



Teaching in the Consortium: A handbook for faculty

Graduate Consortium in Women's Studies at MIT

enrolling students from Boston College, Boston University, Brandeis University, Harvard University, Massachusetts Institute of Technology, Northeastern University, Simmons College, Tufts University, and UMass Boston

Welcome

We welcome you to teaching in the Graduate Consortium in Women's Studies (GCWS) located at the Massachusetts Institute of Technology. We want your experience to be enjoyable, challenging, and one of great intellectual and professional development. This book is designed to answer the questions most frequently asked by faculty about GCWS policies and procedures. Members of the GCWS Board of Directors are also happy to discuss your questions or concerns.

2012-2013 GCWS Board of Directors*

Boston College: Kalpana Rahita Seshadri, English, *2012-2013 Co-Chair*
Boston University: Carrie Preston, Women's Studies and English
Brandeis University: Harleen Singh, English
Harvard University: Robin Bernstein, Women, Gender, and Sexuality and History and Literature
Northeastern University: Carla Kaplan, English
Massachusetts Institute of Technology: Elizabeth Wood, History and Foreign Languages & Literatures, *2012-2013 Co-Chair*
Simmons College: Jo Trigilio, Philosophy and Gender/Cultural Studies
Tufts University: Christina Sharpe, English
UMass Boston: Elora Chowdhury, Women's Studies

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Open Tuesdays – Fridays, 9:30 AM – 6:30 PM

By phone: 617.324.2085

Via email: gcws@mit.edu, Andi Sutton, GCWS Program Manager, at
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Visit our website at <http://web.mit.edu/gcws/>

*The Board of Directors representatives from each school changes yearly. Contact the GCWS in August to find out more information.

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2012-2013 Academic Calendar

July, 2011	GCWS office closed
Wednesday, Aug. 1	GCWS office opens
Friday, Aug. 24th	GCWS Fall course applications due
Monday, Sept. 3	Labor Day, GCWS office closed
Tuesday, Sept. 4	First day of classes
October 15th	Final Deadline for Consortium Registration (all forms due)
Week of Oct. 15 th	Mid-Term Evaluations for Fall Seminars
October 17 th	Last Day to Withdraw (submit a written request)
Monday, Nov. 12th	Veterans Day, No Class/GCWS office closed
Th./Fri. Nov. 22-23	Thanksgiving Holidays, No Class/GCWS office closed
First week of December	Last week of classes for GCWS fall seminars
Tuesday, Dec. 18th	Grades due for GCWS courses, No exceptions
Friday, Jan. 4	Spring student application deadline (priority)
Monday, Jan. 6	GCWS office opens
Week of Jan. 28th	Spring Seminars Begin
Mon. Feb. 18 th	President's Day, No Class/GCWS office closed
Tues. Feb. 19 th	Monday classes on Tuesdays at MIT
	*Conflict with Tuesday GCWS seminars
	Final Deadline for Consortium Registration (all forms due)
	Spring Break - varies, check with instructors
Week of Mar. 11th	Mid-Term Evaluations for Spring Classes
Mon. Mar. 11th	Last Day to Withdraw (submit written request)
Week of Mar. 25 th	MIT Spring Vacation – No Classes
Mon./Tues. April 15 th – 16 th	Patriot's Day – No Classes/GCWS office closed
Week of May 6th	Last Seminar Meetings / Evaluation Period
Friday, May 17th	Grades Due: Submit to GCWS Staff/ NO EXCEPTIONS

Graduate Consortium in Women's Studies Mission

MISSION STATEMENT*

The Graduate Consortium in Women's Studies at the Massachusetts Institute of Technology brings together feminist scholars and teachers at nine Boston area institutions devoted to graduate teaching and research in women's studies and to advancing interdisciplinary women's studies scholarship.

Our mission is to advance the field of Women's Studies. For the twenty-first century, Women's Studies needs to develop new scholarship and theory across disciplines and the integration of theory and practice as well as pedagogical innovations. A new Women's Studies agenda must address the shifting global context of women's social and economic lives, the effects of poverty and war, the implications of technology and a deteriorating environment, and the interconnected dynamics of gender and power across cultures.

In pursuit of this mission, the Graduate Consortium in Women's Studies—

- provides graduate courses;
- promotes faculty development;
- builds intellectual community;
- offers a model of institutional change.

**This mission statement is a revision adopted at the May 2008 GCWS Board Retreat. It is a modification of the mission statement featured in the 1997-2002 GCWS Strategic Plan that also included changes that recognized the move to MIT in 2005 and addition of three new member institutions in 2005 and 2006.*

Implementing the Graduate Consortium's Mission

The Consortium provides a **unique model of graduate education** designed to train a new generation of feminist scholars and teachers. In keeping with the interdisciplinarity of women's studies, the Consortium offers interdisciplinary, team-taught seminars to students matriculated in participating graduate programs. The seminars reflect the important conceptual and theoretical innovations in the field that can result from cross-disciplinary collaboration. Faculty explicitly integrate analyses of class, race, culture, ethnicity, and sexualities and consider the practical implications of feminist theory. Courses are designed not only to examine existing feminist scholarship, but to open paths to the creation of new knowledge. Graduate courses also provide crucial intellectual support for students pursuing feminist work within the framework of the traditional disciplines.

Faculty development is central to the Graduate Consortium's work. The Consortium convenes regional faculty at workshops and forums in which participants forge intellectual connections across institutional and disciplinary boundaries. In addition, curriculum development programs provide opportunities for faculty to form GCWS teaching teams. In developing and teaching courses, these faculty teams interrogate disciplinary approaches and understandings, explore interdisciplinary questions, and evaluate and put into practice new forms of pedagogy. Faculty then bring these insights to bear on both individual and collaborative research and teaching in their home institutions. In addition to curriculum development programs, faculty serving on a rotating basis on the Board of Directors gain valuable experience in program and curriculum design and evaluation, administrative cooperation and feminist participatory leadership.

The Consortium fosters **intellectual community** through its course offerings, workshops, and sponsored events. Junior and senior faculty and graduate students interested in women's studies often are isolated in their home institutions, where there may be few relevant courses offered regularly, or where few faculty may be conducting research on gender. The Consortium offers these scholars a lifeline—a stimulating and supportive environment that encourages intellectual risk-taking. Through Consortium participation, graduate students may tap interested faculty for dissertation committees or forge ties with scholars at other institutions for conference panels and collaborative research. The Consortium is a model for regional intellectual collaboration among institutions, making synergistic use of disparate resources to advance women's studies graduate education and research. Beginning with core courses on feminist research methods, to a gender studies-focused dissertation workshop, to student, junior and senior faculty networking and professional development events, the Consortium supports feminist intellectuals at all stages of their career.

