



Graduate Student Handbook

DEPARTMENT OF THE HISTORY OF ART AND ARCHITECTURE
BROWN UNIVERSITY

GRADUATE STUDENT HANDBOOK

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Introduction

Welcome to the Department of the History of Art and Architecture, in the Humanities Division of Brown University. This handbook is designed to help you plan your path towards your MA and PhD degrees in our Department and to give practical information and guidance to make your time at Brown University as successful and rewarding as possible. No written document, however, can be a substitute for personal interactions. We urge you to seek advice often and regularly from the Director of Graduate Studies, your advisor, other faculty members, and graduate students in the Department. Some of you come directly from a BA program, others will have an MA or MArch degree or professional experience. Whatever your background, it is useful to remember that a PhD program is a professional degree program. It is intended not only to provide further course work, but also to hone relevant skills in research, critical thinking, writing and teaching, and to prepare you for a career in the humanities, whether in the museum world, academia, or the many other positions where the histories of art and architecture are essential.

Our commitment to diversity and inclusiveness extends from the composition of our intellectual community to the content of our scholarship and teaching. In so doing, we seek to provide students with a variety of perspectives on the history of art and architecture worldwide.

Graduate students complete this program with the skills necessary to pursue independent research and careers in a variety of fields related to the analysis of visual art and material cultures. The fields within the study of the history of art and architecture in the department encompass a wide range of different research practices, objects of study, necessary languages and resources. Most fundamentally, we are all interested in understanding the contextual histories of built environments and visual cultures. This requires a knowledge of past scholarship in particular fields, as well as understanding how productive questions have emerged both in specific disciplines and in the humanities and humanistic social sciences in general, to which our own research should make a significant contribution. Each graduate student in this department faces this challenge through undertaking a combination of required and elective courses leading ultimately to researching and writing an original book length manuscript (a dissertation) on a topic chosen with the advice of an expert committee.

The several degree requirements that are summarized here and further explained in this handbook are intended first to prepare students to develop a dissertation topic, and then to provide guided and funded time in which to write it. The department offers a variety of lecture courses of various sizes, smaller participatory seminars, and opportunities for intensive individual mentorship through group or individual reading courses.

- The distribution requirement, which consists of coursework across a range of chronological periods and around the world, addresses our desire to prepare students broadly not only in the art of different times and places, but in the techniques of interpretation that have developed in each subfield.
- The required graduate seminar in the Methods of Art Historical Interpretation (HIAA 2920) further provides a familiarity with the historiography of art and architectural history, as well as with its most productive engagements with other disciplines such as literary studies, anthropology, history, or psychology.
- The required Practicum seminar (HIAA 2930) provides every graduate student the opportunity to work directly with objects and collections towards a public outcome. Each Practicum is different in topic and outcome, and have produced websites, catalogues and exhibitions, among other things.
- A minimum two-semester teaching requirement ensures that all students become familiar with syllabus design, leading student discussions and other teaching methods, and evaluating student work. There are many further opportunities to gain both teaching and museum experience, which

are described in this handbook, and which graduate students are expected to pursue.

- Language requirements assure that students acquire the linguistic resources necessary to undertake thorough research, access materials, and engage in debates relevant to their fields.
- Participation in the departmental Research Roundtable encourages the collegiality and professional comportment at the foundation of all good academic conduct and provides a model for it.

Before students are granted entry into the doctoral program, but after they have completed the above requirements, a Qualifying Paper (QP) must be submitted and approved. This paper, which is much like a Master's Thesis, demonstrates the student's ability to frame and address a question of importance to art or architectural history. Its format is discussed in depth further on in this handbook, but its purpose is to inculcate preparation for the more sustained dissertation project, and to demonstrate this ability to the faculty. When the above requirements have been completed satisfactorily and in good time, each student prepares for and undertakes a qualifying examination, with both a written and an oral component, that assures broad familiarity and competence with the basic bibliography of the student's teaching and research fields. Only after passing that exam may students present a proposal for a dissertation project to a committee formed for that purpose, which will then be their major guiding resource for the approximately three years that ensue until the finished dissertation is submitted for final approval, and the student obtains the PhD degree. The purpose of this handbook is to explain this process as clearly as possible, while building in the flexibility we feel will encourage the most original projects, which often can challenge rules, timeframes, and traditional approaches.

Beyond the above requirements, our goal is to prepare graduate students to become successful authors, educators, museum professionals or preservationists (etc.), by engaging them in the critical thinking, writing and looking necessary to formulate and address productive questions for our evolving field. We expect our students to evaluate extant approaches with creativity, knowledge and respect, and to make field-changing contributions to our understanding of the circumstances of the creation of cities, buildings, and images in every medium by way of the books, articles and catalogues they publish, the exhibitions they prepare, the conferences they participate in, and their innovative and effective teaching.

Graduate School and University Resources

The Graduate School website (<https://www.brown.edu/academics/gradschool/>) has complete and up-to-date information about resources, policies and procedures that apply to all graduate students and departments across the university. Please refer to it, or ask the Departmental Graduate Supervisor for assistance in navigating the site if necessary. Brown has many resources for all kinds of problems and eventualities, but of special note are the following points:

- Students seeking more information about **Medical Leave** should contact **Student Support Services** (Graduate Center, 4th floor) and <https://www.brown.edu/offices/student-support/student-support-services>). Please call 401-863-3145 or email studentsupport@brown.edu for assistance.
- The Brown University LGBTQ center provides a variety of resources at <https://www.brown.edu/campus-life/support/lgbtq/>
- **Student Accessibility Services (SAS)** coordinates services and accommodations for students with physical, psychological, and learning disabilities, and temporary injuries (20 Benevolent Street, 1st floor and <https://www.brown.edu/campus-life/support/accessibility-services/>)
- **Counseling and psychological Services (CAPS)** provides free confidential counseling (J. Walter Wilson, Room 516, 401-863-3476). CAPS offers Saturday appointments for graduate students from 9 am to 4 pm during the academic year at Health Services, 13 Brown Street. See <https://www.brown.edu/campus-life/support/counseling-and-psychological-services/>
- **Maria Suarez, Associate Dean of Student Support in the Graduate School**, is the contact person for Master's and PhD students (maria_suarez@brown.edu, 401-863-1802)

Students should inform their advisor, DGS, department chair or individual professors if they have a disability or other condition that might require accommodation or modification of any procedure in this handbook. As part of this process, students can register with Student and Employee Accessibility Services (SEAS) and provide an academic accommodation letter from them to the appropriate person. For more information, please contact SEAS (401) 863-9588 or SEAS@brown.edu.

The Department of the History of Art & Architecture

People

The Department shares the 4th floor of the List Art Center with the staff offices of the David Winton Bell Gallery. The Bell Gallery's exhibition space is located on the 1st floor. The Visual Art Department (VISA) is also located in List; their office is in Room 222, and various studio, workshop, and exhibition spaces are on the 2nd, 3rd and 5th floors as well as the basement. Since the Department is relatively small, interaction with VISA faculty, students and staff is easy and informal.

Staff

The office, List 223, is the main hub of the Department. The staff can answer most of your practical questions, including those about payroll, ID cards, keys, photocopying and scanning, mail, arranging tech help, scheduling language exams, etc.

The two important members of the HIAA administrative staff are:

Diana Adamczyk, Academic Office Manager (Diana_Adamczyk@Brown.edu, 863-1175)

You would apply to the Academic Office Manager to gain access to your file, and to update personal information. Diana keeps track of the semesters you spend TAing, on Proctorship, or on Fellowship in order to adjust payroll.

Nancy Safian, Communications Coordinator (Nancy_Safian@Brown.edu, 863-1174).

In addition to handling all communications and community engagement for the Department, the Communications Coordinator can book rooms, keeps track of TA and faculty office hours, manages distribution of keys, mailboxes and other logistical matters, reimburses permitted expenses and schedules and administers language exams. She is also in charge of changes to the website.

Faculty positions and Responsibilities:

The department has a Chair, a Director of Graduate Studies, and a Director of Undergraduate Studies. These faculty appointments rotate, and come up for renewal every three years. Aside from these, every year faculty members are chosen to serve as Sheridan Center Representative, a Diversity and Inclusion Representative, and Departmental Lectureship Coordinator. These roles, which also rotate among the faculty, are indicated on the People page of the Department website.

Department Chair

The Department Chair is a regular member of the faculty elected for a three-year term. The Chair is the liaison between the University administration and the department, co-ordinates course scheduling, approves disbursement of department funds, calls faculty meetings, and initiates faculty, post-doc and adjunct searches and hires in the department, among many other duties.

Director of Graduate Studies

The Director of Graduate Studies (DGS) for the department is also a regular member of the faculty appointed by the Chair and usually serving for a three-year term. The DGS can address questions regarding the timeline for your graduate studies, course and language requirements, as well as TA and proctorship assignments, or departmental standing and procedures. The DGS is also available to mediate, or for advice and direction in case of problems with TAing, proctoring, funding, or other graduate-related issues. The DGS holds regular office hours (also to be found on the People page) or you may make an appointment by email. Students should meet with the DGS at least once every year to assure that they are on track.

Graduate Student Representation

HIAA graduate students are represented by a delegate chosen by the faculty in departmental searches, and they elect a representative who participates actively in department faculty meetings. Students have formulated various organizational positions within the Department. Positions vary according to the interests of those in residence in any given year, however in general they have included the following (identified on the Graduate People page of the website):

Graduate Liaison to the Faculty – This person attends most faculty meetings as the representative of the interests of the graduate students at HIAA and in communication with the DGS, and communicates faculty actions and requests to grads via the HAAGRAD listserv, coordinates activities of the grad community, calls meetings and forms working groups as necessary. This representative is elected by the graduate students at the end of each academic year for the following year, and rotates annually among the graduate students.

Graduate Student Council Representative – attends monthly meetings of the Graduate Student Council; communicates GSC activities to HAAGRAD listserv.

Sheridan Center Representative – communicates information on Sheridan Center programs to HAAGRAD; with Faculty Sheridan Center Rep, helps facilitate and attends micro teaching sessions of those who are seeking Sheridan teaching certificate.

Bell Gallery Representative – attends Bell Gallery exhibition planning meetings (monthly, or less), representing interests of grad community and reporting results to HAAGRAD listserv.

Grad Lecture Coordinator – helps organize guest lectures or lecture series, working in conjunction with the faculty lecturship coordinator.

Facilities and Resources

Faculty and Graduate Offices

All faculty offices are located on the 4th floor of List. All graduate students will be issued keys to the graduate offices, List 404 and 405, where there are computers, individual storage lockers, printing facilities and a flatbed scanner. List 406 is reserved for TAs to hold office hours and related tasks. It is important for all users to coordinate schedules in making equitable use of the room. Office hours should be posted outside the door to alert students to TA schedules and avoid double booking of the room.

