

Graduate Student Handbook

Ph.D. Program in Critical Ethnic Studies



Ethnic Studies

UNIVERSITY OF COLORADO **BOULDER**

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INTRODUCTION

Welcome to the Ph.D. program in Critical Ethnic Studies at CU Boulder! This handbook defines the policies, procedures, and governance of our graduate program. As a doctoral student, you should consult this handbook on a regular basis to understand program requirements and ensure timely completion of your degree. This document will be updated as policies and procedures change at the Graduate School, College, or Department level.

OVERVIEW OF THE DEGREE

The Department of Ethnic Studies offers a Ph.D. in Critical Ethnic Studies, which aims to provide broad interdisciplinary training that will enable you to research and analyze the intersectional and relational workings of race, indigeneity, ethnicity, gender, class, and sexuality in local, regional, and global contexts. Additional information about specific areas of faculty specialization and courses offered may be found on the [Department website](#), or by contacting the graduate program assistant at grad.ethnst@colorado.edu.

PROGRAM ADMINISTRATION

Associate Chair of Graduate Studies (ACGS)

The Associate Chair of Graduate Studies (ACGS) administers the graduate program and chairs the Graduate Committee (see description below). The ACGS is elected by the department faculty to a three-year term. The ACGS orchestrates the implementation and operation of the graduate program, organizes recruitment of potential students, advises students on policy and procedures, monitors student progress toward degree, provides teaching assistants (TAs) and graduate part-time instructors (GPTIs) with oversight, pedagogical advice, assistance, and resources, oversees the resolution of petitions and grievances brought to the Graduate Committee (GC), and advises the Department Chair on assignment of graduate courses to faculty and distribution of teaching assignments to graduate students.

The ACGS maintains dossiers on each graduate student, which include annual progress reviews and teaching evaluations, and writes letters of recommendation for graduate students applying for internal and external fellowships and grants. The ACGS ensures adherence to the by-laws and governance protocols of the Department, the College of Arts and Sciences, and the Graduate School.

Graduate Committee (GC)

The Graduate Committee (GC) serves as the executive policy and decision-making body of the graduate program, as well as its de facto admissions committee. It is chaired by the ACGS and includes at least three faculty members of the Department of Ethnic Studies appointed by the Department Chair to one-year terms, along with the Department Chair as an ex officio member, and one graduate student representative, selected by all ETHC Graduate students active in the program. The Committee is empowered to make decisions regarding admissions, curricular matters, petitions and grievances, and recommendations about graduate student teaching and funding.

Graduate Office

- Joanne Corson is the Graduate Program Assistant. Her office is located in Ketchum 184E and she can be reached via email at joanne.corson@colorado.edu or by telephone at (303) 492-8852.
- Virginia Kester-Meyer is the Department Program Manager. Her office is located in Ketchum 184C and she can be reached via email at virginia.kester-meyer@colorado.edu or by telephone at (303) 492-4803.

ADMISSIONS

The GC acts as the admissions committee for the Ph.D. program, but works closely with potential faculty advisors in making all admissions decisions. The GC reads all applications and identifies a pool of top candidates, which will then be forwarded to faculty members whose intellectual interests best match the applicants. Potential advisors return a rank ordered list of applicants they would like to work with to the GC. In making admissions decisions, the GC considers the general strength of the application (including quality of personal statement and writing sample, letters of recommendation, undergraduate and master's education, GPA and test scores), strength of endorsement by the potential advisor, and current distribution of Ph.D. advisees. The GC also makes recommendations about funding to the Department Chair, who under advisement of the ACGS proffers scholarship, fellowship, and teaching offers.

ADVISING PROCEDURES

Primary Faculty Advisor

The ACGS will assign each incoming student to a faculty advisor. You may change advisors if your research interests shift and another faculty member is willing to take on a new advisee. In that case, you must submit to the ACGS a change of advisor petition endorsed by the new advisor.

Your advisor must meet with you on a regular basis. The department has adopted the Advising Agreement as a required document for all advisors/advisees to be completed twice per year (at the beginning of each semester) for new students, and at least once per year for students who have advanced to candidacy. The Advising Agreement can be found on the department website. You should consult your advisor on your plans for coursework and examinations, research trajectory, professional development, and intellectual/scholastic goals. Your advisor will assist you in planning a suitable program of study and in selecting comprehensive examination and dissertation committees. You are expected to remain in close contact with your faculty advisor and your committees. Non-resident students should be especially vigilant about communicating regularly with their advisors and committees.

In addition to your primary faculty advisor, the ACGS will be responsible for monitoring your timely progress towards degree completion. The ACGS will be available for consultation to help you set up committees and assist you in meeting your timelines and fulfilling program requirements.

In the event that your faculty advisor leaves the University of Colorado, the ACGS will help you identify a new advisor. If you are an advanced Ph.D. student whose prospectus has been approved and you are working on your dissertation, it may be appropriate to continue working with the departing faculty member so long as that faculty advisor formally agrees to advise you through the completion of the degree. If you have not yet passed your comprehensive exams or had a prospectus approved, you will most likely need to identify a new advisor from among the faculty rostered in the department.

If your faculty advisor is on research leave in the form of a fellowship or sabbatical, they are expected to continue to fulfill the obligations of advising you. In the event that a faculty advisor goes on medical leave, they will work to secure a secondary advisor for you to ensure that you continue to receive faculty advising and mentorship while they are on medical leave.

Committee Member Change Policy

As a Ph.D. Student, the composition of your committees (for the comprehensive exams, prospectus, and dissertation) should reflect the expertise you seek to inform your graduate work. Ideally, your committees will also form a community of support for you as a scholar. The commitment that faculty members make by agreeing to serve on your committee should be recognized as an indication of such support and an investment in your academic career. However, a situation may arise in which a faculty member can no longer serve, or you find that another faculty member would provide more focused expertise in your specific area of study. Toward that end, if you wish to make changes in the composition of your committees, it is important to proceed with open communication and the proper notification process so that all affected parties are aware of your decision. Your advisor may assist in this process, but it is ultimately within your purview (the student) whom you ask to serve on your committees. To be clear: A primary advisor cannot unilaterally remove a faculty member from their advisee's committee. This right lies solely with the advisee.

We encourage you to seek guidance from a faculty member whom you consider a neutral party in order to talk through any concerns you may have about navigating the process. The ACGS is available to discuss these situations as a matter of course, but you are welcome to seek the counsel of other faculty with whom you feel comfortable discussing the issue. You may choose to notify the faculty member you wish to remove directly, or you may contact the ACGS and request they notify the faculty member on your behalf. In the case that the ACGS is the faculty member you wish to remove, you can notify the department Chair, who can contact them on your behalf. In all cases, the Graduate Program Assistant must be informed by email of all committee changes **at least two months** in advance of any defense or exam date in order to ensure that the required paperwork can be submitted to the Graduate School with the adequate amount of time.

