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GSD Community Values, Rights, and Responsibilities

Each member of the GSD community has rights and responsibilities related to upholding these collective values:

- Conscientious pursuit of excellence in one's work
- Respect for the rights, differences, and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior

The GSD is committed to ensuring these rights and responsibilities through the five key areas:

- Safety, Health, and Wellbeing
- Diversity, Inclusion, and Belonging
- Equitable Accountability
- Respectful and Transparent Engagement
- Academic Integrity

Faculty or students with concerns regarding behavior that is not consistent with the GSD Community Values are encouraged to seek resources and information regarding the school's policies on harassment, discrimination, sexual or gender-based harassment, or other personal misconduct by consulting the appropriate policy handbook. Both the Faculty Policies Handbook and the Student Handbook contain information and links to the University's Title IX policies and procedures and other resources for addressing these matters.

Respectful Engagement

The GSD is built upon a foundation of honest and respectful engagement. Each member of our community contributes meaningfully to this foundation, and all of us share responsibility for our individual actions and conduct, whether interacting in person or online. This responsibility applies to all of our interactions on the GSD's campus, participation in academic and/or research-related activities across the Harvard campus, and all off-campus engagements where we are participating as representatives of the GSD.

Non-attribution Policy

All GSD classes, meetings, and events are, unless otherwise explicitly stated, held to the Chatham House Rule. This means that you can share in a general way what was presented or discussed, but individual comments may not be attributed to an individual without that person's explicit permission. We follow this rule to maintain a culture of mutual respect and trust within our community, and to ensure that we can learn from candid discussions about a wide range of perspectives and experiences.

The non-attribution policy does not relieve individuals of their responsibility to properly cite intellectual content in their writing and presentations. Additionally, the non-attribution policy does not supersede the university's Title IX, Non-Discrimination, or Anti-Bullying policies. If you have concerns regarding a potential policy violation, please contact the appropriate GSD Local Designated Resource (LDR).

Academic Advising

Each member of the ladder faculty is assigned several students as advisees. Advisors serve as a faculty contact and advocate for students; advise students who have academic problems and act as a referral person for students facing personal challenges; 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 can 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 Affairs. 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 Kelly Wisnaskas, Director of Student Life, who may, in turn, refer students to the University Health Services or other support services at Harvard University.

Staff members in Student Affairs 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 Student Affairs 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 Conduct Policy

Policy on the General Academic Environment: The general mission of the GSD is to promote the development of design excellence through teaching, learning, and research. Successful pursuit of this mission is predicated on the considerate behavior and integrity of all members in the academic community. Student membership in the GSD community is a privilege conditional upon ethical conduct in academic matters. In addition, all students share in the GSD's responsibility to maintain an environment conducive to intellectual freedom and the pursuit of knowledge.

Students are expected to comply with all disciplinary rules from matriculation until the conferring of the degree. A degree will not be granted to a student who is not in good standing or against whom a disciplinary charge is pending.

Academic Integrity: The GSD seeks to maintain a learning and working environment characterized by academic integrity and fair access to educational resources. The GSD expects all students to honor these principles. Actions that violate these principles include, but are not limited to, the following, and may be the basis for disciplinary action:

- Cheating on examinations, either by copying the work of other students or through the use of unauthorized aids.
- Fraudulent presentation of the work of others (either written or visual) as one's own work (plagiarism), notwithstanding the academically acceptable tradition of incorporating assistance, which is freely offered by GSD classmates, in the final thesis presentation (although the assistance must be acknowledged);
- Simultaneous or repeated submission without permission of substantially the same work (either written or visual) to more than one course.
- Alteration or misrepresentation of academic records.
- Unauthorized collaboration or utilizing paid assistance or providing paid support.
- Deliberate interference with the integrity of the work of others.
- Fabrication or falsification of data.

Cases of academic misconduct adhere to the Guidelines described below.

Guidelines for Communicating Expectations: Students are expected to be familiar with and abide by the school's standards for academic integrity and conduct. It also is suggested that instructors communicate expectations for academic conduct, and, 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).
- There are helpful resources available to students at the GSD. The library's Write and Cite website is excellent. This guide offers information on writing resources, citation style guides, and academic writing expectations and best practices. Students who need additional information about these issues may also meet with writing tutors through Academic Writing Services a free service through Frances Loeb Library.

Dealing with Violations: Course and studio instructors must report all suspected cases of plagiarism, cheating, or other sorts of academic dishonesty to Laura DaRos, the Associate Dean for Student Affairs. 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 Associate Dean for Student Affairs will meet with the instructor to discuss the statement, and then the Associate Dean for Student Affairs and the instructor 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 may be imposed:

1. Having to redo the assignment
2. Failing the assignment
3. Failing the course
4. Referral to Academic Misconduct Panel

Additional and/or alternative remedial steps may be imposed.

Often the first three measures are made in cases where it is apparent that the student did not fully understand their obligations or if the offense is considered not severe enough to warrant a hearing with the Academic Misconduct Panel. If any of steps one through three are decided upon, a written record describing the offense and subsequent course of action is retained by the Associate Dean for Student Affairs and recorded by the Registrar's Office. This record is maintained internally and does not appear on the student's transcript. As a follow up to the decision, the student will meet with the Associate Dean for Student Affairs to review the GSD's policies. 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 Associate Dean for Student Affairs may consult with the Chair of the Academic Misconduct Panel.

