

**MINUTES**  
**COMMITTEE ON TEACHING**  
**November 13, 2007**  
**Tuesday, 10-11:30 a.m., Kerr Hall Rm 129**

Present: Doris Ash, Henry Burnett (Media Services Director), Elisabeth Cameron (Chair), Rachel Dewey (NSTF Rep), Carley Friedman (GSA Representative), Ruth Harris-Barnett (CTE Director), Kevin Karplus, Roxanne Monnet (Senate Analyst), Jie Qing.

Guest: Phillip Stark, Interim Director of Instructional Computing.

**1. Chair's Announcements.**

The Committee introduced themselves to the newly added GSA representative to COT, Carley Friedman.

Prior to the November 27 meeting, COT was asked to read the instructional workload document that they will receive this week via email.

**2. CTE Director's Announcements.**

CTE director Harris-Barnett was contacted by Academic Human Resources to give a brief presentation at the upcoming workshop for new faculty. She has been asked to speak on the topic of engaging students for optimal learning. COT indicated that they would like to be consulted as a Committee by AHR.

Director Harris-Barnett met with Vice Provost and Dean of Graduate Studies Lisa Sloan regarding Teaching Assistant training and orientation. COT Member Doris Ash noted that she teaches a course on teaching for Teaching Assistants.

**3. Minutes.** None were considered at this meeting.

**4. Graduate Student Role at UC.**

COT was apprised of last year's systemwide proposal to modify policies regarding graduate student instructors and changes made by the local CEP. The current UCEP/CCGA proposal being reviewed was modified in light of the comments received last year.

The Committee expressed concern that neither the UCEP/CCGA proposal nor the local CEP's procedures specify what size equates a large class. COT considers the jump from a graduate student serving as a teaching assistant for small sections to independently teaching a large class to be significant and is concerned about GSI preparation for this transition. The Committee wonders whether a logical first class after serving as a teaching assistant would be to a smaller

course such as most upper-division courses at UCSC. Another thought is that training could be provided to bridge the gap in their teaching experience. The Committee speculated that courses that warrant the assignment of teaching assistants could be considered as large lecture courses, as a rule. COT is also concerned about holding mentors accountable.

A draft response to the UCEP/CCGA proposed revisions will be circulated to the committee.

COT will continue this discussion regarding class size and training for graduate student instructors and may provide a letter of feedback to the local CEP in response to their concerns.

COT discussed an apparent increase in use of Course Assistants (CAs) in lieu of Teaching Assistants (TAs) and wishes to better understand the scope of the situation. It is the Committee's understanding that, by in large, CAs get less formal training than TAs. COT would like data regarding the number of Course Assistant appointments made across campus, including how many of these are by undergraduates. The interest was expressed to have the data separated by division and summer versus academic year. They plan to consider the situation and advocate for training for CAs, as well as TAs.

## **5. Symposium planning.**

The Committee considered a couple possible formats for this year's teaching and learning symposium. They decided on round table discussions to follow faculty presentations, with the speaker leading a related round table to their topic. Simultaneous technology demos in another room were discussed, as was a resource table.

Since follow up events were popular in the survey, COT will work toward having a couple ready for announcement with the symposium flyer.

Members were asked to send names of possible faculty presenters to Director Harris-Barnett this week, and to consider in particular those for whom success in teaching has been an evolution. Those who received teaching awards will also be considered.

## **6. ITC Presentation.**

Phillip Stark, Interim Director of Instructional Computing, and Henry Burnett, Director of Media Services, updated COT regarding the instructional technology review and specifically reported on phase 3 which relates to organizational design.

COT considered the information and provided feedback regarding their interests and concerns. Members expressed the desire to have a person they can talk with or meet with, and not just a request system, and expressed frustration regarding the reductions in service that they have experienced since IT support was centralized. The Committee noted that centralization took things too far out of the hands of the faculty and that support is so low that faculty are back to doing their own instructional software installation. Faculty are hiring tech support from grants in SOE, PBSci, and Social Sciences for support needs that were otherwise covered before the centralization.

It was acknowledged that centralizing surfaced certain unknown needs and areas of understaffing or inequity of staffing, as well as things that are not being done yet which are necessary or desirable. Also, clients may be confused about which of several local or global services to go to for their support needs. Some options have little or no resources, and some exist but are largely unknown to the faculty.

COT underscored that any uncommunicated resource is a significant issue and that faculty need to know what exists in a timely fashion, before they spend time unnecessarily doing things themselves or hire people to do so. COT was reminded that FITC gives training on various aspects of the Learning Management System.

One expressed need that arose from the discussion is for support in handling copyright matters.

Budgetary limitations were noted as a bottom significant issue for implementation of changes.

Directors Stark and Burnett welcomed more feedback and want to know how COT wishes to be involved.

So attests,

Elisabeth Cameron, Chair  
Committee on Teaching