PhD Program

in

Biological & Biomedical Sciences

Guidelines and Information for Students and Faculty

2018
PROGRAM LEADERSHIP AND ADMINISTRATION

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PROGRAM WEBSITE: http://www.hms.harvard.edu/dms/bbs/

MAP OF HARVARD LONGWOOD AREA:
http://hms.harvard.edu/sites/default/files/assets/Sites/Parking/files/HvdCampusMap.pdf
OVERVIEW OF THE PROGRAM

Harvard BBS is a true umbrella program with no departmental boundaries. You have the freedom to train in any one of our 9 supportive research communities composed from the basic science departments and specialized research programs at Harvard Medical School. As well, you have the opportunity to train in any of the Harvard HILS (Harvard Integrated Life Sciences) labs. The BBS curriculum is flexible; you can tailor your Ph.D. training to suit your scientific interests and goals. Yet it is also dedicated to the skill building so essential to contemporary bioscientists whether in industry, academia, or non-profits. These customizable features in BBS are combined with access to exceptional faculty and cutting-edge facilities to create a world-class graduate program where exciting discoveries are made every day.

The BBS program is designed to support students throughout their Ph.D. training. From first-year orientation activities to your thesis defense, we are here to help you succeed and reach your full potential as a future scientific leader. A brief overview of the Program’s support structures and training activities is presented below.

FIRST YEAR

Program Advising: During your first year, you will be supported by a program advisor. These faculty mentors will serve as your guide to the program and the research environment at the medical school and beyond. They will advise you in choosing appropriate courses and rotation laboratories and help you solve problems that might arise as you adjust to life in graduate school.

Courses and Curriculum: The program requires that you complete the equivalent of eight full-semester courses during your Ph.D. training. In your first year, you will participate in a mixture of required core courses and specialized content courses of your choosing.

Laboratory Rotations: Rotations provide an excellent opportunity for you to try out a variety of labs to find the one that best fits your interests for pursuing thesis research. Students typically perform rotations in at least three laboratories throughout the course of the first year. The length and timing of the rotations are flexible, but we recommend that you spend at least 8 weeks in each lab. To help you identify potential rotation labs, current students organize a weekly “rotation club” where they present their experiences rotating in different labs and provide advice to new students in choosing a lab.

Teaching Requirement: The BBS program requires that each student fulfill one semester (60 hours, including preparation time) as a non-paid teaching assistant. As an alternative to being a TA, we have established the Community Education Initiative, which provides teaching opportunities for BBS students in secondary schools and after school programs in the Boston area. For more information on our TA requirement: http://www.hms.harvard.edu/dms/bbs/resources/documents/CommunityEdPacket.pdf

Thesis Laboratory: At the conclusion of your first year, you will choose your thesis advisor and laboratory by August 1st. The faculty member that directs the lab will be your primary mentor for the remainder of your graduate training. Additionally, the department and/or special interest program to which your advisor belongs will become your intellectual and community “home”. These communities organize numerous activities throughout the year, including: research seminars, trainee talks, social hours, annual retreats, career workshops, and more.
YEAR 2

Courses and Curriculum: Students typically complete their course requirements in their second year by taking additional courses of interest.

Preliminary Qualifying Exam: During year two, students will prepare a written research proposal based on their thesis research. This proposal is then defended orally to an examination committee of three program faculty members. The goals of the exam are twofold: (i) to strengthen written and oral communication skills and (ii) to confirm possession of the basic fundamentals and field-specific knowledge necessary to successfully complete the proposed thesis project. Areas needing further study may be identified, along with strategies to provide additional support.

Dissertation Advisory Committee: Upon passing the qualifying exam, students will choose three faculty members to serve as their dissertation advisory committee (DAC) along with their PI. Your DAC will typically meet once or twice annually to provide advice on your thesis project. The committee will be your advocate and serve as an additional set of mentors. Their role is to support you in accomplishing your training goals and in successfully completing your thesis research.

YEAR 3 AND BEYOND

Most students complete their course requirements by the end of year two. In year three and beyond, effort is largely dedicated to making exciting discoveries in the laboratory and completing your thesis research. Your thesis advisor and DAC will be your primary mentors during this process, but the program heads and BBS Office staff are always available should you wish additional support or advice. The average time to degree for the program is ~5.7 years.

