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As a new academic year begins, I’d like to thank you for taking on a leadership position as director of graduate studies for your graduate program. At the GSAS, our mission is to identify and attract the most promising students, bring them together to form a dynamic and diverse community, and shape them into visionary scholars, innovative educators, and creative leaders. You provide an important connection between academic departments and programs and the GSAS, so that we can collectively serve our students in the most effective way.

As a director of graduate studies, you play a critical role in helping GSAS students navigate the resources available to them to thrive in graduate school. This handbook is designed to provide you with information on academic advising, professional development, financial aid, and minority student recruitment and retention. The section on Student Affairs describes how to handle student emergencies and explains the services available for certain student populations, such as our international students and those with families.

I encourage you to read through this handbook and familiarize yourself with the GSAS and Harvard resources available to our students. As a director of graduate studies, you don’t have to have all the answers—but I hope that this handbook will provide you with a road map of where to find the assistance and the information that is relevant to meeting your students’ needs.

Thank you again for taking on this vital role.
DIRECTORS OF GRADUATE STUDIES
2015–2016

African and African American Studies Department
Marla Frederick
American Studies
Joyce Chaplin
Anthropology Department
Mary Steedly
Architecture, Landscape Architecture and Urban Planning
Erica Naginski
Astronomy Department
John Asher Johnson
Biological Sciences in Dental Medicine
Bjorn Olsen
Biological Sciences in Public Health Committee
Brendan Manning
Biological Sciences in Public Health Committee
Catherine Dulač
Biology, Organismic and Evolutionary
Elena Kramer and Peter Girguis
Biophysics Committee
James Hogle
Biostatistics
Paige Williams
Business Economics Committee
John Korn
Celtic Languages and Literatures
Tomás Ó Cathasaigh and Catherine McKenna
Chemical Biology
Daniel Kahne and Suzanne Walker
Chemical Physics Committee
Daniel Nocera
Chemistry and Chemical Biology
Daniel Nocera
Classics Department
Jeremy Rau
Comparative Literature
Karen Thornber
Earth and Planetary Sciences Department
Eli Tziperman and David Johnston
East Asian Languages and Civilizations
Wai-yee Li
Economics Department
Alberto Alesina
Education
Nonie Lesaux
Engineering and Applied Sciences
David Brooks, Leslie Valiant, Federico Capasso,
Ariel Amir, Fawwaz Habbal
Film and Visual Studies
Deirdre Lynch and Daniel Donoghue
Germanic Languages and Literatures
Carrie Lambert-Beatty
Government Department
Judith Ryan
Health Policy Committee
Dustin Tingley
History Department
Katherine Swartz
History of Art and Architecture
Alison Frank Johnson
History of Science Department
David Roxburgh
Human Evolutionary Biology
Elizabeth Lunbeck
Inner Asian and Altaic Studies
Maryellen Ruvolo
TBD
Linguistics Department
Mathematics Department
Medical Sciences
Middle Eastern Studies Committee
Music Department
Near Eastern Languages and Civilizations
Organizational Behavior Committee
Philosophy Department
Physics Department
Political Economy and Government
Psychology Department
Public Policy Committee
Regional Studies—East Asia Committee
Regional Studies: Russia, E. Europe, Central Asia
Religion, Committee on the Study of
Romance Languages and Literatures
Slavic Languages and Literatures
Social Policy
Sociology Department
South Asian Studies
Statistics Department
Systems Biology

C.-T. James Huang
Mark Kisin
David Cardozo
Cemal Kafadar
Alexander Rehding
Malika Zeghal
John Korn
Mark Richard
Vinothan Manoharan
Robert Stavins
George Alvarez
Robert Stavins
Karen Thornber
Rawi Abdelal and Alexandra Vacroux
Malika Zeghal
Josiah Blackmore
Michael Flier
Jennifer Hochschild
Frank Dobbin
Leonard van der Kuijp and Parimal Patil
Samuel Kou and Natesh Pillai
Timothy Mitchison and Andrew Murray
JULY 1
APPLICATIONS FOR NON-RESIDENT STATUS for the fall term or academic year are due in department offices. Students filing after this date will be charged a late registration fee of $50, plus an additional $5 for each week thereafter.

APPLICATIONS FOR PART-TIME STUDY due in the GSAS Dean’s office, Smith Campus Center, 3rd floor.

JULY 31
HEALTH INSURANCE WAIVERS—fall deadline for waiving health insurance, if eligible. See www.huhs.harvard.edu for information.

AUGUST 10
NOVEMBER DEGREES—applications due at Registrar’s office.

AUGUST 25
GSAS ORIENTATION FOR INTERNATIONAL STUDENTS—Harvard Hall 202, 9:00 a.m.–12:30 p.m.

AUGUST 25
SPRING TERM REGISTRATION PERIOD ends.

AUGUST 25
INCOMPLETE GRADES—last day to submit written work for Incomplete grades from the fall term 2014–2015.

AUGUST 27
GSAS ORIENTATION FOR INCOMING STUDENTS—Sanders Theatre, 9:30 a.m.

GSAS DUDLEYFEST—Dudley House/Lehman Hall, 12:30 p.m.–3:30 p.m. Students who fail to register by midnight on this date will be charged a late registration fee of $50 plus an additional $5 for each week thereafter.

AUGUST 26-27
DEREK BOK CENTER TEACHING ORIENTATION.

SEPTEMBER 2
FALL TERM BEGINS—First meeting of classes.

SEPTEMBER 10
STUDY CARDS DUE—Dudley House, 9:00 a.m.–5:00 p.m. Late fee of $40 for each week late. Any Study Card submitted after Study Card Day requires the approval of the instructor for every course listed.

SEPTEMBER 10
NOVEMBER DEGREES—approved dissertations due in Registrar’s office.

LAST DAY TO CANCEL REGISTRATION for fall term without payment of tuition. Fall registration will be canceled for students who have filed approved dissertations at the Registrar’s office by this date. Any fall term tuition previously paid will be refunded.
SEPTEMBER 14 MAKE-UP EXAMINATIONS for spring term 2014–2015 begin.

OCTOBER 19 LAST DAY TO REGISTER FOR OR ADD COURSES for the fall term. After this date, students may add or register for TIME only. To add a course after this date, students must file a petition with the Dean’s office. There is a $50 fee for approved petitions.

SAT/UNSAT GRADING OPTION IN LANGUAGE COURSES—last day for graduate students to add or change this grading option.

OCTOBER 27 LAST DAY TO DROP A COURSE—to withdraw from a course after this date, students must file a petition with the Dean’s office. There is a $50 fee for approved petitions.

NOVEMBER 24 MARCH DEGREES—applications due at the Registrar’s office.

DECEMBER 1 APPLICATIONS FOR NON-RESIDENT STATUS for the spring term are due in department offices. Late fees apply as in the fall.

APPLICATIONS FOR PART-TIME STUDY due in the GSAS Dean’s office, Smith Campus Center, 3rd floor.

DECEMBER 4 FALL TERM READING PERIOD begins.

DECEMBER 10 FALL TERM READING PERIOD ends.

DECEMBER 11 MID-YEAR EXAMINATIONS begin.

DECEMBER 21 MID-YEAR EXAMINATIONS end.

JANUARY 4 FINANCIAL AID APPLICATIONS from continuing students for 2015–2016 grants due in the GSAS Financial Aid office, Smith Campus Center, 3rd floor.

JANUARY 15 MARCH DEGREES—dissertations due in Registrar’s office.

JANUARY 24 FALL TERM REGISTRATION PERIOD ends on the day before the spring term begins.

INCOMPLETE GRADES—Last day to submit written work for Incomplete grades from the spring term 2014–2015.

JANUARY 25 SPRING TERM BEGINS—first meeting of classes.

NEW AND RETURNING NON-RESIDENT DEGREE CANDIDATES must register online by midnight.

JANUARY 29 STUDY CARDS DUE—Any Study Card submitted after Study Card Day requires the approval of the instructor for every course listed. There is a late fee of $40 for each week late.

JANUARY 31 HEALTH INSURANCE WAIVERS—spring deadline for waiving health insurance, if eligible. See www.huhs.harvard.edu for information.

FEBRUARY 5 LAST DAY TO CANCEL REGISTRATION for spring term without payment of tuition. Spring registration will be canceled for students who have filed approved dissertations at the Registrar’s office by this date. Any spring term tuition previously paid will be refunded.
FEBRUARY 8  MAKE-UP EXAMINATIONS for fall term 2014–2015 begin.

MARCH 7  LAST DAY TO REGISTER FOR OR ADD COURSES—After this date, students may add or register for TIME only. To add a course after this date students must file a petition with the Dean’s office; there is a $50 fee for approved petitions.

SAT/UNSAT GRADING OPTION IN LANGUAGE COURSES—last day for graduate students to add or change this grading option.

MARCH 22  LAST DAY TO DROP A COURSE—to withdraw from a course after this date, students must file a petition with the Dean’s office; there is a $50 fee for approved petitions.

MARCH 25  MAY DEGREES—applications due at the Registrar’s office.

APRIL 28  SPRING READING PERIOD begins.

MAY 4  LATE WITHDRAWAL FROM A COURSE—last day to petition the Dean’s office.

SPRING READING PERIOD ends.

MAY 5  FINAL EXAMINATIONS begin.

MAY 13  MAY DEGREES—approved dissertations due in Registrar’s office.

MAY 14  FINAL EXAMINATIONS end.

MAY 26  COMMENCEMENT.
ADVISING

I. Progress towards the degree

Within the context of academic advising, two broad areas of responsibility of directors of graduate studies include: 1) monitoring graduate students’ academic progress, and 2) assisting students in making alterations to their programs.

A. Satisfactory Academic Progress Guidelines

Each department has developed guidelines to define what constitutes satisfactory progress toward the degree for its graduate students. These guidelines are published in Chapter VI of the GSAS Handbook and are subject to revision each year. All students in the Graduate School of Arts and Sciences must be making satisfactory progress in order to be eligible for any type of financial aid and teaching. The following five provisions are the general definition of satisfactory progress. Specific department modifications are included in the department’s description of requirements in Chapter VI of the GSAS Handbook (www.gas.harvard.edu/publications/gsas_handbook.php).

1. Exceptions to the Requirements

A student who has not met degree requirements or an established deadline may, with department endorsement, be granted the status of “grace” for up to one year and remain eligible for institutional aid (not federal Title IV loans and/or work-study) during this period. At the end of the grace period, the student must have rectified the deficiency and be in compliance with all other established criteria in order to return to satisfactory status. Ordinarily, only one such period of grace will be granted to a student during graduate studies. After one year, if a student remains in grace, a department may place the student in unsatisfactory status or withdraw the student. Only students making satisfactory progress are eligible for federal Title IV funding and for teaching appointments.

2. Leave of Absence

The calendar of requirements as noted above may be interrupted by a single year of department-approved leave. In the special case of a student who wishes to obtain a professional degree, the approved leave period can be extended beyond a single year.

3. Adjustment to the Department G-Year

Students who desire a change in their department G-year based on one of the below reasons should contact their department. A leave of absence is not necessary to receive an adjustment for reasons a), and b) below.
4. G-10 Enrollment Cap
An overall GSAS policy states that students ordinarily will not be permitted to register beyond their tenth year in the Graduate School. However, exceptions to this rule may be made for students who have taken maternity or parental leave or for students with other special circumstances. Students are free to apply for readmission to the Graduate School, so as to re-register for the purpose of receiving the degree, when their dissertation is completed. Students no longer enrolled because of this policy will have the status of “withdrawn.”

