

THE ADMINISTRATIVE BOARD OF HARVARD COLLEGE

Guide for Students

2008-2009

The Administrative Board Guide for Students is a publication of the Office of the Dean of Harvard College, University Hall, First Floor, Cambridge, Massachusetts 02138; 617-495-1555. It is published once each year in August and is also available electronically at www.college.harvard.edu/academics/adboard/index.html.

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Introduction

DURING YOUR TIME AS A STUDENT AT HARVARD, you are likely to hear references made to the “Ad Board”—short for the Administrative Board of Harvard College. Few other aspects of the College have been more mysterious to students than has the Ad Board and, as a result, myths and legends abound. This guide is provided to help students become better informed about the work of the Board and about its policies, procedures, and practices.

PURPOSE AND HISTORY

The Administrative Board of Harvard College is the committee of the Faculty of Arts and Sciences (FAS) responsible for the application and enforcement of undergraduate academic regulations and standards of social conduct. Established in 1890, the Administrative Board is among the oldest of the Faculty’s committees, and it follows well-established procedures and practices that are designed to further the educational mission of the College.

The work of the Board lies in three areas: 1) evaluation of requests (called petitions) for exceptions to academic policies or rules, or for certain changes in course enrollment and registration; 2) review of students’ academic performance and fulfillment of degree requirements; and 3) resolution of alleged infractions of College rules, breaches of community standards, or other disciplinary matters.

The Board is primarily concerned for the educational and personal growth of undergraduates, both as individuals and as members of an academic community.

MEMBERSHIP

The membership of the Administrative Board explicitly includes those who have a strong link to undergraduate education and student life.

Indeed, one of the strengths of Harvard's system is that every student in the College has, in his or her Resident Dean of Freshmen or Allston Burr Resident Dean, a representative on the Board.

MEMBERS OF THE ADMINISTRATIVE BOARD

Evelynn M. Hammonds, *Barbara Gutmann Rosenkrantz Professor of the History of Science and of African and African American Studies and Dean of Harvard College, Chair*

John (Jay) Ellison, *Assistant Dean of Harvard College, Secretary*

Inge-Lise Ameer, *Assistant Dean, Advising Programs Office*

Noel Bisson, *Associate Dean of Harvard College*

Lisa Boes, *Allston Burr Resident Dean in Pforzheimer House and Research Officer in the Derek Bok Center for Teaching & Learning*

Lauren Brandt, *Allston Burr Resident Dean in Leverett House and Lecturer on History and Literature*

Sue Brown, *Resident Dean of Freshmen (Elm Yard)*

Michael Canfield, *Allston Burr Resident Dean in Eliot House and Lecturer on Organismic and Evolutionary Biology*

Judith Flynn Chapman, *Allston Burr Resident Dean in Quincy House and Lecturer on Anthropology*

William Cooper, *Resident Dean of Freshmen (Ivy Yard)*

Carlos Diaz, *Allston Burr Resident Dean in Dunster House and Lecturer on Government*

Thomas A. Dingman, *Dean of Freshmen*

Suzanne E. Duke, *Resident Dean of Freshmen (Crimson Yard)*

William R. Fitzsimmons, *Dean of Admissions and Financial Aid*

Karen Flood, *Allston Burr Resident Dean in Dudley House and Lecturer on History and Literature*

Warren D. Goldfarb, *Walter Beverly Pearson Professor of Modern Mathematics and Mathematical Logic in the Department of Philosophy*

Sharon Howell, *Allston Burr Resident Dean in Adams House and Lecturer on History and Literature*

Barry Kane, *Registrar of the Faculty of Arts and Sciences*

Judith H. Kidd, *Associate Dean of Harvard College*

Susan W. Lewis, *Director of the Core Program*

Mya Mangawang, *Allston Burr Resident Dean in Cabot House and Lecturer on Visual and Environmental Studies*

Suzy M. Nelson, *Associate Dean of Harvard College*

Gregg Peeples, *Allston Burr Resident Dean in John Winthrop House*

Louise Russell, *Director of the Accessible Education Office*
 Laura Schlosberg, *Allston Burr Resident Dean in Mather House and
 Lecturer on Slavic Languages and Literatures*
 Catherine Shapiro, *Assistant Dean of Harvard College*
 John H. Shaw, *Harry C. Dudley Professor of Structural & Economic
 Geology*
 David Smith, *Allston Burr Resident Dean in Kirkland House and
 Lecturer on History*
 Ryan Spoering, *Allston Burr Resident Dean in Lowell House and
 Lecturer on Chemistry*
 Katherine Stanton, *Allston Burr Resident Dean in Currier House and
 Lecturer on Studies of Women, Gender, and Sexuality*
 Robert M. Woollacott, *Professor of Biology*

In addition, the Board regularly invites to its meetings a number of non-voting guests who serve as advisers on student welfare or who maintain records of Board decisions. The Board also includes the President of the University and the Dean of the Faculty of Arts and Sciences, who, as *ex officio* members, do not regularly attend.

AUTHORITY AND JURISDICTION

The authority of the Administrative Board to handle virtually all matters related to undergraduate rules and regulations derives from the Faculty of Arts and Sciences—the governing body of Harvard College and of the Graduate School of Arts and Sciences. While the Administrative Board alone has jurisdiction to decide on exceptions to certain academic policies or rules, changes in enrollment or registration, and to review unsatisfactory academic records and fulfillment of degree requirements, it formally shares jurisdiction over certain kinds of disciplinary matters with the Student-Faculty Judicial Board.

THE STUDENT-FACULTY JUDICIAL BOARD

In 1987, the Faculty established a second body, the Student-Faculty Judicial Board (SFJB), specifically to hear disciplinary cases for which: 1) there is no clear governing precedent or Faculty policy; 2) the procedures of the Administrative Board of Harvard College or of the Graduate School of Arts and Sciences are not appropriate; or 3) the disposition of which could have profound effects on the community at large. Such cases, it turns out, are extremely rare; since its inception, the SFJB has heard only one case.

Because decisions of this board may become touchstones of community standards, the membership reflects the FAS community at large. The SFJB includes twelve voting members (six members of the Faculty, two graduate students, and four undergraduate students) who are chosen by lottery according to guidelines designed to ensure diversity and distribution of membership. In addition, the Dean of Harvard College and the Administrative Dean of the Graduate School of Arts and Sciences are *ex officio* members. A list of names and FAS affiliations of the current SFJB members, as well as additional information about the SFJB, is available from the Office of the Secretary of the Faculty of Arts and Sciences, University Hall, Ground Floor.

GENERAL PROCEDURES AND PRACTICES

The Administrative Board's procedures and practices provide students with various opportunities and options to assist them in working with the Board. Among others, these include:

- the opportunity to submit written statements to the Board;
- the opportunity to review written materials considered by the Board in making a decision;
- the opportunity to request that a disciplinary case be heard by the Student-Faculty Judicial Board when, according to the guidelines noted above, appropriate. The SFJB independently determines whether a particular matter is appropriate for its consideration;
- the opportunity to make a personal appearance before the Board (or its subcommittee or fact finder), in cases where formal disciplinary action is possible;
- the option to have a personal adviser (an officer of the University affiliated with the Faculty of Arts and Sciences), in addition to a Resident Dean of Freshmen or Allston Burr Resident Dean, present during a personal appearance before the Board (or its subcommittee or fact finder);
- the opportunity to ask the Board to reconsider a decision should relevant information come to light that was not available at the time the Board made its decision, or if there is evidence of a procedural error; and

- the option to appeal certain formal disciplinary actions of the Board to the Faculty Council.

Further, in disciplinary cases that involve allegations of serious criminal conduct:

- informing students of their rights and alternatives for proceeding through the criminal justice system;
- allowing students making a complaint, as well as students who are charged, to be interviewed by or to appear before the Board (or its subcommittee or fact finder), respectively;
- informing students making a complaint of the final disposition of the case; and
- advising students to seek legal counsel before speaking with, or submitting written statements to, College officials. Legal counsel plays no role in the College's disciplinary process. Instead, students are advised to seek legal advice about the implications of the College's disciplinary process on any criminal case that may involve them.

As noted above, each Harvard College student has an official representative on the Administrative Board who will act as his or her liaison in any Board matter. Ordinarily, a student's representative to the Board is his or her Resident Dean of Freshmen or Allston Burr Resident Dean. (Visiting students work with the Assistant Dean of Advising Programs.) The role of the resident dean is to present to the Board a full summary of the facts of any petition or case, making certain the student's "voice" is heard. The resident dean abstains from voting on all matters directly related to students whom he or she represents. Normally, the Chair of the Board abstains from voting in all matters.

To ensure that the Board receives a full and balanced account of a case or petition, students should work closely with their resident dean. Except when the request is routine, students may be asked to provide a written statement in support of a petition. In disciplinary cases, or in response to an unsatisfactory academic record, students are strongly encouraged to provide a written statement. In all representations to the Board (or its members, subcommittees, or fact finders), students are expected to be honest and forthcoming.

In addition to resident deans, students may wish to seek advice from others, including parents, House Masters, faculty, coaches, or resident tutors or proctors. The procedures of the Administrative Board, however, do not allow for the direct participation of parents, attorneys, or those who are not officers of the University affiliated with the Faculty of Arts and Sciences.

Because virtually all petitions and cases include personal information, the proceedings of the Board are confidential, and its decisions are made known only to those directly involved in a matter who have a need to know. Apart from records kept by the Secretary of the Board, the Registrar of the Faculty of Arts and Sciences, and those placed in students' files, all Board documents are disposed of in a secure manner. Actions taken by the Board are considered part of a student's educational record as defined and protected by federal law. Questions about how Board actions are recorded within the College or are represented on official transcripts and in letters of recommendation should be directed to the resident deans.

Most actions of the Board require a simple majority vote for approval, but action that separates a student from the University, such as a requirement to withdraw, must be approved by two-thirds of the members present and eligible to vote (a student's own resident dean is not eligible to vote, and the Chair of the Board ordinarily does not vote).

Meetings of the Administrative Board are held regularly throughout the academic year, usually on Tuesday afternoons. All meetings of the Board are private and are attended only by voting members and invited guests. Students who in certain disciplinary cases may opt to appear before the Board do so under specific guidelines.

1 | Petitions

THE VAST MAJORITY OF THE ADMINISTRATIVE BOARD'S work involves evaluating requests for exceptions to academic rules or regulations, or for changes in enrollment or registration. Because many such requests, or petitions, are frequent, customary, or involve circumstances that are straightforward, they are handled on behalf of the full Board by a standing subcommittee called the Executive Committee. Chaired by the Secretary of the Administrative Board, the Executive Committee consists of other senior members of the Board whose experience makes them especially well suited to judge the merits and permissibility of requests for exceptions. Decisions of the Executive Committee, like those of the full Board, take into account the best educational and personal interests of the student as well as the mission of the College.

