

Philosophy Graduate Handbook

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PART I: INFORMATION

Useful Documents

UIC Philosophy Department

The [Philosophy Department website](#) contains much important and useful information: application and placement information, the current version of this handbook, funding links, dissertation instructions and information, and more.

The Philosophy Graduate Brochure is intended for prospective students. It contains information on the overall orientation and strengths of the graduate program, on the UIC Philosophy faculty, financial assistance, and philosophical life in Chicago.

This *Philosophy Graduate Handbook* is intended primarily for admitted and continuing students and their faculty advisors, but prospective students may also find it useful. It provides information on Department staff and officers, funding, advising, evaluation, courses, degree requirements, teaching, representation, and placement.

The [Philosophy Department Course Descriptions](#), published twice a year, contains detailed descriptions of the courses for the upcoming semester.

The Placement Manual guides grad students in preparing for the job market, and explains how the Department helps graduate students find academic employment in philosophy. It is distributed by the Placement Director.

Training and Supervision of Teaching Assistants is distributed to faculty and TAs every semester by the Chair, DGS and Chair of the Teaching Committee.

UIC Graduate College

The *Graduate College* home page is located at <http://grad.uic.edu>. Their website contains information that you will need at various points of your career.

The [Graduate Catalog](#) is published by the Graduate College. This contains University and Graduate College policies governing all graduate programs at UIC. It also contains information about other graduate programs at UIC.

University of Illinois at Chicago

The *UIC Home Page* is located at www.uic.edu.

The Office of Admissions and Records has a fine website with links to all sorts of useful information, and a decent search engine: <http://www.uic.edu/depts/oar/>

The *UIC Schedule of Classes* is available online at https://ossswebcs.admin.uillinois.edu/PORTAL_UIC/classsch.html

The student portal, *my.UIC*, at my.uic.edu contains a wide variety of information on such matters as registration procedures.

The *UIC News* is a free campus newspaper published by the UIC administration each week during the academic year.

The *Chicago Flame* is a student newspaper, published each week during the academic year.

Departmental Officers and Staff

Chairperson. *Professor Tony Laden.* Tony oversees all aspects of the Department, including those responsibilities delegated to others, such as the management of the graduate program, the undergraduate program, graduate admissions, and placement. As Chair, Tony is responsible for the department budget and teaching assignments: for those, such as TAs, who are employed by UIC, he is your supervisor for work purposes. We hope you do not encounter problems in your teaching, such as a problem student; but in that event Tony is the person you and your professor would go to, to discuss unresolved issues. During the summer months, he is available to answer questions from prospective students about admissions, and oversees the work of the Graduate Student Liaison. Tony may be reached at (312) 996-2658, or laden@uic.edu.

Director of Graduate Studies (DGS). *Professor Nick Huggett.* Nick oversees the graduate program. He provides an orientation for first year graduate students, and regular academic advising for both first year and continuing students. Nick is *ex officio* chair of the Graduate Advisory Committee (GAC), which processes graduate student petitions, and helps to oversee the graduate program as needs arise. Nick can be reached at (312) 996-0329, or huggett@uic.edu.

Director of Graduate Admissions and Recruitment. *Varies from year-to-year: see the online [faculty list](#) for current Director.* Prospective students should feel free to contact the Director directly if they have questions about our program after reading the brochure.

Assistant to the Chair. *Ms. Karen Tuleja-Lehner.* Karen handles all departmental aspects of employment at UIC for both faculty and teaching assistants. Karen has information about health insurance, fees, timetable and room changes, and countless other aspects of the University. As our LAN administrator and local computer consultant, she is also an excellent resource for information about the department's computers and their software. Karen will be an important ally as you make your way through the program. She can be reached at (312) 996-3022, or karen@uic.edu.

Graduate Secretary. *Ms. Valerie Brown.* Valerie runs the graduate program on a day-to-day basis. She oversees all paperwork associated with the graduate program – including your application for admission, your coursework, applications for degrees, and job placement. Valerie is an excellent resource for information on the graduate program and its procedures, and she can always refer you to the right person when you have a question. She can provide copies of any of the department

documents on the graduate program. Valerie will be an important ally as you make your way through the program. Valerie can be reached at (312) 996-3022, or val@uic.edu.

Director of Placement. *Varies from year-to-year: see the online [faculty list](#) for the current Director.* The Director runs the Department's placement effort for graduate students who are going on the job market in philosophy.

Teaching Committee Chair. *Varies from year-to-year: see the online [faculty list](#) for the current Director.* The Teaching Committee oversees our teaching evaluation program.

Graduate Student Liaison. Chicago is a wonderful place, with more to offer than many other American cities. Yet because it is a big city, newcomers may need some help in finding their way around. The Graduate Student Liaison is a (paid) graduate student who can offer very useful guidance in your move to Chicago – in particular about neighborhoods, transportation, and the like. Please do not be shy about seeking help from the liaison. Please contact Valerie or Danielle to get the contact information for the current Graduate Liaison.

Graduate Student Representatives. Each year the graduate students elect Graduate Student Representatives who attend and vote at most meetings of the Philosophy Department. (The exceptions include personnel matters, graduate student evaluation, faculty recruitment, promotion, tenure, and salaries.) The representatives are normally elected early in the fall to serve for one year. There is one representative for every five faculty, plus an alternate.

Graduate Student Funding and Fees

Funding. The department places a very high priority on providing support for its Ph.D. students. Subject to University finances we provide five years of funding for all Ph.D. students who (a) enter with a bachelors degree, (b) enter with financial support, and (c) continue to make satisfactory progress. We aim to provide a sixth year of funding for students whose interdisciplinary work requires an extra year of study in another department. In practice, in recent years, we have supported many students even further into their studies.

Overview. Both University and external funding are available; University funding sources are summarized below, while information on external funding is available from the DGS. Current and additional information is available from the Graduate College [website](#) (which supersedes any information given here) and (especially for external funding) our [website](#). Teaching Assistantships are the most common form of funding for our students, but our students regularly receive other wards, of varying amounts.

Teaching Assistantships. For academic year 2014-2015, the stipend for a TA is approximately \$16,850 for a 9-month 50% FTE appointment, the default in our department. TAs are required to register for a minimum of 8 credit hours each semester (note that you must register for 9 hours in order to count as full-time, and 12 hours are recommended). Such appointments carry a full waiver of tuition for the academic year, and a waiver of certain fees as described below. For full details consult the Graduate College [website](#). For information on the duties and responsibilities of TAs, see below on [Teaching Assistants](#).

Limited funding is available for **Summer Teaching Assistants**; these are typically awarded to more senior students, who have greater teaching experience. The Chair will solicit applications and make assignments.

University Fellowships. For 2014-2015, UFs carry a stipend of \$25,000. UFs are awarded to entering students on the basis of a university-wide competition, and (subject to progress conditions) recipients receive a second year of UF funding once they embark on a dissertation. In unfunded years the Department provides a TA position. Students on UFs do not teach or render other services to receive the stipend, but are required to register for 12 credit hours each semester. Such appointments carry a full waiver of tuition for the academic year, and a waiver of certain fees as described below. For full details consult the Graduate College [website](#).

