## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Curricular Planning</td>
<td>2</td>
</tr>
<tr>
<td>The Undergraduate Program</td>
<td>5</td>
</tr>
<tr>
<td>The Graduate Program</td>
<td>10</td>
</tr>
<tr>
<td>The Faculty</td>
<td>15</td>
</tr>
<tr>
<td>Finances</td>
<td>30</td>
</tr>
<tr>
<td>Sponsored Research</td>
<td>33</td>
</tr>
<tr>
<td>Physical Resources and Planning</td>
<td>35</td>
</tr>
<tr>
<td>Human Resources</td>
<td>37</td>
</tr>
<tr>
<td>Information Technology</td>
<td>42</td>
</tr>
<tr>
<td>The Library</td>
<td>44</td>
</tr>
<tr>
<td>Teaching Resources</td>
<td>47</td>
</tr>
<tr>
<td>Sexual Harassment and Unprofessional Conduct</td>
<td>50</td>
</tr>
<tr>
<td>Useful Documents</td>
<td>52</td>
</tr>
</tbody>
</table>
Introduction

This guide is designed to help FAS department chairs 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 administrators in University Hall, 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 Dean of the FAS on the setting of the departmental budget and the allocation of physical space
- Provide financial oversight, which includes managing the departmental budget and the use of other resources
- Supervise administrative staff and oversee their annual reviews
- Write letters in support of fellowships and awards for graduate students and faculty
- Keep the department organized and informed through regular department meetings and social occasions that help to build community
- Resolve departmental disputes

The department administrator can be an enormous source of 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. Ending the year with a review of the administrator’s work can also be useful. Likewise, for those departments that have business managers or financial officers, chairs may find it useful to stay in close communication and to provide an annual review.

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

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

In an effort to bring curricular planning more directly in line with the larger academic planning process, the academic deans will use the Fall Department Overview Meeting with each department as a time to talk about curricular planning in the context of a broader planning conversation. This meeting will be held in either October or November and is convened by the divisional dean and may include representation from the College, 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 maternity leave and parental teaching relief are clearly outlined in the section of this guide entitled Absences, Leaves, and Parental Teaching Relief. 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 Courses of Instruction (Office of the Registrar); and
- academic advising of students (Advising Programs Office).

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

Each semester certain undergraduates and graduate students are required to engage in a pre-term course selection process (pre-term planning), described below. So as to give students the most relevant course information before they engage in the planning process, faculty will be prompted each semester to provide information about their courses to be offered in the following semester.

Pre-Term Planning

Each fall, all undergraduates and first- and second-year graduate students who will be in residence the following semester are required to provide preliminary information about their course plans for the following spring term. This process is repeated in the early summer, when all rising sophomores, juniors, seniors, and second-year graduate students are prompted to provide course planning information for the coming fall term. Incoming freshmen and first-year graduate students are not expected to participate in the pre-term planning process over the summer.

The information that students submit is used for planning purposes only. The choices populate the first draft of the study card but are non-binding, and students may change any or all of the courses during the first week of classes, before study cards are due. In addition, choices communicated during this process will not give students priority in limited enrollment courses or any subsequent course lotteries. Students are strongly encouraged to consult with their academic advisers before submitting preliminary course information.

For these data to be as accurate as possible, it is important that students have access to information about the following term’s courses. Faculty are encouraged to post information about their courses to course websites by early October for spring term offerings and in the late spring for courses to be offered the following fall. Exact dates will be determined by the Office of Undergraduate Education and the Graduate School of Arts and Sciences. Although a complete course syllabus would be welcome, we recognize that many instructors may not be ready to post
such a document so early. If an updated syllabus is not available, the most helpful information for the purposes of early planning would be an extended description of the course with an overview of topics planned through the semester, a breakdown of the requirements (e.g., weekly response papers or problems sets, an hour exam and final exam, a large research paper, etc.), and a preliminary book list, if applicable. If the course was offered in a previous year and the syllabus has not changed significantly, you might consider posting the earlier syllabus if a new one is not yet ready.
The Undergraduate Program
The Undergraduate Program

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

(1) It is important that the department each year consider its course offerings so as to ensure adequate coverage of all areas, both to meet the needs of the concentration and to support the broader curricular requirements of the College. To that end, departments will need to support:

- courses that are essential to the intellectual and pedagogical goals of the concentration and, if applicable, secondary field;
- courses from which concentrators may choose in order to satisfy additional elective requirements;
- courses that meet the needs of those considering a concentration or secondary field; and
- courses that fit in the curricula of the Freshman Seminar Program and the Program in General Education.
- courses that are required by closely related fields

(2) The department furthermore plays an essential role in ensuring consistent and strong teaching in the courses that it supports and must make sure that teaching assistants and graduate student teaching fellows are properly trained and supervised in their teaching. The Derek Bok Center for Teaching and Learning offers a teaching orientation session each semester for new and returning teaching fellows and teaching assistants to which departments are encouraged to send their TFs and TAs. In addition to a wide range of workshops on various pedagogical topics, the orientation also includes training in professional conduct, which is strongly encouraged for those teaching fellows and teaching assistants who will be teaching undergraduates. Additionally, many departments offer their own training in various teaching skills, including graduate courses in pedagogy to TFs. Some departments also employ departmental teaching fellows who work with graduate student TFs. (For information on these programs, contact the Derek Bok Center for Teaching and Learning.)

Incoming graduate students who are not native speakers of English and who have not received their undergraduate degree from an English-speaking institution are required by the Graduate School of Arts and Sciences to be tested for English proficiency. More information about this test and about support for students who need help in their proficiency in English can be found later in this handbook (see the “The Graduate Program: Other Aspects”) or by contacting the GSAS.
Responsibility for teaching includes training undergraduates about academic integrity and the relevant standards for citation, collaboration, and the integrity of research that are central to each discipline. Departments should also make sure that their faculty and teaching fellows understand College policies regarding academic integrity.

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

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

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

**Changes to Concentration or Secondary Field Requirements**

The Educational Policy Committee (EPC) reviews and approves all changes to concentration and secondary field requirements. The EPC also reviews any proposals for new concentrations or secondary fields. The process for reviewing changes to existing programs usually occurs during the early part of the spring term so that changes will appear in the following year’s edition of the *Handbook for Students*.

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

**What Are the Duties of a Director of Undergraduate Studies?**

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

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

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

The DUS is an important resource for students, and students may seek advice from the DUS that goes beyond the specific academic program. The DUS should be aware of the academic and other support services available to students in the College, such as the Bureau of Study Counsel and the University Health Services. Similarly, the DUS should know when and how to contact a Resident Dean about a student who may be having personal or academic difficulties. The House staff directory is available through this link: http://osl.fas.harvard.edu/icb/icb.do?keyword=k65178&pageid=icb.page296399. The relevant advising team for a particular student can be found on the Advising Network Portal.

**What is a department’s role in advising?**

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

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

Department chairs work with the Advising Programs Office on a regular basis to review the departmental advising structures and initiatives. For more information on the College’s advising programs and resources, please visit the Advising Programs Office website: http://www.fas.harvard.edu/~advising/
How does one handle student disciplinary cases?

As stated in *Information for Faculty Offering Instruction in Arts and Sciences*, “The Administrative Board of Harvard College has the responsibility for reviewing all unsatisfactory undergraduate records and disciplinary cases for possible action. The Board also votes on all student petitions for makeup examinations, as well as exceptions to the academic rules described in the Harvard College *Handbook for Students*.”

Primarily, 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 Secretary of the Administrative Board.

It is important to note that faculty legislation now allows for greater variation in response to academic dishonesty. Not all cases of academic dishonesty will require resolution through the Administrative Board, and in some instances the faculty member may determine, in consultation with the Secretary of the Administrative Board 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 Secretary of the Administrative Board for purposes of tracking. If it is agreed that a local, in-class sanction is appropriate, the Secretary of the Board will be available to provide advice to the faculty member as to how similar offenses have been treated in the past. Any local sanction imposed by the faculty member will be reported to the Administrative Board by the Secretary.

John (Jay) Ellison, Associate Dean of the College and Secretary of the Administrative Board, can be reached at adboard@fas.harvard.edu to answer questions regarding the above scenarios. The Secretary will keep the faculty member informed about any actions of the Board and will discuss appropriate responses with you, as chair, and with the faculty member.

For more information, chairs can familiarize themselves with the section titled “Addressing Student Problems” in *Information for Faculty Offering Instruction in Arts and Sciences* (http://infoforfaculty.fas.harvard.edu/icb/icb.do) or with the Administrative Board website (http://www.adboard.fas.harvard.edu/icb/icb.do).