Graduate Lounge

The grad lounge is located in List 219. Students are assigned individual mailboxes there. Only grads, faculty, and staff have key access to the lounge, so any deliveries or notes/papers from undergraduate students should be left in the general graduate student mailbox in the main office or other designated drop-off points. Mail is delivered from the general mailbox to personal boxes once daily and should be checked regularly. A microwave, refrigerator, reading material and a bulletin board for graduate announcements all can be found in the graduate lounge.

Multimedia Computer Lab

Located on the 5th floor of List, these facilities are also open for HIAA use. Iris printers and scanners of different sorts to be found there, used by artists and architects, are also useful if planning illustrations for publication. Please make an appointment with the Manager in that office: 863- 9530.

Computer Clusters and Training

Computer clusters, scanners, and printers can also be found in Brown's university libraries. Training in a wide variety of software applications is offered through LearningPoint (<http://www.brown.edu/about/training>).

Libraries

On arrival you are expected to explore the libraries at Brown and familiarize yourself with their holdings and services, especially the Rockefeller Library, which is our circulating library, and two rare book collections: the John Carter Brown Library specializing in books about the Americas, and the Hay Library, with extensive archives as well as a collection of Artist's Books, manuscripts, and books printed before 1900. The Rockefeller Library ("The Rock") regularly offers introductions to holdings, databases, searching aids, etc. The main website of the Brown University Libraries is a portal to a vast array of electronic research tools and services: <https://library.brown.edu/index.php>

Brown's library system also includes the Orwig Music Library, and the Sciences Library. There are many other small, specialized collections specific to departments and programs that you will get to know as you become involved with them, for example, Modern Culture and Media (MCM) collections. In addition, Brown's library relies on a consortium of local lenders, most immediately the nearby RISD library and the Providence Athenaeum, which Brown students can access through our on-line library catalogue, Josiah, Borrow Direct, and Interlibrary Loan.

Art History Reference Librarian Karen Bouchard, whose office is on the A-level of the Rockefeller Library, can orient you to the library and can help with questions about Fair Use, and aid you in

locating particular images for teaching or publication (Karen_Bouchard@brown.edu). She is a reference librarian as well as our specialist librarian, and can help with using and locating databases and related skills. You may make an appointment with her for an individualized consultation about research resources in your field, and can also advise your undergraduate students to consult Karen for assistance with their research.

Instructional Image Collection

Instructional Images at Brown can be accessed through Luna Insight, an electronic resource available through the library (on the Josiah catalogue). In addition, Brown subscribes to ARTstor, a digital library of over one million images in the areas of art, architecture, the humanities, and social sciences. Members of the Society of Architectural Historians (SAH) will also have access to SAHARA (which runs through ARTstor).

The Art Slide Library collection closed in July 2010. However, the slides will remain in some way accessible and will continue to be digitized and catalogued in an on-site imaging collection.

Study Carrels and Library Lockers

Graduate students are eligible for their own carrels or lockers in the Rockefeller library, which they may register for by email or at the circulation desk. A list of available carrels can be found on the library website. In addition to providing a place to work, a carrel is useful for charging out limited circulation books for longer periods, rather than charging them to your ID card for a short loan. Books charged to carrels must be left on the carrel; they cannot be removed from the library unless charged out to your ID. No books may ever be placed on your carrel without charging them out to the carrel at the circulation desk.

Communication

Announcements, E-mails, and Flow of Information

Most departmental announcements and much of the daily information flow are communicated via email. Therefore, it is crucial that you establish your account as soon as you arrive on campus (see Appendix B for instructions), that you check your email daily, respond to requests for information or meetings in a timely manner, and that you keep the office staff informed of any changes to your contact information. We will contact you by e-mail when special opportunities or calls for emergency information arise, and we need your response as soon as possible in those and other situations. There is also a large Department calendar posted in the entryway of the main office that you may find helpful to consult. Announcements of Departmental and University events, as well as events of interest in the broader Providence area, are also posted on bulletin boards on the 2nd floor of List, outside the office. Your mailbox in the Graduate Lounge should be checked regularly for important communications that we will expect you to access there.

Email Listservs

There is a Department email listserv, maintained by the graduate student representatives, to which you should subscribe. Subscription to **HAAGRAD** is restricted to Brown History of Art and Architecture grad students only. It provides a forum for all kinds of communication relevant to the HIAA grad community, including lecture announcements, calls for papers, job and grant leads, social events, questions, etc. It is also the primary tool by which grad representatives communicate with the Department's grad students. To subscribe to HAAGRAD, send an email (from the account you want to subscribe) to listserv@listserv.brown.edu. In the body of the message, type SUBSCRIBE HAAGRAD.

Department Events

Receptions and Get Togethers

In mid-September, a reception is held to welcome the incoming graduate students. Faculty and resident graduate students in the department attend, as do many faculty, staff and colleagues from other departments at Brown, the Rhode Island School of Design, and the RISD Museum. This is an excellent opportunity to get to know the art, art history and museum community. Likewise, there is an annual winter holiday party held at mid-year. Commencement is a Department-wide affair that includes graduate students, undergraduate concentrators, and department faculty and staff.

Research Roundtable Seminar

The Research Roundtable, generally held once a month but sometimes more often, is a forum for intellectual exchange among faculty and graduate students. Speakers (who may be grad students, faculty members or invited guests) present works in progress or deliver a practice run of a conference paper in order to share their work and receive feedback from colleagues. Students interested in presenting their work (dissertation chapters in progress, colloquium statements, drafts of professional papers, or any relevant professional or intellectual issue for which someone would like to convene a forum) or in having a workshop on a topic of general interest or professionalization should contact the DGS to schedule such a meeting. Every student is expected to convene a roundtable at least once before graduation, and to contribute topics, ideas and work to these informal professionalization seminars.

Roundtables are generally held during the lunch hour, but may be convened in the evening if preferred. Roundtables may also be convened for open discussions on any topic of interest to the grad students in the department, such as grant writing, or other matters of professional interest. **First year grad students are required to attend the Roundtable**; all others are expected to attend unless their teaching or research schedules forbid them to do so. The success of the Roundtable, its relevance, interest and inclusivity, depends entirely on student and faculty participation and collaboration. The Roundtable is a cornerstone of the department community, and special meetings of it can be scheduled outside of the normal time, whenever a cohort of critical thinkers is required as an audience for your work. Those who regularly participate in the Roundtable will be more likely to expect an invested audience when they need one themselves.

Guest Lectures

The Anita Glass Lecture is an endowed annual lecture that allows the Department to bring a major speaker to campus each year. The Department also supports themed lecture series, which are formulated to engage those working across a variety of architectural and art historical fields, as well as lectures and colloquia led by visiting scholars. These events are planned by and for the Department as well as for the wider intellectual community at Brown and beyond. It is expected that graduate students will attend these whether or not they are directly related to their own research, and that students will take an active role in such invited talks in terms of discussion, bringing people to campus, etc. Brown is a thriving intellectual community, and you should be aware of the numerous lectures and events hosted by other departments and centers, such as the Cogut Humanities Center, the Joukowsky Institute, The Pembroke Center, The Center for the Study of the Early Modern World, and the many other departments, centers and programs relevant to your research interests.

External Graduate Conferences

Annual graduate conferences are held at the Frick Museum in New York and at the New England Chapter of the Society of Architectural Historians. The Department nominates one student to each of these who has an advanced and original contribution to make, usually as part of their dissertation. Interested students who are ABD, or expect to be by the conference date, should respond to the call for participation when it goes out in the fall semester. A Roundtable slot is held open for presentation of these papers in advance to receive community input.

Summary of Program Curriculum and Requirements

Admission Requirements

Applicants to the Graduate Program must possess the Bachelor of Arts degree or its equivalent. Application is made directly to the Graduate School. The Department requires a writing sample to be submitted with each application. The University TOEFL or IELTS requirement appears on the Graduate School website <https://www.brown.edu/academics/gradschool/application-information/international-applicants/language-proficiency-toefl-or-ielts>. We encourage applicants to come to Brown prepared with knowledge of the languages needed in order to undertake research in their chosen field. We also strongly recommend that applicants contact the professors with whom they are interested in working, and/or the DGS, before submitting their applications.

Program Overview

Years 1-5

While time-to-completion of the PhD degree varies, at this writing the Graduate School does not automatically provide funding beyond the five-year guarantee. Therefore, students ideally spend their first and second years doing coursework; a third year preparing for and taking general exams, teaching and proctoring and submitting a dissertation proposal at their colloquium; a fourth year of dissertation research; and a fifth (and possibly sixth) year to write the dissertation and apply for jobs.

Sixth-Year Funding

Should sixth-year funding be necessary to complete the dissertation, students apply to the Graduate School in February of their 5th year with the approval of their advisors and the DGS (see Graduate School website, Dissertation Completion Plan --DCP--Timeline). There is no available funding from the university for dissertation work beyond the sixth year. Students are strongly encouraged to apply for external grants and fellowships, which will allow them extra time to complete their dissertations and provide other intellectual and professional benefits as well.

Academic Requirements

The following requirements apply to all graduate students in the Department. Brown Graduate School requirements are subject to change, and it is therefore important to consult that website and the DGS for actual policy. You should also confer regularly with the DGS and with your advisor about crafting your individual course of study and research, and staying on track.

There are two stages to the graduate program in HIAA: 1) fulfilling the requirements for the Masters of Arts degree, and 2) candidacy for the Doctorate.

The DGS and the Department staff will do their best to make certain that you meet your requirements in a timely manner, but in the end, you are responsible for knowing what those requirements are, ensuring that you have met them, and that this has been registered in your file in the department office. You can best do this by becoming familiar with the program requirements, filling out and keeping a copy of the Information Sheet you will receive annually (see “Formal Evaluation,” below), using the most recent version of the digital CV that the Graduate School asks you to keep current, and checking in regularly with your advisor and the DGS.

MA Requirements

Coursework

All students admitted to the doctoral program must first complete the requirements for the MA degree (students entering with an MA in Art or Architectural History see “Scenario for Students Entering with an MA,” below). During the first two years of residence, students must fulfill course requirements, the language requirement, and complete the sequence HIAA 2920(Methods), and HIAA 2930 (Practicum). Full time students enroll in 4 courses during their first year and 3 in following years when they have TA assignments or proctorships (see “Tuition Units in FAQ).

Students must take all academic credit courses “ABC/No Credit” unless it is impossible to do so. Independent Reading courses may be taken S/NC. At the end of each semester, students will receive written evaluations of their performance from all instructors in the department with whom they have studied or worked. These evaluations will take into account the student's participation and performance in each course, as a proctor or TA, and evaluate progress towards the dissertation. Evaluations provide fuller feedback than a simple grade. Students are urged to discuss evaluations with faculty members, and to identify areas for improvement. We also urge students to be in close contact with their advisors, with the DGS, with their instructors and with any professor in whose course they serve as TA. A minimum of 10 course credits is required for the MA (see FAQ for information on distribution requirements and transfer credits). This includes:

- No fewer than 6 departmental seminars, among them two 2000-level seminars. In individual cases and after consultation with the student’s advisor or the DGS, a departmental seminar can be replaced with a seminar outside of the Department, or with HIAA 2980 or 2981 (individual reading courses conducted in consultation with a faculty member). Graduate-level courses in the department are designated with a 2000 number. These include:

- HIAA 2920 [Methods of Art Historical Research and Interpretation] and HIAA 2930 Practicum [a project-oriented course that will typically culminate in an exhibition, catalogue or other relevant group effort with a public outcome], which are required. Each is taught every other year, usually in the fall semester. These classes count as seminars and can also fulfill distribution requirements (see below under Distribution Requirements).

