Prepared by FAEB in consultation Proposed to Faculty Assembly with the Provost September 8, 2014

**Proposed**

**Task Force on Undergraduate** **Teaching Assistantships**

**Background and Rationale**

Undergraduate students have long been utilized as Teaching Assistants (TAs) in many departments and disciplines across campus. Some departments have clearly structured processes for selection, training, supervision and assessment. In others, individual instructors use TAs independent of a formal departmental structure.

Many students earn academic credit for these experiences though there seems to be a wide range of practice in this area as well. Some earn credit by registering for a GST course, administered outside the academic department. Others register for an independent study or practicum course within the discipline. Still others have some other arrangement or earn no credit at all.

TAs include students from sophomores to seniors, and their responsibilities are similarly diverse. Some are tasked with proctoring exams and grading, others help manage in-class activities or meet with student groups outside of class. Still others are responsible for conducting recitation sections of large lecture classes.

Considering the widespread use of TAs, the diversity of practice in their utilization and the intersection of Academic Affairs and Student Affairs through the use of GST courses, it is essential that we have clear, standardized processes in place.

**Charge**

* Gather information about the current utilization and practices on campus for the use of undergraduate TAs.
* Investigate the use of peer educators and peer mentors and academic credit associated with these placements, and any positions in which undergraduate TAs or grading assistants are paid
* Examine the use of undergraduate TAs in grading and any FERPA implications for this arrangement
* Review the ***Guide for Undergraduate Teaching Assistantships*** prepared by the SUNY University Faculty Senate Undergraduate Programs and Policies Committee.
* Make regular reports of progress to Faculty Assembly
* Develop campus-wide best practices and standards for the use of undergraduate TAs including:
  + Student selection criteria and criteria for awarding academic credit
  + Distinctions among independent studies, practicums and GST courses
  + Consistent courses and numbering

(over)

**Membership**

The task force shall be comprised of twelve members as follows:

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| 5 | faculty members elected by Faculty Assembly – one from each of the Schools, one from the College of Liberal Arts and Sciences and one from the Library |
| 5 | Provost designees (will include representation from Student Affairs) |
| 2 | Students selected by the Student Association |

**Timeline**

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| --- | --- | --- |
| **Targeted Completion Date** | | **Task** |
| 2014 | September 15 | Faculty Assembly approves task force |
|  | September 29 | FA elects members and FA reporter. |
|  | Early October | Task force meets with Provost and FA Chair to review charge, timeline, and deliverables |
|  | Oct – Nov | Task force completes investigation phase |
|  | November 24 | Task force reports progress to Faculty Assembly |
|  |  |  |
| 2015 | Jan -- Mar | Task force develops best practices and campus-wide procedures for TAs. |
|  |  |  |
|  | Early April | Task force recommends practices and procedures to FA. |
|  | Late April | FA acts on task force recommendations. |