

The STP Guide to Graduate Student Training in the Teaching of Psychology

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Preface

As incredible as it may seem, there was a time when many, if not most, psychology graduate students received little or no training in the teaching of their discipline at the college and university level. What's even more incredible is that some graduate programs still live in the pedagogical dark ages and continue to toss their graduate students into the undergraduate classroom with little or no preparation, training, or supervision! At best, this practice is ignorant; at worst, it is unethical. Indeed, it seems unconscionable to put graduate students, or for that matter, even professors, into the classroom who have had little or no preparation for the job their departments ask them to do.

Of course, as long as there have been colleges and universities, there has been the sentiment that if you have a college degree—undergraduate or advanced—you have all the preparation necessary to teach. But, as decades of research in educational psychology, in general, and the teaching of psychology, in particular, have taught us, knowing the subject matter is one thing—knowing how to teach it well is something completely different. Your experience as a student likely substantiates this point: You have probably taken classes from bright and knowledgeable professors who were not very good teachers. Despite the fact that these professors knew an awful lot about their subject matter, they just simply couldn't convey that knowledge to their students or get them interested or excited about the material.

Fortunately, the growing awareness of the importance of teaching graduate students to become competent teachers of psychology has prompted many graduate programs to provide training and supervision experiences to their graduate teaching assistants and graduate teachers of record. These experiences span the gamut from a pre-semester workshop lasting a few hours to entire courses on the teaching of psychology to completing a special program that yields a certificate or degree in college and university teaching.

We created the present volume to share with you the variety of training and supervision experiences that are currently being practiced throughout the US. The programs highlighted in this volume offer insightful ways of preparing the new psychology professoriate to become competent college and university teachers. Our hope is that this volume will stimulate more interest and dialogue in developing rigorous and useful training and supervision programs for psychology graduate students aspiring to academic careers. We also hope that increased interest in the training of graduate students in the teaching of psychology will lead to a second edition of this volume—one more inclusive and comprehensive than the first.

The present volume contains descriptions of nearly 50 graduate programs in 25 states that provide their graduate students training in the teaching of psychology or in college and university teaching. The book includes descriptions of such training at the both the Master's degree and PhD levels. We have organized the volume alphabetically by state and then by institution for ease of locating particular training programs in specific geographic areas. As editors, we are truly grateful to all of the individuals who contributed to this volume, especially for their dedication to the preparation of the next generation of the psychology professoriate.

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June 2007

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Graduate Degrees Offered: MS, PhD

Graduate Program Description

PhD programs in clinical psychology and experimental psychology focus on developing skilled researchers and college instructors. The Department trains psychologists as scientists and scientist-practitioners by providing broad research training, substantive academic concentrations, and opportunities for teaching and applied experience.

There are four concentrations in the clinical program—clinical child, clinical health, clinical geropsychology, and psychology and law. There are three concentrations in the experimental program—cognitive psychology, developmental science, and social psychology.

Description of On-Campus Opportunities for Teaching as a Graduate Student

Beginning students with GTA assignments teach lab sections of the undergraduate research course and also assist with faculty-taught courses.

Approximately 95% of advanced students choose to take PY 695: Teaching of Psychology. Students have full responsibility for a section of 35 introductory psychology students. During a weekly, 2-hour seminar, students share ideas for lectures, discuss student issues, and review assigned readings on various topics including active learning techniques, tests, diversity, Web site construction, evaluation of teaching, and the experiences of new faculty.

Students receive feedback through several means. Early in the semester they observe and provide feedback to two of their colleagues. At the beginning and end of the semester, students collect numerical ratings and narrative comments from their own class. Three times during the semester, students videotape their teaching and then attend an individual consultation session with the faculty supervisor.

A link to the Teaching of Psychology Web site is available at <http://bama.ua.edu/~sprentic>. Several publications describe the content the Teaching of Psychology course and its impact on graduate students' instructional skills and knowledge of psychology. The

latest is McElroy and Prentice-Dunn (2005): Graduate students' perceptions of a teaching of psychology course. *Teaching of Psychology*, 32, 122-124.

After completing the Teaching of Psychology course, students are eligible to teach upper-level undergraduate courses, including statistics, abnormal, social, psychology-law, cognitive, experimental, and development. Recently two students team-taught a senior-level seminar on race and culture.

Description of Training for Teaching at the College and University Level

The Graduate School holds a two-day session each fall for new GTAs. Basic instructional skills, ethics, and campus resources are covered. The University's Faculty Resource Center offers several workshops each semester such as Web site construction and Web-CT. The center also hosts numerous presentations during the annual Exploring Excellence in Teaching Week

Opportunities for Off-Campus Teaching

Shelton State Community College (Enrollment 9,000)
Stillman College (Enrollment 500)

Awards and Other Forms of Recognition for Outstanding Teaching

Paul S. Siegel Teaching Award: Given annually to the top graduate student-instructor in the Department.

Excellence in Teaching Award: The Siegel Award winner is the department's nominee for this competition among the 24 Arts and Sciences departments. The Arts and Sciences winner then competes at the University level. Our students have won at both levels.

Employment Prospects

Graduates have held faculty positions at several institutions, including:

Birmingham-Southern College
Colorado College
Florida State University
George Mason University

Oklahoma State University
University of Kansas
University of Washington

Additional Comments

The department pairs systematic training in teaching with opportunities to teach a variety of courses.

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http://www.auburn.edu/academic/college_of_liberal_arts/psychology/

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Graduate Degrees Offered: MS, PhD

Description of On-Campus Opportunities for Teaching as a Graduate Student

First-year graduate students typically serve as 1/3 time paid Graduate Teaching Assistants (GTAs) for our Introductory Psychology courses. Students in their second year and beyond often serve as 1/3 or ½ time paid GTAs for upper-division courses or Teachers of Record (ToRs) for selected undergraduate courses (e.g., Introductory Psychology, Research Methods, Statistics, Learning).

Description of Training for Teaching at the College and University Level

First-year graduate students who serve as GTAs take a year-long course entitled Teaching of Psychology. The course meets twice weekly and is intended both to assist students in their teaching assistantship and to provide experience with theory and research related to college and university teaching in general and the teaching of psychology in particular.

At the end of their first year of graduate school, students may enter the Teaching Fellows Program, which allows them to receive additional training in college and university teaching/teaching of psychology and to become eligible to become ToRs (ToRs are responsible for all aspects of teaching their own courses).

All GTAs and ToRs are observed by at least one faculty member each semester and receive both verbal and written feedback from that faculty member regarding their preparation for teaching and their classroom performance.

Some graduate students elect to join Auburn University's Preparing Future Faculty (PFF) program, which is offered through the Biggio Center for the Enhancement of Teaching and Learning. This year-long program entails attending a bi-weekly seminar and visiting nearby college campuses (primarily community and four-year colleges) where the graduate students may shadow faculty members, attend faculty and other meetings, and give guest lectures.

Opportunities for Off-Campus Teaching

Our graduate students have taught part-time at Southern Union State Community College, Alabama State College, and LaGrange College. All of these schools are within 1 hour driving time from Auburn University.

Awards and Other Forms of Recognition for Outstanding Teaching

The Psychology Department and Auburn University offer several awards for graduate student teaching. Within the department, we offer the First-Year GTA of the Year Award (voted upon by all the first-year GTAs), the GTA of the Year Award (voted upon by the Psychology faculty), and the Teaching Fellows Award (given to all graduate students who complete the Teaching Fellows program). Within Auburn University, the College of Liberal Arts gives its annual Graduate Teaching Assistant Teaching Excellence Awards (given to best GTAs across the College's 12 departments).

Employment Prospects

Former Auburn University Psychology Department GTAs and ToRs are teaching at various institutions across the United States, for example:

Alabama State University
Armstrong Atlantic University
Georgia State College and University
Hampton-Sydney College
Idaho State University

Indiana Southeast University
James Madison University
Spaulding College
Tuskegee University
University of North Alabama

Department of Graduate Psychology
Azusa Pacific University
Azusa, California
<http://www.apu.edu>

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Graduate Degrees Offered: MA, PsyD

Description of On-Campus Opportunities for Teaching as a Graduate Student

Students have the opportunity to teach individual class sessions for which they have expertise. Teaching assistants work with full-time faculty for a semester. They serve as lab instructors, grade papers, and teach classes in conjunction with the assigned professor. Students teach in our Master of Arts program as adjunct instructors (Teachers of Record).

Description of Training for Teaching at the College and University Level

We do not have a formal class in teaching skills. Individual instructors provide supervision and training to the students with whom they work. Students who are Teachers of Record either in the undergraduate program or for the Master of Arts program are evaluated by their students and the chair of the department.

Opportunities for Off-Campus Teaching

Our students have the opportunity of teaching in the undergraduate psychology department. In addition, many students teach part-time at local two year colleges. Citrus, Mt. San Antonio, and Pasadena City College are all within forty-five minutes of campus.

Awards and Other Forms of Recognition for Outstanding Teaching

At graduation, students who have offered extensive support to the Department of Graduate Psychology are recognized and given a small honorarium. Students who serve as adjunct faculty are paid at the same rate as anyone else who has a Master's degree. Students who are Teaching and Research Assistants receive partial tuition remission and a small stipend each month. Students who teach with mentor teachers may receive unit credit if they desire.

Employment Prospects (We have only had graduates since 2001)

Two of our former students are regular faculty in our graduate psychology department. Students have also taught or are teaching at:

California State University, Fullerton

California State University, San Bernardino

Chicago School of Professional
Psychology
East Los Angeles Community College
Eastern Oregon University
Grand Valley State University

Manhattan Christian College
Phoenix Seminary
Point Loma Nazarene University
South Mountain Community College
Warner Pacific College

Department of Psychology
California State University, San Marcos
San Marcos, California

http://www.csusm.edu/psychology/ma_program.htm

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Graduate Degree Offered: MA

Graduate Program Description

Our program is a general experimental program that is mentorship based. Our program is designed to prepare students for doctoral programs; positions in business, industry, and the public sector; or for academic careers at the two-year college level.

Description of On-Campus Opportunities for Teaching as a Graduate Student

All full-time graduate students enroll in PSYC 680 Teaching of Psychology, during the fall semester of their second year. This course consists of a two-hour weekly seminar with a full-time faculty member and is designed to help graduate students develop the skills needed as a classroom instructor. In addition, each student is responsible for a one-hour weekly discussion section of introduction to psychology. Outstanding graduate students may be offered the opportunity to lead discussion sections in the spring, and are compensated as teaching assistants.

Opportunities for Off-Campus Teaching

There are three local community colleges, MiraCosta, Miramar, and Palomar Colleges, where our MA graduates have taught or are teaching part-time. MiraCosta and Palomar Colleges are feeder schools for our institution. In some cases, our MA graduates have returned to teach at the institution from which they received their AA.

An interesting off-campus teaching opportunity is the San Diego and Imperial Counties Community College Association (SDICCCA) Regional Faculty Internship Program. This program is an initiative by the SDICCCA (in cooperation with San Diego State University) to identify, prepare, and help place people interested in teaching at community colleges in California. Interns are selected by one of the 10 community colleges that make up SDICCCA. They participate in a graduate institute sponsored by SDSU before and during the internship experience. The institute begins in the summer. In the fall semester, interns work closely with a campus mentor. If successful, and if there is an available course, interns will be given a section of a class to teach in the spring semester. Two of our former students participated in the program; we waived our PSYC 680 Teaching of Psychology course because of their attendance in the graduate institute.

Employment Prospects

Below are institutions where MA graduates are teaching full-time, institutions where MA graduates are currently teaching or have taught part-time, and institutions where MA graduates who went on to earn PhDs are now assistant professors.

Cerritos College
College of Mount St. Vincent
Fullerton College
Minnesota State University, Mankato
MiraCosta College
Miramar College

Palomar College
Saddleback College
St. Petersburg College
University of Arkansas
University of North Carolina
Willamette University

**Department of Psychology
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Graduate Degree(s) Offered: PhD

Graduate Program Description

The University of Delaware (UD) offers the PhD in four areas: Clinical, Social, Cognitive, and Behavioral Neuroscience. We do not offer terminal Master's degrees.

The goal of the program as a whole is to train researchers who will broaden the base of scientific knowledge on which the discipline of psychology rests. The major emphasis is on preparation for research, and in the case of Clinical Psychology, on clinical training as well. However, graduate students who are interested can take advantage of training opportunities in undergraduate teaching. Our clinical training program is accredited by the American Psychological Association.

Description of On-Campus Opportunities for Teaching as a Graduate Student

Most graduate students serve at least one year as a Teaching Assistant (TA). A typical TA assignment is half-time (20 hours per week) and would normally include assisting with two classes (e.g., two large sections of General Psychology, or a section of Cognition and a section of Sensation and Perception).

After graduate students have earned a Master's degree or equivalent (through a successful second year research project), and after they have completed the Teaching Practicum course (PSYC867), they may become Teachers of Record for their own sections. One venue for new graduate students to develop their teaching skills is the Teaching Fellow program (3 or 4 students per year). Students earn a 20-hour stipend and are fully responsible for teaching their own section, usually of Research Methods. A faculty mentor meets weekly with the Teaching Fellows to discuss how the course is going. The faculty mentor also visits the Teaching Fellows' classrooms to give developmental feedback.

Another venue for graduate students is by teaching in UD's Continuing Education (evening college) division, or by teaching during Winter session and Summer Session. Advanced graduate students may teach their own sections on the main campus during the regular semester.

Description of Training for Teaching at the College and University Level

Each fall the psychology department offers a 3cr Teaching Practicum course, PSYC867. Students read about the scholarship of teaching, talk with guest speakers, discuss teaching techniques, visit professors' classes, and present their own sample lesson plans. Psychology Teaching Fellows (see description in previous section) are supervised weekly and observed in the classroom at least twice per semester.

In a separate program at the University level, any UD graduate student can earn a "Higher Education Teaching Certification," offered by faculty in the university's Center for Teaching Effectiveness. Students take courses in Learning, Pedagogy, Faculty Roles, and the Academic Job Search. Each of the courses is offered annually. For more information visit the Web site: <http://cte.udel.edu/certificate.html>.

Opportunities for Off-Campus Teaching

Our graduate students have taught mainly at the University of Delaware and its associated campuses (Continuing Education Division, and the Associate in Arts program). Newark, Delaware is within 1 hour's driving time to many colleges in Philadelphia, Southern New Jersey, and Maryland. However, our graduate students are usually able to obtain adequate funding through the University, so they typically have not pursued teaching elsewhere.

Awards and Other Forms of Recognition for Outstanding Teaching

At the university level, TA's can be awarded an Excellence in Teaching award (two or three awardees are recognized across the University annually).

Employment Prospects

University of Delaware alumni are very successful in the academic job market, both in teaching colleges and in larger research universities. Some of the institutions at which our alumni are teaching include:

American University
Calvin College
Farleigh Dickinson University
Fuller Theological Seminary
Kutztown University
Lakeland College
Roanoke College
Seton Hall University
Southern Connecticut State
St. Mary's College of Maryland

Stony Brook University
University of Connecticut
University of Florida
University of North Carolina
University of Washington, Pullman
Campus
University of Wisconsin, LaCrosse
Wittenburg University
Yale University

Department of Psychology
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Graduate Degrees Offered: MS, PhD

Description of On-Campus Opportunities for Teaching as a Graduate Student

First-year graduate students often serve as departmental assistants for large lecture courses helping instructors proctor and grade exams and assignments. Some first year and advanced students may serve as teaching assistants for laboratory courses (i.e., Research Methods in Psychology, Cognitive Psychology, Conditioning and Learning, Physiological Psychology, and Sensation and Perception), running the laboratory portion of the course. Students in their second year and beyond who have completed the department's teacher training program can be assigned their own 3- or 4-credit undergraduate lecture courses with responsibility for all aspects of the course, under the supervision of a faculty member. The courses most frequently taught by these graduate students are: General Psychology, Social Psychology, and Research Methods in Psychology. Some advanced graduate students also have taught Cognitive Psychology, Psychology and the Law, Adolescent Psychology, Brain and Behavior, Abnormal Psychology, and Clinical and Counseling Psychology.

