TEACHING GUIDE FOR GRADUATE STUDENT INSTRUCTORS
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Welcome to teaching at UCSD! Teaching can be immensely fun and rewarding, but it can also be time-consuming and difficult, especially if you don't know UCSD's policies and procedures. In order to help you get started, we have put together this document that collects some things you may need to know in order to have a successful quarter. This document roughly tracks the course of the quarter, from before you're assigned a course until after you've turned in final grades. Some things to keep in mind: the advice we have collected here covers policies and procedures, not pedagogy. There are good pedagogical resources at UCSD, some of which we discuss below. And while we have collected a variety of rules instructors must follow, we have also collected a good amount of advice. Some of it may be helpful to you, some less so. When in doubt, other grad students and faculty can be an excellent resource.

Good luck, and have fun!

BEFORE TEACHING

Getting an appointment: A student who has advanced to candidacy (has defended a prospectus) can be hired as an instructor (you will often see this called an "Associate" or "Associate In" in UCSD documents) by the department/university. The deadline for advancing sometimes falls well before the deadline for appointment; for example, in order to be appointed to teach in any Summer Session, you must have advanced no later than the beginning of the January before. (Note that the Graduate Division currently limits all students to a maximum of 18 quarters of employment at the university unless an exception is granted; employment as an instructor during the academic year always counts towards this total, but employment during a Summer Session -- either as TA or as an instructor -- never counts towards this total). The department can appoint you whenever there's an open spot, but many appointments are settled during the spring (for the next academic year) or during the winter (for Summer Session).

After being appointed: The Graduate Program Coordinator will send you a **Biobib** form to fill out. This form asks for your previous teaching experience, your awards and publications, and so on. You should keep track of previous teaching and TAing appointments, because the form will ask for those. Keep a copy of the Biobib form; you will have to send one to the Graduate Program Coordinator every time you teach.

The department may also assign you a **faculty mentor,** depending on the circumstances (first-time instructors and Summer Graduate Teaching Scholars are more likely to be assigned one)**.** If you're not sure who your mentor is (or if you haven't been assigned one and would like to have one), ask the Graduate Program Coordinator. Faculty mentors typically read your syllabus and observe your class twice (at the beginning and the end of the quarter), but you can make other arrangements.

Compensation: Your compensation for teaching comes from Payroll, so it is automatically taxed (unlike, for example, dissertation fellowship quarters). You can find tax information at At Your Service Online (https://atyourserviceonline.ucop.edu/ayso/) and on the Graduate Division website (https://ogs.ucsd.edu/resources/general/tax.html).

Teacher training: The Center for Teaching Development (https://ctd.ucsd.edu/) offers quarter-long classes during the academic year on teaching (covering topics including technology in the classroom, writing a teaching statement, and using peer instruction). This class is required for Summer Graduate Teaching Scholars (for more info, see:

http://academicaffairs.ucsd.edu/ug-ed/sgts/). The CTD also holds regular workshops, many of which are on topics covered in the class.

DESIGNING THE COURSE

Course content: One way to start is by finding old syllabuses and lecture slides online (you can check the department's course archive at http://philosophy.ucsd.edu/courses/archive.html, or googling "phil [COURSE NUMBER] ucsd" will usually work). You can also check with people who have taught the course previously; CAPEs (http://cape.ucsd.edu/) can be a resource for finding people who have taught it.

Check with the Undergraduate Program Coordinator to see whether your class **fulfills requirements** for any other majors or the writing program. This may come with content requirements; for example, courses that fulfill the diversity, equity, and inclusion requirement must devote at least 30% of their time to discussing racial and ethnic minorities (http://academicaffairs.ucsd.edu/_files/ug-ed/DEI_Call_for_Courses_2013-14.pdf). You can also consult with the Director of Undergraduate Studies for advice on how to structure your course: whether it's lower- or upper-division, how much reading to assign, what the assignments should look like, whether your course has any particular learning goals associated with it, and so on.

Keep in mind when you're planning your course content that you may need to set aside days for **exams**. Also, look at the holiday schedule to see whether your course has any **days off**--this is particularly important during summer.

