**Graduate Teaching Fellowships**

The Department of Psychology and Health Studies is committed to increasing the teaching skills of its graduate students, and recognizing the hard work and talent of students in our graduate program.

Graduate Teaching Fellowships (GTFs) and related top-up awards serve the following purposes:

* Giving students teaching experience, preferably in a developmental sequence of tasks such as marking assignments, consulting with students outside of class, developing lab activities and assignments, lecturing, and compiling grades.
* It is the hope of the department that teaching assistantships will cumulatively be a valuable developmental experience for graduate students, leading toward teaching and leadership.
* Helping to fund the cost of graduate studies for many of our students.
* Giving the department access to skilled administrative assistance.
* Helping to cover the undergraduate teaching needs of the department

A "full" GTF consists of approximately $18,000, with a 240 hour work requirement during the September through April period.

The fundable years are as follows:

* Clinical Psychology and Cognition and Neuroscience: 1 year in the M.A. program plus 3 years in the Ph.D. program
* Applied Social Psychology: 2 years in the M.A. program plus 2 years in the Ph.D. program
* Culture and Human Development:  A student transferring from a M.A. to a Ph.D. after 1 year is eligible for 1 year of M.A and 3 years of Ph.D. funding, while a student transferring during their second year is eligible for 2 years of M.A. and 2 years of Ph.D. funding

**Students are expected to apply for external awards with the support of their supervisors.**

**GTF requirements and duties**  
GTF holders must be full-time students in good standing making satisfactory progress in their program; for entering students, their GPA will be calculated on the last two complete years of coursework or equivalent and be at least 80%. The GPA for courses done during the period in which the GTF is held must be at least 75%. For students continuing in the program, the GPA will be based on courses taken while in the graduate program.

The work performed by Graduate Teaching Fellows requires very high standards of integrity and professionalism.  In their role as Teaching Assistants (TAs), graduate students are expected to keep scheduled appointments and to complete work assignments in a professional, meticulous, and timely manner.  TAs are obliged to provide rigorous and fair evaluation of student performance, and to maintain strictly professional relationships with students while they are under TA tutelage.  It is important to avoid any personal bias in marking.  TAs should communicate clearly their expectations and demands, and be responsive to the requests and needs of the students.  Any difficulties that arise in connection with work assignments or student interactions should be brought to the immediate attention of the work supervisor (e.g., the course instructor).   Specifically, if they have difficulties with solving a problem, they should always contact the instructor and inform him or her about the students' requests, together with the decisions and promises they communicated to the students.

**Students serving as TAs may be asked to:**

* Prepare and teach one or more class sessions, with assistance from the instructor
* Attend specific class meetings
* Mark exams, papers and assignments based on standards provided by the instructor
* Provide consultation or tutoring on course material to individuals or small groups of students
* Help to assemble course material
* Proctor exams (supervise writing, vigilance for academic dishonesty, ensure all necessary exam materials are returned to instructor)
* Develop the skills and knowledge needed to teach an undergraduate course independently after the comprehensive exams are completed

Students serving as teaching assistants should take an active role in communicating about the work with the instructor.  For example, they should negotiate dates and times for work to be done, and let the instructor know about their other work demands (coursework, research and practicum) so that these can be taken into account in assigning duties.  That said, TAs should recognize that their work will not always come at the ideal time and it has to get done anyway.  
  
TAs should not be expected to work more than an absolute maximum of 20 hours in any single week (counting all TA obligations together), as this would interfere with their work on their own studies and would contravene their obligations as full-time students.  This maximum should not be reached more than once in a term.  The normal limit should be 10 hours or less.  Instructors in charge of TAs should plan to accommodate these limits.