ASIA YOUNG DESIGNER AWARDS

Brought To You By

NIPPON PAINT

FORWARD

Human-Centred Design 2020

www.youngdesigneraward.ph

Submit before **27 NOVEMBER 2020**

Drama Red
Pink Floss
Grape Wine
Smooth Sailing
Blue Emotion
Magnolia Blossom
Sassy Yellow
Golden Charmer
Orange Sparks
Jasper Green
Tempest Sea
Fantasy Green

TREND BEYOND COLOURS

Trend Beyond Colours' pallete powered by Nippon Paint

For more information, please visit professional.nipponpaint.com.my/trend-beyond-colour

CONTENT

04 – 05 Foreword

06 – 07 Theme Of The Year

08 – 09 About AYDA

10 The Brief

The AYDA Experience

11 Awards

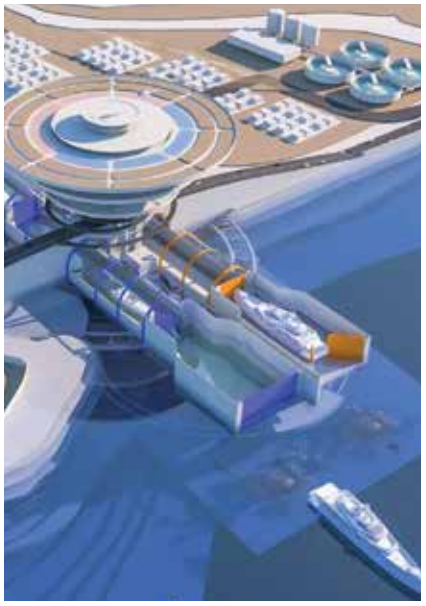
12 – 13 Judges

14 – 15 Alumni

16 – 19 Resources

- Notes from the AYDA Panel
- Pro Tips
- Case Studies

Sama Sama Guest House
by Tan Ying Kuan



The Landkeeper
by Phan Thị Xuân Hồng & Cao Hiển Vinh

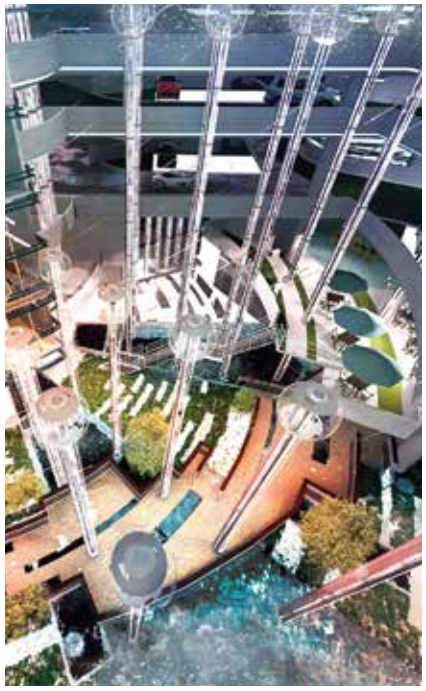
20 – 21 Judging Criteria

22 – 23 Submission
- Criteria
- Submission Process

24 – 25 Appendix
- Entry Form
- Rules and Regulations

26 – 30 The Harvard Design Discovery Program

31 – 41 Policies and Standards of Conduct



High Water
by Wilson Tan Xern Ee

Creative Collaborative Centre
by Ee Meng Chyi

FOREWORD

PAVING THE WAY FORWARD FOR THE DESIGN TALENTS OF TOMORROW

In the 12 years since we first inaugurated the Asia Young Designer Awards (AYDA), the changes we've seen have been immeasurable.

A simple goal of nurturing the next generation of design talents has grown to be an invaluable platform where aspiring designers and key industry leaders converge to transcend aesthetics into ideations that positively impact the communities, by putting the people at the heart of its creations.

Over the years, AYDA has grown and served as a platform to build pockets of close-knit communities amongst those in the design industry across 15 geographical locations in Asia, further paving the way for our AYDA alumni to establish their presence in the architecture and interior design spaces within and across borders. This AYDA experience translates to an enriching learning experience that truly goes beyond classroom teaching, setting a knowledge space where ideations and cultures unite. And with that, our vision of bringing colours and inspirations to everywhere around the world was realised.

In a world where demands are ever-evolving, the opportunities for young people to impact the future has never been greater. Today, more than 4.5 billion people live across Asia, and we continue to be one of the largest and quickest developing economies in the world. This warrants the need for sustainable designs that are created with the people in mind, for now and into the future. And this is why Nippon Paint is honoured to be the creator of this program and together with various partners and stakeholders, we remain committed to mentoring and empowering the region's brightest creative minds.

It has taken the effort from all valued stakeholders – from architects to interior designers, design students to lecturers, industry professionals to corporate entities – to come together and redefine how the future will transcend through colours and design concepts, and its impact on emotions, livelihood and sustainability.

And to truly understand these dynamics, AYDA has evolved and progressed beyond just a competition platform. A participant is taken through an enriching experience. In the competitive mode, they would be pitching their creations to a very critical panel. However, from past experience, we know that this critical panel of industry practitioners will also be going to great lengths to mentor, motivate and inspire.

Our theme this year is - ***Forward : Human-centred Design*** - reflects the need for designers to provide practical and socially-conscious design solutions for a rapidly growing population in a globalised world. With the aim of expanding the imaginations of these young design talents, this year's theme seeks to further empower them to consciously design with dwellers and sustainability in mind – not just from a commercial aspect, but also deep dive into understanding the multi-faceted social and emotional aspects.

Every year, we continue to be extremely excited for AYDA and this year is no different. We truly can't wait to see how our participants will bring their ideas to life and in the process, propel the greatness of humanity forward!

May we all continue to strive towards excellence!

WEE SIEW KIM
Group Chief Executive Officer
NIPSEA Group

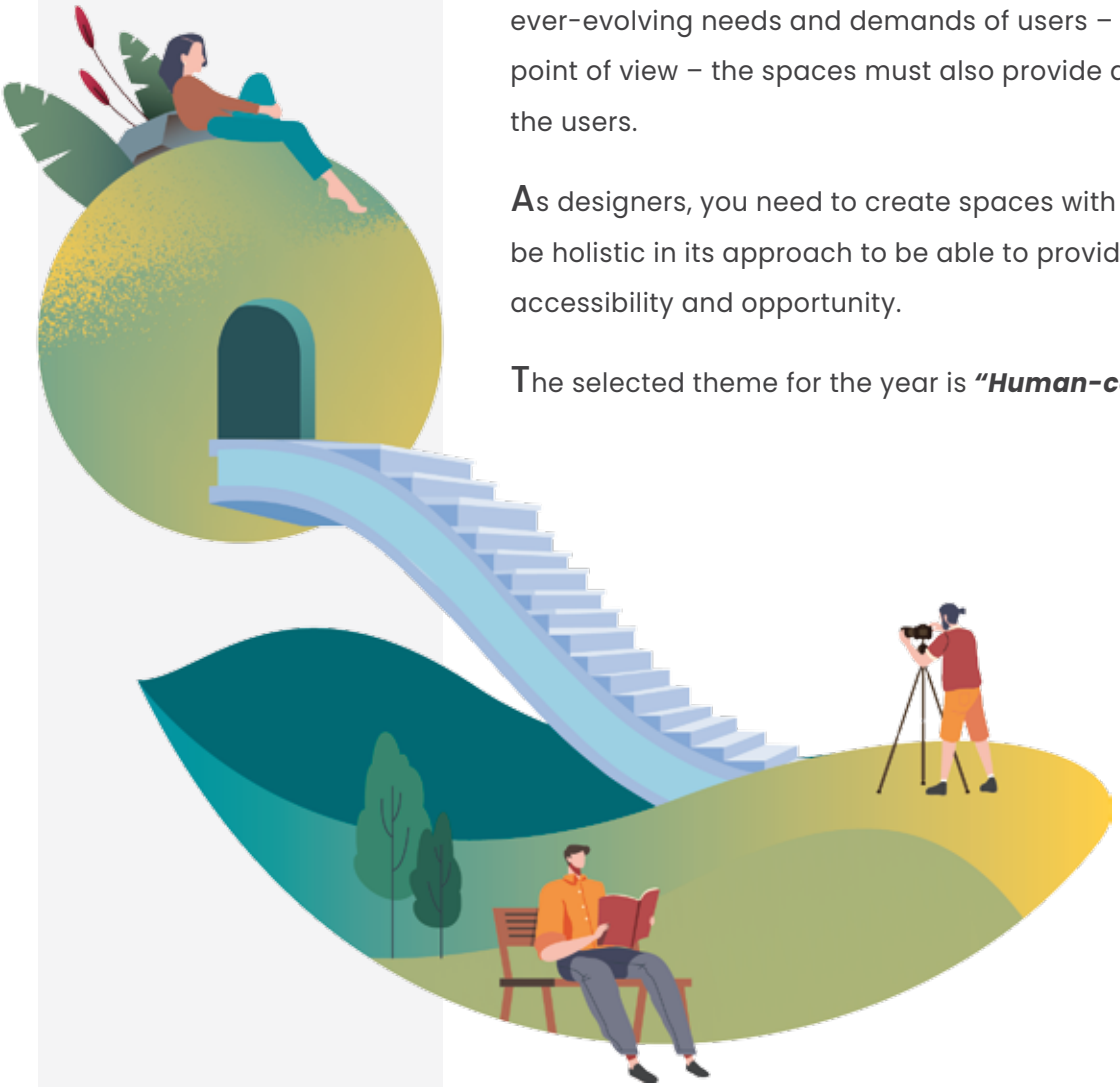
THEME OF THE YEAR

FORWARD: HUMAN-CENTRED DESIGN

Time and again, extraordinary designers have continuously found innovative ways to merge the present with the future in ways that stand the test of time. The challenge for designers in today's globalised society goes beyond creating spaces that meet the ever-evolving needs and demands of users – from an emotional, social and economic point of view – the spaces must also provide a sense of security and accessibility for the users.

As designers, you need to create spaces with the dwellers in mind. Your creations must be holistic in its approach to be able to provide them with a sense of security, accessibility and opportunity.

The selected theme for the year is ***"Human-centred Design"*** .



Human-centred design is about cultivating deep empathy with the people you're designing for - generating ideas and sharing what you've made with the people you're designing for and eventually, putting your innovative new solution out in the world.

The challenge herewith lies in showcasing a new approach towards innovation by incorporating the Design Thinking approach to your design, taking into consideration a human-centred approach and perspective when solving problems through design.

A human-centred design consists of three phases:

INSPIRATION

The inspiration phase is all about removing any preconceived notions you might have about your users, but learning about their needs through careful observation.

During this stage, you need to keep in mind that your design is never about the object. Instead, you need to keep an open mind and further understand the needs of users and how you can bring to them the best solution.

IDEATION

Your design should be one that begins with a critical thinking process that includes visualising, brainstorming, and discussing all the potential solutions for the problem through your design. During this stage, the documentation of all ideas is important to help you further tap into your creativity.

IMPLEMENTATION

Once you arrive at a concept that feels right, you will move to implementing your project into a physical prototype to allow users to experience the possibilities of your design solutions.

As designers, one should be aware of the design actions that affect the lives of the users. The challenges faced by designers today are in a whole new level and scale compared to a few decades ago. As the industry moves towards a human-centred approach, the main challenge lies in the supposed loss of autonomy of designers where designing a building is no longer to give shape to the designer's vision. Instead, an effective design should be one that can positively impact the lives of its users – a by-product of two co-existing components that are "Artistic" and "Social".

The development of practical instruments during any design process is a key element for an effective integration of user derived data in the final outcomes. By adopting a human-centred approach towards design, you will be able to further align your mind-set, skills and environment, and the result is something that is personalised to the needs of your users – a socially-conscious solution offered to help create a better world for all.

ABOUT AYDA

Culturom
by Dang Huu Trong

The Asia Young Designer Awards (AYDA) was first launched in 2008 as part of Nippon Paint's vision to nurture the next generation of design talents. The award serves as a platform to inspire Architectural and Interior Design students to develop their skills through cross-learning opportunities and networking with key industry players as well as fellow Architectural and Interior Design peers in the region.

Since then, AYDA has grown in terms of reach and stature, and has now established itself as one of Asia's premier design awards, having received more than 28,000 entries from over 900 tertiary education institutions to date, across 15 different geographical locations in Asia. Over the years, AYDA has impacted thousands of young and talented student designers, presenting them with various opportunities to engage with renowned speakers and key figures in the design industry. The platform has not only enabled the participants to be exposed to first-hand industry knowledge, personalised coaching, mentoring and skills-building through various workshops by experienced lecturers and industry professionals, but it has also allowed them to learn from their fellow peers from within and across borders.

