Teaching in the Consortium: A Handbook for Faculty

Consortium for Graduate Studies in Gender, Culture, Women, and Sexuality at MIT

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

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

2018-2019 GCWS Board of Directors*

<table>
<thead>
<tr>
<th>College</th>
<th>Board Member</th>
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<tbody>
<tr>
<td>Boston College</td>
<td>Marilynn Johnson, History</td>
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<tr>
<td>Boston University</td>
<td>Anthony Petro, Religion and Women’s Gender, and Sexuality Studies</td>
</tr>
<tr>
<td>Brandeis University</td>
<td>Bernadette Brooten, Christian Studies</td>
</tr>
<tr>
<td>Harvard University</td>
<td>Genevieve Clutario, History and History &amp; Literature</td>
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<tr>
<td>MIT</td>
<td>Lerna Ekmekçioglu, History</td>
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<tr>
<td>Northeastern University</td>
<td>Linda Blum, Sociology</td>
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<tr>
<td>Simmons College</td>
<td>Denise Horn, Political Science &amp; International Relations</td>
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<tr>
<td>Tufts University</td>
<td>Freeden Blume Oeur, Sociology</td>
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<tr>
<td>UMass Boston</td>
<td>Chris Bobel, Women’s and Gender Studies</td>
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</tbody>
</table>

Reaching the GCWS office:
Street address: 160 Memorial Drive, Building 14N Room 211, Cambridge, MA 02130
Mailing address: 77 Massachusetts Ave, Building 14N Room 211, Cambridge, MA 02139
http://whereis.mit.edu/go=14

Phone: 617-324-2085
Email: gcws@mit.edu
http://web.mit.edu/gcws

GCWS Program Manager:
Stacey Lantz, slantz@mit.edu
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## 2018-19 Academic Calendar

### FALL SEMESTER

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<th>Date</th>
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<tr>
<td>Monday, August 20</td>
<td>GCWS Fall Course applications due from students</td>
</tr>
<tr>
<td>Monday, August 20 – 27</td>
<td>GCWS Faculty Review Applications</td>
</tr>
<tr>
<td>Wednesday, Sept 5</td>
<td>First day of classes</td>
</tr>
<tr>
<td>Thursday, Sept 20</td>
<td>Final Deadline for GCWS Registration (all forms due)</td>
</tr>
<tr>
<td>Monday &amp; Tuesday, Oct 8-9</td>
<td>Indigenous Peoples’ Day, <strong>No Class / GCWS office closed</strong></td>
</tr>
<tr>
<td>Week of Oct 22 – 26</td>
<td>Mid-term evaluations</td>
</tr>
<tr>
<td>Monday, Nov 12</td>
<td>Veterans’ Day, <strong>No Class / GCWS office closed</strong></td>
</tr>
<tr>
<td>Wednesday, Nov 21</td>
<td>Last Day to Withdraw from GCWS Courses</td>
</tr>
<tr>
<td>Thursday &amp; Friday, Nov 22-23</td>
<td>Thanksgiving Holidays, <strong>No Class / GCWS office closed</strong></td>
</tr>
<tr>
<td>Week of Dec 3 – 7</td>
<td>Final evaluations</td>
</tr>
<tr>
<td>Wednesday, Dec 12</td>
<td>Last day of class for GCWS fall seminars</td>
</tr>
<tr>
<td>Wednesday, Dec 18</td>
<td>Grades due for GCWS courses</td>
</tr>
<tr>
<td></td>
<td>*Note: some campuses require grades to be submitted earlier, particularly if a student is graduating. This information will be sent to you at beginning of the semester</td>
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### SPRING SEMESTER

