

## Graduate Assistant Positions for MA Graduate Students in

### Department of Women's and Gender Studies

#### DePaul University 2017-2018

Below are **FOUR** Graduate Assistant (GA) positions currently available for students in the MA Program in Women's and Gender Studies for the academic year 2017-2018.

Applicants for the current GA positions are welcome to apply for more than one position, **but you must submit separate application letters for each position**, **but** your resume and reflective essay can be submitted once for multiple positions.

**To be considered for these GA Positions, applicants must submit this GA application by or before the priority deadline of February 15, 2017. The GA Applications should be submitted via email to: Leo Masalihit, Departmental Program Assistant, WGS Program (not with the online MA Application). You can email him at: [lmasalih@depaul.edu](mailto:lmasalih@depaul.edu). The subject heading should be titled: Application for GA Position in WGS**

#### **Application Process:**

- (1) To apply for the GA position, please submit the following application materials to Leo Masalihit ([lmasalih@depaul.edu](mailto:lmasalih@depaul.edu)):
  - a. A letter of application that answers the following questions: Why are you interested in this position? What are the skills, background knowledge, and experience that you would bring to the position? How is this position related to your broader goals within the MA Program.
  - b. A resume that includes the names, email addresses, and phone numbers of 2 individuals who could speak to your skills and abilities applicable to this position.
  - c. A short essay response to the following questions: (a) What have been your experiences working in service and/or activist or educational groups? What are some of the challenges and triumphs you've experienced? (b) In your experience of groups or organizations, what are the best ways you've experienced to build a group that is inclusive and affirming of different identities, ideas, and perspectives? (c) In your experience, how have you approached disagreements and/or conflicts within a group, and what have you learned in the process? Give an example.
- (2) Applications are due by February 15, 2017.
- (3) Review of applications will take place mid-late February, with decisions made by mid-March 2017.

**If you have questions, please contact Dr. Ann Russo, WGS Graduate Director ([arusso@depaul.edu](mailto:arusso@depaul.edu))**

**Graduate Assistantship Opportunities:**

**(1) Assistantship with Take Back the Halls: Ending Violence in Relationships and Schools**

**This position will fund 12 hours of academic credit (1 course per quarter for 3 quarters) for the 2016-17 academic year, and will provide an annual stipend of \$5,000.**

Take Back the Halls: Ending Violence in Relationships and Schools (TBTH) is a teen dating violence prevention and community activism program designed to prevent relationship violence among teens. The Graduate Assistants will oversee DePaul interns who meet with high school student participants weekly in three area high schools throughout the school year. The graduate assistant will work with a second TBTH graduate assistant to run the day-to-day operations of TBTH. Specific responsibilities include recruitment and training of DePaul undergraduate students to participate in the program, development and management of curricular materials, supervision of undergraduate interns, outreach with schools and communities, facilitation of TBTH in one high school, function as a liaison between Metropolitan Family Services, area high schools, the DePaul TBTH team, etc.

**Position Hours and Duration:** Each graduate assistant will be required to commit to approximately 12-15 hours per week during the academic year. It is important to note that TBTH runs on the Chicago Public Schools calendar, so the graduate assistant likely will be asked to work even during some times when DePaul is between quarters (i.e., between Thanksgiving and Christmas break). It is also important to note that the graduate assistant must be available to work – often in the Women’s and Gender Studies offices – during the day.

**(2) Assistantship with Building Communities, Ending Violence Project (2 available)**

**The position will fund 12 hours of academic credit (1 course per quarter for 3 quarters) for the 2016-2017 academic year, and will provide a stipend of \$5000).**

The goal of the Building Communities, Ending Violence (BCEV) project is a community-building justice project grounded in community accountability and transformative justice. The project offers spaces for community members (ie, students, faculty, staff, and members of the broader Chicago community) to learn about and practice everyday collective & community-based responses to oppression and violence that do not rely on police or other external authorities. The project creates and facilitates activities geared toward reflection, dialogue and skill building for healing, intervention, accountability, and transformation.

The two assistants will work together with Dr. Ann Russo to create activities and spaces for the practice of healing, intervention, accountability and transformation in response to oppression and violence at DePaul and beyond. The assistant will take leadership by initiating, creating, organizing, and facilitating strategy workshops on building skills for intervening in oppression and violence, peace circles (e.g., support, reflection, conflict, and/or community-building circles), reflection and skill building around racism and white privilege (Dismantling White Privilege and Racism Group), healing arts and performance events (Dandelions in the Concrete), Chicago community-wide skill shares in transformative justice. In addition, the assistants will work to maintain and build upon the BCEV Blog and Twitter social media to expand critical consciousness around transformative justice.

The following strengths are required for this position: (a) experience with social justice, anti-oppression frameworks that address interlocking systems of oppression and privilege, (b) experience with restorative and/or transformative justice practices; (c) self awareness, reflexivity, and willingness to engage in difficult; (d) strong interpersonal communication skills, (e) strong writing skills for emails, publicity, and outreach materials; (f) demonstrated organizational skills needed for coordinating meetings, communicating with participants, taking care of logistics, and overall keeping track of multiple events and activities;

**Position Hours and Duration:** This graduate assistant position will require a commitment of approximately 12-15 hours per week during the academic year. The assistant must be available to work sometimes in the evenings and sometimes on weekends.

