

*Faculty of Arts and Sciences*

**Information for Faculty  
Offering Instruction in  
Arts and Sciences  
2005–2006**

*Harvard University*

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*Information for Faculty Offering Instruction in Arts and Sciences 2005–06*

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Review of academic, financial, and other considerations leads to changes in the policies, rules, and regulations applicable to students and instructors, and the Faculty of Arts and Sciences, therefore, reserves the right to make changes at any time. These changes may affect such matters as tuition and all other fees, courses, degrees and programs offered (including the modification or possible elimination of degrees and programs), degree and other academic requirements, academic policies, rules pertaining to student conduct and discipline, fields or areas of concentration, and other rules and regulations applicable to students and instructors.

While every effort has been made to ensure that this book is accurate and up-to-date, it may include typographical or other errors. Changes are periodically made to this publication and will be incorporated in supplements and/or new editions.

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## CONTENTS

<b>To the Faculty</b> . . . . .	.1
<b>Introduction</b> . . . . .	.2
<b>Academic Calendar</b> . . . . .	.5
Fall Term 2005–2006 . . . . .	.5
Spring Term 2005–2006. . . . .	.8
Summer 2006 . . . . .	12
Tentative Calendar for 2006–2007 and 2007–2008 . . . . .	13
<b>Responsibilities of Instructors</b> . . . . .	14
Instructors’ Presence During the Academic Year . . . . .	14
Responsibility for Instruction . . . . .	14
Responsibility for Evaluation . . . . .	15
Professional Conduct . . . . .	15
Student Privacy . . . . .	18
Use of the FAS Computing and Network Services . . . . .	18
Students Requiring Accessible Education. . . . .	19
Sexual Harassment . . . . .	21
The Commission of Inquiry . . . . .	22
Human Subject Research . . . . .	22
Research Involving Animal Subjects . . . . .	23
<b>Course Administration</b> . . . . .	24
The Course Catalog . . . . .	24
Points to Consider When Creating or Modifying a Course . . . . .	24
Special Types of Courses . . . . .	25
Course Meeting Times . . . . .	27
Classrooms . . . . .	29
Course Materials/Syllabi . . . . .	30
Course Lists . . . . .	31
Course Fees . . . . .	31
Student Enrollment: Add, Drop, Withdraw . . . . .	31
Instructor’s Signature on Study Cards and Petitions . . . . .	32

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Limiting Enrollment in Courses at the 100- or 1000-Level and Below . . . . .	32
Enrollment of Non-FAS Students . . . . .	32
Simultaneous Enrollment/Courses with Overlapping Meeting Times . . . . .	33
Undergraduates in Courses Designated “Primarily for Graduates” . . . . .	33
Pass/Fail Grading Status (Undergraduates Only) . . . . .	34
Student Attendance . . . . .	34
Storm and Emergency Conditions . . . . .	34
Restricting Attendance . . . . .	35
Date for Submission of Senior Theses and General Examinations . . . . .	35
Hour and Midterm Examinations . . . . .	35
Papers and Other Written Assignments . . . . .	36
Late Work and Extension of Time for Course Work . . . . .	37
Midterm Grades for Undergraduates . . . . .	38
Hiring, Training, and Supervision of Instructional Support Staff . . . . .	38
CUE Course Evaluation . . . . .	41
<b>Final and Midyear Examinations . . . . .</b>	<b>43</b>
Examination Categories . . . . .	43
Examination Scheduling . . . . .	45
Examination Groups and Dates . . . . .	46
Administration of Examinations . . . . .	47
Examinations <i>In Absentia</i> . . . . .	48
Makeup Examinations . . . . .	48
Publication of Past Final and Midyear Examinations . . . . .	49
<b>Grades . . . . .</b>	<b>50</b>
The Grading System . . . . .	50
Grade Point Averages . . . . .	53
Submission of Final and Midyear Grades . . . . .	53
Due Dates for Midterm Grades 2005–2006 . . . . .	53
Due Dates for Fall Final/Midyear Grades 2005–2006 . . . . .	54

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Due Dates for Spring Final Grades 2005–2006 . . . . .	55
Submitting Late Grades . . . . .	56
Final Grades in Full Courses . . . . .	56
Final Grades for Degree Candidates . . . . .	56
Changes in Grades . . . . .	56
Posting of Grades . . . . .	56
Retention of Exam Booklets and Course Records . . . . .	57
<b>Addressing Student Problems . . . . .</b>	<b>58</b>
The Administrative Boards . . . . .	58
The Resident Deans: Allston Burr Senior Tutors and Assistant Deans of Freshmen . . . . .	58
Graduate School Office of Student Affairs . . . . .	58
Neglect of Academic Work by Students: Exclusion . . . . .	59
Reports of Undergraduates with Unsatisfactory Records . . . . .	59
Students Charged with Dishonesty in Course Work . . . . .	59
Troubled Students . . . . .	60
Athletics and Administrative Sports Liaisons . . . . .	60
<b>Teaching Resources . . . . .</b>	<b>61</b>
Bok Center for Teaching and Learning . . . . .	61
Bureau of Study Counsel . . . . .	61
Departments of Adaptive Technology, Humanities Faculty Services, Instructional Media Services, Language Resource Center, and Piano Technical Services . . . . .	62
Harvard Printing & Publications Services (HPPS) . . . . .	65
Harvard University Faculty of Arts and Sciences Computer Services (HASCS) . . . . .	65
University Information Systems (UIS) . . . . .	66
Writing Center . . . . .	67
<b>Faculty of Arts and Sciences Directory . . . . .</b>	<b>68</b>
Department, Division, and Committee Chairs and Representatives . . . . .	75
<b>Index . . . . .</b>	<b>83</b>



## *To the Faculty*

*Information for Faculty Offering Instruction in Arts and Sciences* is intended to serve as a convenient reference for the educational policies of the Faculty of Arts and Sciences (FAS). In addition to a discussion of instructors' responsibilities, matters related to course administration, and problems often encountered by students, this booklet includes a summary of teaching resources available to instructors, a directory of College and Graduate School of Arts and Sciences (GSAS) officers, and a detailed academic calendar.

All members of the FAS are urged to consult this booklet as issues arise in the administration of their courses and in their work with the students. New members of the FAS will, it is hoped, take time to acquaint themselves with all aspects of this booklet and especially with the various policies and regulations that are particular to Harvard. Avoiding misunderstandings before the fact can save valuable time and spare unnecessary embarrassment.

For example, it is important to understand that while graduate students may receive a grade of Incomplete, undergraduates cannot. In the matter of an *extension of time*, instructors may offer undergraduates an extension of time to complete course work until the end of the Examination Period; however, only with the express permission of the Administrative Board of Harvard College may instructors accept undergraduate work after the end of the Examination Period. *Final* and approved *Make-Up Examinations* are scheduled and proctored by the Registrar's Office, but the instructor is expected to be available throughout the exam to answer student questions. Instructors may not excuse a student from the final examination or make special arrangements to administer the exam at a time other than that scheduled by the Registrar. Any student absent from a regularly scheduled exam is given the grade of ABS, a failing grade. Instructors should be in residence throughout the academic year, including the Reading and Examination Periods. *Short absences* require approval of the department chair; *absences of more than one week* must be approved by the Dean of the Faculty. *Exclusion from a course*, *grade changes*, and the *retention of blue examination books* constitute further areas to which new faculty members are urged to give special attention.

Every effort has been made to explain these matters as clearly as possible in the following pages. However, should questions remain, a directory of the FAS staff members appears on page 68 to provide further assistance.

# *Introduction*

## **The Faculty of Arts and Sciences**

The Faculty of Arts and Sciences includes both Harvard College and the Graduate School of Arts and Sciences. As with each of the nine faculties of the University, the chief administrative officer of the FAS is its Dean. The Dean oversees both financial and academic planning for the Faculty as well as its many libraries, museums, laboratories, and centers.\* The Dean is advised by an eighteen-member Faculty Council elected by and from the officers of the FAS.

Two distinguishing features of Harvard College that involve the direct participation of faculty members are the House System and the Core Curriculum.

### ***The House System***

From the beginning of his presidency, A. Lawrence Lowell aspired to create a residential system for Harvard College modeled on Oxford and Cambridge Universities. In 1928 the generous gift of a Yale alumnus, Edward S. Harkness, made that ambition a reality. Three entirely new Houses were constructed and four others created from existing residential halls, establishing the nucleus of the current House system.

All Harvard upperclassmen have a House affiliation. (The freshmen live in dormitories located within or adjacent to Harvard Yard. During their first year in the College they are advised by the Office of the Dean of Freshmen.) Most upperclassmen live in the Houses, each of which also affords a dining room, a library, and a variety of activities designed to foster the easy mix of social and intellectual life that President Lowell envisaged for the House system. For example, the Houses may offer seminars for course credit (see page 26). They routinely sponsor language tables and tables where students interested in a specific pursuit can gather to exchange ideas. Every term the Houses hold faculty dinners to permit undergraduates to invite their instructors for an evening of relaxed conversation and, conversely, to provide faculty members with a means to meet their students informally and learn more about their curricular and extracurricular lives.

Each House is overseen by a resident Master, usually a senior faculty member or senior administrator, and is also served by a resident dean with the title Allston Burr Senior Tutor. The Senior Tutor advises students in the House on academic and personal matters and represents House members at the Administrative Board. (Instructors concerned for whatever reason about the performance of an undergraduate should contact the appropriate Senior Tutor or Assistant Dean of Freshmen.\*\* ) Also integral to the life of the House are the Resident Tutors, who serve as social and academic advisers to the undergraduate residents of the House. They may in some cases serve as concentration advisers to the undergraduates, and they also fill a variety of administrative roles in the House. (Graduate students from the various Faculties may apply to the Masters for these positions beginning in late January.)

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\* Services shared by all nine faculties of the University such as food services, health services, police, fiscal services, and facilities maintenance are administered by the Office of the President.

\*\*For further discussion of this point see the *Handbook for Students* which provides extensive discussion of the procedures of the Administrative Board.



Faculty members, administrators, Cambridge community members, and visiting scholars are eligible for affiliation with the individual Houses and comprise the Senior Common Room. Participation in a Senior Common Room affords individuals the opportunity not only to meet people from other departments but also to make contact with undergraduates in the casual atmosphere of the House dining rooms or at the varied House functions.

### ***The Core Curriculum***

The philosophy of the Core Curriculum rests on the conviction that every Harvard undergraduate should be broadly educated as well as trained in the particular discipline of a chosen concentration (major). By Faculty vote, undergraduates must pass one letter-graded course in seven of the eleven areas of the Core Curriculum. All students are exempt from four area requirements on the basis of their field of concentration. The eleven areas of the Core Curriculum are:

Foreign Cultures	Moral Reasoning
Historical Study A	Quantitative Reasoning
Historical Study B	Science A
Literature and Arts A	Science B
Literature and Arts B	Social Analysis
Literature and Arts C	

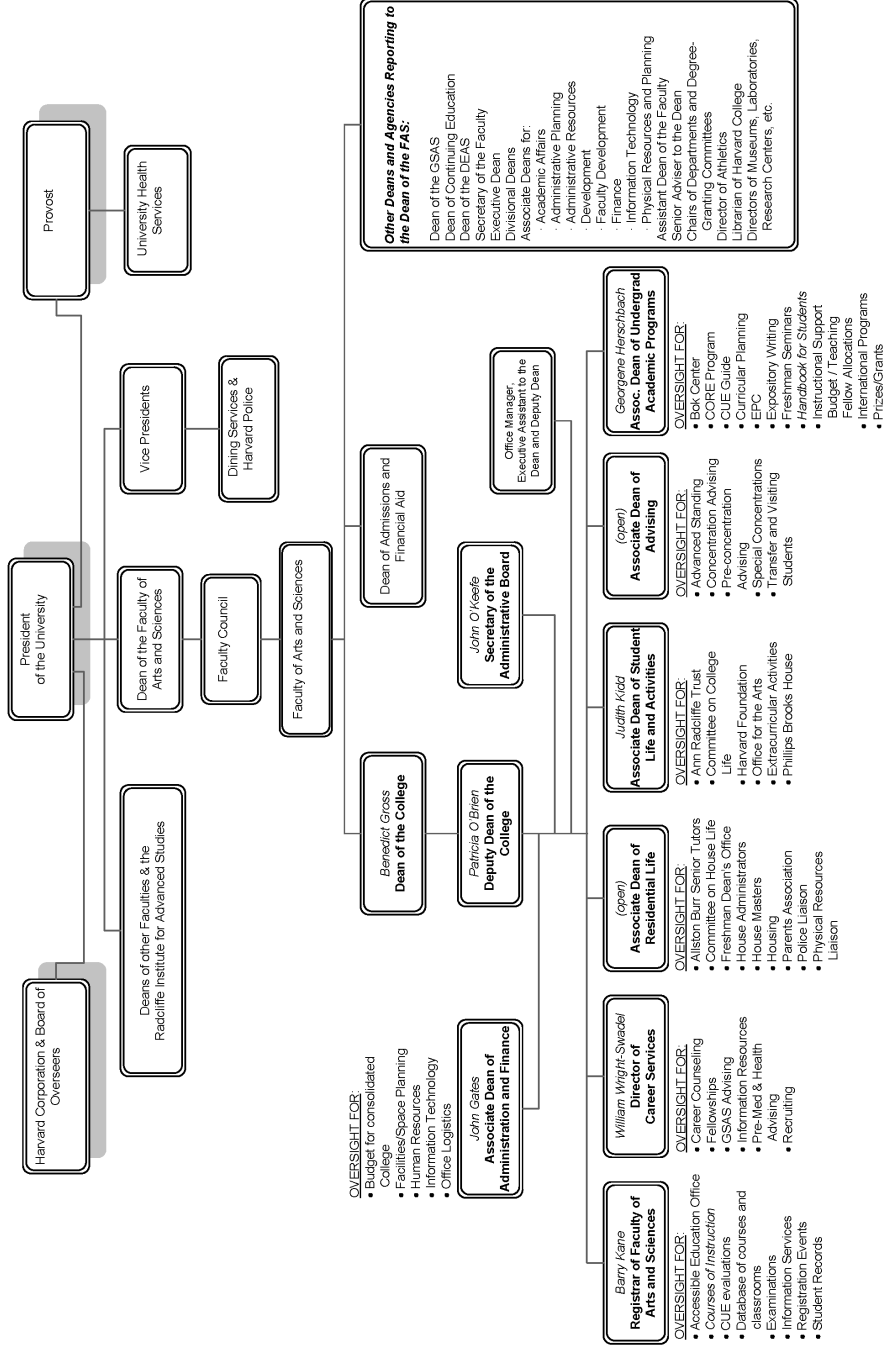
The specific definitions and guidelines of each area may be found in the Core Program section of *Courses of Instruction*.

The Core is administered by a Standing Committee of the Faculty of Arts and Sciences and by subcommittees representing each of the major Core areas. The Office of the Core is located at 77 Dunster Street (617-495-2563).\*

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\* Detailed information on the Core Requirement as well as all other requirements for the bachelor's degree can be found in the *Handbook for Students*.

**ORGANIZATION OF UNDERGRADUATE AFFAIRS IN THE FACULTY OF ARTS AND SCIENCES OF HARVARD UNIVERSITY**



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# *Academic Calendar*

The current Faculty of Arts and Sciences (FAS) Academic Calendar is located at [www.registrar.fas.harvard.edu](http://www.registrar.fas.harvard.edu).

## **Fall Term 2005–2006**

### ***August 1, Monday***

Applications for non-resident status for the fall term or academic year for graduate students are due in department offices.

Applications for part-time graduate study due in the GSAS Dean's Office, Byerly Hall.

### ***September 12, Monday***

Registration for all freshmen and new transfer students in Harvard College.

### ***September 14, Wednesday***

Registration for all graduate students in the Graduate School of Arts and Sciences.

Registration for special students and visiting fellows in the GSAS.

### ***September 14, Wednesday, through September 15, Thursday***

Derek Bok Center Teaching Orientation for teaching fellows and faculty members.

### ***September 16, Friday***

Registration for all returning and continuing undergraduate students in Harvard College.

Registration for all visiting undergraduate students in Harvard College.

### ***Academic Year Begins***

#### ***September 19, Monday***

First meeting of fall term classes.

### ***September 23, Friday***

Undergraduate applications for November 2005 degrees (AB and SB) must be submitted on or before this date.

***Study Card Day  
September 23, Friday***

Completed study cards for **upperclassmen** will be collected at the Houses and are due before 5 pm.

***September 26, Monday***

Completed study cards for **freshmen** are due between 9 am and 5 pm in Straus Common Room. Completed study cards for **new transfer students** and **visiting undergraduates** are due between 9 am and 5 pm in University Hall, first floor.

Any study card filed after these dates requires the instructor's signature for every course listed.

***September 26, Monday***

Last day upon which undergraduates may register for the fall term.

Last day upon which undergraduates may cancel their registration for the fall term without payment of tuition.

***September 27, Tuesday***

Preliminary course lists available on-line at [www.my.harvard.edu](http://www.my.harvard.edu).

***October 3, Monday***

Last day upon which undergraduates may complete cross-registration.

Last day upon which undergraduates may drop or add any course or change the grade status of a letter-graded or Pass/Fail course without a fee.

Last day upon which graduate students may cancel their registration for the fall term without payment of tuition.

Approved graduate dissertations due for November degree candidates.

***October 10, Monday***

University holiday: Columbus Day.

Makeup examinations for 2004–2005 spring term begin.

Last day upon which students from other schools may complete cross-registration in the Faculty of Arts and Sciences.

Plans of Study due for transfer students entering in September 2005.

***October 17, Monday***

Fifth Monday of the term. Last day upon which undergraduates may drop or add any course or change the grade status of a letter-graded or Pass/Fail course.

***October 28, Friday, through October 29, Saturday***

Freshman Parents Weekend. Parents may attend classes on Friday.

**October 31, Monday**

Seventh Monday of the term. Last day upon which undergraduates may petition to withdraw from a fall term course.

Last day upon which graduate students may register for or add fall term courses. After this date, graduate students may add or register for TIME only.

**November 4, Friday**

Midterm grades (including unsatisfactory grade reports) due before 5 pm for undergraduates in courses below the 200-level.

**November 11, Friday**

University holiday: Veterans' Day.

**November 15, Tuesday**

Last day upon which graduate students may drop a course.

**November 24, Thursday, through November 27, Sunday**

Thanksgiving recess.

**November 28, Monday**

Undergraduate applications for March 2006 degrees (AB and SB) must be submitted on or before this date.

Last day to change concentration for March 2006 degree candidates without Administrative Board approval.

Last day upon which March 2006 degree candidates (AB and SB) may file for a foreign language citation study plan.

Advanced Standing eligible students planning to graduate after six or seven terms in March 2007, or to begin a fourth year AM program in spring term 2007, must file "Advanced Standing Activation Form" by this date.

**December 1, Thursday**

Graduate applications for March 2006 degrees (AM, SM, ME, MFS, and PhD) must be submitted on or before this date.

**December 21, 2005, Wednesday through January 2, 2006, Monday**

Winter recess.

**January 1, Sunday**

Graduate student applications for non-resident status for the spring term due in department offices.

Applications for part-time graduate study due in the GSAS Dean's Office, Byerly Hall.

**January 3, Tuesday**

Last day in the fall term upon which undergraduates will ordinarily be granted a leave of absence from the College.

***Reading Period***

***January 3, Tuesday, through January 13, Friday***

***January 13, Friday***

Last day in the fall term upon which graduate students may petition for late withdrawal from a course.

***Examination Period***

***January 14, Saturday, through January 24, Tuesday***

See the Office of the Registrar's website, [www.registrar.fas.harvard.edu](http://www.registrar.fas.harvard.edu), and the Examination Poster which lists exam times and locations for fall term courses.

***January 16, Monday***

University holiday: Martin Luther King, Jr. Day.

***Fall Final/Midyear Grades Due***

***January 17, Tuesday, through January 30, Monday***

See page 54 for schedule of due dates.

***January 27, Friday***

Approved graduate dissertations due for March degree candidates.

**Spring Term 2005–2006**

***January 30, Monday***

Registration for all new transfer students.

***January 31, Tuesday***

Registration for all visiting undergraduates and new visiting fellows and special students.

Last day upon which graduate students may submit work for Incomplete grades from the 2004–2005 spring term.

Derek Bok Center Teaching Orientation for teaching fellows and faculty members.

***February 1, Wednesday***

Registration for all continuing and returning undergraduate students.

Registration for continuing special students, visiting fellows, and new and returning students in the Graduate School of Arts and Sciences.

***Spring Term Begins***

***February 1, Wednesday***

First meeting of spring term classes.

***Study Card Day***

***February 8, Wednesday***

Study cards are due for all students. Any study card filed after this date requires the instructor's signature for every course listed.

***February 8, Wednesday***

Last day upon which undergraduates may register for the spring term.

Last day upon which undergraduates may cancel their registration for the spring term without payment of tuition.

***February 9, Thursday***

Preliminary course lists available on-line at [www.my.harvard.edu](http://www.my.harvard.edu).

***February 10, Friday***

Last day upon which graduate students may cancel their registration for the spring term without payment of tuition.

***February 17, Friday***

Last day upon which undergraduates may complete cross-registration.

***February 20, Monday***

University holiday: Presidents' Day.

Last day upon which undergraduates may drop or add any course or change the grade status of a letter-graded or Pass/Fail course without a fee.

***February 21, Tuesday***

Makeup examinations for 2005–2006 fall term begin.

***March 3, Friday, through March 4, Saturday***

Junior Parents Weekend. Parents may attend classes on Friday.

***March 6, Monday***

Fifth Monday of the term. Last day upon which undergraduates may drop or add any course or change the grade status of a letter-graded or Pass/Fail course.

Last day upon which undergraduates may divide full courses with half-course credit.

Plans of Study due for transfer students entering in Spring Term 2005–2006.

Last day upon which students from other schools may complete cross-registration in the Faculty of Arts and Sciences.

***March 17, Friday***

Midterm grades (including unsatisfactory grade reports) due before 5 pm for undergraduates in courses below the 200-level.

***March 20, Monday***

Seventh Monday of the term. Last day upon which undergraduates may petition to withdraw from a spring term course.

Last day upon which graduate students may register for or add spring term courses. After this date, graduate students may add or register for TIME only.

***March 25, Saturday, through April 2, Sunday***

Spring recess.

***April 3, Monday***

Graduate student applications for June 2006 degrees (AM, SM, ME, MFS, and PhD) must be submitted on or before this date.

***April 4, Tuesday***

Last day upon which graduate students may drop a course or divide a full course with half-course credit.

***April 14, Friday***

Undergraduate student applications for June 2006 degrees (AB and SB) must be submitted on or before this date.

Last day to change concentration without Administrative Board approval for June and November 2006 degree candidates.

Last day upon which June and November 2006 degree candidates (AB and SB) may file a foreign language citation study plan.

Advanced Standing eligible students planning to graduate after six or seven terms in June or November 2007, or to begin a fourth year AM program in fall term 2007, must file the "Advanced Standing Activation Form" by this date.

***May 6, Saturday***

Last day in the spring term upon which undergraduates will ordinarily be granted a leave of absence from the College.



***Reading Period***

**May 6, Saturday, through May 17, Wednesday**

***May 8, Monday***

Plans of Study due for all freshmen, class of 2009.

***May 17, Wednesday***

Last day in the spring term upon which graduate students may petition for late withdrawal from a course.

