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Last revised: December 19, 2016
Academic Advising

Each member of the ladder faculty will be assigned a number of students as advisees. Advisors serve as a faculty contact and occasionally as an advocate for students; advise students who have academic problems and act as a referral person for students with personal problems; and provide academic and career advice to students.

Advisors should be familiar with the degree requirements of their advisees’ program(s) and students should follow the degree requirements that are in effect at the date of their matriculation. Questions about degree requirements can be directed to their respective program director or to the registrar.

It is particularly important for advisors to meet with and support new students. Advisors should meet with their group of advisees, including new and returning students, during orientation week, so that new students have the opportunity to meet their advisor in an informal setting and all students have the chance to establish ongoing rapport. A second meeting, social in nature, should take place by the end of the add-drop period, about three weeks into the term.

Under the Buckley Amendment, advisors of students are allowed to review their advisees' files and transcripts, which are located in the Office of Student Services. Those files may be signed out, if necessary. For additional information on confidentiality of student records, see the section on Student Records and Privacy. Faculty advisors are not responsible for counseling students on personal or emotional difficulties, even when problems affect academic work. Faculty advisors are, nevertheless, responsible for identifying troubled students and directing students to help. Faculty advisors may refer students to Laura Snowdon, Dean of Students, who may, in turn, refer students to the University Health Services or other support services at Harvard University.

Staff members in the Office of Student Services are available to assist students on a wide variety of issues including financial aid, housing, visa and immigration issues, and other concerns of student life. Faculty advisors and students may also consult the staff in the Office of Student Services on questions regarding academic policies and procedures, cross-registration, grades, course adds and drops, leaves of absence, admissions, career advising and job placement, student groups, and student grievances.

Academic Misconduct

Students are expected to be familiar with and abide by the school’s standards for academic honesty and conduct. Cheating, plagiarism, unauthorized collaboration or paid assistance, deliberate interference with the integrity of the work of others, fabrication or falsification of data, and other forms of academic dishonesty are considered serious offenses for which disciplinary penalties will be imposed. The following are suggestions for communicating expectations of academic conduct and for dealing with infractions.

Communicating Expectations: During the first week of classes, instructors should explain expectations on items listed below. These are all described in detail at, http://www.gsd.harvard.edu/resources/academic-conduct. If relevant, the following should be discussed:

- Basic expectations for papers and exams. Specify what resources are permitted (including internet resources).
- If students are collaborating on projects, some general assumptions about group work.
- Submission of coursework for one or more courses simultaneously.
- Use of outside copy editing services (as opposed to content editing).
Dealing with Violations: Course and studio instructors must report all suspected cases of plagiarism, cheating, or other sorts of academic dishonesty directly to Laura Snowdon, Dean of Students. This notification should include a written statement explaining the basis of suspicion. If plagiarism is suspected, the statement should include a copy of the source of the plagiarism and the plagiarized material. The contents of the statement will remain confidential to protect the student’s privacy since the facts will not yet have been determined. The instructor may wish to meet with the student at this time to informally discuss the suspicions.

The dean of students will meet with the instructor to discuss the statement, and then both will meet with the student to present the statement and to seek the student’s account of the events. If it is determined that the student has plagiarized or cheated, one of the following should be imposed:

- Having to redo the assignment
- Failing the assignment
- Failing the course
- Remedial steps
- Referral to Academic Misconduct Panel

Usually settlements are made in cases where it is apparent that the student did not fully understand his/her obligations or if the offense is considered not severe enough to warrant a hearing with the Academic Misconduct Panel. If the student does agree to the settlement, a written record describing the offense and the settlement is signed by the dean of students, the faculty member, and the student. As a follow up to the settlement, the student will meet with the dean of students to review the GSD’s policies. The student is then informed that, if another case of misconduct occurs, the subsequent case will move directly to the Academic Misconduct Panel. At any point in pursuing the foregoing steps, the dean of students may consult with the Chair of the Academic Misconduct Panel.

Academic Misconduct Panel: The Academic Misconduct Panel will be convened only in cases of academic misconduct and is composed of 3-person standing committee drawn from those appointed to the review board and chaired by a Voting Faculty member appointed by the dean. If the complainant in the case is also a member of the panel, then an alternate will be chosen from the review board. The term of appointments to the panel is the length of the review board appointments. The responsibilities of the panel are to investigate claims of academic misconduct in accordance with the policies and procedures outlined below.

Referral to Academic Misconduct Panel: A case will go to the Academic Misconduct Panel if:

- The finding of academic misconduct is not the first offense
- The severity of the misconduct warrants direct review by the Academic Misconduct Panel
- A resolution cannot be reached among the student, instructor and dean of students
- The student wishes to appeal the instructor’s decision

Academic Misconduct Panel Review: A letter will be sent to the student from the dean of students notifying him/her that it has been determined that the case will go to the Academic Misconduct Panel. The registrar will staff the panel and will initiate disciplinary proceedings by sending a letter to the student including:

- A copy of the statement of alleged misconduct
- The composition of the Academic Misconduct Panel
- Copy of the Schools’ Policy on Academic Integrity and its Academic Misconduct
- Panel process for addressing allegations of academic misconduct
Copy of documents related to student’s prior cases of academic misconduct with the statement that, “The review will take into account prior instances of academic misconduct.”
• The student’s right to respond within seven days from receipt of the charge by submitting response to registrar who is staffing the panel
• The registrar is available to discuss process with student with the caveat that the registrar will be providing staff support to the panel, but is not a voting member.

Copies of all the materials above (including the letter to the student) will be sent to the members of the Academic Misconduct Panel. The student should submit a written statement to the panel and to offer any evidence bearing on the matter. The student shall be advised to meet with his/her academic advisor, another faculty member, or administrator to review this statement or to discuss the situation. The student should be given one week to respond after receiving the written document.

The panel will meet as soon as possible but not more than 30 days following receipt of the student’s written response.

The student has a right to meet with the Academic Misconduct Panel as part of the hearing. A student may be accompanied by a designated advisor (chosen by the student) from within the GSD community. Since the hearing process is not a legal proceeding, legal counsel may not be present. The respondent must notify the person staffing the panel of the name of the designated advisor at least 24 hours prior to the meeting with the panel.

The panel will make a finding as to whether or not academic misconduct has occurred and, if it has, determine which sanctions if any are appropriate. Formal sanctions, those that become part of the student’s official record, that may be imposed in cases of misconduct are described below:

**Sanctions:**

- **Admonition:** A formal reprimand that becomes part of the student’s official record but does not appear on the transcript
- **Probation:** Conditional permission to remain at the GSD
- **Separation:** Temporary separation from the GSD for a specified period of time, after which the student is ordinarily reinstated, or may be required to request permission to be reinstated, sometimes under probation
- **Requirement to Withdraw:** Reason for Withdrawal is not specified on transcript. Student may reapply.
- **Dismissal:** Reason for Dismissal is not specified on transcript. Student may reapply.
- **Expulsion:** Reason for Expulsion is not specified on transcript. Student may not reapply.

This process is normally completed within 30 days of receiving the written statements from the complainant and respondent.

The Academic Misconduct Panel will send a copy of its findings and decision to the student. Decisions of the panel are final, except for those recommending dismissal or expulsion, which require a two-thirds vote at a full faculty meeting. When a disciplinary case is referred to the full faculty for a vote of expulsion or dismissal, the chair of the panel will present the facts of the case in a written report to the faculty.
If the faculty fails to accept by two-thirds vote a recommendation by the Academic Misconduct Panel for dismissal or expulsion, the case will be returned to the panel for reconsideration of an alternate sanction.

**Appeal:** All findings, sanctions, or other decisions are subject to appeal. An appeal may be directed to the dean within 30 days of the decision in question. Appeals will generally be granted only on the basis of new evidence or significant procedural error.

In cases where the appeal pertains to a lesser sanction or procedural error, the dean’s ruling on the appeal will be made within 30 days and is final. In cases where the appeal pertains to a major sanction, and the result of the appeal is a recommendation by the dean for a change in sanction, a new vote of the faculty is required, normally at the next regularly scheduled faculty meeting.

All parties in a case will be notified in writing of the disposition of the appeal within 30 days of such disposition.

**Access to Courses**
In selecting class members, instructors are expected to follow the procedure established by the faculty to ensure that access to classes or seminars with a limited enrollment is as fair as possible. For non-studio courses where the demand exceeds capacity, a lottery will be conducted to allocate places for interested students. Students in all programs of the GSD are to be treated equally for admission to limited-enrollment courses, but are given preference over students from other Harvard schools or MIT. Occasional exceptions to this rule may be made in the case of a course required for students in the MDes, DDes, or PhD programs, or when a faculty member chooses to allow students from outside the school to enroll for pedagogical reasons.

**Auditing Courses:** GSD Students and students from Harvard College and the other Harvard graduate programs, as well as MIT graduate students, may audit courses. The GSD does not have an official status for students who wish to audit courses.

Permission to audit must be secured from the instructor. Loeb Fellows, who are at the GSD for a year of independent study, are the most common example of those who should be given this privilege. However, all other requests from individuals who are not members of the groups described above should not be accommodated. Auditors cannot make any claims on resources such as the instructor's or TA's time or special software and should not expect to submit papers or exams for review or grading. For those courses in which participation is a component of the final grade, auditors should respect the time constraints they might impose on those officially enrolled by taking up an inordinate amount of class time. No transcripts or other record of having audited a course is available.

