

The College of Liberal Arts and Sciences  
The Undergraduate Educational Policy and Curriculum Committee

**Minutes**

240 SH

February 13, 2025

*Attending:* Cornelia Lang (chair), Asha Bhandary, Megan Gogerty, Liz Lundberg (staff), Emilie Maurel-Destruel, Sanvesh Srivastava, DeAndre Steger, Amy Strathman, Rachel Young

*Absent:* Rodica Curtu, Julianna Pacheco

- 1) First Associate Dean Lang gave some updates on the status of past projects and led a discussion about university and college policies and communication related to dangerous weather conditions. The day prior to the meeting there was an ice storm, and CLAS heard from some instructors that they would have liked more guidance about whether and under what conditions they can switch class meetings to Zoom. CLAS is currently gathering information and perspectives on this topic and considering whether to send college-wide guidance in the case of severe weather. UEPCC supported the need for clearer messaging to reduce confusion.
- 2) Associate Dean Lang also announced that the revised Manual of Procedure (MOP) of the College of Liberal Arts and Sciences passed by faculty vote on February 11. The only change that affects this committee is the addition of a rule that there can be no more than one member per department. The new MOP is effective July 1, 2025.
- 3) Next, the committee approved the minutes from February 6, 2025. It was also decided that Asha Bhandary will serve as secretary for the rest of the spring 2025 semester.
- 4) Next Associate Dean Lang led the committee in a discussion about undergraduate teaching assistants. This topic was discussed by UEPCC in September 2023. There is a CLAS policy about undergraduate TAs on the CLAS policy website, but it is due for reconsideration. The main points that came out of the discussion in 2023 were that more instructors should know about their options for using undergraduate TAs, and that we might want to rethink the name “undergraduate TA,” so as not to confuse the role with graduate student TAs. We especially want to avoid this confusion because in most cases undergraduates are not “teaching” as in creating lesson plans, leading classes independently, and grading. The committee is resuming discussions about this topic, partly to revisit the issue of the name of these roles, and partly to begin exploring what it would look like to use undergraduates as graders in some circumstances. (Currently CLAS does not allow undergraduates to serve in TA roles that include grading or other access to student records, but the university does allow this practice.) There is also a campuswide committee currently looking at the different policies and practices around undergraduate TAs and graders, so this topic is timely.

The question was raised why we would want undergraduate TAs who can grade, and the committee discussed several reasons it could be helpful to faculty and the students in these roles. The committee discussed that instructors would need to provide a rationale for using undergraduate graders, and the college would set criteria for which courses are

eligible to hire undergraduates for these roles, including size of the course and the department, for student privacy reasons. The committee also discussed compensation and whether students in various roles would receive pay or academic credit. This distinction, compliance and training requirements, and terminology distinguishing the roles would all need to be aligned and clarified. The criteria for using undergraduate TAs might also need to include that departments must start with their own graduate students before going to undergraduates to fill these roles. This conversation is ongoing, and no specific policy changes have yet been drafted.

Respectfully submitted,

Asha Bhandary  
Associate Professor  
Department of Philosophy  
Secretary, UEPC