Administration of Final Exams in the FAS

FAS policy concerning final examinations changed beginning with the fall term 2010. The current policy states that, unless an instructor officially informs the registrar by the end of the first week of the term of his or her intention to give a three-hour final examination for a specific course, the assumption will be that the instructor will not be giving a three-hour final examination, and no slot will be reserved for that course in the examination schedule. Instructors who choose to use a means of final assessment other than the three-hour scheduled final exam must ensure that their plans are consistent with FAS policy governing alternative means of assessment. See the relevant passage in *Information for Faculty*. 
For any course with scheduled three-hour exams, the course head is expected to oversee the administration of the final exam, following the guidelines governing examination administration in the FAS. Course staff are expected to proctor all examinations, except out-of-sequence examinations and those specially scheduled for students with documented disabilities. Faculty in your department need to be aware of these guidelines and need to make provisions to be present for the administration of the final exam. Detailed information is provided in the Information for Faculty.
The Graduate Program
Graduate Admissions

Each year, departments select graduate students for the incoming class.

The Graduate School of Arts and Sciences Admissions and Financial Aid Office (A&FAO) coordinates the admissions process. It receives applications from prospective students, processes them, distributes them with additional relevant information to the departments, and works closely with departments during all stages of the admissions process.

The Graduate School has compiled an extremely useful Department Admissions Manual that is distributed to department administrators. This manual describes in detail the timeline, procedures, and policies related to graduate admissions. Chairs may find it useful to review this manual.

What is an admissions committee?

The department chair is responsible for forming an admissions committee in the fall of each year. This committee typically includes the director of graduate studies and a few other faculty colleagues in the department. The admissions committee selects new graduate students on behalf of the department.

Experience demonstrates that a more diverse graduate admissions committee leads to a more diverse graduate student cohort. When possible, the makeup of the admissions committee should reflect the gender, ethnic, racial, and intellectual diversity of the department. The chair of the admissions committee should be sensitive to diversity concerns and willing to raise diversity issues in conversations with other committee members.

What is an admissions agreement?

GSAS and the department enter into an understanding that encompasses the dates by which the A&FAO will electronically make admissions applications available to the department and the department will reach decisions on each applicant and return materials to the A&FAO. The department, together with the deans of GSAS, will make final decisions on admissions.

What is a target number?

The target number is the anticipated number of new students in the department’s entering class. This number, as agreed upon by the deans of FAS and GSAS and the department, is set according to faculty and multi-year financial resources, including available teaching opportunities.
**How is the number of offers determined?**

The number of offers of admission, which will result in the target size of the entering class, is generally based on the recent yield history for each department or program.

GSAS policy states that for every five graduate students in a department registered in their eighth year or beyond, the number of offers of admission may be reduced by one. This policy is designed to focus, rather than diffuse, faculty attention toward those students who are nearing completion of their degrees. It also helps to keep departmental and GSAS budgets in order.

**What is the timeline for the admissions process?**

For full details on the admissions process and timeline, please see the *Department Admissions Manual* provided by the GSAS. Generally speaking, the timeline is as follows:

- **In December**, GSAS deans and A&FAO staff meet with department administrators to begin the admissions process and discuss procedures, the target number of new students for the incoming class, available funding, and other issues.
- **During January**, the A&FAO makes the applications available to the departments electronically. Each department’s admissions committee begins its deliberations.
- **Between the end of January and early March** (the exact date depends on each department’s admissions agreement), departments return their decisions on each applicant, as well as a ranked acceptance list, to the A&FAO.
- **Between the end of January and March** (again, the exact date depends on the admissions agreement), the deans of GSAS meet with each department’s admissions committee to arrive at final decisions.

Note: At this **Deans’ Meeting**, the progress of all continuing graduate students in the department’s program is discussed, as are any issues that have developed in the department or any noteworthy developments in the field as a whole. This review is an important preliminary to the selection of any incoming students. The Deans’ Meeting provides a valuable opportunity for those present to gain a sense of the department’s graduate cohort as a whole and to select new students with a sense of that cohort.

- Immediately following the Deans’ Meeting, the A&FAO mails admission, deny, and waitlist letters to applicants, including information about financial awards. Departments are encouraged to contact admitted applicants as part of the recruiting effort.

For more information about recruiting, please see the section below.

- **By April 15**, admitted applicants respond to the offer letters.
**What is recruiting?**

Recruiting is an extremely important part of the admissions process. National competition for the best graduate students is intense, and students who are offered admission to Harvard often have very attractive offers from other graduate schools. *Department chairs, faculty, and staff are encouraged to be quite active in reaching out to prospective applicants, welcoming admitted students to campus, and helping these students learn about their programs and Harvard’s other advantages.*

The GSAS recruits promising students year-round, through mailings, attendance at graduate conferences or visits to schools, and other efforts. The *Department Admissions Manual* offers suggestions on how departments can reach out to prospective applicants as well. Each department has its own approach to recruiting.

In March and April, after offer letters have been mailed, both the 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 minority students. Prospective students also have the chance to sit in on classes and meet with faculty members. The A&FAO includes information about GSAS events in the “admit package” that contains their offer letter. Departments are encouraged to coordinate their activities with those of the GSAS to ensure that students have informative and enjoyable visits to Harvard.

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

**What are departmental reunions?**

Every April, as part of GSAS Alumni Weekend, a targeted number of departments hold reunions for their graduate alumni. The Graduate School works closely with department chairs to communicate with the program’s graduate alumni and to organize the reunion events. The department reunions are organized in conjunction with the GSAS Alumni Day for all the graduate alumni.

**Where can one go for more information?**

Chairs can find more information about graduate studies on the GSAS faculty webpage: [http://www.gsas.harvard.edu/faculty/welcome_faculty.php](http://www.gsas.harvard.edu/faculty/welcome_faculty.php).

Of special interest on that webpage are two items:


The Graduate Program: Other Aspects

What are the responsibilities of a director of graduate studies?

As the *GSAS Handbook* states, the director of graduate studies:

helps to create an environment that encourages the professional development of all its graduate students and organizes programs to support this development. The Director of Graduate Studies may offer skills workshops or colloquia focusing on strategically choosing courses or seminar paper topics for pre-generals students and colloquia providing instruction and support for presenting papers and writing journal articles for post-generals students. The director of graduate studies monitors the academic progress of the graduate students and participates in the establishment of departmental policies.

To assist with the monitoring of student progress, the Graduate School has developed a **Student Progress Database**, which provides timely information pertaining to graduate students. This database serves as an advising tool allowing chairs and directors of graduate studies to see demographic data, course and grade reports, completion of requirements, and satisfactory progress status for students in their department or program. Other faculty may view only information about their own students. The Student Progress Database is available at https://asperin.fas.harvard.edu/progress/.

For detailed information about the duties of a director of graduate studies, please see the GSAS Handbook for Directors of Graduate Studies and Graduate Advisors: http://www.gsas.harvard.edu/faculty/handbook_for_directors_of_graduate_studies.php.

The deans of GSAS also hold luncheons with the directors of graduate studies every semester, in an effort to keep open lines of communication.

How does one handle student disciplinary cases?

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

What are some key services for International Students?

1. **Summer English Language Program**

   During the month of August, the GSAS invites approximately 50 new international students to campus for a program that addresses the cultural and linguistic adjustments these students have to make to life at Harvard. The invited students are non-native English speakers who have not received an undergraduate degree from an English-language institution. These students are nominated by the departments on the basis of their language skills. Departments are informed of incoming students who meet the above criteria during the admissions season.
2. English-language testing for new international students

GSAS has implemented a program to allow international students to take full advantage of the education that Harvard University affords them. As of September 2007, all new international Ph.D. students in the GSAS are required to demonstrate a level of proficiency in the English language sufficient to participate successfully in all the various activities that comprise a graduate education, including class work, research, and teaching.

GSAS requires that all incoming Ph.D. students who are non-native English speakers and who have not received their undergraduate degree from an English-speaking institution demonstrate their proficiency in English. Proficiency will be determined based on the scores these students have received on the speaking section of the TOEFL iBT (Internet-Based Test).

Students not deemed proficient are required to take a course at the Bok Center or the Institute for English Language during their first two years. They will demonstrate proficiency by passing an oral proficiency test offered several times a year by the Bok Center. Students will not be permitted to serve as teaching fellows until they have been deemed proficient.
Faculty Affairs

The Office for Faculty Affairs supports the FAS Dean, divisional deans, department chairs, center directors, and individual faculty in all matters related to faculty hiring, promotion, leave, and retirement; academic planning; and professional development. For complete information about all topics listed in this section, please see the FAS Appointment and Promotion Handbook on the Office for Faculty Affairs website: http://www.fas.harvard.edu/~facaff/.

