Course Assignments for Ph.D. GTAs with Prior Teaching Experience

Currently every Ph.D. student who serves as a GTA is required to follow a strictly structured program beginning with working as a tutor in the Writing Center during the first year (while enrolled in Seminar in Teaching Composition), teaching ENGL 1010 during the second year, teaching ENGL 1020 in the third year, and possibly teaching ENGL 2030 or 2020 in the fourth year (after either shadowing with a literature professor or passing the Seminar in Teaching Literature with a B or better). This program applies to all Ph.D. associates regardless of whether they have prior teaching experience or not. Further, the Seminar in Teaching Composition is required regardless of whether the Ph.D. associate has taken a comparable graduate course that could transfer in from another institution.

The GTA Supervisory Sub-committee is concerned that this progression unnecessarily slows the movement of Ph.D. associates into teaching assignments that are already held by adjunct faculty within the department (many of whom have only M.A. degrees and who entered into teaching ENGL 2020/2030 without either coursework or mentoring in the teaching of literature). Since experience in teaching literature is a critical component of viable competition in the full-time academic job market, the sub-committee deems it necessary to increase the opportunities for teaching literature available to our Ph.D. associates.

Therefore, the GTA Supervisory Sub-committee recommends the following to the Graduate Committee:

1. Ph.D. associates who are deemed ready by GTAC based upon observations and student evaluations be allowed to move into the next level of teaching at the mid-year instead of having to wait for a new academic year. Thus, associates deemed ready could move from teaching ENGL 1010 to teaching 1020 at mid-year or from teaching ENGL 1020 to shadowing with literature faculty or teaching 2020/2030 if he/she has completed ENGL 7590 with a grade of B or better and has passed the Qualifying Examination (and the requirements of the supervising faculty for teaching 2020).

2. An alternate progression to the current structure of training for Ph.D. associates who enter the GTA program with previous experience teaching the equivalent of ENGL 1010 and/or 1020 at a two- or four-year institution of higher education:

   - New Ph.D. associates should be allowed to transfer in coursework in Composition Theory or Methods as the equivalent of ENGL 7560 Seminar in Teaching Composition and in Theory or Methods of teaching literature as the equivalent of ENGL 7590 Seminar in Teaching of Literature.

   - New Ph.D. GTAs with previous experience teaching composition should be able to begin teaching one section of ENGL 1010 while working 10 hours in the Writing Center the Fall semester of their first year in the Ph.D. program. If they

demonstrate competency to GTAC by virtue of their observations and student evaluations, such GTAs should be permitted to teach ENGL 1020 while working 10 hours in the Writing Center the Spring semester of their first year.

- If competency is demonstrated in ENGL 1020 as in ENGL 1010, such Ph.D. associates will be eligible in the third semester either: to shadow a literature faculty member while also helping to meet staffing needs in the UWC, 1010, or 1020 or to begin teaching ENGL 2020 or 2030 if they have passed with a grade of B or better ENGL 7590 Seminar in Teaching of Literature. Those following the shadowing option would be eligible to teach ENGL 2020 or 2030 in the Spring of their second year.

- After the second year, such Ph.D. GTAs may be called upon to work in the Writing Center or teach ENGL 1010, 1020, 2020, or 2030 according to the needs of the UWC (the staffing of which must not be jeopardized) and the department.