Abraham Lincoln Graduate Fellowships. This program is designed to expand the overall breadth of background of the UIC graduate student body by providing support to individuals from groups that have been historically underrepresented in graduate education (only US citizens and permanent residents are eligible). In 2014-2015, Abraham Lincoln Fellowships (ALFs) carry a stipend of \$25,000. ALFs are awarded to entering students on the basis of a university-wide competition, and (subject to progress conditions) recipients receive a second year of ALF funding once they embark on a dissertation. In unfunded years the Department provides a TA position. Students on ALFs do not teach or render other services to receive the stipend, but are required to register for 12 credit hours each semester. Such appointments carry a full waiver of tuition for the academic year, and a waiver of certain fees as described below. For full details consult the Graduate College [website](#).

Dean's Scholarships. Dean's Scholarships are awarded to exceptionally promising students working on their dissertations. For 2014-2015, Dean's Scholarships carry a stipend of \$25,000. Dean's Scholars do not teach or render other services to receive the stipend, but are required to register for 12 credit hours each semester. Such appointments carry a full waiver of tuition for the academic year, and a waiver of certain fees as described below. For full details consult the Graduate College [website](#).

Chancellor's Graduate Fellowships. These fellowships promote multidisciplinary research in a way that encompasses many philosophical projects, that draw on other fields. They top up other funding by a maximum of \$4,000 a year for two years (but carry no waivers).

Tuition and Fee Waivers. All TAs and students on UIC fellowships receive a waiver of tuition and the certain fees. In recent years, we have also been able to award an additional four tuition and fee waivers (TFWs) to unfunded students each semester. For details of the TFW see the award information above, or <http://grad.uic.edu/graduate-college-tuition-and-fee-waivers>.

Fees. All registered students are responsible for certain fees in addition to tuition: for details refer to http://www.uic.edu/depts/oar/grad/tuition_grad.html. After waived fees and tuition, the amount to be paid by full-time students is approximately \$871/semester in 2014-15, which includes a transit pass and full health insurance (the latter can be waived if proof of alternative insurance is provided).

Housing and Parking

On-Campus Housing. UIC provides on-campus housing for single graduate students. This housing is most convenient, but not popular with existing students. Space is assigned on a first-come, first-

served basis; so, if you wish to live on campus you should apply early. For more information about on-campus see www.housing.uic.edu.

Off-Campus Housing. Housing can be found in the neighborhoods immediately surrounding the University. However, because the campus is located just southwest of downtown Chicago and it is easily accessible by car, bike and public transportation, students also live in other areas of the city or suburbs as well. Since incoming students need to be situated in Chicago by mid-August, and many apartments rent from the first of the month, the optimal time to search for an apartment is mid-July; however, students arriving in early August manage to find something. The best place to start a search for housing in the Chicago area is to consult with the Graduate Student Liaison. After consulting with the Liaison you might begin your search by checking the major Chicago daily newspapers, websites like Apartmentpeople.com and Chicagoapartmentfinders.com, or even by walking in selected neighborhoods where you will often find "For Rent" signs posted. *The Reader*, a free Chicago weekly issued Thursday afternoons, is one of the very best sources of advertisements for apartments and roommates (chicagoreader.com). (Information on off-campus housing, including ads for roommates for off-campus housing, can also be found at <https://commuter.uic.edu/housing/>. Requests for roommates are also posted on bulletin boards around UIC, especially on the West (medical) Campus.)

Parking. Parking is available on campus. The Campus Parking website is www.uic.edu/depts/avcad/parking.

PART II: POLICIES AND PRACTICES

University, Graduate College, and Departmental Policies. Philosophy graduate students are governed by the policies of the University, the Graduate College, and the Philosophy Department, and are expected to be familiar with the policies of all three bodies. This *Handbook* describes primarily the policies of the Philosophy Department (which in cases of conflict defer to those of the University and College). For University and Graduate College policies, see the early sections of the UIC Graduate College Catalog or the Graduate College website at www.uic.edu/depts/grad.

Academic Advising

Overview. The Director of Graduate Studies (DGS) is the default academic advisor of all incoming students. At any time, but before the end of the first two years you should select a Faculty Advisor, most likely on the basis of your interests; they may, but need not, advise your Topical and Thesis when the time comes. Both DGS and Faculty Advisor are expected to answer your questions about the program (especially plans for coursework, topical, and thesis), and monitor your progress.

The Director of Graduate Studies. The DGS provides advice on how to meet our program requirements. Of early concern will be our Course Requirements, which help to ensure that all our graduating Ph.D.s have the breadth they need for both teaching and research. The DGS also provides guidance on a number of other aspects of the program. Students consult with the DGS before registering for the upcoming semester.

The Graduate Advisory Committee (GAC). This committee assists the DGS on major questions of policy, in the processing of petitions, and other matters. The GAC consists of four members: the DGS (*ex officio*) and three faculty. In cases of tie votes, the DGS's is the deciding vote.

Faculty Advisors. Students choose their Faculty Advisor in consultation with the DGS. Unlike the DGS, your Advisor will not be an expert on program requirements, but an expert in your area of concentration (if you have one). Your Advisor will help you make decisions about academic matters, including the selection of a dissertation topic, and how best to prepare for it. Your Advisor is your personal advocate during our periodic evaluations of graduate students. Continuing students consult with their Advisor before registering for the upcoming semester. Students may change their individual advisors at any time. *Students should promptly inform the Graduate Secretary whenever they choose or change advisor.*

Grades

Grades. Grades of B-minus or higher count as passing grades for graduate students.

Department Grades. These are entered on the evaluations that instructors write for their students, and are recorded in the Department's records. Possible departmental grades for most seminars are the usual A (= 4.00), B, C, D, E, with or without plusses or minuses. Instructors may also assign a grade of '#' ("the pound"), which at 3.50 lies halfway between an A and a B. In special cases, students may receive an IN (Incomplete) or DF (Deferred). In evaluating a student's progress, we consider the student's department grades, not the University grades.

University Grades. These are entered on the course grade rosters, and appear on the student's University transcript. These grades are limited to A, B, C, D, and E; IN, DF, and S/U. University grades never carry plusses or minuses. Instructors who assign a departmental grade of # may assign a University grade of either A or B, at their discretion.

Satisfactory/Unsatisfactory Grades. PHIL 590, 591, 593 and 599 are graded S/U (Satisfactory/Unsatisfactory). In the case of PHIL 590 (Research Seminar) the student receives a grade of S or U at the end of the semester based on the work done that term. In the case of Phil 593 and Phil 599 the grades are based on the student's progress during that term and do not reflect an evaluation of the quality of the overall project. A grade of U can be assigned at any time when the student is not making satisfactory progress on the topical, prospectus, or dissertation; or, in the case of PHIL 590, when the student's participation in class is not satisfactory. If a student receives a U grade in 593 or 599, the status of the student will be reviewed by the student's Advisor and the DGS.

Incomplete Grades. A grade of IN (Incomplete) may, at the instructor's discretion, be assigned in courses for which work remains to be completed, provided that the student submits a written request to the instructor prior to the last day of class and the student receives permission from the instructor. Requests are not granted automatically, so students are advised to discuss any requests with the instructor in good time. An IN grade must be completed by the deadline set by the instructor, or within a one year limit (even if the student is on a leave of absence), whichever is shorter. When these deadlines are not met, IN grade remains on the student's record.