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

1. The finding of academic misconduct is not the first offense.
2. The severity of the misconduct warrants direct review by the Academic Misconduct Panel.
3. The student wishes to appeal the initial decision for a first offense.

If it is determined that the case will go to the GSD Academic Misconduct Panel, a letter will be sent to the student from the Associate Dean for Student Affairs notifying them of this.

If the case is brought to the Academic Misconduct Panel as a result of a student appeal of the initial decision, the student must submit a written appeal to the Registrar within seven days of having been notified of the decision. The Registrar will then forward the appeal to the Academic Misconduct Panel who will consider it. The decision of the Academic Misconduct Panel is final and cannot be further appealed.

GSD Academic Misconduct Panel: The Academic Misconduct Panel will be convened only in cases of academic misconduct. Once a case comes forward three members will be selected from the faculty appointees to the Review Board. These faculty and the Chair of the Review Board comprise the Academic Misconduct Panel. An alternate will be picked from the Review Board when a member of the Academic Misconduct Panel is a complainant in the case. The responsibility of the Panel is to investigate claims of academic misconduct in accordance with the policies and procedures outlined below.

Academic Misconduct Panel Review: The Registrar or other designated official of the University will staff the Panel and will initiate disciplinary proceedings by sending a letter to the student, with relevant materials, including:

1. A copy of the instructor's written statement of alleged misconduct.
2. The composition of the Academic Misconduct Panel, with notification that within three days of being notified of the composition of the Panel, the student may challenge participation by any member of the Panel reviewing the case in question by written petition to the registrar or other official staffing the panel. For good cause, as determined by the Dean of the Faculty of Design, the challenged Panel member shall be replaced by an alternate member.
3. Notification of the student's right to request a hearing with the Panel. This request must be sent to the Registrar or other official staffing the panel within three days of being notified of the alleged misconduct.
4. A copy of the School's Policy on Academic Conduct and Dealing with Violations.
5. A copy of documents related to the student's prior cases of academic misconduct, if applicable, with the statement, 'The review will take into account prior instances of academic misconduct.'
6. Notification of the student's right to respond within seven days from receipt of the charge by submitting a response to the registrar or other designated official who is staffing the Panel.
7. Notification that the Registrar or other designated official is available to discuss the process with the student with the caveat that the registrar or other official will be providing staff support to the Panel but is not a voting member.

The Registrar or other designated official of the University will also notify the instructor of the composition of the Academic Misconduct Panel. Within three days of notification of the composition of the Panel, the instructor may also challenge participation by any member of the Panel reviewing the case in question, by written petition to the Registrar. For good cause, as determined by the Dean of the Faculty of Design, the challenged Panel member shall be replaced by an alternate member.

Copies of all the materials above (including the letter to the student) will be sent to the members of the Academic Misconduct Panel. As noted in #6 above, the student has the right to submit a written statement to the Panel and to offer any evidence bearing on the matter. The student is encouraged to meet with their academic advisor, another faculty member, or administrator to review this statement or to discuss the situation.

Hearing: During the academic year the Panel will meet as quickly as is reasonably possible, given the Panel's schedule and the need to investigate matters carefully. Outside the academic year, an extension of time for the meeting may be necessary. Normally the student has a right to meet with the Academic Misconduct Panel as part of the hearing process. The student may be accompanied by a designated advisor of their choice 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 Registrar or other designated official of the name of the designated advisor at least 24 hours prior to the

meeting with the Panel. The hearing will not be open to the public, and participation will be determined by the Panel.

The Panel will make a finding as to whether academic misconduct has occurred and, if it has, determine which sanctions, if any, are appropriate. Sanctions that may be imposed in cases of misconduct are described below.

Panel Decisions:

Sanctions: When a violation of GSD policy is found to have occurred, the Academic Misconduct Panel will consider the imposition of appropriate sanctions.

Admonition: A formal reprimand that becomes part of the student's official record but does not appear on the transcript (minor sanction).

Probation: Conditional permission to remain at the GSD. Probation becomes part of the student's official record but does not appear on the transcript (minor sanction).

Involuntary Leave of Absence: 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 from the Academic Misconduct Panel to be reinstated, sometimes under probation. Involuntary leave of absence is part of the student's official record and Leave of Absence is noted on the student's transcript (minor sanction).

Requirement to Withdraw: The requirement to withdraw normally is effective immediately upon the decision of the Academic Misconduct Panel. A student who is required to withdraw, for whatever reason, is not in good standing until readmitted. The student must request permission to reapply from the Academic Misconduct Panel, and if approved, apply through the regular admissions process. The reason for withdrawal is part of the student's official record but is not specified on the student's transcript, although withdrawal is noted on the transcript (minor sanction).

Dismissal: The action taken by the Panel is a recommendation to the Student Sanctions Committee that the student be dismissed. Dismissal ends a student's connection with the University and requires a two-thirds vote by the Student Sanctions Committee.

