portal or by calling CAMHS at 617-495-2042 during business hours. CAMHS is located on the fourth floor of HUHS at the 75 Mount Auburn Street end of the Smith Campus Center. All CAMHS services are covered under the Student Health Fee at no additional cost to Harvard Griffin GSAS students. Due to licensure, students must be physically located in the state of Massachusetts to access services at CAMHS.

The CAMHS Cares Line 617-495-2042 is a 24/7 mental health support line available to Harvard students, whether they are in immediate distress or not, on-campus or elsewhere in the United States. The CAMHS Cares Line also provides consultation to staff, faculty or family and others who have concerns about a Harvard student. At all times, including evenings, weekends, and holidays, callers can follow the prompts to speak directly with a CAMHS Cares Counselor about an urgent concern or if they just need to talk to someone about a difficult challenge or mental health issue. On business days, same-day CAMHS urgent care appointments are available by calling CAMHS at 617-495-2042, pressing 1, and requesting an urgent care appointment. In a life-threatening emergency call HUPD at 617-495-1212.

Enrolled Harvard Griffin GSAS students who are covered by the Student Health Fee and maintain a valid Harvard email address also have free access to TimelyCare virtual services. These services include 12 telehealth therapy sessions per coverage year at no cost, unlimited health coaching via the TimelyCare app, self-care and wellness content, and a moderated peer forum. Students may also be referred to TimelyCare psychiatry services through CAMHS. TimelyCare services are available to students who may be outside of Massachusetts. Students can learn more and download the TimelyCare app by visiting https://camhs.huhs.harvard.edu/timelycare.

In accordance with the Interim FAS Policies and Procedures for Addressing Title IX Sexual and Gender-Based Harassment and Other Sexual Misconduct, Harvard Griffin GSAS is committed to maintaining a safe and healthy educational and work environment in which no member of the community is, on the basis of sex, sexual orientation, or gender identity, excluded from participation in, denied the benefits of, or subjected to discrimination in any University program or activity. Students with questions or concerns regarding sexual harassment, gender-based harassment, and other sexual misconduct, should contact a **Harvard Griffin GSAS Title IX Resource Coordinator** or the University's Title IX Coordinator. To learn more about their role and workshops offered visit the Harvard Griffin GSAS Title IX Resource Coordinator webpage.

Harvard Griffin GSAS Title IX Resource Coordinators

Seth Avakian, Program Director for Nondiscrimination and Professional Conduct (FAS) avakian@fas.harvard.edu, 617-495-9583

Katie Mulroy, Director of Student Services, katie_mulroy@fas.harvard.edu, 617-495-5005

Stephanie Clendenin, Program Officer for Nondiscrimination and Professional Conduct - clendenin@fas.harvard.edu, 617-384-0601

In accordance with Harvard University's Nondiscrimination and Anti-bullying policies, Harvard Griffin GSAS is committed to the principles of equal opportunity in education and employment and cultivating a community that is open, welcoming, and inclusive, and that supports all community members in pursuit of the University's mission of learning, teaching, research, and discovery. Discrimination, bullying, hostile and abusive behavior, and power-based harassment directly threaten community members' ability to freely exchange ideas and pursue their educational and professional goals. Students with questions or concerns regarding discrimination or bullying should contact a Local Designated Resources for GSAS or Harvard University's Office for Community Support, Non-Discrimination, Rights and Responsibilities. To learn more about their roles, visit the Harvard Griffin GSAS Local Designated Resource webpage.

Local Designated Resources for Harvard Griffin GSAS students:

Stephanie Clendenin, Program Officer for Nondiscrimination and Professional Conduct - clendenin@fas.harvard.edu, 617-384-0610

Seth Avakian, Program Director for Nondiscrimination and Professional Conduct - avakian@fas.harvard.edu, 617-495-9583

Who at Harvard Griffin GSAS can help when a student is not making academic progress? Who is available to talk through development, interpretations, and implementation of University, Harvard Griffin GSAS, or departmental requirements, policies, and processes?

Office of Academic Programs

Noël Bisson, Dean for Academic Programs, bisson@fas.harvard.edu, 617-496-6976

Shelby Johnson, Associate Director of Academic Programs, shelby_johnson@fas.harvard.edu, 617-495-2815

The Office of Academic Programs supports all Harvard Griffin GSAS programs by serving as a resource to departmental leadership, faculty, and students on academic policy. The office works with directors of graduate studies on student academic progress concerns and with departmental/program staff on all aspects of academic progress, registration, and degree completion for Harvard Griffin GSAS students. The office holds the responsibility for reviewing and approving every teaching fellow appointment made to courses taught in the FAS and works in close partnership with other Harvard Griffin GSAS offices on student cases. Other broad areas of oversight include: academic policy and maintenance of the Harvard Griffin GSAS Handbook for Students, new degree program development and review, FAS legislated reviews, stewardship of Harvard Griffin GSAS data through the Graduate Admissions and Graduate Education (GAGE) review process, and various academic initiatives identified by the dean of Harvard Griffin GSAS. The Harvard Griffin Fellowships & Writing Center sits under the Academic Programs umbrella, as does The Advising Project.

Office of Student Success

Smith Campus Center, Suite 350, Cambridge
Dan Volchok, Assistant Dean of Student Success
daniel_volchok@fas.harvard.edu

The Office of Student Success serves as a point of contact and resource for all students, faculty, and staff in communicating and interpreting Harvard Griffin GSAS policies and procedure. Student Success advises students on administrative processes within Harvard Griffin GSAS and across campus. They advise students, faculty, and staff through all processes related to non-resident status including traveling scholars and leaves of absence. They advise on and manage a number of programs including the MBTA Pass Program, health insurance, international student status, the Ivy Plus Exchange Scholars program, and major events such as Orientation and the Harvard Griffin GSAS Diploma Awarding Ceremony. You can book an appointment directly with assistant dean, Dan Volchok, by reaching out to 617-496-5275, daniel_volchok@fas.harvard.edu or emailing studaff@fas.harvard.edu.

How does one handle student disciplinary cases and/or respond to allegations of misconduct?

Office of Student Success
Dan Volchok, Assistant Dean for Student Success
daniel_volchok@fas.harvard.edu, 617-495-1814

Any incident that may have violated the student code of conduct should be referred to the dean for students in Harvard Griffin GSAS. If the incident warrants a disciplinary hearing, the dean of students will contact the parties involved and prepare the case for the Harvard Griffin GSAS Administrative Board, which is composed of a committee of faculty members, the FAS registrar, and the deans of Harvard Griffin GSAS.

Which important offices serve students and where can I direct students with specific or special concerns?

You can find more student resources at gsas.harvard.edu/student-life/resources.

Academic Resource Center

1414 Massachusetts Avenue, Floor 3R, Cambridge
617-495-5734
https://academicresourcecenter.harvard.edu/home
academicresourcecenter@harvard.edu

Academic Resource Center (ARC) is committed to empowering students to reach their full academic potential in an inclusive and equitable academic environment. Drawing on research and best practices in the fields of learning and development and in collaboration with faculty and staff, the Academic Resource Center offers students the tools they need to maximize their academic engagement during their time at Harvard Griffin GSAS and beyond. Through one-on-one sessions, accountability groups, and workshops, academic coaches introduce students to strategies for managing time, reading strategically, studying effectively, and much more. They also assist students with prioritizing goals, customizing their learning environment, connecting with instructional staff, and finding the resources they need.

Disability Access Office

1350 Massachusetts Avenue, Smith Campus Center, Room 470
617-496-8707
https://dao.fas.harvard.edu//
DAO@fas.harvard.edu

The Disability Access Office (DAO) partners with FAS students with visible and invisible disabilities to identify barriers and implement plans for access. Supporting accessibility in all areas of the student experience, DAO determines reasonable accommodations and ensures legal compliance with non-discrimination under Section 504 of the Rehabilitation Act (1973) and the Americans with Disabilities Act (1990, and ADA Amendments Act of 2008). Working in collaboration with the campus community, DAO seeks to foster an environment of equity and inclusion.

Note that faculty and programs should not independently determine and implement accommodations. Please refer students seeking disability-related accommodations to DAO.

Harvard International Office

1350 Massachusetts Avenue, Smith Campus Center, Room 864
https://www.hio.harvard.edu/

There are three HIO advisors assigned to Harvard Griffin GSAS students:

- *Jennifer M. Havlicek,* HIO Assistant Director, advises PhD students enrolled in the Astronomy, Physics, and Health Policy programs, as well as all PhD enrolled through the HSPH, HILS and HMS programs: jennifer_havlicek@harvard.edu
- *Jenny Minichiello*, HIO Advisor, is dedicated to the Harvard Griffin GSAS master's populations and PhD students in SEAS programs: jenny_minichiello@harvard.edu
- *Reiko Ohmura,* HIO Advisor, advises international students in all other PhD programs: reiko_ohmura@harvard.edu

The Harvard International Office (HIO) is part of the University's Central Administration and offers services and advising on immigration policy to international students and scholars at Harvard College, the graduate and professional schools, as well as the numerous research centers and affiliated teaching hospitals, to minimize the difficulties they may experience both upon arrival and later during their stay at Harvard. The HIO processes and issues visa documents as appropriate for the individual student's situation in partnership with Harvard Griffin GSAS.

What should chairs know about international students' immigration status?

- Most students enter the US on an F-1 visa. A few enter the US on a J-1 visa. Students secure their visa at a US Embassy or Consulate abroad. The visa stamp given by the US Embassy and Consulate is only for the purposes of entering the US and will have a different expiration date than the I-20 or DS-2019 form. Students may enter the US up to 30 days prior to their start of program. Upon arrival students must complete registration with the HIO to "activate" their immigration record.
- Students may remain in the US with an expired F or J visa. If they exit the US, they must secure a new F or J visa for re-entry to the US if their current visa has expired.
- While the visa grants entry to the US, the I-20 form (accompanies the F-1), or DS-2019 form (accompanies the J-1) permits the student's presence in the US. This form is processed by GSAS Admissions and HIO and issued by HIO. It is sent directly to the student. Students may not remain in the US with an expired I-20 or DS-2019 beyond the grace period that is granted to allow the student to exit the country. Students on an F-1 visa must exit the US within 60 days of their I-20 end date. Students on a J-1 visa must exit the US within 30 days of their DS-2019 end date. Students may contact the HIO to extend their end date.
- Students who withdraw or who take or who are placed on a leave of absence (except those with certain medical documentation) must exit the US within 15 days of their change of enrollment status.

- All enrolled full-time students, including international students, may not work more than 20 hours per week. International students may not be employed by a non-Harvard entity, unless they have received prior employment authorization from the Department of Homeland Security, which requires consultation with the HIO well in advance (ideally 3 months in advance) of the employment.

Fellowships & Writing Center

Smith Campus Center, Suite 350, Cambridge
https://gsas.harvard.edu/fellowships-writing-center

Jeannette Miller, PhD, Executive Director, jeannette_miller@fas.harvard.edu

Christopher Brown, PhD, Associate Director, cebrown@fas.harvard.edu

The Fellowships & Writing Center (FWC) helps Harvard Griffin GSAS students heighten the impact of their research by fostering and refining their written and oral communication skills. FWC staff work with students in all disciplines and at all stages of their careers, tailoring support to individual, group, or departmental needs. We offer fellowships advising for internal and external awards, weekly writing groups, workshops and working groups on various aspects of the writing and research process, and feedback on individual drafts of writing as well as on oral presentations. We read academic genres that range from seminar papers to fellowship proposals, articles, dissertation chapters, and more, and set up practice talks for upcoming conferences, dissertation defenses, job talks, or other presentations. We also offer brainstorming office hours for students who are stuck or still in the planning phase of their work. In addition to our core services, we aim to implement dynamic programming, e.g., panels on publishing to bolster professional development in evolving academic landscapes. To access any of the FWC services, please visit our scheduler: https://wcscheduler.fas.harvard.edu/.

