

**Graduate Teaching Assistantship Policy Fall 2024/Spring 2025**  
**For Graduate Teaching Assistants and Graduate Teaching Assistantship Professors**

Graduate students, when serving as graduate teaching assistants (GTA), which is a paid position, are employees of the university in addition to being students and apprentices to the professions. The state of Colorado funds GTAs as part of the resident instruction budget. As such, the GTA position involves payment for services related to undergraduate History Department instruction. History GTAs typically assist the instructor of record in one of the following lower-division survey courses: HIST 100, 101, 115, 120, 121, 150, 151, 170, and 171 (CSU AUCC Category 3D Historical Perspectives). The primary commitment of the GTA position is to support the [gtPathways requirements](#): grading essay exams and out-of-class papers. The duties involve meeting with and supporting the professor of record and may entail attending the class and completing tasks such as taking attendance, assisting with audio-visual equipment, and leading discussions, or teaching a class session; meeting with students outside of class for study sessions and holding office hours; grading a variety of exams and assignments including essay, short answer, and multiple-choice exams, out of class papers, presentations, and non-grade assignments such as class participation. Some form of experience, skill, or aptitude in the discipline of History is necessary for appointment. These tasks also require that GTAs be able to communicate effectively in written and oral form in English.

History employs full-time graduate students as GTAs (those taking 9 credit hours or more). History GTAs are appointed to a half-time assistantship (.5 FTE), which usually involves an average of 20 hours of service per week of a 40-hour workweek. GTA work can vary from week to week, semester to semester, and course to course. Therefore, not every GTA will have the same experience. However, there are some parameters within which both GTAs and GTA professors must work. These are listed below.

1. GTAs usually average about 20 hours of service per week, including attending the class to which they are assigned, meeting with the GTA professor, and holding 3 hours of office hours per week in the History Trailer. GTAs should track and record their hours each week and submit their hours each semester along with their evaluation of the GTA experience. GTAs typically register as full-time students and take 9 credit hours (3 courses) per semester, which constitutes at least another 20 hours per week (.5 FTE), though often more time is necessary for graduate students to complete their coursework.
2. GTAs should grade no more than 75% of any graded assignment and/or 75% of the total graded assignments in the course. GTAs assist faculty members with grading but do not replace faculty grading. GTA professors should consider the number, frequency, and timing of the assignments over the course of the semester and establish clear written guidelines for grading. GTA professors should also meet regularly with their GTAs and make any adjustments. GTAs are encouraged to reiterate their instructions in writing via email to their GTA professors to ensure clear communication.

GTAs are expected to remain in good academic standing (at least a 3.00 GPA and earning no grade lower than a B- in their degree program) in order to maintain their GTA position. GTAs will undergo evaluations at the end of each academic semester and will also have a chance to evaluate their GTA experience. [See CSU Graduate Assistantship Professional Bulletin and the History Department Graduate Policies.]

CSU AUCC courses in Categories 3D Historical Perspectives must conform to the gtPathways guidelines that use writing assignments to improve students' comprehension of course content and proficiency in writing. gtPathways requires that these courses meet the following minimum standard: At least 25 percent of the course grade must be based on written work that consists of:

1. At least one out-of-class writing assignment.
2. In class essays (usually essays as part of exams).

In this written work students should demonstrate competence in standard written English and the ability to convey a theme or argument clearly and coherently, analyze critically and synthesize the work of others, and acquire and apply information from appropriate sources and reference those sources appropriately. [See the CLA MOU on Writing in AUCC Courses in Liberal Arts.]