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Assembly of the Academic Senate
Academic Council
1111 Franklin Street, 12th Floor
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October 1, 2007

SYSTEM-WIDE SENATE COMMITTEE CHAIRS DIVISION CHAIRS

RE: System-wide Review of the CCGA/UCEP Report, *The Role of Graduate Students in University Instruction*, Including a Proposed Modification to [Senate Regulation 750 B](#), and Academic Personnel Manual [APM-410-4a and 4b](#) (Defining Teaching Assistant and Teaching Fellow.)

Dear System-wide Senate Committee and Division Chairs:

On behalf of Chair Michael T. Brown, the **above report** along with **proposals** to amend Senate Regulation 750B and APM 410. 4a and 4b are being forwarded for your review and comments. As background information, the University Committee on Educational Policy (UCEP) and the Coordinating Committee on Graduate Affairs (CCGA) prepare a joint report, *The Role of Graduate Students in University Instruction*, in response to a request from the Academic Council and UCOP “. . . to consider the appropriate degree and manner of the use of graduate students in instruction at the University of California and to review the policies, practices, and quality control mechanisms governing graduate student teaching. UCEP and CCGA believe that the nature of the use of graduate students in University instruction is, at its core, an issue of academics, and that the responsibility and authority to delineate this nature thus lie within the purview of the Academic Senate. Accordingly, in June 2006, the committees proposed a number of regulatory and policy revisions, which Council approved for system-wide review.” As a result of that review, CCGA and UCEP submitted a revised report which at its July 2007 meeting, the Academic Council approved the report and proposed amendments for senate-wide review.

As noted above, **the report** and the proposed amendments to SR 750 B and APM 410 4a and 4b **are out for review**. But as a convenience, I am listing below the proposed amendments to SR 750 B and APM 410 4a and 4b.

Proposed amendments to SR 750.B:

Professors, professors in residence, professors of clinical ____ (e.g., medicine) and adjunct professors of any rank, instructors, instructors in residence and adjunct instructors, and lecturers may give courses of any **level**. Persons holding other instructional titles may teach **only ~~lower division~~ undergraduate** courses **only** unless individually authorized to **teach courses of a higher level ~~teach courses of higher grade~~** by the **appropriate divisional ~~C~~committee on ~~C~~courses or Graduate Council**. If a course is given in sections by several instructors, each instructor shall hold the required instructional title.

Proposed Amendment to APM 410 4a and 4b.

a. **Teaching Assistant**

A Teaching Assistant is a registered graduate student in full-time residence, chosen for excellent scholarship and for promise as a teacher, and serving an apprenticeship under the active tutelage and supervision of a ~~regular~~ faculty member.

b. **Teaching Fellow**

A Teaching Fellow is a registered graduate student in full-time residence who has advanced to candidacy for the doctorate, or otherwise has achieved appropriate professional maturity, and who has been chosen because of competence to conduct the entire instruction of a group of students in an **undergraduate** ~~lower division~~ course under the general supervision of a ~~regular~~ faculty member.

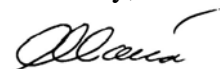
For **System-wide Senate Committees** please submit responses by **November 26, 2007**

For **Divisions** please submit responses by: **December 21, 2007**

As a reminder to System-wide Senate Committee Chairs, please note two points regarding the practice the Academic Council has established for general reviews:

1. **Request for comments are sent out to all System-wide Committees. Each committee may decide whether or not to opine.** Please notify the Senate Office either directly by emailing me or through your Committee Analyst, if your committee chooses not to participate in this review.
2. **The Committee response due date is typically set a month before that of Divisions.** This two-stage review allows the Academic Council to conduct both a preliminary and a final discussion of the matter at hand. It also gives the Divisions the benefit of the committees' considerations for their own deliberations.