1. Faculty Affairs Timeline for 2012-2013

September 2012: Chairs receive academic planning questions and department profile data from the deans.

October/November 2012:

- Draft academic plans for discussion in fall overview meetings due. Plans should be discussed with the department prior to submission.
- Annual fall overview meetings with department chairs, divisional deans, the Dean for Undergraduate Education, the Dean of the GSAS, and Faculty Affairs.

December 3, 2012:

- Deadline for faculty leave requests (signed by the department chair(s)) for AY 2013-2014.
- Revised academic plans due.

January 2013: (Chairs receive an email in the fall when the Activity Reports application opens). In January, chairs should remind faculty members to submit their activity reports by February 1.

February 2013: Annual faculty review meetings with department chairs, divisional deans, and Faculty Affairs.

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

April 15, 2013: ASPerIN deadline for all new tenure-track faculty appointments and non-ladder teaching appointments. 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 2013: Searches are usually authorized for the following academic year.

June 2013: Chairs receive letters from the assistant dean for the division indicating which tenure-track faculty members are scheduled for review.
2. Absences, Leaves, and Parental Teaching Relief for Faculty

Short-term absences
- Faculty members wishing to be absent during term time (including reading periods and exams) for a period of more than one week, or for a period of one week or less where the absence will require some reduction or change in scheduled instruction, should consult the department chair prior to the absence.
- If the absence is for one week or less, no further approval is required. If a period longer than one week is necessary, the faculty member submits a “Request for Permission to be Absent” form (http://isites.harvard.edu/fs/docs/icb.topic144274.files/absent.pdf), signed by the chair, to the assistant dean for the division.

Sabbatical and unpaid research leaves
- Faculty may not be on sabbatical and/or unpaid research leave for more than one year at a time.
- Tenured faculty members are eligible for a paid semester of sabbatical leave after six semesters in residence teaching. They may extend the period of leave to a full academic year by combining a term of unpaid research leave with a term of sabbatical leave. (Please see the sample Leave Eligibility Chart on the following page.)
- A total of four terms of leave (paid, if eligible, and unpaid) are ordinarily available to tenure-track faculty members during the course of their appointments as assistant and associate professor. Ordinarily, faculty members should distribute their total of four semesters of leave equally across their assistant and associate professorships (i.e., two terms of leave in their assistant professorship and two terms of leave during their associate professorship).
- Sabbatical and unpaid research leave requests:
  o Department chairs review requests from their faculty colleagues concerning sabbaticals and unpaid research leave. The chair is responsible for taking departmental commitments into account before forwarding leave requests to the assistant dean for the division.
  o It may be appropriate, upon occasion, for a chair to delay certain requests for leave if the proposed absence would hinder the department’s ability to meet its instructional obligations. In such situations, the chair should confer with the faculty member and the assistant dean for the division.
  o All leave requests must be submitted to the assistant dean for the division by December 3, 2012.

Maternity leave/parental teaching relief
- Faculty members are ordinarily eligible for no more than two consecutive terms of relief from normal departmental teaching duties.
- Faculty should contact the assistant dean for the division to discuss their maternity leave, parental teaching relief, and (for tenure-track faculty) appointment extension options.
- Ladder faculty and professors of the practice are eligible for paid short-term maternity leave of up to eight weeks in connection with pregnancy and childbirth, as well as parental teaching relief for a full teaching load during one term or a half teaching load for two terms.
- Senior preceptors and senior lecturers are eligible for either paid short-term maternity leave of up to eight weeks or parental teaching relief for a full teaching load during one term or a half teaching load for two terms.
- Preceptors and lecturers with multi-year contracts, Benjamin Peirce fellows, and Briggs-Copeland lecturers are eligible for paid short-term maternity leave of up to eight weeks in connection with pregnancy and childbirth.
## Department of X Studies
### Sample Leave Eligibility Chart

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Last Leave(s)</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beckett, J</td>
<td>start 09-10 FT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crisp, C</td>
<td>SAB 04-05 ST</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delcarmen, M</td>
<td>start 08-09 FT</td>
<td></td>
<td></td>
<td></td>
<td>elig SAB FT</td>
<td></td>
</tr>
<tr>
<td>Drew, J</td>
<td>start 08-09 FT</td>
<td>elig SAB FT</td>
<td></td>
<td></td>
<td>elig SAB ST</td>
<td></td>
</tr>
<tr>
<td>Lopez, J</td>
<td>SAB 08-09 AY</td>
<td></td>
<td></td>
<td></td>
<td>elig SAB ST</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MED 05-06 FT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lowell, M</td>
<td>start 10-11 FT</td>
<td></td>
<td></td>
<td></td>
<td>elig SAB ST</td>
<td></td>
</tr>
<tr>
<td>Lugo, J</td>
<td>PRF 08-09 ST</td>
<td>elig SAB FT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SAB 08-09 FT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matsuzaka, D</td>
<td>SAB 07-08 FT</td>
<td>SAB FT</td>
<td>elig SAB FT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PRF 02-03 ST</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Okajima, H</td>
<td>SAB 06-07 ST</td>
<td>SAB AY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SAB 02-03 FT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ortiz, D</td>
<td>SAB 09-10 FT</td>
<td>elig SAB FT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPL 07-08 ST</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Papelbon, J</td>
<td>HCP 08-09 ST</td>
<td>MED FT</td>
<td>elig SAB FT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SAB 08-09 FT</td>
<td>SAB ST</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pedroia, D</td>
<td>SAB 09-10 ST</td>
<td>elig SAB FT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RAD 09-10 FT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ramirez, M</td>
<td>SAB 04-05 FT</td>
<td>SAB CY</td>
<td></td>
<td></td>
<td>elig SAB ST</td>
<td></td>
</tr>
<tr>
<td>Snyder, K</td>
<td>PRF 08-09 FT</td>
<td></td>
<td></td>
<td></td>
<td>elig SAB ST</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RAD 06-07 ST</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timlin, M</td>
<td>start 09-10 ST</td>
<td>SAB ST</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Varitek, J</td>
<td>SAB 07-08 AY</td>
<td>elig SAB FT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SAB 04-05 FT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wakefield, T</td>
<td>SPL 04-05 FT</td>
<td>SAB FT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPL 02-04 FT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youkilis, K</td>
<td>SAB 08-09 AY</td>
<td>elig SAB FT</td>
<td></td>
<td></td>
<td>elig SAB ST</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPL 02-03 AY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Abbreviations:**
- SAB/SABB = Sabbatical Leave of Absence
- SPL = Special Paid Leave
- PFR/LOA = Unpaid Leave of Absence (Professional)
- MED = Medical Leave
- LTD = Long Term Disability
- PER = Personal Leave
- PSG = Public Service Leave
- HCP = Harvard College Professor Leave
- DBO = Dumbarton Oaks Leave
- RES = Research Leave
- REI = Reischauer Leave
- SLO = Sloan Leave
- TAU = Taussig Leave
- HCP = Harvard College Professor Leave
- CSRC = Center Sourced Leave
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. See the Office for Faculty Affairs website to access the handbook: http://www.fas.harvard.edu/~facaff.
- Ordinarily, in the spring, the Divisional Dean authorizes tenure-track and tenured professor searches for the upcoming academic year based on departments’ academic plans and ongoing conversations with the departments.
- Requests for any new non-ladder or visiting faculty should be submitted to the assistant dean for the division in the fall or early winter, based on curricular needs for the following year.
- When submitting materials regarding searches, please make sure to send a copy of all documentation to the assistant dean for the division.
- It is the responsibility of chairs to make sure all FAS policies are followed by the members of their departments.

What role does diversity play in the search process?
Attention to racial and gender diversity, as well as intellectual diversity, is essential at every stage of the search process. Please see the steps below, followed by federal and state guidelines on conducting job interviews. It is the chair’s responsibility to ensure that each of these steps is respected.