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- Four other department seminars, with at least two at the 2000/graduate level. In consultation with your advisor, an individual reading course with a department faculty member (HIAA 2980 or 2981) may substitute for a seminar. Seminars outside the department may also count toward the ten courses, if approved by the student’s advisor or the DGS.

- Up to four undergraduate lecture courses or seminars within and outside of the department can be taken for graduate credit, if the DGS and the instructor of that particular course agree and come to terms on which the course may be modified for graduate credit.

- Appropriate graduate-level courses in other departments, or undergraduate classes in and outside the department (up to four, with an advanced level of work expected, to be arrived at in consultation with the professor and advisor) may be taken, but each requires instructor and advisor consultation. Undergraduate courses can be taken for graduate credit by consulting with the professor of record to modify the course requirements to graduate level work. Students can then register for an Independent Reading course with the professor, or can simply register for the class with the understanding that they will perform at the graduate level.

Language courses count towards full-time graduate enrollment, but do not count toward the 10 required classes.

Language Requirements

Advanced research in the humanities requires knowledge of languages besides English. Students who have studied languages other than English before arriving at Brown and have remained competent in their reading abilities, or who are native speakers of a required language, may schedule a department language exam at any time. Because of variability in standards and attrition of skills, the department does not accept exam results from other schools and departments. Since the department seeks only reading competence, and is not concerned how that competence was attained, there is no required language coursework in the program, only the necessity that proficiency in reading (speed and quality of translation) be demonstrated with a one-hour, open-dictionary translation exam without electronic assistance. It is **strongly recommended** that students undertake language study in the summers and before coming to Brown, in order to take best advantage of their time at Brown and to be able use these languages in their research.

Therefore, all students are required to prove a reading knowledge of **at least two** languages besides English in order to receive their MA/equivalent at Brown. The selection of languages will be determined by the advisor, who will make a decision in consultation with the student. Many research projects will require more than two languages. Graduate students are expected to undertake all language study relevant to their research, but only the two discussed above will be required before acceptance to the PhD program. The exams can be held any time and are arranged by appointment with the administrator in the Department office. Unsuccessful exams are graded, and suggestions made for improvement. There is no limit to the number of times that students may retake the language exams, but they may not be admitted into the second stage of the PhD program without having passed them. Examples of previous language exams are available in the Department office.

Master's Qualifying Paper

By the third semester, students are expected to identify a topic for the Qualifying Paper (the "QP"). The QP is a pre-dissertation exercise that provides a means for the student and the faculty to assess whether or not the student can conceptualize new ideas, persuade by effective use of evidence and argument, and write fluently and clearly, all required skills for undertaking a doctoral dissertation. The Qualifying Paper is both a requirement for the MA degree and a gateway exercise for acceptance into the PhD program.

The QP can be an expanded or revised seminar paper, a thesis previously submitted for a Master's degree elsewhere, a published article, or new work. The paper should be about 30 pages in length (not counting supporting materials, bibliography and notes), and must be read and approved by two members of the faculty, one of whom is typically your advisor, or the departmental faculty member who oversaw the writing of the original paper. The other is a member of, or affiliated with the department. The QP may be accepted, accepted with revisions, or rejected.

In order to receive the MA in time for Commencement, the Department must notify the Graduate School of your successful completion of MA requirements **by May 1st**. This means that your Qualifying Paper must be approved by both readers before that date. When submitting your Qualifying Paper for approval, leave plenty of time to make any requested revisions. It is not required to submit copies of the Qualifying Paper to the Graduate School. To submit the QP for a non-terminal MA degree see the Graduate School website under "Master's Requirements."

Students preparing their QP can register one only for HIAA 2940, Master's Qualifying Paper Preparation, as one of the three classes taken in the semester in which they are writing.

Research Roundtable Seminar

All first year graduate students must attend the Research Roundtable (no course credit); all others are strongly encouraged to attend (see above, “Department Events: Research Roundtable Seminar”).

Applying for admission to the PhD program:

Once all course requirements and distribution requirements are completed, two language examinations have been passed, and the QP read and accepted, the student petitions the department faculty (with a brief letter to the DGS) for formal acceptance into the doctoral program. The DGS will bring this application before the faculty, the faculty will vote on it, and the student will then be notified about the success of the application.

Only at this point are the requirements for the MA considered to have been met and general examinations may be scheduled.

Requirements for the PhD

The doctoral program prepares students for specialized research and teaching in one of the fields regularly taught on the graduate level by the Department. Students must satisfactorily complete the general examination and colloquium examination (both described below) in order to progress to the status of PhD candidacy and the dissertation writing stage. The program does not have a formal dissertation defense, however PhD candidates are expected to present their work at the Department at a Research Roundtable at least once during their studies at Brown. Ideally, students will have completed the first part of the graduate program and be advanced to candidacy by their third year, although this may vary.

Overview of timeline for academic milestones

Semesters 1-4: Coursework, passing language exams, acceptance of QP

Semesters 5-6: acceptance to PhD program, general exams, colloquium

Semesters 6-12: Teaching requirement fulfilled, Roundtable convened

Semester 10-12: Completion of the PhD

General Examination:

The general examination is designed to help students develop competency in their chosen field, broadly defined, as well as to prepare them for focused research on their dissertations. There are three members of the examination committee plus a chair, ex officio. They are the student’s primary advisor, and another member, normally drawn from departmental faculty or affiliated. In the rare case that examiners are drawn from outside the department or the university they must hold the highest terminal degree in their represented field. If all parties deem advisable, there may be up to three examiners posing one question apiece. The examination is intended to gauge the student’s depth of understanding of the problems, history, literature and methodologies relevant to the field. The oral examination is designed to extend the discussion of the written questions and focus on the issues raised in the student’s written responses.

By the third semester, students will have discussed with their advisors what three fields will comprise the general examination, who the examiners will be, and what readings are expected to be accomplished before the exam. The general exam should be completed by the end of the fifth semester (Fall of year three in program), though it can also take place as early as the student feels prepared. It is comprised of a written exam followed a few days later by an oral exam.

Forming the General Exam Committee and Defining Fields

Students should meet with their advisors before the end of semester 4 to determine who, besides the advisor, will be a member of the examination committee. Examiners need not be readers of the eventual dissertation, and in certain cases it will make more sense for an examiner to be drawn from another department at Brown. The committee selection will ultimately be determined by the advisor, who will decide in consultation with the student.

The student and primary advisor will meet together to define the fields of examination; usually one of the minor fields will be developed in consultation with the other committee member. The **major field** should be conceived with future teaching or curatorial work in mind, preparing for general competency in the discipline. The minor fields may address the student's proposed specialization within the field, and the specific needs of the dissertation.

Preparing for the General Exam

The student will meet regularly with both members of the committee during the period of exam preparation (usually one and no more than two semesters), to discuss schedules, expectations, form a bibliography for each field question and to discuss the bibliography and related visual material. Students and committee members will come to an agreement about the length and content of the field bibliographies, and what constitutes adequate preparation.

General Guidelines for General Exam Bibliographies

A good baseline for the number of titles in each bibliography is 60-40-40, but the number of works is up to each committee member. Final lists should be an outcome of conversations between the student and the committee members. In conceptualizing bibliographies for the general exam, students should keep in mind that they are not designed merely to advance dissertation research, but are instead meant to prepare the student for a life-long career in their discipline(s). Students should ask themselves when they go on the job market, how will they articulate their expertise? What will their scholarly identity be? The answer to these questions should determine the shape of the major and minor fields.

For the major bibliography, a student might start by formulating a list of standard readings that are indispensable for the field in the context of a fundamental preparation to teach or conduct research in that field. This list will include both books and articles and may include both secondary and primary sources. Some advisors may have a standard list that they give to the student as a baseline.

Each minor bibliography might comprise about 60-75% of the total number on the major list. These are more specialized lists.

In preparation for the exam, we often ask students to prepare an annotated bibliography with short summaries of each reading. These might be kept on Endnote or another program. Alternatively, students might wish to group readings by sub-topic (for example, within medieval architecture, the bibliographies on Gothic construction and architectural theory would be grouped and summarized in separate brief 'states of the question.')

Students should be able to read for the exam in one year or less. Preparation should start long before the year of the exam: students should start keeping lists of fundamental readings and lists of texts they have read.

Please note that these are general guidelines. It is ultimately up to each committee member to decide on the exact length, nature, and content of the relevant bibliography and related exam.

Procedure and format of the General Exam

At least one week before the general exam the student must circulate the entire examination bibliography to all committee members, including the chair of the exam. After that point, the bibliographies cannot be changed before the exam.

The DGS will normally act as chair of the exam, administering the written part of the exam and will also chair the oral examination that follows, based on written submission of the general exam. If the DGS is also the student's advisor or second exam committee member, another member of the faculty will be appointed to chair the examination.

Written exam: The primary advisor will prepare the major field question and a minor question more

narrowly focused on the student's specific area of interest. The second member of the committee will prepare the other minor field question. In some cases the student and committee members may consider it advisable to share preparation of either the major or minor field questions. Committee members may, if they wish, provide the student with a choice of questions from which to choose one to answer. Committee members will provide the exam chair and other committee member with their questions for the student at least one working day before the exam is to be administered. The exam chair will email the questions to the student at a specific pre-agreed upon time, and the student will confirm receipt by sending a reply email to the chair. The student will then answer the questions within the space of 48 hours, and return the written work to the whole committee electronically. The chair will check the transmission to make sure that it has been received completely. All members of the committee will receive the responses to all the questions.

Students should spend the allotted time planning, writing and editing responses. Typically students will answer the major question in around 10-15 double-spaced pages and the minor question in around 5-10 double-spaced pages. The student has 48 hours to answer the questions, and may do so using appropriate research resources, although it is not expected that these questions will require further research beyond that done for general examination preparation.

Oral exam: The Oral Exam provides the opportunity to expand upon or discuss questions raised in the written exam. The exam chair, with the assistance of the Academic Office Manager, will schedule the oral exam at the convenience of all parties, usually to take place within 3-4 days after the committee members have received the written exam responses. At the beginning of the exam the chair, who will act as timekeeper, will ask the student to choose the order in which to take the 3 questions. The major field question should be discussed for about 40 minutes, and each of the minor field questions for about 20 minutes. While the committee member who posed the question under discussion should take the lead, it is understood that the other committee member and the chair may ask for clarification by the student at any point where they think it will be profitable in assessing the student's knowledge, keeping in mind the brevity of the process. When the examiners are satisfied, or after 80 minutes of discussion, the chair will terminate the discussion and invite the student to leave the room so the committee can discuss the results of the examination and arrive at a decision about the student's performance. This will normally be in the form of a discussion moderated by the chair. When a decision has been reached the student will be ushered back into the room and informed of the results of the examination.

