

Harvard University  
Department of Linguistics  
**Graduate Student Handbook**



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# 1. Overview and Timeline

## Year One

End of Spring      Choose and approach intended major advisor

## Year Two

Start of Fall      Submit Preliminary Advising Form to DGS  
April      Submit teaching assignment preferences for next year  
May      Submit tutorial proposals for next year  
End of Spring      Complete core course requirements (cf. Section 4.1)  
Practicum (1st Half)

## Year Three

Start of Fall      Teaching duties begin  
End of Fall      Defend 1<sup>st</sup> Generals Paper *see updated information 7/23*  
April      Submit teaching assignment preferences for next year  
May      Submit tutorial proposals for next year  
End of Spring      Defend 2<sup>nd</sup> Generals Paper *see updated information 7/23*

## Year Four

October 15<sup>th</sup>      Dissertation prospectus due (including preliminary committee selection)  
February      Applications for Pedagogy Fellow (offer in April for subsequent year)  
Summer      Applications for Writing Fellow (offer in July/Aug for subsequent year)  
Start of Spring      Submit Dissertation Completion Fellowship (DCF) materials for G5 year  
Practicum (2<sup>nd</sup> Half)

## Year Five

Start of Spring      Submit DCF materials if continuing to G6 year  
Spring      Dissertation defenses  
April      Degree applications for May conferrals  
May      Electronic submission of final approved dissertations for May conferrals  
End of Spring      If staying beyond G5, produce at least one dissertation chapter per year<sup>1</sup>

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<sup>1</sup> <https://gsas.harvard.edu/degree-requirements/doctor-philosophy#satisfactory>

## 2. Department Roles 2021– 2022

Title	Name	Contact
Department Chair	Kevin Ryan	<a href="mailto:kevinryan@fas.harvard.edu">kevinryan@fas.harvard.edu</a>
Director of Graduate Studies (DGS)	Jeremy a	<a href="mailto:ra@fas.harvard.edu">ra@fas.harvard.edu</a>
Director of Undergraduate Studies (DUS)	Katie ranich	<a href="mailto:k_ranich@fas.harvard.edu">k_ranich@fas.harvard.edu</a>
Graduate n er ra ate Student ro ram Coordinator	Helen Lewis	<a href="mailto:hlewis2@fas.harvard.edu">hlewis2@fas.harvard.edu</a>
Department Administrator	Victoria Koc	<a href="mailto:VKoc@fas.harvard.edu">VKoc@fas.harvard.edu</a>
Staff Assistant	Kate Pilson	<a href="mailto:kpilson@fas.harvard.edu">kpilson@fas.harvard.edu</a>
Director of GSAS Student Services	Shelby Johnson	<a href="mailto:Shelby_Johnson@fas.harvard.edu">Shelby_Johnson@fas.harvard.edu</a>
Title IX Program Officer	Seth Avakian	<a href="mailto:avakian@fas.harvard.edu">avakian@fas.harvard.edu</a>
Financial Aid Officer	Lisa Simpson	<a href="mailto:msimpson@fas.harvard.edu">msimpson@fas.harvard.edu</a>
Library Liaisons	Emily Toket	<a href="mailto:emily_coolidgetoker@harvard.edu">emily_coolidgetoker@harvard.edu</a>
	Jess Cohen-Tanugi	<a href="mailto:jessica_cohen-tanugi@harvard.edu">jessica_cohen-tanugi@harvard.edu</a>
	Alicia McGovern	<a href="mailto:alicia_mcgovern@harvard.edu">alicia_mcgovern@harvard.edu</a>
IRB Administrator	TBD	
Assistant Head Tutor	TBD	
Graduate Student Representative	TBD	
Departmental Pedagogy Fellow	TBD	
Departmental Writing Fellow	TBD	
Spell-Out Blog	TBD	

## 3. Advising

During the first year, students will be advised by the Director of Graduate Studies until they select their major advisor from the departmental faculty (preferably by the end of the G1 year.) Students and their major advisor should co-sign a [Preliminary Advising Form](#) and submit this to the DGS. This relationship is non-binding; advisors and advisees should reassess the merits of the relationship as they see fit. One's major advisor may or may not end up one's eventual dissertation advisor. Thereafter, students will continue to meet with the DGS once per semester to monitor progress towards the PhD, but primary overseeing of field-specific academic work will fall to the major advisor. A productive advising relationship may involve the following:

- A conversation at the beginning of the advising relationship about expectations for both the advisor and advisee.
- Open communication between the advisor and advisee about the advisee's academic progress, especially pertaining to independent research.
- Discussion between the advisor and advisee about career goals, and skills not taught in the classroom (e.g. public speaking, science communication.)

## 4. Program Requirements

The PhD program comprises the following main components:

- Coursework
- Two Generals Papers
- Language Requirements
- Dissertation

Students meet with the **Director of Graduate Studies (DGS)** at the start of each semester to monitor their degree progress and plan for the semester ahead.

### 4.1. Coursework

Students must complete the following core courses, usually during the **first two years of study**. The following course schedule is subject to change based on faculty assignments.

#### **Offered in Fall**

112	Syntactic Theory I
115	Phonological Theory I
116	Semantic Theory I
241R	Practicum in Linguistics (in G2 and G4 years) <sup>2</sup>

#### **Offered in Spring**

212	Syntactic Theory II
215	Phonological Theory II
216	Semantic Theory II

#### **Semester Varies (not every year)**

117R	Linguistic Field Methods
118	Historical and Comparative Linguistics (alternate years)

See also “Language Requirements” below (Section 4.3). Students concentrating on a language-intensive area of historical linguistics may petition to opt out of the 216 Semantic Theory II requirement, subject to approval from the DGS and the student’s major advisor.

Additional courses may be required depending on individual students’ preparation, interests and needs. This should be discussed with your advisor.

### **PLEASE REVIEW UPDATED INFORMATION ON REQUIRED COURSES**

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<sup>2</sup> The latter is not required for application for the ‘continuing’ Master’s (see Section 4.5).