Faculty who wish to remove themselves from a student's committee should do so with direct and clear communication to the student. We encourage faculty to discuss their rationale with the student in advance to foster a professional and amicable process. The ACGS and Graduate Program Assistant should be notified of the decision by email **at least two months** prior to any defense or exam date in order to ensure that changes can be filed with the Graduate School on time.

This policy is intended to clarify the rights and responsibilities of students and faculty regarding the removal of committee members, as well as offer some best practices and recommended procedures for doing so. Faculty who break with this policy may risk losing their Graduate Faculty appointment and therefore their ability to serve as Chair of graduate student committees (see Section 6, #4, p. 18 of the [Graduate School rules](#)). The DES Graduate Committee recognizes that for graduate students, power dynamics are uneven and can sometimes pose challenges in effectively navigating the graduate school experience. Along these lines, the DES Advisor Agreement (located on our department website under Graduate → Resources for Current Students) was approved by the faculty as a mandatory document to be submitted at least annually that is also intended to help students and faculty clearly communicate expectations for the mentoring relationship.

PH.D. PROGRAM REQUIREMENTS

As a doctoral student, you are expected to demonstrate an ability to independently carry out original field research, to acquire original data, make appropriate analyses, and prepare reports of publishable caliber. You must demonstrate proficiency in a broad subject of learning and the ability to critically evaluate work in Ethnic Studies. The Ph.D. program is comprised of three basic components: coursework, a comprehensive examination, and the dissertation.

A master's degree in Ethnic Studies or a cognate field (such as American Studies, English, History, Sociology, Women and Gender Studies, or other related disciplines and interdisciplinary fields) from an accredited university is required for admission into the Ph.D. program.

Transfer of Credit

You will be permitted to transfer a maximum of 9 credit hours, after you've completed 6 hours in your CU Boulder degree program with a GPA of 3.0 or better. The ACGS will determine transfer credits where appropriate. You should take the following steps to apply for transfer credits:

1. Meet with your primary advisor(s) with the necessary documentation for seeking transfer credit. These include the syllabi for the courses you are seeking transfer credit for, an unofficial transcript (for departmental purposes), and a 1-2 page rationale explaining how these courses relate to your doctoral work in DES. You must first get the approval of your advisor(s) to move forward on seeking transfer of credits.
2. You should meet with the ACGS with the necessary documentation to seek formal approval of the transfer of credit.
3. The Request Transfer of Credit form can be found at the Graduate School website [here](#). [Note: Once the request has been approved at the departmental level, you will need an official transcript for the official request to the Graduate School.]

Credit Requirements

You must complete 60 credit hours, with a minimum of 30 credit hours of graduate-level

course work (including any transferred graduate credit from the completed master's degree referenced above). At least 18 of the 30 credit hours of graduate-level course work must come from the Department of Ethnic Studies. If you choose to pursue an Area of Specialty (see below), this must be fulfilled by completing a minimum of 9 credits of coursework in a department outside of Ethnic Studies (transferred graduate credit may be used to satisfy this requirement). In addition to the 30 credit hours of graduate-level course work, you must complete a minimum of 30 dissertation credits in total, 5-10 during comprehensive examination preparation¹ and 5-10 per semester in which you are defending the prospectus and writing the dissertation. You are not permitted to register for more than 10 credit hours of dissertation credit per semester, per Graduate School Rules.

Continuous Registration

As a Ph.D. student, you are required to register continuously as a full-time, regular degree seeking student at CU-Boulder, for a minimum of five credit hours in the fall and spring semesters of each year. You must continually enroll in a minimum of 5 dissertation hours per semester following the passing of the comprehensive examination and extending through the semester in which the dissertation is successfully defended (the final examination). If you fail to register continuously after passing the comprehensive examination, you must retake and pass the examination to regain status as a student in good standing in the Graduate School.

Course Requirements

As a doctoral student, you are required to complete the Fall and Spring sequence: ETHN 6000/6001: Foundations in Critical Ethnic Studies and Methods in Critical Ethnic Studies (6 credits total, 3 per semester). This introductory, two-semester course will prepare you for interdisciplinary studies on race, ethnicity, gender, class, indigeneity, sexuality, nation, and culture. The first semester will be a theoretical introduction, and the second semester will examine research methodologies and application of theories to research.

The remaining 24 credits (out of 30 total) will be selected in consultation with your advisor from among ETHN graduate offerings, graduate courses in other units, and approved transfer credit up to 9 credit hours. In addition to the two introductory courses (ETHN 6000/6001), you will be required to enroll in a 1-credit Professionalization Seminar (ETHN 6002, "Pro-Sem"), which is a two-semester long course offered by the Ethnic Studies Department that will meet once a month during the academic year.²

Disciplinary and Thematic Subfields

The department encourages, but does not require, that you complete a minimum of 9 credits of graduate-level coursework in a subfield, which will depend on your research interests and will likely be informed by conversations with your primary advisor. Disciplinary subfields can include coursework centered in other departments that may complement your approach to your research in Ethnic Studies (e.g., History, Geography, Theatre and Dance). Thematic subfields

¹ This is the semester in which you are taking your comprehensive exams. In the case that you are taking your comprehensive exams during the summer, you will be required to register for 5 dissertation credits during the summer semester.

² Note that the Pro-Sem is taken as Pass/Fail. This credit is a Department graduation requirement, but it does not count toward the 30 credit hours of graduate course work for your degree, per Graduate School policy.

allow you to develop a thematic framework (e.g. “Decolonial Theory,” “Diaspora and Labor Migration,” “Borderlands,” “Environmental Justice,” etc.) in which you will specialize. You will work in consultation with your advisor to develop a subfield, which will be highly individualized to suit your research interests. Your subfield coursework will also inform the “sub-focus” portion of the comprehensive exams (explained further below).

Language Proficiency

The Department encourages, but does not require, non-English language proficiency, especially if you are conducting research in contexts that extend beyond your existing abilities. You will demonstrate proficiency by passing (with a grade of C or better) the fourth semester of a non-English language course, earning a passing score on the Graduate School Foreign Language Test (GSFLT), or by an alternative mode of assessment agreed to by the graduate committee. Credits earned for language proficiency will not apply toward the doctoral degree. The goals of the language requirement are to ensure that as a doctoral scholar, you can research materials in other languages besides English. The Department will work with the Graduate College to ensure that the language requirements are in parity with other interdisciplinary doctoral programs at CU Boulder.