Children Uprooted War
and Architectural
by Tanay Bothara

Every year, AYDA presents yet another opportunity for young design talents to further push their design boundaries beyond the norm. In an effort to continuously push the envelope, the Asia Young Designers of the Year stand a chance to embark on an opportunity of a lifetime with an all–expenses paid 6-week placement at Design Discovery Program at Harvard University's Graduate School of Design (Harvard GSD) in the United States, where they will have the privilege to learn and experience intensive studio work, lectures, workshops and field trips.

Through the various experiential learnings and once-in-a-lifetime opportunities such as these, AYDA has established a close-knit design community comprising of professional architects, interior designers, industry associations, partners, design schools, alumni and design students.

1 Bangladesh
2 India
3 Indonesia
4 Iran
5 Japan
6 Malaysia
7 Pakistan
8 Philippines
9 Singapore
10 Sri Lanka
11 Thailand
12 Vietnam
13 China
14 Hong Kong
15 Taiwan

To learn more about AYDA, visit the following links:

www.asiayoungdesignerawards.com **or** **www.linkedin.com/company/asia-young-designer-awards-ayda**

THE BRIEF

THE COMPETITION BRIEF

Great designers have always found ingenious ways to resolve contradictions and conventions, merging the present with the future in ways that surprise, delight, and stand the test of time.

Today, the challenges facing designers go far beyond just delivering a space but a space which has the ability to serve the different facades and needs of the users emotionally, socially and economically.

We want you to take advantage of digital connectivity and technological advances like our predecessors have never seen before and transform a space which would help cultivate and meet the needs of people – especially for the booming population in Asia.

Your end-product need to be practical and socially-driven with a clear vision to deliver positive impact for the end-users you have in mind.

THE AYDA EXPERIENCE

1

SUBMISSION DEADLINE

27.11.2020

2

PRELIMINARY JUDGING

Top 20 finalists will progress to oral presentation stage.

3

ORAL PRESENTATION

Top 10 finalists will present their designs to a panel of judges.

4

NATIONAL FINALS

A national Gold winner will be selected from each country.

5

WORKSHOPS & CALIBRATION

Sessions will be organised in line with the International Summit.

6

STUDY TOUR & MENTORSHIPS

Sessions will be organised as part of the learning journey in the AYDA program.

7

INTERNATIONAL FINALS

The national Gold winners will compete in the international finals for the "Asia Young Designer of the Year" award.

8

SHARING SESSION

Past AYDA alumni to share about their experiences with the program and their achievements thus far.

9

MEDIA ENGAGEMENTS

A series of media engagement post - AYDA will be organised to profile the winners and the AYDA program.

NATIONAL AWARDS

SILVER AWARD
Php. 30,000 Cash +
Internship opportunities*

GOLD AWARD
Php. 50,000 Cash +
Internship opportunities*

TOP 8 FINALIST
Php. 10,000 Cash +
Internship opportunities*

*Internship opportunities with the JSLA Architects (for the Top 10 Finalists) & the LPPA Design Group (for 5 selected finalists including the Gold Winner) for the Architecture Category, and with Santa Fe Interior Architecture (for the Gold Winner) for the Interior Design Category. National Gold Winners will represent their countries in the Architectural/ Interior Design category at the upcoming Asia Young Designer Awards Summit in Shanghai, China, around the month of March/April 2021.

BEST COLOUR CHOICE
Php. 10,000 Cash

BEST GREEN INNOVATION
Php. 10,000 Cash

BEST MENTOR
Php. 10,000 Cash

PEOPLE'S CHOICE AWARD
Php. 5,000 Cash

BEST COLLEGE/ UNIVERSITY
Php. 10,000 Cash +
Php. 10,000 worth
of paint voucher

BEST SUPPORTING COLLEGE/ UNIVERSITY
Php. 10,000 Cash +
Php. 10,000 worth
of paint voucher

INTERNATIONAL AWARDS

Disclaimer: Each of the awards below applies to both Architectural and Interior Design categories.

Main Award:

ASIA YOUNG DESIGNER OF THE YEAR

The opportunity to attend a 6-week, all expenses paid Design Discovery Program at Harvard University's Graduate School of Design, U.S.A. worth up to USD 10,000 in the program's June 2022 cohort.

Sub-Awards:

Nippon Paint Colour Award
Cash prize of USD 1,000

Best Sustainable Design
Cash prize of USD 1,000

Best Design Impact
Cash prize of USD 1,000

JUDGES
ARCHITECTURE CATEGORY

Ar. Leo Pariñas
President and CEO
LPPA Design Group

Ar. Maria Benita Regala
Department Manager
Housing Technology Development Office,
National Housing Authority

Ar. Nina Bailon-Arce
Partner
Arce – Bailon- Arce

Ar. Ana Mangalino-Ling
Partner & Associate
JSLA Architects

Ar. Boon Che Wee
Director
GRA Architects

Ar. Renato Heray
National President
United Architects of the Philippines

Ar. Richard Garcia
Chairman
Commission on Professional Practice

Ar. Eduardo Casares
Chairman
Committee on Competitions

JUDGES

INTERIOR DESIGN CATEGORY

IDr. Cara Marcelo

Founder
CMM Interior Design and Consultancy

IDr. Michael Pizarro

Founder
Michael Pizarro Interior Design

IDr. Chat Fores

Founder
Chat Fores Design Studio

IDr. Cynthia Almario & IDr. Ivy Almario

Co-Founders of Atelier Almario

IDr. Fendarie Su

Founder
Santa Fe Interior Architecture, SDH BHD

ALUMNI TESTIMONIES

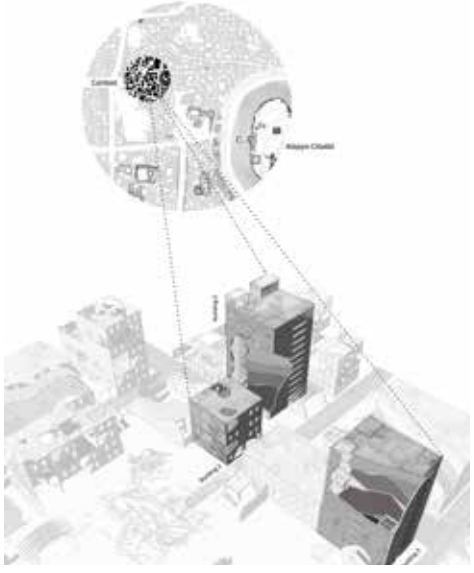
Tanay Bothara

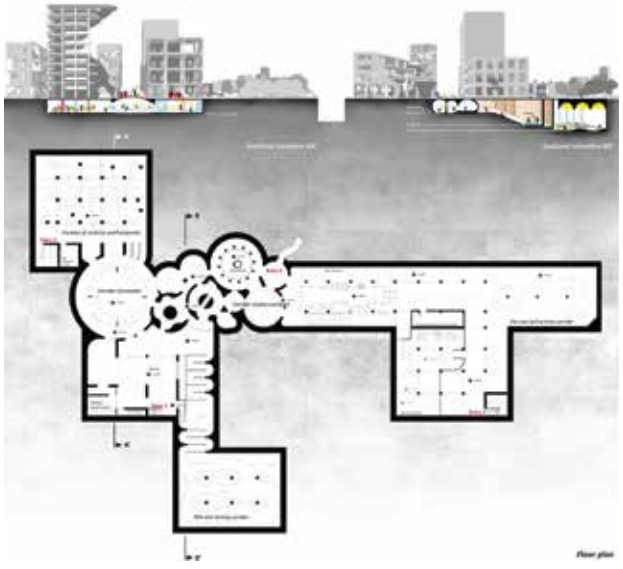
Asia Young Designer 2018/2019 - Architectural Category

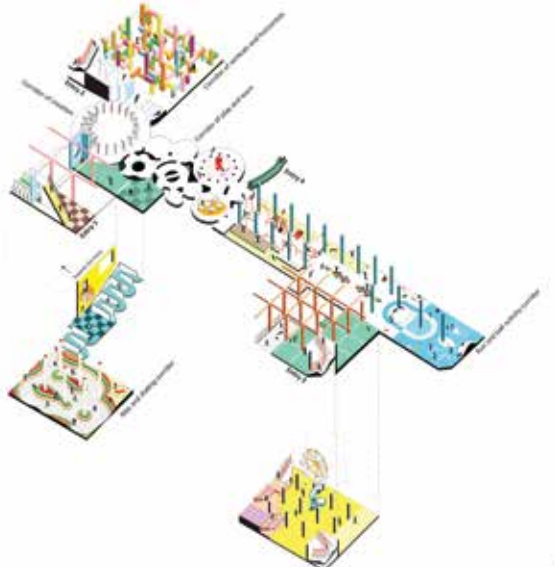
"I never thought that I would be able to fulfil two of my goals before the age of 25 – firstly, creating a design that is socially impactful and secondly, attend the Design Discovery Program at Harvard University's Graduate School of Design (Harvard GSD)!

Winning the coveted AYDA has been a pivotal moment for me, especially as a student representing India. During my time at the Harvard GSD, I have had the privilege to cross paths and work with talented individuals from all around the world, beyond just the domain of architecture and design. My six-week journey there has no doubt broaden my horizons and shifted the way I view the world.

None of this would have been possible without the Asia Young Designer Awards, which has been a truly wholesome design learning journey for me."







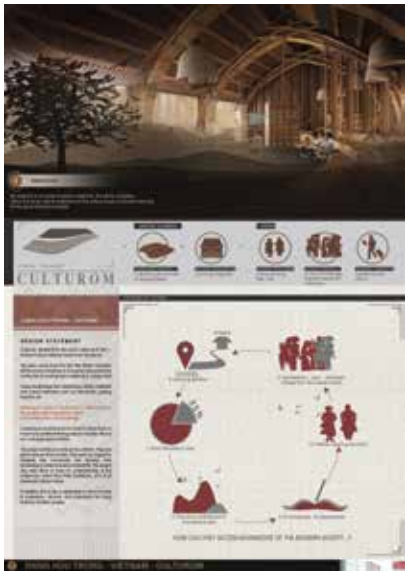
Winning entry of AYDA 2018 by Tanay Boratha.

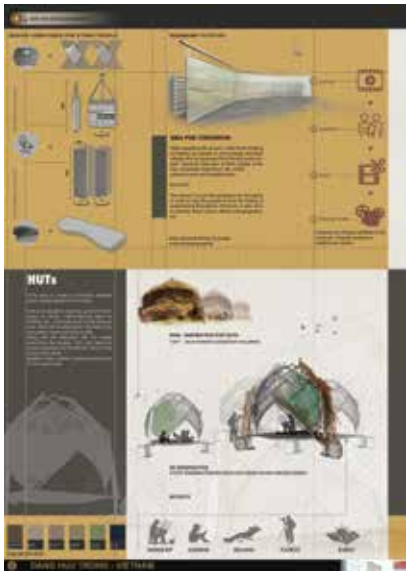
Dang Huu Trong

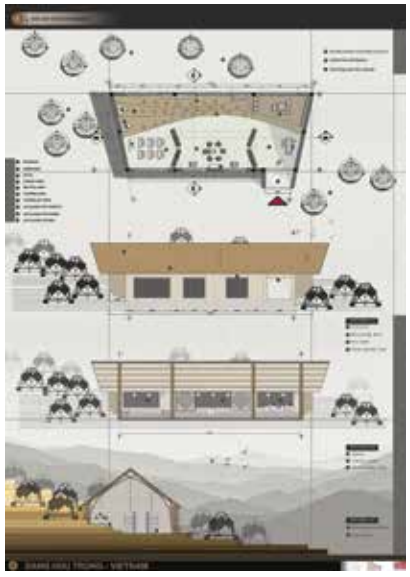
Asia Young Designer 2018/2019 - Interior Design Category

"I first heard about the Asia Young Designer Awards when I was still in university, and I cannot even begin to explain how joining the program has truly been a life-changing experience! I was exhilarated when I was announced as the winner for the Interior Design category – I would never have thought that my passion in design could actually lead to something that positively impacts the lives of others.

I am excited to be joining the Design Discovery Program at Harvard University's Graduate School of Design, where I can further develop my skillsets and approach in conceptualising human-driven, sustainable designs, particularly in the field of hospitality where space often acts as an essential catalyst for users to interact with each other. I can't wait to see what's next in store for me!"