5. Departmental Evaluations
In May, departments are asked to evaluate the progress of each of their graduate students for the purpose of determining eligibility for financial aid for the next academic year. At the time of this review, departments may determine whether there are students who will be withdrawn because of poor academic performance or because of failure to meet previously announced deadlines. It is essential that these students have been previously warned in writing on department letterhead that unless their academic performance improves or that deadlines are met, they will be withdrawn. Such warnings are important in establishing a paper trail. Students to be placed in “grace” or unsatisfactory status should receive written notice of their status and should be given clear guidelines as to what needs to be done to return to satisfactory status. Other students may be given reminders of academic goals or timetables that they will be expected to meet in the coming year.

Directors of graduate studies may access a report at any time of all current students’ grades, including Incomplete grades, using the My.Harvard system. Departments are asked to take Incomplete grades into consideration. It is as a result of this evaluation that a department may give a student a year of “grace” in order to regain satisfactory status. It should be remembered that a department can change a student’s satisfactory progress status in the Student Progress Database at any point in the year. The Graduate School will automatically be notified.

Throughout students’ careers, and most especially during the first two years of graduate study, careful monitoring of a student’s performance may lead to timely caution about deficiencies in a student’s work and constructive advice for improving their record. Some departments request that the Administrative Board place students on formal academic probation. Students can be placed on academic probation at any point during their careers.

The year-end review is also a time for departments to consider any students who may be affected by the policy stating that students are not ordinarily permitted to register beyond their tenth year in the Graduate School. The Dean’s office will provide departments with a list of those students who fall into this category. When returning this list, departments should indicate if there are any students for whom they feel an exception to the rule should be made. The department G-year may be taken into consideration when requesting an exception.

If the department requests an exception for a student, the advisor should write to the Graduate School explaining the need for the exception and the student’s plan for completion. The student should submit to the Graduate School a plan for completion. Examples of warning letters and an example of the letter sent to students in their tenth year or above are available in Appendix A.

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

GSAS requires that incoming PhD students who are non-native English speakers and who received their undergraduate degree from a non-English speaking institution meet a minimum level of oral English language proficiency. Students will not be allowed to serve as Teaching Fellows until they are deemed proficient.

Incoming students are placed in one of the following three tiers based on their TOEFL iBT speaking score. If placed in tiers two or three, students follow the requisite steps to work toward meeting the minimum level of proficiency which they prove via the re-screening process.

Students fitting the above conditions who receive a:

1. **TOEFL iBT speaking score of 26 and above** have met the GSAS oral English language requirement.

2. **TOEFL iBT speaking score between 23 and 25** are required to schedule an oral proficiency interview in their first term of study with language specialists at the Derek Bok Center for Teaching and Learning. Students who are not deemed proficient may be required to participate in The Professional Communication Program for International Teachers and Scholars at the Bok Center. After taking a course, students will be eligible for re-screening.

3. **TOEFL iBT speaking score of 22 and below** are required 1) to schedule an oral proficiency interview in their first term of study with language specialists at the Derek Bok Center for Teaching and Learning, and 2) to participate in The Professional Communication Program for International Teachers and Scholars at the Bok Center. After taking a course, they will be eligible for re-screening.

**Re-Screening Process:** After students have taken a communication course at the Bok Center, they will be eligible to be re-screened by language specialists at the Bok Center to determine whether they have met the oral English language requirement. Screenings are offered at the end of each term in December and May, as well as in August.

Students must meet the minimum level of proficiency within two years of their initial enrollment. Depending on each individual student’s placement in an initial tier, it may take more than one term to meet the requirement. Students should consult their departmental advisor(s) to plan (as needed) to take any requisite communication course during either the first or second term of their G1 year to accommodate the time it may take to raise their proficiency to the required level.

B. Variations in Student Programs

The written approval of the director of graduate studies is required for many variations in students’ programs.

1. **Incompletes (INC)**

   A student who receives a grade of INC, granted at the discretion of the instructor, is expected to complete the work by the end of the term following the one in which the course was taken even if the student’s registration status during that term is leave of absence, unless they are given an earlier deadline by the instructor. If the work is not submitted by that time, the INC becomes a permanent grade unless the student files a petition for an extension of time. The student must then complete the work and the instructor notifies the Registrar’s office of the change in grade. Petitions for an extension of time require the approval of the course instructor, the director of graduate studies in the student’s department, and the GSAS Office of Student Affairs. Petitions for extension of an Incomplete are available on the GSAS website at www.gsas.harvard.edu/current_students/petition_for_extension_of_time_for_anIncomplete.php. A petition should not be completed until the student is definite about the completion date. Incompletes should be taken into consideration when determining satisfactory progress status of the student.
2. **Adding or Withdrawing from a Course after the Deadline**

To add a course or to withdraw from a course after the deadline for adding or dropping a course, students must file petitions with the Dean's office. Petitions require the approval of the course instructor (for adding courses only), the director of graduate studies, and the GSAS Office of Student Affairs. Petitions for adding or withdrawing from a course are available on the GSAS website at www.gsas.harvard.edu/current_students/petition_to_add_or_withdraw_from_a_course.php.

3. **Taking a Language Course on a Satisfactory/Unsatisfactory Basis**

Graduate students may take certain language courses on a SAT/UNS basis. These courses will not count towards degree requirements. Students should consult with course heads to determine if a language course is offered on a SAT/UNS basis. They will enroll in these courses on their study cards, as is ordinarily the case, while simultaneously submitting a SAT/UNS petition, signed by the course head and the director of graduate studies. Students should be aware of deadlines for enrolling in these courses on a SAT/UNSAT basis. For further information, see Chapter V of the *GSAS Handbook*.

4. **Secondary Fields in PhD Studies at Harvard University**

PhD students may elect a secondary field of study from a broad range of departments or committees. A secondary field in PhD studies consists of a set of four or five graduate courses in a discipline, interdisciplinary area, or intellectually coherent subfield. The program offering the secondary field provides an intellectual rationale and outlines the package of courses required.

Students who choose to pursue courses for a secondary field remain under GSAS time limits and must meet all milestones and deadlines in their home PhD programs. Secondary fields are attractive options for many PhD students, and they will enhance the competitiveness and professional reach of PhD studies at Harvard. For further information, contact the relevant department or see Chapter IV of the *GSAS Handbook*.

5. **Non-resident Status**

Applications for Traveling Scholar status (students away from Cambridge engaged primarily in degree work), for a Leave of Absence (students involved primarily in non-degree related activities), or studying at another Harvard school must apply online and be approved by two of the three following departmental faculty/staff: 1) primary advisor, 2) director of graduate studies, 3) graduate program coordinator (or equivalent). Once approved by the student's academic department, the GSAS Office of Student Affairs and, if a student is an international student going on a Leave of Absence, the Harvard International Office must approve. Traveling scholars and students on a leave of absence should be advised to remain in contact with their advisors during their period of non-resident status.

Departments vary in their policies regarding applications for non-resident status, particularly those for leave of absence. The Graduate School’s only general policy (except that concerning maternity or parental leave) is that ordinarily a student is granted a leave of absence for only one year prior to the successful completion of general examinations. Ordinarily, GSAS does not recommend that students be on leave for more than two years during their program unless there are unusual circumstances or the student is on active military duty or is studying at another Harvard school. These rules are intended as guidelines, and departments, in consultation with the Graduate School, may approve exceptions to them where they deem appropriate.

Departments differ in how they consider the years a student is on leave of absence—whether they count these years in progress toward the degree, and whether a student on leave must conform to the department’s satisfactory progress guidelines. Some departments limit the length of time a student may be on leave during their program. Other departments have set a limit on the numbers of years students may register in any category. The overall GSAS policy that students ordinarily may not register beyond their tenth year in the Graduate School counts years on leave of absence; but departments should take into account maternity or parental leaves, or leaves for other special circumstances and may make exceptions to the general rule.

Petitions for non-resident status should be submitted online and are available on the GSAS website at www.gsas.harvard.edu/current_students/non-resident_status.php.
6. Exchange Scholars

The Exchange Scholar Program allows GSAS PhD students to study for a term or a year at one of ten other graduate schools (University of California at Berkeley, Brown, Chicago, Columbia, Cornell, MIT, Princeton, Stanford, University of Pennsylvania, and Yale) while paying tuition to and receiving financial aid from the student’s home institution. Exchange Scholars do not pay tuition to their host school. The student should receive all graduate student privileges at the host school. Exchange scholar applications require the approval of the student's advisor, the chair or director of graduate studies of the student's department, the Harvard International office (for international students) and the dean at the home institution, as well as the corresponding individuals at the host school. The Office of Student Affairs, oversees this program and can be contacted with questions. Exchange scholar applications are available on the GSAS website: www.gsas.harvard.edu/current_students/exchange_scholar.php.

C. The Major Hurdles

1. Loss of Momentum Following General Exams

Many students lose momentum immediately after completing course work and the general exams, which are the two more structured parts of the graduate program. It is fairly common for those completing their general examinations to allow themselves time off as a reward for completing the first hurdle. The problem comes when this break stretches into months or even a year before the student begins the process of choosing a dissertation topic and submitting a prospectus.

2. The Dissertation

There is growing recognition of the need to improve the timeline to completion of the PhD degree, with a special emphasis on the dissertation as a critical factor. Many departments are engaged in a search for new ways to tighten the advising and supervision of the dissertation process.

It is helpful to think of this process in stages: 1) choosing a topic (in some departments this begins even before generals); 2) research and writing, including the final dissertation year; and 3) the dissertation acceptance, followed by the defense.

STAGE ONE: Choosing a Topic

The goal is to assist students in finding a topic that is well-defined and feasible, one that matches the student's interests and aptitudes and at the same time addresses important themes in the larger scholarly discourse. Following are some of the measures that departments employ to assist students in reaching this goal:

**REQUIRE A DISSERTATION PROSPECTUS** - Many departments require a dissertation prospectus. In some cases, there is an early deadline for submitting an informal proposal, and a later date when a more polished prospectus is expected. Some departments find that the two-pronged approach provides more opportunity for giving students feedback during the formulation and early research stages.

**OFFER DISSERTATION COLLOQUIA** - A number of departments offer colloquia to assist students in defining a topic and preparing a prospectus.

**PROVIDE FACULTY CONTACTS TO EXPLORE DISSERTATION TOPICS** - Most departments assign individual advisors to entering students, but at the dissertation exploration stage students often need to talk to people in a wide range of fields. Each faculty member is a potential dissertation advisor. Experienced scholars are conscious that it takes a lot of discussion and airing of ideas before a viable research topic is reached, and they make themselves available for this process.

**IDENTIFY SEMINAR PAPERS THAT HAVE POTENTIAL** - In some cases, a dissertation topic grows out of a seminar paper, or out of a research project in which a student is assisting or collaborating with a faculty member. Many faculty members are alert to this possibility and often help to identify a seminar paper or research project that has this potential.

STAGE TWO: Research and Writing

Once a student has chosen a topic and an advisor with the appropriate expertise, the advising goal is to provide the student with detailed feedback on a regular basis. The Graduate School requires that the dissertation committee be formed consisting
of at least three faculty members, two of whom must be members of the Faculty of Arts and Sciences. With a committee of at least three members, the student is not dependent on only one point of view. At this stage, students often find themselves isolated, both from peers and professors; many also continue to struggle with the problem of maintaining momentum in such an unstructured situation. Following are measures that many departments employ to assist at this stage:

OFFER COLLOQUIA WITH AN EMPHASIS ON PROVIDING FEEDBACK AND SUPPORT FOR MAINTAINING MOMENTUM - In some departments these dissertation colloquia are structured events, with designated writers making presentations at each session; in others the agenda is looser. The colloquia are not meant to replace advising on an individual basis, but are a helpful supplement.