## Changes to Generals Structure – Spring 2023

### Course Requirements

In addition to advanced coursework in the areas of their major fields, all students must complete the following foundational courses, normally in their first two years:

- **Linguistics 112/212:** Syntactic Theory I/Syntactic Theory II
- **Linguistics 115/215:** Phonological Theory I/Phonological Theory II
- **Linguistics 116/216:** Semantic Theory I/Semantic Theory II
- **Linguistics 117r:** Linguistic Field Methods
- **Linguistics 118:** Historical and Comparative Linguistics (formerly *Linguistics 224*)

Second- and fourth-year students also take **Linguistics 241r:** Practicum in Linguistics. Linguistics 116b is not required of students concentrating in a language-intensive area of historical linguistics.

### Course Requirements

In addition to advanced coursework in the areas of their major fields, all students must complete the following foundational courses, normally in their first two years:

- **Linguistics 112/212:** Syntactic Theory I/Syntactic Theory II
- **Linguistics 115/215:** Phonological Theory I/Phonological Theory II
- **Linguistics 116/216:** Semantic Theory I/Semantic Theory II
- **Linguistics 117r:** Linguistic Field Methods
- **Linguistics 118:** Historical and Comparative Linguistics (formerly *Linguistics 224*)

Second- and third-year students also take the year-long **Linguistics 302: General Examination Direction**, and second- and fourth-year students **Linguistics 241r:** Practicum in Linguistics. Linguistics 116b is not required of students concentrating in a language-intensive area of historical linguistics.



#### 4.1.1. Grades

**Students must maintain a B+ average (GPA 3.33)** across their coursework to be considered progressing satisfactorily. Grades below B- do not count towards departmental requirements. Two grades below B- in the courses above may result in termination of candidacy.

A grade of Incomplete may be converted into a letter grade if the remaining work is finished by the end of the **semester immediately following** the non-completed course. Otherwise, Incompletes do not count towards satisfying the departmental requirements.<sup>3</sup>

#### 4.1.2. Course Load

Each semester, students must enroll in at least **16 credits** worth of courses (i.e. a four-course load.) Students may enroll in classes from other departments or cross-register for courses at MIT directly via *my.harvard.edu* but are advised to discuss these plans with their advisor beforehand. Cross-registered courses should not comprise more than half of a student's per-term course load.<sup>4</sup> Students may register for up to six courses (24 credits) in one term before having to pay additional tuition fees per course.

Students may enroll in **LING 302R (Independent Research)** with the DGS to fulfill the credit requirement. Also known as **Time R**, this course enables students to pursue their own research outside of coursework and may be used to facilitate completion of a Generals Paper or dissertation. Alternatively, students may enroll in **LING 301 (Readings or Special Topics Course)** with a particular faculty member with whom they should schedule to meet on a semi-regular basis to ensure progress on their research. Students who have started on dissertation research may register for up to 16 credits per semester of **LING 300 (Direction of Doctoral Dissertations)**.

Students can also enroll in **LING 302T (Time Teaching)** once they assume teaching duties in the G3 year and beyond in order to satisfy the course load requirement.

### 4.2. Generals Papers *Read updated Generals Papers 7/23*

Students must complete and orally defend two research papers of publishable quality in order to be conferred PhD candidacy status. **These two papers should be in substantially distinct areas of linguistics**; this requirement is highly dependent on the individual plan of study of each student and should be discussed with one's major advisor. For instance, one paper may investigate a phonological phenomenon via experimental methods, whilst the second could involve corpus work or theoretical analysis of some syntactic construction.

The first Generals should be well underway by the end of the G2 year and defended by the end of the **G3 Fall semester**. The second Generals should be defended by the end of the **G3 Spring semester**. Each paper requires a reading committee of **2-3 faculty members**, including a main Generals advisor. Upon completion of the oral defense, students may be deemed to have passed with or without further revisions (minor or major). To be considered as having fulfilled the Generals Paper requirement, these revisions must then be submitted to and accepted by the committee.

<sup>3</sup> <https://gsas.harvard.edu/degree-requirements/grade-and-examination-requirements#grading>

<sup>4</sup> <https://gsas.harvard.edu/registration/cross-registration>

## Generals Papers (updated 7/1/2023)

In lieu of a formal admission to candidacy examination (“general exam”), Ph.D. students are required to submit and orally defend two research papers of publishable quality (“generals papers”). The two generals papers should be in substantially different areas of linguistics. **Toward this end, students register for Linguistics 302. General Examination Direction in the second and third years. The first paper should be defended by the end of the spring term of the second year, and the second by the end of the spring term of the third year.**

## 4. Program Requirements

### 4.2. Generals Papers

Students must complete and orally defend two research papers of publishable quality in order to be conferred PhD candidacy status. These two papers should be in substantially distinct areas of linguistics; this requirement is highly dependent on the individual plan of study of each student and should be discussed with one's major advisor. For instance, one paper may investigate a phonological phenomenon via experimental methods, whilst the second could involve corpus work or theoretical analysis of some syntactic construction.

The first Generals should be well underway by the end of the G2 year and defended by the end of the G3 Fall semester. The second Generals should be defended by the end of the G3 Spring semester. Each paper requires a reading committee of 2-3 faculty members, including a main Generals advisor. Upon completion of the oral defense, students may be deemed to have passed with or without further revisions (minor or major). To be considered as having fulfilled the Generals Paper requirement, these revisions must then be submitted to and accepted by the committee.

### 4.2. Generals Papers

Students must complete and orally defend two research papers of publishable quality (**"Generals Papers"**) in order to be conferred PhD candidacy status. These two papers should be in substantially distinct areas of linguistics; this requirement is highly dependent on the individual plan of study of each student and should be discussed with one's major advisor. For instance, one paper may investigate a phonological phenomenon via experimental methods, whilst the second could involve corpus work or theoretical analysis of some syntactic construction.

**For the first Generals Paper, students select an advisor by the end of the first year and register for a year-long Linguistics 302. General Examination Direction in their second year. The first generals paper is to be defended at the end of this course.**

**NB For students pursuing a first generals paper involving field work or experimental investigation, it is recommended that an advisor be selected at the end of the first semester of the first year and a preparatory independent study be taken in the second semester.**

**For the second generals, students select a second advisor and register for a second year-long Linguistics 302. General Examination Direction in their third year. The second generals paper is to be defended at the end of this course.**

Each paper requires a reading committee of 2-3 faculty members, including the main generals advisor. Upon completion of the oral defense, students may be deemed to have passed with or without further revisions (minor or major). To be considered as having fulfilled the Generals Paper requirement, these revisions must then be submitted to and accepted by the committee.