Winning entry of AYDA 2018 by Dang Huu Trong.

RESOURCES

PRO TIPS

How to write a relevant and powerful design concept statement

Your write-up will be the first component on the presentation board to be reviewed by our judges. It should not be more than 800 words. It should also provide the structure for your oral presentation if you are shortlisted to present your design concept to the judges. It should answer the following questions:

How will your future-proof design concept solve and/or benefit the communities and societies around it?

- How do you envision the ecological, sociological, and technological aspects that may contribute to the well-being of humanity?
- What is your design's impact on the environment based on its concept, materials, maintenance, energy usage and water and waste management?
- In your opinion, what is the one key component that must exist in future-proof designs?

Your research process

- What was your research methodology?
- Who was your main source of information and/or inspiration during your research?
- What questions and scope of work did you consider during your research process?
- Was the research methodology effective?
- What did you learn from your research findings?

Other aspects to consider when preparing the design concept statement

01

CONCEPTUALISATION

Employing critical and mature solutions through effective design concepts and communications.

02

DESIGN INNOVATION

Thinking out-of-the-box to implement inventive and innovative interventions.

03

CRITICAL ANALYSIS

Finding strategic ways to resolve issues critically with traditions, culture and people in mind.

04

DESIGN SENSITIVITY

Designing with an empathetic mind-set through practical, functional and well-designed considerations.

05

SUSTAINABILITY

Adopting a sustainable and greener sensibility to allow design and architecture to coexist harmoniously with nature and its surroundings.

06

PLACE-MAKING

Understanding the importance of interactions between the people as well as significant cultural contexts.

07

FORWARD-THINKING

Challenging conventional pragmatisms to re-enact new fundamentals to spatial appreciation and visual impacts.

HOW TO DESIGN WITH IMPACT?

DESIGNING WITH PEOPLE IN MIND:

Concepts of Sustainability and Impact Delivery

For more information on the Sustainable Development Goals, visit https://www.un.org/sustainabledevelopment/sustainable-development-goals/

Traditionally, architects and interior designers primarily focused on designing with aesthetics and functional needs in mind. With the rise of global environmental issues and the increased awareness that comes with it, designers today need to expand their focus to also include environmental considerations and the wellbeing of the users. In fact, both architects and interior designers need to realise that they play a big role in identifying the environmental impacts of any building by ensuring that it is built with material and products that are environmentally-friendly.

Formed with the intention to cultivate and groom young designers across Asia, the Asia Young Designer Awards encourages students to provide practical design solutions for the new world by taking into consideration aesthetic features, the design impact as well as elements of sustainability.

Many sustainable design practices today are aligned with the Sustainable Development Goals (SDGs), also known as the Global Goals, which have been adopted by all United Nations Member States in 2015 as a call-to-action to end poverty, protect the planet and ensure that everyone enjoys peace and prosperity by 2030.

Through AYDA, we aim to empower and educate students to take a holistic design approach when it comes to their projects, which are aligned to 4 of the 17 goals below listed in the SDGs:

7 AFFORDABLE AND CLEAN ENERGY

The built environment is a major source of energy consumption and a potentially crucial energy producer. Buildings must be designed to limit energy as well as to produce and recycle energy.

This means that there is a need for designers to design and construct buildings that utilise appropriate energy technology under the given geographical, climatic and cultural conditions. Examples include the use of daylight, natural ventilation or materials that support heating or cooling, such as the use of heavy exterior walls in a hot and dry climate.

Example:
https://snohetta.com/project/40-powerhouse-kjorbo

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

The construction industry produces a large amount of waste and consumes large amounts of natural resources and energy. Integrating sustainability in the built environment requires an eco-conscious approach to ensure a decrease in pollution and waste.

As such, the development of both physical and digital infrastructures is required to promote sustainable trade and coexistence, including focus on the industry's use of local materials and resources. This requires training and the development of new competences at all levels in the building industry, as well as research and prototypes to test the potential of new tools, processes and solutions.

Example:
https://smile-plastics.com/inspiration/

11 SUSTAINABLE CITIES AND COMMUNITIES

A built environment should be sustainable, where components of architecture, design and planning contribute in multiple ways to make cities inclusive, safe and robust.

Urban planning takes into consideration design and planning solutions that are sustainable, affordable and accessible by ensuring that its infrastructure helps to reduce pollution as well as enables walking, biking and commuting by public transport. Urban designs should also counteract to the environmental impacts stemming from air and noise pollution. Examples include the integration of vegetation and greeneries.

Examples:
https://www.archdaily.com/912227/nightingale-1-breathe-architecture
https://www.lilac.coop/

13 CLIMATE ACTION

Climate change affects every country and now more than ever, the carbon dioxide footprint of the built environment must be reduced to adapt to the changing climate. This can be done through the reduction of energy renovations, integrating renewable energy production in buildings, expanding sustainable transportation infrastructures, reducing transport of building materials, and emphasising the use of local and renewable materials. Buildings today must also be built to withstand harsh weather and natural disasters.

Example:
http://www.landezine.com/index.php/2014/01/qunli-national-urban-wetland-by-turenscape/

SUSTAINABLE DEVELOPMENT GOALS

JUDGING CRITERIA

ARCHITECTURAL CATEGORY

DESIGN CONCEPT 20%

- Identifies clear and impactful project concept and problem statement.
- Displays of effective and extensive research.
- Demonstrates the ability to propose relevant and effective solutions to the design challenge.
- Indicates critical thinking and problem-solving skills.
- Originality, relevance and impact on users.

PROMPTERS

- Does your design successfully fulfil an innate human-need or solve a problem?
- Does your design facilitate better functionality and purpose for its inhabitants or visitors on a human scale?
- Is your design able to deliver and demonstrate commercial or social values?
- Does your design reflect ergonomic and environmental principles that sustain physical well-being?
- Does your design offer alternative perspectives and/or ways of solving problems.

FUNCTIONALITY 20%

- **Site and Spatial Planning/Sensitivity :** The ability to deliver a layout plan which is sensible to a specific context. The integration of appropriate design and planning of individual spaces need to be tailored to the needs of users, with an emphasis on anthropometric and ergonomic principles.
- **Functionality :** Design is appropriate for its intended use and will create a positive change for the community and users.
- **Design impact :** Demonstrates significant impact on contemporary life and living environment; has strong social values and significance; actively contributes to the nurturing of the next generation and advancement of society as a whole.
- **Practicality :** Design is fit to deliver with materials and technology readily available in the market today.

PROMPTERS

- Could your design be implemented using processes, materials and technologies available or in development today?
- Is your design a versatile one that supports people, activities and change?
- Does your design stand the test of time, from both an aesthetic and physical point of view?

DESIGN INNOVATION 15%

- Displays a high level of originality and creativity.
- Showcases the ability to deliver innovative and forward-driven interventions with the integration of technology.

PROMPTERS

- Does your design maximize or leverage tech-enabled connectivity and/or intelligence?
- Is your design original in its execution?

AESTHETIC AND VISUAL IMPACT 10%

- Design is aesthetically pleasing and effectively integrates social and cultural aspects for the users.
- Place-making: Creates opportunities for users to interact through the use of the space.

SUSTAINABILITY & RELEVANCE 15%

- Demonstrates the capacity to support the needs of people and the environment in long-term and impactful approach. (e.g. Demonstrates climate and energy responsiveness.
- Displays effective thought process and the use of renewable resources and life cycle throughout the development and maintenance of the design.
- Displays long-lasting design and universality.

PROMPTERS

- Does your design comprise of sustainable and eco-friendly elements which help preserve the natural environment?

COLOUR USAGE 10%

- Showcases brilliant and creative use of colours.
- Showcases brilliant display of balance between colours, materials and design outputs.
- Demonstrates the use of colour for the enhancements of materials and facades etc.

DELIVERY & PRESENCE 10%

- Presentation showcases a high level of clarity, creativity and interactivity.
- Presentation is cohesive and demonstrates a high level of understanding of the design challenges and solutions given paired with appropriate visual aids, graphics and/or animations.
- Presentation focuses on both your project deliverables and design philosophy, including the journey and concept.

INTERIOR DESIGN CATEGORY

DESIGN CONCEPT 25%

- Identifies clear and impactful project concept and problem statement.
- Displays effective and extensive research.
- Demonstrates the ability to propose relevant and effective solutions to the design challenge.
- Indicates critical thinking and problem-solving skills.
- Showcases originality, relevance and potential impact to users.
- Reflects human-centred values.

PROMPTERS

- Does your design successfully fulfil an innate human-need or solve a problem?
- Does your design facilitate better functionality and purpose for its inhabitants and/or visitors on a human scale?
- Is your design able to deliver and demonstrate commercial or social values?
- Does your design reflect ergonomic and environmental principles that sustain physical well-being?
- Does your design offer alternative perspectives and/or ways of solving problems?

FUNCTIONALITY 20%

- **Spatial planning :** Appropriate design and planning of individual spaces as suited to the specific needs of the user, with an emphasis on anthropometric and ergonomic principles.
- **Functionality :** Design is appropriate for its intended use and has a positive impact which benefits the community and users holistically.
- Displays a high level of the integration between aesthetic and practicality.
- **Practicality :** Design is fit to deliver with materials and technology readily available in the market today.

PROMPTERS

- Could your design be implemented using processes, materials and technologies available or in development today?
- Is your design a versatile one that supports people, activities and change?
- Does your design stand the test of time, from both an aesthetic and physical point of view?

DESIGN INNOVATION 15%

- Displays a high level of originality and creativity.
- Showcases the ability to deliver innovative and forward-driven interventions with the integration of technology.

PROMPTERS

- Does your design maximize or leverage tech-enabled connectivity and/or intelligence?
- Is your design original in its execution?

COLOUR USAGE 15%

- Showcases brilliant and creative use of colours.
- Showcases brilliant display of balance between colours, materials and design outputs.
- Demonstrates the use of colour for the enhancements of materials and facades etc.

SUSTAINABILITY & RELEVANCE 15%

- Demonstrates the long-term capacity to support the needs of people and the environment (e.g. Demonstrates climate and energy responsiveness).
- Displays effective thought process and use of renewable resources and life cycle throughout the development and maintenance of the design.
- Displays long-lasting design and universality.

PROMPTERS

- Does your design comprise of sustainable and eco-friendly elements which help preserve the natural environment?

DELIVERY & PRESENCE 10%

- Presentation showcases a high level of clarity, creativity and interactivity.
- Presentation is cohesive and demonstrates a high level of understanding of the design challenges and solutions given paired with appropriate visual aids, graphics and/or animations.
- Presentation focuses on both your project deliverables and design philosophy, including the journey and concept.

SUBMISSION

SUBMISSION CHECKLIST

1 NAME AND THEME CONCEPT

All projects must start with the project title and theme/concept.

2 DESIGN CONCEPT STATEMENT

The design statement should not be more than 1000 words and submitted as a Microsoft Word file. It must also be included in a flashdrive during submission.

3 PRESENTATION BOARDS (A2 SIZE)

- 3 - 4 boards are to be submitted, based on the digital copy.
- Board 1 must show existing site photos (if applicable), property/site developer (if applicable), floor plan, elevation, furniture layout plan and site analysis.
- Boards 2, 3, and 4 must show 3D perspectives. Refer to the section 'COLOURS' for instructions on the use of colour.
- Presentation boards must be designed in a portrait format.
- The digital version of the A2 boards of the project must be saved in a flashdrive with a folder named "Presentation Board", and file name set as "Board 1"/"Board 2"/"Board 3".

4 PHOTOGRAPHS

- Upload a 2x2 colored photo of yourself.
- Individual perspectives sized A3, A4, or A5 (minimum). These files must be saved in a folder titled "Perspectives". The JPEG file should follow the naming convention based on "area". For example: Living room/Lobby.
- All image files must be at least 300 dpi in JPEG format ONLY.

5 LABELLING THE PRESENTATION BOARDS

- Label all areas on the floor plan.
- Perspectives in Presentation Boards 2, 3 and 4 must be in A3, A4 or A5 sizes and pasted on the boards.
- The Entry Form must be attached or affixed as a cover page when submitting the entry in a flashdrive submission.
- Do not place your name, your school or any other identification details on your boards to ensure anonymity during the judging process.

6 COLOURS

- All colours used in the project must come from Nippon Paint's range of colours.
- Indicate in the Entry Form which Nippon Paint country the colour chips are from, as each country has different sets of colour names and colour codes.
- Visit youngdesigneraward.ph to view/download the colour chips.