The sanction of dismissal does not necessarily preclude a student's return to the GSD. A dismissed student may petition to apply for readmission and be approved to do so only upon a two-thirds vote in favor by members of the Student Sanctions Committee of which 7 of the 9 committee members must be present. If approved, the student could apply for admission through the regular admissions process. A dismissed student is not in good standing until readmitted. Dismissal becomes part of a student's official record and will appear on the student's official transcript (major sanction).

Expulsion: The action taken by the Panel is a recommendation to the Student Sanctions Committee that the student be expelled. Requires a two-thirds vote by the Student Sanctions Committee of which 7 of the 9 committee members must be present. The student may not reapply, and expulsion is part of the student's official record and is noted on

the student's transcript, though the reason for expulsion is not specified on the transcript (major sanction).

Student Sanctions Committee: Decisions of the Panel that recommend dismissal or expulsion require a two-thirds vote by the Student Sanctions Committee (of which 7 of the 9 Committee members must be present). When a disciplinary case is referred to the Student Sanctions Committee for a vote of dismissal or expulsion, the Chair of the Panel will present the facts of the case in a written report to the Committee. If the Committee fails to accept by two-thirds vote a recommendation by the Academic Misconduct Panel for dismissal or expulsion, the case shall be returned to the Panel for reconsideration of an alternate sanction.

Notification: The Registrar or other designated official will notify the student of the decision of the Academic Misconduct Panel or the final action of the Student Sanctions Committee. In certain circumstances, the result of the disciplinary proceeding may also be disclosed to others.

Appeals: All sanctions or other decisions made by the Academic Misconduct Panel or Student Sanctions Committee are subject to appeal. An appeal may be directed to the Dean within one week of being notified 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 as quickly as is reasonably possible and is final. In cases where the appeal pertains to dismissal or expulsion, and the result of the appeal is a recommendation by the Dean for a change in sanction, the case shall be returned to the Panel for reconsideration of an alternate sanction.

The student will be notified of the final decision.

Classroom Disruption Response Guide

This guide is intended to provide information to assist you with planning for, and responding to, an unexpected disruption in your class. It will not cover all situations but is meant to offer a baseline overview of policies, resources, and action steps you may consider in the event of a disruption.

To be clear: disruption to classroom activities is not permitted. There are several policies that cover classroom disruptions, including the [University-wide Statements on Rights and Responsibilities](#), and the GSD's [Statement of Mutual Respect and Public Discourse](#). Faculty have the discretion to determine when the direction of a conversation is inconsistent with a class session's learning objectives.

If you receive word of a potential classroom disruption, have a high-profile or controversial guest planned and want advice on how to anticipate any disruptions, or have other classroom environment concerns, please contact Janice Gilkes at jgilkes@gsd.harvard.edu. The scenarios below are designed to help you consider your response to unanticipated disruptions. In most circumstances, de-escalation should be the active objective of any primary initial approach for students (from within class) and/or protestors (from outside of class).

Scenarios & Response Options:

Off-topic remarks or a student is disruptive to the case discussion.

If a student is interrupting a speaker, aggressively or disrespectfully pursuing a line of questioning, using inappropriate language, or pursuing a topic that takes your learning objectives off track, there are several ways to respond:

1. Acknowledge the student's sentiments about the topic and indicate that you nonetheless wish to continue the conversation in a different direction. Let the student know you would like to have a separate conversation with them after class to explore their reactions further.
2. Redirect to another student with a specific question that brings the conversation back to the point you are trying to reach.
3. Follow-up with the disruptive student in person or via email. During any follow-up, you should encourage the student to talk to someone in the Office of Student Life and discuss or reiterate classroom norms and policies.

A student is displaying a sign or other observable text as a form of silent protest.

A student displaying a sign in silent protest is ordinarily permitted during events on campus but is an impermissible distraction in the classroom. Similar to our campus spaces, a consistent approach to prohibiting signs of protest in the classroom is essential. Signs that are disruptive might include language that is objectively offensive or images that are disturbing. When assessing a sign:

1. Determine the degree to which the sign is disrupting class.
 - a. If it is disrupting the classroom then it is reasonable to explain that the sign is distracting to the learning environment and ask the student to remove it or put it away. You can indicate you'd like to talk and learn more and will check in after class.
 - b. If it isn't, then you can continue with your class. Follow up with the student(s). You can ask how they are doing and about the goals of their sign. During any follow-up conversation, you should encourage the student to talk to someone in the Office of Student Life and discuss or reiterate classroom norms and policies.

Disruption from protestors

If you experience a classroom disruption such as a group of Harvard affiliates walking through your classroom and making noise:

1. Stay composed and assess the nature of the disruption. Remember that interactions are often recorded and are likely to be posted online. Evaluate the potential threat level without putting yourself or others in danger and notify GSD Security at 617-874-6954.
2. If it is safe to do so, you may choose to engage with the protestors. Inform them that they are disrupting your class and that such interruption is not permitted. Ask them to leave your classroom.
 - Seeking out a leader among the disrupters and requesting a conversation can help minimize a many versus one challenge. Requesting names may escalate the situation, as would beginning to record with your phone, so we do not encourage you to take these steps.

3. If the situation does not resolve, you may need to suspend the class session, asking students to safely exit the room. Always prioritize your safety and the safety of our students.
4. Document the disruption as soon as possible. Take note of all relevant details of the disruption, including the time, known names, nature of the incident, and any observations. Focus on your observations and what you know, and an appropriate administrative body at the School will follow-up afterwards. Email jgilkes@gsd.harvard.edu with details on what occurred.

