FAS Staff Hiring Toolkit

A Guide for Department Administrators and Hiring Managers

September 2013
Message from Leslie Kirwan and Chris Ciotti

Dear Department Administrators and Managers,

We are pleased to provide you with an enhanced *FAS Staff Hiring Toolkit: A Guide for Department Administrators and Hiring Managers* which includes tools to support our commitment to engaging an increasingly diverse workforce that reflects our student body, our constituents, and the world in which we live.

Getting the right person into the right job is more important today than ever, given the economic uncertainties we continue to face. The FAS does not anticipate increasing staff overall, so as vacancies arise we need to fill them with the best candidates possible. This means expanding our outreach to more actively seek out diverse candidates, and it means considering candidates in light of the unique contributions their diversity may provide. As Dean Smith has noted, diversity is the engine that drives excellence. This enhanced Toolkit will help you to stoke that engine.

These Toolkit additions are intended to help you use a broader, more strategic approach to hiring. With the Toolkit on desktop, you will have the information you need to recruit and hire the best candidates, including links to the people and places to go for additional help.

The Toolkit responds to three important hiring needs within the FAS:

1. **The need for one “go-to” place for information on recruiting and on-boarding.** At the FAS, where the recruitment process is decentralized, each department takes responsibility for making the right hiring decisions. The Toolkit provides a framework for this decision making process.

2. **The need to control costs by hiring right rather than hiring often.** One of the most significant staff costs faced by any organization is voluntary turnover. Research shows that unwanted turnover costs on average as much as 150% of an employee’s salary, including concrete costs of hiring and training, and intangible costs such as lost productivity. For this reason, we are committed to doing all we can to help you hire right the first time.

3. **The need to engage diverse talent.** As we consider our overall recruiting plans, we need to consider how to continue to create an environment in which we can leverage differences and optimize talents.

Please take a moment to review the enhanced and updated *FAS Staff Hiring Toolkit: A Guide for Department Administrators and Hiring Managers*, and keep it handy. As ever, this is an evolving document and we welcome your continuing feedback as we strive to enhance our support of the FAS’ recruiting and hiring efforts. Please check the FAS Human Resources iSite at [www.hr.fas.harvard.edu/staffhiringtoolkit](http://www.hr.fas.harvard.edu/staffhiringtoolkit) from time to time for ongoing updates to the Toolkit.

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SEPTEMBER 2013
A Note on Using the FAS Staff Hiring Toolkit

The FAS Staff Hiring Toolkit: A Guide for Department Administrators and Hiring Managers is designed to help you navigate the recruitment and hiring process, from job posting to on-boarding new employees.

There are two basic parts to the Toolkit: (1) the main, narrative section, and (2) Appendices containing supplemental materials that “flesh out” the narrative. There are also references throughout to forms and information housed on other Harvard and external web pages; a list of these, including links, is in Appendix A at the back of the Toolkit.

For a quick overview of the recruiting and hiring process, and to track your own progress through the process, be sure to keep the Staff Hiring and Approval Process Checklist handy (page 5).

We hope that you find this Toolkit helpful. In addition to reading through these pages, we encourage you to log onto the Hiring module of Harvard’s ManageMentor online resource, which covers topics from defining job requirements to interviewing and making the employment offer. (http://harvie.harvard.edu/system/files/Forms/Career_Professional_Development/ManageMentor.pdf) Please also feel free to contact FAS Recruitment Services with any questions (page 55).
FAS Staff Hiring Toolkit
A Guide for Department Administrators and Hiring Managers

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Staff Hiring and Approval Process Checklist
Staff Hiring and Approval Process Checklist

As you work towards filling a position, follow these steps to create a requisition, post and fill a position, and on-board your staff.

**1. Determine the details of a position**

- If you are simply filling a vacancy in an existing budgeted position and not changing the grade level, review the job description to verify that the duties and responsibilities are accurate and current.

- If you are not simply filling an existing budgeted position, but are requesting a new position or a substantial change to an existing budgeted position (for example, additional or different responsibilities), contact your HR Consultant for instructions about the information you will need to include in the job description in order to move forward in the approval process. In addition, follow the guidelines in the Toolkit section, *Developing a Job Description for Posting in ASPIRE and Externally* (page 9).

**2. Create a requisition in ASPIRE and receive approval; or update an existing position**

- To create a requisition in ASPIRE, Harvard’s Web-based recruitment management system, enter the relevant position information, beginning with the job code (*Appendix A-1*). The job code determines the position’s grade, job family, EEO code, and other important information.

  - Be especially careful when entering the job code. If an incorrect job code is selected and saved, it cannot be changed once the requisition has been created and submitted for approval; you would need to cancel the requisition and create a new one.

- If the position is not an increase to head count, edit the position in ASPerIN, the FAS’ personnel information system, if necessary (*Appendix A-2*).

- Refer to the job description to enter the Duties & Responsibilities, Basic Qualifications and Additional Qualifications that will display in the job posting and will be used to qualify/disqualify candidates (*Appendix A-3*).

- Select the pre-employment screening requirements that will be published in the posting (*Appendix A-5*).

- Save the requisition in ASPIRE and submit for approval. You will be notified when the position has been approved and opened.
3. Post the position

☐ FAS Recruitment Services will post the position on your behalf. All positions that are posted externally are also posted to the following sites: New England Higher Education Recruitment Consortium (HERC), HigherEdJobs, Simply Hired, and Indeed.com. If you wish to advertise your position on other job boards or with professional organizations, FAS Recruitment Services can provide assistance and recommendations as well.

☐ Note the following policies about internal posting:
  › HUCTW designated positions other than those in job grades 47-49 must be posted internally for 10 business days before they can be advertised to candidates outside of Harvard.
  › All positions grade 50 and above must be posted on ASPIRE for 10 business days before an offer can be extended.

☐ After your new position is opened, FAS Recruitment Services will notify you of any Affirmative Action goals for women and/or minorities, and will help you determine the appropriate recruitment strategy. For information about how to recruit minority candidates as well as women and those with disabilities, see Toolkit sections Diversity Recruitment Resources (page 18) and Recruiting People with Disabilities (page 23).

4. Find the Right Person for the Job

☐ Review all of the resumes received in response to the job posting. Applicants who do not meet the Basic Qualifications should be immediately removed from consideration and marked in ASPIRE with an HR status of “Declined - Resume Review,” and a disposition reason of “Does not meet Basic Qualifications - Experience or Education,” for example (Appendix A-6, A-7). Resumes of applicants who meet the Basic Qualifications and most closely match the Additional Qualifications as listed in the posting, should be forwarded to the Hiring Manager for review.

☐ Update each candidate’s status in ASPIRE, without delay, at each stage of the candidate review and selection process. Each decision stage must be documented by updating the HR status.

☐ Conduct telephone screens.
  › Update the candidate HR status to “Phone Screen” in ASPIRE.

☐ Assemble Interview Team.

☐ Prepare for and conduct in-person interviews.
  › Update the candidate HR status to “First Interview” in ASPIRE.
  › Using ASPIRE, e-link the Harvard employment application and EEO Self ID form to all interviewed candidates for them to complete online via ASPIRE.
  › Inform the candidate that the employment application is separate from the process of applying to a position through ASPIRE.
☐ Meet with interview team to determine finalists.
  › Update the candidate’s HR status to “Additional Interview” in ASPIRE.

☐ Check references for your final candidate (Appendix A-9, A-10). For internal candidates, contact FAS Recruitment Services or your HR Consultant to verify the final candidate’s current salary and whether he or she is in good standing regarding performance.

☐ Communicate with candidates.
  › Decline notifications: letters, emails, and/or phone calls.
  › Feedback to Harvard internal candidates.

5. Finalize the employment offer, including salary details

☐ Determine an appropriate salary with your HR Consultant (Appendix A-11).

☐ Extend the verbal employment offer, conditional upon results of pre-employment screening.

☐ Notify FAS Recruitment Services of the final candidate for pre-employment screening (Appendix A-16).

☐ Once you receive notification that pre-employment screening is complete, provide FAS Recruitment Services with offer letter information, such as job title, start date, and salary.

☐ FAS Recruitment Services sends the appropriate formal offer letter by email to the candidate, copying the Department Administrator, Hiring Manager, and HR Consultant. The candidate is asked to accept the offer of employment by responding to FAS Recruitment Services via return email.

6. Collect new hire documentation and process the appointment

☐ Invite your new staff member to come in, ideally before his or her official start date, to work with you to complete an I-9 form (Appendix A-19), and Foreign National Information Form (FNIF), if necessary. Note that I-9 forms must be completed within three days of the new hire’s start date, at the latest.

☐ Process the appointment in ASPerIN (Appendix A-23) and submit the I-9 form (and FNIF, if necessary).

7. Help the new staff member make a smooth transition to your department and Harvard

☐ Ensure the on-boarding process is completed by manager and other appropriate staff members.
A job description, which summarizes the most essential responsibilities or functions of a job, is the basis for establishing a position’s job grade and the actual job posting in ASPIRE (Appendix A-3). It also determines the position’s status regarding eligibility for overtime pay under the Fair Labor Standards Act (FLSA). Once someone is hired to fill a position, the job description will also be the basis for establishing annual individual goals.

It’s worth spending focused time thinking about the behavioral competencies and behaviors that will create a foundation for success in the position. Harvard’s ManageMentor offers tools to help you hire for your position. (http://harvie.harvard.edu/system/files/Forms/Career_Professional_Development/ManageMentor.pdf)

**It is important to make sure the job description is clear and accurate. Here are some guidelines for writing an effective job description:**

- Start each sentence with an action verb.
- Be as clear as possible, especially if you are using technical language.
- Avoid narrative form; where possible, avoid acronyms and articles (e.g., “a”, “an”, and “the”).
- Avoid generalized phrases that might limit a good understanding for the position’s responsibilities (e.g., “handles outside contacts”).
- Be clear in defining job duties and the degree and scope of responsibilities.
- Arrange responsibilities in a logical way, beginning with those that are most important.

Additionally, when you post a job in ASPIRE, you will need to include the following sections:

**Duties and Responsibilities, which should include the following components:**

- **Summary**: A brief description summarizing the overall purpose and objectives of the position, the results the employee is expected to achieve, and the degree of autonomy the person has over his or her own work.
- **Essential Functions**: The most important responsibilities and duties of the position.
- **Non-essential Functions**: The desirable, but not necessary aspects of the job.
- **Management Responsibilities**: The scope of the person’s authority as it relates to managing people, not managing projects, including a list of the positions that report to the person.
Basic Qualifications, the minimum qualifications that an applicant must have, in order to be considered for the position. These qualifications, which are discussed in detail in Appendix B, Basic Qualifications, are:

- **Non-comparative** (e.g., three years’ experience in a particular position, rather than a comparative requirement such as “must have the most years’ experience, among applicants”);
- **Objective** (e.g., a Bachelor’s degree in accounting, but not a “technical degree from a good school”);
- **Relevant** to the performance of the particular position; and
- **Demonstrable** by evidence or statements in the candidate’s “expression of interest” (resume or cover letter).

Additional Qualifications, those that are required or preferred for the position but do not fall under the basic qualifications criteria. These would include:

- **Behavioral Knowledge**: Capabilities that contribute to a person’s ability to excel on the job. Examples of some of the most commonly needed competencies can be found in Appendix D, Behavioral Interview Questions.
- **Working Conditions**: A person’s interest in or ability to work in the environment in which the job is performed, especially any unique conditions (e.g., outdoor work, extensive travel, or laboratory work).
- **Qualifications labeled “Preferred”**: Qualifications that, if absent, will not disqualify a candidate, but which are strongly desirable (e.g., “Bachelor’s degree preferred”).

When creating a job description for a HUCTW position, you need to use the generic job descriptions as a guide and basic qualifications must be comparable to those listed in the generic job descriptions. Note, too, that for most HUCTW positions, you cannot require a college degree. (However, you may state a preference or desire for a degree.)

Once a position has been approved as described in the Toolkit section, Staff Hiring and Approval Checklist (page 5), it can be posted in ASPIRE (Appendix A-3), Harvard’s job search and application system. All positions that are listed on ASPIRE are automatically posted on the New England Higher Education Recruitment Consortium (HERC) site, [http://www.hercjobs.org/new_england](http://www.hercjobs.org/new_england) and HigherEdJobs, [http://www.higheredjobs.com](http://www.higheredjobs.com). If you would like to advertise your position on other job boards, publications, or with professional organizations including the resources described in the Toolkit section, Diversity Recruitment Resources (page 18), please contact FAS Recruitment Services at recruitment@fas.harvard.edu (page 55) for information and assistance. Harvard has established relationships with many job sites and, often, favorable pricing has been negotiated.
Recruiting for Diversity
Why is diversity recruitment important?

Not only is diversity recruitment the right thing to do, it is the smart thing to do. Where there is a University determined Affirmative Action Goal, EEO/Affirmative Action laws require us to make a “good faith effort” in the outreach and recruitment of women and minorities. But at least equally important, recruiting a diverse staff is essential to our sustainability—for your department, for the FAS, and for Harvard—for the following reasons:

• Each FAS team has a global and diverse constituency, whether dealing with students, faculty, researchers, other departments within Harvard, or external contacts. Having diverse staff enables us to understand and meet the needs of people from diverse perspectives, and creates an atmosphere that supports positive relationships and communications.

• Different backgrounds and perspectives lead to a variety of ideas, knowledge, and ways of doing things. The converse is often true as well: team members from the same background may take actions based on a narrow range of experiences. By ensuring that your team includes staff from various social and cultural backgrounds, you will widen the range of perspectives, knowledge, and approaches from which decisions are made.

• By building a reputation for valuing differences, we can attract talented employees who know that we will appreciate and utilize the skills, backgrounds, perceptions, and knowledge they bring to the table. This leads to greater commitment and higher productivity.

By making diversity recruitment deliberate, we can bring in employees who might not otherwise consider Harvard, and who can enrich and broaden our community.

How to think about diversity and your own staffing needs

Before embarking on a recruitment effort, use the information and ideas on these pages to consider the diverse perspectives you wish your team to include, and any challenges you might face in recruiting the right staff. We often think about “fit” when considering a potential hire. “Fit” does not mean hiring someone who is the same as your existing staff. Instead, the concept of “fit” might be better understood by thinking of a jigsaw puzzle, where the pieces mesh together but where each piece is unique and contributes something that is otherwise missing. Here are some things to think about to help you find the right person for the job.

• Understand what constitutes diversity. Diversity is a broad concept that implies inclusion of the many characteristics that differentiate us from each other. Sometimes these characteristics affect our view of the world, our experiences, and our ways of relating to our surroundings and each other. At the FAS, we value the many perspectives that arise from a variety of cultures, races, gender, religions, national origins, ages, physical and cognitive capabilities, sexual orientations, and other ways we identify
ourselves. By hiring a diverse staff, you will have access to different perspectives that can optimize your team’s capacity.

**• Recognize your own biases, both conscious and unconscious.** We all have certain leanings or preferences—often called biases—and often we are not even aware of them. Focus on uncovering your own biases, so that they won’t get in the way of your making the best hiring choices. For example, do you tend to “tune out” those with foreign or regional accents? Feel uncomfortable around people with disabilities? Make assumptions about graduates of religious schools, Historically Black Colleges, or women’s colleges, or about scholarship in women’s or minority studies? Believe that a younger person will be quicker and more creative than an older person? It is worth the effort to uncover your own biases; once they are out in the open, you will be able to consider whether your image of the “perfect candidate” is affected by your particular preferences rather than the actual qualifications and competencies needed for a position, and you will be able to judge candidates on their individual merits rather than on your own conscious or unconscious responses to their characteristics. A good place to start, in identifying your own biases, is with these Implicit Association Tests on topics including age, gender, sexuality, and disability at: [https://implicit.harvard.edu/implicit/demo/selectatest.html](https://implicit.harvard.edu/implicit/demo/selectatest.html).

**• Evaluate the diversity of your current team.** To find the best “fit” for your team—that missing jigsaw puzzle piece—first take stock of the characteristics currently represented on your staff. Ask yourself these questions:

  › What are the diversity strengths in my department?
  
  › How can I build on those strengths?
  
  › What are the diversity challenges in my department?
  
  › How can I address those challenges?

**• Include FAS Human Resources in your planning.** Before launching a recruitment campaign, discuss your hiring goals with your HR Consultant and/or a member of the FAS HR Diversity Team (including your Affirmative Action Liaison) or FAS Recruitment Services (see page 55). This will help assure that all parties involved in the hiring process will consider your department’s current demographic profile and note if there are Affirmative Action goals associated with the position. If there are Affirmative Action goals, the recruitment strategy should reflect the required good faith efforts to have a diverse pool of applicants.

**Proactive diversity recruiting: the importance of networking**

To improve your chances of attracting diverse candidates when job opportunities arise on your team, start recruiting now, by networking with people and groups that are likely to lead to diverse talent—and continue to network. Women in non-traditional fields and professionals of color in particular are highly sought-after as employees, and when you are ready to hire, you are likely to face competition from other would-be employers. Developing a diverse slate of candidates—particularly for more senior level positions and those requiring specialized knowledge, such as IT—may take time. By networking continuously, you can build relationships that will serve as a feeder for underrepresented talent across disciplines and interests, and will give you an advantage when you are ready to hire. In particular, seek out opportunities that create face time with
potential candidates—and remember, every connection made is an opportunity to promote FAS commitment to diversity and inclusion.

**Diversity Networking—Where to Go and What to Do**

Networking is a continuous, broad activity that can occur anywhere and anytime. To make connections to the diverse communities from which potential staff may be identified, be aware of these resources:

- Professional organizations representing diverse groups ([page 20](#)), such as the National Black MBA Association.
- Diverse affinity groups at Harvard [http://www.hr.fas.harvard.edu/pages/community-and-special-interest-groups](http://www.hr.fas.harvard.edu/pages/community-and-special-interest-groups)
- Conferences, seminars, job fairs, and networking events. Many of the resources listed in *Diversity Recruitment Resources* ([pages 18-21](#)) announce and sponsor such events.
- Online professional social networking media, such as LinkedIn and Facebook. Joining online groups relevant to your department and taking an active part in them will increase your networking opportunities. (Search for the women and minority subgroups within these professional social media sites, for optimal diversity outreach.)
- Your own diverse friends, neighbors, and colleagues.

**How to promote the FAS and Harvard to network connections and potential candidates**

It’s not enough to locate potential diverse new hires; you also have to convince others to work for you in your department/center and at the FAS. It may help to include the following “talking points”:

- **Our commitment to and progress in hiring for diversity.** For example, “Since 2007, the percentage of FAS minority staff has been increasing at a faster rate than ever before, from about 16% in 2007 to about 19% in 2010. *(Your HR Consultant can provide up-to-date statistics).* We know we need to do more, and are committed to continuing our efforts to hire, support, and engage minority staff.”

- **Proactive recruitment efforts.** These include the creation of internal and external diverse pipelines, including:
  - the *Year Up* internship program, which is a national program that provides urban young adults with education and support to develop professional careers in IT and finance. Interns are placed in FAS departments for a 26-week period, during which they receive training and mentoring from Year Up coach advisors.
  - the Research Administration Services Internship Program for college seniors, which has a goal of transitioning these interns to FTE positions in Finance, HR, and RAS following internship;
  - Harvard’s *Administrative Fellowship Program*, a University-wide fellowship program that provides talented professionals - particularly from ethnic minority groups - an opportunity to learn leadership and work in a significant academic administrative role in the Harvard community for one year. Sponsoring an external recruit (a Visiting Fellow) is an excellent way to build
a management pipeline. For information about AFP, see http://diversity.harvard.edu/pages/fellowship.

› working with diversity recruiters; and

› equipping hiring managers with our FAS Staff Hiring Toolkit: A Guide for Department Administrators and Hiring Managers, which includes chapters on hiring diversely.

**Developing and advancing career opportunities.** FAS programs with this goal include:

› Harvard’s Administrative Fellowship Program. In addition to bringing external talent to Harvard, as described above (Visiting Fellows), AFP’s “Resident Fellows” program component recognizes existing administrative staff of color who demonstrate leadership potential. This component was designed to enhance professional development and networking opportunities for underrepresented minority professionals at Harvard, and to encourage these professionals’ career mobility and advancement. Fellows participate in a seminar series in addition to a full-time work assignment. The overall goal of the education program is to encourage Fellows to assess their own career development and to generate strategies for advancement.

› the FAS Career Plus Program provides career coaching and competency development for up to seven strong-performing and highly-motivated FAS staff members. The program looks for talented mid-level FAS staff members (job levels 56-58), especially ethnic minorities and others who may contribute to the diversity of FAS leadership. A core program goal is to build a diverse talent pipeline within FAS.

**Maintaining an inclusive work environment.** You might mention:

› FAS Managers’ Essentials program, which includes a session dedicated to “Valuing Differences and Promoting Inclusiveness within FAS”;

› staff focus groups to assess inclusiveness;

› FAS-wide and departmental “Diversity Dialogues,” such as the “Bystander Awareness Workshop—The Role We All Can Play in Creating an Inclusive Community that Respects Diversity,” and

› Harvard’s diverse affinity groups http://www.hr.fas.harvard.edu/pages/community-and-special-interest-groups.

### Recruiting diversely for an open position: posting the position

To attract a wide range of diverse candidates, you will need to cast a wide net. This means:

**Recruit externally, to access an adequate and diverse pool.** Our Diversity Recruitment Resources (page 18) can serve as your guide.

**In developing job descriptions for posting, be clear, but as broad as possible in describing the competencies and experiences needed for the job.** Avoid describing the job so narrowly that all but a small group of job-seekers will view it as attainable.

Read more about the process of posting a job (page 9).
If your initial applicant pool does not include a meaningful number of diverse candidates (including women and those of color), reevaluate your job postings and repost if warranted. This is especially important if the job is underutilized for women and/or minorities (has Affirmative Action goals).

**Selecting candidates for consideration: screening and interviewing**

As you follow the general steps of selecting candidates for your open position, here are some tips to help ensure diversity in your candidate pool and enhance your interviewing and selection process.

• **Select an inclusive interview team.** In selecting an interview team, consider including people who will bring diverse outlooks, and who are respectful of different cultures and characteristics. Recognize the potential to bring unintended biases to the process, and address this by having a clear and open discussion among team members before beginning the interview process.

• **Use the screening process to include rather than exclude candidates, to avoid missing attractive candidates.** In reviewing qualifications, consider how each applicant might enhance diversity in the department and university-wide. Some applicants may expressly identify themselves as diverse; in other cases, a resume or application may reflect diversity affiliations such as membership in a diverse organization or attendance at a Historically Black College, or a women-only or disability-focused school. If after screening candidates you find that there are only a few diverse candidates remaining, take a fresh look at those who have been passed over, to make sure that you have not overlooked any potentially attractive candidates.

• **Avoid making assumptions about a diverse candidate's ability to conform or “feel comfortable” on your team or in the position.** For example, do not assume that a female candidate would not be compatible with your all-male team, or that an African-American candidate would not be able to relate to your largely Caucasian constituents.

  › Focus first on the candidate’s similarities to, rather than differences from, the way your staff and their colleagues and constituents approach their work. If your constituents are fast-paced, does the candidate have a similar style? If your staff is direct with each other, does the candidate demonstrate that he or she is comfortable with such communications?

  › Next, consider whether the candidate’s differences matter to the work he or she would do, and how those differences might actually enhance your team and its efforts.

• **Avoid prematurely labeling one or more of your candidates as the “most promising” until all candidates have been considered.** This will help ensure that all qualified candidates receive equal consideration.

• **Prepare yourself with answers for questions diverse candidates are likely to ask.** Diverse job candidates often ask important questions aimed at helping them determine whether an organization is truly inclusive and supportive, and whether they will be comfortable in a position. Be prepared to answer these commonly-asked questions:

  › What are my chances for progressing/advancing my career here?

  › Do you have a formal mentoring program and/or career development programs?
› What does the FAS/ Harvard do in terms of community outreach efforts to partner with diverse groups?

› Do you have employee affinity groups that focus on the needs of people like me and other groups?

› Are managers trained to communicate with and manage diverse employees?

› What initiatives has the FAS/ Harvard participated in regarding diversity?

› Does the FAS/ Harvard have formal diversity initiatives and programs in place?

Even if a candidate does not ask these questions, you may volunteer information that may help inform the candidate of your—and Harvard’s—sincerity in welcoming diversity. FAS Recruitment Services can help you to answer questions and offer information.
Diversity Recruitment Resources

The following websites, publications and organizations may be of assistance to you as you develop robust, diverse pools of candidates for vacant positions.

*Harvard-sponsored recruitment options*

• **ASPIRE Posting.** This is the official posting site for Harvard University.

• **New England Higher Education Recruitment Consortium (HERC).** Developed in 2006, the New England HERC is a collaborative response of member institutions to the many challenges of academic recruitment and retention. HERC is a web-based search engine that includes faculty and staff job listings at all member institutions. This search engine is free and available to anyone seeking employment in higher education. Positions posted in ASPIRE are automatically posted on HERC.

• **Commonwealth Compact.** Harvard is a member of this Massachusetts consortium of citizens, service providers, and employers with a shared commitment to recruitment, hiring, management and governance practices that include increasing the representation of people of color and women, especially in management, senior management and board governance positions. The Commonwealth Compact website ([www.commonwealthcompact.umb.edu](http://www.commonwealthcompact.umb.edu)) includes a “Talent Source” section for networking, recruiting, and related items.