Description of Training for Teaching at the College and University Level

Preparation for teaching is identified among the general goals of graduate education in psychology at FSU. Our teacher training program requires that any student wishing to assume responsibility for teaching an undergraduate lecture course must first complete a two semester long practicum in the teaching of psychology. The first semester course, taught in the spring of each academic year, includes didactic instruction in and discussions of pedagogy and university/department teaching policies. The course also includes observations of experienced teachers, videotaped practice micro-lectures with faculty, peer, and undergraduate student feedback, guest lectures in on-going classes with faculty, peer, and undergraduate student feedback, and development of an initial teaching portfolio. The second semester course, offered in the summer of each academic year, is for those graduate students who have successfully completed the spring teaching course and will be assigned to teach their own course(s) in the next academic year. This summer course involves supervised preparation of the syllabus, lectures, visual aids, demonstrations, exams, and other course materials for their first course assignments. In addition to supervision from the faculty instructor, the graduate students in the summer course are encouraged to work cooperatively with each other and to seek input from more experienced graduate student teachers in their course

preparations. This experience sets the stage for continued cooperation and mutual support among the graduate student teachers throughout their teaching experiences in our department.

Each semester in which the graduate student is teaching a course, a faculty supervisor continues to provide advice on course preparation, materials, and conduct. The supervisor also conducts and provides feedback on classroom observations, and is available for questions and advice throughout the semester.

Each year, one advanced graduate student teacher is selected as the Senior TA. The Senior TA helps in the supervision of the less experienced graduate student teachers, maintains the TA office (which includes phone, computer access, teaching materials, books, cubicles for meeting with students, etc.), and is a general liaison with the faculty and administration for any issues involving the graduate student teachers.

In addition to the department's teacher training program, described above, the university provides exceptional resources to enhance the quality of teaching at FSU through its Center for Teaching and Learning. Workshops and other resources are provided on a regular basis, and instructors (including graduate student teachers) can obtain additional assistance in designing and delivering courses, assessing student performance, and integrating technology into the classroom. Online resources may be obtained at <http://online.fsu.edu/instructor/>.

Graduate student teachers may elect to participate in Preparing Future Faculty (PFF), a nationally-based program designed to prepare students for the full range of faculty roles subsumed by the terms of teaching, research, and service. In addition to attending seminars/workshops, participants observe and experience how these responsibilities are carried out at academic institutions with varying missions and diverse student bodies. In addition to their experiences on our campus, these graduate student teachers visit nearby community and/or four-year colleges where they observe faculty members, attend faculty meetings, and give guest lectures.

Opportunities for Off-Campus Teaching

Some of our graduate students have taught part-time at Tallahassee Community College, which is only a few miles from our campus.

Awards and Other Forms of Recognition for Outstanding Teaching

The Psychology Department annually awards a scholarship for graduate student teachers in the name of Joseph H. Grosslight, a former chairperson, to recognize and encourage excellence in undergraduate teaching. The department provides funding for the recipient of the scholarship to attend a regional or national teaching conference.

Through its Program for Instructional Excellence (PIE), Florida State University annually grants *Outstanding Teaching Assistant Awards*. Graduate student teachers are

nominated for these awards by faculty and undergraduate students. The nominees submit teaching portfolios and the department solicits confidential evaluations from previous undergraduate students. The compiled materials assess instructional skills, course structure, accessibility and rapport, and other criteria. Psychology graduate students often win this award.

Employment Prospects

Below is a partial list of institutions at which former Florida State University Psychology Department graduate student teachers have taught or currently are teaching:

East Tennessee State University
Florida Institute of Technology
Florida Southern College
Furman University
Oklahoma State University
Kwame Nkrumah University of Science & Technology in Ghana

Texas A&M University
University of Florida
University of North Carolina-Greensboro
University of South Florida
Washington University-St. Louis

Department of Psychology
University of Florida
Gainesville, Florida
<http://www.psych.ufl.edu/>

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Graduate Degrees Offered: MS, PhD

Graduate Program Description

The University of Florida offers doctoral programs in behavior analysis, behavioral neuroscience, cognitive and sensory processes, counseling, developmental psychology and social psychology. All programs require teaching introductory or foundational courses in the department.

Description of On-Campus Opportunities for Teaching as a Graduate Student

Opportunities are available for serving as a teaching assistant, laboratory assistant, or graduate instructor in introductory or foundational courses within the discipline. Teaching stipends average \$13,000 (plus tuition remission), and vary commensurate with the level of instructional responsibility. Teaching Assistants earn approximately \$12,500, Lab Instructors earn approximately \$14,000 and Graduate Instructors earn roughly \$15,000 per academic year for teaching one course per semester.

Description of Training for Teaching at the College and University Level

The university supports the University Center for Excellence in Teaching, which sponsors a wide variety of focused programs that target critical teaching topics. Topics range from things like syllabus construction and multimedia utilization, to issues such as how to deal with disruptive students, methods of measurement and evaluation, and the integration of instructional technology or service learning into classes.

In addition, the Office of Academic Technology provides extensive instructional support in relation to all aspects of teaching technology, including web-based instruction, hybrid course development, digital video, web-design, and an extensive array of software training programs for classroom use and data management.

Opportunities for Off-Campus Teaching

Opportunities for serving as an adjunct professor of psychology are regularly available at Santa Fe Community College, a nationally recognized community college located in Gainesville, approximately 10 miles from the University of Florida campus.

Awards and Other Forms of Recognition for Outstanding Teaching

Excellence in graduate student teaching is recognized through a number of different outlets. The graduate school recognizes Outstanding Graduate Student Teachers annually, as does the Department of Psychology, which awards the Allyn & Bacon Department of Psychology Outstanding Graduate Student Teaching Award each year. Recipients of both awards are recognized with a plaque and a stipend in recognition of the excellence of their teaching contributions.

Employment Prospects

Students find employment in a wide array of college and university settings, including:

Iowa State University
Lehigh University
Rhodes College
Stetson College
San Diego State University
University of Central Florida

University of Nevada-Las Vegas
University of North Florida
University of Notre Dame
University of Wisconsin

Additional Comments:

All teaching is supervised by a faculty member who provides written evaluations and feedback to students in addition to instructional support and consultation regarding course development, implementation, and evaluation. Formal credit-bearing courses on the teaching of psychology are available. In addition, non-credit training, tutorials and workshops are available through the University Center of Excellence in Teaching and the Office of Academic Technology.

**Center for Psychological Studies
Nova Southeastern University
Fort Lauderdale, Florida
<http://www.cps.nova.edu/>**

Graduate Degrees Offered: MA/MS, PhD, PsyD

Description of On-Campus Opportunities for Graduate Teaching Assistant

To qualify as a graduate assistant for the clinical psychology program, one must be enrolled in the doctoral program and must have already completed the course they want to teach. Graduate Teaching Assistants are reimbursed at the rate of \$1,000 per course.

Description of Training for Teaching at the College and University Level

The center does not offer formal training opportunities for teaching.

Opportunities for Off-Campus Teaching

Area schools, at which our graduate students have taught in addition to the NSU Farquhar Colleges of Arts and Sciences, include Broward Community College, Florida Atlantic University and Keiser College.

Employment Prospects

Boston University
Brown University
Colorado State University
Dartmouth University
Eckerd College
Florida Atlantic University
Florida International University
Georgetown University
Muhlenberg College
Nova Southeastern University

St. Joseph's College
University of Massachusetts
University of Miami
University of North Carolina
University of Pennsylvania
University of Virginia
Wellesley College
Wright State University
Yale University

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Graduate Degree Offered: MS

Description of On-Campus Opportunities for Teaching as a Graduate Student

Students may acquire some teaching experience as graduate assistants to individual faculty. They may register for a Teaching Internship course, typically during their second year in the program.

Description of Training for Teaching at the College and University Level

Students who take the Teaching Internship course gather hands-on experience in the classroom under the supervision of a teaching mentor. They present two or three lectures during the semester, assist with test preparation and grading, and schedule office hours to meet with students. The Teaching Internship also has an in-class component during which students meet with a teaching supervisor to discuss their teaching experiences and read and discuss literature on the scholarship of teaching and learning. In addition, students also prepare a detailed syllabus as part of this component of the class. Teaching Internship is typically offered every semester.

Opportunities for Off-Campus Teaching

Students sometimes seek mentors at local colleges such as Augusta Technical College or University of South Carolina, Aiken.

Awards and Other Forms of Recognition for Outstanding Teaching

We do not offer special awards for teaching or for graduate assistants. However, teaching experience and expertise are considered when selecting our Outstanding Graduate Student each year.

Employment Prospects

For our students who apply to doctoral programs, the teaching experience is often a benefit as they are clearly prepared to become teaching assistants. Our students have become teaching assistants and instructors at the following locations:

Aiken Technical College
Auburn University
Augusta State University
Augusta Technical College
Cape Fear Community College

Piedmont Technical College
Texas Tech
University of Arkansas
University of Florida

Department of Psychology
University of Georgia
Athens, Georgia
<http://www.uga.edu/psychology>

Contact Person: Dr. Patricia Miller
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Office Phone: 706-542-2174
Web site: <http://www.uga.edu/psychology/faculty/pmiller.html>.

Graduate Degrees Offered: MS, PhD

Graduate Program Description

The Psychology Department serves approximately 130 graduate students. It is organized into six programs for graduate study: Clinical, Cognitive/Experimental, Industrial/Applied, Life-Span Developmental, Neuroscience and Behavior, and Social Psychology. Research is the department's primary mission. However, there are opportunities for graduate students to explore training in teaching.

Description of On-Campus Opportunities for Teaching as a Graduate Student

The primary mechanism for teacher training is the awarding of Graduate Teaching Assistantships (GTAs) to post-Master's degree students and Teaching Assistantships (TAs) to pre-Master's degree graduate students. Approximately 60% of graduate students are funded by GTA or TA positions each semester (other students are supported by research and administrative assistantships). GTAs most often serve as the Teacher of Record or as lab instructor for lower-level undergraduate courses, such as Research Methods, Statistics for the Behavioral Sciences, and the Psychology of Adjustment. Advanced GTAs may also teach sections of upper-level undergraduate courses, such as Abnormal Psychology, Anxiety Disorders, Psychology of Parenting, and Careers in Psychology. TAs usually assist in large lecture sections of introductory psychology courses, teach laboratory sections of lower-level undergraduate courses like those listed above, or teach laboratory sections associated with upper-level core psychology courses (e.g., Cognitive, Developmental, Workplace, Social, and Physiological and Comparative Psychology). Pre-Master's teachers receive a tuition waiver and an academic year salary of \$10,043; Post-Master's teachers receive a tuition waiver and an academic year salary of \$10,710.

Description of Training for Teaching at the College and University Level

At the University level, the Center for Teaching and Learning (CTL) helps GTAs and TAs find resources and prepare for careers in higher education. Prior to each fall semester, CTL hosts an orientation to provide teaching assistants with guidance regarding their teaching responsibilities. This office also maintains a teaching resource Web site and publishes a Teaching Assistant Newsletter twice per year. Graduate

students who have no prior teaching experience at the college level enroll in PSYC 7700, a course in departmental training for teaching, before being assigned teaching responsibility.

The Graduate School sponsors a Teaching Assistant Mentor program that is coordinated by CTL. This program brings together a select group of graduate students from across the University, all of whom have been recognized for outstanding teaching, to participate in a year-long mentoring program. The program emphasizes the development of teaching philosophies and using them to shape one's classroom environment. Other topics, such as online learning and the use of technology in the classroom, are also explored. Participants become teaching mentors to the graduate students in their respective departments and develop teaching resources that serve their specific departmental needs.

The Graduate School also offers a Teaching Portfolio Certificate Program and a Graduate School Interdisciplinary Certificate in University Teaching. The goal of these programs is to assist doctoral students in developing their teaching skills as Graduate Teaching Assistants (GTAs) and prepare them for future academic positions. These programs are available to all graduate student teachers.

Opportunities for Off-Campus Teaching

Graduate students at the University of Georgia often teach at area colleges within a 15-minute drive of campus, including Athens Technical College, Piedmont College, and the Oconee Campus of Gainesville State University.

Awards and Other Forms of Recognition for Outstanding Teaching

The Psychology Department annually awards several Outstanding Graduate Teaching Awards, an Excellence in Graduate Teaching Award, and the Charles L. Darby Award for Excellence in Teaching. At the University level, outstanding teaching is recognized by yearly awards including the Excellence in Teaching Award, the Outstanding Teaching Award, the Teaching Portfolio Certificate, and the Certificate in University Teaching.

Employment Prospects

Recent graduates are now teaching at:

Appalachian State College
Berry College
California University of Pennsylvania
Claremont McKenna College
Clemson State University
Eastern Kentucky University
Harvard University

Maryland State University
Murray State University
Northern Arizona University
Oglethorpe College
Spelman University
University of Cincinnati
Western Kentucky University

**Institute of Psychology
Illinois Institute of Technology
Chicago, Illinois**

<http://www.iit.edu/~psych/>

Contact Persons: M. Ellen Mitchell, PhD	Jack Spani (Admissions)
E-mail: psychology@iit.edu	E-mail: psychology@iit.edu
Office Phone: 312-567-3500	Office Phone: 312.567.8945

Graduate Degrees Offered: MS, PhD

Description of On-Campus Opportunities for Teaching as a Graduate Student

Teaching Assistantships (TA) are available for graduate students and vary by individual program. Students serve as TAs for undergraduate courses. TA duties can include grading papers, administering tests, and occasional lecturing. Curricula and lecture material are supervised by the faculty member, who serves as mentor for the TA. There is tuition reimbursement and stipend awarded for TA positions. Advanced students may also serve as Student Instructors for selected undergraduate courses. The curricula and material to be covered are established by faculty members who also serve as mentors. Some students also create new courses based on their areas of interest and are monitored by faculty members.

Description of Training for Teaching at the College and University Level

Faculty members serve as mentors to Teaching Assistants and Student Instructors. They meet on a regular basis or as needed. There are no special courses or training seminars. Instead, faculty mentors aid students in developing the skills needed to be a successful instructor.

Opportunities for Off-Campus Teaching

There are numerous colleges and universities in the Chicago area, many of which have openings for part-time instructors. Notices from area institutions seeking instructors are posted for students interested in such positions. Area colleges where students have taught include Elmhurst College, Governor's State University, Roosevelt University, Chicago School of Professional Psychology, Harper Community College, College of DuPage, and UIC.

Awards and Other Forms of Recognition for Outstanding Teaching

IIT recognizes an Outstanding Graduate Teaching Assistant of the Year, "who has shown extraordinary dedication and commitment to undergraduate education." Students are nominated by the faculty and are chosen by the university.

Employment Prospects

Below is a list of colleges and universities where our graduates have taken jobs:

Bradley University
Chicago School of Professional
Psychology
Elmhurst College
Illinois Institute of Technology
Louisiana State University

Rutgers University
University of Michigan
University of Southern Mississippi
University of Texas at Arlington
Western Michigan University

Department of Psychology
University of Illinois, Urbana-Champaign
Champaign, Illinois
<http://www.psych.uiuc.edu/>

Contact Person: Sandra Goss Lucas, PhD
E-mail: gossluca@uiuc.edu
Office Phone: 217-333-8123

Graduate Degrees Offered: MS, PhD

Graduate Program Description

The Psychology program is comprised of eight divisions: Biological, Brain and Cognition, Clinical/Community, Cognitive, Developmental, Quantitative, Social-Personality-Organizational, and Visual Cognition and Human Performance. Each division offers undergraduate courses utilizing their graduate students as TAs. In addition Psychology 100, the Introductory Psychology program, employs graduate student instructors across divisions.