Assessment of the General Exam

Both the written and oral exercises will be assessed by the two faculty members on the examination committee. After the oral exam, the chair will write a brief official memorandum of the results of the exam, which will be circulated to the student, the committee members and the Academic Office Manager so it may be entered into the student's file. In addition the chair, as a non-participating member of the exam group, may provide the student with a written memo of any recommendations for further investigation that might have emerged in the assessment discussion or in the exam itself and if so, should send that on to the committee members as well.

Students who fail all or part of the written or oral exam will have one opportunity to retake it. The student will be provided with a new question or new questions and the committee will be reconvened. The retake must be successfully completed by the end of the next semester. Failure to pass the retake will result in termination from the graduate program. Passing the general examination qualifies the student to move on to the next stage: preparing a dissertation prospectus, assembling a committee, and defending the prospectus in a colloquium.

Failure to complete the exam by the end of the student's fifth semester in the graduate program will result in the student being put on "Warning" status (see "Evaluation" below). In exceptional circumstances students may petition the DGS for an extension of one semester, to take the exams at the end of the sixth semester. The student will make a plan for a revised schedule that will be

submitted to the advisor and the DGS.

Dissertation Committee and Prospectus

Formation and Maintenance of the Dissertation Committee

The dissertation committee normally consists of three members. Usually at least two members of the HIAA Department (the student's advisor and one other) will serve on the committee. The third committee member may teach in a different department at Brown or in any department at another university. This person must hold a tenure track position at a four-year university or college, or hold the highest academic degree in their field. They are chosen in consultation between the student and advisor, and with the approval of the Department. Students and committee members should be mindful that committee members will often be lifelong colleagues, will write letters of recommendation for them, and will act as mentors in many ways. The position is therefore a relationship that entails a great deal of responsibility and should be treated with respect. It does happen that, as dissertations progress and sometimes change, it becomes advisable for committee membership to change as well. In such cases, which are normal, it is important to notify the committee member as soon as possible, with clarity as well as sensitivity. Although the advisor will be the committee member that will be most involved with the structure and progress of the dissertation, it is essential to keep other committee members apprised of progress in the dissertation, major professional undertakings, and when they might expect to receive chapters to read, grant proposals to vet, or letters of recommendation to write. In addition, all committee members are resources in different capacities, and graduate school is the best time to take advantage of what they can offer by way of critical exchange and professional development.

The Dissertation Prospectus

The dissertation prospectus sets out the major question or problem to be pursued in the dissertation. Length may vary, but it will normally run about 15 pages (double spaced), and should articulate the project in the context of the most relevant scholarship and bibliography, address the contribution the project makes to its field, and what major sources and the critical methods will be used. The prospectus should be circulated to the members of the dissertation committee and discussed with all of the individual committee members well before the student's colloquium.

The dissertation prospectus offers a starting point for dissertation research. It clarifies arguments, outlines a research plan, organizes a schedule for funding and completion in a document that will be returned to again and again. It is a checklist, the seedbed for grant proposals and conference abstracts. It is important to take time to make it as clear and concise as possible, and to update it whenever necessary. Its readers will come from multiple intellectual backgrounds, and the language used to describe the dissertation project should be clear to both broad and specific audiences.

Students will benefit by our policy of structuring the dissertation prospectus on the model of a grant proposal, following guidelines such as the very clear recommendations of the American Council for Learned Societies (ACLS). That document is available on their webpage. Once the prospectus is written and refined, it is advisable for the student to approach members of the department who are not specialists in the student's particular field as readers, to check for clarity of argument and economy of expression. They might also wish to consult previous successful prospectuses.

The general format for the prospectus would be:

1. **Clear and concise statement** of the material and argument of the dissertation (2-3 pages)
2. The **state of the fields** relevant to the dissertation, with discussion of the relevant major published works and how the dissertation interacts with, or differs from them in argument and method (ca. 3-5 pages)
3. A **narrated table of contents** of the dissertation, with a summary of each chapter and how each relates to the dissertation as a whole. (2-3 pages)
4. A **bibliography of the major sources** relevant to your work. (3-4 pages)

5. A **timeline**, as specific as possible, of the time to completion. This should narrate when research will be undertaken and where, which grants will be applied for and when, when the student will begin to write, and an expected date of completion. (1-2 pages)

Colloquium Examination

The purpose of the colloquium is to bring the entire dissertation committee together for a conversation to discuss and assess the viability of the project as it is stated in the dissertation prospectus. It will normally be chaired by the DGS and attended by the student and all the members of the dissertation committee (see preceding section for the constitution of this committee). As with the general examination, if the DGS is a member of the dissertation committee, another member of the faculty will be appointed to chair the examination. The ideal colloquium is a lively, searching, workshop-like conversation that takes place after the student has discussed the dissertation prospectus in detail with each member of the committee separately, and has refined the document to the point where the student and the advisor feel satisfied that all the most important issues have been raised with each committee member, and that all the comments received have been synthesized in the final document.

The student must circulate a copy of the final prospectus to the committee and chair one week before the colloquium is convened. After the document is circulated it may not be changed until after the colloquium: the colloquium is a discussion about that particular document. The colloquium discussion should last no more than one hour. At the conclusion of this period, the student will be excused from the room, and the committee will assess the viability of the project and immediately notify the student whether or not the project has been accepted. It is expected that any minor revisions that come up in colloquium will be immediately be incorporated into the document, which will then be recirculated to the committee. If the project is not accepted, it will be made clear what is wanted and the timeframe for revising will be established. A new colloquium will then be scheduled. As with the general exam, the chair will circulate a memo to the participants and to the Academic Office Manager stating the results of the colloquium. Advancement to PhD candidacy is achieved with the passing of the colloquium.

If students fail the colloquium they will have one opportunity to retake it. The retake must be successfully completed by the end of the next semester. Failure to pass the retake will result in termination from the graduate program.

ABD status

After the general exams (written and oral parts) have been passed and the colloquium successfully completed, the student is considered ABD ("all but dissertation" status). The Graduate School requires three years of full-time residency at Brown, so students who are beyond coursework will typically enroll in courses for general exam preparation or dissertation writing—although participation in regular courses is still allowed. The balance of the graduate career should be devoted single-mindedly to researching and writing the dissertation. Students will typically register for advanced dissertation writing courses with their committee members at that point.

The Dissertation

The dissertation should be a substantial book-length contribution to the scholarship in the history of art and architecture, embodying original research, and suitable for publication as submitted or in revised form. Students should be in close touch with the advisor, committee members and DGS throughout their graduate careers, submitting progress reports and chapter drafts regularly, even when undertaking research away from campus.

While the work on the dissertation is under way, a written progress report by the student is required

each semester. In addition, a form is sent from the office and DGS to each student that must be updated every year, is kept in the student's file, and circulated to the student's committee.

The deadline for submission of the dissertation for May Commencement is in late January for semester I or early May for semester II (consult the Graduate School website for yearly specific dates). However, students should not wait until the deadline to alert readers that the final version is coming. Allow plenty of time for carrying out requested revisions. The end of any semester is a time when faculty members are busy. It is a bad moment to make further large claims on their attention by turning in an entire dissertation. Therefore, aim to turn in as much material as possible by mid-semester to ensure a careful reading and timely response from committee members.

Teaching Assistantships and Proctorships

In coordination with the Graduate School, the Department determines the form in which guaranteed Graduate School funding is allocated. TAs, Teaching Fellowships, Proctorships, Research Assistantships, and Research Fellowships will be assigned according to the faculty's assessment of the graduate student's needs as well as the needs of the undergraduate program. These positions come with tuition, health insurance, health services fee, and a stipend.

Brown's PhD program trains graduate students to become educators as well as researchers. We regard TAs not only as financial aid, but also as an opportunity to develop teaching skills. Most students will hold TAs in the Department from the second year. Each TA works closely with the professor of the assigned course. Many courses will require designing independent discussion sections in consultation with the instructor for undergraduate students enrolled in the class. Students will be asked to teach two sections of approximately 25 students each, and to grade assignments. Faculty members differ in their requirements for TAs working with them, but the TA should allot 20 hours on the average per week to this job; see below. The Graduate Students in HIAA have compiled a TA Handbook that is available on the department website, which they update and maintain.

Proctorships are research internships, normally at the RISD Museum but also elsewhere, and do not substitute for the teaching requirement. There may also be opportunities to serve as a Research Assistant for a professor in the Department or other departments.

Union

Brown's graduate students are unionized and all Department appointments are made in compliance with the Collective Bargaining Agreement made between Brown and SUGSE:

https://www.brown.edu/about/administration/human-resources/sites/human-resources/files/Brown%20SUGSE%20Final%20Agreement_061520.pdf

See Appendix F for excerpts from the Union contract relevant to TA and Proctor appointments.

Distribution of TAs

The Department is committed to a policy that will allow us to staff large classes appropriately, while allowing graduate students the opportunity to teach in smaller classes, especially those in their chosen areas of interest. To this end the Department keeps records of enrollments by course, a history of which courses graduate students have TA'd for, and a history of when and which small classes (under 50 students) have had TAs. The goal is to staff the large classes to a ratio of 1 TA per 40 undergraduates when possible, and to assign, on a rotating basis, a single TA to classes between 35 and 50 students. Classes under 35 students will not receive a TA unless enrollments are such that there are enough people and positions. The Department will *try* to ensure that graduate students will have the opportunity to TA for a variety of classes, including smaller (35-50) classes and, at least once during their time at Brown, a class taught by their advisor. Graduate students should understand, however, that the opportunity to TA for their advisor will depend on enrollments.

TA Assignments

In keeping with the Union contract, the DGS will send official notice of tentative TA assignments to graduate students and their supervisors two months before the start of the semester. In making TA assignments fairly and equitably, the DGS will take into account the requests of the graduate students and the history of their previous TA or proctor assignments. Large fluctuations in course enrollments caused by Brown's two-week "shopping period" make it impossible to assign all the TAships in advance of the beginning of the semester. Before the semester begins, however, the DGS will assign a core group of TAs to appropriate courses. The DGS will attempt to assign TAs before classes begin but assignments cannot be finalized until the end of shopping period as enrollments continue to fluctuate. Faculty members decide whether or not to teach classes or hold review sessions during reading week. While some TAs may teach an extra section or two in a given semester, varying the types of TA assignments students have over their Brown career should ensure that no one will repeatedly have to teach more than the norm. The DGS will keep track of TA assignments over the course of each student's career to try to ensure that the workload is equitable over the long durée. If a disparity does arise, the graduate student should contact the DGS immediately, so that the situation can be redressed in future TA assignments.

TA Responsibilities

The Graduate School's policy, and the Union contract, stipulate that Teaching Assistants spend no more than 20 hours a week on teaching. While TAs may have to do more work in some weeks than in others, the average hours put in over the semester should not exceed this limit.