Office of Culture, Community, and Engagement

The Office of Culture, Community, and Engagement (CCE) supports graduate students from the prospective applicant stage through their time at Harvard and into the alumni community. The office partners with students, faculty, and staff to promote student success, leadership, and open dialogue across the academic community. CCE supports recruitment and engagement through events, trainings, and programs for admitted and current students, while collaborating with campus partners to foster belonging and a positive campus climate. It also provides one-on-one advising, support for student groups, and academic, professional development, and community-building programs.

Smith Campus Center, Suite 350, Cambridge
gsascce@fas.harvard.edu

Gisselle Vélez-Ruiz, PhD, Associate Dean for Culture, Community, and Engagement –Harvard Griffin Graduate School of Arts and Sciences, gisselle_velez@fas.harvard.edu

Clarisse Wells, PhD, Associate Director of Culture, Community, and Engagement – Harvard Griffin Graduate School of Arts and Sciences, cwells@fas.harvard.edu

Xavier du Maine, PhD, Assistant Director of Culture, Community, and Engagement – Harvard Integrated Life Sciences, xdumaine@g.harvard.edu

Alicja Majer, MSW, LICSW, Associate Director of Culture, Community, and Engagement – Harvard Griffin Graduate School of Arts and Sciences, alicjamajer@fas.harvard.edu

Sarah Feldman, Staff Assistant, Culture, Community, and Engagement, sarah_feldman@fas.harvard.edu

Derek Bok Center for Teaching and Learning
125 Mt. Auburn Street, 3rd Floor, Cambridge
https://bokcenter.harvard.edu/

The Derek Bok Center for Teaching and Learning offers programs and services for PhD students at every stage of teaching. Students getting ready to teach should engage with Bok Center training offered each term. Students may also explore other offerings at the Bok Center to develop their expertise as teachers. The Bok Center serves international students who want to improve their oral English communication skills to meet the Harvard Griffin GSAS English Language Proficiency requirement or prepare for the language and culture of the Harvard classroom through the Professional Communication Program for International Teachers and Scholars. PhD students at any stage can access other professional development including feedback on their teaching materials for the job market.

Sign up to receive their monthly newsletter to get updates on current events and resources.

Student Center at Harvard Griffin GSAS
Janet Daniels, Director, janetdaniels@fas.harvard.edu
306 Lehman Hall, Harvard Yard
https://gsas.harvard.edu/student-center

The Student Center at Harvard Griffin GSAS has offered social, intellectual, and recreational activities designed to help students in Harvard Griffin GSAS make connections outside of the classroom, lab, or library.

The Center manages the Student Center Fellows, advises the Harvard Griffin GSAS Student Council (GSC), supports the Student Groups at Harvard Griffin GSAS, acts as the supporting unit of the Harvard Student Parents and Caregiver Network, oversees the Language Tables, contributes to Harvard Griffin GSAS Welcomes orientation programming, oversees January@Harvard Griffin GSAS winter session programming, and manages the Harvard Griffin GSAS Engage website and Lehman Hall operations.

If your students are looking for community events and spaces beyond their department, please share the Student Center with them.

Student Activities Engage portal: https://engage.gsas.harvard.edu/
Email: stucenter@fas.harvard.edu
Phone: 617-495-2255

Connecting with Graduate Alumni and Departmental Reunions

Connection to Harvard extends far beyond graduation. Through the Harvard Griffin GSAS Office of Alumni Relations and through your work at the department level, alumni can remain engaged with one another, with faculty, and with current students throughout their lives.

The Harvard Griffin GSAS Office of Alumni Relations and Events works closely with department chairs to engage with the department's graduate alumni by distributing newsletters, organizing events, providing career mentoring to students, inviting alumni to speak as part of a class or at a professional conference, or communicating departmental news and achievements. Departments wishing to collaborate with Harvard Griffin GSAS Alumni Relations should email gsaa@fas.harvard.edu.

Alumni Relations would be grateful to receive current employment and contact information for your department's alumni to keep Harvard's University-wide alumni database updated. Sharing this information will allow us to provide you with the best and most complete information in return. Please submit any changes or updates to data, or requests for departmental alumni lists to gsaa@fas.harvard.edu.

We are always interested in learning about the accomplishments and achievements of our alumni so we can celebrate them and your department through the Centennial Medal or by featuring them in our online alumni magazine, *Colloquy*, or our quarterly email newsletter, *Alumni Bulletin*. If you know of an alumnus doing groundbreaking work in academia or innovating in industry, or of any faculty/alumni or student/alumni research collaborations we should consider featuring, please reach out to gsaa@fas.harvard.edu so that we can celebrate this great work.

Each year, the Graduate School Alumni Association (GSAA) organizes Harvard Griffin GSAS Alumni Day as well as targeted department activities that bring alumni, faculty, and current students together to celebrate their Harvard experience and engage with the intellectual life at Harvard. Harvard Griffin GSAS works closely with department chairs to communicate with the department's graduate alumni and to organize reunion events. In addition, the GSAA annually hosts targeted departmental activities and alumni engagement events that feature faculty and student presentations, and/or meetings with the dean, to which all alumni are invited.

We are happy to explore creative ideas for engagement as well as support your efforts in any way. Please do not hesitate to reach out to our office via gsaa@fas.harvard.edu if we can be of assistance in your efforts to connect with alumni.

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* (https://academic-appointments.fas.harvard.edu/).

1. Faculty Affairs Timeline for 2026-2027

July 1, 2026: For academic-year reviews for promotion to associate professor or to tenured professor, the official start of the review process.

September 1, 2026 (or next business day, if September 1 falls on a weekend or holiday): For academic-year reviews for promotion to associate professor or to tenured professor, the deadline for candidate to submit all of their dossier materials to the department.

October 1, 2026 (or next business day, if October 1 falls on a weekend or holiday): For calendar-year reviews for promotion to associate professor or to tenured professor, the deadline for the department to submit promotion dossiers to the Office for Faculty Affairs.

December 4, 2026: Deadline for faculty to submit to department chairs leave requests for AY 2027-2028.

December 18, 2026: Deadline for department chairs to approve leave requests for AY 2027-2028.

January 1, 2027: For calendar-year reviews for promotion to associate professor or to tenured professor, the official start of the review process.

January 2027: Chairs should remind faculty members to submit their activity reports by January 31, 2027. (Chairs are sent an email when the activity reports application opens).

February 12, 2027: Final day to submit academic-year lecturer and preceptor reviews.

February/March 2027: Annual faculty activity report meetings with department chairs, divisional deans, and the Office for Faculty Affairs.

March 1, 2027 (or next business day, if March 1 falls on a weekend or holiday): For calendar-year reviews for promotion to associate professor or to tenured professor, the deadline for candidate to submit all of their dossier materials to the department.

March 1, 2027 (or next business day, if March 1 falls on a weekend or holiday): For academic-year reviews for promotion to tenured professor, the deadline for the department to submit promotion dossiers to the Office for Faculty Affairs. Any dossier, as applicable, received after this date might not be scheduled for an *ad hoc* review until the following fall.

March 1, 2027 (or next business day, if March 1 falls on a weekend or holiday): Deadline for dossier submission to the Office for Faculty Affairs: external appointment to tenure, appointments and reappointments of professors in residence, professors of the practice, and senior lecturers.

March 26, 2027: For academic-year reviews for promotion to associate professor, the deadline for the department to submit promotion dossiers to the Office for Faculty Affairs.

March 26, 2027: Deadline for dossier submission to Faculty Affairs: appointments and reappointments of senior preceptors, appointments of associate senior lecturers, and other reviews and reappointments, including second-year reviews of assistant professors and externally-appointed associate professors.

April 30, 2027: 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, 2027: Aurora 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 2027: Searches are usually authorized for the following academic year.

June 2027: Chairs receive letters from the associate dean for the division indicating which tenure-track faculty members are scheduled for review.

2. Absences, Leaves, and Parental Support

Paid sick time

- Please see Chapter 3 in the *FAS Appointment and Promotion Handbook* (https://academic-appointments.fas.harvard.edu/) for more information on paid sick time policy.

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. When requesting such leaves, it is incumbent on faculty members to consider their academic responsibilities and to ensure that they continue to be met. Before authorizing the absence, the chair should be satisfied that the reason for absence, whether personal or professional, is sufficiently compelling and that all teaching and other departmental responsibilities are appropriately covered.
- 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), signed by the chair, to the associate 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 ordinarily 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 (or calendar) 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, advise and mentor their students and trainees, 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.

  Please *FAS Appointment and Promotion Handbook*, Chapter 3 for more information on paid sabbatical and unpaid research leave for tenured professors.

- For **tenure-track faculty**, implementation of leave policies varies by division. Please see *FAS Appointment and Promotion Handbook*, Chapter 3 for more information. When requesting leave, tenure-track faculty should carefully balance their research needs with the importance of developing a strong teaching portfolio and gaining advising and mentoring experience, both 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, advise and mentor their students and trainees, 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 *FAS Appointment and Promotion Handbook*, Chapter 3 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 approving leave requests.
  - 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 associate dean for the division.
  - Please refer to Section 1 for deadlines. Once approved, the requests are then automatically sent to the associate dean for the division.

Support for faculty in connection with birth or adoption

- Eligible FAS faculty who become parents have a number of leave options available to them. These include leave in keeping with Harvard policies and the **Family and Medical Leave Act of 1993 (FMLA)**, the **Massachusetts Parental Leave Act (MPLA)**, and the **Massachusetts Paid Family and Medical Leave Policy (MAPFML)**. Eligible faculty parents may avail themselves of options such as paid medical leave in connection with childbirth and recovery, bonding leave, FAS Paid Parental Leave (FAS PPL), and an FAS Parental Semester of Leave (FAS PSL).
- 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.
- For more information, please see *FAS Appointment and Promotion Handbook*, Chapter 3. Faculty are encouraged to contact the associate dean for their division to discuss their options.

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 chair 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 *FAS Appointment and Promotion Handbook*, Chapter 3 for more information on policies governing faculty leaves for public service.

Department of X Studies
Leave Eligibility

Faculty Member	Last Leave(s)	2023-24	2024-25	2025-26	2026-27	2027-28
Abreu, W	start 14-15 FT					
Bello, B	SAB 09-10 ST					
Bernadino, B	start 13-14 FT					elig SAB FT
Casaa, T	start 13-14 FT		elig SAB FT			elig SAB ST
Crawford, K	SAB 13-14 AY MED 10-11 FT				elig SAB ST	
Devers, R	start 15-16 FT				elig SAB ST	
Duran, J	PRF 13-14 ST SAB 13-14 FT		elig SAB FT			
Giolito, L	SAB 12-13 FT PRF 07-08 ST	SAB FT		elig SAB FT		
Grissom, V	SAB 11-12 ST SAB 07-08 FT	SAB AY				
Houck, T	SAB 14-15 FT SPL 12-13 ST		elig SAB FT			
Jansen, K	HCP 13-14 ST SAB 13-14 FT	MED FT SAB ST			elig SAB FT	
O'Neil, T	SAB 14-15 ST RAD 14-15 FT			elig SAB FT		
Pivetta, N	SAB 09-10 FT	SAB CY				elig SAB ST
Rodriguez, J	PRF 13-14 FT RAD 11-12 ST			elig SAB ST		
Story, T	start 14-15 ST	SAB ST				
Whitlock, G	SAB 12-13 AY SAB 09-10 FT		elig SAB FT			
Wong,C	SPL 09-10 FT SPL 07-08 FT	SAB FT				
Yoshida, M	SAB 13-14 AY SPL 07-08 AY		elig SAB FT			elig SAB ST

SAB/SABB = Sabbatical Leave of Absence
SPL = Special Paid Leave
PRF/LOA = Unpaid Leave of Absence (Professional)
MED = Medical Leave
LTD = Long Term Disability
PER = Personal Leave
PSG = Public Service Leave

DBO = Dumbarton Oaks Leave
RES = Research Leave
REI = Reischauer Leave
SLO = Sloan Leave
TAU = Taussig Leave
HCP = Harvard College Professor Leave
RAD = Radcliffe Sponsored Leave
CSRC = Center Sourced Leave

Note: This chart is a graphic representation; the leave values shown for each year in the matrix are not meant to be factually correct.

