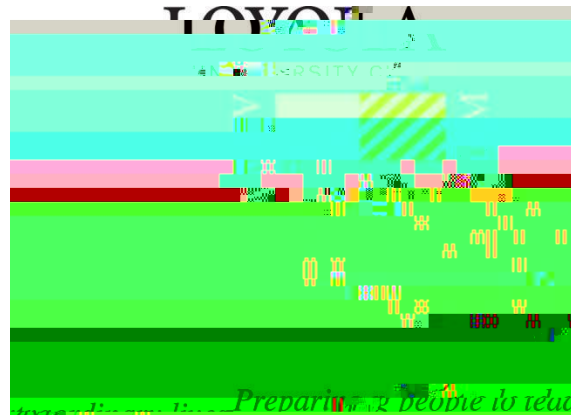


Department of Philosophy
Graduate Student Handbook
January 2023



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Objectives

The Philosophy Department's Graduate Program in Philosophy has the following objective: To enable students to become well-rounded philosophers who are familiar with historical, analytic, and continental perspectives on philosophical problems. In addition, the Ph.D. program expects students to become specialists in a particular area of philosophy so that they can make original contributions to their chosen area and it aims to help students become excellent teachers of philosophy.

Degrees

- B.A./M.A. in Philosophy
- M.A. in Social Philosophy
 - M.A. in Philosophy
 - Ph.D. in Philosophy

Administration of the Graduate Program is the responsibility of the Department Chairperson. The Graduate Program Director (GPD) is the delegate of the Department Chairperson and is

This is very important. Both the Graduate School and the Department use the Loyola email system to distribute important information to graduate students. If a response is warranted, it is the student's responsibility to reply to any and all department e-mails in a timely manner.

For questions regarding your rights and responsibilities when using electronic university resources, please visit

https://www.luc.edu/its/aboutits/itspoliciesguidelines/policy_acceptableuse.shtml

Please do NOT contact the department Administrative Assistant regarding these matters; contact the Graduate Program Assistant.

These classes include PHIL 500-501 Directed Readings, PHIL 505 Teaching Internship, PHIL 590 Dissertation Proposal Seminar, PHIL 595 Thesis Supervision (MA's only), PHIL 600 Dissertation Supervision, PHIL 605 Master's Study, and PHIL 610 Doctoral Study.

If the student needs to be enrolled in any one of the listed courses for the next semester, administrative consent is needed. For PHIL 500-501, GPD consent is required. The student must also M

This information is required by the Graduate School. As soon as the student has completed or accomplished any one of the above things mentioned, please let the GPD and the Graduate Program Assistant know. An e-mail is best. When notifying both parties, please include as much information as possible. For publications, the student should not send information until the work is actually published.

Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care, applicable to Loyola University Chicago faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with integrity.

Academic dishonesty is characterized by the failure to apply this ethic; i.e., any action whereby faculty, student or staff misrepresents the ownership of academic work submitted in her or his name. A student's failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of F for the assignment to expulsion from the university.

The following sections discuss specific expressions of academic honesty and dishonesty.

Examinations: Obtaining or distributing materials prior to the scheduled examination without the intention of the teacher; providing information to or obtaining information from another student during the examination; or attempting to change answers after the examination has been submitted are violations of the examination process.

Papers, Theses and Dissertations: Plagiarism is the use of ideas, language, or work of another without sufficient public acknowledgement that the material is not one's own. The following acts are regarded as such violations:

- Submitting another person's work as one's own
- Submitting a rewritten or paraphrased version of another person's work
- Allowing another or paying another to write a paper for one's own benefit

Original Research: Thesis and dissertation work is guided by the expectation of making an original contribution to the field. The determination of what constitutes "original research" is

A student's failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of F for the assignment to expulsion from the university. Channels for resolution of matters regarding academic honesty will originate with the relevant faculty members and student and will extend to the program and Graduate School levels as necessary. All instances of academic dishonesty must be reported to the director of the graduate program and the Graduate School.

From Loyola's Graduate School, "Academic Policies"
(http://www.luc.edu/gradschool/academics_policies.shtml)

Loyola is an equal opportunity/affirmative action employer and educator which abides by all applicable provisions of federal, state, and local law. Loyola prohibits discrimination and harassment on the basis of race, color, religion (except where religion is a bona fide occupational qualification for the job), national or ethnic origin, sex, age, disability, marital status, sexual orientation, gender identity, veteran's status or any other characteristic protected by applicable law.

From Loyola's Faculty Handbook, Chapter 8.

This policy refers to full-time graduate students at the LUC lakeside campuses who are in good academic standing, funded by an assistantship through the Graduate School and/or extramural agencies, and who are to become a parent, or take on the commitment as the parent, of an infant or young child.

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- The qualifying students will receive their full stipend from the Graduate School for up to 60 calendar days (the equivalent of 8 work weeks). The leave time may be taken consecutively.
- Either parent is eligible. If both parents are full time funded Graduate School students from the LUC lakeside campuses, and both are in good standing, both students may submit an application, but with the understanding that only one parental leave is allowed at a time (e.g., maximum total of 60 calendar days), and therefore can be divided but not duplicated.
- Qualifying students must be the primary caregiver, devoting at least 40 hours per week to the direct care and supervision of the child.