### **(3) Graduate Assistant Position to work with the Research Training Internship**

**The position will fund 12 hours of academic credit (1 course per quarter for 3 quarters) for the 2016-2017 academic year, and will provide a stipend of \$5000).**

The Research Training Internship (RTI) was created to generate new knowledge about the lives and experiences of Jewish teen girls and to develop the capacity of teen girls to engage critically with social issues that impact their lives through an explicitly feminist lens. The RTI Chicago is a pilot partnership between Ma'yan, a feminist educational organization in New York City working with teen girls, parents, and educators; the Jewish United Fund/Jewish Federation of Chicago; and the Beck Research Initiative for Women, Gender, and Community, housed in the Department of Women's and Gender Studies. Grounded in the philosophy of critical participatory action research (CPAR), the RTI program is committed to highlighting the knowledge and expertise of teen girls about their own lives and the issues that impact them. More specifically, this 10-month RTI program will bring together approximately 12 teens from the Chicago area to meet bi-monthly to create a participatory action research project on a topic of their choosing. After conducting their research, the teens will present their findings to the community; they will think through how to disseminate the information to the community in a way that has the most significant impact.

Three DePaul University faculty members are collaborating on this project: Dr. Amira Proweller (Education); Dr. Sonya Crabtree-Nelson (Social Work); and Dr. Beth Catlett (Women's and Gender Studies). The graduate assistant will work closely with all three faculty members, and also will work in full partnership with Stephanie Goldfarb (Senior Associate of Youth Initiatives at the Jewish Federation of Metropolitan Chicago) on program development and oversight.

Specific responsibilities include, but are not limited to co-facilitating bi-monthly meetings with the teen girls; creating a reading list and curricular materials (substantial curricular materials already exist – the graduate assistant and the Chicago team will be extending upon those materials) that will guide RTI sessions; teaching CPAR methods to the teens; attending weekly planning and de-briefing meetings; providing administrative management of the program including reserving rooms, ordering food, copying materials, etc; acting as a research assistant

for DePaul faculty who will be conducting a research project examining the experiences of the teens who are participating in this RTI program.

**Position Hours and Duration:** This graduate assistant position will require a commitment of approximately 12-15 hours per week during the academic year. This will include some evening and weekend hours since the RTI group will meet in the evening and/or on Sunday afternoons. It is also important to note that the graduate assistant must be available to work – often in the Women’s and Gender Studies offices – during the day.

**(4) Graduate Assistant Position to work with the Center for Identity, Inclusion and Social Change (<https://offices.depaul.edu/student-affairs/about/departments/Pages/cip.aspx>)**

**This GA comes with a \$10,000 scholarship applied to tuition cost, divided throughout the year and a \$10,000 stipend paid on a biweekly basis**

*The Center provides integrative educational experiences for students, faculty and staff to engage in critical conversations around race, gender, sexuality, social justice and the interplay of privilege and oppression. The Center nurtures collaborative partnerships to foster an inclusive campus environment through student engagement, community building and identity-conscious leadership development. The Center for Identity, Inclusion and Social Change provides advocacy and support for students experiencing interpersonal, intrapersonal and systemic oppression.*

**General Summary of GA Position:**

This Graduate Assistant (GA) assists with the planning, execution, and assessment of the co-curricular engagement and community development initiatives. This position requires a commitment to diversity and social justice education and a high level of creative energy. The GA will work with all department staff members in various capacity depending on current projects. The main programs the GA will provide assistance with is the DiverCity Program, Everyday Radical, building our social identity affinity groups and overseeing the annual social justice retreat.

**Principal Duties and Responsibilities**

1. Provide support for all co-curricular engagement and community development initiatives (DePaul Educational Theatre Company, Celebration Breakfasts, Chicago DiverCity Program, etc.) which may include but not be limited to the following: staffing events, training and curriculum development, making logistical reservations and arrangements for events, contacting and working with other departments and collaborators, and performing independent research.
2. Oversee and coordinate development of student affinity groups (e.g. Gender ?, women of color, multiracial students, etc.)
3. Facilitate collaboration opportunities between student organizations such as Intersectional Community Panel.

4. Assists with development and implementation of Everyday Radical which is a collaborative program between WGS and the Center that seeks to create a space for dialogue to build accountable communities for antiracist activism and advocacy.
5. Promote and market programs at promotional tables, involvement fairs, and through social media.
6. Coordinate Social Media platforms (Facebook, Twitter, Instagram, Snapchat, Podcast)
7. Compile assessment data and reports for relevant programs.
8. Assist with general office duties when necessary, including answering phones, taking accurate messages, checking the center's email, responding to room reservation requests, assisting visitors, typing correspondence, filing and data entry.
9. Assist with supervision undergraduate student workers.
10. Attend department staff meetings.
11. Perform other duties as assigned.

**Minimum Knowledge, Skill and Abilities:**

- A strong desire to work in a collaborative environment with people from diverse/different backgrounds.
- Knowledge of and commitment to the mission of DePaul University.
- Experience and interest in multicultural, social justice, and diversity issues and identity conscious leadership development.
- Proficiency in Microsoft Word, Publisher, Excel, Outlook. *Experience using Mail Chimp and Adobe Creative Suite preferred but not required.*
- Excellent written and oral communication skills.
- Demonstrated effective critical thinking and decision making skills
- Ability to organize, and maintain office documents.
- Excellent interpersonal/customer service skills.

**Position Qualifications:**

(1) Enrolled as full-time graduate student for 2017-2018 academic year; (2) Student must work well with diverse groups of people at all levels; (3) Student must be responsible and able to work independently; (4) Must be capable of managing multiple tasks; paying particular attention to detail.

**Hours/Schedule:** Work hours are 25 hours per week, served primarily Monday through Friday between the hours of 9:00am – 5:00pm. Some evening and weekend hours are required. Renewal of the position may be possible if the Center for Identity, Inclusion and Social Change staff feels that the student is satisfactorily progressing in their academic program, and are satisfied with the quality of work being provided. The position is based on the DePaul University academic calendar.