*Online job boards*

Recruitment trends lean heavily towards online advertising, a cost-effective platform that also enables targeted communications with individuals interested in employers with diversity goals, and among these, individuals seeking jobs in higher education in particular. Before advertising on any job boards, however, please contact the FAS Recruitment Services—they have the ability to post efficiently to a variety of sites, and may also be able to obtain discounted rates.
Diversity higher education-specific job posting resources

- **www.diversejobs.net** This is the jobs site of *Diverse: Issues in Higher Education*, a leading resource for the higher education community for over 25 years. The extensive listings posted here include both faculty and non-faculty jobs at postsecondary institutions.

- **www.hispanicoutlook.com** *The Hispanic Outlook in Higher Education* Magazine is a long-standing top information source and sole Hispanic educational magazine for the higher education community.

- **www.wihe.com** The *Women in Higher Education* website addresses issues affecting women on campus.


- **www.LGBTinHigherEd.com** This jobs site is aimed at lesbian, gay, bisexual and transgender people within higher education.

- **www.HBCUConnect.com** The first and largest community for students, alumni, and supporters of Historically Black Colleges and Universities (HBCU) maintains one of the largest online diversity resume databases, with thousands of active resumes and profiles that are less than 90 days old. This site is one of the most fruitful recruiting websites for African-American professionals.

- **www.AcademicDiversitySearch.com** With women and minorities as the target candidate pool, this nationwide resource is comprised of job posting advertisements, an extensive network and database of professionals, and executive search firm capabilities.

- **www.abwhe.org** The website of the Association of Black Women in Higher Education (ABWHE) lists career opportunities.

Higher education-specific job posting resources with high diversity readership

- **www.InsideHigherEd.com** *Inside Higher Ed* Magazine reaches nearly 600,000 higher education professionals from every academic discipline and every administrative area, and boasts the most diverse readership of any higher education publication. Nearly 20% of the visitors to this site are minorities and more than 50% are women.

- **www.ChronicleCareers.com** This is a resources of the publication, *The Chronicle of Higher Education*. Although not specifically geared to diverse audiences, the site reaches a broad audience.

- **www.HigherEdjobs.com** This is the leading internet source for jobs and career information in academia.

Diversity-focused general job posting resources

**www.Jobs4Vets.com** is an employment website for job seekers and employers. The site is part of the LocalCareers.com Network, a network of local, regional, national and industry specific career sites. Jobs4Vets.com is not affiliated with any state agency or staffing firm.

**www.disaboomjobs.com** is the leading online resource for jobs for people with disabilities.
Other job posting sites to consider:


NOTE: Many of the organizations behind these online resources sponsor job fairs and networking events which are announced on their websites.

**Professional organizations and associations**

- Association of Latino Professionals in Finance and Accounting (ALPFA) [www.alpfa.org](http://www.alpfa.org)
- Association for Women in Science [www.awis.org](http://www.awis.org)
- National Association for Female Executives [www.nafe.com](http://www.nafe.com)
- National Association of Asian MBAs [www.asianmba.org](http://www.asianmba.org)
- National Association of Asian American Professionals [www.naaap.org](http://www.naaap.org)
- National Association of Hispanic MBAs [www.nshmba.org](http://www.nshmba.org)
- National Black MBA Association [www nbmbaa.org](http://www.nbmbaa.org)
- National Organization for the Professional Advancement of Black Chemists and Chemical Engineers [www.nobcche.org](http://www.nobcche.org)
- North American Indian Center of Boston, Inc. [www.naicob.org](http://www.naicob.org)

**NOTE: There are many more such professional associations - too many to list here. FAS Recruitment Services can help you identify those that may be most fruitful for your networking and recruitment efforts.**

**Diverse groups at Harvard**

These employment resource groups are aimed at social and professional networking and advocacy, and can be important resources for identifying potential candidates.

- Harvard Association of Asian and Asian American Faculty and Administrators (HAAAFA) has been established for the purpose of providing opportunities for networking, career development, and awareness and support of the Asian and Asian-American community at Harvard. [http://isites.harvard.edu/icb/icb.do?keyword=k75528&pageid=icb.page382102](http://isites.harvard.edu/icb/icb.do?keyword=k75528&pageid=icb.page382102)
- Association of Harvard Latino Faculty and Staff articulates, supports and promotes the needs of the Latino community at Harvard. [http://harvardlatinos.org/](http://harvardlatinos.org/)
- Harvard Gay and Lesbian Caucus. All Harvard faculty and staff are welcome to join the Harvard Gay and Lesbian Caucus, which is open to students as well.
• LGBT Faculty and Staff Group seeks to provide a common voice for all LGBT staff, and advocate for LGBT interests at Harvard.
http://isites.harvard.edu/icb/icb.do?keyword=k6466&pageid=icb.page23805

• Harvard University Native American Program (HUNAP) brings together students, faculty and staff from all parts of the University, as well as friends and community members from peer schools and the surrounding Cambridge/Boston area. HUNAP offers a series of events throughout the year, including informal social gatherings, community dinners, an annual spring Powwow, and a colloquia series.
http://www.hunap.harvard.edu/index.php

• Committee on the Concerns of Women (CCW) is a university-wide group open to all female staff, administrators, faculty, students and affiliates. The group serves as a network for women throughout the University and as a forum for women’s issues and concerns.
http://ccw.hhr.harvard.edu/icb/icb.do?keyword=k67408

Additional Harvard affinity groups are listed on this page
http://isites.harvard.edu/icb/icb.do?keyword=k69588&tabgroupid=icb.tabgroup105961

**Outside search firms**

While not typical, in some rare circumstances approval is given to use an outside search firm. If such a circumstance applies to your open position, be sure to communicate to the search firm that diversity recruitment is a priority. Ask the firm about their own commitment to diversity, and about their past experience and success in recruiting and placing diverse candidates.

Be sure to contact your HR Consultant to arrange for a contract with the search firm. The HR Consultant can ensure that the search firm’s policies, and the contract with them, meet Harvard’s affirmative action obligations.
Recruiting People with Disabilities
Recruiting People with Disabilities

Why is it important to recruit and hire people with disabilities?

Harvard University is committed to enabling a broad community to participate in its education and research missions. In accord with this commitment and with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, we work to ensure equal access and provide appropriate accommodations and assistance for people with disabilities.

Equally important, to access the widest pool of talent, we need to foster an inclusive and flexible work culture that considers the needs and potential of all employees and potential employees, including the more than one in ten Americans who have disabilities. By recruiting people with disabilities, we recognize that talent has no boundaries, that workforce diversity includes people of all kinds of abilities, and that those with disabilities are experienced problem solvers with a proven ability to adapt.

How to recruit people with disabilities

There is a wealth of resources available to help in recruiting people with disabilities. These include:

- **The Employment Assistance Referral Network (EARN)**, a program of the Office of Disability Employment Policy, U.S. Department of Labor, [http://www.askearn.org/index.cfm](http://www.askearn.org/index.cfm) supports employers’ talent acquisition by assisting with recruiting, hiring, retaining and advancing qualified individuals with disabilities through comprehensive online resources and links to community-based organizations serving job seekers with disabilities. EARN, a national service, makes it simple to locate applicants with disabilities for any type of position. When EARN receives a call from an employer who wants to recruit qualified candidates with disabilities, their staff records the job description and then locates local agencies that have contact with appropriate job candidates. Once these providers are identified, EARN calls the employer back. The employer receives the appropriate contact information and may call the designated agencies to connect with applicants. The local agencies do not receive your contact information; this allows you to be in control of the process.

- **The Massachusetts Rehabilitation Commission (MRC)** [www.mass.gov/mrc](http://www.mass.gov/mrc) is a state and federally funded agency that provides vocational rehabilitation services in Massachusetts. MRC’s goals include helping local employers find qualified workers to meet job requirements. In addition to placement services, MRC helps with on-the-job training, and even provides assistance during a new worker’s adjustment period. (Phone: 1-800-245-6543).

- **The US Business Leadership Network® (USBLN®)** is the national disability organization that serves as the collective voice of over 60 Business Leadership Network (BLN) affiliates across North America. Our
state’s BLN is based right here at Harvard. Contact Harvard’s Disability Coordinator at Holyoke Center 935 for information and assistance (Phone: 617-495-1859/617-495-4801 TTY).

- **The National Employment Team** [www.rehabnetwork.org/busrel/](http://www.rehabnetwork.org/busrel/), operated by the Council of State Administrators of Vocational Rehabilitation (CSAVR), provides employers with a single point of contact to qualified applicants with disabilities, and resources in the local, regional, and national marketplace. Vocational rehabilitation programs may also cover the costs of some employee accommodations.

**Bring recent college graduates with disabilities on board**

- **The Workforce Recruitment Program** [www.wrp.gov](http://www.wrp.gov), a recruitment and referral program under the Office of Disability Employment Policy, U.S. Department of Labor, which connects employers and postsecondary students with disabilities for internship opportunities, and recent graduates with disabilities for permanent employment. This program is administered by EARN (see above), which assists in matching these pre-screened, highly qualified students with private and public sector jobs. If you have summer internship opportunities or entry-level positions available, please complete and submit the form at [http://askearn.org/form-wrp.cfm](http://askearn.org/form-wrp.cfm). EARN will provide you with resumes of qualified candidates within 3–4 business days.

- Colleges and universities have coordinators of services for students with disabilities who can be helpful in recruitment and in making accommodations.

**Recruit veterans with disabilities**

- To reach out to veterans with disabilities, contact the Service Officer or Service Employment Coordinator at our local Veterans Vocational Rehabilitation & Employment Service [www.vba.va.gov/bln/vre/emp_resources.htm](http://www.vba.va.gov/bln/vre/emp_resources.htm). Call 1-855-ASK-EARN or e-mail earn@askEARN.org to find our local contact.

**Post to online job boards**

These online job boards are geared towards job seekers with disabilities:

- disABLED Person [http://www.disabledperson.com](http://www.disabledperson.com)
- GettingHired [http://www.gettinghired.com](http://www.gettinghired.com)
- Hire Disability Solutions [http://www.hireds.com](http://www.hireds.com)
- Ability Jobs. Ability Jobs provides searchable resume and job postings capabilities for employers interested in recruiting candidates with disabilities. The database includes the resumes of tens of thousands of job seekers with disabilities, from entry level candidates to those with Ph.D’s. [http://www.jobaccess.org](http://www.jobaccess.org)
- Disaboom Jobs [http://www.disaboomjobs.com](http://www.disaboomjobs.com)
• One More Way. One More Way is an ‘open source’ employment initiative that provides a no-fee job board and information regarding job seekers with disabilities, and the programs that support them. http://onemoreway.org

The following job boards are geared specifically towards veterans with disabilities:

• Job Opportunities for Disabled American Veterans http://www.jofdav.com
• Vet Success http://www.vetsuccess.gov

Selecting candidates for consideration: screening and interviewing

As you follow the general steps of selecting candidates for your open position, here are some tips to help include people with disabilities in your candidate pool and enhance your interviewing and selection process.

• Recruit an inclusive interview team. In selecting an interview team, consider including people who will bring diverse outlooks, and who are respectful of different cultures and characteristics. Recognize the potential to bring unintended biases to the process, and address this by having a clear and open discussion among team members before beginning the interview process.

• Ensure effective communication with, and equal opportunity for, all candidates. Contact the University Disability Services office for information on how to effectively accommodate a candidate with a disability: http://www.accessibility.harvard.edu. See also the Toolkit sections on Etiquette in interacting with people with disabilities and Interview accommodations for people with disabilities (page 26).

• Use the screening process to include rather than exclude candidates, to avoid missing strong candidates. In reviewing qualifications, consider how each applicant might enhance diversity in the department and university-wide.

• Avoid making assumptions about a disabled candidate’s ability to “feel comfortable” on your team or in the position. Focus first on the candidate’s similarities to, rather than differences from, the way your staff and their colleagues and constituents approach their work. Next, consider whether the candidate’s differences matter to the work he or she would do, and how those differences might actually enhance your team and its efforts.

• Avoid prematurely labeling one or more of your candidates as the “most promising” until all candidates have been considered. This will help ensure that all qualified candidates receive equal consideration.

• Prepare yourself with answers for questions that candidates with disabilities are likely to ask. Job candidates with disabilities often ask important questions aimed at helping them determine whether an organization is truly inclusive and supportive, and whether they will be comfortable in a position. Be prepared to answer these commonly-asked questions:
  › How many people with disabilities do you have in your department/the FAS?
  › What accommodations are available for people like me?
  › How many people like me are in middle and senior management positions?
› How many of the people like me are in professional or technical positions?
› What are my chances for progressing/advancing my career here?
› Do you have a formal mentoring program and/or career development programs for people like me and other diverse groups?
› What does the FAS/ Harvard do in terms of community outreach efforts to partner with diverse groups?
› Do you have employee affinity groups that focus on the needs of people like me and other groups?
› Are managers trained to communicate with and manage diverse employees, including those with disabilities?
› What initiatives has the FAS/ Harvard participated in regarding diversity?
› Does the FAS/ Harvard have formal diversity initiatives and programs in place?

Even if a candidate does not ask these questions, you may volunteer information that may help persuade the candidate of your—and Harvard’s—sincerity in welcoming diversity, including diversity of abilities. FAS Recruitment Services can help you to answer questions and offer information.

• **Prepare yourself by learning about the candidate’s disability and its effects.** Before calling or meeting with a candidate who has a disability, you can gain an understanding of his or her situation by reading about the disability as it relates to the workplace. The website of the Job Accommodation Network (JAN), a program of the Office of Disability Employment Policy, U.S. Department of Labor, provides an A–Z overview of impairments [http://askjan.org/media/atoz.htm](http://askjan.org/media/atoz.htm) (from Addison’s Disease to Wheelchair Use), as well as accommodation ideas to help both you and the candidate feel comfortable.

**Etiquette in interacting with people with disabilities**

Many people worry about how to interact with people with disabilities, whether for fear of offending, ignorance of how to communicate, or other reasons. The JAN website includes a highly readable pamphlet on Disability Etiquette in the Workplace [http://askjan.org/topics/disetiq.htm](http://askjan.org/topics/disetiq.htm) which is useful at any time, but particularly when preparing to invite a disabled job candidate to come for an interview. The pamphlet offers tips on scheduling the interview, greeting the interviewee, and dealing with mobility, sensory, cognitive, and psychiatric impairments.

**Interview accommodations for people with disabilities**

Employers have an obligation to make reasonable accommodations to enable applicants with disabilities to participate in the interview process. Accommodations for interviews may include: an accessible interview location for people with mobility impairments, a sign language interpreter for a person who is deaf, a reader for a person who is visually impaired, and modified testing for a person with a learning disability. For more information about making the job interviews accessible, and to make arrangements for accessibility options, please contact the University Disability Coordinator, disabilityservices@harvard.edu, 617-495-1859.

**What medical or disability-related questions may be asked during job interviews?**

In general, under the Americans with Disabilities Act, employers cannot ask disability-related questions before an offer is made. This means that employers cannot directly ask whether an applicant has a disability. It also means that employers cannot ask questions that are closely related to disability. However, you may do a wide variety of things to evaluate whether an applicant is qualified for the job, including asking about his or her ability to perform specific job functions, asking about non-medical qualifications and skills, and asking applicants to describe or demonstrate how they would perform job tasks. See Appendix E, Guide to Legally Permissible Interview Questions and Discussions, for some examples of permissible and impermissible pre-job offer questions.

For additional information, visit EEOC’s Pre-employment Disability-Related Inquiries and Medical Exams at http://www.eeoc.gov/policy/docs/preemp.html.

**Additional questions about hiring people with disabilities?** Please don’t hesitate to call your HR Consultant.
The Selection Process
Reviewing Resumes

The resume (and cover letter, if provided) is your introduction to each potential candidate. Here are some things to consider that will help you decide which candidates merit a closer look.

**Initial Review of Resumes**

Review each resume you receive, paying attention to the outlined details below.

**Key skills/ and experience**

- **Basic Qualifications**: Does the candidate meet the basic qualifications, such as level of educational attainment or job experience? A candidate who lacks these basic qualifications *cannot be considered* for the position and should be immediately declined in ASPIRE.

- **Additional Qualifications**: Make a note of “useful to have” qualifications and skills, including those you may have described as “Preferred” on the job posting.

- **Behavioral Competencies and Capabilities**: Look for “soft” competencies and capabilities that the candidate will need to be successful in this role. For example, depending on the role in question, you might look for indications that the candidate is able to lead and manage change, is detail oriented, or has the capacity to listen to a variety of perspectives and to reach an aligned solution.

**Employment history and experience**

- How do the candidate’s previous positions and employers (including workplace cultures) compare with the posted job and your department?

- How long did the candidate stay in each position and with each employer? Did he or she change jobs frequently? Was there logical career progression? Are the candidate’s skills and experiences broad or deep, or both?

- Are there any unexplained gaps between jobs? Don’t assume they reflect negatively on the candidate, but do make a note to raise this question during the interview.

- Determine whether the resume reflects particular achievements and results, or simply lists tasks and duties.

**Note the presentation of written materials, if appropriate to the job**

Neatness, spelling, grammar, and attention to detail may give an indication of the care that would be applied to job responsibilities.
Narrow your candidate pool

• Separate resumes into three groups:
  › Those who do not meet the requirements at all. These should be declined in ASPIRE at initial review.
  › Internal qualified Harvard candidates and those who closely match job requirements.
  › Those who meet basic requirements and may be considered secondarily.

• Aim for about three to seven candidates for the top group. If necessary, screen this group again to further narrow down the candidates. As you screen candidates, work with FAS Recruitment Services to create a diverse candidate slate for consideration.

Update ASPIRE as you move through the Recruiting/Hiring Process

Be sure to keep ASPIRE up-to-date as you move through the Recruiting/Hiring process. If a candidate is declined at any stage before contact is made with them (for instance, if he or she doesn’t meet the job requirements at all and will not be considered), then ASPIRE will automatically send a decline notification via email. It is important to update ASPIRE:

• To ensure timely responses to candidates;

• To save yourself from having to update candidate statuses at the conclusion of the search; and

• To maintain accurate search status data in the system, which is what the law requires.

Updating and dispositioning should be done simultaneously, as decisions are made. It is essential that you avoid “batch dispositioning” which may result in the recording of incorrect rejection reasons.

Consider our commitment to internal Harvard employees

• Qualified internal candidates are a source for hiring for open positions, provided there is a match. Among other reasons to consider internal candidates first, are that they understand Harvard’s structure and systems, and have an established network of contacts; and this consideration is in keeping with our commitment to encourage the career growth of our staff - including a contractual commitment to career mobility for HUCTW staff.

• Internal candidates should be kept updated regarding the status of their candidacy.

Please note these requirements relating to laid-off Harvard staff

• As provided in the HUCTW Personnel Manual, based on their history of proven contributions, laid-off HUCTW staff members (on Work Security) will be given hiring preference over outside candidates for any vacant job for which they are qualified. ([http://harvie.harvard.edu/docroot/doc-lib/500_Labor_Employee_Relations/300_HUCTW/huctw-manual.pdf](http://harvie.harvard.edu/docroot/doc-lib/500_Labor_Employee_Relations/300_HUCTW/huctw-manual.pdf))
• The HR office of any hiring unit to which a qualified laid-off HUCTW employee has applied will interview that employee and will provide feedback to their assigned Case Manager for the purpose of advising the employee.

• An FAS department or unit laying-off any HUCTW employee continues to have an obligation to that person for the two-year period following the layoff. During this time, the department or unit must: (a) make an offer of employment to such an individual should the same job again become available, or (b) give strong preference to such an individual in filling any new job having similar duties and responsibilities, provided that the laid-off employee is qualified to perform the duties of the open position.

Consider our commitment to diversity

To the extent that candidates’ race and/or gender or other diversity attributes are known or apparent, consider the diversity of your internal applicant pool, and consult with your HR Consultant or FAS Recruitment Services on whether you should strive to increase the diversity of the pool by recruiting externally. A key factor in determining recruitment strategy is the Affirmative Action Goal for the job. If there is a goal, good faith efforts should be undertaken to recruit a diverse pool (internally and/or externally). It is usually better for searches to be conducted externally to have an adequate and diverse pool. For guidance in meeting Harvard’s commitment to diversity, please see the Toolkit section, Recruiting for Diversity (page 12).

Set Up Telephone Screens With Top Candidates

For each resume you have set aside for telephone screening, write down any relevant questions that arise when reviewing the resume/application, such as questions about gaps in employment. Plan to ask these questions during a telephone screen. The Toolkit section on Telephone Screens (page 32) discusses this process in depth, and lists some general questions to ask during telephone screens.
Telephone Screens

The telephone screen consists of a few basic qualifying questions that will help you determine whether a candidate’s qualifications, experience, and salary needs match the position. The purpose of a telephone screen is to save managerial time by eliminating unlikely candidates. It is important to ask every candidate the same screening questions, to avoid the appearance of discrimination (although you can, of course, ask follow-up questions if appropriate based on the candidate’s responses). Before you begin telephone screening, please read our Guide to Legally Permissible Interview Questions and Discussions (Appendix E). Please also note that hearing-impaired candidates may require accommodations in order to take part in a telephone interview. The University Disability Services office can advise and help you with such accommodations. See also the Toolkit section, Recruiting People with Disabilities (page 23).

Once you have completed and reflected upon the candidates’ answers to your screening questions, you should be able to decide which candidates should be invited for an in-person interview.

When conducting a telephone screen you should:

• Introduce yourself and give the reason for the phone call.

• Make sure that you are calling at a convenient time for the candidate to talk. If not, schedule a mutually convenient time.

• Briefly explain the position and its place in the department and organization.

• Ask your screening questions. All candidates should be asked the same basic questions. In addition, you may ask about questions that came up in your review of his or her resume, such as activities during employment gaps.

Here are some recommended screening questions:

› What interests you in working at Harvard/FAS? This position in particular?

› Can you walk me through your work history? Why are you leaving your current position?

› What do you enjoy most about your current (or last) position? What do/did you enjoy least?

› What type of work environment are you used to working in? What is your ideal?

› What do you feel you need to be successful in your job?

› What is your current / most recent salary?

• Answer any questions the candidate may have.

• Be sure to obtain the candidate’s salary requirements and/or explain the standard hiring salary range for the open position. Typically, candidates are hired between the minimum and the midpoint of the job grade range. Check with your HR Consultant if you have any questions regarding salary.

• Briefly explain the next steps and timeline of the application process.
The Team Interviewing Process (TIP): Selecting an Interview Team

At the FAS, each candidate is interviewed by a team because (1) several people will be affected by a decision (for example, co-workers who will rely on the person filling the position), and (2) different people will likely be able to gather different types of information from the candidates (for example, one person may understand technical qualifications, while another may be a better judge of the interpersonal dynamics called for by the position and/or the department).

FAS’ Team Interviewing Process (TIP) is an HR best practice aimed at helping you to evaluate job candidates, strengthen cross-departmental relationships, and ultimately create greater efficiencies in hiring. Through TIP, hiring departments make their decisions in collaboration with one or both of the following critical stakeholders:

• **Subject-matter experts who can best judge a candidate’s proficiency in the technical skills and knowledge required by the position.** When hiring for a position with a functional component such as finance, grants administration, information technology or human resources, a subject-matter expert from each relevant functional department will provide input by interviewing and advising relative to candidates.

• **The FAS customers that the new hire will support.** When hiring for a position that supports a particular FAS customer group, a representative from the customer group should participate in the interviewing and selection process. This will help assure that the candidate hired understands the needs of their customers and is likely to be successful in supporting them.

**Who should generally be part of your interview team?**

When selecting your interview team, consider how many interviewers to include, and their qualifications and diversity. If different individuals or groups have a stake in the hiring decision, it’s a good idea to see that all stakeholders are represented in the interview team. Try to limit your team to no more than four members.

**You should consider including some of the following individuals:**

• Direct manager (if possible, should participate in *all* interviews)

• Co-worker(s)

• Department Administrator

Be clear about the scope of each team member’s role and identify one person (or possibly two) who will be the ultimate decision maker. Interview teams often develop a brief vision statement related to teamwork and inclusion. Such a statement can help teams effectively communicate their agreed upon vision for diversity and inclusion in their department. For example: “We are committed to conducting a fair and equitable process.”
We have a responsibility to foster an environment of mutual respect and inclusion for our team members and participants in the interviewing process. We believe that a diverse workforce will contribute to our department’s success.”
Preparing for an Interview

Checklist in Planning for Interviews

☐ Review application materials, including resume, cover letter and any application forms.

☐ Prepare a list of basic and behavioral interview questions to ask every candidate.
  › Review the sample questions in Behavioral Interview Questions (Appendix D) to develop behavior-based interview questions according to the competencies and capabilities required for the position. Familiarize yourself with the guidelines in the Guide to Legally Permissible Interview Questions and Discussions (Appendix E). We strongly recommend using behavioral questions, as described in the Toolkit section on Behavioral Interviewing (page 36), because past behavior is the best predictor of future performance.
  › Your questions should also address areas relating to compatibility with the hiring department or with those with whom the candidate would interact, if hired. For example, a position in a department comprised of fast-paced, high intensity individuals might call for a staff member with a work style that could manage multiple conflicting demands.