Comprehensive Examination Requirements and Advancement to Candidacy

In order to advance to Ph.D. candidacy, you must pass a comprehensive examination that includes both written and oral components. The central purpose of the comprehensive exam is for you to demonstrate your fluency of critical ethnic studies in general, and to demonstrate knowledge in specialized areas of scholarly interest in the field(s) of ethnic studies. Before being admitted to candidacy, you must have at least three semesters of full-time registration and pass the comprehensive examination. The examination must take place no later than **November 1 of your fifth semester** in the program.

You must formally apply to the Graduate School for Admission to Candidacy for the doctoral degree on forms supplied by the Graduate School **at least two weeks** before attempting the comprehensive examination. To reiterate, you must be registered as a full-time degree-seeking student on the Boulder campus during the semester in which you take the comprehensive examination.

Your comprehensive examinations will be administered by an examining committee composed of five members, one of whom will be your primary advisor and who will serve as Chair. The committee Chair must have a regular Graduate Faculty appointment at CU Boulder. All additional committee members must have regular or special Graduate Faculty appointments. Generally, you will select your examining committee from the faculty and affiliate faculty in the Department of Ethnic Studies.

In cases when you seek guidance in a specific area not represented in the faculty at CU Boulder, you may choose to ask a faculty member from an institution other than CU Boulder to serve on your committee. This should be conducted in conversation with your primary advisor, and the outside faculty member must obtain a special Graduate Faculty appointment at CU Boulder, as delineated in the Graduate School Rules. The Graduate Program Assistant can help in the process of requesting a special Graduate Faculty appointment for non-CU Boulder faculty.

The Comprehensive Exam will consist of three questions in the following areas:

1. Area of Specialty
2. Sub-focus
3. Methods and Praxis

You will formulate your reading lists in consultation with your advisor or advisors in each area. Each reading list should comprise a minimum of 50 texts, to be determined in consultation with committee members in each area and approved by your faculty advisor. Reading lists should be derived primarily from the coursework that you have already done. The ultimate determination of your readiness for comprehensive exams is with your faculty advisor.

You and your primary advisor should work to ensure that your reading lists in all three areas are finalized by the end of the semester preceding the date of your comprehensive exams. This will ensure that you have ample time to study and prepare in advance of your comprehensive exam date. Here are some guiding principles as you work with your primary advisor and committee to develop your reading lists:

Area of Specialty: This list should represent influential works in the area you have chosen as a focus for the Ph.D. and can include foundational as well as current and/or highly specific books and articles that contribute to this area. As a literature review, you will be expected to demonstrate proficiency in these contributions, how they have advanced the area of study, and how you might envision your own future contributions.

Sub-focus: This list should represent your interests and coursework in a disciplinary or thematic subfield that complements and enhances your research in Ethnic Studies. For example, while your Area of Specialty may reflect one of the four disciplinary “pillars” of the field of Ethnic Studies (Indigenous studies, Africana studies, Asian American studies, and Chicanx studies), your Sub-focus could explore themes within or across them in intersectional or relational ways. As stated in the section above on subfields, this could manifest in themes or fields such as environmental justice, carcerality, decolonial theory, trans embodiment and performance, et cetera. This list could also reflect readings in other disciplines that relate to your research approach and area of specialty, for example, Indigenous / Black / decolonial anthropology, critical Chicanx histories, Asian American cinema studies, et cetera.

Methods and Praxis: This list should highlight the key works that inform your methodological approach to research in Ethnic Studies and in your area of specialty, as well as readings that inform the central methods that you will use to answer your research questions. Readings can be explicitly methodological (e.g., *Decolonizing Methodologies* by Linda Tuhiwai Smith), they can be an explication of specific methods (research tools) that you aim to use in your independent research, and they can also be texts that you view as exemplary in the set of methods or methodological approach they employ. Regarding praxis, this list should also reflect works that help you think about research beyond the academy and thus translate “research” into

practice, such as through abolition, social justice, resistance/resurgence, decolonization, land back, et cetera.

Your primary advisor may provide you with preliminary prompts for each question/area to guide your study and aid in your preparation for the comprehensive exams, per their discretion. Another increasingly common practice in the Critical Ethnic Studies Ph.D. program is to co-develop your comprehensive exams questions in dialogue with your primary advisor and committee. Although not required, this option to co-create your questions is intended to allow for more agency in what is often perceived to be a mysterious process. Ultimately, the decision to co-develop your comprehensive exam questions lies with you and your primary advisor. The benefits of co-developing questions in conversation with your advisor and committee members from within the department are 1) a set of questions that are more tailored to your independent research interests, 2) a more self-directed and thus motivated inquiry in each of the three areas, and 3) a decreased sense of anxiety around the exam process.

Even if you and your advisor agree to co-develop the comprehensive exam questions, you are responsible for completing the written portion of the formal exam within one week (seven days) after you have been officially given the questions. The written portion of the comprehensive examination will consist of three essays, each of which should be between 15 and 25 pages (double-spaced, including the works cited). The essays will serve as a written account of your mastery of the three specified questions and document your readiness to pursue advanced independent research.

Please note that the written exams should not only demonstrate your intellectual grasp of the substance of each list; they are also designed to test your ability to communicate effectively this apprehension using the written word. To this end, your training as a graduate student must also attend to the mechanics and style of writing. At the minimum, you should spellcheck all submitted work; however, if you need guidance on writing, you should proactively consult The Writing Center during your initial time in the program (i.e., beginning with your first semester) in order to prepare for the writing-intensive process of obtaining a Ph.D. in Critical Ethnic Studies. As a helpful resource, examples of successful comprehensive exam answers are available upon request to the Graduate Program Assistant.

An oral examination lasting 90-120 minutes must take place no earlier than seven days and no later than 14 days after your submission of the written examinations. It will entail a detailed discussion of the essays, in which you should be prepared to explain, elaborate upon, and defend your written work. At the end of the oral examination, the committee will require you to leave the room, discuss the written and oral exams, and determine passage or failure. You will be invited to return, and the committee will convey its determination.

Upon passing the comprehensive examination, you are admitted into candidacy for the Ph.D. degree, provided that all other Graduate School and Department requirements are met. If you fail the comprehensive examination, you must retake it in the following semester. A second failure will result in dismissal from the program.

Comprehensive Exam Procedures

There are two administrative forms that go with your comprehensive exam. The links to each

form and instructions are below. Please read and follow the instructions carefully. The completed Doctoral Exam Report must be sent to the Graduate School **at least 2 weeks** before your exam date so it can be approved and returned to the department.

