



GAGE Report Recommendations

Advising

- Develop advising requirements that meet the GAGE recommendations (see below Advising Structures and Relationships).
- Include advising practice as part of faculty professional development.
- Develop programs for junior faculty that foster advising capability.
- Address overall or individual shortcomings in advising promptly, making use of Harvard Griffin GSAS's many advising resources to determine best route to improvement, reaching out to Academic Programs (gsasacademicprograms@fas.harvard.edu) as needed.

Progress toward the Degree

- Develop, clearly define, and track and monitor comprehensive degree requirements and communicate these to students.
- Determine an anticipated time to degree in consultation with the Offices of Admissions and Financial Aid and Academic Programs.
 - Communication of this expectation to students, including in departmental handbooks, is up-to-date and consistent with Harvard Griffin GSAS guidance.
- Clearly define and communicate student progress expectations and consequences for lack of progress, and review with students on a predetermined basis, but no less than annually.
- Undertake timely interventions when progress is delayed.
- Consult with Academic Programs (gsasacademicprograms@fas.harvard.edu) when preparing to issue a student progress letter, such as placing a student in Grace status.

Advising Structures and Relationships

- Determine an upper limit on advisees and develop mechanisms to track faculty advising loads—formal and informal, in-program and in other programs.
- Establish clear advising structures for students at every stage of their training/education and set clear expectations for faculty and students around advising relationships.
- Identify and signpost mechanisms internal to the department or program to support students with concerns, e.g. a list of faculty members to whom they should turn to with problems related to the advising relationship.
- Understand and clearly communicate resources outside the program available to support students, for example resources for academic, well-being, advising, professional development, and career (academic and non-academic) issues.
- Encourage and facilitate students in developing a broader group of advisors and mentors that will help students achieve their academic goals, including by supporting co-advising.
- Identify mechanisms to monitor advising relationships and intervene when the relationship risks becoming counterproductive and begins to impact student progress.
 - Reach out to Academic Programs (gsasacademicprograms@fas.harvard.edu) for guidance on any situation impacting student progress, as needed.

Pre-Dissertation

- Support students at the pre-dissertation stage to foster academic progress and well-being, ensure they are not “locked in” to a single advisor, and that they are assigned at least two advisors.
- Identify moments in the academic experience when additional guidance or scaffolding may be needed to move students to the next stage.
- Support conversations about graduating with a master’s degree where appropriate.

Dissertation

- Set and document clear expectations for the advising relationship related to the dissertation including responsibilities for both students and faculty. This includes:
 - Faculty and students have agreed to a maximum turnaround time for returning work.
 - Faculty are clear about their availability for individual meetings.
 - Faculty and students have agreed to a process related to letters of recommendation that defines sufficient lead time for a request from students and prompt turnaround time for faculty.
- Ensure proper composition of PhD committees in accordance with established rules.
- Establish clear expectations for the dissertation committee, which include:
 - Meetings of the full committee with the student occur, at minimum, once per year.
 - Meetings are documented by a self-report from the student along with a report from the committee, which is kept on file by the department.
 - Members of a student’s dissertation committee provide input as the dissertation is developed and not only at the final stages.
- Ensure students defend and graduate when ready and are not encouraged to remain in the program after their academic work is completed.

Scale and Strength of the Academic Program

- Regardless of cohort size, departments are actively ensuring that students are supported in academics and professional development, leveraging relationships beyond the department to ensure cohort success.
- Ensure that graduate education is an essential priority of all members of the department, as illustrated by their commitment to reviewing applications, advising, teaching, training, and coverage of the curriculum.

Admissions

- Do not admit less qualified individuals simply to meet admissions targets. Please note:
 - Making a responsible decision on cohort sizes one year in itself will not have an adverse effect on future cohort sizes.
 - If you are considering this approach, reach out to Admissions to discuss options.

Outcomes

- Understand the state of the field and set realistic expectations with students around outcomes.
- Understand the academic job market and review and update curricula as needed to ensure competitiveness.

- Understand career options in the field outside the academy and encourage students to take advantage of opportunities to broaden their education and training in ways that will increase their access to a broad range of careers.
 - Provide opportunities for students to learn about and obtain advice about these careers.
- Collect outcomes data from your graduates and communicate this information to faculty, students, and staff, utilizing the graduate student section of the department's website and through access to the tools and resources made available to faculty, departments, and students by GSAS.
 - Be ready to share with GSAS when requested.
- Leverage opportunities for students to graduate with a master's degree when continuing to pursue a PhD no longer meets the student's long-term personal and professional goals.

Equity, Diversity, Inclusion, and Belonging

- Define what Equity, Diversity, Inclusion, and Belonging means for the department, particularly as it pertains to attracting, enrolling, and retaining a diverse group of students.
- Cultivate an authentically inclusive environment where all graduate students and members of the department feel valued, including by developing and regularly evaluating strategic plans to address climate survey findings.
- Ensure that graduate students have access to the spaces, resources, knowledge, and training that enable them to navigate their education and succeed, addressing in particular the aspects of graduate education that may be less intuitive for some students (known as the "hidden curriculum").
- When developing policies, ask whether they will create barriers to student success in the program, whether academic, cultural/social, or financial, and evaluate existing policies, if needed.

Admissions

- Develop a strategic plan for recruitment and retention in consultation with the Office of Diversity, Equity, Inclusion & Belonging.
- Evaluate existing practices and biases (including whether applicants from Harvard, other Ivy+ and peer institutions, and Oxbridge are favored) and determine the factors that should be considered when reviewing candidates.
- Conduct holistic reviews of applicants, choosing students based on a variety of measures including all available materials.
- Select and rank students for admission based on their potential for excelling in the program, recognizing that not all candidates have had access to the same resources and opportunities.
- Include in deliberations consideration of the varied voices and perspectives applicants can bring to the field.

Inclusion and Belonging

- As the diversity of the GSAS student body has increased in every measure, ensure that previous reflexive assumptions about shared knowledge and understanding have been scrutinized and practices adapted in response.

- Ensure all graduate students have equal opportunity to participate in professional development, teaching, and other training opportunities.
- To foster an inclusive environment that enables all students to be successful, recognize when informal relationships and favoritism promote uneven access to resources and opportunities.

Teaching

- Articulate the benefits of teaching for the graduate student's professional development.
- Determine the minimum amount and kinds of teaching that students must engage in to achieve proficiency and best prepare for a variety of careers.
- Ensure that teaching allocation does not negatively impact a student's completion of their academic requirements or extend their time to degree.
- Make certain that course head responsibilities outlined in Information for Faculty Offering Instruction in Arts and Sciences are not delegated to teaching fellows.

TF Training

- All first-time teachers must undergo training sufficient to prepare them for entering the classroom. Ensure that students have signed up for training, which should include:
 - language training for those not fluent in English.
 - guidance on creating an inclusive classroom.
- Require course heads to mentor teaching fellows, ensure TFs have access to training in the practice of teaching, and provide support and feedback for the duration of the term.