☐ Prepare answers to questions that diverse candidates (including people with disabilities) are likely to ask.

☐ Arrange for any accommodations that may be needed when interviewing a person with disabilities.

Use the same core set of behavioral questions for every candidate’s interview.

☐ In addition to the basic and behavioral questions that should be asked of all candidates, prepare individual questions for each candidate, based on particular experiences included in each candidate’s resume or other communications.

☐ Note any jobs, experiences, and gaps in employment about which you are unclear or would like more information.

☐ Compare the needed job competencies and capabilities to the candidate’s experience and make a note of areas to explore during the interview.

☐ Provide candidates with interview information such as directions to your office, names and titles of those who will be at the interview, the job description, a point of contact at your office if they have questions and/or are running late for their interview, and an employment application to be sent via ASPIRE.
  › Using ASPIRE, e-link the Harvard employment application and EEO Self ID form to all interviewed candidates for them to complete online via ASPIRE.
  › Inform the candidate that the employment application is separate from the process of applying to a position through ASPIRE.
Behavioral Interviewing

Behavioral interviewing is a technique by which the interviewee is asked how he or she acts or acted in particular situations. Because one’s past behavior generally predicts future behavior, the answers to behavior-based questions can give you an excellent idea about how the candidate would deal with actual work situations, and can help you assess a person’s ability to achieve or demonstrate the competencies and capabilities required to be successful in the position.

**What Are Behavioral Questions?**

In behavioral interviews, interviewees are asked to give specific examples of when they have demonstrated particular behaviors or skills. Candidates should be asked to describe in detail a particular event, project, or experience, how they dealt with the situation, and what the outcome was. Appendix D, Behavioral Interview Questions, gives many sample behavioral interview questions that relate to the most commonly-needed competencies and capabilities for FAS positions.

In preparing the questions you will ask, take time to identify the competencies that are vital to the position. This will help you target your questioning to reveal the information that matters most.

These are the most commonly-needed competencies and capabilities for FAS positions:

- Adaptability
- Commitment
- Communication Skills
- Dealing with Pressure
- Planning and Organization Skills
- Positive Relationship Building
- Producing Results (deliverables)
- Management and Leadership (if appropriate)

The word “STAR” is a helpful tool to keep you on track in asking behavioral questions. Each question and answer should address:

- a **Situation** or **Task** facing the candidate;
- an **Action** the candidate took; and
- the **Results** of changes caused by these actions.
It is not unusual to receive vague, theoretical, or generic responses to behavioral questions. In such cases, follow-up questions are the best way to drill down to the specific, action-oriented detail you need to get a full understanding of the candidate.

**Follow-up questions might begin with:**

- Exactly what did you do…
- What were the circumstances surrounding…
- What was the most memorable example of this…
- Why did you…
- Walk me through the steps you took…
- Describe your specific role in…
- How were you able to…
- What happened when you…
- Tell me about a time…

When you ask behavioral questions, you should allow candidates time to think about their past experiences. Encourage them to take their time to think before responding. Sometimes there will be a moment or two of silence while the candidate attempts to come up with an answer. While this silence can often feel uncomfortable, avoid the temptation to jump in and break the pause. Give the candidate time and wait for their response. Candidate responses to behavior-based questions are very illuminating and are worth the time and effort.
Conducting the Interview

Interviews yield the best results when all interview team members understand the job competencies and capabilities needed, arrive with prepared questions, and stick to the agenda. By the end of a well-executed interview, the interview team will have assessed the candidate’s level of knowledge and skills, interest in the position, and likelihood of success in the position. Also, bear in mind that while you are assessing the candidate, he or she is assessing the position, you, and Harvard. Ideally, the candidate will walk away feeling fairly treated, adequately informed about the job, clear about the next steps in the hiring process, and holding a positive impression of Harvard.

Set the Tone of the Interview

• The interview should be free from interruptions and distractions. Forward your phone calls, turn off your cell phone, and close the door.

• Establish rapport by welcoming the candidate, introducing yourself, and describing your position and what you do. Introduce the other members of the interview team in the same way, or have them introduce themselves. If available, offer the interviewee a drink of water, or a cup of coffee or tea.

• Explain the purpose of the interview:
  › To acquaint the interviewers and candidate with each other;
  › To learn more about the candidate’s background and experience; and
  › To help the candidate understand the position and organization.

• Give a brief overview of your department, the FAS, and Harvard.

• Provide a brief description of the job responsibilities. (If you speak too much about the job at the start of the interview, before you have gathered the information you are looking for, the candidate might slant his or her information to match your description.)

Exchange Information During the Interview

• Stick to the questions you’ve planned in advance, that are related to the candidate’s ability to perform the job successfully.

Important note

Sometimes interviewees volunteer information about themselves that by law should not be considered in making an employment decision. For example, a candidate might mention dropping a child off at day care. Don’t acknowledge or make a note of this “don’t ask” information. Don’t ask, “How many children do you have?”
• Paraphrase what the speaker said to make sure you understand correctly what you are hearing.
• Take notes on a sheet of paper separate from the candidate’s resume. Write down the key points. That is, record the candidate’s statements that reflect qualifications for the job, and those that evidence past accomplishments and experiences.
• Observe and listen to the candidate’s responses.
• Pay attention to the candidate’s body language and facial expressions. Body language can be an important indicator of what may be behind the words you are hearing. We’re not asking you to play armchair psychologist, but if the candidate tells you that building relationships is important, while their arms are tightly folded and eyes cast downward, these are signals you should consider as you evaluate what you hear.
• Ask probing questions if the answer is vague or seems questionable. To probe more, you may want to ask:
  › “Can you tell me what you mean by that?”
  › “Please give me another example.”
  › “Please tell me more.”
• Provide candid information about the job, your department and its constituents, and the environment in which the staff member would work.
• Invite the candidate to ask you any questions he or she may have.

Close the Interview

• Explain the next steps in the hiring process, including when and how the candidate will hear from you. (Later on, when the hiring decision has been made, be sure that you follow the communication process you described during the interview.)
• Thank the candidate for taking the time to meet with you.
Note-Taking and Discussion Before, During, and After the Interview

The notes you make on resumes, during interviews, and at other times relating to job applicants are legal records, and should reflect the same lawful considerations that go into developing interview questions (Please see Appendix E, Guide to Legally Permissible Interview Questions and Discussions). For example, notes like “Older than others in department, might not be comfortable,” should be avoided. Also, while it’s fine to note that a candidate is able to work only between 9 and 3, do not add, “because of children.” The factors you should consider in making your hiring decisions—and any documentation of your considerations—should be objective, specific, and job-related only.

The same considerations apply to your conversations with and about candidates: if a topic is on the “don’t ask” list in the Guide to Legally Permissible Interview Questions and Discussions (for instance, a candidate’s religion), don’t mention it in conversation either. For example, don’t comment—even admiringly—on an interviewee’s head scarf or religious jewelry.

In the case of unsuccessful applicants you have interviewed, your interview and related notes must be retained for three years after the end of your search. See the Toolkit section on Search Files—What You Must Keep (page 44).

Why take notes during the hiring process?

Notes help you remember important information provided by candidates and they help you to distinguish between multiple candidates. In addition, note-taking serves two other equally important purposes:

- Ensuring that those in a position to hire staff follow consistent procedures and consider the relevant and lawful facts, and only those facts; and
- Providing documentation of a fair and lawful decision-making process.

Notes from telephone screens, in-person interviews, reference checks, interview team meetings, and other evaluations of candidates are often the best protection against claims that decisions were made based on illegal reasons.
Post-Interview Analysis and Making the Hiring Decision

Organize and complete your notes immediately after the interview, while things are fresh in your mind. Add details and thoughts that you weren’t able to jot down during the interview. When the time comes to make a hiring decision, the interview notes for each candidate will be a critical tool for your decision-making.

As you make these notes:

- **Remember that your notes are legal records.** Keep in mind the considerations discussed in the Toolkit section, *Note-Taking and Discussion Before, During, and After the Interview* (page 40).

- Identify additional questions or concerns that were not noted previously or followed up on during the interview.

- Compare your notes with the basic qualifications that the candidate must have to be considered for the position.

Making the decision

- Compare your notes with the additional qualifications you would like the candidate to possess.

- Avoid prematurely labeling any candidate as the “most promising” until all candidates have been considered. This will help ensure that all qualified candidates receive equal consideration.

- Decide which “next step” you recommend regarding the candidate:
  - Job offer;
  - Future consideration; or
  - No offer.

- Consider the feedback provided by the subject-matter experts and/or customers on your search team.

- Once you’ve had the time to arrive at your own decision, meet with the rest of the interview team to debrief and discuss their recommendations. The bulk of the team’s discussion should focus on each candidate’s track record of achievements and qualifications to meet the requirements of the position.
Communicating with External and Harvard Internal Candidates Not Selected

Unlike the case of candidates who were declined at the earliest stage of their job applications, once contact has been made with a candidate, ASPIRE will not automatically send out a decline notification. For those candidates who have been telephone screened and/or interviewed, inform the candidate by a personal email or a phone call, or you may choose to send a release letter that uses communication templates that reside in ASPIRE.

In communicating a decline notification to a Harvard internal candidate or any finalist, it is best to do so personally, either through a phone call or a personal email inviting the candidate to call you if he or she wishes to discuss the decision further. If possible, your communication to Harvard internal candidates should give a reason for the rejection, such as your choice of a candidate with more experience in the relevant field or with the competencies and capabilities required for the position.

Be sure to contact your HR Consultant if you choose not to use the decline letter template provided to you in ASPIRE.
Checking References

Always check references before extending a job offer, and only do so for those finalists you are seriously considering. Make sure that the references have been provided by the applicant and that he or she understands when and how they will be used. We recommend checking at least three professional references, at least one of whom should be a current or recent manager. No job offer should be made to an internal or external candidate until the candidate’s references have been checked.

This is your opportunity to test your impressions, ask for clarification of job experience, and obtain additional information about the candidates before making a hiring decision. Harvard has developed templates that you may use in checking references. Please use the Reference Check Forms available in ASPIRE or in Appendix A-9, A-10.

In addition to asking the questions on the Reference Check Forms, when speaking with a candidate’s references, bear in mind that your goal is to hire not only the person with the best experience and ability, but someone whose personality and work style will be compatible with your department and potential colleagues and constituents. Thus, you might describe for the reference the working environment into which you are considering hiring the candidate, and ask whether he or she believes the candidate would be an appropriate choice, asking for reasons why or why not.

References for internal candidates are usually easy to track down; it is often more difficult to obtain references for external candidates. Many companies have policies limiting the information they will give out about present or former employees, in some cases providing dates of employment only. However, the candidate should be able to provide you with references that are willing to discuss job performance. If you are not getting beyond the confirmation of dates, job title and salary, ask the candidate to help you get the information you need by asking his or her references to give you more information or suggesting others you should contact.

When checking references, respect the confidentiality of the job candidate. Often candidates do not want to risk job security by having you talk with their current manager. In such cases, you may start by checking references with a previous manager, and then contact the current manager only when you are reasonably certain that you wish to make a job offer. Also, remember that your conversations while checking references should be treated as confidential and should never be discussed with the job candidate (even after hiring).

Harvard Internal Finalists/Transfers

You should always check references for internal candidates, including the current manager if the person is a final candidate. In addition, Department Administrators should contact FAS Recruitment Services or their HR Consultant to verify salary information and confirm that an internal candidate is in good standing.
Files must be kept for all candidates with whom contact is made. Access to records should be limited to designated personnel.

Harvard is required to maintain the following applicant records:

- Job advertisements and postings;
- Applications, resumes, and other expressions of interest (such as cover letters, resumes or CV’s, and supporting materials);
- any test and test results;
- all screening and interview notes and reference checks;
- all records indicating job seekers contacted about their interest in a particular position;
- records of job offers; and
- records pertaining to searches of internal and external resume databases.

**Retain records for three years after the end of the search.**

**For candidates who were not hired:**

- ASPIRE is our system of record for applicants, so **hard copy resumes do not need to be maintained separately**.

**For candidates who are hired:**

- Place copies of successful candidates’ applications, resumes, and other application-related documents and correspondence in their staff personnel files.
- References forms should be maintained separately for reasons of confidentiality.
The Offer Process
Acting on Your Hiring Decision

Congratulations—you’ve made your decision. Use this Toolkit section to guide you through the next steps in the hiring process, from determining the salary, to the formal offer, to the ASPeIN appointment.

Determining Salary

Once you have completed the selection process and decided to offer the position to your top candidate, contact your HR Consultant to determine the appropriate salary. This determination is based on several factors, including the job grade in question, the candidate’s qualifications and experience, and external market conditions.

The Verbal Employment Offer

While the formal written offer of employment will be extended by FAS HR, as the hiring manager, first you will make a conditional verbal offer to the candidate you have chosen.

To prepare for this conversation, make sure you understand all the benefits that would be available to the candidate - such as work/life, medical/dental benefits, TAP, and career growth - by reviewing the Total Compensation Summary in Appendix A of this Toolkit (A-12 for Administrative/Professional Staff). Keep this Summary handy and refer to it during your conversation, to be sure you cover all points accurately. The Harvard benefits package has proven to be a strong selling point to candidates.

During your conversation with the candidate, provide details that include salary, job grade level, possible start date, and the name of the person to whom he or she would report. Inform the candidate that:

• the offer is contingent upon successful completion of pre-employment screening (if required, based on the position and candidate’s status);

• after successful screening, as discussed in the Toolkit section below, Pre-Employment Screening, the formal written offer will come from FAS HR via e-mail; and

• the candidate will need to respond to the offer e-mail with his or her acceptance, also via e-mail.

Pre-Employment Screening

Before hiring can be finalized, the Department Administrator for your department must contact FAS Recruitment Services regarding pre-employment screening of the final candidate. Screening is only conducted for the final candidate, and only to determine that nothing objectionable exists in the finalist’s background. FAS Recruitment Services manages the pre-employment screening process for all FAS
staff positions, working with an outside vendor, HireRight. To set this process in motion, see the Toolkit section on *Initiating the Pre-Employment Screening Process* (page 48).

## Determining the Types of Pre-Employment Screens Required for the Position

The types of pre-employment screening required depend on the duties and responsibilities of the position, and must be indicated in ASPIRE at the time the position is posted. The *Required Pre-Employment Screens* table below explains the different types of screens; when each one is appropriate; the items investigated by the screen; and the turnaround time for screening results.

### Required Pre-Employment Screens: Managed by FAS Recruitment Services

<table>
<thead>
<tr>
<th>Type of Screen</th>
<th>Positions for which screen is required</th>
<th>Items investigated</th>
<th>Turn-around time for results (approximate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identity</td>
<td>All positions</td>
<td>Verifies an active Social Security Number (SSN) and address, and validates the association between an individual, his or her SSN and recent address.</td>
<td>One to two days</td>
</tr>
<tr>
<td>License</td>
<td>Positions that require a specific license (e.g., drivers, professional, technical)</td>
<td>Review of any information about the license.</td>
<td>Three to five days</td>
</tr>
<tr>
<td>Criminal</td>
<td>Positions in which the employee will: have unsupervised key access to dorms, valuable artifacts, drugs, radiological materials, or animal care facilities; supervise minors (under age 18) in the regular course of duties; have the ability to disrupt or disable highly sensitive or confidential data or systems; have access to aggregate credit card data; or have the ability to authorize and/or approve financial transactions of $50,000 or more.</td>
<td>Seven year review of felonies and misdemeanor convictions in both the county and Federal District Court, and a review of the National Sex Offender Registry.</td>
<td>Ten business days</td>
</tr>
<tr>
<td>Credit</td>
<td>Positions in which the employee will have access to aggregate credit card data; or the ability to authorize and/or approve transactions of $50,000 or more.</td>
<td>Detailed report of an individual’s credit history as provided by a credit bureau; details of any accounts turned over to a credit agency; and information on foreclosures, bankruptcy and liens.</td>
<td>One day</td>
</tr>
</tbody>
</table>
Exceptions to the Pre-Employment Screening Requirements

Virtually all prospective new hires must go through pre-employment screening, which is managed by FAS Recruitment Services. Exceptions are made for (a) candidates who are HUCTW members being hired for HUCTW positions, and (b) Temporary and Less Than Half Time (LHT) positions, unless required by applicable law or regulation, such as Payment Card Industry Standards.

Also, regardless of the screening requirements indicated in ASPIRE for a position, candidates who are transferring from other Harvard departments or schools often do not need screening if the only screen required is Identity. The *Pre-Employment Screening Flowchart* (*Appendix A-15*) will help you determine whether a particular transfer candidate requires pre-employment screening.

Even if a candidate fits an exception to the screening requirement, however, *FAS Recruitment Services* must be involved, as described below.

Initiating the Pre-Employment Screening Process

To move forward to the next step towards hiring your new staff member, the Department Administrator for your department should contact FAS Recruitment Services with one of the following:

- If screening(s) is required, e-mail the *Pre-Employment Screening Request* (*Appendix A-16*) to recruitment@fas.harvard.edu; indicate that the candidate's Application for Employment is in ASPIRE.
  
  FAS Recruitment Services initiates and manages the candidate's screening, via an online process. The candidate will receive an e-mail from our screening vendor (HireRight) with a link to a web site where the candidate can enter his or her confidential information.

- If screening is not required, e-mail the *Formal Offer Information—No Screen Required* form (*Appendix A-17*) to FAS Recruitment Services at recruitment@fas.harvard.edu.

The Formal Offer Letter

FAS Recruitment Services informs the Department Administrator via e-mail when the candidate successfully completes pre-employment screening. At this time, FAS Recruitment Services requests from the Department Administrator (1) the information required to compose the formal offer letter, and (2) a copy of the Job Description.

If no screen is required, FAS Recruitment Services creates the formal offer letter using the information provided in the *Formal Offer Information—No Screen Required* form (*Appendix A-17*). Email this completed form to recruitment@fas.harvard.edu and FAS Recruitment Services will create the formal offer letter.
FAS Recruitment Services issues the appropriate formal offer letter by e-mail to the candidate, copying the Department Administrator, Hiring Manager, and HR Consultant. The candidate is asked to accept the offer of employment by responding to FAS HR via return e-mail.

**The Acceptance of Employment, and Closing the Position in ASPIRE**

FAS Recruitment Services informs the Department Administrator when the candidate’s acceptance is received. The Department Administrator must complete all information needed to close the position in ASPIRE before the employee can be placed on the FAS payroll. The information that needs to be completed in ASPIRE in order for the requisition to be closed is as follows:

- Final HR status/disposition reason

The Department Administrator must update/disposition the HR statuses for all candidates not hired, using the appropriate reason code (see *ASPIRE/FAS Quick Reference Guide—Updating Candidate HR Status, Appendix A-6 and ASPIRE Disposition Reasons, Appendix A-7*).

- Self ID/EEO Form

Once final HR statuses are completed for all applicants, FAS Recruitment Services will notify the Department Administrator if additional information is required for the Self ID/EEO form.

**The Welcome Letter**

Given the standardized language of the formal written offer letter, a department may choose to follow up with a more personal welcome letter to the candidate after his or her acceptance of the formal offer. The welcome letter can include information specific to the department, or details about the first day of work. *This type of letter is strictly optional.* However, should your department choose to send a welcome letter, please make sure the content aligns with the content of the formal written offer—and have the letter reviewed by your HR Consultant before you send it to the candidate.

**Hiring Documentation and ASPerIN Appointment**

If possible, please invite your new staff member to your department in advance of his or her first day to fill out required employment forms. **Completing hiring documentation in advance will enable the staff member to access necessary systems on the first day of employment.**

All new staff other than internal transfers must complete the following employment forms (*Appendix A-19 through A-22*):

- **I-9, with required identification (see instructions on I-9 form)** The I-9 form should be completed in advance of the hire date if possible, but no later than three days after the new hire’s start date. I-9 forms must be completed in-person.
• **W-4 Form (federal tax withholding form)** and **M-4 Form (Massachusetts tax withholding form)** Tax withholding forms should ideally be completed online via PeopleSoft self-service during the first week of employment. Paper forms can be submitted, if necessary.

Note: **Direct deposit** can be set up via PeopleSoft self-service, or if necessary, through a paper form.

After all documentation is complete, the Department Administrator or department ASPerIN user should create a new appointment in ASPerIN (see Appendix A-23 for step-by-step instructions for this ASPerIN process). The appointment has a dual approval in FAS HR before being sent to FAS Payroll. 

**The appointment cannot be processed until the I-9 and supporting documents are received.**

If your candidate is transferring from another department at Harvard, the above documentation is not required, as it is already on file in the Harvard system. The Department Administrator in the hiring department will initiate a transfer appointment in ASPerIN. If processed correctly in ASPerIN, the transfer of vacation and sick time balances will happen automatically via PeopleSoft.
The On-Boarding Process
The On-Boarding Process

The first ten days of work can lay a foundation for a positive work experience in the long term, and can have a lasting effect on both productivity and employee retention. In addition to what your department has planned, here are some suggestions to help introduce your new staff member to the FAS.

<table>
<thead>
<tr>
<th>A Week Before Staff Member Starts</th>
<th>The Department Administrator should:</th>
<th>The Hiring Manager should:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinate office, phone, computer and systems access</td>
<td>Contact the new staff member to make sure he/she knows where and what time to report on the first day of work</td>
<td></td>
</tr>
<tr>
<td>Set up the new staff member’s work area with basic supplies</td>
<td>Send out department-wide/group-wide announcement, as appropriate</td>
<td></td>
</tr>
<tr>
<td>Invite new staff member in prior to the first day of work to complete new hire documentation</td>
<td>Remind the new staff member, if new to FAS, to register for a Getting Started at FAS session (<a href="http://www.hr.fas.harvard.edu/gettingstarted">www.hr.fas.harvard.edu/gettingstarted</a>)</td>
<td></td>
</tr>
<tr>
<td>Process ASPerIN appointment (done by Department Administrator or ASPerIN user)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Day</th>
<th>The Department Administrator should:</th>
<th>The Hiring Manager should:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Request door access and provide required keys (if applicable)</td>
<td>Meet the new staff member and discuss the plan for the first day</td>
<td></td>
</tr>
<tr>
<td>Review phone and computer system operation</td>
<td>Arrange for either yourself or another person in your office to give the new staff member a tour of the office</td>
<td></td>
</tr>
<tr>
<td>Access HARVie, FAS and FAS HR iSites and review common web sites</td>
<td>Introduce the new staff member to other members of the team</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Schedule time for the new staff member to attend Harvard’s New Employee Orientation (<a href="http://www.employment.harvard.edu/newemployee/orientationschedule.shtml">www.employment.harvard.edu/newemployee/orientationschedule.shtml</a>)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss staff meetings (i.e., schedule, frequency, and agenda items)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review Harvard and FAS policies and procedures, such as work hours, telephone, e-mail and internet usage, office resources, supplies, and service standards for the department</td>
<td></td>
</tr>
<tr>
<td>First Day (continued)</td>
<td>The Department Administrator should:</td>
<td>The Hiring Manager should:</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arrange to have lunch with the new staff member</td>
</tr>
<tr>
<td>First Week</td>
<td>Verify the date the new staff member will receive first paycheck</td>
<td>Arrange for training in time reporting and requesting absences and check in with new staff member to make sure this process is understood</td>
</tr>
</tbody>
</table>
FAS HR Contact Information

FAS Recruitment Services
This team provides a wide range of HR employment support services to departments, including assistance with recruiting and pre-employment processes.

FAS Recruitment Services
Susan Guertin, Talent Acquisition Manager recruitment@fas.harvard.edu
Angela Lifsey, Recruitment and Talent Development Consultant sguertin@fas.harvard.edu
Kim Zweig, Recruiter alifsey@fas.harvard.edu
Anthony Williams, HR Employment Coordinator zweig@fas.harvard.edu

FAS Affirmative Action Liaisons
Andrea Kelton-Harris alharris@fas.harvard.edu
Susan Guertin sguertin@fas.harvard.edu

FAS HR Diversity Team
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Andrea Kelton-Harris alharris@fas.harvard.edu
Angela Lifsey alifsey@fas.harvard.edu
Robert Mitchell robert_mitchell@harvard.edu
Etaine Smith etainensmith01@fas.harvard.edu

FAS HR Consultants
HR Consultants provide the full range of general human resources services to departments and affiliates of the FAS. Each FAS Department and Center is supported by one of the HR Consultants listed below.