**Policy on Non-GSD Degree Students Auditing Courses:**
- Students must be enrolled in a degree program at Harvard University (except the Extension School), be a Loeb Fellow or a visiting scholar at the GSD, or be in a graduate degree program at MIT, or the Fletcher School of Law and Diplomacy at Tufts University.
- Fellows of Harvard University are eligible to audit with a letter of certification from their sponsoring institute.
- Students may only audit one lecture course per semester. Auditing a studio is not permitted.
- Students who wish to audit a course are required to submit an audit petition signed by the instructor by no later than the end of the first week of classes.
- Students who audit must maintain the status of good standing or its equivalent at their home school throughout the term at the GSD.
- Loeb Fellows are exempt from these requirements.

For Instructors:
- Even if a student meets all of the above requirements, instructors have the ultimate say in whether or not a student will be allowed to audit a course.
- In fairness to students officially enrolled in a GSD course, instructors should limit class participation by auditing students.

Canceling or Rescheduling a Class
If an instructor knows ahead of time that a class must be cancelled and/or rescheduled, it should be announced in class. Arrangements for rescheduling it should be made with the students during class so that the best time for the students can be determined. The instructor should also notify the academic department office and post an announcement on Canvas. If there is an emergency, the instructor should notify the academic department office. The staff will then notify the students. Again, the instructor should determine, with the students, the best time to reschedule.

Class Lists
Instructors can receive preliminary lists of students enrolled in each course after the studio and course lotteries are completed, and students have entered their lecture course selections online. Instructors can access their class using:
- Canvas
- my.Harvard

Instructors can access their class list at any time, but generally, instructors will have a fairly good idea of their class composition approximately one week after the class has started. Final class lists are compiled after the add/drop period, approximately three weeks after classes have started. A student is considered to be officially enrolled for credit in a course only when the student’s name appears on the final class list. Instructors should contact the Registrar Sean Conlon in the Office of Student Services, if there are any apparent discrepancies between class lists and attendance.

Names of students cross-registered into the class will normally appear within 48 hours of an instructor approving cross-registration petitions online.

Class Meeting Times
The regular GSD academic day is 8:00am to 6:00pm. Permission must be obtained from the Executive Committee for regular GSD courses to meet outside these times. Class meetings must be held during the hours scheduled in the on-line "Course Bulletin." Normally, GSD courses begin five to ten minutes after the listed start times to allow students to transition from one class to the next. With this in mind, instructors should end classes promptly at the listed times. Students may leave if the class has not begun within twenty minutes of the scheduled hour. An instructor may refuse to permit students to enter the classroom after instruction has begun.
The academic hour is a unit of measurement that refers to instructional time and does not necessarily correspond to the clock hour. It is usually ten minutes less than the period schedule, which could be one, one-and-one-half, or two hours. See section on course scheduling.

Course Budgets
Course budgets support the basic, essential costs of instruction, including reproduction of course syllabi and examination materials, salaries of teaching assistants for courses with large enrollments, and the acquisition of certain limited material required to initiate instruction. Course packs, readers and extensive photocopying of materials for class handouts are not included in the course budget and will be term billed. Students must be notified of term billing by the instructor prior to the end of the term.

Instructional materials such as slides, photographs, maps, drawings, etc. acquired with the course budget are the property of the GSD. The decision to purchase such material should be made only after consultation with the librarian to avoid unnecessary duplication. The library is equipped to prepare slides from printed materials at a reasonable cost.

Course budgets are normally not available to fund field trips; such expenses are to be covered by sponsored program funds or by students. Studio course budgets cannot be used to purchase student supplies or build base models, as they are a student expense in lieu of books.

Studio course budgets also have to cover honoraria and travel expenses of the guest critics for mid-term and final reviews. The standard honorarium rate for a juror or lecturer is $100, assuming a full day of participation, or $75 assuming a half-day of participation. In addition, persons coming from outside the Boston metropolitan area may be reimbursed for coach airfare or mileage at a rate per mile determined by the IRS.gov website. Honoraria, as well as the number of jurors for each studio, are subject to the approval of the department chair and to the availability of funding in the course budget.

Please note that course budgets are not to be used for entertainment or meals, whether with students, other faculty, or visiting critics. Faculty budgets for travel, salary, and course budgets are distinct funds and cannot be used interchangeably.

Course Evaluations by Students
To determine how well courses meet educational objectives and to help instructors make improvements and refinements in course material and presentation, the GSD conducts student evaluations of all courses at the conclusion of each term. The evaluations are administered via my.Harvard, the Student Information System.

The course evaluation form consists of two parts. The first section consists of multiple-choice questions. The answers are compiled for each course and summarized. At the beginning of the next academic year, the summary sheets for each course in which at least five and more than 50 percent of the enrolled students completed forms are made available to all students. These summary sheets may be referenced during reviews for appointment, reappointment, or promotion of faculty. The second part of the course evaluation form consists of written statements that are confidential and to which only the instructor and the department chair have access, and administrators as needed. Instructors will not be permitted to see the student evaluations until after the submission of final grades for the course. (An Incomplete is considered a final grade in this instance.) Likewise, students cannot view their grades until they have filled out evaluations for all of their courses.
It is understood that the department chairs and the dean will not use specific quantitative or numerical distinctions in evaluation scores as significant criteria in making recommendations for appointment, reappointment, or promotion. However, effectiveness in teaching is one of the legitimate criteria in decisions about appointments, reappointments, and promotions; therefore, department chairs or the dean may draw upon their knowledge of the overall patterns of evaluation of an instructor, in addition to other relevant factors, in making recommendations. In doing so, however, they will use this knowledge with the full understanding that some academic subjects, by their nature, are likely to be less popular than others with students.

**Course Requirements**

Please be sure that you have provided your academic department with the following:

- A complete course description
- Syllabus
- Short biographical paragraph
- Additional Information, as requested

**Course Descriptions:** You will need to send a brief course description for your course, which will be included in a printed course booklet and on the online course bulletin. Course descriptions should be approximately 250-350 words in length. Those courses lacking a description will be listed “course description not available” in the publication. Previously offered courses may use existing course descriptions, but faculty need to review their online course descriptions and confirm by the deadline that the listed description is acceptable.

Course descriptions should include:

- Topics to be covered
- Course objectives and outcomes
- Course format
- Method of evaluation
- Prerequisites

If you wish to include information above and beyond 350 words, you may include the information in your course syllabus, which you must link in Canvas, mentioned below. Longer descriptions may be truncated on the online course bulletin as they are limited to 3,900 characters (inclusive of spaces, html formatting, etc.). You may send a modified version of the online course description closer to the start of the term, but the printed version is required by the deadline issued by Aimee Taberner.

Note, course titles are limited to 100 characters.

**Course Syllabus:** Instructors are required to link a course syllabus to their course Canvas site prior to the start of the semester. Your Canvas site can be accessed through the GSD course directory: [http://www.gsd.harvard.edu/courses/](http://www.gsd.harvard.edu/courses/) or through [www.my.Harvard.edu](http://www.my.Harvard.edu).

Course syllabi should include the following: detailed course schedule, dates of deliverables, software requirements (technologies used and technologies taught); approximate time expectation outside of class; and approximate material cost. Furthermore, any pre-approved irregular course schedules should be clearly spelled out, and the roles and extent of availability for instructors for multiple-instructor courses should be described. Students rely on the information you provide to plan their other courses; the course information listed should be viewed as contractual.
Textbooks: Per the Federal Higher Education Act, instructors are now required to share information about textbooks and the Coop is coordinating this effort on behalf of the University. Please contact the Coop so we may comply with federal law. Information available at: https://www.facultyenlight.com/?storeNbr=300

Course Presentations: If you are offering an elective course, particularly a new course or limited enrollment course, you will be required to present your course in person and/or in online video format. Department Chairs feel that many elective courses would benefit from an in-person course presentation prior to the start of classes as presenting live, rather than only through an on-line presentation, will enable you to give students a better feel for what you are offering and may encourage them to enroll in courses they might not otherwise consider. The in-person presentations will be 8- minutes in length, and will take place the week prior to the start of the fall or spring terms. Sean Conlon, Registrar, will be in touch to determine who will be presenting and draft the presentation schedule. Matt Smith of presentation services will contact instructors to obtain course presentation videos. Additional information will follow.

Cross-Listed, Travel, or Publications: If you are planning any travel or publications as part of your course, please inform Aimee Taberner, Director of Academic Programs Administration, as additional information and approvals are necessary. Please note if your course is cross-listed at another part of the university, and if so, provide the other course number and school/departamental affiliation.

All course requirements (see above information) will be posted on the GSD’s website several months prior to the first day of the term. At first class meetings, instructors should reiterate prerequisites for course admission as detailed in the department Canvas course site and distribute hard copies of these documents.

No substantial change in the workload or calendar of a course should be made after the date for dropping or adding courses.

Course Reserve Readings
The library supports your teaching at the GSD by providing reserve reading services. You can place physical items on reserve that circulate for 3 hours, and can circulate overnight during the final three hours of the library’s daily hours of operation. In the interest of providing access to readings for all your students, we strongly encourage you use the library’s reserves services at the beginning of the semester, which allows equitable access to course materials. For more information, please see Loeb Library Reserve Information.

An alternative is to scan articles or book chapters and include them in your course site. For information on how to do this, please see: Courseware (Canvas) Information.

