

Art History and Archaeology, PhD

Phone: 314-935-5270
Website: <https://arthistory.wustl.edu/>

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 — whether in the classroom, the gallery, the field, or beyond — is at the core of the disciplines of art history and archaeology. Engaging in teaching is a crucial experience for PhD students no matter their professional goals. Through the Department of Art History and Archaeology's Mentored Teaching Experience (MTE), our PhD students not only solidify their base of field-specific knowledge, they also learn how to guide undergraduate students to develop skills that extend far beyond disciplinary boundaries and in turn sharpen those skills themselves. These include the close attention to detail and precise observation of visual analysis, effective techniques for communicating ideas and arguments in speech and writing, and a sense of historical context and the development of cultural traditions, to name just a few. Students in Art History and Archaeology are carefully mentored in their teaching endeavors, and their efforts have been frequently acknowledged by school-wide awards for teaching excellence. Our students also have the opportunity to enhance their professional portfolios through mentored professional experiences.

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.

PhD students in Art History and Archaeology are required to complete at least two activities in teaching preparation before the end of their first semester in the MTE. The precise combination of these activities will be determined in conjunction with a student's academic advisor and the departmental Director of Graduate Studies.

Potential activities include the following:

- The Center for Teaching and Learning's teaching orientation workshop
- The successful completion of ARTARCH 5003 The Digital Art Historian
- Attendance at three 90-minute Center for Teaching and Learning pedagogy workshops
- Targeted English-language coursework for second-language teaching, such as CAPS-ELP 470 Language, Culture, and Interaction Strategies for Instruction

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.

All PhD students are required to complete 70 MTE units to successfully complete the program. Before each semester of the MTE, students and faculty will complete a mentorship plan, which will outline the roles and responsibilities of each party, as well as how feedback will be shared. For most students, the MTE requirements will take the form of five semesters of AI responsibilities in one of the department's 1000, 2000, or 3000-level courses. Assignments will be made according to departmental priorities, in some combination of the following, with the typical distribution being four semesters of 15 MTE units and one semester of 10 MTE units.

ARTARCH 1510 Introduction to Asian Art

AI leading two sections	15 MTE units
AI leading one section	10 MTE units

ARTARCH 1515 History of Western Art, Architecture, and Design

AI leading two sections	15 MTE units
AI leading one section	10 MTE units

ARTARCH 2020 Introduction to Modern Art, Architecture, and Design

AI leading two sections	15 MTE units
AI leading one section	10 MTE units

All other ARTARCH 2000- and 3000-level courses

AI without section-leading responsibilities 10 MTE units

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.

- Preparatory Engagement

Pathway #1

ASGS 8010	Take one time
ASGS 8015	Take four times

Pathway #2

ASGS 8010	Take four times
ASGS 8015	Take two times

Pathway #3

ASGS 8010	Take seven times
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Optional Activity: Professional Intensive Pathway (PIP)

The PIP is an optional pathway for those students whose career interests lie outside of academia or who want to benefit from mentored professional experiences (MPEs). An 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. Students who are interested in participating in this elective experience must formally request to participate, which is subject to program approval. Due to this experience being an elective, unpaid experience, students who participate in the PIP will not receive compensation.

PhD Students in Art History and Archaeology may engage in up to two optional semesters of the MPE. Students who are also on the Teaching Intensive Pathway (TIP) may only engage in a maximum of one optional semester of the PIP.

The MPE in Art History and Archaeology can be fulfilled by a wide range of activities that advance the professional interests of PhD students. These could include, for example, activities within a museum context, whether in a curatorial department or in other branches of museum administration. They could also include experiences with nonprofit arts organizations, with libraries or archives, or with another unit within Washington University. Whatever their precise nature, the tasks undertaken as part of the MPE should be intellectually

substantive, and they should offer a way for the student to develop new skills and knowledge bases. Ultimately, the scope of the MPE will be determined via conversations among the student, the external mentor, the dissertation supervisor, and the Director of Graduate Studies.

Prior to the start of the semester in which the MPE will occur, the student and the external mentor will submit a plan to the department detailing the scope of the activities to be undertaken, which should include a schedule and a list of projected outcomes. In addition, the mentor will provide an explicit commitment to the mentorship. 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 mentor should provide a written assessment (approximately 500 words) of the overall learning experience for the student and include comments on the quality of the student's performance.

Optional Pathway

ASGS 8120	Take one or two times
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Optional Activity: Teaching Intensive Pathway (TIP)

The TIP is an optional pathway for those students whose career interests lie in academia or another field that would benefit from extended teaching experiences. This immersive experience allows students to further explore the breadth and depth of teaching best practices and pedagogy related to their respective field. Students who are interested in participating in this elective experience must formally request to participate, which is subject to program approval. Due to this experience being an elective, unpaid experience, students who participate in the TIP will not receive compensation.

The department recognizes that some students have a particularly strong interest in developing their teaching abilities and offers an optional TIP for the MTE. Students have until the end of their third year in the program to decide whether they wish to pursue the TIP, the admission to which will be contingent upon faculty evaluations of the student's prior teaching as well as faculty's commitment to further mentoring. Students pursuing the TIP will complete 90 MTE units over their program length, and they are strongly encouraged to also complete the graduate teaching certificate with the Center for Teaching and Learning. The TIP offers students the opportunity to engage in Mentored Independent Teaching (MIT), and one semester of MIT is equivalent to 20 MTE units.

MIT can be completed in a variety of ways, including the following:

- Serving as the instructor of record for an ARTARCH 1000 or 2000-level course under the guidance of a full-time faculty member
- Serving as a co-instructor for an ARTARCH 1000, 2000, or 3000-level course alongside a full-time faculty member
- Serving as a supplementary instructor for an ARTARCH 1000-level course with substantial intellectual responsibilities, potentially including developing aspects of course design, delivering lectures, and supervising AIs

Optional Pathway

ASGS 8020	Take one time
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