Ann Marie Acker aacker@fas.harvard.edu
Anna Anctil anctil@fas.harvard.edu
Bob Bellantuoni rbellantuoni@fas.harvard.edu
Gary Cormier gcormier@fas.harvard.edu
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Elise Sacchetti esacchet@fas.harvard.edu
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FAS HR Coordinators
Jennifer Callahan jcallahan@fas.harvard.edu
Nedra Compton-Wilcher nwilcher@fas.harvard.edu
Mckenzy Desravines mdesravines@fas.harvard.edu
Appendix A: Forms and Information Used in Hiring

A-1  Job Codes (please visit: http://able.harvard.edu/hr-common/job-codes.xls)
A-2  Instructions for Position Actions in ASPerIN
A-3  ASPIRE/FAS Quick Reference Guide—Creating a Requisition
A-4  Affirmative Action Goals in ASPIRE
A-5  Required Pre-Employment Screens: Managed by FAS Recruitment Services
A-6  ASPIRE/FAS Quick Reference Guide—Updating Candidate HR Status
A-7  ASPIRE Disposition Reasons
A-8  Employment Application (to be sent via ASPIRE)
A-9  Reference Check Form (professional staff)
A-10 Reference Check Form (support staff)
A-11 Compensation Ranges
A-12 Total Compensation Summary (administrative/professional)
A-13 Total Compensation Summary (support staff)
A-14 Pre-Employment Screening / Formal Offer Letter Process
A-15 Pre-Employment Screening Flow Chart
A-16 Pre-Employment Screening Request
A-17 Formal Offer Information / No Screen Required Form
A-18 Voluntary Self-Identification Form for Disabled and/or Veteran Status
A-19 I-9 Form
A-20 W-4 Form
A-21 M-4 Form
A-22 Direct Deposit Form
A-23 Instructions for Processing a New Appointment in ASPerIN
Instructions for Position Actions in ASPerIN

Once the position is approved and posted in ASPIRE, please update ASPerIN appropriately. If this position is an increase to headcount, and therefore a new position, you will need to follow the instructions to “Create a new position.” If this position is a replacement and there was an incumbent listed in the ASPIRE posting, but the position has been edited in any way (grade change, description updated, etc.), you will need to follow the instructions to “Edit an existing position.” If the position has not changed at all, you will not need to take any action in ASPerIN at this time.

Create a New Position

1. In order to create a new position, you will need the following information:
   a. ASPIRE Requisition ID number and information from the posting such as job code, title, supervisor, and job description
   b. Workgroup and Time & Labor group
   c. 33-digit code for default salary distribution

2. Log in to ASPerIN (https://asperin.fas.harvard.edu)

3. Click “Actions” from horizontal menu bar on the top of the window

4. Click “Position” from the vertical menu on the left of the window

5. Click “New Position” on Position submenu in left menu bar

6. If the position is similar to a role that already exists in your department, you can copy an existing position and edit the fields as needed.
   a. Select your department from the drop down menu and click “Search for position to copy.” If you know the position number of the existing position, you can enter that to negate the need for a search.
   b. Click on the title of the job you would like to copy. Edit the position as needed. For details on any of the position information fields, refer to step #10.
   c. Once edited, skip to step #11.

7. If the position is significantly different than any existing position in your department, or if you prefer to begin with a blank position, select “Staff” from the list of position types on the New Position page
   NOTE: For new Temporary/LTHT positions, you do not need to create the new position separate from appointing the individual. You can create the new position as the first step in the New Appointment action.

8. Select the appropriate department in the department drop down menu.
   NOTE: If you are an ASPerIN submitter for just one department this field will automatically be correctly filled.
9. If the position is currently posted in ASPIRE, click the blue **Update from Requisition** link in the upper right corner of the page and follow the directions below. **If the position you intend to create is not in the list in the Update from Requisition popup window, skip to step #10**

   a. Select the appropriate position from the pop-up menu of open positions in your department

   b. Review the position information and, if correct, click the “Update Position” button. This will update the following position information fields: Job Code, Requisition ID, Position Name, Union Status, Job Description. Verify that these fields are correct.

   c. Select the appropriate Workgroup from the drop down menu. Check that the correct Time & Labor group automatically populates.

   d. Enter the Effective Date. This should be the current date, not a date in the past.

   e. Enter the Position Start Date. If the start date of your new hire is known, you can enter this as the start date, even if it is in the past. If not, this can be the current date. You will enter the employee's start date as a part of the appointment process.

   f. If this is a term position with a known end date, enter this date in the Position End Date field.

   g. Enter the percent time in the % Time field.

   h. Enter the Supervising Position by clicking on the magnifying glass next to the empty field. A popup “FAS Position Lookup” window will open.

      i. Enter the last name of the supervisor in the “Incumbent Last Name” field and the appropriate department from the drop down menu. Click “Lookup values.”

      ii. Select the correct individual from the “Values” returned from the search and click, “Use selected value.”

   i. Enter the default 33-digit account code for the default salary distribution. This information will feed into the appointment, but you will be able to assign the distributions at that time as well.

   j. In the position tracking notes, enter any pertinent information specific to this position. Include the date and your initials. Be aware that this data will remain with the position throughout its life.

10. If you are unable to update the position from an open requisition, follow the steps below.

   a. Select the appropriate Workgroup from the drop down menu. Check that the correct Time & Labor group automatically populates.

   b. Enter the Job Code. This must match the job code that was posted in the Requisition.

      i. The Position Name field will automatically populate to the title associated with the Job Code. This field can be edited if needed.

   c. Enter the Effective Date. This should be the current date, not a date in the past.

   d. Enter the Requisition ID (also called the Requisition Number)

   e. Verify the Position Name. Edit if necessary. If the position name is different from the title associated with the Job Code, it should match the “Business Title” listed on the ASPIRE requisition.
f. Verify that the Position Status is set to “Open”

g. Enter the Position Start Date. If the start date of your new hire is known, you can enter this as the start date, even if it is a date in the past. If not, this can be the current date. You will enter the employee’s start date as a part of the appointment process.

h. If this is a term position with a known end date, enter this date in the Position End Date field.

i. Enter the percent time in the % Time field.

j. Verify that the Union Status was auto-filled correctly.

k. Enter the Supervising Position by clicking on the magnifying glass next to the empty field. A popup “FAS Position Lookup” window will open.

   i. Enter the last name of the supervisor in the “Incumbent Last Name” field and the appropriate department from the drop down menu. Click “Lookup values.”

   ii. Select the correct individual from the “Values” returned from the search and click, “Use selected value.”

l. Enter the Job Description. This should match the description in the posted requisition.

m. Enter the default 33-digit account code for the default salary distribution. This information will feed into the appointment, but you will be able to assign the distributions at that time as well.

n. In the Position Tracking Notes, enter any pertinent information specific to this position. Include the date and your name or initials.

   11) Review all information on the screen for accuracy and then click “Submit”

   12) The position edit action will need to be approved by an HR Coordinator and Consultant in FAS HR before you can appoint a staff member into the position.

---

**Edit an Existing Position**

1) In order to edit an existing position, you will need the following information

   a. Position Number: This can be found by performing an ASPerln search for the incumbent who most recently occupied the position. The position number will be listed next to the position name on the front screen of the employee’s information.

   b. ASPIRE Requisition ID number

2) Log in to ASPerln (link)

3) Click “Actions” on the horizontal menu bar on the top of the window

4) Click “Position” on the vertical menu on the left of the window

5) Click “Edit Position” on the Position submenu

6) Select the appropriate department from the Department drop down menu
7) Enter the Position #. If the position number is not known, you can search for the position by filling in the other categories such as position status, category, or incumbent name fields. If only the department, position status, and category fields are completed, all positions matching these parameters will be returned in the search.

8) Click Search. If necessary, select the position you would like to edit from the list.

9) If the position is currently posted in ASPIRE, click the blue Update from Requisition link in the upper right corner of the page and follow the directions below. If the position you intend to create is not in the list in the popup menu, you will need to manually update any position information that has changed.

   a. Select the appropriate position from the pop-up menu of open positions in your department

   b. Review the position information and, if correct, click the “Update Position” button. This will update the following position information fields: Job Code, Requisition ID, Position Name, Union Status, Job Description. Verify that these fields are correct.

   c. Update any other fields as necessary.

10) In the Position Tracking Notes, enter a comment to indicate which pieces of the position information were updated and if applicable, why they were updated. Include your name or initials and the date. Be aware that this data will remain with the position throughout its life.

   a. For example, if a vacant position was reclassified and posted, the comment might be as follows.
   “10/20/2010 – Position edited to reflect reclassification and title change. Updated to match Req #12345BR. –JSH”

11) Verify that all position information is correct.

12) Click “Submit”

13) The position edit action will need to be approved by an HR Coordinator and Consultant in FAS HR before you can appoint a staff member into the position.
Creating a Requisition

1. Click

2. Click

3. Complete req form, including the FAS specific fields below:
   - Recruiter: in most cases, this is the user creating the req.
   - Additional Information: All formal written offers will be made by FAS HR.
   - Costing: include 33 digit coding for the position
   - Primary Source of Funding: Select the type of funding source. If more than one, indicate source providing highest %.
   - Requisition team to include on all FAS Reqs:
     - Susan Guertin
     - Kim Zweig
     - Anthony C Williams
     - Your HR Consultant
     - Your HR Coordinator
   - Select the individuals necessary to get your req approved in the Approval Routing section. FAS req approval routing is 2 levels:
     - Level 1 Approver: FAS Employment
     - Level 2 Approver: Your HR Consultant
4. To save a draft click Save as Draft
5. Or, to route for approval click Save and continue
   Optional: Add a message to be routed with the req.
6. Then click

Getting Help

- FAS Recruitment Services:
  - Sue Guertin 5-2730
  - Kim Zweig 4-6556
  - Tony Williams 6-4459
  - Angela Lifsey 6-8897
  - Contact us at recruitment@fas.harvard.edu
- Help Desk:
  - helpdesk@harvard.edu
  - Subject: ASPIRE
- Online Resources:
  - Eureka: http://eureka.harvard.edu
  - Select ASPIRE

Getting Started

- Access ASPIRE at http://aspire.harvard.edu
- Sign in with your Username:HUID
  - Password: PIN

Pre-Req Creation

Determine the Job Code! It is very important you select the correct job code as once the req has been saved, the job code cannot be changed. If the wrong job code is selected, the req needs to be cancelled and a new one created.
**Affirmative Action Goals in ASPIRE**

To determine whether an open job requisition has Affirmative Action goals associated with it, follow either or both of these steps:

A. **View it in the requisition**

B. **Add Minority and Woman Goal fields to your Requisition Output view in ASPIRE**

**Configuring Your Requisition Output Grid.** The requisition output grid can be customized to add, remove and reorder columns. To edit output fields (add, remove, reorder), do the following:

1. Click the Edit output fields button on the requisition output grid page.

2. Select the ‘Minority Goal’ and ‘Women Goal’ fields in the Available values box. The Available values box contains standard fields and custom fields for which the user has privileges.

3. Click the double right arrows >> to move them into the Selected values box.

4. Use the up and down order to change the order of the items in the Selected values box.

5. Click Save.

6. On the Requisition Output Grid screen, click the Save Output Fields button to retain your settings.
### Required Pre-Employment Screens: Managed by FAS Recruitment Services

<table>
<thead>
<tr>
<th>Type of Screen</th>
<th>Positions for which screen is required</th>
<th>Items investigated</th>
<th>Turn-around time for results (approximate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identity</td>
<td>All positions</td>
<td>Verifies an active Social Security Number (SSN) and address, and validates the association between an individual, his or her SSN and recent address.</td>
<td>One to two days</td>
</tr>
<tr>
<td>License</td>
<td>Positions that require a specific license (e.g., drivers, professional, technical)</td>
<td>Review of any information about the license.</td>
<td>Three to five days</td>
</tr>
<tr>
<td>Criminal</td>
<td>Positions in which the employee will:  have unsupervised key access to dorms, valuable artifacts, drugs, radiological materials, or animal care facilities;  supervise minors (under age 18) in the regular course of duties;  have the ability to disrupt or disable highly sensitive or confidential data or systems;  have access to aggregate credit card data; or  have the ability to authorize and/or approve financial transactions of $50,000 or more.</td>
<td>Seven year review of felonies and misdemeanor convictions in both the county and Federal District Court, and a review of the National Sex Offender Registry.</td>
<td>Ten business days</td>
</tr>
<tr>
<td>Credit</td>
<td>Positions in which the employee will: have access to aggregate credit card data; or the ability to authorize and/or approve transactions of $50,000 or more.</td>
<td>Detailed report of an individual’s credit history as provided by a credit bureau; details of any accounts turned over to a credit agency; and information on foreclosures, bankruptcy and liens.</td>
<td>One day</td>
</tr>
</tbody>
</table>
When you are ready to call the candidate’s references, update the status to Reference Check/Finalist.

Verify if the Finalist candidate has completed their employment application in Aspire.

Once the candidate’s references are complete and a conditional offer has been made, update the status to Conditional Offer. Services to initiate a background screening if required.

Background screening requests should include the requisition number, candidate name, email, and type of screening. Requests should be emailed to recruitment@fas.harvard.edu.

Upon the completion of the background screening you will be notified via email and sent an offer letter request form. Complete the form and return to recruitment@fas.harvard.edu.

All formal offer letters are emailed to the candidate, Hiring Manager/DA, and your HR Consultant. FAS Recruitment Services will notify you when a written acceptance of your offer has been received.

FAS Recruitment Services will update the HR Status of your finalist, to “hired”, once your candidate has formally accepted the offer.

Department Administrators are responsible for declining the remaining candidates promptly. The requisition cannot be closed until all candidates are marked as declined with an accurate disposition reason. Please notify recruitment@fas.harvard.edu once this has been completed, or if you would like assistance.
### ASPIRE Disposition Reasons

**Dispostion Codes**

<table>
<thead>
<tr>
<th>Code</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied after offer made</td>
<td>Use when applicant does not meet: BASIC minimum years of experience or education in Basic Qualifications in posting</td>
</tr>
<tr>
<td>Candidate withdrew</td>
<td></td>
</tr>
<tr>
<td>Does not meet basic educational requirements</td>
<td>Use if spelling errors</td>
</tr>
<tr>
<td>Does not meet basic experience requirements</td>
<td></td>
</tr>
<tr>
<td>Does not meet basic skill requirements</td>
<td></td>
</tr>
<tr>
<td>Does not meet basic minimum age requirements</td>
<td></td>
</tr>
<tr>
<td>Errors on resume and/or cover letter</td>
<td></td>
</tr>
<tr>
<td>Falsified application information</td>
<td></td>
</tr>
<tr>
<td>Finalist - not best qualified - communication skills</td>
<td>Use Finalist after Additional Interview or reference stage</td>
</tr>
<tr>
<td>Finalist - not best qualified - education</td>
<td></td>
</tr>
<tr>
<td>Finalist - not best qualified - experience amount</td>
<td></td>
</tr>
<tr>
<td>Finalist - not best qualified - experience relevance</td>
<td></td>
</tr>
<tr>
<td>Finalist - not best qualified - job specific knowledge and skills</td>
<td></td>
</tr>
<tr>
<td>Finalist - not best qualified - lacks sufficient interest in job</td>
<td></td>
</tr>
<tr>
<td>Finalist - not best qualified - problem solving skills</td>
<td></td>
</tr>
<tr>
<td>Ineligible for hire</td>
<td></td>
</tr>
<tr>
<td>Ineligible for rehire</td>
<td></td>
</tr>
<tr>
<td>Ineligible for transfer</td>
<td></td>
</tr>
<tr>
<td>Lack of physical capacity (with reasonable accommodation)</td>
<td></td>
</tr>
<tr>
<td>Lacks priority under union contract</td>
<td></td>
</tr>
<tr>
<td>Lacks work authorization</td>
<td></td>
</tr>
<tr>
<td>No show/cancel for interview</td>
<td></td>
</tr>
<tr>
<td>Not available for required travel</td>
<td></td>
</tr>
<tr>
<td>Not best qualified - communication skills</td>
<td>Experience amount: under or over-qualified</td>
</tr>
<tr>
<td>Not best qualified - education</td>
<td>Relevance: industry or academic per posting</td>
</tr>
<tr>
<td>Not best qualified - experience amount</td>
<td>Specific knowledge: other better qualified</td>
</tr>
<tr>
<td>Not best qualified - experience relevance</td>
<td>Use if no cover letter as stated in the posting in Additional Information section</td>
</tr>
<tr>
<td>Not best qualified - job specific knowledge and skills</td>
<td></td>
</tr>
<tr>
<td>Not best qualified - lacks sufficient interest in job</td>
<td></td>
</tr>
<tr>
<td>Not best qualified - problem solving skills</td>
<td></td>
</tr>
<tr>
<td>Not considered - incomplete application</td>
<td></td>
</tr>
<tr>
<td>Not reviewed - Data Mgt Technique</td>
<td></td>
</tr>
<tr>
<td><strong>Not reviewed - submitted after start deadline</strong></td>
<td></td>
</tr>
<tr>
<td>Not willing or able to work hours</td>
<td></td>
</tr>
<tr>
<td>Reference check - negative results</td>
<td></td>
</tr>
<tr>
<td>Req canceled</td>
<td>Use if salary requirements listed on application are clearly out of range</td>
</tr>
<tr>
<td>Salary expectations</td>
<td></td>
</tr>
<tr>
<td>Skills/Computer testing - insufficient score</td>
<td></td>
</tr>
<tr>
<td><strong>Stated application deadline passed</strong></td>
<td></td>
</tr>
<tr>
<td>Unable to contact candidate</td>
<td></td>
</tr>
<tr>
<td>Unstable employment history</td>
<td></td>
</tr>
</tbody>
</table>
Reference Check Form (Template)
Professional Staff Positions

<table>
<thead>
<tr>
<th>Candidate’s name:</th>
<th>Date/time of discussion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference name:</td>
<td>Position/title:</td>
</tr>
<tr>
<td>Company:</td>
<td>Telephone #:</td>
</tr>
<tr>
<td>Reference checked by:</td>
<td>Email:</td>
</tr>
</tbody>
</table>

1. In what capacity did you work with the candidate? Could you clarify for me what the candidate’s responsibilities were when he or she worked for you? (If relevant) Why did the candidate leave the position?

2. The candidate is being considered for the following position. Based on your observation and experience, how do you think he or she might perform in this role?

3. What were the candidate’s key accomplishments or impact on the organization? What would you consider to be an area of development the candidate could focus on?

4. In stressful situations, how would you describe how the candidate reacted? Can you think of a specific example?

5. Will you describe a difficult situation or problem the candidate was able to solve?
6. How independently does the candidate work as opposed to checking in with stakeholders and or supervisor?

7. Describe the candidate’s ability to handle or diffuse conflict? Will you provide a specific example?

8. Describe the candidate’s relationships with his / her coworkers, reporting staff (if applicable) and supervisors.

9. If you were going to provide advice on how to best guide or manage this person, what would it be? Would you rehire if given the opportunity?

10. Are there any additional comments you would like to make?

11. Please describe the candidate’s management style. How effective is the candidate in creating and managing change? How does the candidate address performance problems with employees?
## Reference Check Form (Template)
**Support Staff Positions**

<table>
<thead>
<tr>
<th>Candidate’s name:</th>
<th>Date/time of discussion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference name:</td>
<td>Position/title:</td>
</tr>
<tr>
<td>Company:</td>
<td>Telephone #:</td>
</tr>
<tr>
<td>Reference checked by:</td>
<td>Email:</td>
</tr>
</tbody>
</table>

1. In what capacity did you work with the candidate?

2. What were the candidate’s responsibilities when he or she worked for you? Why did the candidate leave the position?

3. The candidate is being considered for the following position. Based on your observation and experience, how do you think he or she might perform in this role? What do you consider to be his or her best quality for this specific role?

4. Please describe the quality of work performed by the candidate. Can you think of a specific instance where quality was a concern? How receptive was the candidate to constructive criticism?
5. Please describe the candidate’s ability to meet deadlines and flexibility to handle changing priorities. What area of development do you think the candidate could focus on?

6. How much supervision was needed by the candidate? How did he or she respond to your supervision or management style?

7. How would you describe the candidate’s interpersonal skills? How did he or she get along with her co-workers?

8. How would you describe the candidate’s punctuality and reliability?

9. If you were going to provide advice on how to best guide or manage this person, what would it be? Would you rehire if given the opportunity?

10. Are there any additional comments you would like to make?
Salary Grades & Ranges

Salary grades at Harvard

Every staff position has a grade level. Local HR offices determine the grade of each position based on knowledge, skills and abilities, Harvard benchmarks, and the complexity and scope relative to other University positions.

For HUCTW positions, [generic position descriptions](#) for each grade are available.

Benchmarks for administrative and professional positions are held by the Harvard Compensation Department and by local HR offices.

Salary ranges at Harvard

Salary ranges within each pay grade factor in specific qualifications, skills, experience, equity in comparison to similar positions, and external market values.

Compensation program salary ranges

The salary ranges in the table below reflect base salaries paid for all positions at a given grade across the University. Typically a new hire can expect a starting salary somewhere in the lower part of the range. This amount will vary based on the position and the relevant experience of the candidate.

FY13 Salary Ranges

*Effective July 1, 2012 - June 30, 2013* for administrative and professional, non-bargaining unit employees:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Mid-Point</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>057</td>
<td>$59,000</td>
<td>$79,100</td>
<td>$99,200</td>
</tr>
<tr>
<td>058</td>
<td>$67,400</td>
<td>$91,300</td>
<td>$115,200</td>
</tr>
<tr>
<td>059</td>
<td>$78,500</td>
<td>$107,700</td>
<td>$136,900</td>
</tr>
<tr>
<td>060</td>
<td>$93,200</td>
<td>$129,000</td>
<td>$164,800</td>
</tr>
<tr>
<td>061</td>
<td>$116,000</td>
<td>$162,500</td>
<td>$209,000</td>
</tr>
<tr>
<td>062</td>
<td>$139,400</td>
<td>$198,400</td>
<td>$257,400</td>
</tr>
<tr>
<td>063</td>
<td>$171,000</td>
<td>$244,100</td>
<td>$317,200</td>
</tr>
<tr>
<td>064</td>
<td>$219,000</td>
<td>$314,300</td>
<td>$409,600</td>
</tr>
</tbody>
</table>
Effective **April 2, 2013** for HUCTW members:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>047</td>
<td>$28,143</td>
<td>$41,602</td>
</tr>
<tr>
<td>048</td>
<td>$29,946</td>
<td>$44,690</td>
</tr>
<tr>
<td>049</td>
<td>$31,027</td>
<td>$46,748</td>
</tr>
<tr>
<td>050</td>
<td>$33,046</td>
<td>$50,227</td>
</tr>
<tr>
<td>051</td>
<td>$35,209</td>
<td>$53,951</td>
</tr>
<tr>
<td>052</td>
<td>$38,141</td>
<td>$59,072</td>
</tr>
<tr>
<td>053</td>
<td>$41,410</td>
<td>$64,682</td>
</tr>
<tr>
<td>054</td>
<td>$44,895</td>
<td>$70,783</td>
</tr>
<tr>
<td>055</td>
<td>$48,716</td>
<td>$77,521</td>
</tr>
<tr>
<td>056</td>
<td>$52,788</td>
<td>$86,370</td>
</tr>
</tbody>
</table>

For grades 047-056, the ranges reflect a 35-hour workweek.

**Note:** For some positions in these grades scheduled to work a 40-hour workweek, the ranges are adjusted accordingly.

Salary range information for grades 047-064 covers clerical/technical and administrative/professional positions. Salaries for services/trades positions are governed by union contracts, which vary across units.
This total compensation summary has been provided to reacquaint you with the package of pay, benefits and services provided to members of Harvard University’s Administrative & Professional staff.

What is total compensation at Harvard?
Total compensation is the pay, benefits, work/life supports and professional development opportunities provided by Harvard in exchange for your time, talent, effort and engagement.

Harvard University is a center of intellectual activity, research, knowledge creation, learning and teaching. In this environment, results matter and creativity flourishes.

For many people, a compelling aspect of working at Harvard is the sense of mission that permeates every organization on campus. At the same time, Harvard recognizes that compensation is a critical part of your employment experience. The breadth and depth of the total compensation package sets the University apart. Here is an overview of what Harvard provides.

Compensation and Income Protection
Harvard offers competitive base pay and several forms of income protection while you are working and when you retire, including a best-in-class University-funded retirement plan.

Health and Wellness
The University provides competitive medical and dental coverage for you and your family, and much more. Our comprehensive program reflects an institution built around people, with a deep respect for their differences and needs. For instance, Harvard extended benefits to domestic partners long before the practice became commonplace in the region.

Career Growth and Development
A career at Harvard can be linear or less traditional. While everyone who comes to work at Harvard has their own motivations, most would tell you it has to do with the opportunity to grow and excel. Harvard today is focused on helping its employees become “future-ready”—technologically literate, open to a global perspective and ready to support and advance the University’s evolving mission.

Harvard encourages lifelong learning, and our Tuition Assistance Plan can help finance courses at Harvard as well as job-related courses at other institutions.

Quality of Life
Harvard provides resources to help you balance work and life, including generous time off, an employee assistance program and highly subsidized access to Harvard’s athletic facilities and recreation programs.

The University’s beautiful, historic campus offers a vibrant and exciting work environment. Your Harvard ID provides access to our world-renowned libraries and museums, as well as discounts at recreational and cultural activities in the Cambridge/Boston area.

Harvard’s people are united by a culture dedicated to excellence, and are more diverse in age, race, ethnicity, nationality, experience and outlook than you would find almost anywhere else. It is the connection with these people—our faculty, staff and students—that makes working at Harvard richly satisfying.
HARVARD UNIVERSITY

COMPENSATION & INCOME PROTECTION

Compensation
Harvard’s base salary levels lead the higher education market and are competitive with local general industry. The University is committed to a systematic, data-driven approach to staff compensation in all occupational areas and in all schools and units, with constant attention given to internal equity and external market conditions and trends.