Library Collections and Services:
Collections: The Frances Loeb Library holds ca. 300,000 volumes covering modern and contemporary architecture, landscape architecture, and urban design and planning. Comprehensive coverage is provided for all levels of technology and research in the design fields. Most of the collections circulate for 28 days, unless otherwise noted in HOLLIS, the online catalog. If the library does not have something, we are happy to acquire it. Contact: Ardy Kozbial, Collections and Outreach Librarian.
**Research and Instruction Services**: Provides a series of different kinds of instructional support around the use of library resources. The staff can work with you to provide your students a brief session on how to find appropriate materials for projects and other research; provide quick workshops on specific topics relevant to student assignments. Contact: Sarah Dickinson, Research and Instruction Services librarian.

**Special Collections**: Special Collections holds research and primary resource materials in five areas: rare books, archival materials, the LeCorbusier collection, visual collections, and the Materials Collection. Notable holdings include the LeCorbusier Research Collection, manuscript papers and drawings of such eminent designers and planners as Josep Lluís Sert, Edward Larrabee Barnes, Charles Eliot, John Charles Olmsted, Eleanor Raymond, Arthur and Sidney Shurcliff, Hugh Stubbins, and Dan Kiley. GSD master’s theses, PhD dissertations, and a number of student papers of merit are also housed in the Special Collections Department; Special Collections is now putting theses online which can be found through HOLLIS. The visual collections are made up of a wide array of materials ranging from digital images, 35mm slides, videos/DVDs, CDROMs, maps & plans, and photograph to a collection of materials samples ranging from innovative, new materials to those found every day in the constructed environment. Contacts: Ines Zalduendo, Archivist and Reference Librarian and Johanna Kasubowski, Design Resources Librarian.

**Design and Geospatial Data**: Design and Geospatial Data in the library is comprised of commercial databases and datasets generated at the GSD. Research and instruction is provided around the use of these resources through quick workshops, one-on-one assistance, and in-class instruction. Contact: Janina Mueller, Design Data Librarian.

**Equipment**: Equipment available in the library includes: copiers (Crimson Card or Harvard ID only: 10¢ per 8½” x 11” copy /20¢ for 11” x 17” copies), overhead book scanners, and a high speed scanner with sheet feed (files stored on a USB drive only).

**Slide Scanners**: (Visual Resources + Materials Collection): Available M-F 9a-4:30p. Maximum use time – two consecutive hours. Save to a flash drive, CD, or DVD (bring storage medium with you). All work saved to the desktop will periodically be deleted. GSD-users can access their server space to save image files.
Course Scheduling Guidelines
As of September 11, 2015

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Schedule Details</th>
</tr>
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<tbody>
<tr>
<td>Core Studios:</td>
<td>Meet 12 hours per week, most commonly from 2-6, or as determined by department faculty.</td>
</tr>
<tr>
<td>Option Studios:</td>
<td>8 hours per week. Option studios are scheduled two weekdays from 2-6 PM. Instructors from out of town generally offer their studio on consecutive days, while local instructors typically schedule non-consecutive days. Option studios should not be scheduled on Mondays in order to keep one afternoon free for electives. The class structure, including schedule, dates when the critic will be in residence, and studio site visits, must be set and approved by the chair at the beginning of the semester.</td>
</tr>
<tr>
<td>Lectures:</td>
<td>Meet 3 hours per week. Should be 2 non-consecutive days of 1.5 hours each, in normal GSD time slots (see below). Department chairs can authorize exceptions, but these should be rare, since courses cutting across multiple time slots severely limit student choice.</td>
</tr>
<tr>
<td>Seminars:</td>
<td>3 hours per week, either in one or two time slots. Enrollment can be limited, but generally not fewer than 12 students. Any exceptions to this rule require approval by both the department chair and the executive dean.</td>
</tr>
</tbody>
</table>

Additional Information regarding scheduling:
- Any course that is 4 units requires 3 hours of instruction per week at a minimum.
- Required lecture courses should meet on two non-consecutive days.
- The meeting times for courses should generally not be changed, particularly for required courses, as this affects the scheduling of other required courses. The chair must approve class meeting time changes.
- Order of priority for scheduling is: studios and other required courses, courses meeting distribution requirements, electives.
- GSD Course Periods: For courses scheduled prior to 1 PM, efforts should be made to adhere to the following guidelines: Monday through Thursday course starting times are scheduled at 8:30, 10, and 11:30 AM. Friday starting times are flexible.
- The staff will try to honor specific room requests, but cannot guarantee them. Conflicts will be referred to Pat Roberts, Executive Dean. Aimee Taberner works directly with the department administrators to coordinate the overall schedule and room allocation.

Please also note that GSD courses normally begin five to ten minutes after the listed start times to allow students to transition from one class to the next. With this in mind, instructors should end classes promptly at the listed times.

Examinations and Final Reviews
All GSD courses should normally have a final review, a final paper, or a final examination at the conclusion of the term. All studio design reviews are conducted during the final review week, as indicated in the GSD Faculty Calendar. During the final exam periods, final exams, papers and thesis projects are completed.
Students are required to take examinations and participate in final reviews as scheduled. Absence from either is permissible only in extraordinary circumstances, and the reason must be verified. If authorized by the instructor to do so, the department administrator will make arrangements for the makeup.

If a student has a time conflict with another course when the final exam is scheduled, contact Sean Conlon, Registrar (617-496-5154), who will confirm whether there is a conflict and discuss alternative arrangements with you. See Due Dates for the dates that grades are due to the registrar.

**Grading**

**Overview:** A single grading system is used in all courses at the GSD. The grade of 'Pass' is the standard mark for recognizing satisfactory work. 'Distinction' and 'High Pass' are reserved for work of clearly exceptional merit. 'Low Pass' indicates a performance that, although deficient in some respects, meets minimal course standards. 'Satisfactory' is used to indicate that the doctoral thesis is in progress. 'Withdrawal' is assigned for courses dropped after the add/drop deadline. 'Fail' is reserved for work that is unsatisfactory, and a student receives no credit for that course. 'Incomplete' indicates incomplete course work. The GSD does not use a grade-point average or rank-in-class system.

Receipt of an excessive number of incompletes, low passes, or failures may result in action under the policy on Satisfactory Progress and Termination. Non-GSD students who cross-register into a GSD course are evaluated on the same grading system as are GSD students, with the exception of PhD students who may submit a Request for Letter Grade Form available in the Office of Student Services, and Harvard College Student Services.

**GSD Grading System:** Each instructor of record is responsible for assigning a grade to every student officially enrolled in a course. The following grading system has been adopted by the faculty for all courses at the GSD:

<table>
<thead>
<tr>
<th>Distinction and High Pass</th>
<th>DIS, HP</th>
<th>Reserved for work of clearly exceptional merit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>P</td>
<td>The standard mark for recognizing satisfactory work.</td>
</tr>
<tr>
<td>Low Pass</td>
<td>LP</td>
<td>Indicates a performance which, although deficient in some respects, meets minimal course standards.</td>
</tr>
<tr>
<td>Fail</td>
<td>F</td>
<td>Is reserved for work that is unsatisfactory, and a student receives no credit for that course.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>SAT</td>
<td>Is used to indicate that the doctoral thesis is in progress.</td>
</tr>
<tr>
<td>Incomplete</td>
<td>INC</td>
<td>Indicates incomplete course work. “Incomplete” indicates incomplete course work and is only granted for medical reasons. Students must submit a petition for an Incomplete with the instructor’s signature and supporting documentation to the dean of students, who will then submit it to the registrar in the Office of Student Services. This should normally be done prior to the last class meeting of the course.</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>WD</td>
<td>Is assigned automatically for courses dropped after the add/drop deadline.</td>
</tr>
</tbody>
</table>
The following percentages represent the normal frequency of distribution of grades at the GSD and should be used as guidelines when issuing your own class grades:

- **Distinction/High Pass:** 0 - 25% of a class
- **Pass:** 65-100%
- **Low Pass/Fail:** 0-10%

Receipt of an excessive number of incompletes, low passes, or failures may result in the accumulation of deficiency units which may result in students reaching the "warning" or "dismissal" thresholds. See Academic Deficiency, Withdrawal, and Termination for more information.

**Grade Changes and Appeals:** Evaluation of a student's performance in each course is the responsibility of the instructor of record for that course. Normally, the instructor's decision is final. For grades other than 'Incomplete' grade changes can be made by the instructor of record and with the approval of the Department Chair only for the purpose of correcting an error made in calculating the grade. Very exceptionally, grade changes can be made for compelling reasons over which the student has no control, such as a medical emergency. Whether or not a student decides to invoke the formal appeal process, a student always has the right to request in writing, informally, an explanation of an assigned grade by the instructor. A copy must be sent to the dean of students. Instructors are required to respond.

However, a student who feels that a grade is unfair due to negligence or discrimination on the part of the instructor has the right to formally appeal. This appeal must be filed within the first 30 days of the academic term immediately following the term for which the grade was given or within 30 days of the date grades are distributed by the registrar, whichever is later. If, after receiving the instructor's response, the student still believes that a grade has been assigned unfairly, the student should discuss the matter with the dean of Students. If the student decides to pursue the appeal, he or she must submit a written petition to the Dean of the Faculty of Design, stating the reasons for appeal of the grade. This petition must be filed within the first 60 days of the academic term immediately following the term for which the grade was given or within 60 days of the date grades are distributed by the registrar, whichever is later. If the dean believes the petition demonstrates evidence of negligence or discriminatory behavior, an advisory committee will be formed to review the appeal and make recommendations to the dean. The dean's decision concerning the appeal of a grade is final. If a student appeals a grade assigned in his or her last term at the school, the appeal process may take place after his or her graduation. No grade may be changed after graduation for any reason other than as the result of a formal appeal as described above. Additional information on procedures related to grade appeals is available from the dean of students.