Petitions handled by the Executive Committee include, but are not limited to, permission to:

- take a leave of absence
- register late or file a study card after the deadline
- add or drop a course late or withdraw from a course after the deadline
- bracket or unbracket a course
- take a medical make-up or an *in-absentia* final examination or other final examination accommodation
- have an extension of time after the end of the term to complete written work in a course
- postpone the language requirement
- enroll in two courses that meet at the same time
- enroll in the College for a ninth term

Non-routine petitions and unusual requests for exceptions are handled by the full Board. They include, but are not limited to, permission to:

- return to the College after a period of withdrawal or a leave of absence taken late in term
- continue enrollment despite make-up examinations or extensions of time in two or more courses
- attend Harvard Summer School in advance of being readmitted to, or allowed to register in, the College

All of the above petitions have clear guidelines that must be met before the full Board or Executive Committee can give its approval. These can be found in the *Handbook for Students*.

PROCEDURES FOR PETITIONS

The process of petitioning the Board begins with a conversation between a student and his or her resident dean, in which the reasons for the petition, the applicable rules of the College, and the circumstances that may or may not warrant its approval are all discussed. The student may also be asked to write a statement, explaining his or her request and specific circumstances. The resident dean will then prepare a “write-up” or summary of the request and forward the petition (along with the student’s statement and other documentation, if necessary) to the full Board or its Executive Committee, where it will be read carefully, discussed, and decided.

Petitions are either “approved” or “denied.” Occasionally a petition is referred by the Executive Committee to the full Board for action, or is “bracketed,” which means a decision is postponed pending receipt of additional information or documentation.

The student will be informed of the decision and any related instructions or stipulations in writing by his or her resident dean. A copy of the petition and the dean’s letter are placed in the student’s College file. When a decision changes a student’s status in the College, such as by granting a leave of absence, the resident dean is obligated to inform the student’s parents or guardians.

2 | Academic Review

AFTER THE END OF EACH TERM, the Administrative Board reviews the records of all students who receive unsatisfactory grades or who fail to meet the College's minimum academic requirements. The Board also periodically reviews the records of students who have yet to complete certain degree requirements, such as the language requirement or the Expository Writing requirement, or who are working at a rate above or below the standard four courses per term.

PROCEDURES FOR REVIEW OF ACADEMIC RECORDS

When students realize, or are told, that their record for a term is unsatisfactory, they should immediately contact their resident dean to discuss their academic difficulties.

- *Students whose records are unsatisfactory are encouraged to write a statement explaining their circumstances and reflecting on any changes they aim to make in their approach to their academic work.*
- *The student's resident dean will prepare and present a docket page (a summary of the student's academic record and of the dean's understanding of the student's circumstances) to the full Board at a meeting called "Quarter Day." (See page 45 for a sample docket page. Docket pages are also used for petitions and disciplinary cases.) Students do not have the option to appear before the Board when their academic records are reviewed.*
- After the Board discusses a student's record and circumstances, the chair or her designee will call for a vote. *The Board decides how to respond to unsatisfactory records primarily on the basis of the record itself.* However, it considers carefully each case individually, taking into account the student's overall record and specific circumstances.

- *Students will be informed of the Board's decision, along with any special instructions or necessary follow-up, in writing by their resident dean.* All documents relating to the Board's review of a student's academic record are placed in the student's College file.

STANDARD RESPONSES TO UNSATISFACTORY RECORDS

- *Place on Academic Probation* is the standard response to a first unsatisfactory record, as defined in the *Handbook for Students*. Probation puts the student on notice that his or her academic performance gives considerable cause for concern. A student on academic probation is expected to pay especially close attention to his or her course work. A student is relieved of academic probation provided he or she achieves a satisfactory record during the next term in the College. Academic probation is a formal action by the Board that changes a student's status in the College (from "in good standing" to "on academic probation") and is therefore disclosed to parents or guardians.
- *Require to Withdraw* is the standard response to a second consecutive unsatisfactory record or for failing to meet the College's minimum academic requirements, as defined in the *Handbook for Students*. A requirement to withdraw means that the Board believes the student needs to be away from the College in order to address and resolve his or her academic difficulties. In such cases, the Board expects the student to leave the Harvard community completely and to hold a full-time, paid, non-academic job in a non-family owned or run business for at least six consecutive months before petitioning for readmission to the College. The length of a requirement to withdraw is normally two terms, although the Board may stipulate a longer period of time. Requirement to withdraw changes a student's status in the College (from "in good standing" or "on academic probation" to "required to withdraw") and is therefore disclosed to parents or guardians. A requirement to withdraw for academic reasons is also disclosed to graduate or professional schools under certain circumstances.

Readmission to the College after a requirement to withdraw is not automatic, and requires a vote of the full Administrative Board. A student readmitted after a requirement to withdraw for academic reasons is readmitted on academic probation. Should such a student achieve an unsatisfactory record in the term immediately following readmission, he or she will ordinarily be required to withdraw a second

time. A second requirement to withdraw (whether the result of academic difficulty or a disciplinary matter) is ordinarily final. A student must make an extraordinarily strong case in order to be readmitted a second time.

Requirement to withdraw for academic deficiency is an action designed to maximize the student's chances of completing his or her Harvard degree. The Board has found that time spent away from the College is an effective step in preventing a record from declining further, and for getting academic progress back on track. Most cases of academic difficulty have little to do with a student's ability, but rather are related to personal or medical problems or circumstances that are almost always best resolved away from school. In fact, virtually all students who are required to withdraw for academic reasons use their time away from Harvard to gain a fresh perspective on their educational and personal goals before returning to successfully complete their degrees.

Should a first unsatisfactory record result from especially compelling and well-documented extenuating circumstances, the Board could decide to *Take No Action* and warn a student about his or her academic record instead of placing him or her on academic probation. An unsatisfactory record remains so, however, regardless of the action taken by the Board. Therefore all students who have an unsatisfactory record must take care to ensure that they earn all satisfactory grades during their next term in the College.

3 | Disciplinary Cases

THE PROCEDURES FOR DISCIPLINARY CASES, which are more elaborate than those for petitions and academic review, are designed to ensure that students are given a fair opportunity to be heard, and that the Board has adequate reliable information to reach a decision. There are, however, both commonalities and differences across disciplinary case procedures depending upon the nature and complexity of the case and the source of the complaint or report of alleged misconduct. For example, a case of possible academic dishonesty reported to the College by a member of the faculty will ordinarily be prepared for Board review by a set of procedures different from those used in a case of alleged sexual misconduct reported by a student's peer. Yet all sets of procedures employed by the Board in handling disciplinary cases share fundamental elements—such as the opportunity to submit written statements to the Board, and the opportunity to review written materials considered by the Board in making a decision—described in the section on General Procedures and Practices found at the beginning of this guide.

It is important to recognize that the College's disciplinary system is not a legal system, and that the procedures of the Administrative Board are designed to achieve ends different from those of criminal or civil litigation. While a court of law may only be interested in establishing innocence or guilt, the Board is interested in the larger educational, developmental, and community implications of student conduct.

PROCEDURES FOR DISCIPLINARY CASES

- Every disciplinary case begins with *an allegation in the form of a complaint or report* made by an official of the University, by a student (peer), or by another agency (such as the police or courts) or interested party. While virtually anyone could bring a complaint against a student, any formal charges that may ensue are made by, and on behalf of, the College.

- *Apprising students of the allegations.* As a first step in the Board review process students will be informed of the allegations either by their resident dean, or in the case of peer disputes, by the Secretary of the Board. In some cases, such as in peer disputes, students will be informed of the allegations in writing by the Secretary of the Board and will be given an opportunity to read the original complaint only after submitting a statement of their own. In other cases, students may learn of the allegations by reading the original complaint in the first instance. Where an allegation is made by an official of the University or by another agency (such as the police or the courts), the College ordinarily issues a formal charge at the outset of the review process. For peer dispute cases, where an allegation is made by another student, the charging process is described later in this chapter.
- The resident dean will *discuss the incident* with the student (except in cases where the complaint alleges serious criminal behavior and the student is advised to seek legal counsel first). The College expects that in addition to being honest and forthcoming, students will take responsibility for their actions.

If, at this point, the dean can ascertain that the report is a matter of a misunderstanding and no wrongdoing has occurred, the matter may be dropped or the Board may hear the case with the likely outcome of “scratch,” a formal exoneration clearing the student of any wrongdoing. If the allegations cannot be set aside, *the resident dean will outline for the student the College’s disciplinary process.*

- In certain cases, the Dean of the College may *refer a disciplinary matter to a fact finder and/or subcommittee* of the Board for investigation, for example in the case of a serious peer dispute. Information about how fact finders and/or subcommittees proceed can be found in both this section, where applicable, as well as later in this chapter.
- *The student will be asked to read and sign a Referral Form,* acknowledging that he or she is aware of the difference in jurisdiction between the Administrative Board and the Student-Faculty Judicial Board, and indicating whether or not he or she intends to make a personal appearance before the Board, when that option is available.

- If the case is one in which formal disciplinary action (probation or requirement to withdraw) is possible, *a student has the option to appear before the Board*. The resident dean is the best source of advice on this decision. Should the matter be referred to a fact finder and/or a subcommittee of the Board, the student's appearance will be before the subcommittee, not before the full Board. Students are not required to make an appearance, and the Board will draw no conclusions or inferences from the student's decision. In deciding whether to appear, students might consider the following questions: Will their presence allow the Board more fully to understand the facts of the case?; will appearing before the Board help them to have peace of mind about the final disposition of the case?
- *Students involved in disciplinary cases will be advised of the College's expectation of confidentiality*. While students are encouraged to share information with resident deans, family members, legal counsel when necessary, or other personal advisers (officers of the University affiliated with the Faculty of Arts and Sciences), they should refrain from disclosing confidential information to those not directly involved in the case. If students have any doubts about with whom they should discuss the matter, they should consult with their resident dean. *There are also strict rules governing the use of any disciplinary case materials that may be provided to students: photocopies of statements, letters, reports, or other disciplinary case documents either given or shown to students remain confidential and their disclosure to anyone other than those noted above is prohibited and may subject a student to disciplinary action*.
- *The student will be encouraged to write an explanatory statement*. The statement, which is among the most important documents considered by the Board in a disciplinary case, must be written by the student and must be in his or her own words. It is not acceptable to submit statements written by others, including parents, advisers, or attorneys. The student is, however, encouraged to share a draft of a statement with his or her resident dean. The resident dean is well positioned to provide helpful suggestions related to style, organization, length, or clarity, and to anticipate questions the statement may raise, or fail to address, in the minds of Board members. The statement should strive to do three things:

- *Tell the story in full.* This is the student's opportunity to relate in full the facts of the alleged incident. The student should take care to distinguish between what is known firsthand from what he or she has learned from others since.
- *Describe the context.* The Board is especially interested in the student's own perspective on his or her conduct and the context in which he or she acted.
- *Reflect on the event.* The student should draw lessons from what may have happened, stating clearly when necessary how his or her actions were in violation of a rule or standard of conduct in the College.