You will need to pick **readings.** Bear in mind that the students in your class will be much slower and more inexperienced readers of philosophy than you are. If you would like to include **underrepresented groups** in your reading list, there are resources on the internet to help you (including http://women.aap.org.au/papers/areas/index.html; http://www2.gsu.edu/~phltso/women-intro-texts.html; https://docs.google.com/spreadsheet/ccc?key=0AgJqzL_YyKKxdEwyd1o5c1lubFp2TGpiSlkyTE5jOXc#gid=0; and https://sites.google.com/site/underrepphilosophers/home).

You will also have to figure out the **assignments** you want to give your students and how you will schedule them. It's a good idea to have your first assignment be both assigned after the add deadline (so students who add late know about it) and graded and handed back before the drop deadline (so students who are unsure about the class can get feedback before they decide whether to drop). You can find those deadlines here (https://students.ucsd.edu/academics/enroll/quarterly-timeline.html). It's also a good idea to check with the Undergraduate Program Coordinator about whether your course has any **special requirements**. For example, some courses must have a final exam; others must have final papers. Here are some common assignment types:

- ○ Exams
    - ■ Take-home or in-class
    - ■ Written or Scantron (although note that the department does not have its own Scantron machine, so you will need to make arrangements in advance, and it may be expensive)
- ○ Papers
- ○ Presentations
- ○ i>Clicker questions
- ○ Reading quizzes
- ○ Group work
- ○ Participation

- - ■ Qualitative (you and your TAs try to keep track of how much students participate)
    - ■ Quantitative (e.g., using i>Clicker questions as a measure of participation)
  - ○ Homework sets
  - ○ Reading responses (in section or in class)
  - ○ Paper drafts (this is easier in small classes)
  - ○ Mandatory office hours visits
  - ○ Blogs and forums (either specific to your class or open and public)

Course policies: Some policies you will want to decide on (and consider putting in your syllabus) include:
  - ○ Plagiarism: Will your students have to submit assignments to Turnitin (the online plagiarism-checking service UCSD uses)? How will you penalize students who plagiarize?
  - ○ Prerequisites: Does your course have them? Will you let in students who haven't fulfilled them?
  - ○ Email: Can students email you? Can they email your TAs? Will you only respond to certain kinds of emails? At certain times of the day?
  - ○ Drafts: Will you or your TAs read them if a student requests it?
  - ○ Grade appeals: If students disagree with their grades, do they talk to you? To your TAs? Will you consider any grade appeals at all? Does a student have to follow a certain procedure in order to appeal a grade (for example, submitting a written explanation of the appeal)?
  - ○ Lateness: Will you take off points for late assignments, and if so, how many? Is there an upper limit? If you deduct a certain number of points per day, do weekends count as days? How can students turn in and pick up late assignments? What do they do if they miss a test day?
  - ○ Laptops: Will you allow them in the classroom? Will you make any exceptions (for example, for students with disabilities)? What about tablets and smartphones?
  - ○ Office hours: Anyone at 50% time is required to hold two office hours per week. If your TAs are appointed at 25%, they are only required to hold one office hour.
    - ■ Schedule your and your TAs' office hours at different times, if you can.
    - ■ Keep your door open during office hours. There are (rare) circumstances in which a student may want to discuss something confidential with you. Even then, it is almost always good idea to keep the door slightly ajar. If you absolutely must close the door, consider putting a note on it so that students know your office hours haven't been canceled.
    - ■ Consider holding your office hours during normal business hours. This is good for the many UCSD students who are commuters.
    - ■ If you hold your office hours before or after lecture, you may want to schedule yourself a break in between.
  - ○ Disabilities: Students who are registered with the Office for Students with Disabilities (http://disabilities.ucsd.edu/) will be given **Authorization for Accommodation** (AFA) forms, which detail the accommodations that UCSD has granted to them. Within the first week of class, they are supposed to bring them to you for your signature and to file a copy with the Undergraduate Program Coordinator. They typically also provide a copy to their TAs for the course. This documentation must be provided three days prior to the due date of an assignment, but it is usually provided early in the quarter

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(second week at the latest). If you have questions about a particular student, you can contact OSD. You may want to consider leeway in your syllabus (for example, in your late policy) for those students with unregistered disabilities. OSD is also a good resource to consult with in those cases.