**Incomplete Work:** The option of receiving an incomplete grade (INC) is not automatic. The student must request permission from the instructor, meet with the dean of students and file with the Office of Student Services a Petition for Incomplete Grade. The petition must be submitted prior to the last class meeting for that course. Students missing a final examination or submission of a final project cannot receive an INC unless the absence was owing to illness, as verified by University Health Services or a physician, or for another major justifiable excuse. Permission for an INC in studio courses will normally be granted only for medical reasons and by the program director. The normal deadline for removal of an INC is the last day of the examination period of the corresponding term of the next academic year, unless an earlier deadline is specified by the instructor. Occasional extensions to this deadline are granted upon petition to the Program Director. This deadline is not automatically extended for students who withdraw from the GSD after receiving an INC, but is extended for those who take an approved leave of absence. Such an extension will be for the length of the leave of absence. Incompletes in
studios must be removed prior to a student’s registration in any future semester. An INC that has not been completed by the deadline will count toward deficiency units. No grade may be changed on a record after a student has graduated, unless as the result of a formal appeal, and an INC on the record at the time of graduation becomes a part of the student's permanent record.

**Incomplete or Unsatisfactory Thesis:** A student whose thesis is not accepted must extend work by registering for additional terms. A maximum of one additional term will be granted for completion of a master's thesis. A student who has to repeat the thesis because of failure may also be required to repeat the thesis preparation period, in which case it would be necessary to register for two additional terms. Doctor of Design students will be allowed to register for additional terms for thesis completion only with advisor and ASP committee approval.

**Satisfactory Academic Progress and Termination:** The following conditions must be met in order for students to be considered as making satisfactory progress:

a. continuous full-time enrollment (except for approved part-time status and leaves of absence);

b. completion of the degree requirements of their program within two terms beyond the prescribed number of terms for that program (plus extensions due to approved part-time status and leaves of absence);

c. achievement of a satisfactory grade record. A grade record is considered to be satisfactory until deficiency units are accumulated to the extent that the student has reached the dismissal threshold.

Doctor of Design students must satisfactorily complete 32 units of course work and pass a general examination based on an approved thesis proposal before the beginning of the third semester of study. Failure to do so will initiate termination procedures. In the case of a student who has not maintained satisfactory progress, the department or ASP faculty will review the situation at the beginning of the semester following that in which the dismissal threshold was reached. The student is given an opportunity to provide any pertinent information. Unless the department or ASP faculty votes by a majority to halt the dismissal process, the case will automatically be referred to the full Faculty of Design.

The possession of deficiency units at the dismissal threshold will normally result in a faculty action to dismiss the student. No student shall be dismissed except by a vote of at least two-thirds of the voting members of the faculty present and voting thereon. A student may withdraw voluntarily at any time prior to the vote of the full faculty. The decision of the faculty will be final. The transcript will note the dismissal or withdrawal. While a student dismissed for academic reasons is eligible to reapply for admission at a later date, the application is unlikely to be approved.

**Deficiency Units:** Deficiency Units accumulate when a student receives a grade of Low Pass (LP), Fail (F) or Incomplete (INC). A Low Pass is worth half the Deficiency Units of a Fail or Incomplete. The threshold for Deficiency Units increases with the number of semesters a student has completed. Semesters are counted as completed in accordance with the specific requirements for award of degree for each program. The Warning and Dismissal Thresholds are as follows:

- 1 or 2 semesters completed: warning at 4 units, dismissal at 8 units
- 3 or 4 semesters completed: warning at 6 units, dismissal at 12 units
- 5 or more semesters completed: warning at 8 units, dismissal at 16 units
Doctor of Design students must satisfactorily complete 32 units of course work and pass a general examination based on an approved thesis proposal before the beginning of the third semester of study. Failure to do so will initiate termination procedures.

In the case of a student who has not maintained satisfactory progress, the department or ASP faculty will review the situation at the beginning of the semester following that in which the dismissal threshold was reached. The student is given an opportunity to provide any pertinent information. Unless the department or ASP faculty votes by a majority to halt the dismissal process, the case will automatically be referred to full Faculty of Design. The possession of deficiency units at the dismissal threshold will normally result in a faculty action to dismiss the student. No student shall be dismissed except by a vote of at least two-thirds of the voting members of the faculty present and voting thereon. A student may withdraw voluntarily at any time prior to the vote of the full faculty. The decision of the faculty will be final. The transcript will note the dismissal or withdrawal. While a student dismissed for academic reasons is eligible to reapply for admission to the GSD at a later date, the application is unlikely to be approved.

**Warning Letters:** Each instructor is expected to send midterm warning letters to those students who are experiencing academic difficulties. Midterm warning letters are sent approximately eight weeks into the term to those students, approximately midway through the module. The purpose of these letters is to inform those students that, if their academic performance does not improve, they may receive a grade of Low Pass or Fail. Those students experiencing academic difficulty after the middle of the term may also receive a written warning. If, later, a student appeals for a review of a low grade, a midterm warning letter is evidence of communication between the instructor and the student. A midterm warning letter should not substitute for on-going communication between an instructor and student.

Failure on the part of the instructor to submit a warning letter to the student does not preclude the instructor from assigning a low pass or fail. A copy of the letter is forwarded to the student's academic advisor and to the registrar for permanent inclusion in the student's file, regardless of the student's final grade.

**Grade Deadlines:** Online grading via my.Harvard is available during the final week of classes. Generally, studio grades are due on or close to the last day of studio reviews.

Course grades are due on the last day of exams. If an exam is administered on that date, the grades are due a few days later. You will be able to enter and change grades as much as you like until the grading deadline. If you wish to change a grade after that point, please contact Sean Conlon or Tessalina Halpern.

It is essential that the grades for graduating students be submitted on time. Graduating students are indicated as such on the class grade list in my.Harvard.

**Using Canvas to Track Grades and Assignments:**
(https://canvas.harvard.edu)
Through Canvas you are able to view and grade student assignment submissions in one place using a simple point scale or complex rubric. Canvas accepts a variety of document formats as well as URLs as assignment submissions. Some document assignments can be marked up for feedback directly within the submission. You can also provide feedback to your students with text or media comments:

- Download and sort assignment submissions from students to grade or view them offline.
• Message students who haven’t submitted an assignment yet, or who scored more than or less than a specific score on an assignment.
• Track student grades for course assignments (submit final grades in my.Harvard), provide comments, and create custom weighting, curving, and grade ranges.
• Automatically calculate total and final grades and download or upload grades as a CSV file.
• Mute (hide) grades from students until they are unmuted (published).
• Record private grading notes.

You will have the ability to enter, track, and change assignment grades online through the above noted deadlines. In order to access your assignment grade sheets, please go to the above noted URL, and login using your Harvard Key. Once you have logged in, you will note that there is a left-hand navigation column in Canvas with links to useful tools, as noted below. Please note all final grades are submitted to the registrar through my.Harvard (please see below).

Submitting Final Grades with my.Harvard:

Step 1: Sign in to my.harvard. Select Teaching/Advising from the top menu.
Please use the additional links below to guide you through the process of assigning and submitting grades to the registrar:

- Early Grading for Graduating Students
- Grade Changes
- Proxy Grading
- Grading Permissions
- Upload Grades (recommended for larger classes)
- Upload Grades Using a Canvas File
- Upload Grades Using a Custom File
- Manually Enter Grades (recommended for small and medium sized classes)
- Mid Term Reporting
**Feedback:** The instructor of record is expected to provide timely feedback to students. Exams or required papers should be returned, with grading and/or written comments, within a reasonable amount of time. Design critics should engage in regular desk critiques and/or reviews throughout the term and should be readily available after midterm and final reviews for individual interviews. In the case of core studios, critics are also required to conduct midterm assessment meetings with each student. The intent is to give students personal feedback on their performance throughout the course.

**Returning Graded Work:** Graded work should be returned confidentially. Blue books with students’ names and grades should not be left out in the open or in mailboxes. Graded work should be returned in class, or a time to pick it up should be arranged. Academic Department office staff cannot be responsible for distributing papers to students.

**Instructor of Record:** For each course offered in the GSD, there is an instructor of record who holds an appointment as an officer of instruction at Harvard. When there are multiple sections or studios for a course, one studio or section leader is designated as instructor of record. When a course is team taught by several faculty or includes guests who do not hold faculty appointments, the individual faculty member designated as the instructor of record is responsible for the integrity of the entire course offering, for grading, and for other administrative requirements.

It is important to grade students on their academic performance in your class or studio regardless of their past or current performance in other courses, or the impact the grade might make on their overall academic status.

**Option Studio Travel Policies**

- While the studio site visit is a requirement, if a student is unable or unwilling to travel, the instructor should assign alternative work for the student in lieu of participation in the trip.
- Students are responsible for obtaining the necessary visas for the trip, including all costs associated with these visa(s).
- Students are expected to cover their own meals and incidentals for all GSD related travel. Incidentals can include visas, taxis, airport taxes, meals, fees, immunizations, and other costs associated with the trip.
- Students participating in international site visits will be term-billed $300. Students participating in domestic site visits will be term-billed up to $300, generally less.
- There will be one set itinerary planned and arranged for all students in a studio. Any modifications are the responsibility of the individual student (including costs incurred).
- Teaching Assistants are not permitted to travel unless they are enrolled in the course/studio that is traveling or are working as Research Assistants as part of a broader sponsored research project that includes the studio.
- All studio trips are subject to security and safety considerations and may be cancelled at any time.
- Students selected in traveling option studios will not be allowed to enroll that semester in other GSD courses that include travel. And in any event, students should not miss more than a week of courses due to travel for courses or research.
- Option studio travel should not begin prior to three weeks into the semester, to allow enough time for students to get visas.
- All faculty and students who participate in Harvard-related travel are expected to register their itinerary and contact information into the Harvard Travel Registry prior to traveling so the University can locate them quickly and provide assistance in the event of an emergency.
• All students who travel must sign an Assumption of Risk and General Release Form. At that
time, they are given information regarding their travel including state department warnings,
medical insurance information, travel registry and itineraries.