A. Notification

1. The Graduate Program Director

3. Loyola's International Students Office (If Applicable):

International students with a student visa must notify Loyola's International Students Office of their plan to obtain a parental leave since a leave from their academic program may affect their visa status.

A. General

1. Where a situation arises that could lead to activating the grievance procedure, students, faculty, and administrators are required to take all reasonable steps to resolve the issue through informal discussion and negotiation. Where a problem cannot be resolved by informal negotiation the af

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Registration

It is the student's responsibility to register for courses in LOCUS (Loyola's on-line registration system). It is recommended that the student confer with any academic advisor and/or the GPD prior to registration.

LOCUS: <http://www.luc.edu/locus>

Advanced Standing

Students who have done previous graduate work in philosophy at another university may apply for "advanced standing." Up to 24 semester hours may be credited toward a Ph.D. at Loyola. Ordinarily no hours of transfer credit are given toward an M.A.

Application for advanced standing must be made within the first semester of work in the Department. A student seeking advanced standing should consult with the GPD and submit transcripts (sometimes even syllabi, exams, and term papers) showing the work done by the student in the courses for which transfer credit is sought. The student needs to consider how the transferred courses might satisfy distribution requirements, how they may impact "time to degree," and what effect they may have on the number of courses students with funding are allowed to take tuition free.

The GPD files the necessary forms regarding transferability of course credits with The Graduate School for its action.

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Prerequisites

- Entering Ph.D. students must have a Bachelor of Arts degree or its equivalent from an accredited institution. They should have a solid background in philosophy, ordinarily an undergraduate major, including coursework in the history of ancient and early modern European philosophy as well as in metaphysics, epistemology, logic, ethics, and social-political philosophy.
- Entering M.A. students must have a Bachelor of Arts degree or its equivalent from an accredited institution. They should have a solid background in philosophy (ordinarily an undergraduate minor or its equivalent).

Students who enter the M.A. in Social Philosophy program must be sufficiently familiar with the history and general methodology of philosophy to complete courses and other requirements successfully. Those admitted who do not meet this prerequisite will be required to fulfill it by taking undergraduate courses or otherwise satisfying the Philosophy Department that they are prepared to do graduate work in social philosophy.

Students entering the BA/MA program are Loyola undergraduates majoring in philosophy with a cumulative GPA of at least 3.3 and a GPA of at least 3.5 in a minimum of 5 completed philosophy courses.

It is ordinarily expected that all work towards a master's degree will be completed in the program at Loyola University Chicago. However, up to six credit hours of graduate work completed in another Loyola program or at another institution may be applied toward a master's degree with permission of the program's Graduate Program Director (GPD) and the Graduate School. Students may request transfer of credit, and the program can make its recommendation to the Graduate School during the student's first semester in the Graduate School. The Graduate School maintains responsibility for approving transfer credit. To ensure that each student is well prepared for tshibofM

Requirements

1. Total number of credits:

33 credit hours (11 courses) for the B.A. and 30 credit hours (10 courses) for the M.A. Two 300-level courses (the capstone course and an elective, but not 304 or 309) or 400-level courses double-count and satisfy both 6 hours of credit towards the Undergraduate major and 6 hours of credit towards the Master's degree.

2. Distribution requirements:

For the B.A. in Philosophy: Seven of the eleven courses must be at the 300-level (eight, if 301 is taken). The major must include:

- One lower-level philosophy course from the ethics group (181, 182, 283, 284, 285, 286, 287, 288, 289), or a 300-level equivalent
- One epistemology group (130, 271, 272, 273, 275, 276, 277, 279), or a 300-level equivalent
- One course in logic (274 or 301)
- One course in ancient philosophy (304)
- One course in classical modern philosophy (309)
- One philosophy capstone seminar (395-399) in a historical period or contemporary issue
- Five other electives philosophy courses, of which at least four must be at the 300-level

For the B.A. in Philosophy-Emphasis in Social Justice: Seven of the eleven courses must be at the 300-level (eight, if 301 is taken). The major must include:

- One lower-level philosophy course from the ethics group (181, 182, 283, 284, 285, 286, 287, 288, 289), or a 300-level equivalent (182 is strongly recommended)
- One epistemology group (130, 271, 272, 273, 275, 276, 277, 279), or a 300-level equivalent
- One course in logic (274 or 301)
- One course in ancient philosophy (304)
- One course in classical modern philosophy (309)
- One philosophy capstone seminar (395-399) with a social justice emphasis
- One anchor course, Ethics and Society (321)
- Three 300-level social justice electives*
- One philosophy elective (any philosophy course at any level)

*Social justice-oriented electives include Philosophy of Law (326), Political Philosophy (326), Topics in Political Philosophy (327), Philosophy of Marxism (375), and History of Ethics (388). Elective courses may also include (depending on content): Perspectives on Women (322); Topics in Ethics (324); Contemporary Philosophical Issues (389); and 300-level courses pertaining to bioethics when they focus on justice issues. Such decisions about course content will be made by the Social Justice Emphasis Director.