In the event students do not fulfill the Generals Paper requirement by the end of 2<sup>nd</sup> and 3<sup>rd</sup> year courses, the requirement must be fulfilled by the end of the following semester (end of the 5<sup>th</sup> semester for the 2<sup>nd</sup> year paper, end of the 7<sup>th</sup> for the 3<sup>rd</sup>).

### 4.3. Language Requirements

The department has two language requirements:

#### a. Reading Knowledge of a non-English language of scholarship

Native speakers of qualifying languages may fulfill this requirement without further exam. Non-native speakers may either i) complete a 2<sup>nd</sup> year language course at university level<sup>5</sup> or ii) pass a one-hour reading and translation exam (dictionary permitted.) Students should discuss their plans with the DGS and contact relevant faculty within the department regarding exam arrangements.

#### b. Structural Knowledge of a non-Indo-European language

Students may fulfill this requirement by taking a ‘structure’ course such as LING 171 (Structure of Chinese), LING 173 (Structure of the Japanese Language), or a second semester of LING 117R (Linguistic Field Methods.)

### 4.4. Dissertation

#### 4.4.1. Prospectus

The dissertation prospectus is due on **October 15** of the Fall term in the G4 year. Prospectuses must be accompanied with a cover sheet, available [here](#). This prospectus should be approximately **ten pages long**, and may contain a summary of:

- The dissertation title, main advisor, and committee
- The goals, and methodology of dissertation research
- A review of previous scholarship and bibliography of relevant literature
- A schedule for progress towards completion

#### 4.4.2. Committee

The dissertation committee must comprise **at least three readers**, two of whom must be regular faculty members of the Harvard Faculty of Arts and Sciences. Committee membership is subject to departmental approval. The head of the committee, if not already the major advisor, assumes this role as soon as the prospectus is approved. It is highly recommended that the committee head also be a member of Harvard FAS. Students are expected to maintain regular communication with all members of their committee during the dissertation-writing process.

#### 4.4.3. Defense

The dissertation must be successfully defended in order to be accepted. This public defense should be scheduled sufficiently in advance of the Registrar’s deadline (at least six – eight weeks) to allow time for corrections, revisions, and having the dissertation bound.

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<sup>5</sup> With a valid transcript, coursework from previous study (e.g. undergraduate) can fulfill this requirement.

#### 4.5. A.M. Degree

In order to receive a ‘continuing’ Master’s (A.M.) degree, students must have:

- Completed two years of residence (i.e. tuition payments, registration with GSAS, and 32 credits of course enrollment)
- Fulfilled all foundational course requirements<sup>6</sup> as in Section 4.1.
- Successfully defended at least one Generals paper as in Section 4.2.
- Fulfilled both language requirements as in Section 4.3.

Students may petition for the A.M. degree through *my.harvard.edu* and the DGS.

#### 4.6. Satisfactory Progress

Students are considered as making satisfactory progress if they:<sup>7</sup>

- Complete the necessary requirements in a timely fashion (Section 4.1. – 4.4.)
- Maintain a B+ average (GPA 3.33) across their coursework.

Students who fail to make satisfactory progress may be granted a ‘**grace status**’ for **one year** (i.e. probation.) During this grace period, **students may not teach or receive federal Title IV aid/work-study loans**. At the end of this grace period, the student must be making satisfactory progress, or else they will enter unsatisfactory progress status. Typically, only one grace period will be granted to a student. Students who are making unsatisfactory progress **may not hold teaching appointments or receive financial aid and may be withdrawn from their program**.

### 5. Non-Resident Students

Students who are not studying full-time at Harvard may fall into one of the following categories:

- Travelling scholars (Section 5.2)
- [Studying at another Harvard school](#)
- On a Leave of Absence (Section 5.3)

#### 5.1. Timeline

Students are advised to consult with their DGS, major advisor, and Financial Aid Officer before beginning the non-resident student application process. They should also make careful note of the [deadlines](#) associated with this process, reproduced in part here:

##### Timeline of Non-Resident Student Process

July 1 <sup>st</sup>	Deadline for fall/full-year non-resident applications (\$50 late fee after this date, plus \$5 /week after July 1)
July 31 <sup>st</sup>	Leave of Absence begins/deadline to waive Student Health Fee/Plan
Dec 1 <sup>st</sup>	Deadline for spring non-resident applications (same late fee applies)
Jan 31 <sup>st</sup>	Deadline to waive Student Health Fee/Plan

<sup>6</sup> With the exception of the second semester of LING 241R Practicum in Linguistics, to be taken in the G4 year.

<sup>7</sup> <https://gsas.harvard.edu/degree-requirements>

All applications for non-resident status must be approved by:<sup>8</sup>

- Two of the following: major advisor, graduate program coordinator, or DGS
- The GSAS [Office of Student Affairs](#)
- The [Harvard International Office](#) (if student is international)

Applications must be re-filed each academic year; students on non-resident status for more than two years will be contacted by the Office of Student Affairs for further information. **G-years continue to increase while on non-resident status** (students who have not completed their program by the end of the G10 year will be withdrawn, with certain exceptions.) **Applications will not be approved if the student has an outstanding student account balance.**

## 5.2. Travelling Scholars

Students who continue to pursue research while not in the Harvard/Cambridge/Boston area should apply for Travelling Scholar status.<sup>9</sup> Scholars should request a formal letter of introduction from the Office of Student Affairs, which may help them obtain access to non-Harvard libraries, archives, and resources.

## 5.3. Leaves of Absence

### 5.3.1. Voluntary

Students may apply for a voluntary leave of absence for **one term** or **one academic year**. Students cannot usually take a leave of absence during their first year; similarly, leaves of longer than one year are not typical. International students holding a F-1 or J-1 visa must maintain full-time enrollment as a resident student in the US; going on a leave of absence may contravene these regulations. Thus, approval from the Harvard International Office is essential.