Resources for Urgent Assistance:

- Contact HUPD at 617-495-1212 if you sense a threat to personal or public safety, otherwise,
- GSD On-Site Security: 617-874-6954
- FIRE, POLICE & MEDICAL (911)

Access to Courses

Instructors are expected to follow procedures established by the faculty to ensure that access to classes is as fair as possible. Prior to the start of the semester, all limited enrollment, non-studio courses are included in a Limited Enrollment Course lottery. Students may select up to three courses they are interested in taking and the lottery automatically enrolls students selected in the lottery process. Students who selected the course but were not enrolled are waitlisted. Faculty must take attendance at the first meeting to ensure that all enrolled and waitlisted students are present. The instructor must then inform the Registrar's office of who was not in attendance and these students are dropped from the course. As space in the course becomes available, students are allowed to enroll in waitlisted order. Faculty cannot skip over students who attended to enroll students further down the waitlist. TAs are not given preference for enrolling as this is perceived as favoritism.

GSD courses are inherently open to students in all GSD programs, but faculty should note any skills or knowledge that a student needs to succeed in the course. A course may be limited to students in a specific program if it is integral to the core curriculum, and in some cases, preference can be given to students in a given program if the course is needed to meet a particular degree requirement. GSD students are given preference over students from other Harvard schools or MIT, who must petition to enroll in a course. If a faculty member approves the cross-registration petition, the student must still officially enroll in the course. Occasional exceptions to this rule may be made in the case of a course aligning with a GSD DDes or PhD student's research.

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. Students should contact the Registrar's Office, registrar@gsd.harvard.edu, to acquire the audit petition.

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 the above requirements, instructors have the ultimate say in whether 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 access their class roster by using:

- [Canvas](#)
- [my.Harvard](#)

Enrollments fluctuate during the two-week course selection period. As noted above, it is important that faculty teaching limited-enrollment courses provide the Registrar's office the list of students who did not attend the first class meeting. Final class lists are compiled after the add/drop period, approximately three weeks after classes have started. A student is 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, or the Associate Registrar, Aimee Taberner, in the Office of Student Affairs, 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 9:00am 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 \$150, assuming a full day of participation, or \$100 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. 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, except during a year in which a faculty member is reviewed for reappointment or promotion. At that time, student course evaluations, including summaries and comments, may be compiled as part of the confidential dossier that is reviewed only by those directly involved in the reappointment or promotion process. 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 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 Types and Limited Enrollment Information: Faculty teaching non-studio courses must identify their course format and preferred enrollment size, which chairs will review and approve or revise. This information must be approved by chairs and communicated to students in advance of the course lottery, in addition to being clearly indicated on the course syllabus.

- **Lectures:**

- **Small Lecture:** Typically, elective or distributional elective courses in a lecture-based format that is small enough to enable some discussion components. Unlimited enrollment unless faculty member determines a need for capping in advance, with a minimum cap of 25.
- **Large Lecture:** Unlimited enrollment with projected enrollment of over 50 students. Eligible for TF or other supplemental course support.
- **Conference course:** A specific type of lecture class, with visiting speakers, curated by the faculty member, who is expected to run each session to ensure continuity. Typically, they have unlimited enrollment. Limited TF or other course support may be available if enrollment is projected to exceed 50.

- **Seminars:**

- **Discussion-based Seminar:** Minimum enrollment of 15 students. Enrollment caps require department chair approval.
- **Project-based Seminar:** Minimum enrollment of 15 students. Enrollment caps require department chair approval. Project-based seminars include workshops or design seminars, shared research seminars where students work in teams, and field studies.

Course Descriptions: You will need to send a brief course description for your course, which will be included in my.Harvard and the GSD course website. Course descriptions should be approximately 250-350 words in length and should include:

- Learning Outcomes
- Course format
- Method of evaluation
- Prerequisites

Note, course titles are limited to 100 characters.

If you wish to include information beyond 350 words, you may include additional 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 information must be listed by the deadline issued by the Registrar.

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 Syllabi: Instructors are required to provide a syllabus, using Course Syllabus in [Canvas](#), prior to the start of the semester. Your Canvas site can be accessed through the [GSD course directory](#) or through [my.Harvard](#).

Course syllabi should include the following: learning outcomes, weekly schedule, required materials, your course description is fed from My.Harvard. To learn more, visit the [Syllabus Checklist](#).

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.

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 [Harvard Library Reserve Information](#).

Library Collections and Services *(as of February 27, 2022)*

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 1 semester, unless otherwise noted in HOLLIS, the online catalog. If we do not own a book, please check [Borrow Direct](#) to see if it is available at another academic institution, or [Interlibrary Loan](#). If the library does not have something, we are happy to acquire it through submission to [Ask a Design Librarian](#).

Research and Instruction Services: Provides multiple kinds of research and instructional support for your research, including [consultations](#), Writing Services, Mapping & GIS, and Canvas. Library 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 or provide full classes on research strategy. Contact us through [Ask a Design Librarian](#) or ask your [Library Liaison](#) directly.