SUBMISSION PROCESS

All completed entries must be submitted by

27 NOVEMBER 2020
FRIDAY

For enquiries please contact:

NAME: Michael Quililan
CONTACT NUMBER: 0917-552-3100
E-MAIL ADDRESS: npayda@youngdesigneraward.ph

Or log on to
www.youngdesigneraward.ph
for more information

ONLINE SUBMISSION

1. Complete the online entry form at youngdesigneraward.ph
2. The link for online submission will be provided before the deadline of submission.

PHYSICAL SUBMISSION

1. Complete entry form on page 24 and attach the form to the flashdrive
2. Please ensure that your flashdrive contains

a. A folder named "Presentation Board" which has JPEG files of your presentation boards at 300dpi and named "Board 1.jpeg", “Board 2 .jpeg", “Board 3.jpeg", etc.

b. A folder named "Perspectives" with each perspective file in JPEG format, set at 300dpi and named appropriately (e.g. "Living Room" or "Lobby").
Your design concept statement should not be more than 1000 words and saved in a Microsoft

c. Word file named "Design Concept Statement.-docx".

d. Your recent personal photo in JPEG format set at 300dpi with your name set as the file name (e.g. "Participant Name.jpeg").

e. Mail the entry form and flashdrive to:
NAME: AYDA TEAM/Michael Quililan
CONTACT NUMBER: 0917-552-3100
OFFICE ADDRESS: G/F CSP Building, No 173 Edsa, Mandaluyong City 1555

APPENDIX

ENTRY FORM

Name

Educational institution

Course

(Please specify full course name with major and/or minor and year if applicable)

Identification no.

Mobile no.

Mailing address

City/State

Postcode

E-mail address

Country

Category ☐ Architectural category ☐ Interior Design category

Project title

Total no. of presentation boards

Country of Nippon Paint colour chips

Project location (if applicable)

Mentor's Name

Applicant's signature

Notes

Nippon Paint uses different colour names and colour codes for each country, therefore it is important to indicate which country the Nippon Paint colour chips are from

Disclaimer

- I hereby certify that the information above is true and accurate. This work is intended solely for the Asia Young Designer Awards (AYDA) 2020 competition.
- In compliance with the Personal Data Protection Act 2010 (PDPA), your personal data will not be disclosed to third parties except for companies and/or brands collaborating with the [Local countries to input company name]. By submitting your data, you agree to have [Local company name] to process your data and access it for future use. You shall not in any way hold [Local company name] liable for any breach of its obligations under the PDPA.

- **Notes:**
  - The entries for the AYDA 2020 must be the participant's own original work.
  - Each design submission must meet the submission requirements, presentation criteria and category criteria.
  - Previous entries that have been awarded are ineligible for entry for AYDA 2020.
  - Submissions that do not comply to the requirements will not be accepted.

Disclaimer: Please cut and attach the Entry Form to the CD/DVD for physical submission.

RULES & REGULATIONS

1. Participants must be enrolled in an interior design, architectural and/or other relevant courses at an educational institution.
2. This award is open to all interior design students in their second year and above, as well as architectural students in their third year and above.
3. Only one entry is allowed per student.
4. Entries must strictly conform to the submission guidelines and must be submitted to the contest coordinator of each school (whenever applicable).
5. Final date of entry is on November 27, 2020
6. All entries shall become the property of Nippon Paint Group of Companies.
7. The Judges' decisions are final.
8. Shortlisted candidates will be notified to make an oral presentation as part of the final judging procurement.
9. Winners will be notified to attend a ceremony. Winning entries may be featured in marketing and promotional materials as deemed appropriate by the organizer and sponsor.
10. Nippon Paint Philippines will bear all the expenses for travel costs and other incidentals relating to their appearance at the oral presentation and national level award ceremony.
11. Prizes are non-transferable and non-exchangeable for cash or credit.
12. The organizer reserves the right to substitute prizes with another product of similar retail value without prior notice.
13. All participating students need to have valid passport at the time of application.

THE HARVARD DESIGN DISCOVERY PROGRAM

(The Harvard Design Discovery Program is applicable to the awarded Asia Young Designer of the year only.)

The Harvard Design Discovery Program is a 6-week summer program at Harvard University's Graduate School of Design (Harvard GSD), which welcomes people — from recent high school and college graduates to seasoned professionals —to explore and experience pursuing a graduate-level studio-based education in architecture, landscape architecture, or urban planning and design. The program offers:

- A chance to learn first-hand what it's like to pursue an education or career in the architectural and interior design fields.
- A rigorous course of intensive studio work, lectures, workshops, critiques and field trips - sometimes social, and sometimes solitary.
- An immersive culture that is challenging, rewarding and exhilarating.
- An opportunity to experience and gain an in-depth insight from leaders in the fields of design.

Section L1) Disclaimer and remarks

1) The Asia Young Designer Awards, or AYDA, is an extension of NIPSEA Management Co. Pte Ltd.'s (NIPSEA)'s inclusive business arm promoting its education initiatives. It is an award for architectural and interior design students in Asia.

2) The Design Discovery Program at Harvard University's Graduate School of Design (Harvard GSD) is NOT a sponsor, contributor and/or a partner of AYDA or NIPSEA, its organisers and/or its associated affiliates.

3) Acceptance into the Harvard GSD is subjected to Terms & Acceptance determined in entirety and solely by the Harvard GSD's Admission Authorities and/or its faculties.

4) Any and/or all decisions on entry acceptance and/or non-acceptance to its programs decided by the Harvard GSD is final. Responses and/or reasons may or may not be offered at the sole discretion of the Harvard GSD.

5) The Asia Young Designer Awards and/or its associated organisers, partners, agencies, sponsors and/or its employees will not be held responsible for non-acceptance of the winner(s) of AYDA due to circumstances that are not within its control and/or scope of authorisation; for whatever reason, whatsoever.

6) The Asia Young Designer Awards, its associated organisers and/or its employees will endeavour to assist the winner(s) to submit and provide additional information within its scope to support their application towards the Design Discovery Program at Harvard GSD.

Section L2) Cost, tuition, restrictions and conditions

1) Upon successful acceptance of your application by the Harvard GSD and Visa approval by the US Department of Homeland Security (DHS) and/or approvals required of you and any other Government or Institutional authorities; organisers of AYDA, NIPSEA Management Co. Pte Ltd (NIPSEA) and/or your local AYDA representatives will assist you with all other matters to prepare you for your program at Harvard GSD in the June 2022 cohort.

2) The tuitions and accommodation fees during your Harvard Graduate GSD Design Discovery Program will be paid for by AYDA/NIPSEA. AYDA/NIPSEA will undertake the following cost:

- One (1) Return Air Ticket inclusive of all taxes and airport charges. (Additional luggage charges, other than what's included in the fare, are not included and will not be covered by AYDA/NIPSEA).
- Transfer to and from the airport to Harvard GSD's Admission Office/Campus Housing.
- Tuition fees and material fees are fully paid for.
- Travel insurance with health insurance will be provided and paid for. It may be used at Harvard University Health Services (HUHS) on a fee-for-service basis.
- Per Diem will be provided at the discretion of AYDA/NIPSEA.
- Miscellaneous expenditure e.g. personal shopping, personal care products or expenses, entertainment, sightseeing, tours etc. are **not** included. Please prepare sufficient USD for your personal use.
- Family members and/or friends are not allowed to accompany you on this program, nor are they allowed to share the housing facility that is provided to you by AYDA/NIPSEA.

3) Exceptions and conditions:
Should your application be rejected by Harvard GSD or you are denied/fail to obtain a US entry Visa, the compensation may be offered in lieu. The amount of the compensation will only be up to USD5,000.00 only, but will be at the sole discretion of the organisers of AYDA/NIPSEA.

Section L3) FAQs and policies information for international students

International students
Participants of Design Discovery come from across the globe, with international participants making up 43% of the program's population. With such a culturally diverse student body, Design Discovery's learning environment provides a unique perspective of the impact of design across nations.

International applicants are encouraged to apply early and to begin the I-20 application process by early March. Additional information regarding the I-20 process will be provided upon admission. A brief overview of visa requirements is outlined below.

Important Visa Information
Design Discovery is considered a full-time academic program. International participants entering the U.S. must enter on an F-1 student visa. Neither Electronic System for Travel Authorization (ESTA) nor the B-2 visa allows full-time study. ESTA and B-2 visas are only for international travellers whose main reason for visiting the United States is tourism. Do not attempt to enter the United States on either ESTA or the B-2 visa. Attempting to enter the United States on ESTA or the B-2 visa to attend a full-time non-degree program is a violation of the US visa policy and you risk being denied entry to the United States.

Canadian applicants
If you will be enrolled in courses as specified above, you are required to request an I-20 certificate. However, you do not need to obtain an F-1 visa stamp **in your passport prior to** traveling to the US. Instead, you will present your I-20 certificate at the port of entry.

International applicants currently studying in the United States
If you are currently studying in the U.S. and will not be graduating this spring, you do not need to apply for a new visa sponsored by Harvard; you may attend Design Discovery on your current F-1 visa. You must, however, ask your school's international office for approval to attend our program. If you are studying in the U.S. and graduating this spring, you may want to consider transferring your F-1 visa to Harvard. You may download the transfer form at: hio.harvard.edu/transfer-form-students

English Proficiency Test
International applicants, except those from countries where English is the native language or who are currently enrolled in a university within the United States, must submit ONE of the following:

- **A valid score from the Test of English as a Foreign Language (TOEFL) internet-based test**
  The minimum required TOEFL iBT total score is 92, with the following minimum section requirements: reading, 23; speaking, 23; listening, 23; writing, 23. Please have test results submitted to the Harvard University's Graduate School of Design, institution code 3455. For further information about the TOEFL exam, please visit http://www.ets.org/toefl.
  (Please check with Harvard GSD on the latest minimum score requirement prior to application)

- **Duolingo test**
  The minimum required score is 61.
  (Please check with Harvard GSD on the latest minimum score requirement prior to application)

FREQUENTLY ASKED QUESTIONS FOR INTERNATIONAL STUDENTS

Q: I am an international student. Do I need to apply for a visa if I am currently attending a U.S. college or university?
A: No. However, you must ask your school's international office for approval to attend our program in lieu of applying for a new visa.

Q: For international students, is there a minimum TOEFL score that must be achieved?
A: Yes. The minimum required TOEFL iBT total score is 92, with the following minimum section requirements: reading, 23; speaking, 23; listening, 23; writing, 23. The preferred total TOEFL iBT score is 104 or above, with individual section scores of 26 or above.
(Please check with Harvard GSD on the latest minimum score requirement prior to application)

Q: Can other English proficiency tests be substituted to replace TOEFL?
A: Yes, applicants may take the Duolingo test in lieu of the TOEFL.

GENERAL FREQUENTLY ASKED QUESTIONS – DESIGN DISCOVERY

Q: How old do I have to be to apply to Design Discovery?
A: Applicants must be at least 18 years of age and must have a high school diploma or the equivalent. A high level of academic skill is necessary to take full advantage of our rigorous program.

Q: How do I submit my transcript(s)? Do I need to send an official copy with my application?
A: Transcripts should be submitted electronically through the online application. Applicants should scan a copy of their transcript(s) and upload these documents as part of the online application. During the application process, it is not necessary to send an official transcript.

Q: Does my transcript need to be official, or can I scan an unofficial version?
A: Scanned transcripts can be unofficial or official. If we need further information, we may ask for an official transcript to be sent to our office for review.

Q: I am having technical difficulties with the online application (such as uploading a transcript). What do I do?
A: You may contact the Design Discovery office at discovery@gsd.harvard.edu.

Q: I don't have a background in design—can I apply?
A: Yes. Design Discovery is a program designed to introduce Architecture, Landscape Architecture, and Urban Planning & Design to those who have interest in the areas but have little to no experience within the disciplines.

Q: Can I apply for more than one concentration at the same time?
A: Participants of the program are exposed to all three concentrations through lectures, but your studio work will focus on only one chosen concentration. Participants have one week to switch concentrations once the program has begun.

Q: Does the program cover design thinking?
A: Yes, it does. The program is as much about the 'mind-set' as it is about the 'toolset' of designers. Many of our students have gone on to other disciplines, taking with them what is now called 'design thinking'; the processes, mental habits, and methods of research and collaboration that are second-nature to designers which can be beneficially applied to all fields and areas of study.

Q: When are admission decisions made?
A: The admission decision process begins in February and are made on a rolling basis. Applicants will be notified of final decisions by email. Only completed applications will be reviewed.

Q: Where do most students live? Are there dorms?
A: Most participants live on campus in dormitories provided by the Harvard Law School. Others may live within walking distance of the school.