The Consortium also stands as a **model for institutional development and change**. By its model of representative and consensual governance, it demonstrates a successful sharing of resources and faculty in the creation of a multi-institutional, as well as interdisciplinary, community of scholars. In the Consortium, students and faculty move beyond the struggles for legitimacy and inclusion as scholars and teachers to the work of advancing feminist scholarship. By convening scholars from different disciplines and different institutions, the Consortium offers both graduate students and faculty more intellectual collaboration than most individual institutions can. Consortium participants contribute what they've learned to their own institutions and can find in the Graduate Consortium in Women's Studies support for their progress toward promotion and tenure. Both

scholars and graduate students apply new interdisciplinary understandings to their research and teaching, multiplying the Consortium's impact through their pedagogy and publications.

History

The GCWS was founded in 1992 by feminist faculty from six Boston-area doctoral-degree-granting institutions, with the cooperation of President Linda Wilson at Radcliffe College. Current participating institutions are Boston College, Boston University, Brandeis University, Harvard University, the Massachusetts Institute of Technology, Northeastern University, Simmons College, Tufts University, and UMass Boston. These institutions have endorsed the consortial operation and have agreed in principle for their faculty and students to participate, including mechanisms for credit transfer at most institutions.

The Consortium offered its first seminar in spring 1993. Since then, it has offered many different seminars to over 400 graduate students from all the participating institutions. In 1996 (the third year of operation), a team of prominent women's studies faculty evaluated the Consortium program, deeming it "an outstanding enterprise and a truly unique inter-institutional experiment." Participating institutions signed a 5-year Memoranda of Agreement in 1993, 1998, 2003, and 2005. The first Memorandum was initiated in 1993, in effect until 1998. The GCWS expanded its membership in 2004 to include Simmons College and the University of Massachusetts Boston. In 2005 the Consortium moved to its current institutional home, MIT, and Boston University became the ninth member institution in 2006.

Students

Students are enrolled in graduate degree programs at participating institutions and apply through a separate process to participate in GCWS seminars. Students are selected by faculty teams under the advice of the GCWS staff and Board. Students come from a range of disciplines and may be first-year Masters candidates to ABD. Undergraduate students with appropriate preparation related to a course may also apply and are admitted at the discretion of the instructor team.

Information for Faculty: Practical Expectations

Practical Expectations

The GCWS team-taught, interdisciplinary classroom entails the following expectations of faculty:

- Courses meet for 13 weekly 3-hour sessions. Often faculty teams add 1 to 2 weeks to their course syllabus for student presentations.
- All faculty will be present and participate in every class session.
- Faculty will discuss how they will share teaching duties ahead of time.
- We encourage faculty to be available outside of class time and hold office hours at MIT if possible. The GCWS staff will help arrange space and logistics.
- Faculty are asked to allow time for a mid-semester and end of semester evaluation.
- Faculty are asked to provide comments on the course and teaching experience for the Board of Directors to review.

Information for Faculty: Practical Expectations

Suggestions and questions for teaching teams

Meetings at the time of syllabus preparation:

- a. Note differences in work styles and approaches
- b. Explore commitment to reading each other's materials
- c. Note the importance of respect for each other at all stages of the process
- d. Consider the value of adding discussion questions for the students in the syllabus

Class meetings:

- a. Who will lead off the discussion?
- b. Will discussion leadership be shared each week, or will one person play the lead role at any given moment?

What to do about differences in pedagogy and style?

- a. Structured vs. open-ended discussion styles
- b. Close reading vs. wide-ranging text analysis
- c. Setting goals for students vs. letting students make their own discoveries

Dealing with differences in discipline

- a. The crucial importance of respect and not criticizing each other's disciplines, both in the preparation phase and in the classroom
- b. What about differences in perspective? Trying to think in advance about differences as teachable moments, as something positive to model for students

Meetings before class and/or after it

- a. Helpful way to come up with an agenda, structure discussion, and questions for students
- b. Reflects the importance of personal contact between teaching teams

Office hours

- a. Consider whether to have shared or separate office hours with students

Will you divide up students in terms of mentoring or will each of you mentor all students?

Grading

- a. How will you share the grading itself, and whether to reach each other's comments to students?

- b. Do you have a strong philosophy about grading? What is your sense of what goes in to each grade? What would you do as a team if you disagreed about a grade?

Reminder about the mid-term evaluations and the possibility for mid-course correction

- a. All courses have mid-semester and final evaluations. You should consider having a discussion with students about the mid-semester evaluations to explore changes if needed
- b. Mentorship is available from the GCWS curriculum committee and Board throughout, and each year we appoint one Board member as a faculty mentor who is available for feedback, support, or brainstorming as needed.

Administrative support

- a. How will you share in course correspondence with the GCWS office throughout? Is one team member a point person? Do you share responsibilities?
- b. How will you collect reading materials before the start of the semester? Who is point person for which readings and how will you get them to Andi (PDFs? Mail? Separately or together?)

Information for Faculty: Compensation

Compensation

On-load or Overload

Faculty may be compensated for course preparation, teaching, advising, and duties related to developing and offering the course in one of two ways:

1. On-load: This means that faculty teach a GCWS course as part of their regular teaching load. GCWS courses offer graduate students the opportunity to study with accomplished faculty at other member institutions in a classroom with students from other institutions and in different and/or related fields. Faculty teaching such a course are contributing a new and innovative addition to the curriculum of their department and institution. Please note the name of your department's chair or person to contact regarding release time on your faculty agreement letter.
2. Overload: This means that faculty teach a GCWS course as an addition to their regular teaching load and receive a stipend of \$7500.00. All income taxes and the employee's contribution to FICA will be withheld, pursuant to federal and state regulations. **MIT contributes the employer's share of Social Security (FICA) and pays fringe benefits for Workers' Compensation and Unemployment Compensation.** Faculty members are hired as Temporary Lecturers by MIT for the duration of their teaching. Payment will be submitted monthly in the form of direct deposit. The GCWS staff **initiates the hire process with instructors, and the MIT comptroller issues monthly payments during the semester.** Retro pay will occur if hire forms are submitted after the start of the semester.
3. Of these two options, we prefer to have faculty teach on-load. We have a limited number of stipends available for faculty who cannot teach on-load. Please be in contact with the GCWS throughout on the subject of compensation.

Payroll Forms

Each faculty member who is receiving a stipend must complete the following forms to be listed on payroll:

- (A) MIT Temporary Appointment Form
- (B) Federal Employment Eligibility Verification Form (I-9 Form)
- (C) W-4 Form
- (D) Massachusetts Employee Withholding Form
- (E) MIT Direct Deposit Form

Note: Instructors cannot be paid until all of the above forms are completed and on file in the GCWS office. Returning instructors enrolled on the payroll may need to complete the above forms.

To complete the Federal Employment Eligibility Verification Form (I-9), instructors must show original documents that establish identity and employment eligibility. These documents include a U.S. passport (valid or expired) or a driver's license and a social security card. Faculty must also provide a blank check or deposit slip along with the completed Direct Deposit Form. A complete listing of acceptable documents appears on all forms and the GCWS staff can answer any questions you might have.