INDIVIDUAL ADVISING - For advising on an individual basis, a number of advisors find it effective to schedule fairly frequent advising sessions in advance, regardless of the advisee’s progress in the interim period. This process may mean seeing work that is a very rough draft, if it exists at all; but at least it assures some communication on a regular basis.

Other advisors prefer to meet with students mainly when the students feels ready to discuss their work to date. This may mean looking at more highly-polished work, and some students prefer this arrangement for this very reason, but it also runs the risk that there will be very little contact or monitoring of progress. Also, students may waste time and energy by making fairly lengthy excursions in unfruitful directions that might have been avoided with more regular advisor contact.

STAGE THREE: The Dissertation Acceptance and the Defense
Once the dissertation is completed and is considered ready for acceptance by the dissertation advisors or committee members, a dissertation defense may be scheduled. This final step varies widely among departments. While the defense is considered a formality by some, a number of departments use this session to ask probing questions about the dissertation. It also provides an opportunity to publicly recognize the student’s work.

In addition, there are GSAS requirements for the final submission and form of the dissertation. For full details, see the GSAS publication, The Form of the PhD Dissertation, available on the GSAS website: www.gsas.harvard.edu/current_students/the_phd_dissertation.php.

3. Dissertation Acceptance Certificate
The Dissertation Acceptance Certificate must be signed by at least three readers approved by the student’s department, two of whom must be members of the Faculty of Arts and Sciences. FAS emeritae/i (including research professors) and faculty members from other schools at Harvard who hold appointments on GSAS degree committees are authorized to sign Dissertation Acceptance Certificates as FAS members. GSAS strongly recommends that the chair of the dissertation committee be a member of the Faculty of Arts and Sciences. If approved by the department, it is possible to have co-chairs of the dissertation committee as long as one is a member of FAS.

D. Dissertation Completion Fellowship
The Dissertation Completion Fellowship is open to all PhD students in the Humanities and Social Sciences for use in their final year of graduate study. The fellowship is designed to give students a year of full support to finish the dissertation and receive the PhD by May of the fellowship year.

Graduate students must submit a completed application available at www.gsas.harvard.edu/current_students/dissertation_completion_standard_application.php by the February 2016 deadline if they wish to receive a fellowship for the 2016–2017 academic year. To qualify for the Dissertation Completion Fellowship students must have at least two draft chapters of their dissertation in good order and plan to graduate in May 2017. Students who accept this fellowship are committing themselves not to teach, hold other employment, or pursue other projects during the time they hold the fellowship. Students who hold dissertation completion fellowships of any kind are ineligible for future Harvard fellowship funding. After holding a dissertation completion fellowship, students will ordinarily be limited to no more than one additional academic year of registration.
A. The Administrative Board
The Faculty of Arts and Sciences has delegated to the Administrative Board of the Graduate School power for the enforcement of the regulations of the faculty relating to graduate education and for the conduct of all ordinary matters of administration and discipline. In practice, the deans handle the day-to-day administration of the Graduate School, relying on the Board for guidance in many matters. However, the Board receives reports on exceptions made to the rules, and it considers all matters of discipline.

The Administrative Board may initiate proposals for new, or modifications of existing, legislation affecting graduate students. Such initiatives move from the Board to the Committee on Graduate Education, which has responsibility for considering all legislation affecting graduate education. The Administrative Board has no jurisdiction over departmental academic rules and regulations, except a concern that they be fairly administered and do not conflict with the rules and regulations adopted by the faculty. The Board serves as the academic department for all students in ad hoc degree programs. Graduate students may appeal decisions of their departments and of the Graduate School administration to the Administrative Board. In addition, the Board considers appeals of decisions concerning teaching fellow appointments and financial aid. Student members of the Board sit only when financial aid and teaching fellow appeals are being heard.

The Administrative Board is composed of the dean of the Graduate School (chair), the dean for administration and finance, six teaching members of the faculty (two from each of the three major areas: humanities, social sciences, and natural sciences), the registrar, the dean for student affairs, the dean for admissions and financial aid, the associate dean for academic programs and diversity, and the assistant dean of student affairs who acts as secretary.

B. Unsatisfactory Records
The degree candidacy of a student whose record is below the standards of the Graduate School or of the student’s department may, at the end of a given term, be terminated by the department, in consultation with the Graduate School. The student should have received prior written warning. In some cases, a student may be permitted to register subject to specific academic conditions, which if not fulfilled by the date specified, will result in the termination of candidacy. Such a student, upon the recommendation of the department, may be placed on formal academic probation by the Administrative Board. Probation establishes a definite period in which the student must achieve whatever academic goal has been established by the department and the Administrative Board.

In some cases, a student whose candidacy for the PhD is terminated may have the opportunity to receive a master’s degree. A student whose degree candidacy has been terminated for failure to meet academic requirements ordinarily may not reapply for readmission until two academic terms after the date of termination.
C. Exclusion from a Course
A student who neglects any course may, after a formal warning, be excluded from the course by the instructor. For further information, please see Information for Faculty Offering Instruction in the Arts and Sciences.

D. Academic Dishonesty
Cases of academic dishonesty are subject to review by the Administrative Board. Directors of graduate studies should consult with Dean Garth McCavana if a case that may involve academic dishonesty is brought to their attention. He will then pursue the matter for possible consideration by the Administrative Board.

1. Plagiarism
All work submitted for credit is expected to be the student’s own work. In the preparation of all papers and other written work, students should take care to distinguish their own ideas and knowledge from information derived from other sources. The term “sources” includes not only published primary and secondary material, but also information and opinions gained directly from other people.

The responsibility for learning the proper forms of citation lies with the student. Quotations must be properly placed within quotation marks and must be fully cited. All paraphrased materials must be completely acknowledged. Whenever ideas or facts are derived from a student’s reading and research, the sources must be indicated.

Students who are in doubt about the preparation of academic work should consult with their instructor before it is prepared or submitted. The Harvard Guide to Using Sources is available at usingsources.fas.harvard.edu/icb/icb.do.

2. Research Fraud
Students are expected to record honestly and accurately the results of their research. Falsification of research results includes misrepresentations, distortions or serious omissions in data or reports on research, and is considered a serious violation of academic honesty. Plagiarism or falsification of research results will ordinarily result in requirement to withdraw from the Graduate School.

3. Collaboration
The amount of collaboration with others that is permitted in the completion of assignments can vary depending on the policy set by the head of the course. Students must assume that collaboration in the completion of assignments is prohibited unless explicitly permitted by the instructor. Students must acknowledge any collaboration and its extent in all submitted work.

4. Dual Submission—Submission of the Same Work to More Than One Course
A student may not submit the same, or substantially the same, work in two or more courses without the prior written permission of the instructors involved. A student who does so without prior permission ordinarily will be required to withdraw from the Graduate School. If a student is planning on submitting work completed for a previous non-Harvard course, the student should consult with the instructor of the current course.

5. Disciplinary Action
Failure to attend academic exercises regularly, failure to maintain a satisfactory academic record or to be making satisfactory progress toward the degree, neglect of academic work or requirements, violation of the rules of the Faculty of Arts and Sciences, lying to an officer of the University, cheating, plagiarism, or other forms of academic dishonesty; theft of or damage to the property of the University or others; possession of stolen goods; physical violence, (including assault and sexual assault), harassment, or disorderly conduct, violation of law (including unlawful use or possession of controlled substances, firearms, or hazardous materials); and other conduct that departs from generally accepted standards of integrity and behavior will be dealt with by the Administrative Board or the Student-Faculty Judicial Board. The Administrative Board may take the following actions: 1) admonition, 2) probation, 3) requirement to withdraw, 4) dismissal, or 5) expulsion. A fuller description of these actions can be found in Chapter VII of the GSAS Handbook.
III. Professional development

A. The Role of the Director of Graduate Studies

Professional development is a critical component of departmental graduate programs. To help students become successful in whatever career they ultimately choose to pursue, graduate training must extend beyond the laboratory and library. Students need to learn how to craft successful fellowship and job applications; deliver papers at professional meetings; summarize their work for job talks and interviews; prepare articles or book manuscripts for publication; and conduct themselves as teachers in the classroom.

As a complement to the support provided by advisors, directors of graduate studies should organize professional development programs and foster mentoring opportunities for all students in their departments. For example, skills workshops or colloquia that target pre-generals students can help them think strategically about courses and seminar papers. Other events can focus on choosing topics for dissertations and managing writing time, as well as how to write journal articles and present papers. Some departments pay professional association membership dues for first-year graduate students to enable them to establish connections that will benefit their careers.

Directors of graduate studies can ask GSAS administration for assistance with their professional development efforts, especially Cynthia Verba, director of the fellowships office (617-495-1814), who leads department-specific fellowship workshops. GSAS can also help departments create and sustain new programs with professional development funding. Contact Allen Aloise, dean for administration and finance, at aloise@fas.harvard.edu for details on how to apply for support.

B. The Role of Placement Advisors

For students in the final stages of graduate study, many of the larger departments have designated a job placement advisor to assist with the academic job search. The placement advisor conducts job search orientation meetings, provides advice on CVs and cover letters, and assists at the professional meetings. Some departments create and circulate résumé books and websites or brief descriptions of students on the job market and many offer practice job talk presentations and/or provide mock interviews for students. Other departments have developed web pages where their students’ résumés are available to potential employers.

C. Assistance from Other Faculty

DIRECTORS OF GRADUATE STUDIES and job placement advisors can urge faculty to contact colleagues or acquaintances at institutions of interest to their students. Although opinions vary, this practice is likely to be most productive in moving candidates from the applicant pool to the interview and/or campus visit stage.

ONE DEPARTMENT CHAIR has made it a practice to plant the names of students in the minds of colleagues at other institutions a year or more before the students are due to finish, so that job descriptions can be crafted accordingly. OTHER DEPARTMENTS have developed courses on professional development that are offered to their students. The syllabi for these courses are available at www.gsas.harvard.edu/faculty/handbook_for_directors_of_graduate_studies.php.
D. GSAS Fellowships Office
Richard A. and Susan F. Smith Campus Center, 3rd floor | 617-495-1814 | gsas.harvard.edu/fellowships

1. GSAS Fellowships Resources
There are a number of GSAS fellowship resources to assist both students and faculty advisors:

a) Fellowship counseling on proposal writing and all aspects of the fellowship application process, as well as other aspects of professional development. Counseling is by appointment with the GSAS director of fellowships.
b) Fellowship Publications are available online and can be accessed at the GSAS website under Fellowships Office:
   • The Graduate Guide to Grants
   • Harvard Fellowships refers to some of the major fellowships identified individually, such as Fulbrights, Merit, and others. See also Dissertation Completion Fellowships and Graduate Summer Fellowships.
   • The Harvard Guide to Postdoctoral Fellowships
   • Scholarly Pursuits: A Guide to Professional Development During the Graduate Years, available online or in hard copy, free of charge to GSAS students. It contains advice on writing fellowship proposals and other aspects of academic professional development, with sample winning fellowship applications.
c) Workshops on Professional Development, Publishing Seminar - This is an annual seminar on publishing articles in scholarly journals, and publishing books. Presentations are by book editors, as well as from students who have published.
d) Dissertation Panel Discussions - This deals with choosing a dissertation topic, proceeding with research, maintaining momentum in the writing stage and finishing in a timely fashion.