CAREER RESOURCES

In BBS, we are aware of the many excellent career options open to Ph.D. scientists outside of the academic research environment. To help you learn more about these options, the Division of Medical Sciences sponsors the PATHS Program with tracks centered on careers in Biotechnology, Consulting, Education, Law, Science Policy, and Scientific Writing. Each track is student-directed and organizes informational and networking events to prepare and position students for careers in their chosen path. Students are also encouraged to participate in any of the student founded and run organizations like Science-in-the-News or The Journal of Emerging Investigators to hone their communication skills and make contacts in the scientific community at large. BBS also supports students interested in participating in internships at companies to gain firsthand experience in their chosen career path. The world of graduate education is changing, and BBS will continue to nimbly innovate to provide our students with the knowledge, skills, and contacts needed to succeed in their scientific career of choice.

http://www.hms.harvard.edu/dms/Paths/index.html
FIRST YEAR OF STUDY

The BBS curriculum gives you the flexibility to choose from a variety of course subjects and formats to fulfill the Ph.D. degree requirements. Four courses, Analysis of the Biological Literature (BBS 230), Principles of Genetics (GEN 201), Principles of Molecular Biology (BCMP 200), and Principles of Cell Biology (CB 201) are required because they provide an experimentally-focused, graduate-level view of fundamental concepts critical for success in all areas of biological and biomedical research. These classes account for half of the 32 credits needed for graduation. The remaining 16 credits come from courses of the student’s choosing to fill knowledge gaps and explore areas of interest in more detail. Much of the BBS skill and core course content is supported by our outstanding group of curriculum fellows dedicated to innovating and maximizing the effectiveness of each class.

Skills Courses (4 credits)

**Analysis of the Biological Literature (BBS 230):** Students participate in intensive small group discussions focused on the critical analysis of basic research papers from a wide range of fields including biochemistry, cell and developmental biology, genetics, and microbiology. Papers are discussed in terms of their background, significance, hypothesis, experimental methods, data quality, and interpretation of results. Students will be asked to propose future research directions, to generate new hypotheses and to design experiments aimed at testing them.

Core Content Courses (4 credits each)

*Principles of Genetics (GEN 201)*
*Principles of Molecular Biology (BCMP 200)*
*Principles of Cell Biology (CB 201).*

Additional “Half” Courses (4 credits) and “Quarter” Courses (2 credits each)

“Half” courses (including the core courses) span an entire semester (~16 weeks or half the academic year) and “quarter” courses span half that (~7 weeks or one quarter of the academic year). Students choose from a range of half courses and quarter courses that are focused on topics of special interest to a particular research area. New courses are continually being developed and launched.

Nanocourses (3 nanos = 2 credits)

Nanocourses allow for maximal versatility in our curricular offerings at Harvard Medical School. Nanocourses are 6-hour courses taught over two days, in which two to three (2-3) faculty members deliver highly specialized content. Day 1 of each nanocourse is open to all members of the Harvard community. Day 2 is designed for registered students of the class, where lecturers lead students through hands-on activities and assignments that allow practice of the content introduced in the previous session. The format of this second session is flexible, and may include discussion of relevant papers, brainstorming about future research, or other activities chosen by the course director to assess student progress.

Boot camps (2 credits each)

Boot camp courses merge hands-on lab experience with lectures over a one to three week period. These courses typically run during the January term, and provide students the opportunity to interact with several different faculty in their labs spanning a range of experimental and biological topics. Most of the research communities that make up the BBS program organize or participate in one or more boot camps. A quantitative biology boot camp using MATLAB is also offered to incoming students in the summer prior to orientation.
Conduct of Science (Medical Sciences 300qc)
This is a discussion-based course covering topics on aspects of responsible conduct of research and the ethical and moral principles that underlie research. Training in the responsible conduct of science is a required part of the BBS PhD program in the Division of Medical Sciences. Not only is such training a necessary element in the academic development of everyone who will become a responsible member of the scientific community, it is also mandated by the National Institutes of Health. This requirement falls outside of (i.e. in addition to) 8 semester-long course equivalents needed for Ph.D. completion.

- Additional Courses at Other Harvard Schools and Partner Institutions
In addition to the core content courses, a range of advanced course offerings are provided by the various departments and programs within Harvard Medical School. Students may also choose from many graduate-level courses offered at Harvard College in Cambridge, the Harvard T.H. Chan School of Public Health and MIT.