Steps to consider when conducting searches:

1. The committee should discuss methods for actively recruiting members of underrepresented groups before beginning the search.
2. Cast the hiring net as widely as possible when defining the terms of the search. Broaden field definitions; consider interdisciplinary areas of study; avoid characterizing a search as a replacement for a departing colleague.
3. Recruit actively: the committee should ask colleagues at peer institutions for names of top female and minority scholars, in addition to male scholars.
4. Post the job announcement in places likely to be read by members of underrepresented groups (e.g., journals, sections of professional societies).
5. Collect demographics on the applicant pool; share these with the department prior to the vote.
6. Discuss guidelines on how to minimize evaluation bias (the tendency to underestimate women’s qualifications and overestimate men’s) when looking at candidates’ files and evaluating their job talks.
7. Focus attention on the best work of each candidate, with less emphasis on the number of secondary publications.
8. Plan to interview more than one woman. When there is only one woman in the pool of candidates, she is less likely to succeed than women who are compared to a mixed-gender pool of candidates, because of the heightened salience of her gender.
9. Use a common set of questions with all candidates to allow comparative judgment. Consider asking committee members to use a written evaluation tool to prompt them to use similar criteria in evaluating all candidates. This tool should list criteria on which all candidates are rated and ask committee members to rate each candidate and to indicate whether they read the candidate’s application; met with the candidate; attended the job talk; and had lunch or dinner with the candidate.
10. Make sure all faculty are aware of the kinds of questions that federal law prohibits asking of candidates. In general, questions about marital status, gender, race, ethnicity, religion, disabilities, and plans for children are not allowed.
11. Job talks should end by 5 p.m. to not exclude department members with family responsibilities.
What Can I Ask a Job Applicant?

Interviewing Do’s and Don’ts

Federal and state non-discrimination laws place strict limits on issues that may or may not be discussed in the course of interviewing and hiring a prospective employee (including a faculty member). This memorandum summarizes permissible and impermissible pre-employment inquiries.

State and Federal Law

An employer’s ability to gather information from or about an applicant prior to an offer of employment is restricted by the state Fair Employment Practices Law (“Chapter 151B”), Title VII of the federal Civil Rights Act of 1964 (“Title VII”), and the federal Americans with Disabilities Act. These statutes together prohibit consideration of age, disability, national origin, ancestry, citizenship, race, religion, sex, and sexual orientation in the hiring process, with a few narrow exceptions that will be discussed below. Any inquiry that cannot be asked, directly or indirectly, of an applicant also cannot be asked, directly or indirectly, in a background or reference check. If an applicant volunteers information about a subject that is otherwise impermissible, it is best to avoid any questions or other conversation about the subject.

Permissible and Impermissible Inquiries

- **Age:** No questions about date of birth or age of an applicant, except whether the applicant is under age 18. Questions that may provide information about an applicant’s age (such as the date of graduation from high school) or that ask an older applicant how he or she feels about working with younger co-workers also should be avoided.

- **Disability/Handicap:** No questions about whether an applicant has a physical or mental disability or handicap or about the nature or severity of an obvious disability or handicap. No questions that are likely to elicit information about a disability, such as questions about previous job-related injuries or worker’s compensation claims. No questions about whether an applicant will need a reasonable accommodation to perform the desired job. An employer may state the physical requirements of the job and ask if the applicant can satisfy those requirements.

- **National origin/ancestry/citizenship:** No questions about the birthplace of an applicant or his or her parents, spouse, or other close relatives. No questions about the national origin, ancestry, or ethnicity of an applicant. No questions about whether an applicant or his or her parents or spouse are nationalized or native-born citizens of the United States. An employer may ask whether the applicant is legally authorized to work in the United States.

- **Race/color:** No questions, except for affirmative action purposes designated by the University.

- **Religion:** No questions about an applicant’s religion, including the religious denomination or practices of an applicant, his or her religious obligations, or what religious holidays he or she observes.¹

---

¹ Both Title VII and Chapter 151B recognize that, in certain narrow circumstances, religious beliefs may be a bona fide occupational qualification (“BFOQ”). To establish that religion is a BFOQ for a particular job, an employer must prove by objective evidence that the essence of its business would be undermined if it could not consider religious beliefs. To meet this burden, the employer must demonstrate that no one outside the religious group being favored could perform the duties of the job. The nature of the burden makes it very difficult for non-sectarian institutions to take advantage of the BFOQ doctrine and to consider a person’s religious beliefs and practices.
- **Sex (gender):** No questions about an applicant’s maiden name or any questions that pertain to or generally are asked of only one sex (such as questions about marital status asked only of women). No questions about whether an applicant has children, plans to have children, or has child care arrangements.
- **Sexual orientation:** No questions.
4. Faculty Recruitment and Retention

For tenured appointments:
- Divisional dean takes lead during recruitment.
- Senior Associate Dean for Faculty Development works with divisional dean and FAS Dean to generate offer terms and manage process of negotiations.
- Chair and Senior Associate Dean for Faculty Development arrange for campus visit; department administrator makes travel arrangements in consultation with Office for Faculty Development.
- Senior Associate Dean for Faculty Development drafts offer letter, which is co-signed by divisional dean and FAS Dean.
- Senior Associate Dean for Faculty Development processes appointment for accepted offers.

For tenure-track appointments:
- Chair takes lead during recruitment.
- Assistant Dean for Faculty Development works with chair and divisional dean to generate offer terms and manage process of negotiations.
- Chair and department administrator arrange for campus visit and make travel arrangements.
- Assistant Dean for Faculty Development drafts offer letter, which is signed by chair.
- Department administrator processes 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:
- Department chair informs divisional dean of retention matters at both tenured and tenure-track levels.
- Divisional dean ordinarily works with Senior Associate Dean for Faculty Development, in consultation with the Office for Faculty Affairs and the department chair, to respond to any outside offers.

Work-life and dual-career matters: Working closely with department chairs and other deans, the Office for Faculty Development takes the lead on work-life and dual-career matters concerning the candidates.
5. Reviews

Each spring, department chairs will receive a list of ladder and non-ladder faculty eligible to be reviewed during the next academic year from the assistant dean for the division. All promotion and review procedures are explained, in detail, in the FAS Appointment and Promotion Handbook. See the Office for Faculty Affairs website to access the handbook: http://www.fas.harvard.edu/~facaff.

Ladder Faculty:

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

- **Promotion to associate professor or tenured professor:**
  - Associate professor or tenured professor dossiers should be submitted by March 1 (October 1 for appointments ending on December 31). Please see the full timeline for the process in the Faculty Appointment and Promotion Handbook.
  - Chairs should meet with associate professor or tenured professor candidates in the summer prior to the beginning of the penultimate year of their appointment to discuss review procedures.
  - Chairs are also responsible for the following:
    - keeping the review on target for March 1 submittal;
    - appointing the departmental review committee;
    - leading departmental discussions of the case;
    - finalizing the case statement for the dossier; and
    - communicating with the tenure-track faculty member and the appropriate deans and administrative offices as the review progresses.

Non-Ladder Faculty:

- Reviews of faculty with multi-year renewable appointments (senior preceptor, senior lecturer, professor of the practice) and preceptors with multi-year appointments are due by March 1.
- Preceptors and lecturers with multi-year appointments must be reviewed after their first semester of teaching
Suggested Timeline for Departmental Review of Tenure-Track Faculty for Promotion

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

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

By early September:

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

September/October (for tenure reviews):

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

September to early November (for associate reviews):

- Review committees consider the candidates’ materials and decide which cases should move forward. If the committee recommends that a case not move forward, the department must discuss and affirm this decision.
- If a case moves forward, the chair requests divisional dean authorization to collect external evaluation letters, submitting for divisional dean approval a draft of the review letter and proposed recipient list.
- Departments send approved letters to approved recipient lists. The department should give letter writers at least six weeks to prepare their letters (dating from the mailing of the review letter), depending on the volume of materials under review.

Early January: Expected date of replies from external scholars.

---

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 by March 1. Timelines applying to tenure-track faculty whose appointments will end on December 31 are available in the FAS Appointment and Promotion Handbook.
January/February:

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

March 1: Deadline for submission of 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.

**Second-Year Reviews for Tenure-Track Faculty**

Second-year assessments of tenure-track faculty should be completed by the end of the second year of the appointment.
6. Professional Development

What is professional development?

- Faculty can develop their abilities as teachers, researchers, administrators, and members of the academic community in a number of ways. For example, formal and informal mentoring by colleagues, Harvard-sponsored workshops addressing aspects of professional life, and conferences in one’s field can advance a faculty member’s professional development.

- In 2009-2010, the FAS launched an initiative to improve support for tenure-track faculty. Professional Development for Tenure-Track Faculty at the FAS [http://isites.harvard.edu/fs/docs/icb.topic761967.files/Professional%20Development%20Guide%20Final.pdf] advocates the creation of “developmental networks”—i.e., multiple points of contact for each tenure-track faculty member, including tenured and tenure-track colleagues, from within and outside the department, changing naturally as a faculty member’s career and interests progress and encompassing both formal mentoring programs provided by the department and informal occasions to connect with colleagues.