***Examination Period***

***May 18, Thursday, through May 26, Friday***

See the Office of the Registrar's website, [www.registrar.fas.harvard.edu](http://www.registrar.fas.harvard.edu), and the Examination Poster which lists exam times and locations for spring term courses.

***Spring Final Grades Due***

***May 22, Monday, through June 2, Friday***

See page 55 for schedule of due dates.

***May 23, Tuesday***

Departmental recommendations for honors for graduating seniors due at the Office of the Registrar.

***May 26, Friday***

Approved graduate dissertations due for June degree candidates.

***May 29, Monday***

University holiday: Memorial Day.

***June 5, Monday***

Degree Meeting of the Faculty at 4:30 pm.

***Commencement***

***June 8, Thursday***

Harvard University Commencement.

**Summer 2006**

***August 1, Tuesday***

Graduate student applications for non-resident status for the 2006–2007 fall term or academic year are due in department offices.

***August 14, Monday***

Graduate student applications for November 2006 degrees (AM, SM, ME, MFS, and PhD) must be submitted on or before this date.

***September 12, Tuesday***

Last day upon which graduate students may submit work for Incomplete grades from the 2005–2006 fall term.

### Tentative Calendar for 2006–2007 and 2007–2008

*Note:* Academic calendar under review and subject to change.

	<b>Fall Term 2006–2007</b>	<b>Fall Term 2007–2008</b>
Academic Year Begins	Sept. 18 (M)	Sept. 17 (M)
Study Card Days	Sept. 22 (F) <sup>††</sup> Sept. 25 (M) <sup>†††</sup>	Sept. 21 (F) <sup>††</sup> Sept. 24 (M) <sup>†††</sup>
Thanksgiving Recess	Nov. 23 (Th)–Nov. 26 (Su)	Nov. 22 (Th)–Nov. 25 (Su)
Winter Recess	Dec. 20 (W)–Jan. 1 (M)	Dec. 19 (W)–Jan. 1 (Tu)
Reading Period	Jan. 2 (Tu)–Jan. 12 (F)	Jan. 2 (W)–Jan. 13 (Su)
Examination Period	Jan. 13 (Sa)–Jan. 23 (Tu)	Jan. 14 (M)–Jan. 23 (W)
	<b>Spring Term 2006–2007</b>	<b>Spring Term 2007–2008</b>
Spring Term Begins	Jan. 31 (W)	Jan. 30 (W)
Study Card Day	Feb. 7 (W) <sup>†</sup>	Feb. 6 (W) <sup>†</sup>
Spring Recess	Mar. 24 (Sa)–Apr. 1 (Su)	Mar. 22 (Sa)–Mar. 30 (Su)
Reading Period	May 5 (Sa)–May 16 (W)	May 3 (Sa)–May 14 (W)
Examination Period	May 17 (Th)–May 25 (F)	May 15 (Th)–May 23 (F)
Commencement	June 7 (Th)	June 5 (Th)

<sup>†</sup> Study card day for all students.

<sup>††</sup> Study card day for upperclassmen, visiting undergraduates, new transfer students, and graduate students.

<sup>†††</sup> Study card day for freshmen.

# *Responsibilities of Instructors*

## **Instructors' Presence During the Academic Year**

Instructors are expected to be in residence throughout the academic year, including the Reading Periods and Examination Periods. However, short absences may become necessary and are permissible, so long as academic responsibilities are met or adequately covered and the following procedures have been observed.

Faculty members who must be absent during term time for a period of more than one week or for a shorter period which, nevertheless, requires some reduction or change in scheduled instruction should first consult the Chair of the appropriate department(s) and/or the Director of the Core Program. The Chair and/or Director will determine whether all teaching responsibilities are to be adequately covered. If the proposed absence is for one week or less, no further approval is necessary. To request an absence of more than one week, the faculty member should apply to the Dean of the Faculty and state the reason for the absence and the provisions to be made for meeting academic responsibilities. "Permission to be Absent" forms are available for this purpose from department administrators and require the endorsement of the department Chair.

## **Responsibility for Instruction**

Responsibility for instruction rests solely with the head of the course. This person's name appears with the course listing in *Courses of Instruction* as the instructor of the course. If there are several instructors, the name of the course head appears first. The course head alone signs study cards and receives course lists and grade sheets. Only an individual holding a teaching appointment can be a course head. "Teaching appointment" is understood here as any FAS appointment at the rank of Lecturer, Preceptor, or Professor (assistant, associate, or full), and for undergraduate teaching only, Instructor. Teaching Fellowships, Teaching Assistantships, and Course Assistantships **are not** teaching appointments in this context; persons holding these ranks assist in courses or tutorials under the supervision of those holding teaching appointments. Recommendations for teaching appointments may be made only by departments or committees empowered to offer courses for credit.

Only assistant, associate, or full professors in other Harvard Faculties **who offer courses for academic credit in that Faculty** may teach in the FAS without an FAS teaching appointment. All other non-FAS faculty—those holding appointments below the rank of assistant professor or those who do not offer courses for academic credit in their Faculty—may teach in the FAS only if they are appointed to the rank of Lecturer in the Faculty of Arts and Sciences under the normal rules governing such appointments.

The term "responsibility for instruction" includes:

- Responsibility for the structure and content of the course, including any regular sections of the course;
- Responsibility for the continuity of course meetings, whether these be lecture or discussion groups;

- Responsibility for the evaluation of student performance in the course, including the performance of students who may have been granted makeup examinations that take place the following term; and
- Responsibility for the screening and selection of teaching fellows, teaching assistants, and course assistants in accordance with policies established by the Faculty of Arts and Sciences, the Graduate School of Arts and Sciences, and/or the department.

None of the above responsibilities may be delegated to persons not holding teaching appointments.

Instructors who hold a teaching appointment or who assist in courses or tutorials may not give private instruction for pay to students in the University without the consent of the Chair of the department concerned and the Dean of the Faculty. Under no circumstances may instructors privately tutor for pay in courses in which they are employed by the University.

### Responsibility for Evaluation

Responsibility for evaluation rests with the individual listed in *Courses of Instruction* as the instructor in charge (the course head). For courses taught by more than one instructor, the course head is listed in the catalog first and the others are listed alphabetically. For Independent Study (see page 26) responsibility rests with that individual holding a teaching appointment who has signed the petition permitting the student to enroll.

In some large courses or tutorials, teaching fellows, teaching assistants, or course assistants may have a role in the evaluation of the students in the course, subject to the limitations set by the Faculty Council and the Educational Policy Committee (see below). Nevertheless, the course head is responsible for ensuring that the standards for evaluating student work are equitable across all sections of a course, and **the final responsibility for each grade rests with the course head**. This includes the evaluation of makeup examinations, which are administered during the following term.

The work of graduate students, including those enrolled in courses open to both graduate and undergraduate students (100-level and below), should be evaluated only by individuals holding teaching appointments as defined in the section “Responsibility for Instruction” (see page 14). “Work” refers to major examinations and written exercises but not necessarily to problem sets, laboratory work, or similar exercises. In the same light, while undergraduate course assistants may participate in the evaluation of students, they should not be involved in the *subjective* evaluation of essays and examinations.

### Professional Conduct

The following text was approved by the Faculty Council for distribution to the full faculty, not as a codification of official institutional policy but as a “discussion document” to be used as a point of reference. An earlier version of this text was discussed at the Faculty Meeting of October 17, 1995.

*The secret of education lies in respecting the pupil.*

—Emerson

The importance of professional conduct within the academic community is self-evident, but what precisely is meant by the phrase is not. For “profes-

sional conduct” covers a multitude of situations. No single style or method of teaching guarantees it; a teacher may be appropriately professional whether meeting students at a café or in an office, whether by nature gregarious and sociable, or shy and reserved. Yet there are principles underlying the concept, that allow it to be honored when present and deplored when absent. In a university setting, professional conduct rests upon an enduring respect for fellow human beings and for the vocation of teaching, and a recognition that a teacher’s powers and responsibilities must not be abused. The basic principles may be easier to appreciate abstractly than to apply while teaching.

The list that follows is designed to bring these principles into focus as a basis for discussion among and between faculty, teaching fellows, and other instructional support staff.

### *Issues for Consideration*

**Authority** By virtue of their authority within the academic community, teachers have the power to influence thought and behavior, and the concomitant responsibility to recognize the potential weight of their verbal and non-verbal expressions. As leaders in the classroom, teachers have the responsibility not only to impart the excitement of ideas and the challenge of academic debate, but also the importance of courtesy and respect in intellectual dialogue.

**Fair Treatment of All Students** Students should be treated even-handedly. Equity is not necessarily achieved, however, by treating all students in precisely the same way. For example, some students respond positively to hearty, well-intoned criticism while others are discouraged by it. Some students welcome public comments about their work, while others are embarrassed by them. Genuinely even-handed treatment of students depends upon making a conscientious attempt to recognize and appreciate such differences. Teachers (and students) should guard particularly against ethnic, religious, sexual, and other discriminatory stereotyping.

**Interpersonal Relations** The power teachers exercise over students to penalize or reward in the form of grades and recommendations requires caution in interpersonal interactions, and the need to avoid the kind of familiarity that compromises objective and fair evaluation of a student’s work. In particular, sexual advances towards or liaisons with one’s students are inappropriate, and violate University policy. Within these limits, however, intellectual mentoring and friendly interaction are important elements of the learning and teaching process.

**Clear Communication** Because the evaluation of students partly depends on their understanding of the requirements of a course, course heads should be clear in their articulation of expectations, assignments, and the rules of collaboration and citation. Providing written explanations of assignments and requirements reduces the risk of misunderstanding. Students have a right to expect prompt return of papers and exams and a clear justification of evaluation, just as instructors have the right to expect that assignments will be thoughtfully completed on time.

**Classroom Engagement** The classroom is frequently the site of intense intellectual debate—or, alternatively, unbearable silence. Maintaining an environment for a constructive contest between ideas and their supporting evidence is primarily the responsibility of the teacher. Teachers should be aware of any tendency to favor one mode of argument over another, in which only certain students thrive; of the importance of listening attentively and with respect; and of the significance of nonverbal clues (nods, frowns, gestures, etc.).

### **Services**

#### *Criticism of Work*

Comments should be directed at the work, not the person; and they should contribute to the refinement of both thinking and presentation. Peremptory dismissiveness is not appropriate.

#### *Grades*

Professors are responsible for the oversight of all grades given by teaching fellows.

#### *Letters of Recommendation*

Students depend on instructors for letters of recommendation. Honesty and fairness in responding to requests for recommendations are essential.

#### *Advising*

Access to advising should be offered and equally afforded to all.

**Confidentiality and Discretion** Teachers are privy to information (and opinions) about students that ought to remain confidential. Exceptions should be made only in cases of emergency, such as threat of suicide, or other harmful behavior, when confidentiality is secondary to a student's welfare. Talking with colleagues or other students about confidential student information is inappropriate, as is any form of public embarrassment or shaming of a student.

**Collegial Conduct** Status differences exist within the teaching staff of every university. Awareness of the relative positions of colleagues in the academic hierarchy may avoid placing them in awkward or compromising situations. The implications of making particular requests of one's juniors ought to be considered before making them; the right to refuse, for reasonable cause, without consequence, ought to be guaranteed every member of the community. Professional and research opportunities should be awarded with equity and fairness.

### **Other Sources of Information**

*Teaching Fellows Handbook* (GSAS and the Derek Bok Center for Teaching and Learning).

"Tips for Teachers: Sensitivity to Women in the Contemporary Classroom;"  
"Tips for Teachers: Encouraging Students in a Racially Diverse Classroom" (The Derek Bok Center for Teaching and Learning).

“Sexual Harassment and Unprofessional Conduct: Guidelines in the Faculty of Arts and Sciences” (Assistant Dean of the Faculty, University Hall, Third Floor).  
*Office of Academic Programs*, University Hall, First Floor, (617-495-0450).

### **Student Privacy**

The University has a legal obligation to protect the privacy of students and the confidentiality of student records. No information about a student’s academic performance can be released without the student’s written permission. It is equally important to respect students’ privacy when distributing their grades. Instructors should be careful not to leave papers, projects, or examinations in unattended public areas. Similarly, grades should never be posted with the students’ names, and/or Harvard University Identification (HUID) numbers. Such practices are a violation of the *Family Educational Rights and Privacy Act of 1974*. Questions about the confidentiality of student records and about the *Family Educational Rights and Privacy Act* may be directed to the Secretary of the Faculty in University Hall, Ground Floor (617-496-6976). (See also *Posting of Grades* on page 56.)

### **Use of the FAS Computing and Network Services**

Faculty members are provided access to University computer facilities for academic use. Information about academic computing and network services offered by the FAS Computing Services is available in the section “Harvard University Faculty of Arts and Sciences Computer Services” (see page 65) and through Faculty and Staff Computer Support (*fascsc@fas* or 617-496-2727).

#### ***Privacy of Information***

The unauthorized examination of information stored on a computer system or sent electronically over a network is a breach of academic and community standards. Systems administrators, however, may gain access to users’ data or programs when it is necessary to maintain or prevent damage to systems or to address other extraordinary situations.

On shared and networked computer systems certain information about users and their activities is visible to others. Users are cautioned that certain accounting and directory information (for example, user names and email addresses), certain records of file names and executed commands, and information stored in public areas, are not private.

Faculty members who are using shared or networked computer systems have the legal obligation to maintain the privacy of electronic files containing confidential student information such as course grades and letters of recommendation. For this reason, please take extra care when sending email to confirm the recipient’s address, as many addresses are similar. There are also various techniques for protecting confidential electronic files such as locking or encrypting them. For advice on securing electronic information, consult Faculty and Staff Computer Support at (617-496-2727).



## Students Requiring Accessible Education

**Accessible Education Office**  
(formerly Student Disability Resources)  
**Louise Russell, Director**  
(617-496-8707)/V/TTY: (617-496-3720)/Fax: (617-495-0815)  
Email: [aeo@fas](mailto:aeo@fas)  
[www.aeo.fas.harvard.edu/](http://www.aeo.fas.harvard.edu/)

Harvard University is committed to providing students requiring accessible education and who have documented disabilities access to the same programs and activities that are available to students without disabilities. The Accessible Education Office (AEO) works with faculty to make this possible. Federal law defines a disability as a physical or mental impairment that substantially limits or restricts the condition, manner, or duration under which an average person in the population can perform a major life activity, such as walking, seeing, hearing, speaking, breathing, learning, working, or taking care of oneself.

Members of the Faculty best know the essential components of courses. Accommodations are not intended to compromise the central components of a course. For more information about essential components, visit the AEO website at the following address: [www.aeo.fas.harvard.edu/essential\\_components.html](http://www.aeo.fas.harvard.edu/essential_components.html).

The course head is responsible for all accommodations and assistance needed for classroom instruction, midterm and hourly examinations, including finding a separate room for exam administration. If a student requires a scribe or similar service to write for a midterm or hourly exam, the course head is responsible for arranging for this service and coordinating payment through the department. Accommodations for final examinations however are made directly through AEO and the Examinations Office (see entry below.) Ongoing communication and collaboration on the part of faculty, teaching staff, AEO, administrators, and students themselves is essential. Students who request accommodations should present instructors with an introductory letter from AEO giving an overview of the approved accommodations. Students making such requests without this letter should be referred directly to AEO. Providing accommodations in the course to students who are not registered with AEO can result in inconsistent performance by a student who is ultimately ineligible to receive accommodations for final examinations. It is important that all communication with students regarding accommodation issues be individualized and confidential.

Course heads should routinely note in the course syllabus and by announcing at the first class meeting that students who need accommodations should contact the teaching staff to discuss and implement satisfactory arrangements for sectioning, course materials, and examinations. Faculty are encouraged to include the following paragraph in the syllabus:

*Any student needing academic adjustments or accommodations is requested to present their letter from the Accessible Education Office (AEO) and speak with the professor by the end of the second week of the term, (specific date). Failure to do so may result in the Course Head's inability to respond in a timely manner. All discussions will remain confidential, although AEO may be consulted to discuss appropriate implementation.*

Faculty who take into account variations in learning for all students know that effective strategies for instruction frequently obviate the need for accommodations. Some suggestions are:

- Provide students who are visually impaired, blind, have learning/reading difficulties, or who are otherwise print-challenged with reformatted instructional and testing materials in their accessible format *at the same time as all students*. Students and AEO may notify courses that advance copies of materials may need to be made available in order to reformat materials appropriately. Increased reliance on and availability of digital text benefits all students. Other formats may include Braille, audio tape, or enlarged print.
- Assist students who are deaf or hard of hearing by ensuring seating space is available in the front of the room and by making sure the room has appropriate lighting. If movies or slide presentations occur, an alternative lighting source will be required for students who need to see interpreters. Some students may use FM listening devices associated with their hearing aids that require teaching staff use a wireless (non-amplifying) microphone. Attempts should be made to provide open captioned films and videos.
- Call for volunteers from the class as soon as the need for note taking and scribes for in-class exercises becomes apparent, taking care not to disclose the student's name or condition. Sometimes members of the teaching staff assume the role of scribe for examinations.
- Ensure that lectures, sections, review sessions, etc. are held in physically accessible spaces when required. The Registrar's Office classroom section (617-495-1541) can assist when relocation of a course is necessary.

When students make course changes after study card day and before the fifth Monday of the term, it is understood that significant delays in the preparation of reformatted materials may result, affecting both students and instructional staff.

***Adaptive Technology Laboratory***  
***Harvard University Science Center 103***  
***atl@fas, (617-496-8800)***  
***[www.fas.harvard.edu/~ims/ATL/index.html](http://www.fas.harvard.edu/~ims/ATL/index.html)***

The Adaptive Technology Laboratory (ATL) serves FAS students who depend on print alternatives to access course materials. The ATL provides adaptive computing devices, voice recognition technology, text reformatting services and laptops for in-class exams.

Faculty members requiring handouts, lecture notes or other course materials converted into digital text, Braille, or enlarged text can contact the ATL for assistance. If a student requires the use of a computer for an accommodation, faculty may email the ATL to arrange for an equipment loan. Arrangements for reformatted material or the loan of equipment should be made least 5 business days in advance.

#### ***Final Examinations and AEO Accommodations***

The Office of the Registrar provides accommodations for all scheduled final examinations. The Registrar may consult with faculty and AEO when access and equity questions pertaining to accommodations arise. For questions concerning the administration of final exams (e.g., dropping off/picking up exams, location of students, etc.) please contact the Examinations Office, [fasexams@fas](mailto:fasexams@fas), or (617-495-1542). For questions concerning accommodations, please call AEO (617-496-8707) Voice, or (617-496-3720) V/TTY, or E-mail [aeo@fas](mailto:aeo@fas).

An additional relevant resource is *Making Accommodations: The Legal World of Students with Disabilities*, by Paul D. Grossman, published in *Academe*, the bimonthly magazine of the American Association of University Professors, November–December 2001, Volume 87, Number 6. Available at [www.aaup.org/publications/academe/2001/01nd/01ndgro.htm](http://www.aaup.org/publications/academe/2001/01nd/01ndgro.htm).

### Sexual Harassment

The Faculty has devoted considerable attention to the topic of sexual harassment and has adopted guidelines describing harassment and procedures for resolving complaints. Both documents are available from the Office of Academic Affairs, University Hall, Third Floor (617-495-3613). They are also available at [www.fas.harvard.edu/home/administration/sexual\\_harass\\_officers.html](http://www.fas.harvard.edu/home/administration/sexual_harass_officers.html).

The first document, entitled *Sexual Harassment: Guidelines in the Faculty of Arts and Sciences*, is a policy statement describing what constitutes sexual harassment; it defines sexual harassment in the following way:

“The determination of what constitutes sexual harassment will vary with the particular circumstances, but it may be described generally as unwanted sexual behavior, such as physical contact or verbal comments, jokes, questions, or suggestions. In the academic context, the fundamental element of sexual harassment is ordinarily the inappropriate personal attention by an instructor or other officer who is in a position to exercise professional power over another individual. [...]Such behavior is unacceptable in a university. It seriously undermines the atmosphere of trust essential to the academic enterprise.”

The statement also addresses the issue of amorous relationships between individuals of different university status:

“Amorous relationships that might be appropriate in other circumstances always have inherent dangers when they occur between any teacher or officer of the University for whom he or she has a professional responsibility (i.e. as teacher, adviser, evaluator, supervisor). [...]Officers and other members of the teaching staff should be aware that any romantic involvement with their students makes them liable for formal action against them.”

The guidelines also indicate the manner in which sexual harassment may have an adverse impact in a scholarly community:

“The Faculty of Arts and Sciences seeks to maintain a learning and work environment free from sexual harassment, including unprofessional conduct in faculty-student relationships and sexism in the classroom. These kinds of behavior are barriers to the educational, scholarly, and research purposes of the University.”

The second document, the *Faculty of Arts and Sciences’ Procedures for the Resolution of Sexual Harassment Problems*, describes the options available to any member of the FAS community who believes that he or she has been sexually harassed. For information about the procedures for complaints of sexual harassment, consult:

- the Assistant Dean of Harvard College (for undergraduates), or
- the Associate Dean for Student Affairs at the Graduate School (for graduate students), or
- the Chair of a department, or

- the Assistant Dean for Academic Affairs in the Faculty of Arts and Sciences (for faculty), or
- the Assistant Dean of Human Resources in the Faculty of Arts and Sciences.

In most cases, difficulties can be resolved informally. In others, one may seek disciplinary action through the Dean of the Faculty or through screening and hearing panels convened to hear charges of “grave misconduct,” identified in the University statutes as grounds for termination of employment (including deprivation of tenure). Any member of the FAS community who believes he or she has been sexually harassed is encouraged to bring the matter to the attention of an appropriate officer. Please note that members of the Harvard Union of Clerical and Technical Workers (HUCTW) are covered by the sexual harassment policies agreed to in the collective bargaining agreement and described in the *Personnel Manual*. For union members these policies take precedence over the policies governing other members of the University community.

### **The Commission of Inquiry**

Any student, faculty member, or administrative officer who has a complaint or an inquiry may address it to the Commission of Inquiry, University Hall, Ground Floor (617-495-4426). The Commission will then direct the complaint or query to the appropriate agency of the Faculty of Arts and Sciences. When such an agency does not exist, the Commission will attempt to aid in resolving the matter. The Commission is sometimes instrumental in establishing a new agency for handling recurrent issues. Although the Commission has no power to make rulings, it can play an advocacy role in pressing for the resolution of issues.

Ordinarily, the Commission reports to the community on the matters which come before it and, in so doing, attempts to keep the community informed about factual background material and the resolution of matters of community concern.

### **Human Subject Research**

University regulations and federal rules require advance review and approval of most human subject research. Any living person from or about whom information is collected for a scholarly study is deemed a “research subject”—the term is not limited only to those subjects involved in clinical or laboratory studies. Faculty and students contemplating a research project involving humans as subjects, whether or not the work is externally funded and regardless of the area of academic discipline, should ascertain whether the project requires review.