Once it is completed, the student should sign and date his or her printed statement. It is also acceptable to submit statements electronically, such as through e-mail.

- If at any time a student involved in a disciplinary case would benefit from *confidential counseling* to help him or her cope with any personal distress, he or she should contact the Bureau of Study Counsel (617-495-2581) or the University Mental Health Service (617-495-2042).
- *If the student believes that his or her resident dean is not the best person to assist him or her with the case*, the Chair of the Board may, at her discretion, choose a "Board alternate," usually from among the members of the Board who are not also resident deans. (Note that all references in this section to the resident dean would also apply to the Board alternate.)
- If necessary, *the resident dean or the Secretary of the Board may speak with witnesses* or others who are in a position to shed light on the facts surrounding the case. In cases being investigated by a fact finder and/or subcommittee, this person or body would speak with witnesses.
- *The student's statement and other documents related to the case ordinarily will be distributed to the Board* in advance of the meeting at which it will hear the case. These documents as well as any reports prepared for the Board by a subcommittee will be shared with students in advance of a hearing.

- Every Board hearing of a disciplinary case begins with *an oral summary of the allegations* by either the resident dean, fact finder, or subcommittee chair, letting the student's statement and any other relevant documents speak for themselves.
- *Should the student choose to appear before the full Board* (information about appearing before a fact finder and/or subcommittee appears later in this chapter), he or she should note the following:
 - A personal adviser (an officer of the University affiliated with the Faculty of Arts and Sciences, such as a proctor or tutor, coach, or instructor) may accompany the student, in addition to the resident dean. Such an adviser does not participate in the questioning or discussion with the Board, but is there as a resource for and support to the student. Members of student's family may not serve as personal advisers for these purposes, even if affiliated with the Faculty of Arts and Sciences.
 - The student (and his or her adviser) should arrive a few minutes before the scheduled time of the appearance and should wait in the designated area outside the meeting room. The resident dean will escort the student into the meeting when the Board is ready to hear the case.
 - The chair of the Board will introduce himself or herself when the student enters the room and will begin by reviewing the Board's procedures related to personal appearances.
 - After the resident dean presents the oral summary of the case, the chair will ask if the student wishes to make any opening statement and is willing to accept questions. Members of the Board will introduce themselves before asking a question.
 - At the conclusion of questioning, the chair will invite the student to make an optional closing statement. Following that, the resident dean will escort the student out of the room.
- *The Board will discuss the case and reach a decision.* The Board will assess whether or not any wrongdoing occurred and, if so, usually will consider the standard response to the infraction and whether there are special circumstances presented by the case. Any member of the Board may offer a recommendation for action,

or *motion* (there is sometimes a range of motions offered), and, after the discussion, the chair will call for a vote. As noted in the Introduction, most motions require a simple majority to pass, but a motion for requirement to withdraw requires a minimum of two-thirds of those present and eligible to vote to be sustained.

- *Voting by resident deans.* The resident deans or Board alternates of the students principally involved in a disciplinary case abstain from voting.
- Shortly after the end of the Board meeting, *the resident dean will inform the student of the results of the case.* The dean can answer any questions the student might have about the findings of the Board and its decision. The dean will also send the student a letter documenting the Board's findings and decision. A copy of this letter, along with the student's statement and other relevant documentation, is placed in the student's College file. If the complaint against the student was filed by a faculty member or other officer of the University, he or she also will be informed of the Board's decision.
- The student may ask that the *Board reconsider its decision should relevant new information become available, or if there is evidence of a procedural error.* (See chapter 4, Appeals.)
- *Cases and court action.* The College may defer consideration of a case for as long as it considers appropriate if a criminal investigation or court process is pending and if the underlying allegations involve serious criminal misconduct. If, however, both the complainant and respondent (or all parties involved) prefer to have the College take up the case immediately, regardless of the status of legal matters, the Administrative Board may proceed at its discretion. In all cases involving the potential for serious criminal sanctions as well as Administrative Board review, students are advised to seek legal counsel.
- *Possible involuntary leave of absence or restrictions.* The Dean of Harvard College may place a student on involuntary leave of absence when the student has been arrested on allegations of serious criminal behavior, or when the student allegedly has violated a disciplinary rule of the College and the Dean concludes that the student poses a significant risk to the safety or educational environment of the community. The Dean may also place

restrictions on a student's activities or living arrangements while enrolled.

- *Degree status.* A student cannot receive a degree before a pending disciplinary case is resolved, or before his or her status in the College is restored to good standing, and ordinarily may not participate in commencement or related activities or exercises.

PROCEDURES FOR PEER DISPUTES

Serious disputes between students that also involve possible violations of College rules or regulations may be reported to the Administrative Board. Examples of such disputes include, but are not limited to, physical assault, theft, or violations of the Faculty's rules regarding sexual misconduct (which include rape and sexual assault). As such disputes may involve allegations of serious criminal conduct, complainants are urged to consider raising their complaint through the criminal justice system. When complaints are pursued through the criminal justice system, the Administrative Board ordinarily will postpone or suspend its own review of the matter, taking it up again when the criminal case has been resolved.

When a student chooses to present a peer dispute complaint to the Administrative Board, he or she will be asked to submit to the College a detailed written statement summarizing his or her complaint along with a descriptive list of all sources of information (persons, correspondence, records) that support the allegations. Students should only identify sources of supporting information; they should not themselves solicit such information.

The complaint should be submitted to the Secretary of the Administrative Board who will inform the student or students named in the complaint of the allegations. In all cases in which the complaint involves allegations of serious criminal conduct, the student accused is advised to seek legal counsel before making any written or oral statements to the College. As stated in the introduction, legal counsel plays no role in the College's disciplinary process. Instead, students are advised to seek legal advice about the implications of the College's disciplinary process on any criminal case that may involve them.

The Secretary will present the complaint to the Dean of the College, who, as Chair of the Administrative Board, ordinarily will refer the matter to a fact finder and appoint a subcommittee of the Board.

The fact finder will work with the subcommittee to investigate the complaint.

The student(s) against whom the complaint has been made will be asked to prepare a written statement along with a descriptive list of sources of information and submit it to the Secretary. The principals involved in a case will be allowed to review each other's statements and respond in writing. The fact finder and/or the subcommittee will then interview the students involved (and others at their discretion). The fact finder will assess the information obtainable through the Board's process, and provide his or her findings to the subcommittee. The subcommittee, along with the fact finder, will meet with the principals to discuss whether or not a charge should issue, after which the subcommittee will make a recommendation to the full Board. The principals will be given an opportunity (typically 1-3 days) to respond to the subcommittee's recommendation in writing.

The full Board then will read the statements and responses, if any, discuss the complaint, and take one of three actions:

- *Issue a charge and refer the matter back to the fact finder and subcommittee for further investigation.* On behalf of the subcommittee, the fact finder will conduct further interviews and gather additional documents or records if applicable. The subcommittee will then issue a report and, if appropriate, make recommendations for action to the full Board. The report, along with the subcommittee's recommendation, will then be shared with the principals, who will have an opportunity (typically 1-3 days) to respond either orally or in writing before the Board hears the case;
- *Bracket, or postpone, the decision on issuing a charge pending receipt of additional specific information;* or
- *Decline to issue a charge,* because the Board determines that further investigation is unlikely to obtain information adequate for the Board to decide the case. If the Board declines to issue a charge, it may reconsider should new information become available. Students will be advised of other possible avenues for resolving their complaint.

More specific information about the procedures followed by fact finders and/or subcommittees is described below.

PROCEDURES FOR DISCIPLINARY SUBCOMMITTEES AND FACT FINDERS

Many of the basic procedures for disciplinary cases described at the beginning of this chapter also apply to cases referred to fact finders and subcommittees. When a case is referred to a fact finder and/or disciplinary subcommittee, the following procedures ordinarily apply:

- *Appointment of subcommittees and fact finders.* When a case is referred to a fact finder and/or subcommittee, the Dean of the College, as Chair of the Board, will make such appointments on an *ad hoc* basis. Fact finders and other members of the subcommittee will communicate with students either directly, through the Secretary, or through their resident dean (or Board alternate).
- *Same resident dean for both parties.* When the two principal students involved in a peer dispute case have the same resident dean, that person ordinarily will advise only one of them. A Board alternate will be assigned by the Dean of the College, as Chair of the Board, to the other student.
- *Statements.* The Secretary will ask the student(s) about whom a complaint has been made to prepare a detailed statement along with a list of sources of supporting information, if he or she has not already done so. After submitting an initial statement, the student will have an opportunity to review the complaint and respond in writing. In a peer dispute case, the complainant likewise will have an opportunity to review the initial statement of the student against whom a complaint is made, and respond in writing. There may also be other statements (such as from witnesses) or reports sought by the Secretary, the fact finder, or the subcommittee, depending on the nature of the case. The Secretary, fact finder, or subcommittee chair will direct the solicitation of these other statements or documents. Should the student against whom a complaint is made decline to provide a written statement, he or she will not be permitted to see the complaint or any of the statements submitted to the College, except as part of the subcommittee's report to the Board.
- *Confidentiality of statements and other case materials.* The fact finder, subcommittee chair, resident dean, and/or Secretary of the Board will instruct students about matters of confidentiality regarding statements and other disciplinary case materials. Students will have access to (and may be provided with photocopies of) all statements and materials that will be considered by the Board,

including the report generated by the subcommittee (described below). *As noted earlier, these materials remain confidential and their disclosure to anyone other than resident deans, family members, legal counsel, or other personal advisers (officers of the University affiliated with the Faculty of Arts and Sciences) is strictly prohibited and may subject a student to disciplinary action.*

- *Interviews.* In peer dispute cases, both the student about whom a complaint has been made and the student bringing the complaint will have an opportunity to meet with the fact finder and subcommittee to discuss the alleged incident and to answer questions, if they choose to do so, before a decision about issuing a charge is made. Interviews with others may take place at the discretion of the fact finder and/or subcommittee.

Once a formal charge has issued, ordinarily the fact finder or subcommittee will conduct additional interviews with each party separately, and will meet with direct witnesses or fresh complaint/fresh response witnesses in person if appropriate and reasonably possible to do so. (Witnesses who are no longer on campus or in the Boston area are sometimes interviewed by phone.) Other sources of information will be consulted at the discretion of the fact finder and/or subcommittee. The resident dean or Board alternate of each student principally involved in the case will attend all meetings of the fact finder or subcommittee in which interviews are conducted, and will discuss with their students at an appropriate time any new or contradictory information that arises from those interviews.