- Curriculum Fellows
Curriculum Fellows (CFs) are PhD-level scientists pursuing careers focused on teaching, improving, and supporting science education. The CF Program ([https://curriculumfellows.hms.harvard.edu/](https://curriculumfellows.hms.harvard.edu/)) functions as an educational laboratory that both researches and improves the learning experience for graduate students and postdoctoral trainees in the HMS community. Like postdoctoral fellows in a science lab, the CFs work with faculty members to bring new energy, creativity, and innovation to graduate and medical coursework. As trained research scientists, the CFs take a scientific approach to curricular redesign and course improvement, observing and identifying challenges, and then designing and implementing modifications. The CFs work together as a community, sharing their novel strategies for curricular revisions to promote integration across graduate courses and bringing their insights gleaned from current educational scholarship into HMS classrooms.

BBS Tutoring Program
The BBS Tutoring Program is open to all BBS students. If you find yourself needing extra help in a course, you can work with a BBS Tutor.

There are several ways to be connected with a Tutor: your TA may suggest to you that a Tutor would benefit you; the Course Director may suggest it to you; or finally, you may decide to seek additional help. If you decide that you want to work with a Tutor, please contact the BBS Program Office to request one. We really want to encourage you to take advantage of the program and if it helps you to do so, you can do it under conditions of strict confidentiality. In addition, if you would like to have your Program Advisor follow up with you s/he would be happy to do so.

For more information please contact Kate Hodgins in the BBS Program Office at 617-432-4035 or khodgins@hms.harvard.edu.
LABORATORY ROTATIONS

Finding a Rotation:
Please keep in mind that while BBS requires only two rotations we strongly encourage each student to do three.

* If you worked in a lab prior to joining BBS and would like to rotate in that same lab, you MUST do a total of 3 rotations.
* Rotations must be no longer than 12 weeks and start no later than October 15th.
* If you decide to declare a lab after only two rotations you must meet with a BBS program head to discuss your decision.

Some points to consider when scheduling your rotations include:

• Research interest
• The PI and his/her mentoring style
• Lab size, location, personality and sense of community
• Availability of funding
• Rotation timing within the academic year

*BBS faculty members are often first choices, but please know you are also allowed to work with faculty members within Harvard HILS. [http://www.gsas.harvard.edu/hils/faculty-directory.php](http://www.gsas.harvard.edu/hils/faculty-directory.php). If you do not find a faculty member on this link then you cannot work with them.

Before you contact faculty members about rotations please make sure they are within HILS. Also, BBS only allows student to work with Harvard HILS faculty members. We do not allow our students to work at MIT.

CHOOSING A DISSERTATION LAB
The deadline to declare your Dissertation Lab is August 1st of your first year.

Laboratory choice for thesis work is arguably the most important decision you will make as a graduate student, perhaps even more important than your choice of institution. Unlike setting up an experiment, there are no standard formulas or protocols that will ensure a perfect choice. Everyone is unique and what you desire in a lab is likely to be different from your fellow classmates. Self-reflection and knowledge of the kinds of environments in which you thrive is critical. Laboratory rotations will aid your decision process by allowing you to try out different types of labs and research projects. Taking full advantage of these opportunities will help you identify the features of laboratory life you enjoy and the kind environment in which you thrive best.

It is understandable to be nervous about choosing a lab. The decision is not a trivial one. However, try to keep the process in perspective. You are not choosing the lab or the research field where you’ll spend the rest of your career, just this first portion. The objective is to choose a lab where you’ll garner excellent training in how to think like a scientist, and where you’ll have the freedom to develop independence yet get support when help is needed. If your thesis lab provides you with these things and you dedicate yourself to training and research, then numerous avenues will be open to you for the next phase of your career.

For more information on choosing a lab, see [http://www.hms.harvard.edu/dms/bbs/current/dissertationlab.html](http://www.hms.harvard.edu/dms/bbs/current/dissertationlab.html).
INDIVIDUAL DEVELOPMENT PLANS (IDP)
To help you get the most out of your graduate education, the BBS program asks you to complete an individual development plan (IDP). An IDP provides you with the opportunity to think about your training objectives, your progress towards them, and to set and/or refine goals for the future. The IDP also includes a self-assessment section designed to help you think about your skills: what are your areas of strength versus areas needing further development as you progress with your training.