For the M.A. in Philosophy: The course work for the M.A. must include one course from each of the following: Ancient, Medieval, Modern, Analytic, and Continental philosophy. The remaining courses must be graduate courses (400 or 500-level), although a total of three 300-level courses may be counted towards the M.A. degree.

3. *Final Paper and M.A. Examination:*

Toward the end of the M.A. course of studies, the student must pass an oral examination on a substantial research paper or thesis the student has written. The focus of the examination is on the argument and analysis of the paper

Requirements

1. Total number of credits:

30 hours of course work are required for the M.A. in Social Philosophy. No more than three 300-level courses may be counted toward this degree.

2. Distribution requirements:

- 3 courses in Social Philosophy
- 2 courses in Moral Philosophy
- 5 electives, 2 of which may be cognate courses from other departments or schools in the university.

3. Master's paper:

The student is required to write a master's paper, which contains a significant amount of philosophical content, as determined by the student's advisor and committee.

The paper should be directed by a graduate faculty member of the Philosophy Department, unless permission is granted by the Graduate Program Director.

There should be a committee of three faculty members, of which at least two should be from the Philosophy Department. The paper should be 35-50 pages long. The student will present the paper publicly at the end of the course of studies.

Recommended timeline:

- 1) The student should meet with their proposed director at the end of the spring semester of the prior year (April or May). They should agree on a topic for the paper, and discuss whether it would be useful and feasible for the student to do some initial work on the paper over the summer.
- 2) The student and their director should meet in August or September of the student's last year in the program to discuss what work the student should do in the fall semester to be positioned to complete the paper in the spring semester.
- 3) The student and their director should meet at the end of the fall semester (December) to discuss the status of the paper, and determine whether it is necessary and feasible to work on the paper over the winter break.
- 4) The student and their director should meet in mid-January, at the beginning of the spring semester, to map out a timeline for the completion of the paper over the spring semester.

- 5) The student should generally plan to present and defend their work publicly in April. The student should provide the completed paper to their committee members at least one week before the defense date.

- 6) The presentation and defense should generally take 75 minutes, with 15 minutes for the student to present the gist of the argument, 15 minutes for each of the three committee members to engage the student in conversation about the paper, and 15 minutes for questions from those in attendance. The committee will then confer privately, and determine whether the student will pass, not pass, or pass with distinction. The committee will then meet privately with the student to provide the results of the discussion

Note that for students completing their work mid-year, the timeline should be adjusted accordingly.

The M.A. in Philosophy can be taken as a first step toward the Ph.D. But it may also be taken as a terminal degree.

Requirements

1. Total number of credits:

30 hours of course work are required for the M.A. in Philosophy. No more than three 300-level courses may be counted toward this degree.

2. Distribution requirements:

The course work for the M.A. must include one course from each of the following: Ancient, Medieval, Modern, Analytic, and Continental Philosophy.

3. Final Paper and M.A. Examination:

A student earning an M.A. in Philosophy must pass an oral examination on a substantial research paper or thesis the student has written. The focus of the examination is on the argument and analysis of the paper, as well as on the background thought that the argument and analysis presuppose.

A student is eligible for the M.A. Examination after completing or being in the semester of completing 30 hours of course work.

4. M.A. Exam Committee

The department requires a minimum of three Exam Committee members on an M.A. paper or thesis defense. At least three exam committee members must be members of Loyola's Philosophy Department and of Loyola's Graduate Faculty. Students may request additional members of the committee, but they should carefully weigh the value of a larger committee against the risks. Additional committee members could be faculty members in other departments at Loyola or other institutions.

5. M.A. Examination

The M.A. Examination is based on a research paper submitted by the student. The paper should be a substantial one (significantly more than a term paper, e.g. 30 pages). The student may complete the research project in the form of a paper or a thesis. The paper track is less formal and avoids The Graduate School's requirements for formatting a thesis. However, the title of the paper will not appear on the student's transcript. The thesis track is more formal, must meet requirements of The Graduate School including formatting, and results in the student's transcript showing the thesis title. A student who chooses the thesis track must also complete a non-credit course, UNIV 370, Responsible Conduct in Research and Scholarship. The research project may be developed from a paper written for a course and should demonstrate the student's ability to do professional philosophical research. It can be a treatment of a theme or problem in any area of philosophy.

A student intending to take an M.A. examination should notify the GPD of this intention early on in the semester in which he or she wants to take the examination. This notice of intent should be accompanied by the title of the paper and a paragraph summarizing the paper's argument. In consultation with the student, the exam committee members will be appointed. Copies of the student's paper should be given to the members of the Examination Committee at least several weeks in advance of the date of the examination. This allows time for significant revision of the paper should the Examination Committee require it.