Faculty members will discuss the TA's responsibilities with them at the beginning of each semester and should be clear about their expectations in terms of teaching, grading, availability and preparation. Likewise, TAs should notify the supervising professor about their own schedules and availability. It is the responsibility of the professor to ensure that the TA is given enough advance time to prepare any materials or teaching plans, and can perform with confidence. Likewise, the TA should be open with the professor about any difficulties or concerns in these matters and accommodate their own teaching to the requirements of each professor with whom they work. The mode of communication will necessarily vary with each teaching partnership, but will always be one of mutual respect and optimal flexibility.

Regular duties will vary from course to course. Commonly assigned duties, beyond grading, preparing (with the help of the faculty member) and teaching discussion sections include: posting materials to the course website, photocopying hand-outs, scanning, grading assignments and examinations, proctoring exams, holding office hours, and accompanying the class on field trips. Some faculty may also request that their TAs make PowerPoints or slide sheets and contribute questions for examinations. There should be regular weekly TA meetings to facilitate planning, arranged to accommodate the schedules of both the professor and the TA.

- 1) TAs are normally responsible for grading the examinations and papers of no more than 50 undergraduates. Faculty members are expected to help with the grading if necessary. In the case of serious shortfalls the faculty member may seek assistance from the Department in hiring additional graders. The final grades are assigned and submitted by the faculty members.
- 2) TAs are responsible for teaching no more than 2 sections of 25 students each. TAs should consult the Department administrative assistant to book a classroom for their section. In courses staffed by 2 or more TAs, section preparation will be done on a rotating basis in consultation with the faculty member. All the TAs will use the same section preparation as the starting point for teaching their section. The faculty member in charge is expected to guide these preparations.
- 3) TAs are expected to hold weekly office hours and to meet with students by appointment who are unable to attend scheduled office hours.
- 4) As part of training to become a university teacher, TAs may be offered the opportunity to deliver a

lecture or to help plan the syllabus. We offer these opportunities as a way to gain professional experience. Such opportunities are voluntary and should be negotiated between the faculty member and graduate student.

The TA Handbook covers additional TA resources for helping undergraduates, such as the Writing Center, and other support for English Language Learners. It is the responsibility of the faculty member to receive and respond to requests from SAS for student accommodation, although TAs may be asked to implement these requests by such activities as proctoring separate exams or helping with note taking.

The H. W. Sheridan Center for Teaching and Learning

The Sheridan Center provides pedagogical training and teaching certification, as well as other professional development services, to faculty and graduate students. More information about programs and services can be found at the Sheridan Center website.

Teaching Evaluations

The department has a standard evaluation form for each class, in which students are asked to evaluate the course and its design, and the performance of the professor and TA. These forms provide us with valuable information on each course. TAs may opt to administer a mid-semester section evaluation if they wish, in consultation with the faculty member. TAs are encouraged to review evaluations in the department office after the end of the semester in which the course was taught and once grades have been turned in. The feedback provided on evaluations can be useful in helping develop skills as a teacher. In addition, the quality of TA performance (effort, participation, etc.) is taken into account in graduate student evaluation by professors.

Feedback:

It is department practice, and is stipulated by the Union contract, that each TA receive feedback on their performance. The professor teaching the class will visit one of the TA's sections and will write individual evaluations to be sent directly to the student and to be placed in the student's file. In the case of multiple TAs for a course, the supervisor is expected to visit one class taught by each TA. Such a visit can provide useful insights on teaching strategies, and, importantly, will allow that faculty member to write an informed letter regarding the TA's teaching when the student ventures onto the job market.

Resolving problems and TA rights

Students having trouble should not hesitate to approach the faculty member to resolve the issue openly, but if that should fail, they should approach the DGS, and then the Department Chair. Most problems can be averted in advance through timely communication. For problems that cannot be resolved within the Department, the Graduate School has a university-wide grievance procedure if these less formal and local measures fail (<https://www.brown.edu/academics/gradschool/grievance-procedures>). In cases where there is disagreement between the TA and the faculty member or between either and the DGS, the chair will review the evidence, discuss the matter with everyone involved, and report conclusions in writing to the TA. If the outcome of this process is not satisfactory, students are always free to pursue the Graduate School's grievance procedures.

As is the case with any uncertainty or difficulty encountered in teaching, student complaints about teaching or grading that cannot be easily resolved between the student and the TA should be discussed with the faculty member supervising the course.

Evaluation of the student in the Department

Graduate Student Evaluation

It is important for students to receive feedback on their performance in the program and candid

evaluations of their progress toward their degrees. At the end of every semester, the faculty meets as a group to discuss each student's performance and participation in courses, their performance as a TA or proctor, and, when appropriate, their completion of program requirements and progress on the dissertation. During this faculty meeting each student is evaluated according to the Graduate School's categories of 'good' (satisfaction with the quality of work and timeliness of progress), 'satisfactory' (there are concerns about the quality of the work or timeliness of the student's progress) or 'warning' (unsatisfactory work and/or incomplete achievement of milestones in the expected time period). Areas needing improvement are identified and concerns are voiced. Students receive these evaluations as part of the written reports from the DGS at the end of each semester, and are encouraged to use them as an occasion for checking in with their advisors and the DGS. A designation of "satisfactory" should be understood as requiring improvement.

The standing in the program (based on factors described in the "Academic Requirements" section of this handbook) has a direct impact on each student's funding. Graduate School funding guarantees are contingent upon the maintenance of good academic standing in the program, as determined by the faculty evaluation, which is also taken into account when allocating any Department funds (see below).

Graduate Student Files

The Department maintains a hard-copy file for every graduate student, which is used to help the faculty assess student progress and to establish internal evaluations (see above). Most internal documentation (such as funding awards from the Graduate School or Department, the passage of language exams, etc.) will be entered into this file. Students have the right to view their files, and to submit documentation to them. It is in each student's best interest and helpful to the department to make sure that all achievements are documented. For example, award letters for external grants or honors should be submitted to the Academic Office Manager. An updated CV will also be helpful to maintain in the department file. Graduate students should also update their profiles on the department website regularly.

Formal Evaluations and Student Information Sheet

Two items are added to student files on a regular basis:

- 1) Anyone with whom a student works (whether as a student, proctor or TA) produces a frank written evaluation at the end of the semester. Evaluations are delivered to students along with a letter from the DGS that summarizes the faculty's evaluation of their standing and points out expectations for ongoing work and improvement.
- 2) At the beginning of each academic year, students will be emailed a form, which they are expected to fill out and return to the Academic Office Manager. It is important to keep this sheet accurate and up-to-date in terms of contact information, current dissertation title, and academic progress; it is placed in the file and serves as a summary of student progress. If it is not updated, students risk receiving evaluations that do not take their most recent achievements into account.

Internal Funding

Students should be aware of the various internal funding options available to them at Brown. The Graduate School offers guaranteed funding packages to incoming students. Students may also apply to the Graduate School for small grants to defray the cost of conference or research travel. (See the Graduate School website for details.) Additionally, HIAA itself has *limited* designated funds for which each grad student may apply (once per year) to aid in scholarly activities such as travel to conferences in which the student is a presenter, or to help with costs of publishing academic work. Award amounts vary with the Department's annual budget; requests should be directed to the DGS and the Academic Office Manager. Every year students at an early stage of developing their dissertation proposals, who have not yet reached the stage of the colloquium, are invited to apply for grants from the Kermit Champa Travel Award, which is intended to encourage and promote exploration in the history of art and architecture. These funds are meant to defray the costs of travel

undertaken to build visual and critical discernment and interpretive confidence. A call for proposals goes out to the graduate students in HIAA annually. In addition, the department awards summer funding for research, travel, language study and living expenses that support completion of the degrees. A call for requests for summer funding is sent out to students by the DGS in April and applications are reviewed by the entire faculty in early May. Also see Appendix for External Funding.

Suggested Courses of Study

Typical Scenarios for students entering without an MA in art history

Year 1:

Fall, Semester 1: 4 courses in total:

- HIAA 2920 (Methods) or HIAA 2930 (Practicum)
- 3 other courses that might include; graduate seminars in the department, undergraduate courses taken after discussion with the professor and the DGS and receiving a graduate course number for registration purposes, or Independent Reading courses (HIAA 2980)
- Language prep (could be one of the 3 courses)
- Attendance at Research Roundtables

Spring, Semester 2: 4 courses in total:

- 4 courses that might include: graduate seminars in the department, undergraduate courses taken after discussion with the professor and the DGS and receiving a graduate course number for registration purposes, or Independent Reading courses (HIAA 2980)
- Language prep (could be one of the 4 courses)
- Attendance at Research Roundtables

Summer: Language preparation or other preparation towards undertaking advanced research, to be discussed with advisor and/or DGS

Year 2:

Fall, Semester 3:

- Remaining introductory seminar (Methods or Practicum)
- 2 other courses; besides departmental graduate seminars, this can include Independent Reading courses (HIAA 2980), courses outside of the department related to your area of study, or a course dedicated to the preparation of the Qualifying Paper (HIAA 2940)
- TA or Proctorship

Spring, Semester 4:

- 3 courses: Besides departmental graduate seminars, this can include Independent Reading courses (HIAA 2980), courses outside of the department related to your area of study, or a course dedicated to the preparation of the Qualifying Paper (HIAA 2940)
- TA or Proctorship

Petition for Admission to the PhD Program: The Qualifying Paper should be completed and approved (by two faculty members) and language requirements completed by **May 1st** so that the Department can notify the Graduate School of your successful completion of MA requirements in time for commencement. If it is completed sooner it may be submitted at any time. At this time the student should petition the Department in writing, through the DGS, to be considered for admission into the PhD program. The faculty will collectively assess the student's coursework, Qualifying Paper, language requirements, and general progress and either recommend entrance or termination.

Summer: Preparation for general examination. Selection of two faculty members to serve as the general examination committee. Normally these will both be members of the HIAA

faculty. They may or may not continue to serve on the student's dissertation committee. (please see "Formation of Committees").

Year 3:

Semester 5:

- general examination must be completed by the end of the semester.
- In this semester students register for 3 courses, which can include double credit Exam preparation (HIAA 2970) and Dissertation Research (HIAA 2983), further language preparation for specialized research, or a graduate seminar.
- TA or Proctorship

Semester 6:

- Preparation of the dissertation prospectus, formation of a dissertation committee, and scheduling and passing of the colloquium.
- TA or Proctorship

Year 4:

- Dissertation research and writing, external funding applications.
- TA or Proctorship, or fellowship year (2 semesters total, which may be taken separately in 2 academic years)

Year 5:

- Fifth year review with DGS
- Dissertation research and writing; external funding/postdoc/job applications, expected completion, and end of graduate school guaranteed funding. Students who plan to continue writing their dissertation into the 6th year should apply for both internal and external funding opportunities available to advanced students.
- TA or Proctorship, or fellowship year if not taken the year before

Year 6:

- If still ongoing, completion of writing of dissertation, external funding/postdoc/job applications.

Note: students who do not finish their dissertations in the 6th year must file Dissertation Completion Plans with the Graduate School. This process is explained on the Graduate School website, and should be discussed with the DGS and your advisor, whose approval is necessary.