#### ***Committee on the Use of Human Subjects***

##### ***Research Officers:***

***Jane Calhoun, Science Center 128 (617-495-5459), jcalhoun@fas***

***Elisabeth Parrott, Science Center 127 (617-496-6535), eparrott@fas***

The Standing Committee on the Use of Human Subjects in Research, the Faculty of Arts and Sciences’ federally mandated Institutional Review Board, is responsible for reviewing proposed studies. Applications should be submitted two weeks prior to Committee meetings, which are held monthly throughout the academic year. Judging from the information provided on the application, the Committee determines whether the proposed procedures will adequately safeguard the rights and welfare of the subjects. The Committee also aims to insure the appropriate recruiting practices, permissions, and student time commitments. Some projects may not require full Committee review; others may be exempt from review altogether. Students planning

research projects should contact a Committee research officer to determine whether review is required. Forms, meeting schedule, and reference material are available at [www.fas.harvard.edu/~research/HumSub.html](http://www.fas.harvard.edu/~research/HumSub.html).

**Research Involving Animal Subjects**  
**[www.fas.harvard.edu/~research/Animals.html](http://www.fas.harvard.edu/~research/Animals.html)**

The Office of Animal Resources is responsible for the health and well-being of all vertebrate animals used in research and teaching in the FAS. All individuals using animals in research and/or teaching must complete a course entitled “The Humane Care of Animals in Research/Teaching.” This course is offered twice a year. It acquaints the participants with Harvard policies as well as federal, state, and city of Cambridge regulations regarding the use of animals.

All members of the Harvard community have a responsibility to report instances of mistreatment of animals or non-compliance with animal use guidelines. To report the mistreatment of vertebrate animals in research or teaching at Harvard, contact the Director of the Office of Animal Resources, Arthur Lage, D.V.M. (617-432-1289).

# Course Administration

## The Course Catalog

The course catalog for the Faculty of Arts and Sciences, *Courses of Instruction*, lists both graduate and undergraduate courses and is published annually in August. An up-to-date version of the catalog is posted at [www.registrar.fas.harvard.edu](http://www.registrar.fas.harvard.edu).

The Office of the Registrar compiles and publishes *Courses of Instruction* by gathering the information from department, division, and committee offices (not individual instructors) as well as the Dean's office. All course changes must be brought to the attention of the department's catalog coordinator and be approved by the department Chair.

Course information published in the catalog becomes the official basis for the Registrar's records; it affects classroom assignments, examination schedules, and the issuing of course lists and grade sheets. For this reason it is extremely important that departments and committees notify the course manager in the Office of the Registrar of any changes—especially changes of instructor or meeting time—regardless of when they occur in the academic year. Moreover, complete and up-to-date course information enables the Registrar to carry out Faculty policy regarding simultaneous course enrollment, as well as to locate individual students in an emergency.

### Points to Consider When Creating or Modifying a Course

Courses are numbered according to the following scheme:

1–99 or 910–999	Primarily for Undergraduates
100–199 or 1000–1999	For Undergraduates and Graduates
200–299 or 2000–2999	Primarily for Graduates
300–399 or 3000–3999	Graduate Courses of Reading and Research

- Courses may have only one number and may be listed in full by only one department, division, or committee. Moreover, as part of the process of creating or modifying a course, faculty members should consult with the appropriate departmental curriculum committee.
- Course titles appear on student transcripts, which have space for only 32 characters. For this reason, course titles should be limited to 32 characters. Overlong titles will be shortened to 32 characters by the course manager.
- Course descriptions are limited to 75 words for undergraduate (100-level) courses and to 35 words for graduate (200-level) courses. Overlong descriptions will be edited by the course manager.
- Courses listed but not offered in the current academic year are designated by enclosing the course number and title in brackets. Courses may not be bracketed for more than two consecutive years and must indicate when they will next be given.
- An asterisk (\*) preceding the course title indicates that a student must have the instructor's approval to enroll in the course. (The student's study card must be signed by the instructor.) All tutorials and 300/3000-level courses must carry an asterisk.

- A meeting time must be printed for each course except tutorials, laboratory sessions, and section meetings. Course meeting times that do not conform to the guidelines set out on page 27 will not be printed in *Courses of Instruction*.
- To avoid problems with cross-registration, courses that are jointly offered with another Harvard Faculty must carry that information in a **Note**.

## Special Types of Courses

### *Seminars, Proseminars, and Conference Courses*

The following distinctions reflect long-standing Harvard tradition and are offered as basic guidelines.

A **seminar** tends to focus on more advanced and/or specific research topics. It has few, if any, lectures; usually limits enrollment to from 12 to 15 students; and emphasizes student presentations, papers, and research.

A **proseminar** is a graduate course usually taken to obtain appropriate background in a subject or area in preparation for a more advanced seminar.

A **conference course** places more emphasis on discussion than research. It usually has an enrollment of about 25 students (35 maximum); meets once a week for 2–3 hours; and incorporates lectures, as well as student papers and research.

In general, **seminars** and **conference courses** are open to advanced undergraduates as well as graduate students. They do not ordinarily have final examinations.

### *Tutorial Instruction (Undergraduates Only)*

Tutorials are opportunities for students to participate in small group or one-on-one instruction in their concentrations. They are generally characterized by their centrality in the concentration curriculum, by their sequencing, and by their emphasis on methodology and academic skills.

All full-time Faculty members are ordinarily expected to participate in the tutorial programs of the concentrations with which they are affiliated. Participation may involve individual or group tutorials, special seminars, or the direction of senior honors essays. Although faculty-taught individual tutorials or group tutorials are ideal in many subject areas, departmental resources may be insufficient to accommodate these goals. When a tutorial is conducted by a teaching fellow, a designated Faculty member should have ultimate responsibility, and that Faculty member should oversee reading lists, discussion topics, and paper topics. From time to time, Faculty members should participate in the tutorials for which they have accepted responsibility. (See also *Responsibility for Instruction* on page 14 and *Responsibility for Evaluation* on page 15.)

### *Supervised Reading and Research Courses*

Undergraduates interested in supervised reading and research may enroll in courses offered by many departments under the designation of 91 or 910. Such courses are not Independent Study but regular courses with weekly or biweekly meeting times agreed upon by the instructor and student. Students enrolled in Reading and Research courses are expected to complete course work under supervision and not independently. Instructors of such courses must hold a teaching appointment. (See also *Responsibility for Instruction* on page 14.)

Graduate students enrolled in Reading and Research courses (300-level courses) do not receive letter grades but are graded SAT/UNS. Undergraduates may not enroll in courses numbered in the 300s or 3000s. However, Advanced Standing students in their fourth year of residence who are candidates for the master's degree may enroll in such courses with the instructor's permission. (See also *Undergraduates in Courses Designated "Primarily for Graduates"* on page 33.)

### ***Freshman and House Seminars***

Freshman and House Seminars are offered under the general supervision of the Committee on Freshman Seminars (617-495-1523). Both are small, limited enrollment courses. The Freshman Seminars are designed to intensify the intellectual experience of incoming undergraduates by allowing them to work closely with Faculty members on topics of mutual interest. Freshman Seminars are graded SAT/UNS and enrollment is limited to the first two terms of students who enter as freshmen.

House Seminars are sponsored by the individual residential Houses and ordinarily are open to undergraduates only. These Seminars bring something new to the existing curriculum either in method of instruction, range and depth of subject matter, integration of practice and theory, or special responsiveness to students' needs. The instructor of a House Seminar has the option of assigning letter grades or using SAT/UNS, with the approval of the Committee on Freshman Seminars.

### ***Independent Study (Undergraduates Only)***

Independent Study is designed to provide credit for field research, academic study not available in regular course work, or practice or performance in the arts. It is not suitable for group instruction, paid work, or activities outside the competence or concern of one of Harvard's departments. Studying the financial accounting system of a business firm might be an appropriate project, but working in an accounting office to gain business experience would not by itself merit academic credit. Investigating child development through observation in a day care center could qualify, but simply tutoring an underprivileged child would not. Analyzing the organization of a political group might be a suitable subject, but organizing a political campaign would not alone suffice. In each case what distinguishes the suitable project is the application of analytical skills to the object of the Independent Study, not the intrinsic worthiness or instructiveness of the experience itself.

Any sophomore, junior, or senior whose previous record is satisfactory may petition to undertake Independent Study for non-letter-graded credit. A student may petition to take up to a total of four half-courses of Independent Study. Independent Study courses are subject to the same rules for dropping and withdrawing as any other course.

A petition to undertake Independent Study, obtained from a Senior Tutor's Office, requires two signatures:

1. That of a qualified adviser (ordinarily a member of a Harvard Faculty) who must be an officer of the University and whose professional competence is appropriate for the subject area of the Independent Study. In those exceptional cases where the adviser is not a Faculty member—for example, a teaching fellow—the petition must also be supported by an appropriate academic department or unit.
2. That of the Allston Burr Senior Tutor, which signifies that the proposal satisfies the guidelines and has been signed by the adviser. (Senior Tutors will refer questions concerning guidelines to the Office of Academic Programs.)



The petition also requires an outline of the student's proposed project. It must be submitted to the Senior Tutor for approval, ordinarily in the first week of the term. The adviser will assist the student in the development of a plan for Independent Study and provide guidance but not regular instruction. Independent Study does not imply formal instruction and should not be confused with tutorials or House Seminars or with directed or Supervised Reading and Research courses offered by several academic departments and committees. (Supervised Reading and Research courses are generally numbered 91 or 910 and normally receive letter grades.) A student enrolled in Independent Study must undertake to work independently. Classroom work and regular instruction are inadmissible.

The adviser will submit a midterm grade based on a preliminary written report by the student of his or her activities. At the beginning of the Reading Period, the student must submit to the adviser an analytical paper concerning the term's work. A simple description or report of the term's activities is not by itself adequate. In the case of artistic practice or performance, evidence of substantial accomplishment should be supplied in lieu of written work.

The granting of credit will be determined by the adviser. In those cases where the adviser is not a voting member of a Harvard Faculty, the Chair or Head Tutor of the department, or equivalent officer with voting membership in a Harvard Faculty, must review and approve the petition and the grade assigned by the adviser. **Independent Study is graded "Pass" or "Fail."** The adviser will submit a copy of the student's paper and a brief statement about his or her work for inclusion in the student's folder in the Senior Tutor's office, ordinarily by the first day of the Examination Period.

### Course Meeting Times

Traditionally, courses meet for three hours per week. Hour-long FAS courses are scheduled on the hour. One-and-one-half hour FAS courses are scheduled for 8:30, 10, 11:30 or 1 and only on Tuesdays and Thursdays. No course beginning before 1 pm should be longer than one hour on Monday, Wednesday, or Friday or longer than 1-1/2 hours on Tuesday or Thursday. Courses scheduled at non-compliant meeting times must be approved by the Registrar. Approved courses are required to meet in departmental space rather than in Registrar-scheduled classrooms.

Classes ordinarily begin five minutes after the announced meeting time, e.g., at 9:05 or 11:35. An instructor may refuse to permit students to enter the classroom after the class has begun. Instructors should end the course promptly at the announced meeting time, leaving the blackboards clear and the furniture properly configured. The five minutes allotted for transition is not reserved by either course. Instructors should exercise professional conduct when entering or vacating a classroom.

By Faculty vote, no class, committee or departmental meeting, tutorial, conference, examination, or other academic activity may be scheduled for the period set aside for regular Faculty meetings (Tuesdays, 4–5:30 pm). Exceptions to this rule may be granted only by the Dean of Harvard College (for courses below the 200- or 2000-level) or the Dean of the Graduate School (for courses at the 200- or 2000-level).

### *Holidays and Days Preceding and Following Holidays and Vacations*

Ordinarily, classes should not be held on holidays or during vacations. By vote of the Faculty of Arts and Sciences, instructors are expected to hold regular classes on the days preceding and following holidays and vacations. Students should not be excused from class on those days or allowed to transfer temporarily from one section to another to accommodate a longer holiday or vacation.

***Courses Meeting Away from the University***

Ordinarily, courses should be organized so that they meet only in their regularly-scheduled times, plus the additional times scheduled at the beginning of the term for sections and laboratories. In some cases, an instructor may wish to include a field trip or project that would take students away from the University on days when classes are normally held and, thereby, interfere with students' ability to attend other courses. In such cases, permission to include activities that will take students away from the University must be obtained *before the course may be listed in the catalog*. Instructors must consult with the Office of Academic Programs about courses below the 200- or 2000-level and with the Dean of the Graduate School about courses at the 200- or 2000-level. Ordinarily, instructors should plan no more than one class day away from the University in any given week and never more than five class days during the term, or ten days total including weekends. In all cases, the students' obligations to other courses meeting at their regularly-scheduled times must have priority over course requirements that take students away from the University. Instructors must announce at the beginning of a course any requirements that would take students away from the University so that students may consider these requirements when choosing their courses.

***Reading Period***

At the end of each term, a period of eleven or twelve days prior to the start of final examinations is designated as the Reading Period. During this period, faculty members may choose not to meet with their students for formal classes. Those who exercise this option often do so to allow students to work independently, exploring special topics or integrating the material covered in the course. Students often use this time to complete term papers that draw on the work of the term and to re-examine course material in order to integrate the various strands of a course in preparation for the final examination or other final exercise. Those courses that have approved substitutions should schedule these activities during the Reading Period but need to be mindful of students' obligations to other courses, some of which may continue to meet during this time. All substitutions are due no later than the last day of Reading Period. Faculty legislation on Reading Period emphasizes that the suspension of lectures should involve no diminution in the total work required in courses, but also that new reading assignments for this period may not be excessive and that new material introduced through Reading Period assignments should cover special topics for investigation or further development, rather than important parts of the course as a whole.

Many courses continue to meet on their regular schedules during much of the Reading Period. Even in these cases, most instructors suspend classes during the last two weekdays of the Reading Period to allow students a few days of uninterrupted preparation before the start of final examinations. It is generally expected that review sessions will take place during the Reading Period.

Instructors should specify their plans and expectations for the Reading Period on the course syllabus or during the early meetings of the term so that students may take this into account as they plan their work for the term.

Whether or not a class meets during the Reading Period, that time is an integral part of the term. Both instructors and students are expected to remain in the immediate vicinity of Cambridge throughout this period.

### ***Examination Period***

Following the Reading Period at each term's end, there is an Examination Period. No course assignments, trips, or special events should be scheduled by instructors during the Examination Period. Like the Reading Period, Examination Period is considered part of the term, and instructors are expected to be in residence throughout. At the end of the term, instructors should not leave the vicinity of Cambridge before submitting their grade sheets. See also *Final and Midyear Examinations*, pages 43–49.

## **Classrooms**

Classroom assignments for courses are coordinated between academic departments and scheduling offices.

Instructors should immediately contact their department if the meeting time changes from the original listing in the *Courses of Instruction* catalog or when a change in location occurs after the initial classroom assignment has been determined.

To announce course meeting times and locations, the FAS Office of the Registrar produces a “Supplement” to *Courses of Instruction* and a *Course Meetings Poster*. Changes in meeting time or location that occur after the “Supplement” is printed are posted in a “Supplement Update” on the Office of the Registrar’s website at [www.registrar.fas.harvard.edu](http://www.registrar.fas.harvard.edu).

To make audio-visual equipment or service requests, instructors should contact Media and Technology Services (see *Department of Instructional Media Services* on page 63).

After-hour emergencies and problems with the temperature or ventilation of classrooms should be referred to the University Operations Center (617-495-5560). Classroom maintenance or repair requests should be referred to your department administrator, to Harvard Yard Operations (617-495-8842), or to the appropriate building manager.

### **FAS Classrooms Office**

20 Garden Street, 5  
[classrms@fas](mailto:classrms@fas), (617-495-1541)  
[www.registrar.fas.harvard.edu/classrooms](http://www.registrar.fas.harvard.edu/classrooms)

The FAS Classrooms Office schedules about one-third of the classrooms in the FAS room inventory. The remaining classrooms are scheduled in the departments, centers, and houses.

Initial classroom assignments by the FAS Classrooms Office are made after considering a number of factors including instructional requirements, enrollment history, accessibility, special circumstances, and room availability at the time of assignment. Faculty members requesting classroom space scheduled by the FAS Classrooms Office have the opportunity to indicate their classroom needs for their courses and course-related events on forms that are distributed in May (for the fall term) and October (for the spring term). The FAS Classrooms Office encourages instructors to include requests for course-related events—films, lectures, midterm examinations—at this time. If another classroom is needed for midterm or hour exams, you may request an additional room so that students can be placed reasonably far apart and have writing tablets. Classroom questions and requests may be emailed to the FAS Classrooms.

Courses and sections have their assigned classrooms reserved from the first day of the term through the end of the Reading Period. During the Examination Period, all classrooms are reserved for Final Exams. Classrooms are not reserved during University holidays and recesses.

*Classroom Reassignment:* Due to the fluctuation of enrollment during the shopping period, the FAS Classrooms Office typically does not reassign classrooms until after Study Card Day when initial enrollment figures are more accurate. However, if, after the first day of classes, there seems to be an urgent need to change room assignments, please contact the FAS Classrooms Office immediately (617-495-1541). As a reminder, room assignments are subject to change due to enrollment numbers or other pedagogical needs.

*Discussion Sections:* Instructors should direct their Head Teaching Fellows to the FAS Classrooms Office to access “Guidelines for Requesting Section Space” and a blank classroom request form. Classrooms for discussion sections are reserved on a first come, first serve basis.

*Fall/Repeat Spring and Full-Year Courses:* For all full year and fall/repeat spring courses that have the *same* meeting day and time for the spring term as they have in the current fall term, the FAS Classrooms Office anticipates being able to assign the same classroom. Departmental classroom assignments should be confirmed with departmental schedulers.

*Reading Period:* A course is scheduled into a classroom from the first day of the term through the end of Reading Period. In order to guarantee space for all current course offerings, it is recommended that course and section classroom assignments are utilized for review sessions during the Reading Period for final exams.

*Examination Period:* During the final Examination Period, all classrooms are reserved for the office of Final Examinations. After the final examination schedule is set, limited classroom space may become available for review sessions.

*Visitor’s Guide to Larger Lectures:* Each term, the FAS Office of the Registrar publishes the *Visitor’s Guide to Larger Lectures*. Copies of this guide are made available to visiting prospective students and their parents. Any instructor who does not wish to have his or her course listed in the guide should contact the FAS Classrooms Office at no later than Study Card Day.

*FAS Classrooms Office Website:* The following documents are posted to the FAS Classrooms Office website: Classroom Request form; FAS Registrar’s Classroom Inventory Chart; FAS Classroom Attributes; Guidelines for Requesting Discussion Section Space; and Discussion Section Classroom Resources/Contacts.

### **Course Materials/Syllabi**

It is helpful to have a complete course syllabus posted and available early in the term and preferably before the first meeting of a class so that students can make efficient use of the shopping period with minimal disruption to classes. Syllabi can be distributed electronically to students on campus through the FAS network on a course website. To provide on-line access to your syllabus, please call the *Faculty and Staff Support Line* at (617-496-2727) and specify that you are interested in instructional support.

The syllabus should include a reading list, dates of hour/midterm exams, due dates for papers or other assignments, plans and expectations for Reading Period, course policy with respect to late work and makeup hour exams, and the basis on which the course grade will be awarded. (In selecting the dates for hour exams and the midterm examination, as well as for papers and other assignments, instructors should consult the information on religious holidays at [www.interfaithcalendar.org](http://www.interfaithcalendar.org).) Instructors noting the possible dates of the course’s final examination on the syllabus should also note on the syllabus that these dates are tentative, until the final examination schedule is set later in the term. In courses designed for undergraduates it is very desirable for students to receive an evaluation on at least one course assignment before the seventh Monday of the term, the last day on which undergraduates may withdraw from a course. Any

limitations on the credit earned by passing the course—e.g., a full year course may not be divisible at midyear for half course credit; a tutorial may be non-credit—should be made clear as part of the presentation of the course.

No substantial changes in the work load or calendar of a course should be made after the Study Card Day each term.

### Course Lists

Approximately one day after the due date for study cards, instructors will be able to view their course lists via their web-based portal pages at *my.harvard.edu*. After entering your HUID and Personal Identification Number (PIN) at the PIN authentication page, your portal page will appear. (If you have forgotten your PIN, you can request a new one at the Harvard University PIN website at *www.pin1.harvard.edu*.) Look for a box in the right-hand column entitled, “FAS Course Enrollment Lists.” This tool contains a list of courses that you are teaching in the current term. For each course, there are links to view an enrollment list, generate a printable (PDF) list, or download enrollment data to Microsoft Excel. You can also view the photos of each student in your course. Please note that enrollment data are protected under the Family Educational Rights and Privacy Act (FERPA) of 1974 and are therefore not for distribution. Instructions are available in the Course Website Administrator’s Handbook: *icg.fas.harvard.edu/docs*.

The on-line course lists are regularly updated. Only when a student’s name appears on the course list or when the Office of the Registrar notifies the instructor of a late enrollment is a student officially enrolled in a course. Instructors should report to the Office of the Registrar any student (other than auditors) who attends class, but whose name does not appear on the course list. Instructors should also report any student (except those with the status of “withdrawn”) who has stopped attending class, but whose name appears on the course list. These reports should be directed to (617-495-4655) for undergraduates and (617-495-1519) for graduate students.

### Course Fees

No course may charge undergraduates special fees for course participation or required activities. Departmental budgets are expected to cover the cost of films, laboratory equipment and other materials. The aim of this policy is to ensure that all courses are equally accessible to students regardless of their financial means.

### Student Enrollment: Add, Drop, Withdraw

Students are allowed five weekdays at the beginning of the term to attend courses in which they are considering enrolling. After this “shopping period,” they officially enroll by filing **study cards** on which they have included their courses and gathered all the required instructor signatures (see below).

No undergraduate may drop or add a course or change grading status in a course after the fifth Monday of the term. Undergraduates have until the seventh Monday of the term to withdraw from a course. Any course that a student drops by the deadline is removed from the student’s transcript. If a student withdraws from a course, that course remains on the transcript with the notation “WD.” Deadlines for graduate students are indicated in the *Academic Calendar* on pages 5-12.

### **Instructor's Signature on Study Cards and Petitions**

The Office of the Registrar will not accept any study card that lacks a required signature. The instructor's signature must be obtained for all undergraduate enrollments in graduate-level courses and for those that require the permission of the instructor, as indicated by an asterisk in *Courses of Instruction*. Study cards filed after the prescribed deadline must contain the instructor's signature for every course listed.

Undergraduates adding a course after the study card is filed or changing grading status to Pass/Fail must obtain the signature of the course head, but the instructor's signature is not required for dropping or withdrawing from a course. For graduate students, the instructor's permission is required for adding or withdrawing from a course by petition and is not required for dropping a course.

Instructors may not delegate their responsibility for signing study cards, change-of-course petitions, or grade sheets. Instructors are therefore asked to be available to students to discuss their course enrollment status and, when necessary, to sign the required petitions.

### **Limiting Enrollment in Courses at the 100- or 1000-Level and Below**

As a general principle, students should be able to study the topics they want and for which they have the appropriate background, with the exception that concentration tutorials, including junior seminar programs, are ordinarily limited to concentrators. Nevertheless, there may be courses in which enrollment must be limited because of resource constraints or special instructional needs. The decision to limit enrollment for either or both of these reasons, as well as decisions about appropriate prerequisites, should be made by the instructional unit's curriculum committee. The committee should be mindful of the general principle stated above, perhaps creating other venues where interested students can study the material in question.

When enrollment in a non-tutorial course is to be limited, the reason for the limitation should be reported to the Office of Academic Programs and the enrollment ceiling should be noted in the course catalog. The criteria for selecting among appropriately-qualified students for space in limited enrollment courses should be based on the curricular needs and interests of the students and on whether a student will have other opportunities to take the course. Selection on the basis of other criteria is inappropriate.