Form 1: Doctoral Exam Report. The Graduate School needs this form at least two weeks before your exam date, as stated above. Procedures are as follows:

1. Please download the form and save it to your computer. It is a fillable PDF.
2. Please fill in your name, student ID number, date of exam, check “Comprehensive,” and your degree/major. Then please fill in your committee members, including their departments (and university, if other than CU) and whether they are a chair or co-chair of your committee.
3. Please email this form to the Graduate Program Assistant *at least two weeks prior to your exam date*.
4. The Grad School will sign your Doctoral Exam Report in the “Graduate School Approval of Committee” spot and email the signed copy back to the department.
5. The Graduate Program Assistant will print it out, obtain the Department Chair’s signature, and place it in your file until your exam date.
6. The form will be given to your committee chair, who will then have the other members hand-sign it at the end of your exam.
7. Your committee chair will return the signed copy to the Department after your defense, and the Graduate Program Assistant will check for any errors. A copy will be scanned for Department records and placed in your electronic file.
8. After that, The Graduate Program Assistant will walk this paper form, along with your filled-in and signed Candidacy Application Form (below) to the Graduate school and turn both of them in.
9. The Graduate School sends you an email, titled “PhD Candidacy,” letting you know you’ve been accepted to candidacy, within a few months (the Department grad program email address is cc’d on this notice).

Form 2: Candidacy Application for an Advanced Degree. Procedures are as follows:

1. Please download this form and save it to your computer. It is a fillable PDF.
2. There are instructions on the form – please fill it in accordingly. Note: This is a longer form – don’t wait until the last minute.
3. Then please email this form to the Graduate Program Assistant to check for any errors.
4. The Graduate Program Assistant will have your major advisor and the Department Chair sign the form. If your primary advisor is both, the Associate Chair of Graduate Studies will sign as Chair.
5. The Graduate Program Assistant will save a copy of this form in your electronic department file and print it out.
6. When your comps defense is complete, the Graduate Program Assistant will walk the paper form, along with your completed Doctoral Exam Report form (above) to the Graduate School and turn them both in.
7. The Graduate School sends you an email, titled “PhD Candidacy,” letting you know you’ve been accepted to candidacy, within a few months (the Department grad

program email address is cc'd on this notice).

If you have questions about either form or the process, please do not hesitate to contact the Graduate Program Assistant along the way.

Dissertation Committee

After advancing to candidacy, you will choose a dissertation committee composed of a minimum of five members, at least three of whom must be from the Department of Ethnic Studies and at least one from outside the department. The Chair must have a regular Graduate Faculty appointment. Other committee members must have regular or special Graduate Faculty appointments. As with the comprehensive examining committee, you may ask a faculty member from an institution other than CU Boulder to serve on your dissertation committee. This should be conducted in conversation with your primary advisor, and the outside faculty member must obtain a special Graduate Faculty appointment at CU Boulder, as delineated in the Graduate School Rules. Normally, the members of the comprehensive examination committee will serve on the dissertation committee, and your advisor serves as Chair.

Dissertation Prospectus

You must submit and defend a doctoral dissertation prospectus to your dissertation committee the semester following your advancement to candidacy. Your dissertation prospectus should be between 25 and 35 pages (or longer depending on what is determined by you and your advisor) and should outline a specific research project pertaining to your area of research. Your prospectus should include a detailed discussion of proposed research methodologies and techniques, proposed field or archival work, a survey of relevant literature, a discussion of the proposed chapters, a working bibliography, and a timeline for completion. Your prospectus will need to be approved by your primary advisor and by your committee no later than the end of the semester following your advancement to candidacy. If you do not defend your dissertation prospectus by the end of the semester after completing your comprehensive exams, you will be placed on academic probation and will risk losing your funding.

Dissertation Requirements

As a result of your time and work in the PhD program, we expect you to produce a dissertation based on your original research. However, the Department of Ethnic Studies recognizes that scholarly work can take many shapes, and that the quality and intellectual rigor of PhD dissertations should be determined apart from whether or not they adhere to traditional formats. You should discuss the format of your dissertation with your primary advisor to decide what makes the most sense for you and your scholarly or creative trajectory.

Please keep in mind that the Graduate School has its own specific guidelines regarding dissertation submission rules, deadlines, and the formatting of a dissertation's written component. You are responsible for notifying the Graduate School of the exact title of your dissertation on or before the posted deadlines during the semester in which your doctoral degree is to be conferred. Information and documents concerning formatting, deadlines, and forms are available on the [Graduate School website](#).

Dissertation Format Options

Below are some possible formats for the dissertation, including a broadly defined “alternative” option, followed by a few examples and resources. We encourage students to approach their dissertation advisor and committees early to discuss the possibility of working on an alternative format. In all formats, we emphasize that PhD students should engage in original research that contributes an intellectual intervention to the field. Further, we recommend that you communicate with your dissertation committee about your chosen format before the prospectus defense. Ideally, a discussion would occur as a concluding part of the comprehensive examination.

Monograph: Traditional dissertations in the humanities and humanistic social sciences are generally formatted as a prototypical book manuscript (i.e., a monograph), with an introduction, three to four additional substantive chapters based on your original research, and a conclusion (followed by a bibliography and any appendices). In consultation with your committee, one of the substantive chapters may be written as a literature review or “theory chapter,” encompassing relevant scholarly work and your theoretical approach to the research and dissertation.

Three-Article: Some dissertations employ a “three-article” format, which typically includes an introduction, three stand-alone manuscripts that you intend to submit for publication in peer-reviewed scholarly journals, and a conclusion (followed by a bibliography and any appendices). Each article should be based on your original research, and together they should form a body of work that explores a theme or set of themes in your discipline. You should express this thematic backdrop clearly in the introduction of the dissertation.

Alternative: Students have the opportunity to work with their dissertation advisors and committee members on alternative formats, such as a digital dissertation, art installations, performances, pedagogically oriented work, or other creative models beyond the purely textually based formats of monographs and scholarly articles described above. For more information on the alternative forms a dissertation can take, and some background on what this can offer the field (and knowledge production generally), the Graduate Committee encourages you to read the following chapter:

Smith, Sidonie. 2015. “Breathing Life into the Dissertation.” In *Manifesto for the Humanities: Transforming Doctoral Education in Good Enough Times*. Ann Arbor, MI: University of Michigan Press. [DOI](#) [Available online and by request to the Graduate Program Assistant.]