Instructors on MIT Payroll

MIT-affiliated instructors who have not been granted release time or made other arrangements with their departments will be paid by "Extra Compensation," which requires a larger percentage of employee benefits deducted. Extra comp. is added to your regular MIT paycheck. Please tell the GCWS staff if you are on any MIT Payroll already, and please provide your MIT I.D. number and Department Administrator's name and phone number.

Please address any other questions concerning your salary or the payment process to the GCWS staff. **Do not call the MIT Payroll Office.**

Information for Faculty: Logistics and Course Preparation

Course Development Timeline

In order for a course syllabus to be approved by February of the year before the course will be taught, course proposals should be submitted as early as possible and no later than April 15th one year prior to the start of the course. Contact the GCWS for the current timeline. Once submitted, the GCWS Curriculum Committee reviews the proposal and if it is approved the team is invited to develop a syllabus, the first draft of which is submitted to the full Board of Directors for discussion. Teams receive comments and suggestions from the Board for revising the syllabus as they work together on the final draft. Teams submit this final draft to the Board and attend an in-person discussion at a Board meeting. This discussion is an opportunity for members of the GCWS and the team to share ideas and questions as part of the uniquely collaborative course development and syllabus review process. The course is not officially approved until all steps are complete. The goal is to support the dynamic interdisciplinary thinking which is the mission of GCWS courses by offering the resources of faculty peers to teaching teams.

Because every course offered through the Consortium is in some sense experimental, we utilize this innovative course development process that may be new to you. The faculty who have taught in the Consortium find this to be an exciting form of intellectual collaboration, well worth the extra energy and time.

See Appendix A for a more specific course development timeline.

Course Development Mini-grants

As resources permit, small course development grants for approved teams are available by application to support collaboration, guest speakers, or other course enhancement. All such expenses have to be authorized. Contact the GCWS for a Course Development Mini-grant form.

Course Evaluations

At the seventh week of classes, faculty are asked to distribute a short mid-term evaluation to students. The GCWS staff will provide a general form, or faculty may suggest other questions or forms. The purpose of this evaluation is to formally check-in with students to see that pedagogy, content, and structure of the course are working. The GCWS staff will collect these evaluations and compile the student responses; the instructors receive clean, anonymous typed copies and evaluations will be shared with the GCWS curriculum committee. Faculty are asked to review the compilation and discuss any issues with the class.

At the last class meeting, students complete course evaluation forms, which become part of the Consortium's files. The GCWS staff distributes evaluation forms at the beginning of class (please allow approximately 20 minutes). Instructors must leave the classroom while students are completing the form. Copies of these evaluations are sent to instructors after students' grades and final papers have been submitted to the GCWS office. Faculty are also provided with a self-evaluation form. They are to complete the form during class time. In the process we have developed for faculty self-evaluation, we give you an opportunity to add to your self-evaluation after you've read the student evaluations. The GCWS staff will send you a copy of your original evaluation and

ask if you'd like to add to or change your self-evaluation. These evaluations are for the use of GCWS Board and faculty, only and provide helpful input on how the course development and teaching process went, what the impact of the teaching experience was, and how the board can support faculty during their teaching experience.

Please see the schedules and forms in the Appendices for course materials preparations that require the support of the GCWS staff.

Course Syllabus and Distribution

The course syllabus should consist of the following elements:

- course title and faculty contact information
- course requirements
- goals and objectives of the course
- grading criteria and methodology
- week-by-week schedule of required readings and assignments
- when possible, weekly discipline-based and interdisciplinary questions

The syllabus represents formal agreement among the GCWS, the instructors, and the student. Instructors are required to review the syllabus with students at the start of the course. Any changes to be made after the course has begun should be made clear to all students.

When preparing a syllabus, instructors should consider these official documents of record regarding all classroom activities and policies. A copy of the syllabus should be submitted to the GCWS staff well before the beginning of class so that it can be made available to all students before classes begin and posted on the GCWS website. Prospective students rely on the detailed information included in the syllabus when making decisions about registering. Students may also contact instructors prior to registration as part of their decision-making process; therefore, the GCWS website will contain links to instructor's e-mail.

Although copies of the syllabus will be mailed to students with their registration materials, you should also bring several copies of the syllabus to the first class meeting.

Library Privileges

Neither students nor faculty receive MIT library privileges when participating in GCWS courses. In unusual circumstances, the GCWS staff may be able to acquire materials using her personal library card. See student information sheet for more information. GCWS may arrange for library access for GCWS faculty and staff on special occasions.

Course Materials

Faculty should work with resources and staff at their home universities to produce the master copy of the course packet. In special cases where university support is not available, GCWS staff may be able to assist. The full course packet must be printed single sided, unstapled, and assembled in order per the course syllabus, and must be submitted to the GCWS staff 3 weeks prior to the start of the course in order for the course pack to be scanned. The GCWS staff will set up a Stellar web site service and will upload course readings, manage the schedule, and provide support for email list distribution.

Reserve Course Materials

Due to the burden reserve processing places on library staffs, the GCWS does not place materials on reserve at university libraries, although individual instructors may choose to put materials for a GCWS course on reserve at their home institutions. GCWS staff will have a copy of all required texts available at the GCWS office for use by students and faculty. Texts may be signed out but must be returned in the same day. The GCWS office is located on MIT campus in building 16 room 287.

Textbook Orders

The GCWS will place your textbook order with the MIT Bookstore in Cambridge and will attempt to order desk copies for faculty teams. Faculty are responsible for providing the GCWS staff with a finalized book list *at least three months* before the first class meeting. This booklist should specify which edition of each title you require.

Audio-Visual/Video Equipment

Slide projectors, film sound projectors, overhead projectors, and TV/VCR machines and other equipment (such as lite-pro, laptop) will be made available whenever possible. Most rooms are equipped with DVD players, projectors, and sound equipment. If additional equipment is necessary, contact Andi Sutton to reserve it at least two weeks in advance. Last-minute requests for equipment are almost impossible to accommodate, particularly if the requests are made in the same day or the day before.

Parking

The following public parking facilities are in the MIT area and may be used by visitors that do not have an MIT parking permit: Mass Ave and Vassar St. Lot 139; Four Cambridge Ctr (Entrance on Ames St. or Broadway); 10 Cambridge Center; University Park Green and Sidney Sts. Prices range from \$9.00-\$18.00 per day. Metered parking is also available on several streets around MIT campus but spaces are limited during the academic year. Meters are enforced so be sure to have plenty of quarters on hand. GCWS is not able to reimburse parking tickets.

Parking is available in the Hayward Lot, located off of Main St. along Hayward St. between Main and Amherst St. in Kendall Square. This lot is closest to the GCWS office and several of the seminar classrooms. Parking is available in that lot at \$10 per day, though it is free after 3:30 PM on weekdays and all day on weekends. If you will be parking there before 3:30 on weekdays, please notify the GCWS coordinator to purchase a pass in advance.