- *Recommendation for charge.* In peer dispute cases, shortly after the fact finder obtains statements and interviews the principals involved in a case, the subcommittee will make a recommendation as to whether a formal charge should be issued by the Board. In advance of the Board deciding whether or not to issue a charge, the principals will be given an opportunity to respond in writing to the subcommittee's recommendation. If the Board issues a charge, the case is referred back to the fact finder and subcommittee for further investigation.
- *Personal appearances before a subcommittee.* Appearing before the subcommittee satisfies the student's option to appear personally before the Administrative Board. Students are not obliged to accept this opportunity, and if they do they are free to participate to whatever extent they feel comfortable, within the bounds of standard Board procedures.

- *Disciplinary Case Report.* At the conclusion of further investigation, the subcommittee will issue a confidential written report (Disciplinary Case Report) to the full Board, summarizing the facts and circumstances of the case. The report may also include, at the discretion of the subcommittee, a recommendation for action.

Disciplinary Case Reports typically include as attachments copies of all statements and other documents (such as police reports or court documents or other records) obtained by the fact finder or subcommittee and deemed directly relevant to the allegations.

The student charged and, in a peer dispute case, the student bringing the complaint, will have the opportunity (typically 1-3 days) to read the report in advance of the meeting at which the Board will decide the case. Students may respond to the Disciplinary Case Report either in writing or orally through their resident dean or Board alternate, who will be present when the case is heard.

A redacted copy of the confidential Disciplinary Case Report is placed in the College file of each student principally involved.

- *Presentation of the case to the full Board.* The chair of the subcommittee and the fact finder will formally present the case to the full Board. Members of the Board will have read the Disciplinary Case Report and the students' written responses to it, if any, in advance of discussing and deciding the case. In some peer dispute cases, the Board may, at its discretion, allow for the student charged and/or the student who made a complaint to appear before it. Neither the fact finder nor the resident deans or Board Alternates of the students principally involved will vote on the case.
- *Informing students of the decision.* In cases involving allegations of sexual assault or physical violence, both the student making the complaint and the student(s) charged will be informed by their resident dean or Board alternate of the Board's decision. The resident deans subsequently will send a letter to the students principally involved, confirming the Board's decision in writing. In cases other than those involving allegations of sexual assault or physical violence, it is only the student charged who is informed of the Board's decision.

DECISIONS OF THE BOARD IN DISCIPLINARY CASES

The Administrative Board has a range of actions it can take in disciplinary cases:

- *Scratch*. A finding by the Board that nothing wrong occurred, or that there are no grounds for action. A decision of scratch is recorded in a student's file to signal that the Board found no fault.
- *Take No Action*. This response indicates that a serious accusation was made but was not or could not be substantiated.
- *Admonish*. Admonition is a warning from the Board that a student has violated the rules or standards of conduct in the College, and it begins a state of jeopardy (i.e., it signals to the student that the Board may respond to future misconduct with formal disciplinary action).

The following decisions are considered formal disciplinary action that changes a student's status in the College (from "in good standing" to "on disciplinary probation" or "required to withdraw") and are therefore disclosed to parents or guardians, as well as to graduate or professional schools under certain circumstances.

- *Place on Probation*. Disciplinary probation puts a student on notice that her or his conduct gives considerable cause for concern. A student on disciplinary probation is expected to pay very close attention to his or her conduct, both during the period of probation and after. The Board will likely respond more seriously (e.g., requirement to withdraw) to further infractions. A student is relieved of probation at the end of the time period set by the Board, provided there has been no further misconduct.

Requirements and Restrictions. The Board may add requirements to the period of probation when it believes that the student needs to take positive, explicit steps to rectify his or her situation. For the same reason, the Board may add restrictions when it finds that a particular activity contributed directly to the problem for which the student was placed on probation. Requirements and restrictions typically relate directly to the circumstances of the case. Requirements, for instance, might include alcohol counseling in cases of inappropriate conduct while under the influence, or

mandatory tutoring in proper citation in cases of misuse of academic sources. Restrictions, on the other hand, might forbid a student to participate in an extracurricular activity that contributed to or allowed for the misconduct.

- *Require to Withdraw.* Action taken when a student's conduct is unacceptable and the Board has determined that the student needs to be separated from the College in order to gain perspective on his or her actions, or to address and resolve his or her difficulties. In all cases, the Board requires the student to leave the Harvard community completely and to hold a full-time, paid, non-academic job in a non-family situation, for at least six consecutive months before petitioning for readmission to the College. The length of withdrawal normally ranges from two to four terms. Readmission to the College after a requirement to withdraw is not automatic, and requires a vote of the full Administrative Board. A student readmitted after a requirement to withdraw for disciplinary reasons is readmitted in good standing (unless the misconduct also resulted in an unsatisfactory academic record).

Ordinarily, a second requirement to withdraw (whether for a disciplinary case or academic review) is final, although the Board can make exceptions. The student must make an extraordinarily strong case in order to be readmitted a second time.

Recommendation to Dismiss. In the most serious cases of misconduct, the Administrative Board may require a student to withdraw with a recommendation to the Faculty that he or she be dismissed from the College. Dismissal severs a student's connection with the University. If the Faculty votes to dismiss a student, he or she can be readmitted only in the rare instance of another vote by the Faculty. The Administrative Board cannot itself dismiss a student.

STANDARD RESPONSES TO DISCIPLINARY CASES

The Board's disciplinary case decisions generally depend on two criteria: 1) the seriousness of the infraction (some typical but not invariable examples of which are given in the following list); and 2) extenuating circumstances, including the extent to which a student has had similar trouble before.

Admonish

- first (minor) misuse of safety equipment
- using a fake id to obtain alcohol
- disruptive, loud, or offensive behavior affecting others
- minor misuse of a Harvard id

Probation

- lying to an officer of the University
- minor damage to, or disregard for, property
- abuse of library facilities or resources
- charging money at a private party in a student's room; advertising a private party; serving alcohol to minors; hosting a disruptive party; and other forms of being an irresponsible host
- using threatening, intimidating, or abusive language or behavior (short of violent contact) toward another person
- minor sexual misconduct
- minor misuse of academic sources
- use of candles in a dormitory room

Requirement to Withdraw

- physical violence or fighting
- theft
- significant damage to, or disregard for, property
- academic dishonesty, including: plagiarism; cheating; major misuse of sources
- sexual assault or rape (*with dismissal recommendation likely*)
- use of, or traffic in, controlled or illegal substances
- possession of, use of, or threat of use of, a weapon against another person

4 | Appeals

STUDENTS HAVE THE OPTION TO REQUEST that the Administrative Board reconsider any of its decisions provided new materially relevant information becomes available or there is reasonable evidence of a procedural error. Students who believe they have sufficient grounds for reconsideration should consult with their resident dean. In keeping with Section 504 of the Rehabilitation Act of 1973, a student with a disability who believes that the Administrative Board did not properly consider any claims pertaining to his or her disability may seek further review from the Office of the University Disability Coordinator, including in disciplinary case decisions. The request for review should be made in writing and directed to Marie Trottier, Holyoke Center 547, Cambridge, MA 02138, (617) 495-1859, TTD (617) 495-4801, marie_trottier@harvard.edu. See http://www.accessibility.harvard.edu/general_disability_guidelines/grievance_procedure.php.

Students also have the option to appeal to the Faculty Council *disciplinary* case decisions of the Administrative Board, where the sanction has been a requirement to withdraw or probation for more than one term. Such appeals are first screened by the Docket Committee, a group of three elected representatives of the Faculty Council and the Dean of the Faculty, who serves, *ex officio*, as chair. If the Docket Committee determines that the appeal has sufficient merit to warrant further consideration it will refer the matter to the Faculty Council, a body of 18 elected representatives of the Faculty of Arts and Sciences and the Dean of the Faculty, who again serves, *ex officio*, as chair. All appeals must be filed within six months of the initial decision of the Administrative Board, and once a student has been awarded a degree from Harvard College the option to have the Board reconsider a decision or to appeal to the Faculty Council is closed.

A student who wishes to appeal an Administrative Board decision should address his or her appeal to the Secretary of the Faculty, who will forward the relevant materials to the Docket Committee and, if appropriate, to the full Faculty Council. The written appeal should state,

with as much clarity as possible and in as much detail as necessary, the reason or reasons that the appeal is being made and why it has merit. It need not summarize the record, other than what is required by the arguments of the appeal, and need not include documentation that was developed during the course of the procedures to this point.

When the written appeal is received, a copy will be sent to the Dean of Harvard College for any comment he or she may wish to make on behalf of the Board. That commentary, if any, will then be sent to the student for a final statement. All this material will then be forwarded, along with the documentation developed during the Administrative Board hearing of the case, to the Docket Committee. This small group can consider a volume of material with great care and will review the case thoroughly. If the Docket Committee finds that further consideration of the matter by the Faculty Council is not warranted, the appellant will be so informed by the Secretary of the Faculty. If the Docket Committee finds that there is merit in the appeal, it will assume the responsibility of reporting that finding to the Faculty Council. The Docket Committee will, in this case, explain to the Council why it has found merit in the appeal, and provide all the material necessary for the Council to reconsider the situation. If the Faculty Council finds that the Administrative Board reached an inappropriate decision, the Council may arrive at a new finding, which may alter but not increase the penalty. The Faculty Council's decision will be reported to the student by the Secretary of the Faculty. This completes the appeal process.

If, despite the careful consideration of the Administrative Board and the Docket Committee (and possibly the Faculty Council), a student remains dissatisfied with the outcome, he or she can enlist the aid of a voting member of the Faculty of Arts and Sciences to bring the matter to the attention of the full Faculty. Any of the approximately 800 voting members of the Faculty of Arts and Sciences may rise in a Faculty meeting to question a decision of the Administrative Board. If a member of the Faculty of Arts and Sciences were to raise a question about the outcome of a specific case that had not been considered by the Docket Committee, a member of the Docket Committee would rise to point this out. The ordinary result of such a statement by a member of the Docket Committee would be for the Faculty to vote, without further discussion, to refer the matter to the Docket Committee. If the matter had been considered by the Docket Committee (and the Faculty Council, if appropriate), a member of the Docket Committee would respond to the question. At that point, a faculty member may request that the matter be considered by the full Faculty.

Should the matter come before the full Faculty, all voting members would receive all the necessary information required to give proper consideration to the appellant's petition. While every effort is made to preserve confidentiality when disciplinary matters are being considered, there is no guarantee that such confidentiality can, in fact, be preserved. The volume of paper and its wide dissemination makes it possible that one or more people, other than members of the Faculty of Arts and Sciences itself, may see and read these documents.