Evaluation of Graduate Students

Faculty Evaluations of Graduate Students. After completion of each course, every student receives a written evaluation from each instructor with whom she has registered for a course, including PHIL 590-599. These contain the departmental grade, identify areas of strength, and offer suggestions for improvement. Instructors submit their evaluations to the Graduate Secretary. Copies of the evaluation go to the student's Advisor, to the DGS, and to the student's file in the Graduate Secretary's office. It is the responsibility of the DGS to see to it that these evaluations are completed in a timely manner.

Faculty Evaluations of Teaching Assistants. Every semester, each TA receives a written evaluation from an instructor who has observed the TA leading at least one class. These indicate areas of strength and offer suggestions for improvement. Copies go to the Chair of the Teaching Committee, to the DGS, and into the student's file in the Graduate Secretary's office. The evaluation is written either by the instructor whom the TA is assisting, or (in the case of TAs teaching independently) by a faculty member appointed by the Teaching Committee. Instructors should submit their evaluations to the Graduate Secretary. It is the responsibility of the Chair of the Teaching Committee to see to it that these evaluations are completed in a timely manner. A set of questions for faculty reviewing their TAs are found in APPENDIX III of the handbook.

Guidelines for Submission of Faculty Evaluations. Coursework completed during the term or by the end of the month in which the term ends: written evaluations should be turned in to the Graduate Program Secretary by 10th day of the Spring Semester for Fall Semester courses and by the end of the second week of June for Spring Semester courses.

Coursework completed after the end the month in which the term ends: written evaluations should be turned in to the Graduate Program Secretary within a month of receiving the final assignment.

Evaluation of students at the topical, prospectus and dissertation stages: written evaluations by the principal advisor should be turned in to the Graduate Program Secretary annually in time to be available for the annual evaluation meeting.

Evaluation of teaching: teaching evaluations should be turned in to the Graduate Program Secretary within two weeks of receiving the undergraduate evaluation materials.

Student Evaluations of Teaching Assistants. UIC requires that every TA be evaluated by his or her students. For this purpose the Department uses the online SIT evaluation administered by UIC's Teaching and Learning Center. The results are reviewed by the faculty member evaluating the TA's teaching, but it is the student's responsibility to keep copies of all their student evaluations: in particular, they will be needed for job applications.

Annual Review of Graduate Students. At the start of every fall semester, the entire faculty meets to review the academic progress of each student. Both the quality of work, as evinced by grades and written evaluations, and rate of progress will be reviewed. For TAs, the quality of teaching, as evinced by faculty and student evaluations, will also be reviewed. After the review meeting, in accordance with Graduate College rules (<http://grad.uic.edu/annual-assessment-doctoral-students>), each student receives a written assessment of their performance and progress from the DGS. See the APPENDIX for a description of department goals and outcomes for graduate students, and how they are assessed at the Annual Review.

Preparation for the Annual Review. Before the annual review meeting, the student should meet with his or her Advisor, who will act as the student's advocate at the meeting. The DGS gathers information as appropriate from each student. The DGS determines how far along in the program the student should be, where the student is in relation to that goal, the overall quality of the

student's work including teaching, and any other relevant information. The DGS reports all of this to the faculty at the annual review meeting.

Standards of Evaluation. Students are expected to meet both *quantitative* and *qualitative* standards of performance in their work. *Bare minimal* standards are captured by the concepts of *quantitatively* and *qualitatively normal progress*, described below. It must be clearly understood that making normal progress is not equivalent to doing well in the program, and does not necessarily qualify one for financial support. Indeed, someone who is making normal progress still might be doing work that falls short of departmental standards of quality for remaining in the program; in such cases, the Department reserves the right to place the student on Departmental Probation, and to recommend to the Graduate College that the student be dropped from the program if the student does not meet the conditions of the probation by the specified deadline.

Quantitative Expectations. (1) Students on 50% FTE Teaching Assistantships, University Fellowships, Abraham Lincoln Fellowships, or equivalent scholarships, fellowships, or grants are expected to complete three courses per semester until they begin their topical project. While working on the topical, such students are expected to complete two courses other than PHIL 593, if these are needed to satisfy course requirements. Students working on their topical, prospectus, or dissertation requirements are expected to progress at a rate that will enable them to finish on time. (2) Students who are not on such support will be expected to progress at a rate negotiated with the DGS. (3) Students are expected to complete all their program requirements on time. (4) Students who meet the above conditions are making *quantitatively normal progress*.

Qualitative Expectations. (1) Students not earning a grade of B or better in all their courses are not making (minimally) normal qualitative progress. Students earning only B's are making (minimally) normal progress but are not doing well in the program. Earning A's in all of one's courses is obviously a sufficient but not a necessary condition for meeting qualitative expectations. Beyond this, matters are vague. Students should keep in mind that at least some of their work should be good enough that a sufficient number of faculty are willing to be on their dissertation committee, or even to direct their dissertation. (2) Qualitative expectations for students who are working on their topical, prospectus, or dissertation are determined by their respective committee. (3) Students who meet the above conditions are making *qualitatively normal progress*.

Normal Progress Warnings. GAC will review students for quantitative and qualitative normal progress at the end of every spring semester, and where appropriate warn students, and issue summer deadlines for re-establishing normal progress.

Penalties, Probation, and Other Issues

Penalties. Students who are *one* course short of (quantitatively) normal progress incur no penalty. (This policy provides students with the leeway they may need to take a course well outside their area of expertise, and which may therefore be a "risky" venture for them.) Students who are *two* courses short of (quantitatively) normal progress are assigned a low priority in the allocation of TAs, and the Department may give a higher priority to students who have already received five years of support. (The Department's decision in such cases is based on all relevant information about the student's academic work.) Students in this category may later be assigned to a higher priority if they subsequently become fewer than two courses short of normal progress. Students who are *three* courses short of (quantitatively) normal progress may be put on Departmental Probation by the GAC; failure to meet the specified terms of the probation can result in dismissal from the University. The GAC's decision in such cases will be based on all relevant information

about the student's academic work. Students whose work falls short of qualitative expectations may incur a similar range of penalties, even if the student is making (minimally) normal progress.

Departmental Probation. The Department (or the GAC) may place on Departmental Probation any student whose work does not meet Departmental standards for quantity or quality. A student who is making (minimally) normal progress may still be placed on Departmental Probation. Students on Departmental Probation are issued a condition and a deadline for meeting the condition. If the condition is not satisfied by the deadline, the Department may recommend to the Graduate College that the student be dismissed from the University.

Academic Probation. The Graduate College will place on Academic Probation any student whose GPA falls below 3.00. Students are given a maximum of two semesters or 16 semester hours, whichever comes first, after the semester in which their GPA first fell below 3.00, to raise their GPA to 3.00 or higher. When determining the 16 semester hour period, *all* courses are counted. The term in which the student is enrolled in the 16th semester hour is the deadline for raising the GPA to 3.00. The Graduate College will dismiss from the University any student who fails to raise the GPA to 3.00 by the deadline.

Academic Integrity. The Philosophy Department endorses academic policies of integrity, including the following:

(1) Plagiarism is subject to disciplinary action (<http://www.uic.edu/depts/dos/studentconduct.html>).