Description of On-Campus Opportunities for Teaching as a Graduate Student

Every graduate student is required to be a Teacher of Record (e.g. responsible for the course for at least one course one semester). In addition, many divisions encourage their graduate students to teach different courses at different levels. Every graduate student in our department is guaranteed a 50% stipend—to be earned as an RA (Research Assistant) or a TA (Teaching Assistant). Some divisions have more external funding and thus their students will be RAs more than TAs while other divisions will support most of their graduate students through Teaching Assistantships. A 50% appointment, no matter how it is earned, pays \$1,650.00 a month/9 mo. guarantee.

Description of Training for Teaching at the College and University Level

Every new TA is required to participate in the Psychology Department New TA Orientation, offered before the Fall semester. (Those who begin teaching in the Spring semester, a very small number, participate in the All-Campus New TA Orientation.) The Department Orientation is a 2 ½ day orientation, covers teaching techniques, evaluation instruments, grading, student diversity, campus and departmental guidelines and resources, and classroom management techniques, among others. Participants are also required to be videotaped while teaching a “micro-lesson” to a group of their peers. They receive peer evaluation and then each participant reviews his/her video with a faculty member for more feedback.

Graduate student instructors in Psychology 100 concurrently enroll in Psychology 570—Principles and Methods of Teaching Psychology. This course provides background on teaching the introductory psychology content, active learning ideas for teaching, and

focuses on the research literature in teaching at the college level. In addition we encourage all of the TAs to pursue our Campus Graduate Teaching Certificate (GTC), as an indication of their interest and background in teaching. The minimum requirements for the GTC are: (a) teach two semesters at UIUC, (b) attend a pre-semester orientation on teaching at UIUC, (c) participate in 6 hours of continuing education, (d) discuss and reflect on a classroom observation, (e) analyze and reflect on informal and formal student feedback (See <http://www.cte.uiuc.edu/Did/TAs/GTC.htm> for further information.)

Graduate students may also earn an Advanced Graduate Teaching Certificate. The AGTC requirements may be found at <http://www.cte.uiuc.edu/Did/TAs/AGTC.htm>. They include developing a teaching portfolio and a SoTL project. In addition there is a university class on academic careers (Educational Organizational, Leadership 585), in which students from across campus can enroll. The emphasis of this course is on teaching at the college level.

Opportunities for Off-Campus Teaching

There is no formal network that pairs our graduate students with other teaching institutions in the area. However, several of our graduate students have taught a section of introductory psychology at Parkland College. In addition, Wesleyan University (in Bloomington/Normal, IL) has recruited a graduate student to teach a course on a short-term basis.

Awards and Other Forms of Recognition for Outstanding Teaching

Every TA on our campus who meets a minimum cut-off based on student evaluations appears on the Center for Teaching Excellence's "Incomplete List of Teachers Ranked as Excellent." This list is published in our campus newspaper and is considered prestigious.

In addition, we give one Psychology Department "Award for Excellence in Undergraduate Teaching by a Graduate Instructor" per year. This graduate student may be nominated for the College of Liberal Arts and Sciences "Outstanding Teaching Assistant" and the graduate student winning this award is nominated for the "Campus Excellence in Undergraduate Instruction" award. Each "winner" receives a plaque, monetary award, and recognition at each level's award ceremonies.

Our campus has a "Celebration of Teaching Excellence" at the end of the academic year in which outstanding teachers, mentors, and advisors from across campus are recognized.

Employment Prospects

Our graduates end up in many different types of institutions. Below is a partial list:

Allegheny College	St. Olaf College
Brown University	Stanford University
Duke University	Taepei Teachers College, Taiwan
Furman University	Texas A&M University
Harvard University	UCLA
Illinois State University	University of California San Diego
Lakeland College	University of Chicago
Michigan State University	University of Michigan
Middlebury College	University of Waterloo, Canada
North Dakota State University	University of Wisconsin, Oshkosh
Ohio State University	Yale University
Parkland College	Yonsei University, Korea
Penn State Shenango	

Additional Comments

Our department has a renewed focus on teaching and teaching excellence. More faculty is being recruited to help with the Department TA Orientation and more graduate students are being encouraged to teach Introductory psychology and thus have more formal teacher training. Our graduate teaching program is a recruitment tool for potential graduate students. The recognition of the importance of teaching and more specifically, teaching excellence, will become even more important for us in the future.

**Department of Psychology
Roosevelt University
Chicago, Illinois**
<http://www.roosevelt.edu/cas/sp/>

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Graduate Degrees Offered: MA, PsyD

Graduate Program Description

Students enrolled in our APA-Accredited PsyD program in clinical psychology have the opportunity to teach at the undergraduate level. The program has a practitioner-scholar orientation, and faculty embrace a range of theoretical orientations in their clinical and scholarly work. A full description of our doctoral program can be found at: <http://www.roosevelt.edu/cas/sp/psyd.htm>

Description of On-Campus Opportunities for Teaching as a Graduate Student:

After completing the Master's degree, interested and qualified doctoral students may teach undergraduate psychology courses within the Department of Psychology. Students have full course responsibility as a Teacher of Record for classes such as Introductory Psychology, Research Methods, Abnormal Psychology, Social Psychology, Child Development, Stress Management, and others.

During the 2006-2007 academic year, students received a \$2,100 stipend per course. For each course they teach, students also receive a 50% tuition credit that is applied toward a course for which they are enrolled. Students are eligible for tuition remission after their first year of teaching.

Description of Training for Teaching at the College and University Level

Students receive training for teaching at the college and university level by completing the Instructor Development course, which is offered once per year. This training experience includes practical instruction, expert supervision and consultation, helpful readings on college teaching, and hands-on learning activities. Topics addressed include developing course goals, constructing syllabi, maintaining a supportive classroom environment, lecturing effectively, using active learning, facilitating discussions, evaluating students, using online instruction, embracing student diversity, and professional issues in higher education. Participants learn these essential teaching techniques during the seminar, engage in experiential activities to hone their teaching skills, rehearse a wide range of teaching methods, reflect on their teaching during

videotaped consultation, and prepare a teaching portfolio that documents their teaching expertise.

Opportunities for Off-Campus Teaching

All of our doctoral students have taught within the Department of Psychology at Roosevelt University. Many of these students have supplemented these teaching experiences at other local institutions, including Harper College, Concordia University, Purdue Calumet, St. Xavier University, and Harold Washington College.

Awards and Other Forms of Recognition for Outstanding Teaching

Roosevelt University recognizes outstanding teaching through its competitive Excellence in Teaching Award. All doctoral students who fulfill the requirements of Instructor Development course receive transcript documentation and a certificate upon completion.

Employment Prospects

Many of our graduates teach as part of their professional work after graduation. Several alumni are adjunct faculty within our own department. Others have been employed at colleges such as:

Chicago School of Professional
Psychology
Colorado Technical University

Mercer County Community College
Triton College

Additional Comments

We based the content of the Instructor Development course on national survey research about effective training practices. Our doctoral students have the opportunity to conduct research about college teaching as well. Many students have co-authored articles in this area or co-presented at national and regional conferences. Our department is very unique among PsyD programs because of the extensive teaching and training opportunities that we offer to students.

**Department of Psychology
University of Northern Iowa
Cedar Falls, Iowa**

<http://www.uni.edu/psych/>

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Linda Walsh
Teaching Fellow Coordinator
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Graduate Degree Offered: MA

Graduate Program Description

The Master's program has a strong empirical orientation, emphasizing competence in research methodology, and requiring that each graduate student satisfy a thesis requirement. Students may choose one of three program emphases, Clinical Science, Industrial-Organizational, or Social, or may choose an individualized study option.

Description of On-Campus Opportunities for Teaching as a Graduate Student

First- and second-year graduate students may serve as ½ time (10 hrs/week) GTAs assisting the Teachers of Record (ToR) in undergraduate courses such as Research Methods, Statistics, Introduction to Psychology, Biopsychology, Developmental Psychology, Health Psychology, Memory and Language, and Psychology and Law. Graduate students serve as GTAs for different courses each semester.

At the end of their first year graduate students may apply to become Teaching Fellows during their second year. Teaching Fellows serve as ½ time paid ToRs for sections of Introductory Psychology taught at a local community college with which the graduate program has developed a partnership.

Description of Training for Teaching at the College or University Level

Preparation for and guidance during the ½ time teaching assistantships is provided by the ToR for the particular course. GTA responsibilities vary with the course but often include assisting with grading of assignments, facilitating group work in class, assisting in statistics or research methods lab sessions, running study sessions, or holding office hours to answer student questions.

The preparation and guidance of the second-year Teaching Fellows has been developing since this program began 3 years ago. In the summer between their first and second years new Teaching Fellows, who may not be on campus at the time, receive successive e-mails from the Teaching Fellow Coordinator providing readings and guidance on the following topics: course design, creating a syllabus, lesson planning/lecture preparation, selecting and preparing ancillary activities, demonstrations,

and media, appropriate use of PowerPoint and other teaching tools, the first day of class, introduction to test construction and grading issues, teaching resources/networking with other teachers, and some class activity options related to the first few units likely to be covered during the semester. Fellows submit a first draft syllabus, receive feedback, and then submit the syllabus they will be using in their fall semester class. Fellows prepare teaching materials (lesson plans/PowerPoint lectures and supporting activities/media) for two units, receive feedback, and share their plans with other Fellows. Fellows also plan and share their plan for the first day of class. During this time, Fellows also receive their texts and ancillaries, visit the community college campus and check out their classrooms, and go through the community college's orientation for adjunct faculty.

During the fall semester of their second year Teaching Fellows take a two credit Graduate Practicum in Teaching Psychology course to provide continuing teaching preparation and support during their first experience as ToRs. In addition the Teaching Fellow Coordinator is available to assist and advise Fellows at other times. A Practicum in Teaching Psychology listserv also allows discussion and brain-storming on classroom problems and issues outside of the weekly class meetings. Teaching Fellows are also assigned an on-site mentor from among the full-time community-college faculty. Teaching Fellows are observed by one or two faculty members each semester and receive verbal and written feedback on their classroom performance. The community college department head meets with and discusses the progress of each Fellow, as well as the results of the formal student evaluations administered during the term. Verbal and written feedback is also provided on a separate 30 minute videotaped sample of the Fellow's teaching.

Opportunities for Off-Campus Teaching

A second year Teaching Fellow's first experience as ToR is always off-campus at a community college with which our graduate program in psychology has partnered. The community college provides the funds that allow us to offer Teaching Fellowships, which also qualify Fellows to pay in-state tuition rates. In exchange the graduate program selects and mentors the Teaching Fellows.

Some experienced Teaching Fellows later teach part-time at near-by Wartburg College or are hired as part-time adjuncts at Hawkeye Community College or here at the University of Northern Iowa while completing their degrees.

Awards and Other Forms of Recognition

Our Teaching Fellowship program is still relatively new and, as yet, neither the graduate program, Graduate College, nor the cooperating community college offer any awards related to graduate student teaching.

Employment Prospects

After completing the Master's degree, many of our former GTAs and Teaching Fellows have gone on to PhD program where they serve as ToRs for classes. Several Teaching Fellows also have obtained jobs with the Master's degree teaching at two- and four-year institutions, either as an adjunct or as full-time instructors. These students have taught at institutions including:

Bay de Noc Community College
Black Hawk College
City Colleges of Chicago
Coe College
College of Lake County
Hawkeye Community College

Kirkwood Community College
Lincoln Land Community College
Monmouth College
University of Northern Iowa
Wartburg College

Additional Comments

The partnership between a university graduate program and a local two-year college is viewed as a success by all involved and is now being used as a model by other graduate programs on campus seeking teaching opportunities and additional funding for graduate students.

**Department of Psychology and Special Education
Emporia State University
Emporia, Kansas**

<http://www.emporia.edu/psyspe/>

Contact Person: Brian W. Schrader, PhD
E-mail: bschrade@emporia.edu
Office Phone: 620-341-5818

Graduate Degree Offered: MS

Description of On-Campus Opportunities for Teaching as a Graduate Student

The department has 13 full-time and one part-time Graduate Teaching Assistantships (GTAs) available for graduate students. Full-time assistantships can be renewed for up to 2 years total. Stipends are for approximately \$6,500 over a 9-month term and include a full tuition waiver. GTAs teach one or two sections of Introduction to Psychology courses their first semester and are fully responsible for all course content (i.e., teaching, grading). After their first semester, GTAs continue to teach 1-2 sections each semester and are eligible to teach some higher level courses including Developmental Psychology, Applied Psychology, and the Psychology Lab.

Description of Training for Teaching at the College and University Level

New GTAs receive teaching, syllabus, mentor, and textbook materials to review approximately 3 months before the fall semester. New GTAs also receive a 2nd Year GTA mentor to help them over the summer. They attend a mandatory 3-day department orientation the week before classes start in the fall semester as well as a 2-hour university orientation the same week. Each semester, the GTAs enroll in a 1-hour course called Introduction to University Teaching that meets every 2 to 3 weeks to discuss teaching issues, concerns, and problems as well as provide constructive feedback and support. GTAs are periodically reviewed by peers and faculty to offer assistance, tips, and improve performance. Students construct a teaching portfolio and their teaching performance is reviewed at the end of the semester.

Opportunities for Off-Campus Teaching

Other GTA opportunities included teaching courses at the Flint Hills Technical College, on-line courses, summer courses, and more advanced courses (e.g., Social Psychology, Cognitive Psychology) as the need arises.

Awards and Other Forms of Recognition for Outstanding Teaching

GTAs are eligible to compete for a variety of graduate level scholarships and awards (e.g., Academic Achievement Awards, Graduate Teaching Assistant University Award For Excellent Teaching, Boylan Scholarship Award). They are also eligible to receive

department and university money for travel and conference attendance related to teaching.

Employment Prospects

Graduates from Emporia State University have obtained positions at the following institutions:

Collin County Community College
Creighton University
Cumberland College
Emporia State University
Friends University
Kansas State University
Morningside College

Murray State University
Northwest Missouri State University
University of Indiana-Kokomo
University of Kansas
University of Southern California
University of Texas-Brownsville
Washburn University

**Department of Psychology
University of Kansas
Lawrence, Kansas**
<http://www.psych.ku.edu/>

Contact Person: John Colombo
E-mail: colombo@ku.edu
Office Phone: 785-864-9841
Web site: <http://www.people.ku.edu/~colombo/>

Graduate Degree Offered: PhD

Description of On-Campus Opportunities for Teaching as a Graduate Student

Students may be supported by half-time Graduate Teaching Assistantships (GTAs), with base minimum of \$10,000 plus merit increases in subsequent years. Students with experience and meritorious performance as GTAs may seek appointments as Assistant Instructors, which involve a higher pay schedule and listing as the instructor of record.

Description of Training for Teaching at the College and University Level

The University conducts a mandatory conference for all GTAs prior to the start of employment that covers best practices. Our Center for Teaching Excellence offers weekly seminars on teaching that are open to all faculty and graduate students. The Graduate School offers a course and program in Preparing Future Faculty that involves coursework and a mentorship program with faculty at other institutions. Finally, the department has high standards for teaching as a unit, and seeks to integrate the research and teaching missions of the Research I institution as much as possible.

Opportunities for Off-Campus Teaching

Graduate students may obtain part-time positions teaching at area institutions such as Johnson County Community College (Overland Park, KS), Baker University (Baldwin, KS), Ottawa University (Ottawa, KS), or Washburn University (Topeka, KS). Supervision of correspondence courses is also available through Continuing Education at the University of Kansas.

Awards and Other Forms of Recognition for Outstanding Teaching

The Graduate School offers numerous GTA awards, which are determined through a process of student nomination and departmental support. Psychology GTAs have regularly won these awards.

