

Anthropology, PhD, Archaeology Concentration

Mentored Experience Implementation Plan

As part of their degree requirements, PhD students must complete a program-defined Mentored Experience Requirement (MER) as per these guidelines. The Mentored Experience Implementation Plan (MEIP) is the written articulation of a program-defined degree requirement for PhD students to engage in mentored teaching activities and/or mentored professional activities, collectively referred to as *MERs*.

Mentored Experience Requirements (MERs)

Philosophy of Teaching

Teaching is a central part of graduate training, and this intellectual development is important for those seeking careers as academics or citizen scholars. The Department of Anthropology maintains a program of Mentored Teaching Experiences (MTEs) as well as other professional development opportunities for graduate students in our academic programs. These experiences represent a collaborative mentoring process between graduate students and faculty members to reflect on and interpret disciplinary knowledge; to find multiple ways to represent disciplinary content; to adapt content to students' abilities and prior knowledge; and to develop methods to assess and improve the teaching and learning process in the discipline.

Preparatory Engagement

Preparatory Engagement activities are those that represent an introduction to the foundational skills associated with teaching or communication. Pedagogical preparation engagement activities are normally completed before students are permitted to engage in assisting or teaching in a classroom.

All graduate students in Anthropology are required to attend the Center for Teaching and Learning's workshop for students preparing to have their first MTE. The department will also require students to take at least two of the following courses (or equivalents, as approved by the chair of the department) through the Center for Teaching and Learning prior to their second year of MTE participation:

- How to Build a Clear Map to Your Course
- Planning and Organizing a Class Session
- Constructing Effective Collaborative Learning Opportunities
- Teaching a Laboratory Class
- Motivating Student Learners

- Crickets in the Classroom: Quick Tips for Jump-Starting Conversation When Participation Lags
- Who's in Charge? Negotiating Your Role and Establishing Authority in the Classroom

Mentored Teaching Experiences (MTEs)

Assistant in Instruction (AI)

An Assistant in Instruction (AI) is a PhD student who is directly engaged in the organization, instruction, and/or support of a semester-long course *primarily taught by a faculty member*. An AI receives mentorship from a faculty member related to best practices in classroom engagement, instruction in the field, interpersonal engagement, and other relevant skills. Students and mentors complete a mentorship plan prior to the start of each AI experience. To complete each AI assignment and to ensure that it applies toward their degree requirements, students must register for the appropriate course number for each semester of engagement. Refer to the "Required Pathways for Completion" section below for course numbers and details.

Given the role of the AI, courses will carry either 10 or 15 MER units per engagement.

Mentored Independent Teaching (MIT)

MIT is a semester-long experience for PhD students who engage as the primary instructor or co-instructor of a course *under the mentorship of a faculty member* as part of the MER. Students and mentors complete a mentorship plan prior to the start of each MIT experience. To complete each MIT assignment and to ensure that it applies toward their degree requirements, students must register for the appropriate course number (ASGS 8020) for each semester of engagement. Refer to the "Required Pathways for Completion" section below for more details.

Students who wish to participate in an MIT (20 MER units) must have completed 40 MTE units and be approved by program faculty to teach independently.

Mentored Professional Experiences (MPEs)

The MPE is an unpaid professional experience for PhD students that allows students to develop skills and experiences relevant to their intended career outcomes. Students and mentors complete a mentorship plan prior to the start of each MPE. To complete each MPE assignment and to ensure that it applies toward their degree requirements, students must submit the Mentorship Registration Request form for approval and register for the appropriate course number (ASGS 8120) for each semester of engagement. Refer to the "Required Pathways for Completion" section below for more details.

The MPE in Anthropology should offer a way for the student to develop new skills and knowledge bases. As such, MPEs cannot be related to the student's dissertation data collection. Learning analytical skills that relate to the analyses needed for the dissertation may be permitted, but dissertation data analyses must be completed outside of MPE hours.

The scope of the MPE will be determined in conversation among student, external mentor, dissertation supervisor, and Director of Graduate Studies. Prior to the start of the semester in which the MPE occurs, the student and external mentor will submit a Mentorship Registration Request. During the course of the semester, the mentor and mentee should meet frequently (weekly or biweekly) to track the progress of the student's work. At the end of the MPE, the student and mentor will provide an assessment for the overall learning experience.

Required Pathways for Completion

Students work with their faculty mentor and their Director of Graduate Studies to plan how and when they will complete their MERs. Students register during the normal registration period for courses in accordance with one of these approved pathways.

- 60 to 75 MER units (20 of which can be MIT or an MPE) completed via one of these 12 pathways
- Preparatory Engagement completed prior to the second year of the program

Pathway #1

ASGS 8010	Take one time
ASGS 8015	Take two times
ASGS 8020	Take one time

Pathway #2

ASGS 8010	Take one time
ASGS 8015	Take three times
ASGS 8020	Take one time

Pathway #3

ASGS 8010	Take one time
ASGS 8015	Take four times

Pathway #4

ASGS 8010	Take two times
ASGS 8015	Take two times
ASGS 8020	Take one time

Pathway #5

ASGS 8010	Take two times
ASGS 8015	Take three times

Pathway #6

ASGS 8015	Take four times
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Pathway #7

ASGS 8015	Take three times
ASGS 8020	Take one time

Pathway #8

ASGS 8015	Take two times
ASGS 8020	Take two times

Pathway #9

ASGS 8010	Take three times
ASGS 8015	Take two times

Pathway #10

ASGS 8010	Take one time
ASGS 8015	Take three times
ASGS 8120	Take one time

Pathway #11

ASGS 8010	Take two times
ASGS 8015	Take two times
ASGS 8120	Take one time

Pathway #12

ASGS 8015	Take three times
ASGS 8120	Take one time