Additionally, some examples of alternative dissertation formats include a digital humanities dissertation on [racial justice movements at the University of North Carolina-Chapel Hill](#) and a hybrid art installation / article manuscript project on [textile history and storytelling](#).

Dissertation Defense

As per Graduate School regulations, you must successfully defend your dissertation before the Chair and members of your dissertation committee. Your advisor will determine when your dissertation is ready to defend. A complete copy of your dissertation, including bibliography,

must be distributed to your dissertation committee at least 30 days prior to your defense. Your defense should be scheduled for two hours and is open to members of the university and the public, except for closed committee discussions during which you and audience members will be asked to leave the room.

Your dissertation committee may determine that your dissertation passes as-is, passes with necessary revisions, or fails. In the case of pass with revisions, each committee member may opt to withhold signature of your dissertation until they see the revisions or entrust your advisor to ensure that satisfactory revisions are made. Any committee member who is willing to sign your dissertation should do so at the end of the defense. The Chair will retain the signatures until the final revisions demanded by the committee are deemed to have been satisfied, at which point you will submit the dissertation to the Graduate School. If you do not pass the initial defense, you may re-defend your dissertation at a time determined by the GC. Failure of the second defense will result in your dismissal from the program.

Timeline

Your timeline to completion in the program may vary from other students. In general, your progress through the program will be as follows:

End of year 1: You will have completed all required courses (ETHN 6000, 6001, 6002) and will have begun formulating reading lists and comprehensive exam committees.

End of year 2: You will have completed all graduate course requirements and will have either successfully completed comprehensive exams or will be preparing to take comprehensive exams in the first semester of the third year.

End of Year 3: You will have successfully completed your comprehensive exams, been admitted to candidacy, and defended your dissertation prospectus.

End of year 4: You will have completed and defended your dissertation or be making significant progress toward completion of your dissertation.

Time Limit

You are expected to complete all degree requirements within six years from the semester in which you begin coursework in the doctoral program. If you fail to complete your degree in this six-year period, you may be dismissed from your program with the concurrence of your faculty advisor and the Graduate Committee. To continue, you must file a petition for an extension of the time limit with the Dean of the Graduate School. Such petitions must be endorsed by your faculty advisor and the GC and may be granted for up to one year. If the Dean of the Graduate School and the GC cannot agree on whether you should continue, the Executive Advisory Council makes a final recommendation to the Dean of the Graduate School.

If you need to leave the University for a period of time, you may apply to the [Leave of Absence Program](#) for up to one year. Information on that program is available through the

Office of the Registrar. If you are required to maintain continuous registration, you may petition for an exception in order to participate in the Leave of Absence for parental leave or other extenuating circumstances. Participation in the Leave of Absence Program does not extend your time limit but may be used as a reason when applying for an extension, should that become necessary.

GOOD STANDING

In order to remain in good standing, you must make satisfactory progress toward your degree, maintain a 3.0 GPA, and complete courses successfully. If you have concluded your coursework, you must demonstrate a plan for completion of examinations, prospectus, or dissertation.

Satisfactory Progress Toward the Degree

Satisfactory progress is defined normally as nine hours of coursework per semester while you are completing your coursework. If you are preparing for comprehensive exams or working on your dissertation, you must demonstrate to your advisor that you are making satisfactory progress toward the completion of your degree. You are required to remain continuously enrolled from the time of graduate admission to the time of completion of your degree, unless you have applied for a leave of absence.

Grade Point Average

You are required to maintain at least a B (3.0) average while enrolled in the Graduate School and must have at least a 3.0 overall average to receive a graduate degree. If you receive a grade of C, D, or F in a course, you may repeat that course upon written recommendation by the ACGS and approval by the Dean of the Graduate School. Your grade received in a repeated course substitutes for your original grade and only the later grade is used in the Graduate School's manual calculation of your grade point average. However, all grades received appear on your transcript and are calculated in your official GPA.

Courses you take toward the fulfillment of requirements for a graduate degree may not be taken pass/fail. When your cumulative grade point average (GPA) falls below 3.00, you will be placed on academic probation. You have two semesters in which to raise your cumulative GPA to 3.00 or above. If you do not earn a 3.0 GPA in all courses taken in the first of two probationary semesters, a Dean's administrative stop is placed on your record, and you may be subject to dismissal at the conclusion of your first semester. The final decision on dismissal rests with the Dean of the Graduate School based on departmental recommendation.

Incomplete Course Work

To remain in good standing, you may carry no more than one grade of Incomplete. If you have more than one Incomplete course, you will be placed on probation and be given a maximum of one semester to make up all of the incomplete work. If you carry more than one Incomplete for more than one semester, you will be suspended from the program. Upon completion of the course requirements, you will be considered for reinstatement.

Evaluation of Good Standing

The ACGS will monitor your progress and standing. At the end of every academic year, you

will submit a statement of progress toward degree to the ACGS. If you are doing coursework, this will include courses taken and grades earned and plans for future courses, as well as your schedule for taking exams. If you are beyond coursework, this will include your schedule and plans for completion of exams, prospectus, and dissertation. In addition, your advisor will submit to the ACGS an assessment of your progress toward degree. The GC will evaluate these statements, along with your transcript, in order to determine whether you remain in good standing. All evaluations will become part of your academic file.

Should the GC deem you to be off track (i.e., not making timely progress toward degree), the ACGS will notify you of this decision and provide an explanation. You will be given one probationary semester to get back on track. At the end of the probationary semester, you must submit a statement explaining how you have returned to good standing or detailing a plan to do so; your faculty advisor must also submit a statement supporting or opposing your reinstatement. If the GC determines that you are still not on track after the probationary semester or deems the plan unsuitable, you will be suspended from the graduate program. If suspended, you may apply for reinstatement within one academic year of your initial suspension.

Good standing and timely progress toward degree will be considered in decisions about your funding.

GRIEVANCES

You may file grievances and petitions with the ACGS, who will take them to the GC. A petition or grievance should be endorsed by your faculty advisor, unless the grievance or petition is against the advisor. The GC will consider unendorsed petitions but will take note of the lack of endorsement. Any members of the GC who are involved in the grievance or petition must be recused from deliberations and voting, though they may provide evidence to the committee. The GC will make a decision by majority vote. If the GC is unable to reach a decision (due to a tie or lack of a quorum of 3 voting members), the matter will be taken up at a Department faculty meeting. The Department will reach a decision by majority vote. Subsequent appeals may be made to the Dean of the Graduate School.

FINANCIAL SUPPORT

Financial support is available to you in the form of teaching appointments and fellowships. Financial support offers for the upcoming academic year will be made to admitted students at the time of acceptance and to continuing students toward the end of the current academic year. Do not plan to work more than 20 hours per week while you are a full-time student.