If you don't have TAs, the Undergraduate Program Coordinator can help you to **schedule exams** for students with disabilities. If you do have TAs, that's their job (or yours). If you need to **reserve rooms** in the Department for exams, you can put in a request on the department's website (http://philosophy.ucsd.edu/resources/reservations.html). Do this as far in advance as possible. If the Undergraduate Program Coordinator proctors the exam, it must finish by 3:30. You or your TAs can also proctor an OSD exam. If you're having problems with a student, you can contact OSD (http://disabilities.ucsd.edu/).

The **accommodations** which students are entitled to depend on their circumstances and may include:
- Exam and assignment accommodations (extra time, a quiet room, bathroom breaks, scratch paper, and so on)
- Limit of only one exam per day total (including all classes)
- Access to slides and handouts prior to class
- An in-class note-taker or recording device (provided by OSD or the student)
- A reserved seat in the classroom
- One-on-one oral presentations to the instructor rather than in-class presentations

- Student-athletes: students who represent UCSD through a sports team (etc.) will usually provide official-looking schedules detailing the dates of home/away games/matches etc. by the first or second week of class. You will want to save copies of these documents when it comes time to tally up attendance/etc. (if you elect to excuse students from class meetings). If you have questions about this (for example, if the form a student gives you looks less than official), you can find a list of programs here (sportsclubs.ucsd.edu), and you can always email coaches to settle any questions.

Books and technology: Fairly early in the quarter before you teach, the Bookstore will email you asking whether you want to **order textbooks,** which you can do here: http://ucsandiegobookstore.com/t-coursematerials.aspx. If you aren't ready, they will take orders until fairly late in the quarter, but the earlier you can order, the better they can plan (and it's possible, although not certain, that the textbooks will be cheaper). You can also use Groundwork Books in the Old Student Center: http://groundwork.ucsd.edu/. If you're considering which textbook to use, or looking for readings, you can **request free desk copies** from many academic presses.

If you want to have a **reader** printed, you have several options. You can use:
- AS Soft Reserves (http://softreserves.ucsd.edu/professor.php), in the Old Student Center. They can receive materials via email or get them via flash drive, and you can also deliver them hard copies. They can do cropping, rotating, etc. They will also number pages. They will provide a copy for you and for your TAs (although you may need to get an index number from the department for the TA copies). They can be expensive because they scrupulously follow copyright law.
- Imprints (http://blink.ucsd.edu/sponsor/imprints/index.html), which is also on campus.

- The Bookstore, also on campus. The form to submit a reader request is on its website (http://ucsandiegobookstore.com/t-MyReaderOrderForm.aspx).
- Cal Copy (http://www.calcopy.net/), which is probably the cheapest option, but it's off campus, and their copyright policies are questionable.
- University Readers (http://www.universityreaders.com/), another off-campus option.

You can also **distribute readings electronically**, either in addition to or in place of hard-copy readers. (For **fair-use guidelines**, you can consult the UC's copyright guidelines, here: http://copyright.universityofcalifornia.edu/use/index.html). To distribute those readings, you can use:

- Ted, which can be hard to manage, but it also has some nice features: easy integration with i>Clicker and Turnitin, an easy way to email all your students at once, and plenty of storage space.
- Google Sites, which is the polar opposite of Ted: easy to set up, but it lacks integration with other classroom technology, and its storage space is limited.
- eReserves (http://libraries.ucsd.edu/resources/course-reserves/submit-a-course-reserve.html). You can send them files, and they will store them and give your students a password for accessing them.

If you want to use **i>Clickers,** you will need to sign up for those (at http://acms.ucsd.edu/faculty/clickers/). You can request that the UCSD Bookstore stock i>Clickers for your course using the same form used to request textbooks. All info can be found on the Bookstore's website (http://ucsandiegobookstore.com/t-coursematerials.aspx). If you want to integrate your i>Clickers with Ted, you can do that here: http://acms.ucsd.edu/faculty/clickers/ted-integration.html. ACMS also offers an **i>Clicker orientation,** at which they will give you a set of clicker equipment and teach you how to use it. You can find out about this orientation by getting in touch with their Instructional Technologist. Be aware that there are multiple versions of i>Clickers. Although the i>Clicker 1 is becoming less common and has lesser functionality, students can still buy them used online, and they still work with the current clicker setup. The differences are shown in the image below.

i>Clicker1 on the left, i>Clicker 2 on the right.