Benefits of an IDP
Just as the process of writing a research article or proposal focuses your work at the bench, the IDP helps you develop an efficient training plan tailored to support your specific career ambitions. The act of completing the IDP will stimulate you to define your goals in more specific terms for both the short and long term, and will motivate you to identify resources which can help you meet them.

Sharing your IDP with your mentor
To gain the most benefit from the IDP, you must think deeply about the questions and answer them frankly. Sharing is therefore not a program requirement, nor will the IDP be kept on file by BBS. You are free to share as much or as little of the plan as you feel comfortable. However, the IDP process will be most effective if used to guide candid discussions with your mentor/advisor.

Program Requirements
Your completion of the IDP –privately or with a mentor– along with a corresponding yearly training/career-planning meeting with your mentor is a requirement of the BBS program. Because the beginning of a new year is an ideal time for self-reflection and planning, we ask that you complete the IDP in April, and have the yearly planning meeting before the end of May each year. For G1 students, the first Spring semester meeting with your program advisor that takes place in January will serve as this planning meeting. For G2 and above students, documentation that the IDP has been completed and planning meeting held must be submitted to the BBS office before May 31st.

Visit our website for more information on IDPs. [http://www.hms.harvard.edu/dms/bbs/current/idp.html](http://www.hms.harvard.edu/dms/bbs/current/idp.html)

SECOND YEAR OF STUDY

PRELIMINARY QUALIFYING EXAMS (PQE)

The Goal
The primary goal of the Preliminary Qualifying Examination (PQE) is to ensure that you have achieved a high standard of scientific scholarship and skills that are critical for successful completion of your Ph.D. thesis and beyond. In addition to assessing your foundation in genetics, molecular biology, cell biology and biochemistry, the PQE will test your ability to:

- Develop hypothesis- or technology-driven research plans likely to advance a field
- Prepare a compelling research plan to test these hypotheses or technologies, including describing the overall strategy, methodology and analyses to be used to accomplish the aims as well as discussing potential problems and alternative strategies
- Orally explain and defend these hypotheses and your research plan
- Critically analyze and interpret data

More information about the PQE is on our website: [http://www.hms.harvard.edu/dms/bbs/current/pqe.html](http://www.hms.harvard.edu/dms/bbs/current/pqe.html)
THIRD YEAR OF STUDY AND BEYOND
DISSERTATION ADVISORY COMMITTEE (DAC)
After completion of the Preliminary Qualifying Examination, a Dissertation Advisory Committee is formed to oversee the student's dissertation research. This committee is usually the same as the PQE Committee, but substitutions may be made in consultation with the Program Director. Dissertation advisors are not members of the Dissertation Advisory Committee, but are expected to attend Dissertation Advisory Committee meetings.

The DAC will meet every 6 to 9 months. It is the student's responsibility to arrange these meetings in a timely fashion. Students who are significantly late in arranging DAC meetings will not be permitted to register for the following semester. The DAC Chair will be responsible for sending a report of the meeting to the Program office. The report is then sent to the Division of Medical Sciences, members of the Committee and the student. If dissertation progress is unsatisfactory, the BBS Program Head will be notified and meetings will be scheduled with the student, with the dissertation advisor, or with both to review the problem.

Please visit our website for more information: http://www.hms.harvard.edu/dms/bbs/current/dac.html

Timing and frequency of DAC meetings
Initial meeting: The initial DAC meeting must be held 3-4 months after passing the PQE – preliminary data can take the form of work completed by the student and/or others in the lab. All work completed by the student should be included, even if scientific goals have changed and the student’s work is no longer the basis for future experiments – in this way, all accomplishments can be acknowledged. Students should start the process of scheduling this meeting within 2 months of the PQE given the complexities and time often required to establish a date workable for all.
Subsequent meetings (through G4): must be held every 9 months, and in some cases more frequently (e.g. every 1-3 months), depending on DAC recommendations.
G5 and after: DAC meetings must be held every 6 months or even more frequently (e.g. every 1-3 months), pending DAC recommendations.