Income Protection
Harvard offers a range of benefits to help you protect your income and financial assets.

Short Term Disability (STD)
With coverage offered by Harvard at no cost, the STD program provides up to six months of leave at 75%--100% of pay for employees facing a disability due to accident or illness before retirement, and covers up to eight weeks of paid maternity leave for birth mothers.

Long Term Disability (LTD)
This optional, contributory program pays 60% of your pre-disability salary, tax free, if you are unable to work for more than 180 days due to a covered illness or injury, thus helping you to meet your financial commitments in a time of need. Eligibility for medical, dental, vision and life insurance through Harvard continues, and you continue to accrue service and receive retirement contributions.

Life Insurance
Harvard pays the full cost of basic life insurance including an accelerated life insurance benefit and business travel insurance to help your beneficiaries pay expenses if you become terminally ill or die. Additional coverage of up to 5x annual salary may be purchased at favorable rates.

Long Term Care Insurance
This optional insurance can help you and your family protect financial assets and preserve a wide range of care possibilities should you or insured family members require a nursing home stay or at-home care due to a chronic illness or disability.

Retirement
In addition to Harvard’s contribution to Social Security on your behalf, generous benefits and educational opportunities are provided to help build long-term savings and a source of income after you retire.

Defined Contribution Plan (2001 Staff Retirement Plan)
Each month, the University contributes a percentage of salary based on age and earnings. Plus, the full cost of the Plan is paid by Harvard.

• For those under age 40, the University contributes an amount equal to 5% of salary below the Social Security wage base ($110,100 in 2012) and 10% of earnings above the Social Security wage base.

• For those age 40 and over, the University contributes an amount equal 10% of salary below the Social Security wage base. For earnings above the Social Security wage base, the contribution is 15% of earnings.

Tax-Deferred Account (TDA) Program
You can supplement your Harvard defined contribution retirement plan by contributing a portion of your salary to a voluntary TDA on a pre-tax basis. You will pay no federal or state taxes until you withdraw your funds. Harvard offers a choice of investment funds through several top investment companies.

Post Retirement Health Coverage
At the time of retirement, Harvard provides a choice of retiree medical plan options as well as dental coverage for eligible staff and their spouses/partners. To be eligible for retiree medical and dental coverage, you must meet certain age and service requirements.

HEALTH & WELLNESS

to keep you and your family strong and healthy

Supporting the health and wellness of our staff and their families through access to top quality medical care is a long-standing priority at Harvard.

The University actively evaluates its health plan choices to ensure they continue to offer access to the best health care at rates that remain affordable.

By reinvesting in the health of the workforce through wellness and disease management programs, we may be able to slow down the rate of growth in health care costs, both for Harvard and for you.

Health
Quality and affordability are the hallmarks of Harvard’s broad and comprehensive health benefits. Harvard’s health providers offer extensive networks including the region’s award-winning hospitals.

Medical
The University offers highly-subsidized medical coverage from top-rated provider Harvard Pilgrim Health Care and the University’s own Harvard University Group Health Plan. Employees may choose between individual or family coverage from two HMO plans, two POS plans or one PPO plan (for employees living outside of Massachusetts).

Dental
Delta Dental, Harvard’s dental care provider, offers in-network and out-of-network coverage. Over 96% of Massachusetts dentists participate. The plan provides full coverage for preventive care and substantial coverage for other dental services including orthodontia for dependents under age 19.

Health Flexible Spending Account (FSA)
FSAs offer significant tax savings by allowing you to set aside money on a pre-tax basis (up to $5,000/year) to pay for out-of-pocket health expenses. Eligible expenses can include prescription copayments, orthodontics, copayments for office visits and out-of-network coverage deductibles.

Copayment Reimbursement Program
This unique program is one more way Harvard works to minimize the financial impact of illness or medical care on employees. Copayments for prescriptions or in-network office visits that exceed annual thresholds (for many, as little as $135) may qualify for non-taxable reimbursement.

Vision Care
Comprehensive care through Davis Vision covers vision exams and products at greatly reduced or discounted rates.

Domestic Partnership
Same-sex or opposite-sex domestic partners can be eligible for coverage under your medical, dental and vision plans.

Wellness
Harvard recognizes the importance of health and wellness for you and your family and offers programs and classes at little or no cost.

Center for Wellness at Harvard University Health Services
The Center offers courses and workshops in stress management, nutrition and meditation as well as complementary health services.

Harvard Athletics and Recreation
Convenient and affordable state-of-the-art fitness and recreational facilities are offered to you and your family at a nominal cost.
QUALITY OF LIFE

The University has long acknowledged the importance of having a healthy balance between work, family life, personal development and academic pursuits.

Harvard’s commitment to quality of life has been recognized by national and local organizations such as Working Mother and Conceive magazines, the AARP, the Dave Thomas Foundation for Adoption and the Boston Business Journal.

In recent years, Harvard has invested over $10 million in child care infrastructure and committed over $4 million annually to ongoing dependent care programs and services.

The newly launched, online WATCH portal allows members of the Harvard community to connect with Harvard students when seeking babysitters and short-term child care.

Time Off
Harvard’s generous time-off benefits are designed to help you manage work and personal responsibilities.

Paid Time Off
- 20 days of vacation per year plus Winter Recess;
- 12 sick days per year (can be used for dependent care)
- 11.5 paid holidays, and 3 personal days per year
- Up to 13 weeks paid maternity leave, and up to 4 weeks paid leave for all other new parents
- Jury duty and bereavement leave

Unpaid Leaves of Absence
- Job-protected medical leave of up to 12 weeks
- to care for yourself or an eligible family member
- Personal or career development leave
- Military or government service leave

Unpaid Leaves of Absence
- Job-protected medical leave of up to 12 weeks
- to care for yourself or an eligible family member
- Personal or career development leave
- Military or government service leave

Discounts and Conveniences
Harvard offers a wide range of programs and services to help make life easier, more affordable and more fun.

Discounts
- Outings & Innings—Access to cultural and leisure activities including discounts on theatre, movies, travel and other services
- Transportation—Harvard helps with your commute with discounts on public transit passes (in addition to the advantage of pre-tax payroll deduction), Zipcar membership, parking at Harvard and auto insurance
- Harvard’s health plans offer member discounts on weight loss programs and optical services, and reimbursements for health clubs
- Free admission to our world-renowned museums and libraries

Conveniences
- Mortgage and other financial services are offered through the Harvard University Employees Credit Union
- You can locate housing through Harvard University Housing
- The Real Estate Assistance Program provides guidance and cash-back on home buying and selling services

Work/Life Solutions
Harvard’s work/life offerings are designed to help you develop a strategic approach to managing the many moving parts of your complex work/life. It’s about saving you time, expanding your options, shortening your search, stretching your dollar, helping you cope and partnering with you to face life’s challenges.

Employee Assistance Program (EAP) at 877-327-4278
This 24/7 program offers free and confidential help with personal, family and work-related problems for staff and their household members. The EAP connects you with an array of services from free legal and financial consultations to help finding a pet sitter. Counseling is provided in over a dozen languages.

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When you come to work each day, you don’t stop being a parent. Harvard offers a range of services to make the balancing act easier.
- Six on-campus, Harvard-affiliated child care centers
- On-campus school vacation camps
- Child care scholarship programs
- Financial assistance and programs for back-up child care
- Dependent Care Flexible Spending Account (FSA) helps you manage predictable expenses for care of children up to age 13
- Harvard Adoption Assistance Program offers up to $5,000 for related expenses

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Caring for elders and dependent adults is an increasingly common challenge. Harvard offers support through confidential consultation and financial subsidy of in-home back-up care. A Flexible Spending Account (FSA) can help defray the cost of caring for a dependent elder or other adults.

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CAREER GROWTH & DEVELOPMENT

Harvard is a great place to learn and grow. It’s what you’d expect where education is at the heart of the experience—wide-ranging opportunities and tuition assistance.

Whether you are hoping to take on more or different responsibilities, or are exploring a career change at Harvard, you will find the information and resources to help you reach your goals.

Tuition Assistance Plan (TAP)
The University grants subsidies for undergraduate and graduate-level courses taken at Harvard and other accredited institutions. Using TAP, you can take courses at most Harvard faculties including the opportunity to earn a bachelor’s or master’s degree at the Harvard Extension School for as little as $40 per course—a savings of over 95% of the full cost. Classes are offered during convenient evening hours and located on campus or through distance learning.

A supplementary Education Assistance Fund provides additional support for professional development.

Performance Management
Harvard University is committed to helping managers and employees regularly discuss accomplishments and challenges in a constructive way to align organizational and individual goals, and to provide a closer link between pay and performance.

Center for Workplace Development (CWD)
CWD offers a wide range of professional, managerial, career development and computer courses to provide opportunities for you to learn and grow in your current position and prepare for changes taking place in the organization. In addition, the Harvard Leadership Development program is available to executives, mid- to senior-level managers and supervisors.
The information in this document is provided as a general overview of pay, benefits and services for benefits-eligible Administrative/Professional staff members, and is not intended to be fully comprehensive. In the event of any inconsistency between this summary and the relevant manual(s) or plan document(s), the latter will govern. For more information, please reference the Administrative/Professional Personnel Manual.

In most cases, eligibility for University benefits is available to Administrative/Professional staff working at least 17.5 hours per week or making at least $15,000 annually. In addition to base pay, a small number of Administrative/Professional staff are also eligible for overtime pay, in accordance with the Fair Labor Standards Act.

Administrative/Professional staff members hired before July 1, 2001 may have a Basic Retirement Account (under the 1995 Retirement Program) in addition to an Individual Investment Account (under both the 1995 and 2001 Retirement Programs). Staff may request a pension estimate by calling the Harvard Retirement Center at 800-527-1398.

The University reserves the right to change or terminate the benefits described here in its sole discretion. Fringe benefit rates used for schools in the Longwood Medical Area may vary slightly from the rate shown above.

As a Harvard employee, you have access to HARVie – the Harvard Intranet for Employees – at harvie.harvard.edu, where you will find detailed employment-related information, employee self-service tools and interactive and social networking features such as HARVie’s List containing classifieds placed by members of the Harvard community.

In addition to the compensation, benefits, paid time off, services and discounts highlighted in this Total Compensation Summary, there are many more campus resources and amenities offered to employees of Harvard. To learn more, visit the Harvard Services for Employees page on HARVie (harvie.harvard.edu/Compensation_Benefits/Employee_Services_Discounts).

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Harvard University is a center of intellectual activity, research, knowledge creation, learning and teaching.

For many people, a compelling aspect of working at Harvard is the sense of mission that permeates every organization on campus. At the same time, Harvard recognizes that compensation is a critical part of your employment experience. The breadth and depth of its total compensation package sets the University apart. Here is an overview of what Harvard provides.

### Compensation and Income Protection
Harvard offers competitive base pay and several forms of income protection while you are working and when you retire, including a best-in-class University-funded retirement plan.

### Health and Wellness
The University provides competitive medical and dental coverage for you and your family, and much more. Our comprehensive program reflects an institution built around people, with a deep respect for their differences and needs. For instance, Harvard offers benefits starting at 17.5 hours per week or $15,000 per year.

### Career Growth and Development
While everyone who comes to work at Harvard has their own motivations, most would tell you it has to do with the opportunity to grow and excel. Harvard today is focused on helping its employees become “future-ready” – technologically literate, open to a global perspective and ready to support and advance the University’s evolving mission. Harvard encourages lifelong learning, and our Tuition Assistance Plan can help finance courses at Harvard or other institutions.

### Quality of Life
Harvard provides resources to help you balance work and life, including generous time off, an employee assistance program and highly subsidized access to Harvard’s athletic facilities and recreation programs.

The University’s beautiful, historic campus offers a vibrant and exciting work environment. Your Harvard ID provides access to our world-renowned libraries and museums, as well as discounts at recreational and cultural activities in the Cambridge/Boston area.

Harvard’s people are united by a culture dedicated to excellence, and are more diverse in age, race, ethnicity, nationality, experience and outlook than you would find almost anywhere else. It is the connection with these people–our faculty, staff and students–that makes working at Harvard richly satisfying.
**COMPENSATION & INCOME PROTECTION**

**Compensation**
Harvard’s base pay levels are highly competitive within higher education and exceed the local labor market.

Support staff who are members of the Harvard Union of Clerical and Technical Workers (HUCTW) receive automatic structure and "progression" increases to pay as negotiated between Harvard University and the HUCTW.

There is a small number of non-bargaining unit support staff. This group is generally eligible for merit pay. While increase amounts are not guaranteed, they are reviewed for equitability with other employee groups.

**Income Protection**
Harvard offers a range of benefits to help you protect your income and financial assets.

**Short Term Disability (STD)**
With coverage offered by Harvard at no cost, the STD program provides up to six months of leave at 70%–100% of pay for employees facing a disability due to accident or illness before retirement, and covers up to eight weeks of paid maternity leave for birth mothers.

**Long Term Disability (LTD)**
This optional, contributory program pays 60% of your pre-disability salary, tax-free, if you are unable to work for more than 180 days due to a covered illness or injury, thus helping you to meet your financial commitments in a time of need. Participation in medical, dental and life insurance through Harvard continues, and you continue to accrue service and receive retirement contributions.

**Life Insurance**
Harvard pays the full cost of basic life insurance including an accelerated life insurance benefit and business travel insurance to help your beneficiaries pay expenses if you become terminally ill or die. Additional coverage of up to 5x annual salary may be purchased at favorable rates.

**Retirement**
In addition to Harvard’s contribution to Social Security on your behalf, generous benefits and educational opportunities are provided to help build long-term savings and a source of income after you retire.

**Defined Contribution Plan (2001 Staff Retirement Plan)**
Each month, the University contributes a percentage of salary based on age and earnings. Plus, the full cost of the Plan is paid by Harvard.

- For those under age 40, the University contributes 5% of salary below the Social Security wage base ($110,100 in 2012) and 10% of earnings above the Social Security wage base.
- For those age 40 and over, the University contributes 10% of salary below the Social Security wage base. For earnings above the Social Security wage base, the contribution is 15% of earnings.

**Tax-Deferred Account (TDA) Program**
You can supplement your Harvard defined contribution retirement plan by contributing a portion of your salary to a voluntary TDA on a pre-tax basis. You will pay no federal or state taxes until you withdraw your funds. Harvard offers a choice of investment funds through several top investment companies.

**Post-Retirement Medical Coverage**
At the time of retirement, staff (and their spouses/qualified domestic partners) are eligible for retiree medical coverage if they:

- are at least 55 years of age with at least 10 years of pensionable service (age 55 minimum waived for those with continuous service since 1/1/86), and
- age plus years of pensionable service total at least 75.

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**HEALTH & WELLNESS**

**Health**
Quality and affordability are the hallmarks of Harvard’s comprehensive medical and dental insurance. Harvard’s health providers offer extensive networks including the region’s award-winning hospitals.

**Medical**
The University offers highly subsidized medical coverage from top-rated provider Harvard Pilgrim Health Care and the University’s own Harvard University Group Health Plan. Employees may choose between individual or family coverage from two HMO plans, two POS plans or one PPO plan (for employees living outside of Massachusetts).

**Dental**
Delta Dental, Harvard’s dental care provider, offers in-network and out-of-network coverage. Over 96% of Massachusetts dentists participate. The plan provides full coverage for preventive care and substantial coverage for other dental services including orthodontia for covered dependents under age 19.

**Health Flexible Spending Account (FSA)**
FSAs offer significant tax savings by allowing you to set aside money on a pre-tax basis (up to $5,000/year) to pay for out-of-pocket health expenses. Eligible expenses can include prescription copayments, orthodontics, copayments for office visits and out-of-network coverage deductibles.

**Copayment Reimbursement Program**
This unique program is one more way Harvard works to minimize the financial impact of illness or medical care on employees. Copayments for prescriptions or in-network office visits that exceed annual thresholds (for many, as little as $135) may qualify for non-taxable reimbursement.

**Vision Care**
Comprehensive care through Davis Vision covers vision exams and products at greatly reduced or discounted rates.

**Domestic Partnership**
Same-sex or opposite-sex domestic partners can be eligible for coverage under your medical, dental and vision plans.

**Wellness**
Harvard recognizes the importance of health and wellness for you and your family and offers programs and classes at little or no cost.

**Center for Wellness at Harvard University Health Services**
The Center offers courses and workshops in stress management, nutrition and meditation as well as complementary health services.

**Harvard Athletics and Recreation**
Convenient and affordable state-of-the-art fitness and recreational facilities are offered to you and your family at a nominal cost.
QUALITY OF LIFE

The University has long acknowledged the importance of having a healthy balance between work, family life, personal development and academic pursuits. Harvard’s commitment to quality of life has been recognized by national and local organizations such as Working Mother and Conceive magazines, the AARP, the Dave Thomas Foundation for Adoption and the Boston Business Journal.

In recent years, Harvard has invested over $10 million in child care infrastructure and committed over $4 million annually to ongoing dependent care programs and services.

The newly launched, online WATCH portal allows members of the Harvard community to connect with Harvard students when seeking babysitters and short-term child care.

Time Off
Harvard’s generous time-off benefits are designed to help you manage work and personal responsibilities.

Paid Time Off
• 15-20 days of vacation per year plus Winter Recess; longer-service bonus days begin at 15 years of service
• 12 sick days per year (can be used for dependent care)
• 11.5 paid holidays, and 3 personal days per year
• Up to 13 weeks paid maternity leave, and up to 4 weeks paid leave for all other new parents
• Jury duty and bereavement leave

Unpaid Leaves of Absence
• Job-protected medical leave of up to 12 weeks to care for yourself or an eligible family member
• Personal or career development leave
• Military or government service leave

Discounts and Conveniences
Harvard offers a wide range of programs and services to help make life easier, more affordable and more fun.

Discounts
• Outings & Innings—Access to cultural and leisure activities including discounts on theatre, movies, travel and other services
• Transportation—Harvard helps with your commute with discounts on public transit passes (in addition to the advantage of pre-tax payroll deduction), Zipcar membership, parking at Harvard and auto insurance
• Harvard’s health plans offer member discounts on health clubs, weight loss programs, optical services, and more
• Free admission to our world-renowned museums and libraries

Conveniences
• Mortgage and other financial services are offered through the Harvard University Employees Credit Union
• You can locate housing through Harvard University Housing
• The Real Estate Assistance Program provides guidance and cash-back on homebuying and selling services

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Harvard University is committed to helping managers and employees regularly discuss accomplishments and challenges in a constructive and mutually respectful way to further professional development.

Center for Workplace Development (CWD)
CWD offers a wide range of professional, career development and computer courses to provide opportunities for you to learn and grow in your current position and prepare for changes taking place in the organization. In addition, the Harvard Leadership Essentials program addresses core leadership skills for high-performing administrative support staff and opportunities to reflect on work styles, strategies and career goals. The three-day program features assessment instruments, case studies and action planning.
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| (Additional benefits specific to your school, department or campus, if applicable) | + |

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### ADDITIONAL RESOURCES

To help you make the most of working at Harvard

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The information in this document is provided as a general overview of pay, benefits and services for benefits-eligible Support Staff members, and is not intended to be fully comprehensive. In the event of any inconsistency between this summary and the relevant manual(s), plan document(s) or collective bargaining agreement(s), the latter will govern. For more information, please reference the HUCTW Personnel Manual, the Administrative/Professional Personnel Manual, or call the Office of Labor and Employee Relations at 617-495-2786.

The information in this summary generally does not apply to Less than Half Time (LHT) employees, unless they earn more than $15,000 annually.

Support Staff members hired before July 1, 2002 may have a Basic Retirement Account (under the 1995 Retirement Program) in addition to an Individual Retirement Account (under both the 1995 and 2001 Retirement Programs). Staff may request a pension estimate by calling the Harvard Retirement Center at 800-527-1398.

The University reserves the right to change or terminate the benefits described here in its sole discretion.

TCS-HUCTW-SUPPORT-S-0112
Pre-Employment Screening / Formal Offer Letter Process

1. Determine if final candidate requires pre-employment screening. Use the flowchart provided by FAS Recruitment Services.

2. Inform the final candidate that you would like to move forward with the process, and that the next step is successful completion of pre-employment screening. Determine salary in consultation with your HR Consultant. Extend a verbal offer to the selected candidate contingent upon successful completion of the pre-employment screening.

3. Contact FAS Recruitment Services at recruitment@fas.harvard.edu with one of the following:
   a. If screening(s) is required, email the Pre-Employment Screening Request to recruitment@fas.harvard.edu. FAS HR initiates the candidate’s screening, via an online process. The candidate receives an e-mail from our screening vendor (HireRight) directing them to their secure site where they can enter their confidential information.
   b. If screening is not required, complete and email recruitment@fas.harvard.edu the Formal Offer Information- No Screen Required Form.

4. FAS Recruitment Services will inform you via e-mail when the candidate successfully completes pre-employment screening, and at that time requests information required to compose the formal offer letter. If no screen is required, FAS Recruitment Services creates the formal offer letter using the information you provided in the No Screen Required Form.

5. FAS Recruitment Services issues the formal offer letter to the candidate via email, cc:ing you and your HR Consultant. The candidate is asked to accept via return email.

6. FAS Recruitment Services will inform you when the candidate accepts the formal offer. Department administrator should ensure remaining candidates are in an HR status of declined.

7. FAS Recruitment Services will close the requisition once all candidates other than the hired individual are in a declined status.
Determining if a Final Candidate Requires Pre-Employment Screening

Is the final candidate currently a Harvard Staff Member?

- NO: Screening is required
- YES: Is the final candidate HUCTW?

- NO: Was the position posted with screening requirements other than identity?
  - NO: Screening is not required
  - YES: Has the final candidate completed the required screenings within the last six months?
    - NO: Screening is required
    - YES: Screening is not required

- YES: Is the position HUCTW?
  - NO: Screening is not required
  - YES: Screening is not required
Pre-Employment Screening Request*

Send an email requesting pre-employment screening to FAS Recruitment Services at recruitment@fas.harvard.edu. Please provide the following information:

1. Requisition number:

2. Candidate’s name:

3. Candidate’s email address:

4. What screens are listed in the ASPIRE posting?
   ___ Identity
   ___ Criminal
   ___ Credit
   ___ DMV (for information about their driver’s license)
   ___ License (for information about a technical or professional license, i.e. Electrician, Nursing, etc.)

5. Is the candidate an internal transfer (coming from a current regular Harvard staff position)?
   Yes or No

6. The candidate must complete and sign the Harvard Application for Employment prior to screening. Please indicate how FAS Recruitment Services will receive the application:
   ___ PDF is attached
   ___ Application is saved in ASPIRE system

*Please note: No screening is required if the candidate is internal and the only screen required is identity, or if the position and the candidate are both HUCTW. If no screening is required, please complete the Formal Offer Information / No Screen Required form, and send it to recruitment@fas.harvard.edu.
Formal Offer Information / No Screen Required Form

Please provide the following information in order for us to construct the formal offer letter. Submit the completed form to recruitment@fas.harvard.edu. We will email your candidate the formal offer letter based on the details you provide. You and your HR Consultant will be copied on the email.

Please take this opportunity to prepare the requisition for closing by updating the HR status and disposition reason for any remaining applicants in the candidate pool. This is a requirement for the University’s compliance with OFCCP regulations.

1. Requisition #:
2. Candidate’s name:
3. Salutation (Ms./ Mr.):
4. Department name:
5. Candidate’s email address:
6. Candidate’s address:
7. Position title:
8. Start date:
9. Hours per week:
10. Schedule (not applicable for full-time exempt positions):
11. Actual salary to be paid (verbal offer amount):
12. (For non-exempt) Is the verbal offer above the minimum of the grade? (Yes or No)
   Verify the range and calculate offer here ______________
13. Please identify what type of hire this is:
   External
   Transfer into FAS from another Harvard School
   Transfer within FAS
14. Is the position UUCTW, exempt, or non-union, non-exempt?
15. Is this a grant-funded position? (Yes or No)
16. Is this a term position? (Yes or No)
17. If this is a term position, dates of the term:
18. Name of person responsible for department orientation and training:
20. If you wish to cc: hiring manager on offer letter, please include name and title:
21. Please identify any other candidates you interviewed for this position that you would strongly recommend for future consideration.
22. Please attach job description.
Harvard University Voluntary Self-Identification Form
for Disabled and/or Veteran Status

Name: ______________________________________ Department: _________________________________
Signature: ___________________________________ Date: ______________________________________

Harvard University is covered by section 503 of the Rehabilitation Act, which requires government contractors to take affirmative action to employ and advance in employment qualified individuals with disabilities, and by the Vietnam Era Veterans' Readjustment Assistance Act and the Jobs for Veterans Act, which require the same actions with respect to qualified covered veterans. Accordingly, the University has adopted affirmative action programs to provide employment opportunities for qualified disabled persons and covered veterans. If you are disabled or a covered veteran and wish to benefit under Harvard's affirmative action program, please so indicate by completing and returning this form now, or by making such a request at any time in the future.

Submission of this information is voluntary, and disclosure or refusal to provide the information will not subject you to any adverse treatment. The information provided will be used in a manner consistent with the law and will be kept confidential, except that (1) supervisors and managers may be informed regarding any work restrictions or necessary accommodations; (2) first aid or safety personnel may be informed when and to the extent appropriate to deal with any emergency treatment; and (3) government officials investigating compliance with the law may be informed.