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* (https://academic-appointments.fas.harvard.edu/).
- Ordinarily, in the spring, the divisional dean authorizes tenure-track and tenured professor searches for the upcoming two years, 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 associate dean for the division in the fall, based on curricular needs. Any requests for Professors *Emeriti* to teach should also be submitted at this time.
- When submitting materials regarding searches, please make sure to send a copy of all documentation to the associate 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 documents below (available on the "Handbooks & Guides" page— https://facultyresources.fas.harvard.edu/handbooks-and-guides— of the website for FAS faculty and researchers: https://facultyresources.fas.harvard.edu/).

- "Faculty Search Committee Guidance" provides information from the Senior Vice Provost for Faculty to assist search committees in conducting searches that maximize excellence.
- "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.

More information about search best practices can be found on the website of the Office of the Senior Vice Provost for Faculty: https://faculty.harvard.edu/recruitment.

Online resources:

1. FAS Office for Faculty Affairs: (https://facultyresources.fas.harvard.edu/fas-office-faculty-affairs).
2. "Resources for FAS Faculty and Researchers" website: (https://facultyresources.fas.harvard.edu/).
3. "Tenure-Track Faculty Resources" website: (https://projects.iq.harvard.edu/tenuretrackfacultyresources)
4. Harvard University Office of the Senior Vice Provost for Faculty: (https://faculty.harvard.edu/).

4. Faculty Recruitment and Retention

Tenured appointments, external:

- The divisional/SEAS dean takes the lead during recruitment.
- The Senior Associate Dean for Faculty Development and the Senior Associate Dean for Faculty Affairs work with the divisional/SEAS dean and FAS Dean to generate offer terms and manage the process of negotiations.
- The chair and department administrator arrange for a campus visit in consultation with the Office for Faculty Development.
- The Senior Associate Dean for Faculty Development and the Associate Director for Faculty Development draft the offer letter, which is co-signed by the divisional/SEAS dean and FAS Dean.
- In the FAS, the Associate Director for Faculty Development compiles the documentation and forwards the dossier to the Appointments Office for processing accepted offers. In SEAS, the Assistant Director of Academic Appointments handles the processing of accepted offers.

Tenured appointments, internal promotions:

- The divisional/SEAS dean takes the lead.
- The Associate Director for Faculty Development drafts the appointment letter, which is co-signed by the divisional/SEAS dean and FAS Dean.
- The Associate Director for Faculty Development compiles the documentation and forwards the dossier to the Appointments Office for processing accepted offers. In SEAS, the Assistant Director of Academic Appointments handles the processing of accepted offers.

Tenure-track appointments:

- The chair takes the lead during recruitment.
- For FAS offers, the Senior Associate Dean for Faculty Affairs works with the chair and divisional dean, in consultation with the Senior Associate Dean for Faculty Development, to generate offer terms and manage the process of negotiations. For SEAS offers, the Associate Dean for Faculty Affairs works with the area chair and SEAS 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.
- For FAS offers, the Senior Associate Dean for Faculty Affairs and the Associate Director for Faculty Development draft the offer letter, which is signed by the chair. For SEAS offers, the Associate Dean for Faculty Affairs generates the offer letter, which is signed by the Dean.
- 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/SEAS ordinarily works with the Senior Associate Dean for Faculty Development and the Senior Associate Dean for Faculty Affairs, in consultation with the Office for Faculty Affairs and the department/area chair, to respond to any outside offers.
- In the case of tenure-track retentions, the divisional dean ordinarily works with the Senior Associate Dean for Faculty Affairs, 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 candidates.
- Information on dual-career assistance is also available on the "Dual Career Assistance" page of the *Resources for Faculty & Researchers* website.

5. Reviews

Each spring, department chairs receive from the associate 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* (https://academic-appointments.fas.harvard.edu/).

Ladder Faculty:

For ladder faculty, the second-year review, review for promotion to associate professor, and review for promotion to tenured professor are key moments on the tenure track. The first two reviews in particular are opportunities for the candidate to receive complete, candid feedback on both strengths and areas for improvement. Departments should provide concrete, actionable suggestions on how the candidate might consider heightening their impact in research, teaching, advising, mentoring, and service/citizenship.

As a general principle in promotion reviews for tenure-track faculty, there is no formula at the FAS for the relative weights of research, teaching, advising, mentoring, and service/citizenship in promotion decisions. The FAS is looking for high-impact contributions in each of these areas, and "impact" can take many forms.

- **Second-year reviews of assistant professors and externally-appointed associate professors:**
    - Primary goals: For the candidate, department chair, and departmental mentor(s) to begin to think together about how to address elements common to all three reviews (such as defining the candidate's field and having impact in all areas of professional endeavor); to identify early any potential concerns; and to provide feedback on how to improve.
    - Effective July 1, 2023, peer observation of teaching will be implemented as part of tenure-track faculty members' second-year review. Please see Chapter 6 in the *FAS Appointment and Promotion Handbook* (https://academic-appointments.fas.harvard.edu/) for more information on peer observation.
    - The second-year review should be concluded by the end of the second year of the appointment.
    - The final letter to the assistant professor or associate professor should be submitted and reviewed by the divisional dean before it is sent to the assistant professor or associate professor.

- **Reviews for promotion to associate professor or tenured professor:**
    - Please refer to Section 1 for deadlines.
    - 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 July (for academic-year appointments) or January (for calendar-year appointments) near the start 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 March 1, March 26 (in AY 2026-2027), or October 1, 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.

Note: With the significant disruption to professional life resulting from the COVID-19 crisis, the FAS instituted in Spring 2020 a policy of extensions, allowing then-current tenure-track faculty the option of extending their appointment and postponing their promotion review for one semester or a year, depending on their eligibility. Similarly, FAS faculty whose appointments began in the fall term of 2020 were offered the option to extend their initial appointment by one year. In Spring 2021, recognizing the ongoing impact of COVID-19, the FAS encouraged any interested tenure-track faculty to contact their divisional dean/SEAS Dean if they wished to request an additional year of appointment and tenure-clock extension, for reasons of significant professional and/or personal disruption due to the pandemic. In January 2022, given the continuing impact of the pandemic, the FAS provided the option of a third appointment extension, for any interested tenure-track faculty who have not yet had their review for promotion to tenure and who feel that an extension would help them to address Covid-related impacts on their professional lives.

In addition, the FAS stated in Spring 2021 that it will grant relief from teaching one course for any interested tenure-track colleagues (regardless of dependent-care circumstances) who were on the FAS tenure-track during the 2020-21 academic year and who teach in departments/areas that have a typical teaching load of two courses or more per year. These eligible tenure-track faculty can take this course relief any time before they come up for tenure.

Moreover, as noted in Section 2 ("Absences, Leaves, and Parental Support") in this Chair Handbook, effective July 1, 2023, tenure-track faculty who take a medical leave lasting eight weeks or longer (including medical leave associated with childbirth) will have the option to take a one-year extension to their current appointment as well. During this one-year extension, the faculty member would be eligible for one semester of teaching relief.

Internal and external evaluators in associate reviews and tenure reviews should evaluate candidates by using the respective criteria for associate professor and tenure professor provided in the *FAS Appointment and Promotion Handbook.* Evaluators should assess a faculty member's aggregated scholarship, teaching, advising, mentoring, and service/citizenship without any penalty if the faculty member received teaching relief and/or appointment extension(s) due to the pandemic, medical, or parental leave. Please see the "Suggested Timeline for Departmental Review of Tenure-Track Faculty for Promotion" below, for more information. Clock extensions and teaching relief related to the pandemic, medical leave, or parental leave should not be counted against candidates in any way.

Please see the *FAS Appointment and Promotion Handbook* (https://academic-appointments.fas.harvard.edu/) for more information.

Non-Ladder Faculty:

- Please refer to Section 1 for deadlines.
- Reviews of non-ladder faculty should be rigorous, with clear criteria and feedback provided. Please see the *FAS Appointment and Promotion Handbook* for more information.

Suggested Timeline for Departmental Review of Tenure-Track Faculty for Promotion[2]

Note: With the significant disruptions to professional life resulting from the COVID-19 crisis, the FAS instituted in Spring 2020 a policy of extensions, allowing then-current tenure-track faculty the option of extending their appointment and postponing their promotion review for one semester or a year, depending on their eligibility. Similarly, FAS faculty whose appointments began in the fall term of 2020 were offered the option to extend their initial appointment by one year. In Spring 2021, recognizing the ongoing impact of COVID-19, the FAS encouraged any interested tenure-track faculty to contact their divisional dean/SEAS Dean if they wished to request an additional year of appointment and tenure-clock extension, for reasons of significant professional and/or personal disruption due to the pandemic. In January 2022, given the continuing impact of the pandemic, the FAS provided the option of a third appointment extension, for any interested tenure-track faculty who have not yet had their review for promotion to tenure and who feel that an extension would help them to address Covid-related impacts on their professional lives.

In addition, the FAS stated in Spring 2021 that it will grant relief from teaching one course for any interested tenure-track colleagues (regardless of dependent-care circumstances) who were on the FAS tenure-track during the 2020-21 academic year and who teach in departments/areas that have a typical teaching load of two courses or more per year. These eligible tenure-track faculty can take this course relief any time before they come up for tenure.

Moreover, effective July 1, 2023, tenure-track faculty who take a medical leave lasting eight weeks or longer (including medical leave associated with childbirth) will have the option to take a one-year extension to their current appointment as well. During this one-year extension, the faculty member would be eligible for one semester of teaching relief. The semester of teaching relief must be used during the faculty member's current appointment (i.e., the appointment they hold during the time of their leave) and before their next promotion review year. The only exception to this policy is if a faculty member takes a medical leave during their associate review year; in that case, they can use the term of teaching relief during their associate professor term and before their tenure review year, assuming the associate review is successful. Faculty may not, ordinarily, be out of the classroom for more than one year at a time. If a faculty member comes up for promotion review early and has not yet made use of this term of teaching relief, the teaching relief will not carry over into their subsequent appointment if successfully promoted or into the last year of their appointment if not promoted.