Prior to the examination, a student completing an M.A. paper should print out the "Ballot for the Approval of the Text and Oral Defense of a Master's Paper" from the Department's web page (https://www.luc.edu/philosophy/graduate_program_for.shtml) and take it to the defense. Afterwards, the signed form should be turned in to the GPD.

A student completing an M.A. thesis must initiate the paperwork online at GSPS and fill out the forms "Thesis/Dissertation Committee," and "Thesis/Dissertation Proposal." Then the student should print out the form "Ballot for Text and Oral Defense of a Thesis/Dissertation" from the Department's web page (https://www.luc.edu/philosophy/graduate_program_for.shtml) and take it to the defense. Afterwards, the signed form should be turned in to the GPD.

How the exam is conducted:

The M.A. Examination is an oral examination of at least one hour in length and is conducted by a committee of at least three philosophy graduate faculty members, one of whom is the student's advisor in preparing the research paper. At the conclusion of the examination, the student is asked to leave the room while the committee members confer. When the committee has reached a decision of "pass" or "non-pass" the student is called back into the room and informed of the result of the exam. The faculty committee will recommend on the basis of the paper and its discussion whether the student should be awarded an M.A.

With respect to the first of the recommendations the examination committee will judge the student's performance a "pass," or a "pass with distinction" in case of outstanding performance, or a "non-pass." In case of a judgment of "non-pass," the committee will submit to the GPD a report indicating the main deficiencies which led to this judgment and the committee's recommendations as to whether and how these deficiencies can be remedied.

For students in the Ph.D. program, the Examination Committee will make a separate recommendation to the GPD as to whether the student in the paper and on the examination exhibits the research skills necessary for writing and defending an acceptable Ph.D. dissertation. The procedures governing the M.A. Examination for students who seek the M.A. but are not students in the Ph.D. program are the same as for Ph.D. students, except no recommendation is made regarding the student's capability for Ph.D. work.

Requirements

1. M.A. requirement:

Ph.D. students are subject to the requirements of the M.A. in Philosophy.

Advanced Standing toward the Doctoral Degree

A student who has been awarded a relevant master's degree by another institution may petition for advanced standing toward the coursework required for a doctoral degree program. A maximum of thirty credits of advanced standing may be awarded. Some doctoral programs may impose a lower limit or may not permit advanced standing at all. Requests for advanced standing should be made during the student's first year of enrollment in the Graduate School. Requests for advanced standing must be made to the Graduate Program Director (GPD) of the student's doctoral program, who will make a recommendation to the Graduate School for final review and approval.

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another university is accepted in lieu of the M.A. in Philosophy at Loyola, the student will still need to meet all Loyola's course distribution requirements for the Ph.D.

7. *Program Requirement: PHIL 505 - Teaching Internship*

This pass/non-pass course is required for all students intending to teach at Loyola University Chicago. It is open to M.A. students and Ph.D. students. Department consent is required for enrollment.

8. *Program Requirement: PHIL 590 - The Dissertation Proposal Seminar*

This non-credit, pass/non-pass course (required as of Fall 2014) is intended for Ph.D. students in their third or fourth years. The course aim is to take students from their initial, general ideas on a dissertation topic to a developed proposal with three main features. These include: a clear structure and thesis, a research plan and chapter descriptions, and a bibliography of relevant literature. Students may first review sample successful dissertation proposals in order to understand better what constitutes a good dissertation proposal. They then prepare short papers outlining key features of their dissertations which are discussed in class. These papers will be revised over the course of the semester. Students are also expected to meet simultaneously with their dissertation directors to discuss these concept papers and the development of their ideas.

9. *The Dissertation Proposal:*

Working under the direction of a graduate faculty member who is proposed to be the dissertation director, the student should prepare a dissertation proposal, indicating the research proposed, the background literature to be mastered, and the significance of the research for the area of specialization to which it is related.

Timeline and milestones:

- Complete PHIL 590: Dissertation Proposal Seminar (Fall semester of the fourth year)
- Write the dissertation proposal.

Write the dissertation proposal by

The proposal should include a separate one-page abstract, a preliminary description of

The dissertation proposal should be 25-35 pages long. (The bibliography does not count towards the length of the proposal.) The recommended font is Times New Roman, font size 12pt, line spacing 1.15, and margins 20 mm. For other technical requirements, such as footnoting style, quotations, reference format, transliteration, layout for tables and figures, students are advised to consult the appropriate styles guides (AP

- i. Is it a worthwhile topic? Is it a do-able thesis? Is it not too big or too small? Is it philosophically interesting?
- ii. Is there sufficient scholarly literature for it to succeed as a scholarly project?
- iii. Does the student have the skills and ability to successfully complete the dissertation?
- iv. Can the project be constructively improved by means of helpful feedback from committee members?

How the exam is conducted:

The exam starts with the student summarizing the research to be done, the topic to be

Tips:

Students should be proactive in working with the members of their dissertation proposal exam committees. It is a good idea to follow up with the committee members prior to the exam and solicit comments and questions in advance of the exam.