If you want to **podcast** your course, you can set that up here: http://podcast.ucsd.edu/info/index.shtml.

If you want to use **Ted,** you will need to set up your course page. You can do that by logging in to https://cinfo.ucsd.edu/ or emailing iwdc@ucsd.edu. Ted can do many things, including:

- Administer Turnitin, the plagiarism-checking software UCSD uses
- Administer surveys and reading quizzes

- ○ Serve as a gradebook
- ○ Store i>Clicker scores
- ○ Act as a repository for documents (readings, assignments, multimedia materials, your syllabus, etc.)

There are Ted trainings, which you can find more information about here: http://acms.ucsd.edu/faculty/instructional-support/training/index.html.

Make sure you have a PHIINST **printing/copying** account set up (see the Graduate Program Coordinator, who will issue this number to you). Once it's set up you can print and copy course materials in the Department without charging it to your personal account. Slide your student ID card as usual, punch in your PIN, and use "PHIINST" as the index. If you're printing a lot, it helps to plan ahead.

BEFORE THE FIRST DAY

Your classroom: There are some things you will want to do in the week leading up to your first class. Your classroom is listed on TritonLink; it is a good idea to **find your room.** Practice speaking, especially if your room is big, in case you need to use a microphone. Test any equipment you plan to use (projector screen and any adaptors/dongles you need, microphone, podcast equipment, clicker equipment, etc.). ACMS will send an email before the quarter starts offering to do an orientation about your classroom technology in the 15 minutes before your first class starts. It's also not a bad idea to **check your TAs' rooms** and **check the bookstore** to make sure your books are there. You may also want to store the number for **Facilities** (858-534-2930 is the number for urgent service) in case there are any last-minute issues in your classroom or your door is locked. If the issue is not urgent, you can submit an online work order at http://blink.ucsd.edu/sponsor/facilities-mgmt/).

Student information: You may also want to **get a roster.** Before the quarter starts, the Undergraduate Program Coordinator is the only one who has access to this information. During the quarter, Ted's roster information updates automatically, but the Undergraduate Program Coordinator may still have the most up-to-date version. If you want access to **Blink** information (including more detailed student information and photos), you will have to ask the Undergraduate Program Coordinator for that as well--we have no Blink access. You are responsible for getting the roster to your TAs.

Your class schedule: Remember to enroll in classes on TritonLink. Even though you are teaching, you still need to carry a full course load if you are enrolled as a grad student.

DURING THE QUARTER

Toward the beginning of the quarter: Decide **what you want students to call you** (your first name, Instructor ___, Dr. ___ if applicable). First names have tended to be the most popular option for graduate student instructors here.

You may also want to think about **attire.** Some grad students prefer to dress more professionally when teaching; others feel more comfortable dressing the way they normally do. Either way, keep in mind that you will probably be on your feet for most of class.

Consider having your students **trade email addresses** with each other on the first day, so they can contact each other first if they have questions or miss a day.

There are **confidentiality requirements** (http://blink.ucsd.edu/instructors/advising/confidentiality.html) for student information. You are required to use students' UCSD email addresses to contact them over email. This means that if they

email you using a different email address, you are required to look up their UCSD email address (you can find this on Ted) and then reply using that. You are not allowed to send students information about their grades over email, in case someone else has access to their email accounts.

A student may come to you with a petition for a **late add.** You can approve some of these petitions (see below); your TAs may not approve them. If you want to approve a petition, you may sign off (without the Chair's approval) if a) it is no later than the end of the 3rd week of the quarter AND b) the student has been attending class since first week; has been attending section, if any; has been doing all homework assignments, if any; and has been taking tests/exams, if any. After you sign off, the student must take the petition to the Undergraduate Program Coordinator for her signature and for the department stamp. After the 3rd week of the quarter, the Chair must approve all late adds (and will do so only if the student has a very good reason for not getting the petition signed earlier: faculty out of town, student or faculty not on campus because of sickness or emergency, student in circumstances beyond his/her control).

If **English-language learners** come to you with concerns, the International Center (http://icenter.ucsd.edu) can be a good resource for them.

You may find it helpful to refer students to the **Writing Center** (https://writingcenter.ucsd.edu/), although they can only help with papers, not exams.