Q: What kind of computer resources are there?
A: Participants are given access to the computer labs in Gund Hall. They also have access to all programs on the GSD network. We recommend that you bring your own laptop. Wireless internet is available in Gund Hall as well as in the dormitories.

Q: After completing the program, how do I request a Design Discovery transcript?
A: You may request for a Design Discovery transcript by filling out the form on the Evaluation and Certificate page.

Q: Can I be removed from your program's mailing list?
A: Yes, you may. To remove yourself from the program's mailing list, email a request to unsubscribe from our mailing list with your name and address to discovery@gsd.harvard.edu.

HARVARD GRADUATE SCHOOL OF DESIGN

POLICIES AND STANDARDS OF CONDUCT

POLICIES AND STANDARDS OF CONDUCT

The following policies are established and determined at the sole discretion of Harvard Graduate School of Design and may or may not be applicable to you as a participant of AYDA. Harvard Graduate School of Design reserves all rights to enforce the policies at will accordingly; make changes, alter and or interpret without prior notice.

POLICY ON PERSONAL CONDUCT
A free environment for academic pursuits requires reasonable conduct, both in academic and non-academic affairs, by all members of the school. The faculty may impose discipline or penalties on individuals for acts that disrupt or endanger the university community's pursuit of teaching, learning, and research in an atmosphere of free inquiry and personal and psychological security. The faculty may consider sanctions whether or not civil or criminal penalties are imposed. Violation of specific domains considered here include, but are not limited to, plagiarism, sexual and racial harassment, the use of physical violence, and lying to an officer. Procedures for disciplinary hearings and sanctions are described in the section below titled Review Process.

THE STUDENT'S RESPONSIBILITY
Students are bound by those policies of Harvard University and the Graduate School of Design that govern student conduct. Access to and familiarity with the policies that govern student conduct are a right and responsibility of every student and students are expected to be familiar with those policies. Such a learning environment depends upon considerate behavior toward all members, respect for one another's privacy, and accurate representation of one's own work. Students, faculty, and staff are subject to the policies of Harvard University that govern the conduct of members of the School as articulated in the University-wide Statement of Rights and Responsibilities.

View here:
provost.harvard.edu/university-wide-statement-rights-and-responsibilities

RESPECT FOR OTHERS AND THEIR PROPERTY
Behavior should be respectful of the rights, privileges, and sensibilities of other people, whether or not they are members of the academic community, and their property, whether or not it is university property. Intimidating, threatening, or hostile behavior toward others is a violation of this policy and may subject the offender to school and university sanctions. Likewise, willful destruction, theft and vandalism of the work or possessions of another student or group of students or of any educational resource (including computers and library materials) and unauthorized use of property are unacceptable and may also subject the offender to sanctions.

PERSONAL SAFETY
Willful behavior that endangers the personal safety of others, whether or not they are members of the GSD, is a violation of school policies and may subject the offender to sanctions. Riots, violent intimidation or threats, use of weapons, physical assault, and any other acts that endanger the physical well-being of individuals are violations of this policy. As discussed below, the GSD has adopted the University-wide Sexual and Gender-Based Harassment Policy ("University Sexual and Gender-Based Harassment Policy").

PROTESTS AND DEMONSTRATIONS
Freedom of speech and assembly, including spontaneous and organized protests and demonstrations, is an essential part of both academic life and the culture of the United States. However, protesters and demonstrators are obliged to respect the rights of other individuals and especially to ensure personal safety for all participants. Although peaceful demonstrations are a matter of civil rights, it is a violation of this policy for any member of the GSD community to prevent or disrupt university functions, such as lectures, seminars, reviews, meetings, and other public events; and administrative, study, design, research, interview, and other non-public activities.

CONTACT PERSONS
Anyone who has reason to believe that a student has engaged in conduct that violated the school's policies on academic integrity, respect for others and their property, personal safety, or protests and demonstrations should report the matter to an appropriate faculty member or program director, or to any officer of the administration. Anyone wishing to report a violation of the University Policy should begin by contacting the Harvard University Office for Sexual and Gender-Based Dispute Resolution ("ODR") or the relevant School or unit Title IX Coordinator. In the event that the first GSD officer to whom someone reports an alleged violation of the University Policy is not the appropriate Title IX Coordinator, it is that GSD officer's responsibility to forward the matter either to ODR or to the appropriate Title IX Coordinator.

DISCRIMINATION
NON-DISCRIMINATION POLICY
In accordance with Harvard University policy, the Graduate School of Design does not discriminate against any person on the basis of race, color, sex, gender identity, sexual orientation, religion, creed, age, national origin, ancestry, veteran status, disability, genetic information, military service, or any other legally protected basis, in admission to, access to, or employment in its programs and activities. Every effort will be made to ensure fairness and consistency in the school's relations with its students, faculty and staff. The GSD's procedures for responding to incidents of discrimination are described in the section, 'Review Process' below.

CONTACT PERSONS
A student of the GSD community who believes that any form of prohibited discrimination has occurred should bring this matter forward for review. (See section 'Review Process' below, for a description of the review process.) The following persons have been designated to handle inquiries regarding the non-discrimination programs:

32 Smith Center,
Cambridge, MA 02138
617 495 3786
disabilityservice@harvard.edu

Director of Human Resources
Harvard University
Graduate School of Design
48 Quincy Street
Cambridge, MA 02138
617 495 4323

Dean of Students
Harvard University
Graduate School of Design
48 Quincy Street,
Cambridge, MA 02138
617 496 1236

The University 504 Compliance Coordinator is responsible for coordinating Harvard's efforts on behalf of individuals with disabilities. In addition, inquiries regarding the application of non-discrimination policies regarding race, color, gender, sexual orientation, religion, age, national or ethnic origin, political beliefs, veteran status, or handicap may be referred to:

Regional Director
Office for Civil Rights, Boston Office
U.S. Department of Education
J. W. McCormack Post Office and Courthouse
Room 222, 01-0061
Boston, MA 02109-4557

POLICY ON ACADEMIC CONDUCT

See separate webpage for academic misconduct policies and procedures.
Review Process for Violations of the Policies on Student Conduct and Non-Discrimination Informal Complaint Process

Cases of violations of the GSD student conduct policy or discrimination may be resolved informally. The dean of students will discuss this option with the subject of the possible violation, the "complainant." If the complainant wishes to explore that avenue, this might result in an informal conference with the complainant, the student who allegedly violated GSD policy, "the respondent," and the dean of students. The informal review will normally be completed within 60 days of the initial report of a possible violation to the dean of students.

FORMAL COMPLAINT PROCESS
If a satisfactory resolution cannot be found through an informal approach, and the complainant wishes to pursue the matter (or elects not to seek an informal resolution), the complainant will confer with the dean of students and submit a written complaint to the dean of students. The written complaint should specify the following:

a. The full name and contact information of the complainant;
b. The name and contact information (if known) of the respondent or respondents (person or persons against whom the charge is made);
c. A statement of the facts that support the allegation of a violation of the University Policy;
d. The date or dates and location of the alleged acts or practices.

Attached to the complaint should be a list of any sources of information (for example, witnesses, correspondence, and the like) that the complainant believes might be relevant to the investigation, but a complaint should not be delayed if such sources of information are unknown or unavailable.

The University does not limit the timeframe for filing a complaint, although a complainant is encouraged to file as soon as reasonably possible both for effective gathering of information, and also to allow time for the Review Board to review the case, if necessary, in the likelihood that the respondent is graduating or is no longer employed by the University.

Although the initiation of a complaint in cases involving student conduct will be addressed by the Review Board panel, however, it may also be suggested or required, depending on the circumstances, that the Harvard University Police Department be notified. In cases that involve a civil suit, the dean of students may decide to proceed with a review independently of the suit or may decline to review a case that is considered to be in the purview of the civil courts only.

REVIEW BOARD PROCEDURES
THE REVIEW BOARD
The Review Board will be comprised of six voting members of the Faculty of Design serving staggered three-year terms, of whom one will be designated chair by the dean. Three members of the Review Board will be elected, one from each academic department. The dean will appoint three at-large members and will also appoint an officer of the administration to serve as ex-officio (non-voting) member of the board. All formal complaints and charges will be reviewed by a panel consisting of at least three faculty members normally selected from among the members of the Review Board in advance plus the nonvoting member of the board. Either the respondent or complainant may challenge participation by any member of the Review Board reviewing the case in question, by written petition to the dean of students. For good cause, as determined by the Dean of the Faculty of Design, the challenged board member shall be replaced by another board member.

INVESTIGATION OF FACTS
The panel appointed by the Review Board may investigate the facts or may request that an appropriate member of the university community investigate and report in writing. The case is ordinarily considered by the panel as quickly as is reasonably possible, given the panel's schedule and the need to investigate matters carefully. Due consideration will be given to the privacy of all involved parties. The respondent and complainant or their designees will be provided with the opportunity to review the investigative report within 15 days from the date that the panel receives the report.

HEARING
The panel may hold a hearing to consider whether any violations of institutional policy have occurred. The hearing normally will be scheduled within 30 days of completion of the investigative report. The panel must give notice of at least 10 days to all parties prior to the aforementioned hearing. The hearing will not be open to the public. Participation will be determined by the panel. Normally, the complainant and the respondent may each bring an advisor to the hearing. Since the hearing process is not a legal proceeding, legal counsel may not be present. A record of the hearing will be kept by the dean of students for a minimum of three years and will be considered confidential. The panel's report of findings and any recommendations for sanctions will normally be completed within 30 days after the conclusion of the hearing, and the panel will forward its report to the dean. The panel will provide both parties or their designees with an opportunity to view the report. Either party may submit a response to the dean within ten days of the panel's report becoming available.

PANEL DECISIONS
Upon agreement of the complainant and respondent, the panel may waive any step(s) in these procedures. The panel may determine at any point in these procedures that, based on the information available, insufficient evidence exists to warrant further review or possible sanctions. The panel will notify all concerned parties of this finding and consider the matter closed, except as provided in the Appeal section below.

SANCTIONS
When a violation of the GSD Policy is found to have occurred, the Review Board panel will consider the imposition of appropriate sanctions. The complainant and the respondent will be notified.

In the event that the respondent is a member of the GSD faculty, the panel will forward its findings to the dean for consideration and possible action according to the policies and procedures that govern faculty.

Students are expected to comply with all disciplinary rules from matriculation until the conferring of the degree. A degree will not be granted to a student who is not in good standing or against whom a disciplinary charge is pending.

Sanctions for a student may include, but are not limited to, the following:
Admonition: A formal reprimand that becomes part of the student's official record but does not appear on the transcript (minor sanction).

POLICY ON ACADEMIC CONDUCT

Probation: Conditional permission to remain at the GSD. Probation becomes part of the student's official record but does not appear on the transcript (minor sanction).

Involuntary Leave of Absence: Temporary separation from the GSD for a specified period of time, after which the student is ordinarily reinstated, or may be required to request permission from the panel to be reinstated, sometimes under probation. Involuntary leave of absence is part of the student's official record and 'Leave of Absence is noted on the student's transcript (minor sanction).

Requirement to Withdraw: The requirement to withdraw normally is effective immediately upon the decision of the panel. A student who is required to withdraw, for whatever reason, is not in good standing until readmitted. The student must apply for readmission to the panel and through the regular admissions process. The reason for withdrawal is part of the student's official record but is not specified on the student's transcript, although the withdrawal is noted on the transcript (minor sanction).

Dismissal: An action taken in serious disciplinary cases that ends a student's connection with the University and requires a two-thirds vote by the Student Sanctions Committee (see below). The action taken by the panel is a recommendation to the Student Sanctions Committee that the student be dismissed.

The sanction of dismissal does not necessarily preclude a student's return to the GSD. A dismissed student may petition for readmission and be readmitted only upon a two-thirds vote in favor by members of the Student Sanctions Committee, of which 7 of the 9 committee members must be present, in addition to applying for admission through the regular admissions process. A dismissed student is not in good standing until readmitted. Dismissal becomes part of a student's official record and will appear on the student's official transcript (major sanction).

Expulsion: The action taken by the panel is a recommendation to the Student Sanctions Committee that the student be expelled. Requires a two-thirds vote by the Student Sanctions Committee (see below). The student may not reapply and expulsion is part of the student's official record and is noted on the student's transcript, though the reason for the expulsion is not specified on the transcript (major sanction).

If minor sanctions (e.g., admonition, probation, involuntary leave of absence, requirement to withdraw) are recommended by the panel, the dean will review the panel's recommendations, with supporting materials, and take appropriate action. The decision of the dean will be made within 30 days of receipt of the panel's report, and is final, except as provided in the Appeal section below.