<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Monday, Jan 7</td>
<td>GCWS Spring Course applications due from students</td>
</tr>
<tr>
<td>Monday, Jan 7 - 14</td>
<td>GCWS Faculty Review Applications</td>
</tr>
<tr>
<td>Monday, Jan 28</td>
<td>First day of classes</td>
</tr>
<tr>
<td>Friday, Feb 8</td>
<td>Final Deadline for GCWS Registration (all forms due)</td>
</tr>
<tr>
<td>Monday, Feb 18</td>
<td>Presidents’ Day, <strong>No Class / GCWS office closed</strong></td>
</tr>
<tr>
<td>March</td>
<td>Spring break – varies, GCWS instructors may decide which week (if any) to observe</td>
</tr>
<tr>
<td>Week of March 6</td>
<td>Mid-term course evaluations</td>
</tr>
<tr>
<td>Monday &amp; Tuesday, April 15-16</td>
<td>Patriots Day, <strong>No Class / GCWS office closed</strong></td>
</tr>
<tr>
<td>Thursday, April 25</td>
<td>Last Day to Withdraw from GCWS Courses</td>
</tr>
<tr>
<td></td>
<td><em>Deadline may be different based on students’ home institution. Advise student to consult their academic calendar</em></td>
</tr>
<tr>
<td>Week of April 29</td>
<td>Final course evaluations</td>
</tr>
<tr>
<td>Friday, May 10</td>
<td>Last day of GCWS courses</td>
</tr>
<tr>
<td>Friday, May 17</td>
<td>Grades due for GCWS courses</td>
</tr>
<tr>
<td></td>
<td>*Note: some campuses require grades to be submitted earlier, particularly if a student is graduating. This information will be sent to you at beginning of the semester</td>
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GCWS Mission Statement

The Consortium for Graduate Studies in Gender, Culture, Women, and Sexuality housed at MIT brings together feminist scholars and teachers from nine Boston area institutions for the purpose of advancing interdisciplinary, intersectional feminist scholarship and teaching in the areas of women’s, gender, and sexuality studies. The consortium is committed to the following:

- Exploring the intersections of power and identity, including but not limited to gender, race, ethnicity, class, physical ability, nationality, religion, and language
- Cultivating collaborative intellectual communities across fields and disciplines
- Supporting innovative pedagogical practices
- Contributing to the professional development of students and faculty
- Providing a sustainable model of institutional collaboration

In line with the history of women’s studies, GCWS relies on shared expertise, wisdom, and vision to work toward a more just and equitable future for all people.
Implementing the GCWS Mission

A Unique Model of Graduate Education

The GCWS is designed to train new generations of feminist scholars and teachers. Our seminars nurture cross-disciplinary collaboration and open paths to new lines of inquiry. Faculty integrate analyses of class, race, culture, ethnicity, and sexualities and consider the practical implications of social justice and feminist theories. Graduate courses also provide crucial intellectual support for students pursuing gender related work within the framework of the traditional disciplines.

Faculty Development

The life force of the GCWS is our network of faculty. There are regional faculty workshops for participants to forge intellectual connections across institutions and disciplines. Curriculum development programs provide opportunities for faculty to form interdisciplinary teaching teams to teach our graduate courses. These teaching experiences push disciplinary approaches and understandings, explore interdisciplinary questions, and evaluate and put into practice new forms of pedagogy. In addition to curriculum development programs, members on the Board of Directors gain valuable experience in program and curriculum design and evaluation, administrative cooperation, and feminist participatory leadership.

Intellectual Community

Our course offerings, workshops, and sponsored events build community among and beyond our member institutions. Since faculty and graduate students interested in Gender Studies can be isolated at their home institutions, the GCWS offers a stimulating and supportive environment that encourages intellectual risk-taking. Through GCWS participation, graduate students may tap interested faculty for dissertation committees or forge ties with scholars at other institutions for conference panels and collaborative research. Our program makes synergistic use of disparate resources to advance feminist graduate education and research.

Modeling Institutional Development and Change

Through representative and consensual governance, the GCWS offers a successful model of the sharing of resources and faculty in the creation of a multi-institutional, as well as interdisciplinary, community of scholars. By convening scholars from different disciplines and different institutions, the GCWS offers both graduate students and faculty rich and dynamic opportunities for intellectual collaboration. Consortium participants, faculty and graduate students alike, are able to contribute what they have learned to their own institutions and apply new interdisciplinary understanding to their research and teaching.
History

In 1988, a small group of feminist faculty and friends gathered around the kitchen table of Ruth Perry and shared their ideas for a unique graduate consortium in gender and women’s studies. In the spirit of feminist collaboration and interdisciplinary thinking, they envisioned a program that would train the next generation of feminist scholars under the guidance of multidisciplinary teaching teams. Four years later, with the support of President Linda Wilson at Radcliffe College, founding members Joyce Antler (Brandeis University), Laura Frader (Northeastern University), Carol Hurd Green (Boston College), Barbara Haber (Radcliffe College), Alice Jardine (Harvard University), Ruth Perry (MIT), and Christiane Romero (Tufts University) formally launched the Boston-area Graduate Consortium for Women’s Studies (GCWS).

