

Responsibilities of Teaching Apprentices and their faculty mentors:

APs and their faculty mentors should meet once before term or near the beginning of term to clarify plans and expectations. There should be regular meetings in the course of term. APs are expected to do all the reading for the course and to come to class prepared to contribute in whatever ways have been agreed. All faculty mentors are expected to submit an evaluation of the AP, to be placed in the AP's teaching file. These will be due at the end of term, and the Graduate Studies office will issue a reminder.

APs should be offered at least four of the following types of mentoring, depending on the teaching style of the faculty mentor, the type of course in question, and the plans the AP(s) and mentor develop at their initial meeting:

- how to construct a syllabus, covering topics such as manageable workload and its spacing across the term, progression of topics and assignments for optimal learning, etc.
- how to plan and deliver a lecture: if AP teaching will take this form, then the AP should be given at least some responsibility for the content of the lecture, together with supervision and feedback on its preparation and presentation.
- how to plan and preside over a discussion: again, supervision and feedback should be balanced against giving independent responsibility to the AP.
- for both discussions and lectures, it will probably be most useful to give APs (especially first-timers) responsibility for short 'guest spots' before asking them to tackle a whole class.
- how to encourage and ensure good undergraduate student seminar presentations: the AP might be asked to mentor one or more students as they prepare.
- how to ensure good classroom dynamics and create an atmosphere of mutual respect.
- how to balance lecture, discussion, and/or undergraduate student presentations in the conduct of a course (as appropriate).
- how to design essay assignments and facilitate students' improvement in developing their ideas in writing: the AP might be asked to meet individually with some students.
- how to evaluate student writing and provide comments that will encourage greater effort.
- how to design quizzes and exams.

APs should NOT be asked to

- take on an unreasonable load (more than an hour a week) of photocopying, E reserve preparation, Blackboard administration, or other kinds of mechanical work involved in the conduct of the class. Learning how to do these things is useful and will lessen the stress when the AP first teaches independently; and some help with these tasks seems a reasonable return for the time and effort the faculty mentor will devote to meeting with and training the AP. Where there is a TA assigned to service work, s/he might take on the bulk of tasks while giving some to the AP. Where there is no TA, tasks should be reasonably apportioned between the AP(s) and faculty mentor.
- lecture or run discussions without oversight and feedback. APs will usually be given opportunities to lecture or lead discussion for brief periods of a class before taking charge of classes they've developed themselves. First-time APs should teach no more than two independently planned classes; second-timers no more than four. The faculty mentor should be present when independent teaching takes place and should give feedback. APs may run discussion sections, but no AP should be asked to take charge of one for the full term. Where these sections are not meant to require planning in advance, a workload of more than two or four sections may be agreed upon as reasonable, but a mentor should be present for a significant proportion of these meetings in order to give feedback.
- grade papers or exams without oversight. First-time APs should not be asked to assign binding grades at all – though they might read and make comments on up to fifteen pieces of student work in the course of the term, discussing their comments and the grades they would assign with their mentor. NO evaluation of student work should be assigned to first-time APs at the END of term (when they will typically be writing three or more papers for their own classes). Second-time APs may be asked to comment on and assign grades to up to fifteen pieces of student work, and some of this may take place at the end of term. But there must be oversight of the grades assigned.
- take on a workload of more than ten hours in any given week. An average workload should be five hours or less per week, but weeks in which lectures or discussions are taught or papers or exams are assessed might exceed this.