Funding Assignments

The GC will make recommendations about assignment of fellowships and/or teaching positions to the Department Chair, who will make final decisions about distribution of financial support offers. The committee will take into account evaluations of good standing, progress toward degree, prior teaching success (if applicable), and prior funding (if applicable). The Chair will match these recommendations to departmental needs, merit and equity.

Graduate Teaching Positions

The Department may offer teaching appointments to you if you are qualified. As a TA, you will be observed once per semester by the instructor of your course, who will file a teaching evaluation with the ACGS. As a GPTI, you will be observed once per semester by a member of the GC (assigned by the ACGS), who will file a teaching evaluation with the ACGS. All teaching evaluations will become a part of your academic file. Salaries vary by nature of the position (TA or GPTI) and fraction of the appointment. Quarter-time appointments require 10 hours of work per week and cover a tuition waiver of five credits. Half-time appointments require 20 hours of work per week and cover a tuition waiver of 9-18 credits. All appointments at or above twenty percent provide a substantial offset to the cost of the standard CU Student Gold Health Insurance plan. For health insurance costs, please see the Bursar's Office section on [Health Plans](#). You are responsible for all mandatory fees and course fees each semester. The total amount of fees will vary depending on your graduate status and the number of credit hours you are taking.

Tuition Remission (Waiver)

If you are on a qualifying appointment (monthly salaried GRA, GPTI, TA, and GA positions) you will receive tuition remission as part of your compensation package, which is based on the percentage of your appointment, regardless of residency status, and must be used the semester in which you hold the position. Courses taken through Continuing Education, Extended Studies or Outreach or taken for no credit are not eligible for tuition remission. Tuition remission must be applied directly against actual tuition charges on your bursar's bill, and may not be paid out as a general scholarship or salary increase.

If you are a domestic non-resident graduate student (including permanent residents) you must obtain Colorado [in-state tuition classification](#) prior to the start of your second year of employment. Instructions on how to apply for residency can be found on the Registrar's website. **Failure to do so will result in your ineligibility for tuition remission, starting with the following semester.**

Ethnic Studies TA Requirements and Expectations

As a teaching assistant with a 50% appointment, you are expected to work up to 20 hours per week. Actual expectations may vary by instructor based on course structure and content, but in general will include:

- Attend all lectures and recitations
- Schedule a minimum of 3 office hours per week
- Grade exams and papers
- Proctor exams
- Handle student emails
- Keep track of hours worked³

³ Please see the Department's TA and GPTI Guidelines document in the appendix to this Handbook for more details regarding student and faculty responsibilities and best practices (also located on the Department website under Graduate → Resources for Current Students).

If you have yet to advance to candidacy, you will be required to attend the Department orientation to discuss TA expectations and graduate teacher responsibilities the week before classes begin.

Prior to the beginning of each semester, you will receive a formal letter of offer for your teaching position for the upcoming semester. This letter will outline additional information pertaining to your appointment. You may be required to work during semester breaks.

For more information on Graduate Student Appointments, please refer to the [Graduate School website](#). For full information regarding tuition and fees, please see the [Bursar's Office rate sheets](#).

Fellowships and Grants

All applicants for the Ph.D. program whose completed applications have been received by the admissions deadline are considered eligible for the following fellowships:

University Fellowships and Grants: Assist with living and/or tuition costs and are awarded each year to graduate students. Amounts vary year by year. See the [Graduate School website](#) for more information.

Department Fellowships and Awards: All students active and in good standing within the ETHC Graduate program will be eligible for research and conference travel fellowships. These fellowships are competitive, and application review and decisions are made by the Graduate Committee (GC) every academic year. More information is available on the department website under [Resources for Current Students](#).

In addition, if you are at the advanced phases of your studies, you may apply for the following fellowships:

- **Summer Fellowships:** ABD candidates may apply for these competitive fellowships funded by the Graduate School.
- **Dissertation Fellowships:** The Graduate School invites dissertating students to apply for these competitive fellowships, which provide one semester of funding.

Financial Aid

You are encouraged to fill out FAFSA application to determine financial need and loan options. For more information, please see the website of the [Office of Financial Aid](#).

In-State Residency

After one full year of living within Colorado, if you are a domestic student who wishes to be considered for financial support, you must establish Colorado residency by the beginning of your second year in the program. Please see the Registrar's [Residency Guidelines](#).

Other Resources

You are strongly encouraged to apply for national fellowships. The Graduate School maintains

a list of [national fellowship opportunities](#). Graduate tuition and fee schedules are available at the [Bursar's website](#).

RESIDENCY

As a graduate student, you would normally remain in residence as you pursue your degree program. If, for some compelling reason, you must move away from the area and yet wish to remain in the program, you must first consult with the ACGS. The ACGS will convene a meeting with you, your advisor (and, if appropriate, your committee) to approve a Plan of Action for your timely completion of the degree requirements. Your advisor will be required to submit an annual report on your progress. Should you fail to make steady progress toward the completion of your degree, the GC, upon consultation with your advisor, may refuse extensions beyond your sixth year of the Ph.D. program (as per the Graduate School limit).

GRADUATE STUDENT CONDUCT

Principles of Academic Engagement and Honesty

You are responsible for observing all academic requirements, the procedures established for Teaching Assistants and Graduate Part-Time Instructors (when applicable), and in general for acting in a professional manner and demonstrating respect for the diversity of perspectives that are represented within the Department of Ethnic Studies and CU Boulder. In particular, you must uphold standards of academic integrity in your roles as students and instructors.

Plagiarism and Academic Dishonesty

Violations of academic integrity will result in academic sanctions up to and including dismissal from the program. For a comprehensive discussion of plagiarism and academic dishonesty, as well as procedures for confronting them, please refer to the [Academic Integrity Policy](#).

The Department will refer any matters that fall under the purview of the University Honor Code to the Honor Code Office. As a student of the University of Colorado Boulder, you are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council; if you are found to be in violation of the academic integrity policy, you will be subject to both academic sanctions from the faculty member involved and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). For more information, please visit the [Honor Code website](#).

UNIVERSITY REQUIREMENTS

The University's requirements for graduate study are found in the [University Catalog](#); you are responsible for adherence to the rules stated there as well as the rules of the Department outlined in this proposal. You are also responsible for adherence to any additional Graduate School rules not specifically addressed in this document; please refer to the [Graduate School Policy and Procedures website](#).