Internal and external evaluators in associate reviews and tenure reviews should evaluate candidates by using the respective criteria for associate professor and tenure professor provided in the *FAS Appointment and Promotion Handbook.* Evaluators should assess a faculty member's aggregated scholarship, teaching, advising, mentoring, and service/citizenship without any penalty if the faculty member received teaching relief and/or appointment extension(s) due to the pandemic, medical, or parental leave. For example, if a candidate for promotion to associate

[2] 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 according to the deadlines listed in the *FAS Appointment and Promotion Handbook*. Timelines applying to tenure-track faculty whose appointments will end on December 31 are available in the *FAS Appointment and Promotion Handbook*.

professor was given a one-year clock extension and thus came up for associate promotion in the fifth (rather than the ordinary fourth) year after their initial appointment date, their body of work should be evaluated as if they had had four years to work towards associate promotion. If a candidate for tenure was given a one-year clock extension and thus came up for tenure in the eighth (rather than the ordinary seventh) year after their initial appointment date, their body of work should be evaluated as if they had had seven years to work towards tenure. Similarly, and for example, if a tenure-track faculty member was given one course of teaching relief, they should be evaluated for promotion as if they had taught the course for which they received relief. Clock extensions and teaching relief related to the pandemic, medical leave, or parental leave should not be counted against candidates in any way.

Please see the *FAS Appointment and Promotion Handbook* (https://academic-appointments.fas.harvard.edu/) for more information.

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

Note: Please see the *FAS Appointment and Promotion Handbook* for a few SEAS-specific variations.

June: Prior to the beginning of candidates' penultimate year of appointment, chairs receive letters from the associate dean for the division indicating which tenure-track faculty (both calendar-year and academic-year appointees) are eligible for review.

July 1: July 1 is the official start of the review process. Proximate to July 1, the divisional associate dean sends a letter to the candidate informing them that this is the year of their review, that July 1 constitutes the official start of their review process, that the next step is for the candidate to meet with their department chair to discuss the review process and necessary materials, that the candidate's materials are due to the department by September 1, and that the steps of the entire review process are available in the *FAS Appointment and Promotion Handbook*.

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 by September 1 (or next business day).
- Departments compile summary teaching charts and gather materials on the candidates' performance as advisors and mentors of undergraduates, graduate students, and (as relevant) postdoctoral fellows.

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 evaluation letters, submitting for divisional dean approval drafts of the review letters to arm's-length external letter writers, any solicitation letters to collaborators or mentors or "internal external" evaluators, 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 the arm's-length external 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 evaluation letters, submitting for divisional dean approval a draft of the review letter to external letter writers, any solicitation letter to collaborators or mentors, a proposed recipient list, and (if departments choose to send initial inquiries) the initial inquiry email.
- Departments send approved letters to approved recipient lists. The department should give arm's-length external 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 letter writers.

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 a significant majority votes in favor of promotion, 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.

March 1: Deadline for submission of tenure promotion dossiers to Faculty Affairs.

March 26, 2027 (for AY 2026-2027): Deadline for submission of associate promotion dossiers to Faculty Affairs.

March – June: Review, as appropriate, by divisional deans, 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, advisors, mentors, researchers, administrators, and members of the academic community in a number of ways. For example, Harvard-sponsored workshops addressing aspects of professional life, and conferences in one's field can advance a faculty member's professional development. Opportunities for formal and informal mentoring by colleagues are critical to the full development of each faculty member.
- Support for tenure-track faculty is especially important. The *Guide to Faculty Mentoring in the Faculty of Arts and Sciences* (https://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, regardless of career stage or prior documented professional success, should have at least one formal mentor or a mentoring committee within the department assigned with input from the tenure-track faculty member.
- Ideally, formal mentorship 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 should 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.
- Special attention should be paid to the mentoring of tenure-track faculty who are jointly appointed in two departments. The chairs of both departments are urged to meet at least once annually to ensure that a) optimal mentoring is being provided in each department, and b) teaching and service obligations are distributed or cycle fairly between the departments, to ensure that tenure-track colleagues are optimally engaged with each of their departments, while not being overly burdened by either.

What resources are available?

- *Guide to Faculty Mentoring in the Faculty of Arts and Sciences* (https://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 Derek Bok Center for Teaching and Learning offers a wide range of programming for faculty, including Faculty Lunches, Journal Clubs, and Peer Observation cohorts for faculty looking to connect with peers about their teaching and develop their abilities. The Center also conducts several hundred consultations every year with faculty at all ranks to help them design their courses and/or develop new assignments and in-class activities as efficiently and effectively as possible. The Bok Center's senior staff are available to consult about such topics as: course design, classroom practice, deploying new teaching technologies, collecting or interpreting student feedback, managing a teaching staff, advising and mentoring, composing teaching materials for reviews and/or job searches, and more. https://bokcenter.harvard.edu/; bokcenter@fas.harvard.edu.
- 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. Additional information on the program is sent to incoming faculty at the start of each summer.
- Professional development events occur at the divisional level as well. Chairs may check with the divisional associate 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 Office of the Senior Vice-Provost for Faculty also holds events during the year. Please see https://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 outline their research; teaching, advising, and mentoring; and service/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 January 29, 2027. 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 Affairs, and the divisional associate 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 the departmental meetings have all taken place, the divisional dean, the Dean for Faculty Affairs and Planning, the Senior Associate Deans for Faculty Affairs, and the divisional associate dean meet to discuss salary setting.
- A discussion regarding mentoring of tenure-track faculty in the department will also be included in the meeting.
- 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 the following references (see all faculty research policies at https://research.fas.harvard.edu/policies/faculty-research):

- University *Statement on Outside Activities of Holders of Academic Appointments* (available at https://provost.harvard.edu/statement-outside-activities-holders-academic-appointments)
- University *Policy on Financial Conflicts of Interest* (see https://research.harvard.edu/research-policies-compliance/financial-conflicts-of-interest)
- FAS/SEAS *Policy on Financial Conflicts of Interest Disclosures* (available at https://research.fas.harvard.edu/policies/financial-conflicts-interest-disclosures)
- FAS/SEAS *Policies Relating to Research & Other Professional Activities* (available at https://research.fas.harvard.edu/policies-relating-research-and-other-professional-activities-within-and-outside-university)
- FAS/SEAS *Policies on Effort Reporting for Academic Year Effort and Supplemental Salary* (available at https://research.fas.harvard.edu/effort-reporting)

All faculty members are expected to familiarize themselves with these policies and to conduct their research and teaching accordingly. All appointments outside of Harvard must be brought in advance to the attention of the Office for Faculty Affairs, which will work with the faculty member, relevant Dean(s), and other appropriate FAS offices to resolve the matter in accordance with FAS policies.

In general, as noted in the University *Statement on Outside Activities of Holders of Academic Appointments* (available at https://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.

Annual Faculty Activity Reports (a description of the faculty member's research, teaching, advising, mentoring, and service/citizenship during that year) are submitted to the Dean, including in those years in which faculty are on leave, and used as part of the salary-setting process. In addition to reporting in the annual Faculty Activity Report, and in accordance with the *FAS/SEAS Policy on Financial Conflicts of Interest Disclosures* (https://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 candidates, fellows, and graduate students), must under certain conditions submit an annual disclosure of their and their immediate family members' financial interests and outside activities in the preceding twelve months in any related outside entity, using the online Outside Activities and Interests Reporting (OAIR) application (https://oair.harvard.edu). (Please note that some financial interests may be excluded from disclosure.) Such individuals must disclose all outside academic appointments, professional affiliations (including all foreign professional affiliations), and professional activities as part of their annual disclosure certification in OAIR and are required to update their certification as changes to their activities and affiliations occur. This includes consulting relationships, visiting appointments, and honorary appointments. Please see the "Compensation" section in Chapter 2 of the *FAS Appointment and Promotion Handbook* (https://academic-appointments.fas.harvard.edu/), for more detailed information.

There is a policy that is generally known in the FAS/SEAS 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.[3] 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/SEAS—for nine months of the academic year and then for any months in which supplemental salary is paid. If a faculty member is not receiving any supplemental salary and only receives a nine-month academic year salary, the 20 percent rule does not apply for the three months of the year for which the faculty member is effectively unpaid. This remains the case even when the nine-month base salary is paid over a twelve-month period. In addition, if one hundred percent of one's effort is funded from a grant or award, the 20% rule does not apply.

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 months, there may exist the possibility that a conflict of interest or a conflict 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.

[3] 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 the individuals and resources that can assist faculty as they consider their options.
- Jerrine Milke, Chief of Staff in Faculty Affairs, is available to meet with faculty members who are considering retirement. She discusses the options available through the Faculty Retirement Program as described in the Retirement Brochure, answers questions and, as appropriate, drafts retirement agreements. To set up a meeting with Jerrine, faculty members can contact her directly: jmilke@g.harvard.edu, 617-495-0531.
- Sadiyah Jackson, Benefits Consultant for the FAS, is a good source of information on the benefits, including medical, dental, and life insurance for which faculty are eligible in retirement. Sadiyah can be reached at sadiyah_jackson@harvard.edu or 617-495-3139.

10. Black-Bordered Cards and Memorial Minutes

How are faculty members who pass away commemorated?

The FAS has a policy of distributing black-bordered cards upon the death of an *emeritus* member of the Faculty or the death of a professor, associate or assistant professor, professor of the practice, or professor in residence who held a current appointment in the FAS. 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 member of your department who held one of these positions. 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).

Once a black-bordered card has been distributed, the Office of the Secretary contacts the chair of the relevant department to appoint a committee of colleagues to prepare a Memorial Minute on the life and service of the deceased which is then presented at a meeting of the Faculty. Further information about Memorial Minutes can be found at https://officeofthesecretary.fas.harvard.edu/memorial-minutes

11. Faculty Council Elections

The Faculty Council consists of eighteen members who are elected to divisional seats and at-large seats. Faculty Council elections take place in the spring of each year. **In early March, after the at-large nominations portion of the election have concluded, each department or SEAS area chair is asked to consult with their colleagues and nominate one member of the department or SEAS area to stand for election to a divisional seat on the Council.** Chairs may not nominate themselves for this seat.

The Council, which is the highest elected body of faculty in the FAS, functions as both a sounding board for the Dean of the Faculty and a steering committee for the Faculty of Arts and Sciences. It operates as a clearing house for legislation to come before the Faculty, makes recommendations to the Faculty on legislation to be considered by that body, and exercises general oversight over the standing committee structure of the Faculty. The Council also advises the Dean on plans and priorities for the Faculty.

It is an honor for a colleague to sit on this body and a useful conduit between a department and the Dean of the Faculty.

Questions about the election process should be directed to Susan Lively, Secretary of the Faculty, at susan_lively@harvard.edu or 617-495-3613.

12. Meetings of the Faculty

Per the Rules of Faculty Procedure, department chairs are required to attend all meetings of the Faculty, which usually occur from 3:00 to 5:00 p.m. on the first Tuesday of each month during the academic year.

The Faculty meeting schedule and other information about Faculty meetings can be found of the website of the Office of the Secretary (https://officeofthesecretary.fas.harvard.edu/).

Questions about the meetings of the Faculty should be directed to Susan Lively, Secretary of the Faculty, at susan_lively@harvard.edu or 617-495-3613.

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 consultant 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 https://finance.fas.harvard.edu/.

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.
- 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"; and extensions beginning with an "8" can be dialed in full as "617-998".

