

**Mentored Teaching**  
**Department of History, Rice University**  
**Approved November 4, 2019**

As part of a school-wide Humanities initiative, all history graduate students (beginning with those entering in Fall 2014) will have the opportunity to participate in a mentored teaching experience, typically during the third year of study. The mentored teaching experience will count as one semester of the department's requirement of five semesters of professional development experience.

In conjunction with mentored teaching, students shall pursue training in pedagogy through the Center for Teaching Excellence or another program on campus, as approved by the DGS.

The Director of Graduate Studies will work with the Department Chair and the Director of Undergraduate Studies to identify the classes most appropriate for this program each semester. Mentored teaching will not, customarily, be done with a student's advisor or in the student's field. Instead the Department Chair and Director of Graduate Studies will assign graduate students to faculty who agree to participate in the program with the goal of limiting any single faculty member's commitment to one semester in six.

The following criteria will be reviewed periodically by the Graduate Committee.

**Expectations for the graduate student in a mentored teaching assignment:**

1. The apprentice teacher will be assigned to a class no later than during the exam period of the semester preceding his or her assignment.
2. He or she will consult with the mentor about the nature of the syllabus.
3. During the semester, they will meet at some planned time (before each class meeting, after each class meeting, or perhaps once a week) to discuss plans for the class meetings, specifically the apprentice teacher's participation, and to assess what worked well, what did not, and why.
4. The apprentice teacher is expected to attend each class meeting, to lead at least three class meetings per semester, and to participate in all class meetings in keeping with the expectations of the mentor.

5. The apprentice teacher and the mentor will share grading responsibilities in ways that help the apprentice teacher learn how best to evaluate student work (e.g., the mentor and apprentice teacher might each grade the same undergraduate work and then compare their responses). In general, the goal is for the apprentice teacher to work with the mentor, not independently.

6. In the student's End of Year Report, he or she should include a brief summary of what he or she contributed to the course and also suggestions for improvements in the mentorship program.

**Expectations for the faculty member in a mentored teaching assignment:**

1. The mentor will explain how he or she designed the syllabus. If time and circumstances permit, he or she may choose to involve the apprentice in designing the syllabus.

2. The mentor will integrate the apprentice teacher into class planning over the entire semester.

3. They will meet at some planned time (before each class meeting, after each class meeting, or perhaps once a week) to discuss plans for the class meetings, specifically the apprentice teacher's participation, and to assess what worked well, what did not, and why.

4. The mentor will help the apprentice teacher plan the class meetings that the apprentice leads. The apprentice may, to establish a relationship with the class, lead one or two class sessions without the mentor present.

5. The mentor will be present during the majority of class sessions led by the apprentice teacher. If travel necessitates the mentor teacher's absence, the two of them will work out other session(s) in which the apprentice teacher leads class, so that the mentor can provide comments to the apprentice teacher. Again, the relationship is to be based not on working independently, but rather on working together.

6. At the conclusion of the semester, the mentor will prepare an evaluation of the apprentice teacher, to be provided to both the apprentice and the Graduate Committee.