Employment Prospects

Students from the Psychology program are currently employed at various types of institutions, including:

Mississippi State University
Pennsylvania State University
University of Georgia

University of South Alabama
University of Southern Indiana
University of Virginia

**Department of Psychology and Behavioral Sciences
Louisiana Tech University
Ruston, Louisiana**

<http://www.latech.edu/tech/education/psychology/>

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Office Phone: 318-257-3442	Office Phone: 318-257-4315

Graduate Degrees Offered: MA, PhD

Graduate Program Description

Louisiana Tech offers the following graduate degrees: MA in General Counseling, MA in School Counseling, MA in Industrial/Organizational Psychology, MA in Educational Psychology, and a PhD in Counseling Psychology.

The Doctor of Philosophy (PhD) degree in Counseling Psychology is accredited by the American Psychological Association and embodies a balanced training experience designed to train professional psychologists in the scientist-practitioner model.

Description of On-Campus Opportunities for Teaching as a Graduate Student

Graduate teaching assistants (TAs) are fully responsible for the teaching of assigned courses. Courses taught by TAs include introductory psychology, statistics, learning, adolescent, and child psychology. The TA's entire paid assistantship (20 hours per week) is for teaching.

Description of Training for Teaching at the College and University Level

Louisiana Tech uses a mentoring approach to introduce the required doctoral level teaching component. Two or three prospective teaching assistants are assigned to a section of introductory psychology with an experienced professor who serves as mentor. TAs meet with the mentor informally during the last quarter of their first year. University requirements are explained, course topics are divided, and teaching expectations are made clear. Expectations for the TAs include advanced preparation, attendance at all classes, and lessons including class activities, demonstrations, and lectures or PowerPoint presentations. Students jointly develop a syllabus with input from the mentor. Whether they are presenting or not, all graduate TAs are required to review the chapter and to e-mail answers to objective chapter material prior to the lecture. The mentor and fellow TAs observe each class.

As the course progresses, TAs are encouraged to move from a PowerPoint/lecture format to utilize demonstrations and more active learning techniques including group activities/problem solving. Mentor feedback is e-mailed to the TA immediately after the lecture. More general verbal feedback is provided and TAs discuss successes and potential future changes. Mentor feedback is designed to reinforce teaching strengths. Student comments are solicited about one-third of the way into the course and are given directly to the TA who may choose to review them privately or discuss them with their mentors.

TAs develop personal teaching styles emphasizing their strengths and their personalities. To facilitate this process, they enroll in a 1 hour teaching and professional issues class in the fall with another professor and are free to seek support from the summer mentor or the teaching class professor/mentor. Once again, more emphasis is on reinforcing strengths and problem solving than on critical evaluation. Through weekly participation in this course students are exposed to and learn: (a) basic presentation skills, (b) course preparation skills, (c) syllabus development, (d) assignment development, (e) test construction, (f) grading procedures, (g) technology in the classroom, (h) laws and policies regarding teaching, and (i) professional development as an instructor. In concert with previous research, undergraduate students provide formative and summative comment on instruction.

Opportunities for Off-Campus Teaching

Our graduate students teach both day and evening classes at the main campus in Ruston, LA.

Awards and Other Forms of Recognition for Outstanding Teaching

The College of Education recognizes one outstanding graduate student each year.

Employment Prospects

Former Louisiana Tech TAs have taught or are teaching at various institutions across the United States including:

Dartmouth College	Louisiana Tech University
Eastern Connecticut University	University of Alabama, Huntsville
Louisiana State University, Shreveport	University of Louisiana, Monroe

Comments from Graduate Teaching Assistants

Because this experience was the first teaching experience for virtually all of the graduate students, they had little previous experience in teaching or being mentored to teach. The most persistent theme in student comments was that mentoring and the summer teaching experience helped to reduce anxiety. The second most frequent theme was that of having faculty and fellow students involved in initial teaching

experiences help in resolving unanticipated problems. The TAs found watching other graduate students teach classes to be informative. Responses indicated comfort in asking for advice and indicated feeling support from both faculty and fellow students. One student described the evaluative process as gradual and no one indicated discomfort with the mentoring process. The initial summer mentoring approach and continued support and supervision was universally well received.

Department of Psychology
University of New Orleans
New Orleans, Louisiana
<http://psyc.uno.edu/>

Contact Person: Leighton E. Stamps, PhD
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Office Phone: 504-280-5525

Graduate Degree Offered: PhD

Description of On-Campus Opportunities for Teaching as a Graduate Student

Most first year graduate students serve as Teaching Assistants (TAs) for a variety of psychology courses. After completing the Master's degree, all students are required to teach Introductory Psychology for one semester while in enrolled in a semester long course entitled Teaching of Psychology. There is no stipend for this supervised teaching. Additional teaching is subsequently available, on a voluntary basis, for compensation.

Description of Training for Teaching at the College and University Level

First year TAs typically assist faculty members with teaching related duties, including preparation of class materials, grading, and presentation of one or two lectures during the semester. Second year graduate students may have a TA or a Research Assistantship (RA).

Following the completion of the Master's degree, all graduate students are required to enroll in Teaching of Psychology, which is usually offered every semester. The primary requirement for this course is teaching a section of Introductory Psychology. These graduate students also meet for one hour per week with a faculty supervisor. During these meetings, discussions deal with readings on theory and research related to teaching. There are also opportunities to discuss any current problems and issues related to their teaching activities.

Graduate student/instructors are observed three times by the faculty supervisor and video-taped twice during the semester. These instructors are given oral and written feedback following each observation. The instructors are required to submit a self-evaluation of each taped lecture, philosophy of teaching, and a teaching portfolio. Additional teaching for compensation is also available on a voluntary basis.

Opportunities for Off-Campus Teaching

Although teaching is usually available at Delgado Community College in New Orleans, we can almost always accommodate any graduate student's teaching requests within our own department.

Awards and Other Forms of Recognition for Outstanding Teaching

At this time, we do not have any awards for graduate student teaching; however, we have plans to implement this type of recognition in the near future.

Employment Prospects

Former University of New Orleans TAs are currently teaching at:

Baton Rouge Community College
Delgado Community College
Loyola University-New Orleans
Penn State University
University of Alabama-Birmingham

University of Calgary
University of Louisiana-Lafayette
University of New Orleans
University of Southern Mississippi
Xavier University

**Department of Psychology
Harvard University
Cambridge, Massachusetts**
<http://www.wjh.harvard.edu/psych/>

Contact Person: Celia Raia
E-mail: cir@wjh.harvard.edu

Graduate Degree Offered: PhD

Description of On-Campus Opportunities for Teaching as a Graduate Student

Graduate students serve as Teaching Fellows, either leading discussion or lab sections in large courses taught by faculty, or serving as instructors, under the guidance of faculty, for small group tutorials. Students may work as Teaching Fellows starting in their second year, and are guaranteed teaching in the 3rd and 4th year if they have no other forms of support.

Description of Training for Teaching at the College and University Level

All first-time Teaching Fellows are required to take a year-long pedagogy course taught by a senior graduate student under the direction of the Director of Graduate Studies. There is also involvement in our course by staff from the Derek Bok Center for Teaching and Learning. The course meets weekly for three hours, and includes microteaching, videotaped critiques of teaching, and discussion of teaching issues and problems. All Teaching Fellows are encouraged to attend the semi-annual Teaching Orientation presented by the Bok Center, which is two days of talks and panels on various aspects of teaching. The Graduate School also offers a teaching program for international Teaching Fellows, which orients them to American culture and teaching practices. The Bok Center has many additional publications and programs available; see <http://bokcenter.harvard.edu/>

Opportunities for Off-Campus Teaching

We occasionally get requests from other Boston-area schools for advanced graduate students to serve as lecturers in their courses. It is difficult for other schools to compete with the salaries that Harvard pays its teaching fellows, so most students prefer to remain at Harvard.

Awards and Other Forms of Recognition for Outstanding Teaching

Graduate students, who serve as Sophomore Tutors, teaching a 1-year seminar for new psychology majors, are eligible for the Psychology Department's Goethals Award, presented to students with outstanding evaluations. Graduate students in other courses who achieve high ratings on student evaluations are awarded a Certificate of Distinction in Teaching.

Employment Prospects

Recent graduates have obtained tenure-track jobs at many colleges and universities, including:

Carnegie Mellon University
Columbia University
Dartmouth College
Fordham University
London Business School
New York University
Northwestern
Penn State University

Queens College
Roosevelt University
Ryerson University
University of California, Berkeley
University of California, Davis
University of Toronto
Yale University

Department of Psychology
Suffolk University
Beacon Hill
Boston, Massachusetts
<http://www.suffolk.edu/psychology>

Contact Person: Krisanne Bursik, PhD
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Description of On-Campus Opportunities for Teaching as a Graduate Student

All doctoral students in the Clinical Program serve as teaching assistants (TAs) for a minimum of four semesters. During the first year, most serve as TAs for our Introductory Psychology course. In the second year, students may request to TA the undergraduate psychology course of their choice. In the third year, students either TA for two additional semesters or have the opportunity to teach as an adjunct instructor, assuming all qualifications have been met.

Description of Training for Teaching at the College and University Level

Several workshops for first-year teaching assistants are held during the fall semester. Many students then choose to take the course *Teaching of Psychology*, generally offered every other year. The course is a prerequisite for independent teaching. Students are exposed to both theory and research related to the teaching of psychology at the university level. Practice teaching, with peer review, is also integrated into this graduate course. Students develop a teaching portfolio and prepare an Introductory Psychology course as part of their course requirements.

Doctoral students are eligible for independent teaching after (a) successful completion of the Master's degree; (b) successful completion of four semesters as a teaching assistant; and (c) successful completion of the graduate course *Teaching of Psychology*.

Approximately 60% of doctoral students teach as adjunct instructors at least once while in the graduate program. All adjunct instructors must attend workshops at the start of each semester, and receive continued supervision throughout the semester. Each is observed by a faculty supervisor at least once each semester and receives both verbal and written feedback from that faculty member regarding their preparation for teaching and their classroom performance.

Opportunities for Off-Campus Teaching

Our graduate student adjuncts have taught part-time at Dean College, Emerson College, Emmanuel College, Lasell College, and other local colleges and universities in the metro-Boston area.

**Department of Psychology
Eastern Michigan University
Ypsilanti, Michigan**
<http://www.emich.edu/psychology/>

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Description of On-Campus Opportunities for Teaching as a Graduate Student:

In the fourth year of our Clinical Psychology PhD program, doctoral students are required to teach an undergraduate class at EMU as part of their fellowship award. They teach one class independently during fall term and another—typically the same course—during winter term. Most commonly, doctoral students are assigned to teach either Introductory Psychology or Abnormal Psychology, but, depending on interest and expertise, there may also be opportunities to teach courses such as Psychology of Women, Prejudice and Discrimination, Self-Analysis & Control, Child Psychology, and undergraduate Statistics. Students who remain on campus after the fourth year often have the opportunity to teach additional courses.

Students in our Psychology Master's programs may be awarded Graduate Assistantships, wherein they may be assigned to teach psychology lab sections under the mentorship of the primary course instructor.

Clinical Psychology doctoral students are awarded annual stipends of approximately \$15,000 plus tuition. In the fourth year of the program, the expectation is that they will teach a course in Fall and Winter term as part of the expectations for the stipend award. Thereafter, students are paid at the rate designated for lecturers, which varies from year to year, but is approximately \$3,000 per 3-credit course.

Graduate Assistants who assist course instructors by running laboratory sessions typically devote about 10 hours/week to this aspect of this assistantship. Note that the Assistantships typically involve other duties, for a total of 20 hours/week of work. Graduate Assistants receive stipends that range from \$7800 - \$8400 depending on whether they are first or second year assistants. Each student receives 18 hours of tuition-waiver regardless of whether they are in-state or out-of-state students.

Description of Training for Teaching at the College and University Level

Prior to teaching independently, students must take two simultaneous courses, entitled Methods of Teaching, Clinical Supervision and Training (PSY 807) and Models of Service Delivery, Training, and Supervision (PSY 885). The "Models" seminar involves reading and discussing the literature on effective university-level teaching, including assignments on textbook selection and syllabus development. The "Methods" course is a practicum-based experience wherein students shadow experienced instructors and

deliver two lectures in that instructor's course, obtaining feedback from the students in the course, the course instructor, and a peer from the "Methods" class. They keep a weekly journal in which they are expected to reflect on their experiences, their observations, the feedback they receive, and how they might change their teaching strategies as a consequence, in the future.

When students are teaching independently, their faculty mentor is expected to attend one lecture per semester to evaluate the student's teaching effectiveness and provide constructive feedback. The written evaluation of the student's teaching performance becomes part of the student's departmental work portfolio.

Finally, the EMU Faculty Development Center (FDC) offers many workshops that are free and open to student instructors to attend so that they might improve their teaching in various ways. For example, recent FDC workshops have covered topics such as effective use of rubrics, PowerPoint skills and techniques, and innovations in online instruction.

Opportunities for Off-Campus Teaching:

Because our program just began in 2001, our students have not yet branched out to teaching elsewhere in the community. There are, however, a number of other nearby colleges and universities at which our doctoral students may have opportunities to teach in the future (Washtenaw Community College, the University of Michigan, University of Detroit, Madonna College, Henry Ford Community College, Schoolcraft College, Wayne State University, Oakland University, Cleary College, and so forth).

Awards and Other Forms of Recognition for Outstanding Teaching:

Although there are no specific awards for outstanding teaching for graduate students, they are eligible for awards from the graduate school as an Outstanding Graduate Assistant. Also, doctoral students who have their own class are eligible for an award as "Faculty WHO Made a Difference". This award is based on being nominated by undergraduate students.

Employment Prospects:

Again, since our program began only 6 years ago, we have few graduates who, thus far, have earned their PhDs and those graduates are primarily in clinical positions at present. It is noteworthy, however, that our first PhD graduate is currently an Assistant Professor at the University of Dresden.

**Department of Psychology
University of Mississippi
Oxford, Mississippi**

<http://www.olemiss.edu/depts/psychology/>

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Graduate Degrees Offered: MA, PhD

Graduate Program Description:

The University of Mississippi offers concentration in the following areas: (a) Behavioral Neuroscience, (b) Cognitive Psychology, (c) Social Psychology, and (d) Clinical Psychology.

Description of On-Campus Opportunities for Teaching as a Graduate Student

Graduate Instructor Assistantships are provided for graduate students who serve as instructor of record with full responsibilities for the course. Stipends are \$2,000 per course with partial tuition waiver. In addition, Graduate Teaching Assistantships (TAs) are provided for graduate students whose provide varied support to department faculty teaching activities. Stipends are \$2,000 per term (based on 10 hours per week) and it includes a partial tuition waiver.

Description of Training for Teaching at the College and University Level

The department offers a three credit hour seminar on the teaching psychology in higher education which is offered once every 2 years. Additional training is provided by workshops and supervision/feedback by faculty mentors.

Opportunities for Off-Campus Teaching

Graduate students have taught at the following off-campus locations: University of Mississippi-DeSoto Campus, University of Mississippi-Tupelo Campus, Northwest Mississippi Community College, and Itawamba Community College.

Awards and Other Forms of Recognition for Outstanding Teaching

The University of Mississippi offers two awards from excellence in teaching. The Department of Psychology offers the John and Lillian Wolfe Award and the Graduate school offers the Graduate Student Achievement Award.

Employment Prospects

Graduates have been employed at the following institutions:

Arkansas Tech University
Boston University
Hobart and William Smith Colleges
Northwestern Michigan College
Shenandoah University

Suffolk University
University of North Texas
University of Northern Iowa
William Penn University

Division of Counseling & Education Psychology
University of Missouri, Kansas City
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Description of On-Campus Opportunities for Teaching as a Graduate Student

Students typically take a two-credit teaching course in the summer of their first year of study. In the second year, students take a one-credit practicum in College Teaching and serve as Graduate Teaching Assistants in one of the graduate level counseling courses, such as Methods of Counseling and Psychological Assessment courses. After completion, students have the opportunity to teach many undergraduate and graduate courses (with a Master's degree) in both counseling and psychology, for which they receive the standard university adjunct faculty salary.

