

Economics, PhD

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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

The aspiration of many of our PhD students is to become tenure-track assistant professors immediately following graduate school. Along with research, teaching is an important component of their future jobs. Thus, training PhD students as teachers (as well as researchers) is important both for postgraduate job placement as well as for ensuring continued success in the postgraduate placement. The communication skills gained through teaching are important in any career. Teaching any subject is also an invaluable way to sharpen one's expertise.

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.

Economics requires three preparatory activities for their PhD students:

1. Before the first semester of serving in an Assistant in Instruction (AI) role, the student will participate in at least one graduate-student focused workshop hosted by the Center for Teaching and Learning (CTL). (For most students, participation in at least one workshop will occur during the first year of the PhD program or during the summer between the first and second years.)
2. The student will attend the CTL's Graduate Student Mentored Teaching Orientation (in August of the second year of the PhD program) and engage with the associated digital resources on Canvas provided by the CTL.
3. The student will attend the Department of Economics' orientation meeting for second-year PhD students.

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.

Typically, graduate students serving in an AI role will have 10 MER units per semester (up to a maximum of 60 MER units). Students usually are assigned an AI role for each semester of their second, third, and fourth years of study.

Whether an assignment is full time (10 MER units) or half time (5 MER units) depends on the enrollment in the course and in the course demands of the AI. Generally, graduate students serving in an AI role will have 10 MER units per semester, comprised of a full-time AI role or two half-time AI roles.

- 10 MER units means that the student is an AI for a single course.
- 5 MER units means that a student is a half-time AI. Generally, a student will have two half-time assignments during a given semester.

PhD students can serve as AIs in almost any course offered by the department, as long as they have the necessary prerequisite knowledge and have been approved for the role by the supervising faculty mentor.

Typical AI duties include (but are not limited to) tutoring via office hours, leading review sessions, providing logistical support for the course, answering student questions about the course or assignments, managing Canvas, grading and evaluating assignments, grading exams, preparing and assigning assessments, and administering/proctoring quizzes or exams.

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.

If a PhD student independently teaches a 3-unit, full-semester course, then this will be counted as 20 MER units.

One section of a half-semester course will be counted as 5 MER units and will be reported under AI in Workday. Available courses for this option include the following:

- ECON 4830
- ECON 4840
- ECON 4841
- ECON 4850
- ECON 6850

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, *plus one of the following pathways*:

Pathway #1

| | |
|-----------|----------------|
| ASGS 8010 | Take six times |
|-----------|----------------|

Pathway #2

| | |
|-----------|-----------------|
| ASGS 8005 | Take two times |
| ASGS 8010 | Take five times |

Pathway #3

| | |
|-----------|-----------------|
| ASGS 8005 | Take four times |
| ASGS 8010 | Take four times |

Pathway #4

| | |
|-----------|------------------|
| ASGS 8005 | Take six times |
| ASGS 8010 | Take three times |

Pathway #5

| | |
|-----------|------------------|
| ASGS 8005 | Take eight times |
| ASGS 8010 | Take two times |

Pathway #6

| | |
|-----------|----------------|
| ASGS 8005 | Take ten times |
| ASGS 8010 | Take one time |

Pathway #7

| | |
|-----------|-------------------|
| ASGS 8005 | Take twelve times |
|-----------|-------------------|

Pathway #8

| | |
|-----------|-----------------|
| ASGS 8010 | Take four times |
| ASGS 8020 | Take one time |

Pathway #9

| | |
|-----------|------------------|
| ASGS 8005 | Take two times |
| ASGS 8010 | Take three times |
| ASGS 8020 | Take one time |

Pathway #10

| | |
|-----------|-----------------|
| ASGS 8005 | Take four times |
| ASGS 8010 | Take two times |
| ASGS 8020 | Take one time |

Pathway #11

| | |
|-----------|----------------|
| ASGS 8005 | Take six times |
| ASGS 8010 | Take one time |
| ASGS 8020 | Take one time |

Pathway #12

| | |
|-----------|------------------|
| ASGS 8005 | Take eight times |
| ASGS 8020 | Take one time |

Pathway #13

| | |
|-----------|----------------|
| ASGS 8005 | Take six times |
| ASGS 8010 | Take one time |
| ASGS 8020 | Take two times |

Pathway #14

| | |
|-----------|----------------|
| ASGS 8010 | Take two times |
| ASGS 8020 | Take two times |

Pathway #15

| | |
|-----------|-----------------|
| ASGS 8005 | Take four times |
| ASGS 8020 | Take two times |

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.

Students can teach a department-approved semester-long undergraduate course independently for 20 MER units.

Students can teach a department-approved, partial-semester course for 5 MER units per section. Available courses for this option include ECON 4830, ECON 4840, ECON 4841, ECON 4850, and ECON 6850.

Optional Pathways A-C

Pathway A

| | |
|-----------|----------------|
| ASGS 8020 | Take two times |
|-----------|----------------|

Pathway B

| | |
|-----------|-----------------|
| ASGS 8005 | Take four times |
| ASGS 8020 | Take one time |

Pathway C

| | |
|-----------|------------------|
| ASGS 8005 | Take eight times |
|-----------|------------------|

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.

Students take one MPE for 20 MER units and work with their graduate supervisor for permission.

Optional Pathway D

| | |
|----------|---------------|
| LGS 8120 | Take one time |
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