Special Topics Panels arranged through the Office of Student Affairs
   • Mentoring: Assuring Equal Opportunities for Women
   • Two-Career Family Issues
   • Minority Perspectives
   • The Graduate Advising System
   • Dissertation Completion: Nuts and Bolts

All the seminars and panels listed above are announced in detail in the GSAS Bulletin.

2. Departmental Role in Fellowships

STEP ONE - Publicize Fellowship Announcements
When the departments receive Harvard fellowship announcements from the GSAS director of fellowships, they should publicize them to students within the department, indicating the departmental deadline for student applications. Please note: It is important to avoid confusion between the departmental deadline for student applications and the GSAS deadline when departments must submit their nominations and rankings to the GSAS director of fellowships. The deadline to publicize to students is the departmental deadline.

STEP TWO - Departmental Nominations and Rankings
Departmental nominations and rankings are generally based on a combined evaluation of the candidate’s qualifications for carrying out the proposal effectively. The application materials provide essential information for this task, since they include a fellowship proposal, letters of recommendation, and grade transcripts.

The nominating procedure may vary according to the size of the department and the size of the applicant pool. In some cases, a committee is formed; in others, the determination is made through informal consultation. While departments often find it difficult to rank their fellowship applicants, they also appreciate that the system depends upon their fulfilling this responsibility. They are the best equipped to evaluate their students and also the best equipped to evaluate the projects that are being proposed. (Recently, GSAS has instituted the practice of making it a strict requirement that all nominations be ranked; unranked lists will be returned to the departments to perform this task.)
3. Other Forms of Departmental Fellowship Assistance

a) Fellowship Meetings in the Departments
Some departments offer group sessions within the department on fellowship opportunities and proposal writing skills for graduate students. Assistance with arranging such a departmental group session is available through the GSAS director of fellowships.

b) Faculty Letters of Recommendation
Fellowships assistance at the departmental level also includes faculty letters of recommendation. It is crucial for all concerned that these letters provide an informative and well-documented evaluation of the candidates and their proposals.

E. Office of Career Services
54 Dunster Street | 617-495-2595 | www.ocs.fas.harvard.edu | 9:00 a.m.–5:00 p.m. Monday–Friday

The Office of Career Services (OCS) provides career counseling, job search guidance, and resources to graduate students and PhDs at all stages of their academic or nonacademic careers. OCS complements the primary departmental role in the professional development of graduate students seeking academic careers, and actively seeks to collaborate with the directors of graduate studies, job placement advisors, and department administrators. OCS plays a primary role in introducing GSAS students and alumni to nonacademic career options and the means to pursue them. Located at 54 Dunster Street, OCS provides a full range of services to GSAS students and alumni, including specialist graduate counselors, a dossier service coordinator, a PhD recruiting coordinator, and other OCS counselors with expertise in specific career fields. Of particular interest to GSAS students are the following services.

1. Advising Services
   - **Career Counseling.** Specialized counselors work with graduate students and alumni on a wide range of career-related issues, from broad self-assessment and decision making to specific advice on résumé and cover letter preparation for academic and nonacademic job searches.
   - **Career Jump Start: Assessment, Skills, and Options.** In this series of four sessions, 10-12 PhD students engage in in-depth self-assessment and brainstorming of career options.
   - **Mock Interviews.** Counselors help to prepare candidates for academic and nonacademic job interviews. Students are eligible for one mock interview per academic year.
   - **Drop-in Advising.** Students and alumni with quick questions may speak briefly with a GSAS-specialist without an appointment on most Wednesdays, 1:00-4:00 p.m. Students can call the front desk for times.

2. Programs
   - **Workshops on the Job Search.** Workshops are given throughout the year to help students improve skills necessary for a successful job search. Recent workshops have included Preparing for Campus Visits, CVs and Cover Letters, Networking 101, and Behavioral Interviewing: The Secret Sauce. Current information about workshops is available on the OCS website and in the GSAS Bulletin.
   - **Career Fairs.** OCS presents many career fairs throughout the academic year, where students can find and discuss potential opportunities with organization representatives. Specialized career fairs include the Big Data Analytics and Technology Fair, the Start-Up Career Fair, and the Social Impact Expo.
   - **Leveraging your PhD in the Workplace.** GSAS alumni in a wide range of nonacademic career fields come to Dudley House each year to network with students and discuss their own career transitions; how they adapted to jobs outside academe and how the skills and knowledge they developed during their graduate programs influenced their success. This program is co-sponsored by OCS and the GSAS Alumni Association.
   - **Becoming Faculty.** In this fall series, faculty and other education professionals share their experiences and offer concrete advice to graduate students pursuing academic careers.
   - **Recruiting for Graduate Students.** Each year many of the top consulting, technology, and financial services firms come to Harvard to recruit graduate students. Some companies offer on-campus information sessions. GSAS students wishing to utilize the Campus Interview Program must register. In addition, listings for nonacademic jobs and internships are available online through the Crimson Careers Jobs and Internships database.
3. Resources

- **Website** ([www.ocs.fas.harvard.edu](http://www.ocs.fas.harvard.edu)). The GSAS Advising section has information about upcoming meetings and events, as well as select job listings, career advice, and other useful information. Other sections of the OCS website provide valuable information about on-campus recruiting, a jobs and internships database, career development, and specific career fields.

- **Academic and Nonacademic Listservs.** Students can join e-mail listservs that offer announcements about workshops and events, job and internship postings, and other career information relevant to GSAS students and alumni.

- **Interfolio.** GSAS students wishing to use an online system to manage their academic job search documents, including confidential letters of recommendation, may choose to use Interfolio. GSAS generously subsidizes a 3-year membership for students collecting letters of recommendation and provides a $100 mailing allotment for those students who are actively applying for academic jobs.

- **Harvard Alumni Database, Crimson Compass.** Through this online database ([alumni.harvard.edu](http://alumni.harvard.edu)) students may contact Harvard University alumni who have volunteered to provide information and advice about their career areas. Please note that alumni do not provide jobs but do provide advice on career strategy and information on career areas.

F. The Derek Bok Center for Teaching and Learning

[bokcenter.harvard.edu](http://bokcenter.harvard.edu)

The Bok Center offers graduate student Teaching Fellows (TFs), faculty, and other instructors of Harvard undergraduates a wide variety of training programs and resources to both evaluate and enhance their teaching. The Bok Center works with Faculty and Teaching Fellows on course design, creative assignment development, the uses of multimedia in the classroom, and methods for evaluating student learning. The Center’s staff and Departmental Teaching Fellows offer consultations and work with instructors on effective classroom and online teaching, and provide the following training, programs, and services for graduate students and Teaching Fellows:

- **The Fall Teaching Conference** — Prior to the beginning of the fall semester, the Bok Center runs a two-day Teaching Conference offering strategies for improving classroom practice. The Conference offers a variety of sessions, with introductory and experienced tracks for teaching in the sciences, social sciences and humanities, as well as an Education Resource Fair, an opportunity to interact with the centers, departments and offices that offer support to teachers at Harvard.

- **Winter Teaching Week** — The Bok Winter Teaching Week consists of a series of intensive workshops offered during January@GSAS, directed toward graduate student teachers at different stages in their teaching careers. These workshops feature specialists from the Bok Center and other units at Harvard and span a variety of subject areas, including: multimedia production, professional development, teaching fundamentals and teaching in the American classroom.

- **Departmental Teaching Fellow Program** — Departmental Teaching Fellows are senior graduate students who enhance teaching in their departments by providing individual consultations, training programs, and workshops for Teaching Fellows.

- **Practice Teaching (Microteaching)** — The Center helps course heads and departments set up “microteaching” sessions — an opportunity to practice teaching with peers and expert consultants in a small-group setting.

- **Bok Seminars** — The Bok Center offers professional development seminars for graduate students on various aspects of teaching and learning. Students can apply for seminars in a particular area of interest they would like to explore. Students who are interested in putting together a meaningful combination of work may pursue a Bok Center Teaching Certificate as a tangible marker of their own commitment to teaching and learning.

- **Professional Communication Program for International Teachers and Scholars** — Promoting excellence in teaching for international faculty and teaching fellows, our program uses a unique proficiency-based approach and is designed to help participants improve their spoken language proficiency, their familiarity with common pedagogical approaches in the US (and especially at Harvard), as well as their cultural awareness and sociolinguistic competence.
• **Harvard Horizons** – Each year, outstanding PhD candidates are chosen as Harvard Horizons scholars and receive targeted mentoring and coaching designed to enhance their presentation skills. The program culminates in the Harvard Horizons Symposium, where Horizons Scholars will deliver brief, compelling talks about their research from the Sanders Theatre stage. The program offers the selected graduate students in-depth, personalized mentoring and coaching, the opportunity to build community with peers across fields in GSAS, and the chance to hone research ideas in ways that can powerfully assist dissertation work.

• **Support of Low-scoring (Q) Teaching Fellows** – offers direct support for the TFs needing help with teaching in consultation with faculty course heads.

The Bok Center also offers additional programming for faculty, which includes:

• **Faculty Lunches on Active Learning** – This series of lunches showcases faculty-developed teaching innovations designed to engage students in the humanities, sciences and social sciences, and provides resources to support enhanced experimentation.

• **Talking About Teaching** – This University-wide seminar series explores pedagogical connections across disciplines and Schools. Designed by faculty for faculty, this seminar series showcases the work of Harvard master teachers through demonstrations of their pedagogy and discussions of its broader applications.

• **New Faculty Institute** – provides workshops on course design and multi-modal communication for new ladder faculty and Harvard College Fellows in collaboration with the office of the Dean of the Faculty.

• **Freshmen Seminar Round Tables on Teaching** – Bok Center staff engage in conversation with faculty preparing and teaching Freshmen seminars.

• **Harvard College Fellows** – The Center hosts the HCFs and conducts a series of events to support them in their teaching and professional development.

*The center offers online resources for the broader Harvard teaching community on its website and a public forum on teaching on the Bok Blog.*
IV. GSAS financial aid

The GSAS Office of Financial Aid works closely with students to address any financial barriers they may encounter in their pursuit of graduate education at Harvard. GSAS offers a comprehensive program of financial support, including grants and fellowships from internal and external sources, traineeships, teaching fellowships, research assistantships, other academic employment opportunities, and several types of loans.

To the extent possible, GSAS partners with departments to make financial offers to admitted students that are competitive with those of peer institutions. For PhD students, offers of financial support typically include six years of tuition (which includes the completion year), health fees support for years one through five, stipend support in years one and two, a summer research grant equal to two months’ stipend at the end of years one through four, teaching fellowship support in years three and four guaranteed by the academic department (two-fifths appointment), and a dissertation completion grant consisting of tuition and stipend support in the appropriate year.

Students are encouraged to apply for appropriate Harvard and outside fellowships throughout their enrollment. In order to maximize the impact of Harvard’s unrestricted funds, students who receive support from an outside source are required to accept it as a substitutional award.

Beginning with the class entering fall 2015, students in the third year or beyond who have been deemed eligible by the director of graduate studies will receive a one-time professional development award of up to $2,500 to cover approved expenses. This new initiative is in direct response to feedback from directors of graduate studies regarding the importance of providing GSAS students with resources for a range of professional development activities and reflects our commitment to deepening our investment in current students and programs.