The exam is not a guaranteed “pass” simply because the dissertation director has agreed the proposal is ready to go to defense. The other four committee members must agree that the proposal exam is a “pass.” It is possible that the exam discussion may reveal issues or gaps that the dissertation director did not anticipate.

In the event of a “non-pass,” the exam committee has several options. It can require revisions to the proposal, it can require that the exam be re-done or that additional course work be completed, etc. If a judgment of “non-pass” is made, the committee members must clearly indicate to the student what additional requirements need to be met and how the student should meet them.

The results of the committee's evaluation of the text and oral defense are noted on a written ballot, which the student turns in to the GPD after the defense.

14. Final Copies of the Text:

Students are required to submit to the Graduate School a final, approved electronic copy of the text and other necessary material in proper format. Deadlines for format check and final copy submission are published on the Graduate School website. In addition, in order to ensure that all theses and dissertations are accessible to the academic community and the interested public, all dissertations and theses must be published through ProQuest.

Students must submit final copies with approved revisions within one semester of a successful defense (e.g., if a student's defense falls within a Fall semester, their final copies must meet the Spring semester submission deadlines). After one full semester a student may be discontinued and be required to apply for reinstatement.

Summary

The progression of requirements and recommended actions may be divided into two stages: during the first three years the students will complete their course work and pass their M.A. exam (oral exam of thesis or paper); during the last two years they will submit and successfully defend their dissertation proposal, and then write and defend the dissertation. Typically, a dissertation will consist of four chapters. After defending their dissertation proposal, students are expected to write 1-2 chapters per semester, beginning in the spring semester of their fourth year.

By the end of the third year of coursework, students should be thinking about a dissertation topic; while writing the dissertation, they should be looking ahead to entering the job market by attending and presenting papers at conferences, submitting papers for publication, filling out their teaching resumes with a suitable variety of introductory courses, and so on.

Throughout their time in the program--but especially by year 3--students should also be working on their professional development with an eye to following diverse career paths after finishing the program. Some of our graduates do not follow an academic career path, and all our students should be taking concrete steps throughout their time in the program to develop professionally in ways that will serve them within and beyond academia. These steps will be variable from student-to-student based on interest and professional trajectory, but could include summer internships, developing professional skills through bootcamps and training seminars, networking, grant writing, and so on. All students--even those aiming primarily at academic careers--should view their professional development holistically, as many of the skills developed with an eye to diverse career pathways (e.g. grant writing) will also serve them well in specifically academic careers.

Year 1:

During Year 1 students take a full course load: at IM

whether some other option may be better. Finally, during Year 1, students should work to familiarize themselves with the diverse career pathways that are available to professional philosophers.

Year 2:

Students in Year 2 will also take a full course load: at least three courses both semesters. During their coursework in second year, students should continue filling in gaps in their philosophical knowledge and satisfying breadth requirements. They should also be working to identify the topic for their MA thesis or paper and, by the end of the second year, should have a good idea of the area of philosophy in which they want to concentrate in their dissertation research. Moreover, students should typically complete their research tool by the end of Year 2. Typically, this will involve passing a language course or exam. But students can also complete the research tool in

Years 4:

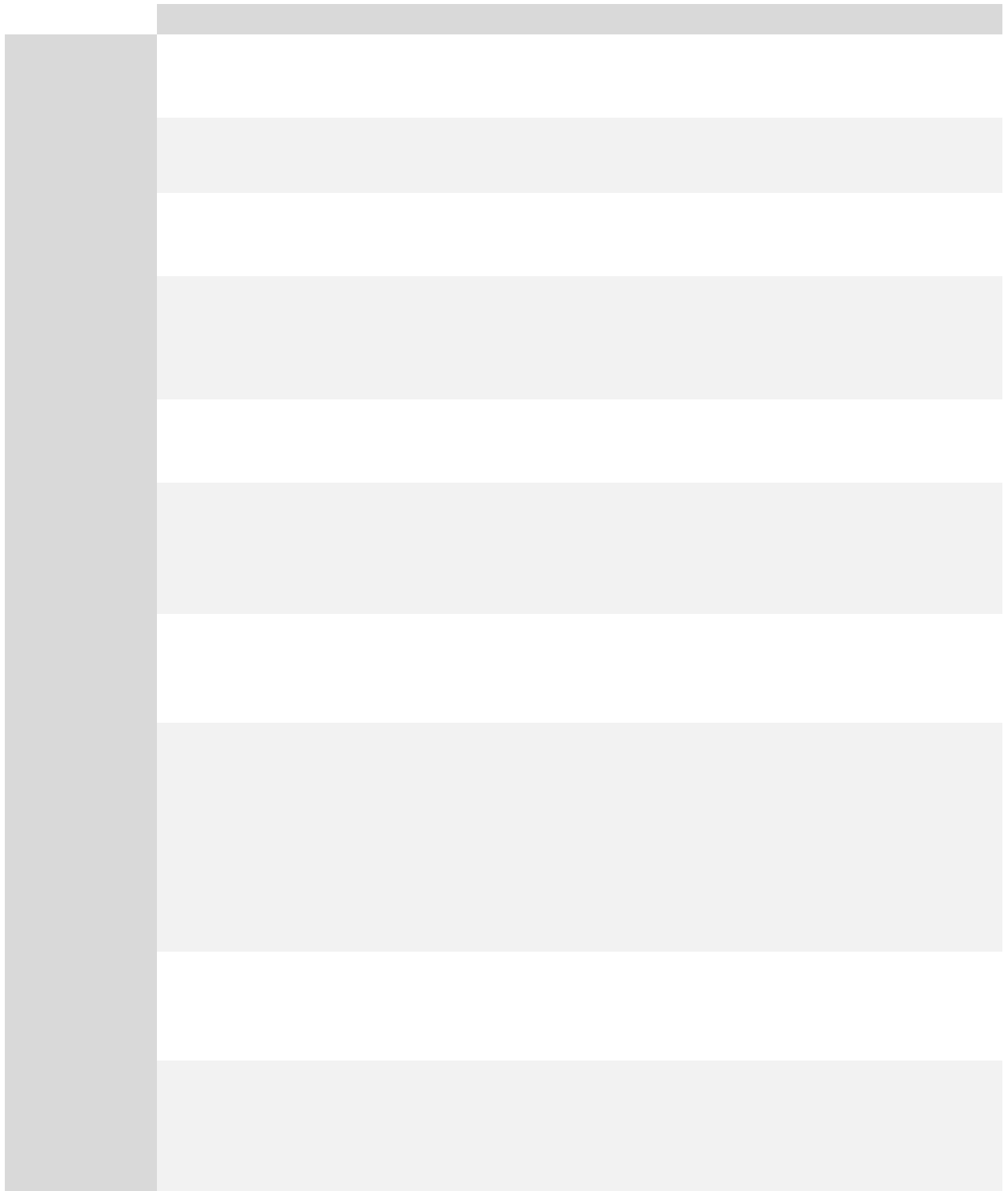
By the beginning of the fourth year, students should complete coursework and start working closely with a dissertation advisor to develop a defensible topic. They should also complete the required non-credit course PHIL 590: Dissertation Proposal Seminar during the Fall semester. Advisors and students should bear in mind the job market when considering possible topics. The defense of the dissertation proposal should be completed at the start of the Spring semester. After defending their proposal, students are expected to complete 1-2 chapters of their dissertation per semester, including the Spring semester of Year 4. Students must keep in mind the sequence of events leading up to defense, respecting all formal requirements, lead times, and deadlines (the Graduate Program Assistant, the GPD, and the Graduate School can provide details).

Years 4-5:

While working on the dissertation proposal and dissertation, students and faculty will work

that students entering the job market during that season should try to have their materials in order no later than October 15.

Concurrently with preparation for the academic job market, students in Years 4 and 5 should also be working to develop professionally in ways that will support diverse career pathways. What this looks like may vary from student to student, depending on the goals being pursued. It could involve training and experience in grant writing, gaining professional skills (e.g. programming, design, etc.), networking, or summer internships. While pursuing these goals, students should consult with the Graduate Program Director, their dissertation director, and members of the Placement Committee. Students should also keep in mind that the skills developed with an eye towards diverse career pathways are typically valuable in pursuing specifically academic paths as well.



Students are to apply to receive a Ph.D. or M.A. degree at the end of the term during which they expect to complete all degree requirements through LOCUS. If the degree is not conferred as of the date noted on the application, a new application is required for a subsequent degree-conferral date. The Graduate School's commencement ceremony is held once per academic year, in May.

For more information, see Loyola's Commencement website: <http://www.luc.edu/commencement/>. There is a late application fee of \$25 through the 15th day after the deadline for that conferral period. Please see The Graduate School forms page for the late application document and instructions.

For questions regarding the Financial Aid Office's policy on students' rights and responsibilities, please visit the following webpage: <http://www.luc.edu/finaid/aid-process/responsibilities/>

Teaching assistantships provide students with educational and professional benefits, enhancing their pedagogical skills. Departments and faculty members certainly benefit from the services provided by teaching assistants. However, the rationale for supporting teaching assistants is centered on the role the experience plays in their professional and educational development. Students holding assistantships devote their time to a combined program of study and instructional activities. The stipend received by teaching assistants is in recognition of their service to the university.

The following include best practices for departments who have teaching assistants:

Instructional Activities

Teaching assistants support departmental instructional activities. Depending on the student's

Evaluation

Each teaching assistant should be evaluated in writing at the conclusion of each semester. This evaluation should be based on the observation of the TA in action. The evaluation should be shared with the TA and placed in the student's departmental file.

English Proficiency

All teaching assistants with native languages other than American English are required to take an English Proficiency test on campus during the week before school begins. Based on the results of this test, teaching assistants may be required to take one or two ESL courses during their first semester at Loyola. This requirement is designed to insure the ability of teaching assistants to communicate effectively in spoken and written English.