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. Holdings include the LeCorbusier Research Collection, manuscript papers and drawings of designers and planners including Josep Lluís Sert, Edward Larrabee Barnes, Charles Eliot, Eleanor Raymond, Arthur and Sidney Shurcliff, Hugh Stubbins, Dan Kiley Kenzo Tange. GSD master's theses, PhD dissertations, and student papers of merit are also housed in the Special Collections Department; theses and dissertations are 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 photographs to a collection of materials samples ranging from innovative, new materials to those found every day in the constructed environment. Contact us through [Ask a Design Librarian](#).

Design and Geospatial Data: Data and Geospatial Data in the library is comprised of commercial databases and datasets generated at the GSD. Research and instruction are provided around the use of these resources through quick workshops, one-on-one assistance, and in-class instruction. Contact: [Bruce Boucek](#), GIS, Data, and Research Librarian.

Equipment: Equipment available in the library includes book scanners and computing as well as classroom technology needs.

Fabrication Lab

The Fabrication Lab provides access to equipment and related resources for the production of scale models, mock-ups, and other physical prototypes made from a variety of materials. It is an extension of the studio and classroom learning spaces, operating as a facility within which users are enabled to make direct use of equipment, rather than operating as a service. Fabrication Lab staff are available to develop and deliver instructional support to meet course needs, if given adequate notice.

Planning Course Schedules

Faculty are advised to plan course deliverables such that students develop experience relevant to representing and testing their design ideas throughout the semester, and to avoid creating a scenario where work in the Lab takes place only at midterm and the end of the semester. When reasonable, work requiring use of the Lab should be completed early in the semester, such as shared studio site models.

Planning Course Deliverables

Faculty leading courses that require use of the Fabrication Lab should consult with Lab staff before the start of the semester to evaluate the assigned work as it relates to needed materials, technology, time, and space. If a significant amount of space is needed for required course activities, faculty should consult with Facilities as to whether suitable space can be made available. The inclusion of all details relevant to physical deliverables in course syllabi and related documents greatly benefits Lab staff's ability to assist instructors and students in their academic pursuits.

Required Training

Access to, and use of any aspect of the Fabrication Lab requires completion of online training. Faculty are advised to include instruction to complete training in course syllabi and to account for the time required to complete the training as a part of the assigned work. Faculty should inform Lab staff of any students from outside the GSD who have enrolled in their courses. At least 4 hours is a reasonable estimate of the time needed to complete all required training.

Relevant Policies

Because fabrication activities have a direct impact on health and safety, there are policies that restrict the materials and processes permitted at the GSD, including the responsible disposal of waste. Faculty and students are expected to be aware of and support the observation of relevant policies. Violations of these policies will be pursued as matters of misconduct that may result in disciplinary action.

Other Academic Use

We encourage all non-course-based use of the Lab by faculty to take place outside of the two academic semesters. Any work of this type must be pertinent to the work of the GSD and executed by individuals with an active role within Harvard University, typically as a currently enrolled student, an employee, or another form of academic appointment.

Course Scheduling Guidelines

All GSD courses and studios must start and end at officially scheduled times.

Non-studio course periods are 75 minutes, separated by a 15-minute transition period. Courses must meet for two course periods, totaling 150 minutes of instructional time.

GSD Course Periods:

9-10:15
10:30-11:45
12-1:15
1:30-2:45
3-4:15
4:30-5:45

Lectures are typically held as two course periods scheduled on separate days. Required lectures should ideally not meet on consecutive days. Consecutive course periods may be approved for lectures that incorporate more interaction and discussion.

Discussion-and Project-based Seminars may be scheduled as separate course periods or as two consecutive course periods with a break during class.

Core Studio schedules differ by department and term. Required course and core studio schedules are finalized in consultation with Chairs, Program Directors, associated faculty, and academic administration.

Option Studios are scheduled for two set weekdays (with the exception of Monday) from 2-6 pm. Additional scheduling guidelines are provided for option studios.

MDes Open Projects are scheduled for two set weekdays from 2-6 pm.

Additional Information regarding scheduling:

- Exceptions to the above must be approved by the appropriate Chair or Advanced Studies Program Director.
- The order of priority for scheduling is Option Studios and MDes Open Projects, core studios and required courses, courses meeting distribution requirements, then general electives.
- Effort is made to accommodate all requests while keeping in mind space limitations and potential course conflicts for the various degree programs. The draft course schedule goes through multiple rounds of review, including by faculty, Department Chairs, Program Directors, MDes Domain Heads, as well as Student Forum representatives. Course schedules are subject to change during this review period. Rooms may be reassigned through the start of the semester.
- Faculty must vacate classrooms promptly to allow students to arrive at their next class and to allow the next course in a classroom to begin on time. The 15-minute transition period may be used for informal conversation outside of the classroom but is not part of the official course schedule. Consecutive period courses should allow time for a break during the course.

- Students are not required to participate in class activities outside of officially scheduled course hours. Exceptions may be approved for required courses that have mandatory discussion sections or interactive workshops. These components may be incorporated into the official course period or be in addition to set instructional time. Any exceptions to the standard course schedule must be pre-approved by the Department Chair and clearly communicated in the course descriptions and syllabi.
- Times for discussion sections and workshops are ideally identified prior to the start of the enrollment period. However, as times are often dependent upon TF and room availability, they may be scheduled after the start of the term. The process and timeline for scheduling the required discussion sessions or workshops must be communicated in the course syllabus.
- Schedule details for courses and studios should be included in the syllabus, which must be posted to the course Canvas site two weeks prior to the start of the enrollment period. This schedule should not change after the start of the term. Any modification to the schedule must be approved by the department chair and rescheduling must be coordinated with enrolled students.
- Contact ataberner@gsd.harvard.edu with questions.