If major sanctions (dismissal or expulsion) are recommended by the panel, the Student Sanctions Committee will meet to review the recommendation and take final action. At least seven (7) of the nine (9) Committee members must be present. In accordance with the Eleventh Statute of the University, no student shall be dismissed or expelled except by two thirds (2/3) vote in favor by members of the Committee present and voting thereon. The final action of the Committee shall be communicated to the parties in writing within 15 days. A summary of the case, with participants' names withheld, and the final action taken by Committee, will be reported to the full voting faculty at its next meeting. The decision of the Student Sanctions Committee is final, except as provided in the Appeal section below. The decision shall be communicated to the parties in writing within 15 days.

APPEALS
All sanctions or other decisions (including denial of a hearing) are subject to appeal. An appeal may be directed to the dean within 30 days of the decision in question. Appeals will generally be granted only on the basis of new evidence or significant procedural error. In cases where the appeal pertains to a lesser sanction, the dean's ruling on the appeal will be made within 30 days and is final. In cases where the appeal pertains to a major sanction, and the result of the appeal is a recommendation by the dean for a change in sanction, a new vote of the Student Sanctions Committee is required. At that time, the Committee's decision is final. All parties in a case will be notified in writing of the final decision of the appeal within 30 days of the decision.

DISCLOSURE
The GSD is allowed to disclose the results of a disciplinary proceeding against an alleged perpetrator of a crime of violence to the alleged victim of that crime without the prior written consent of the alleged perpetrator.

PANEL DISCRETION
The panel may, in its discretion and for good cause, alter any deadlines in these procedures.

SEXUAL AND GENDER BASED HARASSMENT
The GSD has adopted the University-wide Sexual and Gender-Based Harassment Policy. The University Policy is reproduced in its entirety below.

Harvard University is committed to maintaining a safe and healthy educational and work environment in which no member of the University community is, on the basis of sex, sexual orientation, or gender identity, excluded from participation in, denied the benefits of, or subjected to discrimination in any University program or activity. Gender-based and sexual harassment, including sexual violence, are forms of sex discrimination in that they deny or limit an individual's ability to participate in or benefit from University programs or activities.

This Policy is designed to ensure a safe and non-discriminatory educational and work environment and to meet legal requirements, including: Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in the University's programs or activities; relevant sections of the Violence Against Women Reauthorization Act; Title VII of the Civil Rights Act of 1964, which prohibits discrimination on the basis of sex in employment; and Massachusetts laws that prohibit discrimination on the basis of sex, sexual orientation, and gender identity. It does not preclude application or enforcement of other University or School policies. It is the policy of the University to provide educational, preventative and training programs regarding sexual or gender-based harassment; to encourage reporting of incidents; to prevent incidents of sexual and gender-based harassment from denying or limiting an individual's ability to participate in or benefit from the University's programs; to make available timely services for those who have been affected by discrimination; and to provide prompt and equitable methods of investigation and resolution to stop discrimination, remedy any harm, and prevent its recurrence. Violations of this Policy may result in the imposition of sanctions up to, and including, termination, dismissal, or expulsion, as determined by the appropriate officials at the School or unit.

Retaliation against an individual for raising an allegation of sexual or gender-based harassment, for cooperating in an investigation of such a complaint, or for opposing discriminatory practices is prohibited. Submitting a complaint that is not in good faith or providing false or misleading information in any investigation of complaints is also prohibited.

Nothing in this Policy shall be construed to abridge academic freedom and inquiry, principles of free speech, or the University's educational mission.

DEFINITIONS
SEXUAL HARASSMENT
Sexual harassment is defined as the unwelcome conduct of a sexual nature, including unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic, or physical conduct of a sexual nature, when: (1) submission to or rejection of such conduct is made either explicitly or implicitly a condition of an individual's employment or academic standing or is used as the basis for employment decisions or for academic evaluation, grades, or advancement (quid pro quo); or (2) such conduct is sufficiently severe, persistent, or pervasive that it interferes with or limits a person's ability to participate in or benefit from the University's education or work programs or activities (hostile environment).

Quid pro quo sexual harassment can occur whether a person resists and suffers the threatened harm, or the person submits and avoids the threatened harm. Both situations could constitute discrimination on the basis of sex.

A hostile environment can be created by persistent or pervasive conduct or by a single severe episode. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment. Sexual violence, including rape, sexual assault, and domestic and dating violence, is a form of sexual harassment. In addition, the following conduct may violate this Policy:

- Observing, photographing, videotaping, or making other visual or auditory records of sexual activity or nudity, where there is a reasonable expectation of privacy, without the knowledge and consent of all parties
- Sharing visual or auditory records of sexual activity or nudity without the knowledge and consent of all recorded parties and recipient(s)
- Sexual advances, whether or not they involve physical touching
- Commenting about or inappropriately touching an individual's body
- Requests for sexual favors in exchange for actual or promised job benefits, such as favorable reviews, salary increases, promotions, increased benefits, or continued employment
- Lewd or sexually suggestive comments, jokes, innuendoes, or gestures
- Stalking

Other verbal, nonverbal, graphic, or physical conduct may create a hostile environment if the conduct is sufficiently persistent, pervasive, or severe so as to deny a person equal access to the University's programs or activities. Whether the conduct creates a hostile environment may depend on a variety of factors, including: the degree to which the conduct affected one or more person's education or employment; the type, frequency, and duration of the conduct; the relationship between the parties; the number of people involved; and the context in which the conduct occurred.

UNWELCOME CONDUCT
Unwelcome conduct is defined as the behavior that was not (1) requested or invited and (2) undesirable or offensive. That a person welcomes some sexual contact does not necessarily mean that person welcomes other sexual contact. Similarly, that a person willingly participates in conduct on one occasion does not necessarily mean that the same conduct is welcome on a subsequent occasion.
Whether conduct is unwelcome is determined based on the totality of the circumstances, including various objective and subjective factors. The following types of information may be helpful in making that determination: statements by any witnesses to the alleged incident; information about the relative credibility of the parties and witnesses; the detail and consistency of each person's account; the absence of corroborating information where it should logically exist; information that the Respondent has been found to have harassed others; information that the Complainant has been found to have made false allegations against others; information about the Complainant's reaction or behavior after the alleged incident; and information about any actions the parties took immediately following the incident, including reporting the matter to others.

In addition, when a person is so impaired or incapacitated as to be incapable of requesting or inviting the conduct, conduct of a sexual nature is deemed unwelcome, provided that the Respondent knew or reasonably should have known of the person's impairment or incapacity. The person may be impaired or incapacitated as a result of drugs or alcohol or for some other reason, such as sleep or unconsciousness. A Respondent's impairment at the time of the incident as a result of drugs or alcohol does not, however, diminish the Respondent's responsibility for sexual or gender-based harassment under this Policy.

GENDER-BASED HARASSMENT
Gender-based harassment is verbal, nonverbal, graphic, or physical aggression, intimidation, or hostile conduct based on sex, sex-stereotyping, sexual orientation or gender identity, but not involving conduct of a sexual nature, when such conduct is sufficiently severe, persistent, or pervasive that it interferes with or limits a person's ability to participate in or benefit from the University's education or work programs or activities. For example, persistent disparagement of a person based on a perceived lack of stereotypical masculinity or femininity or exclusion from an activity based on sexual orientation or gender identity also may violate this Policy.

JURISDICTION
This Policy applies to sexual or gender-based harassment that is committed by students, faculty, staff, Harvard appointees, or third parties, whenever the misconduct occurs:
1. On Harvard property; or
2. Off Harvard property, if:
a. the conduct was in connection with a University or University-recognized program or activity; or
b. the conduct may have the effect of creating a hostile environment for a member of the University community.

MONITORING AND CONFIDENTIALITY
A variety of resources are available at the University and in the area to assist those who have experienced gender-based or sexual harassment, including sexual violence. Individuals considering making a disclosure to University resources should make sure they have informed expectations concerning privacy and confidentiality. The University is committed to providing all possible assistance in understanding these issues and helping

individuals to make an informed decision.

It is important to understand that, while the University will treat information it has received with appropriate sensitivity, University personnel may nonetheless need to share certain information with those at the University responsible for stopping or preventing sexual or gender-based harassment. For example, University officers, other than those who are prohibited from reporting because of a legal confidentiality obligation or prohibition against reporting, must promptly notify the School or unit Title IX Coordinator about possible sexual or gender-based harassment, regardless of whether a complaint is filed. Such reporting is necessary for various reasons, including to ensure that persons possibly subjected to such conduct receive appropriate services and information; that the University can track incidents and identify patterns; and that, where appropriate, the University can take steps to protect the Harvard community. This reporting by University officers will not necessarily result in a complaint; rather, the School or unit Title IX Coordinator, in consultation with the Title IX Officer, will assess the information and determine what action, if any, will be taken. Information will be disclosed in this manner only to those at the University who, in the judgment of the Title IX Officer or School or unit Title IX Coordinator, have a need to know.

Should individuals desire to discuss an incident or other information only with persons who are subject to a legal confidentiality obligation or prohibition against reporting, they should ask University officers for information about such resources, which are available both at the University and elsewhere. University officers are available to discuss these other resources and to assist individuals in making an informed decision.

VIOLATIONS OF OTHER RULES
The University encourages the reporting of all concerns regarding sexual or gender-based harassment. Sometimes individuals are hesitant to report instances of sexual or gender-based harassment because they fear they may be charged with other policy violations, such as underage alcohol consumption. Because the University has a paramount interest in protecting the well-being of its community and remedying sexual or gender-based harassment, other policy violations will be considered, if necessary, separately from allegations under this Policy.

RESOURCES
- Office of Sexual Assault Prevention and Response (24 hours) | 617-495-9100
- Harvard University Police Department | 617-495-1212 (Provides transportation to the Beth Israel Hospital or a hospital of your choice.)
- Harvard University Health Services | 617-495-5711
- HUHS Behavioral Health Services | 617-495-2323
- Bureau of Study Counsel | 617-495-2581
- Harvard Chaplains | 617-495-5529
- Beth Israel Deaconess Medical Center Rape Crisis Intervention Center | 617-667-8141
- Boston Area Rape Crisis Center | 617-492-8306 or 1-800-841-8371
- Cambridge Police Department | 617-349-3300
- Employee Assistance Program | 877-327-4278

OTHER FORMS OF HARASSMENT
The following addresses the GSD's policies governing harassment that is not covered by the University Policy.

Harassment can create an environment in which access to education and employment is diminished. The GSD seeks to maintain an atmosphere free of harassment. There are obligations of civility and respect for others that underlie rational discourse. Harassment not only shows grave disrespect for the dignity of others but also impedes the free discussion and exchange of ideas. This policy statement seeks to define the circumstances under which behavior affecting the GSD community may constitute impermissible harassment and grounds for disciplinary action. It also seeks to clarify the point at which protected free expression ends and prohibited harassment begins.

POLICY
It is impermissible for any member of the GSD community to engage in harassment of others. This includes, but is not limited to, harassment based on characteristics such as race, color, national origin, religion, age, creed, ancestry, veteran status, or disability. Harassment is particularly objectionable when it involves the abuse of GSD authority. Such behavior, as defined in the following section, may be grounds for disciplinary action such as censure, probation, separation, dismissal, or expulsion.

DEFINITIONS
PHYSICAL HARASSMENT
Certain physical acts may constitute harassment. These include, but are not limited to, assault, unwelcome touching, physical intimidation, defacing or damaging property, interference with freedom of movement, and other forms of behavior that violate federal or state civil rights law. Such acts are impermissible whether or not they are based on characteristics such as race, color, national or ethnic origin, religion, age, political beliefs, veteran status, or disability status. The fact that physical harassment may be accompanied by verbal or symbolic expression does not make the physical harassment less punishable.

VERBAL OR SYMBOLIC HARASSMENT
Certain purely verbal or symbolic expression may also constitute harassment. Epithets, threats and other abusive expressions, or unwelcome comments may constitute harassment and are impermissible if, from the standpoint of a reasonable person, they are sufficiently severe or pervasive to affect adversely an individual's working or learning environment. This category includes but is not limited to, expressions based on such characteristics as race, ethic group, religious belief, disability status, or age. Depending on the circumstances, verbal expressions may be punishable where, from the standpoint of a reasonable person, they (1) are addressed directly to an individual or several individuals; (2) insult, stigmatize, or intimidate the individual(s); and (3) evince on the part of the speaker(s) grave disrespect and intent to demean the individual(s).