If any of the following categories apply to you, please check the appropriate box(es) and return this form to the address below. Please contact the Office of the Assistant to the President at 617-495-1540 if you have questions.

- **DISABLED INDIVIDUAL**
  Person who (1) has a physical or mental impairment that substantially limits one or more major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment.

- **DISABLED VETERAN**
  Veteran of the U.S. military who is entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans Affairs, or a person who was discharged or released from active duty because of a service-connected disability.

- **RECENTLY SEPARATED VETERAN**
  Any veteran during the three-year period beginning on the date of such veteran’s discharge or release from active duty in the U.S. military.

- **ARMED FORCES SERVICE MEDAL VETERAN**
  Veteran who, while serving on active duty in the U.S. military, participated in a U.S. military operation for which an Armed Forces service medal was awarded pursuant to Executive Order 12985.

- **OTHER PROTECTED VETERAN**
  Veteran who served on active duty in the U.S. military during a war or in a campaign or expedition for which a campaign badge has been authorized under laws administered by the Department of Defense.

Please return this form to Office of the Assistant to the President, Harvard University, Holyoke Center 935, 1350 Massachusetts Ave., Cambridge, MA 02138

Revised 12.09
Anti-Discrimination Notice. It is illegal to discriminate against any work-authorized individual in hiring, discharge, recruitment or referral for a fee, or in the employment eligibility verification (Form I-9 and E-Verify) process based on that individual's citizenship status, immigration status or national origin. Employers CANNOT specify which document(s) they will accept from an employee. The refusal to hire an individual because the documentation presented has a future expiration date may also constitute illegal discrimination. For more information, call the Office of Special Counsel for Immigration-Related Unfair Employment Practices (OSC) at 1-800-255-7688 (employees), 1-800-255-8155 (employers), or 1-800-237-2515 (TDD), or visit www.justice.gov/crt/about/osc.

What Is the Purpose of This Form?

Employers must complete Form I-9 to document verification of the identity and employment authorization of each new employee (both citizen and non-citizen) hired after November 6, 1986, to work in the United States. In the Commonwealth of the Northern Mariana Islands (CNMI), employers must complete Form I-9 to document verification of the identity and employment authorization of each new employee (both citizen and non-citizen) hired after November 27, 2011. Employers should have used Form I-9 CNMI between November 28, 2009 and November 27, 2011.

General Instructions

Employers are responsible for completing and retaining Form I-9. For the purpose of completing this form, the term "employer" means all employers, including those recruiters and referrers for a fee who are agricultural associations, agricultural employers, or farm labor contractors.

Form I-9 is made up of three sections. Employers may be fined if the form is not complete. Employers are responsible for retaining completed forms. Do not mail completed forms to U.S. Citizenship and Immigration Services (USCIS) or Immigration and Customs Enforcement (ICE).

Section 1. Employee Information and Attestation

Newly hired employees must complete and sign Section 1 of Form I-9 no later than the first day of employment. Section 1 should never be completed before the employee has accepted a job offer.

Provide the following information to complete Section 1:

- **Name**: Provide your full legal last name, first name, and middle initial. Your last name is your family name or surname. If you have two last names or a hyphenated last name, include both names in the last name field. Your first name is your given name. Your middle initial is the first letter of your second given name, or the first letter of your middle name, if any.

- **Other names used**: Provide all other names used, if any (including maiden name). If you have had no other legal names, write "N/A."

- **Address**: Provide the address where you currently live, including Street Number and Name, Apartment Number (if applicable), City, State, and Zip Code. Do not provide a post office box address (P.O. Box). Only border commuters from Canada or Mexico may use an international address in this field.

- **Date of Birth**: Provide your date of birth in the mm/dd/yyyy format. For example, January 23, 1950, should be written as 01/23/1950.

- **U.S. Social Security Number**: Provide your 9-digit Social Security number. Providing your Social Security number is voluntary. However, if your employer participates in E-Verify, you must provide your Social Security number.

- **E-mail Address and Telephone Number (Optional)**: You may provide your e-mail address and telephone number. Department of Homeland Security (DHS) may contact you if DHS learns of a potential mismatch between the information provided and the information in DHS or Social Security Administration (SSA) records. You may write "N/A" if you choose not to provide this information.
All employees must attest in Section 1, under penalty of perjury, to their citizenship or immigration status by checking one of the following four boxes provided on the form:

1. **A citizen of the United States**

2. **A noncitizen national of the United States**: Noncitizen nationals of the United States are persons born in American Samoa, certain former citizens of the former Trust Territory of the Pacific Islands, and certain children of noncitizen nationals born abroad.

3. **A lawful permanent resident**: A lawful permanent resident is any person who is not a U.S. citizen and who resides in the United States under legally recognized and lawfully recorded permanent residence as an immigrant. The term "lawful permanent resident" includes conditional residents. If you check this box, write either your Alien Registration Number (A-Number) or USCIS Number in the field next to your selection. At this time, the USCIS Number is the same as the A-Number without the "A" prefix.

4. **An alien authorized to work**: If you are not a citizen or national of the United States or a lawful permanent resident, but are authorized to work in the United States, check this box.

If you check this box:

   a. Record the date that your employment authorization expires, if any. Aliens whose employment authorization does not expire, such as refugees, asylees, and certain citizens of the Federated States of Micronesia, the Republic of the Marshall Islands, or Palau, may write "N/A" on this line.

   b. Next, enter your Alien Registration Number (A-Number)/USCIS Number. At this time, the USCIS Number is the same as your A-Number without the "A" prefix. If you have not received an A-Number/USCIS Number, record your Admission Number. You can find your Admission Number on Form I-94, "Arrival-Departure Record," or as directed by USCIS or U.S. Customs and Border Protection (CPB).

      (1) If you obtained your admission number from CBP in connection with your arrival in the United States, then also record information about the foreign passport you used to enter the United States (number and country of issuance).

      (2) If you obtained your admission number from USCIS within the United States, or you entered the United States without a foreign passport, you must write "N/A" in the Foreign Passport Number and Country of Issuance fields.

Sign your name in the "Signature of Employee" block and record the date you completed and signed Section 1. By signing and dating this form, you attest that the citizenship or immigration status you selected is correct and that you are aware that you may be imprisoned and/or fined for making false statements or using false documentation when completing this form. To fully complete this form, you must present to your employer documentation that establishes your identity and employment authorization. Choose which documents to present from the Lists of Acceptable Documents, found on the last page of this form. You must present this documentation no later than the third day after beginning employment, although you may present the required documentation before this date.

**Preparer and/or Translator Certification**

The Preparer and/or Translator Certification must be completed if the employee requires assistance to complete Section 1 (e.g., the employee needs the instructions or responses translated, someone other than the employee fills out the information blocks, or someone with disabilities needs additional assistance). The employee must still sign Section 1.

**Minors and Certain Employees with Disabilities (Special Placement)**

Parents or legal guardians assisting minors (individuals under 18) and certain employees with disabilities should review the guidelines in the Handbook for Employers: Instructions for Completing Form I-9 (M-274) on www.uscis.gov/I-9Central before completing Section 1. These individuals have special procedures for establishing identity if they cannot present an identity document for Form I-9. The special procedures include (1) the parent or legal guardian filling out Section 1 and writing "minor under age 18" or "special placement," whichever applies, in the employee signature block; and (2) the employer writing "minor under age 18" or "special placement" under List B in Section 2.
Section 2. Employer or Authorized Representative Review and Verification

Before completing Section 2, employers must ensure that Section 1 is completed properly and on time. Employers may not ask an individual to complete Section 1 before he or she has accepted a job offer.

Employers or their authorized representative must complete Section 2 by examining evidence of identity and employment authorization within 3 business days of the employee's first day of employment. For example, if an employee begins employment on Monday, the employer must complete Section 2 by Thursday of that week. However, if an employer hires an individual for less than 3 business days, Section 2 must be completed no later than the first day of employment. An employer may complete Form I-9 before the first day of employment if the employer has offered the individual a job and the individual has accepted.

Employers cannot specify which document(s) employees may present from the Lists of Acceptable Documents, found on the last page of Form I-9, to establish identity and employment authorization. Employees must present one selection from List A OR a combination of one selection from List B and one selection from List C. List A contains documents that show both identity and employment authorization. Some List A documents are combination documents. The employee must present combination documents together to be considered a List A document. For example, a foreign passport and a Form I-94 containing an endorsement of the alien's nonimmigrant status must be presented together to be considered a List A document. List B contains documents that show identity only, and List C contains documents that show employment authorization only. If an employee presents a List A document, he or she should not present a List B and List C document, and vice versa. If an employer participates in E-Verify, the List B document must include a photograph.

In the field below the Section 2 introduction, employers must enter the last name, first name and middle initial, if any, that the employee entered in Section 1. This will help to identify the pages of the form should they get separated.

Employers or their authorized representative must:

1. Physically examine each original document the employee presents to determine if it reasonably appears to be genuine and to relate to the person presenting it. The person who examines the documents must be the same person who signs Section 2. The examiner of the documents and the employee must both be physically present during the examination of the employee's documents.

2. Record the document title shown on the Lists of Acceptable Documents, issuing authority, document number and expiration date (if any) from the original document(s) the employee presents. You may write "N/A" in any unused fields.

   If the employee is a student or exchange visitor who presented a foreign passport with a Form I-94, the employer should also enter in Section 2:

   a. The student's Form I-20 or DS-2019 number (Student and Exchange Visitor Information System-SEVIS Number); and the program end date from Form I-20 or DS-2019.

3. Under Certification, enter the employee's first day of employment. Temporary staffing agencies may enter the first day the employee was placed in a job pool. Recruiters and recruiters for a fee do not enter the employee's first day of employment.

4. Provide the name and title of the person completing Section 2 in the Signature of Employer or Authorized Representative field.

5. Sign and date the attestation on the date Section 2 is completed.

6. Record the employer's business name and address.

7. Return the employee's documentation.

Employers may, but are not required to, photocopy the document(s) presented. If photocopies are made, they should be made for ALL new hires or re-verifications. Photocopies must be retained and presented with Form I-9 in case of an inspection by DHS or other federal government agency. Employers must always complete Section 2 even if they photocopy an employee's document(s). Making photocopies of an employee's document(s) cannot take the place of completing Form I-9. Employers are still responsible for completing and retaining Form I-9.
Unexpired Documents

Generally, only unexpired, original documentation is acceptable. The only exception is that an employee may present a certified copy of a birth certificate. Additionally, in some instances, a document that appears to be expired may be acceptable if the expiration date shown on the face of the document has been extended, such as for individuals with temporary protected status. Refer to the Handbook for Employers: Instructions for Completing Form I-9 (M-274) or I-9 Central (www.uscis.gov/I-9Central) for examples.

Receipts

If an employee is unable to present a required document (or documents), the employee can present an acceptable receipt in lieu of a document from the Lists of Acceptable Documents on the last page of this form. Receipts showing that a person has applied for an initial grant of employment authorization, or for renewal of employment authorization, are not acceptable. Employers cannot accept receipts if employment will last less than 3 days. Receipts are acceptable when completing Form I-9 for a new hire or when reverification is required.

Employees must present receipts within 3 business days of their first day of employment, or in the case of reverification, by the date that reverification is required, and must present valid replacement documents within the time frames described below.

There are three types of acceptable receipts:

1. A receipt showing that the employee has applied to replace a document that was lost, stolen or damaged. The employee must present the actual document within 90 days from the date of hire.

2. The arrival portion of Form I-94/I-94A with a temporary I-551 stamp and a photograph of the individual. The employee must present the actual Permanent Resident Card (Form I-551) by the expiration date of the temporary I-551 stamp, or, if there is no expiration date, within 1 year from the date of issue.

3. The departure portion of Form I-94/I-94A with a refugee admission stamp. The employee must present an unexpired Employment Authorization Document (Form I-766) or a combination of a List B document and an unrestricted Social Security card within 90 days.

When the employee provides an acceptable receipt, the employer should:

1. Record the document title in Section 2 under the sections titled List A, List B, or List C, as applicable.

2. Write the word "receipt" and its document number in the "Document Number" field. Record the last day that the receipt is valid in the "Expiration Date" field.

By the end of the receipt validity period, the employer should:

1. Cross out the word "receipt" and any accompanying document number and expiration date.

2. Record the number and other required document information from the actual document presented.

3. Initial and date the change.

See the Handbook for Employers: Instructions for Completing Form I-9 (M-274) at www.uscis.gov/I-9Central for more information on receipts.

Section 3. Reverification and Rehires

Employers or their authorized representatives should complete Section 3 when reverifying that an employee is authorized to work. When rehiring an employee within 3 years of the date Form I-9 was originally completed, employers have the option to complete a new Form I-9 or complete Section 3. When completing Section 3 in either a reverification or rehire situation, if the employee's name has changed, record the name change in Block A.

For employees who provide an employment authorization expiration date in Section 1, employers must reverify employment authorization on or before the date provided.
Some employees may write "N/A" in the space provided for the expiration date in Section 1 if they are aliens whose employment authorization does not expire (e.g., asylees, refugees, certain citizens of the Federated States of Micronesia, the Republic of the Marshall Islands, or Palau). Reverification does not apply for such employees unless they chose to present evidence of employment authorization in Section 2 that contains an expiration date and requires reverification, such as Form I-766, Employment Authorization Document.

Reverification applies if evidence of employment authorization (List A or List C document) presented in Section 2 expires. However, employers should not reverify:

1. U.S. citizens and noncitizen nationals; or
2. Lawful permanent residents who presented a Permanent Resident Card (Form I-551) for Section 2.

Reverification does not apply to List B documents.

If both Section 1 and Section 2 indicate expiration dates triggering the reverification requirement, the employer should reverify by the earlier date.

For reverification, an employee must present unexpired documentation from either List A or List C showing he or she is still authorized to work. Employers CANNOT require the employee to present a particular document from List A or List C. The employee may choose which document to present.

To complete Section 3, employers should follow these instructions:

1. Complete Block A if an employee's name has changed at the time you complete Section 3.
2. Complete Block B with the date of rehire if you rehire an employee within 3 years of the date this form was originally completed, and the employee is still authorized to be employed on the same basis as previously indicated on this form. Also complete the "Signature of Employer or Authorized Representative" block.
3. Complete Block C if:
   a. The employment authorization or employment authorization document of a current employee is about to expire and requires reverification; or
   b. You rehire an employee within 3 years of the date this form was originally completed and his or her employment authorization or employment authorization document has expired. (Complete Block B for this employee as well.)

To complete Block C:
   a. Examine either a List A or List C document the employee presents that shows that the employee is currently authorized to work in the United States; and
   b. Record the document title, document number, and expiration date (if any).
4. After completing block A, B or C, complete the "Signature of Employer or Authorized Representative" block, including the date.

For reverification purposes, employers may either complete Section 3 of a new Form I-9 or Section 3 of the previously completed Form I-9. Any new pages of Form I-9 completed during reverification must be attached to the employee's original Form I-9. If you choose to complete Section 3 of a new Form I-9, you may attach just the page containing Section 3, with the employee's name entered at the top of the page, to the employee's original Form I-9. If there is a more current version of Form I-9 at the time of reverification, you must complete Section 3 of that version of the form.

**What Is the Filing Fee?**

There is no fee for completing Form I-9. This form is not filed with USCIS or any government agency. Form I-9 must be retained by the employer and made available for inspection by U.S. Government officials as specified in the "USCIS Privacy Act Statement" below.

**USCIS Forms and Information**

For more detailed information about completing Form I-9, employers and employees should refer to the Handbook for Employers: Instructions for Completing Form I-9 (M-274).
You can also obtain information about Form I-9 from the USCIS Web site at www.uscis.gov/I-9Central, by e-mailing USCIS at I-9Central@dhs.gov, or by calling 1-888-464-4218. For TDD (hearing impaired), call 1-877-875-6028.

To obtain USCIS forms or the Handbook for Employers, you can download them from the USCIS Web site at www.uscis.gov/forms. You may order USCIS forms by calling our toll-free number at 1-800-870-3676. You may also obtain forms and information by contacting the USCIS National Customer Service Center at 1-800-375-5283. For TDD (hearing impaired), call 1-800-767-1833.

Information about E-Verify, a free and voluntary program that allows participating employers to electronically verify the employment eligibility of their newly hired employees, can be obtained from the USCIS Web site at www.dhs.gov/E-Verify, by e-mailing USCIS at E-Verify@dhs.gov, or by calling 1-888-464-4218. For TDD (hearing impaired), call 1-877-875-6028.

Employees with questions about Form I-9 and/or E-Verify can reach the USCIS employee hotline by calling 1-888-897-7781. For TDD (hearing impaired), call 1-877-875-6028.

**Photocopying and Retaining Form I-9**

A blank Form I-9 may be reproduced, provided all sides are copied. The instructions and Lists of Acceptable Documents must be available to all employees completing this form. Employers must retain each employee's completed Form I-9 for as long as the individual works for the employer. Employers are required to retain the pages of the form on which the employee and employer enter data. If copies of documentation presented by the employee are made, those copies must also be kept with the form. Once the individual's employment ends, the employer must retain this form for either 3 years after the date of hire or 1 year after the date employment ended, whichever is later.

Form I-9 may be signed and retained electronically, in compliance with Department of Homeland Security regulations at 8 CFR 274a.2.

**USCIS Privacy Act Statement**

**AUTHORITIES:** The authority for collecting this information is the Immigration Reform and Control Act of 1986, Public Law 99-603 (8 USC 1324a).

**PURPOSE:** This information is collected by employers to comply with the requirements of the Immigration Reform and Control Act of 1986. This law requires that employers verify the identity and employment authorization of individuals they hire for employment to preclude the unlawful hiring, or recruiting or referring for a fee, of aliens who are not authorized to work in the United States.

**DISCLOSURE:** Submission of the information required in this form is voluntary. However, failure of the employer to ensure proper completion of this form for each employee may result in the imposition of civil or criminal penalties. In addition, employing individuals knowing that they are unauthorized to work in the United States may subject the employer to civil and/or criminal penalties.

**ROUTINE USES:** This information will be used by employers as a record of their basis for determining eligibility of an employee to work in the United States. The employer will keep this form and make it available for inspection by authorized officials of the Department of Homeland Security, Department of Labor, and Office of Special Counsel for Immigration-Related Unfair Employment Practices.

**Paperwork Reduction Act**

An agency may not conduct or sponsor an information collection and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. The public reporting burden for this collection of information is estimated at 35 minutes per response, including the time for reviewing instructions and completing and retaining the form. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: U.S. Citizenship and Immigration Services, Regulatory Coordination Division, Office of Policy and Strategy, 20 Massachusetts Avenue NW, Washington, DC 20529-2140; OMB No. 1615-0047. Do not mail your completed Form I-9 to this address.
**Employment Eligibility Verification**

**Department of Homeland Security**

**US Citizenship and Immigration Services**

**Form I-9**

OMB No. 1615-0047

Expires 03/31/2016

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**START HERE. Read instructions carefully before completing this form. The instructions must be available during completion of this form.**

**ANTI-DISCRIMINATION NOTICE:** It is illegal to discriminate against work-authorized individuals. Employers CANNOT specify which document(s) they will accept from an employee. The refusal to hire an individual because the documentation presented has a future expiration date may also constitute illegal discrimination.

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**Section 1. Employee Information and Attestation** *(Employees must complete and sign Section 1 of Form I-9 no later than the first day of employment, but not before accepting a job offer.)*

<table>
<thead>
<tr>
<th>Last Name (Family Name)</th>
<th>First Name (Given Name)</th>
<th>Middle Initial</th>
<th>Other Names Used (if any)</th>
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<tr>
<th>Address (Street Number and Name)</th>
<th>Apt. Number</th>
<th>City or Town</th>
<th>State</th>
<th>Zip Code</th>
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<tr>
<th>Date of birth (mm/dd/yyyy)</th>
<th>U.S. Social Security Number</th>
<th>E-mail Address</th>
<th>Telephone Number</th>
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I am aware that federal law provides for imprisonment and/or fines for false statements or use of false documents in connection with the completion of this form.

I attest, under penalty of perjury, that I am (check one of the following):

- [ ] A citizen of the United States
- [ ] A noncitizen national of the United States *(See instructions)*
- [ ] A lawful permanent resident *(Alien Registration Number/USCIS Number): ____________________________ *

An alien authorized to work until (expiration date, if applicable, mm/dd/yyyy) ______________. Some aliens may write "N/A" in this field. *(See instructions)*

For aliens authorized to work, provide your Alien Registration Number/USCIS Number OR Form I-84 Admission Number:

1. Alien Registration Number/USCIS Number: ____________________________

OR

2. Form I-84 Admission Number: ____________________________

If you obtained your admission number from CBP in connection with your arrival in the United States, include the following:

- Foreign Passport Number: ____________________________
- Country of Issuance: ____________________________

Some aliens may write "N/A" on the Foreign Passport Number and Country of Issuance fields. *(See instructions)*

Signature of Employee: ____________________________

Date (mm/dd/yyyy): ____________________________

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**Preparer and/or Translator Certification** *(To be completed and signed if Section 1 is prepared by a person other than the employee.)*

I attest, under penalty of perjury, that I have assisted in the completion of this form and that to the best of my knowledge the information is true and correct.

Signature of Preparer or Translator: ____________________________

Date (mm/dd/yyyy): ____________________________

<table>
<thead>
<tr>
<th>Last Name (Family Name)</th>
<th>First Name (Given Name)</th>
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</table>

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<thead>
<tr>
<th>Address (Street Number and Name)</th>
<th>City or Town</th>
<th>State</th>
<th>Zip Code</th>
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**Employer Completes Next Page**

**Form I-9 03/08/13 N**

Page 7 of 9
### Section 2. Employer or Authorized Representative Review and Verification

(Executors of their authorized representative must complete and sign Section 2 within 3 business days of the employee’s first day of employment. You must physically examine one document from List A OR examine a combination of one document from List B and one document from List C as listed on the “List of Acceptable Documents” on the next page of this form. For each document you review, record the following information: document title, issuing authority, document number, and expiration date, if any.)

<table>
<thead>
<tr>
<th>Employee Last Name, First Name and Middle Initial from Section 1:</th>
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</table>

<table>
<thead>
<tr>
<th>List A</th>
<th>OR</th>
<th>List B</th>
<th>AND</th>
<th>List C</th>
<th>Employment Authorization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title:</td>
<td>Document Title:</td>
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<td>Issuing Authority:</td>
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<td>Expiration Date (if any) (mm/dd/yyyy):</td>
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| Document Title: | Document Title: | Document Title: |
| Issuing Authority: | Issuing Authority: | Issuing Authority: |
| Document Number: | Document Number: | Document Number: |
| Expiration Date (if any) (mm/dd/yyyy): | Expiration Date (if any) (mm/dd/yyyy): | Expiration Date (if any) (mm/dd/yyyy): |

Certification

I attest, under penalty of perjury, that (1) I have examined the document(s) presented by the above-named employee, (2) the above-listed document(s) appear to be genuine and to relate to the employee named, and (3) to the best of my knowledge the employee is authorized to work in the United States.

The employee’s first day of employment (mm/dd/yyyy): (See instructions for exemptions.)

<table>
<thead>
<tr>
<th>Signature of Employer or Authorized Representative</th>
<th>Date (mm/dd/yyyy)</th>
<th>Title of Employer or Authorized Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name (Family Name)</td>
<td>First Name (Given Name)</td>
<td>Employer’s Business or Organization Name</td>
</tr>
<tr>
<td>Employer’s Business or Organization Address (Street Number and Name)</td>
<td>City or Town</td>
<td>State</td>
</tr>
</tbody>
</table>

### Section 3. Reverification and Rehires (To be completed and signed by employer or authorized representative.)

A. New Name (if applicable) Last Name (Family Name) First Name (Given Name) Middle Initial B. Date of Rehire (if applicable) (mm/dd/yyyy):

C. If employee’s previous grant of employment authorization has expired, provide the information for the document from List A or List C the employee presented that establishes current employment authorization in the space provided below.

| Document Title: | Document Number: | Expiration Date (if any) (mm/dd/yyyy): |

I attest, under penalty of perjury, that to the best of my knowledge, this employee is authorized to work in the United States, and if the employee presented document(s), the document(s) I have examined appear to be genuine and to relate to the individual.

| Signature of Employer or Authorized Representative: | Date (mm/dd/yyyy): | Print Name of Employer or Authorized Representative: |

Form 1-9 03/08/13 N
# Lists of Acceptable Documents

All documents must be UNEXPIRED

Employees may present one selection from List A or a combination of one selection from List B and one selection from List C.