**Photocopying**

Faculty members can obtain a copy card for each individual course and research budget. These can be
picked up at the Academic Programs Business Office. If course handouts other than syllabi and
examination material function in lieu of books, reproduction expenses should be borne by students by
way of term billing.

You or your TA can also take your documents to Gnomon Copy at Harvard Square. When placing an order,
please let them know GSD course number. Gnomon Copy will deliver the order free of charge and invoice
the school. The invoice needs to be dropped off at the Academic Programs Business Office. After placing
the initial order, you can send your requests by e-mail as well.

The United States Copyright Law of 1978 allows the duplication of copyrighted work for educational
purposes under the stated principles of the fair use doctrine. Generally, guidelines allow the one-time
use of a single copy, or multiple copies up to the number of students in the class; a chapter of a book; an
article from a periodical or newspaper; a short story, essay or poem; or a chart, graph, diagram, drawing
or picture from a book, periodical or newspaper. Copies may be made only once for a course, and may
not be made in future semesters of a course. Extensive copying of printed materials for course
distribution or copying outside the fair use guidelines is illegal unless written permission is obtained
from the copyright holder of the work. The GSD uses the Copyright Clearance Center to obtain copyright
clearance. Department administrators can advise faculty of the procedures to follow to obtain
permission.

**Publications**

Any studio instructor who wishes to produce a studio publication must first express interest to their
department chair. Decisions about studio publications will be made after Options Studios are presented
at the beginning of each semester. Instructors wishing to propose a studio publication should contact
Pat Roberts, Executive Dean or Jennifer Sigler, Editor in Chief, Publications & Harvard Design Magazine.

As funding for reports is limited, instructors must be prepared to allocate funds from their studio budget
to cover all costs related to the publication (including student labor, editing, research, production
/printing and shipping costs which can total around $5,000 USD). The dean, department chairs, and the
publications department evaluate studio report requests.

If a request is selected for inclusion in the GSD Studio Reports series, instructors will need to contact
Jennifer Sigler, Editor in Chief, GSD Publications to request a meeting to discuss the scope, design,
schedule, and editorial standards of the publication. Templates, guidelines, and printing agreements
have been developed by the Publications Office to suit various report styles, which need to be followed.
Instructors must select a student to manage and design the publication. Jennifer Sigler must approve
any alternative approaches.

Publications that have not been approved via this process or that do not use the GSD template, may not
use the GSD logo.
Studio publications are not generally sold. A limited number of publications can be printed for students and instructors. Print-on-demand versions will be accessible via Amazon.com (CreateSpace), and digital versions can be viewed via the GSD website and Issuu. 10 copies should be reserved for the Publications Office, which will distribute copies to selected GSD faculty and staff, as well as the Loeb Library.

**Platform:** Platform is an annual school wide publication and exhibition featuring a selection of student work, faculty texts, photographs and significant events at Harvard GSD. Each year a different GSD faculty member is invited to guest edit the publication along with a student team. This editor will also curate and design the Platform exhibition.

The Platform publication, which features content from the prior academic year, is released each autumn followed by an exhibition in Gund Hall the following spring.

Visiting faculty may be asked by the Platform Editor to nominate student work to for consideration. Student work is collected through an on-line database. The team may also request models to be photographed and/or included in the exhibition.

**Sexual Harassment**

The GSD seeks to maintain learning and working environment free from sexual harassment. Sexual harassment seriously undermines the atmosphere essential to the academic enterprise. The determination of what constitutes sexual harassment will vary with the particular circumstances, but it may generally be described as unwanted behavior of a sexual nature, such as physical contact or verbal comments or suggestions, which has an adverse effect on the learning or working environment of any member of the GSD community. Examples in the academic context may range from subtle forms of behavior or off-color jokes to blatant instances of the abuse of power such as making sexual favors a condition of success in a course. Allegations of sexual harassment will be treated with the utmost seriousness and examined carefully and responsibly. This document outlines the procedures for responding to allegations brought against individuals holding teaching, research, studio critic, or other faculty appointments, full- or part-time, at the GSD. Guidelines for determining what constitutes sexual harassment follow.

**Guidelines for Determining What Constitutes Sexual Harassment**

Any member of the GSD community who believes that he or she has been sexually harassed, who has experienced problems involving unprofessional conduct, or who would like clarification or information on GSD complaint and resolution procedures is encouraged to speak with an appropriate officer of the faculty, such as the contact persons listed below. There are specific procedures for resolving problems of sexual harassment and unprofessional conduct. These cover situations involving individuals of different university status and individuals of the same university status. They range from informal counseling and mediation to formal procedures for disciplinary action. A written description of these procedures in cases involving students appears in the Student Handbook. The Faculty Handbook contains procedures for complaints between faculty members. Complaints lodged against GSD staff members will be handled according to procedures outlined in the Personnel Manual or the contract with the HUCTW.

**Descriptions of Sexual Harassment:** The determination of what constitutes sexual harassment will vary with the particular circumstances, but it may be described generally as unwanted sexual behavior, such as

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1 Closely modeled on guidelines prepared by the Harvard University Faculty of Arts and Sciences.

2 For example, the guideline definition of the U.S. Equal Employment Opportunity Commission is as follows: *unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment, when (1) submission to such conduct is made either explicitly or implicitly a term or*
as physical contact or verbal comments, jokes, questions, or suggestions. In the academic context, the fundamental element of sexual harassment is ordinarily the inappropriate personal attention by an instructor or other officer who is in a position to exercise professional power over another individual. This could involve an instructor who determines a student's grade or who can otherwise affect the student's academic performance or professional future, or a tenured professor whose evaluation of a junior colleague can affect the latter's professional life. Sexual harassment can also occur between persons of the same university status. An example would be persistent personal attention in the face of repeated rejection of such attention. Such behavior is unacceptable in a university. It seriously undermines the atmosphere of trust essential to the academic enterprise.

Unprofessional Conduct in Relationships between Individuals of Different University Status: Amorous relationships that might be appropriate in other circumstances always have inherent dangers when they occur between any teacher or officer of the university and any person for whom he or she has a professional responsibility (i.e., as teacher, advisor, evaluator, supervisor). Implicit in the idea of professionalism is the recognition by those in positions of authority that in their relationships with students or staff there is always an element of power. It is incumbent upon those with authority not to abuse, nor seem to abuse, the power with which they are entrusted.

Officers and other members of the teaching staff should be aware that any romantic involvement with their students makes them liable for formal action against them. Even when both parties have consented at the outset to the development of such a relationship, it is the officer or instructor who, by virtue of his or her special responsibility and educational mission, will be held accountable for unprofessional behavior. Teaching fellows, or teaching assistants may be less accustomed than faculty members to thinking of themselves as holding professional responsibilities. They may need to exercise special care in their relationships with students whom they instruct, evaluate, or otherwise supervise, recognizing that their students might view them as more powerful than they may perceive themselves to be.

Amorous relationships between members of the faculty and/or with students that occur outside the formal context can also lead to difficulties. In personal relationships between individuals with whom there is no current, direct line of professional responsibility and authority, the senior person should be sensitive to the constant possibility that he or she may unexpectedly be placed in a position of responsibility for a student's instruction or a faculty member's evaluation. This could involve being called upon to write a letter of recommendation or to serve on an admissions or selection committee involving the other individual. In addition, one should be aware that others may speculate that a specific power relationship exists even when there is none, giving rise to assumptions of inequitable academic or professional advantage for the student or faculty member involve. Relationships between officers and students or senior and junior faculty are always fundamentally asymmetric in nature.

Sexism in the Classroom: Sexism in the classroom usually involves conduct by members of the teaching staff that is discouraging or offensive especially, but not only, to women. Alienating messages may be subtle and even unintentional but they nevertheless tend to compromise the learning experience of members of both sexes.

condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.
Some teaching practices are overtly hostile to women. For example, to show slides of nude women humorously or whimsically during an otherwise serious lecture is not only in poor taste, but is also demeaning to women.

Other alienating practices may be simply thoughtless and may even be the result of special efforts to be helpful to women students. For example, it is condescending to make a point of calling only upon women in class on topics such as marriage and the family, imposing the assumption that only women have a "natural" interest in this area.

Consistent with principles of academic freedom, course content and teaching methods remain the province of individual faculty members. At the same time, faculty members should refrain from classroom or other behavior that focuses attention on sex characteristics in a context in which sex would otherwise be irrelevant.

A pamphlet on sexual harassment, *Tell Someone: Responding to Sexual Harassment and Sexual Violence in the Graduate School of Design*, has been developed by students, in consultation with the GSD administration. It is distributed to all faculty annually.

**Review Procedures for Allegations of Faculty Misconduct:** Preliminary Considerations:
- The importance, both in fact and in appearance, of thoroughness, fairness, objectivity and acting with reasonable speed.
- The importance of protecting the reputations of individuals and, to that end, maintaining confidentiality to the extent that it is appropriate and consistent with other obligations of the School.
- The need to protect the rights of the person alleged to have engaged in misconduct, including the right to be informed, with specificity at the appropriate time, of the allegations and the evidence in support of the allegations, and the right to be informed of the procedures to be followed.
- The need to protect the quality of the academic environment of the GSD from acts of unprofessional behavior.
- The importance of ensuring that the interests and the full obligations of the GSD faculty, both within and outside the University, are thoroughly considered.