For a list of course numbers for HIAA graduate work please see Appendix D

Scenario for students entering with an MA in art history, at least with one language requirement prepared, and coursework that will count towards the Program's course requirements:

[Note: Students entering with both languages and an MA thesis ready to submit as a Qualifying Paper should be able to complete their requirements earlier than suggested by this schedule. Individuals should consult with their advisor and the DGS to establish a personal timeline.]

| Year 1:

Fall, Semester 1:

- HIAA 2920 (Methods) or HIAA 2930 (Practicum)
- 3 courses, language prep; attendance at Research Roundtables

Spring, Semester 2:

| •4 courses that may include: language prep; preparation of Qualifying Paper (revision of MA thesis); attendance at Research Roundtables

Summer: Complete language preparation and Qualifying Paper. Selection of faculty to serve as members of the general examination committee and the dissertation committee.

Year 2:

Fall, Semester 1:

- Remaining introductory seminar (Methods or Practicum)
- Two other courses.
- Early in the semester: Qualifying Paper completed and approved and 2nd language requirement completed. After completion the student should petition the department in writing, through the DGS, to be considered for admission into the PhD program. The faculty will meet to assess the student's coursework, Qualifying Paper, language requirements, and general progress and either recommend entrance or termination. Meet with general examination committee to set questions for the examination. Study for general examination.
- TA or Proctorship

Spring, Semester 2:

- general examination to be completed by the end of the semester.
- TA or Proctorship

Year 3:

Fall, Semester 1:

- dissertation prospectus completed, colloquium examination passed.
- TA or Proctorship

Spring, Semester 2:

- Dissertation research
- TA or Proctorship
- Applications for external funding

Year 4:

- Dissertation research and writing, application for external funding
- TA or Proctorship or fellowship year (2 semesters total, which may be taken separately in 2 academic years)

Year 5:

- Fifth year review with DGS
- Completion of dissertation writing, application for internal or external funding if more time is required (guaranteed funding from the graduate school ends after year 5). Postdoc/job applications if planning on graduating.
- TA or Proctorship or fellowship year if not taken in year 4

Note: students who do not finish their dissertations in the 6th year must file Dissertation Completion Plans with the Graduate School. This process is explained on the Graduate School website, and should be discussed with the DGS and advisor, whose approvals are necessary.

Employment opportunities in academia and the museum world appear in the *CAA Careers* website, in *The Chronicle of Higher Education*, and *The Society for Architectural Historians Newsletter*. (There are also online job listing services run by these organizations. See the “Resources” section of Department website for relevant links.) Usually job applicants must send a letter of interest, a current CV, and names of references. Positions in academia may also require sample syllabi or a statement of teaching philosophy. Short-listed applicants are often invited to an interview at the annual CAA conference, and if successful, to an on-campus interview. Mock interviews with Department faculty may be arranged when you are ready to apply for jobs. **We emphasize that the most important qualification for the kinds of jobs you are likely to want is completion of the PhD before you apply for the position.** This means that completing the dissertation before the annual meeting of the CAA in February in the year you plan to apply for a job could make you a more competitive candidate.

Graduate Students of this Department have had a successful track record in obtaining positions at top universities and art museums. Brown graduate students have secured tenure-track academic positions at, among others, University of Toronto, Cornell University, Hope College, Framingham State College, National Taiwan University, Rice University, Rutgers University, Rhode Island School of Design, University of Texas, Trinity College, Tufts University, Middlebury College, University of Utrecht, University of Rhode Island, Connecticut College, and Union College. Curatorial positions have been secured at The J. Paul Getty Museum, The Cincinnati Art Museum, The National Gallery of Art, The Rhode Island School of Design Museum, The Art Institute of Chicago, the Walpole Library, and Wesleyan University, The Redwood Library, and the University of Massachusetts (Dartmouth), among others. Students have also won postdoctoral fellowships at Columbia University and the University of Pittsburgh, the Detroit Art Museum, and the National Gallery of Art among other museums.

Appendix A: Finding External Fellowships and Grants

We expect all students to apply for outside aid. External awards provide extended research opportunities and intellectual breadth as well as professional contacts. They also comprise public recognition of the quality of scholarly work, which is important to careers beyond Brown.

There are numerous grants and fellowships available to individuals on the basis of field of specialization, project content, personal demographics, and various other criteria. The Department does its utmost to aid students in their application process. However, students must take the initiative in researching and seeking aid. A list of grants and fellowships to which our graduate students have commonly made successful application is provided on the department website. In most cases, information is available online; in a few cases information is sent to the students via email from the office staff, or from announcements posted in the department. This is only a *partial* list. Other relevant awards may be found by using the many search tools listed on the “Resources” section of the Department’s website.

Many major grants are competitive within the department, which means that we can only nominate one candidate. Nominations are decided upon by the faculty in October; students will receive an email from the office staff alerting them to the deadline for submission of proposals. The deadline is usually on or around October 15th. **However, students should be aware of the approach of grant deadlines and search out funding opportunities aggressively.** Not receiving an email is not an excuse for not knowing when these deadlines come up.

Other grants are open competitions and can be applied for individually. In each case, the Department and especially advisors will give students as much assistance as possible in formulating applications. Be sure to ask for recommendation letters well in advance of deadlines, and supply letter writers with all the information necessary for them to compose and submit a timely and positive letter of reference. Note, also, that although many grant deadlines are in late fall or even winter, the summer is an ideal time to start the process of identifying and preparing to apply for grants. Grant writing can seem like a full-time occupation, but the reward in the form of research funding can make the work worthwhile. A well-written and conceived dissertation prospectus will be helpful in writing grant proposals.

Appendix B: Practical Tips for Arriving Students

Mailing Address

The Department mailing address is: Department of History of Art and Architecture, Box 1855, Brown University, Providence, RI 02912. Though not necessary for correspondence other than packages, the physical street address of the List Art Center is 64 College Street. All mail sent to the Department goes first to the general graduate mailbox in the main office. It is delivered to graduate students' mailboxes in the grad student lounge daily.

Paychecks

Students handle their mode of payment through a program called "Workday" by which they will be able to see options for salary distribution. Graduate School earnings statements are distributed once monthly to Diana Adamczyk. You will receive training about this, if you have questions contact Diana at the HIAA office, 223 List.

Email Account

Once you receive your Brown ID, you will automatically be entered into the Electronic Address Book. You can then self-register for an email account at any of the computing clusters, and establish a password. Your email address is normally composed of your name (First_Last@Brown.edu). The University does not maintain an off campus ISP, therefore to access the internet from home, you will need to subscribe to an internet service provider. Local options include Cox (digital cable) and Verizon (DSL, FIOS). You must then download Brown's VPN (Virtual Private Network) software in order to access Brown-restricted online services. Instructions and assistance are readily available from CIS (Brown's IT department). The CIS Help Desk number is 863-4357 (863-HELP).

Keys

TA's will receive keys to the TA office and Graduate Lounge. Key access to all doors in List can be arranged through the Academic Office Manager.

Brown ID Card

Your Brown ID card can be obtained (and replaced) at the Brown Card Office in J. Walter Wilson building, room 511. Their academic year and summer hours are posted on their website. Your ID card gives you access to campus libraries and academic buildings; it is also your library card, your Banner registration ID card, and your declining balance print and copy card. Your card can be enabled to grant you after hours access and access through the back door at List. Contact Diana Adamczyk in the HIAA office if you would like your card to be enabled.

PAWprints Money

Each student receives a certain amount of free computer printing credited to their Brown ID card, to be used on school computers. Because policy is liable to change from year to year, please check with CIT about this.

Brown Bookstore

The Brown Bookstore is located at 244 Thayer Street, across Angell Street from Paragon Restaurant (a campus standby). Besides books, it contains a campus shop, a computer and technology department, and the College Hill I featuring Blue State Coffee. You can also order regalia from the bookstore for graduation.

Parking

Parking on streets near List is metered during weekday business hours. Free on-street parking near campus is possible, but one must usually look several blocks from List in order to find it. There are

several parking lots maintained by Brown, which you must purchase a pass to use. Meter readers are aggressive and efficient, and it is almost certain that improperly parked vehicles will be ticketed. It is difficult and expensive to park near the campus on a regular basis, and is discouraged. Alternatively, Brown offers free transportation to all Brown ID holders on any bus or trolley operated by RIPTA, Rhode Island's public bus system, via the UPASS program. Zipcar operates a short-term car rental cooperative in Providence with three vehicles located on the Brown campus. There is also a campus shuttle service. Many graduate students choose to live within walking or biking distance, though this is by no means a necessity. Consult the Transportation Office for further information 401-863-3157.

Housing

Housing is a matter of personal preference, however be aware that there are several resources that may help in making living arrangements. The Brown graduate community listserv, GSBB-L, is often used to exchange information about available or desired housing. (Subscription works on the same model as described above.) The Graduate School itself offers limited on-campus housing for grad students (See Graduate School website). The University Auxiliary Housing office maintains a housing bulletin board on campus as well as online. *The Brown Book* (a guide to life in Providence available online from the Graduate Student Council's website) may help to evaluate options in terms of price range, location, and other considerations. Craigslist.com may also be a helpful resource.

Food

There are a number of restaurants within easy walking distance of List on Benefit Street and Thayer Street. Campus Dining offers lunches in several locations, including the Blue Room Café in the student center (Faunce House) on the main green, as well as in the basement of the main refectory (affectionately called the "Ratty" on George Street, across from St. Stevens Church). The Rock and the Sciences Library have snack cafés in their lobbies. *The Brown Book* contains many local restaurant reviews and suggestions, as well as a wealth of other information about living in the Providence area. There are two Whole Foods grocery stores near campus, a more traditional grocery store (The East Side Market), and a very active Farmer's Market with a presence near or on campus that varies seasonally (see: <http://www.farmfresh.org/>)

Appendix C: Program Requirements Checklist

10 Academic Course Credits for MA/equivalent (Enter additional credits below.)

- Methods
- Practicum
- 2000-level HIAA seminar
- 2000-level HIAA seminar
- Department seminar
- Department seminar
- Department seminar
- Department seminar
- Non-language course
- Non-language course



Of these, 1 course from each of 3 of the following 5 fields:

- Ancient _____
- Medieval _____
- Early Modern (c. 1400-1800) _____
- Modern _____
- East Asian or other non-Western _____

One of these distant from time or place of your intended specialization? _____

Research Roundtables attended

Language Proficiency

- Proficiency exam 1 (language: _____ date: _____)
- Proficiency exam 2 (language: _____ date: _____)

Qualifying Paper

- Accepted by two readers (reader one: _____ reader two: _____)

[Granting of Master's Degree or equivalency]

Petition for formal admission to PhD program

24 total cumulative tuition units for PhD (1-10 completed above.)

Units may be obtained via independent study, research credits, or formal courses (incl. languages). Program designed with advisor.

