PSYC 107 System

The PSYC107 system seeks to a) maintain the quality and consistency of our undergraduate teaching, b) provide teaching-related resources to graduate students, c) protect external perceptions of our program, and d) meet departmental teaching needs.

General issues
The system will provide delivery of several, but not all, PSYC 107 sections for the department; faculty who wish to teach PSYC 107 will continue to receive scheduling priority.

Faculty and student input will be sought to assure the best match for graduate student assignments. For students who require departmental support, this will be done in the context of department teaching needs. Students who have grant support from their faculty advisor must request permission from their advisor if they wish to gain teaching experience.

The system includes a 2-part sequence of professional teaching development (the PSYC 696 Teaching of Psychology course, followed by one semester of mentored teaching in a small section of PSYC 107 while registered for the PSYC 697 Teaching Introduction course) for graduate students as part of their preparation for the academic job market. The sequence is optional but strongly recommended. Students who take part in the PSYC 107 system will receive priority over other graduate students teaching in terms of scheduling preferences (faculty teaching preferences will remain top priority).

The PSYC 696 Teaching of Psychology course is also recommended and open to any graduate student wishing to teach an upper-level course. The course will provide graduate students with resources to foster competent teaching, independent of the course taught. This course is recommended but not required.

Graduate students who choose not to take part in the PSYC 107 system or who teach any course other than PSYC 107 will need to rely on their advisor for teaching materials and mentoring.

System specifics
It is recommended students seeking teaching mentorship through the PSYC 107 system begin the sequence in the spring of their third year in the program.

- Part 1: The PSYC 696 course will train students in practical matters of college teaching, such as dealing with Disabilities Services, honor code violations, teaching evaluations, peer observations of teaching, classroom management, and writing a teaching statement.
  - This course is recommended for any graduate student wishing to teach any course, whether participating in the training sequence or not, as the content will generalize to any upper- or lower-level course.
Successful completion of PSYC 696 advances the student to part 2 of the professional sequence, which is mentored teaching of PSYC 107 while registered for PSYC697.

- Part 2: The PSYC 107 Coordinator will provide faculty-mentored teaching of Intro Psychology while students are registered for PSYC697 (Teaching Intro). GATs will receive priority assignment to solo teach a small section; preferred room assignments will be PSYC 337 (N=38 students) and MILS 214 (N=56 students). The aim is to build teaching confidence by providing an opportunity to teach the full course with a small class size, mentor support, and common resource materials, which will be made available to all trainees. The Coordinator will oversee the GAT-taught sections to ensure they run smoothly and will conduct teaching observations. The Coordinator will also meet with the GATs weekly to review and provide guidance on the specific material to be taught, be available to help GATs resolve teaching issues as they arise throughout the semester, and will provide an evaluation letter for each mentored GAT after the end of the semester.

- GATs who complete both parts of the professional training sequence will be eligible for a $1,000 additional stipend every semester that they teach a large section of PSYC 107 (room with a minimum seating capacity of 100). Participation in this incentive opportunity is completely optional.

  - In any given semester, the number of large sections available to GATs will be determined by department need. To be eligible to teach a large section for the additional stipend, students must: 1) Complete the 696 (Teaching in Psychology) and 697 (Teaching of Introductory Psychology) courses. Students might be permitted to teach under the system concurrent with taking 696, given that they have completed 697, if there is department need. 2) Be available to teach an open PSYC107 section during the semester. 3) Have scores that “meet expectations” or “exceed expectations” on all criteria during their most recent classroom observation conducted by the 107 System Coordinator (except when the criteria are not applicable to the observation). Observations will be completed with the Psychology Department Instructional Observation Checklist.

  - In the event that more students are interested in teaching large sections of PSYC107 as part of this system than sections available, priority will be given to students based on a) their past course evaluations for PSYC107 (including the smaller course taught as part of completing 697), and b) the proportion of “exceeds expectations” ratings during their most recently completed classroom observation.

Initial Recommendation for Piloting this System Approved by Faculty 2-25-15

Revision with change to courses and evaluation criteria approved by Faculty 1-25-16