Leaves of absence may be for medical reasons (consult with HUHS and the Accessible Education Office) or family leave. Students of any gender may take up to **two semesters** of family leave for the birth or adoption of a child, childcare, or care of an immediate family member with a serious health condition (cf. Section 5.4 below on Parental Accommodations)

On a leave of absence, students are eligible of **four months of health coverage** under the Student Health Plan from the point at which they begin their leave. Students must pay their own premiums and arrange this directly with Harvard University Health Services.

### 5.3.2. Involuntary

Students may be placed on an [involuntary leave of absence](#) by the GSAS dean for student affairs in consultation with other university officers. The circumstances leading to this may include:

- Medical Circumstances (in consultation with HUHS)
- Alleged criminal behaviors
- Risk to the community
- Failure to register and enroll (i.e. administrative leave.)

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<sup>8</sup> <https://gsas.harvard.edu/registration/non-resident-students>

<sup>9</sup> <https://gsas.harvard.edu/registration/non-resident-students/traveling-scholars>

Students are placed on administrative leave if they fail to do one of the following:

- Register for the minimum required course load (16 credits) by the 7<sup>th</sup> Monday of term
- Withdraw from their academic program
- Submit an application for non-resident status.

Students may return the following term. However, if students fail to register/withdraw/submit for a second consecutive term will be **withdrawn** on the 7<sup>th</sup> Monday of that term. Note that students may petition the GSAS dean of students for reconsideration.

#### 5.4. Parental Accommodation and Financial Support

Under the [Parental Accommodation and Financial Support](#) program, students of any gender may:

- Receive a one-time supplemental stipend payment (subject to tax; \$6810 for 2020-2021)
- Request up to **12** weeks off from their duties while remaining full-time enrolled students.
- Receive relief from academic requirements (e.g. exams, coursework)
- Receive a department G-Year adjustment of one year

In order to participate in this program, students must meet with the PAFS coordinator Lisa Simpson, GSAS assistant director of financial aid, and senior admissions office **at least four months** before the anticipated birth/adoption event to discuss the program. Contact [gsasfamily@fas.harvard.edu](mailto:gsasfamily@fas.harvard.edu) to arrange this appointment.

#### 5.5. G-Year Adjustment

A program may grant a one-year adjustment in certain circumstances; this adjustment will apply to the G10 enrollment cap, the invocation of guaranteed teaching (i.e. G3-G4), and the application for a Dissertation Completion Fellowship. Additional G-Years are not accompanied by any additional funding, but allow for the delay of academic deadlines/milestones by one year (e.g. general papers, prospectus). Students should discuss with their financial aid officer (Matt Wallace, [mwallace@fas.harvard.edu](mailto:mwallace@fas.harvard.edu)) before applying for an adjustment.

Students must formally request for an adjustment via their departmental program, who will confer with the Office of Student Affairs. Examples of reasons for one G-year adjustments include but are not limited to:

- Disruption by the Covid-19 Pandemic
- Delayed start due to visa processing issues
- Illness (submit medical documentation to the Accessible Education Office)
- Childbirth or major family-related interruptions

Examples of circumstances allowing for multi-year adjustments include:

- Time spent during active military service
- Time spent in the MD/PhD or JD/PhD Coordinated Program

Students can consult with the Office of Student Affairs regarding other disruptions which may allow for G-year adjustments.



## 5.6. Withdrawal

### 5.6.1. Student Withdrawal

Any degree candidate who wishes to withdraw must complete a [Withdrawal Notice Form](#). The effective date of withdrawal is the date the form is signed. If withdrawal is mid-term, students will be charged relevant tuition and fees as outlined [here](#). Prior to withdrawal, students should review:

- The [HUSHP Leave of Absence/Withdrawal Policy](#)
- The [HUIT Policy](#) on Harvard accounts and online access

### 5.6.2. Program Withdrawal

PhD Candidates who have not completed all degree requirements by the **10<sup>th</sup> year of study (G10)** will be withdrawn. Once the dissertation has been completed, withdrawn students may apply for readmission to receive the degree.

In addition, students who have not met requirements for satisfactory progress, or who have not maintained contact with their programs for more than two terms, may be withdrawn by their program. The program will make reasonable efforts to contact the student to outline what actions will be required to return to satisfactory progress.

## 5.7. Readmission

All withdrawn students may apply for readmission to their degree program, or for the degree. All fees, loan payments, and indebtedness to the University must be paid prior to readmission. Students may apply for readmission to the same program following the guidelines outlined [here](#).

Students who have completed all requirements except the dissertation defense and submission may apply for readmission for a degree. More information can be found [here](#).

# 6. Funding, Financial Support, and Grants

## 6.1. Fellowships and Employment

### 6.1.1. Teaching Fellowship

The standard financial support package for admitted students includes guaranteed teaching in the **G3 and G4 years** (i.e. 2/5<sup>th</sup> rate of teaching per term for four terms, where 1/5<sup>th</sup> is equivalent to 20% of a full-time workload. This approximates to an average of 7-10 working hours a week per 1/5<sup>th</sup>.) In practice, 1/5<sup>th</sup> corresponds to teaching one section or tutorial. Note that teaching responsibilities may start before the start of classes and extend after the end of classes (to include section scheduling, exams, grading etc).

As of the 2020 [Harvard Graduate Student Union Contract](#) (see Section 9.1.) has worked to guarantee that all student workers will receive an **employment appointment letter**, including the student worker's job title, pay rate, a description of required duties and expected work schedule. For teaching appointments, these letters will also include details regarding the number of students for which the student worker will be responsible (more information [here](#).) Note that TF positions are **enrollment-dependent**. Since enrollments are not finalized until the start of the semester, the specific details of appointments may change: reassignments may be needed once enrollments are

finalized. The department recognizes that it is in everyone's interest to minimize disruptions and late changes, but some aspects of the process are not under the department's control.

As teaching compensation alone is not exactly equivalent in amount to the living stipend support guaranteed for G1 and G2 students, the GSAS also provides a supplement stipend '**Top-Up**' to make up this difference. This 'Top Up' is only available for students during their period of guaranteed funding (typically G3 and G4 years). These students can therefore expect to receive two separate payments per month during these teaching terms, which together combine to equal the living stipend amount.