FAS Finance

Julie Joncas Chief Financial Officer	2-5638	julie_joncas@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 Associate Director of Payroll Services	5-7441	daley@fas.harvard.edu
Stephanie Nasson Senior Director of Administrative Operations	6-2763	nasson@fas.harvard.edu
Meg Kelly Department Administrator	6-3932	mkelly@fas.harvard.edu

Divisional Administrative Deans

Russ Porter Administrative Dean for Science	5-0904	russ_porter@harvard.edu
Kerenne Leandre Financial Planning & Analysis Consultant for Science	5-2830	kleandre@fas.harvard.edu
Beverly Beatty Administrative Dean for Social Science	4-7774	beverly_beatty@harvard.edu
Alex Taylor Financial Planning & Analysis Consultant for Social Science	6-2712	ataylor@fas.harvard.edu
Gretchen Brodnicki Administrative Dean for Arts and Humanities	5-9043	gretchen_brodnicki@fas.harvard.edu
Michael Miller Financial Planning & Analysis Consultant for Arts & Humanities	5-1388	michael_miller@fas.harvard.edu

Sponsored Research

Sponsored Research

Faculty in the FAS and SEAS engage in a wide array of externally funded research activities. Ensuring these projects are conducted in accordance with federal, state, and local regulations — as well as sponsor terms and Harvard policies — requires a collaborative and well-supported administrative environment. Department chairs, area chairs, center directors, department administrators, grants managers, lab directors, local compliance specialists, and financial officers all play key roles in enabling compliant, efficient, and successful research administration.

In February 2023, the Research Compliance Program (RCP) was established to strengthen regulatory compliance infrastructure supporting the FAS and SEAS research enterprise. RCP, housed within the Office of the Vice Provost for Research (OVPR), now oversees certain core compliance areas (e.g., financial conflicts of interest, international collaborations, and export controls). This underscores that research compliance at Harvard is a **shared responsibility**, reflecting the dynamic and interdisciplinary nature of our academic community.

It is essential that researchers are well-informed of sponsor requirements, institutional policies, and regulatory changes — and that departments actively support compliance throughout the lifecycle of research activities.

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

Department chairs serve as stewards of the department's research portfolio and are expected to:

- Be aware of research proposals and awards submitted by their faculty.
- Promote adherence to FAS/SEAS and University review and approval processes.
- Support effective and compliant award management practices within the department.

Pre-Award / Proposal Stage:

While day-to-day proposal preparation is typically handled by departmental sponsored research administrators, ultimate responsibility rests with the Principal Investigator (PI). Department chairs must:

- **Approve proposals**, when requested, that commit departmental space, personnel, or financial resources, prior to submission.*
- **Approve exceptional PI Rights forms** on behalf of the department prior to the Divisional Dean's review and authorization.
- Direct faculty PIs, students, and postdoc applicants toward a research portfolio manager when they learn of potential upcoming applications for funding.

*Indicates an activity that at SEAS is handled by SEAS Research Administration in collaboration with faculty and administrative leadership

- Encourage adherence to Harvard's **five-day internal deadline** for proposal submission (see: FAS/SEAS proposal submission policy). Chairs are encouraged to help reinforce this deadline with their faculty.

Note: Industry-sponsored projects may follow different timelines. However, all proposals — regardless of funder — must meet the five-day internal review requirement.

Post-Award / Project Management:

Chairs are responsible for ensuring the department has processes in place to:*

- Support PIs in meeting obligations to sponsors and ensuring compliance with applicable requirements.
- Facilitate access to administrative and financial resources needed to manage projects effectively. Departmental resources may be required to resolve deficits due to over expenditures.

Chairs also help reinforce the importance of research integrity and a culture of compliance by demonstrating and encouraging the appropriate use of funds, effort certification, timely reporting, and ethical and responsible conduct of research.

It is important to note that Chairs, faculty, and researchers are NOT considered authorized signatories for any research related agreements. All such agreements should be directed to the Research Portfolio Manager.

Support Resources for Sponsored Research

FAS Office of Research Administration (FORA)

FORA provides centralized research administration support across the FAS, offering guidance and oversight throughout the sponsored research lifecycle — from identifying funding and proposal development to award management and closeout.

- Website: https://research.fas.harvard.edu
- Kris Monahan, Chief Research Administration Officer, krismonahan@fas.harvard.edu

SEAS Research Administration

- Website: https://seas.harvard.edu/office-research-administration
- David Hwang, Dean for Research, dhwang@seas.harvard.edu

* Indicates an activity that at SEAS is handled by SEAS Research Administration in collaboration with faculty and administrative leadership

- Melissa Francis, Senior Director of Research Administration, mjfrancis@seas.harvard.edu
- Pamela Baker-Webber, Senior Director of Research Policy, bakerwebber@seas.harvard.edu

Harvard Office for Sponsored Programs (OSP)

OSP is Harvard's authorized institutional office for submitting proposals (except for industry-sponsored projects) and accepting awards. OSP provides financial oversight, reporting, invoicing, and training.

- Website: https://osp.finance.harvard.edu
- FAS departmental contacts: Find your OSP contact
- Associate Vice President, Kelly Morrison, kelly_morrison@harvard.edu, (617) 496-2513

Research Compliance Program (RCP)

RCP supports compliance in areas such as financial conflicts of interest, international collaborations, and export control. Staff from OVPR lead operational and administrative oversight in these areas for FAS and SEAS.

- Learn more: RCP website

Office of Technology Development (OTD)

OTD manages intellectual property, negotiates industry-sponsored research agreements, and supports commercialization of discoveries.

- Website: https://otd.harvard.edu

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 as well as the available financial resources. 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 senior capital (construction) project managers and a senior planner for each of the three divisions (Arts & Humanities, Social Sciences, and Sciences) and for the College, Harvard Library, and GSAS. These professionals are charged with both helping departments use space efficiently and equitably and finding solutions that span departmental space boundaries.

For significant space allocations spanning multiple divisions within FAS or major financial commitments, 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 propose 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 and associated construction costs for the appointment as part of this discussion as soon as possible, 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.

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

How is space set up for a new faculty member?

Certain faculty appointments generate the need for space renovation. For those appointments, a capital 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:

Zak Gingo, Associate Dean of Physical Resources and Planning,
zgingo@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

For project design and construction, please contact:

John Hollister, Director of Capital Projects,
jhollist@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 visit: https://oprp.fas.harvard.edu/FAS Buildings and Building Managers List or contact the Office of Physical Resources and Planning, at 617-495-3678. If you have difficulty resolving a building issue, please contact Zak Gingo at the email address, above.

For urgent building-related problems needing immediate response, please call the Harvard Operations 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 staff compensation (e.g., job classification, salary setting), performance management, talent management best practices, organizational development, and career development programs. 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.

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. The HR Consultant is available for guidance and coaching on matters such as employee relations issues, talent acquisition, organizational development, new employee onboarding, compensation, employee retention, and career development. They 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. Please note the University remains in a hiring freeze effective March 2025, so only essential roles will be considered. FAS HR convenes a bi-monthly Essential Strategies Staffing Meeting (ESSM) to make hiring decisions about roles that need to move forward during the current University hiring freeze. Many roles on faculty sponsored funds move forward without going to ESSM. 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 almost all 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, an FAS Talent Acquisition Consultant will assist the department in posting the position.

Upon request, the FAS Talent Acquisition Consultant can help with various elements of the hiring process, including conducting an inclusive candidate search, 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 unique 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 Talent Acquisition Client Portal (TACP).

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. 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 (talentacquisition@fas.harvard.edu).

What if I want to hire a Temp or Less-than-half-time (LHT) employee?

Temp and LHT employees can be hired onto the Harvard payroll if the work will be performed in a state where Harvard is registered to do business (Harvard Registered Payroll States). Temps/LHTs on the Harvard payroll are subject to the HUCTW tenure provisions (HUCTW Personnel Manual; p 10).

For help finding Temp or LHT candidates or to payroll someone in a non-registered state, Harvard has a partnership with a vendor-neutral managed service provider (MSP) called Yoh Enterprise Solutions (formerly DZConneX). Yoh Enterprise Solutions has relationships with suppliers (temp agencies and payrolling services) who help source and payroll these contingent workers. Department Administrators can have access to Fieldglass, a vendor management system that manages contingent worker job postings, time reporting and payrolling. For more information, contact FAS HR or the Yoh Enterprise Solutions Management Office: harvard@dzconnex.com.

What if I have an employee who wants to work from somewhere other than a Harvard registered payroll state?

Harvard recognizes the occasional need, with appropriate approval, to hire or allow an employee to work a hybrid or remote schedule from certain states outside of those where Harvard is registered to do business: (Harvard Registered Payroll States) or outside of the United States. Please see the policy on Employment Outside of Massachusetts for more information.

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, the 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 grade 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 his/her/their role for an extended period).

While new responsibilities added to a position allows 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 their 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 through the Position Request Portal (PREP).

All proposals for classification and reclassification are reviewed by the FAS Classification Committee in FAS HR. **Please note, during the University hiring freeze only non-exempt reclassifications will be reviewed.**

For additional information and tools on the FAS Classification process, please contact your HR Consultant.

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 related to 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, an equity review of the staff salaries in the department may be requested by the HR Consultant. Salary adjustments should be planned for and requested during the annual budget process. The HR Consultant and department administrator can help prepare any data points that would be helpful prior to the start of the academic planning process.

- **Annual salary program for non-union staff:** The Chief Human Resources Officer (CHRO) will distribute salary planning information for non-union staff (general compensation and administrative guidelines) to the department chairs and department administrators outlining that year's annual salary program.

  The annual salary program varies from year to year, depending on available funding and labor 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 and department administrators when planning how to best use any funds available for variable pay awards (i.e. bonuses).

- **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 happens when an employee needs to take a leave of absence?

As a manager, you are crucial in helping employees navigate needed transitions away from and returning to work. Advance consideration of how to cover the employee's job responsibilities during a leave, along with sensitivity to the personal challenges or changes the employee may be facing, will ensure the department's continued productivity, morale, and employee retention. There are a variety of legal and policy related rights and responsibilities associated with leaves of absence. Departments should contact the FAS HR Leaves Consultant or their HR Consultant for information and help with planning for a staff member's leave.

How does a department handle staff benefits?

Benefits at the University are one of the few areas where central Harvard 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 benefits information on the HHR website.

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. Staff seeking a flexible work schedule or location should speak with their managers before filling out and submitting the University's Flexwork form. For further guidance on staff management, chairs should contact their HR Consultant.

- **Performance management:** Performance management is a collaborative process that supports a positive working relationship between managers and staff. All FAS staff should have the benefit of ongoing performance conversations, documented annually in Q4 of the fiscal year in a PeopleSoft form. 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 process, tools and resources are available on the FAS HR website.

- Recognition**:** Regularly recognizing staff for their hard work and efforts in the workplace can help with retention and fostering a sense of community. Recognition can include writing a thank you note to a staff member or showing your appreciation for their work in a staff meeting. Find more ways to recognize staff on the FAS HR website.

- **Progressive Discipline and Problem solving:** While the general principles of progressive discipline and 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 progressive discipline and 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 progressive discipline and problem solving.

- **Staff development:**

  - **Getting Started:** All employees new to FAS should take Getting Started, a FAS specific self-paced orientation course in the Harvard Training Portal, designed to complement Harvard's University-wide orientation program. Getting Started educates new staff about the unique aspects of working in FAS. The self-paced course is offered alongside four annual Welcome Receptions for new hires.
  - **FAS Staff Mentoring Program**: The mentoring program is for top-performing FAS staff members who are interested in developing their career at Harvard and are willing to invest time and energy into their professional development through monthly group meetings, training sessions, and networking.
  - **Center for Workplace Development (CWD):** The University's Center for Workplace Development offers FAS staff high-quality, low-cost classroom and virtual 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 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. Please email hr_programs@fas.harvard.edu if you have questions about these programs.
    - More information on CWD offerings and registration information is available on the HHR website.
    - The Office of Work/Life: The University's Office of Work/Life helps connect staff with the Employee Assistance Program (EAP), dependent care resources, flex-work guidelines, and mindfulness sessions.