RACIAL HARASSMENT
The GSD seeks to maintain an instructional environment free from racial harassment. The GSD defines racial and ethnic harassment as actions on the part of an individual or group that demean or abuse another individual or group because of race, national origin, or ancestry. Such actions may include but are not restricted to using racial epithets, making racially derogatory remarks, and using racial or ethnic stereotypes.

RESOLUTION OF HARASSMENT CONCERNS
GSD has incorporated the University's Procedures for Handling Complaints Involving Students Pursuant to the University's Sexual and Gender-Based Harassment Policy. In connection with concerns relating to other forms of harassment, a student of the GSD community who believes that harassment has occurred or would like clarification or information on the GSD complaint and resolution procedures, is encouraged to bring this matter to the attention of the dean of students.. (See 'Review

Policies' for a description of the review process.)

CONSENSUAL ROMANTIC RELATIONSHIPS
Unprofessional Conduct in Relationships between Individuals of Different University Status
Amorous relationships that might be appropriate in other circumstances always have inherent dangers when they occur between any teacher or officer of the university and any person for whom he or she has a professional responsibility (i.e., as teacher, advisor, evaluator, supervisor). Implicit in the idea of professionalism is the recognition by those in positions of authority that in their relationships with students or staff there is always an element of power. It is incumbent upon those with authority not to abuse, nor seem to abuse, the power with which they are entrusted.

GSD officers and other members of the teaching staff should be aware that any romantic involvement with their students may make them liable for formal action against them. Even when both parties have consented at the outset to the development of such a relationship, it is the officer or instructor who, by virtue of his or her special responsibility and educational mission, will be held accountable for unprofessional behavior. Teaching fellows, or teaching assistants may be less accustomed than faculty members to thinking of themselves as holding professional responsibilities, but they, too, are subject to this policy. They may need to exercise special care in their relationships with students whom they instruct, evaluate, or otherwise supervise, recognizing that their students might view them as more powerful than they may perceive themselves to be.

Amorous relationships between members of the faculty and/or with students that occur outside of any direct or formal relationship can also lead to difficulties. In personal relationships between individuals with whom there is no current, direct line of professional responsibility and authority, the senior person should be sensitive to the constant possibility that he or she may unexpectedly be placed in a position of responsibility for a student's instruction or a faculty member's evaluation. This could involve being called upon to write a letter of recommendation or to serve on an admissions or selection committee involving the other individual. In addition, one should be aware that others may speculate that a specific power relationship exists even when there is none, giving rise to assumptions of inequitable academic or professional advantage for the student or faculty member involved. Relationships between officers and students or senior and junior faculty are categorically discouraged by the GSD, and may fall under the purview of this policy.

REVIEW PROCESS
REVIEW PROCESS FOR SEXUAL AND GENDER-BASED HARASSMENT CASES
The GSD has incorporated the University's procedures for handling complaints involving students pursuant to the [University's] Sexual and Gender-Based Harassment Policy, including for purposes of student discipline. The procedures with respect to alleged harassment by a Harvard student are contained in the University policies available here: diversity.harvard.edu/pages/title-ix-sexual-harassment. None of the provisions outlined here contradict or replace any provisions of the University Procedures. These provisions are intended to supplement the University Procedures and detail the GSD role at moments when the University Procedures refer to actions taken or decisions made by the "School or unit." To the extent any existing GSD policies and procedures interfere with compliance with the University Policy and Procedures, application of such GSD policies and procedures should be suspended. The provisions in the University Procedures are not reproduced below. For a complete understanding of the procedures concerning alleged sexual or gender-based harassment by GSD students, students should review the University Procedures in conjunction with these supplemental provisions.

The Office for Dispute Resolution (ODR) has been charged with implementing the procedures for students pursuant to the University Policy. The ODR operates under the Office of the Provost, working in partnership with the University's Title IX Officer, School or unit Title IX Coordinators, and other School or unit leadership. Harvard students, faculty, staff, other Harvard appointees, or third parties who believe they are directly affected by the conduct of a Harvard student (collectively, "initiating parties") may: request information or advice, including whether certain conduct may violate the University Policy; seek informal resolution; or file a formal complaint. Initiating parties are encouraged to bring their concerns to the relevant School or unit Title IX Coordinator, the Title IX Officer, or staff in ODR, but may, if they choose, contact another School or University officer, who will refer the matter as appropriate.

As set forth below, interim measures designed to support and protect the initiating party or the University community may be considered or implemented at any time, including during a request for information or advice, informal resolution, or a formal complaint proceeding. Consistent with GSD policy, interim measures might include, among others: restrictions on contact; course-schedule or work-schedule alteration; changes in housing; leaves of absence; or increased monitoring of certain areas of the campus. These interim measures are subject to review and revision throughout the processes described below, and the initiating party can discuss them with the GSD's Title IX coordinator or the ODR at any time. When the allegations, if true, might constitute criminal conduct, the party against whom they are brought is hereby advised to seek legal counsel before making any written or oral statements. Those facing allegations may wish to obtain legal advice about how this process could affect any criminal case in which they are or may become involved.

INFORMAL REVIEW
An informal complaint may be made either orally or in writing. It operates as a request to the Title IX coordinator, the Title IX officer, or the Director of ODR to initiate efforts to aid the parties in finding a mutually acceptable resolution. The individual should identify the alleged harasser (if known) and describe the allegations with specificity. The Title IX coordinator, the Title IX officer, or the Director of ODR in consultation with the Title IX Officer will assess the severity of the alleged harassment and the potential risk of a hostile environment for others in the community to determine whether informal resolution may be appropriate. The Title IX coordinator or Title IX officer will also consider whether to put in place any interim measures designed to support the complainant (the person making the complaint) and/or the University community.

Upon determining that informal resolution is appropriate, the Director of ODR will assign an investigator who, in collaboration with the Title IX coordinator or the Title IX Officer or designee will consult further with the person initiating the request, inform the person who is the subject of

the allegations, and gather relevant information and communicate with the parties and others, as necessary. The Title IX coordinator will explore with the complainant various alternatives for resolving the matter. These may include, among other possibilities, an informal conference with the complainant, the subject of the possible violation, and others, as appropriate. The Title IX coordinator or the Title IX Officer also may put in place any appropriate interim measures to protect the educational and work environment. At any time, students interested in confidential counseling about options and resources can also contact the Office of Sexual Assault Prevention and Response (http://osapr.harvard.edu). A matter will be deemed satisfactorily resolved when both parties expressly agree to an outcome that is also acceptable to the School or unit Title coordinator. At any point prior to such an express agreement, the person who brought the complaint may withdraw the request for informal resolution and initiate a formal complaint under these procedures.

Ordinarily, the informal resolution process will be concluded within two to three weeks of the date of the initial report of a possible violation. Please note that the Title IX officer may not approve an informal resolution if it is a sexual assault allegation.

INITIATION OF FORMAL COMPLAINT
If a satisfactory resolution cannot be found through an informal approach, and the complainant wishes to pursue the matter (or would prefer to file a formal complaint alleging a violation of the University Policy), the complainant can file a formal complaint with ODR. The complaint must be in writing and signed and dated by the complainant. The complaint should specify the following:

a. The full name and address of the complainant;
b. The name and address (if known) of the respondent or respondents (person or persons against whom the charge is made);
c. A statement of the facts that support the allegation of a violation of the University Policy;
d. The date or dates and location of the alleged acts or practices.

Attached to the complaint should be a list of any sources of information (for example, witnesses, correspondence, and the like) that the complainant believes might be relevant to the investigation, but a complaint should not be delayed if such sources of information are unknown or unavailable.

The University does not limit the timeframe for filing a complaint, although a complainant is encouraged to file as soon as reasonably possible both for effective gathering of information, and also to allow time for a disciplinary body to review the case in the likelihood that the respondent is graduating or is no longer employed by the University.

REFERRAL OF COMPLAINTS AGAINST STAFF, FACULTY, OTHER HARVARD APPOINTEES, OR THIRD PARTIES
If the subject of the possible violation is a faculty member, staff member, other Harvard appointee, or third party, ODR promptly will provide the appropriate Title IX coordinator with a copy of the complaint. The School or unit Title IX coordinator, in consultation with other Harvard officers, will determine whether some or all of the allegations will be handled at the School or unit level, or whether ODR will conduct all or part of any investigation.

THE FORMAL COMPLAINT PROCESS
In the event a complaint is raised against a GSD student, once the complaint is received by the ODR, the Director of ODR will assign the case to an investigator for an initial review. The GSD may assign another individual, the "designee" to work jointly with the investigator. The investigative team will contact the complainant in an attempt to gather a more complete understanding of the allegations, as well as any related conduct that may implicate the University Policy. The investigative team will gather information and determine whether the information, if true, would constitute a violation of the policy such that an investigation is warranted. This decision will be communicated to the complainant, the Director of ODR, the Title IX officer, and the GSD's Title IX coordinator. Ordinarily, the initial review will be concluded within one week of the date the complaint was received.

Following the decision to begin an investigation, the investigative team will notify the respondent in writing of the allegations and will provide a copy of the University Policy and the University Procedures. The respondent will have one week in which to submit a written statement in response to the allegations.
If the decision is made to begin an investigation in a case where the complainant is unwilling to participate but the School has assessed the severity of the allegations and the potential risk of a hostile environment for others in the community and has determined to proceed, then for the purposes of the University Procedures, the School Title IX coordinator or a designee will be considered the complainant.

Both the complainant and the respondent may bring a personal advisor to any interviews with the Investigative Team. A personal advisor should be an officer of the University who is affiliated with the School or unit in which the advisee is enrolled or employed, but may not be related to anyone involved in the complaint or have any other involvement in the process. In the case of students enrolled in interdisciplinary programs, their official academic advisor also may serve as their personal advisor. Personal advisors may view a redacted version of the complaint or other documents provided to the parties, offer feedback on their advisee's written statements, and provide general advice. During interviews, personal advisors may not speak for their advisees, although they may ask to suspend the interviews briefly if they feel their advisees would benefit from a short break.

At the conclusion of the investigation, the investigative team will evaluate the evidence and make findings of fact, applying a preponderance of the evidence standard, and will determine whether there has been a violation of the policy. The investigative team will draft an investigative report. Both parties have the opportunity to review the report before it is finalized and will have one week in which to give written feedback. The report will then be finalized and sent to the parties and the School of the respondent. If a violation is found, disciplinary action is determined by the School's administrative board. If the respondent is a GSD student, the case then goes before the GSD's Review Board, as discussed.

THE REVIEW BOARD
The Review Board will be comprised of six voting members of the Faculty of Design serving staggered three-year terms, of whom one will be designated chair by the dean. Three members of the Review Board will be elected, one from each academic department. The dean will appoint three at-large members and will also appoint an officer of the administration to serve as an ex-officio (nonvoting) member of the board. All formal complaints and charges will be reviewed by a panel consisting of at least three faculty members normally

selected from among the members of the Review Board in advance plus the nonvoting member of the board. Either the respondent or complainant may challenge participation by any member of the Review Board reviewing the case in question, by written petition to the Dean of Students. For good cause, as determined by the Dean of the Faculty of Design, the challenged board member shall be replaced by another board member.

REVIEW BOARD PROCEDURES IN SEXUAL/GENDER-BASED HARASSMENT CASES SANCTIONS

When a violation of the University Policy is found to have occurred, the GSD's Review Board panel will consider the imposition of appropriate sanctions. The complainant and the respondent will be notified. Within three days of notification, the complainant and respondent may each submit a written statement to the Review Board. The statements will be provided to the other party as well as other officers of Harvard as the Review Board panel deems appropriate. The statements may not challenge the validity of the findings and conclusions contained in the final report, and also may not introduce facts that could have been presented to the Investigative team or that conflict with any of the findings in the final report.

The panel will accept as final and non-reviewable the report's findings of fact and its conclusions as to whether a violation of the University Policy has occurred. The Review Board's disciplinary proceedings against the respondent based on conduct addressed by the report will proceed with the understanding that the final report carries the same validity as a determination reached by the Review Board itself.

The Review Board panel will determine any recommendations of sanctions and will forward any such recommendations to the dean. The panel's report will be supported, where appropriate, by a statement of the reasons for the specific sanction and the principles or policies on which the panel relied in recommending the sanction. The panel will provide both parties or their designees with an opportunity to view its written report in the Office of Student Services. Either party may submit a response to the dean within three days of the panel's report becoming available. However, the only opportunity to appeal the findings related to the University Policy is provided by the ODR. Appeals within the GSD, including appeals to the dean, pertain only to the decision of the Review Board in determining discipline.