Since its founding, the GCWS has expanded to its current membership of nine institutions: Boston College, Boston University, Brandeis University, Harvard University, Massachusetts Institute of Technology, Northeastern University, Simmons College, Tufts University, and the University of Massachusetts, Boston. Simmons College and the University of Massachusetts Boston joined in 2004; Boston University did two years later. The GCWS was housed at the Radcliffe Institute for Advanced Study from 1992 until 2005. In 2005 it moved to MIT, its current host institution.

The GCWS offered its first seminar in spring 1993. Since then, it has offered over a hundred courses to over 600 graduate students at its participating institutions. In 1996, in just its third year of operation, a team of prominent women’s studies faculty evaluated the Consortium and deemed it “an outstanding enterprise and a truly unique inter-institutional experiment.” Participating institutions sign a five-year Memorandum of Agreement in which they confirm their commitment to GCWS, make arrangements for their faculty to teach courses, and specify mechanisms for course credit transfer.

In 2016 the GCWS changed its name from The Graduate Consortium in Women’s Studies to the Consortium for Graduate Studies in Gender, Culture, Women, and Sexuality. This change retained the Consortium’s original abbreviation. In Spring 2018, current and past GCWS faculty gathered to celebrate the Consortium’s 25th anniversary. As the landscape of gender studies continues to change, the Consortium looks forward to the next 25 years of dynamic feminist collaboration and interdisciplinary learning.
Information for Faculty

Practical Expectations and Suggestions

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

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

Course Expectations and Student Assessment

Faculty teams are asked to discuss their grading philosophies from the beginning of the course proposal process and make course expectations and the assessment process as clear as possible on their syllabi. This is particularly important because GCWS classes serve diverse students, disciplines, and institutions with different conventions for student performance and evaluation.

Ongoing Teaching Team Support

Team teaching with the GCWS often involves different processes, logistics, pedagogical strategies, and course and classroom organization than faculty teams are used to at their home institutions. Therefore, we have many resources and support structures available for teaching teams at every stage of the process – from course development through to the very semester that they are offering their class.

New teaching teams can request to speak with former GCWS teaching team member and/or Board of Directors member before their class begins. This can be an opportunity to ask concrete questions and share ideas about course structure, GCWS students and classroom dynamics, effective strategies for collaboration and enhancing student engagement, among others. Additionally, former GCWS teaching teams, instructors, and Board members are available to help with questions as they arise throughout the semester. Please contact GCWS Program Manager, Stacey Lantz (slantz@mit.edu) to find out more about this meeting.
Suggestions and Questions for Teaching Teams

1) **Meetings at the time of syllabus preparation:**
   a) Note differences in work styles and approaches
   b) Explore commitment to reading each other’s materials
   c) Note the importance of respect for each other at all stages of the process
   d) Consider the value of adding discussion questions for the students in the syllabus

2) **Class meetings:**
   a) Who will lead off the discussion?
   b) Will discussion leadership be shared each week, or will one person play the lead role at any given moment?

3) **What to do about differences in pedagogy and style?**
   a) Structured vs. open-ended discussion styles
   b) Close reading vs. wide-ranging text analysis
   c) Setting goals for students vs. letting students make their own discoveries

4) **Dealing with differences in discipline**
   a) The crucial importance of respect and not criticizing each other’s disciplines, both in the preparation phase and in the classroom
   b) What about differences in perspective? Trying to think in advance about differences as teachable moments, as something positive to model for students

5) **Meetings before class and/or after it**
   a) Helpful way to come up with an agenda, structure discussion, and questions for students
   b) Reflects the importance of personal contact between teaching teams

6) **Office hours**
   a) Consider whether to have shared or separate office hours with students
   b) Will you divide up students in terms of mentoring or will each of you mentor all students

7) **Grading**
   a) How will you share the grading itself, and whether to reach each other’s comments to students?
   b) Do you have a strong philosophy about grading? What is your sense of what goes in to each grade? What would you do as a team if you disagreed about a grade?

8) **Evaluations**
   a) All courses have mid-semester and final evaluations. You should consider having a discussion with students about the mid-semester evaluations to explore changes if needed

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

On-load or Overload
Faculty may be compensated for a GCWS course in one of two ways:

1. On-load: This means that faculty teach a GCWS course as part of their regular teaching load.

2. Overload: This means that faculty teach a GCWS course as an addition to their regular teaching load and receive a stipend. All income taxes and the employee’s contribution to FICA will be withheld, pursuant to federal and state regulations. MIT contributes the employer’s share of Social Security (FICA) and pays fringe benefits for Workers’ Compensation and Unemployment Compensation. Faculty members are hired as Temporary Lecturers by MIT for the duration of their teaching.