Throughout the quarter, **pay attention to your hours.** Teaching appointments are typically 50%, which means that you should be spending no more than an average of 20 hours a week on them. This can range from challenging to impossible, especially if you're teaching a course for the first time.

If you or your TAs or your students are experiencing **harassment or discrimination**, you can talk to the Undergraduate Program Coordinator, the Director of Undergraduate Studies, the Director of Graduate Studies, or the Chair, depending on the type and seriousness of the problem. You can also contact UCSD's Office for the Prevention of Harassment and Discrimination (ophd.ucsd.edu).

The union: When you serve as an instructor, your labor is contracted through the Academic Student Employee (ASE) Union (UAW 2865), just as it would be if you were a TA. This means (for example) that if the Union were to call a general strike for some reason, you are permitted to withhold your labor as a form of protest, although you may choose not to if you feel that doing so would harm your ability to serve as an instructor. You should not ask your TAs if they plan to strike or participate in other union activities. Doing so can be interpreted as an attempt to influence or intimidate your TAs, and they could file a grievance with the union. If you need to make plans for class or section, you are allowed to ask them whether they'll be in class on the days the strike is taking place. You can find more details in the union's contract (http://www.uaw2865.org/about/current-uaw-contract/).

During exams: It's a good idea to have a plan in advance for students who **show up late** to an exam or turn in work late. You will also want to decide how students can take **makeup exams**. Similarly, you should remind your students how to get **bluebooks** and consider whether you want to purchase extras for students who forget them (our department will not necessarily reimburse you for this).

If you believe that a student may have violated the rules on **academic integrity**, you have two choices: you can either 1) meet with the student first and decide based on that meeting whether there's evidence that an academic-integrity violation has been committed and a formal charge must be filed, or 2) proceed directly to filing a formal charge. Either way, if you suspect a student has violated the Academic Integrity Policy, you must submit a formal charge to the Academic Integrity

Office (academicintegrity.ucsd.edu). You can find the Academic Integrity Policy (including instructions on how to file a formal charge) here: http://senate.ucsd.edu/manual/appendices/appendix2.pdf.

Special circumstances: If you or a TA have to **miss class,** you can inform your students using Ted's email service. You have two days of sick leave per quarter, but you must inform the Undergraduate and Graduate Program Coordinators immediately, and you must find a substitute. The Undergraduate Program Coordinator will contact your students and put a sign on the classroom door to let them know that class has been canceled.

MANAGING YOUR TAs

TA policies: UCSD and union regulations place **time limits** on the amount you can ask your TAs to do: 50% TAs cannot be asked to work more than 220 hours during the quarter. This should average 20 hours a week. They cannot be asked to work more than 40 hours in any week, or more than 8 hours in one day (this includes during exam time). The number of hours worked in excess of twenty (20) hours per week may not total more than 50 hours per quarter. Be aware of these limits, especially if you have TAs working less than 50% time: proportional work-limits are in place for any lower % of employment.

Before the quarter begins, the Graduate Program Coordinator will send you a form listing **TA duties**; you must fill out that form, assigning duties to your TAs, and then put it in the TAs' mailboxes. When you fill out that form, and as you structure your course, here are some things to consider:

- In planning your syllabus, factor in the time that it will take for your TAs to grade work (two weeks is typical, but it may vary depending on the assignment).
- Do you want to have weekly meetings with your TAs? Or grading meetings? Do you want grading meetings to happen before they start grading, or after they've finished?
- If you have multiple TAs, will they grade their own sections' work, or will they switch with one another?
- Do you want your TAs to give you some graded assignments, for you to review, before they grade the rest?
- What are your grading deadlines? Do you want assignments back the night before you hand them back? 24 hours before? Think about what will happen if one of your TAs misses a deadline--will you take over some of the grading or hand the assignment back late?
- Do you want to have any control over how your TAs lead sections, or will you leave sections up to them?
- Who is in charge of keeping the gradebook, you or your TAs?
- Who is in charge of checking Turnitin, you or your TAs?
- Will you or your TAs post scores on Ted, or will you keep a separate gradebook?
- Will your TAs help you write assignments?
- Will you have a final grading meeting? If so, set it up early--you don't want your TAs to make conflicting travel plans for finals week.

Some other things to know about TAs: Remind your TAs to enroll in **PHIL 500**, Apprentice Teaching, if they want to get credit for TAing for your class. You will then have to give them grades of Satisfactory or Unsatisfactory in eGrades at the end of the quarter.