APPENDIX: TA / GPTI GUIDELINES

Guidelines for TAs, GPTIs, Graders, and Faculty Department of Ethnic Studies University of Colorado Boulder

Prefatory Comments

These guidelines are intended to assist students and faculty with a clear-cut set of expectations so that the Teaching Assistant (TA) experience and Graduate Part Time Instructor (GPTI) experience is an optimal exchange of labor that assists doctoral students in the pragmatics of becoming future faculty. They are also intended to ensure that our faculty's courses run smoothly, while benefitting our students. The ability to serve as a TA is a fundamental aspect of the professionalization of future faculty, and students should see this as an invaluable experience on how to engage with students and assist the faculty in their delivery of the materials and ideas of the course. Although smaller classes are the ideal educational experience, in a state institution, it is necessary to teach large classes. These large classes with TAs have many benefits: our department has more student credit hours (a key metric used by the Arts & Science College in achieving departmental resources, including graduate student funding), training and practice for graduate students' teaching, the ability for our undergraduates to have more assignments, feedback, and success in large courses, and for our undergraduate students to have access to more individuals for their success in our large classes.

In addition, it is great for our undergraduate students to interface with our DES doctoral students, and for faculty to model how to teach large classes, including how to organize a syllabus, design evaluative materials (quizzes, mid-terms, finals, papers, and other activities), structure lecture materials and delivery, address student crises (e.g., death of a family member, a serious mental health issue, etc.), respond to problematic student behavior (e.g., cheating, texting in classes, racist comments, etc.), and so on. This is an invaluable opportunity for our graduate students to receive faculty mentoring and for faculty to mentor students in pedagogic practices that are at the core of our Department. What follows are some general guidelines, duties, and expectations for faculty and students (working as TAs with and without recitation sections), and both graduate and undergraduate graders that assist the instructor of record with grading exams.

Faculty Best Practices

Faculty have a unique and crucial opportunity to mentor, train and inspire future faculty. It is important that faculty make time on a regular basis to meet with the doctoral students assigned as TAs to their classes. If a course has recitation sections, faculty should discuss the goals of the sections and what specific topics and areas are important to cover. Please also note that email is the official mode of communication. Communication via text messages should be used sparingly and limited to urgent situations only.

Prior to leaving town, faculty must complete a travel authorization form that specifies why they are out of town and how their classes are being covered, and this must be approved by the Department Chair. For those faculty missing classes who have TAs, they must inform their TAs with how the class is being covered, and the expected role of the TA for the missed lectures. Many

faculty use their absences to show films or have guest speakers that they would use even if they were present. When asking TAs to show a film and/or assist a guest speaker, the instructor should specify how they want the TA to introduce the film or speaker and if any assessments of the film or speaker are expected from the students.

Re: “Triggers” in Assigned Material

When using films, it is ideal that a TA will preview the film prior to showing it to the class (when the faculty is absent), particularly if the film includes “triggers” that may be upsetting to students. It is important that the faculty lets the students in the class and the TAs know about the resources available to students to get support if they feel triggered by the readings, lectures, films, and materials of the class. Faculty need to let the TAs know that the material may be triggering, but they should also let the students know before they are absent (in a prior course where they are present). For example, a professor should explain triggers (if they haven’t before) and inform that some of them may be upset by some things that a film or guest speaker presents, and that it is important for them to take care of themselves and leave the class if necessary. The faculty should provide information for the [Office of Victim Assistance](mailto:assist@colorado.edu) in C4C, room 440. Phone 303-492-1377, assist@colorado.edu. (This and other resources are listed at the end of these guidelines.)

Notably, some assigned reading materials can also be triggering and if any of these are assigned while the professor is absent, the students should be forewarned before the professor is absent and the professor should prepare the TAs to address this. Of course, it is not always clear what will trigger anyone, but planning can help alleviate many of the problems that could occur. (And, of course, all of this about triggers is relevant to all classes whether the faculty is present or it is a small class without a TA.)

Time Expectations for Teaching Assistants

Teaching assistants who have a 50% time appointment are expected to work 20 hours per week. Teaching assistants that have a 25% appointment are expected to work 10 hours a week. If there is no grading involved in any given week, TAs may be working less than this. TAs should “bank” hours on lighter weeks so as to handle heavier grading weeks down the road. TAs should keep a record of how many hours worked per week and designate how it was spent (e.g., 2 hours lecture, 2 hours office hours, 2 hours review session for exam, 8 hours grading a quiz, 2 hours recitation, 3.5 hours prep for recitation, and so on).

Lecture Expectations for Teaching Assistants

TAs are expected to attend all lectures and take detailed notes so that they can go over the lecture material in detail during recitation or if students come to their office hours (because they missed a lecture or don’t understand something from lecture). TAs need to take notes even if they know the material so that they can remember what was presented and create an engaging recitation hour. If for some reason TAs must miss a lecture, they need to be sure to let the instructor of record know as soon as possible; and go over the lecture notes with a fellow TA (if there is one) before leading the recitation section with the missed materials. TAs must read all of the required readings before coming to lecture (and, obviously, if the recitation is before the lecture, materials must be read before the recitation).

TAs in lecture-only courses typically do the following:

- Assist the professor in gathering, copying, and distributing course materials prior to each class
- Assist with technical & AV and guest speaker support for lectures
- Hold regular office hours to meet with students (2 hours per week and by appointment)
- Assist in preparing and grading course exams & assignments
- Assist with entering grades into Canvas
- Assist in compiling and submitting final grades

Occasionally the instructor of record will ask TAs if they want to give a guest lecture for the class. It is up to student to see if they want to make the time to prepare for a lecture and if asked by the instructor it is must be done with far advanced notice ideally at the beginning of the semester. The instructor of record must mentor students on how to prepare and deliver an engaging lecture. TAs can also be asked to help coordinate discussions in class or help with exam preparations for the class, again with clear consultation with the instructor and with the other TA if there are more than one assigned to the class.

Expectations for TAs with recitations:

The instructor of record should provide clear guidance to TAs on the topics and themes of the course and what the faculty expects the TA to address in recitations. TAs should look over the syllabus at the beginning of each week to see the outlines of what needs to be accomplished in recitation. TAs should pick up the necessary materials from the instructor to make appropriate copies for recitations. If the instructor will e-mail or leave materials in the mailbox of TAs, the instructor should notify TAs in advance of recitation so that TAs can make appropriate copies for recitation.

If required to do so by the instructor, TAs create a presentation of lecture concepts or other relevant materials of their own choosing to present at each recitation. Their presentations should reinforce the keywords and concepts from each lecture. Each recitation section should cover the same materials for consistency. Track the attendance and participation of each student for the 'recitation grade' and the instructor should provide specific details on how to track participation.