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 Academic Calendar. During the final exam periods, final exams, papers and thesis projects are completed.

The final exam schedule is finalized after the start of the semester to ensure that exams are not scheduled at times that pose conflicts for students. The Registrar's office will contact non-studio instructors to solicit information regarding exams that will take place during the final exam period. Faculty should maintain flexibility regarding the time and location for their exams.

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 approved, the faculty member may work with the student to arrange an alternative exam time.

Grading

Overview: The GSD utilizes a system of deficiency units based on a student's grades and the number of semesters completed to determine satisfactory progress and whether the termination process is initiated. Receipt of an excessive number of incompletes, low passes, or failures may result in action under the policy on [Satisfactory Progress and Termination](#). The GSD does not use a grade-point average or rank-in-class system. Non-GSD students who cross-register into a GSD course are evaluated on the same grading system as are GSD students, except for PhD students who may submit a request to the Office of the Registrar.

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:

Grade	Abbrev.	Description	Target %
Distinction	DIS	Work of clearly exceptional or exemplary merit	0-5%
High Pass	HP	The highest standard grade given for excellent work	0-25%
Pass	P	Satisfactory work of consistent quality	60-100%
Low Pass	LP	Work that shows deficiencies but meets minimal course standards	0-5%
Fail	F	Work that does not meet minimal course standards; students receive no credit for failed courses	0-5%
Satisfactory	SAT	Used to indicate that the doctoral thesis is in progress or that course standards were met.	N/A
Unsatisfactory	UNS	Indicates unsatisfactory doctoral thesis progress or that course standards were not met.	N/A
Incomplete	INC	Indicates incomplete coursework and is only granted for medical reasons.	N/A
Permanent Incomplete	INP	Indicates incomplete work not submitted by the deadline. Students receive no credit for permanently incomplete courses.	N/A
Withdrawal	WD	Assigned automatically for courses dropped after the add/drop deadline.	N/A

Grade Changes: Evaluation of a student's performance and assignment of grades in each course is the responsibility of the instructor of record for that course, and final authority rests with the instructor. After grades have been submitted to the Office of the Registrar, except for the grade of '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 (mathematical, administrative, or other clerical error). A grade may not be changed because of a reevaluation of a student's work. Students can always ask an instructor for an explanation of their grade. Grade changes may be made by the school's administration in response to a disciplinary proceeding. After degrees are voted and approved by the GSD faculty, grades for a graduating student cannot be changed by an individual faculty member for any reason.

Incomplete Work: A grade of Incomplete cannot be issued until a Petition for an Incomplete has been signed and filed with the Registrar's Office. Petitions for incompletes in studios must be approved by a student's program director and course instructor and will be granted only for medical reasons as verified by the Director of Student Affairs. Petitions in non-studio courses only need to be approved by course instructors at their own discretion. Petitions must be submitted prior to the last class meeting of the course.

The recommended completion date for incomplete grades is two to four weeks from the final meeting date of the class. The actual date will be set between the course director and the student. The maximum amount of time a student may be given to complete coursework is one term. For example, if a student receives an INC in a fall course, then work for that course must be completed

during the spring term and submitted by the last day of the spring term. Likewise, if a student receives an INC in a spring course, then work for that course must be completed and submitted by the last day of the fall term.

If a student goes on a leave of absence with an outstanding incomplete grade, the time spent on leave does not count toward this time limit.

Please make note of the following exceptions: 1) An incomplete in a studio or core course must be successfully completed prior to the first day of the next term of enrollment. Failure to complete the work for the studio or core course prior to the first day of the new term will result in an administrative leave of absence, or withdrawal if the student has already accrued two semesters of leave previously. 2) If a student has two or more incomplete grades, the program may limit the number of courses in which a student can register in a future semester, until the incomplete courses are graded or only one “I” remains. 3) An Incomplete that has not been completed by the deadline will become a permanent grade and will count as a failing grade toward deficiency units (see Grading). An INC on a student’s record at the time of graduation or withdrawal becomes a part of the student’s permanent record. 4) Non-GSD students who cross-register into a GSD course are evaluated on the same grading system as GSD students. Cross-registered courses will have a different grading system so check out information about Cross-Registration. Information on grade changes, appeals and incompletes can be directed to the Instructor and if necessary, the Registrar.

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 must 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.

Warning Letters: Instructors send midterm warning letters approximately eight weeks into the term to those students who are experiencing academic difficulty. Due to the short duration of module courses, faculty are not expected to send warning letters midway through the module. The purpose of these letters is to inform students that if their academic performance does not improve, they may receive a grade of low pass or fail. Students experiencing academic difficulty after the middle of the term may also receive a written warning.

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.

Satisfactory Academic Progress: The following conditions must be met for students to be considered as making satisfactory progress:

1. Continuous full-time enrollment (except for approved part-time status and leaves of absence).
2. 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).
3. And 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.