Cancellation of Courses

The Graduate Consortium reserves the right to cancel any course in which the registration falls below a reasonable minimum for an effective seminar class. Instructors are notified of cancellations as soon as possible after the application deadline.

Cancellation and Rescheduling of Class Due to Weather or Instructor Illness

The GCWS staff considers the following factors to decide if classes will be canceled due to inclement weather:

- the severity of the weather
- the conditions of major highways and public transportation
- whether there is a snow emergency or parking ban in Cambridge

- advice of the faculty teaching that course
- whether other universities have canceled classes

If a class is canceled, the GCWS staff and faculty will make every attempt to contact every student in the course as early as possible, primarily by phone. Email messages via the class listserv and a voice mail greeting on the main GCWS number will also be sent when possible.

Every effort must be made to make up canceled classes. Instructors may choose an alternate or extra date, in consultation with the students and GCWS staff, or in some cases may extend the semester or make other changes in the schedule to offset a cancellation. You must contact the GCWS staff before you make these changes and announce them to your students.

If an instructor is ill, **please call your teaching team and the GCWS office immediately.** When there is one or more instructor able to teach the class, the class will not be canceled or rescheduled, except in unusual circumstances.

Requests for Additional Expenses (Guest Lecturers, Special Equipment)

Please fill out the Request for Course Development Mini-Grant form included in this document. (Appendix B)

Field Trips

It is important to notify the GCWS office of all field trip plans (time, place, transportation) since students rely on the staff for this information if they missed the announcement in class. It is also recommended that you announce field trips to your class at least two class sessions in advance.

Instructor Availability and Office Hours

Please make an announcement at the first class clarifying your availability with students, and supply a phone number, fax, and/or email address in the syllabus. The GCWS office provides students with instructors' home and office numbers on request unless you advise the office otherwise.

GCWS faculty normally use periods before and after class as "office hours." Many also meet with students at their own university offices. Please contact Andi Sutton to secure meeting times at the GCWS office or explore other space options on MIT campus.

Staff Support

The GCWS makes every effort to make your teaching experience go as smoothly as possible. Your cooperation with advanced preparation and deadlines is appreciated. The GCWS does not have resources to provide extensive clerical support to faculty. However, limited support directly related to the course (mainly as outlined in this handbook) may be available, at the discretion of the GCWS staff and in consultation with the GCWS Board. Instructors are encouraged to make use of support staff available at their home department or institution.

Preparation of course materials is the responsibility of the instructors. **Faculty should work with resources and staff at their home universities to produce the master copy of the course packet.** In special cases where university support is not available, GCWS staff may be able to assist. The full course packet must be printed single sided, unstapled, and assembled in order per the course syllabus, and must be submitted to the GCWS staff 3 weeks prior to the start of the course in order

for the course pack to be scanned. The GCWS staff will set up a Stellar web site service and will upload course readings, manage the schedule, and provide support for email list distribution.

See above for information about textbook ordering.

Information for Students: Policies and Procedures

Student Course Application Process

The GCWS course application form is available at <http://mit.edu/gcws/>, or by mail upon request.

Teaching teams review applications in consultation with the GCWS Coordinator, considering disciplinary and institutional mix, background in women's studies or the course topic, and the difference the course would make in the student's progress toward the degree. Students come from a range of disciplines and may be first-year Masters candidates to ABD. Undergraduate students with appropriate preparation related to a course may also apply and are admitted at the discretion of the instructor team.

Once admitted, students are asked to register using the GCWS registration form and any necessary cross-registration forms. See Cross-Registration procedures printed in this handbook (Appendix C, p. 25). All students are given the course syllabus, cross-registration procedures, academic policies, and student information sheet when they receive their letter of acceptance.

Class Lists

At the first session, the GCWS staff provides a preliminary list of the names of students registered in your course. Copies are provided for all participants to encourage ongoing communication and collaboration. Final class lists including student names, addresses, and phone numbers are given to instructors at the second class meeting. *Please inform the GCWS staff if any student has not been present at both the first and second class meeting.*

The GCWS staff will establish and maintain an e-mail list for faculty and students in your class. In addition, there is an online bulletin board available on the course web site where students can post work or engage in class discussion. You are encouraged to make use these or other electronic resources you have available to assist you in creating a dynamic and productive learning community.

Academic Credit

The Memorandum of Agreement between the Consortium and its Member Institutions enables students to receive graduate credit (usually 4 units) for successful completion of Consortium courses. Nevertheless, all students should discuss their decision to seek credit for their course participation with their academic advisor prior to registration. Because details of the credit arrangement vary among institutions, students expecting to receive credit from their home institution by transfer or other mechanism must obtain approval and signatures verifying this on their Consortium registration forms. The Graduate Consortium maintains an academic record for every student enrolled in a seminar.

Student Attendance and Participation

Student attendance and participation are essential to the life of a seminar. It is the student's responsibility to attend all classes and participate fully. A student's class participation and attendance should carry significant weight in considering final grades.

Withdrawal

Written requests for withdrawal must be submitted to the GCWS staff after the seminar has begun and before the eighth week of the course. Ceasing to attend class does not constitute official

withdrawal from a course. Notification submitted solely to the instructors is insufficient. WD on the transcript and grade report designates that a student has officially withdrawn from a seminar. Failure to provide written notification to the GCWS staff will result in the grade of F.

Grades and Feedback on Student Work

Instructors may assess student performance on the basis of the completion and/or quality of assigned papers, presentations, and/or examinations, class participation, and attendance. *Due to the interdisciplinary imperative of Consortium courses, it is crucial that expectations placed on students and grading criteria be transparent and unambiguous to students. To ensure that students understand the criteria upon which their grades are calculated, instructors should clearly delineate the course requirements at the first class meeting and on the syllabus.*

It is *strongly* suggested that a paper or other student work is assigned to be handed in early on in the course. This enables students to acclimate to the instructors' grading styles and expectations well in advance of the final paper or project.

Students may choose to be graded by letter grade or "Pass/No Credit" option. The grading option is chosen and designated on the Consortium registration form. Auditors are rarely allowed in Consortium seminars, and only on a space available basis.

Possible grades are as follows:

- Letter Grades: A, A-, B+, B, B-, C+, C, and F. There are no grades A+, C- or D.
- Pass/No Credit: P, NC.
- Incomplete: INC.

Because of the time-limited appointments of Consortium faculty, Incompletes are strongly discouraged. Incompletes can only be granted in exceptional cases and with the consent of all instructors of the course. Students and instructors should agree on a due date for outstanding work (e.g., no more than 2 weeks after the original due date) and inform the GCWS staff of this arrangement in writing, including signatures of student and instructors. Instructors' option not to accept incompletes will be upheld if this policy is stated on the course syllabus.

