

History, PhD

Phone: 314-935-5450
 Email: history@wustl.edu
 Website: https://history.wustl.edu/graduate

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 History Department considers teaching to be a key component of the historian's role and teacher-training to be a central feature of our doctoral program. It aims to prepare students to be adept teachers as well as able scholars. To that end, it provides all doctoral students with a graduated sequence of Mentored Teaching Experiences (MTEs) that includes both teaching alongside faculty mentors in lecture courses and teaching discussion sections. The MTE represents 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 an academic discipline. Upon recommendation from a student's primary advisor and with the approval of the Director of Graduate Studies and the Director of Undergraduate Studies, that training should usually culminate with an opportunity either to teach an independent course (at the 1000 or 2000 level, usually relating to a student's dissertation research) or to participate in a Mentored Professional Experience.

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.

History's PhD preparatory engagement includes two required activities:

1. The Center for Teaching & Learning Orientation (to be taken the first summer/August before their first AI)
2. A department-based pedagogy workshop in the summer of year two (by which point they will have completed two semesters worth of AI and will have enough experience both to reflect on and plan improvements in their pedagogical strategy). Each graduate

student would satisfy the requirements of this second Preparatory Engagement by (1) participating in group discussion to share best practice; and (2) by drafting, evaluating, and revising a teaching philosophy statement.

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.

History requires five AI engagements in years 2, 3, and 4. An AI for 10 MER units will be expected to have the following duties, which will be discussed and agreed upon with the faculty before the start of the semester:

- Preparing and designing course materials
- Developing and grading quizzes, exams, and other assignments (including mid-term and final papers)
- Occasional guest lecturing in class
- Holding office hours
- Leading a recitation section
- Providing logistical support

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.

ASGS 8010	Take five 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.

To complete the MPE assignment, students must submit the Mentorship Registration Request form for approval and register for the appropriate course number (8120) for the semester of engagement. History allows the PIP in the Spring of year four or Fall of year five. The PIP is allowed and encouraged if the student would prefer an MPE to teaching a class of their own design under the TIP.

Optional Pathway

ASGS 8120

Take one time

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.

History's TIP is one MIT engagement as the primary instructor or co-instructor of a course under the mentorship of a faculty member.

Students and mentors complete a mentorship plan prior to the start of the TIP/MIT. Students register for the appropriate course number (ASGS 8020) for the semester of engagement. History allows the TIP in spring of year 4 or fall of year 5.

Optional Pathway

ASGS 8020

Take one time