Cordially,



María Bertero-Barceló, Executive Director
Academic Senate

Encl: 1

Copy: Academic Council Chair Michael T. Brown

Divisional Senate Directors

Academic Senate Committee Analysts

COORDINATING COMMITTEE ON GRADUATE AFFAIRS (CCGA)
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UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY (UCEP)
Richard L. Weiss, Chair
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June 21, 2007

JOHN OAKLEY, CHAIR
ACADEMIC COUNCIL

Re: The Role of Graduate Students in University Instruction

Dear John,

The University Committee on Educational Policy (UCEP) and the Coordinating Committee on Graduate Affairs (CCGA) have reviewed responses from system-wide committees and divisions to the joint UCEP/CCGA report, *The Role of Graduate Students in University Instruction*. Here, UCEP and CCGA present a modified proposal for the delineation of that role.

As you are aware, at the beginning of 2005-06, CCGA and UCEP responded to a request from the Academic Council and University Administration to consider the appropriate degree and manner of the use of graduate students in instruction at the University of California and to review the policies, practices, and quality control mechanisms governing graduate student teaching. UCEP and CCGA believe that the nature of the use of graduate students in University instruction is, at its core, an issue of academics, and that the responsibility and authority to delineate this nature thus lie within the purview of the Academic Senate. Accordingly, in June 2006, the committees proposed a number of regulatory and policy revisions, which Council approved for system-wide review.

The review generated numerous thoughtful comments, which were carefully weighed by UCEP and CCGA as they re-thought the specifics of the proposal. In doing so, UCEP and CCGA identified the principles that are central to their view of graduate student instruction, and recast the implementation of these principles in a way that will allow the individual campuses to apply them in the manner most appropriate to their particular circumstances and culture. At the same time, UCEP and CCGA have also attempted to take into consideration the welfare of graduate and undergraduate students, as well as of the University as a whole.

In particular, UCEP and CCGA are no longer recommending that graduate student instructors be prohibited from acting as Instructors of Record. Instead, the revised proposal emphasizes the role of faculty oversight, while leaving the question of Instructor of Record status to the divisional Senates. UCEP and CCGA also no longer recommend a regularization of instructional titles for roles with greater independence and responsibility than that of Teaching Assistant. The committees continue to recommend, however, that all graduate student instructors be overseen by faculty members, even if the student instructors are acting as Instructors of Record. In this revised proposal, oversight remains substantial for Teaching Assistants, and is expected to diminish substantially (in measure deemed appropriate by divisional Senates and departments) as student instructors mature and take on more autonomous roles, but is never to be altogether absent. As in the original proposal, the revised proposal recommends that the distinction between lower

and upper division courses be removed, and that policies and procedures relating to instruction by graduate students apply uniformly across all undergraduate courses.

UCEP and CCGA believe the role of Teaching Assistants is applied relatively uniformly across the campuses, and continue to recommend that the role be delineated centrally. Accordingly, the two committees have retained their recommendation for expanding the permissible role of Teaching Assistant (or equivalent) outlined in Section APM-410-20 of the University's Academic Personnel Manual, to more appropriately reflect the way this title is applied on our campuses. In contrast, for more advanced teaching roles, comments from the campuses reveal a great diversity of positions and policies, which UCEP and CCGA have come to believe are best overseen by divisional Senates, in accordance with the broad guidelines set forth in this revised proposal.

UCEP and CCGA retain their sense of caution regarding the participation of graduate student instructors in the conduct of large-enrollment classes. UCEP and CCGA recommend that the use of graduate student instructors to provide instruction for the entire enrollment of large-enrollment lower or upper division classes take place only under unusual circumstances, and never routinely substitute for instruction delivered by instructors bearing one of the faculty titles delineated in APM-110-4 (14).

The University has recently begun receiving state support for a significant portion of its summer-session instruction, with the understanding that state-supported summer instruction will be of the same quality and adhere to the same standards and principles as regular-term instruction. UCEP and CCGA thus recommend that the proposed policies and regulations be applied uniformly to all state-supported instruction, both during regular-term and in summer. UCEP and CCGA believe that the application of the proposed modes of faculty involvement in instruction delivered by graduate students, for either regular-term or summer-session, will not present a disproportionate addition to faculty workload or to the responsibilities of course-sponsoring units.