If the matter is considered by the full Faculty, the outcome will be reported to the student by the Secretary of the Faculty.

5 | Sample Cases

THE FOLLOWING SAMPLE CASES ARE PROVIDED only as examples of the types of cases that might arise, and the manner in which the Board could respond. They are merely examples, and not accounts of actual cases. The specific facts and individual circumstances of an actual case may lead the Board to respond differently than one might expect from having read the sample cases described here.

ADMONISH (WARNING)

1. LATE STUDY CARD

Docket write-up: Lionel Mower (LM), a freshman, forgot to turn in his study card on freshman study card day. His Resident Dean sent him a notice informing him that he would now need to obtain signatures for all his courses, and pay a late fee of \$40 per week. LM got the signatures for all but one of his courses before he misplaced his study card somewhere in his room and forgot about it. After more notices from his RDF warning him that further delays would result in higher fines and perhaps disciplinary action, LM searched his room, found his study card, obtained the last signature, and turned it in on the Fifth Monday (the deadline for adding and dropping courses).

Board Action: The Board admonished LM for inattention to administrative procedures in turning in his study card well after the deadline.

2. FIRE SAFETY EQUIPMENT

ABRD oral presentation: Barnard Briggs (BB), a sophomore in a Quad House, opened the glass case containing a fire hose in the hallway of his House to pass the time as he waited for a friend. BB had completely removed the hose and extended it to its full length by the time his friend arrived. BB writes in his statement that, “since we only had two minutes to make the shuttle bus to get to Bright Hockey Center in time for the face off, I did not have time to replace the hose.” BB regretted

his thoughtlessness, and apologized to the building manager who had refolded the hose.

Board Action: The Board admonished BB for a first instance of minor tampering with fire safety equipment (in which the safety of the community was not put at risk), and noted that further such incidents could result in formal disciplinary action.

PROBATION

3. REPEATED ALCOHOL ABUSE

ABRD oral presentation: Emma Strauss (ES), a junior in a River House, hosted a party that got considerably out of hand, attracting the attention of two resident tutors and the Harvard University Police Department (HUPD). ES was so intoxicated that she was able to neither control her party nor assist the tutors and police in getting her guests to leave. The next day, ES had no memory of the events of the prior evening.

During her freshman year, ES had been given a Dean's Warning by her RDF for a first instance of underage drinking, and was admonished by the Board the following year for being drunk and disruptive at a House dance. Having been twice warned already, ES expected the Board would take formal disciplinary action but did not opt to make a personal appearance.

Board Action: The Board placed ES on probation until the end of spring break (approximately 4 months) for irresponsible behavior involving alcohol and for being an irresponsible host (serving alcohol to minors and allowing a party to get out of control), with the additional requirement that she attend at least two alcohol counseling sessions.

4. LYING TO AN OFFICER OF THE UNIVERSITY

RDF oral presentation: Carina Day (CD), a freshman, forgot her keys and, not wanting to wait for the security guard, tried to enter her room through the window. A proctor passing by asked what she was doing. CD, annoyed by her situation, did not respond openly or in a forthcoming way to the proctor. When several queries went unanswered, the proctor asked CD for her Harvard id. Thinking she could "avoid further hassle," CD replied that she was not a Harvard student, but rather that she attended Boston University and was merely trying to retrieve a backpack she had left in a friend's room during

a recent visit. She left the dorm at that point, and the proctor later identified her from the Freshman Register.

Board Action: The Board placed CD on probation until the end of the term, for lying to an officer of the University.

5. VANDALISM/THEFT

ABRD oral presentation: Maxwell Aiken (MA), a senior from a River House in the final stages of writing his thesis, discovered during a late night visit to a vending machine that he no longer had any Crimson Cash. Hungry and tired, he tipped over the machine and rocked it back-and-forth to get a snack. Much to his surprise, MA was able to dislodge items more easily than he had expected, and continued to shake the machine for about ten minutes. In the end, he had obtained about a dozen snacks (which he had planned to bring back to his suite to share with his roommates) and left the vending machine lying on its side. The noise MA made shaking the machine, however, caught the attention of the security guard, who found him walking away with the stolen merchandise. MA immediately called his Resident Dean and took full responsibility for his actions.

Board Action: Some Board members recommended requirement to withdraw, but a majority voted instead to place MA on probation for eight weeks, for vandalism and theft.

6. FIRST UNSATISFACTORY RECORD (ACADEMIC REVIEW CASE)

Docket write-up: Jefferson Lyman (JL) was worried that his interest in his concentration (Romance Languages and Literatures) was flagging, and in an effort to regain his momentum, immersed himself in the field by enrolling in a tutorial, an advanced language course, and two literature courses taught in the language. Unfortunately, his interest continued to wane during the term, and he received a “C,” a “B-” and two “D”s in his courses. JL, formerly a “solid B” student, admits he can now “read the writing on the wall” and will change concentrations—returning to his first love, physics.

Board Action: The Board placed JL on academic probation, for his first unsatisfactory record.

7. MINOR SEXUAL MISCONDUCT

Disciplinary Case Report: Lynn Aean (LA) filed a formal complaint with the College accusing Chauncy Walker (CW) of sexual misconduct. The Secretary of the Board informed CW of the complaint and presented the matter to the Dean of the College, who referred it to a fact finder and subcommittee. The fact finder reviewed LA's complaint and obtained an initial statement from CW. The fact finder then allowed LA and CW to see each others' statements and to respond in writing, and interviewed each separately.

LA and CW agree on the following: They have been blockmates in the House for two years, and have grown to be "close." CW's roommates are quite social, and since he had a heavy exam schedule this past term, LA offered to let him study in her room (she has a single) during Reading Period. Because her own schedule was uncertain, LA gave CW a key to her room so that he could come and go as he needed.

On the night in question, CW let himself into LA's room around 1:00 a.m. Though the desk light was on, LA was in bed and asleep; she did not wake completely when CW came in, but roused briefly and turned over. After she rolled over in her bed, LA closed her eyes and went back to sleep. CW got undressed and got into bed with LA. CW began to kiss and caress LA, and after "a few minutes" (CW's estimate) started to remove LA's nightshirt. LA awoke again, more completely this time, cried out CW's name, and grabbed his arms. CW continued to kiss LA, until she shouted at him to leave immediately. CW collected his clothes and left, feeling "confused and hurt."

The fact finder forwarded her findings to the subcommittee. The subcommittee and fact finder met with both LA and CW to discuss the charge and the supporting information the Board would likely be able to obtain through its process. The subcommittee recommended to the full Board that a charge be issued. Then both LA and CW were given an opportunity to respond to the subcommittee's recommendation before the full Board voted on whether to issue a charge. The full Board read the students' statements and responses, discussed the case, and voted to issue a charge against CW, referring the case back to the fact finder and subcommittee for further investigation.

The students' accounts differ on the following points: LA says she offered to let CW use her room as a place to study; that she loaned him a key so he could do so; and that there were no romantic overtones to

her invitation at all. CW reports that the invitation to use LA's room was quite personal and romantic; and that LA gave him the key so he "could be there with her as much as possible." LA says that she was alarmed and confused when she woke up and found CW in her bed holding her, and that she was trying to push him away or get away from him when she grabbed his arms. CW says that LA was holding him in an embrace.

While the discrepancies in the students' accounts could result from mutual misunderstanding, the subcommittee nevertheless believes that, in disrobing and getting into bed with LA while she was asleep, CW acted inappropriately: CW should have recognized that, asleep, LA could not consent or resist. CW should therefore have taken explicit steps to determine whether LA welcomed his romantic and sexual overtures. The subcommittee concluded that CW's actions were in violation of the Faculty's rules regarding sexual misconduct, and issued a report to the full Board in which it recommended that CW be placed on probation for one year. Both LA and CW were allowed to read and respond to the report before the Board decided the case.

Board Action: The Board placed CW on probation for one year for sexual misconduct, and required him to avoid all contact with LA.

REQUIREMENT TO WITHDRAW

8. PHYSICAL VIOLENCE

ABRD oral presentation: Kirk Land (KL) and Lev Rette (LR) share a suite with two other men in DeWolfe. At the end of a semester's worth of arguments and failed compromises over the allocation of space in their common room, KL and LR had an argument that escalated into a fight. The students' statements agree on the facts of the incident: LR left personal belongings and trash on KL's desk; KL told LR to remove them "or else." LR refused, and KL responded by gathering the items and throwing them out the window; LR grabbed KL by the neck and raised his fist but KL landed the first blow. A full-fledged fight ensued, and only stopped at the intervention of roommates and a resident tutor. Both men suffered cuts and bruises, and were treated at UHS. Neither student exercised his option to appear before the Board.

Board Action: The Administrative Board required both KL and LR to withdraw for one year for physical violence.

9. PLAGIARISM

ABRD oral presentation: Fay Byerly (FB) turned in two sophomore tutorial papers late at the end of the term. FB says in her statement that although her tutor had made a standing offer to confer with her about topics and sources, FB had already received several extensions and “was embarrassed to go to [her] tutor with basic questions at the last minute.” Instead, she attempted to write the assigned papers, relying heavily on two main sources. As the instructor’s statement details, each paper repeats the argument of one of the sources, making the same key points in the same order and using the same supporting evidence. Though much of her paper is paraphrased, in several cases phrases or whole sentences are copied verbatim from the sources, without attribution. FB states firmly that she had no intention to plagiarize; however, she was aware at the time that she did not understand the material and could not have written the papers without the sources. FB’s statement, the instructor’s letter, and copies of the papers and the relevant sections of the sources were distributed to Board members. FB made a personal appearance and answered questions.

Board Action: The Board required FB to withdraw for one year, for plagiarism, with the additional stipulation that when she returns she will need to complete the workshop on citations and use of sources conducted by the Expository Writing Program.

10. MAJOR DISHONESTY

ABRD oral presentation: Matthew Grays (MG), a senior, signed up for several on-campus interviews through the Office of Career Services (OCS). After being turned down for all the interviews, MG consulted with an OCS counselor and learned that his unimpressive record and sparse resume had been cited by some firms as the reason he was not given an interview. MG consulted the OCS handbook to get resume tips, and rewrote his resume, borrowing heavily from the examples given. In the process, MG revised not only the format, but the content as well, claiming a much higher cumulative rank group than he had earned, and several positions of leadership and responsibility in student organizations that he never held. MG subsequently received four interviews, and his false claims came to light when one of the firms called the House to confirm the resume information. MG’s statement describes the “mounting senior spring term pressure [he] felt to get a job” as a “possible contributor to [his] unfortunate lies.” MG

fully understands the severity of his errors, regrets them, and accepts responsibility; he chose not to appear before the Board.