(2) Work submitted for one course -- whether at UIC or elsewhere -- may not be submitted for credit for a different course at UIC, unless the work is significantly revised and *written permission* is submitted from both instructors.

(3) Unless there are special provisions (as in the case where an M.A. degree is a component of a Ph.D. degree), one and the same course cannot be counted for credit towards more than one degree.

Harassment and Discrimination. UIC strictly prohibits discrimination or harassment against any person because of race, color, religion, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran, arrest records, genetic information, citizenship status and/or order of protection status. For UIC's statements and policies, and for how to report discrimination or harassment, contact the Office of Access and Equity: <http://www.uic.edu/depts/oe/UnlawfulDiscrimination/index.htm>.

Grievances. The Graduate College's summary of UIC's grievance procedures (and links to further resources) can be found here <http://grad.uic.edu/grievance-procedures>. In short, students should try to resolve any difficulties informally first: the DGS (or other trusted faculty member) can help at this stage. Otherwise students have the right, within 60 days of becoming aware of the issue, to make a grievance to the Chair, and then to the Dean of the Graduate College.

Further Information. Additional information on UIC's regulations can be found at <http://grad.uic.edu/cms/?pid=1000031>.

Information on Courses

Upcoming Courses. Information on courses for the upcoming semester, written by the faculty member teaching the course, is available in the Philosophy Department Course Descriptions,

available on the Department's website. Please contact the instructors themselves if you want more information.

500-Level Courses. Courses numbered 500-599 are open only to graduate students.

400-Level Courses. Courses numbered 400-499 are open to both graduate and undergraduate students, and carry 4 credit hours for graduate students. Graduate students often take our advanced logic courses, offered at the 400 level. Some first year graduate students take 400-level courses to fill gaps in their undergraduate education. Because 400-level courses carry an additional credit hour for graduate students, philosophy graduate students taking 400-level courses (other than logic) for credit must complete additional work: at least 8 additional contact hours, and assignments appropriate for graduate study. If the instructor allows graduate credit, then a description of this additional work is to be included in the syllabus. (Note that 400-level courses (other than logic) do not satisfy neither the distribution requirement nor the requirement of 10 500-level courses).

Philosophy 210. With permission from the DGS, graduate students can satisfy their Elementary Logic Requirement by earning a B or better in PHIL 210 (Logic). Graduate students who take PHIL 210 register for 1 credit of PHIL 596 (Independent Study), since PHIL 210 carries only 3 credits for graduate students. PHIL 210 does not count toward the General Course Requirement. Although the logic requirement is satisfied by a grade B in PHIL 210, it is a concern if a graduate student earns less than an A in this course.

Philosophy 500. PHIL 500 (Philosophical Writing) fulfills our Philosophical Writing Requirement. It is required of all entering first year students during the first semester -- including those who enter with a master's degree. This course is designed to provide students with writing skills necessary for success in the program and in the profession. The topics will be of general interest to students.

Philosophy 501 through 569. These are our "regular" graduate seminars; they carry 4 credit hours. Some provide a survey of a topic, figure, or period; others are more focused. We try to offer at least one "survey" seminar each semester. Course Distribution Requirements are met by completion of an appropriate selection of these courses. These courses may be repeated provided there is no significant overlap in content.

Philosophy 590. 590 (Research Seminar) is a workshop for students working on their topical project or dissertation; it carries 4 credit hours. Participants make at least one presentation and comment on the work of other participants. Students at the topical stage or beyond may register for 590. PHIL 590 may be repeated for credit; but does not count towards the General Course Requirement.

Philosophy 591. PHIL 591 (Teaching Methods in Philosophy) carries 1 credit hour, and is for all those in their first year as a TA at UIC (others are welcome to participate). PHIL 591 does not count toward satisfaction of the General Course Requirement. *It is being run on a pilot basis in 2014-15.*

Philosophy 593. PHIL 593 (Independent Research) carries from 2 to 8 credit hours, and is taken by students working on their topical project. PHIL 593 does not count toward satisfaction of the General Course Requirement.

Philosophy 596. PHIL 596 (Independent Study) carries from 1 to 4 credit hours. It is intended for topics not covered in regularly scheduled seminars. Students may register for PHIL 596 only after receiving permission of the instructor and the DGS.

Philosophy 599. PHIL 599 (Thesis Research) carries from 0 to 16 credit hours. It is taken by students who have passed their preliminary examination and are working on their dissertation.

Courses in Other Departments. Because research in many areas of philosophy requires background in other disciplines, we often encourage students to take courses in other departments at UIC. An historian of philosophy might need to learn a language; a feminist philosopher may need background in women's studies; a philosopher of science, coursework in physics; a philosopher of mind, background in psychology; a philosopher of mathematics, courses in math.

Courses at Other Universities. When appropriate, we like our second and third year students to benefit from courses offered at other Chicago-area universities. These courses supplement our own areas of strength. Under the Chicago Metropolitan Exchange Program (CMEP), second and third years students may take courses at Northwestern University and the University of Chicago (<http://grad.uic.edu/chicago-metropolitan-exchange-program>); in the case of other universities, arrangements may be possible. *No more than four such courses may count toward the General Course Requirement. Written permission of the DGS is required for registration in courses in other departments.*

Auditing. With the exception of PHIL 500, it is usually an easy matter for philosophy graduate students to audit courses in which they have an interest.

Summer Study. No graduate courses are offered during the summer, but students can register for independent study or research credit. Students who need to study a language for their area of specialization sometimes use the summer semester for language study.

Registration Issues

Course Loads Before Qualifying. Most students in their first three years register for 12 credit hours (13 if taking PHIL 591) in the fall and spring semesters. Thus most students in the first two years are taking three courses a semester, while a student completing their topical will register for sufficient credits of PHIL 593.

Course Loads After Qualifying. Students are required to earn 96 credit hours to earn a PhD, so many ABD students also take 12 credit hours. However, ABD students can opt to register for 'zero hours' (for instance, those funding themselves): <http://grad.uic.edu/zero-hour-registration>. Zero hours is distinct from not registering at all (see *Leave of Absence*, below): zero hours tuition is \$938/semester in 2014-15. Note that only 'Option B' avoids student fees. International students are advised not to opt for zero hours registration, as it will prevent future funding from UIC.

Lower Course Loads. There may be reasons to take fewer than 12 credit hours, for instance to avoid paying for a CTA pass; but such a decision should be discussed with the DGS. Bear in mind that UIC funding comes with minimum hours requirements, that graduation requires that you take 96 credit hours, and that students must be registered for at least 9 credit hours in order to be full-time. Students who are less than full-time may violate the terms of their visa, or become liable to repayment of students loans.

Leave of Absence. Before completing their qualification requirements, students may take a leave of absence with approval from their advisor and DGS; students holding an F-1 visa must, in addition, petition the Graduate College. Once a student becomes ABD, all leaves of absence must be petitioned to the Graduate College, and are only granted for significant medical or other difficulties. See http://grad.uic.edu/sites/default/files/legacy/pdfs/form_leave_of_absence.pdf.