In re-thinking the proposal, UCEP and CCGA reinforced their conviction that faculty mentoring and oversight, in appropriate measure, are an essential component of any instructional role taken on by a student in the University. UCEP and CCGA believe that the University has an abiding responsibility to oversee students' professional development, and the fostering of pedagogical skills is of central importance to that development. In addition, UCEP and CCGA re-affirm the great benefit that the University derives from instruction delivered by graduate students, but at the same time note that its use must be judiciously restricted to arenas for which the University and its students derive clear benefit, and that graduate students should adopt instructional roles only after an appropriate degree of experience and training.

These tenets, the committees believe, provide maximal benefit to the graduate students who develop their pedagogical skills as they provide University-sponsored instruction, as well as to the students who are the recipients of that instruction. With the increasing scrutiny to which the University is being subjected, UCEP and CCGA feel that it is of great and immediate importance that these principles be formally embraced, and that a uniform set of guidelines abetting their implementation be developed and adopted by the faculty of the University.

The following proposal has been approved by both UCEP and CCGA for review by the full Academic Senate. As motivated above, it is the intent of UCEP and CCGA that these recommendations apply to all state-supported instruction, whether during the regular academic year or during summer session. Given current developments, UCEP and CCGA believe this to be a matter of some urgency, and encourage a renewed and focused debate of the procedures and regulations proposed in this memo.

Sincerely,



Reen Wu
CCGA Chair



Richard L. Weiss
UCEP Chair

cc: Maria Bertero-Barcelo, Executive Director, Academic Senate
UCEP
CCGA

PROPOSAL FOR MODIFIED REGULATIONS AND GUIDELINES GOVERNING THE PARTICIPATION OF GRADUATE STUDENTS IN DELIVERING UNIVERSITY INSTRUCTION

COORDINATING COMMITTEE ON GRADUATE AFFAIRS UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY

JUNE 2007

Teaching lies at the heart of the mission of the University of California. Over the years, UC has amassed an exemplary record in the development of the scholarship of its undergraduate and graduate students, as well as in their specific preparation for a large number of intellectually demanding and beneficial careers. Both UCEP and CCGA affirm that the use of graduate students in the instruction of classes at UC has been an essential component of UC's success in the delivery of a high-quality education to its students. This contribution is reflected both in terms of the benefit that graduate student instructors bring to the enrolled students as well as the professional development of the student instructors as they provide instruction in a supervised setting.

This proposal establishes guidelines and policies governing the roles played by graduate student instructors at the various levels at which they are employed. The regulations and guidelines that comprise this proposal are designed to provide appropriate system-wide norms for the delivery of instruction by graduate students, while providing flexibility for individual campuses and departments to meet these norms in the manner most appropriate to their circumstances and cultures. Foremost among the principles reflected in the proposal is that graduate student instructors, at any level, play an apprentice-like role within the University. While the degree of mentoring and oversight associated with this role should diminish as a student becomes a more accomplished pedagogue, it should never vanish. The proposal is predicated on the notion that this principle maximizes the benefit to the University's graduate students as they gain experience as instructors, and to the University's undergraduate students who receive that instruction.

Teaching Assistants (or Equivalent Titles)

Although formally defined in individual campus bargaining agreements, the essence of the Conditions for Employment for Teaching Assistants (or equivalent titles) is represented in [Section 410-20](#) of the University's Academic Personnel Manual, which currently reads as follows:

A Teaching Assistant is not responsible for the instructional content of a course, for selection of student assignments, for planning of examinations, or for determining the term grade for students. Neither is the Teaching Assistant to be assigned responsibility for instructing the entire enrollment of a course or for providing the entire instruction for a group of students enrolled in a course. The Teaching Assistant is responsible only for the conduct of recitation, laboratory, or quiz sections under the active direction and supervision of a regular member of the faculty to whom responsibility for the course's entire instruction, including the performance of Teaching Assistants, has been assigned.