What role do department chairs play in professional development?

- All department chairs (or their designated colleague[s]) should have a written plan outlining how the department will support the professional development of their tenure-track colleagues on file with the Office for Faculty Affairs. Each tenure-track faculty member should have at least one formal mentor; and ideally, this should be supplemented by other measures (e.g., departmental symposia for tenure-track colleagues to present their work, workshops on professional challenges specific to the field; informal departmental get-togethers for tenure-track colleagues to connect with peers and senior colleagues).

- 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.

What resources are available?

- Professional Development for Tenure-Track Faculty at the FAS [http://isites.harvard.edu/fs/docs/icb.topic761967.files/Professional%20Development%20Guide%20Final.pdf] offers concrete advice for department chairs and tenure-track faculty on how to prepare departmental and individual plans.

- The Senior Vice-Provost’s Office for Faculty Development and Diversity also holds events during the year. Please see [http://www.faculty.harvard.edu](http://www.faculty.harvard.edu).

- The Standing Committee on Women provides additional mentoring for tenure-track women. Faculty can contact Elena Kramer, chair of the SCW in 2012-13, for further information (617-496-3460, ekramer@oeb.harvard.edu).
7. Annual Activity Reports and Salary-Setting

What are annual activity reports?
Individual activity reports are a chance for faculty members to describe their teaching, advising, research, and citizenship during that year. Chairs should remind colleagues that these reports play a key role during the annual salary-setting process. They are submitted online and are due February 1. In the fall, the faculty will receive an e-mail request with a link to the activity report.

How are faculty salaries set each year?

- Each year, in February and March, the department chair meets with the divisional dean, the Senior Associate Dean for Faculty Development, and the Dean for Faculty Affairs 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 the individual activity reports of the department’s members in preparation for this meeting.

- During the meeting, the chair and deans review the research, teaching, citizenship, grant activity (including the effort of trying to obtain funding), and advising/mentoring of each faculty member. After this meeting, the divisional dean, Dean for Faculty Affairs, and Senior Associate Dean for Faculty Development meet to discuss salary ranges.

- Department chairs are not privy to the salary figures for individual tenured faculty members. The FAS Dean, together with the divisional dean, notifies each faculty member individually by letter.
8. Non-Harvard Activities

Faculty members may occasionally be offered the opportunity to earn compensation for work performed outside of their Harvard appointments. Rules governing conflicts of commitment and conflicts of interest are detailed in the FAS publication *Principles and Policies that Govern Your Research, Instruction, and Other Professional Activities* (also known as the "Grey Book"), which can be found at [http://www.fas.harvard.edu/~research/greybook](http://www.fas.harvard.edu/~research/greybook). All faculty members are expected to familiarize themselves with these guidelines and to conduct their research and teaching accordingly. If questions about potential conflicts of commitment arise, they should be brought in advance to the attention of the Office for Faculty Affairs, which will work with the faculty member (and other FAS offices as relevant) to resolve the matter in accordance with FAS policies. The Committee on Professional Conduct (CPC) may also be consulted about such matters. If questions about potential conflicts of interest arise, they should be brought in advance to Gearoid Griffin, the FAS Research Integrity Officer, in FAS Research Administration Services. The Committee on Research Policy (CRP) is the body charged with advising the Dean and individual faculty members on potential conflicts of interest.

In general, as noted in the Grey Book:

The 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 will not conflict with obligations to one's students, to colleagues, and to the University as a whole.

It may be possible, on a limited basis, for faculty members with full-time appointments to accept compensation for outside activities. The Grey Book states the following:

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

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

There is a policy that is generally known in the FAS as the "20 percent rule," which states that no more than 20 percent of one's total professional effort may be directed to professional activities outside Harvard. This rule is intended to govern effort, not specific levels of compensation, and applies to the period in which a faculty member is receiving salary from the FAS--for the nine months of the academic year and then for any months in which summer ninths are paid. If a faculty member is not receiving any summer funding and only receives a nine-month salary, the 20 percent rules does not apply for the three-months of the year for which s/he is effectively unpaid. This remains the case even when the nine-month base salary is paid over a twelve-month period.
In interpreting this rule, faculty members should be mindful of the ultimate manifestation of any non-Harvard activities undertaken. Even if the work initially falls within the 20 percent rule, there may exist the possibility that a conflict of interest or of commitment may eventually arise. Faculty members are strongly encouraged to consult with the Office for Faculty Affairs in advance of any such situations developing.
9. Faculty Retirements

How does one handle faculty retirements?

- There is no mandatory retirement age at American universities, including Harvard University. Department chairs can be helpful, however, in pointing colleagues towards those individuals who can assist faculty as they consider their options.

- Nina Zipser, Dean for Faculty Affairs, or Laura Fisher, Senior Associate Dean for Faculty Development, are available to faculty members who are considering retirement. They meet with these faculty members to answer questions and, as appropriate, draft retirement agreements. To set up a meeting with Nina or Laura, faculty members can contact Jerrine Milke (jmilke@fas.harvard.edu, 617-495-0531). Nina is also available to department chairs who have questions or concerns related to faculty retirement. She can be reached at 617-496-2969 or nina_zipser@harvard.edu.

Vicki Donovan, senior benefits consultant to the University, is a good source of information on the benefits (e.g., medical insurance) that faculty are eligible for in retirement. Vicki can be reached at 617-495-4938 or victoria_donovan@harvard.edu.
Finances
Finances

Overview

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

1) First, the **department administrator** is the primary financial resource within the department. He or she is involved in both the preparation and implementation of the budget and knows what income and expenses have been planned, as well as the correct procedures for requesting funding, reimbursing expenses, etc. *Chairs should stay in close communication with their administrators on all financial matters, especially before making funding commitments or setting other financial processes in motion.*

2) Second, your **Divisional Administrative Office** works closely with departments to help them develop financial strategies that maximize their resources and enable them to achieve their educational and research goals. Your department administrator is actively engaged with your divisional administrative dean throughout the year to help you monitor your annual expenses and to develop plans for future years. You may also work closely with your divisional dean on broad financial issues that impact your strategic planning.

3) Third, the **FAS Finance Office** works closely with your divisional office and department to support your financial needs. A financial analyst from the FAS Finance Office has been assigned to your department and division. Administrators from your department and division and the FAS Finance office work as a collective team to ensure sound stewardship of fiscal resources. This team assists your department in developing an annual budget, identifying strategies for investing or conserving departmental funds, helping to interview staff candidates for positions that require financial expertise, dealing with any fiscal improprieties, and addressing a variety of other financial issues.

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

For more information on FAS financial policies and procedures, please see [http://www.fas.harvard.edu/~finance/](http://www.fas.harvard.edu/~finance/).

**What are some of a department chair’s fiscal responsibilities?**

- The chair must safeguard the department’s financial assets and other resources and ensure that they are used in optimal ways that support the academic priorities of the department and the University.
- The chair works with the department administrator to develop an annual budget.
• The chair, with the support of the department administrator, ensures that the department operates within budgetary constraints each year.
• The chair ensures that gift and endowment funds are used appropriately, i.e., according to the terms of the gift or the endowment fund.
• The chair ensures that the department has a process for monitoring grant expenditures and regulatory compliance. In the event of a projected cost overrun, the chair is responsible for working with the principal investigator to develop a remediation plan.
• The chair sets the appropriate tone for the department to ensure that the department follows University policies and procedures and maintains proper internal controls.

What is the process for developing a departmental budget?