Board Action: The Board required MG to withdraw for three terms for major dishonesty in misrepresenting his Harvard record and activities.

11. FRAUD

RDF oral presentation: Robin Sever (RS), alarmed at his high long-distance phone bills, began to use other students' personal billing numbers to make calls. RS used several personal billing numbers without knowing who owned them, and generated a bill of over \$1200. The phone company traced the pattern of complaints of "wrong charges" primarily to RS's room. RS denied making the calls, even after the phone company contacted the people he had called using the stolen numbers—all of whom confirmed that RS had called them on the day and time in question.

Board Action: The Board required RS to withdraw for one year for theft (phone billing fraud).

12. FAILURE TO MEET MINIMUM ACADEMIC REQUIREMENTS

Docket write-up: Shannon Longwood (SL) has a long history of freezing up during exam situations and having difficulty working against deadlines. He has been on academic probation twice before as result of this problem, and has sought help from the Bureau of Study Counsel and counseling from Mental Health Services (UHS). This term his situation was more extreme than usual, as he had four term papers due in reading period and three exams. His record is: C, D, E, and UNS.

SL feels he has made good use of the resources available to him at Harvard in trying to overcome his "blocks," but agrees with his therapist that he needs to deal with this problem in more depth and away from the pressures of an academic community. SL knows that his record warrants a requirement to withdraw, and is anxious to use this time to reorient and strengthen his learning and study methods.

Board Action: The Board required SL to withdraw for one year for failure to meet minimum requirements, with the understanding that before he petitions to return he will consult with the University Health Services (called a rider).

RECOMMENDATION TO DISMISS

13. RAPE

Disciplinary Case Report: Penny Packer (PP) filed a formal complaint with the Board in which she reported that Thayer Weld (TW) raped her. TW was contacted by the Secretary of the Board and informed of PP's complaint. In addition, he was advised to seek legal counsel before making any statements to the College. The Secretary presented the complaint to the Dean of the College who referred the matter to a fact finder and subcommittee. The Secretary received an initial statement from TW, and then PP and TW were allowed to see each others' statements and to respond in writing. The fact finder and the subcommittee reviewed the statements and interviewed each student separately. The fact finder assessed the supporting information identified by PP and TW and forwarded her findings to the subcommittee. The fact finder and subcommittee met again with both PP and TW to discuss whether a charge should issue. The subcommittee recommended to the full Board that a charge be issued. Then both PP and TW were given an opportunity to respond to the subcommittee's recommendation before the full Board voted on whether to issue a charge. The full Board read the students' statements and responses, discussed the case, and voted to issue a charge of rape against TW, referring the case back to the fact finder and subcommittee for further investigation.

The fact finder met again with both students, the "fresh complaint" witnesses (PP's roommates, the first people PP saw after the incident and who took her to UHS), and the "fresh response witness" (TW's proctor, the first person TW spoke with on learning of the complaint).

The fact finder found that the students were in agreement on the following: PP and TW, friends from a Core section, went together to a party at TW's social club. Both students drank heavily. TW offered to walk PP home, but suggested they stop off at his room for a snack first. Once there TW offered PP another drink, which she declined.

The students do not agree on the events that followed. PP recounts that, "feeling dizzy and sick, [she] sat down on the bed." She reports that TW came over, pushed her down on the bed and started kissing her; that despite PP's repeated protests, he removed her pants and underwear and initiated intercourse; that she tried to push him off and to roll away from him, but that she could not get free; and that she was crying and protesting loudly throughout intercourse. TW disagrees

with this account, and says emphatically that PP never objected, and that her going to sit on the bed was “a sign she wanted to hook-up.”

After the incident, PP returned to her room unescorted, told her roommates what happened, and went with them to UHS for treatment and to report the case. The roommates report that PP wept uncontrollably when she returned home, and that her account of the incident did not change from the time she first told them what had happened. PP also had numerous bruises on her wrists and arms that her roommates confirmed had not been there hours earlier.

The fact finder found that PP’s account and that of the fresh complaint witnesses were extremely consistent and credible. TW’s account was inconsistent and at times contradictory. In particular, his version of what he and PP had done at the social club earlier in the evening did not match that of the friends he was with. In addition, a student living on the other side of the firedoor to TW’s room reported hearing a struggle in TW’s bedroom around the same time as the alleged incident.

TW made a personal appearance before the subcommittee, after which the subcommittee issued a Disciplinary Case Report summarizing the facts of the case. The report concluded that TW was responsible for raping PP and recommended that the Board require TW to withdraw and be dismissed by the Faculty.

Both PP and TW were given the opportunity to read and respond to the Disciplinary Case Report before the case was heard by the Board. Both students submitted a written response, which members of the Board read before discussing and deciding the case.

Board Action: The Board voted to require TW to withdraw and further to recommend to the Faculty that TW be dismissed for violating the Faculty’s rules regarding sexual misconduct, specifically, rape.

6 | Data for 2007-2008

AS THE FOLLOWING DATA SHOW, the Administrative Board made 2,279 decisions last year. Seventy-five percent of these were related to petitions, 19 percent to academic review cases, and 6 percent to disciplinary cases.

1. Petitions	Approved or Voted	Denied	Rescinded	Total
Allow to Continue	16	12	0	28
Allow to Register	85	3	0	88
Allow to Register Late	53	0	0	53
Bracket a Course	134	0	2	136
Cancel Registration	7	0	0	7
Credit for Summer School	32	3	0	35
Enrollment Changes:				
Add	60	2	0	62
Drop	72	2	0	74
Divide with Credit	16	0	0	16
Change in Grading Status	13	4	0	17
Withdraw from Course	32	14	0	46
Exam Taken Out-of- Sequence	24	16	0	40
Extensions of Time:				
Medical Circumstance	49	19	1	69
Special Circumstance	10	8	1	19
Further Extensions of Time:				
Medical Circumstance	4	0	0	4
Work/Pay at Reduced Rate	19	0	0	19
<i>In Absentia</i> Exam	24	15	4	43
Language Waiver	1	0	0	1
Leave of Absence	233	2	1	236

	Approved or Voted	Denied	Rescinded	Total
Make-up Exams:				
Inadvertence	44	1	0	45
Medical Circumstance	117	4	2	123
Special Circumstance	17	3	2	22
Miscellaneous	64	11	0	75
Involuntary Leave of Absence	1	0	3	4
Readmit	64	3	0	67
Simultaneous Enrollment	66	18	0	84
Study Abroad	196	0	38	234
Postpone Language Requirement	19	0	0	19
Extra Term:				
Fifth	1	0	1	2
Sixth	6	0	0	6
Seventh	13	0	0	13
Ninth	9	5	1	15
total decisions:	1501	145	56	1702

2. Academic Review

Continue on Probation	17	4	0	21
Relieve from Probation	165	0	0	165
Take No Action/Warn	19	2	0	21
Place on Probation (pro)	152	0	0	152
Probation Instead of RWD	4	4	0	8
Require to Withdraw (RWD)	53	0	0	53
RWD Second Not Final Time	4	2	1	7
RWD Second and Final Time	6	0	0	6
total decisions:	420	12	1	433

3. Disciplinary Cases

Scratch

Academic Dishonesty	6			6
Inappropriate Behavior, Alcohol	1			1

	Approved or Voted	Denied	Rescinded	Total
Take No Action				
Inappropriate Behavior	1			1
Inappropriate Behavior, Alcohol	1			1
Academic Dishonesty	2			2
Admonish				
Academic Dishonesty	5			5
Administrative Procedure	26	2		28
Inappropriate Behavior	11			11
Inappropriate Behavior, Alcohol	2			2
Probation (pro)				
Academic Procedure	1			1
Academic Dishonesty	15			15
Inappropriate Behavior	8			8
Inappropriate Behavior, Alcohol	5			5
Inappropriate Behavior, Drugs	1			1
Relieve from Probation	34			34
Require to Withdraw (RWD)				
Academic Dishonesty	14			14
Inappropriate Behavior	5			5
Inappropriate Behavior, Alcohol	3			3
Inappropriate Behavior, Drugs	1			1
total decisions:	142	2		144

total number of disciplinary
cases: 81

decisions of the board in 2007-2008:	2063	157	59	2279
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Sample Docket Page

Administrative Board of Harvard College

PFORZHEIMER HOUSE

Fall Term 2002

TITLE OF REQUEST/ACTION

WOLBACH, JORDAN, 38228592, JR, Class of 2004
Field: Economics

EASTERN HIGH SCHOOL
SAT-1 scores: 710v 760m

Current Status : active
Probation Status : PROR
Withdrawal Status : none
Total Courses Passed : 8.00
Sat Letter Grades : 7.50
Cumulative GPA : 2.90

Previous Board Action:

10-24-2000 V ok late drop, 10-17-2000, [Math 1a]
10-24-2000 V ok late add, 10-17-2000, [Math Xa]
05-24-2001 V extension of time, med, 6-5-2001, [Psy 1]
06-13-2002 V place on probation, funs, S2001-2002

Previous Academic Record:

Fall 2000-2001			Fall 2001-2002		
MATH Xa	B	0.5	ECON	B+	0.5
EXPOS 20	B+	0.5	STAT 100		B
0.5					
SOC-ANAL 10	A-	1.0	LIT-ART B-51	A-	0.5
SPANSH A	B:	1.0	GOV 1540	B-	0.5
Spring 2000-2001			Fall 2001-2002		
MATH Xb	B+	0.5	ECON 1010b	C+	0.5
PSY 1	#B-	0.5	SCIENCE B-16	D	0.5
SOC-ANAL 10	B+	1.0	LIT-ART C-37	C	0.5
SPANSH A	B+	1.0	ECON 970	B-	0.5

Resident Dean's "write-up" or summary is printed here.

Glossary

Academic Dishonesty. Category of disciplinary cases that includes: plagiarism, cheating, inappropriate collaboration, dual submission, misuse of sources, or other acts that are intellectually or academically dishonest.

Academic Probation. *See* Probation.

Academic Record. A student's transcript or cumulative list of courses taken and grades received.

Academic Review. A review by the Administrative Board of all unsatisfactory records at the end of each term, in a special meeting called "Quarter Day." The Board acts on each record according to standard responses (i.e., ordinarily a first unsatisfactory record results in probation; a second unsatisfactory record or failure to meet minimum requirements results in a requirement to withdraw) and the student's circumstances.

Additional Term. In exceptional circumstances, students may petition the Administrative Board for permission to remain in the College for one term beyond the end of the last term in the College in order to complete specific degree requirements. This additional term is called a "Ninth Term" for students who enrolled as freshman, and an "Additional Term" for transfer students. *See also* Extra Transfer Term.

Administrative Board Rider. A requirement or stipulation "attached" to a motion (usually for a Leave of Absence Late in Term) which requires that the Board approve a student's return to the College.