- | | | |
|-----------------------------|-----------------------------|-----------------------------|
| <input type="checkbox"/> 11 | <input type="checkbox"/> 16 | <input type="checkbox"/> 21 |
| <input type="checkbox"/> 12 | <input type="checkbox"/> 17 | <input type="checkbox"/> 22 |
| <input type="checkbox"/> 13 | <input type="checkbox"/> 18 | <input type="checkbox"/> 23 |
| <input type="checkbox"/> 14 | <input type="checkbox"/> 19 | <input type="checkbox"/> 24 |
| <input type="checkbox"/> 15 | <input type="checkbox"/> 20 | |

general examination

- Passed (date: _____)

Dissertation colloquium

- Passed (date: _____)

Dissertation accepted

Roundtable presentation delivered

Appendix D: Course Codes for Advanced Students

Academic Credit Bearing (and tuition unit bearing) Course Codes

HIAA 2–40 - Ma'ter's Qualifying Paper Preparation

Can be taken for various credit levels. Section numbers vary by instructor. Please see the registration staff for the correct section number to use when registering for this course.

HIAA 2–80 - Individual Reading (Single Credit)

Section numbers vary by instructor. Please see the registration staff for the correct section number to use when registering for this course.

HIAA 2–81 - Individual Reading (Double Credit)

Section numbers vary by instructor. Please see the registration staff for the correct section number to use when registering for this course.

HIAA 2–82 - Individual Reading for the Doctoral Candidate (Single Credit)

Section numbers vary by instructor. Please see the registration staff for the correct section number to use when registering for this course.

HIAA 2–83 - Dissertation Research (Double Credit)

Section numbers vary by instructor. Please see the registration staff for the correct section number to use when registering for this course.

Non Credit Bearing (and non tuition unit bearing) Course Codes

HIAA 2–70 - Preliminary Examination Preparation

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for their doctoral examination.

HIAA 2–90 - Thesis Preparation

For graduate students who are preparing a thesis and who have met the tuition requirement and are paying the registration fee to continue active enrollment.

HIAA 2–91 - Dissertation Preparation

For graduate students who are preparing a dissertation and who have met the tuition requirement and are paying the registration fee to continue active enrollment.

Appendix E: Frequently Asked Questions

Does the Department offer a terminal MA?

We do not admit students for a terminal MA except in the case of the combined 5-year BA/MA available only to Brown undergraduates. An MA will stand as a terminal degree in those cases that students admitted for the doctoral program end their graduate study at Brown without advancing to candidacy for the PhD. Students cannot receive a second MA degree in art history from Brown if they have already earned one elsewhere.

Can I enroll in classes at other schools and universities?

Brown has reciprocity agreements with Harvard and RISD; graduate students in the program may take appropriate courses at these institutions without additional tuition fees—with permission of the instructor and your advisor. If you wish to take a graduate course at another accredited university in the area, arrangements can be made on a case-by-case basis.

Are there distribution requirements?

Before they apply to be formally admitted to the PhD program, students must complete coursework in at least five fields of the history of art and architecture: Ancient, Medieval, Early Modern, Modern, East Asian or other non-western. Students must take one course in an area distant in time or place from the area in which they intend to specialize. Practicum and Methods courses may be counted towards the distribution requirements (for example, a Practicum in Pop-Art may fulfill a Contemporary/Modern requirement). Students entering with the MA may request that courses taken at the granting institution be counted towards distribution requirement (see Transfer Credits, below).

What are tuition units?

To be considered a full-time student, you need to carry a load of four courses each semester or its equivalent—the Graduate School refers to these as “**tuition units**.” A full year's tuition equals 8 tuition units. It is important to note that tuition units are not the same as academic units. PhD students are required to enroll in and complete 13 courses for academic credit, but must pay for 24 tuition units whether further formal courses or individual reading/research credits are taken. As soon as 24 tuition units have been completed, students will register using non-credit-bearing course codes and pay an enrollment fee, a health insurance fee, and a health services fee. For students within the period of guaranteed funding, all of these fees should fall within the funding package. Students must continue to pay these fees after fulfilling their 24 tuition credits if they are no longer taking academic courses but still want to be considered as working toward the PhD. Please see the Graduate School website for tuition requirement details.

Can I transfer credits from another graduate program?

Students entering the program with an MA degree in art/architectural history may receive up to 8 credits for art/architectural history courses taken in their previous graduate program. If approved, these count toward the 3-year residency requirement (4 credits = one semester, 8 credits = two semesters of residency). Previous coursework may also fulfill distribution requirements, independent of credit transfer, creating room in students' schedules for coursework (including Independent Reading courses) more closely tied to the dissertation. Coursework done outside the field cannot be transferred for credit at Brown.

Can I file for an incomplete?

Time management and timely completion of the work you have contracted to do are important aspects of professional development. Students are not permitted to hold more than one grade of

“Incomplete” at any given time. Be aware that an Incomplete makes it difficult for the faculty to evaluate the student, and can display evidence of poor planning ability. Students should make every effort to complete work on time, and to discuss their progress with faculty regularly. A pattern of Incompletes will be considered negatively in evaluation of student standing. Students having trouble completing coursework should be proactive about meeting with advisors, professors or the DGS to find solutions that will keep them on track.

What is the teaching requirement?

Because Brown's doctoral programs train graduate students to become educators as well as researchers, teaching is an integral part of graduate education. All doctoral students in the History of Art and Architecture graduate program are required to train as teaching assistants for at least two semesters. In consultation with the DGS, this requirement may be fulfilled during any of the years in the program. Students do not teach during their first year. Students holding TAships or proctorships register for only three courses per semester under University regulations, the TAship or proctorship counting as a fourth course. Students are still considered full-time in this case.

When might I change my student status?

Traveling Scholar Status (Advanced Status)

Traveling Scholars are active students who engage in full-time research away from Brown, for example, if you have won a travel award or are on a fellowship. There is a fee for this status (equal to the cost of enrollment), but you do not have to pay health services or activities fees, and you may apply for a health insurance waiver or subsidy. Not all Brown facilities are available to traveling scholars. Further information and forms are available on the Graduate School website. For the most up-to-date explanation of the University policy, which is subject to change, see the Graduate School Handbook under “*Advanced Status (opting-out of Graduate School Support)*” and visit the Graduate School website.

Leaves of Absence

Leaves of Absence are granted for a variety of professional, educational, medical, and personal reasons. They are granted for one semester or for one year, and may be extended to two years if necessary. On leave of absence, no student may take examinations, use any of the facilities of the University (including the services of a dissertation or thesis advisor), submit a thesis or dissertation, or be a candidate for an advanced degree unless properly enrolled. Students who re-enroll after an approved leave of absence may be charged a readmission fee in addition to the appropriate tuition or enrollment fee. Library borrowing privileges can be purchased (inquire at the Rockefeller Library Circulation desk). If you are an alumnus, such as a Master's degree holder, you may use the library under that status. Further information and forms are available on the Graduate School website. Other leaves, such as professional leaves to take a paid position for a limited period of time, are available from the Graduate School. In general, this is not recommended, as it delays your time to completion. However, occasionally an opportunity arises that the student and advisor feel will help the student's intellectual growth and should be undertaken.

What is the residency requirement?

The normal residency requirement is the equivalent of three years of full-time study beyond the bachelor's degree; at least two semesters beyond the MA must be spent exclusively in full-time study at Brown. No more than the equivalent of one full year of study may be transferred from work previously undertaken before coming to Brown. A student who desires residency credit for work done elsewhere should file an application after completing at least one semester at Brown. Forms are available from the Office of the Registrar.

APPENDIX F: EXCERPTS FROM THE UNION CONTRACT

Excerpts from the Union Contract, relevant to TA, TA II, TF and Proctor Assignments (slightly reformatted and edited)

For the full text of the Collective Bargaining Agreement made between Brown and SUGSE, see:

https://www.brown.edu/about/administration/human-resources/sites/human-resources/files/Brown%20SUGSE%20Final%20Agreement_061520.pdf

C. Definition of Assigned Positions

1. Teaching Assistant.

A Teaching Assistant (TA) assists a faculty member both inside and outside the classroom on activities related to the teaching of a particular course. The nature of the tasks may vary depending on the teaching needs of the individual department. TAs are supervised by a faculty member and do not bear primary responsibility for the design or implementation of a course. Appointments are made in the sole discretion of the Graduate School on the basis of departmental recommendations. The duties of a TA vary across courses and departments and examples of standard duties may include some classroom teaching, the presentation of occasional lectures, leading discussion sections, preparing and supervising labs, conducting 15 tutorials, holding office hours, grading papers, problem sets, quizzes, and examinations, and other programmatic duties for a course.

2. Teaching Assistant II.

A Teaching Assistant II (TA II) is a TA who bears primary responsibility for instruction and grading of a particular course. This does not include guest lecturing or irregular and infrequent instruction of a course section. Appointments are made in the sole discretion of the Graduate School on the basis of departmental recommendations.

3. Teaching Fellow.

A Teaching Fellow (TF) is an advanced student with teaching experience who is responsible for the design and teaching of their own course. Teaching Fellows bear primary responsibility for the gradable component of a course and serve as the instructor of record. Eligibility for appointment as a Teaching Fellow varies across departments. Appointments are made in the sole discretion of the Graduate School on the basis of departmental recommendations.

(4. Research Assistant.)

Not normally an appointment in HIAA)

5. Proctors.

Graduate Student Employees assigned as Proctors serve in non-instructional positions with an academic department, degree program, or through another research, academic, or administrative office. Proctors perform work (research, program development, projects, etc.) that is pre-defined and relevant to the appointing department or office's academic objectives. These positions are intended to foster the professional development and/or research interests of Graduate Student Employees. Under no circumstances are proctors to be used for general administrative work. Appointments are made in the sole discretion of the Graduate School on the basis of departmental recommendations and programmatic need.

D. Academic Authority of the University

The University and the Union acknowledge that the University retains sole authority over academic and student matters, including the number of Graduate Student Employee positions (TA, TA II, TF, RA and Proctor), the appointment of individuals to these positions, the criteria for appointment to those positions, and matters pertaining to course assignment and reassignment, course schedules, content, supervision of courses, curricula, research assignments, and research programs.

E. Timelines

1. Appointments.

The University shall normally notify Graduate Student Employees in writing of their appointment as a TA, TA II, TF, RA or Proctor at least two (2) months before the start of the semester in which their appointment begins. ...

The University and the Union acknowledge that due to complexities of academic management across the large number of schools, departments and programs in which Graduate Student Employees are appointed it is not realistic that all information about all appointments will be known two (2) months before the start of the semester in which the appointment begins. The University will endeavor in good faith to provide as much information as possible within these timelines and the Union acknowledges that due to the nature of academic appointments some flexibility and expectation of changing circumstances is to be expected.