Degree will not be granted to a student who is not in good standing or against whom a disciplinary charge is pending.

Sanctions for a student may include, but are not limited to, admonition, probation, separation, requirements to withdraw, dismissal, or expulsion. If minor sanctions (e.g., admonition, probation, or separation) or withdrawal are recommended by the panel, the dean will review the panel's recommendations, with supporting materials, and take appropriate action. If major sanctions (dismissal, or expulsion) are recommended by the panel, the Student Sanctions Committee will meet to review the recommendation and take final action. At least seven (7) of the nine (9) Committee members must be present. In accordance with the Eleventh Statute of the University, no student shall be dismissed or expelled except by two thirds (2/3) vote in favor by members of the Committee present and voting thereon. The final action of the Committee shall be communicated to the parties in writing within 15 days. A summary of the case, and the final action taken by Committee will be reported to the full voting faculty at its next meeting.

The sanction of 'dismissal' does not necessarily preclude a student's return to the GSD. A dismissed student may petition for readmission and be readmitted only upon two thirds (2/3) vote in favor by members of the Committee. At least of seven (7) of the nine (9) Committee members must be present.

APPEALS

Either party may appeal the faculty's decision in writing within three days after the faculty's decision is communicated. Again, however, the appeal may pertain only to the disciplinary recommendation.
In cases where the appeal pertains to a major sanction, and the result of the appeal is a recommendation by the dean for a change in sanction, a new vote of the Student Sanctions Committee is required. At that time, the Committee's decision is final.

DISCLOSURE

Disclosure of the final sanctions decision shall be made as appropriate to the respondent and the complainant.

PANEL DISCRETION

The panel may, in its discretion and for good cause, alter any deadlines in these procedures.

POLICY ON THE GENERAL ACADEMIC ENVIRONMENT

The general mission of the GSD is to promote the development of design excellence through teaching, learning, and research. Successful pursuit of this mission is predicated on the considerate behavior and integrity of all members in the academic community. Student membership in the GSD community is a privilege conditional upon ethical conduct in academic matters. In addition, all students share in the GSD's responsibility to maintain an environment conducive to intellectual freedom and the pursuit of knowledge.

ACADEMIC INTEGRITY

The GSD seeks to maintain a learning and working environment characterized by academic integrity and fair access to educational resources. The GSD expects all students to honor these principles. Actions that violate these principles include, but are not limited to, the following, and may be the basis for disciplinary action:

- Cheating on examinations, either by copying the work of other students or through the use of unauthorized aids;
- Fraudulent presentation of the work of others (either written or visual) as one's own work (plagiarism), notwithstanding the academically acceptable tradition of incorporating assistance, which is freely offered by GSD classmates, in the final thesis presentation (although the assistance must be acknowledged);
- Simultaneous or repeated submission without permission of substantially the same work (either written or visual) to more than one course;
- Alteration or misrepresentation of academic records;
- Unauthorized collaboration or paid assistance;
- Deliberate interference with the integrity of the work of others;
- Fabrication or falsification of data.

Cases of academic misconduct adhere to the Guidelines described below.

Guidelines for Communicating Expectations

Students are expected to be familiar with and abide by the school's standards for academic integrity and conduct. It also is suggested that instructors communicate expectations for academic conduct, and, if relevant, the following should be discussed:

- Basic expectations for papers and exams. Specify what resources are permitted (including internet resources).
- If students are collaborating on projects, some general assumptions about group work.
- Submission of coursework for one or more courses simultaneously.
- Use of outside copy editing services (as opposed to content editing).
- There are helpful resources available to students at the GSD. The library's Write and Cite website (http://guides.library.harvard.edu/gsd/write) is excellent. This guide offers information on writing resources, citation style guides, and academic writing expectations and best practices. Students who need additional information about these issues may also meet with writing tutors through Academic Writing Services, a free service through Frances Loeb Library (https://www.gsd.harvard.edu/resources/advising-academic-support/).

DEALING WITH VIOLATIONS

Course and studio instructors must report all suspected cases of plagiarism, cheating, or other sorts of academic dishonesty to the Dean of Students. This notification should include a written statement explaining the basis of suspicion. If plagiarism is suspected, the statement should include a copy of the source of the plagiarism and the plagiarized material. The contents of the statement will remain confidential to protect the student's privacy since the facts will not yet have been determined. The instructor may wish to meet with the student at this time to informally discuss the suspicions. The Dean of Students will meet with the instructor to discuss the statement, and then the Dean of Students and the instructor will meet with the student to present the statement and to seek the student's account of the events. If it is determined that the student has plagiarized or cheated, one of the following may be imposed:

1. Having to redo the assignment
2. Failing the assignment
3. Failing the course
4 Referral to Academic Misconduct Panel

Additional and/or alternative remedial steps may be imposed.

Often the first three measures are made in cases where it is apparent that the student did not fully understand his or her obligations or if the offense is considered not severe enough to warrant a hearing with the Academic Misconduct Panel. If any of steps one through three are decided upon, a written record describing the offense and subsequent course of action is signed by the Dean of Students, the faculty member, and the student, and is filed in the Dean of Students' office. As a follow up to the decision, the student will meet with the Dean of Students to review the GSD's policies. The student is then informed that, if another case of misconduct occurs, the subsequent case will move directly to the Academic Misconduct Panel. At any point in pursuing the foregoing steps, the Dean of Students may consult with the Chair of the Academic Misconduct Panel.

REFERRAL TO GSD ACADEMIC MISCONDUCT PANEL

A case will go to the Academic Misconduct Panel if:

1. The finding of academic misconduct is not the first offense.
2. The severity of the misconduct warrants direct review by the Academic Misconduct Panel.
3. A resolution cannot be reached among the student, instructor, and Dean of Students.
4. The student wishes to appeal the decision.

A letter will be sent to the student from the Dean of Students notifying the student that it has been determined that the case will go to the GSD Academic Misconduct Panel. Students are expected to comply with all disciplinary rules from matriculation until the conferring of the degree. A degree will not be granted to a student who is not in good standing or against whom a disciplinary charge is pending.

GSD ACADEMIC MISCONDUCT PANEL

The Academic Misconduct Panel will be convened only in cases of academic misconduct. Once a case comes forward to the GSD Review Board, three members will be selected from the faculty appointees to the Review Board. The Review Board Chair serves as Chair of the Academic Misconduct Panel. An alternate will be picked from the Review Board when a member of the Academic Misconduct Panel is a complainant in the case. The term of appointments to the Panel is the length of the Review Board appointments. The responsibilities of the Panel are to investigate claims of academic misconduct in accordance with the policies and procedures outlined below.

ACADEMIC MISCONDUCT PANEL REVIEW

The registrar or other designated official of the University will staff the Panel and will initiate disciplinary proceedings by sending a letter to the student, with relevant materials, including:

1. A copy of the instructor's written statement of alleged misconduct.
2. The composition of the Academic Misconduct Panel, with notification that within three days

of being notified of the composition of the Panel, the student may challenge participation by any member of the Panel reviewing the case in question by written petition to the registrar or other official staffing the panel. For good cause, as determined by the Dean of the Faculty of Design, the challenged Panel member shall be replaced by an alternate member.

3. A copy of the School's Policy on Academic Conduct and Dealing with Violations.
4. A copy of documents related to student's prior cases of academic misconduct, if applicable, with the statement, 'The review will take into account prior instances of academic misconduct.'
5. Notification of the student's right to respond within seven days from receipt of the charge by submitting a response to the registrar or other designated official who is staffing the Panel.
6. Notification that the registrar or other designated official is available to discuss the process with the student with the caveat that the registrar or other official will be providing staff support to the Panel, but is not a voting member.

The registrar or other designated official of the University also will notify the instructor of the composition of the Academic Misconduct Panel. Within three days of notification of the composition of the Panel, the instructor also may challenge participation by any member of the Panel reviewing the case in question, by written petition to the registrar. For good cause, as determined by the Dean of the Faculty of Design, the challenged Panel member shall be replaced by an alternate member. Copies of all the materials above (including the letter to the student) will be sent to the members of the Academic Misconduct Panel. As noted in #5 above, the student has the right to submit a written statement to the Panel and to offer any evidence bearing on the matter. The student is encouraged to meet with their academic advisor, another faculty member, or administrator to review this statement or to discuss the situation.

During the academic year the Panel will meet as quickly as is reasonably possible, given the Panel's schedule and the need to investigate matters carefully. Outside the academic year, an extension of time for the meeting may be necessary. The student has a right to meet with the Academic Misconduct Panel as part of the hearing process. A student may be accompanied by a designated advisor (chosen by the student) from within the GSD community. Since the hearing process is not a legal proceeding, legal counsel may not be present. The respondent must notify the registrar or other designated official of the name of the designated advisor at least 24 hours prior to the meeting with them Panel. The Panel will make a finding as to whether or not academic misconduct has occurred and, if it has, determine which sanctions if any are appropriate. Sanctions that may be imposed in cases of misconduct are described below:

Admonition: A formal reprimand that becomes part of the student's official record but does not appear on the transcript (minor sanction).

Probation: Conditional permission to remain at the GSD. Probation becomes part of the student's official record but does not appear on the transcript (minor sanction).

Involuntary Leave of Absence: Temporary separation from the GSD for a specified period of time, after which the student is ordinarily reinstated, or may be required to request permission from the Academic Misconduct Panel to be reinstated, sometimes under probation. Involuntary leave of absence is part of the student's official record and Leave of Absence is noted on the student's transcript (minor sanction).

Requirement to Withdraw: The requirement to withdraw normally is effective immediately upon the decision of the Academic Misconduct Panel. A student who is required to withdraw, for whatever reason, is not in good standing until readmitted. The student must apply for readmission to the Academic Misconduct Panel and through the regular admissions process. The reason for withdrawal is part of the student's official record but is not specified on the student's transcript, although withdrawal is noted on the transcript (minor sanction).

Dismissal: An action taken in serious disciplinary cases that ends a student's connection with the University and requires a two-thirds vote by the Student Sanctions Committee (see below). The action taken by the Panel is a recommendation to the Student Sanctions Committee that the student be dismissed.

The sanction of dismissal does not necessarily preclude a student's return to the GSD. A dismissed student may petition for readmission and be readmitted only upon a two-thirds vote in favor by members of the Student Sanctions Committee of which 7 of the 9 committee members must be present, in addition to applying for admission through the regular admissions process. A dismissed student is not in good standing until readmitted. Dismissal becomes part of a student's official record and will appear on the student's official transcript (major sanction).

Expulsion: Requires a two-thirds vote by the Student Sanctions Committee (see below). The action taken by the Panel is a recommendation to the Student Sanctions Committee that the student be expelled. The student may not reapply and expulsion is part of the student's official record and is noted on the student's transcript, though the reason for expulsion is not specified on the transcript (major sanction). The registrar or other designated official shall send a copy of the decision of the Academic Misconduct Panel to the student.

Decisions of the Panel are final, except for those recommending dismissal or expulsion, which require a two-thirds vote by the Student Sanctions Committee (of which 7 of the 9 Committee members must be present). When a disciplinary case is referred to the Student Sanctions Committee for a vote of dismissal or expulsion, the Chair of the Panel will present the facts of the case in a written report to the Committee. If the Committee fails to accept by two-thirds vote a recommendation by the Academic Misconduct Panel for dismissal or expulsion, the case shall be returned to the Panel for reconsideration of an alternate sanction. The final action of the Student Sanctions Committee shall be communicated to the parties in writing within 15 days of the decision. A summary of the case, with the participants' names withheld, and the final action taken by the Committee, will be reported to the full voting faculty at its next meeting.

APPEALS

All sanctions or other decisions made by the Academic Misconduct Panel or Student Sanctions Committee are subject to appeal. An appeal may be directed to the dean within 30 days of the decision in question. Appeals will generally be granted only on the basis of new evidence or significant procedural error. The dean's ruling on the appeal will be made within 30 days and is final. In cases where the appeal pertains to dismissal or expulsion, and the result of the appeal is a recommendation by the dean for a change in sanction, a new vote of the Student Sanctions Committee is required. The student will be notified in writing of the final decision.

ASIA
YOUNG
DESIGNER
AWARDS

Brought To You By

NIPPON PAINT

www.youngdesigneraward.ph

ASIA YOUNG DESIGNER AWARD

Nippon Paint Coatings Philippines
G/F CSP Building, No 173 Edsa
Mandaluyong City 1555

T: 0917-552-3100
E: npayda@youngdesigneraward.ph

Asia Young Designer Awards (AYDA)