Requirements for the Masters Degree

To obtain the M.A. degree, the student must satisfy the following departmental requirements:

1. 36 semester hours of course work at the 400 to 500 level, meeting the following three conditions: 24 hours at the 500 level, 24 hours in courses in the UIC Department of Philosophy, and 20 hours in the UIC Department of Philosophy at the 500 level (excluding PHIL 590-599).
2. A grade of B or better in at least one course in the history of philosophy, and a grade of B or better in at least one course in each of areas (a) and (b) below:
 - a. metaphysics, epistemology, logic, philosophy of science, philosophy of language
 - b. ethics, social or political philosophy, aesthetics, philosophy of law.

In the case of students pursuing an M.A. degree to complement advanced work in another field, the DGS may permit some variation of these requirements.

Requirements for the Doctoral Degree

Overview. Students complete the requirements for the Ph.D. degree in two main stages. In Stage 1, the student focuses on general course work. Near the end of Stage 1 the student completes a topical project, a study in the student's intended area of concentration. Students are expected to spend two and a half years on course work, begin their topical project in the first semester of their third year, and complete the topical requirement by the middle of the second semester of the third year. Once we have determined that the student has satisfactorily completed their course work, topical, and some (satisfactory) teaching, the student passes the Preliminary Examination and proceeds to Stage 2 of the program. This should take place in the second semester of the third year. In Stage 2, the student writes a prospectus of the dissertation -- essentially a plan for the proposed work -- and writes the dissertation itself. The dissertation should be near completion by early fall of the fifth year. For most students, the next stage is Placement. If everything is on schedule, placement begins in the middle of the fall semester of the fifth year.

Note that the Stage 1 requirements are under revision as of 12/8/17

Stage 1: Course Requirements, Topical, Preliminary Exam

By the end of the third year, the student should satisfy requirements (A) through (H) below:

- A. **General Course Requirement.** The student must attain a grade point average of B or better in 14 graduate level courses meeting the following conditions: (i) PHIL 590, 593, 596, and 599 are excluded; (ii) at least 10 are UIC Philosophy 410, 416, 417, or 500 through 590; and (iii) conditions (B) through (E) below are satisfied. These are minimal requirements; a student may decide, in consultation with the DGS and her Advisor, to take or audit additional courses.

- B. **Elementary Logic Requirement.** The student must pass UIC PHIL 210 or a higher UIC logic course with a grade of B or better. Students are encouraged to complete the logic requirement by the end of their first year. Students are encouraged to complete PHIL 410 (Introduction to Formal Logic) or PHIL 416 (Metalogic I).
- C. **Philosophical Writing Requirement.** The student must pass PHIL 500 (Philosophical Writing) with a grade of B or better their first fall semester in the program, even if the student enters with a master's degree.
- D. **Course Distribution Requirement.**
1. **History Requirement.** The student must pass with a grade of B or better at least 3 graduate seminars in history of philosophy (Ancient, Medieval, Early Modern, Late Modern, Nineteenth Century, or Early Twentieth Century), with at least one in Ancient or Medieval philosophy, and at least one in Early to Late Modern philosophy.
 2. **Area Requirement.** The student must pass with a grade of B or better at least 5 courses in the following three areas, with at least one course in each of the three areas:
 - (a) metaphysics and epistemology
 - (b) logic, philosophy of language, and philosophy of science
 - (c) ethics, social or political philosophy, aesthetics, philosophy of law
 3. **Applicable Courses.** PHIL 501 through PHIL 569 may be counted toward the Course Distribution Requirement. PHIL 416 or 417 may be counted toward the part (2)(b) of the Course Distribution Requirement, provided at least one 500-level course is also taken to satisfy (2)(b). Courses taken in other departments do not normally satisfy the Course Distribution Requirement.
- E. **Courses Taken in Other Departments.** At the discretion of GAC, up to four courses taken in other departments (whether at UIC or at other universities) may count toward satisfaction of the General Course Requirement. Petitions should normally be presented to GAC prior to taking the courses in question. In the case of students who have taken course work prior to admission to the UIC program, transfer credit may be petitioned after one year in the UIC philosophy graduate program.
- F. **Topical Requirement.**

The purpose of the topical requirement is to help the student develop and demonstrate competence in the intended area of dissertation research. The student should also demonstrate an ability and willingness to revise constructively in response to comments on their written work.

The topical is also the primary component of the doctoral prelim exam, which the Graduate College requires for admission to doctoral candidacy. (The other components are typically satisfactory completion of all course requirements and satisfactory teaching.)

The topical project consists of two components. The first is a paper, typically 20-25 pages, that provides a systematic and critical overview of the literature in the area of the student's dissertation research. The student does not need a dissertation title or equivalent descriptor to embark on the topical. Yet the area of the topical project should be sufficiently well-focused and well-defined to serve as good penultimate preparation for embarking on the dissertation. Students are not expected to present the main original contribution of their dissertation in the topical paper.

The second component of the topical project is a written or oral examination on the area covered by the topical paper.

The topical paper cannot double as the prospectus for the dissertation. Nothing precludes a student developing the main original idea of their dissertation as they work on their topical project. Indeed, this would be the normal course of events. So students might want to suggest at the end of their topical paper where they think there is interesting work to be done, or what sort of theory would be worth developing. Yet the student typically sketches what they hope will be the main original thesis of their dissertation in the prospectus; the topical paper ensures that the student knows the area sufficiently well to embark.

The following timetable ensures that students make the transition from coursework to dissertation most effectively. By the end of March of the second year, the student meets with the DGS to select a topical supervisor. By end of April of the second year, the student meets with the topical supervisor to select a focused area of research, and to formulate a preliminary reading list. In the fall semester of the third year, the student normally registers for four credits of PHIL 593 (Independent Research) to work on the topical project, and eight credits from PHIL 501 through 589. By the beginning of September, the student meets with the DGS to select a second member of the topical committee. Over the fall semester, the student meets regularly with the topical committee members (usually biweekly, with the supervisor) to discuss material and refine the reading list. During this time, the student develops an annotated bibliography for the topical paper, and submits it by the end of the fall semester. In the spring semester of the third year, the student typically registers for twelve credits of PHIL 593. The Topical Committee conducts the oral or written exam once the student has written the topical paper and revised it to the satisfaction of the committee. If the committee agrees that the student displayed abilities and knowledge required to write a dissertation in the area, the student passes the topical requirement.

Students are normally expected to complete the topical by the eighth week of the spring semester of the third year; otherwise the student is not making normal progress.

Once the topical requirement has been satisfied, the student should ask the Graduate Secretary to initiate processing of the Topical Requirement Form, which requires signatures of the topical committee.

- G. **Language Requirement.** The language requirement for each student is decided on an individual basis. The determination is based on the student's intended area of specialization. When the primary sources in the area are in English, a foreign language will not be required.

- H. **Doctoral Preliminary Examination.** Upon completion of requirements (A) through (G) above, a Preliminary Examination Committee will consider the student's performance in courses, on the topical requirement, and in teaching, to determine whether the student passes the Preliminary Examination. The student's Preliminary Examination Committee is chaired by the DGS; it must contain 5 members, of whom three must be UIC graduate faculty, two must have tenure at UIC, and two must be on the student's Topical Committee. After the student has passed the preliminary examination, the Graduate College advances the student to doctoral candidacy

Stage 2: Prospectus, Dissertation, Ph.D. Oral Exam

In Stage 2, the student works with a dissertation committee in developing a written prospectus or plan for the dissertation and writing the dissertation itself. The student then defends the dissertation before a dissertation examination committee. Stage 2 should normally be completed by the end of the fifth year.