• The Finance Office and the divisions will work closely with chairs and department administrators as they prepare and submit their budgets, which will include all planned income and expense from both unrestricted (subvention) and restricted (endowments and gifts) sources.
• In the fall of 2008, the University and the FAS entered a period of significant financial challenge that is ongoing. Significant efforts across the entire FAS community have contributed to closing a substantial portion of a $220 million annual gap (FY11) between revenue and expenses. To enable a sustainable financial future for the FAS, the many entities that comprise the FAS will need to sustain the fiscal discipline achieved since the onset of the crisis. Going forward, additional operating efficiencies will be needed to free up existing resources for new investments and 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

### FAS Finance

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leslie Kirwan</td>
<td>Executive Transition Team:</td>
<td></td>
<td><a href="mailto:leslie_kirwan@harvard.edu">leslie_kirwan@harvard.edu</a></td>
</tr>
<tr>
<td>Mary Ann Bradley</td>
<td></td>
<td></td>
<td><a href="mailto:maryann_brady@harvard.edu">maryann_brady@harvard.edu</a></td>
</tr>
<tr>
<td>Susan Duda</td>
<td></td>
<td></td>
<td><a href="mailto:smduda@fas.harvard.edu">smduda@fas.harvard.edu</a></td>
</tr>
<tr>
<td>Gail Pisapio</td>
<td></td>
<td></td>
<td><a href="mailto:galisapio@harvard.edu">galisapio@harvard.edu</a></td>
</tr>
<tr>
<td>Gail Pisapio</td>
<td>Assistant Dean for Finance</td>
<td>6-4197</td>
<td><a href="mailto:galisapio@harvard.edu">galisapio@harvard.edu</a></td>
</tr>
<tr>
<td>Bob Daley</td>
<td>Manager of Payroll Services</td>
<td>5-7441</td>
<td><a href="mailto:daley@fas.harvard.edu">daley@fas.harvard.edu</a></td>
</tr>
<tr>
<td>Christine Benoit</td>
<td>Procurement Manager</td>
<td>6-4292</td>
<td><a href="mailto:cbenoit@fas.harvard.edu">cbenoit@fas.harvard.edu</a></td>
</tr>
<tr>
<td>Susan Duda</td>
<td>Assistant Dean for Budget and Financial Planning</td>
<td>6-2863</td>
<td><a href="mailto:smduda@fas.harvard.edu">smduda@fas.harvard.edu</a></td>
</tr>
<tr>
<td>Tom Skerry</td>
<td>Assistant Dean &amp; Faculty Financial Administrator</td>
<td>5-0443</td>
<td><a href="mailto:tskerry@harvard.edu">tskerry@harvard.edu</a></td>
</tr>
<tr>
<td>Ann Kaufman</td>
<td>Department Administrator</td>
<td>6-0455</td>
<td><a href="mailto:kaufman5@fas.harvard.edu">kaufman5@fas.harvard.edu</a></td>
</tr>
</tbody>
</table>

### Divisional Administrative Deans

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russ Porter</td>
<td>Administrative Dean for Science</td>
<td>5-0904</td>
<td><a href="mailto:russ_porter@harvard.edu">russ_porter@harvard.edu</a></td>
</tr>
<tr>
<td>Carla Greenwood</td>
<td>Senior Financial Analyst for Science</td>
<td>6-2945</td>
<td><a href="mailto:cgreenwo@fas.harvard.edu">cgreenwo@fas.harvard.edu</a></td>
</tr>
<tr>
<td>Beverly Beatty</td>
<td>Administrative Dean for Social Science</td>
<td>4-7774</td>
<td><a href="mailto:beverly_beatty@harvard.edu">beverly_beatty@harvard.edu</a></td>
</tr>
<tr>
<td>Matt Tobin</td>
<td>Senior Financial Analyst for Social Science</td>
<td>6-4218</td>
<td><a href="mailto:mtobin@fas.harvard.edu">mtobin@fas.harvard.edu</a></td>
</tr>
<tr>
<td>Mathilda Van Es</td>
<td>Associate Dean for Administration for Arts and Humanities</td>
<td>5-4093</td>
<td><a href="mailto:vanes@fas.harvard.edu">vanes@fas.harvard.edu</a></td>
</tr>
<tr>
<td>Julia Knippa</td>
<td>Senior Financial Analyst</td>
<td>5-4047</td>
<td><a href="mailto:jknippa@fas.harvard.edu">jknippa@fas.harvard.edu</a></td>
</tr>
</tbody>
</table>
Sponsored Research
Sponsored Research

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

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

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

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

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

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

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

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

Where can one go for more information or assistance?

FAS RAS has created a comprehensive website (http://www.fas.harvard.edu/~research/) that contains information about identifying funding sources, preparing a research proposal, guiding it through the FAS and Harvard University review and approval process, submitting the proposal to sponsors, and setting up, maintaining, and closing out an award.
The website also contains FAS and Harvard University policies and guidelines related to research, training opportunities, approval forms, a directory of the FAS RAS team (http://www.fas.harvard.edu/~research/administration/people.html), and a more detailed list of whom to contact for further assistance (http://www.fas.harvard.edu/~research/administration/help.html).

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

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

A list of OSP contacts for each FAS department is available by following this link: http://osp.fad.harvard.edu/content/contact-osp. Rachel Cahoon (617-496-3159, rachel_cahoon@harvard.edu) is the Manager of the OSP team that supports FAS.
Physical Resources and Planning
**Physical Resources and Planning**

**What is the Office of Physical Resources and Planning?**

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

**Who makes space decisions at the FAS?**

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

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

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

For major space allocations spanning multiple Divisions within FAS, the Dean may elect to make the final decision.

**How are departmental space needs met?**

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

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

**How is space set up for a new faculty member?**

When a new faculty member is appointed, a project manager from the Office of Physical Resources and Planning is assigned to oversee the new faculty member’s space needs. When appropriate, the planner, project manager, faculty member, Department chair or administrator, and architect meet to discuss the faculty member’s requirements. Physical Resources and Planning is responsible for architect and contractor selection and makes every effort to secure the
services of firms who understand the particular programs and buildings of the department. The department administrator often follows through on the process, keeping in touch with the project manager and faculty member as the design and construction or space fit-out proceeds.

For more information about departmental space issues, please contact

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

For space planning, please contact

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

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

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

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

For project design and construction, please contact

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

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

Every FAS building has a building manager who can be contacted if something in the building needs repair or if there are problems with building systems or services. The department administrator or lab director often works closely with both Physical Resources and the building manager; they can contact the appropriate person to help solve the problem. To identify one’s building manager, please contact the Office of Physical Resources and Planning at 617-495-3768. If you have difficulty resolving a building issue, please contact Zak Gingo at zgingo@fas.harvard.edu.

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

What is FAS Human Resources, and how can it help?

FAS Human Resources (“FAS HR”) provides human resources consulting to all FAS divisions, departments, and centers in the areas of on-boarding, employment, compensation, training and development, reward and recognition, organizational development, and staff and labor relations (including performance development and progressive discipline).

FAS HR chiefly serves in a consultative capacity regarding compensation (e.g., job classification, salary setting), performance management, talent management, and organizational development. Department administrators should contact their HR consultant before hiring, disciplining, or terminating an employee in their department.

How does a department hire staff?

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

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

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

For extensive information and resources to assist you with staff hiring, please visit the Staff Hiring Toolkit:
http://www.hr.fas.harvard.edu/icb/icb.do?keyword=k69588&pageid=icb.page380621

What is job classification and reclassification?

FAS HR coordinates the handling of classifications of new positions, but department chairs and administrators should remain alert to any substantial changes in a staff member’s duties that might warrant a reclassification review.

Classification refers to the grade and job family assigned to newly created positions. Positions are graded based on how they fit into the established University-wide classification system and the FAS structure. This determination is based on a review of the position’s duties and responsibilities and takes into consideration the scope and complexity, degree of difficulty,
impact, and decision-making authority of these responsibilities within the position’s unit or
department.

**Reclassification** is a change in the job grade to an existing position. When there has been a
substantive, measurable change in job content and/or degree of responsibility, span of control,
impact and/or complexity or a restructuring of roles within a department or if there is clear
evidence that a position has been inappropriately classified, positions should be reviewed to
ensure they reflect the right grade level appropriate to these change(s).

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

For additional information and tools on the FAS Classification process, please see:
http://www.hr.fas.harvard.edu/icb/icb.do?keyword=k69588&tabgroupid=icb.tabgroup125158

**What is pre-employment background screening?**

To enhance the safety of the Harvard community, the University has implemented a uniform
hiring and screening process for all newly hired staff and internal transfers into exempt and non-
bargaining-unit administrative professional support positions. At a minimum, all new hires will
have an identification check; 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.

**How is staff compensation determined?**

FAS HR is responsible for maintaining a fair and equitable compensation program across the
FAS.

- **Salary offers, promotional increases, and equity reviews**
  Departments making a salary offer as part of the hiring process or making compensation
  adjustments regarding a staff position that has been reclassified should consult their HR
  consultant who can provide salary analysis and recommendations. These recommendations
  are based on analyses of salaries of FAS staff doing comparable work, data regarding the
  amount that other areas of the University are paying for these skills, and the amount that the
department has budgeted for the position. Additionally, if a department chair feels there are
current inequities in the staff salary structure, he or she may request an equity review of the
staff salaries in his/her department from the HR consultant. Salary adjustments should be
planned for and requested during the annual budget process. Your HR Consultant and
Department Administrator can help prepare any data points that would be helpful for you
prior to the start of the academic planning process.