**Contact Persons:** Any GSD faculty member who believes that he or she is subject to, or is aware of, sexual harassment is encouraged to bring the situation to the attention of any of the individuals listed below. This should be done within thirty days from the date upon which a possible violation occurred, or from the time that the faculty member had knowledge of a possible violation, or from the most recent incident in a pattern or action. Contact persons: Patricia Roberts, Executive Dean (Gund Hall, Room 409, 617-495-0774); Department Chairs: Michael Hays, Architecture (Gund Hall, Room 207, 617-495-4564); Anita Berrizbeitia, Landscape Architecture (Gund Hall, Room 312, 617-495-2367); and Diane Davis, Urban Planning and Design (Gund Hall, Room 312, 617-495-2080).

**Informal Review:** Possible cases of discrimination or sexual harassment are sometimes easier to resolve and correct when an informal atmosphere encourages people to identify the difficulty, talk it out and agree on how to deal with it. However, the suggestion that informal methods be employed in the first instance should not be interpreted in any way as suggesting that the School does not consider discrimination and sexual harassment to be serious offenses.
The contacted officer or faculty member will explore with the aggrieved party the various alternatives for resolving the matter. These may include, among other possibilities, an informal conference involving the aggrieved party, the subject of the possible violation, and one of the individuals listed above. Alternatively, the aggrieved party may ask the individual she or he sought out as an advisor to meet with the person accused of causing the problem. It may also be necessary to arrange for administrative changes, such as office reassignment, to alleviate the immediate effects of the behavior to which objection has been taken. The informal review will normally be completed within sixty days of the initial report of a possible violation to a contact person.

Throughout this informal procedure, any supervisory person contacted by an aggrieved individual will ordinarily hold information in confidence unless or until the initiating individual agrees that another party or parties may be informed to facilitate a solution. For example, if an individual requests administrative action that would reduce the incidence of contact or association with the individual objected to, the advising supervisor would first inform the latter, then seek assistance from the officer to whom he or she reports for the administrative relief sought.

Initiation of Complaint: If the complainant desires to submit a formal written complaint, he or she will first confer with one of the contact persons listed above and then submit a written complaint to her or him within thirty days of the conference. A formal written complaint may be avoided in cases of discrimination and sexual harassment if satisfactory resolution can be found through the informal approach described above. There may be cases when the informal approach does not satisfactorily resolve the complaint or when the aggrieved party may elect not to seek informal resolution. In such cases, and in all cases of research misconduct, it is expected that a written complaint will be prepared. The written complaint will specify the following:

- The full name and address of the person filing the complaint;
- The full name and address (if known) of the person or persons against whom the charge is made;
- A brief statement of the facts that support the allegation of a violation of GSD policy;
- The date or dates of the alleged acts or practices.

A copy of the charges will be mailed or delivered to the respondent (the person against whom the charges are made) and to the review board (as described below) by the contact person within seven days from the date upon which the charges are filed. The respondent may submit a written reply stating his or her response to the complaint to the review board within fifteen days of receipt of the complaint.

Review Board: The review board will be composed of six voting members of the Faculty of Design serving staggered three-year terms, of which one will be designated chair by the dean. Three members of the review board will be elected, one from each academic department. The dean will appoint three at-large members and will also appoint an officer of the administration to serve as an ex-officio, non-voting member of the board. The membership of the review board should also comprise the membership of the Screening Committee, as required by the University policy on "Procedures Concerning the Discipline of Officers."

All formal complaints and charges will be reviewed by a panel consisting of at least three faculty members normally selected by and from the review board in advance, plus the nonvoting member of the board. Either the respondent or complainant may challenge participation by any member of the review board on the panel reviewing the case in question, by written petition to the review board. For good cause as determined by the dean of the Faculty of Design, the challenged board member shall be replaced by action of the chair of the board.
(The review board referred to above is the same board from which panels reviewing charges of student misconduct are to be selected. In the case of faculty misconduct, the matter of rank becomes relevant; therefore, to avoid even the appearance of conflict of interest, panel members should be of no lesser rank than the faculty member charged with misconduct.)

**Review Board Procedures:**

**Investigation of Facts:** The panel may investigate the facts or may request that an appropriate non-panel member investigate and report in writing. This process will normally be completed within thirty days of receiving the written statements from the complainant and respondent. Due consideration will be given to the privacy of all involved parties.

The respondent and complainant or their designees will be provided with the opportunity to review the written investigative report in the office of the non-voting member of the review board and to respond in writing to the dean within fifteen days from the date that the panel receives the report.

**Hearing:** The panel may hold a hearing, after notice of at least ten days to all parties, to consider further whether any violations of institutional policy have occurred. If the panel decides to combine the investigation and hearing procedures, the first hearing will be scheduled within thirty days of receiving the written statements from the complainant and respondent. Otherwise, the hearing will be scheduled within thirty days of completion of the investigative report. The hearing will not be open to the public. Participation will be determined by the panel. The complainant and the respondent may each normally bring an advisor to the hearing. A record of the hearing and file records of any proceedings brought pursuant to these policies will be kept by the Office of the Dean for a minimum of three years and will be considered confidential.

**Referral to University Hearing Committee:** If the review board determines that the case should receive further consideration, a university hearing committee shall hold hearings. The hearing committee shall consist of four members of the faculty involved and three members of other faculties of the university. It should be noted that no faculty member who served on the screening committee (in the case of the faculty of design, the review board and the screening committee are synonymous) for a particular case may serve on the hearing committee for that case. Each faculty is asked to choose by election or designation five tenured and two untenured members to serve as part of a pool available for duty on a hearing committee. The faculty members of the University Committee on Rights and Responsibilities shall designate the hearing committee for a particular case from this pool.

**Report of the Panel:** If the review board determines that a referral to the university hearing committee is not called for, the panel will forward its findings and any recommendations to the dean. The panel's report will be supported by specific findings of fact and conclusions, including, wherever appropriate, a statement of the reasons for the recommendations. The panel's report will normally be completed within thirty days after the conclusion of the hearing. The panel will provide both parties or their designees with an opportunity to review its written report in the office of the non-voting member of the review board. Either party may submit a response to the dean within ten days.

**Miscellaneous:** Upon agreement of the complainant and respondent, the panel may waive any step(s) in these procedures. The panel may determine at any point in these procedures that, based on the information available, insufficient evidence exists to warrant further review or possible sanctions. The panel will notify all concerned parties of this finding and consider the matter closed, except as provided in the "Appeal" section below.
**Decision:** The dean may request further information or assistance from the panel or other individuals. The dean shall then take whatever action he or she considers appropriate. The decision of the dean will be made within thirty days of receipt of the panel's report and is final, except as provided in the "Appeal" section below. The dean's decision shall be communicated to the parties in writing within fifteen days.

**Appeal:** All sanctions or other decisions (including denial of a hearing) are subject to appeal. An appeal may be directed to the dean within thirty days of the decision in question. Appeals will generally be granted only on the basis of new evidence or significant procedural error. The dean's ruling on the appeal will be made in writing to all parties in the case in question within thirty days of the appeal submission. The dean's disposition will be final.

**Disclosure:** The GSD is allowed to disclose the results of a disciplinary proceeding against an alleged perpetrator of a crime of violence to the alleged victim of that crime without the prior written consent of the alleged perpetrator. In case of sexual misconduct involving violence, disclosure to the victim of the outcome of the review process against the alleged perpetrator is required. The review board will be responsible for assuring that the dean's decision is carried out.

**Student Attendance**

**Overview:** All students are expected to attend classes regularly. Absence for whatever reason, including participation in a site visit or other school related activity, does not relieve a student from responsibility for any part of the work covered in the class during the period of absence. If a student will be absent for more than a few days due to medical reasons, he/she must inform their program director and the dean of students, who will notify the appropriate faculty members. Extended absences may preclude receiving course credit at the discretion of the faculty member or program director. Normally, any students absent from class for more than two weeks without approval from their program director will not receive credit for that course(s). Under these circumstances a grade of WD (Withdraw) will be given for each class from which the student has been absent.

**Storm and Emergency Conditions:** In the event of inclement weather conditions or other types of emergencies, students and faculty should check these sites for information regarding the status of class meetings.

Harvard's homepage: [www.harvard.edu](http://www.harvard.edu)
GSD's homepage: [www.gsd.harvard.edu](http://www.gsd.harvard.edu)
The GSD Hotline: 617-495-1039
Harvard's 'special conditions' line: 617-496-NEWS

Unless there is an emergency posting on one of those sites, or you've received an email stating an emergency, students should assume that classes will be held. If instructors are not able to get to Gund Hall, they will try to email their students and/or contact program offices or TAs. Every effort is made to keep Gund Hall open. The library, computer resources, wood shop, and staff offices may be closed, while the studio trays remain open. On rare occasions, such as a state of emergency declared by the governor, or a university-wide emergency declared by the president or provost, it is likely that university buildings would be closed, including Gund Hall.
Exam Schedules: Students are required to take examinations as scheduled. Absence from examinations is permissible only in extraordinary circumstances, and the reason must be verified. If authorized by the instructor to do so, the program administrator will make arrangements for the makeup.