### **Enrollment of Non-FAS Students**

#### ***Cross-Registration***

Students cross-registering from other Faculties or other institutions are allowed to enroll in FAS courses if they have obtained the instructor's permission and submitted a signed petition to the Office of the Registrar (20 Garden Street). Such students are subject to all of the FAS regulations and deadlines, including the examination schedule, and are graded according to the FAS system. The Pass/Fail option is not available to cross-registered students.

#### ***Employees (Tuition Assistance Plan)***

Employees of Harvard University may enroll in FAS courses through the Tuition Assistance Plan (TAP) administered by the Office of Human Resources. Employees are subject to all of the FAS regulations and deadlines, including the examination schedule, and are graded

according to the FAS system. Employees are permitted to add or change a course once TAP and enrollment forms have been filed with the Office of the Registrar (20 Garden Street) by the appropriate deadlines. The Pass/Fail option is not available to TAP students.

### **Auditing**

Auditors are allowed in courses offered by the Faculty of Arts and Sciences only with an instructor's permission. The following may be admitted as auditors: students enrolled in any Faculty of the University, individuals holding teaching appointments in the FAS, and their spouses. No official record is maintained for auditors.

### **Simultaneous Enrollment/Courses with Overlapping Meeting Times**

The Faculty believes that full participation in a classroom setting is essential. Therefore, a student may not enroll in courses that meet at the same time or overlapping times. It is the student's responsibility to ensure that there is no overlap in the meeting times of his or her courses. Exceptions to this rule may be granted only by the Administrative Board and will be considered only if the instructors in both overlapping courses agree and only in one or more of the following circumstances:

1. When the head of the course where class time is being missed and the person(s) providing the instruction during the regular class meeting agree to provide hour-for-hour direct and personal compensatory instruction. Availability during regular office hours or time with a different person does not satisfy the requirement for direct and personal contact.
2. When instruction in one of the courses is available on videotape, provided that (1) the course head agrees that the videotapes may be used for this purpose; (2) the lectures that are videotaped ordinarily do not provide opportunities for classroom discussion; (3) the videotapes will be available in a timely fashion so that they can be viewed before the next class period; (4) the student will miss attending part or all of no more than 1/3 of the instructional periods in the course (not including sections or labs.) [N.B. if a student will miss any part of a day's lecture, it is as though he or she will miss all of it]; and (5) the instructor in the course in which the lectures are videotaped agrees to offer any hour examinations or other in-class exercises at a time that will not preclude the student from attending the second course. In those courses that do not use the blackboard or other visual aids, *course-provided* audiotapes may be substituted for videotapes.
3. When a senior can meet degree requirements *only* by taking the two particular courses in question *and* will have no other opportunity to enroll in the courses before graduation. In such circumstances, the Administrative Board may approve reasonable accommodations in consultation with the instructors of the courses involved.

### **Undergraduates in Courses Designated "Primarily for Graduates"**

Courses numbered in the 200s or 2000s (Primarily for Graduates) may be taken by undergraduates only with the permission of the instructor, as indicated by the instructor's signature on the study card. Undergraduates may not enroll in courses numbered in the 300s or 3000s (Graduate Courses of Reading and Research). The only exceptions to the latter rule are fourth-year Advanced Standing students who are candidates for the master's degree and who may enroll in such upper-level courses with the instructor's permission.

### **Pass/Fail Grading Status (Undergraduates Only)**

In 1967 the Faculty extended the use of Pass/Fail in order to permit students to enrich their educational experience by enrolling in courses they might otherwise avoid because of material that was too advanced or too unfamiliar. Consequently, with an instructor's permission and signature on the study card any undergraduate may enroll in a course on a Pass/Fail rather than a letter-graded basis. After the fifth Monday of the term students are not allowed to add Pass/Fail courses or to change their grading status in courses from or to Pass/Fail. Students enrolled in courses on a Pass/Fail basis are so identified on the course lists and grade sheets sent to instructors.

Instructors may not request that students enroll in a course on a Pass/Fail basis. The Pass/Fail option is not available to graduate, cross-registered, or TAP students.

### **Student Attendance**

All students are expected to attend classes regularly. Absence from academic exercises for whatever reason, including representing the College in extracurricular and athletic activities, does not relieve a student from responsibility for any part of the work required by the course during the period of absence. Students who, by their classroom absence, neglect work in a course may be *excluded* from the course (see *Exclusion* on page 59).

Students should not leave the Cambridge vicinity during Reading Periods or Examination Periods or for an extended time during the term without the permission of their Allston Burr Senior Tutor or Assistant Dean of Freshmen.

### **Storm and Emergency Conditions**

The Faculty of Arts and Sciences rarely cancels classes due to weather. However, faculty and section leaders who commute should not be expected to put themselves in danger during serious storms, and may choose to cancel their individual classes. Because the Faculty rarely cancels classes, it is important that course staff inform students at the start of the term of the procedures for learning of class meetings that will be canceled. Similarly, it is important that the course staff provide students with instructions on how to inform instructional staff of planned absences. Instructors might find the following information helpful in establishing storm and emergency procedures for their courses:

- For the most part, undergraduate students are in residence and are expected to attend classes. Undergraduate students who decide that they cannot make it to class should be able to find in their course materials instructions on how to inform the course's instructional staff of absences from class. For example, some courses request that the student inform the instructor or the teaching fellow of the planned absence by email or by telephone.
- Similarly, students should be able to find instructions in the course materials that indicate how the instructional staff would inform students of the cancellation of a class or section meeting. For example, courses might inform students of the cancellation via an announcement posted at the course's home page on the web, via an e-mail to the class attendees, or by leaving a message on the voice mail system of a centralized departmental telephone.



- FAS offices and academic departments will be open depending on staff availability and whether there are critical functions in progress. Call the central number for that office before going there.
- Final examinations and make-up examinations are never cancelled and students should report to their exam rooms on time.
- On the very rare occasion when FAS decides to cancel classes, an announcement of the cancellation will be posted at the following urls: [www.college.harvard.edu/](http://www.college.harvard.edu/), [my.harvard.edu](http://my.harvard.edu), and [www.registrar.fas.harvard.edu/](http://www.registrar.fas.harvard.edu/).

### **Restricting Attendance**

With the exception of classes held prior to the filing of study cards, when any registered student may attend a class, ordinarily only students enrolled in a course and auditors who have been given specific permission by the instructor may attend course meetings. From time to time, instructors may permit other guests, such as colleagues, parents, alumnae/i, or prospective students, to attend individual class meetings; however, instructors are always free to restrict attendance at a class meeting or meetings to regularly enrolled students and authorized auditors. Each term the Registrar's Office publishes the *Visitor's Guide to Larger Lectures*. Copies of this guide are made available to visiting prospective students and their parents. Any instructor who does not wish to have his or her course listed in the guide should contact the Classrooms Office at (617-495-1541) no later than Study Card Day.

### **Date for Submission of Senior Theses and General Examinations**

The dates for submission of undergraduate senior theses and for concentration general examinations are set by the individual concentrations but must be early enough to enable the concentration to make its degree recommendations available to the Office of the Registrar during the first week of the Examination Period.

The dates for required language and general examinations for graduate students are set by the departments.

Students should be informed of these dates well in advance of the examination.

### **Hour and Midterm Examinations**

The administration of hour and midterm examinations is the responsibility of the instructor; these exams should normally be scheduled during regular class meeting times. Ordinarily, the Office of the Registrar has no role in the administration of hour or midterm examinations.

Instructors are required to offer makeup examinations to students who are absent from hour and midterm examinations for the observance of a religious holiday. If an instructor is satisfied that the absence is necessary and that omitting a grade for the missed hour or midterm examination will not affect the student's course grade, final evaluation of the student's work in the course may be determined from the remainder of the course work. The instructor may also elect to give a makeup examination. The responsibility for such decisions rests with the instructor only and not with the Dean's Office or the Administrative Board. Instructors may also decide whether to require the attendance of graduate students at hour and midterm examinations.

Although instructors are obligated to offer makeup examinations only in the case of absence for the observance of a religious holiday, students who have obtained proper Harvard University Health Services (HUHS) documentation of illness may not be penalized for their absence from hour and midterm examinations. The appropriate form must be signed by a HUHS medical professional and given to the student's Senior Tutor or Freshman Dean, who will write the student a letter that acknowledges receipt of the HUHS form. This letter may be presented to the instructor as certification of the student's illness.

### ***Examination Booklets***

Examination booklets for hour or midterm examinations may be obtained from Charles Botosh, Jr., in Science Center 125 (617-495-5094). A Harvard officer or faculty identification card must be shown to receive them.

### ***Athletic Events***

The Department of Athletics is aware that midterm examinations are frequently given in the seventh or eighth weeks of the term, and it schedules few athletic contests away from Cambridge during that time. Sometimes the academic calendars of other institutions require that contests be scheduled in these periods, especially in the fall term. However, absence from academic exercises in order to represent the College in athletic activities does not relieve the student from responsibility for any part of the work required in the course during the period of the absence.

### ***Absences for Religious Holidays***

A student who is absent from an hour or midterm examination as a consequence of his or her religious belief "shall be provided with an opportunity to make up such examination..." (Massachusetts General Laws, Chapter 151C, Sec. 2B). It is therefore recommended that prior to setting the dates for such exercises or examinations course heads ask members of their classes for the dates on which they will be absent from class because of a conflict with religious holidays that they will be observing. It is the responsibility of the students concerned to provide that information promptly when so requested. If conflicts are unavoidable, students who are absent from hour or midterm examinations for religious reasons shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that such an opportunity would constitute an "unreasonable burden" on the faculty. Information on religious holidays can be found at [www.interfaithcalendar.org](http://www.interfaithcalendar.org).

## **Papers and Other Written Assignments**

One or more papers or other written assignments (e.g., problem sets, laboratory reports) are often included as part of the work required of students in their courses. Most faculty have found that a series of graduated writing assignments often work better than a single term paper, particularly in courses designed to introduce students to a new field or a particular mode of inquiry. The feedback that students receive on work completed early in the term helps to clarify what is expected in written assignments, and later assignments provide students the opportunity to demonstrate what they have learned from the earlier comments.

The nature and number of written assignments and their due dates should be included on the course syllabus. **All written work must be due by the last day of the Reading Period**, though instructors may grant individual undergraduates an extension of time for medical reasons and other special circumstances up to the end of the Examination Period, and may grant graduate students an extension of time until the end of the next regular term. (See *Late Work and Extension of Time for Course Work* on page 37.)

### ***Plagiarism***

Any material submitted to meet course requirements—homework assignments, papers, projects, examinations—is expected to be a student’s own work. During the first week of freshman year the importance of correct citation is stressed, and in the required first-year writing course, Expository Writing, undergraduates are urged to take great care in distinguishing their own ideas and thoughts from information and analysis derived from sources. Although instructors are encouraged to take every opportunity to reinforce and develop these lessons, the final responsibility for knowing proper forms of citation rests with students.

### ***Collaboration***

It is essential that instructors set out carefully in writing and at the outset of a course or course assignment the extent of permissible student collaboration in the preparation of papers, computer programs, or examinations. Students must assume that collaboration in the completion of assignments is prohibited unless explicitly permitted by the instructor. Students are expected to acknowledge any collaboration and its extent in all submitted work.

### ***Dual Submission***

Papers and other work should normally be submitted to only one course. Any student who wishes to submit to another course the same or similar work used in a previous course must obtain the *prior written* permission of the instructor. If a student wishes to submit the same or similar work to more than one course during the same term, the *prior written* permission of all of the instructors involved must be obtained. A student who submits the same or similar work to more than one course without such prior permission will ordinarily be required to withdraw from the College or from GSAS.

## **Late Work and Extension of Time for Course Work**

### ***Undergraduates***

Instructors have the authority to grant undergraduates an extension of time for medical reasons and other special circumstances up to the end of the Examination Period. An extension beyond the end of the Examination Period can be granted to an undergraduate **only by vote of the Administrative Board of Harvard College** and only in exceptional circumstances. Instructors may not accept work from an undergraduate after the end of the Examination Period without the explicit authorization of the Administrative Board.

In deciding the length of an extension granted for medical reasons, the head of the course should apply the principle used by the Administrative Board when it votes extensions beyond the Examination Period: **Extensions are granted for a period commensurate with the time missed during an illness, without penalty.** Questions about an appropriate extension for an individual undergraduate may be addressed to the student’s resident dean (the Allston Burr Senior Tutor or, in the case of a freshman, the Assistant Dean of Freshmen).

Ordinarily, students requesting an extension of time to complete course work must have received the consent of the instructor before the midyear or final examination or before the final meeting of a course in which there is no midyear or final examination.

If a student submits work after a grade has been filed with the Registrar but before the end of the Examination Period, and if acceptance of that late work results in a grade change, the instructor should submit a grade change request to either the Office of Academic Programs (for an undergraduate) or the Dean of the Graduate School (for a graduate student), c/o The Registrar, 20 Garden Street (617-495-1546). (See *Changes in Grades* on page 56.)

***Graduate Students***

Instructors may grant graduate students an extension of time until the end of the next regular term. However, such extensions of time for completion of course work must be granted before the assignment of the course grade.

**Midterm Grades for Undergraduates**

Instructors teaching an undergraduate course (courses below the 200-level) are asked to report to the Office of the Registrar midterm grades based on students' performance in the course up to that point in the term, and to comment on the performance of undergraduates whose midterm course grade is D+ or lower. Fall midterm grades are due on *Friday, November 4*; spring midterm grades are due on *Friday, March 17*. (See pages 53-55 for due dates for final grades.)

These grades are used only for advising and counseling purposes and need not be letter grades (SAT/UNS may be more appropriate). They are extremely important for identifying students who may be facing any of a wide range of difficulties. Instructors are also asked to cooperate with the Assistant Deans of Freshmen and the Allston Burr Senior Tutors regarding inquiries that they may make about the status of individual students.

March grades in full courses extending from September to May should reflect the student's current standing for the spring term. At the same time, instructors should report students whose cumulative grade for the entire year is unsatisfactory.

**Hiring, Training, and Supervision of Instructional Support Staff**

In many courses the instruction done by supervised teaching staff is an important part of the undergraduate educational process, as well as an important aspect of the training of graduate students. Departments and individual instructors have developed successful strategies that encourage and protect a high standard of teaching by supervised teachers. These local strategies have been reinforced by guidelines developed by the Committee on Undergraduate Education and the Committee on Graduate Education and endorsed by the Faculty Council.

***Categories of Instructional Support Staff***

*Teaching fellows* are candidates for advanced degrees and are registered as students at Harvard, ordinarily in the Graduate School of Arts and Sciences. They serve as section leaders, tutors, and laboratory leaders, but always under the supervision of instructors who hold Faculty-level teaching appointments in the FAS or another Harvard Faculty. (See *Responsibility for Evaluation* on page 15 for the appropriate role of teaching fellows in the grading of students.)

*Teaching assistants* engage in the same kinds of supervised instruction as teaching fellows but are not enrolled as candidates for an advanced degree in any department of the University. Ordinarily, teaching assistants will have received the AB before the appointment begins.

*Course assistants* are currently registered Harvard undergraduates who provide the same kinds of supervised instruction as teaching fellows and teaching assistants. Course assistants ordinarily assist only in mathematics, science, and computer science courses. (Again, see *Responsibility for Evaluation* on page 15 for the appropriate role of course assistants in the grading of students.)

*In accordance with the Faculty's own policy, course heads should consider qualified GSAS students for teaching positions before hiring non-GSAS candidates.*

### *Teaching Fellow Appointment Guidelines*

The Committee on Graduate Education and the Faculty Council have adopted the following general guidelines for the Teaching Fellow appointment process in the humanities and social sciences:

1. *Notification of Guaranteed Teaching Fellow Positions:* On the basis of enrollment histories, the Office of Academic Programs in Harvard College will designate a certain number of guaranteed Teaching Fellow positions for eligible departmental courses for both terms of the coming academic year. The number of guaranteed teaching positions will be finalized and sent to Department Chairs and Directors of Graduate Studies in early May. Guaranteed positions will be honored regardless of final course enrollments. Additional appointments may be made after final enrollments are known. Information on guaranteed positions should be made available to eligible graduate students as early in May as possible.
2. *Application Period:* Departments should accept applications for Teaching Fellow positions for several weeks in May, to ensure the broadest possible applicant pool before a decision is made. To avoid financial inequities, final decisions should involve consultation between the course head and the Chair or Director of Graduate Studies, or other designated member of the Department or program.
3. *Hiring Criteria and Timetable:* The criteria for appointing Teaching Fellows should attempt to balance preparation, teaching experience, and financial need. Preference for Teaching Fellow appointments should be given to those students for whom a guarantee was offered at admission. Ordinarily these are students in the G-3 and G-4 years. After those students with Teaching Fellow guarantees have been accommodated, departments should consider all other qualified applicants from within the Graduate School of Arts and Sciences, and special attention should be paid to qualified applicants from related departments and disciplines before a decision is made.

Guaranteed Teaching Fellow assignments should be made by the end of May. Written notification should be provided to each student making explicit the guaranteed nature of the appointment (see note below), as well as expectations for training and orientation. Applicants who are not chosen for Teaching Fellow assignments should be informed in writing at the same time so that they can make alternative arrangements for financial support before the academic year begins.

A list of all Teaching Fellow appointments should be sent to the Dean of the Graduate School of Arts and Sciences and to the Office of Academic Programs in Harvard College. Guaranteed positions cannot be honored unless this list is submitted. If a student who has been offered a guaranteed position receives funding from another source or for other reasons declines the opportunity, that guaranteed position may be offered to another GSAS student after direct consultation with GSAS.

An important note on teaching “guarantees”: As an integral part of their graduate funding packages, G-3 and G-4 students in the Humanities and Social Sciences are guaranteed 2/5 teaching each term. The financial commitment for all pre-approved teaching assignments will be honored, despite final enrollments. However, departments may move teaching fellows from a course that is under-enrolled to one that is over-subscribed, within certain limits. Reassignments should be made on the basis of the graduate student’s prior indication of courses or areas in which he or she is prepared to teach. Departments should offer reassignments in

ways that will minimize the number of teaching fellows with multiple preparations. If no reassignment is possible, the financial commitment will be honored, even if no instructional support is needed in the course. In this case, the TF should perform meaningful work for the department or committee, preferably in support of undergraduate instruction.

For additional information about Teaching Fellow appointments, please refer to the *GSAS Teaching Fellows' Handbook* ([www.gsas.harvard.edu/academic/teaching.html](http://www.gsas.harvard.edu/academic/teaching.html)).

### ***Training and Supervision of Instructional Support Staff***

A number of principles have been formulated to assist departments in the training and supervision of instructional support staff.

Departments should develop regular procedures for screening and training instructional support staff as well as routine methods of supervising and monitoring their performance. Not only do such practices help to maintain good standards, but they also encourage graduate students, in particular, to improve their teaching skills. Student teaching should be a rewarding opportunity rather than an automatic step in graduate education.

The Faculty Council has adopted the following guidelines for the training and preparation of first-time instructional support staff:

1. All departments and instructional programs must develop plans for preparing and orienting first-time instructional support staff in the pedagogical skills that will allow them to fulfill their teaching obligations. Orientation in issues of appropriate professional conduct (see page 15) should also be provided. These plans should be approved by the Office of Academic Programs.

Plans should provide for practice teaching or other orientation in teaching methods at or before the start of employment of those without prior teaching experience and should provide for observation and appraisal of performance, at least for the first term of employment.

2. Plans must include a mechanism for screening prospective international instructional support staff (more specifically, those for whom English is not the native language and who have not received a degree from an English-speaking institution) for competence in spoken English before they are approved to teach, and in the case of assistants who will be responsible for evaluating written work, screening for competence in written English as well.

The Bok Center has developed a program for language screening and training. Departments may choose to use that central program or to develop their own mechanisms.

3. Individual course heads remain responsible for the orientation, preparation, oversight, and evaluation of assistants in the execution of their specific course responsibilities.

Instructional support staff should be provided with structured teaching assignments. Generally, section teaching is more effective the more the instructor is involved. Regular, perhaps weekly, meetings with assistants to review course material, visits by the instructor to sections, and the teaching of a section by the instructor can be helpful. In certain departments, some or all of these forms of involvement are routinely expected. Departments may adjust the teaching credit

given to Faculty members, if need be, to encourage their involvement in section teaching. An “instructional lunch fund” to contribute to weekly luncheon meetings with assistants is available from department administrators. The Derek Bok Center for Teaching and Learning encourages instructors and assistants to seek help in improving teaching quality (see page 61).

By vote of the Faculty on December 17, 1995, **instructional support staff are expected to attend lectures of the courses in which they are employed** unless in the judgment of the course head the nature of their work for the course does not depend upon their attendance at the lectures.

Departments should devise a record-keeping system on instructional support staff based on instructors’ reports on their performance. Such departmental monitoring can be used to reward outstanding teaching and to provide a solid basis upon which to recommend graduate students for future teaching jobs. At the same time, regular evaluation ensures that a poor teaching performance does not go unnoticed.

### ***Special Considerations Concerning the Appointment of Course Assistants***

Because special considerations enter into the appointment of undergraduates as course assistants, instructors should use the following procedure when screening prospective course assistants:

With a candidate’s written permission, an instructor should confirm with the student’s Allston Burr Senior Tutor that the proposed candidate:

1. Has attained sophomore standing and is at least in the third term of residency.
2. Is not on probation.
3. Ordinarily, has a grade point average of 3.33 or better in the two previous terms.

Also, as undergraduates may fail to recognize the implications of serving in an instructional role, instructors should take special responsibility for initiating discussions about professional conduct, including the impropriety of amorous relationships with students and the importance of both equity and confidentiality.

### ***Student Compensation and Credit for Course Work***

It is inappropriate for a student to receive course credit for the same work for which he or she is financially compensated. An undergraduate course assistant should not receive academic credit in any form (including Independent Study and Supervised Reading and Research courses) for the course in which he or she teaches. Graduate teaching fellows should not receive Reading and Research (300-level) or other course credit for the time they devote to teaching, but may receive credit by signing up for TIME–T on their study cards. TIME is the term used by the Graduate School of Arts and Sciences to designate independent study (TIME–C), research (TIME–R), or teaching (TIME–T). Students “receive credit” for such pursuits in the sense that TIME appears on the GSAS transcript, however, students are not graded for TIME.

## **CUE Course Evaluation**

The Committee on Undergraduate Education, oversees a process of course evaluation each term. This evaluation process serves several purposes. It provides feedback from students to the head of a course about reactions to course structure, the quality of the presentation, and the nature of assignments. It also provides important feedback for instructional support staff, many of whom are in their early years of teaching and benefit from the comments of students. Finally,

the evaluation process is the basis of the *CUE Course Evaluation Guide* that is written and edited by undergraduates under the guidance of the Committee on Undergraduate Education. The aim of the *CUE Guide* is to provide undergraduates with reliable information to be used as one of many inputs during the process of choosing courses.

Participation in the CUE evaluation process is voluntary, but roughly 90 percent of courses with enrollments of 20 or more are evaluated. Each term emails are sent to the heads of undergraduate courses inviting them to participate in the course evaluation process. The course evaluation process itself takes place on line.