UCEP and CCGA propose the following revised Conditions for Employment for the Teaching Assistant (or equivalent) title, which would apply uniformly for all courses carrying UC credit, and would be reflected in subsequent bargaining agreements:

Graduate Teaching Assistants assist Instructors of Record in the delivery of University instruction. Responsibility for the underlying instructional content of a course, for selecting student assignments, for establishing the criteria under which the course's students will be graded, for planning examinations, for determining the term grade for students, and for overseeing the performance of Teaching Assistants, shall lie with the Instructor of Record. Graduate Teaching Assistants may be responsible for conducting sections and occasional plenary class meetings under the active direction and supervision of the Instructor of Record.

Relative to the existing conditions of the APM, the proposed language relieves the restriction on teaching the entire enrollment of a class, while retaining the requirement that the class and its evaluative rubrics be designed, closely overseen, and largely delivered by a faculty member. The proposed language would also relieve the requirement that the overseeing faculty member be a "regular" member of the faculty, allowing all faculty qualified to act as instructors of record to supervise Graduate Teaching Assistants.

In addition to these formal stipulations, UCEP and CCGA note that pedagogical training, hand-in-hand with oversight, is an essential component of the University's commitment to provide high-quality subordinate instruction. It is the responsibility of the units that sponsor courses that enjoy Teaching Assistant support to ensure that appropriate training opportunities are provided for students adopting Teaching Assistant roles.

Teaching Positions of Greater Responsibility

It is sometimes beneficial to have graduate student instructors assume a greater degree of responsibility for the development and delivery of University courses than that permitted under the conditions of employment for Teaching Assistants. For such cases, it is appropriate for campuses to develop conditions of employment incorporating a higher degree of responsibility for the student instructor. Student instructors would become qualified to assume such positions after successful completion of one or more milestones, to be established by each campus's Senate, which would typically include excellent performance in a minimum number of terms as a Teaching Assistant, and achievement of curricular milestones in the program in which they are enrolled (e.g. obtaining a Master's degree or advancement to candidacy). Students assuming such instructional roles should be able to demonstrate expertise in the subject matter of the course and show evidence of appropriate teaching skills established during prior teaching episodes and/or participation in University activities geared towards the development of pedagogical skills.

However, it is the opinion of UCEP and CCGA that graduate students, no matter what their level of experience, have an element of "apprenticeship" associated with their role as an instructor in the University. Although the appropriate degree of oversight associated with this role can vary greatly, it should never be absent as long as the student instructor remains enrolled in the University. This oversight should play a dual role, providing guidance for student instructors as they develop their teaching skills, as well as an appropriate degree of faculty participation in the student instructor's implementation of the curriculum. Thus, UCEP and CCGA recommend that no matter what degree of responsibility is afforded to a graduate student instructor, the following be included among the oversight responsibilities of the unit sponsoring the course, regardless of whether the student is acting as the formal Instructor of Record.

Oversight is performed by an individual or group of faculty member(s) bearing one of the titles specified in [APM 110-4\(14\)](#). The overseeing faculty member(s) reviews course outlines, syllabi, and any material developed by the graduate student instructor to advertise the class to potential students. The overseeing faculty member(s) reviews the curricular content of the course to ensure that it adheres to the course description and content previously approved by the Academic Senate. The overseeing faculty member(s) apprises the graduate student instructor of the aspects of the Faculty Code of Conduct [[APM-015](#)] to which the graduate student instructor will be held accountable, and be available to discuss their application should the student instructor request consultation, or should the need otherwise arise. The overseeing faculty member(s) reviews criteria for assessing grades and/or writing evaluations of student performance.

Different individual faculty members may take responsibility for separate aspects of the oversight of the graduate student instructor. Effort expended in supervision would be associated with mentorship of graduate students when considering faculty workload.

