

<b>University of Prince Edward Island Policy</b>		<b>Policy No.</b> avcgsrgs_0002	<b>Revision No.</b> 6
<b>Policy Title</b> Instructional Mentorship Program Policy for AVC Graduate Students		<b>Page 1 of 3</b>	
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<b>Authority</b> Dean, AVC	<b>Review Date</b> November 8, 2027		
<b>Responsibility</b> Associate Dean, AVC Graduate Studies & Research		<b>Access</b>	C

**1 Purpose**

1.1 Experience in teaching is an important component of graduate student education and is particularly useful for students considering career opportunities in academia. Students who dedicate substantial preparation and classroom time to instruction should be both formatively evaluated and recognized for their effort. The purpose of this policy is to encourage teaching experience and development of teaching skills in graduate students, and to encourage continued interest in teaching careers. This policy does not apply to teaching assistantships (laboratory or lecture) which are considered employment and are governed by UPEI Human Resources.

**2 Scope**

- 2.1 Available to Post-Graduate Certificate, MVSc, MSc, and PhD students currently enrolled full-time at AVC.
  - 2.1.1 For the purposes of this policy, teaching refers to instructional activities beyond those which might be considered incidental to the completion of a graduate or residency program, and does not refer to instruction of classmates in a course in which the student is concurrently enrolled; nor does it refer to teaching assistance that might normally be provided by graduate students as part of a remunerated teaching assistantship. This policy does not apply to clinical mentorship carried out as part of the student’s usual interaction and clinical guidance provided to vet students on rotations, as expected in residencies or Post Graduate Certificate programs.
  - 2.1.2 This policy covers periods of teaching at undergraduate or graduate levels for durations between 2 and a maximum of 5 lecture-hour equivalents per semester (for the purposes of this policy, 1 lecture = 1 hour; 2 or 3 hour lab = 1 hour).
    - 2.1.2.1 Teaching for less than 2 hours will provide insufficient exposure to constitute a significant teaching experience. Teaching for greater than 5 hours triggers a formal student evaluation of teaching, and therefore should be considered a formal teaching assignment rather than a casual, formative experience. Teaching assignments of greater than 5 hours per semester are therefore not covered by this policy but instead should be governed by the requirements of the current FA1 Collective Agreement.
  - 2.1.3 Participation in teaching must be voluntary and make a positive contribution to both the student’s development and the AVC educational program. AVC

graduate students come from diverse academic backgrounds and will pursue career options in diverse environments. Efforts should be made to provide opportunities for teaching experience that best complement the student's knowledge base and potential career path.

- 2.1.4 Graduate students are best able to identify their individual needs for formal teaching experience, but effective teaching is time consuming, and the teaching experience must be designed to complement, rather than detract from, the research and course work components of a graduate program. Thus, Supervisors and Supervisory Committees must be closely involved in decisions about the timing and extent of teaching experiences.
- 2.1.5 One or more faculty members must attend the lecture/lab and provide meaningful and constructive feedback in writing on the student's teaching performance.

### **3 Policy**

- 3.1 Before the beginning of each academic semester, AVC graduate students should discuss with their Supervisors and Supervisory Committee possible teaching assignments. Issues that should be discussed include the nature of the teaching experience (lectures and/or labs and/or rotations); which programs and disciplines are considered appropriate based on their background and interests; and the amount of contact time per semester considered acceptable, and the mentoring opportunities available.
- 3.2 Expressions of interest by graduate students will be discussed with the appropriate Department Chair and course coordinator, and if approved, arrangements made for teaching. The graduate student's Supervisor should take the lead in this process. The Department Chair must be satisfied that adequate mentorship is being provided and that the classroom learning experience is not overly compromised by the graduate student instructional experience.
- 3.3 The Department should apply to AVC Graduate Studies & Research at least 2 weeks in advance of teaching engagement to arrange reimbursement. Reimbursement for teaching will only occur when a full evaluation of teaching performance is provided (see 3.4).
- 3.4 Course coordinators will arrange for an evaluation of teaching performance with written constructive comments provided to the student in a timely manner. An evaluation will normally be performed for each lecture in which the student teaches. Evaluations should be performed by the course coordinator if possible. Students will be evaluated on a standard form for some or all of the following elements:
  - 3.4.1 professional demeanor
  - 3.4.2 demonstrated knowledge of topic; ability to answer questions
  - 3.4.3 choosing appropriate content for the audience
  - 3.4.4 organization, including and attention to time
  - 3.4.5 delivery, including clarity, pace, etc.

- 3.4.6 quality of interaction with the class
  - 3.4.7 quality of audio/visual presentation, if appropriate
  - 3.4.8 quality of hand-out material, if appropriate
  - 3.4.9 quality of demonstration, if appropriate.
- 3.5 Free text comments on strengths and weaknesses should be included. Feedback collected from the instructed students can be incorporated. Each teaching engagement must be attended and evaluated by a faculty evaluator, to assess the performance of the student and to ensure the quality of instruction (i.e. for the students being taught) is not compromised.
- 3.6 The evaluator will discuss the evaluation with the graduate student. Standardized evaluation forms, (found on AVC Graduate Studies website), must be filled out and signed by both the student and the evaluator. The original signed evaluation form will remain with the student. Copies of the signed evaluation form will be provided to the Course Coordinator and the Department Chair for their records.
- 3.7 The department will forward a completed signed request with completed evaluation form(s) attached to the office of the Associate Dean, AVC Graduate Studies and Research.
- 3.8 Those students for whom a completed evaluation form is submitted to the Associate Dean will receive a payment of \$75 per lecture-hour.

#### **4 Reference**

# AVC Instructional Mentorship Program for Graduate Students

## Evaluation Form - Page One

Course: \_\_\_\_\_  lecture  lab

Graduate Student: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Course Coordinator (if different): \_\_\_\_\_

Semester: Fall 20\_\_ ; Winter 20\_\_ ;

Select the descriptor that represents your opinion:

**1) strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree**

The graduate student:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. clearly communicated course material (clarity/pace)	1	2	3	4	5
2. was organized/used time well	1	2	3	4	5
3. stimulated interest in the subject	1	2	3	4	5
4. had a professional demeanor	1	2	3	4	5
5. developed the students' problem solving capabilities	1	2	3	4	5
6. stimulated intellectual curiosity	1	2	3	4	5
7. delivered at an appropriate level for the audience	1	2	3	4	5
8. was knowledgeable of course material	1	2	3	4	5
9. used quality handouts/slides	1	2	3	4	5
10. overall, was effective as a teacher	1	2	3	4	5

