**Entering Graduate Student Teaching Capacities and Graduate School Expectations**

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**Information gleaned from reports – Descriptions and Findings posted on the Wabash Center website -** [**http://www.wabashcenter.wabash.edu/programs/details.aspx?id=29029**](http://www.wabashcenter.wabash.edu/programs/details.aspx?id=29029)

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| Duke Divinity School | * Precepting for at least one course per term, with the option of precepting for up to two courses for additional pay
* Two to thee colloquia per term that include teaching and a new program for co-teaching
* Alumni teaching contexts are different from Duke and hence, graduate students need intentional, reflective preparation for teaching – a majority of graduates are teaching undergraduate students
* Precepting responsibilities could be intentional spaces for mentoring in pedagogy
* Cultivate relationships with regional institutions to advance adjunct possibilities for graduate students
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| Duke University | * All doctoral students have opportunities to teach, beginning in their second year
* Teaching assistants or preceptors are used in two ways: 1. Run a course and grading responsibilities, faculty lecture; 2. Lead small group discussions and participate in grading responsibilities
* PhD students typically teach or precept for one course during each semester of years 2-5 in the program
* Various opportunities for conversations about teaching and engagement with a comprehensive college teaching program
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| Garrett-Evangelical Theological Seminary | * Program considers teaching as a vocational goal for students.
* 50-60% of graduates in theological school and undergraduate teaching positions.
* Required Teaching Seminar for all graduate students usually in the first year of graduate studies
* PhD handbook discusses TA program in general terms
* Will reaffirm expectation for all graduate students to participate in at least one TA experience and recommend 2-3 TA experiences
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| Hebrew Union College | * Low expectation by graduate students for teaching experience while in graduate school
* Students are strongly encouraged to focus on academic work
* Graduate students gaining teaching positions while in their course of study is episodic and non-routinized
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| Indiana University | * All doctoral students serve as associate instructors or teaching assistants, expectation for involvement in years 2-5
* Doctoral students typically serve as associate instructors for several different faculty and courses
* All students required to complete a teaching practicum before taking doctoral exams
* Students are expected to be involved with the Center for Innovative Teaching and Learning
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| Trinity Evangelical Divinity School | * Many students in the ICS program enter with teaching experience
* Low expectation by graduate students for teaching experience while in graduate school as they are focused on academic work and gaining teaching positions is episodic and non-routinized
* Will seek to discover graduate student’s experience with teaching prior to graduate school admission
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| University of Chicago Divinity School | * Since 2012 – the Craft of Teaching program is a requirement for all graduate students including “workshops, panel discussions, and practica as the locus of pedagogical reflection and practice” and reception of the Certificate in the Craft of Teaching
* Expectation that the rigor of studies promotes confidence to occupy a teaching position
* Dean’s Quarterly Craft of Teaching seminar and annual Divinity School Prize for Excellent in Teaching
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| University of North Carolina – Chapel Hill | * Expectation of serving as a Teaching Assistant throughout graduate school studies – 10 semesters – that includes weekly meeting with faculty
* Attend a day-long teacher training event organized by the Graduate School
* Graduate Student Teaching Committee – monthly seminars
* Peck Prize for Teaching Excellence
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| University of Ottawa | * Expectation by graduate students for teaching experience while in graduate school is varied
* Some teaching experience is part of the program
* University does guarantee a Teaching Assistantship to graduate students who enter with a GPA of 8.0 or higher on a 10 point scale
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