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

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

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

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

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

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

Course Development Timeline

In order for a course syllabus to be approved by February of the year before the course will be taught, course proposals should be submitted as early as possible and no later 18 months prior to the start of the course. Once submitted, the GCWS Curriculum Committee reviews the proposal and if it is approved the team is invited to develop a syllabus, the first draft of which is submitted to the full Board of Directors for discussion. Teams receive comments and suggestions from the Board for revising the syllabus as they work together on the final draft. The course is not officially approved until all steps are complete. The goal is to support the dynamic interdisciplinary thinking which is the mission of GCWS courses by offering the resources of faculty peers to teaching teams.

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

See Appendix A for a more specific course development timeline.

Course Materials

Online Readings
The GCWS staff will upload course readings to the course Stellar site 4 weeks prior to the beginning of the semester. All readings should be submitted to the GCWS Program Manager in one electronic transfer either by zip file, drop box link, etc. Files should be saved by authors’ last name(s) and then article title.

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

Course Packet
Faculty should work with resources and staff at their home universities to produce the master copy of a course packet, including copyright permissions. Course packets must be printed single sided, unstapled, and assembled in order per the course syllabus, and submitted to the GCWS Program Manager 4 weeks prior to the start of course in order for student copies to be ordered and printed by the beginning of class.

Stellar

Stellar is the platform for learning and course management at MIT. All GCWS courses will have a specific Stellar site where students can access the syllabus, readings, and upload assignments.

Two to three weeks prior to the start of the GCWS course, the GCWS Program Manager will create the Stellar site and add all accepted students. Faculty from other institutions other than MIT will receive an email about how to create an MIT Touchstone Collaboration account and sign into their
GCWS Stellar page. Once you register for an account, it can take up to 24 hours to process before you are able to access the course Stellar page. Please contact the GCWS Program Manager with any questions about accessing the course Stellar page.

Once you access the Stellar course page, bookmark it for easy future access.

**Course Email Distribution List**

The GCWS Program Manager will create an email distribution list for each class and share this information with faculty and students two to three weeks prior to the start of the semester. This distribution list is to facilitate communication between students and faculty about assignments, readings, and class meetings. Anyone can send an email to the distribution list and it will be received by all members.

**Course Development Mini-grants**

As resources permit, small course development grants are available to support collaboration, guest speakers, or other course enhancement. All such expenses must be authorized. Contact the GCWS Program Manager for the Course Development Mini-Grant form.

**Course Evaluations**

**Mid-term**

During the seventh week of classes, faculty are asked to distribute a short mid-term evaluation to students. The GCWS Program Manager will provide a general form. The purpose of the evaluation is to formally check-in with students about the pedagogy, content, and structure of the course. The GCWS staff will collect these evaluations, compile the responses, and provide anonymous typed copies with the GCWS curriculum committee and teaching faculty.

**Final**

At the penultimate or last class meeting, students complete course evaluations forms. The GCWS Program Manager will distribute the forms at the start of class and the process will take approximately 15-20 minutes. Instructors must leave the room during this time. Copies of the evaluations are sent to the instructors after grades have been submitted.

**Faculty**

The GCWS Program Manager will provide an online self-evaluation to faculty, which will take approximately 15-20 minutes. These evaluations are for use by the GCWS Board and provide helpful input on how the course development and teaching process went, the impact of the teaching experience, and how the board can better support faculty during their teaching experience. Faculty members must complete their self-evaluation before receiving the student evaluations.

**Course Syllabus and Distribution**

The course syllabus should consist of the following elements:

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

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

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

Reserve Course Materials
Due to the burden reserve processing places on library staffs, the GCWS does not place materials on reserve at university libraries, although individual instructors may choose to put materials for a GCWS course on reserve at their home institutions.

Instructor Availability and Office Hours
Please make an announcement at the first class clarifying your availability with students, and supply a phone number and email address in the syllabus.