UCEP and CCGA recommend that the use of graduate student instructors to provide instruction for the entire enrollment of large-enrollment lower or upper division classes take place only under unusual circumstances. For such classes, instruction by students should never routinely substitute for instruction delivered by instructors bearing one of the faculty titles of APM-110-4 (14). In all cases for which one or more graduate students participates in the delivery of instruction for a given course, supervision of the graduate students shall be the responsibility of a faculty member who is a co-listed instructor for the class, or who bears some other explicit designation establishing that faculty member's supervisory role.

As for the Teaching Assistant role, training opportunities should be provided to graduate students adopting roles of greater autonomy. Again, it is the responsibility of the units that sponsor courses employing these roles to ensure that appropriate training opportunities are available to the students that assume them.

Courses Enrolling Graduate Students

Occasionally, a graduate student will assume an instructional role for an undergraduate class in which other graduate students are enrolled. Additionally, there are rare circumstances in which programs propose that a graduate student assume an instructional role for a graduate class. UCEP and CCGA are concerned about cases in which graduate student instructors, through the adoption of instructional titles, are placed in positions of authority over their peers. UCEP and CCGA insist that no graduate student take on an instructional role (including Teaching Assistant) for which the student instructor can influence the grade or other recorded assessment of another graduate student's performance, unless faculty oversight of the assessment process is direct enough to prevent any semblance of conflict of interest.

With this qualification, UCEP and CCGA do not recommend for or against a prohibition against the use of graduate student instructors for graduate courses, although it is within the purview of the divisional Senates to apply one if it is felt appropriate. However, commensurate with [Senate Regulation SR 750](#) (see below), Senate approval must be sought for each offering of a graduate course for which a graduate student instructor is to have greater responsibility than that of Teaching Assistant. In considering such approval, the divisional Senate should take into account the specific qualifications of the proposed graduate student instructor.

State-Supported Summer Instruction

The policies and guidelines proposed here should be applied uniformly, regardless of whether the course is to be offered during the regular academic year or during state-supported summer session.

Academic Senate Regulation 750 (SR 750)

Conditions under which individuals may be granted “substantial responsibility for the content and conduct” of courses of instruction are delineated in SR 750. Sections A and B of SR 750 read as follows (note that the titles of Section B are presented more explicitly in the delineation of faculty titles of APM-110-4 (14)):

A. Only regularly appointed officers of instruction holding appropriate instructional titles may have substantial responsibility for the content and conduct of courses which are approved by the Academic Senate.

B. Professors, professors in residence, professors of clinical ____ (e.g., medicine) and adjunct professors of any rank, instructors, instructors in residence and adjunct instructors, and lecturers may give courses of any grade. Persons holding other instructional titles may teach lower division courses only, unless individually authorized to teach courses of higher grade by the appropriate Committee on Courses or Graduate Council. If a course is given in sections by several instructors, each instructor shall hold the required instructional title.

UCEP and CCGA acknowledge that graduate student instructional roles with greater responsibility than that of Teaching Assistants may entail “substantial responsibility” for the course of instruction, and would thus be subject to the restrictions of SR 750. To permit a graduate student instructor to assume substantial responsibility for an upper division undergraduate course, or to assume substantial responsibility for a graduate course by special exception of the Divisional Academic Senate, UCEP and CCGA recommend that Section B of SR 750 be amended as follows:

B. Professors, professors in residence, professors of clinical ____ (e.g., medicine) and adjunct professors of any rank, instructors, instructors in residence and adjunct instructors, and lecturers may give courses of any **level**. Persons holding other instructional titles may teach **only lower-division undergraduate** courses **only** unless individually authorized to **teach courses of a higher level** ~~teach courses of higher grade~~ by the **appropriate divisional** ~~C~~committee on ~~C~~courses or Graduate Council. If a course is given in sections by several instructors, each instructor shall hold the required instructional title. Committee on Courses or Graduate Council. If a course is given in sections by several instructors, each instructor shall hold the required instructional title.