If a **student has a problem with a TA,** talk to the Undergraduate Program Coordinator, the Director of Undergraduate Studies, the Director of Graduate Studies, or the Chair, depending on the type and seriousness of the problem.

You may want to require, or offer, to **sit in on section.** This gives you an opportunity to provide feedback, re-frame your expectations (and perhaps your TAs'), and might allow you to write a better evaluation of your TA at the end of the quarter, if they are signed up for PHIL 500.

If you have TAs doing grading, you may find it helpful to provide them with **grading rubrics.** The Center for Teaching Development covers rubrics in its course and in some of its workshops. You can also find lots of grading rubrics for philosophy classes on the internet.

You should receive **TA evaluation forms.** If you don't get them, and you want to evaluate your TAs, you can get them from the Graduate Program Coordinator.

AT THE END OF THE QUARTER

Final exams: Some courses have a **required** final exam; others have a required final paper. Check with the Undergraduate Program Coordinator to see whether your course is one of these.

If you are giving a final exam, you must **proctor** it. Your TAs can help you proctor, but they cannot proctor an exam by themselves. The exception to this rule is OSD exams, which TAs can proctor by themselves.

Sometimes, your final exam may be in a **different room** than your course was in; you can check this on TritonLink. If it is in a different room, you may want to check that room out ahead of time. If your course is very large, you may get an email offering you space in RIMAC, although you will be sharing that space with other classes taking their finals at the same time.

If you want to hold a **review session,** you will have to reserve a room ahead of time. If you're reserving a room within the department, ask the Department Assistant; the Undergraduate Program Coordinator handles room reservations outside the department.

If you want to be able to leave out exams for students to pick up after the quarter is over, they will need to sign the **Buckley waiver** on the backs of their bluebooks. The department will store final exams under the mailboxes by the elevators, but it will not store papers. Students have a limited time to pick up bluebooks that the department stores--the department will only keep them around for two quarters. If your students do not sign a waiver, they will have to make arrangements to come pick them up in person. You can find more information about confidentiality requirements here http://blink.ucsd.edu/instructors/advising/confidentiality.html.

Course evaluations: There are two ways for students to evaluate your course. You can use either, although we strongly recommend that you use both:

- CAPEs (Course And Professor Evaluations). These are online (cape.ucsd.edu) and university-wide.
- Department evaluations. These are on paper and collected and stored by our department.

If you use **CAPEs,** you can track your response rates on the CAPE website (under "Current Response Rates"). Instructors do many things to increase their response rates, including repeatedly announcing CAPEs in class, reminding students over email, and dropping a low score to reward a high participation rate. You can find many of these tips here: http://cape.ucsd.edu/faculty/tips.html. You can see your CAPE results shortly after official grades have been posted on TritonLink. You can find them by going to Academic Affairs's Evaluations page: https://academicaffairs.ucsd.edu/Modules/Evals/Default.aspx?cape. It's a good idea to download and save this information, since you may want it when you go on the market. You can also see your TAs' evaluations here. Note also that you can add up to 6 custom questions to your CAPEs to get feedback

about any policies or practices that are not covered by the generic form. Information is here: http://cape.ucsd.edu/admin/faculty.

If you use **departmental evaluations,** you or a TA needs to get the forms from the Undergraduate Program Coordinator, distribute them in class, and collect them. Generally one asks a student enrolled in the course to seal the forms in an envelope, and the instructor or a TA can escort them to the department, either handing them to the Undergraduate Program Coordinator, or placing the completed forms in their mailbox if they are not available. See the Undergraduate Program Coordinator after the quarter is over to get a copy of those evaluations.

Final grades: The **grading deadline** is 11:59 pm on Tuesday after finals week. You can enter grades using **eGrades** (egrades.ucsd.edu). You (or your TAs) will need a Business Systems password to get access to eGrades. You should be able to set this up on your own, but if you are in special circumstances (you don't have the right kind of ID number, for example), contact the Fiscal Manager. You can find instructions for eGrades here: http://blink.ucsd.edu/instructors/academic-info/grades/egrades.html. Be careful, when using eGrades, that you don't click "Save & Review" until you are ready to submit your grades. If you aren't ready to submit, click "Save" instead. Pay attention to which students are taking the course P/NP and which are getting letter grades. Note that a student taking a course for a letter grade can pass with a D, but a student taking a course P/NP must get a C- or higher in order to pass. You can find more information on UCSD's grade scale here: http://blink.ucsd.edu/instructors/academic-info/grades/system.html. You cannot give D+ or D- grades; you can give A+ grades, but these affect students' GPAs the same way A grades do.