Students are permitted to defer guaranteed teaching by **one term** later than noted in the Notice of Financial Support. Students should indicate their intention to defer through the GSAS Student Aid Portal during the annual financial aid acceptance process. Guaranteed teaching cannot be deferred beyond the G6 year.

As per the 2020 [Harvard Graduate Student Union Contract](#), if a student during their non-guaranteed offer period (i.e. G5 year and beyond, assuming no prior deferral) has been offered and accepted a salaried TF position for which the course or section is subsequently cancelled, the student will either i) receive an alternate course/section to teach, or ii) receive 20% of the pay they would have received if the course was not cancelled.

For more detailed information, please refer to GSAS policy [here](#). For more information on department-specific expectations and policies, refer to Section 7 below.

#### 6.1.2. Pedagogical Fellowship

Students with at least **two semesters** of teaching experience in Harvard classrooms may apply to become a **Departmental Pedagogy Fellow**, whose duties and pay are equivalent to teaching one section (per semester). This appointment lasts one year. More information can be found [here](#) and [here](#). The Pedagogy Fellow is primarily involved in helping run the G2-level 241R Practicum course, serving as a liaison between the Bok Center and the department, and working one-on-one with graduate students on their teaching skills via video consultations/in-class observations.

Students with **three semesters** of teaching experience in Harvard classrooms may apply to become a **Bok Center Pedagogy Fellow**, whose duties and pay are equivalent to teaching one section (per semester). This appointment lasts one year. More information can be found [here](#) and [here](#).

#### 6.1.3. Department Writing Fellowship

Students in their G3 year and beyond who will not be on the DCF (cf. Section 6.1.5) may apply to become the **Department Writing Fellow**, whose duties and pay are equivalent to teaching one section (per semester). This appointment lasts one year. This position involves collaboration with [Harvard Writing Project](#) and primarily helps to run the LING 99 Senior Tutorial course for undergraduate concentrators writing a [senior thesis](#). The Writing Fellow also serves as a resource for guidance on writing in Linguistics for all undergraduate concentrators.

#### 6.1.4. Assistant Head Tutorship

Students in their G3 year and beyond will who will not be on the DCF (cf. Section 6.1.5) may apply to become the **Assistant Head Tutor**, whose duties and pay are equivalent to teaching one

section (per semester). This appointment lasts one year. This position involves working closely with the Director of Undergraduate Students to assist undergraduate concentrators on course selection for concentration requirements and to provide feedback on academic writing. This position also involves organising the Senior Honors Thesis Colloquium, the Open House, and other social or professional events/workshops for undergraduate concentrators.

#### 6.1.5. Dissertation Completion Fellowship

The [Dissertation Completion Fellowship](#) provides **one full academic year** of financial support for advanced PhD students in the dissertation writing stage. The DCF is guaranteed for students up to and including the G7 year and must be applied for in advance. The application deadline is typically in mid-February of the year before the intended dissertation completion year, with award confirmation in mid-April.

The application for the DCF requires that all department course requirements and generals papers have been completed, and that the prospectus has been submitted and approved. In addition, two members of the applicant's committee must attest that they have reviewed **two draft chapters** of the dissertation. Students are strongly encouraged therefore to start this process sufficiently far in advance to allow for all of these steps, including revisions to the draft chapters. Students are also strongly encouraged to consult with their advisors about what the requirements are for the draft chapters – the purpose of this GSAS requirement is to ensure that the applicant is far enough along in the research to have a reasonable expectation of completion of the dissertation during the tenure of the DCF. In light of the wide variety of research undertaken by PhD students, there is no one-size-fits-all measure of this, therefore early and open communication with faculty about expectations is important at this step. More detailed information on these requirements may be found [here](#).

#### 6.1.6. Merit Fellowship

The GSAS offers a competitive [Merit and Term-Time Research Fellowship](#), which provides **one semester of stipend funding** paid over five monthly installments in either the Fall or Spring term. This fellowship is only available to students who have defended both Generals Papers and completed an approved dissertation prospectus (at the time of nomination or the beginning of the semester when the award is taken). Students on this fellowship are expected to spend full time on their dissertation and thus **may not enroll in courses and may only teach 1/5<sup>th</sup>** (one section/tutorial). This fellowship may not be deferred, and can only be held once.

#### 6.1.7. Additional Fellowships

Students are also advised to explore additional fellowship opportunities as discussed by GSAS [here](#). In addition, the [CARAT database](#) allows for detailed searching of opportunities based on research area, keywords, citizenship, amounts, and more.

### 6.2. Summer Funding

Students are automatically entitled to Summer research funding in the summers following their **first four academic years** as indicated in the Notice of Financial Support, equivalent to **two months** of the standard GSAS academic year stipend. These awards are disbursed in two equal installments at the beginning of July and August. These funds are not available to students with

comparable summer support from outside awards. Students should inform the DGS of their intended summer research or study plans prior to the end of the Spring semester.

### 6.3. Conference and Summer School Support

The Department of Linguistics offers funding to graduate students to attend summer schools and/or conferences (the latter only in order to present a paper/poster). Students have up to **\$1,000** to spend on one or more conferences or summer schools throughout the academic year (7/1/20XX – 6/30/20XX). Reimbursable fees include registration and travel costs, as well as society membership fees when required in order to present. These funds are disbursed only after the trip has been completed. To apply for these funds students should complete an application form (available from the Graduate Student Coordinator Helen Lewis), attaching all original receipts and the conference program with the student's name and title of the paper or poster presented for submission to the department administrator. Applications are subject to faculty review and approval regarding suitability to the student's program of study. Students should therefore discuss their plans with their advisor prior to personal expenditure. Note that materials for conference presentations may be printed via the resources outlined in Section 9.7.

### 6.4. Research and Experiments Funds

Graduate students can apply for a grant from the experimental research fund. These grants are intended to cover expenses that are related to experimental research or for working directly with language consultants. They can be used to pay participants, for research assistants, to purchase materials and supplies, and to pay for software or equipment that is not otherwise available on campus. These funds are not to be used to cover expenses related to conference travel; please refer to section 6.3 for the conference funding.