Description of Training for Teaching at the College and University Level

The required teaching class, College Teaching, covers major theories and pedagogies of teaching in the recent literature. The follow-up practicum places students as teaching assistants for some graduate courses in counseling. Students have opportunities to gain first-hand experience in preparing for a course, delivering lectures, organizing course material (using technology), facilitating discussions, administering and grading homework and tests, and other teaching activities under the close supervision of the course instructor. Students assist in one course for an entire semester.

Opportunities for Off-Campus Teaching

Students are recruited to teach courses as adjunct faculty at various local institutions, including universities and community colleges. Many of our students have taught courses at Avila University, University of Central Missouri, and Johnson Country Community College.

Awards and Other Forms of Recognition for Outstanding Teaching

Students may receive a UMKC Preparing Future Faculty Fellowship (PFFF). UMKC awards 4 new PFF Fellows per year throughout the university. UMKC's Preparing Future Faculty Fellowship program is modeled after a national Preparing Future Faculty Project conceived by the Council of Graduate Schools and the American Association of Colleges and Universities in 1993 and funded by the Pew Charitable Trusts. The primary goals of PFF programs are to expose graduate students to a variety of teaching, research, and service experiences at various types of institutions beyond the research

university and, ultimately, to change the culture of graduate education. At UMKC, PFF Fellows receive fellowship stipends for three years, work closely with faculty mentors throughout their program, participate in teaching excellence seminars, and explore the range of faculty roles and opportunities at a variety of institutions of higher education.

Employment Prospects

In most recent years, our graduates have taught in various colleges and universities, including:

Avila University
Cleveland State University
Johnson Community College

University of Kentucky
University of Maryland, College Park
University of Missouri, Kansas City

**Department of Psychology
University of New Hampshire
Durham, New Hampshire**
<http://www.unh.edu/psychology/>

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Graduate Degree Offered: PhD

Graduate Program Description

The goal of the UNH graduate program in psychology is to prepare PhD level psychologists for faculty positions. The four areas of specialization are: behavioral neuroscience, developmental psychology, history of psychology, and social/personality psychology. The centerpiece of the program is the background students receive in the area of college teaching and other faculty roles.

Description of On-Campus Opportunities for Teaching as a Graduate Student

Graduate students in the program receive financial support (an academic year graduate assistantship and tuition waiver). The amount of the stipend depends on a student's year in the program. Later in the program, students apply for a dissertation year fellowship. First and second-year students work as a teaching and research assistant with faculty. Third year students serve as the Teacher of Record in a section of introductory psychology during both of the two semesters of the academic year. Fourth year students serve as the Teacher of Record in a section of a lower-division course in their specialty area and usually in a section of introductory statistics (one section per semester). Students who do not receive a dissertation fellowship in their final year of graduate study continue to teach a section of a lower-division course each semester. After their third year of graduate study, students are eligible to teach a course during the summer session for additional compensation. Under faculty supervision, most graduate students include undergraduate students in their research projects.

Description of Training for Teaching at the College and University Level

Starting during the spring of their second year in the program, all students in the program who are scheduled to teach Introductory Psychology begin to design and prepare their course. They earn academic credit for this early work by completing a two-credit course on *Preparing to Teach a Psychology Course*. The course focuses on the role of the introductory psychology course in the major and as a general education offering for non-majors, selection of textbooks and other materials for the introductory psychology course, principles of test construction and grading practices, classroom

teaching methods, course syllabus preparation, and preparation of several teaching modules.

During the their third year in the program, graduate student complete a six-credit *Practicum and Seminar in the Teaching of Psychology* in fall and spring semesters. Four senior professors take turns teaching this course. It provides students with an academic foundation for teaching psychology. Concurrent with the course, students teach one section of Introductory Psychology during the fall and spring semesters. The practicum and seminar includes coverage of a broad range of topics concerning teaching and learning. In addition, students receive group and individual supervision of their teaching. The practicum and seminar teacher observes doctoral students while teaching their course. These students are also videotaped in the classroom. The practicum and seminar teacher observes the videotape with the graduate student and provides feedback on classroom performance.

During the fourth year in the program, graduate students teach in their specialty area. Many often also teach an introductory psychology statistics course. Students' advisors have primary responsibility for overseeing their teaching during this year, but one of the practicum and seminar teachers also meets with the graduate student each semester.

In addition to the work they do as part of their doctoral training in the department, our graduate students are able to participate in the University of New Hampshire's Academic Programs in College Teaching (http://www.gradschool.unh.edu/catalog/programs/coll_teach.html). Students may earn either a cognate (minor) or Master's degree in college teaching that is conferred as a joint degree upon granting of the PhD in a student's academic discipline. Nearly all of the doctoral students in psychology earn either the cognate or Master's degree in conjunction with the work they do in the department related to college teaching. In addition to the opportunities to develop as college teachers, most psychology doctoral students participate in a university-wide Preparing Future Faculty Program (http://www.gradschool.unh.edu/pff/pff_academic.html). The Department of Psychology has been collaborating with the American Psychological Association's Education Directorate since 2000 on further developing and disseminating the program's preparing future faculty initiatives (<http://www.apa.org/ed/pff.html>; <http://unh.edu/teaching-excellence/pdf/UNHPsychReport.pdf>). The department was recently recognized by the APA for its innovative PhD program in psychology (http://www.unh.edu/psychology/announcements/Honorable_mentions.mht). In 2002, the University received a prestigious Theodore M. Hesburgh award for its academic programs in college teaching initiative (<http://www.unh.edu/teaching-excellence/award.html>).

Opportunities for Off-Campus Teaching

Each year, one advanced doctoral student teaches a course each semester at the University's urban campus in Manchester, New Hampshire. Some advanced students

also teach at local colleges during the summer to gain further teaching experience and to supplement their income.

Awards and Other Forms of Recognition for Outstanding Teaching

The Graduate School provides an annual Graduate Student Teaching Award for a student who contributes “significantly to the teaching mission of the University.”

Employment Prospects

A list of places of employment of program graduates may be found at: http://www.unh.edu/psychology/grad_pro.htm#g. Graduates have secured faculty positions at the full range of postsecondary institutions:

College of William and Mary
Hobart and William Smith College
New Hampshire Community Technical College
Rutgers—The State University of New Jersey

State University of New York College at Geneseo
University of Georgia
University of Tampa
University of Utah

Additional Comments

The present description focused on graduate students’ opportunities to develop college teaching background and skills as well as other faculty roles. In addition, department faculty place a strong emphasis on the development of our graduate students as researchers. All students work with faculty on research from their start in the program. Students routinely give presentations at research conferences and publish articles. Many of the department’s graduates take faculty positions at teaching-oriented colleges and universities. Some of them seek and secure faculty positions at research-oriented institutions (often after completing a post-doctoral research fellowship).

Further information about the doctoral program in psychology at the University of New Hampshire may be found in these recent publications:

Benassi, V.A., & Fuld, K. (2004). University of New Hampshire’s Preparing Future Psychology Faculty program. (2004). In W. Buskist and B. Beins (Eds.), *Preparing the new psychology professoriate helping graduate students become competent teachers*. Society for the Teaching of Psychology. (http://teachpsych.org/resources/e-books/pnpp/index_pnpp.php)

Wimer, D. J. (2005). Raising the bar for the training of college teachers. An interview with Victor Benassi. *Teaching of Psychology*, 33, 148-152.

**Department of Psychology
C.W. Post Campus of Long Island University
Brookville, New York**

<http://www.cwpost.liunet.edu/cwis/cwp/clas/psych/psych.htm>

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Description of On-Campus Opportunities for Teaching as a Graduate Student

Full-time students in our MA program have the opportunity to obtain teaching assistantships. Teaching assistants, in their first year, do not teach courses, but may provide individual tutoring to undergraduates. Second-year students sometimes are offered the opportunity to teach a laboratory section of introductory psychology.

Description of Training for Teaching at the College and University Level

First year teaching assistants are required to demonstrate mastery of the material they are tutoring, which is evaluated by individual faculty members. If necessary, graduate students attend the undergraduate classes so that they are familiar with the material being covered. If students are allowed to teach the laboratory section of introductory psychology, they are typically observed by the faculty member teaching the lecture portion of the course. Regular meetings are required, during which any problems are addressed. Additionally, regular discussions are held concerning the material being covered in the lecture portion of the course. These lab sections are typically small, with only 20 students in a section. The graduate students are responsible for ensuring that the laboratory exercises are carried out appropriately. They may occasionally give lectures that go along with the current topic.

**Department of Psychology
Queens College of the City University of New York
Flushing, New York**

<http://qcpages.qc.cuny.edu/Psychology/>

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Web site: <http://qcpages.qc.cuny.edu/Psychology/faculty/lanson.html>

Andrea Li
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Office Phone: 718-997-3058
Web site: <http://qcpages.qc.cuny.edu/Psychology/faculty/li.html>

Description of On-Campus Opportunities for Teaching as a Graduate Student

Upon completion of a teaching mentorship program (described below), Master's and Doctoral students are eligible to teach as adjunct lecturers (beginning at a rate of \$58.14 per contact hour as of 5/1/2006). Total compensation can be calculated by multiplying the total number of contact hours by the above figure. If a graduate student teaches six or more contact hours in a given semester, they are eligible to receive an additional 15 hours of adjunct pay to cover out-of-class contacts, make-up exams, and office hours. Initial assignments often include teaching the lecture or lab sections of a Psychological Statistics course. Other course assignments include Introductory Psychology, Developmental Psychology and Experimental Psychology. Experienced graduate student teachers have taught many upper level didactic courses as well as laboratory courses in Advanced Experimental Psychology (Learning), Advanced Experimental Psychology (Behavior Modification), Advanced Experimental Psychology (Cognition) and Advanced Experimental Psychology (Sensation and Perception).

In addition, the Graduate Center of the City University of New York awards a limited number of Chancellor's Fellowships for incoming graduate students. Fellows are given 5 years of tuition remission and are required to teach in years 2-4. Compensation is \$13,477 for year 2 and increases to over \$15,000 in year 4. In those three years, the fellowship requires teaching the equivalent of two 3-credit courses (90 contact hours) each semester for 180 contact hours in the combined Fall and Spring semesters. Fellows are also eligible to teach during summer sessions and during the fifth year as adjunct lecturers for additional compensation.

Description of Training for Teaching at the College and University Level

Starting in their first year, once the workshop date is announced, graduate students can sign up with the graduate secretary for a 2 hour workshop given annually. This workshop introduces them to many resources on teaching and on college rules and regulations. The student is then assigned to a faculty mentor and must attend at least

two lectures given by the mentor that semester. The student and the mentor then meet to plan a lecture that the student must give. After the student has presented the lecture to the class, the mentor critiques the student's performance and sends an evaluation to the mentorship committee chairman, who then gives it to the departmental chair. A student who received a positive evaluation is put into the pool of prospective student teachers.

The mentor then typically serves as a guide for the student in creating syllabi, tests, and other pedagogical matters subsequent to the training experience. We also have experienced instructors who serve as advisors for those students teaching Statistics and Experimental Psychology. Often such mentoring includes a class with other new instructors to cover what technologies are available in these laboratory-based courses. Doctoral students have priority over Master's students. When students are assigned as adjunct instructors, a faculty member evaluates their classroom teaching every semester through direct observation.

Opportunities for Off-Campus Teaching

Queens College gives priority to its own graduate students for teaching assignments. Students have also taught at other campuses in the CUNY system and colleges and universities in the New York City metropolitan area. Prior to the start of each semester, there are many e-mail requests from other colleges in the metropolitan area detailing teaching opportunities. Although Chancellor's Fellows are almost exclusively assigned to the campus where their doctoral subprogram is based, the University reserves the right to have them meet their teaching responsibilities at other CUNY campuses.

Awards and Other Forms of Recognition for Outstanding Teaching

Graduate student teachers who have been positively evaluated are often given the option to offer a course of their choosing during the summer session. The College offers an award and monetary stipend for an adjunct instructor selected as Adjunct Teacher of the year. This recognition is presented at the annual Faculty and Staff Assembly.

Employment Prospects

Former Queens College Psychology Department graduate teachers have held and continue to hold positions at numerous CUNY campuses as well as:

Bar-Ilan University
Barnard College
Binghamton University (SUNY)
Caldwell College
Georgetown University
Harvard University
Mercy College
Mount Sinai

Nassau Community College
New York University
Northeastern University
Oxford University
Richard Stockton College
Rush University Medical School
Suffolk Community College
Touro College

Trinity
University of Athens
University of California, Berkeley
University of California, Davis
University of California, Los Angeles
University of California, San Francisco
University of Kansas

University of Minnesota
University of New Hampshire
University of North Carolina
University of Reykjavik (Iceland)
Wesley College
Yale University

**Department of Psychology
Syracuse University
Syracuse, New York**
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Description of On-Campus Opportunities for Teaching as a Graduate Student

First-year students typically serve as Graduate Teaching Assistants (GTAs) for our introductory psychology course. Students in their second year and beyond often serve as GTAs for upper-division laboratory courses or as Teachers of Record (ToRs) for a variety of undergraduate courses (e.g., Introductory Psychology, Statistics, Research Methods, Personality, Abnormal Psychology).

Description of Training for Teaching at the College and University Level

First-year students must complete The Graduate School TA Training Program and participate in training specific to conducting recitation sections for the large introductory psychology class. The TA Training Program is a 1 week (10 days for international GTAs) program that takes place the week prior to the start of fall classes. New GTAs are exposed to theory and practice in teaching, familiarized with teaching support services available on campus, and given practice and critiques of their own teaching. The TA Training Program remains a resource and supports TAs throughout the academic year.

Prior to the beginning of classes GTAs responsible for leading recitation sections for the introductory psychology class attend several half-day training sessions aimed specifically at their responsibilities for that class. In addition, these GTAs attend weekly meetings throughout the academic year. TAs are observed by the instructor and obtain student ratings which are reviewed with the instructor of the class.

Advanced GTAs and ToRs are guided by a mentor who acts as a resource and guides their teaching throughout the academic year. The mentor assists in the development of course materials, including syllabi, and observes teaching and reviews student ratings with the GRA and ToR each semester.

Opportunities for Off-Campus Teaching

Advanced graduate students have taught classes at Onondaga Community College, Ithaca College, Cazenovia College, LeMoyne College, and Hamilton College among others. All are within an hour of Syracuse University.

Awards and Other Forms of Recognition for Outstanding Teaching

Each year the graduate school offers gives awards for outstanding teaching assistants across all the schools and colleges of the university. In addition, the graduate school rewards TA excellence through a competition designed to identify teaching fellows, who, through a position carrying a stipend, provide mentorship to new GTAs during the summer TA Training Program in which all new GTAs participate.

Advanced TAs may participate in the graduate school's Future Professoriate Project. The project encompasses several initiatives, including the awarding of a predoctoral teaching appointment called the teaching associateship and a certificate in university teaching, which is awarded upon completing a formal program of professional development designed to provide the requisite skills, knowledge, and experiences that will help insure the person becomes an high-level college/university teacher.

Employment Prospects

Former Syracuse University Psychology Department GTAs and ToRs are teaching at a variety of institutions, including:

Auburn University
Brown University
City University of New York
Colgate University
Delaware State
Kenyon College
Lehigh University
Nazareth College
North Carolina State

University of Connecticut
University of Massachusetts-Boston
University of Minnesota
University of Nebraska
University of South Carolina
University of South Dakota
University of Wisconsin
Wofford College

Department of Psychology
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Boone, North Carolina
www.psych.appstate.edu

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Graduate Degree Offered: MA

Graduate Program Description

The Department of Psychology offers graduate programs in School, Clinical Health, Industrial/Organizational, and General/Experimental. Typically students in School Psychology are involved with internships that prevent them from holding a Graduate Teaching Assistantship.