Remember that you are not allowed to distribute **grade information via email**.

You can expect **grade appeals** after your grades are in. It's good to have a plan for how you will handle these.

- Do students have to go through your TAs first?
- Will you or your TAs regrade work?
  - If you do, will you let it get a higher grade than it originally got? A lower grade?
- Will you require an in-person meeting?
- Will you accept any grade appeals, or none at all?

After the quarter has ended: You may want to **pull your materials off Ted** if you want to keep them for your records.

Students have a year to contest their grades, so you must **save their work** for at least that long.

You might consider **thanking** your TAs and congratulating students who did especially well in your class and encouraging them to do more philosophy!

SUMMER SESSION

Summer Session appointments: In order to be appointed to teach during a Summer Session, you must have advanced by the first week in January of the year you want to teach (although in practice this means you must have defended by no later than the end of fall quarter). There are four steps between being eligible to teach during Summer Session and actually teaching a class.

- First, the department asks for **your course proposals.** This happens early, possibly as early as fall quarter. The department may suggest some courses that are commonly taught during the summer, but it's open to other courses too. Because

small courses will be canceled (see below), it is a good idea to propose courses that have had high enrollments in the past, are usually taught in Summer Sessions, or are sure to attract students.

- Second, the **department selects** some proposals to recommend to the Summer Session Office. This selection balances several different factors, including:
    - Past evaluations from teaching and TAing
    - Whether you've had an opportunity to teach your own course before
    - Whether the course is likely to enroll enough students to avoid cancelation
    - Whether you are an expert in the course's content
    - How far along in the program you are
    - How well the course fits with your future plans
    - Whether the class is cross-listed with writing programs or colleges
    - Whether a new course offers a strategic opportunity

    This step is complicated, and if your course proposal is not accepted, it may be due to any one or several of these factors. It is not necessarily your fault.

- Third, the **Summer Session Office approves** courses for Summer Session and assigns them to one or the other of the two summer sessions. These decisions are made at at the end of the first week of January. If the Summer Session Office approves the course offering, they will send you a provisional work contract, probably in late winter or spring. This selection balances several factors, including probable enrollment and UCSD's needs. If your course is canceled, the department may be able to offer you the option of teaching something else (so it's a good idea to propose any course you would be willing to teach). The Undergraduate Program Coordinator will inform you if your course has been canceled. If you would like to try to teach something else, contact the Undergraduate Program Coordinator (who will work with the Chair).

- Fourth, **students enroll.** A course must make a minimum enrollment in order to be offered. Any course below 10 students is now automatically canceled. Courses between 11 and 15 students are also likely to be canceled, although the department can try to make the case for an exception (there is no guarantee that this will be successful). For courses in Summer Session I, the official headcount is taken during the first week of June. For courses in Summer Session II, the official headcount is taken during the first week of July. If your course has reached those numbers by that date, you will teach it. If not, it's likely to be canceled.

Advertisements: In order to make minimum enrollment, you may want to advertise your course. Some ways to advertise include:

- Putting up flyers
    - In HSS
    - In cognate departments and programs (psychology, cognitive science, physics, mathematics, political science, human rights, critical gender studies, etc.)
    - In the Writing Program offices
    - In campus centers (the LGBT Center, the Women's Center, the Cross-Cultural Center, etc.)
- Sending emails
    - The Director of Undergraduate Studies sends an email to majors and minors listing the courses offered in the next quarter

- ■ Email cognate departments and programs
  - ○ Announcing it in other classes or having those faculty announce it for you
  - ○ Advertisements should include what, if any, requirements (for the philosophy major or for other majors or programs) your course fulfills. Check with the Undergraduate Program Coordinator to find out the requirements your course fulfills--these tend to change frequently. In general, courses that fulfill a lot of requirements tend to have higher enrollments.

