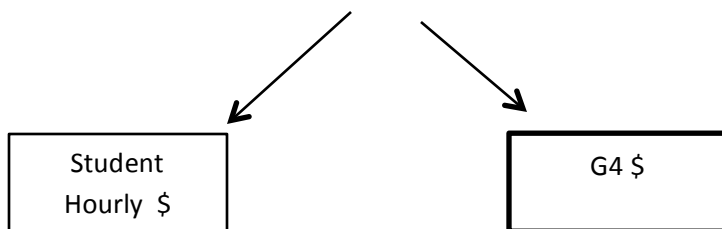


TA/RA Faculty Session Breakout Notes (Jahi)

- Willy: Like flexibility- using money in most optimized way. AMS worried about allocation of money
- Do the rich get richer?
- How can grad RA/TA enhance undergraduate experience?
 - Deliver must happen whether TA or RAs are available or not
 - What is the model for allocation...
 - What about training, ethics, etc for undergraduate TA's (Labs, safety, etc.)
 - Should there be an "instructional budget" covering all aspects?
 - RA, TA, adjuncts, etc.
 - Revenue? How is it generated; how does it go out? CECS
 - LAIS (EB?) Less research...how does it fit/how is support given?
 - Recruitment: "You have funding" (TA/RA)- flexibility
 - Campus wide budget cycle a year in advance?
- Is antagonism created by de-coupling instruction/research?
 - What is missing?
 - Chem Ex: 59 labs, Proposal- no "you HAVE to use graduates"
 - Needs differences by dept/need flexibility by depts.
 - Hourly's instruction



- 155 TA's
 - 140 GTA's
 - Should be ~200- managing the gap
 - Dept discussions to understand how (best practices)
 - "Research side seems to be a positive"-Wakin
 - OUTSIDE PERCEPTION: "understanding teaching me"
 - "Don't cut back on budget...and allow flexibility..."
 - TA management training
 - If the departments decide, is it the DH? (allocations)
1. Compelling Y/N
 - What would change in the budgeting process? (budget committee)
 - "instructional support"

- How many hours of TA support are really needed (numbers)
 - Should we be paying overhead and tuition?
- Can TA support be unilaterally calculated?
- TA use is varied by departments and departments tend to match peer institutions
- Should we split policy by college (vs. one policy)
- Trading new faculty for more TA's?
- 1st Question from new faculty hires... How many TA's?
- Would like more and longer term TA support
- Should we poll- TA's Vs. New faculty hires
- As a DH, like the proposal, as a faculty member- scared of the proposal
- Should Student Life be asked to add support undergraduate student learning experience?
 - Work-study funds
- Growing the TA budget-
 - Foundation support?
- Collaboration with CSM and UNC
- Experiential learning- do we/should we put a larger chunk of money into TA's ?
- Providing instructional support that scales
- Profit sharing models?
- Programs of distinction- follow their lead?
- LAIS degrees? Profit sharing?
 - SB 03?
- Timing of TA Budget allocation- budget commit by Dec?
- TA's for graduate classes?
- Donors for undergraduate teaching fellowships

Faculty Session Breakout Notes (Tom)

1. Benefits

- Flexibility increase if funds delivered are fungible
- Potentially stronger grad student recruitment tool
- Potentially more research assistantships->If we can find/create additional funds.

Considerations:

- Quality, support for instruction, cost
- Revenue end not well addressed
 - How do we incentivize departments to raise funds to increase instructional support
- Budget process-need to know GA#'s in January
- Best practice discussions on use/training/recruiting TA/hourly RA

2. Problems

- GA \$ too much winner take all.

- Training/safety
 - Management issues- more student instructors
 - For grad students-> need to work contracting so that grad students aren't disincentivized (ownership of education)
 - Perception of undergrad teaching support
1. Benefits
 - Does creating a separate instructional support budget help in the appearance of the size of our grad financial support?
 2. Problems
 - No distinction in policies across colleges. Colleges are different, aren't they?
 - No tradition of "student hourly support for graduate students.
 - Can't increase student instructional support @ cost of GA support

Concerns

- What are our instructional support needs? (grad and undergrad)
- Growing GA budget- give up faculty lines?
 - Pole faculty- TA of faculty line growth
- Can we tap into work-study funds to support instructional support (SL support)
- Engineering vs. science models
- Discussion moved to growing to pool of funds available
 - Foundation
- Leverage UNC/CSM STEM education initiative