Use the full 50-minute session each week. Do not cancel or let recitations out early, unless all of the TAs have been given that instruction by the instructor. TAs who must miss a recitation or switch recitations with another TA for any reason, must notify the instructor in advance. TAs and faculty may want to agree before the course starts how the missed recitation will be handled.

Grading Expectations

TAs are typically responsible for the grades of all of their recitation students. Given that CANVAS (and other similar programs) have been known to lose data, be sure to download the excel file from

CANVAS on a regular basis and store it on your hard drive or a cloud to avoid the huge problems if this happens.

TAs are responsible for entering grades on CANVAS in a timely fashion and for returning graded assignments in a timely fashion (for items that are returned), as defined by the instructor. Guidelines for grading need to be as consistent as possible across and the instructors should spend time “norming” the grading standards between the instructor and the TA(s) assigned to the class.

Professional Standards and Best Practices for TA Performance

- Prompt and professional responses to the Instructor’s email communication
- Professional email and verbal communication with students
- Professional work ethic and prompt completion of tasks
- Conscientious preparation for class, including doing the readings
- Punctuality in meeting classes and keeping student appointments
- Consistency and academic rigor in grading student assignments
- Teamwork & coordination with the professor and with other TAs
- Sharing ideas/suggestions for improving the course with the professor and other TAs
- Devising ways to link recitation activities with lectures & readings
- Developing interpersonal skills in leading student discussions
- Being candid with students if you don’t know the answer
- Relaying student feedback to the professor
- Being sensitive to individual student concerns and problems
- Returning student assignments and exams promptly

Basic Standards of Performance for Graduate Part-Time Instructors

- Graduate Part-Time Instructors (GPTIs) are responsible for all aspects of their courses. They are responsible for the presentation of course material, the creation, and evaluation of student assignments, and for TA performance if their courses have TAs.
- In some cases, courses taught by GPTIs have established curricula and guidelines regarding content. In others, we understand that GPTIs are generally able, through working with their primary advisor and members of their committee, to design their own course. To have consistency in courses, when appropriate, it is expected that GPTIs look at and likely use much of the material in other approved syllabi, and talk with faculty and others who have taught the course for further insight.
- GPTIs need to be sure to include any required CU policies in their syllabi (which are typically emailed), and it is advised that they may want to include some of the student resources listed at the end of these guidelines (particularly in classes which have triggers).
- In general, GPTIs should be present at all scheduled class times. If attendance is not possible, GPTIs should arrange for substitute instructors to conduct classes in their absence. DES will make available the teaching times for the instructors and TAs in any given semester.
- GPTIs should hold 2 hours of office hours per week for their course. Office hours should take place at all scheduled times unless extraordinary circumstances intervene. In this case, office hours must be rescheduled at convenient alternative times and communicated

- to the students and TAs in a timely manner.
- We recognize that, as GPTIs and TAs are all graduate students, there are inherent conflicts in the requirement that the former supervise the latter. Nevertheless, GPTIs are responsible for their courses. If TAs are not performing appropriately, their GPTIs must either act or take responsibility for TA inadequacies upon themselves. If GPTIs are uncomfortable in this role, they are welcome to request assistance from the Director of Undergraduate Studies.
- We monitor GPTI performance in the same manner in which we monitor faculty performance. Our primary instrument for this is FCQ reports and peer reviews that are done by core faculty every semester.

Graders

Graders are hired and are paid at the rate of \$12 per student during the academic year and \$35 per student for online classes in the summer terms. Graders are not TAs or GPTIs or research assistants. Their sole purpose is to assist in grading exams and other evaluative materials in consultation with the instructor of record. Graders are not expected to hold office hours or attend lectures. Graders can be qualified undergraduates that have a strong GPA and have taken the class before or evidence of prior knowledge of the materials of the course. Graders must submit their graded materials to the instructor of record and the instructor of record must approve the grades before they are shared with the students. It is inadvisable to give undergraduate graders access to CANVAS (or similar software), where they will be privy to information about their peers. The course instructor or TA should either enter these grades into Canvas, or provide the grader with an Excel spreadsheet that only has the students' names. The instructor (or course TA) can then add the necessary information to the Excel spreadsheet to upload it into CANVAS.

STUDENT RESOURCES

The [Center for Inclusion & Social Change](#) (CISC) has been established to support undergraduate and graduate students across multiple identities, including students of color, LGBTQ+ students, QTBIPOC students, women and femme students and first-generation students. Students will find a welcoming and inclusive gathering space at the Center for Inclusion and Social Change, and a place to find community, resources and support for academic, personal and professional growth. Location: Center for Community, room N320.

[Counseling and Psychological Services](#) (CAPs) provides free short-term counseling for students, staff, and faculty, as well as a variety of support groups, consultation, and education. Location: Center for Community, room S440; phone: 303-492-6766.

[Community Health](#) is the public health division of Wardenburg and provides free HIV testing, presentations on sexual health and equity, cold care kits, safer sex supplies, and tobacco quit kits. Location: University Memorial Center, room 411; phone: 303-492-2937.

[Disability Services](#) provides students with disabilities with tools, reasonable accommodations, and support services to participate fully in the academic environment. Location: Center for Community, room N200; phone: 303-492-8671.

The [GLBTQ Resource Center](#) provides education, advocacy, community, and leadership development for gay, lesbian, bisexual, transgender, and queer students. Location: Center for Community, room N450; phone: 303-492-1377.

[International Student and Scholar Services](#) (ISSS) helps answer questions concerning non-U.S. students' legal status or other issues pertinent to their stay at CU. Location: Center for Community, room S355; phone: 303-492-8057.

The [Office of Victim Assistance](#) (OVA) offers free confidential information, support, advocacy, and short-term counseling to students, faculty and staff at CU, including their significant others. OVA is a separate office, not connected to the police department. Our office primarily focuses on situations involving traumatic events, including, but not limited to physical assault and hazing, bias motivated incidents, death, discrimination and harassment including sexual harassment, intimate partner violence, serious accidents, sexual assault, and stalking. We can help people learn about resources and assess their options in these situations. Location: Center for Community, room S440; phone: 303-492-8855; email: assist@colorado.edu.

Off-Campus and After-Hours Resources

The OVA maintains an [after-hours line](#) for student assistance. If you are a CU student, graduate student, faculty, or staff member, or if you would like to discuss concerns about a CU Boulder community member after hours, call their main number (303-492-8855) and press "2" to speak to a mental health professional by phone. In an emergency, of course, call 911. If you're not sure if it's an emergency, call 911 and they'll tell you.