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

Cancellation and Rescheduling of Class Due to Weather or Instructor Illness
The GCWS Program Manager considers the following factors to decide if classes will be canceled due to inclement weather:
▪ the severity of the weather
▪ the conditions of major highways and public transportation
▪ whether there is a snow emergency or parking ban in Cambridge
▪ advice of the faculty teaching that course
▪ whether other universities have canceled classes

If a class is canceled, the GCWS Program Manager and faculty will make every attempt to contact every student in the course as early as possible.

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

If an instructor is ill, please call your teaching team and the GCWS office immediately. When there is one or more instructor able to teach the class, the class will not be canceled or rescheduled, except in unusual circumstances.
Cancellation of Courses
The Graduate Consortium reserves the right to cancel any course in which the registration falls below a reasonable minimum for an effective seminar class. Instructors are notified of cancellations as soon as possible after the application deadline.

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

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

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

MIT Campus
Use the MIT interactive campus map to find where the course will be held. MIT uses a number system to label their buildings. On the interactive map, street addresses are listed for each building.

Public Transit
MIT is located at the Kendall Square T Station on the Redline. It is also easily accessible by the following bus lines: 1, CT1, CT2, 64, 68, 85

Parking
There is metered street parking available in Kendall Square. The meters are for a max of 2 hours and take either quarters or pay-by-app (Passport Pay by Phone).

There are a number of garages in the Kendall Square area for general public and MIT visitors. MIT lots are only available for people with an MIT parking permit.

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

Policies and Procedures

**Student Course Application Process**
The GCWS course application form is available at [http://web.mit.edu/gcws/](http://web.mit.edu/gcws/), or by mail upon request.

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

Once admitted, students are asked to register using the GCWS registration form and any necessary cross-registration forms. See Cross-Registration procedures printed in this handbook (Appendix C, p. 27). All students are given the course syllabus, cross-registration procedures, academic policies, and student information sheet when they receive their letter of acceptance.

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

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

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

**Student Attendance and Participation**
Student attendance and participation are essential to the life of a seminar. It is the student's responsibility to attend all classes and participate fully. A student's class participation and attendance should carry significant weight in considering final grades.
Withdrawal
Written requests for withdrawal must be submitted to the GCWS Program Manager after the course has begun and before the eighth week of class. Students also must adhere to the withdrawal procedures at their home institutions. Ceasing to attend class does constitute official withdrawal from a course. Notification submitted solely to the instructors is insufficient. Failure to provide written notification to the GCWS Program Manager will result in the grade of F.

Grades and Deadlines
Instructors may assess student performance on the basis of the completion and/or quality of assigned papers, presentations, examinations, class participation, and/or attendance. Due to the interdisciplinary nature of GCWS courses, it is crucial that expectations placed on students and grading criteria be transparent and unambiguous to students.

Possible grades are as follows:
Pass/No Cred: P, NC
Incomplete: Inc.

The minimum passing letter grade varies by institution. Please consult the GCWS Program Manager if a student is to receive a grade lower than a B-.

Incompletes can only be granted in exceptional cases and with consent of all instructors of the course. Students and instructors should agree on a due date for outstanding work (ex: no more than two weeks after the original due date) and inform the GCWS staff of this arrangement in writing. Procedures for receiving incompletes vary by institution. Students should consult their home institution for the policy.

Final Grade Sheets
The GCWS Program Manager will accept grade submissions via email. Instructors must enter a grade for every student enrolled in the course. Completed grades are due to the GCWS Program Manager by the grade deadline noted on the academic calendar. Please note that some institutions and graduating students will require grades submitted earlier. The GCWS Program Manager will notify the teaching faculty of any special grade due dates at the beginning of the semester.

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

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

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

MIT Policies

Summary of MIT Policy on Harassment
MIT is committed to principles of equal opportunity and nondiscrimination and to maintaining an atmosphere free from personal abuse and violence. It is unacceptable for any member of the MIT community to engage in acts of harassment. These include, but are not limited to, harassment based on characteristics such as race, color, sex, sexual orientation, religious belief, creed, age, national origin, veteran status, or disability status. Any staff, student, or fellow who believes they have been harassed, or who wants additional information regarding MIT’s Policy on Harassment, should contact Erminia Piccinonno, Director of Human Resources for the MIT School of Humanities, Arts and Social Sciences, (617) 452-5119

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

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

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

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

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

The use of illegal drugs in the workplace can obviously affect the work of the drug user and it can also affect those who work or study with the drug user. Problems arising from drug abuse can be successfully handled in a majority of cases, provided they are recognized in the early stages and referral is made to the appropriate resource. The Institute's Personal Assistance Program, within the
Social Work Service of the Medical Department, provides specialized counseling and referral services to individuals who abuse drugs or alcohol. A policy statement regarding this program can be found in Section 3.8 of this Manual. Individuals who are suffering from drug abuse are encouraged to seek assistance from this program. All referrals and treatment records are strictly confidential. In instances where it is necessary, sick leave will be granted for inpatient treatment or rehabilitation on the same basis as it is for other health concerns.