## List A
**Documents that Establish Both Identity and Employment Authorization**

1. U.S. Passport or U.S. Passport Card
2. Permanent Resident Card or Alien Registration Receipt Card (Form I-551)
3. Foreign passport that contains a temporary I-551 stamp or temporary I-551 printed notation on a machine-readable immigrant visa
4. Employment Authorization Document that contains a photograph (Form I-766)
5. For a nonimmigrant alien authorized to work for a specific employer because of his or her status:
   a. Foreign passport; and
   b. Form I-94 or Form I-94A that has the following:
      (1) The same name as the passport; and
      (2) An endorsement of the alien's nonimmigrant status as long as that period of endorsement has not yet expired and the proposed employment is not in conflict with any restrictions or limitations identified on the form.
6. Passport from the Federated States of Micronesia (FSM) or the Republic of the Marshall Islands (RMI) with Form I-914 or Form I-94A indicating nonimmigrant admission under the Compact of Free Association Between the United States and the FSM or RMI

## List B
**Documents that Establish Identity**

1. Driver's license or ID card issued by a State or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address
2. ID card issued by federal, state or local government agencies or entities, provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address
3. School ID card with a photograph
4. Voter's registration card
5. U.S. Military card or draft record
6. Military dependent's ID card
7. U.S. Coast Guard Merchant Mariner Card
8. Native American tribal document
9. Driver's license issued by a Canadian government authority

## List C
**Documents that Establish Employment Authorization**

1. A Social Security Account Number card, unless the card includes one of the following restrictions:
   (1) NOT VALID FOR EMPLOYMENT
   (2) VALID FOR WORK ONLY WITH INS AUTHORIZATION
   (3) VALID FOR WORK ONLY WITH DHS AUTHORIZATION
2. Certification of Birth Abroad issued by the Department of State (Form FS-545)
3. Certification of Report of Birth issued by the Department of State (Form DS-1350)
4. Original or certified copy of birth certificate issued by a State, county, municipal authority, or territory of the United States bearing an official seal
5. Native American tribal document
6. U.S. Citizen ID Card (Form I-197)
7. Identification Card for Use of Resident Citizen in the United States (Form I-179)
8. Employment authorization document issued by the Department of Homeland Security

For persons under age 18 who are unable to present a document listed above:

10. School record or report card
11. Clinic, doctor, or hospital record
12. Day-care or nursery school record

Illustrations of many of these documents appear in Part 8 of the Handbook for Employers (M-274).

Refer to Section 2 of the instructions, titled "Employer or Authorized Representative Review and Verification," for more information about acceptable receipts.
Form W-4 (2013)

Purpose. Complete Form W-4 so that your employer can withhold the correct federal income tax from your pay. Consider completing a new Form W-4 each year and when your personal or financial situation changes.

Exemption from withholding. If you are exempt, complete only lines 1, 2, 3, 4, and 7 and sign the form to validate it. Your exemption for 2013 expires February 17, 2014. See Pub. 505, Tax Withholding and Estimated Tax.

Note. If another person can claim you as a dependent on his or her tax return, you cannot claim exemption from withholding if your income exceeds $1,000 and includes more than $350 of unearned income (for example, interest and dividends).

Basic instructions. If you are not exempt, complete the Personal Allowances Worksheet below. The worksheets on page 2 further adjust your withholding allowances based on itemized deductions, certain credits, adjustments to income, or two-earners/multiple jobs situations.

Complete all worksheets that apply. However, you may claim fewer (or zero) allowances. For regular wages, withholding must be based on allowances you claimed and may not be a flat amount or percentage of wages.

Head of household. Generally, you can claim head of household filling status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals. See Pub. 501, Exemptions, Standard Deduction, and Filing Information, for information.

Tax credits. You can take projected tax credits into account in figuring your allowable number of withholding allowances. Credits for child or dependent care expenses and the child tax credit may be claimed using the Personal Allowances Worksheet below. See Pub. 505 for information on converting your other credits into withholding allowances.

Nonwage income. If you have a large amount of nonwage income, such as interest or dividends, consider making estimated tax payments using Form 1040-ES, Estimated Tax for Individuals. Otherwise, you may owe additional tax. If you have pension or annuity income, see Pub. 505 to find out if you should adjust your withholding on Form W-4 or W-4P.

Two earners or multiple jobs. If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one Form W-4. Your withholding usually will be most accurate when all allowances are claimed on the Form W-4 for the highest paying job and zero allowances are claimed on the others. See Pub. 505 for details.

Nonresident alien. If you are a nonresident alien, see Notice 1192, Supplemental Form W-4 Instructions for Nonresident Aliens, before completing this form.

Check your withholding. After your Form W-4 takes effect, use Pub. 505 to see how the amount you are having withheld compares to your projected total tax for 2013. See Pub. 505, especially if your earnings exceed $130,000 (Single) or $180,000 (Married).

Future developments. Information about any future developments affecting Form W-4 (such as legislation enacted after we release it) will be posted at www.irs.gov/w4.

---

**Personal Allowances Worksheet (Keep for your records.)**

<table>
<thead>
<tr>
<th>A</th>
<th>Enter “1” for yourself if no one else can claim you as a dependent.</th>
<th>B</th>
<th>Enter “1” if:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• You are single and have only one job;</td>
<td>• You are married, have only one job, and your spouse does not work;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Your wages from a second job or your spouse’s wages (or the total of both) are $1,500 or less.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Enter “1” for your spouse, But, you may choose to enter “-0-” if you are married and have either a working spouse or more than one job. (Entering “-0-” may help you avoid having too little tax withheld.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Enter number of dependents (other than your spouse or yourself) you will claim on your tax return.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Enter “1” if you will file as head of household on your tax return (see conditions under Head of household above).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Enter “1” if you have at least $1,900 of child or dependent care expenses for which you plan to claim a credit. (Note. Do not include child support payments. See Pub. 503, Child and Dependent Care Expenses, for details.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Child Tax Credit** (including additional child tax credit). See Pub. 972, Child Tax Credit, for more information.

- If your total income will be less than $65,000 ($95,000 if married), enter “2” for each eligible child; then less “1” if you have three to six eligible children or less “2” if you have seven or more eligible children.

- If your total income will be between $65,000 and $84,000 ($95,000 and $119,000 if married), enter “1” for each eligible child.

**Add lines A through G and enter total here. (Note. This may be different from the number of exemptions you claim on your tax return.)**

| H | For accuracy, complete all worksheets that apply. |
|   | • If you plan to itemize or claim adjustments to income and want to reduce your withholding, see the Deductions and Adjustments Worksheet on page 2. |
|   | • If you are single and have more than one job or are married and you and your spouse both work and the combined earnings from all jobs exceed $40,000 ($10,000 if married), see the Two-Earners/Multiple Jobs Worksheet on page 2 to avoid having too little tax withheld. |
|   | • If neither of the above situations applies, stop here and enter the number from line H on line 5 of Form W-4 below. |

---

**Employee’s Withholding Allowance Certificate**

<table>
<thead>
<tr>
<th>1</th>
<th>Your first name and middle initial</th>
<th>2</th>
<th>Your social security number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Last name</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Home address (number and street or rural route)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>City or town, state, and ZIP code</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Single</td>
<td>Married</td>
<td>Married, but withhold at higher Single rate. Note. If married, but legally separated, or spouse is a nonresident alien, check the “Single” box.</td>
</tr>
<tr>
<td>4</td>
<td>If your last name differs from that shown on your social security card, check here. You must call 1-800-772-1213 for a replacement card.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Total number of allowances you are claiming (from line H above or from the applicable worksheet on page 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Additional amount, if any, you want withheld from each paycheck</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I claim exemption from withholding for 2013, and I certify that I meet both of the following conditions for exemption.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Last year I had a right to a refund of all federal income tax withheld because I had no tax liability, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• This year I expect a refund of all federal income tax withheld because I expect to have no tax liability. If you meet both conditions, write “Exempt” here.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Under penalties of perjury, I declare that I have examined this certificate and, to the best of my knowledge and belief, it is true, correct, and complete.

**Employee’s signature**

(This form is not valid unless you sign it.)

<table>
<thead>
<tr>
<th>8</th>
<th>Employer’s name and address (Employer: Complete lines 8 and 10 only if sending to the IRS).</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Office code (optional)</td>
</tr>
<tr>
<td>10</td>
<td>Employer identification number (EIN)</td>
</tr>
</tbody>
</table>

Cat. No. 1022QG  Form W-4 (2013)

---
**Deductions and Adjustments Worksheet**

Note. Use this worksheet only if you plan to itemize deductions or claim certain credits or adjustments to income.

1. Enter an estimate of your 2013 itemized deductions. These include qualifying home mortgage interest, charitable contributions, state and local taxes, medical expenses in excess of 10% (7.5% if either you or your spouse was born before January 2, 1949) of your income, and miscellaneous deductions. For 2013, you may have to reduce your itemized deductions if your income is over $300,000 and you are married filing jointly or are a qualifying widow(er); $275,000 if you are head of household; $250,000 if you are single and not head of household or a qualifying widow(er); or $150,000 if you are married filing separately. See Pub. 505 for details.

2. Add lines 3 and 4 and enter the total. (Include any amount for credits from the Converting Credits to Withholding Allowances for 2013 Form W-4 worksheet in Pub. 505.)

3. Subtract line 2 from line 1. If zero or less, enter "-0-"

4. Enter an estimate of your 2013 nonwage income (such as dividends or interest)

5. Subtract line 4 from line 5. If zero or less, enter "-0-"

6. Add the amount on line 7 by $3,900 and enter the result here. Drop any fraction

7. Subtract line 6 from line 5. If zero or less, enter "-0-"

8. Divide the amount on line 7 by $3,900 and enter the result here. Drop any fraction

9. Enter the number from the Personal Allowances Worksheet, line H, page 1

10. Add lines 8 and 9 and enter the total here. If you plan to use the Two-Earners/Multiple Jobs Worksheet, also enter this total on line 1 below. Otherwise, stop here and enter this total on Form W-4, line 5, page 1

**Two-Earners/Multiple Jobs Worksheet** (See Two earners or multiple jobs on page 1.)

Note. Use this worksheet only if the instructions under line H on page 1 direct you here.

1. Enter the number from line H, page 1 (or from line 10 above if you used the Deductions and Adjustments Worksheet)

2. Find the number in Table 1 below that applies to the LOWEST paying job and enter it here. However, if you are married filing jointly and wages from the highest paying job are $65,000 or less, do not enter more than "3"

3. If line 1 is more than or equal to line 2, subtract line 2 from line 1. Enter the result here (if zero, enter "-0-"

4. Enter the number from line 2 of this worksheet

5. Enter the number from line 1 of this worksheet

6. Subtract line 5 from line 4

7. Find the amount in Table 2 below that applies to the HIGHEST paying job and enter it here

8. Multiply line 7 by line 6 and enter the result here. This is the additional annual withholding needed

9. Divide line 8 by the number of pay periods remaining in 2013. For example, divide by 25 if you paid every two weeks and you complete this form on a date in January when there are 25 pay periods remaining in 2013. Enter the result here and on Form W-4, line 6, page 1. This is the additional amount to be withheld from each paycheck

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**Privacy Act and Paperwork Reduction Act Notice.** We ask for the information on this form to carry out the Internal Revenue laws of the United States. Internal Revenue Code sections 3403(f)(2) and 6109 and their regulations require you to provide this information; your employer uses it to determine your federal income tax withholding. Failure to provide a properly completed form will result in your being treated as a single person who claims no withholding allowances; providing fraudulent information may subject you to penalties. Routine uses of this information include giving it to the Department of Justice for civil and criminal litigation; to cities, states, the District of Columbia, and U.S. commonwealths and possessions for use in administering their tax laws; and to the Department of Health and Human Services for use in the National Directory of New Hires. We may also disclose this information to other countries under a tax treaty, to federal and state agencies to enforce federal non-tax criminal laws, or to federal law enforcement and intelligence agencies to combat terrorism.

You are not required to provide the information requested on a form that is subject to the Paperwork Reduction Act unless the form displays a valid OMB control number. Books or records relating to a form or its instructions must be retained as long as their contents may become material in the administration of any Internal Revenue tax. Generally, tax returns and return information are confidential, as required by Code section 6103. The average time and expenses required to complete and file this form will vary depending on individual circumstances. For estimated averages, see the instructions for your income tax return.

If you have suggestions for making this form simpler, we would be happy to hear from you. See the instructions for your income tax return.
# MASSACHUSETTS EMPLOYEE’S WITHHOLDING EXEMPTION CERTIFICATE

**FORM M-4**

Print full name ....................................................... Social Security no. .......................................
Print home address .................................................. City, ....................... State ............... Zip ............

<table>
<thead>
<tr>
<th>Employee:</th>
<th>HOW TO CLAIM YOUR WITHHOLDING EXEMPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>File this form or Form W-4 with your employer. Otherwise, Massachusetts Income Taxes will be withheld from your wages without exemptions.</td>
<td>1. Your personal exemption. Write the figure “1.” If you are age 65 or over or will be before next year, write “2” ............</td>
</tr>
<tr>
<td>Employer:</td>
<td>2. If married and if exemption for spouse is allowed, write the figure “4.” If your spouse is age 65 or over or will be before next year and if otherwise qualified, write “5.” See Instruction C ......................................... ........</td>
</tr>
<tr>
<td>Keep this certificate with your records. If the employee is believed to have claimed excessive exemptions, the Massachusetts Department of Revenue should be so advised.</td>
<td>3. Write the number of your qualified dependents. See Instruction D ................................................. ........</td>
</tr>
<tr>
<td></td>
<td>4. Add the number of exemptions which you have claimed above and write the total ......................................</td>
</tr>
<tr>
<td></td>
<td>5. Additional withholding per pay period under agreement with employer $ _____________________</td>
</tr>
<tr>
<td></td>
<td>A. Check if you will file as head of household on your tax return.</td>
</tr>
<tr>
<td></td>
<td>B. Check if you are blind.</td>
</tr>
<tr>
<td></td>
<td>C. Check if spouse is blind and not subject to withholding.</td>
</tr>
<tr>
<td></td>
<td>D. Check if you are a full-time student engaged in seasonal, part-time or temporary employment whose estimated annual income will not exceed $8,000.</td>
</tr>
</tbody>
</table>

**EMPLOYER: DO NOT withhold if Box D is checked.**

I certify that the number of withholding exemptions claimed on this certificate does not exceed the number to which I am entitled.

Date. . . . . . . . . . . . . . . . . . . . . . . . . . . Signed ...............................................................................

THIS FORM MAY BE REPRODUCED

---

**THE COMMONWEALTH OF MASSACHUSETTS, DEPARTMENT OF REVENUE**

**A. Number.** If you claim more than the correct number of exemptions, civil and criminal penalties may be imposed. You may claim a smaller number of exemptions. If you do not file a certificate, your employer must withhold on the basis of no exemptions.

If you expect to owe more income tax than will be withheld, you may either claim a smaller number of exemptions or enter into an agreement with your employer to have additional amounts withheld.

You should claim the total number of exemptions to which you are entitled to prevent excessive overwithholding, unless you have a significant amount of other income.

If you work for more than one employer at the same time, you must not claim any exemptions with employers other than your principal employer.

If you are married and if your spouse is subject to withholding, each may claim a personal exemption.

**B. Changes.** You may file a new certificate at any time if the number of exemptions increases. You must file a new certificate within 10 days if the number of exemptions previously claimed by you decreases. For example, if during the year your dependent son’s income indicates that you will not provide over half of his support for the year, you must file a new certificate.

**C. Spouse.** If your spouse is not working or if she or he is working but not claiming the personal exemption or the age 65 or over exemption, generally you may claim those exemptions in line 2. However, if you are planning to file separate annual tax returns, you should not claim withholding exemptions for your spouse or for any dependents that will not be claimed on your annual tax return.

If claiming a wife or husband, write “4” in line 2. Using “4” is the withholding system adjustment for the $4,400 exemption for a spouse.

**D. Dependent(s).** You may claim an exemption in line 3 for each individual who qualifies as a dependent under the Federal Income Tax Law. In addition, if one or more of your dependents will be under age 12 at year end, add “1” to your dependents total for line 3.

You are not allowed to claim “federal withholding deductions and adjustments” under the Massachusetts withholding system.

If you have income not subject to withholding, you are urged to have additional amounts withheld to cover your tax liability on such income. See line 5.

---

**IF THE ALLOWABLE MASSACHUSETTS WITHHOLDING EXEMPTIONS ARE THE SAME AS YOU ARE CLAIMING FOR U.S. INCOME TAXES, COMPLETE U.S. FORM W-4 ONLY.**
Harvard University Employee Self Service
Online Direct Deposit Instructions

It is not necessary to submit a paper Direct Deposit form if you enter your Direct Deposit information into PeopleSoft using Employee Self Service.

All you need are your ID# and your PIN#:

- Go to [http://harvie.harvard.edu/systemsaccess/](http://harvie.harvard.edu/systemsaccess/) and click the “PeopleSoft Access” link in the center of the screen.
- Enter your ID# and PIN#, then click “Authenticate” to gain access to your personal PeopleSoft information.
- Click through the following path to access your direct deposit account information:
  Home > Self Service > Employee > Tasks > Direct Deposit

You can add, delete, or edit an account:

- To **ADD** an account, click the “Add an Account” button, fill in the information requested*, and click “Save.”
- To **DELETE** an account, click the “Delete” button, then click “Yes” or “No” when PeopleSoft asks for confirmation.
- To **EDIT** an account, click the “Edit” button, update the appropriate information*, and click “Save.”

After any update, be sure to review all your account information (percentages, amounts, balance account).

* PeopleSoft will ask for the “Transit Number/Bank ID”—this number is the nine-digit number in the bottom left corner of your check. The number to the right of the transit/bank ID on your check is your account number. (To the right of your account number, you will see your check number; DO NOT include this number as a part of your account number, as it will result in a data error with your bank and delay the receipt of your paycheck.)

* Include all zeros in your account number, but do not enter any special characters such as dashes or spaces. For example, if your account number is 00012-345, enter 00012345.

Please note that when you initiate direct deposit or change your bank account information, the first check after you submit the information will be a live check. This allows us to validate your bank account number and transit/routing number prior to initiating electronic deposits into your account.

If you do not have a PIN #...
...go to [www.pin.harvard.edu](http://www.pin.harvard.edu) to request one.

If you do not have access to a computer...
...complete the Harvard University Direct Deposit Form (available from your local Human Resources office or the Central Payroll office) and submit to Central Payroll.

If you need assistance or have any questions...
...call the Payroll Hotline at x53001.
# Harvard University Direct Deposit Authorization Form

Name: __________________________   HUID (first 8 digits on your card): __ __ __ __ __ __ __ __  
SSN: __ __ __ - __ __ - __ __ __ __   Daytime Phone or Email: ____________________________

I hereby authorize the Harvard Central Payroll Office to:

- [ ] Start Direct Deposit
- [ ] Stop All Direct Deposit
- [ ] Change my Direct Deposit as follows:
  - [ ] Change all (a change all replaces the direct deposit authorization currently on file. Fill in every line of bank information to show how your check should now be deposited)
  - [ ] Add new account (existing accounts will remain unchanged)
  - [ ] Remove one account (other accounts will remain unchanged, but keep in mind you must have one balance account)

Note: If you are signing up for direct deposit for the first time or have elected “change all” above, you must complete line number 1 below. Line numbers 2, 3 and 4 are optional: use these lines to authorize Harvard to directly deposit fixed dollar amounts or percentages of your pay into additional accounts. Please attach a voided check for each checking account listed below.

---

### YOU MUST HAVE ONE BALANCE ACCOUNT

<table>
<thead>
<tr>
<th></th>
<th>Bank Name:</th>
<th>Routing #: __ __ __ __ __ __ __ __ __</th>
<th>Account #: ______________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>9 digits</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>9 digits</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>9 digits</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>9 digits</td>
<td></td>
</tr>
</tbody>
</table>

- [ ] Checking  (attach voided check)  
  - [ ] Savings

Fixed amount: $ _________  
or Percentage: _________%

---

I acknowledge that my pay information is online, and I have received instructions on how to access this information. At this time, I choose to receive a paper copy of my pay advice but understand that I can go online at any time and choose to discontinue receiving the paper copy.

I authorize Harvard University to deposit my net pay via direct deposit to my account(s) as indicated above. If funds to which I am not entitled are deposited to my account(s), I authorize the University to direct the financial institution(s) to return said funds.

I understand that it is my responsibility to verify that payments have been credited to my account(s) and that the University assumes no liability for overdrafts for any reason. I understand that in the event that my financial institution(s) is/are not able to deposit any electronic transfer into my account due to any action I take, the University cannot issue the funds to me until the funds are returned to the University by financial institution(s).

I understand this authorization will override any previous authorization and will remain in effect until revoked by my written request. I understand that I must immediately notify the Payroll Office before I close any/all account(s) listed above while this authorization is in effect.

Employee Signature ___________________________________________  
Date ________________________

---

Send completed form to:  
Harvard University Central Payroll  
1033 Massachusetts Ave., 2nd Floor  
Cambridge, MA 02138
Instructions for Processing a New Appointment in ASPerIN

Once your final candidate accepts the formal offer from FAS HR and, in the case of staff new to Harvard, he or she has completed the necessary new hire paperwork (I-9, W-4, M-4) you are ready to process their appointment. Much of the information you will need can be found on the new hire paperwork, the offer letter, and the ASPIRE requisition.

1. Log in to ASPerIN (https://asperin.fas.harvard.edu)
2. Click “Actions” from horizontal menu bar on the top of the window
3. Click “Appointment” from the vertical menu on the left of the window
4. Click “New Appt” on Appointment submenu in left menu bar
5. The option to “Obtain a position by: Searching for an existing ASPerIN position” will be automatically selected
6. Under “Search Criteria for ASPerIN Positions” select the appropriate department from the drop down menu
7. Most new appointments involve an open position. If so, select “Open” from the Status drop down menu. If the position you will use is currently filled (for example if there will be an overlap between the incumbent and the new hire), select “Filled” from the Status drop down menu.
8. For quicker searching, enter the Position # in the open field, or the Incumbent’s first and/or last names.
9. Click Submit
10. If multiple positions are returned from your search criteria, select the correct position by clicking on the Position Name from the list.
11. This will bring you to screen 2 Appointment Info
12. The title will automatically populate from the position title. In some rare cases, you may want to edit this. The appointment title will supersede the position title if they are different.
13. Enter the Appt. Start Date
14. For term positions, or grant funded positions with a known end date, enter the Appt. End Date
15. Click on “Update from Requisition” and select the appropriate Requisition from the pop up list of open requisitions in your department. If the correct requisition number does not appear in the listing, this field can be manually entered.
16. The Job Code and Union Status will automatically populate from the position information.
17. Enter the Hrs/Wk
18. Enter the Annual Salary or Hourly Amt. All four salary fields will fill after one is completed.
19. Enter the 33-digit codes and accompanying percentages to which the salary will be distributed.
20. Click “Continue” to proceed to screen 3 Person Info
21. If the new hire is new to Harvard, click on “new person”. If the new hire is a transfer from another department or school, enter their Harvard ID. Alternatively you can enter their first and last name, but this is not as reliable a method for pulling the correct employee record.

22. If you are appointing a new person
   a. The University ID and Name Key will remain blank until the appointment is processed
   b. Enter the SSN
   c. Enter the names (last, first, middle)
   d. Click “Update from Requisition” to fill fields from data loaded into ASPIRE, or you can manually enter the employee’s residential address and contact information.
   e. Enter the university mailing address using the location code search function, and the employee’s office phone number.
   f. Select the appropriate email address option.
   g. If known, enter the contact information for the employee’s emergency contact (optional).
   h. Enter the employee’s Sex
   i. Enter the employee’s Date of Birth
   j. Enter the employee’s I-9 status
   k. Enter the employee’s Marital Status
   l. Check the appropriate box for the employee’s ethnicity
   m. Enter the employee’s educational information using the search functions (optional)
   n. Enter the employee’s high education level (optional).

23. If you are appointing a transferring employee, complete any information that does not automatically fill in the form. Note if the employee’s address has changed since their record was last updated.
   a. Note that when an employee transfers from outside of FAS, their sex, date of birth, I-9 and marital status will not automatically fill. You will need to obtain this information from the employee before processing the appointment.

24. Click Continue to proceed to screen 4 Additional Info

25. Select the appropriate option from the “Action” drop down menu.
   a. If this is a new employee to Harvard, select “Hire”
   b. If this is a transferring employee, select “Transfer”
      i. Select the appointment to be superseded in the “Supersedes” drop down menu
   c. If this is a promotion for an employee already in your department, select “Promotion”
      i. Select the appointment to be superseded in the “Supersedes” drop down menu
26. Enter the employee’s regular work schedule. This schedule will feed into PeopleSoft Time & Labor and Absence Management so it is important to be as accurate as possible.

27. Add any comments in the comment field. It is helpful to note in transfer actions what position will be superseded. Be sure to include anything unusual about the appointment, such as noting that the new hire will overlap with the incumbent.

28. Click “Continue”

29. Click “Submit the action for approval to the next level” if you are ready to do so. Alternatively you can save the action for submission at a later time.

30. The action will then be routed to FAS HR for approval, and then to FAS Payroll for entry into PeopleSoft.
Appendix B: Basic Qualifications (for Use in Writing Job Descriptions)

Basic qualifications are determined before you begin to recruit for a position, and must be included in job advertisements, including ASPIRE postings. These qualifications are:

- **Non-Comparative** (e.g., three years’ experience in a particular position, rather than a comparative requirement such as “must have the most years’ experience, among candidates”) (see page 14, Basic Qualifications);

- **Objective** (e.g., a Bachelor’s degree in Accounting, but not “a technical degree from a good school”);

- **Relevant** to the performance of the particular position; and

- **Demonstrable** by evidence or statements in the applicant’s “expression of interest” (resume or cover letter)

As a federal contractor, Harvard must solicit and retain demographic information for individuals who apply for employment through ASPIRE, and for applicants who meet the basic qualifications for the position they applied for. Thus, establishing basic qualifications helps us determine which applicants to include and which to exclude for purposes of Harvard’s Affirmative Action record keeping responsibilities.