- A. **Arranging a Dissertation Committee.** After successfully completing the preliminary examination, the student will arrange a (working) Dissertation Committee, meeting the following conditions: (i) there shall be at least three members; (ii) at least two members must be UIC philosophy faculty, one of whom must be tenured; (iii) one member may be from outside the Department, and possibly from outside the University; (iv) the chair of the Committee (who may be distinct from the Dissertation Director) must be a full member of the graduate faculty. (Note that the Dissertation Examination Committee, characterized in section E below, must have five members.)
- B. **Prospectus for the Dissertation.** While working on the prospectus and the dissertation, the student registers for PHIL 599 (Thesis Research) and in some cases PHIL 590 (Research Seminar). The student should consult with the members of the Dissertation Committee regarding suggestions for reading. The student will write a 5 to 10 page prospectus of the dissertation, presenting a general idea of the problems, philosophers, theories, etc., to be discussed, and will include a tentative bibliography. It is expected that the prospectus be submitted to the Dissertation Committee during the first semester of the fourth year (though it is understood that under special circumstances, such as a change in topic, the Committee may give a new deadline). Once the prospectus is received, the Committee meets with the student to discuss and evaluate it, and to guide the development of the dissertation.
- C. **The Dissertation.** The Chair of the Dissertation Committee will bear the main responsibility for requiring regular submission of written work. The student should submit drafts of written material for the dissertation to other members of the Committee according to the system of review arranged at the prospectus meeting.
1. **Three paper option.** At the discretion of a student's dissertation committee, and with the approval of GAC, a student may be offered the option of writing a dissertation consisting of three papers on topics acceptable to the committee. These must fall under a single general topic or area, but needn't be as closely related as the chapters of a conventional dissertation. The length of the dissertation should be typical of

dissertations in the area, and academic standards should be at least as high as for conventional dissertations.

D. Thesis Format and Related Requirements.

1. **Graduate College Requirements.** The final, approved copy of the dissertation must be submitted electronically to the Graduate College. For College format requirements relating specifically to electronic submission, see page <http://grad.uic.edu/cms/?pid=1000938>. In addition, dissertations must meet requirements A through M of the section on “Graduate College Responsibilities for Editing and Format” on page 1 of the *UIC Thesis Manual*, which is available on the same web page. Items A through M are explained in more detail elsewhere in the *Manual*. You must follow requirements A through M as described, but all other format instructions are optional unless you are adopting the *UIC Thesis Manual* as your style guide (see below). For additional information and policy related to electronic submission of the dissertation, see the links on the web page mentioned above.
2. **Departmental Requirements.** In formatting the dissertation you may adopt any standard style guide, but these are especially recommended:
 - *A Manual for Writers of Term Papers, Theses, and Dissertations*, Kate Turabian
 - *Chicago Manual of Style*
 - *MLA Style Sheet*
 - *Publication Manual of the American Philosophical Association*
 - *UIC Thesis Manual*

Regardless of what style manual you choose, the list of references cited should appear at the end of the dissertation (not at the end of each chapter), and should include the usual bibliographic information. Before submitting the dissertation electronically to the Graduate College, the student submits the final electronic version to the DGS for inspection. The DGS may request format revisions, and after these have been made and checked by the DGS, the student submits the dissertation electronically to the Graduate College. The College contacts the DGS for formal format approval.

- E. **Dissertation Examination Committee.** Upon completion of all graduation requirements and the dissertation, and if the student is in good academic standing, the student defends the thesis before a Dissertation Examining Committee. The University requires that the Examining Committee meet the following requirements: (i) it shall consist of at least five members; (ii) at least two members must be tenured UIC Philosophy faculty; (iii) at least one member must be from outside the Department, (iv) the chair of the Examining Committee (who may be distinct from the Dissertation Director) must be a full member of the graduate faculty. Normal expectations are that all members of the Dissertation Committee will be members of the Examining Committee. The Examining Committee decides whether the student passes or fails the dissertation defense.
- F. **Scheduling the Defense.** The defense will be scheduled at a time agreed to by the full Examining Committee in consultation with the student. Students should realize that since all five members of the Examining Committee must be present at the oral defense, it is extremely unlikely that the defense can be scheduled during the summer. Therefore, students who accept jobs conditional upon receipt of the Ph.D. should schedule their orals

before the end of the spring semester. *A one-page advertisement of the dissertation defense, containing an abstract of the dissertation, must be circulated by e-mail to all Philosophy faculty and graduate students at least two weeks before the dissertation defense.*

- G. ***Time Limit for the Doctoral Degree in Philosophy.*** Students must complete degree requirements for the Philosophy Ph.D. within nine calendar years of initial registration in the graduate program, whether or not they are awarded a master's degree along the way. If a student fails to graduate by that deadline, the Department may recommend to the Graduate College that the student be dismissed for failure to progress. Time spent on a leave of absence approved by the Department and the Graduate College is not counted toward the degree time limit. (Note that Department policies augment those of the Graduate College.)

Placement Services

We offer placement services for all our degree recipients who are searching for academic positions. Typically we provide placement services when the dissertation director vouches that the dissertation will be completed before the beginning of the next academic year. Taking into account both candidates' preferences and department assessments of their research and teaching, we match candidates with advertised academic positions. We provide full placement services only for such approved matches. Placement support includes review of candidates' dossiers, meetings with candidates and others to discuss placement strategy and editorial improvement of the dossier; one or more mock interviews; a supporting cover letter; letters of recommendation; coverage of certain photocopying and mailing costs; mailing services; and where appropriate, follow-up with members of hiring departments. Initial job interviews in philosophy are conducted at meetings of the American Philosophical Association; our Placement Director attends the December meeting to help our candidates in their search. When the first year of a job search does not yield a tenure-track position, the Department provides a second year of placement support, and, when needed, limited third year placement support.

Teaching Assistantships

Duties. Responsibilities of TAs assisting a faculty instructor include leading discussion sections, grading papers and exams, and consulting with students during office hours. Such TAs are expected to attend all lectures, unless the instructor explicitly exempts the TA from this obligation. The specific duties of an assisting TA will be arranged between the TA and the instructor at the beginning of the course. TAs assisting a faculty member are required to meet with the primary instructor during the first week of instruction. TAs teaching a course independently are responsible for all aspects of instruction, including course design and selection of texts. All TAs must hold regularly scheduled office hours two hours a week, and supplement these with appointments as necessary for students whose schedules conflict with regular office hours.

When a TA and an instructor cannot come to an agreement about the TA's duties, the TA or the instructor should submit an account of the disagreement to the Chairperson. The three will then try to resolve the disagreement. If either the TA or the instructor should be unhappy with the

resolution, an appeal to a review board is possible. The review board will consist of two faculty members selected by the graduate student and the chairperson.

Assignments. The quality of a graduate student's teaching, as well as other academic performance, will be factors in the award of TAs. In the assignment of TAs for logic, preference will be given to good teachers who have completed a logic class at the 400-level or above.

Workload. TAs on 50% FTE appointments are expected to spend an average of 20 hours a week on their duties. TAs on 25% FTE appointments are expected to work 10 hours a week. (A 50% FTE appointment is the standard appointment in our department.) TAs with a 50% FTE appointment are to be responsible for grading and conferring with no more than 70 students in the case of PHIL 102, and for no more than 50 students in the case of all other courses. At their discretion, faculty may increase enrollments beyond these numbers *provided that they do the extra grading and conferring themselves.*

Compensation. See Funding for Graduate Students.