Description of On-Campus Opportunities for Teaching as a Graduate Student

Graduate Teaching Assistants (GTAs) have full responsibility for teaching Introductory Psychology in the department, including developing a syllabus, designing class materials, developing lectures and class activities, creating assessment tools, and assigning grades. TAs receive monetary compensation and are listed as Teachers of Record.

Description of Training for Teaching at the College and University Level

Prospective GTAs must take a teacher training course offered in the Department of Psychology the semester before they are selected to teach. This one-hour credit course is usually taken during the spring semester of the first year in the graduate program. This course exposes students to teaching theory and provides teaching techniques including demonstrations and activities that GTAs may use in their classes. The course requires GTAs to: (a) develop a syllabus before the end of the semester, (b) observe and critique the teaching of a current GTA in the classroom, and (c) make a teaching-related presentation in the GTA class. During the fall semester, GTAs are required to meet once a month to discuss successes and challenges experienced in the classroom. GTAs are observed once by a faculty member and provided detailed feedback about their performance. The Graduate School provides a series of teaching workshops designed specifically for GTAs. The Hubbard Center for Faculty Development also provides workshops and brown bag lunches centering of teaching issues for faculty and GTAs.

Opportunities for Off-Campus Teaching:

There are several opportunities for off-campus teaching, including Lees McRae College, Caldwell Community College (Watauga and Caldwell campuses), and Wilkes Community College.

Awards and Other Forms of Recognition for Outstanding Teaching

Outstanding GTAs in the Psychology Department are nominated for the University Graduate Teaching Assistant Award.

Employment Prospects:

Bowling Green University
Caldwell Community College
East Tennessee State University
Hunter College
James Madison University
Memphis State University
North Carolina State University
Penn State University
Spaulding University
Texas A&M

UNC-Greensboro
University of California, Riverside
University of Alabama
University of Michigan
University of Montana
University of South Carolina, Upstate
University of South Florida
University of Tennessee
Wake Forest University

Department of Psychology
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Description of On-Campus Opportunities for Teaching as a Graduate Student

First-year graduate students typically serve as Graduate Teaching Assistants (GTAs) or Teachers of Record (ToRs) for Introductory Psychology, which has a standardized structure including readings, assignments and exams. Graduate students in their second year and beyond often serve as ToRs for selected undergraduate courses including Introductory Psychology, Statistics, Developmental Psychology, and Social Psychology. Students typically get a 20 hour assistantship and full tuition remission for serving in this capacity.

Description of Training for Teaching at the College and University Level

Before teaching their first class, new graduate instructors take an intensive Seminar on the Teaching of Psychology and simultaneously observe the Introductory Psychology Course Coordinator teach an entire class. Through this experience new instructors discuss theory and research on teaching and learning. The students use situations that arise in the Introductory Psychology class as the basis for discussions about various teaching theories, methods, and classroom management issues, and they have several opportunities to practice and receive feedback on their teaching.

During the first full year of teaching, new instructors meet as a group with the course coordinator weekly to share their experiences and discuss questions and concerns. Every semester mid-course student evaluations are collected to provide developmental feedback to instructors, in addition to observations made by the course coordinator. At least once during the first year of teaching, each instructor meets privately with the course coordinator to discuss this feedback. Peer observations are conducted during the second semester of teaching.

Opportunities for Off-Campus Teaching

Our graduate students have taught part-time at Baldwin-Wallace College, Cleveland State University, Cuyahoga Community College, John Carroll University, and Walsh University, as well as the College of Business Administration at The University of Akron.

Awards and Other Forms of Recognition for Outstanding Teaching

The Psychology Department and the University of Akron offer several awards for graduate student teaching. Within the department, we offer the annual Introduction to Psychology Outstanding TA of the Year Award (determined by a psychology faculty committee based on teaching, motivational skills, knowledge, preparation, and professionalism). Within The University of Akron, the Institute for Teaching and Learning offers its annual Outstanding Graduate Teaching Assistant award (given to the best Master's level and Doctoral level GTA across the university).

Employment Prospects

Former University of Akron Psychology Department GTAs and ToRs are teaching at institutions across the country and in Canada, including:

DePaul University
Florida Institute of Technology
Geneva College
Illinois State University
Michigan State University
Pennsylvania State University
Roosevelt University

Texas A&M University
University of Maryland
University of Waterloo, Ontario
University of Wisconsin-Milwaukee
Virginia Polytechnic Institute
Wilfred Laurier University Waterloo,
Ontario

Human Factors and Industrial/Organizational Graduate Program
Department of Psychology
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Dayton, Ohio
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Office Phone: 937-775-3348

Description of On-Campus Opportunities for Teaching as a Graduate Student

Graduate Teaching Assistants (GTAs) for the Department of Psychology have the opportunity to teach Introductory Psychology labs, the three-course sequence Research Methods labs, and other upper-division methods labs. Graduate students who have received their Master's degree and passed their qualifying exams are given the opportunity to teach selected undergraduate courses (e.g., Introductory Psychology Science of Behavior, Science and Practice, Cognition and Learning, Industrial Organizational Psychology).

Description of Training for Teaching at the College and University Level

First-year graduate students attend a 3-day workshop at the beginning of the academic year for Introductory labs. Team meetings are held each week for Introductory lab TAs to reinforce teaching skills, discuss issues or learning techniques, and prepare for the next week's labs.

At the beginning of the quarter, GTAs teaching Research Methods and upper-division methods labs meet with the instructor of the course to coordinate lesson plans that are designed to reinforce and provide practical experience for material taught in the lecture. The instructor monitors the GTA in the lab and provides verbal feedback regarding performance, preparedness, and communication with students.

The Department of Psychology offers workshops each quarter to graduate students who are interested in becoming faculty. Graduate students are responsible for reading assigned material prior to the workshop and discussing the material during the workshop.

Graduate students selected to teach an undergraduate course are mentored by a faculty member who has expertise in the subject matter. The faculty observes the GTA teaching the class and provides a written report to the chair of the department and the GTAs advisor. A copy of the written evaluation is given to the GTA and included in their records for future reference.

Opportunities for Off-Campus Teaching

There are numerous other 2 and 4-year colleges in the Greater Dayton area that provide potential teaching opportunities for advanced graduate students. For example, one of our graduate students, who wanted to stay in the immediate area, began teaching part-time at Wittenberg University. Wittenberg is approximately 25 minutes from Wright State University. This experience was valuable to the graduate student by providing him the opportunity to be fully responsible for the lecture material, books, grades, and student interaction. It was also valuable to experience the selection and interview process in securing an academic position.

Awards and Other Forms of Recognition for Outstanding Teaching

The College of Science and Mathematics presents an Outstanding Graduate Teaching Assistant award at their annual awards ceremony. The School of Graduate Studies at Wright State offers an Annual Excellence Awards and Recognition Program. The program is designed to honor a select number of graduate students for their outstanding achievements.

Employment Prospects

Several Human Factors and Industrial/Organizational former graduate students teach at institutions across the country, such as:

Air Force Academy
Colorado State University
DePaul University
Edison Community College

Florida State University
U.S. Military Academy at West Point
Wittenberg University

Otherwise, our students typically choose careers in government research labs (e.g., Air Force Research Lab), large industries (e.g., Intel, General Dynamics), or consulting companies (e.g., HR Chally).

**Counseling Psychology Department
University of Oregon
Eugene, Oregon**

<http://counpsych.uoregon.edu/>

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Description of On-Campus Opportunities for Teaching as a Graduate Student

First-year graduate students may serve as Graduate Teaching Fellows (GTFs) for undergraduate courses (e.g., Senior and Junior Professional Issues, Prevention of Interpersonal Violence, Individual and Group Interventions, and Theory of Family Systems) in the Educational Studies and Family and Human Services program. Advanced students may serve as GTFs for the following graduate courses in counseling and school psychology: Beginning Counseling Skills, Psychological and Intellectual Assessment, and Counseling Diverse Populations. In addition, via GTF positions, students have the opportunity to serve as sole instructors of the following undergraduate courses: Career Decisions, Working College to Career, Life Skills, College and Career, Crisis Prevention, and Crisis Intervention.

Description of Training for Teaching at the College and University Level

The University of Oregon and the Counseling Psychology department support the teaching endeavors of its graduate students through the Teaching Effectiveness Program (TEP). The TEP program offers graduate students workshops, seminars, and consultations regarding lesson planning, syllabus construction, working with teaching issues related diversity, and other pertinent issues for developing teachers.

In addition to the services offered by TEP, graduate students are required to participate in multiple GTF trainings each year. First-year students engage in college-wide GTF trainings and GTF specific trainings. First-year graduate students with fellowships in the Family and Human Services program receive 20 hours of training, while all GTFs receive 5 hours of college-wide GTF training. College-wide GTF trainings emphasize building skills relevant to teaching a diverse student population and resolving conflict, as well as other necessary skills for the classroom. GTF specific trainings vary according to the specific duties of the GTF, but common themes in GTF specific trainings include but syllabus construction, facilitating positive classroom dialogue, classroom management, and lecture development.

Doctoral students in the Counseling Psychology department are required to engage in instructional activities that meet teaching competency requirements of the counseling psychology program. Students enroll in one term of supervised college teaching and complete a series of reading assignments and writing activities. Students create a teaching portfolio containing lecture notes, handouts used and feedback received from

individual lectures or courses taught. The teaching portfolio is reviewed and evaluated by the student's advisor.

Opportunities for Off-Campus Teaching

Graduate students in our program have taught introductory undergraduate psychology courses at Lane Community College.

Awards and Other Forms of Recognition for Outstanding Teaching

Incoming students in the Counseling Psychology program are eligible to gain recognition for outstanding teaching through the Dan Kimble First Year Teaching Award. This award recognizes first-year graduate students across the University of Oregon and provides a financial reward for exemplary teaching.

Advanced graduate students in the Counseling Psychology program are eligible for outstanding teaching recognition through the Donald and Darel Stein Graduate Teaching Award. This university-wide teaching award emphasizes sustained teaching and academic excellence. Graduate students receiving this award also collect a financial reward.

Employment Prospects

University of Oregon Counseling Psychology PhD graduates are teaching or have taught at a number of academic institutions across the United States. These institutions include but are not limited to:

Arizona State University
Boston University School of Medicine
Columbia University
Lewis & Clark College
Pacific University
University of California-Davis

University of California-Irvine
University of California-Riverside
University of Iowa
University of Oregon
University of Utah

**Department of Psychology
Lehigh University
Bethlehem, Pennsylvania**
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Description of On-Campus Opportunities for Teaching as a Graduate Student

Graduate students serve as Teaching Assistants (TAs) during most their graduate program. The courses involved are often the larger lower-level lecture courses—Introductory Psychology, Child Development, etc.—but may also include the statistics and research methods courses. Assignments are rotated so that students gain experience in a range of courses and topics. Students who have completed the Master’s degree are eligible to teach summer courses of their own and many students take advantage of this unique opportunity.

Description of Training for Teaching at the College and University Level

Students attend TA orientation sessions offered by the university Office of Graduate Student Life before their first TA assignment. Topics addressed in the session include teaching issues and preparing a syllabus in the Psychology Department’s Professional Seminar. Additionally, individual faculty members having expertise in a particular course mentor TAs. Because Lehigh is an institution that values quality undergraduate education, course instructors work closely with their TAs to ensure a high-quality student experience.

Opportunities for Off-Campus Teaching

Our graduate students have taught laboratory sections in psychology at nearby Lafayette College. Advanced students have also been hired as adjunct instructors at undergraduate-oriented institutions including Lafayette, DeSales University, and East Stroudsburg University. A finishing student recently held a two-year appointment as Visiting Professor at Lafayette College.

Awards and Other Forms of Recognition for Outstanding Teaching

The university gives several awards each year for outstanding performance as a teaching assistant.

Employment Prospects

Recent placements include:

Colgate University
East Stroudsburg University
Ferrum College
Harrisburg Area Community College
Marywood College

Mt. Aloysius College
Muhlenberg College
Neumann College
University of Wisconsin-Stout

**Department of Psychology
Saint Joseph's University
Philadelphia, PA**
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Description of On-Campus Opportunities for Teaching as a Graduate Student

Second-year graduate students serve as Graduate Teaching Assistants (TAs) for a variety of undergraduate courses and/or teachers of individual lab sections of upper-level undergraduate courses. These competitive-based teaching assistants include tuition remission and a stipend.

Description of Training for Teaching at the College and University Level

Faculty members provide one-on-one mentorship for teaching.

Employment Prospects

Many of our graduate students have gone on to doctoral programs, after which they have pursued faculty positions at universities nationwide.

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Description of On-Campus Opportunities for Teaching as a Graduate Student

Graduate students at all levels may serve as Graduate Teaching Assistants (GTAs) for various undergraduate courses. Typically, students receive increased classroom responsibility as they progress through their training. Students who have received their Master's degree and have taken the Teaching of Psychology seminar may serve as Teachers of Record (ToRs) for psychology courses.

Description of Training for Teaching at the College and University Level

A two-semester seminar entitled *Teaching of Psychology* is offered each year to graduate students who are interested in teaching undergraduate courses in the department or pursuing an academic career. The seminar meets 3 hours a week. The first course in the sequence is primarily didactic within a discussion format, although it has some observational and experiential components. The course emphasizes teaching techniques as well as planning and conducting a course. The class covers such topics as lecture and discussion techniques, developing on-line courses, course preparation and planning, tests and grading. In addition to reading discussions, students give video-taped demonstration lectures which are critiqued and rated by fellow students and the professor.

The second semester course typically has a stronger experiential component and focuses on the student gaining teaching experiences either through teaching his or her own course or a portion of a course with a professor. In addition, student teachers are observed and given feedback by their fellow classmates and the professor. The readings and discussion in this course are primarily on broader issues in the life of a professor. Topics include applying and interviewing for a teaching position, tenure and promotion, research and writing for publication, and university and professional service.

Opportunities for Off-Campus Teaching

While in graduate training, our students have taught online courses offered by our Department as well as courses at off-campus centers of the University of Memphis. They have also taught at several local colleges in the Mid-South area, including Rhodes College, Christian Brothers University, Harding University, LeMoyne-Owen College, Southwest Tennessee Community College, and Dyersburg State Community College.

Awards and Other Forms of Recognition for Outstanding Teaching

The Psychology Department offers outstanding teaching awards both to students serving as GTAs and ToRs annually. The University also offers a Graduate Assistant Meritorious Teaching Award.

Employment Prospects

Former University of Memphis Psychology Department GTAs and ToRs are teaching at a number of state and private universities and smaller liberal arts colleges. A partial list include:

Austin Peay State University
College of New Jersey
DePaul University
Emporia State University
Indiana Wesleyan University
Lambuth University
Loyola University Chicago
Marietta College
Meharry Medical College
Middle Tennessee State University

Rhodes College
Texas Tech University
University of California system
University of Florida
University of Georgia
University of Northern Colorado
University of West Georgia
Washington State University
Washington University

**Department of Psychology and Sociology
Angelo State University
San Angelo, Texas**

http://www.angelo.edu/dept/psychology_sociology/

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Description of On-Campus Opportunities for Teaching as a Graduate Student

Graduate students can apply to serve as Graduate Teaching Assistants (GTAs) after completing 18 hours of graduate coursework. If selected, they will be trained to teach a lower-division course, *Psychology of Adjustment*, for one academic year.

Description of Training for Teaching at the College and University Level

Prospective GTAs are required to complete PSY 6361, *Seminar in the Teaching of Psychology*, during their second summer semester. This course incorporates a team-teaching approach to PSY 1303, *Psychology of Adjustment*. Students are involved in all aspects of course development and implementation, and they provide each other with daily verbal feedback about classroom presentations. They are also required to videotape at least one of their classroom presentations for the purpose of self-evaluation.