**Distinguishing “Basic Qualifications” From “Additional Qualifications” in ASPIRE**

When posting a position in ASPIRE, you will need to list certain job qualifications as “basic qualifications” and others as “additional qualifications.” Note that there is no harm in listing something as an “additional qualification” if it is not a basic qualification; the “additional qualification” designation does not limit your ability to use that qualification as a basis for selection among applicants for the position.
To determine where to place a particular qualification:

1. Make separate lists of qualifications that are required and those that are preferred.

2. Determine which of the required qualifications meet or *can be refined to meet* the criteria for “basic qualifications” outlined above (non-comparative, objective, relevant, and demonstrable). List these in the Basic Qualifications section of the requisition. Please note that for HUCTW positions, basic qualifications must be comparable to those listed in the generic job descriptions. ([http://harvie.harvard.edu/Policies_Contracts/Union_Contracts/HUCTW_Generic_Job_Descriptions/](http://harvie.harvard.edu/Policies_Contracts/Union_Contracts/HUCTW_Generic_Job_Descriptions/))

3. List those required qualifications that do not meet the basic qualifications criteria in the Additional Qualifications section of the form.

4. Preferred qualifications also get listed in the Additional Qualifications section of the requisition.

   Again, *a job qualification may still be a required qualification even if it does not meet all the criteria for a “basic qualification”*. For example, “excellent interpersonal skills” may be critical to the ability to perform a particular job. However, because this characteristic is subjective (i.e., not objective, as required to be deemed a “basic qualification”) and not demonstrable in the applicant’s “expression of interest,” this qualification cannot be listed as a basic qualification. Instead, it would be listed under “additional requirements” in the job posting form, but would still be paramount in evaluating candidates throughout the selection process. Here are some other qualifications that might be absolute requirements but would not be considered “basic qualifications:”

   - excellent organizational skills,
   - excellent communication skills,
   - strong leadership skills,
   - strong analytical abilities,
   - problem-solving abilities, and
   - detail oriented

5. In some cases, a required qualification can be re-framed so that you may use it as a “basic qualification.” For example, if the position requires a “Bachelor’s degree from a good school,” that description falls short of the “objective” requirement for basic qualifications, as “good school” is a subjective judgment. However, you might consider instead the more objective “Bachelor’s degree required,” “B.S. in Accounting or Finance required,” or “four year degree required.” List a degree requirement as a basic requirement only if you are sure that you will not want to consider anyone who does not possess it, regardless of their overall qualifications.
Appendix C: Team Interviewing Process (TIP)
Frequently Asked Questions

1. **Q:** What is the advantage of including subject-matter experts or customers in my interview and selection of new staff?

   **A:** Subject-matter experts are best able to evaluate whether a candidate has the level of skills and depth of experience needed to perform particular responsibilities required for the position. Customers can help you judge whether a candidate understands the departmental needs, and whether the candidate will be successful in interacting with customers generally. This input contributes to making the right hiring decision, thus avoiding “bad hires” and costly turnover. Further, the inclusion of subject-matter experts and customers at this earliest stage of a new hire’s employment in your department plants the seeds for successful on-boarding and positive relationships going forward.

2. **Q:** Who makes the final hiring decision?

   **A:** The hiring manager. The role of subject-matter experts and customers is to provide feedback and advice to inform the department’s hiring decision.

3. **Q:** What should I do if a subject-matter expert or customer does not respond in a timely way to my request to be part of the interview and selection process?

   **A:** Subject-matter experts or customers should respond to your invitations in a timely manner—after all, they, too, have a stake in the process. Be sure to provide a deadline for response that communicates the time sensitive nature of the request, and follow up with the person if necessary. If your efforts are not successful, contact FAS Recruitment Services or your HR Consultant for help.

4. **Q:** What happens if I am ready to make an offer but realize that I did not include a subject-matter expert or customer in the hiring process?

   **A:** You will need to confer with your HR Consultant or Ad Dean if this happens. As part of the formal offer process, FAS Recruitment Services will ask if the subject-matter expert and/or customer were included in the hiring process. A formal offer should not be made unless one or both of these stakeholders has been included in the process.
5. **Q**: What kinds of input will the subject-matter experts or customers provide?

**A**: Subject-matter experts or customers can review resumes and applications to determine whether a candidate has the threshold experience, skill, and other qualifications and qualities they view as important to the position. At interviews, the subject-matter expert will ask questions to ascertain that the candidate has the required level of competency in the functional area, such as finance, research administration, information technology or human resources. For example, an HR subject-matter expert might ask about a candidate’s experience managing various leaves of absence. During interviews the customer might describe his or her department’s needs, their style in working with the hiring department, and the skill set of a person who, in the customer’s view, would do well in the position; and the customer would ask questions aimed at revealing whether the candidate is able to understand the needs of the customer and would interact positively with them.

6. **Q**: Does this process apply to internal candidates? Suppose I am already familiar with a candidate’s work at Harvard.

**A**: Yes. The team interviewing process is, quite simply, a best hiring practice. The considerations underlying this process—the desirability of including key stakeholders in decision-making and strengthening interdepartmental relationships—exist whether your potential hire is an external or internal candidate. Also, even if you are familiar with the candidate, there may be additional, perhaps important, information that only a subject-matter expert or customer can provide. We do, however, realize there may be unique factors that may not necessitate your following this process for a particular internal candidate. In this case, please contact FAS Recruitment Services or your HR Consultant to discuss the best course to follow in making an offer.
Appendix C: Team Interviewing Process (TIP)

Customer Participation

When FAS Finance, Research Administration, or Human Resources is hiring for positions that provide departmental support, representatives from the appropriate customer departments will be included in the hiring process.

<table>
<thead>
<tr>
<th>FAS Finance</th>
<th>Research Administration Services (RAS)</th>
<th>FAS Human Resources (HR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact: Gail Pisapio <a href="mailto:gpisapio@harvard.edu">gpisapio@harvard.edu</a></td>
<td>Contact: Pat Fitzgerald <a href="mailto:pwf@fas.harvard.edu">pwf@fas.harvard.edu</a></td>
<td>Contact: Sandy Stergiou <a href="mailto:stergiou@fas.harvard.edu">stergiou@fas.harvard.edu</a></td>
</tr>
<tr>
<td>Backup contact: Susan Duda <a href="mailto:smduda@fas.harvard.edu">smduda@fas.harvard.edu</a></td>
<td>Backup contact: Karen Woodward Massey <a href="mailto:kwmassey@fas.harvard.edu">kwmassey@fas.harvard.edu</a></td>
<td>Backup contact: FAS Recruitment Services <a href="mailto:recruitment@fas.harvard.edu">recruitment@fas.harvard.edu</a></td>
</tr>
</tbody>
</table>

Collaboration Approach and Positions Impacted

**Step 1**
Interview and Selection Process

- When FAS Finance positions grade 57 and above are posted in ASPIRE, FAS Recruitment Services notifies the divisional representative, who identifies the appropriate customer(s) to include in the interview and selection process.

- When RAS positions grade 55 and above are posted in ASPIRE, FAS Recruitment Services notifies the divisional representative, who identifies appropriate customer(s) to include in the interview and selection process.

- When FAS HR positions grade 57 and above are posted in ASPIRE, FAS Recruitment Services notifies the divisional representative, who identifies appropriate customer(s) to include in the interview and selection process.

**Step 2**
Feedback / Offer Process

- **FAS Finance**
  - Customer(s) provide feedback via ASPIRE FAS Candidate Interview Feedback Form to Gail Pisapio and the HR Consultant for FAS Finance.
  - When determining salary with FAS Finance (before verbal offer), HR Consultant confirms that customer(s) was included in the interview and selection process.
  - FAS Recruitment Services manages screening and offer letter process.

- **Research Administration Services (RAS)**
  - Customer(s) provide feedback via ASPIRE FAS Candidate Interview Feedback Form to Pat Fitzgerald and HR Consultant for RAS.
  - When determining salary with RAS (before verbal offer), HR Consultant confirms that customer(s) was included in the interview and selection process.
  - FAS Recruitment Services manages screening and offer letter process.

- **FAS Human Resources (HR)**
  - Customer(s) provide feedback via ASPIRE FAS Candidate Interview Feedback Form to Sandy Stergiou in FAS HR.
  - FAS Recruitment Services manages screening and offer letter process.
HR Consultants

Ann Marie Acker aacker@fas.harvard.edu
Anna Anctil anctil@fas.harvard.edu
Bob Bellantuoni rbellantuoni@fas.harvard.edu
Gary Cormier gcormier@fas.harvard.edu
Andrea Kelton-Harris alharris@fas.harvard.edu
Aatiyah Paulding apaulding@fas.harvard.edu
Elise Sacchetti esacchet@fas.harvard.edu
Etaine Smith etainensmith01@fas.harvard.edu
Sandy Stergiou stergiou@fas.harvard.edu

For a list of HR Consultants and their departments, visit: http://www.hr.fas.harvard.edu/consultants.
Appendix C: Team Interviewing Process (TIP) Subject-Matter Expert Participation

In an effort to evaluate candidates most effectively, when departments are hiring for functional positions with financial, research administration, or information technology components, or are hiring a Department Administrator, representatives from the appropriate office will be included in the hiring process.

<table>
<thead>
<tr>
<th>Positions with Financial Components</th>
<th>Positions with Research Administration Components</th>
<th>Department Administrator Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact: Gail Pisapio</td>
<td>Contact: Pat Fitzgerald</td>
<td>Contact: HR Consultant</td>
</tr>
<tr>
<td><a href="mailto:gpisapio@harvard.edu">gpisapio@harvard.edu</a></td>
<td><a href="mailto:pfw@fas.harvard.edu">pfw@fas.harvard.edu</a></td>
<td></td>
</tr>
<tr>
<td>Backup contact: Susan Duda</td>
<td>Backup contact: Karen Woodward Massey</td>
<td>Backup contact: FAS Recruitment</td>
</tr>
<tr>
<td><a href="mailto:smduda@fas.harvard.edu">smduda@fas.harvard.edu</a></td>
<td><a href="mailto:kwmassey@fas.harvard.edu">kwmassey@fas.harvard.edu</a></td>
<td>Services <a href="mailto:recruitment@fas.harvard.edu">recruitment@fas.harvard.edu</a></td>
</tr>
</tbody>
</table>

Collaboration Approach and Positions Impacted

<table>
<thead>
<tr>
<th>Step 1 Development of Job Description</th>
<th>Step 2 Interview and Selection Process</th>
<th>Step 3 Interview and Selection Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR Consultant collaborates with</td>
<td>FAS Recruitment Services</td>
<td>The HR Consultant will participate as</td>
</tr>
<tr>
<td>Department Administrators and FAS Finance to develop job descriptions for:</td>
<td>notifies Gail Pisapio when a position is posted in ASPIRE. Gail identifies the FAS Finance subject-matter expert to include in the interview and selection process for:</td>
<td>part of the search team in the interview and selection process for:</td>
</tr>
<tr>
<td>• Finance positions grade 57 and above</td>
<td>• Finance positions grade 57 and above</td>
<td>• Department Administrator positions (regardless of grade)</td>
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<tr>
<td>• Department Administrator positions (regardless of grade)</td>
<td>• Department Administrator positions (regardless of grade)</td>
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<tr>
<td>• Lab Director positions</td>
<td>• Lab Director positions</td>
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<tr>
<td>• Tub Financial Officer positions</td>
<td>• Tub Financial Officer positions</td>
<td></td>
</tr>
<tr>
<td>HR Consultant collaborates with</td>
<td>FAS Recruitment Services</td>
<td></td>
</tr>
<tr>
<td>Department Administrators and RAS to develop job descriptions for:</td>
<td>notifies Pat Fitzgerald when a position is posted in ASPIRE. Pat identifies the RAS subject-matter expert to include in the interview and selection process for:</td>
<td></td>
</tr>
<tr>
<td>• Grant Administrator positions grade 55 and above</td>
<td>• Grant administration positions grade 55 and above</td>
<td></td>
</tr>
<tr>
<td>HR Consultant collaborates with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chair, Administrative Dean, Director and/or out going Department Administrator to develop job descriptions for:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Department Administrator positions (regardless of grade)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 3 Feedback / Offer Process</td>
<td>Collaboration Approach and Positions Impacted</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| FAS Finance subject-matter expert provides feedback via ASPIRE FAS Candidate Interview Feedback Form to hiring department Department Administrator and HR Consultant.  
When determining salary with hiring department (before verbal offer), HR Consultant confirms that the subject-matter expert was included in the interview and selection process.  
FAS Recruitment Services manages screening and offer letter process. | RAS subject-matter expert provides feedback via ASPIRE FAS Candidate Interview Feedback Form to hiring department Department Administrator and HR Consultant.  
When determining salary with hiring department (before verbal offer), HR Consultant confirms that the subject-matter expert was included in the interview and selection process.  
FAS Recruitment Services manages screening and offer letter process.  

HR Consultant will partner with the search team to evaluate and provide candidate feedback.  
FAS Recruitment Services manages screening and offer letter process. |
Appendix D: Behavioral Interview Questions: Deciding What to Ask

Take time to identify the competencies and capabilities that are vital to the position you are seeking to fill. The questions below are designed to reveal some of the most commonly-needed competencies: Adaptability, Civility, Commitment, Communication Skills, Dealing with Pressure, Planning and Organizational Skills, Positive Relationship Building, Producing Results, and Management and Leadership. (Note: some questions address several competencies, and may appear more than once below.)

**Adaptability**

- Describe a time when you took a new job that required a much different set of skills, and how you went about learning your new job.

- Have you had an occasion when a prior strength actually turned out to be a weakness in another setting? How did you cope?

- Describe a time when you’ve been in a situation where deadlines and priorities changed frequently or rapidly. How did you handle the situation?

- People react differently when job demands are constantly changing. Give an example of a time when you had to quickly change project priorities. What was the outcome?

- Give an example of a time when you had to adapt to a new process. What did you do and why?

**Civility**

- What is your personal philosophy for showing respect to colleagues that you work with? Can you give an example of how your behavior aligns with this philosophy toward those that you work with?

- Tell me about a time when you were in the midst of a frustrating situation and you needed to maintain your equilibrium and good humor, even when others were not behaving appropriately. What were the circumstances? What did you do? Was there something that you wished you had done differently?

- Talk about a situation from your past where you had to take into consideration the feelings, reactions and comfort level of others in your organization. What was the situation and how did you factor in these additional considerations?

- When you are frustrated by a co-worker’s behavior or actions (whatever they might be), what kinds of things do you do or say to let them know that you are frustrated. Give me an example. How did it work to resolve the situation?
• Tell me about a time when you were challenged by a situation where others were behaving in an inappropriate or uncivil way. Did you find yourself acting that way as well, or did your behavior follow a different route? How did things turn out?

• Tell me about a time when you observed a colleague engage in uncivil behavior toward another employee. When you've experienced or observed behavior like this at work, does the behavior bother you? In these instances, what did you do, who did you consult?

• How would you describe the level of civility or politeness of your organization? In which areas do you feel comfortable and uncomfortable with it?

**Commitment**

• Can you tell me of a time when you had to go above and beyond your regular job responsibilities? What was the situation and how were you able to accomplish your goals?

• Can you tell me of a time when you changed a process or procedure to make your department or organization more effective?

• What was the most difficult aspect of your previous position and how did you deal with that aspect?

• What major obstacle(s) did you face that threatened your success in your last role, or in a particular project, and how did you overcome it?

**Communication Skills**

• Give an example of how you think about your audience before communicating with them. What factors influence your communications?

• What do you consider when deciding whether to communicate in writing, by phone, or face-to-face?

• Describe a time you used your communication skills to negotiate with an angry person. How did it turn out?

• Tell me about a time when effective listening skills helped you in a problematic situation.

• What do you do when you think someone is not listening to you?

• Describe a time when you were able to overcome a communication barrier. What steps did you take and why?

• Describe a presentation you recently gave. How did you approach the presentation? How did you communicate the materials?

• As a manager, tell me about your experience in explaining or giving instructions to another person.

• Can you tell me about a time when you had to communicate complex information to someone who was not knowledgeable with the “language”? How did you go about doing this?

• Tell me about a time when you had to get clarification on a request that was vague. What did you do?

• Tell me about a time when you felt that someone on your team was not contributing enough. How did you approach them? What was the outcome?
**Dealing with Pressure**

- Tell me about a time when you had to re-prioritize your work and still managed to meet all your commitments. What steps did you take?

- Tell me about a time when a major issue popped up at the end of the workday. What happened? How did you handle it?

- Tell me about a difficult decision you had to make under the pressure of an unexpected deadline. What was the situation? Why was it difficult? What was the decision? What was the outcome?

- Tell me about a time when you could not accomplish a task within a deadline. Why not? How did you address this?

**Planning and Organizational Skills**

- When have you found it useful to develop checklists, procedures, or methods to help cope with a high volume of work?

- Tell me about a time when you had to deal with an unstructured work environment.

- How do you organize your work during a typical day?

- How do you determine which responsibilities are a priority? What methods do you use to ensure that all priorities are met?

**Positive Relationship Building**

- How do you go about forming relationships with your colleagues, managers, and peers?

- Can you give me an example of when you had to deal with a difficult person? What was the situation? What was your relationship to the individual? How did you approach the conversation? What was the end result?

- Can you tell me of a time when you had to present a new, untested idea to your manager? What was your approach? What was the outcome?

- Can you tell me about a time when you were challenged on a decision? What did you say?

- Can you tell me about a time when you provided constructively critical feedback to a colleague or direct report? What did you say and how did it go?

- How do you go about taking the initiative to get the information you need to get your work done (specifically from other co-workers)?

- Tell me about a time when you felt someone on your team was not contributing fully to their work. How did you approach them? What was the outcome, in terms of the relationship and initiative?
Producing Results (deliverables)

- Tell me about a project or responsibility in which you were involved and are proud of the outcome. What was expected? What were the results? How did you face the challenges?

- Tell me about a responsibility you were given and had no previous knowledge of how to accomplish. How did you react? What was the outcome?

- Tell me about a difficult situation you had to make under the pressure of an unexpected deadline. What was the situation and why was it difficult? What decision did you make and what was the outcome?

- Tell me about a time when you could not accomplish a responsibility within a deadline. Why not? How did you address this with your manager?

- Tell me about a time when you felt someone on your team was not contributing enough to an initiative. How did you approach them? What was the outcome of the initiative and how was your relationship with this person impacted?

- Describe a time you had to analyze data in order to produce a particular product, program, or result. How did you gather the data? How much time was spent and how was the information presented? What was the end result?

Management and Leadership (if appropriate)

- Tell me about a time when, as a manager, you were successful at getting someone to change an ineffective behavior. How did you approach the situation?

- Tell me about a time when you had to assemble a team for a project. How did you go about doing this and why did you choose these individuals?

- Describe a time when you had to lead a group through some major changes.

- When did you feel your leadership was most tested? What did you do as a result?

- Tell me about a time when you helped a direct report advance his or her career.

- Tell me about a time you had to give difficult performance feedback to someone on your team.

- Can you tell me of a time when you had to let someone go?

- Tell me about a time when you felt that your team did not agree with your decisions. How did you go about persuading them to see your perspective? What was the outcome?

- Tell me about a time when you felt someone on your team was not contributing enough to a task. How did you approach them? What was the outcome of the task?
Appendix E: Guide to Legally Permissible Interview Questions and Discussions

It is important to keep in mind when designing interview questions—and throughout all your interactions with job candidates—that your aim is to find a qualified person to fill a position. Employment and civil right laws protect job-seekers from being excluded because of factors unrelated to their qualifications.

**Important**

All settings where you interact with job candidates, including informal gatherings with any members of the Harvard community—even those who are not on the interview team—are considered to be part of the interview. Everyone who will have contact with candidates should understand which areas are appropriate for questioning and discussion.

The chart on the following pages offers some guidelines as to specific questions you may and may not ask. As a precaution, check with your FAS HR Consultant or FAS Recruitment Services if you are unsure about whether or not certain types of questions would be appropriate to ask.
It is important to keep in mind when designing interview questions—and throughout all your interactions with job candidates—that your aim is to find a qualified person to fill a position. Employment and civil right laws protect job-seekers from being excluded because of factors unrelated to their qualifications.

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<table>
<thead>
<tr>
<th>Topic</th>
<th>Cannot Ask</th>
<th>Can Ask</th>
</tr>
</thead>
</table>
| **Address/Length of Residence** | • About foreign addresses that would indicate national origin (such as birthplace)  
• Names or relationships of people with whom applicant lives  
• Whether applicant owns or rents | • How long have you lived in (city, town)?  
• Phone number and other contact information |
| **Age**                     | • Age or date of birth  
• Questions that would tend to identify persons who are 40 and older ("Do you remember being at work before e-mail was introduced?") | • If a minor, require proof of age in the form of a work permit or certificate of age  
• If age is a legal requirement, can ask, “If hired, will you be able to furnish a proof of age?” |
| **Arrest and Conviction**   | • Have you ever been arrested?                                                | • If you wish to ask about someone’s criminal record, consult your HR Consultant |
| **Attendance, Reliability** | • Number and/or ages of children?  
• Who is going to babysit?  
• What is your religion?  
• Do you have pre-school age children at home?  
• Do you have a car? | • What hours and days can you work?  
• Are there specific times that you cannot work?  
• Do you have any responsibilities that will interfere with specific job requirements such as traveling? |
| **Citizenship/National Origin** | • What is your national origin?  
• Are you native-born or a naturalized citizen?  
• Where are your parents from?  
• What is your maiden name? | • Are you authorized to work in the United States?  
• Have you ever worked under a different name? |
| **Credit Record**           | • Do you own your home?  
• Have your wages ever been garnished?  
• Have you ever declared bankruptcy? | • No questions. |
| **Disabilities, Handicaps, Illness** | • Do you have any (job) disabilities?  
May not ask:  
• About the nature of or severity of a disability/handicap;  
• Have you ever been addicted to illegal drugs or treated for drug or alcohol abuse, ever received workers compensation, or been hospitalized/treated for physical or mental health conditions, or ever been absent from work due to illness? | • Can you perform the duties of the job you are applying for (describe duties to candidate)?  
• Can you meet the attendance requirements?  
• What was your attendance record at your prior job? |
| **Worker’s Compensation**   | • Have you ever filed for worker’s compensation?  
• Have you had any prior work injuries? | • No questions. |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Cannot Ask</th>
<th>Can Ask</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>• When did you graduate from high school or college?</td>
<td>• Do you have a high school diploma or equivalent?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Do you have a university or college degree?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What academic, professional, vocational schools did you attend?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can you provide us with an official transcript?</td>
</tr>
<tr>
<td>Gender</td>
<td>• Do you wish to be addressed as Mr.?, Mrs.?, Miss?, or Ms.?</td>
<td>• Generally, no questions may be asked about gender unless gender is a bona fide occupational qualification (e.g. locker room attendant).</td>
</tr>
<tr>
<td></td>
<td>• What is your maiden/birth name?</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>• What is your native language?</td>
<td>• What languages do you speak and write fluently? (If the job requires additional languages.)</td>
</tr>
<tr>
<td></td>
<td>• Inquiry into how candidate acquired ability to read or write or speak a foreign language.</td>
<td></td>
</tr>
<tr>
<td>Military Record</td>
<td>• What type of discharge did you receive?</td>
<td>• What type of education, training, work experience did you receive while in the military?</td>
</tr>
<tr>
<td>Organizations</td>
<td>• List all clubs, societies and lodges to which you belong.</td>
<td>• Inquiry into candidate’s membership in organizations which the candidate considers relevant to his or her ability to perform job.</td>
</tr>
<tr>
<td>Parental Status</td>
<td>• Inquiry into whether candidate has children, plans to have children, or has child care arrangements.</td>
<td>• May ask if candidate can meet specified work schedules or has activities, commitments, or responsibilities that may prevent him or her from meeting work attendance requirements. If such questions are asked, they must be asked of both sexes.</td>
</tr>
<tr>
<td>Physical Features</td>
<td>• It is illegal to ask about weight, height, impairment or other non-specified job-related physical data.</td>
<td>• No questions.</td>
</tr>
<tr>
<td>Race or Color</td>
<td>• Complexion or color of skin.</td>
<td>• No questions.</td>
</tr>
<tr>
<td>Reference Checking</td>
<td>• What is your father’s surname?</td>
<td>• By whom were you referred for this position?</td>
</tr>
<tr>
<td></td>
<td>• What are the names of your relatives?</td>
<td>• Names of people willing to provide references.</td>
</tr>
<tr>
<td>Religion or Creed</td>
<td>• Inquiry into candidate’s religious denomination, religious affiliations, church, parish, pastor or religious holidays observed.</td>
<td>• Can advise candidate about normal hours and days of work required by the job to avoid possible conflict with religious or other observances.</td>
</tr>
<tr>
<td></td>
<td>• Willingness to work any particular religious holiday.</td>
<td></td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td>• No questions.</td>
<td>• No questions.</td>
</tr>
</tbody>
</table>