Each year GSAS allocates to departments and programs a portion of tuition paid by graduate students for use as unrestricted fellowship funding for the support of both new and continuing students. While historically this allocation has been based on factors such as admissions targets, enrollments, and number of faculty, GSAS is currently in a period of transition regarding how we think about and manage financial aid, with the goal of ensuring sustainable and transparent models of student support. This transition began this year when the Report of the FAS Science Task Force, which recommended a new algorithm for the allocation of unrestricted funds in the Division of Science, and will continue as other divisional task forces report their findings.

If you encounter students experiencing financial distress, please encourage them to contact the Office of Financial Aid (5-5396, gsasfinaid@fas.harvard.edu). In addition to providing assistance in meeting typical student costs, the financial aid staff is a valuable resource when unexpected expenses arise. Financial aid officers are available to assist with personal financial management and help identify potential sources of additional support. Directors of graduate studies with questions about financial aid and resources for students are welcome to contact Mohan Boodram, dean for admissions and financial aid at 5-5396, mboodram@fas.harvard.edu.
An environment of inclusivity is central to GSAS’s mission and is essential to maintaining the intellectual excellence of Harvard University. The goal of the Office of Diversity and Minority Affairs is to recruit, mentor, and support a community of scholars that reflects the ethnic and cultural diversity of our society, in particular US citizens or permanent residents who self-identify as Black/African American, Hispanic American, Mexican American, Native American, Native Pacific Islander (representing Hawaii, Guam, Samoa, and Micronesia), and Puerto Rican.

In addition to responding to queries from prospective students throughout the year, the staff of GSAS’s Office of Diversity and Minority Affairs visit undergraduate campuses and attend national meetings, where they connect with potential minority applicants and distribute the recruitment brochure Perspectives. They often travel with current GSAS students who share their unique experiences with those interested in applying to Harvard. Staff also raise awareness of Harvard’s efforts to attract minority applicants when they connect with faculty and administrators at other colleges and universities and host visits from students and directors of minority-focused undergraduate research training and career development programs.

Each April, GSAS invites admitted minority students to campus for department visits and workshops that address graduate student life at Harvard. Directors of graduate studies can help with recruitment by organizing complementary events during this time.

In addition to managing robust recruitment efforts, the Office of Diversity and Minority Affairs also organizes events throughout the year and works closely with two student groups. The W. E. B. Du Bois Graduate Society (www.duboisgrad.fas.harvard.edu) and the Minority Biomedical Students at Harvard (www.hms.harvard.edu/dms/diversity/mbsh) offer educational and social opportunities throughout the academic year. These efforts combined build a strong community of minority students.

Directors of graduate studies are encouraged to develop minority recruitment strategies by contacting Dr. Sheila Thomas, associate dean of academic programs and diversity (sthomas@fas.harvard.edu) or Stephanie Parsons, assistant director of diversity and minority affairs (sparsons@fas.harvard.edu)

Graduate Prize Fellowships

Minority students receive the Graduate Prize Fellowship, which is one of many fellowships offered to admitted students through GSAS’s generous financial aid program. While the Graduate Prize Fellowship was once considered a separate source of funding designated for minority students, Harvard’s Office of the General Counsel determined that this practice was no longer permissible. In keeping with GSAS’s longtime financial aid policy, all admitted students receive support, with minority students designated as Graduate Prize Fellows. For the purposes of the Graduate Prize Fellowships, minority students are defined as US citizens or permanent residents who self-identify as Black/African American, Puerto Rican, Mexican American, Native American, and Native Pacific Islander (representing Hawaii, Guam, Samoa, and Micronesia).
## Minority Applications, Admissions Offers, and Acceptances 2000 to Present

### MINORITY STATISTICS: UNDERREPRESENTED MINORITIES

#### Applications

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#### Acceptances

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*Because new regulations permit students to select more than one ethnicity, counts may be duplicated in 2010 and after (totals are not duplicated)*
STUDENT AFFAIRS

VI. Student emergencies & problems

A. Student Emergencies
For ALL student emergencies (arrests, missing persons, suicide attempts, etc.) EXCEPT for the death of a student, contact:
Jackie Yun | Director of Student Services | Dudley House B-2 | 617-495-5005

In Ms. Yun’s absence, or in the case of a death of a student, contact:
Garth McCavana | Dean for Student Affairs | Smith Campus Center, 3rd floor | 617-495-1814

Outside of regular office hours, 9:00 a.m.-5:00 p.m., consult with:
Harvard University Police | 617-495-1212

B. Student Problems
Dean McCavana and Ms. Yun are also available to discuss any problems with students that may arise. Directors of graduate studies should also feel free to consult with Counseling and Mental Health Services directly themselves.

C. What Can I Do?
How to recognize students in distress…and how to help.
The University Student Health Coordinating Board publishes a brochure aimed at advising faculty on how to help students in distress. A copy is available in Appendix B.

D. Sexual and Gender-Based Harassment Concerns and Complaints
1. Resources
GSAS Title IX Coordinators:
Garth McCavana | Dean for Student Affairs | Smith Campus Center, 3rd floor | 617-495-1814
Jackie Yun | Director of Student Services | Dudley House B-2 | 617-495-5005

The FAS Sexual and Gender-Based Harassment Policy and Procedures and other information related to Title IX can be found on the GSAS website.

2. Advising Students
In accordance with its Sexual and Gender-Based Harassment Policy and Procedures, The Faculty of Arts and Sciences (FAS) is committed to fostering an open and supportive community that promotes learning, teaching, research, and discovery. This commitment includes maintaining a safe and healthy educational and work environment in which no member of the community is excluded from participation in, denied the benefits of, or subjected to discrimination in any University program or activity on the basis of sex, sexual orientation, or gender identity. Graduate students are encouraged to discuss problems, questions, and grievances with anyone in a supervisory position, such as the director of graduate studies, department chair, dean for student affairs, director of student services, etc.
3. The Role of the Director of Graduate Studies
Directors of graduate studies should consult with Garth McCavana, the Dean for Student Affairs (617-495-1814) or Jackie Yun, director of student services (617-495-5005), regarding any questions or concerns related to sexual or gender-based harassment. They serve as Title IX Coordinators for GSAS students. They will provide information about specific procedures for the resolution of sexual or gender-based harassment concerns.

4. Formal Complaints
To make a formal complaint of sexual harassment against an officer of the faculty, graduate students should discuss the process with Dean McCavana, in Smith Campus Center, 3rd floor (617-495-1814) or with Jackie Yun, director of student services, Dudley House, B2 (617-495-5005).

5. Peer Complaints
Complaints about harassment of students by other students should be brought to the attention of Dean McCavana or Ms. Yun. When appropriate, such cases will be considered by the Administrative Board of the Graduate School.

E. Counseling Resources for Students in GSAS
Graduate School of Arts and Sciences
Garth McCavana | Dean for GSAS Student Affairs | Smith Campus Center, 3rd floor | 617-495-1814 | Dudley House, 3rd floor | 617-496-3362 | mccavana@fas.harvard.edu
Jackie Yun | Director of GSAS Student Services | Dudley House, Rm. B-2 | 617-495-5005 | jyun@fas.harvard.edu

University Resources
Bureau of Study Counsel | 5 Linden Street | 617-495-2581
Counseling and Mental Health Services | Smith Campus Center, 75 Mt. Auburn St., 4th floor | 617-495-2042
Harvard Chaplains | Memorial Church | 617-495-5529
The University’s interfaith coalition of chaplains offers programs and worship events and provides confidential counsel for the Harvard-Radcliffe community. More information is available at: chaplains.harvard.edu.
Accessible Education Office | Smith Campus Center, 4th floor | 617-496-8707
Resources for GSAS Students | What to do if you need help
A listing of resources can be found online at www.gsas.harvard.edu/current_students/what_to_do_if_you_need_help.php.
STUDENT AFFAIRS

VII. Student services

A. GSAS Website
www.gsas.harvard.edu | 617-495-1814
The Graduate School has developed an extensive website containing information on admissions, financial aid, student services, fellowships, alumni affairs, and other topics.

B. Dudley House
www.dudley.harvard.edu | 617-495-2255
James M. Hogle | Master | jhogle@hms.harvard.edu
Doreen M. Hogle | Co-master | doreen.hogle@hbsr.com
Susan Zawalich | House Administrator | zawalich@fas.harvard.edu

Dudley House, the Graduate Student Center, is located in Lehman Hall in the southwest corner of Harvard Yard. All GSAS students are automatically members of the House and are encouraged to use the facility. Dudley House provides an opportunity for GSAS students to interact with fellow graduate students and faculty from all departments in an informal atmosphere. All faculty are welcome to use the dining hall and other facilities of Dudley House. Directors of graduate studies are encouraged to attend the occasional dinners of the Senior Common Room and other House activities. Call the House Office or e-mail Susan Zawalich for more information about events. Check the Dudley House section in each month’s GSAS Bulletin for monthly listings.

Dudley House resources include a dining hall serving meals on a cash or contract basis, a student-run café (Café Gato Rojo), open to all members of the Harvard community, a game room, big screen TV, VCR, and DVD player, library, word processing and printing facilities, lockers, pianos, meeting and office space for GSAS student organizations, and the Graduate Student Council office.

1. Services for Students
   • Dudley Fellows (all GSAS students) provide programs in the areas of athletics, outings, social events, arts and music, drama, film, literary events and publications, public service, and interdisciplinary discussions. Dudley House has its own student orchestra, chorus, world music ensemble, and jazz big band.
   • Language Tables: Welsh, Tibetan, Irish, Arabic, French, Russian, Czech, Chinese, Spanish, Turkish, Persian, Portuguese, Hebrew, Italian, Thai, Japanese, and American Sign Language are some of the groups that have been organized.
   • Computer Room provided by Harvard University Information Technology.
   • Fireside Chats—informal faculty presentations organized by the Dudley Fellows.
   • Library/Reading Room
   • Administrative Offices (Dudley House Graduate Office, GSAS Student Services, GSAS Residential Life, Office of the Dean for Student Affairs)
2. Services for Faculty and Departments

- Lounges and Common Room space for department functions, parties, meetings, and student organizations.
- Faculty/Student Lunch Tickets—each GSAS student is entitled to one free ticket per term to take faculty to lunch in the Dudley Café.
- Faculty/Student Dinners—once each term a catered dinner is offered for interested students and their faculty guests.

C. GSAS Office of Student Affairs

Smith Campus Center, 3rd floor | 617-495-1814
Garth McCavana | Dean for Student Affairs | mccavana@fas.harvard.edu

Located on the third floor of the Smith Campus Center, the Office of Student Affairs is directed by Garth McCavana, Dean for Student Affairs. Dean McCavana has general responsibility for the welfare of graduate students and monitors students’ academic status and discipline. He represents students in disciplinary cases before the Administrative Board and is one of the two Title IX Coordinators for GSAS.

The Office of Student Affairs includes the Office of Residential Life, the Office of Student Services, the four GSAS Residence Halls, and the Fellowships Office. The Dean for Student Affairs oversees the activities of the above offices, including: applications for non-resident status, intra-FAS transfer applications, readmission applications, applications for the Exchange Scholar program, etc. The office coordinates all GSAS Orientation and DudleyFest activities and publishes fellowship guides as well as The Form of the PhD Dissertation, the House Tutors and Freshman Proctors brochure, and other publications.