Deficiency units are calculated as follows:

- Fail = one deficiency unit per unit of course (for example, a Fail in a 4-unit course is the equivalent of 4 deficiency units)
- Incomplete (*past deadline*) = like Fail, one deficiency unit per unit of course
- Low Pass = one half deficiency unit per unit of course (for example, a low pass in an 8-unit course is calculated as follows: 8 units x 0.5 = 4 deficiency units). For courses taken outside the GSD, passing grades below “B” or “satisfactory” will be considered equivalent to a low pass.

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

Warning and Dismissal Threshold: At the completion of each semester once all grades have been submitted, the registrar calculates students who have reached or exceeded the “warning” or “dismissal” threshold due to deficiency units accrued that semester. Those on or over the “warning threshold” receive a letter which is also sent to the academic advisor, program director, registrar, and associate dean of student affairs. It is an opportunity for the student to meet with his/her academic advisor and anyone else who might provide academic support.

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, and a letter will be sent to the student explaining the process. The student should meet with the program director, academic advisor, and dean of students. The student is given an opportunity to provide any pertinent information to be presented at the departmental or ASP meeting. 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 to the GSD at a later date, the application is unlikely to be approved.

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.

Financial Aid recipients should also review [the policy as it related to financial aid eligibility](#).

Grade Deadlines: See the Academic Calendar for the dates that grades are due to the registrar. 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 [Tara Coates](#).

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:

Through [Canvas](#) you can 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. Please note all final grades are submitted to the registrar through [my.Harvard](#) (please see below).



Submitting Final Grades with my.Harvard:

Please use the following links to guide you through the process of assigning and submitting grades to the registrar:

[Early Grading for Graduating Students](#)

[Grade Changes](#)

[Proxy Grading](#)

[Upload Grades \(recommended for larger classes\)](#)

[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. 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, and itinerary.

Photocopying

Faculty members can obtain a copy card for each individual course and research budget. These can be picked up at the Academic Affairs 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 Affairs 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

Studio reports are publications intended to document the work and research of a design studio to be disseminated to students, sponsors, and other project stakeholders. Faculty who produce a studio report may also choose to make the report publicly available to view and download on the GSD's website and its [issuu](#) page. Studio reports should not be put up for sale and should not, therefore, be associated with an ISBN.

Faculty who plan to produce a report that will display or make use of the school's name, logo, or other branding must be produced using a studio report template that can be provided by the Department of Communications. Contact [Meg Sandberg](#) to obtain the complete toolkit. It includes important information about criteria that these reports must meet, as well as extensive guidance on how to create a publication and prepare it for print, how to use the template files, and how to budget for printing, among other helpful information. This toolkit is flexible to accommodate non-studio/non-design courses as well.

These reports are to be created independently of the Department of Communications and expenses (including the cost to print) are the responsibility of the instructor.

Student Attendance *(as of February 9, 2022)*

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 director of student affairs, 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
- GSD's homepage: www.gsd.harvard.edu
- 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 approved, the instructor will coordinate with the student to make arrangements for the makeup.

Absences for Religious Holidays: A student who is absent from a review or examination in observance of their religious beliefs '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. Except for 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 according to the academic calendar. Students may add courses late by downloading and filling out an add/drop petition 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 and Director of Student Affairs. The program director must also approve any request to drop a core studio.

Student Feedback and Warning Letters

See Feedback (above)

Midterm Warning Letters

See 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.

[Kelly Wisnaskas](#), Director of Student Life: 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 Kelly confidentially, to discuss the situation and all possible resources and solutions.

GSD Academic Coach ([Sara Morrison](#)): Student Life has an Academic Coach available for all GSD students. Most coaches are trained educators who further their knowledge to understand how people learn and process information. This data is used to help a student become more efficient in their work, improve executive function skills, manage their academic anxiety, prioritize their work, and set realistic short and long-term goals. Academic Coaches continue to check in with the student for accountability and make sure they remain on track. Students may be referred to Sara or reach out to her on their own. For additional resources or to book an appointment visit: [Academic Coaching](#).

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:

Kelly Wisnaskas, Director of Student Life (617-496-8306), Gund 418

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

Monday	8:00 am – 6:00 pm
Tuesday	8:00 am – 8:00 pm
Wednesday	8:00 am – 8:00 pm
Thursday	8:00 am – 8:00 pm
Friday	8:00 am – 6:00 pm

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 Kelly Wisnaskas (617-496-8306 or ktwisnaskas@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 Student Affairs (617-495-5454) to be connected with the in-person staff member, 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 Kelly Wisnaskas (617-496-8306) or Student Affairs (617-495-5454) 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.

Accessibility Resources: 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.

Olivia Zimra-Turley (617-496-4104), Associate Director of Student Life, acts as the student disability coordinator for the GSD. If a student speaks to you about their disability, Olivia 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 Olivia and encourage students to meet with her. She will be able to guide them to appropriate resources.

Student Ownership of Work *(as of February 9, 2022)*

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: [Statement of Policy in Regard to Intellectual Property](#).

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 Student Affairs. 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 Student Affairs 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.