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 - Policies
- University Office of Human Resources
- Harvard University Personnel Manual for Administrative/Professional Staff and Non-Bargaining Unit Support Staff

- Harvard Union of Clerical and Technical Workers (HUCTW) - 2021-2022 – Agreement and Personnel Manual – note that the full agreement and manual are dated 2021-2022. Updates for the 2022-2026 contract are shown separately.
- Non-Discrimination and Anti-Bullying Policy
- Environmental Health and Safety (EH&S)
- 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. If you have questions, contact the HR Consultant listed as the contact person for minors on the FAS HR website.
- Sexual & Gender-Based Harassment Policy/Resources (Title IX): Title IX Coordinators for staff are available to provide support, resources, and answer questions regarding Title IX at FAS. If a staff member discloses an issue to you or you become aware of a sexual or gender-based harassment concern involving staff, please contact a staff Title IX Coordinator. A staff Title IX coordinator will provide a private space for staff to receive support.
    - FAS Sexual & Gender-Based Harassment Policy/Resources
    - FAS Title IX Resource Coordinators for Staff
    - Office for Community Support, Non-Discrimination, Rights and Responsibilities (CSNDR)
- Harvard Non-Retaliation Policy: The University expressly forbids anyone to take any form of retaliatory action against any member of the Harvard community who in good faith voices concerns, seeks advice, files a complaint or grievance, seeks the aid of Human Resources, testifies, or participates in investigations, compliance reviews, proceedings or hearings, or opposes actual or perceived violations of Harvard University's policy or unlawful acts.
- Harvard Policy on Conflicts of Interest and Commitment
- Harvard Policy on Work Relationships (Employing Family or Household Members, Consensual Relationships)
- FAS Office for Academic Culture and Community
- Office for Community and Campus Life**:** This University office reports into the President's Office and helps foster a Harvard-wide culture of inclusion and excellence. For information about Harvard's Affirmative Action Plans for Individuals with Disabilities and Protected Veterans, please contact Teresa Malonzo, Director of Equal Employment Opportunity.

- **Other University-Wide Policies and Guidelines at Harvard**
    - Office of the Provost: Policies
    - Center establishment and principles governing commercial activities
    - Digital Millennium Copyright Act (DMCA) - Copyright Policy
    - Policy on Access to Electronic Information

Information Technology

Information Technology

Faculty members can find the technology tools and resources they'll need for teaching, research, collaboration, and daily use at https://huit.harvard.edu/welcome.

Services and support for technology in the FAS are provided by Harvard University Information Technology (HUIT), in partnership with FAS Research Computing, the Institute for Quantitative Social Science, and the Harvard Library. IT help is available through the following channels:

- **Call:** 617-495-7777
- **Chat:** huit.harvard.edu/chat
- **Find online help:** https://www.huit.harvard.edu/get-help
- **Email:** ithelp@harvard.edu

In addition to the resources above, we welcome FAS department chairs to bring suggestions or concerns regarding technology support for faculty to the following individuals:

General Technology Suggestions or Concerns

- Chris Viklund, Senior Business Relationship Manager, HUIT (chris_viklund@harvard.edu)
- Andrew Juraschek, Managing Director for IT Strategy and Coordination for the Faculty of Arts and Sciences (ajuraschek@fas.harvard.edu)
- David Sobel, Associate Director for FAS Technology Strategy and Planning (david_sobel@harvard.edu)

Academic Technology

Ian Tosh, Director, Academic Technology Services and Operations, HUIT (ian_tosh@harvard.edu)

Digital Accessibility

Jennifer Dee, Digital Accessibility Officer for the Faculty of Arts & Sciences (jennifer_dee@harvard.edu)

Information Security and Data Privacy

Ingrid Skoog, Data Privacy and Information Security Officer, Faculty of Arts & Sciences (ingrid_skoog@harvard.edu)

The Library

Harvard Library

Harvard Library is a world-class academic library, an unparalleled resource for learning and research. We are expert partners on the pathways to knowledge. We engage with our communities in the creation and sharing of new knowledge, connecting them with vast collections that we curate and steward with collaborators around the world. At its core, our mission is to advance the learning, research and pursuit of truth that are at the heart of Harvard. Today, Harvard Library's holdings range from traditional print collections to rapidly expanding digital resources. It is the work of Harvard Library to champion curiosity for the betterment of the world, providing the University's faculty, students, and researchers—now and in the future—with comprehensive access to these materials.

The Harvard Library website (library.harvard.edu) provides updated guides, resources, and collections. HOLLIS is our central discovery platform (e.g. catalog) for locating articles, books, database, and journals. Our Ask-a-Librarian page at https://ask.library.harvard.edu/ is always available for questions of any kind via email or chat reference.

Library Liaisons

https://library.harvard.edu/services-tools/library-liaisons

Library Liaisons are disciplinary research specialists assigned to different departments and centers as your first point of contact. They help you understand and navigate the library resources for research and support teaching and learning in the classroom. Library Liaisons will:

- Introduce/reintroduce faculty and students to library services and collections, including evolving systems and services, such as data curation, digital scholarship, multi-media production, and technology lending services.
- Offer tailored assistance for research projects as well as general reference services to the department.
- Collaborate with faculty and teaching fellows to discuss course support, including resources and assignment design to build students' research skills (see below) and accomplish your learning goals.
- Conduct one-on-one consultations for student papers, projects, theses and dissertation work.
- Develop course-based research guides and content for Canvas sites.
- Provide in-class and extracurricular instruction sessions on resources and strategies for effective research.
- Participate in and contribute to course-based learning discussions and research assignments.

Support for Teaching

Course-Integrated Research Instruction

As noted above, 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:

- Introduction to research methods
- Discipline specific search strategies (including demonstrations of tools or sources)
- Strategies for critical assessment of sources
- Guidance and active learning of information and digital literacy tools (e.g. visualization techniques, media editing, text mining) and concepts (e.g. contexts of authority, ethical use, iterative inquiry)
- Curating collections of materials designed for the course or close analysis of sources.

Additionally, 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.

Primary Sources

The librarians and archivists who work with Harvard Library's vast primary source collections partner with instructors to create learning experiences that foster close observation, curiosity, and critical inquiry. Through class sessions, object-based learning, and archival visits—whether in person or using digital collections—students engage directly with original materials to develop evidence-based research practices, explore new questions, and take intellectual risks. Harvard's unparalleled primary source collections span libraries, archives, and special collections across the University, with many materials also available online. To learn more or to plan a class session, contact your liaison or Ask-A-Librarian.

Course Materials and Reserves

Harvard Library processes faculty requests, and can identify, locate, scan, purchase and borrow materials. Whenever possible, readings are linked online from within Canvas as digital fulfillment is the default, unless physical copies are specifically requested by instructors. 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, Ernst Mayr, and Tozzer. For more information, see "Course Reserves" at https://library.harvard.edu/services-tools/course-reserves. We encourage you to link from course web pages to our licensed e-resources whenever possible to reduce the size and cost of course materials. Contact your library liaison for assistance.

Multimedia Resources and Training

Training and support for multimedia assignments is available at the Lamont Media Lab and Cabot Library. Equipment loans (cameras, microphones, etc.) are available at several library locations (https://library.harvard.edu/services-tools/tech-loan). Trained staff can help you integrate media in all formats into projects and assignments and provide the equipment and guidance to students in your class. Services encompass instruction on podcasting, video and image editing, large format and 3D printing, and augmented/virtual reality experiences.

Advanced Support for Research

Harvard librarians work closely with faculty and scholars across various stages of the research process, providing assistance with information discovery through the archiving of research publications and data. Librarians are available for individual consultations with researchers on bibliographic citation practices, qualitative research applications and methods, digital scholarship support, data management and visualization techniques. Library staff also teach a number of workshops on these topics throughout the year.

Digital Scholarship

Harvard Library coordinates a suite of services to aid faculty and students with incorporating rigorous digital methods—including augmented and virtual reality, artificial intelligence, data acquisition and analysis, visualization, mapping, hosting, and presentation—into their research and teaching. Faculty may contact the Harvard Library Digital Scholarship Program (https://library.harvard.edu/how-to/digital-scholarship-program) for consultations and assistance. Library staff members also participate in the broader Digital Scholarship Group (https://dsg.fas.harvard.edu/) which offers research and pedagogy workshops, office hours, infrastructure support, guidance for projects, and a certificate program.

Qualitative Research

Qualitative research support is open to all students, researchers, faculty and staff at Harvard interested in using qualitative software and in qualitative research generally. We offer resources, software training, and general support to help you plan a qualitative research project, develop interview questions, and collect, analyze, and share qualitative data. For more information on supported applications and techniques see our service page here: https://library.harvard.edu/services-tools/qualitative-research-support

Data Visualization

Harvard Library's Visualization Support service offers guidance and training to help students, faculty, and researchers create effective data visualizations. Through workshops, one-on-one consultations, and hands-on instruction with tools like Tableau and other platforms, the service supports users at every stage—from brainstorming and design to analysis and presentation—helping them transform data into clear, compelling visual stories.

Copyright First Responders (CFR)

CFRs are staff members located across Harvard's libraries, archives and museums who have specialized training on copyright law and policy to help provide guidance and tackle questions on fair-use issues and intellectual property related to teaching and research.

You can find and contact your CFR here: https://library.harvard.edu/services-tools/copyright-first-responders

Purchase of New Materials

Harvard Library's collections support scholarship and teaching broadly. Please contact your liaison librarian to discuss information needs and potential acquisitions.

You can also submit purchase requests at https://library.harvard.edu/purchase-request-form.

Open Scholarship and Research Data Services

Open Scholarship and Research Data Services (OSRDS) leads programs and services to open, share, and manage scholarship and research data to ensure scholarly research outputs are free and accessible for all. As a central resource within Harvard Library, OSRDS serves as a strategic partner to faculty and researchers, providing the expertise, tools, and infrastructure necessary to navigate the evolving landscape of open scholarship and research data management and sharing.

The department provides specialized support across two core areas: Open Scholarship Services and Research Data Services. Support for open scholarship includes managing the DASH repository, navigating open access models and policies, assisting with author-publisher negotiations, and ORCID integration. On the data side, OSRDS offers expert guidance and training on data management and sharing, data curation and reuse, and recommended practices for metadata, documentation, and open science tools.

By improving the efficiency of the research workflow and increasing accessibility, discoverability, reproducibility, and reusability, OSRDS empowers the Harvard community to maximize the impact and reach of their work. For more information or to request a consultation, please contact our team at HL_OSRDS@harvard.edu.