1. Assistant Dean of Student Affairs

Smith Campus Center, 3rd floor | 617-496-5275
Patrick O’Brien | jpobrien@fas.harvard.edu

Patrick O’Brien works closely with Dean McCavana and serves as a point of contact and resource for all students, faculty, and staff in communicating and interpreting GSAS policy and procedure. He monitors graduate students’ status in maintaining satisfactory academic progress and advises students on administrative interactions and processes within FAS and across campus. He coordinates the transfer and readmission processes, the Exchange Scholar Program, the non-resident application process, the JD/PhD coordinated program, and annual events, including January@GSAS, Orientation, DudleyFest, and the GSAS Commencement Diploma-Awarding Ceremony. He advises students, faculty, and staff through all procedures and petitioning processes tied to registration and course enrollment. He advises international students on English proficiency resources and assists in coordination of the summer English Language Program for new international graduate students. Assistant Dean O’Brien is a liaison to the MD/PhD and HST programs and for students, administrators, and faculty in all interfaculty PhD programs. He is available to discuss any of the above topics and in particular any issues related to a student’s progress toward his/her degree and non-resident status, including Traveling Scholars and Leaves of Absence.

2. GSAS Fellowships Office

Smith Campus Center, 3rd floor | 617-495-1814
Cynthia Verba | Director of Fellowships | cverba@fas.harvard.edu

Cynthia Verba is responsible for counseling on writing fellowship proposals and other aspects of professional development as well as production of annual fellowship guides and the publication Scholarly Pursuits: A Guide to Professional Development During the Graduate Years. Dr. Verba offers seminars on the above topics. For further details, please refer to page 21.
3. Office of Residential Life
Dudley House, B-2 | 617-495-5060
Ashley Skipwith | Director of Residential Life | askipwith@fas.harvard.edu

The Office of Residential Life assists graduate students in all areas related to housing. In addition to overseeing the day-to-day management of the four GSAS residence halls, the Residential Life Office also provides:

- Housing for conferences and programs held during the summer
- Summer housing for students

4. Office of Student Services
Dudley House, B-2 | 617-495-5005
Jackie Yun | Director of Student Services | jyun@fas.harvard.edu

The Office of Student Services is responsible for various aspects of Orientation for Incoming Students and Orientation for International Students. Jackie Yun is the go-to person for all GSAS students about any academic or personal concerns including policies regarding sexual harassment. She serves in an advisory role and provides support and information about counseling and other services for GSAS students. Ms. Yun also oversees GSAS Graduate Student Groups and Departmental Graduate Student Organizations.

D. Family-Related Policies For GSAS Students

1. Parental Accommodation and Financial Support Program (PAFS)
Female and male students enrolled in PhD programs at GSAS are eligible for parental accommodation and financial support following the birth or adoption of a child. Those interested in learning more about the program should contact Garth McCavana, dean for student affairs, and Bob LaPointe, assistant director of financial aid at GSASFamily@fas.harvard.edu at least four months in advance of the anticipated birth or adoption event to discuss the options available. PAFS Program details are below:

- Students are expected to notify advisors and Directors of Graduate Studies at least four months in advance of the anticipated birth or adoption of a child, so that appropriate arrangements can be made to cover any teaching or research responsibilities.
- Eligible students receive from GSAS a one-time payment equal to two-fifths teaching for six weeks. This funding is intended to help with the additional expenses associated with the arrival or a new child.
- During the accommodation period, students may request time off from their duties up to six weeks. Students remain enrolled full-time during this period: loan repayment schedules, eligibility for University housing, and student visa status, if applicable, remain unchanged.
- Students receive academic accommodation during this period, including relief from academic requirements, such as postponement of exams and course requirements.
- Students funded by government grants or other external sources are entitled to benefits as determined by the funding agency. Students should contact their funding agency for more details.
- Students taking advantage of the PAFS Program are eligible for a departmental G-year adjustment of one year.

2. Family Leave Of Absence Policy

- Female and male students in GSAS may take a Family Leave of Absence for the birth or adoption of a child, child care, or care of an immediate family member with a serious health condition.
- Students may take a Family Leave of Absence for one or two semesters. Students’ departmental G clocks will be adjusted by one year, whether the Family Leave of Absence is for one or two semesters.
- Academic requirements (such as postponement of exams and course requirements) will be adjusted for the duration of the Family Leave of Absence.
- Students are expected to notify their advisor and their Director of Graduate Studies as early as possible about their plans to take a Family Leave of Absence so that appropriate accommodations can be made to cover any teaching/research responsibilities.
• Students are eligible for four months of health coverage through the Student Health Insurance Plan and the Student Health Fee (see HUHS website) from the point at which they take a leave. Students who take a leave must pay their own premiums, however.
• Funding commitments from Harvard are deferred until students return from the Family Leave. Students receiving funding from external sources, such as governmental grants, are subject to the conditions established by the funding source.

E. Services for International Students
A wide range of services and support systems are available for international graduate students. Directors of graduate studies should encourage all international students to attend the special GSAS Orientation Program for International Students, Tuesday, August 25, 9:00 a.m.–12:30 p.m. in Harvard Hall 202.

1. Summer English Language Program (ELP)
In early August invites approximately 40 new international students to campus for a three-week program that addresses the cultural and linguistic adjustments these students have to make to life at Harvard. The invited students are non-native English speakers who have not received a degree from an English-language institution. These students are nominated by the departments on the basis of their language skills. Departments will be informed of incoming students who meet the above criteria during the admissions season.

2. Host-Student Program
Incoming international students should take advantage of the GSAS Host-Student Program, which matches current GSAS students with incoming international students. Information about the program is mailed during the summer to all new international students. If students would like to participate in the Host-Student Program they should sign-up online at http://www.gsas.harvard.edu/host-student-app.

3. Harvard International Office
All newly-admitted international students must visit the Harvard International Office before registration. Students should bring their passports and entry permits with them. Located in Room 864 of Smith Campus Center, the International Office advises students on immigration regulations, provides orientation meetings and materials, hosts activities for accompanying spouses, and sponsors the host family program. Darryl Zeigler counsels all GSAS international graduate students.

4. Resources for Non-Native English Speakers
The GSAS website provides a useful list of resources for non-native English speakers: www.gsas.harvard.edu/current_students/resource_for_non_native_english_speakers.php

F. Accessible Education Office
Smith Campus Center, 4th Floor | 617-496-8707 | Voice/TTY: 617-496-3720 | FAX: 617-496-1098
aeo@fas.harvard.edu | www.aeo.fas.harvard.edu
Sheila Petruccelli | Director

All of us learn differently, apart from interest in the topic and regardless of whether we carry a disability-related diagnosis. Visual learners may not remember a conversation as well as a painting, and auditory learners may be able to describe a symphony more completely than a problem set. Self-initiated compensating strategies, such as reading glasses, higher volume, or rereading passages aloud or more slowly can mitigate some difficulties. When such measures are ineffective, motivated learners benefit from selecting materials available in their preferred medium; use of advanced technological tools such as text-to-speech software; voice recognition software; assistance with the mechanics of note-taking; and alternative ways of presenting material and demonstrating mastery and proficiency. If these options are available from the outset, they become the backbone of universal instructional design which ultimately lessens the need to provide accommodations for persons with disabilities because teaching strategies are already multi-modal and inclusive in anticipation of the different ways in which we learn. Please visit www.aeo.fas.harvard.edu/essential.html to view the Model to Determine Essential Components of Courses and Curriculum.
Harvard University is committed to providing students with documented disabilities or health conditions access to the same programs and activities that are available to students without disabilities. A disability is understood to be any impairment that substantially limits one or more major life activities, such as walking, seeing, hearing, reading, concentrating, learning, writing, or speaking. Many medical conditions and disabilities are not readily apparent and may not be diagnosed prior to the start of the academic year. Accommodations for seemingly similar disabilities can vary significantly.

Providing Harvard students with appropriate accommodations for disabilities calls for ongoing communication and collaborative effort on the part of teaching staff, the Accessible Education Office (AEO), administrators, and of course, students themselves. Students who request accommodations should present instructors with an introductory letter from AEO giving an overview of the accommodations deemed appropriate. Students making such requests without this letter should be referred to AEO. It is important that all communication with students regarding disability issues be individualized and confidential.

Teaching staff should consider the following strategies when contemplating accessibility:

- Routinely noting in the course syllabus and by announcing at the first class meeting that students previously approved by AEO for disability-related accommodations should contact the teaching staff in order to discuss and implement satisfactory arrangements for sectioning, course materials, and examinations.
  
  **Suggested wording to include in a syllabus:** “Any student needing academic adjustments or accommodations because of a documented disability is requested to present his/her letter from the Accessible Education Office (AEO) and speak with the professor by the end of the second week of the term (9/11/15). Failure to do so may result in the Course Head’s inability to respond in a timely manner. All discussions will remain confidential, although AEO may be consulted to discuss appropriate implementation.”

- Ensuring that lectures, sections, review sessions, etc. are held in physically accessible space when required. The Registrar’s office classroom section (617-495-1541) can assist when relocation is indicated.

- Calling for volunteers from the class as soon as the need for a note-taker has been communicated, taking care not to disclose the student’s name or disability. Typically note-takers who take their notes in an electronic format are preferred for they are able to email the AEO student their notes immediately after class.

- Assisting students who are visually impaired or blind by providing reformatted instructional and testing materials in their accessible format, such as electronic course materials, Braille, or enlarged print, and honoring adjustable lighting needs as appropriate. The Adaptive Technology Lab (ATL) is available to help with preparation of accessible materials as long as they are provided to them in advance.

- Cooperating in the provision of accommodations for deaf and hard-of-hearing students who may require the presence of sign-language interpreters and stenographic note-takers near the podium. Some students may use FM listening devices which require that teaching staff use a wireless microphone, and many of these students depend on open captioned films and videos.

It should be noted that advanced planning for many accommodations, especially reformatting, is necessary in order for them to be effective and timely. When students make course changes after study card day and before the fifth Monday of the term, significant delays in the preparation of reformatted materials may result, affecting both students and instructional staff.

The course head is responsible for all arrangements and assistance needed for classroom, mid-term and hourly examination accommodations, including finding a room for separate exam administration, and providing and paying for a scribe or similar service, if required. The Office of the Registrar provides accommodations for all scheduled final examinations in conjunction with the AEO. The Registrar may consult with faculty and AEO when access and equity questions pertaining to accommodations arise. For questions concerning the administration of final exams (e.g., dropping off/picking up exams, location of students, etc.) please contact the Examinations office, 617-495-1542. For questions concerning the accommodations provided, please contact AEO.

AEO welcomes inquiries from teaching staff and opportunities to collaborate with instructors in providing effective strategies for students with disabilities. Instructors who are concerned that a disability or health condition may be interfering significantly with a student’s academic performance or would like to discuss any disability-related concern, are encouraged to contact AEO. Students interested in exploring a medically-related leave of absence should contact AEO.
G. Security/Shuttle Services

Departments should be familiar with the safety and security services provided for students. Given the late night work and study schedules of most graduate students, they should be made aware of the University’s shuttle bus service, evening shuttle service, and the emergency “blue light” telephone system on campus which provides direct communication with the University Police dispatcher.

The Shuttle Tracker is an online and mobile service that continuously displays the location of Harvard University shuttles and animates their motion against a detailed map of recognizable University buildings and landmarks.

Web: shuttle.harvard.edu | Mobile: shuttle.harvard.edu/m

1. University Shuttle Bus
   617-495-0400 | www.uos.harvard.edu/transportation/shu.shtml

The University Shuttle Service operates fixed route bus service during the academic year (except university recognized holidays and term breaks) providing safe, convenient, and reliable transportation throughout the Cambridge and Allston campuses. Major stops include: Memorial Hall, Pound Hall, Currier House, Mather House, Boylston Gate, Lamont Library, the Kennedy School, and the Business School. Harvard Shuttles are open to all members of the Harvard Community, including faculty, staff, and students. From its low-floor and lift-equipped buses to its door-to-door van service, Harvard’s entire system is accessible for riders of all abilities.