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

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

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

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

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

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

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

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

GCWS Course Preparation Schedule for Faculty (approximate)

Statement of Interest Form *(Rolling deadline)*
This is the first step in the course development process and may be submitted by individual faculty members or faculty teams. It must be sent to the GCWS Program Manager or to gcws@mit.edu so that the course idea is on file.

Course Proposal *(at least 1.5 years before a course is scheduled)*
This must be created and submitted by complete faculty teams. Extensions to the deadline may be granted depending on the evolving course schedules and volume of proposal submissions. Proposals are reviewed by the Curriculum Committee and comments are returned to the faculty team.

Syllabus Draft 1 *(typically submitted in the Fall semester at least a year prior)*
Once the Course Proposal is approved by the Curriculum Committee faculty prepare the first draft of the syllabus. It must be submitted to the GCWS Coordinator 2 weeks before the Board of Directors meeting in which it will be discussed. Contact the GCWS Program Manager for exact dates.

Syllabus Draft 2
After the first draft of the syllabus is approved and comments are sent to the faculty team, the team produces a second draft and attends a meeting with the GCWS Board of Directors. Ideally, all team members are present for this conversation. Pending Board of Directors’ comments, the course is officially approved after this meeting.

Faculty Agreement Form and Faculty Handbook
Faculty teams receive a Faculty Agreement Form and Faculty Handbook from the GCWS Program Manager. Team members must fill out and return the signed Agreement Form.

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

Textbook Orders
Teams submit a complete list of course texts at least three months in advance to the GCWS Program Manager so that they can place an order with the MIT Coop Bookstore.

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

Final Syllabus *(At least 1 month prior to the start of the course)*
Your final syllabus should include full citations of all course materials, descriptions of course requirements and assignments, and weekly readings, questions, or themes keyed to dates.

Course Packet *(At least 1 month prior to the start of the course)*
Faculty should work with resources and staff at their home universities to produce the master copy of the course packet. Submit a complete copy of the course packet to the GCWS Coordinator with all materials printed on single-sided paper and bound with a paper clip.
Applications (Fall semester: Late August; Spring semester: Early January. Contact the GCWS for specific dates.)

- Deadline for student course applications.

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

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

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

- If teaching as an overload, the GCWS Program Manager will provide information for you to complete the process.

Mid-term Evaluations (7th week of class)

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

Final Student and Faculty Self-Evaluations (Last or second to last session of class)

- The GCWS Program Manager attends the beginning of class. Teams are asked to provide 20 minutes for students to fill out the evaluation. A Faculty Self-Evaluation is sent via an online form. Final student evaluations and faculty self-evaluations contribute to our end-of-term evaluation discussion and help students and teams reflect on their experience. These are also useful to us assessing and reporting our activities, learning from the goings on in the classroom, and assisting us in future course development and collaboration with teaching teams.

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

- Faculty teams submit final grades to the GCWS Program Manager by email. Grades for all students must be received at this time. Some grades will be due sooner based on their home institution grading schedule.
Appendix B: Course Development Mini-Grant

Consortium for Graduate Studies in Gender, Culture, Women, and Sexuality
Course Development Mini-Grant Form

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

Course Name: __________________________________________________________________________

Term/Year: ________________

Instructor team: ___________________________________________________

Amount of grant request: $______________

If course enhancement materials:

List of Materials:

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

If guest lecturer:

Proposed Date of Guest: ________________________ Topic of Session:

Guest Name, Current Title, Affiliation:

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

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

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

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

PLEASE COMPLETE AND RETURN FORM TO GCWS PROGRAM MANAGER AT BEGINNING OF THE SEMESTER.

Email: gcws@mit.edu Mail: 14N-211, MIT; 77 Mass Ave; Cambridge, MA 02139 Phone: (617) 324-2085
Appendix C: Copyright Laws

Copyright Laws

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

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

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

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

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

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

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

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