During the fall semester, each GTA leads a discussion class (about 25 students) derived from a larger section of PSY 1303 taught by a senior faculty. The GTA posts discussion questions for their undergraduate students on Blackboard following the Tuesday lecture class, and their responses are then reviewed in on Thursday. Other learning activities are also used in the discussion classes (e.g., individual and group presentations, demonstrations, etc.).

During the spring semester, each GTA teaches two sections of PSY 1303 (about 50 students) and is evaluated by a senior faculty. The faculty member provides written and verbal feedback about classroom performance.

**Psychology Department
Our Lady of the Lake University
San Antonio, Texas**

<http://www.ollusa.edu/s/346/ollu.aspx?sid=346&gid=1&pgid=1745>

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Description of On-Campus Opportunities for Teaching as a Graduate Student

The OLLU PsyD program in Counseling Psychology (APA-accredited) utilizes a practitioner-scholar model that prepares students to become practitioners. Students with Master's degrees may teach undergraduate courses in areas of their expertise, typically Introduction to Psychology, Abnormal Psychology, Social Psychology, Life Span Development, Introduction to Psychological Testing and courses in individual and group counseling theories and techniques. Compensation is equivalent to tuition for doctoral classes. Seventy-six percent of the undergraduate students at OLLU are Hispanic and many are first-generation college students. Graduate student teachers can, therefore, gain unique teaching experiences with our diverse undergraduate student population.

Description of Training for Teaching at the College and University Level

Graduate students are mentored by one or two full-time faculty members who regularly teach the same class. The full-time faculty members readily share teaching materials, and information regarding effective teaching techniques. Graduate students develop WebCT sites for their classes with the support of instructional designers in the Teaching, Learning and Technology Center.

Opportunities for Off-Campus Teaching

San Antonio contains multiple community colleges (San Antonio College, Palo Alto College, Northwest Vista College, and St. Phillip's College), three Catholic universities, a large public university, and one private university. In addition to teaching at OLLU, some students have taught on an adjunct basis for the community colleges and universities in San Antonio and in the Austin area.

Awards and Other Forms of Recognition for Outstanding Teaching

No student teaching awards exist at the present time.

Employment Prospects

Our practitioner-scholar model emphasizes developing service delivery skills over teaching and research. Nonetheless, several of our graduates teach on an adjunct basis

at colleges and universities around the world (one in Australia) in addition to their primary roles as practitioners.

**Department of Psychology
Stephen F. Austin State University
Nacogdoches, Texas**

<http://www2.sfasu.edu/sfapsych/front.html>

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Description of On-Campus Opportunities for Teaching as a Graduate Student

Our graduate program is a one-year General Psychology Master of Arts program intended to prepare students for admission to a doctoral program in psychology or teaching at a junior college. First-year graduate students appointed as Graduate Assistants (GAs) typically serve as teaching assistants for undergraduate psychology courses. Students, who elect to pursue an optional second year in the program, by completing a formal MA thesis research project, either assist in upper-division undergraduate or graduate courses. In addition, second-year student may have the opportunity to teach their own section of a Learning and Study Skills course (SFA 198) or an introductory-level undergraduate psychology course (i.e., General Psychology or Human Sexuality).

Description of Training for Teaching at the Department and University Level

Graduate students may take a 4 hour Teaching Seminar (PSY 525) during the spring semester. The seminar incorporates discussion of pedagogical theory and technique and instruction in incorporating technology in the classroom. Students also have the opportunity to apply these skills by conducting class sessions as a guest lecturer in an introductory psychology course. Only students who complete the Teaching Seminar are eligible to teach a course in their second year.

Graduate Assistants who are selected to teach a course receive regular supervision from one or more members of the faculty, including periodic in-class observations and feedback regarding preparation and classroom performance.

Additional support for beginning instructors is provided by the SFASU Teaching Excellence Center (TEC). Graduate assistants, as well as graduate instructors, are encouraged to attend TEC workshops, teaching circles (monthly discussions with faculty from across campus), and speaker events. Dr. Lauren Scharff, a professor in our department, is the Co-Director of the Teaching Excellence Center. Dr. Scharff is also frequently the instructor for the Teaching Seminar.

Employment Prospects

With an MA degree, our graduates are qualified to teach at the community college or junior college level. Former SFASU Psychology Department Graduate Assistants are

teaching at various institutions, including Angelina Community College, Austin Community College, and others across the state.

Department of Psychology
Texas A&M University
College Station, Texas
<http://psychology.tamu.edu/>

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Graduate Degree Offered: PhD

Graduate Program Description

Doctoral degrees are offered in one of six areas of specialization: Behavioral and Cellular Neuroscience, Clinical Psychology (APA accredited), Cognitive Psychology, Developmental Psychology, Industrial/Organizational Psychology, and Social Psychology.

Description of On-Campus Opportunities for Teaching as a Graduate Student

Graduate students often serve as teaching assistants working with a faculty mentor. By the second year graduate students may begin teaching, having sole responsibility for a class. Some graduate students team-teach courses, such as Introductory Psychology, whereas some might become the sole instructor. Advanced doctoral students may teach undergraduate classes in their specialty areas. Beginning graduate student teachers are paid as part of a 20 hour per week assistantship, averaging approximately \$1,250 per month.

Description of Training for Teaching at the College and University Level

Texas A&M University's Center for Teaching Excellence (CTE) offers numerous workshops and training sessions for graduate students and graduate student instructors. The CTE also has a Graduate Teaching Academy, a year-long certificate program to enhance teacher training for graduate students. In addition, the Psychology Department offers a 2 day workshop on teaching psychology each May, required of all graduate students completing their first year in the program.

Opportunities for Off-Campus Teaching

Although no formal arrangements exist, Blinn Community College (10,500 students) is located in our sister city and has employed some of our graduate students as teachers.

Awards and Other Forms of Recognition for Outstanding Teaching

The Association of Former Students at Texas A&M University offers annual awards for excellence in teaching for graduate students. These awards include a check for \$500.

Employment Prospects

In the past, our doctoral graduates have taken academic jobs at the following universities:

Auburn University
Bard College
Baylor University
California State University, Chico
California State University, Fullerton
Emporia State University
Kent State University
Minnesota State University, Mankato

Mississippi State University
Nebraska Wesleyan University
Sam Houston State University
Tulane University
University of Central Florida
University of Missouri
University of Southern California
University of Southern Mississippi

**Department of Psychology and Special Education
Texas A&M University-Commerce
Commerce, Texas**

<http://www.tamu-commerce.edu/psychology/>

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Description of On-Campus Opportunities for Teaching as a Graduate Student:

Students must accumulate 18 graduate hours in the field of psychology to be considered as a Teacher of Record. Before these hours have accumulated, students hold assistantship positions as lab instructors in our undergraduate Statistics, Experimental Psychology, and Human Sexuality courses. Upon completion of the 18 hours students may serve as teacher of record for selected undergraduate courses (e.g., Diverse Populations, Death and Dying, Human Sexuality). Teaching assistants are provided with a \$10,000 per year stipend.

Description of Training for Teaching at the College and University Level

Students attend a pre-teaching workshop that addresses issues such as syllabus construction and classroom management. Teaching evaluations are conducted in all classes taught by students and are used to provide information for formative evaluations. The department has just begun to implement a seminar course designed to assist those planning to enter higher education. Although this course has many other goals (e.g., grant construction) a key element of the course will be preparation to teach at the college level.

Opportunities for Off-Campus Teaching

Texas has one of the strongest community college systems in the United States. Texas A&M-Commerce has 12 community colleges within 80 miles of the campus. Our graduate students have received multiple opportunities to teach off-campus.

Awards and Other Forms of Recognition for Outstanding Teaching

At this time graduate students do not receive any formal awards or recognition from the department, college, or university for exceptional teaching.

Employment Prospects

Our students have been very successful in finding employment upon graduation. The following is a partial listing of colleges and universities where our graduates have taught:

Angelo State University
Dalhousie College
Del Mar College
LSU-Shreveport
Northwestern State University
Southern Illinois, Edwardsville

Tarleton State University
Texas A&M, Texarkana
University of Houston
University of Louisiana-Lafayette
University of Louisiana-Monroe
University of Virginia, Wise

Department of Psychology
Texas Tech University
Lubbock, Texas
<http://www.depts.ttu.edu/psy/>

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Graduate Degrees Offered: MA, PhD

Graduate Program Description

Texas Tech University offers PhD degrees in Counseling and Clinical Psychology (both are APA-accredited programs), as well as a PhD and MA in Experimental Psychology (Social, Cognitive/Applied Cognitive, Human Factors; the latter is HFES-accredited).

The department educates psychologists to be competent within their areas of specialization, as well as broadly trained in psychology. Although specialized training is available within the programs of the department, requirements common to all graduate students are intended to ensure broad preparation regardless of the student's immediate career goals. Thus, the study of statistics and experimental design, cognitive, physiological, developmental, and social psychology is included in all programs.

Moreover, boundaries between departmental programs are not restrictive, and collaborative work between different sub-areas of psychology is encouraged. The department also cooperates closely with a number of other academic units on campus, most notably, Industrial Engineering, Human Development and Family Studies, and various departments within the Texas Tech University Health Sciences Center, including Internal Medicine, Pain Clinic/Anesthesiology, Pediatrics, Orthopedics, Ophthalmology, Physical Therapy, and Neuropsychiatry. Finally, all of our programs have an emphasis on providing quality experiences for those students considering an academic career. We are proud of the supervision we provide and of the variety of courses available to teaching assistants.

Description of On-Campus Opportunities for Teaching as a Graduate Student

Typically, doctoral students receive half-time funding each year they are in the program (although such funding is not guaranteed beyond the first few years), and the majority of funding is teaching appointments. Nearly all graduate students have an opportunity to serve as the Teacher of Record for at least one course and many serve as teacher of record for more than one course. Graduate students must have completed at least 18 graduate hours before they are eligible to become a Teacher of Record. Students entering without a Master's degree are not eligible to become a Teacher of Record for a course until their second year. Depending on the individual course, Teacher of Record are responsible for all aspects of the course design and delivery.

Teaching assistants are responsible for teaching lab sections, holding office hours, assigning and grading homework, and grading exams. The following are courses for which graduate students typically serve as teaching assistants: undergraduate courses in research methods, statistics, and learning; graduate level courses in statistics, assessment, and counseling. Stipends are the same regardless of whether the graduate student is the instructor of record or a teaching assistant.

Description of Training for Teaching at the College and University Level

Students without prior college-level teaching experience or training complete a one credit *Colloquium on the Teaching of Psychology* before becoming the Teacher of Record for a course in the department. This seminar, typically offered each summer, focuses on both abstract and concrete concepts essential to successful college teaching. Topics include preparing a course, facilitating and assessing student learning, evaluating instructor effectiveness, anticipating, preventing, and appropriately managing typical problems, and using technology. Students may also enroll simultaneously in an optional two credit course-specific *Practicum in Teaching Psychology*, which is designed to provide opportunities to practice teaching skills and prepare for the actual course that the student will teach. All courses taught by graduate students have a faculty course supervisor who provides consultation and observes the graduate student instructor once per semester.

Outside of the department, graduate students have access to the full range of training seminars offered each semester by the campus Teaching, Learning and Technology Center (TLTC; <http://www.tlhc.ttu.edu/>). Each year, a select group of graduate student instructors from across the university is selected for the competitive Teaching Effectiveness and Career Enhancement (TEACH) fellowships offered through the TLTC. In addition to a small supplementary stipend, TEACH fellows receive intensive training, supervision, and professional development opportunities during their year-long fellowship.

Opportunities for Off-Campus Teaching

Given our long record of fully funding all graduate students and the wide array of teaching opportunities within the department, there are no opportunities for off-campus teaching currently available.

Awards and Other Forms of Recognition for Outstanding Teaching

Each year, the department bestows three graduate student teaching awards: Outstanding Teaching Assistant, Outstanding General Psychology Instructor, and Outstanding Advanced Course Instructor. These awards are given at a department-wide reception, and come with a plaque and a small monetary award. In addition, there are three General Psychology Instructor awards given each year: Best New Instructor, Good Citizen Award, and Grace Under Fire, which recognizes an instructor who

maintained a high standard of teaching and professionalism in the face of the most unusual unexpected situations.

Employment Prospects

Graduates of our program have taken teaching jobs at the following institutions:

Adams State College
Amarillo College
Auburn University
Bloomsburgh State University
Central Oklahoma University
Curry College
Delta State University
Idaho State University
John Brown University
Oklahoma Baptist University
Pittsburg State University
Sam Houston State University

Southern Methodist University
Tarleton State University
Taylor University
Texas A&M
Texas A&M University at Kingsville
Tusculum College
University of Illinois at Chicago
University of Maine, Fort Kent
University of North Alabama
University of Texas at Brownsville
Washburn University

Additional Comments

The department faculty has a strong tradition of teaching excellence. Currently, over one-third (36%; 10 of 28) of the full-time psychology faculty has been inducted into the university's Teaching Academy (approximately 15% of the faculty at TTU are elected members of this Teaching Academy, which encourages and rewards teaching excellence); one faculty member has won the highly-competitive President's Teaching Award and is the Arts & Sciences nominee for the 2007 Chancellor's Teaching Award. In addition, several faculty members have conducted research and authored publications related to the scholarship of teaching and learning. Moreover, several psychology faculty members are currently nominees for other major teaching and teaching-service awards. The department faculty members consistently score above college and university averages on student teaching evaluations and on anonymous exit surveys by graduating seniors. Finally, several of our graduate students have gone on to win teaching-related awards in their subsequent careers.

**Department of Psychology
University of Texas at Austin
Austin, Texas**

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Description of On-Campus Opportunities for Teaching as a Graduate Student

Unless appointed as graduate research assistants or supported by fellowships, all graduate students in good standing are appointed as Graduate Teaching Assistants (GTAs) or as Assistant Instructors (AIs). GTAs are expected to attend class, hold regular office hours, help prepare exams, and keep course records. AIs serve as instructor of record for small sections of Introductory Psychology and certain other lower-division courses such as Developmental Psychology, Social Psychology, and Biopsychology. Each AI is supervised by a tenured or tenure-track faculty member who evaluates the AI's teaching performance and offers advice about syllabi and exams. For a GTA with fewer than 30 hours of course credit, the per-semester monetary compensation is \$6,077; for a GTA with 30 hours or more of course credit, it is \$6,695, and for an AI, it is \$7,570. Compensation also includes tuition reimbursement and free health benefits.

Description of Training for Teaching at the College and University Level

In order to serve as an AI, a graduate student must first be a GTA for Introductory Psychology or another relevant lower-division course. Also, the graduate student must have completed an organized course in graduate teaching. Students in that course receive training in preparing syllabi and exams, observing classroom performance of outstanding faculty instructors, and giving practice lectures. This course is offered yearly.

Opportunities for Off-Campus Teaching

Graduate students may choose to apply for teaching positions at the local community college or other colleges and universities in the Austin area.

Awards and Other Forms of Recognition for Outstanding Teaching

Each year one graduate student is selected to receive the Janet Spence Outstanding Graduate Student Teaching Award, and another student receives Honorable Mention.

Employment Prospects

Many of our former graduate students are currently teaching in top colleges and universities around the nation including:

Cornell University
Northeastern University
Northwestern University
Purdue University
Rice University
Trinity University
University of Arizona

University of California, Davis
University of California, Los Angeles
University of Iowa
University of Louisville
University of Oregon
University of Wisconsin
Washington University

**Department of Psychology
Brigham Young University
Provo, Utah**

<http://psychology.byu.edu/>

Contact Persons: Harold Miller, Jr. Karen Christensen
E-mail : harold_miller@byu.edu E-mail : karen1@byu.edu
Office Phone: 801-422-8939 Office Phone: 801-422-4560

Description of On-Campus Opportunities for Teaching as a Graduate Student

Graduate students typically serve as 1/3-time Graduate Teaching Assistants with department faculty. Students in their second year and beyond may also be assigned as course instructors within the department. To be eligible, a student must have completed the department's course in the teaching of psychology and be enrolled in a teaching practicum supervised by a faculty mentor.