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 (https://infoforfaculty.fas.harvard.edu) lists resources for teachers (below):

Academic Resource Center (ARC)
1414 Massachusetts Avenue, 3R
617-495-5734
academicresourcecenter@harvard.edu
https://academicresourcecenter.harvard.edu/

Advising Programs Office
1414 Massachusetts Avenue, 3R
617-496-0218
advising@fas.harvard.edu
https://advising.college.harvard.edu/

Assistive Technology Center
1414 Massachusetts Avenue, 2nd Floor
Cambridge, MA 02138
617-496-8800
atc@fas.harvard.edu
https://atc.fas.harvard.edu/

Bok Center for Teaching and Learning
50 Church Street, Suite 308
617-495-4869
bokcenter@fas.harvard.edu
https://bokcenter.harvard.edu/

Harvard College Library Teaching and Curricular Services
Widener Library
617-495-2401
https://library.harvard.edu/how-to/get-teaching-support-your-courses

Harvard University Information Technology (HUIT)
617-495-7777
ithelp@harvard.edu
https://huit.harvard.edu/

Arts & Humanities Administrative Services
Barker Center, Room 058-059, 617-495-0340
Boylston Hall Mezzanine 617-495-0510
ahas@fas.harvard.edu
https://ahas.fas.harvard.edu

Educational Support Services:
Main Office, Science Center B-02, 617-495-9460
Provides classroom technology support for all FAS locations.
Email requests to ess@fas.harvard.edu
https://ess.fas.harvard.edu/

ESS Recording Studios:
Events and Media Production Studios
50 Church Street, Lower Level
617-495-9440
ess@fas.harvard.edu
https://ess.fas.harvard.edu/event-media-production/50-church-street-studio/

The Rita E. and Gustave M. Hauser Digital Teaching and Learning Studio
Widener Library, G90
617-495-3979
ess@fas.harvard.edu
https://ess.fas.harvard.edu/event-media-production/media-production-services/

Language Center
1 Oxford Street
Science Center B-06
617-495-9448
language@fas.harvard.edu
https://language.fas.harvard.edu/instructors

Office of Career Services
54 Dunster Street
617-495-2595
https://ocs.fas.harvard.edu/

Office of International Education
1414 Massachusetts Avenue, Third Floor
617-496-2722
oie@fas.harvard.edu
https://oie.fas.harvard.edu/home

Office of Undergraduate Research and Fellowships
77 Dunster Street, Second Floor
617-495-5095
https://uraf.harvard.edu

Piano Technical Services
Vanserg Hall (25 Francis Avenue), Piano Shop
617-495-2981
pts@fas.harvard.edu
https://music.fas.harvard.edu/piano-technical-services/

Writing Center
Barker Center, Ground Floor
617-495-1655
https://writingcenter.fas.harvard.edu/

Sexual and Gender-Based Harassment, Other Sexual Misconduct, and Unprofessional Conduct

Sexual and Gender-Based Harassment, Other Sexual Misconduct, Non-Discrimination, Anti-Bullying, and Unprofessional Conduct

The Faculty of Arts and Sciences has guidelines and procedures for addressing questions or concerns about sexual harassment, gender-based harassment, other sexual misconduct, discrimination, bullying, and unprofessional conduct. It has also identified designated officers that serve as key contacts for undergraduate students, graduate students, faculty, postdocs, researchers, and staff members.

The most important advice for chairs is: if you learn about a potential violation of policy (referred to as a "disclosure") - **never act alone**. Department chairs should contact any of the designated officers (Title IX Resource Coordinators or Local Designated Resources) listed below about situations that may potentially involve sexual and gender-based harassment, sexual misconduct, bullying, retaliation, or other forms of unprofessional conduct.

In accordance with University Sexual Harassment/Misconduct Policies, department chairs are considered "responsible employees" (as are all faculty and staff as defined below), and therefore must involve the relevant Title IX Resource Coordinator at the earliest opportunity. Notifying a Title IX Resource Coordinator of possible sexual or gender-based harassment is important because it ensures that individuals consistently receive accurate information about the resources and options available from a trained person in a position to assist them. There is no need to attempt to handle these difficult and complicated issues alone.

In addition to your responsibility to contact a Title IX Resource Coordinator, there are steps we recommend to demonstrate your support. We ask that you actively listen, express concern and a desire to help, paraphrase the individual's concerns to verify that you understand the issue from their perspective, and tell them you'll follow up with them soon. Avoid promising an action you can't take or are unsure is the best course of action. Contact Faculty Affairs so we can partner with you, offer experienced guidance, and provide support.

When a responsible employee receives a disclosure, we ask that they do their P-A-R-T:

- **P**rivacy- If possible, delicately remind them that you are not a confidential resource before information is disclosed. Reinforce that you are concerned for their well-being, you want to provide assistance, and their privacy is still a priority. However, you wouldn't want them to share something with the expectation of absolute confidentiality. Should they wish to maintain confidentiality, direct them to a confidential resource.
- **A**ppreciate- This is a vital moment. It may be someone's first time telling someone about this issue. You may want to use language that supports them while avoiding judgment. "Thank you for telling me that, I appreciate you sharing something so difficult." - "The University takes this seriously, and so do I." - "I'm sorry you're going through this and I want to help you."
- **R**esponsibility- You have a responsibility to consult with a Title IX Resource Coordinator. "I am going to let the Title IX Resource Coordinator know we talked so we can make sure you have access to supportive resources and understand your options. This

is not the same as filing a complaint. It doesn't launch an investigation and you are not obligated to share any information if you don't want to. If you'd prefer, I can talk to the Title IX Resource Coordinator for you or with you."

- **T**ell Someone- Agree on a plan to connect to a Title IX Resource Coordinator, and if they wish, SHARE or other resources. Ask if they want you to follow up with them later, and if so, how they would like you to contact them.

The role of Title IX Resource Coordinators:

- FAS Title IX Resource Coordinators, make sure that people have access to resources, understand the policy, and are informed of their options. They do not conduct formal investigations.
- Talking to a Title IX Resource Coordinators about a concern is not the same as filing a complaint. It does not automatically launch an investigation, and people impacted by harassment and misconduct are not obligated to share any information if they don't want to.
- Title IX Resource Coordinators supportive measures, which are designed to support and protect individuals or the University community and may be considered or implemented at any time, as appropriate. Examples include restrictions on contact, course-schedule alteration, and increased monitoring of certain areas of campus.
- Title IX Resource Coordinators are private resources that treat all information with the utmost sensitivity. Information received by a Title IX Resource Coordinator is only shared on a need-to-know basis. Title IX Resource Coordinators are not confidential resources.

Overview of the Interim FAS Policies on Title IX Sexual and Gender-Based Harassment and Other Sexual Misconduct:

The Faculty of Arts and Sciences (FAS) prohibits sexual and gender-based harassment and other sexual misconduct as part of its commitment to maintaining a safe, healthy, and equitable educational and work environment. The FAS Policies and Procedures for Addressing Title IX Sexual and Gender-Based Harassment and Other Sexual Misconduct adopts the University policies and incorporates the University procedures. 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 policies prohibiting sexual harassment and other sexual misconduct:

Broadly, sexual harassment and other sexual misconduct is "unwelcome conduct" on the basis of sex, sexual orientation, or gender identity. This includes unwelcome sexual advances; requests for sexual favors; and other verbal, nonverbal, graphic, or physical conduct of a sexual nature or based on sexual orientation or gender identity when:

- An employee of the University either explicitly or implicitly conditioning the provision of an aid, benefit, or services of the University, such as an individual's employment or academic standing (for example, academic evaluation, grades, or advancement) on an individual's participation in unwelcome sexual conduct ("quid pro quo"); *or*
- Unwelcome conduct determined by a reasonable person to be so severe, persistent, or pervasive that it effectively denies a person access to the University's education or work programs or activities (hostile environment).

Conduct is unwelcome if a person did not consent to it. Consent is defined as agreement, assent, approval, or permission given voluntarily and may be communicated verbally or by actions.

FAS Policy on Relationships between Individuals 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, instructors, teaching fellows, and other individuals teaching a course or engaging in academic supervision, and a student subject to their teaching or other academic supervision.
- Amorous relationships that might be appropriate in other circumstances always have inherent dangers when they occur between any teacher or officer of the University and any person for whom he or she has a professional responsibility (i.e., as teacher, advisor, evaluator, supervisor). Implicit in the idea of professionalism is the recognition by those in positions of authority that in their relationships with students or staff there is always an element of power. It is incumbent upon those with authority not to abuse, nor to seem to abuse, the power with which they are entrusted.
- 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 the person in a position of greater authority who will be held accountable for unprofessional behavior.

FAS-Specific Policy on Other Sexual and Gender-Based Misconduct:

- The FAS may ask the Office of Dispute Resolution (ODR) to investigate allegations of sexual and gender-based misconduct directed at people outside our community even if the conduct occurs off-campus and therefore falls outside of the jurisdiction of the Interim University Policies.
- 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.

Resources – different resources offer different levels of privacy:

1. Private Resources: FAS Title IX Resource Coordinators, Office for Dispute Resolution (ODR), and the Title IX Coordinator within the Office for Community Support, Non-Discrimination, Rights and Responsibilities (CSNDR).

The Title IX Resource Coordinators for FAS faculty and researchers are:

Seth Avakian
Program Director for Nondiscrimination and Professional Conduct (joint with GSAS)
617-495-9583
avakian@fas.harvard.edu

Stephanie Clendenin
Program Officer for Nondiscrimination and Professional Conduct (joint with GSAS)
617-384-0610
clendenin@fas.harvard.edu

Danielle Farrell
Program Officer for Nondiscrimination and Professional Conduct (joint with FAS HR)
617-495-0321
farrell@fas.harvard.edu

Pamela Galowitz
Program Officer for Nondiscrimination and Professional Conduct (joint with FAS HR)
617-496-5663
pgalowitz@fas.harvard.edu

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

The University-wide Title IX Coordinator (nicole_merhill@harvard.edu), (617-496-2470), the Office for Dispute Resolution ("ODR," at 617-495-3786 or odr@harvard.edu) and FAS Title IX Resource Coordinators (for a list see https://csndr.harvard.edu/local-title-ix-resource-coordinators) are all available to discuss options, support services, supportive measures and how to file a complaint.

2. Confidential Resources (https://csndr.harvard.edu/confidential-support-share): Harvard offers resources for confidential conversations, within certain limits proscribed by law.

- **Sexual Harassment/Assault Resources & Education (SHARE):** SHARE offers confidential crisis counseling. SHARE can provide more information about the services its counselors offer and how it maintains confidentiality. 24-hour response hotline: 617-495-9100.
- **University Mental Health Services:** Provides confidential counseling services and referrals to students who have paid the student health fee: 617-495-2042.

- **Harvard Chaplains:** Provides confidential counseling for a variety of faiths: 617-495-5529.
- **Harvard Ombuds Office:** A confidential resource available to anyone from Harvard's community: 617-495-7748.
- **Response** (peer counseling for Harvard College students): 617-999-8353.

3. Harvard University Police Department (HUPD): If someone is in immediate danger and needs help or wants to speak to a specially trained police officer about their situation, call the HUPD at 617-495-1212 or 617-432-1212 (Longwood Campus).

To read more about FAS guidelines, officers and related resources, as well as procedures for resolving sexual and gender-based harassment and unprofessional conduct problems, please see: https://www.fas.harvard.edu/reports/sexual-and-gender-based-harassment-policy/.

Non-Discrimination Policy

Discrimination is adverse treatment of an individual based on one or more of the protected characteristics listed in this Policy. In a university setting, complaints of discrimination may arise in the employment context and the education context in the following potential forms:

Discriminatory disparate treatment is singling out or targeting an individual for less favorable treatment because of their protected characteristic. In the employment context, the less favorable treatment must negatively affect the terms and conditions of employment. In the education context, to rise to the level of discrimination, the treatment must unreasonably interfere with or limit the student's ability to participate in or benefit from the institution's programs and activities.

Discriminatory harassment is unwelcome and offensive conduct that is based on an individual or group's protected status. Discriminatory harassment may be considered to violate Harvard University Policy when it is so severe or pervasive and objectively offensive that it creates a work, educational, or living environment that a reasonable person would consider intimidating, hostile, or abusive and denies the individual an equal opportunity to participate in the benefits of the workplace or the institution's programs and activities.

Anti-Bullying Policy

Bullying, used as a shorthand for hostile and abusive behavior or power-based harassment, is defined here as harmful interpersonal aggression by words or actions that humiliate, degrade, demean, intimidate, or threaten an individual or individuals. For a violation of the Policy to occur, such aggression must be sufficiently severe or pervasive and objectively offensive that it creates a work, educational, or living environment that a reasonable person would consider intimidating, hostile, or abusive and denies the individual an equal opportunity to participate in the benefits of the workplace or the institution's programs and activities. Unless sufficiently severe or pervasive, a single act typically would not constitute bullying.