Graduate students can receive up to a total of **\$1,000** in grant funding over the course of their graduate studies. These funds are dispersed in either one of two manners:

- The student may pay for their expenses, get receipts, and be reimbursed;
- They may apply for a fellowship to receive the funds up front. Fellowships are paid as taxable income to the student.

To apply for these funds, students should submit a brief description of the project and a budget, approved by their main advisor and forwarded to the department administrator. Students must also submit a payment form signed by any research participants/consultants who have received funds through this grant (available from Helen Lewis).

### 6.5. Professional Development Fund

If noted in the Notice of Financial Support provided at the time of admission, PhD students who entered GSAS between Fall 2015 and Fall 2019, and who are in their G3 year or beyond may apply for up to **\$2500** from the GSAS [Professional Development Fund](#) (taxable). This fund is specifically intended to support access to workshops, conferences, courses, and the like supporting the development of skills such as:

- Writing and communicating ideas
- Leadership and management

- Teaching and mentoring
- Career exploration and preparation
- Data analysis and digital skills development

This fund **cannot** be used to fund dissertation research travel, purchase equipment/computers, books, software, publication costs, editing services, job interview expenses, or for other research expenditures. Students can request a **minimum of \$300** at a time, on several different occasions, until they reach the cumulative total of \$2500. Students must complete a [final report](#) within 60 days of completing the professional development activity.

## 6.6. External Opportunities

### 6.6.1. Mind Brain Behavior Graduate Student Awards

This funding opportunity intends to help graduate students better understand issues related to Mind Brain and Behaviour (MBB) by engaging in interdisciplinary experiences. All Harvard graduate students in MBB-related fields are encouraged to apply for funding, both for ongoing and prospective interdisciplinary work. The maximum award amount is **\$10,000**, but most awards for research will not exceed **\$5,000**. There are two rounds of application per academic year (both October and February) and regressive application is allowed.

The types of linguistic-related expenses and experiences supported by MBB include (but are not limited to): cross-disciplinary experiences, courses and conferences (i.e. linguistics summer school), interdisciplinary research, interdisciplinary research teams, and research-directed reading groups etc. Required documents include the application form, copies of CV, the graduate transcript, letter of recommendation, etc. [Here](#) is the website for more information.

### 6.6.2. Graduate Student Council

The [Graduate Student Council \(GSC\)](#) provides conference and/or summer research grants to GSAS students. The GSC awards conference grants three times a year, for amounts up to **\$750** per award – the deadline for these grants are the **second Friday of October, February, and April**. The GSC especially encourage students to make use of these funds to present dissertation research, or to develop a potential dissertation topic, in an avenue which would provide substantial feedback.

The GSC also awards **\$1000** of summer research funding once a year, with a submission deadline of the **second Friday of April**. Students for whom these summer funds will help complete/advance their research or facilitate their going on the job market are particularly encouraged to apply, as well as those developing their dissertation topics. Note that “any research expense that is related to a degree requirement is an allowable expense for Summer Research Grant applicants.”, including “language training that is unavailable at Harvard but is critical to the student's research.” However, the summer research grant cannot cover human subjects/consultant compensation or laboratory equipment.

All applications are via the Engage platform. More information on these grants are available [here](#).

### 6.6.3. Davis Center

The **Davis Center for Russian and Eurasian Studies** allows for graduate students pursuing research related to Russia, Eastern Europe, Central Asia or the Caucasus to apply to become a

[Graduate Student Associate](#) (in Residence). This position comes with the opportunity to apply for office space in the CGIS South Davis Center building (which may be renewed annually), free printing and scanning facilities, and invitations to field-specific private events.

The Davis Center also provides up to **\$4000** to support summer travel and research related to Russian and Eurasian studies. Preference is given to doctoral candidates (i.e. individuals in the dissertation-writing stage.) More information is available [here](#).

#### 6.6.4. Institute for Quantitative Social Science

The **Institute for Quantitative Social Science** (IQSS) provides a wide range of [resources](#) to GSAS students, including:

- Research computing
- Training and workshops (e.g. Applied Statistics, R, Python, Stata)
- Data science services (consultation on data processing, programming, or visualisation)
- Computer labs

In addition, the IQSS provides [travel and dissertation research grants](#) to Graduate Student Associates, providing up to **\$1000** once per fiscal year for travel to present at professional conferences and up to **\$3000** once per fiscal year for dissertation research expenses.

**NB:** In order to apply for these grants, students must first apply to become [IQSS Associates](#), after which they may also apply for (extremely limited) shared office space in the IQSS building.

#### 6.6.5. Asia Center

The **Asia Center** maintains a [list](#) of funding opportunities for research/travel related to research on Asia, including conference, research, travel and language grants. In addition, GSAS students who engage with ‘at least two Asian countries’ may apply to become [Graduate Student Associates](#). These associates are expected to participate regularly in the Asia Center’s graduate student colloquium, and will be provided up to **\$1000** annually to support approved research activities. In addition, associates who are in their final year or two of dissertation writing may apply for ‘In Residence’ status to receive shared office space in the Asia Center building (CGIS South)

#### 6.6.6. NSF Doctoral Dissertation Research Improvement Grant

The NSF [Doctoral Dissertation Research Improvement Grant](#) (DDRIG) provides up to **\$12000** of funding for dissertation research on a wide range of linguistic subfields. Proposal deadlines occur twice a year, typically in **mid-January** and **mid-July**, with an award date approximately six months later. Funds can be used to cover research expenditures related to fieldwork and/or experiments. Note that the Primary Investigator must be the graduate student’s dissertation advisor, with the graduate student as the co-PI. Students should also get in touch with the [FAS Research Administration Services](#) to discuss proposal preparation.



## 7. Teaching

### 7.1. Allocation

In April of the G2 year (and beyond), students will be sent a **Teaching Fellow Application Form** listing the planned courses for both Fall and Spring of the upcoming academic year. Students should rank the given courses according to their preference, including the possibility of teaching a tutorial. Students can leave dispreferred courses unranked. Students will also be given the option to check two boxes (whose exact phrasing may change on a yearly basis)

- i) Is the student willing to teach two sections of the same course, rather than two sections of different courses? (note that the latter likely involves more overall work.)
- ii) Has the student previously taught an introductory course (83 or 101)? Is the student willing to do so again?