Timeline and Benchmarks
The thesis proposal should be crafted with the goal of completing all of the work required for a PhD thesis within five years. This takes planning and considered evaluation of the main aims of the project. We realize that progress is unpredictable and sometimes the most fruitful approaches are also the most challenging and take longer to bear fruit. Thus exceptions are anticipated.
Year 1: Complete rotations, choose thesis lab, complete 5-6 semester-long courses.
Year 2: Complete most course work and TA requirement. Complete the PQE (January - May). Have a clear plan for a thesis project that will be presented at the first DAC meeting (December, February, or April) – it is understood that plans will evolve over the course of the thesis, especially given that creativity is highly encouraged yet comes with risk and often delays.
Year 3: Have clear evidence of progress toward meeting the goals of the thesis proposal. A preliminary list of potential thesis chapter titles is encouraged as a means to start thinking about the overall dissertation hypothesis and the different ways the evolving work could be packaged as a dissertation.
Year 4: Solidify directions as relates to thesis chapters, which should include a body of work that will form the basis of one or two first author, peer-reviewed, primary research papers. While publication is not a degree requirement, bringing a body of work through to publication is an important skill to learn, thus we encourage that a plan for possible first author publication(s) begin to be discussed at DAC meetings even as early as year 4. Please know that we strongly encourage creativity and realize that it is often accompanied by longer timelines.
Year 5 and beyond: Continue filling in the outline of the thesis with data and discussion. Continue discussions as relates to plans for publication(s). Because bringing a story to closure in the form of a publication is an important skill to learn, we encourage manuscript submission prior to the Ph.D. defense. If deemed helpful to the student or DAC process, an UberDAC may be created to provide additional faculty-student interactions.
DAC Oversight for Granting the Ph.D.

GSAS requires each student to complete a body of primary research of publishable quality. While a first-author research paper is not required to attain the degree, the vast majority of graduating students will have at least one published first-author, peer-reviewed, primary research paper at least submitted or largely prepared prior to graduation. In addition, the DAC committee should evaluate the scientific maturity, independence and original thinking in considering the student’s readiness to graduate. When the DAC committee agrees that the student has met the requirements for earning a Ph.D. and is ready to begin writing his/her dissertation, the Committee will "check the box" on the student's DAC meeting form that indicates this. The student's dissertation defense must take place within 3-6 months of the date on which the box is checked.

UberDAC committee
Should concerns (e.g. surrounding progress to degree) be raised by the student, DAC chair, or PI benefit from an elevated level of attention, a supportive mechanism will be engaged by which one or multiple BBS program heads join the DAC to form an “UberDAC” in order to facilitate establishment and execution of a plan for helping the student move forward. Such a plan will routinely involve greater delineation of experimental goals, a timeline by which they are expected to be completed, more frequent DAC meetings and meetings with a program head to help support the process.

DISSERTATION DEFENSE
After students have their box checked by their DAC committee, they will sign up for a Packet Meeting at DMS. This meeting will review all dates and requirements for your defense.
http://www.hms.harvard.edu/dms/resources/dissertation.php

Students preparing to defend their dissertation must review University requirements as outlined in “Form of the Doctoral Dissertation” with guidelines published at the Graduate School of Arts and Sciences.

COMMENCEMENT
Commencement takes place on the fourth Thursday of May each year, with additional commencement events on the preceding Wednesday. All students who receive November, March or May degrees are invited to walk in the May ceremony. Graduating BBS students are invited and encouraged to participate in several ceremonies in May at GSAS, Harvard University and the Division of Medical Sciences (DMS):

- GSAS Breakfast with the Deans
- Morning Exercises, Harvard Yard
- Graduate School of Arts and Sciences Ceremony
- Graduate School of Arts and Sciences Luncheon
- Harvard Afternoon Exercises
- DMS Hooding Ceremony
PROFESSIONAL DEVELOPMENT
BBS students have numerous opportunities throughout the duration of the program to hone their scientific speaking, writing and presentation skills in a variety of settings. These include:

- **G1 Rotation Club**
  Two to three students will give a 15-20 minute presentation on their lab rotations, sharing the techniques they have learned, the data they have acquired and the scope of the project. Rotation club is held on Fridays from September through December with lunch provided for students and speakers.

- **G1 Faculty Seminar**
  New BBS Faculty members are invited to give a seminar on Wednesdays, in an informal setting, with lunch provided for students and the speaker.

- **G2 PQE Data Club**
  Students meet weekly with a student presenting his/her data in an informal setting with dinner provided.