Holidays: When planning your course, check for holidays. There is always 1 holiday in SS1 and 1 in SS2, which may affect your course depending on the days it meets. This can seriously affect a course, since losing 1 class meeting during summer session is roughly equivalent to losing 1 week during a normal quarter.

Finances: Summer Session are a little different. For *any* kind of summer employment, the University dips into your paycheck to set aside a chunk for a **retirement fund** (this is not true during the academic year). As far as we know there is no way to prevent this. The amount that is taken is sizable, perhaps $1000 depending on your situation.

You are paid **"in arrears,"** meaning you don't get your paycheck until the work has been done. Payroll for the entirety of Summer Session I arrives in one check at the end of July. Payroll for the entirety of Summer Session II arrives in one check at the end of August.

Summer Graduate Teaching Scholars Program: The department may appoint two graduate students as Summer Graduate Teaching Scholars (http://academicaffairs.ucsd.edu/ug-ed/sgts/). This nomination process usually does not involve grad student input. These graduate students must have advanced and must have taken the CTD's course (The College Classroom) in the fall before they teach (or during winter quarter, with permission). Priority is given to students teaching for the first time. Summer Graduate Teaching Scholars receive a significant stipend in addition to their payment for the course. Scholars are required to participate in some activities:

- ○ Participation in 5 Preparing to Teach workshops in the Spring 2014 quarter.
- ○ At least one 60-minute consultation with members of the CTD before the Summer Session class begins.
- ○ Attend reflection meetings once per week during the summer session of teaching.
- ○ Attend a final reflection meeting after the session of teaching.
- ○ Complete an evaluation of the program before the end of the summer.

RESOURCES
- Academic calendar:
  http://blink.ucsd.edu/instructors/resources/academic/calendars/index.html
- Academic Integrity Office:
  https://students.ucsd.edu/academics/academic-integrity/index.html
- AS Soft Reserves: http://softreserves.ucsd.edu/professor.php
- At Your Service Online: https://atyourserviceonline.ucop.edu/ayso/
- Athletics: http://sportsclubs.ucsd.edu/index.php
- Blink advising resources page (resources to help you assist students):
  http://blink.ucsd.edu/instructors/advising/
- The Bookstore: http://ucsandiegobookstore.com
- Cal Copy: http://www.calcopy.net/

- CAPEs: http://cape.ucsd.edu/
- Center for Teaching Development: https://ctd.ucsd.edu/
- Confidentiality: http://blink.ucsd.edu/instructors/advising/confidentiality.html
- eGrades: egrades.ucsd.edu
- Facilities: http://blink.ucsd.edu/sponsor/facilities-mgmt/
- Grade scale: http://blink.ucsd.edu/instructors/academic-info/grades/system.html
- i>Clickers: http://acms.ucsd.edu/faculty/clickers/
- Imprints: http://blink.ucsd.edu/sponsor/imprints/index.html
- Office for Students with Disabilities: http://disabilities.ucsd.edu/
- Philosophy department staff: http://philosophy.ucsd.edu/people/staff.html
- Philosophy department room reservation calendar: http://philosophy.ucsd.edu/resources/reservations.html
- Podcasting: http://podcast.ucsd.edu/info/index.shtml
- Quarterly timeline: https://students.ucsd.edu/academics/enroll/quarterly-timeline.html
- Summer Graduate Teaching Scholars Program: http://academicaffairs.ucsd.edu/ug-ed/sgts/
- Summer Session: http://summersession.ucsd.edu/
- Tax information: https://ogs.ucsd.edu/resources/general/tax.html
- Ted: https://ted.ucsd.edu/
- Turnitin: www.turnitin.com
- UCSD Center for the Humanities: http://humctr.ucsd.edu/
- The union (UAW Local 2865): http://www.uaw2865.org/
- Writing Center: https://writingcenter.ucsd.edu/

FACULTY AND STAFF (full staff directory here: http://philosophy.ucsd.edu/people/staff.html)
- Chair: Craig Callender
- Director of Graduate Studies: Rick Grush
- Director of Undergraduate Studies: Clinton Tolley
- Chief Administrative Officer: Debbie Ambrose
- Graduate Program Coordinator: Catherine Asmann
- Undergraduate Program Coordinator: Nancy Guerrero
- Fiscal Manager: Susan Winchester
- Department/Fiscal Assistant: Susanne Degher