Summary statistics and comments submitted by students are sent to the course heads of evaluated courses after final grades for the term have been submitted. Summary statistics are also sent to the chair of the department or committee offering the course, as well as the chair of any department or committee in which the instructor is formally appointed. The heads of courses are expected to share the relevant information with teaching fellows, teaching assistants, and course assistants who taught in the course. *Both faculty and instructional support staff, particularly teaching fellows, should keep this information, as it will be useful later as an input to promotion decisions and as part of consideration for other teaching positions.*

The Office of Academic Programs reviews the forms for any member of the instructional support staff whose average “overall” rating raises concerns about the quality of instruction. In these very few cases, the Associate Dean of Harvard College may send a letter to that instructor, copied to the course head(s), urging him or her to seek appropriate advice on how to improve his or her teaching. If members of the instructional support staff receive such cautionary letters a second time, they may be prohibited from further teaching in the Faculty of Arts and Sciences.



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## *Final and Midyear Examinations*

Final and Midyear examinations are three-hour written tests administered and proctored by the staff of the Office of the Registrar at locations and times specified by the Registrar. Courses ordinarily hold final examinations, and half and full courses that run throughout the year hold midyear examinations. Any deviation from the scheduled three-hour examination requires the prior approval of the Office of Academic Programs (for courses below the 200- or 2000-level) or the Dean of the Graduate School (for courses at the 200- or 2000-level). (See *Requesting a Substitution* on page 44.) Examination substitutions for research courses, seminars, tutorials, and other low enrollment courses (see below for definition) are automatically approved by the Office of the Registrar. (See also *Hour and Midterm Examinations* on page 35.)

To earn credit for a course or to count the course toward fulfillment of the requirements for a degree, the student must have attended the final examination (or midyear and final if a full-year course) or an approved makeup. A student's unexcused absence from a midyear or final examination will ordinarily result in a failing grade for the course (ABS). The course head is not empowered to excuse student absences from midyear, final, or makeup examinations scheduled by the Registrar. Furthermore, the course head may not give a final examination at a special time to accommodate the needs of an individual student or authorize the substitution of another exercise for an examination.

Students are entitled to complete course requirements and to take the final examination. They must not be discouraged from doing so, even when previous course work has earned a cumulative failing grade. Only a student whose serious and persistent neglect of academic work has led to formal *exclusion* from the course is ineligible to take the final, midyear, or makeup examination (see *Exclusion* on page 59).

### **Examination Categories**

At the beginning of each term, course heads will receive a Final Examination Information form for each course they teach and will be asked to classify their courses according to the following categories:

**A. Standard Three-hour Examination/No Substitution**

All students enrolled in this course are expected to write a three-hour examination administered by the Office of the Registrar during the exam period.

**B. Standard Three-hour Examination for All Undergraduates, Substitutions for All Graduates**

All undergraduates will write a three-hour examination and all graduate students will submit an examination substitution (a paper, project, take-home examination, etc.). All substitutions should be completed by the last day of Reading Period.

**C1. No Three-Hour Final Examination for Any Student (Lower Enrollment Courses)**

Low enrollment (undergraduate course with enrollment of less than 20 students or combined graduate/undergraduate course with fewer than 30 students) or undergraduate tutorial, seminar, or research course primarily for graduate students. (Automatic approval.) All substitutions should be completed by the last day of Reading Period.

**C2. No Three-hour Examination for Any Student**

Final exam substitution is preferable for all students. (See *Requesting a Substitution* below.)

All substitutions should be completed by the last day of Reading Period.

**D. Optional Examination Substitution for Certain Students, Standard Three-hour Examination for All Other Students**

An alternative means of evaluation offered to certain students in lieu of the final three-hour exam. Ordinarily, substitution for an individual student is not allowed. (See *Requesting a Substitution* below.) All substitutions should be completed by the last day of Reading Period.

***Requesting a Substitution***

When petitioning for an exam substitution, the course head must describe the alternative form of evaluation and explain why it is more appropriate than a three-hour examination. All substitutions should be completed by the last day of Reading Period. In courses in which the number of students is large (over 30) or where a range of different types of work will be accepted in lieu of the examination, the course head must indicate the steps that will be taken to ensure equity in grading. Course heads should also indicate the other course assignments (hour examinations, laboratory reports, papers, etc.) that will be included in the final evaluation of the students' performance.

Course heads who plan to petition the appropriate dean for permission to substitute should announce their **intention** at the first class meeting, and on the course syllabus. However, only after the petition has been formally approved by the dean should course heads announce the cancellation of a midyear or final examination. Course heads may submit petitions for exam substitutions to the Office of the Registrar any time before the first meeting of class with a special request for early decision.

Please note that all students who are in the AB/AM degree program are to be treated as undergraduates for the purposes of completing all of the course requirements by the end of the final exam period; for exam substitutions; and for grading. The one exception is that the course head may treat AB/AM students as graduate students, for the purpose of exam substitutions, if the student has bracketed the course toward the AM degree. See also *Take-Home Examinations*.

***Completion of Work Assigned for Substitutions***

Course heads should not assign any work to be done during the Examination Period. Faculty policy stipulates that this time should be reserved for standard three-hour exams. Any work assigned as a substitution for a midyear or final examination must be completed before the end of Reading Period.

***Take-Home Examinations***

Take-home examinations are considered substitutions and, like other substitutions, must be due before the end of Reading Period. When assigning a take home exam it is imperative that the instructor be mindful of student obligations to other courses, some of which continue to meet during the Reading Period. Course heads should be careful to explain to students in writing the extent of collaboration and any source materials that may be permitted in the preparation of the examination.

### Examination Scheduling

For most courses an examination group is published in *Courses of Instruction* within the course description. Examination groups correspond to class meeting times and ordinarily change if the meeting time changes. However, occasionally there is a misprint in the course catalog and the exam group does not correspond with the meeting time. Please note the correct exam group will be changed to correspond with the meeting time. Occasionally, the Office of the Registrar may need to assign an exam group that does not correspond to the meeting time of the course.

Classes that meet for periods longer than one hour are listed in the catalog with more than one exam group. The exam group for such a course will be chosen by the Registrar's Office.

Many factors must be considered when scheduling eighteen exam groups within an eight-day examination period, including student conflicts, room availability, and personnel resources. As a result, the Office of the Registrar is unable to accommodate individual requests to assign alternative exam groups to courses.

Since the days and hours for courses are subject to change, official dates, and times for examinations are published on the Final Examination Schedule. It is posted throughout campus and at the Registrar's Office website ([www.registrar.fas.harvard.edu](http://www.registrar.fas.harvard.edu)) and is mailed to departments shortly before Reading Period. The Final Examination Schedule will be available during the first week of January for fall final/midyear examinations and during the first week of May for spring final examinations.

### Examination Groups and Dates

The table below shows the dates of final examinations associated with each of the final examination groups. For most courses, an examination group is published in *Courses of Instruction* within the course description. Examination groups correspond to course meeting days and times and ordinarily change if the course meeting days and times change. Occasionally, the Office of the Registrar may need to assign an exam group that does not correspond to the meeting days and times of a course. *All students are therefore advised that they should not make any travel plans until the official final examination schedule is published. Students are expected to be in residence for the duration of the final examination period. For the fall term, the final examination period is January 14, 2006, through January 24, 2006. For the spring term, the final examination period is May 18, 2006, through May 26, 2006.*

<b>Examination Group</b>	<b>Fall Final/Midyear Examination</b>	<b>Spring Final Examination</b>
1	Sat., Jan. 14	Tue., May 23
2	Tue., Jan. 17	Mon., May 22
3	Mon., Jan. 23	Fri., May 19
4	Tue., Jan. 24	Sat., May 20
5	Wed., Jan. 18	Fri., May 26
6	Fri., Jan. 20	Thu., May 25
7	Sat., Jan. 14	Tue., May 23
8	Thu., Jan. 19	Wed., May 24
9	Thu., Jan. 19	Wed., May 24
10	Fri., Jan. 20	Thu., May 25
11	Thu., Jan. 19	Wed., May 24
12	Thu., Jan. 19	Wed., May 24
13	Sat., Jan. 21	Thu., May 18
14	Sat., Jan. 14	Tue., May 23
15	Tue., Jan. 17	Mon., May 22
16	Tue., Jan. 17	Mon., May 22
17	Thu., Jan. 19	Wed., May 24
18	Thu., Jan. 19	Wed., May 24

## Administration of Examinations

Final and Midyear examinations are administered by proctors trained and supervised by the Office of the Registrar. The exam procedures they follow are intended to protect the security of examinations and to ensure that students undertake the writing of their exams in an environment free of distractions and disturbances. There are two exam sessions per day during the Examination Period; morning examinations start at 9:15 am and afternoon examinations start at 2:15 pm.

### Course Head Obligations during the administration of exams

- All courses are expected to handle the printing and photocopying of their own examinations.
- The course head is responsible for bringing the examination to the exam room 20 minutes prior to the beginning of the examination.
- Course heads are also expected to be present at their examination for at least the first fifteen minutes and to be available by phone for the duration of the exam. In case of necessary absence, the course head should appoint an appropriate delegate who is conversant with the course and able to answer questions that might arise at the examination.
- Course heads are also expected to pick up completed examination booklets, scrap booklets, and other course materials (slides, audiotapes, etc.) at the end of the examination. If unable to pick up the completed examination booklets after an examination, he or she must delegate a representative to perform this task. The representative should be prepared to show a valid Harvard I.D. card to the proctors.

### Proctor Responsibilities during the administration of exams

- The Office of the Registrar provides examination booklets and proctors who take attendance and administer the examinations.
- During the exam, while the proctors are performing exam-related paperwork and monitoring the students who are writing the exam, the role of course heads and/or their assistants should be limited to answering student questions regarding the examination.
- Proctors may ask teaching staff for assistance in the distribution and collection of examination materials, however, it is important that the teaching staff follow instructions of the head proctors.
- Report any unusual circumstances to the course head.

### Course Head Obligations after the final examination

- Instructors should take every precaution to prevent the accidental loss of examination booklets. For example, under no circumstances should examination booklets be removed from the neighborhood of the University. If a course head has temporarily left the Cambridge area, only photocopies of the booklets should be sent to the course head for grading.
- **Examination booklets should be kept for one year after the end of the course.**
- Most instructors return exam booklets, papers, and other academic work to the student enrolled in their courses. By law, students have the right to review all materials submitted to a course, including final examination booklets and, for a reasonable charge, may have copies of any originals not returned to them.

**Religious Conflicts with Final/Midyear Examinations**

Students are expected to anticipate any religious conflicts with examinations and report the conflict in writing to the Office of the Registrar at [fasexams@fas](mailto:fasexams@fas) by the last day of classes each term. Accommodation may not be possible if the conflict is reported after that date.

**Examinations *In Absentia***

Students who for sufficient reason cannot be within 500 miles of Cambridge at the time of a final, midyear, or makeup examination may request to take the examination at another location. All examinations *in absentia* must be approved by the Administrative Board. In addition, students participating in an approved Out-of-Residence Study are automatically approved to take examinations *in absentia* but only for exams that occur once a program begins and conflicts with examinations. A petition to take an examination *in absentia* will not be accepted without the course head's signature, indicating approval and a willingness to provide the Office of the Registrar with an early copy of the examination. Student applications for *in absentia* exams are due in the Office of the Registrar by the last day of classes before the examination date. Occasionally the Administrative Board will grant examinations *in absentia* after the deadline has passed.

An *in absentia* examination is administered at the same time and date as the examination in Cambridge and must be proctored by someone approved by the Office of the Registrar. After determining that these conditions can be met, the Office of the Registrar will request a copy of the examination from the course head. For reasons of equity, this copy must be identical to that given at the regular examination in Cambridge. After the examination is written and returned to Cambridge, the Office of the Registrar will deliver it to the course head for grading.

Students are charged \$100 for each examination taken *in absentia* to cover administrative costs such as long distance telephone calls and special mailing services. The *in absentia* fee is waived for students who are participants in intercollegiate competition and for students who are studying abroad for Harvard degree credit with prior approval from the Office on International Programs and the Standing Committee on Education Abroad.

**Makeup Examinations**

The Administrative Board of Harvard College has sole jurisdiction over granting makeup examinations for undergraduates. The Registrar's Office has been authorized by the Graduate School to approve or deny makeup petitions for graduate students. **Course heads may not give a makeup midyear or final examination without notification from the Office of the Registrar.** Moreover, course heads may not give a makeup examination at any time or location other than that specified by the Office of the Registrar. The granting of a makeup examination by the Administrative Board does not imply that the student may receive credit for any assigned work in the course not submitted by the end of the Examination Period.

Makeup examinations are ordinarily granted by the Administrative Board in cases of medically documented illness or extraordinary circumstances over which the student had no control, such as a death in the family. Makeups are sometimes granted to undergraduate participants in intercollegiate competition, but only when examinations *in absentia* cannot be arranged. By vote of the Faculty Council, makeup examinations may also be granted when a student who is in good standing in the course misses an examination because of inadvertence, provided the petition is supported by the course head and filed on time. Undergraduate and graduate students in the FAS may be granted a makeup examination on the grounds of inadvertence only once during their tenure at Harvard.

If called upon to do so, course heads must prepare appropriate makeup examinations and grade them. Makeup exams are usually administered the third week of a term. Ordinarily a makeup examination should not be a duplicate of the original exam.

Course grades dependent upon makeup examinations should be reported to the Office of the Registrar one week after the date of such examinations. The undergraduate transcript carries the notation “#” next to the final grade for any course in which the student took a makeup examination.

Makeup midterm examinations are not granted by the Administrative Board nor the Registrar’s Office. Offering such makeup examinations or substituting other work is at the discretion of the course head, except in the case of an absence for the observation of religious holidays. (See *Hour and Midterm Examinations* on page 35.) The Office of the Registrar has no role in midterm examinations.

### **Publication of Past Final and Midyear Examinations**

Final and Midyear Examinations have traditionally been collected and made available electronically on a website accessible only to Harvard account holders at [www.fas.harvard.edu/~exams](http://www.fas.harvard.edu/~exams). However, the head of a course may request at the time of the exam that the final examination not be included in the electronic library collection.

# Grades

## The Grading System

The Registrar is authorized to obtain from instructors reports on the performance of students in the form of the grades established by the Faculty of Arts and Sciences. Grade sheets for reporting grades are sent to instructors and must be completed and returned by the indicated due dates (see pages 53–55). The Faculty of Arts and Sciences uses the following system of letter and non-letter grades to evaluate undergraduate student work:

### *Letter Grades—Undergraduate Students*

<b>A, A-</b>	Earned by work whose excellent quality indicates a full mastery of the subject and, in the case of the grade of A, is of extraordinary distinction.
<b>B+, B, B-</b>	Earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities.
<b>C+, C, C-</b>	Earned by work that indicates an adequate and satisfactory comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and participating in class activities.
<b>D+, D, D-</b>	Earned by work that is unsatisfactory but that indicates some minimal command of the course materials and some minimal participation in class activities that is worthy of course credit toward the degree.
<b>E</b>	Earned by work which is unsatisfactory and unworthy of course credit towards the degree.

### *Non-letter Grades—Undergraduate Students*

**Incomplete (INC) cannot under any circumstances be given to undergraduates.**

<b>ABS</b>	Students who miss a regularly-scheduled midyear or final examination during the Midyear or Final Examination Period are given a failing grade of Absent (ABS) which will be changed only if the student is granted and takes a makeup examination. Unexcused absences are counted as failures (see pages 43–49). No other grade can be accepted. Exam substitutions not administered by the Registrar's Office, including take-home examinations and special final projects, are not "regularly-scheduled" examinations; therefore, ABS cannot be used in these cases. If, after an absence from the final examination, a student is granted a makeup examination by the Administrative Board, the appropriate grade is then submitted after completion of the examination. A special grade sheet is provided for this purpose. The final grade will have the notation "#" next to it on the transcript.
<b>EXLD</b>	A notation of Excluded (EXLD) indicates that the student was not permitted to continue in the course by vote of the Administrative Board of the College and received no credit. Exclusion from a course is equivalent in all respects to failing it and in and of itself makes the student's record for the term unsatisfactory.
<b>EXT</b>	Instructors may allow students extensions of time to complete course work up to the last day of the Examination Period. After that date, only the Administrative Board may grant extensions of time for undergraduates to complete course work (see page 37). Until the date of extension set by the Board, a final grade should not be reported by the instructor; instead, the designation EXT (Extension) should be entered on the grade sheet.



EXT is only a temporary notation. When the allowed time for late work has passed, the instructor should inform the Registrar of the final grade in writing. The student's record will contain the "#" notation to indicate that this grade was obtained after an extension of time. Students who miss a midyear or final examination must be given an ABS (Absent), not an EXT.

**PA/FL** The grade of *Pass* represents letter grades of A to D-; the grade of *Fail* represents the letter grade of E only. Students admitted to a course on a PA/FL basis are so identified on the grade sheet. For such students, only a grade of *Pass* or *Fail* can be accepted by the Registrar. Independent Study is always graded PA/FL.

**SAT/UNS** The grade of *Satisfactory* includes letter grades from A to C-; the grade of *Unsatisfactory* represents work below C- and is considered a failing grade. No students enrolled in courses graded SAT/UNS may receive letter grades in those courses. The following junior and senior tutorials must be graded SAT/UNS:

Applied Mathematics 99r	Literature 98 and 99
Biology 98r.	Mathematics 60r
Chemistry 91, 98, and 99	Portuguese 99
English 98 and 99	Psychology 985, 990, and 992
Folklore and Mythology 99	Religion 99
French 99	Romance Studies 99
German 99	Scandinavian 99
Government 99	Slavic 99
History 99	Social Studies 99
History and Literature 99	Sociology 99
History of Art and Architecture 99	Spanish 99
Italian 99	Special Concentrations 99
Latin American Studies 99	Studies of Women, Gender, and
Linguistics 99	Sexuality 99

All Freshman Seminars are graded SAT/UNS.

Certain House Seminars may also be graded SAT/UNS, provided instructors inform the Standing Committee on Freshman Seminars of their intentions at the time the House Seminar proposals are submitted, and all students in a particular seminar are graded on the same scale.

In addition, SAT/UNS may be reported as a midyear grade in any full year tutorial or half-course extending throughout the year which does not give a midyear examination. In this case only, *Unsatisfactory* may be used to indicate passing-but-unsatisfactory work.

The instructor must obtain permission from the Office of Academic Programs (for courses below the 200- or 2000-level) or Dean of the Graduate School (for courses at the 200- or 2000-level) before grading SAT/UNS for any course not listed above.

### ***Satisfactory and Unsatisfactory Undergraduate Studies***

Grades of C- or higher, as well as the grades of PA and SAT, are passing and satisfactory grades. Grades of D+ through D- are passing but unsatisfactory grades. Grades of E, ABS (Absent), FL (Fail), UNS (Unsatisfactory), and EXLD (Excluded) are failing grades. All undergraduate student records with any unsatisfactory or failing grade are reviewed at the end of the term by the Administrative Board, which responds to such records in the manner described in the appropriate sections of the *Handbook for Students* and in the *Administrative Board Guide for Students*. Responses may include a period of academic probation or a requirement to withdraw from the College for a year.

**Letter Grades—Graduate Students**

The Graduate School of Arts and Sciences uses the following letter grades: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E. A grade of E is a failing grade.

The minimum standard for satisfactory work in the Graduate School is a “B” average in each academic year. A grade of “C” or “INC” is offset by a grade of “A” and a “D” by two “A’s”; no account is taken of plus or minus. Grades of “E” or an unexcused “ABS” are failing. A grade of “UNS” is unsatisfactory. A course in which a student receives an “E” or permanent “INC” or “ABS” may be retaken for credit at a later time, in which case both grades will appear on the student’s transcript. In many departments, students are expected to maintain an average well above the GSAS minimum.

Letter grades are to be used in every case except as follows:

**Non-letter Grades—Graduate Students****Graduate students are not allowed to take courses on a Pass/Fail (PA/FL) basis.**

- ABS** The designation ABS (*Absent*) is used in the case of a student who is absent from a regularly scheduled midyear or final examination during the Midyear or Final Examination Period. No other grade can be accepted. Exam substitutions not administered by the Registrar’s Office, including take-home examinations and special final projects are not “regularly scheduled” examinations; therefore, ABS cannot be used in courses with take-home final exams. If, after an absence from the final examination, a student is subsequently granted a makeup examination by the Deputy Registrar, the appropriate grade is then submitted after completion of the examination. A special grade sheet is provided for this purpose.
- EXC** Graduate students may be excused from a final examination or other course assignments by their division, department, or committee Chairs on the basis of having passed departmental examinations or other requirements. At the written request of a Chair, the Deputy Registrar records the grade of EXC (*Excused*). If students elect to take the final examination and complete the course, they receive a letter grade.
- INC** **For graduate students only** the instructor has the prerogative of approving an extension of time for completion of course work beyond the end of the term. The appropriate grade in this situation is INC (*Incomplete*), not EXT (*Extension*). In order to have the grade of INC changed to a letter or appropriate non-letter grade, the graduate student must complete the work of the course before the end of the next regular term. An INC which has not been completed by that time will become a permanent grade, unless the student successfully petitions for an extension of time. This petition requires the approval of the Director of Graduate Studies and of the Dean of the Graduate School. When a student has made up an INC within the allowable time period, the instructor should immediately inform the Registrar of the grade in writing. If the instructor reports the grade after the deadline for completing the work has passed, the instructor must include the date on which the student submitted the work to the instructor. Failure to affirm to the Registrar that the student completed the work on time will render the grade unacceptable.
- SAT/UNS** For graduate students, *Satisfactory* indicates that the course was passed with distinction (B- or above). Graduate courses of Reading and Research (300-level courses) must be graded *Satisfactory* or *Unsatisfactory*. No other courses may be graded on a SAT/UNS basis with the exception of designated foreign language courses. Graduate students must petition to obtain permission from the instructor to take a language course on a SAT/UNS basis. Graduate students admitted to a course on a SAT/UNS basis are so identified on the grade sheet.

***Student Request for Review of an Assigned Grade***

Both undergraduate and graduate students may request that an instructor review a grade that has been received and may also ask to consult with the Chair of the department or committee offering the course. However, final authority for the assignment of grades rests with the course head. Instructors wishing to change a grade should submit their requests to either the Office of Academic Programs (for an undergraduate) or the Dean of the Graduate School (for a graduate student), c/o The Registrar, 20 Garden Street (617-495-1546). (See also *Changes in Grades* on page 56.)

**Grade Point Averages**

The Faculty of Arts and Sciences averages its letter grades with a 4-point scale: A = 4.00, A- = 3.67, B+ = 3.33, B = 3.00, B- = 2.67, C+ = 2.33, C = 2.00, C- = 1.67, D+ = 1.33, D = 1.00, D- = 0.67. E, ABS, UNS, EXLD = 0. The grade point average is the numerical average of all grades received in courses taken under the Faculty of Arts and Sciences for degree credit, including courses taken for credit in the Harvard Summer School and cross-registration courses as appropriate. Passing grades received for courses given by other Harvard Faculties or MIT will not be used in computing a student's grade-point average except when the courses are counted toward concentration requirements or taken in the Graduate School of Education as part of UTEP. Grades received for course work done out of residence will not be used in computing the grade-point average. Grade-point averages are calculated on both a cumulative and annual basis.