Final Grade Sheets

The GCWS staff will accept grade submissions via email. Instructors must enter a grade for every student enrolled in the course; the staff cannot accept incomplete grade sheets or assign grades. Grades cannot be taken from instructors by telephone; all grades must be submitted in writing (in ink) or via email. Completed grades are due to the GCWS staff by the grade deadline set on the academic calendar. The GCWS staff then mails grade reports to students and produces transcripts and sends transfer grades to home institutions.

Grade Reports

Grade reports will be sent to all students after the close of the course and to the home institutions of only those students who have indicated on the registration form that they have arranged to receive credit for this course in their home institutions. An official copy of the grade report will be sent to the appropriate official (registrar or sponsoring faculty), along with copies of any cross-registration or other forms required by the home institution to facilitate credit transfer. Transcripts are only official if they bear the signature of the GCWS staff and the MIT Seal.

Academic Integrity

Students in the GCWS are expected to maintain high standards of academic integrity and to follow all standards of their home institutions and professional graduate student ethics.

Any instructor who has questions concerning the academic integrity of a student's work should bring this to the attention of the GCWS Board Co-chairs.

General Information: MIT Policies

Summary of MIT Policy on Harassment

MIT is committed to principles of equal opportunity and nondiscrimination and to maintaining an atmosphere free from personal abuse and violence. It is unacceptable for any member of the MIT community to engage in acts of harassment. These include, but are not limited to, harassment based on characteristics such as race, color, sex, sexual orientation, religious belief, creed, age, national origin, veteran status, or disability status. Any staff, student, or fellow who believes she or he has been harassed, or who wants additional information regarding MIT's Policy on Harassment, should contact Susan Mannett, Director of Human Resources for the MIT School of Humanities, Arts and Social Sciences, (617) 253-0889.

3.1.3 Policy Regarding the Use of Alcohol

MIT observes all laws and regulations governing the sale, purchase, and serving of alcoholic beverages by all members of its community and expects that these laws will be adhered to at all events associated with the Institute. This includes activities on the MIT campus, in MIT independent living groups, and at off-campus functions sponsored and supported by MIT or any of its affiliated groups.

The Institute does not intend through its guidelines or policies to restrict the responsible use of alcohol by members of the MIT community who are at or above the legal drinking age. Efforts, however, to observe existing laws and regulations in an environment in which the majority of the undergraduate student body is not of drinking age will almost certainly impose some constraints on those who are of age.

No alcoholic beverages may be served or consumed in any work area of the Institute at any time, except in Institute dining areas or at official Institute functions when expressly authorized by a member of the Faculty Council or the Administrative Council. All student events with alcohol must be registered through the Residence and Campus Activities Office. All non-student events with alcohol must be registered through the Conference Services Office.

Violations of this policy may be grounds for serious disciplinary action, up to and including discharge. (See Section 3.8, Institute Personal Assistance Program and Section 6.3, Termination for Poor Performance or Failure to Comply with Institute Policy.)

3.1.4 Policy Regarding A Drug-Free Workplace at M.I.T.

The unlawful use, manufacture, distribution, dispensation, sale, or possession of any illegal drug is prohibited in any work area of the Institute at any time. Violations of this policy may be grounds for serious disciplinary action, up to and including discharge. (See Section 6.3, Termination for Poor Performance or Failure to Comply with Institute Policy.)

The use of illegal drugs in the workplace can obviously affect the work of the drug user and it can also affect those who work or study with the drug user. Problems arising from drug abuse can be successfully handled in a majority of cases, provided they are recognized in the early stages and referral is made to the appropriate resource. The Institute's Personal Assistance Program, within the Social Work Service of the Medical Department, provides specialized counseling and referral services to individuals who abuse drugs or alcohol. A policy statement regarding this program can be found in Section 3.8 of this Manual. Individuals who are suffering from drug abuse are

encouraged to seek assistance from this program. All referrals and treatment records are strictly confidential. In instances where it is necessary, sick leave will be granted for inpatient treatment or rehabilitation on the same basis as it is for other health concerns.

The federal government requires that each employee directly engaged in the performance of work under a federal grant or contract must (a) be provided with a copy of a statement describing the employer's policy; and (b) be notified that, as a condition of employment on that grant or contract, the employee will abide by the terms of the policy and will notify the employer if he or she is convicted of any criminal drug statute violation in the workplace, no later than five days after such a conviction. All individuals subject to the federal requirements should report to their employer any conviction, and the employer, in turn, is required to notify the awarding federal agencies of any convictions. At MIT, notification will be made by the Office for Sponsored Programs. Department Heads and other supervisors, in consultation with the Personnel Department, will have the responsibility for any disciplinary action, or for requiring offenders to participate satisfactorily in an approved drug abuse treatment program, or both.

3.1.5 Campus Smoking Policy

Smoking is prohibited in all spaces of all MIT academic and service buildings located in Cambridge. Residential buildings are excluded. This policy is intended to be self-enforcing, and the cooperation of all members of the MIT community is expected. Violations of this policy may be grounds for serious disciplinary action, up to and including discharge. (See Section 6.3, Termination for Poor Performance or Failure to Comply with Institute Policy).

The October 1985 M.I.T. Smoking Policy will remain in effect in all non-Cambridge locations as follows:

In work situations where a non-smoker is made uncomfortable by a fellow worker's smoke, reasonable accommodation should be made to resolve the non-smoker's discomfort. It is hoped that such accommodation can be agreed to by those in the work location, with the help and guidance of the supervisor and, if necessary, the Human Resources Department.

In work situations where, after reasonable accommodations have been made, the non-smokers are still suffering discomfort from the effects of "passive smoke," it is Institute policy that the work area be declared a non-smoking area.

General Information: Campus Safety

Safety Precautions

Cambridge is a densely populated urban city with many of the social problems faced by any other city: random violence, violence against women, drugs, homelessness, etc. It is extremely important for you and for your students to remember that the MIT campus and nearby area are just as susceptible to these problems as any other area.

Therefore, in order to promote a secure environment, you and your students should follow these important safety guidelines.

- When leaving at night, walk in groups whenever possible; avoid wearing headphones.
- When out after dark, stay along well-traveled routes and in well-lighted areas.
- Walk aware...observe who and what is around you; avoid empty areas, overgrown bushes or any place you feel unsafe; cross the street or walk in the street if you are unsure about being followed.
- Respect your instincts when you feel unsafe - go into a store or other place if you feel you are being followed; call police 911 if you are followed; observe and report unusual events - you can call police to simply report a concern.
- Within the MIT campus, do not leave your belongings unattended. Discourage students from leaving purses or briefcases in the classrooms during breaks.

Appendix A: Timeline

GCWS Course Preparation Schedule for Faculty (approximate)

Statement of Interest Form (*Rolling deadline*)

This is the first step in the course development process and may be submitted by individual faculty members or faculty teams. It must be sent to the GCWS Coordinator or to gcws@mit.edu so that the course idea is on file.