Facilities. Every TA will be assigned office space. TAs may use office supplies (paper, pens, photocopier, to fulfill their teaching responsibilities.

Faculty Responsibilities. Each year, the Chair of the Teaching Committee shall update and distribute to all faculty and graduate students the memos, *Training and Supervision of Teaching Assistants*, and *Responsibilities of Teaching Assistants*, which contains Department-approved recommendations to faculty. (See Appendices V-VI.)

Graduate Employees Organization. For all TA and GA appointments between 25% and 67% FTE inclusively, the terms and conditions of employment, including but not limited to benefits and wages, are governed by a collective bargaining agreement between the Board of Trustees of the University of Illinois and the [Graduate Employees' Organization](https://www.hr.uic.edu/labor_relations/labor_agreements/) (GEO), which may be found at the following web address: https://www.hr.uic.edu/labor_relations/labor_agreements/.

Graduate Student Representation

Department Representation. Each year the philosophy graduate students elect Graduate Student Representatives who attend and vote at most meetings of the Philosophy Department. The exceptions include meetings discussing individual graduate students, faculty recruitment, promotion and tenure, and personnel issues. Though graduate students have no vote on these occasions, they will be invited to provide evaluations in the case of recruitment and promotion. The Graduate Student Representatives are normally elected in the fall to serve for one year. Graduate representation is based on a 1:5 ratio of representatives to full-time faculty in residence (rounded upwards). Currently there are four Representatives and one Alternate.

University Representation. Our Department sends one graduate student representative to the University-wide Graduate Student Council. This person is elected by the graduate students (or appointed by the DGS if no one is elected). Occasionally, a graduate student is appointed to an ad-hoc University administrative committee.

Further information about graduate student jobs is found in Appendix II of the Handbook.

Disability Accommodations

Disability Accommodations. UIC is committed to full inclusion and participation of people with disabilities in all aspects of university life. Visit the website of the Office of Access and Equity for more information: <http://www.uic.edu/depts/oea/DA/index.htm>.

APPENDIX I: Self-Assessment Plan

- Educational Goals:

The graduates of our PhD program to be capable of ...

(1) effectively teaching philosophy,

and/or

(2) the original application of philosophical methods, and the effective communication of the results, in a variety of positions, including higher education.

- Outcomes and Assessment Methods:

(1) Teaching:

(a) Students will successfully complete training, grade reliably, and teach effective discussion sections as directed by faculty in their first year as TAs.

Assessment: on the basis of satisfactory completion of training, first semester faculty evaluation and student evaluations, and a second semester faculty evaluation, students will be assigned 1=below expectations, 2=meets expectations, or 3=exceeds expectations at the Spring evaluation meeting. (Faculty evaluations are, in part, based on observation of the student teaching.)

(b) Students will demonstrate independence and initiative in developing and delivering effective lesson plans in discussion sections while following the directions of faculty after their first year.

Assessment: on the basis of faculty evaluation and student evaluations from the preceding calendar year, TAs beyond their first year of teaching will be assigned 1=below expectations, 2=meets expectations, or 3=exceeds expectations at the Spring evaluation meeting.

(c) Advanced students will be able to successfully develop and teach their own courses under supervision,.

Assessment: on the basis of faculty evaluation and student evaluations from the preceding calendar year, students teaching their own classes will be assigned 1=below expectations, 2=meets expectations, or 3=exceeds expectations at the Spring evaluation meeting.

(2) Research:

(a) Students satisfying the course requirements of the degree will be able to explain and analyze key arguments in the core areas of philosophy: logic, history of philosophy, value theory, metaphysics and epistemology, philosophy of science and of language.

Assessment: on the basis of departmental grades and faculty evaluations from the preceding calendar year, students satisfying course requirements will be assigned 1=below expectations, or 2=meets expectations at the Spring evaluation meeting.

(b) Students at the topical stage will demonstrate, in a timely fashion, their ability to organize key ideas from some specific area of philosophy into a systematic literature review.

Assessment: the student's topical committee will assign 1=fail, 2=in progress, or 3=pass to completed and orally defended topicals.

(c) ABD students will substantially engage with some philosophical topic, criticizing or defending existing positions, and offering original insights and arguments.

Assessment: the student's dissertation working committee will evaluate the quantity and quality of the work completed during each academic year, and assign either 1=below expectations (including fail), or 2=meets expectations (including pass).

(d) Students will disseminate work at conferences and through publications.

Assessment: students will report for the Spring meeting the number of peer-reviewed presentations or publications during their career at UIC.

Approved January 2014

Memo on Quantitative Assessment

- **Teaching:** three categories – below, meets and exceeds expectations.

Where available we use the rankings in the faculty evaluations to assign department rankings. Where rankings are not provided we base rankings on further reading of the letters and oral reports.

Note: where relevant we provide two kinds of rankings for post-first year teachers – TAing and self-teaching.

- **Academic:**

Pre-topical students (i.e., first and second years) receive 'below expectations' if they are either not making minimal quantitative progress, or are placed on probation, or are given conditions to avoid probation for some other reason, such as insufficient quality.

Other students receive 'meets expectations'.

Topical stage students will have their ranking based on progress as of the day of the assessment meeting.

ABD students will receive 'meets ABD expectations' unless they are placed on probation, or given conditions to avoid probation.

APPENDIX II: TA Teaching Evaluations

The following questions have been compiled (a) to give clearer guidance to students, and to provide a consistent evaluation format, which will (b) allow better overall assessment of TA teaching, and (c) help track and support the development of students through their teaching careers.

They are adapted for TAs from the LAS guidelines for the peer review of faculty (which will also be used for TAs instructing their own courses). They should be used during an in-class visit to take notes, and to produce a narrative review. The reviewer should try to address all applicable points; additional pertinent observations are welcome. Bear in mind that some points depend on factors over which the TA may have little control: e.g., syllabus, lectures, and students registered. The questions cover many aspects of good teaching; instructors should discuss their priorities with TAs before a class visit.

1. Comment on classroom teaching. Did the material covered and its mode of presentation help students to achieve the course instructor's pedagogical goals for the week? Is the pace and difficulty of presentation appropriate to the course? Is the presentation accurate? Is the meeting well structured and thought out? Are explanations clear? How well are student questions answered? Are classroom activities productive? Do students' responses and questions demonstrate growing understanding? Does the TA convey enthusiasm for the material? Does the TA make effective use of the blackboard or other instructional media? Did the TA provide and use effective handouts or other materials? Were the goals of the class session clearly articulated? Did the class meeting accomplish those goals?

2. Comment on classroom atmosphere. Was the TA on time? Was the session well attended? Does the TA have a good rapport with the students? Are the students engaged? Does the TA successfully encourage broad and diverse student participation? What proportion of students spoke? Does the TA treat students respectfully? Was the climate in the classroom conducive to learning?

3. Comment on work outside the classroom. Was the TA a timely and accurate grader? Did they produce useful comments for students? Did they communicate well with you and other TAs? Did they follow directions well? Were they able to take responsibility and initiative when appropriate? Were they a useful and supportive resource for students outside class?