2. Assignment of Course as a TA or TA II.

The University and the Union acknowledge that due to Brown's open curriculum, undergraduate enrollment of courses, and the need for TA or TA II positions in those courses, may fluctuate from semester to semester. The University will endeavor in good faith to provide Graduate Student Employees with as much advance notice of their course assignment as possible while reserving the right to change assignments based on factors such as course cancellations, new course offerings, or course enrollments up until three (3) business days after the last day by which undergraduate students may add a course without paying a fee in each semester. When a Graduate Student Employee in a University department or program believes they have not received reasonable notice of their course assignment they may bring that concern directly to the Dean of the Graduate School or their designee. The Dean of the Graduate School or their designee will meet with the concerned Graduate Student Employees within seven (7) business days of being made aware of the concern and will endeavor to resolve the concerns in a timely manner. The University shall notify the Graduate Student Employee concerned in writing of any action(s) taken to resolve the matter. Additionally, the University shall create a log of instances in which a Graduate Student Employee brings such a concern to the Dean of the Graduate School to include, at a minimum, the University department or program involved and the action(s) taken, if any, to resolve the matter. At least once per year, the University shall share the log with the Union to document the scope and nature of the concerns.

3. Notification

Subject to this general condition, the University shall make a good faith effort to notify Graduate Student Employees appointed as a TA or TA II of their course assignment:

- (1) By August 1 for the Fall Semester.
- (2) By January 1 for the Spring Semester.
- (3) By June 1 for Summer Session. 3.

4. Grievance

A Graduate Student Employee who does not receive notice of appointment or assignment of a course as a TA or TA II from the University within the timeframe set above will be responsible for notifying their supervisor or Program Director of Graduate Study and may also request an explanation from the University as to why the notice was delayed. Upon receiving such a request, the University will review the request to determine the underlying circumstances for the delay.

F. Letters of Appointment.

1. Letter of Appointment.

The letter of appointment shall include, subject to the qualifications and flexibility around timelines described above, the following information:

- a) Appointment title;
- b) Effective starting and, if known, the end dates of the appointment;
- c) Employment unit (e.g., department, institute, center, etc.);
- d) Amount of stipend/funding attributable to instructional or research services for the term of the appointment;
- e) A description of the general duties that the Graduate Student Employee will be required to perform to the extent known at the time of the issuance of the Letter of Appointment;
- f) Supervisor's name and contact information;
- g) Instructions on where to find information regarding benefits of graduate student status not detailed in this Agreement or readily available on University web pages for graduate students.
- h) Assigned hours where known and relevant to the appointment;
- i) Inclusion in the bargaining unit for the period of the appointment;

and j) Contact information for questions regarding appointments, working conditions, and benefits.

2. Assignment of Course as TA or TA II.

The University shall provide, subject to the qualifications and flexibility around timelines described above, a Graduate Student Employee assigned to a Course as a TA or TA II with applicable documentation detailing examples of the specific duties of the assigned course for that semester, including but not limited to:

- (a) The assigned course title and description;
- (b) The course meeting times and location(s);
- (c) The maximum number of students that is set by the University for the class, section, or lab where such a maximum exists; and
- (d) Specific requirements of the course, including but not limited to, any required or standard syllabus, textbook, or other instructional materials (with the acknowledgement that such information may not be known in part or whole until shortly before the semester begins, and the primary source of such information will be discussion and course planning between the TA or TA II and the faculty member serving as instructor of record for the course).

Graduate Student Employees may request the opportunity to teach a variety of courses and labs, including elective, required, and core courses and labs. Nothing in this Agreement shall prohibit nor mandate granting such a request.

G. Access to Facilities and Services

1. Preparatory, Meeting, and Private Space.

Graduate Student Employees will have access to space, to the extent available, appropriate to the fulfillment of the duties of their employment. Examples of such spaces include, but are not limited to, space to prepare for class, meet with, and advise students, as well as conference rooms as necessary and available; private space will also be provided when necessary and as available.

2. Access

Graduate Student Employees shall have access in the Department to computers with Internet access, printers, photocopying, and tech support in order to prepare for classes, serve students, and otherwise fulfill the obligations of their employment.

3. Mailboxes

Graduate Student Employees shall be provided with mailboxes in each Department 19 to receive student papers, employee announcements, and professional mail.

4. Textbooks, Equipment and Software

Graduate Student Employees shall be provided with any required textbooks, equipment, and/or software necessary to the successful completion of their work assignments.

- a. In the case of textbooks, Graduate Student Employees shall receive instructor copies upon request, rather than student copies, if they exist.
- b. In the case of software, it shall be made available for installation on their laptops in order to facilitate work off-campus, if faculty members are able to use the software off-campus.

5. Syllabus

Except in a case of a TA II teaching a course of their own design, Departments shall provide syllabi to TA IIs if they exist. If no syllabi exists, the TA II may propose one to the Supervisor for discussion and final approval by the Supervisor.

6. Tech Training

Graduate Student Employees shall be offered non-mandatory training on how to use required technology, including software, for the courses which they have been appointed to teach and for their research. Departments which offer internal training programs in teaching or research (that is, not through the Sheridan Center or other

University-level resources) must provide written documentation of the schedule and attendance requirement in order to complete such programs, as well as written certification of completion, if applicable and available.

7. Grievances

When a one Graduate Student Employee in a University department or program believes they have not received reasonable facilities and services under this provision, they may bring that concern directly to the Dean of the Graduate School or their designee. The Dean of the Graduate School or their designee will meet with the concerned Graduate Student Employees within seven (7) business days of being made aware of the concern and will endeavor to resolve the concerns in a timely manner. The University shall notify the Graduate Student Employee concerned in writing of any action(s) taken to resolve the matter. Additionally, the University shall create a log of instances in which a Graduate Student Employee brings such a concern to the Dean of the Graduate School to include, at a minimum, the University department or program involved and the action(s) taken, if any, to resolve the matter. At least once per year, the University shall share the log with the Union to document the scope and nature of the concerns. H. Elimination of Teaching or Research Appointments In the event of the elimination or partial elimination of departments or programs which 20 have the effect of eliminating teaching or research appointments of a Graduate Student Employee, the GSE shall be notified as soon as practical and shall receive consideration for suitable appointments for which the GSE is qualified in departments or programs of a cognate field and for Proctor appointments for the duration of the assignment that has been eliminated. If the reassignment negatively affects the GSE's scheduled compensation, the University shall pay the GSE fifty percent of the difference in compensation that would have been received but for the change.

Workload

A. Hours

The University and the Union acknowledge that the specific hours worked each week will fluctuate for Graduate Student Employees due to the nature of their work. The University and the Union also acknowledge that the work of a Research Assistant may overlap with the academic work of the student in the degree program.

B. 20 hour/week limit

No Graduate Student Employee shall be compelled or pressured to work more than an average of twenty (20) hours per week as part of their assigned position, except in the case of an RA whose work is also their thesis work, in which case the hour cap does not apply.

C. Concerns over Workload

A Graduate Student Employee who believes their assigned workload cannot reasonably be completed within the time limits specified in Article VI, Workload, Section B may bring such concerns to their Supervisor and/or Department Chair for discussion and appropriate action. If a Graduate Student Employee in a University department or program believes their concerns regarding workload have not been resolved, they may bring that concern directly to the Dean of the Graduate School or their designee. The Dean of the Graduate School or their designee will meet with the concerned Graduate Student Employees within seven (7) business days of being made aware of the concern and will endeavor to resolve the concerns in a timely manner. The University shall notify the Graduate Student Employee concerned in writing of any action(s) taken to resolve the matter. Additionally, the University shall create a log of instances in which a Graduate Student Employee brings such a concern to the Dean of the Graduate School to include, at a minimum, the University department or program involved and the action(s) taken, if any, to resolve the matter. At least once per year, the University shall share the log with the Union to document the scope and nature of the concerns.

D. Business Hours

The University acknowledges as a general principle that obligations of assigned positions should be met primarily during standard business hours (8:30 am to 5:00 pm, weekdays). The Union acknowledges as a general principle that the nature of the work performed by Graduate Student Employees involves obligations outside of those hours, such as classes or other academic activities scheduled in the evening, and laboratory responsibilities, such as ongoing experiments, that must be attended to at night and on 21 weekends. The parties acknowledge as a general principle that events, programs and expectations that are a condition of employment outside of those hours may unfairly disadvantage some Graduate Student Employees. As is the case with faculty, departments are expected to follow best practices regarding family friendly scheduling. This does not mean that all events outside of standard business hours should be prohibited. Rather, it means that those engaged in programming should be

conscious of the exclusions created by afterhours events and should take proactive steps to accommodate Graduate Student Employees who may have difficulty attending events on evenings and/or on weekends. Departments and programs are expected to refrain from regularly scheduling events or meetings that are a condition of employment outside of standard business hours, and where Graduate Student Employees experience such regular scheduling they may bring those concerns to the Dean of the Graduate School.

Professional Feedback

A. Regular Feedback

Supervisors shall provide regular feedback to Graduate Student Employees on the work they perform, including advice, guidance, and support on how to improve their performance. Flexibility in such feedback is encouraged, so as to address the broad nature of work performed by Graduate Student Employees and their individual needs.

B. Minimum Standards

Notwithstanding the flexibility encouraged in Article VI, the following minimum standards shall be met by the Graduate Student Employee's Supervisor.

1. Early Intervention. In the event that a Supervisor has reasonable concerns about a Graduate Student Employee's performance, they shall meet with the Graduate Student Employee as soon as practicable to discuss such concerns and provide the necessary guidance and support for the Graduate Student Employee to improve.

2. Written Feedback. Supervisors shall undertake their best effort to provide written feedback to each Graduate Student Employee they supervise at least once per semester (which may include at the conclusion of the semester). Departments are encouraged to adopt their own forms or procedures for determining the parameters of such written feedback. Copies of written feedback shall be maintained by the Department and Supervisor.

3. Skills and Growth. The written feedback will include an emphasis on the development of skills, and/or practices, and/or techniques, as appropriate, and shall also identify areas for growth and improvement.

4. In-person Meeting. The Graduate Student Employee may request and receive an in-person meeting to obtain feedback and/or discuss the written feedback provided by the Supervisor.

C. Annual Review

A Graduate Student Employee may also request and receive an annual review of their performance if performance feedback previously provided by the Supervisor does not address the Graduate Student Employee's performance over the year in which work was performed.

D. The provision of professional feedback is not a prerequisite to the University exercising its rights to evaluate the specific assignment or continuing appointment of a Graduate Student Employee.

Class Size

A. Class Size. Recognizing that the size of classes has an impact on the workload of the Employee, the University and the Union agree that:

1. Department Policy. Each department employing TAs, TA IIs, or TFs will establish a class and/or section size policy for classes to which TAs, TA IIs, and TFs are assigned that is consistent with the class size limit placed on the course for purposes of student registration. This class size policy will include, but need not be limited to, the maximum number of students in each section (recognizing the potential for reduction within sections with regard to programmatic need). The class size policy will be provided in writing to any Graduate Student Employee upon request.

2. Written Override Procedure. The department will have available, in writing, the method(s) for handling override authorization forms and person(s) who are authorized signers. In the event the Department seeks to override class size limits, it will only do so after consultation with the TA or TA II and make every effort to keep any increase to a minimum for a specific course section or class. No TAs or TA IIs shall be required to accept enrollees in excess of the maximum class or section size.