- **Retreat**
  All current BBS Students are invited to attend the retreat. The schedule for the weekend will be planned by students and will include student talks, a poster session, a guest speaker and social gatherings.
GSAS STATEMENT ON ACADEMIC DISHONESTY AND PLAGIARISM

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

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

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

Students who are in any doubt about the preparation of academic work should consult with their instructor or the dean for student affairs before it is prepared or submitted. See the guidebook entitled “Harvard Guide to Using Sources.”

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

The University is deeply concerned for the integrity of science by students and faculty and with sound and safe research practices. Student and faculty researchers are, individually and collectively, expected to safeguard and maintain the University’s policies and practices with respect to scientific misconduct. All researchers are reminded that sponsoring agencies also have such concerns, and that the University must inform sponsors of serious transgressions of sponsors’ policies as well as of any investigations related to sponsored research, and that sponsors may take action independent of the University.
DISCRIMINATION AND HARASSMENT

It is unlawful, contrary to Harvard University’s policy, and clearly in violation of the Resolution on Rights and Responsibilities to discriminate on the basis of race, color, sex, sexual orientation, religion, age, national or ethnic origin, political beliefs, veteran status, or disability unrelated to job or course of study requirements. The Faculty Council condemns all forms of discrimination or harassment, whether subtle or overt, and asserts that all members of the University community should join in assuring that all students are accorded the dignity and respect called for in the Resolution.

Students who believe they may be victims of any form of discrimination or harassment have recourse to grievance procedures developed by the Faculty of Arts and Sciences. These procedures, which are consonant with public law and the Resolution on Rights and Responsibilities, are summarized on the following pages.

- Complaints of Discrimination

A student should first seek a resolution of a matter involving discrimination or affirmative action through an appropriate officer, such as a department chair, advisor, director of graduate studies, director of the Accessible Education Office, or the dean for student affairs. If the matter is not satisfactorily resolved by informal methods, the student may lodge a formal complaint with the dean of the Graduate School. Depending on the circumstances, the dean may appoint a special committee to resolve the problem or may refer it to the appropriate agency or office for resolution.

If the matter cannot be satisfactorily resolved through these channels, either the student or the dean of the Graduate School may refer it to the dean of the Faculty of Arts and Sciences for final resolution. The disposition of the dean of the faculty will be final. Students ordinarily are expected to exhaust institutional grievance procedures before seeking redress under public law.

- Sexual and Gender-Based Harassment

The Faculty of Arts and Sciences has recently adopted new policies and procedures related to sexual and gender-based harassment (including sexual assault).

GSAS is committed to fostering a learning community that is inclusive and supportive of everyone and we intend to promote an educational and work environment in which no member of the community is excluded from participation in, denied the benefits of, or subjected to discrimination in any University program or activity on the basis of sex, sexual orientation, or gender identity.

Should you have questions about the policy and procedures or have sexual or gender-based harassment issues or concerns you would like to discuss, you can feel free to contact the following GSAS staff members who are also trained Title IX coordinators:

Jackie Yun, Director of Student Services, Dudley House B-2, 617-495-5005, jyun@fas.harvard.edu
Seth Avakian, Program Officer for Title IX and Professional Conduct, 414A University Hall, Cambridge, MA 02138, 617-495-9583 avakian@fas.harvard.edu
GSAS students with concerns about sexual or gender-based harassment may also visit Office for Sexual and Gender-Based Dispute Resolution (ODR) to request information or advice, including whether certain conduct may violate the Policy; seek informal resolution; or file a formal complaint.

Office for Sexual and Gender-Based Dispute Resolution
Smith Campus Center, Suite 935
1350 Massachusetts Avenue
Cambridge, MA 02138
Phone: 617-495-3786
odr@harvard.edu

• Racial Harassment

The Graduate School seeks to maintain an instructional and work environment free from racial harassment. The Graduate School defines racial harassment as actions on the part of an individual or group that demean or abuse another individual or group because of racial or ethnic background. Such actions may include but are not restricted to using racial epithets, making racially derogatory remarks, and using racial stereotypes. Any member of the Graduate School community who believes that he or she has been harassed on account of race is encouraged to bring the matter to the attention of the dean for student affairs. The director of student services also serves as a resource in these types of cases.