Admonish. A warning by the Board that indicates that a student's conduct or attention to administrative procedures is inappropriate or careless, and should be curtailed or amended to avoid formal disciplinary action. An admonition by the Board is not considered "formal disciplinary" action, and therefore does not change a student's status in the College and will not be referred to in any official recommendations or similar documents.

Adviser. *See* Personal Adviser.

Allow to Continue. Action taken by the Board that allows a student to continue in the College despite having make-up exams or extensions of time in two or more courses. In considering such petitions, the Board will look at the student's overall record and at the number and subject matter of the courses in which the student will be enrolling.

Allow to Register. Action taken by the Board to allow a student to return to study in the College after the student has been on a leave of absence while on probation or with riders.

Allston Burr Resident Dean (ABRD). Resident dean for undergraduates (sophomores, juniors, and seniors) living in or affiliated with one of the Residential Houses. *See also* Resident Dean.

Appeal. Students may appeal to the Faculty Council *disciplinary* case decisions of the Board *where the sanction has been requirement to withdraw or probation for more than one term*. Students who wish to file an appeal should contact the Secretary of the Administrative Board or the Office of the Secretary of the Faculty of Arts and Sciences. *See also* Reconsideration.

Board alternate. Any student charged in a disciplinary matter (behavioral or academic) who decides that his or her resident dean is not the best person to assist him or her with the case, may request that a Board Alternate be appointed. The Dean, as Chair, will choose the Alternate, normally a member of the Board who is not also a resident dean.

Bracket. When the Board finds that there is insufficient information or documentation to decide a petition or case, it may "bracket" or postpone/table the matter.

Bracketing Courses. Courses may be bracketed (not considered or counted for the AB degree, nor included in grade average calculations) either by the College or by the student when: the course is repeated after having been taken before with a passing grade; when it is considered redundant to other work for which the student has already received credit; or when it is set aside for credit toward a graduate degree at Harvard. *See also* Advanced Standing.

Cases. Ordinarily refers to disciplinary or academic review cases, as distinguished from petitions for exceptions to the academic rules or administrative procedures of the College.

Charge. An accusation of possible wrongdoing made on behalf of the College that initiates a review by the Administrative Board.

Charge Letter. Used primarily in disciplinary cases referred to a subcommittee, the charge letter issues after the Board's initial consideration of the case and formally charges a student with misconduct and outlines subcommittee procedures. Charge letters are ordinarily hand delivered to students by the resident dean, who discusses the matter with the student and answers any questions he or she may have.

Citation Workshop. By special arrangement, the Expository Writing Program offers individual workshops on proper citation of sources. When students have run into problems with inappropriate citations or "misuse of sources," completion of this workshop may be required as part of the sanction imposed by the Board.

College file. A student's educational or permanent record. All Administrative Board (and Judicial Board) actions are documented in a student's file. Ordinarily, the documentation includes a docket page, the student's statement, the resident dean's letter to the student recounting the Board's decision, and any other materials that were presented to the Board during its consideration of a petition or case.

Continue on Probation. Action taken by the Board in certain cases in which the student is eligible to be required to withdraw, but the Board believes there are extenuating circumstances that make it appropriate to allow the student to continue at the College.

Dean's Warning. A written warning from the dean or a resident dean, typically in response to a first instance of minor misconduct. Dean's Warnings are reported to the full Administrative Board. *See also* House Warning and Report.

Disciplinary action. *See* Formal Disciplinary Action.

Disciplinary case. This includes any action or behavior that may violate a rule, regulation, or accepted standard of conduct in the College, or which trespasses on a person or property, or is harmful to the student, another person, or the community at large.

Disciplinary Case Report. A written summary of a disciplinary case submitted to the full Board by a subcommittee or fact finder.

Disciplinary probation. *See* Probation.

Dismissal. An action taken only by vote of the Faculty of Arts and Sciences that severs a student's relationship with the College and University. The Administrative Board may, in the most serious disciplinary cases, require a student to withdraw with the further recommendation that he or she be dismissed. A student who is dismissed may be readmitted only in the rare instance of another vote of the full Faculty.

Docket. A set of petitions and/or cases from each House or the Freshman Dean's Office to be considered by the Administrative Board or its Executive Committee. Each petition or case is listed on a separate page. *See also* Docket page.

Docket page. One or two pages that include the student's name, id number, House or Yard, title and reason for the request or action (the "write-up"), information about his or her status in the College, and courses taken and grades received. A docket page becomes part of a student's College file. A sample docket page may be found on page 45.

Docket Write-Up. A brief summary written by the resident dean for the docket page stating the nature and circumstances of a petition or of an unsatisfactory record. Docket pages for disciplinary cases do not include a write-up. In such cases, the resident dean makes an oral presentation instead.

Dual Submission (Submission of the Same Work to More than One Course). Students may not receive credit twice for the same work, and it is the expectation of the Faculty that students will prepare assignments specifically for the course to which they are submitted. If the same or largely similar work is to be submitted to more than one course, *the prior written permission* of all instructors involved must be obtained. The submission of the same or largely similar work to more than one class without prior approval of the instructors is considered academic dishonesty and subjects a student to disciplinary action, ordinarily requirement to withdraw.

Exclusion from a Course. A student who neglects his or her work in any course may, after written warning by the instructor, be excluded from the course by vote of the full Administrative Board. Exclusion from a course is equivalent in all respects to failing it and in and of itself makes the student's record for the term unsatisfactory. A notation of EXLD (excluded) on the transcript indicates that the student was not permitted

to continue in the course and received no credit. Students may not withdraw from a course from which they have been excluded, nor may they continue to attend class or have the opportunity to complete any further written work or examinations.

Executive Committee. A standing subcommittee of the Administrative Board authorized to decide routine petitions and accept some reports. The Executive Committee meets each Tuesday during the academic year prior to full Board meetings. Petitions submitted during the summer months are decided on an *ad hoc* basis.

Expel/Expulsion. Action voted by the full Faculty that severs permanently a student's ties to Harvard College. Expulsion has not been used by the Faculty for many years.

Extension(s) of Time to Complete Written Work. The Executive Committee can, when there is legitimate reason supported by documentation to do so, grant a student an extension of time to complete written work in a course. Normally the reason would be illness or severe personal or psychological distress. The extension should be roughly commensurate with the time missed due to documented circumstances. Instructors may give students extensions of time for work in a course to no later than the last day of the exam period. Faculty policy dictates that instructors do not have the authority to grant extensions beyond the last day of examinations; that is the sole authority of the Administrative Board (Executive Committee).

Extra Transfer Term. Because students who transfer to Harvard College as sophomores or juniors may not be able to complete as full a program of study as those who enter as freshmen in the number of terms they are granted when admitted, they may petition the Board for one "extra transfer term." Students who are awarded an extra transfer term: enroll and pay at the four half-course rate; must fulfill an additional area of the Core requirement; are entitled to College housing provided they have not already lived in housing provided by the College for six terms; and may apply for financial aid. Students granted an extra transfer term may also petition the Board for a Ninth Term. *See also* Additional Term *and* Ninth Term.

Fact Finder. In certain peer disputes or other disciplinary cases, the Board may make use of the services of an independent fact finder in conducting an investigation. The fact finder is ordinarily used in conjunction with a subcommittee of the Board, and works at the

direction of the Secretary and the Chair of the Subcommittee. The fact finder is hired on a case-by-case basis and is not a regular employee of the College. The fact finder is ordinarily charged with conducting interviews with principals and witnesses in disciplinary cases, reviewing all evidence connected to such cases, and with preparing a Disciplinary Case Report for the full Administrative Board to use in considering such cases. *See also* Peer Dispute.

Failure to Meet Minimum Requirements (FMMR). An academic record for a term that ends with one or more failing grades and/or one or more grades below C-, or fewer than two satisfactory letter grades with one of those in a FAS course. Such a record is unsatisfactory and also “fails to meet minimum requirements.” The minimum academic requirements are different for freshmen in their first term. See the *Handbook for Students* for a complete definition.

Fee Waivers. Fees assessed to students for filing forms or petitions after deadlines may be waived only in the most compelling circumstances. For all fee waiver requests, a student should be in contact with his or her resident dean.

FERPA (Family Educational Rights and Privacy Act). Federal legislation that, among other things, regulates students’ rights to access their educational records. Questions about access should be directed to the Registrar’s Office. Questions about FERPA should be addressed to the Resident Dean or the Secretary of the Board

Fifth Monday. Last day of the term on which students may add or drop a course or change the grading status option for a course.

File. *See* College file.

First Unsatisfactory Record (FUNS). A first consecutive academic record that includes at least one unsatisfactory grade (D+, D, D-, E, FL, UNS, NCR, ABS, EXLD).

Formal disciplinary action. Includes probation and requirement to withdraw. Formal disciplinary actions change a student’s status in the College and is therefore disclosed to parents or guardians and, in some cases, other schools or programs to which the student may have applied.

Good standing. Status of a student in the College who is not on probation or required to withdraw.

House Warning. A written warning from either a House Master and/or Allston Burr Resident Dean, typically in response to a first instance of minor misconduct. House Warnings are reported to the full Administrative Board. *See also* Dean's Warning and Report.

In Absentia Final Exams. Voted by the Executive Committee, final exams can be given *in absentia* with appropriate conditions determined by the Registrar's Examinations Office. Most often these are approved for students in approved out-of-residence programs where there is a scheduling conflict or for certain athletic conflicts. This accommodation may be approved by the Registrar alone in cases of travel to certain Harvard athletic tournaments or for students who are approved to study out of residence by the appropriate Faculty committee.

Inadvertence Make-up Exam. When a student misses an exam due to inadvertence (alarm clock failed, student misread exam schedule, etc.) he or she may be granted a make-up exam provided the following conditions are met: 1) the student has not been granted a make-up for inadvertence before; 2) the student was in good standing in the course at the time of the final exam; and 3) the course head gives his or her consent.

Inquiry. A request by a resident dean for the Administrative Board's guidance or opinion.

Judicial Board. *See* Student-Faculty Judicial Board.

Late Add. Title of petition to the Executive Committee to add a course after the Fifth Monday. Approved only in extraordinary circumstances.

Late Drop. Title of petition to the Executive Committee to drop a course after the Fifth Monday. Rarely approved. Students will ordinarily be expected to "withdraw" from a course between the Fifth and Seventh Mondays.

Late Withdraw. Title of petition to the Executive Committee to withdraw from a course after the Seventh Monday. Approved only in extraordinary circumstances.

Leave(s) of Absence. When appropriate for their individual situation, students are encouraged to take time off and, in recent years, roughly 20 percent of Harvard undergraduates have done so. Leaves of absence to be taken at the completion of a term may simply be reported to the Board. Leaves that interrupt a term in progress require a docket page that includes a write-up summarizing the student's circumstances.