- **Annual salary program**
  The Associate Dean for Human Resources will distribute salary planning information
  (general guidelines and a memo regarding administrative matters) to the department chairs
  and department administrators outlining that year’s Annual Salary Program. These materials
describe the annual increase process and any variable pay program that may be available for administrative/professional and non-union, non-exempt staff.

The chair, often in consultation with the department administrator, will determine how a department’s increase dollars will be allocated among the staff. Managers are encouraged to differentiate the increases they give to staff based on the strength of their performance. The Annual Salary Program varies from year to year, depending on available funding and market conditions. In some years, each eligible department will have the discretion to provide variable pay awards to their staff within a prescribed budgetary limit. Variable pay awards and larger increases to base pay should be reserved for the highest performers for achieving excellence in exceeding the goals and mission of the department.

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

- **HUCTW salary increases**
  The annual increases for members of the HUCTW bargaining unit are calculated centrally based on the terms of the current HUCTW contract. If you have concerns with an HUCTW member’s performance, please contact your FAS HR Consultant.

**What are some key aspects of staff and labor 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 craft and reshape priorities, managing performance, advising on development, conducting performance reviews, and resolving issues as they arise. For further guidance on staff management, chairs should contact their HR Consultant.

- **Performance Management**
  As Dean Smith shared last year, “When our staff members have a clear understanding of what is expected of them, what they are doing well and where they need to develop, they are more engaged in their work. This in turn increases our effectiveness and makes the FAS a stronger institution.”

  Performance management is a collaborative process that supports a positive working relationship between managers and staff. All FAS staff should have the benefit of an annual performance conversation. 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 to meet with staff at the beginning of the review cycle to agree on goals and to communicate clear expectations for performance. Managers should have regular meetings with staff to discuss whether they are meeting their performance goals and expectations.
For more information on the Performance Management tools and resources available at the FAS, please see
http://hr.fas.harvard.edu/icb/icb.do?keyword=k69588&tabgroupid=icb.tabgroup107559

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

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

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

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

- **Staff Mentoring Program**
  In 2007, FAS HR piloted a Staff Mentoring program with the goals of improving long-term retention of key employees, enhancing workplace diversity, and building a sense of community. The program is voluntary and matches experienced and outstanding long-term staff with less experienced and promising staff for a period of approximately six months.

- **Center for Workplace Development (CWD)**
  The University’s Center for Workplace Development offers FAS staff high-quality, low-cost classroom instruction and on-line learning tools for management, career, and skill development.

  For more information on CWD offerings, please see
  http://isites.harvard.edu/icb/icb.do?keyword=k69588&pageid=icb.page335111

**How does a department handle staff benefits?**

Benefits at the University are one of the few areas where central HR (HHR) is the sole provider of information. While a department’s HR Consultant can provide guidance on benefits generally and can help employees access their benefits, FAS HR strongly recommends that the department administrator work directly with the Benefits Services Group on any questions related to University benefits.

For more information, please see http://harvie.harvard.edu/Compensation_Benefits/.

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

For information about University-wide policies for staff and the rights and responsibilities of all members of the University, please refer to the following links:
FAS Human Resources
http://isites.harvard.edu/icb/icb.do?keyword=k69588&pageid=icb.page334816

University Office of Human Resources
http://employment.harvard.edu/

Harvard University Personnel Manual for Administrative/Professional Staff and Non-Bargaining Unit Support Staff
http://harvie.harvard.edu/Policies_Contracts/Staff_Personnel_Manual/

Harvard Union of Clerical and Technical Workers (HUCTW)

Discrimination

Environmental Health & Safety
http://www.uos.harvard.edu/ehs/

Sexual Harassment Prevention

Affirmative Action Plan
http://www.oap.harvard.edu/affirmative-action/

Other University-Wide Policies and Guidelines at Harvard (center establishment and principles governing commercial activities)
http://www.provost.harvard.edu/policies_guidelines/
IT Services
Information Technology

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

Email and Calendaring

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

a) MS Outlook on your computer or mobile device
b) Outlook Web Access (OWA): http://fasmail.harvard.edu, enter fas_domain\your_username at the login prompt

Emergency Notification

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

Academic Technology Support

The Academic Technology Group offers consulting and assistance in the following areas. Please contact atg@fas.harvard.edu (email), http://atg.fas.harvard.edu (web), or 617-495-7777.

- Setting up course web pages
- Making innovative use of technology for teaching and learning using online and mobile technologies
- Developing interactive software
- Connecting faculty and staff to the right people to answer questions and provide support for a variety of technology-related teaching topics

Multimedia support for classrooms and course meetings is available from FAS Media and Technology Services at 617-495-9460.

Research Computing Support

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

- **Arts and Humanities:**
  Discover and get assistance with tools and techniques for research computing in the Arts and Humanities. Contact artshumrc@fas.harvard.edu.
• **Sciences:**
  Support for high performance technical computing and sciences research computing is available at [http://rc.fas.harvard.edu](http://rc.fas.harvard.edu) or by calling 617-299-9724.

• **Social Sciences:**
  The Institute for Quantitative Social Science provides researchers access to cluster computing, software, and tools for storing data and running complex analyses. Visit [http://www.iq.harvard.edu](http://www.iq.harvard.edu), or call 617-496-2450.

### Additional Technology Resources

- Computer and data security: [http://security.harvard.edu](http://security.harvard.edu)
- Computer hardware and software purchases: [http://www.computers.harvard.edu](http://www.computers.harvard.edu)
- Conference calling: 617-495-5670
- Departmental file shares / Network drives: 617-495-7777
- Licensed software: [http://downloads.fas.harvard.edu](http://downloads.fas.harvard.edu)
- Mailing lists (Listservs): 617-495-7777
- Secure, large file transfer (Accellion): [http://fta.fas.harvard.edu](http://fta.fas.harvard.edu)
- Secure remote access (VPN): [http://vpn.fas.harvard.edu](http://vpn.fas.harvard.edu)
- Survey tools: [http://surveytools.harvard.edu](http://surveytools.harvard.edu)
- Web publishing / iSites: [http://isites.harvard.edu](http://isites.harvard.edu)
- Web support for departments: huit_aws@harvard.edu (email)
- Wireless access, including guests and conference attendees: 617-495-7777
The Library
The Library

The Library’s mission is to support the research, teaching and learning of its University community. It provides a variety of services designed to complement the teaching and research programs of FAS departments. We support faculty in their research and teaching through a range of coordinated programs and services, placing the world class collections of the libraries in the center of the research endeavor.

In collaboration with the faculty, Writing Program, Bok Center, Program in General Education, Freshman Seminar Program, and Academic Technology Group, librarians help students develop research skills within their disciplinary fields to become competent, independent researchers, prepared for lifelong learning.

The following is an overview, rather than a comprehensive description of services. Chairs and faculty are invited to contact Susan Fliss, Interim Librarian of Harvard College and Associate Librarian for Research, Teaching, and Learning (fliss@fas.harvard.edu; 617-496-9781), or Laura Farwell Blake, Head of Services for Academic Programs (farwell@fas.harvard.edu; 617-496-0108), for specific requests or questions.

What are library liaisons and research contacts?

The Library Liaison program affiliates a librarian with an FAS academic department. Liaisons serve as a point of first contact for their department faculty, students and staff and have ongoing relationships with departments and collaborate with faculty and instructors to support student research and learning. They are available to:

- meet with faculty and teaching fellows to discuss course support including designing assignments to build student’s research skills and experiences;
- with the faculty member, design and conduct active learning sessions in one of the library’s collaborative learning spaces;
- provide one-on-one consultation for student papers, project, thesis and dissertation work,
- develop course-based research guides;
- develop library-related content for course iSites; and
- provide general reference services to the department’s faculty and students.

Library Liaisons are happy to meet with new faculty to introduce them to library services and collections. A Quickstart for New Faculty page is also available on the HCL website at http://hcl.harvard.edu/research/for_instructors/new_faculty.cfm.

A list of the current Library liaisons, as well as research contacts and librarians with subject or language specialties, is available at http://hcl.harvard.edu/research/contacts/.
What library services are available for those who teach?

Course-Integrated Instruction
Librarians can collaborate with instructors to design in-class research learning opportunities for students. These are tailored to the specific learning goals of the course and include the sources and strategies the instructor would like the students to use in their research. Librarians, curators, and bibliographers can help to integrate materials from library collections into the students’ learning experience. Library instruction can range from an introduction to research methods and demonstrations of specific sources and databases to in-depth discussion of strategies for identifying, thinking critically about, and using primary and secondary materials to create new knowledge. A librarian can also work with an instructor to integrate library resources into course iSites; to develop research guides for specific assignments; to participate in discussion lists or wikis on course sites; and to create links to specific research tools within an assignment.