Local Designated Resources for FAS Faculty

Local Designated Resources (LDRs) serve as the resource for receiving reports and complaints, directing community members to resources, and providing information on supportive measures, policies, and options (including how to file a formal complaint or seek informal resolution) relevant to the Non-Discrimination and Anti-Bullying Policies. They coordinate with the Office for Community Support, Non-Discrimination, Rights and Responsibilities (CSNDR).

Seth Avakian
Program Director for Nondiscrimination and Professional Conduct (joint with GSAS)
617-495-9583
avakian@fas.harvard.edu

Stephanie Clendenin
Program Officer for Nondiscrimination and Professional Conduct (joint with GSAS)
617-384-0610
clendenin@fas.harvard.edu

Danielle Farrell
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617-495-0321
farrell@fas.harvard.edu

Pamela Galowitz
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617-496-5663
pgalowitz@fas.harvard.edu

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

FAS Professional Conduct Policy

"The importance of professional conduct within the academic community is self-evident, but what precisely is meant by the phrase is not. For 'professional conduct' covers a multitude of situations. No single style or method of teaching guarantees it; a teacher may be appropriately professional whether meeting students at a café or in an office, whether by nature gregarious and sociable, or shy and reserved. Yet there are principles underlying the concept, that allow it to be honored when present and deplored when absent. In a university setting, professional conduct rests upon an enduring respect for fellow human beings and for the vocation of teaching, and a recognition that a teacher's powers and responsibilities must not be abused. The basic principles may be easier to appreciate abstractly than to apply while teaching."[4]

[4] The Faculty Council approved the preceding text in 1995 for distribution to the full Faculty as a "discussion document" to be used as a point of reference. The full discussion document can be found here: https://infoforfaculty.fas.harvard.edu/book/conduct.

Statement of Policy

Individuals in a position of authority holding academic appointments in the Faculty of Arts and Sciences (hereinafter referred to as "Faculty" or "Faculty Members") have an obligation to uphold the highest standards of professionalism and integrity in their interactions with all members of the Harvard community, including faculty colleagues, students, persons holding research appointments (e.g., postdoctoral fellows), and staff members. Faculty Members are expected to abide by the FAS Professional Conduct Policy:

1. on-campus at all times, and
2. off-campus when they are representing the University in any professional capacity (e.g., leading a group of researchers in the field; attending an academic conference or University-related or University-funded social or extracurricular activities).

In both circumstances, this policy also applies to Faculty Members' actions in any electronic or digital medium.

Any current or former member of the Harvard community may bring concerns about an FAS Faculty Member to the FAS Office for Faculty Affairs ("OFA"). Bringing a concern to the attention of OFA does not automatically launch a formal investigation or mediated resolution. OFA may, in its discretion, deem it appropriate to implement supportive measures (as outlined below), regardless of whether it launches a mediated resolution or formal investigation.

1. Anti-Bullying and Non-Discrimination
Faculty Members are subject to the Harvard University Anti-Bullying and Non-Discrimination Policies and Procedures

2. Professional Behavior and Judgement
Faculty must avoid behaviors which display a pattern of extreme negligence or poor professional judgment that endangers the health, safety, or well-being of any person or group, or unreasonably interferes with a person's or group's ability to perform University duties or undertake their course of education or training.

3. Appropriate Engagement of Community Members
Faculty members may not use their positions to obtain services for which individuals are not compensated. 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. In addition, Faculty Members must contact their department/unit administrator before they engage an individual to assist with research or other services related to their role as a Faculty Member to ensure compliance with Harvard policies and labor laws.

4. Confidentiality
Faculty Members must uphold confidentiality in matters pertaining to student and employee files and records, which could reasonably be considered confidential. This could include employment information, employee records, or student application materials.

5. Non-Retaliation
Faculty Members must abide by Harvard University's Non-Retaliation Policy.

6. Compliance with other policies and laws
Faculty Members must comply with all applicable laws, rules, regulations, and professional standards, including FAS and University policies and practices; this includes, but is not limited to, policies regarding discrimination, and sexual and gender-based harassment.

Supportive Measures

Supportive measures are individualized services designed to support access to the University's education programs or activities.
OFA, in conjunction with the Dean of the FAS or the FAS Academic Deans, may implement supportive measures to protect Harvard community members. Supportive measures are non-disciplinary, non-punitive, and do not require a formal complaint or mediated resolution to be implemented.

Mediated Resolution

Any current or former member of the Harvard community may make a request to OFA, either orally or in writing, for support in resolving a concern that a Faculty Member may have violated FAS or University policies. OFA will assign a Program Officer who will consult further with the person initiating the request and determine if a mediated resolution is appropriate. The Program Officer will inform the Faculty Member who is the subject of the allegations and gather additional relevant information as necessary from the parties and others. The Program Officer, at their discretion, may put in place any appropriate supportive measures. The Program Officer will attempt to aid the parties in finding a mutually acceptable resolution. A matter will be deemed satisfactorily resolved when both parties expressly agree to an outcome that is also acceptable to the Dean for Faculty Affairs and Planning. A mediated resolution may not be suitable, especially if the concern falls under another FAS or University policy. Ordinarily, the mediation resolution will be concluded within four weeks from the date of both parties' agreement to enter the mediation process.

Informal Resolution

Note: a formal complaint filed by an individual Harvard community member under the Non-Discrimination and Anti-Bullying (NDAB) policies would follow the procedures outlined in the NDAB procedures. The following informal resolution process addresses concerns that fall outside of formal NDAB complaints.

Many concerns can be addressed locally and informally within the department or division. To maintain privacy and resolve concerns quickly, the Local Designated Resource (LDR),[5] if appropriate given the circumstances, will first collaborate with the Divisional Dean and/or Department Chair, or the relevant faculty member in a leadership role (e.g., DUS, DGS), to arrange a conversation or mediation with the faculty member. If FAS believes further action is

[5] The LDR is trained in University and School policies. Per the NDAB policies, the role of an LDR is "to serve as the resource for receiving reports and complaints, directing community members to resources, and providing information on supportive measures."

warranted, the faculty member may be asked if they want to undergo a 360 or similar-type review.

FAS Faculty Conduct Committee

Concerns about the conduct of professors (of all ranks) that cannot be resolved through an informal resolution or mediated resolution will be referred to the FAS Faculty Conduct Committee (FCC), whose membership is comprised of tenured faculty in the FAS.[6] The FCC's charge, responsibilities, and processes are as follows:

- The FCC provides faculty oversight and peer accountability for concerns related to professional conduct concerning professors (of all ranks) that cannot be resolved locally in the department or division.[7]
- The LDR brings concerns to the Chair of the FCC. The Chair, in consultation with the LDR, reviews the concerns to determine:
    - if they fall within the scope of the FAS Professional Conduct Policy; and
    - are sufficiently credible to bring to the FCC for review.
- If the concerns meet these criteria, the Chair or their designee designates at least three members of the FCC (this can include the Chair) to promptly review the matter and make recommendations, in accordance with the FAS Professional Conduct Policy, to the FAS Dean or their designee on what actions to take, if any. After reviewing the FCC's advisory recommendations, the Dean or their designee may take whatever action, if any, they believe the situation warrants.[8]
- The FCC, in consultation with the LDR, ensures that recommended actions, if any, are consistent with the NDAB policies and procedures, other existing University and School policies and procedures, and any applicable laws.

If there is a time-sensitive concern that affects the well-being of the community, and the Chair of the FCC is not available to promptly discuss the matter with the LDR, the LDR may work with the relevant divisional/SEAS dean instead to make a recommendation to the FAS Dean or their designee. This contingency should be limited to rare instances (e.g., outside of term time, such as during the summer months.)

The FAS Dean, Divisional/SEAS Deans, and OFA retain the ability to discuss performance concerns that are not related to the FAS Professional Conduct Policy with faculty and to take appropriate measures based on performance without FCC review. FAS may also adjust faculty salary increase to align with faculty members' performance without FCC review.

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[6] The FCC is established as a two-year pilot, followed by a review of the FCC before considering its establishment as a standing committee.

[7] Formal complaints under the NDAB procedures fall outside of the purview of the FCC and will follow the NDAB procedures. The NDAB policies dictate that the LDR is charged with conducting an initial review of the written formal complaint to determine if, on the face of the complaint, it alleges a violation of applicable policy and warrants an investigation. If an NDAB complaint moves to investigation, the investigation follows the NDAB procedures.

[8] Providing the Dean or their designee the discretion to take appropriate action allows FAS to retain the necessary flexibility to promptly address conduct that it believes may be in conflict with University or School policies and/or state or federal laws.

The FCC may recommend that the faculty member participates in one or more of the following interventions (this is not an exhaustive list):

- 360-degree feedback review: OFA will retain a professional coach to work with the Faculty Member to conduct a 360-degree feedback review.
- Climate survey/assessment: OFA, in partnership with the Faculty Member, will gather additional feedback through a survey or interviews and undertake an informal assessment of the allegations. To the extent possible, the informal assessment will preserve the confidentiality of the individual(s) reporting concerns and/or those impacted by the alleged conduct. A typical informal assessment involves conversations with individuals who are likely to have information about the alleged conduct. It is not an investigation, does not result in sanctions, and should be completed in a timely manner.
- Professional coaching: OFA will retain a professional coach to work with the Faculty Member to improve specific areas of concern.
- Training: The Faculty Member will receive individualized training on relevant policies and best practices.
- Formal Investigation: The FAS may conduct a formal investigation of a FAS Faculty Member when the FAS Dean or their designee, after conferring with the FCC, determines that the alleged behavior represents a risk to the well-being of the community. The process is described in the "FAS Formal Investigations" section below.

When the alleged conduct of a faculty member poses a risk to the well-being of the community or to the educational environment, the FAS Dean or their designee, in consultation with the FCC, may implement temporary measures to mitigate the risk (e.g. placing the Faculty Member on paid administrative leave; pausing the hiring of researchers by a Principal Investigator, etc.). Temporary measures are non-disciplinary, non-punitive, and do not require a formal complaint or mediated resolution to be implemented.

FAS Formal Investigations

The FAS may conduct a formal investigation of a FAS Faculty Member when the FAS Dean or their designee, after conferring with the FCC, determines that the alleged behavior represents a risk to the well-being of the community. During a formal investigation, a Faculty Member can expect to receive notice of the allegations, have an opportunity to be heard by the investigator, and have the opportunity to review a draft investigation report and submit a written response. The final investigative report will recommend findings of whether a policy was violated or not. The final investigative report will be reviewed by a panel of at least three members of the FCC (this can include the chair), who will make the final determination of whether a policy was violated or not.

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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" (https://youthprotection.harvard.edu/policy) for more information.

Useful Resources

Useful Resources

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

Harvard Course Catalog
https://courses.harvard.edu/

FAS Appointment and Promotion Handbook
https://academic-appointments.fas.harvard.edu/

FAS Tenure-Track Handbook
https://facultyresources.fas.harvard.edu/handbooks-and-guides

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

Harvard College Student Handbook and *Fields of Concentration*
https://handbook.college.harvard.edu/

Kenneth C. Griffin Graduate School of Arts and Sciences Policies
https://gsas.harvard.edu/policies

FAS Faculty Research Policies
https://research.fas.harvard.edu/compliance

Resources for FAS Faculty and Researchers
https://facultyresources.fas.harvard.edu/

Tenure-Track Faculty Resources
https://projects.iq.harvard.edu/tenuretrackfacultyresources