Termination

Assistants are required to keep a minimum 3.0 GPA (each semester as well as cumulatively), make progress toward their degree, and perform assistantship duties in an acceptable manner.

- Maintaining academic standing, per Graduate School or departmental academic requirements, is mandatory and failure to do so will result in the termination of an assistantship. Departments may have higher minimum GPA requirements for their assistants and, if so, these requirements trump the minimum GPA requirement of the Graduate School.
- Should an assistant's duty performance be deemed unacceptable by the department, the Graduate Program Director should inform the student in writing that his/her performance is unsatisfactory. The letter should include information about the deficiencies and a remediation plan of action. Additionally, the letter should include a date for re-evaluation. If the student fails to improve his or her performance, the assistantship will be withdrawn.
- In very specific instances, such as violations of university policies, academic dishonesty, or violations of ethical or professional code of conduct, the assistant may have his or her duties suspended immediately and a departmental recommendation of termination to the Graduate School is in order. Termination appeals, just as all other grievances, should first be made at the departmental level before moving to the Graduate School.
- The stipend will be stopped at the date of the termination.

Resignations

Departments depend on the services of teaching assistants for the period of appointment. If the assistant must resign his or her position during the course of the academic year, the assistant must follow the following steps:

- Discuss the intent to resign with the Graduate Program Director well in advance of the actual resignation so that the department can make appropriate plans to replace the assistant.
- Submit a formal letter explaining the reason(s) for and date of the resignation. A copy of this letter should be sent to the Graduate School.
- Return of any keys and instructional material to the department.
- The assistant's stipend will be ended upon receipt of the letter of resignation.

For TAs:

1. TAs must be available for service throughout the semester—from the first day of classes until 72 hours after the last final exam taught by the instructor.
2. TAs need not be available on University-recognized holidays and breaks, as specified on the University Calendar. Christmas and Summer Break officially begin 72 hours after the last final exam of the courses the instructor teaches.
3. Exceptions to this schedule (e.g., for weddings, vacations, visits home, etc.) must be approved in advance by the instructor for whom the TA is working. (These exceptions can usually be accommodated, but they must be requested first by the TA and then approved by the instructor.)
4. TAs are responsible for contacting the faculty members to whom they have been assigned well in advance of the starting date. If TAs want to know what their tasks will be, they should communicate directly with the instructor for whom they will be TAing.
5. TAs must have a fast and convenient way of being contacted. This typically means a reliable email address that they check regularly (at a minimum, daily), and they must reply in a reasonable period of time (no longer than a day). For urgent matters, they should provide a phone number where they can always be reached.

For Faculty:

1. The work assigned to TAs should be educationally and professionally beneficial. It should facilitate a TA's development as a teacher and scholar. TAs should not be assigned non-academic work.
2. TAs are assigned as teaching assistants, not research assistants. The work they perform should support teaching efforts.
3. The Philosophy department expects that TAs work primarily to assist in the teaching of core classes. They may do grading work in 100 and 200 level courses, but not 300 level courses.
4. The Philosophy department recommends that TAs be given the opportunity to lecture or teach one or two class sessions per semester. This helps TAs prepare to become teachers of record and provides them with teaching mentoring.
5. If a faculty member cannot occupy a full-time TA at 15-18 hours a week, but can occupy a TA for 8-9 hours a week, then s/he should request only a half-time TA. A faculty member with a half-time TA should keep in mind that the TA is assisting two faculty members and should not assign work that requires more than 8-9 hours per week.

(RCRS) course at Loyola as part of the required training and/or specific ethical training from the Principle Investigator/faculty mentor who most closely works with the student. Go to www.luc.edu/ors and click the RCRS/Compliance link for more information.

Evaluation

Each research assistant should be evaluated in writing at the conclusion of each semester. This evaluation should be based on the observation of the RA in action. The evaluation should be shared with the RA and placed in the student's departmental file.

English Proficiency

Research assistants with native languages other than American English who will be supervising undergraduates in the research area are required to take an English Proficiency test on campus

For RAs:

1. RAs, like faculty, must be available for service from August 15 – May 14.
2. RAs need not be available on University-recognized holidays and breaks, as specified on the University Calendar.
3. Exceptions to this schedule (e.g., for weddings, vacations, visits home, etc.) must be approved in advance by the faculty member for whom the RA is working. (These exceptions can usually be accommodated, but they must be requested first by the RA and then approved by the faculty member)
4. RAs are responsible for contacting the faculty members to whom they have been assigned well in advance of the starting date. If RAs want to know what their tasks will be, they should communicate directly with the faculty member for whom they will be RAing.
5. RAs must have a fast and convenient way of being contacted. This typically means a reliable email address that they check regularly (at a minimum, daily), and they must reply in a reasonable period of time (no longer than a day). For urgent matters, they should provide a phone number where they can always be reached.

For Faculty:

1. The work assigned to RAs should be educationally and professionally beneficial. It should facilitate a RA's development as a researcher and scholar. RAs should not be assigned non-academic work.
2. RAs are assigned as research assistants, not teaching assistants. The work they perform should support research efforts.
3. A faculty member with a half-time RA should keep in mind that the RA is assisting two faculty members and should not assign work that requires more than 8-9 hours per week.