Course Proposal (*On or before April 15th, at least 1.5 years before a course is scheduled*)

This must be created and submitted by complete faculty teams. Extensions to the deadline may be granted depending on the evolving course schedules and volume of proposal submissions. Proposals are reviewed by the Curriculum Committee and comments are returned to the faculty team.

Syllabus Draft 1 (*September or October following the April 15th proposal deadline*)

Once the Course Proposal is approved by the Curriculum Committee faculty prepare the first draft of the syllabus. It must be submitted to the GCWS Coordinator 2 weeks before the Board of Directors meeting in which it will be discussed. Contact the Coordinator for exact dates.

Syllabus Draft 2 (*November or December following the April 15th proposal deadline*)

After the first draft of the syllabus is approved and comments are sent to the faculty team, the team produces a second draft and attends a meeting with the GCWS Board of Directors. Ideally, all team members are present for this conversation. Pending Board of Directors' comments, the course is officially approved after this meeting.

Faculty Agreement Form and Faculty Handbook (*January following the April 15th proposal deadline*)

Faculty teams receive a Faculty Agreement Form and Faculty Handbook from the GCWS Coordinator. Team members must fill out and return the **signed** Agreement Form to the Coordinator, specifying the compensation option they will be using (on-load or overload) by February.

Course Description, Meeting Day and Time, and Faculty Bios (*January/February following the April 15th proposal deadline*)

Teams submit a final course description and bios and confirm a meeting day and time with the GCWS Coordinator. Normally, classes meet on Tuesdays – Fridays for three-hour periods between 5 and 9 PM depending on the instructors' schedules. After they're submitted, course dates, descriptions and bios will appear in course brochure, on the web site and in publicity materials.

Textbook Orders (*At least 2 months prior to the start of the course*)

Teams submit a complete list of course texts to the GCWS staff so that she can place an order with the MIT Coop Bookstore.

Desk Copy Orders (*At least 2 months prior to the start of the course*)

Desk copy orders may be done by GCWS staff *upon request*; if copies can be arranged, they will need to be picked up at the GCWS MIT office. The GCWS does not purchase office copies of textbooks or copies for faculty teams.

Course Development Mini-Grant Form (*At least 2 months before the start of the course*)

This form is the request for funds for guest lecturers or materials pertaining to course enhancement. *Please note that the budget for materials and honoraria is limited.* Forms are reviewed by the GCWS Finance Committee. Form may be submitted by post or email and should be sent to the GCWS Coordinator or gcws@mit.edu.

Final Syllabus *(At least 1 month prior to the start of the course)*

Your final syllabus should include full citations of all course materials, descriptions of course requirements and assignments, and weekly readings, questions, or themes keyed to dates. Please provide both hard copy and disk version, following general format of GCWS syllabi when possible. This version will be posted to the GCWS website.

Course Packet *(At least 1 month prior to the start of the course)*

Faculty should work with resources and staff at their home universities to produce the master copy of the course packet. Submit a complete copy of the course packet to the GCWS Coordinator with all materials printed on single-sided paper and bound with a paper clip.

Applications *(Fall semester: Late August; Spring semester: Early January. Contact the GCWS for specific dates.)*

Deadline for student course applications.

Faculty Orientation Meeting and Application Review and Selection *(Within 1 week of the course application deadline)*

A meeting between the faculty team and GCWS staff to discuss course logistics and review student applications.

Completed Payroll Forms and I-9 *(Within 1 week of the course application deadline)*

If teaching as an overload, the GCWS Coordinator will provide payroll forms for you to sign. Forms must be completed in person.

Faculty Welcome Dinner *(Early October the year your course is taught)*

A dinner gathering current teaching faculty, members of the GCWS Board of Directors and a veteran teaching team that provides the opportunity for feedback, idea and resource sharing.

Mid-term Evaluations *(6th week of class)*

The GCWS Coordinator attends the beginning of class. Teams are asked to provide 10 minutes for students to fill out the 5-question evaluation. A typed summary of student comments is provided to the faculty team. You are encouraged to discuss student comments in class the following week.

Final Student and Faculty Self-Evaluations *(Last day of class)*

The GCWS Coordinator attends the beginning of class. Teams are asked to provide 15 minutes for students to fill out the evaluation and are given a Faculty Self-Evaluation to fill out during this time. Final student evaluations and faculty self-evaluations contribute to our end-of-term evaluation discussion and help students and teams reflect on their experience. These are also useful to us assessing and reporting our activities, learning from the goings on in the classroom, and assisting us in future course development and collaboration with teaching teams.

Grades *(Within 1 week of the last day of class. Contact the GCWS for specific dates.)*

Faculty teams submit final grades to the GCWS Coordinator by email. Grades for all students must be received at this time.

Appendix B: Course Development Mini-Grant

Graduate Consortium in Women's Studies Course Development Mini-Grant Form

Faculty teams interested in applying for a grant for course development support such as research materials, films, or class speakers, or other materials to support course enhancement must fill out this form. The form will be reviewed by the GCWS Board of Directors Finance Committee. Grants will be awarded as resources permit. You will be notified as to the amount of funds available.

Course Name: _____ Term/Year: _____

Instructor team: _____

Amount of grant request: \$ _____

If course enhancement materials:

List of Materials:

Explain how the use of the materials will be used to enhance the course overall:

If guest lecturer:

Proposed Date of Guest:

Topic of Session:

Guest Name, Current Title, Affiliation:

Please explain how the guest's presence will enhance the course overall.

How will students prepare for and participate in the guest's visit?

Legal Name, Legal Mailing Address, Social Security Number, Phone number of Guest (*for payment purposes*):

Use a separate form for each guest lecturer. You may make copies of this form, or send similar information by e-mail.

PLEASE COMPLETE AND RETURN THIS FORM TO THE GCWS STAFF AT BEGINNING OF THE SEMESTER.

Email: gcws@mit.edu Mail: 16-287, MIT; 77 Mass Ave; Cambridge, MA 02139 Phone: (617) 324-2085

Appendix C: Cross-Registration Procedures

Students' Procedures for Cross-Registration and Credit Transfer at GCWS Member Institutions

The specific cross-registration procedures for each member institution are listed below. Click on your university's name below to find the procedures relevant to you.

MIT Course Numbers for GCWS Seminars

Workshop for Dissertation Writers in Women's and Gender Studies	WGS.600
Feminist Inquiry	WGS.615
Topic-based seminar 1 (contact GCWS for the specific course number)	WGS.640
Topic-based seminar 2 (contact GCWS for the specific course number)	WGS.645
Topic-based seminar 3 ((contact GCWS for the specific course number)	WGS.700

BOSTON COLLEGE

1. Consult with your graduate directors in advance regarding credit.
2. Final decision for credit at BC rests with the chairs of graduate committee in the student's department.
3. Complete BC cross-registration form, which requires signatures of relevant department and dean at BC and the GCWS registrar (Andi Sutton).
4. Complete the GCWS registration form, securing all signatures.
5. Copies of GCWS registration forms will be sent to the BC registrar by GCWS registrar.
6. After the close of the course, official MIT transcripts will be sent to the BC registrar for those students who will be seeking BC credit for the course.