The Daytime Van Service is designed for persons who, because of mobility impairment or medical condition, find it extremely difficult or impossible to use the regular shuttle bus. This service operates year round throughout the Cambridge and Allston campuses and is available to all faculty, staff and students. Riders for the van service must be approved by local disability coordinators listed below. After approval, rides are by appointment only. The service normally operates from 7:45 a.m. until 7 p.m. seven days a week with reduced hours during the summer months and recess periods. Please call 617-495-0400 for more information or to schedule a ride. For Customer Service, call 617-495-0400, (TTY#) 617-496-6642 or e-mail shuttle@harvard.edu.

After 7 p.m., fully accessible shuttle vans are available through the Evening Van Service. (Reservations are not required for the Evening Van Service.)

2. Evening Shuttle Service
   617-495-0400

The Evening Van Service is designed to transport faculty, staff and students safely about the campus area as a supplement to the shuttle bus system. The service operates between 7 p.m. and 12:30 a.m., seven days a week throughout the entire year, including summer and break periods. No advance arrangements are needed. However, the last call for a ride must be received by 12:00 a.m. Please call for information and service requests.

3. Medical School Shuttle Service
   617-632-2800 | www.masco.org/directions/m2-cambridge-harvard-shuttle

The Medical School shuttle (M2) operates year-round, Monday through Saturday, between the Johnston Gate at Harvard Yard and the Longwood Medical Area, via MIT. All GSAS students may ride free by swiping a valid GSAS ID on the bus. Please call or visit the web for schedule information.

H. Special Interest and Support Groups

1. Harvard Graduate Women in Science and Engineering
   hgwise.org

Harvard Graduate Women in Science and Engineering (HGWise) is a GSAS organization dedicated to the development and advancement of women in science and engineering through fostering a sense of community, providing professional development opportunities, advocating for policies to support women in academia, and organizing a mentoring program for female graduate students.
2. W.E.B. Du Bois Graduate Society  
www.duboisgrad.fas.harvard.edu/icb/icb.do  
The Du Bois Graduate Society is an organization of GSAS students devoted to issues of concern to the minority community. The organization sponsors scholarly events and social activities and fosters a sense of camaraderie among GSAS minority students and scholars.

3. The Graduate Student Council  
gsc.fas.harvard.edu  
The Graduate Student Council represents students in the Graduate School of Arts and Sciences. Members of the council are chosen within each department. The purposes of the council are to promote the welfare of students and to represent graduate student interests before the faculty and administration. The Graduate Student Council offers grants for conference attendance and summer research on a competitive basis to GSAS students who are enrolled full time in a degree-granting program or who are GSAS Special Students, who are members of the Council, and whose department has been represented at GSC monthly meetings.

4. Graduate Student Groups (GSGs)  
Student organizations in GSAS offer an opportunity to participate in a wide variety of activities, including many ethnicity-based groups. There are currently some 50 active student groups. For a full listing of this year’s groups please consult the GSAS website.

5. Departmental Graduate Student Organizations (DGSOs)  
Departmental Graduate Student Organizations (DGSOs) are GSAS student organizations affiliated with a Harvard department, division, or program. DGSOs require official acknowledgment and support from an academic department.

I. GSAS Communications/Writing Center  
GSAS is developing a communications/writing center to be located in Dudley House. An announcement regarding the opening of the center will be made during academic year 2015–2016.

J. Bureau of Study Counsel  
5 Linden Street | 617-495-2581 | bsc.harvard.edu | The first floor of the BSC is wheelchair-accessible.

The Bureau of Study Counsel (BSC) supports Harvard students in their academic life and learning. The BSC offers resources to help students approach their intellectual work with strategy, skill, and spirit; make challenging choices; develop a sense of voice and authority in their scholarship, relationships, and leadership; work well and play well with others; discover what leaves them feeling enlivened and engaged; and make meaning of their work and life. Graduate students in GSAS, HKS, GSE, and HBS Doctoral Programs are eligible for BSC services.

BSC services are private, in keeping with applicable legal and professional standards.

Programs and Services. Academic counseling can help students develop their study skills and strategies, discover their learning goals and styles, deal with the challenges of a demanding university environment, define their motivations and aspirations, and address issues that interfere with their efforts to fully engage in their university learning and life.

Workshops and discussions are offered on a broad range of topics relevant to student life and learning. Examples include: Attending to Attention: Strategies for Focus and Concentration; Perfectionism; Identity and Diversity: Background, Belonging, and Becoming; Procrastination; Speaking Up in Class; What Are You Doing with Your Life, and Time Management. Visit bsc.harvard.edu for the current workshop and group schedule. BSC counselors are also available to facilitate workshops on request for classes, departments, or student groups.

Handouts on study skills and academic life are available on the BSC website or in the Cranium Corner (located in the BSC).
Harvard Course in Reading and Study Strategies is a 10-hour non-credit mini-course designed to help students develop skills to read more purposefully and selectively, with greater speed and comprehension. Cost is $25 for GSAS and College students (regular rate: $150). Fees may be term-billed. Teaching staff and residential life staff are invited to take the course at no charge (subject to change). Visit the BSC website for the course schedule and registration information.

ESL peer consultation provides conversational help for non-native English speakers who wish to improve their speaking and listening skills or develop a better understanding of U.S. and Harvard cultures. Peer consultants are College undergraduates who have an interest in working with people from different cultures and who speaks at least one language other than English. The peer consultant fee is $16/hour. Students may consult with the GSAS Office of Student Affairs for financial assistance.

Peer tutoring provides opportunities for students to refresh their knowledge about a particular subject matter. Peer tutoring is mainly geared towards undergraduates and the College courses. Graduate students are eligible to become peer tutors, and it can be a good opportunity to connect with undergraduates and develop their teaching skills.

Study @ 5 Linden provides a quiet and cozy space to study or write, with coffee, tea and cookies. Study @ 5 Linden is open Tuesdays and Thursdays during the academic term, and daily (Monday-Friday) during the Reading and Final Exam Periods.

The Success-Failure Project helps students explore the meanings of success, failure, and resilience through online resources, events and workshops.

Consultation and outreach is available to members of the Harvard community (including students, deans, instructors, coaches, advisers, parents, etc.) individually or as a group about any issues related to student life and learning, such as concerns about a student, requests for presentations or workshops, or collaboration on an event or project.

K. University Health Services (HUHS) — Counseling and Mental Health Services
75 Mount Auburn Street, 4th floor | 617-495-2042 | www.huhs.harvard.edu

Many common problems can impact academic and personal life. Depression, anxiety and eating concerns as well as relationship and academic difficulties can often benefit from professional counseling. The Counseling and Mental Health Service at UHS is staffed by psychiatrists, psychologists, social workers and nurse specialists who are available to address these difficulties in confidence. Individual, group, and cognitive-behavioral therapies are available, as well as skills-based therapies (mindfulness, distress tolerance) and medication treatments.

The preferred intake process involves a brief telephone triage appointment (617-495-2042) with one of our experienced clinicians, allowing us to match the student with the most appropriate clinician. This phone appointment is usually scheduled within one business day of your first call to CAMHS, with the intake to follow. If the situation is urgent, a face-to-face appointment can be quickly arranged in our weekday urgent care hours. A CAMHS clinician is always available on nights and weekends to address emergencies by calling 617-495-5711.

Records of visits to the Counseling and Mental Health Service are kept separately from the rest of a student's medical record and are not available to any third party without specific written permission from the student. All communications between CAMHS clinicians and a patient are held in strictest confidence.

Please refer to the mental health section of the HUHS website for policies, group listings, biographical information on clinicians and other relevant information, including online screenings for common issues.
TELEPHONE & E-MAIL DIRECTORY

2015–2016

Emergencies
Harvard Police—Emergencies | 617-495-1212
University Health Services—Urgent Care | 617-495-5711
Garth McCavana | 617-495-1814
Jackie Yun | 617-495-5005

GSAS Dean’s Office and Office of Student Affairs
Xiao-Li Meng | Dean | 617-496-1464 | meng@stat.harvard.edu
Allen Aloise | Dean for Administration and Finance | 617-495-1814 | aloise@fas.harvard.edu
Garth McCavana | Dean for Student Affairs | 617-495-1814 | mccavana@fas.harvard.edu
John McNally | Assistant Dean | Harvard Integrated Life Science | 617-495-0616 | jmcnally@fas.harvard.edu
Patrick O’Brien | Assistant Dean of Student Affairs | 617-496-5275 | jpobrien@fas.harvard.edu
Cynthia Verba | Director of Fellowships | 617-496-5277 | cverba@fas.harvard.edu
Jackie Yun | Director of Student Services | 617-495-5005 | jyun@fas.harvard.edu
Ashley Skipwith | Director of Residential Life | 617-495-5060 | askipwith@fas.harvard.edu
Alex Kent | Admissions and Financial Aid/Special Students and Visiting Fellows Officer | 617-495-5392 | akent@fas.harvard.edu
Jon Petitt | Director of Alumni Relations and Publications | 617-495-4945 | petitt@fas.harvard.edu
Ann Hall | Director of Communications | 617-496-5280 | annhall@fas.harvard.edu

Office of Admissions and Financial Aid
Mohan Boodram | Dean for Admissions and Financial Aid | 617-495-1814 | mboodram@fas.harvard.edu
Christine Sumner | Director of Admissions | 617-495-5396 | sumner@fas.harvard.edu
Judy Mehrmann | Coordinator for Financial Aid and Assistant Director of Financial Aid, Natural Sciences | 617-495-5396 | jmehrmann@fas.harvard.edu
Tracey Newman | Officer, Natural Sciences | 617-495-5396 | tnewman@fas.harvard.edu
Robert LaPointe | Assistant Director of Financial Aid, Humanities | 617-495-5396 | lapointe@fas.harvard.edu
Lisa Simpson | Officer, Humanities | 617-495-5396 | msimpson@fas.harvard.edu
Emily Burns | Assistant Director for Financial Aid, Social Sciences | 617-495-5396 | emburns@fas.harvard.edu
Alison Van Volkenburgh | Officer, Social Sciences | 617-495-5396 | vanvolkenburgh@fas.harvard.edu
Sheila Thomas | Associate Dean for Academic Programs and Diversity | 617-496-9909 | sthomas@fas.harvard.edu
Stephanie Parsons | Assistant Director of Diversity and Minority Affairs | 617-495-5396 | sparsons@fas.harvard.edu

Dudley House
James M. Hogle | Master | 617-495-2255 | jhogle@hms.harvard.edu
Doreen Hogle | Co-Master | doreen.hogle@hbsr.com
Susan Zawalich | House Administrator | 617-495-2255 | zawalich@fas.harvard.edu
HARVARD UNIVERSITY  
Cambridge, Massachusetts 02138

May 24, 2015

Dear __________:

After many discussions with the Faculty members, GSAS established a policy that students ordinarily will not be permitted to register beyond their tenth year in the Graduate School. Since you have completed your tenth year in the Graduate School, I must alert you that you will not be allowed to register in the fall of 2015 and will be withdrawn.