Instructors who wish to schedule a class or consult on library learning experiences can do so online with the Schedule a Class form (https://hcl.harvard.edu:8001/forms/requests/instruction.cfm).

For more information about scheduling instruction or support for your teaching, contact the department’s Library Liaison or Laura Farwell Blake, Head of Services for Academic Programs (farwell@fas.harvard.edu; 617-496-0108)

Assembling Source Materials for Courses
The Library provides a research guide, “Assembling Course Source Materials” (http://hcl.harvard.edu/research/guides/bokcenter/materials.html), with directions on finding, preparing, and presenting source materials. This guide also provides information on when to put books on reserve versus when to create links to full-text articles from the course syllabus or from a reading list on the course site. We encourage faculty to use this guide as a primary resource, but librarians are also available, as staffing permits, to assist instructors in assembling course reading materials.

The libraries will also assist instructors with course reserve readings. Support includes processing requests from faculty and identifying, locating, photocopying, and sometimes purchasing or borrowing materials. When possible, readings will be made available online by either digitizing print materials or linking to electronic resources. Purchase requests for course reserves are most efficiently handled when made through the reserves tool on the course iSite or by contacting reserves staff at reserves@fas.harvard.edu. The following libraries participate in the reserves program: Cabot, Fine Arts, Harvard-Yenching, Lamont, Loeb Music, and Tozzer. For more information, see Course Reserves Services for Faculty and Instructors at http://hcl.harvard.edu/info/reserves/.

Locating and Linking E-Resources to Course iSites
Librarians can help instructors identify and locate e-resources and link them from course web pages, giving students direct access to online readings. This may help reduce the size and cost of printed course packs. Contact the department’s Library Liaison for assistance. For detailed
instruction, see the research guide “Linking to Harvard Library E-Resources” (http://hcl.harvard.edu/research/guides/deeplinking/).

**Multimedia Resources and Training**

The Media Lab, located in Lamont Library, is equipped with multimedia authoring software for both Mac and PC platforms. The lab is accessible 24/5, and trained staff are on hand seven days a week to help researchers and students integrate media in all formats into projects and assignments. The lab is jointly managed by the Library and the Academic Technology Group (ATG). Faculty who would like assistance should contact Kevin Guiney in ATG (guiney@fas.harvard.edu; 617 495 1059); students should contact Paul Worster (worster@fas.harvard.edu; 617-495-8730).

**Whom should one contact to discuss purchasing new materials?**

The Library’s collections support scholarship and teaching across the University’s broad range of academic programs. Bibliographers, library liaisons, curators, and other collection development librarians are available to discuss information needs and potential acquisitions with faculty and students. For a contact list, please see Collection Development Librarians at http://www.hcl.harvard.edu/collections/collection_dev_librarians.cfm.

Faculty who wish to request the purchase of specific library materials can do so via the online Purchase Request form at https://hcl.harvard.edu:8001/forms/requests/purchase.cfm.

For additional information, please contact Dan Hazen, the Associate Librarian of Harvard College for Collection Development, at 617-495-2425 or dchazen@fas.harvard.edu.
Teaching Resources
Teaching Resources

What teaching resources are available to faculty?

The preceding section in this guide for department chairs describes several teaching resources available through the Harvard College Library (HCL).

Department chairs may also like to consult *A Compact to Enhance Teaching and Learning at Harvard*, prepared by the FAS Task Force on Teaching and Career Development (http://isites.harvard.edu/fs/docs/icb.topic665403.files/Compact_Teaching_Career_Development.pdf). This document contains several recommendations for supporting and improving effective teaching and learning.

The FAS’s *Information for Faculty Offering Instruction in Arts and Sciences* (http://infoforfaculty.fas.harvard.edu/icb/icb.do) provides a selected list of resources for teachers (below).

Selected Resources

**Bok Center for Teaching and Learning**
“The Derek Bok Center for Teaching and Learning was established in 1975 to enhance the quality of undergraduate education in Harvard College by offering teaching conferences, practice teaching, class taping and individual consultations, and many other resources for instructors.”
Science Center 318
617-495-4869
http://www.bokcenter.harvard.edu

**Bureau of Study Counsel**
“The Bureau of Study Counsel is a resource center for academic and personal development that encourages the learning and growth of the "whole person" in the interrelated realms of intellectual, emotional, and social life.”
5 Linden Street
617-495-2581
http://bsc.harvard.edu

**Adaptive Technology Laboratory**
“The Adaptive Technology Laboratory (ATL) provides support for FAS students who wish to use adaptive technology.”
Science Center Room 103
617-496-8800
atl@fas.harvard.edu
http://www.fas.harvard.edu/~ims/ATL/index.html
Humanities Faculty Services
“HFS is available to provide a variety of class related services to FAS Humanities Senior Faculty members, ladder professors, and preceptors.”

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

Instructional Media Services
“Instructional Media Services (IMS) supports Harvard College, the Graduate School of Arts and Sciences, the Extension School, and the Summer School. IMS provides multimedia and classroom computing support for course instruction, special events, and student group events.”

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

Media and Technology Services (MTS) Division

Main Office, Science Center B-02, 617-495-9460
Provides classroom technology in all FAS locations except Sever Hall, CGIS, Northwest Building, and the Science Center. Books video conferences, rents portable equipment, and supports special events.
Email requests to mtsequip@fas.harvard.edu

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

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

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

Prep Room, Science Center B-01, 617-495-5357
Supports classes and events in the Science Center.
Email requests to prep@fas.harvard.edu

Media Production Center (MPC) Division
Provides audio, video, and multimedia production services, including studio recording, post-production, format transfers, and duplication.
Lower Level Rosovsky Hall, 59 Plympton St., 617-495-9440
Email: ims_mpc@fas.harvard.edu
Language Resource Center
“The Language Resource Center is a multimedia computer facility supporting many of the more than 70 ancient and modern languages taught in various departments in Harvard's Faculty of Arts & Sciences.”
Lamont Library, 6th floor
617-495-9448
http://lrc.fas.harvard.edu/

Piano Technical Services
“Piano Technical Services tunes, repairs, restores and maintains the collection of over 200 pianos in the Faculty of Arts and Sciences at Harvard University.”
Vanserg Hall, Piano Shop
617-495-2981
http://www.fas.harvard.edu/~pts/

FAS Information Technology (FAS IT)
http://www.fas-it.fas.harvard.edu/
617-495-9000
ithelp@harvard.edu

Classrooms and Facilities
617-495-9000
fasclass@fas.harvard.edu
http://www.fas-it.fas.harvard.edu/fasclass

Academic Technology Group
atg@fas.harvard.edu
http://atg.fas.harvard.edu

Harvard College Library Research and Instructional Services
Widener Library
617-495-2401
http://hcl.harvard.edu/research/for_instructors/

Harvard University Information Technology
http://huit.harvard.edu/

Writing Center
“The Writing Center is a place for Harvard undergraduates to get help with any aspect of their writing, from specific assignments to general writing skills.”
Barker Center 019
617-495-1655
www.fas.harvard.edu/~wricntr
Sexual Harassment and Unprofessional Conduct
**Sexual Harassment and Unprofessional Conduct**

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

**Department chairs should not hesitate to contact any of the officers listed at the website address below about situations that may involve sexual harassment or unprofessional conduct. It is strongly recommended that department chairs involve the relevant officer at the earliest opportunity. There is no need to attempt to handle these difficult and complicated issues alone.**

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

The list of **officers and related resources** is available at: http://www.fas.harvard.edu/home/dean-and-administration/policies-for-faculty-students-and-staff/sexual-harassment-officers-and-resources.shtml.


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

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

a. Faculty should treat members of the FAS community with respect and collegiality.

b. Faculty members should not use their positions to obtain uncompensated labor from any member of the community under their supervision. This includes, but is not limited to, requiring staff under their direction to perform services or duties unrelated to or outside their professional/job responsibilities.

c. Faculty members must uphold confidentiality in matters pertaining to employee files, records, or activities, which could reasonably be considered confidential. This could include employment information or employee records.
d. Faculty must comply with all applicable laws, rules, regulations and professional standards including FAS policies and practices; this includes, but is not limited to, policies regarding discrimination and sexual harassment.

Non-compliance with these guidelines will be communicated to the Dean of the Faculty of Arts and Sciences and could result in varying sanctions.
Useful Documents