**Submission of Final and Midyear Grades**

During the midyear and final examination periods, instructors should not leave the vicinity of Cambridge until their course grades have been submitted to the Office of the Registrar. Because the course head is responsible for the grades given by his or her assistants, it is important that the course head closely supervise grading. (See *Responsibility for Evaluation* on page 15.) Completed grade sheets should be returned to the Office of the Registrar as soon as possible but no later than the due date printed on the sheet. Each grade sheet for a course must be signed by the course head.

**Due Dates for Midterm Grades 2005–2006**

Unsatisfactory midterm grades for undergraduates in courses below the 200-level are due by 5 pm in the Office of the Registrar, 20 Garden Street on the following days. (See *Midterm Grades for Undergraduates*, page 38.)

Fall term: **Friday, November 4**

Spring term: **Friday, March 17**

**Due Dates for Fall Final/Midyear Grades 2005–2006*****Courses Without Examinations***

For all fall courses without final or midyear examinations, including 300-level courses and courses with approved substitutions (see page 44), final grades are due in the Registrar's Office at 20 Garden Street on **Tuesday, January 17**.

***Courses With Examinations***

<b>Date of Examination</b>	<b>Examination Groups</b>	<b>All Grades Due</b>
Saturday, January 14	1, 7, 14	<b>Fri., January 20</b>
Tuesday, January 17	2, 15, 16	<b>Mon., January 23</b>
Wednesday, January 18	5	<b>Tue., January 24</b>
Thursday, January 19	8, 9, 11, 12, 17, 18	<b>Wed., January 25</b>
Friday, January 20	6, 10	<b>Thu., January 26</b>
Saturday, January 21	13	<b>Fri., January 27</b>
Monday, January 23	3	<b>Mon., January 30</b>
Tuesday, January 24	4	<b>Mon., January 30</b>

### Due Dates for Spring Final Grades 2005–2006

#### *Courses Without Examinations*

For all spring courses without final examinations, including 300- and 3000-level courses and courses with approved substitutions (see page 44), final grades are due in the Registrar's Office at 20 Garden Street on **Monday, May 22**.

#### *Courses With Examinations*

<b>Date of Examination</b>	<b>Examination Group</b>	<b>June Degree Grades Due</b>	<b>Non-Degree Grades Due</b>
Thursday, May 18	13	<b>Mon., May 22</b>	<b>Thu., May 25</b>
Friday, May 19	3	<b>Tue., May 23</b>	<b>Fri., May 26</b>
Saturday, May 20	4	<b>Wed., May 2</b>	<b>Sat., May 27</b>
Monday, May 22	2, 15, 16	<b>Fri., May 26</b>	<b>Tue., May 30</b>
Tuesday, May 23	1, 7, 14	<b>Sat., May 27</b>	<b>Tue., May 30</b>
Wednesday, May 24	8, 9, 11, 12, 17, 18	<b>Tue., May 30</b>	<b>Wed., May 31</b>
Thursday, May 25	6, 10	<b>Tue., May 30</b>	<b>Thu., June 1</b>
Friday, May 26	5	<b>Tue., May 3</b>	<b>Fri., June 2</b>

### **Submitting Late Grades**

Grades must be delivered to the Office of the Registrar at 20 Garden St. on or before the due dates printed on the grade sheets. Instructors who anticipate that they will be unable to meet these deadlines should contact the Registrar (617-495-1546).

### **Final Grades in Full Courses**

Final grades in full courses are always cumulative—that is, they represent the standing of the students from the beginning of the first term of the course, not merely during the second term.

### **Final Grades for Degree Candidates**

Grades for degree candidates must be returned by the date specified on the separate grade sheets prepared for this purpose. Usually the due date is four working days after the final examination or, for courses with no final exams, at the end of Reading Period. Grades reported on these degree grade sheets are final grades and may not be changed except as indicated below in Changes in Grades.

### **Changes in Grades**

Once a grade has been reported to the Registrar it can be changed only upon the instructor's written request to either the Office of Academic Programs (for an undergraduate) or the Dean of the Graduate School (for a graduate student), *c/o* The Registrar, 20 Garden Street (617-495-1546). The written request should include an explanation for the grade change. If a grade change is requested because of a *clerical error* or misunderstanding of Faculty rules concerning the grading structure, the appropriate dean will ordinarily authorize the Registrar to change the grade. In the case of a grade change due to *judgmental error*, the instructor is expected to review the work of other students in the course or relevant section(s) to determine that grade equity would be maintained if the grade change were approved. When late work is the basis of a grade change request, it is essential that the work have been received by the deadline set by the Faculty: the end of the Examination Period for undergraduates or the end of the next regular term for graduate students. Before authorizing any grade change, the appropriate dean must be satisfied that all students in the course have been treated equitably.

Although the grades of degree candidates are reported before those of other students, these grades are considered final and are subject to the same regulations for changes.

### **Posting of Grades**

It is the Faculty's legal responsibility to maintain confidentiality of student grades and also of materials upon which evaluations are made. For this reason, instructors should not post grades by student name or student identification number. Furthermore, instructors should never make a student's submitted work, such as problem sets, exam booklets, or papers, accessible to anyone other than the student who has submitted it, unless specifically authorized to do so by the author.

Approximately ten business days after the end of the final examination period, students can view their final and midyear grades via the Registrar's Office website ([www.registrar.fas.harvard.edu](http://www.registrar.fas.harvard.edu)).

### **Retention of Examination Booklets and Course Records**

Most instructors return exam booklets, papers, and other academic work to the students enrolled in their courses. Work that is not returned to students must be kept in a safe, accessible location on campus for at least one year after the end of a course. By law, students have the right to review all materials submitted to a course, and for a reasonable charge, may have copies of any originals not returned to them. Course heads should be sure to collect from section leaders and tutors any course assignments that have not been returned to students for appropriate storage. Faculty who are leaving the FAS or who will be on leave and away from the University should make appropriate arrangements for maintaining the availability of students' work.

# *Addressing Student Problems*

## **The Administrative Boards**

The Administrative Board of Harvard College has the responsibility for reviewing all unsatisfactory undergraduate records and disciplinary cases for possible action. The Board also votes on all student petitions for makeup examinations as well as exceptions to the academic rules described in the Harvard College *Handbook for Students*. The Board is composed of the Dean of Harvard College, the Assistant Deans of Freshmen and the Allston Burr Senior Tutors of the thirteen Houses (see below), and several administrative and teaching members of the Faculty.

The Administrative Board of the Graduate School of Arts and Sciences reviews and rules on all matters of discipline and unsatisfactory student performance as well as exceptions to the rules contained in the *Graduate School of Arts and Sciences Handbook*. The Board is composed of the Dean of the Graduate School, the Administrative Dean, six teaching members of the Faculty, the Registrar, the Associate Dean for Student Affairs, the Dean for Admissions and Financial Aid, and the Student Affairs Officer. Up to four graduate students serve on the Board when it is considering appeals of financial aid and teaching fellow appointment decisions.

## **The Resident Deans: Allston Burr Senior Tutors and Assistant Deans of Freshmen**

Working with the Dean of Harvard College are the thirteen Allston Burr Senior Tutors, one in each of the Houses. These resident deans are directly responsible for the academic and personal welfare of undergraduates. The Dean of Freshmen and the three Assistant Deans of Freshmen in Residence have the same responsibilities for first-year students. The Coordinator of Transfer and Visiting Student Programs fulfills such responsibilities for visiting undergraduates.

Whenever instructors have a concern about an undergraduate, they are urged to contact the appropriate resident dean. Students' House affiliations or freshman status are indicated on course lists. A list of Senior Tutors and the Assistant Deans of Freshman may be found in the *FAS Directory* on page 68.

## **Graduate School Office of Student Affairs**

Instructors with concerns regarding graduate students' academic or personal welfare should contact the Office of Student Affairs in Byerly Hall (617-495-1816). This office is directed by the Associate Dean for Student Affairs, who has general responsibility for the welfare of graduate students and monitors students' academic status. The Associate Dean represents students in disciplinary cases before the Administrative Board of the Graduate School of Arts and Sciences and advises students on sexual harassment complaints.



### **Neglect of Academic Work by Students: Exclusion**

A student who is neglecting course work should be warned in writing that he or she risks exclusion from the course and that exclusion is equivalent to a failing grade. A copy of the instructor's warning must be sent to the Secretary of the Administrative Board of Harvard College in the case of an undergraduate and to the Administrative Dean of the Graduate School of Arts and Sciences in the case of a graduate student. If the student continues to neglect academic work after receiving this written warning, the instructor should then send a second letter requesting exclusion to the Secretary or Administrative Dean as appropriate, who will forward it to the Administrative Board for action. Upon the Board's approval of the exclusion petition, the student is denied any right to further course evaluation, including final and makeup examinations.

It is to the advantage of both the student and faculty member to address early a case of gross neglect of course work. An undergraduate has the option of withdrawing from the course before the seventh Monday of the term. Beyond that date there remain only a few weeks for the instructor to pursue the process of warning and exclusion or, conversely, for the student to recover much lost ground.

Faculty policy gives the Administrative Boards no choice but to grant a makeup exam to any student who remains in a course until the end of the term and presents a medical excuse, signed by an appropriate Harvard University Health Service (HUHS) staff member, for missing the final examination. This policy applies even when circumstances clearly indicate the student's gross neglect of academic work during the term.

### **Reports of Undergraduates with Unsatisfactory Records**

The Office of the Registrar encloses unsatisfactory grade report forms with final, midyear, and midterm grade sheets. Instructors are urged to use these forms to comment on undergraduates who have earned unsatisfactory course grades. (Unsatisfactory grades are: D, E, EXLD, FL, UNS, ABS. See *The Grading System* on page 50.) Instructors' comments on these unsatisfactory grade reports are of great value to the students' advisers and to the Administrative Board, which reviews student records. Instructors should forward unsatisfactory grade reports to the Registrar along with their grade sheets.

In addition, instructors are strongly encouraged to communicate concerns about an undergraduate's work directly to the student's Allston Burr Senior Tutor or Assistant Dean of Freshmen as early in the term as possible.

### **Students Charged with Dishonesty in Course Work**

Although instructors have the responsibility for evaluating students' academic performance, the Faculty has granted jurisdiction over matters of student dishonesty to the Administrative Boards. Therefore, any incidence of possible student dishonesty in course work should be reported at once to the Dean of Harvard College (through the Secretary of the Administrative Board of Harvard College) if an undergraduate is involved or to the Dean of the Graduate School of Arts and Sciences in the case of a graduate student. After a preliminary investigation, the Dean will decide whether to refer the matter to the appropriate Administrative Board.

Each case involving possible student dishonesty that goes to an Administrative Board will receive a careful hearing. Action taken by either Board can range from "scratch" (the Board

decides that no disciplinary action is warranted) to requirement to withdraw or even a recommendation to the Faculty that the student be dismissed. In cases involving undergraduates who have misused source materials in the preparation of course work, the Administrative Board of Harvard College will often recommend and make available appropriate instruction on the proper use of sources and footnotes.

Students have a right to expect that grading will not be used as punishment for alleged academic dishonesty that has not been confirmed by the Administrative Board. Students may ask the Board, through their resident dean, to investigate and resolve informal allegations of academic dishonesty that have not been brought to the Board's attention by a faculty member.

### **Troubled Students**

Instructors are not responsible for counseling students on personal or emotional difficulties, even when those problems affect academic work. Undergraduate students who seem to be unusually upset or who are in need of special help should be referred to their resident dean (Allston Burr Senior Tutor or Assistant Dean of Freshmen). Instructors are encouraged to call the resident dean to discuss their concerns about a particular undergraduate. Concern about a graduate student should be referred to the Associate Dean for Student Affairs in Byerly Hall (617-495-1816). The Mental Health Service of the Harvard University Health Services (617-495-2042) and the Bureau of Study Counsel (617-495-2581) are also available to help troubled students, both undergraduate and graduate.

### **Athletics and Administrative Sports Liaisons**

The Harvard College Dean's Office, Administrative Board, and Department of Athletics collaborated to develop a policy that limits the number of class days and weekend days that may be missed per semester on account of athletic competition. Controls and approval processes are in place to ensure that communication between athlete and his or her Allston Burr Senior Tutor or Assistant Dean of Freshmen occurs prior to travel from campus. Athletes are ultimately responsible for resolving academic/athletic scheduling conflicts directly with academic faculty and staff. Administrative Sport Liaisons, designated by the Athletics Director and assigned to each team, are available to assist athletes with the compliance of these policies and procedures. Questions regarding these policies should be directed to Patricia Henry, Senior Associate Director of Athletics (617-495-2201), *pwhenry@fas*.

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# Teaching Resources

**Bok Center for Teaching and Learning**  
**Science Center 318**  
**Phone: (617-496-4869); Fax: (617-495-3739)**  
**[www.bokcenter.harvard.edu](http://www.bokcenter.harvard.edu)**

The Derek Bok Center for Teaching and Learning was created in 1975 to be a resource for the improvement of teaching in Harvard College. The Bok Center offers consultations for faculty and teaching fellows, videotaping of classes, support for foreign faculty and teaching fellows, classroom observations, the Faculty Lecture & Lunch series, a program to foster writing across the curriculum, a seminar on pedagogy, and a course on discussion leading skills, as well as orientations, conferences, workshops, and a library of books, periodicals and videotapes on teaching. Instructors interested in these services or any kind of consultation about their teaching are encouraged to call or email the Bok Center at [bokcenter@fas](mailto:bokcenter@fas). Further information and resources are available on the Bok Center's website.

♿ Wheelchair accessible.

**Bureau of Study Counsel**  
**5 Linden Street**  
**Phone: (617-495-2581); Fax: (617-495-7680)**  
**[bsc.harvard.edu](http://bsc.harvard.edu)**

The Bureau of Study Counsel is a counseling and learning resource center designed to help students develop their intellectual and emotional potential by addressing the broad range of their academic and personal concerns. The Bureau offers a variety of confidential services:

- *Academic*: individual academic counseling; study strategy materials; skills-oriented groups and workshops; peer tutoring; freshman Workshop in Studying at Harvard; Harvard Course in Reading and Study Strategies;
- *Psychological*: individual personal counseling; topical groups or workshops on issues of student concern; conflict resolution; and
- *Consultative*: consultations with faculty, teaching fellows, student organizations, and administrative and residential staff; supervision of peer counseling groups; and central coordination and supervision of peer tutors.

The Bureau's deepest foundations are based in an educational model of fostering learning, growth, and development. Through its various services, the Bureau aims to help students think with more complexity; develop a sense of voice and authority in their scholarship and in their lives generally; approach their work and lives with honesty, curiosity, creativity, and zest; learn to set limits with self and others; cultivate healthy relationships; survive, and even thrive, in a stressful, competitive environment; develop their capacity for critical discernment and judgment; and make meaning of their lives.

Faculty members may contact the Bureau professional staff in confidence regarding any concern about a student's academic performance, classroom, behavior, or personal difficulties. Faculty members may also wish to recommend the Harvard Course in Reading and Study Strategies or to refer a student for tutoring or counseling. (A brochure called "How to Refer a Student" is available to aid with such conversations.) Peer tutors provide extracurricular assistance supplemental to (not a substitute for) course instruction. The Dean of the College has designated the Bureau to act on behalf of the University in selecting, hiring, supervising, and employing undergraduate tutors ("No student may accept compensation for private tutoring in Harvard courses without the written permission of the Dean. Violation of these rules makes a student liable to requirement to withdraw," *Handbook for Students*). Personal counseling helps students understand their own learning goals and styles, deal with the challenges of this demanding environment, define their own motivations and aspirations, and address the issues that interfere with their efforts to fully engage in their learning and their lives.

♿ Wheelchair accessible.

**Departments of the Adaptive Technology Laboratory,  
Humanities Faculty Services, Instructional Media Services,  
Language Resource Center, and Piano Technical Services  
Robert G. Doyle, Director (617-495-0757/0811)**

The Adaptive Technology Laboratory provides assistance for students requiring accessible education and who need technological solutions. The Humanities Faculty Services provides assistance to Humanities Faculty members with photocopying, transporting library materials, shredding documents, and mailing packages and letters. The two divisions of Instructional Media Services provide instructional media resources for graduate and undergraduate course instruction within the Faculty of Arts and Sciences (FAS). The Language Resource Center supports language instruction with a variety of media resources. The Piano Technical Services cares for the FAS pianos.

**Adaptive Technology Laboratory (ATL)  
Science Center Room 103  
Staffed: Monday–Friday 9 am–5 pm; Open: 24 hours daily  
Email: [atl@fas](mailto:atl@fas) (617-496-8800)  
[www.fas.harvard.edu/~ims/ATL/index.html](http://www.fas.harvard.edu/~ims/ATL/index.html)**

The ATL serves FAS students requiring accessible education and who need technological solutions. The lab is available to students registered with Accessible Education Office (AEO). For more information, see page 20 of *Students Requiring Accessible Education* or the AEO website at [www.aeo.fas.harvard.edu](http://www.aeo.fas.harvard.edu).

♿ Wheelchair accessible.

## Humanities Faculty Services (HFS)

**Email: [hfs@fas.harvard.edu](mailto:hfs@fas.harvard.edu)  
[www.fas.harvard.edu/~hfs](http://www.fas.harvard.edu/~hfs)**

***Barker Center Office: Barker Center Room 119 (617-495-0340)  
 Monday–Friday 8 am–6 pm***

***Boylston Hall Office: Boylston Hall Mezzanine (617-495-0510)  
 Monday–Friday 8:30 am–1:30 pm and 2:30 pm–5:30 pm***

HFS provides assistance to Humanities Faculty members. Services include assisting with overflow and urgent photocopying, picking up and dropping off library materials, shredding documents, delivering packages to the US Post Office and assisting with recommendation letter mailings.

♿ Wheelchair accessible.

## Instructional Media Services

**[www.fas.harvard.edu/~ims](http://www.fas.harvard.edu/~ims)**

### ***Media and Technology Services (MTS) Division***

***Monday–Thursday 8 am–5:30 pm, Friday, 8 am–5 pm***

***(A technician is on call until 10 pm, Monday–Thursday, during the academic year.)***

***Main Office: Science Center Room B02 (617-495-9460)***

***To request equipment only, email: [mtsequip@fas](mailto:mtsequip@fas)***

***To request our technicians' assistance for an event, email: [mtsevent@fas](mailto:mtsevent@fas)  
 (service for all FAS buildings except the Science Center and Sever Hall)***

***Sever Hall Office: Sever Hall Room 301 (617-495-9470)***

***To request equipment only, that is for use in Sever Hall, email: [sevmedia@fas](mailto:sevmedia@fas)  
 (service for Sever Hall and the Extension and Summer Schools)***

MTS provides slide, film, overhead, video, and data projection; audio recording and reinforcement; video production and editing; consultation on media installations; and coordination of film and videotape rentals for classroom use. MTS also has equipped some FAS classrooms with computer equipment. Please call MTS a minimum of two weeks in advance to arrange for technician assistance, reserve equipment, and to test any specific non-standard software or non-commercially produced CDs or DVDs for compatibility with our computer equipment or players. Please note that either some training or MTS technicians' assistance will be required for certain types of equipment. Instructors are also free to request MTS assistance with any equipment for one, several or all of a course's class meetings. Please note that fees will be charged for after-hours, weekend, or holiday assistance and for non-course instruction requests. Classrooms must be reserved through the FAS Classrooms Office or the appropriate departments. MTS does not reserve or schedule classrooms. Information on permanently installed classroom equipment and photographs of classrooms can be found on the IMS website.

The MTS Main Office supports all FAS buildings except the Science Center and Sever Hall. It is located in the Science Center, Room B-02 (617-495-9460). The MTS Sever Hall Office supports classes and events in Sever Hall and the Extension School. It is located in Sever Hall,

Room 301 (617-495-9470). For assistance with classes or events in the Science Center, please contact Science Center Lecture Multimedia Services located at the Science Center, Room B-01 (617-495-5357).

♻ Wheelchair accessible.

**Media Production Center (MPC) Division**  
**Rosovsky Hall (rear), 59 Plympton St. (617-495-9440)**  
**Monday–Friday 9 am–5 pm**  
**Email: [ims\\_mpc@fas](mailto:ims_mpc@fas)**  
**[www.fas.harvard.edu/~ims/Mpc](http://www.fas.harvard.edu/~ims/Mpc)**

The MPC provides audio recording, editing, production and duplication; video editing; and DVD production and duplication. Videoconferencing facilities are also available. The MPC can provide assistance converting foreign-produced videos and DVDs to USA formats, subject to copyright requirements. Further the MPC stocks a variety of media materials such as blank CDs, tapes, etc.

♻ Wheelchair accessible.

**Language Resource Center (LRC)**  
**Lamont Library, 6th floor (617-495-9448)**  
**Phone ahead or check the website for the most current operating hours**  
**[www.lrcnt.fas.harvard.edu/Home.html](http://www.lrcnt.fas.harvard.edu/Home.html)**

The LRC is comprised of 80 carrels which contain computers, audio cassette recorders and VCR, DVD and laser disc players. A server stores foreign language videos and streams them in full motion to all the computers. International news and variety programs from SCOLA are also available for viewing on all the computers. The LRC also has two video screening rooms, a music listening room, a faculty work-room, and group areas for small-class instruction.

**Piano Technical Services (PTS)**  
**Vanserg Hall, Piano Shop (617-495-2981)**  
**Monday–Friday 9 am–5 pm**  
**[www.fas.harvard.edu/~ims/PTS/index.html](http://www.fas.harvard.edu/~ims/PTS/index.html)**

PTS restores, repairs, tunes and maintains all FAS pianos and does some work with harpsichords. Seven days' notice is required for all tuning requests. Emergency requests will be considered. Please phone to find out if your request can be accommodated. PTS does not move or rent instruments nor reserves or schedules practice rooms.

♻ Wheelchair accessible.

## **Harvard Printing & Publications Services (HPPS)**

### **Main Production Facility and General Information**

**219 Western Ave., Allston, (617-495-2175)**

**Hours and service vary by site.**

### **Customer Service Centers**

**Harvard Law School, Pound Hall Basement, (617-495-3143)**

**Harvard Medical School, 260 Longwood Ave., Rm. 123 (617-432-1481)**

**Story Street, 8 Story St., (617-495-1745)**

**Holyoke Center, 26 Dunster St., (617-495-7500)**

**[www.hpps.harvard.edu](http://www.hpps.harvard.edu)**

Harvard Printing & Publications Services (HPPS) provides quality digital print, copy, and mail services at competitive pricing to the Harvard community. HPPS' customer service centers are conveniently located throughout the Cambridge campus and in the Medical area and offer a variety of copying and binding services. HPPS produces and sells course packs for students in the fall and spring terms. Mailing capabilities include inserting, addressing, US postal permit preparation, and personalized mail merge. Color copying, network print, and self-service copiers are available at some locations. Pick-up and delivery service is also offered. Customer service representatives are available for consultation on all services. For information about the University's Strategic Print Partnerships, including recommended vendors for such services as letterhead, stationery, and envelopes, please visit [vpf-web.harvard.edu/ofs/procurement](http://vpf-web.harvard.edu/ofs/procurement).

HPPS accepts department billing codes, cash, Crimson cash, credit cards, personal checks, and student term-bill.

♿ Wheelchair accessible, all sites.