BOSTON UNIVERSITY

1. With the approval of the faculty of his/her BU graduate program, a student may receive a grade and graduate credit for completing a GCWS course that has been established on the MIT inventory. That approval is signified by the BU official signatures on the forms (step 2, 3 below). An MIT twelve unit course is equivalent to a BU four-credit course.
2. The student should fill out a BU Cross Registration Petition (available on the Registrar's Office web site (www.bu.edu/reg)).
3. The student must also fill out the GCWS Student Registration form, securing all signatures as indicated (the Director of Women's Studies will sign for the 'Academic Dean' of school/faculty).
4. Copies of the GCWS registration form will be forwarded to the BU Cross Registration staff member in the Registrar's Office.
5. Once the course has been completed and graded, an official MIT transcript will be forwarded to BU. The grade and course title will be added to the BU transcript.
6. Standard BU tuition charges will apply; BU financial aid may be used for these courses.

BRANDEIS UNIVERSITY

1. Credits earned for GCWS seminars will count towards Brandeis program requirements provided the program in question approves.
2. Brandeis departmental signatures are required on a course enrollment card, on which the GCWS course should be listed. Students should pick up a Brandeis Graduate Cross-Registration GCWS Form at their registrar's office, complete it, and get signatures of Brandeis registrar and GCWS registrar (Andi Sutton). Brandeis deadline to add a class is Sept. 12.
3. Complete the GCWS registration form, including signatures of the Brandeis registrar and their departmental advisor/chair, which will indicate whether or not they can receive credit for the course at Brandeis.
4. Copies of GCWS registration forms will be sent to the Brandeis registrar by GCWS registrar.
5. After the close of the course, official MIT transcripts will be sent to the Brandeis registrar for those students who will be seeking Brandeis credit for the course.

HARVARD UNIVERSITY

There are specific directions below that pertain to the different Harvard colleges. For students who wish the course title and grade to show up on their transcript as an MIT course, they should follow the Harvard/MIT cross registration procedures:

Graduate students at Harvard University may cross-register into MIT and the Fletcher School at Tufts. Only GSAS students may cross-register into Brown University. Cross-registration into Episcopal Divinity School is open for most graduate students at Harvard, excluding HKS. Questions should be addressed to your Home School registrar. Note: the process for cross-registering into non-Harvard Schools is not the same as the process for cross-registering into Harvard schools. Please follow the instructions on the Non-Harvard Petition Form.

To cross-register into MIT, Fletcher School at Tufts, Episcopal Divinity School, or Brown University, please find the Petition Form at:

http://coursecatalog.harvard.edu/icb/icb.do?keyword=CourseCatalog&tabgroupid=icb.tabgroup104752#a_icb_pagecontent1125433_non-harvard

Important: Call the Harvard and MIT registrars 2-3 weeks after submitting the completed Non-Harvard Petition Form to confirm your registration. Students are not notified automatically therefore you will need to follow up if problems with the registration process arise.

College-specific Registration Procedures

HARVARD DIVINITY SCHOOL*

1. Doctoral and masters students may receive credit for a GCWS course by making it an independent Reading and Research course with a member of the HDS faculty (e.g. Prof. Clarissa Atkinson). Follow procedures for registering for Reading and Research at HDS. Discuss grade options with faculty sponsor (i.e., since the faculty sponsor is responsible for reporting your Reading and Research grade to the HDS registrar, she/he may request you receive a letter grade or a pass/no credit grade from the GCWS seminar faculty).
2. Discuss plans for enrollment with your advisors.
3. Complete the GCWS registration form, including signature of HDS Registrar, and the signatures of your advisor and the faculty member who will sponsor your Reading and Research.
4. Copies of GCWS registration forms will be sent to the HDS registrar by GCWS registrar.
5. After the close of the course, official MIT transcripts will be sent to the faculty member overseeing the Reading and Research, who will then report the grade to the HDS Registrar.

HARVARD GRADUATE SCHOOL OF EDUCATION*

1. Doctoral and masters students *may* receive credit for a GCWS course by making that course an independent Reading and Research with a member of the HGSE faculty. Follow procedures for registering for the Reading and Research at HGSE. Discuss the grade options with the faculty sponsor (i.e., since the faculty sponsor is responsible for reporting your Reading and Research grade to the HGSE registrar, she/he may request you receive a letter grade or a pass/no credit grade from the GCWS seminar faculty).
2. Discuss plans for enrollment with your faculty advisor, who should approve your counting the course as credit toward your degree.
3. Complete the GCWS registration form, including signature of HGSE Registrar, and the signatures of your advisor and the faculty member who will sponsor your Reading and Research. Check the "Independent Study" box on the registration form, and choose a grade option. Return the GCWS registration form to the GCWS staff.
4. Copies of GCWS registration forms will be sent to the HGSE registrar by GCWS registrar.
5. After the close of the course, official MIT transcripts will be sent to the faculty member overseeing the Reading and Research, who will then report the grade to the HGSE Registrar.

HARVARD GRADUATE SCHOOL OF ARTS AND SCIENCES*

1. Doctoral and master's degree candidates may receive credit for a GCWS seminar with the approval of their degree program advisor and the chair of the committee on degrees in women, gender, and sexuality at Harvard University. Students should consult with their appropriate doctoral advisor or departmental faculty before enrolling.
2. To register, write in the course number "WGS 3000" for women, gender, and sexuality reading and research, and have the director of graduate studies of the committee on degrees in women, gender, and

- sexuality sign the study card. Have your faculty advisor sign the completed card, then make a photocopy of the study card before your turn it in to GSAS Registrar.
3. On the GCWS registration form, check off "Independent Study" and designate your grade option (you must discuss this with your advisor and the wgs director of graduate studies).
 4. Submit the GCWS registration form along with a copy of your signed study card to the GCWS registrar / GCWS staff, who will sign it. Copies of GCWS registration forms will be sent to the wgs director of graduate studies of by the GCWS registrar.
 5. After the close of the course, GCWS course grade will be sent to the women, gender, and sexuality director of graduate studies who is overseeing the course, who will then report the grade to the GSAS Registrar. Students will receive a grade report by mail.
 6. Students are encouraged to verify that they have successfully registered for WGS3000 for the correct term before the add/drop deadline.

***For an alternative cross-registration procedure in which the course will show up on the Harvard transcript with the course title and course number, you will need to cross register for the course through MIT. Please contact Andi Sutton, GCWS coordinator, directly at arsutton@mit.edu or 617-324-2085 for information about this process.**

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

1. Though GCWS courses are assigned MIT course numbers, students still must complete a GCWS course application and submit it by the application deadline. Course applications are [available online](#).
2. Once accepted, MIT students may register through MIT for the course. MIT registration includes verification of status in good standing and the signature of the faculty advisor.
3. Students should get consent of their departmental registration officer for graduate level credit at MIT. The GCWS graduate credit transcript stamped with the MIT seal will be sent to the MIT Registrar upon completion of the course in order to verify completion of the course and record grades.
4. Students do not need to gather signatures on the GCWS registration form, but should check the appropriate credit mechanism, choose a grade option, and return it to the GCWS staff. Then send a copy of the MIT registration form, complete with advisor's signature (which shows that you have registered for the GCWS course through MIT) to Andi Sutton, who will sign the GCWS registration form, verifying enrollment.