TF assignments are made by the TF committee (Graduate Program Coordinator, DGS, DUS, and Department Chair). The committee takes student preferences into account, along with department needs, anticipated enrollments, TF preparation, standing in the program (including G-year, and status with respect to guaranteed/priority teaching) and other factors. TF positions are enrollment-dependent, and reassignments may be needed once enrollments are finalized. The normal progression, when feasible, is for G3 students to start with sections of an introductory course, and to expect to progress to leading a tutorial in G4.

### 7.2. Sections

Teaching a section involves leading a small class of undergraduates (typically no more than 15 students) to review material previously covered by the course instructor during lectures as well as problem sets. Typically, Section Leaders also mark submitted P-Sets and give undergraduates feedback on their work. Sections typically occur **once per week** for **one hour** and must be scheduled by the TF in personal communication with enrolled undergraduates. TFs should also consult with the course head to determine the extent of Office Hours they will be expected to hold. Teaching materials can be printed using the resources outlined in Section 9.7.

### 7.3. Tutorials

Teaching a tutorial involves designing and leading a **six-week** long half course (meeting **two hours each week**) on a topic the graduate student has personal interest and expertise in. There are two tutorial courses, **Ling 98A** in Fall for Juniors and **Ling 97R** in Spring for Sophomores, which may differ in the amount of background knowledge that can be assumed of the undergraduates. Graduate students interested in teaching a tutorial should submit a proposal to the Department Pedagogy Fellow in May of the preceding academic year for feedback. Examples of previous proposals and syllabi can be found [here](#). Teaching materials can be printed using the resources outlined in Section 9.7.

### 7.4. The Bok Center

The [Derek Bok Center for Teaching and Learning](#) organizes the annual Fall Teaching Conference, which is compulsory for all first-time Teaching Fellows and prepares them for their first semester of teaching at Harvard. A particularly useful resource may be the Bok Center's

[Handbook for New Teaching Fellows](#), which provides detailed guidance on a wide range of foundational teaching issues.

The Bok Center also holds a Winter Teaching Week (in late January) open to all levels of graduate student teachers to further build on teaching skills and methodology. Throughout the semester, the center also runs [seminars](#) on a wide range of topics, including professional development, foundational teaching skills, and practical methods.

## 8. Service

During the **Spring** semester graduate student meeting (convened by the Graduate Student Representative), one of the key agenda items is the allocation of service positions for the next academic year. These positions typically include the following but may change in scope and workload on a yearly basis. Note that positions indicated with an asterisk (\*) are paid a small stipend (approx. \$250 per semester split equally between the number of positions). All students in the **G2 to G4** years are expected to hold at least one position each academic year.

Title + Description	No. of positions (Typical G-Year)
Graduate Student Representative - Liaise with faculty/admin - Run semesterly graduate student meetings - Facilitate semesterly faculty-student meetings - Organise G1 welcome picnic	1 (G3/G4)
Extra-Departmental Representative - Liaise with GSC (Section 6.6.2) - Liaise with HGSUnion (Section 9.1)	1
Universals Coordinators*	2 (G2 + G3)
Circles Coordinators*	2 (G2 + G3)
IE + Historical Linguistics Coordinators*	2 (G2 + G3)
HGSL Coordinator(s) - Organise department social events	Any number
Spell-Out Blog Manager* - Publish weekly blog on department website	1
Social Media Manager (FB + Twitter)	1
SNEWS Coordinator(s)	Committee if hosting, 1 otherwise
ECO-5 Coordinator(s)	Committee if hosting, 1 otherwise

### 8.1. Colloquium/Workshops

There are three colloquium/workshop series organised by the Harvard Linguistics department. These talks are typically scheduled for Friday morning/afternoon and differ as follows:

- The **Universals Colloquium** is broadly geared towards experimental, computational, or cross-subfield linguistics, and is typically slightly more focused on inviting early career speakers. The faculty advisor is Kevin Ryan and Kathryn Davidson (approx. 6 talks per academic year).



- The **Circles Colloquium** is broadly geared towards theoretical linguistics, and typically invites more senior external speakers. The faculty advisors are Jim Huang and Gennaro Chierchia (approx. 6 talks per academic year).
- The **Workshop on Indo-European & Historical Linguistics** is focused on diachronic research and often showcases linguistic work from other Harvard departments (e.g. Celtic, Classics, South Asian Studies) and East Coast institutions. The faculty advisors are Jay Jasanoff and Jeremy Rau (approx. 10 – 11 talks per academic year).

**All workshops are expected to consist primarily of talks by internal graduate student speakers.** Coordinators for all three series are expected to perform the same tasks, including:

- Devising the list of potential invited speakers based on both student and faculty input.
- Working together to schedule talks at regular intervals throughout the semester.
- Handling logistics and GSAS funding for external visits, including travel, lodging, honorarium, receptions, etc.
- Facilitating personal meetings between invited speakers and graduate students.

## 9. Additional Resources

### 9.1. Harvard Graduate Student Union

The [Harvard Graduate Student Union](#) (HGSU-UAW) has been participating in on-going negotiations with Harvard University with regards to a union contract (the terms/benefits of which are outlined [here](#), [here](#), and [here](#).) All graduate students who provide teaching services (i.e. TFs, TAs, Course Assistants, and Research Assistants) are automatically part of the bargaining unit and entitled to the benefits of any negotiated contract. It is also possible to join the Union as a [member](#).

### 9.2. Office of Student Services

The [Office of Student Services](#) assists with any and all academic or personal difficulties faced by GSAS students. The Director of Student Services Danielle Farrell ([farrell@fas.harvard.edu](mailto:farrell@fas.harvard.edu)) is regularly available for appointments (which can be scheduled online) and can help point the way to many resources both on-campus and off to help with improved graduate student well-being.

### 9.3. Counseling and Mental Health Services

Harvard Health Services' [Counseling and Mental Health Services](#) (CAMHS) provide a number of resources for graduate students, including 20-minute Initial Consultations and referrals to community providers covered by the Harvard University Student Health Plan (see Section 9.4). In addition, CAMHS provides 24/7 and (some) same day **urgent care** services, as well as [group workshops and programs](#) on a range of topics to help improve student mental health.