Absences for Religious Holidays: A student who is absent from a review or examination as a consequence of his or her religious belief 'shall be provided with an opportunity to make up such examination...' (Massachusetts General Laws, Chapter 151C, Sec. 2B). It is the responsibility of the student to inform instructors of conflicts caused by religious holidays. If conflicts are unavoidable, students who will miss a review or examination for religious reasons shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that such a makeup opportunity would constitute an 'unreasonable burden' on the faculty. Students must request this accommodation during the first week of classes, or whenever the dates of exams or reviews are announced.

Voting in Governmental Elections: Voting is not an excused absence. The polls open early and close late, therefore voting can be scheduled around classes.

Jury Duty: Jury duty or a court summons that cannot be postponed is an excused absence.

Student Enrollment: Add, Drop, Withdraw: To make changes in enrollment by dropping a course after enrolling online, a student simply drops the course online. With the exception of limited enrollment courses, courses may be added online until the add/drop deadline for full term courses. After that date they can only be added via a petition to add/drop courses. Students may add or drop courses throughout the term via Canvas according to the academic calendar. Students may add courses late by downloading and filling out an add/drop petition (available in Canvas) with the instructor’s signature. An instructor's signature is not necessary when students drop or withdraw from courses. Generally, students may not add courses after the official add/drop deadline, usually four weeks after classes have started unless extenuating circumstances are involved. Students may withdraw from a course after the add/drop deadline and may do so until the last day that the course meets; however a permanent notation of WD is made on a student’s transcript when he or she withdraws from a course after the deadline.

Students are not allowed to drop option studios. Any requests to do so must be discussed with the program director. The program director must also approve any request to drop a core studio.

Student Feedback and Warning Letters: See Student Feedback and Warning Letters (above)

Midterm Warning Letters: See Midterm Warning Letters (above)

Studio Site Visits
It is often the case that studio options, and occasionally other courses, involve travel to sites. Chairs and Academic Administration must approve in advance any site visits that require travel. While this travel may be considered a course requirement, instructors are advised to provide alternate assignments for students who cannot or choose not to travel, whether due to visa constraints, health issues or other concerns. The school has designated two weeks each term as the preferred site visit week for trips that require students to miss more than a day of classes. It is not a requirement that instructors adhere to this guideline. However, it is extremely helpful in non-studio classes for student absences due to studio travel to be clustered in the same weeks. This enables instructors in these classes to avoid scheduling
exams or paper submissions during that time, and it may motivate them to schedule make-up reviews the following weeks for students who have been absent.

Students and faculty on international trips also need to register their trip on the Harvard Travel Registry. For every trip, complete the Travel Import Registry located at Global Support Page and should ask their department administrator for a Travel Assist card. All faculty and students who travel on Harvard business and register their trips are covered under the Harvard membership.

Student Issues

Resources for Students Having Academic Difficulties: Academic advisors: Each student has an academic advisor (see section on Academic Advising).

Program Director: Along with a student’s academic advisor, the program director is the main point person for students in that academic program. They oversee the progress of the students in their program and approve such things as leaves of absence, petitions for independent studios, or setting up concurrent degree plans of study. They are also a resource for students with questions about the curricula. Each program director works with a staff program coordinator who also is a good source of information on student policies.

Laura Snowdon, Dean of Students (6-1236): Often when a student is experiencing academic difficulties, there are other events or conditions that are affecting a student's performance and well-being. A student should be encouraged to meet with Laura Snowdon, confidentially, to discuss the situation and all possible resources and solutions.

Graduate Student Learning Support (GSLS): The GSD, along with 4 other Harvard graduate schools, have an arrangement with a neuropsychologist and learning specialists to provide the following types of support for students having academic difficulties: strategic assistance with learning difficulties and learning disabilities, and referral for neuropsychological testing and assessment, when appropriate. Occasionally, students come to the GSD who have been able to compensate for an undiagnosed learning disability. During their studies here, problems may surface that ultimately lead to a diagnosis of a learning disability, and subsequent treatment and counseling. All students must first be referred to Laura Snowdon.

Resources for Students Having Emotional Difficulties: How to help students in distress: Instructors are not responsible for counseling students on personal or emotional difficulties, even when those problems affect academic work. If you have concerns, you can refer a student to the following resources:

Laura Snowdon, Dean of Students (617-496-1236), Gund 422

The Mental Health Service of the Harvard University Health Services (617-495-2042)

<table>
<thead>
<tr>
<th>Day</th>
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<tr>
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Additionally, between 9:30-10:30 am, 12:30-1:30 pm, 3:30-4:30 pm and 5:00-6:00 pm (Fridays 4:00-5:00 pm), Mental Health maintains open Urgent Care Hours for cases that require immediate attention.
After hours, Saturday and Sunday, call the UHS Urgent Care Clinic (617-495-5711).

*Please also notify Laura Snowdon (617-496-1236 or lsnowdon@gsd.harvard.edu) about your concerns so that she can follow up with the student.*

If you feel the student needs to be accompanied, and you prefer not to do so yourself, call Laura Snowdon, the general Student Services number (617-496-9946), or the Harvard University Police (617-495-1212).

**Emergencies:** If you have immediate concerns about the student's safety, stay with the student and notify the UHS Mental Health Service (617-495-5711) that you wish to report an urgent mental health issue. Also notify Laura Snowdon (496-1236) or Student Services (496-9946) if she is not available. After you have alerted UHS, it is advisable to accompany the student to Smith Center. If that is not feasible, call the University Police Department (617-495-1212) and explain that you need to request a medical transport. Remain with the student until the police arrive.

**Students with Disabilities:** Under the Americans with Disabilities Act (ADA) of 1990, a school must provide "reasonable accommodation" to a student with a disability, which is evaluated on a case-by-case basis. The definition of a disability is very broad. It is a physical or mental impairment that substantially limits one or more major life activities, and includes physical and mobility limitations, hearing or vision loss, serious illnesses such as cancer or AIDS, learning disabilities such as dyslexia or ADD/ADHD, or psychological disabilities such as chronic depression. The school is required by law to make adjustments to accommodate known physical and mental limitations for otherwise qualified students. This does not mean that standards should be lowered or the nature of the program fundamentally altered.

Laura Snowdon, Dean of Students (617-496-1236), acts as the student disability coordinator for the GSD. If a student speaks to you about his or her disability, Laura Snowdon should be notified as soon as possible. Any questions or concerns about disabilities policies should be directed to her. Occasionally, students come to the GSD who have been able to compensate for an undiagnosed learning or emotional disability. During their studies here, problems may surface that ultimately lead to a diagnosis of a disability, and subsequent treatment and/or counseling. If a student discusses emotional problems or concerns about academic barriers, please contact Laura Snowdon and encourage students to meet with her. She will be able to guide them to appropriate resources.

**Student Ownership of Work:** Except as provided below, students retain the copyright and other intellectual property rights in work they create in their capacity as students at the GSD. If the work is created as part of the student’s duties as a paid employee (whether by stipend or by salary) it will be considered a ‘work made for hire’ for the university and Harvard will own the copyright.

A work is understood as the original expression of an author: a copy of the work is a physical manifestation of the expression. Copies of work submitted by a student in satisfaction of admission, course or degree requirements, such as papers, drawings, models, digital images and other materials, become the property of the school. The GSD may use such copies for GSD non-commercial, academic or research purposes such as in exhibition of GSD student work, GSD publications, reports to sponsors of studios and other forms of GSD outreach, provided that each student must be appropriately credited as the creator of the student’s work.
Any other use of the student work, for example, by faculty in their own publications, requires the written consent of each student contributor, in addition to appropriate credit. The school, faculty, and staff assume no responsibility for the physical safeguarding of such copies of student work and may, at their discretion, retain such copies, return them to their creators, or discard them. Ordinarily, material of a current student will not be discarded without giving the student a chance to reclaim it.

Due to the nature of design instruction, faculty will often be in the position of sharing their creative work with students and involving students in the work. Additionally, students working in groups may create works collaboratively. In such cases, joint ownership of works may result by agreement or as a matter of law.

If the GSD has provided more than incidental support for the creation and development of a work, individual students who contributed to the work will retain the rights to their ideas, but the University will own the copyright and other rights in the work itself. GSD support may include use of GSD resources such as funds, facilities and equipment beyond the resources typically provided for student use in connection with studios and other courses.

If the work is created as part of an activity that is subject to an agreement between the university/GSD and a third party that contains provisions on copyright and the use of the work, rights will be allocated in accordance with the agreement. With respect to studios, it is general GSD policy not to enter into or approve agreements with the sponsors of studios that directly or indirectly provide for the transfer of rights in student work to a sponsor, beyond allowing use of the work as is customary in reports to the sponsor and displays relating to the project. In no circumstances will a transfer of rights, other than in connection with such customary uses, be approved without the written consent of each student contributor. The University’s ‘Intellectual Property Policy’ can be found at: http://vpr.harvard.edu/pages/intellectual-property-policy.

**Student Records and Privacy**

**Confidentiality:** Information regarding admission and student records is restricted and confidential. Access is limited to those who require such information for official school purposes only. It is inappropriate to discuss a student's academic performance with other students, with non-GSD professional colleagues or with others who are not responsible for the academic program.

Material such as admission folders and applications is accessible only to those directly responsible for the implementation and review process at hand. Information regarding relative standing, likelihood of admission, or reasons for non-admission may not be given to others not involved in the admissions process.

**Release of Student Records:** All official student records are maintained in the Office of Student Services. Student records are accessible to faculty members and staff having a legitimate educational interest in seeing them. Students have automatic access to all parts of their records except recommendations submitted as part of the admissions material, as well as admissions review notes.