Let me assure you that this change will not prohibit the completion of your degree. Students who have been withdrawn will be free to apply for readmission to the Graduate School, for the purpose of receiving the degree, once their dissertation has been completed. The application for readmission should be accompanied by a letter from your advisor stating that an acceptable thesis has been received. Assuming that the amount of time elapsed has not been unreasonable, such readmission applications should be a fairly routine matter. (Active file fees are assessed for the intervening terms when a student was not registered; the facilities fee is assessed for a student’s final term.)

Students in the Cambridge area who have been withdrawn should be aware that they are eligible to have borrowing and stack privileges at Widener and a number of other Harvard libraries for a nominal cost as alumni. Please inquire at the Library Privileges Desk at Widener Library.

Students who have been covered by Harvard student health insurance will lose that coverage if they are not registered. Once you are withdrawn, Blue Cross/Blue Shield will send the student the Health Insurance Portability and Accountability Act (HIPPA) letter. This letter will indicate the termination date of the group coverage and can be used to obtain non-group coverage in Massachusetts or in other states. Further information about this option can be found on the University Health Services website, www.huhs.harvard.edu.

You will not need to complete a Withdrawal Notice; the Dean’s Office will be communicating with the Registrar’s Office and other appropriate offices to inform them of your status. Readmission application materials are available online at: wwwgsas.harvard.edu/apply/readmission.php. If you have questions about this policy, or would like to discuss your situation with regard to it, please feel free to call Garth McCavana, Dean for Student Affairs, at 495-1814.

Sincerely,

Garth McCavana
Dean for Student Affairs
May 21, 2015

Dear __________: 

The Committee on Higher Degrees has completed its evaluation of first-year students, and I regret to inform you that your work is considered unsatisfactory because of your failure to maintain a B average in your courses. Given your performance in your course work, we seriously doubt whether you will be able to complete the PhD in _______________ here at Harvard, and strongly urge you to investigate other programs or fields of study. We are placing you in unsatisfactory status at this time. You will not be eligible for financial aid nor recommended for teaching.

We expect that by the end of the fall term 2015-16 you will have maintained a B average overall, with no grades below a B-.. Failure to do this will result in your being withdrawn from the program. This is a critical time for you to consider your commitment to the discipline.

Sincerely,

Director of Graduate Studies
May 20, 2015

Dear __________:

The Graduate Instruction Committee of the Department of ________________ has just completed a review of the progress of all students enrolled in the PhD program. We were distressed to find that you have not completed your dissertation. As you are aware, the departmental requirement for good standing states [from: Chapter VI, GSAS Handbook] “Normally, a complete draft of the dissertation must be submitted within five years after entering the program…” Unless you are very close to finishing your dissertation by the end of the fall semester 2015-16, you will be withdrawn.

In the event that the department terminates your candidacy, you will be able to apply for readmission once your dissertation is complete. You will not have to retake any courses or exams previously completed.

Please come and talk to me or __________ if you have any questions about your status.

Sincerely,

Director of Graduate Studies
Dear __________:

The PhD Committee has decided to allow you until August 22, 2015 to submit a fully implemented Chapter One of the dissertation. As stated in our letter to you of January 21, 2015, you are expected to resolve the problem of confining your topic to a reasonable set of researchable issues, and to demonstrate definite progress on carrying out a subset of your actual research goals and writing a final dissertation draft. Professors ________________ and _____________ will report to the PhD Committee by September 10 whether or not you have succeeded.

Absent a strong and unanimous vote of confidence and satisfaction from your dissertation committee, you will be withdrawn from the program.

Sincerely,

Director of Graduate Studies
June 12, 2015

Dear __________:

The Committee on Higher Degrees recently completed its annual review of student progress and I write to convey the Committee's concern about your academic status. It is the consensus of the Committee that you have not made satisfactory progress toward completion of the degree, specifically in establishing faculty advisors for your dissertation research.

We note that you have not yet met the requirements that we stipulated in our letter of January 12, 2015; submission of the dissertation prospectus, and completion of your remaining language requirement this term. The Doctoral Committee has agreed to give you an extension until August 22, 2015 to submit the prospectus.

Between now and August 22, 2015 you are expected to

(1) find two faculty who will supervise the writing of the dissertation prospectus, and

(2) secure their approval of the final draft, which they must forward to ________________ with a cover letter noting their approval.

It is expected that your advisors will serve as members of your dissertation committee and that you will recruit a third committee member during academic year 2015-16. These three faculty members must hold at least two FAS and one ______School appointment between them.

If you cannot complete this requirement before August 22, you will be withdrawn from the program.

Sincerely,

Chair, Committee on Higher Degrees
April 24, 2015

Dear __________:

In the section on Degree Requirements in the Department of __________ in the GSAS Handbook it states: “Ordinarily, students are not permitted to take an ‘Incomplete’ in the Pro-Seminar nor may they take more than one ‘Incomplete’ a term.” Our Graduate Progress Committee notes that you have six “Incompletes” on your record, three from the spring semester of 2013-14 and three for last semester, and is very concerned about your work.

We realize that you are concerned also and have taken your current leave of absence in order to complete this work. This letter is to remind you that all of these Incompletes must be made up before registration this coming August in order for you to return to good standing. Failure to complete these Incompletes will result in your being withdrawn from the program. With all good wishes,

Sincerely yours,

Chair, Graduate Progress Committee
Chair of the Department
June 3, 2015

Dear __________: 

In line with the “satisfactory progress” requirements of the Graduate School and the Department of __________, this letter is to remind you once more that you will be required to submit at least two finished chapters of a PhD dissertation to the Department of ________________ by August 24, 2015 in order to register as a continuing PhD candidate this Fall.

If you are unable to do this, you will be withdrawn from the program. You may later petition the Department for readmission if you can submit a complete final draft of your dissertation with your request. Acceptability of the final draft, and consequent permission for readmission, will be determined by vote of the department faculty.

Yours truly,

[Signature]
In a letter dated November 12, 2014 the department notified you that in order for you to remain a registered student in our PhD program, you needed to complete the following requirements by May 31, 2015:

1. Submit an acceptable prospectus to your dissertation committee

2. Complete your language requirement in _____________

3. Finish your Incomplete in _____________

In that letter you were informed that if these requirements were not completed you would be withdrawn from our program. You have only completed one of these requirements, the language requirement, and will therefore be withdrawn from the PhD program in ________________.

I realize that this news may be difficult for you. I would be happy to discuss your future plans with you. Also, Heather Law and Laura Stark, the PhD counselors at the Office of Career Services, are available to advise you on career options. The department hopes that you will be successful in whatever choices you make.

Sincerely,

Director of Graduate Studies
How to recognize students in distress...and how to help.

Being Prepared
While in college or graduate school, some students experience personal difficulties that can be exacerbated by the challenges of maturation, an unfamiliar environment, and academic pressure or competition. Others arrive at Harvard with pre-existing disorders that resurface or have their first episode in the face of the same challenges. Although these difficulties often resolve themselves over time in the course of personal development, many students may prefer or need the benefit of professional support to address their problems. As a faculty member, you may have observed signs of distress in some of your students, trusting, however, that others within the University were evaluating those signs and responding to them. In truth, the nature of the student-teacher relationship means that you are among the very best-placed individuals at Harvard to detect the early signs of distress, and all members of the University community bear responsibility for identifying students in need of assistance and ensuring that they are referred to appropriate sources for help.

The process of recognizing warning signs, engaging a student in distress, and making referrals may be unfamiliar to many faculty members. Moreover, you may feel inadequately informed about the precise role expected of you or about the mental health resources available to Harvard students. This brochure has been prepared to give you information that is relevant not only to those exceptional cases where the distress appears serious enough to warrant immediate intervention, but also to the more common situations where behavior suggests that a student would benefit from consulting one or more of the resources listed below. You may never have to use this information, but if you do, it is essential that you be prepared. Have at hand the phone numbers, locations, and hours of operation of the services open to your students.

Should you wish to discuss your concerns with a member of the University Health Services in advance of speaking with the student, Dr. Katherine Lapierre, Chief of Counseling and Mental Health Services at UHS, 617-495-2042, is available to assist you. Identifying yourself as a faculty member who is concerned about the welfare of one of your students will indicate to the staff at UHS the urgency of your call. Above all, as you prepare to engage the student, remind yourself that your function is to listen, express concern, and make referrals, not to take on the role of a trained counselor.

Identifying Warning Signs
Any one of the following indicators alone does not necessarily suggest that the student is experiencing severe distress. However, several of the signs taken together may well indicate that the student needs or may be asking for help.

Academic Indicators
- Deterioration in the quality of work
- Missed assignments or appointments
- Repeated absence from class or laboratory
- Continual seeking of unusual accommodations (extensions, postponed examinations)
- Essays or papers that have themes of hopelessness, social isolation, rage or despair
• Acting withdrawn
• Inappropriate disruption or monopolization of classroom

Physical or Psychological Indicators
• Deterioration in physical appearance or personal hygiene
• Excessive fatigue or sleep difficulties
• Unusual weight gain or loss
• Exaggerated personality traits or behaviors (e.g., agitation, withdrawal, lack of apparent emotion)
• Unprovoked anger or hostility
• Irritability, constant anxiety or tearfulness
• Marked changes in concentration and motivation

Other Factors to Consider
• Direct statements indicating family problems, personal losses such as a death of a family member, or the break-up of a relationship
• Expressions of concern about a student by peers
• Written Statements or verbalizations of hopelessness, futility or lack of energy
• Your own sense, however vague, that something is seriously amiss with the student

Engaging the Student
Talk to the student in person. Relay your concerns and their basis. Listen patiently, withholding judgment, and allow for silences if the student is initially slow to respond. The student may exhibit resistance to the idea of needing assistance, suggesting, for example, that that would just waste someone’s time, or intimating concern over what that need might say about their mental state. In this situation it is best not to attempt to reassure the student with unsolicited advice or solace, but rather to point out that there are individuals available who have been trained to work with students in distress. Similarly, if the student is in academic difficulty, it is unwise to sidestep the matter at hand by proposing elaborate arrangements to remedy the academic facet of the problem.

Throughout your conversation avoid making promises of confidentiality. Should you become convinced that the student needs help, prior assurances of confidentiality can make it more difficult for you to take appropriate action. Promises of confidentiality should definitely be avoided with students who represent a risk to themselves. Students who are suicidal need swift professional intervention, and assurances of absolute confidentiality may complicate that process.

Making Referrals
Explain the limits of your knowledge and experience. Help the student understand that your referrals do not contradict your expression of concern or willingness to provide support as a teacher but reflect your desire to assist the student in contacting appropriate University resources. In this regard, should the student’s problem seem acute, you may offer to make an appointment, with the student’s permission, while the student is present. Whether the appointment is made by you or the student, a call to the UHS Counseling and Mental Health Services should inform the receptionist of the level and nature of the problem. This information will be of use in matching the student’s need to an appropriate therapist and appointment time. Also let the student know that you would be interested in learning whether the referral was helpful. Such a request will underscore your concern and wish to remain in contact. In situations where the referral did not prove successful, encourage the student to see a different therapist.

Realize that your offer of referral may be rejected. Should that happen, try to end the conversation in a way that will allow you or the student to take up the subject again. It is possible that with time and reflection the student may become more receptive to your suggestion. If you have immediate concerns about the student’s safety, stay with the student and notify the UHS Counseling and Mental Health Services that you wish to report an urgent mental health issue. After you have alerted UHS, it is advisable to accompany the student to Smith Campus Center or the appropriate satellite office of the Health Services at your school. If that is not feasible, telephone the University Police Department at 617-495-1212 and explain that you need assistance with transportation. Remain with the student until the police arrive.