## **Harvard University Faculty of Arts and Sciences**

### **Computer Services (HASCS)**

#### **Science Center**

**[www.fas.harvard.edu/computing](http://www.fas.harvard.edu/computing)**

HASCS, also known as the FAS Computer Services, provides a variety of computing services and facilities to students, faculty, and staff of the Harvard University Faculty of Arts and Sciences (FAS) and its affiliates. Most services are distributed via the FAS Network, a high-speed, fiber-optic data network that connects student residences, faculty and administrative offices, libraries, laboratories, and public spaces. HASCS has specialists dedicated to providing for the needs of instruction, student communication, and faculty-staff interaction. HASCS maintains a service-oriented website.

#### ***Faculty and Staff Technical Support***

***Science Center 123***

***[fascsc@harvard.edu](mailto:fascsc@harvard.edu) (617-496-2727)***

HASCS offers technical support to faculty and staff through the Faculty and Staff Computer Support (FASCS) program. FASCS provides support for network connections, software operation, and hardware repair. A network of local Information Technology (IT) Contacts acts as liaison to HASCS computer support and often serve as the first line of faculty and staff

computer support. Faculty and staff members may also participate in HASCS training programs, discussion groups, and clinics, which are designed to improve general computer competency and knowledge. The FASCS support line is available to IT Contacts and faculty. Computer assistance for faculty and staff is available via email.

***Classrooms and Facilities***

***fasclass@fas (617-495-9000)***

***www.fas.harvard.edu/computing/fasclass/***

HASCS also operates “hands-on” computer classrooms, computing laboratory facilities, and a specialty multimedia room. For more information about the computer classrooms, or to schedule a reservation, please see: the computer classrooms website. Course software is available on the HASCS website. Videoconferencing equipment is available in the Science Center Technology Showcase for faculty wishing to collaborate over the Internet. For more information, contact .

***Instructional Computing Group***

***icg@fas***

***www.icg.fas.harvard.edu***

The Instructional Computing Group (ICG) within HASCS assists faculty in implementing computing options for instruction, such as course websites, class mailing lists, discussion groups, course accounts, sectioning, and gradebooks. Instructional computer support information is on the website.

♻ Wheelchair accessible.

## **University Information Systems (UIS)**

**[www.uis.harvard.edu](http://www.uis.harvard.edu)**

University Information Systems (UIS) is Harvard University’s central information technology (IT) organization whose mission is to provide effective and efficient IT services to the University community.

***Technology Services***

***219 Western Ave., Allston***

***(617-495-9914)***

***www.uis.harvard.edu/technology-services***

The Technology Services group within UIS manages IBM, Apple, and GovConnection vendor partnerships and serves as facilitator, on behalf of the University, to ensure vendor compliance to contracts and timely communications about product or program changes.

Technology Services offers Apple computers at educational pricing and Microsoft software for students through its online store [www.computers.harvard.edu](http://www.computers.harvard.edu) and through telephone sales at 617-495-5450. IBM personal computers are available direct through IBM at aggressive price discounts negotiated for the Harvard community. For information on how to access the IBM site visit [www.computers.harvard.edu](http://www.computers.harvard.edu). Peripherals, accessories and other technology products are available through GovConnection, a subsidiary of PC Connection. GovConnection offers special pricing for the Harvard community, low shipping rates and a flexible return program to members of the Harvard community. For information on how to access the GovConnection site visit [www.computers.harvard.edu](http://www.computers.harvard.edu).



**Computer Product and Repair Center****Science Center, (617-495-5450)****Monday–Thursday, 11 am–7 pm, and Friday, 9 am–5 pm****Telephone Sales: (617-495-5450), Monday–Friday, 9 am–5 pm****Online Catalog: [www.uis.harvard.edu/tpc](http://www.uis.harvard.edu/tpc)**

Technology Services new Computer Product and Repair Center located in the Science Center features the latest laptop and desktop technology from IBM and Apple and a walk-in hardware repair service center staffed with A+ certified technicians where students, faculty and staff can drop off computers for in-warranty or out-of-warranty service. The Center was developed in collaboration with FAS and supplements other technology services in the building provided by HASCS. *Technology Services also takes computers in for hardware repair at its main facility located at 219 Western Ave.*

♿ Wheelchair accessible.

**Writing Center****Barker Center, 019****Phone: (617-495-1655)****[www.fas.harvard.edu/~wricntr](http://www.fas.harvard.edu/~wricntr)**

The Writing Center offers individual tutoring and writing assistance to all students in the FAS. Instructors concerned with the writing skills of a particular student may recommend to the student that he or she seek assistance through the Writing Center. The Center also has prepared hand-outs that instructors can reproduce and distribute in an effort to help students better understand the various aspects of good writing.

♿ Wheelchair accessible.

# *Faculty of Arts and Sciences Directory*

*Dean of the Faculty:* University Hall, 2<sup>nd</sup> Floor

William C. Kirby, (617) 495-1566, [william\\_kirby@harvard.edu](mailto:william_kirby@harvard.edu)

*Assistant Dean of the Faculty, Secretary of the Faculty and to the Faculty Council:*

University Hall, 2<sup>nd</sup> Floor

David Fithian, (617) 496-6976, [david\\_fithian@harvard.edu](mailto:david_fithian@harvard.edu)

*Divisional Deans of the Faculty:*

David Cutler, *Social Sciences*, (617) 384-8281, [dcutler@harvard.edu](mailto:dcutler@harvard.edu)

Venkatesh Narayanamurti, *Engineering and Applied Sciences*, and for *Physical Sciences*, (617) 495-5829, [venky@harvard.edu](mailto:venky@harvard.edu)

Maria Tatar, *Humanities*, (617) 496-8667, [tatar@fas](mailto:tatar@fas)

*Chair, Life Sciences Council:*

Douglas Melton, (617) 495-1812, [dmelton@mcb.harvard.edu](mailto:dmelton@mcb.harvard.edu)

*Academic Affairs and Faculty Development*, University Hall, 3<sup>rd</sup> Floor

The office of Academic Affairs handles matters relating to faculty salaries, leaves, sabbaticals, and retirement, and appointment and review policies. Instructors having concerns in these areas may speak with their department chair or, if they prefer, with the office of Academic Affairs. The Office of Faculty Development handles matters relating to the recruitment of faculty, both senior and junior.

*Associate Dean for Academic Affairs*

Vincent Tompkins, (617) 496-2969, [v\\_tompkins@harvard.edu](mailto:v_tompkins@harvard.edu)

*Assistant Deans for Academic Affairs*

Edward Kleifgen, (617) 495-5083, [kleifgen@fas](mailto:kleifgen@fas)

Susan Lively, (617) 495-3613, [susan\\_lively@harvard.edu](mailto:susan_lively@harvard.edu)

Rebecca Wassarman, (617) 495-3612, [rebecca\\_wassarman@harvard.edu](mailto:rebecca_wassarman@harvard.edu)

*Associate Dean for Faculty Development*

Laura Gordon Fisher, (617) 496-1162, [laura\\_fisher@harvard.edu](mailto:laura_fisher@harvard.edu)

*Assistant Dean for Faculty Development*

Elizabeth Ancarana, (617) 384-5920, [ancarana@fas](mailto:ancarana@fas)

*Academic Programs in Harvard College, Office of*, University Hall, 1<sup>st</sup> Floor,

(617) 495-0450, [undergrd@fas](mailto:undergrd@fas)

*Accessible Education Office*, (formerly *Student Disability Resources*), 20 Garden Street

*Director:* Louise Russell, (617) 496-8707, (617) 496-3720 V/TTY, [lruddell@fas](mailto:lruddell@fas)

See page 19 for a detailed discussion of AEO and advice to instructors who interact with students needing accessible education.

*Administration and Finance*, University Hall, 2<sup>nd</sup> Floor

*Executive Dean*

Nancy Maull, (617) 496-3992, [n\\_maull@harvard.edu](mailto:n_maull@harvard.edu)

*Associate Dean for Administrative Planning*

Leah McIntosh, (617) 495-1632, [leah\\_mcintosh@harvard.edu](mailto:leah_mcintosh@harvard.edu)

*Associate Dean for Finance*Deena Giancotti, (617) 496-3127, [dgiancot@fas](mailto:dgiancot@fas)*Assistant Deans for Finance*Jennifer Goldsmith, (617) 496-0455, [jgoldsm@fas](mailto:jgoldsm@fas)Gail M. Pisapio, (617) 496-4197, [gpisapio@harvard.edu](mailto:gpisapio@harvard.edu)*Associate Executive Dean for Physical Resources and Planning*Linda Snyder, (617) 495-3678, [lsnyder@fas](mailto:lsnyder@fas)*Associate Dean for Physical Resources and Planning*David Zewinski, (617) 495-4895, [d\\_zewinski@harvard.edu](mailto:d_zewinski@harvard.edu)*Assistant Dean for Physical Resources and Planning*Nazneen Cooper, (617) 495-8451, [ncooper@fas](mailto:ncooper@fas)*Associate Dean for Administrative Resources*Geoffrey Peters, (617) 495-8456, [gpeters@harvard.edu](mailto:gpeters@harvard.edu)*Assistant Deans for Human Resources*Christopher Kruegler, (617) 495-5571, [kruegler@fas](mailto:kruegler@fas)Julie Stanley, (617) 496-1846, [jstanley@fas](mailto:jstanley@fas)*Assistant Dean in the Faculty of Arts and Sciences*Kathryn Link, (617) 495-4083, [link@fas](mailto:link@fas)*Administrative Board of Harvard College*[www.college.harvard.edu/academics/adboard/index.html](http://www.college.harvard.edu/academics/adboard/index.html)

The full membership of the Administrative Board and its procedures are described in the *Administrative Board Guide for Students*: [www.college.harvard.edu/academics/adboard/student\\_guide.pdf](http://www.college.harvard.edu/academics/adboard/student_guide.pdf).

*Secretary*: John T. O'Keefe, (617) 384-7239, [okeefe@fas](mailto:okeefe@fas)

*Allston Burr Senior Tutors*[www.college.harvard.edu/academics/allston\\_burr\\_tutors.html](http://www.college.harvard.edu/academics/allston_burr_tutors.html)

Sharon Howell ( <i>fall term only</i> )	Adams House C-18	<a href="mailto:sllowell@fas">sllowell@fas</a>
Michael R. Rodriguez ( <i>spring term only</i> )	Adams House C-18	<a href="mailto:rodrig2@fas">rodrig2@fas</a>
Stephen Kargère	Cabot House A-Entry	<a href="mailto:kargere@fas">kargere@fas</a>
Cole Crittenden	Currier House Office	<a href="mailto:crittend@fas">crittend@fas</a>
Laura Johnson	Dudley House Office, Lehman Hall	<a href="mailto:lkjohns@fas">lkjohns@fas</a>
Paulette Curtis	Dunster House J-36	<a href="mailto:curtis@fas">curtis@fas</a>
Oona Britt Ceder	Eliot House N-22	<a href="mailto:ceder@fas">ceder@fas</a>
John Walsh	Kirkland House H-12	<a href="mailto:jwalsh@fas">jwalsh@fas</a>
Catherine Shapiro	Leverett House F-5	<a href="mailto:cshapiro@fas">cshapiro@fas</a>
John L. Ellison	Lowell House A-22	<a href="mailto:lo-abst@fas">lo-abst@fas</a>
Bradley Zakarin	Mather House Office	<a href="mailto:zakarin@fas">zakarin@fas</a>
Matthew Peattie	Pforzheimer House Office	<a href="mailto:mpeattie@fas">mpeattie@fas</a>
Judith Flynn Chapman	Quincy House Office	<a href="mailto:jflynn@fas">jflynn@fas</a>
James von der Heydt	John Winthrop House D-11	<a href="mailto:wi-abst@fas">wi-abst@fas</a>

*Animal Resources & Comparative Medicine, Center for*

*Director*: Dr. Arthur Lage, Harvard Medical School, 665 Huntington Avenue,  
Boston, MA 02115, (617) 432-1289, [authur\\_lage@hms](mailto:authur_lage@hms)

For policies on research involving animal subjects, see page 23.

*Arts, Office for the:* 74 Mt. Auburn Street

Director, Jack Megan, (617) 495-8676, [megan@fas](mailto:megan@fas)

*Audiovisual Service*, see Instructional Media Services.

*Blue Books / Examination Booklets*

Charles Botosh, Jr., Science Center 125, (617) 495-5094, [botosh@fas](mailto:botosh@fas)

Information on examination booklets is available on page 36.

*Bok Center for Teaching and Learning:* Science Center 318

Director: James Wilkinson, (617) 495-4869, [jwilkins@fas](mailto:jwilkins@fas)

For a summary of the many services it offers to instructors, see page 61.

*Bureau of Study Counsel:* 5 Linden Street

See page 61 for detailed information.

*Classroom Scheduling, Office of:* 20 Garden Street, 05, (617) 495-1541, [classrms@fas](mailto:classrms@fas)

*Communications, FAS Office of:* 1414 Massachusetts Avenue, 4th Floor

Director: Robert Mitchell, (617) 496-5399, [robert\\_mitchell@harvard.edu](mailto:robert_mitchell@harvard.edu)

*Computer Services, Faculty of Arts and Sciences*

The many forms of support offered to instructors by the FAS Computer Services are outlined on page 66.

*Copy/Print Services*, see Harvard Printing & Publications Services.

*Continuing Education and University Extension, The Division of:* 51 Brattle Street

[www.extension.harvard.edu](http://www.extension.harvard.edu) and [www.summer.harvard.edu](http://www.summer.harvard.edu)

Dean of the Division: Michael Shinagel, (617) 495-2930, [michael\\_shinagel@harvard.edu](mailto:michael_shinagel@harvard.edu)

*Core Program:* 77 Dunster Street

[www.courses.fas.harvard.edu/~core](http://www.courses.fas.harvard.edu/~core)

Director: Susan W. Lewis, (617) 495-2563, [slewis@fas](mailto:slewis@fas)

Assistant Director: Charles Ruberto, (617) 495-2563, [ruberto@fas](mailto:ruberto@fas)

*Core Program, Standing Committee on the:*

Chair: Dean William C. Kirby, (617) 495-1566, [wckirby@fas](mailto:wckirby@fas)

Dean Benedict H. Gross, *ex officio*, (617) 495-1555, [gross@fas](mailto:gross@fas)

Professor John E. Malmstad, (617) 496-4032, [malmstad@fas](mailto:malmstad@fas)

Professor Jeffry Frieden, (617) 496-2386, [jfrieden@harvard.edu](mailto:jfrieden@harvard.edu)

Professor Thomas F. Kelly, (617) 495-9854, [tkelly@fas](mailto:tkelly@fas)

Professor Robert Kirshner, (617) 495-7519, [rkirshner@cfa](mailto:rkirshner@cfa)

Professor Richard Tuck, (617) 496-0967, [richard\\_tuck@harvard.edu](mailto:richard_tuck@harvard.edu)

Professor Laurel Thatcher Ulrich, (617) 496-9548, [ulrich@fas](mailto:ulrich@fas)

*CUE Guide:* University Hall, 1st Floor, (617) 495-4211, [cueguide@fas](mailto:cueguide@fas)

*Development Office:* 124 Mount Auburn Street, (617) 495-1636

*Associate Vice President and Dean for Development*

Scott Abell, (617) 496-6887, [scott\\_abell@harvard.edu](mailto:scott_abell@harvard.edu)

*Associate Dean for Development (FAS) and Associate Director of University Development*

Paul T. Keenan, (617) 496-6208, [paul\\_keenan@harvard.edu](mailto:paul_keenan@harvard.edu)

*Senior Associate Dean for Development*

Roger Cheever, (617) 496-0246, [rcheever@harvard.edu](mailto:rcheever@harvard.edu)

*Associate Dean for Development*

Jennifer Pachus, (617) 496-2191, [jpachus@harvard.edu](mailto:jpachus@harvard.edu)

*Executive Director of Harvard College Fund, FAS*

Suzanne Battit, (617) 496-0355, sbattit@camail.harvard.edu

*Disability Resources*, see Accessible Education Office.

*Engineering and Applied Sciences, Dean of the Division of*: 29 Oxford St.

[www.deas.harvard.edu](http://www.deas.harvard.edu)

Dean Venkatesh Narayanamurti, (617) 495-5829, venky@harvard.edu

*Equal Employment, Officer for*:

Rebecca Wassarman, (617) 495-3612, rebecca\_wassarman@harvard.edu

*Faculty Aide Program*: Student Employment Office, Byerly Hall, (617) 495-2585

This program is designed to help members of the Faculty of Arts and Sciences hire undergraduate research assistants. Information and application are available on the website: [www.seo.harvard.edu/resprog](http://www.seo.harvard.edu/resprog).

*Faculty Council*, see Secretary of the Faculty.

*Freshmen Dean's Office*: 6 Prescott Street, (617) 495-1574

*Dean of Freshmen*

Thomas A. Dingman, tdingman@harvard.edu

*Associate Dean of Freshmen*

Rory A.W. Browne, rbrowne@fas

*Assistant Deans of Freshmen in Residence*

Lesley Nye Barth, nye@fas

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James Mancall, jmancall@fas

*Freshman Seminars, House Seminars, and General Education Programs*:

6 Prescott Street, (617) 495-1523

[www.fas.harvard.edu/~seminars/fs](http://www.fas.harvard.edu/~seminars/fs)

*Director*: Sandra Naddaff, snaddaff@fas

*Associate Director*: Gerard Denault, (617) 495-1523, gdenault@fas

*Graduate Records*, see Registrar, Office of the.

*Graduate School of Arts and Sciences*: Byerly Hall, 2nd floor

For a detailed discussion of the history, organization, and regulations of the Graduate School, consult the *Graduate School of Arts and Sciences Handbook*: [www.gsas.harvard.edu/publications/handbook](http://www.gsas.harvard.edu/publications/handbook).

*Dean of the Graduate School of Arts and Sciences*

Theda Skocpol, (617) 496-1464, skocpol@fas

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*Dean for Admissions and Financial Aid*

Russell E. Berg, (617) 495-1814, berg@fas

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*Associate Dean for Student Affairs*

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*Harvard College:* University Hall First Floor, (617) 495-1555

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*Deputy Dean of Harvard College*

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*Associate Deans of Harvard College:*

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*Assistant Deans of Harvard College:*

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Paul J. McLoughlin II, (617) 495-1558, pmclough@fas

John T. O'Keefe, (617) 384-7239, okeefe@fas

*Harvard Foundation for Intercultural and Race Relations*

[www.fas.harvard.edu/~harvfoun](http://www.fas.harvard.edu/~harvfoun)

*Director:* S. Allen Counter, 7 Thayer Hall, (617) 495-1527, counter@fas

*Harvard Printing & Publications Services*

See page 65 for a complete list of copy centers and services.

*Harvard Yard Operations:* Weld Hall, B1, (617) 495-8842

Concerns about classroom maintenance and repair requests should be addressed to Harvard Yard Operations. Problems with classroom temperature or ventilation are handled by the University Operations Center (617) 495-5560.

*Health Services, Harvard University:* Holyoke Center, 75 Mt. Auburn Street

[www.uhs.harvard.edu](http://www.uhs.harvard.edu)

*Director:* David S. Rosenthal, MD, (617) 495-2010, drose@uhs

Extensive information on the procedures and services of HUHS is provided in the *Handbook for Students*: [www.registrar.fas.harvard.edu/handbooks/student](http://www.registrar.fas.harvard.edu/handbooks/student).

*House Seminars*, see Freshman Seminars.

*Human Subjects, Committee on the Use of:* Science Center 129, (617) 495-2627

For policies on research involving human subjects please see page 22.

*Information Technology:*

*Chief Information Officer:* Lawrence M. Levine

*Instructional Media Services:* 26 Church St., 2<sup>nd</sup> Floor

*Director:* Robert G. Doyle, (617) 495-0757, rdoyle@fas

For a more detailed description of services, see page 63.

*International Office:* Holyoke Center 864, (617) 495-2789

[www.hio.harvard.edu](http://www.hio.harvard.edu)

*Director:* Sharon Ladd, (617) 496-2812, sharon\_ladd@harvard.edu

*International Programs, Office of*, University Hall, Ground Floor, (617) 496-2722  
[www.harvard.edu/~oip](http://www.harvard.edu/~oip)

*Director*: Jane Edwards, (617) 384-7521, jedwards@fas

*Language Resource Center*, see Instructional Media Services.

*Library Collections and Services*

*E-Reserves*:

[hcl.harvard.edu/services/ereserves.html](http://hcl.harvard.edu/services/ereserves.html)

*Government Documents and Microforms*: Lamont Library, Level 1, (617) 495-2105

[hcl.harvard.edu/govdocs](http://hcl.harvard.edu/govdocs)

*Interlibrary Loan*: Widener Library, Ground Floor, Room G30, (617) 495-2972

[hcl.harvard.edu/widener/services/ill/ill.html](http://hcl.harvard.edu/widener/services/ill/ill.html)

*Map Collection*: Pusey Library, (617) 495-2417

[hcl.harvard.edu/maps](http://hcl.harvard.edu/maps)

*Curator*: David A. Cobb, (617) 495-2417, cobb@fas

*Research Resources for Instructors*

[hcl.harvard.edu/research/forinstructors](http://hcl.harvard.edu/research/forinstructors)

*Theatre Collection*: Pusey Library, (617) 495-2445

[hcl.harvard.edu/houghton/departments/hcl/theatre.html](http://hcl.harvard.edu/houghton/departments/hcl/theatre.html)

*Curator*: Frederic Woodbridge Wilson, fwwilson@fas

*Prize Office*, see Secretary of the Faculty.

*Race Relations*, see Harvard Foundation.

*Registrar, Office of the: 20 Garden Street*

[www.registrar.fas.harvard.edu](http://www.registrar.fas.harvard.edu)

The Office of the Registrar oversees the publication of the course catalog, *Handbook for Students, Information for Faculty*, and the *Visitor's Guide to Larger Lectures*, the scheduling and assignment of classrooms, the preparation of course lists, the scheduling and proctoring of all final examinations, the processing of final grades, the maintenance of student records, and the conferring of degrees.

*Registrar*

Barry S. Kane, (617) 495-1546, bkane@fas

*Deputy Registrar*

Lynn Dunham, (617) 495-8268, ldunham@fas

*Assistant Registrar of Student Records and Requirements*

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*Transcripts/Certifications*

Pat Dyer, (617) 496-3713, pdyer@fas

*Cross Registration*

Allison Stamiris, (617) 496-6597, stamiris@fas

*Associate Registrar (Courses, Scheduling, and Publications)*

Patricia A. O'Brien, (617) 496-5140, obrien2@fas

*Manager of Classroom Scheduling*

Ron Cooper, (617) 495-1541, classrms@fas

*Manager of Courses and Catalog*

Chinyere Muntu (617) 384-8271, courses@fas

*Manager of Exams and Registration*

Christopher Gibbons, (617) 495-1542, fasexams@fas

*Information Technology Team Leader*

Paige Duncan, (617) 496-9361, pduncan@fas

*Department Administrator*

Antoinette Trainor, (617) 495-8770, atrainor@fas

*HERS2 Help Desk*

(617) 496-HER2 (4372)

*Secretary of the Faculty and to the Faculty Council*

[www.fas.harvard.edu/~secfas](http://www.fas.harvard.edu/~secfas)

The Office of the Secretary supports the effective governance of the Faculty of Arts and Sciences, and assists faculty and students in formulating and understanding the policies and programs of the Faculty. Also responsible for the administration of student prizes, the appointment of Standing Committees, and for Memorial Minutes.