Recommendations are available only if the student has specifically indicated on the admissions form that she or he has not waived access to them. In accordance with federal law, grades are restricted information and may be released by the Office of Student Services only to the student or at the student’s written request; grades are not, therefore, automatically available to individual faculty members unless they have "an educational need to know." To meet the requirements of federal law,
faculty may not publicly post grades for courses, examinations, or reviews and must return graded work in a manner that preserves the student's privacy.

Teaching Assistants (TAs), Research Fellows (RFs) and Teaching Fellows (TFs)

For a complete and updated resource regarding TAs, RFs, and TFs, please go to the Teaching Assistant, Research Assistant, and Teaching Fellow resource page.

Teaching Assistants (TA) assist faculty with the general duties of preparing for class and provides logistical support or coordination as needed for coursework, course/AV set up, room scheduling, transportation, etc. They may NOT assign grades or serve as substitute instructors in the absence of the instructor of record.

Students in good standing are eligible for positions as teaching assistants. They normally are Harvard School of Design students, although occasionally a student from another Harvard school may serve as a TA at the GSD.

TA’s earn $15.00/hr and typically work 3-5 hours per week. However, they can work up to 20 hours/week in total, among all jobs combined at the university when classes are in session, 40 hours/week in total during breaks. They may not assist faculty in any professional or personal work not directly related to instruction or research at the GSD.

Students who have been awarded federal work-study as part of their financial aid package may use these funds for their positions, in which case a portion of the student's salary will be paid by government funds.

Teaching Assistants (TA) may be responsible for the following:
- Arrange separate review sessions
- Attend discussion section
- Scan and post readings
- Be available via email
- Reserve classrooms and set up equipment (See Training for SERT)
- Take attendance
- Provide support for in-class lessons
- Collect assignments
- Make copies
- Manage Canvas course materials
- Create and manage "Course Folders" on the GSD network
- Interface with the Library and CRG

Research Assistants (RA) are paid $15.00/hour upward for graduate students. An RA conducts research on a specific research account and cannot be paid with funds from a course budget.

Teaching Fellows (TF), who are doctoral students, assist faculty in preparing course materials and in offering instruction. TF’s are expected to:
- Attend the weekly lectures given by the course instructor;
- Prepare all of the assigned readings and lead weekly section discussions;
- Grade all assignments and establish the final grades for the students in their section(s);
• Receive approval on their final grades from the course instructor before they are submitted to the registrar
• Manage Canvas as needed

TF’s are paid a preset salary on a monthly payroll. If you plan to hire a Teaching Fellow, please contact the Advanced Studies Program office.

**Teaching and Research Fellows:** Only a limited number of courses are assigned teaching fellows who may assist faculty in preparing course materials and in offering instruction, but may not be responsible for the structure and content of a course. They may conduct teaching sections, tutorials, and design critiques. They may also read papers, review designs, recommend grades, and assist in supervising independent study projects. Teaching fellows may not offer more than one lecture or seminar in any course in the absence of the faculty instructor of record and may not assign course grades. Research fellows may assist faculty in the conduct of research, but may not be responsible for the structure or content of investigations. They may conduct experiments, record data, perform quantitative analyses, document evidence, conduct literature searches, prepare drawings, etc. Research fellows may not serve as principal investigators. They may participate, on occasion, with faculty in the conduct of instruction as described above. Teaching and research fellows may not assist faculty in any professional or personal work not directly related to instruction or research in the GSD.

**Web-Based Course Tool (Canvas)**

Canvas is the Harvard-wide web-based Learning Management System. Canvas has an array of useful tools for creating web-based teaching materials, including calendars, syllabi, reading lists, etc.

All Graduate School of Design courses offered each term have a web presence automatically created for the faculty’s use. Canvas provides features that empower instructors and their teaching fellows to create robust course content, facilitate knowledge sharing and communication, encourage active engagement and interaction, enable assignment and submission of class work, and function as a single portal to all course-related resources.
Access: Canvas course sites are only available to the instructor of record, registered students, and other teaching staff to whom the faculty have granted access. All GSD courses will have a Canvas web site automatically created from the registrar’s course list; students automatically have access to the website once they have registered for the class, or during the first two weeks of the semester when all course sites are ‘open to all’ to enable course selection (‘shopping period’). One week before the end of add/drop, access to each course site will be limited to only those students registered through my.Harvard.

Add a Guest, TA, or TF to a Canvas Course:

1. To add a guest, TA, or TF to a Canvas course, select “Manage Courses” (left navigation panel and it is grayed out) after authenticating into the Canvas site.
2. Select “Manage People” and then “Add People to the Course.”
3. Enter the individual’s email address that is associated with their HUID (or enter the HUID itself).
4. Select a Role:
   - Guest: Guest (will have same access as Enrollees)
   - TA: Teaching Assistant (a TA cannot have access to grades/comments, course grades, or other students submitted work regardless if they are to be graded or not)
   - Teaching Staff: Teaching Fellows (full admin access)
   - Course Support Staff: Staff assistant (this role will not list the individual under the “People” list which all enrollees are able to see).
5. To save, select “Add to Course.”

Adding Course Widget: Instructors are able to link course information from the registrar’s office using the course widget to their course site. To install the widget press the blue “i” icon. Please note that the widget does not offer a preview and will display a gray box, as noted in the next picture. Then press “Save”.

After the widget is installed it will display the information in the below image.
It is important to note that information entered into Canvas does not update system-wide in my.harvard. If instructors have changes to course descriptions, for example, provide them to your department administrator. Changes made by administrators in my.harvard will then carry over and display in Canvas.
Adding Course Materials in Canvas: When adding documents, images, and syllabi to Canvas, first upload the file by navigating to the “File” tab under “Courses”. After uploading your files you will be able to organize them as desired.

After you have uploaded your files to Canvas you can then insert the file into the appropriate section of your course site. Using the syllabus as an example, navigate to the “Syllabus” tab under “Courses” and use the navigation at right to find the file to wish to insert. Then press “Update Syllabus,” which is the equivalent to pressing “Save”.
Adding Course Assignments:

1) Select “Assignments” from the left navigation panel:

2) Within the “Assignments” window, select “+ Assignment” to create a new assignment container for student uploads (you can also create a “group assignment set” and have one or more similar assignments within that “group”):

3) Name the assignment and then select the following options:
   - Display Grade as – Complete/Incomplete
   - Submission Type – Online
   - Online Entry Options – File Uploads
• **Group Assignment** – Only check if this is a group assignment upload

4) Set Target Audience and Date/Time:
   - Assign To – Everyone (default)
   - Due – Set a date you want assignments to be due on (or leave blank if you don’t want a due date. Just make sure the due date is NOT the same as the “Available From” date)
   - Available From – Enter in a date/time you want this assignment to be available
   - Until – Leave blank

5) Make sure to “Save & Publish” to complete:
Announcements and Conversations: There are two default methods to initiate a conversation with class enrollees from within Canvas:

1. "Announcements" (located in the left navigation): Select “+ Announcement” to compose your message, then press “Save” to send/post your message. Your message will be posted on the course site and students registered in your course will receive a message that there is a course announcement waiting (the name of the sender and course are included in the header of announcements for identification).

2. Sending a message to select individuals, the whole class, or predefined groups: Select “Inbox” (located in the upper right corner next to your authenticated name), select the “compose a new message” icon, and then select the course you want to message. In the “To” field, select the students within that course you want to send the message to, compose your message and press “Send”. A Canvas inbox message will be sent to selected recipients.

Note: The Canvas “Inbox” method uses your personal Canvas profile messenger to facilitate communication and is not linked to your GSD email account. Reply messages therefore appear in your Canvas Inbox. A record of sent messages can be found in the “Sent” dropdown menu.

To read more about “Announcements and Conversations” within Canvas: https://wiki.harvard.edu/confluence/display/canvas/Announcements+and+Conversations

Creating Office Hour Sign-ups: The Canvas sign-up function (called “Scheduler”) is profile specific to the person who has authenticated into a course space where they have administrative rights. This means only the person logged in can create and edit sign-up time slot(s) until it is linked to one or multiple courses that is associated with the person logged in. Once linked, other administrator for the course can also “edit/delete” the time slots. Students of the course can find the available time slots by navigating to the “Calendar” then to “Scheduler.”

   o NOTE: Only registered students in the course will be able to sign-up for office hours. Students not enrolled in your course will not have access to this tool. This is not a universal scheduling tool, but specific to officially listed Harvard courses.

To Create a Course Sign-Up: Log into Canvas and select “Calendar” (the dark blue profile Canvas dashboard banner at the top) and select the “Scheduler” button (below the dark blue dashboard on the right), then select “Create an Appointment Group” and fill in the sign-up information (Name, Location, Details, etc.).

Example: If you want to create eight 15 minute sign-up slots between 1-3pm, enter the date and the time range of 1pm – 3pm. Change the “divide into equal slots” to 15 mins (or other divisions you want between the time ranges).

   o IMPORTANT: To create the eight individual slots, you MUST select the “GO” button. This will automatically create the eight slots (if not, one giant block between 1-3pm will be create). Continue with another date and repeat process (remember, select “GO” EACH TIME to create the divisions!). When done, “Save & Publish” or your work will be lost.

Individual course websites follow this format:
http://my.gsd.harvard.edu/course/gsd-<5 digit course code>/year/term
Example: http://my.gsd.harvard.edu/course/gsd-01111/2015/fall
To learn more about the various pedagogical tools that are available, please start your exploration at the online documentation portal: http://www.gsd.harvard.edu/canvas as well as the online guide to using the Canvas Wiki.

For additional questions or assistance, or to schedule a hands-on 1-on-1 training, please email Kevin Lau, Head of Instructional Technology Group and Library.