4. Give feedback to help your TA improve their teaching. What are some of the particular strengths of their teaching? What specific recommendations do you make with respect to classroom performance? Performance outside the classroom? Did they spend too much or too little time in their duties? Any other comments or advice?

When writing up your notes in an evaluation, please also read and summarize the TA's student evaluations.

APPENDIX III: Student Travel Funds

1. Students will be funded for presenting or commenting at meetings substantially related to their studies, if they incur travel, accommodation, and registration expenses of at least \$200. Applicants must also apply for GSC and/or Graduate College and/or other sources (such as the conference itself) travel funding if eligible (see the department website). Such awards will be deducted from the trip's budget.
2. The deadline for Fall requests is November 15, and for Spring and Summer, April 1; students should apply to the first possible deadline, before or after a trip. Awards will be made by GAC shortly thereafter. Money for matching funds should be requested from the DGS, and decisions will be made, when needed.
3.
 - (i) One qualifying trip to an academic meeting per deadline will be supported. The annual student travel budget will be divided between the two cycles, with more money for the second, longer cycle. The available money will be divided in proportion to approved budgets (after other sources of support); except \$250 is the maximum amount of an award.
 - (ii) Matching funding pledges of \$100 will be made as needed for qualifying applications, and count as part of the award if paid.
 - (iii) In exceptional circumstances the Chair may make special funds available to a student on request; but in case of more expensive opportunities, students should consider the Provost Award.
4. To apply, submit, as a single document: (i) a short statement describing the proposed use, the applicant's role in the meeting (including title of session and paper, if appropriate), the method of selection of the student, and amounts requested from other sources. (ii) A budget listing travel, accommodation and registration expenses (no per diem will be allowed — see the DGS for advice about other expenses). (iii) A short statement of endorsement from the applicant's advisor (or other sponsoring member of the philosophy faculty). (iv) A description of other funds that have been applied for, with expected dates for decisions; applicants must also inform the DGS of the results. (You may use the LAS form if you like, as long as all requested information is provided.) Materials should be submitted to the Graduate Secretary. Applicants are advised to speak to the DGS as early as possible in the process.
5. GAC may waive these rules if necessary, in order to achieve an equitable and efficient distribution of funds. These rules supersede those found on the LAS website.

There is currently more demand for travel support, but also less money available, so applicants should actively seek ways to minimize costs and to find alternative sources of funding. Driving can be cheaper than flying; and the conference hotel is often not the cheapest option (try an apartment service, or a hostel, or even contact local graduate students — the DGS may help with that). And of course sharing travel or accommodation cuts costs. Help the department help as many students attend meetings as possible.

APPENDIX IV: Graduate Student Jobs

The Board of Graduate Representatives (BGR) will be comprised of the following elected positions.

1. President (1 person)
2. Graduate Student Representatives to the Faculty (two people plus President)
3. Graduate Student Council Representative (1 person)
4. Colloquium Committee Representative (1 person)

The remaining graduate students jobs are not elected and volunteers are needed.

1. Sink Manager (1 person)
2. Colloquia receptions: set up/clean up (2 people)
3. Department Barista (1 person)
4. Graduate Student Council Representative Alternate (1 person)
5. Graduate Student Webmaster (1 person)

There is a third category of non-essential yet arguably important jobs which graduate students have done in the past.

1. GEO Steward
2. Chicagoland Conference Organizers (3-4)
3. Work in Progress Organizers (1-2)
4. Underrepresented Philosophers Group
5. Intramural Sports, Music and Art Enthusiast Groups (1 person to organize)

The outgoing President will schedule and advertise a graduate student meeting to be held during the first week of the Fall term at which positions will be filled. You may self nominate or nominate others with their approval. Anonymous votes will be cast during the election meeting. Whoever receives the most votes will win each election; a majority is not required. The other positions will also be filled on a volunteer basis at that time if possible.

Descriptions of the above jobs can be found on the department website – it is the responsibility of the holders to find out what they involve (contact the DGS if in doubt).

APPENDIX V: Supervision and Training of TAs

Department Policy:

- TAs are to be responsible for a total of no more than 50 students (70 for logic courses). In cases of over-enrollment, the faculty member is to grade the additional students' work for as long as the number remains greater than 50 (70).

Department Recommendations:

- Teaching assistants, especially beginning TAs, need plenty of guidance in running their discussion sections, grading individual assignments, computing final grades, and determining course policy (regarding rewrites, late papers, class participation, violations of academic integrity, attendance, and "extra" work).
- Especially in the case of first-time TAs, instructors are encouraged to make two visits, in which case only the second visit should be used for evaluation. TAs should be informed of upcoming visits. (Instructors are required to visit their TAs' classes at least once to provide constructive suggestions and for purposes of evaluation.)
- TAs spend a great deal of time grading papers and exams. Because they lack the years of teaching experience of most faculty, it usually takes them considerably longer to grade (and write comments on) papers and exams. Please take this into account when deciding how many papers and exams, and of what length, you will be assigning your TA to grade.
- Monitor the amount of time your TAs are spending on office hours and on grading. Some TAs, especially the most devoted, spend far too much time on their teaching responsibilities at the expense of their own course work. You might need to coach your TAs from time to time to help them acquire the proper sense of proportionality here.
- TAs should not be expected to routinely give lectures, design assignments, or to handle cases of academic dishonesty entirely on their own. Although involvement in these aspects of course design and management can be a valuable learning experience, the course instructor has primary responsibility for these areas and any TA involvement should be voluntary and respect their other time commitments. The pedagogical appropriateness of the TA involvement for both the TA and the students in the course should be a primary consideration.

APPENDIX VI: Responsibilities of Teaching Assistants

The following points are intended to clarify departmental expectations of good TAing.

1. The Primary Instructor is ultimately responsible for the course, including the sections, hence Assistants in Instruction should follow the directions of the Primary Instructor in all matters concerning the course. Especially TAs should be guided in their grading by the standards of the Instructor, and in the material they present and their manner of presenting it by the aims and content of the course as determined by the Primary Instructor.
2. TAs on 50% FTE appointments (the usual in our department) are expected to spend an average of 20 hours a week on their duties (in accordance with the GEO contract). Note that the 20 hours (on average) is a **maximum that Primary Instructors should keep in mind so as not to overburden TAs**; of course if the needs of the undergraduates can be served more efficiently, then great!
3. TAs are expected to meet all of their sections. In the case of *unavoidable* conflicts, the instructor should be notified and arrangements made to have the section covered. If sudden illness or an emergency prevent you attending a class, TAs should notify the instructor and department as soon as reasonably possible (even if this is after the event).
4. TAs are expected to attend all lectures, unless the primary instructor explicitly gives the TA permission to do otherwise.
5. TAs must hold office hours for two hours each week, at times convenient for students. Office hours should not be cancelled, especially at times of high demand.
6. After the last week of classes, TAs must be available for grading and consultation with primary instructors until course grades are due for submission to the University (generally the Tuesday after exam week), unless the primary instructor explicitly permits the TA to do otherwise.
7. TAs may be responsible for actually entering mid-term grades (if any) and final grades into Banner. They should make sure that Primary Instructors have a copy of these grades **and know, before the deadline, that grades have been actually been entered**).