Description of Training for Teaching at the College and University Level

First-year graduate students who serve as Teaching Assistants receive initial training in a series of college (Family, Home and Social Sciences)-sponsored fall-semester workshops. The four 1-hour sessions address formal issues of student privacy (FERPA), evaluation of student writing, organization of effective review sessions, use of the Blackboard Academic Suite, the Teaching Assistant's role as collaborator, and other relevant topics. The workshops also introduce attendees to the University Faculty Center's electronic resources for Teaching Assistants. The Office of University Writing provides in-depth training in the evaluation of student writing at a weekend workshop each semester. In addition, each faculty member provides training for his or Graduate Teaching Assistants specific to the courses or projects to which she or he is assigned.

The department offers interested graduate students a 3-credit course, Psychology 693 (Teaching Psychology). This course is offered during the 7-week spring term and provides students an in-depth, conversational orientation to effective teaching. The course meets twice weekly for 2.5 hours and requires reading in theory and research related to college and university teaching and to the teaching of psychology in particular. Students who complete the course are encouraged to register for Psychology 694 (Psychology Teaching Practicum). In this course, students are assigned as the primary instructor in an undergraduate psychology course. In that role they work in close consultation with a faculty mentor. The mentor reviews the proposed course syllabus and other instructional materials and serves as an active adviser throughout the semester.

Opportunities for Off-Campus Teaching

Graduate students may be employed as part-time instructors at the university's regional center in Salt Lake City, at local for-profit colleges, and at nearby Utah Valley University.

Awards and Other Forms of Recognition for Outstanding Teaching

The university's Graduate Student Association offers a series of annual awards to Graduate Teaching Assistants upon nomination by the department and college.

Employment Prospects

The majority of graduate students receive terminal Master's degrees and enter PhD programs elsewhere. The majority of those who receive the PhD degree are employed in clinical services, in research, or in consulting. Recent PhD recipients in full-time academic positions are at the University of Texas, University of West Georgia, and University of Wisconsin.

**Department of Psychology
University of Vermont
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Office Phone: 802-656-2670

Description of On-Campus Opportunities for Teaching as a Graduate Student

Graduate students typically serve as Graduate Teaching Fellows (or assistants; GTFs) for our introductory, survey, and laboratory courses in psychology. Students who have completed the Master's degree are encouraged to become primary instructors for any of the Continuing Education courses offered in the evening during the academic year or during summer sessions.

Description of Training for Teaching at the College and University Level

The University and Psychology Department typically offer a workshop at the beginning of each academic year that provides an overview of issues for graduate student teaching fellows and instructors. Throughout the academic year and summer, the University's Center for Teaching and Learning offer numerous and diverse free workshops (open to both graduate students and faculty) that provide guidance, training, and support for teaching (e.g., regarding online teaching, strategies for creating class discussion, grading, assessing student performance, writing for learning, etc.).

Graduate students who teach courses for Continuing Education are assigned a faculty support person in the department (a faculty member familiar with the course material) who is available to assist the student in planning and dealing with instructional and student issues.

Opportunities for Off-Campus Teaching

Our graduate students have taught part-time at Champlain College, Community College of Vermont, Burlington College, and Middlebury College, each of which is an easy commute.

Awards and Other Forms of Recognition for Outstanding Teaching

The Psychology Department and University offer an annual award for graduate student teaching. Within the department, we offer the annual GTF of the Year Award (that can go to one or two of the most outstanding GTFs). The winner(s) of this award are then nominated by the Psychology Department for the University GTF of the year award.

Employment Prospects

Former University of Vermont Psychology Department GTAs are teaching at a wide array of educational institutions across the United States, including research universities, colleges of liberal arts, teaching universities, and medical schools. These include, for example:

Brown University
California (Davis)
Dartmouth
Denver
Duke University
Harvard Medical School
Indiana University
Johns Hopkins
Kansas State University
Medical University of South Carolina
Michigan State University

Middlebury College
Mt. Holyoke College
North Carolina (Greensboro)
Ohio State University
Oregon State University
Pennsylvania State University
Rochester
Rutgers
University of Arkansas
Vermont
Washington

**Department of Psychology
George Mason University
Fairfax, Virginia**

<http://www.gmu.edu/depts/psychology/>

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Web site: <http://archlab.gmu.edu/~dbdavis/>

Description of On-Campus Opportunities for Teaching as a Graduate Student

Graduate students have the opportunity to serve as a graduate teaching assistant (GTA) or as the Teacher of Record. Students in their first or second year typically serve as graders or lab instructors in introductory-level psychology classes or undergraduate laboratories. A few students also teach labs in other departments in the university, such as Communications and Management. More advanced students have the opportunity to teach independent sections of an undergraduate class, either in the Psychology Department within the College of Humanities and Social Sciences or in the School of Management (the latter primarily available to our industrial/organizational psychology students).

Description of Training for Teaching at the College and University Level

Students assigned to our laboratory courses in statistics and research methods work under the supervision of a faculty mentor, who develops lab exercises and meets with the students on a regular basis to ensure that the lab sections are coordinated and running smoothly. GTAs working on other courses meet with the faculty member teaching the class on a regular basis.

All first-time instructors must enroll in a “teaching seminar” that meets prior to and during the semester, and includes weekly meetings and at least one class visitation. They are also assigned a “content mentor,” a faculty member who normally has taught the course before. This mentor meets with the student on a regular basis and makes additional class visitations as needed. Where possible, graduate student instructors are assigned classes in which they served as GTAs in prior semesters.

In addition, the university Center for Teaching Excellence (<http://www.gmu.edu/cte/index.htm>) maintains a Web presence with teaching resources for both GTAs and new instructors. The Center provides information on critical teaching issues for new faculty, tips for succeeding in their new teaching assignment, designing a syllabus, tips on developing better tests, and student support resources available on campus. The University also supports a Student Technology Assistance and Resource Center (<http://media.gmu.edu/star/starlab.html>), whose goal is to support the educational mission of George Mason University through integrating technology in the

curriculum, enhancing teaching and learning, and providing students with comprehensive technological and mentoring support services.

Opportunities for Off-Campus Teaching

GMU is a member of the Consortium of Universities of the Washington Metropolitan Area. Students have occasionally taught at other member universities or at local community colleges. All of these schools are within a one-hour drive from GMU.

Awards and Other Forms of Recognition for Outstanding Teaching

The Psychology Department makes annual awards for the best graduate teaching assistant and the best graduate instructor.

Employment Prospects

Former GMU Psychology Department GTAs and instructors are teaching or have taught at schools including:

Alfred State College
Concordia University
George Mason University
George Washington University
Georgia Institute of Technology
Middle Tennessee State University
Missouri State University
Old Dominion University
Oregon State University
Purdue University

Texas A&M University
The Naval Postgraduate School
Tulane University
University of Alaska-Fairbanks
University of Baltimore
University of Calgary
University of Maryland
University of Nebraska
York College of Pennsylvania

**Department of Psychology
Old Dominion University
Norfolk, Virginia**
<http://www.sci.odu.edu/psychology/>

Contact Person: Janis Sanchez
E-mail: jsanchez@odu.edu
Office Phone: 757-683-4439

Description of On-Campus Opportunities for Teaching as a Graduate Student

First-year graduate students typically serve as Graduate Teaching Assistants (GTAs) teaching labs for Quantitative Methods or Experimental Psychology or as assistants for our online or TELETECHNET courses. After completing a MS degree, students may become the instructor of an undergraduate psychology course.

Description of Training for Teaching at the College and University Level

First-year graduate students must complete a university-sponsored GTA Institute. GTAs are evaluated at mid-semester and the end of the semester. Graduate students also can enroll in a one-credit Teaching of Psychology course.

Students also can participate in Preparing Future Faculty, a university initiative that includes workshops, panels, discussions, and mentoring activities focused on teaching, as well as applying for and succeeding at academic jobs.

Opportunities for Off-Campus Teaching

Our graduate students are teaching or have taught at local community colleges, Christopher Newport University, and Norfolk State University.

Awards and Other Forms of Recognition for Outstanding Teaching

The psychology department nominates two students for two teaching awards each year, one for outstanding classroom instructor and one for outstanding lab instructor. Nominated students are then eligible for the College of Sciences and university awards these categories.

Employment Prospects

Former Old Dominion University graduate students are teaching at:

University of Connecticut
University of Missouri at St. Louis
Australian Graduate School of
Management
University of Texas Health Science
Center

Winthrop University
University of Central Florida
Eastern Virginia Medical School
Christopher Newport University

Department of Psychology
Virginia Commonwealth University
Richmond, Virginia
<http://www.has.vcu.edu/psy/>

Contact Person: Wendy Kliewer
E-mail: wkliewer@vcu.edu
Office Phone: 804-828-1793
Web site: <http://www.has.vcu.edu/psy/graduate/index.html>

Description of On-Campus Opportunities for Teaching as a Graduate Student

First- through fourth-year Graduate Teaching Assistants (GTAs) have a range of opportunities in the classroom. During their first year, a student might be assigned as the assistant for our introductory courses or as an assistant to other large undergraduate courses. Beyond the first year, students often serve as lab instructors for our undergraduate statistics and experimental methods courses. If students enter the program with a Master's degree, they often are assigned to these labs during their first year. Students with Master's degrees are eligible to teach courses (with full responsibility) during the summer or the academic year.

Description of Training for Teaching at the College and University Level

Any graduate student whose assistantship involves teaching responsibilities is required during the first year of their position to take a course in the Psychology Department called the *Graduate Teaching Practicum* in which students develop skills in designing and conducting undergraduate courses in psychology through observation and supervised experiences. This practicum also acquaints students with university, college, and department policies and resources in support of instruction, familiarizes students with disciplinary resources, and assists students in evaluating personal strengths and weaknesses.

In addition, some graduate students participate in Virginia Commonwealth University's Preparing Future Faculty Program (modeled on the Preparing Future Faculty Program created by the Association of American Colleges and Universities). Courses in this program may be taken individually or as part of a certificate program. Finally, GTAs participate in the active workshop schedule provided by Virginia Commonwealth University's Center for Teaching Excellence.

GTAs with lab responsibilities are supervised by the instructor of record for the course. Graduate teachers with full course responsibility for a course have a faculty mentor with whom they meet regularly to provide feedback on performance.

Opportunities for Off-Campus Teaching

If a graduate student has a GTA or graduate research assistantship, they cannot teach at other institutions during the year. During the summer or when not employed as a GTA our graduates have taught at local colleges and universities including the University of Richmond, Randolph-Macon College, Virginia Union University, and the College of William and Mary. All are within a 1 hour drive from Virginia Commonwealth University.

Awards and Other Forms of Recognition for Outstanding Teaching

The Psychology Department offers an annual outstanding graduate student teaching award (voted upon by the Graduate Committee of the Psychology Department) based on students' teaching portfolios.

Employment Prospects

Former Virginia Commonwealth University Psychology Department GTAs are teaching at various institutions across the United States. These include:

Ball State University
Bridgewater College
Creighton University
Guilford College
Iowa State University
Monash University (Victoria, Australia)

University of Delaware
University of Richmond
Virginia Commonwealth University
Virginia Union University
Western Kentucky University

**Department of Psychology
West Virginia University
Morgantown, West Virginia**
<http://www.wvu.edu/~psychology/>

Contact Person: Katherine Karraker, PhD
E-mail: kkarrake@mail.wvu.edu
Office Phone: 304-293-2001, ext 31625

Graduate Degrees Offered: MA, MS, PhD

Graduate Program Description

West Virginia University offers doctoral programs in Behavior Analysis, Clinical Psychology, Clinical Child Psychology, and Life-Span Developmental Psychology.

Description of On-Campus Opportunities for Teaching as a Graduate Student

Nearly all graduate students teach during their first two years in the program. Those students who are not in an applied or clinical program, or funded by a research assistantship, continue to teach during their third and fourth years.

Students teach sections of introductory level courses or laboratory sections of selected courses. The content of these courses is developed by faculty supervisors, but the graduate students serve as Teachers of Record. Advanced students may teach courses that they design themselves.

The stipend for 9 month graduate assistantships is currently \$9,350 for students with a bachelor's degree and \$9,899 for students with a master's degree. Assistantships include remission of tuition and most fees (currently over \$14,000 per year). Stipends are expected to increase substantially over the next few years.

Description of Training for Teaching at the College and University Level

Faculty members at WVU have developed a pioneering method of delivering undergraduate instruction that provides graduate student instructors with a highly structured, hands-on teaching experience supported by intense supervision. A faculty supervisor designs the course and develops multimedia lectures. Lectures are then delivered to multiple sections of the same course by graduate students. This inventive method of instruction allows graduate students, most of whom are teaching for the first time, to focus on how to teach rather than on what to teach. Faculty supervisors visit classes regularly, meet with graduate instructors weekly, and provide individualized feedback. In addition to developing instructional presentation skills, graduate assistants also become proficient in the use of multimedia presentations (PowerPoint, digital video, document cameras) and on-line instruction (WebCT).

Students teaching for the first time also enroll in a required one-credit teaching seminar. This seminar includes faculty presentations on lecturing strategies, encouraging active learning, leading discussions, managing the classroom, assessing student learning, dealing with ethical issues, handling cheating, and utilizing evaluations. Students are responsible for creating a teaching portfolio, writing a teaching philosophy, videotaping lectures, and evaluating their own teaching as well as the teaching of other students. The multiple channels of feedback for the graduate instructor (i.e., from the course supervisor, faculty and students in the teaching seminar, undergraduate students) promote the rapid development of quality teaching skills within a single semester.

Advanced graduate students may design and teach a course in their specialty area. These instructors are granted greater autonomy in preparing lectures, writing exams, and setting course policies than in the multi-section courses. Faculty members are available to provide support as needed, but the student assumes primary responsibility for the course.

Faculty members also involve students when developing courses, often with the assistance of college-supported course development grants. Graduate students and faculty also collaborate to assess the effectiveness of changes made to courses. These collaborations have resulted in student-faculty co-authored published articles and conference presentations. Students' participation in such projects encourage graduate students to learn the professional skill of integrating research and teaching, a skill that is a necessary component of an academic position. The depth of teaching experience obtained by our students goes well beyond that of many institutions. Students often complete the program with direct teaching experience in as many as three or four courses, as well as with highly developed teaching skills and knowledge, which gives the graduate student an advantage when searching for an academic position.

Opportunities for Off-Campus Teaching

West Virginia University is the only local college, and all of our graduate students are funded through graduate assistantships. Teaching courses at other colleges is rare.

Awards and Other Forms of Recognition for Outstanding Teaching

The Philip E. Comer Graduate Student Teaching Award recognizes outstanding teaching by students enrolled in the doctoral programs in the Department of Psychology. The award commemorates the exemplary contributions made by Dr. Comer to the teaching mission of the department and university. Any number of students may receive the award. One of the recipients each year is selected as the Eberly College of Arts and Sciences Outstanding Graduate Teaching Assistant from the Department each year.

Employment Prospects

Students who have graduated in the past several years are teaching at the following colleges and universities:

Eastern Connecticut State University
Georgia Southern University
Kent State University
Mansfield University
National Chung Cheng University
Nazareth College
Northern Kentucky University
Northern Michigan University
Ohio University
Penn State, Hazelton
Purdue University North Central
Slippery Rock University
Stanford University School of Medicine
Troy University

University of Arkansas for Medical
Sciences
University of Florida
University of Kansas
University of Manitoba
University of Maryland
University of Michigan Medical School
University of Missouri, St. Louis
University of Regina
University of Tennessee
University of Texas
University of Vermont
Washington & Jefferson College
West Virginia University School of
Medicine