Policy for the use of AI in courses

We encourage all instructors to include a policy in course syllabi regarding the use and misuse of generative AI. Whether students in your course are forbidden from using ChatGPT or expected to explore its limits, a policy helps ensure that your expectations for appropriate interaction with generative AI tools are clear to students. Once you decide on a policy, make sure you articulate it clearly for your students, so that they know what is expected of them. Below is sample language you may adopt for your own policy. Feel free to modify it or create your own to suit the needs of your course.

- **Restrictive draft policy:** *We expect that all work students submit for this course will be their own. In instances when collaborative work is assigned, we expect for the assignment to list all team members who participated. We strictly prohibit the use of ChatGPT, AI-based image generators, or any generative artificial intelligence (GAI) tool at any stage of the work process, including initial or preliminary stages. Violations of this policy will be considered academic misconduct. We draw your attention to the fact that different classes at Harvard could implement different AI policies, and it is the student's responsibility to conform to expectations for each course.*
- **Fully encouraging draft policy:** *This course encourages students to explore the use of generative artificial intelligence (GAI) tools such as ChatGPT or an AI-based image generator for all assignments and assessments. Any such use must be appropriately acknowledged and cited. It is each student's responsibility to assess the validity and applicability of any GAI output that is submitted; you bear the final responsibility. Violations of this policy will be considered academic misconduct. We draw your attention to the fact that different classes at Harvard could implement different AI policies, and it is the student's responsibility to conform to expectations for each course.*

- **Mixed draft policy:** *Certain assignments in this course will permit or even encourage the use of generative artificial intelligence (GAI) tools such as ChatGPT or an AI-based image generator. The default is that such use is disallowed unless otherwise stated. Any such use must be appropriately acknowledged and cited. It is each student's responsibility to assess the validity and applicability of any GAI output that is submitted; you bear the final responsibility. Violations of this policy will be considered academic misconduct. We draw your attention to the fact that different classes at Harvard could implement different AI policies, and it is the student's responsibility to conform to expectations for each course.*

Teaching Assistants, Research Assistants & Teaching Fellows

For a complete and updated resource regarding student employees, including Teaching Assistants, Doctoral Graders, Research Assistants, Research Fellows, and Teaching Fellows, please go to the GSD website's [Student Employment](#) resource page. Note that several of these roles are union positions.

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, nor can they hold office hours. Students in good standing are eligible for positions as teaching assistants.

They normally are GSD students, although occasionally a student from another Harvard school may serve as a TA at the GSD. TAs must complete training in the use of [Canvas](#) before they are given the TA role in their course/s.

Teaching Assistants (TA) may be responsible for the following:

- [Reserving classrooms](#) and setting up [equipment](#)
- Being available by e-mail
- Taking attendance
- Managing [Canvas](#)*
- Making copies
- Collecting assignments**
- Providing support for in-class lessons
- Scanning and [posting readings](#)
- Attending discussion sections
- Creating and managing course folders on the GSD network
- Arranging separate review sessions
- Interfacing with the [library](#) and [CRG](#)

Teaching Assistants may not:

- Assign grades
- Serve as substitute instructors in the absence of the instructor of record
- Hold office hours
- Access student data

Research Assistants (RA) carry out qualitative and quantitative research on topics as assigned by the supervisor.

Research Assistants may find, analyze, and summarize data at the direction of the supervisor, conduct background research, and research/write summaries and other documentation as it pertains to the research and as directed. The RA may be asked to maintain data catalogues, spreadsheets, and other variations of databases and files, and ensure that other team members are following conventions for file naming, storage, etc., and consider current and future data and technology needs. The RA will collaborate with other team members as needed and as directed by the supervisor.

Teaching Fellows (TF), who are doctoral students, assist faculty in preparing course materials and in offering instruction.

Teaching Fellows may be responsible for the following:

- Attending scheduled course meetings
- Assisting with course material preparation
- Running review sessions
- Preparing readings and direct discussion sessions
- Providing tutorials
- Offering design critiques
- Holding office hours
- Grading papers/assignments
- Recommending course grades for the students in their section(s)
- Presenting one lecture

Teaching Fellows may not:

- Assume responsibility for the structure and content of a course
- Offer more than one lecture in the absence of the faculty instructor of record
- Assign final grades

If you plan to hire a Teaching Fellow, please contact the Advanced Studies Program office.

Research Fellows: Only a limited number of courses are assigned research 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.

Research Fellows may:

- Conduct experiments
- Record data
- Perform quantitative analyses
- Document evidence
- Conduct literature searches

- Prepare drawings, etc.
- Participate, on occasion, with faculty in the conduct of instruction as described above

Research Fellows may not:

- Act as principal investigators
- Assist faculty in any professional or personal work not directly related to instruction or research in the GSD

Canvas

Canvas is the Harvard-wide web-based LMS (Learning Management System). Canvas has an array of useful tools for creating web-based teaching materials, including calendars, reading lists, etc. At the GSD, syllabi are posted to Course Syllabus, found within Canvas.

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 course automatically created from the registrar's course list; students automatically have access to the course once they have registered for it, or during the first two weeks of the semester when all course sites are '*open to all*' (with HarvardKey access) 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.

Canvas Help: To learn more about using Canvas, including Course Syllabus, please visit Canvas Help. For additional questions or assistance, please email canvashelp@gsd.harvard.edu.