David B. Fithian, (617) 496-6976, david\_fithian@harvard.edu

*Assistant Secretary to the Faculty*

Elizabeth Feldman, (617) 495-4426, efeldman@fas

*Senior Tutors*, see Allston Burr Senior Tutors.

*Sourcebook Publications (Core courses only)*: 77 Dunster St., (617) 495-4692

*Sourcebook Publications (other than Core courses)*: see Coursepacks on the University Information Services website, page 66. More information is available at [www.uis.harvard.edu/digital\\_print\\_services/coursepacks.php](http://www.uis.harvard.edu/digital_print_services/coursepacks.php).

*Student Disability Resources*: See *Accessible Education Office*

*Summer School, Division of Continuing Education*: 51 Brattle Street

[www.summer.harvard.edu](http://www.summer.harvard.edu)

*Technical Services*, see University Information Systems.

*Transfer and Visiting Student Programs*

*Director*: Julia (Judy) Fox, (617) 495-4348, jfox@fas

*University Information Systems (UIS)*

See page 66 for a description of services.

*Videotape Rentals*, see Instructional Media Services.

*Visiting Undergraduates*, see Transfer Students.

*Writing Center*: Barker Center, (617) 495-1655

*Director*: Jane Rosenzweig, (617) 496-6864, jrosenzw@fas

Additional information is available on page 67.



### Department, Division, and Committee Chairs and Representatives

The following lists the Chairs (CH), Head Tutors of undergraduate concentrations (HT), Directors of Undergraduate Studies (DUS), Directors of Graduate Studies (DGS), and Undergraduate Advisers (UA) for the departments, divisions, and committees of the Faculty of Arts and Sciences.

Telephone numbers for individual members of the Faculty and program directors are available, except where noted, through the following online Harvard Directory: [www.uis.harvard.edu/harvard\\_directory/find\\_person.php](http://www.uis.harvard.edu/harvard_directory/find_person.php).

#### ***African & African American Studies (617) 495-4113***

Professor Henry Louis Gates, Jr. (CH)  
 Professor Werner Sollors (DGS)  
 Professor Evelyn Hammonds (DUS)

#### ***African Studies (617) 495-5265***

Professor Francis Abiola Irele (Acting CH)  
 Professor Emmanuel K. Akyeampong (CH) (*on leave 2005–2006*)

#### ***Anthropology (617) 495-5564***

Professor Arthur Kleinman (CH)  
 TBA (DGS–Archaeology)  
 TBA (DGS–Biological)  
 TBA (DGS–Social)  
 Professor James L. Watson (HT)

#### ***Applied Mathematics (617) 495-2833***

Professor Donald G. M. Anderson (DUS) (617) 495-3994

#### ***Archaeology***

Richard Meadow (Acting CH) (617) 495-3354  
 Professor Gary Urton (CH) (*on leave 2005–2006*)

#### ***Architecture, Landscape Architecture, and Urban Planning (617) 496-1240***

Professor Antoine Picon (CH, DGS)

#### ***Astronomy and Astrophysics (617) 495-3752***

Professor Lars Hernquist (CH)  
 Professor John Huchra (DGS)  
 Professor Bryan M. Gaensler (HT)

#### ***Biochemical Sciences (617) 495-4106***

Professor Rachelle Gaudet (Co-HT)  
 Professor Richard M. Losick (Co-HT) (*on leave 2005–2006*)

#### ***Biological Sciences in Dental Medicine (617) 432-4281***

Professor Bjørn R. Olsen (CH, DGS)

#### ***Biological Sciences in Public Health (617) 432-1563***

Professor James H. Ware (CH)  
 Professor Dyann F. Wirth (DGS)

***Biology (617) 496-5125***

Professor David A. Haig (HT)

***Biology (Molecular and Cellular) (617) 495-2300***

Professor Andrew W. Murray (CH)

Professor Raymond L. Erikson (DGS)

***Biology (Organismic and Evolutionary) (617) 495-2305***

Professor Andrew A. Biewener (CH)

TBA (DGS)

***Biophysics (617) 495-3360***

Professor James M. Hogle (CH, DGS)

***Biostatistics***

Professor Stephen W. Lagakos (CH), (617) 432-2815

Professor David Wypij (DGS)

***Business Economics (617) 495-6106***

Professor Jerry R. Green (CH)

***Business Studies (617) 495-6106***

Professor Amy C. Edmondson (CH)

***Celtic Languages and Literatures (617) 495-1206***

Professor Tomás Ó Cathasaigh (CH, DGS)

***Chemical Biology (617) 432-0984***

Professor Jon Clardy (Co-CH)

Professor Gregory L. Verdine (Co-CH)

***Chemical Physics (617) 496-9925***

Professor Eric J. Heller (CH)

Professor Andrew G. Myers (Co-DGS)

Anthony R. Shaw, Jr. (Co-DGS)

***Chemistry and Chemical Biology (617) 495-4076***

Professor Cynthia M. Friend (CH)

Professor Andrew G. Myers (DGS)

Professor Eric N. Jacobsen (DUS)

***Chemistry and Physics (617) 496-7537***

Professor Eric J. Heller (CH)

Professor Howard Georgi (DUS)

David Morin (Assistant DUS)

***Classics (617) 495-4027***

Professor Richard F. Thomas (CH)

Professor John M. Duffy (DGS)

Professor Christopher B. Krebs (DUS)

***Comparative Literature (617) 495-2543***

Professor Stephen Owen (CH)

Professor Luis M. Girón Negrón (DGS)

***Computer Science (617) 495-2833***

Professor David M. Brooks (DUS)

***Core Program (617) 495-2563***

Susan W. Lewis (Director)

***Dramatic Arts (617) 495-4378***

Professor Robert J. Kiely (CH)

***Earth and Planetary Sciences (617) 495-2351***

Professor Jeremy Bloxham (CH)

Professor Charles H. Langmuir (DGS)

Professor John H. Shaw (HT)

***East Asian Languages and Civilizations (617) 495-2754***

Professor Michael J. Puett (CH)

TBA (DGS)

Professor Wai-yee Li (HT)

***Economics (617) 495-2144***

Professor Alberto F. Alesina (CH)

Professor Elhanan Helpman (DGS)

Professor Benjamin M. Friedman (DUS)

***Engineering and Applied Sciences, Division of (617) 495-5829***

Dean Venkatesh Narayanamurti (CH)

Professor Howard A. Stone (DGS)

***Engineering Sciences (617) 495-2833***

Professor Scot T. Martin (Co-DUS)

Professor Garrett B. Stanley (Co-DUS)

***English and American Literature and Language (617) 495-2533***

Professor James Engell (CH)

Professor Nicholas Watson (DGS)

Professor Gordon Tesky (Acting DUS)

***Environmental Science and Public Policy (617) 496-6995***

Professor James J. McCarthy (CH, HT)

***Ethnic Studies (617) 495-4106***

Professor Kay Kaufman Shelemay (CH)

***European Studies (617) 495-4303***

Professor Peter A. Hall (CH)

***Expository Writing (617) 495-2566***

Nancy Sommers (Director)

***Folklore and Mythology (617) 495-4788***

Professor Stephen A. Mitchell (CH)

Deborah D. Foster (HT)

***Forestry (978) 724-3302***

David R. Foster (DGS)

***Freshman Seminar Program (617) 495-1523***

Sandra Naddaff (Director)

***General Education Program and House Seminar Program (617) 495-1523***

Sandra Naddaff (Director)

***Germanic Languages and Literatures (617) 495-2339***

Professor Eric Rentschler (CH, DGS) (*fall term*)

Professor Judith Ryan (DGS) (*spring term*)

Charles Lutcavage (DUS–*German*)

Professor Stephen A. Mitchell (DUS–*Scandinavian*)

***Government (617) 495-2149***

Professor Nancy Lipton Rosenblum (CH)

Professor Daniel P. Carpenter (DGS)

Professor Eric Schickler (HT)

***Health Policy (617) 496-5506***

Professor Joseph P. Newhouse (CH)

Professor B. Katherine Swartz (DGS)

***History (617) 495-2504***

Professor Andrew Gordon (CH)

Professor Hue-Tam Ho Tai (DGS)

Professor Sven Beckert (DUS)

***History and East Asian Languages***

Professor Mark C. Elliott (CH, DGS), (617) 496-5343

***History and Literature (617) 495-4029***

Professor Jill M. Lepore (CH)

Steven Biel (DUS)

***History of American Civilization (617) 495-3325***

Professor James T. Kloppenberg (CH, DGS)

***History of Art and Architecture (617) 495-2377***

Professor Thomas B. F. Cummins (CH)

Professor Hugo van der Velden (DGS)

Professor Jeffrey Hamburger (DUS) (*fall term*)

Professor David J. Roxburgh (DUS) (*spring term*)

***History of Science (617) 495-3741***

Professor Allan M. Brandt (CH)

Professor Mario Biagioli (DGS)

Peter Buck (DUS)

***Information Technology and Management (617) 495-6106***

Professor H. T. Kung (Co-CH)

Professor Stefan Thomke (Co-CH)

***Inner Asian and Altaic Studies (617) 495-3777***

Professor Leonard W. J. van der Kuijp (CH, DGS)

***Latin American and Iberian Studies (617) 495-3366***

Professor John H. Coatsworth (CH)

***Linguistics (617) 495-4054***Professor C.-T. James Huang (Acting CH) (*fall term*) (DGS)Professor Jay Jasanoff (CH) (*on leave fall term*)

Professor Cedric Boeckx (HT)

***Literature (617) 495-4186***

Professor Marc Shell (CH)

Sandra Naddaff (DUS)

***Mathematics (617) 495-2171***

Professor Clifford Taubes (CH)

Professor Richard L. Taylor (DGS)

Professor Peter B. Kronheimer (DUS)

***Medical Sciences, Division of (617) 432-2405***

Dean Thomas M. Roberts (CH)

Professor Thomas O. Fox (DGS)

***Medieval Studies (617) 496-8893***

Professor Nicholas Watson (CH)

***Middle Eastern Studies (617) 495-4056***

Professor E. Roger Owen (Acting CH)

Professor Steven C. Caton (CH) (*on leave 2005–2006*)

Professor Cemal Kafadar (DGS)

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Professor Afsaneh Najmabadi (CH) (*on leave spring term*)

Kath Weston (DUS)



## *Index*

### **A**

#### Absence

- for athletic events 36
- for intercollegiate competition 48
- for religious holidays 36, 48
- from class 34
- from examinations 35–36, 50, 52
- inadvertence 48
- of instructor 14
- unexcused (ABS) 43, 50, 52

Absent (ABS) 43, 50, 52

Academic Affairs and Academic Planning,  
Office of 68

Academic Calendar 5–13

2005–2006 5–12

2006–2007 13

Academic Programs, Office of 18, 26, 28, 32,  
37, 40, 42, 43, 51, 53, 56

Accessible Education Office (formerly  
Student Disability Resources) 19, 68

Adaptive Technology Laboratory (ATL) 20,  
62

Adding/dropping courses 31

Addressing Student Problems 58

Administration and Finance, Office of 68

Administrative Board of Harvard College 33,  
37, 48, 50, 58, 59, 60

Administrative Board of the Graduate School  
58, 59

Advanced Standing 26, 33

Advising 58, 60

Allston Burr Senior Tutors. See Senior  
Tutors

Animal Resources & Comparative Medicine,  
Center for 69

Animal Resources, Office of 23, 69

Animal subjects

research involving 23

Applications for part-time graduate study due  
in the GSAS Dean's Office, Byerly Hall 5,  
7

Assistant Deans of Freshmen 2, 58, 60, 71

Athletics and Administrative Sports Liaisons  
60

Attendance

responsibilities of students 34

restricted by instructor 35

Auditors 33

### **B**

Bok Center for Teaching and Learning 5, 40,  
41, 61

Bracketed courses 24

Bureau of Study Counsel 60, 61, 70

### **C**

Cancelling Classes, Policy on 34

Catalog coordinators 24

Chairs of departments 75

Change of grade 53, 56

Class meeting times 25

holidays and vacations 27

Classrooms 29, 66

Computer classrooms 66

Examination Period 30

initial classroom assignments 29

Reading Period 30

*Visitor's Guide to Larger Lectures* 30

Collaboration 37, 44

Commencement 11

Commission of Inquiry 22

Complaints and inquiries 22

Computer Product and Repair Center 67

Computer Services 65

Classrooms 66

FAS Computer Services 70

privacy of information 18

Technical Support 65

University Information Systems 66

Computers

training in use of 66

Conference courses 25

Confidentiality

student records, papers, and grades 18,  
56

Copy/Print Services 65, 72

Core Curriculum 3

Counseling 60

Course Assistants 14, 15, 38–41

See also Instructional Support Staff

Course catalog. See *Courses of Instruction*

Course Fees 31  
 Course head 14, 15, 32, 42, 47, 53  
 Course Lists 31  
 Course meeting times 27  
 Courses 24–26, 28  
   300-level 24, 26, 33, 41, 52  
   administration of 24–42  
   auditing 33  
   bracketed 24  
   catalog descriptions of 24  
   categories for final/midyear exam  
     substitutions 43  
   compensation and credit for 41  
   conference courses 25  
   creating new 24  
   dropping/adding 31  
   evaluation of by CUE Guide 41  
   final grades in full courses 56  
   Freshman Seminars 26  
   House Seminars 26, 51  
   Independent Study 26–27, 51  
   limiting enrollment 32  
   materials/syllabi 30  
   meeting away from the University 28  
   meeting times 25, 27  
   modifying 24–25  
   my.harvard.edu 31  
   numbering of 24  
   overlapping meeting times 33  
   portal page 31  
   proseminars 25  
   reading and research 25–26, 33, 41, 52  
   retention of records 57  
   See also Grades; Enrollment  
   seminars 25  
   simultaneous enrollment 33  
   tutorial instruction 25, 51  
   Undergraduates in 200/2000-level  
     courses 33  
   withdrawal from 31  
*Courses of Instruction* 24–26, 32, 45  
   “Supplement” 29  
   “Supplement Update” 29  
 Cross-registration 6, 9, 10, 25, 32, 53  
 CUE Guide 41–42

## D

Deadlines  
   general examinations 35  
   grades due 53–55  
   senior theses 35  
 Dean of Harvard College 27, 58, 59, 60  
 Dean of the Graduate School 27, 28, 37, 43,  
   51, 52, 53, 56, 58, 59  
 Degree Candidates’ Final Grades 56  
 Department chairs 75, 75–82  
 Directors of Graduate Studies 75, 75–82  
 Directors of Undergraduate Studies 75,  
   75–82  
 Directory, FAS 68–82  
 Disability Resources, Student. See  
   Accessible Education  
 Dishonesty in course work 37, 59–60  
 Dropping/adding courses 31  
 Dual submission of work 37  
 Due dates. See Academic Calendar; Dead-  
   lines

## E

Enrollment 31–34  
   auditors 33  
   course lists 31  
   cross-registration 32  
   employees 32  
   limiting 32  
   non-FAS students 32  
   prerequisites for 32  
   simultaneous 33  
   undergraduates in 200/2000-level  
     courses 33  
 E-Reserves 73  
 Evaluation of student work  
   alternative to final exam 44  
   before seventh Monday 30  
   principle governing evaluation of  
     graduate students 15  
   responsibility for by Faculty 15  
   responsibility for by course assistants 15  
 Examination groups 45  
 Examination Period 8, 11, 29, 47  
   classrooms 30  
   instructor’s presence during 29  
   See also Academic Calendar  
 Examinations

- absence for athletic events 36
  - absence for intercollegiate competition 48
  - absence for religious holidays 36, 48
  - absence from 35–36, 43, 50, 52
  - accommodations 20
  - Administration 47
  - categories 43
  - examination booklets 36, 47, 57
  - final 43–49
  - general 35
  - hour 35–36
  - in absentia* 48–49
  - makeup 15, 35–36, 43, 48–49, 59
  - medical excuse 36, 48
  - midterm 35–36
  - midyear 43–49
  - publication of past examinations 49
  - religious conflicts 48
  - Requesting a Substitution 44
  - Students Requiring Accessible Education 20
  - take-home 44, 50, 52
  - Tentative Examination Schedule 2005–2006 46
- Excluded (EXLD) 50
- Exclusion 43, 59
- Excused (EXC) 52
- Extension of time
- graduates (INC) 38, 52
  - undergraduates (EXT) 37, 50–51
- F**
- Faculty Aid Program 71
  - Faculty and Staff Technical Support 65
  - Faculty Council 48
  - Faculty meetings 27
  - Faculty of Arts and Sciences, organization of 2–3
  - Family Educational Rights and Privacy Act 18, 31
  - FAS Directory 68–82
  - Film projection and rentals, services for 63
  - Final/midyear examinations 43–49
    - administration of 47
    - in absentia* 48–49
    - instructor's presence during 47
    - proctors 47
    - scheduling 45, 46
    - security 47
    - substitutions 43–44
  - Final/midyear grades 53–55
    - due dates 53–55
    - for degree candidates 55–56
    - full courses 56
    - makeup examinations 48–49
  - Freshman Seminars 26, 51
  - Freshman Seminars, Committee on 26, 51
  - Freshmen, Assistant Deans of 58, 60, 71
- G**
- General Examinations 35
  - Government Documents and Microforms Division 73
  - Grades 50–57
    - ABS 43, 50, 52
    - averages (GPA) 53
    - changes of 53, 56
    - Due Dates for Fall Final/Midyear Grades 2005–2006 54
    - Due Dates for Midterm Grades 2005–2006 53
    - Due Dates for Spring Final Grades 2005–2006 55
  - EXC 52
  - excellent 50
  - EXLD 50
  - EXT 50–51
  - failing 50, 51, 52
  - final/midyear 53–55
  - Graduate Student Grades 52
  - INC 50, 52
  - late 56
  - letter 50, 52
  - midterm 38, 53
  - non-letter 50–53
  - PA/FL 27, 32, 34, 51, 52
  - posting of 56
  - responsibility for 15
  - Review 53
  - SAT/UNS 26, 51
  - satisfactory 51
  - See also Courses
  - Undergraduate Student Grades 50–51
  - unsatisfactory 51, 59
- Grading system 50–53
- Graduate School of Arts and Sciences 71

**H**

Harassment, sexual 21–22  
Harvard College 72  
Harvard Printing & Publications Services (HPPS) 65  
  
Harvard University Faculty of Arts and Sciences Computer Services (HASCS) 65  
Harvard Yard Operations 29, 72  
Head Tutors 75–82  
Health Services, University 60, 72  
Holidays and recesses. See Academic Calendar  
Hour examinations 35–36  
House Seminars 2, 26, 51  
House System 2  
Human subjects  
    research involving 22  
Human Subjects, Committee on the Use of 72  
Humanities Faculty Services (HFS) 63

**I**

*In absentia* examinations 48–49  
Incomplete  
    extensions of time 38  
Incomplete (INC) 38, 50, 52  
Independent Study 26–27, 51  
Information 66  
Information Technology 72  
Inquiries and complaints 22  
Inquiry, Commission of 22  
Instruction  
    private 15  
    responsibility for 14  
    See also Courses  
    tutorials 25  
Instructional Computing Group 66  
Instructional Media Services 29, 63  
Instructional Support Staff 38–41  
    appointment guidelines 39  
    categories of 38  
    supervision of 39  
    training of 40  
Interlibrary Loan 73  
International Office 72  
International Programs 48, 73  
Introduction 2

**L**

Language Resource Center (LRC) 64  
Late grades 56  
Letter grades 50, 52  
Library Collections and Services 73

**M**

Makeup examinations 15, 35–36, 43, 48–49  
Map Collection 73  
Media and Technology Services 63  
Media Production Center (MPC) 64  
Medical excuse 36, 48  
Meeting times of courses 25, 27  
Mental Health Service 60  
Midterm examinations 35–36  
Midterm grades 38, 53  
Midyear examinations 43–49  
*my.harvard.edu* 31

**N**

Neglect of academic work by students 43, 59  
Non-letter grades 50–53

**O**

Office of Animal Resources 23, 69  
Office of Student Affairs (GSAS) 58  
Office of the Registrar 24, 32, 43–49, 50, 53, 56, 73

**P**

Papers and Other Written Assignments 36  
Papers submitted to more than one course 37  
Pass/Fail (PA/FL) 27, 32, 34, 51, 52  
Petitions  
    cross-registration 32  
    Independent Study 26–27  
    instructor's signature on 32  
Piano Technical Services 64  
Plagiarism 37, 59–60  
Portal page 31  
    *my.harvard.edu* 31  
Posting of grades 56  
Prerequisites 32  
Privacy of student records, grades, and other electronic files 18, 56

Private instruction 15  
 Proctors 47  
 Professional Conduct 15  
 Proseminars 25  
 Publication of Past Final and Mid-Year Examinations 49

## R

Reading and research courses 25–26, 27, 33, 41, 52  
 Reading Period  
   classroom assignments 30  
   dates of 8, 11  
   instructor's presence during 28  
 Religious holidays 36, 48  
 Repair Operations 66  
 Research involving  
   animal subjects 23  
   human subjects 22  
 Research Resources for Instructors 73  
 Reserves  
   See E-Reserves 73  
 Responsibilities of instructors 14–23  
   final examinations 47  
   for evaluation 15  
   Professional Conduct 15  
   submission of final/midyear grades 53  
 Retention of examination booklets and course records 57  
 Rooms. See Classrooms 29

## S

Satisfactory/Unsatisfactory (SAT/UNS) 26, 51, 52  
 Secretary of the Administrative Board 59  
 Selection of instructional support staff 38–42  
 Seminars  
   basic definition 25  
   Freshman 26  
   House 26  
 Senior theses 35  
 Senior Tutors 26, 58, 60, 69  
 Services 66  
   copy/print 65  
 Sexual harassment 21–22  
 Shopping period 31

Signature of instructor  
   requirement of 32  
 Simultaneous enrollment 33  
 Sourcebook Publications 74  
 Storm and Emergency Conditions 34  
   See also Cancelling classes, policy on  
 Student Affairs, Office of (GSAS) 58  
 Student Disability Resources. See Accessible Education  
 Students  
   compensation and credit for course work 41  
   dishonesty in course work 37, 59  
   privacy of student records and grades 18, 56  
   troubled 60  
 Study cards 6, 9, 31, 32, 35  
 Substitutions for final/midyear examinations 43–44  
 Supervised reading and research. See Reading and research courses  
 Supervision of instructional support staff 38–41  
 “Supplement” (see *Courses of Instruction*) 29  
 Syllabi 30  
   necessary content of 19, 30

## T

Take-home examinations 44, 50, 52  
 Teaching appointment, definition of 14  
 Teaching Fellows and Assistants 14, 15, 38–42  
   appointment guidelines 39  
   luncheon meetings with 41  
   See also Instructional Support Staff  
 Technology Sales 66  
 Technology Services 66  
 Theatre Collection 73  
 TIME (TIME–T, TIME–R, TIME–C) 41  
 To The Faculty 1  
 Troubled students 60  
 Tuition Assistance Plan for employees 32  
 Tutorial instruction 25, 51  
 Tutoring for Pay 15

**U**

Undergraduate Advisers 75  
Undergraduate Studies, Directors of 75  
University 66  
University Health Services. See Health Services  
University Information Systems 66  
Unsatisfactory records 59  
Use of Human Subjects, Committee on the 22

**V**

*Visitor's Guide to Larger Lectures* 30, 35

**W**

Withdrawing from courses 31  
Writing Center 67, 74