APM 410-4

The language of [APM-410-4a and 4b](#), defining Teaching Assistant and Teaching Fellow, should be modified to remove “regular” and to replace “lower division” with “undergraduate” to be consistent with the proposed new wording in SR 750. In suggesting these changes, UCEP and CCGA do not intend to imply that campuses should necessarily adopt the use of the Teaching Fellow title for graduate student teaching roles of greater responsibility; rather, the choice of the most appropriate title is left to each campus to determine.

a. Teaching Assistant

A Teaching Assistant is a registered graduate student in full-time residence, chosen for excellent scholarship and for promise as a teacher, and serving an apprenticeship under the active tutelage and supervision of a ~~regular~~ faculty member.

b. Teaching Fellow

A Teaching Fellow is a registered graduate student in full-time residence who has advanced to candidacy for the doctorate, or otherwise has achieved appropriate professional maturity, and who has been chosen because of competence to conduct the entire instruction of a group of students in an undergraduate ~~lower-division~~ course under the general supervision of a ~~regular~~ faculty member.

Students with Prior University Teaching Experience

It is not unusual for graduate students to have prior instructional experience, commensurate with that of one of the faculty titles specified in APM-110-4 (14), prior to their matriculation in a graduate program at the University. In consultation with the appropriate administrative bodies, the Academic Senate of each division should determine whether it is permissible for such students to hold one of the temporary titles of APM-110-4 (14) for the purpose of delivering a specific course. Should the divisional Senate deem this appropriate, the following conditions shall apply. Appointment shall be for a single course, and the consideration for such appointment shall take place in the same manner as for other candidates for commensurate faculty positions, and proceed in consultation with the Graduate Division to ensure that such appointment is not likely to threaten the student's academic progress. The appointment shall expire immediately upon the conclusion of the course for which the student was appointed to instruct.

Instruction by Postdoctoral Scholars

According to [APM-390](#), Postdoctoral Scholars are eligible to act as instructors of record for any course offered for campus credit, but are to be appointed to the appropriate teaching title during the period of instruction, with a corresponding reduction in the Postdoctoral Scholar title percentage-of-full-time. Insofar as Postdoctoral Scholars thus have formal instructional titles, they enjoy the full range of Academic Freedom as outlined in APM-010 and are responsible for comprehending and abiding by the Faculty Code of Conduct outlined in APM-015. CCGA's reading of [APM-137](#) suggests that appointments to instructional titles can indeed be for as short a duration as a single term. Thus, no change is proposed in existing policy relating to the delivery of instruction by Postdoctoral Scholars.

Closing Remarks

The selection, use, and oversight of graduate student instructors lie largely in the hands of the sponsoring departments and programs. No degree of Senate oversight can ensure that the practices of these bodies will adhere to Senate and administrative principle and policy. It is essential that department and program chairs, graduate advisors, and managers be diligent in adhering to both the letter and spirit of University policy regarding the use of graduate students in providing instruction for University-sponsored courses. The proposed guideline and policy changes are designed to provide system-wide coherence with respect to the training and use of graduate students in the delivery of University-level instruction, while permitting an appropriate degree of flexibility that will allow campuses to tailor their implementation of this proposal to the unique circumstances under which they operate.

UCEP and CCGA request that the Academic Senate divisions and Administrations of all campuses conduct a timely review of their current regulations and policies regarding the employment of graduate student instructors. The divisional Senates should establish, or confirm, regulations that implement the proposed policies and practices. The local Senates and Administrations should ensure, in particular, that these guidelines are adhered to, and in general, that the larger principle of oversight appropriate to the expertise and experience of the student instructor is incorporated in their academic and administrative structures. In addition, divisions, departments, and programs should ensure that training measures are in place that are appropriate to the level of independence and responsibility of the graduate student teaching opportunities they support.