The procedures for dealing with incidents of racial harassment fall into two categories: informal resolution and formal complaint. The complainant will ordinarily be given the choice of formal or informal procedures. In certain circumstances, however, where the harassing behavior has become a matter of public information and concern, it may be necessary to use formal procedures of investigation and resolution. Cases of alleged harassment by graduate students will be adjudicated by the Administrative Board of the Graduate School or by the Student-Faculty Judicial Board.

The Graduate School’s investigation and adjudication process is designed to be careful and fair. No person will be reprimanded or discriminated against in any way for initiating an inquiry or complaint in good faith. The rights of any person against whom a complaint is lodged will be protected.
ABBREVIATIONS & USEFUL URL’S

BBS: PH.D. PROGRAM IN BIOLOGICAL AND BIOMEDICAL SCIENCES
Offered via the Graduate School of Arts & Sciences (GSAS) and located at Harvard Medical School.
http://www.hms.harvard.edu/dms/bbs/

DMS: DIVISION OF MEDICAL SCIENCES
http://www.hms.harvard.edu/dms/index.html

BBS CURRICULUM AND COURSE REQUIREMENTS
http://www.hms.harvard.edu/dms/bbs/current/curriculum.html

BBS ACADEMIC FORMS
http://www.hms.harvard.edu/dms/bbs/resources/forms.html

GSAS HOME PAGE
http://www.gsas.harvard.edu/

HARVARD MEDICAL SCHOOL HOME PAGE
https://hms.harvard.edu/

FAS / GRADUATE SCHOOL OF ARTS & SCIENCES REGISTRAR’S OFFICE HOME PAGE
http://www.registrar.fas.harvard.edu/

GSAS PEOPLE AND ADMINISTRATIVE OFFICES
http://www.gsas.harvard.edu/dean_and_administration/gsas_people_and_administrative_offices.php

ACADEMIC LIFE
http://www.gsas.harvard.edu/current_students/academic_life.php

GSAS FORMS
http://www.gsas.harvard.edu/gsas_forms/gsas_forms.php

GSAS ACADEMIC CALENDAR
HTTP://WWW.GSAS.HARVARD.EDU/ACADEMICCALENDAR/IMPORTANTDATES.PHP

HARVARD INTEGRATED LIFE SCIENCES (HILS)
http://www.gsa.harvard.edu/hils/

STUDENT INFORMATION SYSTEM
MY.HARVARD.EDU

GSAS PUBLICATIONS
http://www.gsas.harvard.edu/publications/publications.php

GRADUATE GUIDE TO GRANTS
http://www.gsa.harvard.edu/current_students/the_graduate_guide_to_grants.php

GRANTS NET
http://sciencecareers.sciencemag.org/funding
GSAS HANDBOOK
http://www.gsas.harvard.edu/gsas_handbook.php

SCHOLARLY PURSUITS: A GUIDE TO PROFESSIONAL DEVELOPMENT DURING THE GRADUATE YEARS
http://www.gsas.harvard.edu/current_students/scholarly_pursuits.php

HARVARD GRADUATE STUDENT COUNCIL
http://www.gsc.fas.harvard.edu/icb/icb.do

HARVARD CATALYST - CLINICAL AND TRANSLATIONAL SCIENCE CENTER (CTSC)
http://catalyst.harvard.edu/

HARVARD SCIENCE AND ENGINEERING NEWS
http://harvardscience.harvard.edu/

STUDENT LIFE
http://www.gsas.harvard.edu/current_students/student_life.php

HARVARD UNIVERSITY HEALTH SERVICES
http://huhs.harvard.edu/Home.aspx

SMOOTH TRANSITIONS: THE MINORITY STUDENT HANDBOOK
http://www.gsas.harvard.edu/publications/smooth_transitions_the_minority_student_handbook.php

RESPONDING TO SEXUAL HARASSMENT AND ASSAULT
http://www.gsas.harvard.edu/current_students/sexual_harassment_guidelines_and_procedures.php

WHAT TO DO IF YOU NEED HELP
http://www.gsas.harvard.edu/current_students/what_to_do_if_you_need_help.php

HARVARD UNIVERSITY INFORMATION TECHNOLOGY
http://huit.harvard.edu/

HARVARD CAMBRIDGE MAP
http://www.map.harvard.edu/

LONGWOOD MEDICAL AREA MAP
http://hms.harvard.edu/sites/default/files/assets/Sites/Parking/files/HvdCampusMap.pdf

MYIDP – SCIENCE CAREERS
http://myidp.sciencecareers.org/