### 9.4. Harvard University Health Services

All eligible students are automatically enrolled in the Harvard University [Student Health Plan](#) and pay the [Student Health Fee](#), which provides access to and covers most services at [Harvard University Health Services](#) (at the Smith Campus Center) without a copay. **NB – this fee is distinct from the [Student Health Insurance Plan](#)**, which students may opt out of if they already have comparable coverage. An overview of various benefits can be found [here](#).

### 9.5. Accessibility and Adjustments

The [Accessible Education Office](#) (Smith Center #470, M-F 9am – 5pm) works with students with disabilities to ensure equity, inclusion, and access in all areas of student life. This office:

- Meets with students one-on-one to discuss accessibility concerns and barriers
- Reviews disability documentation to support student's need for accommodation
- Collaborates with faculty and staff to implement these accommodations

Students can apply for accommodations and accommodation letters at the [AIM Portal](#). The AEO can also help with **temporary injuries** (>6 months) including broken limbs, concussions, and other impairments.

### 9.6. Programming and Quantitative Skills

The [Institute for Quantitative Social Science](#) (1737 Cambridge St, CGIS Knafel Building, Room 350) can provide assistance with anything to do with quantitative skills or data analysis. Not only do they offer a range of free [workshops](#) in Applied Statistics, R, Python, and Stata (see upcoming courses [here](#)), they also provide 3 hours of one-on-one consultation on any publication research issues. As mentioned in Section 6.6.4., they are also a great resource for [research and/or travel grants](#) (for conferences, summer school, etc.) if your project employs quantitative methods.

### 9.7. Computers and Printing

The Department of Linguistics has a **Computer Lab** in Boylston Hall with both Mac and PC computers equipped with Microsoft Office and connected to two printers: the in-lab printer (on top of a table, which can print in color but only single sided) and the department 3-in-1 photocopier (around the corner, which can print double sided and automatically staple documents but not in color). The 3-in-1 machine can also scan documents as PDF and send them directly to your student email. Note that it is possible to connect a personal laptop to the in-lab printer **wirelessly** using the printer's IP address.

Students are also entitled to use the Arts & Humanities Administrative Services Group photocopying, printing, and scanning services located in the Boylston Hall Mezzanine. This service is staffed by Elizabeth Doyle (Liz). Instructions for use are outlined [here](#) and subject to copyright restrictions. Students should email the document or PDF file to [ahas@fas.harvard.edu](mailto:ahas@fas.harvard.edu) with 'Boylston Mezzanine: [Deadline for Printing]' in the subject line (e.g. Boylston Mezzanine: 4pm today 07/20/21) and format specifications in the email body. This service is primarily for printing **teaching** (e.g. section) or **conference presentation materials** (e.g. handouts), and not articles etc. for personal use. This service allows for documents to be printed double sided and automatically stapled but not in color.

### 9.8. Library Research and Liaisons

The [Harvard Library](#) provides numerous opportunities for [one-on-one consultation](#) both online and in-person regarding formulating research, accessing resources and special collections, and more. For more Linguistics-specialized help, we highly recommend getting in contact with our two departmental **library liaisons**:

- [Emily Coolidge Toker](#) ([emily\\_coolidgetoker@harvard.edu](mailto:emily_coolidgetoker@harvard.edu))

- [Jess Cohen-Tanugi \(jessica\\_cohen-tanugi@harvard.edu\)](mailto:jessica_cohen-tanugi@harvard.edu)

These liaisons are here to answer any question you may have about navigating Harvard's library resources, developing and refining a research topic, finding relevant source materials, providing bibliographic support, optimizing search strategies, and much more. The library also offers a [Master Class](#) in Library Research every January.

### 9.9. Research/Study Skills and Time Management

The [Academic Resource Center](#) (1414 Mass Ave, floor 3R, M-F 9am – 5pm) is an extremely useful resource for graduate students looking for focused, practical advice on progressing smoothly in graduate school. In particular, the ARC offers both [group workshops](#) and Reading Courses, as well as one-on-one [Academic Coaching](#) and consulting sessions. Email them at [academicresourcecenter@harvard.edu](mailto:academicresourcecenter@harvard.edu). Potential skills covered include:

- Practical time management techniques
- Academic reading and retention strategies
- Problem set approaches
- Understanding your ideal learning style and environment
- Advice on returning (or going) on academic leave

### 9.10. Graduate Student Groups

There are many groups covering a range of interests and activities that GSAS students may join, including sports/recreation teams, arts/performance groups, language tables, cultural clubs, etc. A full list of official GSC-funded groups can be found on [GSAS Engage](#).

### 9.11. Office of Career Services

The Harvard [Office of Career Services](#) (54 Dunster Street, M-F 9am – 5pm) is a great resource for any and all job, internship, or networking related inquiries. Students can meet one-on-one with OCS advisors for [consultation](#) on career goals, decision-making, resume/CV/cover letter preparation and (non-)academic job searches. These consultations involve either 30-minute appointments (phone, Skype, or in-person) or drop-in sessions every Thursday 1 – 4pm. They also provide:

- [Templates](#) for resumes/CVs/cover letters
- The [Campus Interview Program](#)
- Access to [Interview Stream](#), which allows you to simulate and practice interviews via webcam, with access to over 7000 different interview questions across industries

### 9.12. Benefits with ID

There are a number of additional benefits available in the wider Boston community for Harvard University graduate students, including but not limited to:

- A 50% discount on 4/5-month [MBTA semester passes](#)
- Free entrance to the [Museum of Fine Arts](#), [Institute of Contemporary Arts](#) and the [Isabella Stewart Gardner Museum](#) and all Harvard museums.

- Free [HUIT access](#) to Adobe Creative Cloud (e.g. Acrobat, Photoshop, Premiere) and Microsoft Office 365 (e.g. Word, Excel) as well as discounts on Apple and Dell products.
- Free term-time access to all Harvard [Athletics Facilities](#) and [group fitness classes](#)
- Free access to the Harvard Transport on-demand [Evening Van Service](#), Harvard Campus [Shuttles](#), and [M2 Shuttle](#) (Harvard-MIT-Harvard Med School)
- Discounted [Bluebikes](#) annual membership
- Discounted [Zipcar](#) membership