Teaching-Focused CV

Williamina James

1234 Cambridge Street | Department of Psychology | Massachusetts University
North Haverbrook, MA 01001
wjames@mau.edu
(508) 543-8200

Education

PhD	Social Psychology, Massachusetts University—2019 (expected) Dissertation title: *A Cross-Cultural Examination of the Psychology of Pragmatism* Mentor: Lou Agassiz
MS	Social Psychology, Massachusetts University—2015 Thesis title: *Validation of a New Measure of Varieties of Religious Experience* Mentor: Lou Agassiz
BA	Psychology, New England University—2013

Teaching Experience

Instructor	Introduction to Psychology: Fall 16, Spring 17, Fall 17, Spring 18 Enrollment: 100–125 Massachusetts University
	Research Methods: Summer 2017 Enrollment: 20 Cambridge County Community College
	Social Psychology: Summer 15, Spring 16 Enrollment 55–60 Massachusetts University
Teaching assistant	Introduction to Psychology: Fall 14, Spring 15 Enrollment: 100–125 Massachusetts University
	Social Psychology: Fall 15, Spring 16 Enrollment 55–60 Massachusetts University
Academic advisor	Massachusetts University Department of Psychology Office of Advising: 2013–2015

Separate "Teaching Experiences" section by course and by role, listing the higher-responsibility positions first.

Listing enrollments helps to indicate preparation to teach in various settings.

List work done individually with students to demonstrate interested in advising and mentoring.

This material is a companion to *Becoming a Psychology Professor: Your Guide to Landing the Right Academic Job*, by Guy A. Boysen. An overview of the book can be viewed on the American Psychological Association website (https://www.apa.org/pubs/books/4313054).

Additional supplemental material is available on the book's companion website (http://pubs.apa.org/books/supp/boysen/).

Tutor	New England University Academic Success Center: 2011–2013

Publications

*Denotes a publication with an undergraduate collaborator.

2017	James, W. (2017). Teaching the ethics of deception. *Psychology Instructor, 24,* 21–30,
	*James, W., Throndike, E., & Agassiz, L. (2017). A new measure of religious experience. *PlusUNO, 4*.
2016	Agassiz, L., & James, W. (2016). The theoretical background of pragmatism. *Science Review, 67,* 990–995.

Scholarship related to teaching and learning indicates a dedication to evidence-based teaching practices.

Presentations

*Denotes a presentation with an undergraduate collaborator.

2017	*James, W., Calkins, M. & Agassiz, L. (2017, June). *Past, present, and future of pragmatism*. Poster presented at the Conference on Pragmatism, New York, NY.
2016	*James, W., Throndike, E., & Hall, G. (2016, August). *Measuring religious feelings.* Poster presented at the American Psychology Association Annual Convention, Washington, DC.

Demonstrate interest in engaging students in the research process by recognizing student coauthors.

Service to the Profession

2016–2019	Program reviewer, New England Association for Psychological Science Annual Convention
2015–2018	Campus representative, New England Association for Psychological Science

A consistent record of service responsibilities indicates an interest in and ability to balance varied faculty roles.

Service to the Department and College

2016–2018	Student representative, Campus Diversity Committee, Massachusetts University
2014–2016	Student Colloquium Coordinator, Department of Psychology, Massachusetts University

Professional Affiliations

2015–present	College Teachers Association

Honors and Awards

2016	Graduate Student Teaching Excellence Award, Massachusetts University
2013	Psi Hi, The Regional Honor Society in Psychology

Teaching awards are highly valued because they indicate an emphasis on teaching and positive external evaluations of teaching ability.