NORTHEASTERN UNIVERSITY

1. Complete the GCWS registration form including acquiring the required signatures.
2. Return the completed form to the GCWS staff.
3. The GCWS staff will sign last and send a copy to Northeastern University's Graduate Student Services office.

Notes:

Northeastern University students register for a Directed Study (or NU course with GCWS prefix – to be determined) course under the guidance of an NU faculty member.

The course number and faculty signature must be noted on the GCWS registration form.

When the course is finished, GCWS transcripts will be sent to Amy Killeen, Director of Graduate Student Services in the GSAS. Amy will provide the final grade via email to the faculty member overseeing the Directed Study.

The faculty member is responsible for reporting grades for the Directed Study (or NU course with GCWS prefix – to be determined) to the NU registrar via change-of-grade form. The grade is then posted on the NU transcript.

GCWS courses will normally carry elective credit for graduate students, but details need to be determined in consultation with the students' graduate committees.

SIMMONS COLLEGE

1. Students should discuss taking the course with their graduate advisor if they want it to count toward their degree requirements.
2. Students should complete the GCWS registration form, acquiring the signature of their advisor, indicating whether or not credit will count toward degree requirements, and the signature of the GCWS registrar.

3. GCWS registrar will send verification of Simmons students' registration to Simmons Registrar. Since this course will be treated as other consortial courses, the grade sent to Simmons registrar at the close of the course will appear on the Simmons transcript.
4. At the close of the course, MIT transcripts will be sent to Simmons registrar for those students seeking credit, in order to report grades. Note that because of the above process, GCWS seminar grades may not appear on Tufts transcripts until after other semester grades appear. If you are planning to finish a degree the semester you are enrolled in a GCWS course, please inform the GCWS staff.

TUFTS UNIVERSITY GSAS

1. Students should discuss taking the course with their graduate advisor if they want it to count toward their degree requirements.
2. Students should complete the GCWS registration form, acquiring the signature of their advisor, indicating whether or not credit will count toward degree requirements, and the signature of the GCWS registrar.
3. GCWS registrar will send verification of Tufts students' registration to Tufts Registrar (Janet Frasier). Course designation for Tufts system is with a Tufts course number. Since this course will be treated as other consortial courses, the grade sent to Tufts registrar at the close of the course will appear on the Tufts transcript.
4. At the close of the course, MIT transcripts will be sent to Tufts registrar for those students seeking Tufts credit, in order to report grades. Note that because of the above process, GCWS seminar grades may not appear on Tufts transcripts until after other semester grades appear. If you are planning to finish a degree the semester you are enrolled in a GCWS course, please inform the GCWS staff.

UNIVERSITY OF MASSACHUSETTS BOSTON

1. Students should get approval in advance from their graduate program director (or undergraduate advisor for advanced undergraduates) if they want a GCWS course to count toward their UMB degree requirements.
2. Upon acceptance to the course, students will receive a GCWS registration form. Students should complete the form by acquiring the signature of their advisor, indicating whether or not credit will count toward degree requirements, and obtaining the signature of the GCWS registrar. Students should indicate if their advisor needs a copy of their grade report from the GCWS.
3. Students then enroll in GCWS courses using the WOST rubric through the WISER system. Courses may include: **WOST 597: Special Topics: Graduate Consortium in Women's Studies** (topic-based seminars), **WOST 599: Dissertation Workshop**, and **WOST 591: Feminist Inquiry**. If the student has difficulty enrolling, s/he can contact Lorna.rivera@umb.edu who will provide assistance. The instructor listed will be Rivera (the UMB representative to the GCWS). She will input the grade provided by the GCWS.
4. The GCWS staff will verify registration directly with the UMass Boston Registrar. The grade sent to the UMass Boston registrar at the close of the course will appear on the UMB transcript.
5. At the close of the course, grade reports will take the form of GCWS transcripts with the MIT seal will be sent to the UMass Boston registrar and the UMB faculty member listed as the course instructor. Note that because of the time needed for communication between the two institutions, GCWS seminar grades may not appear on UMB transcripts until after the grades appear for other classes taken in the same semester. Contact the GCWS staff if problems occur regarding grade transmission or credit transfer at arsutton@mit.edu or 617-324-2085.

Appendix D: Copyright Laws

Copyright Laws

The GCWS strictly observes all copyright laws, and instructors are responsible for complying with them. A guidebook, *Multiple Copying and Copyright Laws*, issued by the office of General Counsel, Harvard University, is available in the Radcliffe Seminars office for your review. This guidebook states:

“Multiple photocopying should never be used to substitute for the purchase of books, periodicals or other materials that are available in sufficient numbers through ordinary channels. The point at which copying becomes so extensive as to amount to ‘substitution’ varies from case to case, but as a rule, where materials are available for purchase they should be purchased unless the material to be copied can fairly be considered only a brief excerpt from the original copyrighted work. Copying all, or substantial portions, of an available work is infringement. Purchasing never is.

Also, do not make the mistake of equating *unpublished* works (letters, diaries, unpublished doctoral theses, etc.) with *uncopyrighted* works. Under the 1976 Copyright Act, unpublished works, regardless of when written, are now copyrighted through at least 2002. Your freedom to copy even portions of them under the fair use doctrine is far more severely restricted than it is for published works.

Copyright laws rigidly regulate the kinds of materials an educational institution can photocopy for classroom use. “Fair Use” prohibits copying that affects the potential market for a citation and demands that copying exceeding the permissible limits be done only with the copyright owner’s permission. Please be sure to use a complete citation on the front pages of all material.

Permissible copying for classroom use are not to exceed one per student (also from *Multiple Copying and the Copyright Laws*, General Counsel, Harvard University):

An essay, short story, monograph or similar work may be used in its entirety if it is fewer than 2500 words. If it is between 2500 and 5000 words, you can copy up to 500 words. If it is between 5000 and 10,000 words, you can copy 10% of it. If it is longer than 10,000 words, you can copy up to 1000 words. (In using these measurements, you can continue to the end of the paragraph in which the last “numbered” word appears.)

For poetry: a complete poem of less than 250 words may be used if printed on not more than two pages; from a longer poem, up to 250 words may be used.

These restrictive work-length standards do not offer protection for repeated use of the same material, course after course or term after term. For such long-term use, you have sufficient time to request permission for every use after the first one, and you should do so. These standards offer their explicit protection only for spur of the moment decisions to use materials in class.