The Graduate School webpage is the best source of information on University Fellowships (<http://www.luc.edu/gradschool/FundingGrad.Education.shtml>). The following are especially relevant to philosophy students.

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Job Application Material
(Samples of documents available from Placement Director)

Academic job applications will typically include the following material:

Cover Letter

The cover letter should be no more than 1 to 1½ pages, single-spaced. It should identify the job for which the applicant is applying, as well as provide basic information about qualifications (e.g., projected graduation date, research interests, teaching experience, etc.).

Current CV

The CV should be professional standard and include the following:

- contact information
- dissertation title
- statement of AOS and AOC
- language competencies
- educational background (schools attended/degrees earned)
- list of conference presentations and published work
- employment history
- list of courses taught
- list of graduate courses taken

Official Graduate Transcripts

Dissertation Abstract

The dissertation abstract should be no more than 1 page, single spaced. It ought to set forth the problem and significance of the dissertation as clearly as possible while remaining intelligible to a non-specialist.

Writing Sample

Typically, the writing sample will be a chapter from the dissertation, but it may be a stand-alone article as well (especially if the article has been published). It must not exceed 10,000 words and should fall within the advertised AOS of the position.

Teaching Dossier

The purpose of the teaching dossier is to provide evidence of the effectiveness of the applicant as a teacher. It includes the following:

- statement of teaching philosophy
- sample syllabi of courses taught
- sample assignments from courses taught
- summary of student evaluations from courses taught

Confidential Letters of Recommendation

There should be no less than three, but no more than five, confidential letters of recommendation with the application. Letters must address both the applicant's research and teaching. Generally, letters are not sent with other application materials, but are either sent

directly by the writers, or uploaded to an online dossier service where they may be accessed by the search committee.

Customizing Job Application Materials

Tailoring job applications to reflect the variety of job application materials can be fulfilled in several ways:

- ~~Modify the cover letter and CV to reflect the particular AOS of the job to which the applicant is applying.~~
- Change the cover letter and CV to emphasize either research or teaching. Generally, departments with graduate programs will be more interested in research and departments without graduate programs will be more interested in teaching. The expected teaching load is also an indication. The greater the teaching load, the more interest in your teaching; the lower the teaching load, the more interest in your research. Harvard, for example, will not care as much about teaching experience, and Oakton Community College will not care as much about research.
- Alter the cover letter to reflect the goals of a university with a unique mission. For example, many religiously affiliated schools will want to see evidence that the applicant will contribute to the religious mission of the school. They may even want some indication of doctrinal agreement. This can and should be addressed in the cover letter. *However, it is not a good idea to misrepresent oneself on this matter.* Most likely, the members of the search committee will know if the applicant is disingenuous. And even if they don't, it is more likely that the applicant will be unhappy at an institution that has expectations with which he or she is not genuinely comfortable.

Do not overdo customization. It is counterproductive for an applicant to create a distinct application packet for each job. A recent graduate may be applying for as many as fifty jobs. Dividing job applications into a small number of categories and producing a few customized cover letters and CVs corresponding to them will not only save time, but will also make the application process more efficient.

- Salaries are competitive if not superior to most state schools. For example, in Illinois, Du Page CC, Harper CC, Oakton CC, and Elgin CC all pay higher salaries than Western IL U, Eastern IL U, Northeastern IL U, and Southern IL U. Tenure and Promotion are easier to get at CCs as well.
- Type of student: some are very good; however, many students are quite weak academically. Most have jobs and/or family obligations.
- Class size 25-35 students, although in California it will be larger.

2. Where to look:

- Many/most positions are not listed in “PhilJobs.”
- Many states have websites for positions at CC s—e.g., California Registry of Community Colleges (<https://www.cccregistry.org/jobs/searchForm.aspx>).
- Chronicle of Higher Education (https://chroniclevitae.com/job_search).
- Higher Ed Jobs (<https://www.higheredjobs.com/>).

3. Cover letter and Applications:

- It should be a professional resume, not an academic resume.
- Customize it toward the college to which you are applying.
- Put the main emphasis on teaching.
- Don’t send a bulky mass mailed dossier with samples of research and publications.
- Vita: no more than two pages - emphasize teaching.
- Address the job description.

4. Interview:

- Be down to earth.
- Know about the college and its demographics.
- Be ready for a question on diversity.
- If offered an interview, go even if you have to pay for the trip.
- Be ready for a Skype interview.

5. Teaching Demonstration for Interviews on Campus:

- Gear it toward an interdisciplinary audience.
- Ask about the make-up of the hiring committee.
- Teach; do not give your philosophy of teaching.
- It might help to have a video of your teaching available when you apply.

6. Things that Are Helpful to Have in Finding a Job:

- Be able to teach online.
- Be able to teach Applied Ethics.
- Be able to teach World Religions.
- Be able to teach Logic/Critical Thinking.
- Generalists are often preferred.