Lost Degree. When a candidate fails to complete all academic requirements for the degree in the time allotted (usually 8 terms), he or she is referred to as a "lost" degree. These students should discuss with their Resident Dean the remaining requirements and the best way to complete them (Harvard Summer School or petition for a Ninth Term). *See also* Unsatisfactory Record.

Ninth Term. In exceptional circumstances, students may petition the Board for permission to remain in the College for one term beyond the end of the second semester of the senior year. Tuition is charged at a per-course rate. Ordinarily such students are not eligible for financial aid and housing. There is no possibility of a tenth term being granted. The Board will consider the students' academic record and plan of study before granting this term.

Officer of the University. A faculty member, teaching fellow, dean, proctor, tutor, or administrator in the College or University.

Peer Dispute. Any serious conflict between students that is also a violation of a College rule, regulation, or policy.

Personal Adviser. An officer of the University affiliated with the Faculty of Arts and Sciences (such as a proctor, resident tutor, instructor, or coach) who provides general advice and support to a student involved in a Board case, and who may accompany the student to a disciplinary case interview or personal appearance.

Personal Appearance. An opportunity for a student involved in a disciplinary case for which the outcome could be probation or requirement to withdraw to meet in person with the Board or its subcommittee or fact finder. Students do not appear before the Board for cases of academic review.

Petition. A request for an exception to a College rule or regulation. Some petitions may be filed by form, others require a docket page.

Plagiarism/Misuse of Sources. Plagiarism is considered the use of another person's work as one's own. It can range from carelessly forgetting to footnote a reference to the wholesale theft of an entire piece of work. Academic dishonesty is a serious offence in this community and usually leads to a requirement to withdraw. Ignorance of the appropriate techniques of citation is not viewed as an excuse.

Probation. For both disciplinary and academic cases, indicates to a student that his or her conduct or performance gives serious cause for concern. A student on probation must be especially attentive to his or her responsibilities in conduct and course work, as a further infraction or deficiency ordinarily results in the Board taking more serious action. The Board may add requirements or restrictions to probation. Being placed on academic or disciplinary probation changes a student's status in the College and is therefore disclosed to parents or guardians.

Quarter Day. A formal meeting of the full Administrative Board, to review the unsatisfactory undergraduate academic records of the preceding term. *See Academic Review.*

Rate of Work. Students in the College are expected to maintain an average of four half-courses per term. When students fall behind this, they are considered "behind rate" and are expected to catch up either by taking a fifth course or through Harvard Summer School courses. When students persist in being behind rate, they may be subject to Board action.

Readmit/Readmit on Probation. Students who have been required to withdraw (RWD) must be readmitted (or readmitted on probation) by the full Board before they can return and resume study in the College.

Reconsideration. A request by a student to have the Board review a decision, should new relevant information become available or if there is evidence of a procedural error.

Record. *See Academic Record.*

Referral Form. A document given by resident deans to all students involved in any disciplinary case. It informs students of the jurisdiction of the Administrative Board and of the Student-Faculty Judicial Board, and also informs students of the opportunity in certain disciplinary cases to appear in person before either Board. Students are expected to read and sign the Referral Form, as well as to record their decision about whether or not to appear.

Relief. Formal end to a period of probation. Disciplinary probation includes the period of time, for instance “for six weeks” or “until spring break.” Academic probation ends after the student has achieved a satisfactory academic record in the College. Relief from probation is a formal action by the Board, and restores a student’s status or standing in the College and is therefore disclosed to parents or guardians.

Report. A written or oral presentation to the Board. Routine requests or actions that do not require a vote by the Board are simply “reported.” Examples include certain types of Leaves of Absence as well as Dean’s Warnings or House Warnings.

Requirement to Withdraw (RWD). Used in both disciplinary and academic cases where the Board believes (and the standard response suggests) that the student needs to be separated from the College in order to address and resolve his or her difficulties. RWD requires that a student leave the Harvard community completely, hold a full-time, paid, non-academic job for at least six consecutive months in a non-family owned or run business, and submit a letter of recommendation from his or her employer or supervisor. A second requirement to withdraw for any reason is ordinarily final. A requirement to withdraw is a formal action by the Board that changes a student’s status in the College (from “in good standing” to “on academic probation”) and is therefore disclosed to parents or guardians.

Requirements and Restrictions. Special provisions added to a term of probation. These may either require something extra of a student, such as alcohol counseling, or restrict the student from certain activities or areas of the College.

Rescind. Action that voids a vote previously taken by the Board.

Resident dean. Resident Dean of Freshmen or Allston Burr Resident Dean. The direct link between individual students and the Administrative Board, resident deans are a primary source of information on questions or concerns about the Board’s procedures and policies, academic matters or those of a more personal nature. Resident deans prepare and present petitions, cases, inquiries, and reports to the Board.

Resident Dean of Freshmen (RDF). Resident dean for students in their first year, who are divided for administrative purposes into three Yard areas (Crimson, Elm, and Ivy). *See also* Resident Dean.

Rider (Administrative Board or UHS). Students who are granted a leave of absence from the College may have a condition for their return placed on them by the Board. The two most common riders are the “Ad Board Rider” and the “UHS Rider.” Both require that the Board vote on the student’s return based upon its evaluation of the student’s readiness to resume study in the College. The UHS rider indicates that the student must demonstrate a period of stability prior to returning to the College and be evaluated by a member of the UHS professional staff (medicine or psychiatry) who will provide advice to the Board in the form of a letter.

RSCR. Register for the Sole purpose of Completing degree Requirements. Board action taken in cases where students have completed all course work but need to register in order to finish other degree requirements (such as a general exam or submission of a thesis) or in order to receive a degree.

Scratch. Indicates that the Administrative Board looked into the circumstances of a disciplinary case and determined that the student in question did nothing wrong. A vote of scratch fully exonerates a student.

Second Unsatisfactory Record (SUNS). A second consecutive academic record that includes at least one unsatisfactory grade (D+, D, D-, E, FL, UNS, NCR, ABS, EXLD). A second consecutive unsatisfactory record makes a student eligible to be required to withdraw for academic reasons.

Seventh Monday. Last day on term on which a student may withdraw from a course or take a regular leave of absence.

Simultaneous Enrollment. A student may not enroll in two courses that meet at the same or overlapping times. There are a few exceptions, mostly involving courses that are videotaped and meet at least three times a week. See the *Handbook for Students* for details. All requests to enroll in two courses that overlap must be approved by the Administrative Board.

Special Senior Make-up Examinations. Graduating seniors who miss a final exam must contact their ABRD immediately to arrange for a special makeup exam. The ABRD, with the permission of the instructor of the course, signs the petition and submits it to the Undergraduate Records Office at Registrar’s Office.

Standard response. Actions of the Administrative Board developed over time that inform the Board's decisions on current cases and petitions.

Statement. A student's written request, response, or presentation to the Board. Statements allow students' perspective to be included in the Board's deliberations. Statements typically include a student's own account of the request or incident, along with any explanatory information or reflections that he or she thinks relevant.

Student-Faculty Judicial Board (SFJB). A body charged by the Faculty of Arts and Sciences with responsibility for disciplinary cases for which there is no governing precedent or policy; the procedures of the Administrative Board are not appropriate; or the disposition of which could have profound effects on the community at large.

Study Abroad. Students are encouraged to study abroad for Harvard degree credit. Application materials are provided by the Office of International Programs, and approval is straightforward for a large number of pre-approved programs at universities around the world. Students going abroad for degree credit must be in good standing, and occasionally, students require the Board's permission if he or she has had an unsatisfactory term immediately preceding the term away from Cambridge, is not currently in good standing, or if the reasons for studying out of residence are related to personal circumstances rather than to a unique educational opportunity.

Study Card. Study cards are the scanner-read forms students use to officially enroll in classes. Duplicate copies of study cards are available only from the Office of the Registrar.

Study Card Day. A day at the beginning of each term designated as the deadline for submitting study cards. A student who fails to turn in his or her study card by the end of Study Card Day is subject to late fees which increase each week. Extended delay in submitting the study card could subject the student to disciplinary action, including requirement to withdraw.

Subcommittee. An investigative subgroup of the Administrative Board to which certain disciplinary cases may be referred. The subcommittee by itself, or by working with a fact finder, solicits statements and interviews students or witnesses, and prepares a report to the full Board for a final decision.

Summer School, Permission to Attend. Students whose current status is that of required to withdraw or leave of absence on probation, require the Board's permission to attend Harvard Summer School.

Suspend/Combine Courses. Full courses may be suspended at mid-year and if the second half is taken later on, by petition they can be combined with one grade for the full year.

Take No Action (TNA). Used in both disciplinary and academic review cases. In disciplinary cases, TNA ordinarily means that a serious accusation has been made but has not been, or cannot be, substantiated. TNA is also used, less frequently, in disciplinary cases for which the Board determines it does not have jurisdiction to act. In academic review cases, the Board may decide to Take No Action and warn a student who has received an unsatisfactory record that resulted from truly compelling and well-documented extenuating circumstances.

Transcript Notation for Pro, LOA, RWD. While students are on probation, the transcript will state, "On probation a/c [record or discipline]." When the probation is over, the notation disappears forever. When students are on leave, the record will so state, and a notation to that effect will remain on the record to account for the time away. When students are required to withdraw, the record will state "required to withdraw a/c [record or discipline]." When the students return, the record will simply state that the student was "withdrawn" for the period affected (not "required to withdraw"). For questions, please contact the Office of the Registrar.

UHS Rider. A "UHS rider" is a requirement that a student be evaluated by a physician or psychiatrist at UHS as part of his or her petition and that the student demonstrate a significant period of stability, ordinarily a full-time job for a minimum of six months, and therapeutic engagement prior to resuming study in the College. The clinician will write a letter to the resident dean who will attach it to the student's petition. The return to the College of any student who has a rider must be approved by the full Board.

Unsatisfactory Record. An academic record for a term that ends with one or more unsatisfactory grades (D+, D, D-, E, FL, UNS, NCR, ABS, EXLD), or fails to have one satisfactory letter grade in an FAS course. See the *Handbook for Students* for a more complete definition.

Work Requirement. Students required to withdraw are expected to maintain a satisfactory record of employment at one full-time, paid, non-academic position for at least six consecutive months in a non-family owned or run business. Students may not be supervised by a member of their family or work in a business owned or controlled by a family member.

Work and Pay at Reduced Rate. Students who are unable to enroll at full rate (four half-courses per term) due to a medical, mental health, or other compelling circumstance for more than one term, may petition to work-and-pay at a reduced rate (3 or 2 courses per term). No student will be allowed to enroll at a rate of work less than two courses, unless that is all that is needed to complete the degree.

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