

DES Opportunities for Graduate Funding in the Fourth and Fifth Years

In recent years, the Department of Ethnic Studies (DES) has collaborated with the Program for Writing and Rhetoric (PWR) and Continuing Education (CE) to offer our graduate students opportunities to teach as Graduate Part-Time Instructors (GPTIs). Based on student feedback and the parameters of our recently renegotiated graduate funding agreement with the college, we are restructuring these two ongoing partnerships to better support our collective needs and make access to both opportunities more transparent and attainable.

By re-envisioning these two opportunities, we are now able to offer up to five years of funding for current and future DES students in good standing. This extended funding is made possible through the placement of some fourth and/or fifth year students each year with GPTI positions at PWR & CE. Unfortunately, due to the complexities of planning out our funding scenarios, DES cannot guarantee a fifth year of funding to students who decline an offer of placement with CE or PWR.

The length of commitment required varies between PWR (two years) and CE (one year), but both opportunities are 50% GPTI appointments held during the fall and spring semesters and both are compensated at the same standard rates set by the Graduate School.

Ethnic Studies GPTI Positions with the Program for Writing and Rhetoric

The Program for Writing and Rhetoric (PWR), in collaboration with the Department of Ethnic Studies, offers graduate part-time instructor (GPTI) positions in the PWR intended for Ethnic Studies “ABD” PhD candidates. These two-year, 50% positions enable graduate students in their 4th and 5th year to teach writing, as instructors of record, to both lower-division and upper-division CU-Boulder students. The PWR has a long history of working with graduate students to help them apply their disciplinary knowledge in the service of undergraduate education, in particular through exploring the formulation and articulation of advanced concepts for a variety of audiences. By pursuing this challenging and exciting venture, the GPTI adds a much-desired skill to their CV.

During their first year with the program, GPTIs typically teach first-year writing courses designed to help students be successful writers in college. During their second year, interested GPTIs are encouraged to teach upper-division courses aimed at success in particular disciplines: past graduate students have incorporated both rhetorical frameworks from, and various content issues related to, Ethnic Studies disciplines into their upper-division courses (e.g., WRTG 3020, “Multicultural Rhetorics”; WRTG 3020, “On the Border: Mexico and the U.S.”).

GPTIs in the PWR also receive extensive training and support in a) syllabus and assignment creation, b) working with student drafts, c) encouraging successful revision, d) grading and

assessment, e) teaching issues of grammar and style, and f) working with (and with the benefit of) linguistic and cultural difference in the writing classroom (e.g., second-language pedagogies; translanguaging pedagogies / code-meshing strategies). Interested students can also receive additional mentoring from PWR faculty as they develop upper-division courses during their second year with the program.

Other important details of the PWR GPTI opportunity include the following:

- The opportunity is a two academic year, 50%-time commitment and includes a stipend, up to 18 tuition credits/semester, and a percentage of student health care coverage paid;
- In the fall of the first year, the GPTI will take WRTG 5050, “Intro to Graduate Studies in Writing and Rhetoric,” and teach one first-year class; in the spring, they will teach two first-year classes; in the second year, the GPTI will teach two WRTG classes per semester;
- There is a required three-day orientation to teaching in the PWR during mid-August;
- The GPTI will be expected to participate as a PWR faculty member with respect to peer-to-peer observations and ongoing professional development workshops;
- The GPTI will be assigned to a teaching mentor or mentoring group;
- They will be eligible to apply for conference travel funding (up to two awards of \$500 plus up to \$300 in registration fees) for any conference presentation related to teaching in the PWR.
- Because the position is 50%-time, the GPTI is precluded from doing any other kind of paid work on campus during the academic year.
- For more information on the PWR, visit their [website](#).

Ethnic Studies GPTI Positions with the Division of Continuing Education

In cooperation with the Division of Continuing Education (CE), the Ethnic Studies Department offers “ABD” PhD candidates an opportunity to expand their pedagogical repertoire and gain experience by teaching as GPTIs. CE sections are offered through both online and hybrid formats (a mix of both in-class and online teaching). This opportunity entails a commitment of one academic year, teaching two courses per semester (fall and spring) at a 50% appointment. Compensation includes a stipend, up to 18 tuition credits/semester, and a percentage of student health care coverage paid. Students will typically be placed with CE in either their fourth or fifth year. In the other of those two final years, students will be offered a 50% appointment with DES (as a TA or GPTI, based on departmental need) for both the fall and spring semesters. For example:

	Fall semester	Spring semester
Fourth Year	50% CE GPTI	50% CE GPTI
Fifth Year	50% DES TA	50% DES TA

Courses taught through CE include regularly-offered ETHN courses; however, they must demonstrate a history of good enrollment.¹ As such, they are typically pre-selected based on this enrollment history in February of the preceding Spring semester. An optimal enrollment for a CE course would be 20 students or above. Examples of current and past ETHN courses successfully offered through CE are listed below (syllabi are available upon request).

- ETHN 2232 Contemporary African American Social Movements
- ETHN 3024 Introduction to Critical Sports Studies

During the academic year, the same course will be taught as both an evening in-person class and an online class each semester, in effect requiring only one course preparation. CE staff will assist in the development of the online course, as well as planning for the evening class period. The evening class will be offered in a hybrid format that has a once-a-week in-class session along with online work replacing time in class. GPTIs may be given the opportunity to teach the online course as a CE summer offering after they have successfully taught it for CE during the academic year. CE summer teaching arrangements must be approved by the DES Associate Chair for Graduate Studies, and would be in lieu of other DES summer teaching (though exceptions may be made if there is unmet departmental need). Compensation for this summer assignment will be the appropriate lecturer salary.

Courses offered through CE attract a variety of students, including those who are part-time, working, or just trying to fit more classes into an already-busy schedule. Also, some of the students may be struggling academically, and thus Continuing Education offerings as a chance for them to get back on track. For more on the Division of Continuing Education, visit their [website](#).

¹ It is possible to propose new courses to be taught through CE; however, these should be selected based on high enrollment during the regular term and in discussion with the DES Chair and Associate Chair of Graduate Studies. Further, new courses need to be offered for at least two semesters in order to offset the cost of development and make it worth CE staff's investment to support this new course development.